

2024 PEP Rubric

<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>Golden Globe Award</p> 	<p>Silver Globe Award</p> 	<p>Bronze Globe Award</p> 	<p>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> <u>above</u></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>