MTEL®-Flex English as a Second Language—Writing Instruction & Assessment (Objective 0008)

Objective 0008: Apply knowledge of writing instruction and assessment for English language learners.

Objective 0008 includes the following descriptive statements:

1. Evaluate research-based practices for developing the writing skills of English language learners at a range of ages, reading abilities, and English proficiency levels.
2. Apply knowledge of the writing process to promote English language learners' development of writing proficiency.
3. Apply understanding of formal elements of written English and explicit, systematic strategies for developing students' knowledge and use of different text structures (e.g., narrative, expository, persuasive) and conventions of written Standard English (e.g., mechanics, syntax, grammar, spelling).
4. Apply knowledge of materials and strategies for promoting English language learners' achievement of writing standards as described in the WIDA ELD Standards and in the Massachusetts curriculum frameworks.
5. Apply understanding of characteristics of and guidelines for selecting and using various formal and informal procedures and instruments for the assessment of writing.
6. Demonstrate ability to use and interpret formal and informal assessment information, including recognizing bias and differentiating between writing assessments normed for native speakers of English and those normed for English language learners.
7. Demonstrate ability to differentiate between typical variation in writing performance and performance that may indicate possible disabilities.
8. Recognize ways that a learner's literacy in a first language can influence writing in English due to similarities and differences between English and the first language in the areas of directionality, orthographic depth, morphology, sentence structure, discourse structure, and cultural expectations.

MTEL®-Flex enables you to demonstrate your functional content knowledge of the MTEL English as a Second Language test objectives through submitting materials on a topic that you select. Your submission will be evaluated on the extent to which you demonstrate the depth of your subject matter knowledge of the MTEL-Flex English as a Second Language test objective you selected during registration.

MTEL-Flex involves answering 4 prompts and writing an analysis in which you demonstrate your knowledge of the content assessed by the test objective and further elaborated by the descriptive statement(s) you have selected in relation to your stated topic.

Your responses to the first 4 prompts should be **no more than 1 single-spaced page** and your written analysis should be **no more than 3 single-spaced pages.** This instructions page does not count toward your page limits.

This template contains a Prompt Section and a Written Analysis Section. Once both sections are completed, upload the template to the Pearson ePortfolio System.

For more information about the MTEL-Flex Assessment, preparing your materials for submission, and scoring of your submission, refer to the MTEL-Flex Assessment Handbook.

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Prompt Section

Respond to the prompts below (**no more than 1 page, including prompts**) by typing your responses in Arial 11-point, single-spaced font, within the brackets following each prompt. Do not delete or alter the prompts. Only the first page will be evaluated. The previous page of instructions and the written analysis that follows does not count toward your page limit. Your submission cannot contain hyperlinks to any materials.

1. Indicate the numbers of the descriptive statements for the test objective that you will address in your written submission.

[My submission will address descriptive statements # 1, 2, 5, 6, and 8.]

2. Indicate if your submission will analyze your own authentic student data or examples and/or sample data or examples from relevant coursework. **Indicate which Department-approved resource(s) included on the MTEL website were used to develop your topic and address the selected descriptive statements.**

[My submission will analyze student data generated from a writing sample. I will use WIDA English Language Development Standards Framework, 2020 Edition: **ELD-LA 9-12 Inform Expressive**]

3. Describe the topic addressed.

[Using a student's data generated from a writing sample and the student's linguistic and cultural background information, including their grade level, home language, and relevant screener or ACCESS for ELLs assessment data, I will:

- identify the student's funds of knowledge, strengths, specific areas of need, and/or other factors such as first-language and cultural influences that may affect their writing;
- plan explicit instruction and provide scaffolds that build on the student's strengths and support the student's identified areas of need;
- evaluate the student's progress after the student edits the original writing sample or creates a new writing sample;
- plan future instruction.]

4. List sources used to prepare submission.

[1. The WIDA English Language Development Standards Framework, 2020 Edition.
2. Next Generation ESL Curriculum Resource Guide.
3. Calderón, Margarita. (2007). *Teaching Reading to English Language Learners, Grades 6-12: A Framework for Improving Achievement in the Content Areas.* Thousand Oaks: Corwin Press.
4. Rylance, Connie and Kevech, Andrea (Eds). (2018). *New Ways in Teaching Grammar* (2nd edition). Alexandria: TESOL Press.]

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Written Analysis Section

Type your analysis (**no more than 3 pages, including the prompt**) in Arial 11-point, single-spaced font, within the brackets following the prompt. If appropriate, you may include tables, charts, graphs, or other diagrams that you have prepared by inserting them into your analysis. However, the total length of your analysis, including any graphic elements, may not exceed 3 pages. The previous pages of instructions and prompts do not count toward your page limit. Your submission cannot contain hyperlinks to any materials.

Prepare an organized, developed analysis on a topic related to Objective 0008.

[Analysis text here; can go up to page 3 of 3.…]

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