Assessment Data is from what semester? Spring 2014
Faculty Name(s): Patricia Lessard

1. Course Name and Number: INT 199 D Interpreting in K-12 settings

2. List all Course SLOs from the Course Outline of Record:

1. Outline and analyze the roles and responsibilities of the students, instructor and interpreter k-12 setting.

2. Analyze situational demands and possible controls in a variety of real and/or videotaped educational settings.

3. Describe and outline the laws as they relate to the education of deaf children and interpreting including the Individual Educational Plan process.

4. Describe trends, issues and implications of education of deaf children and the impact those issues have on educational interpreting.

5. Identify unique characteristics of the variety of settings in which educational interpreting might be provided (IEPs, classroom, field trips, parent-teacher conferences, etc.).

6. Compile list of possible resources in school settings and elsewhere to prepare for a given interpreting assignment.

7. Assess and analyze deaf children’s language samples.

8. Interpret educational (k-12) discourse at a variety of language

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

4. Describe trends, issues and implications of education of deaf children and the impact those issues have on educational interpreting.

4. Is this course on GE Plan A? Yes X No (See Catalog pages 49-51 & page 55)
   If Yes, identify what area. (All GE course assessments count as GE assessments.)
   ____ Area I Natural Sciences
5. **How did you assess the SLO(s)?** (Attach any related documents at end of form.)

| The students had to present on their findings. They were to present in either spoken English or American Sign Language. There was a rubric created specifically for this activity/assignment. It graded them on their class presentation as well as the written summary they turned in. |

6. **Results and analysis of the data.** (Attach any related documents at end of form.)

| Since it was a search of various websites on educational trends and placement options for Deaf children, it was full of current information, unlike some of the other publications used in the course that are a bit dated. Also, because it was a web search, it allowed the students to judge the credibility of the sources as well as the presence of biases that could have been there – forcing them to think critically about what is promoted by various sites. None of the students scored below a B for this activity. Approximately half of them received an A. |

7. **What are you going to do based on the results of the data?** (Any planned revisions?)

| I will include this activity again the next time this class is taught. Even though this was the first time this activity was incorporated into the course, it was a very successful activity. First and foremost, it was student driven. It evoked many questions, which in turn generated a lot of valuable discussion that resulted in newly gained insights for the students. |

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**Please save your finished document in the following format.** (Date should be for the semester in which data was collected; same date should be listed at top of this form.)

- yyyysemester-sloa-courseid.doc
- Example: 2014spring-sloa-engl101c.doc