

Is Your World Language Program Aligned to Proficiency?

A Quick-Check Tool for World Language Teachers, Coaches, and Leaders

Use this simple checklist to reflect on current practices and identify small, strategic shifts that lead to lasting growth in language learning.

SECTION 1: PLANNING WITH PURPOSE

Are learning goals built around communication, not content coverage?

- Units are organized thematically around real-world contexts
- Learning targets focus on what students can do with language
- Cultural learning is intentional and woven throughout
- Grammar and vocabulary are taught in context, not as isolated topics
- Lessons reflect backward design: goals → assessments → learning tasks

SECTION 2: INPUT AND OUTPUT

Are students consistently hearing and using the language?

- The teacher uses the target language for most of class time (90% goal)
- Students hear, view, and read meaningful input through teacher talk, stories, and authentic resources
- Students produce language through speaking, writing, and interaction
- Input and output are connected—students listen/read and then do something with what they understood

SECTION 3: MEANINGFUL COMMUNICATIVE TASKS

Are tasks designed for real communication, not just practice?

- Students interact in all 3 modes: interpretive, interpersonal, and presentational
- Tasks reflect real-world purposes (e.g., asking for directions, sharing opinions, making plans)
- Activities go beyond vocabulary recall or grammar drills
- Students use language to solve problems, explore ideas, or connect with culture

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SECTION 4: ASSESSMENT & FEEDBACK THAT SUPPORT GROWTH

Are assessments measuring what matters?

- Performance tasks are tied to the 3 modes of communication
- Rubrics reflect state standards and proficiency descriptors (not points off for every error)
- Students understand how they're being assessed and what growth looks like
- Feedback encourages risk-taking, not perfection

SECTION 5: CULTURE OF REFLECTION AND SUPPORT

Is there a shared mindset of continuous growth?

- Teachers reflect on their practice and set small, clear goals
- Leaders support risk-taking and innovation, not just compliance
- Collaboration is the norm (PLCs, coaching, peer observations)
- Ongoing PD is offered and focuses on student outcomes

SECTION 6: NOW WHAT?

- Circle 2–3 items you're already doing well. Celebrate those!
- Star 1 small shift you want to make in the next 30 days.

Share this checklist with a colleague or use it to spark your next PLC or coaching conversation.

WANT SUPPORT TAKING the NEXT STEP?

You don't have to tackle this alone. I help world language teachers, leaders, and teams move from good intentions to confident implementation through:

Virtual and In-Person Professional Learning

- Custom workshops and PD sessions that focus on high-impact, proficiency-aligned practices.

Instructional Coaching and Curriculum Support

- Targeted coaching for teachers or teams—whether you're just starting the shift or refining your practice.

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