SAINT LOUIS UNIVERSITY.

Program Assessment: *Annual Report*

Program(s): 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

Background information – Updates to the LLC plan
In 2014-15, the Department of Languages, Literatures & Cultures (LLC) developed a new general assessment plan. Dr. Bregni was selected to spearhead the revision of the Outcomes Assessment process for all language programs the Department. In the department meeting of October 29, 2015, the LLC voted to approve the new assessment plan: goals (language and culture); outcomes (speaking, writing, intercultural competence); assessment measures/methods (both direct and indirect) and related rubrics; feedback loop.

In Fall 2016, in response to feedback received from Dean Lavoie and Kathleen Thatcher, University Assessment Coordinator, Dr. Bregni, LLC Outcomes Assessment coordinator, and Dr. Sheri Anderson-Gutierrez, LLC Associate Outcomes Assessment Coordinator, began a process of revision of the LLC assessment plan. They more clearly defined and revised outcomes, assessment methods and related rubrics to reflect our intention to follow the American Association of Teachers of Foreign Languages (ACFL) 21st Century Standards, 2015 (4th), which better reflect, and allow us to better measure, our students' actual abilities and competences. In spring 2017, the revised plan for both the LLC B.A. and the LLC Core – Non-Major components was presented to the LLC faculty and discussed. Under the revised plan, the goals (assessing competence in language and culture) are measured through 21st Century Standards outcomes (interpersonal communication, presentational communication, interpretive communication; intercultural competence and connections) in speaking and writing; assessment measures/methods (both direct and indirect) and related rubrics have been revised; the feedback loop has been updated.
On October 25, 2017 Dr. Bregni completed his duties as LLC Outcomes Assessment Coordinator by submitting a fully revised LLC Outcomes Assessment Plan to the LLC Chair, the Dean's office and the University Assessment Coordinator.

Italian Studies at SLU – Evolution of the implementation of the LLC OA Plan
The Italian Studies program is inter/multidisciplinary in nature. The focus of the Italian Studies Major is the development of linguistic and cultural proficiency within a multidisciplinary/interdisciplinary context. Students are also strongly encouraged to select a second major.
The Italian Studies program also contributes to the A&S Core Foreign Language Requirement and offers many courses that contribute to other components of the A&S Core (Literature, Global Citizenship, Fine Arts). Since Fall 2016, as approved by the curriculum committee, the Italian Studies B.A. requires 30 credits (previously 27) and it now includes ITAL 2010, Intermediate Italian – Language & Culture. ITAL 2010 is also the last course in the A&S 3-semester LLC Core requirement. As of the current academic year, we identify ITAL 2010 as the starting point for our majors and minors (while bearing in mind that it also includes non-majors). So, since fall 2016 the Italian Studies program intentionally looks at ITAL 2010 as the "point of departure" for the B.A. in Italian Studies.

In terms of communication in the target language (interpersonal, presentational and interpretive communication), B.A. students in the Italian Studies program (like for other LLC Romance & Germanic languages) are assessed at the **Intermediate-High** level on the ACTFL scale.

A.Y. 2016-2017 - Each LLC program, including Italian Studies, was charged with the task of articulating the general LLC templates and rubrics and adapting them to the specifics of the program (including Madrid Campus articulations. Not all the LLC programs are represented in Madrid. Italian is not taught in Madrid). Dr. Bregni completed that task in April 2017 and the new articulation was implemented in the 2016-2017 Assessment for Italian Studies. The experiment was successful, as indicated by positive feedback from the University Assessment Coordinator.

A.Y. 2017-2018 - For Academic Year 2017-2018, we continued (as in 2016-2017) assessing all five outcomes (interpersonal communication, presentational communication, interpretive communication; intercultural competence and connections) through direct measures (oral interview and short writing portfolio) and indirect measures (an exit survey).

In 2016-2017 and in 2017-2018, assessment was performed in ITAL 2010, as the starting point of the Italian B.A. and in what used to be ITAL 4950. Since ITAL 4950 for zero credit was eliminated when LLC removed all courses for zero credits, we required our graduating majors and minors to attend two mandatory assessment sessions in their last semester of coursework at SLU.

Italian Studies Program - Assessment Activities in A.Y. 2018-2019

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). 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).

1. Which program student learning outcomes were assessed in this annual assessment cycle?

As explained above, as of fall 2018, the two active-productive skills in foreign language acquisition, Speaking and Writing, are now assessed focusing on two (out of the possible five) outcomes, interpersonal communication (Oral) and presentational communication (Written), plus intercultural competence. Intercultural competence is now assessed not as a separate entity, but as specifically connected to/emerging from Interpersonal communication (Oral) and Presentational Communication (Written), which we find more consistent with the modes of foreign language and culture acquisition. See the updated attached templates and rubrics.

2. What data/artifacts of student learning were collected for each assessed outcome? Were Madrid student artifacts included?

OUTCOMES (3):

- Interpersonal communication (Oral);

- Presentational communication (Written);

- Intercultural competence. 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.

Outcomes were assessed through direct measures and indirect measures, as follows:

ITAL 2010, fall 2018 - 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, spring 2019 - 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), Fall 2018 (one candidate), Spring 2019 (five candidates). 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 (it as not been taught in at least 8 years).

3. How did you analyze the assessment data? What was the process? Who was involved?
   NOTE: If you used rubrics as part of your analysis, please include them in an appendix.

   - Rubrics, updated to reflect changes/modifications (attached), were used.

   - Data were collected, compiled, analyzed and discussed internally.

   - All faculty in Italian Studies were involved. Full-time faculty compiled, analyzed and discussed data. The full-time faculty proposed and discussed changes. The program coordinator implemented said changes. One adjunct also collected data in ITAL 2010, as per training/instructions. She provided feedback on her students and received feedback as instructor.

   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.).

- As in the past, students were involved in the assessment feedback-loop on a regular basis by receiving on-going feedback on their progress and participating in self-assessments. For example, students are able to evaluate their own progress in oral interpersonal communication through feedback on oral proficiency evaluations, and their progress on written presentational communication through instructor feedback on their projects/finals. In addition, at the end of ITAL 2010, at the end of ITAL 3020, and during their last semester of B.A. coursework at SLU, students complete an exit survey in which they are asked to assess their progress.

- The Italian Studies outcomes assessment plans and results are published yearly on the A&S Dean's office webpage. They are publicly visible.

- An executive summary is compiled for the Dean's office at the end of each academic year.

4. What did you learn from the data? Summarize the major findings of your analysis for each assessed outcome.
   NOTE: If necessary, include any tables, charts, or graphs in an appendix.

Results are presented, then compiled & commented. As it is best practices in our field (Foreign Language & Culture acquisition), as per ACTFL standards, the assigned benchmark for meeting and exceeding criteria is 80%.

ITAL 2010 – Assessed in fall 2018 (not offered in spring 2019) – Assessment Data

Total students	Outcome assessed	Exceeds expected outcome	Meets expected outcome	Does not meet expected outcome
6	**Interpersonal communication (Oral)** **&** **Intercultural Competence**	1 (16.7%) 1 (16.7%)	4 (66.6%) 4 (66.6%)	1 (16.7%) 1 (16.7%)

Total students	Outcome assessed	Exceeds expected outcome	Meets expected outcome	Does not meet expected outcome
6	**Presentational communication (Written)** **&**	1 (16.7%)	4 (66.6%)	1 (16.7%)

	Intercultural Competence	1 (16.7%)	4 (66.6%)	1 (16.7%)

Comments:
The assigned benchmark for meeting and exceeding criteria is 80%: students are required to show acquisition of speaking, writing and intercultural skills that correspond to at least 80% of the materials included in the course.

Direct assessment results:
- *In spring 2019 ITAL 2010 was not taught.*
- *In A.Y. 2018-2019,* **83.4%** of our students <u>met</u> or <u>exceeded</u> criteria for Interpersonal Communication (Oral), Presentational Communication (Written) and Intercultural Competence.

Indirect assessment results:
The exit surveys corroborate the positive outcomes from the direct assessment measures.
- In the Fall 2018 survey, students' response rate was 66.7% [= 4 students out of 6 in the class took the survey]. Students' perception of how much the Italian language Core requirement courses have helped them substantially improve their language skills was very high. In the four language production skills students agree or strongly agree that they significantly improved their skills: listening **100%**, speaking **100 %**, reading **100%**, writing **100%**. **50% strongly agreed** on all of the above. On the questions pertaining to culture (questions 6-8) **100%** of the students agree or strongly agree that they understand and know more about the culture of the Italian speaking countries. **75% strongly agreed**.
- In Spring 2019 ITAL 2010 was not taught.
- **In the Academic Year 2018-2019**, in the four language production skills students agree or strongly agree that they significantly improved their skills: listening **100%**, speaking **100 %**, reading **100%**, writing **100%**. On the questions pertaining to culture (questions 6-8) **100%** of the students agree or strongly agree that they understand and know more about the culture of the Italian speaking countries.

Assessment findings:

In the academic year 2018-2019, **83.3%** of students in ITAL 2010 attained the expected ACTFL proficiency level of **Intermediate-Low**. Most students progressed nicely from first semester Italian to the Intermediate-Low level. The class also included students who had already studied abroad in Italy. <u>This element shows that we are effective in our students' placement. Students with previous exposure to Italian are placed according to their level, and not below or above</u>.
- Students who met or exceeded expectations in Intercultural Competence demonstrate <u>the effectiveness of our extra-curricular cultural activities:</u> all students in this class who met or exceeded expectations were actively involved in our extra-curricular cultural activities (Italian Club and Italian Table/Conversation Hour).
We believe that the 16.7% (one student) who did not meet expectations points to flaws in the academic advising system. The student was directed to Italian after failing Spanish multiple times. Student showed no real interest in, nor commitment to, Italian. He appeared to have been given the information that Italian was "easy" and that he would "pass" without any real commitment/effort. That was not the case.

ITAL 3020 – Assessed in spring 2019 (not offered in fall 2018) – Assessment Data

Total students	Outcome assessed	Exceeds expected outcome	Meets expected outcome	Does not meet expected outcome
3	**Interpersonal communication (Oral)** **&** **Intercultural Competence**	2 (66.7%) 2 (66.7%)	1 (33,3%) 1 (33.3%)	0 (0%) 0 (0%)

Total students	Outcome assessed	Exceeds expected outcome	Meets expected outcome	Does not meet expected outcome
6	**Presentational communication (Written)** **&** **Intercultural Competence**	2 (66.7%) 2 (66.7%)	1 (33.3%) 1 (33.3%)	0 (0%) 0 (0%)

Comments:
The assigned benchmark for meeting and exceeding criteria is 80%: students are required to show acquisition of speaking, writing and intercultural skills that correspond to at least 80% of the materials included in the course.

Direct assessment results:
- *In fall 2018 ITAL 3020 was not taught.*
- *In A.Y. 2018-2019,* **100%** of our students met (33.3%) or exceeded (66.7%) criteria for Interpersonal Communication (Oral), Presentational Communication (Written) and Intercultural Competence.

Indirect assessment results:
The exit survey corroborates the positive outcomes from the direct assessment measures.
- In the spring 2019 survey, students' response rate was 33.3% [= 1 students out of 3 in the class took the survey]. Students' perception of how much the Italian language Core requirement courses have helped them substantially improve their language skills was very high. In the four language production skills students strongly agreed that they significantly improved their skills: listening **100%**, speaking **100 %**, reading **100%**, writing **100%**. On the questions pertaining to culture (questions 6-8) student agreed or strongly agreed that s/he understands and knows more about the culture of the Italian speaking countries.
- In fall 2018 ITAL 3020 was not taught.
- **In the Academic Year 2018-2019**, in the four language production skills students strongly agree that they significantly improved their skills: listening **100%**, speaking **100 %**, reading **100%**, writing **100%**. On the questions pertaining to culture (questions 6-8) **100%** of the students agree or strongly agree that they understand and know more about the culture

of the Italian speaking countries.

Assessment findings:

In the academic year 2018-2019, **100%** of students in ITAL 3020 attained the expected ACTFL proficiency level of **Intermediate-Mid**. All students progressed nicely from first semester Italian to the Intermediate-Mid level. The class also included students who had already studied abroad in Italy, and one native speaker of another romance language who had undergone placement. This element shows that we are effective in our students' placement. Students with previous exposure to Italian (or another Romance language) are placed according to their level, and not below or above.

- All students met or exceeded expectations in Intercultural Competence. We believe that this happened for two reasons:

- In 2018-2019, we decided to restructure our 3010/3020 (and 4010/4020) courses to be content courses. This means that they now include additional cultural content, which is now the basis of the language instruction.
- We believe that this demonstrate the effectiveness of our extra-curricular cultural activities: **67.7%** of students in this class who met or exceeded expectations were actively involved in our extra-curricular cultural activities (Italian Club and Italian Table/Conversation Hour).

ITAL B.A. – Last Semester of Coursework (formerly ITAL 4950 – Capstone for 0 Credits) – F18-S19 Assessment Data

Total students	Outcome assessed	Exceeds expected outcome	Meets expected outcome	Does not meet expected outcome
6	**Interpersonal communication (Oral)** **&** **Intercultural Competence**	3 (50%) 6 (100%)	3 (50%) 0 (0%)	0 (0%) 0 (0%)

Total students	Outcome assessed	Exceeds expected outcome	Meets expected outcome	Does not meet expected outcome
6	**Presentational communication (Written)** **&** **Intercultural Competence**	3 (50%) 6 (100%)	3 (50%) 0 (0%)	0 (0%) 0 (0%)

Comments:
The assigned benchmark for meeting and exceeding criteria is 80%: students are required to show acquisition of speaking, writing and intercultural skills that correspond to at least 80% of the materials included in the Italian Studies B.A.: Intermediate-High on the ACTFL scale.

Direct assessment results:
- *In fall 2018 one student graduated with an Italian Studies B.A.*
- *In spring 2019, five students graduated with an Italian Studies B.A.*
- *In A.Y. 2018-2019,* **100%** of our students <u>met</u> (50%) or <u>exceeded</u> (50%) criteria for Interpersonal Communication (Oral) and Presentational Communication (Written). **100%** of our students <u>exceeded</u> criteria for Intercultural Competence.

Indirect assessment results:
The exit survey corroborates the positive outcomes from the direct assessment measures.
- In the Spring 2019 survey, students' response rate was 66.7% [= 5 students out of 6 in the graduating class took the survey]. Students' perception of how much the Italian language Core requirement courses have helped them substantially improve their language skills was very high. In the four language production skills students agreed or strongly agreed that they significantly improved their skills: listening **100%**, speaking **100%**, reading **100%**, writing **100%**. **100% strongly agreed** on all of the above except speaking, at **80%**. On the questions pertaining to culture (questions 6-8) **100%** of the students agree or strongly agree that they understand and know more about the culture of the Italian speaking countries. **80% strongly agreed**.
- **In the Academic Year 2018-2019**, in the four language production skills students agree or strongly agree that they significantly improved their skills: listening **100%**, speaking **100 %**, reading **100%**, writing **100%**. On the questions pertaining to culture (questions 6-8) **100%** of the students agree or strongly agree that they understand and know more about the culture of the Italian speaking countries.

Assessment findings:

In the academic year 2018-2019, **100%** of majors graduating with an Italian Studies B.A. attained the expected ACTFL proficiency level of **Intermediate-High**. All students progressed nicely from first semester Italian to the Intermediate-High level. The group also included students who had studied abroad in Italy, and one native speaker of another romance language who was placed in ITAL 2010. <u>This element shows that we are effective in our students' placements. Students with previous exposure to Italian (or another Romance language) are placed according to their level, and not below or above</u>.
- All students exceeded expectations in Intercultural Competence. We believe that this happened for two reasons:

- Our 3XXX and 4XXX language, literature and culture courses all have a high emphasis on intercultural competence instruction. In 2018-2019, we decided to restructure our 3010/3020 and 4010/4020 courses to be content courses. This means that they now include more cultural content, which is now the basis of the language instruction.
- We believe that this demonstrate <u>the effectiveness of our extra-curricular cultural activities</u>: all students in this graduating class were actively involved in our extra-curricular cultural activities (Italian Club and Italian Table/Conversation Hour).

5. How did your analysis inform meaningful change? How did you *use the analyzed data to make or implement recommendations for change* in pedagogy, curriculum design, or your assessment plan?

Feedback received from the Dean's office and the University Assessment Coordinator on the 2017-2018 report indicated that assessing all five outcomes was unnecessary. We agreed and convened that focusing on three would provide more meaningful results and better/more usable data. Further responding to the feedback received, we also decided to assess students in ITAL 3020 as the mid-point in their progress towards the Italian B.A.

The feedback received stimulated an internal discussion on intercultural competence as not a separate entity, but intrinsically connected to speaking (interpersonal communication) and writing (presentational communication). This had a substantial impact in terms of pedagogy and curriculum design. The end result is that we decided to transform our ITAL 3010/3020 and 4010/4020 into Content Courses. Linguistic content is now delivered through themes (either major "umbrella themes", such as The Italian Graphic Novel; Women & Gender Studies in Italian Literature, Culture and Film; or a variety of connected themes under more general "umbrella" categories, for example: Pre-Modern Italy through Present-Day Pop Culture). This is a trend in present-day foreign language and culture acquisition that also responds to current challenges in students enrollments. The Italian Studies program aims to seamlessly integrate language, literature & culture acquisition in all our courses. We believe that F18-S19 OA results indicate that we are proceeding in the right direction.

We continue to proactively promote the growth and well-being of the program by liaising with local Italian-American organizations, and organizing cultural events open to the entire SLU and larger Saint Louis communities (film series, invited lectures, etc.).

We have also renewed our recruiting efforts by regularly updating the SLU Italian Facebook page, and creating a SLU Italian Twitter page that disseminate knowledge on the SLU Italian Program (course offerings, cultural activities, study abroad opportunities, etc.) and celebrate the accomplishments of our graduating seniors and alumni.

We trust that SLU will continue to support the Italian Program by providing the financial support necessary for hiring excellent instructors.

Italian is not currently taught in Madrid. It has not in many years. We believe that re-establishing Italian courses in Madrid would be beneficial to the SLU Community.

6. Did you follow up ("close the loop") on past assessment work? If so, what did you learn? *(For example, has that curriculum change you made two years ago manifested in improved student learning today, as evidenced in your recent assessment data and analysis?)*

We did follow up and we did "close the loop" on past assessment work. The A.Y. 2018-2019 results **close the four-year cycle** that Italian Studies had begun with the initial implementation/test piloting of the new LLC OA plan in A.Y. 2015-2016.

Data analysis and feedback received from the Dean's office and the University Assessment Coordinator, along with emerging student enrollment trends and pedagogical trends, prompted the implementation of substantial changes in the pedagogy and curriculum in A.Y. 2018-2018.

Next year we will begin 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 submit any revised/updated assessment plans to the University Assessment Coordinator along with this report.
They will be submitted as an email attachment.

NOTE: RUBRICS ARE SUBMITTED AS EMAIL ATTACHMENTS.

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	☐ Can give **in depth responses to questions** and **ask for clarification when needed** ☐ Demonstrates **confident use of communicative strategies** such as rephrasing, circumlocution, or examples ☐ Control of intermediate level language **is sufficient to be understood** by those **unaccustomed** to dealing with language learners.	☐ Can **respond appropriately to questions** and **ask for clarification when needed** ☐ **Uses some communicative strategies** such as rephrasing and circumlocution ☐ Control of intermediate level language **is sufficient to be understood** by those **accustomed** to dealing with language learners	☐ Demonstrates **inconsistent ability to respond to questions** and **may or may not ask for clarification** when needed ☐ **Only limited use of communicative strategies** such as rephrasing and circumlocution ☐ 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)	☐ **Analyzes distinctions** between own and target culture, and **draws appropriate conclusions.** ☐ 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 ☐ **Consistently draws detailed constructive cultural comparisons** that present the strengths and weaknesses of own and target culture	☐ **Makes distinctions** between own and target culture ☐ Demonstrates **an adequate understanding** of the complexity of the target culture by showing **more detailed awareness** of cultural practices and institutions ☐ **Draws more detailed constructive cultural comparisons** that present the strengths and weaknesses of own and target culture	☐ **Only describes differences** between own and target culture ☐ Does **not always** demonstrates **adequate understanding** of the complexity of the target culture, or **awareness** of cultural practices and institutions ☐ **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:

RUBRIC REVISED OCTOBER 2018

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	☐ **Handles successfully some complicated tasks** in areas of chosen topic with good detail. ☐ Narrates and describes **consistently in all major time frames**.	☐ **Handles successfully uncomplicated tasks** in areas of chosen topic with some detail. ☐ Narrates and describes **in present tense and one or more major time frames**, although **not consistently**.	☐ **Creates with language only by combining and recombining known elements** ☐ Is able to **express personal meaning only in a basic way**. ☐ 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)	☐ Uses **connected sentences**, frequently at **paragraph length**, and **some extended discourse.**	☐ Uses **mostly connected sentences** with **some complex sentences** (dependent clauses) and some paragraph-like discourse.	☐ Only uses **simple sentences** and **some strings** of sentences.
Impact Clarity, organization (introduction, body and conclusion), and depth of papers in the portfolio.	☐ Papers written **in a clear and organized manner with logical transitions** ☐ Argument in papers **illustrates originality and rich details.**	☐ Papers written **in a clear and organized manner** e.g. a clear introduction, body **and** conclusion ☐ Argument in papers illustrates **good detail** and **may** demonstrate **some originality**.	☐ Papers written **mostly or not in a clear and organized manner,** e.g. **may have an introduction, body and conclusion, or parts thereof** ☐ 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?	☐ Is easily understood by those unaccustomed to the writing of non-natives, although minimal interference from another language may occur	☐ 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.	☐ 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	☐ 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.	☐ Demonstrates significant quantity and quality of intermediate high-level language, e.g. more extensive vocabulary, use of variety of grammatical structures. ☐ Accuracy and/or fluency decrease when attempting to handle topics at the advanced level or as writing becomes more complex.	☐ Writing, vocabulary and syntax are strongly influenced by the native language. ☐ Demonstrates limited quantity and lower quality of intermediate high-level language. ☐ 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**
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.)	☐ **Analyzes distinctions** between own and target culture, and **draws appropriate conclusions.** ☐ **Consistently draws detailed constructive cultural comparisons** that present the strengths and weaknesses of own and target culture ☐ 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	☐ **Makes distinctions** between own and target culture ☐ **Draws more detailed constructive cultural comparisons** that present the strengths and weaknesses of own and target culture ☐ Demonstrates **an adequate understanding** of the complexity of the target culture by showing **more detailed awareness** of cultural practices and institutions	☐ **Only describes differences** between own and target culture ☐ **May begin to draw constructive cultural comparisons t**hat present the strengths and weaknesses of own and target culture ☐ 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	☐ Student also shows mastery of **intermediate mid skills** ☐ Can respond appropriately to questions and ask for clarification when needed ☐ Uses some communicative strategies such as rephrasing and circumlocution	☐ Student also shows mastery of **intermediate low skills** ☐ Simple face-to-face conversations ☐ Asks simple questions ☐ Responds to simple questions ☐ Simple descriptions	☐ Student also shows mastery of **novice high skills** ☐ Simple conversation, reactive ☐ Occasionally initiates ☐ Describes in a simple way
Context Content Areas	☐ Student also shows mastery of **intermediate mid skills** ☐ Operates in formal settings ☐ Topics: general (i.e. the environment, politics, etc.) and above and beyond immediate surroundings	☐ Student also shows mastery of **intermediate low skills** ☐ Operates in informal settings ☐ Topics: self, family members, leisure activities and immediate surroundings	☐ Student also shows mastery of **novice high skills** ☐ Functions in **informal situations minimally**
Accuracy	☐ Student also shows mastery of **intermediate mid skills** ☐ Control of intermediate level language is sufficient to be understood by those accustomed to dealing with language learners	☐ Student also shows mastery of **intermediate low skills** ☐ **Understood by NS accustomed to** dealing with NNS ☐ **Sentence level discourse**	☐ Student also shows mastery of **novice high skills** ☐ Repetition, **understood by sympathetic listeners** ☐ 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	☐ **Makes distinctions** between own and target culture ☐ Demonstrates **an adequate understanding** of the complexity of the target culture by showing **more detailed awareness** of cultural practices and institutions ☐ **Draws more detailed constructive cultural comparisons** that present the strengths and weaknesses of own and target culture	☐ **Only describes differences** between own and target culture ☐ Does **not always** demonstrates **adequate understanding** of the complexity of the target culture, or **awareness** of cultural practices and institutions ☐ **May begin to draw constructive cultural comparisons** that present the strengths and weaknesses of own and target culture	☐ Recognizes the distinction between Lei vs. tu & **occasionally** uses these forms appropriately. ☐ Recognizes the distinction between Lei vs. tu & **sometimes** responds appropriately. **AND/OR** ☐ Recognizes polite expressions and **sometimes** responds appropriately. ☐ Recognizes polite expression and **sometimes** initiates them appropriately.

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

RUBRIC REVISED OCTOBER 2018

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 identities 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	☐ Composition is **significantly more** than 350 words.	☐ Composition is **at least** 350 words long.	☐ Composition is **less than** 350 words.
Language Function Language tasks the writer is able to handle in a consistent manner	☐ **Handles successfully some complicated tasks** in areas of chosen topic with good detail. ☐ Narrates and describes **consistently in all major time frames**.	☐ **Handles successfully uncomplicated writing tasks** in areas of chosen topic. ☐ Narrates and describes in present tense and one or more major time frames, although not consistently.	☐ **Creates with language** by **combining and recombining known elements**. ☐ 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)	☐ Uses **connected sentences**, frequently at **paragraph length**, and **some extended discourse.**	☐ Uses **mostly connected sentences** with **some complex sentences** (dependent clauses) and some paragraph-like discourse. ☐ Paper **follows** standard academic writing conventions.	☐ Uses **simple sentences** and **some strings** of sentences. ☐ Paper **follows** standard academic writing conventions **to a good degree**.
Impact Clarity, organization (introduction, body and conclusion), and depth of paper	☐ Paper written **in a clear and organized manner with logical transitions** ☐ Argument in paper **illustrates originality and rich details.**	☐ Paper written **in a clear and organized manner** e.g. a clear introduction, body **and** conclusion. ☐ Argument in paper illustrates **originality and rich details**.	☐ Paper written **in a clear and organized manner,** e.g. **may have an introduction, body and conclusion, or parts thereof**. ☐ 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?	☐ Is easily understood by those unaccustomed to the writing of non-natives, although minimal interference from another language may occur	☐ 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**.	☐ 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	☐ 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.	☐ There are **few or minimal** spelling, grammar, or syntax errors **per page** in those areas a student with intermediate low proficiency can control.	☐ 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**
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.)	☐ **Makes distinctions** between own and target culture. ☐ Demonstrates a **strong understanding** of the complexity of the target culture by showing **more detailed awareness** of cultural practices and institutions. ☐ Draws **more detailed constructive cultural comparisons** that present the strengths and weaknesses of own and target culture.	☐ **Describes differences** between own and target culture. ☐ Demonstrates **adequate understanding** of the complexity of the target culture by showing **awareness** of cultural practices and institutions. ☐ **Begins to draw constructive cultural comparisons** that present the strengths and weaknesses of own and target culture.	☐ **Describes few or no differences** between own and target culture. ☐ Demonstrates **little or inadequate understanding** of the complexity of the target culture by **minimally or not showing** awareness of cultural practices and institutions. ☐ **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:

RUBRIC REVISED OCTOBER 2018

- *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	☐ Student also shows mastery of **intermediate low skills** ☐ Simple face-to-face conversations ☐ Asks simple questions ☐ Responds to simple questions ☐ Simple descriptions	☐ Student also shows mastery of **novice high skills** ☐ Simple conversation, reactive ☐ Occasionally initiates ☐ Describes in a simple way	☐ Creates with language
Context Content Areas	☐ Student also shows mastery of **intermediate low skills** ☐ Operates in informal settings ☐ Topics: self, family members, leisure activities and immediate surroundings	☐ Student also shows mastery of **novice high skills** ☐ Functions in **informal situations minimally**	☐ Interacts spontaneously
Accuracy	☐ Student also shows mastery of **intermediate low skills** ☐ **Understood by NS accustomed to** dealing with NNS ☐ **Sentence level discourse**	☐ Student also shows mastery of **novice high skills** ☐ Repetition, **understood by sympathetic listeners** ☐ Word level discourse with **some attempt at sentences**	☐ **Comprehensible to NS** accustomed to dealing with NNS ☐ **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	☐ Recognizes the distinction between Lei vs. tu & **often** uses these forms appropriately. ☐ Recognizes the distinction between Lei vs. tu & **often** responds appropriately. **AND/OR** ☐ Recognizes polite expressions and **often** responds appropriately. ☐ Recognizes polite expression and **often** initiates them appropriately.	☐ Recognizes the distinction between Lei vs. tu & **occasionally** uses these forms appropriately. ☐ Recognizes the distinction between Lei vs. tu & **sometimes** responds appropriately. **AND/OR** ☐ Recognizes polite expressions and **sometimes** responds appropriately. ☐ Recognizes polite expression and **sometimes** initiates them appropriately.	☐ 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:

RUBRIC REVISED OCTOBER 2018

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 identities 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.

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	☐ Composition is **significantly more** than 300 words.	☐ Composition is **at least** 300 words long.	☐ Composition is **less than** 300 words.
Language Function Language tasks the writer is able to handle in a consistent manner	☐ **Handles successfully uncomplicated writing tasks** in areas of chosen topic. ☐ Narrates and describes in present tense and one or more major time frames, although not consistently.	☐ **Creates with language** by **combining and recombining known elements**. ☐ Is able to express personal meaning in a basic way.	☐ **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)	☐ Uses **mostly connected sentences** with **some complex sentences** (dependent clauses) and some paragraph-like discourse. ☐ Paper **follows** standard academic writing conventions.	☐ Uses **simple sentences** and **some strings** of sentences. ☐ Paper **follows** standard academic writing conventions **to a good degree**.	☐ Uses **some simple sentences** and **memorized phrases**. ☐ Paper **does not follow** standard academic writing conventions.
Impact Clarity, organization (introduction, body and conclusion), and depth of paper	☐ Paper written **in a clear and organized manner** e.g. a clear introduction, body **and** conclusion. ☐ Argument in paper illustrates **originality and rich details**.	☐ Paper written **in a clear and organized manner,** e.g. **may have an introduction, body and conclusion, or parts thereof**. ☐ Paper features **some** detail in arguments.	☐ Paper may be **either unclear or unorganized,** e.g. is poorly organized overall, or **introduction and conclusion may be missing**. ☐ 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?	☐ 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**.	☐ Is **generally understood** by those **accustomed** to the writing of non-natives, **although additional effort may be required**.	☐ Is **understood with occasional difficult**y by those **accustomed** to the writing of non-natives, although **additional effort may be required**.
Language Control Grammatical accuracy, appropriate vocabulary, degree of fluency	☐ There are **few or minimal** spelling, grammar, or syntax errors **per page** in those areas a student with intermediate low proficiency can control.	☐ 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.	☐ 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
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.)	☐ **Makes distinctions** between own and target culture. ☐ Demonstrates a **strong understanding** of the complexity of the target culture by showing **more detailed awareness** of cultural practices and institutions. ☐ Draws **more detailed constructive cultural comparisons** that present the strengths and weaknesses of own and target culture.	☐ **Describes differences** between own and target culture. ☐ Demonstrates **adequate understanding** of the complexity of the target culture by showing **awareness** of cultural practices and institutions. ☐ **Begins to draw constructive cultural comparisons** that present the strengths and weaknesses of own and target culture.	☐ **Describes few or no differences** between own and target culture. ☐ Demonstrates **little or inadequate understanding** of the complexity of the target culture by **minimally or not showing** awareness of cultural practices and institutions. ☐ **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

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