

<b>STATE BOARD OF EDUCATION – ADMINISTRATIVE RULE SUMMARY</b>		
<b>Title/OAR #:</b> First Reading—Oregon State Seal of Biliteracy		
<b>Date:</b> March 3, 2016		
<b>Staff/Office:</b> David Bautista, Taffy Carlisle, Martha Martinez; Office of Teaching & Learning, Equity Unit		
<input checked="" type="checkbox"/> <b>New Rule</b>	<input type="checkbox"/> <b>Amend Existing Rule</b>	<input type="checkbox"/> <b>Repeal Rule</b>
<b>Hearing Date:</b> _____ <input type="checkbox"/> <b>Hearings Officer Report Attached</b>		
<b>Prompted by:</b> <input type="checkbox"/> <b>State law changes</b> <input type="checkbox"/> <b>Federal law changes</b> <input checked="" type="checkbox"/> <b>other</b>		
<b>Action Requested:</b>		
<input checked="" type="checkbox"/> <b>First Reading/Second Reading Agenda</b>	<input type="checkbox"/> <b>Adoption</b>	<input type="checkbox"/> <b>Adoption/Consent</b>

**PROPOSED/AMENDED RULE SUMMARY:**

- Establish requirements for the Oregon State Seal of Biliteracy

**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	

## 4.b

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 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.

<b>REQUIREMENTS FOR THE BILITERACY SEAL</b>	<b>REQUIRED LEVEL OF PROFICIENCY</b>
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.

### **ISSUES/CONCERNS THAT SURFACED DURING RULE WORK:**

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.

### **CHANGED SINCE LAST BOARD MEETING?**

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

### **FISCAL IMPACT:**

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.

**EFFECT OF YES VOTE:**

A yes vote by the Oregon State School Board would mean that those students who meet the propose 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.

**EFFECT OF 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:**

- Adopt administrative rule as prepared this month
- Adopt administrative rule next month
- No recommendation at this time (rarely used)