### ASSESSMENT PLAN: Teaching English to Speakers of Other Languages (TESOL)

**Date Updated:** Spring 2020

#### PROGRAM LEARNING OUTCOMES (PLOs)

Students graduating with a M.A. TESOL will be able to:

<table>
<thead>
<tr>
<th>PLO</th>
<th>Outcome</th>
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<tbody>
<tr>
<td>PLO 1</td>
<td>communicate effectively in the profession both orally and in writing</td>
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<tr>
<td>PLO 2</td>
<td>apply information literacy principles in their work as TESOL professionals</td>
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<tr>
<td>PLO 3</td>
<td>draw on knowledge of language ability to shape their instructional choices</td>
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<tr>
<td>PLO 4</td>
<td>use pedagogical content knowledge appropriate for a particular group of language learners</td>
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<tr>
<td>PLO 5</td>
<td>integrate principles of diversity and inclusiveness in their classrooms</td>
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<tr>
<td>PLO 6</td>
<td>select life-long learning strategies to stay current in the profession</td>
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#### Year 1: 2018-2019

1. **Which PLO(s) to assess**
   - communicate effectively in the profession both orally and in writing; apply information literacy principles in their work as TESOL professionals

2. **Is it aligned to an ILO?**
   - yes

3. **If yes, list ILO.**
   - Written communication and information literacy

4. **Course name and number**
   - ENGL 699, Department Thesis

5. **SLO from course**
   - communicate effectively in the profession both orally and in writing; apply information literacy principles in their work as TESOL professionals
6. Assessment activity | Secondary assessment of relevant assignments included in the exit portfolio (i.e., lesson plan, reflective teaching journal, literature review)
---|---
7. Assessment Instrument | Department rubric
8. How data will be reported | Quantitative and qualitative
9. Responsible person(s) | TESOL coordinator and/or chair
10. Time (which semester(s)) | Spring
11. Ways of closing the loop | Revise information literacy curriculum in first-year courses, increase the number of assignments that require synthesis in second-year courses.

### Year 2: 2019-2020

1. Which PLO(s) to assess | draw on knowledge of language ability to shape their instructional choices
2. Is it aligned to an ILO? | yes
3. If yes, list ILO. | Critical thinking
4. Course name and number | ENGL 699, Department Thesis
5. SLO from course | draw on knowledge of language ability to shape their instructional choices
6. Assessment activity | Secondary assessment of relevant assignments included in the exit portfolio (i.e., lesson plans, pedagogical grammar project and assignments, test development project)
7. Assessment Instrument | Department rubric
8. How data will be reported | Quantitative and qualitative
9. Responsible person(s) | TESOL coordinator and/or chair
10. Time (which semester(s)) | Spring
11. Ways of closing the loop | TESOL coordinator and faculty discuss assessment results and plan for needed changes at the assignment, course, or program level.

### Year 3: 2020-2021

1. Which PLO(s) to assess | use pedagogical content knowledge appropriate for a particular group of language learners
2. Is it aligned to an ILO? | yes
3. If yes, list ILO. | Critical thinking
4. Course name and number | ENGL 699, Department Thesis
5. SLO from course | use pedagogical content knowledge appropriate for a particular group of language learners
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<td>6.</td>
<td><strong>Assessment activity</strong></td>
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</tr>
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<td>7.</td>
<td><strong>Assessment Instrument</strong></td>
<td>Department rubric</td>
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<td><strong>How data will be reported</strong></td>
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<td><strong>Responsible person(s)</strong></td>
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### Year 4: 2021-2022

1. **Which PLO(s) to assess**
   - Integrate principles of diversity and inclusiveness in their classrooms

2. **Is it aligned to an ILO?**
   - Yes

3. **If yes, list ILO.**
   - Diversity

4. **Course name and number**
   - ENGL 699, Department Thesis

5. **SLO from course**
   - Integrate principles of diversity and inclusiveness in their classrooms

6. **Assessment activity**
   - Secondary assessment of relevant assignments included in the exit portfolio (i.e., narrative introduction to exit portfolio, professional development reports)

7. **Assessment Instrument**
   - Department rubric

8. **How data will be reported**
   - Quantitative and qualitative

9. **Responsible person(s)**
   - TESOL coordinator and/or chair

10. **Time (which semester(s))**
    - Spring

11. **Ways of closing the loop**
    - TESOL coordinator and faculty discuss assessment results and plan for needed changes at the assignment, course, or program level.

### Year 5: 2022-2023

1. **Which PLO(s) to assess**
   - Select life-long learning strategies to stay current in the profession

2. **Is it aligned to an ILO?**
   - No

3. **If yes, list ILO.**
   - Diversity

4. **Course name and number**
   - ENGL 699, Department Thesis

5. **SLO from course**
   - Select life-long learning strategies to stay current in the profession

6. **Assessment activity**
   - Secondary assessment of relevant assignments included in the exit portfolio (i.e., narrative introduction to exit portfolio, professional development reports)

7. **Assessment Instrument**
   - Department rubric

8. **How data will be reported**
   - Quantitative and qualitative
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