The following LookFors will inform the site visit report. The site visit team will discuss their observations and determine LookFors that should be addressed in the narrative questions so that the program can receive meaningful feedback. While STARTALK Central will receive data on individual LookFors, it will be used only to compile data on the implementation of the STARTALK Principles for all programs. Programs may want to use the LookFors to help them implement a quality program.

### Program Design

1. The observed program matches the written descriptions of the program.
2. *Combination programs only:* The goals and content of the teacher program connect with and contribute to the successful attainment of the goals of the student program.
3. The environment is conducive to language learning.
4. Time is used effectively in the daily schedule to meet program learning targets.
5. The program has created and shared daily learning plans that clearly communicate lesson can-do statements, checks for learning, and activities.

### Evidence of a Standards-Based and Thematically Organized Curriculum

6. Learners engage in activities that are appropriate for their age and proficiency level.
7. Learners engage in activities that are interesting, relevant, and cognitively engaging.
8. Learners engage in meaningful and purposeful communication in a context that increases their ability to use language for real-world purposes.
9. Learners engage in activities that prepare them to work with vocabulary and structures needed to accomplish the performance tasks.
10. Learners engage in activities that prepare them to meet program and lesson can-do statements.

### Evidence of Conducting Performance-Based Assessment

11. Learners engage in real-world performance tasks to demonstrate how well they are meeting the program can-do statements.
12. Learners engage in learning activities that prepare them for the performance assessment tasks.
13. Learners reflect on their progress toward meeting the lesson can-do statements.
14. Learners engage in frequent checks for learning that clearly assess whether the lesson can-do statements are met.
15. Learners frequently receive timely and actionable feedback from the teacher.
**Evidence of Integration of Culture, Content, and Language**

16. Learners experience an environment that accurately reflects the target language and culture in ways that support the program can-do statements.

17. Learners engage in activities that prepare them to use their language skills and cultural understanding in order to interact appropriately in a cultural context other than their own.

18. Learners engage in activities that prepare them to investigate the products and practices of a culture, gaining an understanding of perspectives while using the target language.

19. Learners engage in activities that prepare them to explore other disciplines and make real-world connections while using the target language.

**Evidence of Adapting and Using Age-Appropriate Authentic Materials**

20. Learners work with authentic resources that are aligned with the program theme and program and lesson can-do statements.

21. Learners work with a variety of age-appropriate authentic digital and print media as learning experiences move from input in the interpretive mode to output in the interpersonal or presentational modes.

22. Learners investigate and interact with age-appropriate authentic materials in order to develop their understanding of the perspectives behind the products and practices of the target culture.

**Evidence of a Learner-Centered Classroom**

23. Learners use the lesson can-do statements to identify what they will be able to do at the end of each learning episode.

24. Learners engage in activities within the range of their abilities and have some choice in how they learn and demonstrate their learning.

25. Learners collaborate using language to accomplish cognitively engaging tasks that are meaningful and interesting to them.

26. Learners interact with other learners and speakers of the language, creating a balance between learner-to-learner communication and teacher talk.

27. Learners engage in activities that gradually enable them to individually meet the lesson can-do statements.

**Evidence of Target Language Use and Comprehensible Input**

28. Learners are immersed in a language-rich environment in which they have frequent opportunities for interpreting, expressing, and negotiating meaning in a real-world context.

29. Learners engage in activities to demonstrate comprehension in a variety of ways that do not require language production.

30. Learners demonstrate that they understand what they have heard, read, or viewed before engaging in interpersonal and presentational tasks.

31. Learners engage in activities that require them to produce language in a meaningful context.

32. Learners use a variety of strategies that allow them to stay in the target language.
Narrative Questions

Providing Feedback for Student Programs

Guided by the evidence collected from the LookFors, the site visit team will summarize their findings and provide formative feedback using the following narrative questions in a site visit report that is shared with programs.

1. What is working well with regard to program management and logistics?
2. What is working well with regard to instructional design? How is the program preparing learners to move towards unrehearsed and independent production of language?
3. For returning programs: How did the program use past recommendations to improve the program this year?
4. What recommendations are being made for the current year?
5. What opportunities are there for continued improvement with regard to program management or logistics should the program be funded in the future?
6. What opportunities are there to improve instructional planning design and instructional practice implementation should the program be funded in the future?
7. For combination programs: How does this student program benefit by being combined with a teacher program? What opportunities for growth exist?