

COLLEGE *of* CHARLESTON

General Education Assessment Foreign Languages Requirement: Student Learning Outcomes

Outcome 1: Students read languages other than English.

Evidence: Students will be given an authentic reading text in the target language on the final exam. Students will be asked reading comprehension questions about the text.

Standard: At least 80% of students receive a score 2 or 3 on rubric.

Outcome 2: Students will write languages other than English.

Evidence: Students will be given a writing assignment on the final exam.

Standard: At least 80% students score 2 or 3 on rubric.

Outcome 3: Students understand languages other than English.

Evidence: Students will be given an unknown text in the target language for a section of the final exam. Students will be asked to answer comprehension question about the text.

Standard: At least 80% of students scores of 2 or 3 on rubric.

Outcome 4: Students use their knowledge of languages other than English to analyze the perspectives of historical and/or modern cultures that can be obtained only through reading and/or listening to that language.

Evidence: Students will be given an authentic text on the final exam. Students will be asked to identify the cultural perspective and/or viewpoint expressed in that authentic text, and give examples from the text to prove their analysis.

Standard: At least 80% of students scores of 2 or 3 on rubric.

Rubric for French, German, Italian, Portuguese and Spanish

<i>SLO1: Students read languages other than English</i>			
Not Applicable 0	Does not meet expectations (1)	Meets expectations (2)	Exceeds Expectations (3)
The description of the signature assignment does not provide data to assess this component.	The student did not understand the main idea; some parts of the text were understood, but no meaning of the text as a whole was derived.	The student understood the main idea of the text. The student understood most of the subordinating points of the text and explained the text in an organized, complete manner.	The student understood the text completely, explained it well, and included additional cultural and/ or historical information to help in the interpretation of the text.
<i>SLO2: Students write languages other than English</i>			
Not Applicable 0	Does not meet expectations (1)	Meets expectations (2)	Exceeds Expectations (3)
The description of the signature assignment does not provide data to assess this component.	The student can not write complete sentences. Spelling, grammar, and vocabulary errors interfere with most of the writer's ability to communicate a message.	The student writes simple sentences on familiar topics. There are spelling, grammar, and vocabulary errors that interfere with some of the writer's ability to communicate	The student writes simple sentences that completely communicate the intended message. Grammar, vocabulary, and spelling errors do not interfere with meaning.
<i>SLO3: Students understand languages other than English</i>			
Not Applicable 0	Does not meet expectations (1)	Meets expectations (2)	Exceeds Expectations (3)
The description of the signature assignment does not provide data to assess this component.	The student did not understand most of the text.	The student understood most of the text, with a few misunderstandings.	The student shows complete comprehension of the text.
<i>SLO4: Students use their knowledge of languages other than English to analyze the perspectives of historical and/or modern cultures that can be obtained only through reading and/or listening to that language.</i>			
Not Applicable 0	Does not meet expectations (1)	Meets expectations (2)	Exceeds Expectations (3)
The description of the signature assignment does not provide data to assess this component.	No viewpoint or perspective identified from the text or the viewpoint is inaccurate or illogical.	The viewpoint is stated, and textual cues are included as rationale for the interpretation of viewpoint.	The viewpoint is stated, textual cues are included as the rationale for the interpretation, and additional historical/cultural information is included by the student to explain the viewpoint expressed in the text.

Rubric for Arabic, Chinese, Greek, Hebrew, Hindi and Japanese

SLO1: Students read languages other than English			
Not Applicable 0	Does not meet expectations (1)	Meets expectations (2)	Exceeds Expectations (3)
The description of the signature assignment does not provide data to assess this component.	The student did not understand the main idea; some parts of the text were understood, but no meaning of the text as a whole was derived.	The student understood the main idea of the text. The student understood most of the subordinating points of the text and explained the text in an organized, complete manner.	The student understood the text completely, explained it well, and included additional cultural and/or historical information to help in the interpretation of the text.
SLO2: Students write languages other than English			
Not Applicable 0	Does not meet expectations (1)	Meets expectations (2)	Exceeds Expectations (3)
The description of the signature assignment does not provide data to assess this component.	The student can not write complete sentences. Spelling, grammar, and vocabulary errors interfere with the writer's ability to communicate a message.	The student writes simple sentences on familiar topics. There are spelling, grammar and vocabulary errors that interfere with some of the writer's ability to communicate.	The student writes simple sentences on familiar topics. There are spelling, grammar, and vocabulary errors that interfere with some of the writer's ability to communicate.
SLO3: Students understand languages other than English			
Not Applicable 0	Does not meet expectations (1)	Meets expectations (2)	Exceeds Expectations (3)
The description of the signature assignment does not provide data to assess this component.	The student did not understand most of the text.	The student understood most of the text, with a few misunderstandings.	The student shows complete comprehension of the text.
SLO4: Students use their knowledge of languages other than English to analyze the perspectives of historical and/or modern cultures that can be obtained only through reading and/or listening to that language.			
Not Applicable 0	Does not meet expectations (1)	Meets expectations (2)	Exceeds Expectations (3)
The description of the signature assignment does not provide data to assess this component.	No viewpoint or perspective identified from the text or the viewpoint is inaccurate or illogical.	The viewpoint is stated, and textual cues are included as rationale for the interpretation of viewpoint.	The viewpoint is stated, textual cues are included as the rationale for the interpretation, and additional historical/cultural information is included by the student to explain the viewpoint expressed in the text.