

LJWL
PLO Data for Languages, FA23-SP24

Learning Outcome 1:

Students will be able to write essays without significant errors of grammar, spelling, or vocabulary usage that would impede comprehension by a native speaker.

Outcome Measure:

Written Essay as administered by an Exit Assessment Writing Prompt as part of the SPA 4085 Capstone Course.

Criteria for Success (how you judge if the students have met your standards):

The criteria set by the Department establish that 70% of graduating students will reach the Advanced Level of writing according to the ACTFL. An Advanced Low Level will be considered a score of 85%. The criteria set by the Department establish that 70% of graduating students will achieve at least the Advanced Low Level of writing (85%) as set by the ACTFL standards.

Aligned with DQP Learning Areas (circle one or more but not all five):

1. **Specialized Knowledge**
2. Broad Integrative Knowledge
3. **Intellectual Skills/Core Competencies**
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data:

Writing	2019-20	2020-21	2021-22	2022-23	2023-2024*
Student 1	85% Adv Mid	90% Adv High	90% Adv High	90% Adv High	90% Adv Mid
Student 2	90% Adv High	90% Adv High	90% Adv High	90% Adv High	90% Adv Mid
Student 3	90% Adv High				90% Adv Mid
Student 4	90% Adv High				85% Adv Low
Student 5					85% Adv Low

*NOTE: The percentages and levels were adjusted in 2023-24, per the ACTFL rubric below, so that the highest level “Superior” is at 100% instead of 95%, and this adjusts all category scores up by 5%. For this reason, there is a discrepancy between 2023-24 and previous years.

Conclusions Drawn from Data:

The Language Faculty assessed all of the writing components using the ACTFL Writing Rubric. The Language Faculty as a whole designated the levels and scores according to the criteria established by the rubric. The established goals were met or exceeded.

For 2023-24, the timed in-class essay was a newly designed prompt, which tested students’ ability to write and their grammar level, as well as their analytical skills and interpretation of quantitative data related to the Spanish speaking population.

Changes to be Made Based on Data:

Since the targets set were met, no changes in the assessment process are needed at this time.

Rubric Used

ACTFL Writing Rubric: (below)

ACTFL WRITING RUBRIC:

ACTFL Proficiency Guidelines – Writing (Revised 2001) ASSESSMENT CRITERIA CHART				
Proficiency Level	Tasks and Functions	Context/Content	Text Type	Accuracy
Superior	Can write most correspondence (memos, letters, summaries, reports) Can write in detail and explain complex matters, state opinions, present supporting arguments and compose hypotheses and conjectures.	Most formal and informal settings. <i>Practical, professional and social topics treated both concretely and abstractly.</i>	Writes a clearly organized and articulated text that can extend from several paragraphs to pages.	Demonstrates no patterned errors in basic structures, vocabulary, punctuation, or spelling. Some occasional errors may occur, particularly in low-frequency structures, which rarely disturb the native reader.
Advanced	Can write informal and some routine formal correspondence and reports that require simple narratives, descriptions, and summaries of a factual nature. Can narrate and describe in major time frames, at times uses paraphrase and elaboration to provide clarity.	Informal settings and some routine formal settings on familiar topics. <i>Topics of personal and general interest.</i>	Writes a connected, cohesive text of at least a paragraph in length. Can extend to two or more paragraphs in length on familiar topics.	Expresses meaning that is comprehensible to those unaccustomed to the writing of non-natives, primarily through generic vocabulary, with good control of the most frequently used basic structures and punctuation.
Intermediate	Can meet practical writing needs, i.e., notes, simple messages, and requests for information. Can ask and respond to straightforward questions.	Routine informal settings and limited tasks involving the exchange of simple information <i>Predictable, familiar topics related to self and daily routines and activities.</i>	Writes a loosely connected text made up of a collection of primarily discrete sentences that may or may not be presented in the semblance of a paragraph.	Expresses meaning through vocabulary and basic structures that is comprehensible to those accustomed to the writing of non-natives.
Novice	Can write words, lists and notes and limited formulaic information to communicate the most basic information	The most common informal settings. <i>Most common aspects of self and daily life.</i>	Words, lists, phrases and some limited formulaic information.	May be difficult to comprehend, even for readers accustomed to dealing with non-native writers.

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ACTFL Key (corresponds to proficiency levels for oral and writing abilities):

NOVICE	INTERMEDIATE	ADVANCED	SUPERIOR
LOW= 55%	LOW=70%	LOW=85%	100%

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MID=60%	MID=75%	MID=90%	
HIGH= 65%	HIGH=80%	HIGH=95%	

Learning Outcome 2:

Students will be able to comprehend the main idea and most details of connected oral discourse by a native speaker on a variety of topics.

Outcome Measure:

An Oral Proficiency Interview was administered during the departmental Exit Interview.

Criteria for Success (how do you judge if the students have met your standards):

The criteria set by the department establishes that 70% of graduating students will achieve at least the Advanced Low Level (80%) as set by the OPI ACTFL standards.

Aligned with DQP Learning Areas (circle one or more but not all five):

- 1. Specialized Knowledge
- 2. Broad Integrative Knowledge
- 3. Intellectual Skills/Core Competencies
- 4. Applied and Collaborative Learning, and
- 5. Civic and Global Learning

Longitudinal Data:

Oral	2019-20	2020-21	2021-22	2022-23	2023-24
Student 1	80% Adv Low	80% Adv Low	85% Adv Mid	80% Adv Low	90% Adv Mid
Student 2	80% Adv Low	85% Adv Mid	85% Adv Mid	85% Adv Mid	90% Adv Mid
Student 3	80% Adv Low				90% Adv Mid
Student 4	90% Adv High				95% Adv High
Student 5					85% Adv Low

Conclusions Drawn from Data:

The established goals were met or exceeded.

Changes to be Made Based on Data:

Since the targets set were met, no changes in the assessment process are needed at this time.

Rubric Used

OPI ACTFL Standards (see next page)

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

Learning Outcome 3:

Students will be able to converse in a participatory fashion with a native speaker using a variety of language strategies to convey meaning.

Outcome Measure:

An Oral Proficiency Interview was administered during the departmental Exit Interview.

Criteria for Success (how do you judge if the students have met your standards):

The criteria set by the department establishes that 70% of graduating students will achieve at least the Advanced Low Level (80%) as set by the OPI ACTFL standards.

Aligned with DQP Learning Areas (circle one or more but not all five):

- 1. Specialized Knowledge
- 2. Broad Integrative Knowledge
- 3. Intellectual Skills/Core Competencies
- 4. Applied and Collaborative Learning, and
- 5. Civic and Global Learning

Longitudinal Data:

Oral	2019-20	2020-21	2021-22	2022-23	2023-24
Student 1	80% Adv Low	80% Adv Low	85% Adv Mid	80% Adv Low	90% Adv Mid
Student 2	80% Adv Low	85% Adv Mid	85% Adv Mid	85% Adv Mid	90% Adv Mid
Student 3	80% Adv Low				90% Adv Mid
Student 4	90% Adv High				95% Adv High
Student 5					85% Adv Low

Conclusions Drawn from Data:

The established goals were met or exceeded.

Changes to be Made Based on Data:

Since the targets set were met, no changes in the assessment process are needed at this time.

Rubric Used

OPI ACTFL Standards (see PLO 2 rubric)

Learning Outcome 4:

Students will be able to analyze and interpret target language texts and data sets according to their cultural, literary, and /or linguistic content.

Outcome Measure:

Written Literary Analysis from Portfolio. Assignments were administered as part of the SPA 4085 Capstone Course

Criteria for Success (how do you judge if the students have met your standards):

The criteria set by the Department establish that 70% of graduating students will reach the Advanced Level of writing according to the ACTFL. An Advanced Low Level will be considered a score of 80%. The criteria set by the Department establish that 70% of graduating students will achieve at least the Advanced Low Level of writing (80%) as set by the ACTFL standards.

Aligned with DQP Learning Areas (circle one or more but not all five):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data:

Portfolio - writing	2019-20	2020-21	2021-22	2022-23	2023-24
Student 1	85% Adv Mid	90% Adv High	95% Superior	90% Adv High	95% Adv High
Student 2	90% Adv High	90% Adv High	90% Adv High	90% Adv High	95% Adv High
Student 3	90% Adv High				95% Adv High
Student 4	90% Adv High				100% Superior
Student 5					95% Adv High

Conclusions Drawn from Data:

The Language Faculty assessed all of the writing components using the ACTFL Writing Rubric. The established goals were met or exceeded.

Changes to be Made Based on Data:

Since the targets set were met, no changes in the assessment process are needed at this time.

Rubric Used

ACTFL Writing Rubric (see PLO 1 for rubric)

Learning Outcome 5:

Students will be able to display knowledge of the nature and structure of language.

Outcome Measure:

Written Essay as administered by an Exit Assessment Writing Prompt. Assignments were administered as part of the SPA 4085 Capstone Course

Criteria for Success (how do you judge if the students have met your standards):

The criteria set by the Department establish that 70% of graduating students will achieve at least the Advanced Low Level of writing (80%) as set by the ACTFL standards.

Aligned with DQP Learning Areas (circle one or more but not all five):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data:

Writing	2019-20	2020-21	2021-22	2022-23	2023-24
Student 1	85% Adv Mid	90% Adv High	90% Adv High	90% Adv High	90% Adv Mid
Student 2	85% Adv Mid	90% Adv High	90% Adv High	90% Adv High	90% Adv Mid
Student 3	80% Adv Low				90% Adv Mid
Student 4	95% Superior				85% Adv Low
Student 5					85% Adv Low

Conclusions Drawn from Data:

The Language Faculty assessed all of the writing components using the ACTFL Writing Rubric. The established goals were met or exceeded.

For 2023-24, the timed in-class essay was a newly designed prompt, which tested students’ ability to write and their grammar level, as well as their analytical skills and interpretation of quantitative data related to the Spanish speaking population.

Changes to be Made Based on Data:

Since the targets set were met, no changes in the assessment process are needed at this time.

Rubric Used

ACTFL Writing Rubric (see PLO 1 for rubric)

Learning Outcome 6:

Students will be able to discuss the influence of their own perspective on cultural interconnections through engagement with local, national, or international communities.

Outcome Measure:

Reflective Essay on Study Abroad Experience administered by an Exit Assessment Writing and included in the portfolio.

Criteria for Success (how do you judge if the students have met your standards):

The criteria set by the Department establish that 70% of graduating seniors will successfully make connections between their own culture and the cultures represented by the target countries.

Aligned with DQP Learning Areas (circle one or more but not all five):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data:

Writing	2019-20	2020-21	2021-22	2022-23	2023-24
Student 1	80% Adv Low	90% Adv High	90% Adv High	90% Adv High	95% Adv High
Student 2	80% Adv Low	90% Adv High	90% Adv High	90% Adv High	95% Adv High
Student 3	85% Adv Mid				95% Adv High
Student 4	90% Adv High				95% Adv High
Student 5					95% Adv High

Conclusions Drawn from Data:

The Language Faculty assessed all of the writing components using the ACTFL Writing Rubric. The Language Faculty as a whole designated the levels and scores according to the criteria established by the rubric. The established goals were met or exceeded.

Changes to be Made Based on Data:

Since the targets set were met, no changes in the assessment process are needed at this time.

Rubric Used

ACTFL Writing Rubric (see PLO 1 for rubric)