2027 PEP AWARD

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.	**Golden Globe Award**	**Silver Globe Award**	**Bronze Globe Award**	**Globe Award**
1. Maintain high percentage of total world language enrollment	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
2. Provide a variety of languages in a four (4) year high school sequence	1 language for schools with fewer than 350 students. 2 languages for 350 to 700, 3 languages per 701 to 1000, and 1additional 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 1additional 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
3.Retain students at higher levels	50% or more of students in a language in 9th grade continue to level 4 and above	40% to 49% of students in a language in 9th grade continue to level 4 and above	30% to 39% of students in a language in 9th grade continue to level 4 and above	15% to 29% of students in a language in 9th grade continue to level 4 and above
4. Participate in AP, IB, level 5, and/or CIS (≥ high school level 5) program	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
5. Schedule classes that are one level per class period	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
6. Provide an extended sequence of instruction in a commonly taught language	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 11th or 12th grade
7. Implement PSMLA Key Instructional Practices	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
8. Administer end-of -year, standards-based, proficiency assessment(s)	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
9. Engage in yearly staff development on world language topics	80% to 100% of world language teachers participate in at least one full day local, state, or national world language conference per year **in addition to** 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 **in addition to** 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 **in addition to** 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 **or** one in-house world language specific workshop (equivalent to 2.5-hour half day)
10. Maintain membership in professional organizations	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
11. Provide special program features	Three 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