

Language Acquisition Peer Evaluation Form

Criterion	Excellent (2 pts.)	Needs Revision (1 pt.)	Inadequate (0 pts.)
Curriculum Map: Assessment Strategies	Assessment strategies section of the Curriculum Map was: complete, clearly communicated, age/grade level appropriate.	Assessment strategies section of the Curriculum Map was either: incomplete, not clearly communicated, OR was not age/grade level appropriate.	Assessment strategies section of the Curriculum Map was not demonstrated.
Curriculum Map: ESL and Content Area Standards	The ESL and Content Area Standards section of the Curriculum Map was: complete, clearly communicated, age/grade level appropriate.	The ESL and Content Area Standards section of the Curriculum Map was either: incomplete, not clearly communicated, OR was not age/grade level appropriate.	The ESL and Content Area Standards section of the Curriculum Map was not demonstrated.
Instructional Strategies	The instructional strategies were posted to the Library for sharing with peers via the Internet and were age appropriate.	The instructional strategies were either not yet posted to the Library for sharing with peers via the Internet OR they were not age appropriate.	The instructional strategies were neither posted, nor presented.
Rich Learning Environment	The learning environment ideas were posted to the Library for sharing with peers via the Internet and were age appropriate.	The learning environment ideas were either not yet posted to the Library for sharing with peers via the Internet OR they were not age appropriate.	The learning environment ideas were neither posted, nor presented.
Plan for Advocacy	The Plan for Advocacy was posted to the Library for sharing with peers, and included examples of ideas that could be implemented with parents, peer teachers, students, and community members.	The Plan for Advocacy was either not yet posted to the Library for sharing with peers, OR it and included examples of ideas that could be implemented with <u>some</u> but not all groups requested (parents, peers, students, community members).	The Plan for Advocacy was neither posted, nor presented.
Reflections on Learning	The information shared indicated a thoughtful analysis, summary of the learning experience with Language Acquisition and the extent to which it has either positively or negatively impacted the learner's mental models.	The information shared was less of a thoughtful analysis, and more of a summary or factual recall, restating concepts learned in Language Acquisition.	No analysis was shared.

Presenter's Name	Points	Presenter's Name	Points
1.		14.	
2.		15.	
3.		16.	
4.		17.	
5.		18.	
6.		19.	
7.		20.	
8.		21.	
9.		22.	
10.		23.	
11.		24.	
12.		25.	
13.		26.	