



# Florida Seal of Biliteracy

Broward County  Public Schools

Broward County Public Schools is committed to providing students with the knowledge and skills necessary to be successful in the 21st century workplace. Encouraging students to develop biliteracy and multilingual skills helps students develop a high level of global, linguistic, cultural, and communicative competence. The ability to speak, read, and write in two or more languages is an increasingly significant factor in workplace success. Citizens of the global community need multi-language skills and cultural awareness to thrive in a multicultural, multilingual and globally connected world. Broward County is a diverse community, where over 180 languages are spoken and just as many cultural backgrounds exist.

The Seal of Biliteracy recognizes, validates and honors our rich and diverse language assets, promotes the development of cross-cultural understanding, and benefits employers through the development of staff who are proficient in more than one language.

## **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:

### **Silver Seal of Biliteracy.**

- A. Has earned four (4) World Language course credits in the same language with a cumulative 3.0 grade point average or higher on a 4.0 scale (unweighted) in these courses;
- B. Has earned a score on any of the examinations found on the attached assessments chart at the level indicated;
- C. For languages which are not tested on the nationally recognized examinations, demonstrated language proficiency through maintenance of a portfolio of language performance at the Intermediate mid-level or higher based on the American Council On The Teaching Of Foreign Languages (ACTFL) Proficiency Guidelines 2012 in the modes of communication appropriate for that language.

### **Gold Seal of Biliteracy.**

- A. Has earned four (4) World Language course credits in the same language with a cumulative 3.0 grade point average or higher on a 4.0 scale (unweighted) and Level 4 or higher on the Grade 10 English Language Arts (ELA) Florida Standards Assessment (FSA);
- B. Has earned a score on any of the examinations found on the attached assessments chart at the level indicated.
- C. For languages which are not tested on the nationally recognized examinations, 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.

## **Criteria for the award of credit:**

A high school student who did not enroll in, or complete, world language courses, shall be awarded four (4) world language high school course credits, upon attaining at least the minimum score or performance level on the examinations required for the Silver Seal.

World Language credits earned through the Seal of Biliteracy are noted on the student's transcript with a grade of "SB". These credits are accepted towards the world language requirement for Florida's State University System, the Bright Futures Scholarship Program and the State's Scholar Diploma Designation; however, the new "SB" grades do not factor into their respective GPA calculations. As the NCAA does not allow for students to "test out" of any portion of a course, these credits are not able to apply towards athletic eligibility requirements.

For more information, view the Rule 6A-1.09951 Requirements for the Florida Seal of Biliteracy Program from the Florida Department of State at [https://www.flrules.org/Gateway/View\\_notice.asp?id=18701520](https://www.flrules.org/Gateway/View_notice.asp?id=18701520).

### **Instructions:**

- A. Courses:
  - a. Complete 4.0 credits in the same World Language
  - b. Earn at least a “B” average (3.0 or higher on a 4.0 scale unweighted) in these courses
  - c. Your school will automatically award the Seal of Biliteracy on your transcript.
  
- B. Assessments:
  - a. If you complete and AP, IB or AICE course, then your school will pay for you to take one exam
  - b. For all other tests, students must register and pay on their own on the websites listed
  - c. Submit your test scores to your school’s Registrar
  - d. Your school will place the appropriate credits to your transcript and award the Seal of Biliteracy.
  
- C. Portfolio:
  - a. If there is not an approved assessment on the attached chart for a language in which you are proficient, please contact the bilingual school counselor at the district office. Contact information is listed below. At that time, you will receive additional instructions to complete your portfolio.
  - b. The Bilingual-ESOL Counselor will help make arrangements to complete the requirements and send the results to your school
  - c. Your school will award the Seal of Biliteracy.

Reina Murray

School Counselor-Bilingual

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## The Florida Seal of Biliteracy

### Assessments, languages available and required scores/proficiency levels

Test abbreviation	Languages available	Silver Seal Score	Gold Seal Score	How to access	Cost
SAT Subject Test (Scholastic Aptitude Test Subject Test)	Chinese, French, German, Hebrew (Modern), Italian, Japanese, Korean, Latin, Spanish	600-699	700-800	<a href="https://collegereadiness.collegeboard.org/sat-subject-tests/register">https://collegereadiness.collegeboard.org/sat-subject-tests/register</a>	\$26
CLEP Level 1 (College Level Examination Program Level 1 Language Exam)	Spanish	50-62	63-80	<a href="https://clep.collegeboard.org/register">https://clep.collegeboard.org/register</a>	Each exam costs \$85. Additional administrative fees may be charged by the test center.
	French	50-58	59-80		
	German	50-59	50-59		
IB (International Baccalaureate) Language Exam	French, German, Spanish (2 levels each), Classical Greek, Italian, Japanese, Latin, Mandarin Chinese, Polish, Portuguese, Russian	4	5, 6, 7	Test taken at student's school, not all languages are available at every school.	
AP (Advanced Placement) Language Exam	Chinese, French, German, Italian, Japanese, Latin, Spanish	3	4, 5	Test taken at student's school, not all languages are available at every school.	
AICE (Advanced International Certificate of Education Subject Test)	Afrikaans, Arabic, Chinese, French, German, Greek, Japanese, Latin, Portuguese, Spanish	E	A,B,C,D	Test taken at student's school, not all languages are available at every school.	

ASLPI (American Sign Language Proficiency Interview)	ASL	3, 3+	4, 4+, 5	<a href="http://www.gallaudet.edu/asl-diagnostic-and-evaluation-services/aslpi">http://www.gallaudet.edu/asl-diagnostic-and-evaluation-services/aslpi</a>	ASLPI Evaluation: \$165.00. Videophone (VP) Evaluations: \$20.00 proctor compensation provided directly to proctor. (\$165.00 is paid to Gallaudet for the evaluation)
SLPI: ASL Sign Language Proficiency Interview: American Sign Language	ASL	Intermediate Plus, Advanced	Advanced Plus, Superior, Superior Plus	<a href="https://www.rit.edu/ntid/slpi/">https://www.rit.edu/ntid/slpi/</a>	Cost: visit website for details
AAPPL American Council on the Teaching of Foreign Languages Assessment of Performance Toward Proficiency in Language Interpersonal Listening, Interpersonal Speaking, Interpretive Listening, Presentational Writing	Arabic, Chinese, French, German, Portuguese, Russian, Spanish	Intermediate Mid, High (I-2, I-3, I-4, I-5)	Advanced Low (A)	<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>	AAPPL Measure can be ordered as an assessment with all four components for \$20 per student. Ordered individually or in any combination, the Interpersonal Listening/Speaking assessment is \$10, Presentational Writing is \$5, and the two Interpretive components of Reading and Listening are offered together for a total of \$5. You will be charged only for the test components that have been completed and rated.

STAMP4S Standards-based Measurement of Proficiency for Grade 7- Adult	Arabic, French, German, Hebrew, Hindi, Italian, Japanese, Korean, Mandarin (Simplified & Traditional), Polish, Portuguese (Brazilian) Russian, Spanish	Intermediate Mid, Intermediate High	Advanced Low, Advanced Mid/High	<a href="https://avantassessment.com/stamp4s">https://avantassessment.com/stamp4s</a>	\$19.90
ALIRA ACTFL Latin Interpretive Reading Assessment	Latin	I-2, I-3, I-4	I-5, A	<a href="https://www.actfl.org/professional-development/assessments-the-actfl-testing-office/the-actfl-latin-interpretive-reading-assessment-alira">https://www.actfl.org/professional-development/assessments-the-actfl-testing-office/the-actfl-latin-interpretive-reading-assessment-alira</a>	\$10
OPI ACTFL Oral Proficiency Interview	Afrikaans, Akan- Twi, Albanian, Amharic, Arabic, Armenian, Azerbaijani, Baluchi, Bengali, Bosnian, Bulgarian, Burmese, Cambodian, Cantonese, Cebuano, Chavacano, Czech, Dari, Dutch, Egyptian, French, Georgian, German, Modern Greek, Gujarati, Haitian Creole, Hausa, Hebrew, Hindi, Hmong/Mong, Hungarian, Igbo, Ilocano, Indonesian, Iraqi, Italian, Japanese, Javanese, Kazakh, Kashmiri, Korean, Kurdish, Polish, Portuguese, Punjabi, Romanian, Russian, Serbian Croatian, Sindhi, Sinhalese, Slovak, Somali, Spanish, Swahili, Swedish, Tagalog, Tajik, Tamil, Tausug, Telugu, Thai, Tigrinya, Turkish, Turkmen, Uighur, Urdu, Uzbek, Vietnamese, Wolof, Wu, Yoruba	Intermediate Mid, Intermediate High	Advanced Low, Advanced Mid, Advanced High, Superior, Distinguished	<a href="https://www.actfl.org/professional-development/assessments-the-actfl-testing-office/oral-proficiency-assessments-including-opi-opic">https://www.actfl.org/professional-development/assessments-the-actfl-testing-office/oral-proficiency-assessments-including-opi-opic</a>	Cost varies, visit website for details

Portfolio (Interpretive Listening, Interpretive Reading, Interpersonal Communication, Presentational Speaking, Presentational Writing, Culture, Comparisons, Connections, Communities)	Languages that are not represented in any of the above assessments	Intermediate Mid, Intermediate High	Advanced Low, Advanced Mid/High	If the language you would like to have assessed is NOT available on any of the above assessments, then contact reina.murray@browardschools.com	
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### Seal of Biliteracy Portfolio Requirements

(To be used for languages without approved standardized assessments listed on attached chart)

For Silver Seal: Proof of achievement of Intermediate Mid\* Proficiency in each standard

For Gold Seal: Proof of achievement of Advanced Low\* Proficiency in each standard

1. *Interpretive Listening*: Written summary in the target language of key ideas (100 words max) from an authentic\*\* audio or video that is at least 1 minute in length for Intermediate Mid and 2 minutes in length for Advanced Low link to audio or video must be appended.
2. *Interpretive Reading*: Written retelling in the target language of key ideas in an authentic\*\* text, written in the target language. Authentic\*\* text must be appended.

INTERPRETIVE LISTENING or VIEWING & READING	ACTIVITY	OUTCOME
Understand and interpret written and spoken or signed language on a variety of topics in the target language.	Apply comprehension strategies to interpret a variety of authentic auditory, written or signed texts.	<b>Intermediate:</b> Students in the intermediate range are able to express their own thoughts, provide descriptions, and communicate about familiar topics using sentences and strings of sentences. They comprehend general concepts and messages about familiar and occasionally unfamiliar topics. They can ask questions on familiar topics. Example: Students write a short e-mail describing their school's technology, its use in class, and appropriate-use guidelines. They read or listen to students in a target language country describe the same at their school, and then discuss the similarities and differences. <b>Advanced:</b> Students in the advanced range are able to narrate and describe using connected sentences and paragraphs in at least 2 time frames when discussing topics for personal, school, and community interest and can comprehend main ideas and significant details regarding a variety of topics.

3. *Interpersonal Communication*: Recording submitted in .mp3 format of student speaking in an extemporaneous conversation with another speaker of the language: (1 minute).

Topic for Intermediate Mid: Making plans to get together with at least two complications.

Topic for Advanced Low: Being interviewed about a recent science project that is going to the state finals.

INTERPERSONAL COMMUNICATION	ACTIVITY	OUTCOME
<p><b>Speaking or Signing and Writing</b></p> <p>Engage in conversations and written correspondence on a variety of topics in the target language.</p>	<p>A. Ask and respond to questions about familiar topics based on their own lives and interests.</p> <p>B. Express and elicit feelings and emotions in the target language.</p> <p>C. Comprehend and produce language independently in appropriate contexts when engaged in conversations or correspondence.</p>	<p><b>Intermediate:</b> Students meet the indicators when they apply language in familiar contexts within strings of sentences and occasional short paragraphs. Students begin to create with the language, using high frequency and personalized vocabulary. Previously learned material is applied in novel situations centered on topics of self, others, and everyday life.</p> <p><b>Advanced:</b> Students meet the indicators when speaking or signing/writing through consistent exchange of dialogue within a range of contexts, focusing on familiar and concrete topics. Comprehension and application of a broad range of vocabulary related to school, employment, and topics of interest, and generic vocabulary related to public and community interest are present. Students demonstrate control of language structure by generating oral, signed, and written paragraphs consistent with content.</p>

4. *Presentational Speaking*: Recording submitted in .mp3 format of student speaking in a prepared presentation in the target language (may NOT be read) (3 minutes).

Topic for Intermediate Mid: An experience from my childhood.

Topic for Advanced Low: The health issues that affect my community.

5. *Presentational Writing*: Five paragraph essay submitted in target language, written without use of resources.

Topic for Intermediate Mid: My goals for the future and how I'll achieve them.

Topic for Advanced Low: A college entrance essay.

PRESENTATIONAL COMMUNICATION	ACTIVITY	OUTCOME
<p>Speaking or Signing and Writing</p> <p>Present information, concepts and ideas, orally or signed and in writing or on film, to an audience or readers on a variety of topics in the target language.</p>	<p>A. Read aloud or watch authentic passages with appropriate pronunciation, phrasing, intonation, and signing parameters.</p> <p>B. Narrate stories about familiar experiences or events orally or in sign language.</p> <p>C. Write or sign narrative and expository/informational compositions in the target language.</p>	<p><b>Intermediate:</b> Students meet indicators using primarily present tense and occasionally other major time frames (past and future), learned vocabulary, basic grammatical structures, and paragraph-length discourse with mostly consistent execution. Pronunciation, phrasing, intonation, and signing parameters can be understood by a native speaker accustomed to language learners.</p> <p><b>Advanced:</b> Students meet indicators using all major time frames, extensive application of generic vocabulary, a range of grammatical structures and paragraph-length discourse with control and consistency. Pronunciation, phrasing, intonation, and signing parameters can be easily understood by a native speaker accustomed to language learners</p>

6. *Culture*: Five paragraph essay submitted in English or the target language, explaining a cultural product, practice and perspective.
7. *Comparisons*: 200 word (maximum) paragraph submitted in English or the target language, comparing a key cultural or linguistic component in the target language to a similar or different but related cultural or linguistic component in English.

CULTURAL COMPARISON	ACTIVITY	OUTCOMES
Cultural comparison of Practices, Products and Perspectives Compare the nature of language and the culture(s) of the target language with one's own	<p>A. Compare the target language with English to better understand components of language.</p> <p>B. Identify, describe and compare practices, perspectives and products of the target language culture(s) with their own.</p>	<p><b>Intermediate:</b> Students meet indicators when comparing a variety of grammatical structures, syntax, and idiomatic expressions. Presentations, signing, writing, and discourse often occur in the target language and may be supplemented with demonstrations in English.</p> <p><b>Advanced:</b> Students meet indicators when comparing a variety of grammatical structures, syntax, idiomatic expressions, and proverbs. They identify examples of vocabulary that convey different meanings in different contexts. Presentations, signing, writing, and discourse consistently occur in the target language.</p>

8. *Connections*: 200 word (maximum) paragraph submitted in English or the target language, explaining how knowledge and use of the target language is connected to everyday life or other classes.
9. *Communities*: 200 word (maximum) paragraph submitted in English or the target language, explaining how student has used the target language in the community or online in social media. Screenshots may be included.

CONNECTIONS & COMMUNITIES	ACTIVITIES	OUTCOME
Encounter and use the target language both in and beyond the classroom for personal enjoyment and lifelong learning.	<p>A. Explain the importance of target language acquisition in the global community.</p> <p>B. Communicate in the target language within and beyond the school setting.</p>	<p><b>Intermediate:</b> Students combine the tools of technology with their language skills to communicate with other students in a global community.</p> <p><b>Advanced:</b> Students use their knowledge of the target language in communicating within the student and adult community of language learners. Students use their knowledge of the target language when exposed to other languages.</p>

\*ACTFL Proficiency Guidelines: <https://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiencyguidelines-2012>

\*\*Authentic: Created in the target language and intended for a target language audience

## **Student Records**

- A student's transcript will reflect a grade of "T" if they pass an AP or CLEP exam. Up to three courses between levels 1-4 are added to the transcript with the grade "SB"
- A student can also earn 4 World Language credits by passing one of these assessments: IB, AICE, SAT Subject Test, SLPI, ACTFL, ALIRA. Student would not earn "T" grade for the test, but would still earn up to 4 credits in the language of the test passed with a grade of "SB"
- "T" & "SB" grades do not affect the student's GPA.