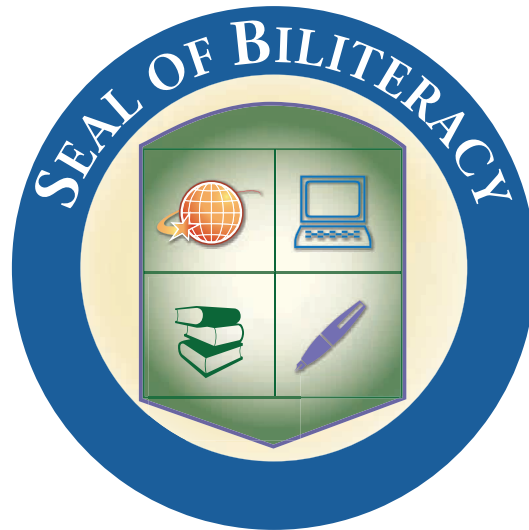


Californians Together

presents

THE SEAL OF BILITERACY PROGRAM



The Seal of Biliteracy is an award given by a school, school district or county office of education in recognition of students who have studied and attained proficiency in two or more languages by high school graduation. Appearing on the transcript of the graduating senior, the Seal of Biliteracy is a statement of accomplishment for future employers and for college admissions.

*T*he guidelines for these awards were authored by Dr. Laurie Olsen. The text inside may be downloaded from:

www.californianstogether.org.



Special Acknowledgment to

California Assemblyman Joe Coto for his vision and commitment to promoting second language learning for all students. Assemblyman Coto instituted the Seal of Biliteracy during his tenure as Superintendent of East Side Union High School District in San Jose, California.

Glendale Unified School District for envisioning and pioneering the Seal of Biliteracy. They have graciously shared their experiences and resources with districts throughout the state.

Julia Brownley, Assemblywoman authored the California Seal of Biliteracy legislation, and Governor Jerry Brown signed the bill in 2011. Together their leadership established California as the first state in the nation to formally recognize and honor skills of biliteracy.

The Comprehensive Assistance Center, West Ed, under the direction of Dr. Fred Tempes supported the production of the DVD, "Seal of Biliteracy: Celebrating Students of the 21st Century".



Special thanks to

Shelly Spiegel-Coleman (Californians Together) and
Rosa G. Molina (Association of Two-Way Dual Language Education)
for their input and advice on this document.

2018

What is a Seal of Biliteracy?

The Seal of Biliteracy is an award given by a school, school district or county office of education in recognition of students who have studied and attained proficiency in two or more languages by high school graduation. The Seal of Biliteracy takes the form of a gold seal that appears on the transcript or diploma of the graduating senior and is a statement of accomplishment for future employers and for college admissions. In addition to the Seal of Biliteracy that marks attainment of high level mastery of two or more languages, schools and districts are also instituting Bilingual Pathway Awards, recognizing significant steps towards developing biliteracy along a student's trajectory from preschool into high school.

Californians Together developed the concept of a Seal of Biliteracy in 2008 and worked throughout the state to help school sites, districts and others adopt and implement the Seal. Over 254 school districts are currently granting the awards, and increasing numbers of state and national professional organizations and other entities have endorsed the Seal.

Legislation creating a California State Seal of Biliteracy was passed in 2011, and California became the first state in the nation to establish a state level Seal of Biliteracy. In the Class of 2017, 47,028 students earned the State Seal of Biliteracy. Since program inception when 10,685 students received the State Seal Biliteracy, the earned number of seals has more than quadrupled.



In 2012 New York enacted legislation modeled after California to create a State Seal of Biliteracy. Now 31 states, plus the DC Public Schools have implemented their own Seal of Biliteracy patterned after California. This means 60% of the nation recognizes and honors seniors for their linguistic talents and proficiency in English and one or more other languages.

(Copies of state legislation are available on the Californians Together website). For more information on the California State Seal of Biliteracy, see: www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp.

Questions about the State Seal of Biliteracy can be emailed to: SEAL@cde.ca.gov

To encourage students along the trajectory towards attaining biliteracy, a series of pathway awards has also been established. Proposed criteria for students graduating from preschool and upon completion of third grade and graduation from elementary and middle school are included in this booklet.

Why Implement a Seal of Biliteracy?

A Seal of Biliteracy and the Pathway awards are a statement by the school system that mastery of two or more languages is important. It encourages students to pursue biliteracy, honors the skills our students attain, and can be evidence of skills that are attractive to future employers and college admissions offices.

Is the Seal of Biliteracy just for English Learners? What about students who are not English Learners and are studying a second language?

A Seal of Biliteracy is granted to all students who meet the criteria for the award. For each level, criteria are set for students whose first language is English who are learning a second language and for English Learners who are developing academic proficiency in their home language while mastering English.

Is this just for Spanish speakers? What about other language groups

Seals of Biliteracy are intended for all students who master standard academic English and any other language, including American Sign Language. Assessments, including Advanced Placement Tests, are available in many languages. Some districts have developed their own assessment process for languages where there are no existing tests and use a common rubric for scoring the tests aligned with World Language Standards and the American Council on the Teaching of Foreign Languages (ACTFL) performance descriptors and Can Do Statements. A Linguafolio approach has been developed by the National Council of State Supervisors for Languages. Currently, schools use a combination of assessments, course requirements, student work, and performance. If your school or district is seeking models and ideas for how this is done, contact Californians Together or one of the individuals listed on the Resource Page of this document.

Who awards the Seal of Biliteracy?

The Seal of Biliteracy was designed to be awarded by school districts; however, an individual school site or school program may also decide to implement the award. For example, the dual language strand in one K-8 school has instituted an award for students who complete its program, thus recognizing the high levels of biliteracy achievement.

County offices of education can invite individual schools and/or districts to institute a Seal of Biliteracy approach. The county office can provide assistance in identifying appropriate language assessments and publicizing a Seal of Biliteracy model. It is up to the schools and/or districts to actually engage students, put together an application process, and certify that students have met the requirements

for a Seal. The list of students who qualify is then submitted to the county office. The county office provides a Seal (or an extra award if the district has provided a Seal), and hosts a county-wide award ceremony or celebration.

Some county offices are specifically reaching out to the Dual Language programs in their county through their Bilingual Directors' networks and through their World Languages specialists.

What are the steps towards implementing a Seal of Biliteracy effort in a district or school?

Step 1. Clarify the Purposes and Rationale

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

- To encourage students to study languages
- To certify attainment of 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
- 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 Award is to clarify your school, community, district or state's purpose for giving the awards and to articulate the "frame" and rationale 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.



The specific purposes and rationale lead to the creation of a policy. It is important that a governing body create the award through policy. This is what gives it the weight of a statement by the schooling system that the skills of bilingualism have value. It is this process that provides the opportunity for a community to articulate how and why language diversity is important.

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

II. Determine the Level of Pathway Awards to Be Granted

A high school Seal of Biliteracy is awarded upon attainment of a high level of proficiency in two or more languages. In addition to the High School Seal, awards can 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. These points include, for example:

- As students leave preschool and enter kindergarten (this is the point at which parents make decisions about the elementary school programs for their children)
- At 3rd grade (this is often when English Learners exit bilingual programs and is a point at which Dual Language Program student enrollment often falls off)
- Redesignation
- End of Middle School

Pathway awards may be given in recognition of attainment of an age-appropriate level of skill in mastering two or more languages or in recognition of participation in activities involving bilingualism.

Pathway awards

Attainment/ Achievement	Service	Participation
Preschool		
3 rd grade		
End of elementary		
End of middle school		

III. Define the Criteria for Granting the Awards

The criteria for the high school Seal of Biliteracy has been defined as a standard statewide and was updated on November 7, 2017. Some districts have added to that criteria, strengthening recognition of additional aspects of biliteracy. Pathway awards can be defined by districts. Sample criteria for pathway awards follows.

Preschool Pathway Award: “Becoming Bilingual”

The purpose of the award at preschool “graduation” is to help young children and their families feel pride and excitement about becoming bilingual. As children enter Kindergarten, their families make an important decision about the kind of language program in which they will enroll their children. For this reason, it is an important moment in the educational journey to support families to think about the value they place on bilingualism for their child and to provide information about dual language immersion (two way) programs, bilingual programs, heritage language programs and other options. Developmentally, this is also an important phase in which children’s attitudes about their home language, and about people who speak languages other than their own are being shaped. The Pathway to Bilingualism award is a statement of values. It is a participation award given to all children in preschool programs that meet criteria demonstrating active support for the development of dual language children. The program criteria include:

- The preschool actively affirms the value of bilingualism (e.g., signs and posters are in multiple languages, children are routinely exposed to songs and phrases and chants in different languages, adults speak about how wonderful it is to be able to speak different languages)
- The preschool staff educate parents about how to support dual language development (e.g., host workshops, provide written materials, and interact regularly with parents about raising bilingual children)
- The preschool actively promotes rich oral language development in the child’s home language (whenever possible)
- The preschool actively engages children in developing a love of books and print in their home languages.



Preschool student from Redwood City School District with “I am Bilingual/Yo soy Bilingüe Award

Sample Elementary School Pathway Awards

Elementary Bilingual Service and Participation Award (BSPA)

The intent of the Elementary School “Bilingual Service and Participation Award” (BPSA) is to encourage students along the path of bilingualism for students who are not actually in a dual language or bilingual program leading to biliteracy. This can be awarded at the end of elementary school. The criteria might include:

- Attainment of age-appropriate proficiency in English (English Language Proficiency Assessments for California [ELPAC] proficiency for English Learners or any successor English language proficiency assessment; passing the California Assessment of Student Performance and Progress [CAASPP] in English Language Arts, or any successor test, at or above the “standard met” achievement level for English Only students);
- Age appropriate oral/listening proficiency in the home language for English Learners and in the second language for students whose home language is English (e.g. Spanish LAS at a level 4 or higher);
- Documentation of active use of two languages (e.g., serving as a bilingual ambassador for visitors to the school, reading books to preschoolers, etc.);
- Positive attitudes towards bilingualism and understanding that bilingualism has benefits (demonstrated through an essay or oral presentation).



Elementary School Biliteracy Attainment Award

This award is designed to measure attainment of age-appropriate biliteracy for students who have been in Immersion, Heritage, Foreign Language, Two-Way Bilingual Immersion, Dual Language, or maintenance bilingual programs. Criteria could include:

- Passing the California Assessment of Student Performance and Progress (CAASPP) for English Language Arts, or any successor test, at or above the “standard met” achievement level in fifth grade;
- Demonstration of proficiency in a language other than English (e.g., California Spanish Assessment [CSA] or any successor test at a level comparable to the at or above the “standard met” level or above in fifth grade, attainment of a level 4 or higher on the Spanish LAS)

In addition to the requirements outlined above, both the Bilingual Service and Participation Award and 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 Awards

Middle School Awards can be presented to students on the path to biliteracy (Service and Participation) or for attainment of a specified level of biliteracy (Biliteracy Attainment Award).

Middle School Service and Participation Award

This award is designed to reward engagement in pursuit of language skills in two or more languages, to affirm positive attitudes towards multilingualism, and to validate use of multiple languages for all students. Requirements may include:

- Participation in at least two years of a World Language class or a Native Speakers class with a passing grade;
- Passing the California Assessment of Student Performance and Progress (CAASPP) for English Language Arts, or any successor test, at or above the “standard met” achievement level or above;
- Written essay on why knowing multiple languages is important;
- 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 being studied.

Middle School Biliteracy Attainment Award

This award is designed to set a standard for high level biliteracy attainment for students in a Two-Way, Heritage, Immersion, World Language, or Dual Language program. All students, English fluent and English Learners, might be required to meet the following performance standards:

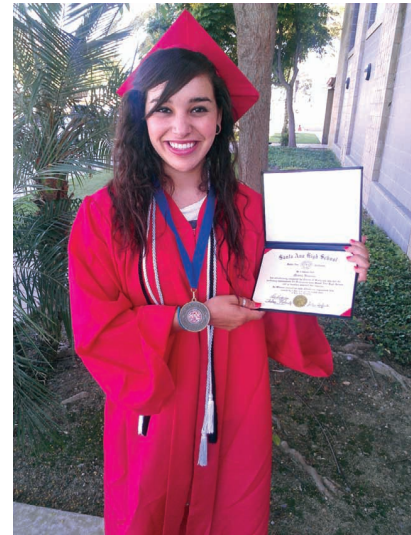
- Passing on the California Spanish Assessment (CSA), or any successor test, at a level comparable to the at or above the “standard met” achievement level or District Assessment of grade-level competency in a language other than English;
- Oral Proficiency in a language other than English (e.g., for a Spanish speaker in a Two-Way Bilingual Immersion or Dual Language program, LAS at a level 6/8 or equivalent);
- Passing the California Assessment of Student Performance and Progress (CAASPP) for English Language Arts, or any successor test, at or above the “standard met” achievement level or above;
- Average grades of B or higher in English classes and in World Language or Native Speakers courses;
- Written essay on why knowing multiple languages is important;
- 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.

The High School California State Seal of Biliteracy

The State Seal of Biliteracy Criteria established in legislation certifies attainment of a high level of proficiency in one or more languages in addition to English. The requirements, were amended by Assembly Bill (AB) 1142 effective January 1, 2018.

The English criteria includes:

- Completion of all English Language Arts requirements for graduation with an overall grade point average of 2.0 or above.
- Passing the California Assessment of Student Performance and Progress (CAASPP) for English language arts, or any successor test, administered in grade eleven, at or above the “standard met” achievement level.
- For English learners not reclassified, attain the level demonstrating English language proficiency on the English Language Proficiency Assessments for California (ELPAC), or any successor English language proficiency assessment, in transitional kindergarten or kindergarten through grade twelve, inclusive.



Santa Ana Unified School District Graduate with medallion and State Seal affixed to diploma.

Students must demonstrate proficiency in one or more languages other than English through one of the following methods:

The criteria for proficiency in a language other than English is one of the following:

- Passing a World Language Advanced Placement (AP) examination, including American Sign Language, with a score of three or higher.
- Passing an International Baccalaureate (IB) examination with a score of four or higher.
- Successful completion of a fourth year of a world language and attaining an overall grade point average of 3.0 or above in that course of study, and oral proficiency in the language comparable to that required to pass an AP examination with a score of three or higher.
<https://preview.tinyurl.com/SealofBiliteracyUPDATE>
- Certification to the SSPI, should no AP examination or off-the-shelf language test exist, that a local exam meets the rigor of a fourth-year course of study in that world language and, at a minimum, assesses speaking, reading, and writing.
- Passing an assessment on the modalities that characterize communication in a language that is not characterized by listening, speaking, or reading, or for which there is no written system at the proficient level or higher
- Passing the Scholastic Assessment Test (SAT) II World Language exam with a score of 600 or higher
- Approval by the State Superintendent of Public Instruction of a district language examination in which an AP examination or off-the-shelf examination exists.

For 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

Some districts have elected 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, use of the American Council on the Teaching of Foreign Languages (ACTFL) performance descriptors and Can Do Statements or other district-developed performance criteria. For copies of writing prompts, writing rubrics and other assessment tools used by districts in the Seal of Biliteracy process, see the Californians Together website.

IV. Develop Outreach Strategies and an Application Process

The power of the Seal of Biliteracy as a means to encourage study of multiple languages depends upon a school and district having outreach strategies to ensure that students know about the Seal of Biliteracy. It is also important that students take the individual affirmative step of submitting an application for the Seal of Biliteracy Award. To do so, they need 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. For example, the Stanislaus County Office of Education application asks:.

What language(s) did you first learn to speak in your home? Describe your family background in regard to languages, motivation to learn other languages, travel, etc. (200-word maximum)

Provide a brief history of learning other languages. Include the languages you have learned in school as well as out of school, and describe how you use the language(s) currently. (200-word maximum)

What important differences are there between the languages you have learned? What features of the languages might make it easier or more difficult than other languages? (200-word maximum)

Provide a brief description of your interaction and experiences with the languages and cultural groups. (200-word maximum)

List any successes or culminating events/experiences you have had in your target language(s). Include results of successful language tests or competitions which you have completed as well as any certificates or course grades you have earned. (200-word maximum)

It is important to plan a school year ahead to allow sufficient time for the outreach, application, assessment, and award process.



V. Design the Award and the Process for Award Presentation

Awards can be granted at a school or district reception, celebration, or special award assembly. They can also be awarded as part of the school graduation. Awards have included medallions, ribbons, cords, and stoles for having met the basic criteria for the Seal. In addition, a Seal is affixed to the transcripts or diplomas of graduating seniors along with a description of the criteria met. Some districts have added levels of awards. For example, Glendale Unified School District awards trophies to students who demonstrate mastery in three or more languages as well as special awards for the students who have scored the highest in each language on district assessments.



Glendale Unified School District



Sweetwater Union High School District
appears on graduation stole



San Francisco Unified School District Seal Design



San Jose Unified School District Pathway Award

VI. Seek Endorsements! Spread the Word!

The purpose of the Seal of Biliteracy is to honor the skills and demonstrate the value of mastery of two or more languages. Seeking endorsements sends the message to students and parents that these skills are valued more widely than just by the school and district. It also engages community groups, corporate and business entities, and professional associations in stating their own sense of value attached to the skills of biliteracy.

Endorsements may take the form of a formal resolution or letters of support, such as the endorsements of the California School Boards Association, Association of California School Administrators, California Federation of Teachers, the California Teachers Association, “the Los Angeles, San Jose Silicon Valley, and El Monte Chambers of Commerce, and others. (See the Californians Together website for copies of these resolutions.)

The sponsorships may take the form of sponsoring the award celebration or of the awards themselves. Velázquez Press designed, produced, and donated the Biliteracy Recognition Medals for Baldwin Park and Azusa Unified School Districts. Velázquez Press believes the “Seal of Biliteracy” will encourage ELL students to succeed in school and improve graduation rates. Velázquez Press will sponsor school districts who want to adopt the “Seal of Biliteracy” by providing supporting materials that include guidelines, seals and award medals. For more information please contact them at 626-448-3448 or info@academiclearningcompany.com



Azusa Unified School District graduates wearing medallions donated by Velázquez Press.

Resources

Seal of Biliteracy: Celebrating Students of the 21st Century

This DVD presents the journey and voices of three students who have all earned the Seal of Biliteracy. In addition, it presents elementary school students who receive a biliteracy pathway award. The film presents the voices and perspective of parents, school administrators and board members and business leaders who acknowledge and understand that biliterate students are prepared for their role in the 21st century global society. You can purchase the DVD from Californians Together or view it on You Tube at www.youtube.com/californianstogether.

Implementation Workshops

To help districts implement a Seal of Biliteracy, Californians Together has conducted workshops across the state in the counties of Los Angeles, Riverside, San Bernardino, San Diego, Fresno, Santa Clara, Solano, Ventura, Sonoma, San Mateo, Imperial, Merced, Sacramento, San Joaquin and Alameda with teams from over 150 school districts. If your county or group of districts would like to sponsor a workshop, contact Californians Together.

The Californians Together Seal of Biliteracy Facebook Page

To keep informed on the latest research on bilingualism, district developments and a portal for Seal of Biliteracy graduates to stay connected go to the Seal of Biliteracy Facebook page, www.Facebook.com/SealofBiliteracy. Go to the Facebook page and “like us”.

Seal of Biliteracy Archived Webinars

Two webinars presented by Schools Moving Up, West Ed, can be viewed and used by district, county and school teams beginning to implement the Seal of Biliteracy. They describe the rationale, benefits and procedures for implementation and can be viewed at:

<http://www.schoolsmovingup.net>

Others Resources for Establishing Criteria:

The 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 language 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 Linguafolio 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. For more information go to the website:

<http://www.doe.virginia.gov/linguafolio/>

An adaption of the Linguafolio for the Seal of Biliteracy criteria can be seen at the Stanislaus County Office of Education website:

<http://www.stancoe.org/go/SealOfMultilingualProficiency>

American Council on the Teaching of Foreign Languages (ACTFL)

The levels of the ACTFL Guidelines present the levels of proficiency as ranges, and describe what an individual can and cannot do with language at each level. Aligned with the ACTFL Proficiency Guidelines 2012 and the ACTFL Performance Descriptors for Language Learners, the Can-Do Statements reflect the continuum of growth in communication skills through the Novice, Intermediate, Advanced, Superior, and Distinguished levels. For more information visit the publication page of their website:

<https://www.actfl.org/publications/guidelines-and-manuals>

Order Supplies to Implement the Seal of Biliteracy

Information and Implementation Booklet \$3.00

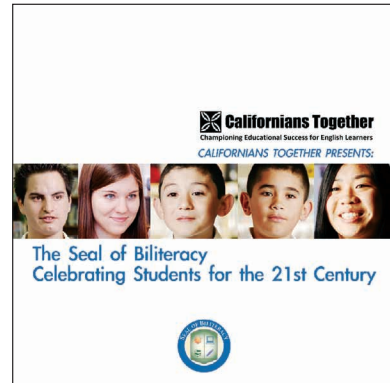
Seal of Biliteracy DVD 5.00

Senior High School Graduate Medallions 5.00

Elementary School Pathway Ribbon (Teal) 5.00

Middle School Pathway Ribbon (Royal) 5.00

Elementary/Middle (silver) and Senior (gold) Seals .50



Go to the Californians Together website to order the materials or call the office for more information at 562-983-1333. Shipping and taxes will be added to all orders.

***For further information and support to implement a Seal of Biliteracy Program,
please contact:***

Shelly Spiegel-Coleman 562.983.1333

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Glendale Unified School District graduates with Bilingual Competency Award medallions.

Californians Together is a statewide coalition of parents, teachers, education advocates, and civil rights groups committed to securing equal access to quality education for all children.

Founded in 1998 after the passage of Proposition 227, Californians Together joined with other organizations to foster full participation in a democratic society through quality education for children and parents from under served communities.

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