

Parent and Student Handbook

Wisconsin Seal of Biliteracy



Wisconsin Seal of Biliteracy

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Criteria

The Wisconsin Seal of Biliteracy is an award given by a school/district to a graduating student in recognition of proficiency in English and at least one other partner language, and for global and sociocultural competence.

BDUSD is proud to offer this pathway for any student wishing to earn a Seal of Biliteracy upon graduation.

This document outlines the criteria for a Seal. Recipients will be awarded:

- a designation on their high school transcript
- recognition at the Senior Awards Ceremony
- a stole to wear at commencement
- publication in a local press release

Definitions

Bilingual: understanding and speaking in two languages

Biliterate: reading and writing in two languages

Anyone receiving a Seal will show intermediate high proficiency in all four areas of speaking, listening, reading and writing.

See **Appendix A** for a glossary of all the acronyms used in this guide.

Benefits

Learning another language

- boosts confidence
- improves formal English
- amplifies creativity, patience, and empathy
- builds concentration and attention span, as well as adaptability to new environments
- increases overall health; like learning to play an instrument, learning another language has been shown to delay dementia and Alzheimer's, and to lower overall stress
- promotes equality, giving recognition and belonging to languages spoken in our community along with their cultures and points of view

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Getting the Seal of Biliteracy

- meets an expected standards for future schools/employers to be able to officially recognize your language skills
- gives an edge over monolingual applicants for competitive jobs
- increases your annual earnings by an average of \$3000/year
- is in demand! Since 2015, job postings for bilingual applicants have doubled nationwide

BDUSD Pathway to the Seal

Level	Ways to participate
4K	• Value bilingualism • Develop home language
Elementary: KG - 5	• Value bilingualism • Develop a partner language • Use both English and partner language
Middle: 6 - 8	• Value bilingualism • Grow in a partner language • Use English and partner language
High: 9 - 12	• Value bilingualism • Participate in formal classes for the partner language (Spanish, German, English, other) • Grow in the Five Cs of Language Learning (Communication, Cultures, Connections, Comparisons, Communities)

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The Three Final Steps (Grades 9-12)

Step One: Demonstrate Intermediate High proficiency in **English** through one of the following standardized measures:

Assessment	Required Minimum	Distinguished Minimum
ACT (American College Test) ELA portion	18	23
Advanced Placement (AP) Exam English Language & Composition	4	5
ACCESS for ELLS (Literacy Subscore)	4	5
AAPPL Proficiency test	I-5	A

See **Appendix B** for the ACTFL proficiency scales.

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Step Two: Demonstrate Intermediate High proficiency in a **Partner Language** through one of the following standardized measures:

Assessment	Language	Required Minimum
AP Exam	German Spanish	3
AAPPL Form B	German Hindi Mandarin Spanish	1-5
AAPPL OPI & WPT (grades 11 and 12 only)	Albanian Cantonese Swahili Tagalog Vietnamese	1-5
Avant STAMP for ASL	American Sign Language	6+
Avant STAMP	Spanish	6+
ALTA	Hmong Lao	1+ https://global-exam.com/blog/en/language-proficiency-levels-in-english-explained/

If you do not see your language listed, contact the Seal of Biliteracy Coordinator.

If your partner language is not offered as a World Language course, BDUSD will provide an avenue for Seal recipients to receive elective World Language credits up through Intermediate Level 4. (This process is pending Board approval).

See **Appendix B** for the ACTFL proficiency scales.

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Step Three: Demonstrate Global and Cultural Competency

What is required to demonstrate global and sociocultural competency?

- Provide evidence of Wisconsin World Language Standard Four for Intercultural Communication: Use language and cultural knowledge to investigate, compare, explain, interact, and reflect on the relationships between the products, practices, and perspectives of diverse and dynamic cultures within the local and global communities.
- Provide evidence of Wisconsin World Language Standard Five for Global Competence and Community Engagement: Use language and cultural knowledge to investigate the world, recognize diverse perspectives, interact and exchange ideas with people from diverse backgrounds, and engage with others to improve conditions within the local and global communities.

Reference: https://dpi.wi.gov/sites/default/files/imce/standards/New%20pdfs/WorldLanguagesStandards_7-31-21.pdf

How is this achieved?

- A. Read at least 4 works of international/cultural media, at least one of them being a work of fiction, at least 3 of them in the partner language. Write a reflection of each work.

OR

- B. Prepare and present (using digital media) to a formal audience on the importance of bilingualism.

See **Appendices C, D and E** for the checklist and rubrics of these components.

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Other Sources/Resources

- <https://duallanguageschools.org/school-talk/benefits-of-the-seal-of-biliteracy-to-students/>
- <https://blog.istation.com/3-key-benefits-of-student-biliteracy#:~:text=Enhanced%20Cognitive%20and%20Emotional%20Skills,brains%20to%20think%20about%20language>
- <https://www.mondly.com/blog/benefits-of-being-bilingual/>
- <https://www.npr.org/sections/ed/2016/11/29/497943749/6-potential-brain-benefits-of-bilingual-education>
- <https://www.psychologytoday.com/us/blog/hide-and-seek/201807/beyond-words-the-benefits-of-being-bilingual>
- https://www.ted.com/talks/mia_nacamulli_the_benefits_of_a_bilingual_brain?language=en
- <https://oxfordhousebcn.com/en/8-hidden-benefits-of-being-bilingual/>
- <https://www.pbs.org/video/is-bilingualism-a-superpower-8msrnx/>
- <https://sealofbiliteracy.org/>
- <https://dpi.wi.gov/english-learners/wi-seal-of-biliteracy>



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Appendix A: Glossary of Acronyms (alphabetical order)

5 C's	Communication, Cultures, Connections, Comparisons, Communities
AAPPL	ACTFL Assessment of Performance toward Proficiency in Languages
ACCESS for ELLs	Assessing Comprehension And communication in English State to State for English Language Learners
ACT	American College Test
ACTFL	American Council on the Teaching of Foreign Languages
AP	Advanced Placement Exam
BDUSD	Beaver Dam Unified School District
OPI	Oral Proficiency Interview
WPT	Writing Proficiency Test

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Appendix B: ACTFL Proficiency Scales

Domain	Novice	Intermediate	Advanced	Superior
Listening	Understand formulaic expressions and contextualized keywords like introductions. Require repetition or a slowed speech rate for comprehension and are most accurate when they can anticipate topics.	Understand simple sentence-length speech on daily topics. Comprehend one utterance at a time while engaging in conversation or listening tasks like receiving directions.	Understand the main ideas in conversation about general topics and compensate for limitations in their lexical or structural control through real-world knowledge and context clues. Understand a range of general interest topics.	Understand familiar and unfamiliar topics. Follow extended discourse and have a greater command over a language due to a broad vocabulary and understanding of complex structures within a specific culture.
Reading	Understand a limited amount of information in predictable texts where the topic or context is familiar, like a credit card receipt. Rely on background knowledge and recognize key words.	Understand information through context clues in predictable texts. Comprehend texts that convey basic information and messages in everyday contexts.	Understand the main ideas in a text and use context clues to compensate for any limitations. Understand texts with a clear and predictable structure and show independence in reading new subject matter.	Understand texts from many genres and draw inferences from complex structures and target cultures. Understand texts with specialized vocabulary and elements such as hypotheses and abstract linguistic formulations.
Writing	Copy or recall basic words or phrases. Express simple biographical information and may be able to produce a limited number of words or phrases from memory.	Meet functional writing needs, such as simple messages and letters, and respond to basic questions in written form. Use language to communicate facts and ideas through loosely connected sentences in the present tense.	Write formal and informal correspondence in past, present, and future time frames. Produce a paragraph of connected discourse and showcase control of frequently used writing structures.	Produce formal and informal correspondence that deals with concrete and abstract topics. Organize and prioritize ideas and showcase a high degree of control with a precise and varied vocabulary.
Speaking	Communicate about topics directly affecting them through isolated words they have memorized or encountered frequently. Generally provide short responses.	Discuss familiar topics directly related to their daily lives. Can recombine what they have learned to express ideas and ask simple questions to succeed in survival situations.	Actively participate in conversations to communicate information about themselves and topics of interest on a community or international scale. Deal with unexpected complications in social situations and narrate and describe past, present, and future events.	Accurately and fluently communicate to participate in conversations on various topics. Present their opinions, use extended discourse without unnaturally long hesitations and provide structured arguments.

Taken from <https://www.language-testing.com/actfl-proficiency-scale>

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Appendix C: Global and Cultural Competency Checklist

Student name: _____

Task	Language(s)	Date completed
A. Read at least 4 works of international/cultural media, at least one of them being a work of fiction, at least 3 of them in the partner language. Write a reflection of each work. (scored rubrics attached)		
B. Prepare and present (using digital media) to a formal audience on the importance of bilingualism. (scored rubric attached)		

Signature of Seal Coordinator: _____

Date of verification: _____

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Appendix D: Rubric for Reflections

Directions

Read at least 4 works of international/cultural media, at least one of them being a work of fiction, at least 3 of them in the partner language. Write a reflection of each work.

Write a paragraph (6 - 8 sentences, 300-500 words) reflection of the work. What new information did you learn (description)? How has this information impacted you? How does it compare with your prior knowledge and/or experiences (analysis)? Give supporting details from the text (evidence).

Title of work: _____

Fiction or nonfiction: _____

Language: _____

Criteria	Needs Improvement (Novice)	Approaches expectations (Developing)	Meets expectations (Intermediate)	Excellent (Advanced)
Writing - simplified ACTFL rubric	basic words or phrases information is simple and limited phrases	functional words and phrases, mostly informal information is in simple sentences facts and ideas loosely connected using present tense	proficient words and phrases formally written sentences are more complex and well structured, topics are common facts and ideas are well connected and use past, present, and future tenses appropriately	better than expected vocabulary and phrasing sentences are complete and well structured, topics are both concrete and abstract facts and ideas show a high degree of precise and varied vocabulary and proper use of the subjunctive tense
Reading - simplified ACTFL rubric	shows basic/limited understanding of the text/work relies more on background knowledge and keywords/cognates	shows growing understanding of the text/work relies on texts/works that convey basic information and everyday contexts	shows understanding of the main ideas in a text/work, uses context clues to compensate for limitations shows understanding of texts/works and independence in reading new subject matter	shows understanding of texts/works from many genres, draws inferences and transfers cultural contexts shows understanding of texts/works with specialized vocabulary and abstractions

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Criteria	Needs Improvement (Novice)	Approaches expectations (Developing)	Meets expectations (Intermediate)	Excellent (Advanced)
Description	limited description of the case, conflict, challenge, or issue of concern in the text/work	partial description of the case, conflict, challenge, or issue of concern in the text/work	complete description of the case, conflict, challenge, or issue of concern in the text/work	rich and detailed description of the case, conflict, challenge, or issue of concern in the text/work
Analysis	shows limited understanding of a culture explanations are incomplete or oversimplified no attempt to integrate relevant facts, relationships, and self in the analysis	shows partial understanding of a culture some explanations are unclear and/or inaccurate slight or unclear attempt to integrate relevant facts, relationships, and self in the analysis	shows understanding of a culture and its language explains well the similarities and differences in languages and cultures clear attempt to integrate relevant facts, relationships, and self in the analysis	shows enriched understanding of a culture and its language explains thoroughly and accurately similarities and differences in languages and cultures clearly integrates relevant facts, relationships, and self in the analysis
Evidence	evidence provided is missing or inadequate to explain and connect the text/work to the written reflection	evidence provided is basic but developing to explain and connect the text/work to the written reflection	evidence provided is appropriately explains and connects the text/work to the written reflection	evidence provided is expertly explaining and connecting the text/work to the written reflection

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Appendix E: Rubric for Presentation

Directions

Prepare and present (using a sort of digital media slide presentation) to a formal audience. Make sure to have limited text on each slide, bilingual text on each slide, use formal language and have correct spelling/grammar/appropriate accent marks (organization). Make sure the presentation is engaging to your audience, and addresses this general topic: the importance of bilingualism (slide presentation quality). When you speak, make sure you can be heard by all, and use your best formal language skills (speaking). If you use notes, they are minimal so that you can make consistent eye contact with your audience and demonstrate that you are well prepared (communication). Your presentation should be long enough to appropriately communicate your view on the importance of bilingualism (personal growth and expression), taking about 7 to 15 minutes total.

Rubric: Digital Presentation

Criteria	Needs Improvement (Novice)	Approaches expectations (Developing)	Meets expectations (Intermediate)	Excellent (Advanced)
Organization	poor writing style in clarity and/or frequent errors in grammar, punctuation, and spelling	average and/or casual writing style that is sometimes unclear and/or with some errors in grammar, punctuation, and spelling	above average formal writing style, logically organized, with only minor errors in grammar, punctuation, and spelling	well written and clearly organized, characterized by elements of a strong writing style and free from grammar, punctuation, and spelling errors
Slide presentation quality	presentation is unclear and off topic audio or visual aids are unrelated and ineffective text is hard to read	presentation is unclear or off topic audio or visual aids seem unrelated or ineffective text is hard to read	presentation is clear and engaging on the correct topic audio or visual aids are used appropriately all text is legible/easy to see	presentation is clear and engaging about the topic in a more thoughtful than expected way audio or visual aids contribute with great impact to the presentation text is both legible and attractive

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Speaking - adapted ACTFL rubric	is too hard to hear to assess the context of the speech communicates with limited words that are common/repeated often (short phrases) many errors in pronunciation and does not self correct	is often hard to hear, making understanding difficult communicates with common social language, simple ideas (present tense survival phrases) errors in pronunciation and struggles to self correct	speaks calmly and clearly to be well understood communicates with expanded variety (using past, present and future tenses) good pronunciation, and self corrects with assistance	speaks clearly and loudly so there is no doubt that every person in the room can hear and understand communicates accurately and fluently on multiple topics (including the subjunctive tense) excellent pronunciation, and self corrects
Communication	makes little to no eye contact with anyone in the audience if notes are used, they are very distracting to the presentation	makes limited or minimal eye contact with anyone in the audience if notes are used, they distract from the presentation	makes reasonable eye contact with the audience if notes are used, they do not distract from the presentation	makes consistent eye contact with everyone in the audience multiple times if notes are used, they are not distracting in any way to the presentation
Personal growth and expression	does not demonstrate personal growth and awareness or demonstrates a neutral experience with negligible personal impact	demonstrates less than adequate personal growth and awareness through few or simple examples, insights	demonstrates satisfactory personal growth and awareness through some inferences made, examples, insights, and challenges	demonstrates significant personal growth and awareness of deeper meaning through inferences made, examples, well developed insights, and substantial depth in perceptions and challenges

Length of presentation: _____