

World Language Effective Practices

	World Languages Classroom Specific Best Practices	Poor or Outdated Practices in Language Instruction
Target Language Use	Teacher stays in the target language at least 90% of the time	English spoken to explain grammar and concepts and manage classroom more than 10% of the time
	Meaning of target language is easily understood by students through actions, visuals, or scaffolds	Target language spoken without providing students with actions, visuals, or scaffolds
	I can statements (lesson objectives) are explained, referenced, and targeted throughout lesson	Students don't know what they are expected to know or do and why
	I can statements target what students will DO with the language	I can statements only focus on grammar and text book vocabulary
	Teacher elicits language and provides many opportunities for student production at the appropriate proficiency level (attached)	Students listen most of the time and do not produce spontaneous language
Content	Themes and activities represent real world context and situations	Unrealistic, contrived situations
	Topics and themes are relevant to student life and functional use	Topics and themes are only text book based with limited relevance and function
	Focus on communication	Focus on grammar
	Content aligned to district scope and sequence and the Utah World language Core Standards.	No clear alignment or content objectives outside of language
Teaching Methods	Teacher utilizes visuals, realia, and examples	Teacher talk Teacher provides translation of previously taught words
	Teacher provides scaffolds and procedures for learning and defining unknown vocabulary	Teacher provides translation of previously taught words
	Teacher models and gives examples of expectations and language production	Teacher explains expectations but does not model or give examples
	Teacher utilizes sentence frames	No sentence frames given
	Expectations for routines such as partner share and choral response are in place	Students are not held accountable or do not know how or with what to respond
	Teacher frequently checks for understanding through student responses	Teacher assumes students are following along and comprehending
Student Production	Students are actively engaged in communicating in the target language Teacher guides and listens for feedback	Students spend the majority of the time listening Teacher does all the talking
	Students are producing language aligned with their expected proficiency level (attached)	Students spend most of their time drilling verbs on a worksheet
	Students speak in the Target Language at the frequency appropriate level.	Students primarily speak in English
Assessment	Assessments based on proficiency targets and USOE World Language Core Standards	Assessments primarily measure grammar or vocabulary
	All modes should be frequently measure within a unit in multiple ways throughout a lesson	Writing is the only skill assessed through grammar worksheets
Grading	Grades are based on students reaching the proficiency targets and USOE World language Core Standards	Grades are based on completing work
	Grades are based on what students can DO with the language: what language they can understand and produce	Grades are based on what students know about the language
	Grades are based on a rubric familiar to students	No rubric is used



World Languages



Presentational/Interpersonal Rubric

Novice 1

WORD LEVEL:

You can communicate a few things about yourself. You can list, name, and identify common things with single words.

Novice 2

FORMULA SENTENCE LEVEL:

You can communicate some things about yourself. You can list, name, and identify everyday things with words and phrases that you have learned.

Novice 3

Level 1 Target

FORMULA SENTENCE LEVEL WITH ADDED DETAIL:

You can communicate a number of things about yourself. You can list, name, and identify everyday things with words and phrases and an occasional simple sentence.

Novice 4

Level 2 Target

MAJORITY SOLID FORMULAS WITH DETAIL & EMERGING CREATED SENTENCES:

You can communicate about yourself and your life. Much of the time you communicate well enough to express your own thoughts and accomplish what you need. You communicate in phrases and some sentences with greater detail.

Intermediate 1

Level 3 Target

SOLID FORMULAS & MAJORITY OF CREATED SENTENCES:

You communicate about yourself and your life. You communicate well enough to ask simple questions and accomplish what you need. You communicate in single sentences or strings of sentences.

Intermediate 2

Level 3 Target

SOLID CREATED PLUS SOME LINKED SENTENCES:

You communicate about yourself and your life. You communicate well enough to ask simple questions and accomplish what you need. You communicate in strings of sentences, and you can link some sentences together.

Gateway to... *Fluency* ✓ *Careers* ✓ *Opportunities* ✓

Intermediate 3

CREATED PLUS LINKED SENTENCES WITH GREATER DETAIL:

You communicate about yourself and your life. You communicate well enough to accomplish what you need and pose a variety of questions. You can communicate some longer sentences and connect some sentences together.

Intermediate 4

WELL-CONNECTED SENTENCES:

You communicate about yourself and your life and occasionally topics beyond yourself. You can express your own thoughts, sometimes add description, and tell stories. You communicate well enough to accomplish what you need and pose a variety of questions.

Intermediate 5

WELL-CONNECTED SENTENCES & SOME PARAGRAPHS:

You communicate about yourself and a number of topics beyond yourself. Most of the time you can communicate well enough to tell stories, describe people, places, and things, and report events.

