



Seal of Biliteracy

Program Pilot Overview



The Seal of Biliteracy

The Seal of Biliteracy defined

- The MA Seal of Biliteracy passed as part of a comprehensive legislation to provide more options to heritage learners of other languages and celebrate biliteracy.
- The LOOK (Language Opportunity for Our Kids) Act is a state legislative commitment to the importance of language learning in this global environment.

The Language Opportunity Coalition (LOC)

- Is a collaboration between world language (MaFLA), dual language (MABENE) and English learner (MATSOL) professional organizations
- Created to increase high quality language learning opportunities for students in all types of language programs, languages and levels

LOC pilot

- Pilot creation and oversight began > 3 years before passage of legislation

The Seal of Biliteracy

Recognition

- Recognizes high school graduates who attain high functional and academic levels of proficiency in English and a foreign language
- These students can function in those languages in authentic, real-life situations

Participation

- The State Seal of Biliteracy Program is voluntary for districts

Inception

- The State Seal of Biliteracy program begins with the graduating class of 2019

History

Spring 2015

- Transition to proficiency
 - Benchmarks
 - External measures

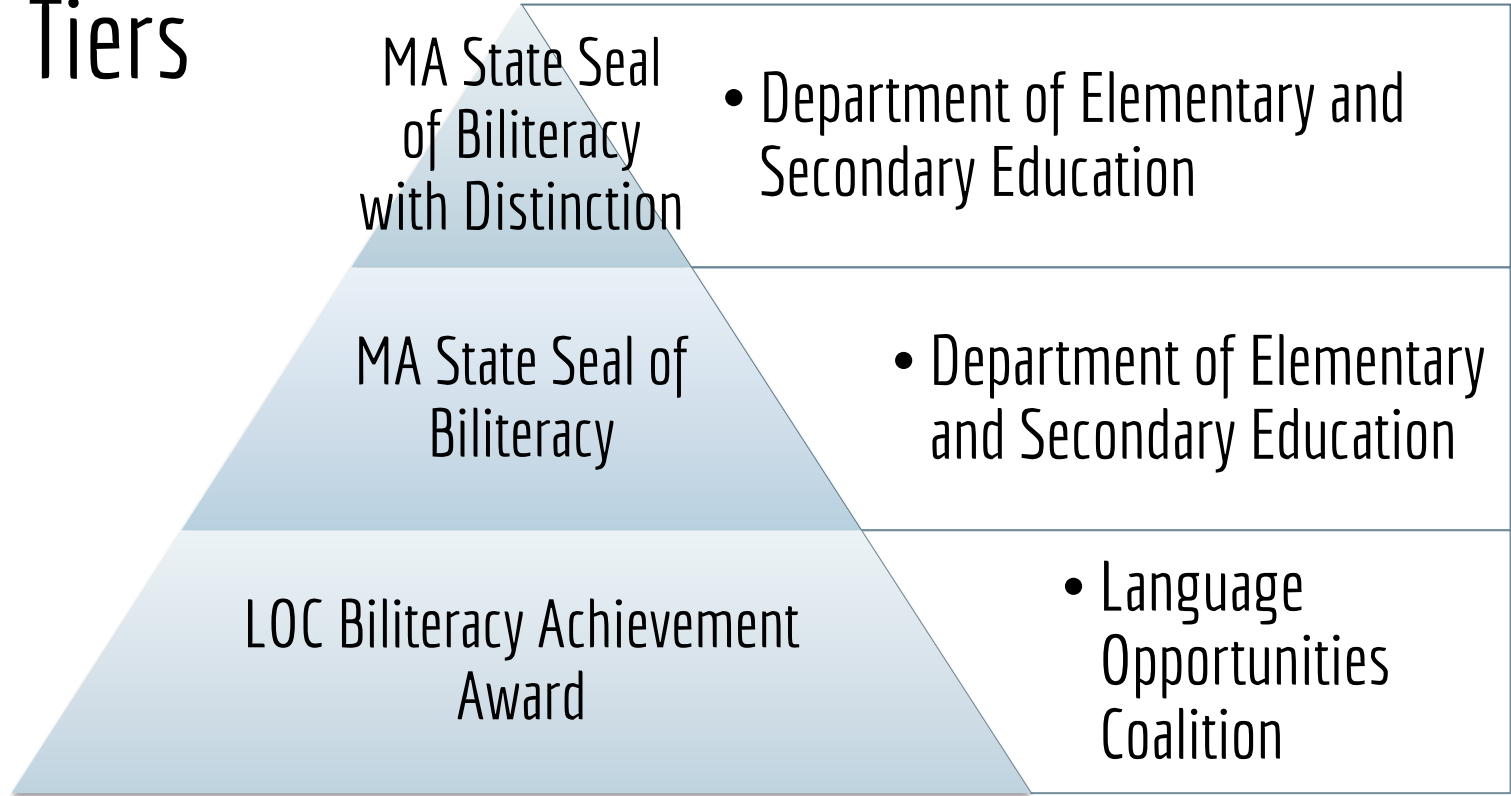
2016-2018

- Department Self-Study

November 2017

- LOOK Act passed

Award Tiers



Awards Criteria

MA State Seal with Distinction

- English Language:** Advanced (260) on the current ELA grade 10 MCAS
- Foreign Language:** Advanced-Low level of the ACTFL Proficiency Guidelines of 2012 as measured by an assessment approved by the DESE

MA State Seal

- English Language:** Proficient (240) on the current ELA grade 10 MCAS; or 4.2 overall and 3.9 composite literacy score on ACCESS for ELLs
- Foreign Language Criteria:** Intermediate-High level of the ACTFL Proficiency Guidelines of 2012 as measured by a language assessment approved by the DESE*

LOC Biliteracy Achievement Award

- English Language:** Proficient (240) on the current ELA grade 10 MCAS; or 4.2 overall and 3.9 composite literacy score on ACCESS for ELLs
- Foreign Language:** Intermediate-Mid level of the ACTFL Proficiency Guidelines of 2012 as measured by a language assessment approved by the DESE*

* A student may also be able to demonstrate a high level of proficiency in a foreign language under certain circumstances through a portfolio-based alternative evidence method

| | Intermediate-Mid | Intermediate-High | Advanced-Low |
|-------------------------------|--|---|---|
| Interpersonal Speaking | 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. | 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. | 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. |
| Presentational Writing | I can write on a wide variety of familiar topics using connected sentences. | I can write on topics related to school, work, and community in a generally organized way. I can write some simple paragraphs about events and experiences in various time frames. | I can write on general interest, academic, and professional topics. I can write organized paragraphs about events and experiences in various time frames. |
| Interpretive Listening | I can understand the main idea 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. | 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 | I can understand the main idea and some supporting details in organized speech on a variety of topics of personal and general interest. I can follow stories and descriptions of some length and in various time frames. I can understand information presented in a variety of genres on familiar topics, even when something unexpected is expressed. |
| Interpretive Reading | I can understand the main idea of texts related to everyday life and personal interests or studies. | 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. | 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. |

Benefits: Student Populations

Encourages

- The study and mastery of language

Recognizes

- Values language diversity among student body

Supports

- Aids increasing levels of proficiency in ELA

Prepares

- Provides students with benefits in the labor market and in the global society

Promotes

- This distinction can be included on college applications

Benefits: Additional Stakeholders

Employer

- Provides employers a method to identify people with language and biliteracy skills

University

- Furnishes universities an identifier to recognize applicants for attainment of high-level skills in languages

Community

- Strengthens intergroup communication and honors the multiple cultures and languages in the community

District

- Creates a capstone for a district-wide program that begins in elementary school

School

- Offers added value to district and school profile

Impact: College and Career Readiness

Perfectly describes results of academic programming

Provides measurable evidence of student learning

Biliteracy is a skill that enhances most career opportunities

Has a clear connection with necessary career skills

The Seal is being implemented across the nation

Use of the Seal on applications allows employers to match candidates to positions where language skills will be most necessary

Alignment with Proficiency Guidelines provides a nationally recognized standard

A system of college credit awarded to the high school Seal award is expected

Bedford's Pilot

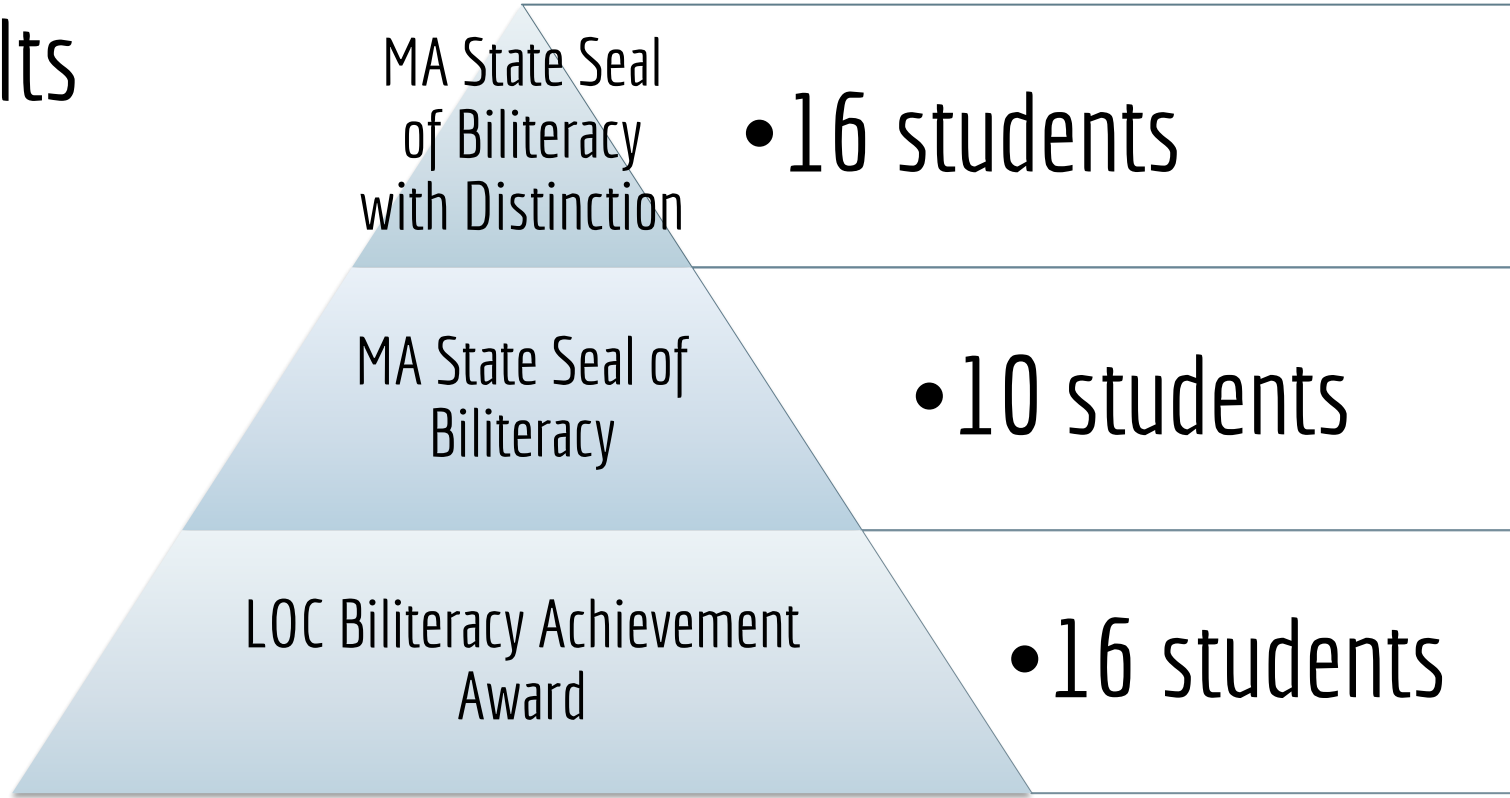
Program enabled with
prior strategic
planning

- Program was fully-funded this year
- Included in current programming

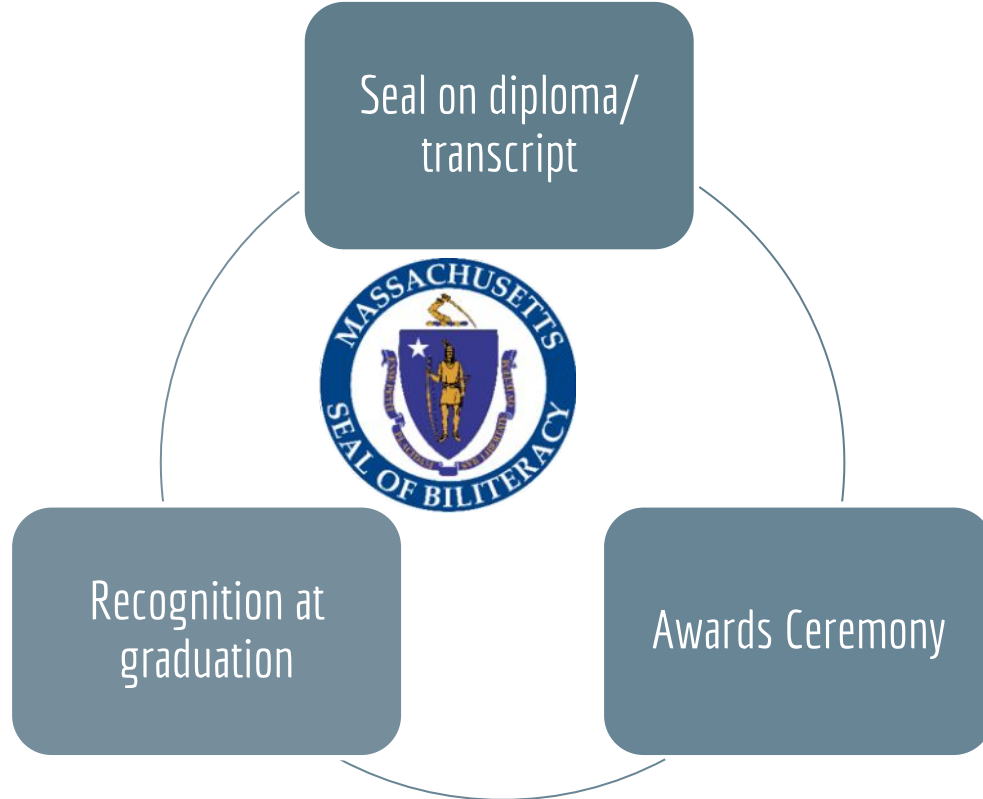
DESE-approved
proficiency test
administered

- Spanish 4/French 4 - 2017-2018 and 2018-2019
- Latin Prose - pilot 2018-2019
- AP French/Spanish - 2017-2018

Results



Achievement Recognition Opportunities



Expanding Funding

No additional funds needed for:

- ELA MCAS is free
- ACCESS is free

Foreign language testing funding possibilities:

- Title I funds
- Title IV Part A funds
- Students cover cost (neighboring districts)

Awards

- Seals
- Sashes
- Ceremony

Looking ahead

Advocacy

- Casting a wider net to improve community awareness

Collaboration

- WL and ELL departments

Data analysis

- For departmental review
- To promote equity