Utilizing an existing assessment from your current practicum placement, modify the assessment materials (ESOL 4.2) for the ELL with whom you have been working and with varying linguistic, cultural, and educational backgrounds. Provide a brief 1-page explanation of the lesson(s) and the learning goals the assessment will be covering.

Submit this assignment to the Assignment box no later than Sunday 11:59 PM EST/EDT of Module 4-Week 2.

To see how this assignment will be graded, see the scoring rubric on the next page.
### Scoring Rubric:

Ratings for the assignment:
- **Exceptional** corresponds to an A (90-100%). Performance is outstanding; significantly above the usual expectations.
- **Proficient** corresponds to a grade of B to A- (80-89%). Skills and standards are at the level of expectation.
- **Basic** corresponds to a C to B- (70-79%). Skills and standards are acceptable but improvements are needed to meet expectations well.
- **Novice** corresponds to an F (< 70%). Performance is weak; the skills or standards are not sufficiently demonstrated at this time.

0 This criterion is missing or not in evidence.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Criteria</th>
<th>Score</th>
</tr>
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<tbody>
<tr>
<td>Assessment evaluates both content and language goals</td>
<td>A professionally designed assessment that offers feedback on both content and language goals.</td>
<td></td>
</tr>
<tr>
<td>Assessment is transparent and outcome expectations are clear and easy to understand.</td>
<td>The assessment is clear, dynamic, and allows for a full and complete understanding of all expectations.</td>
<td></td>
</tr>
<tr>
<td>Lesson and assessment are tied to the ELL’s life</td>
<td>This assessment is deeply connected to the ELL’s life and allows for a number of powerful connections to be made.</td>
<td></td>
</tr>
<tr>
<td>Modifications in the assessment are valid and supportive of the ELL’s learning goals <strong>ESOL 4.2</strong></td>
<td>The modifications presented are professionally designed and offer complete support to the ELL.</td>
<td></td>
</tr>
<tr>
<td>Narrative portion of the text satisfies all aspects of the written conventions (cohesion, grammar etc.) including adherence to</td>
<td>Models the highest standards of University writing. Outstanding command of conventions. Zero errors.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Models expected quality of University writing. Good command of conventions. 1-2 errors.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lacking in expected quality of University writing. Limited command of conventions. 3-5 errors.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Does not model expected quality of University writing. Struggled with conventions. 5+ errors.</td>
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</tbody>
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**__Assessment evaluates both content and language goals__**

- Exceptional: A professionally designed assessment that offers feedback on both content and language goals.
- Proficient: A general assessment that offers feedback on both content and language goals.
- Basic: A basic assessment that offers limited feedback on both content and language goals.
- Novice: A sub-level assessment that offers limited feedback on both content and language goals.

**__Assessment is transparent and outcome expectations are clear and easy to understand.__**

- Exceptional: The assessment is clear, dynamic, and allows for a full and complete understanding of all expectations.
- Proficient: The assessment is clear and allows for understanding of all expectations.
- Basic: The assessment is somewhat unclear and allows for a limited understanding of all expectations.
- Novice: The assessment is unclear and does not allow for understanding of expectations.

**__Lesson and assessment are tied to the ELL’s life__**

- Exceptional: This assessment is deeply connected to the ELL’s life and allows for a number of powerful connections to be made.
- Proficient: This assessment is connected to the ELL’s life and allows for a number of connections to be made.
- Basic: This assessment is connected minimally to the ELL’s life.
- Novice: This assessment is minimally connected to the ELL’s life.

**__Modifications in the assessment are valid and supportive of the ELL’s learning goals ESOL 4.2__**

- Exceptional: The modifications presented are professionally designed and offer complete support to the ELL.
- Proficient: The modifications presented are designed well and offer support to the ELL.
- Basic: The modifications presented are lacking and offer limited support to the ELL.
- Novice: The modifications presented are minimal and offer almost no support to the ELL.

**__Narrative portion of the text satisfies all aspects of the written conventions (cohesion, grammar etc.) including adherence to__**

- Proficient: Models expected quality of University writing. Good command of conventions. 1-2 errors.
- Basic: Lacking in expected quality of University writing. Limited command of conventions. 3-5 errors.
- Novice: Does not model expected quality of University writing. Struggled with conventions. 5+ errors.