

Seal of Biliteracy

for Eligible Graduating High School Seniors



California English Learner Roadmap Vision

English learners fully and meaningfully access and participate in a twenty-first century education from early childhood through grade twelve that results in their attaining high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages.

Today's Overview

- 🏆 Background of the State Seal of Biliteracy
- 🏆 Eligibility for the State Seal of Biliteracy
- 🏆 SCOE's support to Sacramento County School Districts and Charters
- 🏆 Roles and Communication



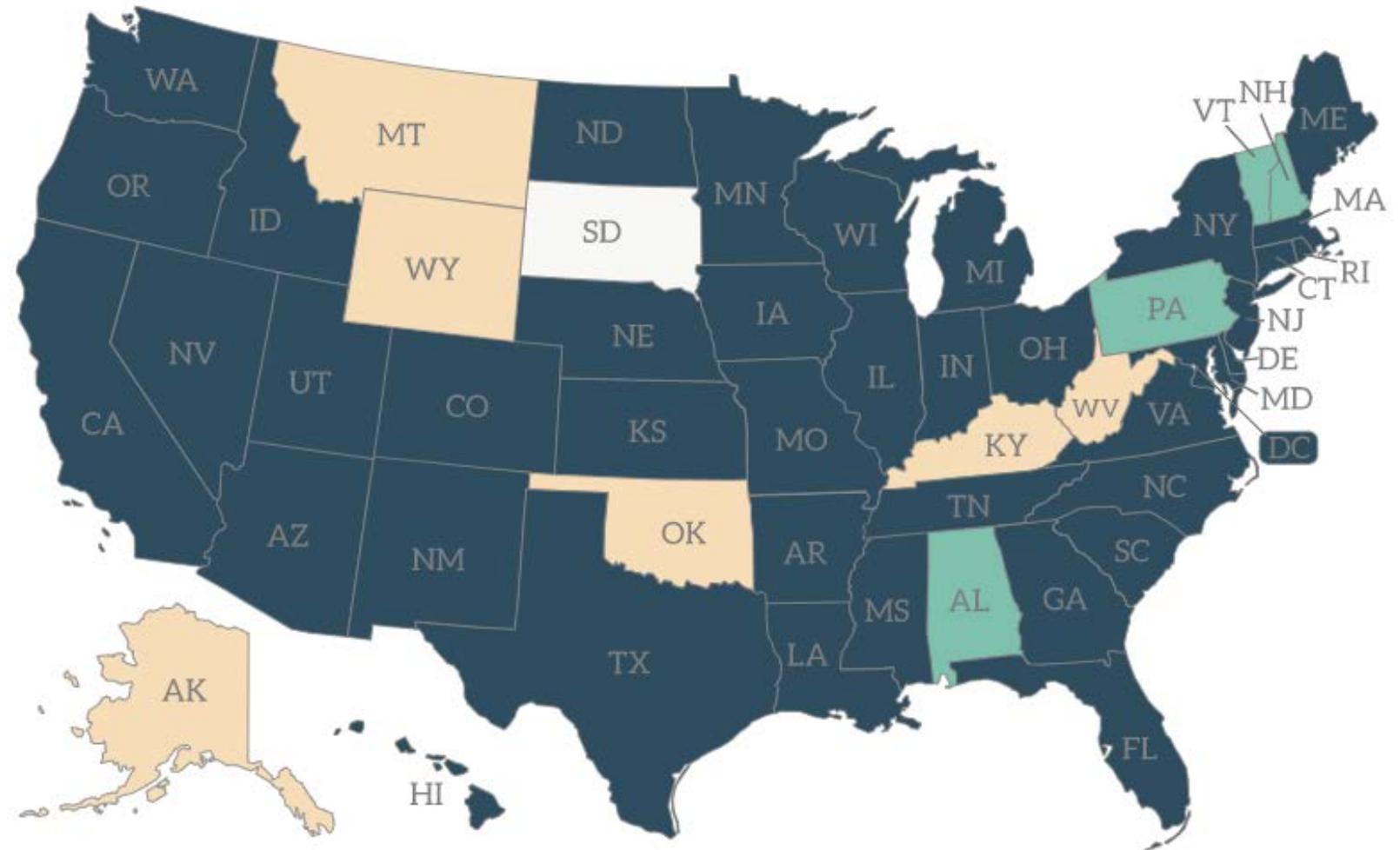
Pioneer California!

40 States
and
Counting!

[Link](#)

State Laws Regarding the Seal of Biliteracy

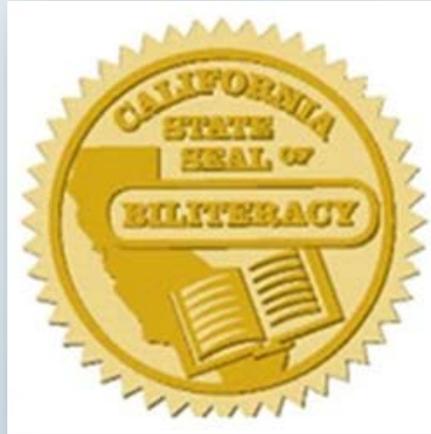
● Approved State Seal ● Under Consideration ● Early Stages ● No Seal of Biliteracy, Yet!



State Seal of Biliteracy 2019

State Level

- 51 counties
- 1080 schools
- 56,192 SSB Issued
- Guidance, insignia requests, forms, questions, resources:
<http://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp>



Sacramento County Level

- 13 districts/ charters
- 51 schools
- 22 languages
- 1,598 students reported to CDE

More information at:

<https://www.scoe.net/services/id526/Pages/default.aspx>

State Seal of Biliteracy 2020

Sacramento County Level

- 📍 14 Districts/ Charters
- 📍 57 Schools
- 📍 22 Languages
- 📍 1,800 Issued

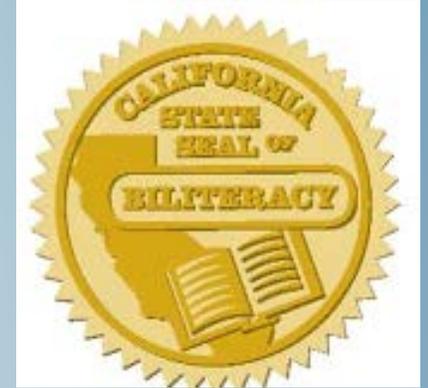
More information at:

https://scoe.net/divisions/ed_services/curriculum/biliteracy/



Sacramento
Office of Education **County**

California Department of Education Web Information



- Letter to the field and supporting documents (downloadable)

<http://www.cde.ca.gov/nr/ne/yr15/yr15rel76.asp>

- The CDE State Seal of Biliteracy Web page at

<http://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp>

- *Frequently Asked Questions*
- *Checklists and Language*

Contact the CDE by e-mail

at SEAL@cde.ca.gov

The screenshot shows the top portion of a web page. At the top left is the California Department of Education logo. To its right is the text "California Department of EDUCATION". Further right is a search bar with a "GO" button and a "Change Text Size" option with three "A" icons. Below the header is a navigation menu with tabs for "Curriculum & Instruction", "Testing & Accountability", "Professional Development", "Finance & Grants", "Data & Statistics", "Learning Support", and "Specialized Programs". Below the menu is a breadcrumb trail: "Home » Specialized Programs » English Learners » Resources". A link for "Printer-friendly version" is on the right. The main heading is "State Seal of Biliteracy". The text below explains that the State Seal of Biliteracy (SSB) became effective January 1, 2012, and recognizes high school graduates with high proficiency in speaking, reading, and writing one or more languages in addition to English. It also states that a county office of education must maintain records of qualifying students and submit the number of eligible students to the CDE. The text mentions that requests should be submitted in advance to allow time for processing (three to six weeks) and that participation is voluntary with no fee. At the bottom, there are links for "SSB Informational Letter to the Field", "SSB Requirements Checklist (DOC; 73KB; 2pp.)", "SSB Insignia Request Form (DOC; 58KB; 2pp.)", and "SSB Frequently Asked Questions".

CALPADS SSB Reporting

College and Career Indicator

- Required Fields under the 2017 Graduates state reporting

Level	Declined Significantly by greater than 3.0% (Change)	Declined by 1.0% to 3.0% (Change)	Maintained or increased by less than 1.0% (Change)	Increased by 1.0% to less than 3.0% (Change)	Increased Significantly by 3.0% or greater (Change)
Very High 85.0% or greater (Status)	N/A	Blue	Blue	Blue	Blue
High 90.0% to less than 95.0% (Status)	Orange	Yellow	Green	Green	Blue
Medium 85.0% to less than 90.0% (Status)	Orange	Orange	Yellow	Green	Green
Low 67.0% to less than 85.0% (Status)	Red	Orange	Orange	Yellow	Yellow
Very Low Less than 67.0% (Status)	Red	Red	Red	Red	Red

Field	Description
Student Number	
Date Earned	The date the student earned the Seal of Biliteracy.
Proficiency Date	The date in which the student was considered proficient in the language entered in the Language field.
Language	The language in which the student earned the Seal of Biliteracy.

Sacramento County State Seal of Biliteracy

County Historical Timeline

- ✓ Hosted Workshop: Overview of Seal of Biliteracy
- ✓ Surveyed Districts for interest in participation
- Developed Process and Resources
- Since 2013 LEAs have identified candidates
- Assessed candidates
- Since 2013 hold the county's Recognition Ceremony

Language	2019	2013
Arabic	6	
Cantonese	12	
Dari	2	
Farsi	2	
French	259	42
German	35	26
Hindi	2	
Hmong	24	6
Korean	2	
Lao		
Punjabi	5	
Russian	65	6
Spanish	1,033	207
Tagalog	14	
Turkish		
Ukrainian	21	1
Urdu	3	
Vietnamese	7	
Japanese	108	
Italian	1	
ASL	1	
Latin	5	
Mandarin	56	
Armenian	2	
Romanian	1	
	1,666	288

Candidates for the State Seal of Biliteracy must meet **all** of the criteria in English and in the other language:

1. Complete all English–language arts requirements for graduation with an overall grade point average of 2.0 or above in those classes, **and**
2. **Pass the California standards assessment at the “standard met” level in English-language arts (ELA) set for native English speakers at the 11th grade.**
3. Demonstrate proficiency in one or more languages in addition to English. See *Options for Meeting World Language Proficiency Criteria* in the next slide.

AB 1142 Section 1 51461

(2) Passing the California ~~Standards Test in English language arts~~ *Assessment of Student Performance and Progress for English language arts, or any successor test*, administered in grade ~~11 11~~, at ~~the proficient level or above. or above the “standard met” achievement level, or at the achievement level determined by the Superintendent for any successor test.~~

If the primary language of a student s other than English, he or she shall attain the proficiency level 4 on the English Language Proficiency Assessments for California (ELPAC).

AB 1142

(b) If the primary language of a pupil in any of grades 9 to 12, inclusive, is other than English, he or she shall do both of the following in order to qualify for the State Seal of Biliteracy:

(1) Attain the ~~early advanced proficiency level~~ *level demonstrating English language proficiency* on the English ~~language development test. For purposes of this paragraph, a participating school district may administer the English language development test an additional time as necessary.~~ *Language Proficiency Assessments for California, or any successor English language proficiency assessment, in transitional kindergarten, kindergarten, or any of grades 1 to 12, inclusive.*

Candidates for the State Seal of Biliteracy must also meet all one of the following criteria in a **language other than English**:

3. Proficiency in language/s in addition to English, demonstrated through one of the following:
 - a. Score 3 or higher on a world language Advanced Placement exam (AP Central)*
 - a. Score 4 or higher on a world language International Baccalaureate exam (IB)**
 - b. Successfully complete a 4 year high school course of study in a world (foreign) language with a grade point average of 3.0 or above in that course of study **including oral proficiency.** **Next slide**
 - c. – See slide #14 (SCOE Language Exam option)
 - d. Score 600 or higher on the Scholastic Assessment Test II world language examination (College Board***)

*Spanish, French, Chinese, Italian, German, Latin, Japanese

**Arabic, Chinese, German, French, Spanish, Japanese, Turkish, Indonesian

***Spanish, French, Chinese, Italian, German, Hebrew, Latin, Japanese, Korean

3. Continued –

Proficiency in one or more languages in addition to English, demonstrated through one of the following methods:

- b. Successfully complete a 4 year high school course of study in a world (foreign) language with a grade point average of 3.0 or above in that course of study **including oral proficiency.**

AB 1142

(B) Successful completion of a four-year high school course of study in a foreign language, ~~and~~ attaining an overall grade point average of 3.0 or above in that course of ~~study.~~ *study, and oral proficiency in the language comparable to that required pursuant to subparagraph (A).*

1. **What world language offerings does your district have?**
2. **Do you have an oral exam in the language offerings from your district?**
3. **What options may your district have to demonstrate the oral proficiency of students who successfully complete a four-year high school course of study?**

3. *Continued* –

Proficiency in one or more languages in addition to English, demonstrated through one of the following methods:

c. If **no AP exam or off-the-shelf language test exists** and the school district can certify to the State Superintendent (SSPI) that the test meets the rigor of a 4-year high school course of study in that foreign language, passing a district or county language exam that, at a minimum, assesses speaking, reading, and writing in a language other than English at the “proficient” level or higher.

1. **List any language/s for which you may have candidates who may be proficient in that language and for which no off-the-shelf foreign language exam exists?**
2. **Do you have an exam in this language that meets the criteria above?**

Significant change in the SCOE language exam scoring

Written Language Rubric				
	3 points	2 points	1 point	0 points
Sevier County	Native-Like Writing	Competent Writing	Approaching Competent Writing	Emerging Writing
Content	Response fully addresses the prompt	Response mostly addresses the prompt	Response is somewhat related to the prompt	Response is not related to the prompt
Grammar	Minimal errors that do not effect comprehension	Occasional errors that do not effect comprehension	Errors sometimes interfere with comprehension	Errors interfere with comprehension
Vocabulary	Uses varied and precise vocabulary	Uses a moderate variety of vocabulary	Uses a limited or vague vocabulary	Vocabulary is very limited
Spelling and Mechanics	Uses correct spelling and mechanics	Occasional errors in spelling and/or mechanics are evident, but do not interfere with meaning	Frequent errors in spelling and/or mechanics make the response difficult to comprehend	Significant errors in spelling and/or mechanics interfere with comprehension of the response

Minimum score for the Seal of Biliteracy = 8 and no scores of a 1 or a 0. Total Score: ___/12

- A rating of **1 or zero** in any of the four performance areas in SPEAKING or WRITING domains will automatically disqualify a student from passing the SCOE language exam.
- Minimum score for Seal of Biliteracy = 8
- Total Score: ___/12

Seal of Biliteracy Exam Process

Step 1: District/LEA produces and verifies list of candidates.

Step 2: If applicable candidates participate in the Exam Activities

- Interviews with a panel in English and the language of interest.
- On-demand reading assessment and writing sample in the language of interest.

Student Intent to Apply

Serves a critical organizational role:

- Verifies eligibility
- Verifies outside test of proficiency with language of interest
- Triggers the search for the testers to match the language of interest needs of students who intend to apply

State Seal of Biliteracy
for Eligible Graduating High School Seniors
Student Intent to Participate in the Language Exam

This Intent to Participate form is for a student who met the English proficiency criteria for the State Seal of Biliteracy, and may be proficient in a language other than English but is not taking an AP, IB or SATII world language exam or has not taken a 4-year course of study in the language of interest.

By completing this form, the student may be selected to participate in the language exam process conducted by the Sacramento County Office of Education (SCOE) and collaborating districts to be eligible for the State Seal of Biliteracy award.

*The language assessment will include reading and writing sections, and an oral interview conducted in the world language of interest. See student self-assessment below.

Directions: Complete and submit this Intent to Participate form to your district's Seal of Biliteracy contact.

Personal Information:

First Name:	Last Name:
District:	School:

*Language Other than English | Name the language to test:

I have met the following eligibility requirements:

Criteria 1 and 2: English	(GPA)
Successful completion of all English-language arts (ELA) course requirements for graduation with an overall grade point average (GPA) of 2.0 or above in those classes.	
Score at "Standard met" or "Standard exceeded" on the 11 th grade ELA SBAC. Check () Level	Standard met Standard exceeded

Student Self-Assessment (student completed ONLY):

*Criteria 3: Language other than English

Circle yes or no to respond to the statements below regarding your proficiency in the language other than English.

	Yes	No
When listening, I can understand the identified language.		
I can verbally respond to questions in complete sentences.		
I can read with comprehension in the identified language.		
I can write fluently in the identified language.		

If your primary language is not English, verify that you also meet the following eligibility requirement:

Scored at the Early Advanced or Advanced proficiency level on the California English Language Development Test (CELDT). Check () Level	Advanced (5) Proficient (4)
---	--------------------------------

Completion of this form does not guarantee the student will receive the State Seal of Biliteracy Award.

--- For District Use Only ---

I verify that the information on this form is accurate. The student named above has met the English-language arts criteria to receive the State Seal of Biliteracy.

Date: _____ District Seal of Biliteracy Contact - Name (print) _____ Signatures: _____

Sacramento County

Student completes the self-assessment. Scan all completed forms of eligible students to SCOE prior to the exam day.

• Due site coordinator _____

• (date also noted on poster)

• Due to SCOE _____

Seal of Biliteracy Exam Event

- Interview in language of interest
- On-demand writing & reading exam in the language of interest
- *This year's "Exam Event" is scheduled on a one to one basis, all testing is before _____.*
 - The exam day cannot be re-scheduled or made up

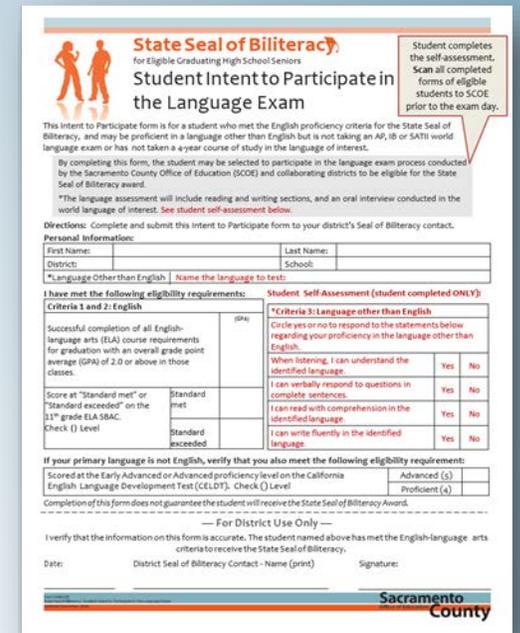
Exam in the Language of Interest

- On-demand **writing** sample in the language of interest.
- **Reading** section.
- Each student will be **interviewed** by a team of two adults (ideal) using a set of questions.
 - The team interviews the student for approximately 10 minutes.
 - The team confers over a rubric and scores the student interview.

The student must pass all parts of the test to be eligible for the Seal.

Role of the student

- Check to make sure that you are eligible and proficient in the language of interest.
- Submit required components to your counselor on time.
- Attend and fully participate in events~
 - Exam (scheduled district to district)
 - Ceremony date TBA (by invitation only)



State Seal of Biliiteracy
for Eligible Graduating High School Seniors
Student Intent to Participate in the Language Exam

Student completes the self-assessment. Scan all completed forms of eligible students to SCOE prior to the exam day.

This Intent to Participate form is for a student who met the English proficiency criteria for the State Seal of Biliiteracy, and may be proficient in a language other than English but is not taking an AP, IB or SATII world language exam or has not taken a year course of study in the language of interest.

By completing this form, the student may be selected to participate in the language exam process conducted by the Sacramento County Office of Education (SCOE) and collaborating districts to be eligible for the State Seal of Biliiteracy award.

*The language assessment will include reading and writing sections, and an oral interview conducted in the world language of interest. See student self-assessment below.

Directions: Complete and submit this intent to Participate form to your district's Seal of Biliiteracy contact.

Personal Information:

First Name:	Last Name:
District:	School:

*Language Other than English: Name the language to test: _____

I have met the following eligibility requirements:

Criteria 1 and 2: English	Standard	Met	Exceeded
Successful completion of all English-language arts (ELA) course requirements for graduation with an overall grade point average (GPA) of 2.0 or above in those classes.	Standard met	<input type="checkbox"/>	<input type="checkbox"/>
Score at "Standard met" or "Standard exceeded" on the 11 th grade ELA SBAC. Check () level	Standard exceeded	<input type="checkbox"/>	<input type="checkbox"/>

Student Self Assessment (student completed ONLY):

*Criteria 3: Language other than English

Circle yes or no to respond to the statements below regarding your proficiency in the language other than English.

Statement	Yes	No
When listening, I can understand the identified language.	<input type="checkbox"/>	<input type="checkbox"/>
I can verbally respond to questions in complete sentences.	<input type="checkbox"/>	<input type="checkbox"/>
I can read with comprehension in the identified language.	<input type="checkbox"/>	<input type="checkbox"/>
I can write fluently in the identified language.	<input type="checkbox"/>	<input type="checkbox"/>

If your primary language is not English, verify that you also meet the following eligibility requirements:

Scored at the Early Advanced or Advanced proficiency level on the California English Language Development Test (CELDT). Check () Level	Advanced (3)	<input type="checkbox"/>
	Proficient (4)	<input type="checkbox"/>

Completion of this form does not guarantee the student will receive the State Seal of Biliiteracy Award.

— For District Use Only —

I verify that the information on this form is accurate. The student named above has met the English-language arts criteria to receive the State Seal of Biliiteracy.

Date: _____ District Seal of Biliiteracy Contact - Name (print): _____ Signature: _____

Sacramento County

Role of the Parent

- Encourage your child to look objectively at their readiness and proficiency and to consult with adults who can help determine their eligibility.
- Encourage your child to participate in the exam.
- *May need to provide transportation to the exam location and the ceremony.*
- *Attend the Recognition Ceremony on TBA (by invitation only)*



Role of Administrators & Counselors

- Help identify students proficient in a world language not taught in the schools.
- Inform teachers of world language about the Seal of Biliteracy.
 - Direct teachers and students to the website.
 - Arrange for info meetings.
- Inform students and parents about the Seal of Biliteracy.
 - Keep the criteria in mind
- Recruit (and serve as) tester for the languages you are proficient
 - For 1-6 students, 1 tester; for 7-12 students, 2 testers, etc.
- Celebrate the students who have earned the Seal of Biliteracy!

2018 Overview
Seal of Biliteracy Recognition Program
Information for District Coordinators

Thank you for coordinating your district's participation in the 2018 Sacramento County Seal of Biliteracy recognition program activities!

Listed below are the key activities that you will be responsible for coordinating.

Task	Timeframe
1. Identify Eligible High School Seniors (Prequalified students): Determine the students who qualify for the Seal of Biliteracy by meeting all state criteria. <input type="checkbox"/> Using district data (test scores and GPA) develop and verify eligibility lists (refer to the excel template). Submit list of Prequalified students to SCOE by February 23, 2018 . <input type="checkbox"/> Notify students of their opportunity to participate in the SCOE recognition process. <ul style="list-style-type: none">o Provide flyer, disseminate invitation to ceremony (SCOE will provide invitations after the testing; results become available).o Note: Depending on location/space limitations, SCOE may only invite students who qualified via the SCOE exam.	Jan-Feb All Districts
2. Participation on the Language Exam Administration: Develop a list of potential Seal recipients who meet the English requirement and GPA criteria, and may also be proficient in a language other than English. <input type="checkbox"/> Using district data (refer to the excel template) develop and verify candidate lists. <input type="checkbox"/> Disseminate flyer, determine who is interested in taking a language exam. <input type="checkbox"/> Provide list of all interested students to SCOE, by language and school. * due to SCOE on February 23, 2018 . <input type="checkbox"/> Assist with identification of exam testers of languages to be offered. <input type="checkbox"/> Identify students who will be tested of exam date and location. *Note: depending upon exam and tester availability, not all students who indicated an interest or qualify may be tested.	Feb-Mar Central Elk Grove Folsom Graceland Marysville Napa Sacramento Sutter Yuba Yuba City Yuba County Yuba Falls Yuba Springs Yuba Valley Yuba West
3. Plan for Language Exam Administration: <input type="checkbox"/> Verify language that will be tested. <input type="checkbox"/> Provide final list of students who will be tested to SCOE (by language) (a week prior to testing). <input type="checkbox"/> Arrange for adequate number of testers (by language 2:1 ratio) and proctors to be available. Testers must sign an affidavit, use the survey https://www.surveymonkey.com/r/5582085COE to document language expertise, and participate in training on exam date. <input type="checkbox"/> Determine at least of 3 rooms, check in area, interview room(s), waiting room). <input type="checkbox"/> If testing during school hours, arrange for transportation. <input type="checkbox"/> Provide snacks for students (optional). <input type="checkbox"/> Post sign-up on test date. <input type="checkbox"/> Notify testers and students of test date, location and expectations.	Testing window is Jan-Mar Sign up for a testing date with Graciela
4. Post Language Exam Activities: <input type="checkbox"/> SCOE will provide student score sheets and individual exam results to coordinators. <ul style="list-style-type: none">o Disseminate student exam results to each student.o Students who pass the language exam will also receive an invitation to the SCOE county ceremony. <input type="checkbox"/> Verify and submit to SCOE the final list of all district students receiving the Seal of Biliteracy, by language and school. This list of names will be included in the county program. (Final date to submit names to SCOE is February 23, 2018) <input type="checkbox"/> Attend the county Seal of Biliteracy recognition ceremony (TBA in April) <input type="checkbox"/> Submit request for Seals to COE*: http://www.cde.ca.gov/se/letter/SealofBiliteracy.asp	Feb-Mar Usually 2 weeks after testing *New format

Role of the World Language Teacher

- Inform students about the opportunity to earn the Seal of Biliteracy.
- Assist students in determining whether their level of proficiency is currently sufficient to apply.
- Help to inform parents about the Seal.



Serving as a Language Examiner



State Seal of Biliteracy®
For English-Proficient high school seniors

Volunteers Needed

The State Seal of Biliteracy is an award given to high school seniors who have studied and attained proficiency in English and one or more other languages.

The Sacramento County Office of Education (OCOE) in collaboration with participating local districts identifies candidates for the award, verifies their language skills and publicly recognizes students for exemplary achievement.

Volunteers who are proficient in English and another language are needed to assist with this process.

How can you help? We are looking for language experts to:

1. Assist with the development of exams for languages in which students need to be assessed (speaking, reading and writing); and
2. Participate in the assessment process to rate students (e.g., all or several selected: read and score, writing samples).

In 2014, we may need experts in the following languages:
Armenian, Cantonese, Farsi, French, German, Gujarati, Hindi, Korean, Italian, Korean, Russian, Latin, Mandarin (Putunghua), Vietnamese, Filipino (Tagalog), Portuguese, Punjabi, Russian, Spanish, Taiwanese, Turkish, Ukrainian, and Vietnamese.

If you are interested in volunteering to assist with this process this spring, please complete an online application by April 4, 2014. You will be contacted with any relevant details if your expertise is needed for this year's process. The application link is: <https://www.surveymonkey.com/s/sealofbiliteracy2014>

For Information About the Sacramento County Office of Education, Board Policies or Contact:
Deborah Garcia-Ramos, Communications Specialist, ES
dgarcia@ocoe.k12.ca.us

Sacramento County

- If interested, please complete the form provided through surveymonkey, which helps establish language expertise.
- You must be available and willing to commit the day on *the testing date(s) and time(s)*. Other locations may apply.
- Sign the affidavit.
- Must participate on the Seal of Biliteracy Exam Tester training.
 - Optional, attend the Seal of Biliteracy Awards Ceremony to celebrate with those students who have earned the Seal of Biliteracy.

Sacramento County

State Seal of Biliteracy

Next Steps...

Communicate interest in participation

Schedule a testing date

Help identify individuals to assist in process (identify and recruit candidates, sit on panels, plan ceremony, etc...)

Request seals from CDE

Celebrate our students' success!

2018 Seal of Biliteracy Coordinators' Survey

District	Level 1	Level 2	Level 3	Exam day	Exam Time	# of brochures	# of posters	Deliver to
Center USD	✓	✓	✓		Last	10	2	Jerald Ferguson
Elk Grove USD		✓	✓		Last	50	20	Will Jones EL Dept
Folsom USD	✓	✓	✓		Last	5	10	Elena Cabrera
Natomas USD		✓	✓		Last	5	?	Lauren Odell D.O. Ed Center
NP3		✓	✓			5	2	Monica Cuevas
Sacramento City USD	✓	✓	✓		Last	50	30	V. Girard Multi Lit Office
San Juan USD	✓	✓	✓		Last	5	Have their own	Martha C DO EL Dept
Visions in Ed	✓	✓	✓		Last	10	2	Suldeh Malekafzail
Twin Rivers USD	✓	✓	✓			50	15	Jisel EL Serv Dept
Heritage Peak	✓	✓	✓			10	2	Emilee Powell
Futures HS		✓	✓		Last	10	2	Natalya Burko
Galt JUHSD	✓				N/A	20	8	Anahi-LRHS
River Delta USD	✓				N/A	20	4	Carrie Norris

Level 1: My district is interested in obtaining county level recognition certificates from SCOE for all qualifying candidates. We will confirm their qualifications and supply SCOE with the list by the due date.

Level 2: My district is interested in the SCOE Language Exam; therefore, is willing to commit to the following:

- Recruit language experts.
- Provide staff to help on the exam day (registration, proctor, etc.)
- Have the coordinator present on the day of the exam.
- Follow the SCOE procedures.

Level 3: My district is interested in the SCOE Seal of Biliteracy Ceremony; therefore, is willing to commit the following:

- A representative will attend the ceremony to check in students and present the recognition.
- Confirm prequalified students and supply SCOE with the list by the due date.
- Provide timely information to the students and families.
- Distribute certificates after the ceremony.

Setting the testing date

District	Level 1	Level 2	Level 3	Exam day	Exam Time
Center USD	✓	✓	✓	M 2/26	12:30-5:00
Elk Grove USD		✓	✓	Th 3/15	3:00-7:00
Folsom USD	✓	✓	✓	W 3/7	1:30-5:00
Natomas USD		✓		T 2/27	8:30-1:30
NP3	✓				
Sacramento City USD	✓	✓	✓	W 3/14	8:30-2:30
San Juan USD	✓	✓	✓	Th 3/8	1:30-5:00
Visions in Ed	✓	✓	✓	M 3/9	8:30-11:00
Twin Rivers USD	✓	✓	✓	T 3/13	8:30-1:30
Heritage Peak	✓	✓	✓	F 3/9	8:30-1:30
Futures HS		✓		T 3/13	12:00-5:00
Galt JUHSD	✓				
River Delta USD	✓				

Testing dates:

- M- 2/26, 3/5, 3/19
- T- 2/27, 3/13
- W- 3/7, 3/14
- TH- 3/8, 3/15
- F- 3/9, 3/16

- Level 1:** My district is interested in obtaining county level **recognition certificates** from SCOE for all qualifying candidates. We will confirm their qualifications and supply SCOE with the list by the due date.
- Level 2:** My district is interested in the **SCOE Language Exam**; therefore, is willing to commit to the following:
 - a. Recruit language experts.
 - b. Provide staff to help on the exam day (registration, proctor, ect.)
 - c. Have the coordinator present on the day of the exam.
 - d. Follow the SCOE procedures.
- Level 3:** My district is interested in the **SCOE Seal of Biliteracy Ceremony**; therefore, is willing to commit the following:
 - a. A representative will attend the ceremony to *check in students and present the recognition*.
 - b. Confirm **prequalified** students and supply SCOE with the list by the due date.
 - c. Provide timely information to the students and families.
 - d. Distribute certificates after the ceremony.

Sacramento County State Seal of Biliteracy

Options and Next Steps

- Determine the level of participation: Exam & Ceremony.
- Identify candidates and encourage them to submit “intent to participate” applications.
- Identify languages for which exams are desired.
- Identify proficient speakers of these languages to participate on panels ~ must be 18 or older and complete SCOE’s eligibility survey criteria.
- Schedule to participate on the date for the SCOE recognition ceremony~ **TBA**
- Clarify and communicate plan for all activities (roles, responsibilities, timeline).
- Help publicize date for recognition ceremony and encourage participation of qualified students!

Seal of Biliteracy
The English Language Proficiency Assessment

Seal of Biliteracy Recognition Program
Information for District Coordinators

2018 Overview

Keep track of the required tasks for a successful experience.

Thank you for coordinating your district's participation in the 2018 Sacramento County Seal of Biliteracy recognition program activities!

Listed below are the key activities that you will be responsible for coordinating.

Task	Timeline
1. Identify Eligible High School Seniors (Prequalified students): Determine the students who qualify for the Seal of Biliteracy by meeting all state criteria. <ul style="list-style-type: none"><input type="checkbox"/> Using district data (test scores and GPA) develop and verify eligibility lists (refer to the excel template). Submit list of Prequalified students to SCOE by February 23, 2018.Notify students of their opportunity to participate in the SCOE recognition process.<ul style="list-style-type: none"><input type="checkbox"/> Provide flyer, disseminate invitation to ceremony (SCOE will provide invitations after the testing results become available).<input type="checkbox"/> Note: Depending on location/space limitations, SCOE may only invite students who qualified via the SCOE exam.	Jan/Feb
2. Participation on the Language Exam Administration: Develop a list of potential Seal recipients who meet the English requirement and GPA criteria, and may also be proficient in a language other than English. <ul style="list-style-type: none"><input type="checkbox"/> Using district data (refer to the excel template) develop and verify candidate lists.<input type="checkbox"/> Disseminate flyer, determine who is interested in taking a language exam.<input type="checkbox"/> Provide list of all interested students to SCOE, by language and school. * (Due to SCOE on February 23, 2018)<input type="checkbox"/> Assist with identification of exam testers of languages to be offered.*<input type="checkbox"/> Notify students who will be tested of exam date and location. <p>*Note: depending upon exam and tester availability, not all students who indicated an interest or qualify may be tested.</p>	Feb/Mar
3. Plan for Language Exam Administration: <ul style="list-style-type: none"><input type="checkbox"/> Verify languages that will be tested.<input type="checkbox"/> Provide final list of students who will be tested to SCOE (by language) (a week prior to testing).<input type="checkbox"/> Arrange for adequate number of testers (by language 2:1 ratio) and proctors to be available. Testers must sign an affidavit, use the survey https://www.scoe.org/monkeys.com/258-2018SCOE, document language expertise, and participate in training on exam date.<input type="checkbox"/> Determine at least of 3-4 rooms, check in area, interview room/s, waiting room).<input type="checkbox"/> Testing during school hours, arrange for transportation.<input type="checkbox"/> Provide snacks for students (optional).<input type="checkbox"/> Post signage on test date.<input type="checkbox"/> Notify testers and students of test date, location and expectations.	Testing window is Jan-Mar Sign up for a testing date with Gracela
4. Post Language Exam Activities: <ul style="list-style-type: none"><input type="checkbox"/> SCOE will provide student score sheets and individual exam results to coordinators.<ul style="list-style-type: none"><input type="checkbox"/> Disseminate student exam results to each student.<input type="checkbox"/> Students who pass the language exam will also receive an invitation to the SCOE county ceremony.<input type="checkbox"/> Verify and submit to SCOE the final list of all district students receiving the Seal of Biliteracy, by language and school. This list of names will be included in the county program. (Final date to submit names to SCOE is February 23, 2018)<input type="checkbox"/> Attend the county Seal of Biliteracy recognition ceremony. (TBA in April)<input type="checkbox"/> Submit request for Seals to CDE*: http://www.cde.ca.gov/sp/le/sealofbiliteracy.asp	Feb-Mar Usually 2 weeks after testing *new format

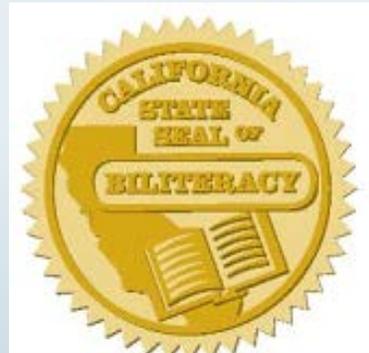
Getting the word out:

- SCOE has and will continue to inform:
 - District superintendents
 - Curriculum and Project Directors
 - English Learner Coordinators' Network members
- SCOE has created and will to continue to maintain a website:
https://www.scoe.net/divisions/ed_services/curriculum/biliteracy/
- SCOE provides PowerPoint® presentations and access to resources



District Samples:

- San Juan USD
- Elk Grove USD



Sacramento County's Objective:

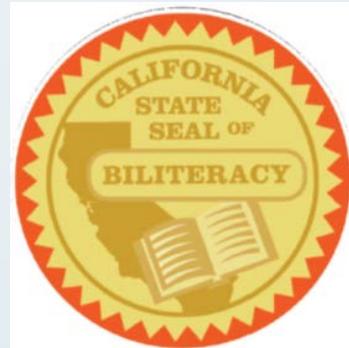
- For the students for whom there is no existing language course or assessment offered at the school, SCOE offers an assessment process to determine oral and written proficiency in those languages.
- **SCOE's existing language exams:**
Arabic, Armenian, Chinese, Dari, Farsi, French, German, Hindi, Hmong, Japanese, Korean, Lao, Pashto, Punjabi, Romanian, Russian, Spanish, Tagalog, Turkish, Ukrainian, Urdu, and Vietnamese.

Who may qualify to take the Sacramento County's Language Exam?

Student has the ability to read, write, understand and speak in a language other than English (LOTE); **AND**

There is no viable pathway to world language courses; **AND**

Did not or is not planning on taking an exam (AP, IB, SAT II or equivalent).



Student Intent to Participate in the Language Exam

Statements regarding your proficiency in the language other than English.

I can **verbally respond** to questions in complete sentences.

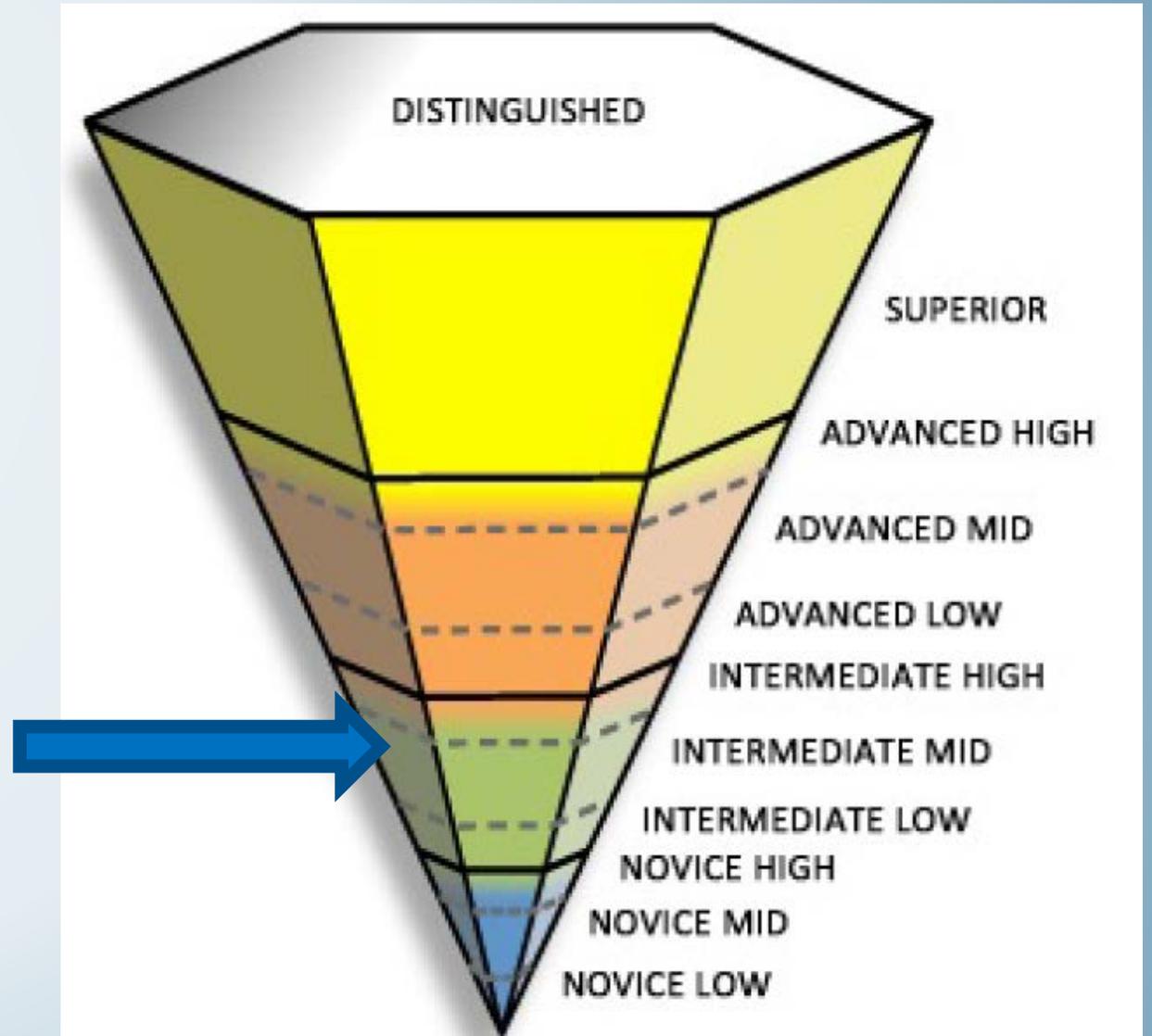
I can **read** with comprehension in the identified language.

When **listening**, I can understand the identified language.

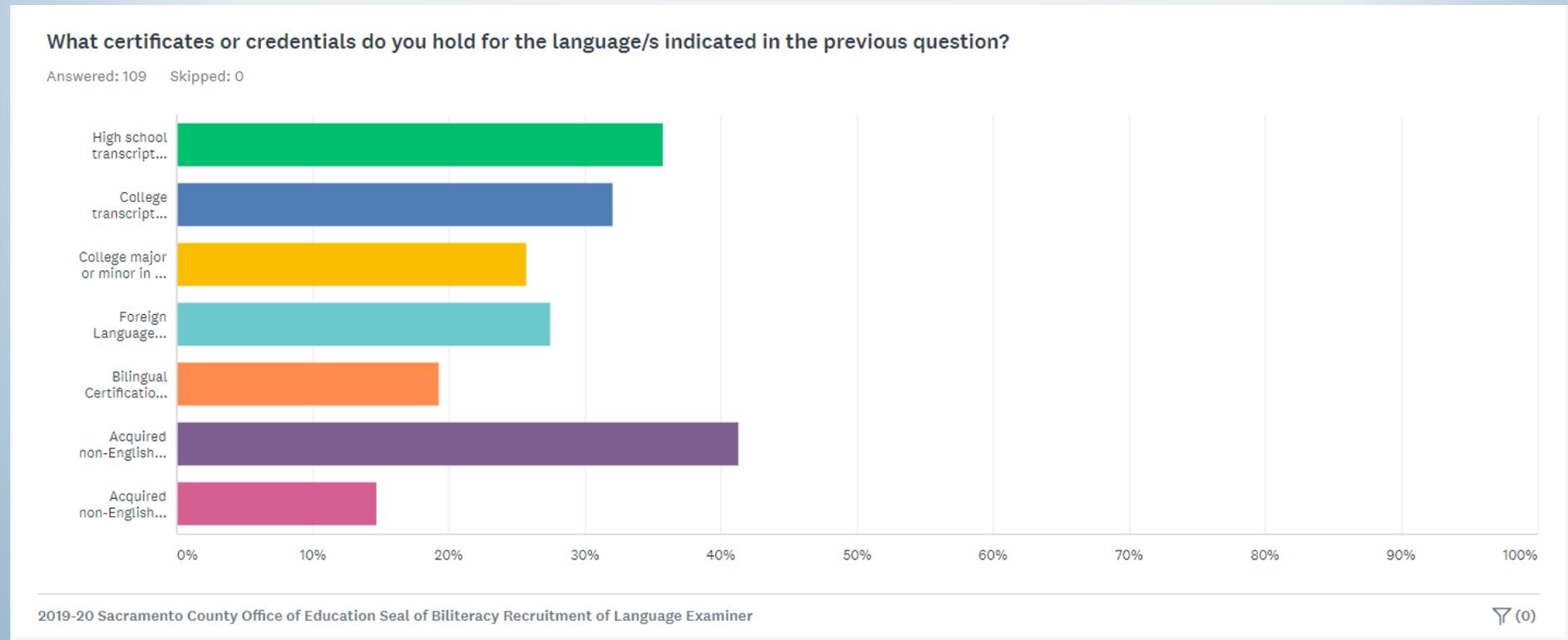
I can **write** fluently in the identified language.

Level of Proficiency

- Mid -Intermediate



Over 30% of the Examiners have a College Degree in the Language



Thank you, SCOE Leadership!



Thank you, District Coordinators!



Center JUSD
Jerald Ferguson



Elk Grove USD
Lucy Bellinger



Folsom Cordova USD
Elena Cabrera



Galt JUHS
Kelly Beck



Natomas USD
Mary Lynch



River Delta
Unified School District

River Delta USD
Carrie Norris



Sacramento City USD

Vanessa Girard



San Juan

San Juan USD
Elena Soto-Chapa



Twin Rivers USD
Jisel Villegas

Thank you, Charter Coordinators!



**Natomas Pacific Pathway
Prep Charter**
Teresa Villanueva



**Natomas Charter
School-** Laura Bariel



Visions in Education
Christopher Smith



Futures High School -
Nataliya Burko



Heritage Peak
Emilee Powell

GRACIELA GARCÍA –TORRES, M.ED.

English Learner Programs and
Accountability

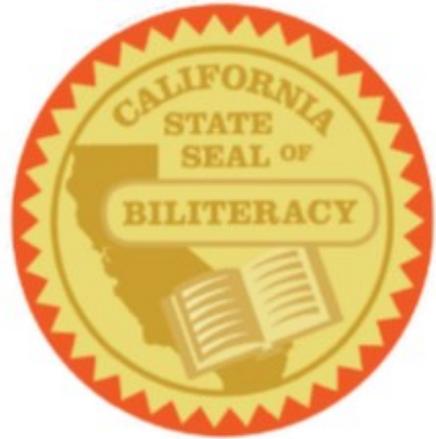
Region 3 Title III COE English Learner
Specialist

gtorres@scoe.net

Website: [https://scoe.net/divisions/
ed_services/curriculum/elcn/](https://scoe.net/divisions/ed_services/curriculum/elcn/)



sealofbiliteracy@scoe.net



Seal of Biliteracy

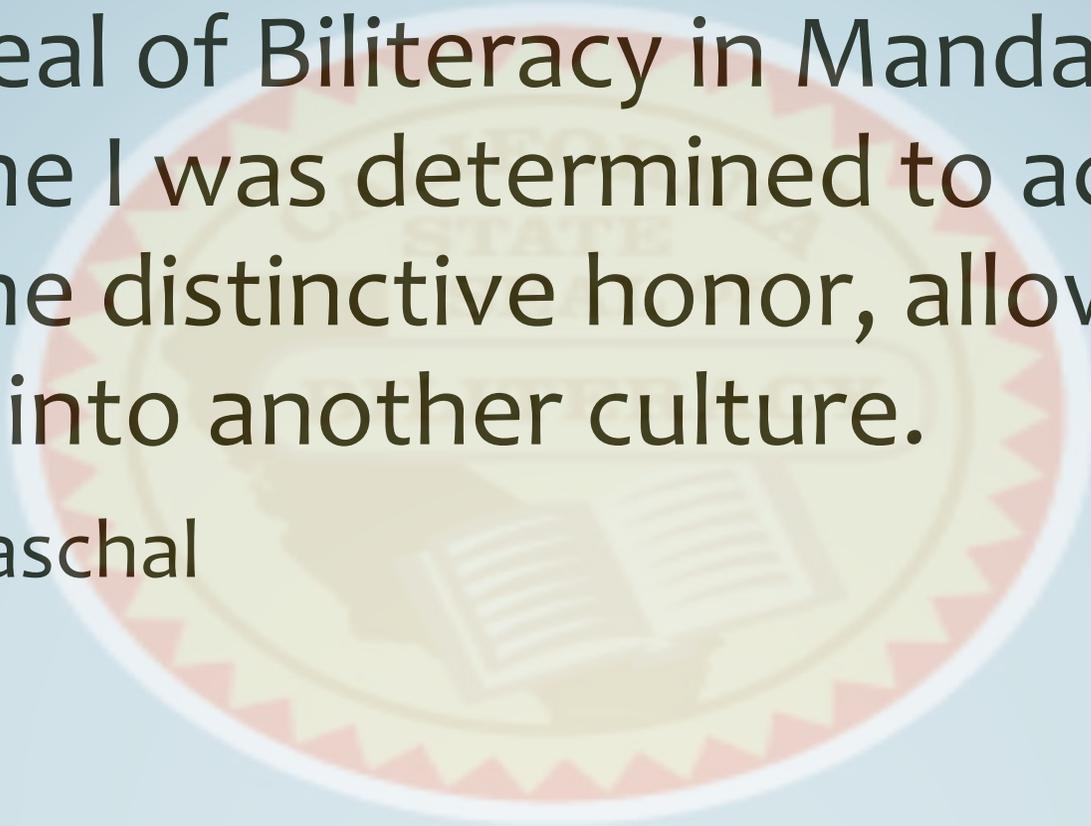
for Eligible Graduating High School Seniors

Student Quotes



Four years ago I watched with admiration as my sister received her State Seal of Biliteracy in Mandarin. At that time I was determined to achieve the same distinctive honor, allowing me to step into another culture.

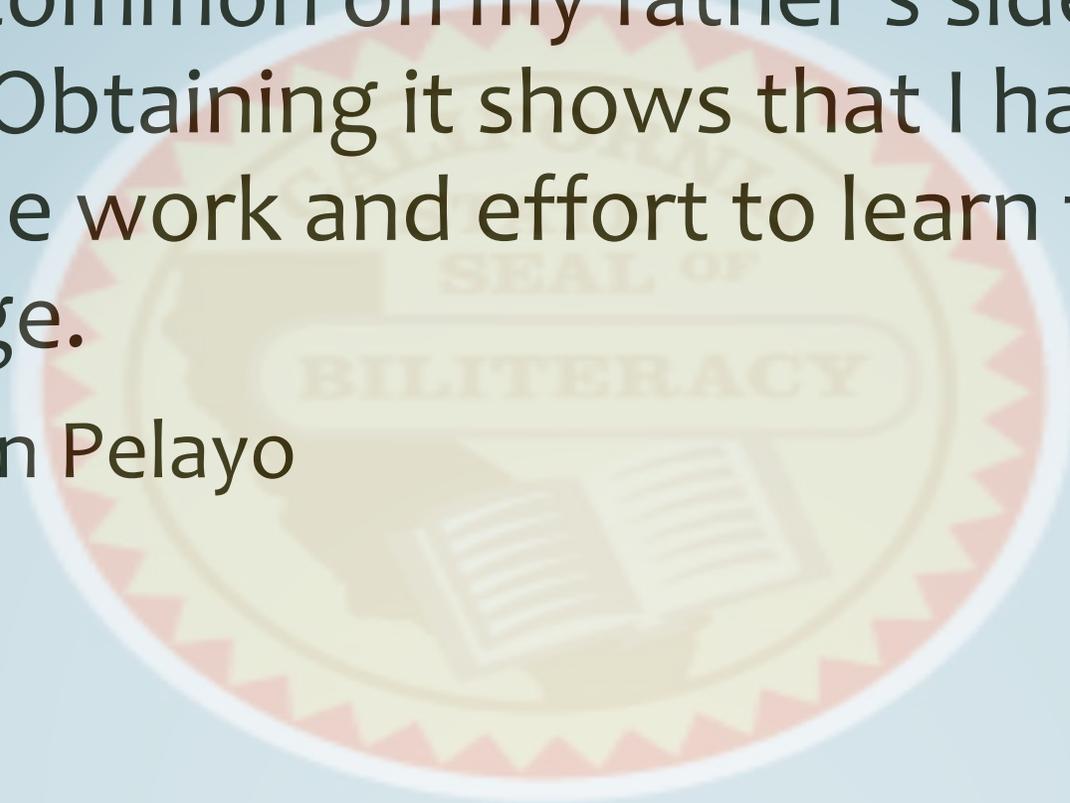
~Breck Paschal





Obtaining the Seal of Biliteracy means a lot to me, as I have been learning the language that is common on my father's side of the family. Obtaining it shows that I have put forth the work and effort to learn the language.

~Brennan Pelayo





Obtaining the State Seal of Biliteracy to me means that my struggle of learning English as a second language has finally paid off. Even though I had times where I would mix up English and Spanish, I did not let that affect my learning and now I have something to prove it. I didn't give up in one language or the other and I most definitely didn't forget my Spanish speaking roots by the end of high school.

~Adriana Menjivar Enríquez