MS.Ed., Foreign Language Education Transition Points and Assessments

TRANSITION POINT 1: Beginning (Admission)

1. GPA, language specialization: 3.00 in language area and 2.75 overall or
   overall, plus 1000 combined GRE score (radio buttons to check either)
2. Two reference letters (radio button)
3. Resume (radio button)
4. Proof of (Application for) initial licensure (radio button)
5. Entrance Essays and Interview (SEE BELOW)

ASSESSMENT 1: Entrance Essays and Interview Rubrics (deficiency in any one area may lead to a denial of acceptance):

	Exceeds standard (Advanced-Plus/above)	Meets Standard (Advanced)	Below Standard (Intermediate-High/lower)
Writing proficiency in the target language ACTFL=1.a CF=C	Able to write about a variety of topics with significant precision and detail. Can describe and narrate personal experiences fully but has difficulty supporting points of view. Can write about concrete aspects of topics relating to particular interests and special fields of competence. Shows remarkable fluency and ease of expression, but under time/pressure constraints inaccuracies emerge. Strong in either grammar or vocab., but not in both. Weakness and unevenness in one of the foregoing or in spelling or character writing formation may result in occasional miscommunication. Some misuse of vocabulary may still be evident. Style may still be obviously foreign.	Able to join sentences of at least several paragraphs in length on familiar topics. Can write cohesive summaries and resumes, as well as narratives and factual descriptions. Has sufficient vocabulary to express self with some circumlocution. May still make errors in punctuation, spelling. Good control of morphology and most frequently used syntactic structures, but makes errors in producing complex sentences. Uses some cohesive devices, such as pronouns, accurately. Writing may resemble literal translations from L1, but a sense of rhetorical structure is emerging. Understandable to natives not used to the writing of non-natives.	Able to meet a number of / most practical writing needs. Can ask and respond to personal questions about daily routine, everyday events, etc. paraphrase, summarize biographical data, work and school experience. Can express present time and at least one other time frame or aspect consistently, but forms related to tense and/or aspect not always accurate. Evidence of control of the syntax of non-complex sentences and basic inflectional morphology, such as declensions and conjugation. Emergent ability to describe and narrate in paragraphs. Rarely uses basic cohesive elements. Writing tends to be a loose collection of sentences or fragments and provides little evidence of conscious organization. Generally comprehensible to natives used to the writing of non-natives.
Writing proficiency in English ACTFL=1.a CF=C	Able to write about a variety of topics with significant precision and detail. Can describe and narrate personal experiences fully but has difficulty supporting points of view. Can write about concrete aspects of topics relating to particular interests and special fields of competence. Shows remarkable fluency and ease of expression, but under time/pressure constraints inaccuracies emerge. Strong in either grammar or vocab., but not in both. Weakness and unevenness in one of the foregoing or in spelling or character writing formation may result in occasional miscommunication. Some misuse of vocabulary may still be evident. Style may still be obviously foreign.	Able to join sentences of at least several paragraphs in length on familiar topics. Can write cohesive summaries and resumes, as well as narratives and factual descriptions. Has sufficient vocabulary to express self with some circumlocution. May still make errors in punctuation, spelling. Good control of morphology and most frequently used syntactic structures, but makes errors in producing complex sentences. Uses some cohesive devices, such as pronouns, accurately. Writing may resemble literal translations from L1, but a sense of rhetorical structure is emerging. Understandable to natives not used to the writing of non-natives.	Able to meet a number of / most practical writing needs. Can ask and respond to personal questions about daily routine, everyday events, etc. paraphrase, summarize biographical data, work and school experience. Can express present time and at least one other time frame or aspect consistently, but forms related to tense and/or aspect not always accurate. Evidence of control of the syntax of non-complex sentences and basic inflectional morphology, such as declensions and conjugation. Emergent ability to describe and narrate in paragraphs. Rarely uses basic cohesive elements. Writing tends to be a loose collection of sentences or fragments and provides little evidence of conscious organization. Generally comprehensible to natives used to the writing of non-natives.
Language Proficiency ACTFL=1.a	Demonstrates Advanced-Mid Proficiency or higher, as demonstrated by LTI Phone OPI or through unanimous decision by entrance board: sustains discourse through (hypothetical) situations, specialized L2, sustains ideas with control of aspect (good control), mood (moderate control).	Demonstrates Advanced-Low Proficiency or higher, as demonstrated by LTI Phone OPI or through unanimous decision by entrance board: sustains some discourse through unfamiliar situations, specialized L2, sustains ideas with emergent control of aspect, less so w/ regard to mood.	Demonstrates Intermediate-High Proficiency/lower, as demonstrated by LTI Phone OPI or through unanimous decision by entrance board: Int.-High: Some difficulty sustaining discourse through unfamiliar situations, specialized L2, sustaining ideas, aspect, subjunctive may be non-existent.

Disposition for a career in teaching *ACTFL=3, 3, 4, 5, 6* CF=L, P, T, R, DI, DV	Responses to essay prompts clearly convey a capacity for mature, professional communication and reflection on their teaching approach- past, present and future, a sense of commitment to and respect for a diversity of students, as well as an innovative and intrinsic interest in teaching as a vocational path. Demonstrates a conversant background in WORLD LANGUAGES research, standards and innovations and a strong capacity to accommodate and internalize new information.

Responses to essay prompts convey a capacity for mature, professional communication and reflection on their teaching approach- past, present and future, a sense of commitment to and respect for a diversity of students, as well as an innovative and intrinsic interest in teaching as a vocational path. Demonstrates an acceptable background in WORLD LANGUAGES research, standards and innovations and the capacity to accommodate and internalize new information.

Responses to essay prompts suggest a candidate whose communication skills and or lack of maturity may present minor challenges to establishing positive collegial relationships or connecting with a diversity of students. Intrinsic interest in a teaching career may be absent or shallow. A further interview may be required to establish whether or not teaching is a good fit. for this candidate. Little if any evidence of Background in WORLD LANGUAGES research, standards and innovations. Essay suggests moderate to strong resistance to new ways of seeing WORLD LANGUAGES education.

6. MCL Dept. Standards for Target Cultural Literacy (Assessment 2)

Learning Outcomes	Exceeds Standard (4)	Meets Standard (3)	Near Standard (2)	Below Standard (1)
1. Demonstration of an ability to synthesize and analyze cultural artifacts and information. Cross-cultural inferences convey sensitivity to variation *ACTFL=2.a, b, c* CF=C	Student demonstrates an ability to synthesize and analyze a broad range of cultural phenomena, including history, geography, arts and letters, on the meanings of artifacts and practices. Can integrate new knowledge into cultural and personal knowledge base. They apply heuristic tools to construct and analyze statements about socio-cultural whole with sensitivity to variation.	Student demonstrates an ability to categorize several aspects of cultural phenomena, including history, geography, arts and letters; is able to correctly, if superficially, assign value and meaning to the artifacts or practices.	Student demonstrates at least a limited ability to identify cultural artifacts, practices, and phenomena and some capacity to place them within relevant time frames and geographic or historical boundaries; has difficulty moving from simple identification to correctly categorizing and/or assigning meaning to cultural text. Student fails to account for much of the cultural significance of artifacts or practices.	Student shows little, if any, familiarity with the topic. Fails to understand cultural artifacts, practices and perspectives, drawing conclusions that are either incorrect or vague, or parroting an understanding. Student may be incapable of analyzing beyond surface level meaning and description of the cultural phenomena; provides some discrete facts, but it appears that this information consists of parroting information obtained from in-class sources.
2. Demonstration of the ability to look at and express cultural elements from outside the student's own cultural perspective. *ACTFL=2.a, b,* CF=C	Students actively examine beliefs and attitudes about culture, particularly ethnocentricism, through structured immersion, active interaction with native speakers. They reflect with precision on new experiences of L2 and C2 and own identity, pre-conceptions about C2.	Student demonstrates the ability to evaluate culture from the perspective of the cultural group; does not or rarely imposes personal cultural values on the culture of others; shows understanding of cultural differences.	Student demonstrates the ability to evaluate cultural phenomena from the perspective of the cultural group but lacks a firm grasp of the perspectives, practices, and products of the group; sometimes applies personal cultural history as the primary means of interpreting and evaluating cultural differences.	Student can parrot information concerning cultural difference the perspectives of the cultural groups; differences are not valued or there may be evidence of negative biases, rather they are explained via personal cultural constructs which may be (highly) prejudicial.
3. Demonstration of an ability to use appropriate language to describe, explore, and explain, as well as construct hypotheses about the cultural significance of phenomena under study. *ACTFL=1.a, 2.a, b, c* CF=C	Student uses language that is appropriate to the presentation and context; uses language that has no systematic errors that impede communication of ideas; uses language that a native speaker of the language would understand and be comfortable listening to. Student develops opinion statements, and can hypothesize across time frames, as well as demonstrate subordination of ideas, though errors in subjunctive mood persist.	Student uses language that is (mainly) appropriate to the presentation and context; uses language that has very few systematic errors that impede communication of ideas; uses language that a sympathetic native speaker of the language would understand and be comfortable listening to. Student develops opinion statements and hypothesizes across time frames, though major errors in subjunctive mood and minor errors in past tense aspect may persist. Opinions and hypotheses may be shallow and not flow coherently.	Students uses language that is mostly appropriate to the task and/or interaction; some minor errors in vocabulary, register, and pragmatic use of language can generate cross-cultural miscommunication; overall, has reasonable control over appropriate language use. Student develops opinion statements, though such expression may be limited to discrete sentences. Major errors in subjunctive mood and past tense aspect may persist. May be difficult for even a sympathetic native speaker to follow.	Student shows little or no familiarity with appropriate linguistic terms and registers, however, there is little actual use of appropriate language; miscommunication can/does occur because of inappropriate or ill-formed language structures.

TRANSITION POINT 2: Emergent (Candidacy)

1. Minimum GPA of 3.0 (4.0 scale) overall and across 6 hrs. of study in language specialization.
2. Reflective Engagement:

REFLECTIVE ENGAGEMENT RUBRICS:
ACTFL=3.b, 4.a,c, 5.a,b,c, 6.a,b; CF=L, P, T, R, DV, DI

Far exceeds standard: Consistently on time and well-prepared for class and for progress conferences. Actively explores and accommodates new perspectives on WORLD LANGUAGES teaching and learning. Consistently makes articulate, insightful, connected, courteous contributions to forums in class and on-line. Contributions consistently indicate careful completion and consideration of assigned readings, as evidenced by an ability to maintain analytical control in discussing pedagogical constructs. Student is clearly invested in their effort to translate course content into clinical questions, as well as collaborating with classmates to that end. They regularly demonstrate this through an active, intrinsic interest in and responsibility for all course tasks and an understanding of their importance as tools for professional preparation and reflection. They put a great deal of effort into understanding and individualizing assignments. When a need for clarification or the need for feedback on an idea for one of the assignments arises, they immediately seek clarification with specific questions to be answered. Always 'in the loop' regarding BLACKBOARD communication. All points of netiquette followed.
Above standard: Well-prepared for class and progress conferences most of the time. Most of the time makes articulate, insightful, connected, courteous contributions to most forums in class and on-line. Contributions consistently indicate careful completion and consideration of assigned readings with only rare exceptions. Student is often invested in translating course content into clinical questions. They periodically demonstrate this through an interest in and responsibility for most course task, an understanding of their importance as tools for professional preparation and reflection. When they have a question, they are fairly prompt in asking clarification. Almost always 'in the loop' regarding BLACKBOARD communication. Minor exception or two to netiquette.
Near/Meets standard: Participates just enough to get by, with contributions that are occasionally articulate, insightful, connected and courteous. Contributions mainly indicate careful completion and consideration of assigned readings. Student is somewhat invested in translating course content into clinical questions. Interest in and responsibility for class-related projects is construct(s), suggesting that they comply to get by, but an underlying recognition of their importance as tools for professional preparation and reflection is not internalized. When they have difficulty, they may temporarily be discouraged, but they eventually take the initiative to solicit feedback from the instructor. Most of the time candidate is 'in the loop' on BLACKBOARD communication. There may be some need to brush up on netiquette.
Approaches standard: Regularly late and unprepared for class. Participation is noticeably sporadic, unfocused. Contributions do not normally indicate careful completion and consideration of assigned readings. Student is barely invested in their individual and collaborative work in translating course content into clinical questions. Interest in and responsibility for class-related projects is lacking, suggesting little ownership of learning responsibilities. Sometimes seeks ways to relegate responsibility for success to perceived powerful 'others'. There are some questions regarding this person's commitment to professional preparation. Candidate is frequently 'out of the loop' regarding BLACKBOARD-related communication. Clear need for more attention to netiquette
Below standard: Rarely participates, rarely prepared. Contributions indicate sporadic or complete lack of consideration of assigned readings. Student is not invested in their individual or collaborative activity in preparation for teaching in the WORLD LANGUAGES classroom, raising serious questions about suitability to teaching. Interest in and responsibility for class-related projects is lacking, suggesting that there is very little ownership of learning responsibilities. Locus of control is externally situated. Learner waives responsibilities in lieu of powerful others who are perceived to be in control of the student's destiny. Candidate is frequently 'out of the loop' regarding BLACKBOARD-related communication. Rarely, if ever, shows regard for netiquette.

3. **Admission to Candidacy Form (BELOW, have this appear for students to download. Radio buttons for ('Completed' / Not Completed'): Prior to 12 cr. hrs. toward requirements, presented to committee specifying courses still to be completed in the master's program.**

APPLICATION FOR ADMISSION TO CANDIDACY
Master of Science in Foreign Language Education
Department of Modern and Classical Languages

Buffalo State College
1300 Elmwood Avenue
Buffalo, NV 14222

To be submitted prior to completion of 15 credit hours.

Last Name:	First Name:	Initial:	Banner ID#:
Address:	City:	State:	Zip:
Work Phone:	Home Phone:	Email:	

Students must complete 30 graduate credit hour from three areas (Content Specialty, Professional Education, and Masters Project/Thesis). Of these, a minimu of 15 credit hours must be at the 600-700 level. Also, candidates must complete all degree requirements within 6 years of initial full-time enrollment in the MS.Ed. in Foreign Language Education

I. Content Specialty Courses – French/Spanish

12 hours	Sem.	Grade	Credit
FRE/SPA _____			
FRE/SPA _____			
FRE/SPA _____			
FRE/SPA _____			

CONTENT DISTRIBUTION:
*Candidates must take at least 6 credit hours in the language of specialization at Buffalo State College
*Candidates must obtain prior approval for the transfer of study abroad courses, even if the programs are sponsored by Buffalo State College
*Candidates must form a graduate committee (comprised of at least three members of the Buffalo State College Graduate Faculty) prior to the completion of 15 credit hours of coursework.

TRANSFER CREDIT: Indicate all previous work, from accredited institutions, that has been approved for transfer into content speciality core of the MS.Ed. FLE program.

institution	Courses	Initial

II. Professional Education Courses

15 hours	Sem.	Grade	Credit
FLE520: Teaching a Second Lang. at the Elementary Level			
EDF689: Methods and Techniques of Educational Research			

PEDAGOGICAL DISTRIBUTION:
9 Credit Hours: Advanced Foreign Language Teaching and Learning (FLE500; FLE520*; FLE540; FLE680)
3 Credit Hours: Computer-Assisted Instruction (EDC601; EDC672)
3 Credit Hours: Educational Research (EDF689*)
* denotes required courses

TRANSFER CREDIT: Indicate all previous work, from accredited institutions, that has been approved for transfer into the pedagogical core of the MS.Ed. FLE program.

institution	Courses	Initial

III. Masters Project or Thesis

3 hours	Sem.	Grade	Credit
FLE _____			

This program has been reviewed and approved by the principal advisor and the student's committee. The committee finds that the student's proposal conforms to the standards and expectations of the program and recommends that the student be advanced to CANDIDACY status. The committee and candidate recognize that all degree requirements, as described in the program, must be met for the MS.Ed. in Foreign Language Education to be awarded.

Candidate	Date	Department Chair	Date
Chair, Graduate Committee	Date	Graduate Committee Member	Date
Graduate Committee Member	Date	Dean, Arts and Humanities	Date

Original: Dean of the Graduate School   1ˢᵗ copy: MCL   2ⁿᵈ copy: Student

Application for Admission to Candidacy   5/24/2010

TRANSITION POINT 3: Expanding (Prior to Entering *Advanced* Coursework/ Culminating Experience: FLE 680/689)

1. Minimum GPA of 3.0 (4.0 scale) overall and across 12 hrs. of study in language specialization.
2. Reflective Engagement Rubrics (SEE PAGE FIVE)
3. Presentation on aspect of target language or culture meets or exceeds standards set on the MCL Target Cultural Literacy Rubrics (SEE PAGE 2) (presentation required)
4. Completion of EDF 689/FLE 680/FLE 689
5. Completion of FLE and content coursework (radio button)
6. Unit Plan (FLE 500/520) (Assessment 3):
7. Teacher Website rubrics (FLE600) (Assessment 4):

Assessment 4: Unit Plan rubrics (FLE 500, 520):

Performance area	Target (4.5-5)	Near Target (3.8-4.4)	Below Target (0-3.7)
Cultural Lesson	Clearly and effectively addresses standards. Plans for maximal and effective acquisition of L2. Engages a diversity of learners. Makes appropriate adaptations for early language learners.	Clearly and effectively addresses (most) standards. Plans for maximal and effective acquisition of L2 (with exceptions). May be some need for further adaptation, differentiation.	(Significant) need for attention to several of the performance areas and or plan is missing, incorrectly addressed.
Inter-disciplinary Lesson	Clearly and effectively addresses standards. Plans for maximal and effective acquisition of L2. Engages a diversity of learners. Makes appropriate adaptations for early language learners.	Clearly and effectively addresses (most) standards. Plans for maximal and effective acquisition of L2 (with exceptions). May be some need for further adaptation, differentiation.	(Significant) need for attention to several of the performance areas and or plan is missing, incorrectly addressed.
Literacy-centered lesson	Clearly and effectively addresses standards. Plans for maximal and effective acquisition of L2. Engages a diversity of learners. Makes appropriate adaptations for early language learners.	Clearly and effectively addresses (most) standards. Plans for maximal and effective acquisition of L2 (with exceptions). May be some need for further adaptation, differentiation.	(Significant) need for attention to several of the performance areas and or plan is missing, incorrectly addressed.
Learning stations lesson	Clearly and effectively addresses standards. Plans for maximal and effective acquisition of L2. Engages a diversity of learners. Makes appropriate adaptations for early language learners.	Clearly and effectively addresses (most) standards. Plans for maximal and effective acquisition of L2 (with exceptions). May be some need for further adaptation, differentiation.	(Significant) need for attention to several of the performance areas and or plan is missing, incorrectly addressed.

Assessment 5: Teacher Website rubrics (FLE 600):

	Exceeds Standard	Meets Standard	Below-Near Standard
Content:	• There are at five exemplary samples of FLE instructional technologies (Googledocs, Prezi, PowerPoint on slideshare, review exercises on Quia/Hot Potatoes, • Additional Web Resources fully cited, per APA format. • Announcement or Google Form Polls), with attention to specifications within categories.	(Nearly) 5 components reflect given options. May be several missing component features (i.e. webquest stage).	Several to many, all components missing from webpage, and or there may be some to many missing features specific to components that are not addressed.
Alignment to latest research and standards	• L2, C2 predominates, with proper scaffolding for targeted level. • Integration of five C's (NSS) through authentic L2 content, other means. • Integration of Common Core strands. • Instructional technology clearly in service to SLA. • Promotes digital literacy.	Language presented in TC context, though authentic content may not always be presented authentically/in alignment to Common Core. Ed. tech. selection may at times seeem random/ 'for show'.	Knowing about language supersedes its use, as evidenced in predominance of translation, drills, lack of integration into target cultural contexts. (Significant) need for better technology and pedagogy integration.
Follows graphic design and ADA compliance	• Good contrast between text and background. • Special styles, clip art enhance interpretation • Where appropriate, info. is well-organized through diagrams, tables. • Sans serif fonts. • Text organization clears ADA accessibility check, (with few exceptions). • Alt text for all images. • Sound files transcribed.	Most graphic design and ADA considerations addressed. Only minor exceptions to address in order to reach a diversity of learners.	Few, if any ADA and or graphic design conventions integrated into website and its components. Many exceptions to address in order to reach a diversity of learners.
Overall:	**Feedback:**		

Assessment 6: Project/Thesis Proposal Rubrics

Category	Exceeds standard (4.5-5 pts.)	Meets standard (4 pts.)	Near standard (3-3.5 pts.)	Below standard (0-2.5 pts.)
Organization *ACTFL=1.a, CF=C, R*	The report follows (nearly) all of the prescribed guidelines—including APA rules--from intro., statement of problem, review of the literature and overview of the (action) research design to the conclusion.	The report follow the prescribed guidelines—including APA rules--from intro., review of the literature and overview of the (action) research project to the conclusion with some (minor) exceptions.	The report strays somewhat from prescribed guidelines.	The report strays significantly from prescribed guidelines.
Clarity of writing *ACTFL=1.a, CF=C, R*	Excellent flow of ideas between & within paragraphs, precise and concise word choice, absence of run-on-sentences & sentence fragments, which is maintained through (nearly) all of the paper.	Excellent flow of ideas between & within paragraphs, precise and concise word choice, absence of run-on-sentences & sentence fragments, which is maintained through paper, with some exceptions.	Lack of flow between & within paragraphs and language undermine the clarity of the report somewhat.	Lack of flow between & within paragraphs and language significantly undermine the clarity of the report.
Review of the literature *ACTFL=1.a, 3.a, 6.a* CF=C, L, P, R, DI, DV	Illustrates & integrates relevant research on (learner) construct(s) in focus, maintaining analytical control, rather than summarizing & loosely connecting summaries.	Illustrates & integrates research on (learner) construct(s) in focus, maintaining analytical control, rather than summarizing & loosely connecting summaries, with some exceptions.	Review of the literature often loses analytical control to summarizing & haphazard lump-ing of studies.	Review of the literature does not demonstrate analytical control.
Overview of proposed action research project *ACTFL=3.a,b, 4.a,b,c, 5.a,b,c 6.a* CF=C, L, P, R, DI, DV	Carefully contextualizes the central concepts governing the selected (learner) construct(s) in a way that demonstrates deep reflection on translating theory into practice as well as careful thought to design & implementation of the proposed (action) research, including research questions and design.	Carefully contextualizes the central concepts governing the selected (learner) construct(s) in a way that demonstrates deep reflection on translating theory into practice as well as careful thought to design & implementation of the proposed (action) research, including research questions and design, with some exceptions	Somewhat difficult to see how the context and design flow from research on the selected (learner) construct(s). Description of the design may be incomplete or vague.	Difficult to see how context & design flow from research on selected learner construct(s). Design is be incomplete or vague.
Quality of original instrument/ Intervention *ACTFL=3.a,b, 4.a, 5.a,b,c* CF=L, P, R, DI, DV	Well-conceived, original survey/intervention carefully integrates and adapts constructs relevant to study.	(Mainly) well-conceived, original survey/intervention carefully integrates relevant construct(s) with some exceptions.	Survey/intervention has some significant flaws &/ lacks connection to relevant constructs.	Has many significant flaws &/ is disconnected from constructs.
Overall:				

TRANSITION POINT 4: Mastery [Prior to Exiting *Advanced* Coursework/Culminating Course (690/695)]

1. Minimum GPA of 3.0 (4.0 scale) across program coursework
2. Completion of all prior coursework within a six-year time frame
3. Successful defense of supervised clinical research project

Project / Thesis Proposal Acceptance Form (FOR TASKSTREAM)

Candidate Name: _____ Date: _____

[ ]   Project   [ ]   Thesis

Title: _____

Checklist (all items must be completed prior)
[ ]   Human Subjects Research training (forms attached)
[ ]   IRB Approval (forms attached)
[ ]   Admission to Candidacy Form on file
[ ]   Research coursework completed
[ ]   NA (Project not requiring human subjects compliance).

The candidate's Graduate Committee has reviewed the proposed project or thesis. The committee recommends that the candidate be granted permission to conduct the research, within the guidelines established by Buffalo State College and the Candidate's Graduate Committee (see below).

Signatures secured from Foreign Language Education Oversight Chair, MCL Department Chair and remaining committee members (THESIS ONLY; PROJECTS INCLUDING STUDENT WORK SAMPLES)?

Decision:

___ Accepted

___ Accepted, pending major revisions

___ Revise and resubmit

___ Rejected

Notes and Recommendations (required, regardless of decision):

Signature of thesis/project advisor: _____

Assessment 6: Project/Thesis Rubrics

Category	Exceeds standard (4.5-5 pts.)	Meets standard (4 pts.)	Near standard (3-3.5 pts.)	Below standard (0-2.5 pts.)
Organization *ACTFL=3.a,b, 4.a,b,c, 5.a,b,c 6.a* CF=C, L, P, R, DI, DV	The report follows (nearly) all of the prescribed guidelines-- from intro., statement of problem, significance of the study and limitations, through the review of the literature, overview of the action research project to the conclusion, results and conclusions.	The report follow the prescribed guidelines--from intro., statement of the problem, significance of the study, limitations, review of the literature, overview of the action research project to the results and conclusions with some (minor) exceptions.	The report strays somewhat from prescribed guidelines.	The report strays significantly from prescribed guidelines.
Format *ACTFL=1.a,* CF=C, R	APA Guidelines observed from in-text to reference list citations. Margins, headings and subheadings, pagination also follow APA Guidelines.	APA Guidelines observed from in-text to reference list citations. Margins, headings and subheadings, pagination also follow APA Guidelines, w/ (minor) exceptions.	The report strays somewhat from prescribed guidelines.	The report strays significantly from prescribed guidelines.
Clarity of writing *ACTFL=1.a,* CF=C, R	Excellent flow of ideas between & within paragraphs, precise and concise word choice, absence of run-on-sentences & sentence fragments, which is maintained through (nearly) all of the paper. There is summary and transition between each section.	Excellent flow of ideas between & within paragraphs, precise and concise word choice, absence of run-on-sentences & sentence fragments, which is maintained through paper, and there is summary, transition between each section, with some exceptions.	Lack of flow between & within paragraphs, sections and language undermine the clarity of the report somewhat.	Lack of flow between & within paragraphs, sections and language significantly undermine the clarity of the report.
Quality of reflection *ACTFL=1.a, 3.a,b, 6.a* CF=C, L, P, R, DI, DV	There is excellent alignment between the research question(s) the content and constructs explored in the review of the literature, methods,, as well as the results and conclusions, such that there is a high degree of conceptual and analytical control over subject matter. Implications for teaching, future research flow logically from results.	With some minor exceptions, there is excellent alignment between the research question(s) the content and constructs explored in the review of the literature and study design, as well as the results and conclusions, such that there is a high degree of conceptual and analytical control over subject matter. Implications for teaching, future research flow logically from results.	There is some (significant) need for improved integration of the review of the literature, study design, results and conclusions. May be acceptable pending minor revisions with some further reflection.	Significant lack of congruence between review of the literature, design, results and conclusions. Need for greater analytical control point to an unsatisfactory performance on project/thesis.
Professionalism *ACTFL=3.a,b, 4.a, 5.a,b,c* CF=L, P, R, DI, DV	Candidate followed timeline negotiated with project/thesis advisor and responded thoughtfully to suggestions. Well-prepared work minimized need for corrections and suggestions.	Candidate followed timeline negotiated with project/thesis advisor and responded thoughtfully to suggestions. Well-prepared work minimized need for corrections and suggestions, with minor exception(s).	Some need for more dependability, quality in producing artifacts related to preparing the final project. Some extensive (repeated) need for advisor corrections and suggestions somewhat undermine the quality of reflection and participation on the candidate's part.	Significant need for more dependability, quality in producing artifacts related to preparing the final project. Extensive (repeated) need advisor corrections and suggestions significantly undermine the quality of reflection and participation on the candidate's part.
Overall:				

TRANSITION POINT 5: Exit (After Program Completion)

1. Administrator appraisal of leadership capacities
2. Candidates' self-appraisal of leadership capacities (alumni survey)

MASTER OF SCIENCE IN EDUCATION, FOREIGN LANGUAGE EDUCATION ASSESSMENT PLAN

ACTFL-NCATE STANDARD:	ASSESSMENT 1: Entrance Rubrics (ongoing)	ASSESSMENT 2: MCL TCP, MCL Scale (ongoing)	ASSESSMENT 3: UNIT PLAN (Ongoing: FLE 500/ 520)	ASSESSMENT 4: FLE 600 (website) (ongoing)	ASSESSMENT 5: FLE Project/Thesis Proposal (FLE 680, ongoing)	ASSESSMENT 6: FLE clinical project/thesis (Ongoing FLE 540, 680)
1.a. Lang. Proficiency	√	√				
1.b. Linguistics	√	√	√		√	√
1.c. Language Comparisons	√		√			
2.a. Cultural Understandings	√	√	√			
2.b. Literary, Cultural Texts, Traditions	√	√	√			
2.c. Integrating Other Disciplines	√	√	√	√	√	√
3.a. Lang. Acquisition, Supportive Environment.	√		√	√	√	√
3.b.Reflecting on Outcomes, Diversity	√		√	√	√	√
4.a Integrating Standards- Planning	√		√	√	√	√
4.b. Integrating Standards- Teaching			√	√	√	√
4.c. Selecting, Designing Materials	√		√	√	√	√
5.a. Knowing, using assessment models	√		√	√	√	√
5.b. Reflecting on assessment	√		√	√	√	√
5.c. Reporting assessment results			√	√	√	√
6.a. Professional Development	√		√	√	√	√
6.b. Value of FL Learning	√		√	√	√	√
RELATION TO UNIT MODEL	Content √ Learner √ Pedagogy √ Technology √ Reflection √ Diversity √ Disposition √	Content √ Learner Pedagogy Technology Reflection Diversity Disposition	Content Learner √ Pedagogy √ Technology √ Reflection √ Diversity √ Disposition √	Content √ Learner √ Pedagogy √ Technology √ Reflection √ Diversity √ Disposition		Content Learner√ Pedagogy√ Technology√ Reflection√ Diversity √ Disposition√