

Seal of Biliteracy Pathway & Program Awards



What is the Seal of Biliteracy?



The Seal of Biliteracy is an award given by a school or district in recognition of students who have studied and attained proficiency in speaking, reading, and writing in two or more languages.

What does it mean to be globally competent?



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.

The study of languages and cultures enables students to think more critically and creatively.

Students' abilities to understand and adapt to a changing world are the foundation for global competence.

Why should students learn a second language?



In order for all students to thrive and succeed in the 21st century, we must cultivate students' understanding of the complex, diverse and interdependent world in which they live.

Research shows that becoming bilingual has long-term cognitive, cultural and economic benefits.

What We Hope



The Seal of Biliteracy encourages students to pursue biliteracy, honors the skills students attain, can be evidence of skills that are attractive to future employers and college admissions offices, and viewed as an asset.

Who Awards the Seal of Biliteracy?



The Seal of Biliteracy was designed to be awarded by school districts; however, an individual school site or school program may also decide to implement the award.

Why PILOT the Seal of Biliteracy?



Purpose for instituting Pathway Awards:

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

Program Types



Foreign Language/World Language Study Programs/Courses	Dual Language Education (Immersion) Programs PreK - 12
<ul style="list-style-type: none">● FLES - Foreign Language in Elementary School● Traditional World Language Classes● Spanish (or native language) for Native Spanish (Native Language) Speakers● Study Abroad/Exchange Program● After School, Summer or Weekend Language Programs● FLEX - Foreign Language Experience	<p>Additive* Programs:</p> <ul style="list-style-type: none">● Two-Way Immersion (TWI)● One-Way, Heritage or Foreign Language Immersion (OWI)● Developmental Bilingual● Jewish Day School <p>Subtractive**Programs:</p> <ul style="list-style-type: none">● Transitional Bilingual Education (TBE) Programs● Newcomer/SLIFE Programs <p>*Goal is to continue development of heritage language and add a second language. **Goal is to for instruction to begin in heritage language and transition to English.</p>

Pathway Awards



Biliteracy Attainment Award	Silver Seal Award	Gold Seal Award	Platinum Seal Award
Students completing elementary school (Grade 5), middle or high school and able to demonstrate an intermediate-low proficiency level (or higher) in a language other than English and proficiency in English.	Students completing eighth grade or High School and able to demonstrate a intermediate-mid proficiency level in a language other than English and proficiency in English.	Students completing high school and able to demonstrate intermediate- high proficiency in a language other than English and proficiency in English.	Students completing high school or college and able to demonstrate advanced-low proficiency level or higher in a language other than English and proficiency in English.

Criteria



Required for Pilot

- **English:**
 - Proficient + on standardized state assessment (MCAS and/or ACCESS)
- **Partner Language:**
 - Specific proficiency level on standardized assessment in a language other than English

Criteria



Pathway Award	Standardized Assessment Criteria for English Language Arts/English Language Development	Assessment Criteria for Partner/Non-English Language (e.g., STAMP, AAPPL, Alira, ASLPI, AP)
Biliteracy Attainment Award	Needs Improvement (higher end) or Proficient score of MCAS ELA And/or For ELLs, WIDA ACCESS ELD Level 3.5 or higher	Intermediate-low (or higher) proficiency level on standardized assessment
Silver Award	Proficient score of MCAS ELA And/or For ELLs, WIDA ACCESS ELD Level 4 or higher	Intermediate-mid proficiency level on standardized assessment
Gold Award	Proficient score of MCAS ELA And/or For ELLs, WIDA ACCESS ELD Level 5 or higher	Intermediate-high proficiency level on standardized assessment
Platinum Award	Advanced Proficient score of MCAS ELA And/or For ELLs, WIDA ACCESS ELD Level 6	Advanced-low (or higher) proficiency level on standardized assessment

Summary of MCAS & ACCESS Assessment Criteria



Assessment	Criteria - Range of scores			
	Biliteracy Attainment Award - intermediate-low proficiency	Silver Seal of Biliteracy - intermediate-mid proficiency	Gold Seal of Biliteracy - intermediate-high proficiency	Platinum Seal of Biliteracy - advanced-low proficiency
ACCESS (ELD)	Level 3.5 or higher	Level 4	Level 5	Level 6
MCAS (ELA)	Needs Improvement (higher end) or higher	Proficiency	Proficiency	Advanced Proficiency

Summary of Assessments of non-English language



Range of Scores for Different non-English Assessment Instruments - Pilot Year 1 & 2

Assessment Instrument	Range of scores			
	Biliteracy Attainment Award - intermediate-low	Silver Seal of Biliteracy - intermediate-mid	Gold Seal of Biliteracy - intermediate-high	Platinum Seal of Biliteracy - advanced-low
AP*	NA	3	4	5
AAPPL	I-1	I-2 - I-3 - I-4	I-5	A
ALIRA (LATIN)	I-1	I-2 - I-3 - I-4	I-5	A
STAMP	Level 4	Level 5	Level 6	Level 7
Aprenda	50th percentile or higher	NA	NA	NA

Assessment Instruments



Advanced Placement (AP)

International Baccalaureate (IB)

Aventa Online Advanced Placement (AP) Courses

Standards-based Measurement of Proficiency (STAMP)

ACTFL AAPPL

Aprenda, STAR Reading

SOPA, SOLOM

DRA, DWA

RIGBY, LAS Links

American Council, Brigham Young University

Optional Criteria



Districts may elect to include additional criteria, for example:

- Completion of a set number of hours of community service using primary language skills in service to the school or community and demonstrating the ability to use translation in social situations;
- Reading logs signed by their teachers of ten books (at grade level) read independently in English and ten books (at grade level) read independently in a language other than English;
- A written paper in two languages (translation) with a rubric score of 4 or above;
- A written essay on why bilingualism is important to them personally, to their community, and to the world;
- Oral presentation about five careers where bilingualism is important and why and how bilingualism is a benefit in those careers.

Optional Criteria for ELLs



Suggested criteria by San Francisco, CA

- School Attendance for 3 (elementary) or 5 (secondary) + years in country of origin
- Reclassified as Former ELL (Level 5 or 6 Composite Score on WIDA ACCESS)

Elementary, Middle, High School: Biliteracy Attainment Award



This award encourages continued language study and is designed to measure attainment of age-appropriate biliteracy (**intermediate low-mid level of proficiency**) for students who have been in the following types of programs:

- Heritage, Foreign Language Immersion/One-Way Immersion,
- Two-Way Bilingual Immersion,
- Transitional Bilingual Education,
- Developmental Bilingual Program.

This is what I can do...



Intermediate - low proficiency

Interpersonal Communication:

I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.

Presentation Speaking:

I can present information on most familiar topics using a series of simple sentences.

Presentational Writing:

I can write briefly about most familiar topics and present information using a series of simple sentences.

Interpretive Listening:

I can understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea of simple conversations that I overhear.

Interpretive Reading:

I can understand the main idea of short and simple texts when the topic is familiar.

Middle School & High School Silver Seal of Biliteracy Award



This award is designed to measure attainment of age-appropriate biliteracy **(intermediate-mid level of proficiency)** for students who have been in the following types of programs:

- Traditional World Language Class/Course,
- Native Language Course for Native Language Speakers,
- Study Abroad,
- Heritage, Foreign Language Immersion/One-Way Immersion,
- Two-Way Bilingual Immersion,
- Transitional Bilingual Education,
- Developmental Bilingual Program.

This is what I can do...



Intermediate - mid proficiency

Interpersonal Communication:

I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.

Presentation Speaking:

I can make presentations on a wide variety of familiar topics using connected sentences.

Presentational Writing:

I can write on a wide variety of familiar topics using connected sentences.

Interpretive Listening:

I can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. I can understand the main idea in conversations that I overhear.

Interpretive Reading:

I can understand the main idea of texts related to everyday life and personal interests or studies.

High School: Gold Seal of Biliteracy Award



This award is designed to measure attainment of age-appropriate biliteracy (**intermediate -high level of proficiency**) for students who have been in the following types of programs:

- Traditional World Language Class/Course,
- Native Language Course for Native Language Speakers,
- Study Abroad,
- Heritage, Foreign Language Immersion/One-Way Immersion,
- Two-Way Bilingual Immersion,
- Transitional Bilingual Education,
- Developmental Bilingual Program.

This is what I can do...

Intermediate - high proficiency

Interpersonal Communication:

I can participate with ease and confidence in conversations on familiar topics. I can usually talk about events and experiences in various time frames. I can usually describe people, places, and things. I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.

Presentation Speaking:

I can make presentations in a generally organized way on school, work, and community topics, and on topics I have researched. I can make presentations on some events and experiences in various time frames.

Presentational Writing:

I can write on topics related to school, work, and community in a generally organized way. I can write some simple paragraphs about events and experiences in various time frames.

Interpretive Listening:

I can easily understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. I can usually understand a few details of what I overhear in conversations, even when something unexpected is expressed. I can sometimes follow what I hear about events and experiences in various time frames.

Interpretive Reading:

I can easily understand the main idea of texts related to everyday life, personal interests, and studies. I can sometimes follow stories and descriptions about events and experiences in various time frames.

High School/College: Platinum Seal of Biliteracy Award



This award is designed to measure attainment of age-appropriate biliteracy (**advanced-low level of proficiency**) for students who have been in the following types of programs:

- Traditional World Language Class/Course,
- Native Language Course for Native Language Speakers,
- Study Abroad,
- Heritage, Foreign Language Immersion/One-Way Immersion,
- Two-Way Bilingual Immersion,
- Transitional Bilingual Education,
- Developmental Bilingual Program.

This is what I can do...

Advanced - low proficiency

Interpersonal Communication:

I can participate in conversations about familiar topics that go beyond my everyday life. I can talk in an organized way and with some detail about events and experiences in various time frames. I can describe people, places, and things in an organized way and with some detail. I can handle a familiar situation with an unexpected complication.

Presentation Speaking:

I can deliver organized presentations appropriate to my audience on a variety of topics. I can present information about events and experiences in various time frames.

Presentational Writing:

I can write on general interest, academic, and professional topics. I can write organized paragraphs about events and experiences in various time frames.

Interpretive Listening:

I can understand the main idea and some supporting details in organized speech on a variety of topics of personal and general interest. I can follow stories and descriptions of some length and in various time frames. I can understand information presented in a variety of genres on familiar topics, even when something unexpected is expressed.

Interpretive Reading:

I can understand the main idea and some supporting details on a variety of topics of personal and general interest. I can follow stories and descriptions of some length and in various time frames and genres.

Awarding Biliteracy



Which of these awards would you like to focus on implementing?

- All Levels: Biliteracy Attainment Award
- Middle School: Silver Seal of Biliteracy Award
- High School: Silver Seal of Biliteracy Award
- High School: Gold Seal of Biliteracy Award
- High School/College: Platinum Seal of Biliteracy Award

Pilot Implementation Expectations



- Participate in the Seal of Biliteracy Workgroup monthly electronic meetings (last Monday of the month, 7-8 pm), a project of the Language Opportunity Coalition,
- Mention and give credit to the tools and resources developed by the Language Opportunity Coalition,
- Agree to follow the required criteria for the specific awards as outlined in the “Toolkit”,
- Document and submit the number of students receiving the Pathway Awards, and include a list of the languages and language learning programs,
- Document and submit the standardized assessment and portfolio process used for assessing English and the second language,
- Ask questions when they arise in the process and participate in the resolution of questions from others, and
- Contribute to discussions and decisions, and share examples of practice for implementing the pilot at the monthly Workgroup meetings.

Multiple Paths to Multilingualism



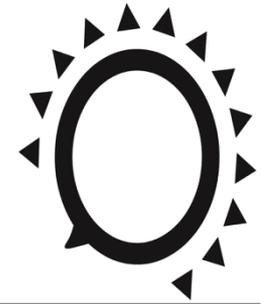
Language Learning Programs		
Foreign Language/World Language Study Programs		Dual Language Immersion Programs
K - 6	6 - 12	K -12
Foreign Language in Elementary School (FLES)	Traditional world language classes in middle and high school	One Way Immersion/Foreign Language Immersion/Heritage Language Immersion
Foreign Language Experience (FLEX)	Spanish for Native Spanish Speakers	Two Way Immersion/Two Way Bilingual
After school or weekend language programs	Study Abroad	Developmental Bilingual
		Transitional Bilingual Education
College		
Major or Minor in World Languages and Study Abroad		

Resources



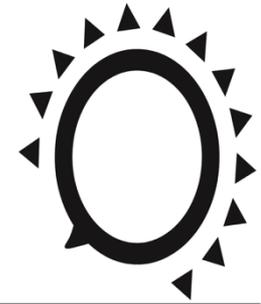
- Follow Seal progress of the **Seal of Biliteracy** at www.SealOfBiliteracy.org
- Hear a Podcast about the Seal of Biliteracy legislation and use in schools:
www.pri.org/stories/2014-12-10/enter-school-s-raising-bar-bilingual-ed
- Learn more about national Biliteracy guidelines:
<http://awww.actfl.org/news/press-releases/seal-biliteracy-guidelines-released>
- Learn more research about the benefits of language learning:
<http://www.actfl.org/advocacy/what-the-research-shows>
- Learn more about the **Language Opportunity Coalition**, a coalition supporting the Seal of Biliteracy legislation in Massachusetts:

Competencies



Intermediate - low	Intermediate - mid	Intermediate - high	Advanced - low
<p>Interpretive Reading: I can understand the main idea of short and simple texts when the topic is familiar.</p>	<p>Interpretive Reading: I can understand the main idea of texts related to everyday life and personal interests or studies.</p>	<p>Interpretive Reading: I can easily understand the main idea of texts related to everyday life, personal interests, and studies. I can sometimes follow stories and descriptions about events and experiences in various time frames.</p>	<p>Interpretive Reading: I can understand the main idea and some supporting details on a variety of topics of personal and general interest. I can follow stories and descriptions of some length and in various time frames and genres.</p>
<p>Presentation Writing: I can write briefly about most familiar topics and present information using a series of simple sentences.</p>	<p>Presentation Writing: I can write on a wide variety of familiar topics using connected sentences.</p>	<p>Presentation Writing: I can write on topics related to school, work, and community in a generally organized way. I can write some simple paragraphs about events and experiences in various time frames.</p>	<p>Presentation Writing: I can write on general interest, academic, and professional topics. I can write organized paragraphs about events and experiences in various time frames.</p>
<p>Presentation Speaking: I can present information on most familiar topics using a</p>	<p>Presentation Speaking: I can make presentations on a wide variety of familiar topics</p>	<p>Presentation Speaking: I can make presentations in a generally organized way on</p>	<p>Presentation Speaking: I can deliver organized presentations appropriate to</p>

Competencies



Intermediate - low	Intermediate - mid	Intermediate - high	Advanced - low
<p>Presentation Speaking: I can present information on most familiar topics using a series of simple sentences.</p>	<p>Presentation Speaking: I can make presentations on a wide variety of familiar topics using connected sentences.</p>	<p>Presentation Speaking: I can make presentations in a generally organized way on school, work, and community topics, and on topics I have researched. I can make presentations on some events and experiences in various time frames.</p>	<p>Presentation Speaking: I can deliver organized presentations appropriate to my audience on a variety of topics. I can present information about events and experiences in various time frames.</p>
<p>Interpersonal Communication: I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.</p>	<p>Interpersonal Communication: I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.</p>	<p>Interpersonal Communication: I can participate with ease and confidence in conversations on familiar topics. I can usually talk about events and experiences in various time frames. I can usually describe people, places, and things. I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.</p>	<p>Interpersonal Communication: I can participate in conversations about familiar topics that go beyond my everyday life. I can talk in an organized way and with some detail about events and experiences in various time frames. I can describe people, places, and things in an organized way and with some detail. I can handle a familiar</p>