

## 2023 PEP Rubric

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