

## Assessment 5: Effect on Student Learning Reflection

### a. Description of the assessment and its use in the program

Candidates complete this assessment as one of the requirements for Education 688: Methods and Techniques in Teaching ESL. Each candidate is required to work with an ESL student outside of class throughout the semester. Candidates gather information about their students' linguistic and cultural backgrounds, learning styles, and motivations for learning English. Candidates are required to design 5 separate lessons for their students based on 5 different methods of language teaching learned in the course. They then teach the 5 lessons to their students on separate occasions and write a reflective journal entry for each lesson. In each journal entry, candidates present an overview of the lesson and analyze the lesson's effect on student learning.

### b. Alignment with the TESOL Standards

TESOL Standard	How the standard is met with Assessment 5: Effect on Student Learning Reflection
<b>3a. Planning for Standards-Based ESL and Content Instruction</b>	Candidates plan and implement 5 different lessons using a variety of approaches and analyze their effect on student learning. Candidates also apply strategies that accommodate differences in student learning styles.
<b>4c. Classroom-Based Assessment for ESL</b>	Candidates use performance-based assessment tools that measure students' learning and reflect on how they use these assessments to provide feedback to students throughout instruction.

### c. Analysis of the data findings

The data comprise three semesters of evaluations by the Educ 688 course instructor.

In Fall 2013, all 6 candidates attained a score of 3 (proficient) or 4 (exemplary).

In Fall 2014, all 8 candidates attained a score of 3 (proficient) or 4 (exemplary).

In Spring 2015, all 5 candidates attained a score of 3 (proficient) or 4 (exemplary).

### d. How the data provides evidence for meeting standards

The data provide strong evidence that the program is meeting (and exceeding) TESOL standards 3a and 4c in helping candidates have a positive impact on student learning, as indicated by candidate scores of 3 (proficient) or 4 (exemplary) for all three semesters.

**e. Description of Assessment 5: Effect on Student Learning Reflection**

**Instructions:**

Working with a K-12 ESOL student outside of class, design 5 separate lessons to teach your student. The 5 lessons should be based on 5 different methods of language teaching you have learned in the course (e.g., grammar translation, communicative language teaching, task-based language learning, directed practice, the natural approach, total physical response). Each lesson should use performance-based assessment tools to assess student's learning of what you set out to teach. After you teach each lesson, write a journal entry in which you reflect on what and how you taught, how you assessed what your student learned, and the effectiveness of the given approach. Did your student learn what you expected? What were his/her reactions to the lesson? What was your effect on your student's learning? Given your understanding of your student's learning style, which methods would work well and which wouldn't? Make sure to attach samples of student work and other performance-based tasks you analyzed to assess your effect on student learning.

This assessment is designed to meet TESOL 3a and 4c.

**f. Rubric for Assessment 5: Effect on Student Learning Reflection**

<b>TESOL Standard</b>	<b>Limited (1)</b>	<b>Developing (2)</b>	<b>Proficient (3)</b>	<b>Exemplary (4)</b>
<b>3a. Planning for Standards-Based ESL and Content Instruction</b>	Candidates do not have standards-based objectives and plan activities that do not incorporate students' learning styles.	Candidates plan some activities that are appropriate to the language levels of the students and plan from specific standards-based objectives some of the time.	Candidates plan from specific standards-based objectives and deliver activities that are appropriate to the students' language levels, learning styles, and backgrounds.	Candidates consistently plan from specific standards-based objectives and deliver activities that are appropriate to the students' language levels, learning styles, and backgrounds.
<b>4c. Classroom-Based</b>	Candidates use no tasks	Candidates use limited	Candidates design	Candidates consistently

<b>Assessment for ESL</b>	to assess student learning.	tasks to assess student learning.	performance-based tasks and tools to measure student learning.	design performance-based tasks and tools to measure student learning.
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**g. Candidate data derived from Assessment 5: Effect on Student Learning Reflection**

**Fall 2013 (n=■)**

<b>TESOL Standard</b>	<b>Limited (1)</b>	<b>Developing (2)</b>	<b>Proficient (3)</b>	<b>Exemplary (4)</b>	<b>% Achieving 3 or 4</b>
<b>3a. Planning for Standards-Based ESL and Content Instruction</b>	0	0	■	■	100%
<b>4c. Classroom-Based Assessment for ESL</b>	0	0	0	■	100%

**Fall 2014 (n=■)**

<b>TESOL Standard</b>	<b>Limited (1)</b>	<b>Developing (2)</b>	<b>Proficient (3)</b>	<b>Exemplary (4)</b>	<b>% Achieving 3 or 4</b>
<b>3a. Planning for Standards-Based ESL and Content Instruction</b>	0	0	0	■	100%
<b>4c. Classroom-Based Assessment for ESL</b>	0	0	■	■	100%

**Spring 2015 (n=■)**

<b>TESOL Standard</b>	<b>Limited (1)</b>	<b>Developing (2)</b>	<b>Proficient (3)</b>	<b>Exemplary (4)</b>	<b>% Achieving 3 or 4</b>
<b>3a. Planning for Standards-Based ESL and Content Instruction</b>	0	0	■	■	100%
<b>4c. Classroom-Based Assessment for ESL</b>	0	0	■	■	100%