|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **District Name:** |  | | |  | **Reviewer Name:** |  |
| **School Name(s)** |  | | |  |
| **Contact Person:** | (First) | (Last) | Phone: |  | **Date of Visit:** |  |
| **Email:** |  | | |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Panel** | | | |
| **Expectation** | **Meets expectations** | **Does not meet expectations** | **Comments** |
| **Panels consist of at least two qualified adult speakers of the language of the presentation, except where the language is so rare that only a single adult speaker could be identified.** |  |  |  |
| **Panelists ask spontaneous and open-ended questions exclusively in the target language on the information presented by the student as well as to logically and naturally extend the interview.** |  |  |  |
| **If necessary, panelists provide target language support to the student during the interview (e.g., rephrasing of question).** |  |  |  |
| **Following the interview, panelists discuss student performance and provide solid evidence for the proficiency level attained.** |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Students** | | | |
| **Expectation** | **Meets expectations** | **Does not meet expectations** | **Comments** |
| **Students deliver presentations in the target language. If necessary, students may use only brief notes during the presentation. At no time do students appear to be “reading their presentation off of notes”.** |  |  |  |
| **Students deliver presentations that are sufficient in content and duration for panelists to determine the achieved level of proficiency.** |  |  |  |
| **Students actively engage with the panels during the interviews, including responding to questions in the target language.** |  |  |  |
| **If necessary, students elicit target language support from the panels during interviews (e.g., asking for clarification).** |  |  |  |

**Comments:**