

TPAC Assessment

*Secondary
World Language*

January 2011

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Overview of the TPAC Assessment [return](#)

Conceptual overview

In this assessment, you will describe, analyze, and evaluate the teaching of a 3-5 lesson/hour unit of world language instruction that will be referred to as a “learning segment”. The assessment is built around the proposition that successful teaching is based on knowledge of subject matter and subject-specific pedagogy, developing knowledge of one’s students, reflecting and acting on evidence of the effects of instruction on student language acquisition, and considering research/theory about how students learn.

The TPAC assessment is clearly focused on student language acquisition. To complete the assessment, you will describe your plans and what you actually did to achieve student language acquisition (the “what”), provide a rationale for your plans and an analysis of the effects of your teaching on your students’ language acquisition (the “so what”), and analyze and reflect on the resulting student language acquisition to plan next steps in instruction or improvements in your teaching practice (the “now what”).

Submit teaching artifacts and commentaries

You will submit artifacts and commentaries. Artifacts are evidence of your teaching practice. They include lesson plans, copies of instructional and assessment materials, one or two video clips of your teaching, and student work samples. You will also write commentaries describing your plans and practice, explaining the rationale behind them, and analyzing and reflecting on what you learned about your teaching practice and your students’ language acquisition. In a commentary, you respond to questions that prompt you to provide evidence of what you know and understand about your teaching practice. The commentaries will guide the assessors in interpreting the artifacts you submit. They also are evidence of your ability to communicate about and reflect on your teaching practice. Note that your writing ability will not be scored directly, but it is important that the writing is clear and focused on key elements of your descriptions, explanations, or reflections. The instructions in the following pages will guide you in putting together the artifacts and commentaries required in this assessment. A Glossary of terms used in the assessment appears on pages 28-30.

Evaluation Criteria and Scoring

Your assessment evidence will be judged on five dimensions of teaching: planning, instruction, assessment, reflection, and academic language. The evidence for the planning, instruction, and assessment dimensions will come from the corresponding tasks. Evidence for the reflection dimension comes primarily from the daily reflections but may come from the Instruction and Assessment tasks. Evidence for the academic language dimension will come from across the tasks. To identify the teaching competencies that will be assessed, read the rubrics that appear at the end of each task.

Overview of Secondary World Language

TPAC Assessment

TPAC Task	What to Do	What to submit
1. Planning Instruction & Assessment	<ul style="list-style-type: none"> ✓ Provide relevant information about your instructional context by completing the Context for Learning Information. ✓ Select a learning segment of 3-5 lessons (or, if teaching world language within a large time block, about 3-5 hours of connected instruction) that provides opportunities for students to develop and demonstrate communicative proficiency (both productive and receptive) in the target language and familiarity with cultures that use that language. ✓ Determine what language functions and related vocabulary, grammar, text types, and cultural context you will emphasize. ✓ Consider your students' strengths and needs, create an instruction and assessment plan for the learning segment, and write lesson plans. ✓ Respond to commentary prompts to describe your students and teaching context, and explain your thinking in developing the plans and how they reflect what you know about your students as well as research/theory. ✓ As you are teaching, complete daily reflections by answering the prompts. 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Context for Learning Information</i> <input type="checkbox"/> <i>Lesson Plans for Learning Segment</i> <input type="checkbox"/> <i>Instructional Materials</i> <input type="checkbox"/> <i>Assessment tools and criteria</i> <input type="checkbox"/> <i>Planning Commentary</i> <input type="checkbox"/> <i>Daily reflections</i>
2. Instructing & Engaging Students in Learning	<ul style="list-style-type: none"> ✓ Identify lessons where you a) introduce one or more language functions and text types to your students in cultural context; and b) promote communication between students in the target language. Select at least one lesson for filming. ✓ Collect permission forms from parents and prepare for filming. ✓ Video the lesson. 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Video Clips</i> <input type="checkbox"/> <i>Video Label Form</i> <input type="checkbox"/> <i>Instruction Commentary</i>

TPAC Task	What to Do	What to submit
2. Instructing & Engaging Students in Learning	<ul style="list-style-type: none"> ✓ Review the video to identify two video clips that meet requirements. The total running time of each clip should not exceed 10 minutes. ✓ Respond to commentary prompts to analyze your teaching and your students' communicative proficiency in the video clips. 	
3. Assessing Student Learning	<ul style="list-style-type: none"> ✓ Analyze student communicative proficiency across the class from one assessment completed during the learning segment. ✓ Identify three student work samples that illustrate class trends in student communicative proficiency in the target language. ✓ Select two focus students from the class whose language acquisition you will analyze in more depth, and for whom you will document feedback on their work. ✓ Respond to commentary prompts to analyze the extent to which the whole class met the standards/objectives, analyze the individual communicative proficiency of two focus students and describe your feedback to them, and identify next steps in instruction based on your analysis. 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Evaluation Criteria</i> <input type="checkbox"/> <i>Student Work Samples</i> <input type="checkbox"/> <i>Evidence of Feedback</i> <input type="checkbox"/> <i>Assessment Commentary</i>
4. Final Retrospective Reflection	<ul style="list-style-type: none"> ✓ Reflect back on your teaching throughout the learning segment and consider what you have learned about your teaching and students' learning. ✓ Respond to the commentary prompt about what you would do differently if you could teach this learning segment again. 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Retrospective Reflection Commentary</i>

Task 1. *Planning Instruction & Assessment* [return](#)

Purpose

The Planning Instruction & Assessment task asks you to describe your plans for the learning segment and explain how they are appropriate for the students and the content you are teaching. You will demonstrate your ability to organize curriculum, instruction, and assessment to help diverse students acquire communicative proficiency (both productive and receptive) relative to the appropriate stage of language acquisition. You will provide evidence of your ability to select, adapt, or design language tasks and materials that offer your students equitable access to acquiring the target language in cultural context.

What Do I Need to Do?

- ✓ If you teach more than one class, select one focus class for this assessment and complete the **Context for Learning Information**.
- ✓ Review the curriculum with your cooperating teacher and select a learning segment of 3-5 lessons (or, if teaching world language within a large time block, about 3-5 hours of connected instruction) to describe, analyze, and reflect upon. The learning segment should develop students' proficiency (both productive and receptive) in the target language and their familiarity with cultures that use that language.
- ✓ Identify the big idea or essential question along with the content standards you will address in the learning segment. Consider how students might demonstrate their communicative proficiency with respect to the appropriate stage of language acquisition and identify or adapt language tasks to promote your students' acquisition of the target language during the learning segment and learning about cultures that use that language.
- ✓ For advanced language classes that are using the target language for learning new content and not for just learning to talk about familiar topics using the target language, consider the oral and written academic language² that students will need to understand or produce in your learning segment and the genres that these texts represent. **For more information on academic language, including subject-specific examples of genres, see Appendix A.**
- ✓ Consider what your students need to learn and identify objectives for developing automaticity, fluency, and accuracy in language functions and familiarity with cultures that use that language,

² *Academic language is typically emphasized in advanced courses in the third or fourth year of learning the language, and will not be scored for introductory language courses. The purposes of Academic Language are to clearly and explicitly define, classify, analyze, explain, argue, interpret and evaluate ideas for an audience that may not be present or known to the writer/speaker.*

taking into account your students' prior language development and the language demands of the language tasks and assessments. Write a lesson plan for each lesson in the learning segment.

- *Lesson plans should minimally include the following topics:*
 - *state-adopted student academic content standards that are the target of student learning*
 - *objectives for communicative proficiency and for learning about cultures that speak the target language*
 - *informal and formal assessment tools to monitor students' communicative proficiency (type of assessment and what is assessed)*
 - *instructional strategies and language tasks to support language acquisition and learning about cultures that speak the target language (what you and the students will be doing)*
 - *resources and materials*
- *To identify student academic content standards, please list the number and text of the standard. If only a portion of a standard is being addressed, then only list the relevant part(s).*
- *Your credential program may require you to use a specific lesson-plan format or template for this assessment.*

- ✓ Submit copies of **key** instructional materials and **all** assessment tools used during the learning segment. The instructional materials might include class handouts, overheads, PowerPoint or SmartBoard slides. Select materials that, together with the plans, are needed to understand what you and the students will be doing. If any materials are included from a textbook, please provide a copy of the appropriate pages. If any of these individual items are longer than **four** pages, provide a summary of relevant features in lieu of a copy. To assist scorers in matching materials to lessons, label each document or group of documents with corresponding lesson number(s).³
- ✓ Respond to each of the prompts in the Planning Commentary. **To protect confidentiality, please remove your name and use pseudonyms or general references (e.g., "the district") for your school, district, or cooperating teacher. You may use either pseudonyms or first names only for students. Do this in all commentaries, and mask or remove proper names from all materials submitted, including lesson plans.**
- ✓ During the learning segment, record and submit daily reflections on teaching and learning. Daily reflections may be in the form of bulleted notes rather than paragraphs. While these need to be clear to the assessor, they need not be polished prose.

³ Provide citations for all sources of materials that you did not create (e.g., published texts, websites, other educators). Citations can be listed on a written document or submitted as an additional page.

Task 1. *Context for Learning Information*

Provide the requested context information for the class selected for this assessment.

This format is designed to be completed electronically. Use as much space as needed to respond.

About the school where you are teaching

1. Where are you teaching?

____ Elementary school ____ Middle school

____ Other (please describe) _____

2. List any specialized features of your school or classroom setting (e.g., supporting English Learners in English Only classrooms, focused on the socialization of recent immigrants as well as on language skills) that will affect your teaching in this learning segment.

3. Describe any district, school, or cooperating teacher requirements or expectations that might impact your planning or delivery of instruction, such as required curricula, pacing plan, use of specific instructional strategies, or standardized tests.

About the subject area/course you are teaching

4. What is the name of the course you are documenting? _____

5. What is the length of the course? one semester one year other (describe) _____

6. What is the class schedule (e.g., 50 minutes every day, 90 minutes every other day)?

7. Is there any ability grouping or tracking in world language? If so, please describe how it affects your class.

8. Identify any textbook or instructional program you primarily use for language instruction. If a textbook, please provide the name, publisher, and date of publication.

9. List other resources (e.g., SmartBoard, maps, on-line resources) you use for world language instruction in this class.

About the students in the class featured in this assessment

10. Grade level composition of class _____

11. Number of:

- a. students in the class _____
- b. males _____ females _____
- c. students identified as gifted and talented _____
- d. students with Individualized Education Plans (IEPs) or 504 plans _____

12. The primary language of how many students is:

- a. The target language _____
- b. English _____
- c. A third language _____

13. Complete the chart below to summarize the required accommodations or modifications for special education students or gifted and talented **students that will affect your world language instruction in this learning segment**. As needed, consult with your cooperating teacher to complete the chart. The first row has been completed in italics as an example. Use as many rows as you need.

Special Education Category	Number of Students	Accommodations/Pertinent IEP Objectives
<i>Example: Learning Disability</i>	<i>Example: 4</i>	<i>Example: Close monitoring, follow up, and Resource Room</i>

Planning Commentary

Write a commentary of **7-9 single-spaced pages** (including prompts) that addresses the following prompts. **If you are prompted for any explanations that can be found in your lesson plans, simply refer the assessor to the appropriate page(s) of your lesson plans.**

1. Summarize the content focus of this learning segment. This summary might take the form of a “big idea” or “essential question.”
2. Describe what you know about your students with respect to this content focus, what they **can do** as well as what they are learning to do. Consider the variety of learners in your class, including individuals and subgroups requiring different strategies. Include **how this knowledge influences your choices of instructional strategies to promote student learning of this content.**

Address the following areas:

- a. Academic development (e.g., prior knowledge of the target language - oral and written - and culture, key skills, and developmental levels as defined by stages of language acquisition, any other special educational needs)
 - b. Language development in languages other than the target language (aspects of language proficiency required to participate in oral and written classroom learning and assessment tasks similar to those in the learning segment, in English as well as in other languages that are spoken by the students)
 - c. Social and emotional development (e.g., relationships with each other, expressing themselves in constructive ways, engaging in collaborative learning, contributions to a productive learning environment)
 - d. Family/community/cultural assets (e.g., cultural norms, student interests, relevant experiences and resources)
3. How do your plans support your students’ language acquisition in cultural context related to the big idea/essential question of the learning segment?
 - a. Identify the language demands embedded in the learning segment. Be sure to address relevant language functions and genres⁴, key vocabulary or phrases being taught and linguistic features⁵ of the relevant language function or genre that enable students to understand or produce the oral and/or written texts in the learning segment in the target language.

⁴ Genres are generic designs applicable across multiple topics to guide the process of interpreting or constructing texts. The designs are structured to achieve specific functions related to a particular cultural and situational context. For ESL and advanced language courses, there will also be academic language demands reflecting subject-specific genres and the more formal language used in academic settings. See Appendix A.

⁵ E.g., vocabulary patterns, grammatical structures, or text organization strategies related to specific language functions and related genres of text.

- b. Explain how key language tasks are sequenced in the learning segment to build connections from prior knowledge to new knowledge to support student development of communicative proficiency (both productive and receptive) relative to the standards and related language objectives, and their familiarity with cultures that use that language. Include how you will help students make connections between and among vocabulary/grammar, a language function, a text type, and the production and comprehension of the target language in context. As needed, reference the instructional materials you have included.
 - c. Explain how the language tasks help students at different academic and language proficiency levels acquire this language.
 - d. Describe any strategies planned to support students with specific learning needs.⁶
4. How will you monitor student acquisition of language in a cultural context during the learning segment?
- a. Explain how you will use the evidence from the planned informal and formal assessments to 1) evaluate your students' acquisition of the target language in cultural context relative to the expected standards/objectives that you have selected and 2) provide feedback to students on their language acquisition.
 - b. Describe any modifications in the assessment tools or accommodations planned to allow students with specific needs to demonstrate their communicative proficiency in the target language.
5. **Reflection:**
- a. Indicate how specific research/theory guided your selection of specific strategies and materials to help your students acquire the language needed to meet the language objectives.
 - b. Record a daily reflection after teaching each lesson by responding to the following prompts:
 - i. What is working? What is not? For whom? Why? (Consider teaching and student acquisition of communicative proficiency in the target language as well as familiarity with cultures that use the target language.)
 - ii. How does this reflection inform what you plan to do in the next lesson?
 - iii. **Submit these daily reflections in a document separate from the commentary.** Daily reflections are not included when calculating the page range indicated above for the commentary.

⁶ This will vary by class, but commonly includes students with IEPs, English learners, or gifted students needing a greater challenge.

Planning Rubrics [return](#)

PLANNING: PLANNING FOCUSED, SEQUENCED INSTRUCTION

WL1: How do the plans support student acquisition of communicative proficiency⁷ in the target language in cultural context?

<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>
<ul style="list-style-type: none"> • Standards/objectives, language tasks, and assessments are loosely aligned to a big idea or essential question. • Candidate plans a focus solely on grammar or vocabulary, with no connection to a language function, a text type, and/or the production/comprehension of the target language in context. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • There are significant content inaccuracies that will lead to student misunderstandings. 	<ul style="list-style-type: none"> • Standards/objectives, language tasks, and assessments are clearly aligned to a big idea or essential question. • Planned connections between and among vocabulary/grammar, a language function, a text type, and the production/comprehension of the target language in a context are vague. • Language tasks build on each other to promote an understanding of the designated vocabulary, grammar, and the production/comprehension of the target language in context. Language tasks (or their adaptations) are justified by explaining their appropriateness for the students. 	<ul style="list-style-type: none"> • Standards/objectives, language tasks, and assessments are clearly aligned to a big idea or essential question. The language tasks and assessments represent differing depths of understanding. • Candidate plans how to make clear connections between and among vocabulary/grammar, a language function, a text type, and the production/comprehension of the target language in a context. • Language tasks build on each other to promote an understanding of the designated vocabulary, grammar, the production/comprehension of the target language in context, a language function, and a genre. Language tasks (or their adaptation) are justified by explaining their appropriateness for students with references to relevant research and/or theory. 	<ul style="list-style-type: none"> • Standards/objectives, language tasks, and materials, and assessments are clearly aligned to a big idea or essential question and with each other. The language tasks and the assessments represent similar levels of some depth of understanding. • Candidate plans how to lead students to make clear connections between and among vocabulary/grammar, a language function, a text type, and the production/comprehension of the target language in a context. • Language tasks build on each other to promote an understanding of the designated vocabulary, grammar, the production/comprehension of the target language in context, a language function, and a genre. Language tasks (or their adaptations) are justified by explaining their appropriateness for students with references to anticipated effects on student language acquisition based on relevant research and/or theory.

⁷ For the Teaching Event, communicative proficiency includes oral and/or written communications.

NOTE: Text representing key differences between adjacent score levels is **bolded**.

PLANNING: USING KNOWLEDGE OF STUDENTS TO INFORM TEACHING

WL2: How does the candidate use knowledge of his/her students to target support for student acquisition of communicative proficiency in the target language in cultural context?

Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> • Language tasks and materials reflect characteristics of student language acquisition in cultural context, experiential backgrounds, prior levels of language acquisition, and/or interests that are not closely related to language objectives OR that reflect only deficits and ignore strengths of struggling students. • Little support for students who might struggle or opportunities for students needing greater challenge⁸ are planned. 	<ul style="list-style-type: none"> • Language tasks and materials draw upon students' prior levels of language acquisition in cultural context AND social/emotional development, or experiences, or interests to help students reach the language objectives. • Planned support consists of general strategies and modifications, which are not closely tied to objectives for communicative proficiency. 	<ul style="list-style-type: none"> • Language tasks and materials draw upon students' prior levels of language acquisition in cultural context and social/emotional development, including strengths, as well as experiences and interests to help students reach the language objectives. • Planned support consists of strategically selected or modified tasks/materials and/or scaffolding of instruction that are closely tied to specific objectives for communicative proficiency. It is appropriate for specific individuals or subgroups. 	<ul style="list-style-type: none"> • Language tasks and materials draw upon students' prior levels of language acquisition in cultural context and social/emotional development, including strengths, as well as experiences and interests to help students reach the language objectives. • Planned support consists of multiple ways of engaging in language production and comprehension⁹ that are integrated to support students to meet or exceed the objectives for communicative proficiency. These are appropriately designed to address a variety of student needs tied to specific objectives.

⁸ These will vary with the class, but typically include English learners, gifted students, students with IEPs or 504 plans, and students who generally struggle or who are not challenged.

⁹ This might include different groupings, different tasks, or using different modes to represent content and making connections between them to help students understand.

PLANNING: PLANNING ASSESSMENTS TO MONITOR AND SUPPORT STUDENT LEARNING

WL3: How do the informal and formal assessments provide information to understand student progress toward meeting the objectives for acquiring the target language in cultural context?

<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>
<ul style="list-style-type: none"> The set of assessments will provide little evidence to allow the candidate to monitor student language acquisition in cultural context relative to the standards/objectives for each lesson. 	<ul style="list-style-type: none"> The set of assessments will provide evidence of student language acquisition relative to the standards/objectives for each lesson. Assessments are focused on what students do and do not understand relative to each lesson's objectives. 	<ul style="list-style-type: none"> The set of assessments will provide evidence of student language acquisition relative to the standards/objectives for each lesson. At least one lesson's assessments provide evidence of student language acquisition in cultural context that extends beyond the memorization of vocabulary and grammatical structures. Assessments are aligned to clearly defined benchmarks or criteria for student performance. Assessments are modified or adapted to be appropriate for students having difficulty demonstrating their language acquisition. 	<ul style="list-style-type: none"> The set of assessments will provide evidence of student language acquisition relative to the standards/objectives for each lesson. Each lesson's assessments provide evidence of student language acquisition in cultural context that extends beyond the memorization of vocabulary and grammatical structures. Assessments are aligned to clearly defined benchmarks or criteria for student performance. Assessments are modified, adapted, and/or designed in light of the standards/objectives to allow students with special needs opportunities to demonstrate their full progress toward meeting or exceeding the standards/objectives.

Task 2. *Instructing & Engaging Students in Learning* [return](#)

Purpose

The Instructing & Engaging Students in Learning task asks you to demonstrate how you work with your students to improve their communicative proficiency in the target language and their understanding of its cultural context. You will provide evidence of your ability to create a meaningful context to support students' development of communicative proficiency in the target language and to monitor their understanding of the cultural context and use your responses to students to guide their acquisition of the target language.

What Do I Need to Do?

Video your classroom teaching

- ✓ Examine your plans for the learning segment and identify language tasks where you a) introduce one or more language functions and text types (or a genre) to your students in cultural context; and/or b) promote communication between students in the target language.
- ✓ View the video(s) to check the quality, analyze your teaching, and select the most appropriate video clips to submit.
- ✓ Provide **two video clips of no more than ten minutes each**. The first clip should illustrate what you did as a teacher to introduce one or more language functions and/or text types (or a genre) to your students in cultural context. The second clip should highlight your role in promoting communication between students in the target language. The clips should include interactions among you and your students and your responses to students' use of the target language, questions, and needs.

Video Guidelines

- *A video clip should be continuous and unedited, with no interruption in the events.*
- *The clips can feature either the whole class or a targeted group of students.*
- *Both you and your students should be visible and clearly heard on the video submitted.*
- *Tips for recording your class on video are available from your program.*
- *Before you video, ensure that you have the appropriate permission from the parents/guardians of your students and from adults that appear on the video.*

- ✓ Provide a copy of any relevant writing on the board, overhead, or walls if it is not clearly visible on the video. Attach this document to the Instruction Commentary.
- ✓ Complete the Video Label Form and either attach it to a videotape or put it in a folder or CD/DVD with the video file(s) in an electronic format. The form is located after the instructions for this task.
- ✓ Respond to each of the prompts in the Instruction Commentary.

Instruction Commentary

Write a commentary of **2-4 single-spaced pages** (including prompts) that addresses the following prompts.

1. In the instruction seen in the clips, describe strategies you used to engage the students in further developing their communicative proficiency with respect to specific language functions and/or text types (or a genre) in cultural context.
 - a. Cite examples of strategies aimed at engaging all your students and examples aimed at engaging specific individuals or subgroups. If you described any of these fully in the lesson plans or the planning commentary, just reference the relevant description.
 - b. How did these strategies reflect students' prior levels of language proficiency, social/emotional development, or cultural and lived experiences?
2. Cite examples of language supports seen in the clips to help your students comprehend the vocabulary, targeted language functions, and/or text types (or a genre) and understand the cultural context central to the lesson(s).
 - a. How did these strategies reflect students' varying levels of language proficiency and promote their acquisition of the target language?
3. Describe your strategies for eliciting students' communicative proficiency and understanding of the cultural context during the language tasks, and how your ongoing responses further their acquisition of the target language in cultural context. Cite examples from the clips.
4. **Reflection:**
 - a. Reflect on students' acquisition of communicative proficiency in cultural context as featured in the video clips. Identify both successes and missed opportunities for monitoring all students' acquisition of communicative proficiency of the target language in cultural context.
 - b. If you could do it over, what might you have done to take advantage of missed opportunities or to improve the language acquisition in cultural context of students with diverse learning needs and characteristics?

Task 2. Video Label Form

Candidate ID # _____

Clip # 1

Lesson from which clip came: Lesson # _____

Clip # 2

Lesson from which clip came: Lesson # _____

If Electronic, Video Format of Clip(s): (check one)

- DVD format (no other media player involved)
- Flash
- QuickTime
- Windows Media Player
- Other (please specify) _____

Instruction Rubrics [return](#)

INSTRUCTION: ENGAGING STUDENTS IN LEARNING

WL4: How does the candidate actively engage students in developing their own abilities to communicate in the target language in culturally appropriate ways?

<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>
<ul style="list-style-type: none"> Strategies for intellectual engagement seen in the clips limit opportunities for students to improve their abilities to communicate in the target language in culturally appropriate ways¹⁰. Candidate accurately identifies successful and unsuccessful teaching practices. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> Student behavior or candidate's disrespect for one or more students severely limits students' engagement in language acquisition. 	<ul style="list-style-type: none"> Strategies for intellectual engagement seen in the clips offer opportunities for students to improve their abilities to communicate in the target language in culturally appropriate ways. These strategies reflect attention to students' previous levels of language proficiency, social/emotional development, and/or cultural and lived experiences. Candidate accurately identifies successful and unsuccessful teaching practices and proposes reasonable improvements. 	<ul style="list-style-type: none"> Strategies for intellectual engagement seen in the clips) offer structured opportunities for students improve their abilities to communicate in the target language in culturally appropriate ways. These strategies reflect attention to students' previous levels of language proficiency, social/emotional development, and/or cultural and lived experiences. Candidate identifies successful and unsuccessful teaching practices. The proposed improvements are reasonable and address the language proficiency of a subgroup or individual students. 	<ul style="list-style-type: none"> Strategies for intellectual engagement seen in the clips offer structured opportunities for students to improve their abilities to communicate in the target language in culturally appropriate ways. These strategies are explicit, and clearly reflect attention to students with diverse levels of language proficiency, social/emotional development, and/or cultural and lived experiences. Candidate identifies successful and unsuccessful teaching practices. The proposed improvements are reasonable and address the language proficiency of diverse students.

¹⁰ For students in advanced language classes, this includes use of the appropriate academic register.

INSTRUCTION: DEEPENING STUDENT LEARNING DURING INSTRUCTION

WL5: How does the candidate elicit and monitor students' responses to develop their abilities to communicate in the target language in culturally appropriate ways?

Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> • Candidate primarily asks surface-level questions and evaluates student responses as correct or incorrect solely with respect to grammar and vocabulary • Few connections are observed being made between and among vocabulary/grammar, a language function, a text type, and the production/comprehension of the target language in cultural context. <p align="center">OR</p> • Materials or candidate responses include significant content inaccuracies that will lead to student misunderstandings. 	<ul style="list-style-type: none"> • The candidate elicits student students' use of the target language that require going beyond the correct usage of grammar and vocabulary. • Candidate makes connections between and among vocabulary/grammar, a language function, a text type/genre, and the production/comprehension of the target language in cultural context. 	<ul style="list-style-type: none"> • Candidates and/or other students build on what students are saying and/or doing to improve understanding of communicative proficiency in a cultural context. • Candidate and/or other students prompt students to make connections between and among vocabulary/grammar, a language function, a text type/genre and the production/comprehension of the target language in cultural context. 	<ul style="list-style-type: none"> • Candidate's and/or other students' interactions help develop or reinforce students' abilities to evaluate their own communicative proficiency in a cultural context. • Candidate and/or other students prompt students to make connections vocabulary/grammar, a language function, a text type/genre, and the production/comprehension of the target language in cultural context.

Task 3. *Assessing Student Learning* [return](#)

Purpose

The Assessment of Student Learning task asks you to assess student communicative proficiency in the target language, diagnose student language strengths and needs, and use the analysis to inform instruction. You will provide evidence of your ability to 1) develop evaluation criteria that are aligned with your big idea or essential question, and language objectives; 2) analyze student performance on an assessment in relation to student needs and the identified language outcomes; 3) provide feedback to students; and 4) use the analysis to identify next steps in instruction for the whole class and individual students.

What Do I Need to Do?

- ✓ Select an assessment **from the learning segment** that you will use to evaluate your students' communicative proficiency in the target language. The assessment should be the work of individuals, not groups. The assessment should give both you and the students a sense of how well they are progressing toward acquiring the communicative competencies in the target language in cultural context that are targeted in the learning segment.
- ✓ Provide a copy of the directions/prompt for the assessment, if these are not apparent from the student work samples.
- ✓ Provide the **evaluation criteria** that you used to assess the student work from the learning segment. Evaluation criteria are performance indicators that you use to assess student language acquisition. Categories of evaluative criteria include listening or reading comprehension, use of language functions, or understanding of cultural conventions. They can be represented in various ways, e.g., a rubric, a system of a possible number of points for different categories, or rules for awarding full vs. partial credit.
- ✓ Analyze the student work from the assessment to identify patterns in communicative proficiency in the target language across the class. You will need to collect student work from your entire class.
- ✓ To illustrate your analysis, submit three student work samples which together represent what students in the class generally could produce/comprehend and what a number of students were still struggling to do. Label them as "Work Sample 1", "Work Sample 2", and "Work Sample 3". **For written work, remove names of students, yourself, and the school with correcting fluid, tape, or marker prior to copying/scanning the work samples.** For video/audio recordings of oral language, they should not exceed more than two minutes for each student, excluding any oral feedback from you.
- ✓ Select two students as focus students whose language acquisition you will discuss in more depth.

- You may choose one or both of the students whose work samples were already submitted or choose two different students. **However, at least one of the students must be a student with identified learning needs, e.g., a student with an IEP, or a student identified as gifted**¹¹. If either of these students is not included among the three for whom you already submitted samples, provide the work sample and label it Work Sample 4 or (if needed) Work Sample 5.
 - Document feedback you provided to the two focus students, either as individuals or as part of a larger group. You may provide a copy of written feedback or video/audio evidence of oral feedback. If the feedback is written directly on the work sample, be sure that reviewers can distinguish the feedback from the students' own work. If the feedback occurred in a video clip submitted as part of the Instruction task, identify the timestamp range on the video where the feedback can be found (e.g., Clip 1, 01:35 – 3:05). You may also submit an additional video clip showing oral feedback; label this video "Feedback clip". Remember to obtain parental permission for all students appearing on the feedback video; one permission form can cover both the video in the Instruction task and any oral language or feedback video.
- ✓ Respond to each of the prompts in the Assessment Commentary.

Assessment Commentary

Write a commentary of **5-7 single-spaced pages** (including prompts) that addresses the following prompts.

1. Refer to your lesson plans and cite the specific objectives from the learning segment plans that are measured by the assessment chosen for analysis.
2. Create a summary of student language acquisition for the whole class at this point in the learning segment relative to your evaluation criteria.
 - a. Summarize students' communicative proficiency in narrative and/or graphic form (e.g., table or chart such as the optional chart provided in Appendix B).
 - b. Attach your evaluation criteria, and note any changes from what was planned for assessment as described in the lesson plans or in the Planning commentary, prompt 4.
3. Discuss students' communicative proficiency relative to the language objectives including both strengths and, if relevant, any needs (including a need for greater challenge) that were apparent for some or most students. Cite evidence to support your analysis from the three student work samples you selected.

¹¹ If you do not have any students with identified needs, select a student who usually struggles with the target language **OR** who usually needs a greater challenge.

4. For the two focus students (see What Do I Need to Do? for how to select these students):
 - a. Describe each student's prior communicative proficiency in the target language and their individual learning strengths and challenges (e.g., academic development, language proficiency, special needs).
 - b. What did you conclude from the work sample? Consider your knowledge of each student's communicative proficiency relative to the language objectives. Use the work samples to cite specific evidence to support your conclusions.
 - c. Explain how your feedback addressed individual student needs and language objectives. To support your explanation, cite specific examples of written feedback (e.g., comments on a written work sample; e-mail; thread of conversation) or of oral feedback on an audio/video clip.
 - d. What opportunities did students have to apply the feedback to improve the work or their communicative proficiency, either within the learning segment or at a later time?
5. **Reflection:**
 - a. Based on the student performance on this assessment, describe the next steps for instruction for your students. These next steps may include a specific instructional activity or other strategies to support or extend continued acquisition of the language related to the objectives, standards, central focus, and/or relevant academic language for the learning segment.
 - b. If different, describe any individualized next steps for the two students whose individual language proficiency you analyzed.
 - c. In your description, be sure to explain how these next steps follow from your analysis of the student performances.

Assessment Rubrics [return](#)

ASSESSMENT: ANALYZING STUDENT WORK			
WL6: How does the candidate demonstrate an understanding of student communicative proficiency with respect to standards/objectives?			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> • Criteria are not aligned with the identified standards/objectives. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • The conclusions in the analysis are not supported by either student work samples or the summary of communicative proficiency. 	<ul style="list-style-type: none"> • Criteria are well-defined and aligned with the indicated standards/objectives from the learning segment. • The analysis focuses focus on students' degree of automaticity, fluency and/or accuracy in relationship to identified standards/objectives. • The analysis is supported by work samples and the summary of communicative proficiency. The analysis of whole class performance describes some differences in levels of student communicative proficiency. 	<ul style="list-style-type: none"> • Criteria are well-defined and reflect the depth of understanding stated in the indicated standards/objectives from the learning segment. • The analysis focuses on patterns in automaticity, fluency, and/or accuracy to analyze students' communicative proficiency in relation to standards/objectives. The analysis uses these patterns to understand student cognition underlying these patterns. • The analysis is supported by work samples and the summary of communicative proficiency. Specific patterns are identified for individuals or subgroup(s) in addition to the whole class. 	<p>All components of Level 3 plus:</p> <ul style="list-style-type: none"> • The candidate is able to see areas of strength in a predominantly weak sample and/or areas for improvement in a predominantly strong sample.

ASSESSMENT: USING ASSESSMENT TO INFORM INSTRUCTION

WL7: How does the candidate use conclusions about students' communicative proficiency to plan next steps in instruction?

Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> Next steps are not relevant to the standards/objectives assessed. <p align="center">OR</p> <ul style="list-style-type: none"> Next steps are vaguely related to improving student performance related to the identified standards/objectives or use the same, unmodified strategies. <p align="center">OR</p> <ul style="list-style-type: none"> Next steps are not described in sufficient detail to understand them. 	<ul style="list-style-type: none"> Next steps follow from the analysis and are related to the standards/objectives. Next steps focus on improving student performance through new or slightly modified strategies for general support that addresses some identified student communicative proficiency needs. Next steps described in sufficient detail to understand them. 	<ul style="list-style-type: none"> Next steps follow from an accurate analysis of student learning and aim at improving student understanding of important features of the standards/objectives. Next steps focus on improving student performance through targeted support to individuals and groups to address specific identified communicative proficiency needs. Next steps are based on whole class patterns of communicative proficiency and some patterns for individuals and/or subgroups and are described in sufficient detail to understand them. 	<p>All components of Level 3 plus:</p> <ul style="list-style-type: none"> Next steps demonstrate a strong understanding of both the identified language objectives and of individual students and/or subgroups.

ASSESSMENT: USING FEEDBACK TO GUIDE FURTHER LEARNING

WL8: How does the candidate provide students feedback to guide their further learning?

<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>
<ul style="list-style-type: none"> Feedback focuses solely on errors with no elaboration or is vague. Opportunities for applying feedback are not described. <p align="center">OR</p> <ul style="list-style-type: none"> The feedback contains significant inaccuracies. 	<ul style="list-style-type: none"> Feedback accurately identifies what students did well and areas for improvement related to specific learning objectives. Candidate describes how students will use feedback to correct their errors. 	<ul style="list-style-type: none"> Specific and accurate feedback helps the student understand what s/he did well, and provides guidance for improvement. Candidate describes how students will use feedback to improve their work or their understanding. 	<ul style="list-style-type: none"> Specific and accurate feedback on communicative proficiency in cultural context helps the student understand what s/he did well, and provides guidance for improvement. Candidate describes how students will use feedback to improve their work or their understanding and to evaluate their own work.

Task 4. *Final Retrospective Reflection* [return](#)

Purpose

The Final Retrospective Reflection task asks you to reflect on your experiences teaching the learning segment and to consider what you have learned about your teaching and the learning of your students. You will provide evidence of your ability to examine your teaching and propose changes that support the learning of your diverse students.

What Do I Need to Do?

- ✓ Reflect on your experiences teaching the entire learning segment and what you have written in your previous commentaries.
- ✓ Respond to the commentary prompt by explaining what you would do differently, given the opportunity to teach these lessons again.

Retrospective Reflection Commentary

Consider what you have learned about your teaching, your students, and their learning throughout the learning segment. Write a commentary **of no more than one single spaced page (including prompts)** in response to the following prompt.

1. If you could teach these lessons to the same group of students again, what would you change? Why?

Reflection Rubric [return](#)

REFLECTION: MONITORING STUDENT PROGRESS AND ADJUSTING INSTRUCTION			
WL9: How does the candidate monitor students' language acquisition and make appropriate adjustments in instruction during the learning segment?			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> • Daily reflections indicate inconsistent monitoring of students' communicative proficiency. • There is limited evidence of adjusting instruction in response to observed problems, e.g., student confusion, a lack of challenge, time management. 	<ul style="list-style-type: none"> • Daily reflections identify what students could or could not do within each lesson. • Adjustments to instruction are focused on improving directions for learning tasks, time management, or reteaching. 	<ul style="list-style-type: none"> • Daily reflections identify what students could or could not do within each lesson and consider the implications for acquiring the targeted communicative proficiency at the end of the learning segment. • Adjustments to instruction are appropriate and focused on addressing some individual and collective language acquisition needs. 	<p>All components of Level 3 plus:</p> <ul style="list-style-type: none"> • Adjustments to instruction are focused on developing automaticity, fluency (both productive and receptive), accuracy in the target language and/or students' familiarity with cultures that use that language.

Academic Language Rubrics [return](#)

ACADEMIC LANGUAGE¹²: UNDERSTANDING LANGUAGE DEMANDS¹³ AND RESOURCES			
WL10: How does the candidate identify the language demands of learning tasks and assessments relative to the students' current levels of academic language proficiency?			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> • Candidate's description of students' proficiency in the target language at lower levels is limited to what they CANNOT do. • Language genre(s)¹⁴ discussed are only tangentially related to the academic purposes of the learning segment. • Candidate identifies unfamiliar vocabulary without considering other linguistic features. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Candidate did not identify any language demands within the learning and assessment tasks. 	<ul style="list-style-type: none"> • Candidate describes academic language strengths and needs of students at different levels of proficiency in the target language. • The language genre(s) discussed are clearly related to the academic purposes of the learning segment and some language demands are identified. • Candidate identifies vocabulary that may be problematic for students. 	<ul style="list-style-type: none"> • Candidate describes target language strengths and needs of students at different levels of proficiency in the target language. • The language genre(s) discussed are clearly related to the academic purpose of the learning segment and language demands are identified. One or more linguistic features and/or textual resources of the genre are explicitly identified. • Candidate identifies essential vocabulary for students to actively engage in specific language tasks. 	<ul style="list-style-type: none"> • Candidate describes target language strengths and needs of students at the full range of proficiency in the target language. • The language genre(s) discussed are clearly related to the academic purpose of the learning segment and language demands are identified. One or more genre-related linguistic features or textual resources of the specific tasks/materials are explicitly identified and related to students' varied levels of target language proficiency. • Candidate identifies for instruction related clusters of vocabulary-

¹² Academic language is a minor focus, if a focus at all, for most World Language candidates. For introductory language courses focusing on Levels 1 and 2 of the Language Learning Continuum, the major focus is on being able to talk about familiar content in the target language. The two Academic Language rubrics should only be scored for candidates teaching advanced language classes that are using the target language for learning new content.

¹³ Language demands might include: distinguishing literal meanings of words and phrases from their symbolic meanings; using technical language to explain intuitive responses to text; using complex sentences to express interpretations; using precise language to explain the effects of literary devices; combining argument and textual references to persuading an audience to accept an interpretation

¹⁴ Key genres in this area might include: recounting plot development; engaging in collaborative and oral understanding of a text; explaining a response to a text; interpreting figurative language; evaluating interpretations of a text.

ACADEMIC LANGUAGE: DEVELOPING STUDENTS' ACADEMIC LANGUAGE REPERTOIRE

WL11: How do the candidate's planning, instruction, and assessment support academic language development?

Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> • The candidate gives little or sporadic support to students to meet the language demands of the learning tasks. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Language and/or content is oversimplified to the point of limiting student access to the core content of the curriculum. 	<ul style="list-style-type: none"> • The candidate uses scaffolding or other support¹⁵ to address identified gaps between students' current language proficiency and the language demands of the learning tasks and assessments, including selected genres and key linguistic features. • Candidate articulates why instructional strategies chosen are likely to support aspects of students' language development. 	<ul style="list-style-type: none"> • The candidate's use of scaffolding or other support provides access to core content while also providing explicit models, opportunities for practice, and feedback for students to develop further language proficiency for selected genres and key linguistic features. • The candidate articulates why the instructional strategies chosen are likely to support specific aspects of students' language development for different levels of language proficiency. 	<ul style="list-style-type: none"> • The candidate's use of scaffolding or other support provides access to core content while also providing explicit models, opportunities for practice, and feedback for students to develop further language proficiency related to the demands of the learning tasks and assessments. • The candidate articulates why the instructional strategies chosen are likely to support specific aspects of students' language development for the full range of language proficiency and projects ways in which the scaffolds can be removed as proficiency increases.

¹⁵ Such support might include one or more of the following: modeling of strategies for comprehending or constructing texts; explicit communication of the expected features of oral or written texts (e.g., using rubrics, models, and frames); use of strategies that provide visual representations of content while promoting content-based literacy development (e.g., graphic organizers); vocabulary development techniques (context cues, categorization, analysis of word parts, etc.); opportunities to work together with students with different kinds of language and literacy skills, etc.

Glossary [return](#)

Academic Language: Academic language is the oral and written language needed by students to understand and communicate in the academic disciplines for specific purposes and audiences. Academic language often requires the inclusion of context information to make the meaning clear for a distant audience. It has long been accompanied by visuals such as illustrations and charts, and is beginning to incorporate multi-media as well as oral and written forms. Academic language genres include the specialized vocabulary, linguistic features, and textual resources associated with genres within a field (e.g., literary criticism, explanations of historical phenomena, lab reports). It also includes instructional language needed to participate in learning and assessment tasks, including discussing ideas and asking questions, summarizing instructional and disciplinary texts, following and giving instructions, listening to a mini-lesson, explaining thinking aloud, giving reasons for a point of view, and answering multiple-choice questions or writing essays to display knowledge on tests.

Assessment: Evidence teachers collect of student prior knowledge, thinking, or learning in order to evaluate what students understand and how they are thinking. Informal assessments include such things as student questions and responses during instruction and teacher observations of students as they work. Formal assessments may include such things as quizzes, homework assignments, lab reports, papers, journals, and projects.

Complex text: A complex text is one that is just beyond students' current skill levels for understanding, interpreting, or responding to texts.

Curriculum content: Descriptions of what students are to know and be able to do, including various areas of knowledge, e.g., facts, concepts, procedures, methods of inquiry and making judgments.

Engaging students in learning: Teacher strategies that promote students to actively increase their knowledge, skills, and abilities related to the learning objectives for the lesson. **Engagement** contrasts with **participation** in learning tasks where students complete the activities, but little learning takes place because the tasks are not well-designed and/or implemented.

Genres: Generic designs applicable across multiple topics to guide the process of interpreting or constructing texts. The designs are structured to achieve specific purposes related to a particular cultural (e.g., science community, ethnic community) and situational context (e.g.,

classroom discussion, test, school newspaper, or The Concord Review, a national history journal for secondary students). Examples of subject-specific genres appear in Appendix A.

Guiding Question: Questions used to identify the focus of each rubric, i.e., what it measures about the candidate's teaching practice as documented in the Teaching Event. Each rubric level descriptor provides an answer to the related guiding question at a different level of performance. (See Rubric level descriptor)

Language Demands: In the context of learning in classrooms, language demands are descriptions of the language students need to effectively participate in classroom tasks. This includes demands related to listening, speaking, reading, writing, and shifting between those modalities. These demands can be vocabulary, linguistic features of genres, and other language demands related to participating in learning tasks (e.g., sharing ideas with a partner, listening to instructions). Particular language demands vary with the purpose and audience, although academic language is often aimed at communicating with distant audiences when assumptions and needed context need to be made explicit. The degree of language demand also varies with the cognitive complexity of the content, a student's current language development, a student's relevant knowledge and experience, and the context in which the language demand occurs (e.g., participating in a discussion with or without notes). Teachers can draw upon students' language strengths (including language abilities in another language or context) and supply scaffolds to enable students to understand or produce language beyond their current level of mastery.

Learning Objectives: Student learning outcomes to be achieved by the end of the lesson.

Learning Segment: A set of lessons that build one upon another toward a central purpose, with a clearly defined beginning and end.

Learning Tasks: Purposefully designed activities in which students engage (not just participate – see Engaging Students in Learning) to meet the learning objectives for the lesson.

Linguistic Features of Texts: Regular language patterns characteristic of specific genres in a specific context. They include such things as vocabulary patterns, connector words, grammatical structures, or text organization strategies. Conventional linguistic features help authors of oral and written texts achieve their purpose, enabling others to understand the communication.

Scaffolding: A special type of instructional support to allow students to do a task that they cannot yet do independently. Like scaffolding for buildings under construction, the support is designed to be temporary and to be removed or gradually reduced as students learn to do the task by themselves.

Student academic content standards: A set of knowledge, skills, and abilities that students are to learn by the end of a particular grade, grade level, or course. Student academic content standards are usually published by the state department of education to guide curriculum and instruction in public schools.

Text: A text is a coherent configuration of language (and other symbolic resources such as graphs, charts, illustrations) of any length with the intention to communicate meaning and achieve social purposes in particular contexts. Every clause simultaneously represents a version of reality (who did what to whom), negotiates social relationships (between author and audience) and organizes the message. Meaning is realized through language choices that simultaneously interweave language choices (grammar, technical words, linking words, text forms, organizational moves and other linguistic devices) into a coherent and cohesive whole to achieve particular cultural and situational purposes for specific audiences.

Textual resources: Textual resources help readers make sense of texts. They include formatting conventions, graphics, and organizational titles and headings.

Checklist of Required Evidence [return](#)

Required Forms (this is in Appendix C)

- Teaching Event Authenticity Sign-Off Form

Task 1. Planning for Instruction & Assessment

- Context for Learning Information
- Lesson plans for learning segment
- Key instructional materials, e.g., class handouts, overheads, labeled by the lesson number(s) (e.g., Lesson 1, Lessons 2-3) for which each document will be used
- All assessment tools and evaluation criteria labeled by the lesson number(s) (e.g., Lesson 1, Lessons 2-3) for which each tool will be used
- Commentary explaining how the planned instruction and assessments draw upon what you know about your students as well as research and theory to support and monitor student learning
- Daily reflections

Task 2. Instructing & Engaging Students in Learning

- Video clip(s)
- Video Label Form
- Commentary explaining and analyzing the teaching and learning portrayed in the video

Task 3. Assessing Student Learning

- Evaluation criteria used to assess student performance on the assessment
- Work samples from three students to illustrate what students generally were able to produce/comprehend and what a number of students were still struggling with
- Evidence of oral and/or written feedback given to two focus students
- Commentary analyzing student learning based on performance on the assessment, describing feedback given to two students, and identifying next steps in instruction

Task 4. Final Retrospective Reflection

- Final Retrospective Reflection Commentary

Appendix A

Academic Language for Secondary World Language [return](#)

Academic language is a minor focus, if a focus at all, for most World Language candidates. For first and second courses in a sequence, the major focus is on being able to talk about familiar content in the target language. Academic Language is typically relevant to third and fourth courses in the sequence.

Academic language differs from everyday language. The differences include:

- a defined system of genres with explicit expectations about how texts are organized to achieve academic purposes;
- precisely-defined vocabulary to express abstract concepts and complex ideas;
- more complex grammar in order to pack more information into each sentence;
- a greater variety of conjunctions and connective words and phrases to create coherence among multiple ideas;
- textual resources (formatting conventions, graphics and organizational titles and headings) to guide understanding of texts

Academic language also includes instructional language needed to participate in learning and assessment tasks, such as:

- discussing ideas and asking questions,
- summarizing instructional and disciplinary texts,
- following and giving instructions,
- listening to a mini-lesson,
- explaining thinking aloud,
- giving reasons for a point of view,
- writing essays to display knowledge on tests.

Academic language takes the form of many genres. Genres are generic designs applicable across multiple topics to guide the process of interpreting or constructing texts. The designs are structured to achieve specific purposes related to a particular cultural (e.g., community of heritage speakers, parent communities) and situational context (e.g., classroom discussion, test, school newspaper, a creative writing journal for secondary students.)

Examples of genres in advanced world language courses:

- representing situations in poetic imagery
- explaining or justifying interpretations of texts
- describing events in precise language
- recounting plot development
- defining and relating elements of a novel

- evaluating or constructing arguments about how an author tries to achieve particular reader responses
- interpreting and explaining an author’s use of figurative language

Examples of linguistic features of genres:

- related clusters of vocabulary to express the content such as simile and metaphor or character, feelings, actions
- connector words that join sentences, clauses, phrases and words in logical relationships of time, cause and effect, comparison, or addition¹⁶
- cohesive devices that link information in writing and help the text flow and hold together¹⁷
- grammatical structures. Example of these structures in English are: those used to introduce counterpoints (In contrast, we see later in the book...); passive voice; nominalizations where verbs are turned into nouns like write into writing to help condense text and make connections between sentences as in “ The author wrote this book in 1887. The writing of that time...” (Of course, these will be in the language of instruction for World Language, and the language will have its own grammatical structures.)
- text organization strategies

Examples of connector words for different purposes:

- Temporal: first, next, then
- Causal: because, since, however, therefore
- Comparative: rather, instead, also, on the other hand
- Additive: and, or, furthermore, similarly, while
- Coordinating: and, nor, but, so

Example of text organization strategies for increasingly complex arguments (in the English argument genre)¹⁸:

- Simple argument: point/proposition, elaboration, I thought the novel was interesting because I liked the characters.
- Argument with evidence: Proposition, argument, conclusion
- Discussion: statement of issue, arguments for, arguments against, recommendation
- Elaborated discussion: statement of issue, preview of pro/con positions, several iterations of point/elaboration representing arguments against, several iterations of point/elaboration representing arguments for, summary, conclusion

¹⁶ Knapp, P. and Watkins, M. (2005). Genre, text, grammar: Technologies for teaching and assessing writing. Sydney: University of New South Wales Press, Ltd. p. 49

¹⁷ Knapp & Watkins, *op. cit.*, p. 47

¹⁸ Adapted from Knapp & Watkins, *op. cit.*, pp. 190-195.

Appendix B
Summary of Student Learning Chart
(Optional)

List the categories of evaluation criteria as well as the corresponding characteristics of student work at each level of performance. This chart is designed to be completed electronically, so the blank space does not represent the space needed. Use as much space and as many rows and columns as you need.

<i>Evaluation Criteria Category</i>	<i>Characteristics of Student Work</i>		
	<i>Performance Level 1</i>	<i>Performance Level 2</i>	<i>Performance Level 3, etc. (Insert more columns if needed)</i>
(name of category)	(provide description of performance of class at this level)	(provide description of performance of class at this level)	(provide description of performance of class at this level)
(name of category)	(provide description of performance of class at this level)	(provide description of performance of class at this level)	(provide description of performance of class at this level)
(name of category)	(provide description of performance of class at this level)	(provide description of performance of class at this level)	(provide description of performance of class at this level)

Appendix C

TPAC Authenticity Sign-Off Form [Return](#)

Submit this form with your completed TPAC assessment.

This TPAC assessment has been submitted as part of a pilot of the assessment instrument. This attestation is acknowledgement that the ultimate responsibility for compiling the documentation (including writing the commentaries) lies with the credential candidate. However, credential candidates are encouraged to seek assistance, input and feedback from their university supervisors, cooperating/master teachers, university instructors, or other credential candidates during the completion of the assessment.

Attestation by Credential Candidate

- I have primary responsibility for teaching the students/class during the learning segment profiled in this assessment;
- The video clip(s) submitted show me teaching the students/class profiled in the evidence submitted;
- The student work included in the documentation is that of my students who are profiled in the learning segment documented in this assessment;
- I am sole author of the teacher commentaries and other written responses to prompts and other requests for information in this assessment;
- Appropriate citations have been made for all materials in the assessment whose sources are from published text, the Internet, or other educators.

Teacher Candidate's Signature

Teacher Candidate's Name (*printed*)

Date

Teacher Candidate ID #

Attestation by University Supervisor

To the best of my knowledge, the statements above are accurate.

University Supervisor's Signature

University Supervisor's Name (*printed*)

Date