Title: Guidelines for the FCPS Seal of Biliteracy Awards **Date:** January 06, 2025

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

Alignment to Portrait of a Graduate: Civically Engaged and Culturally Competent

Alignment to Strategic Priorities: Student Achievement; Unity, Belonging, and Student Efficacy; Outreach and Engagement

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 e-transcript.

In 2017, Fayette County became the first district in Kentucky to adopt the Seal of Biliteracy district-wide. Since then, Kentucky has joined the listing of states on the national Sealofbiliteracy.org site through the June 2021 release of KDE's Seal of Biliteracy guidelines.

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 in order for high levels of students' language growth to occur. 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 100+ reported languages and in a state with over $27 billion in global economy. (Multilingual employees get paid **5%-20% more per hour** than monolingual professionals.)
- 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.

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 (see below), a Seal of Biliteracy certificate, a dual-colored cord* (green and blue), and a notation on their IC graduation tab (which can be included on an e-transcript) stating attainment of the Seal and in which world language.



(FCPS Seal of Biliteracy)

*Wearing of the Seal of Biliteracy cord at graduation must be in compliance with the student's high school regalia guidelines.

III. Requirements

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

English Requirement

A student must be meeting all language requirements for high school graduation and have **one** form of English evidence from the listing below:

- ACT*: Earning a minimum score of 18 on English and 20 on Reading, "Best Scores" can be used (ex. an ACT Reading score from sophomore year testing and an English score from junior)

- SAT*: Earning a minimum of 22 on Writing and Language test and 24 on Reading, “Best Scores” can be used (ex. a SAT Writing & Language score from sophomore year and a Reading score from junior)
- AP* [English Language & Composition or AP English Literature and Composition]: Earning a minimum score of 3
- ACCESS**: Earning a minimum score of 4.0

*Qualifying ACT, SAT or AP scores for the English requirement may come from testing occurring at any point/year in a student’s schooling.

**Qualifying ACCESS scores must come from testing during high school years due to the increasing rigor of the ACCESS exam.

World Language Requirement*

Demonstrated language proficiency in a **world language** (language other than English) must occur through proficiency testing in all applicable modes of communication****.** These modes of communication include: Interpretive Reading (IR), Interpretive Listening (IL), Interpersonal Communication (IC) or Presentational Speaking (PS), and Presentational Writing (PW). **One** form of evidence from the listing below:

- AAPPL [ACTFL Assessment of Performance toward Proficiency in Languages]: Earning a minimum of Intermediate-Mid (IM) in all modes of communication.
- STAMP [Standards-based Measurement of Proficiency]: Earning a minimum of Intermediate-Mid (IM) in all modes of communication
- AP [Language-specific Language & Culture or Literature]: Earning a minimum of a 3
- FCPS World Language Intermediate-Mid Benchmark Assessment (to be used only for world languages that are not tested by AAPPL or STAMP).

*Qualifying scores **for the world language** requirement must come from testing during a student’s junior year or by close of the Seal application window, 2/16/25.

**For languages such as American Sign Language, Latin, Tribal languages, and less commonly assessed languages, assessed modes of communication may be reduced at the discretion of the District Seal Lead to reflect the specific language needs and/or availability of test options.

IV. Costs

For 2025, cost for seniors is $0. Costs associated with senior testing (i.e. AAPPL, STAMP or FCPS Seal Benchmark) or awarding (i.e. Seal cord, certificates) will be covered by the district. Any junior testing to "bank" scores for their senior year application must pay.

V. Responsibilities

School

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

District

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

For further information, please contact the FCPS World Language Department.