



Administrator Reference Guide

Revised New York State Learning Standards for World Languages

Part 3 of 3: Interpreting Standards-Based World Language Teaching (Modern Languages – NYSUT Correlations)

Observing Standards-Based World Language Teaching

When world language teachers implement the [Revised New York State \(NYS\) Learning Standards for World Languages](#), their teaching differs in important ways from other content-area teaching. (This contrast is presented in [Part 2 of 3 of the Administrator Reference Guide](#).) As a result, what can be observed in standards-based world language teaching may not be easily associated with Annual Professional Performance Review (APPR) rubric criteria that more explicitly reflect elements of other content area teaching. This World Language Observation Guide makes visible those elements of standards-based world language teaching that are unlike other content-area teaching, supports administrators to interpret them, and identifies suggested—but not exclusive—correlations to commonly-used [NYS-approved APPR rubrics](#). The World Language Observation Guide is not an evaluation instrument.

Purposes for Using the World Language Observation Guide

Some purposes for which world language and other administrators might use the World Language Observation Guide include:

- ✓ To become familiar with the unique features of standards-based world language teaching;
- ✓ To provide informed support and professional learning opportunities for world language departments and teachers as they implement the revised learning standards; and
- ✓ To inform pre-conferences, observations, and post-conferences with world language teachers.

World language educators may also find this guide useful as they plan standards-based lessons, prepare for observations, carry out peer observations, and reflect on and self-assess their own teaching.

The World Language Observation Guide

The World Language Observation Guide, organized in two charts, presents all elements that may occur over the span of multiple lessons and units. The first chart identifies elements that may be found in a standards-based world language lesson plan. The second identifies elements that may be observed in a standards-based world language lesson. Although there is space for noting whether the element is observed, users will likely only observe some of the elements in any single lesson plan or lesson.

Just as elements in the World Language Observation Guide are specific to standards-based world language teaching, so are some terms used in the guide. Here is an alphabetical listing of those key terms:

- ✓ **Authentic Resource:** Material created by native speakers of the target language for native speakers of the target language for a real-world purpose
- ✓ **Can-Do Statement:** Student-facing learning target worded “*I can + language function + context*”
- ✓ **Context:** The settings or circumstances that motivate and inform target language communication
- ✓ **Language Function:** The communicative purpose for which students use the target language
- ✓ **Mode:** Contextualized, purposeful approach to communication categorized as Interpretive, Interpersonal, or Presentational
- ✓ **Performance:** What students can do with the target language in rehearsed situations
- ✓ **Proficiency:** What students can do with the target language in non-rehearsed, real-world situations
- ✓ **Task:** Opportunity for students to purposefully communicate in the target language

World Language Lesson Plan Observation Guide

For correlations between Observable Lesson Plan Elements and NYSUT 2014 APPR Rubric, see [Appendix A](#).

For correlations between NYSUT 2014 APPR Rubric and Observable Lesson Plan Elements, see [Appendix B](#).

Item #*	Observed?	Observable Lesson Plan Elements (Note: Not all elements listed below will be observed in all lesson plans.)
1.		Lesson plan is part of a meaning-based unit that reflects the NYS WL Themes and Topics .
2.		Lesson plan includes Can-Do Statements aligned with the NYS WL Learning Standards for Communication in the Interpretive, Interpersonal, and/or Presentational Modes.
3.		Lesson plan includes Can-Do Statements aligned with NYS WL Learning Standards for Culture , including Relating Cultural Practices and Products to Perspectives and Cultural Comparisons.
4.		Each Can-Do Statement specifies a language function and a meaningful context .
5.		Acceptable evidence for demonstrating each of the Can-Do Statements is stated in terms of performance tasks .
6.		Learning tasks are appropriate to the proficiency target as defined in the NYS WL Proficiency Ranges and Performance Indicators for Category 1-2 languages or Category 3-4 languages .
7.		Authentic resources are used for Interpretive mode (input-based) learning tasks.
8.		Interpersonal and Presentational mode (output-based) learning tasks follow from Interpretive mode learning tasks (which may have taken place in a previous lesson).
9.		Tasks for engaging students with cultural practices, products, and perspectives and cultural comparisons promote inquiry and use of the target language .
10.		Instructional strategies for vocabulary and/or grammar learning are contextualized and connected to a communicative purpose .

*Items are numbered for ease of reference. Numbers serve no other purpose.

Observation Notes:

World Language Lesson Observation Guide

For correlations between Observable Lesson Elements and NYSUT 2014 APPR Rubric, see [Appendix C](#).

For correlations between NYSUT 2014 APPR Rubric and Observable Lesson Elements, see [Appendix D](#).

Item #*	Observed?	Observable Lesson Elements (Note: Not all elements listed below will be observed in all lessons.)
		The Teacher...
1.		Displays and draws students' attention to the Can-Do Statements .
2.		Conducts the lesson and interacts with students predominantly in the target language .
3.		Uses verbal strategies (e.g., repetition, deliberate pace, pauses, synonyms) and non-verbal strategies (e.g., gestures, visuals, objects) to facilitate target language comprehension ; regularly checks for student comprehension .
4.		Uses strategies that contextualize vocabulary learning.
5.		Prepares students to interpret an authentic resource (e.g., builds vocabulary knowledge, builds cultural background knowledge, establishes purpose, models comprehension strategies).
6.		Makes unsimplified authentic resources accessible to students through instructional choices (e.g., chunking, pausing, repeated listening or viewing of the authentic resource).
7.		Provides students with tools and supports for making meaning of the authentic resource (e.g., questions, prompts, graphic organizer, time).
8.		Engages students in Interpretive tasks appropriate to the proficiency target and the authentic resource type.
9.		Engages students in Interpersonal tasks to meaningfully interact and negotiate meaning with one another.
10.		Engages students in Presentational tasks to express personal meaning to an audience.
11.		Provides students with tools and support for expressing meaning (e.g., functional chunks, gambits, word wall, chat mat) and extending discourse (e.g., rejoinders, sentence starters and frames).
12.		Uses strategies that contextualize grammar and connect it to a communicative purpose .
13.		Engages students in inquiry into cultural practices, products, and perspectives . Students carry out the inquiry using the target language .
14.		Engages students in making cultural comparisons . Students make the cultural comparisons using the target language .
15.		Prompts student reflection on learning and self-assessment using the Can-Do Statements.
*Items are numbered for ease of reference. Numbers serve no other purpose.		
Notes:		

Appendix A

World Language Lesson Plan Observation Guide with Suggested Correlations to NYSUT (2014)

Item #	Observable Lesson Plan Elements	NYSUT (2014) Standard, Element, and Indicator
1.	Lesson plan is part of a meaning-based unit that reflects the NYS WL Themes and Topics .	II.1.A II. Knowledge of Content and Instructional Planning <ul style="list-style-type: none"> • 1. Teachers demonstrate knowledge of the content they teach, including relationships among central concepts, tools of inquiry, structures and current developments within their discipline(s). <ul style="list-style-type: none"> ○ <i>A. Understands key discipline concepts, themes, learning standards and key disciplinary language.</i>
2.	Lesson plan includes Can-Do Statements aligned with the NYS WL Learning Standards for Communication in the Interpretive, Interpersonal, and/or Presentational Modes.	II.4.A II. Knowledge of Content and Instructional Planning <ul style="list-style-type: none"> • 4. Teachers establish goals and expectations for all students that are aligned with learning standards, allow for multiple pathways to achievement. <ul style="list-style-type: none"> ○ <i>A. Articulates learning objectives/goals with learning standards.</i>
3.	Lesson plan includes Can-Do Statements aligned with NYS WL Learning Standards for Culture , including Relating Cultural Practices and Products to Perspectives and Cultural Comparisons.	II.4.A II. Knowledge of Content and Instructional Planning <ul style="list-style-type: none"> • 4. Teachers establish goals and expectations for all students that are aligned with learning standards, allow for multiple pathways to achievement. <ul style="list-style-type: none"> ○ <i>A. Articulates learning objectives/goals with learning standards.</i>
4.	Each Can-Do Statement specifies a language function and a meaningful context .	II.4.A II. Knowledge of Content and Instructional Planning <ul style="list-style-type: none"> • 4. Teachers establish goals and expectations for all students that are aligned with learning standards, allow for multiple pathways to achievement. <ul style="list-style-type: none"> ○ <i>A. Articulates learning objectives/goals with learning standards.</i>
5.	Acceptable evidence for demonstrating each of the Can-Do Statements is stated in terms of performance tasks .	V.5.A V. Assessment for Student Learning <ul style="list-style-type: none"> • 5. Teachers prepare students to understand the format and directions of assessments used and the criteria by which the students will be evaluated. <ul style="list-style-type: none"> ○ <i>A. Communicates purposes and criteria.</i>

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World Language Lesson Plan Observation Guide with Suggested Correlations to NYSUT (2014)

Item #	Observable Lesson Plan Elements	NYSUT (2014) Standard, Element, and Indicator
6.	Learning tasks are appropriate to the proficiency target as defined in the NYS WL Proficiency Ranges and Performance Indicators for Category 1-2 languages or Category 3-4 languages .	<p>I.2.A I: Knowledge of Students and Student Learning</p> <ul style="list-style-type: none"> • 2. Teachers demonstrate research-based knowledge of learning and language acquisition and processes. <ul style="list-style-type: none"> ○ A. <i>Uses strategies to support learning and language acquisition.</i> <p>AND</p> <p>II.5.B II: Knowledge of Content and Instructional Planning</p> <ul style="list-style-type: none"> • 5. Teachers design relevant instruction that connects students' prior understanding and experiences to new knowledge. <ul style="list-style-type: none"> ○ B. <i>Designs learning experiences using prior knowledge.</i>
7.	Authentic resources are used for Interpretive mode (input-based) learning tasks.	<p>II.6.B II: Knowledge of Content and Instructional Planning</p> <ul style="list-style-type: none"> • 6. Teachers evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals. <ul style="list-style-type: none"> ○ B. <i>Selects materials and resources.</i>
8.	Interpersonal and Presentational mode (output-based) learning tasks follow from Interpretive mode learning tasks (which may have taken place in a previous lesson).	<p>II.5.B II: Knowledge of Content and Instructional Planning</p> <ul style="list-style-type: none"> • 5. Teachers design relevant instruction that connects students' prior understanding and experiences to new knowledge. <ul style="list-style-type: none"> ○ B. <i>Designs learning experiences using prior knowledge.</i>
9.	Tasks for engaging students with cultural practices, products, and perspectives and cultural comparisons promote inquiry and use of the target language .	<p>II.3.A II: Knowledge of Content and Instructional Planning</p> <ul style="list-style-type: none"> • 3. Teachers use a broad range of instructional strategies to make subject matter accessible. <ul style="list-style-type: none"> ○ A. <i>Designs self-directed learning experiences.</i>
10.	Instructional strategies for vocabulary and/or grammar learning are contextualized and connected to a communicative purpose .	<p>II.1.B II: Knowledge of Content and Instructional Planning</p> <ul style="list-style-type: none"> • 1: Teachers demonstrate knowledge of the content they teach, including relationships among central concepts, tools of inquiry, structures and current developments within their discipline(s). <ul style="list-style-type: none"> ○ B: <i>Uses developments in pedagogy and content.</i>

Appendix B

Suggested Correlations for NYSUT (2014) with the WL Lesson Plan Observation Guide

NYSUT (2014) Standard, Element, and Indicator	Observable Lesson Plan Elements
Standard I: Knowledge of Students and Student Learning	
2.A <ul style="list-style-type: none"> • 2. Teachers demonstrate research-based knowledge of learning and language acquisition and processes. <ul style="list-style-type: none"> ○ A. <i>Uses strategies to support learning and language acquisition.</i> 	Item 6. Learning tasks are appropriate to the proficiency target as defined in the NYS WL Proficiency Ranges and Performance Indicators for Category 1-2 languages or Category 3-4 languages .
Standard II: Knowledge of Content and Instructional Planning	
1.A <ul style="list-style-type: none"> • 1. Teachers demonstrate knowledge of the content they teach, including relationships among central concepts, tools of inquiry, structures and current developments within their discipline(s). <ul style="list-style-type: none"> ○ A. <i>Understands key discipline concepts, themes, learning standards and key disciplinary language.</i> 	Item 1. Lesson plan is part of a meaning-based unit that reflects the NYS WL Themes and Topics .
1.B <ul style="list-style-type: none"> • 1: Teachers demonstrate knowledge of the content they teach, including relationships among central concepts, tools of inquiry, structures and current developments within their discipline(s). <ul style="list-style-type: none"> ○ B: <i>Uses developments in pedagogy and content.</i> 	Item 10. Instructional strategies for vocabulary and/or grammar learning are contextualized and connected to a communicative purpose .
3.A <ul style="list-style-type: none"> • 3. Teachers use a broad range of instructional strategies to make subject matter accessible. <ul style="list-style-type: none"> ○ A. <i>Designs self-directed learning experiences.</i> 	Item 9. Tasks for engaging students with cultural practices, products, and perspectives and cultural comparisons promote inquiry and use of the target language .
4.A <ul style="list-style-type: none"> • 4. Teachers establish goals and expectations for all students that are aligned with learning standards, allow for multiple pathways to achievement. <ul style="list-style-type: none"> ○ A. <i>Articulates learning objectives/goals with learning standards.</i> 	Item 2. Lesson plan includes Can-Do Statements aligned with the NYS WL Learning Standards for Communication in the Interpretive, Interpersonal, and/or Presentational Modes.
	Item 3. Lesson plan includes Can-Do Statements aligned with NYS WL Learning Standards for Culture , including Relating Cultural Practices and Products to Perspectives and Cultural Comparisons.
	Item 4. Each Can-Do Statement specifies a language function and a meaningful context .

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Suggested Correlations for NYSUT (2014) with the WL Lesson Plan Observation Guide

NYSUT (2014) Standard, Element, and Indicator	Observable Lesson Plan Elements
Standard II: Knowledge of Content and Instructional Planning	
5.B <ul style="list-style-type: none"> • 5. Teachers design relevant instruction that connects students' prior understanding and experiences to new knowledge. <ul style="list-style-type: none"> ○ <i>B. Designs learning experiences using prior knowledge.</i> 	Item 8. Interpersonal and Presentational mode (output-based) learning tasks follow from Interpretive mode learning tasks (which may have taken place in a previous lesson).
6.B <ul style="list-style-type: none"> • 6. Teachers evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals. <ul style="list-style-type: none"> ○ <i>B. Selects materials and resources.</i> 	Item 7. Authentic resources are used for Interpretive mode (input-based) learning tasks.
Standard V: Assessment for Student Learning	
5.A <ul style="list-style-type: none"> • 5. Teachers prepare students to understand the format and directions of assessments used and the criteria by which the students will be evaluated. <ul style="list-style-type: none"> ○ <i>A. Communicates purposes and criteria.</i> 	Item 5. Acceptable evidence for demonstrating each of the Can-Do Statements is stated in terms of performance tasks .

Appendix C

World Language Lesson Observation Guide with Suggested Correlations to NYSUT (2014)

Item #	Observable Lesson Elements	NYSUT (2014) Standard, Element, and Indicator
1.	Displays and draws students' attention to the Can-Do Statements .	III.1.A III: Instructional Practice <ul style="list-style-type: none"> • 1. Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning. <ul style="list-style-type: none"> ○ A. <i>Aligns instruction to standards.</i>
2.	Conducts the lesson and interacts with students predominantly in the target language .	III.1.B III: Instructional Practice <ul style="list-style-type: none"> • 1. Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning. <ul style="list-style-type: none"> ○ B. <i>Engages students.</i>
3.	Uses verbal strategies (e.g., repetition, deliberate pace, pauses, synonyms) and non-verbal strategies (e.g., gestures, visuals, objects) to facilitate target language comprehension ; regularly checks for student comprehension .	III.2.D III: Instructional Practice <ul style="list-style-type: none"> • 2. Teachers communicate clearly and accurately with students to maximize their understanding and learning. <ul style="list-style-type: none"> ○ D. <i>Communicates content.</i> AND III.6.A III: Instructional Practice <ul style="list-style-type: none"> • 6. Teachers monitor and assess student progress, seek and provide feedback, and adapt instruction to student needs. <ul style="list-style-type: none"> ○ A. <i>Uses formative assessment to monitor and adjust pacing.</i>
4.	Uses strategies that contextualize vocabulary learning.	III.1.B III: Instructional Practice <ul style="list-style-type: none"> • 1. Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning. <ul style="list-style-type: none"> ○ B. <i>Engages students.</i>

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World Language Lesson Observation Guide with Suggested Correlations to NYSUT (2014)

Item #	Observable Lesson Elements	NYSUT (2014) Standard, Element, and Indicator
5.	Prepares students to interpret an authentic resource (e.g., builds vocabulary knowledge, builds cultural background knowledge, establishes purpose, models comprehension strategies).	III.1.B III: Instructional Practice <ul style="list-style-type: none"> ● 1. Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning. <ul style="list-style-type: none"> ○ B. Engages students.
6.	Makes unsimplified authentic resources accessible to students through instructional choices (e.g., chunking, pausing, repeated listening or viewing of the authentic resource).	III.3.B III: Instructional Practice <ul style="list-style-type: none"> ● 3. Teachers set high expectations and create challenging learning experiences for students. <ul style="list-style-type: none"> ○ B. Implements challenging learning experiences.
7.	Provides students with tools and supports for making meaning of the authentic resource (e.g., questions, prompts, graphic organizer, time).	III.3.B III: Instructional Practice <ul style="list-style-type: none"> ● 3. Teachers set high expectations and create challenging learning experiences for students. <ul style="list-style-type: none"> ○ B. Implements challenging learning experiences.
8.	Engages students in Interpretive tasks appropriate to the proficiency target and the authentic resource type.	III.1.B III: Instructional Practice <ul style="list-style-type: none"> ● 1. Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning. <ul style="list-style-type: none"> ○ B. Engages students.
9.	Engages students in Interpersonal tasks to meaningfully interact and negotiate meaning with one another.	III.1.B III: Instructional Practice <ul style="list-style-type: none"> ● 1. Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning. <ul style="list-style-type: none"> ○ B. Engages students.

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World Language Lesson Observation Guide with Suggested Correlations to NYSUT (2014)

Item #	Observable Lesson Elements	NYSUT (2014) Standard, Element, and Indicator
10.	Engages students in Presentational tasks to express personal meaning to an audience.	III.5.A <ul style="list-style-type: none"> • 5. Teachers engage students in the development of multi-disciplinary skills, such as communication, collaboration, critical thinking, and use of technology. <ul style="list-style-type: none"> ○ A. <i>Provides synthesis, critical thinking, problem-solving and opportunities for collaboration.</i>
11.	Provides students with tools and support for expressing meaning (e.g., functional chunks, gambits, word wall, chat mat) and extending discourse (e.g., rejoinders, sentence starters and frames).	III.3.B III. Instructional Practice <ul style="list-style-type: none"> • 3. Teachers set high expectations and create challenging learning experiences for students. <ul style="list-style-type: none"> ○ B. <i>Implements challenging learning experiences.</i>
12.	Uses strategies that contextualize grammar and connect it to a communicative purpose .	III.1.B III: Instructional Practice <ul style="list-style-type: none"> • 1. Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning. <ul style="list-style-type: none"> ○ B. <i>Engages students.</i>
13.	Engages students in inquiry into cultural practices, products, and perspectives . Students carry out the inquiry using the target language .	III.2.B III. Instructional Practice <ul style="list-style-type: none"> • 2. Teachers communicate clearly and accurately with students to maximize their understanding and learning. <ul style="list-style-type: none"> ○ B. <i>Uses questioning techniques to engage students.</i> <p>AND</p> III.5.A <ul style="list-style-type: none"> • 5. Teachers engage students in the development of multi-disciplinary skills, such as communication, collaboration, critical thinking, and use of technology. <ul style="list-style-type: none"> ○ A. <i>Provides synthesis, critical thinking, problem-solving and opportunities for collaboration.</i>

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World Language Lesson Observation Guide with Suggested Correlations to NYSUT (2014)

Item #	Observable Lesson Elements	NYSUT (2014) Standard, Element, and Indicator
14.	Engages students in making cultural comparisons . Students make the cultural comparisons using the target language .	<p>III.5.A</p> <ul style="list-style-type: none"> • 5. Teachers engage students in the development of multi-disciplinary skills, such as communication, collaboration, critical thinking, and use of technology. <ul style="list-style-type: none"> ○ A. <i>Provides synthesis, critical thinking, problem-solving and opportunities for collaboration.</i>
15.	Prompts student reflection on learning and self-assessment using the Can-Do Statements.	<p>V.2.B</p> <p>V. Assessment for Student Learning</p> <ul style="list-style-type: none"> • 2. Teachers understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction. <ul style="list-style-type: none"> ○ B. <i>Engages students in self-assessment.</i>

Appendix D

Suggested Correlations for NYSUT (2014) with the WL Lesson Observation Guide

NYSUT (2014) Standard, Element, and Indicator	Observable Lesson Elements
Standard III: Instructional Practice	
1.A <ul style="list-style-type: none"> • 1. Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning. <ul style="list-style-type: none"> ○ <i>A. Aligns instruction to standards.</i> 	Item 1. Displays and draws students' attention to the Can-Do Statements .
1.B <ul style="list-style-type: none"> • 1. Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning. <ul style="list-style-type: none"> ○ <i>B. Engages students.</i> 	Item 2. Conducts the lesson and interacts with students predominantly in the target language .
	Item 4. Uses strategies that contextualize vocabulary learning.
	Item 5. Prepares students to interpret an authentic resource (e.g., builds vocabulary knowledge, builds cultural background knowledge, establishes purpose, models comprehension strategies).
	Item 8. Engages students in Interpretive tasks appropriate to the proficiency target and the authentic resource type.
	Item 9. Engages students in Interpersonal tasks to meaningfully interact and negotiate meaning with one another.
Item 12. Uses strategies that contextualize grammar and connect it to a communicative purpose .	
2.B <ul style="list-style-type: none"> • 2. Teachers communicate clearly and accurately with students to maximize their understanding and learning. <ul style="list-style-type: none"> ○ <i>B. Uses questioning techniques to engage students.</i> 	Item 13. Engages students in inquiry into cultural practices, products, and perspectives . Students carry out the inquiry using the target language .
2.D <ul style="list-style-type: none"> • 2. Teachers communicate clearly and accurately with students to maximize their understanding and learning. <ul style="list-style-type: none"> ○ <i>D. Communicates content.</i> 	Item 3. Uses verbal strategies (e.g., repetition, deliberate pace, pauses, synonyms) and non-verbal strategies (e.g., gestures, visuals, objects) to facilitate target language comprehension ; regularly checks for student comprehension .

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Suggested Correlations for NYSUT (2014) with the WL Lesson Observation Guide

NYSUT (2014) Standard, Element, and Indicator	Observable Lesson Elements
Standard III: Instructional Practice	
<p>3.B</p> <ul style="list-style-type: none"> • 3. Teachers set high expectations and create challenging learning experiences for students. <ul style="list-style-type: none"> ○ <i>B. Implements challenging learning experiences.</i> 	<p>Item 6. Makes unsimplified authentic resources accessible to students through instructional choices (e.g., chunking, pausing, repeated listening or viewing of the authentic resource).</p>
	<p>Item 7. Provides students with tools and supports for making meaning of the authentic resource (e.g., questions, prompts, graphic organizer, time).</p>
	<p>Item 11. Provides students with tools and support for expressing meaning (e.g., functional chunks, gambits, word wall, chat mat) and extending discourse (e.g., rejoinders, sentence starters and frames).</p>
<p>5.A</p> <ul style="list-style-type: none"> • 5. Teachers engage students in the development of multi-disciplinary skills, such as communication, collaboration, critical thinking, and use of technology. <ul style="list-style-type: none"> ○ <i>A. Provides synthesis, critical thinking, problem-solving and opportunities for collaboration.</i> 	<p>Item 10. Engages students in Presentational tasks to express personal meaning to an audience.</p>
	<p>Item 13. Engages students in inquiry into cultural practices, products, and perspectives. Students carry out the inquiry using the target language.</p>
	<p>Item 14. Engages students in making cultural comparisons. Students make the cultural comparisons using the target language.</p>
<p>6.A</p> <ul style="list-style-type: none"> • 6. Teachers monitor and assess student progress, seek and provide feedback, and adapt instruction to student needs. <ul style="list-style-type: none"> ○ <i>A. Uses formative assessment to monitor and adjust pacing.</i> 	<p>Item 3. Uses verbal strategies (e.g., repetition, deliberate pace, pauses, synonyms) and non-verbal strategies (e.g., gestures, visuals, objects) to facilitate target language comprehension; regularly checks for student comprehension.</p>
Standard V: Assessment for Student Learning	
<p>2.B</p> <ul style="list-style-type: none"> • 2. Teachers understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction. <ul style="list-style-type: none"> ○ <i>B. Engages students in self-assessment.</i> 	<p>Item 15. Prompts student reflection on learning and self-assessment using the Can-Do Statements.</p>