

TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER 0: MISCELLANEOUS

PART 680
STATE SEAL OF BILITERACY

Section

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AUTHORITY: Implementing and authorized by Section 2-3.159 of the School Code [105 ILCS 5].

SOURCE: Adopted at 44 Ill. Reg. 9976, effective May 21, 2020; amended at 45 Ill. Reg. 13395, effective October 8, 2021; amended at 48 Ill. Reg. 5693, effective March 28, 2024.

Section 680.10 Definitions

"Four Domains" means speaking, writing, listening and reading.

"Program" means the State Seal of Biliteracy Program created by Section 2-3.159 of the Code.

"School Code" or "Code" means 105 ILCS 5.

"State Board" means the State Board of Education.

"State Commendation" or "Commendation" means the State Commendation toward Biliteracy created by this Part.

"State Seal" or "Seal" means the State Seal of Biliteracy created by Section 2-3.159 of the Code and this Part.

"State Superintendent" means the State Superintendent of Education.

"World Language" means any language other than English, including all modern languages, Latin, American Sign Language, Native American languages, and other native languages spoken by an individual whose first language is not English.

Section 680.20 State Seal of Biliteracy

In accordance with Section 2-3.159 of the School Code, a school district or nonpublic school may establish a program *to recognize public and nonpublic high school graduates who have attained a high level of proficiency in one or more languages in addition to English*, by designating on a student's transcript and high school diploma the student's receipt of the State Seal of Biliteracy, provided that all the conditions of this Section are met.

- a) **World Language Proficiency**

A school district or nonpublic school may award the State Seal to any high school graduate *who attains a high level of proficiency, sufficient for meaningful use in college and a career* (Section 2-3.159 of the Code), in a language other than English, as evidenced by attainment of a "intermediate high" composite score, or an "intermediate high" score in each of the domains when no composite score is provided, or its equivalent, on a standardized assessment that addresses the four domains of speaking, writing, listening, and reading in the targeted world language. Proficiency may be shown using one of the methods outlined in this subsection.

 - 1) **Assessment Method**
 - A) For purposes of using an assessment to determine proficiency:
 - i) "Intermediate high" is defined in the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines 2012, published by ACTFL, 1001 North Fairfax Street, Suite 200, Alexandria VA 22314 and available at <https://www.actfl.org/educator-resources/actfl-proficiency-guidelines>. (No later amendments to or editions of these guidelines are incorporated.) Measurement may assess tasks across the three modes of communication as defined by the World-Readiness Standards for Learning Languages available at <https://www.isbe.net/Documents/World-Languages-Standards.pdf>.
 - ii) For students learning American Sign Language as a heritage or first language, "intermediate high" is equivalent to meeting progress indicators for grade 12 set forth in the Standards for Learning American Sign Language (2014), published by the American Sign Language Teachers Association, P.O. Box 38, Clinton WA 98236 and

available at https://aslt.org/wp-content/uploads/2022/07/National_ASL_Standards.pdf. (No later amendments to or editions of these guidelines are incorporated.)

- iii) For students learning American Sign Language as a world language, "intermediate high" is defined in the Communication Proficiency Performance Indicators in the Fourth Edition World-Readiness Standards for Learning Languages published by the American Council on the Teaching of Foreign Languages, 1001 North Fairfax Street, Suite 200, Alexandria VA 22314 and available at <https://www.isbe.net/Documents/World-Languages-Standards.pdf>. (No later amendments to or editions of these guidelines are incorporated).
 - iv) "Standardized assessment" is one that is available for use on a statewide or national basis and meets generally accepted standards of fairness, validity, and reliability as stated in "Standards for Educational and Psychological Testing" (2013), published by the American Educational Research Association, 1430 K Street, N.W., Suite 1200, Washington DC 20005. (No later amendments to or editions of these standards are incorporated.)
 - v) For students pursuing a State Seal in American Sign Language or Latin, the standardized assessment must consist of the language domains that appropriately characterize communication in that language.
- 2) The State Superintendent shall post on the State Board of Education's website, by July 1 of each year, a list of acceptable language assessments and the score to be achieved on each assessment that qualifies the student as meeting the criteria set forth in subsection (a)(1)(A)(i), (ii), (iii), or (v), as applicable. A school district or nonpublic school that chooses to use an assessment to measure world language proficiency that is not included on the list shall maintain evidence that the assessment meets the criteria specified in subsection (a)(1)(A)(iv) and either subsection (a)(1)(A)(i), (ii), (iii), or (v), as applicable, and make that evidence available to the State Superintendent upon request.
- 3) Alternative Evidence Method

A school district or nonpublic school may choose to award the State Seal through an alternative evidence method in accordance with this subsection (a)(3).

- A) The alternative evidence method may be used when:
- i) a student attains an "intermediate mid" composite score, as defined in the ACTFL guidelines set forth in subsection (a)(1), or its equivalent, on a standardized assessment that addresses the four domains in the targeted world language;
 - ii) no standardized assessment exists for the targeted world language;
 - iii) evaluating the language proficiency of a student with disabilities for whom the standardized assessment is inappropriate;
 - iv) the standardized assessment for the targeted world language does not assess one or more of the four domains;
or
 - v) the targeted world language has fewer domains than the four domains.
- B) Any alternative evidence method used shall consist of a student portfolio that contains evidence for each component set forth in subsections (a)(3)(C) and (D) that demonstrates proficiency equivalent to an "intermediate high" level in the four domains. A student completing a portfolio of evidence demonstrating proficiency in Sanskrit must demonstrate proficiency in the reading and writing domains and must be exempt from the speaking and listening domains.
- C) Experience in the Targeted World Language
- i) the extent to which the student's language background enables the student to gain proficiency in the targeted world language in one or more of the four domains;
 - ii) the extent to which the student's participation in intercultural activities provided opportunities to gain

- proficiency in the targeted world language in one or more of the four domains;
- iii) the courses taken in the targeted world language and the grades received; or
 - iv) the extent to which any time spent in countries where the targeted world language is spoken contributed to the student's opportunities to gain proficiency in the targeted world language in one or more of the four domains.
- D) Work Samples
- i) formal presentations in the targeted world language;
 - ii) student-produced compositions, articles, papers, and other formal documents in the targeted world language; or
 - iii) certificates, diplomas, results from tests or assessments other than those identified under subsection (a), and additional achievements that demonstrate sufficient proficiency in the targeted world language.
- b) English Proficiency
- 1) To be eligible to be awarded the State Seal, each student must also demonstrate proficiency in English through:
 - A) attainment of college and career benchmarks for English language arts on the State assessments administered at the secondary level, as authorized in Section 2-3.64a-5 of the Code, or any other nationally normed assessment of English language arts;
 - B) attainment of a "proficient" score on the English language proficiency assessment, as defined under 23 Ill. Adm. Code 228.10, administered at the secondary level;
 - C) attainment of an "intermediate high" composite score on an assessment in English identified under subsection (a)(1);
 - D) attainment of a "qualifying" score on an Advanced Placement English Language and Composition Exam; or

- E) transitional or dual credit coursework in English language arts, completed with a minimum of a 3.0 cumulative grade point average on a 4.0 scale or its equivalent, articulated in partnership with a public community college as an Every Student Succeeds Act College and Career Readiness Indicator. (See Section 2-3.159(e-5) of the Code.)
- 2) The State Superintendent shall post on the State Board of Education's website, by July 1 of each year, a list of acceptable English language assessments and the score to be achieved on each assessment that qualifies the student as meeting one of the sets of criteria for proficiency set forth in this subsection (b). A school district or nonpublic school that chooses to use an assessment to measure English language proficiency that is not included on the list shall maintain evidence that the assessment meets the criteria specified in subsection (a)(1)(A)(iv) and one of the sets of criteria for proficiency set forth in subsection (b)(1) and must make that evidence available to the State Superintendent upon request.
- c) The State Seal Program may offer a State Commendation to any student who fails to meet the requirements of subsection (a) but attains a score of "intermediate low", or its equivalent, in the targeted world language using the method set forth in subsection (a)(1) or (a)(3).
 - 1) "Intermediate low" is defined in the ACTFL Proficiency Guidelines 2012 referenced in subsection (a)(1).
 - 2) Each student must also demonstrate a level of proficiency in English through:
 - A) attainment of college and career benchmarks for English language arts on the State assessments administered at the secondary level, as authorized in Section 2-3.64a-5 of the Code, or any other nationally normed assessment of English language arts;
 - B) attainment of a score established for part-time placement in a transitional bilingual education program (23 Ill. Adm. Code 228.30(c)) on the English language proficiency assessment, as defined under 23 Ill. Adm. Code 228.10, that is administered at the secondary level;

- C) attainment of an "intermediate low" composite score on an assessment in English identified under subsection (b);
 - D) attainment of a "qualifying" score on an Advanced Placement English Language and Composition Exam; or
 - E) transitional or dual credit coursework in English language arts, completed with a minimum of a 3.0 cumulative grade point average on a 4.0 scale or its equivalent, articulated in partnership with a public community college as an Every Student Succeeds Act College and Career Readiness Indicator. (See Section 2-3.159(e-5) of the Code.)
- 3) The State Superintendent shall post on the State Board of Education's website, by July 1 of each year, a list of acceptable assessments and the score to be achieved on each assessment that qualifies the student as meeting the criteria set forth in this subsection (c) for world language and English language proficiency. A school district or nonpublic school that chooses to use an assessment that is not included on the list shall maintain evidence that the assessment meets the criteria specified in subsection (a)(1)(A)(iv) and the applicable criteria set forth in this subsection (c) and make that evidence available to the State Superintendent upon request.
- d) In accordance with Section 2-3.159(g) of the Code, the school district or nonpublic school shall place a designation of a qualifying student's receipt of the State Seal in the student's permanent record on the academic transcript, as defined in 23 Ill. Adm. Code 375, and include the designation on the student's diploma. A school district or nonpublic school must also place a designation of a qualifying student's receipt of the State Commendation both in the permanent record on the academic transcript and on the student's diploma. The designations shall list each of the targeted world languages for which the Seal or Commendation is being awarded. The State Board of Education shall make an electronic facsimile of the Seal and the Commendation available to school districts and nonpublic schools for this purpose.
- e) A school district or nonpublic school that chooses to participate in the Program shall meet the requirements of this subsection (e).
- 1) A participating school district or nonpublic school shall notify the State Board of its participation by October 1 of each year. A district or nonpublic school that elects to participate after October 1 shall notify the

State Board of its participation no later than 45 calendar days before the issuance of any Seals or Commendations.

- A) A school district or nonpublic school electing to participate after October 1 shall include in its notification to the State Board evidence that the district or nonpublic school has met all of the requirements of this subsection (e).
 - B) A district or nonpublic school that fails to submit the proper notification within the timeframes provided shall be prohibited from awarding the Seal and Commendation for that school year.
- 2) A participating district shall designate at least one individual to serve as a coordinator of the Program and include the individual's name and contact information in the notice required by subsection (e)(1). The individual assigned to serve as the coordinator of the program under this subsection (e)(2) shall:
- A) hold a Professional Educator License endorsed in an administrative area issued pursuant to 23 Ill. Adm. Code 25; and
 - B) participate in training approved by the State Board before awarding the Seal and the Commendation.
- 3) A participating nonpublic school shall designate at least one individual to serve as coordinator of the Program and include the individual's name and contact information in the notice required by subsection (e)(1). The individual assigned to serve as the coordinator of the Program shall:
- A) be an active administrator at the nonpublic school awarding the Seal; and
 - B) participate in the training approved by the State Board before awarding the Seal and the Commendation.
- 4) Using a format prescribed by the State Superintendent, a participating school district or nonpublic school shall submit an annual report to the State Board no later than September 15 of each year that includes, but is not limited to, identification of each student awarded the Seal or Commendation, targeted world language or languages for which Seal or Commendation was awarded to the student, and the method the student used to demonstrate proficiency.

- 5) A participating school district or nonpublic school shall make available information about the Program to parents and students by posting on the district's or nonpublic school's website, if the district or nonpublic school maintains a website, and in the student handbook the following information:
- A) general information about the Program and the opportunity for students to participate;
 - B) a description of the process a student would use to demonstrate proficiency in the targeted world language, including details about any alternative evidence that may be required by subsection (a)(3), if applicable;
 - C) an estimate of the costs, if known, that students might incur to demonstrate proficiency using the methods under subsection (a); and
 - D) the name and contact information for any individuals designated to serve as the coordinator of the Program.

(Source: Amended at 48 Ill. Reg. 5693, effective March 28, 2024)