### PART ONE:

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<th>What are the learning objectives?</th>
<th>How, where, and when are they assessed? Committee/person responsible?</th>
<th>What are the expectations?</th>
<th>What are the results?</th>
<th>How will/have the results be used? Committee/person responsible?</th>
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<tr>
<td>1. Teacher Certification candidates will, in their language of concentration, achieve a proficiency level of Intermediate-High in speaking, and listening as described in the ACTFL Proficiency Guidelines.</td>
<td>Modified Oral Proficiency Interview administered once after completion of second year sequence and again during the last two semesters of study. Data will be collected and evaluated by Dept. Assessment Committee</td>
<td>See ACTFL Proficiency Guidelines (revised 1999) attached at end of summary</td>
<td>Interviews have not yet been implemented. French German and Spanish section faculty have developed Modified OPI interview formats second year students. However, no Teacher Certification candidates were available for interview at second year (FLF/FLS/FLG 2202 level. None were available as graduating seniors either.</td>
<td>Interview after completion of second year sequence intended as diagnostic with intent of guiding students toward appropriate upper division courses (e.g. conversation and/or phonetics courses) geared to increase oral and listening proficiency. Second interview conceived as means of indicating needs for curriculum revision. Review and revision responsibility of Dept. Assessment and Curriculum Committees.</td>
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<td>2. Teacher Certification candidates will, in their language of concentration, achieve a proficiency level of Intermediate-High in reading</td>
<td>Portfolio submitted containing writing samples in the language of concentration. Data collected and evaluated by the Dept. Assessment Committee.</td>
<td>See ACTFL Proficiency Guidelines (revised 1999). Majors will document ability to sustain coherent written discourse on a chosen subject</td>
<td>Portfolio contents are still being codified. No portfolios were collected in 2002-2003.</td>
<td>Curriculum review and revision responsibility of Dept. Assessment and Curriculum Committees.</td>
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</table>

Please complete a separate worksheet for each academic program (major, minor) at each level (undergraduate, graduate) in your department. Worksheets are due to CASA this year by **June 1**. Worksheets should be sent electronically to [cskjs@eiu.edu](mailto:cskjs@eiu.edu) and should also be submitted to your college dean. For information about assessment or help with your assessment plans, visit the Assessment webpage at [http://www.eiu.edu/~assess/](http://www.eiu.edu/~assess/) or contact Karla Sanders in CASA at 581-6056.
3. Teacher Certification candidates will know manners, customs, and ranges of cultural expression including the literatures of those who speak their language of concentration. Materials from courses on culture and literature as specified in Undergraduate Catalog will be incorporated into the student's portfolio. In addition to portfolio materials derived from class work, student will document having taken advantage of opportunities to connect with relevant language populations outside of classroom setting, e.g. extracurricular activities, study abroad, travel. Portfolio contents and documentation procedures are still being formulated. No portfolios collected in 2004-2005.

Study Abroad: 4 teacher certification candidates completed semester program at the Universidad de Salamanca.

4. A Teacher Cert. Candidate will demonstrate mastery of the principles of second language acquisition by developing competency in instructional planning, teaching methodologies and evaluation techniques. Teacher Certification Candidates will, during their final semester of course work, submit a separate Teaching Portfolio. Student Teaching. Portfolios submitted to the Dept Chair for approval to student teach. Selected portfolios evaluated by the Dept Assessment Committee. 9 portfolios submitted in FA04; all 9 were deemed adequate to warrant approval to student teach.

See above.

5. Candidates will show adequate professional training by taking the ICTS subject matter knowledge test in French/German/Spanish. Students will take test after completion of Student Teaching semester. Data will be received by Department Chair and passed to Dept. Assessment Committee for evaluation. A passing score on the exam will be determined by the ISBE. In 2004-2005
1 French certification candidate took test: 1 passed.
9 Spanish certification candidates took test: 1 failed and did not repeat, 2 failed but will repeat in FA2005, 2 failed first attempt but passed second time 1 failed first two attempts but passed third time 3 passed first attempt
Overall summary: Advisors and the Assessment Committee will continue to monitor results and implement remedial steps when necessary.
(Continue objectives as needed.)

PART TWO: July 2004 marked the institution of new certification exams and requirements changing the Teacher Certification Program from a Secondary to a K-12 certification. This shift has required several changes in our program: 1) ELE 2320 added to professional sequence of required courses; 2) FLE3400 syllabus changes implemented to change the order in which certain issues are presented; 3) FLF/FLG/FLS 3401 Cadet Teaching increased to require 3 semester hours and participation in After School Enrichment Program in area elementary school to provide experience in clinic setting.

When it became evident that our students were having difficulty passing the new certification exams, faculty members responded by immediately organizing review sessions for candidates particularly in grammar and culture. Other remedial steps were taken as well. In addition, Spanish faculty will review content, etc. or critical courses to determine if there is a need to modify content or presentation for teacher certification candidates. Consideration will also be given to creating specific new courses.

ACTFL Proficiency Guidelines

Intermediate High

**Speaking/Listening**: Intermediate-High speakers are able to converse with ease and confidence when dealing with most routine tasks and social situations of the Intermediate level. They are able to handle successfully many uncomplicated tasks and social situations requiring an exchange of basic information related to work, school, recreation, particular interests and areas of competence, though hesitation and errors may be evident.

Intermediate-High speakers handle the tasks pertaining to the Advanced level, but they are unable to sustain performance at that level over a variety of topics. With some consistency, speakers at the Intermediate-High level narrate and describe in major time frames using connected discourse of paragraph length. However, their performance of these Advanced-level tasks will exhibit one or more features of breakdown, such as the failure to maintain the narration or description semantically or syntactically in the appropriate major time frame, the disintegration of

**Reading**: Intermediate-High readers are able to read consistently with full understanding simple connected texts dealing with basic personal and social needs about which the reader has personal interest and/or knowledge. Can get some main ideas and information from texts at the next higher level featuring description and narration. Structural complexity may interfere with comprehension; for example, basic grammatical relations may be misinterpreted and temporal references may rely primarily on lexical items. Has some
difficulty with the cohesive factors in discourse, such as matching pronouns with referents. While texts do not differ significantly from those at the Advanced level, comprehension is less consistent. May have to read material several times for understanding.

**Writing:** Able to meet most practical writing needs and limited social demands. Can take notes in some detail on familiar topics and respond in writing to personal questions. Can write simple letters, brief synopses and paraphrases, summaries of biographical data, work and school experience. In those languages relying primarily on content words and time expressions to express time, tense, or aspect, some precision is displayed; where tense and/or aspect is expressed through verbal inflection, forms are produced rather consistently, but not always accurately. An ability to describe and narrate in paragraphs is emerging. Rarely uses basic cohesive elements such as pronominal substitutions or synonyms in written discourse. Writing, though faulty, is generally comprehensible to natives used to the writing of non-natives.