

Consistency Project • Meeting 2 • Minutes and Discussion Notes • Friday April 17, 2015

(Called to order at 12:10 p.m.)

Attendees: Elise Geraghty, Tom Lew, Bernie Rang, Alicia Class, Carmen Sotolongo, Donna Factor, Axa Maradiaga, Silvia Ribelles de la Vega, Maria Barrio de Mendoza, Irma Hernández, Yolanda Cuesta, Roberto Jiménez, Miriam Houssels, Argelia Andrade, Andrés Moina, Margarita Talavera- Hoferer.

I. Topic 1: Spanish 1 SLO Assessment Results Spring 2014 (presenter: Andrés Moína and Margarita Talavera)

Andrés went over the Fall 2014 Spanish 1 SLO data with us.

The following were the percentages presented (percentage of students who satisfied each SLO):

SLO 1 92%

SLO 2 91%

SLO 3 87%

SLO 4 89%

Discussion: A brief discussion of the aforementioned results followed this presentation, including the Action Plan mentioned in the SLO report (which, in short, is to continue to do what we are doing as our attainment rate is very high).

A brief discussion of program requirements also came about, including Spanish 52A and 52B. As it turns out, it does count as a foreign language (this is printed in our catalogue already). In lieu of a placement exam, it was discussed that there is a *Waver* already in place at El Camino that can be filled out and signed by any Spanish instructor (so students can skip to Sp 2 or 3, etc.). It was also mentioned that counselors continue to tell students that they need Spanish 1, which is not true, in order to satisfy their language requirements. Two things were suggested to help reduce the information gap in counseling: First, to create a paper with the language requirements that counselors can have and can hand to their students. Second, to attend one of the counseling meetings to inform counselors of the correct requirements.

II. Topic 2: Follow ups and updates from our last meeting (presenter: Margarita Talavera)

(A) Margarita informed us that VHL Central (the publisher) will now give us 200 grace-period codes for *Panorama*. This will address the book accessibility concern presented at the last meeting.

(B) Margarita discussed the final Exam Template for Spanish 1 (course content). The percentages that were reported in the *Teaching Spanish 1 Survey Question 1* (Approximately, what percentage do you generally spend/allocate in teaching of the following components per Panorama lesson?) were: Grammar, 27%/ Vocabulary, 17%/ Speaking/ Listening, 17%/ Writing, 16%/ Culture, 12%/ and Reading, 11%. Curiously, those results are almost exactly the suggested

percentages required in the Course Outline of Record, which reinforces that our intuitions about teaching are very much aligned with what has been established for the course.

(C) Last time, we discussed the Course Outline of Record and any updates that needed to be made. Margarita pointed out that we need to change the *critical level thinking* assignment wording because the prompt/ language in the outline right now has to do with chapter 8 (the use of comparative constructions: 1. Write two paragraphs in Spanish comparing your current sweetheart with your ideal sweetheart (or another simple comparison, such as your current instructor with your ideal instructor). 2. In two different paragraphs in Spanish, compare and contrast family structure in Hispanic society and family structure in Anglo/American society).

Discussion:

Some of the ideas that were proposed were:

1. Answer these questions in Spanish:

DISTINGUIR ¿Cuál es la diferencia entre "bañarse" y " ducharse"?

ANALIZAR ¿Por qué es importante cepillarse los dientes?

CATEGORIZAR (priorizar) Explica qué haces -y en qué orden- antes de desayunar/salir de casa por la mañana.

ESTIMAR ¿Qué pasa cuando no te peinas/maquillas antes de salir de casa?

2. Given a picture, students have to decide what happened before the action presented in the picture and what it is going to happen afterwards (distinguir, solucionar, analizar, componer, expresar, etc.)

These assignment samples still conform to the *critical level thinking* assignment requirement but are actually part of the content we cover in Spanish 1. Donna and others volunteered to come up with more examples.

III. Topic 3: A discussion of SLO sheet created by Elise (presenter: Margarita Talavera)

There was a brief presentation of the new SLOs tally sheet.

Discussion:

The SLOs tally sheet was presented and instructors seemed to be happy to use it in the new SLO assessment cycle as it simplifies reporting the results to the Humanities support staff, who later tallies them so that the lead can input the results to TracDat.

IV. Topic 4: A discussion of the Three Modes of Communication (see attachment) (presenter: Margarita Talavera)

The ACTFL Proficiency guidelines were briefly presented. These are presented in an attachment.

Discussion:

The discussion problematized having a consistent way of grading, establishing the grading tools and grading criteria.

V. Topic 5: Establishing Assessment Tools and Grading Criteria (presenter: Margarita Talavera)

(A) It was presented that there is a need for consistent assessment tools. Therefore, Margarita introduced a series of rubrics to help us be more consistent as we evaluate oral and written proficiency. In addition to presenting the rubrics, a proposed list of assessment tools was also presented (see attachments) and fully discussed.

Discussion:

For instructors for whom the rubrics don't work as they stand, a modification of the rubric can also be done (as long as they let the rest of us know of the change/adjustment). The list of suggested topics can also be modified. See all documents attached.

(B) Margarita also presented a sheet titled Spanish 1 Assessment Tools for Student Learning Outcomes, which enlisted each SLO and three suggested tools for assessing them. The sheet has been attached to this document. An example of the information included in the sheet is the following:

SLO 1: Converse in and comprehend Spanish using the present tense, simple past tense, and ir + infinitive construction about every day topics, such as introductions and descriptions about themselves and others within the limits of vocabulary appropriate to beginning Spanish 1.

Tool 1: Interview,

Tool 2: Describing a picture or a PowerPoint about oneself, family, and friends,

Tool 3: Describing a picture or telling about oneself, family, and friends.

The last piece of the puzzle is the rubric to grade the SLO #3, which was the next topic discussed.

VI. Topic 6: Application of grading Criteria and Rubrics, Norming Session (presenter: Margarita Talavera)

A rubric was presented for assessing six student writing samples. A short norming session was facilitated in relation to assessing the written SLO, using the proposed rubric. Written exam samples were passed out to each participant. We were asked to use the rubric and grade them on our own. Once we assessed them, we met with groups to agree on their score. Six student samples were used.

Discussion:

After meeting in our groups, the results were the following: Three students were assessed the same across the board while three were assessed differently. (Cesar: group 1 = passing, group 2 = no passing, group 3 = no passing; Ben: group 1 = passing, group 2 = passing, group 3 = no passing; Carmen: group 1 = passing, group 2 = no passing, group 3 = no passing; Carlos: all groups = no passing; Abdul: all groups = passing; Filomena: all groups = no passing). This is not surprising, given that we only spent about twenty minutes becoming familiar with the rubric. More norming work needs to be done.

VII. Topic 7: Improving Retention Rate (presenter: Margarita Talavera)

Some of the topics that were mentioned were:

- First Year Experience (FYE)
- Information cards
- Cultivate relationships with students
- Learning relevant material in Spanish 1
- Provide lesson checklists for students
- Pair or group students in class
- Make up absences FL lab
- Pay attention to warning signs in the classroom
- Change textbook

We did not have time to discuss these suggestions.

The next meeting is Monday, May 18.

(Adjourned at 3:15 p.m.)