

Component 3 contains sample completed checklists (one at the novice level and two at the intermediate level) and two sample completed Student Activity Performance Record forms which align with language samples in Component 2.



CLOCK *Classroom Language Observation Checklist Kit*

Component 3

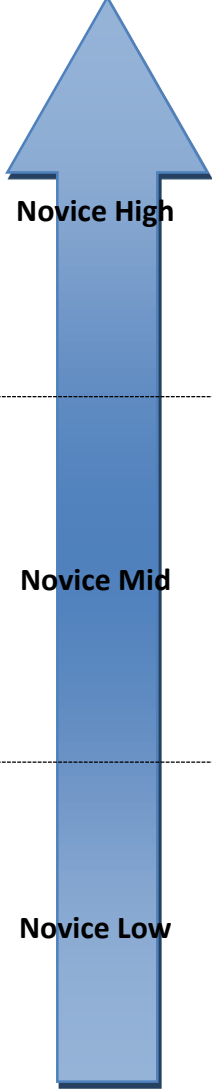
SAMPLE COMPLETED CHECKLISTS AND STUDENT ACTIVITY PERFORMANCE RECORDS

CENTER FOR APPLIED LINGUISTICS

2015

CLOCK Classroom Observation Checklist: Novice Sublevels**

Student Name: Mandy Grade: 5 Language: Chinese Topic: Introduction Activity: Oral Report Date: 6/17/14

Interpersonal or Presentational Speaking (circle one or both)				Interpretive Listening
Performance Level	Fluency	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?
 <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:	Mandy did a great job presenting herself and Panda! She also shared information about her likes and dislikes.
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COMMUNICATION STRATEGIES AND LESSON-SPECIFIC CAN-DO STATEMENTS

Student Name: Mandy **Grade:** 5 **Language:** Chinese **Topic:** Introduction **Activity:** Oral Report **Date:** 6/17/14

Novice Level Communication Strategies (check all that apply)	Comments
<input type="checkbox"/> Repeats words, phrases, or sentences. <input checked="" 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: Uses memorized sentence patterns.	Mandy smiled when she talked about her likes and frowned when she talked about her dislikes.
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] --Can introduce self. --Can introduce others. --Can share information about likes and dislikes.	What can he/she understand in the target language? [Please paste in your lesson specific can-dos for interpretive listening here]
Comments: Mandy was very comfortable presenting in front of her classmates. Great job!	Comments:

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

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Student Name: Amy

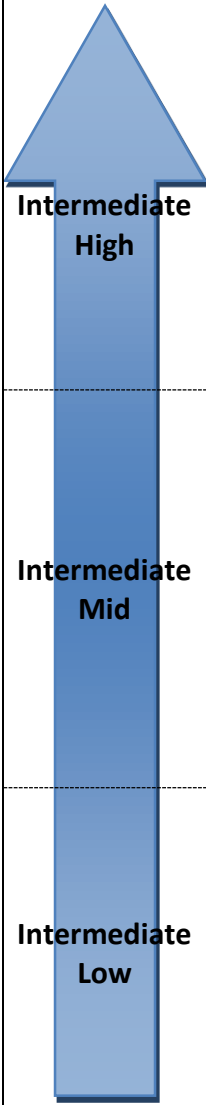
Grade: 5

Language: English

Topic: New Rules

Activity: Debate

Date: 2/27/2015

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?
 <p>Intermediate High</p>	<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.	<p>Mostly accurate when uses:</p> <input type="checkbox"/> learned sentences or questions. <input type="checkbox"/> own generated sentences or questions. <p>Mostly accurate when:</p> <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. None <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. <p>Often accurate when:</p> <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.

**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:	Amy was able to state her opinion and give some reasons to support her opinion. We will work more on formal language use for these types of situations.
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COMMUNICATION STRATEGIES AND LESSON-SPECIFIC CAN-DO STATEMENTS

Student Name: Amy **Grade:** 5 **Language:** English **Topic:** New Rules **Activity:** Debate **Date:** 2/27/2015

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	Comments
What can he/she talk about in the target language? [Please paste in your lesson specific can-dos for interpersonal speaking here] --Can support and defend my opinion on different rules or issues. Yes --Can use more formal language. Not yet	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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CLOCK Classroom Observation Checklist: Intermediate Sublevels**

Student Name: Belinda

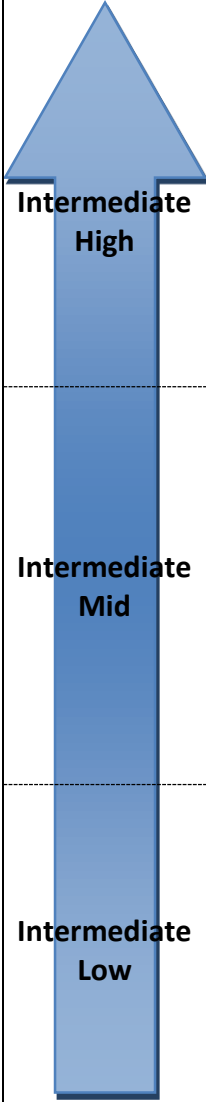
Grade: 5

Language: English

Topic: New Rules

Activity: Debate

Date: 2/27/2015

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?
 <p>Intermediate High</p>	<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.	<p>Mostly accurate when uses:</p> <input type="checkbox"/> learned sentences or questions. <input type="checkbox"/> own generated sentences or questions. <p>Mostly accurate when:</p> <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. <p>Often accurate when:</p> <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.

**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.

CLOCK Classroom Observation Checklist: Intermediate Sublevels**

COMMENTS:	Belinda did a very good job stating her opinion and giving reasons to support her opinion. We will work more on formal language use for these types of situations.
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COMMUNICATION STRATEGIES AND LESSON-SPECIFIC CAN-DO STATEMENTS

Student Name: Belinda **Grade:** 5 **Language:** English **Topic:** New Rules **Activity:** Debate **Date:** 2/27/2015

Intermediate Level Communication Strategies (check all that apply)	Comments
<input type="checkbox"/> Knows when he/she makes mistakes and can sometimes self-correct. <input checked="" type="checkbox"/> When he/she cannot say what he/she wants because it is complicated, tries to say it in a simple way. <input checked="" 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	Comments
What can he/she talk about in the target language? [Please paste in your lesson specific can-dos for interpersonal speaking here] ---Can support and defend my opinion on different rules or issues. Yes ---Can use more formal language when it is required. Not yet	What can he/she understand in the target language? [Please paste in your lesson specific can-dos that target interpretive listening here]
Comments: We will continue learning about defending opinions as well as the importance of using more formal language in certain situations.	Comments:

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

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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
Amy	Debate	<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 using strings of sentences.	Mostly accurate when uses: <input type="checkbox"/> learned sentences or questions. <input type="checkbox"/> own generated sentences or questions.	<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"/> 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.	Amy was able to state her opinion and give some reasons to support her opinion. We will work more on formal language use for these types of situations.
Belinda	Debate	<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.	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"/> 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"/> 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.	Belinda did a very good job stating her opinion and giving reasons to support her opinion. We will work more on formal language use for these types of situations.

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
6/10/14	Paired Conversation	<input type="checkbox"/> Sometimes uses simple sentences practiced a lot. <input type="checkbox"/> Answers some simple, questions practiced a lot.	<input type="checkbox"/> Sometimes uses own generated sentences. <input type="checkbox"/> Sometimes uses phrases or sentences learned in class correctly.	<input type="checkbox"/> Uses familiar words related to what he/she is learning in class.	<input type="checkbox"/> Understands a few simple, very familiar words, phrases, sentences, questions, and directions.	*We created this record just to illustrate how users can complete this form.
6/17/14	Debate	<input type="checkbox"/> Uses some sentences or questions learned in class. <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"/> Uses familiar words related to what he/she is learning in class. <input type="checkbox"/> Presents information on familiar topics.	N/A	Mandy did a great job presenting herself and Panda! She also shared information about her likes and dislikes.

*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.