

### Modern Languages 7-12 Content Checklist

Candidates in the Adolescence 7-12 Modern Languages program must demonstrate competence in many content areas in order to be able to prepare students to meet the standards of the NYS Student Learning Standards. Please indicate your assessment of your student teacher's content knowledge by completing the following checklist. Circle the answer that most frequently describes your student teacher's ability in each of the curricular content areas. Use the following scale to best describe the student teachers performance at the mid-point of the placement and at the end of the experience:

- 0 = Indicators Not Met
  - 1 = Indicators Not Met, But Some are Emerging – See comments
  - 2 = Indicators Met, But Some are Still Developing.
  - 3= Indicators Met on Target Level
  - 4 = Outstanding. (This level is for the top 5% who achieve exceptional performance in the classroom.)
- Please comment on specific ratings.**

Student Teacher Name \_\_\_\_\_ Grade Level \_\_\_\_\_

Cooperating Teacher / College Supervisor (Circle one) \_\_\_\_\_ Date \_\_\_\_\_  Mid Point  Final

### American Council on the Teaching of Foreign Languages (ACTFL) Content Assessment

	Indicator Not Met 0	Indicator Not Met Some Competencies Are Emerging 1	Indicator Met Some Competencies Need Development 2	Indicator Met 3	Outstanding Performance (Provide Justification) 4
ACTFL 1A Knowledge of Language	Candidate has significant gaps in his/her understanding of these concepts, skills and/or dispositions; and/or is unable or unwilling to improve proficiency.	See comments.	See comments.	Candidates: 1A. Demonstrate a high level of proficiency in the target language, and they seek opportunities to strengthen their proficiency.	Candidate displays performance expected of an exemplary master teacher (see justification below).
ACTFL 1B&C Knowledge of Linguistics and Comparisons	Candidate has significant gaps in his/her understanding of these concepts, skills and/or dispositions; and/or is unable or unwilling to make them meaningful to	See comments.	See comments.	Candidates: 1B. Know the linguistic elements of the target language system, recognize the changing nature of the language, and accommodate for gaps in their own knowledge of the target language system by learning on their own;	Candidate displays performance expected of an exemplary master teacher (see justification below).

<p>ACTFL 2 Knowledge of Cultures, Literatures, Cross- Disciplinary Concepts</p>	<p>students.  Candidate has significant gaps in his/her understanding of these concepts, skills and/or dispositions; and/or is unable or unwilling to make them meaningful to students.</p>	<p>See comments.</p>	<p>See comments.</p>	<p>1C. Know the similarities and differences between the target language and other languages, identify the key differences in varieties of the target language, and seek opportunities to learn about varieties of the target language on their own.  Candidates: 2A. Demonstrate that they understand the connections among the perspectives of a culture and its practices and products, and they integrate the cultural framework for foreign language standards into their instructional practices; 2B. Recognize the value and role of literacy and cultural texts and use them to interpret and reflect upon the perspectives of the target cultures over time; 2C. Integrate knowledge of other disciplines into foreign language instruction and identify distinctive viewpoints accessible only through the target language.</p>	<p>Candidate displays performance expected of an exemplary master teacher (see justification below).</p>	
<p>ACTFL 3 Knowledge of Language Acquisition Theories and Instructional Practices</p>	<p>Candidate has significant gaps in his/her understanding of these concepts, skills and/or dispositions; and/or is unable or unwilling to make them meaningful to students.</p>	<p>See comments.</p>	<p>See comments.</p>	<p>Candidates: 3A. Demonstrate an understanding of language acquisition at various developmental levels and use this knowledge to create a supportive classroom learning environment that includes target language input and opportunities for negotiation of meaning and meaningful interaction; 3B. Develop a variety of instructional practices that reflect language outcomes and articulated program models and address the needs of diverse language learners.</p>	<p>Candidate displays performance expected of an exemplary master teacher (see justification below).</p>	

**Comments:**