

**Colorado State University – Pueblo Academic Program Assessment Report for AY 2014-2015 Due: June 1, 2015**

**Program: Italian Minor 2014-2015**

**Date: June 1, 2015**

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**Assessment contributors (other faculty involved in this assessment): Dr. Alegría Ribadeneira, Associate Professor of Spanish**

Please complete this form for each undergraduate minor, certificate, and graduate program (e.g., B.A., B.S., M.S.) in your department.

**\*\* Please read the following background information before examining the data in the Foreign Language minor assessment report.**

Students minoring in French, Italian, and Spanish will be required to demonstrate a level of proficiency sufficient to converse comfortably on everyday topics, to attain intermediate levels of proficiency in writing and reading the target language, and to understand and appreciate the target language cultures.

These outcomes will be achieved by showing proficiency in what is referred to by the American Council on the Teaching of Foreign Languages (ACTFL) as the 5 C's:

- 1) **Communication:** The communication standard stresses the use of the target language for communication in —real life situations. It emphasizes —what students can do with language rather than —what they know about language. Students are asked to communicate in oral and written form, to interpret oral and written messages, to show cultural understanding when they communicate, and to present oral and written information to various audiences for a variety of purposes.
- 2) **Cultures:** Cultural understanding is an important part of language education. Experiencing other cultures develops a better understanding and appreciation of the relationship between languages and other cultures, as well as the student's native culture. By studying a second culture, students are able to better understand other people's points of view, ways of life, and contributions to the world.
- 3) **Connections:** Target-language instruction must be connected with other subject areas. Content from other subject areas is integrated with target language instruction through lessons or courses that are developed around themes common to other subject areas (e.g. history, politics, art, social sciences, etc.).

- 4) Comparisons: Students are encouraged to compare and contrast the target language and cultures with their own. They discover patterns, make predictions, and analyze similarities and differences across languages and cultures. Students often come to understand their native language and culture better through such comparisons.
- 5) Communities: Extending learning experiences from the language classroom to the home and multilingual and multicultural community emphasizes living in a global society. Activities may include: field trips, use of e-mail and the Internet, participation in Italian organizations, attendance at the weekly Italian Conversation Nights, exchange or study-abroad programs, cultural activities and opportunities to hear speakers of Italian on campus and in the classroom.

In order to assess these outcomes all graduating seniors minoring in Italian participate in three assessment measures listed below:

1. A Written Proficiency Test (WPT) which determines students' written language level based on ACTFL proficiency guidelines. In addition, this short written exam measures students' knowledge of Cultures, Connections and Comparisons. (For the rubric see page 21 of this report)
2. An Oral Proficiency Interview (OPI) which determines students' oral language communication level based on the ACTFL proficiency guidelines. (For the rubric used see page 22 of this report)
3. An exit survey which measures students' perceptions and knowledge of Communication, Cultures, Connections, Comparisons and Communities. (See page 23 of this report)

**I. Program student learning outcomes (SLOs) assessed in this cycle, processes, results, and recommendations.**

A. Which of the program SLOs were assessed during this cycle?	B. When was this SLO last assessed?	C. What method was used for assessing the SLO?	D. Who was assessed? Please fully describe the student group.	E. What is the expected achievement level and how many students should be at it?	F. What were the results of the assessment?	G. What were the department's conclusions about student performance?	H. What changes/improvements to the program are planned based on this assessment?
<p><b>OUTCOME #1</b></p> <p><b>Communication</b></p> <p>The communication outcome stresses the use of the target language for communication in "real life" situations. It emphasizes "what students can do with language" rather than "what they know about</p>	<b>Summer 2014</b>	<p><b>Oral Proficiency Interview (OPI)</b> as defined by the American Council on the Teaching of Foreign Languages (ACTFL). The exam has a specific format and concrete guidelines to measure language proficiency. I was trained and certified in this testing.</p>	<p>Total: 5 OPIs</p> <p>Graduating Seniors from summer 2014 to summer 2015</p> <p>Total: 6 students</p> <p>(One student, Kody Matthews, finished his ITL minor in Perugia in July of 2013 but received his university</p>	<p><b>OPI – 85% of students should reach Intermediate or higher</b></p>	<p><b>80% reached the goal.</b></p> <p>0-Superior 0-Advanced High 0-Advanced Mid 0-Advanced Low 1-Intermediate High 3 -Intermediate Mid 1-Intermediate Low 0-Novice High 0-Novice Mid 0-Novice Low</p>	<p>CSU-Pueblo's Italian minor is a 21 credit (7 university 3 credit hour classes) program. Student learning outcomes adequately reflect the amount of time dedicated to the study of Italian language and culture. During this assessment,</p>	<p>1.) Recruit American students to participate in one of CSU-Pueblo's programs in Italy and ultimately minor in the language. We currently have a one-month study abroad in Perugia, Italy, a semester or year-long study at the Università degli Studi di Bergamo and an Education First College Study Tour option.</p> <p>2.) Continue to include more oral components in all courses. Adding more role-play situations/presentations to beginning and intermediate courses.</p>

language." Students are asked to communicate in oral and written form, to interpret oral and written messages, to show cultural understanding when they communicate, and to present oral and written information to various audiences (i.e. formal and informal contexts) for a variety of purposes.			B.S. degree spring semester of 2015. While in Perugia, I completed the minor assessment of his written and oral proficiency in Italian. Kody did not complete the Italian program survey.			four of the students completing the Italian minor had studied abroad. In the past, study abroad significantly contributed to students' confidence and performance when communicating in Italian.	Also, creating more opportunities for student presentations in upper-level Italian courses.
		----- <b>Written Proficiency Test (WPT)</b>	5 WPTs Graduating Seniors from summer 2014 to summer 2015	----- <b>WPT- 85% should reach Intermediate or higher</b>	----- <b>80% reached the goal.</b>  1-Advanced Low 0-Intermediate High 3-Intermediate Mid 1-Intermediate	The WPT is an excellent tool to assess a student's ability to write a short essay in the target language in a limited	3.) Continue to provide opportunities outside of class in which students can practice speaking Italian ( <i>Cicolo Italiano</i> , Italian film nights, special events and guest lectures, etc.)  4.) Continue attending professional development opportunities on campus and at conferences (MLA, ACTFL, AAIS, AATI, CCFLT, etc.)  5.) Provide students with qualified tutors to help them progress in Italian. The Italian program director nominates tutors to work in the General

		<p>-----</p> <p><b>Foreign Language Program Questionnaire for Graduating Italian Minors</b></p>	<p>-----</p> <p>5 Surveys</p> <p>Graduating Seniors from summer 2014 to summer 2015</p>	<p>-----</p> <p>Questionnaire: 85% of Students should “strongly agree” or “agree” to all questions pertaining to Communication.</p>	<p>Low 0-Novice High</p> <p>-----</p> <p>100% reached the goal.</p> <p>3 students “strongly agree” with Communication 1a and 2 students “agree.” 2 students “strongly agree” and 3 students “agree” with 1b.</p> <p>100% of the students “strongly agree” or “agree” to all questions pertaining to</p>	<p>amount of time (30 minutes). This exam is a good indicator of the student’s written proficiency without dictionaries, verb books, etc. More than a polished writing sample, the WPT effectively reflects a student’s actual written communicative abilities.</p> <p>*Additionally, an optional</p>	<p>Education Tutoring Center (251 LARC). It has been difficult to arrange this over the summer session.</p> <p>6.) Help students develop communication skills in both every day and professional/academic settings with at least intermediate phonetic, syntactic and semantic accuracy.</p> <p>7.) In order to make further progress in this area, two additional writing assignments will be added to each intermediate and advanced course program. The assignments will require students to complete advanced functions according to ACTFL guidelines.</p> <p>8.) For the 2015-2016</p>
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					Communication.	writing sample from an upper-division Italian course was collected from Italian minors and placed in their files.	academic year, the Italian program director would like to increase the amount of interaction students have with native Italian speakers online, in class, and on campus.  9.) During spring semester 2016 Dr. Picicci would like to continue heading the Study Abroad Advisory Committee.
<p>OUTCOME #2</p> <p><b>Cultures</b></p> <p>-All Italian courses taught at CSU-Pueblo address Italy's rich cultural heritage and regional customs. Cultural competency is an important</p>	Summer 2014	<p><b>Written Proficiency Test (WPT)</b></p> <p>-----</p>	<p>5 WPTs</p> <p>Graduating Seniors from summer 2014 to summer 2015</p> <p>-----</p>	<p>85% should do "well or very well"</p> <p>-----</p>	<p>100% did "well or very well" according to grading criteria</p> <p>-----</p>	<p>Studying a foreign language enhanced students' cultural competency. Study abroad significantly contributed to students' confidence and knowledge</p>	<p>1.) Continue offering a wide range of course titles and course content that promote linguistic and cultural competency. Authentic didactic materials, songs, films, etc. will continue to be incorporated in each Italian course.</p> <p>2.) Schedule cultural</p>

<p>part of foreign language education. Experiencing different aspects of Italian cultural occur every day in the classroom and help students develop a better understanding between their native culture and that of Italy.</p> <p>-Students studying abroad often return from Italy and say they have learned more about the world and its cultures while in Italy. This is in part due to the people they meet while</p>		<p><b>Foreign Language Program Questionnaire for Graduating Italian Minors</b></p>	<p>5 Surveys</p> <p>Graduating Seniors from summer 2014 to spring 2015</p>	<p>85% of students should “strongly agree” or “agree”</p>	<p>100% students “strongly agree” or “agree” with all questions pertaining to Culture.</p>	<p>when making cultural comparisons.</p> <p>In all Italian courses (from ITL 101 to ITL 495) students learn about Italian culture and customs. Knowledge of Italian language and culture affords access to one of the richest cultural legacies of Western civilization, as well as to one of the European Union’s most dynamic and innovative contemporary</p>	<p>opportunities to learn more about the Italian language and customs outside the classroom</p> <p>3.) Continue events for the 750<sup>th</sup> Birthday celebration for the father of the Italian language, Dante Alighieri.</p> <p>4.) Promote the Perugia, Bergamo and EF programs and encourage students to participate in one of these study abroad opportunities.</p> <p>5.) Continue to promote scholarship opportunities for students of Italian.</p> <p>6.) I would like to propose teaching a course for the Honors College spring semester 2016. This class will concentrate on Niccolò</p>
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overseas.						societies.  Knowledge of Italian is a useful skill and an understanding of Italy's cultures can be a life-changing, truly transformative experience.	Machiavelli - an important and controversial figure of the Italian Renaissance.
<b>OUTCOME #3</b>  <b>Connections</b>  Target language instruction is constantly connected to other subjects. Content from other disciplines is continuously	Summer 2014	<b>Written Proficiency Test (WPT)</b>  -----	5 WPTs  Graduating Seniors from summer 2014 to summer 2015  -----	WPT- 85% should do "well or very well"  -----	100% did "well or very well" according to grading criteria  -----	Connections between students' native culture and the Italian culture begin in Italian 101.  Students are asked to examine their	1.) Continue offering ITL/ENG cross-listed courses and ITL 494 Field Experience in order to connect Italian language and cultures to other subjects including the students' native culture(s).  2.) Continue to offer



<p>integrated within the target language instruction. Students are able to connect Italy's language and cultures to other subject areas (literature, art, history, politics, etc.). Often times, students will make connections to the other languages and cultures with which they are familiar or studying.</p>		<p><b>Foreign Language Program Questionnaire for Graduating Italian Minors</b></p>	<p>5 Surveys</p> <p>Graduating Seniors from summer 2014 to summer 2015 Surveys</p>	<p>85% of students should "strongly agree" or "agree" to the question pertaining to Connections.</p>	<p>Survey: 100% "strongly agree" or "agree" with the Connections question of the Italian minor questionnaire</p>	<p>own culture while studying Italian language, literature, art, music, film and everyday life in Italy.</p> <p>Italian-Americans are also considered a unique ethnic group with their own cultural traditions. Pueblo has a rich Italian-American community that provides several opportunities to foster connections.</p>	<p>study abroad opportunities in Italy - an intensive one-month summer study abroad in Perugia, Italy at the Università Italiana per Stranieri (UIPS) and an academic semester or year-long program with the Università degli Studi di Bergamo (UNIBG). Students are encouraged to study and live abroad in order to make connections between their own culture and that of Italy. The Dean of CHASS and I have decided to offer the Perugia program every other year.</p> <p>3.) Encourage CSU-Pueblo students to make connections on campus with the UNIBG students that study in Colorado. The Italian program director encourages relationships between</p>
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							<p>Italian minors and native Italian speakers.</p> <p>4.) Continue to offer yearly short-term study abroad opportunities with Education First (EF) College Study Tours.</p> <p>5.) Promote scholarship initiative with Praxair/SIAD (The Engineering students from Italy, Gabriele Viganò and Nikolas D'Angelo, will complete an internship with Praxair and a semester at CSU-Pueblo each receiving a \$20,000 scholarship. Currently, CSU-Ft. Collins Engineering student, Corrie Noah, is studying in Bergamo and completing an internship with SIAD. She received \$8,500 for her summer abroad.</p>
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<p>OUTCOME #4</p> <p><b>Comparisons</b></p> <p>Students are encouraged to compare and contrast the target language and its cultures with their own. They discover patterns, make predictions, and analyze similarities and differences across languages and cultures. Students often gain insight into the mechanics and grammatical complexities of their native</p>	Summer 2014	<p><b>WPT (Written Proficiency Test)</b></p>	<p>5 WPTs</p> <p>Graduating Seniors from summer 2014 to summer 2015</p>	<p>WPT- 85% should do "well or very well"</p>	<p>100% did "well or very well" according to grading criteria</p>	<p>Students need to be asked to compare their lifestyle to that of Italians. Such activities are encouraged in and outside of the classroom.</p>	<p>1.) Promote comparing cultural similarities and differences in the foreign language classroom.</p>
		<p>-----</p> <p><b>Foreign Language Program Questionnaire for Graduating Italian Minors</b></p>	<p>5 Surveys</p> <p>Graduating Seniors from summer 2014 to summer 2015</p>	<p>85% of students should "strongly agree" or "agree" to the questions pertaining to Comparisons.</p>	<p>Survey: 100% "strongly agree" or "agree" with the Comparisons question of the Italian minor questionnaire</p>	<p>All textbooks selected for beginning, intermediate and advanced Italian include activities of comparison.</p> <p>Students who study Italy's cultures not only enhance the way they think about their own</p>	<p>2.) Encourage CSU-Pueblo students to meet native Italians and other individuals from around the world. These encounters provide fruitful opportunities to compare cultural similarities and differences (e.g. See Rebecca Gonzalez's Italian essay in her file on her friend from Greece who she met while studying abroad in Bergamo.</p> <p>3.) Support assignments/essays that require students to continuously conduct comparisons in the classroom at CSU-Pueblo and while studying</p>

tongue when making comparisons with the foreign language.						culture, but also their place in the world.	abroad.
<p>OUTCOME #5</p> <p><b>Communities</b></p> <p>Extending learning experiences from the target language classroom to the home and community positively contributes to the multicultural diversity within</p>	Summer 2014	<p><b>Written Proficiency Test (WPT)</b></p> <p>-----</p>	<p>5 WPTs</p> <p>Graduating Seniors from summer 2014 to spring 2015</p> <p>-----</p>	<p>WPT- 85% should do "well or very well"</p> <p>-----</p>	<p>100% did "well or very well" according to grading criteria. Two students wrote there was "No basis to judge" for the question.</p> <p>-----</p>	<p>Students need additional opportunities to use the target language in the Pueblo community. In order to function comfortably in the target language, students should be exposed to a wide range of social</p>	<p>1.) Promote service learning activities for students in our community. Educators should help students understand how essential and rewarding service to their community can be. For this reason, faculty must teach by example, committing to sustained involvement in civic life. (Academics have a responsibility to publish in their field of specialization but should also apportion time to volunteering,</p>

our community, state and country. Students learn that Italian exists outside of the classroom and use it to become part of a larger community. Activities may include: field trips; use of e-mail and the Internet; participation in clubs, exchange or study-abroad programs, and cultural activities; school-to-work opportunities; and opportunities to hear speakers of the target language at CSU-Pueblo and		<b>Foreign Language Program Questionnaire for Graduating Italian Minors</b>	5 Surveys  Graduating Seniors from summer 2014 to spring 2015	85% of students should "strongly agree" or "agree" to the questions pertaining to Comparisons.	Survey: 100% "strongly agree" or "agree" with the Communities question of the Italian minor survey. Two students wrote there was "No basis to judge" for the question.	situations.	<p>participating and bettering their communities and encouraging students to do the same.)</p> <p>2.) Continue engaging several different types of communities (i.e. campus community, Pueblo community, American-Italian community, Italian scholars in Colorado, etc.) to be involved in the Italian minor and/or share ideas.</p> <p>3.) Continue to encourage students to join Italian organizations in Pueblo and to get involved in the Italian-American community (e.g. Dante Alighieri Society of Pueblo, Sons of Italy, Cabrini Lodge).</p> <p>4.) Use my position as</p>
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in the classroom (e.g. Talks by Italian native speakers)							the regional representative of the American Association of Teachers of Italian (AATI) to enhance my students' access to information about Italian language and culture.
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Comments:

The implementation of the Written Proficiency Test (WPT) as a measure of writing ability in addition to an optional polished sample paper was a very effective criterion for graduating Italian minors. I would recommend changing the topic of the question every once in a while and making it different from that of other foreign language program questions (i.e. Spanish & French). The reason for this is that some students are enrolled in more than one FL program. The WPT reflects the actual written language competency of the students. The program director is committed to recruiting students of Italian and making sure that enrollments in his courses meet university standards. Dr. Picicci is willing to stack his classes to accommodate university needs, often times teaching two (in the summer sometimes three) courses in one class. Because of the Italian program assessment results, he's convinced that all students successfully and diligently completing the Italian minor will have working knowledge of the language and its cultures. Students are expected to achieve Intermediate competency or higher according to ACTFL guidelines.

AY 2014-2015	Senior Surveys WPT (Written Proficiency Test) OPI (Oral Proficiency Test)
AY 2015-2016	Senior Surveys WPT (Written Proficiency Test) OPI (Oral Proficiency Test)

**B. Follow-up (closing the loop) on results and activities from previous assessment cycles. In this section, please describe actions taken during this cycle that were based on, or implemented to address, the results of assessment from previous cycles.**

A. What SLO(s) did you address? Please include the outcome(s) verbatim from the assessment plan.	B. When was this SLO last assessed?	C. What were the recommendations for change from the previous assessment?	D. Were the recommendations for change acted upon? If not, why?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?
<b>COMMUNICA-TION</b>	2014	<p>1. Implement a stronger oral component at all course levels. Add oral tasks in class based on ACTFL suggestions.</p> <p>2. Increase outside class opportunities for Oral Practice (e.g. Circolo Italiano, Tutors, Meet-ups with native Italians)</p> <p>3. Have instructor participate in professional development in order to learn techniques on how to better teach oral proficiency.</p> <p>4. For written communication students at 200 and 300 level</p>	<p>The Department of English and Foreign Languages offered several opportunities for oral practice in Italian, including the Circolo Italiano, film nights, special events, guest speakers and free tutors. Tutoring should be available during the summer session when Italian is taught.</p> <p>The Italian program director participated in professional development</p>	<p>The outcome was to be expected considering the nature of the 21 credit Italian minor program</p> <p>The implementation of the WPT was extremely effective. Next year, I recommend selecting a different topic for the WPT. Students often select a holiday they are comfortable writing about (e.g. Christmas) when comparing and contrasting it to an Italian holiday. I would like to encourage students to write about several other festivals and traditions I present in my classes. Some other options for possible topics include: a.) Compare and Contrast</p>

		<p>need to work more on writing compositions in past, present and future time frames. It is also recommended that students understand the subjunctive mood and its use in Italian.</p> <p>5. Encourage students to write complete paragraphs in the target language. This is an advanced function according to ACTFL guidelines.</p>	opportunities during the 2013-2014 academic year.	<p>Italian and American families b.) Compare and Contrast Vacationing Habits between Italians and Americans</p> <p>Students also have the option of submitting an example of their best written Italian to be placed in their file.</p>
<b>CULTURES</b>	2014	<p>1. Provide a constant focus on Italy's cultures through interdisciplinary classes.</p> <p>2. Provide more cultural opportunities in the target language inside and outside the classroom.</p>	<p>Dr. Picicci maintained a strong focus on Italy's rich cultural makeup in all his classes.</p> <p>The program director constantly provided unique cultural activities for students.</p>	<p>The results of the changes were effective and had a positive impact on students.</p> <p>During the past year, Professor Picicci included authentic materials online and from Italian newspapers and magazines to enhance students' cultural knowledge of Italy. The inclusion of</p>



		3. Advertise the various study abroad opportunities in Italy to students. Continue to collaborate with CSU-Pueblo's Center for International Programs.		this material proved to be effective and will continue to be an important component of all course content.
<b>CONNECTIONS</b>	2014	<p>1. Be explicit about the connections students can make through their interdisciplinary courses.</p> <p>2. Continue to offer our 300-level courses as interdisciplinary courses that touch on various subject areas where Italian can be practiced (Literature, Cinema, Translation Studies, etc.)</p>	<p>The Italian program director has created several content based cross-listed courses to include Italian literature, cinema, art, history and politics.</p> <p>Students who traveled abroad were encouraged and required to make connections between Italian and American cultures.</p>	The results were consistently above average.
<b>COMPARISONS</b>	2014	1. Continue fostering comparisons in culture, language and other	These issues were presented in professional development workshops and included in the Italian	The results were above average. Students need to continue working in this area during their upper-division

		<p>disciplines.</p> <p>2. ITL 301 –Advanced Grammar needs to require at least one paper in which students write a comparison/contrast between Italian and American cultures.</p>	<p>minor program.</p> <p>Students are encouraged to make comparisons throughout the course of their studies in the Italian minor.</p>	<p>coursework.</p>
<b>COMMUNITIES</b>	2014	<p>1. Continue extending learning experiences from the classroom to our multilingual and multicultural community.</p> <p>2. Continue creating opportunities where students use Italian to become part of a larger community. For example: Field trips; Internet; clubs, study-abroad programs, school-to-work opportunities, guest speakers of the target language.</p>	<p>Dr. Picicci collaborates with Pueblo's Italian-American community and local high school teachers of Italian.</p> <p>Celebrations for the 750<sup>th</sup> Anniversary of Dante's birth were held in Pueblo and more events are planned for fall 2015.</p>	<p>Students of Italian are involved in the Pueblo community and promote the Italian language and culture.</p> <p>Study abroad options in Italy have been popular. Our Perugia and Bergamo programs are unique overseas experiences for CSU-Pueblo students. Dr. Picicci recently edited an agreement to renew our exchange with the Università Italiana per Stranieri di Perugia.</p> <p>This year Dr. Picicci will begin implementing a short-term (2 weeks) study abroad opportunity for students</p>

				with Education First College Study Tours.
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#### Comments:

A couple of sections of the student survey have not been mentioned in the Italian program assessment. The first is the evaluation of the Italian program faculty - all students “agree” and “strongly agree” with the five questions in this category. All surveys including additional student comments are on the University I-drive. All students “strongly agree” or “agree” that they would advise a friend to minor in Italian at CSU-Pueblo.

The three measures used this year (OPI, WPT and the Italian program questionnaire) along with the optional writing sample have all been helpful at assessing student proficiency in Italian according to ACTFL guidelines. The mandatory WPT for all students minoring in Italian has been an excellent requirement to the program assessment. This requirement provides an authentic example of a student’s written abilities in the target language.

The Italian program director is satisfied with the outcomes of the student assessment and believes that the Italian minor at CSU-Pueblo can have a major impact on students’ undergraduate experience. Students willing to work hard and successfully complete the seven required courses for the Italian minor will be able to read, write, understand and speak the language at the Intermediate level according to the ACTFL standards. Moreover, these individuals will demonstrate a broad bicultural literacy and have an understanding of Italy’s rich and complex history, cultures, languages and traditions. The program director strongly believes study abroad in Italy is a major component of producing proficient and well-rounded Italian minors. For the next program assessment, he would like to have 100% of the Italian minors study abroad.

This year, the six students graduating with the Italian minor performed written and oral proficiency at the Intermediate and Advanced levels. Two of these students were unable to study abroad during their academic studies at CSU-Pueblo; their entire experience in the Italian program at CSU-Pueblo was completed by taking classes with Dr. Picicci. Students returning from their overseas experience in Italy were invigorated and truly transformed into multicultural, globally minded citizens of the world.

# ASSESSMENT RUBRIC FOR WRITTEN PROFICIENCY TESTS AND GRADUATE PORTFOLIOS

Student name \_\_\_\_\_ Grad year \_\_\_\_\_ WPT \_\_\_\_\_ Portfolio \_\_\_\_\_

1. Does the student show an understanding of cultures of the Hispanic world?

1. Yes, very well      2. Yes, well      3. Some      4. No      5. N/A

2. Is the student able to use the Spanish Language to connect to other subject areas?

1. Yes, very well      2. Yes, well      3. Some      4. No      5. N/A

3. Is the student able to compare and contrast Spanish Language and cultures with their own?

1. Yes, very well      2. Yes, well      3. Some      4. No      5. N/A

4. Language Proficiency: After reading the students writing mark what the student can do by each box:

1. Can do it      2. Can do most of it      3. Can do some of it      4. Cannot do it      4. N/A

Global Tasks		Content	Accuracy		Text Type	
<b>Int</b>	Create with language	Write about predictable familiar topics related to daily activities	Understood, by those accustomed to dealing with non-native speakers		Write discrete sentences	
	Describe and narrate in the present					
<b>Adv</b>	Narrate and describe in major time frames	Write about topics of general and personal interest.	Understood without difficulty by those unaccustomed to dealing with non-native speakers.		Write paragraphs	
	Discuss topics extensively	Express him/herself in a formal setting	Shows no pattern of errors in basic structures.		Use extended discourse	
<b>Sup</b>	Support opinions and hypothesize	Write about a wide range of general interest topics.	Errors virtually never interfere with communication or distract the native speaker from the message.			
	Speak in the abstract	Write about some special fields of interest and expertise				

## ASSESSMENT RUBRIC FOR ORAL PROFICIENCY INTERVIEWS – SUMMARY

(Full descriptors found at : <http://actflproficiencyguidelines2012.org/speaking>)

Proficiency Level	Global Tasks and Functions	Context / Content	Accuracy	Text Type
<b>Superior</b>	Discuss topics extensively, support opinions and hypothesize. Deal with a linguistically unfamiliar situation.	Most formal and informal settings. Wide range of general interest topics and some special fields of interest and expertise.	No pattern of errors in basic structures. Errors virtually never interfere with communication or distract the native speaker from the message.	Extended discourse.
<b>Advanced</b>	Narrate and describe in major time frames and deal effectively with an unanticipated complication	Most informal and some formal settings/Topics of general and personal interest.	Understood without difficulty by speakers unaccustomed to dealing with non-native speakers.	Paragraphs
<b>Intermediate</b>	Create with language. Initiate, maintain and bring to a close simple conversations. Asks questions. Describe and narrate in the present.	Some informal settings and limited transactional activities. Predictable familiar topics related to daily activities	Understood, with some repetition, by speakers accustomed to dealing with non-native speakers	Discrete sentences.
<b>Novice</b>	Communicates minimally. Formulaic and rote utterances, Lists and phrases	Most common informal settings/ Most common aspects of daily life	May be difficult to understand, even for speakers accustomed to dealing with non-native speakers	Individual words and phrases

## CSU-Pueblo – FL Program Questionnaire for Graduating Seniors

*A. Please write the number that corresponds to your opinion in the box at the left of each statement.*

**1. Strongly agree   2. Agree   3. Disagree   4. Strongly disagree   5. No basis to judge**

### **1. Communication:**

	I have developed practical skills, such as the ability to communicate orally and in writing in “real life” situations.
	I have attained a level of speaking and listening proficiency in the language sufficient to allow me to satisfy basic work requirements in the language.
	I have developed the ability to think critically: to analyze, to think abstractly, to support and defend opinions, and to hypothesize in spoken and written form.

### **2. Cultures:**

	My studies helped me develop the ability to see beyond my own culture.
	I have acquired a basic understanding of the history, culture, and literature of the target language and know how to update and enhance this knowledge.
	I am more able to understand other people’s point of view, ways of life and contributions to the world.

### **3. Connections:**

	I was able to connect my language studies to other subject areas such as English, History, Business, Art, Cultural Studies, Literature, Sociology, Music, Political Science, etc.
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### **4. Comparisons:**

	I now have the ability to analyze similarities and differences across languages and cultures
	I understand my own culture better after going through this program

### **5. Communities:**

	I was able to take my language and culture skills beyond the classroom by participating in campus activities, clubs, exchange programs, community activities, school to work opportunities, internships, work situations, etc
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**Continue on the other side please...**