PSMLA Exemplary Program (PEP) Awards
Application Overview Packet for Hardcopy Submissions
2027

This PEP Packet Contains:

1. PEP **Hard Copy** Application Overview
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
- **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. Insert brief descriptor (it is the same as **Form B**), fill out charts provided, and attach evidence to each cover sheet.

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HARD COPY 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.

One CD or flash drive (in Microsoft Word) that contains:
_____ **Form B** (Completed Rubric) If an award is given, this information will be reformatted, cut, and pasted into the PEP Showcase on the PSMLA website. Please write the school name on the CD or flash drive. Make sure description is brief and accurate. **Do NOT** send as a PDF file!

One hard copy of the following:
_____ **Form A** With school/district information **and original signatures** in blue ink (no copies).
_____ **Form B** with completed Rubric (fill in one box per row with brief descriptions in appropriate column)
_____ **11 Sections**—each containing the Program Indicator **Cover Page**, charts (where required), and **attached** evidence (in the order that it appears on the **Cover Page**).

Be sure that:
_____ key information is highlighted. Math is shown. Abbreviations/acronyms are explained.
_____ individual student names are blackened out.
_____ only the last (summary) page of numbered computerized student enrollment forms are included.
_____ you retain a copy of the submission in the event that the materials are lost in the mail.
_____ indicator pages are not loose. Please staple them or fasten them in a notebook.
_____ you send an Email **with tracking information** to mina.levenson@gmail.com to alert the PEP committee as to how the application has been sent. A confirmation email will be sent once the application has been received.

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.

The application must be postmarked no later than **Saturday, February 13, 2027.**
Mail the completed application packet to:

Mrs. Mina Levenson
2737 Mount Royal Road
Pittsburgh PA 15217

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

Mina Levenson, PEP Chair

2027 PEP RUBRIC

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 (All 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 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

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 <u>Silver Globe Award</u>
(6 silver, 2 gold, and none are "OFF" the rubric)

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

Please keep descriptions brief. If they are too long we will have to shorten them.

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 **<u>Silver Globe Award</u>**.
-**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 cl
Provide a variety of languages in a 4 year sequence	French and Spanish are offered in our school which has a total stu
Retain students at higher levels	17 % of students continue with 4 consecutive years in high school
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 describe
Administers standards-based, performance assessment	The district administers a SOPI-like assessment to all world langua
Engage in yearly staff development	Two teachers attended the PSMLA conference and two attended th school year. The District offered 2 world language specific worksh hours.
Maintain membership in professional organizations	All four teachers are members of Pennsylvania State Modern Lang
Provide special program features	French students maintain an E-PAL program throughout levels 3-5 Spanish students have scheduled opportunities to interview native

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 PEP Showcase at www.psmla.org

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 *not accustomed* 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 *native speaker who is accustomed* 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 *which, that, when, because*, 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 *person who is accustomed 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 (*with some difficulty*) 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	*Is difficult* 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	Is *very difficult to understand* 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. <u>Intermediate Low</u> is the recommended goal level for seniors which requires a minimum of 4-5 years.

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