General Education 7 Requirement: Languages
Outcomes Assessment Plan
2017-2018

Each program will develop appropriate assessment methodology for determining the proficiency level of students. For easy analysis, it is recommended that outcomes be scored on the same scale. For courses with enrolment higher than 30, faculty may report assessment data on 50% or more of students enrolled in the course.

All faculty teaching the same course ideally (but not necessarily) should use the same assessment approach/items. Assess toward the end of the semester (e.g. final writing assignment or final exam). Faculty are encouraged to administer the assessment as part of an existing graded assignment so that students will put adequate effort into the assessment. By the last day grades are due each semester, submit your results to the Office of Institutional Analysis and Effectiveness (OIAE) using the excel sheet for LANG in the result template. Some departments may choose to coordinate efforts through the department chair (especially those assessing multiple goals), in which case the chair will forward all results to OIAE.

As this is the first year for assessment, benchmarks are not set, but will be determined once a baseline has been established.

Academic departments/programs are not required to *analyze* the general education assessment data collected. OIAE will aggregate and report on the university wide assessment data.

1. Interpersonal and presentational speaking skills:
   For MLL courses
   Learning Outcome: Students can participate in conversations and give presentations on familiar topics using complete sentences.

   Assessment: Students will engage in a role-playing dialogue, and will record their conversations using a video recording app. Faculty use a common rubric with six criteria to assess an assignment in 202 and 205 courses (does not meet expectations, meets, exceeds) (see below).

   For classical language courses
   Learning Outcome: Students can understand the phonology of the target language and can correctly pronounce and recite prose and poetry in the language.

   Assessment of classical language courses: All students at the 202 level of Greek and Latin will submit to their instructors digital recordings of prose and/or poetry recitations as a graded assignment for the course. A sampling of these recordings for each language will be selected at random and assessed by 1 or 2 non-instructor Classics faculty (does not meet expectations, meets, exceeds). Assessment will be based on correctness of

pronunciation and, if relevant, metrical accuracy (particularly for the reading of dactylic hexameter). Instructors will discuss their individual assignments to ensure interrater reliability.

2. Writing:
   For MLL courses
   Learning Outcome: Students can write briefly on familiar topics and present information using a series of sentences

   Assessment MLL: Faculty use a common rubric with four criteria (see below) to assess a writing assignment (does not meet expectations, meets, exceeds), either as an in-class composition or as part of an exam, in the second half of 202 and 205 courses).

   For classical language courses
   Students can write brief compositions in the target language.

   Assessment of classical language courses: Students in Greek and Latin 202 will submit as electronic documents their translations from English into the target language 3-5 sentences as a graded assignment. A sampling of these assignments for each language will be selected at random and assessed by 1 or 2 non-instructor Classics faculty (does not meet expectations, meets, exceeds). Assessment will be based on correctness of morphology, vocabulary, grammar, and syntax. Instructors will discuss their individual assignments to ensure interrater reliability.

   Learning Outcomes 3 and 4 will be developed in 2018-2019.

5. Cultural appreciation (both MLL and classical):
   Learning Outcome: Students are acquainted with the variety of cultures and cultural perspectives associated with the target language.

   Assessment MLL: Faculty use a common rubric to assess an assignment in 202 and 205 courses (does not meet expectations, meets, exceeds).

   Assessment of classical language courses: In the 202 level of Greek and Latin, students will deliver presentations in class on some aspect of the target culture <u>as it relates to a classical text</u>. A sampling of these presentations will be chosen at random by the instructor for assessment of the "Cultural Appreciation" SLO. The instructor will use a rubric to determine how well each of these presentations has addressed some aspect of culture (does not meet expectations, meets, exceeds). Instructors will discuss their individual assignments to ensure interrater reliability.

Interpersonal speaking skills

Criteria	Description	Exceeds	Meets	Does not meet
Communicative Functions	Describes, Compares, and Narrates in different time frames, Expresses likes and dislikes Makes recommendations, Talks about the future			
Cultural Awareness	Demonstrates some cultural knowledge of the regions studied. Uses some culturally appropriate vocabulary and idiomatic expressions. Uses some gestures and body language of the target culture			
Fluency and Pronunciation	Uses pronunciation and intonation patterns which can be understood by a native speaker accustomed to interacting with language learners. Makes false starts and pauses frequently. Recombines learned vocabulary and sentence structures demonstrating full control of present tense and evidence of some control of other time frames			
Interaction	May use paraphrasing, question-asking circumlocution, and other strategies to avoid a breakdown in communication. Recognizes and uses vocabulary from a variety of topics.			
Vocabulary	Uses and recognizes vocabulary from a variety of thematic groups.			
Language Accuracy	Able to create a dialogue about familiar topics in present tense using simple sentences and/or strings of sentences. Recognizes some of their own errors and make appropriate adjustments. Exhibits a decline in grammatical accuracy as creativity in language production increases.			
SLO	Students can participate in conversations using a combination of simple and complex sentences when talking about course-related themes, such as current events, social issues, popular culture, literature, music or history.	**Meets**	**Does not meet**	

**It is expected that all members in a group participate actively and equally for the benefit of all.

MLL Proficiency Rubric – Intermediate Low
Presentational Writing

Criteria	Description	Exceeds	Meets	Does not Meet
What language students use	• Can create with language, expressing own opinion with language in a basic way with simple sentences and some strings of sentences • Can create most accurately in the present tense • Can begin to make choices of phrase, image or content to maintain the attention of audience			
What information students present	• Can present on everyday topics, topics of interest, and topics that have been studied • Can use sufficient vocabulary to provide information and limited explanation			
Who can understand the students?	• Can be understood by people who are accustomed to interacting with language learners			

What strategies students use	• Can use the following strategies most of the time:
	    o Graphic organizers
	    o Reference resources			

SLO	• **Student can write briefly on familiar topics and presents information using a series of sentences with a variety of grammatical structures**			

Classics RUBRIC:

Adapted from ACTFL Standards

	Does not meet	Meets	Exceeds
Interpersonal and Presentational Speaking Skills	Student can present on familiar texts in the target language using a variety of practiced or memorized words or phrases through the spoken target language.	Student can present on familiar texts in the target language using a variety of practiced or memorized phrases or passages through the spoken target language with intermediate level precision of expression, phonology, and/or meter.	Student can present on familiar texts in the target language using a variety of practiced, memorized, and/or extemporized words and phrases through the spoken target language with advanced level precision of expression, phonology, and/or meter.
Writing	Student can compose brief phrases and/or sentences in the target language.	Student can communicate information or ideas relevant to Greco-Roman culture and/or literature through a brief series of connected written sentences.	Student can communicate sophisticated and articulate information or ideas relevant to Greco-Roman culture and/or literature through protracted prose and/or poetry in proper, classical meter.
Cultural Appreciation	Student can recognize and understand basic, concrete cultural information and/or topics of interest.	Student can discuss with nuance and supporting evidence cultural topics of interest.	Student can present an argument with supporting evidence and discussion of relevant scholarship about a cultural topic of interest.