

TESOL Program Assessment Plan

In October 2006, the TESOL Committee reviewed the Program Assessment Plan and identified three broad areas for assessing student outcomes:

1. Language competence;
2. Developmental, social, political, and cultural contexts;
3. Curriculum development, instruction, and assessment.

Within each of these areas, the assessment plan describes specific outcomes, and where in the program curriculum the expected knowledge and skills are introduced (I), emphasized (E), and reinforced (R).

The collection and examination of artifacts will be carried out throughout the academic year. Artifacts to be collected for assessment purposes include papers on the key topics of the program curriculum, papers analyzing field experience, examinations based on short-answer, multiple-choice, and essay questions, original lesson plans, and tutoring logs.

In the 2006-2007 academic year, the TESOL program assessment will focus on two outcomes: a) language competence and b) curriculum, instruction, and assessment. Copies of students' essays and lesson plans will be collected to demonstrate the extent to which students are meeting the required outcomes.

The rubric for evaluating essays in English 311—Introduction to Language and Linguistics will be used to assess outcomes in language competence, and the rubric for evaluating lesson plans in English 360—Theory and Methodology of TESOL will be used to assess outcomes in curriculum development, instruction, and assessment.

In the spring semester, the TESOL Committee will meet to discuss the assessment results and to develop a plan for implementing measures for continuous improvement of the program. A report will be compiled that details the number of students falling into each category described in the rubrics for each outcome. Assessments results and a plan of action for the next academic year will be posted on the departmental website.

TESOL: Assessing Student Outcomes Curriculum Map

Key: I = introduced, E = emphasized, R = reinforced

The ESL teacher will demonstrate knowledge and skills in:	ENGL 311 Intro to Language and Linguistics	ENGL 320 Structure of English	ENGL 322 Acquisition of Language	ENGL 360 Theory and Methodology of TESOL	ENGL 373 Techniques in Tutoring: TESOL Practicum	ENGL 420 Pedagogical Grammar
1. LANGUAGE COMPETENCE: Teachers have a high degree of fluency in English, comprehend the linguistic and paralinguistic features of the English language, and recognize the process through which languages are acquired in both formal and informal contexts.	I	I	I	E	R	R
2. DEVELOPMENTAL, SOCIAL, POLITICAL, AND CULTURAL CONTEXTS: Teachers of English language learners address the developmental, social, political, and cultural contexts of their students' lives and experiences. They comprehend how these relate to classroom performance and educational practice.	I		I	E	R	R
3. CURRICULUM, INSTRUCTION, AND ASSESSMENT: Teachers employ effective curriculum, instruction, and assessment practices for English language learners and possess knowledge of the content taught in schools.				I	R	R

TESOL: Assessing Student Outcomes Curriculum Map

The ESL teacher will demonstrate knowledge and skills in:	ENGL 311 Intro to Language and Linguistics	ENGL 320 Structure of English	ENGL 322 Acquisition of Language	ENGL 360 Theory and Methodology of TESOL	ENGL 373 Techniques in Tutoring: TESOL Practicum	ENGL 420 Pedagogical Grammar	TED 428 Techniques of TESOL
<p>1. LANGUAGE COMPETENCE: Teachers have a high degree of fluency in English*, comprehend the linguistic and paralinguistic features of the English language, and recognize the process through which languages are acquired in both formal and informal contexts.</p> <p>* Students must have a TOEFL score of 550 or an ENGL placement score of 350 to qualify for the program</p>	<p>Candidates respond to short-answer and essay exam questions involving the areas of phonology, morphology, syntax, and semantics.</p> <p>Candidates respond to short-answer and essay exam questions involving sociolinguistic concerns.</p> <p>Candidates complete a paper on a sociolinguistic topic.</p>	<p>Candidates respond to short-answer and essay exam questions involving the areas of phonology, morphology, syntax, and semantics.</p>	<p>In examinations, candidates analyze field research of gathered speech samples, oral and written.</p>	<p>Candidates respond to short-answer and essay exam questions involving the areas of phonology, morphology, syntax, and semantics.</p> <p>Candidates develop and present a lesson plan to teach aspects of phonology, morphology, syntax, vocabulary, and semantics.</p>	<p>Candidates summarize in five papers their journal entries based on their tutoring experience.</p> <p>Candidates present a language learning game and write a review of that technique.</p> <p>Candidates write on articles dealing with language competence in the final examination.</p>	<p>Candidates respond to short-answer and essay exam questions that focus on explaining linguistic features to non-native speakers.</p> <p>Candidates teach a mock lesson to a pretend ESL class.</p> <p>Candidates write a paper about their teaching experience in the mock lesson.</p>	<p>Candidates tape oral readings of non-native speakers for pronunciation analysis with recommendations for teaching and share findings with class.</p> <p>Candidates design and practice a language learning game for a selected ELL level.</p>
<p>2. DEVELOPMENTAL, SOCIAL, POLITICAL, AND CULTURAL CONTEXTS: Teachers of English language learners address the developmental, social, political, and cultural contexts of their students' lives and experiences. They comprehend how these</p>			<p>Knowledge of developmental stages is assessed through short answer, multiple choice, and essay questions on exams.</p>	<p>Understanding of how developmental variables affect language acquisition is assessed in examinations.</p>	<p>Candidates conduct an ethnographic study/learner profile interview and administer a learning-style survey to a person they tutor, and candidates write a paper assessing</p>	<p>Candidates design and teach a mock lesson designed for a specific cultural group.</p>	<p>Candidates write response papers based on 25 hours of Field Experience in the public school settings.</p>

<p>relate to classroom performance and educational practice.</p>					<p>language proficiency based on this research.</p> <p>The tutoring logs of candidates are reviewed.</p>		
<p>3. CURRICULUM, INSTRUCTION, AND ASSESSMENT: Teachers employ effective curriculum, instruction, and assessment practices for English language learners and possess knowledge of the content taught in schools.</p>				<p>Candidates' ability to develop curriculum and to assess learners is assessed through examinations.</p>	<p>Candidates write and present lesson plans for a small group that involves evaluation of student learning as a component.</p>		<p>Candidates develop a literature unit for elementary-level ELLs to be shared with the class.</p> <p>Candidates develop a literature/composition lesson based on an ESL reader, with vocabulary assignment, for middle school ELLs.</p> <p>Candidates develop an information gap exercise appropriate for middle school to be practiced and evaluated by the class.</p> <p>Candidates develop a content-based lesson for the secondary level to be shared with the class.</p> <p>Candidates</p>

							<p>develop and present a Lesson Plan, including a rubric for assessment, designed for use in the ELL classroom.</p> <p>Candidates design a standards-based curriculum for their intended level of teaching as a final exam.</p>
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TESOL MAJOR PROGRAM ASSESSMENT PLAN

	Fall 2006	Spring 2007	May 2007	2007-2008
Learning Objective #1	Collect data from ENG311 rubric for evaluating essays			
		Write assessment of data and artifacts; discuss results		
	Collect and examine additional artifacts to assess performance on outcomes		Compile assessment results and plan of action into a report and post to web	
		Develop plan for implementing measures for improvement		Implement plan of action
Learning Objective #2			Make decision on outcomes to be assessed in 2007-2008	
				Collect artifacts to assess in 2007-2008
Learning Objective #3	Collect data from ENG360 rubric for evaluating lesson plans			
		Write assessment of data and artifacts; discuss results		
	Collect and examine artifacts for assessment		Compile assessment results and plan of action into a report and post to web	

		Develop plan for implementing measures for improvement	Implement plan of action
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English--- TESOL
Assessment Schedule

Outcome	Artifacts of Learning Outcome	Faculty Responsible for Collecting Data	Timeframe
1. Language competence.	311 essays	Tiedeman	Fall 2006 Collection Distribute Spring 2007
2. Developmental, social, political and cultural contexts.	To be determined		Spring 2008 Collection
3. Curriculum development, instruction, and assessment.	360 lessonplans	Pavlov	Fall 2006 Collection Distribute Sprign 2007