

MaFLA Exemplary Program Rubric: Secondary (6/7-12)

The MaFLA Exemplary Secondary Program Award assembles industry standard on best practices and high performing programming with strong student outcomes. It is intended to be a working document for programs who wish to work toward attaining the Exemplary program distinction. The Levels 1 through 3 described are potential areas of entry for programs to use as a checklist to identify areas of need as well as an advocacy tool for administrative support for program strengthening.

	Level 1	Level 2	Level 3	Secondary Program Award
1. Program Characteristics				
1a. Schedule	Foreign language programming is scheduled for at least 125 minutes a week.	Foreign language programming is scheduled for more than half of the amount as other core courses during the school day.	Foreign language programming is scheduled for the same time amount as other core courses during the school day.	Foreign language programming is scheduled for the same time amount as other core courses during the school day.
1b. Student Participation in Programming in 6/7th Through 10th Grades	There is administrative support for inclusion of traditional students in a foreign language programming but there are still multiple waivers given for a variety of reasons.	There is administrative support for inclusion of most students in foreign language programming but there are still multiple waivers given for a variety of reasons.	There is administrative support for inclusion of most students in foreign language programming but there are limited waivers given. There are courses available for all levels of student participation in the four high school years.	There is administrative support for inclusion of all students in foreign language programming. There are courses available for all levels of student participation in the four high school years.
1c. Languages and Levels	Language choice decisions are made by all stakeholders in thoughtful decision making. The full sequence of the language is available to students who begin the language and available to students of all skill levels.			
1d. Enrollment Data	Enrollment data is maintained and trends are studied.			

1e. Student Participation	At least 55% of high school seniors participate in foreign language programming.	At least 60% of high school seniors participate in foreign language programming.	At least 65% of high school seniors participate in foreign language programming.	At least 70% of high school seniors participate in foreign language programming.
1f. Student Retention	40% or more students in a language in 9th grade continue through junior year and above.	50% or more students in a language in 9th grade continue through junior year and above.	55% or more students in a language in 9th grade continue through junior year and above.	60% or more students in a language in 9th grade continue through junior year and above
2. Curriculum				
2a. Aligned with Standards	There is a formal curriculum based on the MaFLA Endorsed, <i>World Readiness Standards for Learning Languages</i> , that clearly articulates alignment with two of the Five C's and the standards for all three modes of communication.	There is a formal curriculum based on the MaFLA Endorsed, <i>World Readiness Standards for Learning Languages</i> , that clearly articulates alignment with three of the Five C's and the standards for all three modes of communication.	There is a formal curriculum based on the MaFLA Endorsed, <i>World Readiness Standards for Learning Languages</i> , that clearly articulates alignment with four of the Five C's and the standards for all three modes of communication.	There is a formal curriculum based on the MaFLA Endorsed, <i>World Readiness Standards for Learning Languages</i> , that clearly articulates alignment with all Five C's and the standards for all three modes of communication.
2b. Best Practices	Evidence for 3 of the 5 Best Practices exists, but is not consistent among all teachers.	Evidence for 4 of the 5 Best Practices exists, but is not consistent among all teachers.	Evidence for all 5 of the Best Practices exists, but is not consistent among all teachers.	Documented evidence exists to show consistency in best practices in all teachers of department: <ol style="list-style-type: none"> 1. Students and teachers use Target Language 90+. 2. Teachers design and carry out interpersonal communication tasks for pairs, small groups, and full class. 3. Teachers incorporate authentic cultural texts. 4. Grammar is taught implicitly, only as a concept, and within

				<p>meaningful contexts with focus on meaning over form.</p> <p>5. Teachers provide timely and meaningful feedback using a wide variety of ways so that students can self correct their understanding and output.</p> <p>(See <i>ACTFL Core Practices</i>.)</p>
2c. Proficiency Targets	Proficiency targets based on the ACTFL Proficiency Guidelines are not set.	Proficiency targets based on the ACTFL Proficiency Guidelines are set, but do not reflect the national norm (based on 135-150 hours of instruction for every sub proficiency level), nor are they communicated to families, or other stakeholders	Proficiency targets based on the ACTFL Proficiency Guidelines are set, reflect the national norm (based on 135-150 hours of instruction for every sub proficiency level), but are not communicated to students, families, or other stakeholders.	Proficiency targets based on the ACTFL Proficiency Guidelines are set, reflect the national norm (based on 135-150 hours of instruction for every sub proficiency level), and are communicated to students, families, and other stakeholders.
3. Staff				
3a. Highly qualified	FL Teachers are licensed and highly proficient as determined through target language interview process.	FL Teachers are licensed and highly proficient (as determined through target language interview process which includes members of the foreign language department).	FL Teachers are highly qualified (http://www.nadsfl.org/docs/pdf/resources/documents/Q_to_consider_w hen_hiring_a_WL_tea cher.pdf), licensed, and highly proficient (as determined through target language interview process which includes members of the	FL Teachers are highly qualified (http://www.nadsfl.org/docs/pdf/resources/documents/Q_to_consider_when_hiring_a_WL_teacher.pdf), licensed, and highly proficient (as determined through target language interview process which includes members of the foreign language department).

			foreign language department).	
3b. Lifelong Learners	70% of teachers annually engage in lifelong learning, such as: <ul style="list-style-type: none"> ● involvement in professional learning communities or networks, web resource curation ● action research ● author articles and/or studies ● present at conferences, etc. 	80% of teachers annually engage in lifelong learning, such as: <ul style="list-style-type: none"> ● involvement in professional learning communities or networks, web resource curation ● action research ● author articles and/or studies ● present at conferences, etc. 	90% of teachers annually engage in lifelong learning, such as: <ul style="list-style-type: none"> ● involvement in professional learning communities or networks, web resource curation ● action research ● author articles and/or studies ● present at conferences, etc. 	All teachers annually engage in lifelong learning, such as: <ul style="list-style-type: none"> ● involvement in professional learning communities or networks, web resource curation ● action research ● author articles and/or studies ● present at conferences, etc.
3c. Professional Development	70% of teachers are supported in participation in varied FL specific professional development, presenting, attending sessions, workshops, webinars, conferences, etc.	80% of teachers are supported in participation in varied FL specific professional development, presenting, attending sessions, workshops, webinars, conferences, etc.	90% of teachers are supported in participation in varied FL specific professional development, presenting, attending sessions, workshops, webinars, conferences, etc.	All teachers are supported in participation in varied FL specific professional development, presenting, attending sessions, workshops, webinars, conferences, etc.
3d. Professional Membership	70% of teachers are supported in participation in varied FL specific professional development, presenting, attending sessions, workshops, webinars, conferences, etc.	80% of teachers are supported in participation in varied FL specific professional development, presenting, attending sessions, workshops,	90% of teachers are supported in participation in varied FL specific professional development, presenting, attending sessions, workshops,	100% of faculty participate in foreign language specific organization membership such as MaFLA, ACTFL, EMFLA, a foreign language collaborative, etc.

		webinars, conferences, etc.	webinars, conferences, etc.	
4. Advocacy				
4a. Promoting Language Learning in the Community	Evidence for 2 of the 4 bullets exists, but is not consistent.	Evidence for 3 of the 4 bullets exists, but is not consistent.	Families, the district, and the community are sporadically: <ul style="list-style-type: none"> informed through a variety of means (town newspaper, district mailings and website, social media, student take-home flyers...) of FL related events, accomplishments and programming. informed of foreign language research and innovations. invited to events and displays. invited to participate in periodic surveys related to language interest, program goals, program impact, etc. Students, FL teachers, administrators also participate. 	Families, the district, and the community are regularly: <ul style="list-style-type: none"> informed through a variety of means (town newspaper, district mailings and website, social media, student take-home flyers...) of FL related events, accomplishments and programming. informed of foreign language research and innovations. invited to events and displays. invited to participate in periodic surveys related to language interest, program goals, program impact, etc. Students, FL teachers, administrators also participate.
4b. Service Learning in the Community	No formal opportunities for community service or	At least one formal opportunity per year is provided for students to	At least one formal opportunity per year is provided for students to	At least one formal opportunity per year is provided for students to participate in

	service learning are provided for students.	participate in community service within the school district or larger community.	participate in service learning within the school district or the larger community.	service learning within the school district or the larger community.
Achievement				
5a. Performance Assessment	<ul style="list-style-type: none"> • Performance assessments are an instrument of assessment in the program. • Performance assessments are occasionally administered. • Department-wide rubrics are created by the department to align with ACTFL performance descriptors. 	<ul style="list-style-type: none"> • Performance assessments are an important instrument of assessment in the program. • Performance assessments are occasionally administered. • Department-wide rubrics are created to align with ACTFL performance descriptors. • Department-wide rubrics with student work are calibrated by members of all levels (6-12) of the department. 	<ul style="list-style-type: none"> • Performance assessments are the driving instrument of assessment in the program. • Performance assessments are administered at meaningful intervals in the program. • Department-wide rubrics are created to align with ACTFL performance descriptors. • Department-wide rubrics with student work are calibrated by members of all levels (6-12) of the department. 	<ul style="list-style-type: none"> • Performance assessments are the driving instrument of assessment in the program. • Performance assessments are administered consistently at meaningful intervals in the program. • Department-wide rubrics are created to align with ACTFL performance descriptors. • Department-wide rubrics with student work are calibrated by members of all levels (K-12) of the department.
5b. Proficiency Assessment	<ul style="list-style-type: none"> • Proficiency is externally assessed at least annually in the four 	<ul style="list-style-type: none"> • Proficiency is externally and assessed at least annually in the four 	<ul style="list-style-type: none"> • Proficiency is externally and assessed at least annually in the four 	<ul style="list-style-type: none"> • Proficiency is externally assessed at least annually in the four skills or the three modes of communication.

	skills or the three modes of communication.	skills or the three modes of communication. <ul style="list-style-type: none"> • A system of proficiency assessment is being developed in which specific levels of study are targeted and studied. • Proficiency data is evaluated by the department staff. 	skills or the three modes of communication. <ul style="list-style-type: none"> • A system of proficiency assessment is developed in which specific levels of study are targeted and studied. • Proficiency data is compared and evaluated over time by the department staff. 	<ul style="list-style-type: none"> • A system of proficiency assessment is developed in which specific levels of study are targeted and studied. • Proficiency data has been compared and evaluated over time by the department staff. • Programmatic decisions are based on careful analysis of results.
6. Overall Quality of the Program				
6a. Resources	Some resources are available to the department and may include: <ul style="list-style-type: none"> • professional foreign language specific library • technology • vertically- and horizontally-articulated curriculum. • thematically-organized authentic resources bank • instructional strategies and assessments bank 		Resources are available to the department in a common planning area, and include: <ul style="list-style-type: none"> • professional foreign language specific library • technology • vertically- and horizontally-articulated curriculum. • thematically-organized authentic resources bank • instructional strategies and assessments bank Time is allocated over the year for inter-level and intra-level program coordination and articulation.	
6b. Program Review Process	There is no periodic program review in place.	Periodic program evaluation is undertaken based on program goals	Periodic program evaluation is undertaken based on program goals	Periodic program evaluation is undertaken based on program goals and internal and external measures of student progress

		and internal measures of student progress.	and internal and external measures of student progress including proficiency.	including proficiency. Language offering decisions are made with all the stakeholders.
6c. Other Noteworthy Evidence	<p>Evidence of other noteworthy achievements, qualities, or characteristics not noted in criteria 1-5, based on a dossier. This could include:</p> <ul style="list-style-type: none"> ● project based learning, ● exchanges, ● programming that connects with higher ed, ● foreign language week programming, ● student awards in FL, ● teacher awards in FL, ● scholarships in FL, ● other ways that the program is noteworthy. 			