

# Elementary World Language Self-Assessment Worksheet

The Nebraska Department of Education in cooperation with ad hoc committee



Use this table to specifically determine what resources you currently have available in your school/school district.

	Beginning	Emerging	Progressing	Expanding	Exemplary (Immersion)
<b>Language Exposure (e.g. language for communication; grammar; media )</b>	<ul style="list-style-type: none"> <li>• Video series delivering instruction</li> <li>• Some technology integrated</li> <li>• Some authentic input from community or school resources</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom teacher</li> <li>• Limited technology integrated</li> <li>• Some authentic input</li> </ul>	<ul style="list-style-type: none"> <li>• Recognized distance model delivering instruction</li> <li>• Some technology integrated</li> <li>• Authentic input</li> </ul>	<ul style="list-style-type: none"> <li>• Qualified teacher delivering instruction</li> <li>• Technology integrated</li> <li>• Authentic input/Community interaction</li> </ul>	<ul style="list-style-type: none"> <li>• Endorsed content specialist or native speaker delivering instruction</li> <li>• Elementary teacher delivering instruction</li> <li>• Technology integrated</li> <li>• Authentic input/Community interaction</li> </ul>
<b>Cultural Exposure</b>	<ul style="list-style-type: none"> <li>• Recognizing heritage languages in community</li> <li>• Awareness of diversity/differences, as well as own culture and those of others</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizing and valuing heritage languages in community</li> <li>• Appreciation for diversity/differences</li> <li>• Awareness of own culture and those of others</li> </ul>	<ul style="list-style-type: none"> <li>• Limited interaction with heritage languages in community</li> <li>• Appreciation for diversity/differences</li> <li>• Awareness of own culture and those of others</li> </ul>	<ul style="list-style-type: none"> <li>• Some interaction with heritage languages in community</li> <li>• Appreciation for diversity/differences</li> <li>• Appreciation and awareness of own culture and those of others</li> </ul>	<ul style="list-style-type: none"> <li>• Active interaction with heritage languages in community and beyond</li> <li>• Appreciation for diversity/differences</li> <li>• Appreciation and awareness of own culture and those of others</li> <li>• Promoting inter-cultural competence</li> </ul>

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Use this table to specifically determine what program fits the needs of your school/school district according to your resources.

	Beginning	Emerging	Progressing	Expanding	Exemplary
<b>Content Connection</b>	<ul style="list-style-type: none"> <li>Language instruction delivered via materials with little connection to school and community</li> <li>Teachers working together</li> </ul>	<ul style="list-style-type: none"> <li>Themes coordinated with district curriculum</li> <li>Teachers working independently to deliver instruction</li> </ul>	<ul style="list-style-type: none"> <li>Themes coordinated with district curriculum</li> <li>Language Coordinator or Teachers working together to create more meaningful connection/impact with the language</li> </ul>	<ul style="list-style-type: none"> <li>Language Instruction coordinated with district curriculum</li> <li>Teachers working together to create more meaningful connection/impact with the language</li> </ul>	<ul style="list-style-type: none"> <li>Language instruction coordinated with district curriculum</li> <li>Language study is fully integrated to school curriculum</li> </ul>
<b>Duration of Language/Cultural Study</b>	<ul style="list-style-type: none"> <li>Language/culture instruction is being given sporadically</li> </ul>	<ul style="list-style-type: none"> <li>Language/culture instruction is integrated to fit the curricular topics</li> </ul>	<ul style="list-style-type: none"> <li>Language/culture instruction is integrated and also given for a scheduled time such as 15 minutes</li> </ul>	<ul style="list-style-type: none"> <li>Language / culture instruction is integrated and also given for a scheduled time such as 20 minutes daily</li> </ul>	<ul style="list-style-type: none"> <li>Language/culture instruction is integrated in the school curriculum daily or 50% of the time</li> </ul>
<b>Articulation</b> (Among and between disciplines and levels of education)	<ul style="list-style-type: none"> <li>Consistent integration language instruction</li> </ul>	<ul style="list-style-type: none"> <li>Prevailing vertical or horizontal articulation</li> </ul>	<ul style="list-style-type: none"> <li>Building vertical or horizontal articulation</li> </ul>	<ul style="list-style-type: none"> <li>Horizontal or vertical articulation evident</li> </ul>	<ul style="list-style-type: none"> <li>Horizontal and vertical articulation evident</li> </ul>
<b>Frequency of Language/Cultural Study</b>	<ul style="list-style-type: none"> <li>Instruction takes place as appropriate for the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Instruction takes place as appropriate for the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Instruction takes place 2-3 times each week</li> </ul>	<ul style="list-style-type: none"> <li>Instruction takes place 4 times each week</li> </ul>	<ul style="list-style-type: none"> <li>Instruction takes place 5 times each week for at least 50% of the class time</li> </ul>