



How NCTQ scores the English Language Learners Standard

[Standard and indicators](#)

Data used to score this standard

Evaluation of elementary programs on Standard 3: English Language Learners uses the following source of data:

- Syllabi for required courses that address literacy strategies for English language learners

Who analyzes the data

[One reading subject-specialist](#) evaluates syllabi using a detailed scoring protocol from which this scoring methodology is abstracted. Ten percent of syllabi are randomly selected for a second evaluation to assess scoring variances.

Scope of analysis

Scores of **undergraduate** and **graduate** teacher preparation programs on the standard are based on examination of syllabi in coursework that is deemed relevant because it addresses reading instruction or instruction of the English language learner. (A discussion of the use of syllabi for analysis of course content is provided [here](#).) Unlike the evaluation process for some other content standards, no distinction is drawn between undergraduate and graduate programs.

Analysts score syllabi based on coverage in lectures and elements of accountability (assessments, writing assignments or actual teaching practice) of literacy strategies stated as being related to English language learners. The strategies designed for English language learners might relate to explicit reading instruction and supportive language activities. The analysis does not evaluate the utility of the strategies, only that they are cited as topics for instruction and/or practice.

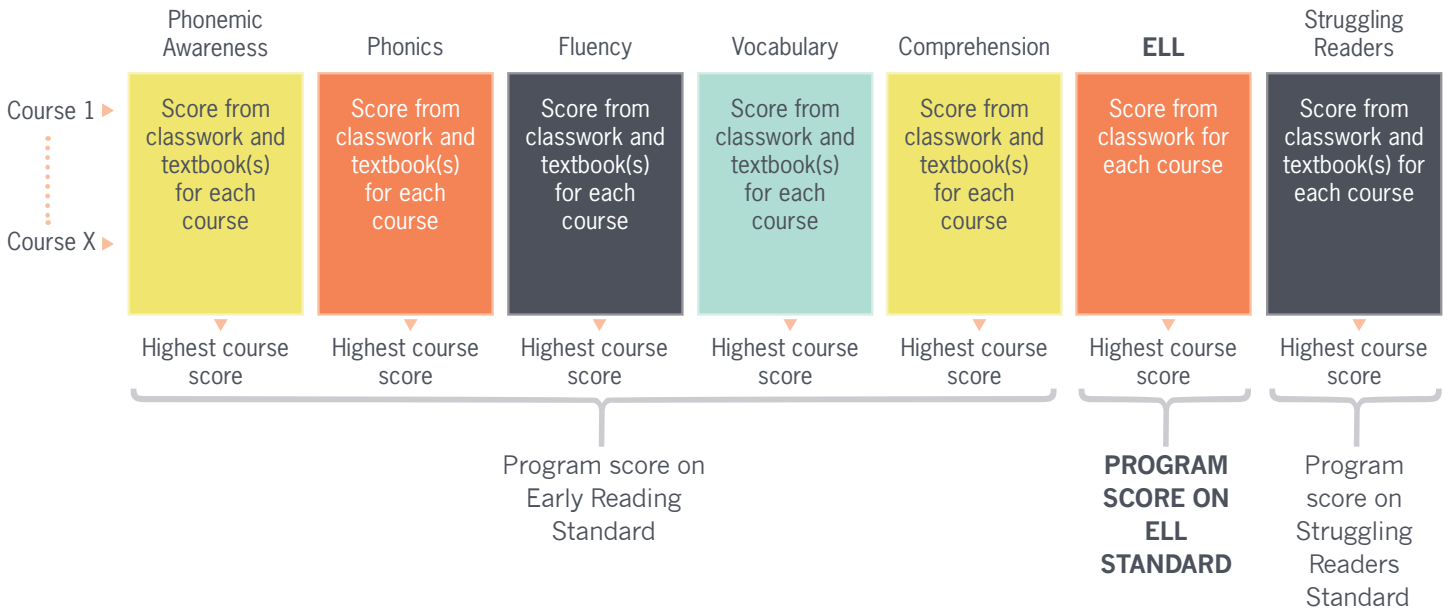
The scores in each of these areas are proportional to the coverage. For example, the course receives minimal credit for lecture coverage if such strategies are a part of a single lecture and full lecture credit if they are the focus of two lectures.¹

In accordance with indicator 3.1, scores from the course syllabus become the *course* score.

The *overall* program score is the highest score in any course.

¹ A maximum of six points may be earned for the course, apportioned equally across its coverage in lectures and accountability elements.

Evaluating reading coursework for the Early Reading, ENGLISH LANGUAGE LEARNERS and Struggling Readers Standards



Common misconceptions about how analysts evaluate the English Language Learners Standard:

- *Any reference to strategies designed to instruct “diverse learners,” to teach in “culturally diverse classrooms” or to demonstrate “cultural sensitivity” is relevant to this standard.* The focus of the standard is not the broad spectrum of strategies that may be used with English language learners; rather, it is specifically focused on strategies relating to *reading instruction* of English language learners. Thus, strategies relating to the students, context or dispositions above are not credited when they stand alone without additional references to reading and English language learners.
- *Any required reading or literacy course is relevant to this standard.* Every required course that addresses reading or literacy is screened by the analysts to determine relevance for this standard. Required courses that do not specifically address the essential components of reading instruction and English language learners – for example, courses that focus exclusively on the history and genres of children’s literature – are irrelevant for this standard and are not evaluated.
- *Course objectives or standards mapping are interchangeable with specific lectures, written assignments, assessments or practice teaching.* Many syllabi laudably include objectives and goals for a course; however, the scoring protocol for this standard requires reviewers to look for specific instructional plans (lectures, writing assignments, assessments, practice teaching) that implement those objectives. In other words, an objective with no supporting lectures, assignments or practice teaching is not sufficient.

Examples of what satisfies or does not satisfy the standard's indicator

Delivery of relevant instructional strategies (Indicator 3.1)

✓ - fully satisfies the indicator	✗ - does not satisfy the indicator
<p>At least one course in a program has both lectures and practice that adequately address strategies necessary for teaching reading to the English language learner.</p> <p>Example from one course:</p> <p>Lectures:</p> <ul style="list-style-type: none">■ <i>Adapting instruction to fit all learners</i>■ <i>ELL students</i>■ <i>Diversity in the classroom</i>■ <i>Intervention programs</i> <p>Practice:</p> <ul style="list-style-type: none">■ <i>Lesson Plan: Accommodations for the English Language Learner should be identified throughout the lesson plan.</i>■ <i>Individuals will present a Guided Reading lesson while managing centers for ESOL and General Education students. Individuals are expected to show how the strategies they have selected meet all students' needs.</i>	<p>No course in a program has any reference in lectures and practice to strategies necessary to teach reading to the English language learner.</p>