

COURSE SLO ASSESSMENT REPORT, SCC

Department: Languages Course: Spanish 201 & 202

Year: Semester: Spring 2013

1) Outcome to be assessed	2) Means of assessment and criteria of success	3) Summary of data collected	4) Analysis of data	5) Plan of action/what to do next
<p>Integrate grammar, vocabulary, idiomatic expressions, and culture to communicate in writing at the intermediate level.</p>	<p>Writing a paragraph about a cultural short story using vocabulary and the grammar studied in the course.</p> <p>Using the Preterit and Imperfect Tenses students retell in their own words a short story read and discussed in class, and at the end of the paragraph students had to pretend they were a character in the story to say three things to the other characters using the Subjunctive.</p> <p><u>Criteria of Success</u></p> <p>A= Excels in transferring</p>	<p>Grading Criteria:</p> <p>A= Highly Proficient B= Proficient C= Competent D= Non-Proficient F= Non-Proficient</p> <p>Stats from students:</p> <p>Spanish 201 Out of 24 students: A – 17 70.83% B - 6 25% C - 0 D – 0 F - 1 4.16%</p> <p>Spanish 202 (Out of 3 students taking the course, only one took</p>	<p>Success Rate for each course:</p> <p>Spanish 201 23 students - 95.83%</p> <p><u>Non-Proficient results:</u></p> <p>1 student – 4.16%</p> <p>Spanish 202 (Out of only one student present to take the assessment) 1 student - 100%</p> <p>These two courses were compared since they are both taught as a combination class. The material assessed</p>	<p>The success rate was very high in Spanish 201 and in 202, therefore, I will continue giving constant practice of vocabulary, grammar and expressions in the context of anecdotes, topics of interest to the students and in the cultural readings I introduce in class, because I believe that continuous practice in listening and in reading produces good writers. Also, I will continue the practice of assigning writing incrementing in amount and difficulty.</p> <p>Also, I will continue applying the same</p>

	<p>extensive amount of grammar, vocabulary, idiomatic expressions and culture to communicate clearly in written form.</p> <p>B=Effectively applies, with few errors, vocabulary, grammar, idiomatic expressions, and culture to communicate in written form.</p> <p>C = Limited application of vocabulary, grammar, idiomatic expressions, and culture to communicate in written..</p> <p><u>Non-Proficient</u> D=Minimal application of vocabulary, grammar, idiomatic expressions, and culture thus communication in written form is barely intelligible.</p> <p>F=Writing is fragmented and non-intelligible.</p>	<p>the assessment since the other 2 students were not present and received Incompletes in the course.)</p> <p>A-1 100%</p>	<p>was appropriate for each level.</p> <p>Although the reading material, the students needed to write about to be assessed, was familiar to the students, the students had not written about all the readings, but they did have comprehension questions about all of the readings, and they were discussed in class. However, they were told in advance which three readings they needed to go over and from those, one was selected for the final assessment. Therefore, the level of difficulty of the assessment was still challenging.</p> <p>The data indicates that:</p> <p>In the Spanish 201 course the percentage of successful students for Writing was 95.83%. This is a very high percentage of students that successfully applied what they learned and practiced throughout the semester.</p>	<p>methods:</p> <p>I will continue introducing, discussing and requiring a variety of readings and writings in class as opportunities for students to further their ability to comprehend readings and to write at the intermediate level.</p> <p>This will also include:</p> <ol style="list-style-type: none"> 1. Beginning of the semester entrance evaluation followed by recommendation about their writing and reading comprehension level and about the expectations throughout the semester to be able to succeed in the course. 2. Introduction of the writing process in paragraph length. 3. Create many opportunities for students to read and
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