

Assessment 7. Research Project – Interdisciplinary Content Assessment (RPI)

Description: In consultation with their FLG advisor, majors develop a research project in the target language, written to fulfill the requirements of an upper division course in linguistics, literature or culture, and subsequently submitted to the LAN 401/503 (specialized methods) portfolio for use as a key assessment for certification purposes. The paper is reviewed with the advisor and evaluated with the attached rubric, which focuses learner attention on considerations of global writing proficiency, linguistic elements of the target language, accuracy, discourse competence/organization, lexical development and quality of content. Within the scope of the project, unifying requirements across languages include:

- A close examination of cultural products and practices, as well as their potential relationship with relevant, culturally-bound perspectives; and
- A recognition on the candidate's part of the value of literary, cultural or other academic texts in identifying the distinctive viewpoints accessible through the development of proficiency in the target language of specialization.

ACTFL/NCATE/CAEP Standards Alignment:

Candidates work with their course instructors and advisors to develop and revise the project, which is subsequently submitted to their LAN 401/503 portfolio prior to student teaching. Primary research (i.e., original data collection) is not the focus of this assignment; however, the project provides certification candidates with opportunities to develop expertise in literary, cultural or linguistic areas of academic or professional interest. The papers range from 8-12 pages in length. Students are required to integrate a consistent bibliographic style sheet (e.g., MLA or APA) and to integrate and cite multiple sources according to the criteria established by the instructor.

Courses in which candidates complete the Advanced Writing Sample include:

FRE 400-level seminar (Language & Culture); LAT 406; GER 400-level seminar (Language & Culture); SPA 400-level seminar (Language & Culture); RUS 407, 408; graduate level courses at the 500 level. Any deviations or changes must be approved by Dr. Corbitt in advance.

Writing assignments may vary, but address the following ACTFL/NCATE/CAEP standards:

- Standard 1a. Demonstrates a high level of proficiency in the TL;
- Standard 1b. Knows the linguistic elements of the TL system;
- Standard 2a. Demonstrates an understanding of connections among cultural perspectives, practices and products;
- Standard 2b. Recognizes the value and role of literary and cultural texts;
- Standard 2c. Identifies distinctive viewpoints accessible only in the TL.

Research Project – Interdisciplinary Content (RPI) Assessment¹ (ACTFL/CAEP Assessment 7)

TEACHER CANDIDATE NAME: _____ SEMESTER: _____ COURSE: _____ ESSAY TITLE: _____

PTS	CULTURES, LITERATURES, LINGUISTICS & RELATED PERSPECTIVES (ACTFL/CAEP 2A, 2B)	LITERARY, CULTURAL AND ACADEMIC TEXTS/RESOURCES (ACTFL/NCATE 2B, 2C)	LITERARY AND CULTURAL CONTENT (ACTFL/CAEP 2A, 2B)	CITATIONS & NOTES	DISCOURSE COMPETENCE ² (ACTFL/CAEP 1A, 1B, C)	SYNTAX (ACTFL/CAEP 1A, 1B)	MORPHOLOGY (ACTFL/CAEP 1A, 1B)	LEXICON (ACTFL/CAEP 1A, 1B)	ORTHOGRAPHY (ACTFL/CAEP 1A, 1B)
TARGET 9-10	The project successfully integrates and addresses connections among cultural products or practices and potentially relevant cultural perspectives. The discussion demonstrates significant depth of thought and discussion.	The project integrates a well-articulated recognition on the candidate's part of the value of literary, cultural or other academic texts in identifying the distinctive viewpoints accessible through the development of proficiency in the target language. Highly appropriate texts are selected and utilized within the designated scope of the topic.	Candidate presents a broad and well-articulated literary and cultural content appropriate to the research project. Different cultural products, practices, and perspectives are presented.	The project includes the use of the APA, MLA or other designated style sheet for citations and in-text attributions. Appropriate choices are made for crediting the ideas of others. Appropriate density of such references.	Excellent cohesion and coherence are demonstrated at the level of extended discourse. Arguments, details and transitions are well-balanced. Discussion is thorough, with sufficiently-supported ideas throughout. Writing reflects intentions of an introduction through logical development toward a conclusion.	Rules of word order are followed for subj./verb/obj., noun/adj., pronouns, etc. Punctuation, coordinating & subordinating conjunctions are used successfully.	Successful use of noun and verb endings to convey person, number, tense, aspect, & mood. Gender & number agreement observed between nouns/adjectives.	Vocabulary is diverse, terms and descriptors reflect the norms of an academic register. The project demonstrates knowledge of register(s) appropriate to the discourse of the essay. Word choice is appropriate to context (creative, transparent, etc.).	No spelling errors made. Use of diacritics provides evidence of a nuanced understanding of rules.
ACCEPTABLE 7-8	The selected topic touches on connections among cultural perspectives, practices & products. Acceptable topic, with possibility for further refinement through additional consultation with instructor +/- or more thorough initial research.	Appropriate literary, cultural or other academic texts are selected and utilized in support of the topic; the candidate's value statement regarding viewpoints and accessibility might profit from expansion or clarification. Sufficient in number, but not all resources are perfectly suited to the research question or topic. Bibliographic content is sufficient. Too many Internet sources may subtract from the presentation.	Candidate presents some literary and cultural content appropriate to the research project. Some cultural products, practices, and perspectives are presented, but some other important ones are not present.	Follows the designated style sheet, but has some irregular formatting in quoting or attributing sources. May have too many or too few such references. Footnotes are effectively uses, though some errors may be evident.	Coherent development, but language may sometimes lack cohesive transitions. Focus (flow of argument) can be followed, but is occasionally vague. Quoted sources not always used to benefit argument. Paragraph level discourse is evident, but imperfect.	Largely successful regarding word order issues. Could refine use of punctuation, conjunctions, subordinated and coordinated clauses, etc.	Generally accurate morphological structure, with some inconsistencies in verb endings, in noun-adjective agreement, etc.	Solid, with limited inappropriate word choice +/- or unnecessary repetition of words, +/- or more limited range in selected passages.	Very few spelling errors. Occasional confusion or inconsistency in use of diacritics.

¹ Sources: ACTFL Proficiency Guidelines (Writing); WCU faculty.

² Canale 1982, Scarcella & Oxford (1992).

EMERGING 0-6	The selected topic fails to integrate connections among cultural practices or products and perspectives. Little evidence of initial research and follow-up in defining the topic. Resulting topic is too broad or narrow.	Too few sources of questionable quality are integrated, reflecting poor bibliographic effort, thereby negatively effecting rest of the paper.	Candidate does not present enough evidence of literary and cultural content. Insufficient/Inaccurate cultural products, practices, and perspectives are presented in the project.	Quotes, attributions and notes are poorly informed by the designated style sheet. Inaccurate/insufficient links made to sources.	Organization of argument is poor and underdeveloped. Conclusions lack support and are unconvincing. Use of sources is ineffective. Discourse is unsuccessful at the paragraph level.	Considerable problems with word order. Apparent lack of understanding of sentence elements & discourse patterns.	Little consistency in applying rules of agreement and proper endings for verbs, nouns and adjectives.	Evidence of lack of effort to cultivate a rich lexicon with broad word range, appropriate register, etc.	Many errors in spelling and in use of diacritics.
Score: ____	Score: ____	Score: ____	Score: ____	Score: ____	Score: ____	Score: ____	Score: ____	Score: ____	Score: ____
Comments:	Comments:	Comments:	Comments:	Comments:	Comments:	Comments:	Comments:	Comments:	Comments:

TOTAL SCORE: _____ INSTRUCTOR'S SIGNATURE: _____ DATE: _____

