Template

Program ___SPAN Minor____________

Department ___Foreign Languages__________

Number of students enrolled in the program in Fall, 2011 ______58____

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 Minor program in Spanish:
The courses required for the Minor in Spanish are also part of the courses required for the B.A. in Spanish. Therefore, the Goals and Learning Objectives/Outcomes were defined for the Minor in Spanish when the goals and outcomes were developed for the Bachelor's degree in Spanish in 2007. The difference between the Major and Minor is Spanish is that students in the Minor are required to take less coursework to demonstrate development (D) of sophistication in some courses and to achieve mastery (M) level in other courses.

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 direct assessment of lower-division courses, in particular Spanish 1B (the Elementary Spanish course that fulfills the Foreign Language requirement,) and the assessment of conversational (speaking and listening) skills.

Besides assessment of other learning objectives, what lies ahead is the implementation of changes to strengthen the program at the second and third years—the points of entrance for many of our students that minor is Spanish—keeping in mind that the Minor program in Spanish is a feeder to the Spanish B.A.
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 Minor program are interconnected to help students achieve other learning outcomes in the minor program. For instance, students are expected to demonstrate knowledge of everyday or "popular" culture, such as eating, shopping, travel, lodging by means of presentations, conversations and written reports in Spanish. Furthermore, although most of the learning outcomes are introduced (I) at the basic level in coursework for the Minor in Spanish, in some courses students are expected to demonstrate development (D) of sophistication. There are some courses, such as Advanced Spanish Composition and Advanced Spanish Grammar, in which students need to achieve a mastery (M) level.

a) Students engage in conversations in Spanish in a variety of topics under testing conditions. (I & D)

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. Furthermore, as stated in the Academic Programs website (http://catalog.csus.edu/current/programs/span.html#Minor), “Most coursework lends itself to a practical acquisition of the necessary language skills for effective communication.”

b) Students can communicate effectively in written language as evidenced by their ability to write a report in Spanish on a given topic. (I, 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 demonstrate knowledge of everyday or "popular" culture, such as eating, shopping, travel, lodging. (I and D)

Reason: As stated in the Academic Programs website (http://catalog.csus.edu/current/programs/span.html#Minor), “a working knowledge of Spanish will enable (students) 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. (I & D)
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 learning goals and outcomes of the Spanish Minor 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 demonstrate knowledge of everyday or "popular" culture, such as eating, shopping, travel, lodging; 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 demonstrate knowledge of everyday or "popular" culture, such as eating, shopping, travel, lodging) 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 allow 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. See Appendix F for writing sample of a student in the minor program.

**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 Rubric for Writing has been revised to identify five levels of proficiency (poor, below average, average, good, excellent.)

¹ Since the, SPAN 110, SPAN 111, SPAN 113, SPAN 114, and SPAN 153 were identified as courses with a majority of seniors.
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 demonstrate knowledge of everyday or "popular" culture, such as eating, shopping, travel, lodging. (I and D)

Method. Systematic assessment of this learning goal started in fall 2008, with the diagnostic exam (a direct measure) that has been administered to a sample of SPAN 1B sections. This pre-test measures the overall proficiency level of the students enrolled in this course and examines whether students have forgotten any material since they first took SPAN 1A or an equivalent course (in High School or at a community college). This learning outcome was also assessed with two surveys (indirect measure) that were administered during the spring and summer of 2010.

Students. The Student Survey was administered to all of the students taking first year language courses. Also, students in a random sample (about 50%) of upper-division courses in Spring 2010 were also surveyed. The diagnostic exam will continue to be administered every semester from students enrolled in sample SPAN 1B sections.

Instrument and Evaluative protocol. Starting in spring 2012, assessment of the diagnostic exam will be done using a rubric (see Appendix E) that includes four categories: task completion, accuracy, vocabulary and cultural appropriateness.

Analysis. Analysis and evaluation of this learning outcome will be done by comparing the results from the pre-test to the post-test that we will start to be administered at the end of this spring 2012. The comparison results will examine program impact.

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 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 Minor 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 courses with more intense writing expectations.

c) Students demonstrate knowledge of everyday or "popular" culture, such as eating, shopping, travel, lodging.
Although the findings of the surveys—presented in our Program Review Self-study (2009-2011)—were not categorized by language, responses to these surveys show that “of the 747 students (including major, minor and master’s students) who responded to the question “The F. L. program has helped me learn about differences and similarities with other cultures (Likert #3),” 83% total gave positive responses; [45.2% strongly agreed and 37.8% agreed] with this statement.” (page 25, Program Review Self-Study—2009-2011.)
However, results from the diagnostic exam that was administered to sample sections of SPAN 1B in fall 2008 show an average score of 50 out of a possible grade of 100. Furthermore, more than half of those surveyed took their previous Spanish class more than 2 years ago. In spring 2010, the average of the diagnostic exam was 46.48 and one-third had taken a Spanish course more than 4 years ago. These findings underscore the necessity of continuing to offer as many Spanish 1A courses as possible, especially for those students who need to relearn the material of the first-semester course because too much time has elapsed.

d) Students describe linguistic similarities and differences between the target language and their own.
Findings from assessment of this learning outcome suggest that many students with a Minor in Spanish 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 before SPAN 103 (Advanced Spanish Grammar) is being evaluated in order to avoid increasing the units required to complete the Minor 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 Minor program in Spanish 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 the Academic Programs website (http://catalog.csus.edu/current/programs/span.html#MA,) “Many students find that the acquisition of skills in Spanish is a valuable adjunct to their career goals in other areas such as business administration, public administration, international relations, etc.”

We are currently 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>
<th>DATE</th>
<th>TOPIC</th>
<th>1 Poor</th>
<th>2 Average</th>
<th>3 Good</th>
<th>4 Excellent</th>
<th>(Rater) 1</th>
<th>(Rater) 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Fluency</td>
<td>- Mostly answers in English - Few Spanish isolated words - Does not communicate in Spanish (20)</td>
<td>- Isolated words - Memorized phrases - Attempts sentences with some success - Basic objects, people, and places, predictable topics - Long pauses (21-22)</td>
<td>- Simple conversation at sentence level - Uses language creatively - Everyday topics and some academic topics - Describes successfully (23-25)</td>
<td>- Paragraph-level discourse - Academic topics and topics of personal and general interest - Narrates successfully - Organizes and connects speech smoothly - Emerging ability to hypothesize on abstract topics (26-30)</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar (speaking)</td>
<td>- Shows no mastery of conventions; poor grammar; - Verbs are often lacking - Absence of agreement of nouns, articles and adjectives (13)</td>
<td>- Memorized phrases - Little or no awareness of syntax - Use verbs, but verbs are often not conjugated - Attempts at agreement (nouns, articles, adjectives) with many inaccuracies (14-16)</td>
<td>- Verbs conjugated, but may be inaccurate - Mostly present tense, though an awareness of other tenses evident - Some agreement (nouns, articles, adjectives) inaccuracies (17-18)</td>
<td>- Good control of present, past, and future tenses - Some patterns of error may persist - Errors seldom interfere with communication - Uses increasingly complex structures (19-20)</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
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<tr>
<td>Vocabulary (speaking)</td>
<td>- Vocabulary is essentially translation - invented words - clear projection from English; meaning is obscured. (17)</td>
<td>- Limited range of vocabulary (basic objects, places, kinship terms); - High frequency expressions or specific topic areas - Literal translation and frequent errors of word/idiom form, choice, usage - Frequent search for words - Uses some native language; meaning is confused. (18-19)</td>
<td>- Adequate range of vocabulary for questioning and making simple statements (concrete topics of personal interest and some academic subjects) - Occasional errors of word/idiom form, choice, and usage - Attempts circumlocution - May use native language; meaning is not obscured. (20-22)</td>
<td>- Extensive and sophisticated range of vocabulary for discussing a variety if topics, both social and academic - Precise and effective use of word/idiom choice and usage - Appropriate register - Effective circumlocution - Rarely uses native language (23-25)</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
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<tr>
<td>Listening comprehension</td>
<td>Does not understand: - slower rate of speech or frequent repetitions - Isolated words - High frequency phrases (17)</td>
<td>Understands: - Slower rate of speech, frequent repetitions - Isolated words and high frequency phrases, questions and commands - Some new sentences with contextual support (18-19)</td>
<td>Understands: - Fairly normal rate of speech - Sentence-level speech in new contexts, sometimes with contextual support - Few problems with everyday topics (20-22)</td>
<td>Understands: - Normal rate of speech - Main ideas and details - Aware of connectors - May have difficulty with highly idiomatic speech (23-25)</td>
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<td>2</td>
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**Overall Evaluation**

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<th>Grade</th>
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<tr>
<td>(90-100)</td>
<td>(60-69)</td>
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<table>
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<tr>
<th>Grade</th>
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<tbody>
<tr>
<td>(90-100)</td>
<td>(60-69)</td>
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**Comments**
Average and Statistical Analysis of scores to determine inter-rater reliability (Appendix C)

### Overall Proficiency TOTALS

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<tr>
<th></th>
<th>ACTFL - rate</th>
<th>ACTFL - rate</th>
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<tbody>
<tr>
<td>Rater 1</td>
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<td>Average</td>
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<td>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>
<td>Rater 1</td>
<td>Rater 2</td>
<td>Rater 1</td>
<td>Rater 2</td>
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<tr>
<td>Average</td>
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<td>85.42</td>
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**Correlation** 0.958 0.940 0.866 0.986
**Writing Rubric (Appendix D)**

**California State University, Sacramento**

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<tr>
<th>STUDENT</th>
<th>DATE</th>
<th>TOPIC</th>
<th>1 Poor</th>
<th>2 Average</th>
<th>3 Good</th>
<th>4 Excellent</th>
<th>(Rating)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis</td>
<td>Thesis is missing and/or absence of relevant evidence. (20)</td>
<td>Thesis is ambiguous or very vague or ignores the purpose of the assignment; evidence loosely related to the writing task. (21-22)</td>
<td>Thesis is fairly clear and matches the writing task, although evidence sometimes is irrelevant or inadequate to support all statements. (23-25)</td>
<td>Thesis is original, clear and closely matches the writing assignment; evidence is relevant and adequately supports the thesis. (26-30)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge of Conventions</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. (13)</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. (14-16)</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. (17-18)</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. (19-20)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Organization and Coherence</td>
<td>No explicit relationships among ideas in the paper; no transitions; many one-sentence paragraphs. (17)</td>
<td>Frequent digressions; loose connection of ideas; few transitions; serious omissions or underdevelopment. (18-19)</td>
<td>Some irrelevant ideas/paragraphs included; some ideas omitted or not fully developed; transition from one idea to next somewhat fluid. (20-22)</td>
<td>Order of ideas is clear, and logical; paragraphs have topic sentences, transitions, and are internally coherent. (23-25)</td>
<td></td>
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</tr>
<tr>
<td>Vocabulary</td>
<td>Vocabulary is essentially translation; invented words; clear projection from English. (17)</td>
<td>Limited range of vocabulary, literal translation, frequent errors of word/idiom form, choice, usage; meaning is confused or obscured. (18-19)</td>
<td>Adequate range of vocabulary; occasional errors of word/idiom form, choice, and usage, but meaning is not obscured. (20-22)</td>
<td>Extensive and sophisticated range of vocabulary; precise and effective use of word/idiom choice and usage, appropriate register (23-25)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Overall Evaluation**

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Good</th>
<th>Average</th>
<th>Poor</th>
<th>Grade _____/100</th>
</tr>
</thead>
<tbody>
<tr>
<td>(90-100)</td>
<td>(80-89)</td>
<td>(70-79)</td>
<td>(&gt;69)</td>
<td></td>
</tr>
</tbody>
</table>

**Comments**
Rubric to be used with both Pre-Test and Post-Test of SPAN 1B (Appendix E)

<table>
<thead>
<tr>
<th>Semester: ____________</th>
<th>Language: ____________</th>
<th>Date: ________________</th>
<th>Total: ____________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task Completion</td>
<td>Accuracy</td>
<td>Vocabulary</td>
<td>Cultural appropriateness</td>
</tr>
<tr>
<td>3</td>
<td>Superior completion of task; addresses prompt with rich content that includes ideas developed with elaboration and detail. (3)</td>
<td>Good control of basic syntactic structures; appropriate use of grammar, with sporadic errors in complex structures. (3)</td>
<td>Wide range of new vocabulary and idioms, with sporadic errors. (3)</td>
</tr>
<tr>
<td>2</td>
<td>Adequate completion of task; addresses prompt with appropriate content that includes ideas with some elaboration and detail. (2)</td>
<td>Some control of basic syntactic structures; some errors in grammar sometimes interfere with comprehensibility. (2)</td>
<td>Good range of new vocabulary and idioms; some inappropriate vocabulary and idioms interfere with comprehensibility. (2)</td>
</tr>
<tr>
<td>1</td>
<td>Partial completion of task; addresses prompt with appropriate but incomplete content; basic ideas with little elaboration or detail. (1)</td>
<td>Limited control of basic syntactic structures; errors in grammar frequently interfere with comprehensibility or results in very fragmented language. (1)</td>
<td>Insufficient and inaccurate vocabulary and idioms constantly interfere with comprehensibility. (1)</td>
</tr>
<tr>
<td>0</td>
<td>Minimal completion of task; does not address prompt; content is undeveloped and/or somewhat repetitive. (0)</td>
<td>Lack control of basic syntactic structures; errors in grammar significantly interfere with comprehensibility and results in very fragmented language. (0)</td>
<td>Very limited and/or inappropriate use of vocabulary and idioms prevent comprehensibility. (0)</td>
</tr>
</tbody>
</table>

Task Completion: ____________ Accuracy: ____________ Vocabulary: ____________ Cultural appropriateness: _______
Lauren XXXXX       (Appendix F)
Spanish 103
Profesora Mayberry

Lo que he aprendido

Cuando yo hacía exposiciones en mis clases de secundaria y la universidad, era muy fácil. No tenía miedo de hablar en frente de personas o de preparar presentaciones. Sin embargo, cuando yo hizo esta exposición este semestre, era muy difícil. Cuando yo tengo que hacer exposiciones de español, es siempre diferente y más difícil que de otras exposiciones porque tengo que pensar en otro idioma y entonces, hablar y ojalá que personas me entienden. Aprendí mucho sobre la planificación de una exposición de español como que yo debo incluir y no incluir, las dificultades de hablar en frente de la clase y yo creo que si yo hace una exposición otra vez, yo lo puedo mejor.

Cuando yo oí que yo fue responsable para presentar “La Secuencia de Tiempos” el segundo día de clase, no había oído del tema. Estaba nerviosa porque no era familiar con el tema. Sin embargo, había información en nuestro libro y la profesora nos enseñó sobre “La Secuencia de Tiempos” por una clase. Aprendí que la secuencia de tiempos es muy importante y es útil para saber que tenso las cláusulas (en la misma oración) necesitan. Yo hizo atención a mi profesora y quise enseñar como ella. Fui a las horas de oficina también. Usé mis notas de mi profesora y el libro para hacer mi proyecto. Había mucha información pero no quería sobrecargar mis compañeros información. Yo escogí hablar sobre las reglas básicas del tema como si la primera cláusula es WERIDO o no WEIRDO y que quiere decir la cláusula. La primera cláusula en una oración es muy importante. Escogí usar la línea de tiempo en mi exposición porque es una gráfica buena que los estudiantes pueden usar para conectar la cláusulas a los tensos de verbos.

En el día de la exposición, cuando estaba de pie enfrente de la clase, se me olvidó que quise decir. Estuve muy nerviosa. Durante mi exposición, yo vería mis compañeros no entendieron “La Secuencia de los tiempos”
muy bien pero yo no supe explicar el tema mejor en español. Estaba agradecido por la ayuda de la profesora. Yo sé los aspectos de gramática pero necesito mejorar hablando en español.

Creo que había confusión demasiado después mi exposición. Cuando yo califique las pruebas, muchas personas hicieron errores en las pruebas. Creo que yo necesité repasar los tensos de verbos de indicativo y subjuntivo.

Ahora, creo que esta experiencia me ayudó con la planificación de una exposición. Aprendí que es importante para empezar trabajo temprano, dar “handouts” y pruebas y prever preguntas de mis compañeros. El próxima vez, pensaré sobre la dificultades y preguntas mis compañeros van a tener y practicaré dando respuestas buenas.