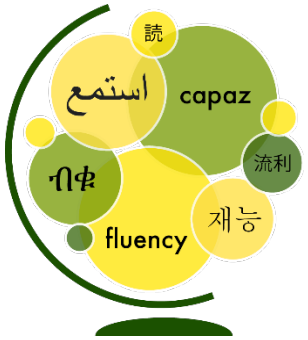
Maximizing the Seal of Biliteracy Opportunity:

Understanding How Language Proficiency is Measured.

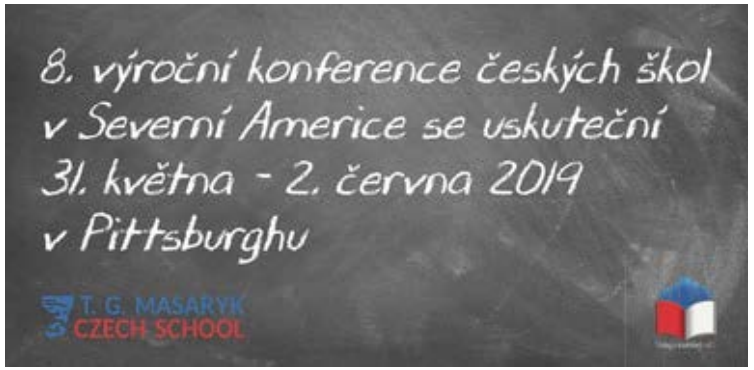
LINDA L. EGNATZ, EXECUTIVE DIRECTOR

GLOBAL SEAL OF BILITERACY

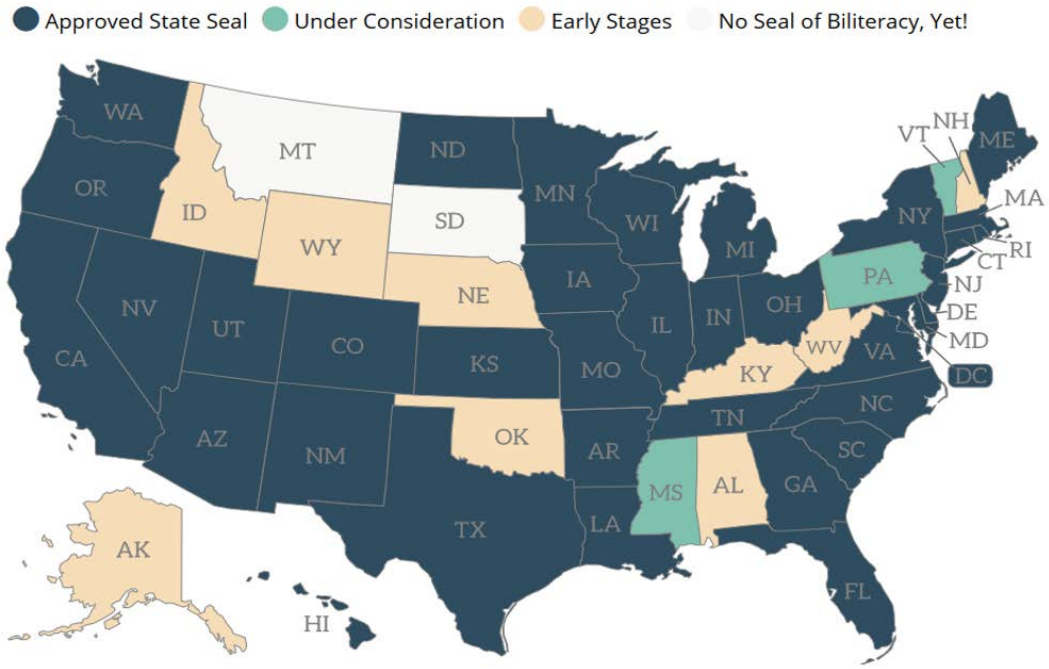


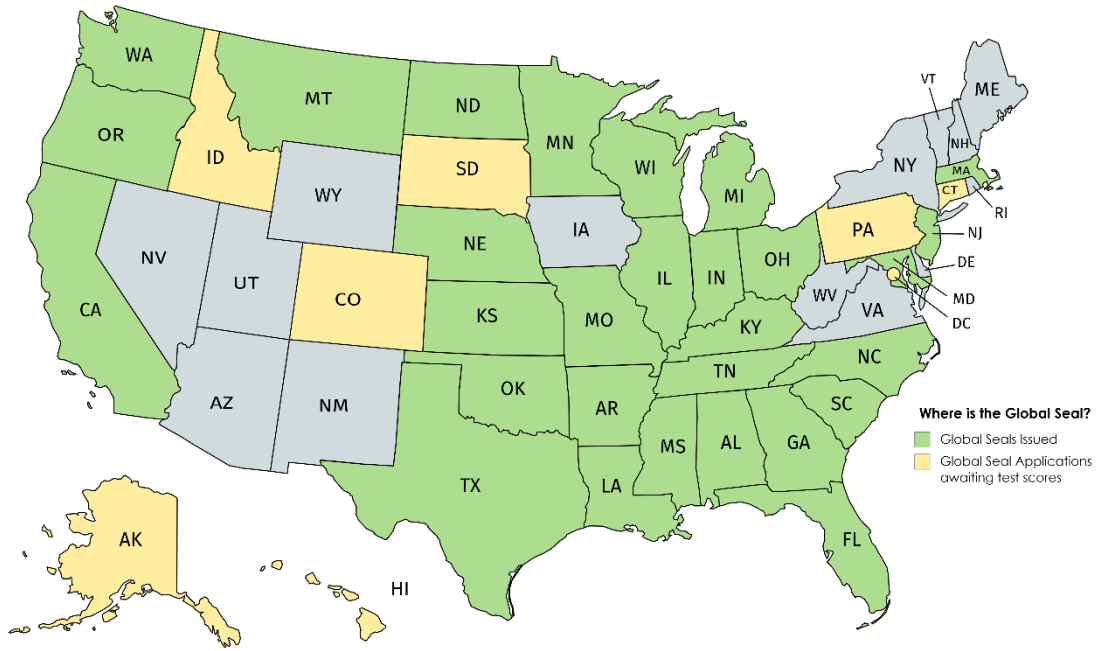
www.theglobalseal.com
linda.egnatz@theglobalseal.com

@globalbilitseal
@miprofeAP



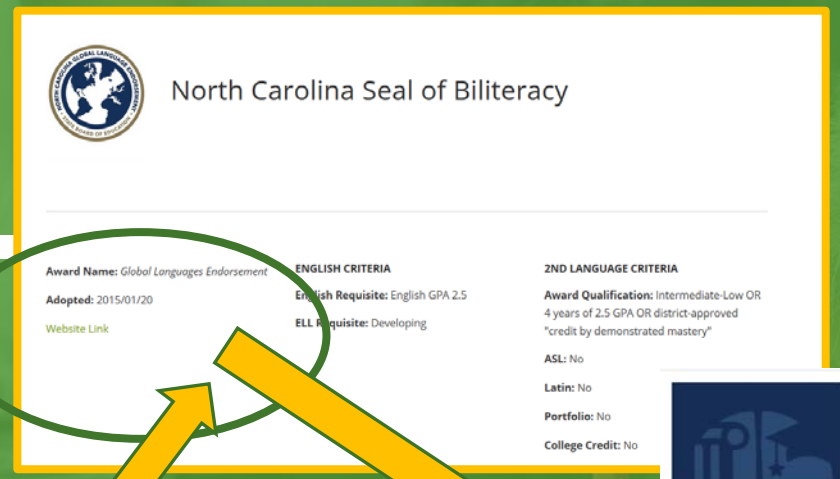
The Seal of Biliteracy: Pathway & Target

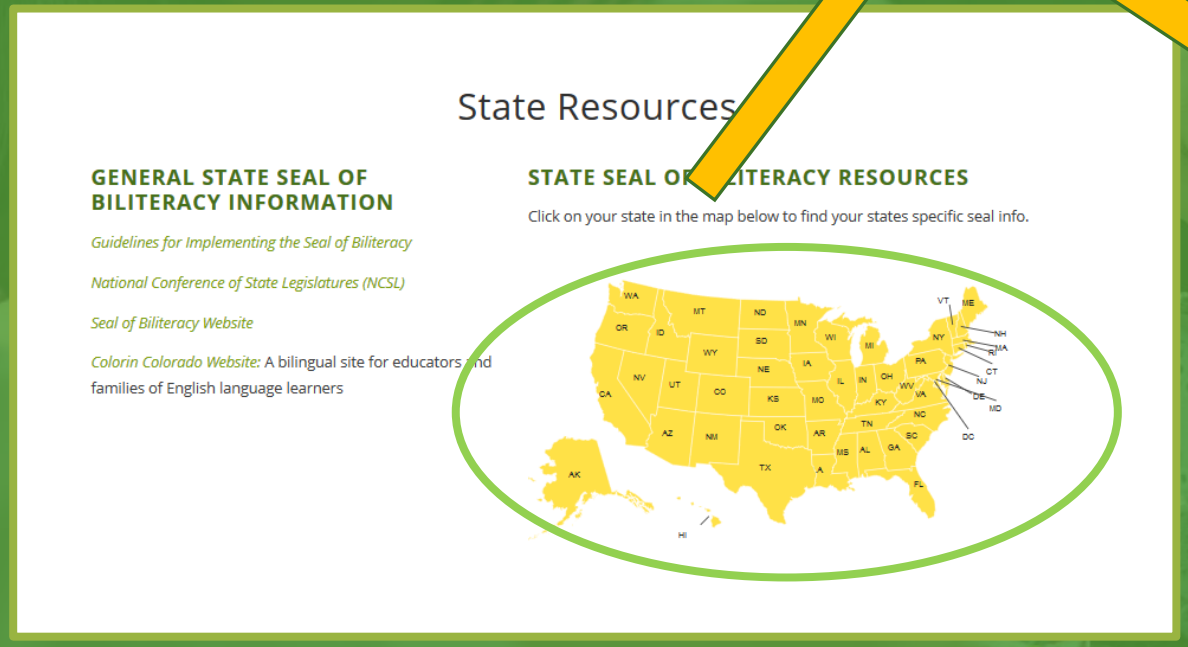


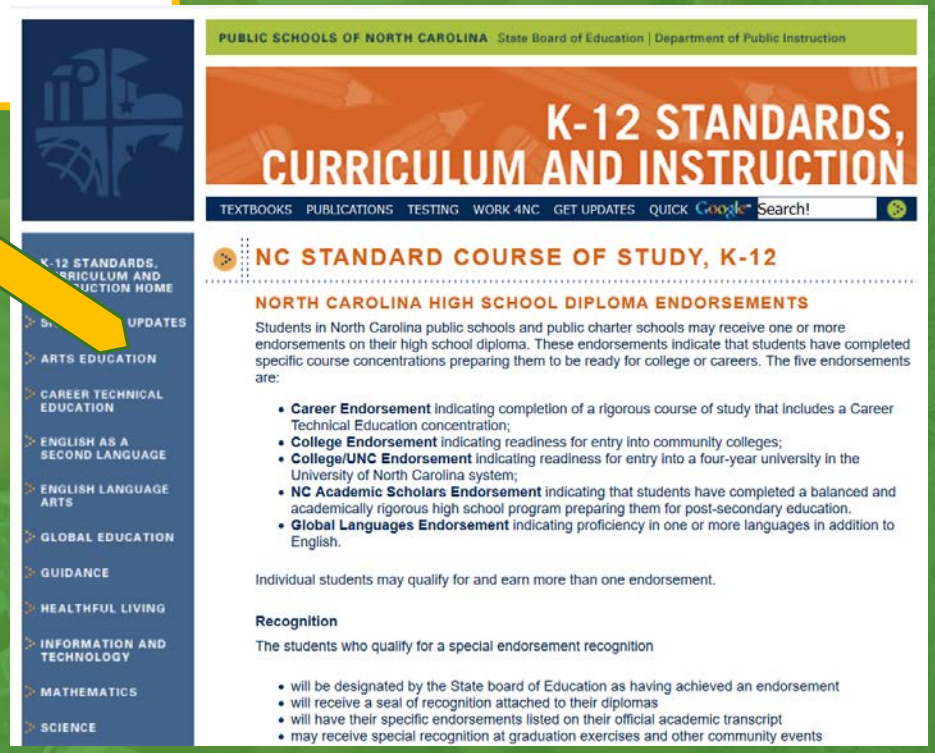


Links to state websites

https://www.theglobalseal.com/state-resources/







Global Seal of Biliteracy

- ✓ **Universal proficiency criteria – 2 levels**
  - Functional Fluency (Intermediate Mid)
  - Working Fluency (Advanced Low)
- ✓ **Externally validated testing**
  - Board of Advisors *(see website)*
  - Inaugural qualifying tests are those most commonly accepted by state Seal programs
- ✓ **Measures all 4 Skills**
  - LCTLs – Accept productive skills for ACCESS
  - Exceptions when not applicable

The SEAL requires External Validation

Qualifying Tests & Requirements

To receive the Global Seal of Biliteracy, candidates or their representative schools or institutions must submit qualifying test scores as evidence of their language skills in two or more languages. The following chart depicts which tests and what scores have been approved to qualify candidates for the Global Seal. Click on tests below for more information.

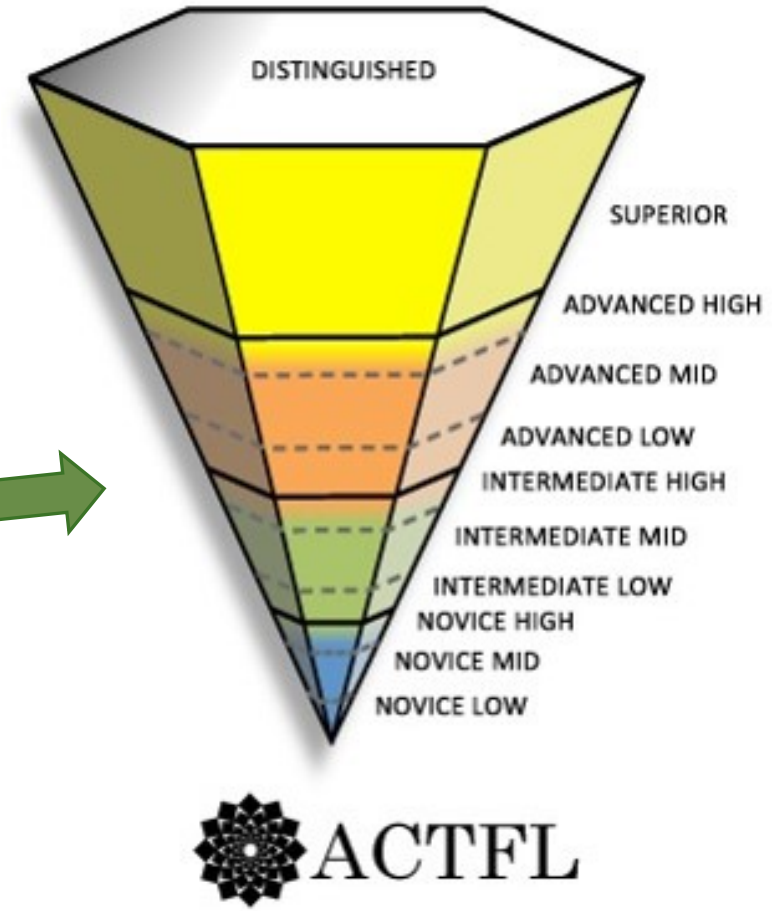
WORLD LANGUAGE REQUIREMENT Can be candidate's first/heritage or second language			
INAUGURAL ASSESSMENTS	**FUNCTIONAL FLUENCY AWARD**	**WORKING FLUENCY AWARD**	**COMMENTS**
Avant STAMP 4S	Intermediate - Mid	Advanced - Low	All 4 components required. STAMP 4S is currently accepted by all state Seal programs.
Avant WorldSpeak	Intermediate - Mid	Advanced - Low	WorldSpeak is widely accepted by states and provides low cost accessibility to Less Commonly Taught Languages measuring Speaking and Writing.
College Board Advanced Placement (AP) Exam	3	5	AP tests are widely accepted by state Seal programs.
International Baccalaureate (Higher Level)	4	6	IB test is accepted by many states (Higher level only)
Language Testing International AAPPL Form B	I4 (Intermediate - Mid)	Advanced - Low	All 4 components required. AAPPL is currently accepted by all State Seal programs.
Language Testing International ALIRA (Latin)	Intermediate - Mid	Advanced - Low	All four skills not required
Language Testing International OPI or OPIc and WPT	Intermediate - Mid	Advanced - Low	OPI or OPIc and WPT is accepted in combination by most states and provides accessibility to Less Commonly Taught Languages. (some states require tests in all four domains: OPI/WPT/RPT/LPT)

Seals of Biliteracy are awarded based on demonstrated PROFICIENCY according to the ACTFL scale.

Qualifying Tests & Requirements

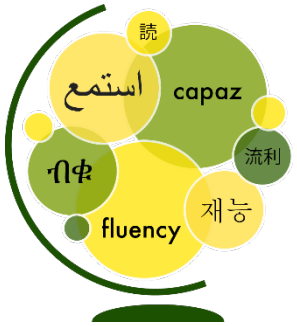
To receive the Global Seal of Biliteracy, candidates or their representative schools or institutions must submit qualifying test scores as evidence of their language skills in two or more languages. The following chart depicts which tests and what scores have been approved to qualify candidates for the Global Seal. Click on tests below for more information.

WORLD LANGUAGE REQUIREMENT Can be candidate's first/heritage or second language			
INAUGURAL ASSESSMENTS	**FUNCTIONAL FLUENCY AWARD**	**WORKING FLUENCY AWARD**	**COMMENTS**
Avant STAMP 4S	Intermediate - Mid	Advanced - Low	All 4 components required. STAMP 4S is currently accepted by all state Seal programs.
Avant WorldSpeak	Intermediate - Mid	Advanced - Low	WorldSpeak is widely accepted by states and provides low cost accessibility to Less Commonly Taught Languages measuring Speaking and Writing.
College Board Advanced Placement (AP) Exam	3	5	AP tests are widely accepted by state Seal programs.
International Baccalaureate (Higher Level)	4	6	IB test is accepted by many states (Higher level only)
Language Testing International AAPPL Form B	I4 (Intermediate - Mid)	Advanced - Low	All 4 components required. AAPPL is currently accepted by all State Seal programs.
Language Testing International ALIRA (Latin)	Intermediate - Mid	Advanced - Low	All four skills not required
Language Testing International OPI or OPIc and WPT	Intermediate - Mid	Advanced - Low	OPI or OPIc and WPT is accepted in combination by most states and provides accessibility to Less Commonly Taught Languages. (some states require tests in all four domains: OPI/WPT/RPT/LPT)

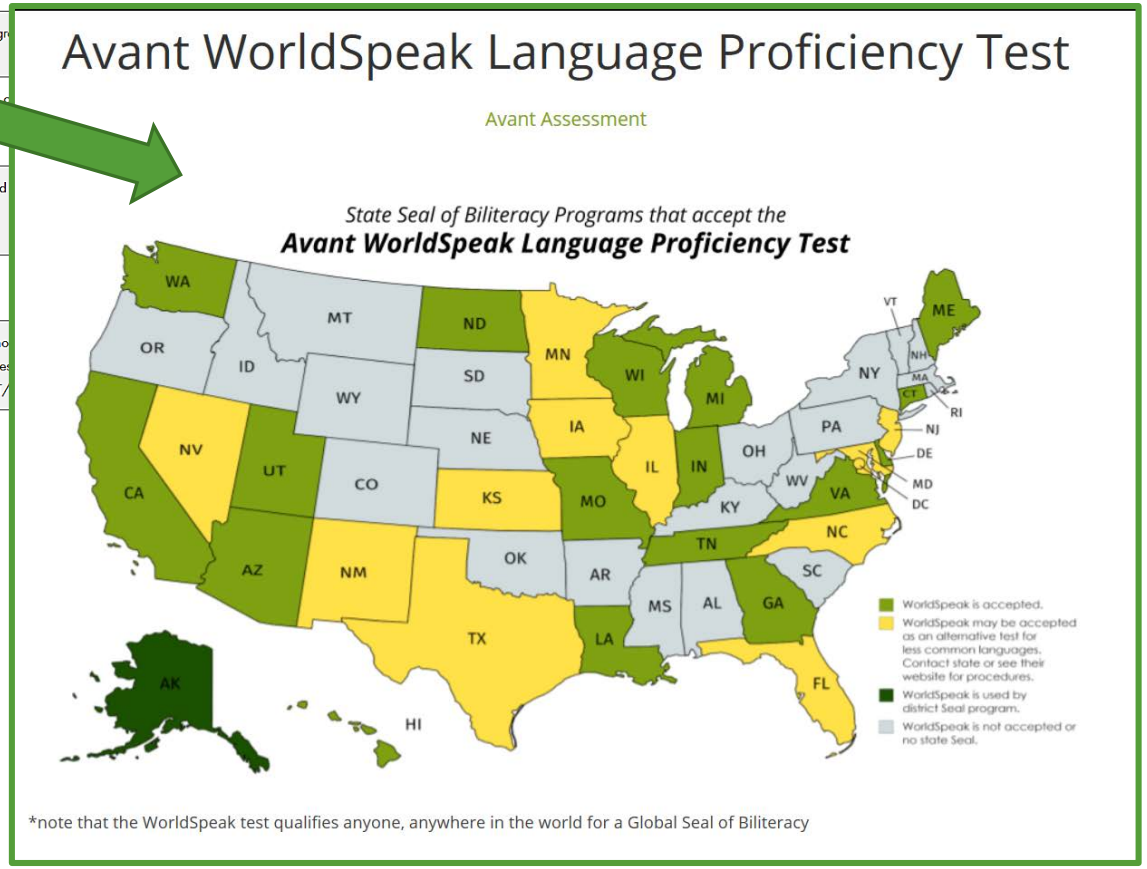


State Seal Information on Global Seal website:

Click on Test for map of State Seals that accept it.

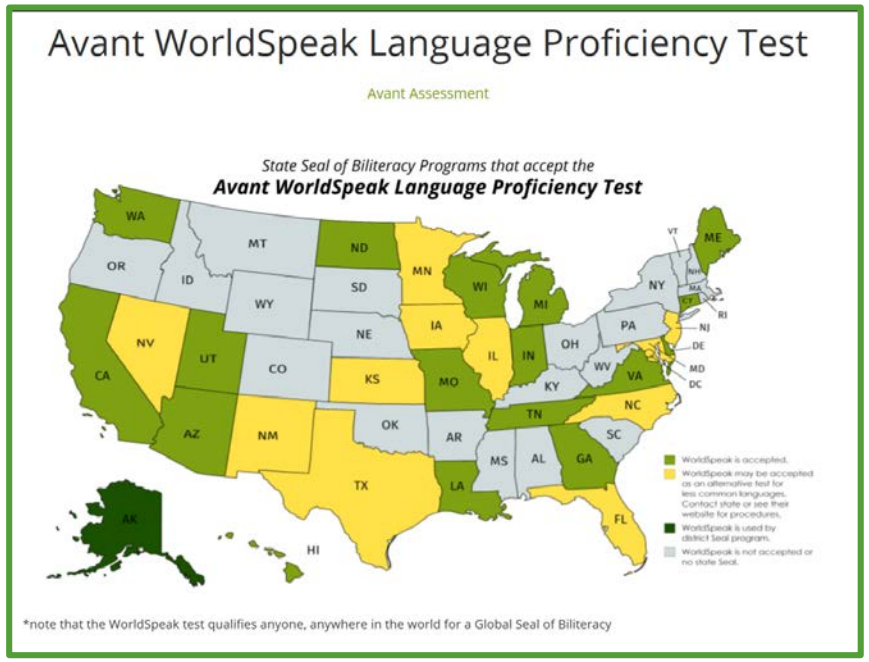


WORLD LANGUAGE REQUIREMENT Can be candidate's first/heritage or second language			
INAUGURAL ASSESSMENTS	**FUNCTIONAL FLUENCY AWARD**	**WORKING FLUENCY AWARD**	**COMMENTS**
Avant STAMP 4S	Intermediate - Mid	Advanced - Low	All 4 components required. STAMP 4S is currently accepted by all state Seal programs.
Avant WorldSpeak	ediate - Mid	Advanced - Low	WorldSpeak is widely accepted by states and provides low cost accessibility to Less Commonly Taught Languages measuring Speaking and Writing.
College Board Advanced Placement (AP) Exam	3	3	ts are widely accepted by state Seal progr
International Baccalaureate (Higher Level)	4	6	IB test is accepted by
Language Testing International AAPPL Form B	I4 (Intermediate - Mid)	Advanced - Low	All 4 components required. AAPPL is currently accepted Seal programs.
Language Testing International ALIRA (Latin)	Intermediate - Mid	Advanced - Low	All four skills not required
Language Testing International OPI or OPIc and WPT	Intermediate - Mid	Advanced - Low	OPI or OPIc and WPT is accepted in combination by mo provides accessibility to Less Commonly Taught Languages require tests in all four domains: OPI/WPT/RPT/



www.theglobalseal.com

Get further information about each qualifying TEST on the Global Seal website:



Test Overview

The Avant WorldSpeak language proficiency test is not timed. Test takers may pause and resume Avant WorldSpeak at any point. Each skill can be taken individually or all in one sitting. On average, test takers take around 60-80 minutes to fully complete the assessment. Advanced level test takers can expect to have longer testing times than Novice level learners.

- Login & Self Assessment: approximately 5 minutes
- Writing: approximately 30-40 minutes
- Speaking: approximately 30-40 minutes

Aligned to the ACTFL Proficiency Guidelines

ACTFL Intermediate-Mid = Avant Score of 5

ACTFL Advanced-Low = Avant Score of 7

Nationally & Internationally Recognized

WorldSpeak is accepted by 29 states for state seal of biliteracy programs, 7 of the 29 states only use WorldSpeak for languages that are less common and do not have many testing options.

Accepted by the Global Seal of Biliteracy

Yes

Requires Proctor

The Avant WorldSpeak assessment must be taken in a proctored environment, with a proctor who is authorized by the organization sponsoring the test.

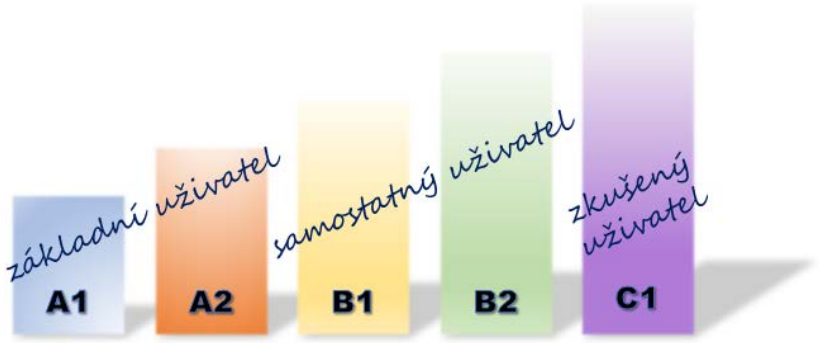
Languages Offered:

- Amharic
- Armenian
- Chin
- Czech
- English
- Filipino
- Haitian-Creole
- Hmong
- Ilocano
- Samoan
- Somali Maay Maay
- Somali Maxaa
- Tamil
- Telugu
- Turkish
- Urdu
- Vietnamese
- Yup'ik

www.theglobalseal.com

CEFR - ACTFL Score Correlations

ONE-DIRECTIONAL ALIGNMENT: Receptive Skills – Reading and Listening			ONE-DIRECTIONAL ALIGNMENT: Productive Skills – Speaking and Writing	
Rating on ACTFL Assessment (LPT, RPT or L&Rcat)	**Corresponding CEFR Rating**		**Rating on ACTFL Assessment (OPI, OPIc or WPT)**	**Corresponding CEFR Rating**
Distinguished	C2			
Superior	C1.2		Superior	C2
Advanced High	C1.1		Advanced High	C1
Advanced Mid	B2		Advanced Mid	B2.2
Advanced Low	B1.2		Advanced Low	B2.1
Intermediate High	B1.1		Intermediate High	B1.2
Intermediate Mid	A2		Intermediate Mid	B1.1
Intermediate Low	A1.2		Intermediate Low	A2
Novice High	A1.1		Novice High	A1
Novice Mid	0		Novice Mid	0
Novice Low	0		Novice Low	0
0	0		0	0



CEFR Czech Language Certificate Exam (CCE)

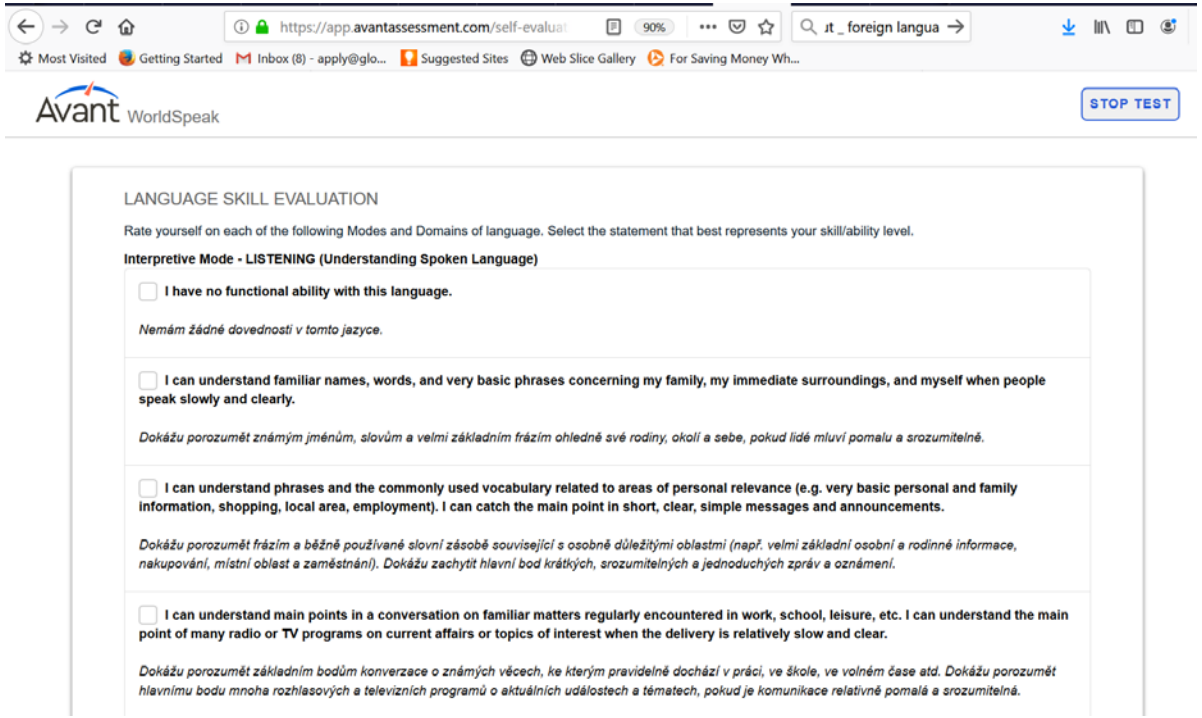
Parts of the exam

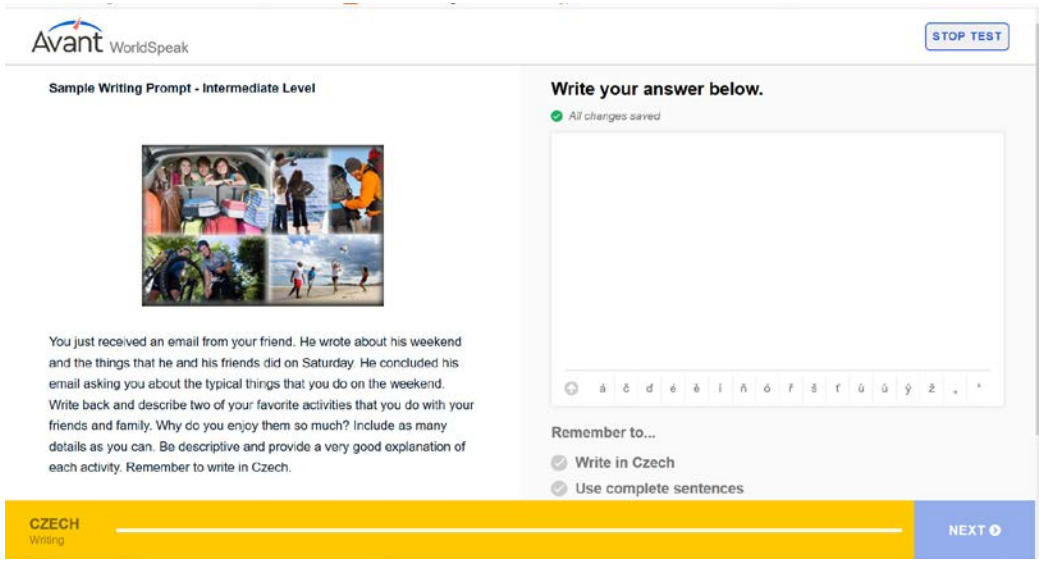
The exam consists of several parts. The length and content of the individual exam subjects depends on the level you choose.

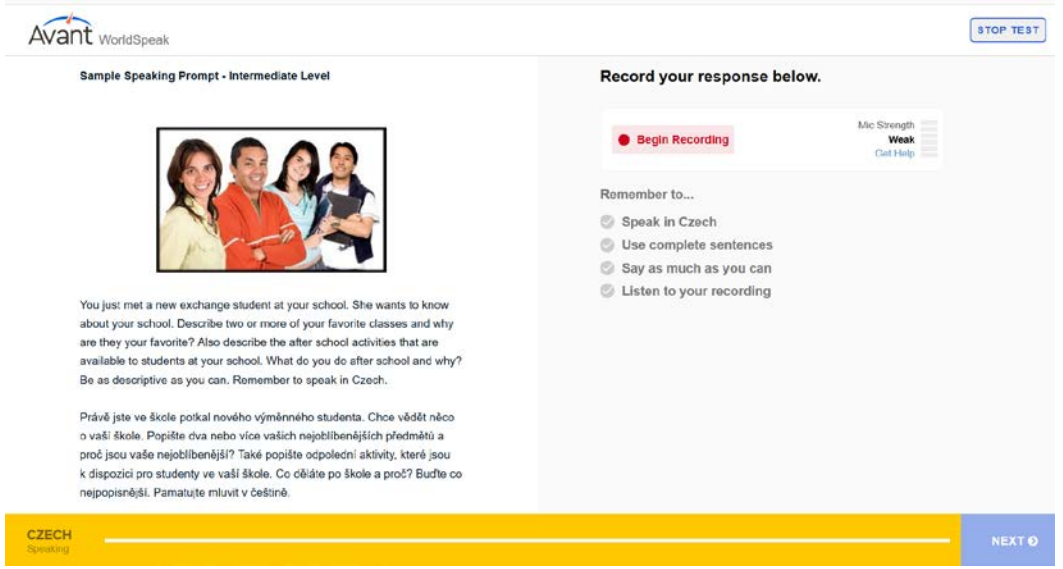
Level	Reading Comprehension	Listening Comprehension	Grammar/lexical test (B2 & C1]	Writing	Speaking*
A1+	Writing 60 minutes	20–25 minutes	none	in the Reading Comprenhension part	5–8 minutes (per person)
A2	45 minutes	20–25 minutes	none	40 minutes	10 minutes (per pair)
B1	50 minutes	35–40 minutes	none	60 minutes	15-18 minutes (per pair)
B1	50 minutes	40–45 minutes	30 minutes	60 minutes	15-18 minutes (per pair)
C1	60 minutes	50–55 minutes	50 minutes	90 minutes	23-27 minutes (per pair)

Cost: $120-172 depending upon level

WorldSpeak for Czech





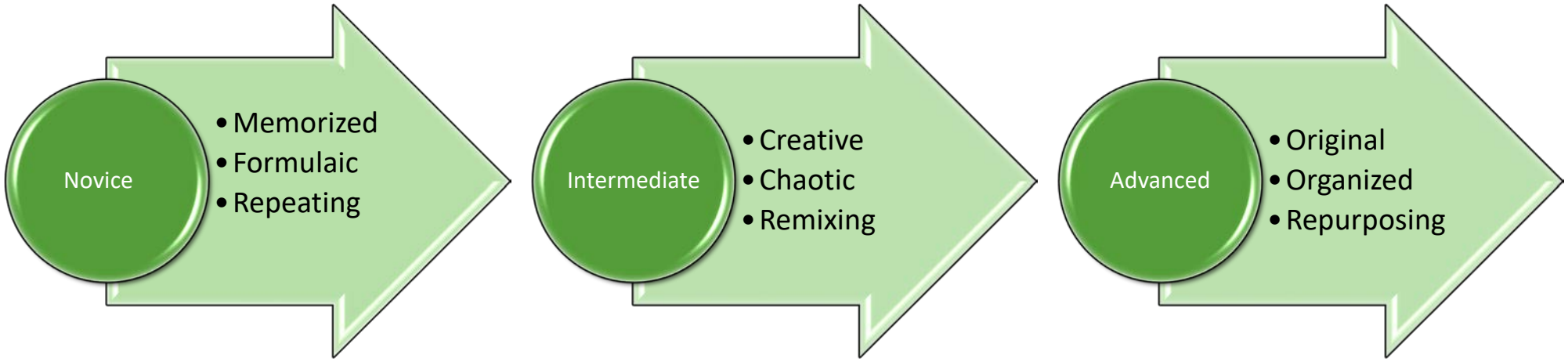


- ❑ Self-Assessment
- ❑ 4 Speaking prompts (3 at Self-Assessed level + 1 above)
- ❑ 4 Writing prompts (3 at Self-Assessed level + 1 above)
- ❑ Scored by trained/certified raters from language community
- ❑ Scores correlated to ACTFL Proficiency Guidelines

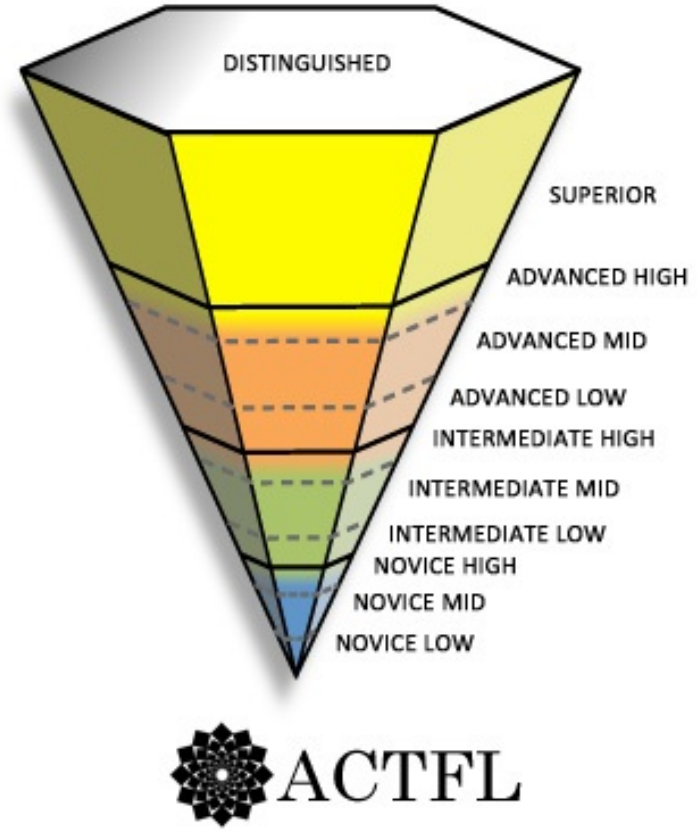
Cost: $49.50 – deliverable online at anytime

Proficiency 101

Aligning Goals for Proficiency Outcomes



Aligning Goals for Proficiency Outcomes



1. Student Outcomes: Why align curriculum to reach Seal of Biliteracy benchmarks?

2. Proficiency Basics: Hallmarks of each level and how they align to curriculum levels

3. Application: How might your school benchmark their curriculum goals to meet Seal of Biliteracy outcomes?

Student Outcomes: Successful Programs

Visionary foreign language programs do 4 pivotally important things:

1) **set proficiency targets for every year of instruction**

2) **design instructional pathways to lead to those targets**

3) **assess--both internally and externally-- to see if the targets are being met**

4) **analyze data** to make appropriate modifications

Greg Duncan, Interprep, Inc

What makes this game worth playing?

#LanguagePassport4All

The Seal of Biliteracy: Pathway & Target

Success: Motivating for Students

The extent to which you feel each item is a benefit of the Seal of Biliteracy?

	Strongly Disagree				*Strongly Agree*
Future employment opportunities	**4%**	**5%**	**14%**	**23%**	**54%**
Future career use	**5%**	**3%**	**14%**	**25%**	**54%**
Additional seal on transcript	**7%**	**3%**	**18%**	**25%**	**48%**
College credit	**6%**	**3%**	**16%**	**28%**	**46%**
Ability to travel abroad	8%	7%	17%	25%	43%
Appreciation of diversity	7%	7%	20%	26%	41%
Ability to speak to others	9%	12%	22%	26%	31%
Stronger analytical skills	14%	12%	29%	22%	24%
Ability to speak to family	27%	17%	22%	12%	22%
Higher ACT/SAT	34%	15%	28%	11%	12%
Better grades	31%	21%	26%	12%	11%

"Seal of Biliteracy Implementation: Benefits & Challenges, Foreign Language Annals, Davin, Egnatz & Heineke Foreign Language Annals 51(2) · April 2018

The Seal of Biliteracy: Pathway & Target

Schools that adopt and promote a Seal of Biliteracy experience an increase in upper level retention

Success: Growing Programs (School A)

Students Enrolled in AP Courses

	2015	2016	2017
	N	N	N
Chinese Language	0	1	4
French Language	14	22	17
German Language	15	23	20
Spanish Language	98	144	227
Spanish Literature	21	16	10
Latin	3	1	1
Total Tests	**151**	**207**	**279**

"Seal of Biliteracy Implementation: Benefits & Challenges, Foreign Language Annals, Davin, Egnatz & Heineke Foreign Language Annals 51(2) · April 2018

The Seal of Biliteracy: Benefits to Students

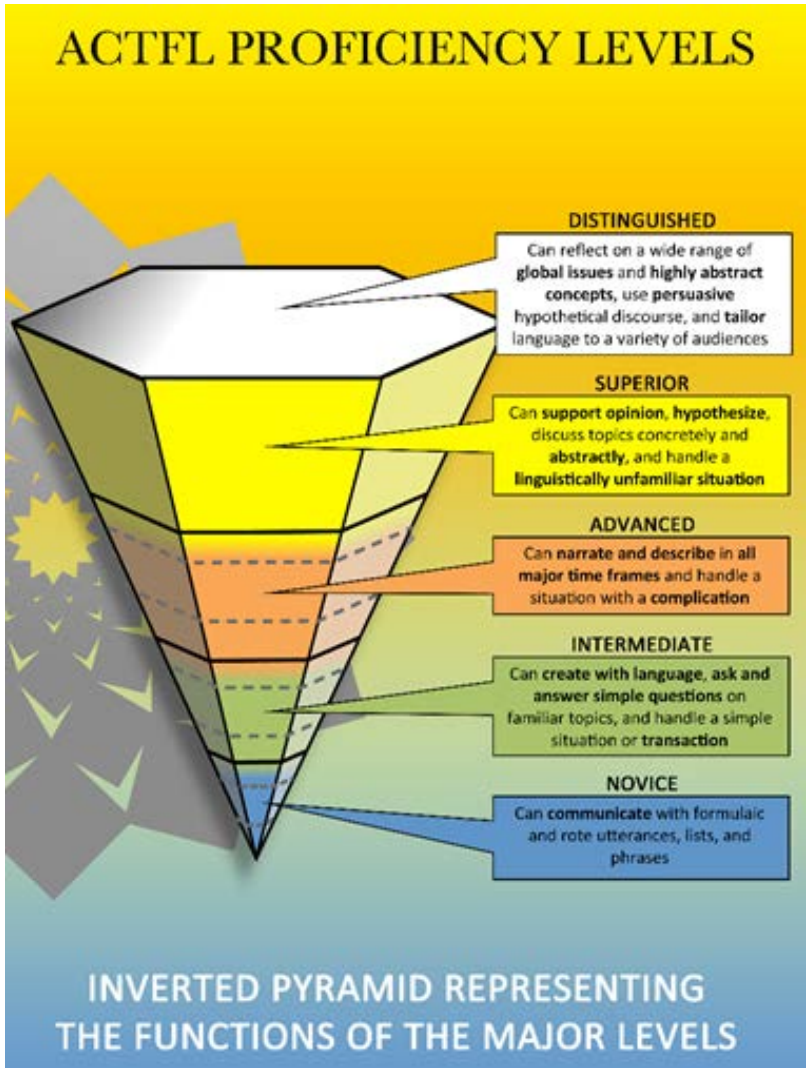
"It gives you a motive to finish. *Before I was like why am I in this class?*

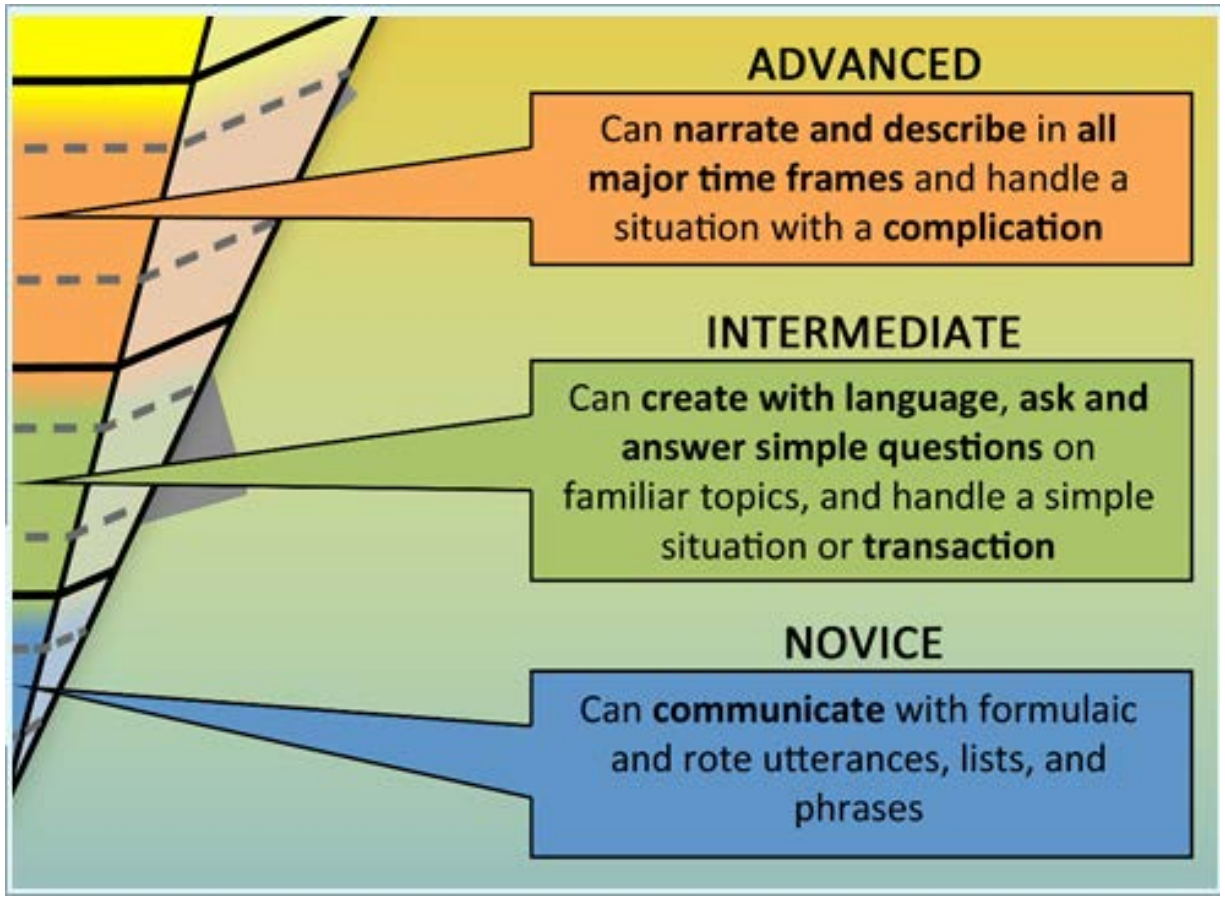
"Seal of Biliteracy Implementation: Benefits & Challenges Foreign Language Annals, Davin, Egnatz & Heineke
Foreign Language Annals 51(2) · April 2018

Beechwood HS (KY) Global Seal of Biliteracy awardees - 2019

- **Credentials matter**
  - Early Admission
  - College Applications
  - Job Resumés / CV
- **Help students articulate their skills**

GO PRO-ficient. How do we get there?

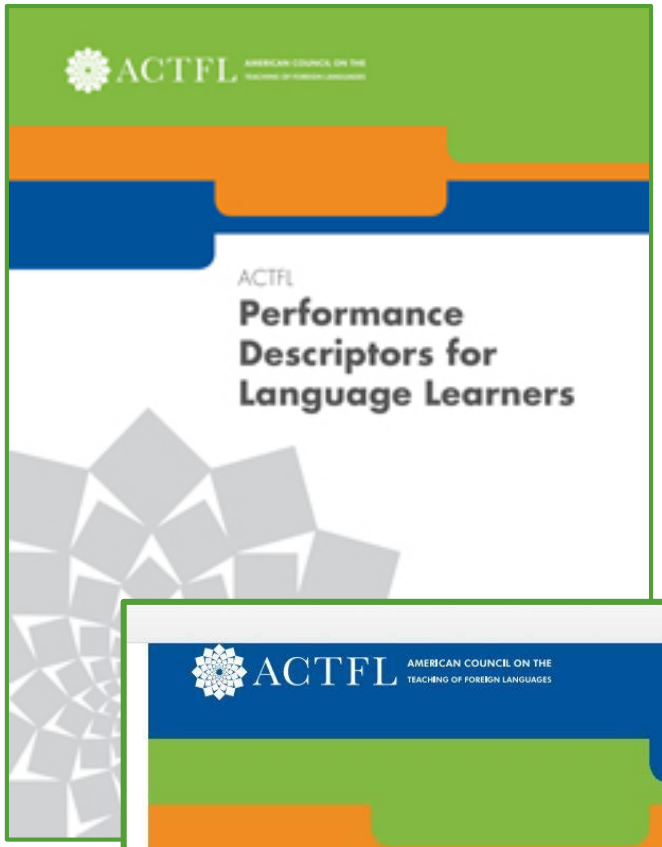




GO PRO-ficient. How do we get there?

WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

GOAL AREAS	STANDARDS		
COMMUNICATION Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes	**Interpersonal Communication:** Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	**Interpretive Communication:** Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	**Presentational Communication:** Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
CULTURES Interact with cultural competence and understanding	**Relating Cultural Practices to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.	**Relating Cultural Products to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.	
CONNECTIONS Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations	**Making Connections:** Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.	**Acquiring Information and Diverse Perspectives:** Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.	
COMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence	**Language Comparisons:** Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.	**Cultural Comparisons:** Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.	
COMMUNITIES Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world	**School and Global Communities:** Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.	**Lifelong Learning:** Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.	



Online video & samples

En general, los hablantes del Intermedio Medio están cómodos al practicar funciones del nivel Intermedio, y lo hacen con considerable cantidad y calidad de lenguaje de nivel Intermedio.

INTERMEDIO BAJO

Los hablantes del subnivel Intermedio Bajo pueden manejar satisfactoriamente un número limitado de funciones lingüísticas simples al crear con la lengua en situaciones sociales directas. La conversación está limitada a algunos intercambios concretos y temas predecibles necesarios para la supervivencia en la cultura de la lengua objetivo. Estos temas se relacionan con información personal básica; por ejemplo, información propia y familiar, algunas actividades diarias y preferencias personales, y necesidades inmediatas, tales como pedir comida y hacer compras sencillas. En el subnivel Intermedio Bajo, los hablantes son principalmente reactivos, y se esfuerzan para contestar a preguntas directas o peticiones de información. También pueden hacer unas pocas preguntas apropiadas. Los hablantes del Intermedio Bajo logran sostener las funciones del nivel Intermedio, aunque sólo escasamente.

Los hablantes del Intermedio Bajo expresan su significado personal al combinar y recombinar lo que ellos saben y lo que oyen de sus interlocutores en declaraciones cortas y oraciones aisladas. A menudo sus respuestas están llenas de vacilaciones e imprecisiones mientras buscan formas lingüísticas y vocabulario apropiado al intentar dar forma al mensaje. Su lenguaje está caracterizado por pausas frecuentes, reformulaciones inefectivas y autocorrecciones. Su pronunciación, vocabulario, y sintaxis están fuertemente influidos por su primera lengua. A pesar de los frecuentes malentendidos que pueden requerir repetición o reformulación, los hablantes del Intermedio Bajo pueden ser entendidos generalmente por interlocutores comprensivos, particularmente por aquellos acostumbrados a tratar con extranjeros.

VIEW SAMPLES

CREATE WITH LANGUAGE/SIMPLE CONVERSATION

Direct Link to Media

RATIONALE FOR RATING

This sample shows the speaker's ability to engage in a simple conversation, providing basic autobiographical

www.actfl.org

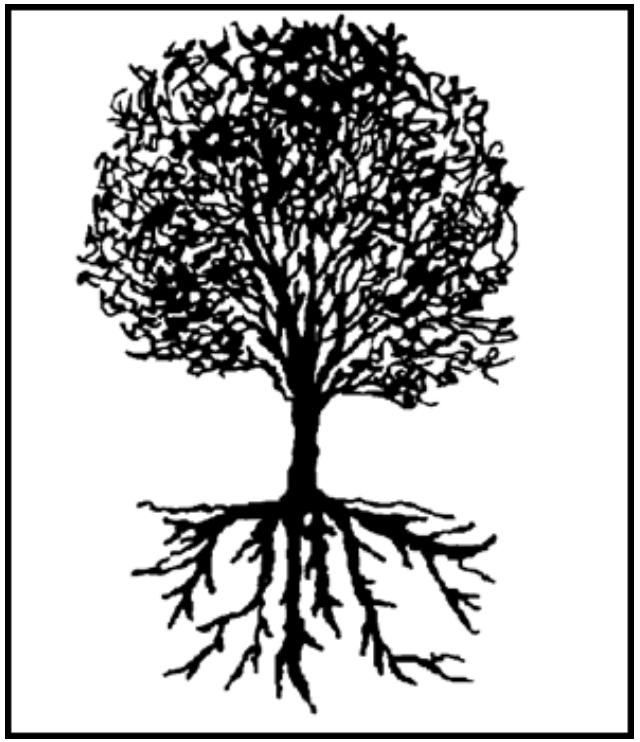
ACTFL Proficiency Guidelines 2012

How to Measure Language Proficiency

- **ROOTS: Content & Context**
- **TRUNK: Language Functions**

(learners need to know WHY?)

- **BRANCHES: Text-Type**
- **LEAVES - Accuracy**



***Design lessons and tasks that have functional goals**, to include specifying clearly the language and activities needed to support and meet the communicative objective. (Backward Design - Grant & Wiggins)*

ACTFL – Proficiency

Branches: Text Type
- words
- sentences
- paragraphs

Leaves: Accuracy
- Pronunciation
- Grammar
- Vocabulary
- Socio-linguistic appropriateness
- Fluency

Roots: Content & Contexts
- Topics
- Social Situations

Trunk: Functions
- Ask & answer questions
- Describe
- Compare & contrast
- Narrate & describe
- Support an opinion

Clementi/Terrill ACTFL Keys to Planning for Learning 2013

Foster Growth of Text-Type

Examen de Escribir 3: Goals: I can describe places. I can tell a past story.

You and your family went on vacation to Cuzco, Perú. In an organized paragraph, describe at least 2 places that you saw and 3 things that you did (alone or with your family) while on vacation. Your goals are to: (1) demonstrate what you've learned about Perú, (2) show that you can describe with detail and (3) tell a story by describing past actions. These photos may give you inspiration for your paragraph, but you may include anything you've learned about Cuzco.

¡Hola! Me nombre es Javier. Mi familia y yo fuimos a Cuzco, Peru. Anduvimos a Machu Pichu. Paseamos en la capital y ver una Festival del sol. La festival fue a Templo del Sol, una iglesia mas importante con los conquistadors y los aztecas. Los piedras con 12 angulos porque dose es un numero mas historico.

September & November

Write a descriptive paragraph that COMPARES and CONTRASTS two members of your family (relatives), one male and one female. (age, physical/personality description, jobs, likes/dislikes, free time activities, responsibilities, favorites, etc.) Use varied vocabulary.

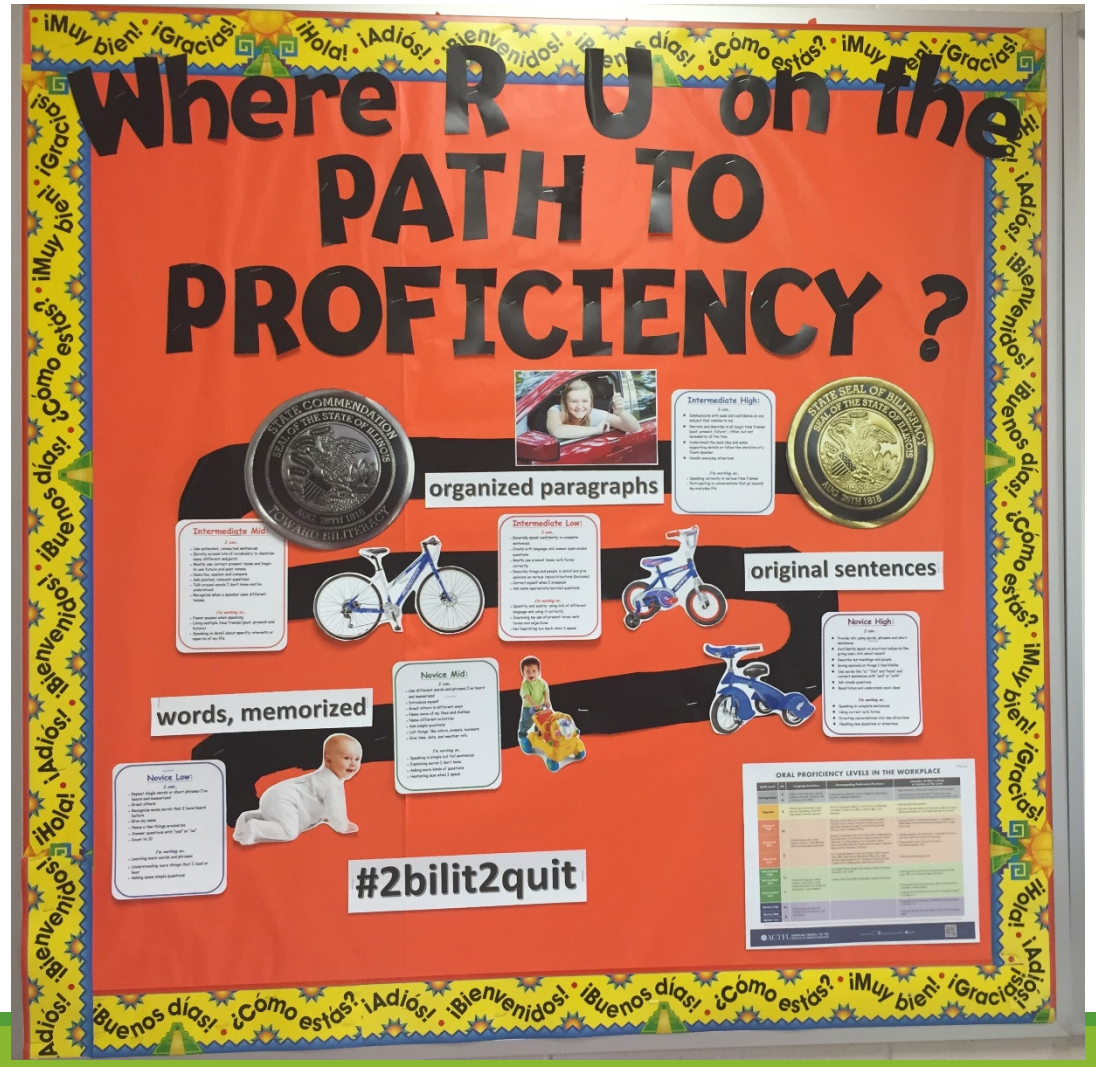
viejo - old

THINK / PLAN SPACE

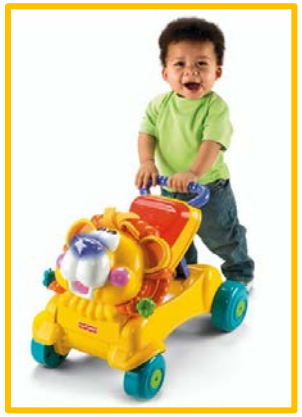
Mi mama y papa no son muy similar. Mi papa es mas alto que mi mama, pero mi mama es mas alto que muchas señoritas. Mi papa trabaja en Ford. Es mecanico. Mi mama trabaja en Metro South. Es enfermera. Mi papa tiene cuarenta y ocho años y mi mama tiene cuarenta y dos años. Mi papa tiene los ojos azules y no tiene mucho pelo. Mi mama tiene los ojos verdes y es morena. Mi mama y papa les gusta cocinar mucho y van al cine para ver las peliculas. Mi mama y papa limpian la casa todos los dias. Mi papa limpia la cocina y mi mama limpia los baños.

Para las Vacaciones, mis padres van South Carolina. Mi papa pesca en los bosques pero mi mama nada en la playa. Mis padres montan los bicicletas y van los mercados en South Carolina. Mi papa le gusta mucho pescado, pero mi mama no le gusta. Ella le gusta carne o hamburguesas. Para el rato solo, mi papa juega los videojuegos a juega con legos. Mi mama vio la television o habla por el telefono con amigas. Mi mama y papa son activo pretendo es leer los libros. Mi papa es muy comico pero es serio por la escuela y trabajo. Mi mama es trabajadora pero es muy cansada todos los dias.

Multi-Lanes: Language Proficiency Levels



Novice:



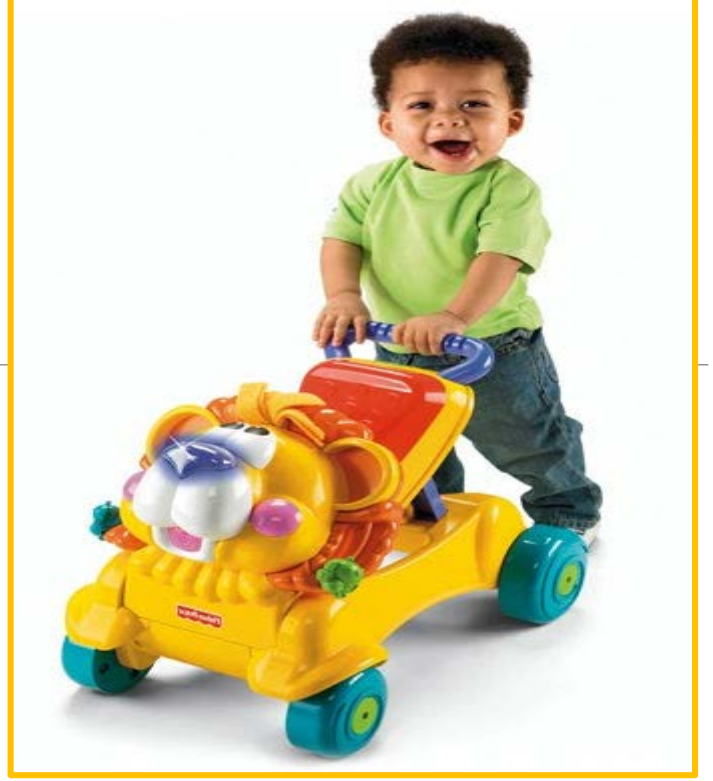
Intermediate:

Novice Low

- ✓ **Increase word count – based on needs**
- ✓ **Get excited!**
- ✓ **Lots of visual support**

- ❑ Word count (50-100)
- ❑ Basic “intro self” vocabulary
- ❑ High frequency memorized phrases
- ❑ Common vocabulary, forms lists
  - ❑ Numbers
  - ❑ Simple nouns
  - ❑ Family words
  - ❑ Color words
  - ❑ Food words

Novice Mid



- ✓ **Describing self**
- ✓ **Focus on "chunks" of language that can be reordered**
- ✓ **Useful questions & answers**

- ❑ Forms simple (practiced) sentences
- ❑ Simple asking / answering questions
- ❑ Short descriptions with memorized structure
- ❑ Expanding vocabulary on common topics
- ❑ Needs visual support

Novice High

- ✓ **Describing people, places, things . . . ideas**
- ✓ **Conversational skills**
- ✓ **Elaborating – creating organized narratives**

- ❑ Forms (elaborated) sentences
- ❑ Asks / answers questions with some detail
- ❑ Series of sentences, sequencing
- ❑ Vocabulary on multiple topics
- ❑ Frequent structural errors

Being understood by a native speaker, including family members, is like . . . removing the training wheels.

Intermediate Low

- ✓ **Describing events**
- ✓ **Intentional recycling of vocabulary / structures**
- ✓ **Agree / Disagree – Supporting opinions**

- ❑ Creates to communicate personal messages with frequent grammar errors
- ❑ "Message" more important than form
- ❑ Vocabulary acquisition slows w/o recycling
- ❑ Can sequence sentence strings, transitions

Intermediate Mid

- ✓ **Describing events in 3 time frames – past – present – future**
- ✓ **Building endurance with authentic resources**
- ✓ **Use the language in REAL ways – Foster interaction with native speakers**

- ❑ Creates to communicate personal messages with fewer grammar errors
- ❑ "Message" is comprehensible to sympathetic native speakers
- ❑ Mix & Matches vocabulary phrases
- ❑ Organized sentence strings, transitions
- ❑ Creates and responds to questions
- ❑ Narrates a story with description

National Heritage Language Resource Center

Needs of Heritage Language Learners

- The formal/academic registers;
- Literacy; Workplace writing
- Vocabulary (academic, work, formal, abstract);
- Aspects of grammar learned by children later in life
- Unmotivated by traditional classroom topics

National Heritage Language Resource Center

Making REAL WORLD Connections through Project-Based Learning

Maria Carreira

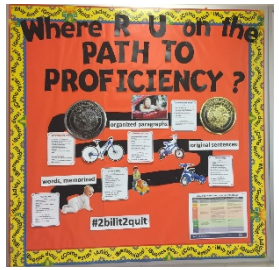
A learner-centered teaching approach in which students work over a period of time on a task which involves engaging with complex issues, solving problems, or meeting particular real life challenges. To communicate their learning, students develop a product (e.g. timelines, blogs, brochures, reports, public-service announcements, etc.).

CHECK OUT THIS SITE! https://studentsatthecenterhub.org/resource/buck-institute-for-education-bie/

Intermediate High

- ✓ **Use language to create products for REAL audiences**
- ✓ **Role-Plays with a twist**
- ✓ **Storytelling**
- ✓ **Deep culture / Social issues**

- ❑ Can communicate on a wide variety of topics
- ❑ Can use past – present – future time frames but with errors.
- ❑ Organized, paragraph-length
- ❑ Struggles but can survive unexpected situations
- ❑ Narrates a story in the past with description



Sharing the Proficiency Pathway with Learners

Describe the beach to a person you've met on vacation in . . .

-- Bolivia, S.A.
-- Chad, Africa
-- Inner Mongolia
-- Kyoto, Japan
-- Bonn, Germany

Novice Low

Describe it using only words. Try to think of the ten most important words to describe it. Be very generic. There can be spelling errors and wrong words like a Kindergartener would make.

Novice Mid

Describe it using simple phrases and lists. You do not need to have verbs. There can be spelling errors and wrong words. "Me like"

Novice High

Describe it using simple sentences with few details. Use "I like", "It has" and "It is". Limit the sentences to 4 words or less.

Intermediate Low

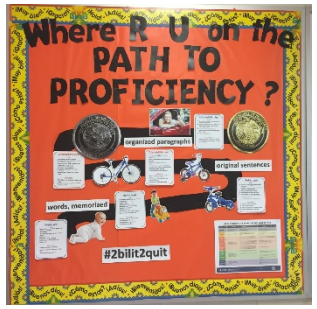
Describe it using detailed sentences with words like "with" "in" "at" "also".

Intermediate Mid

Describe it using detailed sentences. Combine some of your sentences with transition words like "furthermore" "however".

Intermediate high

Describe it using a paragraph with detailed sentences. Include a simple personal story in the past tense. *When I was little, I went...* Also include ordinal words like "first" "last" and "then".



Sharing the Proficiency Pathway with Learners

Novice Low:

I can…

- Repeat single words or short phrases I've heard and memorized
- Greet others
- Recognize some words that I have heard before
- Give my name
- Name a few things around me
- Answer questions with "yes" or "no"
- Count to 10

I'm working on…

- Learning more words and phrases
- Understanding more things that I read or hear
- Asking some simple questions

Novice Mid:

I can…

- Use different words and phrases I've heard and memorized
- Introduce myself
- Greet others in different ways
- Name some of my likes and dislikes
- Name different activities
- Ask simple questions
- List things, like colors, animals, numbers
- Give time, date, and weather info

I'm working on…

- Speaking in simple but full sentences
- Explaining words I don't know
- Asking more kinds of questions
- Hesitating less when I speak

Novice High:

I can…

- Provide info using words, phrases and short sentences
- Confidently speak on practiced subjects like giving basic info about myself
- Describe surroundings and people
- Giving opinions on things I like/dislike
- Use words like "is," "like" and "have" and connect sentences with "and" or "with"
- Ask simple questions
- Read/listen and understand main ideas

I'm working on…

- Speaking in complete sentences
- Using correct verb forms
- Directing conversations into new directions
- Handling new questions or situations

Intermediate Low:

I can…

- Generally speak confidently in complete sentences.
- Create with language and answer open-ended questions
- Mostly use present tense verb forms correctly
- Describe things and people in detail and give opinions on various topics/situations (because)
- Correct myself when I misspeak
- Ask some appropriate/pointed questions

I'm working on…

- Quantity and quality: using lots of different language and using it correctly
- Improving my use of present tense verb forms and adjectives
- Not hesitating too much when I speak

Intermediate Mid:

I can…

- Use extended, connected sentences
- Quickly access lots of vocabulary to describe many different subjects
- Mostly use correct present tense and begin to use future and past tenses
- Describe, explain and compare
- Ask pointed, relevant questions
- Talk around words I don't know and be understood
- Recognize when a speaker uses different tenses

I'm working on…

- Fewer pauses when speaking
- Using multiple time frames (past, present and future)
- Speaking in detail about specific interests or aspects of my life

Intermediate High:

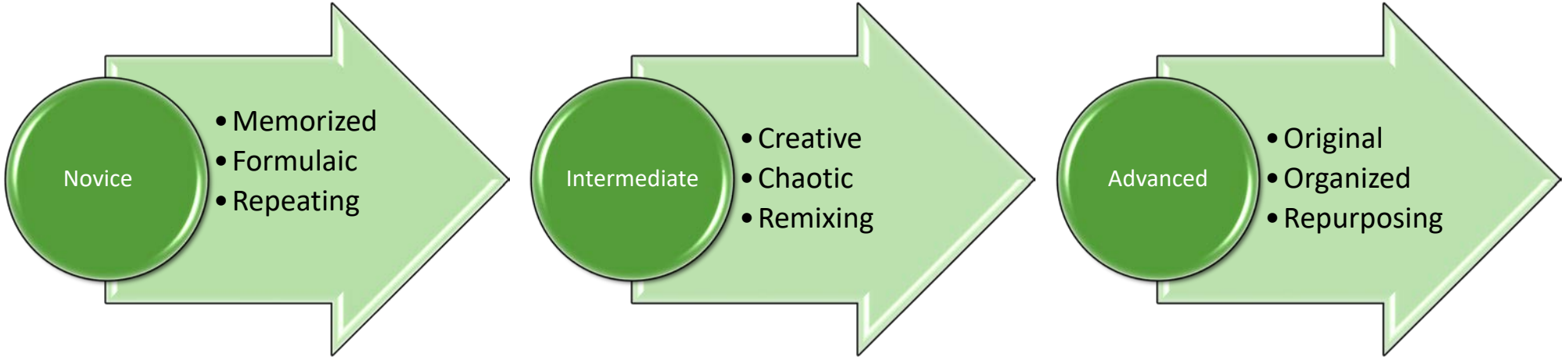
I can…

- Communicate with ease and confidence on any subject that relates to me
- Narrate and describe in all major time frames (past, present, future) - often, but not necessarily all the time
- Understand the main idea and some supporting details or follow the storyline of a fluent speaker
- Handle everyday situations

I'm working on…

- Speaking correctly in various time frames
- Participating in conversations that go beyond my everyday life

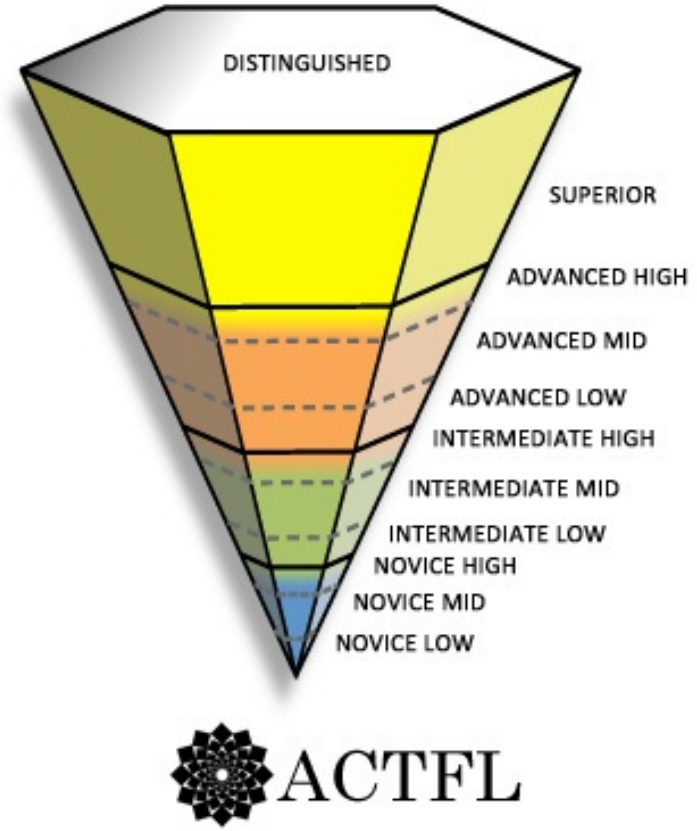
Aligning Goals for Proficiency Outcomes



KEY QUESTION: Is there alignment?

- ✓ **Targeted goal for level**
- ✓ **Summative Assessments are appropriate for level but include REACH and RISK?**
- ✓ **Instructional Strategies intentionally match NEXT TARGETED LEVEL criteria and provide ongoing practice for CURRENTLY ASSESSED LEVEL descriptors?**

Designing Instruction for Proficiency



1. Designing Instruction & Common Assessments to meet Level Benchmarks

2. Activities that Grow Student Language

3. Application: What new instructional strategies could maximize proficiency growth at the level(s) I teach? What might I do to be more effective?

What might a Common Assessment look like?

- ❑ Think REAL WORLD. What tasks could students really do?
- ❑ Incorporate AUTHENTIC RESOURCES and ALLOW for CREATIVITY and EXPANSION (create with language)
- ❑ Students need to "negotiate meaning" either with a text (interpretive) or another speaker (interpersonal) to practice:
  - ❑ Higher-order or On-the-spot thinking
  - ❑ Inference and Circumlocution
- ❑ Example: *"[You] feel ill. Tell someone how you feel. Look up a local doctor. Call to make an appointment, describing your symptoms. Elaborate and provide as many details as possible."*

NCSSFL-ACTFL CAN-DO Statements

ACTFL
AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES

NCSSFL
National Council of State Supervisors for Languages

WHAT ARE THE NCSSFL-ACTFL CAN-DO STATEMENTS?

The 2017 NCSSFL-ACTFL Can-Do Statements, the result of collaboration between the National Council of State Supervisors for Languages (NCSSFL) and the American Council on the Teaching of Foreign Languages (ACTFL) guide:

- Language learners to identify and set learning goals and chart their progress towards language and intercultural proficiency;
- Educators to write communication learning targets for curriculum, unit and lesson plans;
- Stakeholders to clarify how well learners at different stages can communicate.

The statements are organized according to the Interpretive, Interpersonal, and Presentational Modes of Communication as described in the *World-Readiness Standards for Learning Languages*:

- Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Aligned with the *ACTFL Proficiency Guidelines 2012* and the *ACTFL Performance Descriptors for Language Learners* the Can-Do Statements reflect the continuum of growth in communication skills through the Novice, Intermediate, Advanced, Superior, and Distinguished levels.

3 MODES of COMMUNICATION:

- ❑ Interpretive
- ❑ Interpersonal
- ❑ Presentational

- ❑ Intercultural
  - ❑ Investigate
  - ❑ Interract

NCSSFL-ACTFL CAN-DO STATEMENTS

PROFICIENCY BENCHMARKS

	NOVICE PROFICIENCY BENCHMARK	INTERMEDIATE PROFICIENCY BENCHMARK
COMMUNICATION		
INTERPRETIVE	***I can*** identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.	***I can*** understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
INTERPERSONAL	***I can*** communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.	***I can*** participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.
PRESENTATIONAL	***I can*** present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.	***I can*** communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.
INTERCULTURAL COMMUNICATION		
INVESTIGATE	In my own and other cultures ***I can*** identify products and practices to help me understand perspectives.	In my own and other cultures ***I can*** make comparisons between products and practices to help me understand perspectives.
INTERACT	***I can*** interact at a survival level in some familiar everyday contexts.	***I can*** interact at a functional level in some familiar contexts.

NCSSFL-ACTFL CAN-DO STATEMENTS

PROFICIENCY BENCHMARKS

	ADVANCED PROFICIENCY BENCHMARK	SUPERIOR PROFICIENCY BENCHMARK	DISTINGUISHED PROFICIENCY BENCHMARK	
COMMUNICATION				
	I can understand the main message and supporting details on a wide variety of familiar and general interest topics across various time frames from complex, organized texts that are spoken, written, or signed.	***I can*** interpret and infer meaning from complex, academic and professional texts on a range of unfamiliar, abstract, and specialized issues that are spoken, written, or signed.	***I can*** interpret and infer meaning from dense, structurally sophisticated texts on a wide range of global issues and highly abstract concepts, with deeply embedded cultural references and colloquialisms and dialects that are spoken, written, or signed.	INTERPRETIVE
	I can maintain spontaneous spoken, written, or signed conversations and discussions across various time frames on familiar, as well as unfamiliar, concrete topics, using series of connected sentences and probing questions.	***I can*** participate fully and effectively in spontaneous spoken, written, or signed discussions and debates on issues and ideas ranging from broad general interests to my areas of specialized expertise, including supporting arguments and exploring hypotheses.	***I can*** interact, negotiate, and debate on a wide range of global issues and highly abstract concepts, fully adapting to the cultural context of the conversation, using spoken, written, or signed language.	INTERPERSONAL
	I can deliver detailed and organized presentations on familiar as well as unfamiliar concrete topics, in paragraphs and using various time frames through spoken, written, or signed language.	***I can*** deliver extended presentations on abstract or hypothetical issues and ideas ranging from broad general interests to my areas of specialized expertise, with precision of expression and to a wide variety of audiences, using spoken, written, or signed language.	***I can*** deliver sophisticated and articulate presentations on a wide range of global issues and highly abstract concepts, fully adapting to the cultural context of the audience, using spoken, written, or signed language.	PRESENTATIONAL
INTERCULTURAL COMMUNICATION				
	In my own and other cultures ***I can*** explain some diversity among products and practices and how it relates to perspectives.	In my own and other cultures ***I can*** suspend judgment while critically examining products, practices, and perspectives.	In my own and other cultures ***I can*** objectively evaluate products and practices and mediate perspectives.	INVESTIGATE
	I can interact at a competent level in familiar and some unfamiliar contexts.	***I can*** interact in complex situations to ensure a shared understanding of culture.	***I can*** engage with complexity and pluricultural identities and serve as a mediator between and among cultures.	INTERACT

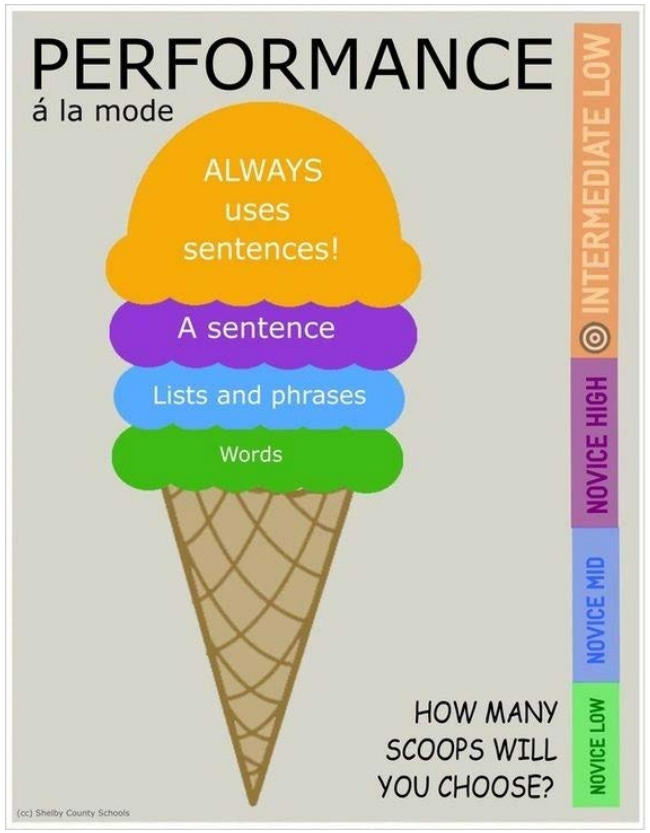
INTERPERSONAL COMMUNICATION

ACTFL AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES

NCSSFL-ACTFL

Can-Do Statements

Progress Indicators for Language Learners



INTERPRETIVE COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

INTERMEDIATE

PROFICIENCY BENCHMARK

I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.

*What can I understand, interpret or analyze in authentic **informational texts** that I hear, read or view?*

PERFORMANCE INDICATORS

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can identify the topic and related information from simple sentences in short informational texts.	***I can*** understand the main idea and key information in short straightforward informational texts.	***I can*** usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph-length informational texts.

*What can I understand, interpret or analyze in authentic **fictional texts** that I hear, read or view?*

PERFORMANCE INDICATORS

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can identify the topic and related information from simple sentences in short fictional texts.	***I can*** understand the main idea and key information in short straightforward fictional texts.	***I can*** usually follow the main story and actions expressed in various time frames in paragraph-length fictional texts.

*What can I understand, interpret or analyze in **conversations and discussions** that I hear, read or view, in which I am not a participant?*

PERFORMANCE INDICATORS

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can identify the main idea in short conversations.	***I can*** identify the main idea and key information in short straightforward conversations.	***I can*** usually understand the main idea and flow of events expressed in various time frames in conversations and discussions.

What elements of literacy lead to higher levels of understanding in the Interpretive Mode?

Learners move along the proficiency continuum at different speeds in listening, reading or viewing. Learners bring prior skills and experience in L1 and L2 to the Interpretive mode. Factors that impact how well learners understand texts include:

a) text complexity or length

b) familiarity with topic and background knowledge

c) ability to use literacy strategies such as recognizing key words, detecting the main idea, identifying supporting details, noting organizational features, guessing meaning from context, identifying logical inferences, identifying the author's perspective and cultural perspectives/norms.

INTERPRETIVE COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

INTERMEDIATE

PROFICIENCY BENCHMARK

I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.

*What can I understand, interpret or analyze in authentic **informational texts** that I hear, read or view?*

PERFORMANCE INDICATORS

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can identify the topic and related information from simple sentences in short informational texts.	***I can*** understand the main idea and key information in short straightforward informational texts.	***I can*** usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph-length informational texts.

EXAMPLES: Written

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can… (customize with specific content).	*I can… (customize with specific content).*	*I can… (customize with specific content).*
I can understand some information on job postings.	***I can*** understand the basic requirements for a career as described on a brochure.	***I can*** understand information provided in a travel guide about an historical site.
I can understand a text message from a friend about an assignment.	***I can*** understand the personal messages exchanged in an online forum.	***I can*** understand website descriptions of a Peace Corps. volunteer's daily life.
I can understand recipe recommendations on a food package.	***I can*** understand what is asked for on a simple questionnaire in a popular magazine.	***I can*** follow directions to do a science experiment.
I can understand a message on social media post.	***I can*** understand product information in an ad.	***I can*** understand the basic instructions for playing a video game.
I can understand the scheduled events of a day at summer camp.	***I can*** understand essential information in a feature story in a magazine.	***I can*** understand the main points of a blogger's posts and responses.

EXAMPLES: Spoken, Viewed or Signed

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can… (customize with specific content).	*I can… (customize with specific content).*	*I can… (customize with specific content).*
I can follow simple cooking directions from a YouTube video.	***I can*** understand a speaker's description of how his/her family celebrates a holiday.	***I can*** understand the recorded descriptions of avatars in a new video game.
I can understand a voicemail reminding me of the details of an appointment.	***I can*** identify the order of key events from a simple story read aloud.	***I can*** understand the directions of a GPS to a familiar location.
I can understand an announcement about a lost child in a store.	***I can*** understand a simple everyday action movie scene.	***I can*** understand the some points of a lecture on a common environmental issue.
I can understand simple questions about a science process.	***I can*** understand some basic facts reported by a witness regarding an accident.	***I can*** follow the major events of a traveler's experience narrated in a radio report.
I can understand a broadcaster's questions to participants in a political demonstration.	***I can*** understand live or recorded introductions and descriptions by students from a partner school.	***I can*** follow the master of ceremonies' congratulations and simple general comments at a special event.

What elements of literacy lead to higher levels of understanding in the Interpretive Mode?

Learners move along the proficiency continuum at different speeds in listening, reading or viewing. Learners bring prior skills and experience in L1 and L2 to the Interpretive mode. Factors that impact how well learners understand texts include: **a)** text complexity or length; **b)** familiarity with topic and background knowledge; and **c)** ability to use literacy strategies such as recognizing key words, detecting the main idea, identifying supporting details, noting organizational features, guessing meaning from context, identifying logical inferences, identifying the author's perspective and cultural perspectives/norms.

INTERPERSONAL COMMUNICATION

INTERPERSONAL COMMUNICATION
PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

INTERMEDIATE

PROFICIENCY BENCHMARK

I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.

*How can I **exchange information and ideas** in conversations?*

PERFORMANCE INDICATORS

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.	***I can*** exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions.	***I can*** exchange information in conversations and some discussions on a variety of familiar and some concrete topics that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.

*How can I **meet my needs or address situations** in conversations?*

PERFORMANCE INDICATORS

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can interact with others to meet my basic needs in familiar situations by creating simple sentences and asking appropriate follow-up questions.	***I can*** interact with others to meet my needs in a variety of familiar situations, creating sentences and series of sentences and asking a variety of follow-up questions.	***I can*** interact with others to meet my needs in a variety of situations, sometimes involving a complication, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.

*How can I **express, react to, and support preferences and opinions** in conversations?*

PERFORMANCE INDICATORS

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions.	***I can*** exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions.	***I can*** explain preferences, opinions, and emotions and provide advice on a variety of familiar and some concrete topics that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.

INTERPERSONAL COMMUNICATION
PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

INTERMEDIATE

PROFICIENCY BENCHMARK

I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.

*How can I **meet my needs or address situations** in conversations?*

PERFORMANCE INDICATORS

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can interact with others to meet my basic needs in familiar situations by creating simple sentences and asking appropriate follow-up questions.	***I can*** interact with others to meet my needs in a variety of familiar situations, creating sentences and series of sentences and asking a variety of follow-up questions.	***I can*** interact with others to meet my needs in a variety of situations, sometimes involving a complication, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.

EXAMPLES: Speaking/Listening or Signing

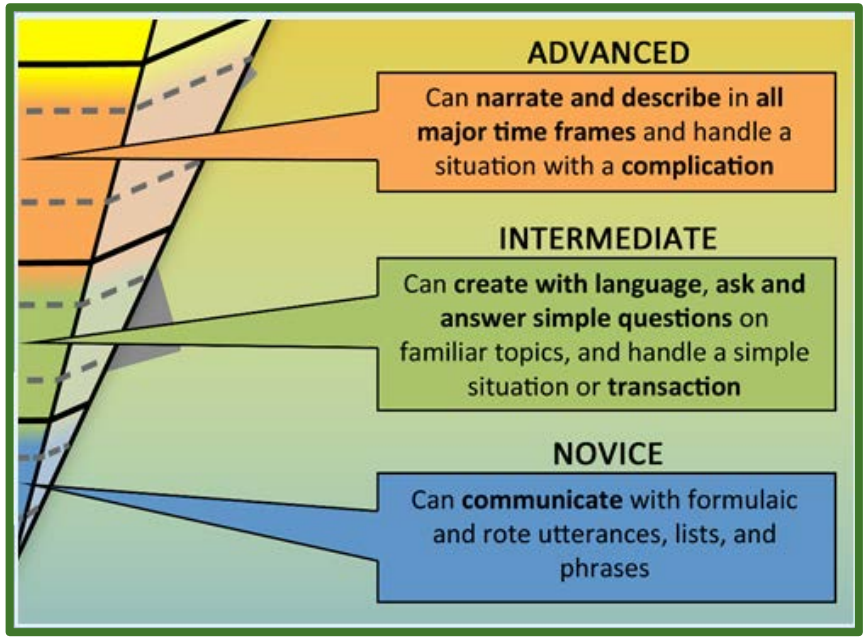
INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can… (customize with specific content).	*I can… (customize with specific content).*	*I can… (customize with specific content).*
I can interact to arrange a meeting.	***I can*** interact with the pharmacist to get the proper medicine.	***I can*** talk with an airline representative to make the necessary changes to an already-ticketed flight.
I can make a hotel reservation by phone.	***I can*** interact to request a repair service for a broken appliance.	***I can*** interact to schedule a make-up exam.
I can interact with the waiter to order a meal at a restaurant.	***I can*** interact to schedule an appointment in a hair salon and say what I need.	***I can*** negotiate the exchange of an item I have purchased in a store for another style.
I can interact to ask for clarification by asking specific questions.	***I can*** interact to inquire about membership to a fitness club.	***I can*** interact with the police officer to explain why I was speeding.
I can interact with others to ask for restaurant recommendations.	***I can*** interact with my friends to plan an ideal date.	***I can*** interact with my ePal to come up with various options for a class outing depending on what the weather might be.

EXAMPLES: Writing/Reading

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can… (customize with specific content).	*I can… (customize with specific content).*	*I can… (customize with specific content).*
I can interact online to get help related to an assignment.	***I can*** interact online with peers in another culture to finalize plans for hosting them in my community.	***I can*** interact with an advisor in another culture online to select courses that match my academic goals.
I can interact with a study abroad advisor online to select the type of housing that best fits my needs.	***I can*** exchange comments related to my edits on a friend's draft composition.	***I can*** exchange details about my preferences for the ceremony and reception to my destination wedding planner.
I can exchange messages to ask for a substitution for an online food order.	***I can*** exchange messages with my host family to learn about each other's daily routines, chores and house rules.	***I can*** chat online with a customer service representative to resolve an incorrect bill.
I can interact online with a hotel agent to inquire about their pet policy.	***I can*** exchange messages with my teacher to request an extension due to an unforeseen personal matter.	***I can*** exchange messages with the hotel receptionist to cancel my reservation and request to forgo the cancellation fee.
I can interact with potential buyers to answer questions about the item I am selling on eBay.	***I can*** exchange messages with a travel agent to switch my flight date and destination.	***I can*** respond to a series of inquiries from a potential employer as part of my application for a job.

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Intermediate User	B2	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar, or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
	B1	Can understand the main points of clear standard input on familiar matters (school, work etc). Can deal with most situations likely to arise whilst travelling Can produce simple connected text on topics, which are familiar, or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, work). Can communicate in simple an routine tasks requiring a simple and direct exchange of information. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases Can introduce him/herself and others Can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has (provided the other person talks slowly and clearly and is prepared to help)

CEFR "CAN D0s" as they align with ACTFL Proficiency Descriptors



What makes this game worth playing?
The odds of winning are HIGH.

High School Transcripts & College Credit for Seals of Biliteracy

- In some states a State Seal of Biliteracy counts as OFFICIAL High School Language Credits on the high school transcript.
- In 4 states (Illinois, Minnesota, Missouri and Hawaii), a state Seal of Biliteracy receives COLLEGE CREDIT at state universities.

Southern New Hampshire University

SNHU awards TRANSFERABLE COLLEGE CREDIT to Global Seals of Biliteracy recipients who complete a reflection course.

The Seal of Biliteracy: Benefits to Students

Austin Martin (2019) received a certificate from the Global Seal of Biliteracy program. He reported that he entered the Global Seal information into his resume on Naviance, and he contacted the **Office of Admissions at Michigan State** to reevaluate his application and documents. Austin immediately received in his Ohio Spartan Grant a $3,750 increase from the original $11,250 to $15,000 because of his biliteracy.

-- Archbishop Moeller HS Magazine

"For me, my Spanish 2 teacher told me about it and the scholarship opportunities and I was just like, 'Hey that sounds like a pretty good way to get easy money.' So, that was my motivation to get the Seal of Biliteracy." (Focus Group, Schoool A)

The Seal of Biliteracy: Reap the Benefits

With a language credential, college placement is easier and may be automatic.

College $AVING$ are dramatic.

Data from university websites

Global Seal of Biliteracy "Working Fluency" (A-L)

Univ of Georgia (10 hrs): **Resident - $3,180 / Non-Resident - $9,380**

Univ of Texas (21 Hrs): **Resident - $10,143 / Non-Resident - $35,553**

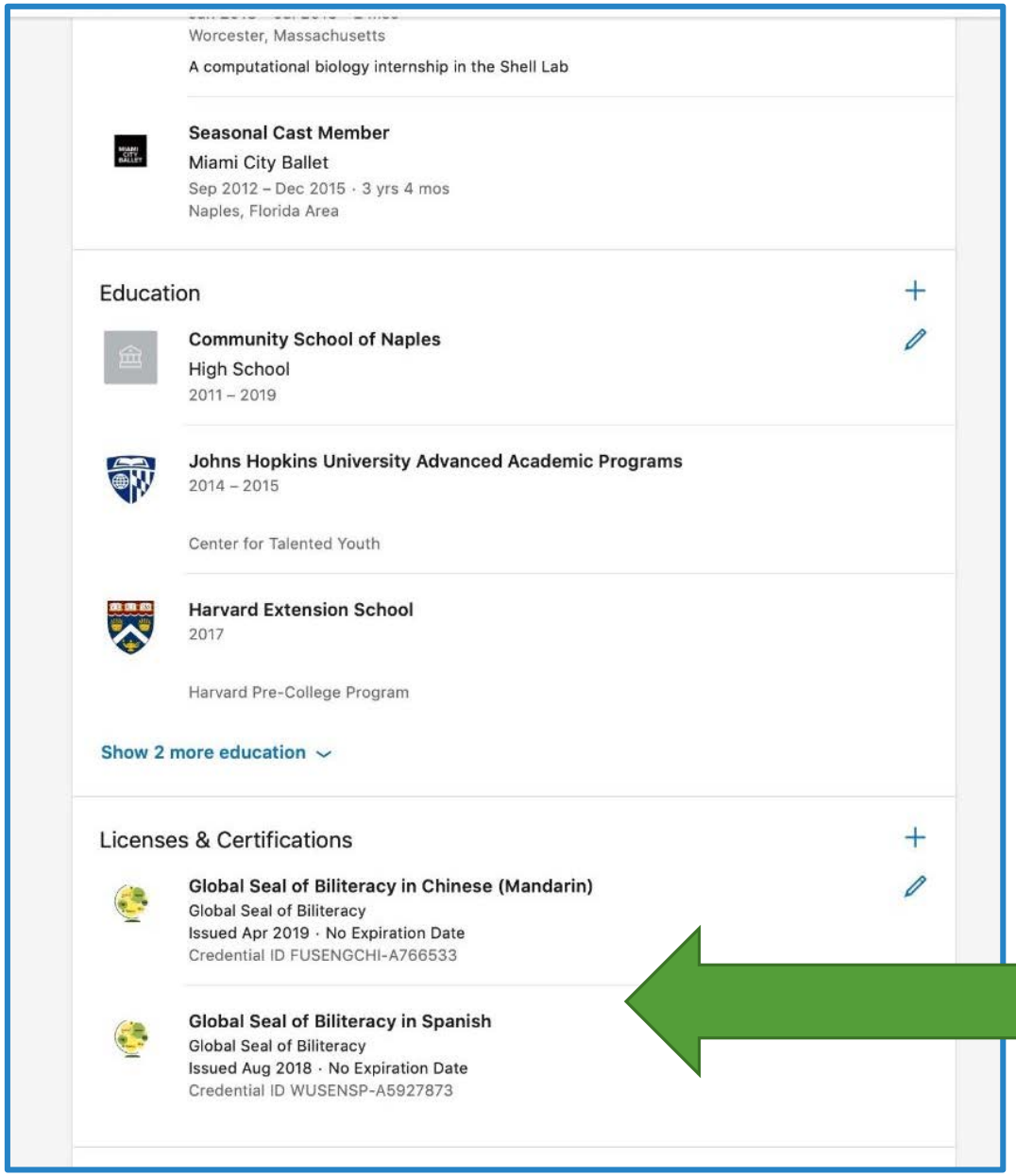
Illinois State Seal of Biliteracy (I-H)

University of Illinois (8 hrs on Transcript): **$10,072**

Global Seal of Biliteracy "Functional Fluency" (I-M)

Penn State Univ (12 hrs): **Resident - $10,776 / Non-Resident - $18,492**

Univ of California Los Angeles (UCLA) (8 hrs): **Resident - $8,816**



View my **LinkedIn®** Profile

Add your "Seal of Biliteracy" credential(s) here:

How to Award the Global Seal of Biliteracy

1. www.theglobalseal.com

How to Earn the Global Seal of Biliteracy

We are excited that you want to certify and celebrate your school or organization's language learners. Earning a Global Seal of Biliteracy is quick and easy. Simply apply, test, and receive.

1. APPLY

The application will let us know who you are and how we can best help you meet your language credentialing needs. You may fill out the application either before or after you have tested within a 12 month period. Please review our qualifying tests and requirements before applying. Best of all, both the application and physical award are free!

2. TEST

In order to receive your Global Seal of Biliteracy, we require first language documentation and qualifying test scores for your second language. We will happily get you set up with a language proficiency test or you can turn in your results from approved tests if you have already taken your language proficiency tests. You are required to meet a score of Intermediate Mid or Advanced Low on the ACTFL Proficiency Scale to earn the Global Seal. The Global Seal of Biliteracy does not cover the cost of testing.

3. RECEIVE

Once we have received your application, qualifying test scores, and supporting documentation, you are eligible to receive your Global Seal! Your signed and sealed Global Seal of Biliteracy award certificates will be mailed to your school or organization - for free!

2. Online application

Apply for the Global Seal of Biliteracy

To recognize your school or organization's language learners with a Global Seal of Biliteracy, a school or organization representative needs to complete the form below. This process may be done before or after you have begun testing in any of our approved tests and all candidates have met the requirements needed. Once Global Seal has received the completed application, you will receive a confirmation email including the next steps. Thank you for choosing the Global Seal of Biliteracy and we look forward to working with you!

1 → First Name of School/Organization Contact *

Example: Tom

Type your answer here...

GLOBAL SEAL OF BILITERACY CERTIFICATE FORM

Directions: (see row 5 for example)

1. Enter qualifying candidate's information **EXACTLY AS IT SHOULD APPEAR ON THEIR GLOBAL SEAL OF BILITERACY CERTIFICATE. Information in yellow cells will be printed directly onto certificates so please double check for spelling.**
2. Enter WORKING FLUENCY or FUNCTIONAL FLUENCY for award level earned. Please reference the "**Fluency Level Key**" sheet at the bottom or visit *www.globalsealofbiliteracy.net/qualified-tests* for more informations regarding levels.
3. In the US, English is entered as Language 1. If a student is receiving an award in more than one language please enter their additional langauge on a new line. (they will receive two awards, one for each second language)
4. In the Lang 2 Test column, please indicate which test was used to qualify candidate. Visit *www.globalsealofbiliteracy.net/qualified-tests* for qualifying tests list.
5. Enter the scores as they appear on the test report. For tests with multiple scores each catagory must meet the award criteria.
6. Submit this spreadsheet and test scores at *www.globalsealofbiliteracy.net/submit* (Keep in spreadsheet format)

								STAMP 4S & AAPPL						World Speak		LTI-WPT	OPI/OPIc	
SCHOOL or DISTRICT	STATE	FIRST NAME	LAST NAME	AWARD EARNED: **FUNCTIONAL FLUENCY** (I-M) or **WORKING FLUENCY** (A-L)	Language 1	Language 2	Lang 2 Test(s)	Reading	Writing	Listening	Speaking	AP-Comp	IB-Comp	Writing	Speaking	LTI-OPI/OPIc	LTI- WPT	ALIRA
Example School	California	John	Smith	FUNCTIONAL FLUENCY	English	Spanish	STAMP 4S	5	8	6	6							

Candidate Sheet | Fluency Level Key

READY

3. Submit names & test scores

Self-Evaluation – This is an average of the test taker's responses to the test's five self-evaluation questions.

Writing Score

Speaking Score

Detailed Report – Click to view each test taker's Individual Detailed Report

First Name	Last Name	Login Name	Language	Start Date	Test Length	SE	W	S	Detailed Report
Avery	Costello	Avery Costello	Vietnamese	12/7/2016	49 minutes	1.90	3	4	Report
Kate	Crawford	Kate Crawford	Vietnamese	11/14/2016	55 minutes	2.10	4	5	Report
Loren	Camin	Loren Camin	Vietnamese	1/5/2017	52 minutes	1.60	3	2	Report
Katie	Curtin	Katie Curtin	Vietnamese	12/13/2016	60 minutes	2.00	4	3	Report
Olivia	Dennis	Olivia Dennis	Vietnamese	12/5/2016	58 minutes	1.70	3	3	Report
Char	DeRosa	Char DeRosa	Vietnamese	1/7/2017	57 minutes	2.50	5	4	Report

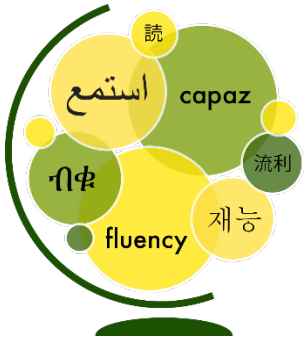
4. Receive Awards

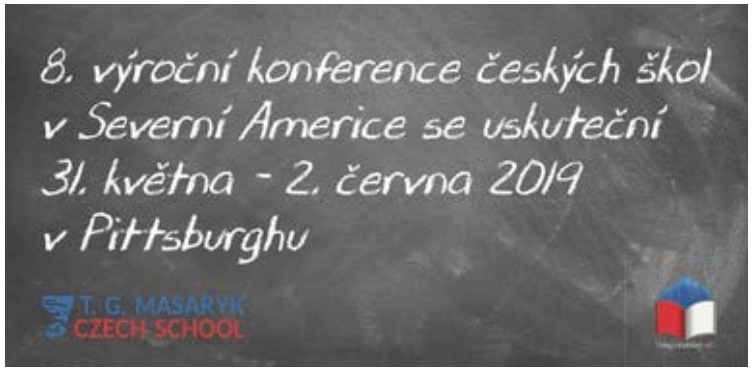
The Global Seal of Biliteracy:

The Language Learning Game Changer!

LINDA L. EGNATZ, EXECUTIVE DIRECTOR

GLOBAL SEAL OF BILITERACY



www.theglobalseal.com
linda.egnatz@theglobalseal.com

@globalbilitseal
@miprofeAP