

**Course-Based Key Assessment #2 – Activity Portfolio and Summary Description
Used in TESL 5139 ESOL Methods**

Introduction

Teacher candidates revise three developed activities to create a portfolio that integrates multiple skills into the English-language classroom that better suit the learners’ needs. The revised activities show the teacher candidates’ ability to plan for standards-based instruction, use technology and resources to create engaging classroom activities, and incorporate knowledge about language acquisition and ESOL teaching methodology into classroom teaching. A summary description reflects upon decisions made and their potential effectiveness in assisting learners with English learning in the classroom.

Standards and Objectives

The Key Assessment objectives are aligned with the TESOL Standards and are directly assessed on the Key Assessment rubric. Please review these objectives and the rubric while preparing and editing your Key Assessment.

Primary Standards are those standards covered in more detail in this particular course. The Secondary Standards are those standards that may be covered in more detail in other courses, but still inform many of the decisions you may make in composing this Key Assessment. Focus more attention on the Primary Standards, but use the Secondary Standards to help inform your ideas, research, and interpretations.

| Primary Standards | Objective | Rationale | Assessed by which elements of the assessment |
|--|--|--|---|
| <i>3.a. Planning for standards-based ESL and content instruction</i> | Using standards-based and content instruction, develop classroom activities, which incorporate all four skills, listening, speaking, reading, and writing. These activities should also address the cultural diversity in the classroom. | The teacher candidate needs to demonstrate his or her knowledge about developing classroom activities, which address the four skills and the cultural diversity in the classroom. | Activity Requirements Elements: 2, 5, 6, & 7 Summary Description Elements: 1, 2, & 4 |
| <i>3.b. Implementing and managing standards-based ESL and content instruction</i> | To develop classroom activities that both model and require the production of language that is authentic and appropriate for the academic needs of learners. | The teacher candidate needs to demonstrate knowledge about designing and delivering practical classroom activities, which are relevant to the ESL standards and content requirement. | Activity Requirements Elements: 1, 2, & 3 Summary Description Elements: 1 & 2 |
| <i>3.c. Using resources and technology effectively in ESL and content instruction</i> | To use various technological applications such as YouTube, Mobile Apps, Social Networking Sites, Wikipedia, iPad, and interactive games to | The teacher candidate needs to demonstrate knowledge about appropriately incorporating technological applications in the classroom activities, | Activity Requirements Element: 1 Summary Description Element: 1 |

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|---|---|--|--|
| | design organized materials that will address the learning needs of the learners. | which address the learners' needs. The teacher candidate should encourage usage of such technological applications in out-of-class settings among the learners. | |
| Secondary Standards | Objective | Rationale | Assessed by which sections of the assessment |
| <i>1.a. Language as a System</i> | To address target structures appropriately in activities | The teacher candidate needs to demonstrate how his/her knowledge about linguistics and language as a system informs his/her design of classroom activities. | Activity Requirements Elements: 1 & 4 Summary Description Elements: 1 & 2 |
| <i>1.b. Language acquisition and developments</i> | To account for target learners' needs, backgrounds, prior knowledge, and language acquisition process in material development with appropriate ESOL methodology | The teacher candidate needs to demonstrate how language acquisition among the learners should be considered when designing classroom activities. | Activity Requirements Elements: 2, 3, & 4 Summary Description Elements: 1, 2, & 3 |
| <i>5.a. ESL research and history</i> | To draw on research in ESOL methodology to develop instructional materials that will maximize language acquisition. | The teacher candidate needs to demonstrate how his/her knowledge in ESL research and history guides him/her to make decisions in the classroom activity development process. | Summary Description Element: 1 |

Assignment

Turn in a portfolio of at least **three (3) revised** activities from the TESL 5139 textbooks **and** a summary description. Your portfolio and summary description must include the following:

Activity Requirements

1. Include the **original and revised** versions of at least three activities developed for this course. The three activities much address the four skills, listening, speaking, reading, and writing. Each activity does not need to focus on all four skills but the combination of the three must include all four skills. Please also include any technological application, e.g., YouTube, Mobile Apps, Social Networking Sites, Wikipedia, iPad, and interactive games, in each activity.
2. Identify **the target group** of learners (e.g., age, grade level, ESL, EFL, linguistic/cultural backgrounds, etc.)

3. Identify **the course** (e.g., name of course [e.g., Reading, Conversation, etc.], content area [if there is one], etc.)
4. Identify the **target structure and/or skill** for each activity (past tense, modal verbs, conditional structures, etc.)
5. Write a clear set of **student directions** for each of the three activities
6. Write a clear set of **teacher instructions** for each of the three activities
7. Include **an answer key** for each activity requiring an answer key

Summary Description

1. Discuss how effective your activities are in addressing your selected structures/skills (making specific reference to SLA theories and ESOL methods learned in this course)
2. Discuss your revision process of these activities (making specific reference to feedback that you received and how feedback and additional exposure to ESOL methods informed your decisions to revise)
3. Discuss how these activities will facilitate second language acquisition
4. Summarize what you learned from the entire process of activity development and compiling this portfolio

Other Specifications

All activities must be created using a word processor. Any hand-drawn elements must be neat, clean, and scanned. The activity portfolio should be between four and six pages long (double-spaced, including handouts and worksheets). The summary description must be a minimum of four pages (double-spaced).

For both face-to-face and online sections, submit all materials through Canvas *and* Tk20. Be certain to combine all files of the same format into *one* document before submitting (i.e., do not submit 4 separate Word documents, rather combine them in one file to submit). Please label your file beginning with your last name (e.g., Smith-5139-Portfolio.doc, Smith-5139-Portfolio.pdf). Include a reference list in APA format at the end of the document.

Special Note

This assignment serves as a Key Assessment for the TESL Program. TESOL specifies 11 standards all TESL candidates should be able to demonstrate upon completion of their program. Each Key Assessment assignment is aligned with several of these standards. Your instructor may articulate additional and/or more specific requirements for this assignment to also meet the goals and/or requirements of this course. Refer to this assignment description, the accompanying rubric, and any additional instructions provided by your instructor when completing this assignment.

Assessment #2 Data and Analysis – Activity Portfolio and Summary Description – TESL 5139

Webster Groves Campus – 2 Applications (Fall 2 2012 & Fall 2 2013 – n=30)

| TESL Standard | Improve- ment Needed | Approach -es Standard | Meets Standard | Exceeds Standard | % Meets or Exceeds Standard |
|--|-------------------------------------|--------------------------------------|---------------------------|-----------------------------|--|
| 1.a. Language as a System | | 1 | 8 | 21 | 96.7% |
| 1.b. Language acquisition and developments | | 1 | 12 | 17 | 96.7% |
| 3.a. Planning for standards-based ESL and content instruction | | 1 | 7 | 22 | 96.7% |
| 3.b. Implementing and managing standards-based ESL and content instruction | | 2 | 9 | 19 | 93.3% |
| 3.c. Using resources and technology effectively in ESL and content instruction | | 1 | 12 | 17 | 96.7% |
| 5.a. ESL research and history | | 7 | 12 | 11 | 76.7% |

The percentage of the teacher candidates who meet or exceed Standards 1a, 1b, 3a, 3b, and 3c is above 90%, which indicates that the majority of our teacher candidates meet the requirements of the key assessment. The only exception is Standard 5a, which is 76.7%, which implies that the instructor of the course should find ways to include more instruction on ESL research and history. Nonetheless, 76.7% is still a high percentage, which corroborates our claim that the majority of our teacher candidates meet or exceed the TESL Standards, which are relevant to this course on the Webster Groves campus. Program wide we have been working to focus on developing the specific content knowledge in regards to specific methods and approaches discussed in course texts and articles.

Kansas City Campus – 4 Applications (Fall 2 2012, Spring 1 2013, Spring 1 2014, & Summer 2014 – n=48)

| TESL Standard | Improve- ment Needed | Approach -es Standard | Meets Standard | Exceeds Standard | % Meets or Exceeds Standard |
|--|-------------------------------------|--------------------------------------|---------------------------|-----------------------------|--|
| 1.a. Language as a System | | 8 | 22 | 18 | 83.3% |
| 1.b. Language acquisition and developments | 2 | 16 | 13 | 17 | 62.5% |
| 3.a. Planning for standards-based ESL and content instruction | 3 | 5 | 22 | 18 | 83.3% |
| 3.b. Implementing and managing standards-based ESL and content instruction | 1 | 5 | 25 | 17 | 87.5% |
| 3.c. Using resources and technology effectively in ESL and content instruction | 3 | 6 | 21 | 18 | 81.3% |
| 5.a. ESL research and history | 4 | 17 | 15 | 12 | 56.3% |

More than 80% of our teacher candidates on the Kansas City campus meet or exceed Standards 1a, 3a, 3b, and 3c. More than 50% of our teacher candidates meet or exceed Standards 1b and 5a. The findings indicate a need to include more instruction and provide more resources on language acquisition and ESL research. A new instructor is being hired to teach this course and will be mentored by the full-time faculty member who is the lead on this course. With a new faculty member and stronger mentorship in the course content and key assessment, we expect to see stronger proficiency in these standards.

Online Program – 2 Applications (Spring 2 2013 & Spring 2 2014 – n=11)

| TESL Standard | Improve-ment Needed | Approach-es Standard | Meets Standard | Exceeds Standard | % Meets or Exceeds Standard |
|--|----------------------------|-----------------------------|-----------------------|-------------------------|------------------------------------|
| 1.a. Language as a System | | | 11 | 0 | 100.0% |
| 1.b. Language acquisition and developments | | 1 | 10 | 0 | 88.9% |
| 3.a. Planning for standards-based ESL and content instruction | | | 11 | 0 | 100.0% |
| 3.b. Implementing and managing standards-based ESL and content instruction | | | 11 | 0 | 100.0% |
| 3.c. Using resources and technology effectively in ESL and content instruction | | 1 | 10 | 0 | 88.9% |
| 5.a. ESL research and history | | 1 | 10 | 0 | 88.9% |

More than 88% of our teacher candidates meet or exceed all the standards in our online program, which is evident that the majority of our online candidates are meeting the requirements of this key assessment and the TESOL Standards.

Combined Data – 8 Applications (n=87)

| TESL Standard | Improve-ment Needed | Approach-es Standard | Meets Standard | Exceeds Standard | % Meets or Exceeds Standard |
|--|----------------------------|-----------------------------|-----------------------|-------------------------|------------------------------------|
| 1.a. Language as a System | | 9 | 36 | 42 | 89.7% |
| 1.b. Language acquisition and developments | 2 | 18 | 30 | 37 | 77.0% |
| 3.a. Planning for standards-based ESL and content instruction | 3 | 6 | 35 | 43 | 89.7% |
| 3.b. Implementing and managing standards-based ESL and content instruction | 1 | 7 | 40 | 39 | 90.8% |
| 3.c. Using resources and technology effectively in ESL and content instruction | 3 | 8 | 39 | 37 | 87.4% |
| 5.a. ESL research and history | 4 | 25 | 33 | 25 | 66.7% |

In the combined data with our three campuses, more than 66% of the teacher candidates meet or exceed all standards, which is evident that the majority of our teacher candidates are meeting the expectations and requirements of this key assessment and the TESOL Standards. From the data, Standards 1b and 5a are the ones that demand more attention. As discussed under the data from the Kansas City campus, we are using a new process where a full-time faculty member serves as a lead instructor for a course to work adjunct faculty. We expect to see improvements for all three campuses as we move forward.

Assessment 2 – Activity Portfolio and Summary Description – TESL 5139 ESOL Methods

| Standard Description | Improvements Needed to Approach Standard | Approaches Standard | Meets Standard | Exceeds Standard | Score |
|---|--|---|--|---|-------|
| Key Assess. Score | 1 | 2 | 3 | 4 | |
| 3.a. Planning for standards-based ESL and content instruction | Candidate develops activities that would not be appropriate for the target group of learners (or fails to adequately describe the learners, making it impossible to assess this) | Candidate demonstrates some attention to learners' knowledge, cultural background, and needs; activities would be appropriate/effective for some of the learners in the identified target group | Candidate appropriately accounts for the target learners' prior knowledge, cultural background, and needs when developing activities; activities would be appropriate/effective for a diverse group of learners | Candidate skillfully designs activities with specific attention to the learners' knowledge, cultural background, and needs; activities specifically address a diverse group of learners (multiple levels, backgrounds, interests, cultures, etc.) | |
| 3.b. Implementing and managing standards-based ESL and content instruction | Candidate fails to integrate reading, writing, listening, <i>and</i> speaking into developed activities; language selected does not appropriately model academic English | Candidate draws on reading, writing, listening, <i>and</i> speaking in developed activities; language used is mostly grammatically correct but there is a lack of consideration of the academic register and standard-based instruction | Candidate effectively integrates reading, writing, listening, <i>and</i> speaking into developed activities; language selected is authentic and/or properly models academic English with reference to standard-based instruction | Candidate designs activities providing multiple and/or extended opportunities for reading, writing, listening, <i>and</i> speaking; activities help learners address target structures/skills using an appropriate register of English that is appropriate to the ESL standards | |
| 3.c. Using resources and technology effectively in ESL and content instruction | Candidate uses only textual elements, or non-textual elements are poorly formatted/created; the technological tools are do not address the learner's needs | Candidate incorporates at least one non-textual element (chart, diagram, illustration, interactive material, etc.); candidate has used technology (e.g., computer software) to design and format activities | Candidate incorporates several non-textual elements that address the learner's needs; candidate has used technology to design and format activities so that they are clean, easy to follow, and appealing to the eye | Candidate has designed and expertly formatted innovative activities making use of a variety of non-textual elements; candidate demonstrates expert skills in using technology to develop classroom materials for learners | |

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| 1.a. Language as a System | Candidate selects language that fails to address target structures and skills in activities | Candidate uses some language in activities that addresses the target structures and skills | Candidate consistently uses language in activities that successfully models and forces learners to use target structures and skills | Candidate skillfully selects or develops language for activities that not only successfully models and forces learners to use target structures and skills, but also engages students based on content, context, creativity, etc. | |
| 1.b. Language acquisition and developments | Candidate appears to lack the necessary ESOL methodology needed to present language features in a manner that best benefits learners when developing activities | Candidate addresses target learner's needs; candidate demonstrates general knowledge of ESOL methods and their affect on language pedagogy in the summary description | Candidate successfully addresses target learner's needs in both the activities and summary description using/addressing pedagogically sound ESOL methodology | Candidate successfully addresses target learner's needs in both the activities and summary description using/addressing creative and innovative ESOL methodology | |
| 5.a. ESL research and history | Candidate has trouble making clear connections between ESOL methodology and material development or candidate does not appear to understand ESOL methodology | Candidate demonstrates general knowledge of ESOL methods and makes connections to material development | Candidate demonstrates knowledge of current ESOL methodology in the development of classroom activities and materials; summary description appropriately addresses the methods used and the effects they have on instruction | Candidate demonstrates expert knowledge of ESOL methodology in both activities and summary description showing clear connections between research and practice; materials are innovative yet demonstrate mastery of the ESOL methodology learned in coursework | |