

# DEPARTMENT OF WORLD LANGUAGES AND CULTURES

## YEARLY ASSESSMENT 2013

### Assessment I

#### ACTFL Oral Proficiency Interview Scores

#### 1. Assessment and Description

The ACTFL OPI is the nationally recognized assessment for oral proficiency. Students begin their undergraduate career by taking a course entitled Spanish 203 (Intermediate Oral Proficiency). The final exam for this course is an ACTFL advisory OPI given by one of six ACTFL OPI trained testers in the department. Before graduation education candidates take an official ACTFL OPI in order to obtain licensure. Both sets of data are reported below.

#### 2. Alignment with ACTFL Standards

The ACTFL OPI clearly demonstrates students' oral proficiency in Spanish (ACTFL 1.a). Please see Attachment A for the ACTFL Oral Proficiency Guidelines.

#### 3. Analysis of Data Findings

The OPI outcomes are very strong in both the first year and upon graduation. It is clear that SPA 203 establishes the desired benchmark of Intermediate Mid thus giving the students three years (and at least one semester abroad) to progress towards Advanced Low, the recognized benchmark for oral proficiency. In the last three years, only 19% failed to achieve Intermediate Mid in SPA 203. In each case, they were counseled that they were behind and that they needed to work hard to further their oral proficiency before going abroad. The remaining 81% earned a rating of Intermediate Mid or higher (with 15% earning higher than Intermediate Mid.)

In the last three years, 69% of the education candidates achieved a rating of Advanced Low or higher. There were 31% (4 students) who earned a rating of Intermediate High. Three of those students were counseled to study abroad again and their current levels are Advanced Low, Advanced Mid and Advanced High.

Academic Years	Nov High	Int. Low	Int. Mid	Int. High	Adv Low
Fall 2010-Summer 2013 (32)	3% (1)	16% (5)	66% (21)	9% (3)	6% (2)

#### Official ACTFL Oral Proficiency Ratings upon graduation

Academic Year	Int. High	Adv Low	Adv Mid	Adv High
Fall 2010-Summer 2013 (13)	31% (4)	46% (6)	15% (2)	8% (1)

#### 4. Conclusions

The early use of the ACFL OPI rating in students' first year is extremely useful in establishing an oral proficiency foundation and an expectation for future proficiency. Exit data suggests that most students reach the benchmark by graduation and the few that do not, reach it within one year of graduation.

## 5. Future Considerations

Our students continue to perform very well on the ACTFL OPI. We have interviewed three of the students who did go abroad but who did not reach Advanced Low before graduation. All completed another six month stay overseas after graduation and earned ratings of Advanced Low, Advanced Mid and Advanced High. The faculty also realized that one of these students attended an overseas program in which there are many English-speaking students and many of the faculty have pushed students to avoid studying there. As of two years ago, the faculty have uniformly decided that none of us will write recommendations for that location.

Information garnered in our interviews underlines the importance of counseling students who do not reach Intermediate Mid in SPA 203 and of sending our students to high quality overseas programs. In the former case, we will now meet with the few candidates who do not reach Intermediate Mid and advise them to spend a summer abroad, participate in a community service project with Spanish speakers, take additional courses or some other course of action that will help them move up the ACTFL OPI scale before their student abroad experience.

In the case of a weaker experience abroad, we are creating our own program in Spain in which we have better control of the housing and academic rigor. (Please see Assessment V below.) We will continue to use other programs which we know are strong based upon the performance of past students.

## Assessment II

### Praxis II—Spanish: Data from licensure tests

#### 1. Assessment and Description

**The Praxis II** is a national licensure exam which assesses the three modes of communication in Spanish and the products, practices and perspectives of Hispanic culture. ETS describes the sections of the Praxis in the following way:

*Content Categories I, II, IV and V-Language, Linguistics and Comparisons (88%)*

*-Demonstrating Language Proficiency in the Target Language. (At the Advanced Low level, as described in the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines)*

*Content Category III-Cultures, Literatures, Cross Disciplinary Concepts (12%)*

*-Demonstrating Cultural Understanding- Connections among the perspectives of the target culture and its practices and products.*

(Additional information can be found at: <http://www.ets.org/s/praxis/pdf/5195.pdf>)

The data for the total scores from the last three academic years is reported in terms of the total scores of all the candidates who took the Praxis that year as well as the high and low scores for each year.

The data for the subsections of each year is reported in two ways. In the case of the AY 2010-2011, the data is reported in terms of the percentage of candidates who scored in each quartile in each subsection of the Praxis. This information is from the ETS Summative Report.

In the case of AYs 2011-2012 and 2012-2013, the scores reported are the average scores of our candidates for each section compared with the ETS scores of the middle 50% of the scores of all candidates taking the exam. This information is from the individual candidate result sheets because ETS failed to provide us with an Institutional Summary Reports for these two academic years.

It is important to underline that nearly 100% of our candidates have passed the Praxis since we began collecting data in the AY 2003-2004.

#### 2. Alignment with ACTFL Standards

Praxis II Test	Spanish Content Knowledge	Praxis No. 5195	Passing Score 168
Section	Description	ACTFL	
I	Interpretive Mode: Listening	1	
II	Interpretive Mode: Reading	1	
III	Cultural Knowledge	2	
IV	Interpersonal and Presentational Writing	1	
V	Presentational and Interpersonal Speaking	1	

#### 3. Analysis of Data Findings

Although our education program is very small, the results for the last three years are impressive. All Spanish teacher candidates continue to pass the Praxis exam. In an exam for which the passing score is 168 out of 200, our students ranged from a low of 172 to a high of 194.

If a candidate did not pass the Praxis, he/she would be ineligible for licensure and the department would need to reexamine the candidate's grades and performance in order to explain

a failure at such a late time. This has never happened. The subsection scores allow us to evaluate specific strengths and weaknesses in our program.

In terms of the subsections, our candidates also score well in assessments of the three modes of communication and of the cultural products, practices and perspectives. In the AY 2010-2011, most candidates scored in the third quartile of all sections assessing the modes of communication. There were some outliers in the second quartile and some in the fourth. No candidate scored in the first quartile of any subsection of communication. In the AYs 2011-2012 and 2012-2013, candidates continued to perform well. TCNJ candidates scored in the upper part of the middle 50 percent of the candidates taking the exam or higher. In the AY 2012-2013, candidates scored above the middle range in three of the four communication subsections.

Candidates also performed well with regard to the subsection on culture (subsection III.) In the AY 2010-2011, half of the group tested into the top quartile and half into the second quartile. This widely split result is curious, but given the small number of candidates, it may once again be the result of the caliber of a few individuals. Currently, we are examining our cultural courses in an effort to create topic specific courses with an emphasis on the cultural products, practices and perspectives of that topic. We intend to add this type of course to our traditional cultural anthology courses. In addition, we continue to use multiple assessments of candidates' cultural knowledge. (Please see Assessments III and V below.) In the AYs 2011-2012 and 2012-2013, our candidates performed higher than the middle 50 percent of the candidates taking the exam.

These results of sections I, II, IV and V coupled with the strong performance of our candidates in the ACTFL Oral Proficiency Exam suggest that our candidates are well prepared to communicate in the target language. (Please see Assessment I above.) The results of section III suggest that our students are also well-prepared in terms of their knowledge of the cultural products, practices and perspectives. (For additional conclusions, please see assessment III and V below.)

Spanish: Content Knowledge: (5195)

NJ Passing Score: 168

Academic Year	# of Examinees	Passing Scores	High Score	Low Score
Fall 2010-Summer 2013	13	100%	194	172

Praxis Subsection Scores: AY 2010-2011

	0-25%	25-50%	50-75%	75-100%
I Interpretive Listening	0%	0%	83%	17%
II Interpretive Reading	0%	50%	0%	50%
III Cultural Knowledge	0%	17%	67%	17%
IV Interpersonal & Presentational Writing	0%	33%	67%	0%
V Presentational & Interpersonal Speaking	0%	33%	50%	17%

Average Scores: AY 2011-2012

Section	TCNJ Avg Scores	Score Middle 50%
I Interpretive Listening	19.3/25	16-21
II Interpretive Reading	21.5/24	16-21
III Cultural Knowledge	10.3/12	7-10
IV Interpersonal & Presentational Writing	16.3/25	8-14

V Presentational & Interpersonal Speaking	13.5/18	7-14
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#### Individual Scores AY 2012-2013

<i>Section</i>	TCNJ Avg Scores	Score Middle 50%
I Interpretive Listening	23.5/25	16-21
II Interpretive Reading	22/24	16-21
III Cultural Knowledge	11/12	7-10
IV Interpersonal & Presentational Writing	15.5/25	8-14
V Presentational & Interpersonal Speaking	14/18	7-14

#### 4. Conclusions

This licensure exam is typically taken at the end of the candidate's career. The 100% pass rate supports our contention that our candidates meet professional expectations. The subsection scores indicate areas of strength in both communication and culture.

#### 5. Future Considerations

Candidates continue to pass the Praxis exam at the rate of 100%. Their performance in the subsections demonstrates their preparation in terms of the modes of language and the products, practices and perspective of culture. Any future changes in our curriculum will be firmly based in the ACTLF Standards and we will continue to monitor Praxis scores on a yearly basis.

### Assessment III

#### Assessment of content knowledge in Culture and Literature

##### 1. Assessment and Description

In order to assess content knowledge in Culture and Literature, all teacher candidates write a term paper for Spanish 303 (Culture/Society Spain) or Spanish 304 Culture/Society of Latin America. The *or* is necessary because candidates typically take one of these courses overseas depending on whether they study in Spain or Latin America. Therefore, candidates are assessed on whichever term paper is done on the TCNJ campus.

##### 2. Alignment with ACTFL Standards

The Culture and Literature Rubric component of Assessment 2 evaluates candidates' understanding of the products, practices and perspectives of Hispanic culture in keeping with ACTFL Standard 2.a and 2.b. In addition, two subsections of the Culture and Literature Rubric (*Word Choice/Sentence Structure and Mechanics*) also speak to candidates' presentational mode of communication. (ACTFL Standard 1.c)

##### 3. Analysis of Data Findings

Although the number of candidate is small, their results are strong. Depending upon the AY, between 85%-100% of the candidates demonstrate exemplary or proficient ratings in the subsections assessing culture and literature. In the case of "Mechanics" (the presentational mode of communication) 80%-100% of the candidates earned a rating of either exemplary or proficient. These ratings are in keeping with the Praxis scores in Assessment II and support our contention that candidates are meeting the goals of ACTFL Standards I and II. These courses are typically taken in the candidates' junior year and therefore, their control of the language is stronger than in the linguistic journals which are completed earlier in their career. (Please see Assessment IV below.)

### Assessment III

#### Assignment for Research Paper for SPA 303 Culture and Society of Spain

Students will write a fully documented 7-9 page double-spaced final paper on a cultural topic directly related to Spain that they select with the instructor's approval. The professor must approve the topic in advance or it will not be accepted. All students should submit a two-page thesis with bibliography of the paper by Month/Date.

They will use correct MLA format as well as a Spanish word processing program. The essay will be evaluated in accordance with a rubric provided at the beginning of the semester (culture; comparisons; communication –interpretive and presentational modes; connections; community) Your final paper is due the last day of class.

#### Assignment for Research Paper for SPA 304 Culture and Society of Latin America

Students will write an 8-10 page research paper based on secondary readings, related to the material of the course. Students are required to use materials that come from books and journals that were published in Spanish America. If published in the United States, their research has to come from journals dedicated to Spanish American Studies and

written by specialists in that field. They may use the WWW to get started, but whatever information they find has to be checked. This will provide them with an in-depth understanding of the cultural products, practices and perspectives of Spanish America. In addition students will be able to compare these cultural components with the information in texts published by orthodox historians in the United States. This project is the culmination of the course, so it will be strictly evaluated.

Students will be graded on the following:

- the quality of the research
- the grammatical accuracy
- the understanding of the material
- the originality
- the critical thinking involved

The essay will be evaluated in accordance with a rubric provided at the beginning of the semester (culture; comparisons; communication –interpretive and presentational modes; connections; community)

Students will submit a proposal for the research in the first class meeting after the midterm examination. This proposal must include an annotated bibliography of the sources to be used. Feedback will be provided, and suggestions may be made for changing or revising the research topic.

## Rubric for Evaluating Culture/Literature Termpaper SPA 303/304

	<b>Cultural relevance</b>	<b>Objective or Thesis</b>	<b>Amount of Information</b>	<b>Use of supporting details</b>	<b>Organization</b>	<b>Word Choice / Sentence Structure</b>	<b>Mechanics</b>	<b>MLA fo</b>
<b>4: Exemplary</b>	Very high. Clearly justified or defended. Explicitly and persuasively linked to a specific or general part of the course. Thorough analysis of cultural products, practices and perspectives, as they relate to one another.	Clearly stated and well focused. Thesis is student's own original idea. It is neither too general nor too obvious. Its scope is appropriate for the length of the paper.	All relevant topics are addressed and all questions answered satisfactorily.	Variety of supporting details, all of them relevant and clearly justified. Details well integrated into the main text. Details and evidence well synthesized.	Ideas connected. Information is very organized with well-constructed paragraphs and subheadings. Strong beginning, middle, end. Sequenced & logical. Focuses on topic.	Wide variety used. Consistent and appropriate usage. Words "enhance" ideas. Clearly written. Complete sentences. Variety of sentence length and structure. Essay is fully comprehensible and easy to read.	Practically no errors in grammatical structures, vocabulary, spelling or punctuation.	Paper consistently adheres to rules for format, page numbering, citations, and list of works cited.
<b>3: Proficient</b>	High. Well justified or defended. Generally linked to a part of the course. Good discussion of products, practices, perspectives, but paper needs to relate the three to one another more closely.	Clearly stated but focus could have been sharper. Thesis is student's own idea. It is neither too general nor too obvious. However, its scope is not appropriate for the length of the paper.	All relevant topics are addressed and most questions answered satisfactorily.	Most details are relevant and justified. Details mostly well integrated into the main text. Mostly well synthesized.	Most ideas connected. Information is organized with well-constructed paragraphs. Good beginning, middle, end. Most ideas sequenced & logical. General focus on topic.	Some variety. Mostly consistent and appropriate. Words generally support ideas. Most sentences clearly written. Simple sentences. Some variety of length. Essay is mostly comprehensible and easy to read.	Few errors in grammatical structures, vocabulary, spelling or punctuation.	Paper deviates in a few areas from MLA rules for format, page numbering, citations, and list of works cited.
<b>2: Developing</b>	Low. Not very clearly justified. Only implicitly linked to a part of the course, whether specific or general. Some discussion of products, practices, perspectives; may focus on only one of these areas.	Thesis not clearly stated and / or not well focused. It is student's own original idea, but does not clearly state the main idea and / or is not of an appropriate scope for the length of the paper.	Most relevant topics are addressed and most questions answered satisfactorily.	Only some details are really relevant or justified. Details (or supporting evidence) are not smoothly integrated into the main text. Little synthesis.	Some ideas connected. Information is organized with but paragraphs are not well-constructed. Attempts beginning, middle, end. Not always sequenced & logical. Moves away from focus.	Common word choice. Some inappropriate word choices. Little use of descriptive words. Some unclear sentences. Run-on, fragmented, sentences. Little variety. Essay is generally comprehensible.	Many errors in spelling and/ or punctuation errors. Few errors in grammatical structures or vocabulary.	Paper often deviates in several areas from MLA rules for format, page numbering, citations, and list of works cited.
<b>1: Serious concern</b>	Very low. Not justified. No clear connection to any part of the course, whether specific or general. Little or faulty discussion of cultural products, practices, perspectives.	Thesis is not student's original idea, or thesis is too general or obvious.	Several relevant topics were not addressed. Several questions are left unanswered.	Lacks details or details are not clearly relevant or justified. Supporting evidence or details are awkwardly or carelessly integrated into the main text. No synthesis.	Few ideas connected. The information appears to be disorganized. Lacks beginning, middle, end. Little sequence & logic. Unfocused.	Limited word choice. Many inappropriate word choices. No attempt at descriptive words. Sentences not clear. Frequent fragmented sentences. No variety. Paper is often difficult to comprehend.	Many errors in grammatical structures, vocabulary, spelling and/ or punctuation.	Paper shows evidence that student cannot write. MLA rules for writing of papers.

A: 38-40; A-: 35-37; B+: 31-34; B: 27-30; B-: 25-26; C+: 23-24; C: 21-22; C-: 19-20; D+: 17-18; D: 15-16; F: 10-14



## Candidate Data

## Culture/Literature Rubric AY 2010-2011

SUBSECTION	EXEMPLARY	PROFICIENT	DEVELOPING	SERIOUS CONCERN
Cultural relevance	60%	20%	20%	0%
Objective or Thesis	60%	40%	0%	0%
Amount of Information	20%	60%	20%	0%
Use of supporting details	60%	20%	20%	0%
Organization	60%	40%	0%	0%
Word Choice / Sentence Structure	60%	0%	40%	0%
Mechanics	20%	80%	0%	0%
MLA format	60%	40%	0%	0%
Sources and Documentation	60%	20%	20%	0%
Conclusions and critical skills	40%	20%	40%	0%
<b>TOTALS</b>	<b>50%</b>	<b>34%</b>	<b>16%</b>	<b>0%</b>

## Culture/Literature Rubric AY 2011-2012

SUBSECTION	EXEMPLARY	PROFICIENT	DEVELOPING	SERIOUS CONCERN
Cultural relevance	100%	0%	0%	0%
Objective or Thesis	100%	0%	0%	0%
Amount of Information	100%	0%	0%	0%
Use of supporting details	0%	100%	0%	0%
Organization	100%	0%	0%	0%
Word Choice / Sentence Structure	100%	0%	0%	0%
Mechanics	0%	100%	0%	0%
MLA format	0%	0%	100%	0%
Sources and Documentation	100%	0%	0%	0%
Conclusions and critical skills	0%	100%	0%	0%
<b>TOTALS</b>	<b>60%</b>	<b>30%</b>	<b>10%</b>	<b>0%</b>

Culture/Literature Rubric AY 2012-2013

SUBSECTION	EXEMPLARY	PROFICIENT	DEVELOPING	SERIOUS CONCERN
Cultural relevance	0%	100%	0%	0%
Objective or Thesis	0%	100%	0%	0%
Amount of Information	0%	100%	0%	0%
Use of supporting details	0%	100%	0%	0%
Organization	0%	100%	0%	0%
Word Choice / Sentence Structure	100%	0%	0%	0%
Mechanics	100%	0%	0%	0%
MLA format	100%	0%	0%	0%
Sources and Documentation	0%	100%	0%	0%
Conclusions and critical skills	0%	100%	0%	0%
TOTALS	30%	70%	0%	0%

#### 4. Conclusions

These ratings are in keeping with the Praxis scores in Assessment I and support our contention that candidates are meeting the goals of ACTFL Standards I and II.

The data shows that most of the candidates demonstrate a sound understanding of culture and literature. In addition, by the time students take their junior year courses in culture and literature, they have developed their writing competencies.

#### 5. Future Considerations

Candidates continue to demonstrate a strong foundation in culture and literature. However, the small number of candidates in our data bank underlines an unexpected result of a recent change in our curriculum. Two years ago, the department voted to rework the major to allow students to take more courses in areas of interest (culture, literature or linguistics) while still taking at least one course in each area. (Please see Student Advising Sheet in Section I, part 3.) This resulted in many students completing their cultural courses overseas and we therefore did not have the opportunity to collect all their data. The “opening up” of our curriculum has been extremely well-received by both faculty and students. In order to collect a more substantial amount of data, we are currently discussing the possibility of using work done in the senior student seminar to assess these components of ACTFL. This course is required of all students and must be taken on campus.

## **Assessment IV**

### **Assessment of content knowledge in Linguistics**

#### **1. Assessment and Description**

In order to assess content knowledge in Linguistics, all candidates submit a linguistic journal in Spanish 215 (Spanish Phonetics). This course is always taken on the TCNJ campus.

#### **2. Alignment with ACTFL Standards**

The Linguistics Journal Rubric component of Assessment 2 evaluates teacher candidates' understanding of Spanish linguistics (ACTFL Standards 1.b and 1.c) with emphasis on phonology and morphology. In addition, the section entitled Mechanics of Linguistic Journal contains three subsections: *Vocabulary*, *Grammatical accuracy* and *Application of course concepts*. All assess the candidates' presentational mode of communication. (ACTFL Standard 1.c)

#### **3. Analysis of Data Findings**

The data reported for linguistic knowledge is based upon a larger number of candidates' work than the culture and literature knowledge (Assessment III.). In the first two reporting years, candidates demonstrated a strong foundation in Spanish linguistics (1.b and 1.c). The data in the first nine subsections speaks to their linguistic knowledge. In the first two AYs, approximately 85% of the candidates earned proficient or exemplary ratings in the linguistic subsections. This percentage dropped to 57% in the last reporting year because two of the students failed to turn in their assignment and two failed to utilize the multiple draft system employed by the professor and therefore had problems with their linguistic analysis on their final work. Of the four, one candidate took an Incomplete which is now an F and will need to retake the course. A second had extenuating circumstances which were discussed with the professor. This assignment represents 25% of the final grade. Therefore, candidates who demonstrate their linguistic knowledge in other components of the final grade may pass the course.

The data from the linguistic journal demonstrates that most of our candidates (with the exception of the cases mentioned earlier) are demonstrating a strong foundation in Spanish linguistics.

Results on the three subsections of *Mechanics* suggest that candidates continue to develop their presentational mode of writing when producing their first linguistics paper. Total scores for candidates earning proficient or exemplary in the *Mechanics* section of this work were 67% (AY 2010-2011), 46% (AY 2011-2012) and 54% (AY 2012-2013). While these scores are low, they are not surprising. This course is typically taken during the second semester of the freshmen year of the first semester of the sophomore year. It is only the third, three hundred level course (after Intermediate Oral Proficiency and Composition/Grammar Review). Some of the candidates are still developing their written expression in Spanish. (ACTFL 1. c.)

## Assessment IV

### Assignment for Linguistics Journal for SPA 215 Spanish Phonetics

**DIARIO DE OBSERVACIONES LINGÜÍSTICAS:** (Fechas de entrega: Borrador: Fecha/Mes al principio de la clase. Versión final: Escaneada y entregada en SOCS y en papel el Fecha/Mes antes de la hora de la clase. El borrador con mis comentarios y la primera nota se entregará en papel al principio de la clase el mismo día).

#### Procedimiento:

- Se entregará el borrador tres semanas antes del final de la clase (Fecha/Mes). El borrador deberá escribirse como si fuera el producto final. Un 20% de la nota depende de la corrección gramatical, y en la ortografía y la acentuación.
- El borrador se devolverá, con nota, y con amplios comentarios y sugerencias para revisiones. La idea es demostrar que se han incorporado las sugerencias hechas por la profesora en la versión final del diario.
- La media del borrador y de la versión final del diario es la nota final.

#### Metas:

- X Aumentar, a través de la observación de la comunicación oral y escrita de todo tipo, la conciencia que tiene el estudiante de los sonidos y la ortografía del español, y de la relación entre la fonología, la morfología y la sintaxis.
- X Utilizar los conocimientos que se van adquiriendo en este curso para analizar estas observaciones.

#### Componentes:

1. 7 ejemplos del español que demuestren algo de interés lingüístico en cuanto a la ortografía, la fonología, la morfología y la sintaxis del español. Tiene que haber un ejemplo de 7 fenómenos diferentes.

- Tienes que tener fuentes de diferente tipo: de los periódicos, de los comics, de las conversaciones que escuchas, de la televisión, películas en español, de revistas en español, de una página Web, de libros en español, etc...
- No puedes usar ejemplos de ninguna página Web como huevodeoro.com o huevodechocolate.com que juegan con el lenguaje.
- Tienes que usar 7 fuentes diferentes. Cada ejemplo debe ser acompañado de una cita específica y de un comentario analítico de una página ( ) qué demuestra? ) por qué es apropiado para el diario? ¿cómo se relaciona con la información que aprendimos en clase?)
- Tus ejemplos no son ejemplos si no presentan EVIDENCIA clara del fenómeno que describes.

Para tus ejemplos tienes que elegir SEIS de los siguientes fenómenos:
• la distribución complementaria
• la estructura silábica preferida y la silabificación (con evidencia de la silabificación)
• la acentuación de antidiptongo, gramatical y ortográfica (los tres a la vez)
• los pares mínimos con por lo menos 4 sonidos en cada palabra
• un proceso fonológico como la asimilación, la eliminación de sonidos, etc...(con evidencia del proceso)

• los tres fonemas representados por la letra "y"
• los diptongos y sus correspondientes antidiptongos (las dos cosas en el mismo ejemplo)
• los préstamos y los cognados (los dos en el mismo ejemplo)
• algún fenómeno relacionado con los dialectos
Y tienes que tener un ejemplo de morfología.

2. Una introducción (que se escribe al final) que resuma lo que has aprendido sobre los sonidos y la ortografía del español al juntar los materiales para el diario lingüístico. En esta introducción, debes hacer referencia a los materiales que has juntado para apoyar tu análisis y tus conclusiones.

### Formato:

Cada ejemplo debe aparecer en una hoja (una hoja=un ejemplo) con su cita y su comentario analítico. La introducción debe ser de 1-2 páginas bien escritas y bien pensadas. Papel estándar blanco, agrapados arriba a la izquierda. NO QUIERO CARPETAS DE NINGÚN TIPO. Márgenes de una pulgada arriba, abajo y en los lados, letra de 12 puntos "Times Roman" o similar. ES IMPORTANTE TANTO EL CONTENIDO COMO LA CORRECCIÓN GRAMATICAL.

### PRESENTACIONES ORALES:

Haremos las presentaciones Fechas/Meses. PARA LA PRESENTACIÓN ES NECESARIO TENER TRANSPARENCIAS DE TU EJEMPLO PARA LOS COMPAÑEROS.

### Assessment IV

### KEY ASSESSMENT RUBRIC: LINGUISTIC JOURNAL SPA 215

- In UNDERSTANDING OF LINGUISTIC CONCEPTS learners must demonstrate proficiency in 7 of the 10 areas specified, one of which must be MORPHOLOGY

OVERALL ACCURACY OF ANALYSIS				
	Exemplary	Proficient	Developing	Serious Concern
Overall accuracy of analysis	Analysis consistently demonstrates a full understanding of the interaction of the rules of Spanish phonology and morphology or syntax.	Analysis demonstrates a good understanding of the interaction of the rules of Spanish phonology and morphology or syntax.	Analysis demonstrates a few gaps in understanding of the interaction of the rules of Spanish phonology and morphology or syntax	Analysis demonstrates little or no understanding of the interaction of the rules of Spanish phonology and morphology or syntax.
UNDERSTANDING OF LINGUISTIC CONCEPTS				
	Exemplary	Proficient	Developing	Serious Concern
Complementary distribution	Analysis demonstrates a full understanding of the role of complementary distribution in establishing rules for sound-spelling	Analysis demonstrates a good understanding of the role of complementary distribution in establishing rules for sound-spelling relationships and the distribution of Spanish-	Analysis demonstrates a few gaps in the understanding of the role of complementary distribution in establishing rules for sound-spelling	Analysis demonstrates little or no understanding of the role of complementary distribution in establishing rules for sound-spelling relationships and the distribution of Spanish-

	relationships and the distribution of Spanish-language allophonic variation	language allophonic variation	relationships and the distribution of Spanish-language allophonic variation	language allophonic variation
Syllable structure	Analysis demonstrates a full understanding of the suprasegmental role of syllable structure in establishing the rhythm of spoken Spanish	Analysis demonstrates a good understanding of the suprasegmental role of syllable structure in establishing the rhythm of spoken Spanish	Analysis demonstrates a few gaps in the understanding of the suprasegmental role of syllable structure in establishing the rhythm of spoken Spanish	Analysis demonstrates little or no understanding of the suprasegmental role of syllable structure in establishing the rhythm of spoken Spanish
Oral and written accentuation	Analysis demonstrates a full understanding of the types of accentuation and the relationship between written and oral accentuation. Analysis demonstrates a full understanding of the phonemic nature of oral accentuation in Spanish.	Analysis demonstrates a good understanding of the types of accentuation and the relationship between written and oral accentuation. Analysis demonstrates a good understanding of the phonemic nature of oral accentuation in Spanish.	Analysis demonstrates a few gaps in the understanding of the types of accentuation and the relationship between written and oral accentuation. Analysis demonstrates a few gaps in the understanding of the phonemic nature of oral accentuation in Spanish.	Analysis demonstrates little or no understanding of the types of accentuation and the relationship between written and oral accentuation. Analysis demonstrates little or no understanding of the phonemic nature of oral accentuation in Spanish.
Minimal pairs	Analysis demonstrates a full understanding of the role of minimal pairs as proof of the phonemic versus allophonic nature of sound segments in spoken language.	Analysis demonstrates a good understanding of the role of minimal pairs as proof of the phonemic versus allophonic nature of sound segments in spoken language.	Analysis demonstrates a few gaps in the understanding of the role of minimal pairs as proof of the phonemic versus allophonic nature of sound segments in spoken language.	Analysis demonstrates little or no understanding of the role of minimal pairs as proof of the phonemic versus allophonic nature of sound segments in spoken language.
Phonological processes	Analysis demonstrates a full understanding of phonological processes such as sonorization, spirantization of Spanish stops and nasal assimilation. Analysis demonstrates full understanding of the occurrence of these phonological processes in standard norms of spoken Spanish.	Analysis demonstrates a good understanding of phonological processes such as sonorization, spirantization of Spanish stops and nasal assimilation. Analysis demonstrates good understanding of the occurrence of these phonological processes in standard norms of spoken Spanish.	Analysis demonstrates a few gaps in the understanding of phonological processes such as sonorization, spirantization of Spanish stops and nasal assimilation. Analysis demonstrates a few gaps in the understanding of the occurrence of these phonological processes in standard norms of spoken Spanish.	Analysis demonstrates little or no understanding of phonological processes such as sonorization, spirantization of Spanish stops and nasal assimilation. Analysis demonstrates little or no understanding of the occurrence of these phonological processes in standard norms of spoken Spanish.
Sound/spelling correspondences	Analysis demonstrates a full understanding of sound/spelling relationships. Analysis demonstrates a full understanding of the basic concept that a sound is not a letter and a letter is not a sound. Analysis demonstrates a full understanding of	Analysis demonstrates a good understanding of sound/spelling relationships. Analysis demonstrates a good understanding of the basic concept that a sound is not a letter and a letter is not a sound. Analysis demonstrates a good understanding of the	Analysis demonstrates a few gaps in the understanding of sound/spelling relationships. Analysis demonstrates a few gaps in the understanding of the basic concept that a sound is not a letter and a letter is not a sound. Analysis demonstrates a few gaps	Analysis demonstrates little or no understanding of sound/spelling relationships. Analysis demonstrates little or no understanding of the basic concept that a sound is not a letter and a letter is not a sound. Analysis demonstrates little or no understanding of the

	the primarily oral nature of language and the secondary importance and arbitrariness of written systems.	primarily oral nature of language and the secondary importance and arbitrariness of written systems.	in the understanding of the primarily oral nature of language and the secondary importance and arbitrariness of written systems.	primarily oral nature of language and the secondary importance and arbitrariness of written systems.
Comparisons between the target language and the native language	Analysis demonstrates a full understanding of the different phonemes and allophones, and their realization in the target and native language (including vowel quality, diphthongs and consonantal segments).	Analysis demonstrates a good understanding of the different phonemes and allophones, and their realization in the target and native language (including vowel quality, diphthongs and consonantal segments).	Analysis demonstrates a few gaps in the understanding of the different phonemes and allophones, and their realization in the target and native language (including vowel quality, diphthongs and consonantal segments).	Analysis demonstrates little or no understanding of the different phonemes and allophones, and their realization in the target and native language (including vowel quality, diphthongs and consonantal segments).
The changing nature of language	Analysis demonstrates a full understanding of the role of cognates and linguistic borrowing in enhancing the lexicon of the target language, of the differences between cognates and borrowings, and of how cognates and borrowings evolve or become adapted phonologically, morphologically and orthographically to the target language.	Analysis demonstrates a good understanding of the role of cognates and linguistic borrowing in enhancing the lexicon of the target language, of the differences between cognates and borrowings, and of how cognates and borrowings evolve or become adapted phonologically, morphologically and orthographically to the target language.	Analysis demonstrates a few gaps in the understanding of the role of cognates and linguistic borrowing in enhancing the lexicon of the target language, of the differences between cognates and borrowings, and of how cognates and borrowings evolve or become adapted phonologically, morphologically and orthographically to the target language.	Analysis demonstrates little or no understanding of the role of cognates and linguistic borrowing in enhancing the lexicon of the target language, of the differences between cognates and borrowings, and of how cognates and borrowings evolve or become adapted phonologically, morphologically and orthographically to the target language.
Comparisons between different varieties of the target language	Analysis demonstrates a full understanding of phonemic and phonetic characteristics (e.g. <i>yeísmo/lleísmo, distinción/seseo</i> , syllable-final aspiration) that define the major geographical variations (dialects) of spoken Spanish.	Analysis demonstrates a good understanding of phonemic and phonetic characteristics (e.g. <i>yeísmo/lleísmo, distinción/seseo</i> , syllable-final aspiration) that define the major geographical variations (dialects) of spoken Spanish.	Analysis demonstrates a few gaps in the understanding of phonemic and phonetic characteristics (e.g. <i>yeísmo/lleísmo, distinción/seseo</i> , syllable-final aspiration) that define the major geographical variations (dialects) of spoken Spanish.	Analysis demonstrates little or no understanding of phonemic and phonetic characteristics (e.g. <i>yeísmo/lleísmo, distinción/seseo</i> , syllable-final aspiration) that define the major geographical variations (dialects) of spoken Spanish.
The phonology /morphology interface	Analysis demonstrates a full understanding of the relationship between word formation and the sound system, and how this relationship is reflected orthographically.	Analysis demonstrates a good understanding of the relationship between word formation and the sound system, and how this relationship is reflected orthographically.	Analysis demonstrates a few gaps in the understanding of the relationship between word formation and the sound system, and how this relationship is reflected orthographically.	Analysis demonstrates little or no understanding of the relationship between word formation and the sound system, and how this relationship is reflected orthographically.
<b>MECHANICS OF LINGUISTIC JOURNAL</b>				
	Exemplary	Proficient	Developing	Serious Concern

Vocabulary	Consistently uses appropriate vocabulary for the context. Is always able to define vocabulary in a way that makes concepts accessible to a reader not versed in phonetics and phonology.	Almost always uses appropriate vocabulary for the context. Is almost always able to define vocabulary in a way that makes concepts accessible to a reader not versed in phonetics and phonology.	Often uses appropriate vocabulary for the context. Is often but not always able to define vocabulary in a way that makes concepts accessible to a reader not versed in phonetics and phonology.	Rarely uses appropriate vocabulary for the context. Is rarely able to define vocabulary in a way that makes concepts accessible to a reader not versed in phonetics and phonology.
Grammatical accuracy	Journal consistently uses correct grammatical structures and punctuation. Can be read and readily understood by a sympathetic native speaker.	Journal has a few errors in grammatical structures and/or punctuation. Can be read and largely understood by a sympathetic native speaker.	Journal has several patterns of errors in grammar structures and/or punctuation. Parts may not be well understood even by a sympathetic native speaker.	The errors in grammatical structures and/or punctuation significantly affect the comprehensibility of the journal even for a sympathetic native speaker.
Application of course concepts	Consistently applies knowledge of sound/spelling relationships and rules of accentuation. The notation used always correctly distinguishes between phonemic and phonetic transcription. Transcriptions always make use of the correct linguistic symbols.	Almost always applies knowledge of sound/spelling relationships and rules of accentuation. The notation used almost always correctly distinguishes between phonemic and phonetic transcription. Transcriptions almost always make use of the correct linguistic symbols.	Often applies knowledge of sound/spelling relationships and rules of accentuation. The notation used often correctly distinguishes between phonemic and phonetic transcription. Transcriptions often make use of the correct linguistic symbols.	Seldom applies knowledge of sound/spelling relationships and rules of accentuation. The notation used seldom correctly distinguishes between phonemic and phonetic transcription. Transcriptions seldom make use of the correct linguistic symbols.



Linguistics Journal Rubric AY 2010-2011

SUBSECTION	EXEMPLARY	PROFICIENT	DEVELOPING	SERIOUS CONCERN
Overall accuracy of analysis	0%	66.7%	33.3%	0%
Complementary distribution	100%	0%	0%	0%
Syllable structure	0%	66.7%	33.3%	0%
Oral and written accentuation	0%	66.7%	33.3%	0%
Minimal pairs	0%	100%	0%	0%
Phonological processes	100%	0%	0%	0%
Sound/spelling correspondences	0%	66.7%	33.3%	0%
Comparisons between the target language and the native language	0%	66.7%	33.3%	0%
The changing nature of language	0%	66.7%	33.3%	0%
Comparisons between different varieties of the target language	100%	0%	0%	0%
The phonology /morphology interface	0%	66.7%	33.3%	0%
Vocabulary	0%	66.7%	33.3%	0%
Grammatical accuracy	0%	66.7%	33.3%	0%
Application of course concepts	0%	66.7%	33.3%	0%
TOTALS	21.4%	54.8%	23.8%	0%

Linguistics Journal Rubric AY 2011-2012

SUBSECTION	EXEMPLARY	PROFICIENT	DEVELOPING	SERIOUS CONCERN
Overall accuracy of analysis	12.5%	37.5%	50%	0%
Complementary distribution	87.5%	12.5%	0%	0%
Syllable structure	25%	37.5%	37.5%	0%
Oral and written accentuation	25%	37.5%	37.5%	0%
Minimal pairs	12.5%	37.5%	50%	0%

Phonological processes	25%	37.5%	37.5%	0%
Sound/spelling correspondences	12.5%	50%	37.5%	0%
Comparisons between the target language and the native language	75%	25%	0%	0%
The changing nature of language	25%	37.5%	37.5%	0%
Comparisons between different varieties of the target language	87.5%	12.5%	0%	0%
The phonology /morphology interface	12.5%	50%	37.5%	0%
Vocabulary	12.5%	37.5%	50%	0%
Grammatical accuracy	12.5%	25%	62.5%	0%
Application of course concepts	12.5%	37.5%	50%	0%
TOTALS	31.3%	33.9	34.8%	0%

Linguistics Journal Rubric AY 2012-2013

SUBSECTION	EXEMPLARY	PROFICIENT	DEVELOPING	SERIOUS CONCERN
Overall accuracy of analysis	0%	25%	50%	25%
Complementary distribution	87.5%	0%	12.5%	0%
Syllable structure	0%	25%	75%	0%
Oral and written accentuation	12.5%	37.5%	50%	0%
Minimal pairs	0%	25%	37.5%	37.5%
Phonological processes	25%	12.5%	50%	12.5%
Sound/spelling correspondences	0%	25%	75%	0%
Comparisons between the target language and the native language	75%	12.5%	12.5%	0%
The changing nature of language	0%	25%	62.5%	12.5%
Comparisons	100%	0%	0%	0%

between different varieties of the target language				
The phonology /morphology interface	0%	25%	50%	25%
Vocabulary	0%	42.9%	42.9%	14.3%
Grammatical accuracy	0%	12.5%	75%	12.5%
Application of course concepts	0%	25%	37.5%	37.5%
TOTALS	21.4%	20.9%	45%	12.6%

#### 4. Conclusions

These ratings are in keeping with the Praxis scores in Assessment I and support our contention that candidates are meeting the goals of ACTFL Standards I and II.

The data shows that most of the candidates demonstrate a sound understanding of linguistics. The data also shows that some candidates in their freshman and sophomore years demonstrate their proficiency in writing while others are still developing their competencies and they demonstrate them later in their junior culture and literature course.

#### 5. Future Considerations

Candidates demonstrate a strong foundation in linguistics at this early point in their development. While their scores in *Mechanics* are not as strong, they are developing. In addition, this course (one of few required classes in our program) is a key course in determining which candidates are truly interested and capable of developing into high quality language educators and/or Spanish majors. We expect to continue to require successful completion of this course from all majors in Spanish including teaching candidates.

## **Assessment V**

### **Reflections on Study Abroad Experience**

#### **1. Assessment and Description**

Candidates spend at least one semester abroad typically during their junior year. Although the college does not allow us to state that an overseas experience is required, incoming freshmen participate in an orientation which explains the ACTFL Oral Proficiency requirement of Advanced Low for licensure in New Jersey as well as the importance of experiencing the culture firsthand. In addition, potential candidates are told that faculty can only write letters of recommendation for candidates who demonstrate an oral proficiency level of ACTFL Advanced Low. We explain that for non-native and sometimes heritage speakers, an overseas experience is critical to building that level of oral proficiency. Although some native speakers or strong heritage speakers choose not to study overseas (or are unable), virtually all of our non-native, non-heritage speakers participate in a semester abroad program. As part of that experience, candidates are asked to complete a weekly reflection piece which is emailed to a faculty member and evaluated in accordance with the rubric below. While this was not a required component three years ago, since then it has been an obligatory part of all candidates' study abroad experience.

#### **2. Alignment with ACTFL Standards**

Candidates reflect on cultural products, practices and perspectives which they experience firsthand during their semester overseas (ACTFL Standard 2)

#### **3. Analysis of Data Findings**

As reflected below, all candidates in the last three years have demonstrated at least an accomplished level of understanding of the cultural products, practices and perspectives that they have observed while studying overseas and many have provided evidence for an exemplary cultural understanding. Candidates are also accomplished at drawing comparisons about similarities between cultures. Most candidates make significant efforts to interact with native speakers while abroad earning them an exemplary rating. This is exciting because the best opportunity our candidates have to interact with native speakers is during their overseas experience. This information is stressed repeatedly and apparently the candidates are internalizing it. Finally, all candidates are either exemplary or accomplished at demonstrating the ability to examine and evaluate the target culture based on personal experience and interactions and are generally free of bias or stereotypes.

## **Assessment V**

#### **Assignment: SPA 391 Topics: Study Abroad Reflection**

The student will submit a series of reflective essays based on his/her experience abroad. The format of the essays may vary; e.g. weekly submission of 1-2 pages, collection of 5 essays of 4-5 pages, or a longer paper format. In total the student must submit a minimum of 15 pages, with the average being approximately 20 pages. The essays should show an understanding of cultural products, practices and perspectives and their interrelationships; an understanding of daily living patterns and social structures; an ability to make comparisons between the target and

heritage cultures; evidence of interactions with native speakers while abroad; and the ability to evaluate the target culture. An accompanying rubric will be provided to the student.

**Demonstrating Cultural Understandings: A Rubric for Student's Reflective Journal while abroad**

<b>CRITERIA</b>	<b>Exemplary</b>	<b>Accomplished</b>	<b>Rudimentary</b>
<b>Cultural perspectives</b>	Candidate shows an exceptional understanding of cultural perspectives and their interrelationships with products and practices.	Candidate shows an understanding of cultural perspectives by citing key cultural perspectives and supporting them through description of products and practices.	Candidate shows very limited recognition of cultural perspectives and fails to identify products and practices.
<b>Social understanding</b>	Candidate shows a thorough and integrative understanding of daily living patterns, social structures and other Cultural products through careful observation and analysis.	Candidate shows integral understanding of daily living patterns, social structures and other Cultural products through experience abroad.	Candidate shows limited understanding of daily living patterns, social structures and other Cultural products because of lack of exposure or analysis.
<b>Cultural similarities and comparisons</b>	Candidate shows an exceptional ability to go beyond analysis and hypothesis in comparing the target and heritage cultures.	Candidate demonstrates ability to analyze and hypothesize about similarities between cultures in making comparisons.	Candidate can reflect only minimally on comparisons between cultures, relying principally on anecdotal evidence.
<b>Cultural integrations and interactions with NS</b>	Candidate makes significant efforts to interact with native speakers while abroad.	Candidate makes moderate efforts to interact with native speakers while abroad	Candidate makes little effort to integrate with native speakers while abroad, remaining principally with people of similar cultural backgrounds.
<b>Cultural evaluation</b>	Candidate fully demonstrates a broad cultural understanding in analyzing the target culture, free of bias and stereotype.	Candidate demonstrates the ability to examine and evaluate the target culture based on personal experience and interactions., but generally free of bias or stereotype.	Candidate relies chiefly on cultural bias and stereotype to evaluate the target culture.

AY 2010-2011	Exemplary	Accomplished	Rudimentary
Cultural perspectives	100%	0%	0%
Social understanding	100%	0%	0%
Cultural similarities and comparisons	100%	0%	0%
Cultural integrations and interactions with NS	100%	0%	0%
Cultural evaluation	100%	0%	0%

AY 2011-2012	Exemplary	Accomplished	Rudimentary
Cultural perspectives	0%	100%	0%
Social understanding	20%	80%	0%
Cultural similarities and comparisons	0%	100%	0%
Cultural integrations and interactions with NS	60%	40%	0%
Cultural evaluation	40%	60%	0%

AY 2012-2013	Exemplary	Accomplished	Rudimentary
Cultural perspectives	0%	100%	0%
Social understanding	0%	100%	0%
Cultural similarities and comparisons	0%	100%	0%
Cultural integrations and interactions with NS	100%	0%	0%
Cultural evaluation	100%	0%	0%

#### 4. Conclusions

Results clearly show that candidates understand the connections between the perspectives and the products and practices of Hispanic culture. In addition, they demonstrate the ability to compare their own culture with the target culture and their cultural analysis is free of bias or stereotype. Candidates actively engage with the native speakers while studying abroad, an interaction which clearly affects not only their cultural knowledge but also the development of their oral proficiency.

#### 5. Future Considerations

In effort to improve the quality of the candidates' study abroad experience, TCNJ will begin its own program of study in the university in Alcalá de Henares outside of Madrid, Spain. Although existing programs have done an excellent job of preparing our candidates in terms of oral proficiency and cultural knowledge, we believe that the academic preparation in culture, literature and linguistics could be improved. Working with TCNJ's Center for Global Engagement, we have created our own program overseas, which will be staffed by a TCNJ faculty member each Spring. We hope this will add more rigor to the candidates' coursework overseas. We will also carefully monitor housing arrangements and contact with native speakers in order to maximize the immersion experience.