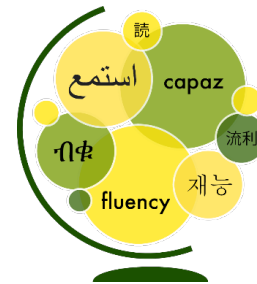


Increase Learner Engagement and Program Retention with Motivating Language Credentials



Linda L. Egnatz, Executive Director, Global Seal of Biliteracy

www.theglobalseal.com
linda.egnatz@theglobalseal.com

@globalbilitseal
@miprofeAP



What is a “Seal of Biliteracy” ?

It is recognition awarded to certify language skills in two or more languages.

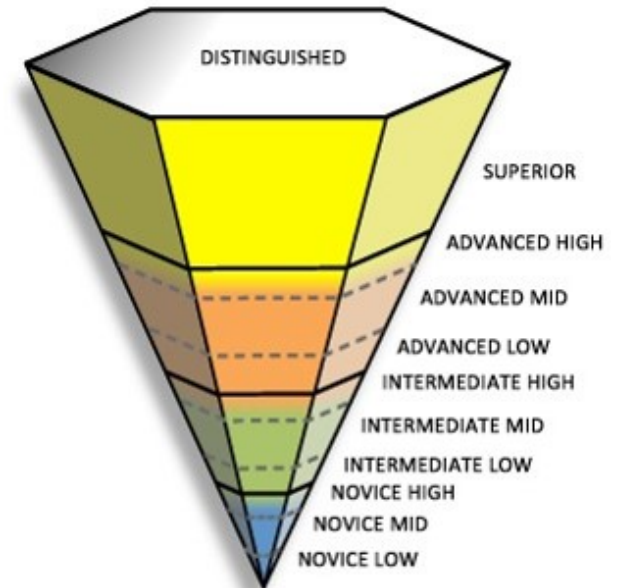
Currently, 38 states and DC offer a “State Seal of Biliteracy” to graduating seniors in public high schools that meet state criteria.



Why get a “Seal of Biliteracy” ?

A “Seal of Biliteracy” is a way to provide an employer or academic institution **PROOF** of your level of language skills in **TWO** languages. The **LEVEL** is determined via testing aligned to the **ACTFL** proficiency scale.

In the United States, one of those languages is English, be it your first or second language.





State Seals of Biliteracy – Criteria Differs



District
Determined
"Evidence of
Proficiency"

Intermediate
Low

Intermediate
Mid

Intermediate
High

Advanced
Low

Advanced
Mid

Advanced
High

CA
CO
NC

AZ-1
NC
ND-1
NM

AR
AZ-2
CT
DE
FL-1
HI
IA
KS-1
ME
MO-1
NJ
NM
NV
RI-1
SC-1
TN-1
UT
WA
VA
DC

GA
OH
IL
OR
IN
SC-2
LA
TX
MA-1
WI-1
MD
MI
MN-1
ND-2
NY

DE-2
FL-2
KS-2
MA-2
MN-2
MO-2
RI-2
SC-3
TN-2

WI-2

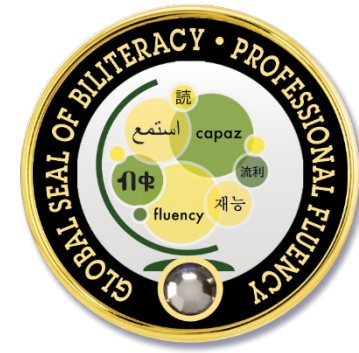
NOTE: The Global Seal of Biliteracy offers 3 different award levels, but has uniform criteria globally.



Why the Global Seal of Biliteracy?

- ✓ Expands Seal of Biliteracy to those not included in state Seals
- ✓ Universal proficiency criteria – 3 level Pathway
 - Functional Fluency (Intermediate Mid)
 - Working Fluency (Advanced Low)
 - Professional Fluency (Advanced High)
- ✓ Externally validated testing
- ✓ Provides a transcript credential to document language skills for work purposes on resume, CV
- ✓ Independent Board of Advisors
- ✓ Available to **high school, college and adult learners**





Candidate's TWO LANGUAGES

Issuing School or Organization
(i.e., ABSA)

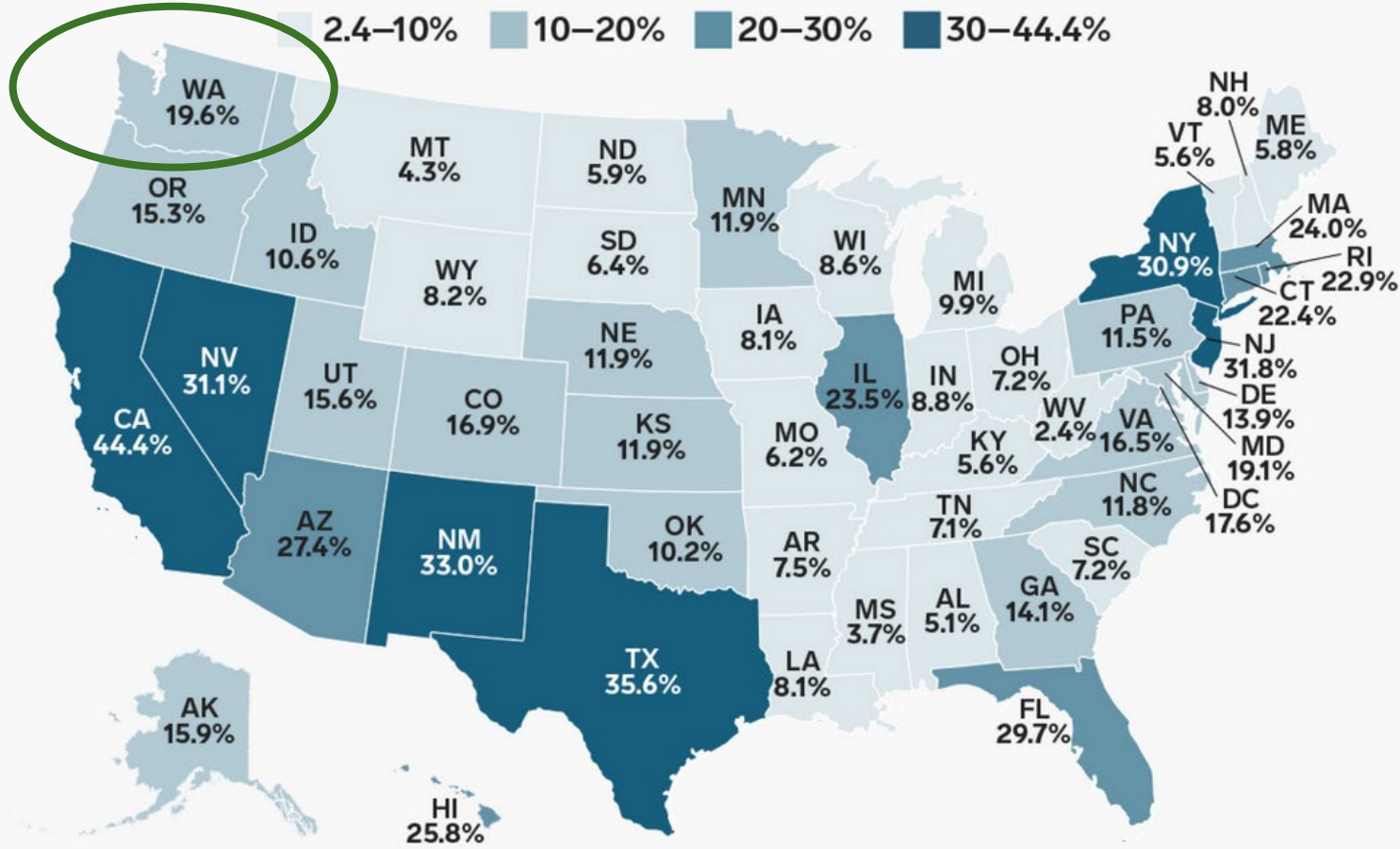
Unique Serial-Number

Heritage Languages are Reaping the Benefits

- Brings heritage communities together – ABSA Example
- Creates a tool to build retention, program visibility and efficacy
- Provides a reason to be counted – and the numbers are surprising us all!
- They may still be “less commonly taught” but these languages are being “more commonly tested”

Stand Up
and be
Counted!

Speaking a non-English language at home



Invest in the opportunity for heritage language learners to maintain a natal gift

Source: US Census Bureau, 2017 American Community Survey.

Insider Inc.

Business Insider/Andy Kiersz, data from Census Bureau

9 Focus Groups -- 215 Seniors English Dominant & Linguistically Diverse



What do we learn from the RESEARCH?



- **Both groups:**
 - equally valued bilingualism
 - **Believed Seal recipients would have advantage**
- Lacked knowledge about Seal of Bilinguality
 - Felt they were not informed about program
 - Didn't know about or understand tests
 - Were unaware of college-credit opportunity

Received: 2 January 2018 | Accepted: 18 February 2018
DOI: 10.1111/flan.12336

ORIGINAL ARTICLE

WILEY ACTFL
AMERICAN COUNCIL ON THE
TEACHING OF FOREIGN LANGUAGES

The Seal of Bilinguality: Successes and challenges to implementation

Kristin J. Davin¹ | Amy J. Heineke² | Linda Egnatz³

The Challenge

As the Seal of Bilinguality (SoBL) gains momentum, it has the potential to change the landscape of world language education in the United States. Through case studies of three schools, this article explores the following questions: What successes are schools experiencing as they implement the SoBL? What challenges are schools facing in implementation?

The Seal of Biliteracy: Pathway & Target



Success: Motivating for Students

The extent to which you feel each item is a benefit of the Seal of Biliteracy?

	<i>Strongly Disagree</i>		<i>Strongly Agree</i>		
Future employment opportunities	4%	5%	14%	23%	54%
Future career use	5%	3%	14%	25%	54%
Additional seal on transcript	7%	3%	18%	25%	48%
College credit	6%	3%	16%	28%	46%
Ability to travel abroad	8%	7%	17%	25%	43%
Appreciation of diversity	7%	7%	20%	26%	41%
Ability to speak to others	9%	12%	22%	26%	31%
Stronger analytical skills	14%	12%	29%	22%	24%
Ability to speak to family	27%	17%	22%	12%	22%
Higher ACT/SAT	34%	15%	28%	11%	12%
Better grades	31%	21%	26%	12%	11%

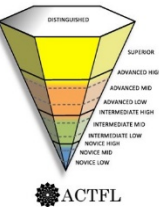
“Seal of Biliteracy Implementation: Benefits & Challenges, Foreign Language Annals, Davin, Egnatz & Heineke [Foreign Language Annals](#) 51(2) - April 2018

How do I get a “Seal of Biliteracy”?



I have to take a test?

WORLD LANGUAGE REQUIREMENT Can be candidate's first/heritage or second language		
APPROVED TESTS & ASSESSMENTS	FUNCTIONAL FLUENCY AWARD	WORKING FLUENCY AWARD
Avant STAMP 4S	5 or higher on all 4 parts (Intermediate-Mid)	7 or higher on all 4 parts (Advanced-Low)
Avant WorldSpeak	5 or higher on both parts (Intermediate-Mid)	7 or higher on both parts (Advanced-Low)
Avant Arabic Proficiency Test (APT)	5 or higher on all 4 parts (Advanced - High)	7 or higher on all 4 parts (Advanced - High)
College Board Advanced Placement (AP) Exam	3	5
International Baccalaureate (Higher Level)	4	6
AAPPL Form B administered by Language Testing International	14 or higher on all 4 parts (Intermediate - Mid)	A-1 or higher on all 4 parts (Advanced - Low)
Language Testing International ALIRA (Latin)	14 or higher (Intermediate - Mid)	A-1 or higher (Advanced - Low)
Language Testing International OPI or OPic and WPT	14 or higher on both tests (Intermediate - Mid)	A-1 or higher on both tests (Advanced - Low)
ALTA Speaking/Listening and Writing Assessment	ILR Score of 1+ or higher	ILR Score of 2 or higher



<https://theglobalseal.com/qualified-tests>



How do you test?

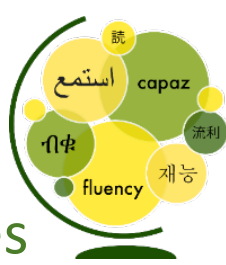
1. Select a qualifying test *(by language, by level).*
2. Follow the Rules. You need a neutral proctoring test environment. Many tests are now deliverable online and test results can be available in as little as two weeks.

WORLD LANGUAGE REQUIREMENT Can be candidate's first/heritage or second language		
APPROVED TESTS & ASSESSMENTS	FUNCTIONAL FLUENCY AWARD	WORKING FLUENCY AWARD
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ALTA Speaking/Listening and Writing Assessment	ILR Score of 1+ or higher	ILR Score of 2 or higher

* *Global Seal of Biliteracy accepts test scores up to 12 months old.*

How do I find a test for my language?

<https://theglobalseal.com/languages>



The Global Seal of Biliteracy Languages

The Global Seal of Biliteracy is proud to offer a pathway to receive a credential in over 100 languages. Click on a language below to see how to test for the Global Seal of Biliteracy.

Albanian	Finnish	Latin	Slovene
Amharic	French	Latvian	Somali Maay Maay
Arabic	Fulani	Lithuanian	Somali Maxaa
Armenian	Ga	Macedonian	Sorani
Azerbaijani (Azeri)	Georgian	Malay	Spanish
Bambara	German	Malayalam	Swahili
Belarusian	Greek (Modern)	Marshallese	Swedish
Bengali	Gujarati	Mongolian	Taiwanese
Bosnian	Haitian-Creole	Navajo	Tajik
Bulgarian	Hausa	Nepali	Tamil
Burmese	Hebrew	Norwegian	Telugu
Cambodian	Hindi	Oromo	Thai
Cantonese	Hmong	Pashto	Tibetan
Catalan	Hungarian	Persian Farsi	Tigrinya
Chin	Ibo	Polish	Turkish
Chinese (Mandarin)	Icelandic	Portuguese (Brazilian)	Turkmen
Chuukese	Ilocano	Portuguese (European)	Twi (Akan)
Croatian	Indonesian	Punjabi (Eastern)	Ukrainian
Czech	Italian	Punjabi (Western)	Urdu
Danish	Jamaican Patois	Romanian	Uzbek
Dari	Japanese	Russian	Vietnamese
Dutch	Kazakh	Samoan	Welsh
English (ESL)	Kinyarwanda	Serbian	Wolof
Estonian	Korean	Serbo-Croatian	Yup'ik
Fante (Akan)	Kurdish Kurmanji	Sesotho	Yoruba
Farsi	Kurdish Sorani	Sinhala	
Filipino (Tagalog)	Laotian	Slovak	

Earn your Global Seal of Biliteracy in Vietnamese

The Global Seal of Biliteracy is committed to expanding the opportunity to recognize bilingualism and is proud to offer a pathway to receive a credential in over 100 languages, including Vietnamese. The Global Seal of Biliteracy credential offers a uniform standard to recognize language skills through external testing at levels that are meaningful for academic and workplace environments.

The Global Seal of Biliteracy is proof of your language proficiency in two languages. The program, which meets or exceeds the requirements of all existing U.S. state Seal programs, is separate and can serve all language learners of any age who meet the criteria regardless of how or where they acquired their language skills. Language credentials provide increased opportunities to multiple careers. Whether you're a doctor, law enforcement officer or a student the Global Seal of Biliteracy is for you!

LEARN MORE

GLOBAL SEAL OF BILITERACY ACCEPTED TESTS IN VIETNAMESE

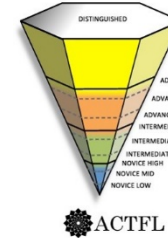
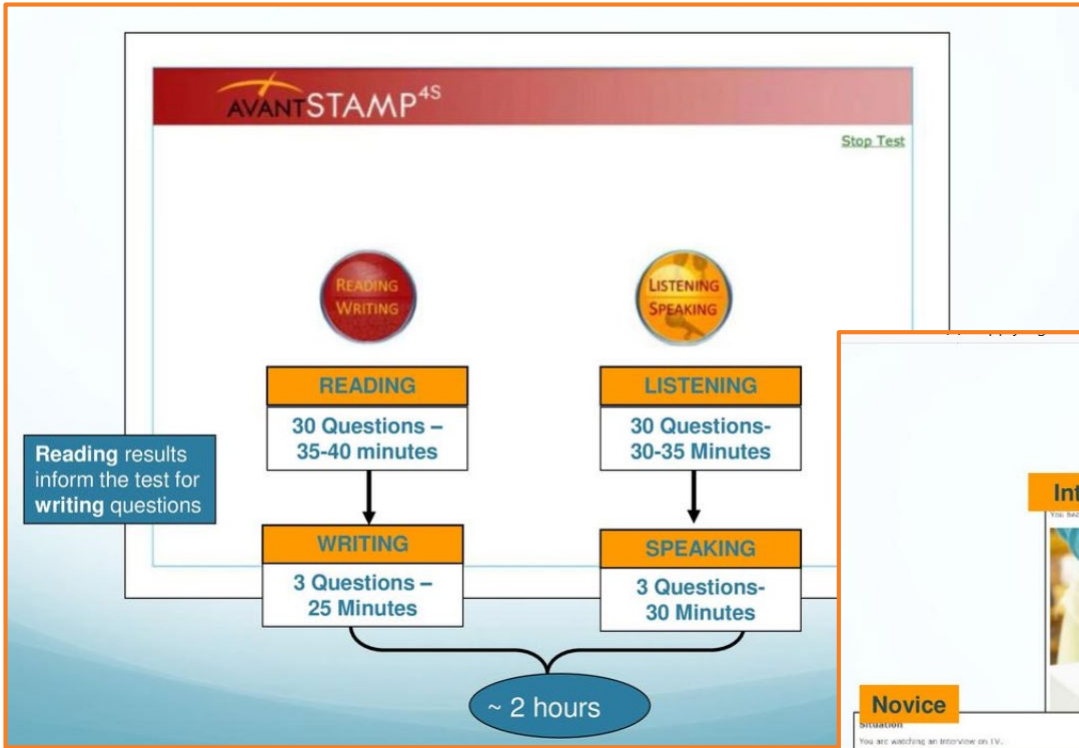
Click on the logo below to learn more about each test.



... over **100** languages

What is a Proficiency test like

?



First Name Last Name
Login Name: test1r
Language: Spanish
Start Date: September 07, 2019

ADVANCED	9	8	7	6.5
INTERMEDIATE	6	6	5	
NOVICE	3			

Reading Writing Listening Speaking Composite Score

LEVEL DESCRIPTION SUGGESTIONS

8 ADVANCED MID
At this level, learners are able to:

- understand long, complex articles and reports concerned with specialized topics including critical viewpoints
- understand subtleties and nuances of texts on familiar topics
- understand some idiomatic uses of language

Suggestions to "Power Up" to the next level:

- practice reading a variety of extended texts such as novels, professional journals, instruction manuals and texts with author intended inferences and nuance
- focus on building depth of vocabulary by studying and learning multiple senses of words, including homonyms and synonyms

6 INTERMEDIATE HIGH
At this level, learners are able to:

- write clear, detailed, extended texts on a wide range of subjects related to personal interests
- create texts that show good control of the language, using a variety of transition and linking words and strategies
- show increased grammatical accuracy and vocabulary depth and breadth in texts

Suggestions to "Power Up" to the next level:

- focus on increasing the amount of language that you produce, using a variety of complex sentences with both added details and less common vocabulary
- focus on creating cohesion and natural flow in your writing, with clear and smooth flow from beginning, middle and end

7 ADVANCED LOW
At this level, learners are able to:

- understand reports concerned with contemporary problems in which the speaker or presenter shares particular attitudes or viewpoints
- understand some extended speech on unfamiliar topics delivered through various media sources

Suggestions to "Power Up" to the next level:

- practice listening to longer, more detailed audio passages such as news reports, audio books and reviews with critical opinions
- focus on using less common vocabulary
- focus on focused listening to identify personal opinion and critical analysis of stories/situations and to identify idiomatic and nuanced use of language

5 INTERMEDIATE MID
At this level, learners are able to:

- create language that shows groupings of ideas, which are loosely connected using some transition words
- describe experiences and events in everyday life at home, school and in the community
- show increased fluency and control of some complex language, with accurate pronunciation

Suggestions to "Power Up" to the next level:

- focus on linking thoughts and ideas together using more complex language and linking strategies
- focus on using less common vocabulary
- identify a speaking partner who is able to give you feedback and that you can speak with on a daily basis

Listening

Intermediate

You see the following conversation on the radio.

Novice

Situation
You are watching an interview on TV.

Advanced

Situation
You listen to the following news report about cultural arts in Argentina.

Realia-Based and Proficiency-Based content

Learners can listen to the prompt up to two times and choose the accurate answer. Listening tasks increase in length and complexity and question choices reflect this as well.



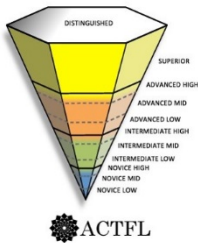
A Score Report reflecting all 4 language skill areas

What do Proficiency tests measure?

Comprehension of Language *(what you understand)*

Listening Comprehension

Reading Comprehension



Production of Language *(what you can create on your own)*

Writing (sentences, a paragraph, a short essay, an email)

Speaking *(talking about a topic or having a conversation)*

Quantity & Quality of Vocabulary, Length & Organization & Complexity, Ease & Clarity of Expression

Always use your best and most complete language – Support your ideas

What do Proficiency test scores show?

Reading	Scaled Reading Score	Writing	Listening	Scaled Listening Score	Speaking	Start Time (UTC)	Length	Report
9	792	7	7	651	7	Thursday Aug, 08 2019 06:00 PM	158 min.	View
9	792	8	9	777	8	Wednesday Aug, 07 2019 01:03 PM	180+ min.	View
8	700	6	7	666	6	Thursday Aug, 08 2019 06:01 PM	180+ min.	View
8	735	5	9	777	7	Wednesday Aug, 07 2019 01:11 PM	180+ min.	View
8	735	7	7	666	7	Wednesday Aug, 07 2019 01:05 PM	167 min.	View

[Download](#): [Line Item Summary](#) / [Summary Chart](#) / [Class Batch Reports](#)

Everyone has strengths & weaknesses. When you reach the criteria in all 4 skills, 1 or more skills will probably be at or approaching the next award level . . . so keep practicing and then **LEVEL UP to our next award level.**

Creating a Pathway of Awards



Intermediate
Low

Intermediate
Mid

Intermediate
High

Advanced
Low

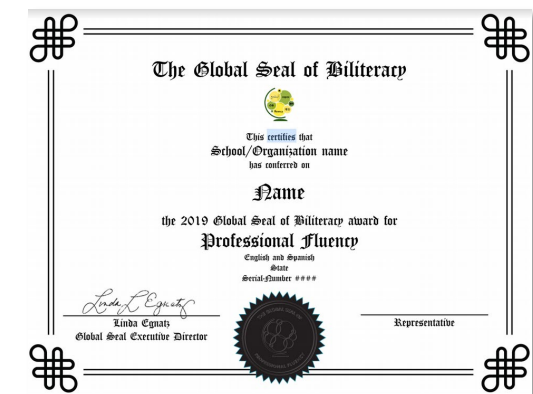
Advanced
Mid

Advanced
High

**“Functional
Fluency”**
Entry Level

**“Working
Fluency”**
Work Proficient

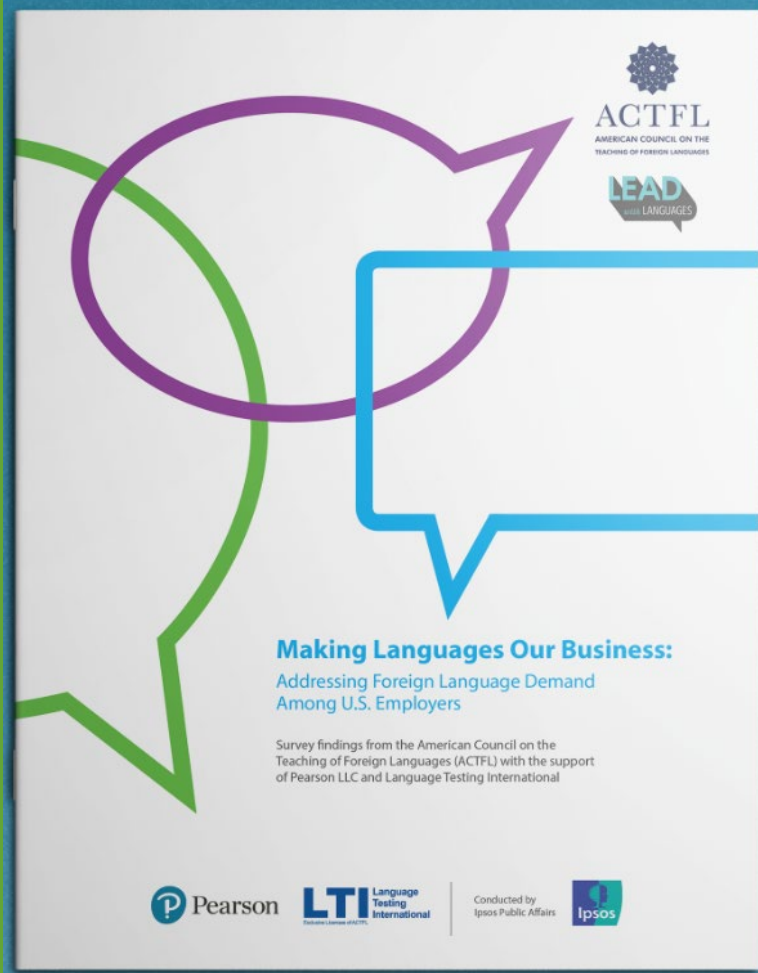
**“Professional
Fluency”**
Highly Proficient



Why is knowing your level important?



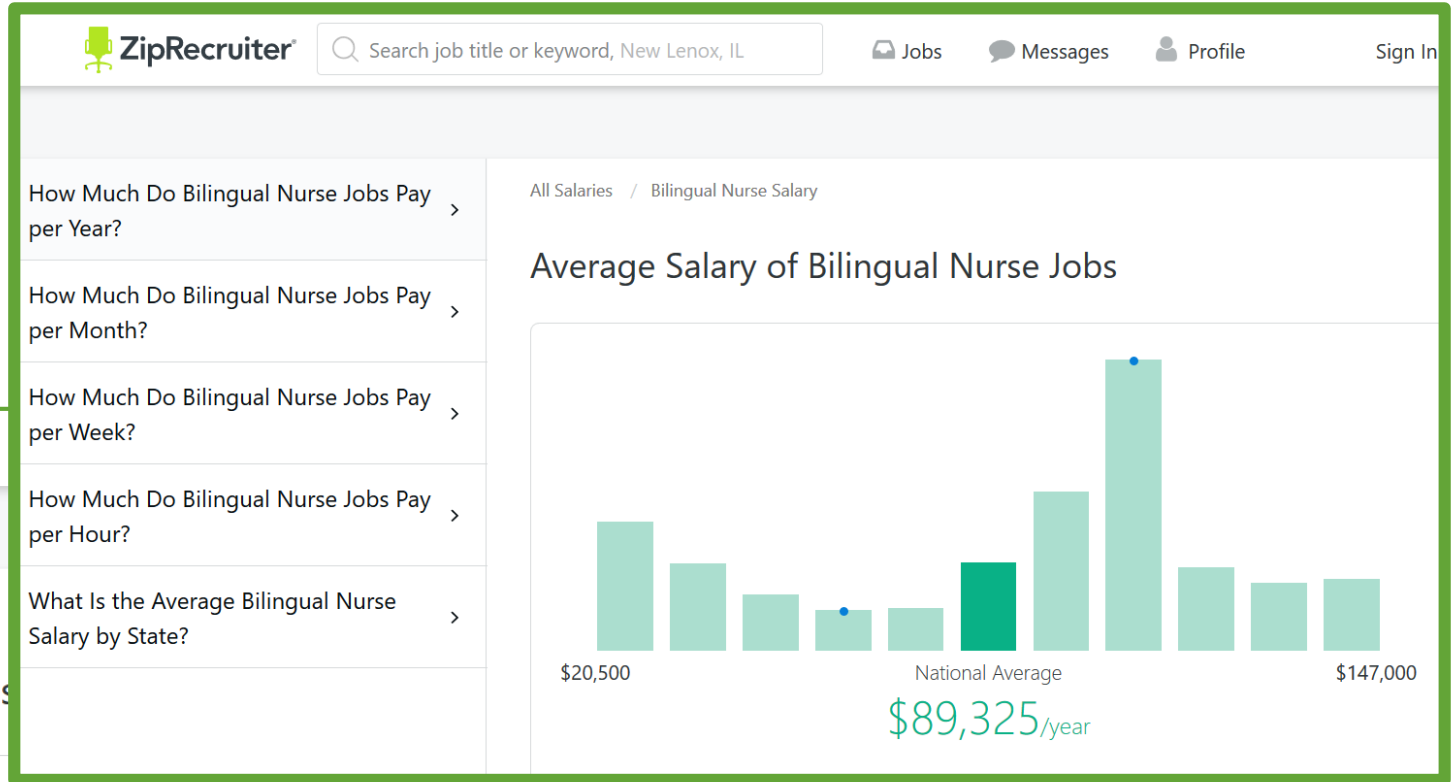
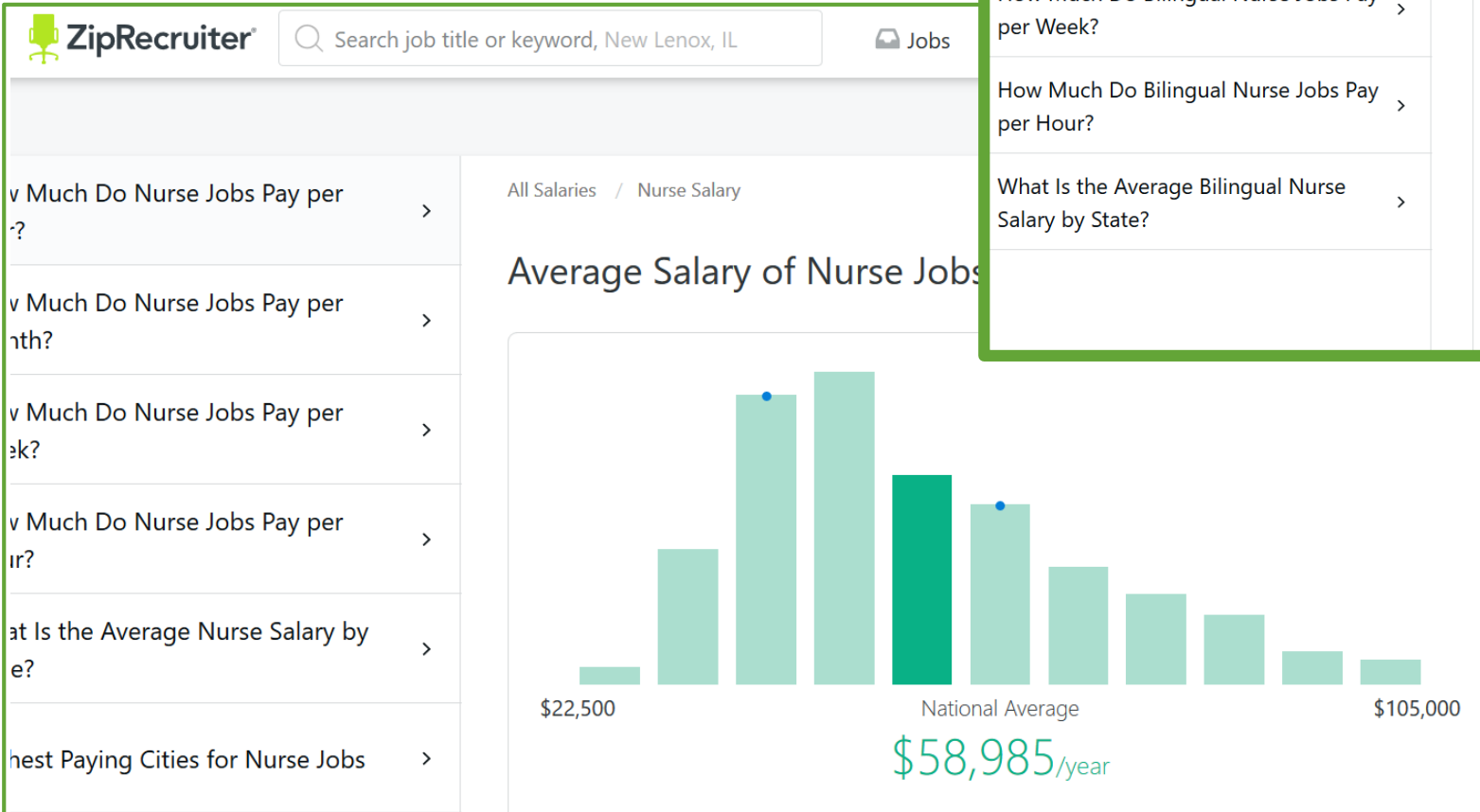
Your level describes what you CAN DO.



The American Council on the Teaching of Foreign Languages (ACTFL), Pearson LLC and Language Testing International, commissioned Ipsos Public Affairs to conduct a survey of 1,200 U.S. employers. The resulting 2019 report, [Making Languages Our Business: Addressing Foreign Language Demand Among U.S. Employers](#)

- **9 out of 10 U.S. employers rely on employees with language skills other than English.**
- **56% say their foreign language demand will increase in the next 5 years.**
- **47% state a need for language skills exclusively for the domestic market.**
- **1 in 3 language-dependent U.S. employers report a language skills gap.**
- **1 in 4 U.S. employers lost business due to a lack of language skills.**

Nursing – It PAY\$ to be Bilingual!



\$ 30,340

* American Nursing Association cites a national Pay Differential average of 7%



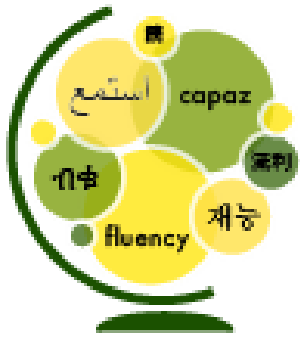
“Having the seal to show to employers can help significantly in getting a job.”

“Having the Global Seal of Biliteracy gives me something tangible to notice like okay this is what level I’m at. Then maybe after my study abroad program, I can test myself and see just how much I’ve increased...”

According to Ana Barajas, University of Oregon

- Global Seal “Working Fluency” in English & French
- Global Seal “Working Fluency” in English & Italian





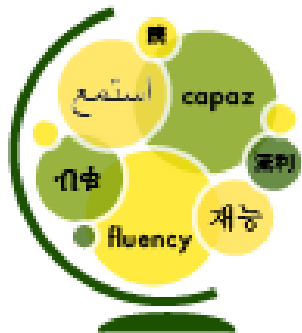
Challenges

for Community Heritage Language Programs



Bulgarian School of Seattle awardees,
The Association of Bulgarian Schools in
America (ABSA)

- Few community language programs currently assess student performance or growth via external testing (for benchmarks or capstone)
- Heritage language tests may not be provided by public schools; this often disenfranchises heritage language users from State Seal recognition
- Heritage language schools are excluded from most State Seals unless they find public school partners and/or assist with testing their students



Solutions

for Community Heritage Language Programs

- External testing is flexible and provides validation of language learning. This leads to respect, retention and the possibility of recognition.
- Participate in the Global Seal of Biliteracy program which is open to all learners (even adults in your community), at any age in any type of language program.



What makes this game worth playing?



#LanguageCredentials
Turn the Trophy into a Tool.

PRO-ficiency Goals



Moves students from a "Seat Time" mentality to "I'm here to acquire language mentality."

Where R U on the PATH TO PROFICIENCY ?

The poster features a winding path that starts at a baby (Novice Low) and ends at a car (Intermediate High). Along the path are images of a bicycle (Intermediate Low) and a tricycle (Novice High). The poster is framed with a decorative border containing Spanish phrases like '¡Hola!', '¡Buenos días!', and '¡Gracias!'.

organized paragraphs

original sentences

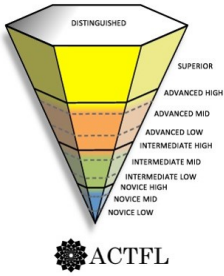
words, memorized

#2bilit2quit

ORAL PROFICIENCY LEVELS IN THE WORKPLACE

Level	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate High
Listening	Can understand simple words and phrases.	Can understand simple sentences and phrases.	Can understand simple conversations.	Can understand conversations on familiar topics.	Can understand conversations on a wide range of topics.
Speaking	Can use simple words and phrases to communicate.	Can use simple sentences and phrases to communicate.	Can use simple conversations to communicate.	Can use conversations on familiar topics to communicate.	Can use conversations on a wide range of topics to communicate.
Reading	Can understand simple words and phrases.	Can understand simple sentences and phrases.	Can understand simple conversations.	Can understand conversations on familiar topics.	Can understand conversations on a wide range of topics.
Writing	Can write simple words and phrases.	Can write simple sentences and phrases.	Can write simple conversations.	Can write conversations on familiar topics.	Can write conversations on a wide range of topics.





Why are there Multiple Levels ?

ORAL PROFICIENCY LEVELS IN THE WORKPLACE

ACTFL Level	ILR	Language Functions	Corresponding Professions/Positions*	Examples of Who Is Likely to Function at This Level
Distinguished	5	<i>Ability to tailor language to specific audience, persuade, negotiate. Deal with nuance and subtlety.</i>	Foreign Service: Diplomat, Contract Negotiator, International Specialist, Intelligence Specialist	<ul style="list-style-type: none"> Highly articulate, professionally specialized native speakers Language learners with extended (17 years) and current professional and/or educational experience in the target culture
	4			
Superior	3	<i>Discuss topics extensively, support opinions, hypothesize. Deal with linguistically unfamiliar situations.</i>	University Language Professor, Financial Services Marketing Consultant, Foreign Area Officer, Lawyer, Judge, Court Interpreter	<ul style="list-style-type: none"> Well-educated native speakers
Advanced High	2+	<i>Narrate and describe in past, present, and future. Deal effectively with an unanticipated complication.</i>	Physician, Human Resources Communications Consultant, Financial Services Senior Consultant, Quality Assurance Specialist, Marketing Manager, Financial Advisor, Broker, Military Linguist, Translation Officer	<ul style="list-style-type: none"> Heritage speakers, informal learners, non-academic learners who have significant contact with language
Advanced Mid				
Advanced Low	2	<i>Create with language, initiate, maintain, and bring to a close simple conversations by asking and responding to simple questions.</i>	K-12 Language Teacher, Nurse, Social Worker, Claims Processor, Police Officer, Maintenance Administrator, Billing Clerk, Legal Secretary, Legal Receptionist, 911 Dispatcher, Consumer Products Customer Services Representative, Retail Services Personnel	<ul style="list-style-type: none"> K-12 Language Teacher, Nurse, Social Worker, Claims Processor, Police Officer, Maintenance Administrator, Billing Clerk, Legal Secretary, Legal Receptionist, 911 Dispatcher, Consumer Products Customer Services Representative, Retail Services Personnel
Intermediate High	1+		Fire Fighter, Utilities Installer, Auto Inspector, Aviation Personnel, Missionary, Tour Guide	<ul style="list-style-type: none"> Fire Fighter, Utilities Installer, Auto Inspector, Aviation Personnel, Missionary, Tour Guide
Intermediate Mid		Cashier, Sales Clerk (highly predictable contexts), Receptionist	<ul style="list-style-type: none"> Cashier, Sales Clerk (highly predictable contexts), Receptionist 	
Intermediate Low	1	<i>Communicate minimally with formulaic and rote utterances, lists, and phrases.</i>	in Grades K-6	<ul style="list-style-type: none"> Language learners following 2 years of high school language study
Novice High	0+			
Novice Mid	0			
Novice Low				



PROFESSIONAL FLUENCY (A-H)



WORKING FLUENCY (A-L)



FUNCTIONAL FLUENCY (I-M)

Poster
downloadable at
www.actfl.org

*The levels of proficiency associated with each of the positions above are minimal levels of oral proficiency based on task analyses. The minimal levels were determined by subject matter experts from companies and agencies who use ACTFL proficiency tests.



University Students

News Sports Entertainment Life Opinion Business

The Register-Guard

UO students prove their proficiency to earn biliteracy seal

232 University of Oregon students earned their Global Seal language credentials, including Ana who was recognized in French and Italian. May 2019



▲ HIDE CAPTION

UO senior Ana Cecelia Barajas is part of the first class of recipients of the Global Seal of Biliteracy, which shows proficiency in speaking another language. Barajas earned an advanced-level seal for Italian and French in June 2019.



Worcester, Massachusetts

A computational biology internship in the Shell Lab

Seasonal Cast Member
Miami City Ballet
Sep 2012 – Dec 2015 · 3 yrs 4 mos
Naples, Florida Area

Education

Community School of Naples
High School
2011 – 2019

Johns Hopkins University Advanced Academic Programs
2014 – 2015

Center for Talented Youth

Harvard Extension School
2017

Harvard Pre-College Program

Show 2 more education

Licenses & Certifications

Global Seal of Biliteracy in Chinese (Mandarin)
Global Seal of Biliteracy
Issued Apr 2019 · No Expiration Date
Credential ID FUSENGCHI-A766533

Global Seal of Biliteracy in Spanish
Global Seal of Biliteracy
Issued Aug 2018 · No Expiration Date
Credential ID WUSENSP-A5927873



View my **LinkedIn**® Profile



Add your “Seal of Biliteracy” credential(s) here:

The Seal of Biliteracy: Benefits to Students

*“It gives you
a motive to
finish.
Before I was
like why am I
in this class?”*

*“Seal of Biliteracy Implementation: Benefits & Challenges
Foreign Language Annals, Davin, Egnatz & Heineke
[Foreign Language Annals](#) 51(2) · April 2018*



*Michele Aoki presents the Global Seal of Biliteracy
Working Fluency in Japanese to Georgia Gray,
Seattle Public Schools - 2019*

- **Credentials matter**
 - Early Admission
 - College Applications
 - Job Resumés / CV
- **Help students articulate their skills**

Scholarship Potential

“Functional Fluency” (I-M) Global Seal earns \$3,750 Scholarship



Austin Martin (OH) Global Seal of Biliteracy in Spanish “Functional Fluency” awardee - 2018

Austin Martin (2019) received a certificate from the Global Seal of Biliteracy program. He reported that he entered the Global Seal information into his resume on Naviance, and he contacted the **Office of Admissions at Michigan State** to reevaluate his application and documents. Austin immediately received in his Ohio Spartan Grant an increase from the original \$11,250 to \$15,000 because of his biliteracy recognition.

-- Archbishop Moeller HS Magazine



High School Transcripts & College Credit for Seals of Biliteracy



❑ In some states a State Seal of Biliteracy counts as OFFICIAL High School Language Credits on the high school transcript.

SNHU awards TRANSFERABLE COLLEGE CREDIT to Global Seals of Biliteracy recipients who complete a learning reflection.

❑ In 5 states, a state Seal of Biliteracy receives COLLEGE CREDIT at state universities.



Student Driven Engagement and Results

“When students say . . . I know the program is working.”

- “Señora, How is my speaking score? Will I have the Global Seal?”
- “I added my Global Seal Credentials to Linked In”
- “My college asked for my Global Seal information.”
- “Can I have my STAMP scores from last year so I can work on my scores and get the global Seal?”



Parthena Draggett, Chair
Department of World Languages and Cultures
Community School of Naples
Co-Author of TEMAS (Vista Higher Learning)





“The New Mexico standard is Intermediate-Low (Level 4), but lots of our students score higher than that,” she says. “The Global Seal of Functional Fluency (Intermediate-Mid) and Working Fluency (Advanced-Low) are great credentials for kids that can save them money in college tuition or give them a leg up in the job market.”

Jessica Villalobos, Senior Director

Albuquerque Public Schools Office of Language and Cultural Equity



2018-19 New Mexico State Seal

- 286 State Seal (IL)
- All Spanish

Fall 2019 Global Seal

- **181 Functional Fluency (IM)**
- Spanish, German
- **7 Working Fluency (AL)**
- Spanish, German

Spring 2020 Global Seal

- **191 Functional Fluency (IM)**
- Spanish, German, French, Japanese
- **38 Working Fluency (AL)**
- Spanish, German
- Includes **10.8% of Functional Fluency awardees who “Leveled Up”**

**2019-20 Total: 372 Functional Fluency
45 Working Fluency**

**11%
LEVEL UP!**



The Polish example



With Chicago Consul General
Piotr Janecki

- Collaborators [Marzanna Owinski (Piaśt Institute, MI), the Consulate of the Republic of Poland in Chicago, the Polish Teachers Association and Avant Assessment] worked together to create the Polish STAMP 4S Test so that an estimated 30,000 students of Polish could earn a Seal of Biliteracy.
- These students may now be able to access either their State Seal, the Global Seal of Biliteracy or both!



Polish School participation in the Global Seal of Biliteracy

❖ Helena Modrzejewska Polish School in Yorba Linda, CA:

- 5 students – Functional Fluency award
- 1 student – Working Fluency Award



❖ Adam Mickiewicz Polish School in Minneapolis, MN:

- 1 student – Working Fluency Award



❖ Fr. J. Dąbrowski School in Orchard Lake, MI:

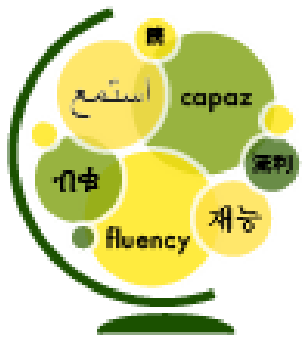
- 7 students – Functional Fluency Award



❖ John Paul II School in Hamtramck, MI:

- 1 student – Functional Fluency Award





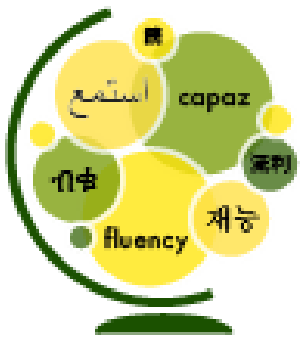
What One Japanese Heritage School said...

*“This award is the **FIRST** official award that **Orange Coast Gakuen, Japanese heritage language school in Southern California, will present to our students.** This award will motivate our students to continue learning Japanese language and culture at our school on Saturday, which is challenging when our students have many events in their families and schools on weekend. I am sure the students who receive the award and their family will be very proud of their effort of learning Japanese for so many years, from Kindergarten to high school levels. I am proud of them, too.*



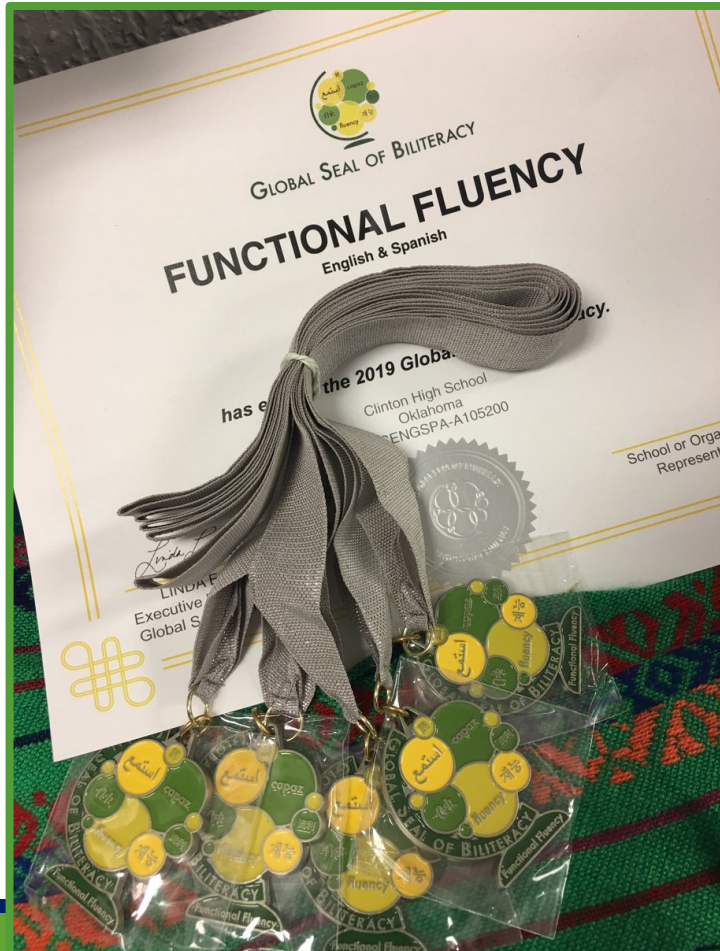
I am so happy that you have established the award that community-based heritage language schools can present to their students.”

Masako Douglas, Professor Emeritus of Japanese
Department of Asian and Asian American Studies, California State University Long Beach



MAXIMIZING OPPORTUNITY

Benefiting Community Heritage Language Programs



- ✓ Create additional BUZZ and EXCITEMENT for students and parents
- ✓ Add VALUE to language programs with a universal meta-credential
- ✓ Gave schools and association PRESS and MEDIA VISIBILITY
- ✓ Provides students in program with COLLEGE-CREDIT OPTION
- ✓ VERTICALLY ALIGNS language programs and MOTIVATES students to excel
- ✓ Testing provides FORMATIVE FEEDACK to schools, teachers and parents
- ✓ Make ACHIEVEMENT the focal point of a School Event or Conference

A good program needs GREAT PROMOTION

- ❑ School website
- ❑ Posters and Announcements:
 - ❑ Program Benefits
 - ❑ When / How to be Tested
 - ❑ Celebrations
 - ❑ “Poster-Kid Successes”
- ❑ Celebrations – Award Programs
 - ❑ Parents
 - ❑ Administrators
 - ❑ Community
 - ❑ Media and PRESS
- ❑ Social Media

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High achievement for six biliterate Monroe Central students

By Beth Moland, For The News-Gazette Aug 1, 2019

Six Monroe Central student have accomplished an educational feat that few their age can claim. David McDonald, Jeremiah Deffendall, Coen Formanek, Meghan Gillespie, Jacob Deffendall and Samantha Roderick have earned the Seal of Biliteracy, which makes them proficient in the English language and Spanish.

Many students take language classes in high school, but those earning this honor become skilled through countless hours of work and testing to be able to read, write, listen and speak fluently in each language.

"Only about two percent of traditional four-year second language learners in the U. S. achieve this," said MC Spanish teacher, Jenna Gonzalez de la Vega. "Forty percent of our four-year Spanish students earned it over the past two years."

The Seal of Biliteracy: Celebrations!

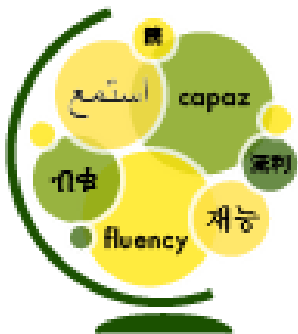


The Bulgarian example

Providing a Seal of Biliteracy opportunity has resulted in the formation of ABSA: *The Association of Bulgarian Schools in America*

- 49 Bulgarian Schools have come together to form an association - ABSA
- The group is working to encourage Bulgarian speakers to work together to support students who want a Seal of Biliteracy
- The Bulgarian Ambassador, Mr. Tihomir Stortchev, has taken an active role in supporting Bulgarian language learners in the U.S., as has the Chicago Consul General,





Angela Hasheva
Bulgarian School of Seattle,
The Association of Bulgarian Schools in America (ABSA)



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GAME
CHANGER**

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Seal of
Biliteracy
opportunity
with a
language
learner you
know.



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Linda L. Egnatz, Executive Director, Global Seal of Biliteracy

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