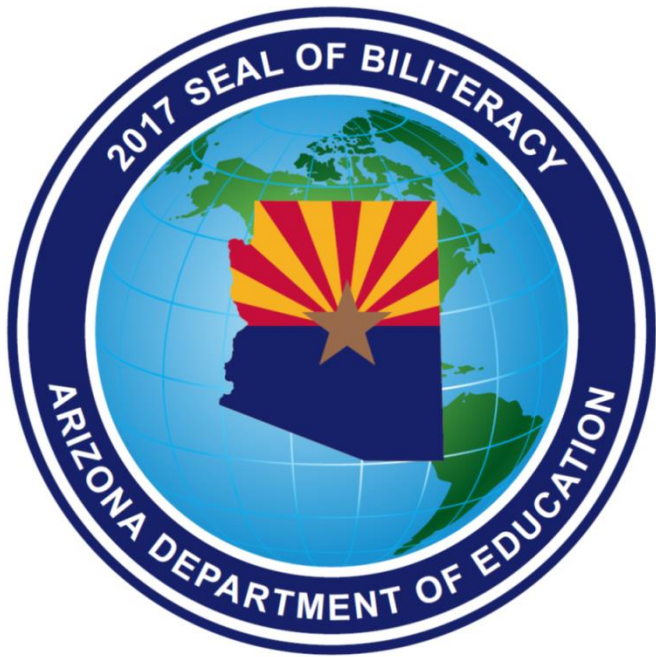


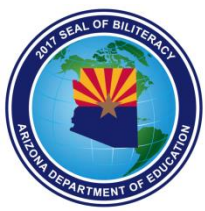
Arizona Seal of Biliteracy Program



Proposed Board Rule R-2-317: Seal of Biliteracy Program

Seal of Biliteracy- Overview

- **Proposal of AZ Kids Can't Wait!**
- **S.B. 1239 passed into law**
- **Creates a State Seal of Biliteracy program recognizing high school students who achieve proficiency in English plus at least one additional language.**
- **Seal placed on diploma and noted on transcript.**



Seal of Biliteracy Working Group

- Convened a working group to discuss Program requirements.
- Working Group comprised of ADE, SBE, District Curriculum Leaders, AZ School for the Deaf and Blind, Higher Education, State/National Language Associations.
- Working Group discussed Board Rule and Language Proficiency Assessments.



Seal of Biliteracy Proposed Board Rule

- **Developed around the language of S.B. 1239**
- **Modeled after other state's Seal of Biliteracy rules.**
- **ADE and the working group will establish guidelines and procedures to assist school districts and charter schools in the administration of the Program.**



Seal of Biliteracy Proposed Board Rule

To be eligible to be awarded the State Seal of Biliteracy, each student shall also demonstrate proficiency in English.

- The student must successfully complete all English Language Arts requirements for graduation with an overall grade point average in those classes of 2.0 or higher on a 4.0 scale.
- Passes ELA end of course examinations.
- If the student has a primary home language other than English, the student shall obtain a score of proficient based on the AZELLA.



Seal of Biliteracy Proposed Board Rule

Students must demonstrate proficiency in a second language through an assessment method or an alternative evidence model.

- Assessment Method: To demonstrate language proficiency through the assessment method, the student must attain the required score on a language assessment as adopted by the State Board of Education.



Seal of Biliteracy Proposed Board Rule

Alternative Evidence Method: An alternative evidence method may be used in specified circumstances.

- No standardized assessment exists for the targeted foreign language.
- Evaluating the language proficiency of a student with disabilities for whom the standardized assessment is inappropriate.
- The standardized assessment for the targeted foreign language does not assess one or more of the four domains of speaking, writing, listening and reading.



Seal of Biliteracy Proposed Board Rule

- **Alternative evidence method used shall consist of a student portfolio that contains evidence of experience in the targeted foreign language, as well as work samples, test results and other accomplishments that demonstrate proficiency.**
- **Working Group discussed alternative evidence method details for Department guidelines.**



Seal of Biliteracy Proposed Board Rule

School District and Charter School Participation Requirements:

- **Notify ADE of its intent to participate.**
- **Designate at least one individual to serve as coordinator of the Program.**
- **Submit a report at the end of the school year.**
- **Make available to parents and students information regarding the Program.**



Seal of Biliteracy Proposed Board Rule

ADE requirements:

- **October 1** of each year, make an electronic State Seal of Biliteracy available to each school district or charter school participating in the Program.
- **July 1** of each year, post the list of Board approved acceptable language assessments and the score requirements.
- Establish guidelines and procedures to assist school districts and charter schools in the administration of the Program.
- Ensure all approved assessments are aligned to the Arizona World and Native Languages Standards adopted by SBE.



Seal of Biliteracy Proposed Board Rule

Based on stakeholder feedback, the following revisions to R7-2-317 were made to the rule:

- 1) An alternative evidence assessment method may be used for students with disabilities for whom the standardized assessment is inappropriate as determined by the student's Individualized Education Program team or a student on a 504 plan as determined by the student's 504 plan committee;
- 2) To be consistent with statute, the following was added: If the student has a primary home language other than English, the student shall obtain a score of proficient based on the English language proficiency standards, pursuant to A.R.S. 15-756;
- 3) The final report for each school district and charter chooses to participate in the Program shall submit a report no later than 90 days after the school year rather than 30 days.

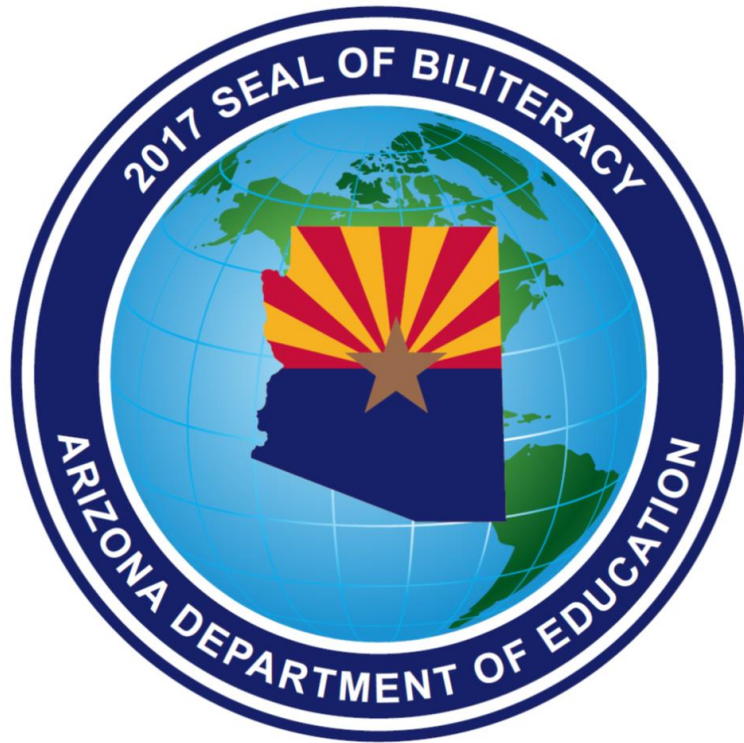


Seal of Biliteracy Proposed Board Rule



Questions?

Arizona Seal of Biliteracy Program



**Language
Proficiency
Assessments**

Arizona Seal of Biliteracy Program

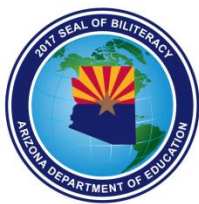
R7-2-317 State Seal of Biliteracy Program requires SBE to adopt language proficiency assessments.

- **Language proficiency assessments will align with the Arizona World and Native Language Standards using researched-based methodology to determine a student's proficiency in a language other than English.**



Arizona Seal of Biliteracy Program

- **Seal of Biliteracy Working Group convened to discuss the language proficiency assessments and set proficiency levels.**
- **The Working Group decided upon an intermediate-mid level of proficiency will meet the requirements of the Program.**



Background

- Languages are sorted in different categories based on the difficulty to master and hours taken to master the language.
- U.S. Department of State identifies four categories of languages:
 - Category I: Languages closely related to English.
 - Category II: Languages that take a little longer to master than Category I languages.
 - Category III: Languages with significant linguistic and/or cultural differences from English.
 - Category IV: Languages which are exceptionally difficult for native English speakers.



Arizona Seal of Biliteracy

- **Taking into account the difficulty to learn different languages, the intermediate-mid proficiency level may equate to different scores on the language proficiency tests.**
- **The Working Group met to discuss the different assessments available and determine what score should be obtained for each language category.**



Language Proficiency Assessments

- **The working group decided on the language proficiency assessments and scores.**
- **All proposed language proficiency assessments meet the requirements of the Board Rule R7-2-317.**



Language Proficiency Assessments

Advanced Placement examination: Attain a score of Three or higher on an Advanced Placement examination for the World and Native Language(s).



Language Proficiency Assessments

International Baccalaureate examination:

Attain a score of four or higher for Higher-Level (HL) language classes and five or higher for Standard -Level (SL) language classes on an International Baccalaureate examination for the World and Native Language(s).

- SL subjects take up 150 teaching hours.
- HL comprises 240 teaching hours.



Language Proficiency Assessments

ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL):

- Attain a score of Intermediate Three for category I through III languages.
- Attain a score of Intermediate Two in writing and reading and Intermediate Three in speaking and listening for Category IV languages.



Language Proficiency Assessments

Standards-Based Measurement of Proficiency (STAMP):

- **Attain a score of Five for Category I through III languages.**
- **Attain a score of Four in writing and reading and Five in speaking and listening for Category IV languages.**



Language Proficiency Assessments

ACTFL Oral Proficiency Interview (OPI):

- **Attain a score of Intermediate-Mid on the Oral Proficiency Interview (OPI) or the Oral Proficiency Interview Computer (OPIc) combined with the Writing Proficiency Test (WPI), Reading Proficiency Test (RPI) and the Listening Proficiency Test (LPT).**
- **All four needed to meet the four domains (Speaking Writing, Listening, Reading).**



Language Proficiency Assessments

Diplomas of Spanish as a Foreign Language (DELE):

- For Spanish, attain a score of B1

Diploma in French Language Studies (DELF):

- For French, attain a score of B1



Language Proficiency Assessments

ACTFL Latin Interpretive Reading Assessment (ALIRA):

- For Latin, attain a score of Intermediate Three



Language Proficiency Assessments

Sign Language:

- Attain a score of Intermediate on the Sign Language Proficiency Interview
- or
- Attain or a score of Three or higher on the American Sign Language Proficiency Interview (ASLPI).



Language Proficiency Assessments

Attain the required score on any other language assessment as adopted by the State Board of Education, upon recommendation by the Department, for purposes of demonstrating language proficiency for the Program.



Language Proficiency Assessments



Questions?