

General Education Assessment 2015-2016

SECOND LANGUAGE: SPANISH WRITING AND READING

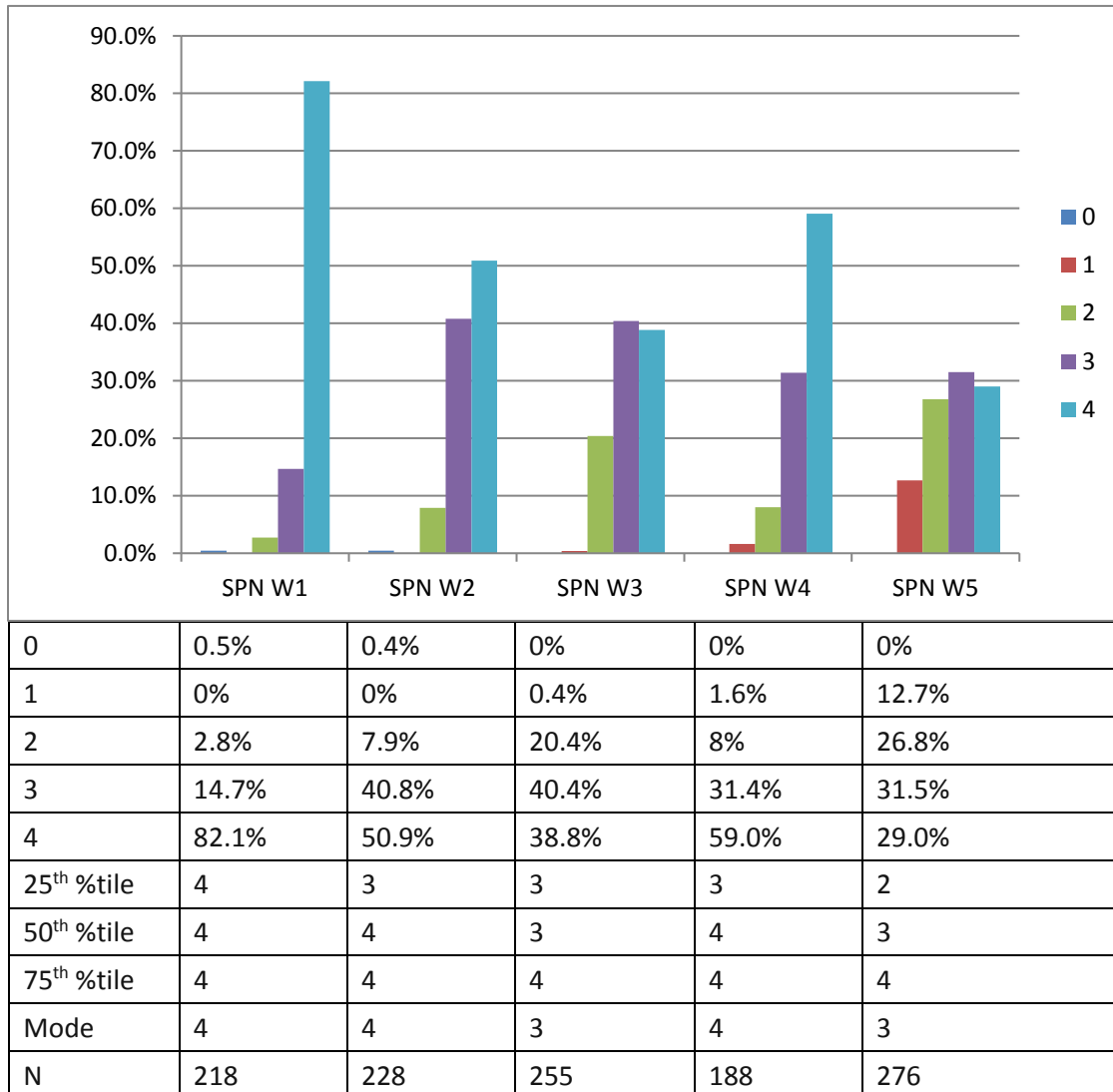
Overview Information for Spanish Writing Assessment

- Total number of courses: 3 lower division courses with a total of 21 sections
 - SPN102: 2 sections
 - SPN120: 7 sections
 - SPN201: 12 sections
- All work products were collected during the Fall semester of 2015
- Types of work products collected: short writing assignment on an in-class exam
- Learning goal assessed: Second Language
- US Components represented: World Languages and Cultures
- Rubric used: department-developed writing rubric
- Total number of faculty scorers: 7
- Total number of work products sampled and scored: 311 (scores were not necessarily given in all dimensions for every work product)
- All work products were multiple-scored (note: one work product only had a single set of scores because the second scorer was unable to read the work product. That scorer left the score sheet for this work product blank)

Findings for Spanish Writing

The below table shows the applicable Spanish writing scores for work sampled during Fall 2015.

Spanish Writing Score Distribution without N/A or blanks



Scores were highest, based on the percentages of scores at levels three and four, for dimensions SPN Writing 1 Content. Scores were also high for SPN Writing 2 Organization and SPN Writing 4 Vocabulary: Proper Use, though this dimension was not scored for a number of papers (n=123). Scores were lowest for SPN Writing 5 Grammar, which had the largest percentage level one and two scores.

Scores from all dimensions were highly correlated at the 0.01 level of significance, with the exception of dimensions 1 and 4 (content and proper use of vocabulary), which were not significantly correlated.

Analysis Across Course Levels For Spanish Writing

Demographic and Preparedness Findings

There was a statistically significant difference between the mean scores of male vs. female students for SPN1, SPN3, and SPN5 such that work from females was scored higher than work from males. There was also a statistically significant difference in the scores of transfer students vs. non-transfer students on SPN Writing2 and SPN Writing3, with transfer students scoring higher, and between the scores of honors vs. non-honors students on SPN Writing4 with Honors students scoring higher. There were no statistically significant differences between the means, medians, and score distributions of ethnicity groups.

To compare scores based on number of credit hours completed, two methods were used. First, students were grouped into four categories, those having completed 0-30 credit hours, 31-60 credit hours, 61-90, and over 90 credit hours. Comparison of means (using ANOVA), medians (using Independent Samples test of medians) and distributions (using the Mann-Whitney U statistic) showed a statistically significant difference between the groups SPN Writing5 such that freshmen scored the highest followed by seniors, sophomores, and finally juniors. There were no significant Spearman rho correlation coefficients for the number of total hours completed and scores for any dimension.

Comparisons Between Criteria

Comparisons were unable to be made across various criteria. This was due to work being collected from courses taught by only part-time faculty. Additionally, all work products were collected from lower-division courses. Finally, only one university studies component (i.e., World Languages and Cultures) was included so no comparisons regarding University Studies components could be made.

Interrater Reliability

There were a number of common papers scored between each group of faculty scorers so that interrater reliability could be assessed (310 out of 311, or 99.7% of the total number of papers, though not all dimensions were necessarily scored for all common papers). The following table shows the reliability measures.

Dimension	N	Percent Agreement	Plus Percent Adjacent	Krippendorff's Alpha
SPN W1 Content	310	56.1%	92.9%	.2617
SPN W2 Organization	310	52.6%	87.4%	.2293
SPN W3 Vocabulary: Variety	310	46.8%	82.9%	.2851
SPN W4 Vocabulary: Proper Use	310	58.4%	88.7%	.3407
SPN W5 Grammar	310	50%	80.3%	.3626

Interrater reliability is a measure of the degree of agreement between scorers, and provides information about the trustworthiness of the data. It helps answer the question-would a different set of scorers at a different time arrive at the same conclusions? In practice, interrater reliability is enhanced over time through scorer discussion, as well as through improvements to the scoring rubric. Percent Agreement, Percent Agreement Plus Adjacent, and Krippendorff's Alpha measure scorer agreement. The UNCW benchmark is .67 for Krippendorff's Alpha. See [A Note on Interrater Reliability Measures](#) for a more complete discussion of these statistics and the determination of benchmark levels.

Comparing the results of the reliability indices for this study to the benchmark of .67 for Krippendorff's Alpha, there are no dimension of the rubric that meets these standards. Looking at percent agreement plus adjacent (that is, the scores that were within one level of each other), we find that all dimensions had at least 80% of scores in agreement or within one level of each other.

Discussion for Spanish Writing

The table below shows the percent of work products scored at a level two or higher and the percent of work products scored at a level three or higher for each dimension.

Spanish Writing		
Dimension	% of Work Products Scored Two or Higher	% of Work Products Scored Three or Higher
SPN W1 Content	99.5%	96.8%
SPN W2 Organization	99.6%	91.7%
SPN W3 Vocabulary: Variety	99.6%	79.2%
SPN W4 Vocabulary: Proper Use	98.4%	90.4%
SPN W5 Grammar	87.3%	60.5%

Looking at the total percentage of work products scoring a two or higher and scoring a three or higher, most students in these lower-division Spanish courses scored in the three- and four-level range across all dimensions. Fewer students reached a level three or four for SPN Writing 5 than for the other dimensions, though still a solid three-fifths of the students did score at those higher levels—either right below or at graduation expectations.

Spanish Reading Assessment

Spanish reading scores were provided by the department for one course: SPN 120. The 284 scores were provided as a summed, total number of correct responses to a 5-question set of multiple choice test questions. The distribution of those scores are provided in the following table.

Score	Number of work products
1	1
2	5
3	29
4	81
5	168