

# Oregon State Board of Education

April 14, 2016

<p><b>SUBJECT:</b> Oregon State Seal of Biliteracy/ OAR # 581-021-0580 to 581-0021-05842</p>	<input checked="" type="checkbox"/> <b>Consent Agenda</b> <input type="checkbox"/> <b>First Reading</b> <input type="checkbox"/> <b>Action (Adoption)</b> <input type="checkbox"/> <b>Information</b>
<p><b>STAFF NAME &amp; OFFICE:</b> David Bautista and Taffy Carlisle – Deputy Superintendent’s Office – Equity Unit</p>	
<p><b>SUMMARY:</b> Establish requirements for the Oregon State Seal of Biliteracy</p>	
<p><input checked="" type="checkbox"/> <b>New Rule</b>    <input type="checkbox"/> <b>Amend Existing Rule</b>    <input type="checkbox"/> <b>Repeal Rule</b></p>	

## BACKGROUND

The Oregon Diploma requirements were adopted by the State Board of Education in 2007. Those requirements include a minimum number of credits in a variety of academic content areas, demonstration of proficiency in the Essential Skills (Reading, Writing, Math), and personalized learning requirements. In an effort to formally recognize the attainment of mastery in two or more languages, the Oregon Department of Education (ODE) piloted a State Seal of Biliteracy Seal to honor the skills students have acquired, providing evidence of proficiency that may be attractive to future employers and college admissions offices.

The Oregon State Seal of Biliteracy is designed to provide a rigorous, proficiency-based recognition of the linguistic assets and academic skills of biliterate graduates. The Seal creates multiple pathways for students to demonstrate their language proficiency, irrespective of the partner language. With the Seal in hand, students will have a standardized measure of their language proficiency to document and project their skills to college and career pathways.

In 2014-2015, the Department of Education brought the concept of the State Seal of Biliteracy before the board to determine feasibility. The school year of 2014-2015 was the pilot year for the State Seal of Biliteracy, where interested k-12, higher education, and community stakeholders met to determine the processes and assessments that are available for such a Seal of Biliteracy. The group also looked at other states who already have the Seal of Biliteracy in place, to benefit from their processes and procedures. Ultimately, the seals were awarded to high school graduates in four districts. The stakeholders then reconvened in January of 2016 to finalize recommendations to the board.

### 2015-2016 WORKGROUP PARTNER DISTRICTS:

Corvallis	West Linn/Wilsonville
Four Rivers Community School	Portland Public Schools
North Clackamas School District	Hillsboro
Medford	Salem-Keizer
Woodburn	

With the ground work laid, the ODE would like to create an OAR to implement the State Seal of Biliteracy for graduating high school students. This OAR would establish the Oregon State Seal of

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Biliteracy to recognize high school graduates who have attained a high level of proficiency in one or more languages, in addition to English, and makes school district participation voluntary.

REQUIREMENTS FOR THE BILITERACY SEAL	REQUIRED LEVEL OF PROFICIENCY
Coursework and Credits	Meet all graduation requirements
English Language Proficiency	Meet Essential Skills readiness in English
Off the shelf assessment or district collected and scored work sample to demonstrate partner language proficiency	Low Advanced score

Students must demonstrate proficiency in all four domains (reading, writing, listening, and speaking) to earn the State Seal of Biliteracy.

## **SUMMARY OF PREVIOUS BOARD ACTION**

On March 3, 2016, the Board heard the first reading of the Biliteracy Seal rules, and were very supportive. Assessment options, certificate wording, and seal design were presented. Thanks were given to David Bautista for his diligent work to afford this opportunity to the graduating high school seniors in Oregon.

## **POLICY ISSUE OR CONCERNS (IF APPLICABLE)**

During the work sessions this year with representative stakeholders from the pilot districts, there were lengthy discussions surrounding the types of assessments to offer, what domains the group wanted the assessments to address, and what score from each assessment would be rigorous enough to constitute an award of being proficient in two or more languages, one of them being English. It was decided that the student needs to demonstrate proficiency in the four domains of reading, writing, listening, and speaking, and in both English and the world language

Another concern was that of the interrater reliability in the Essential Skills type of samples to demonstrate Biliteracy. This is an accountability issue within districts and the workgroup will trust that districts will seek rigor and proficiency in the four domains of reading, writing, listening, and speaking.

In addition to selecting the assessments and scores, the workgroup needed to redesign the Seal of Biliteracy, as the seal used last year was for that year only. The workgroup created and shared design prototypes and, with ODE management approval, will vote and subsequently use the new State Seal of Biliteracy on future certificates and diplomas.

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## **EFFECT OF A “YES” OR “NO” VOTE (AS APPROPRIATE)**

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**Yes vote:** A yes vote by the Oregon State School Board would mean that those students who meet the proposed criterion, will have demonstrated biliteracy in English and another world language, and therefore, receive the Oregon State Seal of Biliteracy. Students could then enter a college or university that recognizes the Oregon State Seal of Biliteracy and receive post secondary credit for their proficiency in both languages.

**No vote:** A no vote by the Oregon State School Board would mean that there would be no Oregon State Seal of Biliteracy to award to high school graduates, with the added incentive for post-secondary educational credit. In addition, the steps toward cultural awareness, acceptance, and linguistic diversity in our schools could possibly be deterred.

## **STAFF RECOMMENDATION**

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Adopt Administrative Rule as prepared this month     Approve next month  
 No recommendation at this time

**Hearing Date:** April 14, 2016

**Prompted by:**

State law changes     Federal law changes     other

## **CHANGED SINCE LAST BOARD MEETING? (IF APPLICABLE)**

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N/A; first read—hasn't been before board  
 No; same as last month  
 Yes – As follows:

The Board suggested a wording change to the certificate, and the new wording is presented today. Additionally, the seal design was refined and the results will be shared with the board.

## **FISCAL ANALYSIS (AS APPROPRIATE)**

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The fiscal impact for the Department of Education comes from the printing of the seals and certificates, which this year will total approximately \$1,500.00. In addition to that amount will be staffing hours for designing the seal, facilitating the stakeholder work group, manage the data collection from districts, verify that the students have met the requirements for the seal, and organize the seals and certificates to mail to the districts. This is minimal fiscal impact to districts which will depend on whether district offers the seal to students.

## **ATTACHMENTS (e.g., OAR with “track changes” ...)**

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Attachment 1: OAR # 581-021-0580 to 581-021-0582

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## **Oregon State Seal of Biliteracy**

### **581-021-0580 Definitions**

The following definitions apply to OAR 581-022-XXXX to 581-002-XXXX:

- 1) "Assessment" means any of the measurement used to determine target language proficiency.
- 2) "Biliteracy" means the ability to demonstrate a high level of proficiency in reading, writing, listening, and speaking in English and one or more world languages.
- 3) "Oregon State Seal of Biliteracy" means:
  - a. Issued by the Superintendent of Public Instruction that certifies student is biliterate in English and a partner language
- 4) "Partner language" means world language in which the student is proficient.
- 5) "Portfolio of evidence" means the body of work collected to demonstrate a high level of Biliteracy proficiency

### **581-021-0582 Establishment**

1. The State Seal of Biliteracy is established to recognize high school graduates who have attained a high level of proficiency in reading, writing, listening, and speaking in one or more languages in addition to English. The State Seal of Biliteracy shall be awarded by the Superintendent of Public Instruction. School district participation in this program is voluntary.
2. The purposes of the State Seal of Biliteracy are as follows:
  - a. To encourage students to study languages.
  - b. To certify attainment of biliteracy.
  - c. To provide employers with a method of identifying people with language and biliteracy skills.
  - d. To provide universities with a method to recognize and give academic credit to applicants seeking admission.
  - e. To prepare students to be college and career ready.
  - f. To recognize and promote world language instruction in public schools.
  - g. To strengthen intergroup relationships, affirm the value of diversity, and honor the multiple cultures and languages of a community

### **581-021-0584 Criteria**

1. The Department of Education shall develop a process by which school districts shall submit to the Department information on each student who is a candidate for a State Seal of Biliteracy.

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2. The Department of Education shall award a State Seal of Biliteracy to a student who meets all of the following criteria:
  - a) Completed all state and district graduation requirements
  - b) Met the Essential Skills for reading and writing in English
  - c) Demonstrated proficiency in one or more world languages other than English through:
    - i. Examinations and passing scores for each that are identified by the Department of Education
    - ii. Work sample, body of evidence, or portfolio