



Seal of Biliteracy



Kentucky guidelines for establishing a local Seal of Biliteracy

The purpose of these guidelines is to help districts and schools establish a Seal of Biliteracy or other programs to recognize high school graduates who attained a high level of proficiency in one or more languages, in addition to English. As local boards of education (BOE) award diplomas and determine how to best recognize students, the following information will provide guidance and best practices on what to consider when establishing a local Seal of Biliteracy.

What is a Seal of Biliteracy?

In the [*2015 Guidelines for Implementing the Seal of Biliteracy*](#), the American Council on the Teaching of Foreign Languages (ACTFL), the National Association of Bilingual Education (NABE), the National Council of State Supervisors for Languages (NCSSFL) and TESOL International Association define the Seal of Biliteracy as “an award given by a school, district or state in recognition of students who have attained proficiency in English and one or more other world languages by high school graduation.”

How may a student earn a Seal of Biliteracy?

Students, as determined by a local BOE or governing board, are eligible to earn a Seal of Biliteracy based on evidence of achieving the designated level of language proficiency in English plus one or more other world languages during their high school years.

The Kentucky Department of Education (KDE) recommends the following:

- This eligibility should stand regardless of language background or any identified condition that may exclude demonstration of language proficiency in one or more of the required modes of communication.
- Students of American Sign Language (ASL), Classical Languages (Latin and Classical Greek) and Native American Languages also should be entitled to earn a Seal of Biliteracy.
- Participation in this program should be voluntary, and students could earn a seal in multiple languages.
- Certain components for a Seal of Biliteracy could be completed prior to high school for some students; for example, English learners and other populations.

What are possible criteria for eligibility?

To determine a student’s eligibility to earn a Seal of Biliteracy, districts and schools may consider the following checklist:

1. The student is eligible to earn a high school diploma.
 - a. The student is currently a senior or junior in good standing; AND
 - b. The student attends a school that provides the opportunity to earn a Seal of Biliteracy.
2. The student meets the English language arts proficiency requirements.
 - a. The student met all language arts requirements for high school graduation per [704 KAR 3:305, Minimum requirements for high school graduation](#); AND
 - b. The student earned a minimum score of an 18 on the ACT English test and a 20 on the ACT Reading test, demonstrating college readiness, or a 22 or higher on the SAT Writing and Language test and 24 or higher on the SAT Reading test; OR
 - c. The student earned a minimum score of a 3.0 or higher on the Advanced Placement (AP) English Language and Composition or AP English Literature and Composition exam; OR
 - d. The student earned a minimum score of 4.5 or higher Overall Composite proficiency level on the ACCESS exam.

Note:

- 1) *Qualifying scores for the English language arts proficiency requirement may come from testing occurring at any point prior to application; thus, there is no time constraint (ex. ACT from sophomore year could be used).*
- 2) *SAT does not disaggregate English and Reading. This score is based on the College Board’s use of concordance tables between the old SAT and the redesigned SAT, to provide updated indicators. The English*

(Writing) and Reading scores are test scores ([go to the College Board's website](#) for more detail on the scores provided with the SAT).

3. The student meets the world language proficiency requirements.

- a. The student passed an AP foreign language examination with a score of 3 or higher; OR
- b. The student passed an IB language acquisition examination with a score of 5 or higher; OR

Note: If a student wants to earn a Seal of Biliteracy, but there is no AP or IB test available for a specific language, the student could demonstrate language proficiency in a world language through other available proficiency testing, such as those mentioned below.

- c. Earned a minimum score of Intermediate-Mid (or equivalent) or higher in all applicable modes of communication on a world language assessment. Every effort should be made to use a nationally valid and reliable exam that demonstrates clear alignment with the [ACTFL Proficiency Guidelines 2012](#).
 - i. For assessments where the designated proficiency level (Intermediate-Mid) is broken down into several sublevels, the required minimum scores should be: Intermediate-Mid in Interpretive Listening (IL), Interpersonal Speaking (IS), Presentational Writing (PW), and Intermediate-Mid in Interpretive Reading (IR).
 - ii. For international assessments whose scoring is aligned to the [Common European Framework of Reference \(CEFR\)](#), the required minimum score could be B1-CEFR.
 - iii. For students seeking a Seal of Biliteracy through languages not characterized by the use of listening, speaking, reading or for which there is not a writing system, they could demonstrate the expected level of proficiency on an assessment that assesses the modalities that characterize communication in that language. Examples are as follows:
 - **American Sign Language (ASL):** Attained the expected level of proficiency in interpersonal signing and presentational signing and demonstrated understanding of ASL (assessments must minimally assess performance or proficiency in interactive, receptive and expressive skills); or
 - **Classical languages:** Attained the expected level of proficiency in interpretive reading and presentational writing of a classical language (assessments should minimally assess performance or proficiency in reading and writing).
 - **Native American languages:** Attained the expected level of proficiency in interpersonal communication, presentational speaking and interpretive listening, as well as writing and reading where a written code exists.

Note: Qualifying scores for the world language proficiency requirement could reflect testing that occurred within the last two years of high school (i.e. junior or senior year).

How might students be recognized for attaining the local Seal of Biliteracy?

Student commendations may include, but are not limited to, the following:

- Indication of a State Seal on transcript/e-transcript (Coming soon to Infinite Campus and Parchment),
- Special seal on the diploma,
- Graduation cord or sash for the ceremony,
- Senior Night award or certificate, and/or
- Verbal or written recognition in the graduation program or ceremony.

Where may additional resources/guidance be found?

- [The Seal of Biliteracy](#)
- [Global Seal of Biliteracy \(theglobalseal.com\)](#)
- [Seal of Biliteracy | ACTFL](#)