

Nebraska World Language Standards 2019

Implementation Stage 1 Resources: Model Program Assessment

Snapshot Statistics

What languages are offered at the following levels?

A: ASL

C: Chinese

F: French

G: German

J: Japanese

L: Latin

R: Russian

S: Spanish

O: Other

| | | | | | | | | | | | | | | | | | | | |
|----|---|---|---|---|---|---|---|---|---|----|---|---|---|---|---|---|---|---|---|
| pK | A | C | F | G | J | L | R | S | O | 6 | A | C | F | G | J | L | R | S | O |
| K | A | C | F | G | J | L | R | S | O | 7 | A | C | F | G | J | L | R | S | O |
| 1 | A | C | F | G | J | L | R | S | O | 8 | A | C | F | G | J | L | R | S | O |
| 2 | A | C | F | G | J | L | R | S | O | 9 | A | C | F | G | J | L | R | S | O |
| 3 | A | C | F | G | J | L | R | S | O | 10 | A | C | F | G | J | L | R | S | O |
| 4 | A | C | F | G | J | L | R | S | O | 11 | A | C | F | G | J | L | R | S | O |
| 5 | A | C | F | G | J | L | R | S | O | 12 | A | C | F | G | J | L | R | S | O |

How many students are enrolled in your language program?

Count the number of students enrolled in each language by grade or by level. For high school credit bearing courses, compute the percentage of the student body taking the course.

| | | | | | | | | | |
|-------------------|------------|------------|------------|------------|------------|----|------|----------|----------|
| Language | preK | 1 | 2 | 3 | 4 | 5 | 6 | 7 Exp | 8 Exp |
| | | | | | | | | | |
| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | AP | IB A | IB B | Other |
| | | | | | | | | | |
| % of student body | | | | | | | | | |
| Language | preK | 1 | 2 | 3 | 4 | 5 | 6 | 7 Exp | 8 Exp |
| | | | | | | | | | |
| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | AP | IB A | IB B | Other |
| | | | | | | | | | |
| % of student body | | | | | | | | | |
| Language | preK | 1 | 2 | 3 | 4 | 5 | 6 | 7 Exp | 8 Exp |
| | | | | | | | | | |
| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | AP | IB A | IB B | Other |
| | | | | | | | | | |
| % of student body | | | | | | | | | |

Student and Parent Perception Survey

Consider asking the following of students and parents:

Please share with us your perceptions of the world language program.

A: Agree N/A: No opinion D: Disagree

| Statement | A | N/A | D |
|---|----------|------------|----------|
| I/my student enjoyed studying world language. | | | |
| Sufficient time was allotted weekly at school for language learning. | | | |
| It was possible to study more than one language at a time. | | | |
| There was a sufficient variety of language options. | | | |
| There were sufficient opportunities to receive help outside of world language class if needed. | | | |
| This class was most important because of a personal interest. | | | |
| This class was most important because it is required for many colleges. | | | |
| This class was important because it provides a job skill. | | | |
| There was a clear emphasis on speaking the language in class. | | | |
| There was a clear emphasis on writing the language in class. | | | |
| There was a clear emphasis on reading the language in class. | | | |
| Students were encouraged to use and practice the language out of class. | | | |
| There were many opportunities to hear the language spoken. | | | |
| There were many opportunities to explore the culture of the language. | | | |
| There were many opportunities to discuss how language is learned. | | | |
| The students had a clearly defined responsibility for learning with resources such as self-evaluations or goal setting. | | | |
| The course resources (texts, readers, videos, etc.) were current and effective. | | | |

Why did this student take this language course?

What are the most common choices for post-secondary planning for your school/district?

How do students engage in the language/language study after your program?

Evaluating the Curriculum

When was the curriculum last updated?

Who was on that team?

What resources are being used for instruction?

Texts:

Videos:

Displays:

Supplemental Materials:

Other:

Does the curriculum document include:

An established goal for language proficiency at the end of each course?

Understandings of overarching concepts?

Expectations of what students will be able to do?

Essential questions or "Can" statements?

Performance tasks that require a melioration of skills?

A scope and sequence?

What are areas of strength in the curriculum?

What are areas of weakness in the curriculum?

Evaluating Instruction

| To what extent... | Not at all | Somewhat | Greatly |
|--|------------|----------|---------|
| Is the classroom student-centered and focuses on meaningful communication? | | | |
| Is the target language the sole medium of instruction? | | | |
| Are authentic texts or other materials used? | | | |
| Do students use the language to reinforce their knowledge from other disciplines/subjects? | | | |
| Do students write in the language? | | | |
| Do students read in the language? | | | |
| Do students reflect on the cultural background of the language? | | | |
| Do students self-assess their language competencies and cultural interactions? | | | |
| Is language competency measured by performance-based tasks? | | | |

References

“What Should I Look For In An Effective World Language Classroom?”

Administrator Walk-Through Worksheet

Georgia Department of Education

<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Documents/1AdministratorsWalkThroughofWLClassrooms.pdf>

“World Language Program Evaluation Secondary Level (6-12)”

District Evaluation Results compiled by Cheryl Dyer, 2003

Bernards Township Public Schools, New Jersey

http://www.bernardsboe.com/UserFiles/Servers/Server_3096886/File/www.bernardsboe.com/departments/curriculum_instruction/world_languages/World%20Language%206-12%20Program%20Eval.pdf