



**ROLLA 31 SCHOOL BOARD RESOLUTION  
THE MISSOURI SEAL OF BILITERACY**

**Preamble and Rationale:**

Whereas mastery of two or more languages makes important contributions to a student's cognitive development, understanding of diverse cultures, and economic opportunities;

Whereas the study of foreign languages contributes towards our national economy and our national security;

Whereas multiple languages are a critical element in enabling our city and state to participate effectively in a global political, social, and economic context;

Whereas the demand for employees to be fluent in more than one language is increasing throughout the world;

Whereas our community is home to speakers many hundreds of language and cultural groups, and an asset for understanding these groups in our diverse community is improved through multilingual skills of communication;

Therefore, it is the intent of our district to promote the development of literacy in two or more languages and to provide recognition of the attainment of those needed and essential skills through the establishment of a Seal of Biliteracy on the high school diplomas or transcripts of pupils attaining functional proficiency in one or more languages, in addition to English. Through the establishment of this Seal of Biliteracy, the district seeks to:

- encourage pupils to develop biliteracy skills
- provide employers with a method of identifying people with language and biliteracy skills
- revitalize and promote foreign language instruction in our schools
- promote the development of dual language immersion programs and foreign, native, and heritage language programs in schools
- recognize and honor our rich and diverse language assets

The Superintendent shall award the SEAL to pupils who complete the requirements for a high school diploma and who meet all of the following criteria:



## The Missouri Seal of Biliteracy

Pending the final semester of high school coursework, students who have successfully completed all Rolla 31 requirements for graduation;

ONE of the following:

- I have achieved an 18 or higher on the ACT English or Reading; or
- I have achieved a score of Proficient or Advanced on the MODESE English II End of Course (EOC) exam; or
- I have achieved a 4.0 overall or greater on the ACCESS for ELLs test (Missouri Seal); or
- I have achieved a 4.7 overall or greater on the ACCESS for ELLs test (Distinguished Missouri Seal).

AND ONE of the following:

- I have achieved a 3 or 4 on an AP Language and Composition or Literature and Composition exam in a language other than English during Grade 11/12 (Missouri Seal); or
- I have achieved a 5 on an AP Language and Composition or Literature and Composition exam in a language other than English during Grade 11/12 (Distinguished Missouri Seal)
- I have achieved a score of 5 or higher on all sections of the STAMP™ 4S (*Over 100 languages available*) (Missouri Seal)
- I have achieved a score of 7 or higher on all sections of the STAMP™ 4S (*Over 100 languages available*) (Distinguished Missouri Seal);
- I have achieved an I4 or higher on all 4 parts of the ACTFL (AAPPL Form B) (Missouri Seal)
- I have achieved an A-1 or higher on all 4 parts of the ACTFL (AAPPL Form B) (Distinguished Missouri Seal)
- I have achieved an Intermediate Plus on the Signed Language Proficiency Interview (SLPI) for American Sign Language (ASL) (Missouri Seal);
- I have achieved an Advanced on the Signed Language Proficiency Interview (SLPI) for American Sign Language (ASL) (Distinguished Missouri Seal);

AND the following:

- I have successfully completed, submitted, and passed the required Social-Cultural Competency Requirement that evidences my sociocultural competence in a language other than English.\*

\*Note:

### SOCIOCULTURAL COMPETENCE

Students must establish high levels of sociocultural competence as it relates to English and world languages, as well as demonstrate positive attitudes toward bilingualism and using both languages in a culturally appropriate way.

Activities that display sociocultural competency include, but are not limited to:

- language immersion trips;
- elementary school cultural days and high school cultural week;
- translation assisting community organization;
- completion of community service project using both languages;
- active participation in multicultural community events; or
- essay explaining how proficiency in both languages will help the community.