

## Program-Level Assessment: Annual Report



### 1. Student Learning Outcomes

#### **SLO 1: Graduates will be able to interact in French.”**

Being able to successfully interact in French is understood by the program as being able to communicate at the level of Intermediate-High proficiency according to the standards set by the American Council for the Teaching of Foreign Languages (ACTFL). The direct assessment of this ability will be measured in courses through prepared oral presentations and follow-up discussions. For students to reach this outcome, they must at least **meet expectations** as outlined in the rubrics.



### 3. Assessment Methods: Evaluation Process

include them in/with this report document

#### 4. Data/Results

B.

C.

D.

**IMPORTANT:** Please submit any assessment tools (e.g., rubrics) with this report as separate attachments or copied and pasted into this Word document. Please do not just refer to the assessment plan; the report should serve as a stand-alone document.

A s s e s s m e n t T o o l : O r a l P r e s e n t a t i o n F R E N 4 x

SLO 1: Graduate students will demonstrate proficiency in oral presentation skills (4)

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
<p><b>Language Function</b> Language tasks the speaker is able to handle in a consistent, comfortable, sustained, and prepared manner</p>	<p>q Extensively narrates and describes accurately and appropriately across major time frames on prepared topic.</p> <p>q Provides a structured argument to support related to personal work, school, recreation, particular interests, and areas of competence.</p>		
<p><b>Text Type</b> Quantity and organization of language discourse (Connected sentences moving into the paragraph length)</p>	<p>q Uses formal language at the paragraph length and some extended discourse. (More than 8 sentences per exchange)</p>	<p>q</p>	

<p><b>Comprehensibility</b> Who can understand this person's language? Can a native speaker unaccustomed to non-native speech understand this speaker?</p>	<p>q Spoken language and visuals are readily understood by native audiences unaccustomed to interacting with non-natives.</p>	<p>q Spoken language and visuals are understood by native audiences, even if this may require some repetition or restatement.</p>	<p>q Spoken language and visuals are generally understood by those unaccustomed to interacting with non-natives, although interference from another language may be evident and gaps in communication may occur.</p>
<p><b>Language Control</b> Grammatical accuracy, appropriate vocabulary, degree of fluency</p>	<p>q Demonstrates full control of aspect in narration on prepared topic.</p> <p>q Uses precise vocabulary and intonation, great fluency, and ease of speech.</p> <p>q Accuracy may break down when attempting to perform complex tasks over a variety of topics.</p>	<p>q Demonstrates control of aspect in narration on prepared topic.</p> <p>q Demonstrates fluency and a breadth of varied vocabulary</p> <p>q Fluency decreases in quality and quantity when attempting to perform advanced tasks.</p>	<p>q There is significant</p>