Program-Level Assessment Plan

SAINT LOUIS UNIVERSITY.

Program: German Studies	Degree Level: UG major
Department: Languages, Literatures & Cultures	College/School: CAS
Date (Month/Year): February 2022	Primary Assessment Contact: Evelyn Meyer, evelyn.meyer@slu.edu, (314) 977-7254

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

#	Student Learning Outcomes	Curriculum Mapping	Assessment Methods	
			Artifacts of Student Learning (What)	Evaluation Process (How)
	What do the program faculty expect all students to know or be able to do as a result of completing this program? Note: These should be measurable and manageable in number (typically 4-6 are sufficient).	In which courses will faculty intentionally work to foster some level of student development toward achievement of the outcome? Please clarify the level at which student development is expected in each course (e.g., introduced, developed, reinforced, achieved, etc.).[1]	1. What artifacts of student learning will be used to determine if students have achieved this outcome? 2. In which courses will these artifacts be collected?	1. What process will be used to evaluate the artifacts, and by whom? 2. What tools(s) (e.g., a rubric) will be used in the process? Note: Please include any rubrics as part of the submitted plan documents.
1	Graduates will be able to communicate in culturally appropriate spoken German at least at the level of Intermediate-High proficiency according to the standards set by the American Council for the Teaching of Foreign Languages, ACTFL.	• GR 2010 - introduced • GR 3020 – introduced & developed • GR 4xxx (Language Skills Course, i.e., GR 4010, 4250 & 4750) – developed & reinforced • GR 4xxx (Modern/Contemporary Course, i.e., GR 4150, 4200, 4350 & 4700) - developed & reinforced • GR 4960 - achieved	• GR 2010 – Oral Proficiency Interview (OPI) • GR 3020 – Oral Presentation • GR 4xxx (Language Skills Course, i.e., GR 4010, 4250 & 4750) – Oral Presentation and/or Oral Proficiency Interview • GR 4xxx (Modern/Contemporary Course, i.e., GR 4150, 4200, 4350 & 4700) - Oral cultural Presentation • GR 4960 - Oral Presentation of Senior Capstone Project & Oral	• GR 2010 – students sign up for an individual OPI at end of semester, OPI interview is conducted by another German faculty member in presence of course instructor, assessment rating is done by both faculty using the SLO1 assessment rubric, expected proficiency is intermediate low • GR 3020 – students give the oral presentation in class, assessment rating is done by course instructor using the SLO1 assessment rubric,

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[1] We have a more curriculum map for the entire curriculum that shows in greater detail how the SLOs are introduced, developed, reinforced and where we can begin to expect mastery of them. The assessment plan "only" lists those courses in which we assess the specific SLO. In fact, pending the level of the course, we introduce, develop and or reinforce each SLO in some form in our courses.

		Proficiency Interview	expected proficiency is A. if first 3xxx course: Intermediate Low; B. if second 3xxx course: Intermediate Low/Mid; C. if third 3xxx course: Intermediate Mid
			• GR 4xxx (Language Skills Course, i.e., GR 4010, 4250 & 4750) – students give the oral presentation in class or sign up for an individual OPI pending choice of assessment tool, assessment rating is done by course instructor using the SLO1 assessment rubric, expected proficiency is A. if first 4xxx course: Intermediate Mid; B. if second or third 4xxx course: Intermediate Mid with some checkmarks in the Intermediate High category; C. if fourth or more 4xxx course: Intermediate High
			• GR 4xxx (Modern/Contemporary Course, i.e., GR 4150, 4200, 4350 & 4700) - students give the oral presentation in class, assessment rating is done by course instructor using the SLO1 assessment rubric, expected proficiency is A. if first 4xxx course: Intermediate Mid; B. if second or third 4xxx course: Intermediate Mid with some checkmarks in the Intermediate High category; C. if fourth or more 4xxx course: Intermediate High
			• GR 4960 - students give the oral presentation in front of the entire German program (faculty & students from all German courses

				are invited to attend) & guests, assessment rating is done by entire German faculty using the SLO1 assessment rubric, expected proficiency is intermediate high; students sign up for an individual OPI at end of semester, OPI interview is conducted by another German faculty member in presence of course instructor, assessment rating is done by both faculty using the SLO1 assessment rubric, expected proficiency is intermediate high
2	Graduates will be able to communicate in culturally appropriate written German at least at the level of Intermediate-High proficiency according to the standards set by the American Council for the Teaching of Foreign Languages, ACTFL.	• GR 2010 - introduced • GR 3010 – introduced & developed • GR 4xxx (Language Skills Course, i.e., GR 4010, 4250 & 4750) – developed & reinforced • GR 4xxx (Medieval Course, i.e., GR 4500, 4550, 4600 & 4650) – developed & reinforced • GR 4960 - achieved	• GR 2010 – Cultural Paper • GR 3010 –Media Portfolio • GR 4xxx (Language Skills Course, i.e., GR 4010, 4250 & 4750) – Research Paper • GR 4xxx (Medieval Course, i.e., GR 4500, 4550, 4600 & 4650) – Written Paper or Project • GR 4960 – Written Capstone Paper	• GR 2010 – students write a cultural paper at end of semester, all German faculty read the paper, assessment rating is done by both faculty using the SLO2 assessment rubric, expected proficiency is intermediate low • GR 3010 – students write their media portfolio throughout the semester, assessment rating is done by course instructor using the SLO2 assessment rubric, expected proficiency is A. if first 3xxx course: Intermediate Low; B. if second 3xxx course: Intermediate Low/Mid; C. if third 3xxx course: Intermediate Mid • GR 4xxx (Language Skills Course, i.e., GR 4010, 4250 & 4750) – students write a research paper during the semester, assessment rating is done by course instructor using the SLO2 assessment rubric,

				expected proficiency is A. if first 4xxx course: Intermediate Mid; B. if second or third 4xxx course: Intermediate Mid with some checkmarks in the Intermediate High category; C. if fourth or more 4xxx course: Intermediate High • GR 4xxx (Medieval Course, i.e. ,GR 4500, 4550, 4600 & 4650) - students write a paper or project during the semester, assessment rating is done by course instructor using the SLO2 assessment rubric, expected proficiency is A. if first 4xxx course: Intermediate Mid; B. if second or third 4xxx course: Intermediate Mid with some checkmarks in the Intermediate High category; C. if fourth or more 4xxx course: Intermediate High • GR 4960 - students write their senior capstone paper during the semester under the direction of one German faculty member, all faculty read the paper, assessment rating is done by entire German faculty using the SLO2 assessment rubric, expected proficiency is intermediate high
3	Graduates will be able to present their research in a clear and organized manner in German that can be understood by native speakers not accustomed to interacting with the language of language learners.	• GR 2010 - introduced • GR 3010 – introduced & developed • GR 3020 – introduced & developed • GR 3210 – introduced & developed • GR 4xxx (Language Skills Course, i.e., GR 4010, 4250 & 4750) – developed & reinforced • GR 4xxx (Medieval Course, i.e., GR	• GR 2010 – Cultural Paper • GR 3010 – Media Portfolio • GR 3020 – Oral Presentation • GR 3210 – Cultural Paper • GR 4xxx (Language Skills Course, i.e., GR 4010, 4250 & 4750) – Oral Presentation or Research Paper	• GR 2010 – students write a cultural paper at end of semester, all German faculty read the paper, assessment rating is done by both faculty using the SLO3 assessment rubric, expected proficiency is intermediate low • GR 3010 – students write their

4500, 4550, 4600 & 4650) – developed & reinforced • GR 4960 - achieved	• GR 4xxx (Medieval Course, i.e., GR 4500, 4550, 4600 & 4650) – Written Paper or Project • GR 4960 – Oral presentation of Capstone Project & Written Capstone Paper	media portfolio throughout the semester, assessment rating is done by course instructor using the SLO3 assessment rubric, expected proficiency is A. if first 3xxx course: Intermediate Low; B. if second 3xxx course: Intermediate Low/Mid; C. if third 3xxx course: Intermediate Mid • GR 3020 – students give an oral presentation during the semester, assessment rating is done by course instructor using the SLO3 assessment rubric, expected proficiency is A. if first 3xxx course: Intermediate Low; B. if second 3xxx course: Intermediate Low/Mid; C. if third 3xxx course: Intermediate Mid • GR 3210 – students write their cultural paper during the semester, assessment rating is done by course instructor using the SLO3 assessment rubric, expected proficiency is A. if first 3xxx course: Intermediate Low; B. if second 3xxx course: Intermediate Low/Mid; C. if third 3xxx course: Intermediate Mid • GR 4xxx (Language Skills Course, i.e., GR 4010, 4250 & 4750) – students either give an oral presentation in class or write a research paper during the semester, assessment rating is done by course instructor using the SLO3 assessment rubric,

			expected proficiency is A. if first 4xxx course: Intermediate Mid; B. if second or third 4xxx course: Intermediate Mid with some checkmarks in the Intermediate High category; C. if fourth or more 4xxx course: Intermediate High • GR 4xxx (Medieval Course, i.e., GR 4500, 4550, 4600 & 4650) - students write a paper or project during the semester, assessment rating is done by course instructor using the SLO3 assessment rubric, expected proficiency is A. if first 4xxx course: Intermediate Mid; B. if second or third 4xxx course: Intermediate Mid with some checkmarks in the Intermediate High category; C. if fourth or more 4xxx course: Intermediate High • GR 4960 - students present their capstone project in front of German faculty and students; students write their senior capstone paper during the semester under the direction of one German faculty member; assessment rating of both assessment tools is done by entire German faculty using the SLO3 assessment rubric, expected proficiency is intermediate high
4	Graduates will be able to name cultural differences and explain the target culture from a variety of cross-cultural perspectives.	• GR 2010 - introduced • GR 3010 – introduced & developed • GR 3020 – introduced & developed • GR 3210 – introduced & developed • GR 4xxx (Language Skills Course, i.e.,	• GR 2010 – Cultural Paper • GR 3010 – Media Portfolio • GR 3020 – Oral Presentation • GR 3210 – Cultural Paper • GR 4xxx (Language Skills Course,	• GR 2010 – students write a cultural paper at end of semester, all German faculty read the paper, assessment rating is done by both faculty using the SLO4 assessment

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GR 4010, 4250 & 4750) – developed & reinforced
- GR 4xxx (Modern/Contemporary Course, i.e., GR 4150, 4200, 4350 & 4700) – developed & reinforced
- GR 4960 - achieved

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i.e., GR 4010, 4250 & 4750) – Oral Presentation or Research Paper
- GR 4xxx (Modern/Contemporary Course, i.e., GR 4150, 4200, 4350 & 4700) – Oral Cultural Presentation
- GR 4960 – Oral presentation of Capstone Project & Written Capstone Paper

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rubric, expected proficiency is intermediate low
- GR 3010 – students write their media portfolio throughout the semester, assessment rating is done by course instructor using the SLO4 assessment rubric, expected proficiency is A. if first 3xxx course: Intermediate Low; B. if second 3xxx course: Intermediate Low/Mid; C. if third 3xxx course: Intermediate Mid
- GR 3020 – students give an oral presentation during the semester, assessment rating is done by course instructor using the SLO4 assessment rubric, expected proficiency is A. if first 3xxx course: Intermediate Low; B. if second 3xxx course: Intermediate Low/Mid; C. if third 3xxx course: Intermediate Mid
- GR 3210 – students write their cultural paper during the semester, assessment rating is done by course instructor using the SLO4 assessment rubric, expected proficiency is A. if first 3xxx course: Intermediate Low; B. if second 3xxx course: Intermediate Low/Mid; C. if third 3xxx course: Intermediate Mid
- GR 4xxx (Language Skills Course, i.e. ,GR 4010, 4250 & 4750) – students either give an oral presentation in class or write a research paper during the

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			semester, assessment rating is done by course instructor using the SLO4 assessment rubric, expected proficiency is A. if first 4xxx course: Intermediate Mid; B. if second or third 4xxx course: Intermediate Mid with some checkmarks in the Intermediate High category; C. if fourth or more 4xxx course: Intermediate High • GR 4xxx (Modern/Contemporary Course, i.e., GR 4150, 4200, 4350 & 4700) - students give the oral presentation in class, assessment rating is done by course instructor using the SLO4 assessment rubric, expected proficiency is A. if first 4xxx course: Intermediate Mid; B. if second or third 4xxx course: Intermediate Mid with some checkmarks in the Intermediate High category; C. if fourth or more 4xxx course: Intermediate High • GR 4960 - students present their capstone project in front of German faculty and students; students write their senior capstone paper during the semester under the direction of one German faculty member; assessment rating of both assessment tools is done by entire German faculty using the SLO4 assessment rubric, expected proficiency is intermediate high
5	Graduates will be able to apply the German language	• GR 4xxx (Language Skills Course, i.e., GR 4010, 4250 & 4750) – developed &	• GR 4xxx (Language Skills Course, i.e., GR 4010, 4250 &	• GR 4xxx (Language Skills Course, i.e., GR 4010, 4250 & 4750) –

	to make connections with other disciplines/fields of study.	reinforced • GR 4960 - achieved	4750) – Research Paper • GR 4960 - Oral presentation of Capstone Project & Written Capstone Paper	students write a research paper during the semester, assessment rating is done by course instructor using the SLO5 assessment rubric, expected proficiency is A. if first 4xxx course: Intermediate Mid; B. if second or third 4xxx course: Intermediate Mid with some checkmarks in the Intermediate High category; C. if fourth or more 4xxx course: Intermediate High • GR 4960 - students present their capstone project in front of German faculty and students; students write their senior capstone paper during the semester under the direction of one German faculty member; assessment rating of both assessment tools is done by entire German faculty using the SLO5 assessment rubric, expected proficiency is intermediate high
6	Graduates will be able to read academic publications in German, to synthesize and incorporate the content constructively into their research projects.	• GR 3210 - introduced & developed • GR 4960 - achieved	• GR 3210 – Cultural Paper • GR 4960 - Oral presentation of Capstone Project & Written Capstone Paper	• GR 3210 – students write their cultural paper during the semester, assessment rating is done by course instructor using the SLO6 assessment rubric, expected proficiency is A. if first 3xxx course: Intermediate Low; B. if second 3xxx course: Intermediate Low/Mid; C. if third 3xxx course: Intermediate Mid • GR 4960 - students present their capstone project in front of German faculty and students; students write their senior

			capstone paper during the semester under the direction of one German faculty member; assessment rating of both assessment tools is done by entire German faculty using the SLO6 assessment rubric, expected proficiency is intermediate high

Use of Assessment Data

1. How and when will analyzed data be used by program faculty to make changes in pedagogy, curriculum design, and/or assessment practices?

The German faculty first assesses the direct measure assessment artifact individually and fills out an assessment rubric for each student. At the 3xxx and 4xxx level courses, it is the primary responsibility of the course instructor to assess the students, but if the course instructor is not sure about the assessment level, s/he will consult with the other members of the German faculty to make a final decision. For GR 2010 and GR 4960 the entire German faculty first assesses the students individually. For assessment of writing, the German faculty gets together at the end of final exam week to discuss the assessment done for each student paper to discuss each student and agree on an overall assessment per student. If we assess students differently, we discuss why and work out the overall agreement together. For assessment of speaking, another faculty member conducts the OPI with each student, but both faculty members complete the assessment rubric (in both in GR 2010 and GR 4960) immediately after each OPI and then work on an overall assessment together per student and the same is the case with the oral presentations in GR 4960. The reason we assess as a group for GR 2010 and GR 4960 is that they mark the beginning and the completion of the German Studies major. These meetings to discuss specific assessment of student results end up in us discussing curriculum and our findings and what we can do to improve the work we do with our students from small to more extensive changes. It is correct to say that we constantly discuss assessment findings and curricular changes and over the last three years, we have made extensive changes to our courses because of these ongoing conversations (see previous assessment reports).

Once the assessment of all SLOs for all German courses in each semester is completed, the German Program Coordinator compiles the results of both the direct and indirect measures across the program in order to gain insights into the gains made by students, the success of instruction and needs for improvement in our curriculum. This report is generated at the end of the academic year, if time permits a draft report is generated after the Fall semester. The final assessment report (and draft report, if there is one) is shared with all faculty members in the German program and then discussed. Based on the program assessment report, the German faculty discusses changes or improvements to the curriculum, implementation, and assessment plan.

2. How and when will the program faculty evaluate the impact of assessment-informed changes made in previous years?

The German faculty meets regularly to discuss assessment, as stated above, to discuss our assessment rankings of each student, and it is there that we also revisit the changes we implemented based on previous assessment findings.

Additional Questions

1. On what schedule/cycle will program faculty assess each of the program's student learning outcomes? (Please note: It is <u>not recommended</u> to try to assess every outcome every year.)

    In a language major, all 6 Student Learning Outcomes are intricately connected and can and will be assessed each semester that a student completes the German major and the German Senior Capstone Project. SLOs 2 and 3 will be assessed each time a student takes a 4xxx medieval, and SLOs 1 and 4 will be assessed each time a student takes a 4xxx modern/contemporary elective, respectively. As German majors often study abroad and take courses in the three areas of electives at the 4xxx-level (language skills, medieval, and modern/contemporary), it is possible that we cannot assess a student on every SLO ourselves, as we do not control how courses are taught at our study abroad sites. On the other hand, if a student takes more than one course in one of the elective areas, s/he would be assessed more than once on those SLOs. Because students can potentially complete required coursework in which we want to assess specific SLOs while abroad, we will assess all 6 SLOs in the GR 4960: German Senior Capstone Course, even though we have identified achievement of certain SLO skills in our curriculum map earlier. We will assess the students earlier in the curriculum as well, e.g., SLO 2 is assessed in the GR 4xxx Medieval elective course and SLO 4 is assessed in the GR 4xxx Modern/Contemporary elective course. As there is no set sequence of when a student takes any of the required 4xxx level courses in the major, and there are several courses to choose from in each elective category, a student may e.g., take the medieval elective course immediately after the 3xxx level course work and therefore may or may not meet the SLO 100%, whereas they would, if they were to take the course 2 or 3 semesters later. Because of the nature of our course offerings in a small program, we try to have a language skills elective course on a three-semester rotation, and the same is true for the medieval & the modern/contemporary elective courses. Therefore, we are keeping track of how many 3xxx and 4xxx level courses a student has taken at the time of the assessment, and we have established a scaffolded proficiency expectation that reflects a more realistic expectation that is grounded in development of foreign language proficiency.

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

    Drs. Evelyn Meyer and Evelyn Wisbey collaborated on revising the entire assessment plan, including the extensive revision of our SLOs and rubrics for the German Studies major, after each faculty member in our program mentioned that we were not always sure what some of the differences between proficiency levels in our previous assessment rubrics meant that were based on the template that was developed for the Department of Languages, Literatures & Cultures, or even how these rubrics fit our assignments on which we base the assessment of majors. We inherited an assessment template that was based on intercultural, interpersonal, presentational communication criteria, which we have retained, but our SLOs did not fit these communication criteria, resulting in the fact that we had to mix pieces from our rubrics of specific SLOs together. We discussed that it is incredibly difficult to report such data, especially when a student exceeded expectations in one area pertaining to a SLO but only meeting expectations in another SLO that were grouped under the same communication criteria. We decided to re-develop our assessment plan according to our SLOs, so that we can get an accurate rating for our students based on the SLOs and not that strange mixture of ratings that were a reality of our previous assessment plan.

    We fixed several issues in our SLOs where we noticed that what we had previously developed was not working well, nor was it getting us the data we were looking for. For example, we had included linguistic and content intercultural competence skills in the old LOG 4, but those are quite different skill sets for which different assessment rubrics are needed. We developed these skill sets separately from each other. We developed criteria and assessment rubrics for linguistic intercultural competence that are now part of SLO 1 (oral) and SLO 2 (written) respectively. For SLO 1 specifically, we developed

criteria and assessment rubrics for conversational intercultural competence, and a separate one for presentational speaking. And we revised our content intercultural competence SLO 4 and rubrics and had an extensive discussion about what we can realistically expect for this in each of the courses, as we develop that difficult skill throughout our curriculum that is made even more difficult because it is tied to linguistic competence, i.e., limited grammatical and vocabulary skills. We also discussed the kind of assignments we need to use and integrate into our courses from GR 2010 – GR 4960 that support the development of these skills around linguistic and content intercultural competence.

As we revised all assessment rubrics, we noticed additional discrepancies that are the result of the longstanding tradition of having done assessment only in GR 2010 (first course in major) and in GR 4960 (last course in major). While we began to roll out the assessment plan to include all other 3xxx and 4xxx courses we based those on the 2010 or 4960 rubrics where we always include the criteria for a proficiency level above and below the expected one. However, we never developed them holistically for each SLO covering the novice high to advanced low proficiency levels. As we worked on that during the Fall 2021 semester, we noticed that especially in the intermediate mid proficiency level, we had different assessment descriptors and expectations for those listed on the old 2010 and old 4960 assessment rubrics. We spent a lot of time revising the rubrics for all SLOs and made them consistent.

Because it is the language program coordinator's duty to spearhead assessment in their program, Dr. Meyer drafted all documents and then discussed them with Dr. Wisbey and then made the subsequent revisions based on our discussions. We met several times during the Fall semester 2021 to discuss our SLOs, the assessment rubrics and our curriculum & curriculum map, best practices for how to introduce, develop, reinforce our SLOs and improve our curriculum, and then revised our assessment plan as a last step during the Spring semester 2022.

IMPORTANT: Please remember to submit any rubrics or other assessment tools along with this plan.

Assessment Tool: Oral Proficiency Interview
(Interview not conducted by Course Instructor, but by another member of the German faculty)

SLO 1: Graduates will be able to communicate in culturally appropriate spoken German at least at the level of Intermediate-High proficiency according to the standards set by the American Council for the Teaching of Foreign Languages, ACTFL.

	Advanced Low	Intermediate High	Intermediate Mid	Intermediate Low	Novice High
Communicative Task	□ Student also shows mastery of intermediate high skills □ Able to narrate in all time frames (Past, present and future) □ Talks in details □ Frequently uses complex sentences and not just simple sentences □ Speaks in paragraph-length discourse	□ Student also shows mastery of intermediate mid skills □ Present tense well □ Past tense inconsistent □ Talks in generalities, not details □ Often a series of simple sentences	□ 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 high skills □ Performs well in formal settings □ Topics: informal and some formal conversations on topics related to school, home, and leisure activities, as well as some topics related to employment, current events, and matters of public and community interest	□ Student also shows mastery of intermediate mid skills □ Performs in limited formal settings □ Topics: personal activities and immediate surroundings, some ability about areas of general interest	□ 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 high skills □ Understood by NS unaccustomed to dealing with NNS □ Sentence level discourse with connectors	□ Student also shows mastery of intermediate mid skills □ Usually understood by NS unaccustomed to dealing with NNS □ Sentence level discourse with some connectors	□ 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

	Advanced Low	Intermediate High	Intermediate Mid	Intermediate Low	Novice High
Linguistic Intercultural Competence	☐ Consistently uses Sie vs. du appropriately. ☐ Consistently responds appropriately to formal vs. informal situations. AND ☐ Consistently responds appropriately to polite expressions. ☐ Consistently initiates polite expressions appropriately him/herself.	☐ Recognizes the distinction between Sie vs. du & consistently uses these forms appropriately. ☐ Recognizes the distinction between Sie vs. du & consistently responds appropriately. AND/OR ☐ Recognizes polite expressions and consistently responds appropriately. ☐ Recognizes polite expression and consistently initiates them appropriately him/herself.	☐ Recognizes the distinction between Sie vs. du & often uses these forms appropriately. ☐ Recognizes the distinction between Sie vs. du & often responds appropriately. AND/OR ☐ Recognizes polite expressions and often responds appropriately. ☐ Recognizes polite expression and often initiates them appropriately.	☐ Recognizes the distinction between Sie vs. du & occasionally uses these forms appropriately. ☐ Recognizes the distinction between Sie vs. du & 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. Sie vs. du, expressions of politeness, greetings)

OVERALL COMMENTS ON STUDENT'S OPI:

Assessment Tool: Oral Presentation

SLO 1: Graduates will be able to communicate in culturally appropriate spoken German at least at the level of Intermediate-High proficiency according to the standards set by the American Council for the Teaching of Foreign Languages, ACTFL.

	Advanced Low	**Intermediate High**	**Intermediate Mid**	**Intermediate Low**	**Novice High**
Language Function Language tasks the speaker 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 all uncomplicated tasks in areas of chosen topic with some detail, with recognizable attempts at some complicated tasks. ☐ Narrates and describes consistently in present tense and one or more 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 by combining and recombining known elements ☐ Is able to express personal meaning in a basic way. ☐ Speaks in present tense though there may be errors.	☐ Has no real functional ability.
Language Control Grammatical accuracy, appropriate vocabulary, degree of fluency	☐ Consistently & correctly demonstrates high quantity and quality of intermediate-level language and some features of advance level language, e.g. consistently using past tense, and some use of subjunctive or passive. ☐ Generally able to speak accurately and fluently, but some linguistic difficulty may occur as more complex tasks are attempted.	☐ Demonstrates significant quantity of Intermediate-level language, e.g. broad vocabulary, solid present tense, good use of past tense though not always correct ☐ Accuracy and/or fluency decreases when attempting to handle topics at the advanced level or as language becomes more complex.	☐ Demonstrates significant quantity of Intermediate-level language, e.g. broad vocabulary, a variety of grammatical structures. ☐ Accuracy and/or fluency decrease when attempting to handle topics at the intermediate high level or as language becomes more complex.	☐ Is most accurate when producing simple sentences in present time. ☐ Pronunciation, vocabulary, and syntax are strongly influenced by the native language. ☐ Accuracy decreases as language becomes more complex.	☐ Is most accurate with memorized language, including phrases. ☐ Accuracy decreases when creating and trying to express personal meaning.

	Advanced Low	Intermediate High	Intermediate Mid	Intermediate Low	Novice High
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 connected sentences with complex sentences (dependent clauses) and a higher degree of paragraph-like discourse than at intermediate mid level.	☐ Uses mostly connected sentences with some complex sentences (dependent clauses) and some paragraph-like discourse.	❏ Uses simple sentences and some strings of sentences.	☐ Uses some simple sentences and memorized phrases.
Linguistic Intercultural Competence: Meets or does not meet expectations (not tied to proficiency levels)	These are the Expectations for Meets: • Emphasis on facts rather than entertainment value • Presentation style is not too casual or informal ❏ Student presentation did meet these expectations ❏ Student presentation did not meet these expectations				

OVERALL COMMENTS ON STUDENT'S ORAL PRESENTATION:

RUBRIC REVISED NOVEMBER 2021

Assessment Tool: Written Paper

SLO 2: Graduates will be able to communicate in culturally appropriate written German at least at the level of Intermediate-High proficiency according to the standards set by the American Council for the Teaching of Foreign Languages, ACTFL.

	Advanced Low	Intermediate High	Intermediate Mid	Intermediate Low	Novice High
Language Function Language tasks the writer is able to handle in a consistent manner	☐Handles successfully some complicated writing 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 with good detail, and with recognizable attempts at some complicated writing tasks. ☐ Narrates and describes in all major time frames, but not always consistently.	☐ Handles successfully uncomplicated writing tasks in areas of chosen topic with some detail ☐ Narrates and describes consistently in present tense, and also in one or more major time frames, although not consistently in the other time frames.	☐ Creates with language by combining and recombining known elements ☐ Is able to express personal meaning in a basic way. ☐ Narrates and describes in present tense though there may be errors	☐ Has no real functional ability.
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. broad vocabulary, solid present tense, good use of past tense though not always correct, and a variety of other grammatical structures. ☐ Accuracy and/or fluency decrease when attempting to handle topics at the advanced level or as writing becomes more complex.	☐ Demonstrates significant quantity and quality of intermediate mid-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 intermediate high level or as writing becomes more complex.	☐ Demonstrates significant quantity and quality of intermediate low-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 intermediate mid level or as writing becomes more complex.	☐ Demonstrates significant quantity and quality of novice high-level language, e.g. more extensive vocabulary ☐ Accuracy and/or fluency decrease when attempting to handle topics at the intermediate low level or as writing becomes more complex.
Text Type quantity and organization of language discourse	☐ Uses connected sentences, frequently at paragraph length, and some extended discourse.	☐ Uses connected sentences with complex sentences (dependent clauses) and a higher degree of paragraph-like discourse than at intermediate mid level.	☐ Uses mostly connected sentences with some complex sentences (dependent clauses) and some paragraph-like discourse.	☐ Uses simple sentences and some strings of sentences.	☐ Uses some simple sentences and memorized phrases.

Composition Mechanics
Exceeds, meets or does not meet expectations (not tied to proficiency levels)
	Composition mechanics is not tied to proficiency levels as the word count/page number minimum requirement has nothing to do with proficiency levels per se, although the amount a student can write grows with increased proficiency and that is reflected in the minimum length becoming longer between GR 1010 and GR 4960.
	
	Exceeds expectation:
	   ☐ Project is significantly longer than stated minimum length of text specified in assignment (excluding bibliography)
	Meets expectation:
	   ☐ Project is at least the stated minimum length of text specified in assignment (excluding bibliography)
	Does not meet expectation:
	   ☐ Project is less than the stated minimum length of text specified in assignment (excluding bibliography)

OVERALL COMMENTS ON STUDENT'S ORAL PRESENTATION:

RUBRIC REVISED NOVEMBER 2021

SLO 3: Graduates will be able to present their research in a clear and organized manner in German that can be understood by native speakers not accustomed to interacting with the language of language learners.

	Advanced Low	Intermediate High	Intermediate Mid	Intermediate Low	Novice High
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 speaking of non-natives, although minimal interference from another language may occur	☐ Is generally understood by those unaccustomed to the speaking of non-natives, although interference from another language may be evident and gaps in comprehension may still occur.	☐ Is generally understood by those unaccustomed to the speaking of non-natives, although interference from another language is evident and gaps in comprehension occur.	☐ Is generally understood by those accustomed to the speaking of non-natives, although additional effort may be required.	☐ Is understood with occasional difficulty by those accustomed to the speaking of non-natives, although additional effort may be required.
Impact Clarity, organization (introduction, body and conclusion), and depth of paper	☐ Presents in a clear and organized manner with logical transitions ☐ Argument in presentation illustrates originality and rich details.	☐ Presents in a clear and organized manner with some recognizable logical transitions. ☐ Presentation features good detail & good visuals, and demonstrates some originality.	☐ Presents in a clear and organized manner. ☐ Presentation features good detail & good visuals, and may demonstrate some originality.	☐ Presents mostly or not in a clear and organized manner. ☐ Presentation may feature some detail & appropriate visuals.	☐ Presentation may be either unclear or unorganized, ☐ Presentation features little or no detail. Visuals may be lacking or missing entirely.
Text Type Exceeds, meets or does not meet expectations (not tied to proficiency levels)	These are the expectations for Meets: • Lists sources • Presentation follows standard academic conventions This is a feature that exceeds expectations: • Documents use of sources throughout the presentation ❑ Student presentation meets and exceeds these expectations ❑ Student presentation did meet these expectations ❑ Student presentation did not meet these expectations				

Linguistic Intercultural Competence meets or does not meet expectations (not tied to proficiency levels)	These are the Expectations for Meets: • Emphasis on facts rather than entertainment value • Presentation style is not too casual or informal ❑ Student presentation did meet these expectations ❑ Student presentation did not meet these expectations

OVERALL COMMENTS ON STUDENT'S ORAL PRESENTATION:

SLO 3: Graduates will be able to present their research in a clear and organized manner in German that can be understood by native speakers not accustomed to interacting with the language of language learners.

	Advanced Low	Intermediate High	Intermediate Mid	Intermediate Low	Novice High
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 still occur.	☐ Is generally understood by those unaccustomed to the writing of non-natives, although interference from another language is evident and gaps in comprehension occur.	☐ Is generally understood by those accustomed to the writing of non-natives, although additional effort may be required.	☐ Is understood with occasional difficulty by those accustomed to the writing of non-natives, although additional effort may be required.
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. There are some recognizable logical transitions. ☐ Argument in paper illustrates good detail and demonstrate some originality.	☐ Paper written in a clear and organized manner e.g. a clear introduction, body and conclusion ☐ Argument in paper illustrates good detail and may demonstrate some originality.	☐ 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.
Text Type Exceeds, meets or does not meet expectations (not tied to proficiency levels)	These are the Expectations for Meets: • Lists sources • Paper follows standard academic writing conventions This is a feature that exceeds expectations: • Documents use of sources throughout the paper ❑ Student paper meets and exceeds these expectations ❑ Student paper did meet these expectations ❑ Student paper did not meet these expectations				

OVERALL COMMENTS ON STUDENT'S PAPER:

RUBRIC REVISED NOVEMBER 2021

SLO 4: Graduates will be able to name cultural differences and explain the target culture from a variety of cross-cultural perspectives.

	Advanced Low	Intermediate High	Intermediate Mid	Intermediate Low	Novice High
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 detailed awareness of cultural practices and institutions	□ Makes distinctions between own and target culture and goes beyond mere descriptions of differences □ Draws more detailed constructive cultural comparisons that present the strengths and weaknesses of own and target culture □ Response includes personal viewpoints and interpretations □ Viewpoints and interpretations are supported with appropriate examples □ Demonstrates an adequate understanding of the complexity of the target culture by showing more detailed awareness of cultural practices and institutions	□ Describes differences between own and target culture □ Begins to draw constructive cultural comparisons that describe the strengths and weaknesses of own and target culture □ Response includes personal viewpoints □ Response includes an appropriate amount of examples	□ Begins to describe differences between own and target culture □ Uses some detail □ Expresses a personal viewpoint	□ Names cultural differences between own and target culture. □ May express a personal opinion.

OVERALL COMMENTS ON STUDENT'S ASSESSMENT ARTEFACT:

RUBRIC REVISED NOVEMBER 2021

SLO 5: Graduates will be able to apply the German language to make connections with other disciplines/fields of study.

	Advanced Low	**Intermediate High**	**Intermediate Mid**	**Intermediate Low**	**Novice High**
Depth of Reflection	☐ Paper demonstrates more in-depth reflection on and analysis of cultural practices and institutions ☐ Paper includes more nuanced personal viewpoints and interpretations ☐ Viewpoints and interpretations are consistently supported with appropriate examples ☐ Strong use and integration of material from academic sources in any language	☐ Paper demonstrates an adequate reflection on and analysis of cultural practices and institutions ☐ Paper includes adequate personal viewpoints and interpretations Viewpoints and interpretations are usually supported with appropriate examples, some from academic sources in any language and/or personal experiences	☐ Paper demonstrates only some reflection on and analysis of cultural practices and institutions ☐ Paper only includes some personal viewpoints and interpretations ☐ Viewpoints and interpretations are only supported with some examples ☐ There is only limited engagement with research and academic sources in any language.	N/A (see Curricular Map, this SLO is not introduced until GR 4xxx level courses)	
Sees/Makes connections across disciplines and perspectives	☐ Meaningfully synthesizes and draws conclusions by combining examples and facts from language learning with another field of study or perspective.	☐ Effectively develops and/or connects examples and facts from language learning to another field of study or perspective	☐ Acknowledges and/or identifies that there are connections between language learning to another field of study or perspective, but does not necessarily develop meaningful examples or connections.	N/A (see Curricular Map, this SLO is not introduced until GR 4xxx level courses)	

OVERALL COMMENTS ON STUDENT'S ASSESSMENT ARTEFACT:

RUBRIC REVISED NOVEMBER 2021

Assessment Tool: Written Paper, especially the written Senior Capstone Project

SLO 6: Graduates will be able to read academic publications in German, to synthesize and incorporate the content constructively into their research projects.

	Advanced Low	Intermediate High	Intermediate Mid	Intermediate Low	Novice High
Academic Sources reads academic publications in German, synthesizes and incorporates content constructively into research projects	☐ Strong use and constructive synthesization from and integration of material from German academic sources	☐ Good use and synthesization from and/or integration of material from German academic sources, but not always constructively.	☐ There is only limited engagement with research and academic sources in German.	N/A (see Curricular Map, this SLO is not introduced until GR 4xxx level courses) er	

OVERALL COMMENTS ON STUDENT'S ASSESSMENT ARTEFACT:

CURRICULUM MAPPING WITH STUDENT LEARNING OUTCOMES & TYPES OF ASSESSMENT ARTIFACTS

Course information:	Student Learning Outcomes					
Course listing / Number / Course name	**SLO 1:** Graduates will be able to communicate in culturally appropriate spoken German at least at the level of Intermediate-High proficiency according to the standards set by the American Council for the Teaching of Foreign Languages, ACTFL.	**SLO 2:** Graduates will be able to communicate in culturally appropriate written German at least at the level of Intermediate-High proficiency according to the standards set by the American Council for the Teaching of Foreign Languages, ACTFL.	**SLO 3:** Graduates will be able to present their research in a clear and organized manner in German that can be understood by native speakers not accustomed to interacting with the language of language learners.	**SLO 4:** Graduates will be able to name cultural differences and explain the target culture from a variety of cross-cultural perspectives.	**SLO 5:** Graduates will be able to apply the German language to make connections with other disciplines/fields of study.	**SLO 6:** Graduates will be able to read academic publications in German, to synthesize and incorporate the content constructively into their research projects.
Required Courses:						
GR 2010: Intermediate German: Language and Culture *Proficiency: intermediate low*	OPI	Cultural paper	Cultural paper	Cultural paper		
GR 3010: Communicating in German: The Media *Proficiency: intermediate low/mid (pending number of GR 3xxx courses completed) **		Pre-check: Cultural portfolio	Pre-check: Cultural portfolio	Pre-check: Cultural portfolio		
GR 3020: Communicating in German: Contemporary *Proficiency: intermediate low/mid (pending number of GR 3xxx courses completed) **	Pre-check: Oral presentation		Pre-check: Oral presentation	Pre-check: Oral presentation		
GR 3210: German Cultural History *Proficiency: intermediate low/mid (pending number of GR 3xxx courses completed) **			Pre-check: Cultural paper	Pre-check: Cultural paper		Pre-check: Cultural paper
Language Skill Course at 4000-Level (student takes at least 1): in these courses assessment could be on A. spoken or B. written artifact						
GR 4010: Fluency in German GR 4250: German for Professional Use GR 4750: The German Press: Creating a Foreign Language Newspaper *Proficiency: intermediate mid/high (pending number of GR 4xxx courses completed) **	A. Oral presentation	B. Research paper	A. Oral presentation Or B. Research paper	A. Oral presentation Or B. Research paper	B. Research paper	
Medieval Course at 4000-Level (student takes at least 1):						
GR 4500: Courtly Love and Life Portrayed Through Medieval German Literature GR 4550: History of the German Language GR 4600: Beginning Middle High German GR 4650: Wolfram von Eschenbach's *Parzival*: Gender Race, and Otherness		Written paper	Written paper			

*Proficiency: intermediate mid/high (pending number of GR 4xxx courses completed) *						
Modern/Contemporary Course at 4000-Level (student takes at least 1):						
GR 4150: Berlin GR 4200: Modern German Prose and Film GR 4350: German Film GR 4700: The Culture of the Weimar Republic *Proficiency: intermediate mid/high (pending number of GR 4xxx courses completed) *	Oral cultural presentation			Oral cultural presentation		
Capstone						
GR 4960: German Senior Capstone Project *Proficiency: intermediate high*	OPI & Oral presentation of Capstone project	Written capstone paper	Oral presentation of capstone project	Oral presentation of & written capstone paper	Oral presentation of & written capstone paper	Written capstone paper

* Because students can take any of the three GR 3xxx level courses upon completion of GR 2010, and any GR 4xxx level course upon completion of one of the three GR 3xxx level courses, we are now tracking where they are in the curriculum based on the number of courses they have taken and are assessing them at a proficiency level that is appropriate in accordance with the natural development of linguistic proficiency in a foreign language.

Last updated September 16, 2021 by Drs. Evelyn Meyer & Evelyn Wisbey

CURRICULUM MAP GERMAN MAJOR (B.A.) AT SAINT LOUIS UNIVERSITY WITH STUDENT LEARNING OUTCOMES &ANTICIPATED MASTERY LEVEL

Program name: German Major (B.A.)
Department: Languages Literatures & Cultures
College: CAS
Contact person: Evelyn Meyer, Ph.D.
Email: evelyn.meyer@slu.edu
Phone: (314) 977-7254

Codes: I = introduced, D = Developing, reinforced, practiced, M = Mastery performance expected / Mastery at the exit level

Course information:	Student Learning Outcomes					
Course listing / Number / Course name	SLO 1: Graduates will be able to communicate in culturally appropriate spoken German at least at the level of Intermediate-High proficiency according to the standards set by the American Council for the Teaching of Foreign Languages, ACTFL.	SLO 2: Graduates will be able to communicate in culturally appropriate written German at least at the level of Intermediate-High proficiency according to the standards set by the American Council for the Teaching of Foreign Languages, ACTFL.	SLO 3: Graduates will be able to present their research in a clear and organized manner in German that can be understood by native speakers not accustomed to interacting with the language of language learners.	SLO 4: Graduates will be able to name cultural differences and explain the target culture from a variety of cross-cultural perspectives.	SLO 5: Graduates will be able to apply the German language to make connections with other disciplines/fields of study.	SLO 6: Graduates will be able to read academic publications in German, to synthesize and incorporate the content constructively into their research projects.
Required Courses:						
GR 2010: Intermediate German: Language and Culture **Proficiency: intermediate low**	I *	I *	I *	I	I	—
GR 3010: Communicating in German: The Media **Proficiency: intermediate low/mid (pending number of GR 3xxx courses completed) ****	I, D*	I, D*	I, D	I, D	D	I
GR 3020: Communicating in German: Contemporary Issues **Proficiency: intermediate low/mid (pending number of GR 3xxx courses completed) ****	I, D*	I, D*	I, D	I, D	D	I
GR 3210: German Cultural History **Proficiency: intermediate low/mid (pending number of GR 4xxx courses completed) ****	I, D*	I, D*	I, D	D	D	I, D
Language Skill Course at 4000-Level (student takes at least 1):						

GR 4010: Fluency in German ** GR 4250: German for Professional Use GR 4750: The German Press: Creating a Foreign Language Newspaper *Proficiency: intermediate mid/high (pending number of GR 4xxx courses completed) **	I, D	I, D	D	D, M	D	D
Medieval Course at 4000-Level (student takes at least 1):						
GR 4500: Courtly Love and Life Portrayed Through Medieval German Literature GR 4550: History of the German Language GR 4600: Beginning Middle High German GR 4650: Wolfram von Eschenbach's *Parzival*: Gender Race, and Otherness *Proficiency: intermediate mid/high (pending number of GR 4xxx courses completed) **	D	D, **M**	D, M	D	D, M	D
Modern/Contemporary Course at 4000-Level (student takes at least 1):						
GR 4150: Berlin GR 4200: Modern German Prose and Film GR 4350: German Film GR 4700: The Culture of the Weimar Republic *Proficiency: intermediate mid/high (pending number of GR 4xxx courses completed)*	I, D	I, D	D, M	D, **M**	D, M	D
Capstone						
GR 4960: German Senior Capstone Project *Proficiency: intermediate high **	**M**	M	**M**	M	**M**	**M**

* Indicates that we are introducing and/or developing these skills in these courses, but in a more simplified manner than stated in the SLO as appropriate to that language proficiency level.

** Because students can take any of the three GR 3xxx level courses upon completion of GR 2010, and any GR 4xxx level course upon completion of one of the three GR 3xxx level courses, we are now tracking where they are in the curriculum based on the number of courses they have taken and are assessing them at a proficiency level that is appropriate in accordance with the natural development of linguistic proficiency in a foreign language.

Last updated on September 16, 2021 by Drs. Evelyn Meyer & Evelyn Wibey.