## Assurances

1. Instructional model for both English and the target language is implemented with triangulation among:
   - subjects taught according to grade level pie chart;
   - use of adopted materials by the state; and
   - ensuring minimum number of minutes in core subjects: math, science, social studies, and target language literacy.

## Evidence Source

- Master schedule that aligns with DLI instructional model
- Documented observations by third party evaluation team
- Evidence of 80% of students meeting Utah DLI grade level proficiency benchmarks

## Evaluation Criteria

- Instructional day is divided according to percentages on state pie charts.
- Materials are purchased and implemented according to buy orders from DLI directors.
- TARGET LANGUAGE MINIMUMS:
  - **1st – 3rd**
    - 4 x/week of 50 min literacy & 60 min math
    - 2 x/week of 30 min science/social studies
  - **4th – 5th**
    - 4 x/week of 75 min literacy & 20 min math
    - 3 x/week of 45 min science
  - **6th (elementary)**
    - 4 x/week of 75 min literacy
    - 4 x/week of 50 min science/social studies
  - **6th (middle school)**
    - 2 courses: DLI 2 Honors and Social Studies

- ENGLISH MINIMUMS:
  - **1st – 3rd**
    - 4 x/week of 20 min math reinforcement
    - implementation of district language arts block
  - **4th – 5th**
    - implementation of district math, language arts and social studies blocks
    - reinforcement of science
  - **6th (elementary)**
    - implementation of district math and language arts
    - reinforcement of science and social studies

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| 2. | All programs must be started with a two-teacher model and sustained as such unless enrollment necessitates other alternatives. | Target language teacher provides evidence of:  
- minimum score of Advanced-Mid on an Oral Proficiency Interview; and  
- endorsements (or SAEPs) in World Language and Dual Immersion. | • Target language teacher meets the required minimum score of Advanced-Mid on an Oral Proficiency Interview.  
• Teacher has obtained or is in pursuit of:  
  - World Language Endorsement; and  
  - Dual Language Immersion Endorsement. |
| 3. | Target language teachers:  
  - communicate in the target language in the classroom at all times and in front of his/her students in all school environments; and  
  - may only deliver instruction to students participating in the dual language immersion program. | • Documented observations by third party evaluation team  
• Evidence of 80% of students meeting Utah DLI grade level proficiency benchmarks  
• Random parent and student surveys | • Teachers deliver instruction in the target language to target language students 100% of the time.  
• Teachers deliver instruction to dual language students 100% of their assigned instructional time. |
| 4. | There are clear, enforced, and reinforced expectations that students communicate in the target language in the classroom. | • Documented observations by third party evaluation team  
• Evidence of 80% of students meeting Utah DLI grade level proficiency benchmarks  
• Random parent and student surveys  
• Evidence of a motivational program that encourages accountability and reinforces target language use expectations | • By January 15th of first grade, students are no longer permitted to use English in the target language classroom. |
| 5. | Schools and districts conduct annual AAPPL testing in grades 3 – 9 according to state guidelines. | • Evidence of AAPPL test results | • 80% of students meet Utah DLI grade level proficiency benchmarks. |
| 6. | English and target language teachers collaborate as a DLI partnership on a weekly basis. | • Evidence of completed weekly collaboration template | • Minimum of 30 minutes per week of collaboration time  
• Evidence through the documented template of curriculum coordination across the two languages. |
| 7. | Enrollment in dual language immersion is open to all students of varying backgrounds and all ability levels. | • Copy of DLI enrollment policy  
• Evidence of outreach efforts by school and district to make the | • Enrollment policies are consistent with open access for students of varying backgrounds and all ability levels (no prerequisite |
8. DLI teachers (both English and target language) participate in professional development as follows:
   - all state-sponsored professional development days; and
   - AUDII for first and second year teachers.

9. School principals and DLI district administrators are required to:
   - attend AUDII new administrator’s strand once and Dual Language Immersion Advisory Council semi-annual meetings (September and March); and
   - provide evidence of adherence to DLI fidelity assurances.