Maximizing the Seal of Biliteracy Opportunity: Understanding How Language Proficiency is Measured.

LINDA L. EGNATZ, EXECUTIVE DIRECTOR

GLOBAL SEAL OF BILITERACY

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The Seal of Biliteracy: Pathway & Target

Approved State Seal  Under Consideration  Early Stages  No Seal of Biliteracy, Yet!

Where is the Global Seal?
- Global Seal Issued
- Global Seal Applications (Waiting Next Steps)

L. EGNAZ - CZECH SCHOOLS - JUNE 2019
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 Bilingualism, 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

<table>
<thead>
<tr>
<th>INAGURAL ASSESSMENTS</th>
<th>FUNCTIONAL FLUENCY AWARD</th>
<th>WORKING FLUENCY AWARD</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avant STAMP 4S</td>
<td>Intermediate - Mid</td>
<td>Advanced - Low</td>
<td>All 4 components required. STAMP 4S is currently accepted by all state Seal programs.</td>
</tr>
<tr>
<td>Avant WorldSpeak</td>
<td>Intermediate - Mid</td>
<td>Advanced - Low</td>
<td>WorldSpeak is widely accepted by states and provides low cost accessibility to Less Commonly Taught Languages measuring Speaking and Writing.</td>
</tr>
<tr>
<td>College Board Advanced Placement (AP) Exam</td>
<td>3</td>
<td>5</td>
<td>AP tests are widely accepted by state Seal programs.</td>
</tr>
<tr>
<td>International Baccalaureate (Higher Level)</td>
<td>4</td>
<td>6</td>
<td>IB test is accepted by many states (Higher level only)</td>
</tr>
<tr>
<td>Language Testing International AAPI Form B</td>
<td>4 (Intermediate - Mid)</td>
<td>Advanced - Low</td>
<td>All 4 components required. AAPI, is currently accepted by all State Seal programs.</td>
</tr>
<tr>
<td>Language Testing International ALIRA (Latin)</td>
<td>Intermediate - Mid</td>
<td>Advanced - Low</td>
<td>All four skills not required</td>
</tr>
<tr>
<td>Language Testing International OPI or OPic and WPT</td>
<td>Intermediate - Mid</td>
<td>Advanced - Low</td>
<td>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)</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>World Language Requirement</th>
<th>Functional Fluency Award</th>
<th>Working Fluency Award</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inaugural Assessments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Avant STAMP 4S</td>
<td>Intermediate - Mid</td>
<td>Advanced - Low</td>
<td>All 4 components required. STAMP 4S is currently accepted by all state Seal programs.</td>
</tr>
<tr>
<td>Avant WorldSpeak</td>
<td>Intermediate - Mid</td>
<td>Advanced - Low</td>
<td>WorkSpeak is widely accepted by states and provides low cost accessibility for Less Commonly Taught Languages measuring Speaking and Writing.</td>
</tr>
<tr>
<td>College Board Advanced Placement (ACT Exam)</td>
<td>3</td>
<td>5</td>
<td>All tests are widely accepted by state Seal programs.</td>
</tr>
<tr>
<td>International Baccalaureate Higher Level</td>
<td>4</td>
<td>0</td>
<td>(Not accepted by many states: higher level only)</td>
</tr>
<tr>
<td>Language Testing Internation AATL Form B</td>
<td>Intermediate - Mid</td>
<td>Advanced - Low</td>
<td>All 4 components required, AATL is currently accepted by all State Seal programs.</td>
</tr>
<tr>
<td>Language Testing Internation ACTA (Latin)</td>
<td>Intermediate - Mid</td>
<td>Advanced - Low</td>
<td>All four skills not required</td>
</tr>
<tr>
<td>Language Testing Internation DPI or DPI and WPT</td>
<td>Intermediate - Mid</td>
<td>Advanced - Low</td>
<td>DPI or DPI 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: DPI/WPT/KPFL/LPT)</td>
</tr>
</tbody>
</table>
State Seal Information on Global Seal website:

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

Avant WorldSpeak Language Proficiency Test

Avant Assessment

*note that the WorldSpeak test qualifies anyone, anywhere in the world for a Global Seal of Biliteracy

www.theglobalseal.com
Get further information about each qualifying TEST on the Global Seal website:

**Avant WorldSpeak Language Proficiency Test**

**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

**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

**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.
CEFR - ACTFL Score Correlations

<table>
<thead>
<tr>
<th>ONE DIRECTIONAL ALIGNMENT: Receptive Skills – Reading and Listening</th>
<th>ONE DIRECTIONAL ALIGNMENT: Productive Skills – Speaking and Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rating on ACTFL Assessment (LFT, RPT or L&amp;Recal)</td>
<td>Corresponding CEFR Rating</td>
</tr>
<tr>
<td>Distinguished</td>
<td>C2</td>
</tr>
<tr>
<td>Superior</td>
<td>C1.2</td>
</tr>
<tr>
<td>Advanced High</td>
<td>C1.1</td>
</tr>
<tr>
<td>Advanced Mid</td>
<td>B2</td>
</tr>
<tr>
<td>Advanced Low</td>
<td>B1.2</td>
</tr>
<tr>
<td>Intermediate High</td>
<td>B1.1</td>
</tr>
<tr>
<td>Intermediate Mid</td>
<td>A2</td>
</tr>
<tr>
<td>Intermediate Low</td>
<td>A1.2</td>
</tr>
<tr>
<td>Novice High</td>
<td>A1.1</td>
</tr>
<tr>
<td>Novice Mid</td>
<td>0</td>
</tr>
<tr>
<td>Novice Low</td>
<td>0</td>
</tr>
</tbody>
</table>

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 depend on the level you choose.

<table>
<thead>
<tr>
<th>Level</th>
<th>Reading Comprehension</th>
<th>Listening Comprehension</th>
<th>Grammar/lexical test [B2 &amp; C1]</th>
<th>Writing</th>
<th>Speaking*</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1+</td>
<td>Writing 60 minutes</td>
<td>20–25 minutes</td>
<td>none</td>
<td>In the Reading Comprehension part</td>
<td>5–8 minutes (per person)</td>
</tr>
<tr>
<td>A2</td>
<td>45 minutes</td>
<td>20–25 minutes</td>
<td>none</td>
<td>40 minutes</td>
<td>10 minutes (per pair)</td>
</tr>
<tr>
<td>B1</td>
<td>50 minutes</td>
<td>35–40 minutes</td>
<td>none</td>
<td>60 minutes</td>
<td>15–18 minutes (per pair)</td>
</tr>
<tr>
<td>B1</td>
<td>50 minutes</td>
<td>40–45 minutes</td>
<td>30 minutes</td>
<td>60 minutes</td>
<td>15–18 minutes (per pair)</td>
</tr>
<tr>
<td>C1</td>
<td>60 minutes</td>
<td>50–55 minutes</td>
<td>50 minutes</td>
<td>90 minutes</td>
<td>23–27 minutes (per pair)</td>
</tr>
</tbody>
</table>

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

Novice
- Memorized
- Formulaic
- Repeating

Intermediate
- Creative
- Chaotic
- Remixing

Advanced
- Original
- Organized
- Repurposing
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

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

Visionary foreign language programs do 4 pivotally important things:

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?

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Future employment opportunities</td>
<td>4%</td>
<td>54%</td>
</tr>
<tr>
<td>Future career use</td>
<td>5%</td>
<td>54%</td>
</tr>
<tr>
<td>Additional seal on transcript</td>
<td>7%</td>
<td>48%</td>
</tr>
<tr>
<td>College credit</td>
<td>6%</td>
<td>46%</td>
</tr>
<tr>
<td>Ability to travel abroad</td>
<td>8%</td>
<td>43%</td>
</tr>
<tr>
<td>Appreciation of diversity</td>
<td>7%</td>
<td>41%</td>
</tr>
<tr>
<td>Ability to speak to others</td>
<td>9%</td>
<td>31%</td>
</tr>
<tr>
<td>Stronger analytical skills</td>
<td>14%</td>
<td>24%</td>
</tr>
<tr>
<td>Ability to speak to family</td>
<td>27%</td>
<td>22%</td>
</tr>
<tr>
<td>Higher ACT/SAT</td>
<td>34%</td>
<td>11%</td>
</tr>
<tr>
<td>Better grades</td>
<td>31%</td>
<td>12%</td>
</tr>
</tbody>
</table>

"Seal of Biliteracy Implementation: Benefits & Challenges, Foreign Language Annals, Davin, Egnatz & Heinke Foreign Language Annals 51(2) - April 2018"
Schools that adopt and promote a Seal of Biliteracy experience an increase in upper level retention.

Success: Growing Programs (School A)

<table>
<thead>
<tr>
<th></th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Chinese Language</td>
<td>0</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>French Language</td>
<td>14</td>
<td>22</td>
<td>17</td>
</tr>
<tr>
<td>German Language</td>
<td>15</td>
<td>23</td>
<td>20</td>
</tr>
<tr>
<td>Spanish Language</td>
<td>98</td>
<td>144</td>
<td>227</td>
</tr>
<tr>
<td>Spanish Literature</td>
<td>21</td>
<td>16</td>
<td>10</td>
</tr>
<tr>
<td>Latin</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Tests</strong></td>
<td><strong>151</strong></td>
<td><strong>207</strong></td>
<td><strong>279</strong></td>
</tr>
</tbody>
</table>
The Seal of Biliteracy: Benefits to Students

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

• Credentials matter
  • Early Admission
  • College Applications
  • Job Resumés / CV

• Help students articulate their skills

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

“Seal of Biliteracy Implementation: Benefits & Challenges
Foreign Language Annals, Davin, Egnatz & Heinecke
Foreign Language Annals 51(2) - April 2018
GO PRO-ficient. How do we get there?

ACTFL PROFICIENCY LEVELS

DISTINGUISHED
Can reflect on a wide range of global issues and highly abstract concepts, use persuasive, hypothetical discourse, and tailor language to a variety of audiences.

SUPERIOR
Can support opinion, hypothesis, discuss topics concretely and abstractly, and handle linguistically unfamiliar situations.

ADVANCED
Can narrate and describe in all major time frames and handle a situation with a complication.

INTERMEDIATE
Can create with language, ask and answer simple questions on familiar topics, and handle a simple situation or transaction.

NOVICE
Can communicate with formulaic and rote utterances, lists, and phrases.

ADVANCED
Can narrate and describe in all major time frames and handle a situation with a complication.

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Can create with language, ask and answer simple questions on familiar topics, and handle a simple situation or transaction.

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GO PRO-ficient. How do we get there?

www.actfl.org
ACTFL Proficiency Guidelines 2012

Online video & samples

Ex general, los hablantes del 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 predictables 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 automático 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 esporádicas. Los hablantes del Intermedio Bajo pueden escalar las funciones del nivel Intermedio, aunque sólo esporádicamente. Los hablantes del Intermedio Bajo expresan su significado personal al combinar y recobrar lo que ellos saben y lo que ymin de sus interlocutores en declaraciones cortas y pensamientos articulados. A medida que sus respuestas mantienen la coherencia de las ideas expuestas y su vocabulario, la sintaxis y el desarrollo del discurso también se hacen más coherentes y apropiados al entorno. El léxico está caracterizado por pausas frecuentes, reformulaciones enfoquadas y autocorrecciones. Su pronunciación, vocabulario y sintaxis están firmemente 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 conversacionales, particularmente por aquellos acostumbrados a hablar extranjeras.

CREATE WITH LANGUAGE/SIMPLE CONVERSATION

RATIONAL FOR RATING

This sample assesses the speaker's ability to engage in a simple conversation, providing basic autobiographical information. It is to be contrasted with Intermediate and Advanced conversations and more formal, complex speaking tasks.
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

Roots: Content & Contexts
- Topics
- Social Situations

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

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

Clementi/Temell ACTFL Keys to Planning for Learning 2013

Chantal Thompson
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 Cusco, 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 Peru, (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 Cusco.


September & November
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
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
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
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
Describe the beach to a person you’ve met on vacation in . . .

-- Bolivia, S.A.
-- Chad, Africa
-- Inner Mongolia
-- Kyoto, Japan
-- Bonn, Germany
Sharing the Proficiency Pathway with Learners

**Novice Low:**
- 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 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

**Novice Mid:**
- 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 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...**
- Learning more words and phrases
- Understanding more things that I read or hear
- Asking some simple questions

**Novice High:**
- 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 liked/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 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 liked/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:**
- 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.
- Correct myself when I mis-speak.
- Ask some appropriate/pointed questions.

**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.
- Correct myself when I mis-speak.
- 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:**
- 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 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.

**Intermediate High:**
- Use extended, correct 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 can...**
- Use extended, correct 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.

**I can...**
- Fewer pauses when speaking
- Using multiple time frames (past, present, and future).
- Speaking in detail about specific interests or aspects of my life.
Aligning Goals for Proficiency Outcomes

Novice
- Memorized
- Formulaic
- Repeating

Intermediate
- Creative
- Chaotic
- Remixing

Advanced
- Original
- Organized
- Repurposing

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.”
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
- Interact
INTERPERSONAL COMMUNICATION

PROFICIENCY BENCHMARKS & PERFORMANCE INDICATORS

INTERMEDIATE

PROFICIENCY BENCHMARK

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

INTERPRETIVE COMMUNICATION

PERFORMANCE INDICATORS

INTERMEDIATE LOW

I can identify the topic and related information from simple sentences in short informational texts.

INTERMEDIATE MID

I can understand the main ideas and key information in short straightforward informational texts.

INTERMEDIATE HIGH

I can usually follow the main message in various forms in straightforward, and sometimes descriptive, paragraph-length informational texts.

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

INTERPRETIVE COMMUNICATION

PERFORMANCE INDICATORS

INTERMEDIATE LOW

I can identify the topic and related information from simple sentences in short informational texts.

INTERMEDIATE MID

I can understand the main ideas and key information in short straightforward informational texts.

INTERMEDIATE HIGH

I can usually follow the main message in various forms in straightforward, and sometimes descriptive, paragraph-length informational texts.

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

INTERPRETIVE COMMUNICATION

EXAMPLES: Written

From: transaction with specific content
I understand some information on job postings.
I understand an email message from a friend about an assignment.
I understand a restaurant recommendation in a travel magazine.
I understand a message on social media posts.
I understand the scheduled events of a day in a summer camp.

From: transaction with specific content
I understand the basic requirements for a career or as described in an instruction.
I understand the personal messages exchanged in an online forum.
I understand what is asked in a simple questionnaire in a popular magazine.
I understand product information in an ad.
I understand an essential email in a business magazine.

From: transaction with specific content
I understand the recorded description of a student in a year guide.
I understand the directions of a GPS to a familiar location.
I understand the name of a location on a common environmental map.
I follow the major events of a character's experiences described in a police report.
I follow the major events of a character's experiences described in a travel magazine.

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

L. EGNATZ - CZECH SCHOOLS - JUNE 2019
**INTERPERSONAL COMMUNICATION**

**INTERPERSONAL COMMUNICATION**

**INTERMEDIATE**

**PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS**

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

**PERFORMANCE INDICATORS**

<table>
<thead>
<tr>
<th>INTERMEDIATE LOW</th>
<th>INTERMEDIATE MID</th>
<th>INTERMEDIATE HIGH</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

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

**PERFORMANCE INDICATORS**

<table>
<thead>
<tr>
<th>INTERMEDIATE LOW</th>
<th>INTERMEDIATE MID</th>
<th>INTERMEDIATE HIGH</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can interact with others to meet my basic needs in familiar situations, asking for information and making simple requests.</td>
<td>I can interact with others to meet my basic needs in familiar situations, asking for information and making simple requests.</td>
<td>I can interact with others to meet my basic needs in familiar situations, asking for information and making simple requests.</td>
</tr>
</tbody>
</table>

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

**PERFORMANCE INDICATORS**

<table>
<thead>
<tr>
<th>INTERMEDIATE LOW</th>
<th>INTERMEDIATE MID</th>
<th>INTERMEDIATE HIGH</th>
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</thead>
<tbody>
<tr>
<td>I can express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, expressing preferences, feelings, or opinions about something that is meaningful to me.</td>
<td>I can express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, expressing preferences, feelings, or opinions about something that is meaningful to me.</td>
<td>I can express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, expressing preferences, feelings, or opinions about something that is meaningful to me.</td>
</tr>
<tr>
<td>Proficiency Level</td>
<td>CEFR CAN DOs</td>
<td></td>
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<td>------------------</td>
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<td></td>
</tr>
</tbody>
</table>
| **Basic User**   | C1: 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)  
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. |
| **Advanced 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 and 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)  
ADVANCED: Can narrate and describe in all major time frames and handle a situation with a complication  
INTERMEDIATE: Can create with language, ask and answer simple questions on familiar topics, and handle a simple situation or transaction  
NOVICE: Can communicate with formulaic and rote utterances, lists, and phrases |
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.

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

“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, School A)

L. EGNATZ - CZECH SCHOOLS - JUNE 2019
The Seal of Biliteracy: Reap the Benefits

With a language credential, college placement is easier and may be automatic. College $AVING$ are dramatic.

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

Data from university websites
Add your “Seal of Biliteracy” credential(s) here:
How to Award the Global Seal of Biliteracy

1. www.theglobalseal.com

2. Online application

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!

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!
### Global Seal of Biliteracy Certificate Form

**Directions:** (see row 5 for example)
1. Enter writing candidate information exactly as it should appear on their Global Seal of Biliteracy Certificate. Information is printed directly onto certificates; please double check for spelling.
2. Enter **writing fluency or functional fluency** for award level earned. Please refer to the **fluency level key** sheet at the bottom of this form. globalsealofbiliteracy.net/teacher/ for more information regarding levels.
3. In the **L2-Test** column, please indicate which test was used to qualify candidates. Visit globalsealofbiliteracy.net/teacher/ for qualifying tests list.
4. Enter the scores as they appear in the test report. If tests with multiple scores in a category must need the award to items.
5. Submit this spreadsheet and test scores at globalsealofbiliteracy.net/teacher/ (scores in spreadsheet format).

### Table

<table>
<thead>
<tr>
<th>SCHOOL or DISTRICT</th>
<th>STATE</th>
<th>FIRST NAME</th>
<th>LAST NAME</th>
<th>LANGUAGE 1</th>
<th>LANGUAGE 2</th>
<th>STAMP 45 &amp; APPL</th>
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<tbody>
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<td>Example School</td>
<td>Calif</td>
<td>John</td>
<td>Smith</td>
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</table>

### Self-Evaluation

- **Writing Score**
- **Speaking Score**

**Detailed Report** – Click to view each test taker’s individual detailed report.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Login Name</th>
<th>Language</th>
<th>Start Date</th>
<th>Test Length</th>
<th>SE</th>
<th>W</th>
<th>S</th>
<th>Detailed Report</th>
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</thead>
<tbody>
<tr>
<td>Avery</td>
<td>Costello</td>
<td>Avery</td>
<td>Vietnamese</td>
<td>12/7/2016</td>
<td>40 minutes</td>
<td>1.50</td>
<td>3</td>
<td>4</td>
<td>Report</td>
</tr>
<tr>
<td>Kate</td>
<td>Crawford</td>
<td>Kate</td>
<td>Vietnamese</td>
<td>11/14/2016</td>
<td>55 minutes</td>
<td>2.10</td>
<td>4</td>
<td>5</td>
<td>Report</td>
</tr>
<tr>
<td>Laron</td>
<td>Camin</td>
<td>Laron</td>
<td>Vietnamese</td>
<td>1/5/2017</td>
<td>52 minutes</td>
<td>1.60</td>
<td>3</td>
<td>2</td>
<td>Report</td>
</tr>
<tr>
<td>Katie</td>
<td>Curtin</td>
<td>Katie</td>
<td>Vietnamese</td>
<td>12/13/2018</td>
<td>60 minutes</td>
<td>2.00</td>
<td>4</td>
<td>3</td>
<td>Report</td>
</tr>
<tr>
<td>Olivia</td>
<td>Dennis</td>
<td>Olivia</td>
<td>Vietnamese</td>
<td>12/6/2016</td>
<td>58 minutes</td>
<td>1.70</td>
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<td>3</td>
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<tr>
<td>Char</td>
<td>DeRosa</td>
<td>Char</td>
<td>Vietnamese</td>
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<td>57 minutes</td>
<td>2.50</td>
<td>5</td>
<td>4</td>
<td>Report</td>
</tr>
</tbody>
</table>

**4. Receive Awards**

**3. Submit names & test scores**
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