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.

STARTALK
Start Talking!

CLOCK *Classroom Language Observation Checklist Kit*

Component 4 - Chinese
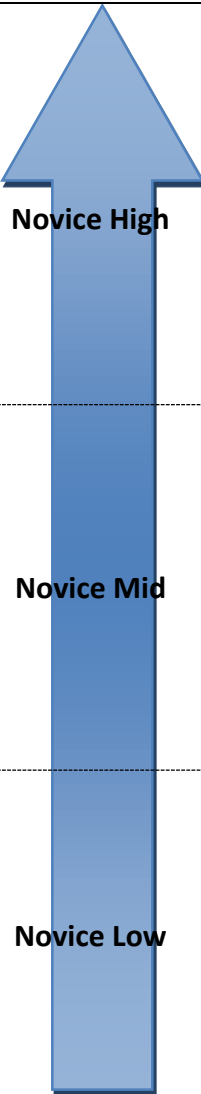
CHECKLISTS AND STUDENT ACTIVITY PERFORMANCE RECORDS

CLOCK Classroom Observation Checklist: Novice Sublevels**

CAL CENTER FOR APPLIED LINGUISTICS

Student Name: _____ Grade: _____ Language: <u>Chinese</u> Topic: _____ Activity: _____ Date: _____

Performance Level	Interpersonal or Presentational Speaking (circle one or both)			Interpretive Listening
	Fluency How does his/her use of Chinese flow?	**Language Control** How well does he/she use Chinese?	**Vocabulary** What kind of words does he/she know in the Chinese?	**Comprehension** How well does he/she understand the Chinese?
Novice High	☐ Uses some sentences or questions learned in class. ☐ Answers some questions about things learned in class. ☐ Sometimes generates some sentences or questions of his/her own. ☐ Presents information using practiced phrases and simple sentences.	☐ Often uses words, phrases, sentences or questions learned in class correctly. ☐ Sometimes uses own generated sentences. ☐ Generated sentences or questions are occasionally correct.	☐ Uses familiar words related to what he/she is learning in class. ☐ Uses native language when he/she does not know the words to say more about something in Chinese. ☐ Presents information on familiar topics.	☐ Understands simple, familiar words, phrases, sentences, questions, and directions. Understands some new sentences and questions and follows some new* directions when teacher: ☐ speaks slowly. ☐ repeats the question. ☐ uses pictures or gestures to help him/her understand.
Novice Mid	☐ Uses words he/she has heard a lot. ☐ Uses short phrases practiced a lot. ☐ Sometimes uses simple sentences practiced a lot. ☐ Answers some simple, questions practiced a lot. ☐ Presents information using variety of words, and memorized phrases and expressions.	☐ Uses words learned in class. ☐ Sometimes uses phrases or sentences learned in class correctly.	☐ Uses some familiar words related to what he/she is learning in class. ☐ Pauses and tries to find words in Chinese, but often uses words in his/her native language. ☐ Presents information about self and some very familiar topics.	☐ Understands a few simple, very familiar words, phrases, sentences, questions, and directions. Usually understands when teacher: ☐ speaks slowly. ☐ repeats the question. ☐ uses pictures or gestures to help him/her understand.
Novice Low	☐ Uses a few words he/she practiced a lot. ☐ Occasionally use a few short phrases he/she practices a lot. ☐ Presents information using single words or memorized phrases.	☐ Sometimes uses words that he/she knows well. ☐ Sometimes uses a few phrases he/she knows well.	☐ Uses a few words that he/she practices a lot. ☐ Knows a few phrases that he/she practices a lot. ☐ Use native language a lot. ☐ Presents limited information about self and a few very familiar topics.	☐ Understands a few words/phrases that he/she practices a lot. Sometimes understands when teacher: ☐ speaks slowly. ☐ repeats the question. ☐ 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 (2012), COPE/SOPA Rating Scale (2010), and input from STARTALK program administrators, teachers, and CLOCK project advisors.

COMMENTS:	

COMMUNICATION STRATEGIES AND LESSON-SPECIFIC CAN-DO STATEMENTS

Student Name: _____ Grade: _____ Language: <u>Chinese</u> Topic: _____Activity: _____ Date: _____
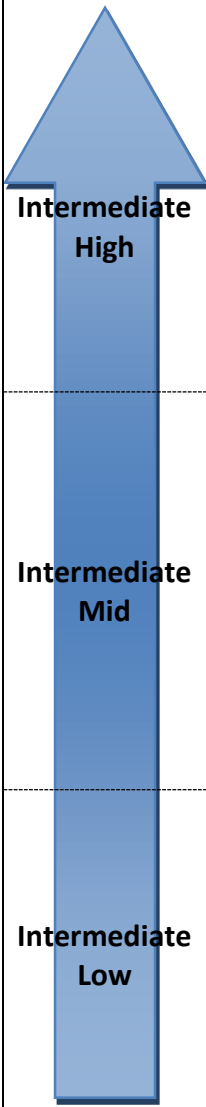
Novice Level Communication Strategies (check all that apply)	**Comments**
☐ Repeats words, phrases, or sentences. ☐ Uses gestures or facial expressions to help others understand. ☐ Sometimes uses English. ☐ Asks teacher or classmate to repeat what they said. ☐ Lets teacher know when he/she does not understand. For presentational: ☐ Slows down the pace of the presentation when sensing the audience is having difficulty understanding. ☐ Repeats words, phrases, or sentences when sensing the audience is having difficulty understanding. ☐ Other:	
Lesson-Specific Can-Do Statements	
What can he/she talk about in Chinese? [Please paste in your lesson specific can-dos for interpersonal speaking here]	What can he/she understand in Chinese? [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.
**This checklist is based on the ACTFL Performance Descriptors for Language Learners (2012), ACTFL Proficiency Guidelines (2012), NCCSFL–ACTFL Can-Dos (2012), COPE/SOPA Rating Scale (2010), and input from STARTALK program administrators, teachers, and CLOCK project advisors.

CLOCK Classroom Observation Checklist: Intermediate Sublevels**

Student Name: _____ **Grade:** ____ **Language:** <u>Chinese</u> **Topic:** _____ **Activity:** _____ **Date:** _____

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

COMMENTS:	

COMMUNICATION STRATEGIES AND LESSON-SPECIFIC CAN-DO STATEMENTS

Student Name: _____ **Grade:** ____ **Language:** <u>Chinese</u> **Topic:** _____ **Activity:** _____ **Date:** _____

Intermediate Level Communication Strategies (check all that apply)	Comments
☐ Knows when he/she makes mistakes and can sometimes self-correct. ☐ When he/she cannot say what he/she wants because it is complicated, tries to say it in a simple way. ☐ When he/she doesn't know a word, uses the words he/she DOES know to explain what he/she is trying to say. ☐ Asks for clarification when he/she does not understand the questions and/or directions and/or explanations. ☐ Provides clarification when others do not understand his/her questions and/or directions and/or explanations. ☐ Sometimes use pictures, gestures, or facial expressions to help others understand. For presentational: ☐ Slows down the pace of the presentation when sensing the audience is having difficulty understanding. ☐ Rewords or rephrases when sensing the audience is having difficulty understanding. ☐ Other:	

Lesson-Specific Can-Do Statements	
What can he/she talk about in Chinese? [Please paste in your lesson specific can-dos for interpersonal speaking here]	What can he/she understand in Chinese? [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.

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

School/Program: _____ **Language:** <u>Chinese</u>   **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:** <u>Chinese</u>   **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