

Student Assessment Plan for the Classics Program

I. Learning Goals of the Classics Program

- The Classics program aims to enable students:
 1. to acquire a knowledge of Latin and/or Ancient Greek vocabulary, morphology, and syntax, including the technical terminology used to describe grammatical phenomena
 2. to translate authentic Latin and/or Ancient Greek texts into English
 3. to interpret and analyze Greek and Roman texts, whether read in the original language or in English translation
 4. to gain an understanding of key aspects of ancient history, literature, and culture
 5. to investigate in depth specific topics related to the Classical world or Classical reception
 6. to examine the continuing influence of the Classical world beyond antiquity
 7. to develop skill at analyzing and/or synthesizing evidence from a variety of genres or media
 8. to express interpretive and analytic ideas in oral and written forms
 9. to undertake research activities appropriate to the field of Classics
- The table below shows the distribution of the learning goals across the program.
- Learning Goals are either Introduced (I), Developed (D), or Mastered (M)
- If specific learning goals are present in a course to a lesser or varying degree, they are not marked.

	1	2	3	4	5	6	7	8	9
LATI 110	I								
LATI 120	D								
GREE 110	I								
GREE 120	D								
LATI 210	D	I/D	I					I	I
GREE 210	D	I/D	I					I	I
LATI 390	M	D/M	D					D	D

	1	2	3	4	5	6	7	8	9
GREE 390	M	D/M	D					D	D
LATI 410	M	M	M					M	M
GREE 410	M	M	M					M	M
CLAS 200			I	I				I	
CLAS 250						I/D			
CLAS/PHIL 285			I	I					
CLAS/PHIL 318			D	D					
CLAS 290			I		I	I/D		D	
CLAS/ HIST 294			I		I		I	D	
CLAS/ HIST 301			D	D			D	D	
CLAS/ HIST 302			D	D			D	D	
CLAS 490			M	M	D	M	M	M	M
CLAS 495			M	M	D	M		M	M
Written exam				M					
Oral Exam					M				M

II. Measures of Assessment

Course Assessment

- Possible direct assessment measures include:

- grammar and translation quizzes – Goal 1
- grammar and translation exams – Goals 1-3
- interpretative exams – Goals 3-9
- papers – Goals 3-9
- presentations – Goals 3-9
- projects – Goals 3-9

-Possible indirect assessment measures include:

- mid-semester student questionnaires – Goals 1-9
- end-of-semester student questionnaires – Goals 1-9
- reflective activities or assignments – Goals 3-9

Program Assessment

- direct assessment measures include:

- CLAS 490 or 495 final paper: Goals 3-4, 8
- Capstone Written Exam: Goal 4
- Capstone Oral Exam: Goals 5 and 9

- indirect assessment measures include:

- senior survey questionnaires – Goals 1-9

Classics Program Assessment
for assessments using all students in a course

Add space as needed while completing the form.

Academic Year:

Course:

Program learning goal(s) being assessed in this course:

Direct Assessment: Assignments, tests, quizzes, or other measures used to determine student progress toward or achievement of the learning goal(s):

Breakdown of results based on the direct measures mentioned above (add/delete rows as needed):

***Insert Learning Goal specific breakdown from Master Rubric into chart.**

direct measure & learning goal it is linked to (if more than one learning goal is being assessed)	# of students who achieved the learning goal very well	# of students who achieved the learning goal solidly	# of students who achieved the learning goal adequately but perhaps with some lingering difficulty	# of students who did not adequately achieve the learning goal

Indirect assessment measures:

Discussion of what the indirect measures showed:

Based on the overall assessment, what conclusions can be drawn? What changes can be made in the course, its assignments, and/or in the overall Classics curriculum to support student progress toward and achievement of these learning goals?

Other thoughts or comments:

Classics Direct Assessment Tool - Master Rubric

Learning Goals	High Achieving	Competent	Needs Improvement	Unsatisfactory
1) Knowledge of vocab, morphology, syntax, and grammatical terminology	Demonstrates an advanced ability to understand and utilize vocabulary, morphology, syntax, and grammatical terminology.	Demonstrates an adequate ability to understand and utilize vocabulary, morphology, syntax, and grammatical terminology.	Demonstrates below average ability to understand and utilize vocabulary, morphology, syntax, and grammatical terminology.	Demonstrates little to no ability to understand and utilize vocabulary, morphology, syntax, and grammatical terminology.
2) Translate authentic texts into English	Demonstrates an advanced ability to translate the language.	Demonstrates an adequate ability to translate the language.	Demonstrates below-average ability to translate the language.	Demonstrates little to no ability to translate the language.
3) Interpret and analyze texts, read in either original language or translation	Organizes and synthesizes textual passages to reveal insightful patterns and to offer significant and informed observations.	Organizes and synthesizes textual passages to reveal important patterns and to offer informed observations.	Organizes and synthesizes textual passages, but struggles to provide fresh insight.	Identifies important textual evidence but struggles to organize or synthesize it.
4) Understanding key aspects of ancient history, literature, and culture	Demonstrates advanced knowledge of subject material and how history, literature, and culture intersect.	Demonstrates an adequate knowledge of subject material; understands how history, literature and culture influence each other.	Demonstrates below-average knowledge of the subject material and struggles to make connections between history, literature, and culture.	Demonstrates little understanding of the subject material and cannot make relevant connections between history, literature, and culture.
5) Investigate specific topics related to the Classical world or Classical reception	Demonstrates an advanced knowledge of the specific topic under investigation.	Demonstrates an adequate knowledge of the specific topic under investigation.	Demonstrates below-average knowledge of the specific topic under investigation.	Demonstrates little understanding of the specific topic under investigation.

<p>6) Examine continuing influence of Classical world beyond antiquity</p>	<p>Demonstrates an advanced understanding of how the Classical world has influenced subsequent eras/cultures through insightful observation and analysis.</p>	<p>Demonstrates the ability to identify specific ways that the Classical world influences modern culture.</p>	<p>Demonstrates the ability to detect Classical influence but struggles to understand the relevance of that influence.</p>	<p>Struggles to detect the continuing influence of the Classical world.</p>
<p>7) Analyzing and/or synthesizing a variety of evidence types.</p>	<p>Displays the ability to synthesize multiple types of cultural artifacts to understand their significance to their own culture and to modern interpretations of that culture.</p>	<p>Understands the cultural artifact's significance both to its own culture and to modern interpretations of the culture.</p>	<p>Recognizes the basic meaning of the cultural artifact within its own context.</p>	<p>Recognizes basic features of the artifact without making broader connections.</p>
<p>8) Express interpretive and analytic ideas in oral and written forms</p>	<p>Expresses original and significant ideas in an organized and cohesive fashion.</p>	<p>Expresses ideas that are substantial but not original in an organized and cohesive fashion.</p>	<p>Expresses ideas that are substantial but that lack organization and are not cohesive.</p>	<p>Expresses trivial ideas; lacks basic organization and structure.</p>
<p>9) Undertake research activities appropriate to the field of Classics.</p>	<p>Formulates then executes an original and consequential project that follows disciplinary guidelines.</p>	<p>Developes and executes a project that contributes to a current debate in the field, following disciplinary guidelines.</p>	<p>Executes a project that speaks to a current debate in the field without offering any unique point of view or important conclusion; has a basic grasp of disciplinary guidelines.</p>	<p>Struggles to create a cohesive project that has a well-defined purpose; shows little grasp of disciplinary guidelines.</p>

