

# Wyoming State Seal of Biliteracy

## INTERNAL APPLICATION FOR HIGH SCHOOL SENIORS EXPECTED TO RECEIVE THE STATE SEAL

This document is intended for district internal use only for planning and recording purposes. Once a student qualifies for the WY-SoBL **and** is a candidate for graduation, **districts must complete the [District Reporting Form](#)** that mirrors this document.

Student Name: \_\_\_\_\_ Wisner ID#: \_\_\_\_\_  
World Language: \_\_\_\_\_ District: \_\_\_\_\_ CSD#: \_\_\_\_\_  
School Name: \_\_\_\_\_ Graduation Date: Fall Spring Year: \_\_\_\_\_  
District Seal Coordinator: \_\_\_\_\_ Corrdinator Phone #: \_\_\_\_\_  
Coordinator Email Address: \_\_\_\_\_

Check all that apply for this student.

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> EL              | <input type="checkbox"/> Former EL     | <input type="checkbox"/> on IEP                 |
| <input type="checkbox"/> Virtual Learner | <input type="checkbox"/> Home Schooled | <input type="checkbox"/> Heritage Speaker       |
| <input type="checkbox"/> Native Speaker  | <input type="checkbox"/> DLI           | <input type="checkbox"/> World Language Pathway |

The Wyoming Seal of Biliteracy is an award given by the Wyoming Department of Education in recognition of students who have studied and attained proficiency in English and one or more additional languages by high school graduation. The Wyoming Seal of Biliteracy encourages students to pursue biliteracy, honors the skills our students attain, and can be evidence of skills that are attractive to future employers and college admissions offices.

A student must be a candidate for graduation before being considered to receive the Wyoming Seal of Biliteracy. Wyoming Graduation Requirements, per W.S.21-2-304(a)(iii): Successful completion of four years of English Language Arts; three years of mathematics; three years of science; and three years of social studies. In addition to completion of graduation requirements, a student must demonstrate proficiency in one of the English assessments listed in Table 1 and one or more of the world language assessments in Table 2.

With the approved assessments on the following pages, students will demonstrate their proficiency in the four areas of communication: Speaking, Listening, Reading, and Writing.



**Table 1. Assessments for Demonstrating Proficiency in English**

- criteria to be met in grades 9-12

Assessment	Minimum Score for Wyoming Seal of Biliteracy	Minimum Score for Seal with Advanced Distinction	Score Student Rec'd	Date Student Tested
ACT	ELA Composite 18	ELA Composite 22		
AP English Language & Composition	3	4		
AP English Literature	3	4		
<b><u>IB Language B Standard Level (SL)</u></b>	5	6		
<b><u>IB Language B Higher Level (HL)</u></b>	4	5		
SAT - College Board	480 on Evidence-based R&W	600 on Evidence-based R&W		
<b><u>AAPPL - ACTFL</u></b> Assessment of Performance toward Proficiency in Languages	Intermediate-Mid (1-2 in each of the 4 domains)	Intermediate-High (1-5 in each of the 4 domains)		
<b><u>STAMP 4S</u></b> - Standards-based Measurement of Proficiency (Four-skill (Reading, Writing, Listening, and Speaking))	Intermediate-Mid (5 in each of the 4 domains)	Intermediate-High (6 in each of the 4 domains)		

**Table 2. Assessments for Demonstrating Proficiency in World Language**

- criteria to be met in grade 11 or 12

Students must show proficiency in the following four areas of communication: Speaking, Listening, Reading, and Writing.

World Language Assessment	World Language(s) Assessed	Minimum Score for Wyoming Seal of Biliteracy	Minimum Score for Seal with Advanced Distinction	Score Student Rec'd	Date Student Tested
<a href="#"><u>AAPPL - ACTFL</u></a> Assessment of Performance towards proficiency in Languages	Arabic, Mandarin Chinese (Traditional or Simplified), French, German, Italian, Japanese, Korean, Portuguese, Spanish	Intermediate-Mid (1-2 in each of the 4 domains)	Intermediate-High (1-5 in each of the 4 domains)		
<a href="#"><u>ACTFL Oral Proficiency Interview (OPI) and Writing Proficiency Test, (WPT)</u></a>	Albanian, Amharic, Bangla, Bosnian, Bulgarian, Cantonese, Croatian, Dari, Gujarati, Haitian Creole, Hebrew, Hindi, Malayalam, Pashto, Polish, Russian, Swahili, Tagalog, Tamil, Thai, Turkish, Ukrainian, Urdu, Vietnamese, Yoruba	Intermediate-Mid on both the OPI and the WPT	Intermediate-High on both the OPI and the WPT		
<a href="#"><u>AP World Language &amp; Culture Exam</u></a>	Mandarin Chinese (Traditional or Simplified), French, German, Italian, Japanese, Latin, Spanish	3	4		
<a href="#"><u>AP World Language Literature &amp; Culture Exam</u></a>		3	4		
<a href="#"><u>IB Language B Standard Level (SL)</u></a>	French, Spanish and Mandarin	5	6		
<a href="#"><u>IB Language B Higher Level (HL)</u></a>	NOTE: Students must be enrolled in an IB program in order to take this test.	4	5		
<a href="#"><u>STAMP 4S</u></a> - Standards-based Measurement of Proficiency	Arabic, Mandarin Chinese (Traditional or Simplified), French, German, Hebrew, Hindi, Italian, Japanese, Korean, Polish, Portuguese (Brazilian), Russian, Spanish	Intermediate-Mid (5 in each of the 4 domains)	Intermediate-High (6 in each of the 4 domains)		
<a href="#"><u>ASLPI</u></a> - ASL Proficiency Interview (American Sign Language)		Level 4	Level 5		
<a href="#"><u>ASLPI</u></a> - Sign Language Proficiency Interview		Intermediate	Intermediate Plus		
Native American Language Assessments	<a href="#"><u>Navajo Resource Doc for Tribal Languages</u></a>	Navajo 3	Navajo 4		
<b>Non-Written Languages:</b> Language Recognition for Indigenous/ Heritage Languages (includes WY's Indigenous Languages - Northern Arapaho & Eastern Shoshone; also includes Indigenous Sign Language (ISL))	Interpersonal face-to-face communication; interpretive listening; presentational speaking; writing and reading where written code exists. Each tribe determines the level of proficiency students need to be considered proficient and advanced.	Native American Elders/community members (for heritage language) would evaluate through portfolio demonstration + virtual/face-to-face conversation to demonstrate communication skills.			

## OFFICE USE ONLY

Checkmark the appropriate section

- For this student, I have verified the successful completion of all high school graduation requirements including one of the English requirements and one or more of the world language requirements.
    - I verify the student has successfully completed the requirements to receive the Wyoming State Seal of Biliteracy.
    - or**
    - I verify the student has successfully completed the requirements to receive the Wyoming State Seal of Biliteracy with Advanced Distinction.
  - The district approves the student for the Wyoming Seal of Biliteracy recognition on the transcript and diploma. Please submit the state online application.
  - I verify this student does not qualify for the WY-SoBL due to the following reason:  
(District does not need to submit state application)
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SoBL District Coordinator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Counselor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_