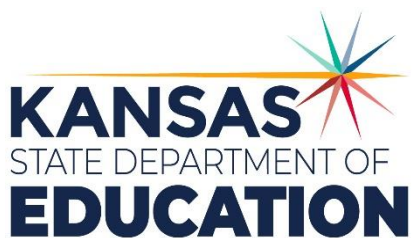


# Guidelines for Kansas Seal of Biliteracy



*Kansas leads the world in the success of each student.*

March 2023

# GUIDELINES FOR THE KANSAS SEAL OF BILITERACY

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# GUIDELINES FOR THE KANSAS SEAL OF BILITERACY

## I. Purpose of the Seal of Biliteracy

The Kansas Seal of Biliteracy will be awarded by the Kansas State Department of Education (KSDE) and a local school district to recognize each student who has attained proficiency in English and one or more other world languages by the time of graduation. It is a statement of accomplishment that recognizes a student's readiness for career and college, and for engagement as a global citizen.

"Knowledge of more than one language and culture is advantageous for all students ... Bilingualism is an individual and societal asset."<sup>1</sup>

The student receives a certificate of recognition from KSDE, and the data for students earning the Seal of Biliteracy in Kansas schools is collected and stored by KSDE. Recognition for attaining functional proficiencies in two or more languages becomes part of students' high school records. The Seal of Biliteracy should be noted on a student's transcript, not on the

diploma. The Kansas Seal of Biliteracy is not an actual seal affixed to a diploma.

Four national organizations originated guidelines for the Seal of Biliteracy in 2015: the American Council on the Teaching of Foreign Languages (ACTFL), the National Association of Bilingual Education (NABE), the National Council of State Supervisors for Languages (NCSSFL) and TESOL International Association. Since that time, the majority of states have adopted the Seal of Biliteracy.

Students who attend private schools can still earn a Seal of Biliteracy through the Global Seal of Biliteracy. For more information, visit [globalsealofbiliteracy.com](http://globalsealofbiliteracy.com).

To ensure consistency, the KSDE Seal of Biliteracy Advisory Council is responsible for adopting, implementing and revising state guidelines.

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<sup>1</sup> ." PreK-12 English Language Proficiency Standards, TESOL International Association, 2006

# GUIDELINES FOR THE KANSAS SEAL OF BILITERACY

## II. Definition of Terms/Foundations

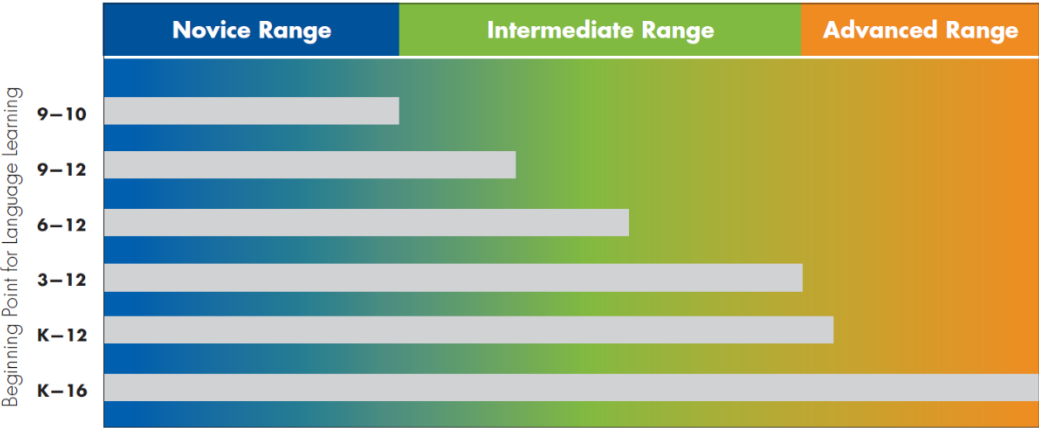
“Biliteracy” refers to having a functional level of proficiency in two or more languages. Educators, learners and the public need to be realistic regarding the expectation for proficiency outcomes of world language programs. Factors, including time, age levels of students, types of programs and intensity and amount of exposure to quality use of the language, all contribute to the development of language proficiency.

This award isn't based on a prescribed number of courses offered or taken, number of credits earned or knowledge about grammar rules, but rather on how well a person functions in the target language. Students who begin the study of a world language in ninth grade can typically expect to achieve proficiency in the novice range after two years and in the intermediate range after three or four years. The level of proficiency is not

necessarily identical for all languages, but must include both social and academic language skills. This includes listening, speaking, reading, and writing skills.

Proficiency may vary depending on the language studied and type of program. For example, English speakers may require more years of study to learn Chinese than to acquire the equivalent level of proficiency in French because there are more similarities between French and English than there are between Chinese and English. For a list of the timelines for English 1 speakers to learn a particular second language, see the US Foreign Service Institute website.<sup>2</sup> Students who begin the study of a world language in earlier grades, including immersion programs, have a greater possibility of achieving higher levels of proficiency, as seen in the chart below.<sup>3</sup>

Time as a critical component for developing language performance



<sup>2</sup> <https://>

uage

Quality immersion programs beginning at young ages, i.e. early elementary school or preschool, can produce students ready to enter secondary school with intermediate-level proficiency. Traditional high school programs, however, won't meet the needs of these immersion students without modification to secondary language programs. With continuous, appropriately articulated secondary school instruction, former immersion school students can achieve advanced proficiency by high school graduation. Foreign Language Elementary School (FLES) programs can lay a foundation for students to achieve intermediate proficiency in secondary school. Secondary school programs that include content-based instruction, e.g. International Baccalaureate, Advanced Placement, and Heritage courses, may result in higher proficiency levels than traditional secondary school language instruction.

Students may have gained proficiency through any number of traditional or nontraditional methods, as a heritage

language learner or as a new language learner.

Students with skills in languages other than English should be encouraged by ESOL teachers and counselors to maintain and further develop literacy skills in their first language by enrolling in upper level and/or heritage classes. Students with some proficiency in more than one language tend to acquire proficiency in a third or fourth language more rapidly. More than 30 years of research continues to shed light on the cognitive, social, economic and health benefits of being multilingual.

Districts are encouraged to provide other forms of recognition prior to high school, reflecting progress along the pathway toward achieving the specified level of biliteracy. This is particularly appropriate for dual language programs, English learners (ELs) and other populations. More ideas for appropriate recognition can be found at [sealofbiliteracy.org](http://sealofbiliteracy.org).

# GUIDELINES FOR THE KANSAS SEAL OF BILITERACY

## III. Eligibility

Students must demonstrate the state-determined level of proficiency in English, as well as one or more additional language(s), be they native languages, heritage languages or languages learned in school or other settings. The Kansas State Seal of Biliteracy is only awarded to students who also have met all of the requirements for high school graduation. Students not graduating from high school - or who already have graduated - are eligible to earn the Global Seal of Biliteracy. Information about earning the Global Seal of Biliteracy can be found at [theglobalseal.com](http://theglobalseal.com).

“All students” means all, regardless of language background or any documented cognitive or physical condition that may exclude demonstration of language proficiency in one of the modes of

communication. Accommodations, such as those already in place for state English and English Language Proficiency Assessments, should be available to qualify for the Seal of Biliteracy as allowable by the assessment. All students should receive information on the Seal of Biliteracy upon entering middle and high school settings so that they are able to organize their Individual Plan of Study (IPS) to plan in advance to meet the requirements of this credential.

Cost of assessments, which vary, should be discussed with appropriate school personnel. Some districts may be able to help low-income students defray the costs.

## GUIDELINES FOR THE KANSAS SEAL OF BILITERACY

# IV. Language Proficiency Requirements

Kansas has adopted a two-tier Seal of Biliteracy, awarding a Kansas Silver Seal of Biliteracy and a Kansas Gold Seal of Biliteracy based on language proficiency levels. Some student assessment scores can be “banked” from earlier high school grades. Assessments can be taken and retaken during their high school years. For example, if a student takes the STAMP or ACT assessment his/their sophomore or junior year, the student can retake it during their senior year to obtain qualifying scores.

Students may retake certain parts of a language assessment if needed during the following year. For example, if students do not pass the listening part of a language assessment their junior year but pass the other sections, they would only need to take and pass the listening section their senior year.

### Proof of proficiency in English

All students must provide comparable evidence from one of the Kansas validated assessments of English-language proficiency. The Kansas English Language Proficiency Assessment (KELPA) score is accepted as proof of proficiency in English from any year in high school, but a student who has passed the KELPA

in earlier grades must provide another assessment in high school to prove proficiency in English. The Kansas English Language Arts Assessment is taken in 10th grade. **For a list of all validated assessments and the scores needed to qualify, see the appendix at the end of this document.**

### Proof of proficiency in languages other than English

All students must provide evidence of proficiency in another world language other than English. For a list of validated assessments, see Appendix E at the end of this document. Students may earn a Seal of Biliteracy in more than two languages. In cases where validated assessments of specific languages are not available, see the Seal of Biliteracy Alternative Assessment Portfolio (SoBAAP)

Manual. This manual can be found on the KSDE Seal of Biliteracy website. If you have questions or need help finding an assessment for a language, contact the KSDE Seal of Biliteracy coordinator. Also, please contact the Seal of Biliteracy Coordinator at KSDE if you have questions about banking scores, retaking specific sections of an assessment or need help finding an assessment for a language.

## GUIDELINES FOR THE KANSAS SEAL OF BILITERACY

### V. State Certification Process

The Seal of Biliteracy will be awarded to a qualifying student upon high school graduation. KSDE will identify which students will receive this credential after receiving from school districts the assessment scores, student data and the other information requested on the Excel spreadsheet.

The process for collecting, recording and maintaining the data on students receiving the Seal of Biliteracy and the evidence upon which it is based shall be as simple as possible. The school district determines that the necessary criteria have been met by collecting appropriate evidence as described above. The district will complete the Seal of Biliteracy Excel spreadsheet for that academic year and send its list of recipients to the Seal of Biliteracy coordinator at KSDE. This spreadsheet and other informational documents can be found on the KSDE Seal of Biliteracy website. The Excel spreadsheet can be found here:

[www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/Content-Area-M-Z/World-Languages/Seal-of-Biliteracy](http://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/Content-Area-M-Z/World-Languages/Seal-of-Biliteracy).

The Excel spreadsheet calculates the level of certificate automatically. The spreadsheet should not be edited to add or

delete columns of information. The spreadsheet should be self-explanatory, but if you need more help, contact the coordinator or consult the directions for completing the spreadsheet. The directions can be found on the KSDE website on the Seal of Biliteracy webpage.

The Seal of Biliteracy certificates will be sent to the district in a PDF format. The certificates can be printed and signed by a district administrator. Each certificate will indicate the languages and the level of achievement (gold or silver).

- Districts are strongly encouraged to note the Seal of Biliteracy credential on the students' high school transcripts.
- Local districts and schools are encouraged to award the Seal of Biliteracy certificate as part of graduation or senior award ceremonies.
- Resources for purchasing regalia for high school graduation and award ceremonies are located on the KSDE Seal of Biliteracy webpage.



## VI. Suggestions for Implementing the Seal of Biliteracy in Your District

### Starting the implementation process

- Create a district team (counselors, EL teachers, WL teachers) that will plan and carry out promotion of the program and facilitate assessments. Identify roles and create support teams for students who will need to submit alternative assessments (SoBAAP).
- Identify the person who will coordinate the Seal of Biliteracy effort, keep records and communicate with KSDE.
- Present to building principals and counselors to get their support.

### Getting district board of education support

- Propose to district leadership and request adoption by the school board.
- Present to the school board.
- Bring a group of supporting parents and businesses to the school board for a presentation or when the vote is taken.

### District advertising and promotion

- Print or request promotional materials (posters, flyers, videos, graphics) available on KSDE website.
- Explain the benefits and process at parent night with enrollment information.
- Teachers advertise in all of their classes.
- Counselors include the Seal of Biliteracy in IPS discussions and goal setting beginning in middle school (or earlier) and high school.
- District world language coordinator or counselor visits all upper level language classes to explain benefits and logistics of seal.
- Send an email blast to all freshmen for planning, adding to IPS.
- Send an email blast to all seniors and senior parents.
- Send a letter home to students meeting English requirements and enrolled in Level 4 or 5 of world language study.
- Send email blast to all freshmen ELs for planning purposes.

# GUIDELINES FOR THE KANSAS SEAL OF BILITERACY

## Assessment timing

(examples from various districts in Kansas)

- Students can take one or two of the validated assessments in October/February on a Saturday (if necessary).
- Students can take one or two of the validated assessments once in the fall or once in the spring at scheduled times during high school (as juniors or seniors).
- Students can take the AP at end of junior or senior year; or IB exam at the end of senior year.
- Students submitting the alternative assessment (SoBAAP) must be identified by beginning of their senior year at the latest and submit by February.

## Recognition Options

- Hold an awards event in April or May for those students who are expected to earn the Seal of Biliteracy. (The KSDE Seal of Biliteracy Excel spreadsheet calculates automatically who does and doesn't qualify, so this should be a reliable indicator. If you have questions, contact the KSDE coordinator.)
- Order and/or rent cords, stoles, medals to wear at graduation ceremony. Explain the Seal of Biliteracy in the graduation program.
- Make sure the Seal of Biliteracy is added to the students' transcripts.
- Add a symbol in the graduation program that indicates that the student has earned the Silver or Gold Seal of Biliteracy.
- Hand out state certificates and letters from the Commissioner of Education.

## Take responsibility as a department, school, district

- Examine practices of entire district K-12 teachers and support staff for ELLs to ensure that home languages other than English are valued, nurtured and developed to age appropriate and academic levels of proficiency. Keep in mind that this might be a paradigm shift that feels threatening to basic beliefs about a school's mission.
- Examine district practices that need to be changed if ELs test out during lower grades, but don't make the grade as they move up into higher grades and harder subjects.
- Examine curriculum in world languages and make adjustments to more proficiency-based (rather than grammar-driven) standards and instruction. Don't be afraid to change.
- Don't be afraid to expect more of students – novice mid or high by end of level 1, novice high or intermediate low by end of level 2, etc.
- Have articulation meetings twice a year for teachers across the district. Use can-do statements (state standards) across the district. What are issues from elementary to middle school, and from middle school to high school?
- Assess on a regular basis using can-do statements; provide students clear definitions of proficiency and honest feedback about progress toward attaining proficiency levels.
- Provide students resources to encourage independent study of languages. Recognize the potential for students studying languages other than those offered in your school.
- Create and follow an annual timeline.
- Create and support a K-12 timeline that produces bilingual students. Forecast the need for EL heritage language support in early grades, early second language study, and/or taking continuously through high school.

# GUIDELINES FOR THE KANSAS SEAL OF BILITERACY

## **VII. Appendices**

Appendix A: ACTFL Oral Proficiency Levels in the Workplace

Appendix B: ACTFL Inverted Pyramid of Proficiency

Appendix C: Validated Assessments for Proof of Proficiency in English

Appendix D: Validated Assessments for Proof of Proficiency Languages Other Than English

Appendix E: Languages for Which There are Validated Assessments

## Appendix A: ACTFL Oral Proficiency Levels in the Workplace

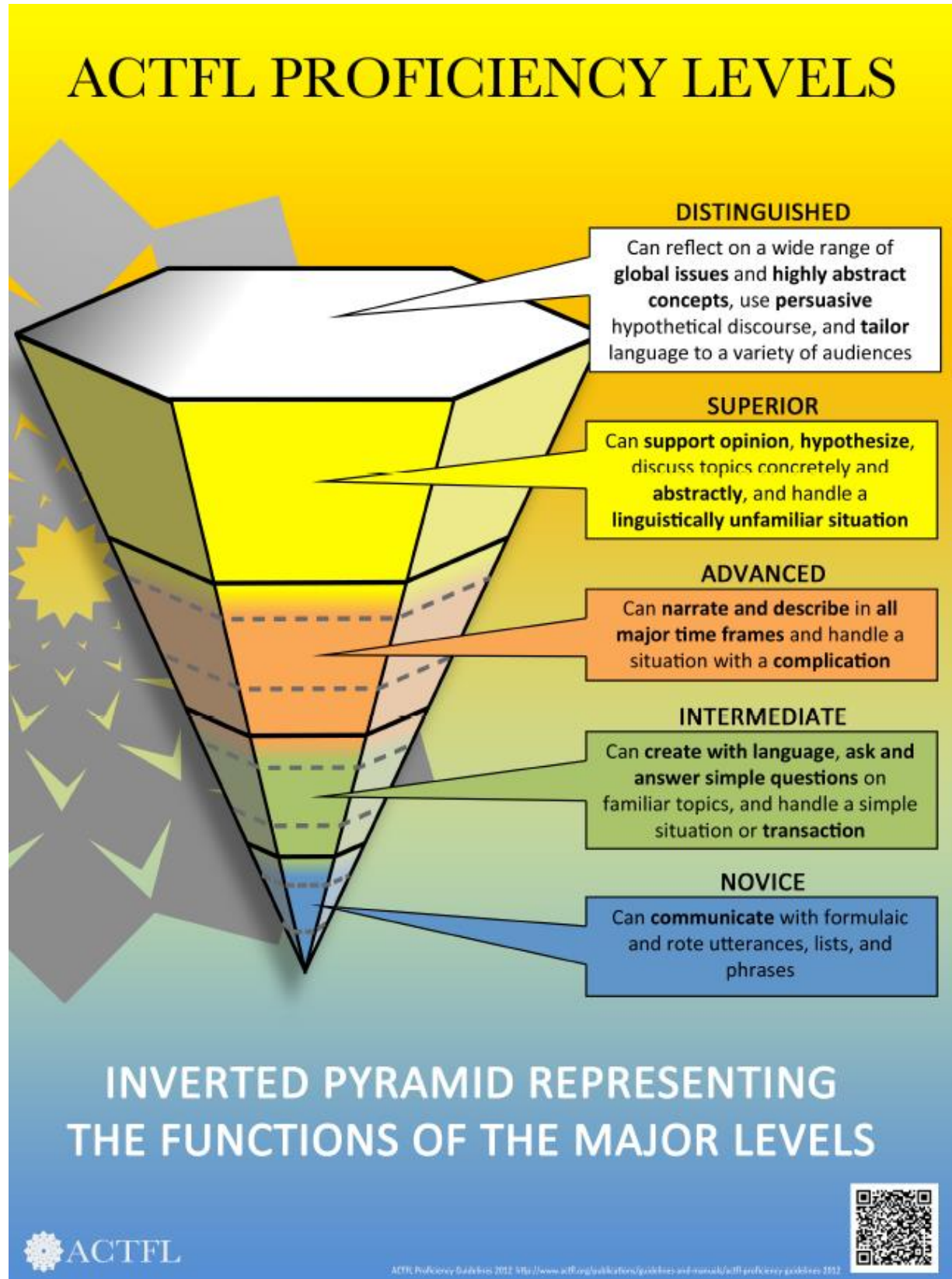
# ORAL PROFICIENCY LEVELS IN THE WORKPLACE

<sup>+</sup> The levels of proficiency associated with each of the positions above are minimal levels of oral proficiency based on task analysis. The minimal levels were determined by subject matter experts from companies and agencies who use ACTFL proficiency tests.

ACTFL Level	ILR	Language Functions	Corresponding Professions/Positions*	Examples of Who Is Likely to Function at This Level
<b>Distinguished</b>	<b>5</b>	Ability to tailor language to specific audience, persuade, negotiate. Deal with nuance and subtlety.	Foreign Service Diplomat, Contract Negotiator, International Specialist, Intelligence Specialist	<ul style="list-style-type: none"> <li>Highly articulate, professionally specialized native speakers</li> <li>Language learners with extended (17 years) and current professional and/or educational experience in the target culture</li> </ul>
	<b>4</b>			<ul style="list-style-type: none"> <li>Well-educated native speakers</li> <li>Educated language learners with extended professional and/or educational experience in the target language environment</li> </ul>
<b>Superior</b>	<b>3</b>	Discuss topics extensively; support opinions, hypotheses. Deal with linguistically unfamiliar situations.	University Language Professor, Financial Services Marketing Consultant, Foreign Area Officer, Lawyer, Judge, Court Interpreter	<ul style="list-style-type: none"> <li>Language learners with graduate degrees in language or a related area and extended educational experience in target environment</li> </ul>
<b>Advanced High</b>	<b>2+</b>		Physician, Human Resources Communications Consultant, Financial Services Senior Consultant, Quality Assurance Specialist, Marketing Manager, Financial Advisor, Broker, Military Linguist, Translation Officer	<ul style="list-style-type: none"> <li>Heritage speakers, informal learners, non-academic learners who have significant contact with language</li> <li>Undergraduate majors with year-long study in the target language culture</li> </ul>
<b>Advanced Mid</b>		Narrate and describe in past, present, and future. Deal effectively with an unanticipated complication.	Banking and Investment Services Customer Service Representative, Fraud Specialist, Account Executive, Medical Interpreter, Patient Advocate, Court Stenographer, Court Interpreter, Human Resources Benefits Specialist, Technical Service Agent, Collections Representative, Estimating Coordinator	<ul style="list-style-type: none"> <li>Undergraduate language majors</li> </ul>
<b>Advanced Low</b>	<b>2</b>		K-12 Language Teacher, Nurse, Social Worker, Claims Processor, Police Officer, Maintenance Administrator, Billing Clerk, Legal Secretary, Legal Receptionist, 911 Dispatcher, Consumer Products Customer Services Representative, Retail Services Personnel	
<b>Intermediate High</b>	<b>1+</b>	Create with language, initiate, maintain, and bring to a close, <u>simple conversations</u> by asking and responding to simple questions.	Fire Fighter, Utilities Installer, Auto Inspector, Aviation Personnel, Missionary, Tour Guide	<ul style="list-style-type: none"> <li>Language learners following 6-8 year sequences of study (e.g., AP) or 4-6 semester college sequences</li> </ul>
			Cashier, Sales Clerk (highly predictable contexts), Receptionist	
<b>Intermediate Low</b>	<b>1</b>			<ul style="list-style-type: none"> <li>Language learners following 4-year high school sequence or 2-semester college sequence</li> <li>Language learners following an immersion language program in Grades K-6</li> </ul>
<b>Novice High</b>	<b>0+</b>	Communicate minimally with formulaic and rote utterances, lists, and phrases.		<ul style="list-style-type: none"> <li>Language learners following content-based language program in Grades K-6</li> </ul>
<b>Novice Mid</b>				<ul style="list-style-type: none"> <li>Language learners following 2 years of high school language study</li> </ul>
<b>Novice Low</b>	<b>0</b>			



## Appendix B: ACTFL Inverted Pyramid of Proficiency



## Appendix C: Validated Assessments for Proof of Proficiency in English

Validated Assessments for Proof of Proficiency in English <i>(only one needed)</i>	Required Score	Cost \$ = 10-30 \$\$ = 30-100 \$\$\$ = 100 + <i>Check website for current prices and batch pricing</i>	Website
AAPPL for English, Form B2	12, intermediate mid or higher in all four language skills (don't average scores).	\$	<a href="http://aappl.actfl.org/">http://aappl.actfl.org/</a>
ACT (not averaged, can choose from one of these three sections: English, reading, writing)	20 (on one of the three tests).	\$\$/no cost	<a href="http://www.act.org">www.act.org</a>
AP, Advanced Placement English Language and Composition or Literature and Composition	Three or higher	\$\$	<a href="https://apstudent.collegeboard.org/apcourse">https://apstudent.collegeboard.org/apcourse</a>
IB, International Baccalaureate English Literature Higher Level (HL) or English Language and Literature Higher Level (HL) (Language A)	Four or higher	The student must be enrolled in an IB program in order to take this test. Costs are associated with being a student in the IB program.	
KELPA (Can be taken any year in high school, but must be taken in high school.)	Three or higher in all four sub-tests (2000 or later) Four or higher in all four sub-tests (2019)	No cost to ELs in accredited Kansas schools.	<a href="https://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/Content-Area-A-E/English-Learners/Assessment/KELPA">https://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/Content-Area-A-E/English-Learners/Assessment/KELPA</a>
Kansas English Language Arts Assessment (10 <sup>th</sup> grade)	Three "At Grade Level and Career and College Ready"	No cost.	<a href="http://community.ksde.org/Default.aspx?tabid=5636">http://community.ksde.org/Default.aspx?tabid=5636</a>
STAMP for English	Intermediate mid or higher in all categories (Don't average the scores.)	\$	<a href="https://avantassessment.com/assessments">https://avantassessment.com/assessments</a>

Validated Assessments for Proof of Proficiency in English <i>(only one needed)</i>	Required Score	Cost \$ = 10-30 \$\$ = 30-100 \$\$\$ = 100 + <i>Check website for current prices and batch pricing</i>	Website
TOEFL junior	Accomplished/four or higher	\$\$\$	<a href="https://www.ets.org/toefl_junior/contact/">https://www.ets.org/toefl_junior/contact/</a>
TOEFL Independent Speaking <u>and</u> TOEFL Writing	Three or higher on speaking; four or higher on writing	\$\$\$	<a href="https://www.ets.org/toefl/ibt/about/">https://www.ets.org/toefl/ibt/about/</a>



## Appendix D: Validated Assessments for Proof of Proficiency in Languages Other Than English

Validated Assessments for Proof of Proficiency in Languages Other Than English <i>(only one needed)</i>	Intermediate ( <i>Silver</i> )	Advanced ( <i>Gold</i> )	Cost \$ = 10-30 \$\$ = 30-100 \$\$\$ = 100 + <i>Check website for current prices and batch pricing</i>	Website
<b>AAPPL</b> , ACTFL Assessment of Performance toward Proficiency in Languages, Form B2	I2, intermediate mid or higher	A1, advanced low or higher	\$	<a href="http://aappl.actfl.org/">http://aappl.actfl.org/</a>
<b>ALTA</b> , Alta Language Services	7 or higher on both Speaking and Writing Assessments	9 or higher on both Speaking and Writing Assessments	\$\$	<a href="https://www.altalang.com/">https://www.altalang.com/</a>
<b>ALIRA</b> , ACTFL Latin Interpretive Reading Exam	I2, intermediate mid or higher	A1, advanced low or higher	\$	<a href="http://www.languagetesting.com/alira-the-actfl-latin-interpretive-reading-assessment">http://www.languagetesting.com/alira-the-actfl-latin-interpretive-reading-assessment</a>
<b>ASLPI</b> , American Sign Language Proficiency Interview <i>(See also the SLPI)</i>	Intermediate plus or higher	Advanced	\$\$\$	<a href="https://www.gallaudet.edu/the-american-sign-language-proficiency-interview/aslpi">https://www.gallaudet.edu/the-american-sign-language-proficiency-interview/aslpi</a>
<b>AP</b> , Advanced Placement Language and Culture or Literature and Culture	Three or higher	Five	\$\$	<a href="https://apstudent.collegeboard.org/apcourse">https://apstudent.collegeboard.org/apcourse</a>
<b>CEFR</b> , Common European Framework	B1 or higher	B2 or higher	\$\$\$/ <del>€€€</del>	<a href="http://www.coe.int/t/dg4/linguistic/cadre1_en.asp">http://www.coe.int/t/dg4/linguistic/cadre1_en.asp</a>
<b>DELE</b> , Diploma de español como lengua extranjera	B1 or higher	B2 or higher	\$\$\$/ <del>€€€</del>	<a href="http://www.dele.org/">http://www.dele.org/</a>
<b>DELFB</b> , Diplôme d'études en langue française, junior or scolaire	B1 or higher	B2 or higher	\$\$\$/ <del>€€€</del>	<a href="http://www.ciep.fr/en/delf-dalf">http://www.ciep.fr/en/delf-dalf</a>
<b>DSD I</b> , Deutsches Sprachdiplom I	B1 (DSD I only)	B2 or C1 (DSD II only)	\$\$\$/ <del>€€€</del> No cost if teacher has PASCH certification	<a href="http://www.bva.bund.de/DE/OrganisationAbteilungen/Abteilung_ZfA/Auslandsscholarbeit/DSD/node.html">http://www.bva.bund.de/DE/OrganisationAbteilungen/Abteilung_ZfA/Auslandsscholarbeit/DSD/node.html</a>

Validated Assessments for Proof of Proficiency in Languages Other Than English <i>(only one needed)</i>	Intermediate <i>(Silver)</i>	Advanced <i>(Gold)</i>	Cost \$ = 10-30 \$\$ = 30-100 \$\$\$ = 100 + <i>Check website for current prices and batch pricing</i>	Website
DSD II, Deutsches Sprachdiplom II				
<b>Goethe Institute</b>	B1 or higher	B2 or higher	\$	<a href="https://www.goethe.de/ins/us/de/sta/koo/pfz.html">https://www.goethe.de/ins/us/de/sta/koo/pfz.html</a>
IB, International Baccalaureate Language B Standard Level (SL)	Four or higher	Six or higher	The student must be enrolled in an IB program in order to take this test. Costs are associated with being a student in the IB program.	
IB, International Baccalaureate Language B Standard Level (HL)	Four or higher	Five or higher	The student must be enrolled in an IB program in order to take this test. Costs are associated with being a student in the IB program.	
IB, International Baccalaureate Language A Literature or Language and Literature Standard Level or Higher Level (SL or HL)	Three or higher	Four or higher	The student must be enrolled in an IB program in order to take this test. Costs are associated with being a student in the IB program.	

Validated Assessments for Proof of Proficiency in Languages Other Than English <i>(only one needed)</i>	Intermediate <i>(Silver)</i>	Advanced <i>(Gold)</i>	Cost \$ = 10-30 \$\$ = 30-100 \$\$\$ = 100 + <i>Check website for current prices and batch pricing</i>	Website
<b>OPI and OPIC</b> , Oral Proficiency Interview by ACTFL. The OPIC is administered by computer. The OPI is in person.	Intermediate mid or higher	Advanced low	\$\$\$	<a href="https://www.languagetesting.com/oral-proficiency-interview-opi">https://www.languagetesting.com/oral-proficiency-interview-opi</a>
<b>SLPI</b> , Rochester Institute of Technology Sign Language Proficiency Interview (See also ASLPI)	Intermediate plus or higher	Advanced	\$\$	<a href="https://www.rit.edu/ntid/slpi">https://www.rit.edu/ntid/slpi</a>
<b>STAMP</b>	Intermediate mid or higher in all categories (Don't average the scores.)	Advanced low in all categories (Do not average the scores.)	\$	<a href="https://avantassessment.com/assessments">https://avantassessment.com/assessments</a>
STAMP WS Standards-Based Measurement of Proficiency	Intermediate mid or higher	Advanced low or higher	\$	<a href="https://avantassessment.com/assessments">https://avantassessment.com/assessments</a>

**Appendix E: Languages for Which There are Validated Assessments**

Language	Validated Assessment Name
A language not found in this list	The ACTFL *OPI, *OPIc, or SoBAAP: Contact the Seal of Biliteracy coordinator
Afrikaans	ALTA
Albanian	ALTA
Amharic	ALTA, STAMP WS
American Sign Language	ASLPI, SLPI
Apache	ALTA
Arabic	AAPPL, ALTA, STAMP, *OPIc
Armenian	ALTA, STAMP WS
ASL	ASLPI, SLPI
Azerbaijani	ALTA
Bambara	ALTA
Baluchi	ALTA
Bengali	ALTA
Bosnian	ALTA
Bulgarian	ALTA
Burmese	ALTA
Cabo Verdean	STAMP WS
Cambodian	ALTA
Cape Verdean (Balavento)	ALTA
Cape Verdean (Sotavento)	ALTA
Chinese - Cantonese	ALTA, STAMP
Chinese-Mandarin	AP, ALTA, *OPIc
Chin-Hakha	STAMP WS
Chuukese	ALTA, STAMP WS
Croatian	ALTA
Czech	ALTA, STAMP WS
Danish	ALTA
Dari	ALTA
English	AAPPL, ACT, KELPA, STAMP, *OPIc, TOEFL junior
Ewe	ALTA
Fante (Akan)	ALTA
Farsi-Persian	*OPIc, ALTA
Finnish	ALTA
Filipino-Tagalog	STAMP WS
French	AAPPL, ALTA, AP, IB, DELF, *OPIc, STAMP
Fulani (Puula)	ALTA
Ga	ALTA
Georgian	ALTA
German	AAPPL, ALTA, AP, IB, DS, Goethe Institute, STAMP
Greek	ALTA
Gujarati	ALTA
Haitian-Creole	ALTA, STAMP WS
Hakha-Chin	STAMP WS
Hausa	ALTA
Hawaiian	STAMP WS
Hebrew	ALTA, STAMP

GUIDELINES FOR THE KANSAS SEAL OF BILITERACY

Language	Validated Assessment Name
Hindi	ALTA, STAMP
Hmong	ALTA, STAMP WS
Hopi	ALTA
Hungarian	ALTA
Igbo	ALTA
Ilocano	ALTA, STAMP WS
Indonesian	ALTA
Italian	ALTA, AP,*OPIC, STAMP
Jamaican creole English (Patios)	ALTA
Japanese	ALTA, AP, *OPIC, STAMP
Kannada	ALTA, STAMP WS
Kickapoo	SoBAAP-Kansas Seal of Biliteracy Alternative Assessment Protocol
Karenni	ALTA
Kazakh	ALTA
Kinyarwanda	ALTA
Korean	ALTA, *OPIC
Kurmanji	ALTA
Lao	ALTA
Latin	ALIRA, AP,
Latvian	ALTA
Lithuanian	ALTA
Macedonian	ALTA
Malay	ALTA
Malayalam	ALTA
Mandarin-Chinese	ALTA, AP, *OPIC
Marathi	STAMP WS
Marshallese	STAMP WS
Mongolian	ALTA
Native American Languages	SoBAAP-Kansas Seal of Biliteracy Alternative Assessment Protocol
Navajo	ALTA
Nepali	ALTA
Norwegian	ALTA
Oromo	ALTA
Pashto	ALTA, *OPIC
Pashto (Pakistan)	ALTA
Persian-Farsi	ALTA, *OPIC
Polish	ALTA
Portuguese	ALTA, *OPIC
Punjabi (Eastern)	ALTA
Punjabi (Western)	ALTA
Romanian	ALTA
Russian	ALTA, STAMP, *OPIC
Samoan	ALTA, STAMP WS
Serbian	ALTA
Serbo-Croatian	ALTA
Sinhala	ALTA
Slovak	ALTA
Slovenian	ALTA
Somali Maay Maay	ALTA, STAMP WS

GUIDELINES FOR THE KANSAS SEAL OF BILITERACY

Language	Validated Assessment Name
Somali Maxaa	ALTA, STAMP WS
Sorani	ALTA
Spanish	AAPPL, AP, DELE, IB
Swahili	ALTA, STAMP WS
Swedish	ALTA
Tagalog	ALTA, STAMP WS
Taiwanese	ALTA
Tajik	ALTA
Tamil (India)	ALTA, STAMP WS
Telugu	ALTA, STAMP WS
Thai	ALTA
Tibetan	ALTA
Tigrinya	ALTA
Turkish	ALTA, STAMP WS
Turkmen	ALTA
Turkmen (Iraqi)	ALTA
Twi	ALTA
Ukrainian	ALTA, STAMP WS
Urdu	ALTA, STAMP WS
Uzbek	ALTA
Vietnamese	ALTA, STAMP WS
Wolof	ALTA
Yoruba	ALTA, STAMP WS
Yup'ik	STAMP WS
Zomi	STAMP WS

\* The OPI and OPIC assessments must be used in combination with Reading, Writing, and Listening tests.

- Additional languages are added throughout the year to the assessment companies. It is recommended to check their websites for any updated languages and pricing.

For more information, contact:

Kansas Department of Education  
Career, Standards and Assessment Services  
(785) 296-2078  
worldlang@ksde.org



Kansas State Department of Education  
900 S.W. Jackson Street  
Topeka, Kansas 66612-1212  
[www.ksde.org](http://www.ksde.org)