



UNIVERSITY OF OREGON

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Katya Hokanson, REEES Interim Director

## **REEES Undergraduate Major Learning Outcome Assessment Results**

REEES proposed to assess the following learning outcome this year, 2016-17:

1. Proficiency in reading, writing, and speaking Russian consistent with completion of at least a third-year level.

To assess this learning outcome, REEES chose to administer the the Oral Proficiency Interview by Computer to third-year language students, which it did on May 9:

<http://www.languageesting.com/oral-proficiency-interview-by-computer-opic>

This test, which is administered by LTI, Language Testing International, is a recognized professional international test that assesses according to ACTFL guidelines. Although it tests primarily oral proficiency, it is widely regarded as being of high quality.

The cost of the test was \$70 per person, which resulted in a certification as to proficiency level being given to each student. The Associate Dean for Undergraduate Education underwrote the cost.

Of a class of six, five took the test, and outcomes were in accordance with, or actually better than, expected outcomes. Two students were evaluated at the level of Intermediate Mid, two students at Intermediate High, and one student at Advanced Low. Typically, when students have had 480 hours of Russian language instruction, a Group III language (our students at that point had less than 450), they are expected to test at Novice High to Intermediate Mid or Intermediate High, depending on aptitude. Our students tested at at least Intermediate Mid and one at Advanced Low, which is not expected until 720 hours of instruction.

This would indicate that our students, as tested so far, are meeting or exceeding proficiency in speaking Russian.

On page 2, I have included a table that indicates proficiency levels expected after specific numbers of hours of classroom study and a link to the webpage from which it comes.

The outcome of the proficiency testing has been disseminated to faculty and will be

**RUSSIAN, EAST EUROPEAN AND EURASIAN STUDIES**

1262 University of Oregon, Eugene OR 97403-1262 T (541) 346-4078 F (541) 346-5041  
hokanson@uoregon.edu <http://reees.uoregon.edu/>

discussed at our next faculty meeting, but generally we feel that the results indicate that our students are on track with the first learning outcome.

### Plans for Assessment in 2017-18

In the course of researching language proficiency testing for Russian, we discovered that most programs test third-year Russian reading and writing skills with their own proprietary tests, administered in accordance with the third-year language materials they use. Hence we propose for next year to develop such materials in order to begin testing our students in reading and writing at the third-year level, and to continue the OPIC oral proficiency testing as well. This seems to us to be the next logical step to allow us to better assess our students, and will take some time and resources to develop. We would plan once again to test students in the spring, when they are closest to completing the third year of Russian.

We will begin the discussion about how to assess our next learning outcome, listed below. Some ideas have been put forward but more discussion needs to take place.

2. A broad general understanding of the region of Russia, Eastern Europe, and Eurasia including its history and culture

This discussion will be included in our departmental agenda as we begin the fall.

Expected Proficiency Levels for Group III Languages:

<http://www.languageTesting.com/how-long-does-it-take>

### Group III Languages:

*Including Amharic, Bengali, Burmese, Czech, Finnish, Hebrew, Hungarian, Khmer, Lao, Nepali, Pipilino, Polish, Russian, Serbo-Croatian, Sinhala, Thai, Tamil, Turkish, Vietnamese...*

| Length of Training   | Minimal Aptitude  | Average Aptitude     | Superior Aptitude     |
|----------------------|-------------------|----------------------|-----------------------|
| 16 weeks (480 hours) | Novice High       | Intermediate Low/Mid | Intermediate Mid/High |
| 24 weeks (720 hours) | Intermediate High | Advanced Low         | Advanced Mid/High     |
| 44 weeks(1320 hours) | Advanced Mid      | Advanced High        | Superior              |