

1 HB46
2 215774-2
3 By Representatives Collins and Meadows
4 RFD: Education Policy
5 First Read: 11-JAN-22
6 PFD: 12/07/2021

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ENROLLED, An Act,

Relating to education; to establish the State Seal of Biliteracy; to recognize graduates who have demonstrated an indicated level of proficiency in English and at least one other world language, including American Sign Language.

BE IT ENACTED BY THE LEGISLATURE OF ALABAMA:

Section 1. (a) The State Department of Education shall develop and award a State Seal of Biliteracy to those high school students who have demonstrated an indicated level of proficiency in English and at least one other world language, including American Sign Language. School district participation in the program is voluntary.

(b) The purposes of the State Seal of Biliteracy are as follows:

- (1) To encourage students to study languages.
- (2) To certify attainment of biliteracy.
- (3) To provide employers with a method of identifying people proficient in language and biliteracy skills.
- (4) To provide institutions of higher education with a method to recognize and give academic credit to applicants seeking admission.
- (5) To prepare students with 21st Century skills.

1 (6) To recognize and promote world language
2 instruction in public schools.

3 (7) To strengthen intergroup relationships, affirm
4 the value of diversity, and honor the multiple cultures and
5 languages of a community.

6 Section 2. The State Seal of Biliteracy certifies
7 attainment of an intermediate level of proficiency by a
8 graduating student in English and at least one other world
9 language, and certifies that the graduate meets all of the
10 following criteria:

11 (1) Completion of the graduation requirements of the
12 high school.

13 (2) English language proficiency: The student shall
14 demonstrate proficiency in the English language, through one
15 of the following approaches, or as provided by any future
16 equivalent national normed benchmark approved as part of the
17 program:

18 a. ACT English: A score of 18 or higher.

19 b. ACT reading: A score of 20 or higher.

20 c. Advanced Placement Language Examination: A score
21 of three or higher.

22 d. International Baccalaureate Examination: A score
23 of five or higher.

1 e. WIDA ACCESS 2.0: For non-native English speakers,
2 the student shall meet and maintain Alabama exit criteria in
3 English proficiency.

4 f. American Council of Teachers of Foreign Language
5 Assessment of Performance toward Proficiency in Languages: For
6 non-native English speakers, an intermediate Mid-3 or higher
7 score in English.

8 (3) World language proficiency: The student shall
9 demonstrate proficiency in one or more languages other than
10 English through one of the following approaches:

11 a. If the language other than English may be
12 assessed by a standardized examination, students shall attain
13 the minimum score on one of the following assessments:

14 1. The Advanced Placement Language Examination: A
15 score of three or higher.

16 2. American Council of Teachers of Foreign Language
17 Assessment of Performance toward Proficiency in Languages: An
18 Intermediate Mid-3 or higher score in all four components.

19 3. International Baccalaureate Examination with a
20 score of four or higher.

21 4. Common European Framework of Reference: A score
22 of level B1 or higher.

23 5. Standards-based Measurement of Proficiency: A
24 score of intermediate-mid level or higher.

1 6. American Council of Teachers of Foreign Language
2 Oral Proficiency Interview Writing Proficiency Test: A score
3 of intermediate-mid level.

4 7. American Council of Teachers of Foreign Language
5 Latin Interpretive Reading Assessment: A score of
6 intermediate-mid level three or higher.

7 8. Sign Language: Sign Language Proficiency
8 Interview, American Sign Language Proficiency Interview, or
9 Assessment of Performance toward Proficiency in Languages: A
10 score of intermediate plus on the Sign Language Proficiency
11 Interview, level three on the American Sign Language
12 Proficiency Interview, or score of intermediate Mid-3.

13 b. If the language other than English is not able to
14 be assessed by a standardized examination, one of the
15 following criteria shall be met:

16 1. The school district shall certify to the State
17 Superintendent of Education that a school district language
18 examination meets the rigor at the intermediate-mid level of
19 language proficiency according to the guidelines of the
20 American Council of Teachers of Foreign Languages. To that
21 end, the assessment of a language other than English shall
22 assess listening, speaking, reading, and writing at a level of
23 intermediate-mid proficiency or higher. The assessment should
24 be similar to the American Council of Teachers of Foreign
25 Languages Oral Proficiency Interview Writing Proficiency Test

1 and should require collaboration with community members who
2 are native speakers or near native speakers in that language.
3 This assessment should be similar to the process used in other
4 states for assessing proficiency in tribal languages.

5 2. Notwithstanding subparagraph 1., a student who
6 seeks to qualify for the State Seal of Biliteracy through a
7 language that is not characterized by listening, speaking,
8 reading, and writing, or for which there is no written system,
9 shall pass an assessment on the modalities that characterize
10 communication in that language at the corresponding
11 intermediate proficient level or higher.

12 c. If neither paragraph a. nor paragraph b. are able
13 to be implemented, or if new language assessments become
14 available, one of the following approaches may be followed:

15 1. The State Superintendent of Education may provide
16 a listing of equivalent language assessments that school
17 districts may use.

18 2. A school district may provide the State
19 Superintendent of Education with a list of equivalent language
20 assessments that the school district proposes to use in place
21 of those listed in this section. The State Superintendent of
22 Education may use lists received from school districts in
23 developing a state list of equivalent language assessments.

24 Section 3. The State Department of Education shall
25 do both of the following:

1 (1) Prepare and deliver to participating school
2 districts an appropriate insignia to be affixed to the diploma
3 or transcript of the student indicating that the student has
4 been awarded a State Seal of Biliteracy by the State
5 Department of Education.

6 (2) Provide other information the department deems
7 necessary for school districts to successfully participate in
8 the program.

9 Section 4. A school district that participates in
10 the program under this act shall do both of the following:

11 (1) Maintain appropriate records in order to
12 identify students who have earned a State Seal of Biliteracy.

13 (2) Affix the appropriate insignia to the diploma
14 and transcript of each student who earns a State Seal of
15 Biliteracy.

16 Section 5. It is the intent of the Legislature that
17 no fee be charged to a student to participate in the State
18 Seal of Biliteracy pursuant to this act.

19 Section 6. This act shall become effective on the
20 first day of the third month following its passage and
21 approval by the Governor, or its otherwise becoming law.

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Speaker of the House of Representatives

President and Presiding Officer of the Senate

House of Representatives

I hereby certify that the within Act originated in
and was passed by the House 02-FEB-22.

Jeff Woodard
Clerk

Senate 17-MAR-22 Passed