

# OREGON STATE SEAL OF BILITERACY



Meet all graduation requirements



Pass Essential Skills Reading and Writing in English by district pathways



Score Intermediate High on Partner language assessment in all 4 domains

## QUALIFYING ASSESSMENTS:

- AP Language – 4
- IB - 4
- AP Literature – 3 (plus a listening/speaking assessment)
- ACTFL - Intermediate High score
  - AAPPL, CLEP, IB, OPI (plus a reading/writing assessment)
  - SAT, SLIP, STAMP
- PORTFOLIO of Evidence in all 4 domains
- Willamette Promise

## PROCESS:

1. Contact ODE to establish the Biliteracy Seal for your districts
2. Assess students in the partner language
3. Collect required data and submit to ODE vis Secure File Transfer
4. Receive certificates and seals
5. Record the Biliteracy Seal on transcript
6. Award certificate as district determines
7. Affix seal on diploma

8 Districts  
2015 – 350

11 Districts  
2016 - 478

18 Districts  
2017 - 980

## **BENEFITS OF THE BILITERACY SEAL:**

- Districts may award World Language credit for partner language proficiency
- Depending on partner language assessment, post-secondary language credit
- Potential employment considerations
- Encouragement to become an Oregon Biliterate teacher

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## **Contact information:**

*Oregon State Seal of Biliteracy*  
*Taffy Carlisle – 503-947-5688 or Taffy.Carlisle@state.or.us*

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*OAR 581-021-0582 - Established April 2016:*

(1) The State Seal of Biliteracy is established to recognize high school graduates who have attained a high level of proficiency in reading, writing, listening, and speaking in one or more World Languages in addition to English. The State Seal of Biliteracy shall be awarded by the Superintendent of Public Instruction. School district participation in this program is voluntary.

(2) The purposes of the State Seal of Biliteracy are as follows:

(a) To encourage students to study languages

(b) To certify attainment of Biliteracy

(c) To provide employers with a method of identifying people with language and Biliteracy skills

(d) To provide post-secondary institutions with a method to recognize and give academic credit to applicants seeking admission

(e) To prepare students to be college and career ready

(f) To recognize and promote world language instruction in public schools

(g) To strengthen intergroup relationships, affirm the value of diversity, and honor the multiple cultures and languages of a community