

LOUISIANA CERTIFIED WORLD LANGUAGE HIGH SCHOOL IMMERSION SITE-VISIT RUBRIC

1. Schedule Requirements:

Please check the articulated immersion model that applies to you. Note that minimum time is the time in the immersion language that remains **after** factoring in weekly pull-outs. Pull-outs refer to classes in music, P.E., arts, and guidance.

A. PK – 12th articulation

- _____ a) PreK – 5th/6th: sixty per cent (60%) **minimum** of daily instruction in the immersion language
6th/7th – 8th: forty per cent (40%) **minimum/3 core courses (including language)**
9th – 12th: two annual courses **minimum** per year (one course per year must be a core course)

- _____ b) PreK – 5th/6th: eighty per cent (80%) **minimum** of daily instruction in the immersion language
6th/7th – 8th: twenty five per cent (25%) **minimum/2 core courses (including language)**
9th – 12th: two annual courses **minimum** per year (one course per year must be a core course)

B. PK – 8th articulation

- _____ a) PreK – 5th/6th: sixty per cent (60%) **minimum** of daily instruction in the immersion language
6th/7th – 8th: forty per cent (40%) **minimum/3 core courses (including language)**

- _____ b) PreK – 5th/6th: eighty per cent (80%) **minimum** of daily instruction in the immersion language
6th/7th – 8th: twenty five per cent (25%) **minimum/2 core courses (including language)**

_____ C. PK – 5th/6th schools: sixty per cent (60%) **minimum** of daily instruction in the immersion language

_____ D. 6th/7th – 8th schools: forty per cent (40%) **minimum/3 core courses (including language)**

_____ E. 9th – 12th schools: two annual courses **minimum** per year (one course per year must be a core course)

Elementary	Daily Instructional Minutes (total)	Daily Instructional Minutes in Immersion Language (actual)	Daily Average of Pull-out Minutes	60% Target Immersion Minutes	Actual Percentage in Immersion	Compliance Scale (1-4) (office use only)
PreK (3)						
PreK (4)						
Kindergarten						
Grade 1						
Grade 2						
Grade 3						
Grade 4						
Grade 5						
If applicable, Grade 6						

Middle/Jr. High School	No. of Core Courses (include percentage of day)	No. of Non-core Courses (include percentage of day)	Total Daily Minutes	Compliance Scale (1-4) (office use only)
Year 1				
Year 2				
Year 3				

High School	Core Course	Course 2	Course 3 (if applicable)	Compliance Scale (1-4) (office use only)
Grade 9				
Grade 10				
Grade 11				
Grade 12				

Language:

2. Protection of the written and oral immersion language within the immersion time as the exclusive language of communication within the immersion time (including testing);

		Compliance Scale (1-4) (office use only)
Immersion Teachers	Exclusive use of the immersion language	
Immersion Students	Expected exclusive use of the immersion language	
Immersion Content Teaching Materials	Exclusive use of immersion language materials for content teaching	
Print Environment	Immersion visuals are 100% in the immersion language	
Testing	Exclusive use of the immersion language for classroom testing	

3. Evidence of immersion language teaching throughout content teaching;

Evidence of Integrated Language Planning	Compliance Scale (1-4) (office use only)		Lesson Delivery	Compliance Scale (1-4) (office use only)
Vocabulary			Exclusive use of immersion language	
Syntax			Extensive student oral production (complete sentences)	
Language Functions			Grade and content appropriate student written production	

4. Immersion language teachers at native-like fluency level in the language (Advanced-Low on the OPI scale for Non-Native OR Level B2 as measured by the European Common Framework of Reference -ECFR);

Number of immersion teachers	Number of Non-Native Speakers	Number of Non-Native Speakers with appropriate OPI/ECFR scores	Compliance Score (1-4) (office use only)

Pedagogy:

5. Articulated professional development (with respect to national standards for professional development) on immersion best practices for immersion teachers, English-speaking team teachers, and administrators.

		Compliance Score (1-4) (office use only)
Administrators	At least 3 hours/CLUs per year of professional learning related to theory, pedagogy, and practices in an immersion setting	
Immersion Language Teachers	At least 12 hours/CLUs per year on topics related to curriculum, assessment, instruction in an immersion setting for full-time immersion teachers. CLU credits reflect my immersion teaching schedule	

Administration, Evaluation, and Advocacy:

6. Written guidelines (developed by district and periodically reviewed) for entry into and exit from the world language immersion learning environment AND for student remediation in the immersion language (**attach guidelines to this application**);

Entry:		Documentation of Exit Process:		Remediation:	
Application Process		Initiation of process		Scheduling of intervention respects immersion class time	
Acceptance Process		Data Review		Intervention respects language of instruction	
Placement Priorities (e.g. siblings)		Meeting of Stakeholders		Intervention is evaluated	
Late Entry Criteria		Decision Rendered			
Compliance Score – Entry (office use only)		Compliance Score – Exit (office use only)		Compliance Score – Remediation (office use only)	

7. Formal tracking of immersion language achievement;

Immersion Language Achievement:		Compliance Score (1-4) (office use only)
Immersion Language Report Card Grade		
Immersion Language Testing	e.g DELF / AP (High School)	
	Other	

8. Articulation or planned articulation K-12 and beyond. Written plan submitted that accounts for long-term parental commitment, long-term district commitment, supervision of immersion language instruction, etc.

9. Visibility, equity, and recognition of the foreign language immersion program throughout the school site (library books, morning announcements, signs, etc.).

	Compliance Score (1-4) (office use only)
Section of the library for immersion language trade books	
Signs in and around the school in the immersion language	
Parent support group for the immersion program	
Immersion student field trips conducted in the immersion language	
Guest speakers for the classroom who speak to students in the immersion language	
Special events (e.g. festival international) involving the immersion language	
Evidence of the involvement of the administrative team in the immersion program	

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 Total score this page _____