



CT COLT Seal of Biliteracy FAQs Revised 2019



What is the Seal of Biliteracy?

An award given by a school or district, in recognition of students who have studied and attained proficiency in English and at least one other language. It is a recognition of students' academic efforts, to see the tangible benefits of being bilingual and biliterate, and of being prepared to be 21st century prepared. Click here to [view the national website](#), [here to view the guidelines for the state of CT](#), or visit the [CT COLT website](#). You can also share this [flyer with eligibility criteria](#) within your school and community.

Which Test?

Districts need to choose from the Connecticut list of approved [test options here, on page 5 of this document](#). STAMP and AAPPL are two of the options available in a range of languages; both are good measures of student proficiency, are affordable (\$20 or less), and are composed of the four separate tests; reading, writing, listening, and speaking. If administering the AAPPL test, use Form B for the Seal of Biliteracy. Both STAMP and AAPPL tests report interpretive reading and listening scores upon completion of the tests and presentational writing and interpersonal speaking within 10 days.

How to Test Low-Incidence Languages?

Many districts are looking at how to measure proficiency in low-incidence languages to provide equity for students who speak another language at home. Districts should reference the [Connecticut State Guidelines for the Seal of Biliteracy](#) and refer to the eligibility information on page 5. The [Avant WorldSpeak](#) Language Proficiency Test in Writing and Speaking is offered in 17 less-commonly taught languages, including Urdu, Tagalog, Vietnamese and Tamil. For additional tests, visit [ALTA Language Testing](#) as they have 100 low-incidence languages not currently assessed by AAPPL or STAMP.

How Should Our District Begin Preparations?

Choosing a test is the first step. Most tests have online demos. It is important to have teachers in the department participate in a demo of the test to understand the timing, the types of questions and all the associated technology required. Then, it is extremely helpful for the students to do the demo to reduce test anxiety and help them to pace themselves with the timing. More suggestions about testing and the timeline can be found in the two webinars on <http://www.ctcolt.org/pages/sealofbiliteracy.asp>.

When should we test?

It is advantageous to schedule the testing of Juniors in March. If students wish to retest in June or in late September, students have time to receive their results before sending in college applications. Students who are on-track to graduate may tell colleges that they are "Seal of Biliteracy-eligible" or "anticipated" on their applications. It is worthy to note that AP scores will only be useful for awarding the Seal if the enrolled students are Juniors. Seniors enrolled in AP and IB courses will not have their scores in time to qualify them for the Seal, therefore, they may want to take another option during Junior year. Many districts are using AAPPL or STAMP the year prior to the AP or IB exams to prepare students for those rigorous assessments at the end of Senior year.

When do the test topics and content change each year?

When planning for testing or retesting using AAPPL or STAMP, it is important to do the demo so students have a sense of the tasks they will face. Every year LTI Testing refreshes their AAPPL tasks in mid-March. This year, 2019, AAPPL 2.0 is released on March 1st and will no longer require Flash. Avant provides new STAMP tasks the last week of December.

What if Students Need to Take a Retest for a Section of Test?

Districts should not administer retests for **two months** [after the original test date](#). The test questions and prompts are changed each year. When districts report that students are at Intermediate Mid, it is in our best interest to have that based on accurate student performance data.

Can a student earn the Seal of Biliteracy in more than one language?

Yes! If the student demonstrates Intermediate mid or higher using the external assessments listed in the CT Seal of Biliteracy Guidelines, a student can add the Seal for multiple languages. The guidance department will be instrumental in determining how to add the Seal of Biliteracy to the transcripts denoting Seal of Biliteracy Spanish, Urdu, German, etc. The student information system will require a different number for each language, just as it requires numbers for each course.

How Can our District Inform Parents About Seal & Testing?

See the CT COLT Seal of Biliteracy page on the website for a sample Parent letter that CT COLT created for members. Feel free to make a copy and revise it to meet your district needs.

How Can our District Purchase the CT Seal of Biliteracy for Diplomas?

Using the Seal designed by the CSDE, CT COLT created the physical Seal for districts to order. The seal measures 1” high by 1.25” wide and matches in color and size the sticker for NHS. This will allow all students in the state of CT to have the same Seal awarded. The Seal costs \$1 per student and orders can be made on the website.

How Do We Prove Students are Eligible for Seal?

A district coordinator or teacher will complete a [Google Form](#) on the CT COLT website with an Excel spreadsheet sharing the name of the district, names of the students, the scores on all 4 tests and dates of administration. Each Seal will cost \$1 and will be shipped to the teacher/coordinator submitting all names. Please allow two weeks for shipping. Payments can be made at www.ctcolt.org and spreadsheets will be attached to the Google Form above.

With regards to technology for testing:

The most important piece of advice is to have the students and teachers do the demos on the computers that will be used for the actual assessments. This will allow you to have technology staff work through issues. The current AAPPL and STAMP tests require Flash and takes more bandwidth. AAPPL 2.0 will be released on March 1, 2019 and will no longer require Flash.

- The listening and reading are easy to load and results are immediately available. Many students prefer to start with these two portions of the test.
- Presentational writing loads easily and accents are easy to add for Spanish. For French, accents are easier to insert on Apple computers. In STAMP, floating keyboard makes accents easier to use.
- Interpersonal Speaking requires more bandwidth and students must have compatible headsets with a microphone. Many students have lightning cable earbuds that do not sync with computer. If using Chromebooks, students need to use USB headsets. They can be ordered for ~\$12 on Amazon with good clarity for recording. When administering the interpersonal, we do have all students of the same language testing simultaneously in one room and they tend to finish around the same time. Testing with 25 students has not posed a problem for recording or audio quality.

<i>Assessment of Assessment of Evidence Table*</i>	<i>Minimum Score</i>
Assessment of Performance toward Proficiency in Languages (AAPPL) Measure	1-3 in all four domains
Oral Proficiency Interview (OPI) or OPIc and Writing Proficiency Test (WPT)	Intermediate Mid
International Baccalaureate (IB) World Language Exam	4 or Higher
Advanced Placement (AP) World Language Exam	3
ASL Proficiency Interview	3
Sign Language Proficiency	Intermediate
Avant STAMP (Standards based Measurement of Proficiency)	Intermediate Mid

* See State Guidelines for a complete list of proficiency measures and low-incidence language guidelines.

If you need further assistance, please look at our resources on the CT COLT website or contact:

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