

University Supervisor completes with final assessment; Teacher Candidate stores in binder and submits to University Supervisor via Taskstream at the end of the experience.

Please download the needed rubric from the PLNU Clinical Practice website at www.plnusoe.com.

World Languages Competency Assessment

Teacher Candidate:

University Supervisor/CT:

Date:

Clinical Practice Phase I

Clinical Practice Phase II

<i>Elements</i>	<i>Candidate Proficiency</i>	<i>I</i>	<i>II</i>	<i>III</i>	<i>IV</i>	<i>Not Yet Observed/Comments</i>
1. Standards	Designs and implements instruction that assures all students meet or exceed state-adopted standards in world languages and applicable English Language Development Standards.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial: Date:
2. Language Proficiency	Demonstrates a high proficiency in the language and culture that allows her/him to conduct classes in the target language and to the extent possible in authentic cultural settings.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	

						Initial: Date:
<i>3. Proficiency - Oriented Program</i>	Teaches a proficiency-oriented program with a commitment to teaching and learning, using the three communicative modes (interpretive, interpersonal, and presentational) and the enabling skills (listening, reading, speaking, and writing) that support them, thus enabling beginning teachers to support their students to demonstrate communicative ability in the target language and culture from level one to advanced.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial: Date:
<i>4. Reading</i>	Teaches students to independently read, comprehend, and selects instructional materials, including authentic resources that include increasingly complex subject relevant texts and graphic/media representations presented in diverse formats.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial: Date:

						Initial: Date:
<i>5. Writing</i>	Teaches students to write argumentative and expository text in the target language.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial: Date:
<i>6. Basic Linguistics</i>	Teaches the nature of language and basic linguistics as well as a thorough understanding of the structural rules and practical use of the target language.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	

						Initial: Date:
<i>7. Cultural Understanding</i>	Demonstrates an in-depth knowledge and understanding of the cultures and societies in which the target language is spoken, with validation and appreciation of the language and cultures of heritage and native speakers.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial: Date:
<i>8. Lesson Planning & Assessment</i>	Plans and delivers challenging lessons; assesses students using a variety of assessment tools aligned with current methodology in second-language acquisition.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial: Date:

						Initial: Date:
<i>9. Critical Thinking</i>	Teaches and emphasizes critical thinking and evidence of student learning to inform best practices in teaching.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial: Date:
<i>10. Technology</i>	Uses technology to support and enhance their instruction, and provides students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools for learning or demonstrating their linguistic and cultural competency.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	

							Initial: _____	Date: _____
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This Teacher Candidate has completed all competencies for World Languages.

University Supervisor or Mentor teacher Signature: _____ Date: _____