

Bridgewater State University

Spanish Education

ASSESSMENT #2. Content Knowledge: Grades in Spanish Content Courses

1. Description of the Assessment

Assessment #2 is intended to demonstrate that candidates majoring in Spanish with a minor in Secondary Education know the Content they are to teach. In evidence of their content knowledge in Spanish, the assessment is intended to provide information about the degree to which they have performed in Spanish content specific courses that align to the ACTFL standards. The program thus presents Assessment #2 to accompany Assessments #1 and #6 in evidence of candidates' content knowledge.

Candidates at BSU complete a major in Spanish with a minor in secondary education. Prior to student teaching, the candidate must take and pass (with a C- or better) all of the required education courses, plus ten required advanced language courses that focus on developing candidate knowledge about language, linguistics, literature, and culture; two advanced Spanish or Spanish American literature electives; as well as EDHM 424 (Strategies for Teaching Foreign Languages). Required courses are identified in the matrix below.

Students who major in Spanish with a secondary education minor are expected to:

- 1.** Be proficient in Spanish at Advanced-Low level as measured by the official ACTFL Oral Proficiency Interview (ACTFL Standard 1);
- 2.** Express in writing (in Spanish) their ideas, beliefs, and world-views on a range of topics narrating in all major time frames (i.e., past, present, future) and having a good control of tense and aspect, but lacking at times. They will be able to use advanced grammatical structures, some idiomatic expressions, and narrative devices. In addition, they will be able to evaluate and critique their own work, and that of others (ACTFL Standards 1 and 2);
- 3.** Understand semi-edited literary narratives from various authors and periods from the Spanish-speaking world, and recognize their contributions to the global community (ACTFL Standard 2);
- 4.** Interpret Spanish and Latin American literature, poetry, theater, cinema, and other forms of media from different periods with an appropriate control of literary terms and concepts of literary critique, and use of formal, stylistic, and thematic elements in their readings and writings (ACTFL Standard 2);
- 5.** Understand the linguistic features of the Spanish language, including the morphosyntactic, phonetic, semantic, pragmatic and dialectical differences of the language (ACTFL Standard 1);
- 6.** Have knowledge of Spanish and Latin American civilizations, cultures, and cultural movements, and be able to compare and contrast this knowledge of the culture with other cultures from the Spanish-speaking world and that of the home culture using primary and secondary sources (ACTFL Standard 2).

2. Alignment to ACTFL Standards

Spanish Concentration		
Required Course	Description	ACTFL Standard
LASP 200 (Intermediate Spanish II)	This is a second semester intermediate Spanish course that continues to acquaint students with the complexities of the Spanish language and culture. Communication in the classroom is purposeful and goes beyond just “practicing” the language. The course is designed to improve both oral and written expression in Spanish. This course is conducted in Spanish.	1. a.
LASP 252 (Introduction to Hispanic Literature)	The student is introduced to the reading, analysis, and discussion of semi-edited modern literary and cultural texts from Spain, Latin America and the Caribbean. The emphasis is on the development of reading comprehension skills and vocabulary. Conducted in Spanish.	2. b.
LASP 253 (Introduction to Hispanic Linguistics)	This course serves as an introduction to Hispanic linguistics. Various topics, covering both the fundamental areas of linguistics, as well as more specialized ones, will be covered. These entail syntax (the study of the structure of sentences), morphology (the study of the formation of words), phonetics (the study of the making of sounds from a physiological perspective), phonology (the study of the relationship between sounds in a language), historical linguistics (the study of the evolution of the language through time), language acquisition (the study of the processes through which languages are acquired), sociolinguistics (the study of the use of language within a social context) and dialectology (the study of linguistic variation). No previous knowledge of linguistics is assumed. This course is conducted entirely in Spanish.	1. b.
LASP 281 (Spanish Conversation)	Fluent expression in formal and informal speech is stressed in this course. Oral proficiency is improved by the systematic study of the lexicon and speaking styles. Students must complete work in analyzing various media in Spanish. This course is conducted in Spanish.	1. a.
LASP 300 (Spanish Composition)	This course is designed to acquaint students with methodology/techniques and strategies of good writing practices. Students develop writing skills utilizing sources from the Spanish-speaking world. Different writing skills and styles are introduced and practiced. Use of a bilingual dictionary is practiced. This course is conducted in Spanish.	1. a.
LASP 370 (Patterns of Spanish Language)	Consideration given to writing patterns and to oral patterns with emphasis on lexicon. This course is conducted in Spanish.	1. a., b.
LASP 390 (Spanish Phonetics and Phonology)	This course provides a comprehensive description of the sound system of Spanish. Special attention is given to the identification of pronunciation problems of non-native speakers, with an emphasis on English pronunciation patterns. Students will be required to study the phonetics terminology and to relate the readings to sample recordings of native speakers. This course is conducted in Spanish.	1. c.
LASP 391 (Spanish Civilization)	Readings and discussion of topics related to Spanish civilization through the centuries are treated. Conducted in Spanish.	2. a.
LASP 392 (Spanish American Civilization)	Readings and discussions of topics related to South American and Caribbean civilizations from pre-Columbian to modern times are treated. Conducted in Spanish.	2. a.

3. Analysis of Data Findings

(Assessment #2 Data and Analysis is uploaded as a separate document.)

4. Interpretation of Data as Evidence of Meeting ACTFL Standards (see separate uploaded Assessment #2 Data and Analysis document)

5. Description of Assessment

The grades used for this assessment are those from the ten required courses in the major, in addition to the teaching methodology course (which we acknowledge is not in evidence of content knowledge in Spanish, but is part of the overall coursework requirement for the major and therefore included here as part of the total documentation). We believe that these courses demonstrate candidate knowledge of Standards 1 and 2.

5.b. Scoring Guide

Grading System

The university uses the letter-grade system of marking to indicate the student's relative performance: A (Superior); B (Good); C (Satisfactory); D (Poor); F (Failure); IP (In Progress); W (Withdrawn). Grades in the A, B, C, and D ranges may include a designation of plus or minus. In computing averages, grades are assigned the following numerical values:

A	4.0	B-	2.7	D+	1.3
A-	3.7	C+	2.3	D	1.0
B+	3.3	C	2.0	D-	0.7
B	3.0	C-	1.7	F	0.0

Relevant academic regulations:

- A MINIMUM cumulative grade point average (GPA) of 2.0 (or higher if required by the major at Bridgewater State University) and any other academic requirements of the student's major department as approved by university governance procedures;
- A MINIMUM major and minor grade point average (GPA) of 2.0 (or higher if required in the student's major(s) and minor(s) requirements taken through Bridgewater State University). The major GPA includes all courses completed in the major field (excluding cognate requirements), unless otherwise specified by the individual department. The minor GPA includes all courses required for completion of the minor, regardless of the department in which the courses are offered.

5.c. Data Tables (See separate uploaded document for Assessment 2 Data Table and Analysis.)

Data Table A (Coursework Taken at Bridgewater State University):

Grades* in Required Spanish and Spanish Education Courses Secondary Spanish Education Undergraduate Program Completers						
*A = 4.0, B = 3.0, C = 2.0, D = 1.0, F = 0						
Course Number and Name	20xx-20xx N=			20xx-20xx N=		
	Average Course Grade* and (Range)	Number of Undergraduate Completers	% of Completers Meeting Minimum Expectation (C- or better)	Average Course Grade* and (Range)	Number of Undergraduate Completers	% of Completers Meeting Minimum Expectation (C- or better)
LASP 200 (Intermediate Spanish II)						
LASP 252 (Introduction to Hispanic Literature)						
LASP 253 (Introduction to Hispanic Linguistics)						
LASP 281 (Spanish Conversation)						
LASP 300 (Spanish Composition)						
LASP 370 (Patterns of Spanish Language)						
LASP 390 (Spanish Phonetics and Phonology)						
LASP 391 (Spanish Civilization)						
LASP 392 (Spanish American Civilization)						

Data Table B (Content Major Coursework GPA):

Mean GPA* in Required Spanish Education Major Courses for Spanish Education Completers/Candidates Baccalaureate Program in Indication of Spanish Education Majors' Content Knowledge			
*A = 4.0, B = 3.0, C = 2.0, D = 1.0, F = 0			
Academic Year	Mean GPA* and (Range)	Number of Completers/ Candidates	% of Completers/ Candidates Meeting Minimum Expectation
20xx-20xx			
20xx-20xx			

Assessment 2 Data and Analysis:

Data Table A (Coursework Taken at Bridgewater State University):

Grades* in Required Spanish and Spanish Education Courses Secondary Spanish Education Undergraduate Program Completers						
*A = 4.0, B = 3.0, C = 2.0, D = 1.0, F = 0						
Course Number and Name	2013-2014 N=2			2014-2015 N=1		
	Average Course Grade* and (Range)	Number of Undergraduate Completers	% of Completers Meeting Minimum Expectation (C- or better)	Average Course Grade* and (Range)	Number of Undergraduate Completers	% of Completers Meeting Minimum Expectation (C- or better)
LASP 200 (Intermediate Spanish II)	3.5 (3-4)	2	100%	2.7 (2.7)	1	100%
LASP 252 (Introduction to Hispanic Literature)	3.5 (3-4)	2	100%	3 (3)	1	100%
LASP 253 (Introduction to Hispanic Linguistics)	3.85 (3.7-4)	2	100%	4 (4)	1	100%
LASP 281 (Spanish Conversation)	2 (2)	2	100%	3(3)	1	100%
LASP 300 (Spanish Composition)	3.7 (3.7)	2	100%	Transfer (>2)	1	100%
LASP 370 (Patterns of Spanish Language)	3 (2-4)	2	100%	3.3 (3.3)	1	100%
LASP 390 (Spanish Phonetics and Phonology)	3 (3)	2	100%	Transfer (>2)	1	100%
LASP 391 (Spanish Civilization)	3.85 (3.7-4)	2	100%	2.7 (2.7)	1	100%
LASP 392 (Spanish American Civilization)	2.7 (2.7)	2	100%	Transfer (>2)	1	100%

Data Table B (Content Major Coursework GPA):

Mean GPA* in Required Spanish Education Major Courses for Spanish Education Completers/Candidates Baccalaureate Program in Indication of Spanish Education Majors' Content Knowledge			
*A = 4.0, B = 3.0, C = 2.0, D = 1.0, F = 0			
Academic Year	Mean GPA* and (Range)	Number of Completers/Candidates	% of Completers/Candidates Meeting Minimum Expectation
2013-2014	3.47 (3.01-3.94)	2	100%
2014-2015	3.63 (3.63)	1	100%

Analysis:

Our students are graduating from the program with an overall GPA in required courses in the major of greater than 3.0 (approaching 3.5). These data provide evidence that our students have sufficient content knowledge to be effective secondary education teachers of Spanish. While we encourage our students to study abroad, it is sometimes difficult to gauge student learning while they are abroad, per policy that grades not transfer from the experience abroad, so long as the grade received while abroad was better than a C. Nonetheless, we continue to push students to study abroad, and we will make sure their content knowledge is met through other course grades and other assessments. Moreover, most students do not transfer more than 3 or 4 courses from their experience abroad. As such, we can ensure sufficient content knowledge in the remaining courses they take at our university.