I) Mission statement
The mission of the Department of Languages, Literatures & Cultures is to prepare our students to understand and to engage with cultures other than their own. In the process, students reflect upon themselves, their own language and culture and the richness of diversity, leading to greater intellectual, scholarly and spiritual maturity. Through its integration of language, literature and culture, both in its scholarship and its teaching, the Department is unique among all components of the University. Intercultural knowledge is of unprecedented value and is indispensable in today's increasingly global environment. In carrying out its mission, the Department contributes to the Jesuit tradition of educating the whole person for the greater glory of God and for service to others.

II) Revised assessment plan
Language proficiency is generally evaluated by professionals in our field in terms of the “four skills”, as defined by the ACTFL Proficiency Areas: listening, speaking, reading and writing. For our assessment purposes, we chose to focus on speaking and writing, as it is good practice in our field, because they are active/productive skills.
Given the specific nature of the languages involved, Classics has decided to focus on one skill, reading, for Greek and Latin. To those ACTFL Proficiency Areas, an additional category is added, intercultural competence.
Our assessment plan reflects the belief, expressed in our mission statement that language proficiency and cultural knowledge go hand in hand. Both are required to create informed, culturally engaged global citizens. To become global citizens, students will have acquired intercultural competence, meaning the ability to negotiate between cultures and to understand multiple perspectives.

III) Student learning objectives/outcomes
Germanic, Romance, Critical and Classical languages are taught in the Department of Languages, Literatures and Cultures.
• Assessment of students in non-Germanic, non-Romance Critical languages (currently, Chinese and Russian) will use a lower proficiency expectation than students in Germanic and Romance languages based on the ACTFL 2012 proficiency scale. This is due to the heightened challenge posed by the different alphabets, writing systems and language structures.
• Students in Classical languages (Greek and Latin) will be assessed on reading, given the nature of the languages.
A) Student learning outcomes – B.A.

- Germanic and Romance Languages
  - When students of Germanic and Romance languages complete the LLC major, they will be able to interact in the target language (speaking and writing) at a minimum level of Intermediate-High in the ACTFL proficiency scale.
  
  For speaking and writing, the 2012 ACTFL Guidelines for the Intermediate-High sub-level state the following:

  **Speaking:**
  Intermediate High speakers are able to converse with ease and confidence when dealing with the routine tasks and social situations of the Intermediate level. They are able to handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to their work, school, recreation, particular interests, and areas of competence. Intermediate High speakers can handle a substantial number of tasks associated with the Advanced level, but they are unable to sustain performance of all of these tasks all of the time. Typically, when Intermediate High speakers attempt to perform Advanced-level tasks, their speech exhibits one or more features of breakdown, such as the failure to carry out fully the narration or description in the appropriate major time frame, an inability to maintain paragraph-length discourse, or a reduction in breadth and appropriateness of vocabulary. Intermediate High speakers can generally be understood by native speakers unaccustomed to dealing with non-natives, although interference from another language may be evident (e.g., use of code-switching, false cognates, literal translations), and a pattern of gaps in communication may occur.

  **Writing:**
  Writers at the Intermediate High sublevel are able to meet all practical writing needs of the Intermediate level. Additionally, they can write compositions and simple summaries related to work and/or school experiences. They can narrate and describe in different time frames when writing about everyday events and situations. These narrations and descriptions are often but not always of paragraph length, and they typically contain some evidence of breakdown in one or more features of the Advanced level. For example, these writers may be inconsistent in the use of appropriate major time markers, resulting in a loss of clarity. The vocabulary, grammar, and style of Intermediate High writers essentially correspond to those of the spoken language. Intermediate High writing, even with numerous and perhaps significant errors, is generally comprehensible to natives not used to the writing of non-natives, but there are likely to be gaps in comprehension.

  [2012 ACTFL Proficiency Guidelines]

**Intercultural Competence.** To reading and writing, a third category is added, intercultural competence, the ability to negotiate between cultures and to understand multiple perspectives: “Function with cultural competence and understanding”, and “…use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.”

[ACTFL 2013 World-Readiness Standards]

In terms of intercultural competence, when students complete the LLC major, they are able to:

- **Interact with respect and cultural sensitivity in a variety of informal and formal situations.**
- **Demonstrate a broad and deep knowledge of historical and philosophical backgrounds that explain patterns of behavior and interaction in the target culture.**
- **Discuss and compare beliefs, attitudes, patterns of behavior and interactions between the target culture(s) and their own.**
• Non-Germanic, non-Romance Critical languages

- When students of non-Germanic, non-Romance Critical languages complete the LLC major, they will be able to interact in the target language (speaking and writing) at a minimum level of Intermediate-Mid in the ACTFL proficiency scale.

For speaking and writing, the 2012 ACTFL Guidelines for the Intermediate-Mid sub-level state the following:

**Speaking**

Speakers at the Intermediate Mid sublevel are able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture. These include personal information related to self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel, and lodging.

Intermediate Mid speakers tend to function reactively, for example, by responding to direct questions or requests for information. However, they are capable of asking a variety of questions when necessary to obtain simple information to satisfy basic needs, such as directions, prices, and services. When called on to perform functions or handle topics at the Advanced level, they provide some information but have difficulty linking ideas, manipulating time and aspect, and using communicative strategies, such as circumlocution.

Intermediate Mid speakers are able to express personal meaning by creating with the language, in part by combining and recombining known elements and conversational input to produce responses typically consisting of sentences and strings of sentences. Their speech may contain pauses, reformulations, and self-corrections as they search for adequate vocabulary and appropriate language forms to express themselves. In spite of the limitations in their vocabulary and/or pronunciation and/or grammar and/or syntax, Intermediate Mid speakers are generally understood by sympathetic interlocutors accustomed to dealing with non-natives.

Overall, Intermediate Mid speakers are at ease when performing Intermediate-level tasks and do so with significant quantity and quality of Intermediate-level language.

**Writing**

Writers at the Intermediate Mid sublevel are able to meet a number of practical writing needs. They can write short, simple communications, compositions, and requests for information in loosely connected texts about personal preferences, daily routines, common events, and other personal topics. Their writing is framed in present time but may contain references to other time frames. The writing style closely resembles oral discourse. Writers at the Intermediate Mid sublevel show evidence of control of basic sentence structure and verb forms. This writing is best defined as a collection of discrete sentences and/or questions loosely strung together. There is little evidence of deliberate organization. Intermediate Mid writers can be understood readily by natives used to the writing of non-natives. When Intermediate Mid writers attempt Advanced-level writing tasks, the quality and/or quantity of their writing declines and the message may be unclear.

[2012 ACTFL Proficiency Guidelines]

**Intercultural Competence.** To reading and writing, a third category is added, intercultural competence, the ability to negotiate between cultures and to understand multiple perspectives: “Function with cultural competence and understanding”, and “…use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.”

[ACTFL 2013 World-Readiness Standards]

In terms of intercultural competence, when students complete the LLC major, they are able to:

- Interact with respect and cultural sensitivity in a variety of informal and formal situations.
- Demonstrate a broad and deep knowledge of historical and philosophical backgrounds that explain patterns of behavior and interaction in the target culture.
- Discuss and compare beliefs, attitudes, patterns of behavior and interactions between the target culture(s) and their own.
• Classical Languages
- When students of Classical languages complete the LLC major, they will be able to read in the target language at a minimum level of Intermediate-High in the ACTFL proficiency scale.
For reading, the 2012 ACTFL Guidelines for the Intermediate-High sub-level state the following:

**Reading:**
At the Intermediate High sublevel, readers are able to understand fully and with ease short, non-complex texts that convey basic information and deal with personal and social topics to which the reader brings personal interest or knowledge. These readers are also able to understand some connected texts featuring description and narration although there will be occasional gaps in understanding due to a limited knowledge of the vocabulary, structures, and writing conventions of the language.
[2012 ACTFL Proficiency Guidelines]

**Intercultural Competence.** To reading, a second category is added, intercultural competence, the ability to negotiate between cultures and to understand multiple perspectives: “Function with cultural competence and understanding”, and “…use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.”
[ACTFL 2013 World-Readiness Standards]
In terms of intercultural competence, when students complete the LLC major, they are able to:

- Interact with respect and cultural sensitivity in a variety of informal and formal situations.
- Demonstrate a broad and deep knowledge of historical and philosophical backgrounds that explain patterns of behavior and interaction in the target culture.
- Discuss and compare beliefs, attitudes, patterns of behavior and interactions between the target culture(s) and their own.

B) Students learning outcomes – Core

• Germanic and Romance Languages
- When students of Germanic and Romance languages complete the LLC Core (XXXX 2010), they will be able to interact in the target language (speaking and writing) at a minimum level of the Intermediate-Low on the ACTFL scale.
For these two areas of language competence, the 2012 ACTFL Guidelines for the Intermediate-Low sub-level state the following:

**Speaking:**
Speakers at the Intermediate Low sublevel are able to handle successfully a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target-language culture. These topics relate to basic personal information; for example, self and family, some daily activities and personal preferences, and some immediate needs, such as ordering food and making simple purchases. At the Intermediate Low sublevel, speakers are primarily reactive and struggle to answer direct questions or requests for information. They are also able to ask a few appropriate questions. Intermediate Low speakers manage to sustain the functions of the Intermediate level, although just barely. Intermediate Low speakers express personal meaning by combining and recombining what they know and what they hear from their interlocutors into short statements and discrete
sentences. Their responses are often filled with hesitancy and inaccuracies as they search for appropriate linguistic forms and vocabulary while attempting to give form to the message. Their speech is characterized by frequent pauses, ineffective reformulations and self-corrections. Their pronunciation, vocabulary, and syntax are strongly influenced by their first language. In spite of frequent misunderstandings that may require repetition or rephrasing, Intermediate Low speakers can generally be understood by sympathetic interlocutors, particularly by those accustomed to dealing with non-natives.

**Writing:**
Writers at the Intermediate Low sublevel are able to meet some limited practical writing needs. They can create statements and formulate questions based on familiar material. Most sentences are recombinations of learned vocabulary and structures. These are short and simple conversational-style sentences with basic word order. They are written almost exclusively in present time. Writing tends to consist of a few simple sentences, often with repetitive structure. Topics are tied to highly predictable content areas and personal information. Vocabulary is adequate to express elementary needs. There may be basic errors in grammar, word choice, punctuation, spelling, and in the formation and use of non-alphabetic symbols. Their writing is understood by natives used to the writing of non-natives, although additional effort may be required. When Intermediate Low writers attempt to perform writing tasks at the Advanced level, their writing will deteriorate significantly and their message may be left incomplete. [2012 ACTFL Proficiency Guidelines]

**Intercultural Competence.** To speaking and writing, a third category is added, intercultural competence, the ability to negotiate between cultures and to understand multiple perspectives: “Function with cultural competence and understanding”, and “…use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.” [ACTFL 2013 World-Readiness Standards]

In terms of intercultural competence, when students (of all languages, whether Germanic, Romance or Critical) complete the LLC Core (XXXX 2010), they will be able to demonstrate knowledge of beliefs, attitudes, traditions, patterns of behavior and interactions between the target culture(s) and their own.

- **Non-Germanic, non-Romance Critical languages**
  - When students of non-Germanic and non-Romance Critical languages (currently, in our department, Chinese and Russian) complete the LLC Core (XXXX 2010), they will be able to interact in the target language (speaking and writing) at a minimum level of the Novice-High on the ACTFL scale.
  
  For these two areas of language competence, the 2012 ACTFL Guidelines for the Novice-High sub-level state the following:

**Speaking**
Speakers at the Novice High sublevel are able to handle a variety of tasks pertaining to the Intermediate level, but are unable to sustain performance at that level. They are able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects, and a limited number of activities, preferences, and immediate needs. Novice High speakers respond to simple, direct questions or requests for information. They are also able to ask a few formulaic questions.

Novice High speakers are able to express personal meaning by relying heavily on learned phrases or recombinations of these and what they hear from their interlocutor. Their language consists primarily of short and sometimes incomplete
sentences in the present, and may be hesitant or inaccurate. On the other hand, since their language often consists of expansions of learned material and stock phrases, they may sometimes sound surprisingly fluent and accurate. Pronunciation, vocabulary, and syntax may be strongly influenced by the first language. Frequent misunderstandings may arise but, with repetition or rephrasing, Novice High speakers can generally be understood by sympathetic interlocutors used to non-natives. When called on to handle a variety of topics and perform functions pertaining to the Intermediate level, a Novice High speaker can sometimes respond in intelligible sentences, but will not be able to sustain sentence-level discourse.

Writing: Writers at the Novice High sublevel are able to meet limited basic practical writing needs using lists, short messages, postcards, and simple notes. They are able to express themselves within the context in which the language was learned, relying mainly on practiced material. Their writing is focused on common elements of daily life. Novice High writers are able to recombine learned vocabulary and structures to create simple sentences on very familiar topics, but are not able to sustain sentence-level writing all the time. Due to inadequate vocabulary and/or grammar, writing at this level may only partially communicate the intentions of the writer. Novice High writing is often comprehensible to natives used to the writing of non-natives, but gaps in comprehension may occur.

[2012 ACTFL Proficiency Guidelines]

Intercultural Competence. To speaking and writing, a third category is added, intercultural competence, the ability to negotiate between cultures and to understand multiple perspectives: “Function with cultural competence and understanding”, and “…use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.” [ACTFL 2013 World-Readiness Standards].

In terms of intercultural competence, when students (of all languages, whether Germanic, Romance or Critical) complete the LLC Core (XXXX 2010), they will be able to demonstrate knowledge of beliefs, attitudes, traditions, patterns of behavior and interactions between the target culture(s) and their own.

• Classical Languages
- When students of Classical languages complete the LLC core (XXXX 2010), they will be able to read in the target language at a minimum level of Intermediate-Low in the ACTFL proficiency scale.

For reading, the 2012 ACTFL Guidelines for the Intermediate-Low sub-level state the following:

Reading:
At the Intermediate Low sublevel, readers are able to understand some information from the simplest connected texts dealing with a limited number of personal and social needs, although there may be frequent misunderstandings. Readers at this level will be challenged to derive meaning from connected texts of any length.

[2012 ACTFL Proficiency Guidelines]

Intercultural Competence. To reading, a second category is added, intercultural competence, the ability to negotiate between cultures and to understand multiple perspectives: “Function with cultural competence and understanding”, and “…use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.”

[ACTFL 2013 World-Readiness Standards]
In terms of intercultural competence, when students (of all languages, whether Germanic, Romance or Critical) complete the LLC Core (XXXX 2010), they will be able to demonstrate knowledge of beliefs, attitudes, traditions, patterns of behavior and interactions between the target culture(s) and their own.

**C) Assessment Plan by Divisions**

**Chinese**
Chinese does not currently offer a B.A.

Students learning outcomes – Chinese as Core

- When students complete CHIN 2010, they will be able to interact in the target language (speaking and writing) at a minimum level of the Novice-High on the ACTFL scale.
- In terms of intercultural competence, when students complete CHIN 2010, they will be able to demonstrate knowledge of beliefs, attitudes, traditions, patterns of behavior and interactions between the target culture(s) and their own.

**French**

**A) Student learning outcomes – B.A. in French**
- When students complete the B.A. in French, they will be able to interact in the target language (speaking and writing) at a minimum level of Intermediate-High on the ACTFL proficiency scale.
- In terms of intercultural competence, when students complete the B.A. in French, they will be able to:
  - Interact with respect and cultural sensitivity in a variety of informal and formal situations.
  - Demonstrate a broad and deep knowledge of historical and philosophical backgrounds that explain patterns of behavior and interaction in the target culture.
  - Discuss and compare beliefs, attitudes, patterns of behavior and interactions between the target culture(s) and their own.

**B) Students learning outcomes – French as Core**
- When students complete FREN 2010, they will be able to interact in the target language (speaking and writing) at a minimum level of the Intermediate-Low on the ACTFL scale.
- In terms of intercultural competence, when students complete FREN 2010, they will be able to demonstrate knowledge of beliefs, attitudes, traditions, patterns of behavior and interactions between the target culture(s) and their own.
**German**

A) Student learning outcomes – B.A. in German

- When students complete the B.A. in German, they will be able to interact in the target language (speaking and writing) at a minimum level of Intermediate-High on the ACTFL proficiency scale.

- In terms of intercultural competence, when students complete the B.A. in German, they will be able to:
  - Interact with respect and cultural sensitivity in a variety of informal and formal situations.
  - Demonstrate a broad and deep knowledge of historical and philosophical backgrounds that explain patterns of behavior and interaction in the target culture.
  - Discuss and compare beliefs, attitudes, patterns of behavior and interactions between the target culture(s) and their own.

B) Students learning outcomes – German as Core

- When students complete GR 210, they will be able to interact in the target language (speaking and writing) at a minimum level of Intermediate-Low on the ACTFL scale.

- In terms of intercultural competence, when students complete GR 210, they will be able to demonstrate knowledge of beliefs, attitudes, traditions, patterns of behavior and interactions between the target culture(s) and their own.

**Italian**

A) Student learning outcomes – B.A. in Italian

- When students complete the B.A. in Italian, they will be able to interact in the target language (speaking and writing) at a minimum level of Intermediate-High on the ACTFL proficiency scale.

- In terms of intercultural competence, when students complete the B.A. in Italian, they will be able to:
  - Interact with respect and cultural sensitivity in a variety of informal and formal situations.
  - Demonstrate a broad and deep knowledge of historical and philosophical backgrounds that explain patterns of behavior and interaction in the target culture.
  - Discuss and compare beliefs, attitudes, patterns of behavior and interactions between the target culture(s) and their own.

B) Students learning outcomes – Italian as Core

- When students complete ITAL 210, they will be able to interact in the target language (speaking and writing) at a minimum level of the Intermediate-Low on the ACTFL scale.
- In terms of intercultural competence, when students complete ITAL 2010, they will be able to demonstrate knowledge of beliefs, attitudes, traditions, patterns of behavior and interactions between the target culture(s) and their own.

**Russian**

A) Student learning outcomes – B.A. in Russian

- When students complete the B.A. in Russian, they will be able to interact in the target language (speaking and writing) at a minimum level of Intermediate-Mid on the ACTFL proficiency scale.

- In terms of intercultural competence, when students complete the B.A. in Russian, they will be able to:
  - Interact with respect and cultural sensitivity in a variety of informal and formal situations.
  - Demonstrate a broad and deep knowledge of historical and philosophical backgrounds that explain patterns of behavior and interaction in the target culture.
  - Discuss and compare beliefs, attitudes, patterns of behavior and interactions between the target culture(s) and their own.

B) Students learning outcomes – Russian as Core

- When students complete RUSS 2010, they will be able to interact in the target language (speaking and writing) at a minimum level of the Novice-High on the ACTFL scale.

- In terms of intercultural competence, when students complete RUSS 2010, they will be able to demonstrate knowledge of beliefs, attitudes, traditions, patterns of behavior and interactions between the target culture(s) and their own.

**Spanish**

A) Student learning outcomes – B.A. in Spanish

- When students complete the B.A. in Spanish, they will be able to interact in the target language (speaking and writing) at a minimum level of Intermediate-High in the ACTFL proficiency scale.

- In terms of intercultural competence, when students complete the B.A. in Spanish, they will be able to:
  - Interact with respect and cultural sensitivity in a variety of informal and formal situations.
  - Demonstrate a broad and deep knowledge of historical and philosophical backgrounds that explain patterns of behavior and interaction in the target culture.
  - Discuss and compare beliefs, attitudes, patterns of behavior and interactions between the target culture(s) and their own.

B) Students learning outcomes – Spanish as Core
- When students complete SPAN 2010, they will be able to interact in the target language (speaking and writing) at a minimum level of the Intermediate-Low on the ACTFL scale.
- In terms of intercultural competence, when students complete SPAN 2010, they will be able to demonstrate knowledge of beliefs, attitudes, traditions, patterns of behavior and interactions between the target culture(s) and their own.

IV) Assessment methods

Methods used involve rubrics; testing (oral / written exams, interviews, dialogues, role-play, or presentations); and, in some divisions, surveys.

• Germanic, Romance and Critical Languages

   A) Outcome 1 – Speaking
   Methods used involve a rubric; an oral test (oral exam, interview, dialogue, role-play, or presentation); and, in some divisions, an exit survey, as follows:
   I) B.A.
   a) Direct measures
      • An oral test (oral exam, interview, dialogue, role-play, or presentation) in the Senior Inquiry, Senior Residency or Capstone course, designed to evaluate speaking and culture.
      • Direct measures follow a Rubric detailing speaking at a minimum level of:
         o Intermediate-High on the ACTFL proficiency scale for Germanic and Romance languages;
         o Intermediate-Mid on the ACTFL proficiency scale for non-Germanic, non-Romance Critical languages (currently, Chinese and Russian);
   b) Indirect measures
      • A senior exit survey in the Senior Inquiry, Senior Residency or Capstone course.
   II) Core
   a) Direct measures
      • An oral interview, or role-play, or oral presentation at the end of XXXX 2010 to evaluate speaking and culture.
      • Direct measures follow a Rubric detailing speaking at a minimum level of:
         o Intermediate-Low on the ACTFL proficiency scale for Germanic and Romance languages;
         o Novice-High on the ACTFL proficiency scale for non-Germanic, non-Romance Critical languages (currently, Chinese and Russian);
   Speaking is not assessed for Classical languages (Greek and Latin). Reading is assessed [See below].

1 The use of indirect assessment measures, such as surveys, is up to the discretion of each division.
b) **Indirect measures**
   • An exit survey at the end of XXXX 2010.

**Data source (where and when this data was collected, how and if students were sampled, and sample size)**

I) B.A.
   • Where: Senior Inquiry, Senior Residency or Capstone course.
   • When: 4th / Senior year – Final project / Senior Inquiry / Capstone Project.
   • Students sampled / sample size: all B.A. students enrolled in the course.

II) Core
   • Where: XXXX 2010
   • Final project / Final test / Final exam.
   • Students sampled / sample size: all students enrolled in the course.

**B) Outcome 2 – Writing**
Methods used involve a rubric; a written test (exam, paper, senior thesis, capstone project), or an interview focusing on papers written in 3XXX and 4XXX courses; and, in some division, an exit survey, as follows:

I) B.A.
   a) **Direct measures**
      • A written test (exam, paper, senior thesis, or capstone) or an interview focusing on papers written in 3XXX and 4XXX courses in the Senior Inquiry, Senior Residency or Capstone course, designed to evaluate writing and culture.
      • Direct measures follow a **Rubric** detailing speaking at a minimum level of:
        o Intermediate-High on the ACTFL proficiency scale for Germanic and Romance languages;
        o Intermediate-Mid on the ACTFL proficiency scale for non-Germanic, non-Romance Critical languages (currently, Chinese and Russian);
      Speaking is not assessed for Classical languages (Greek and Latin). Reading is assessed [see below].

   b) **Indirect measures**
      • A senior exit survey in the Senior Inquiry, Senior Residency or Capstone course.

II) Core
   a) **Direct measures**
      • A written test (an exam, or a paper) at the end of XXXX 2010 to evaluate writing and culture.
      • Direct measures follow a **Rubric** detailing writing at a minimum level of:
        o Intermediate-Low on the ACTFL proficiency scale for Germanic and Romance languages;
Novice-High on the ACTFL proficiency scale for non-Germanic, non-Romance Critical languages (currently, Chinese and Russian);
Writing is not assessed for Classical languages (Greek and Latin). Reading is assessed [see below].

b) Indirect measures
  • An exit survey at the end of XXXX 2010.

Data source (where and when this data was collected, how and if students were sampled, and sample size)
I) B.A.
  • Where: Senior Inquiry, Senior Residency or Capstone course.
  • When: 4th / Senior year – Final project / Senior Inquiry / Capstone Project.
  • Students sampled / sample size: all B.A. students enrolled in the course.
II) Core
  • Where: XXXX 2010.
  • Final project / Final test / Final exam.
  • Students sampled / sample size: all students enrolled in the course.

C) Outcome 3 - Intercultural Competence
Methods used involve a rubric; testing, oral (oral exam, interview, dialogue, role-play, or presentation) and written (exam, paper, senior thesis, capstone project) [connected to the first two outcomes]; and, in some divisions, an exit survey, as follows:
I) B.A.
  a) Direct measures
    • An oral test (oral exam, interview, dialogue, role-play, or presentation) in the Senior Inquiry, Senior Residency or Capstone course, designed to evaluate speaking and culture.
    • A written test (exam, paper, senior thesis, or capstone) or an interview focusing on papers written in 3XXX and 4XXX courses in the Senior Inquiry, Senior Residency or Capstone course, designed to evaluate writing and culture.

- Direct measures are based on the following Rubric: Intercultural Competence [B.A.]
  When students complete the LLC major, they will be able to:
  • Interact with respect and cultural sensitivity in a variety of informal and formal situations.
  • Demonstrate a broad and deep knowledge of historical and philosophical backgrounds that explain patterns of behavior and interaction in the target culture.
  • Discuss and compare beliefs, attitudes, patterns of behavior and interactions between the target culture(s) and their own.
  Speaking and writing are not assessed for Classical languages (Greek and Latin). Reading is assessed [see below].
b) Indirect measures
   - A senior exit survey administered in the Senior Inquiry, Senior Residency or Capstone course.

II) Core
   a) Direct measures
      - An oral interview, or role-play, or oral presentation at the end of XXXX 2010 to evaluate speaking and culture.
      - A written test (an exam, or a paper) at the end of XXXX 2010 to evaluate writing and culture.

- Direct measures are based on the following Rubric: Intercultural Competence [Core]:
  When students complete the LLC Core (XXXX 2010), they will be able to demonstrate knowledge of beliefs, attitudes, traditions, patterns of behavior and interactions between the target culture(s) and their own.
  - Intermediate-Low on the ACTFL proficiency scale for Germanic and Romance languages;
  - Novice-High on the ACTFL proficiency scale for non-Germanic, non-Romance Critical languages (currently, Chinese and Russian);

   c) Indirect measures
      - An exit survey at the end of XXXX 2010.

Data source (where and when this data was collected, how and if students were sampled, and sample size)

I) B.A.
   - Where: Senior Inquiry, Senior Residency or Capstone course.
   - When: 4th / Senior year – Final project / Senior Inquiry / Capstone Project.
   - Students sampled / sample size: all B.A. students enrolled in the course.

II) Core
   - Where: XXXX 2010
   - Final project / Final test / Final exam.
   - Students sampled / sample size: all students enrolled in the course.

- Classical Languages
  A) Latin & Greek - Outcome 1 – Reading

Speaking and writing does not apply to Classical languages (Greek and Latin). Reading is assessed instead. Methods used involve a rubric; testing (an interview); and an exit survey, as follows:

I) B.A.
a) Direct measures
   • An interview in the Senior Inquiry, Senior Residency or Capstone course, designed to evaluate reading and culture.
   • Direct measures follow a Rubric detailing reading at a minimum level of Intermediate-High on the ACTFL proficiency scale.

b) Indirect measures
   • A senior exit survey in the Senior Inquiry, Senior Residency or Capstone course.

II) Core
d) Direct measures
   • Test or exam at the end of XXXX 2010 to evaluate reading and culture.
   • Direct measures follow a Rubric detailing reading at a minimum level of Intermediate-Low on the ACTFL proficiency scale.

e) Indirect measures
   • An exit survey at the end of XXXX 2010.

Data source (where and when this data was collected, how and if students were sampled, and sample size)
I) B.A.
   • Where: Senior Inquiry, Senior Residency or Capstone course.
   • When: 4th / Senior year – Interview.
   • Students sampled / sample size: all B.A. students enrolled in the course.

II) Core
   • Where: XXXX 2010
   • Final project / Final test / Final exam.
   • Students sampled / sample size: all students enrolled in the course.

B) Latin & Greek - Outcome 2 - Intercultural Competence
Methods used involve a rubric; testing (an interview); and an exit survey, as follows:
I) B.A.
a) Direct measures
   • An interview in the Senior Inquiry, Senior Residency or Capstone course, designed to evaluate reading and culture.

Direct measures are based on the following Rubric: Intercultural Competence [B.A.]
   • Interact with respect and cultural sensitivity in a variety of informal and formal situations.
   • Demonstrate a broad and deep knowledge of historical and philosophical backgrounds that explain patterns of behavior and interaction in the target culture.
• Discuss and compare beliefs, attitudes, patterns of behavior and interactions between the target culture(s) and their own. Speaking and writing are not assessed for Classical languages (Greek and Latin). Reading is assessed [see below].

b) Indirect measures
• A senior exit survey in the Senior Inquiry, Senior Residency or Capstone course.

II) Core
a) Direct measures
• An oral interview at the end of XXXX 2010 to evaluate reading and culture.
- Direct measures are based on the following Rubric: Intercultural Competence [Core]:
  When students complete the LLC Core (XXXX 2010), they will be able to demonstrate knowledge of beliefs, attitudes, traditions, patterns of behavior and interactions between the target culture(s) and their own.

f) Indirect measures
• An exit survey at the end of XXXX 2010.

Data source (where and when this data was collected, how and if students were sampled, and sample size)

III) B.A.
• Where: Senior Inquiry, Senior Residency or Capstone course.
• When: 4th / Senior year – Interview.
• Students sampled / sample size: all B.A. students enrolled in the course.

IV) Core
• Where: XXXX 2010
• Final project / Final test / Final exam.
• Students sampled / sample size: all students enrolled in the course.

V) Assessment Results (for all outcomes)
The assigned benchmark (percentage of meeting / exceeding criterion) is 80%.
• Exceeds expected outcome (90-100%): Demonstrates strong command of the language;
• Meets expected outcome (70-89%): Demonstrates good to acceptable use of the language;
• Does not meet expected outcome (<70%): Weak use of the language;

Data (indirect and direct measures) are collected and compiled. Results show whether the assigned benchmark is met.
VI) Timetable indicating the cycle of assessment (for all outcomes) & Actions (actions taken or planned to use and share assessment findings)

All tenure, tenure-track and NTT faculty will be involved in the process of interpretation, presentation and discussion of the data. For the first year (2015-2016), we will evaluate results at the end of each semester. From the second year (2016-17), we will evaluate the results at the end of each academic year, with a more thorough evaluation at the end of each two- and four-year cycle (2019-2020 being the final year of our initial four-year cycle).

a) Data presentation and discussion process
All tenured, tenure-track and NTT faculty will be involved in the process of interpretation, presentation and discussion of the data. For the first year (2015-2016), we will evaluate results at the end of each semester. From the second year (2016-17), we will evaluate the results at the end of each academic year, with a more thorough evaluation at the end of each two- and four-year cycle (2019-2020 being the final year of our initial four-year cycle).

b) Implementation of revisions based on Assessment results
The hope is that the majority of our students will achieve the outcomes we identify for them. Their failure or ability to do so will be our test of whether our program is meeting its goals. Identify potential weaknesses and come up with a common, coordinated plan for addressing these weaknesses in all our classes. In addition, it is possible that the results may tell us whether the learning outcomes we have identified truly match the goals we have for our program, or whether they need to be revised.

c) Results availability
In the syllabus for [or otherwise shared information on] the Senior Inquiry / Senior Residency / Capstone course, as indicated by each division for the B.A., and XXXX 2010 for the Core, each instructor will share information about the LLC assessment procedure and inform students that they should contact the instructor if they want more information on their performance. On our departmental website, we plan to publish a user-friendly explanation of the assessment plan, so that students and others can learn about the plan design and process.

VII) Assessment Rubrics [Grids]

A) B.A.

<table>
<thead>
<tr>
<th>Program Learning Outcome Assessed - Students will be able to:</th>
<th>Assigned Benchmark (% of meeting and exceeding criterion)</th>
<th>Where assessed</th>
<th>Methods of Assessment</th>
<th>Analysis of Assessment Results</th>
</tr>
</thead>
</table>
| *Speaking:* develop oral expression, reaching the Intermediate – High level on the ACTFL scale as a minimum. I can participate with ease and confidence in conversations on familiar topics. I can usually talk about events and experiences in various time frames. I can usually describe people, places, and things. I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication. I can make presentations in a generally organized way on school, work, and community topics, and on topics I have researched. I can make presentations on some events and experiences in various time frames.  
[The Speaking category combines Interpersonal Communication and Presentational Speaking according to the ACTFL 2013 Can-Do Statements] | 80 | 4XXX – Senior Inquiry, Senior Residency or Capstone course. | • Oral interview or presentation at the end of 4XXX – Senior Inquiry, Senior Residency or Capstone course according to the ACTFL Oral Proficiency Guidelines at the Intermediate-High level as a minimum | • The instructor conducting the oral interview or presentations analyzes whether the student has reached the Intermediate-High level as a minimum. |
| --- | --- | --- | --- | --- |
| *Writing:* develop written expression, reaching the Intermediate – High level on the ACTFL scale as a minimum. I can write on topics related to school, work, and community in a generally organized way. I can write some simple paragraphs about events and experiences in various time frames.  
[ACTFL 2013 Can-Do Statements] | 80 | 4XXX – Senior Inquiry, Senior Residency or Capstone course. | • A paper or a final exam or an interview focusing on papers written in 3XXX and 4XXX courses at the end of 4XXX – Senior Inquiry, Senior Residency or Capstone course according to the ACTFL Written Proficiency Guidelines at the Intermediate-high level as a minimum | • The instructor analyzes the written work and determines whether the student has reached the Intermediate-High level as a minimum. |
| *Intercultural Competence:* I can interact with respect and cultural sensitivity in a variety of formal and informal situations.  
[ACTFL 2013 Can-Do Statements] | 80 | 4XXX – Senior Inquiry, Senior Residency or Capstone course. | • Oral interview or presentation at the end of 4XXX – Senior Inquiry, Senior Residency or Capstone course. | • The instructor analyzes whether the desired outcomes have been met. |
| *Intercultural Competence:* I can demonstrate a broad and deep knowledge of historical and philosophical backgrounds that explain patterns of behavior and interactions in the target culture.  
[ACTFL 2013 Can-Do Statements] | 80 | 4XXX – Senior Inquiry, Senior Residency or Capstone course. | • Oral interview or presentation at the end of 4XXX – Senior Inquiry, Senior Residency or Capstone course. | • The instructor analyzes whether the desired outcomes have been met. |
| Intercultural Competence: discuss and compare beliefs, attitudes, traditions, patterns of behavior and interaction between the target culture(s) and their own.  
[ACTFL 2013 Can-Do Statements] | 80 | 4XXX – Senior Inquiry, Senior Residency or Capstone course. | • Oral interview or presentation at the end of 4XXX – Senior Inquiry, Senior Residency or Capstone course. | • The instructor analyzes whether the desired outcomes have been met. |
### b) Bachelor of Arts in [LLC Critical Languages]

<table>
<thead>
<tr>
<th>Program Learning Outcome Assessed - <em>Students will be able to:</em></th>
<th>Assigned Benchmark (% of meeting and exceeding criterion)</th>
<th>Where assessed</th>
<th>Methods of Assessment</th>
<th>Analysis of Assessment Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Speaking:</strong> develop oral expression, reaching the Intermediate –Mid level on the ACTFL scale as a minimum.</td>
<td>80</td>
<td>4XXX – Senior Inquiry, Senior Residency or Capstone course.</td>
<td>•Oral interview or presentation at the end of 4XXX – Senior Inquiry, Senior Residency or Capstone course according to the ACTFL Oral Proficiency Guidelines at the Intermediate-High level as a minimum</td>
<td>•The instructor conducting the oral interview or presentations analyzes whether the student has reached the Intermediate-High level as a minimum.</td>
</tr>
<tr>
<td><em>Speaking:</em> I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.</td>
<td></td>
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</tr>
<tr>
<td><em>Speaking:</em> I can make presentations on a wide variety of familiar topics using connected sentences.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Writing:</strong> develop written expression, reaching the Intermediate –Mid level on the ACTFL scale as a minimum.</td>
<td>80</td>
<td>4XXX – Senior Inquiry, Senior Residency or Capstone course.</td>
<td>•A paper or a final exam or an interview focusing on papers written in 3XXX and 4XXX courses at the end of 4XXX – Senior Inquiry, Senior Residency or Capstone course according to the ACTFL Written Proficiency Guidelines at the Intermediate-high level as a minimum.</td>
<td>•The instructor analyzes the written work and determines whether the student has reached the Intermediate-High level as a minimum.</td>
</tr>
<tr>
<td><em>Writing:</em> I can write on a wide variety of familiar topics using connected sentences. [ACTFL 2013 Can-Do Statements]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Intercultural Competence:</strong> I can interact with respect and cultural sensitivity in a variety of formal and informal situations.</td>
<td>80</td>
<td>4XXX – Senior Inquiry, Senior Residency or Capstone course.</td>
<td>•Oral interview or presentation at the end of 4XXX – Senior Inquiry, Senior Residency or Capstone course.</td>
<td>•The instructor analyzes whether the desired outcomes have been met.</td>
</tr>
<tr>
<td><em>Intercultural Competence:</em> I can demonstrate a broad and deep knowledge of historical and philosophical backgrounds that explain patterns of behavior and interactions in the target culture.</td>
<td>80</td>
<td>4XXX – Senior Inquiry, Senior Residency or Capstone course.</td>
<td>•Oral interview or presentation at the end of 4XXX – Senior Inquiry, Senior Residency or Capstone course.</td>
<td>•The instructor analyzes whether the desired outcomes have been met.</td>
</tr>
</tbody>
</table>

**Intercultural Competence:** discuss 80 4XXX – Senior Inquiry, Senior Residency or Capstone course.  •Oral interview or presentation at the end of 4XXX – Senior Inquiry, Senior Residency or Capstone course.  •The instructor analyzes whether the desired outcomes have been met.
and compare beliefs, attitudes, traditions, patterns of behavior and interaction between the target culture(s) and their own.

<table>
<thead>
<tr>
<th>Program Learning Outcome Assessed -</th>
<th>Assigned Benchmark (%) of meeting and exceeding criterion</th>
<th>Where assessed</th>
<th>Methods of Assessment</th>
<th>Analysis of Assessment Results</th>
</tr>
</thead>
</table>
| *Reading*: develop reading skills, reaching the Intermediate –High level on the ACTFL scale as a minimum.  
*I can easily understand the main idea of texts related to everyday life, personal interests, and studies. I can sometimes follow stories and descriptions about events and experiences in various time frames.*  
*[ACTFL 2013 Can-Do Statements]* | | 80 | 4XXX – Senior Inquiry, Senior Residency or Capstone course. | *Interview at the end of 4XXX – Senior Inquiry, Senior Residency or Capstone course according to the ACTFL Reading Proficiency Guidelines at the Intermediate-High level as a minimum.*  
*The instructor conducting the interview analyzes whether the student has reached the Intermediate-High level as a minimum.* |
| *Intercultural Competence*: I can interact with respect and cultural sensitivity in a variety of formal and informal situations. | | 80 | 4XXX – Senior Inquiry, Senior Residency or Capstone course. | *Oral interview at the end of 4XXX – Senior Inquiry, Senior Residency or Capstone course.*  
*The instructor analyzes whether the desired outcomes have been met.* |
| *Intercultural Competence*: I can demonstrate a broad and deep knowledge of historical and philosophical backgrounds that explain patterns of behavior and interactions in the target culture. | | 80 | 4XXX – Senior Inquiry, Senior Residency or Capstone course. | *Oral interview at the end of 4XXX – Senior Inquiry, Senior Residency or Capstone course.*  
*The instructor analyzes whether the desired outcomes have been met.* |
| Intercultural Competence: discuss and compare beliefs, attitudes, traditions, patterns of behavior and interaction between the target culture(s) and their own. | | 80 | 4XXX – Senior Inquiry, Senior Residency or Capstone course. | *Oral interview at the end of 4XXX – Senior Inquiry, Senior Residency or Capstone course.*  
*The instructor analyzes whether the desired outcomes have been met.* |

**B) Core**

a) *[LLC Germanic & Romance Languages] as a Core Provider – Outcomes Assessment Grid*

<table>
<thead>
<tr>
<th>Program Learning Outcome Assessed - Students will be able to:</th>
<th>Assigned Benchmark</th>
<th>Methods of Assessment</th>
<th>Analysis of Assessment Results</th>
</tr>
</thead>
</table>
**Speaking:** develop oral expression, reaching the Intermediate–Low level on the ACTFL scale

I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.

* I can present information on most familiar topics using a series of simple sentences.

[The Speaking category combines Interpersonal Communication and Presentational Speaking according to the ACTFL 2013 Can-Do Statements]

**Writing:** develop written expression, reaching the Intermediate–Low level on the ACTFL scale

I can write briefly about most familiar topics and present information using a series of simple sentences.

[ACTFL 2013 Can-Do Statements]

**Intercultural Competence:** I can demonstrate knowledge of the target culture(s) beliefs, attitudes, traditions, patterns of behavior, and interactions between target culture(s) and their own.

<table>
<thead>
<tr>
<th>Program Learning Outcome Assessed - Students will be able to:</th>
<th>Assigned Benchmark (% of meeting and exceeding criterion)</th>
<th>Methods of Assessment</th>
<th>Analysis of Assessment Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Speaking:</em> develop oral expression, reaching the Novice-High level on the ACTFL scale</td>
<td>80</td>
<td>• Oral interview (or presentation) at the end of XXXX 2010 according to the ACTFL Oral Proficiency Guidelines at the Novice-High level.</td>
<td>• The instructor conducting the oral interview or presentation analyzes whether the student has reached the Intermediate-Low level.</td>
</tr>
<tr>
<td>I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can present basic information on familiar</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

b) [LLC Critical Languages] as a Core Provider – Outcomes Assessment Grid

<table>
<thead>
<tr>
<th>Program Learning Outcome Assessed - Students will be able to:</th>
<th>Assigned Benchmark (% of meeting and exceeding criterion)</th>
<th>Methods of Assessment</th>
<th>Analysis of Assessment Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Speaking:</em> develop oral expression, reaching the Intermediate–Low level on the ACTFL scale</td>
<td>80</td>
<td>• Oral interview (or presentation) at the end of XXXX 2010 according to the ACTFL Oral Proficiency Guidelines at the Intermediate-Low level.</td>
<td>• The instructor conducting the oral interview or presentation analyzes whether the student has reached the Intermediate-Low level.</td>
</tr>
<tr>
<td>I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can present information on most familiar topics using a series of simple sentences.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
topics using language I have practiced using phrases and simple sentences.

[The Speaking category combines Interpersonal Communication and Presentational Speaking according to the ACTFL 2013 Can-Do Statements]

*Writing: develop written expression, reaching the Novice-High level on the ACTFL scale
I can write short messages and notes on familiar topics related to everyday life.

[ACTION 2013 Can-Do Statements]

80

* Final exam at the end of XXXX 2010 according to the ACTFL Written Proficiency Guidelines and the Novice-High level.
* The instructor analyzes the written exam and determines whether the student has reached the Intermediate-Low level.

*Intercultural Competence: I can demonstrate knowledge of the target culture(s) beliefs, attitudes, traditions, patterns of behavior, and interactions between target culture(s) and their own.

80

* Final exam & oral interview / presentation at the end of XXXX 2010.
* The instructor analyzes whether the desired outcomes have been met.

---

**Program Learning Outcome Assessed** - Students will be able to:

<table>
<thead>
<tr>
<th>Assigned Benchmark (% of meeting and exceeding criterion)</th>
<th>Methods of Assessment</th>
<th>Analysis of Assessment Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Reading: develop reading skills, reaching the Intermediate –Low level on the ACTFL scale I can understand the main idea of short and simple texts when the topic is familiar. [ACTFL 2013 Can-Do Statements]</td>
<td>80</td>
<td>* Interview (or presentation) at the end of XXXX 2010 according to the ACTFL Reading Proficiency Guidelines at the Intermediate-Low level.</td>
</tr>
</tbody>
</table>

| *Intercultural Competence: I can demonstrate knowledge of the target culture(s) beliefs, attitudes, traditions, patterns of behavior, and interactions between target culture(s) and their own. | 80 | * Final exam & oral interview / presentation at the end of XXXX 2010. | * The instructor analyzes whether the desired outcomes have been met. |

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**VIII) Assessment Tools [Speaking and Writing Evaluation Tools]**
**A) B.A.**

**Assessment tools for Speaking – ORAL INTERVIEW / PRESENTATION [LLC 4XXX]**

An oral interview or a presentation including cultural differences and similarities between the target culture(s) and the student’s own native culture at the end of LLC 4XXX Senior Inquiry, Senior Residency or Capstone course.

<table>
<thead>
<tr>
<th>OUTCOME</th>
<th>Exceeds expected outcome</th>
<th>Meets expected outcome</th>
<th>Does not meet expected outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Speaking:</strong> Student is able to explain subjects in his/her field of personal or professional interest and respond to questions.</td>
<td>Demonstrates strong command of the language, with some grammatical inaccuracies and errors; very good, though not always accurate, use of vocabulary and idioms; errors do not detract from the generally clear demonstration of competence and control.</td>
<td>Demonstrates good to acceptable use of the language; the student is basically competent with the language, although less advanced with regard to structure and syntax or range of idiomatic usage and vocabulary.</td>
<td>Weak use of the language; the student has less than adequate language skills; numerous errors and frequent use of non-target language syntax and language patterns.</td>
</tr>
<tr>
<td><strong>Speaking:</strong> Student is able to accurately narrate and describe in past, present, and future time frames.</td>
<td>Accurately narrates and describes in all major time frames. Uses connected sentences and a predominance of paragraphs. Language is easily understood by native speakers unaccustomed to interacting with non-native speakers.</td>
<td>Most accurate with connected sentence-level discourse in present time, though language expands toward narration and description that includes connectedness, cohesiveness, and different time frames. Language is generally understood by those unaccustomed to interacting with non-native speakers.</td>
<td>Some accuracy with discourse in present time. Accuracy in past and future times is weak. Strings of sentences, some connected sentence level discourse (with cohesive devices), some may be complex (multi-clause). Generally understood by those used to interacting with non-native speakers.</td>
</tr>
<tr>
<td><strong>Speaking:</strong> Student is able to speculate about causes, consequences, and hypothetical situations with some accuracy.</td>
<td>Provides continuity to the presentation, controls grammar functions necessary to convey causes, consequences, and hypotheses clearly.</td>
<td>Partially controls grammar functions necessary to convey causes, consequences, and hypotheses clearly.</td>
<td>Is unable to use the language sufficiently accurately to connect ideas and convey their relationships with clarity</td>
</tr>
</tbody>
</table>

**Intercultural Competence:**

**Student is able to discuss cultural differences and similarities with respect and cultural sensitivity.**

<p>| | | | |</p>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment tools for WRITING – FINAL EXAM / PAPER [LLC 4XXX]</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A paper or a final exam or an interview focusing on papers written in 3XXX and 4XXX courses including cultural differences and similarities between the target culture(s) and the student’s own native culture at the end of LLC 4XXX Senior Inquiry, Senior Residency or Capstone course.

<table>
<thead>
<tr>
<th>OUTCOME</th>
<th>Exceeds expected outcome</th>
<th>Meets expected outcome</th>
<th>Does not meet expected outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Writing:</strong> Student writes with significant precision and good control of most essential language structures.</td>
<td>Demonstrates strong command of the language with, however, some grammatical inaccuracies and errors, and some awkwardness of expression; shows very good, although not always accurate, use of vocabulary and idioms; errors do not detract from the generally clear demonstration of competence and control.</td>
<td>Demonstrates good to acceptable use of the language; the student is basically competent in the language, although less impressive with regard to structure and syntax or range in idiomatic usage and vocabulary; occasional serious errors; occasional signs of fluency; recurring questions about sustained control of the language lower the score.</td>
<td>Suggests weak use of the language; the student has less than adequate language skills; numerous errors and frequent use of non-target language syntax and language patterns; contains sentences that paraphrase or repeat what has essentially been stated earlier or sentences that force interpretation.</td>
</tr>
<tr>
<td><strong>Intercultural Competence:</strong> Student demonstrates a broad and deep knowledge of historical and philosophical background that explains patterns of behavior and interaction in the target culture(s).</td>
<td>Student identifies most of the key cultural issues represented in the written work on which the exam or paper is focused, discussing and analyzing them insightfully and in-depth.</td>
<td>Student identifies and discusses several of the key cultural issues in the written work on which the exam or paper is focused, demonstrating comprehension of the subject matter with a certain degree of depth.</td>
<td>Student is unable to identify a satisfactory number of key cultural issues represented in the written work; discussion of issues is superficial and/or largely stereotypical; student fails to demonstrate substantive understanding of the target culture(s).</td>
</tr>
<tr>
<td><strong>Intercultural Competence:</strong> Student discusses and compares beliefs, attitudes, patterns of behavior and interaction between the target culture(s) and his/her own.</td>
<td>Student is able to compare the practices and products of the target culture(s) and his/her own culture(s) in an informed and insightful manner.</td>
<td>Student is able to compare the practices and products of the target culture(s) and his/her own culture(s) with accuracy and certain degree of depth.</td>
<td>Student compares the practices and products of the target culture(s) and his/her own culture(s) in a superficial, mostly stereotypical manner.</td>
</tr>
</tbody>
</table>

**B) Core Assessment tools for Speaking – ORAL TEST (LLC 2010)**

An oral interview or a presentation including cultural differences and similarities between the target culture(s) and the student’s own native culture at the end of LLC 2010.
<table>
<thead>
<tr>
<th>OUTCOME</th>
<th>Exceeds expected outcome</th>
<th>Meets expected outcome</th>
<th>Does not meet expected outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Speaking:</strong> Speakers at the Intermediate Low sublevel are able to handle successfully a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target-language culture. These topics relate to basic personal information; for example, self and family, some daily activities and personal preferences, and some immediate needs, such as ordering food and making simple purchases. At the Intermediate Low sublevel, speakers are primarily reactive and struggle to answer direct questions or requests for information. They are also able to ask a few appropriate questions. Intermediate Low speakers manage to sustain the functions of the Intermediate level, although just barely. Intermediate Low speakers express personal meaning by combining and recombining what they know and what they hear from their interlocutors into short statements and discrete sentences. Their responses are often filled with hesitancy and inaccuracies as they search for appropriate linguistic forms and vocabulary while attempting to give form to the message. Their speech is characterized by frequent pauses, ineffective reformulations and self-corrections. Their pronunciation, vocabulary, and syntax are strongly influenced by their first language. In spite of frequent misunderstandings that may require repetition or rephrasing, Intermediate Low speakers can generally be understood by sympathetic interlocutors, particularly by those accustomed to dealing with non-natives. [ACTFL 2012 Guidelines]</td>
<td>Demonstrates strong command of the language, with some grammatical inaccuracies and errors; very good, though not always accurate, use of vocabulary and idioms; errors do not detract from the generally clear demonstration of competence and control.</td>
<td>Demonstrates good to acceptable use of the language; the student is basically competent with the language, although less advanced with regard to structure and syntax or range of idiomatic usage and vocabulary.</td>
<td>Weak use of the language; the student has less than adequate language skills; numerous errors and frequent use of non-target language syntax and language patterns.</td>
</tr>
<tr>
<td><strong>Intercultural Competence:</strong> Student is able to discuss cultural differences and similarities with respect and cultural sensitivity.</td>
<td>Accurately uses culturally appropriate language to discuss and compare beliefs and attitudes from target culture(s).</td>
<td>Generally uses culturally appropriate language to discuss and compare beliefs and attitudes from target culture(s).</td>
<td>Does not use culturally appropriate language; is unable to compare beliefs and attitudes from target culture(s).</td>
</tr>
</tbody>
</table>

**Assessment tools for WRITING - COMPOSITION (LLC 2010)**

A final exam or a paper including cultural differences and similarities between the target culture(s) and the student’s own native culture at the end of LLC 2010.
**Writing:** Writers at the Intermediate Low sublevel are able to meet some limited practical writing needs. They can create statements and formulate questions based on familiar material. Most sentences are recombinations of learned vocabulary and structures. These are short and simple conversational-style sentences with basic word order. They are written almost exclusively in present time. Writing tends to consist of a few simple sentences, often with repetitive structure. Topics are tied to highly predictable content areas and personal information. Vocabulary is adequate to express elementary needs. There may be basic errors in grammar, word choice, punctuation, spelling, and in the formation and use of non-alphabetic symbols. Their writing is understood by natives used to the writing of non-natives, although additional effort may be required. When Intermediate Low writers attempt to perform writing tasks at the Advanced level, their writing will deteriorate significantly and their message may be left incomplete.

[ACTFL 2012 Guidelines]

**Intercultural Competence:** Student discusses and compares beliefs, attitudes, patterns of behavior and interaction between the target culture(s) and their own.

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates strong command of the language with, however, some grammatical inaccuracies and errors, and some awkwardness of expression; shows very good, although not always accurate, use of vocabulary and idioms; errors do not detract from the generally clear demonstration of competence and control.</td>
<td>Demonstrates good to acceptable use of the language; the student is basically competent in the language, although less impressive with regard to structure and syntax or range in idiomatic usage and vocabulary; occasional serious errors; occasional signs of fluency; recurring questions about sustained control of the language lower the score.</td>
</tr>
</tbody>
</table>

Student is able to compare the practices and products of the target culture and his/her own culture in an informed and insightful manner.

Student is able to compare the practices and products of the target culture and his/her own culture with accuracy and certain degree of depth.

Student compares the practices and products of the target culture and his own culture in a superficial, mostly stereotypical manner.

Department of Languages, Literatures & Cultures – Survey
No Names, Please!

___ Fall / ___ Spring 20___

Language Studied _______________

Year in college: FR SO JR SR

Language Study at SLU: The following questions refer to your foreign language studies at SLU only. Please mark the response that most closely reflects your opinion.

Courses in this language have:

1. Courses in this language have helped me substantially improve my listening comprehension skills.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

2. Courses in this language have helped me substantially improve my speaking skills.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

3. Courses in this language have helped me substantially improve my reading skills.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

4. Courses in this language have helped me substantially improve my writing skills.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

5. I know much more about the culture(s) where it is spoken.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

6. I understand much more about the relationship between my culture and the culture(s) of the _(target culture)_ speaking world.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
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<tbody>
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<td>1</td>
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</tr>
</tbody>
</table>

Some of the language and the formatting of this document were based on the excellent document by the Department of Modern Languages at University of Wisconsin - River Falls.