

District Press Release (2016)



Framingham Public Schools is pleased to announce that it will participate in the SEAL of BILITERACY initiative in Massachusetts for the second year. The Seal of Biliteracy is an award given in recognition of students who have studied and attained proficiency in speaking, reading, and writing in two or more languages by high school graduation. It promotes biliteracy as an asset and rewards students' hard work in becoming bilingual and biliterate.

The Seal of Biliteracy recognizes the value of bilingualism, encourages students to pursue biliteracy, honors the skills our students attain, and can be evidence of skills that are attractive to future employers and college admissions offices. Students can also receive 'pathway awards' (Biliteracy Attainment, Silver, Gold) along different points of language mastery at grades 5 and 8 and eventually at grade 12.

Pathway Awards:

- promote the learning of languages in addition to English
- encourage enrollment in language learning opportunities and programs
- shape initial attitudes and inform children about language diversity
- prepare students with 21st century skills that will benefit them in the labor market and the global society

Children who are learning two languages and who have a familiarity with one or more cultures different from their own have the advantage of understanding the viewpoint of others and recognizing the importance of communicating effectively when tackling issues across the globe. For more information about the nationwide adoption please refer to <http://sealofbiliteracy.org/>.

## Fuller's Pathways to Biliteracy Program

**Who is eligible?** *Any* student who can demonstrate proficiency in English and one other language as measured by the following criteria:

| Language                | First Language English  | First Language Not English   |
|-------------------------|---|--|
| <b>English</b>          | Proficient or Advanced in MCAS, or<br>Projected proficiency or above according to Fall and/or Winter MAP  | 4.0 or above on ACCESS for ELLs, or<br>Previously exited ESL program   |
| <b>Partner Language</b> | Recommendation by World Language teacher is encouraged, but not required.<br><br>Meet or exceed the <a href="#">ACTFL Can-Do Descriptors</a> for <b>novice and/or intermediate proficiency</b> in speaking, listening, reading, and writing in another language as measured by a native speaker of that language. | Meet or exceed the <a href="#">ACTFL Can-Do Descriptors</a> for <b>intermediate and/or advanced</b> proficiency in speaking, listening, reading, and writing in another language as measured by a native speaker of that language. |

### How do students meet the criteria for proficiency in the partner language?

1. Students will write a response to a prompt which asks them to describe and explain an important person, book, or event that shaped who they are today. FLE students are expected to write at least one paragraph comprised of simple sentences and general vocabulary. FLNE students are expected to write multiple paragraphs comprised of a variety of sentence-lengths and some academic/technical vocabulary.
2. Students then read their response for a small panel of native speakers who will then engage the writer in a question-and-answer session in that language. The judges will determine whether or not the writer met the criteria for the partner language using the [ACTFL Rubric](#).

**Please encourage your 6th and 7th grade students to consider participating in this program when they are in 8th grade!** Please share with them the importance of being literate in multiple languages and the cognitive, social, and economic benefits that come from being multilingual.

- Pilot Year 1: In 2015-16, 5 students received a Pathways to Biliteracy Award for demonstrating proficiency in English, Spanish, and Portuguese.
- Pilot Year 2: In 2016-17, 11 students are eligible and will write their partner language responses on Thursday June 1st. Students will write in Spanish, Portuguese, Haitian, Thai, and German.