

**World Language Department Gunn High School**  
**WASC Report**  
**Summary of Findings**  
**October 2008**

**I. The Gunn World Language Department will be focusing on the following ESLR's:**

1. Demonstrate knowledge of key concepts, principles, processes, facts, and skills in the foreign language. (Content)
2. Effective communication through listening, speaking, and writing. (Communication)
3. Ability to integrate knowledge among disciplines. (Connections)
4. Critical and creative thinking to solve problems. (Critical/creative thinking)

**II. Evidence used:**

1. Oral and written portfolio projects from each level used in all languages.
2. Oral and written portfolio projects developed for specific languages. (French, German, Japanese, Mandarin, and Spanish)
3. Achievement-based chapter tests developed for each language and level.
4. Journal entries from each language and level.

**III. Summary of findings:**

1. ESLR #1 – Content

- World Language teachers provide a content-rich curriculum to their students.  
Evidence: Course descriptions and syllabi aligned with California Framework Language Learning Continuum and National Standards. Student projects and assessments.
- World language teachers within the same language collaborate regularly to insure consistency within levels.  
Evidence: Common assignments, rubrics, and tests.
- World language teachers within the same language work with teachers of all levels to insure that students are prepared to move sequentially from level to level.  
Evidence: Course descriptions and syllabi. Performance and achievement-based Assessments.
- World Language teachers collaborate across languages through their portfolio system. The department has established a set of benchmark performance assessments common to all languages from levels I-V. These common assessments bring a shared focus and direction for the department. The portfolios follow the students through their years of study at Gunn. At the end of each school year students take time in class to reflect on their year's work and evaluate their improvement in proficiency from the previous year.  
Evidence: Student portfolio projects.

2. ESLR #2 – Communication

- All world language teachers believe that oral proficiency in the target language is essential. Students are immersed in the target language and culture at all times and are encouraged to use the target language in real life situations.  
Evidence: Oral assessments (skits, dialogues, presentations, debates, monologues.)

- Listening skills are enhanced through authentic radio programs, music, films, use of target language only in class, and textbook created listening exercises  
Evidence: Listening quizzes, tests, and projects.
- Writing skills are improved through the variety of portfolio projects that accompany each chapter as well as through more traditional exercises in workbooks and textbooks.  
Evidence: Portfolio projects, journals, tests.

### 3. ESLR #3 – Connections

- World language is by nature an interdisciplinary subject. Teachers typically integrate music, art, history, geography, literature, and culture into all aspects of their teaching. Through the portfolio projects students have the opportunity to show their proficiency in the language and bring in knowledge from other disciplines. For example, students in French AP Language do research on French artists; students in Spanish do projects on environmental issues in Latin America.  
Evidence: Sample interdisciplinary projects from each language
- World language teachers believe that language extends beyond the classroom. Teachers organize field trips, dinners, club events, foreign travel, movie nights, etc. to connect students with the language community.  
Evidence: Spotlight articles, Club newsletters and announcements.

### 4. ESLR #4 – Critical/creative thinking

- World Language courses are designed to incorporate critical and creative thinking during class discussions and in end-of-the chapter projects. Students are challenged to think and reflect about their own lives and members of other cultures. They develop the ability to think about issues from a wide range of international perspectives. As students study food, the environment, politics, or historical events, they often research or reflect upon issues that are relevant to their own lives or society as a whole.  
Evidence: End-of-the chapter projects.

### **Areas of Growth**

- The department is working closely to develop common rubrics that can be used across languages for the portfolio projects. We hope to develop more consistency in grading those projects to help our students become more proficient in speaking, listening, writing and reading. (ESLR #2)
- This year the department was able to replace the outdated cassette tape foreign language lab with a computer-based lab. The newly installed lab has the advantage of allowing students to access the internet, work on projects, and practice listening and recording. However, in order to make all of this possible new soft ware had to be installed. Most teachers need extensive training so that they will be able to use the lab to its full capability. All teachers are excited and energized about this new source of learning and access to the target language. With the help of a new lab technician we hope to learn the many ways this technology can benefit our students improve their knowledge of the target cultures (ESLR #1). We hope that through the use of technology students will use the target language across disciplines (ESLR #3). We also hope to

expand students' creative thinking processes through the wide range of information available on the internet. (ESLR #4)