

**HORRY COUNTY SCHOOLS**  
**MONITORING REPORT – R-5 Foreign Language**

I certify that the information in this report is true.

Signed: \_\_\_\_\_ Date:  
                   Cindy Elsberry, Superintendent

Disposition of the Board:  
       \_\_\_\_\_ In compliance  
       \_\_\_\_\_ Not in compliance  
       \_\_\_\_\_ Compliance with exception

Signed: \_\_\_\_\_ Date:  
                   Joe DeFeo, Board Chair

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

| R-4– Foreign Language   | Supt          | Supt              | Board         | Board             |
|---|---------------|-------------------|---------------|-------------------|
|   | In compliance | Not in compliance | In compliance | Not in compliance |
| Each student will achieve mastery of performance standards in foreign language. | ✓             |                   |               |                   |

**Interpretation:** I interpret this policy to mean that Horry County Schools will implement a course of study that is aligned with the South Carolina Academic Standards for Modern and Classical Languages. These standards encompass 5 major strands: communication, cultures, connections, comparisons, and communities.

I further interpret this to mean that the staff will regularly monitor and evaluate the instructional programs at each school offering foreign languages as part of the ongoing efforts to improve student learning and language fluency. Staff will also provide ongoing support by providing professional development opportunities, facilitating development of curriculum and assessments, and assisting schools in the South Carolina Foreign Language Program Evaluation process.

## **Indicators of Evidence and Compliance:**

**We are in full compliance of this policy. Evidence is listed below:**

- Horry County Schools curriculum and course offerings provide learners with a sequential comprehensive education in standards for foreign language through the study of the five C's of:
  - Communication: Communicate in languages other than English
  - Cultures: Gain knowledge and understanding of other cultures
  - Connections: Connect with other disciplines and acquire information
  - Comparisons: Develop insight into the nature of language and culture
  - Communities: Participate in multilingual communities at home and around the world

The content of the SC Academic Standards for World Language Proficiency is organized according to these National Standards.

- Instructional materials adoption processes comply with state requirements.
- Implementation of the South Carolina Foreign Language Program Evaluation has been a priority since its beginning in 2007. The guidelines for the Program Evaluation focus on:
  - thematic curricular units.
  - performance assessment with rubric scoring.
  - authentic texts, in written and spoken formats.
  - use of the target language by the teacher and students.
  - backward planning to develop curriculum.
  - professional development for teachers in these areas.
- All high schools will participate in the South Carolina Foreign Language Evaluation process and results will be monitored for progress.
- Technology plays a major role in performance assessment, accessing authentic materials, and providing authentic materials for student use.
- Foreign language teachers in the county have access to an EDMODO group where they share ideas and lesson plans. In addition, there are sixty-six French, Spanish, and German thematic units, along with supporting authentic texts and resource materials that are easily accessible on this collaborative site.
- Pacing guides, lesson plans, and assessments have been developed to support improved teaching and learning.
- Eight high schools have gone through the state Foreign Language Program audit. Five schools have received a rating of "Excellent" and three schools have received a rating of "Good."
- Performance assessment has been the theme of staff development throughout the year. A protocol has been established for incorporating rubric scores into student grades so that the process is defensible, accurate, and informative.
- Students participate in performance assessment tasks to evaluate their progress.
- Several high schools have developed final exams featuring performance assessment.
- Information concerning professional development opportunities and resources for authentic materials is distributed to foreign language teachers.
- Due to a recent Foreign Language waiver, students can seek course credit based upon competency earned by passing the Foreign Language STAMP placement exam. Principals are responsible for coordinating this test based upon student interest.
- Foreign languages taught in Horry County Schools include:
  - French
  - Spanish
  - Mandarin Chinese
  - German
  - Latin
  - Japanese