

Program Assessment Plan

Program: Italian Studies - B.A. in Italian Studies

Department: Languages, Literatures & Cultures

College/School: Arts & Sciences

Date: May 16, 2019

Primary Assessment Contact: Dr. Simone Bregni simone.bregni@slu.edu 314-977-2617

Narrative

In **A.Y. 2018-2019**, the Italian Studies program decided to revise and update outcomes assessment strategies and procedures based on feedback received from the Dean's office and the University Assessment Coordinator. We decided that assessing all five outcomes (interpersonal communication, presentational communication, interpretive communication; intercultural competence and connections) was unnecessary. So, as of fall 2018, the two active-productive skills in foreign language acquisition, Speaking and Writing, are now assessed focusing on two outcomes, **interpersonal communication (Oral)** and **presentational communication (Written)**, plus **intercultural competence** [as it emerges from both: Intercultural competence is now assessed not as a separate entity, but specifically as connected to/emerging from Interpersonal communication (Oral) and Presentational Communication (Written) and inserted in each corresponding rubric. It is, in fact, by communicating (orally and/or in writing) that students demonstrate acquisition of intercultural competence]. See the updated attached templates and rubrics.

We also decided to perform outcomes assessment as follows:

- In ITAL 2010, third semester Italian (last semester of the A&S Foreign Language Core Requirement), as the starting point of the Italian B.A. – Students are assessed at the **Intermediate-Low** level on the ACTFL scale.
- In ITAL 3020, fifth semester Italian, as the mid-point of the Italian B.A. – Students are assessed at the **Intermediate-Mid** level on the ACTFL scale
- In the last semester of coursework at SLU (what used to be ITAL 4950, for zero credits, eliminated once LLC removed all courses for zero credits) students are required to attend two mandatory assessment sessions, a final **oral interview** and a discussion of a brief **writing portfolio**. Students are assessed at the **Intermediate-High** level on the ACTFL scale.

Since the Italian Studies program is inter/multidisciplinary in nature, and the focus of the Italian Studies Major is the development of linguistic and cultural proficiency within a multidisciplinary/interdisciplinary context, assessing the last semester allows us to measure the impact of the variety of ITAL 3XXX and 4XXX courses (not limited to ITAL 3010/3020 and 4010/4020, which students may take abroad) that students may be taking.

Outcomes (interpersonal communication, presentational communication and intercultural competence) were assessed through **direct measures** (testing and oral interview/presentation in ITAL 2010 and 3020; oral interview and short writing portfolio in the last semester of coursework) and **indirect measures** (an exit survey).

Note: Each cell in the table below will expand as needed to accommodate your responses.

#	Program Learning Outcomes What do the program faculty expect all students to know, or be able to do, as a result of completing this program? <ul style="list-style-type: none"> ▪ <i>Note: These should be measurable, and manageable in number (typically 4-6 are sufficient).</i> 	Assessment Mapping From what specific courses (or other educational/professional experiences) will artifacts of student learning be analyzed to demonstrate achievement of the outcome? Include courses taught at the Madrid campus and/or online as applicable.	Assessment Methods What specific artifacts of student learning will be analyzed? How, and by whom, will they be analyzed? <ul style="list-style-type: none"> ▪ <i>Note: the majority should provide direct, rather than indirect, evidence of achievement.</i> Please note if a rubric is used and, if so, include it as an appendix to this plan.	Use of Assessment Data How and when will analyzed data be used by faculty to make changes in pedagogy, curriculum design, and/or assessment work? How and when will the program evaluate the impact of assessment-informed changes <i>made in previous years</i> ?
1	Interpersonal communication (Oral)	<ul style="list-style-type: none"> - ITAL 2010, third semester Italian (last semester of the A&S Foreign Language Core Requirement), as the starting point of the Italian B.A. – Students are assessed at the Intermediate-Low level on the ACTFL scale. - ITAL 3020, fifth semester Italian, as the mid-point of the Italian B.A. – Students are assessed at the Intermediate-Mid level on the ACTFL scale - In the last semester of coursework at SLU (what used to be ITAL 4950, for zero credits, eliminated once LLC removed all courses for zero credits) - Students are assessed at the Intermediate-High level on the ACTFL scale. See above, Narrative.	<ul style="list-style-type: none"> - ITAL 2010 - Direct measures: testing (final oral interview/presentation & final written exam). Indirect measures: exit survey. Proficiency level assessed: Intermediate-Low level on the ACTFL scale. - ITAL 3020 - Direct measures: testing (final oral interview/presentation & final written exam). Indirect measures: exit survey. Proficiency level assessed: Intermediate-Mid level on the ACTFL scale. - Last semester of B.A. coursework at SLU (formerly ITAL 4950, for zero credits), Direct measures: testing (oral interview and short writing portfolio). Indirect measures: exit survey. Proficiency level assessed: Intermediate-High level on the ACTFL scale. Madrid: Italian is not taught at the Madrid campus.	Data will be collected, analyzed and discussed in a four-year cycle. A.Y. 2019-2020 year will mark the start of a new four-year cycle, as follows: A.Y. 2019-2020 will be the first year. A.Y. 2020-2021 will be the mid-point. A.Y. 2021-2022 will be the third year. A.Y. 2022-2023 will conclude the four-year cycle. Data will be collected, analyzed and discussed at the end of each year. Changes, if necessary, will be implemented each year, as needed. A report will be created at the end of each academic year. A more thorough analysis will be performed at the end of spring 2021 as the midpoint in the assessment cycle. A final analysis will be performed in spring 2023 as the final point of the four-year cycle.

2	Presentational communication (Written)	<p>- ITAL 2010, third semester Italian (last semester of the A&S Foreign Language Core Requirement), as the starting point of the Italian B.A. – Students are assessed at the Intermediate-Low level on the ACTFL scale.</p> <p>- ITAL 3020, fifth semester Italian, as the mid-point of the Italian B.A. – Students are assessed at the Intermediate-Mid level on the ACTFL scale</p> <p>- In the last semester of coursework at SLU (what used to be ITAL 4950, for zero credits, eliminated once LLC removed all courses for zero credits) - Students are assessed at the Intermediate-High level on the ACTFL scale.</p> <p>See above, Narrative.</p>	See above	See above
3	Intercultural competence (as it emerges from 1 and 2. See above, Narrative)	<p>- ITAL 2010, third semester Italian (last semester of the A&S Foreign Language Core Requirement), as the starting point of the Italian B.A. – Students are assessed at the Intermediate-Low level on the ACTFL scale.</p> <p>- ITAL 3020, fifth semester Italian, as the mid-point of the Italian B.A. – Students are assessed at the Intermediate-Mid level on the ACTFL scale</p> <p>- In the last semester of coursework at SLU (what used to be ITAL 4950, for zero credits, eliminated once LLC removed all courses for zero credits) - Students are assessed at the Intermediate-High level on the ACTFL scale.</p> <p>See above, Narrative.</p>	See above	See above

Additional Questions

1. On what schedule/cycle will faculty assess each of the above-noted program learning outcomes? (*It is not recommended to try to assess every outcome every year.*)

It is best practices, manageable, and responding to the nature of foreign language & culture acquisition to assess all three above-noted program learning outcomes each year. This is part of the reason why we now focus on three essential outcomes rather than all five as identified by ACTFL.

Data will be collected, analyzed and discussed at the end of each year. Changes, if necessary, will be implemented each year, as needed. A report will be created at the end of each academic year. A more thorough analysis will be performed at the end of the second year as the midpoint in the assessment cycle. A final analysis will be performed at the end of the fourth year as the final point of the four-year cycle.

2. Describe how, and the extent to which, program faculty contributed to the development of this plan.

All faculty in Italian Studies are involved. Full-time faculty compile, analyze and discuss data. Adjunct also collect data, as per training/instructions. All full-time faculty propose and discuss changes. The program coordinator implements said changes. Adjuncts provide feedback on students and receive feedback as instructors.

The Italian Studies Program Coordinator regularly compiles the results of both the direct and indirect measures across the program in order to gain insight into the progress made by students, the success of instruction and needs for improvement. The Coordinator reports to the Italian faculty at the end of each academic year with recommendations for changes or improvements to the curriculum, implementation and assessment plan. Any recommendations for improvements to the culture component of the course are reported at the end of the academic year to the Department Chair and the program. The faculty also regularly liaises with community partners who provide opportunities for community engagement and cultural experiences to students (e.g. the cultural and community engagement activities of the Italian Club of St. Louis, the Saint Louis International Film Festival, etc.).

3. On what schedule/cycle will faculty review and, if needed, modify this assessment plan?

Data will be collected, analyzed and discussed in a four-year cycle.

A.Y. 2019-2020 year will mark the start of a new four-year cycle, as follows:

A.Y. 2019-2020 will be the first year.

A.Y. 2020-2021 will be the mid-point.

A.Y. 2021-2022 will be the third year.

A.Y. 2022-2023 will conclude the four-year cycle.

Data will be collected, analyzed and discussed at the end of each year. Changes, if necessary, will be implemented each year, as needed. A report will be created at the end of each academic year. A more thorough analysis will be performed at the end of spring 2021 as the midpoint in the assessment cycle. A final analysis will be performed in spring 2023 as the final point of the four-year cycle.

IMPORTANT: Please remember to submit any assessment rubrics (as noted above) along with this report.
They will be submitted as attachment to the same email as this plan and the yearly report.

**ITAL B.A. (Last semester of Senior Year): Interpersonal Communication & Intercultural Competence Assessment Rubric—Proficiency Level: Intermediate-High
Assessment Tool: Oral Presentation of Senior Portfolio**

• **ACTFL Proficiency Guidelines 2012-Speaking:**

• **Speaking proficiency in Italian at least at the Intermediate High Proficiency on the ACTFL scale:**

“Intermediate High speakers are able to converse with ease and confidence when dealing with the routine tasks and social situations of the Intermediate level. They are able to handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to their work, school, recreation, particular interests, and areas of competence.

Intermediate High speakers can handle a substantial number of tasks associated with the Advanced level, but they are unable to sustain performance of all of these tasks all of the time. Intermediate High speakers can narrate and describe in all major time frames using connected discourse of paragraph length, but not all the time. Typically, when Intermediate High speakers attempt to perform Advanced-level tasks, their speech exhibits one or more features of breakdown, such as the failure to carry out fully the narration or description in the appropriate major time frame, an inability to maintain paragraph-length discourse, or a reduction in breadth and appropriateness of vocabulary.

Intermediate High speakers can generally be understood by native speakers unaccustomed to dealing with non-natives, although interference from another language may be evident (e.g., use of code-switching, false cognates, literal translations), and a pattern of gaps in communication may occur.”

ACTFL Performance Descriptors for Language Learners Interpersonal (intermediate range)

- Expresses self and participates in conversations on familiar topics using a variety of phrases and simple sentences and may use a series of sentences. Handles short social interactions in everyday situations by asking and answering a variety of questions. Can communicate about self, others, and everyday life.
- Can communicate by understanding and creating personal meaning.
- Can understand, ask, and answer a variety of questions.
- Consistently able to initiate, maintain, and end a conversation to satisfy basic needs and/or to handle a simple transaction.
- May show emerging evidence of the ability to communicate about more than the “here and now.”
- Able to communicate in contexts relevant to oneself and others, and one’s immediate environment.
- May show emerging evidence of the ability to communicate in contexts of occasionally unfamiliar topics.
- Able to understand and produce discrete sentences, strings of sentences and some connected sentences. Able to ask questions initiate and sustain conversations.
- Understands straightforward language that contains mostly familiar structures.
- Control of language is sufficient to be understood by those accustomed to dealing with language learners.
- Communicates using high frequency and personalized vocabulary within familiar themes or topics.
- Uses some of the following strategies to maintain communication, but not all of the time and inconsistently, able to: Ask questions; Ask for clarification; Self-correct or restate when not understood; Circumlocute.
- Recognizes and uses some culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions. Recognizes that differences exist in cultural behaviors and perspectives and can conform in familiar situations.

ITAL B.A. (Last Semester of Senior Year): Interpersonal Communication & Intercultural Competence Assessment Rubric—Proficiency Level: Intermediate-High
Assessment Tool: Oral Presentation of Senior Portfolio

NAME _____

DATE _____

A. Interpersonal Communication – Oral Mode (Speaking)

CRITERIA	Advance Low Exceeds expectations	Intermediate High Meets expectations	Intermediate Mid Does not meet expectations
Interaction during Q&A with audience and responding to questions about the presentation	<input type="checkbox"/> Can give in depth responses to questions and ask for clarification when needed <input type="checkbox"/> Demonstrates confident use of communicative strategies such as rephrasing, circumlocution, or examples <input type="checkbox"/> Control of intermediate level language is sufficient to be understood by those unaccustomed to dealing with language learners.	<input type="checkbox"/> Can respond appropriately to questions and ask for clarification when needed <input type="checkbox"/> Uses some communicative strategies such as rephrasing and circumlocution <input type="checkbox"/> Control of intermediate level language is sufficient to be understood by those accustomed to dealing with language learners	<input type="checkbox"/> Demonstrates inconsistent ability to respond to questions and may or may not ask for clarification when needed <input type="checkbox"/> Only limited use of communicative strategies such as rephrasing and circumlocution <input type="checkbox"/> Control of intermediate level language is not always sufficient to be understood by those accustomed to dealing with language learners

B. Intercultural Competence – Oral Mode (Speaking)

CRITERIA	Advance Low Exceeds expectations	Intermediate High Meets expectations	Intermediate Mid Does not meet expectations
Cultural Knowledge & self-awareness (e.g. Knowledge of cultural worldview frameworks; specifically, in relation to its history, values, politics, communication styles, economy, or beliefs and practices; not looking for sameness; comfortable with the complexities that new perspectives offer)	<input type="checkbox"/> Analyzes distinctions between own and target culture, and draws appropriate conclusions. <input type="checkbox"/> Demonstrates a strong understanding of the complexity of the target culture by providing rich detail and by showing deep awareness of cultural practices and institutions <input type="checkbox"/> Consistently draws detailed constructive cultural comparisons that present the strengths and weaknesses of own and target culture	<input type="checkbox"/> Makes distinctions between own and target culture <input type="checkbox"/> Demonstrates an adequate understanding of the complexity of the target culture by showing more detailed awareness of cultural practices and institutions <input type="checkbox"/> Draws more detailed constructive cultural comparisons that present the strengths and weaknesses of own and target culture	<input type="checkbox"/> Only describes differences between own and target culture <input type="checkbox"/> Does not always demonstrate adequate understanding of the complexity of the target culture, or awareness of cultural practices and institutions <input type="checkbox"/> May begin to draw constructive cultural comparisons that present the strengths and weaknesses of own and target culture

* Source: Adapted from the AACU Intercultural Knowledge & Competence Value Rubric

COMMENTS:

ITAL B.A. (Last Semester of Senior Year): Written Presentational Communication & Intercultural Competence Assessment Rubric — Proficiency Level: Intermediate-High
Assessment Tool: Senior Writing Portfolio

- **ACTFL Proficiency Guidelines 2012-Writing:**

- **Writing proficiency in Italian at least at the Intermediate High Proficiency on the ACTFL scale:**

“Writers at the Intermediate High sublevel are able to meet all practical writing needs of the Intermediate level. Additionally, they can write compositions and simple summaries related to work and/or school experiences. They can narrate and describe in different time frames when writing about everyday events and situations. These narrations and descriptions are often, but not always, of paragraph length, and they typically contain some evidence of breakdown in one or more features of the Advanced level. For example, these writers may be inconsistent in the use of appropriate major time markers, resulting in a loss of clarity. The vocabulary, grammar and style of Intermediate High writers essentially correspond to those of the spoken language. Intermediate High writing, even with numerous and perhaps significant errors, is generally comprehensible to natives not used to the writing of non-natives, but there are likely to be gaps in comprehension.”

ACTFL Performance Descriptors for Language Learners Interpersonal (intermediate range)

- Expresses self and participates in conversations on familiar topics using a variety of phrases and simple sentences and may use a series of sentences. Handles short social interactions in everyday situations by asking and answering a variety of questions. Can communicate about self, others, and everyday life.
- Can communicate by understanding and creating personal meaning.
- Can understand, ask, and answer a variety of questions.
- Consistently able to initiate, maintain, and end a conversation to satisfy basic needs and/or to handle a simple transaction.
- May show emerging evidence of the ability to communicate about more than the “here and now.”
- Able to communicate in contexts relevant to oneself and others, and one’s immediate environment.
- May show emerging evidence of the ability to communicate in contexts of occasionally unfamiliar topics.
- Able to understand and produce discrete sentences, strings of sentences and some connected sentences. Able to ask questions initiate and sustain conversations.
- Understands straightforward language that contains mostly familiar structures.
- Control of language is sufficient to be understood by those accustomed to dealing with language learners.
- Communicates using high frequency and personalized vocabulary within familiar themes or topics.
- Uses some of the following strategies to maintain communication, but not all of the time and inconsistently, able to: Ask questions; Ask for clarification; Self-correct or restate when not understood; Circumlocute.
- Recognizes and uses some culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions. Recognizes that differences exist in cultural behaviors and perspectives and can conform in familiar situations.

ITAL B.A. (Last Semester of Senior Year): Written Presentational Communication & Intercultural Competence Assessment Rubric — Proficiency Level: Intermediate-High
Assessment Tool: Senior Writing Portfolio

NAME _____

DATE _____

A. Presentational Communication—Written Mode (Writing)

CRITERIA	Advance Low Exceeds expectations	Intermediate Low Meets expectations	Intermediate Mid Does not meet expectations
Language Function Language tasks the writer is able to handle in a consistent, comfortable, sustained, and spontaneous manner	<input type="checkbox"/> Handles successfully some complicated tasks in areas of chosen topic with good detail. <input type="checkbox"/> Narrates and describes consistently in all major time frames.	<input type="checkbox"/> Handles successfully uncomplicated tasks in areas of chosen topic with some detail. <input type="checkbox"/> Narrates and describes in present tense and one or more major time frames, although not consistently.	<input type="checkbox"/> Creates with language only by combining and recombining known elements <input type="checkbox"/> Is able to express personal meaning only in a basic way. <input type="checkbox"/> Narrates and describes comfortably only in present tense and limited use of other time frames.
Text Type Quantity and organization of language discourse (continuum: word - phrase - sentence - connected sentences - paragraph - extended discourse)	<input type="checkbox"/> Uses connected sentences, frequently at paragraph length, and some extended discourse.	<input type="checkbox"/> Uses mostly connected sentences with some complex sentences (dependent clauses) and some paragraph-like discourse.	<input type="checkbox"/> Only uses simple sentences and some strings of sentences.
Impact Clarity, organization (introduction, body and conclusion), and depth of papers in the portfolio.	<input type="checkbox"/> Papers written in a clear and organized manner with logical transitions <input type="checkbox"/> Argument in papers illustrates originality and rich details.	<input type="checkbox"/> Papers written in a clear and organized manner e.g. a clear introduction, body and conclusion <input type="checkbox"/> Argument in papers illustrates good detail and may demonstrate some originality.	<input type="checkbox"/> Papers written mostly or not in a clear and organized manner, e.g. may have an introduction, body and conclusion, or parts thereof <input type="checkbox"/> Papers feature some detail in arguments.
Comprehensibility Who can understand this person's writing: sympathetic interlocutors or a native speaker unaccustomed to the writing of non-natives?	<input type="checkbox"/> Is easily understood by those unaccustomed to the writing of non-natives, although minimal interference from another language may occur	<input type="checkbox"/> Is generally understood by those unaccustomed to the writing of non-natives, although interference from another language may be evident and gaps in comprehension may occur.	<input type="checkbox"/> Is generally understood by those accustomed to the writing of non-natives, although additional effort may be required.
Language Control Grammatical accuracy, appropriate vocabulary, degree of fluency	<input type="checkbox"/> Generally able to write accurately & fluently at the advanced level, e.g. some use of subjunctive and passive voice, but some linguistic difficulty may occur as more complex tasks are attempted.	<input type="checkbox"/> Demonstrates significant quantity and quality of intermediate high-level language, e.g. more extensive vocabulary, use of variety of grammatical structures. <input type="checkbox"/> Accuracy and/or fluency decrease when attempting to handle topics at the advanced level or as writing becomes more complex.	<input type="checkbox"/> Writing, vocabulary and syntax are strongly influenced by the native language. <input type="checkbox"/> Demonstrates limited quantity and lower quality of intermediate high-level language. <input type="checkbox"/> Accuracy of writing decreases as language becomes more complex.

B. Intercultural Competence – Written Mode (Writing)

CRITERIA	Advance Low Exceeds expectations	Intermediate Low Meets expectations	Intermediate Mid Does not meet expectations
<p>Cultural Knowledge & self-awareness (e.g. Knowledge of cultural worldview frameworks; specifically in relation to its history, values, politics, communication styles, economy, or beliefs and practices; not looking for sameness; comfortable with the complexities that new perspectives offer.)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Analyzes distinctions between own and target culture, and draws appropriate conclusions. <input type="checkbox"/> Consistently draws detailed constructive cultural comparisons that present the strengths and weaknesses of own and target culture <input type="checkbox"/> Demonstrates a strong understanding of the complexity of the target culture by providing rich detail and by showing deep awareness of cultural practices and institutions 	<ul style="list-style-type: none"> <input type="checkbox"/> Makes distinctions between own and target culture <input type="checkbox"/> Draws more detailed constructive cultural comparisons that present the strengths and weaknesses of own and target culture <input type="checkbox"/> Demonstrates an adequate understanding of the complexity of the target culture by showing more detailed awareness of cultural practices and institutions 	<ul style="list-style-type: none"> <input type="checkbox"/> Only describes differences between own and target culture <input type="checkbox"/> May begin to draw constructive cultural comparisons that present the strengths and weaknesses of own and target culture <input type="checkbox"/> Does not always demonstrates adequate understanding of the complexity of the target culture, or awareness of cultural practices and institutions

* Source: Adapted from the AACU Intercultural Knowledge & Competence Value Rubric

COMMENTS:

ITAL 3020: Oral Interpersonal Communication & Intercultural Competence Assessment Rubric—Proficiency Level: Intermediate-Mid
Assessment Tool: Final Oral Interview / Final Oral Presentation

- **ACTFL Proficiency Guidelines 2012-Speaking:**

- **Speaking proficiency in Italian at least at the Intermediate Mid Proficiency on the ACTFL scale:**

“Speakers at the Intermediate Mid sublevel are able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture. These include personal information related to self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel, and lodging.

Intermediate Mid speakers tend to function reactively, for example, by responding to direct questions or requests for information. However, they are capable of asking a variety of questions when necessary to obtain simple information to satisfy basic needs, such as directions, prices, and services. When called on to perform functions or handle topics at the Advanced level, they provide some information but have difficulty linking ideas, manipulating time and aspect, and using communicative strategies, such as circumlocution.

Intermediate Mid speakers are able to express personal meaning by creating with the language, in part by combining and recombining known elements and conversational input to produce responses typically consisting of sentences and strings of sentences. Their speech may contain pauses, reformulations, and self-corrections as they search for adequate vocabulary and appropriate language forms to express themselves. In spite of the limitations in their vocabulary and/or pronunciation and/or grammar and/or syntax, Intermediate Mid speakers are generally understood by sympathetic interlocutors accustomed to dealing with non-natives.

Overall, Intermediate Mid speakers are at ease when performing Intermediate-level tasks and do so with significant quantity and quality of Intermediate-level language.”

- **ACTFL Performance Descriptors for Language Learners Interpersonal (intermediate range)**

- Expresses self and participates in conversations on familiar topics using a variety of phrases and simple sentences and may use a series of sentences. Handles short social interactions in everyday situations by asking and answering a variety of questions. Can communicate about self, others, and everyday life.
- Can communicate by understanding and creating personal meaning.
- Can understand, ask, and answer a variety of questions.
- Consistently able to initiate, maintain, and end a conversation to satisfy basic needs and/or to handle a simple transaction.
- May show emerging evidence of the ability to communicate about more than the “here and now.”
- Able to communicate in contexts relevant to oneself and others, and one’s immediate environment.
- May show emerging evidence of the ability to communicate in contexts of occasionally unfamiliar topics.
- Able to understand and produce discrete sentences, strings of sentences and some connected sentences. Able to ask questions initiate and sustain conversations.
- Understands straightforward language that contains mostly familiar structures.
- Control of language is sufficient to be understood by those accustomed to dealing with language learners.
- Communicates using high frequency and personalized vocabulary within familiar themes or topics.
- Uses some of the following strategies to maintain communication, but not all of the time and inconsistently, able to: Ask questions; Ask for clarification; Self-correct or restate when not understood; Circumlocute.
- Recognizes and uses some culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions. Recognizes that differences exist in cultural behaviors and perspectives and can conform in familiar situations.

ITAL 3020: Oral Interpersonal Communication & Intercultural Competence Assessment Rubric—Proficiency Level: Intermediate-Mid
Assessment Tool: Oral Proficiency Interview / Final Oral Presentation

NAME _____

DATE _____

A. Interpersonal Communication (Oral - Speaking)

	Intermediate High Exceeds expectations	Intermediate Mid Meets expectations	Intermediate Low Does not meet expectations
Communicative Task	<input type="checkbox"/> Student also shows mastery of intermediate mid skills <input type="checkbox"/> Can respond appropriately to questions and ask for clarification when needed <input type="checkbox"/> Uses some communicative strategies such as rephrasing and circumlocution	<input type="checkbox"/> Student also shows mastery of intermediate low skills <input type="checkbox"/> Simple face-to-face conversations <input type="checkbox"/> Asks simple questions <input type="checkbox"/> Responds to simple questions <input type="checkbox"/> Simple descriptions	<input type="checkbox"/> Student also shows mastery of novice high skills <input type="checkbox"/> Simple conversation, reactive <input type="checkbox"/> Occasionally initiates <input type="checkbox"/> Describes in a simple way
Context Content Areas	<input type="checkbox"/> Student also shows mastery of intermediate mid skills <input type="checkbox"/> Operates in formal settings <input type="checkbox"/> Topics: general (i.e. the environment, politics, etc.) and above and beyond immediate surroundings	<input type="checkbox"/> Student also shows mastery of intermediate low skills <input type="checkbox"/> Operates in informal settings <input type="checkbox"/> Topics: self, family members, leisure activities and immediate surroundings	<input type="checkbox"/> Student also shows mastery of novice high skills <input type="checkbox"/> Functions in informal situations minimally
Accuracy	<input type="checkbox"/> Student also shows mastery of intermediate mid skills <input type="checkbox"/> Control of intermediate level language is sufficient to be understood by those accustomed to dealing with language learners	<input type="checkbox"/> Student also shows mastery of intermediate low skills <input type="checkbox"/> Understood by NS accustomed to dealing with NNS <input type="checkbox"/> Sentence level discourse	<input type="checkbox"/> Student also shows mastery of novice high skills <input type="checkbox"/> Repetition, understood by sympathetic listeners <input type="checkbox"/> Word level discourse with some attempt at sentences

COMMENTS:

B. Intercultural Competence-Interpersonal Communication (Oral - Speaking):

- *The student will be able to show intercultural competence primarily by using the linguistic markers for formality, politeness and questions correctly, such as Lei vs. tu, forms of linguistic politeness specific to Italian, and can formulate questions correctly (both in formal and informal settings)*
- *The student will be able to show intercultural competence by using the language to some extent to explain and reflect on the relationship between the practices and perspectives of the cultures studied. (ACTFL Proficiency Guidelines 2012-Speaking)*

	Intermediate High Exceeds expectations	Intermediate Mid Meets expectations	Intermediate Low Does not meet expectations
Communicative Task & Accuracy	<input type="checkbox"/> Makes distinctions between own and target culture <input type="checkbox"/> Demonstrates an adequate understanding of the complexity of the target culture by showing more detailed awareness of cultural practices and institutions <input type="checkbox"/> Draws more detailed constructive cultural comparisons that present the strengths and weaknesses of own and target culture	<input type="checkbox"/> Only describes differences between own and target culture <input type="checkbox"/> Does not always demonstrates adequate understanding of the complexity of the target culture, or awareness of cultural practices and institutions <input type="checkbox"/> May begin to draw constructive cultural comparisons that present the strengths and weaknesses of own and target culture	<input type="checkbox"/> Recognizes the distinction between Lei vs. tu & occasionally uses these forms appropriately. <input type="checkbox"/> Recognizes the distinction between Lei vs. tu & sometimes responds appropriately. AND/OR <input type="checkbox"/> Recognizes polite expressions and sometimes responds appropriately. <input type="checkbox"/> Recognizes polite expression and sometimes initiates them appropriately.

OVERALL COMMENTS ON STUDENT'S INTERPERSONAL COMMUNICATION INTERVIEW/PRESENTATION:

ITAL 3020: Written Presentational Communication & Intercultural Competence Assessment Rubric—Proficiency Level: Intermediate-Mid
Assessment Tool: Cultural Composition / Final Written Exam

- **ACTFL Proficiency Guidelines 2012 - Writing**

Written proficiency in Italian at least at the **Intermediate-Low** proficiency on the ACTFL scale:

“Writers at the Intermediate Low sublevel are able to meet some limited practical writing needs. They can create statements and formulate questions based on familiar material. Most sentences are recombinations of learned vocabulary and structures. These are short and simple conversational-style sentences with basic word order. They are written almost exclusively in present time. Writing tends to consist of a few simple sentences, often with repetitive structure. Topics are tied to highly predictable content areas and personal information. Vocabulary is adequate to express elementary needs. There may be basic errors in grammar, word choice, punctuation, spelling, and in the formation and use of non-alphabetic symbols. Their writing is understood by natives used to the writing of non-natives, although additional effort may be required. When Intermediate Low writers attempt to perform writing tasks at the Advanced level, their writing will deteriorate significantly and their message may be left incomplete.”

- **ACTFL Performance Descriptors for Language Learners Interpretive (Intermediate range)**

- Understands main ideas and some supporting details on familiar topics from a variety of texts.
- Comprehends main ideas and identifies some supporting details.
- May show emerging evidence of the ability to make inferences by identifying key details from the text.
- Comprehends information related to basic personal and social needs and relevant to one’s immediate environment such as self and everyday life, school, community, and particular interests.
- Comprehends simple stories, routine correspondence, short descriptive texts or other selections within familiar contexts.
- Generally comprehends connected sentences and much paragraph-like discourse.
- Comprehends information- rich texts with highly predictable order.
- Sufficient control of language (vocabulary, structures, conventions of spoken and written language, etc.) to understand fully and with ease short, non-complex texts on familiar topics; limited control of language to understand some more complex texts.
- May derive meaning by: comparing target language structures with those of the native language; recognizing parallels in structure between new and familiar language
- Comprehends high frequency vocabulary related to everyday topics and high frequency idiomatic expressions.
- May use some or all of the following strategies to comprehend texts, able to: skim and scan; use visual support and background knowledge; predict meaning based on context, prior knowledge, and/or experience; use context clues; recognize word family roots, prefixes and suffixes
- Generally relies heavily on knowledge of own culture with increasing knowledge of the target culture(s) to interpret texts that are heard, read or viewed.

ITAL 3020: Written Presentational Communication & Intercultural Competence Assessment Rubric—Proficiency Level: Intermediate-Mid
Assessment Tool: Cultural Composition / Final Written Exam

NAME _____

DATE _____

A. Presentational Communication (Writing):

CRITERIA	Intermediate High Exceeds expectations	Intermediate Mid Meets expectations	Intermediate Low Does not meet expectations
Composition Mechanics Requirements: In Italian & at least 350 words	<input type="checkbox"/> Composition is significantly more than 350 words.	<input type="checkbox"/> Composition is at least 350 words long.	<input type="checkbox"/> Composition is less than 350 words.
Language Function Language tasks the writer is able to handle in a consistent manner	<input type="checkbox"/> Handles successfully some complicated tasks in areas of chosen topic with good detail. <input type="checkbox"/> Narrates and describes consistently in all major time frames .	<input type="checkbox"/> Handles successfully uncomplicated writing tasks in areas of chosen topic. <input type="checkbox"/> Narrates and describes in present tense and one or more major time frames, although not consistently.	<input type="checkbox"/> Creates with language by combining and recombining known elements . <input type="checkbox"/> Is able to express personal meaning in a basic way.
Text Type follows standard academic writing conventions; quantity and organization of language discourse (continuum: word - phrase - sentence - connected sentences - paragraph - extended discourse)	<input type="checkbox"/> Uses connected sentences , frequently at paragraph length , and some extended discourse .	<input type="checkbox"/> Uses mostly connected sentences with some complex sentences (dependent clauses) and some paragraph-like discourse. <input type="checkbox"/> Paper follows standard academic writing conventions.	<input type="checkbox"/> Uses simple sentences and some strings of sentences. <input type="checkbox"/> Paper follows standard academic writing conventions to a good degree .
Impact Clarity, organization (introduction, body and conclusion), and depth of paper	<input type="checkbox"/> Paper written in a clear and organized manner with logical transitions <input type="checkbox"/> Argument in paper illustrates originality and rich details .	<input type="checkbox"/> Paper written in a clear and organized manner e.g. a clear introduction, body and conclusion. <input type="checkbox"/> Argument in paper illustrates originality and rich details .	<input type="checkbox"/> Paper written in a clear and organized manner , e.g. may have an introduction, body and conclusion, or parts thereof . <input type="checkbox"/> Paper features some detail in arguments.
Comprehensibility Who can understand this person's writing: sympathetic interlocutors or a native speaker unaccustomed to the writing of non-natives?	<input type="checkbox"/> Is easily understood by those unaccustomed to the writing of non-natives, although minimal interference from another language may occur	<input type="checkbox"/> Is generally understood by those unaccustomed to the writing of non-natives, although interference from another language may be evident and gaps in comprehension may occur .	<input type="checkbox"/> Is generally understood by those accustomed to the writing of non-natives, although additional effort may be required .
Language Control Grammatical accuracy, appropriate vocabulary, degree of fluency	<input type="checkbox"/> Generally able to write accurately & fluently at the advanced level, e.g. some use of subjunctive and passive voice, but some linguistic difficulty may occur as more complex tasks are attempted.	<input type="checkbox"/> There are few or minimal spelling, grammar, or syntax errors per page in those areas a student with intermediate low proficiency can control.	<input type="checkbox"/> There are more than just a minimal number of spelling, grammar, or syntax errors per page in those areas a student with intermediate low proficiency can control.

B. Intercultural Competence – Presentational Communication (Writing):

CRITERIA	Intermediate High Exceeds expectations	Intermediate Mid Meets expectations	Intermediate Low Does not meet expectations
<p>Cultural Knowledge & self-awareness (e.g. Knowledge of cultural worldview frameworks; specifically in relation to its history, values, politics, communication styles, economy, or beliefs and practices; not looking for sameness; comfortable with the complexities that new perspectives offer.)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Makes distinctions between own and target culture. <input type="checkbox"/> Demonstrates a strong understanding of the complexity of the target culture by showing more detailed awareness of cultural practices and institutions. <input type="checkbox"/> Draws more detailed constructive cultural comparisons that present the strengths and weaknesses of own and target culture. 	<ul style="list-style-type: none"> <input type="checkbox"/> Describes differences between own and target culture. <input type="checkbox"/> Demonstrates adequate understanding of the complexity of the target culture by showing awareness of cultural practices and institutions. <input type="checkbox"/> Begins to draw constructive cultural comparisons that present the strengths and weaknesses of own and target culture. 	<ul style="list-style-type: none"> <input type="checkbox"/> Describes few or no differences between own and target culture. <input type="checkbox"/> Demonstrates little or inadequate understanding of the complexity of the target culture by minimally or not showing awareness of cultural practices and institutions. <input type="checkbox"/> Does not draw constructive cultural comparisons that present the strengths and weaknesses of own and target culture.

* Source: Adapted from the AACU Intercultural Knowledge & Competence Value Rubric

COMMENTS:

ITAL 2010: Oral Interpersonal Communication & Intercultural Competence Assessment Rubric—Proficiency Level: Intermediate-Low
Assessment Tool: Final Oral Interview / Final Oral Presentation

- **ACTFL Proficiency Guidelines 2012-Speaking:**

- **Speaking proficiency in Italian at least at the Intermediate-Low Proficiency on the ACTFL scale:**

“Intermediate-low speakers are able to handle successfully a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations such as exchanging information related to self and family, some daily activities and personal preferences, and some immediate needs, such as ordering food and making simple purchases. His/her speech is primarily reactive and s/he struggles to answer direct questions or requests for information. S/he is also able to ask a few appropriate questions. His/her responses are often filled with hesitancy and inaccuracies as s/he searches for appropriate linguistic forms and vocabulary while attempting to give form to the message. His/her pronunciation, vocabulary, and syntax is strongly influenced by his/her first language. S/he can generally be understood by native speakers accustomed to dealing with non-natives.”

- **ACTFL Performance Descriptors for Language Learners Interpersonal (intermediate range)**

- Expresses self and participates in conversations on familiar topics using a variety of phrases and simple sentences and may use a series of sentences. Handles short social interactions in everyday situations by asking and answering a variety of questions. Can communicate about self, others, and everyday life.
- Can communicate by understanding and creating personal meaning.
- Can understand, ask, and answer a variety of questions.
- Consistently able to initiate, maintain, and end a conversation to satisfy basic needs and/or to handle a simple transaction.
- May show emerging evidence of the ability to communicate about more than the “here and now.”
- Able to communicate in contexts relevant to oneself and others, and one’s immediate environment.
- May show emerging evidence of the ability to communicate in contexts of occasionally unfamiliar topics.
- Able to understand and produce discrete sentences, strings of sentences and some connected sentences. Able to ask questions initiate and sustain conversations.
- Understands straightforward language that contains mostly familiar structures.
- Control of language is sufficient to be understood by those accustomed to dealing with language learners.
- Communicates using high frequency and personalized vocabulary within familiar themes or topics.
- Uses some of the following strategies to maintain communication, but not all of the time and inconsistently, able to: Ask questions; Ask for clarification; Self-correct or restate when not understood; Circumlocute.
- Recognizes and uses some culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions. Recognizes that differences exist in cultural behaviors and perspectives and can conform in familiar situations.

ITAL 2010: Oral Interpersonal Communication & Intercultural Competence Assessment Rubric—Proficiency Level: Intermediate-Low
Assessment Tool: Final Oral Interview / Final Oral Presentation

NAME _____

DATE _____

A. Interpersonal Communication (Oral-Speaking)

	Intermediate Mid Exceeds expectations	Intermediate Low Meets expectations	Novice High Does not meet expectations
Communicative Task	<input type="checkbox"/> Student also shows mastery of intermediate low skills <input type="checkbox"/> Simple face-to-face conversations <input type="checkbox"/> Asks simple questions <input type="checkbox"/> Responds to simple questions <input type="checkbox"/> Simple descriptions	<input type="checkbox"/> Student also shows mastery of novice high skills <input type="checkbox"/> Simple conversation, reactive <input type="checkbox"/> Occasionally initiates <input type="checkbox"/> Describes in a simple way	<input type="checkbox"/> Creates with language
Context Content Areas	<input type="checkbox"/> Student also shows mastery of intermediate low skills <input type="checkbox"/> Operates in informal settings <input type="checkbox"/> Topics: self, family members, leisure activities and immediate surroundings	<input type="checkbox"/> Student also shows mastery of novice high skills <input type="checkbox"/> Functions in informal situations minimally	<input type="checkbox"/> Interacts spontaneously
Accuracy	<input type="checkbox"/> Student also shows mastery of intermediate low skills <input type="checkbox"/> Understood by NS accustomed to dealing with NNS <input type="checkbox"/> Sentence level discourse	<input type="checkbox"/> Student also shows mastery of novice high skills <input type="checkbox"/> Repetition, understood by sympathetic listeners <input type="checkbox"/> Word level discourse with some attempt at sentences	<input type="checkbox"/> Comprehensible to NS accustomed to dealing with NNS <input type="checkbox"/> Word or list level discourse

COMMENTS:

B. Intercultural Competence-Interpersonal Communication (Oral – Speaking):

- *The student will be able to show intercultural competence primarily by using the linguistic markers for formality, politeness and questions correctly, such as Lei vs. tu, forms of linguistic politeness specific to Italian, and can formulate questions correctly (both in formal and informal settings)*
- *The student will be able to show intercultural competence by using the language to some extent to explain and reflect on the relationship between the practices and perspectives of the cultures studied. (ACTFL Proficiency Guidelines 2012-Speaking)*

	Intermediate Mid Exceeds expectations	Intermediate Low Meets expectations	Novice High Does not meet expectations
Communicative Task & Accuracy	<input type="checkbox"/> Recognizes the distinction between Lei vs. tu & often uses these forms appropriately. <input type="checkbox"/> Recognizes the distinction between Lei vs. tu & often responds appropriately. AND/OR <input type="checkbox"/> Recognizes polite expressions and often responds appropriately. <input type="checkbox"/> Recognizes polite expression and often initiates them appropriately.	<input type="checkbox"/> Recognizes the distinction between Lei vs. tu & occasionally uses these forms appropriately. <input type="checkbox"/> Recognizes the distinction between Lei vs. tu & sometimes responds appropriately. AND/OR <input type="checkbox"/> Recognizes polite expressions and sometimes responds appropriately. <input type="checkbox"/> Recognizes polite expression and sometimes initiates them appropriately.	<input type="checkbox"/> May use some memorized gestures and formulaic expressions (e.g. Lei vs. tu, expressions of politeness, greetings)

OVERALL COMMENTS ON STUDENT’S INTERPERSONAL COMMUNICATION INTERVIEW/PRESENTATION:

ITAL 2010: Written Presentational Communication & Intercultural Competence Assessment Rubric-Proficiency Level: Intermediate-Low
Assessment Tool: Cultural Composition / Final Written Exam

- **ACTFL Proficiency Guidelines 2012 - Writing**

Written proficiency in Italian at least at the **Intermediate-Low** proficiency on the ACTFL scale:

“Writers at the Intermediate Low sublevel are able to meet some limited practical writing needs. They can create statements and formulate questions based on familiar material. Most sentences are recombinations of learned vocabulary and structures. These are short and simple conversational-style sentences with basic word order. They are written almost exclusively in present time. Writing tends to consist of a few simple sentences, often with repetitive structure. Topics are tied to highly predictable content areas and personal information. Vocabulary is adequate to express elementary needs. There may be basic errors in grammar, word choice, punctuation, spelling, and in the formation and use of non-alphabetic symbols. Their writing is understood by natives used to the writing of non-natives, although additional effort may be required. When Intermediate Low writers attempt to perform writing tasks at the Advanced level, their writing will deteriorate significantly and their message may be left incomplete.”

- **ACTFL Performance Descriptors for Language Learners Interpretive (Intermediate range)**

- Understands main ideas and some supporting details on familiar topics from a variety of texts.
- Comprehends main ideas and identifies some supporting details.
- May show emerging evidence of the ability to make inferences by identifying key details from the text.
- Comprehends information related to basic personal and social needs and relevant to one's immediate environment such as self and everyday life, school, community, and particular interests.
- Comprehends simple stories, routine correspondence, short descriptive texts or other selections within familiar contexts.
- Generally comprehends connected sentences and much paragraph-like discourse.
- Comprehends information-rich texts with highly predictable order.
- Sufficient control of language (vocabulary, structures, conventions of spoken and written language, etc.) to understand fully and with ease short, non-complex texts on familiar topics; limited control of language to understand some more complex texts.
- May derive meaning by: comparing target language structures with those of the native language; recognizing parallels in structure between new and familiar language
- Comprehends high frequency vocabulary related to everyday topics and high frequency idiomatic expressions.
- May use some or all of the following strategies to comprehend texts, able to: skim and scan; use visual support and background knowledge; predict meaning based on context, prior knowledge, and/or experience; use context clues; recognize word family roots, prefixes and suffixes
- Generally relies heavily on knowledge of own culture with increasing knowledge of the target culture(s) to interpret texts that are heard, read or viewed.

ITAL 2010: Written Presentational Communication & Intercultural Competence Assessment Rubric-Proficiency Level: Intermediate-Low
Assessment Tool: Cultural Composition / Final Written Exam

NAME _____

DATE _____

A. Presentational Communication (Writing):

CRITERIA	Intermediate Mid Exceeds expectations	Intermediate Low Meets expectations	Novice High Does not meet expectations
Composition Mechanics Requirements: In Italian & at least 300 words	<input type="checkbox"/> Composition is significantly more than 300 words.	<input type="checkbox"/> Composition is at least 300 words long.	<input type="checkbox"/> Composition is less than 300 words.
Language Function Language tasks the writer is able to handle in a consistent manner	<input type="checkbox"/> Handles successfully uncomplicated writing tasks in areas of chosen topic. <input type="checkbox"/> Narrates and describes in present tense and one or more major time frames, although not consistently.	<input type="checkbox"/> Creates with language by combining and recombining known elements. <input type="checkbox"/> Is able to express personal meaning in a basic way.	<input type="checkbox"/> Has no real functional ability.
Text Type follows standard academic writing conventions; quantity and organization of language discourse (continuum: word - phrase - sentence - connected sentences - paragraph - extended discourse)	<input type="checkbox"/> Uses mostly connected sentences with some complex sentences (dependent clauses) and some paragraph-like discourse. <input type="checkbox"/> Paper follows standard academic writing conventions.	<input type="checkbox"/> Uses simple sentences and some strings of sentences. <input type="checkbox"/> Paper follows standard academic writing conventions to a good degree.	<input type="checkbox"/> Uses some simple sentences and memorized phrases. <input type="checkbox"/> Paper does not follow standard academic writing conventions.
Impact Clarity, organization (introduction, body and conclusion), and depth of paper	<input type="checkbox"/> Paper written in a clear and organized manner e.g. a clear introduction, body and conclusion. <input type="checkbox"/> Argument in paper illustrates originality and rich details.	<input type="checkbox"/> Paper written in a clear and organized manner, e.g. may have an introduction, body and conclusion, or parts thereof. <input type="checkbox"/> Paper features some detail in arguments.	<input type="checkbox"/> Paper may be either unclear or unorganized, e.g. is poorly organized overall, or introduction and conclusion may be missing. <input type="checkbox"/> Paper features little or no detail.
Comprehensibility Who can understand this person's writing: sympathetic interlocutors or a native speaker unaccustomed to the writing of non-natives?	<input type="checkbox"/> Is generally understood by those unaccustomed to the writing of non-natives, although interference from another language may be evident and gaps in comprehension may occur.	<input type="checkbox"/> Is generally understood by those accustomed to the writing of non-natives, although additional effort may be required.	<input type="checkbox"/> Is understood with occasional difficulty by those accustomed to the writing of non-natives, although additional effort may be required.
Language Control Grammatical accuracy, appropriate vocabulary, degree of fluency	<input type="checkbox"/> There are few or minimal spelling, grammar, or syntax errors per page in those areas a student with intermediate low proficiency can control.	<input type="checkbox"/> There are more than just a minimal number of spelling, grammar, or syntax errors per page in those areas a student with intermediate low proficiency can control.	<input type="checkbox"/> There are numerous spelling, grammar, or syntax errors throughout the essay in those areas a student with intermediate low proficiency can be expected to control.

B. Intercultural Competence – Presentational Communication (Writing)

CRITERIA	Exceeds expectations	Meets expectations	Does not meet expectations
<p>Cultural Knowledge & self-awareness (e.g. Knowledge of cultural worldview frameworks; specifically in relation to its history, values, politics, communication styles, economy, or beliefs and practices; not looking for sameness; comfortable with the complexities that new perspectives offer.)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Makes distinctions between own and target culture. <input type="checkbox"/> Demonstrates a strong understanding of the complexity of the target culture by showing more detailed awareness of cultural practices and institutions. <input type="checkbox"/> Draws more detailed constructive cultural comparisons that present the strengths and weaknesses of own and target culture. 	<ul style="list-style-type: none"> <input type="checkbox"/> Describes differences between own and target culture. <input type="checkbox"/> Demonstrates adequate understanding of the complexity of the target culture by showing awareness of cultural practices and institutions. <input type="checkbox"/> Begins to draw constructive cultural comparisons that present the strengths and weaknesses of own and target culture. 	<ul style="list-style-type: none"> <input type="checkbox"/> Describes few or no differences between own and target culture. <input type="checkbox"/> Demonstrates little or inadequate understanding of the complexity of the target culture by minimally or not showing awareness of cultural practices and institutions. <input type="checkbox"/> Does not draw constructive cultural comparisons that present the strengths and weaknesses of own and target culture.

* Source: Adapted from the AACU Intercultural Knowledge & Competence Value Rubric

COMMENTS:

ITAL 2010 Fall 17 Student Survey

Start of Block: Default Question Block

Q1 Year in college?

- Freshman (1)
 - Sophomore (2)
 - Junior (3)
 - Senior (4)
-

Q2 Language Study at SLU: The following questions refer to your foreign language studies at SLU only. Please mark the response that most closely reflects your opinion.

Q3 1) Courses in this language have helped me substantially improve my listening comprehension skills.

- Strongly disagree (1)
 - Disagree (2)
 - Agree (3)
 - Strongly Agree (4)
-

Q4 2) Courses in this language have helped me substantially improve my speaking skills

- Strongly disagree (1)
 - Disagree (2)
 - Agree (3)
 - Strongly Agree (4)
-

Q5 3) Courses in this language have helped me substantially improve my reading skills.

- Strongly disagree (1)
 - Disagree (2)
 - Agree (3)
 - Strongly Agree (4)
-

Q6 4) Courses in this language have helped me substantially improve my writing skills.

- Strongly disagree (1)
 - Disagree (2)
 - Agree (3)
 - Strongly Agree (4)
-

Q7 5) I know much more about the culture(s) where it is spoken.

- Strongly disagree (1)
 - Disagree (2)
 - Agree (3)
 - Strongly Agree (4)
-

Q8 6) I understand much more about the relationship between my culture and the culture(s) of the Italian speaking world.

- Strongly disagree (1)
 - Disagree (2)
 - Agree (3)
 - Strongly Agree (4)
-

Q10 The following questions are for internal use of the Italian Studies program only.

Q11 7) Courses in this language have increased my interest in study/travel abroad.

- Strongly disagree (1)
 - Disagree (2)
 - Agree (3)
 - Strongly Agree (4)
-

Q12 8) The language lab at SLU is adequately equipped for my study needs.

- Strongly disagree (1)
 - Disagree (2)
 - Agree (3)
 - Strongly agree (4)
-

Q13 Do you have suggestions for additional resources?

Q14 9) There are enough language classes to meet my needs and schedule.

- Strongly disagree (1)
 - Disagree (2)
 - Agree (3)
 - Strongly Agree (4)
-

Q15 Do you have suggestions for additional classes?

Q16 10) Content covered in foreign language classes has related to other disciplines I study.

- Strongly disagree (1)
 - Disagree (2)
 - Agree (3)
 - Strongly Agree (4)
-

Q17 To which disciplines? In which ways?

Q18 11) Studying a foreign language has improved my knowledge of my native language.

- Strongly disagree (1)
 - Disagree (2)
 - Agree (3)
 - Strongly Agree (4)
-

Q21 Use this space for further comments:

End of Block: Default Question Block
