**Assessment Date:**  Spring 2012

**Faculty Name(s):** Lawrence, Shelley

1. **Course Name and Number:**

   INT 153: ASL to English Interpreting

2. **All Course SLOs from the Course Outline of Record:**

   1. Distinguish and discuss the differences between meaning and form.
   2. Identify and justify with examples the goal, genre and resister of source text.
   3. Demonstrate understanding of fingerspelled words and numbers.
   4. Paraphrase and summarize in both source and target language.
   5. Identify major points made in a text and the substantiations for those points.
   6. Discuss and illustrate effective English prosody and salient linguistic features that show prominence.
   7. Analyze ASL text for cohesion and demonstrate parallel cohesion in English.
   8. Demonstrate skill in varying an interpretation for different audiences including factors such as age, register and language preference.
   9. Develop and refine delivery component of task focusing on composure, appearance and using voice as a tool including breathing, volume, intonation, pace and articulation.
   10. Provide effective feedback to peers with examples to support observations, and develop self-analysis skills as a learning tool by analyzing interpreted work for strengths and weaknesses in process and product including message equivalence, language use and delivery using Taylor’s major features.

3. **Specific Course SLO(s) assessed as part of this project:**

   Identify major points made in a text and the substantiations for those points.

4. **Assessment strategy or tool used in the assessment.** (Describe below, and if applicable copy/paste any additional related documents at end of this form (i.e. Rubric, score sheet, test questions, essay assignment, etc.):)

   Use of Unit test as data.
NOTE: This will usually consist of things you are already using to evaluate student work, i.e. Final Exam questions, Final Essay, Final Presentation or Culminating Project, other Assignments, Portfolio Evaluation, Performance Assessment, Department Testing, Pre and Post Tests, Vendor or Industry Certification Examinations, Indirect Assessments (Student Surveys, Focus Group Discussions, Interviews), etc.

5. **Specific aspects of the assessment tool which link up to specific Course SLOs being assessed** (i.e. Which specific test questions measured which Course SLOs? Note: May describe with #4 above):

   | Main Point Rubric  
   | Message Equivalence portion of rubric-(not Language Use and Delivery).

6. **Results and analysis of the data.** *(Explain below and if applicably copy/paste any related documents, i.e. spreadsheets with data at the end of this document.)*

   | Unit test shows scores ranging from a low of 71% and a high of 86%.

7. **Describe any faculty dialogue that occurred as part of the assessment process** (i.e. Were results shared at a department meeting? Was there discussion about changing any SLOs? Etc.):

   | This will be shared with IPP faculty.

8. **Next steps** (i.e. any planned revisions to curriculum or teaching strategies to promote student success, future assessment plans, etc.):

   | The main point process will be highlighted again in INT 253 class where the task is the same but the target language is now ASL (not English as in INT 153).

9. **Results of implemented changes, if available at this time:**

   none at this time.

Please save your finished document in the following format:

    yyyysemester-sloa-courseid.doc
    example: 2012fall-sloa-engl101c.doc