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To: Massachusetts Board of Elementary and Secondary Education

Fr: Massachusetts Language Opportunity Coalition

Re: Comment on proposed LOOK Act regulations

Please accept this public comment on behalf of the Language Opportunity Coalition and our member organizations on the proposed LOOK Act regulations. These comments were prepared by our Coalition with contributions, input and review from PK-12 educators and administrators, higher education faculty, researchers, and community stakeholders in Massachusetts.

The Language Opportunity Coalition was founded in 2014 to bring together diverse organizations in Massachusetts to increase language learning opportunities for learning English, native, heritage, and world languages, and to ensure that all learners have equal access to a high-quality education and professional opportunities.

The Language Opportunity Coalition coordinates the Massachusetts State Seal of Biliteracy Pilot Project. From 2014 to the present, a workgroup of educators from ESL, dual language, traditional bilingual, and world language programs have been collaborating to implement the award locally, based on national standards. Today, about 150 educators from over 100 school districts belong to the workgroup.

1. Comment on: Placement of Students in English Learner Programs 603 CMR 14.04; Parent Advisory Councils 603 CMR 14.09; Bilingual Education Endorsement 603 CMR 7.00; Vocational Technical Education - SEI Teacher Endorsement Courses

2. Statement Opposing Proposed Regulation 603 CMR 31.07 for the Seal of Biliteracy

Thank you for considering this input on the proposed regulations. Please contact us if you have any questions.

Language Opportunity Coalition Steering Committee

Phyllis Hardy, Multi-State Association for Bilingual Education (MABE)

Nicole Sherf, Massachusetts Foreign Language Association (MaFLA)

Helen Solorzano, Massachusetts Association of Teachers of Speakers of Other Languages (MATSOL)

May 18, 2018



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Comments on Proposed LOOK Act Regulations

The Language Opportunity Coalition was founded in 2014 to bring together diverse organizations in Massachusetts to increase language learning opportunities for learning English, native, heritage, and world languages, and to ensure that all learners have equal access to a high quality education and professional opportunities.

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Placement of Students in English Learner Programs 603 CMR 14.04

A. New EL Program Proposal Process 603 CMR 14.04(4-5)

The goal of the LOOK Act is to increase the diversity of English learner program options and to allow school districts to establish new programs based on “the linguistic and educational needs and the demographic characteristics of English learners in the school district.”

In that spirit, we urged the Board of Education to ensure that the proposal requirement specified does not create barriers to the establishment of new bilingual and dual language programs. The application process should support the work of planning a new program, and the program approval process should validate the professional judgement of local education officials and input from parents and the



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community about the needs of students in the district, including any parent requests for new programs made under MGL c.71A §5B.

In addition, the Board should take into account the need for school districts to respond to changes in their student populations. For example, over the past year our schools have seen an influx of students from Puerto Rico as a result of the hurricane disaster. We are concerned that, due to the restrictive timelines in the program proposal requirement, school districts will experience barriers to establishing new programs to respond to unexpected changes in student needs.

B. Parent Request for New Programs MGL c.71A §5B

The LOOK Act establishes a process for parents to formally request that a district open a new language acquisition program. However, this provision is not addressed in regulations. We urge the Department to provide guidance to both parents and school districts on the process for requesting and responding to a request for a new language acquisition program.

Suggested Regulatory Language for MGL c.71A §5B

A group of parents or guardians of 20 or more students in a school district or charter school may submit a written request for the school district or charter school to implement a specific program to provide language instruction, including but not limited to dual language, transitional bilingual, world language or heritage language programs. The request may be made by parents and legal guardians of English learners and/or English proficient students.

Not later than 90 days after receiving the request, the school district must respond and provide either (i) a plan for implementation of the requested program; or (ii) a denial of the request, in writing, including an explanation of the denial.

Both the request by parents and guardians and the response from the school district must be publicized to parents and guardians in the school district or charter school, and provided to the English Learner Parent Advisory Council, if there is one, the school committee, and the Department. The School District or charter school must keep a record the requests and responses as a matter of public record. Upon request, the school district must provide the public with a record of any parent requests and the district's response, and such requests may be included in a district's proposal for a new English learner program as evidence of community support.

Parent Advisory Councils 603 CMR 14.09

A. Parent Inclusion

We support the clarification 603 CMR 14.09(4) for the “appointment” of parents to the ELPAC that says “All parents and legal guardians who volunteer to participate in the English learner parent advisory council shall be appointed to the council.” The ELPACs should be open to and inclusive of all parents and guardians of ELs and former ELs without controlling participation or barriers created by an unnecessary application process.

B. Support for Family Engagement

The ELPAC will be effective when it is part of a sustained, intentional effort to build trusting partnerships between parents and guardians and the school district. As such, we urge the Board of Education to encourage additional ways that the state can support EL family engagement in ways that go beyond the ELPAC requirement in the statute. These might include measures that provide additional support for family engagement, such as increased family outreach staffing, cultural competency training for school personnel, access to translation and interpretation services, and workshops for parents and guardians to inform and empower them to effectively engage with the school district.

Educator Licensure and Preparation Program Approval - Bilingual Education Endorsement 603 CMR 7.00

A. Bilingual Education Endorsement 7.14

We agree with this comprehensive endorsement framework that embraces both Dual Language Education (DLE) and Transitional Bilingual Education (TBE) program needs for qualified teachers. Currently, the Transitional Bilingual Learning Endorsement is solely a language requirement and does not include subject matter knowledge. Thus, the current endorsement framework adds needed depth to the TBL endorsement.

However, the Language Opportunity Coalition (LOC) is recommending the following changes for the Bilingual Education Endorsement (BEE) regulations (see suggested revisions below):

- A. Consistently use the term “Dual Language Education” in the regulations instead of “two-way immersion.”

- B. Add a 75 hours field placement option in 7.14(3)(a) 3. for teachers with field experience in a dual language program.
- C. Link exemption requirements in 7.14(3)(a) 3.a. to an ESL license and classroom teaching;
- D. Change the term “instructional component” to “instructional content component” in 7.15 (9) (c) 1.a. and 1.b.
- E. For teachers responsible for teaching content in English in 7.15(9)(c) 1.b., add teachers dually licensed in ESL and an academic content area.

Suggested Revisions to 603 CMR 7.0

603 CMR 7.00 Educator Licensure and Preparation Program Approval Regulations Crossout = Suggested deletion <u>Underline</u> = Suggested addition	Comments
7.02: Definitions Bilingual Education: An educational program that involves teaching academic content in two languages, English and another language. Program types determine the varying amounts of each language used in instruction. Bilingual education programs include dual language programs, transitional bilingual programs, and any other bilingual program types that may be approved by the Department.	Notice the definition (in blue) in 7.02, which is consistent with the LOOK Act but not consistent with 7.15(9)(c)1
7.14: Endorsements (3) Bilingual Education Endorsement (a) Bilingual Education Endorsement is to be awarded to educators who meet all of the following requirements: <ol style="list-style-type: none"> 1. A passing score on a foreign language test acceptable to the Department in the relevant foreign language. 2. Demonstration of the subject matter knowledge and skill requirements set forth in 603 CMR 7.14(3)(b), through one of the following: <ol style="list-style-type: none"> a. Successful completion of a Department-approved course of study for providing bilingual education. The Department shall issue guidelines for approval of this course of study. b. A passing score on a test acceptable to the Department. 	



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3. Field Experience Requirement Through One of The Following

a. Teachers who possess a license from 6.3 7.04 (3) a. Types of Educator license who can demonstrate at least one year of teaching experience working with students in dual language education or transitional bilingual education program shall complete at least 75 hours of field-based experience working with students in dual language education or transitional bilingual education programs.

b. All other teachers shall complete ~~Completion of~~ 150 hours of field-based experience in a Pre-K through grade 12 transitional bilingual, dual language education ~~two-way immersion~~, or other bilingual education setting.

(b) Subject Matter Knowledge:

1. Knowledge of the foundations of bilingual education and the concepts of bilingualism and biculturalism.
2. Bilingual language acquisition factors as they affect access to the Massachusetts content and language standards.
3. Social-cultural, social-emotional, political, and other salient factors in bilingual language acquisition.
4. Implementation of strategies for coordinating non-English partner language instruction and English language development instruction for English learners.
5. Practices and approaches of teaching reading and writing in two languages, including the importance of oral language development as a foundation for literacy.
6. Practices and approaches for assessing content knowledge, reading and writing skills and comprehension in English and the non-English partner language for English learners who are at different levels of proficiency in English and the non-English partner language.
7. Understanding and implementation of culturally relevant teaching materials and practices.

(c) A candidate who has a valid ESL License or fulfills the requirement in 603 CMR 7.14(3)(a)1 and has at least three years of prior employment experience in a dual language ~~two-way immersion~~, transitional bilingual education, or other

7.14 (3) (a) Insert Field Experience requirement of 75 hour in the same manner as in the Autism Endorsement through two types of field experience a) for teachers who possess a license and have one year of field experience and b) for all other teachers.

This is consistent with the requirement for the Autism endorsement for teachers who are working in a special ed setting.

7.14 (3) (b) Insert the term dual language education to replace two-way immersion to be consistent with definition in **7.02: Definitions**

7.14 (3) (c) Insert the term dual language education to

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<p>bilingual education setting, and who can demonstrate that he or she meets the subject matter knowledge and skills requirements set forth in 603 CMR 7.14(3)(b), will be exempt from the requirements set forth in 603 CMR 7.14(3)(a)2-3 if he or she applies to the Department for the Bilingual Education Endorsement by June 30, 2019 and completes all of the requirements by December 31, 2019.</p> <p>(d) A candidate who was prepared outside of Massachusetts shall not be required to complete the requirements set forth in 603 CMR 7.14(3) (a)1-3 if such candidate can provide documentation of one of the following:</p> <ol style="list-style-type: none"> 1. Completion of an educator preparation program that includes the equivalent of the Department-approved course of study specific to providing services to English learners and is either state-approved under the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement or has been accredited by a national organization accepted by the Commissioner. 2. Possession of an out-of-state license/certificate/endorsement that is comparable to the Bilingual Education Endorsement issued by a state with which Massachusetts has signed the NASDTEC Interstate Agreement or other agreement accepted by the Commissioner. <p>(e) Renewal. The Bilingual Education Endorsement shall be valid for five years and may be renewed for successive five-year terms upon successful completion of 15 professional development points (PDPs) in the content area related to 603 CMR 7.14(3)(b). The 15 PDPs may be included in the total number of PDPs necessary for license renewal pursuant to 603 CMR 44.06: <i>Educator License Renewal</i>.</p>	<p>replace two-way immersion to be consistent with definition in 7.02: Definitions</p> <p>7.14 (3) (c) Insert a pathway for candidates with a valid ESL License and experience in a dual language, transitional bilingual education program. This is particularly important for teachers who previously held the TBL license as they were counseled and required to obtain an ESL license with changes in state policy for educating ELs after Question 2.</p> <p>There is a regional and national shortage of teachers working in bilingual programs. We encourage the Board of Education to consider ways to develop the pipeline for new bilingual teachers, e.g, funding to support bilingual teacher training, IHE grants, and other measures.</p>
<p>7.15: General Provisions</p> <p>(9) General Provisions for Employment.</p> <p>(c) Bilingual Education.</p> <ol style="list-style-type: none"> 1. Notwithstanding 603 CMR 7.15(9)(a), a core academic teacher assigned to provide instruction to an English learner in a bilingual education setting, such as dual 	<p>7.15 (9) (c) Insert the term dual language education to replace two-way immersion to</p>

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language education ~~two-way immersion~~ and transitional bilingual education, must be properly qualified in the field and grade level of the assignment, and hold the appropriate endorsement or license, as follows:

- a. A teacher responsible for the instructional content component provided in a language other than English must hold the Bilingual Education Endorsement.
- b. A teacher responsible for the instructional content component provided in English must hold the Bilingual Education Endorsement, ESL license, or SEI endorsement.

be consistent with definition in **7.02: Definitions**

7.15 (9) (c) 1. a Insert the term “content” to clearly identify a core academic teacher assigned to provide instruction in a language other than English in a dual language and transitional bilingual education program from a teacher responsible for teaching English language in a SEI, DLE or TBE program.

7.15 (9) (c) 1.b Insert the term “content” to clearly identify a core academic teacher assigned to provide instruction in English in a dual language and transitional bilingual education program from a teacher responsible for teaching English language in a SEI, DLE or TBE program.

7.15 (9) (c) 1.b Add the ESL license (dually certified in ESL and the academic content area) as another appropriate license for the teacher responsible for the instructional content provided in English.

B. Dual Language & Bilingual Teacher Shortage

There is a well-documented shortage of bilingual teachers both regionally and nationwide. Due to the previous English Learner education policy, Massachusetts has not developed many bilingual teachers locally over the past 15 years, and this poses a significant challenge for the expansion of new bilingual programs under the LOOK Act. We urge the Board of Education to consider ways to develop the pipeline



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for new dual language/bilingual teachers and administrators, including funding to support bilingual teacher training, Institutes of Higher Education grants, and other measures.

The establishment of a Dual Language (DL) and Transitional Bilingual Education (TBE) Teacher /Administrator Pipeline will require Institutions of Higher Education (IHE) to revamp current coursework and create new and appropriate coursework and programming to ensure that DL and TBE teachers/administrators provide the best TBE and DL education to our students in the Commonwealth. The State also needs to be prepared to provide additional technical support and expertise to districts.

Vocational Technical Education - SEI Teacher Endorsement Course

We urge the Department to adapt or supplement the existing SEI Endorsement course curriculum to make it more relevant to vocational technical teachers, including the readings, videos and strategy implementation. The curriculum in the current course is geared toward academic content teachers (ELA, math, science, social studies, etc.) and may not provide the most meaningful examples for high school teachers of subjects like culinary arts, carpentry, and auto mechanics that take place in a kitchen or shop environment.

State Seal of Biliteracy 603 CMR 31.07

See the Coalition's "Statement Opposing Proposed Regulation 603 CMR 31.07 for the Seal of Biliteracy," submitted under separate cover.

Statement Opposing Proposed Regulation 603 CMR 31.07 for the Seal of Biliteracy

SUMMARY

The Language Opportunity Coalition strongly objects to the proposed regulation 603 CMR 31.07 that establishes the award criteria for the Seal of Biliteracy. We ask the Board of Education not to approve the regulation in the current form.

1. The proposed award criteria do not follow national guidelines for proficiency levels for the Seal of Biliteracy.
2. The proposed award criteria for English proficiency based solely on 10th grade ELA MCAS scores will inequitably exclude English learners, former English learners, and other students.
3. The proposed award criteria do not allow English Learners the same amount of time to develop language proficiency as world language learners: Proficiency in English has to be demonstrated in 10th grade, while proficiency in a world language does not need to be demonstrated until 12th grade.
4. The proposed award criteria do not implement the multi-tiered award structure developed by the Massachusetts Seal of Biliteracy Pilot Project to promote and reward long term and sustained language study.

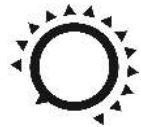
The award criteria defined for the Massachusetts Seal of Biliteracy Pilot Project (2014-18) were designed to be a motivational and inclusive award that recognizes the language attainment of as many students as possible. Our goal in supporting establishment of the Seal of Biliteracy is to 1) support and reward long-term and sustained language study of English, native languages, and world languages, and 2) recognize and reward the linguistic assets that multilingual students bring to our schools. The proposed regulations will exclude many students, especially students whose native language is not English.

The LOOK Act requires that the Department consider national standards and the local work of the Seal of Biliteracy Pilot Project in developing criteria for the award. Massachusetts is in a unique position because we can learn both from the local three-year Seal of Biliteracy Pilot Project and from emerging research on implementation of the Seal of Biliteracy nationally. We ask that the Department consult with the Language Opportunity Coalition and members of the Seal of Biliteracy Pilot Project to revise the regulations to ensure equity and opportunity for all students pursuing language study.

M.G.L. c. 71A, § 67

In developing the criteria to qualify for the state seal of biliteracy under section 1Q of chapter 69 of the General Laws, *the department of elementary and secondary education shall consider the work of national organizations and other states on such a seal, the work of the seal of biliteracy pilot project*, as well as other information deemed relevant by the department. (italics added)

Revised May 14, 2018



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Purpose of the Seal of Biliteracy

The Language Opportunity Coalition supports and concurs with the purpose of the Seal of Biliteracy as described in proposed regulation 603 CMR 31.01(4).

Proposed Regulation 603 CMR 31.01: Authority, Scope and Purposes

- (4) The purposes of the State Seal of Biliteracy are to:
- (a) Encourage students to study and master languages;
 - (b) Certify attainment of biliteracy skills;
 - (c) Recognize the value of language diversity;
 - (d) Provide employers with a method of identifying people with language and biliteracy skills;
 - (e) Provide universities with a method to recognize and give credit to applicants for attainment of high level skills in languages;
 - (f) Prepare students with skills that will benefit them in the labor market and the global society; and
 - (g) Strengthen intergroup communication and honor the multiple cultures and languages in a community.

However, the award criteria proposed in 603 CMR 31.07 will make it impossible for the Seal of Biliteracy award program to fulfill its stated purpose.

Proposed Regulations 603 CMR 31.07 for the Criteria for the Seal of Biliteracy

- (2) Criteria. To qualify for the State Seal of Biliteracy, a student must meet all graduation requirements and the criteria listed in 603 CMR 31.07(2)(a) and (b).
- (a) Demonstrate a high level of proficiency in English through one of the following:
- (i) Students in the graduating classes of 2019 and 2020 must attain a scaled score of at least 250 on the grade 10 English Language Arts MCAS administered in 2018 or earlier.
 - (ii) Students in the graduating classes of 2021 and beyond must score at the meeting or exceeding expectations performance levels on the grade 10 English Language Arts MCAS.
- (b) Demonstrate a high level of proficiency in a foreign language through one of the following:
- (i) Attaining a minimum score or level on a nationally recognized and readily available assessment approved by the Department that measures literacy in a language other than English. The Commissioner shall determine the minimum score or level, which shall be comparable to the meeting expectations performance level on the grade 10 English Language Arts MCAS. For students in the graduating classes of 2019 and 2020, the minimum score or level shall be comparable to a scaled score of 250 on the grade 10 English Language Arts MCAS administered in 2018 or earlier.
 - (ii) An alternative evidence method established by the Department in guidance.



DISCUSSION OF PROPOSED REGULATIONS

The Language Opportunity Coalition opposes the proposed regulations 603 CMR 13.07 for the following reasons:

1] 603 CMR 31.07(2)(a) and (b): The award criteria do not follow the national guidelines for proficiency levels in English and world languages for the Seal of Biliteracy.

The national guidelines for the Seal of Biliteracy were developed in 2015 by four national professional organizations representing language educators: The American Council on the Teaching of Foreign Languages (ACTFL), the National Association of Bilingual Education (NABE), the National Council of State Supervisors for Languages (NCSSEFL), and TESOL International Association. These guidelines established the minimum standard for the Seal of Biliteracy award at *Intermediate-Mid* on the ACTFL Proficiency Scale (ACTFL 2012)¹. To date, 33 other states have established a state seal of biliteracy based on this standard.

The ACTFL Proficiency Guidelines are internationally recognized language proficiency standards that describe “what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context” (ACTFL 2012). The ACTFL Proficiency Guidelines are used to develop standardized language proficiency assessments in multiple languages, and the scores are used by universities to make educational decisions, and by businesses to assess language proficiency for hiring.

Guidelines for Implementing the Seal of Biliteracy (2015)

American Council on the Teaching of Foreign Languages, National Association for Bilingual Education, National Council of State Supervisors for Languages, & Teachers of English to Speakers of Other Languages International Association.
http://www.actfl.org/sites/default/files/pdfs/SealofBiliteracyGuidelines_0.pdf

Level of Language Proficiency Required

English:

Both native and non-native speakers of English need to provide comparable evidence of English Proficiency, as determined by the state guidelines. The language performance should be demonstrated in both social and academic use of the language, in all modes of communication.

Other Languages:

Native and non-native users of a language other than English need to provide evidence of proficiency in that language. ***The minimum target level should be Intermediate Mid based on the ACTFL Proficiency Guidelines.*** The student should demonstrate proficiency in the modes of communication appropriate for that language; not all languages have all modes of communication (Interpersonal communication involving conversational speaking and listening or signed exchanges; Interpretive reading, listening, or viewing; and Presentational communication shown by creating messages for a reader, listener, or viewer through writing, speaking, or signing). The language performance should be demonstrated in both social and academic (content-based) use of the language, where possible.

¹ See Appendix D: ACTFL Proficiency Guidelines 2012



States could consider a two-tier Seal of Biliteracy providing a higher option in the Advanced range. This is especially appropriate for bilingual or dual language programs. (*italics added*)

The LOOK Act statute states that students should demonstrate a “high level of proficiency” in English and a foreign language to receive the award. In the context of the Seal of Biliteracy, the term “proficiency” should be understood as “language proficiency” -- as defined by the ACTFL Proficiency Guidelines (2012) -- not “proficiency” on an English Language Arts content area test such as MCAS. The multi-tiered award structure developed for the Massachusetts Seal of Biliteracy Pilot Project meets and exceeds the national guidelines outlined in *Guidelines for Implementing the Seal of Biliteracy* (ACTFL, 2012), with the highest-level award made at the *Advanced-low* proficiency level.

The ACTFL language proficiency levels should be used as the starting point for determining award criteria for *all* language proficiency assessments -- MCAS, ACCESS for ELLs, and world language assessments, instead of selecting a proficiency level based solely on MCAS scores performance, which predominantly measures academic English and not the full range of linguistic competencies across multiple communicative domains and contexts.²

2] 603 CMR 31.07(2)(a): The English language proficiency criteria based on 10th grade MCAS scores will unfairly exclude English learners, former English learners, and other students from receiving the award.

Based on the proposed criteria, the following groups of students will be excluded from the opportunity to earn the Seal of Biliteracy award³:

- Students who score 240-238 *Proficient* (current MCAS) or *Meeting Expectations* (Next Gen MCAS) meet the Competency Determination and can graduate but cannot retake MCAS, and therefore will never be able to qualify for the award.
- Students who score *Needs Improvement/Partially Meeting Expectations* do not meet the Competency Determination but can still graduate with an Educational Proficiency Plan (EPP). However, they cannot retake MCAS, and therefore will never be able to qualify for the award.
- English learners in their first year in a Massachusetts school who are not required to take 10th grade ELA MCAS, and therefore will never be able to qualify for the award.

Students Excluded by the

ELA MACS Criteria

All students – 22%

Former English Learners – 40%

English Learners – 87%

Source: MA DESE, 2017 Grade 10 ELA
MCAS Achievement Report

² Federal guidance explains the difference: “State English language proficiency assessments are designed for ELs and measure students’ proficiency in the English language. English language proficiency assessments measure students’ proficiency levels and progress in the four domains of language: speaking, listening, reading, and writing...Reading/language arts assessments, on the other hand, measure what students know and are able to do in the specific academic content area of reading/language arts.” US Department of Education (2016) *Non-Regulatory Guidance: English Learners and Title III of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA)*, page 17.
<https://www2.ed.gov/policy/elsec/leg/essa/essatitleiiienglishlearners92016.pdf>

³ See Appendix C: Which students would qualify for the Seal of Biliteracy under English language proficiency criteria in the proposed regulation?



- It is not clear if the ELA MCAS Retest is allowed under the proposed regulations. If not, then the criteria would also exclude students who score *Warning/Failing/Not Meeting Expectations* and later achieve a higher score on the MCAS Retest, as well as English learners newly arriving in the U.S. after grade 10 who take the MCAS Retest and achieve a passing score to qualify for graduation.

To create an equitable award, there must be an alternate pathway for students to demonstrate English language proficiency in grade 12 in addition to 10th grade ELA MCAS. This recognizes that English learners will continue to develop English language proficiency during the two years before graduation and takes into account the circumstances of newcomer students arriving in high school. We recommend that students be able to demonstrate proficiency in grade 12 through ACCESS for ELLs®, the state-mandated assessment of English proficiency, as well as the ELA MCAS Retest. In addition, a portfolio assessment should be an option for world languages for which there is currently no standardized assessment, such as Vietnamese and Haitian Creole.

The statute does not require MCAS to be the only assessment, so the Department is within its authority to offer an alternative.

M.G.L. c. 69, § 1Q

The criteria shall include, *but shall not be limited to* attainment of a specified level of performance on: (i) the tenth grade English language arts exams of the Massachusetts Comprehensive Assessment System; and (ii) not less than 1 nationally recognized and readily available assessments that measure literacy in a language other than English or an equivalent alternative that the board may establish. (italics added)

3] 603 CMR 31.07(2)(a): The language proficiency criteria do not give English Learners the same amount of time to develop language proficiency as world language learners.

World language assessments to determine eligibility for the Seal of Biliteracy award are typically administered in the 12th grade. Under the proposed regulations, demonstration of English language proficiency is required two years earlier through 10th grade ELA MCAS. This means that while English-dominant students will have until grade 12 to demonstrate proficiency in their second language, English learners will be required to demonstrate proficiency in English by grade 10, even though they have two more years to develop proficiency before graduating from high school. To create an equitable award, all students must be allowed the same amount of time to demonstrate proficiency in the new (second) language (Heineke & Davin 2018).

4] 603 CMR 31.07(2)(a) and (b): The award criteria do not implement the multi-tiered award structure developed by the Massachusetts Seal of Biliteracy Pilot Project to promote and reward long term and sustained language study.

Offering a multi-tiered award structure is recommended in the national *Guidelines for Implementing the Seal of Biliteracy* (ACTFL 2015) and is identified in research on the Seal of Biliteracy nationally as a way to create an inclusive award pathway with opportunity for diverse learners (Heineke & Davin 2018,



Borowczyk et al 2018). In addition, the multi-tiered structure provides more accurate information about the level of proficiency a student has achieved, which will, for example, “allow employers to identify job candidates with the strong bilingual abilities they seek.” (Borowczyk et al 2018) Of the states for which data is available, seven other states with the Seal of Biliteracy have a multi-tiered award structure (Heineke & Davin 2018)⁴.

With these considerations in mind, the Massachusetts Seal of Biliteracy Pilot Project developed a multi-tiered award structure through a collaborative development process that involved educators in ESL, dual language, bilingual, and world language programs⁵.

The multi-tiered award structure is designed to be a motivational and inclusive award that recognizes the language attainment of as many students as possible. One goal of the award is to motivate students to pursue language learning PK-16, and reward students long-term and sustained language learning. Another goal is to recognize and reward the native languages and linguistic assets that multilingual students bring to our schools. With a multi-tiered award structure, the awards create a pathway for celebrating language achievement as an important skill in the global economy that is attainable for many students.

The positive effects of an inclusive award are eloquently described in the article “Honoring Learners with the Seal of Biliteracy” in *Language Education*, about the Seal of Biliteracy Pilot Project in Arlington Public Schools. “From world language students to English language learners to our heritage students, the Seal has recognized and honored them for talents that were previously undervalued. And now, with Massachusetts’ official stamp of approval, that value with deepen and expand.” (Ritz 2018, p.30)

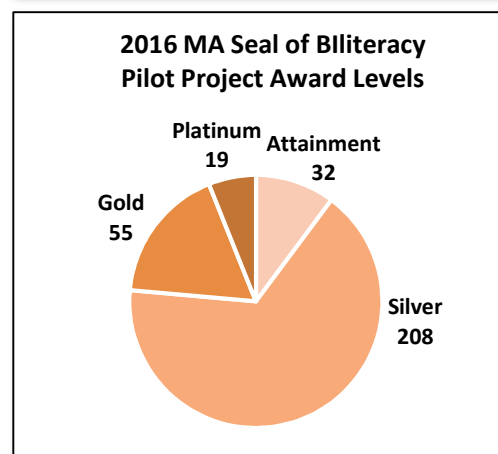
The multi-tiered award structure recognizes that students enter our schools at different ages with different levels of English, native, and world language proficiency. It also recognizes the reality that our students do not have equal access to opportunities to develop bilingualism and biliteracy, depending on the language instructional programs offered by a particular school or school district. We want to recognize and celebrate achievements in language learning all along the pathway to proficiency, not create an elitist award that is inequitable and unattainable to most students.

We hope that students who receive a Biliteracy Attainment Award in 5th or 8th grade will be motivated to continue work toward a higher proficiency award at high school graduation. We hope that English

Language Instructional Programs in Massachusetts Public Schools

Only 20 dual language programs
(Multi-State Association for Bilingual Education, 2017)

Only 26% of students have access to world language instruction
(American Councils for International Education, 2017)



⁴ See Appendix E: Seal of Biliteracy Language Proficiency Criteria in Other States

⁵ See Appendix A: History of the Massachusetts Seal of Biliteracy Pilot Project and Appendix B: Multi-tiered Award Criteria for the Massachusetts Seal of Biliteracy Pilot Project.



learners will feel that bilingualism and biliteracy in their native language is valued in school and beyond. We hope that world language learners who begin serious language study in high school, when language instruction is available, will have the opportunity to earn an award. In short, we hope to see an increase in language study for *all* students across the Commonwealth, and that students' commitment to language study and learning will be both rewarded and recognized by the State Seal of Biliteracy

Note on districts currently participating in the Seal of Biliteracy Pilot Project:

In Spring 2018, almost 100 school districts have committed to participating in the Seal of Biliteracy awards, and we anticipate thousands of awards will be given across the state. There are also thousands of students who will graduate in 2019 and 2020, who have already taken 10th grade MCAS and believe they are eligible for the award based on the standards in the Pilot Project. A change in criteria will unfairly affect deserving students who have been working in good faith towards earning the award. We urge the Department not to change the rules of the award that were established, based on the national guidelines, through a collaborative process by ESL, bilingual, dual language and world language educators, and have been operating successfully for three years in Massachusetts.

SUMMARY OF RECOMMENDATIONS

- Establish award criteria that is based on the language proficiency level of *Intermediate-Mid* and higher on the ACTFL proficiency scale, consistent with the national standard defined in *Guidelines for implementing the Seal of Biliteracy* (ACTFL 2015).
- Establish multi-tiered award criteria that implements the award structure developed by the Massachusetts Seal of Biliteracy Pilot Project to promote and reward long term and sustained language study.
- Establish award criteria that is equitable for all students. 1) Ensure that English learners and world language learners have the same amount of time (until the end of grade 12) to demonstrate language proficiency; and 2) Allow assessments of English proficiency in addition to grade 10 English Language Arts MCAS, including ACCESS for ELLs and the ELA MCAS Retest.
- Allow students graduating in 2019 and 2020 from Massachusetts school districts currently participating in the Seal of Biliteracy Pilot Project to receive the award based on the criteria established in the Pilot Project.

The Language Opportunity Coalition and members of the Seal of Biliteracy Pilot Project are ready to assist the Department in developing an award policy to ensure equity and opportunity for all students pursuing language study.

**Suggested Revisions to 603 CMR 31.00:
Massachusetts Certificate of Mastery and State Seal of Biliteracy**

Proposed Regulations with Suggested Changes Crossout = Suggested deletion <u>Underline</u> = Suggested addition	Comments
31.01(4): Authority, Scope and Purposes (4) The purposes of the State Seal of Biliteracy are to: <ul style="list-style-type: none"> (a) Encourage students to study and master languages; (b) Certify attainment of biliteracy skills; (c) Recognize the value of language diversity; (d) Provide employers with a method of identifying people with language and biliteracy skills; (e) Provide universities with a method to recognize and give credit to applicants for attainment of <u>high level skills in languages proficiency</u>; (f) Prepare students with skills that will benefit them in the labor market and the global society; and (g) Strengthen intergroup communication and honor the multiple cultures and languages in a community. 	Universities may want to recognize different levels of language proficiency, not just “high level skills.”
31.07: State Seal of Biliteracy (1) District Participation in the State Seal of Biliteracy Program. <ul style="list-style-type: none"> (a) School districts may award the State Seal of Biliteracy <u>at the Silver, Gold or Platinum level</u> to students who meet the academic criteria listed in 603 CMR 31.07(2). (b) A school district participating in the State Seal of Biliteracy program shall provide written notification to parents or legal guardians of all students enrolled in the district about the State Seal of Biliteracy program, its purposes, and eligibility requirements, in a language that the parent or legal guardian can understand. (c) A school district that awards the State Seal of Biliteracy <u>at the Silver, Gold or Platinum level</u> shall affix the unaltered state insignia developed by the Department on the diploma or the transcript, or both, of students who meet the requirements listed in 603 CMR 31.07(2). <u>(d) A school district may also award Bilingual Participation Awards and Biliteracy Attainment Awards to students before grade 12 for language proficiency levels established by the Department in guidance.</u> 	31.07(1)(a) and (c): Establish the multi-tiered award structure established in the Massachusetts Seal of Biliteracy Pilot Project (2014-18), developed based on national guidelines and through a collaborative process by a workgroup consisting of ESL, dual language, bilingual and world language educators. 31.07(1)(d) Establish a Biliteracy Attainment award to be awarded at the lower grades, and a Biliteracy Participation award for students with disabilities, which will not be included in a student’s transcript. Empower the department to set the criteria for these awards.
(2) Criteria. <ul style="list-style-type: none"> <u>(a) To qualify for the State Seal of Biliteracy, a student must meet all graduation requirements and the criteria listed in 603 CMR</u> 	603 CMR 31.07(2)(a): Separate the award criteria from the award assessments, since

**Suggested Revisions to 603 CMR 31.00:
Massachusetts Certificate of Mastery and State Seal of Biliteracy**

<p><u>31.07(2)(a) and (b). demonstrate language proficiency levels defined by the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines 2012:</u></p> <p><u>(i) For the Silver Seal of Biliteracy Award, a student must meet or exceed the Intermediate-mid proficiency level in English and a foreign language on the ACTFL Proficiency Scale.</u></p> <p><u>(ii) For the Gold Seal of Biliteracy Award, a student must meet or exceed the Intermediate-High proficiency level in English and a foreign language on the ACTFL Proficiency Scale.</u></p> <p><u>(iii) For the Platinum Seal of Biliteracy Award, a student must meet or exceed the Advanced-low proficiency level in English and a foreign language on the ACTFL Proficiency Scale.</u></p> <p><u>(b) If a student demonstrates different levels of proficiency in English and the foreign language, the award level shall be determined by the lower of the two proficiency levels.</u></p> <p><u>(c) A student must be permitted to demonstrate language proficiency in both English and a foreign language until the end of Grade 12.</u></p>	<p>multiple assessments can be used to demonstrate proficiency that meets a criteria.</p> <p>Base the criteria on the ACTFL Proficiency Scale, following the national guidelines for the Seal of Biliteracy (ACTFL 2015).</p> <p>603 CMR 31.07(2)(a)(i-iii): Establish proficiency levels for a multi-tiered award structure.</p> <p>603 CMR 31.07(2)(b): If a student demonstrates different levels of proficiency in the two languages, specify which level to use to make the award.</p> <p>603 CMR 31.07(2)(c): Ensure that all students have the same amount of time to achieve proficiency in the new (second) language.</p>
<p><u>(3) Assessment.</u></p> <p><u>(a) Demonstrate a high level of proficiency in English through one of the following:</u></p> <p><u>(i) Students in the graduating classes of 2019 and 2020 must attain a scaled score of at least 250 on the grade 10 English Language Arts MCAS administered in 2018 or earlier.</u></p> <p><u>(ii) Students in the graduating classes of 2021 and beyond must score at the meeting or exceeding expectations performance levels on the grade 10 English Language Arts MCAS.</u></p> <p><u>(a) A student must demonstrate English language proficiency at a level specified in 603 CMR 31.07(2) by attaining a score to be determined in guidelines published by the Department through one of the following assessments:</u></p> <p><u>(i) Grade 10 English Language Arts MCAS.</u></p> <p><u>(ii) ACCESS for ELLs, for English learners.</u></p> <p><u>(iii) MCAS Retest</u></p>	<p>603 CMR 31.07(2): Create separate “Assessment” section.</p> <p>603 CMR 31.07(2): To ensure equal time and equity in the opportunity to qualify for the award, allow more than one assessment to demonstrate proficiency in both languages.</p> <p>603 CMR 31.07(2)(a): For English learners, allow ACCESS for ELs to demonstrate English language proficiency. For all students, allow Grade 10 ELA MCAS, MCAS Retest, or another alternative assessment.</p>

**Suggested Revisions to 603 CMR 31.00:
Massachusetts Certificate of Mastery and State Seal of Biliteracy**

<p><u>(iv) An alternative language proficiency assessment established by the Department in guidance.</u></p> <p>(b) Demonstrate a high level of proficiency in a foreign language through one of the following: <u>A student must demonstrate foreign language proficiency at a level specified in 603 CMR 31.07(2) by attaining a score to be determined by guidelines published by the Department through one of the following assessments:</u></p> <p>(i) <u>Attaining a minimum score or level on a nationally recognized and readily available assessment approved by the Department that measures literacy in a language other than English. The Commissioner shall determine the minimum score or level, which shall be comparable to the meeting expectations performance level on the grade 10 English Language Arts MCAS. For students in the graduating classes of 2019 and 2020, the minimum score or level shall be comparable to a scaled score of 250 on the grade 10 English Language Arts MCAS administered in 2018 or earlier. A nationally recognized and readily available assessment approved by the Department that measures language proficiency in reading, writing, listening and speaking in a language other than English.</u></p> <p>(ii) <u>An alternative evidence method established by the Department in guidance, including portfolio assessments for languages without an available assessment.</u></p>	<p>603 CMR 31.07(2)(b): Include portfolio assessment for languages for which there is no standardized test.</p>
<p><u>(34) In the first year of implementation (2018-19), the Department shall issue a list of acceptable assessments and minimum score levels for the purposes of 603 CMR 31.07(3), with input from the field, to be approved by the Commissioner, followed by a period of public comment that shall be a minimum of 30 days.</u></p> <p><u>Thereafter, the Department shall annually publish a list of approved assessments and acceptable minimum scores or levels for purposes of 603 CMR 31.07(2)(b)(i), followed by a period of public comment that shall be a minimum of 30 days.</u></p>	<p>603 CMR 31.07(3): Include input from the field in development of the scores for each assessment, as well as a period of public comment.</p> <p>Include a period of public comment for later updates and revisions to the scores and levels.</p>
<p><u>(45) School districts must ensure that low-income students as described in M.G.L. c. 70, § 2 have access to any assessment required to qualify for the State Seal of Biliteracy at no cost.</u></p>	
<p><u>(56) Implementation and Reporting.</u></p> <p>(a) A school district that awards the State Seal of Biliteracy shall maintain a record of all students who have earned the seal and the assessment results used to substantiate the student's biliteracy.</p> <p>(b) Each school district shall report annually to the Department the names of all students who earned the State Seal of Biliteracy.</p>	



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Appendix A: History of the Massachusetts Seal of Biliteracy Pilot Project

The Seal of Biliteracy (SoBL) Pilot Project has been coordinated by the Language Opportunity Coalition from 2014 until the present.

The SoBL Pilot Project began as we awaited approval of the State Seal of Biliteracy Award by the state legislature. When planning for the project began in 2014, only 9 other states had approved State Seal of Biliteracy legislation. Today, Massachusetts is one of 33 states that have a Seal of Biliteracy award.

The award criteria for the SoBL Pilot Project is based on the national standards established in 2015 *Guidelines for implementing the Seal of Biliteracy*, published by four national professional associations for language instructors (American Council on the Teaching of Foreign Languages, National Association for Bilingual Education, National Council of State Supervisors for Languages, & TESOL International Association), plus consideration of policies in other states.

Development of the award implementation process and Seal of Biliteracy TOOLKIT during the SoBL Pilot Project was a collaborative process, involving educators in ESL, Dual Language, Bilingual, and World Language programs in school districts across Massachusetts.

- 2014-15:
 - Developed criteria for the award and began planning for implementation.
 - Established a workgroup of 50 educators to help districts and schools begin the pilot.
 - Developed the Seal of Biliteracy TOOLKIT outlining award criteria for the pilot and sharing resources for implementation.
- 2015-16 school year:
 - 10 schools/districts made over 300 awards.
 - TOOLKIT revised with input from the field on the first year of the pilot.
- 2016-17 school year
 - 17 schools/districts made over 900 awards.
 - TOOLKIT revised with input from the field on the second year of the pilot.
- 2017-18: Final year of the pilot – Almost 150 educators from 100 school districts are participating in the workgroup (see list of educators on next page).



2016 Seal of Biliteracy Award Ceremony
Muñiz Academy, Boston Public Schools



Massachusetts Educators participating in the Seal of Biliteracy Workgroup, 2015-2018

Seal of Biliteracy Pilot Coordinators

Phyllis Hardy, MABE; Nicole Sherf, MaFLA; Kim Talbot, MaFLA

Seal of Biliteracy Workgroup, 2015-2016

Elizabeth Allegrezza, Milford
Jorge Allen, Andover
Carlos-Luis Brown, Wilmington
Melissa Bryant, Wayland
Therese Caccavale, Holliston
Julie Calderone, Boston
Maria Campanario, Boston
Katie Cardamone, Mendon-
Upton
Adria Cohen, Millis
Kristina Dahlen, Sharon
Holly Davoran, Milford
Pat DiPillo, Falmouth

Robin Dowling-Grant, Lexington
Tim Eagan, Wellesley
Yvonne Endara, Watertown
Glenda Espinoza, Framingham
Madelyn Gonnerman Torchin,
UMASS
Genoveffa Greici, Framingham
Amy Grunder, MIRA
Kerri Lamprey, Boston
Samantha Mandel, Newton
Nancy Marinucci, Newton
Suzanne Murphy Furguson,
Newton

Rita Oleksak, Glastonbury, CT
Vula Roumis, Brockton
Catherine Ritz, Arlington
Cristina Sandza-Donovan,
Framingham
Nicole Sherf, Salem State
University
Kim Talbot, Melrose
Dania Vazquez, Boston
Rhoda Webb, North/Southboro
Ronie Webster, Monson

Seal of Biliteracy Workgroup, 2016-2017

Lauren Adams, Natick
Elizabeth Allegrezza, Milford
Jorge Allen, Andover
Kathleen Baker, Weston
Emily Beeman, Northfield
Cathy Brooks, Lexington
Carlos-Luis Brown, Wilmington
Carla Bruzzese, Arlington
Melissa Bryant, Wayland
Julie Calderone, Boston
Maria Campanario, Boston
Katie Cardamone, Mendon-
Upton
John Cardoza, Middleboro
Jackie Coelo, Westborough
Adria Cohen, Millis
Kristina Dahlen, Sharon
Holly Davoran, Milford
Cindy Derrane, Norwood
Evangelgia Diamantopoulous,
Framingham
Pat DiPillo, Falmouth
Alexandra Divadkar, Woburn
Robin Dowling-Grant, Lexington
Tim Eagan, Wellesley
Yvonne Endara, Watertown
Glenda Espinoza, Framingham
Judy Fortune, North Middlesex
Regional
Elika Fredrickson, Cambridge
Michael Gary, Leominster

Madelyn Gonnerman Torchin,
UMASS
Genoveffa Greici, Framingham
Amy Grunder, MIRA
Virginia Guglielmo, Pittsfield
Claudia Gutierrez, Boston
Jennifer Hashim, Pittsfield
Hsiu Wen Hsieh, Pioneer Valley
Charter
Evelyn Jones, Central Falls
Eden Kaiser, Marlboro
Laura Kennedy, Hingham
Nicole Lamothe Wright, Saugus
Kerri Lamprey, Boston
Jenn Lancaster, Millford
Kathy Lee, Westwood
Anna Lugo, Holyoke
Lisa Machnick, Sommerville
Samantha Mandel, Newton
Nancy Marinucci, Newton N
Diane Mehegan, Duxbury
Silvia Mihaleva, Boston
Angela Moll, North/Southboro
Suzanne Murphy Furguson,
Newton S
Alison Oduaran, UPEducation
Network
Rita Oleksak, Glastonbury, CT
Hope Oliveras, Worcester
Leah Palmer, Martha's Vinyard
Erin Papa, RIFLA

Kimberly Phelan, Boston
Cynthia Plantedosi, Waltham
Erica Pollard, Hingham
Meredith Pugh, Gardner
Betsey Reardon, Somerville
Catherine Ritz, Arlington
Bertha Elena Rojas, Worcester
Vula Roumis, Brockton
Cristina Sandza-Donovan,
Framingham
Sinikka Savokaski, Acton
Boxborough
Stephanie Scerra, Boston
Nicole Sherf, Salem State
University
Sean Sibson, Chelsea
Sarah Steverman, Westerly
Kim Talbot, Melrose
Vivian Tam, Boston
Anna Tirone, Winchester
Graciella Trilla, Haverhill
Rachel Umbrianna, Brockton
Dania Vazquez, Boston
Sarah Warren, Chelsea
Rhoda Webb, North/Southboro
Ronie Webster, Monson
Maryann Young, Acton
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Edward Zarrow, Westwood



Seal of Biliteracy Workgroup, 2017-2018

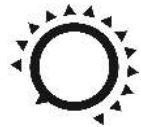
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Find out more at:

<https://languageopportunity.org/seal-of-biliteracy-pilot-project/>

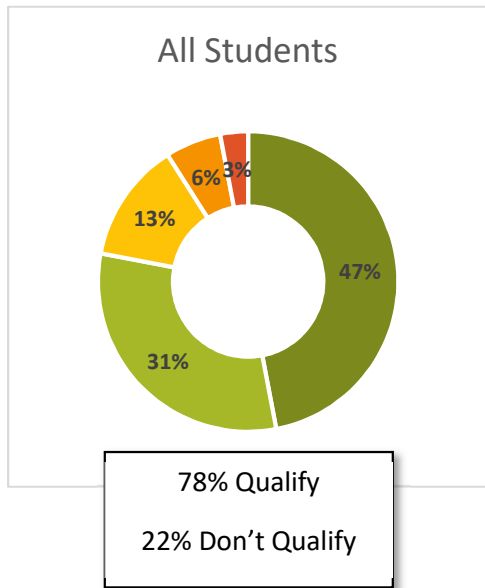


Appendix B: Multi-Tiered Award Criteria for Massachusetts Seal of Biliteracy Pilot Project

Award Level	ACTFL Proficiency Level	English Proficiency Assessment	World Language Assessment
Biliteracy Attainment Award	Intermediate-low proficiency in two languages	Partially Meeting Expectations (higher end) or Proficient score of MCAS ELA And/or For ELLs, WIDA ACCESS ELD Level 3.5 or higher	Intermediate-mid on a world language assessment OR Portfolio assessment (for languages with no standardized test)
Silver Seal Award	Intermediate-mid proficiency in two languages	Meeting Expectations score of MCAS ELA And/or For ELLs, WIDA ACCESS ELD Level 4 or higher	Intermediate-mid on a world language assessment OR Portfolio assessment
Gold Seal Award	Intermediate-high proficiency in two languages	Meeting Expectations score of MCAS ELA And/or For ELLs, WIDA ACCESS ELD Level 5 or higher	Intermediate-high on a world language assessment OR Portfolio assessment
Platinum Seal Award	Advanced-low or higher proficiency in two languages	Exceeding Expectations or Advanced score of MCAS ELA And/or For ELLs, WIDA ACCESS ELD Level 6	Advanced-low on a world language assessment OR Portfolio assessment

Adapted from: Language Opportunity Coalition (2018). *Massachusetts Seal of Biliteracy Pathway Awards TOOLKIT*.
https://languageopportunity.files.wordpress.com/2018/02/2017_toolkit_sealofbiliteracy-revjan2018.pdf

APPENDIX C: 2017 10th Grade MCAS Data: Which students would qualify for the Seal of Biliteracy under English language proficiency criteria in the proposed regulation?

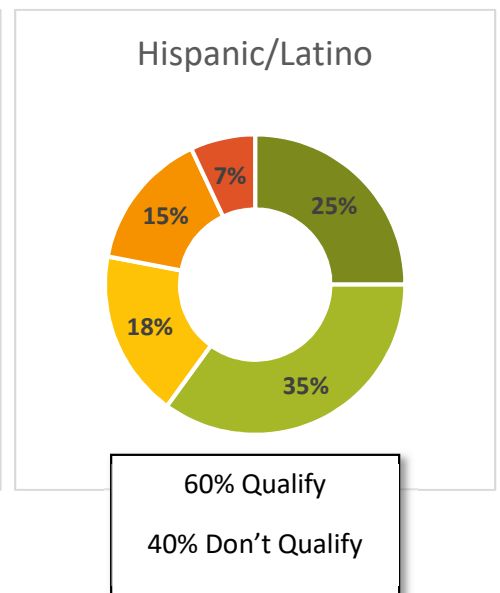
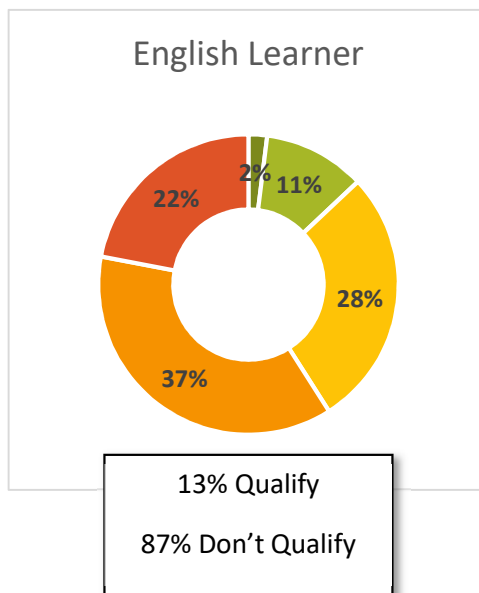
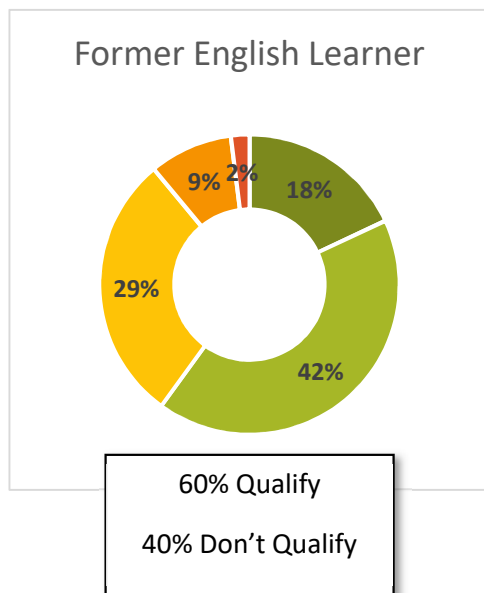


Meet English Proficiency Criteria Under Proposed Regulations:

- **Advanced:** Students can graduate and meet the English proficiency criteria to receive the Seal of Biliteracy Award.
- **Proficient with a score of 250+:** Students can graduate and meet the English proficiency criteria to receive the Seal of Biliteracy Award.

Do NOT meet English Proficiency Criteria Under Proposed Regulations:

- **Proficient with a score of <250:** Students can graduate but can NEVER qualify for the Seal of Biliteracy Award because they cannot retake MCAS.
- **Needs Improvement:** Students can graduate with an Educational Proficiency Plan (EPP) but can NEVER qualify for the Seal of Biliteracy Award because they cannot retake MCAS.
- **Warning/Failing:** Students can retake MCAS, so they can potentially meet the criteria if the MCAS Retest is allowed.



Source: Massachusetts Department of Elementary and Secondary Education, 2017 MCAS Achievement Results.

2017 Grade 10 ELA MCAS Scores

State Total	Qualify to earn the Seal of Biliteracy under proposed regulations										Do NOT qualify to earn the Seal of Biliteracy						Student Included
	P+A#	P+A%	A#	A%	P#	P%	250-258 #*	250-258 %	TOTAL %	240-248 #**	240-248 %	NI #	NI %	W/F #	W/F %	TOTAL %	
All Students	63887	91	33224	47	30663	44	21783	31	78	9135	13	4372	6	2009	3	22	70268
Former EL	1837	89	368	18	1469	71	890	43	61	580	28	189	9	44	2	39	2070
EL	1406	42	82	2	1324	39	338	10	12	979	29	1243	37	726	22	88	3375
Hispanic	9144	78	2940	25	6204	53	4096	35	60	2106	18	1729	15	829	7	40	11702

Source: Massachusetts Department of Elementary and Secondary Education, MCAS Achievement Results <http://profiles.doe.mass.edu/statereport/mcas.aspx>
 Breakdown of Proficient scores (percentage) provided by the Office of Planning and Research.

* Approximate number, calculated from the percentage of the total.

ACTFL

AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES

ACTFL PROFICIENCY GUIDELINES 2012

Welcome to the ACTFL Proficiency Guidelines 2012 online. Here you will find the most current version of the ACTFL Proficiency Guidelines for Speaking, Writing, Listening, and Reading made interactive through the inclusion of glossed terms and multimedia exemplars. You can explore the Guidelines by skill or by level, listen to and read samples in English that represent abilities at each of the major proficiency levels.

Download the complete text of the ACTFL Proficiency Guidelines 2012 document in a PDF format.

Previous versions of the Guidelines are available here: [1986](#), [1999](#), [2001](#).

Download the Guidelines Pyramid suitable for printing: [8.5 x 11](#) (PDF) or [11 x 17](#) (PDF).

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GENERAL PREFACE TO THE ACTFL PROFICIENCY GUIDELINES 2012

The ACTFL Proficiency Guidelines are a description of what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context. For each skill, these guidelines identify five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The major levels Advanced, Intermediate, and Novice are subdivided into High, Mid, and Low sublevels. The levels of the ACTFL Guidelines describe the continuum of proficiency from that of the highly articulate, well-educated language user to a level of little or no functional ability.

These Guidelines present the levels of proficiency as ranges, and describe what an individual can and cannot do with language at each level, regardless of where, when, or how the language was acquired. Together these levels form a hierarchy in which each level subsumes all lower levels. The Guidelines are not based on any particular theory, pedagogical method, or educational curriculum. They neither describe how an individual learns a language nor prescribe how an individual should learn a language, and they should not be used for such purposes. They are an instrument for the evaluation of functional language ability.

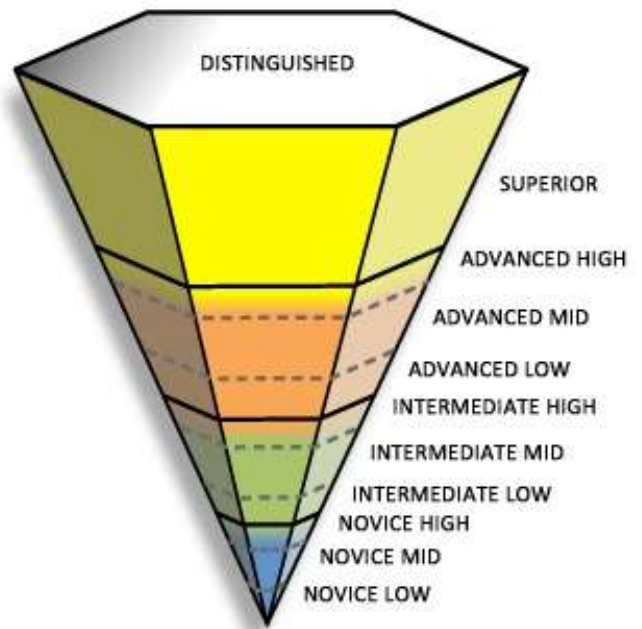
The ACTFL Proficiency Guidelines were first published in 1986 as an adaptation for the academic community of the U.S. Government's Interagency Language Roundtable (ILR) Skill Level Descriptions. This third edition marks the third edition of the ACTFL Proficiency Guidelines includes the first revisions

of Listening and Reading since their original publication in 1986, and a second revision of the ACTFL Speaking and Writing Guidelines, which were revised to reflect real-world assessment needs in 1999 and 2001 respectively. New for the 2012 edition are the addition of the major level of Distinguished to the Speaking and Writing Guidelines, the division of the Advanced level into the three sublevels of High, Mid, and Low for the Listening and Reading Guidelines and the addition of general level description at the Advanced, Intermediate, and Novice levels for all skills.

Another new feature of the 2012 Guidelines is their publication online, supported with glossed terminology and annotated, multimedia samples of performance at each level for Speaking and Writing, and examples of oral and written texts and tasks associated with each level for Reading and Listening.

The direct application of the ACTFL Proficiency Guidelines is for the evaluation of functional language ability. The Guidelines are intended to be used for global assessment in academic and workplace settings.

However, the Guidelines do have instructional implications. The ACTFL Proficiency Guidelines underlie the development of the ACTFL Performance Guidelines for K-12 Learners (1998) and are used in conjunction with the National Standards for Foreign Language Learning (1996, 1998, 2006) to describe how well students meet content standards. For the past 25 years, the ACTFL Guidelines have had an increasingly profound impact on foreign language teaching and learning in the United States.



ACKNOWLEDGEMENTS

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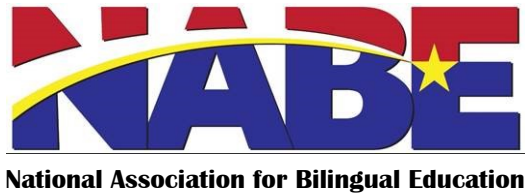


Appendix E: Seal of Biliteracy Award Language Proficiency Criteria in Other States

National Minimum Standard = Intermediate-Mid

	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid
Massachusetts Pilot Project	Attainment	Level 1: Silver	Level 2: Gold	Level 3: Platinum	
Arizona					
Delaware		Level 1: Gold		Level 2: Diamond	
D.C.					
Georgia					
Hawaii					
Illinois	Commendation		Level 2: Gold		
Indiana					
Kansas		Level 1: Gold		Level 2: Platinum	
Louisiana					
Maryland					
Minnesota			Level 1: Gold	Level 2: Platinum	
Missouri		Level 1		Level 2: Distinguished	
Nevada					
New Jersey					
New Mexico					
New York					
North Carolina					
Ohio					
Oregon					
Rhode Island		Level 1: Silver		Level 2: Gold	
Texas					
Virginia					
Washington					
Wisconsin			Level 1		Level 2: Distinguished

Source: Heineke & Davin, 2018



Guidelines for Implementing the Seal of Biliteracy

March 10, 2015

Guidelines for Implementing the Seal of Biliteracy

Purpose

The Seal of Biliteracy is an award made by a state department of education or local district to recognize a student who has attained proficiency in English and one or more other world languages by high school graduation. The recognition of attaining biliteracy becomes part of the high school transcript and diploma for these students. The Seal serves to certify attainment of biliteracy for students, employers, and universities. It is a statement of accomplishment that helps to signal evidence of a student's readiness for career and college, and for engagement as a global citizen.

"We must acquire the ability to understand and be understood in the languages of the worldwide neighborhood." (*World-Readiness Standards for Learning Languages*, 2015)

"Knowledge of more than one language and culture is advantageous for all students...Bilingualism is an individual and societal asset." (*PreK-12 English Language Proficiency Standards*, TESOL International Association, 2006)

"Students' languages and cultures are valuable resources to be tapped and incorporated into schooling." (WIDA Guiding Principles of Language Development, # 1)

"Monolingualism is the illiteracy of the 21st century." (Gregg Roberts, Utah State Office of Education)

Four national organizations collaborated to draft recommendations for the implementation of the Seal of Biliteracy: the American Council on the Teaching of Foreign Languages (ACTFL), the National Association of Bilingual Education (NABE), the National Council of State Supervisors for Languages (NCSSFL), and TESOL International Association. To ensure consistency in the meaning of this recognition, we offer the following guidelines for state departments of education and for local school districts:

Who Qualifies for the Seal of Biliteracy?

ALL students are eligible to attain the Seal of Biliteracy based on evidence of achieving the designated level of language proficiency in English plus one or more other languages during their high school years. Students must demonstrate the state-determined level of proficiency in English, as well as one or more additional languages, be that language a native language, heritage language, or a language learned in school or another setting. Schools, districts, or states are encouraged to provide other forms of recognition prior to high school reflecting progress along the pathway toward achieving the specified level of biliteracy, which may occur earlier (as with immersion, two-way or dual language immersion programs; English language learners; and other populations). The focus is on achieving the level of proficiency required for English and the level of proficiency required

for one or more other languages. Biliteracy refers to having a functional level of proficiency in each language: The level of proficiency is not necessarily identical for both languages.

Level of Language Proficiency Required

English:

Both native and non-native speakers of English need to provide comparable evidence of English Proficiency, as determined by the state guidelines. The language performance should be demonstrated in both social and academic use of the language, in all modes of communication.

Other Languages:

Native and non-native users of a language other than English need to provide evidence of proficiency in that language. The *minimum* target level should be Intermediate Mid based on the ACTFL Proficiency Guidelines. The student should demonstrate proficiency in the modes of communication appropriate for that language; not all languages have all modes of communication (Interpersonal communication involving conversational speaking and listening or signed exchanges; Interpretive reading, listening, or viewing; and Presentational communication shown by creating messages for a reader, listener, or viewer through writing, speaking, or signing). The language performance should be demonstrated in both social and academic (content-based) use of the language, where possible.

States could consider a two-tier Seal of Biliteracy providing a higher option in the Advanced range. This is especially appropriate for bilingual or dual language programs.

Unique requirements for specific languages:

Due to unique characteristics of certain languages, special allowances may need to be made. We recommend that in cases where language assessments across all three modes of communication may not be appropriate or available, states/districts have the right to substitute a different assessment that meets the spirit of the Seal of Biliteracy. Students seeking the Seal through languages not characterized by the use of listening, speaking, reading, or for which there is not a writing system, will demonstrate the expected level of proficiency on an assessment of the modalities that characterize communication in that language.

Examples include:

Latin and Classical Greek – recommend assessment of interpretive reading and presentational writing, not of listening or interpersonal face-to-face communication

American Sign Language (ASL) – recommend assessment of interpersonal signed exchange, presentational signing, and demonstrating understanding of ASL (such as interpreting a signed lecture or by summarizing and responding to questions aimed at overarching understanding)

Native American Languages – recommend assessment of interpersonal face-to-face communication as well as interpretive listening and presentational speaking, and writing and reading where a written code exists.

Evidence of Language Proficiency Required

For many languages, including English, specific assessments exist and provide a valid and reliable means of measuring students' language performance. The evidence needs to evaluate students' use of the language, not knowledge about the language. We recommend that schools help students maintain a portfolio of their language performance, such as the LinguaFolio®, tracking improvement and progress toward the level required for the Seal of Biliteracy. One element of such a portfolio is assessment measures that are outside the assessments for a specific course. We recommend that states may determine the process for assessing students to meet the requirements of the Seal of Biliteracy in cases where assessments of specific languages may not be available.

English:

We recommend demonstrating proficiency in English by meeting language arts requirements for high school graduation or demonstrating proficiency on a validated test of proficiency for English learners. Assessments in English may include one or more of the following as determined by the state:

- State assessments of English language arts as required for all learners
- State assessments of English language development for English learners
- Other assessments identified by the state as appropriate for demonstrating English proficiency equivalent to meeting high school graduation requirements.

Other Languages:

We recommend demonstrating proficiency in the language other than English by demonstrating proficiency on a validated test of proficiency as determined by the state. States will determine the assessments that are acceptable for purposes of demonstrating proficiency in a language other than English. Examples include:

- Advanced Placement Exam
- International Baccalaureate Exam
- Oral Proficiency Interview, Reading Proficiency Test, or Writing Proficiency Test
- Standards-based Measurement of Proficiency (STAMP4S)
- ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL)
- Tribal language assessments
- Signed Language Proficiency Interview (SLPI) for American Sign Language
- ACTFL Latin Interpretive Reading Exam (ALIRA)
- Other assessments correlated to the required minimum level of language proficiency.

Equitable Access

ALL students means “all,” regardless of language background or any identified condition that may exclude demonstration of language proficiency in one of the modes of communication, conditions such as blindness, deaf or hearing impaired, cognitive disabilities, or learning disabilities. All students should receive information on the Seal of

Biliteracy upon entering middle and high school settings so that they are able to organize their schedules and meet the requirements to receive this honor. Accommodations, such as those already in place for state-required assessments of language, should be included for assessments used to qualify for the Seal of Biliteracy. Technology provides the resources and means to make the assessments for the Seal of Biliteracy available to all students.

State/District Process to Award the Seal of Biliteracy

Awarding of the Seal of Biliteracy should be done by high school graduation. States implementing the Seal of Biliteracy should determine practical methods for recording the name and identification of students who have earned the Seal of Biliteracy. It is recommended that schools send the names of students receiving the Seal and the language(s) of biliteracy to their state department of education.

Each state may determine the process for awarding the Seal of Biliteracy, including the following:

- The Seal may be added to the high school diploma or transcript as well as displayed on a certificate or medal awarded to the student
- The Seal may be noted on the high school transcript as this is the credential that is viewed by colleges and universities and future employers
- States may wish to encourage local districts and schools to make the awarding of the Seal of Biliteracy visible at graduation and any senior award ceremonies
- States may set up their own process for collecting, recording, and maintaining the data on students receiving the Seal of Biliteracy and the evidence upon which it is based including the languages other than English in which students earned the Seal and the number of students earning the Seal who are former English learners
- States may provide a process that determines how a learner under certain circumstances could complete the requirements to demonstrate proficiency up to one year following high school graduation.

Appendix G**The Seal of Biliteracy: Considering Equity and Access for English Learners****Amy J. Heineke, Loyola University Chicago****Kristin J. Davin, University of North Carolina at Charlotte**

A nascent policy initiative in the United States, the Seal of Biliteracy (SoBL) is “an award made by a state department of education or local district to recognize a student who has attained proficiency in English and one or more other world languages by high school graduation” (ACTFL, NABE, NCSSFL, & TESOL, 2015, p. 2). In participating districts in states that have adopted the SoBL, students who demonstrate proficiency in both English and another language are eligible to earn a seal that is affixed to their high school diploma or transcript. This policy initiative began in California as a grassroots effort by educators and language advocates aiming to promote biliteracy despite restrictions on bilingual education for ELs. Since California’s successful legislation in 2011, 31 states and the District of Columbia (DC) have followed suit in enacting SoBL policies through various methods, including legislation via the state legislature, policy resolution by the state board of education, or program handbook drafted by state or district administrators (see Table 1).

[Insert Table 1 around here.]

Regardless of the state’s approach to the policy, students currently or formerly labeled as English learners (ELs) can achieve the SoBL by demonstrating proficiency in English, as well as their home or other language. We contend that this policy initiative holds promise for the approximately 10 million students who speak a language other than English at home, including the 4.6 million students labeled as ELs in Kindergarten-through-twelfth-grade (K-12) public schools (National Center for Education Statistics, 2016). When implemented in practice, the SoBL has the potential to provide ELs with opportunities to jointly develop their home languages, particularly in secondary settings where ELs often receive subtractive, remedial, English-only instruction (Janzen, 2008; Menken, 2013; Menken & Kleyn, 2010; Reyes & Her, 2010; Wells, 2010). Nonetheless, we

assert the need to critically evaluate the goals and logistics of states' SoBL policies with a lens on equity and access for ELs.

Policy Goals

Across the country, SoBL policies have been drafted to emphasize the goal of promoting bilingualism and biliteracy with all students (Seal of Biliteracy, 2018). Yet, approximately two thirds of states did not explicitly mention ELs when framing the policy's purpose, including Arizona, Colorado, Florida, Georgia, Illinois, Kansas, Louisiana, Maryland, Missouri, Nevada, New Jersey, New Mexico, New York, North Carolina, Ohio, Oregon, Rhode Island, Tennessee, Texas, Utah, Virginia, and Washington. Perhaps as a result, some states' SoBL policies prioritize elite bilingualism among English-dominant students. Other states left out ELs in the formal framing of the policy, but prioritized ELs during policy implementation. For example, Georgia stakeholders avoided explicit mention of ELs to successfully move the bill through the conservative legislature (Authors, in press).

On the other hand, a cadre of states explicitly enacted the policy to promote the biliteracy of language-minoritized students. Approximately one third of participating states specifically mention ELs, heritage language learners, or linguistically diverse students in the overarching purpose of the policy, including California, Connecticut, Delaware, DC, Hawaii, Indiana, Massachusetts, Michigan, Minnesota, and Wisconsin. In Minnesota, for example, Seal of Biliteracy efforts stemmed from legislation aiming to close the EL achievement gap, which included emphasis on bolstering ELs' home language abilities. We see two trends among these states. First, four of these contexts (i.e., DC, Hawai'i, Michigan, Wisconsin) circumvented their state legislatures to instead go through the state board or department of education, thus requiring less political maneuvering to ensure passage. Second, four states enacted their policies recently - including Connecticut, Delaware, and Massachusetts in 2017 and Michigan in 2018 - indicating a potential national trend returning to the original priority of the grass-roots movement initiated in California.

Policy Guidelines

States vary in the ways in which students demonstrate proficiency in other languages to receive the SoBL (Authors, 2017). In a handful of states, including California, Colorado, Florida, Louisiana, North Carolina, and Texas, students can demonstrate proficiency by achieving a particular Grade Point Average (GPA) in a determined sequence of world language coursework. Other states require scores on recognized assessments of world languages, including Florida, Hawaii, Indiana, Maryland, Minnesota, Nevada, Rhode Island, Texas, and Virginia. While providing more tangible evidence of language proficiency in contrast to seat time, this approach excludes languages that are less commonly taught in schools, including many home languages of ELs. More equitable forms of evidence used by some states include language portfolios or certification by indigenous groups. In addition to varying ways to demonstrate proficiency, states vary by the minimum proficiency levels required to receive the award, or in some states, different tiers of the award (see Table 2). For example, students must demonstrate Intermediate Low in North Carolina versus Advanced Low in DC.

[Insert Table 2 around here.]

States also have varying requirements for students to demonstrate English language proficiency (Authors, 2017). GPA is the primary measure in many states, including GPA in English language arts courses in Arizona, California, Georgia, Kansas, Nevada, Texas, and Utah and overall GPA in Hawai'i. Another cadre of states (i.e., Indiana, Louisiana, Michigan, Minnesota, New Jersey, New Mexico, Oregon, Virginia, Washington) infers students' English proficiency if they meet graduation requirements. In other states, students must pass end-of-course exams, which come in tenth grade in Florida, Indiana, Maryland, and Massachusetts and eleventh grade in California and Rhode Island. In this approach, ELs are put at a particular disadvantage in that they must demonstrate English proficiency before the end of their high school careers.

Some states have additional requirements for ELs to receive the award, requiring students to demonstrate English proficiency beyond the above-described measures. In California, Nevada, and Texas, ELs must pass the state's English proficiency assessment, subsequently demonstrating advanced proficiency and formally exiting EL services. In North Carolina and Wisconsin, ELs do not need to pass the proficiency exam and shed the EL label, but they need to achieve particular scores to indicate biliteracy abilities. Not only does this approach require additional testing for ELs, it sets more rigorous English proficiency requirements for ELs than world language requirements for English-dominant students. For example, in Texas, second language proficiency is set at intermediate high for English-dominant students, but advanced high for ELs.

Policy Recommendations

We recommend that stakeholders probe the equity of requirements for students to achieve the Seal of Biliteracy in their state, including any additional testing requirements for ELs, earlier deadlines to demonstrate English proficiency, and more rigorous requirements for English versus other languages. First, ELs should not be subjected to double testing requirements to receive the award, as English proficiency can be gleaned on the English-specific measures already determined by the state. Second, students should have the same amount of time to demonstrate biliteracy; if English-dominant students can demonstrate world language proficiency through twelfth grade, then ELs should not be expected to demonstrate English proficiency in tenth or eleventh grade. Third, if biliteracy for all is truly the goal of the policy, then students should be held to similar expectations of language proficiency; for example, students might achieve the SoBL for demonstrating advanced proficiency in their home language and intermediate proficiency in a second language, whether that be English or another language.

Issues of access must also be considered, specifically evaluating what languages are able to be recognized via the SoBL. In many states offering the award, students can only demonstrate proficiency in another language on approved proficiency exams. This results in particular languages

being prioritized, such as those taught in high school world language coursework, such as Spanish, French, and German. But students in U.S. schools come from homes using over 300 languages (American Community Survey, 2015), including a diverse array of immigrant (e.g., Hmong, Malayalam) and indigenous languages (e.g., Dakota, Navajo). When the award is limited to particular languages, specifically prioritizing world languages formally taught in schools, it becomes exclusionary in nature - denying access to ELs with proficiency in their home language. We recommend flexibility in assessing proficiency in less common languages, such as certification by indigenous tribe in New Mexico or portfolio assessments in Illinois.

ELs are a large and growing sub-group in U.S. schools. 20% of the student population in K-12 schools speak languages other than English, with half of those considered as ELs (NCES, 2016). In a policy that aims to build the bilingualism and biliteracy of all students, this sub-group of learners must be considered and prioritized. They bring rich linguistic backgrounds and abilities into classrooms and schools, which should be encouraged, honored, and celebrated in equitable ways in comparison to English-dominant students learning another language. We contend that the issues of equity and access described above should be approached consistently across the country, with all participating states equitably and authentically including ELs in policy goals and logistics to achieve the award. While these revisions to policies are made at the macro-level, teachers and administrators should recognize these issues with the current approach and advocate for ELs' equitable access to achieve the Seal of Biliteracy.

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Table 1: *States with Seal of Biliteracy policy, in order of policy enactment*

2011	2013	2014	2015	2016	2017	2018
California	Texas New York Illinois	New Mexico Washington Louisiana Minnesota District of Columbia	North Carolina Virginia Indiana Nevada Hawai'i Wisconsin Utah	New Jersey Florida Oregon Maryland Georgia Arizona Kansas Rhode Island	Ohio Colorado Connecticut Delaware Missouri Massachusetts	Michigan Tennessee

Table 2: *World language proficiency requirements per state policy*

Proficiency	State Policy
Intermediate Low	Illinois (Level 1: Commendation); North Carolina
Intermediate Mid	Arizona, Delaware (Level 1: Gold); Hawaii; Kansas (Level 1: Gold); Massachusetts (Level 1: Silver); Missouri (Level 1); New Jersey; Rhode Island (Level 1; Silver); Virginia; Washington
Intermediate High	Georgia; Illinois (Level 2: Gold); Indiana; Maryland; Massachusetts (Level 2: Gold); Minnesota (Level 1: Gold); Nevada; New Mexico; New York; Ohio; Oregon; Texas; Wisconsin (Level 1: Seal of Biliteracy)
Advanced Low	Delaware (Level 2: Diamond); D.C. ; Kansas (Level 2: Platinum) Louisiana; Massachusetts (Level 3: Platinum); Minnesota (Level 2: Platinum); Missouri (Level 2: Distinguished); Rhode Island (Level 2: Gold)
Advanced Mid	Wisconsin (Level 2: Distinguished Seal of Biliteracy)



Seal of Biliteracy Pathway Awards

TOOLKIT

Massachusetts

Working Draft -
Revisions After Year 2 Pilot September 2017, January 2018

This document is intended to support District/School Leaders responsible for implementing the Seal of Biliteracy Pathway Awards Pilot.

Acknowledgments

Adapted from www.sealofbiliteracy.org, [Seal of Biliteracy Approved Guidelines March 2015](#), and [Santa Clara County of Education \(CA\) Educating for Global Competence, The Value of Multilingualism](#) by the Seal of Biliteracy Workgroup, of the Language Opportunity Coalition

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Introduction

The *Seal of Biliteracy* is an award given by a school or school district in recognition of students who have studied and attained proficiency in English and a second language by high school graduation. The Seal of Biliteracy takes the form of a seal or other designation (e.g., pin, medal, ribbon, certificate) that can appear on the transcript or diploma of the graduating senior or be worn at graduation and is a statement of nationally recognized biliteracy for future employers and for college admissions. [Certificates for the different Pathway Awards designed by the Language Opportunity Coalition](#) can be found in a Google Drive folder. Many districts are creating a special award ceremony in addition to the graduation ceremony. Some districts have [purchased pins](#) or graduation cords (similar to those worn by Honor Society members) for Awardees to wear during the High School graduation ceremony. (see also [Appendix G: Resources](#))

In addition to the Seal of Biliteracy that marks attainment of high-level functional literacy of two or more languages, schools and districts are also instituting *Bilingual Pathway Awards* for elementary and secondary school level, recognizing significant steps towards developing biliteracy along a student's trajectory from preschool into college.

This document is intended for District/School Leaders responsible for implementing the Seal of Biliteracy Pilot. It provides guidance with communicating to various stakeholders the purpose and rationale for implementing the Seal of Biliteracy. A description of the different Seal of Biliteracy Pathway Awards, their corresponding criteria and assessment of criteria for granting awards provide consistency with implementing the Seal of Biliteracy Pilot in programs, schools, and districts. Over the past two years of the pilot (2015-2017), leaders at schools and districts have shared the tools, protocols and exemplars they have developed for implementing the Seal of Biliteracy Pathway Awards. This Toolkit ends with summaries and assembled resources in the [Appendix](#).

Steps to Implement the Seal of Biliteracy

1. Purpose and Rationale

The purposes for instituting the Seal of Biliteracy and the Pathways to Biliteracy Awards are numerous:

- To encourage students to study languages and to continue their study throughout their schooling;
- To strengthen district world language programming with a focus on proficiency development;
- To certify attainment of functional biliteracy skills;
- To recognize the value of language diversity;
- To provide employers with a method of identifying people with language and biliteracy skills;
- To provide universities with a method to recognize and give credit to applicants for attainment of high level skills in multiple languages;
- To prepare students with 21st century skills that will benefit them in the labor market and the global society; and
- To strengthen intergroup relationships and honor the multiple cultures and languages in a community.

A first step towards implementing a Seal of Biliteracy or Pathway Awards is to **clarify for your school, community, or district the purpose for giving the awards and to articulate the “frame” and rationale** (see examples of purpose on page 3 & 4) that will resonate in your community.

In one community, the emphasis on 21st century skills and jobs may resonate most deeply. In another, emphasizing learning respect for diversity and bringing students together across communities may be the most powerful rationale. Recognizing a student who can demonstrate the level of competency of an intermediate or advanced speaker of another language is also a powerful message.

Check the [The Value of Bilingualism and the Seal of Biliteracy In the California Labor Market](#) for research data on employment advantages for students graduating with the Seal of Biliteracy.

For viewing the research brief, [The Growing Need for Bilingual Workers in the Massachusetts Economy](#)

For describing language functions and oral proficiency for different jobs in the workplace, see [ACTFL Oral Proficiency Workplace Poster](#)

For information about [What the Research Shows About the Benefits of Language Learning](#)

2. Creating School or District Policy

The specific purposes and rationale lead to the creation of a school or district policy.

It is important that a governing body (e.g., School Committee) creates the award through policy. This is what gives it the weight of a statement by the schooling system that the skills of bilingualism have value. It is this process that provides the opportunity for a community to articulate how and why language diversity is important.

The process of **creating the policy** should begin with **assembling a Working Group or Task Force** of district staff, teachers of English Learners and World Language teachers to think through how the award might work in their community, and who potential supporters might be.

For an example of a protocol to help staff from different departments collaborate, see the following resources also in Appendix G Resources...

- Action Discussion - [Ten Steps for Seal Implementation](#) for Foreign Language, ESL, Immersion and Dual Language Teachers, Kim Talbot, Melrose Public School
- [Ten Steps to the Seal of Biliteracy Cheatsheet](#), Kim Talbot, Melrose Public School
- [Promoting the Seal of Biliteracy, the Massachusetts Model of Collaboration](#), Kim Talbot & Nicole Sherf, Powerpoint Presentation from MABE Conference, March 2017

The following policy actions are examples from school districts in California, the first state to implement the Seal of Biliteracy.

- In Anaheim Union High School District in southern California, a small working group drafted a policy statement tying the Seal of Biliteracy to a Board resolution for 21st century learning and to the district's strategic plan for implementing 21st

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- century education. The passage of policy establishing the award thus became part of a broader district commitment to education for the new century.
- In San Francisco Unified School District the Board passed a resolution stating: “Our vision is to prepare students to become global citizens in multilingual/multicultural world by providing every student the opportunity to graduate proficient in English and at least one other language through participation in a well articulated PreK-12 world language program.”
 - The Los Angeles Unified School District prefaced their policy establishing the Seal of Biliteracy with the following statement of purpose: “Biliteracy awards advance the district’s commitment that every student graduates prepared and equipped with the knowledge and skills to participate successfully in college, career, and a diverse 21st century society. Additionally, the awards build upon the rich linguistic and cultural assets of the district and communicate that mastery of two or more languages is an important skill that is advantageous in an ever shrinking global society.”

The following are examples of local district announcements of the Seal of Biliteracy in the 2015-16 pilot:

- [Framingham Public Schools](#)
- [Arlington Public Schools](#)
- [Melrose Public Schools](#)

3. Communicating the Purpose, Rationale and Awards

The process for **communicating the purpose, rationale, and awards** with the community and the media can vary. A district leader may adapt and use the [Seal of Biliteracy Pathway Awards](#) Powerpoint Presentation in Google Drive prepared by the Language Opportunity Coalition to explain the Seal of Biliteracy to Parents at School Open House events or PTA meetings, to the local School Committee, to District and School Leadership, and to groups of students to generate interest in striving for the Seal of Biliteracy Award.

The presentation to parents and students should include a clear explanation of the commitment, planning, coursework, time, and ultimate competency that is involved to

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embark on the Pathway Awards. (See examples in section V of this toolkit about Logistics Tools and Examples for Implementing Pathway Awards)

Additionally, it is equally important to reach out to different forms of media, such as the district/school mailings, newspapers, district/school website and local television, cable and radio stations. Having students share their stories of success is also powerful. (See examples in [Section V Locally Created Logistic Tools & Examples for Implementing the Pathway Awards](#))

Communication Outreach Tools
<p>Implementation Timeline for school and district levels in Section V Locally Created Logistic Tools & Examples for Implementing the Pathway Awards</p> <p>Protocol for Communicating with Students, Submitted by Kim Talbot, Director of Global Education, Melrose Public School</p> <ul style="list-style-type: none"> • https://docs.google.com/document/d/1iy8NBImSvxEh2azkrP0cvByucoOKk7_gG1IXejRO_3I/edit?usp=sharing <p>Protocol for Communicating with Parents, Submitted by Kim Talbot, Director of Global Education, Melrose, Melrose Public School</p> <ul style="list-style-type: none"> • https://docs.google.com/document/d/1HyQw8fWx6r6SkknIZpn3e6XH78p6_qatDnLJBTotZA/edit?usp=sharing <p>Student Application Form</p> <ul style="list-style-type: none"> • The Seal of Biliteracy Workgroup does not recommend a specific application form and leaves the decision up to individual districts and schools. • The suggestions below as well as samples of application forms from www.sealofbiliteracy.org <p>Weebly Site, Seal pilot description submitted by Kristina Dahlen, Foreign Language Coordinator, Sharon Public School</p> <ul style="list-style-type: none"> • Sharon Public Schools Seal of Biliteracy Pilot description <p>PowerPoint Presentation revised from the Language Opportunity Coalition to explain the Seal of Biliteracy to Parents and Students, submitted by Joseph Santiago-Silvestri, ELD Coach at Fuller Middle School, Framingham Public School</p> <p>Letter to Parents announcing their child is eligible for Pathway Award, submitted by Joseph Santiago-Silvestri, ELD Coach at Fuller Middle School, Framingham Public School</p> <ul style="list-style-type: none"> • English • Spanish • Portuguese

4. Commitment to the Pilot

Schools and Districts willing to be part of the 2017-2018 Pilot should follow the following Pilot Implementation criteria:

1. 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,
2. Mention and give credit to the tools and resources developed by the Language Opportunity Coalition,
3. Agree to follow the required criteria for the specific awards as outlined in this “Toolkit”,
4. [Document and submit the number of students](#) receiving the Pathway Awards, and include a list of the languages and language learning programs,
5. [Document and submit the standardized assessment and portfolio](#) process used for assessing English and the second language,
6. Ask questions when they arise in the process and participate in the resolution of questions from others, and
7. Contribute to discussions and decisions, and share examples of practice for implementing the pilot at the monthly Workgroup meetings.

5. Legislation

The Seal of Biliteracy Workgroup has developed Pathway Awards specific for Massachusetts. The LOOK Act was signed by the Governor on November 22, 2017 and includes the Seal of Biliteracy Pathway Awards!

The Pilot will be ongoing in the 2017-2018 school year for those schools, districts or programs who wish to continue from the 2015-2016 and 2016-2017 pilot and for those who wish to join in now. The questions asked, information gleaned, and results obtained from the continued pilot will serve to strengthen the resources available for the Seal, as well as inform the development of state guidance to be rolled out in September 2018 .

Pathway Awards

A High School Seal of Biliteracy is awarded upon attainment of a high level of proficiency in English and a second language. **In addition to the High School Seal of Biliteracy Award, we recommend pathway awards be provided for students along the path toward attainment.** To encourage students to study languages and develop mastery in multiple languages, Pathway Awards are most powerful when bestowed at crucial points along the schooling journey where student attitudes about bilingualism may be changing or where students may be facing choices about enrolling in programs and courses that can lead to biliteracy.

Pathway awards are given in recognition of attainment of an age-appropriate level of skill in mastering two or more languages.

Table 1: Pathway Awards

Pathway Awards		
Elementary, Middle & High School	Biliteracy Attainment Award	Intermediate-low proficiency in two languages
Middle School & High School	Silver Seal Award	Intermediate-mid proficiency in two languages
High School	Gold Seal Award	Intermediate-high proficiency in two languages
High School, College & Graduate School	Platinum Seal Award	Advanced-low or higher proficiency in two languages

The [NCSSFL-ACTFL Can Do Statements](#) describe the competencies, or what students can do for the different proficiency levels (intermediate through advanced levels of proficiency) of the various Pathway Awards. The [ACTFL Oral Proficiency Workplace Poster](#) describes language functions and oral proficiency for different jobs in the workplace. Competencies include the following skills: interpersonal communication (spontaneous two way), interpretive communication (reading comprehension and listening comprehension of authentic resources), and presentational communication (both oral and written). (See Appendix B: [Competencies for Different Levels of Proficiencies](#))

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For many languages, including English, specific **assessments** exist and provide a valid and reliable means of measuring students' language performance. The most common standardized assessments used in Year 1 & 2 of the pilot include STAMP, AAPPL, AP, WIDA ACCESS. (For more details on assessment instruments and scoring, see [Section IV Assessment of Competencies](#)). **The evidence needs to evaluate students' use of the language**, not knowledge about the language.

The [National Guidelines for Implementing the Seal of Biliteracy](#) (March 2015) recommends that schools help students maintain a **portfolio** of their language performance, such as the LinguaFolio® or using Google Drive folders, tracking improvement and progress toward the level required for the Seal of Biliteracy. Some districts in the pilot include “special considerations” when considering who might be eligible for an award, e.g., considering a student's special needs, personality, motivation, attitude, and consistent growth in developing the partner language. Additionally, a portfolio with examples of language performance of different language competencies is an appropriate alternative formative assessment in the following scenarios:

- When standardized assessments do not exist for a specific language,
- When standardized assessments are not designed to assess specific competency skills in a specific language.

For examples of a locally made portfolio, see [Appendix D Sample Portfolio](#)

For an example of a locally made checklist used in Transitional Bilingual Education (TBE) programs, see [Appendix E Portfolio for ELLs in TBE Programs](#)

Evidence of work can be collected through Google Drive Folders. Students can then share their personal portfolio folders with teachers each year to show their progress.

Be mindful that some standardized assessments assess interpersonal communication skills but not interpretive communication skills, such as reading comprehension. For example, the RIGBY only assesses oral reading and comprehension while the APRENDA only assess writing. Standardized assessments are available in many world languages, but not all the languages that may be represented in your community. (For a list of world language standardized assessment instruments, see section IV [Assessment of Competencies for a list of standardized assessment instruments](#).)

The **following Pathway Awards** are to be awarded to students from a variety of language learning programs, including programs not implemented in a school or district

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(e.g., such as an after school language program in Greek). Speakers of other languages that may not be served by a language learning program in the school system should also be considered and searched out.

Table 2: Summary of Language Proficiency for 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 for Granting the Awards

The criteria for the Pathway Awards of the Seal of Biliteracy have been defined as a standard statewide. The criteria must include attaining proficiency on the the state standardized assessment for English **and** attaining proficiency on a standardized assessment in the non-English language at an intermediate proficiency level (or higher). Proficiency is the ability to listen, speak, read and write in an acquired language. (See Appendix: [Competencies for Different Levels of Proficiencies](#)). The state standardized assessment for English Language Arts is MCAS. For English Learners, the state standardized assessment for English language development is WIDA ACCESS.

Table 3: Summary of Assessment Criteria for Pathway Awards

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

A portfolio with examples of language performance of different language competencies is an appropriate alternative formative assessment for assessing proficiency levels. The following are examples of portfolio items as reported from some districts: sample of oral presentation and written work from content end of unit projects, engaging in Q & A on a content topic with peers or highly proficient speakers of the partner language, district determined measures and benchmarks, participation in Dual Language Program for minimum of 5 years, demonstration of consistent language growth and demonstration of positive attitude. (See also section II [Pathway Awards](#) and [Appendices D -F Sample Portfolio, Sample Portfolio for ELLs in TBE programs, and Rubrics](#)) For ELLs, a specific criteria districts/schools may want to consider determining proficiency in the non-English language is the student's school attendance/history in his/her country of origin. Some districts/schools have additional criteria asking students to demonstrate actual use of two languages, thus strengthening recognition of additional aspects of biliteracy.

Elementary, Middle School and High School

Biliteracy Attainment Award

The Biliteracy Attainment Award certifies attainment of a high level of proficiency (listening, speaking, reading and writing) in two or more languages demonstrating evidence of language competencies for an **intermediate-low level (or higher)** of proficiency. Students in Two-Way Immersion programs often reach an intermediate-low level of language proficiency by the end of Grade 5. Students in World Language and other Dual Language Education programs may reach this level by the end of Grade 8 or Grade 12.

Criteria must include:

- **English:** Partially Meeting Expectations (or higher) on standardized state assessment (most recent scores available)
 - Assessment Instruments: Partially Meeting Expectations (higher end) or proficient score of MCAS ELA **AND/OR**
 - For ELLs, ACCESS (ELD) Level 3.5 or higher
- **Partner Language:** **Intermediate-low (or higher)** proficiency level on standardized assessment in the non-English language
 - Examples of [Assessment Instruments](#): SOPA, SOLOM, APRENDA, DRA, DWA, RIGBY

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Recommended alternative assessment process:

- **Portfolio:** Documentation of 3–5 benchmark pieces of classwork and projects that demonstrates **Intermediate-low** language proficiency based on the [ACTFL Can Do Statements](#) (interpersonal communication (spontaneous two way), interpretive communication (reading and listening comprehension of authentic resources), and presentational communication). The portfolio would include written and oral (digitized) in various representative topics. Samples of work are to be evaluated through rubrics. (see selections of rubrics in [Appendix: Rubrics](#)) **The portfolio is reviewed and evaluated by teachers and leaders at the school or program.** (See Appendix: [Sample Portfolio](#) and Appendix [Sample Portfolio for ELLs in TBE programs](#))

Optional Criteria for ELLs:

For ELLs, an additional criteria schools may want to consider is the student's school attendance for 3 + years in their country of origin. ELLs arriving after grade 1 or 2 to US Schools may not be familiar with the types of assessments common to American schooling, therefore evidence of language competencies for the proficiency level of the award may be more accurately demonstrated through the portfolio requirement. Additionally, the fact that the students have been in school in their country of origin makes them likely to be at an intermediate level of proficiency in their home language.

Optional Criteria for All Students:

In addition to the requirements outlined above and as a district determination, optional criteria for the Biliteracy Attainment Award could require students to complete several additional criteria that demonstrate actual use of two languages. These might include, 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;
- A written paper in two languages (translation) with a rubric score of 4 or above at the 5th grade level;
- 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;

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- 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.

Middle School, High School, College, and Graduate School

Silver Seal of Biliteracy Award

The Silver Seal of Biliteracy criteria certifies attainment of a high level of proficiency (listening, speaking, reading, and writing) in two or more languages demonstrating evidence of language competencies for an **intermediate-mid** level of proficiency. Students in Two-Way Immersion programs often reach an intermediate-mid level of language proficiency by the end of Grade 8.

Criteria must include:

- **English:** Proficient (or higher) on standardized state assessment (most recent scores available)
 - Assessment instruments for English speakers: Meeting Expectations score of MCAS ELA **AND/OR**
 - Assessment instrument for ELLs: Meeting Expectations score of MCAS ELA, and/or ACCESS (ELD) Level 4 or higher, or another assessment in English (e.g., STAMP, AAPPL)
- **Partner Language:** **Intermediate-mid** proficiency level on standardized assessment in the non-English language
 - Examples of Assessment Instruments: SOPA, SOLOM, APRENDA, DRA, DWA, RIGBY, APPL, STAMP, AP, IB

Recommended alternative assessment process:

- **Portfolio:** Documentation of 3 – 5 benchmark pieces of classwork and projects that demonstrates **Intermediate-mid** language proficiency based on the ACTFL Can Do Statements (interpersonal communication (spontaneous two way), interpretive communication (reading and listening comprehension of authentic resources), and presentational communication). The portfolio would include

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written and oral (digitized) in various representative topics. Samples of work are to be evaluated through rubrics. (see selections of rubrics in [Appendix F: Rubrics](#)) **The portfolio is reviewed and evaluated by teachers and leaders at the school or program.** (See Appendix D [Sample Portfolio](#) and Appendix E [Sample Portfolio for ELLs in TBE programs](#))

Optional Criteria:

For ELLs, an additional optional criteria schools may want to consider is the student's school attendance for 5 + years in their country of origin. ELLs arriving after in late elementary or middle school to US Schools may not be familiar with the types of assessments common to American schooling, therefore evidence of language competencies for the proficiency level of the award may be more accurately demonstrated through the portfolio requirement. Additionally, the fact that the student has been in school in their country of origin makes them likely to be at an intermediate level of proficiency in their home language.

Optional Criteria for All Students:

In addition to the requirements outlined above, the Silver Seal of Biliteracy Award could require students to complete several additional criteria that demonstrate actual use of two languages. These might include, 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 to determine language proficiency level;
- 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;
- A personal response essay to having attended two cultural events from the second language/culture they are studying.

Gold Seal of Biliteracy

The Gold Seal of Biliteracy criteria certifies attainment of a high level of proficiency (listening, speaking, reading and writing) in two or more languages demonstrating evidence of language competencies for a **intermediate-high** level of proficiency includes:

Required Criteria:

- **English:** Meeting Expectations (or higher) on standardized state assessment (most recent scores available)
 - Assessment Instruments: Meeting Expectations score of MCAS ELA **AND/OR**
 - For ELLs, ACCESS (ELD) Level 5 (or higher) or another assessment in English (e.g., STAMP, AAPPL).
- **Partner Language:** **Intermediate-high** proficiency level on standardized assessment in the non-English language
 - Examples of Assessment Instruments: AAPPL, STAMP, AP, IB

Recommended alternative assessment process:

- **Portfolio:** Documentation of 3 – 5 benchmark pieces of classwork and projects that demonstrates **Intermediate-high** language proficiency based on the ACTFL Can Do Statements (interpersonal communication (spontaneous two way), interpretive communication (reading and listening comprehension of authentic resources), and presentational communication). The portfolio would include written and oral (digitized) in various representative topics. Samples of work are to be evaluated through rubrics. (see selections of rubrics in Appendix F Rubrics) **The portfolio is reviewed and evaluated by teachers and leaders at the school or program.** (See Appendix D Sample Portfolio and Appendix E Sample Portfolio for ELLs in TBE programs)

Optional Criteria:

Districts may elect to add additional criteria, such as use of biliteracy skills during community service activities, a district writing assessment and rubric (with a specified level of attainment), an oral interview or oral presentation assessment and rubric, use of the LinguaFolio, or other district-developed performance criteria.

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Platinum Seal of Biliteracy

The Platinum Seal of Biliteracy criteria certifies attainment of a high level of proficiency (listening, speaking, reading and writing) in two or more languages demonstrating evidence of language competencies for an **advanced-low (or higher)** level of proficiency. Colleges world language and ELL programs that wish to honor the biliteracy of their students can award them the Platinum Seal at the Undergraduate and Graduate Levels

Required Criteria:

- **English:** Exceeding Expectations on standardized state assessment (most recent scores available)
 - o Assessment Instruments: Exceeding or Advanced score of MCAS ELA **AND/OR**
 - o For ELLs, ACCESS ELD Level 6 or another assessment in English, e.g., STAMP, AAPPL

- **Partner Language:** **Advanced-low** proficiency level on standardized assessment in the non-English language
 - o Examples of Assessment Instruments: SOPA, SOLOM, APRENDA, DRA, DWA, RIGBY, AAPPL, STAMP, AP, IB

Recommended alternative assessment process:

- **Portfolio:** Documentation of 3 – 5 benchmark pieces of classwork and projects that demonstrates **advanced-low** language proficiency based on the ACTFL Can Do Statements (interpersonal communication (spontaneous two way), interpretive communication (reading and listening comprehension of authentic resources), and presentational communication). The portfolio would include written and oral (digitized) in various representative topics. Samples of work are to be evaluated through rubrics. (see selections of rubrics in Appendix: Rubrics) **The portfolio is reviewed and evaluated by teachers and leaders at the school or program.** (See Appendix: Sample Portfolio and Appendix Sample Portfolio for ELLs in TBE programs)

Optional Criteria:

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Districts may elect to add additional criteria, such as use of biliteracy skills during community service activities, a district writing assessment and rubric (with a specified level of attainment), an oral interview or oral presentation assessment and rubric, use of the LinguaFolio, or other district-developed performance criteria.

Assessment of Language Competencies

English Language Assessments

1. MCAS English Language Arts – Attain Meeting Expectations or higher **AND/OR**
2. WIDA ACCESS (English Language Development) – Students performing at Level 3.5 Developing, Level 4 Expanding, 5 Bridging, 6 Reaching in all language domains may have acquired enough English language skills to be proficient in English (See Language Classification and Other Relevant Data in [DESE Guidance on Identification, Assessment, Placement, and Reclassification of English Learners, August 2016](#), p. 25 and [WIDA 2017 ACCESS for ELLs Interpretive Guide for Score Reports](#))

Spanish Language Assessments for Dual Language Programs

A list of assessments, the grades they are designed for, the competencies they measure, and other information are located at the [Center for Applied Linguistics](#).

World Language Assessments

Below (Table #) are identified standardized language proficiency assessments commonly used in schools/programs in MA that can be used to determine if students are meeting the Seal of Biliteracy language criteria. The check mark indicates that a test for the language selected is available.

Table 4: Summary of ALL Language Assessments

Language Proficiency Assessment	Spanish	Portuguese	French	German	Italian	Japanese	Latin	Mandarin	Vietnamese	Arabic
Advanced Placement (AP)	X		X	X	X	X	X	X		

International Baccalaureate (IB)	X	X	X					X	X	
Aventa Online Advanced Placement (AP) Courses	X		X	X						
Standards-based Measurement of Proficiency (STAMP) *	X		X	X	X	X		X		X
ACTFL AAPPL *	X	X	X	X	X	X		X		X
ACTFL OPI or OPIc*	X	X	X	X	X	X		X	X	X
Aprenda*	X									
SOPA	X							X		
SOLOM										
DRA*	X		X							
DWA*	X									
RIGBY*	X									
Brigham Young University (R/L)								X		
American Council								X		
LAS Links*	X									
STAR Reading	X									
NEWL*		X						X		X

*ACTFL AAPPL Assessment of Performance toward Proficiency in Languages; also in Hindi and Korean

*ACTFL OPI Oral Proficiency Interview

*Aprenda (TWI) reading comprehension and vocabulary assessment

*Developmental Reading Assessment (DRA) - oral reading, comprehension

*Developmental Writing Assessment (DWA)

*RIGBY (TWI) oral reading and comprehension assessment

*STAMP <https://vimeo.com/174616184>; also available in Russian, Korean, Hebrew, English; <http://avantassessment.com/index.html>

*LAS LINKS Language Assessment Scale

*NEWL National Examinations in World Languages - also available in Russian and Korean

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Note: This list will need periodic updates. Last Update September 2017.

Directions for administering STAMP assessment for students from the Carlos-Luis Brown, Curriculum Team Leader – World Languages, Wilmington Public School

- <https://sites.google.com/a/wpsk12.com/wpsworldlanguages/learn-about-proficiency/administering-stamp-test>

TABLE 5: Range of Scores for Different Assessment Instruments - Pilot Year 1 & 2

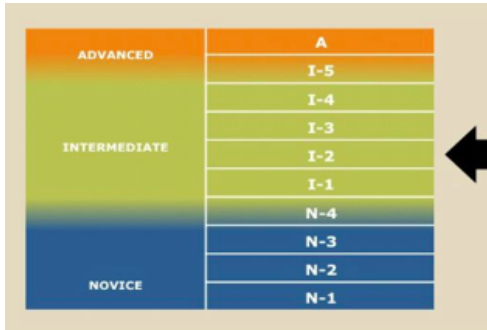
Assessment Instrument	Range of scores			
	Biliteracy Attainment Award - intermediate-low	Silver Seal of Biliteracy - intermediate-mid	Gold Seal of Biliteracy - intermediate-high	Platinum Seal of Biliteracy - advanced-low
AP*	NA	3	4	5
AAPPL	I-1	I-2 - I-3 - I-4	I-5	A
ALIRA (LATIN)	I-1	I-2 - I-3 - I-4	I-5	A
STAMP	Level 4	Level 5	Level 6	Level 7
Aprenda	50th percentile or higher	NA	NA	NA
ACCESS	Level 3.5 or higher	Level 4	Level 5	Level 6
MCAS	Partially Meeting Expectations	Meeting Expectations	Meeting Expectations	Exceeding Expectations/Advanced

*AP scores are reported as composite scores

[AAPPL score description:](#)

Note, that the Intermediate level of the skill has a range from 1 to 5, all of which are considered being in the Intermediate range.

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IMPORTANT NOTE for DETERMINING PROFICIENCY

Proficiency scoring is determined by the lowest domain score. Domains include listening, speaking, reading, and writing. A score in the novice range in any domain automatically disqualifies a student.

In the first two years of implementation, a school or district can opt to select one of the following options to determine proficiency. After two years (or earlier if ready), all schools and districts must follow OPTION 1 to determine proficiency on standardized assessment scores.

1. **Option 1) Proficiency is determined by the lowest domain score.**
2. Option 2) Use of a calculation form similar to the WIDA ACCESS that values each domain at a particular percent with no single domain falling below Intermediate-low. Example of calculation form: 35% reading, 35% for writing, 15% for listening, and 15% for speaking.
3. Option 3) Take the mode with no score below Intermediate-low.
4. Option 4) Calculation form: 25% across all domains with no scored in novice range.

Alternative Assessment Process: Portfolio

Portfolio: Documentation of 3 – 5 benchmark pieces of classwork and projects that demonstrates the minimum level of language proficiency for specific awards based on the [ACTFL Can Do Statements](#) (interpersonal communication (spontaneous two way), interpretive communication (reading and listening comprehension of authentic

resources), and presentational communication). The portfolio would include written and oral (digitized) in various representative topics. Samples of work are to be evaluated through rubrics. (see selections of rubrics in [Appendix F Rubrics](#)) **The portfolio is reviewed and evaluated by teachers and leaders at the school or program.** (See Appendix D [Sample Portfolio](#) and Appendix E [Sample Portfolio for ELLs in TBE programs](#))

Optional Criteria:

Districts may elect to add additional criteria, such as use of biliteracy skills during community service activities, a district writing assessment and rubric (with a specified level of attainment), an oral interview or oral presentation assessment and rubric, use of the LinguaFolio, or other district-developed performance criteria.

- 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) using a rubric for scoring proficiency level;
- 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;
- A personal response essay to having attended two cultural events from the second language/ culture they are studying.

Locally Created Logistic Tools and Examples for Implementing Pathway Awards, Pilot Year 1 & 2

We thank the programs, schools, and districts implementing the pilot in school year 2015-16 and 2016-2017 for sharing their tools and experiences in the first year of the pilot. This section provides examples of practice on a variety of topics.

Documentation of Pilot Awards and Assessments:

School and district leaders responsible for the pilot results should document the pilot results using the Seal of Biliteracy Checklist and submit the checklist document to the Language Opportunity Coalition at the end of the school year:

- https://docs.google.com/document/d/14-pe1g_UK3fyc0eAUOX4q6Dykw7cLK-AYMhWYPT2FM/edit?usp=sharing

Sample Timelines:

Table 6: School and District Suggested Timeline

	September-December	January - March	March - June
At School Level	<p>Begin talking about proficiency in Global Language -GL- classes.</p> <p>Guidance speaks to each senior (not enrolled in GL classes) to give students the opportunity to sign up for the proficiency test</p> <p>Students who took an AP language test as juniors are identified</p> <p>Apply for grant funding for purchasing Seal assessment instruments</p>	<p>Testing window for Seniors and Juniors in GL classes using STAMP or ALIRA</p> <p>Seniors not enrolled in GL classes who are taking the proficiency test schedule a 2 hour time slot to test</p>	<p>Students who earn the Seal are recognized in the Senior Award Ceremony</p> <p>Press release is sent out promoting the Seal and students' success</p>
At District Level	<p>District leader provides info and gains support/approval from Board of Trustees or School Committee to proceed with Pathway Awards</p> <p>Creation of Seal Workgroup or Implementation Team to meet monthly throughout school year; made up of a variety</p>	<p>Continue disseminating information through flyers, letters brochures, posters, meeting with stakeholders</p> <p>Disseminate and collect application/screener forms</p>	<p>Testing windows</p> <p>Meet with Guidance department on assessment results</p> <p>Notify school leaders, district leaders, state of</p>

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	<p>of teachers, administrators, support staff, guidance counselors, home-school liaisons, collaborators, etc., who are bilingual or biliterate, or monolingual</p> <p>Organize all Seal materials in shared folder;</p> <p>Disseminate Information; flyers, letters, brochure, survey of interest, application forms in all languages of the community to all stakeholders; posting in schools, website, community areas, sent home with students</p> <p>Review PARCC ELA scores to determine # of eligible students and then meet with eligible students to learn about and apply for Seal Award</p>	<p>Testing identification, purchase (AAPL selected for cost, flexibility, administration and alignment to ACTFL Standards)</p> <p>Recommend AP test to bilingual/biliterate students in their world language</p>	<p>qualifying students</p> <p>Notify students and their parents qualifying for Seal</p> <p>Prepare Seal Awards, Seal on diploma, special awards ceremony during graduation ceremony</p>
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Sources for Table 6 School and District Suggested Timeline: School Timeline Submitted by Kim Talbot, Director of Global Education, Melrose Public Schools, MA, and District Timeline submitted by Evelyn Cosme Jones, Director of English Language and Dual Language Learning, Central Falls, RI

Also, Powerpoint Presentation on [Implementing the Rhode Island Seal of Biliteracy in Central Falls School District](#) submitted by Evelyn Cosme Jones, Director of English Language and Dual Language Learning, Central Falls, RI

Outreach Strategies:

Protocol for Communicating with Students, Submitted by Kim Talbot, Director of Global Education, Melrose Public Schools

- https://docs.google.com/document/d/1iy8NBImSvxEh2azkrP0cvByucoOKk7_gGl1XejRO_3l/edit?usp=sharing

Protocol for Communicating with Parents, Submitted by Kim Talbot, Director of Global Education, Melrose, Melrose Public Schools

- https://docs.google.com/document/d/1HyQw8flWx6r6SkknIZpn3e6XH78p6_qatDnLJBTotZA/edit?usp=sharing

Student Application Form

- The Seal of Biliteracy Workgroup does not recommend a specific application form and leaves the decision up to individual districts and schools.
- The suggestions below as well as samples of application forms from www.sealofbiliteracy.org and can be found under “[Develop Outreach Strategies and Application Process](#)”:

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The **student application form** is one way for a school or district to reach out to students to ensure that students know about the Seal of Biliteracy. It is suggested that students take the individual affirmative step of submitting an application for the Seal of Biliteracy Award. To do so, districts will need to provide students, families, and the community adequate notice about the application process and an understanding of the criteria. “Outreach strategies have included, for example, school assemblies at the start of the school year focusing on the value of mastering two or more languages and featuring students who have received the Seal of Biliteracy. One district holds class meetings with all entering 9th graders to talk about the Seal and describe the components of a school program leading to the Seal. District brochures are distributed so students understand the process and criteria. The application may be as simple as a statement of interest or may include short essays about the students’ language history. The application process is viewed by some districts as an opportunity for student reflection about their language experiences.” (<http://sealofbiliteracy.org/steps/iv-develop-outreach-strategies-and-application-process>)

Portfolio/Checklist, *submitted by Amy Pogoriler, TBE teacher, Framingham Public Schools*

- Checklist used in TBE program in Framingham can be found here: https://docs.google.com/document/d/1II4OhcuR9p48wiMfhLBZ39vtrQJp7UAKZv_ZeCM53AQ/edit?usp=sharing

Sample Press Releases

- Samples from several districts in the SY 2015-16 Pilot can be found in this [Google Drive folder](#)

Process for Collaborating with Foreign Language, ESL and Dual Language Educators, *submitted by Kim Talbot, Director of Global Education, K-12, Melrose Public Schools*

- [Action Discussion 10 steps to the Seal of Biliteracy for Foreign Language Teachers](#)
- [Ten Steps to the Seal of Biliteracy Cheatsheet](#)
- [Promoting the Seal of Biliteracy, the Massachusetts Model of Collaboration](#), Kim Talbot & Nicole Sherf, Powerpoint Presentation, MABE Conference, March 2017

Process for Administering STAMP assessment

- Directions for administering STAMP assessment for students; *submitted by Carlos-Luis Brown, Curriculum Team Leader – World Languages, Wilmington Public Schools* <https://sites.google.com/a/wpsk12.com/wpsworldlanguages/learn-about-proficiency/administering-stamp-test>

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Protocol for DDM Spoken Production Calibration

- This protocol is in draft form and is meant to provide a structure for calibration; *submitted by Carlos-Luis Brown, Curriculum Team Leader – World Languages, Wilmington Public Schools* <https://docs.google.com/document/d/1ioWxgbw-9MA-BE8YoaMqZJOQxTyUWqc2ZAFgQ7F87Q4/edit?usp=sharing>

Guidance for STAMP Retakes

- <https://docs.google.com/document/d/11RTB8PePfhQF-syyzt4T9HtAVaKTHeX7kb51GceFGus/edit?usp=sharing>

Sample Weebly Site, *submitted by Kristina Dahlen, Foreign Language Coordinator, Sharon Public School*

- [Sharon Public Schools Seal of Biliteracy Pilot](#)

PowerPoint Presentation [revised from the Language Opportunity Coalition to explain the Seal of Biliteracy to Parents and Students](#), *submitted by Joseph Santiago-Silvestri, ELD Coach at Fuller Middle School, Framingham Public School*

Letter to Parents announcing their child is eligible for Pathway Award, *submitted by Joseph Santiago-Silvestri, ELD Coach at Fuller Middle School, Framingham Public School*

- [English](#)
- [Spanish](#)
- [Portuguese](#)

Distinguished Program Awards

Opportunities for schools to design language programs in their schools

Table 7: Language Programs K- 12

Multiple Paths to Multilingualism		
Foreign Language/World Language Study Programs		Dual Language Immersion Programs
K - 5	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)	Language Arts for Native Speakers; e.g., Spanish for Spanish Native Speakers	Two Way Immersion/Two Way Bilingual/Two Way Dual Language
After school or weekend language programs	Study Abroad	Transitional Bilingual Education
College		
Major or Minor in World Languages and Study Abroad		

Distinguished Program Awards and Criteria

(Please note that these awards have not yet been formalized.)

World Language Programs: (note: Not yet formalized)

1. **MaFLA Exemplary Elementary Foreign Language Program**, Grade K- 6 (based on [ACTFL Melba D. Woodruff Award](#)).
2. **MaFLA Exemplary Foreign Language Program Award**, Grade 7- 12. (based on ACTFL Melba D. Woodruff Award and [Pennsylvania PEP Award](#)).

The MaFLA Exemplary Elementary Program Award assembles industry standard on best practices and high performing programming with strong student outcomes. It is intended to be a working document for programs who wish to work toward attaining the *exemplary program* distinction. The Levels 1 through 3 described in the rubric are potential areas of

entry for programs to use as a checklist to identify areas of need as well as an advocacy tool for administrative support for program strengthening.

Draft Rubrics can be viewed in Google Folder “[Assorted Rubrics for Portfolio](#)”:
<https://drive.google.com/open?id=0B2TFNom8Fn6Xc0FLdVpVRzVUWlk>

Dual Language Education Programs:

- Award for an exemplary dual language education program overseen by MABE/MATSOL **has been postponed**. Currently the Center for Applied Linguistics is revising the Dual Language Education Guiding Principles, to be completed in November 2017.

Appendix A: Glossary of Programs

After School or Weekend Language Programs – Religious institutions, community groups, and cultural groups offer programs for language learning and cultural enrichment.

Foreign Language/World Language Study Programs

World language: Increasingly common term for foreign language. (**Center for Applied Linguistics or CAL Glossary of Terms**)

Foreign language in the elementary school (FLES): A foreign language class taught at least 75 minutes per week, in which the goals are to acquire listening, speaking, reading, and writing skills and to gain an understanding of and appreciation for other cultures. The focus of instruction can be on language and/or subject matter content. (**CAL Glossary of Terms**)

Spanish for native speakers program: A program of instruction for native speakers of Spanish that complements foreign language instruction in Spanish for non-native speakers. (**CAL Glossary of Terms**)

Dual Language Education Programs

Immersion (referring to a program type): A program in which at least 50% of instruction is in the partner language and, in both English and the partner language, the focus of instruction is on both language and subject content. (**CAL Glossary of Terms**)

Foreign language immersion: A dual language program in which students are primarily native English speakers learning a foreign language. (**CAL Glossary of Terms**)

Heritage language immersion: A dual language program in which students are primarily English speakers with some proficiency in or a cultural connection to the partner language through family and community. (**CAL Glossary of Terms**)

One-way immersion (OWI): A dual language program in which students are primarily native English speakers learning a foreign language. (**CAL Glossary of Terms**)

Two-way immersion (TWD): A dual language program in which both native English speakers and native speakers of the partner language are enrolled, with neither group making up more than two-thirds of the student population. (**CAL Glossary of Terms**)

Developmental bilingual: A dual language program in which students are primarily native speakers of the partner language. (**CAL Glossary of Terms**)

Jewish Day School: A modern Jewish educational institution that is designed to provide children of Jewish parents with both a Jewish and a secular education in one school on a full-time basis with a focus on learning the Hebrew language. ([Wikipedia](#))

Transitional bilingual education: A program for English language learners in which the goal is proficiency in oral and written English. The students’ native language is used for instruction for a number of years and is gradually phased out in favor of all-English instruction. There are two models: early exit (1-3 years) and late exit (4-6 years) ([CAL Glossary of Terms](#))

Newcomer/Students with Limited or Interrupted Formal Education (SLIFE) Program: Programs designed for recent immigrants at the secondary school level who have little or no English proficiency; and/or with limited or interrupted formal education in their native countries. ([ColorinColorado](#))

Table 8: Summary of Language Programs

Language Learning Programs	
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 	<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

*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.

Appendix B: Competencies for Different Levels of Proficiencies

Table 9: Competencies for Different Levels of Language Proficiency

Competencies for Different Levels of Proficiencies (Source: ACTFL Can Do Statements; for more detailed understanding of performance, see ACTFL Performance Descriptors)			
Intermediate-low	Intermediate-mid	Intermediate-high	Advanced-low
<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 situation with an unexpected complication.</p>
<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>Presentational Writing: I can write briefly about most familiar topics and present information using a series of simple sentences.</p>	<p>Presentational Writing: I can write on a wide variety of familiar topics using connected sentences.</p>	<p>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</p>	<p>Presentational Writing: I can write on general interest, academic, and professional topics. I can write organized paragraphs about events and experiences in various time</p>

		in various time frames.	frames.
<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<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>

Appendix C: Summary of Eligibility Criteria

Seal Award Eligibility Criteria for a Student Whose Primary Language is English

Each of these academic requirements shall be fulfilled.

1. For Silver, Gold or Platinum Awards, students must have passed the MCAS in ELA at the “proficient” level or higher. For Biliteracy Attainment Award, must have passed MCAS at Needs Improvement (higher end) level.
2. For Silver, Gold or Platinum Awards, students must demonstrate intermediate-mid (or higher) proficiency (listening, speaking, reading and writing domains) in one (or more) languages other than English through the use of a standardized assessment instrument or evidence collected in a Portfolio. For Biliteracy Attainment Award, demonstrate intermediate-low (or higher) language proficiency. *(See Table 10 below for Summary of MCAS Assessment Criteria for Pathway Awards)*

Eligibility Criteria for a Student Whose Primary Language is not English (ELLs)

If the primary language of a student is other than English, the student shall meet the following academic requirements:

1. Student must have passed the WIDA ACCESS – Attain Proficiency Level, or reclassified as Former ELL *(See Table 10 below for Summary of WIDA ACCESS Assessment Criteria for Pathway Awards)*

AND/OR

Students must have passed the MCAS in ELA at the Meeting Expectations level or higher.

Optional Criteria

2. Student has attended school in her/his country of origin for 3 years (elementary) or 5+ years (secondary)
3. Students must demonstrate intermediate-mid (or higher) proficiency (listening, speaking, reading, and writing domains) in one (or more) languages other than English through the use of a standardized assessment instrument or evidence collected in a Portfolio.

Table 10: Summary of MCAS & ACCESS Assessment Criteria for Pathway Awards

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)	Partially Meeting Expectations	Meeting Expectation	Meeting Expectations	Exceeding Expectations

IMPORTANT NOTE for DETERMINING PROFICIENCY

Proficiency scoring is determined by the lowest domain score. Domains include listening, speaking, reading and writing. A score in the novice range in any domain automatically disqualifies a student.

In the first two years of implementation, a school or district can opt to select one of the following options to determine proficiency. After two years (or earlier if ready), all schools and districts must follow OPTION 1 to determine proficiency on standardized assessment scores.

1. **Option 1) Proficiency is determined by the lowest domain score.**
2. Option 2) Use of a calculation form similar to the WIDA ACCESS that values each domain at a particular percent with no single domain falling below Intermediate-low. Example of calculation form: 35% reading, 35% for writing, 15% for listening and 15% for speaking.
3. Option 3) Take the mode with no score below Intermediate-low.
4. Option 4) Calculation form: 25% across all domains with no scored in novice range.

Documentation of Pilot Awards and Assessment Process

School and district leaders responsible for the pilot results should document the pilot results using the Seal of Biliteracy Checklist and submit the checklist document at the end of the school year.

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Please make a copy, complete and submit the document found in this Google Drive Folder: [SB Pilot Data Form Yr. 3 2018 District/School Name](#)

Appendix D: Sample Portfolio

Who can/should use a portfolio? When to use a portfolio?

- To be used in addition to assessments for any area of competency not covered by an assessment instrument;
- To be used in districts/schools that want to use the portfolio approach in addition to testing or to be used in schools/districts in the years prior to testing to illustrate proficiency development over time;
- To be used in districts/schools that want to use the portfolio approach because of the lack of assessment instruments that exist for the grade level, e.g., elementary or middle school;
- To be used in districts that have languages not represented in assessment instruments but a teacher or tutor is available who speaks the language of the student and can supervise the portfolio process;
- To be used with students as guidance of developing the other language.

Who reviews/evaluates the portfolio?

- The portfolio is reviewed and evaluated by teachers and leaders at the school. Schools in districts are encouraged to work collaboratively in the development and evaluation of portfolios.

Sample Framework and Rubric for Seal Of Biliteracy Qualifying Portfolio

Note: Framework developed by subgroup of Seal of Biliteracy Workgroup

Objective is to reach the Exemplar level

Grade level _____

Target Language Proficiency Level Acheived _____

Component	Developing	Approaching	Qualifying	Exemplar
Self Assessment	Self assessment is not reflective, measurable or	Self assessment is completed, but lacks clear action steps	Self assessment has clear goals and evidence of benchmarks	The student's goals are thoughtful and updated regularly. Progress is

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	updated frequently.	and benchmarks	being met is apparent	evident.
Can consist of a Language Learning Goal setting sheet and self assessment checklist: time management, effort, ways to achieve the Can-Do statements, project planning (sample sheets available from LinguaFolio)				
Can-Do Statement Checklists	Can-Do statements do not reflect work and assessments provided. Evaluation is not linked to evidence	Can-Do statements align with ACTFL proficiency targets and the checklist is completed	Can-Do statements align with ACTFL proficiency targets and the checklist is completed and linked to evidence in the portfolio	The checklist is completed by the student and teacher/supervisor and shows competence in the desired proficiency level. Evidence for each Can-Do statement is provided
<p>Can consist of a checklist of the Can-Do statements completed by student and Teacher</p> <p><i>Q: How much of the Can-Dos have to be complete/items checked off? Its departmental choice - not all the Can Do Statements have to be checked off, just the ones the department selects as focus.</i></p> <ul style="list-style-type: none"> • For ELLs, you can use the WIDA Can Do Descriptors • For World language learners, you can use the ACTFL Can-Do Statements and Checklist <p>Checklists for each level combining LinguaFolio and ACTFL Can Do's checklist http://www.actfl.org/sites/default/files/pdfs/Can-Do_Statements_2015.pdf</p> <p>Checklist for proficiency levels intermediate low to low advanced from http://www.actfl.org/sites/default/files/pdfs/Can-Do_Statements_2015.pdf</p> <ul style="list-style-type: none"> • Interpersonal Communication Checklist - p. 7- 9 • Presentational Reading Checklist - p. 14 - 17 • Presentational Writing Checklist - p. 23 - 25 • Interpretive Listening - p. 29 - 31 • Interpretive Reading - p. 35 - 37 				
Work Samples: Presentational Interpretative Interpersonal Reading Writing	Insufficient products or products from only one language domain are included.	Many products are included but not all language domains and communication modes are represented	Several products are included across language domains and communication modes	A variety of work samples are included across language domains. The work includes videos, podcasts and written

Speaking listening				products representing the three modes of communication
<p>Can consist of samples of classroom work in the 4 domains and 3 communication modes</p> <ul style="list-style-type: none"> ● Presentational ● Interpretative ● Interpersonal ● Reading ● Writing ● Speaking ● Listening <p>A collection of rubrics to assess individual samples of classroom work can be found in this folder: https://drive.google.com/open?id=0B2TFNom8Fn6Xc0FLdVpVRzVUWlk</p> <p>Also consider the following:</p> <p>WIDA:</p> <ul style="list-style-type: none"> ● WIDA Speaking and Writing Performance Definitions (Rubric) https://drive.google.com/file/d/0B2TFNom8Fn6XVWpkTkNGdVc4Z1E/view?usp=sharing ● WIDA Listening and Reading Performance Definitions (Rubric) https://drive.google.com/file/d/0B2TFNom8Fn6XeF9iWklncmhrWWc/view?usp=sharing <p>Santa Clara, CA:</p> https://drive.google.com/file/d/0B2TFNom8Fn6XZ0ZPelYydVHWkk/view?usp=sharing <ul style="list-style-type: none"> ● Santa Clara document Appendix C – Elementary School Pathway Oral Presentation Rubric p. 20 ● Santa Clara document Appendix D – Middle School Pathway Oral Presentation Rubric p. 21 				
Formal Assessments	Few assessments are included. Samples do not clearly represent growth and achievement in L1 and L2	Assessments are included and show growth, but do not sufficiently represent what students can do in both L1 and L2	Diagnostic, formative and/or summative assessments are included and clearly show competence in L1 and L2	Summative assessments from the district, state, and language classes are included. End of unit tests, diagnostic reading, writing and performance assessments show student growth and competence in L1 and L2

Can consist of the following types of assessments: diagnostic, summative, district determined measurable assessments, standardized assessments

Appendix E: Sample Portfolio for ELLs in TBE Programs

Elementary Transitions Criteria for Success - sample checklist locally made for ELLs from TBE programs, Framingham Public Schools - *Submitted by Amy Pogoriler*

- The portfolio/checklist is reviewed and evaluated by teachers and leaders at the school.

Name _____

Criteria	Date and/or score
<input type="checkbox"/> English Proficiency <ul style="list-style-type: none"> <input type="checkbox"/> PARCC or MCAS test score (Proficient in fourth grade for native English speakers) <input type="checkbox"/> ACCESS results (WIDA 5 or 6) 	
<input type="checkbox"/> Partner Language Proficiency <ul style="list-style-type: none"> <input type="checkbox"/> RIGBY <input type="checkbox"/> LAS (2 or 3) 	
<input type="checkbox"/> Statement of Bilingualism <ul style="list-style-type: none"> 	
<input type="checkbox"/> Speaking <ul style="list-style-type: none"> <input type="checkbox"/> Hobbies/Sports <input type="checkbox"/> Ask a teacher for help <input type="checkbox"/> Talk about school work <input type="checkbox"/> Describe a person (character) <input type="checkbox"/> Explain the rules of a game <input type="checkbox"/> Retell a story <input type="checkbox"/> Present about a current event 	

<ul style="list-style-type: none"> <input type="checkbox"/> Listening <ul style="list-style-type: none"> <input type="checkbox"/> Understand a radio announcement <input type="checkbox"/> Understand a teacher announcement <input type="checkbox"/> Understand questions and compliments 	
<ul style="list-style-type: none"> <input type="checkbox"/> Writing <ul style="list-style-type: none"> <input type="checkbox"/> Describe a person's appearance and character <input type="checkbox"/> Write about something I have learned <input type="checkbox"/> Write about a movie or television show <input type="checkbox"/> Write directions for a game or cooking <input type="checkbox"/> Write about a famous person 	
<ul style="list-style-type: none"> <input type="checkbox"/> Reading <ul style="list-style-type: none"> <input type="checkbox"/> Understand a text from a friend <input type="checkbox"/> Understand information from the news <input type="checkbox"/> Understand a weather forecast <input type="checkbox"/> Understand the main idea of short texts 	

Appendix F: Rubrics

A collection of locally and nationally made **rubrics** to assess individual samples of classroom work can be found in this folder:

<https://drive.google.com/open?id=0B2TFNom8Fn6Xc0FLdVpVRzVUWIk>

ACTFL Can Do Statements:

- https://www.actfl.org/sites/default/files/pdfs/Can-Do_Statements.pdf

WIDA:

- WIDA English Speaking and Writing Performance Definitions (Rubric)
<https://drive.google.com/file/d/0B2TFNom8Fn6XVWpkTkNGdVc4Z1E/view?usp=sharing>
- WIDA English Listening and Reading Performance Definitions (Rubric)
<https://drive.google.com/file/d/0B2TFNom8Fn6XeF9iWkIncmhrWWc/view?usp=sharing>
- WIDA Spanish Performance Definitions and Rubrics
<https://www.wida.us/standards/sld.aspx>

Santa Clara, CA:

<https://drive.google.com/file/d/0B2TFNom8Fn6XZ0ZPeIYydVHWkk/view?usp=sharing>

- Appendix C – Elementary School Pathway Oral Presentation Rubric p. 20
- Appendix D – Middle School Pathway Oral Presentation Rubric p. 21

Appendix G: Resources

National Resources

For the Seal of Biliteracy Implementation Materials, go to

<http://sealofbiliteracy.org/implementation-materials>

- Velázquez Press sponsors schools and districts by providing seals and award medals for Seal of Biliteracy graduates.

[ACTFL Can Do Statements](#)

[ACTFL Performance Descriptors](#)

[How to Use the NCSSFL-ACTFL Can-Do Statements](#)

[Educating for Global Competence: The Value of Multilingualism, Santa Clara Office of Education](#)

[Dual Language Education Guiding Principles, CAL](#)

[Seal of Biliteracy Approved Guidelines, March 2015](#)

Follow progress of the Seal of Biliteracy www.sealofbiliteracy.org

[WIDA Can Do Descriptors](#)

[WIDA English Performance Definitions](#) (Listening/Reading and Speaking/Writing)

[WIDA Spanish Performance Definitions and Rubrics](#)

The NCSSFL [LinguaFolio](#) is a World Language formative assessment tool that can inform instruction and be the basis for certifying a level of competency in languages. It is based on a globally recognized scale of languages proficiency with six levels of performance/competency. The scale is correlated with the ACTFL performance and proficiency guidelines and was developed by the National Council of State Supervisors for Languages. The Lingua involves both self-assessment and performance criteria. A Linguistic Profile, Summary of Language Learning and Intercultural Experiences, Language Biography and specific work samples are included in the portfolio.

- [LinguaFolio Fact Sheet](#)

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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 research about the benefits of language learning:

<http://www.actfl.org/advocacy/what-the-research-shows>

Show videos of people speaking at the various levels. The videos for the various languages and levels can be found at this link:

<http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012/spanish>

For samples of procedures to request and grant the State Seal of Biliteracy go to the California State Seal of Biliteracy webpage at

www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp

For an example of guidance from Washington State, go to Washington State Seal of Biliteracy at <http://www.k12.wa.us/WorldLanguages/SealofBiliteracy.aspx>

[Avant STAMP Results - National Averages 2016](#) is a report presenting averages of nationally aggregated data for the 2015-2016 school year and is intended to provide a perspective of how large groups of test takers perform on the Avant STAMP tests.

New England Resources

Learn more about the [Language Opportunity Coalition](#), a coalition supporting the Seal of Biliteracy legislation in Massachusetts

Certificates can be found in this Google Drive folder: [Certificates for Pathway Awards](#)

Action Discussion - [Ten Steps for Seal Implementation](#) for Foreign Language, ESL, Immersion and Dual Language Teachers, Kim Talbot, Melrose Public School

[Ten Steps to the Seal of Biliteracy Worksheet](#), Kim Talbot, Melrose Public School

[Promoting the Seal of Biliteracy, the Massachusetts Model of Collaboration](#), Kim Talbot & Nicole Sherf, Powerpoint Presentation from MABE Conference, March 2017

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Directions for administering STAMP assessment for students from the Carlos-Luis Brown, Curriculum Team Leader – World Languages, Wilmington Public School.

<https://sites.google.com/a/wpsk12.com/wpsworldlanguages/learn-about-proficiency/administering-stamp-test>

Examples of local district announcements of the Seal of Biliteracy in the 2015-16 pilot:

- [Framingham Public Schools](#)
- [Arlington Public Schools](#)
- [Melrose Public Schools](#)

District [Letter of Support for Seal of Biliteracy Legislation](#), Framingham School Committee, August 2017

[Pathway Awards Fall 2016 Update](#)

Appendix H: FAQ

Seal Implementation Process FAQ

How do we determine proficiency on standardized assessments?

Proficiency scoring is determined by the lowest domain score. Domains include listening, speaking, reading and writing. A score in the novice range in any domain automatically disqualifies a student.

In the first two years of implementation, a school or district can opt to select one of the following options to determine proficiency. After two years (or earlier if ready), all schools and districts must follow OPTION 1 to determine proficiency on standardized assessment scores.

Option 1) Proficiency is determined by the lowest domain score.

Option 2) Use of a calculation form similar to the WIDA ACCESS that values each domain at a particular percent with no single domain falling below Intermediate-low. Example of calculation form: 35% reading, 35% for writing, 15% for listening and 15% for speaking.

Option 3) Take the mode with no score below Intermediate-low.

Option 4) Calculation form: 25% across all domains with no scored in novice range.

What is a scenario for accepting the ACCESS results for ELLs and not the MCAS assessment results?

An ELL student may arrive in Grade 9, take the MCAS in Grade 10 and score “Needs Improvement”. Yet the student has two more years to learn English before graduating and may reach the ACCESS Level 4 for the Silver Award by graduation. ACCESS is given annually for those students identified as ELL.

Who can/should use a portfolio? When to use a portfolio?

- To be used in addition to assessments for any area of competency not covered by an assessment instrument;
- To be used in districts/schools that want to use the portfolio approach in addition to testing or to be used in schools/districts in the years prior to testing to illustrate proficiency development over time;
- To be used in districts/schools that want to use the portfolio approach because of the lack of assessment instruments that exist for the grade level, e.g., elementary or middle school;
- To be used in districts that have languages not represented in assessment instruments but a teacher or tutor is available who speaks the language of the student and can supervise the portfolio process;

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- To be used with students as guidance of developing the other language.

Why should a portfolio be used?

- Several people/teachers conducting the first pilot felt it was more of an authentic assessment than using one standardized assessment instrument
- Several people/teachers conducting the first pilot liked having a greater selection of evidence as it gave more opportunities for students to show what they know and can do.

When should we be collecting evidence for a portfolio?

- Evidence for a portfolio may be ongoing throughout a student’s enrollment in a language learning program.
- Several people/teachers conducting the first pilot, suggest an April deadline for the portfolio submissions and completion of standardized assessments. This gives the teachers time to assess the pieces of evidence in the portfolio.

Who reviews/evaluates the portfolio? Who makes the decisions on items in portfolio and assessment scores?

- The portfolio is reviewed and evaluated by teachers and leaders at the school. Schools in districts are encouraged to work collaboratively in the development and evaluation of portfolios.
- We recommend sharing/creating common expectations, common portfolios and checklists and using common assessments/rubrics across programs or schools within a district.
- For portfolios created by students in native languages not represented by tests and not spoken by district personnel, it was suggested that outreach take place to find community volunteers to review these portfolios.

What are special assessment considerations for ELLs who have been reclassified and/or exited from TBE programs?

- For exited TBE students by 3rd or 4th grade, there must be an assessment to assess Spanish/Portuguese skills in 5th grade or create formative assessments in place of a standardized assessment to determine language proficiency. Exited ELLs may experience loss of competency in their home language.

When should assessment occur? Determining Testing Windows

- The Arlington Public Schools is offering testing in late November/early December and then again in the spring. The fall testing is for current seniors ... this way they will get the results in time to include on their college applications. This is an important motivator for

applying for the Seal. The spring testing will be for seniors who want to re-test, or for juniors who think they are ready.

- Many of the tests (AAPPL, STAMP) offer the opportunity to stop and and start testing to have them fit within several school periods over a timeframe. The testing of all three modes or four skills of the language can take several hours to complete.

What should we do when the assessments scores are returned after the school year?

- Schools do not receive the ACCESS scores until after school year is over (June, July), therefore, several conducting the first pilot looked at the trajectory for learning language over time to determine the likeliness of the student reaching level 5 or 6 in ACCESS in the year student is to receive award.
- Many of the tests (AAPPL, STAMP) offer the opportunity to stop and and start testing to have them fit within several school periods over a timeframe. The testing of all three modes or four skills of the language can take several hours to complete.

What will the Seal of Biliteracy look like? Will it be an actual seal/stamp on the diploma? Will awardees wear a special sash or other symbol of recognition at the graduation ceremony?

- Schools and programs make this decision. You can purchase seals and award medals here: <http://sealofbiliteracy.org/implementation-materials> (*Velázquez Press sponsors schools and districts by providing seals and award medals for Seal of Biliteracy graduates.*)
- Examples of other designations include a Seal pin, medal, ribbon, cord or certificate. The Language Opportunity Coalition has created [certificates for the different awards](#) that districts can download and use.
- More than the actual award, it is important to consider how the students will be honored (ceremony, publication in local paper and through social media). It is also interesting to consider how a pin, medal or ribbon might be worn at graduation to visually highlight the awardees.

Where can we find an example of a timeline for communicating the expectations of the Seal of Biliteracy Pathway Awards?

- Samples of Timelines are available in section V. [Logistic Tools and Examples for Implementing Pathway Awards](#)

Which assessment instrument should we use?

- We recommend you begin by looking at what is currently used in your program, school or district to monitor for language development in English and world languages. For a list of assessment instruments used in districts, see Section IV. [Assessment of Language Competencies](#).

Can middle and high school students earn the Biliteracy Attainment Award or Silver Seal of Biliteracy?

- Students in middle and high school must meet the criteria for these awards. In giving the Biliteracy Attainment award to students at the middle and high school level for example, we hope to motivate students to continue language study and work towards earning the Silver, Gold or Platinum Seal of Biliteracy Award upon high school or college graduation.

Where can we find someone to help assess students in languages not represented by teachers in a school district?

- Organizations and churches in the larger community may be able to help you find someone to assess students.

Is there room for teacher voice in the assessment process?

- Some districts in the pilot include “special considerations” when considering who may be eligible for an award, e.g., considering a student's special needs, personality, motivation, attitude, and consistent growth in developing the partner language.

GENERAL Seal of Biliteracy FAQ

What is the Seal of Biliteracy?

- The Seal of Biliteracy is a national movement that began in California in 2011 as a way to recognize and reward students that had attained a functional level of biliteracy as a result of their schooling. Since that time, 27 states have enacted Seal of Biliteracy legislation.

Why is it necessary to pass legislation for a Seal of Biliteracy?

- One legislator asked us this question in a Hearing remarking that if we were already running the pilot successfully, why was the legislation necessary? We responded that the Seal of Biliteracy movement is a national effort to value and reward biliteracy and that the legislation represents a formal commitment to the importance of language learning in this global environment. This is especially important in states like ours whose Department of Education do not have a foreign language coordinator and who leave most programming decisions of untested subjects up to district choice. More importantly, legislation and state oversight creates a directive to language programs that the historic grammar-based language instruction is not effective and does not produce proficiency.

What is proficiency?

- The proficiency movement began in the 1970s when the government needed to describe what communicative functions were necessary for diplomats and the armed forces that were working abroad with the understanding that there would be a need for those personnel to interact with the native population. Certainly, the linguistic needs of a clerk are different than those of soldier and those of a hostage negotiator. The levels extend

from Novice, to Intermediate, to Advanced, to Superior to Distinguished and have sub-levels of low, mid and high. Each sub-level outlines the range of tasks or communicative functions that the person can complete, in which communicative contexts and how well the person can understand and be understood. The American Council on the Teaching of Foreign Languages (ACTFL) adapted the scale for use in language development in K-12 and beyond. Though it has taken some time to become the national movement that it now is, best practices in foreign language teaching now focus on what the learner can do with the language. The purpose of language learning is to develop proficiency to be able to interact with the language in real-world communicative contexts for authentic purposes.

- The Seal award has pushed districts focus on proficiency development and teachers create a learning environment that focuses on the communicative needs of the target proficiency level of the awards. This encourages programs and teachers to move away from the historic grammatical focus of language learning that did not develop proficiency or lead to much enjoyment in language learning. Language teachers are united in frustration over consistently hearing some version of the statement; “I took X number of years of X language in high school and I can’t say a word now.” Historically, language learning has not focused on what students can communicate as a result of programming.

How is proficiency measured?

- Along with the proficiency scale, the Oral Proficiency Interview (OPI) was created as a formal assessment process through interview to assign the specific level of proficiency that the person can sustain in the language. In 2015, ACTFL in cooperation with the National Association of Bilingual Education (NABE), the National Association of Teachers of Other Languages (TESOL), and the National Council of State Supervisors for Languages (NCSSFL) designated Intermediate Mid as the minimum standard of functional proficiency for the Seal of Biliteracy. See the [Guidelines for Implementing the Seal of Biliteracy](#).
- Over the last ten years, as language programming shifts to proficiency development and have wanted to assess how well their students are attaining the departmental targets, two companies have created tests over the computer for use in schools to simulate the OPI interview process. The tests take about an hour or so and cost about \$20 per student.

What if a district or a student does not want to participate in the Seal of Biliteracy?

- The Seal of Biliteracy is voluntary for districts and voluntary for students within those districts that elect to participate.

How does the Seal benefit the different student populations?

- The Seal of Biliteracy rewards English language learners, dual language program students and world language program students for biliteracy they demonstrate in speaking, writing, reading and listening. The Massachusetts Language Opportunity Coalition developed tiers of the Seal award to demonstrate that the language learning process can take time but that the more extensive the timeframe, the more proficiency can be developed. English language learners who maintain their native language are honored

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for the linguistic resource that they bring to their schooling. Dual language programs reward their students through this tiered process that starts in the elementary school with Pathway Awards and encourages them to continue language programming through high school and beyond. World language programs that set proficiency targets can demonstrate to students that the longer sequences of language study lead to higher proficiency.

How does receiving a Seal impact students' college and career readiness?

- As the Seal is being implemented across the nation, employers can understand and use reference to the Seal award on a job candidate's application to place the candidate where his or her language skills will be most necessary. The alignment of the Seal with the Proficiency Guidelines provides for a nationally recognized standard of ability to perform in the language. The university level was included in the sequence to push students to continue their language studies and become lifelong learners. Biliteracy is a skill that enhances most career opportunities.

What is the potential impact of the Seal of Biliteracy?

- There is no other school-based test that we can think of that so perfectly describes what a student can do as a result of programming that has such a clear connection with a necessary career skill. In this age of seeking evidence of student learning, we have a perfect measure to describe what it is that our students can do as a result of their language learning programming. Even more exciting, it is a scale that is understood at the national level and can be used to document college and career readiness. We envision a near future where college credit is allocated through proficiency attained in K-12 and where jobs require a specific level of proficiency for the positions they post.