

Seal of Biliteracy Onboarding Module 2: Student Requirements



WISCONSIN DEPARTMENT OF
Public Instruction
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Seal of Biliteracy (SBL) Onboarding Modules

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SBL Mission, Vision and Overview	Module 1
SBL Student Requirements	Module 2
District Responsibilities and Budget Considerations (Coming soon!)	Module 3
Pathways to Proficiency	Module 4
Assessment of Language Proficiency (English & Languages Other Than English)	Module 5
Demonstration of Sociocultural/Intercultural Competence	Module 6
Recruitment, Promotion, and Communication	Module 7
Data Tracking and Reporting	Module 8
Celebration of Student and Staff Success	Module 9

Seal of Biliteracy Guide

For more information about the topics covered in this onboarding module, as well as links to resources, see the following sections of the [Wisconsin Seal of Biliteracy: District Planning, Registration, and Implementation Guide: Overview](#) and [Appendix A](#)



Wisconsin Seal of Biliteracy
District Planning, Registration,
and Implementation Guide

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Wisconsin Department of Public Instruction

Module Objectives

- To understand what the Seal of Biliteracy program is
- To understand how students qualify for the Seal of Biliteracy



What is the Seal of Biliteracy?

- State-level student credential
- Administered by LEAs
- Recognizes graduating high school students who have evidenced proficiency in English & one more or more additional languages
- Raises awareness of benefits of biliteracy & biculturalism
- Elevates status of language learning in K-12 schools and in the community



[Informational](#)
[Video](#)

Seal of Biliteracy Competencies



English

Intermediate high proficiency in English across all four skill domains (listening, speaking, reading, and writing)



Language Other Than English (LOTE)

Intermediate high proficiency in a language other than English (e.g. Spanish, Hmong, Ojibwe, Mandarin) in all four skill domains



Sociocultural Competence

Linguistically and culturally appropriate interactions in English and a language other than English (LOTE)

ELP Criteria and Assessments

Ways of Demonstrating Proficiency in English:

- ACT ELA score of 18 or greater
- WIDA ACCESS - Overall score of 4.0
 - Option for ELs (ELP Codes 1-5)
- Exiting EL status in 6th grade or above
 - Option for former ELs (ELP Code 6)
- Score of 3 or higher on AP English Language and Composition Exam
- Intermediate High or above on AVANT STAMP4S or LTI AAPPL English assessment



LOTE Assessments and Criteria

Languages Other Than English Proficiency Requirements:

- Intermediate High (IH), or better, proficiency on a formal assessment aligned to the [ACTFL proficiency scale](#)
- Must achieve at least Intermediate High in all relevant language domains (listening, speaking, reading, and writing)
 - ASL - IH in both domains tested
 - Latin - IH in single domain tested
- DPI does not maintain a list of approved assessments
 - Assessments chosen and administered by school district
 - Use [Global Seal of Biliteracy Test Finder](#) to identify assessments

Common Assessments for LOTE

[ACTFL LTI Assessment of Performance toward Proficiency in Languages \(AAPPL\)](#)

[ACTFL OPI & WPT for the Seal of Biliteracy](#), plus an assessment of reading proficiency

[Avant STAMP4S and/or STAMP WS Assessment](#)

[Avant STAMP WS](#), plus an assessment of reading proficiency

[ALTA Language Testing for Less Commonly Taught Languages \(LCTLs\)](#)

[Advanced Placement \(AP\) Language & Culture exam](#)

[International Baccalaureate \(IB\) exam](#)

[MN Department of Education Extempore Assessments](#)

[ACTFL Latin Interpretive Reading Assessment \(ALIRA\)](#) or [Avant STAMP for Latin](#) (Score based Reading domain)

[Avant STAMP for American Sign Language \(ASL\)](#) (Score based Expressive and Receptive domains)

[American Sign Language Proficiency Interview \(ASLPI\)](#)

Sociocultural Competence

Demonstration of Sociocultural Competence:

- Documentation of ability to communicate and effectively interact with people across languages, cultures, and contexts
- Assessment determined by district
- Should not be a barrier for students (e.g., requiring large time commitment outside of school)
- Examples: Classroom-based assessments, projects, presentations, written reflections, volunteer and work experiences



Resources

- [Seal of Biliteracy Criteria At-A-Glance](#)
- [Common Language Assessments and Qualifying Scores for the Wisconsin Seal of Biliteracy](#)
- [Seal of Biliteracy Assessments for the Most Common Languages Spoken or Studied by Wisconsin Students](#)
- District Example (Verona Area School District): [VAHS Proficiency Requirements](#)



Questions?

We are here to help!
Please send SBL-related
questions to:

SBL@dpi.wi.gov

