



Seal of Biliteracy Pathway Awards

TOOLKIT

Massachusetts

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

Acknowledgments

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Seal of Biliteracy Workgroup, 2015-2016

Jorge Allen, Andover, Terry Caccavale, Holliston, Maria Campanario, Boston, Katie Cardamone, Mendon-Upton, Adria Cohen, Millis, Kristina Dahlen, Sharon, Pat DiPillo, Falmouth, Tim Eagan, Wellesley, Madelyn Gonnerman Torchin, UMASS Boston, Phyllis Hardy, MABE, Rita Oleksak, Glastonbury, Vula Roumis, Brockton, Catherine Ritz, Arlington, Cristina Sandza-Donovan, Framingham, Nicole Sherf, MA FLA, Kim Talbot, Melrose, Dania Vazquez, Boston, Ronie Webster, Monson

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Pilot: Jorge Allen, Andover, Carlos-Luis Brown, Wilmington, Evangelia Diamantopoulos, Framingham, Glenda Espinoza, Framingham, Gen Greici, Framingham, Evelyn Cosme Jones, Central Falls (RI), Yalda Kaveh, Boston College, Amy Pogoriler, Framingham, Catherine Ritz, Arlington, Kim Talbot, Melrose

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Phyllis Hardy, MABE, Bertha Elena Rojas, Worcester, Nicole Sherf, MA FLA, Kim Talbot, Melrose, Anna Tirone, Winchester

Language Opportunity Steering Committee

<http://languageopportunity.org/>

Amy Grunder, Massachusetts Immigrant and Refugee Advocacy Coalition (MIRA)

<http://miracoalition.org/>

Phyllis Hardy, Massachusetts Association for Bilingual Education (MABE)

<http://www.massmabe.org/>

Nicole Sherf, Massachusetts Foreign Language Association (MA FLA)

<http://mafla.org/>

Helen Solorzano, Massachusetts Educator of English Language Learners (MATSOL)

<http://www.matsol.org/>

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Steps to Implement the Seal of Biliteracy

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 and is a statement of nationally recognized biliteracy for future employers and for college admissions.

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 middle school level, recognizing significant steps towards developing biliteracy along a student’s trajectory from preschool into college.

Note: During the pilot for 2015-16, the Language Opportunity Coalition created certificates for each Pathway Award as well as purchased pins with the Seal (in bulk quantities) for the different Pathway Awards.

The various certificates can be found in this Google Drive folder:

<https://drive.google.com/folderview?id=0B2TFNom8Fn6Xfm5aVGVBbVhRLTM0cm56Y1BjbGZsRXVtdzNNUkNKQnBTNTRxUGd1dFZkVDg&usp=sharing>

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 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, and
- To prepare students with 21st century skills that will benefit them in the labor market and the global society,
- To strengthen intergroup relationships and honor the multiple cultures and languages in a community.

This document is intended for District/School Leaders responsible for electing to implement the Seal of Biliteracy Pilot. There are five recommended steps to take towards implementing a Seal of Biliteracy pilot in programs, schools or districts:

I. Purpose(s) and Rationale

How to communicate about the Pathway Awards and Seal of Biliteracy

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) that will resonate in your community.

In one community, the emphasis on 21st century skills and jobs may resonate most deeply.

For [research data on employment advantages](#)

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

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.

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** might 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. 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 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](#)

- [Falmouth Public Schools](#)

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 [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 embark on the Pathway Awards. (See examples in section V. 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 Logistic Examples for Implementing the Pathway Awards)

How can schools and districts pilot the Seal of Biliteracy

The Seal of Biliteracy Workgroup has developed Pathway Awards specific for Massachusetts. While legislation has not been enacted at this time, we encourage piloting the Seal of Biliteracy Awards in programs, schools and districts. The data collected and lessons learned from the pilot will inform the development of future guidance to be developed when legislation is passed. Rhode Island and Connecticut districts are free to consider the examples generated from the Massachusetts pilot.

While we wait for the MA legislature to act on the Seal of Biliteracy legislation, our Pilot will be ongoing in the 2016-2017 school year for those schools, districts or programs who wish to continue from the 2015-2016 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 in the future. Schools and Districts willing to be part of the 2016-2017 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 the "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, and
6. Ask questions when they arise in the process and participate in the resolution of questions from others.
7. Contribute to sharing examples of practice for implementing the pilot at the monthly Workgroup meetings.

II. 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.

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

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. (See Appendix: Competencies for Different Levels of Proficiencies) 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).

For many languages, including English, specific **assessments** exist and provide a valid and reliable means of measuring students' language performance. (See Section IV Assessment of Competencies) **The evidence needs to evaluate students' use of the language**, not knowledge about the language.

The [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. 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 Portfolio and Rubrics, p. 27

For an example of a locally made checklist used in TBE programs, see Appendix Checklist

Elementary Transitions Criteria For Success, p. 30

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. (See section IV Assessment of Competencies for a list of standardized assessment instruments.)

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.

Source: Seal of Biliteracy Approved Guidelines March 2015

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, e.g., an after school language program such as Greek school. 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.

Biliteracy Attainment Award to students completing elementary school (Grade 5) or middle school able to demonstrate an intermediate-low proficiency level (or higher) in a language other than English and proficiency on the MCAS ELA.

Silver Seal Award to students completing eighth grade or High School able to demonstrate and able to demonstrate a intermediate-mid proficiency level in a language other than English and proficiency on the MCAS ELA.

Gold Seal Award to students completing high school able to demonstrate intermediate-high proficiency in a language other than English and proficiency on the MCAS ELA.

Platinum Seal Award to students completing high school or college able to demonstrate advanced-low proficiency level or higher in a language other than English and proficiency on the MCAS ELA.

Language Learning Programs (See Appendix: Glossary of Programs)	
Foreign Language/World Language Study Programs/Courses	Dual Language Education (Immersion) Programs PreK - 12
FLES - Foreign Language in Elementary School Traditional World Language Classes	Two-Way Immersion (TWI) One-Way, Heritage or Foreign Language Immersion (OWI)

<p>Spanish (or native language) for Native Spanish (Native Language) Speakers Study Abroad/Exchange Program After School, Summer or Weekend Language Programs</p>	<p>Developmental Bilingual Transitional Bilingual Education (TBE) Programs Newcomer Programs</p>
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III. 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 passing the state standardized assessment for English (MCAS, PARCC, ACCESS) **and** passing a standardized assessment in the non-English language at an intermediate proficiency level (or higher). A portfolio with examples of language performance of different language competencies is an appropriate alternative formative assessment for assessing proficiency levels. *(see section II Pathway Awards and Appendices Portfolio, Elementary Transition Criteria for 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 and Middle School

Biliteracy Attainment Award

The Biliteracy Attainment Award certifies attainment of a high level of proficiency in two or more languages demonstrating evidence of language competencies for an **intermediate-low level (or higher)** of proficiency.

Criteria must include:

English: Proficient (or higher) on standardized state assessment

- o Assessment Instruments: MCAS, PARCC
- o For ELLs, ACCESS Level 4 or higher

Partner Language: **Intermediate-low (or higher)** proficiency level on standardized assessment in the non-English language

- o Examples of Assessment Instruments: SOPA, SOLOM, APRENDA, DRA, DWA, RIGBY

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: Portfolio and Appendix Elementary Transition Criteria for Success Checklist 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 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, 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;
- 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 in two or more languages demonstrating evidence of language competencies for an **intermediate-mid** level of proficiency.

Criteria must include:

English: Proficient (or higher) on standardized state assessment

- o Assessment Instruments: MCAS, PARCC
- o For ELLs, ACCESS Level 5 or higher

Partner Language: **Intermediate-mid** proficiency level on standardized assessment in the non-English language

- o Examples of Assessment Instruments: SOPA, SOLOM, APRENDA, DRA, DWA, RIGBY, APPL, STAMP, AP, IB, SAT II* - only for specific languages

** Please note that for SAT II, this assessment should only be used with languages for which no other assessment exists and in conjunction with a portfolio.*

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 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: Portfolios)

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 Middle School 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 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;
- 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 in two or more languages demonstrating evidence of language competencies for a **intermediate-high** level of proficiency includes:

Required Criteria:

English: Proficient (or higher) on standardized state assessment

- o Assessment Instruments: MCAS, PARCC
- o For ELLs, ACCESS Level 5 or higher

Partner Language: **Intermediate-high** proficiency level on standardized assessment in the non-English language

- o Assessment Instruments: AAPPL, STAMP, SAT II* - only for specific languages, AP, IB - only for specific languages

**Please note that for SAT II, this assessment should only be used with languages for which no other assessment exists and in conjunction with a portfolio.*

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: Rubrics) **The portfolio is reviewed and evaluated by teachers and leaders at the school or program.** (See Appendix: Portfolios)

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.

Platinum Seal of Biliteracy

The Platinum Seal of Biliteracy criteria certifies attainment of a high level of proficiency in two or more languages demonstrating evidence of language competencies for an **advanced-low (or higher)** level of proficiency.

Required Criteria:

English: Advanced Proficient on standardized state assessment

- o Assessment Instruments: MCAS, PARCC

- o For ELLs, ACCESS Level 5 or higher

Partner Language: **Advanced-low** proficiency level on standardized assessment in the non-English language

- o Assessment Instruments: SOPA, SOLOM, APRENDA, DRA, DWA, RIGBY, AAPPL, STAMP, SAT II* - only for specific languages, AP, IB

**Please note that for SAT II, this assessment should only be used with languages for which no other assessment exists and in conjunction with a portfolio.*

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: Portfolios)

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.

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.

Source: Seal of Biliteracy Approved Guidelines March 2015

IV. Assessment of Competencies

English Language Assessments

1. WIDA ACCESS – Students performing at Level 5 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)
2. MCAS/PARCC English Language Arts – Attain Proficiency Level or higher

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 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. *Please note that for SAT II, this assessment should only be used with languages for which no other assessment exists and in conjunction with a portfolio.*

Table: 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
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								X		

University (R/L)										
American Council								X		

- *ACTFL AAPPL Assessment of Performance toward Proficiency in Languages
- *ACTFL OPI Oral Proficiency Interview
- *Aprenda (TWI) written 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>

Note: This list will need periodic updates.

TABLE: Range of Scores for Different Assessment As Reported by Schools in the 2015-16 Pilot:

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		3	4	5
AAPPL		14		
STAMP		Reading 35%. Writing 35%. Listening 15%. Speaking 15% Level 5	Reading 35%. Writing 35%. Listening 15%. Speaking 15% Level 6	Reading 35%. Writing 35%. Listening 15%. Speaking 15% Level 7
ALIRA		13 - 15	15	A
ACCESS	Tler C Level.3.5 - 6	Reading 35%. Writing 35%. Listening 15%. Speaking 15%	Reading 35%. Writing 35%. Listening 15%. Speaking 15%	Reading 35%. Writing 35%. Listening 15%. Speaking 15%

		Level 4 or 5	Level 5	Level 5
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Recommended Alternative Assessment Process

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: Rubrics) **The portfolio is reviewed and evaluated by teachers and leaders at the school or program.** (See samples of portfolios in Appendix: Portfolios and Appendix Elementary Transition Criteria for Success Checklist for ELLs in TBE programs)

V. Logistic Tools and Examples for Implementing Pathway Awards, Pilot Year 1

We thank the programs, schools and districts implementing the pilot in school year 2015-16 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_UK3fylc0eAUOX4q6Dykw7cLK-AYMhWYPT2FM/edit?usp=sharing

Timelines

School Timeline Submitted by Kim Talbot, Director of Global Education, Melrose, MA

District Timeline submitted by Evelyn Cosme Jones, Director of English Language and Dual Language Learning, Central Falls, RI

	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</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>

	<p>juniors are identified</p> <p>Apply for grant funding for purchasing Seal assessment instruments</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 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>Continue disseminating information through flyers, letters brochures, posters, meeting with stakeholders</p> <p>Disseminate and collect application/screener forms</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>Testing windows</p> <p>Meet with Guidance department on assessment results</p> <p>Notify school leaders, district leaders, state of 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>

Communicating with Students, Submitted by Kim Talbot, Director of Global Education, Melrose, MA

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

Communicating with Parents, Submitted by Kim Talbot, Director of Global Education, Melrose, MA

- 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 [here](#):

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.”

Portfolio/Checklist, submitted by Amy Pogoriler, TBE teacher, Framingham, MA

- 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](#)

VI. Distinguished Program Awards

Opportunities for schools to design language programs in their schools

Multiple Paths to Multilingualism		
Foreign Language/World Language Study Programs		Dual Language Immersion Programs
K - 6	6 - 12	K -12
Foreign Language in Elementary School (FLES)	Traditional world language classes in middle and high school	One Way Immersion/Foreign Language Immersion/Heritage Language Immersion
Foreign Language Experience (FLEX)	Spanish for Native Spanish Speakers	Two Way Immersion/Two Way Bilingual/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

World Language Programs:

1. **MaFLA Exemplary Elementary Foreign Language Program**, Grade K- 6
(based on ACTFL Woodruff Award).
2. **MaFLA Exemplary Foreign Language Program Award**, Grade 7- 12.
(based on ACTFL 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 here:

<https://drive.google.com/drive/folders/0B2TFNom8Fn6Xfm5aVGVBbVhRLTM0cm56Y1BjbGZsRXVtdzNNUkNKQnBTNTRxUGd1dFZkVDg>

Application Process

Under development.

Dual Language Education Programs:

- Application completed, portfolio submitted and 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 2017.

Appendix: 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. ([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

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](#))

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 (TWI): 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](#))

Appendix: Competencies for Different Levels of Proficiencies

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>
Presentational Writing:	Presentational Writing:	Presentational Writing:	Presentational Writing:

<p>I can write briefly about most familiar topics and present information using a series of simple sentences.</p>	<p>I can write on a wide variety of familiar topics using connected sentences.</p>	<p>I can write on topics related to school, work, and community in a generally organized way. I can write some simple paragraphs about events and experiences in various time frames.</p>	<p>I can write on general interest, academic, and professional topics. I can write organized paragraphs about events and experiences in various time frames.</p>
<p>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: 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. Students must have passed the MCAS, PARCC in ELA at the “proficient” level or higher.
2. Students must demonstrate intermediate-mid (or higher) proficiency in one (or more languages) other than English through the use of a standardized assessment instrument or evidence collected in a Portfolio.

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 also meet the following academic requirements:

1. Student must have passed the WIDA ACCESS – Attain Proficiency Level, and reclassified as Former ELL (Level 4, 5 or 6 Composite Score on WIDA ACCESS)
2. Student has attended school in their country of origin for 3 years (elementary) or 5+ years (secondary)

AND

3. Meet the two requirements above (Eligibility Criteria for a Student Whose Primary Language is English).

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. Please make a copy and complete the document found in this Google Drive Folder:

- https://docs.google.com/document/d/14-pe1g_UK3fylc0eAUOX4q6Dykw7cLK-AYMhWYPT2FM/edit?usp=sharing

Appendix: 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 updated frequently.	Self assessment is completed, but lacks clear action steps and benchmarks	Self assessment has clear goals and evidence of benchmarks being met is apparent	The student's goals are thoughtful and updated regularly. Progress is 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 				

<p>Work Samples: Presentational Interpretative Interpersonal Reading Writing Speaking listening</p>	<p>Insufficient products or products from only one language domain are included.</p>	<p>Many products are included but not all language domains and communication modes are represented</p>	<p>Several products are included across language domains and communication modes</p>	<p>A variety of work samples are included across language domains. The work includes videos, podcasts and written products representing the three modes of communication</p>
<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=0B2TFNom8Fn6Xc0FLdVpVRzVUWIk</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: https://drive.google.com/file/d/0B2TFNom8Fn6XZ0ZPelYydVvHWkk/view?usp=sharing</p> <ul style="list-style-type: none"> ● Appendix C – Elementary School Pathway Oral Presentation Rubric p. 20 ● Appendix D – Middle School Pathway Oral Presentation Rubric p. 21 				
<p>Formal Assessments</p>	<p>Few assessments are included. Samples do not</p>	<p>Assessments are included and show growth, but do not</p>	<p>Diagnostic, formative and/or summative assessments are</p>	<p>Summative assessments from the district, state, and language classes</p>

	clearly represent growth and achievement in L1 and L2	sufficiently represent what students can do in both L1 and L2	included and clearly show competence in L1 and L2	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: 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 	

<ul style="list-style-type: none"> <input type="checkbox"/> LAS (2 or 3) 	
<ul style="list-style-type: none"> <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: 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: 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](#)

Hear a Podcast about the Seal of Biliteracy legislation and use in schools:
www.pri.org/stories/2014-12-10/enter-school-s-raising-bar-bilingual-ed

Learn more about national Biliteracy guidelines:
<http://awww.actfl.org/news/press-releases/seal-biliteracy-guidelines-released>

Learn more research about the benefits of language learning:
<http://www.actfl.org/advocacy/what-the-research-shows>

Learn more about the Language Opportunity Coalition, a coalition supporting the Seal of Biliteracy legislation in Massachusetts:
www.LanguageOpportunity.org

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>

Appendix: FAQ

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.

Why should a portfolio be used?

- Several conducting the first pilot felt it was more of an authentic assessment than using one standardized assessment instrument

- Several conducting the first pilot liked having a greater selection of evidence as it gave more opportunities for students to show what they can do and know.

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 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 needs to be an assessment in place 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, 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 Competencies.

Can Middle School students earn the Biliteracy Attainment Award or Silver Seal of Biliteracy?

Some programs (i.e., TWI) in the 2015-2016 pilot years awarded the Biliteracy Attainment Award and Silver Seal of Biliteracy to middle school students who met the criteria for these awards. The program leaders felt that in giving these awards to students at the middle school level, it would motivate the students to continue language study in High School and work towards earning the Silver, Gold or Platinum Seal of Biliteracy Award upon High School 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.