



State of Connecticut Seal of Biliteracy



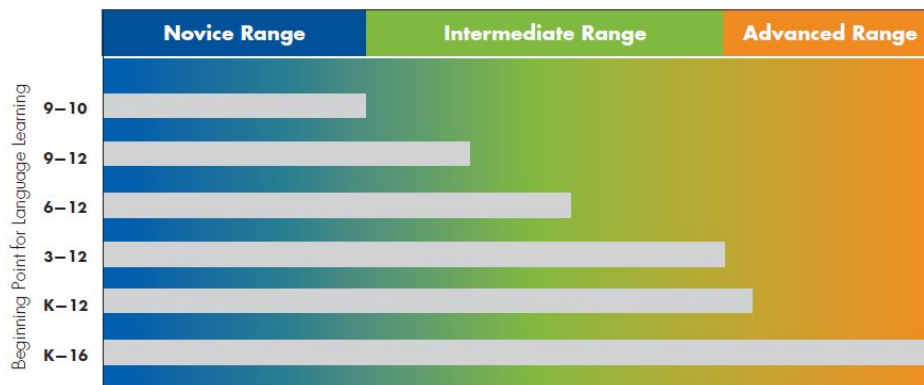
Eligibility Criteria

This document provides information about the criteria for the Seal of Biliteracy in the State of Connecticut, and was created by the Connecticut Council of Language Teachers. For more information, please visit: http://www.ctcolt.org/pages/Seal_of_Biliteracy.asp

Information about Proficiency

Depending on a district’s foreign language program design and implementation, foreign language learners are at different levels of proficiency throughout their language careers. The American Council on the Teaching of Foreign Languages (ACTFL) recognizes the impact of program length and the importance it has on student proficiency. The following chart shows the continuum of expected proficiency range(s) based on the length of study.

Time as a critical component for developing language performance



<https://www.actfl.org/publications/guidelines-and-manuals/actfl-performance-descriptors-language-learners>

Earning the Seal of Biliteracy

ALL Connecticut students are eligible to earn the Seal of Biliteracy; students must be in grades 10, 11, or 12 to qualify. Both native and non-native speakers of English need to 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 methods listed on the next page in Grade 10 or later.

***For a student whose non-English language is low incidence and proficiency cannot be established by any of the assessments in the below table, 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), **AND**
- B. Certification by the principal, or designee, that a low incidence language plan was completed.

Assessment Evidence and Scores

In the below table, please find a list of how learners can demonstrate proficiency in a language other than English. Scores shown are comparable to Intermediate-Mid on the ACTFL Proficiency Guidelines.

Assessment or Evidence	Minimum Score
ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL) https://aappl.actfl.org	I-3 in all four domains
Oral Proficiency Interview (OPI) or Oral Proficiency Interview Computerized (OPIC) and Writing Proficiency Test (WPT) www.language-testing.com	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 https://apcentral.collegeboard.org/ap-coordinators/exams-special-prep/language	3
ASL Proficiency Interview http://www.gallaudet.edu/asl-diagnostic-and-evaluation-services/aslpi	3
Sign Language Proficiency https://www.rit.edu/ntid/slpi/	Intermediate
STAndards-based Measurement of Proficiency (Avant STAMP) https://avantassessment.com/stamp4s	Intermediate Mid
ACTFL Latin Interpretive Reading Assessment (ALIRA) https://www.language-testing.com/alira-the-actfl-latin-interpretive-reading-assessment/	I-3
Diplomas of Spanish as a Foreign Language (DELE) www.dele.org	B1
Diplomas of French as a Foreign Language (DEL F) http://www.ciep.fr/en/delf-dalf	B1



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