

## Assessment of Students Outcomes Rubric

### *Global Citizenship and Multicultural Understanding: Foreign Language (GFL)*

**Carolina Core learning outcome:** *Students will be able to communicate effectively in more than one language.*

**Score (15 points maximum)**

(Satisfactory Rating: 70% = 10.5 or more points)

Courses	Spoken/Non-Spoken
GREK 121 and 122 (Ancient)  LATN 109, 110, 121, and 122	Non-spoken
American Sign Language ASL 121 and 122	Signed/Gestural; non-written and non-spoken (non-verbal)
ARAB 121 and 122; CHIN 121 and 122; FREN 109, 110, 121, and 122; GERM 109, 110, 121, and 122; ITAL 121 and 122; JAPA 121 and 122; PORT 121 and 122; RUSS 121 and 122; SPAN 109, 110, 121, and 122	Spoken

Categories	Not Applicable (0)	Unsatisfactory (1 Point)	Satisfactory (2 Points)	Exceeds Expectations (3 Points)
<b>Reading:</b> Master basic reading, writing, listening, and speaking skills in a language other than English.	No evidence provided. Or (N/A) Non-Written Language: ASL	<ul style="list-style-type: none"> <li>Student read a passage and interpret the passage. Responses are incorrect or incomplete.</li> <li>Student did not understand main idea, some parts understood but no meaning of text as a whole was derived.</li> <li>Student performs at a level below what is appropriate for course level. Student does not consistently demonstrate skills at proficiency level indicate by the course level.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates beginning or intermediate fluency in reading in the studied language.</li> <li>Students read a passage and interpret the passages to answer question prompts (multiple choice, short answer, long answer, etc.) with minimal errors.</li> <li>Student understands main idea of the text and most of the subordinating points of the text, explained text in an organized, complete manner.</li> <li>Student performs skill at a level appropriate for course level. Student does consistently demonstrate skills at proficiency level indicate by the course level.</li> </ul>	<ul style="list-style-type: none"> <li>Student demonstrates advanced fluency in reading and interpretation or translation.</li> <li>The student understood the text completely, explained it well, and included additional cultural and/or historical information to help in the interpretation of the text.</li> </ul>
<b>Writing:</b> Master basic reading, writing, listening, and speaking skills in a language other than English.	No evidence provided. Or (N/A) Non-Written Language: ASL	<ul style="list-style-type: none"> <li>Written responses are not accurate or are incomplete. Student cannot write complete sentences. Spelling, grammar, and vocabulary errors interfere with communication.</li> <li>Student performs at a level below what is appropriate for course level. Student does not consistently demonstrate skills at proficiency level indicate by the course level.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates beginning or intermediate fluency in written language with minimal errors.</li> <li>Students answer questions in the written language with accuracy, including using accurate grammar and vocabulary.</li> <li>Student performs skill at a level appropriate for course level. Student does consistently demonstrate skills at proficiency level indicate by the course level.</li> </ul>	<ul style="list-style-type: none"> <li>Student demonstrates advanced fluency in writing.</li> <li>Student writes simple sentences that completely communicate the intended message. Grammar, vocabulary, and spelling errors do not interfere with meaning.</li> </ul>

<p><b>Speaking or Gesturing:</b> Master basic reading, writing, listening, and speaking skills in a language other than English.</p>	<p>No evidence provided.  Or  (N/A) Non-Spoken Language: Latin, Greek</p>	<ul style="list-style-type: none"> <li>● Students record audio or videos of themselves speaking or gesturing. Students' demonstrations are inaccurate or incomplete.</li> <li>● Students do not use a variety of tenses and moods, nor express feelings and preferences; vocabulary and grammar are inaccurate.</li> <li>● Student performs at a level below what is appropriate for course level. Student does not consistently demonstrate skills at proficiency level indicate by the course level.</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrates beginning or intermediate fluency in speaking or gesturing with minimal errors.</li> <li>● Student performs skill at a level appropriate for course level. Students consistently demonstrate skills at proficiency level indicated by the course level.</li> </ul>	<ul style="list-style-type: none"> <li>● Student demonstrate advanced fluency in speaking or gesturing.</li> <li>● Student submit brief oral recordings based on vocabulary, grammar, and language functions of the course. They must engage in oral exchange in a variety of tenses and moods in order to provide and obtain information, express feelings and preferences, provide more detailed narrative and exchange ideas and opinions on topics of personal interest such as those mentioned above accurately.</li> </ul>
<p><b>Listening or Viewing (Watch)</b> Master basic reading, writing, listening, and speaking skills in a language other than English.</p>	<p>No evidence provided.</p>	<ul style="list-style-type: none"> <li>● Students' interpretation or translation responses are incorrect or incomplete.</li> <li>● Student performs at a level below what is appropriate for course level. Student does not consistently demonstrate skills at proficiency level indicate by the course level.</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrates beginning or intermediate fluency of interpretation or translation.</li> <li>● Students listen to or view brief recorded passages then interpret a series of comprehension items (multiple choice, short answer, written narrative, etc.) with minimal errors.</li> <li>● Student performs skill at a level appropriate for course level. Student does consistently demonstrate skills at proficiency level indicate by the course level.</li> </ul>	<ul style="list-style-type: none"> <li>● Student interpretations demonstrate advanced fluency in the language.</li> </ul>
<p><b>Cultural Competency:</b> Demonstrate an understanding of the particular cultures that shape and transmit the language.</p>	<p>No evidence provided.</p>	<ul style="list-style-type: none"> <li>● Student answers to cultural competency questions are incorrect, inaccurate or incomplete.</li> <li>● Student does not demonstrate ability to comprehend and respond to distinctive features of culture(s) in ways that meet expectations for the course level..</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrates beginning or intermediate knowledge of cultural competency in the language.</li> <li>● Student demonstrates ability to comprehend and respond to distinctive features of culture(s) in ways that meet expectations for the course level.</li> </ul>	<ul style="list-style-type: none"> <li>● Student demonstrate an advanced level of knowledge or fluency in cultural topics. Students identify cultural knowledge, information, and relationships based on topics and countries where the studied language is spoken; topics range from geography, history, important figures, daily life, political procedures, religious customs, everyday customs, etc.</li> </ul>