

## Learning Goal: German Speaking and Listening

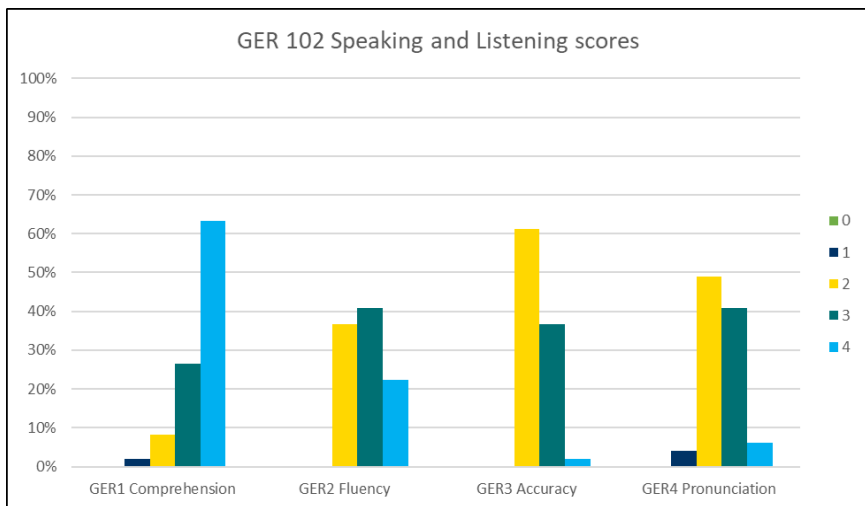
**Date:** Spring 2019

**What was assessed:** 49 student oral interview exams from GER 102

**How it was assessed:** Two faculty scorers using a departmental oral exam rubric

### Results:

	GER1 Comprehension	GER2 Fluency	GER3 Accuracy	GER4 Pronunciation
0				
1	2.0%	0.0%	0.0%	4.1%
2	8.2%	36.7%	61.2%	49.0%
3	26.5%	40.8%	36.7%	40.8%
4	63.3%	22.4%	2.0%	6.1%
25th %tile	3	2	2	2
50th %tile	4	3	2	2
75th %tile	4	3	3	3
Mode	4	3	2	2
N	49	49	49	49



### Summary:

Based on the total percentage of scores at the two highest score levels, level 3 and level 4, scores were highest on GER1 Comprehension (89.8% of scores).

Scores were lowest (based on the percentage of level 1 scores) on GER4 Pronunciation, with 4.1% of scores at a level one. There were no level 0 scores assigned for any of the rubric dimensions—the rubric does not offer level 0 as a score option—and only a small percentage of level one scores and then only for two dimensions. The majority of scores were at the level 2 and above.

### Analysis Across Criteria:

There was no statistically significant difference in scores across gender, race and ethnicity groups, class level (e.g. freshman, sophomore, etc.), freshman-start vs. transfer student, Pell grant vs. non-Pell grant recipients, and rural vs. non-rural home county. The numbers of Honors students, students from different types of high schools, and Isaac Bear students were too small for statistical hypothesis testing.

Looking at the Spearman rho correlation coefficients, GPA was significantly correlated with scores on GER2 and GER4. GER2 scores were significantly correlated with scores on GER3 and GER4. There were no other correlations across the rubric dimensions.