



Title: Guidelines for the FCPS Seal of Biliteracy Awards

Date: December 5, 2018

District Mission: To create a **collaborative community** that ensures **all** students **achieve at high levels** and are **prepared to excel in a global society**.

Imperative alignment: Excellent student opportunities, Excellent staff, Excellent schools, Excellent supports, and Excellent relationships

I. Background and Alignment to District Mission

The Seal of Biliteracy is a recognition earned by graduating high school students who have demonstrated a high level of language proficiency in two languages: English and any other, world language. Students meeting or exceeding district set criteria will be recognized with a seal on their high school diploma and a notation on their transcript.

National support of the Seal of Biliteracy has increased with 36 states and hundreds of school districts adopting legislation and/or guidelines. Fayette County was the first and district in Kentucky to implement the Seal of Biliteracy district-wide. Other counties joined suit using our guidelines and approach as their framework. The Seal of Biliteracy supports the FCPS mission statement:

- Implementation of the Seal requires **collaborative** work amongst world language teachers, English language teachers, and core content teachers for student language growth. In addition, collaboration with community members furthers student success and positively impacts the community.
- The Seal encourages **all** students, both traditional world language learners (English as their first language) and English Learners, to develop functional language skills in speaking, listening, reading, and writing with the goal of biliteracy.
- The Seal of Biliteracy requires the demonstration of a **high level** of language proficiency, both academic and social, in English **and** another world language. A

rigorous curriculum, delivered by effective instructional strategies, is essential for student demonstration and achievement of such high language skills.

- Students demonstrating biliteracy are more prepared linguistically to **excel** in a community with over 186 reported languages and in a state with over \$27 billion in global economy.
- Students acquiring a second language have increased cognitive development, higher-order thinking, better attention and task-switching capabilities, strong decoding skills, and creativity making them well prepared for a 21st century, **global** society.

II. Award

By recommendation of the Seal of Biliteracy Committee, FCPS will recognize any graduating student who applies and meets the set requirements for the FCPS Seal of Biliteracy. In addition, we will begin to take initial steps towards creation of a Pathway to Biliteracy Awards for 5th and 8th grades.

Seal of Biliteracy Award:

Students earning the Seal of Biliteracy will receive the following forms of recognition: a FCPS Seal of Biliteracy emblem on their high school diploma, a Seal certificate, a congratulation letter, a Seal cling decal, and a notation on their IC transcript stating attainment of the Seal.



(FCPS Seal of Biliteracy)

Award Eligibility

Any student is eligible for the Seal of Biliteracy, regardless of language background or any identified condition that may exclude demonstration of language proficiency in one or more of the required modes of communication.

Demonstrated language proficiency in **English** must occur in **two** ways:

- Meeting all language arts requirements for high school graduation
AND
- Earning a minimum score of an 18 on the ACT English and a 20 on the ACT Reading test demonstrating college readiness or a 440 on the SAT Reading and 440 on the SAT Writing
OR
- Earning a minimum score of 4.0 on the ACCESS exam.

Qualifying scores for the English requirement may come from testing occurring at any point prior to application; thus, there is not a time constraint (ex. ACT from sophomore year may be used).

Demonstrated language proficiency in a **second world language*** (other than English) must occur through proficiency testing in all applicable modes of communication in **one** of the following ways.

- Earning a minimum of Intermediate-Mid (IM-3) in Interpretive Listening (IL), Interpersonal Speaking (IS), Presentational Writing (PW), **and** Intermediate-Mid (IM-2) in Interpretive Reading (IR) as reported by the ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL) measure**.

OR

- Earning a minimum score of **3** or higher on an AP language-specific Language and Culture exam.

OR

- Earning a minimum of Intermediate-Mid (IM) on the Standards-based Measurement of Proficiency (STAMP4S) in all modes.

OR

- Earning a minimum of Intermediate-Mid (IM) on the FCPS District World Language assessment. (**To be used only for world languages that are not tested by AAPPL or STAMP4S**).

Scores for the world language component must reflect testing that occurred after March 1 of their junior year of high school.

*For languages such as American Sign Language, Latin, and Tribal languages, modes of communication to be assessed will be determined by the District World Language Specialist in keeping with National recommendations.

**This chart illustrates the range of scores a student may earn on the AAPPL exam.

ACTFL Proficiency Guidelines	ACTFL Performance Scale	AAPPL Measure Performance Score	Form	
Advanced Low	ADVANCED	A	A	B
Intermediate High		I-5		
Intermediate Mid		I-4		
Intermediate Mid		I-3		
Intermediate Mid		I-2		
Intermediate Low	INTERMEDIATE	I-1	A	
Novice High		N-4		
Novice Mid		N-3		
Novice Mid		N-2		
Novice Low		NOVICE		

Anticipated Costs:

Potential student fees* associated with the Seal of Biliteracy might include one or more of the following assessments:

AAPPL assessment- \$20

STAMP4S assessment- \$20

District World Language Assessment- \$20

AP World Language Assessment- cost established by each school's SBDM Council

Application fee- \$0

Seal award- \$0

*Students who qualify as Free & Reduced will have potential assessment costs for the AAPPL, STAMP4S, or District WL Assessment reduced or waived as per Superintendent Caulk's initiative in January 2017.

III. Responsibilities:

Each high school will identify a Seal of Biliteracy Lead. This Lead will serve as contact for the FCPS World Language Content Specialist and will assist in the dissemination of information to parents and students, identification of potential Seal candidates, organization of proficiency testing optimizing access, distribution of Seal results to students, and placement of the Seal of Biliteracy emblem on successful candidate's diplomas.

The District World Language Specialist will be responsible for: maintaining of Lead listing, creation and distribution to schools of information regarding the Seal of Biliteracy, posting of information on the FCPS world languages' web page, coordination of language proficiency assessment opportunities at each high school for languages offered through the AAPPL assessment, creation and scoring of a proficiency assessment for languages not offered by AAPPL, determination of recipients for the Seal, notification to each applicant, engagement of community partners, and reporting Seal data to the FCPS Board of Education, Superintendent and KDE (as requested).

For further information, please contact Laura Roché Youngworth, World Language Content Specialist for Fayette County Public Schools at 381-4749 or by email at laura.roche@fayette.kyschools.us