

LOUISIANA GUIDE TO WORLD LANGUAGES PROGRAMMING

GRADES 9-12

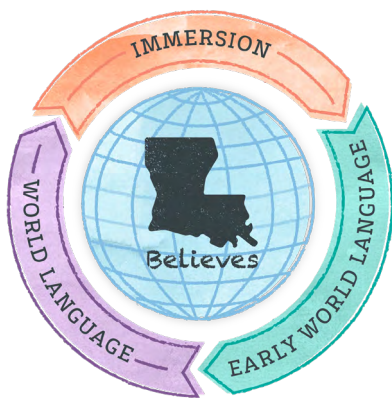


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DEPARTMENT of
EDUCATION
Louisiana Believes

CONTENTS

INTRODUCTION.....	2
THE IMPORTANCE OF WORLD LANGUAGES EDUCATION.....	2
WORLD LANGUAGES BEST PRACTICES	3
9-12 WORLD LANGUAGE (WL) PROGRAMMING.....	3
CREATING A PATHWAY TO THE SEAL OF BILITERACY	4
What is the Louisiana State Seal of Biliteracy?	4
Requirements	4
WORLD LANGUAGES PROGRAMMING AND IMPLEMENTATION	5
Scheduling.....	6
Sample Scheduling Options that Lead to the Louisiana State Seal of Biliteracy	6
Curricular Supports	7
Language Variety	7
Language Proficiency and Performance	7
Proficiency Targets	8
Language Growth and Progress Monitoring	10
Proficiency Exams	11
Language Portfolios.....	11
Testing and Evaluation Options for Carnegie Credit and the Louisiana State Seal of Biliteracy.....	12
Carnegie Credit	12
Seal of Biliteracy.....	12
English Learners (EL).....	12
INTERESTS AND OPPORTUNITIES INDEX	13
CONCLUSION	13
WORLD LANGUAGE TEACHER TOOL KIT	14
RECOMMENDED READING LIST	15



To assist administrators and teachers with the implementation of World Languages (WL) programs, this document provides multiple layers of guidance regarding justification, program design, and instructional resources aligned with Louisiana World Language Content Standards. This guidance document is considered a “living” document, as LDOE believes that teachers and other educators will find ways to improve the document as they use it. Please send feedback to language.acquisition@la.gov so that your input may be used when updating this guide.

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INTRODUCTION

Diversity of language, culture, and tradition is something that sets Louisiana apart. Louisianans take pride in the unique linguistic heritages and cultural landscapes that define us. These shared traditions and common history are powerful tools that can be used to positively impact the future lives of our citizens. With a nod to our past, Louisiana embraces a future where its students are poised to become successful global citizens.

With equitable access to attain proficiency in World Languages, students will achieve academically, communicate with cultural understanding, and succeed in a global community.

As our state continually strives to improve and expand the quality of, and access to World Languages Education, proficiency-based World Language 9-12 programs that provide a pathway to the Louisiana State Seal of Biliteracy are vital components to ensuring Louisiana's students are prepared to pursue their chosen higher education and career paths.

THE IMPORTANCE OF WORLD LANGUAGES EDUCATION



Broad evidence indicates the many benefits, both in student achievement and in personal development, of **sustained access** to quality, well-articulated World Languages education.

In the area of student academic gains, research¹ shows that early and extended access to second language learning increases student achievement, enhances critical thinking skills, and that second language learners outperform their peers academically over time. Moreover, language learning improves student cognitive function and metalinguistic awareness. One study² of second language learning showed that learning a second language positively correlates to more flexible thinking. In this study, second language students were able to see beyond traditional approaches to solve complex problems and supply new and different ideas. Similarly, studies³ show that bilingual and emerging bilingual students perform better on metalinguistic tasks and develop metalinguistic awareness more quickly than monolingual students.

The benefits of language learning extend beyond academics to affect students' social and cultural development. Studies⁴ show that students who are part of a second language and bilingual education programs have more positive attitudes toward people of different cultural or racial backgrounds. Additionally, these studies show that learning a second language can change students' preconceived attitudes towards the studied language and culture.

Moreover, learning another language equips students with the foundational and soft skills needed to be successful in an ever changing workforce. In 2017,⁵ analysts reported that over a recent five year period (2010-2015), the number of U.S. job postings aimed at recruiting bilingual or multilingual candidates more than doubled. This increased need for workers with language skills could be seen on all ends of the employment spectrum - including degree and non-degree requiring positions. Additionally, *Lead with Languages* reported that advanced second language skills are among the top eight most sought after skills for all occupations.⁶

By giving students early and sustained access to quality World Languages programs, students will gain academic, social, and personal benefits that will remain with them for a lifetime.

1 Foster, K. M., & Reeves, C. K. (1989). Foreign Language in the Elementary School (FLES) improves cognitive skills. *FLES News*, 2(3), 4.

2 Landry, R. G. (1973). The enhancement of figural creativity through second language learning at the elementary school level. *Foreign Language Annals*, 7(1), 111-115. from Linguistics and Language Behavior Abstracts database.

3 Bialystok, E. (1988). Levels of bilingualism and levels of linguistic awareness. *Developmental Psychology*, 24(4), 560-567. from PsycINFO database. Galambos, S. J., & Goldin-Meadow, S. (1990). The effects of learning two languages on levels of metalinguistic awareness. *Cognition*, 34(1), 1-56. from PsycINFO database.

4 Bamford, K. W., & Mizokawa, D. T. (1989). Cognitive and attitudinal outcomes of an additive-bilingual program. U.S.; Washington: ED305826

5 *Not Lost in Translation: The Growing Importance of Foreign Language Skills in the U.S. Job Market*. (2017, March). New American Economy. Retrieved December 12, 2022, from https://www.newamericaneconomy.org/wp-content/uploads/2017/03/NAE_Bilingual_V7.pdf

6 Language Careers in High Demand. (n.d.). *Lead with Languages*. Retrieved December 13, 2022, from <https://www.leadwithlanguages.org/language-career-category/sector-profiles/>

WORLD LANGUAGES BEST PRACTICES

Successful World Languages programs are rooted in World Languages Education best practices. Incorporating best practices into program structure and delivery ensures that students will receive rich and meaningful learning experiences.

Schools and systems with current World Languages programs, or those who are considering the redesign or expansion of their programming, should begin by exploring the best practices topics below and reach out to the Department’s World Languages Team for further guidance.

- [Target Language Use in the Second Language Classroom](#)
- [Designing Tasks that Focus on Communication](#)
- [Utilizing Authentic Resources](#)
- [Teaching Grammar through Context](#)
- [NCSSFL-ACTFL Can-Do Statements](#)

9-12 WORLD LANGUAGE (WL) PROGRAMMING

AT A GLANCE: LOUISIANA'S WORLD LANGUAGE 9-12 PROGRAMMING MODEL	WORLD LANGUAGE (WL)
WL is an approach to language learning that allows students to develop novice to intermediate communicative skills while reinforcing and enriching content in other disciplines.	✓
The target language is taught in grades 9-12 with students earning Carnegie credits.	✓
Ideally, students participate in a 4-year language pathway that leads to the Louisiana State Seal of Biliteracy.	✓
Students need no prior knowledge of the target language to participate. <i>(However, students often enter programs with prior knowledge obtained from Early World Languages or Dual Language Immersion programs, or as speakers of a heritage language.)</i>	✓
Teachers are proficient in the target language.	✓
WL programs provide research-proven academic and social benefits to students.	✓
Modern Languages - Instruction includes all four domains of language learning, i.e., speaking (interpersonal and presentational), listening, reading, and writing, as well as global awareness, connections to career and college, and cultural competence.	✓
American Sign Language (ASL) - Instruction includes interpersonal and presentational communication, interpretation, as well as global awareness, connections to career and college and cultural competence.	✓
Classical Languages - Instruction includes the interpretive, interpersonal, and presentational modes, with connections to career and college and other cultures and languages.	✓

CREATING A PATHWAY TO THE SEAL OF BILITERACY

As stated in Louisiana's Vision for World Languages, building a pathway to language proficiency will lead to students who are more academically able, culturally competent, and ready to succeed in an increasingly changing world. One way to ensure this vision is by providing students with a pathway to the Louisiana State Seal of Biliteracy.

WHAT IS THE LOUISIANA STATE SEAL OF BILITERACY?

Understanding the importance of bilingualism and biliteracy, in 2014, the Louisiana Legislature adopted [RS 17:273.4](#), instituting the State's Seal of Biliteracy. The Louisiana State Seal of Biliteracy is a diploma endorsement that aims⁷

- to encourage students to study languages.
- to certify attainment of biliteracy.
- to provide employers with a method of identifying people with language and biliteracy skills.
- to provide universities with a method to recognize and give academic credit to applicants seeking admission.
- to prepare students with twenty-first century skills.
- to recognize and promote world language instruction in public schools.
- to strengthen intergroup relationships, affirm the value of diversity, and honor the multiple cultures and languages of a community.
- to continue and renew Louisiana's historical tradition of bilingualism.



Louisiana graduates who all meet the requirements for graduation **and** the established Louisiana State Seal of Biliteracy criteria are eligible to be awarded this special academic diploma endorsement.

REQUIREMENTS

To earn the Louisiana State Seal of Biliteracy, students must

- fulfill all required English Language Arts coursework,
- achieve a composite score of 19 or above on the Reading/English components of the ACT,
- pass the ELPT with a score of Early Advanced Proficiency (only students identified as English learners [ELs]), and
- demonstrate proficiency at the intermediate-high level or above in one or more languages other than English, demonstrated through one of the following methods:
 - » achieve the B2 DELF or DELE,
 - » earn a score of Intermediate-High or above on a national proficiency exam, e.g., AAPPL, STAMP, etc.,
 - » complete a four-year high school course of study in a World Language/complete at least four Carnegie units in content courses in a World Language immersion setting, or
 - » score a 4+ on a World Language AP or IB exam.

School systems shall use the [Louisiana Seal of Biliteracy Request Form](#) for reporting the number of students earning the Louisiana Seal of Biliteracy as well as to identify the number of students earning the seal in their native language.

⁷ Louisiana Laws. (2014). Louisiana Laws - Louisiana State Legislature. Retrieved October 31, 2022, from <http://www.legis.la.gov/legis/Law.aspx?d=920002>

WORLD LANGUAGES PROGRAMMING AND IMPLEMENTATION

As schools and school systems plan and implement 9-12 World Languages programming, end goals should include providing content-rich, proficiency-based World Languages opportunities which allow broad access for **all** student populations, language of study variety, and a pathway for students to obtain the Louisiana State Seal of Biliteracy.

KEY ACTIONS FOR WORLD LANGUAGES 9-12 PROGRAM IMPLEMENTATION	
Identify language(s) to be offered.	✓
Develop a fully articulated World Language program, offering Levels 1-4 and beyond - taking into account students with prior knowledge, to provide a pathway to Louisiana's Seal of Biliteracy diploma endorsement.	✓
Identify and put into place high-quality curriculum.	✓
Identify and hire certified world language teacher(s).	✓
Provide language teachers access to proficiency-based World Language professional development and opportunities to develop and maintain their language proficiency.	✓
Implement systems that ensure ongoing language proficiency progress monitoring.	✓
Monitor program rigor by evaluating student proficiency at the end of instructional cycles. This can be achieved by implementing the use of either a nationally recognized test, e.g., the DELF/DELE, STAMP, or AAPPL, or by curating student proficiency portfolios.	✓

SCHEDULING

Schools and systems can use a variety of scheduling systems to provide students with quality, proficiency-based World Languages programming. When planning and implementing World Languages programming, emphasis should be placed on providing students with a pathway that leads to the Louisiana State Seal of Biliteracy.

SAMPLE SCHEDULING OPTIONS THAT LEAD TO THE LOUISIANA STATE SEAL OF BILITERACY

Sample scheduling options in this section reflect pathways for incoming freshmen with no previous World Language background and are based on a traditional schedule.

Please reach out to the World Languages Team for questions regarding

- scheduling students with prior language experience, e.g., [Early World Language \(EWL\)](#) or [Dual Language Immersion \(DLI\)](#) programs, identified [English learners \(EL\)](#), and
- for scheduling options for block or alternative schedules.

TRADITIONAL COURSE OF STUDY PATHWAY	
Grade 9	Level 1
Grade 10	Level 2
Grade 11	Level 3
Grade 12	Level 4 or AP Language and Culture
Students receive the Louisiana State Seal of Biliteracy by completing a four-year course of study in the same language AND meeting additional requirements as outlined in RS 17:273.4 .	

COURSE OF STUDY PATHWAY, INCLUDING DE COURSES	
Grade 9	Level 1 (<i>recommended as a prerequisite to DE course of study</i>)
Grade 10	DE 1013/1014 Elementary I and DE 1023/1024 Elementary II
Grade 11	DE 2013 Intermediate I
Grade 12	DE 2023 Intermediate II
Students receive the Louisiana State Seal of Biliteracy by completing a four-year course of study in the same language AND meeting additional requirements as outlined in RS 17:273.4 .	
NOTE: To qualify for the Seal by taking DE courses, students must complete the full DE pathway (all 4 courses), which is considered a course of study.	

CURRICULAR SUPPORTS

To aid schools and school systems with designing content rich, well articulated World Languages courses, the Department has developed scope and sequence documents guided by essential questions. These documents are based on instructional themes and can be utilized when creating thematic units, lessons, and curriculum maps. For guidance on using these documents, contact the Department’s World Languages Team.

- [World Languages Scope and Sequence - Novice Level](#)
- [World Languages Scope and Sequence - Intermediate Level](#)
- [World Languages Scope and Sequence - Advanced Level](#)

LANGUAGE VARIETY

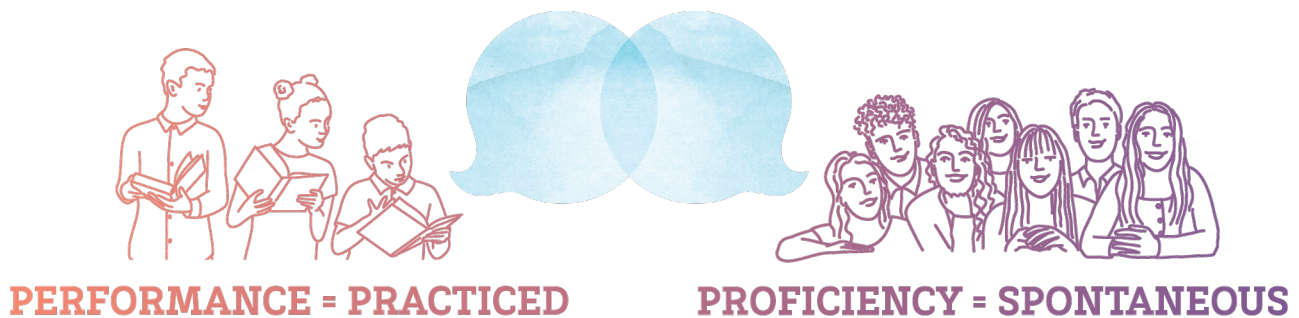
Educators and parents have often noted that students are more engaged and show stronger motivation for learning when they are allowed to **choose** their courses of study. Furthermore, ACTFL states,⁸ “The language offerings of a school or institution of higher education should reflect the needs and interests of the communities and students they serve, as well as national and international needs. Offering a **variety of languages** prepares students for future economic, diplomatic, educational, and personal endeavors.”

When possible, schools and systems should provide students access to learn and explore a variety of languages and cultures.

LANGUAGE PROFICIENCY AND PERFORMANCE

When describing how language learners handle target language interactions, some distinctions must be made between proficiency and performance. ACTFL⁹ describes proficiency as, “the ability to use language in real world situations in a **spontaneous** interaction and **non rehearsed** context and in a manner acceptable and appropriate to native speakers of the language.” For more information on proficiency, please see the [ACTFL Proficiency Guidelines](#). These guidelines outline projected student proficiency levels in reading, writing, speaking, and listening.

Alternatively, when looking at performance, ACTFL¹⁰ describes it as, “the ability to use language that has been **learned and practiced** in an instructional setting.” For detailed information on language performance, please see the [ACTFL Performance Descriptors](#). These performance descriptors can be used to aid teachers in developing on-level performance-based tasks and assessments and to set realistic expectations for students in all levels of the language learning experience.



8 Which Languages Schools Should Offer. (2012). ACTFL. Retrieved December 1, 2022, from <https://www.actfl.org/advocacy/actfl-position-statements/which-languages-schools-should-offer>

9 ACTFL Performance Descriptors for Language Learners. (2012). ACTFL. Retrieved December 20, 2022, from https://www.actfl.org/sites/default/files/publications/ACTFLPerformance_Descriptors.pdf

10 ACTFL Performance Descriptors for Language Learners. (2012). ACTFL. Retrieved December 20, 2022, from https://www.actfl.org/sites/default/files/publications/ACTFLPerformance_Descriptors.pdf

PROFICIENCY TARGETS

Well articulated WL programs which employ proficiency-based, content-rich instructional methods can achieve high levels of language proficiency at the end of a course of study. Understanding ACTFL's proficiency levels and how they correspond to student production in the language are important.

- **Novice** - Students can communicate using learned information in the form of words, memorized phrases, and simple sentences.
- **Intermediate** - Students can communicate about familiar topics using created language and ask/answer simple questions.
- **Advanced** - Students can communicate using more complex created language, use a variety of language tenses, and handle complex tasks.

The following charts demonstrate projected **minimum** proficiency outcomes for students earning Carnegie Credit in a variety of languages and levels.

NOTE: Naturally occurring errors that do not hinder communication are to be expected when students communicate spontaneously. Focus should be placed instead on evidence of self-correction

Carnegie Unit Credit Exit Proficiency Expectations - Classical Languages

Ancient Greek and Latin

MODE & SKILL	LEVEL AND TOTAL HOURS					
	LEVEL I or 133-150 hours	LEVEL II or 266-300 hours	LEVEL III or 399-450 hours	LEVEL IV or 532-600 hours	LEVEL V or 667-750 hours	LEVEL VI or 800-900 hours
INTERPRETIVE <i>Listening</i>	Novice Mid	Novice High	Intermediate Low	Intermediate Low	Intermediate Mid	Intermediate Mid
INTERPRETIVE <i>Reading</i>	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Intermediate High	Advanced Low
PRESENTATIONAL <i>Speaking</i>	Novice Low	Novice Mid	Novice High	Novice High	Intermediate Low	Intermediate Low
PRESENTATIONAL <i>Writing</i>	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate Mid	Intermediate High

Carnegie Unit Credit Exit Proficiency Expectations - Modern Alphabetic Languages

French, German, Italian, Portuguese, and Spanish

MODE & SKILL	LEVEL AND TOTAL HOURS					
	LEVEL I or 133-150 hours	LEVEL II or 266-300 hours	LEVEL III or 399-450 hours	LEVEL IV or 532-600 hours	LEVEL V or 667-750 hours	LEVEL VI or 800-900 hours
INTERPERSONAL <i>Person-to-Person</i>	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate Mid	Intermediate High
INTERPRETIVE <i>Listening</i>	Novice High	Novice High	Intermediate Low	Intermediate High	Intermediate High	Advanced Low
INTERPRETIVE <i>Reading</i>	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low
PRESENTATIONAL <i>Speaking</i>	Novice Mid	Novice High	Novice High	Intermediate Low	Intermediate Mid	Intermediate High
PRESENTATIONAL <i>Writing</i>	Novice Mid	Novice High	Novice High	Intermediate Low	Intermediate Mid	Intermediate High

Carnegie Unit Credit Exit Proficiency Expectations - Modern Non-Alphabetic and Logographic Languages *Arabic, Chinese, Hebrew, Hindi, Japanese, Korean, and Russian*

MODE & SKILL	LEVEL AND TOTAL HOURS					
	LEVEL I or 133-150 hours	LEVEL II or 266-300 hours	LEVEL III or 399-450 hours	LEVEL IV or 532-600 hours	LEVEL V or 667-750 hours	LEVEL VI or 800-900 hours
INTERPERSONAL <i>Person-to-Person</i>	Novice Mid	Novice High	Novice High	Intermediate Low	Intermediate Mid	Intermediate Mid
INTERPRETIVE <i>Listening</i>	Novice Mid	Novice High	Novice High	Intermediate Low	Intermediate Mid	Intermediate Mid
INTERPRETIVE <i>Reading</i>	Novice Low	Novice Mid	Novice High	Novice High	Intermediate Low	Intermediate Low
PRESENTATIONAL <i>Speaking</i>	Novice Low	Novice Mid	Novice High	Novice High	Intermediate Low	Intermediate Low
PRESENTATIONAL <i>Writing</i>	Novice Low	Novice Mid	Novice High	Novice High	Intermediate Low	Intermediate Low

Carnegie Unit Credit Exit Proficiency Expectations - Visual Languages

American Sign Language

MODE & SKILL	LEVEL AND TOTAL HOURS					
	LEVEL I or 133-150 hours	LEVEL II or 266-300 hours	LEVEL III or 399-450 hours	LEVEL IV or 532-600 hours	LEVEL V or 667-750 hours	LEVEL VI or 800-900 hours
INTERPERSONAL <i>Interactive</i>	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate Mid	Intermediate High
INTERPRETIVE <i>Receptive</i>	Novice High	Intermediate Low	Intermediate Mid	Intermediate Mid	Intermediate High	Intermediate High
PRESENTATIONAL <i>Expressive</i>	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate Mid	Intermediate High

Comparing ACTFL descriptors with the Common European Framework of Reference (CEFR)

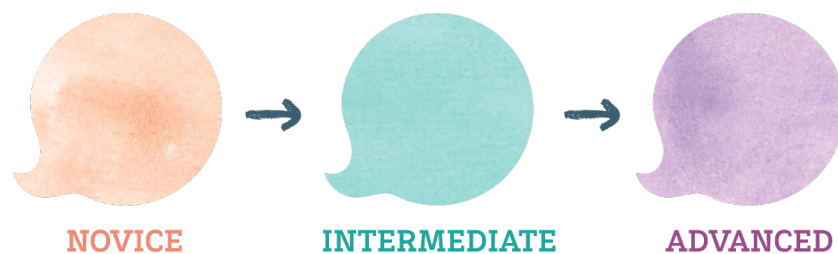
ACTFL PROFICIENCY SCALE	COMMON EUROPEAN FRAMEWORK OF REFERENCE
(NL) Novice Low	
(NM) Novice Mid	
(NH) Novice High	(A1) Breakthrough or Beginner
(IL) Intermediate Low	(A2) Waystage or Elementary
(IM) Intermediate Mid	(B1.1) Threshold or Intermediate
(IH) Intermediate High	(B1.2) Threshold or Intermediate
(AL) Advanced Low	(B2.1) Vantage or Upper Intermediate
(AM) Advanced Mid	(B2.2) Vantage or Upper Intermediate
(AH) Advanced High	(C1) Effective Operational Proficiency or Advanced
(S) Superior	(C2) Mastery or Proficiency

LANGUAGE GROWTH AND PROGRESS MONITORING

Consistent, uninterrupted access to quality World Languages programming is essential to helping students gain proficiency and build biliteracy. Schools and systems should pay close attention to creating a learning experience that is thoughtfully designed with appropriate program articulation and proficiency outcomes.

Language proficiency tests and portfolios are good ways to evaluate student progress and language development. The Department recommends administering proficiency exams or implementing proficiency portfolios during or upon completion of an articulated language learning cycle.

This section contains a list of nationally recognized language assessments and portfolios, as well as Louisiana created options. These options can be used to monitor student language development and proficiency.



PROFICIENCY EXAMS

AAPPL

The [ACTFL Assessment of Performance towards Proficiency in Languages](#) (AAPPL) is a standards-based language learning assessment that assesses the three modes of communication (interpersonal, presentational, and interpretive).

STAMP

The [STAMP](#) test is a standards-based assessment aligned with the ACTFL Proficiency Scale and tests students' reading, writing, listening, and speaking skills.

LANGUAGE PORTFOLIOS

LinguaGrow Powered by Linguafolio Online

[LinguaGrow](#) is a learner-directed portfolio assessment instrument designed to support individuals in setting and achieving their goals for learning languages.

Louisiana Language Proficiency Portfolio

The Louisiana Language Proficiency Portfolios were developed by the Department to serve as a portfolio assessment tool and can be used as evidence of student performance and proficiency.

- [Louisiana Language Proficiency Portfolio - American Sign Language \(ASL\)](#)
- [Louisiana Language Proficiency Portfolio - Classical Languages](#)
- [Louisiana Language Proficiency Portfolio - Modern Alphabetic Languages](#)
- [Louisiana Language Proficiency Portfolio - Modern Non-Alphabetic Languages](#)

TESTING AND EVALUATION OPTIONS FOR CARNEGIE CREDIT AND THE LOUISIANA STATE SEAL OF BILITERACY

CARNEGIE CREDIT

Louisiana students may earn Carnegie credit for World Language courses by demonstrating a minimum proficiency in the target language that corresponds to [Louisiana World Language Standards](#) ([Bulletin 741](#) page 63).

School systems can award Carnegie credit using one of the following proficiency-based assessment tools:

1. a nationally recognized examination (see guidance below),
2. a locally developed examination documented by the Department (review and feedback is ongoing), or
3. a portfolio submission.

To assist school systems in determining appropriate academic placement and/or awarding Carnegie credit, the Department has aligned **nationally recognized** proficiency-based assessments (the [AAPPL](#), the [STAMP 4S](#), and [STAMP WS \(formerly WorldSpeak\)](#)) and non-proficiency-based (the [Advanced Placement](#) and [CLEP](#)) assessments to Louisiana WL Standards. Other nationally recognized proficiency-based assessments may be aligned to Louisiana WL Standards by the Department upon request.

In Modern Languages, students must demonstrate on-level proficiency in at least four of the five domains: Interpersonal, Interpretive Listening, Interpretive Reading, Presentational Speaking, and Presentational Writing.

SEAL OF BILITERACY

Additionally, per [RS 17:273.4](#), school systems may use nationally recognized proficiency exams to award the Louisiana State Seal of Biliteracy.

For information about proficiency testing for Carnegie credit or for the Louisiana State Seal of Biliteracy, see the [World Languages for Carnegie Credit Guide](#) and contact the Department's World Languages Team at language.acquisition@la.gov for more information.

ENGLISH LEARNERS (EL)

Schools and school systems are encouraged to recognize the home and heritage languages of its English learners and to expand their potential avenues for multilingualism. This can be achieved in a variety of ways, including

- proficiency testing in home and/or heritage language to acquire Carnegie credit and obtain access to the Louisiana State Seal of Biliteracy,
- language portfolio evaluation options to gauge proficiency for students who speak less commonly taught languages or languages that do not have an accessible proficiency test,
- offering advanced language courses and heritage language courses, and
- offering access to learn additional languages.

INTERESTS AND OPPORTUNITIES INDEX

Louisiana's Every Student Succeeds Act (ESSA) plan includes an Interests and Opportunities Index, which comprises five percent of the School Performance Score (SPS). The purpose of the Interests and Opportunities Index is to measure the degree to which schools are providing students with access to a well-rounded education by offering diverse areas of learning to develop skills and talents.

Using a menu-based approach, the Department will annually publish a list of domains with associated indicators that schools will select as the basis for their Interests and Opportunities Index calculation. Schools will have the opportunity to select indicators across four domains. Domains serve as broad groupings of offerings related to students' interests.

The domains are

- The Arts
- Extracurricular Activities
- STEM (Science, Technology, Engineering and Math)
- World Languages

Within each of the four domains, there will be a variety of possible indicators that a school may select as the basis for their index score. The Indicators are the specific measures that capture the extent to which a school is advancing students' interests and opportunities. Schools will be required to choose four (4) indicators from at least two (2) domains. At least three (3) of those indicators would be based on data already collected by the LDOE from school systems.

World Languages Indicators for High School

- **WL 1:** School offers a minimum of three language courses in a series offered consecutively with student enrollment.
- **WL 2:** School has students earning college credit for World Languages courses (AP, IB, DE, CLEP, etc.).
- **WL 4:** School has students (including EL students) earn proficiency on a nationally recognized language proficiency test (e.g., AAPPL, STAMP, DELF, DELE).
- **WL 6:** School has students who earn the World Language Seal of Biliteracy.
- **WL 7:** School has external partnership connected to World Languages.
- **WL 8:** School earns state, national and/or international recognition for excellence in World Language education (e.g., academic excellence award in world language education from an international embassy or a national professional organization, i.e., Label FrancEducation).

For guidance on navigating the Interests and Opportunities Index as it applies to World Languages, see [Interests and Opportunities Index - World Languages](#).

CONCLUSION

World Languages Education provides numerous benefits to students of all ages. By ensuring Louisiana's students have access to robust, proficiency-based 9-12 World Languages programs, which provide a pathway to the Louisiana State Seal of Biliteracy and include the opportunity to explore a variety of language options, our students will be set on a course for success in their future careers and higher education endeavors.

WORLD LANGUAGE TEACHER TOOL KIT

GUIDANCE	
LDOE World Languages Landing Page	The Louisiana World Languages Compendium
The Louisiana Guide to Early World Languages Programming	The Louisiana International Associate Teacher Program
Louisiana ASL Content Standards	Louisiana World Language Learning Standards
World Languages Proficiency Targets (LDOE)	World Languages Carnegie Credit Proficiency Targets (LDOE)
CURRICULAR RESOURCES	
Louisiana World Languages Education Resources	World Languages Scope and Sequence (LDOE) Novice
World Languages Lesson Planner	World Languages Scope and Sequence (LDOE) Intermediate
World Languages Thematic Planner	World Languages Scope and Sequence (LDOE) Advanced
NCSSFL/ACTFL Can-Do Statements	
PROFESSIONAL ORGANIZATIONS	
American Council on the Teaching of Foreign Languages (ACTFL)	American Association of Teachers of French (AATF)
American Association of Teachers of German (AATG)	American Association of Teachers of Spanish and Portuguese (AATSP)
The American Classical League	American Sign Language Teachers Association (ASLTA)
Center for Applied Linguistics (CAL)	Chinese Language Teachers Association (CLTA)
Louisiana Foreign Language Teachers' Association (LFLTA)	National Network for Early Language Learning (NELL)
CAREER READINESS MATERIALS	
ACTFL Career Readiness	ACTFL Employability + World Languages
ACTFL Oral Proficiency in the Workplace	

RECOMMENDED READING LIST

American Council on the Teaching of Foreign Languages. (2012). *ACTFL performance descriptors for language learners*. Available from, <http://www.actfl.org/sites/default/files/pdfs/PerformanceDescriptorsLanguageLearners.pdf>.

American Council on the Teaching of Foreign Languages. (1998). *ACTFL performance guidelines for K-12 learners*. Available from, <http://www.actfl.org/publications/guidelines-and-manuals/actfl-performance-descriptors-language-learners>.

American Council on the Teaching of Foreign Languages. (2013). *NCSSFL-ACTFL can-do statements: Progress indicators for language learners*. Available from, http://www.actfl.org/sites/default/files/pdfs/Can-Do_Statements.pdf.

American Council on the Teaching of Foreign Languages. (2013b). *NCSSFL ACTFL global Can-Do benchmarks*. Available from, http://www.actfl.org/global_statements.

American Council on the Teaching of Foreign Languages. (2012). *ACTFL proficiency guidelines 2012*. Available from, <http://actflproficiencyguidelines2012.org/>

America's Languages: Investing in Language Education for the 21st Century (Rep.). (2017, February). Retrieved <https://www.amacad.org/publication/americas-languages>.

Curtain, H.A., & Dahlberg, C.A. (2016). *Languages and children, making the match: New languages for young learners* (5th Edition). Pearson.

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