Washington State Seal of Biliteracy Orientation 2018

A presentation by
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Office of Superintendent of Public Instruction

Chris Reykdal, State Superintendent
Vision:
All students prepared for post-secondary pathways, careers, and civic engagement.

Mission:
Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

Values:
• Ensuring Equity
• Collaboration and Service
• Achieving Excellence through Continuous Improvement
• Focus on the Whole Child
Learning & Teaching

VISION FOR WORLD LANGUAGES:

It is critical that all Washington state students become bilingual and biliterate in English and at least one other world language.

Long Term Goal: Every student graduates bilingual by having access to universal second language learning beginning in kindergarten.

Phase III (2021-2023) of Superintendent Reykdal’s Comprehensive K-12 Redesign includes dual language acquisition beginning in kindergarten.
Washington State Seal of Biliteracy
Orientation 2018

Advancing 21st Century Career, College, and Life Goals

• Developing Global Competency through:
  Meaningful and interactive communication with peoples of diverse cultures and languages

• Honoring Bilingualism & Biliteracy through:
  Awarding the Seal of Biliteracy
World Languages: Seal of Biliteracy
WAC 392-410-350
Year 5 of Implementation: 2018-2019

Current Status:

• Locally administered by Washington school district per OSPI guidelines (Optional Participation)
• Student data captured via CEDARS
• Seals awarded in SY 2018 = 1,998 (7,000+ in past 4 years)
• 59 languages tested in 81 school districts in Washington (doubled from 2 years ago)
How Do Students Benefit from Earning the Seal of Biliteracy

• Students who study a world language offered at school (i.e., Chinese, French, German, Spanish, etc.) may earn the Seal with strong scores on AP or IB World Language exams. Or they may demonstrate proficiency through a Competency-based test. See Flow Chart for pathways to the Seal.

• Heritage speaking students may earn up to 4 World Language Competency-based Credits by demonstrating high levels of proficiency in their heritage language (i.e., Marshallese, Hindi, Spanish, etc.) and by fulfilling ELA requirements. See Language Options.

• Heritage Speakers feel a sense of inclusion and pride by being recognized for their bilingual assets.

• The Seal of Biliteracy is a “value-added” earned honor posted to the student’s transcript and is recognized for entrance by 4-year colleges in Washington.
What Can Districts Do to Initiate a Seal of Biliteracy?

• Become very familiar with the OSPI World Language (WL) Website:
  • Provides robust Seal of Biliteracy support
    • Tutorial guidance
    • Testing resources
    • “Step-by-Step” instructions for districts, parents, and students
  • See: Seal of Biliteracy

• Connect with Washington Association for Language Teachers (WAFLT):
  • WAFLT works in partnership with OSPI World Languages to provide Customized Testing
  • Provides additional resources and on-site training
Where Can We Learn More About the Seal of Biliteracy?

• For general information, see [Seal of Biliteracy](#) and [Competency-based Credit](#) on the OSPI World Language website.

• For information about Custom Testing in languages not commonly taught or tested, and for local staff development, contact the Washington Association for Language Teachers (WAFLT): [WAFLT Custom Testing for World Language Credit](#)

• For new staff orientation and recurrent staff development on the Seal of Biliteracy and Competency Testing and Credit, contact Angela Dávila, OSPI World Languages Program Supervisor, [angela.davila@k12.wa.us](mailto:angela.davila@k12.wa.us)