



Dual Language Development Program

Signature Assignment for EDCI 541

Curriculum Audit

Student Learning Outcome(s) Assessed:

SLO #3: Demonstrate knowledge of major theoretical bases for language minority students in a curriculum module (related to the teaching of reading/language arts and/or critical literacy).

Description of the Signature Assignment

Based on a needs assessment for English Language Learners and heritage speakers, candidates will interpret the results for instructional purposes. The Audit consists of a personal, school and community analysis of the resources and challenges in teaching reading/language arts to culturally and linguistically diverse students. Using knowledge of major research studies related to language structure and use, as related to the teaching of reading/language in two languages, the final product of the signature assignment is a curricular program incorporating principles of biliteracy and cross-cultural curriculum development for multidisciplinary teaching in the MA candidate's current instructional setting. The students must construct and present the assignment in a research based format.

Directions for Students

Curriculum Audit: The audit is in 4 parts: personal, professional, literature-based, and instructional.

Assignments are labeled Audit A, B, C & D. Audit D is the signature assignment for the course and consists of several parts. It may be submitted electronically.

Audit D: Curricular Unit Instructions

- Topic & Essential Question: What is the essential question you are addressing?
- Description of Pedagogy: Describe the key strategies or approaches you are using in your unit & provide research/theory support for why you are using these.
- Thematic Unit: Develop a set of lessons (3-5) that address your essential question.
- Reflection: Use one or more of the authors we have read in class as a framework for your reflections on what you hope to accomplish with students through your unit.

Elements for Thematic Unit

Need to include:

- Objectives & assessment of mastery of objective (with rubric for scoring)
- Standards based (ELA, ELD, History/Social Science, World Languages)
- Vocabulary development & linguistic frames
- Cultural diversity: cultural knowledge from students, funds of knowledge, addressing different perspectives
- Critical thinking (rigor)
- Tap prior knowledge

- Student-to-student interaction, linguistic production
- SDAIE strategies

Consider including:

- Differentiation by proficiency level in L2
- Connections with other disciplines, content areas
- Multicultural literature
- Explicit home connections
- Critical pedagogy
- Linguistic objective
- Explicit L1 integration

Scoring Rubric:

Criteria	Exemplary	Meets expectations	Meets some expectations	Does not meet expectations	Final Score
Topic & Essential Question	Appropriate for age, grade, and dual language learners, inquiry based	Appropriate for grade and dual language learners	Topic is identified	Topic is missing or unclear	/5
	5	4	3	2 1	
Description of Pedagogy	Key strategies identified, described, & supported with research evidence; L1/L2 inclusion discussed	Key strategies identified, & supported with research evidence	1 or more strategies are discussed but research support is very limited	Strategies are vague; no research support	/10
	10 9	8 7	6 5	4 3 2 1	
Thematic Unit	3-5 lessons aligned with topic; all needed elements of unit are included & some recommended elements; lessons are motivating & promote critical thinking; lessons are well organized and doable	3-5 lessons aligned with topic; all needed elements of unit are included & some recommended elements	3 lessons aligned with topic; some needed elements of unit are included	Lessons are not aligned with the topic; activities are brief or vague; outcomes are not clear	/20
	20 19 18 17	16 15 14 13	12 11 10 9	7/8 5/6 3/4 1/2	
Reflection	Several key theoretical concepts or frameworks are used & cited; these are clearly connected to the unit; deep, thoughtful & nuanced reflections	Several key theoretical concepts or frameworks are used & cited; these are clearly connected to the unit	A single theoretical concept or framework is cited and related to the unit	Reflection is not based on theory or the work of authors read	/10
	10 9	8 7	6 5	4 3 2 1	
Academic Writing	Well organized structure; APA format; accurate conventions & grammar	Basically well organized and accurate APA, with few errors in conventions & grammar	Some recurring errors in conventions, grammar, APA format; text organization not apparent	Errors in conventions and grammar interfere with effective communication	/5
	5	4	3	2 1	
Total					/50

Legend

Total Points	College of Education Assessment Scale Equivalent
45-50	4 (Exemplary)
35-44	3 (Meets Expectations)
25-34	2 (Meets Some Expectations)
1-24	1 (Does Not Meet Expectations)
	0 (Can't Score)