

# Timeline and Guiding Questions for the LOC Biliteracy Awards

An award program overseen by the Language Opportunity Coalition that can supplement the official [MA State Seal of Biliteracy](#)

## Language Opportunity Coalition

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## Massachusetts State Seal of Biliteracy Awards

The Massachusetts State Seal of Biliteracy, overseen by the Department of Elementary and Secondary Education, is an award given to high school seniors upon graduation to recognize students who have attained a “high level of proficiency” in English and at least one foreign language. The official award emblem is affixed to the high school transcript or diploma for these students and certifies their biliteracy for 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 engaging as a global citizen.

The criterion for earning the **MA State Seal of Biliteracy** is **Intermediate–High**, and the criterion for the **MA State Seal of Biliteracy with Distinction** is **Advanced–Low**. A complete description of the state awards and procedures can be found in [603 CMR 31.07\(2\)](#) of the state regulations. To qualify for the State Seal of Biliteracy, students must meet all graduation requirements and the English language and foreign language criteria. See criteria in [Guidance for Implementing the Massachusetts Seal of Biliteracy](#).

Participation in the MA Seal of Biliteracy is voluntary for the district, the school, and the student.

## Language Opportunity Coalition Guidance for Districts and Schools

### Introduction

The mission of the Language Opportunity Coalition (LOC) is to increase students’ opportunities for learning English, native, heritage, and world languages, with the goal of ensuring that all learners have equal access to a high-quality education and to professional opportunities. The LOC created a Seal of Biliteracy (SoBL) Workgroup, a strong, enduring collaboration of world language ([MaFLA](#)), dual language ([MABE](#)), and English language learning ([MATSOL](#)) professional teacher organizations, in 2014. Through the Workgroup, the LOC conducted a pilot project over three years (2015–2018), developing a multi-tiered award structure for the SoBL and parameters for implementation in school districts in the state. The LOC vision is that biliteracy is an asset and that language learning is a lifelong process that can be undertaken by all types of language learners. The LOC, basing the pilot on an expansive view of the SoBL, implemented an award system that recognized learners from all language backgrounds, age groups, and language learning contexts. In addition to an award for high school graduates, the LOC implemented awards at the elementary and middle school levels so that younger students would have more motivation to continue their language study (and possibly pursue the Seal of Biliteracy award) in high school. The pilot involved the cooperation and input of leaders and teachers of all language learning program types and levels: world language education, dual language education, transitional bilingual education, immersion, and English language education at elementary, middle, high school, and university levels.

The LOC Biliteracy Awards are designed for students and schools that do not meet the criteria for the Massachusetts State Seal of Biliteracy, such as:

- School districts that want to award FUNCTIONAL biliteracy at the Intermediate–Mid level of proficiency;
- School districts that want to award emerging bilingualism and biliteracy for students at the Novice level of proficiency in elementary school OR for students with disabilities.
- Independent schools whose students do not take MCAS.

The present document explains how to implement the LOC Biliteracy Awards at the district and school levels. The information, criteria, and resources were assembled by the SoBL Workgroup during the three-year pilot project. LOC Biliteracy Awards are administered by the Language Opportunity Coalition as part of a vision of encouraging and celebrating lifelong language learning over the course of the K–12 experience. Participation in the LOC Biliteracy Awards is voluntary for the district, the school, and the student. Schools can use a combination of the LOC Biliteracy awards and the Massachusetts State Seal of Biliteracy.

**Table 1: Language Opportunity Coalition Biliteracy Awards**

Language Opportunity Coalition Biliteracy Awards <i>Administered by the Language Opportunity Coalition</i>
<p><b>Language Opportunity Coalition Bilingual Participation Award</b>  <b>Partner Language Proficiency Level:</b> Novice–High  <b>ELA Proficiency Level:</b> Beginner  <b>Awarded to:</b> Students in early childhood programs and elementary schools, students with disabilities</p>
<p><b>Language Opportunity Coalition Biliteracy Attainment Award</b>  <b>Partner Language Proficiency Level:</b> Intermediate–Low  <b>ELA Proficiency Level:</b> Intermediate–Low  <b>Awarded to:</b> Elementary and middle school students</p>
<p><b>Language Opportunity Coalition Biliteracy Achievement Award</b>  <b>Partner Language Proficiency Level:</b> Intermediate–Mid  <b>ELA Proficiency Level:</b> Intermediate–Mid  <b>Awarded to:</b> Middle school and high school students</p>

See [Table 3](#) for appropriate assessments and criteria.

## Timeline and Action Plan for Implementation of the LOC Biliteracy Awards

Suggestions in the following Timeline and Action Plan are based on the experience of districts in the SoBL Pilot for districts and schools, and can be used whether a district is implementing the MA State Seal of Biliteracy, the Language Opportunity Coalition Biliteracy Awards, or both. The LOC also suggests joining the [LOC SoBL Google Group](#) to interact with other districts across the state that have been participating in SoBL implementation (some of them since 2015).

The LOC Biliteracy Awards celebrate biliteracy developed in PK through High School in world language, dual language, and English language education programming. The awards may be implemented in addition to the MA State Seal of Biliteracy in order to build a pathway for language learning and recognize more students for their achievements. Just as important, the awards offer school districts the opportunity to document, study, and work to improve student acquisition of biliteracy.

The LOC Biliteracy Awards were developed to reward *proficiency* in English and other languages, with award criteria based on the proficiency guidelines of the American Council on the Teaching of Foreign Languages (ACTFL) and the World-class Instructional Design and Assessment (WIDA). The ACTFL Proficiency Guidelines provide “a description of what learners can do with the language in speaking, listening, reading and writing in real-world situations and in spontaneous, non-rehearsed context.” The WIDA [English Language Development \(ELD\) Standards](#) for teachers of English Learners define the performance criteria of social, instructional, and academic language in the domains of listening, speaking, reading, and writing. The [WIDA Performance Definitions](#) are a description of how ELs process or produce language to comprehend or express information, ideas, or concepts in oral and written communication, and are the foundation of the ACCESS test.

Implementation of the LOC Biliteracy Awards is most effective when there is cooperation and collaboration between all language learning programs, between PreK and 12, and between district and school levels. Leadership at the district and school levels may have different roles and responsibilities for implementing the award program, but coordination is essential.

Districts planning to award the MA State Seal of Biliteracy beginning in School Year 2018–2019, including those that participated in the SoBL Pilot, must follow [state guidelines and criteria](#).<sup>1</sup> The Timeline and Action Plan below can be used for both the state and LOC awards.

**[Download: Timeline and Action Plan Discussion Graphic Organizer \(.docx\)](#)**

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<sup>1</sup> <http://www.doe.mass.edu/ell/guidance/default.html>

**Table 2: At-a-Glance Timeline and Action Plan**

<b>SoBL Award Implementation Timeline</b>		
<b><u>Taking Inventory</u> Ongoing</b>	<b><u>Communication</u> Fall–Winter</b>	<b><u>Assessment</u> Winter–Spring</b>
Identify stakeholders – District level and School level	Contact your allies	Identify how you will access the Assessment Data for English
Identify philosophy for language learning and review goals of program	Inform students and parents of the test, criteria, and celebrations	Identify how you will access and maintain partner language proficiency  Identify whether to implement a portfolio with optional criteria
Identify assessment practices and how to collect data to determine if program is meeting its goals	Identify funding sources and timing for partner language testing	Decide how and when assessments will be administered
Identify accolades system in place	Identify how you will reward students for biliteracy	Collect data to ensure the program is reaching all students at whatever award level they are eligible for

## 1. Taking Inventory

- **Identify Stakeholders (District Level)**

The first step in implementing the MA State SoBL Awards and/or the LOC Biliteracy Awards is to reach out, involve, and collaborate with all language programs in the school district—World Language, English Language Education, Dual Language Education, Immersion, and/or Transitional Bilingual Education—at all levels PK–12. The process of creating a district policy and getting the award programs approved should begin with assembling a Working Group or Task Force of district staff, teachers of English Learners, and Dual Language Education and World Language teachers of all schools in the district that will be involved in implementation. It is useful and beneficial to include other stakeholders in this group such as administrators, parents, students, computer lab coordinators, guidance counselors, school committee members, and interested community members. The district leaders could request that the school committee approve a policy, which should clarify the district’s purpose in giving the awards as well as begin the process of advocating for biliteracy. The district-wide Working Group or Task Force is charged with thinking-through how the award will work in their community, taking account of the mix of schools, and variety of programs. The Working Group or Task Force strengthens the collaboration between programs, and the celebration of biliteracy is thereby expanded in the district. The LOC Biliteracy Awards are not intended to be restricted to any one program, but rather to unify the goals and practices of all the various language learning programs in the district.

**SMART TASK<sup>2</sup>:** How can you collaborate with district departments and school leaders, as well as with world language, ESL, dual language, TBE and/or immersion teachers, Special Educators, Gifted and Talented educators, and guidance counselors, to create an inclusive and comprehensive SoBL award program?

- **Identify Stakeholders (School Level)**

A school-level Working Group is recommended to manage the details of implementation. It is useful and beneficial to include other stakeholders in the school-level group such as administrators, parents, students, computer lab coordinators, guidance counselors, and interested community members. Schools need to think-through how the award will work in their school and varied programs. This Working Group will need to reach out to and coordinate with the Working Groups in other schools in the district. The Working Group strengthens the collaboration between programs, and the celebration of biliteracy is expanded in the school.

**SMART TASK:** How can you collaborate with departments and leaders, world language, ESL, dual language, TBE and/or immersion teachers, Special Educators, Gifted and Talented educators, and guidance counselors at the school level to create an inclusive and comprehensive award of the Seal of Biliteracy?

- **Identify Language Learning Philosophy and Review Program Goals (District Level)**

Before deciding how to confer the LOC Biliteracy Awards on students, coordinate how the various language learning programs document, plan, and instruct for language proficiency development— be it through English Language Benchmarks, world language programmatic proficiency targets, and/or dual language program proficiency norms. Decide which awards to make, for which grades, and when in the school year to award them. Next, determine how the language learning programs celebrate their students' success and determine how the LOC Biliteracy Awards will be included.

**SMART TASK:** Why are you teaching language and culture? How can the district and school committee establish expectations for all language learners? How can you create a district-wide philosophy of language learning and celebration? To what extent do students participate in World Language programming? When do students begin World Language programming? Do students continue past the two-year recommendation? Do you teach for proficiency? How can other programs (WL, SEI, Gen Ed) at different levels (elementary/middle/high school) be involved in the Seal of Biliteracy preparation and award?

- **Identify Assessment and Data Collection Practices to Determine If Programs Are Meeting Goals (District Level)**

School districts offering the LOC Biliteracy Awards should encourage as many qualified students as possible to pursue the opportunity to earn an award. The district should consider which student groups to target as potential applicants for the LOC Biliteracy Awards, and how the application process will take place. For example, the district can decide that all students in certain classes (e.g., all students in a world language class) will participate in the LOC Biliteracy Awards or that individual students must complete a form indicating the intent to participate. Districts may also consider additional criteria for participation (see [Table 4: Sample Optional Portfolio Elements Identified in the Pilot](#)).

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<sup>2</sup> SMART stands for Specific, Measureable, Attainable, Relevant, and Time-based.

To assess proficiency in the partner language at the high school level, districts need to decide among the approved test options: [STAMP](#), [AAPPL](#), [ALIRA](#) for Latin, [Advanced Placement tests](#), and [SLPI](#) for ASL. Most districts that participated in the pilot from 2015 to 2018 selected either the STAMP test or the AAPPL test. Factors to consider include which partner language(s) must be tested and the choice between testing language domains (STAMP) and testing language modes (AAPPL). ([See this overview of the two tests.](#)) Also keep in mind that remaining with a particular test over time will facilitate data comparison from one year to the next.

If the district is choosing to implement the LOC Biliteracy Awards at the elementary and/or middle school level, districts may elect to use a standardized assessment appropriate for the students' age level, such as [SOLOM](#) or [APRENDA](#), to demonstrate proficiency in the partner language. Since fewer tests are available for the elementary level, schools may decide to rely on the assessment of [portfolios](#). Many programs in the SoBL Pilot decided to use the [AAPPL](#) and [STAMP](#) in middle school to determine WL proficiency for the awards and to assess programmatic progress toward the high school goals.

**SMART TASK:** In WL programming, does your department teach for proficiency? Does your department have proficiency goal targets? In ELE programming, how does ACCESS testing inform proficiency of English towards LOC Biliteracy Award criteria? How is proficiency in the target language being consistently determined and normed? How does your department assess and monitor growth in language proficiency in English and/or the world/partner language? What are developmental norms (proficiency targets) for the students in your program?

**Table 3: Language Opportunity Coalition Biliteracy Awards Assessment**

<b>Language Opportunity Coalition SoBL Multi-Tiered Awards</b>	<b>English assessment</b>	<b>Partner language assessment</b>
<b>Language Opportunity Coalition Bilingual Participation Award</b>  <i>Early childhood, elementary, and students with disabilities</i>	Novice–High proficiency Listening and speaking in the English language based on portfolio documentation or standardized assessment WIDA ACCESS: ELD Level 2	Novice–High proficiency Listening and speaking in partner language based on portfolio documentation or standardized assessment AAPPL /ALIRA: N4 STAMP: 3 SLPI: Novice
<b>Language Opportunity Coalition Biliteracy Attainment Award</b>  <i>Elementary and middle school</i>	<b>Intermediate–Low</b> proficiency level on each domain/mode of standardized assessment AAPPL English: I1 STAMP English: 4 or MCAS ELA: Partially Meeting Expectations (higher end) or Proficient <b>Or</b> For ELs, WIDA ACCESS: ELD Level 3.5	<b>Intermediate–Low</b> proficiency level on each domain/mode of standardized assessment Aprenda: 50th % AAPPL /ALIRA: I1 STAMP: 4 AP: 2 SLPI: Novice Plus



<i>Language Opportunity Coalition SoBL Multi-Tiered Awards</i>	<i>English assessment</i>	<i>Partner language assessment</i>
<b>Language Opportunity Coalition Biliteracy Achievement Award</b>  <i>Middle School and High School</i>	<b>Intermediate–Mid</b> proficiency level on each domain/mode of standardized assessment AAPPL English: 12, 13, 14 STAMP English: 5 AP English Language: 3 or MCAS ELA: Meeting Expectations <b>Or</b> For ELs, WIDA ACCESS: ELD Level 4.2	<b>Intermediate–Mid</b> proficiency level on each domain/mode of standardized assessment AAPPL/ALIRA: 12, 13, 14 in all domains STAMP: 5 AP: 3 SLPI: Intermediate

- **Identify the Accolades System in Place (District/School Level)**

In addition to awarding the MA State Seal of Biliteracy to students upon high school graduation, determine how else all the various language learning programs across all schools celebrate their students' success, and how the LOC Biliteracy Awards can complement this process.

**SMART TASK:** How do you celebrate biliteracy achievement? How do you celebrate reaching proficiency milestones of the norms? Are world and heritage language proficiencies included in celebrations? How do you inform students and parents and get them excited about the Seal of Biliteracy? How/what/when will you present to administration?

## 2. Communication

- **Contact Your Allies: District/School Level, English Learner Parent Advisory Council**

The district administration, school committee, school leadership, guidance counselors, computer laboratory coordinators, parents, students, and community leaders are some of the stakeholders who will need information about the LOC Biliteracy Awards and the implementation process. Once they are informed about the award program, these stakeholders can help facilitate implementation and then participate in the celebration of biliteracy. Hopefully, many of them are already a part of your district Task Force and/or school Work Group. The advocacy impact will be multiplied when the stakeholder group is more diverse.

**SMART TASK:** Who in the district and school (e.g., other content areas, special education programs) is most likely to support the Biliteracy Awards program? Who in the community is most likely to support the program? Who do you know in other districts who can help you with implementation? How can allies be involved? How can allies be advocates? How can we thank allies for their support?

- **Inform Students and Parents about the Awards (District/School Level)**

Student and parents need to be informed about the criteria, assessments, award levels, and celebrations for the Biliteracy awards. The district should determine the varied means to inform the district community about the LOC Biliteracy Awards process and results.

Districts can use their district website, newspapers, and cable/radio stations to spread the word about the opportunity to earn an award. By this time, the district will have decided if all students in certain classes will participate in the LOC SoBL Multi-Tiered Awards or if students will need to complete an application or intent-to-participate form, and if there are additional criteria for participation.

In addition, various means of communicating at the school level can be used to inform students and parents about the benefits, timeline, and application process for the LOC Biliteracy Awards. Each school should consider using class discussions, student assemblies, parents' night, open houses, notes or emails sent home, school departmental newsletters, newspapers, and cable/radio stations to spread the word about the opportunity. For sample communications from the LOC pilot, see [www.sealofbiliteracyma.org/communication](http://www.sealofbiliteracyma.org/communication).

Seals of Biliteracy are a great advocacy tool for language programs and should be used as such. The levels established in the LOC Biliteracy Awards are fully attainable by students in programs that are designed to produce proficiency. As student success spreads, this in turn motivates more students to become involved in the following year. The ACTFL proficiency scale is nationally recognized for the data it collects. The LOC Biliteracy Awards should be used in program promotion and advocacy and students should be encouraged to share their accomplishment with universities and employers.

**SMART TASK:** Do students know about proficiency? What kind of testing are students used to? How do you connect with students (e.g., through email, websites, blogs, U.S. mail, or student and parent meetings)? Which pathway awards will be given in the district?

- **Identify Funding Source and Timing for Partner Language Testing (District Level)**

Determine when the testing best fits within the district testing schedule, and if a re-test option will be scheduled for those students who fail to meet the standard on the first try. Dual Language Education programs have assessments in place to assess their students' growth in proficiency of both English and the partner language. In other language programs, funding for the testing of the partner language needs to be established, especially for re-testing students who did not meet the criteria or for students who want to demonstrate proficiency in more than one partner language. (Only one LOC Biliteracy Award is given even if the student can document proficiency in multiple languages.) Some districts can begin the process by seeking grant funding and then make it part of the departmental budget. Other districts might have the students pay for their testing. It is important to note that the Massachusetts legislation states that districts that offer the MA State Seal of Biliteracy must cover the cost of testing for low income students.<sup>3</sup> Title III monies cannot be used to pay for testing but under Title IV, some districts receive funds for AP and IB testing which could be maintained or transferred to one of the other proficiency test options. (Please see <http://www.doe.mass.edu/ell/biliteracy/> for details.)

**SMART TASK:** Do all or some students pay for the test? The LOOK Act mandates that districts will have to pay assessments for all low-income students who volunteer to participate in the Seal of Biliteracy

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<sup>3</sup> Regulations: 603 CMR 31.07 (4); M.G.L. c. 69, §§ 1B, 1D, and 1Q

Awards: How will we find the funds for this? Can Title III or Title I funds be used for purchasing assessments? Does your district or department (WL or ELE) have money for funding tests? Is there an outside agency that provides funding through grants? Are there PD funds from Title II to train assessors?

- **Identify How You Will Award Biliteracy (District/School Level)**

The district/school needs to decide if the LOC Biliteracy Awards will be given at a departmental ceremony, a school ceremony, or perhaps in combination with other awards or honor societies. Finally, decide if a pin, medal, lanyard, cord, and/or certificate will be given as part of the award. Consider how to encourage students to wear the pin, medal, lanyard, or cord at graduation for a visual proof of the Seal of Biliteracy. LOC Award certificates can be downloaded at [www.SealOfBiliteracyMA.org](http://www.SealOfBiliteracyMA.org).

**SMART TASK:** What are you already doing (e.g., Consulate Certificate) and how can the LOC SoBL Multi-Tiered Awards be added? Will you award a pin? Will you make a notation in the graduation (celebration) program? Will you have an awards ceremony? Each school may have its own celebration unique to the school and/or program?

### 3. Assessment

- **Identify How to Access the Assessment Data for English (District/School Level)**

Determine where the MCAS ELA, ACCESS, WL or partner language proficiency data is housed in your district and/or school, and whether the information will be provided by a district/school leader or the student.

**SMART TASK:** Is there a database in your student information system? Does the guidance department have that information? School leaders? As students continue their coursework, how can we track LOC Biliteracy Awards in the student information system? In a Student cumulative folder?

- **Identify How to Access and Maintain Partner Language Proficiency Data (District/School Level)**

Investigate the timing for ordering and receiving assessments. For example, the AAPPL and STAMP tests should be ordered at least two weeks before testing. Determine where WL or partner language proficiency data is housed in your district and/or school, and whether the information will be provided by a district/school leader or the student.

**SMART TASK:** What groups of students need to be tested? What languages do you offer? What is your access to technology? What are any rules governing testing? Will you use AVANT STAMP, LTI ALIRA, LTI AAPPL, in-district common assessment (for elementary and middle) or other assessment? Will you use WIDA ACCESS? How can we track LOC SoBL Multi-Tiered Awards as students continue their coursework? Student information system? Student cumulative folder?

- **Identify Whether to Implement a Portfolio with Optional Criteria (District or School Level)**

A portfolio can be used to demonstrate proficiency for languages for which there is no approved test

instrument. In addition, some districts and schools in the pilot decided to use an optional portfolio (along with the required proficiency testing) to document proficiency development over time or to enhance the acquisition of a target proficiency level. We share the results of the pilot experience here.

The portfolio should contain evidence in the four domains (speaking, writing, listening, and reading) or three modes (Interpersonal Communication, Presentational Speaking and Writing, and Interpretive Listening and Reading) at the designated level of proficiency for the Biliteracy Award level. The [NCSSFL-ACTFL Can-Do Statements](#) and/or the [WIDA Can-Do Descriptors](#) can serve as an inspiration for the variety of tasks in all the domains or modes. You can also use the language-specific examples of “Sample Performance Indicators” in the [ACTFL World-Readiness Standards for Learning Languages](#) for ideas on activities in the various modes. The district should create or adopt rubrics to be used to determine whether or not the evidence presented by the student documents the designated level of proficiency. The district can also use [Linguafolio](#) or create optional portfolio elements. (See Table 4: Sample Optional Portfolio Elements Identified in the pilot.)

**SMART TASK:** When will a portfolio be used? For low incidence languages, “on the cusp” levels of proficiency, students in elementary schools? What will the portfolio consist of?

#### Table 4: Sample Optional Portfolio Elements Identified in the Pilot

Districts may elect to add **additional elements**, such as use of biliteracy skills during community service activities, a district writing assessment, an oral interview or oral presentation assessment, use of the LinguaFolio, or other district-developed performance criteria.

Specific examples include:

- Completion of a set number of hours of community service, completion of an internship or tutoring using primary language skills in service to the school or community, and/or a demonstration of the ability to use translation in social situations;
- Reading logs signed by their teachers of a certain number of books (at grade level) read independently in English and in a language other than English;
- A written response to a task in two languages (translation) using a rubric for scoring proficiency level;
- A written essay on why bilingualism is important to them personally, to their community, and to the world;
- A video or podcast of an unrehearsed, spontaneous interaction between the student and another speaker responding to the prompt in the target language;
- A summary of (or some other response to) a prompt about a news report, article, or television/radio program in the target language;
- A written or oral presentation about a specific cultural topic related to the language;
- Oral presentation about career(s) where bilingualism is important and why and how bilingualism is a benefit in those careers;
- A personal response essay after attending one or more cultural events from the second language/ culture they are studying.

- **Decide How and When to Administer Partner Language Assessments (School Level)**

Partner language assessment tests are delivered through the computer and involve listening to audio and recording speech. A system check must be conducted on the computer and may include

headphones with a microphone. Demo tests are available and are useful for informing students on the format and expectations of the test. Keep in mind that the AAPPL, STAMP, and ALIRA assessments can each take from two to four hours to administer.

**SMART TASK:** Who will you be testing? Students who apply? What grades will you be testing? When will you be testing? What time of year? Does the district have a timeline for giving assessments? In school? Saturday? After school? Who will proctor the test? How will you assess the components of the portfolio? What rubrics will be used? ACTFL or WIDA Can Do Statements? How do you ensure calibration amongst the teachers or community members assisting with assessing portfolios who use the rubric?

Language proficiency assessed and connected to proficiency targets provides strong evidence of student learning that directly relates to what the student is able to say, read, write, and understand in a second, foreign, or heritage language. Students who understand the language development process are more able to participate actively in their progress.

- **Collect Data to Ensure Programs Are Reaching All Students (District/School Level)**

Data analysis should take place to document the number and type of biliteracy awards given, including data on the proficiency levels, partner languages, and language program types. Develop a departmental, school, and district system to look at the student work and analyze the trends in the data. The trends can point to areas of focus for the coming year as well as areas in which students are excelling. Determine a process to share the individual results with students (and decide whether parents will also be informed) and provide feedback to students on how to improve. Effective programs use data analysis as part of an ongoing discussion with students about proficiency development and how they can improve their own performance.

**SMART TASK:** From which language programs are students earning the LOC Biliteracy Awards? For example, are they earning them from WL ELE programs (including DLE, TBE, and SEI)? How will the data be recorded in individual student records? Which languages are being assessed? How many students are earning the different biliteracy awards? How long is it taking students to prepare for earning the awards? Are there any language groups or students subgroups that are not participating in the awards, and if so, how can we support them?

The Language Opportunity Coalition requests that school districts report data on the LOC Biliteracy Awards (in addition to the statewide data collected by DESE on the State Seal of Biliteracy) so that we may monitor and evaluate the program statewide. **Report your data to the Language Opportunity Coalition at [www.sealofbiliteracy.org](http://www.sealofbiliteracy.org).** (See <http://www.doe.mass.edu/ell/biliteracy/> for DESE reporting requirements.)

**SMART TASK:** Who is responsible for collecting and reporting district award data to the Language Opportunity Coalition and DESE? What process will be used to collect data from different schools and language programs?

## Approved Assessment Instruments and Range of Scores

The list of foreign language assessments with corresponding minimum required scores or levels that the Department accepts for the purposes of meeting the foreign language criteria for the Massachusetts State Seal of Biliteracy can be found in Appendix A of the [Guidance for Implementing the State Seal of Biliteracy](#) ( p. 9).

## Appendix: Seal of Biliteracy Acronyms and Terminology

### **Acronyms**

[AAPPL](#) – ACTFL Assessment of Performance toward Proficiency in Languages

[ACCESS](#) – Assessing Comprehension and Communication in English State-to-State

[ALIRA](#) – ACTFL Latin Interpretive Reading Assessment

[AP](#) – Advanced Placement

[ACTFL](#) – American Council on the Teaching of Foreign Languages

ELs – English Learners

ELPAC – English Learner Parent Advisory Council

[LOC](#) – Language Opportunity Coalition

[LOOK Act](#) – Language Opportunity for Our Kids Act

[MABE](#) – Massachusetts Association of Bilingual Education

[MaFLA](#) – Massachusetts Foreign Language Association

[MATSOL](#) – Massachusetts Educators of English Language Learners

[MCAS](#) – Massachusetts Comprehensive Assessment System

[NABE](#) – National Association of Bilingual Education

[SLPI](#) – Sign Language Proficiency Interview

[STAMP](#) – Standards-based Measurement of Proficiency

[TESOL](#) – Advancing Excellence in English Language Teaching

### **Terminology**

**Academic language use** – Use by students of language for academic purposes

**Biliteracy** – Ability to read and write in two languages

**Biliteracy Attainment Award** – A component of the Multi-Tiered awards of the MA Seal of Biliteracy to honor students who have attained an Intermediate–Low level of proficiency according to the ACTFL Proficiency Guidelines in elementary and secondary school and to encourage further development of higher levels of biliteracy

**Domain or Mode** – Interpersonal (interacts and negotiates meaning in speaking or writing), Interpretive (understands and interprets what is read, heard or viewed), and Presentational (presents information in speaking or writing)

**Dual language programs** – Programs in which literacy and content is taught in two languages

**English language education** – Programs to support learners of English

**Functional language use** – Language used to complete the functions or tasks of daily life

**Immersion programs** – Programs in which literacy and content are taught in a language other than English

**Mode or Domain** – Interpersonal (interacts and negotiates meaning in speaking or writing), Interpretive (understands and interprets what is read, heard, or viewed) and Presentational (presents information in speaking or writing)

**Multi-Tiered Awards** – Levels of awards to demonstrate the ongoing nature of language learning and to foster a mentality of lifelong learning

**Performance** – the carrying out of a task or language function (e.g., listing, asking and answering questions, describing, etc.)

**Portfolio** – documentation of a range of performances to demonstrate a sustained level of performance or growth over time

**Seal of Biliteracy Pilot** – A collaboration of teachers and leaders of all types of language teaching programs, all languages and levels to create criteria for the Seal in MA, which began in 2014 and continued through spring of 2018

**Skill** – the four skills of language are speaking, writing, reading and listening

**Proficiency** – Practiced performances develops language proficiency in increasingly higher levels; Novice, Intermediate, Advanced, Superior, and Distinguished (with sub levels of Low, Mid, and High)

**ACTFL Proficiency Guidelines** – a description of what people can do with language in terms of speaking, writing, reading and listening in real-world situations in a spontaneous and non-rehearsed context

**Seal** – a stamp, emblem or representative insignia

**Seal of Biliteracy** – a national movement to reward students for attaining a functional level of biliteracy by high school graduation

**World language programs** – programs that teach world languages to native speakers of English