**University of Dayton**  
**Multi-age Foreign Language Education**  
**Formative/Summative Student Teaching Assessment**

Candidate: ___________________  ID #: ____________  Clinical Educator: ___________________

School: _____________________  Grade Level(s): ____________  Subject Area(s): ___________________

Liaison: ______________________  Letter Grade (Summative Only): ___________________

<table>
<thead>
<tr>
<th>Ohio Standards for the Teaching Profession (OSTP) and ACTFL Program Standards</th>
<th>Mid-Term</th>
<th>Final</th>
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</table>
| **Item A. Instructional Practices for Language Outcomes and Learner Diversity**  
OSTP 1: Candidates understand student learning and development and respect the diversity of students they teach.  
ACTFL 3b: Instructional Practices: Candidates develop a variety of instructional practices that reflect language outcomes and address the needs of diverse language learners. | 1 2 3 | 1 2 3 |
| **Item B1. Language Proficiency and Linguistics**  
OSTP 2: Candidates demonstrate high levels of proficiency in the target language and demonstrate knowledge of linguistics.  
ACTFL 1: Language, Linguistics, Comparisons: Candidates demonstrate language proficiency, a thorough understanding linguistics, and the ability to identify language comparisons. | 1 2 3 | 1 2 3 |
| **Item B2. Culture and Literature**  
OSTP 2: Candidates demonstrate knowledge of… culture and literature of the target language.  
ACTFL 2: Cultures, Literatures, Cross-Disciplinary Concepts: Candidates demonstrate cultural understanding, knowledge and understanding of literary and cultural texts and traditions, and are able to integrate other disciplines in instruction. | 1 2 3 | 1 2 3 |
| **Item C. Assessment**  
OSTP 3: Candidates understand and use varied and appropriate assessments of language and culture to inform instruction and evaluate and ensure student learning.  
ACTFL 5: Assessment of Languages and Cultures: Candidates know assessment models and use them appropriately. Candidates reflect and report assessment results effectively. | 1 2 3 | 1 2 3 |
| **Item D. Standards-based Planning and Instruction**  
OSTP 4: Candidates plan and deliver instruction standards-based lessons and create standards-based materials that advance the learning of each individual student.  
ACTFL 4: Integration of Standards Into Curriculum and Instruction: Candidates demonstrate understanding and integrating standards in planning and instruction. They utilize standards to select and design instructional materials. | 1 2 3 | 1 2 3 |
| **Item E. SLA and a Supportive Classroom Environment**  
OSTP 5: Candidates create learning environments that promote high levels of learning and achievement for all students.  
ACTFL 3a: Language Acquisition Theories and the Supportive Classroom: Candidates demonstrate understanding of language acquisition and use this knowledge to create a supportive classroom that includes negotiation of meaning and meaningful interaction | 1 2 3 | 1 2 3 |
| **Item F. Collaboration**  
OSTP 6: Candidates collaborate and communicate with students, parents, and other educators, administrators and the community to support student learning. | 1 2 3 | 1 2 3 |
| **Item G. Professionalism**  
OSTP 7: Candidates assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community and value foreign language learning for all students.  
ACTFL 6: Professionalism: Candidates engage in professional development, and know the value of foreign language learning for students. | 1 2 3 | 1 2 3 |
| **Item H. Management**  
Candidates assume the responsibility for the implementation of a classroom management system that is developmentally appropriate and responsive to the individual needs of the students.  
Clear rules and expectations for student behavior are made clear to the students and implemented by the student teacher | 1 2 3 | 1 2 3 |
| Recognition of appropriate student behavior through positive reinforcement or meaningful praise | 1 2 3 | 1 2 3 |
**Ohio Standards for the Teaching Profession (OSTP) and ACTFL Program Standards**

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<tbody>
<tr>
<td>Monitor student behavior for all deviations from the rules using direct and less intrusive means, using a variety of management strategies including “withitness”</td>
<td>1</td>
<td>2</td>
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<tr>
<td>Implement appropriate disciplinary action when a student violates the classroom rules or displays disruptive behavior</td>
<td>1</td>
<td>2</td>
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<td>Actively engage students in productive tasks</td>
<td>1</td>
<td>2</td>
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<td>Uses instructional time effectively; makes smooth transitions between segments of the class, ensures that all students are engaged in learning</td>
<td>1</td>
<td>2</td>
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<td>The physical environment supports student learning and supports learning by allowing space for various class activities with no instructional time lost</td>
<td>1</td>
<td>2</td>
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**Comments:**