



Washington Seal of Biliteracy

Unique Implementation of the Seal

Purpose:

Understand the benefits of the Seal of Biliteracy and options for Bilingual Students

Goals

- I can explain what the State Seal of Biliteracy is and why it matters
- I can describe the process by which the State Seal came into law and the Equity issues
- I can be an advocate for students in our state to be recognized as bilingual/biliterate (or even better, multilingual/multiliterate)

The Washington State Journey

Legislative Intent

“The Seal of Biliteracy is an award made by the state to **recognize a student who has attained proficiency in both English and one or more other world languages by high school graduation.** The Seal of Biliteracy takes the form of a seal on the diploma and a notation that appears on the transcript of the graduating senior. It is a statement of accomplishment that helps to signal evidence of a student’s readiness for career and college, and to engage as a global citizen. “

“For the purposes of this section, a world language other than English must include American sign language and **Native American languages.**”

Provisions

“Participating school districts shall place a notation on a student's high school diploma and high school transcript indicating that the student has earned the seal.”

Criteria

Options to demonstrate proficiency

Qualifying criteria

AP testing	➔	Score of 3 or higher
IB testing	➔	Score of 4 or higher
Proficiency tests aligned to ACTFL levels approved by OSPI*	➔	Rating of Intermediate-Mid or higher, across language skills**
World Language Competency Credits	➔	Qualifies for 4 credits (Int-Mid)
Other national or international proficiency tests approved by OSPI*	➔	Rating comparable to Intermediate-Mid on the ACTFL scale across language skills

*Who would need to do this? - Students who have not had the opportunity for IB, AP or competency-based credit testing. This would include students taking multiple years of high school or online World Language classes.

**Language skills should include speaking, reading and writing, depending on the language.

Student Perspective

<https://youtu.be/tgCMhiM1N-o>

Resources to get Started

<http://www.k12.wa.us/WorldLanguages/CompetencyBasedCredits.aspx>

<http://k12.wa.us/LegisGov/2017documents/2017-12-SealofBiliteracyReport.pdf>

Call to Action

What can we do?

Teachers

- Let the students know about the seal (familiarize yourself with your district's webpage and board policy)
- Make sure AP and IB students know about the Seal! Even students who pass AP/IB exams in spring of 12th grade can still receive the Seal after graduation.
- Encourage students with a first language other than English (or the language you teach) to earn credits in their home language too and earn the Seal.
- For students who speak a language, but lack literacy skills, encourage them to take a heritage class, work with family and community, read on their own

Administrators

- Make sure that your district's Seal data is accurate in the OSPI Database (CEDARS).
- Follow the steps in the handout to set up the seal if you haven't already

All of Us

- Communicate with Parents and Families with a variety of outreach. Different people and communities prefer different sorts of communication
- Celebrate the Seal at Graduation
- Announce the seal earners/even your local newspaper, magazine, state representatives, congressional rep/senator

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