



RIDE Readiness-Based Graduation Requirements:
World Language Requirement Guidance for
Implementation & Resources
Revised September 2023

RIDE Readiness-Based Graduation Requirements: Guidance, FAQs, and Resources Related to World Language Education

Introduction:

The Rhode Island Department of Education (RIDE) is committed to ensuring all students have access to course offerings with high-quality curriculum and instruction as essential components of a rigorous education that prepares every student for success in college and their career. On November 15, 2022, the R.I. Council on Elementary and Secondary Education approved [Readiness-Based Graduation Requirements](#) for all R.I. students. RIDE’s adoption of Readiness-Based Graduation requirements presents an opportunity for reimagining world language education in Rhode Island. Specifically, this has presented the opportunity to implement high-quality world language educational experiences in middle and high schools to ensure all students graduate high school ready to create their own futures and to pursue their postsecondary goals.

Students planning to enter the workforce after high school do not need a different nor a less rigorous curriculum than those planning to go to college ([Achieve, 2004](#)). Yet, access to college and career ready coursework, including access to the full range of world language coursework required for admission by our state colleges/universities, varies across student subgroups including for Differently Abled Students (DAS), students from low-income households, and students of color. The adoption of Readiness-Based Graduation Requirements sets the default expectation that all students will complete two consecutive credits of world language in the same language in order to graduate. It is imperative that schools and districts consider the implementation of necessary supports for supporting all students in completing the world language coursework required for graduation.

This shift in graduation requirements requires R.I. to reinvent how world language learning experiences are offered, taught, and recognized for all students. Middle school involvement in implementing these changes is crucial. We now have an expectation for all of our students to access high-quality world language educational experiences and it is not solely on the shoulders of our high schools to guide students to successfully meet this requirement. Schools and districts should work with multiple levels of stakeholders including students, parents, teachers, support staff, and administrators, to ensure that a wide range of considerations related to the implementation of this new world language graduation requirement is heard so that schools may effectively respond to the needs of R.I. students and families.

Decisions about middle and high school students’ course-taking sequences should be aligned to students’ postsecondary goals determined through their [Individual Learning Plan](#) (ILP). Readiness-Based Graduation Requirements ensure that Rhode Island students will graduate with the learning experiences necessary to fulfil postsecondary requirements related to world language. While the two years of world language study is a minimum, all students should be encouraged to experience the full expectations of the [World-Readiness Standards for Learning Languages](#), which was endorsed by the Rhode Island Council on Elementary and Secondary Education in 2019.

Purpose of this document:

This document aims to provide guidance and resources for schools and districts implementing the new world language credit requirement established by RIDE’s adoption of Readiness-Based Graduation Requirements. This document is designed to provide guidance about world language requirements for middle and high school students to support college and career ready course selection for all students. This document is intended to be supplemental to the [Rhode Island World Language Framework](#).

World Language Graduation Requirement Overview:

The adoption of Readiness-Based Graduation Requirements set the default expectation that all students will complete two credits of world language (consecutive levels, in the same language) to graduate.

Students may complete one credit of world language in middle school, and this credit must be reflected on their high school transcript. Regardless of the number of credits of world language a student completes in middle school, the student is required to complete at least one additional credit of world language in high school. This is required for high school graduation and will ensure students graduate eligible for admission at the University of Rhode Island (URI), Rhode Island College (RIC) and majority of the regional colleges and universities. Students are encouraged to participate in advanced learning experiences beyond the minimum requirement set by the state.

High school students may also demonstrate proficiency via assessment to obtain one or both required credits of world language. This particularly applies to multilingual learners, students who participated in dual-language programs during grades K-8, and any student who participated in world language learning experiences beyond the minimum 2-credit requirement before entering high school.

All students have the opportunity, with the informed consent of their parent/guardian, to enroll in a RIDE-Approved Readiness Pathway in place of one or more credits required for graduation. While all students are encouraged to complete the two required credits of world language in order to graduate with open doors, this flexibility allows parents/guardians to enroll their student in alternate coursework aligned to the goals and aspirations they have identified in their [Individual Learning Plan](#).

World Language Requirements for Graduation – Summary Chart:

Table 1

Students entering 9th Grade in 2024-25 and subsequent school years must complete:
Must complete 2 world language credits (consecutive levels, in the same language) to graduate.
Students must complete:
<ul style="list-style-type: none"> • One credit in world language (first sequential credit)
<ul style="list-style-type: none"> • One credit in world language (second sequential credit)
Flexibility for students includes:
<ul style="list-style-type: none"> • Students may complete one world language credit in middle school. <ul style="list-style-type: none"> • Completion of this credit must be reflected on a student's high school transcript. • Multilingual learners may demonstrate proficiency via assessment (E.g., STAMP, AAPPL, ASLPI, AP World Language, OPI and WPT, etc.) to earn the number of credits commensurate with their demonstrated proficiency level in order to fulfill the world language graduation requirement.

- This flexibility applies to any student in addition to multilingual learners, including students who participated in dual-language programs during grades K-8 and students who participated in world language learning experiences beyond the minimum 2-credit requirement before entering high school.
 - If a student demonstrates proficiency via assessment, these credits must be reflected on their high school transcript.
 - Students may have the ability to earn more than the required 2 credits if they demonstrate higher levels of proficiency on the language assessment.
 - Opportunities for heritage world language experiences should be made available to multilingual learners who are native in a language other than English.
 - Linked [here](#) is an example district policy for students demonstrating proficiency via assessment in order to earn world language credit.
- All students have the opportunity, with the informed consent of their parent/guardian, to enroll in a RIDE-Approved Readiness Pathway in place of one or more credits for graduation.

Approved World Language Credit Sequences

Table 2

	Grade 9	Grade 10	Grade 11	Grade 12	Total Credits
Approved course sequences for students beginning world language study in high school (These world language credit sequences do not require students to enroll in a RIDE-Approved Readiness Pathway)	World Language (first sequential credit)	World Language (second sequential credit)	N/A - Student has completed world language requirement for graduation and may choose to continue onto advanced world language coursework.	N/A - Student has completed world language requirement for graduation and may choose to continue onto advanced world language coursework.	2+
	N/A	World Language (first sequential credit)	World Language (second sequential credit)	N/A - Student has completed world language requirement for graduation and can choose to continue onto advanced world language coursework.	2+
	N/A	N/A	World Language (first sequential level)	World Language (second sequential level)	2
Approved course sequences for students continuing	World Language (second sequential level) -student	N/A - Student has completed world language	N/A - Student has completed world language	N/A - Student has completed world language	2+ <i>Completion of world</i>

world language study into high school (These world language credit sequences do not require students to enroll in a RIDE-Approved Readiness Pathway)	completed first world language sequential credit in middle school)	requirement for graduation and may choose to continue onto advanced world language coursework.	requirement for graduation and may choose to continue onto advanced world language coursework.	requirement for graduation and may choose to continue onto advanced world language coursework.	<i>language (first sequential credit) in the 8th grade must be reflected on the student's high school transcript.</i>
	All students, including multilingual learners, may demonstrate proficiency via assessment (E.g., STAMP, AAPPL, ASLPI, AP World Language, OPI and WPT, etc.) to earn the number of credits commensurate with their demonstrated proficiency level to fulfill the world language graduation requirement. This flexibility particularly applies to multilingual learners, students who participated in dual-language programs during grades K-8, and any student who participated in world language learning experiences beyond the minimum 2-credit requirement before entering high school.				2-4
These credit sequences require that a student enroll in a RIDE-Approved Readiness Pathway through the informed consent of their parent/guardian.	N/A	N/A	Selection from RIDE-Approved Readiness Menu in place of world language	Selection from RIDE-Approved Readiness Menu in place of world language	N/A
	N/A	World Language (first sequential credit)	Selection from RIDE-Approved Readiness Menu in place of world language		1
	World Language (first sequential credit)	N/A	Selection from RIDE-Approved Readiness Menu in place of world language		1

World language Credits

Table 3

Below is an **example** world language credit sequence. Other languages can be taught following this same/a similar credit sequence:

Credit Name
Spanish Level 1
Spanish Level 2
Spanish Level 3
Spanish Level 4
Spanish Level 5
AP Spanish Literature and Culture

RIDE-Approved Readiness Pathway in Place of One or Both World Language Credits

Beginning with the 2023-24 school year, students will have the option to enroll in a RIDE-Approved Readiness Pathway in place of completing one or more of the 2 required credits in world language. This readiness pathway may satisfy the world language requirement for graduation for all students.

While the RIDE-Approved Readiness Pathway in place of one or both required credits in world language may qualify as an alternative to the world language requirement for graduation, it is important to note that this may limit a students' eligibility for attending the University of Rhode Island (URI), Rhode Island College (RIC), and majority of the other in state and regional colleges and universities that Rhode Island students matriculate into. URI, RIC, and the majority of regional colleges require that students complete 2 units of world language in the same language and that this is reflected on their high school transcript.

RIDE-Approved Readiness-Pathway Credits in place of World Language:

A student who enrolls in a RIDE-Approved Readiness Pathway in place of one or both required world language credits is required to substitute one or both required credits for one or two Career and Technical Education or work-based learning credits.

If there is a credit that you believe should be added to the RIDE-approved list of readiness-pathway credits in place of students taking world language, please complete [this form](#).

FAQs and Resources

1. Linked [here](#) is RIDE's multi-subject Instruction and Curriculum webpage which includes:
 - Rhode Island's endorsed standards for world language: [World-Readiness Standards for Learning Languages](#)
 - R.I. has endorsed the American Council on the Teaching of Foreign Languages (ACTFL) World-Readiness Standards for Learning Languages as its state standard for world language. ACTFL is the leading national organization in the development of world language Standards, and these are equally applicable to all grade levels and languages.
 - The [NCSSFL-ACTFL Can-Do Statements](#) and the [ACTFL Proficiency Guidelines](#)
 - While the World-Readiness Standards for Learning Languages provide the goals of language learning, the Can-Do Statements and the Proficiency Guidelines inform both teacher and learner at what level and in what manner the student performs towards each of the goals.
 - [RIDE World Language Resources](#) including:
 - 21st Century Skills Map (Designed in cooperation with the nation's world language educators)
 - Alignment of the World-Readiness Standards for Learning Languages with the Common Core State Standards
 - Oral Proficiency Levels in the Workplace
 - Rhode Island Foreign Language Association (RIFLA)
 - American Council on the Teaching of Foreign Languages (ACTFL)



- Teacher Effectiveness for Language Learning (TELL Project) (Framework based on the model world language teacher, designed to support professional growth; includes self-assessment and feedback tools)
2. How do the new high school graduation requirements impact the world language credits students are required to complete?
 - All students will be expected to complete two credits of world language in the same language in order to graduate beginning with the graduating class of 2028.
 3. Which graduating class will be the first expected to meet these requirements?
 - The Class of 2028 will be the first graduating class expected to meet these requirements.
 4. Why should students be required to complete the 2 credits of world language?
 - According to the [American Council on the Teaching of Foreign Languages](#), world language instruction in middle and high school increases students' likelihood of success as they pursue both higher education and entering the workforce upon graduation. Rhode Island's public colleges and universities require students to have completed, at minimum, two credits of world language in the same language for general admission. This is also true for majority of regional colleges and universities. Students must access world language instruction in middle and high school in order to graduate with open doors to create their own future.
 5. What are the minimum world language requirements for general admission at URI and RIC?
 - To be eligible for general admission at URI and RIC students must complete two *consecutive* credits in world language, in the same language. Consecutive in this case means that the content must be sequential (E.g., level 1 followed by level 2 or level 2 followed by level 3).
 - If a student received one of these credits in middle school this must be reflected on their high school transcript.
 6. If a student completes world language coursework in middle school, will that course or courses be credited toward their high school world language graduation requirement?
 - World language credits completed in the eighth grade can be counted toward the minimum two credit requirement.
 - Completion of world language in the 8th grade must be reflected on the student's high school transcript.
 7. What metrics should a school use in determining if a student should complete world language in middle school?
 - The decision should be made utilizing a **combination** of data inclusive of classroom data, ILP data, student input and parental consent as well as the school/districts vision for world Language education. The decision should not be made based upon interest inventories alone.



- No student or student group should categorically be excluded from the opportunity to receive world language instruction in middle school.
- The school and/or district should communicate broadly with students and families about course taking opportunities in world language beginning in 6th grade.
 - This communication should entail discussion with the student about their future aspirations as identified through their Individual Learning Plan.
 - For example, if a student has identified aspirations related to higher education it must be communicated to that student and their family the importance of participating in world language coursework in and before high school.

8. Are Multilingual Learners required to complete two credits of world language for graduation purposes?

- Multilingual learners may demonstrate proficiency via assessment (E.g., STAMP, AAPPL, ASLPI, AP World Language, OPI and WPT, etc.) to earn the number of credits commensurate with their demonstrated proficiency level in order to fulfill the world language graduation requirement. In addition to multilingual learners, this flexibility also applies to students who participated in dual-language programs during grades K-8, and any student who participated in world language learning experiences beyond the minimum 2-credit requirement before entering high school.
 - If a student demonstrates proficiency via assessment, these credits must be reflected on their high school transcript.
 - Students may have the ability to earn more than the required 2 credits if they demonstrate higher levels of proficiency on the language assessment.
 - Linked [here](#) is an example district policy for students demonstrating proficiency via assessment in order to earn world language credit.
- Multilingual Learners may choose to earn world language credits in their home language (E.g., Heritage Language Course) or take world language courses in a language that is different from their home language.

9. Are students who completed bilingual/dual-language education programs in grades K-5 or K-8 required to complete two credits of world language for graduation purposes?

- Students may demonstrate proficiency via assessment (E.g., STAMP, AAPPL, ASLPI, AP World Language, OPI and WPT, etc.) to earn the number of credits commensurate with their demonstrated proficiency level in order to fulfill the world language graduation requirement.
 - If a student demonstrates proficiency via assessment these credits must be reflected on their high school transcript.
 - Students may have the ability to earn more than the required 2 credits if they demonstrate higher levels of proficiency on the language assessment.
- Linked [here](#) is an example district policy for students demonstrating proficiency via assessment in order to earn world language credit.

10. Is it possible for a student to take two world language courses concurrently (For example: Spanish and American Sign Language in the same year)?
- Yes, as long as the student is aware of the impact on their schedule and workload.
 - Additionally, while taking two languages concurrently is to be commended, it does not satisfy the graduation requirement of earning 2 **consecutive** credits in the **same** world language.
11. Can world language courses that are completed through the [All Course Network](#) (ACN) count toward students' graduation requirements?
- Yes, if the design and rigor of these courses are the same as those experienced by other students in high school and the course is aligned with the R.I. Endorsed Standards for World language: [World-Readiness Standards for Learning Languages](#).
 - Credits earned through the ACN must be reflected on the student's high school transcript.
12. What does it mean if a student, through the informed consent of their parent/guardian, chooses to pursue a RIDE-Approved Readiness Pathway in place of the one or more world language credits required for graduation?
- If a student, with the informed consent of their parent/guardian, chooses to enroll in a RIDE-Approved Readiness Pathway in place of one or more world language credits required for graduation, then the student may be pursuing a non-college and career ready postsecondary pathway.
 - Students will be enrolled in RIDE-Approved Readiness coursework more closely aligned to their postsecondary plans as determined through the students [Individual Learning Plan](#).
 - RIDE will collect and disaggregate data related to students' use of the RIDE-approved readiness pathway. No student should be categorically excluded from the opportunity to receive world language instruction in high school.
13. Does American Sign Language count for the world language requirement?
- Yes. American Sign Language can count towards the world language requirement for graduation as long as it is aligned to [National approved ASL Standards](#).
14. What is RIDE's guidance for awarding world language courses for English Language Arts (ELA) or English Language Development (ELD) coursework taken by students' whose native language is not English?
- This is not allowable.
 - Students, regardless of their native language or level of English proficiency, are required to graduate high school having completed two units of world language in alignment with alignment to the World-Readiness Standards for Learning Languages and the requirements at URI, RIC, and most regional colleges. These credits can be acquired by demonstrating proficiency in a language other than English and must be transcribed on the student's high school transcript.



- ELA courses are aligned to Rhode Island Core Standards for English Language Arts/Literacy and ELD/ESL courses are aligned to WIDA standards and therefore do not meet the world language requirements.
- Students, regardless of their native language or level of English proficiency, are required to graduate high school having completed 4 units of ELA in alignment with the requirements at URI, RIC, and most regional colleges.

15. There is currently a teacher shortage impacting our ability to adequately staff world language offerings for all of our students. What support is available in regard to the current teacher shortage?

- We recognize that there are going to be thousands of students that graduate high school before the class of 2028 and many students in Rhode Island high schools today do not have access to high-quality world language offerings. As schools transition to Readiness-Based Graduation Requirements and work to increase the number of certified world language educators, if a school is unable to offer the required world language credits to all students, the school shall notify affected students, parents/guardians, and RIDE at ReimaginingHS@RIDE.RI.GOV. Rhode Island College will accept students not having completed world language under this condition, but students will be required to complete world language coursework upon admission.
- This is a short-term solution that shall serve as a bridge as our state gets ready for the graduating class of 2028. Schools and districts must work to effectively staff and offer high-quality world language learning experiences for all students.
- Districts should also ensure that middle school world language experiences are effectively reflected and communicated on students' high school transcripts.

16. Where can I access additional resources for supporting all learners in world language?

- According to the statewide [Educational Opportunity Audit](#) (April 2020), access to college and career ready coursework, including access to the full range of world language coursework required for admission by our state colleges/universities, varies across student subgroups including for Differently Abled Students (DAS), students from low-income households, and students of color. It is imperative that schools and districts consider the implementation of necessary supports for supporting all students in completing the world language coursework required for graduation. To access additional resources for supporting all learners in world language please refer to RIDE's [World Language Curriculum Framework](#).

If you have additional questions, or need for additional information or resources, please contact ReimaginingHS@RIDE.RI.GOV.