

**OFFICE OF CHIEF ACCOUNTABILITY OFFICER**  
**Summary of State Board of Education Agenda Items**  
**Consent Agenda**  
**August 15, 2019**

**OFFICE OF ACCREDITATION**  
**OFFICE OF SECONDARY EDUCATION**

- C. Approval to begin the Administrative Procedures Act process: To establish State Guidelines for the Mississippi Seal of Biliteracy

Background Information: The purpose of these guidelines is to set minimum standards for Local Education Agencies (LEAs) that opt to offer a seal of biliteracy recognizing students who have attained proficiency in one or more world languages and English by high school graduation. The guidelines may be updated yearly based on revisions to national guidance and available assessments. As the guidelines are revised and approved by the SBE, the modifications will be disseminated to the appropriate individuals in the educational community. An up-to-date copy of the guidelines shall be kept on file at the MDE.

The Commission on School Accreditation voted unanimously in favor of the establishment of Rule 28.8 – Seal of Biliteracy, for inclusion in the *Mississippi State Board of Education Policy Manual* and the Guidelines for the Mississippi Seal of Biliteracy at its regularly scheduled meeting on Thursday, August 1, 2019.

Recommendation: Approval

Back-up material attached

MISSISSIPPI

# Seal of Biliteracy

GUIDELINES

DRAFT

# MISSISSIPPI DEPARTMENT OF EDUCATION

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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 Bilingual Education panel. Each member's leadership and guidance were key to the development of the Mississippi Seal of Bilingual Education policy and guidelines.

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## MISSISSIPPI SEAL OF BILITERACY REVIEW COMMITTEE

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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.

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## INTRODUCTION

The purpose of the 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 shall be indicated on the high school transcript for students. The recognition certifies attainment of biliteracy 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 Advisory Committee.



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



*World-Readiness  
Standards for Learning  
Languages, 2015*



## QUALIFICATIONS FOR EARNING THE SEAL OF BILITERACY

For the purposes of the Mississippi Seal of Biliteracy, 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 biliteracy:

- **Silver Seal of Biliteracy (SSB)** - which demonstrates a functional fluency level at the intermediate-mid range, (Appendix A)
- **Gold Seal of Biliteracy (GSB)** - which demonstrates a working fluency at the advanced-low range. (Appendix A)

This accomplishment is based on evidence of the student achieving the designated level of language proficiency in English plus one or more other languages during their high school years. Students shall demonstrate a minimal level of proficiency in English, and one or more additional languages (be that language a native language, heritage language, or a language learned in school or another setting). Acceptable levels of proficiency are found in the Mississippi Seal of Biliteracy Acceptable Evidence for Silver and Gold (Appendix A).

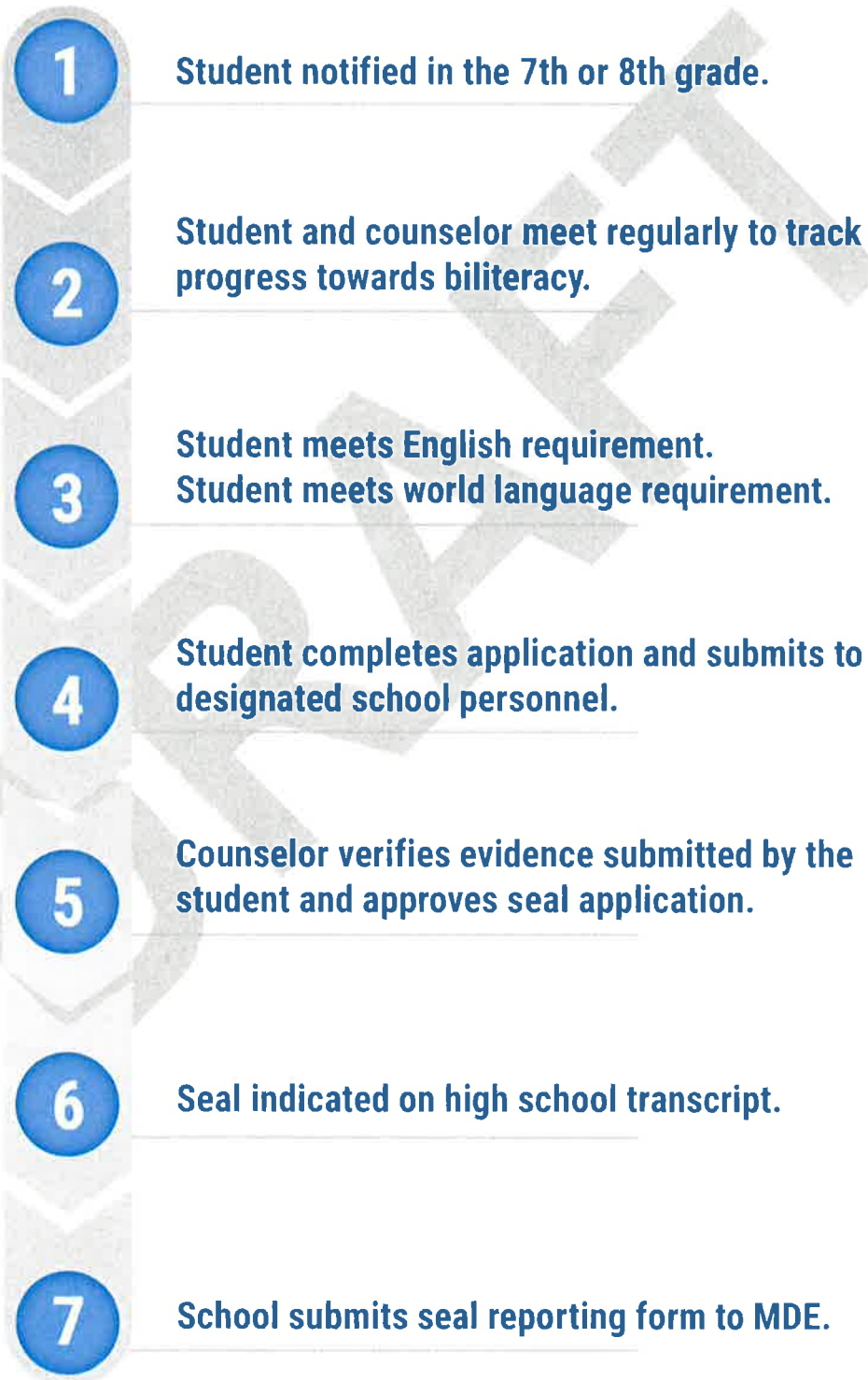
In accordance with the National *Guidelines for Implementing the Seal of Biliteracy*, “schools and districts are encouraged to provide other forms of recognition prior to high school graduation that reflect progress along the pathway toward achieving the specified level of biliteracy. This may occur 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 on the road towards a lifetime of communication on a global level.

### **Process for earning/awarding a Mississippi Seal of Biliteracy**

The process for earning/awarding a Mississippi Seal of Biliteracy may vary slightly; however, it is recommended that 7th and 8th grade students are informed of the of the Seal of Biliteracy 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 where various options for meeting the requirements for the seal are discussed and student clubs/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 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.





## 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).

### English

Comparable evidence of English proficiency shall be demonstrated by both native and non-native speakers of English, as determined in the Mississippi Seal of Biliteracy Acceptable Evidence for Silver and Gold (Appendix A). The language performance should be demonstrated in both social and academic (content-based) use of the language, in all modes of communication.

### World Languages

Evidence of proficiency in one or more world languages shall 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). The student should demonstrate proficiency in 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.

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

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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 in Appendix B) 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 the Mississippi Seal of Biliteracy Acceptable Evidence for Silver and Gold (Appendix A). The assessments evaluate students' functional use of the language, not knowledge about the language. The scores were determined through research of the committee based on Seal of Biliteracy policies of other states and the National Seal of Biliteracy at <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 Seal of Biliteracy in cases where assessments of specific languages may not be available.

### English

Students shall 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). Assessments in English may include one or more of the following as determined by the state:

- 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 proficiency in a language other than English by demonstrating proficiency on a validated test of proficiency as determined by the state. 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)
- Other assessments correlated to the required minimum level of proficiency (intermediate-mid) as outlined by ACTFL

\*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.



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 receive information on the options available for the Seal of Biliteracy upon entering middle and high school settings, so they are able to organize their schedules and meet the requirements to receive this honor upon graduation. A sample notification form 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 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 Seal of Biliteracy.

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## DISTRICT REQUIREMENTS

### When Awarding the Seal of Biliteracy

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Each district shall adopt a local board policy which adheres to basic guidance set forth by the MDE. Districts recognizing students for attaining a recognition of biliteracy 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. 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 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 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 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 include:
  - 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 the Mississippi Seal of Biliteracy Acceptable Evidence for Silver and Gold (Appendix A). These minimum score requirements may change from year to year, so it is essential that schools use the most updated version provided by the MDE. Native or non-native English Speakers shall meet the criteria prior to graduation.

Students are only recognized and awarded at one level of biliteracy. The score scenario examples provided below 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
<b>SEAL AWARDED</b>		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
<b>SEAL AWARDED</b>		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	
<b>Assessment</b>	MDE English Language Proficiency Test (ELPT)	<b>Assessment</b>	AAPPL ACTFL Spanish I
<b>Assessment Score</b>	5 in 3 domains, 4 in one domain	<b>Assessment Score</b>	5
<b>Seal of Biliteracy</b>	Silver	<b>Seal of Biliteracy</b>	Gold
<b>SEAL AWARDED</b>		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	
<b>Assessment</b>	MDE ELPT	<b>Assessment</b>	AAPPL ACTFL Spanish (L&C) I
<b>Assessment Score</b>	5 in all 4 domains	<b>Assessment Score</b>	5
<b>Seal of Biliteracy</b>	Gold	<b>Seal of Biliteracy</b>	Gold
<b>SEAL AWARDED</b>		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	
<b>Assessment</b>	SAT	<b>Assessment</b>	AP German (L&C)
<b>Assessment Score</b>	300	<b>Assessment Score</b>	3
<b>Seal of Biliteracy</b>	Not met	<b>Seal of Biliteracy</b>	Silver
<b>SEAL AWARDED</b>		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
<b>SEAL AWARDED</b>		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
<b>SEAL AWARDED</b>		Silver Seal of Biliteracy	

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

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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 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 (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 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 shall present a 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 Seal of Biliteracy**

- Recognize students who attain a high level of proficiency in two or more languages.
- 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 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.

### **Seal of Biliteracy Eligibility**

Every Seal of Biliteracy student candidate needs to complete an application with his/her counselor in order to begin the process to obtain the 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 in **one** of the following assessments (see full list in met in Appendix A of the Mississippi Seal of Biliteracy Guidelines):
  - English section of the ACT, *or*
  - AP English Language and Composition, *or*
  - AP English Literature and Composition, *or*
  - English section of the SAT, *or*
  - MDE State English II test, *or*
  - current MDE English Language Proficiency Test.
  
2. Show evidence of proficiency in literacy in a **world language** other than English by meeting the 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) <a href="https://collegereadiness.collegeboard.org/sat">https://collegereadiness.collegeboard.org/sat</a>	320-330
	American College Testing (ACT) <a href="http://www.act.org/content/act/en/products-and-services/the-act.html">http://www.act.org/content/act/en/products-and-services/the-act.html</a>	18-19 on the English section
	AP <a href="https://apstudent.collegeboard.org/takingtheexam/ap-calendar">https://apstudent.collegeboard.org/takingtheexam/ap-calendar</a>	3 in English Literature <b>or</b> 3 in Language Composition
	MDE English II Test <a href="https://www.mdek12.org/OSA/MAAP">https://www.mdek12.org/OSA/MAAP</a>	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. <a href="https://www.mdek12.org/OSA/SP/ELPT">https://www.mdek12.org/OSA/SP/ELPT</a>	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 <a href="https://apcentral.collegeboard.org/courses/ap-spanish-language-and-culture/exam">https://apcentral.collegeboard.org/courses/ap-spanish-language-and-culture/exam</a>	3 Intermediate Mid
French, German, Italian, Spanish, Arabic, Mandarin, Hindi, Japanese, Portuguese, Russian, Thai *See full list of available exams	AAPPL ACTFL Proficiency <a href="https://www.actfl.org/assessment-professional-development/assessments-the-actfl-testing-office/aappl">https://www.actfl.org/assessment-professional-development/assessments-the-actfl-testing-office/aappl</a>	I 4 Intermediate Mid *All four components required

French, German, Italian, Spanish, Arabic, Mandarin, Hebrew, Hindi, Korean, Polish, Russian *See full list of available languages	STAMP (Avant) 4S <a href="https://www.globalsealofbiliteracy.net/avant-stamp-test-state-seal-of-biliteracy-resources">https://www.globalsealofbiliteracy.net/avant-stamp-test-state-seal-of-biliteracy-resources</a>	L4 Intermediate Mid *All 4 components required
Amharic, Somali (Maay Maay and Maxaa), Urdu *See full list of available languages	Avant WorldSpeak <a href="https://www.globalsealofbiliteracy.net/avant-worldspeak-test-state-seal-of-biliteracy-resources">https://www.globalsealofbiliteracy.net/avant-worldspeak-test-state-seal-of-biliteracy-resources</a>	Intermediate Mid
French Spanish	International Baccalaureate (Higher Level)	4
Latin	Language testing International ALIRA (Latin)	Intermediate Mid *All four skills NOT required
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	3
Other Languages or Evidence for students with certain disabilities	Alternative Evidence Portfolio Assessment	Overall rubric score 3

## 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) <a href="https://collegereadiness.collegeboard.org/sat">https://collegereadiness.collegeboard.org/sat</a>	340 or higher
	American College Testing (ACT) <a href="http://www.act.org/content/act/en/products-and-services/the-act.html">http://www.act.org/content/act/en/products-and-services/the-act.html</a>	20 or higher on the English section
	AP <a href="https://apstudent.collegeboard.org/takingtheexam/ap-calendar">https://apstudent.collegeboard.org/takingtheexam/ap-calendar</a>	4 in English Literature <b>or</b> 4 in Language Composition
	MDE English II Test <a href="https://www.mdek12.org/OSA/MAAP">https://www.mdek12.org/OSA/MAAP</a>	5
	MDE ELPT *This assessment is only acceptable for English learner students who are assessed at the high school level. <a href="https://www.mdek12.org/OSA/SP/ELPT">https://www.mdek12.org/OSA/SP/ELPT</a>	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 <a href="https://apcentral.collegeboard.org/courses/ap-spanish-language-and-culture/exam">https://apcentral.collegeboard.org/courses/ap-spanish-language-and-culture/exam</a>	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 <a href="https://www.actfl.org/assessment-professional-development/assessments-the-actfl-testing-office/aappl">https://www.actfl.org/assessment-professional-development/assessments-the-actfl-testing-office/aappl</a>	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 <a href="https://www.globalsealofbiliteracy.net/avant-stamp-test-state-seal-of-biliteracy-resources">https://www.globalsealofbiliteracy.net/avant-stamp-test-state-seal-of-biliteracy-resources</a>	L5 Intermediate High or Advanced Low
Amharic, Somali (Maay Maay and Maxaa), Urdu *See full list of available languages	Avant WorldSpeak <a href="https://www.globalsealofbiliteracy.net/avant-worldspeak-test-state-seal-of-biliteracy-resources">https://www.globalsealofbiliteracy.net/avant-worldspeak-test-state-seal-of-biliteracy-resources</a>	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 <b>SEAL OF BILITERACY</b>					
<b>Required scores for earning a Seal of Biliteracy:</b>					
3.0 - 3.4 Silver Seal of Biliteracy					
3.5 - 4.0 Gold Seal of Biliteracy					
<b>Rubric Scoring Guidelines:</b>					
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
<b>Overall Speaking Score</b> 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
<b>Overall Listening Score</b> 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

DRAFT

## APPENDIX C

### Sample Student Application for Seal of Biliteracy

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#### STUDENT APPLICATION For the Local School District Board of Education

#### SEAL OF BILITERACY

The Local Board of Education's 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 Board of Education's Seal of Biliteracy will be awarded to students who earn a high school diploma and (i) pass any one of the required English Language assessments at the proficient or higher level; and (ii) 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.

## STUDENT APPLICATION 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<sup>st</sup>.

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.

#### Seal of Biliteracy Awarded

- Silver Seal of Biliteracy
- Gold Seal of Biliteracy

No Seal Awarded

Reason:

\_\_\_\_\_  
Counselor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Recommending Teacher Signature

\_\_\_\_\_  
Date

## APPENDIX D

### Sample Seventh/Eighth Grade Notification Form

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

Incoming Student Notification of 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 E

### District Participation Form

#### Mississippi Seal of Biliteracy DISTRICT PARTICIPATION FORM

*This form shall be completed and submitted 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 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 Reporting Form.

\_\_\_\_\_  
Superintendent 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 1<sup>st</sup> 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?

## REFERENCES

Arizona Department of Education Seal of Biliteracy Program. Retrieved from <http://www.azed.gov/sealofbiliteracy/>

Steps to Implement the Seal of Biliteracy. Retrieved from <https://sealofbiliteracy.org/steps/>

Utah Seal of Biliteracy. Retrieved from <https://sealofbiliteracy.org/state/ut/>

Illinois State Seal of Biliteracy. Retrieved from <https://www.isbe.net/Pages/Illinois-State-Seal-of-Biliteracy.aspx>

Pascagoula-Gautier Seal of Biliteracy Policy. Retrieved from [https://www.pgsd.ms/apps/pages/index.jsp?uREC\\_ID=1206116&type=d&pREC\\_ID=1692601](https://www.pgsd.ms/apps/pages/index.jsp?uREC_ID=1206116&type=d&pREC_ID=1692601)

American Council on the Teaching of Foreign Languages Proficiency Guidelines. Retrieved from <https://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012>

Massachusetts Seal of Biliteracy. Retrieved from <http://www.doe.mass.edu/ell/biliteracy/>

Guidelines for Implementing the Seal of Biliteracy. (2015, March 10). Retrieved from [https://www.actfl.org/sites/default/files/pdfs/SealofBiliteracyGuidelines\\_o.pdf](https://www.actfl.org/sites/default/files/pdfs/SealofBiliteracyGuidelines_o.pdf)