**GE Assessment Plan for SPAN 1113 *Intensive Elementary Spanish For Heritage Learners***

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| **GE Expected Learning Outcomes** | **Methods of Assessment**  *\*Direct methods are required. Additional Indirect methods are encouraged.* | **Level of student achievement expected for the GE ELO.**  *(for example define percentage of students achieving a specified level on a scoring rubric)* | **What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?** |
| **ELO 1** |  |  | At the end of each course offering, the instructor will review the data compiled from the GE ELO scoring rubric, identify any deficiencies, and make changes to the lessons/ assignments as appropriate. If the 100% milestone 2/70%  milestone 3 benchmark proves too low, they will discuss adjustments to ensure that students are being challenged to an appropriate level. |
| Students demonstrate basic communicative skills (e.g., listening, speaking, reading, and writing) in a language other than their native language. | GE ELO Scoring Rubric-based evaluation of **Final presentation** (Appendix A) | 100% of students  meeting milestone 2.  70% of students  meeting milestone 3. |
| **ELO 2** |  |  |
| Students learn about the cultural contexts and manifestations of the peoples who speak the language that they are studying. | GE ELO Scoring Rubric-based evaluation of **Final presentation** (Appendix A) | 100% of students  meeting milestone 2.  70% of students  meeting milestone 3 |
| **ELO 3** |  |  |
| Students recognize and understand differences and similarities between the cultures and communities of the language that they are studying and their own. | GE ELO Scoring Rubric-based evaluation of **Final presentation** (Appendix A) | 100% of students  meeting milestone 2.  70% of students  meeting milestone 3 |

**Appendix A: SPAN 1113: GE Outcome Scoring Rubric**

Instructor will put an “x” in the appropriate cell for each ELO and each student based upon their final presentation. The instructor will then compile the number of students who met each milestone (1-4) for each of the ELOs, and this is how the data will be reported (i.e. ELO1: 3 students achieved level 4, 6 students level 3, 15 students level 2, and 4 students level 1).

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|  | **Capstone**  **(4)** | **Milestone**  **(3)** | **Milestone**  **(2)** | **Benchmark**  **(1)** |
| **(ELO 1)** | Student use  grammar structures of the language  clearly through the written script and the oral presentation of their final project. They demonstrate a  **superior** ability to  write (script), speak (oral presentation), read (research of previous work) and listen (instructor questions) carefully. | Student **effectively**  expresses their  ideas and shows ability to write (script), speak (oral presentation), read (research of previous work) and listen (instructor questions) carefully.  Student demonstrates  critical analysis of  class materials. | Student **is able to maintain** a fluid narrative and  expresses some  ideas clearly, but  shows room for  improvement in writing (script), speaking (oral presentation), reading (research of previous work) and listening (instructor questions) carefully. | Student  demonstrates  **limited ability** to  to write (script), speak (oral presentation), read (research of previous work) and listen (instructor questions) carefully. |
| Students demonstrate basic communicative skills (e.g., listening, speaking, reading, and writing) in a language other than their native language. |
| **(ELO2)**  Students learn about the cultural contexts and manifestations of the peoples who speak the language that they are studying. | Student  demonstrates these  abilities through  **superior** written critical analysis, spoken narrative, and class and instructor follow questions. | Student  expresses **above average** understanding of these abilities through written critical analysis, spoken narrative, and class and instructor follow questions. | Student  demonstrates these  abilities through  **basic** written critical analysis, spoken narrative, and class and instructor follow questions. | Student  demonstrates  **very limited**  abilities through  written critical analysis, spoken narrative, and class and instructor follow questions. |
| **(ELO 3)**  Students recognize and understand differences and similarities between the cultures and communities of the language that they are studying and their own. | Student uses  credible and relevant  sources, personal reflection, understanding of semester materials and can compose a coherent and sophisticated spoken narrative. | Student uses mostly  relevant sources, personal reflection, understanding of semester materials and can compose a coherent spoken narrative. | Student **is able to**  access useful  information, and personal reflection,  **but lacks understanding** of semester materials and is only able to compose a basic spoken narrative. | Student demonstrates **very little** to no relevant sources,  displays basic personal reflection, lacks understanding of semester materials and is only able to compose a basic spoken narrative. |