

OFFICE OF CHIEF ACADEMIC OFFICER
Summary of State Board of Education Agenda Items
Consent Agenda
May 26, 2022

OFFICE OF SECONDARY EDUCATION

- F. Approval to begin the Administrative Procedures Act process: To revise the Mississippi Seal of Biliteracy Guidelines

Background Information: The purpose of these guidelines, in accordance with State Board Policy Rule 28.8, is to set minimum standards for Local Education Agencies (LEAs) that opt to offer a local Mississippi Seal of Biliteracy recognizing students who have attained proficiency in one or more world languages and English by high school graduation. Revisions were made based on feedback from current participating districts which will provide clarity on the implementation of the Mississippi Seal of Biliteracy program and to provide a separate list of vetted State Board of Education approved vendors. As the guidelines are revised and approved by the SBE, the modifications will be disseminated to the appropriate individuals in the educational community.

Recommendation: Approval

Back-up material attached

MISSISSIPPI

Seal of Biliteracy

GUIDELINES

Revised 2022

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~~MISSISSIPPI SEAL OF BILITERACY PANEL~~

~~We wish to extend a very special thank you to the following members of the Mississippi Seal of Biliteracy panel. Each member's leadership and guidance were key to the development of the Mississippi Seal of Biliteracy policy and guidelines.~~

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~~ADDITIONAL THANKS~~

~~We would like to thank the American Council on the Teaching of Foreign Languages, the National Association of Bilingual Education, the National Council of State Supervisors for Languages, and Teachers of English to Students of Other Languages International Association Panel, whose guidance document was beneficial in the creation of state policy and guidance to schools in Mississippi.~~

MISSISSIPPI SEAL OF BILITERACY NETWORK AND REVIEW COMMITTEE

We wish to extend a very special thank you to the following members of the Mississippi Seal of Biliteracy Network and Review Committee. Each member's leadership and guidance were key to the development of the Mississippi Seal of Biliteracy policy and guidelines.

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National Association of Bilingual Education
National Council of State Supervisors for Languages
Teachers of English to Students of Other Languages International Association
American Council on the Teaching of Foreign Languages
National Association of Bilingual Education
National Council of State Supervisors for Languages
Teachers of English to Students of Other Languages International Association

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INTRODUCTION

This document is in accordance with the Mississippi Seal of Biliteracy State Board Policy Rule 28.8 (Adopted October 10, 2019), found in Appendix A of this document. The purpose of the Mississippi Seal of Biliteracy Guidelines is to provide assistance, examples, and resources to local school districts on the process of awarding and recognizing students who have attained proficiency in one or more world languages and English by high school graduation. Although not required, the State Board of Education recognizes and honors students who have attained proficiency in two or more languages. The Mississippi Seal of Biliteracy Guidelines will be revised as needed to be aligned with national organizations for biliteracy.

Recognition for demonstrating a level of biliteracy ~~must shall~~ be indicated on the high school transcript for students. ~~The This~~ recognition ~~certifies acknowledges~~ attainment of biliteracy in English and a world language for students, employers, and postsecondary institutions. It is a statement of accomplishment that helps to signal evidence of a student's readiness for college and career and for engagement as a global citizen.

To ensure consistency in the meaning of this recognition, the Mississippi Department of Education (MDE) researched four national organizations' recommendations and utilized their guidance in the development of the Mississippi Seal of Biliteracy. The four national organizations are the American Council on the Teaching of Foreign Languages (ACTFL), the National Association of Bilingual Education (NABE), the National Council of State Supervisors for Languages (NCSSFL), and Teachers of English to Students of Other Languages (TESOL) International Association Panel. Additional input was provided by the Mississippi Foreign Language Association and the Mississippi Seal of Biliteracy ~~network and review-Advisory~~ committees.

The Mississippi Seal of Biliteracy website www.mdek12.org/ese/Mississippi-Seal-of-Biliteracy contains additional resources that provide clarity and address questions regarding the implementation of the Mississippi Seal of Biliteracy program. The website will be updated as needed to answer frequently asked questions and provide further explanation on the following topics:

- Information and score requirements on the silver and gold levels of biliteracy
- A list of acceptable assessments for determining language proficiency for English and world languages
- Information and sample rubrics for portfolio-based assessments
- State Board and local policy requirements for awarding the Mississippi Seal of Biliteracy
- Step by step guidance for district participation (see Appendix B for form) and reporting student data to the Mississippi Department of Education through the Mississippi Student Information System (MSIS)

QUALIFICATIONS FOR EARNING THE MISSISSIPPI SEAL OF BILITERACY

For the purposes of the Mississippi Seal of Bilingualism, world languages may be viewed as any natural human language other than English.

All students (including a student whose native language is English or another world language and a student with disabilities) are eligible to attain one of the following levels of bilingualism:

- **Silver Mississippi Seal of Bilingualism (SSB)** – which demonstrates a functional fluency level at the intermediate-mid range; ([Appendix A See the Mississippi Seal of Bilingualism website www.mdek12.org/ese/Mississippi-Seal-of-Bilingualism](http://www.mdek12.org/ese/Mississippi-Seal-of-Bilingualism))
- **Gold Mississippi Seal of Bilingualism (GSB)** - which demonstrates a working fluency at the advanced-low range. ([Appendix A See the Mississippi Seal of Bilingualism website www.mdek12.org/ese/Mississippi-Seal-of-Bilingualism](http://www.mdek12.org/ese/Mississippi-Seal-of-Bilingualism))

* Will add images of the Seal next to each of the above Seals

This accomplishment is based on evidence of the student achieving the designated level of language proficiency in **English, plus one or more other world languages** during their high school years (**grades 9-12**). Students shall demonstrate a minimal level of proficiency in English, and one or more additional languages (**whether be that language is a native language, heritage language, or a language learned in school or another setting**). Acceptable levels of proficiency are found **on in the Mississippi Seal of Bilingualism Acceptable Evidence for Silver and Gold** ([Appendix A Mississippi Seal of Bilingualism website www.mdek12.org/ese/Mississippi-Seal-of-Bilingualism](http://www.mdek12.org/ese/Mississippi-Seal-of-Bilingualism)).

In accordance with the National [*Guidelines for Implementing the Seal of Bilingualism Guidelines for Implementing the Seal of Bilingualism*](#)

“schools and districts are encouraged to provide other forms of recognition prior to high school graduation that reflect progress along the pathway toward achieving the specified level of bilingualism. This may occur prior to the senior year (as with English learners; students of American Sign Language, tribal languages, and other populations). Bilingualism refers to having a functional or working level of proficiency in each language: the level of proficiency is not necessarily identical for both languages” (page 2-3). The attainment of this seal is the first step on the road towards a lifetime of communication on a global level.

Building a local Mississippi Seal of Bilingualism support team

While the school counselor may be the main contact to help the student track their progress, it is recommended that the district and/or school create a local Mississippi Seal of Bilingualism team to support student success in the program. School Seal of Bilingualism team members may include school personnel interested in supporting the program such as:

- Building administrators
- Counselors
- World language teachers

- English learner teachers and/or coordinators
- Personnel responsible for entering and reporting student data to MDE
- English teachers
- Other interested school personnel

Process for earning **and** awarding a Mississippi Seal of Biliteracy

The process for earning **and** awarding a Mississippi Seal of Biliteracy may vary slightly; however, it is recommended ~~that 7th and 8th grade~~ to start informing students as early as 5th or 6th grade **and beyond about the opportunity and the importance** ~~are informed of the~~ of the Seal of Biliteracy **along with** ~~and~~ the requirements to earn it by graduation. Students should meet regularly with their high school counselor to track their progress towards biliteracy. This tracking should include requirements for both English and a world language. Suggestions for informing students and tracking this progress towards biliteracy may include one-on-one planning meetings, parent and student meetings. **Schools can use additional meetings such as student clubs and organizations to provide opportunities for students to discuss the requirements for the seal and to interact with and encourage each other through the enhancement of cultural experiences.** ~~where various options for meeting the requirements for the seal are discussed and student clubs/ and organizations where students are able to interact with and encourage each other through the enhancement of cultural experiences.~~

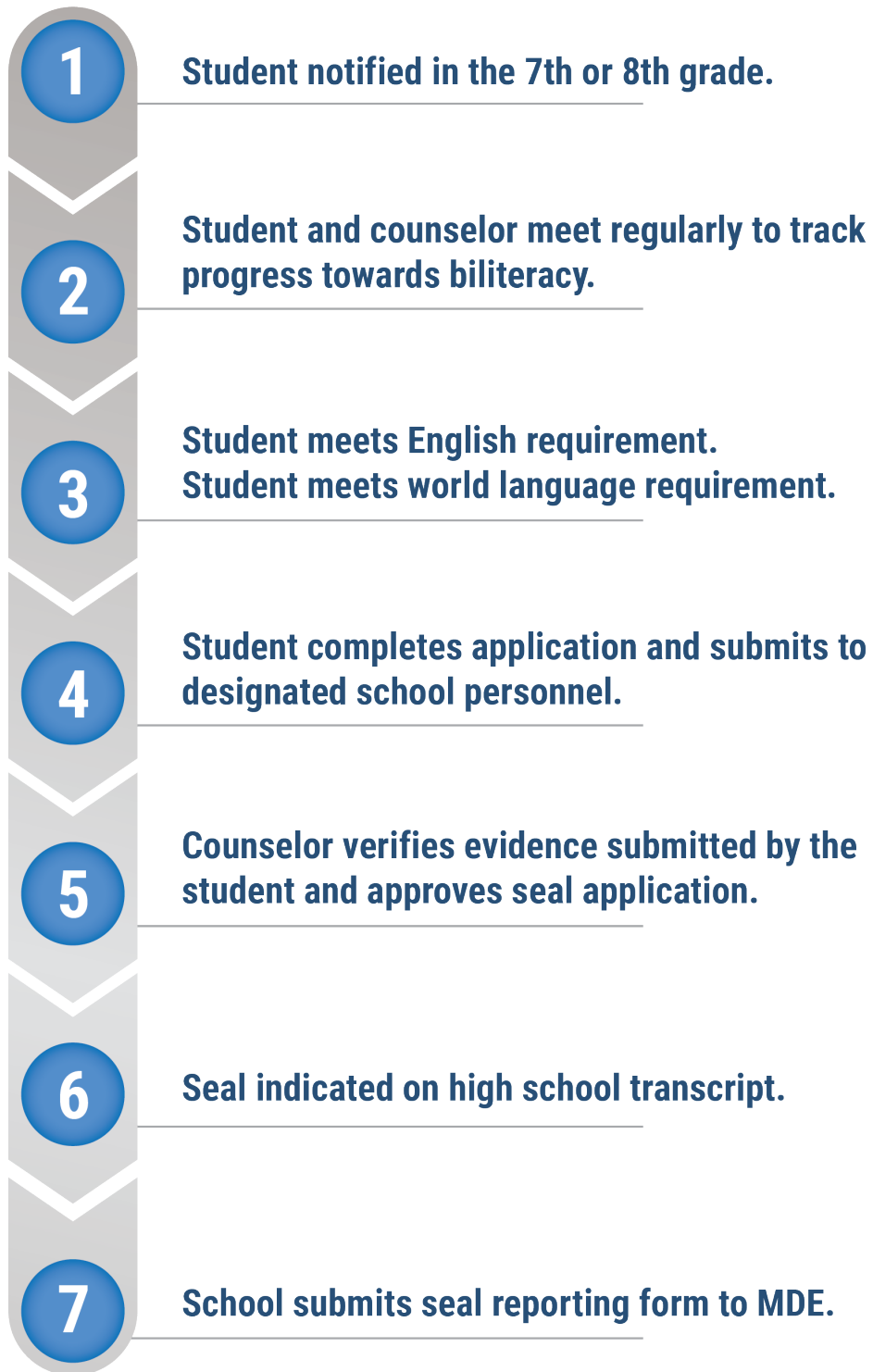
After meeting the requirements for a Seal of Biliteracy, it is recommended that the **student works with the school Seal of Biliteracy team members** ~~counselor, world language teacher, and student work together~~ to complete and **submit an application** where the evidence will then be verified by the counselor. Once the evidence is verified, the earned Seal is indicated on the high school transcript and recognized at school award ceremonies.

The school will then be required to report the information to the MDE. **The following chart outlines the basic process for notifying, awarding, and documenting the MS Seal of Biliteracy.**

PROCESS FOR EARNING AND AWARDING

EXAMPLE TIMELINE

- #1 Student notified in the ~~7th or 8th grade~~ upper elementary or middle school
- #2 Student and counselor meet regularly to track progress towards biliteracy
- #3 Student meets English and world language requirements **Student meets English requirement. Student meets world language requirement.** ~~Student meets English requirement. Student meets world language requirement.~~
- #4 Student completes application and submits to designated school personnel
- #5 Counselor verifies evidence submitted by the student, approves **and completes** seal application
- #6 Seal indicated on high school transcript
- #7 ~~School submits seal reporting form to MDE.~~ School submits seal awardee data information to the MDE through Mississippi Student Information System (MSIS).



ASSESSMENTS FOR DETERMINING LANGUAGE PROFICIENCY

For current **minimum** target levels and acceptable assessment options, refer to the ~~Mississippi Seal of Biliteracy Acceptable Evidence for Silver and Gold (Appendix A)~~ Mississippi Seal of Biliteracy website www.mdek12.org/ese/Mississippi-Seal-of-Biliteracy.

English

Comparable evidence of English proficiency ~~must shall~~ be demonstrated by both native and non-native speakers of English, as determined ~~in~~ on the ~~Mississippi Seal of Biliteracy website www.mdek12.org/ese/Mississippi-Seal-of-Biliteracy. Mississippi Seal of Biliteracy Acceptable Evidence for Silver and Gold (Appendix A).~~ The language performance ~~should~~ must be demonstrated in both social and academic (content-based) use of the language, in all modes of communication ~~appropriate to the tested language~~.

World Languages

Evidence of proficiency in one or more world languages ~~shall must~~ be provided by both native and non-native users of a language other than English as determined ~~in the Mississippi Seal of Biliteracy Acceptable Evidence for Silver and Gold (Appendix A).~~ on the Mississippi Seal of Biliteracy website www.mdek12.org/ese/Mississippi-Seal-of-Biliteracy. The student ~~should~~ must demonstrate proficiency in all domains (reading, writing, listening, and speaking) and all modes of communication (Interpersonal, Interpretive, and Presentational) appropriate to the tested language. ~~the modes of communication appropriate for that language.~~

Note: Not all languages have all modes of communication. Modes of communication assessed include interpersonal communication involving conversational speaking and listening or signed exchanges; interpretive reading, listening, or viewing; and presentational communication shown by creating messages for a reader, listener, or viewer through writing, speaking, or signing.



ASSESSMENT OF PROFICIENCY FOR LANGUAGES THAT DO NOT USE ALL MODES OF COMMUNICATION

The National Guidelines for Implementing the Seal of Biliteracy state, “Due to unique characteristics of certain languages, special allowances may need to be made. We recommend that in cases where language assessments across all three modes of communication may not be appropriate or available, districts/schools have the right to substitute a different assessment” (or use a portfolio assessment such as the one provided [on Appendix B the Mississippi Seal of Biliteracy website www.mdek12.org/ese/Mississippi-Seal-of-Biliteracy](http://www.mdek12.org/ese/Mississippi-Seal-of-Biliteracy)) that meets the spirit of the Mississippi Seal of Biliteracy guidance. “Students seeking a seal through languages not characterized by the use of listening, speaking, reading, or for which there is not a writing system (such as American Sign Language), will then demonstrate the expected level of proficiency on an assessment of the modalities that characterize communication in that language.” (page 3)

Examples include:

- Latin and Classical Greek – recommend assessment of interpretive reading and presentational writing, not of listening or interpersonal face-to-face communication
- American Sign Language (ASL) – recommend assessment of interpersonal signed exchange, presentational signing, and demonstrating understanding of ASL (such as interpreting a signed lecture or by summarizing and responding to questions aimed at general understanding)
- Native American Languages – recommend assessment of interpersonal face-to-face communication as well as interpretive listening, presentational speaking, and writing and reading where a written code exists

REQUIRED EVIDENCE OF LANGUAGE PROFICIENCY

For many languages, including English, specific assessment options are provided ~~in~~ on the ~~Mississippi Seal of Biliteracy Acceptable Evidence for Silver and Gold. (Appendix A)~~ Mississippi Seal of Biliteracy website www.mdek12.org/ese/Mississippi-Seal-of-Biliteracy.

The assessments evaluate students' functional use of the language, not knowledge about the language. The **acceptable assessment** scores were determined through research of the committee based on Seal of Biliteracy policies of other states and the National Seal of Biliteracy at sealofbiliteracy.org. ~~<https://sealofbiliteracy.org>~~.

The MDE recommends that schools help students maintain a portfolio of their language performance, tracking improvement and progress toward the level required for a biliteracy recognition. While guidance is provided, each district shall determine a local process for assessing students to meet the requirements of the ~~Silver Seal of Biliteracy or the Gold~~ Mississippi Seal of Biliteracy in cases where assessments of specific languages may not be available.

Note: Educators should be aware that some tests (~~e.g. Advanced Placement Exams~~) may be given only once per academic year. Based on the chosen test, teachers, counselors, and students will need to plan in advance so that learners have the time to reach proficiency milestones, take the assessment and receive scores prior to graduation.

General Guidelines for determining language proficiency in English and world languages:

English

Students ~~shall~~ **must** demonstrate proficiency in English by meeting language arts requirements for high school graduation or by demonstrating proficiency on a validated assessment of proficiency for English learners or other acceptable assessments as listed ~~on the Mississippi Seal of Biliteracy Acceptable Evidence for Silver and Gold (Appendix A)~~ on the Mississippi Seal of Biliteracy website www.mdek12.org/ese/Mississippi-Seal-of-Biliteracy. Assessments in English may include one or more of the following as determined by the ~~state~~ district:

- State assessments of English Language Arts as required for all learners, *or*
- State assessments of English language development for English learners, *or*
- Other assessments identified by the state as appropriate for demonstrating English proficiency equivalent to meeting high school graduation requirements

World Languages

The MDE ~~recommends demonstrating~~ requires a proof of proficiency in a language other than English by demonstrating ~~proficiency an acceptable skill level~~ on a validated test of proficiency as determined by the ~~state~~ Mississippi Department of Education.

~~The MDE will determine the assessments that are acceptable for purposes of demonstrating proficiency in a language other than English. Examples include:~~

- ~~Advanced Placement (AP) Exam~~
- ~~International Baccalaureate Exam~~
- ~~Oral/Signed Proficiency Interview, Reading Proficiency Test, or Writing Proficiency Test~~
- ~~Standards-based Measurement of Proficiency (AVANT-STAMP 4S)~~
- ~~Avant WorldSpeak~~

- ~~ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL ACTFL)~~
- ~~Tribal language assessments*~~
- ~~Sign Language Proficiency Interview (SLPI) for American Sign Language~~
- ~~ACTFL Latin Interpretive Reading Exam (ALIRA) Language Testing International ALIRA (Latin)~~

Assessments for determining the level of language proficiency must include:

- Adherence to the current ACTFL standards and proficiency scale
- Assessment in all language domains (speaking, listening, reading, and writing) or those appropriate to the given language

Note: For the most current vetted list of acceptable assessments and updated requirements, see the Mississippi Seal of Biliteracy website www.mdek12.org/ese/Mississippi-Seal-of-Biliteracy.

- ~~Other assessments correlated to the required minimum level of proficiency (intermediate-mid) as outlined by ACTFL~~

Tribal Language Assessments

Tribes may use existing or newly developed processes for determining language proficiency according to the unique needs of the language. Reading and writing components are to be used only when appropriate for the specific tribal language and approved by the tribe.

Portfolio-Based Assessment

A portfolio-based assessment may also be used to demonstrate language proficiency under certain circumstances such as accommodating certain student disabilities or assessing a language for which there is not a computer assessment available. These circumstances and an example portfolio rubric are located on the Mississippi Seal of Biliteracy website www.mdek12.org/ese/Mississippi-Seal-of-Biliteracy.



EQUITABLE ACCESS

All students should receive information on the options available for the **Mississippi Seal of Biliteracy** upon entering middle and high school settings. ~~, so they are able to~~ This will enable **them to** organize their schedules and **work towards** meeting the requirements to receive this honor upon graduation. A sample ~~student~~ notification form (see **Appendix C**) and a sample ~~student application~~ (see **Appendix D**) ~~are is~~ available in ~~Appendix C~~ of this document.

All students are eligible to attain a Mississippi Seal of Biliteracy regardless of language background or any identified condition that may exclude demonstration of language proficiency in one of the modes of communication. This includes **but is not limited to** blindness, deaf or hearing impaired, cognitive disabilities, or learning disabilities, etc. Accommodations and/or the use of technology, such as those already in place for state-required assessments of language, should be included for assessments used to qualify for a **Mississippi Seal of Biliteracy**.

DISTRICT REQUIREMENTS

When Awarding the Seal of Biliteracy

Each district ~~that chooses to participate in the Mississippi Seal of Biliteracy program must shall~~ adopt a local board policy which adheres to basic guidance set forth by the MDE. ~~Districts must report District Participation form, local board policy and agenda with approved board minutes adopting their local seal of biliteracy to MDE (see Appendix B).~~ Districts recognizing students for ~~attaining a recognition~~ earning a seal of biliteracy ~~must shall~~ also determine practical methods for identifying and recording the name(s) of students who have met the requirements. ~~and report the information to the MDE.~~ Districts must report this information to the MDE through MSIS (see the Mississippi Seal of Biliteracy website www.mdek12.org/ese/Mississippi-Seal-of-Biliteracy for upload directions). Schools with students receiving the recognition of biliteracy shall follow their district policy for determining and verifying qualifications. Awarding of the Silver Seal of Biliteracy or the Gold Seal of Biliteracy ~~shall must~~ be completed by high school graduation.

Each district shall determine the process for awarding and recognizing either level of the Seal of Biliteracy, including the following:

- The seal ~~shall must~~ be added to the high school transcript as it is the credential that is viewed by post-secondary institutions and future employers
- Districts and schools are encouraged to recognize the achievement of biliteracy at graduation and award ceremonies
- Districts ~~shall must~~ set up their own procedures for collecting, recording, and maintaining student data for those recognized for biliteracy and the evidence upon which it is based. Data ~~shall will~~ include **but is not limited to:**
 - **English and world language assessment scores and levels of achievement**
 - languages other than English in which students earned the seal,
 - number earning the seal who are former English learners, and
 - seal level earned by each student.

MINIMAL REQUIREMENTS

For the Silver Seal of Biliteracy and the Gold Seal of Biliteracy

The minimal score requirements and acceptable assessments for both levels of biliteracy are identified in on the ~~Mississippi Seal of Biliteracy Acceptable Evidence for Silver and Gold (Appendix A)~~ Mississippi Seal of Biliteracy website www.mdek12.org/ese/Mississippi-Seal-of-Biliteracy. These minimum score requirements may change from year to year, so it is essential that schools use the most updated version of the score requirements provided by the MDE as stated on the Mississippi Seal of Biliteracy website www.mdek12.org/ese/Mississippi-Seal-of-Biliteracy. Native or non-native English Speakers shall meet the criteria prior to graduation.

Students are only recognized and awarded at one level of biliteracy per world language. Students may earn a Mississippi Seal of Biliteracy in more than one language. The score scenario examples provided below on the Mississippi Seal of Biliteracy website www.mdek12.org/ese/Mississippi-Seal-of-Biliteracy will assist in determining the level of recognition.

Example Score Student Scenarios

~~STUDENT A met the Gold Seal Biliteracy in English and the Silver Seal of Biliteracy in a world language, therefore the student is awarded the Silver Seal of Biliteracy.~~

ENGLISH		WORLD LANGUAGE	
Assessment	English II	Assessment	AP French (L&C)
Assessment Score	5	Assessment Score	3
Seal of Biliteracy	Gold	Seal of Biliteracy	Silver
SEAL AWARDED		Silver Seal of Biliteracy	

~~STUDENT B met the Silver Seal of Biliteracy in English and the Gold Seal of Biliteracy in a world language, therefore the student is awarded the Silver Seal of Biliteracy.~~

ENGLISH		WORLD LANGUAGE	
Assessment	English II	Assessment	AP French (L&C)
Assessment Score	4	Assessment Score	4
Seal of Biliteracy	Silver	Seal of Biliteracy	Gold
SEAL AWARDED		Silver Seal of Biliteracy	

STUDENT C met the Silver Seal of Biliteracy in English and the Gold Seal Biliteracy in a world language, therefore they earn the Silver Seal of Biliteracy.

ENGLISH		WORLD LANGUAGE	
Assessment	MDE English Language Proficiency Test (ELPT)	Assessment	AAPPLACTFL Spanish I
Assessment Score	5 in 3 domains, 4 in one domain	Assessment Score	5
Seal of Biliteracy	Silver	Seal of Biliteracy	Gold
SEAL AWARDED		Silver Seal of Biliteracy	

STUDENT D met the Gold Seal Biliteracy standard in both English and a world language, therefore they earn the Gold Seal of Biliteracy.

ENGLISH		WORLD LANGUAGE	
Assessment	MDE-ELPT	Assessment	AAPPLACTFL Spanish (L&C) I
Assessment Score	5 in all 4 domains	Assessment Score	5
Seal of Biliteracy	Gold	Seal of Biliteracy	Gold
SEAL AWARDED		Gold Seal of Biliteracy	

STUDENT E did not meet the minimal requirements for either seal in English, but met the Silver Seal of Biliteracy in a world language, therefore they do not meet the requirements to earn a Silver Seal of Biliteracy or a Gold Seal Biliteracy.

ENGLISH		WORLD LANGUAGE	
Assessment	SAT	Assessment	AP German (L&C)
Assessment Score	300	Assessment Score	3
Seal of Biliteracy	Not met	Seal of Biliteracy	Silver
SEAL AWARDED		None	

STUDENT F met the Gold Seal of Biliteracy in English but did not meet the minimal requirements for either seal in a world language, therefore, they do not meet the requirements to earn a Silver Seal of Biliteracy or a Gold Seal Biliteracy.

ENGLISH		WORLD LANGUAGE	
Assessment	SAT	Assessment	AP German (L&C)
Assessment Score	350	Assessment Score	2
Seal of Biliteracy	Gold	Seal of Biliteracy	Not met
SEAL AWARDED		None	

STUDENT G met the Silver Seal of Biliteracy in English and a world language, therefore, they earn the Silver Seal of Biliteracy.

ENGLISH		WORLD LANGUAGE	
Assessment	English II	Assessment	Alternative Portfolio
Assessment Score	4	Assessment Score	Speaking 4 Listening 4 Reading 3 Writing 2 Overall 3.25
Seal of Biliteracy	Silver	Seal of Biliteracy	Silver
SEAL AWARDED		Silver Seal of Biliteracy	

~~PORTFOLIO-BASED ALTERNATIVE EVIDENCE METHOD~~ for World Language Assessments

A student may demonstrate a high level of proficiency in a foreign language by using the portfolio process as an alternative evidence method under certain circumstances. Those circumstances include the following:

- ~~There is not a readily available assessment in a particular foreign world language; and/or~~
- ~~The district determines the portfolio process is necessary because of a student's disability. Documentation based on their disability, as stated in their IEP, shall be provided to the MDE as to why standardized assessment is not appropriate. The portfolio process is an alternative method of providing evidence that the student is proficient in one of the levels for a particular world language(s).~~

The portfolio process includes the following steps:

1. ~~Student, parents/guardians, and school district personnel shall work together to secure a language expert who is proficient in the domains of that language who can legitimately review and assess the student's proficiency in the four domains of the world language.~~
2. ~~The language expert reviews the evidence submitted by the student (or meets with the student in person) to assess the domains and certify that the student's evidence meets the high criteria.~~
3. ~~To assess the student, the language expert should use the portfolio rubric in Appendix B the *Mississippi Seal of Biliteracy Supplemental Resources* (or a similar one adopted by the local district) to assess each domain (listening, speaking, reading, and writing). If one or more domains is not applicable, the expert shall provide documentation.~~
4. ~~The language expert's evaluation and signature indicate that the student meets the criteria and sufficient evidence is demonstrated.~~
5. ~~The language expert evaluation should provide feedback to the school regarding the evidence demonstrated. For example, the student's completion of a real-world application task in each domain and their level of proficiency within the domains.~~
6. ~~Each local school district will determine the method for maintaining the records and documentation for the Seal of Biliteracy that meets the district standard for maintaining records and original signatures.~~
7. ~~Districts shall ensure that the portfolio assessment includes both expressive and receptive aspects of the language assessment.~~

EXAMPLE POLICY

Below is an example policy to assist local school districts in developing a **Mississippi** Seal of Biliteracy policy to be approved by their local school board.

Introduction

The local school board is committed to preparing every student who enrolls in our schools to graduate from high school college and career ready. Students will have the skills, capacities, and dispositions necessary to participate fully in the 21st century economic, scientific, political, cultural, and intellectual life of our global society. Achieving high levels of academic competency in both English and at least one other world language is an integral part of making the vision of student accessibility to success a reality.

Therefore, in order to encourage and recognize linguistic proficiency and cultural literacy, the local school district ~~will shall~~ present a **Mississippi** Seal of Biliteracy as a recognition on a student's transcript, to each graduating high school student who demonstrates proficiency in one or more languages in addition to English.

Purpose of the **Mississippi Seal of Biliteracy**

- Recognize students who attain a high level of proficiency in two or more languages **including English**.
- Provide employers and postsecondary institutions with biliterate students who are able to perform high level academic and professional tasks in another language as well as English.
- Assign high status to students who demonstrate biliterate competence in English and in at least one additional world language.
- Revitalize, promote, and encourage the development of effective dual language immersion, world language, and heritage language pathways in **grades 9-12 grade** that prepare students to successfully interact in the global marketplace of the 21st Century.
- Build on student strengths, recognizing that home language and culture are valued resources that contribute to academic success.

Mississippi Seal of Biliteracy Eligibility

Every **Mississippi** Seal of Biliteracy student candidate needs to complete an application with his/her counselor in order to begin the process to obtain the Mississippi Seal of Biliteracy.

Native or non-native English speakers who meet the following criteria before the senior year or the spring semester before graduation:

1. Show evidence of proficiency in literacy in **English** by meeting the current MDE minimum score requirements as outlined **on the Mississippi Seal of Biliteracy website www.mdek12.org/ese/Mississippi-Seal-of-Biliteracy**. **in ~~one of the following assessments (see full list in met in Appendix A of the Mississippi Seal of Biliteracy Guidelines):~~**
 - ~~1.1. English section of the ACT, or~~
 - ~~1.2. AP English Language and Composition, or~~
 - ~~1.3. AP English Literature and Composition, or~~
 - ~~1.4. English section of the SAT, or~~
 - ~~1.5. MDE State English II test, or~~
 - ~~1.6. current MDE English Language Proficiency Test.~~
2. Show evidence of proficiency in literacy in **a world language** other than English by meeting the **criteria as outlined on the Mississippi Seal of Biliteracy website www.mdek12.org/ese/Mississippi-Seal-of-Biliteracy**. **~~current MDE minimum score requirements in one of the following assessments (see full list in Appendix A of the Mississippi Seal of Biliteracy Guidelines):~~**
 - ~~• AP French, German, Italian, or Spanish Language and Culture Exam, or~~
 - ~~• AAPPL ACTFL Proficiency test in the following languages: Spanish, French, Arabic, Mandarin, Hindi, Japanese, Portuguese, Russian, Thai, or~~
 - ~~• Avant Proficiency Test in the following languages Spanish, French, Arabic, Mandarin, Hebrew, Hindi, Korean, Polish, Russian, and Cantonese, or~~
 - ~~• American Sign Language Proficiency Interview.~~

APPENDIX A

Mississippi Seal of Biliteracy Acceptable Evidence for Silver and Gold

MISSISSIPPI SILVER SEAL OF BILITERACY

ACCEPTABLE EVIDENCE OF PROFICIENCY—PDF of official score report (original file or scanned copy). Evidence of both English and world language categories shall be completed within grades 9-12, submitted in a clearly legible format, and show the applicant's name.

Note: Some exams do not provide results until after June. Students and advisors may need to plan accordingly.

ENGLISH

Language	Assessment Name and link	Minimum Score Requirements
English	Scholastic Achievement Test (SAT) https://collegereadiness.collegeboard.org/sat	320-330
	American College Testing (ACT) http://www.act.org/content/act/en/products-and-services/the-act.html	18-19 on the English section
	AP https://apstudent.collegeboard.org/takingtheexam/ap-calendar	3 in English Literature or 3 in Language Composition
	MDE English II Test https://www.mdek12.org/OSA/MAAP	4 *only the two highest levels
	MDE ELPT *This assessment is only acceptable for English learner students who are assessed at the high school level. https://www.mdek12.org/OSA/SP/ELPT	4 (proficient) or 5 (above proficient) in all tested domains

WORLD LANGUAGES

Language	Assessment Name and link	Minimum Score Requirements
French, German, Italian, Spanish *See full list of available languages	AP Language and Culture https://apcentral.collegeboard.org/courses/ap-spanish-language-and-culture/exam	3 Intermediate Mid
French, German, Italian, Spanish, Arabic, Mandarin, Hindi, Japanese, Portuguese, Russian, Thai *See full list of available exams	AAPPL ACTFL Proficiency https://www.actfl.org/assessment-professional-development/assessments-the-actfl-testing-office/aappl	1-4 Intermediate Mid *All four components required

<p>French, German, Italian, Spanish, Arabic, Mandarin, Hebrew, Hindi, Korean, Polish, Russian</p> <p>*See full list of available languages</p>	<p>STAMP (Avant) 4S</p> <p>https://www.globalsealofbiliteracy.net/avant-stamp-test-state-seal-of-biliteracy-resources</p>	<p>L4</p> <p>Intermediate Mid</p> <p>*All 4 components required</p>
<p>Amharic, Somali (Maay Maay and Maxaa), Urdu</p> <p>*See full list of available languages</p>	<p>Avant WorldSpeak</p> <p>https://www.globalsealofbiliteracy.net/avant-worldspeak-test-state-seal-of-biliteracy-resources</p>	<p>Intermediate Mid</p>
<p>French</p> <p>Spanish</p>	<p>International Baccalaureate (Higher Level)</p>	<p>4</p>
<p>Latin</p>	<p>Language testing International ALIRA (Latin)</p>	<p>Intermediate Mid</p> <p>*All four skills NOT required</p>
<p>Tribal Languages</p>	<p>Tribes may certify that a student is proficient in the respective language using their own methods and processes for determining proficiency in their tribal language. Students may also utilize the alternative portfolio for verification of biliteracy.</p>	
<p>American Sign Language</p>	<p>ASL Proficiency Interview</p>	<p>3</p>
<p>Other Languages or Evidence for students with certain disabilities</p>	<p>Alternative Evidence Portfolio Assessment</p>	<p>Overall rubric score 3</p>

MISSISSIPPI GOLD SEAL OF BILITERACY

ACCEPTABLE EVIDENCE OF PROFICIENCY—PDF of official score report (original file or scanned copy). Evidence of both English and world language categories shall be completed within grades 9–12, submitted in a clearly legible format, and show the applicant’s name.

Note: Some exams do not provide results until after June. Students and advisors may need to plan accordingly.

ENGLISH

Language	Assessment Name and link	Minimum Score Requirements
English	Scholastic Achievement Test (SAT) https://collegereadiness.collegeboard.org/sat	340 or higher
	American College Testing (ACT) http://www.act.org/content/act/en/products-and-services/the-act.html	20 or higher on the English section
	AP https://apstudent.collegeboard.org/takingtheexam/ap-calendar	4 in English Literature or 4 in Language Composition
	MDE English II Test https://www.mdek12.org/OSA/MAAP	5
	MDE ELPT *This assessment is only acceptable for English learner students who are assessed at the high school level. https://www.mdek12.org/OSA/SP/ELPT	5 in all tested domains

WORLD LANGUAGES

Language	Assessment Name and link	Minimum Score Requirements
French, German, Italian, Spanish *See full list of available languages	AP Language and Culture https://apcentral.collegeboard.org/courses/ap-spanish-language-and-culture/exam	4 or 5 Intermediate High
French, German, Italian, Spanish, Arabic, Mandarin, Hindi, Japanese, Portuguese, Russian, Thai *See full list of available exams	AAPPL ACTFL Proficiency https://www.actfl.org/assessment-professional-development/assessments-the-actfl-testing-office/aappl	I-5—Advanced (Intermediate High or Advanced)

French, German, Italian, Spanish, Arabic, Mandarin, Hebrew, Hindi, Korean, Polish, Russian *See full list of available languages	STAMP (Avant) 4S https://www.globalsealofbiliteracy.net/avant-stamp-test-state-seal-of-biliteracy-resources	L5 Intermediate High or Advanced Low
Amharic, Somali (Maay Maay and Maxaa), Urdu *See full list of available languages	Avant WorldSpeak https://www.globalsealofbiliteracy.net/avant-worldspeak-test-state-seal-of-biliteracy-resources	Advanced Low
French Spanish	International Baccalaureate (Higher Level)	5
Latin	Language testing International ALIRA (Latin)	Intermediate High or Advanced
Tribal Languages	Tribes may certify that a student is proficient in the respective language using their own methods and processes for determining proficiency in their tribal language. Students may also utilize the alternative portfolio for verification of biliteracy.	
American Sign Language	ASL Proficiency Interview	4
Other Languages or Evidence for students with certain disabilities	Alternative Evidence Portfolio Assessment	Overall rubric score 4

APPENDIX B

Sample Rubric for Scoring Alternative Portfolio Assessments

To assess the student using an alternative portfolio, the language expert may use the following rubric or a similar one adopted by the local district.

Alternative Portfolio Assessments SEAL OF BILITERACY		
Required scores for earning a Seal of Biliteracy: 3.0–3.4 Silver Seal of Biliteracy 3.5–4.0 Gold Seal of Biliteracy		
Rubric Scoring Guidelines: 1—student is unable to complete task 2—student completes task with many errors that make understanding difficult 3—student completes task with some errors that do not interfere with understanding 4—student completes task with few or no errors; understanding is clear at all times		
DOMAIN: Speaking/Expressive (Interpersonal Speaking) Rate the following areas of evidence on a scale of 1 (lowest) to 4 (highest).		
A. The student can participate with ease in conversations on familiar topics.	1—2—3—4	Evaluator's Notes
B. The student can usually talk about events and experiences at various points in their lives.	1—2—3—4	Evaluator's Notes
C. The student can usually describe people, places, and things.	1—2—3—4	Evaluator's Notes
D. The student can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.	1—2—3—4	Evaluator's Notes
Overall Speaking Score Average the scores from letters A–D	Overall Average Score for Speaking: _____	

Examples of evidence that **could** be included in the student's portfolio for the speaking domain. The student can:

- Ask for and provide information about a personal interest, current local/world events; *or*
- Ask for and provide information about a hobby or activity; *or*
- Ask for and provide descriptions of places that the student knows or places that the student would like to visit; *or*
- Talk about family history; *or*
- Talk about jobs and career plans; *or*
- Use the language needed to complete a task that requires multiple steps such as providing the basic rules of a game or sport and answer questions about them or they can ask for, follow, and give instructions for preparing food, etc.; *or*
- **Other types of evidence as determined by the student and agreed upon by the authority in the language.**

DOMAIN: Listening /Receptive (Interpretive Listening)

Rate the following areas of evidence on a scale of 1 (lowest) to 4 (highest).

A. The student can easily understand the main idea in conversations and oral/signed presentations on a variety of topics related to everyday life and personal interests and studies.	1 — 2 — 3 — 4	Evaluator's Notes
B. The student can usually understand what they hear in conversations even when something unexpected is expressed.	1 — 2 — 3 — 4	Evaluator's Notes
C. The student can follow what they hear about events and experiences.	1 — 2 — 3 — 4	Evaluator's Notes
Overall Listening Score Average the scores from letters A-C	Overall Average Score for Listening: _____	

Examples of evidence that **could** be included in the student's portfolio for the listening domain: The student can

- Understand foreign visitors about activities they have done and are planning to do while in town; *or*
- Understand a tour guide's description of a city's history and attractions; *or*
- Understand details about a nutritional recommendation in a public service health announcement; *or*
- Understand the services offered in a radio advertisement for an auto-repair shop; *or*
- Understand details from public service announcements, such as severe weather warnings or safety alerts; *or*
- **Other types of evidence as determined by the student and agreed upon by the authority in the language.**

DOMAIN: Reading (Interpretive Reading)

Rate the following areas of evidence on a scale of 1 (lowest) to 4 (highest).

A. The student can easily understand the main idea of texts related to everyday life, personal interests and studies.	1 — 2 — 3 — 4	Evaluator's Notes
B. The student can follow stories and descriptions about events and experiences during various time frames in history.	1 — 2 — 3 — 4	Evaluator's Notes
Overall Writing Score Average the scores from letters A-B		Overall Average Score Reading: _____

Examples of evidence that **could** be included in the student's portfolio for the reading domain:

The student can

- Understand written accounts of personal events or experiences; or
- Understand a letter describing a family experience/vacation; or
- Understand a written description of an individual's daily life; or
- Follow simple written directions; or
- Understand the main idea of and a few supporting facts about famous people and historic events in a biography; or
- **Other types of evidence as determined by the student and agreed upon by the authority in the language.**

DOMAIN: Writing (Presentational Writing)

Rate the following areas of evidence on a scale of 1 (lowest) to 4 (highest).

A. The student can write on topics related to school, work, and community in a general organized way.	1 — 2 — 3 — 4	Evaluator's Notes
B. The student can write some simple paragraphs about events/experiences in various time frames.	1 — 2 — 3 — 4	Evaluator's Notes
Overall Speaking Score Average the scores from letters A-B		Overall Average Score Writing: _____

The language authority should consider the student's use of grammar and vocabulary when scoring the student's writing. Some examples of evidence that **could** be included in the student's portfolio for the writing domain:

The student can:

- Write about school and academic topics such as writing a simple summary about something the student has learned in school; or
- Write a series of steps needed to complete a task; or

- ~~Prepare notes for someone who was absent from class or school; or~~
- ~~Write the content for a multi-media presentation, a handout, a synopsis, etc.; or~~
- ~~Write about work and career topics; or~~
- ~~Write about community topics and events; or~~
- ~~Write about an entertainment or social event; or~~
- ~~Other types of evidence as determined by the student and agreed upon by the authority in the language.~~

RECOMMENDED SEAL AWARD

Average Overall Score

Average the overall scores from the Speaking, Listening, Reading, and Writing domains

Final Average Score: _____

Recommended Seal Award:

- No seal (0-2.9)
- Silver Seal of Biliteracy** (3.0-3.4)
- Gold Seal of Biliteracy** (3.5-4.0)

Student Name

Evaluator Signature _____ Date

APPENDIX A

Mississippi Seal of Biliteracy State Board Policy

Chapter 28: Curriculum

Rule 28.8 Mississippi Seal of Biliteracy

1. Purpose

The purpose of this policy is to establish minimum criteria for Local Education Agencies (LEAs) in awarding Seals of Biliteracy. The Seal of Biliteracy recognizes and awards students who have attained proficiency in one or more world languages and English by high school graduation. The Seal of Biliteracy demonstrates attainment of biliteracy for students, employers, and postsecondary institutions. It also signals a student's readiness for college and career and for engagement as a global citizen. Participation in the Mississippi Department of Education's (MDE) Seal of Biliteracy shall be determined by LEAs. Beginning school year 2019-2020 the MDE shall require participating school districts to follow the award process as defined in the Mississippi Seal of Biliteracy Guidance Document. LEAs are also required to report Seal of Biliteracy award data to the MDE.

2. District Requirements when Awarding the Seal of Biliteracy

Each district shall adopt local school board policy which adheres to the basic standards set forth by the MDE.

3. Standards:

- a. The Seal shall be completed by an eligible student's high school graduation date.
- b. The Seal shall be noted on the high school transcript as a credential that can be viewed by colleges, universities, and future employers.
- c. LEAs shall set up their own process for collecting, recording, and maintaining the data for students receiving the Seal of Biliteracy. This shall include the evidence verifying criteria for Seal had been met upon which attaining the Seal is based, the number of Silver Seals of Biliteracy and Gold Seals of Biliteracy awarded, and the languages other than English in which students earned the Seal. The data shall also be divided into subgroups specifying the number of students earning the Seal who are former English learners and the number of students who are native English speakers.

Source Code: Miss. Code Ann. § 37-1-3 (Adopted October 10, 2019)

APPENDIX E B

District Participation Form

Mississippi Seal of Biliteracy DISTRICT PARTICIPATION FORM

This form ~~shall~~ **must** be completed and ~~submitted~~ **uploaded to MSIS** upon initial determination to participate in the Mississippi Seal of Biliteracy program.

District Name _____

District Address _____

County _____

District Seal of Biliteracy Contact Name _____

District Seal of Biliteracy Contact Email _____

Our district agrees to abide by the Mississippi Department of Education's **Mississippi Seal of Biliteracy Policy 28.8** and guidance as outlined in the Mississippi Seal of Biliteracy Guidelines. We also agree to submit required information as listed on the **Mississippi Seal of Biliteracy website www.mdek12.org/ese/Mississippi-Seal-of-Biliteracy **Mississippi Seal of Biliteracy Reporting Form.****

Superintendent Signature

Date

Districts are required to notify the Mississippi Department of Education of intent to participate in the Mississippi Seal of Biliteracy program by uploading:

- the district participation form (signed and dated by the superintendent) and
- the district policy and board minutes (showing when the policy was adopted).

Further directions for uploading the required information can be found on the Mississippi Seal of Biliteracy website www.mdek12.org/ese/Mississippi-Seal-of-Biliteracy.

APPENDIX ~~D~~ C

Sample Student ~~Seventh/Eighth Grade~~ Notification Form

This form may be used to assist students in notifying the school that they wish to pursue the Mississippi Seal of Biliteracy.

Incoming Student Notification of Mississippi Seal of Biliteracy			
Student Name _____			
School _____		Expected Year of Graduation _____	
Parent/Guardian Name _____			
We have been notified of the Mississippi Seal of Biliteracy and the requirements for earning this credential.			
<input type="checkbox"/> My child would like to pursue coursework and/or other requirements to work towards attaining this seal upon graduation.			
Language of Interest _____			
_____ Student Signature		_____ Parent/Guardian Signature	
_____ Date		_____ Date	

APPENDIX C D

Sample Student Application for Mississippi Seal of Biliteracy

~~STUDENT APPLICATION~~

~~For the Local School District Board of Education~~

~~MISSISSIPPI SEAL OF BILITERACY~~

The Local ~~School District~~ Board of Education's ~~Mississippi~~ Seal of Biliteracy certifies attainment of a high level of proficiency by a graduating high school student in one or more languages in addition to English, and certifies that the graduate meets all of the following criteria:

- a. The local ~~School~~ Board of Education's ~~Mississippi~~ Seal of Biliteracy will be awarded to students who earn a high school diploma and
- b. pass any one of the ~~required acceptable~~ English Language assessments at the proficient or higher level; and
- c. demonstrate proficiency at the intermediate-mid level or higher in one or more languages other than English, including tribal languages and American Sign Language. ~~(listed on the Mississippi Seal of Biliteracy Requirements), as demonstrated through an assessment from a list to be approved by the local superintendent.~~

For the most current vetted list of the Mississippi Department of Education approved assessment vendors and updated requirements, see the Mississippi Seal of Biliteracy website www.mdek12.org/ese/Mississippi-Seal-of-Biliteracy.

The sample Student Application can be used by schools or districts for documentation of student's proficiency and qualifications for receiving the Mississippi Seal of Biliteracy.

STUDENT APPLICATION
MISSISSIPPI SEAL OF BILITERACY

Directions to Applicants:

1. Please type or print legibly all information.
2. Complete all sections of the application.
3. Submit application and documentation of qualifying scores to your school counselor at your high school no later than ~~April 1~~^{*} (Date): _____.

Name _____ Date _____

Current Grade Level _____ Expected Year of Graduation _____

Counselor Name _____

Recommending Teacher Name _____

ASSESSMENT INFORMATION

Assessment information used to document proficiency in English and at least one other language.

Language	Name of Assessment	Date Completed	Score*
English			
Other Language:			
Other Language:			

*Attach a copy of the score report.

Some exams do not give results until after June. Students and advisors may need to plan accordingly.

FOR GUIDANCE COUNSELOR USE ONLY

Qualifications checklist for a Seal of Biliteracy:

- Passed all required end-of-course English/Reading assessments at the proficient or higher level.
- Completed all graduation requirements for a standard or advanced studies diploma.
- Acceptable evidence of proficiency at the Intermediate-Mid or higher level in at least one language in addition to English.

Mississippi Seal of Biliteracy Awarded

- Silver Mississippi Seal of Biliteracy
- Gold Mississippi Seal of Biliteracy

No Seal Awarded

Reason:

Counselor Signature

Date

Recommending Teacher Signature

Date

APPENDIX F

District Reporting Form

Mississippi Seal of Biliteracy
REPORTING FORM

This form shall be completed annually. It shall be submitted no later than September 1st of the following school year.

District Name _____

District Address _____

County _____

District Seal of Biliteracy Contact Name _____

District Seal of Biliteracy Contact Email _____

REPORTING FOR SCHOOL YEAR _____

Number of students enrolled in world language courses this school year:

Number of students awarded the Silver Seal of Biliteracy this school year:

Number of students awarded the Gold Seal of Biliteracy this school year:

Of the students awarded a Seal of Biliteracy this year, how many were designated as EL at some point in their K-12 education?

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MISSISSIPPI SEAL OF BILITERACY

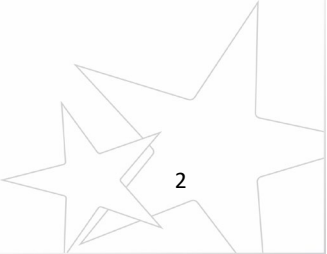
GUIDELINES
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MISSISSIPPI
DEPARTMENT OF
EDUCATION

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The Mississippi State Board of Education, the Mississippi Department of Education, the Mississippi School for the Arts, the Mississippi School for the Blind, the Mississippi School for the Deaf, and the Mississippi School for Mathematics and Science do not discriminate on the basis of race, sex, color, religion, national origin, age, or disability in the provision of educational programs and services or employment opportunities and benefits. The following office has been designated to handle inquiries and complaints regarding the non-discrimination policies of the above-mentioned entities:

Director, Office of Human Resources
Mississippi Department of Education
359 North West Street, Suite 203
P. O. Box 771
Jackson, MS 39205-0771
(601)359-3511



MISSISSIPPI SEAL OF BILITERACY NETWORK AND REVIEW COMMITTEE

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Lynn Fuller | Madison Public Schools
Melisha Hancock | Philadelphia Public School District
Monica Lamelas | Booneville School District
Laketia Marshall Thomas | Jackson Public School District
Stephanie Murley | DeSoto County Schools
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National Association of Bilingual Education
National Council of State Supervisors for Languages
Teachers of English to Students of Other Languages International Association
American Council on the Teaching of Foreign Languages
National Association of Bilingual Education
National Council of State Supervisors for Languages
Teachers of English to Students of Other Languages International Association



INTRODUCTION

This document is in accordance with the Mississippi Seal of Biliteracy State Board Policy Rule 28.8 (Adopted October 10, 2019), found in Appendix A of this document. The purpose of the Mississippi Seal of Biliteracy Guidelines is to provide assistance, examples, and resources to local school districts on the process of awarding and recognizing students who have attained proficiency in one or more world languages and English by high school graduation. Although not required, the State Board of Education recognizes and honors students who have attained proficiency in two or more languages. The Mississippi Seal of Biliteracy Guidelines will be revised as needed to be aligned with national organizations for biliteracy.

Recognition for demonstrating a level of biliteracy must be indicated on the high school transcript for students. This recognition acknowledges attainment of biliteracy in English and a world language for students, employers, and postsecondary institutions. It is a statement of accomplishment that helps to signal evidence of a student’s readiness for college and career and for engagement as a global citizen.

To ensure consistency in the meaning of this recognition, the Mississippi Department of Education (MDE) researched four national organizations’ recommendations and utilized their guidance in the development of the Mississippi Seal of Biliteracy. The four national organizations are the American Council on the Teaching of Foreign Languages (ACTFL), the National Association of Bilingual Education (NABE), the National Council of State Supervisors for Languages (NCSSFL), and Teachers of English to Students of Other Languages (TESOL) International Association Panel. Additional input was provided by the Mississippi Foreign Language Association and the Mississippi Seal of Biliteracy network and review committees.

The Mississippi Seal of Biliteracy website www.mdek12.org/ese/Mississippi-Seal-of-Biliteracy contains additional resources that provide clarity and address questions regarding the implementation of the Mississippi Seal of Biliteracy program. The website will be updated as needed to answer frequently asked questions and provide further explanation on the following topics:

- Information and score requirements on the silver and gold levels of biliteracy
- A list of acceptable assessments for determining language proficiency for English and world languages
- Information and sample rubrics for portfolio-based assessments
- State Board and local policy requirements for awarding the Mississippi Seal of Biliteracy
- Step by step guidance for district participation (see Appendix B for form) and reporting student data to the Mississippi Department of Education through the Mississippi Student Information System (MSIS)



QUALIFICATIONS FOR EARNING

The MISSISSIPPI SEAL OF BILITERACY

For the purposes of the Mississippi Seal of Biliteracy, world languages are viewed as any natural human language other than English.

All students (including a student whose native language is English or another world language and a student with disabilities) are eligible to attain one of the following levels of biliteracy:



Silver Mississippi Seal of Biliteracy - which demonstrates a functional fluency level at the intermediate-mid range. (See the Mississippi Seal of Biliteracy website www.mdek12.org/ese/Mississippi-Seal-of-Biliteracy)



Gold Mississippi Seal of Biliteracy - which demonstrates a working fluency at the advanced-low range. (See the Mississippi Seal of Biliteracy website www.mdek12.org/ese/Mississippi-Seal-of-Biliteracy)

This accomplishment is based on evidence of the student achieving the designated level of language proficiency in **English, plus one or more other world language** during their high school years (grades 9-12). Students shall demonstrate a minimal level of proficiency in English, and one or more additional languages (whether that language is a native language, heritage language, or a language learned in school or another setting). Acceptable levels of proficiency are found on the Mississippi Seal of Biliteracy website www.mdek12.org/ese/Mississippi-Seal-of-Biliteracy.

In accordance with the National Guidelines for Implementing the Seal of Biliteracy, “schools and districts are encouraged to provide other forms of recognition prior to high school graduation that reflect progress along the pathway toward achieving the specified level of biliteracy. This may occur prior to the senior year (as with English learners; students of American Sign Language, tribal languages, and other populations). Biliteracy refers to having a functional or working level of proficiency in each language: the level of proficiency is not necessarily identical for both languages” (page 2-3). The attainment of this seal is the first step towards a lifetime of communication on a global level.

Building a local Mississippi Seal of Biliteracy support team

While the school counselor may be the main contact to help the student track their progress, it is recommended that the district and/or school create a local Mississippi Seal of Biliteracy team



to support student success in the program. School Seal of Biliteracy team members may include school personnel interested in supporting the program such as:

- Building administrators
- Counselors
- World language teachers
- English learner teachers and/or coordinators
- Personnel responsible for entering and reporting student data to MDE
- English teachers
- Other interested school personnel

Process for earning and awarding a Mississippi Seal of Biliteracy

The process for earning and awarding a Mississippi Seal of Biliteracy may vary slightly; however, it is recommended to start informing students as early as 5th or 6th grade and beyond about the opportunity and the importance of the Seal of Biliteracy along with the requirements to earn it by graduation. Students should meet regularly with their high school counselor to track their progress towards biliteracy. This tracking should include requirements for both English and a world language. Suggestions for informing students and tracking this progress towards biliteracy may include one-on-one planning meetings with parents and students. Schools can use additional meetings such as student clubs and organizations to provide opportunities for students to discuss the requirements for the seal and to interact with and encourage each other through the enhancement of cultural experiences.

After meeting the requirements for a Mississippi Seal of Biliteracy, it is recommended that the student works with the school Seal of Biliteracy team members to complete and **submit an application** where the evidence will then be verified by the counselor. Once the evidence is verified, the earned Seal is indicated on the high school transcript and recognized at school award ceremonies.

The school will then be required to report the information to the MDE. The following chart outlines the basic process for notifying, awarding, and documenting the Mississippi Seal of Biliteracy.



PROCESS FOR EARNING AND AWARDING

EXAMPLE TIMELINE



ASSESSMENTS FOR DETERMINING LANGUAGE PROFICIENCY

For current *minimum* target levels and acceptable assessment options, refer to the Mississippi Seal of Biliteracy website www.mdek12.org/ese/Mississippi-Seal-of-Biliteracy.

English

Comparable evidence of English proficiency must be demonstrated by both native and non-native speakers of English, as determined on the on the Mississippi Seal of Biliteracy website www.mdek12.org/ese/Mississippi-Seal-of-Biliteracy. The language performance must be demonstrated in both social and academic (content-based) use of the language, in all modes of communication appropriate to the tested language.

World Languages

Evidence of proficiency in one or more world languages must be provided by both native and non-native users of a language other than English as determined on the Mississippi Seal of Biliteracy website www.mdek12.org/ese/Mississippi-Seal-of-Biliteracy. The student must demonstrate proficiency in all domains (reading, writing, listening, and speaking) and all modes of communication (Interpersonal, Interpretive, and Presentational) appropriate to the tested language.

Note: Not all languages have all modes of communication. Modes of communication assessed include interpersonal communication involving conversational speaking and listening or signed exchanges; interpretive reading, listening, or viewing; and presentational communication shown by creating messages for a reader, listener, or viewer through writing, speaking, or signing.

“

Knowledge of more than one language and culture is **ADVANTAGEOUS** for all students... Bilingualism is an individual and societal **ASSET**.

”



PreK-12 English Language Proficiency Standards, TESOL International Association, 2006

ASSESSMENT OF PROFICIENCY FOR LANGUAGES That Do Not Use All Modes of Communication

The National Guidelines for Implementing the Seal of Biliteracy state, “Due to unique characteristics of certain languages, special allowances may need to be made. We recommend that in cases where language assessments across all three modes of communication may not be appropriate or available, districts/schools have the right to substitute a different assessment” (or use a portfolio assessment such as the one provided on the Mississippi Seal of Biliteracy website www.mdek12.org/ese/Mississippi-Seal-of-Biliteracy) that meets the spirit of the Mississippi Seal of Biliteracy guidance. “Students seeking a seal through languages not characterized by the use of listening, speaking, reading, or for which there is not a writing system (such as American Sign Language), will then demonstrate the expected level of proficiency on an assessment of the modalities that characterize communication in that language.” (page 3)

Examples include:

- Latin and Classical Greek – recommend assessment of interpretive reading and presentational writing, not of listening or interpersonal face-to-face communication
- American Sign Language (ASL) – recommend assessment of interpersonal signed exchange, presentational signing, and demonstrating understanding of ASL (such as interpreting a signed lecture or by summarizing and responding to questions aimed at general understanding)
- Native American Languages – recommend assessment of interpersonal face-to-face communication as well as interpretive listening, presentational speaking, and writing and reading where a written code exists



REQUIRED EVIDENCE OF LANGUAGE PROFICIENCY

For many languages, including English, specific assessment options are provided on the Mississippi Seal of Biliteracy website www.mdek12.org/ese/Mississippi-Seal-of-Biliteracy. The assessments evaluate students' functional use of the language, not knowledge about the language. The acceptable assessment scores were determined through research of the committee based on Seal of Biliteracy policies of other states and the National Seal of Biliteracy at sealofbiliteracy.org.

The MDE recommends that schools help students maintain a portfolio of their language performance, tracking improvement and progress toward the level required for a biliteracy recognition. While guidance is provided, it is the districts responsibility to determine a local process for assessing students to meet the requirements of the Mississippi Seal of Biliteracy in cases where assessments of specific languages may not be available.

Note: Educators should be aware that some tests may be given only once per academic year. Based on the chosen test, teachers, counselors, and students will need to plan in advance so that learners have the time to reach proficiency milestones, take the assessment and receive scores prior to graduation.

General Guidelines for determining language proficiency in English and world languages:

English

Students must demonstrate proficiency in English by meeting language arts requirements for high school graduation or by demonstrating proficiency on a validated assessment of proficiency for English learners or other acceptable assessments as listed on the Mississippi Seal of Biliteracy website www.mdek12.org/ese/Mississippi-Seal-of-Biliteracy. Assessments in English may include one or more of the following as determined by the district:

- State assessments of English Language Arts as required for all learners, *or*
- State assessments of English language development for English learners, *or*
- Other assessments identified by the state as appropriate for demonstrating English proficiency equivalent to meeting high school graduation requirements

World Languages

The MDE requires a proof of proficiency in a language other than English by demonstrating an acceptable skill level on a validated test of proficiency as determined by the Mississippi Department of Education. Assessments for determining the level of language proficiency must include:

- Adherence to the current ACTFL standards and proficiency scale
- Assessment in all language domains (speaking, listening, reading, and writing) or those appropriate to the given language



Note: For the most current vetted list of assessments and updated requirements, see the Mississippi Seal of Biliteracy website www.mdek12.org/ese/Mississippi-Seal-of-Biliteracy.

Tribal Language Assessments

Tribes may use existing or newly developed processes for determining language proficiency according to the unique needs of the language. Reading and writing components are to be used only when appropriate for the specific tribal language and approved by the tribe.

Portfolio-Based Assessment

A portfolio-based assessment may also be used to demonstrate language proficiency under certain circumstances such as accommodating certain student disabilities or assessing a language for which there is not a computer assessment available. These circumstances and an example portfolio rubric are located on the Mississippi Seal of Biliteracy website www.mdek12.org/ese/Mississippi-Seal-of-Biliteracy.



For 25 years we have taken the position that at the

BASIS OF EVERYTHING – the basis for *success* in school, the basis for *success* in work, and in the community in general – is language.

LANGUAGE IS FIRST FOR ALL CHILDREN.



Edward DeAvila and Sharon Duncan, LAS authors



EQUITABLE ACCESS

All students should continue to receive information on the options available for the Mississippi Seal of Biliteracy upon entering middle and high school settings. This will enable them to organize their schedules and work towards meeting the requirements to receive this honor upon graduation. A sample notification form (see Appendix C) and a sample student application (see Appendix D) are available in this document.

All students are eligible to attain a Mississippi Seal of Biliteracy regardless of language background or any identified condition that may exclude demonstration of language proficiency in one of the modes of communication. This includes but is not limited to blindness, deaf or hearing impaired, cognitive disabilities, or learning disabilities, etc. Accommodations and/or the use of technology, such as those already in place for state-required assessments of language, should be included for assessments used to qualify for a Mississippi Seal of Biliteracy.



DISTRICT REQUIREMENTS

When Awarding the Seal of Biliteracy

Each district that chooses to participate in the Mississippi Seal of Biliteracy program must adopt a local board policy which adheres to basic guidance set forth by the MDE. Districts must report their District Participation form, local board policy, and agenda with approved board minutes adopting their local seal of biliteracy to MDE (see Appendix B). Districts recognizing students for earning a seal of biliteracy must also determine practical methods for identifying and recording the name(s) of students who have met the requirements. Districts must report this information to the MDE through MSIS (see the Mississippi Seal of Biliteracy website www.mdek12.org/ese/Mississippi-Seal-of-Biliteracy for upload directions). Schools with students receiving the recognition of biliteracy shall follow their district policy for determining and verifying qualifications. Awarding of the Silver Seal of Biliteracy or the Gold Seal of Biliteracy must be completed by high school graduation.

Each district shall determine the process for awarding and recognizing either level of the Seal of Biliteracy, including the following:

- The seal must be added to the high school transcript as it is the credential that is viewed by post-secondary institutions and future employers
- Districts and schools are encouraged to recognize the achievement of biliteracy at graduation and award ceremonies
- Districts must set up their own procedures for collecting, recording, and maintaining student data for those recognized for biliteracy and the evidence upon which it is based. Data will include but is not limited to:
 - English and world language assessment scores and levels of achievement
 - languages other than English in which students earned the seal,
 - number earning the seal who are former English learners, and
 - seal level earned by each student.



MINIMAL REQUIREMENTS

For the Silver Seal of Biliteracy and the Gold Seal of Biliteracy

The minimal score requirements and acceptable assessments for both levels of biliteracy are identified on the Mississippi Seal of Biliteracy website www.mdek12.org/ese/Mississippi-Seal-of-Biliteracy. These minimum score requirements may change from year to year, so it is essential that schools use the most updated version of the score requirements as stated on the Mississippi Seal of Biliteracy website www.mdek12.org/ese/Mississippi-Seal-of-Biliteracy. Native or non-native English speakers shall meet the criteria prior to graduation.

Students are only recognized and awarded at one level of biliteracy per world language. Students may earn a Mississippi Seal of Biliteracy in more than one language. The score scenario examples provided on the Mississippi Seal of Biliteracy website www.mdek12.org/ese/Mississippi-Seal-of-Biliteracy will assist in determining the level of recognition.



We must acquire
the ability to
understand
and
be understood
in the languages
of the
**WORLDWIDE
NEIGHBORHOOD**



*World-Readiness
Standards for Learning
Languages, 2015*



EXAMPLE POLICY

Below is an example policy to assist local school districts in developing a Mississippi Seal of Biliteracy policy to be approved by their local school board.

Introduction

The local school board is committed to preparing every student who enrolls in our schools to graduate from high school college and career ready. Students will have the skills, capacities, and dispositions necessary to participate fully in the 21st century economic, scientific, political, cultural, and intellectual life of our global society. Achieving high levels of academic competency in both English and at least one other world language is an integral part of making the vision of student accessibility to success a reality.

Therefore, in order to encourage and recognize linguistic proficiency and cultural literacy, the local school district will present a Mississippi Seal of Biliteracy as a recognition on a student's transcript, to each graduating high school student who demonstrates proficiency in one or more languages in addition to English.

Purpose of the Mississippi Seal of Biliteracy

- Recognize students who attain a high level of proficiency in two or more languages including English.
- Provide employers and postsecondary institutions with biliterate students who are able to perform high level academic and professional tasks in another language as well as English.
- Assign high status to students who demonstrate biliterate competence in English and in at least one additional world language.
- Revitalize, promote, and encourage the development of effective dual language immersion, world language, and heritage language pathways in grades 9-12 that prepare students to successfully interact in the global marketplace of the 21st Century.
- Build on student strengths, recognizing that home language and culture are valued resources that contribute to academic success.

Mississippi Seal of Biliteracy Eligibility

Every Mississippi Seal of Biliteracy student candidate needs to complete an application with his/her counselor in order to begin the process to obtain the Mississippi Seal of Biliteracy.

Native or non-native English speakers who meet the following criteria before the senior year or the spring semester before graduation:

1. Show evidence of proficiency in literacy in English by meeting the current MDE minimum score requirements as outlined on the Mississippi Seal of Biliteracy website www.mdek12.org/ese/Mississippi-Seal-of-Biliteracy.
2. Show evidence of proficiency in literacy in **a world language** other than English by meeting the criteria as outlined on the Mississippi Seal of Biliteracy website www.mdek12.org/ese/Mississippi-Seal-of-Biliteracy.



APPENDIX A

Mississippi Seal of Biliteracy State Board Policy

Chapter 28: Curriculum

Rule 28.8 Mississippi Seal of Biliteracy

1. Purpose

The purpose of this policy is to establish minimum criteria for Local Education Agencies (LEAs) in awarding Seals of Biliteracy. The Seal of Biliteracy recognizes and awards students who have attained proficiency in one or more world languages and English by high school graduation. The Seal of Biliteracy demonstrates attainment of biliteracy for students, employers, and postsecondary institutions. It also signals a student's readiness for college and career and for engagement as a global citizen. Participation in the Mississippi Department of Education's (MDE) Seal of Biliteracy shall be determined by LEAs. Beginning school year 2019-2020 the MDE shall require participating school districts to follow the award process as defined in the Mississippi Seal of Biliteracy Guidance Document. LEAs are also required to report Seal of Biliteracy award data to the MDE.

2. District Requirements when Awarding the Seal of Biliteracy

Each district shall adopt local school board policy which adheres to the basic standards set forth by the MDE.

3. Standards:

- a. The Seal shall be completed by an eligible student's high school graduation date.
- b. The Seal shall be noted on the high school transcript as a credential that can be viewed by colleges, universities, and future employers.
- c. LEAs shall set up their own process for collecting, recording, and maintaining the data for students receiving the Seal of Biliteracy. This shall include the evidence verifying criteria for Seal had been met upon which attaining the Seal is based, the number of Silver Seals of Biliteracy and Gold Seals of Biliteracy awarded, and the languages other than English in which students earned the Seal. The data shall also be divided into subgroups specifying the number of students earning the Seal who are former English learners and the number of students who are native English speakers.

Source Code: Miss. Code Ann. § 37-1-3 (Adopted October 10, 2019)



APPENDIX B

District Participation Form

Mississippi Seal of Biliteracy DISTRICT PARTICIPATION FORM	
<i>This form must be completed and uploaded to MSIS upon initial determination to participate in the Mississippi Seal of Biliteracy program.</i>	
District Name	_____
District Address	_____
County	_____
District Seal of Biliteracy Contact Name	_____
District Seal of Biliteracy Contact Email	_____
Our district agrees to abide by the Mississippi Department of Education’s Mississippi Seal of Biliteracy Policy 28.8 and guidance as outlined in the Mississippi Seal of Biliteracy Guidelines. We also agree to submit required information as listed on the Mississippi Seal of Biliteracy website www.mdek12.org/ese/Mississippi-Seal-of-Biliteracy .	
_____	_____
Superintendent Signature	Date

Districts are required to notify the Mississippi Department of Education of intent to participate in the Mississippi Seal of Biliteracy program by uploading:

- the district participation form (signed and dated by the superintendent) and
- the district policy and board minutes (showing when the policy was adopted).

NOTE: Further directions for uploading the required information can be found in the *Mississippi Seal of Biliteracy Supplemental Resources*.

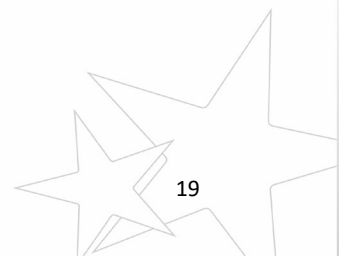


APPENDIX C

Sample Student Notification Form

This form may be used to assist students in notifying the school that they wish to pursue the Mississippi Seal of Biliteracy.

Incoming Student Notification of Mississippi Seal of Biliteracy			
Student Name _____			
School _____		Expected Year of Graduation _____	
Parent/Guardian Name _____			
We have been notified of the Mississippi Seal of Biliteracy and the requirements for earning this credential.			
<input type="checkbox"/> My child would like to pursue coursework and/or other requirements to work towards attaining this seal upon graduation.			
Language of Interest _____			
_____		_____	
Student Signature	Date	Parent/Guardian Signature	Date



APPENDIX D

Sample Student Application for Mississippi Seal of Biliteracy

The Local School District Board of Education’s Mississippi Seal of Biliteracy certifies attainment of a high level of proficiency by a graduating high school student in one or more languages in addition to English, and certifies that the graduate meets all of the following criteria:

- a. The Local School District Board of Education’s Mississippi Seal of Biliteracy will be awarded to students who earn a high school diploma and
- b. pass any one of the acceptable English Language assessments at the proficient or higher level; and
- c. demonstrate proficiency at the intermediate-mid level or higher in one or more languages other than English, including tribal languages and American Sign Language.

For the most current vetted list of the Mississippi Department of Education approved assessment vendors and updated requirements, see the Mississippi Seal of Biliteracy website www.mdek12.org/ese/Mississippi-Seal-of-Biliteracy.

The sample Student Application can be used by schools or districts for documentation of student’s proficiency and qualifications for receiving the Mississippi Seal of Biliteracy.



STUDENT APPLICATION MISSISSIPPI SEAL OF BILITERACY

Directions to Applicants:

1. Please type or print legibly all information.
2. Complete all sections of the application.
3. Submit application and documentation of qualifying scores to your school counselor at your high school no later than (Date): _____.

Name _____ Date _____

Current Grade Level _____ Expected Year of Graduation _____

Counselor Name _____

Recommending Teacher Name _____

ASSESSMENT INFORMATION

Assessment information used to document proficiency in English and at least one other language.

Language	Name of Assessment	Date Completed	Score*
English			
Other Language:			
Other Language:			

*Attach a copy of the score report.

Some exams do not give results until after June. Students and advisors may need to plan accordingly.

FOR GUIDANCE COUNSELOR USE ONLY

Qualifications checklist for a Mississippi Seal of Biliteracy:

- Passed all required end-of-course English/Reading assessments at the proficient or higher level.
- Completed all graduation requirements for a standard or advanced studies diploma.
- Acceptable evidence of proficiency at the Intermediate-Mid or higher level in at least one language in addition to English.

Mississippi Seal of Biliteracy Awarded

- Silver Mississippi Seal of Biliteracy
- Gold Mississippi Seal of Biliteracy

No Seal Awarded

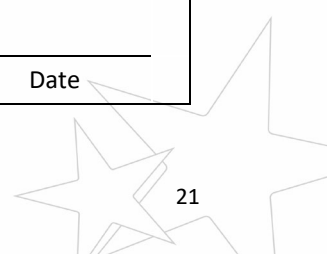
Reason:

Counselor Signature

Date

Recommending Teacher Signature

Date



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