



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

Seal of Biliteracy Workgroup Coordinators

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

Thank you to the following for contributions and examples from the field after Year 1 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.

Thank you to the following readers in the revision draft September 2016:

Phyllis Hardy, MABE; Bertha Elena Rojas, Worcester; Nicole Sherf, MaFLA; Kim Talbot, Melrose; Anna Tirone, Winchester.

Thank you to the following for contributions and examples from the field after Year 2 Pilot: Kim Talbot, Melrose; Carlos-Luis Brown, Wilmington; Kristina Dahlen, Sharon, Vula Roumis, Brockton, and from Framingham Public Schools: Joseph Santiago, Jill Davan, Margaret Fawley, Cristina Sandza-Donovan, Nelia Correa-Patrick

Thank you to the following readers in the revision draft September 2017:

Phyllis Hardy, MABE; Marialuisa Di Stefano, MABE, Ana Solano-Campos, UMB, Nicole Sherf, MaFLA; Kim Talbot, Melrose.

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 (MaFLA)

<http://mafla.org/>

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

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

	2
Table of Contents	
Introduction	3
Steps to Implementing the Seal of Biliteracy	4
1. Purpose and Rationale	4
2. Creating School or District Policy	5
3. Communicating the Purpose, Rationale and Awards	6
4. Commitment to the Pilot	8
5. Legislation	8
Pathway Awards	9
• Biliteracy Attainment Award	
• Silver Seal of Biliteracy	
• Gold Seal of Biliteracy	
• Platinum Seal of Biliteracy	
Criteria for Granting Awards	12
• Elementary, Middle & High School: Biliteracy Attainment Award and Silver Seal of Biliteracy Award	
• Middle, High School, College & Graduate School: Silver , Gold , Platinum Seal of Biliteracy Awards	
Assessments of Competencies	19
• English Language, Spanish Language, World Language Assessment Instruments	
• Portfolio, alternative assessment process	
Locally Created Logistic Tools and Examples for Implementing Pathway Awards, Pilot Year 1 & 2	24
Distinguished Program Awards	28
Appendix	
A. Glossary Of Programs	30
B. Competencies for Different Levels of Proficiencies	33
C. Summary of Eligibility Criteria	34
D. Sample Portfolio	36
E. Sample Portfolio for ELLs in TBE Programs	39
F. Rubrics	41
G. Resources	42
H. FAQ: Seal Implementation Process & General Seal of Biliteracy	45
Workgroup Members	51

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

- 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

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](#))

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

(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

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;

- 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

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.

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)
 - Assessment Instruments: Exceeding or Advanced score of MCAS ELA **AND/OR**
 - 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
 - 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:

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

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>

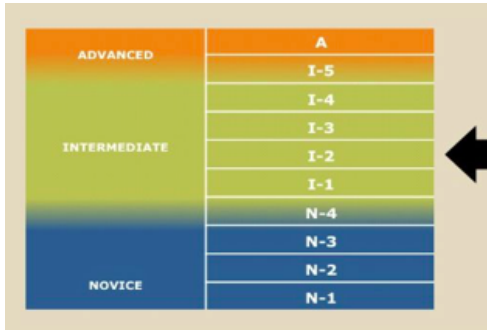
TABLE 5: Range of Scores for Different Assessment Instruments - Pilot Year 1 & 2

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.



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.

- 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.

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>

	<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>
--	---	--	---

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_3I/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](#)”:

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>

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 (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**)

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.

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

	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](#)

Seal of Biliteracy Workgroup, a committee of the Language Opportunity Coalition, 2015 - 2017

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

Seal of Biliteracy Workgroup, a committee of the Language Opportunity Coalition, 2015 - 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>

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;

- 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

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.

Seal of Biliteracy Workgroup Members

Seal of Biliteracy Pilot Coordinators

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

[Schools/Districts in Pilot 2017](#)

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	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
--	--

<p>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</p>	<p>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 Boxborough Edward Zarrow, Westwood</p>
--	--

Seal of Biliteracy Workgroup, 2017-2018

<p>Lauren Adams, Natick Elizabeth Allegranza, 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</p>	<p>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</p>
---	---

<p>Katie Cardamone, Mendon-Upton John Cardoza, Middleboro Sharon Charbonnier, Westford Jackie Coelo, Westborough Adria Cohen, Millis Kristina Dahlen, Sharon Holly Davoran, Milford Cindy Derrane, Norwood Evaggelia 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</p>	<p>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 Boxborough Edward Zarrow, Westwood</p>
---	--