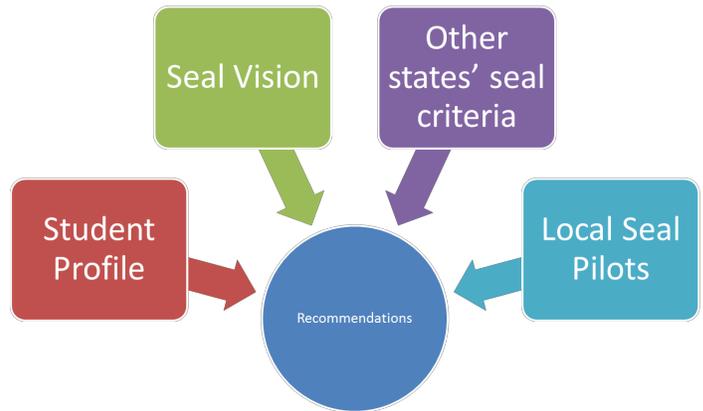


**Background/Context**

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) is investigating the feasibility of 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 State Seal of Biliteracy would follow a staggered implementation, using the 2014-2015 school year as a pilot year of initial implementation of biliteracy seal components. At the close of the 2014-2015 school year, [project stakeholders](#) will meet to reflect and revise project processes. These reflections would inform final Seal policy to present to the State Board of Education for permanent adoption in the Fall of 2015, for formal statewide implementation in the 2015-2016 school year.



**Overview**

Academic rigor and multilinguistic proficiency lie at the heart of the Oregon Seal of Biliteracy. Although biliteracy is not a requirement for the Oregon Diploma, the Seal of Biliteracy recognizes and values biliteracy by honoring student achievement in more than one language, while accurately measuring and documenting academic language proficiency. It is critical that college admissions officers and future employers recognize the value of the biliteracy seal and what it represents. To ensure the Seal’s rigor, multiple measures of student readiness will be used to demonstrate that the graduate is indeed bi-literate.

**Purpose**

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 project their skills to college and career.

**Eligibility**

The eligibility requirements are a critical component of the State Seal of Biliteracy. The Seal must indicate a student's true academic language proficiency in reading, listening, speaking, and writing, while projecting the value of multilingual proficiency to post secondary pathways. The seal must reveal that the bearers are prepared and bring assets that merit recognition in college admissions, employment/salary. Consistency in what the Oregon Seal of Biliteracy is defined as and means is vital to ensure that colleges, employers, and school districts all have a common understanding of its value. The eligibility requirements below were developed by a stakeholder panel comprised of leaders from Oregon's K-12 school system, university system, education nonprofits, and state education agency.

<b>Credits</b>	<b>English Proficiency</b>	<b>Partner Language Proficiency</b>
<p>Credits and the Seal of Biliteracy:</p> <ul style="list-style-type: none"> <li>● To qualify for the Oregon State Seal of Biliteracy, students must meet their school's graduation requirements.</li> <li>● The Seal of Biliteracy does not require additional seat time or credits provided that a student demonstrates academic language proficiency in English and the Partner Language.</li> </ul>	<p>Essential Skills Readiness in English</p> <ul style="list-style-type: none"> <li>● Students receiving the State Seal of Biliteracy must meet the Essential Skills requirements of reading and writing through any of the existing pathways.</li> </ul>	<p>Must use at least one of the following:</p> <ul style="list-style-type: none"> <li>● <math>\geq 4</math> on the International Baccalaureate Exam in the partner language</li> <li>● <math>\geq 4</math> on the AP Language Exam in in the partner language other than English (including American Sign Language)</li> <li>● <math>\geq 3</math> on the AP Literature Exam in in the partner language Language other than English</li> <li>● SAT II score of 600 or above in the partner language</li> <li>● CLEP College Level Exam of Proficiency &gt;50 in the partner language</li> <li>● ACTFL rubric score of 7 or above: reading, writing, speaking, listening</li> <li>● Demonstrated via a partner language proficiency portfolio:** <ul style="list-style-type: none"> <li>● <b>Body of work(evidence) that demonstrates language proficiency</b> <ul style="list-style-type: none"> <li>○ reading</li> <li>○ writing</li> <li>○ speaking</li> <li>○ listening</li> </ul> </li> </ul> </li> <li>● academic writing/presentation sample</li> </ul>

		<ul style="list-style-type: none"> <li>● narrative on experiences with the language in the community (written or oral)</li> <li>● “portfolio for students to demonstrate proficiency in a variety of ways... panel for presentations - included key instructors in 2 way immersion program - quality and importance of inclusion in DTI program (vetting process)”</li> </ul>
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**Timeline**

The timeline suggested below outlines an iterative process designed to build in opportunities to reflect, revise and vet the process for assessing and assigning the Seal of Biliteracy to student diplomas..

Date	Activity
Late April/Early May 2014	Present concept to senior ODE management for permission and guidance on how to proceed.
August, 2014	Present information briefing to the State Board of Education describing draft recommendations and overview of stakeholder engagement process
September, 2014	External group of stakeholders meet to create recommendations for the State Seal of Biliteracy. ODE staff facilitates a consensus building process to further refine recommendations relative to both content and implementation strategy.
December, 2014	Informational presentation to the State Board of Education.
December, 2014	Based on feedback from State Board, continue refining recommendations and prepare pilot districts.
December, 2014 (prior to winter break)	Reach out and invite participating pilot school districts for the State Seal of Biliteracy (limited to districts that participated in the first Stakeholder Panel discussion)
January – May, 2015	Provide technical support to pilot school districts to develop the systems to gather student data and guide students towards completing the requirements for the State Seal of Biliteracy.
February, 2015	Dicuss the pilot rubric for districts that intend to use work sample pathway.
March, 2015	Norm scoring for work samples with pilot rubric.
April, 2015 (WebEx)	For all pilot participants, provide guidance for applying for Biliteracy Seal.
May, 2015 (WebEx)	Provide final rounds of technical assistance at the request of pilot districts.
May, 2015 (WebEx)	Meet with Post Secondary leaders to lay-out college level articulation.
June, 2015 (WebEx)	Celebrate first pilot Seal recipients at participating SD sites.
June – July, 2015	Analyze student work samples for rigor – data to be used to inform and ensure language proficiency crosswalk
Late June/early July, 2015	Reconvene Biliteracy Seal Stakeholder Panel to discuss findings and fine tune first read to State Board of Education.
August, 2015	Present second read to State Board of Education for permanent adoption.

SY 2015-2016	<p>Raise awareness amongst students and parents through sustained outreach parent and student groups. Highlight programs like Title I(a) and I(c) with parent engagement components to leverage outreach.</p> <ul style="list-style-type: none"> <li>● Engage media outlets</li> </ul>
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**NEXT STEPS**

- Identify participating pilot districts
  - [Issued survey at stakeholder webinars](#) -- we have a preliminary group of participants
    - Woodburn (AIS)
    - PPS
    - SKSD
    - Corvallis SD
  - Provide data for psychometrics
    - Matrix of Assessments
      - Each assessment options (for policy)
        - Scale
          - Sub scores by modality?
        - Describe achievement levels
        - Languages available
        - Cost?
  - Independent Pathway
    - Treated like work samples
    - Pilot – list of pathways for data
      - Issue survey to partner districts - *How are students pursuing seal?*
    - Distribution of districts – sufficient content for a final decision
    - Partner Language Notes
      - Consistency.. possibly training enough people on ACTFL scoring so that a portfolio of work could be reviewed, assessed with reliability
      - Training and calibration (anchor papers/ work samples)
      - For students in communities with limited access in-class experiences... include IB standards, e-portfolio
      - ODE Portal - a place to collect portfolio
        - If possible, ODE puts together a panel to review e-portfolios for districts that do not have internal access to bilingual educators who can review student work in partner language (ESDs, or RACs)
        - If possible, ODE annually provides training to district administrators/educators on how to guide students through the portfolio of partner language proficiency and then is submitted to ODE for review
      - Possible to pursue prior to the SSB presentation
        - Survey
          - Quantity

- Pilot participation
  - Pathway
  - Native speakers of English vs. Native speakers of LoTE
  - Provide data?
    - Have
    - Willing to share
    - Type
- ODE Oversight – how to ensure rigor/depth of the seal
  - Create the seal – what will it look like
    - Reach out to CTE programs as a potential project for graphic design programs
      - Contest?
  - Create Seal Website
    - Bodies of evidence – more strength
      - “we can learn from the English side if we learn from the partner language side”
    - Launch
      - w/ timeline to come back and revisit
    - Tool for applying for the Seal
      - [Look at California’s and adapt...](#)
      - Google Form Version - per student
      - Letter of Procedure for awarding the seal
        - [CA letter](#)
- Post-Secondary Articulation
  - Is there a collective value that all Oregon Universities would give to those students earning the Seal?
  - Universities recognize it and it means something to our next steps in post-secondary education. University’s know what it means, so they consider my qualification in entrance applications and credit.