

Assurance of Student Learning 2019-2020	
PCAL	Modern Languages
SPANISH 778	

Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.

Student Learning Outcome 1: Students will demonstrate an ability to analyze a literary text.

Instrument 1	Students complete an analytical essay in SPAN 374 or 376 (see attached rubric)
Instrument 2	Exit exam: Students are assessed for their ability to analyze a brief literary text during the timed exam.
Instrument 3	

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.

Met **Not Met**

Student Learning Outcome 2: Students will demonstrate oral and written competence in the language.

Instrument 1	SPAN 370 470 final oral interviews.(see attached rubrics)
Instrument 2	Exit exam: the 3 Spanish faculty conduct an oral interview with Spanish majors in Spanish about a variety of topics. Students write an extemporaneous essay in Spanish with a time limit.
Instrument 3	STAMP test

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.

Met **Not Met**

Student Learning Outcome 3: Students will demonstrate an ability to express their ideas about relevant cultural topics in the Hispanic world.

Instrument 1	SPAN 331, 345 oral tasks; SPAN 372, 373 presentations. (see attached rubric)
Instrument 2	Exit exam: Students read a cultural text and express their ideas about the information presented.
Instrument 3	

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.

Met **Not Met**

Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)

As you will see from the data provided, our students met the assessment goals for each outcome. We have a strong program and prepare our students well to be workforce ready. We were tasked by CAPE to transform. We researched what the leading, benchmark and regional universities offered and what the workplace required and developed four new concentrations: Health Sciences and Health Care, International Business, Communication and Legal Studies. These concentrations were finally approved by May and have been put in place. We are working on advertising these concentrations with our Spanish majors, minors and undeclared students as well as through the different advisors and colleges at WKU. After the spring semester, we are going to evaluate if the assessments need to be modified to better work with the courses and concentrations we have in place as well as with the objectives to better prepare our students for the workplace.

As part of our transformation, we also researched and developed four certificates. These certificates went through all the different curriculum committees and were approved at every instance, except the Board of Regents. Our commitment with WKU mission statement to prepare "students of all backgrounds to be productive, engaged, and socially responsible citizen-leaders of a global society" goes beyond our majors and minors. We are committed to put in place these certificates so students who might not be able to devote their time to a major can be awarded with the credentials for the workplace: 1) the development of language skills at the intermediate low level (Language Certificate in Spanish) - [now more important than ever, due to the elimination of the language requirement at WKU], 2) the development of an interdisciplinary understanding of Latin America and /or the Latinx population to work in the United States or abroad for work in this region or with the target population, 3) the further development of language skills and cultural knowledge for use in academic and professional settings -fundamental to our core commitment of valuing Heritage speakers' cultural and language background (Certificate for Professional Spanish for Heritage Speakers) and 4) the development of the technical and advanced language skills and knowledge employed to better serve the Hispanic population getting access to different health and other services.

Student Learning Outcome 1			
Student Learning Outcome	Students will demonstrate an ability to analyze a literary text.		
Measurement Instrument 1	Students complete an analytical essay in SPAN 374 or 376 that is evaluated with the attached rubric.		
Criteria for Student Success	A score of 70% or better on the essay		
Program Success Target for this Measurement	80%	Percent of Program Achieving Target	90%
Methods	Content, Analysis, Organization, Language use and grammar, vocabulary, MLA format are all evaluated. All the students in each class completed an analytical essay -- SPAN 374 (15 students) and SPAN 376 (17 students). Dr. Pertusa analysed the essays in her SPAN 374 course and Dr. Lenk in her SPAN 376 course.		
Measurement Instrument 2	Exit exam		
Criteria for Student Success	On the exit exam they will obtain a passing score of 3 out of 5 (equivalent to a C, which is required for courses to count towards the major). (3=meets expectations, 4= exceeds expectations, and 5 = superior) We applied ACTFL standards and our target was for students to reach intermediate high.		
Program Success Target for this Measurement	At least 80% of Spanish majors will obtain a passing score of 3 out of 5.	Percent of Program Achieving Target	100%
Methods	All graduating seniors that are identified by the system are notified and given the exam. For fall 2019, this was 8 students The 3 Spanish faculty that give upper-division courses assess students. The exams are not anonymized.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.			Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
The 3-5 scale means that our students are meeting expectations according to the ACTFL standards for an intermediate high level. There is a consensus across the board at the university level for students finishing the major with an intermediate mid to intermediate high level.			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
As indicated above, our students met the assessment goal. After the spring of 2021, we will evaluate as part of our process of transformation and if we need to modify our current outcomes and assessments based on our new concentrations.			

Student Learning Outcome 2			
Student Learning Outcome	Students will demonstrate oral and written competence in the language.		
Measurement Instrument 1	SPAN 370/470 final oral interviews		
Criteria for Student Success	Based on a rubric that includes evaluation of functions, text type, and comprehensibility, the goal is for students to achieve intermediate mid in 370 and intermediate high in 470.		
Program Success Target for this Measurement	80%	Percent of Program Achieving Target	100%
Methods	As part of these courses, students are assessed in a final oral interview. They do self-assessment as well at the beginning and end of the semester. (see attached rubric) Each professor teaching the course assessed the final oral interview- In SPAN 370 , Dr. Lenk (Fall 2019 - 16 students and Spring 2020 - 17 students) and -in SPAN 470, Dr. Stewart (Fall 2019 - 11 students)		
Measurement Instrument 2	Exit exam The Spanish faculty conduct an oral interview with Spanish majors in Spanish about a variety of topics and write an extemporaneous essay in Spanish.		
Criteria for Student Success	Will obtain a passing score of 3 out of 5 (equivalent to a C, which is required for courses to count towards the major). (3=meets expectations, 4= exceeds expectations, and 5 = superior)The target was for students to reach intermediate high, according to ACTFL standards.		
Program Success Target for this Measurement	At least 80% of Spanish majors will obtain a passing score of 3 out of 5.	Percent of Program Achieving Target	100%
Methods	Fall 2019 8 students took the exit exam, which included an interview and production of a timed essay. (see attached rubric)		
Measurement Instrument 3	EXIT EXAM		
Criteria for Student Success	Scoring at least Intermediate high or above per ACTFL scale on the writing, listening, reading, and speaking sections of standardized exam.		
Program Success Target for this Measurement	At least 80% of Spanish majors will obtain a rating of Intermediate high	Percent of Program Achieving Target	100% reading; 100% listening, 88 % writing; 88% speaking
Methods	Spring 2020 8 of 8 scored at Intermediate high or above on reading; 8 of 8 scored at Intermediate high or above on listening; 7 of 8 scored at Intermediate high or above on writing; 7 of 8 scored at Intermediate high or above on speaking. One of our students rated at the Intermediate Mid-High in the writing part and speaking part. The median of our students rated at the Advanced Mid.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.			Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
During the spring semester, due to COVID19, time and budget constraints, we were not able to implement the STAMP test for assessment of our graduating seniors. Although, using a standardized test has certain limitations, it seems to be the most feasible way to assess our seniors. We will need to evaluate the best exam and figure out a way to take care of budget, administering the exam, time and technical issues. We have also had conversations with the Dean's office about implementing an assessment mid-way, after SPAN 370 and SPAN 371, and then using the same instrument after their last Spanish class. In order for this to be a way to assess students and allow them to further develop weakest skills, it is important to develop materials and assign a professor who can guide their process. It will be up to the university to see the relevance and importance of this to approve the necessary funds for this purpose.			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
As indicated above, our students met the assessment goal. We are currently in the process of the implementation of our transformation as per CAPE and may modify our			

current outcomes and assessments based on the changes we make, with regard to the tracks and certificates. We are looking at other tools (such the APPL, the new AATSP test, and the OPIC).

Student Learning Outcome 3			
Student Learning Outcome	Students will demonstrate an ability to express their ideas about relevant cultural topics in the Hispanic world.		
Measurement Instrument 1	SPAN 331, 345 oral tasks; SPAN 372, 373 presentations on contemporary cultural topics.		
Criteria for Student Success	A score of 75% on the task or presentation.		
Program Success Target for this Measurement	80%	Percent of Program Achieving Target	100%
Methods	Presentations and oral tasks are evaluated with class-specific rubrics that take into account expression of ideas and content. The level and content will vary according to the class.		
Measurement Instrument 2	Exit exam Students read a contemporary cultural text and answer questions, expressing their ideas about the information presented.		
Criteria for Student Success	Will obtain a passing score of 3 out of 5. (3=meets expectations, 4= exceeds expectations, and 5 = superior)		
Program Success Target for this Measurement	At least 80% of Spanish majors will obtain a passing score of 3 out of 5.	Percent of Program Achieving Target	100%
Methods	After reading the text, students answer questions about content and cultural issues treated in the text. (see rubric attached) Each professor teaching the course assessed the presentations- In SPAN 331 , Dr. Pertusa (Fall 2019 - 17 students), in SPAN 345, Dr. Lenk (Spring 2020- 22 students), in SPAN 372, Dr. Lenk (Spring 2020- 21 students and in SPAN 373, Dr. Stewart (Fall 2019 - 12 students)		
Measurement Instrument 3			
Criteria for Student Success			
Program Success Target for this Measurement		Percent of Program Achieving Target	
Methods			
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.			Met
Not Met			
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
As indicated above, our students met the assessment goal. We are currently in the process of transformation as per CAPE and may modify our current outcomes and assessments based on the changes we make, with regard to the tracks and certificates. We are looking at other tools (such as the APPL, the new AATSP test, and the OPIC). As we move forward and solidify our transformed program, we will be evaluating assessment tools.			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
We expect to evaluate our outcomes and assessment after the spring of 2021.			

Title:

Nota: ____ / 25

Possible points	5	4	3	2-1-0
Content / 5	Addresses all aspects of topic. Thesis very clear. Ideas thoroughly developed with good range of detail and specific examples. Provides excellent background information (geographical, historical, political, etc) which is well connected with the topic*	Adequately addresses topic. Thesis mostly cleared. Ideas mostly developed with moderate range of detail and specific examples. Provides adequate background information (geographical, historical, political, etc) which is well connected with the topic	Addresses some aspects of the topic. Thesis partially cleared. Ideas partially supported. Lack of detailed development of ideas and specific examples. Provides some background information (geographical, historical, political, etc) which is well connected with the topic	Does not adequately address topic. Thesis either unclear or non-existent. Almost no development of ideas and specific examples. Does not provide adequate background information (geographical, historical, political, etc) which is well connected with the topic
Analysis /5	Analysis is logical. Arguments are well-supported with appropriate citations from the text and additional academic work to support thesis and ideas. Shows great understanding of topic and literature.*	Analysis is logical. Most arguments are supported with appropriate citations from the text and additional academic work to support thesis and ideas. Shows very good understanding of topic and literature	Gaps in logic of argument. Some arguments are supported with appropriate citations from the text and additional academic work to support thesis and ideas. Shows good understanding of topic and literature	Argument is difficult to follow. Few or no arguments are supported with appropriate citations from the text or additional academic work to support thesis and ideas. Shows less than adequate understanding of topic and literature
Organization /5	Well organized with clear introduction, development and conclusion.* Coherent and cohesive. Excellent use of connecting words.	Mostly organized and exhibiting coherence among the parts with introduction, development and conclusion. Adequate use of connecting words.	Somewhat organized and coherent but with disconnected and/or repetitive ideas Missing either introduction or conclusion. Appropriate use of basic connecting words	Confusing and disconnected organization. Lacks introduction and conclusion. Little or no appropriate use of connecting words.
Language / 5	Well written. Shows great variety of grammatical forms, complex sentences and sophisticated vocabulary and literary terms. Demonstrates thorough edition.	Adequately written. Shows good variety of grammatical forms, pretty complex sentences and adequate vocabulary and literary terms. Demonstrates pretty thorough edition.	Somewhat adequately written. Shows limited variety of grammatical forms, pretty simple sentences and vocabulary and literary terms. Demonstrates very little edition.	Not very well written. Shows almost no variety in grammatical forms, numerous errors in simplistic sentence structures. Limited variety of words and literary terms. Errors obscure meaning. Demonstrates little to none edition,
References / 5	Five or more reliable and appropriate sources well cited within the text & reference list (besides the work itself).	Four reliable and appropriate sources mostly well cited within the text & reference list (besides the work itself).	Three reliable and appropriate sources not well cited within the text & reference list (besides the work itself).	Two or one reliable and appropriate sources cited within the text & reference list (besides the work itself).

Note: The essay should have 1800 to 2000 words, without counting the references. If the essay is short, the grade would be reduced proportionally.

Comments:

Integrated Performance Assessment (IPA) Rubrics

Interpretive Mode Rubric: A Continuum of Performance*

CRITERIA	Exceeds Expectations	Meets Expectations		Does Not Meet Expectations
	Accomplished Comprehension	Strong Comprehension	Minimal Comprehension	Limited Comprehension
LITERAL COMPREHENSION				
Word Recognition	Identifies all key words appropriately within context of the text.	Identifies majority of key words appropriately within context of the text.	Identifies half of key words appropriately within the context of the text.	Identifies a few key words appropriately within the context of the text.
Main idea detection	Identifies the complete main idea(s) of the text.	Identifies the key parts of the main idea(s) of the text but misses some elements.	Identifies some part of the main idea(s) of the text.	May identify some ideas from the text but they do not represent the main idea(s).
Supporting detail detection	Identifies all supporting details in the text and accurately provides information from the text to explain these details.	Identifies the majority of supporting details in the text and provides information from the text to explain some of these details.	Identifies some supporting details in the text and may provide limited information from the text to explain these details. Or identifies the majority of supporting details but is unable to provide information from the text to explain these details.	Identifies a few supporting details in the text but may be unable to provide information from the text to explain these details.
INTERPRETIVE COMPREHENSION				
Organizational features	Identifies the organizational feature(s) of the text and provides an appropriate rationale.	Identifies the organizational feature(s) of the text; rationale misses some key points.	Identifies in part the organizational feature(s) of the text; rationale may miss some key points. Or identifies the organizational feature(s) but rationale is not provided.	Attempts to identify the organizational feature(s) of the text but is not successful.
Guessing meaning from context	Infers meaning of unfamiliar words and phrases in the text. Inferences are accurate.	Infers meaning of unfamiliar words and phrases in the text. Most of the inferences are plausible although some may not be accurate.	Infers meaning of unfamiliar words and phrases in the text. Most of the inferences are plausible although many are not accurate.	Inferences of meaning of unfamiliar words and phrases are largely inaccurate or lacking.

Inferences (Reading/ listening/viewing between the lines)	Infers and interprets the text's meaning in a highly plausible manner.	Infers and interprets the text's meaning in a partially complete and/or partially plausible manner.	Makes a few plausible inferences regarding the text's meaning.	Inferences and interpretations of the text's meaning are largely incomplete and/or not plausible.
Author's perspective	Identifies the author's perspective and provides a detailed justification.	Identifies the author's perspective and provides a justification.	Identifies the author's perspective but justification is either inappropriate or incomplete.	Unable to identify the author's perspective.
Cultural perspectives	Identifies cultural perspectives/norms accurately. Provides a detailed connection of cultural products/practices to perspectives.	Identifies some cultural perspectives/norms accurately. Connects cultural products/practices to perspectives.	Identifies some cultural perspectives/norms accurately. Provides a minimal connection of cultural products/practices to perspectives.	Identification of cultural perspectives/norms is mostly superficial or lacking. And/or connection of cultural practices/ products to perspectives is superficial or lacking.

Evidence of Strengths:

Examples of Where You Could Improve:

* The Interpretive Rubric is designed to show the continuum of performance for both literal and interpretive comprehension for language learners regardless of language level. See *Implementing Integrated Performance Assessment*, Chapter 2, for suggestions on how to use this rubric to assign a score or grade.

Presentational Mode Rubric—Intermediate-High Learner

CRITERIA	Exceeds Expectations	Meets Expectations		Does Not Meet Expectations
		Strong	Minimal	
Language Function Language tasks the speaker/writer is able to handle in a consistent, comfortable, sustained, and spontaneous manner	Consistently narrates and describes in all major time frames. Able to communicate on familiar topics, which may include current events, employment, and matters of public interest.	Handles successfully uncomplicated tasks and social situations requiring exchange of basic information related to work, school, recreation, particular interests, and areas of competence. Narrates and describes in all major time frames, although not consistently.	Creates with language by combining and recombining known elements; ability to express own meaning expands in quantity and quality. Handles successfully a variety of uncomplicated communicative tasks and topics necessary for survival in target-language cultures. These exchanges include personal information related to self, interests, and personal preferences, as well as physical and social needs such as food, shopping, and travel.	Creates with language by combining and recombining known elements; is able to express personal meaning in a basic way. Handles successfully a number of uncomplicated communicative tasks in straightforward social situations, primarily in concrete exchanges and topics necessary for survival in target-language cultures.

<p>Text Type Quantity and organization of language discourse (continuum: word - phrase - sentence - connected sentences - paragraph - extended discourse)</p>	Uses connected sentences and paragraph-length discourse.	Uses mostly connected sentences and some paragraph-like discourse.	Uses strings of sentences, with some complex sentences (dependent clauses).	Uses simple sentences and some strings of sentences.
<p>Impact Clarity, organization, and depth of presentation; degree to which presentation maintains attention and interest of audience</p>	Presented in a clear and organized manner. Presentation illustrates originality, rich details, and an unexpected feature that captures interest and attention of audience.	Presented in a clear and organized manner. Presentation illustrates originality and features rich details, visuals, and/or organization of the text to maintain audience's attention and/or interest.	Presented in a clear and organized manner. Some effort to maintain audience's attention through visuals, organization of the text, and/or details.	Presentation may be either unclear or unorganized. Minimal to no effort to maintain audience's attention.
<p>Comprehensibility Who can understand this person's language? Can this person be understood only by sympathetic interlocutors used to the language of non-natives? Can a native speaker unaccustomed to the speaking/writing of non-natives understand this speaker/writer?</p>	Is understood by native speakers, even those unaccustomed to the speaking/writing of non-natives, although this may require some additional effort.	Is generally understood by those unaccustomed to the speaking/writing of non-natives, although interference from another language may be evident and gaps in comprehension may occur.	Is generally understood by those accustomed to the speaking/writing of non-natives.	Is generally understood by those accustomed to the speaking/writing of non-natives, although additional effort may be required.
<p>Language Control Grammatical accuracy, appropriate vocabulary, degree of fluency</p>	Demonstrates minimal fluency and some control of aspect in narrating in present, past and future time. Vocabulary may lack specificity. Language decreases in quality and quantity when attempting to perform functions or handle topics associated with the Superior level.	Demonstrates significant quantity and quality of Intermediate-level language. When attempting to perform Advanced-level tasks, there is breakdown in one or more of the following areas: the ability to narrate and describe, use of paragraph-length discourse, fluency, breadth of vocabulary.	Demonstrates significant quantity and quality of Intermediate-level language. Accuracy and/or fluency decreases when attempting to handle topics at the Advanced level or as language becomes more complex.	Is most accurate when producing simple sentences in present time. Pronunciation, vocabulary, and syntax are strongly influenced by the native language. Accuracy decreases as language becomes more complex.

Evidence of Strengths:

Examples of Where You Could Improve:

EXAMEN ORAL -
 ESPAÑOL -
 Interpretativo/
 Comunicación
 Interpersonal

OTOÑO 2019

Excelente; 90%-100%

Muy buena-buena; 80%-
89%Necesita más trabajo;
70%79%Por debajo del nivel 70%
0%

Contenido

Formula y responde preguntas extrayendo y proveyendo información, describe con detalle, narra y expresa pensamientos sobre temas cercanos a su mundo y provee consejos y sugerencias. Provee ejemplos efectivos

Mayormente formula y responde preguntas extrayendo y proveyendo información, describe con cierto detalle, narra y expresa pensamientos sobre temas cercanos a su mundo y provee consejos y sugerencias. Provee algunos ejemplos efectivos.

En cierta medida formula y responde preguntas extrayendo y proveyendo información, describe con cierto detalle, narra y expresa pensamientos sobre temas cercanos a su mundo y provee pocos consejos y sugerencias. Provee pocos ejemplos

No formula y responde preguntas o no extrae y provee información, describe sin detalle. De forma limitada, narra y expresa pensamientos sobre temas cercanos a su mundo y provee pocos consejos y sugerencias. No provee ejemplos

Comprensibilidad

Es fácilmente comprendido; discurso coherente.

Mayormente comprendido; en ciertas partes poco claro

Algo incomprensible; solamente podría ser comprendido por un nativo hablante comprensivo; lenguaje es inapropiado, distorsionado por interferencias del inglés y varias vacilaciones.

Incomprensible.

Vocabulario

Preciso y apropiado.

Mayormente precisos y apropiado; usa circunloquios

Varias imprecisiones y elección de palabras inapropiadas; discurso con

Elecciones inapropiadas de palabras.

Nivel de dificultad	Una variedad de vocabulario, gramática y estructuras aprendidas; usa oraciones completas conectadas para formar párrafos.	Adequate use of learned vocabulary, grammar and structures; uses mostly full sentences	interferencias del inglés En general, palabras, gramática y estructuras básicas; errores en enmarcarse en el tiempo y/o persona adecuados; pocos sinónimos de palabras e incorporación de nuevas palabras.	Vocabulario, gramática y estructuras muy básicas y inclusive no bien formuladas.
Inicia, sostiene y cierra intercambios orales; extiende la conversación	Sigue y reacciona demostrando interés y comprensión; expone ideas, opiniones; usa estrategias de clarificación y expresiones conversacionales y conectores.	A veces sigue y reacciona para demostrar interés y comprensión; expone ideas y opiniones; usa algunas estrategias de clarificación y expresiones y conectores.	Rara vez sigue y reacciona para demostrar interés y comprensión; rara vez expone ideas y opiniones; uso limitado de estrategias de clarificación y expresiones y conectores.	No sigue o reacciona para demostrar interés y comprensión; no expone ideas y opiniones; no usa estrategias de clarificación ni expresiones ni conectores.

Spanish 470: Oral Interview Assessment Rubric

Criteria/ Score	4	3	2	1
Comprehension	Understands and responds to all prompts/questions.	Understands and responds to most of the prompts/questions.	Understands and responds to some of the prompts/questions.	Understands and responds to few or none of the prompts/questions.
Vocabulary/idioms	Employs a significant amount of vocabulary covered in class, with varied and accurate word choices. Uses appropriate idioms and register.	Employs much of the vocabulary covered in class. Uses mostly appropriate idioms and register.	Employs some of the vocabulary covered in class. Infrequent or inaccurate use of idioms. Inconsistent register.	Employs few or no items of vocabulary covered in class. Little or no use of idioms. Inappropriate register.

Comprehensibility (Quality of response conveyed)	Fully sustains a sophisticated, in-depth response to the prompts. Responds in paragraphs and uses transitional phrases frequently.	Mostly maintains an adequate depth of response to the prompts. Responds in paragraphs and uses transitional phrases occasionally.	Somewhat and/or briefly responds. Occasionally reverts to English or other language.	Minimally and inaccurately responds to the prompts. Is at a loss for appropriate vocabulary. Reverts to English or other language frequently.
Fluency (Form of the response)	Speaks at a continuous, and sustained rate of speech. Pronunciation is accurate. Mistakes in stresses and intonation are rare.	Speaks at a mostly continuous rate of speech. Mistakes in pronunciation, stresses, and intonation occur but do not distract from meaning.	Speaks haltingly and tentatively. Mistakes in pronunciation, stresses and intonation often interfere with meaning.	Hesitates very frequently with extended pauses. Mistakes in pronunciation, stresses and intonation interfere always or most of the time with meaning.
Structure (Grammatical accuracy of the response)	Uses basic and advanced grammatical structures and syntax of the language with accuracy. Very few errors.	Uses basic and some advanced grammatical structures and syntax of the language with accuracy most of the time. Errors seldom interfere with comprehensibility.	Uses basic grammatical structures accurately some of the time. Few or no advanced grammatical structures. Errors often interfere with comprehensibility.	Uses basic grammatical structures inaccurately most of the time. Errors impede comprehension for a sympathetic interviewer.

Total score /20

Nombre:

PRESENTACION - SPAN 372/373 Tema:

CRITERIA	Topic Development (relevance, accuracy of information, cultural references, balance account, integration of sources and having relevant & reliable sources)	Organization (introduction, well developed body, conclusion & sources; balanced management of time)	Illustrations (the topic has been illustrated with examples, audio-visuals)	Language Use: Control and complexity of grammatical structures and vocabulary + fluency (correct forms, complexity, variety and use of appropriate words and terms from the literature jargon)	TO TAL
A+	60	10	10	20	100
A = High Demonstrates excellence 5	54 <ul style="list-style-type: none"> • Relevant & thorough treatment of topic • All info is accurate • Provides social/historical/cultural references • Shows great understanding of other(s) perspective(s) • Refers to and integrates well needed relevant & reliable sources Cites them throughout & at the end (minimum. 5) 	9 <ul style="list-style-type: none"> • Very well organized and cohesive (includes intro, development & conclusion) • Very balanced management of account & time 	9 <ul style="list-style-type: none"> • Extremely appropriate use and choice of the examples and audio-visuals to understand Topic + inclusion of 2 relevant opinion questions 	18 <ul style="list-style-type: none"> • Use & control of complex structures w/ very few errors • Rich vocab. w/ precision • High level of fluency . Presentation well rehearsed • Very easily understood 	
A- to B+= Mid-High Demonstrates command 4	53 - 48 <ul style="list-style-type: none"> • Relevant & well-developed treatment of topic • Info is generally accurate • Provides most soc./hist./cultural references • Shows quite some understanding of other(s) perspective(s) • Refers to and integrates fairly well needed relevant & reliable sources 	8 <ul style="list-style-type: none"> • Well organized, generally cohesive • Well balanced management of account & time 	8 <ul style="list-style-type: none"> • Appropriate use and choice of the examples and audio-visuals to understand topic 	17-16 <ul style="list-style-type: none"> • Use & control of complex structures but may contain more than a few errors • Very good vocab. • High level of fluency w/few hesitation *Pretty well rehearsed • Easily understood. 	
B to B- = Mid Demonstrates competence 3.5	47 - 42 <ul style="list-style-type: none"> • Relevant & quite well-developed treatment of topic. • Some inaccuracy of info. • Provides some soc./hist./cultural references • Shows little understanding of other(s) perspective(s) • Refers to and integrates few relevant & reliable sources 	7 <ul style="list-style-type: none"> • Organized & adequately cohesive • Quite balanced management of account & time 	7 <ul style="list-style-type: none"> • Quite appropriate use and choice of the examples and audio-visuals to understand topic 	15 - 14 <ul style="list-style-type: none"> • Control of simple structures w/ few errors; may use complex structures w/ little or no control • Good range of vocab., but may have one or two interference from English. • Good fluency w/ occasional hesitation. • Mostly understood 	
C = Mid-Low Suggests lack of competence 3	41 - 36 <ul style="list-style-type: none"> • May have irrelevant/ un- satisfactory treatment of topic • Info may be limited or inaccurate. • Little or inappropriate soc./hist./cultural references • Shows very little understanding of other(s) perspective(s) • Refers to and integrates very few relevant & reliable sources 	6 <ul style="list-style-type: none"> • Inadequately organized. • Inadequately balanced account & time management 	6 <ul style="list-style-type: none"> • Deficiency or inappropriate use and choice of the examples and audio-visuals to understand topic 	13 - 12 <ul style="list-style-type: none"> • Limited control of simple structures, w/ errors. • Narrow range of vocab.; frequent interference from English. • Needs more fluency & show less hesitation • May be difficult to understand or hear 	
D-F =					

Low Demonstrates lack of competence 2					
	<p style="text-align: center;">IF PRESENTATION WAS READ UP TO 25 POINTS WILL BE DEDUCTED</p> <p style="text-align: center;">IF PRESENTATION DOES NOT FULFILL THE MINIMUM TIME (10 MINUTES), POINTS WILL BE DEDUCTED PROPORTIONALLY</p>				

COMMENTS: