

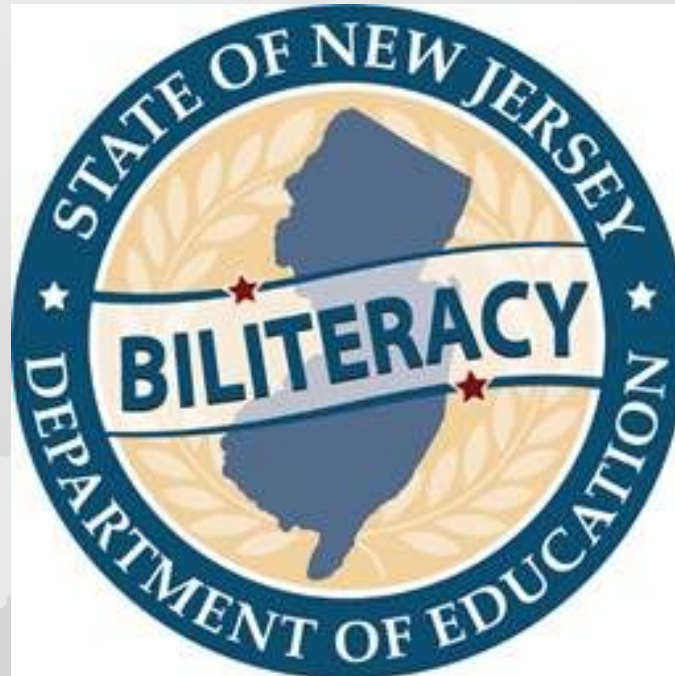
SEAL OF BILITERACY

World Languages

Mrs. Michele Hill Thomas

Ramapo High School

**Supervisor of World
Languages**



**201-891-1500 ext. 2253
mthomas@rih.org**

WHAT IS THE SEAL OF BILITERACY?

- Given in recognition of students who have attained a high level of proficiency in two or more languages.
- A statement of accomplishment, the Seal of Biliteracy appears on a transcript of a graduating senior.
- The Seal of Biliteracy not only encourages students to pursue biliteracy, honors the skills our students attain, but can also be evidence of skills that are desirable to future employers and offices of college admissions.
- Available for English Language Learners and current World Language students to demonstrate their proficiency in another language.

HOW DO STUDENTS ACHIEVE IT?

- STUDENTS MUST MEET **TWO** CRITERIA:

1. Demonstrate proficiency in English by meeting English Language Arts graduation requirement.

AND

2. Demonstrate a linguistic proficiency level of at least **INTERMEDIATE-MID (IM)** according to the ACTFL Proficiency Guidelines.

STUDENTS IDENTIFIED AS ELIGIBLE

<i>Students</i>	<i>STATUS</i>	<i>ELA Status</i>
Juniors taking 4 Honors and Juniors taking AP. There will also be a native speaker of Russian taking the Russian Exam.	Will have opportunity to take STAMP assessment	Passed ELA PARCC

ADMINISTERING EXAM

- STAMP tests take an average of two to three hours to complete. This is a computer- adaptive test.
- Will be divided into multiple sessions.
- The test will be administered on June 4th and 5th.
- Goal: **INTERMEDIATE MID**

Schedule for Testing

Location- Room 216- World Language Lab

Schedule for June 4th and 5th

- Group 1- June 4th, Periods 1-3 and June 5th -Periods 7-9
- Group 2- June 4th- Periods 7-9 and June 5th- Periods 1-3

Once a student has signed up, they will receive notification of their group number.

WHAT IS INTERMEDIATE MID?

Communicative Skills

Students will be able to do...

Intermediate Mid

Interpersonal Communication	Presentational Speaking	Presentational Writing	Interpretive Listening	Interpretive Reading
<p>I can participate in conversations on familiar topics using connected sentences with ease. I can handle social interactions in everyday situations by asking and answering a variety of questions. I can say what I want to say about myself and my everyday life.</p> <ul style="list-style-type: none"> - I can start, maintain, and end a conversation on a variety of familiar topics. - I can use my language to handle tasks related to my personal needs. - I can use connected sentences to meet my needs in familiar situations (e.g. school, work, community, transportation) - I can negotiate meaning by asking and answering questions about level-appropriate texts or readers. 	<p>I can make presentations on a wide variety of familiar topics using connected sentences. I can speak with greater fluency, including a wider variety of language, details, and time frames.</p> <ul style="list-style-type: none"> - I can talk about myself, family members, friends, and characters in readers or texts (e.g., sports, personalities, interests, famous places, activities). - I can present or narrate using a variety of language about personal experiences or about information from cultural contexts . - I can make a presentation about common interests and issues and state my viewpoint. - I can identify, describe, compare, and contrast people, locations, pictures, and cultural topics. 	<p>I can write on a wide variety of familiar topics using connected sentences. I can write about familiar topics and present information in various time frames using a connected sentences. I can write with greater fluency, including a wider variety of language and details than in Intermediate Low writing.</p> <ul style="list-style-type: none"> - I can write a series of connected sentences about myself, family members, friends, and characters in readers or texts (e.g., day-to-day activities, sports, descriptions, interests, likes/dislikes). - I can write using a variety of language and details from cultural contexts (e.g., write stories, summarize main events). - I can write using a variety of language about personal experiences in various time frames (e.g., what I did or will do on the weekend, on vacation, in school). - I can write about cultural topics mentioned in texts/literature. - I can write to request information. 	<p>I can understand increasingly complex messages, stories, conversations, and presentations related to a variety of familiar topics in a variety of time frames.</p> <ul style="list-style-type: none"> - I can understand basic purposes and identify main ideas of messages (e.g., events, announcements, advertisements, voicemail) - I can understand messages or questions that require specific actions or responses (e.g., deadlines, voicemail directions, transportation announcements). - I can make inferences and draw conclusions based on messages. 	<p>I can understand increasingly complex texts in a variety of situations based on familiar vocabulary in a variety of time frames.</p> <ul style="list-style-type: none"> - I can understand basic purposes, main ideas, characters, settings, and main events in age-appropriate media. - I can interpret meaning through knowledge of structures, cognates, and context (e.g., prefixes, word order, suffixes, root words). - I can make inferences and draw conclusions from a variety of written sources (e.g., readers, literature, electronic correspondence, articles, travel situations). - I can understand messages in which writers engage me about topics of personal interests in age-appropriate media.

STAMP Practice Tests

<https://avantassessment.com/sample-tests#4S> Sample

According to STAMP- all equipment must be tested within 2 weeks prior to the test.

- Take the students to the lab between May 20-23.
- Sign-up in WL Schedule for Lab
- Students should arrive at the test with a fully charged laptop.
- Students should be familiar with lab setting and to make sure that all stations are working.
- Students are encouraged to review practice tests made available online prior to testing dates.

Benchmark Level	Topics	Characteristics
NOVICE	<ul style="list-style-type: none"> • Self • Calendar/Time • Colors/Shapes • Pets/Animals • School/Classroom • Weather/Seasons • Clothing • Food/Beverage • Family/Friends • Home • Places/Geography • Community • Daily Routines • Shopping/Stores • Leisure/Activities 	<p>Students who are reading or listening at Novice proficiency are characterized by:</p> <ul style="list-style-type: none"> • Reliance of learned phrases and basic vocabulary • Ability to recognize the purpose of basic texts • Can understand a core of simple, formulaic utterances
INTERMEDIATE	<ul style="list-style-type: none"> • Health • Holidays/Celebrations • Occupations/Professions • Transportation Travel/Vacations • Future plans • Culture • Contemporary Issues <ul style="list-style-type: none"> • Current events • Economics • Literature • Science • Social Science • History • <i>Plus more in-depth aspects of Novice topics</i> 	<p>Students who are reading or listening at Intermediate proficiency are characterized by:</p> <ul style="list-style-type: none"> • In reading, ability to understand the main ideas and explicit detail in everyday language • Ability to use language knowledge to understand information in everyday materials • Can follow short conversations and announcements on common topics and answer questions about the main idea and explicitly stated details
ADVANCED	<ul style="list-style-type: none"> • Arts • Politics • Religion • Math • <i>Plus more in-depth aspects of</i> 	<p>Students who are reading or listening at Advanced proficiency are characterized by:</p> <ul style="list-style-type: none"> • Can understand and use language for straightforward informational purposes

Writing and Speaking

LEVEL 5 Intermediate-Mid-Logical organization of ideas and flow of sentences or statements. Contains at least 2 unique and non-formulaic sentences intermixed with a variety of sentences creating 'groupings of sentences showing connectedness.

Good accuracy evident with possible errors that don't affect the overall meaning. Delivery may be somewhat choppy. May have repetitive use of concrete vocabulary with occasional use of expanding terms. Accuracy for complex sentences is emerging.

I am pleased to inform you that the Ramapo Indian Hills Regional High School District is participating in the New Jersey Department of Education's [Seal of Biliteracy Program](#), which recognizes high school students who have attained a level of proficiency in both English and another language. Students are recognized for this accomplishment with a State Seal of Biliteracy Certificate and a seal placed on the student's transcript. This can be used to showcase a student's dedication and commitment to attaining a bilingual (or multilingual) achievement.

Eleventh grade students who are currently enrolled in a **Level 4 Honors** or **AP Class** are invited to participate in proficiency testing ([STAMP Language Test](#)) in Chinese, French, Italian, or Spanish. Students who are interested in taking the STAMP test can [sign up here](#) using their school email address / Google account by **May 10, 2019**. Testing will be administered on June 4th (periods 1 - 3) and (periods 7-9) and June 5th (periods 1 - 3) and (periods 7-9). The students will be provided with a schedule.

To learn more about the STAMP test and the Seal of Biliteracy, please see the following links:

- Sample tests are available online (<https://avantassessment.com/sample-tests/>) in the different languages.
- STAMP Test Taker Guide: <https://avantassessment.com/stamp4s/test-taker-guide>
- STAMP Test Benchmarks and Rubrics - <https://avantassessment.com/stamp4s/benchmarks-rubric-guide>
- STAMP Test FAQ - <https://avantassessment.com/stamp4s/frequently-asked-questions>
- NJ DOE Seal of Biliteracy FAQ - <https://www.state.nj.us/education/aps/cccs/wl/biliteracy/faq.htm>

Students can earn the Seal of Biliteracy certificate and transcript seal by:

- Demonstrating a proficiency level of [Intermediate Mid](#) in a World Language, **and**
 - Demonstrating proficiency in English on the State ELA Assessment or its alternatives (in English)
- or**
- A score of 4 or better on Tier B or C of the Access for ELLs 2.0 in all four language domains (in junior year of high school).

For additional information or to arrange for a proficiency test in a language other than Chinese, French, Italian or Spanish, please contact me directly.

Thank you,

Michele Hill Thomas

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