# Board of Education Curriculum, Assessment & Professional Practices Committee Meeting

Thursday, March 2, 2023 6:00 PM
Board of Education Conference Room E, 1 School Street, PO Box 253, Bethel, CT 06801

1. **BMS STEAM Curriculum**

2. **BHS French Curriculum**

3. ***The Right to Read* Act Update**

4. **New Business**

5. **Public Comment**
   **(Please note: The Board welcomes Public Comment and asks that speakers please limit their comments to 2 minutes. Speakers may offer objective comments of school operations and programs that concern them. The Board will not permit any expression of personal complaints or defamatory comments about Board of Education personnel and students, nor against any person connected with the Bethel Public School System.)**

6. **Adjourn**

# Course Description

The STEAM Unified Arts course provides a project-based learning experience for students. Students demonstrate understanding of science and math practices through a blend of multimedia and hand-on application.The course focuses on the development of students' global competencies by engaging in real-world problem solving, empowering learners to be agents of change in their communities. Inquiry is a critical component of the course as students engage in the design cycle, demonstrating elements of innovation, entrepreneurship, marketing, promotion, and strategic planning.  Students use reflection and feedback to extend their thinking throughout the engineering design process.

# Course Details

- BMS essentials course - 45 day rotation
- Also offering a full year elective course
- 6, 7 & 8th grade
- 1:28 ratio
- Interdisciplinary
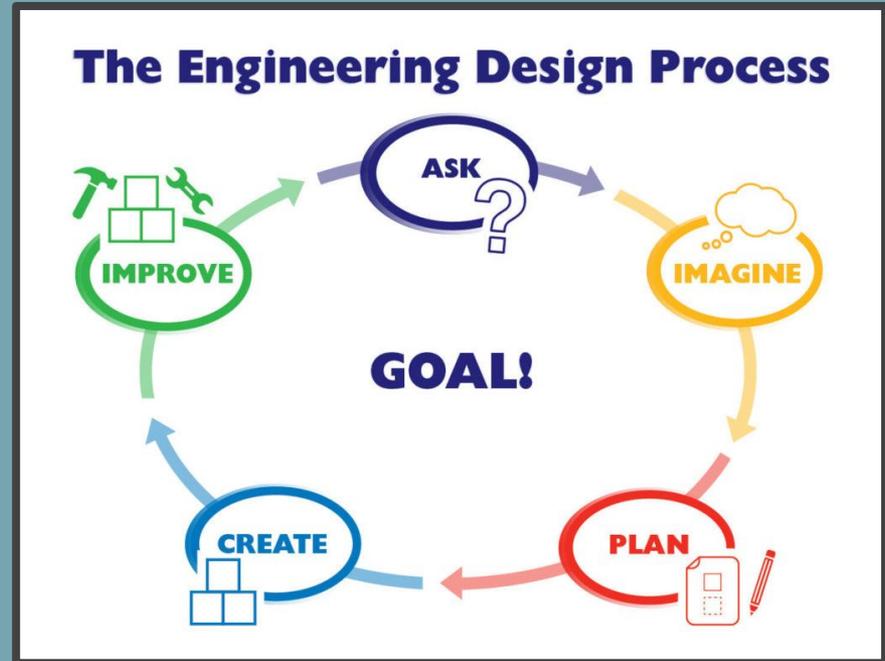- Connection to BHS Pathways

# STEAM Curriculum

### GRADE 6

- CS -G6-STEAM-Curriculum Map
- CS-G6-STEAM-Unit

### GRADE 7

- CS -G7-STEAM-Curriculum Map
- CS-G7-STEAM-Unit

### GRADE 8

- CS -G8-STEAM-Curriculum Map
- CS-G8-STEAM-Unit



The Engineering Design Process

ASK

IMAGINE

IMPROVE

GOAL!

CREATE
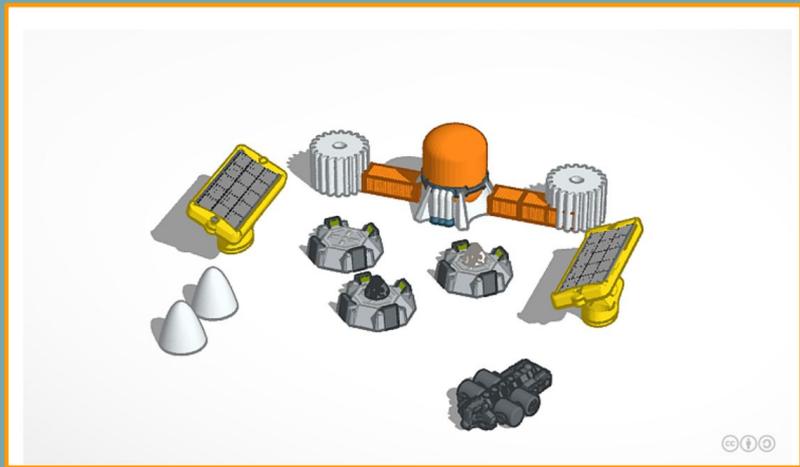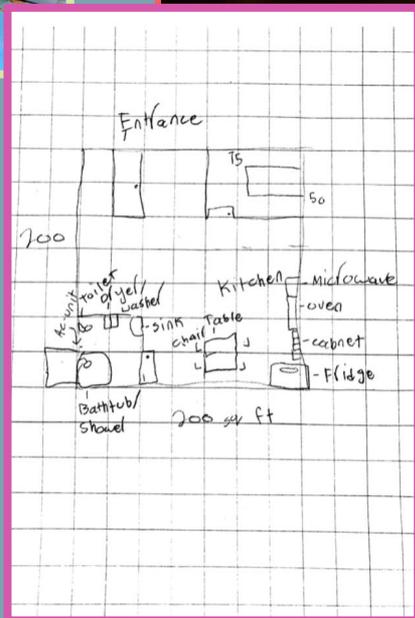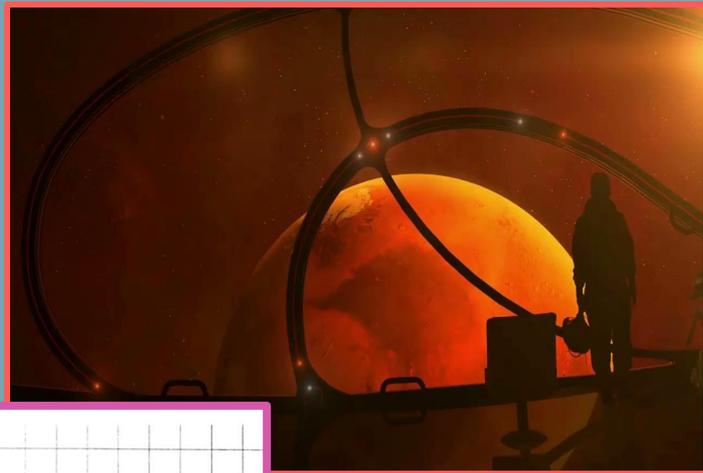
PLAN

# Global Competencies

## Long-Term Outcomes:

- Global Competency Transfer Goal 4 - Exhibit curiosity, imagination, flexibility, and perseverance in order to innovate and make valuable contributions to the community.
- Transfer Goal 1 - Actively seek and analyze new information and perspectives to define problems and develop solutions.

## Project Map

| Project Element | Project: Aquarium Build | Project: Mars Colony Teach Engineering - Biodome | Project: Tiny House |
|---|---|---|---|
| Inquiry / Research Math | Cost Analysis | Site Selection - Evaluating and Comparing solutions based on specific criteria (Pugh Matrix) | Mortgage Analysis Comparison Floor Plan - sq footage Google Sheet |
| Science Connections | Ecosystem Balance / Interactions For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all. LS4.C-E1<br><br>Organisms can survive only in environments in which their particular needs are met. A healthy ecosystem is one in which multiple species of different types are each able to meet their needs in a relatively stable web of life. Newly introduced species can damage the balance of an ecosystem.LS2.A-E1 | Sustainability- Needs of Living Things<br><br>Matter cycles between the air and soil and among plants, animals, and microbes as these organisms live and die. Organisms obtain gasses and water from the environment and release waste matter (gas, liquid, or solid) back into the environment. LS2.B-E1<br><br>Food provides animals with the materials they need for body repair and growth and the energy they need to maintain body warmth and for motion. LS1.C-E1<br><br>Organisms can survive only in environments in which their particular needs are mAa~et. LS2.A-E1 | Sustainable Energy Sources - (Kits)<br><br>Humans depend on Earth's land, ocean, atmosphere, and biosphere for many different resources. Minerals, fresh water, and biosphere resources are limited, and many are not renewable or replaceable over human lifetimes. These resources are distributed unevenly around the planet as a result of past geologic processes. ESS3.A-M1<br><br>Human activities, such as the release of greenhouse gasses from burning fossil fuels are major factors in the current rise inEarth's mean surface temperature (global warming). Reducing the level of climate change and reducing human vulnerability to whatever climate changes do occur depend on the understanding of climate science, engineering capabilities, and other kinds of knowledge, such as understanding of human behavior, and on applying that knowledge wisely in decisions and activities. ESS3.D-M1 |
| Engineering Focus | Defining and Delimiting an Engineering Problem | Developing Possible Solutions | Optimizing the Design Solutions |

Assessment Rubrics

STEAM
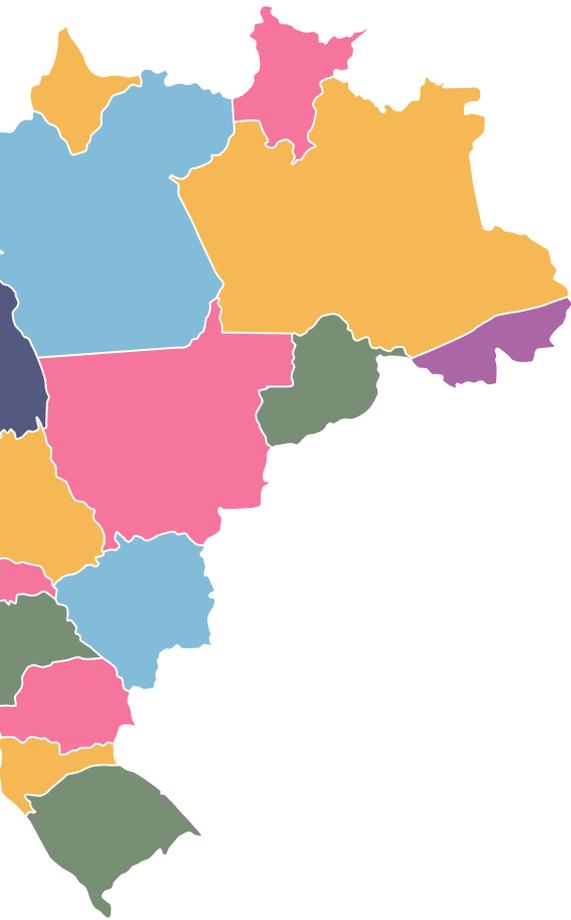
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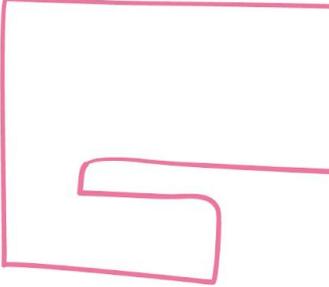
## 02
### Important terms in WL
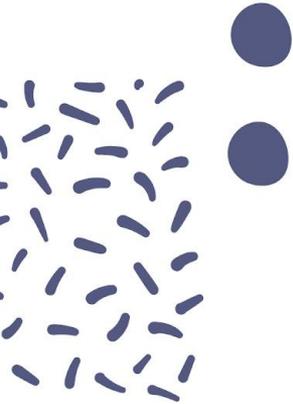Important terms in World Language

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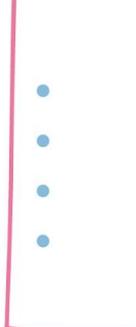
# 01

# Overview

# World Language Department

Spanish

French

Arabic

We are here today to present to you the curriculum for French, levels 2, 3 and 4

# Our department believes

**An education in world languages fosters a population that:**

- Comprehends and interprets authentic materials at their appropriate levels of proficiency.
- Presents relevant written and oral material at appropriate proficiency levels using multiple media.
- Communicates effectively with diverse audiences in various real-world situations in diverse environments.
- Makes connections between their world and other cultures and civilizations. -- Becomes aware of self and others.
- Takes a place in the global community and the global marketplace.
- Attains sufficient skills to use the world language as an effective research/career tool for their future.

# French … Where is it spoken? Why is it important?

## Americas
Haiti and Canada

## Europe
France, Belgium, Switzerland, Luxembourg, and Monaco

## Learning French is important because…

- French is the language of the future.
- French is the second most useful language in the world for business.
- Studying French makes you smarter.
- French is one of the top ten majors most likely to lead to less unemployment and higher earnings.
- Studying in a French-speaking region makes you more creative

UVA

## Africa
Benin, Burkina Faso, Burundi, Cameroon, the Central African Republic, Chad, Comoros, the Democratic Republic of Congo, Congo, the Côte d'Ivoire, Djibouti, Gabon, Guinea, Madagascar, Mali, Niger, Rwanda, Senegal, the Seychelles, and Togo

# 02
# Important terms in WL

# Important terms to know about World Language learning

## Interpersonal

The process that we use to communicate our ideas, thoughts and feelings to another person. It involves negotiating meaning through the exchange of ideas and thoughts.
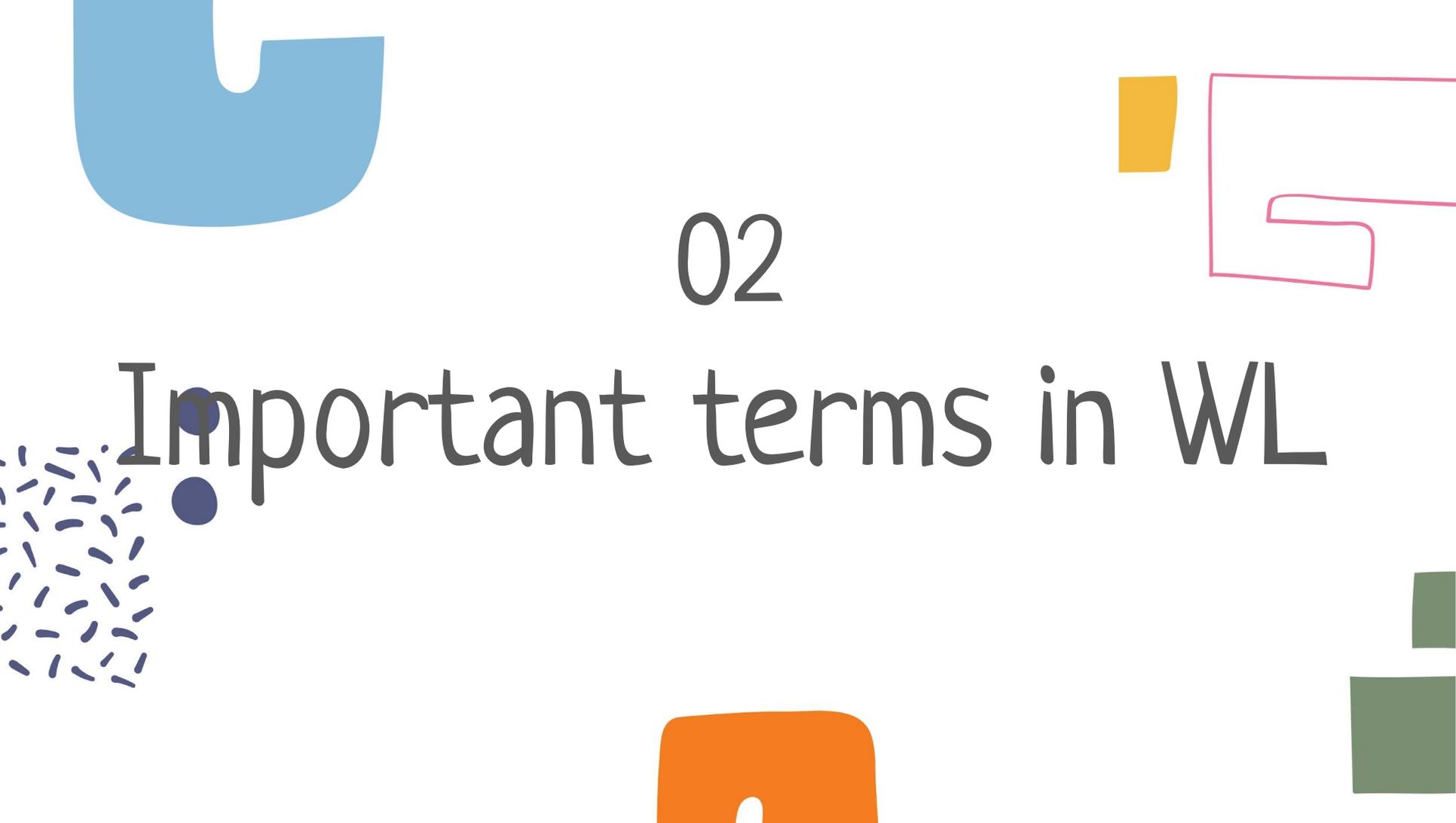
## Presentational

The presentation of information through rehearsed written, spoken or visual means; an essential function is the ability to create with language.

## Interpretive

Listening, reading and viewing; a key function is to comprehend main ideas and identify some supporting details

## Authentic Materials

Authentic materials are those created for some real- world purpose other than language learning, and often, but not always, provided by native speakers for native speakers.

## Fluency

Fluency The flow in spoken or written language as perceived by the listener or reader.

## Proficiency

The ability to use language in real world situations in a spontaneous interaction and non-rehearsed context and in a manner acceptable and appropriate to native speakers of the language. (ACTFL, 2012)
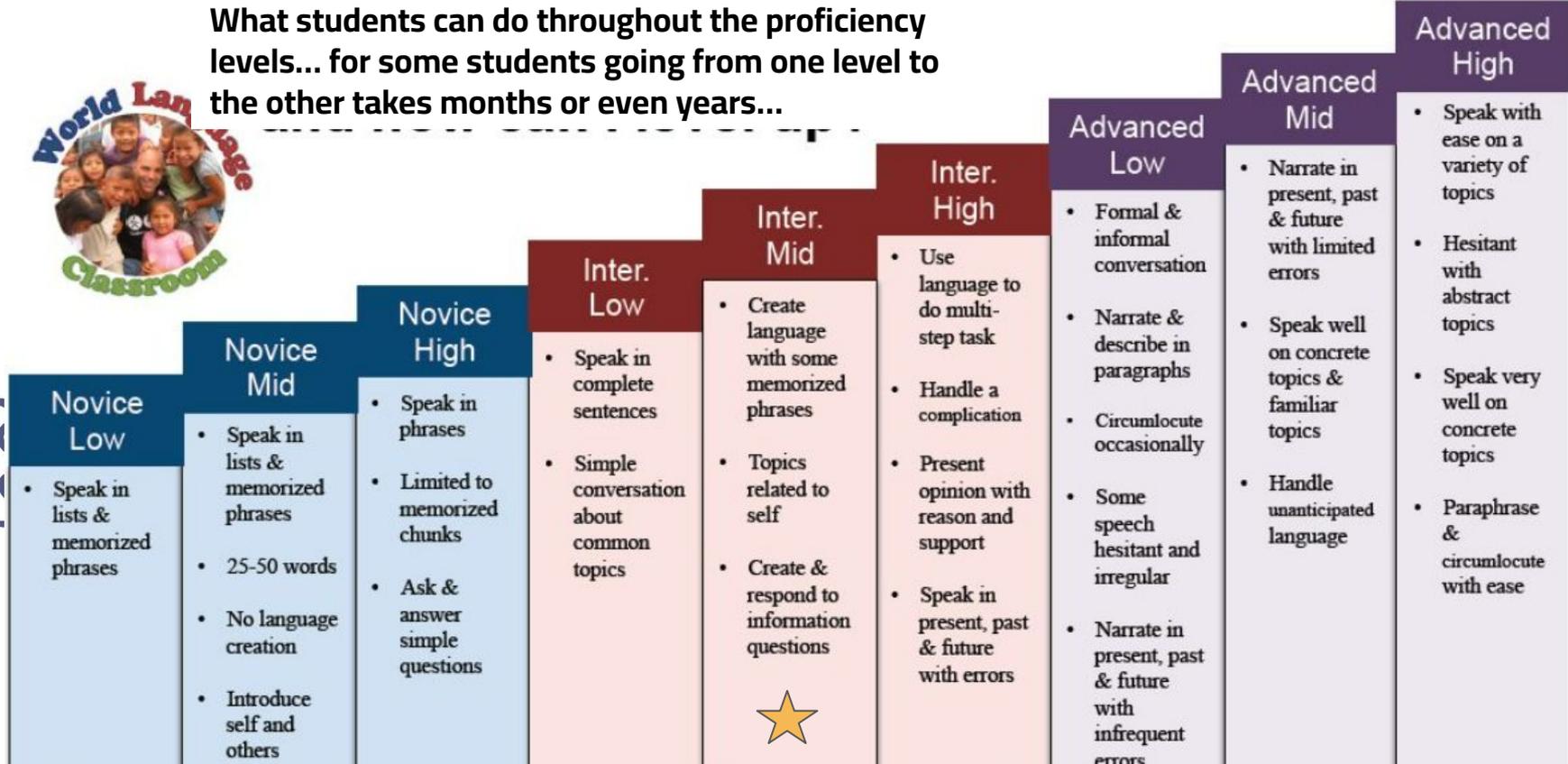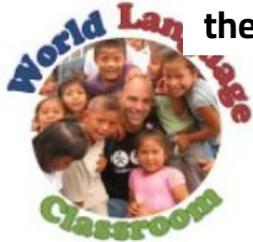
# ACTFL – Levels of Proficiency

| Parrot | Survivor/Creator | Reporter |
|---|---|---|

**What students can do throughout the proficiency levels... for some students going from one level to the other takes months or even years...**

**Novice Low**
- Speak in lists & memorized phrases
- Introduce self and others

**Novice Mid**
- Speak in lists & memorized phrases
- 25-50 words
- No language creation
- Introduce self and others

**Novice High**
- Speak in phrases
- Limited to memorized chunks
- Ask & answer simple questions

**Inter. Low**
- Speak in complete sentences
- Simple conversation about common topics

**Inter. Mid**
- Create language with some memorized phrases
- Topics related to self
- Create & respond to information questions

**Inter. High**
- Use language to do multi-step task
- Handle a complication
- Present opinion with reason and support
- Speak in present, past & future with errors

**Advanced Low**
- Formal & informal conversation
- Narrate & describe in paragraphs
- Circumlocute occasionally
- Some speech hesitant and irregular
- Narrate in present, past & future with infrequent errors

**Advanced Mid**
- Narrate in present, past & future with limited errors
- Speak well on concrete topics & familiar topics
- Handle unanticipated language

**Advanced High**
- Speak with ease on a variety of topics
- Hesitant with abstract topics
- Speak very well on concrete topics
- Paraphrase & circumlocute with ease

# 03
# Curriculum Development

# Timeline of courses

**French 21H/22**

**French 41H/42**

**Goal: AP &**

**01**

**02**

**03**

**04**

**French 1**
Taken in Middle School

**French 31H/32**

Meet the Requirements to Receive the Seal of Biliteracy
**Requirement: Achieve Intermediate Mid**
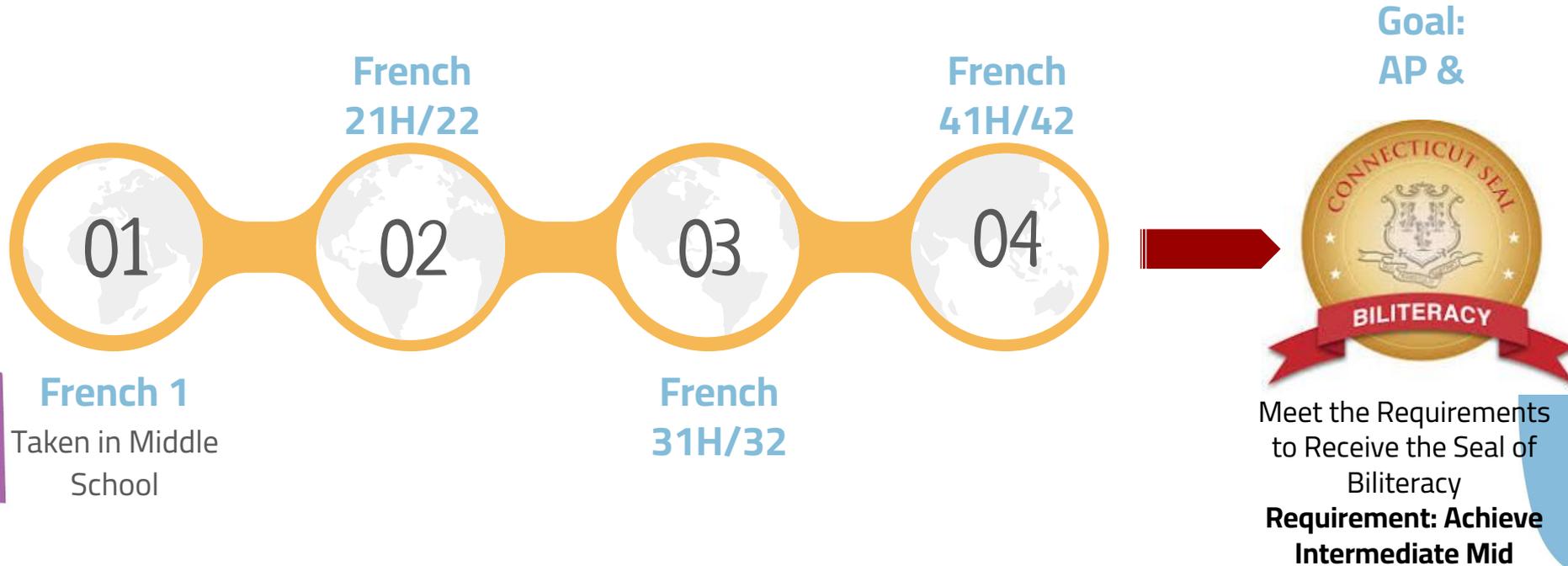
# What are the differences between Academic and Honors classes?

Foreign Language Honors Courses have distinctive features that set them apart from College Prep Foreign Language courses. In addition to being engineered to meet the objectives established for regular courses, honors courses are deliberately more challenging and academically enriched. The courses are designed with self-motivated individuals in mind as greater independence and responsibility are expected from the students; the material is covered at a faster pace, more in depth, and with higher academic rigor. The level of proficiency and fluency in the language is much dominant in an Honors Course.

The differences between Academic and Honors are as follows:

- o There is an expectation to communicate the target language in <u>both courses</u>.

- o The grammar in Honors is more detailed than in Academic.

- o There is twice the amount of vocabulary in Honors than in Academic.

- o The Honors program uses some different resources than the Academic program, proficiency based.

- o Teacher recommendation is required to take the Honor's track.

# Increasing Proficiency through the different levels

| Level 1 | Level 2 | Level 3 | Level 4 |
|---|---|---|---|
| * Vocabulary recognition<br>* Simple present tense<br>* Short guided speakings/writings<br>* Sentence starters<br>* Short listenings with exact vocabulary used | * Build Vocabulary<br>* Build on present tense and learn past tenses, and future tense<br>* Build on 4 skills with vocabulary and grammar in context<br>* Introduce in moderation authentic materials | * Build Vocabulary<br>* Learn compound tenses and more advantages grammatical structures<br>* Build on 4 skills with vocabulary and grammar in context and start introducing non contextual strategies<br>* Use authentic materials | * Build Vocabulary<br>* Grammatically fluent (review tenses learned in the past)<br>* Critical thinking skills:<br>   * analysis and interpretation of text<br>   * reasoning<br>* Mostly authentic materials used |

# Increasing Proficiency through the different levels – Sample work

Level 2

Level 3

Level 4

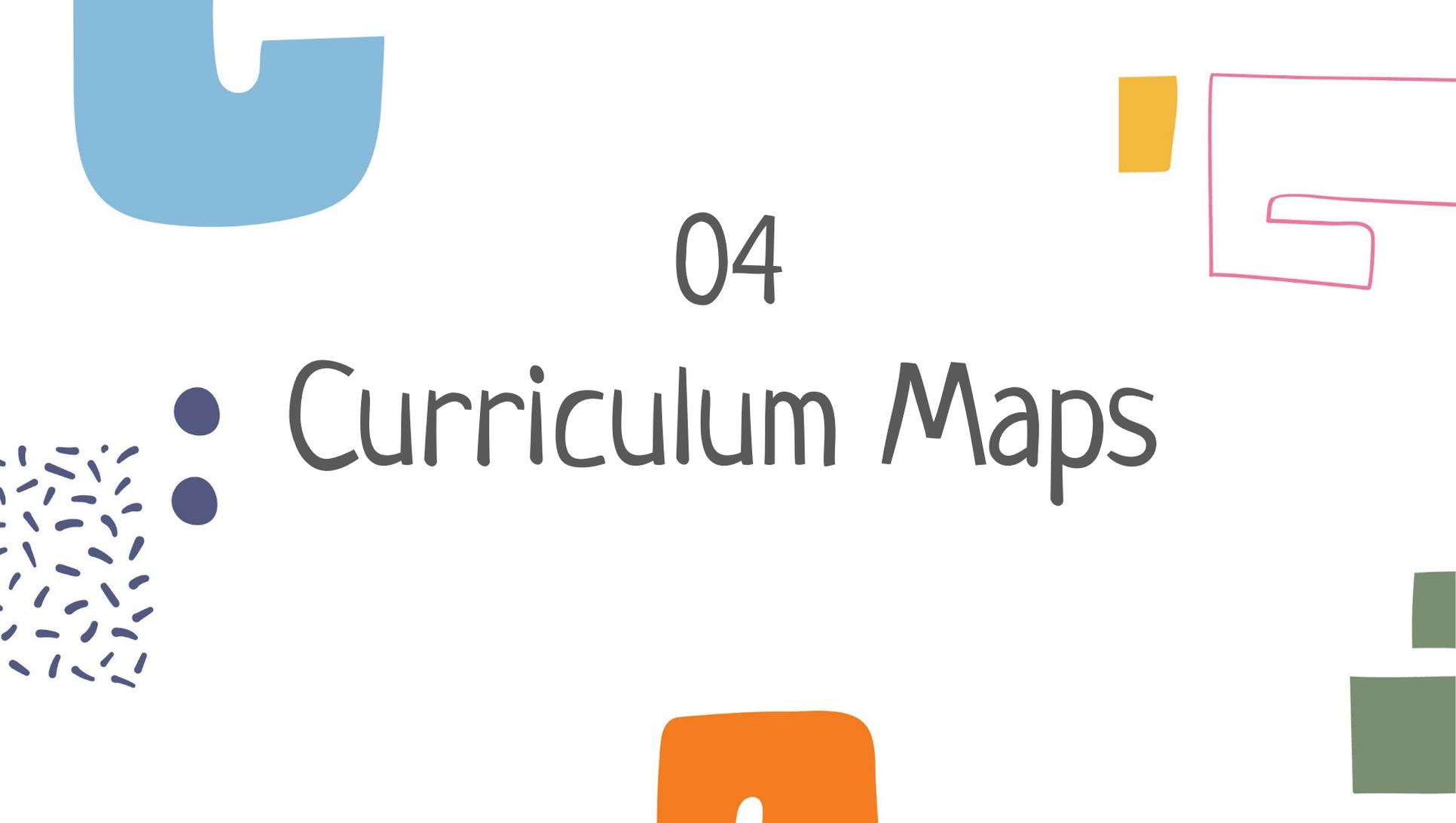| | | |
|---|---|---|
| * [Task / Rubrics](#) | * [Task / Rubrics](#) | * [Task / Rubrics](#) |
| * [Student sample work](#) | * [Student sample work](#) | * [Student sample work](#) |

# 04
# Curriculum Maps

# Maps

**French 1**

Middle School

(not linked)

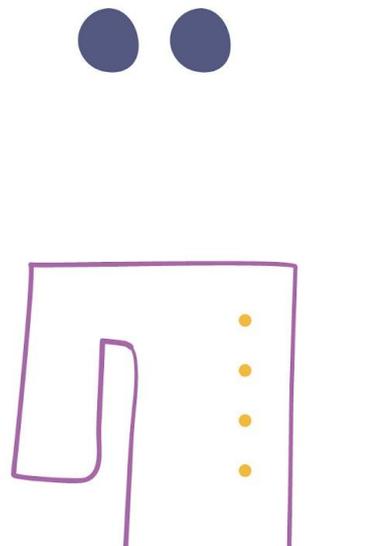**French 2**

Map

**French 3**

Map
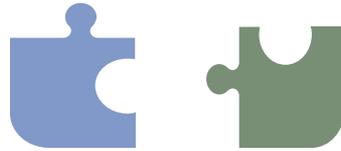
**French 4**

Map

# Thank you!

# ...and our sets of editable icons

You can resize these icons, keeping the quality.
You can change the stroke and fill color; just select the icon and click on the paint bucket/pen.
In Google Slides, you can also use Flaticon's extension, allowing you to customize and add even more icons.

# Educational Icons

# Medical Icons

# Business Icons

# Teamwork Icons

Help & Support Icons

Avatar Icons

# Creative process Icons

# Performing Arts Icons

# Nature Icons

# SEO & Marketing Icons

# WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

| GOAL AREAS | STANDARDS | | |
|---|---|---|---|
| **COMMUNICATION**<br>Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes | **Interpersonal Communication:**<br>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. | **Interpretive Communication:**<br>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. | **Presentational Communication:**<br>Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. |
| **CULTURES**<br>Interact with cultural competence and understanding | **Relating Cultural Practices to Perspectives:**<br>Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. | **Relating Cultural Products to Perspectives:**<br>Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. | |
| **CONNECTIONS**<br>Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations | **Making Connections:**<br>Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. | **Acquiring Information and Diverse Perspectives:**<br>Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. | |
| **COMPARISONS**<br>Develop insight into the nature of language and culture in order to interact with cultural competence | **Language Comparisons:**<br>Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. | **Cultural Comparisons:**<br>Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. | |
| **COMMUNITIES**<br>Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world | **School and Global Communities:**<br>Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. | **Lifelong Learning:**<br>Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. | |

# WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

**The five "C" goal areas (Communication, Cultures, Connections, Comparisons, and Communities) stress the application of learning a language beyond the instructional setting. The goal is to prepare learners to apply the skills and understandings measured by the Standards, to bring a global competence to their future careers and experiences.**

The National Standards for Learning Languages have been revised based on what language educators have learned from more than 15 years of implementing the Standards. The guiding principle was to clarify what language learners would do to demonstrate progress on each Standard.

These revised Standards include language to reflect the current educational landscape, including:
- Common Core State Standards
- College and Career Readiness
- 21st century skills

These Standards are equally applicable to:
- learners at all levels, from pre-kindergarten through post-secondary levels
- native speakers and heritage speakers, including ESL students
- American Sign Language
- Classical Languages (Latin and Greek)

The 2011 report, *A Decade of Foreign Language Standards: Impact, Influence, and Future Directions,* provided evidence of and support for the following concepts which influenced these revisions:
- The National Standards are influencing language learning from elementary, through secondary, to postsecondary levels.
- The integrated nature of the five "C" goal areas has been accepted by the profession.
- Educators asked for more description of what language learners should know and be able to do in the goal areas of Connections and Communities.

- Over 40 states have used the five "C" goal areas to create state standards for learning languages (identifiable even if configured in slightly different ways).
- Some state documents are beginning to describe cultural outcomes in terms of processes of observation and experience.
- Many local curricula are also aligned with the five "C" goal areas and the details of the 11 standards.

Based on this consensus from all levels of language educators, **the five goal areas and the 11 standards have been maintained**. The World-Readiness Standards for Learning Languages clarify and better illustrate each goal area and standard in order to guide implementation and influence assessment, curriculum, and instruction.

Responses to the online feedback survey gave overwhelming support to the proposed revisions:
- **93.4%** of respondents said the "refreshed" Standards describe **appropriate** (39.1%) or **very appropriate expectations** (54.3%) for language learners.
- **94.9%** of respondents said the "refreshed" Standards provide **equally clear** (10.9%), **somewhat clearer** (26.8%), or **much clearer direction** (57.2%) for language educators and learners.

In response to additional suggestions from the feedback and comments received, specific descriptions of performance at each level (Novice, Intermediate, Advanced, and Superior), sample indicators of progress, and sample learning scenarios will be the next areas addressed in this revision process.

**CONNECTICUT STATE BOARD OF EDUCATION**
**Hartford**

**TO BE PROPOSED:**
**September 6, 2017**

**RESOLVED**, That the State Board of Education, in support of Public Act 17-29 adopts the Connecticut State Seal of Biliteracy Guidelines, to provide districts with guidance for implementing the Connecticut State Seal of Biliteracy and directs the Commissioner to take the necessary action.

Approved by a vote of _____, this sixth day of September, Two Thousand Seventeen.

Signed: _____
Dr. Dianna R. Wentzell, Secretary
State Board of Education

CONNECTICUT STATE BOARD OF EDUCATION
Hartford


TO:             State Board of Education

FROM:         Dr. Dianna R. Wentzell
                Commissioner of Education

DATE:         September 6, 2017

SUBJECT:     Seal of Biliteracy Guidelines

## Executive Summary

**Introduction**
The Connecticut State Seal of Biliteracy (Seal of Biliteracy) was established to recognize public high school graduates who have attained a high level of proficiency in English and one or more languages. On June 6, 2017, the Governor signed the bill into law as Public Act 17-29. Section 1(f) of Public Act 17-29 states that "the State Board of Education shall establish criteria by which a local or regional board of education may affix the Connecticut State Seal of Biliteracy on a diploma awarded to a student who has achieved a high level of proficiency in English and one or more foreign languages. For purposes of this subsection, 'foreign language' means a world language other than English and includes American Sign Language and any other language spoken by a federally recognized Native American tribe." Students will be eligible to earn the Seal of Biliteracy beginning in the 2017-2018 school year.

In order to develop the Seal of Biliteracy Guidelines, the Connecticut State Department of Education (CSDE) convened a work group that included a wide range of stakeholders. This stakeholder group was comprised of members representing rural, suburban and urban districts, World Languages, TESOL and Bilingual, Regional Educational Service Centers, Connecticut Council of Language Teachers (CT COLT), Connecticut Administrators of Programs for English Language Learners (CAPELL), American School for the Deaf, the Connecticut Parent Teacher Association (CT PTA), and the CSDE. In addition to participating on the stakeholder group, members shared updates with their colleagues about the Seal of Biliteracy legislation and the development of the draft Seal of Biliteracy Guidelines.

**The Purpose of the Seal of Biliteracy**
Affixed on the high school diploma and transcript, the Seal of Biliteracy provides immediate recognition of a critical twenty-first century language and communication skill. This award is given by a school district in recognition of students who have studied and attained proficiency in English and one or more other languages by high school graduation. The Seal of Biliteracy recognizes the value of students' academic efforts, the tangible benefits of being bilingual and biliterate and prepares students to be 21st century global citizens in a multicultural, multilingual world. The Seal of Biliteracy acknowledges that mastery of two or more languages is a valuable asset for both individuals and their communities. Also, the Seal of Biliteracy provides recognition to English learners (ELs) for the great value of developing English and maintaining their primary language.

**Paths to Proficiency for Awarding the Seal of Biliteracy**
All students should receive information on the Seal of Biliteracy upon first entering middle and again at the entry to high school. Districts who have dual language and/or foreign language in elementary schools

(FLES) programs are encouraged to share information with students and families at the time of enrollment. Districts are encouraged to provide other forms of recognition prior to high school reflecting progress along the pathway toward achieving the specified level of biliteracy, which may occur earlier in a student's educational program.

Students may acquire proficiency in multiple languages through various pathways. Some examples include traditional high school world language programs, traditional ESL programs, bilingual education and dual language programs, heritage language knowledge, and other pathways.

All students are eligible to receive the Seal of Biliteracy based on evidence of achieving the designated level of language proficiency in two or more languages by high school graduation. Students may demonstrate the state-determined level of proficiency in English, as well as one or more additional languages in grade 10, 11, or 12.

**Earning the Seal of Biliteracy and Eligibility Criteria**
To attain the Seal of Biliteracy, students' *use* of the language must be demonstrated, rather than their *knowledge* about the language. Therefore, a student must demonstrate proficiency in English and another language by meeting the criteria described below.
Both native and non-native speakers of English must provide comparable evidence of English language proficiency. The language performance should be demonstrated in both social and academic use of the language, in all modes of communication.

To be eligible to receive the Seal of Biliteracy, the two academic requirements below must be met:

1. Student must complete all English language arts requirements for graduation.
2. Student must demonstrate proficiency in a language other than English in grades 10, 11, or 12 at a level comparable to "Intermediate Mid" on the ACTFL Proficiency Guidelines as demonstrated through one of the following methods listed in the Assessment of Evidence Table.

| Assessment or Evidence | Comparable to ACTFL "Intermediate Mid" |
|---|---|
| Assessment of Performance toward Proficiency in Languages (AAPPL) Measure | I-3 in all 4 domains |
| Oral Proficiency Interview (OPI) or OPIc and Writing Proficiency Test (WPT) | Intermediate Mid |
| International Baccalaureate (IB) World Language Exam | 4 or higher |
| Advanced Placement (AP) World Language Exam | 3 |
| ASL Proficiency Interview | 3 |
| Sign Language Proficiency | Intermediate |
| Avant STAMP (STAndards-based Measurement of Proficiency) | Intermediate Mid |
| ALIRA Latin Interpretive Reading Assessment | I-3 |
| DELE (Diplomas of Spanish as a Foreign Language) | B1 |
| DELF (Diplomas of French as a Foreign Language) | B1 |

For a student whose primary language is not English and proficiency cannot be established by any of the assessments listed in the Assessment of Evidence Table, the following steps must be taken:

1.  District determines a plan for measuring a student's level of proficiency. This plan, to the extent practicable, includes assessment of interpersonal face-to-face communication as well as interpretive listening, presentational speaking, and reading and writing where a written code exists (see Unique Requirements for Low Incidence or Classical Languages, Connecticut Seal of Biliteracy Guidelines, page 6).
2.  The principal, or designee, certifies that a low incidence language plan was completed.

**Equitable Access and District Investment**
All students, including those with an exceptionality or disability, should have the opportunity to demonstrate their biliteracy. Accommodations should be provided to students per their Individualized Education Plan (IEP) or Section 504 Plan for all assessments.

Districts are encouraged to use a range of funding sources to support the costs of language testing. It is critical for districts to consider equity and access when determining how assessments will be made available to all eligible students. Possible funding sources may include, but are not limited to, grants such as Title I, Title I Section 1003 School Improvement funds, Title II, Title III, Alliance District, Commissioner's Network, State Bilingual, and district funds.

**Follow-up Activities**
The CSDE will continue to maximize available communication channels to share the Seal of Biliteracy Guidelines through the Seal of Biliteracy stakeholder group, CSDE Newsletters, distribution list communications, and presentations at professional meetings.

To provide districts with additional guidance for implementing the Seal of Biliteracy, the CSDE recommends the creation of supplemental documents to be posted to the CSDE Web site in the fall of 2017 (e.g., Seal of Biliteracy Student Application Template, Frequently Asked Questions document, Seal of Biliteracy Checklist).

The State Board of Education's support for Public Act 17-29 and adoption of the Seal of Biliteracy Guidelines illustrate Connecticut's commitment to developing bilingualism and biliteracy among all of Connecticut's students. It acknowledges the value that Connecticut places on these vital skills and underscores Connecticut's ongoing efforts to ensure that all students are well-prepared for college, career, and civic life in an increasingly multicultural, multilingual world.

Prepared by:   Megan Alubicki Flick
               English Learner Consultant, Academic Office


Approved by:   Melissa K. Wlodarczyk Hickey
               Reading/Literacy Director

# Connecticut Seal of Biliteracy Guidelines

**September 2017**
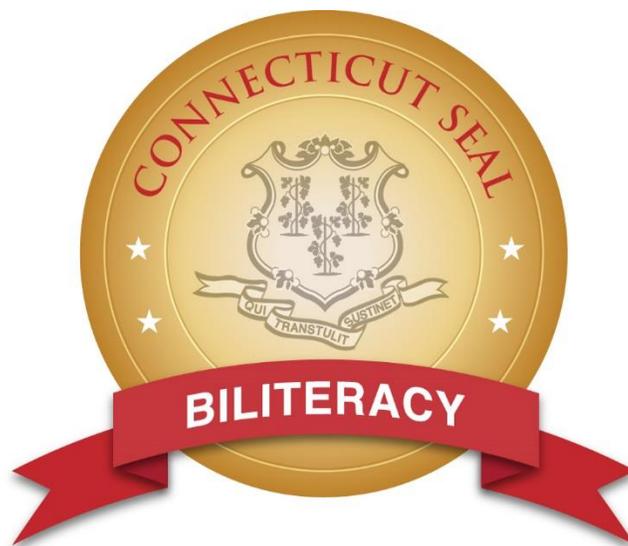




Connecticut State Department of Education

# Contents

Connecticut State Department of Education

# Connecticut Seal of Biliteracy Workgroup

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Isabelina Rodriguez, Former Interim Chief Academic Officer, Connecticut State Department of Education

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## Overview

The Connecticut State Seal of Biliteracy was established to recognize public high school graduates who have attained a level of proficiency in English and one or more languages. On June 6, 2017, the Governor signed the bill into law as Public Act 17-29. Section 1(f) of Public Act 17-29 states, "Not later than September 1, 2017, the State Board of Education shall establish criteria by which a local or regional board of education may affix the Connecticut State Seal of Biliteracy on a diploma awarded to a student who has achieved a high level of proficiency in English and one or more foreign languages. For purposes of this subsection, 'foreign language' means a world language other than English and includes American Sign Language and any other language spoken by a federally recognized Native American tribe." The Connecticut State Department of Education (CSDE) encourages district participation in this initiative.

## Purpose

Affixed on the high school diploma and transcript, the Seal of Biliteracy provides immediate recognition of a critical 21st-century language and communication skill. This award is given by a school district in recognition of students who have studied and attained proficiency in English and one or more other languages by high school graduation. The Seal of Biliteracy recognizes the value of students' academic efforts, the tangible benefits of being bilingual and biliterate and prepares students to be 21st-century global citizens in a multicultural, multilingual world. The Seal of Biliteracy acknowledges that mastery of two or more languages is a valuable asset for both individuals and their communities. Also, the Seal of Biliteracy provides recognition to English learners (ELs) for the great value of developing English and maintaining their primary language.

The Seal of Biliteracy initiative:

- encourages students to study languages;

- certifies attainment of biliteracy skills;

- recognizes the value of language diversity;

- provides employers with a method of identifying Connecticut high school graduates with biliteracy skills;

- assists universities in recognizing applicants with language skills;

- equips students with the 21st-century skills that will allow them to succeed in college and careers in a global society;

- strengthens relationships and honors the multiple cultures and languages represented in Connecticut communities;

- encourages students to develop communicative proficiency in multiple languages;

- values the knowledge and skills of both English speakers learning world languages and English learners studying English or other world languages; and

- recognizes and rewards students' linguistic and cultural knowledge.

Four organizations collaborated to draft national recommendations for the implementation of the Seal of Biliteracy: 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 Speakers of Other Languages (TESOL) International Association. To ensure consistency in the meaning of this recognition, the CSDE has created these guidelines for school districts.

## Who Qualifies for the Seal of Biliteracy?

All students are eligible to receive the Seal of Biliteracy based on evidence of achieving the designated level of language proficiency in two or more languages by high school graduation. Students must demonstrate the state-determined level of proficiency in English, as well as one or more additional languages in grade 10, 11, or 12.

Districts are encouraged to provide other forms of recognition prior to high school reflecting progress along the pathway toward achieving the specified level of biliteracy, which may occur earlier in a student's educational program.

## Paths to Proficiency for Awarding the Seal of Biliteracy

All students should receive information on the Seal of Biliteracy upon entering middle and high school settings so that they are able to organize their schedules and meet the requirements to receive the seal. Districts that have dual language and/or foreign language in elementary schools (FLES) programs are encouraged to share information with students and families at the time of enrollment.

Students may acquire proficiency in multiple languages through various pathways. Some examples include, but are not limited to:

- Traditional middle school or high school world language programs
- Traditional ESL programs
- Bilingual education programs
- Dual language/FLES programs
- K-12 world language immersion programs
- Time spent immersed in the target culture
- Saturday language schools
- Heritage language knowledge

## Earning the Seal of Biliteracy

To attain the Seal of Biliteracy, students' use of the language must be demonstrated, rather than their knowledge about the language. Therefore, a student must demonstrate proficiency in English AND another language by meeting the criteria described below.

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# Eligibility Criteria

Both native and non-native speakers of English must provide comparable evidence of English language proficiency. The language performance should be demonstrated in both social and academic use of the language, in all modes of communication.

The two academic requirements below must be met.

1. Students must complete all English language arts requirements for graduation.
2. Students must demonstrate proficiency in a language other than English at a level comparable to Intermediate Mid on the ACTFL Proficiency Guidelines as demonstrated through **one** of the following methods in grade 10 or later:

| Assessment | Minimum Score |
|---|---|
| Assessment of Performance toward Proficiency in Languages (AAPPL) Measure | I-3 in all four domains |
| Oral Proficiency Interview (OPI) or OPIc and Writing Proficiency Test (WPT) | Intermediate Mid |
| International Baccalaureate (IB) World Language Exam (available only to students currently enrolled in IB programs) | 4 or higher |
| Advanced Placement (AP) World Language Exam | 3 |
| ASL Proficiency Interview | 3 |
| Sign Language Proficiency | Intermediate |
| Avant STAMP (STAndards-based Measurement of Proficiency) | Intermediate Mid |
| ALIRA Latin Interpretive Reading Assessment | I-3 |
| DELE (Diplomas of Spanish as a Foreign Language) | B1 |
| DELF (Diplomas of French as a Foreign Language) | B1 |

**For a student whose non-English language is low incidence and proficiency cannot be established by any of the assessments in the table above, the following steps must be taken**:

a. District determines a plan for measuring a student's level of proficiency. This plan, to the extent practicable, includes assessment of interpersonal face-to-face communication as well as interpretive listening, presentational speaking, and reading and writing where a written code exists (see Unique Requirements for Low Incidence or Classical Languages on page 6). **AND**

b. Certification by the principal, or designee, that a low-incidence language plan was completed.

## District Investment

Districts are encouraged to use a range of funding sources to support the costs of language testing. It is critical for districts to consider equity and access when determining how assessments will be made available to all eligible students. Possible funding sources may include, but are not limited to, grants such as Title I, Title I Section 1003 School Improvement funds, Title II, Title III, Alliance District, Commissioner's Network, State Bilingual, and district funds.

## Unique Requirements for Low Incidence or Classical Languages

Due to unique characteristics of certain languages, special allowances may need to be made. In cases where language assessments across all four domains of communication may not be appropriate or available, districts may substitute a different assessment to meet the requirements of the Seal of Biliteracy. Students seeking the Seal of Biliteracy through languages not characterized by the use of listening, speaking, reading, or for which there is not a writing system, will demonstrate the expected level of proficiency on an assessment of the modalities that characterize communication in that language.

## Equitable Access

All students, including those with an exceptionality or disability, should have the opportunity to demonstrate their biliteracy. Accommodations should be provided to students per their Individualized Education Program (IEP) or Section 504 Plan for all assessments.

## District Process to Award the Seal of Biliteracy and Transcripts

The Seal of Biliteracy will be added to the student's transcript and diploma for the specific language(s). School districts are responsible for documenting on the high school transcript that a student has earned the seal.

The Seal of Biliteracy should be awarded by high school graduation. School districts should determine methods for recording the name and identification of students who have earned the Seal of Biliteracy.

## More Information

www.ct.gov/sde

www.sealofbiliteracy.org