

Five-Year Assessment Plan
M.A. TESOL

PLO	2018-9	2019-20	2020-1	2021-2	2022-3
PLO 1	Use program exit rubric to assess portfolio submitted in English 699, Departmental Thesis.				
PLO 2	Assessed annually through thematic analysis of reflective essays written about information literacy curriculum at the end of ENGL 651 and ENGL 652.				
PLO 3			Use program exit rubric to assess portfolio submitted in English 699, Departmental Thesis.		
PLO 4				Use program exit rubric to assess portfolio submitted in English 699, Departmental Thesis.	
PLO 5				Use program exit rubric to assess portfolio submitted in English 699, Departmental Thesis.	

PLO 6					Use program exit rubric to assess portfolio submitted in English 699, Departmental Thesis.
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Closing the Loop: The MA TESOL coordinator will lead program assessment efforts and provide a narrative discussion of assessment results, analysis of those results, and changes made as a result of that analysis.

	4-Accomplished	3-Competent	2-Developing	1-Limited
<p>Communication Organize, develop, and edit a variety of professional written and oral texts to meet audience expectations</p>	Effectively tailor written and oral work for a particular professional purpose and audience	Tailor written work for a particular professional purpose and audience	Inconsistently tailor written work for a particular professional purpose and audience	Demonstrate limited awareness of professional purpose and audience in written work
<p>Diversity & Inclusiveness Use knowledge of diversity (cultural, linguistic, educational, experiential, learning style, ability, age, gender identity, sexual orientation) to create inclusive learning environments</p>	Insightfully apply diversity and inclusiveness principles in lesson and assessment assignments	Consistently apply diversity and inclusiveness principles in lesson and assessment assignments	Inconsistently apply diversity and inclusiveness principles in lesson and assessment assignments	Demonstrate limited application of diversity and inclusiveness principles in lesson and assessment assignments

	4-Accomplished	3-Competent	2-Developing	1-Limited
Language Knowledge Apply grammatical, discourse, functional and sociolinguistic knowledge in the development of teaching principles and practices	Thoroughly integrate sophisticated language knowledge in portfolio documents related to pedagogical theory and practice in language teaching	Integrate language knowledge in portfolio documents related to pedagogical theory and practice in language teaching	Inconsistently integrate language knowledge in portfolio documents related to pedagogical theory and practice in language teaching	Demonstrate limited language knowledge
Pedagogical Content Knowledge Draw on a variety of teaching strategies to meet the needs of particular groups of learners	Effectively use pedagogical content knowledge to develop lesson plans focused on students' real world language needs	Consistently use pedagogical content knowledge to develop lesson plans focused on students' real world language needs	Inconsistently use pedagogical content knowledge to develop lesson plans focused on students' real world language needs	Demonstrate limited awareness of students' real world language needs and how to meet those needs in instructional settings
Life-long Learning Select and reflect on professional development activities	Exhibit curiosity in and sustained engagement with questions and issues in the theory and practice of language teaching	Exhibit interest in questions and issues in the theory and practice of language teaching	Inconsistently exhibit interest in questions and issues in the theory and practice of language teaching	Demonstrate limited interest in questions and issues in the theory and practice of language teaching