Instructional Guide to Observation & Feedback	
DOMAIN 3: INSTRUCTION	**WORLD LANGUAGES (MODERN LANGUAGES)**

3b. USING QUESTIONING/PROMPTS AND DISCUSSION: Student Participation, Quality of /language/questions/prompts, Discussion techniques
LOOK FORS depend on proficiency level of students (see Introduction to Louisiana World Language Content Standards)

Class should be conducted in the target language as much as possible. Comprehension, speaking, and writing in another language is *a higher order thinking skill.*

Novice Level Look Fors:

- Students actively listen and interpret aural and oral text.
- Students speak in memorized words and phrases.

Intermediate Level Look Fors:

- Students actively listen and interpret aural and oral text.
- Students speak in sentences.
- Students create with language.
- Students use the present tense in their speaking and writing.

Advanced Level Look Fors:

- Students actively listen and interpret aural and oral text.
- Students speak in paragraph length discourse.
- Students express and defend personal opinions.
- Students use multiple tenses in their speaking and writing.

Modern Language E-WL Programs ≥90 minutes/week and/or and 50 minutes daily				Modern Language High School Exit Proficiency Expectations for Alphabetic Languages					
Proficiency Assessment	End of 2nd Grade	End of 5th grade	End of 8th grade	Level and Total Hours	Level I or 133-150 hours	Level II or 266-300 hours	Level III or 399-450 hours	Level IV or 532-600 hours	Level V or 667-750 hours
MODE & SKILL				MODE and SKILL					
INTERPERSONAL *Person –to-Person*	Novice Low-Mid	Novice Mid-High	Intermediate Low	INTERPERSONAL *Person – to – Person*	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate Mid
INTERPRETIVE *Listening*	Novice Mid	Novice High	Intermediate Low	INTERPRETIVE *Listening*	Novice High	Novice High	Intermediate Low	Intermediate Mid	Intermediate High
INTERPRETIVE *Reading*	Novice Low-Mid	Novice Mid-High	Novice High	INTERPRETIVE *Reading*	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High
PRESENTATIONAL *Speaking*	Novice Low-Mid	Novice Mid-High	Intermediate Low	PRESENTATIONAL *Speaking*	Novice Mid	Novice High	Novice High	Intermediate Low	Intermediate Mid
PRESENTATIONAL *Writing*	Novice Low-Mid	Novice Mid-High	Novice High	PRESENTATIONAL *Writing*	Novice Mid	Novice High	Novice High	Intermediate Low	Intermediate Mid

Evidence:

3c. ENGAGING STUDENTS IN LEARNING: Activities & Assignments, Grouping of students, Instructional materials, Structure & Pacing
LOOK FORS depend on proficiency level of students (see Introduction to Louisiana World Language Content Standards)

Appropriate scaffolding/design of tasks and activities helps to illuminate text meaning and enhance comprehension and speaking skills. *Texts may be oral or written.*
Novice Level Look Fors:
- Students actively listen and interpret aural and written text by using gestures, responding to aural cues, play games like Simon Says
- Students participate in choral reading or choral drawing activities
- Students work in pairs to maximize their own use of the language
- Students write words they have already learned how to say.
- Students learn about language communities near and far.

Intermediate Level Look Fors:
- Students actively listen and interpret aural and oral text.
- Students demonstrate understanding of main ideas and details found in authentic written and aural texts.
- Students work in pairs to maximize their own use of the language
- Students are encouraged to persevere. Students in the intermediate proficiency stage tend to make a lot of mistakes.
- Students begin to communicate with language communities near and abroad.

Advanced Level Look Fors:
- Students actively listen and interpret aural and oral text.
- Students interact with others with a fair amount of fluency.
- Students participate in lengthy conversations about social and academic situations on familiar and unfamiliar topics
- Students work in pairs and small groups to maximize their own use of the language
- Students communicate with language communities near and abroad.

Evidence:

3d. USING ASSESSMENT IN INSTRUCTION: Assessment criteria, Monitoring student learning, Feedback, & Student self-assessment/monitoring of progress
LOOK FORS
Students communicate (listen, speak, read, and write) at their proficiency level with opportunities for error at higher levels Students act on teacher and peer feedback to improve communication. Feedback advances communication skills (listening, speaking, reading, writing, and cultural competence) on proficiency level with opportunities for error at higher levels.
Evidence:

FEEDBACK & NEXT STEPS	
INITIAL QUESTIONS	**NOTES**
What was the intended outcome and how does it align to the development of language learning/acquisition?	
During this lesson, did you gather evidence of student progress toward communicating in the target language? Explain.	

INSTRUCTIONAL FEEDBACK QUESTIONS		
3b. USING QUESTIONING/PROMPTS AND DISCUSSION		
Feedback Questions	**NEXT STEPS**	
	Resources to support	**Additional next steps**

3c. ENGAGING STUDENTS IN LEARNING		
Feedback Questions	**NEXT STEPS**	
	Resources to support	Additional next steps

3d. USING ASSESSMENT IN INSTRUCTION		
Feedback Questions	**NEXT STEPS**	
	Resources to support	Additional next steps

Appendix A: Instructional Observation & Feedback Resources   **World Languages (Modern Languages)**

3b. USING QUESTIONING/PROMPTS AND DISCUSSION: Quality of questions/prompts, Discussion techniques, Student Participation			
KEY TOPICS	**Resources (Videos, lessons, etc.)**		
	Novice	**Intermediate**	**Advanced**
Class in the target language	**Professional Library** Languages and Learners: Making the Match ACTFL Keys: Planning and Learning Teacher's Handbook **Lessons** Louisiana WL Standards Introduction Louisiana WL Standards: Modern Languages **Strategies** 90% Target Language in the Classroom CARLA: Using Comprehensible Input **Videos** Annenberg Learner: Comprehensible Input Mapping Planet Earth: French Food Facts and Stories: Spanish	**Professional Library** Languages and Learners: Making the Match ACTFL Keys: Planning and Learning Teacher's Handbook **Lessons** Louisiana WL Standards Introduction Louisiana WL Standards: Modern Languages **Strategies** STARTALK: Using the Target Language 90% CARLA: Meaningful Input **Videos** Annenberg Learner: Comprehensible Input Daily Routines: Japanese Creating Travel Advice: Spanish	**Professional Library** ACTFL Keys: Planning and Learning Teacher's Handbook **Lessons** Louisiana WL Standards Introduction Louisiana WL Standards: Modern Languages **Strategies** 90% Target Language in the Classroom TELL Project: Using the Target Language **Videos** Annenberg Learner: Discussions Performing With Confidence: French Exploring New Directions: Chinese
3c. ENGAGING STUDENTS IN LEARNING: Activities & Assignments, Grouping of students, Instructional materials, Structure & Pacing			
KEY TOPICS	**Resources (Videos, lessons, etc.)**		
	Novice	**Intermediate**	**Advanced**
Appropriate scaffolding/ design of tasks and activities	**Professional Library** Languages and Learners: Making the Match ACTFL Keys: Planning and Learning Teacher's Handbook **Lessons** Louisiana WL Standards Introduction Louisiana WL Standards: Modern Languages 21st Century Sills Map	**Professional Library** Languages and Learners: Making the Match ACTFL Keys: Planning and Learning Teacher's Handbook **Lessons** Louisiana WL Standards Introduction Louisiana WL Standards: Modern Languages 21st Century Sills Map	**Professional Library** ACTFL Keys: Planning and Learning Teacher's Handbook **Lessons** Louisiana WL Standards Introduction Louisiana WL Standards: Modern Languages 21st Century Sills Map

	Novice	Intermediate	Advanced
	Strategies CARLA: Scaffolding **Assessment** LinguaFolio Junior **Videos** ACTFL Proficiency Guidelines: ENGLISH FRENCH SPANISH GERMAN CHINESE ARABIC Annenberg Learner: Scaffolding Sports in Action: German Hearing Authentic Voices: Spanish	**Strategies** CARLA: Content Based Instruction **Assessment** LinguaFolio **Videos** ACTFL Proficiency Guidelines: ENGLISH FRENCH SPANISH GERMAN CHINESE ARABIC Annenberg Learner: Scaffolding Promoting Attractions of Japan: Japanese Interpreting Picasso's Guernica: Spanish	**Strategies** ACTFL Performance for Language Learners **Assessment** LinguaFolio **Videos** ACTFL Proficiency Guidelines: ENGLISH FRENCH SPANISH GERMAN CHINESE ARABIC Annenberg Learner: Engaging Students A Cajun Folktale and Zydeco: French Interpreting La Belle et La Bête: French

3d. USING ASSESSMENT IN INSTRUCTION: Assessment criteria, Monitoring student learning, Feedback, & Student self-assessment/monitoring of progress

KEY TOPICS	Resources (Videos, lessons, etc.)		
	Novice	**Intermediate**	**Advanced**
Feedback to advance student communication skills (listening, speaking, reading, writing, and cultural competence)	**Professional Library** Languages and Learners: Making the Match ACTFL Keys: Assessing Language Performance ACTFL Keys: Implementing Integrated Performance Assessment Teacher's Handbook **Lessons** Louisiana WL Standards Introduction Louisiana WL Standards: Modern Languages NCSSFL-ACTFL Can-Do Statements: Performance Indicators for Language Learners **Strategies** CARLA: Feedback ACTFL: Developing & Assessing Performance	**Professional Library** Languages and Learners: Making the Match ACTFL Keys: Assessing Language Performance ACTFL Keys: Implementing Integrated Performance Assessment Teacher's Handbook **Lessons** Louisiana WL Standards Introduction Louisiana WL Standards: Modern Languages NCSSFL-ACTFL Can-Do Statements: Performance Indicators for Language Learners **Strategies** Calico: Effective Feedback TELL: Checking for Understanding	**Professional Library** ACTFL Keys: Assessing Language Performance ACTFL Keys: Implementing Integrated Performance Assessment Teacher's Handbook **Lessons** Louisiana WL Standards Introduction Louisiana WL Standards: Modern Languages NCSSFL-ACTFL Can-Do Statements: Performance Indicators for Language Learners **Strategies** Calico: Integrated Performance Assessment ACTFL: Developing & Assessing Performance

	Assessment	Assessment	Assessment
	AAPPL: ACTFL Assessment of Performance Avant STAMP 4s Sample Test DELF / DELE **Videos** Annenberg Learner: Communication Fruits of the Americas: Spanish	AAPPL: ACTFL Assessment of Performance Avant STAMP 4s Sample Test DELF / DELE **Videos** Annenberg Learner: Negotiating Meaning Routes to Culture: Spanish	DALF / DELE College Board Advanced Placement: AP Chinese, AP French, AP German, AP Italian, AP Japanese, AP Spanish **Videos** Annenberg Learner: Authentic Materials Politics of Art: Spanish

Recommended professional library for world language teachers

Adair-Hauck, Bonnie, Eileen W. Glisan, and Francis J. Troyan. *Implementing Integrated Performance Assessment*. Alexandria, VA: American Council on the Teaching of Foreign Languages, 2013. Print.

Clementi, Donna, and Laura Terrill. *The Keys to Planning for Learning: Effective Curriculum, Unit, and Lesson Design*. Alexandria, VA: American Council on the Teaching of Foreign Languages, 2013. Print.

Curtain, Helena Anderson., and Carol Ann. Dahlberg. *Languages and Learners: Making the Match: World Language Instruction in K-8 Classrooms and beyond*. N.p.: Pearson, 2015. Print.

Sandrock, Paul. *Keys to Assessing Language Performance*. S.l.: American Council On The Teaching of Foreign Languages, 2014. Print.

Shrum, Judith L., and Eileen W. Glisan. *Teacher's Handbook: Contextualized Language Instruction*. N.p.: Cengage Learning, 2015. Print.