

Program Summary (2017)

Department: _____ English _____

Report Preparer: _____ Dr. Matthew Ciscel _____

Program Name and Level: _____ TESOL, Master's of Science (MS) and Official Certificate Program (OCP) _____

Program Assessment Question	Response
URL: Provide the URL where the learning outcomes (LO) can be viewed.	http://www.ccsu.edu/english/tesol/learningOutcomes.html and http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Masters-Degree-Programs/Teaching-English-to-Speakers-of-Other-Languages-M-S-TESOL
Assessment Instruments: Please list the source(s) of the data/evidence, other than GPA, that is/are used to assess the stated outcomes? (e.g., capstone course, portfolio review and scoring rubric, licensure examination, etc.)	Rubrics for exams in three core courses (LING 400, LING 497, and LING 515), the rubric for a unit plan from the portfolio in one core course (LING 496), and rubrics from two capstone options: comprehensive exams and the thesis. Three of these instruments (from LING 400, 496, and 497) also reveal progress made by students in the short Official Certificate Program (OCP).
3) Interpretation: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.).	The program coordinator (who is faculty) and the other three full-time faculty members in the program interpret the results at our regular meetings (usually 3 per semester).
4) Results: Since the most recent full report, list a. The conclusion(s) drawn b. The changes that were or will be made as a result of those conclusion(s)	The most recent Full Report of the MS-TESOL was in 2013 and of the OCP-TESOL in 2015. a. We need to improve linking theoretical foundations, in which our program is very strong, to best teaching practices, in which we also perform well. Students in the OCP need more content in both. b. Major changes to the curriculum of both programs were made in 2015 and came into effect in Fall 2016. These included increasing the OCP from 12 to 18 credits, rearranging some elective courses in the MS-TESOL, and adding a new required Advanced TESOL Methods course (LING 596) as a required course in both programs. Pre-requisites for upper-level courses were also refined.
5) Strengths: List ways in which your assessment process is working well.	Our robust assessment process was put into place in 2011 and continues to yield detailed and useful results. It covers all crucial areas of the content of the program(s) at both student entry and (for the MS-TESOL) completion.
6) Improvements: List ways in which your assessment process needs to improve (a brief summary of changes to assessment plan can be reported here).	The new required Advanced TESOL Methods course (LING 596) is being taught for the first time as this report goes to press. Discussions have begun about how best to assess this course as part of our regular process. We plan to have a new rubric for this course added to our process by next fall (2018).

NO General Education role or data (these are graduate-level programs)

DETAILED GUIDELINES FOR FULL ASSESSMENT REPORTS

PREAMBLE and Highlights

- 1) The MS-TESOL program is a graduate academic program in applied linguistics and the teaching of English to speakers of other languages (TESOL). It requires 36 credits and a capstone (thesis or comprehensive exams). The OCP-TESOL is a short, 18-credit certificate program that covers about half of the course requirements of the MS-TESOL.
- 2) These quantified assessment activities have supplemented our traditional efforts at qualitatively keeping our faculty fingers on the pulse of the programs. In recent years, we have found that the robust theoretical side of our program is difficult to bridge into the courses and skills in the program focused on language pedagogy. We have revised both programs, primarily by adding a new Advanced TESOL Methods course (LING 596), which will help our students to better bridge the theoretical and practical components of the program(s).

SECTION 1-LEARNING OUTCOMES (LO)

Graduates of the program will be able to:

1. Analyze and interpret linguistic phenomena using current linguistic theory (what language is), including:
 - a. Use theories of syntax to gain substantial insights into the grammatical structure of sentences and related utterances in English and other languages
 - b. Use theories of phonology to gain substantial insights into the sound systems that underlie the articulation and comprehension of English and other languages
 - c. Use sociolinguistic theory to gain substantial insights into the variation, use, status, and interactive norms of English and other languages
 - d. Apply the skills outlined in a-c to facilitate lessons and curricula in TESOL, including modifications based on each student's first language(s), current English proficiency, and general educational and cultural background
2. Analyze and interpret linguistic phenomena using current theories of second language acquisition (how language is learned), including:
 - a. Use theories of second language acquisition (SLA) to gain substantial insights into the stages and processes of language development in learners of all ages and backgrounds
 - b. Apply SLA theory to facilitate lessons and curricula in TESOL, including modifications based on each student's background, current proficiency, learning styles, and educational goals
3. Design, implement, and assess lessons and curricula in TESOL using current methods and best practices in the profession (how language is taught), including:
 - a. Evaluate a wide range of teaching methods and strategies and integrate them into lessons and curricula in a way that optimizes learning

- b. Design lesson plans and broader curricular units based on institutional, governmental, or professional standards that connect learner needs to a variety of classroom activities
- c. Implement lessons that are informed by immediate learner needs and that create opportunities for learners to construct knowledge in a supportive, interactive environment
- d. Integrate the four language skills of listening, speaking, reading, and writing with a wide range of content knowledge in motivating lessons
- e. Use a wide range of authentic and sheltered materials in lessons to address language and content objectives for a variety of learners
- f. Use assessment tools, collaboration with colleagues, professional development opportunities, and institutional resources to improve student learning, augment teaching repertoires, and advocate for learners

SECTION 2-FINDINGS

LO1: What Language Is (analyzing and interpreting linguistic phenomena based on linguistic theory)

- 1) This outcome is evaluated using data from final exams in LING 400 (Linguistic Analysis) and LING 515 (Intro to Sociolinguistics), as well as by some evidence from the portfolio in LING 496 (TESOL Methods) and aspects of the capstone options, the thesis or, more commonly, sections of the comprehensive exam focused on phonology, syntax, and sociolinguistics. The rubrics for these assessments can be found in the attached program assessment plan. Evaluation of these criteria is completed by faculty in the program who teach assessed courses or participate in capstone evaluations.
- 2) Rubrics for all assessments can be found in the attached Assessment Plan document.
- 3) The four sub-outcomes for LO1 are linked to evidence from the data sources listed in 1) above. Specifically, LO1a (syntactic theory) is most directly linked to evidence from items a, c, d, and e on the LING 400 rubric and to results from all indicators for the syntax question on the comprehensive exam rubric. LO1b (phonological theory), similarly, is most directly linked to evidence from items a, b, d, and e on the LING 400 rubric and to results from the all indicators for the phonology question on the comp exam rubric. As for LO1c (sociolinguistic theory), evidence is most prominent in all indicators from the LING 515 exam rubric and from the indicators for the sociolinguistics question on the comp exam rubric. Evidence toward LO1d, and additional evidence for the other sub-outcomes here, can be gleaned from the LING 496 rubric (particularly indicator b) and from the more holistic measures of success on these.
- 4) The scores used in our program internal rubrics range from 0 to 4 (0 = does not meet, 1 = approaches, 2 = minimally meets, 3 = meets, 4 = exceeds). For the 2017 academic year (Fall 2016 to Spring 2017), the results appear in graphs in the appendix. For LO1, we must consider results from 2017 in LING 400, LING 515, LING 496 (indicator b), and the syntax, phonology, and sociolinguistics questions on the comprehensive exams. For LING 400 in 2017, the mean score for all indicators is between 2 (minimally meets) and 3 (meets), with phonological theory scoring the lowest at a mean of 2.0. For LING 515 in 2017, the mean score of all indicators is right around 3 (meets), while the mean score on indicator b from the LING 496 rubric is 2.54. Results on the three relevant sections of the comprehensive exams reflect long-term patterns with mean scores of roughly 2.5 for sociolinguistics and phonology questions and roughly 2.1 for syntax.

- 5) Trends over the past five years for LO1 show stability in the LING 515 and comprehensive exam measures. There is a slight decline in scores for the LING 400 measures over the past year or two. This decline probably reflects poor interrater reliability rather than a decline in student performance, since a new faculty member has been teaching that course and adjusting to our assessment program and norms. See the graphs relevant to these assessments in the appendix.

LO2: How Language Is Learned (analyzing and interpreting linguistic phenomena using current theories of second language acquisition)

- 1) This outcome is evaluated using data from final exams in LING 497 (Second Language Acquisition or SLA) and by some evidence from the portfolio in LING 496 (TESOL Methods) and aspects of the capstone options, the thesis or, more commonly, sections of the comprehensive exam focused on phonology, syntax, and sociolinguistics. The rubrics for these assessments can be found in the attached program assessment plan. Evaluation of these criteria is completed by faculty in the program who teach assessed courses or participate in capstone evaluations.
- 2) Rubrics for all assessments can be found in the attached Assessment Plan document.
- 3) The two sub-outcomes for LO2 are linked to evidence from the data sources listed in 1) above. Specifically, LO2a (SLA theory) is most directly linked to evidence from all indicators on the LING 497 rubric and to results from all indicators for the SLA question on the comprehensive exam rubric. Evidence toward LO2b, and additional evidence for sub-outcome a here, can be gleaned from the LING 496 rubric (particularly indicator c) and from the more holistic measures of success on these.
- 4) The scores used in our program internal rubrics range from 0 to 4 (0 = does not meet, 1 = approaches, 2 = minimally meets, 3 = meets, 4 = exceeds). For the 2017 academic year (Fall 2016 to Spring 2017), the results appear in graphs in the appendix. For LO2, we must consider results from 2017 in LING 497, LING 496 (indicator c), and the SLA question on the comprehensive exams. For LING 497 in 2017, the mean score for each indicator ranges between 2.6 (well above minimally meets) and 3.2 (beyond meets). Meanwhile, the mean score for 2017 on indicator c from the LING 496 rubric is 2.62. Results on the most relevant section of the comprehensive exams (SLA) reflects long-term patterns with mean scores of roughly 2.7.
- 5) Trends over the past five years for LO2 show stability in the LING 497 and comprehensive exam measures. See the graphs relevant to these assessments in the appendix.

LO3: How Language Is Taught (designing, implementing, and assessing lessons and curricula in TESOL)

- 1) This outcome is evaluated using data from a unit plan that is part of a course portfolio in LING 496 (TESOL Methods) and aspects of the capstone options, the thesis or, more commonly, a section of the comprehensive exam focused on TESOL Methods. The rubrics for these assessments can be found in the attached program assessment plan. Evaluation of these criteria is completed by faculty in the program who teach assessed courses or participate in capstone evaluations.
- 2) Rubrics for all assessments can be found in the attached Assessment Plan document.
- 3) The six sub-outcomes for LO3 are linked to evidence from the data sources listed in 1) above. Specifically, LO3a (teaching methodologies) is most directly linked to evidence from item d on the LING 496 rubric and to results from all indicators for the TESOL methods question on

the comprehensive exam rubric. LO3b (curricular design), similarly, is most directly linked to evidence from items a, e, f, g, and i on the LING 496 rubric and to results from the same section of the comprehensive exam (as is true of all sub-outcomes here). As for LO3c (lesson implementation), evidence is most prominent in indicators j and k from the LING 496 unit plan rubric. Evidence toward LO3d (integration of content and four skills) can be gleaned from indicators i and k in the LING 496 rubric, while evidence for LO3e (materials) comes from indicators h of that same rubric. Finally, LO3f (professionalism) is supported by results on indicators l and m in the LING 496 rubric, plus the results of the TESOL Methods question on the comprehensive exam (or thesis, as relevant).

- 4) The scores used in our program internal rubrics range from 0 to 4 (0 = does not meet, 1 = approaches, 2 = minimally meets, 3 = meets, 4 = exceeds). For the 2017 academic year (Fall 2016 to Spring 2017), the results appear in graphs in the appendix. For LO1, we must consider results from 2017 in LING 496 and the TESOL methods question on the comprehensive exams. For LING 496 in 2017, the mean score for relevant indicators is between 2.7 (well above minimally meets) and 3.3 (just above meets), with use of assessment tools (m) scoring the lowest at a mean of 2.7 and identification of target audience (a) the highest at 3.3. The results on the TESOL methods question of the comprehensive exam are also satisfactory with means right around 3 (meets) on all measures.
- 5) Trends over the past five years for LO3 show stability in the LING 496 and comprehensive exam measures. There is a slight decline in scores for some indicators (e, f, i, j), but slight increase in others (g, h, m), such that overall variability over time is minimal. See the graphs relevant to these assessments in the appendix.

SECTION 3 – ANALYSIS

LO1: What Language Is (analyzing and interpreting linguistic phenomena based on linguistic theory)

- 1) The content of our program in this area (linguistic theory) is challenging for students and also sometimes not immediately seen as relevant by them. Linguistic theory is abstract and intellectually robust. As a result, we are not surprised that students show relative weakness in this area. Like others who are serious about the language teaching profession, we have long been aware of this issue in our efforts to provide a thorough, research-based foundation in second language pedagogy. The fact that many students also do well is a great strength of our program, given the robust theoretical content that we expect them to learn. We work continually in our courses to find access points that will lead to greater student success without compromising program quality.
- 2) This has always been a challenge. Recently, the largest change has been in the lower scores mentioned above on measures of phonological awareness. This is believed to be a result of change in our faculty specialized in this area. Academic year 2017 was the first year of a new full-time phonologist. We are confident that these results will stabilize and indeed improve above past norms as the new faculty member becomes settled in. Moreover, we expect to see continued gradual improvement in all measures under LO1 as the new curriculum that we instituted last year begins to bear fruit in better bridging theory to practice for our students.

LO2: How Language Is Learned (analyzing and interpreting linguistic phenomena using current theories of second language acquisition)

- 1) As with LO1, the results for LO2 would ideally be more consistently at or above 3 (meets). Second language acquisition theory, though more regularly recognized by students as relevant to their field than linguistic theory, is also abstract and intellectually robust. As a result, we are not surprised that students show some areas of weakness in this LO. Like others who are serious about the language teaching profession, we have long been aware of this issue in our efforts to provide a thorough, research-based foundation in second language pedagogy. The fact that many students also do very well is a great strength of our program, given the robust theoretical content that we expect them to learn. We work continually in our courses to find access points that will lead to greater student success without compromising program quality.
- 2) This has always been a challenge. Many indicators show success in fully meeting this LO over the long term. Where there are long term problems of falling a bit below 3, we continue to discuss ways to bring students along. We expect to see continued gradual improvement in all measures under LO2 as the new curriculum that we instituted last year begins to bear fruit in better bridging theory to practice for our students.

LO3: How Language Is Taught (designing, implementing, and assessing lessons and curricula in TESOL)

- 1) Students continue to perform above, at, or very near our expectations (3=meets) by most measures for this LO. The teaching methods end of the program is the least challenging and most obviously relevant to the students' future professions. The challenge that we face is in convincing them that the theory represented under LO1 and LO2 is highly relevant to having exceptional results in LO3. Indeed the weakest student performance on the LING 496 rubric is in the areas of linking linguistic and SLA theory to lesson plans and curricula. Yet, it is those connections that make all other aspects of a successful lesson possible. In this sense, the success of our students on this LO reinforces the importance of the smaller successes on the other two. Students are becoming great TESOL teachers because they understand how theory informs their profession and apply complicated theories appropriately to complicated teaching situations.
- 2) The long-term results for this LO are stable and consistent. Students are succeeding. We expect to see continued gradual improvement in all measures under LO3 as the new curriculum that we instituted last year begins to bear fruit in better bridging theory to practice for our students.

SECTION 4 –USE OF RESULTS

LO1: What Language Is (analyzing and interpreting linguistic phenomena based on linguistic theory)

- 1) Over the past five years, the weaknesses of our students on some aspects of LO1 have led to a few program adjustments. Most prominent among these were the curricular changes that took effect in Fall 2016 that increased the OCP-TESOL from 12 to 18 credits (partly to make it more academically robust) and the modifications to the MS-TESOL curriculum that included the addition of a new, required advanced TESOL

Methods course (LING 596), the removal of one of the education electives (that were largely irrelevant to our LOs and program), and tidying up of pre-requisites for upper-level courses and other aspects of the curriculum. All of these changes will help students to better integrate linguistic theory (LO1) into their understanding of the profession. Another set of smaller changes addresses the same goal. Course syllabi and activities have been modified in LING 512 (Modern Syntax) and 513 (Modern Phonology) in small ways to model and explore the connections of theory to teaching practice more regularly. Finally, the policy and procedure for grading comprehensive exam questions has been adjusted to allow student responses to be graded more holistically, based on connections across the question areas in addition to the individual questions themselves.

- 2) Our goal in the program is to have students, on average, hitting at least a 3 (meets) in all measures relevant to LOs. The revised MS-TESOL curriculum and other small modifications to courses and exam policies are expected to help students reach this level of proficiency in LO1 by helping them understand and integrate into their professional skills all the elements that are relevant to this.

LO2: How Language Is Learned (analyzing and interpreting linguistic phenomena using current theories of second language acquisition)

- 1) Over the past five years, the relative weaknesses of our students on a few aspects of LO2 have led to at least one program adjustment. The curriculum for the most relevant course to this LO, LING 497 (SLA), was adjusted such that action research on the psychological foundations of learning and of classroom practices are investigated in a project by all class participants. This has become a central part of the course and one which helps bridge the logical gap between abstract theories and classroom applications. We expect that improved scores on the indicators for LO2 will continue over the coming years.
- 2) Our goal in the program is to have students, on average, hitting at least a 3 (meets) in all measures relevant to LOs. The inclusion of an action research project that connects SLA theory to classroom practices in the program is expected to help students reach this level of proficiency in LO2 by helping them understand and integrate into their professional skills all the elements that are relevant to this.

LO3: How Language Is Taught (designing, implementing, and assessing lessons and curricula in TESOL)

- 1) Over the past five years, the considerable strengths of our students in practically all areas of LO3 suggests that little should be changed. If it ain't broke, don't fix it. At the same time, the elements of our program from LO1 and LO2 that connect to LO3 could only strengthen it, if strengthened themselves. All of our outcomes are interconnected, so the changes described above for the other two outcomes are expected to raise not only those outcomes but this one as well.
- 2) Our goal in the program is to have students, on average, hitting at least a 3 (meets) in all measures relevant to LOs. The revised MS-TESOL curriculum and other small modifications to courses and exam policies are expected to help students maintain and grow beyond this level of proficiency in LO3 by helping them understand and integrate into their professional skills all the elements that are relevant to this.

SECTION 5 GENERAL EDUCATION (not applicable)

SECTION 6- ASSESSMENT PLAN

Our assessment plan document is attached at the end of the appendix to this report. The fact is that we have had this plan in force for several years already and that we have seen little reason to make substantial modifications to it. With the creation of a new core course in Advanced TESOL Methods (LING 596), which is required in both the OCP-TESOL and the MS-TESOL, we have begun the work of putting together a functional and accurate rubric to measure student success in at least one aspect of that course. As mentioned before, we plan to integrate that into our assessment plan over the coming year or so, since the course is only now (Fall 2017) being taught for the first time. Here are some responses to the required items for this section of the report:

- 1) We will need data on LING 596 as mentioned above. Other improvements are not warranted.
- 2) As the new course is developed and grows during its first launch this semester and into next year, we will add a rubric to our assessment plan relevant to the course.
- 3) A rubric for LING 596 will provide further data as to LO3 most directly, but also will help to show how LO1 and LO2 are bridged into LO3 (specifically how LO1d and LO2b are achieved).
- 4) Generally, courses in the TESOL program are assessed in fall semesters only, while capstone and other assessments are carried out throughout the academic year whenever relevant assessable events occur.
- 5) TESOL programs are graduate programs, so all students are graduate students. The 400-level courses that are assessed are entry-level graduate courses, while the 500-level and capstone assessments are generally applied to students in their final year or semester of study.
- 6) See the assessment plan for details of what is assessed.
- 7) All of our data is collected, coded, and analyzed in-house, by the program coordinator. Analysis and reports are generally carried out during summer or early fall semester, as time is available or deadlines approach.
- 8) Further curricular changes to improve the program generally take one to three years of planning, pushing through the curriculum process, and then implementing. Anyone who promises or shows quicker (or slower) processes is clearly not familiar with academia.
- 9) Changes in the classroom are contractually and professionally up to the professors who teach specific courses. It's a little thing that we all call academic freedom, and its magic hand (like that of economic markets) works in wondrous and, at times, terrifying ways. But it works.

APPENDIX

Figure 1: LING 400 Results

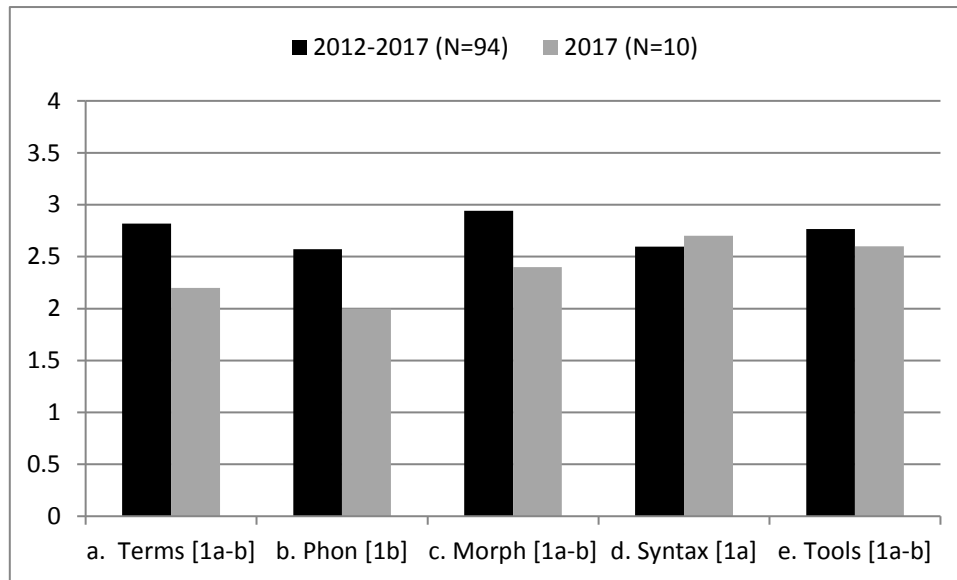


Figure 2: LING 496 Results

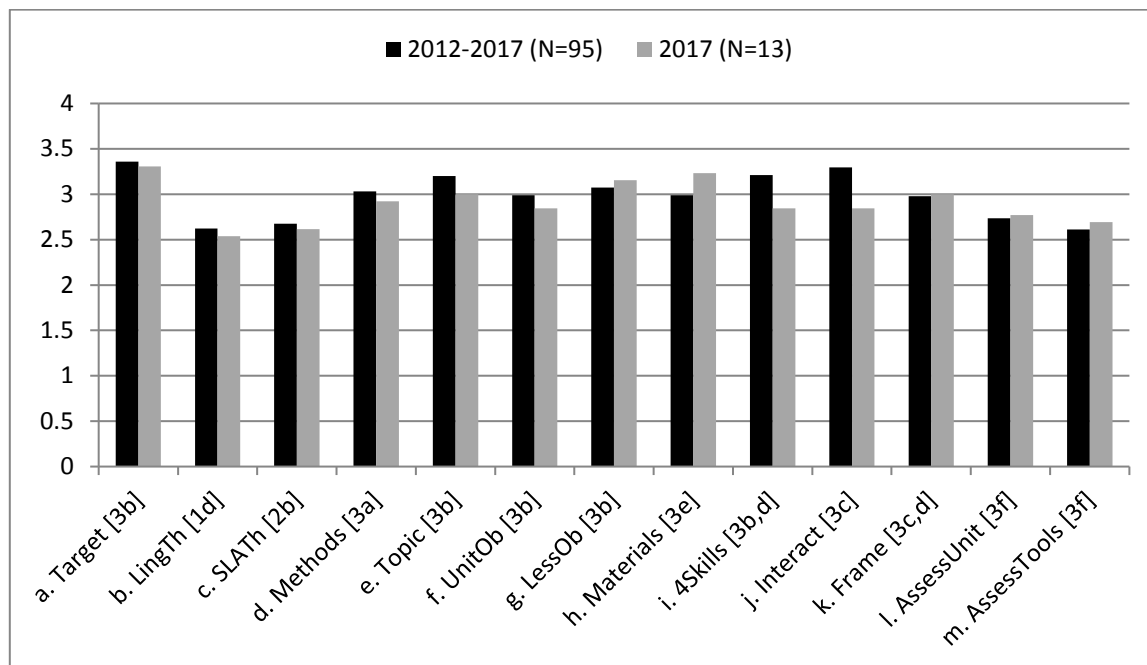


Figure 3: LING 497 Results

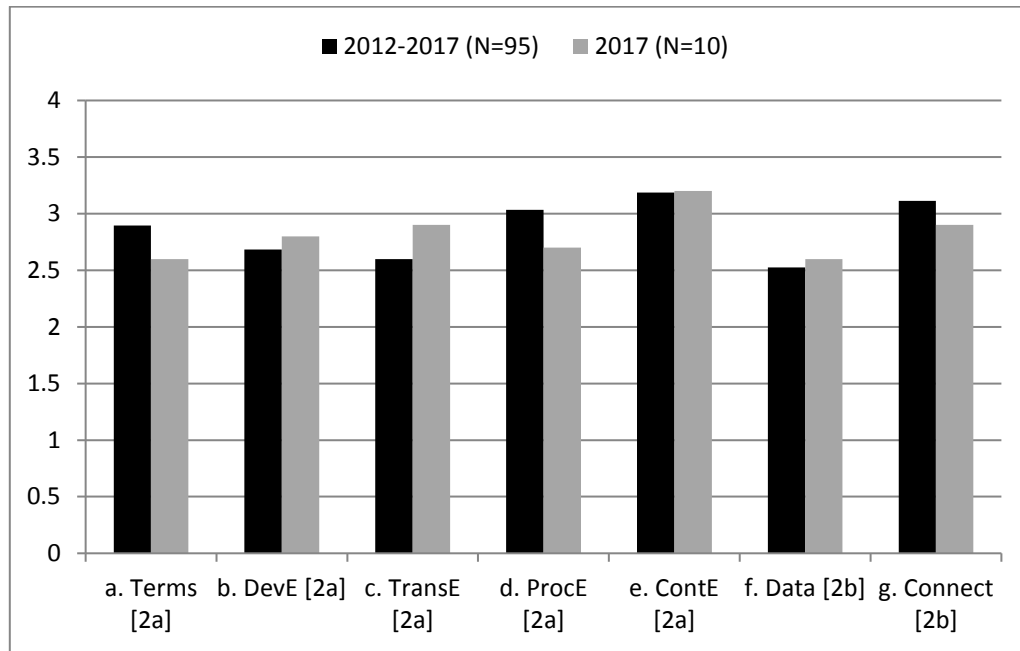


Figure 4: LING 515 Results

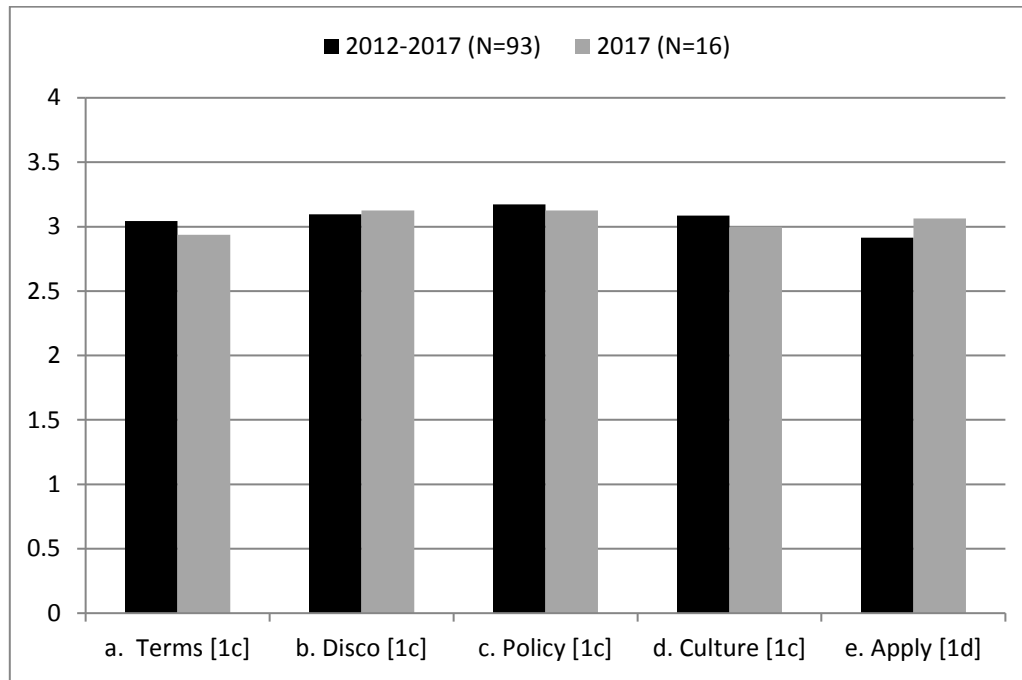


Figure 5: MS-TESOL Comprehensive Exam Results (for 2017, N=16 students x 5 responses)

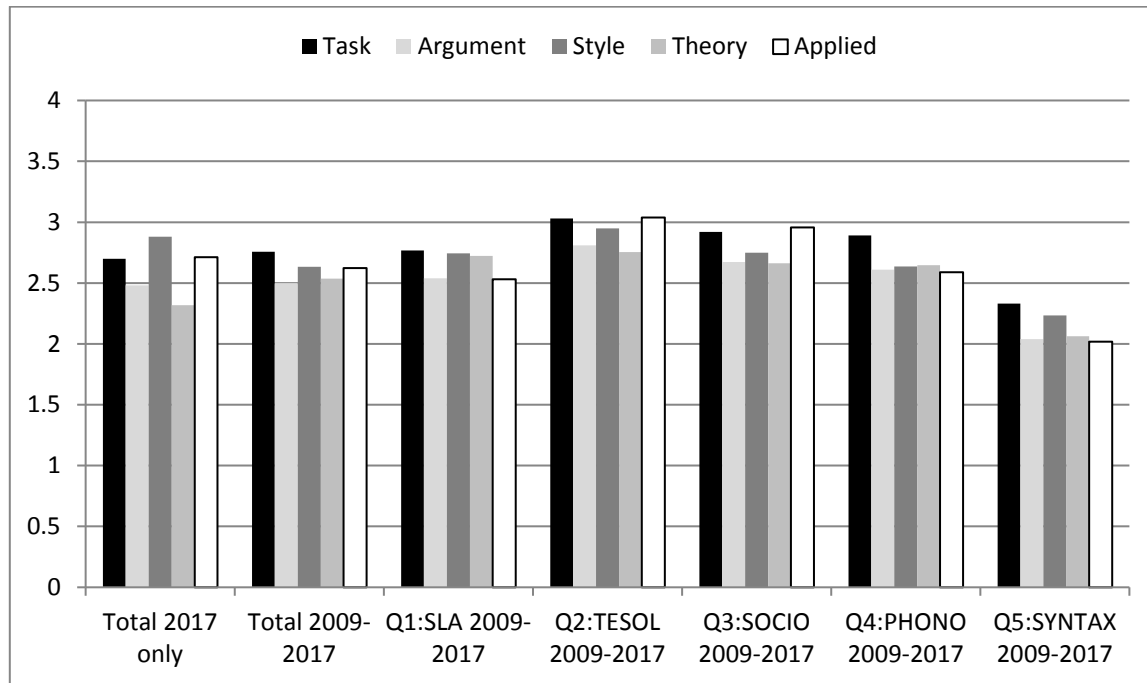
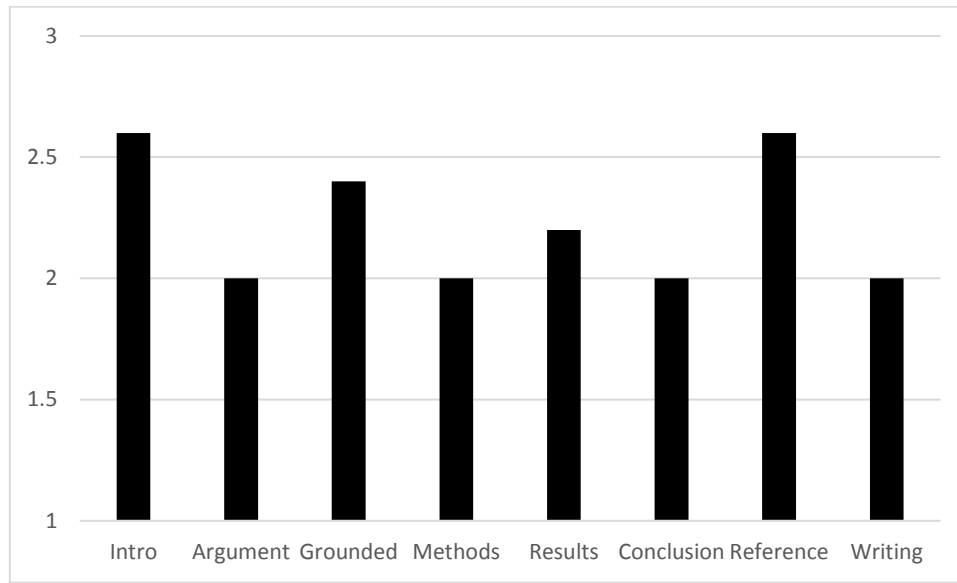


Figure 6: MS-TESOL Thesis Capstone Results (2012-2017, N=5)



Assessment Plan - TESOL and Linguistics Programs, CCSU

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Revision, August 2015

Motivation

The shift from traditional toward exclusively quantified assessment practices is reflected in this plan. For several years now, the TESOL program has been revisiting various aspects of the assessment cycle to make them more transparent and more useful to our program, institution, and students, though the primary driver has been the ever shifting mandates and standards of accrediting bodies and university administrators. Our goal here is to lay out an assessment plan that balances these mandates with respect for our professional obligations and traditions.

Implementation Schedule

A version of the current plan has been in place since summer 2011. Data from the M.S. Comprehensive Exam results go back a few years further than that. Because required reports have multiplied and the mechanisms of accreditation have become more centralized (and more distant from our local values and practices), there is constant pressure to revise and expand the assessment activities in this plan. As such, stable implementation seems unlikely in the current environment. Suffice it to say that adjustments and additions have been needed and are expected to be needed again.

Program Outcomes

The statement on goals and projected outcomes ought to both reflect our program goals and express them in terms that are easily observed and assessed. In addition, they should cover all of our graduate programs, including the Master's degree, post-baccalaureate teacher certification program, and the official certificate program (OCP). A new set of outcomes was approved by the faculty in the program in Spring 2011 and adopted into the University catalog in Spring 2012. These outcomes appear on the following page.

TESOL GOAL STATEMENT AND PROJECTED OUTCOMES

The over-arching goal of the programs in Teaching English to Speakers of Other Languages (TESOL) at CCSU is to prepare teachers to use a range of broadly recognized methods to meet the various instructional needs of students of English as a second or foreign language while encouraging such students to maintain their native language and cultural competence. Students who graduate from the master's or certification program can expect to be prepared not only for first jobs teaching English, but for full and long-lasting careers in this profession. They receive a thorough grounding in both the content of language teaching (systems of language structure and use, as well as language acquisition theory) and the practical skills and methods of language teaching aimed at developing communicative competence and appropriate academic skills in emergent bilinguals. More specifically, graduates of the TESOL programs will be able to:

1. Analyze and interpret linguistic phenomena using current linguistic theory (what language is), including:
 - a. Use theories of syntax to gain substantial insights into the grammatical structure of sentences and related utterances in English and other languages
 - b. Use theories of phonology to gain substantial insights into the sound systems that underlie the articulation and comprehension of English and other languages
 - c. Use sociolinguistic theory to gain substantial insights into the variation, use, status, and interactive norms of English and other languages
 - d. Apply the skills outlined in a-c to facilitate lessons and curricula in TESOL, including modifications based on each student's first language(s), current English proficiency, and general educational and cultural background
2. Analyze and interpret linguistic phenomena using current theories of second language acquisition (how language is learned), including:
 - a. Use theories of second language acquisition (SLA) to gain substantial insights into the stages and processes of language development in learners of all ages and backgrounds
 - b. Apply SLA theory to facilitate lessons and curricula in TESOL, including modifications based on each student's background, current proficiency, learning styles, and educational goals
3. Design, implement, and assess lessons and curricula in TESOL using current methods and best practices in the profession (how language is taught), including:
 - a. Evaluate a wide range of teaching methods and strategies and integrate them into lessons and curricula in a way that optimizes learning
 - b. Design lesson plans and broader curricular units based on institutional, governmental, or professional standards that connect learner needs to a variety of classroom activities
 - c. Implement lessons that are informed by immediate learner needs and that create opportunities for learners to construct knowledge in a supportive, interactive environment
 - d. Integrate the four language skills of listening, speaking, reading, and writing with a wide range of content knowledge in motivating lessons
 - e. Use a wide range of authentic and sheltered materials in lessons to address language and content objectives for a variety of learners
 - f. Use assessment tools, collaboration with colleagues, professional development opportunities, and institutional resources to improve student learning, augment teaching repertoires, and advocate for learners

Assessment Framework and Schedule

<i>Program(s)</i>	<i>Course(s)</i>	<i>Competencies</i>	<i>Schedule</i>	<i>Assignment</i>
MS + PostBacc + OCP	LING 400: Linguistic Analysis	1a-b	Every fall	Final Exam
MS + PostBacc + OCP	LING 496: TESOL Methods	1d, 2b, 3a-f	Every fall	Unit Plan
MS + PostBacc + OCP	LING 497: 2 nd Lang Acquisition	2a-b	Every fall	Final Exam
MS + PostBacc	LING 515: Intro to Sociolinguistics	1c-d	Every fall	Final Exam
MS	Capstone (Comprehensive Exam)	all	Every semester	Comp Exam
MS	Capstone (Thesis)	all	As relevant	Thesis
PostBacc	Praxis II in ESOL (ETS product)	all	As relevant	Praxis II in ESOL
PostBacc	EDSC 412: TESOL Student Teaching	1d, 2b, 3a-f	As relevant	Learner Case Study
PostBacc	EDSC 412: TESOL Student Teaching	all	As relevant	Final Evaluation

Notes:

- The Theses in the MS are evaluated using the rubric supplied by the Graduate Studies Office (<http://www.ccsu.edu/grad/resources/forms.html>)
- The Praxis II and Final Evaluation of EDSC 412 for assessment of the Post-Bacc program are formal evaluations that use their own forms, so no rubrics are included here
- Given the fluidity of students between programs and the considerable overlap in coursework, the separation of data based on current program of enrollment for the first four assessment tools (LING 400, 496, 497, 515) has been impractical. For this reason, the complete data from these assessments have been used up to 2015 as evidence across all of the programs, regardless of student enrollment status at the time. Pressure from accrediting agencies and administrators to assess all programs individually, regardless of practical or logical concerns, has led the program to begin collecting data on each student's current program of enrollment in the data for these tools in Fall 2015. For the Post-Bacc and OCP, though, these numbers will be very small, risking confidentiality requirements and raising concerns about validity.

Course-Specific Rubrics

LING 400: Linguistic Analysis

This course normally involves an introduction to the analysis of the structure of human language, with particular attention to analytical skills in phonology, morphology, and syntax. In addition to other assignments and tests, a final exam is usually given in this course. The exam has been chosen for assessment because it is more general and comprehensive in its coverage of the course content than other assignments. For each student's exam, each indicator should be scored from 0 to 4, or left blank if the exam does not address it.

LING 400: Linguistic Analysis * Final Exam Rubric

<i>Indicator</i>	<i>OC</i>	<i>0=does not meet</i>	<i>1=approaches</i>	<i>2=minimally meets</i>	<i>3=meets</i>	<i>4=exceeds</i>
a. Use of key linguistic terminology	1a 1b	Fails to use key terms or uses only a few and inaccurately	Uses some terms accurately, but mostly fails to use them or uses them inaccurately	Uses key terms in many cases, but not consistently or in enough detail	Uses terms consistently and accurately, with only a few small errors/omissions	Uses key terms consistently and accurately, enhancing precision/clarity
b. Ability to analyze phonological structures in data	1b	Fails to convey any knowledge of these analytical skills	Includes some analysis of speech sounds, but fails to elaborate or does so inaccurately	Conveys only a limited or somewhat accurate knowledge of phonological analysis	Provides analyses of multiple sets of phonological data accurately and in some detail	Provides theoretically grounded and detailed analyses for a variety of phonological data sets
c. Ability to analyze morphological structures in data	1a 1b	Fails to convey any knowledge of these analytical skills	Includes some analysis of morphology, but fails to elaborate or does so inaccurately	Conveys only a limited or somewhat accurate knowledge of morphological analysis	Analyzes multiple sets of morphological data accurately and in some detail	Provides theoretically grounded and detailed analyses for a range of morphological problems
d. Ability to analyze syntactic structures in data	1a	Fails to convey any knowledge of these analytical skills	Includes some analysis of phrasal or syntactic data, but fails to elaborate or does so inaccurately	Conveys only a limited or somewhat accurate knowledge of syntactic analysis	Analyzes multiple sets of syntactic data accurately and in some detail	Provides theoretically grounded and detailed analyses for a range of syntactic data sets
e. Use of formal analytical tools such as trees and other diagrams	1a 1b	Fails to use formal tools of analysis such as tree diagrams	Provides largely inaccurate or incomplete diagrams or other tools	Includes some accurate analytical tools, but does so unevenly or makes several errors with these formal tools	Uses formal analytical tools such as trees consistently and accurately, with only minor errors	Uses formal tools consistently and accurately, such that the analysis is enhanced

LING 496: TESOL Methods

This course normally involves an introduction to basic principles and methods in teaching English as a second or foreign language, including many hands-on activities collected into a final portfolio. The final and largest of these activities is an instructional unit plan, which has been chosen for assessment because it is more comprehensive in its coverage of the course content than any one other assignment in the course. For each student's unit plan, each indicator should be scored from 0 to 4, or left blank if the plan does not address it. The 2011-2012 assignment for the unit plan in LING 496 was as follows:

You will prepare some original teaching materials related to the grammatical or notional topic of your choice. The materials should span three to five hypothetical lessons and center around specific teaching goals. Lesson plans and materials should be ready to carry into a classroom (although this, sadly, will not be part of the course). A draft of the plan is due at the last class meeting. The final plan will be included in the Portfolio. The Unit Plan should minimally include:

- 1. An introduction that details the target student population, the methodological and theoretical foundations, and a justification for the theme/topic of the unit.*
- 2. A set of concrete, measurable objectives for student learning (perhaps split into content and language objectives) with regard to the unit as a whole (perhaps see CT Common Core, WIDA, TESOL or other official standards for guidance).*
- 3. Three to five lesson plans that follow norms discussed in class and provide sufficient detail for another instructor to take up, if needed.*
- 4. Materials needed for the lessons such as handouts, flash-cards, page-sized posters, etc. Items that are bulky or valuable should not be included, but rather described in detail or partially photocopied.*
- 5. A statement about plans for assessment of the success of the individual lessons and of the unit as a whole.*

LING 496: TESOL Methods * Unit Plan Rubric

<i>Indicator</i>	<i>OC</i>	<i>0=does not meet</i>	<i>1=approaches</i>	<i>2=minimally meets</i>	<i>3=meets</i>	<i>4=exceeds</i>
a. Identification of target audience in introduction	3b	Fails to identify target audience	Identifies target audience briefly with no elaboration	Provides a somewhat detailed introduction to the target audience	Identifies the audience by elaborating their backgrounds & needs	Provides an elaborate needs assessment with attention to variation
b. Elaboration of linguistic theories that inform the unit	1d	Includes no specific mention of linguistic theories with relation to unit plan	Provides only basic or rudimentary mention of linguistic theories	Includes mention and some elaboration of theories, but lacks clarity or accuracy	Expresses clear connections between linguistic theory and the unit plan	Provides a nuanced and accurate theoretical foundation to the unit
c. Elaboration of psychological/SLA theories that inform the unit	2b	Includes no specific mention of SLA theories with relation to unit plan	Provides only basic or rudimentary mention of SLA theories	Includes mention and some elaboration of theories, but lacks clarity or accuracy	Expresses clear connections between SLA theory and the unit plan	Provides a nuanced and accurate theoretical foundation to the unit
d. Elaboration of teaching methodologies that inform the unit	3a	Includes no specific mention of teaching methods with relation to unit plan	Provides only basic or rudimentary mention of specific teaching methodologies	Includes mention and some elaboration of methods, but lacks clarity or accuracy	Expresses clear connections between relevant methods and the unit plan	Provides a nuanced and accurate methodological foundation to the unit
e. Explanation of the topic or theme of the unit	3b	Lacks any coherent explanation of the topic of the unit	Provides only a brief statement about the topic or theme	Provides a brief explanation of the topic, but lacks clarity	Explains the topic or theme of the unit in considerable detail	Provides a detailed and clear explanation that cites key parts of the unit
f. Statement of concrete and measurable unit objectives	3b	Lacks unit objectives or fails to express them in concrete and measurable terms	Includes unit objectives that are overly vague or poorly connected to lessons	Provides objectives that are clear, but could be more concrete or detailed	Includes language and content objectives that are clear and measurable	Expresses concrete and measurable objectives with explicit connections to lessons and activities
g. Statement of lesson objectives that connect to both unit objectives and lesson activities	3b	Lacks lesson objectives or fails to express them in concrete and measurable terms	Includes lesson objectives that are overly vague or poorly connected to the unit and to activities	Provides objectives that are clear, but could be more concrete or detailed	Includes language and content objectives that are both measurable and mostly connected to the unit & activities	Expresses concrete and measurable objectives with explicit connections to the unit and to activities in the lesson
h. Use of a wide range of materials likely to be engaging for a variety of learners	3e	Shows no apparent effort to vary materials or to engage a variety of learners	Varies materials across activities, but in a haphazard way or with no reference to learner needs	Uses a variety of materials to address student needs, but does so inconsistently or only superficially	Includes a wide range of materials, including oral, literate, and new media, with clear connection to learners	Uses a wide and engaging variety of materials that enhance student learning across learner differences
i. Inclusion of a variety of activities in each lesson, covering the four language skills and	3b 3d	Shows no apparent effort to vary activities or to integrate content with the four language skills (listen, speak,	Varies activities across the lesson, but in a haphazard way or with uneven coverage of content and the four	Uses a variety of activities that provide basic coverage of language and content, but with some	Includes a wide range of activities, including whole class, group, and individual, with even coverage of	Uses a wide and engaging variety of activities that are well sequenced and enhance learning of content and

relevant content		read, write)	skills	unevenness	content and lang skills	the four skills
j. Use of activities that require or encourage linguistic interaction and automaticity	3c	Includes only lecture or drill with little chance of target language interaction	Includes some activities that require interaction, but only sparsely or ineffectively included	Includes several activities that require interaction, but not on a clear or consistent path to automaticity	Includes a majority of activities that encourage interaction and facilitate automaticity	Includes interactive activities as a central part of an effective and smooth progression toward automaticity
k. Organization of activities into a progression or frame that allows for needs-based adjustment	3c 3d	Provides little evidence of organization or flexibility in the progression of activities in lessons	Includes a simple progression of activities with only minimal logic or room for needs-based adjustment	Includes a clear but, at times, uneven progression of activities, with some evidence of needs-based flexibility	Provides a clear and consistent progression of activities and a contingency plan that focuses on needs-based flexibility	Includes an organizational structure that enhances learning and is designed with flexibility to student needs
l. Use of assessment in each lesson to connect lessons across the unit	3f	Includes no explicit assessment plan or connection across lessons	Includes an assessment statement in each lesson, but with little detail or connection to the unit	Provides explicit assessment plans and connections, but not consistently or clearly	Provides explicit assessment plans and consistent, clear connections across lessons	Includes explicit plans and connections that enhance the quality of teaching and the vision of the lessons and unit
m. Statement of assessment for the unit that includes a wide range of tools and connects activities to learner outcomes	3f	Fails to mention assessment tools or the connection between activities and outcomes	Mentions briefly but does not elaborate on assessment tools and connections to outcomes	Mentions assessment tools and learner outcomes occasionally with reference to specific lessons	Includes explicit discussion of assessment tools and learner outcomes in an assessment statement	Includes clear and insightful passages on assessment tools and learner outcomes in a coherent and succinct statement

LING 497: Second Language Acquisition

This course normally involves a focus on the psychology and linguistics of second language acquisition, including a required replication research project and a final exam. The exam has been chosen for assessment because it is more general and comprehensive in its coverage of the course content than the research project. For each student's exam, each indicator should be scored from 0 to 4, or left blank if the exam does not address it.

LING 497: Second Language Acquisition * Final Exam Rubric

<i>Indicator</i>	<i>OC</i>	<i>0=does not meet</i>	<i>1=approaches</i>	<i>2=minimally meets</i>	<i>3=meets</i>	<i>4=exceeds</i>
a. Use of key linguistic and psychological terminology	2a	Fails to use key terms or uses only a few and inaccurately	Uses some terms accurately, but mostly fails to use them or uses them inaccurately	Uses key terms in many cases, but not consistently or in enough detail	Uses terms consistently and accurately, with only a few small errors/omissions	Uses key terms consistently and accurately, enhancing precision/clarity
b. Demonstration of knowledge of developmental effects	2a	Fails to convey any knowledge of these effects	Addresses age or developmental effects, but fails to elaborate or does so inaccurately	Conveys only a superficial or somewhat accurate knowledge of these effects	Addresses age or developmental effects accurately and in some detail	Addresses these effects in great detail with attention to nuance
c. Demonstration of knowledge of transfer effects	2a	Fails to convey any knowledge of transfer effects	Addresses L1 and other transfer effects, but fails to elaborate or does so inaccurately	Conveys only a superficial or somewhat accurate knowledge of these effects	Addresses L1 and transfer effects accurately and in some detail	Addresses the role of previously known languages in great detail with attention to nuance
d. Demonstration of knowledge of processing effects	2a	Fails to convey any knowledge of cognitive process effects	Addresses processing effects, but fails to elaborate or does so inaccurately	Conveys only a superficial or somewhat accurate knowledge of input, intake, and output effects	Addresses details of input, intake, and output effects accurately and in some detail	Addresses cognitive processing effects in great detail with attention to nuance
e. Demonstration of knowledge of contextual effects	2a	Fails to convey any knowledge of the role of context in SLA	Addresses one or two contextual effects, but fails to elaborate or does so inaccurately	Conveys only a superficial or somewhat accurate knowledge of some of these effects	Addresses a range of contextual effects accurately and in some detail	Addresses a range of contextual effects in great detail with attention to nuance
f. Use of specific examples of learner data to support theories and practices	2b	Fails to use specific examples from learner data or uses a few in such a way that relevance to theory/practice is not established	Uses a few examples of learner data, supporting theory or practice, but not convincingly	Uses some examples of learner data to support theory or practice, but with some lack of clarity or relevance	Uses examples of learner data consistently to make practical connections between theory and learning	Consistently makes clear and specific reference to learner data, highlighting the practical implications of theory
g. Use of connections between SLA theory and teaching practice	2b	Fails to make connections between SLA theory and teaching practice	Attempts to make some connections, but too unclear or insubstantial	Uses only a few connections of theory to practice, made indirectly or with some lack of clarity	Uses some clear and explicit statements that connect theory to practice	Consistently uses clear and explicit statements connecting SLA theory to teaching practice

LING 515: Introduction to Sociolinguistics

This course normally involves a broad introduction to the full range of topics that fall under sociolinguistic theory: variation, language change, discourse analysis, language policy, and language and culture. In addition to other assignments, a final exam is usually given in this course. The exam has been chosen for assessment because it is more general and comprehensive in its coverage of the course content than other assignments. For each student's exam, each indicator should be scored from 0 to 4, or left blank if the exam does not address it.

LING 515: Introduction to Sociolinguistics * Final Exam Rubric

<i>Indicator</i>	<i>OC</i>	<i>0=does not meet</i>	<i>1=approaches</i>	<i>2=minimally meets</i>	<i>3=meets</i>	<i>4=exceeds</i>
a. Use of key sociolinguistic terminology	1c	Fails to use key terms or uses only a few and inaccurately	Uses some terms accurately, but mostly fails to use them or uses them inaccurately	Uses key terms in many cases, but not consistently or in enough detail	Uses terms consistently and accurately, with only a few small errors/omissions	Uses key terms consistently and accurately, enhancing precision/clarity
b. Ability to analyze patterns of linguistic discourse	1c	Fails to convey any knowledge of these analytical skills	Includes some analysis of discourse patterns, but fails to elaborate or does so inaccurately	Conveys only a limited or somewhat accurate knowledge of discourse analysis	Provides analyses of discursive data accurately and in some detail	Provides a theoretically grounded and detailed analysis for a segment of linguistic discourse
c. Ability to analyze the interface of language policy and practice	1c	Fails to convey any knowledge of these analytical skills	Includes some analysis of the policy/practice interface, but fails to elaborate	Conveys only a limited or somewhat accurate knowledge of issues related to language policy and planning	Analyzes policy and practice problems accurately and in some detail	Provides a theoretically grounded and detailed analysis connecting policy issues to practice
d. Elaboration of the relationship between language and culture	1c	Fails to present any understanding of the language/culture interface	Includes some mention of language and culture, but fails to elaborate	Conveys only a limited or somewhat accurate knowledge of language and culture	Presents a detailed discussion of language and culture, perhaps with some small gaps	Provides a theoretically grounded and detailed discussion of language and culture
e. Use of sociolinguistic principles to evaluate language learner needs	1d	Fails to connect sociolinguistics to learner needs and backgrounds	Provides largely inaccurate or stereotyped ideas about teaching implications	Includes some implications for the classroom, but neither detailed nor complete	Uses sociolinguistic theories to explore the needs and backgrounds of language learners	Uses theory to explain and predict best practices related to learners of specific backgrounds/needs

MS-TESOL Capstone: Comprehensive Exam

The comprehensive exam rubric has been used for several years with only minor tweaks. Below is a table showing the alignment of exam indicators to our new outcomes broken down by the five areas tested on the exam (columns).

<i>Indicator</i>	<i>Q1: SLA</i>	<i>Q2: TESOL Practice</i>	<i>Q3: Sociolinguistics</i>	<i>Q4: Phonology</i>	<i>Q5: Syntax</i>
(a) Demonstrate an ability to respond to the question or prompt directly and efficiently	2a-b	3a	1c	1b	1a
(b) Apply analytical tools appropriately and consistently to support a clearly stated argument	2a-b	1d, 2b, 3a	1c	1b	1a
(c) Write in a style that is both clear and appropriate to the related field of theoretical or applied linguistics	2a-b	1d, 2b, 3a	1c	1b	1a
(d) Demonstrate knowledge of theory and its development that is relevant to the question or prompt and to the related field of theoretical or applied linguistics	2a	3a	1c	1b	1a
(e) Demonstrate knowledge of instructional implications that are relevant to the question or prompt, including instructional design and/or assessment issues	2b	1d, 2b, 3a-f	1d	1d	1d

MS-TESOL Comprehensive Exam Assessment Rubric

<i>Indicator</i>	<i>0=does not meet</i>	<i>1=approaches</i>	<i>2=minimally meets</i>	<i>3=meets</i>	<i>4=exceeds</i>
(a) Demonstrate an ability to respond to the question or prompt directly and efficiently	The response refers only superficially to issues raised by the question or misreads the question.	The response addresses only part of the question, wanders often to other topics, or is mostly superficial in its treatment of the question.	The response addresses the question, but may wander at times off of task or may omit key elements or nuance.	The response addresses the question directly and efficiently, clarifying the key elements of the issue at hand and consistently staying on-task.	The response demonstrates a precise and exceptionally clear focus on the question or prompt, illustrated a highly nuanced command of the relevant issues and elements.
(b) Apply analytical tools appropriately and consistently to support a clearly stated argument	The response applies no analytical tools and shows no evidence of field appropriate argumentation.	The response includes some analysis and/or other forms of evidence, but not enough to support the argument, or the argument is not sufficiently clear to determine whether it is supported.	The response includes sufficient analysis and argumentative organization, but it is marked by errors and weaknesses in examples, analysis, or argumentation.	The response demonstrates appropriate and consistent use of analytical tools, organization, and argumentation, marked by few, if any, errors or weaknesses.	The response demonstrates a robust and insightful deployment of analytical tools and examples that fully support a clear and succinct argument.
(c) Write in a style that is both clear and appropriate to the related field of theoretical or applied linguistics	The response contains many unclear passages, choppy sentences, misspellings, and other stylistic problems, which together make it either completely or mostly unintelligible.	The response contains some unclear passages, choppy sentences, misspellings, and other stylistic problems, which together weaken or obscure its clarity and arguments.	The response is written in a solid but not impressive or sophisticated style, being marked by some stylistic problems and unclear passages that weaken but do not undermine the arguments.	The response is written in a style that both competent and clear, with features that make it an appropriate contribution to the related field of theoretical or applied linguistics.	The response is written in a style that enhances the effectiveness and clarity of the arguments and that reflects a strong competence in the stylistic genre associated with the related field of theoretical or applied linguistics.
(d) Demonstrate knowledge of theory and its development that is relevant to the question or prompt and to the related field of	The response is vague, inaccurate, or grossly simplistic in its use of theoretical concepts and terminology.	The response demonstrates some appropriate theoretical concepts and terminology, but the concepts and	The response accurately presents the basics of appropriate theoretical concepts and terms, but does	The response includes accurate and detailed theoretical concepts and terms, including some nuance, that	The response demonstrates a nuanced and insightful understanding of how theoretical concepts and terms relate to the

theoretical or applied linguistics		terms are not well used or are largely inaccurate, vague, or overly general.	not provide much depth and may include some inaccuracies.	demonstrate how theory informs the issues raised in the question.	issues raised in the question.
(e) Demonstrate knowledge of instructional implications that are relevant to the question or prompt, including instructional design and/or assessment issues	The response provides no evidence that the instructional implications of the question topic have been considered or understood.	The response refers only inaccurately or insubstantially to possible instructional implications of the question topic.	The response refers somewhat to implications of the question topic for instructional design or assessment of learner needs or outcomes, but this component may be brief or somewhat inaccurate.	The response includes an accurate and substantive discussion of the instructional implications of the question topic.	The response discusses the implications of the question topic to instructional design and assessment at a level that is insightful, detailed, and reflective of the bidirectional relationship between theory and practice in TESOL.

EDSC 412: TESOL K12 Student Teaching

The student teaching practicum serves as the capstone of the post-baccalaureate K12 teacher certification program. It includes two placements with a cooperating, TEAM-trained TESOL teacher in a public school in Connecticut. In addition to direct mentoring by the cooperating teacher, a professor from CCSU serves as the university supervisor, mediating the relationship between cooperating and student teachers as needed, making biweekly observations of lessons, and completing evaluations. A teaching portfolio is required at the end of the student teaching semester. Moreover, a final evaluation form required by the School of Education is completed by all three participants together. The revised assessment below involves one piece of the student teaching portfolio, in which evidence is provided of ELL progress based on two detailed case studies. For each pair of 'student-learning' case studies in the portfolio, each indicator should be scored from 0 to 4, or left blank if the studies do not address it. The 2015 assignment for the placement portfolio in EDSC 412 reads as follows:

At the end of the student teaching semester, you will need to provide me with a student teaching portfolio that includes:

- (1) one statement of teaching philosophy for each of the placement levels (primary and secondary)*
 - (2) copies of all the lesson plans that you designed during the semester (in chronological order)*
 - (3) **case studies** of multiple English language learners taught in the placements (see details below)*
 - (4) copies of reflective journal entries that you should write at least 2-3 times per week*
 - (5) a reflective summary essay that you write at the end of each placement summarizing the experience.*
- This portfolio will be evaluated for evidence that the program outcomes have been met and then filed for possible use during the post-bacc program's periodic re-accreditation process.*

*Each 'student-learning' **case study** must focus on one learner and include the following components:*

- 1) evidence of learner work showing a weakness in English proficiency before the lesson,*
- 2) copies of lesson plans in which evidence of learning was embedded,*
- 3) copies of learner work associated with the lesson including evidence of student teacher feedback and learner's improved proficiency,*
- 4) and a reflective essay by the student teacher about how the learner's background, the lesson plan, the implemented lesson, and teacher feedback contributed to the specific student-learning experience.*

*At least **two** such case studies must be included in the portfolio for evaluation.*

EDSC 412: TESOL K12 Student Teaching * Learner Case Study Rubric
(2009 TESOL Standards under OC in ***bold italics***)

<i>Indicator</i>	<i>OC</i>	<i>0=does not meet</i>	<i>1=approaches</i>	<i>2=minimally meets</i>	<i>3=meets</i>	<i>4=exceeds</i>
a. Evidence of specific gaps and needs in learner's proficiency	3b; 4	Includes no student work or only a few samples that are difficult to interpret	Provides some samples of student work, but with little evidence of gaps and needs	Provides samples of student work with some evidence of specific gaps and needs	Includes clear samples of student work with patterned evidence of specific gaps/needs	Includes samples with evidence of gaps that are clearly connected to lessons and goals
b. Design of a lesson plan to address specific learner gaps and needs	3b; 4	Fails to design lesson plans appropriate to the gaps identified in previous learner work	Designs lesson plans that are on topic but suffer from serious flaws or are very poorly organized	Designs lesson plans that address identified needs, but are inconsistent or uneven in their details	Designs lesson plans that address specific gaps/needs and connect to the overall syllabus	Designs lesson plans that engage learners in specific learning moments, connected seamlessly to previous and future lessons
c. Inclusion of student work that demonstrates both learning and the feedback cycle	3c 3f; 3b 4	Includes no student work or only a few samples that are difficult to interpret	Provides some samples of student work, but with little feedback or evidence of learning	Provides samples of student work with some feedback and evidence of learning	Includes clear samples of student work with clear evidence of effective feedback and learning	Includes feedback-marked samples that are clearly connected to specific lessons, objectives, and outcomes
d. Evidence in reflective essays that ST puts learner needs and learning ahead of other aspects of teaching	3b 3f; 5b	Fails to mention learner needs and learning in reflective essays	Mentions briefly but does not elaborate on learner needs and learning in reflective essays	Mentions learner needs and learning occasionally with reference to specific lessons	Includes regular statements about learner needs and learning in reflective essays	Includes clear and insightful passages on learner needs and learning in lesson specific reflections
e. Evidence in reflective essays that ST reacts to feedback and challenges with relevant teaching adjustments	3f; 5b	Fails to mention teaching feedback and adjustments in reflective essays	Mentions briefly but does not elaborate on teaching feedback and adjustments in reflective essays	Mentions teaching feedback and adjustments occasionally with reference to specific lessons	Includes regular statements about teaching feedback and adjustments in reflective essays	Includes clear and insightful passages on teaching challenges and adjustments in lesson specific reflections
f. Evidence in reflective essays that ST uses various assessment tools to inform teaching	3f; 4 5b	Fails to mention assessment tools in reflective essays	Mentions briefly but does not elaborate on assessment tools in reflective essays	Mentions assessment tools occasionally with reference to specific lessons	Includes regular statements about assessment tools in reflective essays	Includes clear and insightful passages on assessment tools in lesson specific reflections