

Active Listening Rubric

| CATEGORY | Novice (0-1) | Nearing Proficiency 2 | Proficient 3 | Advanced 4 |
|---|--|--|--|---|
| Body Position/Eyes | Not looking at the speaker/head turned away -very tired/ sleeping/ eyes closed -listening to music -food and drink are distracting- | Does not look alert/tired/may sleep -waking/roaming in class - looking up occasionally -listening to music -staring off into space | Look alert most of the time - facing the speaker most of the time -moving in chair -no music not tired -nodding to speaker | Facing/making eye contact with speaker -sitting straight at the speaker |
| Hands | Playing games, music or something -drawing pictures that do not increase understanding | Focused on doodling not listening -eating something - playing with something | Taking some notes -not playing with things | Taking notes |
| Summarize what the speaker is saying | The student is unable to state main ideas and does nothing to help themselves do so | The student is able to summarize every few sentences by stating main ideas if prompted by the teacher | The student is able to summarize every few sentences by stating main ideas. Takes notes if this is helpful | The student is able to summarize every few sentences by stating main ideas 80% of the time. Takes notes if this is helpful |
| Make connections/ Ask Questions | The student is unable to link what they are hearing to any prior knowledge in the subject or assimilate knowledge from another subject | The student links what they are hearing to prior knowledge in the subject and/or assimilates knowledge from other areas with teacher help. | The student links what they are hearing to prior knowledge in the subject and/or assimilates knowledge from other subjects | The student links what they are hearing to prior knowledge in the subject and/or assimilates knowledge from other areas 80% of the time |
| Assignment information | Unprepared -doesn't know the due date, criteria or understand what to do | May look at homework board occasionally (-may know some criteria, due date and may understand some aspects of assignment) | Focused on the board -knows what to do -knows how to organize information -knows criteria and due date | Looking at list -stars or highlights important information -prepared to listen and take notes -knows criteria and due date |
| Outcome | Fails: does not hand in assignment or hands in assignment that is missing most of criteria | Assignment may not be handed in on time and/or assignment is missing critical criteria | Hands in assignment on time with most of the criteria met | Hands in -prepared to hand in work on time with appropriate criteria meets a high standard |

Listening Rubric For Ells

Timothy Jay Boals



Listening Rubric For Ells:

Strategies for Formative Assessment with English Language Learners ebook Sonja Bloetner, 2014-06-01 Assess and address the language proficiency and linguistic needs of your English language learners using the assessment techniques and resources in this handbook Strategies for Formative Assessment with English Language Learners aids in monitoring students success towards developing English language proficiency across the content areas Assessment samples templates and recording forms are included for grade spans K 2 and 3 5 The ELL Teacher's Toolbox Larry Ferlazzo, Katie Hull Sypniewski, 2018-03-29 Practical strategies to support your English language learners The ELL Teacher's Toolbox is a practical valuable resource to be used by teachers of English Language Learners in teacher education credential programs and by staff development professionals and coaches It provides hundreds of innovative and research based instructional strategies you can use to support all levels of English Language Learners Written by proven authors in the field the book is divided into two main sections Reading Writing and Speaking Listening Each of those sections includes Top Ten favorites and between 40 and 70 strategies that can be used as part of multiple lessons and across content areas Contains 60% new strategies Features ready to use lesson plans Includes reproducible handouts Offers technology integration ideas The percentage of public school students in the U S who are English language learners grows each year and with this book you ll get a ton of fresh innovative strategies to add to your teaching arsenal Language Arts Mildred R. Donoghue, 2008-08-05 A clear introduction for the teaching of language and communication **A Practical Guide to Assessing English Language Learners** Christine Anne Coombe, Keith S. Folse, Nancy J. Hubley, 2007 For many teachers of English language learners the field of assessment is foreign territory Assessment has its own culture traditions and terminology This training guide is intended to help classroom teachers become more comfortable creating and using assessments A Practical Guide to Assessing English Language Learners provides helpful insights into the practice and terminology of assessment The text focuses on providing the cornerstones of good assessments usefulness validity reliability practicality washback authenticity transparency and security and techniques for testing It devotes a chapter to the assessment of each of the four main skill areas reading writing listening and speaking and also covers placement testing such as using TOEFL and MELAB diagnostic testing evaluation and instructional decision making with regard to testing Tips to improve students test taking strategies are offered and each chapter ends with a helpful list of Ten Things to Remember as well as informative case studies featuring two teachers and their assessment decisions Incorporating its own principles A Practical Guide to Assessing English Language Learners opens with a short quiz for the reader called Are You Testwise that quickly determines how each teacher will benefit from this indispensable guide **Differentiated Early Literacy for English Language Learners** Paul Boyd-Batstone, 2006 Early literacy strategies for English language learners are differentiated according to five levels of language proficiency **BOOK JACKET** *Differentiated Literacy Instruction for English Language Learners* Alice L.

Quiocho, Sharon H. Ulanoff, 2009 *Differentiated Literacy Instruction for English Language Learners* assists teachers in developing a multifaceted approach to successful instruction uniquely clarifying the critical role of culture and language in working with English language learners. Carefully crafted chapters guide literacy educators from initial assessment to the development of successful differentiated instruction. Drawing on their vast experience with teaching English Learners, Alice Quiocho and Sharon Ulanoff offer teachers a myriad of practical strategies, lots of authentic teacher examples, and detailed lesson plans. They identify how to build English skills with English learners at every developmental level. In addition, the authors also feature a chapter detailing the steps necessary to reach English learners who have been identified for special education, a topic infrequently covered in other texts. The explicit lesson plans, field studies, and classroom vignettes crystallize the theories presented in this text. Teachers will find that *Differentiated Literacy Instruction for English Language Learners* promotes a personalized approach to English learning that will prove to be a vital tool for anyone hoping to maximize their students' potential. What reviewers say: The authors know their field and they recognize and confirm teachers' abilities and expertise to enhance English language learners' content literacy development. Janet Richards, University of South Florida. I think the authors do a wonderful job connecting theory to practice. The writers do an excellent job of writing a clear and interesting text. Debra Price, Sam Houston State University. There is much value in the pedagogical features of this book. I have never seen such an extensive explanation of language acquisition and the different ways teachers can assess English learners. I think that it will be the best book on the market in this regard. Deanna Gilmore, Washington State University.

Teaching Learners of English in Mainstream Classrooms (K-8) Linda New Levine, Mary Lou McCloskey, 2009. *Teaching Learners of English in Mainstream Classrooms* is a unique resource designed to help K-8 classroom teachers integrate language learning into the content curriculum. This book helps teachers teach their grade-level curriculum even though they may have English language learners in their classrooms. By using the strategies provided, teachers can promote content achievement for all of their students. Specifically written for content teachers, Linda New Levine and Mary Lou McCloskey's clear and friendly writing style emphasizes practical application of known second language learning principles. The authors offer classroom teachers practical strategies and tools to integrate content and language learning, accelerating the academic achievement of their students. Techniques for developing reading, writing, and speaking skills in the content areas are also emphasized. *Using Standards-based Classroom Assessments to Influence Practice in Programs for English Language Learners (ELLs)* Timothy Jay Boals, 2003. **The CATESOL Journal**, 2006. Alternative Access for ELLs Corey Elizabeth Ray-Subramanian, 2007. *Instructional Assessment of English Language Learners in the K-8 Classroom* Diane K. Brantley, 2007. This classroom-ready resource provides teachers in grades K-8 with specific assessments that can be administered to English language learners within the regular classroom. Long overdue and with a focus on the needs of English language learners (ELLs) within the classroom, *Instructional Assessment of English Language Learners* is a unique

book designed to teach readers the basic concepts of assessing English Today s education courses place an increasing emphasis on the regular classroom teacher to instruct and assess English language learners Yet classroom teachers have few resources available to them in regard to assessing ELLs within their classrooms This book helps readers master the assessments to be administered to English learners and cover a range of literacy skills deemed necessary for English language acquisition and reproduction while also assessing the student s literacy skills in their primary language The overarching goal of this book is to enable teachers to acquire a deep understanding of the value of instructional assessment for ELLs and the importance of evaluating the results to provide the students with immediate appropriate and meaningful instruction The book addresses the specific areas of language arts related to the development acquisition and reproduction of the English language oral language development and vocabulary concepts of print and the alphabetic strategies word recognition and word identification strategies reading fluency reading comprehension written language development and spelling content area literacy procedural knowledge and problem solving strategies The strategies presented in this text are research based and are known to increase reading comprehension for ELLs

102 Content Strategies for English Language Learners Jodi Reiss, 2008 Are you looking for classroom tested content strategies to help your English Language Learners achieve academic success This easy to use resource offers 102 practical instructional and assessment strategies built on a strong foundation of second language acquisition theories and principles Easy to incorporate into daily classroom instruction all 102 strategies are concise and offer helpful guides that maximize students performance potential at every level of development Strategies address a variety of issues including cultural considerations instructional processes traditional testing alternative testing formats grading and accountability Theory to Application Guidelines for Practice are found at the beginning of each chapter to unify the theories and principles around which this text is designed The Objective briefly states the goals of the strategies that follow The Rationale explains the reasoning underlying each objective and the role it plays in your practice Strategies offer activities and assignments to help you in guiding your English Language Learners toward academic success In Concept introduces and explains the ideas behind each strategy and why it is important to your practice In Practice provides instructions examples and illustrations to illustrate how each strategy can be used in your classroom

Assessment Robert D. Martínez, 1999 Integrated Literacy Instruction in the Middle Grades Pamela S. Carroll, 2004 This book presents both a theoretical framework and classroom tested ideas for literacy instruction in middle schools Equally suitable for middle school courses as well as for in service training this concise yet comprehensive text is divided into two parts Part I introduces students to 8 principles concerns that are at the forefront of middle school students minds and Part II includes applications for Literacy Instruction and Learning in the Middle Grades Reading LA classes providing teaching ideas instructional strategies and suggestions for assessment evaluation and grading This text gives one new insight for the potential for literacy instruction in today s middle schools and the need to understand the many questions and concerns that

pre service and practicing teachers have as they teach in those schools This text is loaded with theoretically sound ideas for building student sensitive literacy curricula **Literature-based Instruction with English Language Learners, K-12**

Nancy L. Hadaway, Sylvia M. Vardell, Terrell A. Young, 2002 This book takes a literature based approach to how children learn language and how it is taught in today s diverse K 12 classrooms The material is based on the belief that literature offers the most effective instructional approach for English language learners The book offers meaningful reading writing speaking and listening activities as well as new understandings about the forms and functions of written language This is the first book that offers instructors guidance in expanding the range of materials they use for teaching ESL by going beyond the standard texts to include books of all kinds children s literature trade books magazines and other media Voices from the Classroom Scenarios from K 12 classrooms with English language learners are provided throughout the chapters offering practical stories from teachers points of view K 12 Educators with diverse student populations *120 Content Strategies for English*

Language Learners Jodi Reiss, 2012 Provides 120 easy to follow strategies that examines different aspects of teaching ELL secondary students from building background knowledge to assessing learning Explores methods of presenting basic information about types of tests demonstrates test taking skills and discusses the use of accommodations Each chapter contains a summary and discussion questions **Teaching English Language Learners in Elementary School**

Communities Christian Faltis, 2006 Designed for student teachers general education teachers and teachers of dual language classes this new edition of Teaching English Language Learners in Elementary School Communities is now aligned with the standards developed by TESOL This book also addresses teachers expectations of English Language Learners solutions for the dual language classroom how to encourage active participation and social integration mixed language whole class teaching small groupwork involving families and communities in school activities and assessment an invaluable resource for teaching English Language Learners FEATURES OF THE FOURTH EDITION INCLUDE A sociocultural framework that centers around social learning rather than a psychological framework that centers around individual learning Applicability to dual language education in addition to student teaching and regular education New View of being a good language learner in the context of a social classroom New Chapter on assessment practices highlighting the multiple roles of oral and written language assessment Technology and Teaching English Language Learners Mary Ellen Butler-Pascoe, Karin M.

Wiburg, 2003 This unprecedented book introduces the latest use of technology to support second language acquisition combining the application of technology with language acquisition theory and practice in the modern classroom This book is coherently organized around the teaching concepts and approaches such as communicative content based skills based and inquiry base teaching The authors provide an extensive up to date coverage of issues such as the use of technology for communicative language teaching using technology to teach oral communication skills and reading and writing For anyone interested in learning ways to integrate technology in the teaching of English Language **ESOL Tests and Testing**

Stephen Stoyhoff, 2005 This volume describes how ESOL tests and test users have changed greatly in the past few decades. Some widely used ESOL tests have been revised with a number of new tests incorporating advances in computer technology. In addition, many more ESOL practitioners than in the past are responsible for selecting and using tests. Stephen Stoyhoff and Carol A. Chapelle introduce teachers and administrators to the principles, methods, and vocabulary of language assessment. Twenty-one reviewers of ESOL tests consider test purpose, methods, and justification of their use in particular situations.

Essential Student Book Anna Uhl Chamot, 2001

Unveiling the Magic of Words: A Review of "**Listening Rubric For Ells**"

In a world defined by information and interconnectivity, the enchanting power of words has acquired unparalleled significance. Their power to kindle emotions, provoke contemplation, and ignite transformative change is truly awe-inspiring. Enter the realm of "**Listening Rubric For Ells**," a mesmerizing literary masterpiece penned with a distinguished author, guiding readers on a profound journey to unravel the secrets and potential hidden within every word. In this critique, we shall delve to the book is central themes, examine its distinctive writing style, and assess its profound affect the souls of its readers.

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couple of drivers from the speed only from the speed that could have won the championship

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web sebastian vettel 3 juli 1987 in heppenheim ist ein ehemaliger deutscher automobilrennfahrer und vierfacher formel 1 weltmeister er startete von 2007 bis 2022 bei 299 großen preisen in der formel 1 und gewann in der saison 2010 als zweiter deutscher nach michael schumacher und bislang jüngster fahrer die weltmeisterschaft

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web 6 months sebastian vettel has been competing in formula 1 since 2007 and was the youngest driver ever to win the world championship in the 2010 season

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web sebastian vettel german pronunciation ze'basti a : n 'fətl born 3 july 1987 is a german racing driver who competed in formula one from 2007 to 2022 for bmw sauber toro rosso red bull ferrari and aston martin

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sebastian vettel in sosyal medya hesabından yaptığı açıklama gündem oldu

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web nov 20 2022 a stellar career in pictures vettel started his f1 career with bmw sauber as a replacement for injured robert kubica at the 2007 united states grand prix he qualified a superb seventh on the

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web oct 1 2023 sebastian vettel german race car driver who in 2010 at age 23 became the youngest person to win the formula one world drivers championship he subsequently captured the title again in 2011 2012 and 2013 learn more about vettel s life and career including his results in other seasons

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