

Stanislaus County Office of Education

SEAL OF MULTILINGUAL PROFICIENCY



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Fostering global excellence...



The designers and contributors

A heart-felt thank you to districts that have sent representatives to the table for the design and revision of all aspects of the Seal of Multilingual Proficiency:

- Ceres
- Denair
- Migrant Education
- Modesto City Schools
- Newman-Crows Landing
- Oakdale
- Patterson
- Riverbank
- Turlock
- Waterford



Rationale for the award

Students who are literate in multiple languages should be recognized as having a well-rounded education and as having marketable skills in this global economy.



The Benefits of the Award:

- Special Designation on student transcripts
 - College/university applications
 - Scholarship applications
- Special Seal on high school diploma
 - Other district-determined recognition
- Objective verification of proficiency for job applications, interviews, etc.

Seal of Multilingual Proficiency

This is sample text that can be edited as you wish.

Names can be added.

Dates can be added.

Signatures can be added above lines.





Eligibility to Apply

To be eligible to apply for the SCOE Seal of Multilingual Proficiency, students must:

- have passed both sections of the CAHSEE
- have scored proficient or advanced on their ELA CSTs at least once during high school
- have gained a high level of proficiency in a language other than English
- attend a participating high school



Defining the proficiency level

Recipients of this award are required to:

- express themselves with clarity and efficacy orally and in writing
- submit a portfolio or “*LinguaFolio*” that demonstrates the ability to prepare short, polished pieces in English
- provide an on-demand writing sample in the “target” language
- respond orally in both English and the “target” language in interviews



The Process for a Student

- Consider eligibility requirements for applying and earning the Seal
 - Use Self-Assessment Checklists
 - Conference with a world language teacher and/or community member proficient in the “target” language to insure you have reached the required proficiency level
- Submit *Intent to Apply* by **Friday, August 23, 2013**
 - The window to submit opens May 1, 2013



The Process for a Student

- Submit a complete *LinguaFolio* by ***Monday, September 9, 2013***
 - *Students requesting the Seal in two “target” languages will need to submit two Autobiographies in the LinguaFolio--one addressing each “target” language*
- If progressing (based on score of *LinguaFolio*), participate in interviews and on-demand writing sample(s): ***Saturday, October 12, 2013***
 - This event cannot be made up or re-scheduled
- Students who earn the Seal of Multilingual Proficiency will be invited to participate in the Seal Awards Ceremony held in their honor at the Petersen Event Center on ***Thursday, November 14, 2013 at 7:00 p. m.***



Intent to Apply

Serves a critical organizational role:

- Verifies eligibility
- Verifies outside assessment of proficiency with “target” language
- Procures parent permission
- Triggers the search for the assessors to match the “target” language needs of students who intend to apply

Due Friday, August 23, 2013 by 5 PM at the Stanislaus County Office of Education



The *LinguaFolio*

The idea of a “*LinguaFolio*” comes from the use of the European Language Portfolio and is supported by the 29 organizations of the Association of Language Testers in Europe (ALTE) representing 24 languages.



The *LinguaFolio*

- *Coversheet*
- *Application*
- *Verification*
 - Submitted in a sealed envelope
- *Autobiography*
 - *Students requesting the Seal in two “target” languages will need to submit two Autobiographies in the LinguaFolio--one addressing each “target” language*

Due Monday, September 9th by 5 PM at the Stanislaus County Office of Education



The Autobiography

- Organized around 5 questions/prompts
- Completed by the student in English
- Designed to capture information about the 5 C's



The 5 C's

- Communication
- Cultures and Written Communication
- Connections
- Comparisons
- Communities

For more details on the *Autobiography* rubric
please visit:

http://www.stancoe.org/scoe/iss/seal_of_multilingual_proficiency/default.htm



Lessons learned from Rounds 1-3

- Students need to plan their responses across the five prompts to ensure that they do not repeat themselves.
- Students need to remember that this is a formal piece of writing and choose vocabulary, set the tone, and develop issues thoroughly.
- *Students should use all 200 words. Detail and examples are powerful.*



Progressing to the next level

- The *LinguaFolio* must be complete to be scored.
- The *Autobiography* portion of the *LinguaFolio* is scored by multiple readers working in teams using a 5 point scoring rubric.
- A student must score a holistic score of 3 in order to be invited to continue.
- *The LinguaFolio will be scored on Tuesday, September 24, 2013*
 - Each participating district must send at least one *LinguaFolio* reader per participating site



Multilingual Seal “Assessment Event”

- Interview in English
- Interview(s) in “target” language(s)
- On-demand writing sample in the “target” language(s)

- *This year’s “Assessment Event” is scheduled for Saturday, October 12, 2013*
 - This event cannot be re-scheduled or made up



Interview in English

- Each student will be interviewed by a team of two adults using a set of questions, prompting and cueing students as needed
- The team interviews the student for approximately 10 minutes
- The team confers over a rubric and scores the student interview

The student must score a minimum of 3 on a 5 point rubric to maintain eligibility for the Seal



Interview in the “target” language

- Each student will be interviewed by a team of two adults using a set of questions, prompting and cueing students as needed
- The team interviews the student for approximately 10 minutes
- The team confers over a rubric and scores the student interview

The student must score a minimum of 3 on a 5 point rubric to maintain eligibility for the Seal



On-demand writing sample

- Students choose whether to use a computer or to handwrite their response.
- The prompt and directions are written in the “target” language
- The students have one hour to read the prompt, compose their thoughts and respond to the prompt
- The written responses will be read by teams of assessors proficient in the “target” language and scored using a 5 point rubric

The student must score a minimum of 3 on a 5 point rubric to maintain eligibility for the Seal



Assessment of Proficiency

English proficiency is determined by:

- Interview
- Quality of *LinguaFolio*

“Target” language proficiency is determined by:

- Interview
- Quality of *LinguaFolio*
- Quality of on-demand writing sample



Earning the Seal

LinguaFolio:
1-5 points

English
interview: 1-5
points

“Target”
language
interview: 1- 5
points

On-demand
writing
sample: 1-5
points

Students earn the Seal when no one assessment is below a 3 and the total sum is 16 or more.



Snapshot of Past Seal Years

Year	Intents to Apply	Received LinguaFolios	Scored LinguaFolios
2011	131	69	57
2011	228	151	130
2012	320	191	177
2013			



Snapshot of Past Seal Years

Year	Student Invited	Students Attended	Seals Awarded
2010	54	50	39 (78%)
2011	118	109	68 (62%)
2012	177	166	98 (59%)
2013			

Languages Assessed	Seals Awarded In
Farsi	Farsi
French	French
German	Mandarin
Portuguese	Spanish
Punjabi	
Spanish	
Tagalog	
Thai	



Who are these students?

Year	RFEPs	IFEPs	EOs	ELs
2011	31	6	2	0
2011	44	14	8	2
2012	81	10	5	2
2013				



Role of the student

- Check to make sure that you are eligible and proficient
- Take responsibility for providing complete and thoughtful responses to all prompts of *LinguaFolio*
- Submit required components on time
- Attend and fully participate in events
- Respond to requests for information from the SCOE office



Role of the Parent

- Encourage your child to look objectively at readiness and proficiency and to consult with adults who can help determine that
- Encourage your child to take his or her time to thoughtfully complete the requirements and spend time on the writing of the *LinguaFolio*



Role of the World Language Teacher

- Inform students about the opportunity to earn the Seal of Multilingual Proficiency
- Assist students in determining whether their level of proficiency is currently sufficient to apply
 - Use the Language Assessment Guidelines (Advanced Low is the appropriate level for application)
 - Use the SOLOM Teacher Observation (with two 4's and three 5's as a minimum for application)
- Sign off on the *Intent to Apply*, if appropriate
- Serve as an assessor
- Help to inform parents about the Seal



Serving as an Assessor

- If interested, please complete the form included in your packet.
- You must be available and willing to commit the day on *Saturday, October 12th*.
- Your district may want to ask you to participate in the scoring of:
 - the *LinguaFolios*: *Tuesday, September 24th*
 - the on-demand writing samples: *Thursday, October 17th*
 - Ask your district contact about that possibility
- Join us on *Thursday, November 14th* at the Seal Awards Ceremony to celebrate with those students who have earned the Seal of Multilingual Proficiency.



Role of Administrators & Counselors

- Help identify students proficient in a world language not taught in the schools.
- Inform teachers of world language about the Seal
 - Direct teachers and students to the website
 - Arrange for info meetings
- Inform students and parents about the Seal
 - Keep the level of proficiency in mind
- Recruit (and serve as) assessors for world languages
 - For 1-6 students, 1 assessor; for 7-12 students, 2 assessors, etc.
- Celebrate the students who have earned the Seal



Getting the word out:

- SCOE has and will continue to inform:
 - District superintendents
 - Curriculum and Project Directors
 - English Learner Leadership Network members
- SCOE has created and will to continue to maintain a website:
http://www.stancoe.org/scoe/iss/seal_of_multilingual_proficiency/
- SCOE will provide PowerPoint® presentations and access to resources



Next steps

- Any clarifying questions?
- Any observations or comments?
- Any next steps for you?



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Thanks for coming!



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