Template

Program ____ SPAN BA ________________

Department _____ Foreign Languages _______________

Number of students enrolled in the program in Fall, 2011 ____ 101 _______

Faculty member completing template Spanish Area Faculty (recorder: Maria Mayberry)
(Date __02-03-2012_______)

Period of reference in the template: 2006-07 to present

1. Please describe your program’s learning-outcomes trajectory since 2006-07:
   Has there been a transformation of organizational culture regarding the establishment of learning outcomes and the capacity to assess progress toward their achievement? If so, during which academic year would you say the transformation became noticeable? What lies ahead; what is the next likely step in developing a learning-outcomes organizational culture within the program?
   [Please limit your response to 200 words or less]

Assessment in the B.A. program in Spanish:
The Goals and Learning Objectives/Outcomes were defined for the B.A. in Spanish in the 2006-2007 Assessment Report. Assessment efforts have also included the development of a matrix of courses which links each course with the goals addressed in that course.

The organizational culture regarding assessment became noticeable in the 2007-2008 academic year with the preparation of the "Rubric for Writing" and the direct assessment of students’ writing skills and knowledge of grammar.

Other assessment activities have included the development of a self-evaluation questionnaire to survey students’ self-assessment of their experience in the Spanish program, the assessment of conversational (speaking and listening) skills—for which the “Rubric for Assessment of Speaking and Listening Skills” was developed in in AY 2009-2010—and the assessment of lower-division courses.

Besides assessment of other learning objectives, what lies ahead is closing the loop: the implementation of changes to strengthen the program at the second and third years—the points of entrance for many of our transfer students—in order to provide students with more writing and conversational practice before advancing to senior courses. The challenge is to restructure the program without increasing the units required to complete the B.A in Spanish.
2. Please list in prioritized order (or indicate no prioritization regarding) up to four desired learning outcomes (“takeaways” concerning such elements of curriculum as perspectives, specific content knowledge, skill sets, confidence levels) for students completing the program. For each stated outcome, please provide the reason that it was designated as desired by the faculty associated with the program.

[Please limit your response per outcome to 300 words or less]

NO PRIORITIZATION. The conversational and writing skills developed through students’ participation in the Spanish B.A. program are interconnected to help students achieve other learning outcomes in the B.A. program. For instance, students are expected to discuss literary and intellectual developments and demonstrate knowledge of history and current social and political developments in the target culture by means of presentations, conversations and written reports in Spanish. Furthermore, students completing a B.A. in Spanish are expected to demonstrate development (D) of sophistication in some courses, while in more senior courses students need to achieve mastery (M) at the level appropriate for graduation from the B.A. program in Spanish.

a) Students engage in conversations in Spanish in a variety of topics under testing conditions. (D & M)
Reason: As mentioned earlier, students are expected to discuss literary and intellectual developments of the target culture in Spanish and to do presentations in Spanish.

b) Students can communicate effectively in written language as evidenced by their ability to write a report in Spanish on a given topic. (D & M)
Reason: As mentioned earlier, students are expected to demonstrate knowledge of history and current social and political developments in the target culture by means of written reports.

c) Students discuss literary and intellectual (history and current social and political) developments in the target culture. (D & M)
Reason: As stated in the Academic Programs website (http://catalog.csus.edu/current/programs/span.html#Minor), students are expected to become aware of historical, social and political development in countries where Spanish is spoken to “enable them to communicate with one of America's rapidly
growing minority groups, as well as to benefit extensively from travel to foreign
countries.”
Furthermore, achievement of this learning outcome will enhance “employment
possibilities in other related fields such as government service, business, criminal
justice, social work, nursing and foreign affairs.” (Departments’ web site
http://www.csus.edu/fl/spanish/Welcome.htm)

d) Students describe linguistic similarities and differences between Spanish and
English. (D & M)

Reason: Achievement of this learning goal will enhance students opportunities to
pursue career plans in teaching, bilingual programs, and translation, as stated in the
Academic Programs website (http://catalog.csus.edu/current/programs/span.html#Minor).

3. **For undergraduate programs only**, in what ways are the set of desired
learning outcomes described above aligned with the University’s
Baccalaureate Learning Goals? Please be as specific as possible.

[Please limit your response to 400 words or less]

All of our departmental learning goals and outcomes are perfectly aligned with the
University’s Baccalaureate Learning Goals as described below.  
Achievement of our first two goals (a. Students engage in conversations in Spanish in
a variety of topics under testing conditions; and b. Students can communicate
effectively in written language as evidenced by their ability to write a report in
Spanish on a given topic) allow students to gain the skills described in goal 3 of the
University’s Baccalaureate learning goals (“Intellectual and practical skills”):
“Inquiry and analysis, critical, creative thinking, written and oral communication as
well as team work and problem solving, practice extensively, across the curriculum,
in the context of progressively more challenging problems, projects and standards for
performance.”
Achievement of our third and fourth goals (c. Students discuss literary and
intellectual (history and current social and political) developments in the target
culture; and d. Students describe linguistic similarities and differences between the
target language and their own) allows students to gain the skills described in goal 2 of
the University’s Baccalaureate learning goals (“Knowledge of Human Cultures”) throughout “study of social sciences, humanities, histories, languages and the arts.”

Moreover, achievement of our third goal (c. Students discuss literary and intellectual
(history and current social and political) developments in the target culture) also
allows students to gain the skills described in goal 4 of the University’s Baccalaureate
learning goals (“Personal and Social Responsibility”): “Civic knowledge and engagement—local and global, intercultural knowledge and competence*, ethical reasoning and action, foundations and skills for lifelong learning anchored through active involvement with diverse communities and real-world challenges.”

Furthermore, achievement of all of these goals allows students to gain competence in Spanish as a field of study and informed understanding of other fields (culture, history, arts, social and political sciences (University’s Baccalaureate learning goals 1 and 5.)

4. For each desired outcome indicated in item 2 above, please:

a) Describe the method(s) by which its ongoing pursuit is monitored and measured.

b) Include a description of the sample of students (e.g., random sample of transfer students declaring the major; graduating seniors) from whom data were/will be collected and the frequency and schedule with which the data in question were/will be collected.

c) Describe and append a sample (or samples) of the “instrument” (e.g., survey or test), “artifact” (e.g., writing sample and evaluative protocol, performance review sheet), or other device used to assess the status of the learning outcomes desired by the program.

d) Explain how the program faculty analyzed and evaluated (will analyze and evaluate) the data to reach conclusions about each desired student learning outcome.

[Please limit your response to 200 words or less per learning outcome]

(If the requested data and/or analysis are not yet available for any of the learning outcomes, please explain why and describe the plan by which these will occur. Please limit your response to 500 words or less.)

a) Students engage in conversations in Spanish in a variety of topics under testing conditions.

Method. Data were collected from three sources: i) Interviews (direct measure), Students’ unofficial transcripts (indirect measure), ii) Self-evaluation questionnaire (indirect measure), and ii) Data gathered by the Office of Institutional Research (indirect measure).
**Students.** Data were collected from a sample of (junior and senior) students enrolled in the phonetics and conversation course. Learners who reported a Spanish-speaking background (native or heritage speakers) were not included to avoid skewing the results (heritage speakers usually exhibit strong listening and speaking skills.) Initial assessment of this learning outcome was done in AY 2009-2010. Data will be collected every three to four years.

**Instrument and Evaluative protocol.** Interviews (see Appendix A) between a native speaker of Spanish and students were used to assess speaking and listening skills (oral fluency, knowledge of grammatical conventions, vocabulary usage, and listening comprehension) using the “Rubric for Assessment of Speaking and Listening Skills” (see Appendix B). A second set of criteria (the ACTFL Proficiency Guidelines for speaking; see [http://www.actfl.org](http://www.actfl.org)) was used to examine stages of proficiency in terms of discourse strategies and uses a holistic rating (i.e., a final score was given for the entire test.)

**Analysis.** Eight interviews were evaluated independently by two raters using the previously mentioned assessment tools. Inter-rater reliability was established statistically.

**b) Students can communicate effectively in written language as evidenced by their ability to write a report in Spanish on a given topic.**

**Method.** Data were collected from: i) Two compositions (direct measure), ii) Self-evaluation questionnaire (indirect measure), and iii) data gathered by the Office of Institutional Research (indirect measure).

**Students.** Initial assessment of this learning outcome was done in AY 2007-2008 among students enrolled in an Advanced Spanish Grammar Course, a course required for Spanish majors. However, there were only two Spanish seniors out of the 28 students enrolled in the course in the Fall 2007.¹ For the AY 2008-2009, Spanish 113 (a literature course) was chosen because 87% of students enrolled in this course were seniors. Data will be collected every three to four years.

**Instrument and Evaluative protocol.** Using the "Rubric for Writing" (see Appendix D), each composition was evaluated for clarity of thesis, knowledge of Spanish conventions in writing, organization and coherence, and vocabulary. The

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¹ Since the, SPAN 110, SPAN 111, SPAN 113, SPAN 114, and SPAN 153 were identified as courses with a majority of seniors.
Rubric for Writing has been revised to identify five levels of proficiency (poor, below average, average, good, excellent.)

**Analysis.** Starting with the AY 2008-2009 report, each of the compositions was evaluated by two raters. Percentages were calculated for general proficiency. Inter-rater reliability was established statistically.

c) **Students discuss literary and intellectual (history and current social and political) developments in the target culture.**

**Method.** This learning was assessed in 2008-2009 by means of a Self-evaluation questionnaire (an indirect method), in which students were asked to self-assess whether the program has helped them to develop familiarity with literary and cultural theories.

Future assessment of this learning outcome, however, will be collected from sample essays (direct measure).

**Students.** Initial assessment of this learning outcome was done among students enrolled in Spanish 113, a literature course with an enrollment of 87% of senior students. Future assessment data will be collected every three years from a random sample of students enrolled in culture and literature courses.

**Instrument and Evaluative protocol.** Assessment was also done using “Rubric for Writing” (see Appendix D), which contains an item that assesses the extent to which the students’ writing show a clear thesis and relevant evidence that adequately supports the thesis. For further assessment of this outcome we are developing a “Rubric for Critical Thinking” to assess multi-cultural and social awareness as well as knowledge of literary and intellectual development in the target culture. See Appendix E for writing sample of student in the major program in Spanish.

**Analysis.** Analysis and evaluation of this learning outcome will be done by two individual raters using the “Rubric for Critical Thinking”. Inter-rater reliability will be evaluated statistically.

d) **Students describe linguistic similarities and differences between the target language and their own.**
Assessment of this learning outcome was initially piloted in Fall 2010; however, the methods by which its ongoing pursuit will be monitored and measured are currently being revised.

In Fall 2010, data were collected from two sources: i) an oral presentation of a Spanish grammar topic (direct measure), and ii) an essay written in Spanish reflecting on the presentation experience (direct measure). In the essay, students reflected on: whether the experience helped them to understand better the topic they presented; any difficulties encountered while participating in this activity; and what they would do different in future class presentations.

Data of this learning outcome will be collected this spring 2012 and, then, every three to four years from a random sample of students enrolled in the Advanced Grammar course. Analysis and evaluation of this learning outcome will be done by two individual raters using the “Rubric for Critical Thinking”. Inter-rater reliability will be evaluated statistically. The essay will be analyzed for content to see whether students understand the linguistic similarities and differences between Spanish and English and whether they can explain a grammatical topic to a group of peers in a clear manner.

5. Regarding each outcome and method discussed in items 2 and 4 above, please provide examples of how findings from the learning outcomes process have been utilized to address decisions to revise or maintain elements of the curriculum (including decisions to alter the program’s desired outcomes). If such decision-making has not yet occurred, please describe the plan by which it will occur.

[Please limit your response to 200 words or less per item]

a) Students engage in conversations in Spanish in a variety of topics under testing conditions.

With respect to speaking and listening skills, the data suggest that students who enter the B.A. program with weak proficiency skills would benefit from completing the lower division sequence (SPAN 2A and 2B) and taking lower division courses such as SPAN 7 (reading), and some upper division courses such as SPAN 47 and SPAN 42 (Conversation in Spanish) that can further develop their writing and conversational skills before attempting to enroll in the more challenging upper division courses. Advising of transfer students is critical to help students obtain the program’s desired outcomes.
b) Students can communicate effectively in written language as evidenced by their ability to write a report on a given topic.
The data indicates that although the majority of learners write compositions scored as "good" or "excellent", many still need to improve their knowledge of grammar and their writing skills. However, although the faculty have approved to have SPAN 47 (Introduction to Composition and Grammar Review) as a required course in the B.A. program before students enroll in SPAN 103 (Advanced Spanish Grammar), the implementation of this change is currently being evaluated in order to avoid increasing the units required to complete the B.A. program in Spanish. It is envisioned, however, that the sequence of courses (SPAN 47, 103 and 106) will strengthen the writing component and provide students with more practice before they advance to senior courses.

c) Students discuss literary and intellectual (history and current social and political) developments in the target culture.
As mentioned above, we have not used a direct method by which to assess this learning outcome. However, data from the Self-evaluation questionnaire shows positive findings. For instance, 85% of students responded positively (44% strongly agreed and 41% agreed) to the statement “Your participation in the program helped you to develop familiarity with literary and cultural theories.”

These preliminary findings suggest that the curriculum is helping students to achieve this learning outcome. Further assessment using a direct method will be implemented to corroborate results.

d) Students describe linguistic similarities and differences between the target language and their own.
Findings from assessment of this learning outcome suggest that many senior students continue to have difficulties with knowledge of the conventions of Spanish, a result that supports the data from the assessment of writing skills. As explained earlier, the implementation of making SPAN 47 (Introduction to Composition and Grammar Review) as a required course in the B.A is being evaluated in order to avoid increasing the units required to complete the B.A. program in Spanish.

6. Has the program systematically sought data from alumni to measure the longer-term effects of accomplishment of the program’s learning outcomes? If so, please describe the approach to this information-gathering and the ways in which the information will be applied to the program’s curriculum.
If such activity has not yet occurred, please describe the plan by which it will occur.
[Please limit your response to 300 words or less]

Starting with our Self-Study report in preparation for the Department of Foreign Language Program Review, the program began collecting data from alumni to measure the long-term effects of achievement of the program’s learning outcomes. Two surveys were designed and used during spring 2010 and summer 2010.

Using the resources of the Offices of Institutional Research and Alumni Relations, along with the help of faculty who maintain contact with alumni, a number of students who completed the program were identified and contacted by e-mail with a link to “Survey Monkey.” Overall, there were 56 alumni (from majors, minors and M.A. programs) who responded to the survey.

The responses to these surveys show that two of the overall learning goals, “Gain knowledge and understanding of other cultures” and “Develop insight into the nature of language and culture,” appear to be program strengths.

Also, responses to the survey provided information regarding—for example—how students use the foreign language they have learned, and whether there are any areas of language and cultural acquisition that students wish had been addressed in their Foreign Language degree program.

The information gathered from the surveys will be applied to enhance the program’s curriculum. Currently, as mentioned later in this report, we are exploring ways to collaborate with other CSUS programs.

7. Does the program pursue learning outcomes identified by an accrediting or other professional discipline-related organization as important? Does the set of outcomes pursued by your program exceed those identified as important by your accrediting or other professional discipline-related organization? [Please limit your response to 300 words or less]

The learning goals pursued by the B.A. program are based on the Standards for Foreign Language Learning in the 21st Century (1999), adopted nationally, known as "The Five Cs" (Communication, Cultures, Connections, Comparisons, Communities) of foreign language education. The standards resulted from a collaborative project of a task force of eleven Foreign Language associations (http://www.actfl.org/i4a/pages/index.cfm?pageid=3392).
8. Finally, what additional information would you like to share with the Senate Committee on Instructional Program Priorities regarding the program’s desired learning outcomes and assessment of their accomplishment? [Please limit your response to 200 words or less]

As stated in our website (http://www.csus.edu/fl/spanish/Welcome.htm,) students who complete our B.A. in Spanish “are well-prepared to pursue the Single Subject Teaching Credential in Spanish, to apply to the Master of Arts Program in Spanish, and to enhance employment possibilities in other related fields such as government service, business, criminal justice, social work, nursing and foreign affairs.”

The Language and Student Teacher Supervision in Spanish—part of the Single Subject Teaching Credential—is done in collaboration with the Department of Education. We are also working on a preliminary proposal to have an Interdisciplinary Major in collaboration with TESOL in the Department of English. We have also started work on a proposal to develop a partnership with the Division of Nursing.

Currently, the department has a Tutoring Program. We have also started to explore possibilities for upper-division and graduate students to participate as Teaching Assistants in lower-division courses in Spanish to help them further develop their tutoring and teaching experience.

The idea behind these projects is to connect with other programs—inside and outside our department—in order to promote our department as a “center of excellence” around language areas, as suggested by our external reviewer, Edith Benkov in her Report of April, 2011.
Interview to assess oral skills as part of the Assessment work and Program review for the Foreign Language Department for seniors (Appendix A)

1. ¿Cómo ha sido este semestre para tí?
   ‘How has this semester been for you?’

2. ¿Crees que ha sido difícil o fácil?
   ‘Do you think this semester has been hard or easy?’

3. ¿Qué es lo más difícil que has tenido que hacer este semestre? ¿Y lo más fácil?
   ‘What has been the hardest thing to do this semester?’ ‘And the easiest?’

4. Describe el día más difícil que has tenido durante tus estudios aquí en Sac State.
   ‘Describe the hardest day you have had during your time studying at Sac State’.

5. ¿Qué es lo que más te ha gustado de tus estudios aquí en Sac State?
   ‘What have you liked the most about your studies at Sac State?’

6. ¿Y qué vas a hacer durante las vacaciones de invierno?
   ‘And, what are you going to do during the winter break?’

7. ¿Cuáles son tus planes cuando termines tus estudios?
   ‘What are your plans after finishing your studies?’
<table>
<thead>
<tr>
<th>STUDENT</th>
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<th>TOPIC</th>
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<th>2</th>
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**Oral Fluency**
- Mostly answers in English (20)
- Few Spanish isolated words
- Does not communicate in Spanish

**Grammar (speaking)**
- Shows no mastery of conventions; poor grammar;
- Verbs are often lacking
- Absence of agreement of nouns, articles and adjectives (13)

**Vocabulary (speaking)**
- Vocabulary is essentially translation
- Invented words
- Clear projection from English; *meaning is obscured.* (17)

**Listening comprehension**
- Does not understand:
  - Slower rate of speech or frequent repetitions
  - Isolated words
  - High frequency phrases (17)

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<tr>
<th><strong>Overall Evaluation</strong></th>
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<tr>
<td><strong>Excellent</strong></td>
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<tr>
<td>(90-100)</td>
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<tr>
<td><strong>Grade 1</strong></td>
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<td><strong>Grade 2</strong></td>
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**Comments**
Average and Statistical Analysis of scores to determine inter-rater reliability (Appendix C)

**Overall Proficiency**

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<td>student 2</td>
<td>90.94 N+</td>
</tr>
<tr>
<td>student 2</td>
<td>91.13 A-</td>
<td>student 3</td>
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<td>90.94 91.13</td>
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**Correlation**

|          | 0.974 |

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<tr>
<th>Oral Fluency</th>
<th>Grammar (speaking)</th>
<th>Vocabulary (speaking)</th>
<th>Listening Comprehension</th>
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<tr>
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<td>Rater 1</td>
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**Correlation**

<p>|          | 0.958 |
|          | 0.940 |
|          | 0.866 |
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<th>STUDENT</th>
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<th>1. <strong>Poor</strong></th>
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<th>3. <strong>Good</strong></th>
<th>4. <strong>Excellent</strong></th>
<th>(Rating)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Thesis</strong></td>
<td>Thesis is missing and/or absence of relevant evidence.</td>
<td>Thesis is ambiguous or very vague or ignores the purpose of the assignment; evidence loosely related to the writing task.</td>
<td>Thesis is fairly clear and matches the writing task, although evidence sometimes is irrelevant or inadequate to support all statements.</td>
<td>Thesis is original, clear and closely matches the writing assignment; evidence is relevant and adequately supports the thesis.</td>
<td>(20)</td>
<td>(21-22)</td>
<td>(23-25)</td>
</tr>
<tr>
<td><strong>Knowledge of Conventions</strong></td>
<td>Shows no mastery of conventions; poor grammar; virtually no mastery of sentence construction rules; does not communicate; dominated by errors of spelling, punctuation, capitalization, paragraphing, and accent marks.</td>
<td>Major weaknesses in grammar that cause significant distraction; frequent errors in word order, agreement, tense, number, articles, pronouns, prepositions; reads like a translation from English; frequent errors of spelling, punctuation, capitalization, paragraphing, and accent marks; meaning is confused or obscured.</td>
<td>Few grammatical errors that cause the reader some distraction; effective but simple constructions; several errors in word order, agreement, tense, number, articles, pronouns, prepositions; occasional errors of spelling, punctuation, capitalization, paragraphing, and accent marks, but meaning seldom obscured.</td>
<td>Shows mastery of conventions of construction of sentences (word order, agreement, tense, number, articles, pronouns, prepositions); mastery of conventions of spelling, punctuation, capitalization, paragraphing, and accent marks.</td>
<td>(13)</td>
<td>(14-16)</td>
<td>(17-18)</td>
</tr>
<tr>
<td><strong>Organization and Coherence</strong></td>
<td>No explicit relationships among ideas in the paper; no transitions; many one-sentence paragraphs.</td>
<td>Frequent digressions; loose connection of ideas; few transitions; serious omissions or underdevelopment.</td>
<td>Some irrelevant ideas/paragraphs included; some ideas omitted or not fully developed; transition from one idea to next somewhat fluid.</td>
<td>Order of ideas is clear, and logical; paragraphs have topic sentences, transitions, and are internally coherent.</td>
<td>(17)</td>
<td>(18-19)</td>
<td>(20-22)</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>Vocabulary is essentially translation; invented words; clear projection from English.</td>
<td>Limited range of vocabulary, literal translation, frequent errors of word/idiom form, choice, usage; meaning is confused or obscured.</td>
<td>Adequate range of vocabulary; occasional errors of word/idiom form, choice, and usage, but meaning is not obscured.</td>
<td>Extensive and sophisticated range of vocabulary; precise and effective use of word/idiom choice and usage, appropriate register</td>
<td>(17)</td>
<td>(18-19)</td>
<td>(20-22)</td>
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**Overall Evaluation**

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<th>Grade</th>
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<td>70-79</td>
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<tr>
<td>Poor</td>
<td>&lt;69</td>
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**Comments**
Lo que he aprendido al preparar esta presentación

Al preparar una presentación uno tiene que estar preparado. Uno se preparar con leer y estudiar el tema. El explicar tiene mucha importancia para entonces poder presentar en una forma fácil de entender, para alguien que posiblemente no reviso todos los detalles de la materia. Al leer y estudiar el tema, crear un examen y practicar la presentación puede encontrar lo que estaba haciendo bien y lo que tenía que cambiar. El presente progresivo, el tema que me toco, es fácil y difícil.

El tema es fácil para unos y para otros no es tan fácil el presente progresivo. El presente progresivo es un tema que tuve que leer varias veces para entenderlo completamente. Al estudiarlo un poco más, pude realizar que realmente no es tan difícil, no mas hay que poner atención a las reglas. Lo que hice para estudiar el tema es repasar el libro y los folletos que nos dio. Los folletos fueron de gran ayuda.

Al crear un examen no solo puede ayudar a los compañeros de clase entender el tema de presente progresivo, pero también me ayudo a mi. El examen lo repase varias veces para asegurar que los puntos más importantes estuvieran en el examen. Corregí los exámenes y pude ver que unos pudieron entender el tema y otros necesitaban más tiempo o más explicación. La siguiente vez que tenga que hacer una presentación, voy asegurarme que nadie en la clase tenga preguntas.

Algo súper importante es el practicar la presentación para saber si el tiempo va bien y también lo que posiblemente tiene uno que cambiar. Practique la presentación en la casa
de me hermana, y a ella le pareció bien. Y al terminar la presentación en frente de los compañeros de clase, vi que estuvieron contentos o es decir que pudieron entender la materia que estaba presentando.

A fin de todo, la presentación fue un experiencia que nunca antes había tenido. Lo que hice al leer y estudiar la materia, crear un examen bien preparado y practicar en frente de mi hermana, hizo que la presentación me fuera bien. Bueno es lo que pienso yo.