

# The Summative Portfolio

## Introduction to Modern Languages Assessment

In order to assess the achievements of students in our department, Modern Languages requires our French, German, or Spanish majors to maintain and submit at regular intervals a portfolio which addresses the course work the student pursues in completion of the major.

However, at present, sometimes we have portfolios with no audiovisual material that allow us to properly evaluate the oral skills of the students. Some instructors videotape oral presentations in class that are later included in the portfolio. Therefore we base our assessment on course grades: oral communication is stressed in all levels of language courses in the program. From the beginning levels, students are exposed to the target language in terms of listening and speaking, and they are asked questions and need to provide a logical oral answer or response to those questions. There is no particular course for this goal, although Conversation is the class that best reflects the oral component of the program, along with upper division courses in culture and literature as well as semesters spent abroad studying the target language. The other three SLOs however conveniently stand out in the portfolio and are easily evaluated by instructors who examine the exams, written projects and papers students have selected for inclusion.

A grade of C or better in class is proof of accomplishment.

Modern Languages plans to move to a more selective portfolio which will include an oral defense of the portfolio. This new approach will allow us to simplify the process and guarantee we can have an oral assessment for each student at graduation.

### Student Learning Outcomes

Students majoring in French, German or Spanish should be linguistically competent in the target language (SLO 1 and 2), literate in the culture(s) of the countries where the target language is spoken (SLO 3), and armed with strategies for continuous and independent learning (SLO4):

#### SLO 1: Oral Communication

Goal 1: Demonstrate the ability to engage in conversation by providing and obtaining information, expressing ideas and emotions, and exchanging opinions in the target language on a wide variety of topics with accurate pronunciation and intonation.

#### SLO2: Written Communication

Goal 2: Demonstrate the ability to understand, interpret, discuss and explain a variety of written and spoken non-technical topics.

Goal 3: Demonstrate the ability to use with accuracy the grammar, syntax, basic vocabulary and idioms of the target language.

Goal 4: Demonstrate a functional contrastive knowledge of the grammar, syntax and basic idiom of the target language and English.

#### SLO3: Cultural Literacy

Goal 5: Demonstrate an understanding of the relationships between historical and current practices and perspectives of the culture(s) where the language is spoken.

Goal 6: Demonstrate an understanding of the institutions, history, social practices and literary tradition(s) of the country(ies) and culture(s) in which the language is spoken in their socio-historical background and/or their literary significance.

#### SLO4: Continuous Learning

Goal 7: Demonstrate a functional knowledge of the strategies for independent and continuing learning of the foreign language.

## Student Learning Outcomes 1 and 2

Goal One: Ability to engage in conversation, provide and obtain information, express ideas and emotions and exchange opinions in the target language at an advanced level on a wide variety of topics with accurate pronunciation and intonation.		Yes	No
Excellent	Student can be understood in a normal conversation by a native speaker unaccustomed to speaking with a non-native speaker.		
	Student can express and defend an opinion.		
	Student can discuss technical and non-technical topic in a presentation and respond to questions on the topic.		
	Student can express self with ease in a wide variety of socio-linguistic situations.		
Good	Student can understand a native or near-native speaker in normal conversation.		
	Student can be understood by a native speaker accustomed to conversing with a non-native speaker.		
	Student can express and opinion and defend it in general, non-specific terms.		
	Student can discuss non-technical topics in a presentation.		
Fair	Student can follow native speaker in conversation but with some lack of vocabulary and continuity.		
	Student expresses self in simple, rote words and phrases.		
	Student can conduct simple conversation on daily routine topics.		
	Student can express basic opinions on limited number of topics.		
Comments:			
Select the assessment which most accurately represents the level achieved. Goal One Assessment: (Excellent, Good or Fair)			

Goal 2: Ability to understand, interpret, discuss and explain a variety of written and spoken non-technical topics		Yes	No
Excellent	Goal 3: Ability to use with accuracy the grammar, syntax and basic vocabulary and idiom of the target language		
	Goal 4: A functional contrastive knowledge of the grammar, syntax and basic idiom of the target language and English		
	Student can compose sentences and paragraphs in the target language free/relatively free of idiomatic contamination from the native language with relatively few grammatical, syntactical and mechanical errors.		
	Student can write in well-structured and organized paragraphs.		
Good	Student can write research paper in target language that is cohesive and appropriate to topic.		
	Student can compose simple sentences on a limited range of topics with some idiomatic contamination from native language; errors do not hinder comprehensibility, but involve grammatical, syntactical or mechanical errors.		
	Student can write simple paragraphs effectively.		
	Student can compose simple sentences on a limited range of topics.		
Fair	Student expresses self with some grammatical, syntactical and mechanical errors which may impede comprehensibility.		
	Comments:		
Select the assessment which most accurately represents the level achieved. Goals Two, Three, and Four: (Excellent, Good or Fair)			

## Student Learning Outcomes 3 and 4

Goal 5: Understand relationships between historical and current practices and perspectives of the culture(s) where the target language is spoken.		Yes	No
Excellent	Goal 6: Understand the institutions, history, social practices, and literary traditions of the country(ies) and culture(s) in which the target language is spoken in their socio-historical and/or their literary significance		
	Student can speak and write about cultural topics from both high and popular culture, such as government, historical events, cultural features (schools, religion, festivals, holidays, geography, traditions, art, music, etc.).		
	Student demonstrates a full understanding of the relationship of the culture to the language.		
	Student can read, analyze and discuss orally and in written form a literary text in the target language.		
Good	Student understands cultural nuances of expression.		
	Student is familiar with a wide range of major literary works/movements of the target language culture(s).		
	Student can read, write and speak about cultural topics on a limited range of topics, particularly those related to popular culture.		
	Student can read and discuss a short literary text (short story, essay, poetry) but is limited in ability to analyze.		
Fair	Student can read and answer questions about cultural topics on a very limited range of topics, particularly those related to popular culture.		
	Comments:		
Select the assessment which most accurately represents the level achieved. Goals Five and Six: (Excellent, Good or Fair)			

Goal 7: Functional knowledge of the strategies for independent and continuing learning of a foreign language.		Yes	No
Excellent	Student demonstrates mastery of conceptual tools and strategies needed to maintain and to expand language/cultural competencies independently.		
	Student is aware of local, regional and national organizations, agencies and resources to assist in the continued development of language and cultural proficiency. Student makes use of resources at hand to expand language abilities.		
Good	Student knows conceptual tools and strategies needed to maintain and to expand language/cultural competencies independently, but has not mastered their application.		
	Student has some awareness of the local, regional and national organizations, agencies and resources to assist in the continued development of language and cultural proficiency. Student seeks out upon occasion the opportunities to expand language abilities.		
Fair	Student is aware of the conceptual tools and strategies needed to maintain and to expand language/cultural competencies independently, but still needs support in identifying and personalizing them.		
	Student needs direction in identifying resources to assist in the continued development of language and cultural proficiency.		
Comments:			
Select the assessment which most accurately represents the level achieved. Goal Seven Assessment: (Excellent, Good or Fair)			

Portfolio: Summary Assessment	_____ Excellent
	_____ Good
	_____ Fair