In addition to the initial conversation about the possibility of having higher education institutions validate the Biliteracy Seal requirements for the state, there was initial conversation about the possibility of students having access to all levels of potential credit options.

There was initial conversation about the Biliteracy Seal, with the idea of having higher education institutions validate the Seal. Is there any way to move the credit option from being an English Language proficiency to something that includes multiple pathways (perhaps not ALL of them) and give students the opportunity to earn the seal from their own district? I voiced my concerns about rural access when it comes to standardized testing in the Seal of Biliteracy.

We need to articulate the conversation, but we are a long way from a decision. We need to establish a robust set of assessments and selecting rigorous proficiency targets. This may be an internal criteria for rural schools. Therefore, this may be an internal criteria for rural schools.

I was very uncomfortable with the idea of additional credits being required in the Seal of Biliteracy. Is there any way to move the Seal of Biliteracy from being a requirement to earning a Seal of Biliteracy? The final draft should show a variety of language programs not be made a requirement for earning the Seal. Open to all, but you've got to qualify to earn the Seal.

I'm really concerned about the idea of making going beyond dual language required for earning the Seal of Biliteracy - from an equity lens I think this potentially sets up all kinds of potential barriers to access. Providing options of pathways into proficiency, and developing those pathways and feedback to stakeholders is important for the success of the Seal.

I'm wondering if this Seal is on the diploma wouldn't it be helpful to have some documentation of a fairly high level of proficiency in another language. Writing components, but what about speaking and listening levels? We need to articulate the conversation, but we are a long way from a decision. We need to establish a robust set of assessments and selecting rigorous proficiency targets, and potentially a robust set of assessments.

Providing options of pathways into proficiency, and developing those pathways and feedback to stakeholders is important for the success of the Seal.

I really like the portfolio option, which may especially work well for students who are not native speakers of English. I would also like to consider having an ePortfolio option available for students who wish to develop their own portfolio. Would like to see the portfolio become more of a focus - not just for students who are in dual language classes, or those who are pursuing the Seal.

Have an oral component in addition to tests that will provide real-time communication. From principals, counselors, teachers, College to Career, this question will also extend to the post-secondary partners. From the post-secondary partners, they will have different perspectives on what this question will also extend to the post-secondary partners. From the post-secondary partners, they will have different perspectives on what is most important in terms of demonstrating proficiency.

Would like to see the portfolio become more of a focus - not just for students who are in dual language classes, or those who are pursuing the Seal. Would like to see the portfolio become more of a focus - not just for students who are in dual language classes, or those who are pursuing the Seal. Would like to see the portfolio become more of a focus - not just for students who are in dual language classes, or those who are pursuing the Seal.

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