

## Individual Assessment for SPAN& 121 - Spring 2018

### Assessment name

Listening Comprehension

Created by




Judith Villanueva Chavez  
May 30, 2018

### Outcome to assess

Demonstrate basic proficiency in speaking Spanish and understanding spoken Spanish.

### Briefly describe the teaching methods (e.g. lessons, activities, etc.) that you used to help students learn the course outcome.


 View 2 related teaching methods

Students have been asked to study vocabulary about academic subjects using interactive flashcards online.  
I have approximately one or two listening comprehension activities daily for homework.  
I have taught class mostly in Spanish, using English only when necessary.  
I have also assigned at least three listening comprehension activities each time class meets (class meets twice a week) and at least a couple of conversation activities for each class period.



*“Looks great, Iliana. You have multiple ways for students to engage in spoken Spanish learning activities.”* — HBrook December 13, 2018

### Briefly describe the assessment method (e.g. quiz, test, paper, survey, practicum, etc.) you used to measure whether the student met the outcome, including your established level of student proficiency.

 View 2 related assessment methods

Students were given the following instructions: “You are an academic advisor at your university, and three new students have been added to your list of advisees for next semester. To get to know them better, listen to the paragraph describing the three students and their class schedules. Then decide whether each of the following statements is cierto (true) or falso (false).

Students should be able to get 6 out of 8 correct answers.



*“Your assessment method is clear and you have established a level of student proficiency.”* — HBrook December 13, 2018

### How many students met the outcome? How many did not?

Sections to assess - no section history

Outcome Met

Not Met

Percent Met

5250 TTh 12:15p Hybrid

12

3

80

### Reflect on the effectiveness of your teaching and/or assessment methods. What worked and what did not?

Based on the results, it seems like the majority of the class was able to understand the questions. I think the amount of exposure to listening activities is adequate.

### Did you change or do you plan to change your teaching methods and/or assessment methods in response to the data you've collected? If yes, please describe these changes.

Yes  No

2 out of three students who didn't meet the passing criteria still got 5 out of 8 questions right, which makes me believe they just needed more exposure to the language. I believe those students results could be higher in a class that meets daily. In a Hybrid course, students are required to listen to the audio files as many times as they need to in order to develop their listening comprehension skills. In order to give students more feedback in regards to their listening comprehension skills, I would like to use more formative assessment. I'd like to do a listening comprehension non-graded quiz in order for students to see whether they need to practice more listening or not. This type of activity would also give us the opportunity to share strategies for developing listening comprehension.



*“What a great idea to build in more formative assessment opportunities that are non-graded.”* — HBrook December 13, 2018

Viewable by 

Campus community

Submitted for review

May 30, 2018

Reviewed

December 13, 2018 by HBrook



*“This assessment will be featured as an example of best practices at Highline” — HBrook December 13, 2018*