



## LEARNING WALK—WORLD LANGUAGE CHECKLIST

<b>Classroom Environment</b>	All students are engaged in the learning activities (3-5 activities per class at the Novice Level <sup>*</sup> ).	
	Students appear confident and willing to take risks to participate and use the target <sup>**</sup> language.	
	Accommodations are made depending on students' needs (seating, flexible grouping, etc.).	
	Students cooperate with one another during pair or group activities and learning games.	
	Student learning is promoted through the physical environment (including PPS Standard and Rubric posters, posted classroom rules, seating for student-to-student communication, learning centers or resource centers, etc., space permitting).	
	The room is an attractive and obvious world language classroom.	

<b>Accountable Talk</b>	The teacher speaks the target language 80% of most class periods. All routine directions/questions are in the target language (greetings, open your book to page..., what is today's date? Raise your hand!, etc. )	
	Students demonstrate that they understand the target language (teacher or other students) by responding appropriately.	
	Students practice oral communication in pairs or small groups at least 3-10 minutes most class periods.	
	Students name, list, sing, and recite memorized phrases/short sentences (Novice Level).	
	Students begin to express their own thoughts and opinions (not just memorized sentences), ask questions, and give directions in the target language (Novice High level and above).	
	Students use the target language to obtain information on a range of topics (Intermediate Level and above).	
	Students begin to speak in paragraph-length discourse; in present, past, and future time; on a wide range topics in the target language (Intermediate High level)	

<b>Academic Rigor</b>	The major focus of the class is on communication (meaning), <u>not</u> grammar.	
	Visual representations (posters, transparencies, mime) are used to help students understand new items (and to stay in the target language).	
	Translation to English is used sparingly/rarely.	
	When grammar is presented, students are encouraged (assisted) to identify and/or construct the rule (guided induction) and are given multiple opportunities to practice applying the rule.	
	Distinctions are made between grammar practice (where the focus is on form) and communicative practice (where the focus is on meaning). During communicative practice, the teacher keeps the conversation going, making a mental note of key grammatical errors for a later grammar lesson.	
	Students listen to native speakers and read authentic texts (of increasing length and complexity) with comprehension, as demonstrated by appropriate responses (Novice level and above).	

<b>Reading &amp; Writing</b>	Students label items, list, and read/write short simple sentences (at the Novice level).	
	Students are guided through the processes involved in creative writing (pre-writing, draft, editing, formatting) (Intermediate level or above).	
	Students write creatively and with increasing complexity (Novice High level and above).	
	Students read the target language and demonstrate an understanding of what they read as appropriate to their proficiency level.	

\* for a description of levels, please see the **rubric** "PPS Speaking Rubric:

\*\***Target languages:** French, German, Italian, Japanese, Spanish

For a more detailed description of the above items, see the **PPS 7 Best Practices for World Languages Instruction** document and **4 Proficiency Checklists**.