

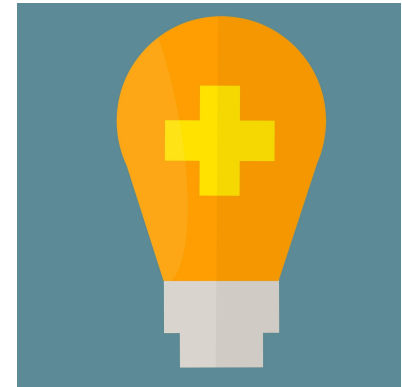
PSMLA Sponsored Programs and Awards





Pennsylvania State Modern Language Association

1. [Global Scholars](#) Program
2. PA Exemplary Program ([PEP](#) Award)
3. [Seal of Biliteracy](#) (PA and Global)



Global Scholars Program



Recognize students who participate in interdisciplinary studies & activities that are global in nature in order to:

- Develop global awareness
- Better prepare themselves for personal and professional success in an increasingly global society.

Benefits for HS Students

- Improve global competence
- Develop connections with others
- Receive Global Scholars Certificate
- Wear a Global Scholars cord to wear at graduation
- Add award to resume and college applications



How do students become a Global Scholar?

Academic Courses

1. Complete 4 years of the same world language (A or B avg.)
2. Complete 4 additional credits related to global studies (A or B avg.)
 - World Cultures, British Literature, Art History, Holocaust Studies, etc.

Active Participation

1. Participate actively in a minimum of 4 extracurricular activities
 - language or cultural clubs, WL Honor Society, WL field trips, travel abroad, community cultural events, etc.

Service (minimum of 20 hours)

Tutor fellow students in the target language, teach a WL to younger students, help with a WL activity, etc.



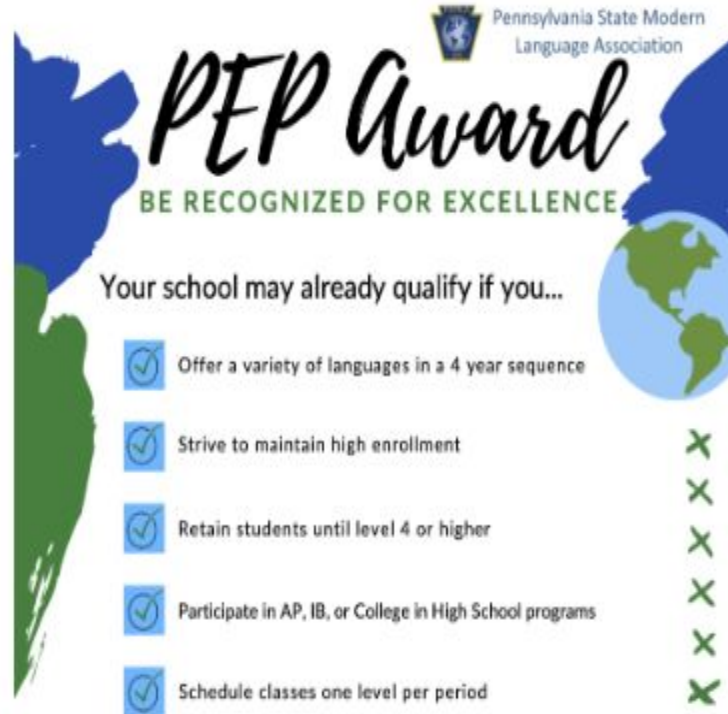
Literature/media reviews (minimum of 8, at least 4 are books)

Write four 100-word paragraph summaries of the literature/media chosen.



1C's) of the

PA Exemplary Program



The graphic features a blue outline of Pennsylvania on the left and a globe showing the Americas on the right. At the top center is the Pennsylvania State Modern Language Association logo, which includes a shield with a sun and stars. The text 'Pennsylvania State Modern Language Association' is to the right of the logo. Below the logo, 'PEP Award' is written in a large, black, cursive font, and 'BE RECOGNIZED FOR EXCELLENCE' is in a smaller, green, sans-serif font. The text 'Your school may already qualify if you...' is centered above a list of five criteria. Each criterion is preceded by a blue square with a white checkmark. To the right of the list are six green 'X' marks, one for each criterion.

Pennsylvania State Modern Language Association

PEP Award

BE RECOGNIZED FOR EXCELLENCE

Your school may already qualify if you...

- ☒ Offer a variety of languages in a 4 year sequence
- ☒ Strive to maintain high enrollment
- ☒ Retain students until level 4 or higher
- ☒ Participate in AP, IB, or College in High School programs
- ☒ Schedule classes one level per period

PEP Goals

- Identify and recognize exemplary PA high school world language programs.



- Serve as a blueprint to encourage school officials, board members, and teachers to use the PEP Rubric as a guide to improve world language programs.

To qualify, a high school must...



- meet or exceed a specified number of program indicators on PEP Rubric
- ensure all information is accurate for the 2026-2027 or 2025-2026 school year
- have at least one PSMLA member on their staff for the year 2026-2027.

**All schools who apply and meet the criteria will receive this award,
and it is valid for 3 years.**

PEP (PA Exemplary Programs) 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	1. Maintain high percentage of total world language enrollment 77% to 89 % of total school enrollment is enrolled in a foreign language class	1. Maintain high percentage of total world language enrollment 56% to 76 % of total school enrollment is enrolled in a foreign language class	1. Maintain high percentage of total world language enrollment 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 1 additional language for each additional 1000 students in four-year sequence	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 1500, and 1 additional language for each additional 1000 students in at least a 3-year sequence	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 1500, and 1 more language for each additional 1000 students in at least a 2-year sequence	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 students, 3 languages per 701 and above students
	3. Retain students at higher levels 50% or more of students in a language in 9 th grade continue to level 4 and above	3. Retain students at higher levels 40% to 49% of students in a language in 9 th grade continue to level 4 and above	3. Retain students at higher levels 30% to 39% of students in a language in 9 th grade continue to level 4 and above	3. Retain students at higher levels 15% to 29% of students in a language in 9 th 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	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	4. Participate in AP, IB, level 5, and/or CIS (≥ high school level 5) program At least two such classes	4. Participate in AP, IB, level 5, and/or CIS (≥ high school level 5) program 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	5. Schedule classes that are one level per class period No more than 1 multi-level (split) world language classes per school in commonly taught languages	5. Schedule classes that are one level per class period No more than 2 multi-level (split) world language classes per school in commonly taught languages	5. Schedule classes that are one level per class period 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. Provide an extended sequence of instruction in a commonly taught language 6 years (sequential program begins in grade 7) in at least one language	6. Provide an extended sequence of instruction in a commonly taught language 5 years (sequential program begins in grade 8) in at least one language	6. Provide an extended sequence of instruction in a commonly taught language 4 years (sequential program in at least one language through 11 th or 12 th grade
	7. Implement PSMLA Key Instructional Practices 90% to 100% of world language teachers follow key instructional practices as described	7. Implement PSMLA Key Instructional Practices 80% to 89% of world language teachers follow key instructional practices as described	7. Implement PSMLA Key Instructional Practices 70 % to 79% of world language teachers follow key instructional practices as described	7. Implement PSMLA Key Instructional Practices 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	8. Administer end-of-year, standards-based, proficiency assessment(s) District-wide, standards-based assessment in all languages taught at one language level	8. Administer end-of-year, standards-based, proficiency assessment(s) District-wide, standards-based assessment in all languages taught, at one language level	8. Administer end-of-year, standards-based, proficiency assessment(s) 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)	9. Engage in yearly staff development on world language topics 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)	9. Engage in yearly staff development on world language topics 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)	9. Engage in yearly staff development on world language topics 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	10. Maintain membership in professional organizations 80% to 89% of world language teachers belong to a professional world language organization	10. Maintain membership in professional organizations 70 % to 79% of world language teachers belong to a professional world language organization	10. Maintain membership in professional organizations 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	11. Provide special program features Two program features per school that connect world language students to outside resources & provides language practice outside of the classroom	11. Provide special program features One program feature per school that connects world language students to outside resources & provides language practice outside of the classroom	11. Provide special program features One program feature per school that connects world language students to outside resources or provides language practice outside of the classroom

01

GOLDEN GLOBE

School must meet or exceed 8 out of 11 indicators in the Golden Globe column.

02

SILVER GLOBE

School must meet or exceed 8 out of 11 indicators in the Silver Globe column.

03

BRONZE GLOBE

School must meet or exceed 8 out of 11 indicators in the Bronze Globe column.

04

GLOBE AWARD

School must meet or exceed 10 of the 11 Indicators listed in the Globe column.

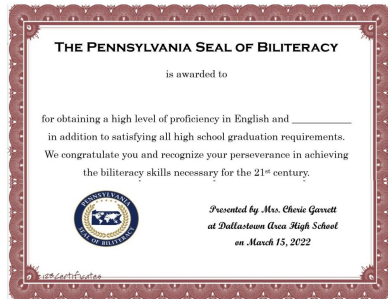
Benefits of receiving the PEP Award

- Highlight strengths of your WL Program.
- Get recognition for your program (letter sent to superintendent, recipients posted on PSMLA website and recognized at fall conference).
- Earn \$100 voucher towards PSMLA membership.
- Highlight areas of improvement to advocate for improvement of existing program.



PA Seal of Biliteracy

The Pennsylvania Seal of Biliteracy (PASB) is an award (credential) given in recognition of students who have attained a minimum of intermediate-high proficiency in English and at least one other second language by high school graduation.



2025-2026 PA Seal of Biliteracy (PASB)

- 90 high schools awarded PASB
- 57 schools districts
- 743 students received PASB
(intermediate-high proficiency)
- 55 different languages
- 554 recipients of Global Seal of Biliteracy
(intermediate-mid proficiency)



Proficiency requirements for PA Seal of Biliteracy

Minimum of intermediate-high proficiency in...

<u>English</u>	<u>Language other than English</u>
Proficient or Advanced on Keystone English Literature Exam	“4” or “5” on an AP WL Exam
A minimum of 4.5 on the WIDA	A minimum of intermediate-high in all skills tested on the STAMP4S (I-5) or AAPPL (6)

Native speakers

Use transcript from a school outside the U.S. or in Puerto Rico in gr. 8 or beyond showing at least 3 years of instruction in the student's home language (avg. 80% or higher).



Proficiency Testing Information



- **Targeted test group: HS juniors and seniors**
 - Cost: approximately \$25/test
- **Why? So test results are accurate for colleges and employers**
 - Colleges/universities often use the scores for placement into language courses
 - Some colleges may offer college credit for PASB.
- **PASB MUST be put on high school transcripts!**
- **Why? It is the only official HS documentation that colleges accept.**

Do I need to register to offer the PASB?

NO!

Your school awards the PASB, so you don't need to register with PDE, but you will need to report your school's data.

Data reporting in 2027

By Aug.31 to [PSMLA](#)

By Oct.31 to PA Dept. of Ed. (PDE)

PASB Toolkit vs. PASB Law?

- March 2022 PA Dept. of Education recognizes PA Seal of Biliteracy Toolkit
- June 2026 PA Seal of Biliteracy Bill unanimously passed by Congress

The new law makes the PASB official, and the PASB Toolkit sets the guidelines to award the PASB to high school students.

Note: Although the PASB is now a law, school districts are NOT mandated to offer the PASB since this would require state funding earmarked for proficiency testing.



Global Seal of Biliteracy

- certifies one's language proficiency in any two or more languages
- recognized internationally
- unique serial-numbered document
- available to all ages
- recognizes intermediate-mid to advanced proficiency



Global Seal of Biliteracy: 3 Levels of Proficiency

- **Functional-intermediate mid (“3 or 4” on AP WL Exam)**
 - **Working - advanced low (“5” on AP WL Exam)**
 - **Professional Fluency - advanced high**
- (Seal of Biliteracy proficiency tests do not assess for prof. fluency.)

**The Global Seal is used to recognize
students at intermediate-mid proficiency.
 (“3” on AP exam)**

What questions do you have?

Seal of Biliteracy (PA and/or Global)

PEP Award

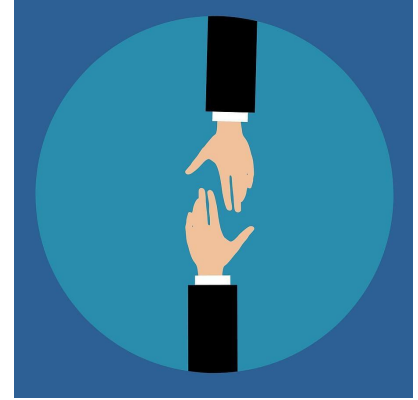
Global Scholar's Program



We are here to support you!

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