

Lexington One World Languages Grading Guide

What is proficiency rating?

In Lexington One, we employ levels of proficiency based on nationally and internationally defined and recognized descriptors. Instead of receiving a traditional grade on a 100 point grading scale, students receive a rating (1-20) on their performances in class based on a [rubric](#). At the end of the course, the rating is converted to a grade.

- **It is critical to note the following:** The final grade of the course is not an AVERAGE of all grades given throughout the year. Instead, it is a rating that reflects student growth toward proficiency.
- The mode (i.e. the rating that occurs most often) within the last grading period, becomes the final rating, which converts to a final grade, based on the [conversion chart](#).

Reporting Ratings, Grades and Interims

- Language learners in middle school language courses will only get ratings at grading report time. Their ratings do not impact their GPA in any way.
- The first interim of the year does not give us enough time to have collected performance data on learners to be able to accurately give an overall rating. Learners will receive a rating for subsequent interims but not a grade. A final course grade will only be given for courses that are earning high school credit at the end of the course.
- Level 1-5 learners in high school are assessed with this proficiency rating process from the start of their Carnegie credit bearing coursework.
- In PowerSchool, the system defaults to a percentage number that you will see when a parent or administrator looks at “quick lookup.” This percentage is not the student’s grade, nor will this impact the student’s GPA. Because the system defaults to this setting, we cannot change this. The **rating** is what counts for student performance. **Parents and students must disregard a percentage number until the final grade is reported at the end of the course.**
- “Re-do” and “Re-take” are not part of the World Languages grading initiative as it is in other content areas because the practices in the world language classroom inherently provide these opportunities through daily activities and tasks.
- Students are given a proficiency rating that is representative of their competency in the language at that given moment in time. This means the teacher will only look at their final grading period ratings to determine the final rating. This is to the student’s benefit because they had lower levels of proficiency at the start of the course than at the end. [Click here for a Student Sample](#)
- **In World Languages we are not averaging grades or scores on tests.** Learners are constantly performing in class, yielding formative and summative ratings throughout the course. At the end of the grading period, those ratings will be used to determine where the learner has grown and is performing 80% of the time. The mode (the rating that occurs most often) within the last grading period, is the final rating, which converts to a final grade, based on the conversion chart.
- Summative assessments in World Languages are completely performance based and are given over several days’ time. These scores represent a more comprehensive proficiency level in the language because these tasks integrate the three modes; interpretive, interpersonal and presentational into one integrated performance assessment.
- Newcomers from other districts or states, may be given a placement test to determine where they should be placed in a course. Based on their proficiency level and background, they will be graded

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based on their language proficiency and background (e.g. If they come from a similar program, a traditional program, an immersion program etc...)

The focus needs to be on the proficiency ratings vs. the grade average throughout the length of the course as learners focus on their own growth in their performance skills in the language. The focus must be on *communication skills and performance with consistency over time* in the language. The final grade **ONLY** represents a conversion of the final proficiency rating level.

Middle and High School Courses:

Levels 1-3 middle school immersion courses and PASSPORT: These two courses are two essential parts that provide all the combined scores that contribute to your child’s final year end proficiency rating. The teachers will use all of the performance data points from tasks and assessments in both courses to determine the proficiency rating that students receive at the end of the course as their final rating. In the Levels 1-3 courses, that final rating will convert to a numerical 1/100 grade at the end of the course. They will receive credit for the course based on that final numerical grade for the Level 1, 2 or 3 course. They will receive a final proficiency rating and elective credit for the PASSPORT course.

Carnegie Credit courses (Levels 1-5)

In courses where your child is earning credit for Levels 1-5, you will find that your learner will only receive a rating based on his/her performance level in the language at the end of the course. At the end of the course, the final rating will convert to a grade based on the conversion chart for 2020-21. The final grade is the only grade factored into GPA for a course and will be posted in PowerSchool.

Conversion Charts
Click here to access the 2020-2021 Conversion Charts

Information about the SC Uniform Grading Scale is available in the district’s [Student Handbook for 2020-21](#) on page 19.

A	90-100
B	80-89
C	70-79
D	60-69
F	1-59

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More information on proficiency in world languages:

For a description of what you might see in a WL Classroom: [Click here](#)

Seal of BiLiteracy and Immersion Completer Recognition **(Under Construction)**

Learners who are able to sustain language at an Intermediate Mid level will be better prepared to exempt most entry level language courses in college (which will help save them money).

Speakers at an intermediate level are very desirable candidates for jobs. Learners who reach an Advanced level are highly sought after for employment. It is highly recommended that learners take a continuous articulation of coursework through K-12 and in college in order to be able to reach the Advanced levels of proficiency.

Speakers at the intermediate level and above are often good candidates for scholarships to attend colleges and universities in Europe tuition-free.

For more information from our national organization, the American Council on the Teaching of Foreign Languages, please visit their site: www.actfl.org or click here for more details of the descriptions of each performance level. <http://www.actfl.org/sites/default/files/pdfs/ACTFLPerformance-Descriptors.pdf>

You may also visit the South Carolina Department of Education's [Standard for World Language Proficiency](#) to access our SC state standard for World Languages, basis of all of Lexington One's curriculum and instruction.