

**FOCUSED CONTENT EVALUATION - FOREIGN LANGUAGES (USE BEGINS FALL 2013)**

General Information

Custom Form

**Preview**

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**FOCUSED CONTENT EVALUATION - FOREIGN LANGUAGES - SPANISH**

**Student Teacher\***

**Focused Content Observer\***

**Date\***

 

**Classroom Mentor Teacher\***

**School\***

**Level\***

**University Supervisor\***

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**ACTFL STANDARD 3**

**ACTFL Standard 3: Language acquisition Theories and Knowledge of Students and Their needs\***

Unacceptable

Acceptable

1

Skip Navigation

Language Acquisition Theories (3.a) <input type="checkbox"/> NA	<input type="radio"/> 1 _____	<input type="radio"/> 2 _____	<input type="radio"/> 3 _____	Score
Target language input (3.b.) <input type="checkbox"/> NA	<input type="radio"/> 1 _____	<input type="radio"/> 2 _____	<input type="radio"/> 3 _____	Score
Negotiation of meaning (3.c.) <input type="checkbox"/> NA	<input type="radio"/> 1 _____	<input type="radio"/> 2 _____	<input type="radio"/> 3 _____	Score
Meaningful Classroom Interaction (3.d.) <input type="checkbox"/> NA	<input type="radio"/> 1 _____	<input type="radio"/> 2 _____	<input type="radio"/> 3 _____	Score
Theories of learner development and instruction (3.e.) <input type="checkbox"/> NA	<input type="radio"/> 1 _____	<input type="radio"/> 2 _____	<input type="radio"/> 3 _____	Score
Adapting instruction to address students' multiple ways of learning (3.f.) <input type="checkbox"/> NA	<input type="radio"/> 1 _____	<input type="radio"/> 2 _____	<input type="radio"/> 3 _____	Score
Grouping (3.g.) <input type="checkbox"/> NA	<input type="radio"/> 1 _____	<input type="radio"/> 2 _____	<input type="radio"/> 3 _____	Score
Use of questioning and tasks (3.h.) <input type="checkbox"/> NA	<input type="radio"/> 1 _____	<input type="radio"/> 2 _____	<input type="radio"/> 3 _____	Score
Rubric Score:				
Rubric Mean:				

**Please enter comments/evidence on ACTFL Standard 3: Language acquisition Theories and Knowledge of Students and Their needs**

Language Acquisition Theories (3.a)	Skip Navigation
Target language input (3.b.)	
Negotiation of meaning (3.c.)	

Meaningful Classroom Interaction (3.d.)

Theories of learner development and instruction (3.e.)

Adapting instruction to address students' multiple ways of learning (3.f.)

Grouping (3.g.)

Use of questioning and tasks (3.h.)

**ACTFL STANDARD 4**

**ACTFL Standard 4: Integration of Standards in Planning and Instruction\***

General Comments	Unacceptable	Acceptable	Target	Score
Integration of standards into planning (4.a.) <input type="checkbox"/> NA	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	Score
Integration of standards into instruction (4.b.) <input type="checkbox"/> NA	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	Score
Integration of three modes of communication (4.c.) <input type="checkbox"/> NA	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	Score
Integration of cultural products, practices, perspectives (4.d.) <input type="checkbox"/> NA	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	Score
Connections to other subject areas (4.e.) <input type="checkbox"/> NA	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	Score
Connections to target language communities (4.f.) <input type="checkbox"/> NA	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	Score
Selection and integration of authentic materials and technology (4.g.) <input type="checkbox"/> NA	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	Score

Skip Navigation

<input type="checkbox"/> NA				
Adaptation and creation of materials (4.h.)	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="text" value="Score"/>
<input type="checkbox"/> NA				
Rubric Score:				
Rubric Mean:				

**Please enter comments/evidence on ACTFL Standard 4: Integration of Standards in Planning and Instruction**

Integration of standards into planning (4.a.)

Integration of standards into instruction (4.b.)

Integration of three modes of communication (4.c.)

Integration of cultural products, practices, perspectives (4.d.)

Connections to other subject areas (4.e.)

Connections to target language communities (4.f)

Selection and integration of authentic materials and technology

Adaptation and creation of materials (4.h.)

**ACTFL STANDARD 5**

**ACTFL Standard 5: Assessment of Languages and Cultures  Impact on Student Learning\***

General Comments	Unacceptable	Acceptable	Target	Score
Plan for assessment (5.a.)	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="text" value="Score"/>
<input type="checkbox"/> NA				
Formative and summative assessment models (5.b.)	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="text" value="Score"/>
<input type="checkbox"/> NA				
Interpretive communication (5.c.)	<input type="radio"/>	<input type="radio"/> 2	<input type="radio"/>	<input type="text" value="Score"/>
<input type="checkbox"/> NA				

Skip Navigation

Interpersonal communication (5.d.) <input type="checkbox"/> NA	<input type="radio"/> 1 _____	<input type="radio"/> 2 _____	<input type="radio"/> 3 _____	Score
Presentational communication (5.e.) <input type="checkbox"/> NA	<input type="radio"/> 1 _____	<input type="radio"/> 2 _____	<input type="radio"/> 3 _____	Score
Cultural perspectives (5.f.) <input type="checkbox"/> NA	<input type="radio"/> 1 _____	<input type="radio"/> 2 _____	<input type="radio"/> 3 _____	Score
Integrated communication assessments (5.g.) <input type="checkbox"/> NA	<input type="radio"/> 1 _____	<input type="radio"/> 2 _____	<input type="radio"/> 3 _____	Score
Assessments reflect a variety of models designed to meet needs of diverse learners (5.h.) <input type="checkbox"/> NA	<input type="radio"/> 1 _____	<input type="radio"/> 2 _____	<input type="radio"/> 3 _____	Score
Rubric Score:				
Rubric Mean:				

**Please enter comments/evidence on ACTFL Standard 5: Assessment of Languages and Cultures  Impact on Student Learning**

Plan for assessment (5.a.)

Formative and summative assessment models (5.b.)

Interpretive communication (5.c.)>br>  
Interpersonal communication (5.d.)

Presentational communication (5.e.)

Cultural perspectives (5.f.)

Integrated communication assessments (5.g.)

Assessments reflect a variety of models designed to meet needs of diverse learners (5.h.)

**GRADE**  
Strengths

Skip Navigation

**Total Score:**

General Comments

**Total Mean:**

0.0

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Update

Cancel