State of New Mexico
Diploma of Excellence
Bilingualism and Biliteracy Seal

Guidance Handbook
2015–2016

Governor Susana Martínez
Hanna Skandera, Secretary of Education
Leighann Lenti, Deputy Secretary of Education

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Bilingual Multicultural Education Bureau
Indian Education Division
Assessment and Accountability Division
Office of General Counsel

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Letter from the Secretary of Education

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HANNA SKANDERA
SECRETARY OF EDUCATION

SUSANA MARTINEZ
Governor

September 15, 2015

Governor Susana Martinez
State of New Mexico
490 Old Santa Fe Trail
Room 400
Santa Fe, NM 87501

Dear Governor Martinez:

It is an honor, and it is with great pleasure that I submit to you the published Bilingualism-Biliteracy State Seal on the New Mexico Diploma of Excellence rule (6.32.3 NMAC) and the Non-Regulatory Guidance Handbook.

The Bilingualism-Biliteracy State Seal statute and rule are not only an important piece of New Mexico history, but they are a meaningful and practical legacy as an ideal avenue for students interested in showcasing and leveraging their proficiency in one or more languages other than English. The graduating class of 2016 will be the first class to potentially include graduates with the state seal on their diploma of excellence as well as a notation on their transcript.

The Bilingual Multicultural Education Bureau worked closely with a task force to ensure that a wide variety of input and expertise were incorporated into the rule and handbook. This rule and handbook are truly the work of our education community at large, and I am proud to say that stakeholder participation and contribution were key components in making these documents high-quality resources for districts and state charter schools.

Collaboration efforts with the Higher Education Department and New Mexico's business community will ensure that obtaining the Bilingualism-Biliteracy State Seal is meaningful for use in college, career, or to meet a local community language need.

Warm regards,

Hanna Skandera
Secretary of Education

HS/ip

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Road to the State Bilingualism-Biliteracy Seal Implementation at the Local Level

February 5, 2014
House Bill 330 (HB330), Diploma Seal of Bilingualism, is introduced to the New Mexico State Legislature.

February 20, 2014
Final passage of HB330 on the senate floor.

March 8, 2014
Governor Martínez signs HB330 into law, and it becomes New Mexico State Statute (NMSA) 22-1-9.1.

July 2014
NMSA 22-1-9.1, New Mexico Diploma of Excellence, State Seal for Bilingual and Biliterate Graduates is published.

August 2014
The taskforce required by NMSA 22-1-9.1 is convened.

September 2014–December 2014
The taskforce meets and submits a final proposal to the Public Education Department (PED) on December 12, 2014.

January 2015–March 2015
The New Mexico Administrative Code (NMAC), or Rule, is drafted and submitted to the PED's legal team for review.

March 2015–May 2015
The internal PED process of reviewing, editing, and approving the Rule takes place.

June 16-July 1, 2015
The 30-day public comment period regarding the Rule takes place.

July 20, 2015
The public hearing regarding the Rule takes place.

September 15, 2015
The Rule is published, and local school boards may choose to elect the seal process into their policies. Then, local high schools may implement the seal process.

Overview

The Seal of Bilingualism-Biliteracy is an award given by a school or district in recognition of students who have studied and, by high school graduation, attained proficiency in a language other than English. The Seal of Bilingualism-Biliteracy emblem appears on the diploma of the graduating senior (including a notation on the student's transcript) and encourages students to pursue biliteracy, honors the skills students attain, and can be evidence of skills that are attractive to future employers and college admissions offices (adapted from http://sealofbiliteracy.org/).

Narrative about the Work and Process of the Taskforce

The Bilingualism-Biliteracy State Seal on the Diploma of Excellence Taskforce met four times in Albuquerque. The role of the taskforce was to produce a New Mexico Administrative Code (Rule) draft proposal to be submitted to the Public Education Department (PED). Each session focused on incrementally creating the draft proposal.

September 19, 2014

The taskforce discussed the proficiency criteria in the following four areas: assessment, units of credit, alternative process, and Tribal languages. The conversations were rich and textured, producing numerous questions and ideas around New Mexican public high school students' demonstration of proficiency in a language other than English.

October 17, 2014

Many of the questions that were posed by the taskforce during the September meeting were brought back to the PED for guidance. PED staff from the Assessment and Accountability and Indian Education Divisions attended the October meeting. Discussions revolved around the four areas and addressed the questions posed at the September meeting. Additionally at this session, the taskforce began to draft the options from which students would choose to demonstrate proficiency.

November 14, 2014

The taskforce solidified drafting student options for demonstrating proficiency and began to prepare their presentations for the December 12 meeting with stakeholders.

December 12, 2014

The taskforce presented, to key stakeholders, their proposed proficiency options. Stakeholders provided feedback that was then incorporated into the draft proposal and the non-regulatory guidance.

State Statute

22-1-9.1. New Mexico diploma of excellence; state seal for bilingual and biliterate graduates.

A. The state seal of bilingualism-biliteracy on a New Mexico diploma of excellence certifies that the recipient is proficient for meaningful use in college, a career or to meet a local community language need in a world language other than English. The graduate's high school transcript shall also indicate that the graduate received the state seal on the graduate's New Mexico diploma of excellence.

B. The department shall adopt rules to establish the criteria for students to earn a seal of bilingualism-biliteracy, to include:

(1) the number of units of credit in a language other than English, including content courses taught in a language other than English, English language arts or English as a second language for English language learners;

(2) passage of state assessments in a world language other than English or English language arts for English language learners;

(3) in the case of tribal languages, certification of tribal language proficiency in consultation with individual tribes and adherence to processes and criteria defined by that tribe as appropriate for determining proficiency in its language;

(4) demonstrated proficiency in one or more languages other than English through one of the following methods:
(a) score three or higher on an advanced placement examination for a language other than English;

(b) score four or higher on an international baccalaureate examination for a higher-level language other than English course;

(c) score proficient on a national assessment of language proficiency in a language other than English; or

(d) provide presentations, interviews, essays, portfolios and other alternative processes that demonstrate proficiency in a language other than English.

C. In establishing the criteria for awarding the state seal of bilingualism-biliteracy, the department shall establish and consult with a task force of stakeholders that represent language experts, including:

(1) Indian nations, tribes and pueblos;
(2) teachers of world languages;
(3) endorsed teachers of bilingual multicultural education;
(4) directors of bilingual education;
(5) statewide organizations representing language educators, bilingual education, dual language education and teachers of English as a second language;
(6) university professors of world languages, heritage languages, Indian languages and bilingual education; and
(7) representatives of the state bilingual advisory council, the Indian education advisory council and the Hispanic education advisory council.

TITLE 6 PRIMARY AND SECONDARY EDUCATION
CHAPTER 32 EDUCATIONAL STANDARDS – BILINGUAL MULTICULTURAL EDUCATION
PART 3 SEAL OF BILINGUALISM-BILITERACY ON NEW MEXICO DIPLOMA OF EXCELLENCE

6.32.3.1 ISSUING AGENCY: Public Education Department
[6.32.3.1 NMAC - N, 09-15-15]

6.32.3.2 SCOPE: Local school boards and governing bodies of state-chartered schools.
[6.32.3.2 NMAC - N, 09-15-15]

6.32.3.3 STATUTORY AUTHORITY: This regulation is adopted pursuant to Sections 22-1-9.1, 22-2-1 and 9-24-8(D) NMSA 1978.
[6.32.3.3 NMAC - N, 09-15-15]

6.32.3.4 DURATION: Permanent
[6.32.3.4 NMAC - N, 09-15-15]

6.32.3.5 EFFECTIVE DATE: September 15, 2015, unless a later date is cited at the end of a section.
[6.32.3.5 NMAC - N, 09-15-15]

6.32.3.6 OBJECTIVE: This rule establishes the criteria for students to earn a state seal of bilingualism-biliteracy on a New Mexico diploma of excellence. The state seal of bilingualism-biliteracy certifies that the recipient is proficient for meaningful use in college, a career or to meet a local community language need in a world language other than English.
[6.32.3.6 NMAC - N, 09-15-15]

6.32.3.7 DEFINITIONS:

A. "Academic language" means the language used in academic content in formal schooling contexts, including specialized or technical language and discourse related to each content area.

B. "English language learner" means a student whose first or heritage language is not English and who is unable to read, write, speak, or understand English at a level comparable to grade-level English proficient peers and native English speakers.

C. "Expressive language" means using language to express information, ideas, or concepts in either oral, signed, or written communication.

D. "Language other than English" is any language other than English, including world languages.

E. "Proficiency" means able to express oneself in a language with sufficient structural accuracy and vocabulary to participate effectively in most social and academic situations.

F. "Receptive language" means processing language to comprehend information, ideas, or concepts in either oral, signed or written communication.
[6.32.3.7 NMAC - N, 09-15-15]

6.32.3.8 PROFICIENCY REQUIREMENTS:

A. To earn the bilingualism-biliteracy seal on the diploma of excellence, students must meet the graduation requirements as specified in Subsection J of 6.29.1.9 NMAC, and demonstrate proficiency in a language other than English, through one of the following methods:

(1) certification by an individual tribe;

(2) units of credit and an assessment;

(3) units of credit and an alternative process portfolio; or

(4) an assessment and an alternative process portfolio.

B. Certification by an individual tribe. A tribe may certify that a student is proficient in the tribal language. Tribes will develop the methods and processes for determining proficiency in their respective tribal languages.

C. Units of credit and assessments option. A student may demonstrate proficiency by meeting both the units of credit and assessment requirements.

(1) The student must receive a grade of C or higher in four units of credit in a language other than English. All four units of credit must be in the same language other than English and shall consist of language courses, language arts courses, content area courses or any combination thereof. For the purposes of meeting the requirements of this option, a student may not use units of credit in English language arts or English as a second language for English language learners.

(2) The student must meet the assessment of proficiency requirement as follows:

(a) the student must attain a score of three or higher on an advanced placement examination for a language other than English; or

(b) the student must attain a score of four or higher on an international baccalaureate examination for a higher-level language other than English course; or

(c) the student must score proficient on a national assessment of language proficiency in a language other than English; or

(d) the student may demonstrate proficiency by passing a New Mexico assessment in a world language other than English.

D. Units of credit and alternative process portfolio option. A student may demonstrate proficiency by meeting both the units of credit and alternative process portfolio option requirements.

(1) The student must receive a grade of C or higher in four units of credit in a language other than English. All four units of credit must be in the same language other than English and shall consist of language courses, language arts courses, content area courses or any combination thereof. For the purposes of meeting the requirements of this option, units of credit in English language arts or English as a second language for English language learners cannot be used.

(2) The student must create a portfolio comprised of the following: a presentation, an interview with a panel composed of three or more members of the district's education staff and community who are proficient in the target language other than English, and a student-produced work sample, written when appropriate. Districts shall ensure that the alternative portfolio option includes both the receptive and expressive aspects of the language other than English.

E. Assessment and alternative process portfolio option. A student may demonstrate proficiency by meeting both the assessment and alternative process portfolio option requirements.

(1) The student must meet the assessment of proficiency requirement as follows:

(a) the student must attain a score of three or higher on an advanced placement examination for a language other than English; or

(b) the student must attain a score of four or higher on an international baccalaureate examination for a higher-level language other than English course; or

(c) the student must score proficient on a national assessment of language proficiency in a language other than English; or

(d) the student may demonstrate proficiency by passing a New Mexico assessment in a world language other than English.

(2) The student must create a portfolio comprised of the following: a presentation, an interview with a panel composed of three or more members of the district's education staff and community who are proficient in the target language other than English, and a student-produced work sample, written when appropriate. Districts shall ensure that the alternative portfolio option includes both the receptive and expressive aspects of the language other than English.

[6.32.3.8 NMAC - N, 09-15-15]

6.32.3.9 **TRANSCRIPT:** The graduate's high school transcript must also indicate that the graduate received the state seal on the graduate's New Mexico diploma of excellence.

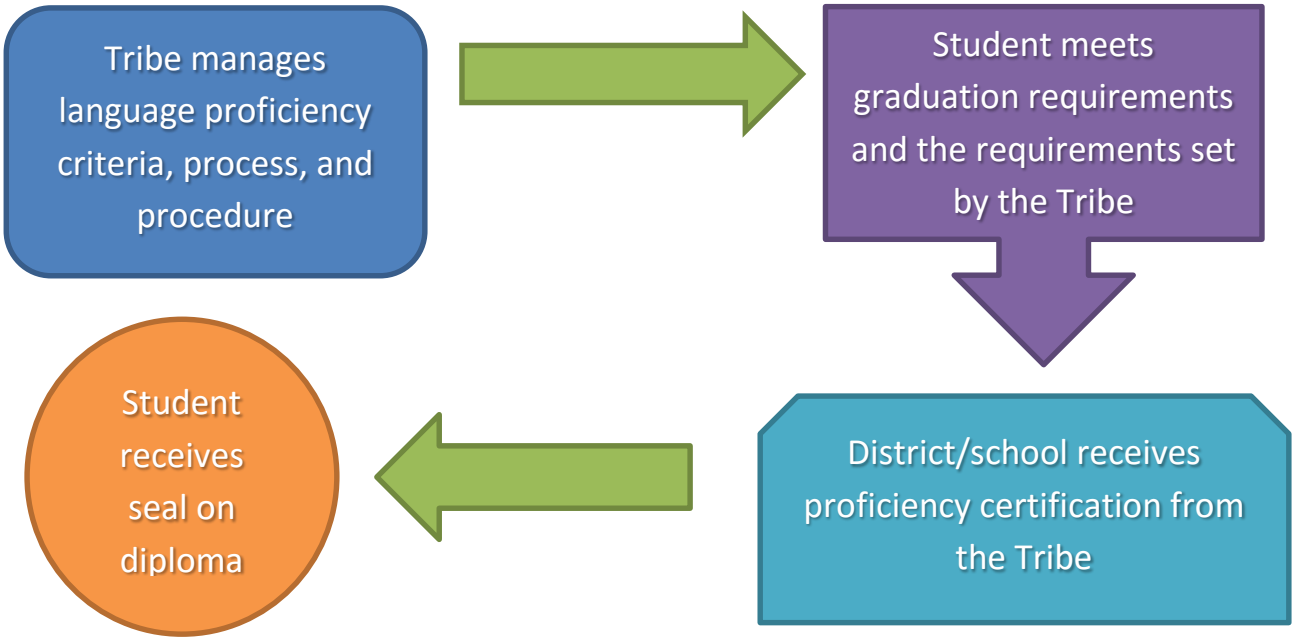
[6.32.3.9 NMAC - N, 09-15-15]

HISTORY OF 6.32.3 NMAC: [Reserved]

Option 1—Tribal Non-Regulatory Guidance

The following are sample strands, assessments, and non-regulatory guidance that a tribe may choose to incorporate into their process. Tribes may choose to design and approve as many strands as needed to serve their students. Tribes may also use an existing process and/or design a process according to their unique language needs. Reading and writing components are suggested only where appropriate and approved by the tribe. Tribes may develop methods and processes appropriate for oral-based and/or written tribal languages for determining proficiency in their respective languages.

Sample Courses a Navajo Tribe May Choose to Require Students to Pass	Sample Courses a Tribe May Choose to Require Students to Pass, Taken from the PED STARS Manual	Sample Assessments a Tribe May Choose to Require of Students	Sample Portfolio/Assessment Components a Tribe May Choose to Incorporate
• Navajo I • Navajo II • Navajo III • Navajo IV • Navajo Language and Culture • Navajo Government • Navajo History	• 1232 Native American I • 1233 Native American II • 1234 Native American III • 1235 Native American IV	Oral Diné Language Assessment (receptive/ expressive) with a score of Early Intermediate	• Present orally • Participate at the tribal level • Practice language • Participate actively in tribal ceremonies



Option 2—Units of Credit and Assessment Sample Checklist

Name of Student:	Student ID:	Language Chosen:

All four (4) units of credit must be in the same language.

ANY COMBINATION OF FOUR (4) UNITS IN ANY OF THE FOLLOWING:

LANGUAGE COURSES		LANGUAGE ARTS COURSES		CONTENT AREA COURSES: MATH, SCIENCE, SOCIAL STUDIES	
Name of course	**Grade of 'C' or higher**	**Name of course**	**Grade of 'C' or higher**	**Name of course**	**Grade of 'C' or higher**

Choose ONE assessment. The assessment must be in the same non-English language as are the units of credit.

Earn a score of **three (3)** or higher on an AP examination of a LOTE		Earn a score of **four (4)** or higher on an IB examination for a higher-level, non-English language				Earn a score of **proficient** on a national assessment of language proficiency in a LOTE	
a. AP Exams	**Score**	**b. IB Exams**	**Score**	**IB Exams (cont.)**	**Score**	**c. National Assessment**	**Score**
Chinese Language and Culture		Arabic A: Literature		Japanese A: Literature		SAT Subject Test	
French Language and Culture		Arabic A: Language and Lit.		Japanese A: Language and Lit.		CLEP	
German Language and Culture		Arabic B		Japanese B		AAPPL (Intermediate/High 1–5)	
Italian Language and Culture		Chinese A: Literature		Korean A: Literature		OPI (Intermediate/High)	
Japanese Language and Culture		Chinese A: Language and Lit.		Korean A: Language and Lit.		WPT	
Latin		Chinese B		Korean B		SLPI	
Spanish Language and Culture		Classical Greek		Latin		ASLPI	
Spanish Literature and Culture		French A: Literature		Portuguese A: Literature		PARCC	
		French B: Language and Lit.		Portuguese A: Language and Lit		ACT	
		French B		Portuguese B		DELE	
		German A: Literature		Russian A: Literature		CEFR	
		German A: Language and Lit.		Russian A: Language and Lit.		DELF	
		German B		Russian B			
				Spanish A: Literature			
				Spanish A: Language and Lit.			
				Spanish B			

d. Pass a NM assessment in a language other than English.	**Score:**

Option 3—Units of Credit and Alternative Process Portfolio* Sample Checklist

Name of Student:	**Student ID:**	**Language Chosen:**

All four (4) units of credit must be in the same language.

ANY COMBINATION OF FOUR (4) UNITS IN ANY OF THE FOLLOWING:

LANGUAGE COURSES		LANGUAGE ARTS COURSES		CONTENT AREA COURSES: MATH, SCIENCE, SOCIAL STUDIES	
Name of course	**Grade of 'C' or higher**	**Name of course**	**Grade of 'C' or higher**	**Name of course**	**Grade of 'C' or higher**

*Districts shall ensure that the alternative portfolio option includes both the **receptive** and **expressive** aspects of the LOTE. The student must create a portfolio **in the same LOTE as are the units of credit** and it must be comprised of the following:

A PRESENTATION	AN INTERVIEW WITH A PANEL COMPOSED OF THREE OR MORE MEMBERS OF THE DISTRICT'S EDUCATION STAFF AND COMMUNITY		A STUDENT-PRODUCED WORK SAMPLE, WRITTEN WHEN APPROPRIATE
Presentation topic	**Community member names**	**Role in community**	**Description of the work sample**

Option 4—Assessment and Alternative Process Portfolio* Sample Checklist

Name of Student:	**Student ID:**	**Language Chosen:**

Choose ONE assessment. The assessment must be in the same non-English language as are the units of credit.

Earn a score of **three (3)** or higher on an AP examination of a LOTE		Earn a score of **four (4)** or higher on an IB examination for a higher-level, non-English language				Earn a score of **proficient** on a national assessment of language proficiency in a LOTE	
a. AP Exams	**Score**	**b. IB Exams**	**Score**	**IB Exams (cont.)**	**Score**	**c. National Assessment**	**Score**
Chinese Language and Culture		Arabic A: Literature		Japanese A: Literature		SAT Subject Test	
French Language and Culture		Arabic A: Language and Lit.		Japanese A: Language and Lit.		CLEP	
German Language and Culture		Arabic B		Japanese B		AAPPL (Intermediate/High 1–5)	
Italian Language and Culture		Chinese A: Literature		Korean A: Literature		OPI (Intermediate/High)	
Japanese Language and Culture		Chinese A: Language and Lit.		Korean A: Language and Lit.		WPT	
Latin		Chinese B		Korean B		SLPI	
Spanish Language and Culture		Classical Greek		Latin		ASLPI	
Spanish Literature and Culture		French A: Literature		Portuguese A: Literature		PARCC	
		French B: Language and Lit.		Portuguese A: Language and Lit		ACT	
		French B		Portuguese B		DELE	
		German A: Literature		Russian A: Literature		CEFR	
		German A: Language and Lit.		Russian A: Language and Lit.		DELF	
		German B		Russian B			
				Spanish A: Literature			
				Spanish A: Language and Lit.			
				Spanish B			

d. Pass a NM assessment in a language other than English.	**Score:**

*Districts shall ensure that the alternative portfolio option includes both the **receptive** and **expressive** aspects of the non-English language. The student must create a portfolio **in the same, non-English language as assessed in** and be comprised of the following:

A PRESENTATION	**AN INTERVIEW WITH A PANEL COMPOSED OF THREE OR MORE MEMBERS OF THE DISTRICT'S EDUCATION STAFF AND COMMUNITY**		**A STUDENT-PRODUCED WORK SAMPLE, WRITTEN WHEN APPROPRIATE**
Presentation topic	Community member names	Role in community	Description of the work sample

Roll-Out Campaign

The route for our students to earn a Bilingualism-Biliteracy Seal has been documented above. While the value of this program to our students and communities is clear, how might the availability of this new program be communicated to our teachers, students, parents, and communities at large? Ideas developed by the taskforce to assist school communities to launch the seal roll-out campaign follow below.

- **Ad campaign** that is student-designed and -performed; these might be commercials or ads for radio, TV, or live presentations at school
- **Benefits** of being bilingual banners or posters displayed in various places—the school's language wing, main halls, and gymnasium; the community center; and grocery stores—all touting advantages such as that bilingualism
    - enhances intellectual growth and enriches and advances a child's mental development;
    - increases flexibility in thinking and sensitivity to language and listening;
    - improves a child's understanding of his/her native language;
    - allows communication with people the student might not otherwise have the chance to know;
    - opens the door to other cultures, allowing a child to better understand and appreciate people from other countries;
    - provides a student an advantage in language requirements for college; and
    - increases job opportunities in careers where bilingualism is a real asset.
- **Email blasts** to all stakeholders
- **Guest speakers** at local schools, state conferences, and summer institutes
- **Jobs or careers** where bilingualism is required, essential, or comes with a pay increase—some examples follow:
    - Customer Service
    - Government
    - Health Care
    - Hospitality
    - Law
    - Law Enforcement
    - Medicine
    - Teaching
    - Translation/Interpreter
- **Language booth** at language or career fairs
- **Language week**
- **Orientations** provided at school functions
- **Potlucks** hosted by district/school for parents and community
- **Webpage** dedicated to the seal program

FAQ

1. Assessments eligible to determine proficiency*.*

Can a student take an assessment NOT listed on the Assessment Checklist page?
The assessment must be recognized as valid by the PED's Assessment and Accountability Division. Please contact the PED at 505-827-6688.

Who determines what constitutes proficiency on the national assessments? Please visit the website of each assessment to learn more about proficiency standards. Some website information can be found in this handbook's page of Abbreviations and Terms and their Definitions. The PED's Assessment and Accountability Division may also provide guidance. They can be contacted at 505-827-6688.

Can a student take the AP exam without taking the AP courses?
Yes, the AP program does not require students to take an AP course before taking an AP exam. (https://apstudent.collegeboard.org/takingtheexam/registering-for-exams)

2. Assessment cost*.*

If a student chooses to demonstrate proficiency using an assessment, whose responsibility is it to pay for the assessment?
Ultimately, it is up to the district/school to find ways to pay for the assessment or troubleshoot ways to fundraise with parents/guardians so that it is not a hardship on the student or family.

3. English proficiency demonstration and English graduation requirements*.*

How do students demonstrate proficiency in English?
The Bilingual Seal Statute is silent regarding this issue. It is assumed that, when a student meets the New Mexico High School Graduation requirements and receives a Diploma of Excellence, English proficiency has been demonstrated.

What courses can ELs take to satisfy the graduation requirements in English?
1063 English Language Arts ELD—Grades 6–12. This course aligns with grade-level New Mexico Common Core State Standards for English language arts (ELA) and the current English Language Development (ELD) Standards. This course integrates grade-level ELA content and uses ELD standards and instructional strategies to appropriately scaffold for the English language development of English language learner (ELL) students. Teachers must have received specialized training in serving the needs of ELLs (a TESOL endorsement), in addition to secondary licensure for English language arts. Course 1063 may be substituted for 1001, 1002, 1003, and 1004 to receive high school graduation credit, where applicable, if 1063 also meets all course requirements for 1001, 1002, 1003, or 1004.

4. Tribal language certification process.

If a Tribe currently has a language certification process, do they need to establish a new one for the bilingualism-biliteracy seal?
Tribes may use an existing process to determine proficiency.

How can a district or school be sure that the tribal language certification process is rigorous?
It is within the purview of the tribe to manage the language proficiency criteria, process, and procedure.

5. Non-graduates' seal eligibility.

If a student does not graduate in May of their senior year, are they still eligible for the seal?
Laws regarding the Seal, New Mexico State Statute (22-1-9.1, NMSA 1978) and New Mexico Administrative Code (NMAC 6.32.3), are silent regarding this issue; therefore, this decision is within the purview of the local school district and state charter.

Aren't students who don't meet the graduation requirements by May of their senior year eligible to finish within 5 years?
Yes. This only applies to the Diploma of Excellence requirements, not the Seal requirements. If a student exits from the school system at the end of grade twelve without having satisfied the requirements, the student shall receive an appropriate state certificate indicating the number of credits earned and the grade completed. If within five years after a student exits from the school system the student satisfies the requirements, the student may receive a New Mexico diploma of excellence.

6. Number of sealed languages.

Can a student obtain the seal for more than one language other than English?
Yes, as long as the criteria is met for each individual, non-English language.

7. Portfolio scoring.

Will the PED ensure that the panel who scores the Alternative Process Portfolio is qualified?
The selection of the panel, composed of three or more members of the district's education staff and community, is within the purview of the local school district and state charter.

8. Requirements of obtaining the seal.

Can a student obtain the seal by successfully completing course work in one non-English language and then successfully pass an assessment in a different non-English language?
No. In order to obtain the seal, a student must successfully demonstrate proficiency in ONE language other than English in ONE of the four options. The student may choose to demonstrate proficiency in TWO languages other than English but must still meet all of the requirements of each option.

What options do districts have if they cannot find local community members to participate on the interview panel of the Alternative Portfolio option?
Districts may use any web-based platform available, such as Skype™, to connect students with panel members. Districts may also choose to connect students with a panel by using a phone conferencing platform.

If a student enters high school with language credits obtained in middle school, do those credits count?
Middle school credits count toward obtaining a seal provided that the language course(s) was taught by a teacher certified to teach the language course with a license to teach high school courses, and the course must be aligned to the 9-12 standards. Additionally, the student must have earned a grade of 'C' or higher in the language course(s).

Do transfer credits count towards the units-of-credit requirement?
Yes. From NMAC 6.29.1.9.J(3): For students enrolling or re-enrolling in public schools, local school boards or governing bodies of charter schools will establish policies as follows.

> (a) Credits shall be transferable with no loss of value between schools that are accredited by a state board of education in the United States, United States territories, Puerto Rico, the freely-associated states and outlying areas of the United States, department of defense schools or other authorized body.
>
> (b) Policies of the local school board or the governing body of a charter school, for students transferring from home schools, private schools or foreign schools to the public schools, will be in accordance with Subsection D of Section 22-1-4 NMSA 1978.
>
> (c) Acceptance of credits earned through correspondence extension study, foreign study, home study courses or non-department accredited, non-public schools is determined by the policy of the local school board or the governing body of a charter school.

Is the bilingual seal available to students on an Individualized Education Program (IEP)? Yes, and all the accommodations listed in a student's IEP, including assessment and classroom accommodations, are applicable as the student proceeds to meet the seal requirements.

Do dual credit, honors, and distance learning courses count towards the seal?
Yes. Any language, language arts, or content area course that counts as high school credit and is taught in a language other than English, counts. A course that "counts" as high school credit is taught by a teacher licensed in the content area, licensed in the grade level, and aligned to the 9-12 standards.

9. Requirements of offering the Bilingualism-Biliteracy Seal.

In order to offer the bilingual seal, is it required that my school or district make all four options for earning the seal available to students?
If your school or district is unable to offer all four options, it *is* permissible to offer as many of those options as possible.

Can a school or district set standards for the bilingual seal that exceed the State NMAC requirements?
Yes, a local school board must choose to elect the seal requirements and include them in their policies. Then, local high schools may adopt a higher standard and incorporate them into their requirements and publish them in their school handbook.

Do the adopted board policies have to be PUBLISHED in order for a high school to offer the seal program to their students?
No, once a school board had adopted the Seal Rule into their policies, schools may move forward with the process. (School boards usually update their policies once a year).

Abbreviations and Terms and Their Definitions

Abbreviation Or Term	Definition
AAPPL	The American Council on the Teaching of Foreign Language's (**A**CTFL) **A**ssessment of **P**erformance toward **P**roficiency in **L**anguages uses the World-Readiness Standards for Learning Languages. Participants perform tasks such as participating in a virtual video chat, creating wikis, and emailing. It measures interpersonal listening/speaking, writing, and interpretive reading.
Academic language	This is the language used in academic content found in formal schooling contexts, including specialized or technical language and discourse related to each content area.
ACCESS for ELLs	**A**ssessing **C**omprehension and **C**ommunication in **E**nglish **S**tate-to-**S**tate for English language learners (ELLs), is a secure, large-scale English language proficiency assessment. It is administered to students in K–12 who have been identified as ELLs. It is administered annually in WIDA consortium-member states to monitor students' progress in acquiring academic English. ACCESS for ELLs is only available to consortium-member states.
ACT	**A**merican **C**ollege **T**esting is a national college admissions examination that consists of subject area tests in English, mathematics, reading, and science. Scores range from 1 (low) to 36 (high).
Alliance Française	There are well over 100 Alliances Françaises in the USA under the 501(c) 3 non-profit Federation of Alliances Françaises. Each alliance is dedicated to teaching the French language and enjoying the culture of French speaking countries. The federation makes available cultural offerings—à la carte. These are reasonably priced, local or national programs that are listed on the Federation's website, http://www.afusa.org/about_us.php .
AP	**A**dvanced **P**lacement is a program of coursework provided by the College Board. Students can take college-level classes taught by their specially prepared teachers. At the end of the course, students can sit for the AP exam that, with a high-enough score, can earn them college credit and even allow them to place out of introductory college coursework.
ASL	**A**merican **S**ign **L**anguage is a visual-gestural language used primarily by members of the North American Deaf community and is considered a language other than English.
ASLPI	**A**merican **S**ign **L**anguage **P**roficiency **I**nterview is a holistic language evaluation used to determine global ASL proficiency. The basic precept in this type of evaluation is to determine, through a face-to-face interview, what an individual can do with the target language at a given point in time. The ASLPI is a 20–25 minute video recorded interactive dialogue between the examinee and the interviewer.
CEFR	The **C**ommon **E**uropean **F**ramework of **R**eference for Languages is a learning, teaching, assessment that acts as a framework of reference. It was designed to provide a transparent, coherent, and comprehensive basis for the elaboration of curriculum guidelines and language syllabi, the design of teaching and learning materials, and the assessment of foreign language proficiency. CEFR is used in Europe but also on other continents. It is now available in 39 languages. http://www.coe.int/t/dg4/linguistic/cadre1_en.asp
CLEP	The **C**ollege-**L**evel **E**xamination **P**rogram is a group of standardized tests that assesses college-level knowledge in several subject areas. These tests, created by the College Board, are administered at more than 1,700 colleges and universities across the United States and can earn students credit for, and placement out of, college classes.

College Board	This is a mission-driven, not-for-profit organization that assists students to transition from high school to college through programs such as SAT college entry testing and the AP program. Find out more at https://www.collegeboard.org/.
DELE	**D**iplomas of Spanish as a Foreign **L**anguag**e** is the official accreditation of the degree of fluency of the Spanish language. It is issued and recognized by the Ministry of Education, Culture and Sport of Spain. The Instituto Cervantes is the institution in charge of organizing the exams, while the University of Salamanca is in charge of the preparation, correction, and final evaluation of all tests.
DELF	**D**iplôme d'**E**tudes en **L**angue **F**rançaise is an official qualification awarded by the French Ministry of Education to certify the competency of candidates from outside France in the French language. These diplomas are valid for life. DELF is composed of four independent diplomas that correspond to the levels of the CEFR (Common European Framework of Reference for languages).
ELA	**E**nglish **l**anguage **a**rts
ELL / EL	An **E**nglish **l**anguage **l**earner or **E**nglish **l**earner refers to a student whose first, or heritage language, is not English, and who is unable to understand, read, write, or speak English at a level comparable to grade-level, English proficient peers, and native English speakers.
EoC	**E**nd-**o**f-**c**ourse exams are intended to be final exams for specific courses. They measure student proficiency of a subset of the Common Core State Standards (CCSS) for language arts and mathematics and the New Mexico State Standards (NMSS) for other courses.
ESL	**E**nglish as a **s**econd **l**anguage
Expressive language	The ability to express oneself. It refers to communicating meaning through oral, signed, and written language.
IB	**I**nternational **B**accalaureate is a non-profit, educational foundation offering four highly respected programs of international education that develop the intellectual, personal, emotional, and social skills needed to live, learn, and work in a rapidly globalizing world. Find out more at www.ibo.org/en/.
LOTE	This is any **l**anguage **o**ther **t**han **E**nglish.
OPI	The **O**ral **P**roficiency **I**nterview is a live, 30–45 minute conversation. It takes place over the phone—between a trained, certified, ACTFL tester and the candidate. It is a valid and reliable test that measures how well a person speaks a language.
PARCC	**P**artnership for **A**ssessment of **R**eadiness for **C**ollege and **C**areers is a group of states working together to develop an assessment that replaces previous state standardized tests. These math and English language arts tests have been developed for grades 3–8 and high school and are aligned with the Common Core State Standards.
Proficiency	This is the ability to express oneself in a language with sufficient structural accuracy and vocabulary to participate effectively in most social and academic situations.
Purview	The range of operation, authority, control, concern, vision, insight, or understanding.
Receptive language	This is the ability to process the meaning of language through listening and reading.
SAT	The **S**cholastic **A**ptitude **T**est is a globally recognized college admission test that provides students the opportunity to demonstrate to colleges their knowledge and their ability to apply that knowledge. The SAT tests knowledge of reading, writing, and math—subjects that are taught every day in high school classrooms. The SAT is developed by the College Board.
SLPI	**S**ign **L**anguage **P**roficiency **I**nterview involves a one-to-one conversation in sign language between an interviewer and candidate/interviewee. Interview content varies according to the

	background, job responsibilities, schooling, and other interests of each SLPI candidate/ interviewee. Discover more at www.rit.edu.edu/ntid/slpi .
Tribal language	This is a language specific to a particular Native language community or tribal group. It may include dialect spoken by members of that particular community.
WIDA	This is a consortium of states whose mission is to advance academic language development and academic achievement for linguistically diverse students through the promotion of high-quality standards and assessments, research, and educator professional development. WIDA is the acronym for the consortium of original member states: **Wi**sconsin, **D**elaware, and **A**rkansas. To learn more, navigate to www.wida.us .
World languages	For the purposes of this manual, this term is used to distinguish English from languages other than English.
WPT	The **W**riting **P**roficiency **T**ests are standardized tests for the global assessment of functional writing ability in a language. There are four prompts (i.e., descriptive, informative, narrative, and persuasive) to which the participant must respond in writing.

Resources: Website Links

- Alternate Demonstration of Competency Manual
  http://www.ped.state.nm.us/AssessmentAccountability/AssessmentEvaluation/2013/ADC%20Manual%202013-14%20VFinal.pdf

- PED Assessment and Evaluation Webpage
  http://www.ped.state.nm.us/AssessmentAccountability/AssessmentEvaluation/index.html

- National guidelines for Implementing the Seal of Biliteracy
  http://www.actfl.org/sites/default/files/pdfs/SealofBiliteracyGuidelines_0.pdf

- National Seal of Biliteracy Website
  http://sealofbiliteracy.org/

- New Mexico Diploma of Excellence Graduation Requirements
  http://ped.state.nm.us/ped/Graduation_index.html

- Stars Manual
  http://ped.state.nm.us/stars/index.html

Implementation of Your Bilingualism-Biliteracy Program Checklist

√ / Due Date	Activity towards seal implementation
	Begin process of submitting request to local school board/governing board for approval and inclusion into board policies (process can start as soon as policies are approved by board, schools do not need to wait for the policies to be published)
	Audit courses that are available at school, through dual credit, distance, on-line, etc…
	Create a point of contact for parents and students at the high school
	Inform school counselors about seal options and requirements, including notation on transcripts
	Require counselors and the point of contact to attend or listen to the recording of the state seal webinar hosted by the PED
	Disseminate seal information to parents and students
	Roll out the program with an event or information session
	Submit request for seal form to the PED. Form can be found at: http://ped.state.nm.us/ped/Bilingual_Seal.html
	Have seals printed for placement on diplomas
	Ensure that the registrar knows that transcripts must reflect students' attainment of the seal