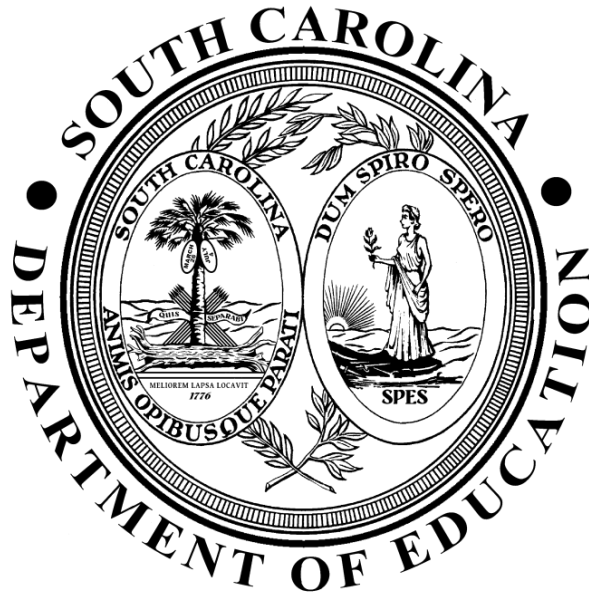STATE OF SOUTH CAROLINA

DEPARTMENT OF EDUCATION

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South Carolina Seal of Biliteracy Overview and Guidelines

South Carolina State Board of Education

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Mission Statement
The South Carolina Seal of Biliteracy advances the state's commitment to preparing every learner for college and career readiness in an increasingly international community by recognizing learners who attain levels of proficiency in English and at least one other world language required in the global workforce.

Seals of Biliteracy Across the Nation
The Seal of Biliteracy is an award that can be made by a state department of education or school district to recognize students who have attained a certain level of proficiency in both English and at least one additional world language by graduation. Currently, in addition to the state of South Carolina, 49 states and Washington D.C. have approved Seals of Biliteracy.

As stated in the *Guidelines for Implementing the Seal of Biliteracy*, 2015, determined by the American Council on the Teaching of Foreign Languages (ACTFL), the National Council of State Supervisors for Languages (NCSSFL), the National Association of Bilingual Education (NABE), and the Teachers of English to Speakers of Other Languages (TESOL) International Association, "the Seal serves to certify attainment of biliteracy for students, employers, and universities. It is a statement of accomplishment that helps to signal evidence of a student's readiness for career and college, and for engagement as a global citizen" (p. 2).

South Carolina's Seal of Biliteracy
All South Carolina students are eligible to attain the South Carolina Seal of Biliteracy based on two qualifications submitted during their junior and / or senior year of achieving the required level of language proficiency in a language other than English (Qualification 1) and in English (Qualification 2); qualification requirements must be met for both English and another language for each South Carolina Seal of Biliteracy attained, regardless of the student applicant's first/heritage language. Participating districts make the South Carolina Seal of Biliteracy available to prospective students in the fall (high school juniors and seniors) and report those who qualified in the spring via Power School. Earning this award gives South Carolina students an opportunity to provide evidence displaying their language proficiency to universities and employers.

The South Carolina Seal of Biliteracy is an award that serves South Carolina students who come from many backgrounds – multilingual learners, heritage speakers, as well as learners of a second language other than English. Recipients may include students who have experienced language learning in a variety of programs, including but not limited to the immersion programs (in 2022, immersion programs exist across the state in Aiken, Berkely, Beaufort, Florence, Greenville, Lexington One, Richland One, Richland Two, York 3 Rock Hill Schools, and the South Carolina Public Charter School District).

A Legacy for the South Carolina Workforce
The South Carolina Seal of Biliteracy is a timely award for language learners in the Palmetto State, which continues to be a leading state in international business. The benefits of proficiency in more than one language are growing steadily for South Carolinians. In 2022, the South Carolina Department of Commerce's International Business page provides the following information: "More than 1,200 operations of international firms (and growing) call South

Carolina home. Majority- owned, foreign-affiliated companies employ more than 145,000 South Carolinians- 7% of the state's private industry employment." Global brands such as Sonoco, Milliken, Amazon, BMW, Boeing, BOSCH, and Michelin (among others) are among those that have headquarters or important locations in South Carolina. The South Carolina Department of Commerce's Export Services page lists China, Germany, Canada, Mexico, Singapore, Belgium, and Taiwan among South Carolina's top 10 export markets, and thus some of the most predominantly taught languages in South Carolina - Spanish, French, German, and Chinese (Mandarin) - are well represented in companies with strong ties to the state."

Biliteracy refers to having a functional level of proficiency in two languages. An Intermediate Mid level of language proficiency is needed for learners to function in the workforce, based on the data analyzed by the ACTFL and used to produce their Oral Proficiency Levels in the Workplace document. The 2017 report by the Commission on Language Learning titled *America's Languages: Investing in Language Learning for the 21st Century* highlights the growing need for language proficiency in the workplace nationwide:

> American businesses may have the most to gain from a workforce that is competent in world languages and effective in international settings. Eighty-eight percent of the executives who responded to the 2014 Coalition for International Education sponsored study reported that international sales will be an equal or greater percentage of their business in the future, and almost two-thirds report a need for international skills at entry and management levels. (93) Many businesses recognize and address this need by providing language education for their employees through a variety of means, including internal training programs and sponsored coursework. (p. 29)

Students who have already demonstrated a functional level of proficiency in English and at least one other language will have an edge in a competitive job market.

The Seal of Biliteracy and the Profile of the South Carolina Graduate
The *Profile of the South Carolina Graduate* underscores the World Class Knowledge, World Class Skills, and Life and Career Characteristics that today's graduates need, including "Multiple languages" and "Global perspective" as key elements. The South Carolina Seal of Biliteracy encourages students to go beyond minimal language requirements and to truly attain levels of language proficiency for success on the world stage.

The South Carolina Seal of Biliteracy and the South Carolina College- and Career-Ready Standard for World Language Proficiency 2019
The South Carolina Seal of Biliteracy supports and complements the *South Carolina College-and Career-Ready Standard for World Language Proficiency 2019*. In keeping with South Carolina's research- based Can-Do Statements designed to assist language learners in progressing along the language learning continuum, the South Carolina Seal of Biliteracy award encourages students to take ownership of their language proficiency growth, to better prepare themselves for today's workforce, and to become life-long language learners.

Qualifications for the SC Seal of Biliteracy

Any student, regardless of their first/heritage language and/ or if they are enrolled in a language program in their respective school can apply to test for the SC Seal of Biliteracy.

To earn the Seal of Biliteracy, the student must meet the minimum criteria for Qualifications 1 *and 2*.

> **Qualification 1**: demonstrates proficiency in a language other than English. This qualification, in addition to qualification 2, is required for all student applicants regardless of first/heritage language. Testing for qualification 1 must occur during the student applicant's junior and/ or senior year.

> **Qualification 2**: demonstrates English language proficiency. This qualification, in addition to Qualification 1, is required for all student applicants, regardless of first/heritage language.

The 3 tiers of the SC Seal of Biliteracy

There are 3 tiers to the SC Seal of Biliteracy: Bronze, Silver, and Gold. To earn a given tier the student must have a minimum qualification for that tier for *both* Qualifications 1 and 2. For Qualification 1, they must achieve the minimum proficiency level in all categories of all modes (or equivalent to Latin and American Sign Language as defined by the ACTFL Proficiency Guidelines). For Qualification 2, students must also meet one of the proficiency requirements for English. The following are the requirements for each tier.

Bronze

Qualification 1: Intermediate Mid on a proficiency-based exam

Qualification 2: 3.0 or above GPA in all English language arts requirements for graduation (or all requirements to date at the time of application for students applying in their junior year) OR Multilingual learners served from grade 6-12 may demonstrate proficiency by attaining a minimum of an overall composite score of 4.0 on the ACCESS 2.0 English Proficiency Test.

Silver

Qualification 1: Intermediate High on a proficiency-based exam

Qualification 2: 3.0 or above GPA in all English language arts requirements for graduation (or all requirements to date at the time of application for students applying in their junior year) OR Multilingual learners served from grade 6-12 may demonstrate proficiency by attaining a minimum of an overall composite score of 4.4 on the ACCESS 2.0 English Proficiency Test.

Gold

Qualification 1: Advance Low on a proficiency-based exam

Qualification 2: 3.0 or above GPA in all English language arts requirements for graduation (or all requirements to date at the time of application for students applying in their junior year) OR Multilingual learners served from grade 6-12 may demonstrate proficiency by meeting SC exit

criteria on the ACCESS 2.0 English Proficiency Test (4.4 or higher composite on ACCESS 2.0 with at least 4.0 in each language domain).

The Seal received is based on the minimum score earned. That is, if a student achieved an Intermediate High in writing, listening, and reading but an Intermediate Mid in speaking, then the student will be awarded the Bronze Seal since it is the intermediate low proficiency level that has been met in all skills.

Languages Other than English
Languages other than English include but are not limited to the languages most predominantly taught in South Carolina (Spanish, French, German, Latin, and Mandarin), as well as American Sign Language, Russian, Arabic, and Hebrew.

For most languages, the South Carolina Seal of Biliteracy requires the ability to interpret texts and aural information, to communicate interpersonally through speech, text, or signing, and to present information.

Due to unique characteristics of certain languages, special allowances will be made in cases where language assessments across all three modes of communication defined by ACTFL (interpersonal, interpretive, and presentational) may not be appropriate or available. The South Carolina Department of Education (SCDE) reserves the right to accept a different assessment that meets the spirit of the South Carolina Seal of Biliteracy.

Students seeking the South Carolina Seal of Biliteracy through languages not characterized by the use of listening, speaking, signing, reading, or for which there is not a writing system, will demonstrate the expected level of proficiency on an assessment of the modalities that characterize communication in that language.

Proficiency Assessments

For a language other than English, all students regardless of their first/heritage language must take a proficiency exam their junior and/ or senior year of high school.

The proficiency test options and languages are listed below. They will be updated as appropriate assessments are made available (for example, an assessment for other modes in Latin may be added to the criteria)

Table 1. *Testing Organizations and Languages*

Testing Options and Languages	Testing Organization
AAPPL Form B Accepted for the following languages: Arabic, Chinese (Mandarin), French, German, Hindi, Italian, Japanese, Korean, Portuguese, Russian, Spanish, and Thai	Language Testing International
Avant STAMP 4S Accepted for the following languages: American Sign Language, Arabic, French, German, Hebrew, Hindi, Italian, Japanese, Korean, Latin, Mandarin Simplified, Mandarin Traditional, Polish, Portuguese, Russian, Spanish, Spanish Monolingual, Swahili (3 skill), Yoruba (3 skill)	Avant
ALIRA Accepted for the following language: Latin	Language Testing International
Avant STAMP WS (for less commonly tested languages) Accepted for the following languages: Amharic, Armenian, Chin (Hakha), Chuukese, Czech, Filipino (Tagalog), Haitian-Creole, Hawaiian, Hmong, Ilocano, Kannada, Marshallese, Marathi, Samoan, Somali Maay Maay, Somali Maxaa, Tamil, Telugu, Turkish, Urdu, Vietnamese, Yup'ik, Zomi	Avant
Language Testing International OPI (or OPIc) and WPT for the Seal of Biliteracy (for less commonly tested languages) Accepted for the following languages: Albanian, Amharic, Bangla, Bosnian, Bulgarian, Cantonese, Croatian, Dari, Filipino (Tagalog), Gujarati, Haitian Creole, Malayalam, Pashto, Swahili, Tamil, Turkish, Ukrainian, Urdu, Vietnamese, and Yoruba	Language Testing International
ASLPI Accepted for the following language: American Sign Language (ASL)	Gallaudet University
SLPI Accepted for the following language: American Sign Language (ASL)	National Technical Institute for the Deaf

Testing Options and Languages	Testing Organization
Oral Proficiency (Speaking/Listening) and Writing Assessment from ALTA Accepted for the following languages: Afrikaans, Albanian, Amharic, Armenian, Azerbajani (Azeri), Baluchi (Western), Bambara, Bengali, Bosnian, Bulgarian, Burmese, Cambodian, Cantonese, Chuukese, Croatian, Czech, Danish, Dari, Dutch, Fante (Akan), Farsi, Finnish, Fulani, Ga, Georgian, Greek, Gujarati, Haitian Creole, Hausa, Hmong, Hungarian, Ibo, Ilocano, Indonesian, Jamaican Patois, Kazakh, Kinyarwanda, Kurdish, Kurmanji, Kurdish Sorani, Laotian, Latvian, Lithuanian, Macedonian, Malay, Malayalam, Mongolian, Nepali, Norwegian, Oromo, Pashto, Punjabi (Eastern), Punjabi (Western), Romanian, Samoan (IVR only), Serbian, Serbo-Croatian, Sinhala, Slovak, Somali, Sorani, Swahili, Swedish, Tagalog, Taiwanese, Tajik, Tamil, Telugu, Tibetan, Tigrinya, Turkish, Turkmen, Twi (Akan), Ukrainian, Urdu, Uzbek, Vietnamese, Wolof, and Yoruba	Alta

Qualifying Assessment Scores Per Tier

Scores for Qualification 1 must be from testing that occurred during the student applicant's junior and/ or senior year of high school.

The scores are NOT an average of all the categories tested. The student must meet the qualifying score *in each* category.

Table 2: *Qualifying scores per tier*

Proficiency Assessment	Bronze	Silver	Gold
AAPL Form B	**I-2, I-3, I-4** (Intermediate Mid) or higher on all four parts	**I-5** (Intermediate High) or higher on all four parts	**A-1** (Advanced Low) or higher on all four parts
Avant STAMP 4S	**5** (Intermediate Mid) or higher on all four parts.	**6** (Intermediate High) or higher on all four parts	**7** (Advanced Low) or higher on all four parts
ALIRA	**I-2, I-3, I-4**	**I-5**	**A-1**
Avant STAMP WS	**5** (Intermediate Mid) or higher on both parts	**6** (Intermediate High) or higher on both parts	**7** (Advanced Low) or higher on both parts
Language Testing International OPI (or OPI c) and WPT for the Seal of Biliteracy (for less commonly tested languages)	**Intermediate Mid** or higher on both tests.	**Intermediate High** or higher on both tests	**Advanced Low** or higher on both tests.
ASLPI	**Level 3**	**Level 3+**	**Level 4**
SLPI	**Intermediate Plus**	**Advanced**	**Advanced Plus**
ALTA	**ILR Score of 1+** or higher on both assessments	**ILR Score of 2** or higher on both assessments	**ILR Score of 2+** or higher on both assessments

District Responsibilities

The South Carolina Seal of Biliteracy is a state-level award from the SCDE; however, participating in the SC Seal of Biliteracy is a choice made by schools and districts.

If you district chooses to participate in the SC Seal of Biliteracy below are the guidelines for implementation:

Intent to participate

Schools and districts will notify the World Languages Education Associate of their intent to participate by submitting **the designated district contact information form.** A confirmation email will be sent to the designated contact person along with a sample application that can be used for students 'application.

Dissemination of Information

Schools and districts will provide all students and their families information on South Carolina's Seal of Biliteracy as soon as possible so that students are able to organize their schedules and meet the requirements necessary to receive this honor.

Teachers, administrators, and counselors are asked to encourage students to apply for the SC Seal of Biliteracy.

Student application

Schools and districts will collect applications from students at or near the beginning of their junior or senior year. Each district may create their own application form requesting the following information:

- First Name,
- Last Name,
- Postgraduate Email Address,
- Student Grade Level (Junior or Senior),
- School Name,
- Applicant's Language Other than English, and
- Applicant's Intended English Proficiency Qualification Option (ELA GPA or ACCESS score).

A sample application that can be copied and tailored to each school or district will be sent to you after you notify the Education Associate of your school or district's intent to participate.

Assessments

Poll through students' applications to determine the language(s) for which your district may need assessment. Contact the testing organizations (see Table 1) to determine cost. Determine source of funding and appropriate testing time frames for students.

Record Keeping for Schools and Districts <u>with</u> PowerSchool

Schools and districts will develop procedures locally to determine who at the school level will verify qualifications of interested students and keep records of qualifications for each student

awarded the Seal. When scores have been received and earners have been identified, deliver the information to your district PowerSchool administrator so they can assist with data entry in PowerSchool for your recipients. Depending on your district's roles and processes, you may wish to ask your district if it is possible to have a limited admin access to PowerSchool for data entry on the Student Information Page.

Information that needs to be provided to your district Power School administrator is:
- Name of Student,
- Student Grade Level,
- Postgraduate E-mail,
- Name of School,
- Language Other Than English,
- Proficiency Test (AAPPL Form B, STAMP 4S, ALIRA, ASLPI, SLPI, Other),
- Proficiency Score (Intermediate Mid, Intermediate High, Advanced Low or higher),
- English Qualification (GPA, ACCESS), and
- Tier earned (Bronze, Silver, Gold).

NOTE: much of the information above is gathered through the students 'application form. An effective way to collect all data is to use the spreadsheet originally created via the students' application form and add the remaining categories. Contact the Education Associate for World Languages for details on how to accomplish this.

If you are not sure who your district PowerSchool Administrator is, you can reach out via email to the Office of Research and Data Analysis to find out who this contact would be at PowerSchool@ed.sc.gov.

Receiving multiple Seals
In PowerSchool, if a student has earned multiple seals in multiple languages all should be coded. If a student has received multiple seals in one language, the highest tier earned should be coded**.**

Record Keeping for Schools and Districts <u>without </u>PowerSchool
Schools and districts need to request a reporting spreadsheet for their district and designated district contact to the World Languages Education Associate. The spreadsheet will be used to report a projected list of student applicants in the fall and awardees in the spring to the SCDE. Reach out to Dr. Rocío Zalba at rzalba@ed.sc.gov to request the reporting spreadsheet and discuss subsequent steps.

Awarding
For districts *with* PowerSchool, the Certificate for the Seal of Biliteracy will be delivered in the form of a digital credential issued via the Parchment application. The students will also have access, via Parchment, to a PDF version of the certificate as well as a congratulatory letter from the SCDE. This is the same application used by the recipients of the Seal of Distinction for World Languages offered by the South Carolina Diploma Pathways Overview.

Having the Seal of Biliteracy as a digital credential will allow students to easily share their credential in their applications to Higher Ed institutions as well as potential employers. Also,

they will be able to upload their credential in their social media sites making them readily identifiable to employers looking for bi-lingual employees.

For districts *without* PowerSchool, the Certificate for the Seal of Biliteracy will be delivered electronically to the designated school or district contact to distribute to students. Districts have the option to print certificates if they wish.

Templates of certificates as well as a letter of congratulations from the Education Associate for World Languages may be sent to designated district or school contact(s) if requested. Schools and districts are free to print or electronically deliver these documents.

Parchment Account for students (only for districts with PowerSchool)
Students will receive their Seal of Biliteracy via Parchment. Schools do not need to create a Parchment account for the students to receive these certificates. Students need to create their own account if they don't already have one. The student does NOT need to select a school when creating the account. Here is a link that can be shared with your students on how to create their own account: How to create an account: Parchment Support Page

Schools and districts are encouraged to make the awarding of the South Carolina Seal of Biliteracy at appropriate ceremonies such as graduation.

Timeline for Reporting Data and Obtaining Seals

Schools or Districts with PowerSchool (using Parchment)

January 20ᵗʰ: deadline for districts to submit qualifying information for ***December graduates*** to PowerSchool. Qualifications for both English and a language other than English are necessary to earn a Seal of Biliteracy, regardless of first/heritage language.

June 15th : deadline for districts to submit qualifying information for ***spring graduates*** to PowerSchool. Qualifications for both English and a language other than English are necessary to earn a Seal of Biliteracy, regardless of first/heritage language.

August 31ˢᵗ: deadline for districts to submit qualifying information for ***summer graduates*** to PowerSchool. Qualifications for both English and a language other than English are necessary to earn a Seal of Biliteracy, regardless of first/heritage language.

Schools or Districts without PowerSchool

December 9
Deadline for districts to submit projected list of student applicants to Education Associate for World Languages via their district's reporting spreadsheet.

If your school or District has December graduates, please submit names of recipients to the Education Associate for World Languages by ***December 1st***. The certificates and congratulatory letter will be delivered electronically to the district contact.

May 2
Deadline for districts to submit qualifying information in the reporting spreadsheet (same spreadsheet used to submit projected list of applicants) for students who qualify for a South Carolina Seal of Biliteracy. Qualifications for both English and a language other than English are necessary to earn a Seal of Biliteracy, regardless of first/heritage language.

May 31
Electronic certificates displaying the South Carolina Seal of Biliteracy, as well as a congratulatory letter will be sent electronically to district contacts to be distributed to qualifying student awardees.

Considerations for Schools and Districts

In anticipation of prospective student applicants, schools and districts are encouraged to consider the following:

- Counselors may wish to provide parents and students with links to proficiency test websites along with explanations for each one.

- District and school personnel responsible for testing timelines will need to consider other testing taking place and plan accordingly. For example, some schools may wish to administer proficiency tests a week to a month before End Of Course examinations are given. Schools on semester schedules may wish to administer proficiency tests in December and April in anticipation of the June reporting deadline. This is a district and school decision.

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