



ABBY KELLEY FOSTER CHARTER PUBLIC SCHOOL

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Purpose and Rationale

The Commonwealth of Massachusetts State Seal of Biliteracy formally recognizes students who have achieved proficiency in English and a partner language by high school graduation. The Seal of Biliteracy promotes academic excellence in the study of world language.

Massachusetts Seal of Biliteracy Awards*

- Seal of Biliteracy
 - Be in good academic standing for graduation
 - English Language Proficiency: Proficient (a minimum score of 240 on ELA MCAS, or a 4.2 overall score and a 3.9 composite literacy score on ACCESS)
 - Partner Language Proficiency: A minimum of Intermediate High in all linguistic skills

- Seal of Biliteracy with Distinction
 - Be in good academic standing for graduation
 - English Language Proficiency: Advanced (260 or above on ELA MCAS)
 - Partner Language Proficiency: Advanced Low or higher in all linguistic skills

***Massachusetts and/or the Department of Education has the ability to change the criteria outlined above**

Proficiency Assessment in the Target Language

- (1) In order to demonstrate proficiency in the partner language, Abby Kelley Foster administers the STAMP, depending on the language assessed.

- (2) If you are biliterate in a language other than the languages assessed by STAMP, you will require an alternative assessment. We will support you in investigating alternative assessments. Make sure to check the appropriate box on the application.

Registration

Registration forms are due by **October 23, 2020**. No late applications will be accepted.

Awards

The Seal will be a permanent part of the student's academic record and will appear on the student's official transcript. It will be the student's responsibility to send the results and/or award to colleges and universities if the student so chooses.

Before submitting their registration, students are encouraged to familiarize themselves with the Intermediate High and Advanced Low proficiency level descriptors below.

Abby Kelley Foster Charter Public School does not discriminate on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness and all students have equal access to the general education program and the full range of any occupational/vocational education programs offered by the district.

Intermediate High Proficiency (Seal of Biliteracy)

Interpersonal Communication

Intermediate High **speakers** are able to converse with ease and confidence when dealing with the routine tasks and social situations of the Intermediate level. They smoothly handle uncomplicated tasks and social situations requiring an exchange of basic information related to their work, school, recreation, and particular interests.

Intermediate High speakers can handle a substantial number of tasks associated with the Advanced level, but they are unable to sustain performance of all of these tasks all of the time. They can narrate and describe in all major time frames using connected discourse of paragraph length, but not yet consistently. Typically, when these speakers attempt to perform Advanced-level tasks, their speech exhibits features of breakdown, such as the failure to fully carry out the narration or description in the appropriate major time frame, an inability to maintain paragraph-length discourse, or a reduction in breadth and appropriateness of vocabulary.

Intermediate High speakers can generally be understood by native speakers unaccustomed to dealing with non-natives, although some interference from another language may be evident.

Interpretive Communication (Listening and Reading)

At the Intermediate High sublevel, **listeners** understand with ease and confidence simple sentence-length speech in basic personal and social contexts. They derive substantial meaning from texts typically understood by Advanced-level listeners, although there will be gaps in understanding due to a limited knowledge of the vocabulary and structures of the spoken language.

Intermediate High **readers** fully understand non-complex texts that convey basic information dealing with personal and social topics to which the reader brings personal interest or knowledge. These readers are also able to understand some complex texts featuring description and narration, although there will be occasional gaps in understanding due to limited knowledge of the vocabulary, structures, and writing conventions of the language.

Presentational Communication

Writers at the Intermediate High sublevel are able to write compositions and simple summaries related to work and/or school experiences. They can narrate and describe in different time frames when writing about everyday events and situations. These narrations and descriptions are frequently of paragraph length, and they typically contain some evidence of breakdown in one or more features of the Advanced level. For example, these writers may be inconsistent in the use of appropriate major time frames, resulting in a loss of clarity. Intermediate High writing, even with numerous and sometimes significant errors, is generally comprehensible to natives not accustomed to the writing of non-natives.

Advanced Low Proficiency (Seal with Distinction)

Interpersonal Communication

Speakers at the Advanced Low sublevel participate in informal and some formal conversations on topics related to school, home, and leisure activities. They can also speak about some topics related to employment, current events, and matters of public and community interest.

Advanced Low speakers demonstrate the ability to narrate and describe in the major time frames of past, present, and future in paragraph-length discourse. In these narrations and descriptions, Advanced Low speakers combine sentences into connected discourse, although the narrations and descriptions tend to be handled separately rather than interwoven. These speakers navigate the linguistic challenges presented by a complication or an unexpected turn of events.

The speaker's dominant language may be evident in the use of false cognates, literal translations, or the oral paragraph structure of that language. Although the vocabulary of Advanced Low speakers often lacks specificity, Advanced Low speakers are nonetheless able to use communicative strategies such as rephrasing and circumlocution. They contribute to the conversation with sufficient accuracy, clarity, and precision to convey their intended message without misrepresentation or confusion. Their speech can be understood by native speakers unaccustomed to dealing with non-natives, even though this may require some repetition or restatement. When attempting to perform functions or handle topics associated with the Superior level, the linguistic quality and quantity of their speech will deteriorate significantly.

Interpretive Communication (Listening and Reading)

At the Advanced Low sublevel, **listeners** are able to understand short conventional narrative and descriptive texts with a clear underlying structure, though their comprehension may be uneven. They understand the main facts and some supporting details. Comprehension may often derive primarily from situational and subject-matter knowledge.

Readers at this sublevel are able to understand conventional narrative and descriptive texts containing high-frequency vocabulary and structures. They understand the main idea and some supporting details; much comprehension derives from subject-matter knowledge. These readers will still be challenged with comprehending more complex texts.

Presentational Communication

Writers at the Advanced Low sublevel are able to meet basic work and/or academic writing needs. They demonstrate the ability to narrate and describe in major time frames. They are able to compose simple summaries on familiar topics, combining and linking sentences into texts of paragraph length and structure. They demonstrate the ability to incorporate a limited number of cohesive devices, yet resort to some redundancy and awkward repetition. Advanced Low writers rely on patterns of oral discourse and the writing style of their first language. Their writing is understood by natives not accustomed to the writing of non-natives, although some additional effort may be required in the reading of the text. When attempting to perform functions at the Superior level, the quality writing will deteriorate significantly.