| **Global Learning Student Learning Outcome Addressed** | **Assessment Method** | Assessment Results |
| --- | --- | --- |
| **Global Awareness:** Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems. | **Assessment Activity/Artifact**:  Students will be given Readiness Assessment Tests (RATs) to measure their understanding of and awareness of the issues surrounding the teaching and learning of English language learner students in schools. These team based tests will be given individually and then in cooperative groups in order to enhance the discussion and awareness of the issues.  **Evaluation Process**:  There will be tests given at the beginning of the period that assess how ready students are to discuss the chapter assigned that day. The RAT is given first individually and then to a small group.  **Minimum Criteria for Success**:  Grades on the RATs will be a combination of an individual‘s grade and group grade on the assessments. Minimum criterion for success is an overall mark of 73% (minimum grade for a C).  **Sample:** All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to demonstrate awareness of diverse ways of teaching and learning in schools by becoming aware of the challenges and conditions of linguistic and cultural minorities in schools in the United States and abroad. They will be exploring the interrelatedness of language, culture, and background knowledge on home/school interactions both internationally and globally. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |

| **Global Learning Student Learning Outcome Addressed** | **Assessment Method** | Assessment Results |
| --- | --- | --- |
| **Global Perspective:** Students will be able to develop a multi-perspective analysis of local, global, international, and intercultural problems. | **Assessment Activity/Artifact**:  Students will work in groups to prepare a video that will highlight the varying perspectives of individuals and groups from diverse cultural and linguistic backgrounds. These videos will demonstrate an understanding of the primary course concepts through an exploration of one or more key ideas in the course, such as the process of cross cultural adjustment after immigration, or the process of second language acquisition as it relates to their own particular field of study. Each video will present more than one perspective on the topic chosen by including interviews and/or information from a variety of sources.  **Evaluation Process**:  The video will be judged on a 3-point rubric.  **Minimum Criteria for Success**: Score of 2 on 3-point rubric.  The video is judged on a 3-point rubric based on the degree to which the following criteria are addressed:  • a highlighting of one of the important topics from the course, e.g., first language acquisition, cross cultural communication, issues with ELLs and assessment, second language strategies, creating low affective filters for learning, stimulating oral language development  • the application of the topic with respect to individuals or groups from diverse backgrounds  • creativity  • interaction among fellow video producers  • inclusion of interviews, role plays, simulations, classroom scenes, skits, performances, music, or other performance-driven events.  **Sample:** All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to analyze different perspectives regarding the role of language and culture within home and school environments. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |

| **Global Learning Student Learning Outcome Addressed** | **Assessment Method** | Assessment Results |
| --- | --- | --- |
| **Global Engagement:** Students will be able to demonstrate willingness to engage in local, global, international, and intercultural problem solving. | Assessment Activity/Artifact:  Students will work for a minimum of six sessions with an English language learner in a field school.  Evaluation Process:  Students will submit a developed action plan to assist ESOL learners, as well as a report regarding the implementation of the plan throughout the six working sessions. Students will then critique the plan and reflect on the experience.  Minimum Criteria for Success:  Students must achieve a “meets standard” (2) rating on a 3-point rubric, as outlined on TaskStream.  Sample:All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to engage with linguistic and cultural minority children in schools through interactions designed to assist these children with their academic success in English. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |