

## LOUISIANA CERTIFIED WORLD LANGUAGE 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 – 12<sup>th</sup> articulation

- \_\_\_\_\_ a) PreK – 5<sup>th</sup>/6<sup>th</sup>: sixty per cent (60%) **minimum** of daily instruction in the immersion language  
6<sup>th</sup>/7<sup>th</sup> – 8<sup>th</sup>: forty per cent (40%) **minimum/3 core courses (including language)**  
9<sup>th</sup> – 12<sup>th</sup>: two annual courses **minimum** per year (one course per year must be a core course)
- \_\_\_\_\_ b) PreK – 5<sup>th</sup>/6<sup>th</sup>: eighty per cent (80%) **minimum** of daily instruction in the immersion language  
6<sup>th</sup>/7<sup>th</sup> – 8<sup>th</sup>: twenty five per cent (25%) **minimum/2 core courses (including language)**  
9<sup>th</sup> – 12<sup>th</sup>: two annual courses **minimum** per year (one course per year must be a core course)

#### B. PK – 8<sup>th</sup> articulation

- \_\_\_\_\_ a) PreK – 5<sup>th</sup>/6<sup>th</sup>: sixty per cent (60%) **minimum** of daily instruction in the immersion language  
6<sup>th</sup>/7<sup>th</sup> – 8<sup>th</sup>: forty per cent (40%) **minimum/3 core courses (including language)**
- \_\_\_\_\_ b) PreK – 5<sup>th</sup>/6<sup>th</sup>: eighty per cent (80%) **minimum** of daily instruction in the immersion language  
6<sup>th</sup>/7<sup>th</sup> – 8<sup>th</sup>: twenty five per cent (25%) **minimum/2 core courses (including language)**

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

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

\_\_\_\_\_ E. 9<sup>th</sup> – 12<sup>th</sup> schools: two annual courses **minimum** per year (one course per year must be a core course)

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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 in target language (include percentage of day)	No. of Non-core Courses in target language (include percentage of day)	Total Daily Minutes	Compliance Scale (1-4) (office use only)
Year 1				
Year 2				
Year 3				

Total score this page \_\_\_\_\_

1 point = Lack of compliance; 2 points = weak compliance; 3 points = Compliance; 4 points = Strong compliance

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 after 1 <sup>st</sup> semester of 1 <sup>st</sup> grade	
Immersion Content Teaching Materials	Exclusive use of immersion language materials for content teaching	
Classroom Print Environment	Percentage of classroom print environment in the immersion language is directly proportionate to the percentage of time of immersion learning in said classroom	
Testing	Exclusive use of the immersion language for classroom testing	

Total score this page \_\_\_\_\_

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3. Evidence of immersion language teaching throughout content teaching;

<b>Evidence of Integrated Language Planning</b>	<b>Compliance Scale (1-4)</b> <i>(office use only)</i>		<b>Lesson Delivery</b>	<b>Compliance Scale (1-4)</b> <i>(office use only)</i>
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);

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

**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.

		<b>Compliance Score (1-4)</b> <i>(office use only)</i>
<b>Administrators</b>	At least 6 hours/CLUs per year of professional learning related to theory, pedagogy, and practices in an immersion setting	
<b>Immersion Language Teachers</b>	At least 12 hours/CLUs per year on topics related to curriculum, assessment, instruction in an immersion setting	
<b>Immersion Team Teachers</b> (English educator teaching immersion students)	At least 6 hours/CLUs per year on topics related to implementation of instruction in an immersion setting	

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**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**);

<b>Entry:</b>		<b>Documentation of Exit Process:</b>		<b>Remediation:</b>	
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			
<b>Compliance Score – Entry</b> (office use only)		<b>Compliance Score – Exit</b> (office use only)		<b>Compliance Score – Remediation</b> (office use only)	

7. Formal tracking of immersion language achievement;

<b>Immersion Language Achievement:</b>		<b>Compliance Score (1-4)</b> (office use only)
Grade-level Checklists		
Immersion Language Report Card Grade		
Immersion Language Proficiency Testing	e.g. ELLOPA / SOPA (K-5)	
	e.g. HS Credit Exams (6-8)	
	e.g. DELF / AP (High School)	
	Other	

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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.

<b>Compliance Score (1-4)</b> (office use only)	
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9. Visibility, equity, and recognition of the foreign language immersion program throughout the school site (library books, morning announcements, signs, etc.).

	<b>Compliance Score (1-4)</b> (office use only)
Section of the library for immersion language trade books	
Announcements made in the immersion language	
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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10. High quality of daily immersion language teaching time (time of day, number of transitions, length of teaching blocks).

**Make as many copies of this page as grade levels at school site. Each table allows up to four sections of immersion per grade level. Please specify grade level for each table.**

Grade level:	Sect. 1	Sect. 2	Sect. 3	Sect. 4	Compliance Scale (1-4) (office use only)
Immersion minutes prior to 10:30 AM – <i>at least</i> 30 minutes					
Number of transitions on immersion time (ex: going to and coming back from lunch=2) not to exceed 6 per day (elementary level only)					
Teaching blocks less than 30 minutes - <i>not to exceed</i> 1 (elementary level only)					
Teaching blocks longer than 100 minutes - <i>at least</i> 1 (elementary level only)					

**Schools have the possibilities of earning extra points. Example of situation that will give you extra points:**

- Personnel other than Immersion Language teachers are encouraged and recognized for speaking the Immersion Language
- More than one immersion language at the site

Total score this page \_\_\_\_\_

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