

**New Course Request – Georgian 101-104  
Attachment 2**

**Assessment Plan for Georgian 101-104 language sequence**

Throughout the language sequence formative assessment will focus on student achievement in all four language skills (speaking, listening, reading, and writing), which will be evaluated in accordance with the Proficiency Guidelines developed by ACTFL (American Council on the Teaching of Foreign Languages). Evidence of student achievement in each of the four skills will be gathered continuously through observation of student behaviors and performance on in-class and homework activities and assignments and the listening, reading, controlled writing (grammar and vocabulary) and free writing sections of the midterm and the final exam.

Assessment will be conducted based on the established criteria by a trained language instructor. The Center for Slavic and East European Studies and the Department of Slavic and East European Languages and Literatures will support the instructor(s) in receiving appropriate training and support necessary to conduct assessment. Information about student performance as measured by the assessment tools described above will be analyzed by the instructor and the director of language programs in the Slavic department.

Students finishing Georgian 104 (Autumn 2010 for initial cohort) will be invited to participate in a focus group to measure perceptions of learning and satisfaction.

Specific instructional goals and expected learning outcomes for each of the courses in the sequence are described below.

**Instructional goals and expected learning outcomes  
for Georgian 101-104 language sequence**

**I. Georgian 101**

<b>Language Skill</b>	<b>Expected Learning Outcomes – <u>Novice Mid or Higher</u></b>	<b>Measurements</b>
<b>Speaking</b>	By the end of 101, students are able to handle a number of basic communicative tasks relating to every day personal experiences and social situations (greetings, exchanging phone numbers, etc.). At this level students will communicate minimally, mostly using formulaic and rote utterances, lists and phrases; but show evidence of emerging ability <i>to create with the language</i> by combining and recombining learned vocabulary and grammatical structures to express <i>personalized meaning</i> . Despite frequent errors in vocabulary and grammar and strong	(a) Performance on in-class speaking activities

	influence of the first language on pronunciation, students are understood with some repetition by sympathetic natives and fluent non-natives used to the speech of non-natives.	
<b>Listening</b>	By the end of 101, students are able to derive meaning (main idea and some detail) from short authentic exchanges within the scope of learned material where speech is clearly audible and context and extralinguistic background knowledge are supportive, may require repetition and slower rate of speech for assimilation. Typical text types: short monologs (e.g., an answering machine message, an announcement) or dialogs.	(a) Performance on in-class activities (b) Performance on the listening section of the quizzes (c) Performance on the listening section of the midterm and the final exams
<b>Reading</b>	By the end of 101, students recognize all letters of the alphabet and a substantial number of highly contextualized words, such as cognates and borrowed words in short (word-, phrase- or sentence-length) utterances. Students are able to derive meaning (main ideas and some detail) from short texts where context and extralinguistic background knowledge are supportive, may require rereading. Typical text types: various lists containing mostly combinations and recombinations of learned vocabulary or highly contextualized vocabulary items: newspaper and magazine ads, menus, TV programs, etc. and short, simple, connected texts from a limited number of content areas within the scope of learned material (a course description, a description of a tour or a restaurant).	(a) Performance on in-class reading activities (b) Performance on the reading section of the quizzes (c) Performance on the reading section of the midterm and the final exams
<b>Writing</b>	By the end of 101, students are able to follow all basic writing conventions, able to write short personalized messages mostly concerned with self and things of immediate personal value (e.g. a letter or a note to a pen pal, instructor, a journal entry). Students demonstrate an emerging awareness of writing organization and a developing ability <i>to create with the language</i> by creating personalized meaningful, although simple or incomplete sentences. Despite frequent errors in vocabulary, grammar, and spelling, or interference from native language students' writing can be understood by natives and fluent non-natives accustomed to the writing of non-natives.	(a) Performance on the in-class and homework writing assignments (b) Performance on the free writing section of the midterm and the final exams

## II. Georgian 102

Language Skill	Expected Learning Outcomes – <u>Novice High or Higher</u>	Measurements
<b>Speaking</b>	By the end of 102, students are able to handle an	(a) Performance on

	<p>increasing number of basic communicative tasks relating to every day personal experiences and social situations (greetings, exchanging phone numbers, etc.). Although at this level students continue to communicate minimally, mostly using formulaic and rote utterances, they demonstrate evidence of a developing ability <i>to create with the language</i> to express <i>personalized meaning</i>. Despite frequent errors in vocabulary and grammar and strong influence of the first language on pronunciation, students are understood with some repetition by sympathetic natives and fluent non-natives used to the speech of non-natives.</p>	<p>in-class speaking activities</p>
<b>Listening</b>	<p>By the end of 102, students are able to derive meaning from short authentic exchanges within the scope of learned material in an increasing number of subject areas. Clearly audible speech, supportive context and extralinguistic background knowledge, and repetition are required for assimilation. Typical text types: short monologs and dialogs.</p>	<p>(a) Performance on in-class activities (b) Performance on the listening section of the quizzes (c) Performance on the listening section of the midterm and the final exams</p>
<b>Reading</b>	<p>By the end of 102, students recognize all letters of the alphabet and a substantial number of highly contextualized words, are able to derive meaning (main ideas and some detail) from short texts on an increasing number of subject areas where context and extralinguistic background knowledge are supportive, may require rereading. Students are able to read an increasing number of text types (poetry, short excerpts form literary texts).</p>	<p>(a) Performance on in-class reading activities (b) Performance on the reading section of the quizzes (c) Performance on the reading section of the midterm and the final exams</p>
<b>Writing</b>	<p>By the end of 102, students are able to follow all basic writing conventions, to write short personalized messages mostly concerned with self and things of immediate personal value in an increasing number of topics. Students demonstrate a developing awareness of writing organization and a developing ability <i>to create with the language</i> by writing personalized meaningful, although simple or incomplete sentences. Despite frequent errors in vocabulary, grammar, and spelling, or interference from native language students' writing can be understood by natives and fluent non-natives accustomed to the writing of non-natives.</p>	<p>(a) Performance on the in-class and homework writing assignments (b) Performance on the free writing section of the midterm and the final exams</p>

### III. Georgian 103

Skill	<u>Higher</u>	
<b>Speaking</b>	By the end of 103, students are able to handle a wide range of basic communicative tasks relating to every day personal experiences and social situations (asking for and giving directions, etc.). At this level students will demonstrate a strong ability <i>to create with the language</i> to express <i>personalized meaning</i> . Students are now able to speak in complete (and even some complex) sentences most of the time. Despite still frequent errors in vocabulary and grammar, possible self-corrections and strong influence of the first language, students are understood with some repetition by sympathetic natives and fluent non-natives used to the speech of non-natives.	(a) Performance on in-class speaking activities
<b>Listening</b>	By the end of 103, students are able to understand longer (sentence-length to small paragraph-length) utterances mostly in conversational (dialogue) or short answering machine message format in a growing number of content areas within the scope of the learned material, where speech is audible, and where context and extralinguistic background knowledge are supportive.	(a) Performance on in-class activities (b) Performance on the listening section of the quizzes (c) Performance on the listening section of the midterm and the final exams
<b>Reading</b>	By the end of 103, students are able to derive meaning (main ideas and some detail) from longer texts where context and extralinguistic background knowledge are supportive, although they may require rereading. Typical text types: (excerpts from) newspaper or magazine articles. Students demonstrate a developing ability to apply various reading skills depending on the nature of the task (skimming, scanning, guessing meaning, using cognates, reading for gist, etc.)	(a) Performance on in-class reading activities (b) Performance on the reading section of the quizzes (c) Performance on the reading section of the midterm and the final exams
<b>Writing</b>	By the end of 103, students are able to write short personalized messages concerned with self and things of immediate personal value (e.g. a letter or a note to a pen pal, instructor, a journal entry) on an increasing number of topics. Students demonstrate a developing awareness of writing organization and a strong ability <i>to create with the language</i> by creating personalized meaningful, simple and occasionally complex sentences. Despite linguistic inaccuracies or interference from native language students' writing can be understood by natives and fluent non-natives accustomed to the writing of non-natives.	(a) Performance on the in-class and homework writing assignments (b) Performance on the free writing section of the midterm and the final exams

#### IV. Georgian 104

Language Skill	Expected Learning Outcomes – <u>Intermediate Mid or Higher</u>	Measurements
<b>Speaking</b>	By the end of 104, students are able to handle a wide range of basic communicative tasks relating to every day personal experiences and social situations (interests, preferences, etc.). Students demonstrate strong evidence of the ability <i>to create with the language</i> to express <i>personalized meaning</i> in complete sentences. Students' speech is characterized by an increased spontaneity and fluency, even though this ability still comes short of the real autonomy of expression. Students are able to ask and answer various types of questions. Despite some linguistic inaccuracies and possible influence of the first language, students are understood with some repetition by sympathetic natives and fluent non-natives used to the speech of non-natives.	(a) Performance on in-class speaking activities
<b>Listening</b>	By the end of 104, students are able to understand longer (sentence-length) utterances mostly in conversational (dialogue) or short answering machine message format in a growing number of content areas within the scope of the learned material, where speech is audible, and where context and extralinguistic background knowledge are supportive.	(a) Performance on in-class activities (b) Performance on the listening section of the quizzes (c) Performance on the listening section of the midterm and the final exams
<b>Reading</b>	By the end of 104, students able to read with a considerable degree of understanding simple, connected texts with some complexities dealing with basic personal and social needs, although may miss some details and occasionally the main ideas of the text. Students demonstrate a developing ability to apply various reading skills depending on the nature of the task (skimming, scanning, guessing meaning, using cognates, reading for gist, etc.)	(a) Performance on in-class reading activities (b) Performance on the reading section of the quizzes (c) Performance on the reading section of the midterm and the final exams
<b>Writing</b>	By the end of 104, students are able to write longer personalized messages mostly concerned with self and things of immediate personal value (e.g. a letter or a note to a pen pal, instructor, a journal entry). Students demonstrate a developing awareness of writing organization and a strong ability <i>to create with the language</i> by creating personalized meaningful, mostly simple and some complex sentences. Despite some linguistic inaccuracies in vocabulary, grammar, and spelling, or interference from native language students' writing can be understood by natives and fluent non-natives accustomed to the writing of non-natives.	(a) Performance on the in-class and homework writing assignments (b) Performance on the free writing section of the midterm and the final exams

## **II. Formative assessment**