

Seal of Biliteracy Onboarding Module 6: Demonstration of Sociocultural/Intercultural Competence



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 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 [Key Component 6](#)



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

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Module Objectives

- Define sociocultural competence
- Understand the sociocultural competency requirement for the Seal of Biliteracy
- Understand how students may demonstrate sociocultural competency in classroom contexts
- Understand how students may demonstrate sociocultural competency in non-classroom-based contexts



Importance of Sociocultural Competence

“By offering Wisconsin students the chance to earn this seal, the DPI underscores the importance of bilingualism and intercultural skills in education, communities, and the professional world. The Seal of Biliteracy ... align(s) with the DPI's commitment to ensuring all students can benefit from language, intercultural, and global learning. It's hoped that this program will encourage school districts statewide to continually provide opportunities for students to learn, develop, and maintain these valuable language and communication skills.”

([WI SBL District Registration, Planning and Implementation Guide](#), p. 5, emphasis added)

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 partner language (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

Definition of Sociocultural Competence

DPI defines sociocultural competence as the ability to communicate effectively and appropriately across languages, cultures, and contexts, or to engage in intercultural communication



Demonstration of Sociocultural Competence

- **Assessment determined by district**
- **Examples: Classroom-based assessments, independent projects, presentations, written reflections, volunteer/work experiences**
- **Should not be a barrier for students (i.e., requiring large time commitment outside of school)**



Sociocultural Competencies in Classroom Settings

- Students taking world language courses should have opportunity to meet requirement within context of those classes
- Language programs should have a foundation in standards 4 & 5 of the [WI Standards for World Languages](#), which lead to learning experiences related to sociocultural competencies
- WL Standards 4&5 can also be incorporated into other content areas, such as language arts, social studies & ESL



World Language Standards 4 and 5

Standard 4: Intercultural Communication (IC)

Students use the target language and cultural knowledge to investigate, compare, explain, interact, and reflect on the relationships between the products, practices, and perspectives of diverse and dynamic cultures within their local and global communities.

Standard 5: Global Competence and Community Engagement (GCE)

Students use the target language and cultural knowledge to investigate the world, recognize diverse perspectives, interact and exchange ideas with people from diverse backgrounds, and engage with others to improve conditions within their local and global communities.

Classroom-Based Assessment

Considerations for assessing WL standards 4 and 5:

Focus on learner practices:

Evaluate how students engage in activities that involve investigating, comparing, reflecting within the context of intercultural communication and global engagement

Consider performance indicators:

Evaluate how students recognize and use appropriate cultural behaviors, transition from formal to informal styles of communications, investigate and reflect upon issues of local and global significance, etc...

Sample Performance Indicators: Standard 4

Converse with others from the target culture in familiar situations at school, work, or play, and show interest in cultural and linguistic similarities and differences (WL.IC.4.c.i+)

Recognize that significant differences in behaviors exist among cultures and use appropriate learned behaviors for successful intercultural communication (WL.IC.4.d.i+)



Sample Performance Indicators: Standard 5

Compare one's position and perspectives on an issue of local and global significance with those of others (WL.GCE.5.b.i+)

Exchange diverse positions and perspectives on an issue of local and global significance in linguistically and culturally appropriate ways (WL.GCE.5.c.i+)

Identify goals for language learning and use for personal or community life, and then reflect on progress in order to plan next steps (WL.GCE.5.e.i+)



Assessment for Heritage Language Speakers

Considerations for assessing students learning languages in out-of-school settings (i.e., heritage language speakers):

- How are students using English & the language other than English (LOTE) in their daily lives?
- What sociocultural experiences are students having with peers, staff, families, and members of the community?
- What do students recognize about the value of this cross-cultural skill?
- How is your school district providing intercultural experiences for students outside of world language classes?



Guiding Questions for District Teams

- **What are the criteria the district will use to determine whether students demonstrate sociocultural competence?**
- **How are WL Standards 4 & 5 (intercultural and global competence) integrated into language learning environments? How are they taught and assessed?**
- **How will students who are learning languages in non-school-based environments demonstrate sociocultural competence?**



District Samples

- [Madison Metro School District: SBL-Socio-Cultural Competence criteria](#)
- School District of Abbotsford: [Abbotsford Reflection document](#)
- Verona Area School District: [VAHS Options with Rubrics](#)



Other Resources

- [Wisconsin Standards for World Languages](#)
- [NCSSFL-ACTFL Can-Do Statements](#)
 - [Proficiency Benchmarks](#)
 - [Intercultural Communication Reflection Tool](#)



Questions?

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

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