

COURSE SLO ASSESSMENT REPORT, SCC

Department: Languages Course: Spanish 201

Year: Semester: _Spring 2014

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>Reading Comprehension Apply knowledge of vocabulary, grammar, idiomatic expressions, and culture to synthesize, analyze, evaluate and derive meaning of implicit and explicit communication in reading at the Intermediate I level.</p>	<p>One page short story about contemporary culture and futuristic outcome reading.</p> <p><u>Criteria of Success</u></p> <p>A= Excels in applying knowledge of vocabulary, idiomatic expressions and culture to synthesize, analyze, evaluate and derive meaning of implicit and explicit course level written material.</p> <p>B=Effectively applies, with few errors, knowledge of vocabulary, grammar, idiomatic expressions, and culture to synthesize, analyze, evaluate and derive meaning of implicit and explicit written material.</p>	<p>Grading Criteria:</p> <p>A= Highly Proficient B= Proficient C= Competent D= Non-Proficient F= Non-Proficient</p> <p>Stats: Total students: 13</p> <p>8 students – A = 61.53 % 3 students – B = 23.07 % 2 students – D = 15.38 %</p>	<p>Success rate: 11 students = 84.61%</p> <p>The material assessed was appropriate for the level.</p> <p>The reading used to assess the students’ comprehension was one of the readings assigned to be read in advance at home prior to the day of assessment. They did not know which reading was going to be selected for the assessment, therefore the level of difficulty of the assessment was still challenging.</p> <p>The data indicates that:</p> <p>The success rate represents a moderately high percentage of students that successfully applied what they learned</p>	<p>Since 84.61% is a moderately high percentage I will continue applying the same methods, however I will increase class time and homework for application of new vocabulary, aside from having students read aloud more often.</p> <p>Method: Beginning of the semester entrance evaluation followed by recommendation about their reading comprehension level and about the expectations throughout the semester to be able to succeed in the course.</p> <ol style="list-style-type: none"> 1. Review of Reading Strategies. 2. First reading in class is paired with application of

	<p>C = Limited application of knowledge of vocabulary, grammar, idiomatic expressions, and culture to synthesize, analyze, evaluate and derive meaning of implicit and explicit written material.</p> <p><u>Non-Proficient</u> D=Minimal application of knowledge of vocabulary, grammar, idiomatic expressions, and culture. Hardly able to synthesize, analyze, evaluate and derive meaning of implicit and explicit written material. Limited comprehension.</p> <p>F= No comprehension of explicit nor implicit written form, thus student is unable to synthesize, analyze, evaluate, and derive meaning of written material.</p>		<p>and practiced throughout the semester to be able to comprehend the reading; and that the reading was challenging and appropriate for the level.</p>	<p>reading strategies.</p> <ol style="list-style-type: none"> 3. Pre-Reading, During Reading and Post Reading questions for each reading. 4. Written summaries of readings. 5. Reading with a purpose. 6. Evaluating the reading critically 7. Connecting reading information to other knowledge and to personal experience.
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