



# Introducing Ohio's Seal of Biliteracy Program

September 2017



**Ohio** | Department  
of Education

# To Begin...

## ...Five Important Questions



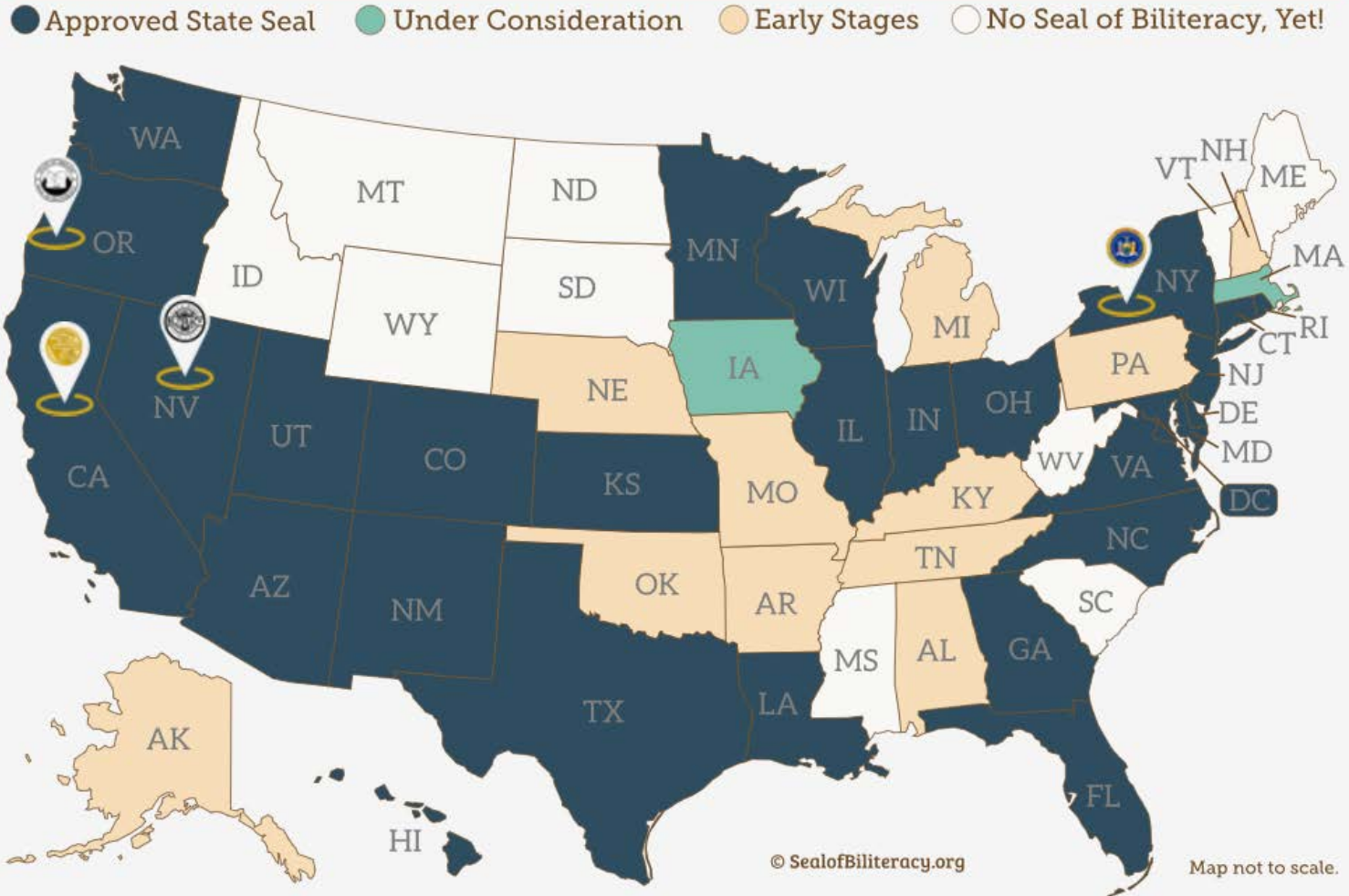
# 1. What is a Seal of Biliteracy?

An award given by a school, district or state to recognize graduating seniors who can demonstrate high levels of proficiency in English and at least one other language.



# Seals of Biliteracy Nationwide

## STATE LAWS REGARDING THE SEAL OF BILITERACY



Source: <http://sealofbiliteracy.org/>



## 2. What is biliteracy?

The ability to communicate with a high level of proficiency in two languages.

### **Biliterate communication requires:**

- Literacy: the ability to read and write
- AND
- Oracy: the ability to listen/comprehend and speak/sign.



# 3. What is proficiency?

The ability of an individual to use culturally appropriate language to communicate spontaneously in non-rehearsed contexts with a high degree of competence.

## **Also:**

- The degree of skill with which a person can use language to comprehend, speak, read, write and sign in real-life situations.





## 4. Who can participate?

Participation in the Seal of Biliteracy is voluntary and open to:

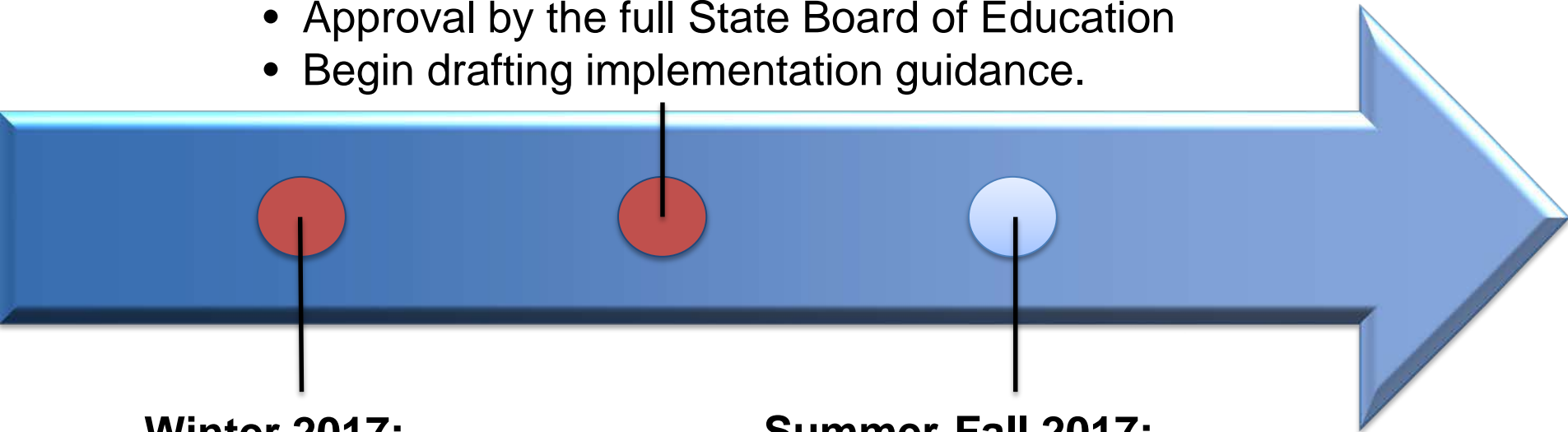
- Public schools and districts
- Private schools
- Chartered and non-chartered schools
- Homeschooled students



# 5. What is the implementation timeline?

## Spring-Summer 2017:

- Gather and incorporate stakeholder input into draft rule for approval by the Achievement and Graduation Requirements Committee.
- Approval by the full State Board of Education
- Begin drafting implementation guidance.



## Winter 2017:

- Gather input from advisory group.
- Draft Seal of Biliteracy rule.

## Summer-Fall 2017:

- JCARR review.
- Final SBOE adoption.
- Finalize implementation guidance and professional development modules.
- Roll-out program across Ohio.



# Guidance



# Ohio Sub. Senate Bill 3 (2016)

“The state seal of biliteracy shall demonstrate the attainment of a high level of proficiency by a graduate of a public or chartered nonpublic high school in one or more languages in addition to English, sufficient for meaningful use in college and a career.”



# Sub. Senate Bill 3 (2016)

## Purposes:

1. Encourage the study of languages;
2. Certify the attainment of biliteracy;
3. Give employers insights on the skills of graduates;
4. Give universities an additional mechanism to identify strong candidates for admission;
5. Prepare students with 21<sup>st</sup> century skills;
6. Recognize the value of foreign and native language instruction; and
7. Strengthen inter-group relationships and affirm the value of diversity.



# Sub. Senate Bill 3 (2016)

## Provisions:

- State Board of Education approves the Ohio Administrative Code rule establishing the program;
- Department of Education identifies the requirements for students to earn a seal of biliteracy and creates the mechanism for the Seal of Biliteracy to be assigned;
- Program must be available to a wide range of schools;
- Participation is not required – schools/districts decide locally to participate;



# Sub. Senate Bill 3 (2016)

## Provisions (continued):


- Requires districts to notate the attainment of the Seal of Biliteracy in the transcripts of eligible students (not on their diplomas);
- Requires the Department to provide schools and districts with necessary information (e.g., professional development, guidance); and
- Specifies when fees can and cannot be assessed.





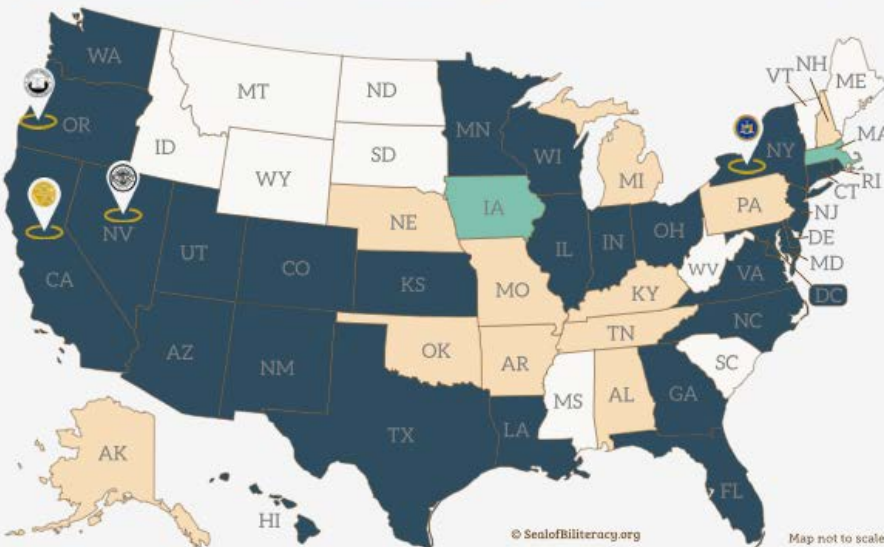
# National Guidelines

[Home](#) [Steps to Implement](#) [Resources](#) [FAQs](#)



## STATE LAWS REGARDING THE SEAL OF BILITERACY

● Approved State Seal ● Under Consideration ● Early Stages ● No Seal of Biliteracy, Yet!





© SealofBiliteracy.org Map not to scale.

Delaware

07/21/2017


On July 21, 2017, Governor John Carney signed House Joint Resolution 4 establishing Delaware's Certificate of Multiliteracy, Delaware's... [Continue reading](#)



### What is the Seal?

The Seal of Biliteracy is an award given by a school, district, or state in recognition of students who have studied and attained proficiency in two or more languages by high school graduation.


[About the Seal](#)



### Why Implement it?

The Seal of Biliteracy encourages students to pursue biliteracy, honors the skills our students attain, and can be evidence of skills that are attractive to future employers and college admissions offices.

[Steps to Implement](#)



### Who Awards the Seal?

The Seal of Biliteracy was designed to be awarded by school district or state; however, an individual school site or school program may also decide to implement the award.

[Awarding the Seal](#)





# Seal of Biliteracy

## Representative Advisory Group

- World Languages
- Immersion Education
- English as a Second Language
- Exceptional Children
- Public and Private Schools
- Urban, Suburban, Rural Schools
- Career-Tech Programs
- Postsecondary Education

- State Board of Education
- Ohio Department of Education / Higher Education
- OH Parent-Teacher Association
- Language Associations
- Administrator Associations
- Teacher Unions
- Councils on World Affairs



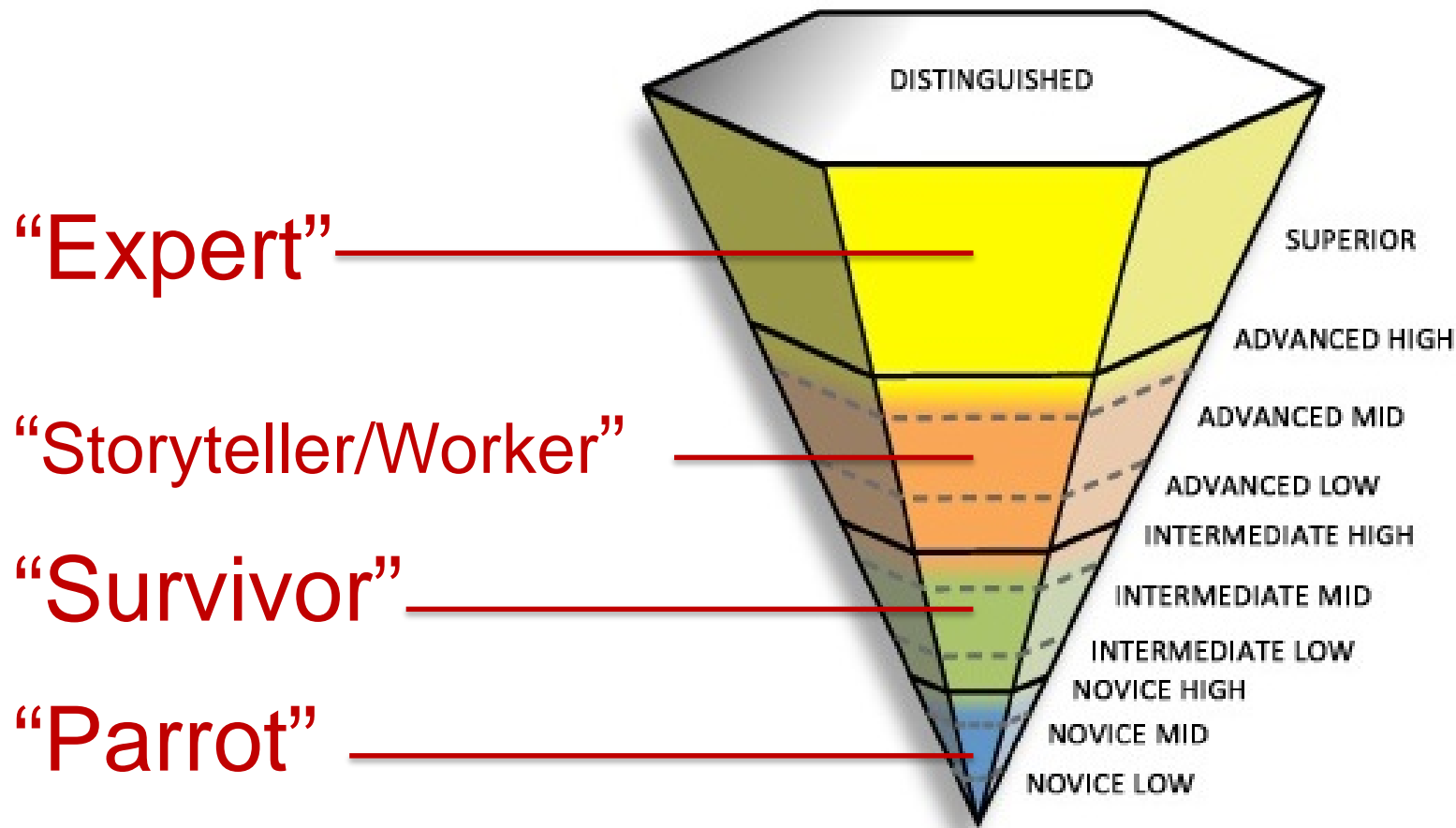
# Ohio's Graduation Requirements for English Proficiency

A student will be identified at the local level as meeting the requirements for a Seal of Biliteracy in English if the student has met one of the following qualifiers:

- Proficient level on Ohio's required state test(s) for high school English language arts;
- Remediation-free scores on the English and reading sections of one of the state-recognized college readiness examinations (currently the ACT or SAT English and reading sections);
- Earn a proficient level or higher on a Department-approved alternative assessment; or
- Earn a score of proficient on the Ohio English Language Proficiency Assessment (OELPA).



# ACTFL Proficiency 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 4	Ability to tailor language to specific audience, persuade, negotiate. Deal with nuance and subtlety.	Foreign Service: Diplomat, Contract Negotiator, International Specialist, Intelligence Specialist	<ul style="list-style-type: none"><li>Highly articulate, professionally specialized native speakers</li><li>Language learners with extended (17 years) and current professional and/or educational experience in the target culture</li></ul>	
Superior	3	Discuss topics extensively, support opinions, hypothesize. Deal with linguistically unfamiliar situations.	University Language Professor, Financial Services Marketing Consultant, Foreign Area Officer, Lawyer, Judge, Court Interpreter	<ul style="list-style-type: none"><li>Well-educated native speakers</li><li>Educated language learners with extended professional and/or educational experience in the target language environment</li></ul>	
Advanced High	2+	Narrate and describe in past, present, and future. Deal effectively with an unanticipated complication.	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"><li>Language learners with graduate degrees in language or a related area and extended educational experience in target environment</li></ul>	
Advanced Mid			Banking and Investment Services Customer Service Representative, Fraud Specialist, Account Executive, Medical Interpreter, Patient Advocate, Court Stenographer, Court Interpreter, Human Resources Benefits Specialist, Technical Service Agent, Collections Representative, Estimating Coordinator	<ul style="list-style-type: none"><li>Heritage speakers, informal learners, non-academic learners who have significant contact with language</li><li>Undergraduate majors with year-long study in the target language culture</li></ul>	
Advanced Low			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"><li>Undergraduate language majors</li></ul>	
Intermediate High	1+	Create with language, initiate, maintain, and bring to a close simple conversations by asking and responding to simple questions.	Fire Fighter, Utilities Installer, Auto Inspector, Aviation Personnel, Missionary, Tour Guide	<ul style="list-style-type: none"><li>Language learners following 6-8 year sequences of study (e.g., AP) or 4-6 semester college sequences</li></ul>	
Intermediate Mid			Cashier, Sales Clerk (highly predictable contexts), Receptionist		
Intermediate Low					
Novice High	0+	Communicate minimally with formulaic and rote utterances, lists, and phrases.		<ul style="list-style-type: none"><li>Language learners following content-based language program in Grades K-6</li></ul>	
Novice Mid	0				<ul style="list-style-type: none"><li>Language learners following 2 years of high school language study</li></ul>
Novice Low					

**Immersion (10-12 years)**

**AP / I.B. (4-5 years)**

**Honors Diploma Earner (3 years)**

**Typical OH K-12  
Language Learner  
(2 years)**

\*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.

# Foreign Language Requirements

1. Passed an Advanced Placement (AP) foreign language examination with a score of 4 or higher; or
2. Passed an International Baccalaureate (IB) foreign language examination with a score of 5 or higher; or
3. Attained a score of Intermediate High or higher in comprehension, speaking, reading and writing the language based on the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines found at <http://www.actfl.org/>, using Department-approved assessments; or
4. Qualified for proficiency-based credits through Ohio's credit flex program and attained a score of Intermediate High or higher in comprehension, speaking, reading and writing based on the ACTFL Proficiency Guidelines using Department-approved assessments; or



# Foreign Language Requirements (continued)

5. Attained a score equivalent to Intermediate High or higher on the ACTFL Proficiency Guidelines in interpersonal signing, presentational signing and demonstrating understanding of American Sign Language (ASL) on an American Sign Language assessment approved by the Ohio Department of Education; or
6. Attained a score equivalent to Intermediate High or higher on the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines in interpretive reading and presentational writing on a classical language assessment approved by the Ohio Department of Education.





# For assistance, contact:

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