

Seal of Biliteracy

Onboarding Module 4:

Pathways to Proficiency



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

Topic	Link
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 section of the [Wisconsin Seal of Biliteracy: District Planning, Registration, and Implementation Guide: Key Component 2](#)



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

February 2025

Wisconsin Department of Public Instruction

Module Objectives

- **What does language proficiency look like?**
- **What are language learning pathways students can follow to achieve the Seal of Biliteracy (SBL)?**



Seal of Biliteracy candidates must demonstrate

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English

Proficiency in English across all four skill domains (listening, speaking, reading, and writing)



Language Other Than English (LOTE)

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



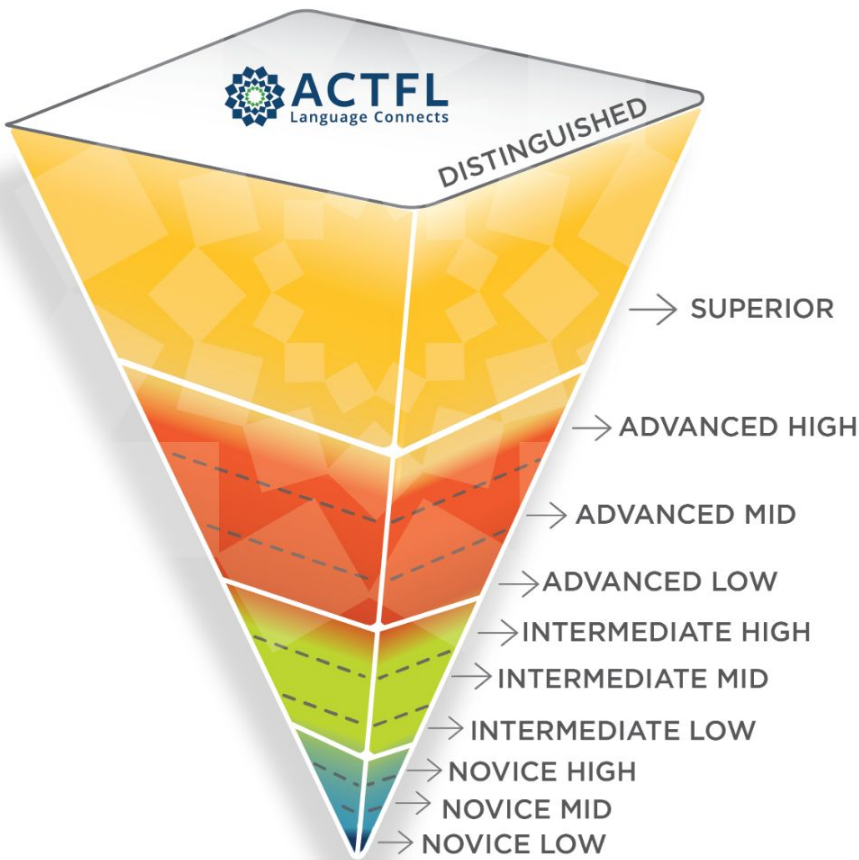
Sociocultural Competence

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

What is the language proficiency goal for the SBL?

Students must score **Intermediate High** or better in all modes of communication (*listening, speaking, reading, writing; receptive & expressive*) on a **standardized language proficiency test**





Levels of Language Proficiency

Minimum proficiency level in all four areas to earn the Seal of Biliteracy: Intermediate High

See the ACTFL [PROFICIENCY GUIDELINES](#) for descriptions of the levels

Proficiency Functions, Text Types, Tasks, Accuracy Chart

Level	Global Tasks and Functions	Context/Content	Accuracy/Comprehensibility	Text Type
Advanced	Narrate and describe in major the frames and deal effectively with unanticipated complication	Most informal and some formal settings. Topics of personal and general interest (Community)	Understood without difficulty by speakers unaccustomed to dealing with non-native speakers	Paragraphs
Intermediate	Create with language, initiate and maintain conversations by asking and responding to simple questions	Some informal settings and limited number of transactional situations (Daily Life)	Understood, with some repetition, by speakers accustomed to dealing with non-native speakers	Discrete sentences
Novice	Communicate minimally with formulaic and rote utterances, lists and phrases	Most common informal settings. Most common aspects of daily life (Self)	May be difficult to understand, even for speakers accustomed to dealing with non-native speakers	Individual words and phrases.

Delivering on the Promise of Proficiency



- Proficiency literacy for administrators, teachers and students: [ACTFL Proficiency Guidelines \(2024\)](#)
- Proficiency-based programs, courses, and learning experiences
- [Wisconsin Standards for World Languages](#)
- [Program Performance Benchmarks](#)

School-Based Pathways

- One- and two-way dual language programs
- Bilingual programs
- ESL programs
- Heritage and American Indian Language programs
- World language programs



[EL Language Instruction Educational Program \(LIEP\) Crosswalk](#)

[World Language Program Models](#)

Out-of-School Pathways

- Home-based language learning
- Community-based language programs
- Online learning
- Independent study
- US or international immersion programs
- Study abroad
- Early college credit program



Innovative Language Programs at School

- Independent study
- Virtual language courses
- Facilitated World Language Study ([Facilitated Interdependent Language Learning](#) and [Resources from the Field](#))
 - Individuals and small groups of students learning a diversity of languages
 - Facilitated by a licensed world language educator
 - [Standards-based](#) learning experiences
 - Includes engagement with target language community members
 - Board adopted policies to award competency-based credits

Progress Monitoring

[LinguaFolio](#): e-portfolio tool for students

[Global Seal of Biliteracy Self Assessments](#)

[National State Seals of Biliteracy Toolkit: Practice Tests](#) and [Sample Test Prompts](#)

Ongoing use of external proficiency assessments such as [ACTFL LTI Assessments](#) or other [formal language assessments](#)



Guiding Questions for District Teams

- Through what Language Instruction Educational Program (LIEP) Models are English Learners being served?
- Through what World Language Education Program Models are languages other than English being learned?
- How are the continued learning needs of heritage language speakers being met within the district's language programs (e.g., one- and two-way dual language programs, heritage language bilingual and world language programs)?



Guiding Questions for District Teams, cont.

- **What can we learn from district data on students' English and world language proficiency development?**
- **How will the district prepare language educators to provide proficiency-based learning experiences in support of the Seal of Biliteracy program?**
- **How will the district assess and provide feedback on student language development over time to engage students in proficiency development toward the Seal?**
- **Do the district's language programs incorporate standards- and proficiency based learning outcomes into instruction and assessment?**



Proficiency Related Resources

[Progress Toward Language Proficiency Video \(Utah\)](#)

[NCSSFL/ACTFL Can-Do Statements](#)

[National State Seal of Biliteracy Toolkit: Proficiency Descriptors](#)

[ACTFL Proficiency Training](#)

[Wisconsin Standards for World Languages](#)

[Spanish Language Development Standards \(WIDA\)](#)

[English Language Development Standards \(WIDA\)](#)



Questions?

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

SBL@dpi.wi.gov

