

Component 4 consists of Novice and Intermediate checklists and student activity performance records. Users can either print them out and complete the forms manually or add information to the forms electronically.



CLOCK *Classroom Language Observation Checklist Kit*

Component 4

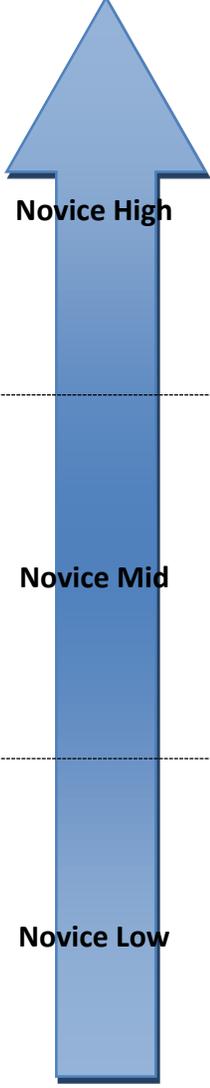
CHECKLISTS AND STUDENT ACTIVITY PERFORMANCE RECORDS

CENTER FOR APPLIED LINGUISTICS

2015

CLOCK Classroom Observation Checklist: Novice Sublevels**

Student Name: _____ Grade: _____ Language: _____ Topic: _____ Activity: _____ Date: _____

Interpersonal or Presentational Speaking (circle one or both)				Interpretive Listening
Performance Level	Fluency How does his/her use of the target language flow?	Language Control How well does he/she use the target language?	Vocabulary What kind of words does he/she know in the target language?	Comprehension How well does he/she understand the target language?
 <p>Novice High</p>	<input type="checkbox"/> Uses some sentences or questions learned in class. <input type="checkbox"/> Answers some questions about things learned in class. <input type="checkbox"/> Sometimes generates some sentences or questions of his/her own. <input type="checkbox"/> Presents information using practiced phrases and simple sentences.	<input type="checkbox"/> Often uses words, phrases, sentences or questions learned in class correctly. <input type="checkbox"/> Sometimes uses own generated sentences. <input type="checkbox"/> Generated sentences or questions are occasionally correct.	<input type="checkbox"/> Uses familiar words related to what he/she is learning in class. <input type="checkbox"/> Uses native language when he/she does not know the words to say more about something in the target language. <input type="checkbox"/> Presents information on familiar topics.	<input type="checkbox"/> Understands simple, familiar words, phrases, sentences, questions, and directions. Understands some new sentences and questions and follows some new* directions when teacher: <ul style="list-style-type: none"> <input type="checkbox"/> speaks slowly. <input type="checkbox"/> repeats the question. <input type="checkbox"/> uses pictures or gestures to help him/her understand.
	<input type="checkbox"/> Uses words he/she has heard a lot. <input type="checkbox"/> Uses short phrases practiced a lot. <input type="checkbox"/> Sometimes uses simple sentences practiced a lot. <input type="checkbox"/> Answers some simple, questions practiced a lot. <input type="checkbox"/> Presents information using variety of words, and memorized phrases and expressions.	<input type="checkbox"/> Uses words learned in class. <input type="checkbox"/> Sometimes uses phrases or sentences learned in class correctly.	<input type="checkbox"/> Uses some familiar words related to what he/she is learning in class. <input type="checkbox"/> Pauses and tries to find words in the target language, but often uses words in his/her native language. <input type="checkbox"/> Presents information about self and some very familiar topics.	<input type="checkbox"/> Understands a few simple, very familiar words, phrases, sentences, questions, and directions. Usually understands when teacher: <ul style="list-style-type: none"> <input type="checkbox"/> speaks slowly. <input type="checkbox"/> repeats the question. <input type="checkbox"/> uses pictures or gestures to help him/her understand.
	<input type="checkbox"/> Uses a few words he/she practiced a lot. <input type="checkbox"/> Occasionally use a few short phrases he/she practices a lot. <input type="checkbox"/> Presents information using single words or memorized phrases.	<input type="checkbox"/> Sometimes uses words that he/she knows well. <input type="checkbox"/> Sometimes uses a few phrases he/she knows well.	<input type="checkbox"/> Uses a few words that he/she practices a lot. <input type="checkbox"/> Knows a few phrases that he/she practices a lot. <input type="checkbox"/> Use native language a lot. <input type="checkbox"/> Presents limited information about self and a few very familiar topics.	<input type="checkbox"/> Understands a few words/phrases that he/she practices a lot. Sometimes understands when teacher: <ul style="list-style-type: none"> <input type="checkbox"/> speaks slowly. <input type="checkbox"/> repeats the question. <input type="checkbox"/> uses pictures or gestures to help him/her understand.

*New refers to material that the student has not learned previously.

**This checklist is based on the ACTFL Performance Descriptors for Language Learners (2012), ACTFL Proficiency Guidelines (2012), NCCSFL-ACTFL Can-Dos (2013), COPE/SOPA Rating Scale (2010), and input from STARTALK program administrators, teachers, and CLOCK project advisors.

COMMENTS:	
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COMMUNICATION STRATEGIES AND LESSON-SPECIFIC CAN-DO STATEMENTS

Student Name: _____ **Grade:** ____ **Language:** _____ **Topic:** _____ **Activity:** _____ **Date:** _____

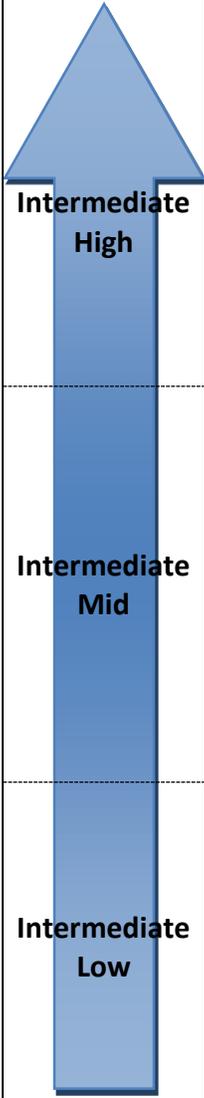
Novice Level Communication Strategies (check all that apply)	Comments
<input type="checkbox"/> Repeats words, phrases, or sentences. <input type="checkbox"/> Uses gestures or facial expressions to help others understand. <input type="checkbox"/> Sometimes uses English. <input type="checkbox"/> Asks teacher or classmate to repeat what they said. <input type="checkbox"/> Lets teacher know when he/she does not understand. For presentational: <input type="checkbox"/> Slows down the pace of the presentation when sensing the audience is having difficulty understanding. <input type="checkbox"/> Repeats words, phrases, or sentences when sensing the audience is having difficulty understanding. <input type="checkbox"/> Other:	
Lesson-Specific Can-Do Statements	
What can he/she talk about in the target language? [Please paste in your lesson specific can-dos for interpersonal speaking here]	What can he/she understand in the target language? [Please paste in your lesson specific can-dos for interpretive listening here]
Comments:	Comments:

*New refers to material that the student has not learned previously.

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CLOCK Classroom Observation Checklist: Intermediate Sublevels**

Student Name: _____ Grade: _____ Language: _____ Topic: _____ Activity: _____ Date: _____

Interpersonal or Presentational Speaking (circle one or both)				Interpretive Listening
Performance Level	Fluency/Text type	Language Control	Vocabulary	Comprehension
	How does his/her use of the target language flow?	How well does he/she use the target language?	What kind of words does he/she know in the target language?	How well does he/she understand the target language?
 Intermediate High	<input type="checkbox"/> Uses sentences or questions learned in class very easily. <input type="checkbox"/> Often generates sentences or own questions. <input type="checkbox"/> Describes something or tells a simple story using strings of sentences. <input type="checkbox"/> Has conversations easily and is able to keep the conversation going. <input type="checkbox"/> Handles social interactions in everyday situations that sometimes have an unexpected complication. <input type="checkbox"/> Makes presentations using organized strings of sentences.	Mostly accurate when uses: <input type="checkbox"/> learned sentences or questions. <input type="checkbox"/> own generated sentences or questions. Mostly accurate when: <input type="checkbox"/> puts strings of generated sentences together. <input type="checkbox"/> puts strings of learned sentences together.	<input type="checkbox"/> Uses new words he/she has just learned easily. <input type="checkbox"/> Often figures out a way to say what he/she wants to say in the target language. <input type="checkbox"/> Rarely uses words from native language. <input type="checkbox"/> Makes presentations on personal, school, community or researched topics.	<input type="checkbox"/> Understands sentences, questions and strings of sentences about things he/she has been learning in class. <input type="checkbox"/> Understands some new sentences, questions, and strings of sentences. <input type="checkbox"/> When he/she is learning about something new*, usually can figure out the main idea and some important details.
	<input type="checkbox"/> Uses sentences and questions learned in class easily. <input type="checkbox"/> Generates some sentences or questions of his/her own. <input type="checkbox"/> Describes something using strings of sentences. <input type="checkbox"/> Has conversations about things he/she knows and is sometimes able to keep the conversation going. <input type="checkbox"/> Presents information using connected sentences.	<input type="checkbox"/> Mostly accurate when using learned sentences and questions. Often accurate when: <input type="checkbox"/> generates sentences and/or questions. <input type="checkbox"/> puts strings of generated sentences together. <input type="checkbox"/> puts strings of learned sentences together .	<input type="checkbox"/> Sometimes uses new* words easily. <input type="checkbox"/> Tries to figure out a way to say what he/she wants to say in the target language, but sometimes has to use native language. <input type="checkbox"/> Sometimes uses words from native language when he/she doesn't know the words in the target language. <input type="checkbox"/> Presents information on a wide range of familiar topics.	<input type="checkbox"/> Usually understands sentences, questions, and groups of sentences about things learned in class. <input type="checkbox"/> When he/she is learning about something new*, is sometimes able to figure out the main idea and some important details.
	<input type="checkbox"/> Asks and answers questions about things learned in class. <input type="checkbox"/> Uses sentences and questions learned in class. <input type="checkbox"/> Occasionally generates some sentences or questions on own. <input type="checkbox"/> Has simple, short conversations about things he/she knows. <input type="checkbox"/> Presents information using simple sentences.	<input type="checkbox"/> Usually uses learned sentences/questions well. <input type="checkbox"/> Sometimes uses learned sentences and questions accurately. <input type="checkbox"/> Occasionally uses accurate language in generated sentences or questions.	<input type="checkbox"/> Uses familiar words easily. <input type="checkbox"/> Uses some new words. <input type="checkbox"/> Uses words in his/her native language when he/she does not know the words in the target language. <input type="checkbox"/> Presents information on familiar topics.	<input type="checkbox"/> Understands simple words, phrases, sentences, questions, and directions learned in class. <input type="checkbox"/> Understands new* sentences and questions and new directions easily if teacher speaks slowly, repeats the sentence, question, or uses pictures or gestures to help him/her understand.

*New refers to material that the student has not learned previously.

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COMMENTS:	
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COMMUNICATION STRATEGIES AND LESSON-SPECIFIC CAN-DO STATEMENTS

Student Name: _____ **Grade:** ____ **Language:** _____ **Topic:** _____ **Activity:** _____ **Date:** _____

Intermediate Level Communication Strategies (check all that apply)	Comments
<input type="checkbox"/> Knows when he/she makes mistakes and can sometimes self-correct. <input type="checkbox"/> When he/she cannot say what he/she wants because it is complicated, tries to say it in a simple way. <input type="checkbox"/> When he/she doesn't know a word, uses the words he/she DOES know to explain what he/she is trying to say. <input type="checkbox"/> Asks for clarification when he/she does not understand the questions and/or directions and/or explanations. <input type="checkbox"/> Provides clarification when others do not understand his/her questions and/or directions and/or explanations. <input type="checkbox"/> Sometimes use pictures, gestures, or facial expressions to help others understand. For presentational: <input type="checkbox"/> Slows down the pace of the presentation when sensing the audience is having difficulty understanding. <input type="checkbox"/> Rewords or rephrases when sensing the audience is having difficulty understanding. <input type="checkbox"/> Other:	
Lesson-Specific Can-Do Statements	
What can he/she talk about in the target language? [Please paste in your lesson specific can-dos for interpersonal speaking here]	What can he/she understand in the target language? [Please paste in your lesson specific can-dos that target interpretive listening here]
Comments:	Comments:

*New refers to material that the student has not learned previously.

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School/Program: _____ Language: _____ Date: _____

ACTIVITY PERFORMANCE RECORD FOR MULTIPLE STUDENTS

Use this table to record results on one date with multiple students. Directions: 1) write each student's name; 2) indicate activity participated in; 3) describe their fluency, language control, vocabulary and listening comprehension; and 4) write comments about each student's performance.

CLOCK Student Activity Performance Record						
Student Name	Activity	Fluency	Language Control	Vocabulary	Comprehension	Comments

School/Program: _____ Language: _____ Student Name: _____

INDIVIDUAL STUDENT ACTIVITY PERFORMANCE RECORD

Use this table to record results on multiple dates for one student. Directions: 1) write each student's name; 2) indicate activity participated in; 3) describe their fluency, language control, vocabulary and listening comprehension; and 4) write comments about each student's performance.

CLOCK Student Activity Performance Record						
Date	Activity	Fluency	Language Control	Vocabulary	Comprehension	Comments