

Pre-Assessment

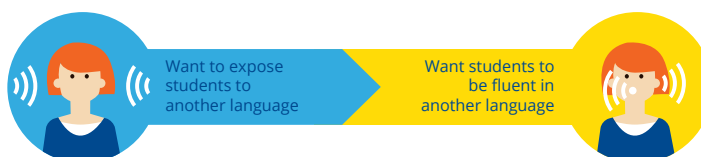


Education

LANGUAGE LEARNING GOALS

First and foremost, being very clear on your goals and your administrators' goals for the program will ensure that you are all working toward the same outcomes.

- ☐ What are the goals of your language initiative?
- ☐ What specific need(s) are you trying to fulfill?
- ☐ Is the goal to replace, supplement or enhance language teaching in your classroom?
- ☐ What do you hope students will be able to accomplish as a result of this implementation?
- ☐ How will you define success?



Example: Sometimes the learning goal is student exposure to many world languages as an entry point to further study, while other times the goal is the development of fluency in one language over time. Both goals can drive a blended world language implementation, but the implementation plan may look different.

LEARNERS

The Rosetta Stone® Language Learning Suite is a solution designed for many different types of learners, courses and classrooms. It is important to take all of these factors into consideration.

- ☐ What are your learners like?
- ☐ Do they range in age?
- ☐ What is the course your learners are in? Are they in a world language program, mainstream classroom or a dual language program?
- ☐ Do you have students with special needs and accommodations that must be considered?
- ☐ Do you have students who are in an ELL program?
- ☐ How do your learners like to work? Are they comfortable with online learning?

INSTRUCTION

As the facilitator of the program, it is important to reflect upon your own level of preparation.

- ☐ What is your own proficiency with blended instruction?
- ☐ What skills or resources do you need to be successful?
- ☐ Who will be available for support?

CLASSROOM

Consider your classroom environment. Blended learning can work in most settings, but you have to take into account the environment you are working in.

- ☐ What is your classroom environment like? Are there desks or tables?
- ☐ What are the opportunities and limitations presented by the physical space?
- ☐ Will every student be able to use a computer at the same time or will you go to a lab setting?
- ☐ What instructional model will work the best for you?

TECHNOLOGY

The number and quality of devices, and ease of access to them, are very important factors. In addition, the broadband access at the school could hinder student progress if it is not fast enough or lacks a reliable connection.

- ☐ How many devices and headsets do you have?
- ☐ What is the quality of your internet connection?
- ☐ What is the process for technical support?
- ☐ Is there access to outlets to charge devices?

TIME

Consider how much time you and your students will need to invest in order to meet your goals. The target number of hours per week to complete one level per year is 1 hour and 15 minutes. This is about three lessons with an average time of 25 minutes spent on each.

- ☐ How long do you hope students will work on the program each week?
- ☐ If you teach a 45-minute period, will you switch off doing A (face-to-face) with B (online) days? Or divide the time equally?
- ☐ How much time in your schedule do you have for students to work online?

Example: Setting Usage Goals

Determine how many hours per week your learners will be required to access the Rosetta Stone® program, and how many minutes per session they will be able to complete. Use the number of weeks and hours per week to determine how far your learner will progress through a level.

Assumptions	Metric
Hours per Level	40
Minutes per Level	2,400
Number of Levels to Complete	1
Average Number of Sessions per Week	5
Learning Time per Session	30
Estimated Weeks to Complete Target Level(s)	36
Target Completion per Week	3%
Average Time on Task per Week (in hours)	2.5

Number of Rosetta Stone Program Levels per Academic Year	1
Avg Time in Language Lessons Required per Session (hour:minutes)	0:25
Target Completion per Week	3.1%
Avg Time on Task per Week (hour:minutes)	1:15