



ASSESSMENT

P.O. Box 1945, State University, AR 72467 | o: 870-680-8403 | f: 870-972-2336

World Languages, BA

Program-Level Student Learning Outcomes

- **Oral Proficiency** Converse in the target language on everyday topics such as weather, friends and family; topics pertinent to his/her personal and future professional life; and topics related to the analysis of social and cultural issues with sufficient grammatical, lexical, and phonetic accuracy to be understood by a monolingual native speaker and at minimally the Advanced Low level on the ACTFL scale.
- **Listening Comprehension** Understand the main ideas and significant details of spoken and recorded materials, such as films, interviews, and live presentations.
- **Cultural Competence** Interact in a culturally appropriate manner with native speakers of the target language from various backgrounds.
- **Reading Proficiency** Read and understand the main ideas of authentic materials such as magazine articles and books related to social and cultural issues; read and understand main themes and techniques of literary texts.
- **Writing Proficiency** Write on everyday topics, topics pertinent to his/her personal and future professional life, as well as topics related to the analysis of social and cultural issues, including those in literature and film, in multiple-paragraph, coherent, and cohesive form with sufficient grammatical and lexical accuracy to be understood by a monolingual native speaker.
- **Critical Thinking** Identify, analyze, evaluate, and compare themes, ideas, and perspectives related to the cultural products of speakers of the target language.

World Languages, BSE

Program-Level Student Learning Outcomes as prescribed by specialized accreditor, American Council on the Teaching of Foreign Languages

- **Language Proficiency: Interpersonal, Interpretive, and Presentational**
Candidates in foreign language teacher preparation programs possess a high level of proficiency in the target languages they will teach. They are able to communicate effectively in





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interpersonal, interpretive, and presentational contexts. Candidates comprehend and interpret oral, printed, and video texts by identifying the main idea(s) and supporting details, inferring and interpreting the author's intent and cultural perspectives, and offering a personal interpretation of the text.

- Pre-service teachers will:

- 1a) Speak in the interpersonal mode of communication at a minimum level of "Advanced Low" or "Intermediate High" (for Arabic, Chinese, Japanese and Korean) on the ACTFL Oral Proficiency Interview (OPI) according to the target language being taught.

- 1b) Interpret oral, printed, and video texts by demonstrating both literal and figurative or symbolic comprehension.

- 1c) Present oral and written information to audiences of listeners or readers, using language at a minimum level of "Advanced Low" or "Intermediate High" according to the target language being taught.

- **Cultures, Linguistics, Literatures, and Concepts from Other Disciplines**

Candidates demonstrate understanding of the multiple content areas that comprise the field of foreign language studies. They demonstrate understanding of the interrelatedness of perspectives, products, and practices in the target cultures. Candidates know the linguistic elements of the target language system, and they recognize the changing nature of language. Candidates identify distinctive viewpoints in the literary texts, films, art works, and documents from a range of disciplines accessible to them only through the target language.

- Pre-service teachers will:

- 2a) Demonstrate target cultural understandings and compare cultures through perspectives, products, and practices of those cultures.

- 2b) Demonstrate understanding of linguistics and the changing nature of language, and compare language systems.

- 2c) Demonstrate understanding of texts on literary and cultural themes as well as interdisciplinary topics.

- **Language Acquisition Theories and Knowledge of Students and Their Needs**

Candidates demonstrate an understanding of the principles of language acquisition and use this knowledge to create linguistically and culturally rich learning environments. Candidates demonstrate an understanding of child and adolescent development, the context of instruction, and their students' backgrounds, skills, and learning profiles in order to create a supportive



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learning environment that meets individual students' needs.

- Pre-service teachers will:

3a) Demonstrate an understanding of key principles of language acquisition and create linguistically and culturally rich learning environments.

3b) Demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student.

- **Integration of Standards in Planning and Instruction**

Candidates in foreign language teacher preparation programs understand and use the national Standards for Foreign Language Learning in the 21st Century (2006) or their recently refreshed version World-Readiness Standards for Learning Languages (2015) and their state standards to make instructional decisions. Candidates demonstrate an understanding of the standards and integrate them into their curricular planning. They design instructional practices and classroom experiences that address these standards. Candidates use the principles embedded in the standards to select and integrate authentic materials and technology, as well as to adapt and create materials, to support communication in their classrooms.

- Pre-service teachers will:

4a) Demonstrate an understanding of the Standards for Foreign Language Learning in the 21st Century or their recently refreshed version World-Readiness Standards for Learning Languages (2015) and their state standards and use them as the basis for instructional planning.

4b) Integrate the goal areas of the Standards for Foreign Language Learning in the 21st Century or their recently refreshed version World-Readiness Standards for Learning Languages (2015) and their state standards in their classroom practice.

4c) Use the Standards for Foreign Language Learning in the 21st Century or their recently refreshed version World-Readiness Standards for Learning Languages (2015) and their state standards to select and integrate authentic texts, use technology, and adapt and create instructional materials for use in communication.

- **Assessment of Languages and Cultures – Impact on Student Learning**

Candidates in foreign language teacher preparation programs design ongoing assessments using a variety of assessment models to show evidence of P-12 students' ability to communicate in the instructed language in interpretive, interpersonal, and presentational modes; and to express understanding of cultural and literary products, practices, and perspectives of the instructed language. Candidates reflect on results of assessments, adjust



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instruction, and communicate results to stakeholders.

- Pre-service teachers will:

5a) Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students.

5b) Reflect on and analyze the results of student assessments, adjust instruction accordingly, and use data to inform and strengthen subsequent instruction.

5c) Interpret and report the results of student performances to all stakeholders in the community, with particular emphasis on building student responsibility for their own learning.

- **Professional Development, Advocacy, and Ethics**

Candidates engage in ongoing professional development opportunities that strengthen their own linguistic, cultural, and pedagogical competence and promote reflection on practice. Candidates articulate the role and value of languages and cultures in preparing all students to interact successfully in the global community of the 21st century. They understand the importance of collaboration to advocate for the learning of languages and cultures. Candidates understand and explain the opportunities and responsibilities inherent in being a professional language educator and are committed to equitable and ethical interactions with all stakeholders.

- Pre-service teachers will:

6a) Engage in ongoing professional development opportunities that strengthen their own linguistic, cultural and pedagogical competence and promote reflection on practice.

6b) Articulate the role and value of languages and cultures in preparing all students to interact in the global community of the 21st century through collaboration and advocacy with all stakeholders.

6c) Use inquiry and reflection to understand and explain the opportunities and responsibilities inherent in being a professional language educator and demonstrate a commitment to equitable and ethical interactions with all students, colleagues and other stakeholders.