

Spanish Program: Spanish 101-104, Spanish 115
Spring/Fall 2010 SLOAC
Speaking and Culture

Dear Spanish colleagues,

The following is our plan for assessing “Speaking and Culture” in Spanish this spring and fall, 2010, in all levels. Please print for future reference.

To all instructors: please make sure you teach the rules of *silabificación y acentuación*. I have a packet if anybody needs something to hand out to students for practice.

Your level leaders will give you a due date by which time you need to have the assessment completed. Please send her a summary of your findings and your results of the assessment by the due date. Keep track of the time you spend doing this, because you will get FLEX credit that you can use for the following academic year since it is work you will do after this year’s FLEX is due.

The level leader will summarize the information for all sections of the level and complete the Assessment Report for the SLO. Turn in the report to Stacy Jazán, Ed Karpp, Alice Mecom, and Teresa Cortey by June 2010. Keep track of your time so you get your FLEX for doing this. Spanish 103 will turn in the Assessment Report in the fall of 2010.

Stacy Jazán will then write up the Program Assessment for the SLO for all levels in Spanish, summarizing our findings in all levels. (End of fall 2010)

LEVEL LEADERS:

Spanish 101: Celia Simón-Ross

Spanish 102: Stacy Jazán

Spanish 103: Lourdes Girardi

Spanish 104: Lourdes Girardi

Spanish 115: Mauricio Escrucería (see below as your process is a bit different)

SLOAC: Spanish: Speaking and Culture

SLO to asses: (Level Leaders: this is what will be written on the 101-104, 115 assessment report forms that we turn in to Ed and Alice):

Also, cut and paste these SLOs onto the Assessment Rubric you will use!!!!

Spanish 101: SLO #1: to pronounce Spanish correctly and SLO #5: to compare and contrast the Spanish language and culture with their own.

Spanish 102: SLO #1: to pronounce Spanish correctly and SLO #5: to compare and contrast the Spanish language and culture with their own.

Spanish 103: SLO #1: demonstrate proper oral and written Spanish using correct spelling, pronunciation, and grammatical constructions in all modes and tenses and SLO #5: to compare and contrast the Spanish language and culture with their own.

Lourdes, in your reports you should indicate that you are focusing on the pronunciation (sílabas tónicas) part ONLY for SLO #1.

*Note to level leaders 101-103: Please indicate on the report that we are focusing ONLY on the “sílabas tónicas” while speaking as there are many different aspects that are involved in being able to pronounce Spanish correctly. Also please indicate that we are assessing the sílabas tónicas while doing a cultural reading, and answering questions orally (speaking) that are based on the cultural reading. (KISS!)

Spanish 104: SLO #1: to demonstrate mastery in written and oral expression in Spanish and SLO #6: to compare and contrast the Spanish language and culture with their own.

Spanish 115: SLO #1: to communicate orally and in writing in acceptable standard Spanish and SLO #3: to gain greater awareness of and pride in their rich heritage.

PROCESS:

1. Spanish 101-104: Pick a “random sampling” to assess. The easiest way to do this is to pick 5 numbers out of a hat. The 5 numbers will correspond to 5 random students in each of your classes (alphabetical listing on the roll sheet).
2. For the assessment: These 5 students will read for you and/or answer the cultural questions (¿qué aprendiste?) for PANORAMA. For Spanish 101, assess LESSON 5; for Spanish 102, assess LESSON 11; for Spanish 103, assess LESSON 17; for Spanish 104, two areas will be tested: the pronunciation of the stressed syllable and intonation.
Randomly selected students will read out loud from the following reading: Drácula y los niños de Juan José Millás - Lesson 5 p. 129 of the Revistas textbook (Spanish 104). (*Siguiendo la sugerencia de Stacy de hacerlo un poco más avanzado que la evaluación en los otros niveles decidí añadir la entonación.-- Lourdes.*)
3. While the 5 random students are speaking, assess them on a scale from 1-10 on their correct use of *sílaba tónica* (*y entonación para 104*). Use the attached rubric. (see below)
4. Sum up your findings and send your results to your level leader by her due date.
5. The level leaders will then fill out the SLO Assessment Report and turn it in.

*Spanish 115: See below for the process.

Assessment rubric for Spanish 101-104
SLOAC: Speaking and Culture
Focus: *Sílaba tónica* while doing a cultural reading
Spring 2010

Spanish 101: SLO #1: to pronounce Spanish correctly and SLO #5: to compare and contrast the Spanish language and culture with their own.

On a scale of 1-10, a random sampling of students are assessed on their ability to place the stress on the correct syllable while speaking in Spanish according to the rules of syllabication and accentuation.

{1-3: few to no problems}
{4-7: medium amount of problems}
{8-10: high amount of problems}

1 2 3 4 5 6 7 8 9 10

Random sampling of students assessed. Write down names (names will not be included in the report!) to check with their lab scores or other sources.

- 1.
- 2.
- 3.
- 4.
- 5.

Spanish 115:

1. Assess the 5-6 students that do an oral presentation for chapters X and X (for example, chapters 5 and 7). Whoever the students are that do those cultural oral presentations will be "assessed" (anonymously) in addition to receiving a grade for the oral presentation. This will give you a "random sampling" of 5-6 students. (In my class, the students formed groups of 3-4 students.) Also, don't pick a chapter to assess too close to the end of the semester (like chapter 9 or 10) if you want to have this done a little earlier. But, it's up to you to decide which chapters to assess.
2. Students give the cultural oral presentation in class. You fill out the rubric for the oral presentation. Before handing the students back the paper with their grade for their oral presentation, transfer the information from "Claridad de expresión/pronunciación: (no usar calcos ni cognados falsos, pronunciación correcta)" onto the assessment sheet rubric.
3. Fill out the assessment sheet rubric. (See document attached). For the students that present, rate them on this "Claridad de expresión/pronunciación: (no usar calcos ni cognados falsos, pronunciación correcta)" using the scale of 1-10.
4. At the end of the semester, or when you have the random sampling done of 5-6 students, please fill out the SLO assessment form and give a summary of your findings. I will help you with this! (This will be flex time for you, and after you do this for the Spanish program, I bet you will have completed all of your flex for next year since we can get FLEX for next year after May.)
5. You (we) will send the SLOAC report to Alice Mecom, Ed Karpp, and Teresa Cortey. I will also take the information from Spanish 115 because I need to sum up all the information from all the levels in Spanish and do a "program" assessment.

Assessment rubric for Spanish 115
SLOAC: Speaking and Culture
Spring 2010

Claridad de expresión/pronunciación: (no usar calcos ni cognados falsos, pronunciación correcta)

* We will focus on “no usar calcos ni cognados falsos” since pronunciation usually isn’t much of a problem in 115.

{1-3: very few to no use of false cognates or *calcos*}

{4-7: medium use of false cognates or *calcos*}

{8-10: high use of false cognates or *calcos*}

1 2 3 4 5 6 7 8 9 10

Random sampling of students assessed. Do not write down names.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

To all instructors:

We thank you in advance for your participation. And don't hesitate to ask for help!

Sincerely,

Stacy Jazán