

School Name: _____

Principal: _____

Indicators for Evaluating Delaware World Language Programs

Languages Taught:

- | | | |
|----------------------------------|-----------------------------------|----------------------------------|
| <input type="checkbox"/> Arabic | <input type="checkbox"/> Greek | <input type="checkbox"/> Latin |
| <input type="checkbox"/> Chinese | <input type="checkbox"/> Italian | <input type="checkbox"/> Russian |
| <input type="checkbox"/> French | <input type="checkbox"/> Japanese | <input type="checkbox"/> Spanish |
| <input type="checkbox"/> German | <input type="checkbox"/> Korean | |

High School Form

Purpose: *To serve as a self-assessment tool in order to create rich dialogue about the quality of the world language program in your school.*

Directions: *Highlight the area in the rubric under each program indicator that best describes the world language program in your school. You may wish to establish a team to compile the information needed. You may also add comments and explanations in the box provided at the end of the form.*

Program Indicator	Exemplary (4)	Satisfactory (3)	Developing (2)	Emerging (1)
1. Percentage of Students Enrolled in World Languages	80-100% of total school enrollment is enrolled in a world language	60-79% of total school enrollment is enrolled in a world language	45-59% of total school enrollment is enrolled in a world language	Less than 45% of total school enrollment is enrolled in a world language
2. Sequence of World Language Instruction	6 levels of instruction in at least one commonly taught language are offered	4-5 levels of instruction in at least one commonly taught language are offered	3 levels of instruction in at least one commonly taught language are offered	2 or fewer levels of instruction in one commonly taught language are offered
3. Percentage of Students Reach Higher Levels of Proficiency	100% of students exiting the program perform at the Novice-High Level or higher	At least 80% of students exiting the program perform at the Novice High Level or higher	At least 60% of students exiting the program perform at the Novice High Level or higher	Less than 60% of students exiting the program perform at the Novice High Level or higher
4. Choices of Languages	At least 2 languages are offered at schools with 700 students or less; 3 languages for	At least 2 languages are offered at schools with up to 1000 students and 1	At least 2 languages are offered at schools with up to 1500 students and 1	Only 1 language is offered in schools regardless of the number of students

School Name: _____

Principal: _____

	701 to 1000 students, and 1 additional language for each additional 500 students	additional language for each additional 500 students	additional language for each additional 500 students	
5. Sequence of Learning/Career Pathways	At least one AP, IB, Dual Credit or Career-Focused course for each commonly taught language is offered	At least two AP, IB, Dual Credit or Career-Focused course are offered.	At least one AP, IB, Dual Credit or Career-Focused course is offered	No AP, IB, Dual Credit or Career-Focused course is offered.
6. Separate instructional periods for different proficiency levels	No multi-proficiency-level/split classes are offered	No lower-proficiency-level and no more than one upper-proficiency-level split is offered	No more that one split-performance-level class is offered	Two or more split-proficiency-level classes are offered
7. Articulated, standards-based, proficiency-oriented curriculum	Curriculum map outlines course content and instructional strategies for all languages at all levels	Curriculum map outlines course content and instructional strategies for most languages at all levels	Curriculum map outlines course content and instructional strategies for some languages at all levels	Curriculum map outlines course content and instructional strategies for some languages at some levels
8. Key Instructional Practices*	All world language teachers follow key instructional practices as described 100% of the time.	All world language teachers follow key instructional practices as described 80% of the time.	All world language teachers follow key instructional practices as described 60% of the time.	All world language teachers follow key instructional practices as described 50% or less of the time.
9. Standards-based formative and summative assessments	Extensive evidence of standards-based, proficiency-oriented formative and summative	Extensive evidence of standards-based, proficiency-oriented formative and summative	Evidence of standards-based, proficiency-oriented formative and summative	Little or no evidence of standards-based, proficiency-oriented formative and summative

School Name: _____

Principal: _____

	assessments in all languages at all levels.	assessments in all languages at most levels.	assessments in some languages at most levels.	assessments in any languages at any level.
10. Highly Qualified World Language Teaching Staff	All world language teachers are certified, highly qualified and have demonstrated at least advanced-low levels of proficiency on the ACTFL Proficiency Guidelines.	All world language teachers are certified and highly qualified.	Most world language teachers are certified and/or highly qualified.	Some world language teachers are certified and/or highly qualified.
11. High Quality World Language Professional Development**	All World Language teachers participate in one type of high quality world language professional development (i.e., cluster, mini-course, district or state sessions).	Most World Language teachers participate in one type of high quality world language professional development (i.e., cluster, mini-course, district or state sessions).	Some World Language teachers participate in one type of high quality world language professional development (i.e., cluster, mini-course, district or state sessions).	Few World Language teachers participate in high quality world language professional development (i.e., cluster, mini-course, district or state sessions).
12. Membership and Participation in Professional Organizations	All World Language teachers belong to a national or state world language organization and participate in at least one sponsored program. Some teachers have leadership roles in these organizations.	Most World Language teachers belong to a national or state world language organization and participate in at least one sponsored program. Some teachers may have leadership roles in these organizations.	Most World Language teachers belong to a national or state world language organization.	Some World Language teachers belong to a national or state world language organization.

School Name: _____

Principal: _____

13. World Language Learning Extends Beyond the Classroom	Teachers provide at least three different ways for students to connect to outside resources and provide practice outside of the classroom.	Teachers provide at least two different ways for student to connect to outside resources or provide practice outside of the classroom.	Teachers provide at least one way for students to connect to outside resources or provide practice outside of the classroom.	Teachers provide no ways for students to connect to outside resources or provide practice outside of the classroom.
14. School Resources for Program Support	Budget planning for the world language program is accomplished by a school-wide team comprised of administrators, teachers, parents, students and community members and ensures that all world language teachers and students have access to equipment, technology (including internet access) and up-to-date materials.	Budget planning for the world language program is accomplished by a school-wide team comprised of administrators, teachers, students and/or parents and/or ensures that most world language teachers and students have access to equipment, technology (including internet access) and up-to-date materials.	Budget planning for the world language program is accomplished by a school-wide team comprised of administrators, and teachers and/or ensures that some world language teachers and students have access to equipment, technology (including internet access) and up-to-date materials.	Budget planning for the world language program is not accomplished by a school-wide team comprised of administrators and/or ensures that only a few, if any, world language teachers and students have access to equipment, technology (including internet access) and up-to-date materials.

**Key instructional strategies include ...*

- Communicating almost exclusively in the target language, using the target language for classroom management as well as for instruction
- Avoiding the use of translation as a tool for clarifying meaning
- Providing many visuals and gestures to help students to clarify meaning and express understanding without using translation
- Providing learners with a variety of experiences to hear authentic language such as narration, description and explanations

School Name: _____

Principal: _____

- Providing learners with meaningful concrete experiences, making extensive use of visuals, props, and hands-on activities
- Presenting vocabulary in chunks and in context rather than isolated words or lists
- Planning and teaching around a theme or big idea, as suggested in the Delaware Recommended Curriculum
- Incorporating a cultural focus into daily lessons
- Using songs and rhymes to reinforce meaning and practice language.
- Using authentic texts, songs, games, stories, and rhymes in preference to translations whenever possible.
- Providing opportunities for students to use all three modes of communication (interpersonal, interpretive, presentational) in daily lessons
- Planning lessons to include a variety of activities, student groupings and types of interactions that will appeal to differing learner interests and learning styles
- Providing advanced organizers in daily lessons that help students focus on why they are learning the new content or skill
- Assessing learner progress frequently and regularly, using a variety of types of formative and summative assessments, with timely feedback
- Providing students with opportunities for routine self-assessment and reflection
- Promoting the appropriate use of technology as a tool for learning languages and communicating with peers around the world
- Validating student learning by displaying their work in the classroom

*** High quality professional development is a combination of focused, in-depth learning, practice, feedback, reflection, and expert support experiences designed to change participants' attitudes, insights, and/or perspectives; and ultimately results in improved professional practice. Effective professional development programs include ample opportunities for knowledge acquisition, skill mastery, descriptive feedback, and refinement of practice in the work setting. High quality professional development is a cohesive ongoing series of rigorous, data-driven and targeted, research-based, collaborative, supported and sustained, systemic opportunities that result in improved child and youth learning. High quality professional development is not one-day or short-term workshops, conferences, isolated learning activities with little or no follow-up support, or professional learning not associated with improving child and youth learning.*

Comments:

School Name: _____

Principal: _____

Indicators for Evaluating Delaware World Language Programs

Languages Taught:

- | | | |
|----------------------------------|-----------------------------------|----------------------------------|
| <input type="checkbox"/> Arabic | <input type="checkbox"/> Greek | <input type="checkbox"/> Latin |
| <input type="checkbox"/> Chinese | <input type="checkbox"/> Italian | <input type="checkbox"/> Russian |
| <input type="checkbox"/> French | <input type="checkbox"/> Japanese | <input type="checkbox"/> Spanish |
| <input type="checkbox"/> German | <input type="checkbox"/> Korean | |

Middle School Form

Purpose: *To serve as a self-assessment tool in order to create rich dialogue about the quality of the world language program in your school.*

Directions: *Highlight the area in the rubric under each program indicator that best describes the world language program in your school. You may wish to establish a team to compile the information needed. You may also add comments and explanations in the box provided at the end of the form.*

Program Indicator	Exemplary (4)	Satisfactory (3)	Developing (2)	Emerging (1)
1. Percentage of Students Enrolled in World Languages	80-100% of total school enrollment is enrolled in a world language	60-79% of total school enrollment is enrolled in a world language	45-59% of total school enrollment is enrolled in a world language	Less than 45% of total school enrollment is enrolled in a world language
2. Sequence of World Language Instruction	A 6-8 articulated program is available in all languages offered, continuing language learning from any elementary program	A sequence of at least two years of study ending in the 8th grade	At least one year of study ending in the 8 th grade	Only exploratory classes in languages are offered
3. Percentage of Students Reach Higher Levels of Proficiency	100% of students exiting the program perform at the Novice-High Level or higher	At least 80% of students exiting the program perform at the Novice High Level or higher	At least 60% of students exiting the program perform at the Novice High Level or higher	Less than 60% of students exiting the program perform at the Novice High Level or higher
4. Choices of Languages	More than 2 languages are offered	2 languages are offered at school,	Only 1 language is offered in the school	Only exploratory language choices

School Name: _____

Principal: _____

	at school, allowing students to continue a language started in elementary school (if any) and to add or change to new languages	allowing students to continue a language started in elementary school (if any) and to add or change to a new language		exist
5. Separate instructional periods for different proficiency levels	No multi-proficiency-level/split classes are offered	No lower-proficiency-level and no more than one upper-proficiency-level split is offered	No more than one split-performance-level class is offered	Two or more split-proficiency-level classes are offered
6. Articulated, standards-based, proficiency-oriented curriculum	Curriculum map outlines course content and instructional strategies for all languages at all levels	Curriculum map outlines course content and instructional strategies for most languages at all levels	Curriculum map outlines course content and instructional strategies for some languages at all levels	Curriculum map outlines course content and instructional strategies for some languages at some levels
7. Key Instructional Practices*	All world language teachers follow key instructional practices as described 100% of the time.	All world language teachers follow key instructional practices as described 80% of the time.	All world language teachers follow key instructional practices as described 60% of the time.	All world language teachers follow key instructional practices as described 50% or less of the time.
8. Standards-based formative and summative assessments	Extensive evidence of standards-based, proficiency-oriented formative and summative assessments in all languages at all levels.	Extensive evidence of standards-based, proficiency-oriented formative and summative assessments in all languages at most levels.	Evidence of standards-based, proficiency-oriented formative and summative assessments in some languages at most levels.	Little or no evidence of standards-based, proficiency-oriented formative and summative assessments in any languages at any level.

School Name: _____

Principal: _____

<p>9. Highly Qualified World Language Teaching Staff</p>	<p>All world language teachers are certified, highly qualified and have demonstrated at least advanced-low levels of proficiency on the ACTFL Proficiency Guidelines.</p>	<p>All world language teachers are certified and highly qualified.</p>	<p>Most world language teachers are certified and/or highly qualified.</p>	<p>Some world language teachers are certified and/or highly qualified.</p>
<p>10. High Quality World Language Professional Development**</p>	<p>All World Language teachers participate in one type of high quality world language professional development (i.e., cluster, mini-course, district or state sessions).</p>	<p>Most World Language teachers participate in one type of high quality world language professional development (i.e., cluster, mini-course, district or state sessions).</p>	<p>Some World Language teachers participate in one type of high quality world language professional development (i.e., cluster, mini-course, district or state sessions).</p>	<p>Few World Language teachers participate in high quality world language professional development (i.e., cluster, mini-course, district or state sessions).</p>
<p>11. Membership and Participation in Professional Organizations</p>	<p>All World Language teachers belong to a national or state world language organization and participate in at least one sponsored program.</p>	<p>Most World Language teachers belong to a national or state world language organization and participate in at least one sponsored program.</p>	<p>Most World Language teachers belong to a national or state world language organization.</p>	<p>Some World Language teachers belong to a national or state world language organization.</p>
<p>12. World Language Learning Extends Beyond the Classroom</p>	<p>Teachers provide at least three different ways for students to connect to outside resources and provide practice outside of the</p>	<p>Teachers provide at least two different ways for student to connect to outside resources or provide practice outside of the</p>	<p>Teachers provide at least one way for students to connect to outside resources or provide practice outside of the</p>	<p>Teachers provide no ways for students to connect to outside resources or provide practice outside of the classroom.</p>

School Name: _____

Principal: _____

	classroom.	classroom.	classroom.	
13. School Resources for Program Support	Budget planning for the world language program is accomplished by a school-wide team comprised of administrators, teachers, parents, students and community members and ensures that all world language teachers and students have access to equipment, technology (including internet access) and up-to-date materials.	Budget planning for the world language program is accomplished by a school-wide team comprised of administrators, teachers, students and/or parents and/or ensures that most world language teachers and students have access to equipment, technology (including internet access) and up-to-date materials.	Budget planning for the world language program is accomplished by a school-wide team comprised of administrators, and teachers and/or ensures that some world language teachers and students have access to equipment, technology (including internet access) and up-to-date materials.	Budget planning for the world language program is not accomplished by a school-wide team comprised of administrators and/or ensures that only a few, if any, world language teachers and students have access to equipment, technology (including internet access) and up-to-date materials.

**Key instructional strategies include ...*

- Communicating almost exclusively in the target language, using the target language for classroom management as well as for instruction
- Avoiding the use of translation as a tool for clarifying meaning
- Providing many visuals and gestures to help students to clarify meaning and express understanding without using translation
- Providing learners with a variety of experiences to hear authentic language such as narration, description and explanations
- Providing learners with meaningful concrete experiences, making extensive use of visuals, props, and hands-on activities
- Presenting vocabulary in chunks and in context rather than isolated words or lists
- Planning and teaching around a theme or big idea, as suggested in the Delaware Recommended Curriculum
- Incorporating a cultural focus into daily lessons
- Using songs and rhymes to reinforce meaning and practice language.
- Using authentic texts, songs, games, stories, and rhymes in preference to translations whenever possible.

School Name: _____

Principal: _____

- Providing opportunities for students to use all three modes of communication (interpersonal, interpretive, presentational) in daily lessons
- Planning lessons to include a variety of activities, student groupings and types of interactions that will appeal to differing learner interests and learning styles
- Providing advanced organizers in daily lessons that help students focus on why they are learning the new content or skill
- Assessing learner progress frequently and regularly, using a variety of types of formative and summative assessments, with timely feedback
- Providing students with opportunities for routine self-assessment and reflection
- Promoting the appropriate use of technology as a tool for learning languages and communicating with peers around the world
- Validating student learning by displaying their work in the classroom

*** High quality professional development is a combination of focused, in-depth learning, practice, feedback, reflection, and expert support experiences designed to change participants' attitudes, insights, and/or perspectives; and ultimately results in improved professional practice. Effective professional development programs include ample opportunities for knowledge acquisition, skill mastery, descriptive feedback, and refinement of practice in the work setting. High quality professional development is a cohesive ongoing series of rigorous, data-driven and targeted, research-based, collaborative, supported and sustained, systemic opportunities that result in improved child and youth learning. High quality professional development is not one-day or short-term workshops, conferences, isolated learning activities with little or no follow-up support, or professional learning not associated with improving child and youth learning.*

Comments:

School Name: _____

Principal: _____

School Name: _____

Principal: _____

Indicators for Evaluating Delaware World Language Programs

Elementary School Form

Language Taught: _____

Program Type:

- Partial Immersion
- Dual-Language Immersion
- FLES (Foreign Language in the Elementary School)

Purpose: *To serve as a self-assessment tool in order to create rich dialogue about the quality of your school's world language program.*

Directions: *Highlight the area in the rubric under each program indicator that best describes the world language program in your school. You may wish to establish a team to compile the information needed. You may also add comments and explanations in the box provided at the end of the form.*

Program Indicator	Exemplary (4)	Satisfactory (3)	Developing (2)	Emerging (1)
1. Students Enrolled in a World Language Program	All students participate in a world language program	70% or more of all students participate in a world language program	50-69% of all students participate in a world language program	Less than 50% of total school enrollment is enrolled in a world language
2. Sequence of World Language Instruction	A K-5 (or 6) articulated program is offered	A sequence of at least five years of study ending in the 5 th (or 6 th) grade	A sequence of at least four years of study ending in the 5 th (or 6 th) grade	A sequence of three or fewer years of study ending in the 5 th (or 6 th) grade
3. Percentage of Students Reach Higher Levels of Proficiency	100% of students exiting the program perform at the Junior Novice High level or higher	At least 80% of students exiting the program perform at the Junior Novice High Level or higher	At least 60% of students exiting the program perform at the Junior Novice High Level or higher	Less than 60% of students exiting the program perform at the Junior Novice High Level or higher
4. Frequency and Duration of Instructional Time	150 minutes are dedicated to world language learning per week	90-120 minutes are dedicated to world language learning per week	60-90 minutes dedicated to world language learning per week	Fewer than 60 minutes are dedicated to world language learning per week

School Name: _____

Principal: _____

5. Articulated, standards-based, proficiency-oriented curriculum	Curriculum map outlines content and instructional strategies at all grade levels; thematic units developed for all grade levels	Curriculum map outlines content and instructional strategies at all levels; some thematic units developed for all grade levels	Curriculum map outlines content and instructional strategies at all grade levels; some thematic units developed for most grade levels	Curriculum map outlines content and instructional strategies at some grade levels; few or no thematic units developed for most grade levels
6. Key Instructional Practices*	All world language teachers follow key instructional practices as described 100% of the time.	All world language teachers follow key instructional practices as described 80% of the time.	All world language teachers follow key instructional practices as described 60% of the time.	All world language teachers follow key instructional practices as described 50% or less of the time.
7. Standards-based formative and summative assessments	Extensive evidence of standards-based, proficiency-oriented formative and summative assessments at all grade levels.	Extensive evidence of standards-based, proficiency-oriented formative and summative assessments at grade most levels—but definitely at pivotal grades.	Evidence of standards-based, proficiency-oriented formative and summative assessments at most grade levels.	Little or no evidence of standards-based, proficiency-oriented formative and summative assessments at any grade level.
8. Highly Qualified World Language Teaching Staff	All world language or bilingual immersion teachers are certified, highly qualified and have demonstrated at least advanced-low levels of proficiency on the ACTFL Proficiency Guidelines.	All world language or bilingual immersion teachers are certified and highly qualified.	Most world language or bilingual immersion teachers are certified and/or highly qualified.	Some world language or bilingual immersion teachers are certified and/or highly qualified.

School Name: _____

Principal: _____

9. World Language Professional Development	All World Language teachers participate in one type of high quality world language professional development** (i.e., cluster, mini-course, district or state sessions).	Most World Language teachers participate in one type of high quality world language professional development** (i.e., cluster, mini-course, district or state sessions).	Some World Language teachers participate in one type of high quality world language professional development** (i.e., cluster, mini-course, district or state sessions).	Few World Language teachers participate in high quality world language professional development** (i.e., cluster, mini-course, district or state sessions).
10. Membership and Participation in Professional Organizations	All World Language teachers belong to a national or state world language organization and participate in at least one sponsored program.	Most World Language teachers belong to a national or state world language organization and participate in at least one sponsored program.	Most World Language teachers belong to a national or state world language organization.	Some World Language teachers belong to a national or state world language organization.
11. World Language Learning Extends Beyond the Classroom	Teachers provide at least three different ways for students to connect to outside resources and provide practice outside of the classroom.	Teachers provide at least two different ways for student to connect to outside resources or provide practice outside of the classroom.	Teachers provide at least one way for students to connect to outside resources or provide practice outside of the classroom.	Teachers provide no ways for students to connect to outside resources or provide practice outside of the classroom.
12. School Resources for Program Support	Budget planning for the world language program is accomplished by a school-wide team comprised of administrators, teachers, parents,	Budget planning for the world language program is accomplished by a school-wide team comprised of administrators, teachers, students	Budget planning for the world language program is accomplished by a school-wide team comprised of administrators, and teachers and/or	Budget planning for the world language program is not accomplished by a school-wide team comprised of administrators and/or ensures that only a

School Name: _____

Principal: _____

	students and community members and ensures that all world language teachers and students have access to equipment, technology (including internet access) and up-to-date materials.	and/or parents and/or ensures that most world language teachers and students have access to equipment, technology (including internet access) and up-to-date materials.	ensures that some world language teachers and students have access to equipment, technology (including internet access) and up-to-date materials.	few, if any, world language teachers and students have access to equipment, technology (including internet access) and up-to-date materials.
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**Key instructional strategies include ...*

- Communicating almost exclusively in the target language, using the target language for classroom management as well as for instruction
- Avoiding the use of translation as a tool for clarifying meaning
- Providing many visuals and gestures to help students to clarify meaning and express understanding without using translation
- Providing learners with a variety of experiences to hear authentic language such as narration, description and explanations
- Providing learners with meaningful concrete experiences, making extensive use of visuals, props, and hands-on activities
- Presenting vocabulary in chunks and in context rather than isolated words or lists
- Planning and teaching around a theme or big idea, as suggested in the Delaware Recommended Curriculum
- Incorporating a cultural focus into daily lessons
- Using songs and rhymes to reinforce meaning and practice language.
- Using authentic texts, songs, games, stories, and rhymes in preference to translations whenever possible.
- Providing opportunities for students to use all three modes of communication (interpersonal, interpretive, presentational) in daily lessons
- Planning lessons to include a variety of activities, student groupings and types of interactions that will appeal to differing learner interests and learning styles
- Providing advanced organizers in daily lessons that help students focus on why they are learning the new content or skill
- Assessing learner progress frequently and regularly, using a variety of types of formative and summative assessments, with timely feedback
- Providing students with opportunities for routine self-assessment and reflection
- Promoting the appropriate use of technology as a tool for learning languages and communicating with peers around the world
- Validating student learning by displaying their work in the classroom
- Working closely with the classroom teachers to make sure the lessons enrich and enhance content from other areas
- Communicating regularly with parents

School Name: _____

Principal: _____

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Comments: