1. Specify which area of assessment you are reviewing in this cycle. This review will examine how effectively an assessment helps you to determine whether students have learned or achieved what you want them to learn or achieve at a given stage in the program, based on the outcomes you have set for them.

2. What learning outcomes do you hope are achieved through the exam or activity under review? Use your 2017–2018 assessment worksheet (attached) to find a complete list of your learning outcomes, as well as information on which outcomes best apply to this year’s assessment.

3. Gather evidence to help you evaluate how well your assessment/activity demonstrates successful attainment of its related learning outcomes. Your 2017–2018 assessment worksheet will be helpful in selecting the evidence you will examine. Ideal evidence would be examples of student work; other forms of evidence include publication data, job placement data, exam grades or pass rates.

4. Report your findings. Is the assessment (and preparation for it) effective? If it is, provide the evidence for its effectiveness. If it is not, describe what changes you plan to make to ensure this form of assessment is more effective.

5. What further changes could be made to the assessment or to the learning outcomes associated with it, or to the curriculum/preparation for the assessment?

6. What other next steps will your program take as a result of this review, in terms of program planning and decision making?

1. This assessment report reviews the Qualifying Paper 1 (First Exam) of the Program in terms of the learning outcomes specified.

2. The learning outcomes for this event are to demonstrate:
   a. in-depth knowledge of at least one core area of linguistics centered in syntax, semantics, phonology, morphology or pragmatics and the ability to perform advanced linguistic analyses, based in current theoretical models in one of these areas.
   b. ability to conduct theory-based empirical studies of any human language and/or ability to apply core area knowledge in an ancillary subfield such as language acquisition, language processing, computational linguistics and sociolinguistics.
   c. ability to conceptualize and design research projects and, in the case of experimental and large-scale data analysis studies, demonstrate mastery of a range of methods and analytical procedures.
   d. ability to construct linguistic arguments in line with scientific principles of hypothesis testing, present original research to an audience at professional conferences and write research papers for submission to peer-reviewed journals.

3. Data showing evidence of student attainment of learning outcomes:
   a. Between 2017 and 2019 there were 16 submissions to pass the QP1. All QP1s addressed a core area of linguistics, 10 on a topic in syntax, 3 on a topic in semantics, and 3 on a topic in phonology/phonetics. Of the 16, 12 attempts led to a pass (75%); 3 to a pass with revisions (19%); and 1 to a fail (6%).
   b. 10 submissions presented linguistic analyses of a language other than English; 4 submissions incorporated an ancillary subfield, either child language acquisition data (2) or adult second language acquisition (2).
   c. A total of 8 students presented data from their QP1 at conferences, resulting in 14 separate conference presentations and 4 publications (see below)
Jan. 2017 – Jan. 2019 Conference or poster presentation and publications based on First Exam research

(1) Reem Kanjawi-Faraj

(2) Ivana Durovic
Poster: Contrastive Nature of Past Tense. Linguistic Society of America Annual Meeting, January 3-6 2019
Poster: Subjunctive Conditionals in Serbo-Croatian. MACSIM @Georgetown, October 2017

Conference presentation: Presuppositions Projection in Subjunctive Conditionals of Serbo-Croatian, ILLS10 @ UIUC, April 6-8 2018

(3) Andre Eliatamby

(4) Chaya Nove


(5) Sejin Oh


(6) Boram Kim


(7) Pamela Franciotti
Poster: Exploring Intervention effects in L2 English Raising: evidence from acceptability judgements. 93rd Annual Meeting of the Linguistic Society of America in January 2019, in NYC.

Poster: Intervention effects in L2 English raising: evidence from acceptability judgments by L1 Italian native speakers. XV Generative Approaches to Second Language Acquisition in March 2019 at the University of Nevada, Reno.

(8) Ekaterina Kistanova

Conclusion: Based on the evidence collected, the Executive Committee of the Linguistics Program considers the First Exam as currently implemented, highly successful.