



PSMLA Exemplary Program (PEP) Awards

Application Overview Packet for ONLINE Submission

2024

This PEP Application Overview Packet Contains:

1. Directions for ONLINE submissions
2. Application Check- off list
3. PEP Rubric
4. How to Determine Your Program Award Level
5. Sample completed PEP Rubric that shows how an award is determined
6. Sample website PEP SHOWCASE page - see www.psmla.org for current awardees
7. Sample Oral Proficiency Rubric that is tied to the ACTFL Scale

PEP Application Forms and Materials are posted at www.psmla.org, Awards, PEP Awards: □ **Form A:** School contact information and required signatures (sign in blue ink)

- **Form B:** Blank PEP Rubric page, insert 11 brief descriptors in the appropriate row & column
- **11 Indicator Cover Pages**, one per Indicator, with rationale, definitions, and listing of required evidence.

ONLINE Application Check-off List

_____ **At least one (1) PSMLA membership is required.** For PEP, PSMLA **new or renewed** memberships must **PAID by January 15th**. If using a school invoice, process it well in advance of the due date.

Submit 13 Files online:

File 1: _____ (School information) Type in the required the information on **Form A** and then make a **HARD COPY** for the **REQUIRED SIGNATURES**. Make sure the signatures are in **BLUE INK**. **SCAN** the completed form and save as a PDF file.

File 2: _____ (Completed Rubric) Type in the columns/rows on **Form B** of your school's PEP Rubric. If an award is given, this information will be reformatted, cut, and pasted into the PEP Showcase on the PSMLA website. Make sure description is brief and accurate. **DO NOT** save it as a PDF file! Save it as a Word Document or Rich Text Format.

Files 3 -13: _____ (11 PEP Indicators)

1. Each **PEP INDICATOR FILE must include the COVER PAGE** and all supporting evidence in the order that it appears on the cover page. Save the **COVER PAGE** and supporting Evidence as **one PDF file**.
2. Repeat the same process for each of the 11 PEP INDICATORS
3. When the signature of the principal is needed – make a hard copy and ask your principal to sign it in blue ink. Scan it and include it with the appropriate indicator as evidence.
4. Please make sure all pages are saved right side up!

Be sure that:

_____ key information is highlighted. Math is shown. Abbreviations/acronyms are explained.
_____ individual student names are blackened out.
_____ you only submit the last (summary) page of numbered computerized student enrollment forms.
_____ you retain a copy of everything submitted, in the event that the materials are lost. _____ you send the application via Email to mina.levenson@gmail.com. You will receive a confirmation email that the application was received. The application must be received on or before **Saturday, February 17, 2024**. However, we suggest you email the application several days before the due date in case there are any issues.





If the file is too large to email, consider sending it as a **ZIP File**. If that doesn't work, divide the application in half and send it two separate emails. Make sure you alert us to expect two separate emails.

Failure to provide any of the required information (marked in a clear and consistent manner as specified above) will disqualify the entry. The school may resubmit the entry (with appropriate updated changes) the following year.

If you have any questions, contact the PEP HOTLINE at: Mina.Levenson@gmail.com

Mina Levenson, Chair

PEP RUBRIC 2024




<p>To receive an award, a high school must meet or exceed 8 of 11 program indicators in a column. Only a Globe Award may have 1 indicator off the PEP Rubric.</p>	<p align="center">Golden Globe Award</p> 	<p align="center">Silver Globe Award</p> 	<p align="center">Bronze Globe Award</p> 	<p align="center">Globe Award</p> 
<p>1. Maintain high percentage of total world language enrollment</p>	<p>90% to 100% of total school enrollment is enrolled in a foreign language class</p>	<p>77% to 89 % of total school enrollment is enrolled in a foreign language class</p>	<p>56% to 76 % of total school enrollment is enrolled in a foreign language class</p>	<p>35% to 55 % of total school enrollment is enrolled in a foreign language class</p>
<p>2. Provide a variety of languages in a four (4) year high school sequence</p>	<p>1 language for schools with fewer than 350 students. 2 languages for 350 to 700, 3 languages per 701 to 1000, and 1 additional language for each additional 1000 students in four-year sequence</p>	<p>1 language for schools with fewer than 350 students. 2 languages for 350 to 700, 3 languages per 701 to 1500, and 1 additional language for each additional 1000 students in at least a 3-year sequence</p>	<p>1 language for schools with fewer than 350 students. 2 languages for 350 to 700, 3 languages per 701 to 1500, and 1 more language for each additional 1000 students in at least a 2-year sequence</p>	<p>1 language for schools with fewer than 350 students. 2 languages for 350 to 700 students, 3 languages per 701 and above students</p>
<p>3. Retain students at higher levels</p>	<p>50% or more of students in a language in 9th grade continue to level 4 <u>and</u> above</p>	<p>40% to 49% of students in a language in 9th grade continue to level 4 <u>and</u> above</p>	<p>30% to 39% of students in a language in 9th grade continue to level 4 <u>and</u> above</p>	<p>15% to 29% of students in a language in 9th grade continue to level 4 <u>and</u> above</p>
<p>4. Participate in AP, IB, level 5, and/or CIS (≥ high school level 5) program</p>	<p>At least one such class for every traditional language offered</p>	<p>At least one such class for every traditional language offered</p>	<p>At least two such classes</p>	<p>At least one such class</p>
<p>5. Schedule classes that are one level per class period</p>	<p>No multi-level (split) world language classes per school in commonly taught languages</p>	<p>No more than 1 multi-level (split) world language class per school in commonly taught languages</p>	<p>No more than 2 multi-level (split) world language classes per school in commonly taught languages</p>	<p>No more than 3 multi-level (split) world language classes per school in commonly taught languages</p>
<p>6. Provide an extended sequence of instruction in a commonly taught language</p>	<p>12 years or more (sequential program begins in grade 1 or kindergarten) in at least one language</p>	<p>6 years (sequential program begins in grade 7) in at least one language</p>	<p>5 years (sequential program begins in grade 8) in at least one language</p>	<p>4 years (sequential program in at least one language through 11th or 12th grade</p>
<p>7. Implement PSMLA Key Instructional Practices</p>	<p>90% to 100% of world language teachers follow key instructional practices as described</p>	<p>80% to 89% of world language teachers follow key instructional practices as described</p>	<p>70 % to 79% of world language teachers follow key instructional practices as described</p>	<p>60% to 69% of world language teachers follow key instructional practices as described</p>
<p>8. Administer end-of -year, standards-based, performance assessment(s)</p>	<p>District-wide, standards-based assessment in all traditional languages taught at two language levels, non-traditional at 1 level</p>	<p>District-wide, standards-based assessment in all languages taught at one language level</p>	<p>District-wide, standards-based assessment in all languages taught, at one language level</p>	<p>District-wide, standards-based assessment across all languages taught, at one language level</p>
<p>9. Engage in yearly staff development on world language topics</p>	<p>80% to 100% of world language teachers participate in at least one full day local, state, or national world language conference per year <u>in addition to</u> at least one in-house world language specific workshop (equivalent to a 5-hour day)</p>	<p>60% to 79% of world language teachers participate in at least one full day local, state, or national world language conference per year <u>in addition to</u> at least one in-house world language specific workshop (equivalent to a 5-hour day)</p>	<p>50 % to 59% of world language teachers participate in at least one full day local, state, or national world language conference per year <u>in addition to</u> at least one in-house world language specific workshop (equivalent to 2.5-hour half day)</p>	<p>40% to 49% of world language teachers participate in at least one full day local, state, or national world language conference per year <u>or</u> one in-house world language specific workshop (equivalent to 2.5-hour half day)</p>
<p>10. Maintain membership in professional organizations</p>	<p>90% to 100% of world language teachers belong to a professional world language organization</p>	<p>80% to 89% of world language teachers belong to a professional world language organization</p>	<p>70 % to 79% of world language teachers belong to a professional world language organization</p>	<p>40% to 69% of world language teachers belong to a professional world language organization</p>
<p>11. Provide special program features</p>	<p>Three program features per school that connect world language students to outside resources & provides language practice outside of the classroom</p>	<p>Two program features per school that connect world language students to outside resources & provides language practice outside of the classroom</p>	<p>One program feature per school that connects world language students to outside resources & provides language practice outside of the classroom</p>	<p>One program feature per school that connects world language students to outside resources or provides language practice outside of the classroom</p>

HOW TO DETERMINE YOUR AWARD LEVEL

There are different combinations possible to attain a particular award level:

1. **Golden Globe Award**— school must meet or exceed eight (8) out of eleven (11) program INDICATORS in the Golden Globe column (up to 3 items may be in the Silver, Bronze, or Globe Award columns, but none may be “off the rubric”). Examples include but are not limited to:
 - a. 8 **Gold**, 3 Silver
 - b. 8 **Gold**, 1 Bronze and 2 Globe
2. **Silver Globe Award**—school must meet or exceed eight (8) out of eleven (11) program indicators in the Silver Globe column (up to 3 items may be in the Bronze or Globe Award columns, but none may be “off the rubric”.) Examples include but are not limited to:
 - a. 8 **Silver**, 2 Bronze, and 1 Globe
 - b. 7 Gold, 1 **Silver**, and 3 Bronze
3. **Bronze Globe Award**—school must meet or exceed eight (8) out of eleven (11) program indicators in the Bronze Globe column (up to 3 items may be in the Globe Award column, but none may be “off the rubric”.) Examples include but are not limited to:
 - a. 8 **Bronze**, 3 Globe
 - b. 4 Gold, 3 Silver, 1 **Bronze**, and 3 Globe
 - c. 1 Silver, 7 **Bronze**, and 3 Globe
4. **Globe Award**—school must meet or exceed ten (10) of the eleven (11) program indicators listed in the Globe Award column. The Globe Award is the only award that may have one indicator “off the rubric”. Examples include but are not limited to:
 - a. 7 Bronze and 4 **Globe**
 - b. 10 Bronze and 1 “OFF” the rubric = a **Globe**
5. The term “**off the rubric**” is used when there is insufficient or no evidence that a school meets the lowest indicator level (Globe Level) on the PEP Rubric.
 - a. The highest award possible with one (1) “OFF” rating is a Globe Award.
 - b. If two or more indicators are “OFF”, no award is given.

HOW TO FILL IN BLANK RUBRIC TO DETERMINE YOUR AWARD LEVEL

PSMLA Exemplary Program (PEP) Rubric				
John Doe High School Pittsburgh, PA	Golden Globe 	Silver Globe 	Bronze Globe 	Honorable Mention
1. Maintain high % of total world language enrollment		83 % of total school enrollment is enrolled in a world language class		
2. Provide choice of languages in 4 year sequences		French and Spanish are offered in a 3 year sequence. JD School has a total student enrollment of 695 students		
3. Retain students at higher levels				
4..Participate in AP, IB, CIS, and/or offer level 5		The district offers one level 5 class in French, German, and Spanish		
5. Schedule classes that are one level per period			There are 2 classes	
6. Provide an extended sequence of instruction			The French years, begin	
7. Implement Key Instructional Practices		75% of teachers implement Key Instructional Practices as described		
8.Administer standards-based, performance assessment		The district administers a SOPI-like assessment to all world language students in level 3		
9. Engage in yearly staff development	Two teachers attended the PSMLA conference and two attended the ACTFL conference in the last school year. The District offered 2 world language specific workshops in the last school year totaling 5 hours.			
10. Maintain membership in professional organizations	All four teachers are members of PSMLA			
11. Provide special program features		French students maintain an E-PAL program in levels 3-5. Spanish students interview native speakers on career topics in level 3.		

This is a sample of PEP Rubric completed by a high school that received a Silver Globe Award

(6 silver, 2 gold, and none are "OFF" the rubric)

Fill in **one box per row** (in the appropriate column) on CD or flash drive and submit 1 hard copy.


School contact person: Jane Doe Email: JDE@yahoo.com Phone: _____

- A few boxes are the same for two award categories; schools should insert their information in the higher of the two boxes.
- With proper/clear supporting documentation, superintendent's & principal's signatures, and PSMLA member (or institutional membership), this school would receive a Silver Globe Award.
- Please note:** All information that appears on this page will be publicized by PSMLA. Please be certain that the information is correct.

PSMLA Exemplary Program

Showcase

4. Sample Silver Globe Award School Profile

 John Doe High School Pittsburgh, PA Contact : Jane Doe Email : Jane.Doe@gmail.com Phone : 4	
Maintain high percentage of total world language enrollment	83 % of total school enrollment is enrolled in a world language class
Provide a variety of languages in a 4 year sequence	French and Spanish are offered in our school which has a total student population of 1,200
Retain students at higher levels	17 % of students continue with 4 consecutive years in high school world language
Participate in AP, IB, CIS, and/or offer level 5	The district offers one level 5 class in both French and Spanish
Schedule classes that are one level per period	There is only one multi-level class of French 2 / 3
Provide an extended sequence of instruction	The French program spans 5 years, beginning in grade 8
Implements Key Instructional Practices	75% of teachers carry out 4 Key Instructional Practices as described in the PSMLA handbook
Administers standards-based, performance assessment	The district administers a SOPI-like assessment to all world language students
Engage in yearly staff development	Two teachers attended the PSMLA conference and two attended the district world language conference this school year. The District offered 2 world language specific workshops during the year.
Maintain membership in professional organizations	All four teachers are members of Pennsylvania State Modern Language Association
Provide special program features	French students maintain an E-PAL program throughout levels 3-5 Spanish students have scheduled opportunities to interview native speakers

This is a sample of how the program information provided by the school (above) will appear on our website.

Please note: all information on this page must be substantiated with documentation. Do NOT include additional information.

For more examples, check out the 2020

SAMPLE ORAL Proficiency Rubric
(Based on ACTFL OPI Scale)

The Student...	AUDIENCE	RESPONSE TYPES	TOPICS	ACCURACY
Intermediate High Level	Can generally be understood (even by those <i>not accustomed</i> to dealing with language learners)	Responds using some simple paragraph-length discourse**, begins to narrate, describe, summarize, and compare or contrast—but cannot sustain it	Handles complicated communicative tasks with some degree of success; can initiate, sustain, and close a general conversation about many different concrete topics	Converses more than 50% of the time in paragraph-length discourse with connector words such as first, second, therefore, before, afterwards, then, etc.; narrates and describes with some consistency in past, present, and future time; uses comparative expressions; speaks with some pauses
Intermediate Mid Level	Can be understood by a <i>native speaker who is accustomed</i> to dealing with language learners	Responds by creating*** a variety of more complex sentences and questions, can sustain basic communicative tasks and participate in short conversations	Handles survival topics and a variety of social situations, e.g., courtesy and social requirements such as: accepting / refusing invitations, greetings, introductions, making meeting arrangements, etc.	Creates complex sentences that have dependent clauses with connector words such as <i>which, that, when, because</i> , etc.; gives and asks for information in the present tense; uses question words, negation, some noun / adjective agreement, and subject / verb agreement
Intermediate Low Level	Can be understood by a <i>person who is accustomed</i> to dealing with language learners	Responds by creating a variety of simple sentences and questions; can minimally sustain simple, basic communicative tasks; can give very simple descriptions	Handles a limited number of social situations and basic survival topics, e.g., order a meal, ask for and give directions to a place, get a hotel room, get transportation, get help for health problem, etc.	Creates simple sentences; gives and asks for information in the present tense; creates 3-4 different types of questions, some negation, some noun / adjective agreement, and some subject / verb agreement; gives simple directions
Novice High Level	Can be understood (<i>with some difficulty</i>) by person who is accustomed to dealing with language learners	Responds by creating some simple sentences but still relies heavily on learned material, no real autonomy of expression	Talks about self in a limited way including some basic likes and dislikes, identifies basic objects, places, some kinship terms	Creates very simple sentences more than 50% of the time with limited subject / verb agreement
Novice Mid Level	<i>Is difficult</i> to understand even by listeners who are very sympathetic to language learners	Responds with words and memorized phrases, some recombined utterances, lists, naming (more than 50 words, phrases, memorized sentences)	Produces memorized vocabulary in basic contexts, e.g., numbers, colors, dates, pets, clothes, weather, activities, time, sports, greetings and leave taking, foods, family, workers, home	Enumerates; lists words and phrases, names, recites, says memorized utterances; demonstrates little or no grammatical usage
Novice Low Level	<i>Is very difficult to understand</i> even by listeners who are very sympathetic to language learners (such as world language teachers)	Responds with isolated words and a few memorized phrases (more than 15 words, phrases, memorized sentences)	Produces limited vocabulary in very limited contexts	Produces vocabulary at the word or phrase level, no evidence of correct grammatical usage
No Rating	Student demonstrates no ability to use the second language (less than 15 words, phrases) or non-ratable sample			

*This is a sample oral proficiency rubric based on the ACTFL Scale. A copy of the assessment rubric used by the applying school must be attached to Indicator #8. If you use a rubric other than this one you must explain how it relates to the ACTFL Scale.

** Paragraph-length discourse = It is likely to be a paragraph if the sentences have to stay in the original sequence to make sense. If the sentences can be rearranged it is not a paragraph; it is a list.

*** Creating = original sentences that are not memorized.

Each higher level subsumes all levels below. **Intermediate Low** is the recommended goal level for seniors which requires a minimum of 4-5 years.

This document was created and disseminated by the Pittsburgh Public Schools with funding from a USDE, Title VI Foreign Language Assistance Program (FLAP) grant