



SLO Assessment Cycle for FREN 2

Elementary French (Second Quarter) SLO Modified: [04/09/2011]

Laura Karst's Team Members:

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Additional Team members not on list/notes about team:

Additional Notes:

Outcomes:

Outcome 1: Statement Modified: [09/09/2010]

Demonstrate a greater working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, an increasing range of basic/simple information relating to high-frequency situations in familiar contexts such as expressing desire, ability and obligation, expressing negation, narration of past events.

Assessment Cycle Records:

Outcome 1: Assessment Planning Modified: [04/09/2011]

Assessment Strategy Used:

Quarter: Fall 2010

Assessors:

Assessment Tools: Interviews

Sections being assessed: 001

Outcome 1: Reflect & Enhance Modified: [04/09/2011]

Number of people involved in Phase III: 3

Changes:

Methods:

Individual oral interviews, assessed using a rubric.

Summary:

Student performance was good to outstanding in each rubric category. The strongest areas were in pronunciation and aural comprehension. The weakest area was in correct verb-tense usage, where 79% of the class scored in the good-to-excellent range.

Enhancement (Part I):

It is in French 2 where students are first exposed to the very complex system of past-tenses. Choosing between the "imparfait" and the "passe compose" is something with which even 2nd-year French students continue to struggle. The choice between these past-tenses is even more difficult when it must be made spontaneously during conversation, so it is not surprising that this should be an area in which French 2 students are challenged.

Enhancement (Part II):

All of our world language students will benefit from access to tutors for practicing oral communication, and from smaller class sections.

Outcome 2: Statement Modified: []

Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.

Outcome 2: Assessment Planning Modified: [04/09/2011]

Assessment Strategy Used:

Quarter: Fall 2010

Assessors:

Assessment Tools: Exams

Sections being assessed: 001

Outcome 2: Reflect & Enhance Modified: [04/09/2011]

Number of people involved in Phase III: 3

Changes:

Methods:

Final written exam with reading comprehension questions, assessed using a rubric.

Summary:

A satisfactory percentage of the students showed good to excellent reading comprehension proficiency. The weakest rubric category was in the identification of the subtleties of a text, with 77% of the students performing satisfactorily or higher.

Enhancement (Part I):

At the French 2 level, it is perhaps unrealistic to expect students to be able to perfectly identify subtleties of a text. Future rubrics should be modified to have more realistic expectations of the sophistication of reading skills of students at this level.

Enhancement (Part II):

All of our world languages students will benefit from access to tutors for practicing reading strategies, and from smaller class sections.

Outcome 3: Statement Modified: []

Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.

Outcome 3: Assessment Planning Modified: [04/09/2011]**Assessment Strategy Used:**

Quarter: Fall 2010

Assessors:

Assessment Tools: Papers/Essays

Sections being assessed: 001

Outcome 3: Reflect & Enhance Modified: [04/09/2011]

Number of people involved in Phase III: 3

Changes:

Methods:

Final composition, assessed using a rubric.

Summary:

90% or more of the class demonstrated good to excellent proficiency in all rubric categories of this writing assessment.

Enhancement (Part I):

Continued assignment of writing exercises throughout the quarter should result in greater mastery of grammar, vocabulary, and syntax, and should support this success rate in the future.

Enhancement (Part II):

All of our world languages students will benefit from access to tutors for practice with writing skills, and from smaller class sections.

Outcome 4: Statement Modified: []

Demonstrate a deeper grasp of social protocols and contributions of French-speaking cultures, by analyzing and comparing them to one's own culture(s).

Outcome 4: Assessment Planning Modified: [04/09/2011]**Assessment Strategy Used:**

Quarter: Fall 2010

Assessors:

Assessment Tools: Exams

Outcome 4: Reflect & Enhance Modified: [04/09/2011]

Number of people involved in Phase III: 3

Changes:

Methods:

Final exam, with culture questions related to in-class discussions throughout the quarter.

Summary:

99% of the class performed satisfactorily in this assessment. 88% scored 80% or higher in this section of the final exam.

Enhancement (Part I):

Continued frequent in-class discussion of a cultural nature will serve to support future success in this area.

Enhancement (Part II):

All world languages students will benefit from access to tutors, especially native speakers of the target languages, for discussion of

cultural comparisons, and of language as an extension of culture.

[Number of Outcomes for FREN 2: 4]