



Florida Seal of Biliteracy

Volusia County Schools

The Florida Seal of Biliteracy identifies students who have attained a certain level of proficiency in at least 2 languages by high school graduation. Its purpose is to recognize students who have learned language(s) in school, as well as those who have acquired language(s) outside of school. The intention is to encourage our 21st century students to be prepared with the skills that will benefit them in the global marketplace, to recognize the value of world languages and cultures and to honor the diverse languages and cultures within our own community.

Students who have attained the Gold or Silver Seal of Biliteracy will receive the appropriate seal(s) for their diplomas. The following designations will also be printed on their high school transcripts:

“G” for Gold Seal of Biliteracy

“S” for Silver Seal of Biliteracy

“B” for students who have earned 2 or more Seals of Biliteracy
(demonstrated proficiency in 2 or more languages, in addition to English).

Requirements:

Gold Seal of Biliteracy: 4 or 5 on FSA plus 4 credits (3.0+ unweighted) in a world language or the appropriate score on any of the approved assessments or portfolio.

Silver Seal of Biliteracy: 3 on FSA plus 4 credits (3.0+ unweighted) in a world language or the appropriate score on any of the approved assessments or portfolio.

Instructions:

If you will complete 4 years of a World Language with at least an unweighted B average or are enrolled in an AP, IB or AICE World Language course, you are already on track!

If you plan to sit for any of the approved assessments, please have your scores sent directly to your school of record. There will be a STAMP4S test administration on the east side and west side of Volusia County, each Fall and Spring.

If there is not an approved assessment on the next 2 pages for a language in which you are proficient, please complete and return this page by October 1st. At that time, you will receive additional instructions to complete your portfolio.

Student name: _____ Alpha ID: _____

School name: _____

Counselor name: _____

Language to be assessed: _____

Parent/Guardian name: _____

Email: _____@_____

Phone: _(_____) - _____ - _____

Please send this page by October 1st to: Dr. Angélica Pereles-Coleman at alperel1@volusia.k12.fl.us

Assessments, languages available and required scores/proficiency levels

*Scores should be sent directly by the testing entity to the Seal of Biliteracy candidate's school of record before April 30th of graduating year.

<u>Test abbreviation</u>	<u>Test name</u>	<u>Languages available</u>	<u>SILVER Score</u>	<u>GOLD Score</u>
SAT Subject Test	Scholastic Aptitude Test Subject Test	Chinese, French, German, Hebrew (Modern), Italian, Japanese, Korean, Latin, Spanish	600-699	700-800
CLEP Level 1	College Level Examination Program Level 1 Language Exam	Spanish <i>01</i>	50-62	63-80
CLEP Level 1	College Level Examination Program Level 1 Language Exam	French <i>02</i>	50-58	59-80
CLEP Level 1	College Level Examination Program Level 1 Language Exam	German <i>03</i>	50-59	60-80
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
AP	Advanced Placement Language Exam	Chinese, French, German, Italian, Japanese, Latin, Spanish	3	4, 5
AICE	Advanced International Certificate of Education Subject Test	Afrikaans, Arabic, Chinese, French, German, Greek, Japanese, Latin, Portuguese, Spanish	E	A,B,C,D
ASLPI	American Sign Language Proficiency Interview	ASL	3, 3+	4, 4+, 5
SLPI: ASL	Sign Language Proficiency Interview: American Sign Language	ASL	Intermediate Plus, Advanced IP, AD	Advanced Plus, Superior, Superior Plus AP, SU, SP
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 (Mandarin), French, German, Hindi, Italian, Japanese, Korean, Portuguese, Russian, Spanish, Thai	Intermediate Mid, High (I-2, I-3, I-4, I-5) <i>I-2, I-3, I-4, I-5</i>	Advanced Low (A) <i>A</i>

<u>Test abbreviation</u>	<u>Test name</u>	<u>Languages available</u>	<u>SILVER Score</u>	<u>GOLD Score</u>
STAMP4S	Standards-based Measurement of Proficiency for Grade 7-Adult	ASL, Arabic, Czech, Filipino (Tagalog), French, German, Haitian Creole, Hebrew, Hindi, Italian, Japanese, Korean, Mandarin Simp/Trad, Polish, Portuguese (Brazilian), Russian, Spanish, Swahili, Telugu, Turkish, Ukrainian, Urdu, Vietnamese, Yoruba, Yup'ik	Intermediate Mid, Intermediate High <i>IM, IH</i>	Advanced Low, Advanced Mid/High <i>AL, AM</i>
ALIRA	ACTFL Latin Interpretive Reading Assessment	Latin	I-2, I-3, I-4	I-5, A
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 <i>IM, IH</i>	Advanced Low, Advanced Mid, Advanced High, Superior, Distinguished <i>AL, AM, AH, SU, DI</i>
Portfolio	Interpretive Listening, Interpretive Reading, Interpersonal Communication, Presentational Speaking, Presentational Writing, Culture, Comparisons, Connections, Communities	Languages that are not listed in any of the above assessments	Intermediate Mid, Intermediate High <i>IM, IH</i>	Advanced Low, Advanced Mid/High <i>AL, AM</i>

Seal of Biliteracy Portfolio Requirements

(for languages without approved standard assessments listed on pages 3 & 4)

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 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.	Intermediate: Outcome: 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.
		Advanced: Outcome: 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 2 complications. Topic for Advanced Low: Being interviewed about a recent science project that is going to the state finals.

INTERPERSONAL COMMUNICATION: Speaking or Signing and Writing Engage in conversations and written correspondence on a variety of topics in the target language.	A. Ask and respond to questions about familiar topics based on their own lives and interests. B. Express and elicit feelings and emotions in the target language. C. Comprehend and produce language independently in appropriate contexts when engaged in conversations or correspondence.	Intermediate: 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.
		Advanced: 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.

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:** 5 paragraph essay to be 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: Speaking or Signing and Writing 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.	A. Read aloud or watch authentic passages with appropriate pronunciation, phrasing, intonation, and signing parameters.	Intermediate: 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.
	B. Narrate stories about familiar experiences or events orally or in sign language. C. Write or sign narrative and expository/informational compositions in the target language.	Advanced: 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.

6. **Culture:** 5 paragraph essay submitted in English or the target language, explaining a cultural product, practice and perspective.
7. **Comparisons:** 200 word (maximum) paragraph/s 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 of Practices, Products and Perspectives Compare the nature of language and the culture(s) of the target language with one's own.	A. Compare the target language with English to better understand components of language.	Intermediate: 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.
	B. Identify, describe and compare practices, perspectives and products of the target language culture(s) with their own.	Advanced: 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.

8. **Connections:** 200 word (maximum) paragraph/s 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/s 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 Encounter and use the target language both in and beyond the classroom for personal enjoyment and lifelong learning.	A. Explain the importance of target language acquisition in the global community.	Intermediate: Students combine the tools of technology with their language skills to communicate with other students in a global community.
	B. Communicate in the target language within and beyond the school setting.	Advanced: 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.

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

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

Credit Award

Students who earn the Gold or Silver Seal of Biliteracy in any language with test scores instead of 4 high school world language course credits will be awarded additional credits without grades, as follow:

First World Language:

World Language Transfer 1 0700980

World Language Transfer 2 0700990

World Language Transfer 3 0701980

World Language Transfer 4 0701990

Second World Language:

07002980 World Language Transfer 5

07002990 World Language Transfer 6

07003980 World Language Transfer 7

07003990 World Language Transfer 8

Seal of Biliteracy recipients who have not earned Bright Futures eligibility with 2+ high school credits in a World Language will be waived from the 2+ year requirement, based on their demonstrated proficiency:

0791920 World Language Waiver

If you have any questions about the Florida Seal of Biliteracy Program, please contact:

Dr. Angélica Pereles-Coleman

World Languages

aiperel1@volusia.k12.fl.us