

# **Seal of Biliteracy Onboarding Module 5: Assessment of Language Proficiency in English and Language(s) Other Than English**



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

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

# Assessment of Language Proficiency

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 5: DPI-Approved Language Proficiency Assessment Plan](#)



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

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# Module Objectives

- Identify which languages in your district require assessments
- Understand how to determine proficiency in both English and the partner language
- Review the assessment timeline and steps for implementation in your district



# Seal of Biliteracy Competencies



## 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)

# Assessment of English Language Proficiency

All students must demonstrate proficiency in English using a standardized assessment of English language and literacy

Acceptable assessments include:

- AP English Language & Composition Exam - Score of 3 or higher
- ACT with Writing - ELA score of 18 or better
- AVANT STAMP 4S English - Score of 6 or better in all four domains
- LTI AAPPL English - Score of Intermediate High or better in all four domains
- ACCESS test score of 4 or better or exiting EL status in grade 6 or above



# Seal of Biliteracy Competencies



## English

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## Language Other Than English (LOTE)

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## Sociocultural Competence

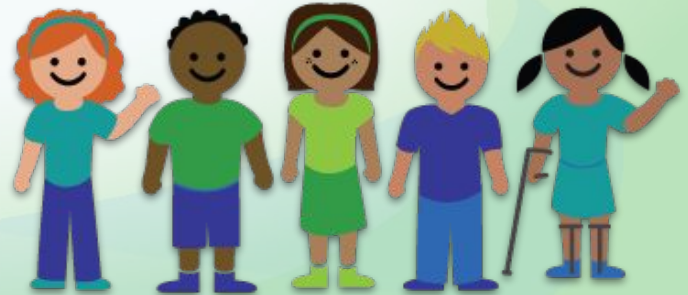
Linguistically and culturally appropriate interactions in English and a language other than English (LOTE)

# Language(s) Other Than English

Determine which languages will be tested in your district

Consider the following:

- School-based pathways - world language programs and dual language immersion programs
- Community-based pathways - heritage languages spoken in the school community



# Determine Necessary Tests

- Identify formal assessments that measure proficiency in the language other than English in all four skill domains (reading, writing, listening, speaking)
- Your district may already use some of these assessments (AP, IB, STAMP, AAPPL)

The [Seal of Biliteracy Planning, Registration, and Implementation Guide](#) provides resources and links to help coordinators navigate this process.

# Approved Assessments for LOTE

- DPI does not maintain a list of approved assessments
- Use the [Global Seal of Biliteracy Test Finder tool](#) to identify qualifying assessments
- MN proficiency assessments through [Extempore](#)
- See completed assessment plan in your district's registration form for identified assessments
- Consult with DPI if no assessment is available



GLOBAL SEAL OF BILITERACY

# 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 \(ASLPI\)](#)



# Assessments Through Partnership for Proficiency with MN

| Language  | Listening                         | Reading                           | Speaking                          | Writing                           |
|---|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|
| Amharic, Czech, Hmong, Pashto, Somali, Ukrainian, Tamil, Vietnamese | MDE Assessments through Extempore | MDE Assessments through Extempore | AVANT WS                          | AVANT WS                          |
| Swahili   | MDE Assessments through Extempore | AVANT WS                          | AVANT WS                          | AVANT WS                          |
| Dari  | MDE Assessments through Extempore | MDE Assessments through Extempore | ACTFL SOBL through LTI            | ACTFL SOBL through LTI            |
| Dakota, Ojibwe, Karen, Oromo  | MDE Assessments through Extempore | MDE Assessments through Extempore | MDE Assessments through Extempore | MDE Assessments through Extempore |

[Access to Extempore Assessments and Training](#)

# Preparation for Language Testing

- **Order tests well in advance in cooperation with your technology department**
- **Determine a timeline for scheduling and proctoring assessments**
- **Communicate with students, families, and school staff to encourage sign-ups and understanding of the importance of earning the Seal**
- **Schedule and train proctoring staff and coordinate locations for assessments**



# Implementation of Language Testing

- Proctor tests according to requirements
- Seal of Biliteracy coordinator will monitor results to determine potential Seal recipients
- Communicate results and next steps to students, families, teachers, counselors, and administration
- Enter test scores into Student Information System (e.g., Infinite Campus) or your district's Seal of Biliteracy data management system



# Monitoring Seal Candidates

The Seal of Biliteracy coordinator must monitor and collect the following data to determine which students are on track to earn the Seal:

- Language Other Than English (LOTE) proficiency
- English Language Proficiency
- Social and Cultural Competence (See Module 6)

Communicate next steps with Seal candidates and other stakeholders (families, teachers, counselors, administrators)



# Guiding Questions for District Teams

- What are the languages for which assessments are needed?
- What formal language assessments exist for the languages represented in your district?
- How will you ensure that all students, including those who speak languages for which no formal assessment exists, have access to the Seal?
- What are the costs associated with the assessments? How will the district pay for the assessments?
- Who will be responsible for scheduling and proctoring assessments?
- When will the assessments be given? What opportunities will students have to retake an assessment if needed?



# 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](#)
- [Global Seal of Biliteracy Test Finder](#)
- [Extempore Assessments and Training](#)
- [State Seals of Biliteracy Test Comparison Overview](#)
- [State Seals of Biliteracy Test Score to Proficiency Level Infographic](#)



# Questions?

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

**[SBL@dpi.wi.gov](mailto:SBL@dpi.wi.gov)**

