

Timestamp	Credits	Credits	English Language Proficiency	English Language Proficiency	Partner Language Proficiency	Partner Language Proficiency	Pilot Participation	Overall	Overall Process	Email	Overall Impression and Process...	Data	Pathways	Student Count	Student Count	Student Count	Additional Comments
11/10/2014 16:49:47	4			I really like the portfolio option, which may especially work well for native speakers of partner languages and DL enrollees, as an option beyond the AP, IB, etc. I would also like to consider have an ePortfolio option available to all kids pursuing the Seal.	3		No	4	5		Tim is doing a great job with opening doors for stakeholders to contribute and give input via electronic means and face-to-face. He seems to be listening carefully to both text and audio input.						
11/10/2014 16:50:33	4		4		4		No	4	4								
11/10/2014 16:57:23	4		5		5		Yes	3	4	capener_bradley@salkeiz.k12.or.us	I like the process and I know we have to discuss criteria. That said, we are stuck at a place to know what this means. What does it mean to graduate with a seal? I know that's the more difficult question to answer, but for we at Salem-Keizer, we need to have that clarity so we can build criteria that makes sense.	Yes	AP exam	40-50	50%	50%	
11/10/2014 16:58:45	3	I'm really concerned about the idea of making going through any certain pathway a requirement to earn the seal of biliteracy - from an equity lens I think this potentially sets up all kinds of potential barriers to access. Providing examples of possible pathways makes sense. Identifying rigorous proficiency targets and developing the various and inclusive ways to document that proficiency level seems to me to be the aim of this work.	3	I'm wondering if this seal is on the diploma wouldn't that in itself serve as documentation of a fairly high level of proficiency in English?	4	I think an ACTFL level of Advanced Low (7) is a rigorous and meaningful level. I think the trick will be finding/establishing a robust set of assessments and processes.	Yes	4	4	mbacon@pps.net		Yes	AP exam	500	250	250	Complete guesses at this point in terms of the numbers. Need check more.
11/10/2014 17:01:15	3	I am comfortable with the conversation, but we are a long way from a decision. We need to articulate the multiple pathways (perhaps not ALL of them) and give options for students. The final draft should show flexibility in the pathway, but not in being qualified to earn the seal. Open to all, but you've got to qualify to get it!	3	Passing the "essential skills" gets the reading and writing components, but what about speaking and listening?	4	The students need to be able to prove proficiency in the 4 domains. AP/IB exams cover this. Not sure about SAT II. Just because a student has been in a language class for 4 years (or 6, or 8) doesn't mean he/she is fully proficient or articulate in that language. this question will also extend to the post-secondary partners.	Yes	4	5	katie.myers@corvallis.k12.or.us	We're getting there!	Yes	Local Assessments with ACTFL Rubric	4 in French, more in another language	100%		I'd use a combination of AP exam and local assess. w/ ACTFL rubric, portfolio, interview panel, etc.
11/12/2014 10:19:36	4		4		3	I would like to take the draft and be able to get some authentic feedback from the ground level at our high school. From principals, counselors, teachers. College to Career	No	3	4	kelly_devlin@ddouglas.k12.or.us							
11/12/2014 10:19:48	4	Very happy with the conversations and request for feedback. I feel strongly that participation in dual language programs not be made a requirement for students who have dual language available.	4		5	Have an oral component in addition to tests that will provide information on how students use the language in interaction and real-time communication.	No	5	5								
11/12/2014 10:20:47	2	I was very uncomfortable with the idea of additional required credits... not sure how the group landed. I appreciated Martha's edits - but they disappeared from my final document here. She had that no additional credits are required - but students had to meet the school's graduation requirement. I voiced my concerns about rural access when additional requirements are put in place.	2		5	Would like to see the portfolio become more of a focus - rather than simply scoring well on a test. I see so much value added in the discussion/oral component to demonstrate proficiency.	No	4	5		Tim, you have done a great job of facilitating this conversation and synthesizing the different points of view.						
11/12/2014 10:21:33	4	Not all district will offer credits in the target languages. Therefore, this may be an internal criteria for districts but would not like to see it as part of the Biliteracy Seal requirements for the state. There was initial conversation about the possibility of having higher education institutions validate the Biliteracy Seal. Is there any way to move the conversation of "credits" to become credits that are accepted by higher ed. institutions?	4		5	Need for inter-rater reliability when scoring language portfolios accross the state.	No	5	5	tcevallos@georgefox.edu	Stakeholder voices are being heard. Good expertise and perspective shared in the meetings that are being facilitated by ODE.						