



World Language Education Student Teacher Assessment

Student Teacher _____ School _____ Grade/Subject _____

Directions: **Both supervisor and mentor** should complete this assessment of the student teacher **near the end of the student teaching practicum**. Ratings should be based on the mentor teacher’s and supervisor’s assessment of the student teacher’s performance as judged by both classroom observations and other teaching artifacts, such as those in a portfolio.

- Rating Scale: **E = Exemplary** (the student teacher met *all* or *nearly all* performance indicators with *outstanding quality* – **performance exceeded expectations**)
G = Good (the student teacher met *all* or *nearly all* performance indicators with *high quality* -- performance **consistently met expectations**)
S = Satisfactory (the student teacher met *nearly all* performance indicators with *acceptable quality* consistent with a novice teacher -- **knowledge and skills are emerging**)
U – Unsatisfactory (the student teacher met *fewer than half* of the performance indicators; or *most* indicators, but with *poor quality*)
NO – Not Observed (there is insufficient evidence available to determine level of performance)

The World Language student teacher demonstrated the knowledge, ability, and dispositions to plan and provide instruction in World Languages through/by:

1. Pronunciation/fluency of speech pattern in target language.	E	G	S	U	NO
2. Facility in giving directions in target language.	E	G	S	U	NO
3. Facility in explaining key concepts in target language.	E	G	S	U	NO
4. Ability to provide clues to correct answers in target language without reverting to English.	E	G	S	U	NO
5. Ability to elicit correct answers from reluctant or struggling students.	E	G	S	U	NO
6. Conducting class in target language.	E	G	S	U	NO
7. Perceived incidence of grammatical or semantic accuracy.	E	G	S	U	NO
8. Demonstrated knowledge of culture through bulletin boards, discussion, projects informal assessments.	E	G	S	U	NO
9. Opportunities for understanding and accepting practices and perspectives of the target culture studied, as compared to students’ native culture.	E	G	S	U	NO
10. Frequency of making connections between concepts learned in target language class and other disciplines.	E	G	S	U	NO

University Supervisor *or* Mentor _____ Date Completed _____