



# WORLD LANGUAGE FESTIVALS

The KWLA World Language Festivals are first and foremost a showcase for student achievement in the area of world language education. The Festivals highlight the communicative and cultural competencies of Kentucky students and are aligned with state and national standards. All assessments reflect best practices in world language education and include communicative and cultural components.

## I. ELIGIBILITY RULES

### A. Student Eligibility

1. All students who are currently enrolled in a language class at are eligible to participate at or above the level of their class.
2. Students must be in good standing in their schools. Students who are suspended from school may not participate in either Regional or State Festivals.
3. A student, who has had the opportunity of extended study or stay abroad, understood as four or more weeks with language instruction or twelve or more weeks of extended stay with no language instruction, should enter one level higher than his or her enrollment. This placement should be done in consultation with the regional director. Improperly enrolled students will be disqualified, and their teachers will be suspended from participation in the Festivals.
4. *Heritage Speakers.* Heritage speaker is a student who is exposed to a language other than English at home. Heritage Speakers may compete in any or all Cultural Proficiency Assessments.
5. *Exchange Students.* Exchange students are defined as students from another country temporarily attending school in the United States. Exchange students may not enter any assessment in the language of which they are native speakers. If they are students of another language, they may participate in accordance with the rules.

### B. Teacher Eligibility

1. All teachers whose students wish to participate in the festivals must be members of the Kentucky World Language Association (KWLA). Teachers may join the association by registering online at [www.kwla-online.org](http://www.kwla-online.org). All teachers must pay their KWLA annual dues prior to registering students for a Regional Festival and/or State Festival.
2. Teachers may enter students only in the festival designated as their regional festival. Any request for changes must be made to the Executive Director.
3. If your region is not currently hosting a festival, consider volunteering to help organize one. If your region does host a festival, but does not provide assessments in your language your students may be able to register to compete in another region. Check with your Regional Director.
4. If there is no Festival in your area for your Chinese, German, Japanese, Latin or Russian students, you may enter them independently in the State Festival.

5. Deadlines for entering Regional Festivals are determined by Regional Directors.

### C. Regional Festivals

The following Regional Festival sites have been identified. If you are teaching in a county that does is not currently being served by a Regional Festival, please contact the Executive Festival Director about hosting your own festival. Contact information for current Regional Festival Directors are posted on the KWLA web site at [www.kwla-online.org](http://www.kwla-online.org)

1. **Elizabethtown Community College Festival**  
Bardstown HS, Bethlehem HS, Breckinridge, Bullitt, Elizabethtown HS, Fort Knox, Grayson, Hardin, Larue, Marion, Meade, Nelson, Taylor, Washington, and all area private schools.
2. **Fayette County Public Schools Festival**  
All Fayette County public middle and high schools.
3. **Jefferson County Private Schools Festival**  
All area private schools.
4. **Jefferson County Public Schools Festival**  
All Jefferson County public middle and high schools.
5. **Morehead State University Festival**  
Ashland Independent, Bath, Boyd, Carter, Elliott, Fleming, Greenup, Johnson, Lawrence, Lewis, Magoffin, Martin, Mason, Menifee, Morgan, Nicholas, Pike, Powell, Robertson, Rowan, Russell Independent, Wolfe, and all area private schools.
6. **Murray State University Festival**  
Ballard, Caldwell, Calloway, Carlisle, Christian, Crittenden, Fulton, Graves, Hickman, Hopkins, Livingston, Lyon, Marshall, McCracken, Trigg, Union, Webster, and all area private schools.
7. **Northern Kentucky University Festival**  
Boone, Bracken, Campbell, Carroll, Gallatin, Grant, Kenton, Owen, Pendleton, Trimble, and area private schools.
8. **Transylvania University Festival**  
Anderson, Bourbon, Boyle, Clark, Estill, Franklin, Garrard, Harrison, Henry, Jessamine, Lincoln, Mercer, Montgomery, Oldham, Scott, Shelby, Spencer, Woodford, and all area private schools.
9. **Western Kentucky University Festival**  
Adair, Allen, Barren, Butler, Clinton, Cumberland, Daviess, Edmonson, Fort Campbell, Green, Hart, Henderson, Logan, McLean, Metcalfe, Monroe, Muhlenberg, Ohio, Simpson, Todd, Warren, and all area private schools.

## II. REGISTRATION RULES

### A. Levels of Assessment

| Middle School Division   |   |  | High School Division                       |   |  |   |  |
|--|---|--|--|---|--|---|--|
| Level 1  | Level 2   | Level 3  | Level 1                                    | Level 2                                     | Level 3                                    | Level 4                                     | Level 5                                      |
| 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> grade students enrolled in a first year program. | 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> grade students enrolled in a second-year program. | 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> grade students enrolled in a third-year program. | Students enrolled in a first year program. | Students enrolled in a second year program. | Students enrolled in a third year program. | Students enrolled in a fourth year program. | Students enrolled in a fifth year program. * |

\* Students enrolled in language courses beyond the fifth year will compete at Level 5. This means students may compete at Level 5 for more than one year.

### B. Entry Guidelines

#### 1. Regional Festivals

The following are general guidelines. Regional directors may increase or decrease the number of entries per teacher according to the size of their festival. Please refer to information sent by your Regional Director.

##### a) Language Proficiency Assessments

###### Entries per student:

- French and Spanish students may enter only two (2) assessments per language.
- German and Latin students may enter three (3) assessments per language.
- Chinese, Japanese and Russian students may enter up to five (5) assessments per language.
- Students competing at Level V in any language may enter up to five (5) categories.

\*Special arrangements cannot be made for students with several assessments to guarantee compatible times.

###### Entries per teacher:

- French and Spanish teacher may enter up to two (2) students per assessment per class per level.
- German and Latin teachers may enter up to four (4) students per assessment per class per level.
- Chinese, Japanese and Russian teachers may enter up to six (6) students per assessment per class per level.
- Teachers of all languages at Level V in any language may enter up to five (5) students in that level per assessment.

##### b) Cultural Proficiency Assessments

Entries are limited to a TOTAL of six (6) entries (individual or group entries) per teacher per assessment, regardless of how many classes are taught.

##### c) Chorus, Drama and Dance

Entries are limited to one entry in each language per school per assessment.

#### 2. State Festival

All teachers must register their own students online on or before the Tuesday preceding the State Festival. No corrections or changes will be permitted after close of registration. The only substitution allowed is the replacement of one student performing within a group.

##### a) Language Proficiency Assessments

- All students who place 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> in Listen Proficiency and Reading Proficiency qualify for the State Festival.
- All students who place 1<sup>st</sup> in Oral Proficiency, Recitation of a Literary Passage, Writing Proficiency, Dialogue, qualify for the State Festival.
- Chinese, Japanese and Russian students who place 1<sup>st</sup>, 2<sup>nd</sup> or 3<sup>rd</sup> in all assessments qualify for the State Festival.
- Level V students who place 1<sup>st</sup>, 2<sup>nd</sup> or 3<sup>rd</sup> in all assessments qualify for the State Festival.

##### b) Cultural Proficiency Assessments

- All students who place 1<sup>st</sup> or 2<sup>nd</sup> in Art, Costumes, Drama, Projects, and Video qualify for the State Festival.
- All students who place 1<sup>st</sup> in Chorus or Dance qualify for the State Festival.
- Chinese, Japanese and Russian students who place 1<sup>st</sup>, 2<sup>nd</sup> or 3<sup>rd</sup> in all assessments qualify for the State Festival.

### III. LANGUAGE PROFICIENCY ASSESSMENTS

*Chinese, French, German, Japanese, Russian, Spanish*

The following potential topic list will be used for all Language Proficiency Assessments (except Recitation of a Literary Passage):

**Level 1:** introducing one self, family, pets; weather; school

**Level 2:** *All previous topics plus:* getting dressed; going to a restaurant; describing home, friends, leisure activities.

**Level 3:** *All previous topics plus:* daily routines; going shopping; describing the community.

**Level 4:** *All previous topics plus:* describing holiday celebrations; discussing health, professions, travel, transportation, vacations.

**Level 5:** *All previous topics plus:* talking about future plans; discussing culture/contemporary cultural issues (current events, economics, literature, science, social studies, etc.)

#### A. Dialogue

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**Students demonstrate ability to communicate with a partner on familiar topics.**

1. Students will prepare a dialogue on a subject from the potential topic list.
2. The criteria for judging are: a) task completion, b) comprehensibility/ pronunciation c) difficulty of vocabulary.

#### B. Listening Proficiency

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**Students demonstrate ability to comprehend spoken language.**

1. Students will be presented with one or more of the following: short passages, individual sentences (read twice in the target language), or pictures depicting a scene or series of scenes. Questions with multiple choice answers and T/F statements about the passages, in English or in the target language will follow.
2. The assessment will take approximately 30 minutes.
3. Some method for tie-breaking, such as a short dictation, will also be administered.
4. Judging will be based on the total number of correct answers.

#### C. Oral Proficiency

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**Students demonstrate ability to meaningfully communicate using the spoken language.**

1. Students will be given situation cards or pictures to facilitate a conversation with the judge on a subject from the potential topic list.
2. The criteria for judging are: a) task completion, b) comprehensibility/ pronunciation c) difficulty of vocabulary.

#### D. Reading Proficiency

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**Students demonstrate ability to comprehend written language.**

1. Students will be presented with a series of authentic reading materials (for example: street sign, calendar, menu, e-mail, note, newspaper article, etc) and will have to answer a multiple choice question regarding each item.
2. The assessment will take approximately 30 minutes.
3. Some method for tie-breaking, such as a short dictation, will also be administered.
4. Judging will be based on the total number of correct answers.

#### E. Recitation of a Literary Passage

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**Students demonstrate fluency, pronunciation, intonation and enunciation while reciting a prepared literary text.**

1. Students will prepare a poem or a dramatic monologue written in the target language by a recognized author.
2. The passage must be at least 14 lines long, and the presentation time cannot exceed two minutes.
3. Students may not repeat a passage prepared for a previous festival.
4. The passage must be given without an introduction and must be entirely memorized.
5. The student must present the judge with an unmarked copy of the text.
6. Judges will ask students in Level 1 and 2 questions in English about the interpretation of the poem; students in Levels 3, 4, and 5 will be asked questions in the target language.
7. The criteria for judging are: a) pronunciation and intonation, b) enunciation and fluency, c) memorization, d) expression (includes verbal, non-verbal, and facial), e) appropriateness of selection (sophistication of the poem relative to the age of the student) and level of difficulty (relative to level of student), f) poise.

#### F. Writing Proficiency

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**Students demonstrate ability to meaningfully communicate in writing.**

1. Students will be presented with of a choice of two writing prompts on a subject from the potential topic list. Students will need to complete one of the prompts provided in the time allotted.
3. The assessment will take approximately 30 minutes.
4. Students may not use a dictionary, a text/grammar book, or any notes.
5. Some method for tie-breaking, such as a short dictation will also be administered.
6. The criteria for judging are: a) task completion, b) comprehensibility, c) text type, d) creativity.

## IV. CULTURAL PROFICIENCY ASSESSMENTS

*Arabic, Chinese, French, German, Japanese, Latin, Russian, Spanish.* The primary criteria for judging all cultural proficiency activities will be as follows: 1) Demonstration of knowledge of the target culture, 2) written explanation, and 3) introduction/presentation of project/performance. Individual criteria for specific assessments are included in category descriptions.

### A. Art

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**Students demonstrate knowledge of target culture through presentation of artworks inspired by study of target culture.**

1. Students may enter any art work that is frame-able. Entries may not include needlepoint, macramé, embroidery, crewel, crochet or knitting.
2. Students enrolled in Level 1 or 2 language classes should enter their art project in Group A. Students enrolled in Level 3,4, or 5 language classes should enter their art project in Group B.
3. All art work must demonstrate knowledge of specific forms of expression particular to the target culture (e.g. expressionism, impressionism, modernism, surrealism, etc.)
4. Art work may be an original idea OR a copy of a masterpiece, but it must be done by one student and not from a kit or model.
5. Art work must be identified by a 5" x 7" card stating name of student, teacher and school. The teacher must sign the card certifying that the artwork was the work of the student during the current school year.
6. A brief written description must accompany the art work. Students in group A may describe their project in English. Students in group B must describe it in the target language.
7. The student must be present on the day of the festival to make a brief oral presentation about the project. Students in Group A may introduce their art work in English. Students in Group B must present in the target language. Presentation time will last no less than one (1) minute and no more than three (3) minutes.
8. Art specific scoring criteria: a) effective use of chosen medium, b) originality (or likeness in the case of a copy) and design, c) overall quality of presentation

### B. Costumes

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**Students demonstrate understanding of target culture through presentation of a costume.**

1. Students may enter one of the following sub-categories: a) period costumes, b) traditional costumes (native dress), or c) Latin/Roman costumes.
2. Students will display/wear costumes that demonstrate knowledge and understanding of the target culture.
3. The costume must be completely handmade by one student.
4. The costume must be accompanied by the image upon which it is based and a written description of its history and relevance to the culture.
5. The student presenting the costume must be prepared to describe and answer questions about it.

6. Students should expect judges to ask questions concerning history and cultural relevance of the costume and its fabrication.
7. Costume specific scoring criteria: a) originality, or likeness in the case of a copy, and design, b) overall quality and workmanship.

### C. Chorus

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**Students demonstrate understanding of target culture through presentation of a song.**

1. Students will present a song as a group consisting of 5-25 students.
2. Students must either sing in unison or in harmony at all times. The composition may be a round in which one group of 3 or more students starts and is followed by other similar groups.
3. No individual performances, solos or duets, are allowed at any point in the performance.
4. The song must be in its original form from the target culture. The song should consist primarily of target-language text.
5. Accompanying music may be live instrumental or recorded instrumental. Recordings may not contain any spoken or sung words.
6. Festival sites will not provide any musical instruments or other equipment.
7. All songs must be memorized. No one may prompt from either the front of the group or from the side-lines. However a conductor keeping time is permitted.
8. Singing time is not to exceed three minutes.
9. Group must submit a one page description of the song and its cultural significance in the target language to the judge prior to the performance.
10. At least one student must introduce the performance in the target language.
11. Judge may ask any member of the group follow up questions about learning the song and its significance for the target culture. (This may be in English.)
12. A school may not repeat a song more than once every three years.
13. Chorus specific scoring criteria: a) pronunciation and intonation, b) enunciation, fluency and expression, c) musical quality (singing in key, good harmony), d) poise and overall performance.

### D. Dancing *Revised for 2010!*

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**Students demonstrate understanding of target culture through presentation of a dance.**

1. Students will present a dance as a group consisting of 4-25 students.
2. The dance must be representative of the target culture.

3. Dance presentations may last between 5-10 minutes. At a minimum, half of the time must be dedicated to a presentation about the dance in the target language. There must be at least 3 speaking parts of approximately equal length during the presentation. Heritage speakers may dance, but may not be involved in the presentations. All members of the group should be prepared to answer follow-up questions about learning the dance and its significance in the target language.
4. The dance may not include individual performances, solos, duets or trios.
5. Accompanying music may be live or recorded instrumental. Festival sites will not provide any musical instruments or equipment.
6. A school may not repeat a dance more than once every three years.
7. Dance specific scoring criteria: a) group formation, b) accuracy of performance (rhythm), c) dance quality (sequence of steps), d) poise and overall performance.

## **E. Drama**

### **Students demonstrate understanding of target culture through presentation of a play.**

1. Students will present a scene or selection of scenes involving three or more speaking parts.
2. The selection must be a published play by a recognized author in the target language. No works written for pedagogical only may be used. \*Adaptations for classroom use may be used at the Middle School level.
3. All scripts must be memorized.
4. Students should provide a copy of the scene/work being performed to judges. The copy should also include stage and costume directions, if any are indicated.
5. Song or dance may not be added to the original script.
6. Total time limit for preparation, performance, and stage clearance is ten minutes. Performances exceeding the time limit will be penalized.
7. No one student may dominate the performance.
8. The first place winner at the Regional Festival must present the same play at the state festival.
9. The same performance may not be repeated by a school more than once every three years.
10. Heritage speakers and exchange students may not perform the lead part.
11. Teachers may prompt from the side.
12. Drama specific scoring criteria: a) pronunciation and intonation, b) enunciation, fluency and expression, c) dramatic quality (gestures, costumes, use of props), d) poise and overall performance.

## **F. Project**

### **Students demonstrate knowledge of target culture through presentation of models, images, texts, graphics and/or interactive technology.**

1. Students may enter individually or as a group. Individual and group projects will be judged separately.

2. Students enrolled in Level 1 or 2 language classes should enter their project in Group A. Students enrolled in Level 3,4, or 5 language classes should enter their project in Group B.
3. Projects may include but are not limited to models of buildings, landscapes, and/or monuments; advertisements, cookbooks, and/or other print media; presentations on history, literature and/or other forms of cultural expression. All projects must demonstrate understanding of the target culture.
4. The project must be displayed on a table, may not be larger than 3' x 3' x 3' and may not be hung on a wall or stood on the floor.
5. All projects must be identified by a 5" x 7" card stating name of student, teacher and school. The teacher must sign the card certifying that the project was the work of the student during the current school year.
6. A brief written description must accompany the project. Students in group A may describe their project in English. Students in group B must describe it in the target language.
7. The student or a representative of the group must be present on the day of the festival to make a brief oral presentation about the project. Students in Group A may introduce their project work in English. Students in Group B must present in the target language. Presentation time will last no less than one (1) minute and no more than three (3) minutes.
8. Project specific scoring criteria: a) effective use of chosen medium, b) originality (or likeness in the case of a copy) and design, c) overall quality of presentation.

## **G. Videos**

### **Students demonstrate understanding of target culture through presentation of a video.**

1. Students may prepare a video between 7 and 10 minutes long. A theme will be posted on the KWLA web site the week following the annual Fall Conference.
2. Students may enter individually or as a group. Individual and group projects will be judged separately.
3. Students enrolled in Level 1 or 2 language classes should enter their video in Group A. Students enrolled in Level 3,4, or 5 language classes should enter their video in Group B.
4. The video must focus on the target culture as it relates to the theme for the year.
5. Entries must be submitted two weeks prior to Regional Festivals and one week prior to the State Festival.
6. All projects must be identified by a 5" x 7" card stating name of student, teacher and school. The teacher must sign the card certifying that the project was the work of the student during the current school year.
7. A brief written description must accompany the project. Students in group A may describe their project in English. Students in group B must describe it in the target language.
8. Videos will not be returned at the State Festival
9. Video specific scoring criteria: a) story board, b) framing, c) audio (overall quality, music choice), d) overall quality of video presentation.

## V. LATIN LANGUAGE PROFICIENCY ASSESSMENTS

### A. Literary Recitation

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1. Students will recite in the target language a passage prepared in advance. The passage will be sent by the regional director one month prior to the date of the festival.
2. The passage must be entirely memorized.
3. The presentation will be done by a single individual before the judge.
4. Judges will ask students questions in English about the content, meaning, vocabulary, grammar and interpretation of the poem solely for the purpose of breaking ties.
5. The criteria for judging are: a) pronunciation and intonation (accuracy of sounds & accent patterns), b) enunciation and fluency (clarity & smoothness), c) memorization, d) expression (includes verbal, non-verbal, & facial), e) poise.
6. Students may use either Classical or Ecclesiastical pronunciation. Equal weight will be given to either dialect of Latin, as long as the student's pronunciation is consistent and accurate within the chosen system.

### B. Translation and Reading Comprehension

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1. Students will be presented with a passage in Latin on which multiple choice questions will be asked to assess reading

comprehension. Students may be asked to translate a selection from the passage from Latin to English.

2. The assessment will take approximately 45 minutes.
3. Students may NOT bring a dictionary or any other notes to the test. The passage will include English meaning for unusual vocabulary.
4. Judging will be based on the total number of correct answers.

### C. Derivatives and Vocabulary

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1. Students will be given lists of words or sentences in English or Latin, and will be asked to choose one of the following: a) the correct meaning, synonym or antonym, b) the Latin origin, or c) the English derivative.
2. The assessment will take approximately 30 minutes.
3. Judging will be based on the total number of correct answers.

### D. Culture/History

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1. Students will be given a series of multiple choice questions concerning Roman myths, culture and history.
2. The assessment will take approximately 30 minutes.
3. A final question or questions may be added by the judge for tie-breaking purposes.
4. Judging will be based on the total number of correct answers.

## VI. MISCELLANEOUS RULES

### A. Audiences at the Festival

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Chorus, dance, drama, art and projects events are open to the public. All other events are closed to non-participating students, teachers or parents.

### B. Judging & Awards

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1. Teachers are expected to avoid speaking to or otherwise contacting judges about any assessment. Teachers are asked to make every effort to avoid any appearance of unprofessional conduct. Teachers with complaints must submit them in writing either to the Regional Director, or directly to the Executive Director of the KWLA Language Festivals. Email will not be accepted at the state level.
2. Students in language proficiency assessments must remain available for possible recall after being judged.
3. Judges must break ties for 1st, 2nd and 3rd place at Regional Festivals. Ties are allowed at the State Festival.
4. Judging will be based on criteria listed in order of importance. Scores will be based on a 100 point scale.
5. Judges will not judge their own students nor will they judge students related to them.

6. Completed evaluation forms from regional festivals will be made available to teachers only at the discretion of the Regional Directors. No evaluation forms will be returned from the State Festival.
7. A complete winners' list will be available at the KWLA website [www.kwla-online.org](http://www.kwla-online.org) no later than Wednesday following the State Festival. Results are not official until they are posted on the web.
8. Sweepstakes awards will be given at the State Festival. Sweepstakes winners are tallied according to the following scale:

#### Language Proficiency Assessments:

1st place ... 10 points  
2nd place ... 8 points  
3rd place ... 6 points

#### Cultural Proficiency Assessments:

1st place ... 5 points  
2nd place ... 3 points  
3rd place ... 1 points