

4 AAC 06 is amended by adding a new section to read:

4 AAC 06.077. Seal of Biliteracy. (a) The Seal of Biliteracy is established to recognize high school students who have attained a high level of proficiency in the areas of speaking, listening, writing, and reading in one or more world languages in addition to a high level of proficiency in English language arts. A district may elect to offer a Seal of Biliteracy to their students.

(b) High school students must meet the following criteria to be awarded the Seal of Biliteracy:

(1) Demonstrate proficiency in English language arts by meeting the statewide minimum graduation requirements in language arts under 4 AAC 06.075 and one of the following:

(A) achieve a grade point average of 2.5 or higher on a scale of 4.0 in English language arts classes;

(B) achieve proficient or higher on the standards-based assessment in English language arts under 4 AAC 06.739;

(C) achieve an overall composite score of 4.5 or higher on the state-approved assessment of English Language Proficiency under 4 AAC 34.055(c) with a score of 3.5 or higher in each of the testing domains;

(D) achieve a score of 16 or higher on the English Language Arts (ELA) portion of the ACT;

(E) achieve a score of 460 or higher on the Evidence-Based Reading and Writing (ERW) portion of the SAT; or

(F) achieve a score of 4 or higher on the reading for information and locating information areas of the WorkKeys assessment; and

(2) Demonstrate proficiency in one or more world languages through one of the following methods:

(A) Achieve a score of three or higher on a world language Advanced Placement examination;

(B) Achieve a score of five or higher on a world language International Baccalaureate standard level examination;

(C) Achieve a score of four or higher on a world language International Baccalaureate higher level examination;

(D) Demonstrate proficiency in the areas of listening, speaking, writing, and reading through other national or international assessments at a level comparable to intermediate-mid level proficiency or higher based on the American Council of the Teaching of Foreign Languages (ACTFL) proficiency guidelines.

(E) Demonstrate proficiency in the areas of listening, speaking, writing, and reading through work sample, body of evidence or portfolio at a level comparable to intermediate-mid level proficiency or higher based on the American Council of the Teaching of Foreign Languages (ACTFL) proficiency guidelines if a national or international assessment is not available; or

(F) Demonstrate proficiency in the areas of listening, speaking, writing, and reading through an assessment process recognized by a tribal government at a level comparable to intermediate-mid level proficiency or higher based on the American Council of the Teaching of Foreign Languages (ACTFL) proficiency guidelines.

(c) A student who seeks to qualify for the Seal of Biliteracy through a language that is not characterized by listening, speaking, or reading, or for which there is no written system, shall demonstrate proficiency through assessment on the modalities that characterize communication in that language at a level comparable to intermediate-mid level proficiency or higher, based on the American Council of the Teaching of Foreign Languages (ACTFL) proficiency guidelines.

(d) Participating districts shall

(1) develop a written policy regarding the awarding of the Seal of Biliteracy;

(2) provide assessment opportunities at least once annually; and

(3) allow a student to attempt demonstrating proficiency under (b)(2) not earlier than the student's sophomore year.

(e) Participating districts may charge a fee to cover the costs of the assessments.

(f) Participating districts shall award the Seal of Biliteracy to a student who meets the requirements of this section and shall provide notice of the award on the student's high school transcript and diploma.

(g) Participating districts shall report to the department the number of students awarded the Seal of Biliteracy not later than June 30 of each year. The report must identify the world languages in which the students have gained proficiency.

(h) "Foreign language" and "world language" as used in this section means a non-English language including Alaska Native, American Indian, and American Sign Language. (Eff.

___/___/___, Register ___)

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