



FLDOE Florida Seal of Biliteracy

6A-1.09951 Requirements for the Florida Seal of Biliteracy Program.

(1) The Florida Seal of Biliteracy Program is established to recognize a high school graduate who has attained a high level of competency in listening, speaking, reading, and writing in one or more foreign languages in addition to English by the award of a silver or gold seal on a standard high school diploma.

(2) Definitions.

(a) “Modes of communication” means 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.

(b) “Foreign language” means a language other than English and includes American Sign Language, classical languages, and indigenous languages.

(3) Criteria for Eligibility. Beginning with the 2016-2017 school year, the Gold Seal of Biliteracy or the Silver Seal of Biliteracy shall be awarded to a high school student who has earned a standard high school diploma and who has satisfied one of the following criteria for eligibility:

(a) Silver Seal of Biliteracy.

- Has earned four (4) foreign language course credits in the same foreign language with a cumulative 3.0 grade point average or higher on a 4.0 scale;
- Has earned a score or performance level on any of the examinations found on the chart shown below;

Examination	Score or Performance Level
College Level Examination Program (CLEP) Level 1 Language Exam	Spanish 50-62 French 50-58 German 50-59
International Baccalaureate Language Exam	4 or higher
Advanced Placement Language Exam	3 or higher
Advanced International Certificate of Education Subject Test	A, B, C, D, or E
American Sign Language Proficiency Interview (ASLPI)	3 or higher
Sign Language Proficiency Interview: American Sign Language (SLPI:ASL)	Intermediate Plus or higher
American Council on the Teaching of Foreign Languages (ACTFL) Assessment of Performance Toward Proficiency in Language (AAPPL) Interpersonal Listening, Interpersonal Speaking, Interpretive Listening, and Presentational Writing	Intermediate Mid or higher
ACTFL Oral Proficiency Interview (OPI)	Intermediate Mid or higher
Standards-based Measurement of Proficiency for Grade 7-Adult (STAMP4S)	Intermediate Mid or higher
ACTFL Latin Interpretive Reading Assessment (ALIRA)	I-2 or higher

3. For languages which are not tested on the nationally recognized examinations listed in subparagraph 2., demonstrated language proficiency through maintenance of a portfolio of language performance at the Intermediate Mid level or higher based on the ACTFL Proficiency Guidelines 2012 in the modes of communication appropriate for that language.



(b) Gold Seal of Biliteracy.

1. Has earned four (4) foreign language course credits in the same foreign language with a cumulative 3.0 grade point average or higher on a 4.0 scale and Level 4 or higher on the Grade 10 English Language Arts (ELA) Florida Standards Assessment (FSA);
2. Has earned a score or performance level on any of the examinations found in the chart below;

Examination	Score or Performance Level
College Level Examination Program (CLEP) Level 2 Language Exam	Spanish 63 or higher French 59 or higher German 60 or higher
International Baccalaureate Language Exam	5 or higher
Advanced Placement Language Exam	4 or higher
Advanced International Certificate of Education Subject Test	A, B, C, D
American Sign Language Proficiency Interview (ASLPI)	4 or higher
Sign Language Proficiency Interview: American Sign Language (SLPI:ASL)	Advanced Plus or Higher
American Council on the Teaching of Foreign Languages (ACTFL) Assessment of Performance Toward Proficiency in Language (AAPPL) Interpersonal Listening, Interpersonal Speaking, Interpretive Listening, and Presentational Writing	Advanced Low or Higher
ACTFL Oral Proficiency Interview (OPI)	Advanced Low or Higher
Standards-based Measurement of Proficiency for Grade 7-Adult (STAMP4S)	Advanced Low or Higher
ACTFL Latin Interpretive Reading Assessment (ALIRA)	I-5 or higher

3. For languages which are not tested on the nationally recognized examinations listed in subparagraph 3., demonstrated language proficiency through maintenance of a portfolio of language performance, at the Advanced Low level or higher based on the ACTFL Proficiency Guidelines 2012 in the modes of communication appropriate for that language.

(4) Criteria for the award of credit. A high school student who did not enroll in, or complete, foreign language courses, shall be awarded four (4) foreign language high school course credits, upon attaining at least the minimum score or performance level set forth in subparagraph (3)(a)2. for the Silver Seal of Biliteracy.

(5) Procedures for the Seal.

(a) Examination scores received directly from the testing entity, rather than a parent, guardian, or student, shall be relied upon to determine whether the examination score or performance level for the seal has been met.

(b) Where a portfolio is relied upon to determine whether to award a Seal of Biliteracy, school district appointed personnel with language performance at the distinguished level on the ACTFL Proficiency Guidelines 2012 in the same language as the student portfolio shall assess the portfolio.

(6) The ACTFL Proficiency Guidelines 2012 are hereby incorporated by reference (<http://www.flrules.org/Gateway/reference.asp?No=Ref-07933>) and may be obtained from the Bureau of Student Achievement through Language Acquisition, Department of Education, 325 West Gaines St., Suite 444, Tallahassee, Florida 32399.

(7) The Commissioner of Education shall provide to each school district an appropriate insignia to be affixed to the student's diploma indicating that the student has been awarded the Gold Seal of Biliteracy or the Silver Seal of Biliteracy in accordance with Rule 6A-1.0995, F.A.C.

Rulemaking Authority 1003.432 FS. Law Implemented 1003.432 FS. History--New 3-22-17.



Seal of Biliteracy: Minimum Scores of Performance Levels: Nationally recognized examinations and the performance levels

Examination	Score or Performance Level Silver Biliteracy	Score or Performance Level Gold Seal of Biliteracy
College Level Examination Program (CLEP) Level 1 Language Exam	Spanish 50-62 French 50-58 German 50-59	Spanish 63 or higher French 59 or higher German 60 or higher
International Baccalaureate Language Exam	4 or higher	5 or higher
Advanced Placement Language Exam	3 or higher	4 or higher
Advanced International Certificate of Education Subject Test	A, B, C, D, or E	A, B, C, D
American Sign Language Proficiency Interview: American Sign Language (SLPI: ASL)	3 or higher	4 or higher
Examination	Score or Performance Level	Score or Performance Level Gold Seal of Biliteracy
Sign Language Proficiency Interview: American Sign Language (SLPI: ASL)	Intermediate Plus or higher	Advance Plus or Higher
American Council on the Teaching of Foreign Languages (ACTFL) Assessment of Performance Toward Proficiency in Language (AAPPL) Interpersonal Listening, Interpersonal Speaking, Interpretive Listening, and Presentational Writing	Intermediate Med or Higher	Advanced Low or Higher
ACTFL Oral Proficiency Interview (OPI)	Intermediate Med or Higher	Advanced Low or Higher
Standards-based Measurement of Proficiency for Grade 7 – Adult (STAMP4S)	Intermediate Mid or Higher	Advanced Low or Higher
ACTFL Latin Interpretive Reading Assessment (ALIRA)	1-2 or higher	1-5 or higher

The Seal of Biliteracy counting for acceleration for school grade calculations is not applicable currently.



Section 1007.262, F.S., Foreign language competence; equivalence

determinations http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=1000-1099/1007/Sections/1007.262.html

According to this Florida Statute, "The Department of Education shall identify the competencies demonstrated by students upon the successful completion of two credits of sequential high school foreign language instruction. **For determining postsecondary equivalence**, the department shall develop rules through which Florida College System institutions correlate such competencies to the competencies required of students in the colleges' respective courses. **Based on this correlation**, each Florida College System institution shall identify the minimum number of postsecondary credits that students must earn to demonstrate a level of competence in a foreign language at least equivalent to that of students who have completed two credits of such instruction in high school. **The department may also specify alternative means** by which students can demonstrate equivalent foreign language competence, including means by which a student whose native language is not English may demonstrate proficiency in the native language. A student who demonstrates proficiency in a native language other than English is exempt from a requirement of completing foreign language courses at the secondary or Florida College System level."

Assessment Graduation Requirements as Established in House Bill

1537 <https://info.fldoe.org/docushare/dsweb/Get/Document-9839/dps-wkly-2023-81.pdf>

