

## **Master of Second Language Teaching Program Assessment Plan**

The assessment plan for the Master of Second Language Teaching (MSLT) program is focused on the skills and knowledge that effective second language teachers demonstrate via graduate students' capstone project called the MSLT Portfolio (i.e., a Plan B project that is similar to an MA Thesis, which involves the guidance of a three-person faculty committee and an oral defense of the ~100-page written project). The assessment plan covers all areas included in the Learning Objectives (see below). Whether a student's Portfolio demonstrates each objective will be determined via the student's oral defense of their project by a three-person faculty committee in their last semester in the MSLT program. The matrix will contain the learning objectives as well as boxes for marking whether the student's work indicates that it *meets the objective* or shows *no evidence* of meeting each of the five objectives. At the end of the program, the student's matrix is updated by each member of the student's supervisory committee. The co-directors of the MSLT program will remind committee members to carry out this assessment shortly after each student's oral defense takes place.

1. After the committee members have read/reviewed the MSLT Portfolio, and soon after the oral examination/defense of the student's Portfolio project, the committee members will mark on the assessment matrix to what extent the Portfolio shows evidence of each of the five learning objectives.
2. All MSLT students will be expected to accomplish each objective by the time they complete the program.
3. The co-directors of the MSLT program will meet at the end of each academic year to discuss students' progress on the various learning objectives. The co-directors will then communicate the end-of-year evaluation of students' progress on the learning objectives with MSLT faculty and discuss any related issues regarding course offerings and program objectives and collaborate in implementing changes as needed.

### **Students who complete the MSLT degree successfully will be able to:**

1. Articulate their understanding of language learning by children, adolescents, or adults, depending on the age group they intend to teach after completing the degree.
2. Describe an approach to second language (L2) teaching and discuss its relative merits in contrast with other approaches.
3. Reference the importance of the standards and criteria for proficiency set by professional organizations such as the American Council on the Teaching of Foreign Languages (ACTFL) or the Teachers of English to Speakers of Other Languages (TESOL).
4. Demonstrate awareness of the role of culture and/or pragmatics in L2 teaching and learning.
5. Demonstrate in-depth knowledge of current literature on topics relevant to their current and/or future teaching interests and contexts (e.g., the use of technology/digital tools in L2 learning and teaching, how to meaningfully incorporate literature in a variety of L2 learning and teaching contexts, understanding current issues and approaches to teaching in dual language immersion environments).