



# Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

## ***Guidelines for Implementing the Indiana Certificate of Biliteracy***

Senate Enrolled Act No. 267

Code Citation: Section 2 IC 20-30-14.5 State Certificate of Biliteracy

The Indiana Certificate of Multilingual Proficiency is an award made by a participating [school corporation, charter school or accredited nonpublic high school](#) designating on a student's transcript that the student has attained a high level of proficiency, sufficient for meaningful use in college and a career, in one or more languages in addition to English. Multilingual proficiency refers to having a functional level of proficiency in each language; the level of proficiency is not necessarily identical for both languages. The Certificate serves to certify the attainment of proficiency in multiple languages by students for employers and universities. It is a statement of accomplishment that helps to signal evidence of a student's readiness for career and/or college, and for engagement as a global citizen. The focus is on achieving the level of proficiency required for English and the level of proficiency required for one or more other languages.

The Indiana Certificate of Multilingual Proficiency is created to:

- strengthen intergroup relationships, affirm the value of diversity, and honor the multiple cultures and languages of a community
- recognize the value of world language and native language instruction in public schools and encourage students to study a world language
- prepare students with the skills required as a graduate of the 21<sup>st</sup> century
- certify the attainment of multilingual proficiency
- provide postsecondary educational institutions with an additional method to recognize applicants for admission
- provide state, national and international employers with a method of identifying individuals with language and multilingual proficiency skills

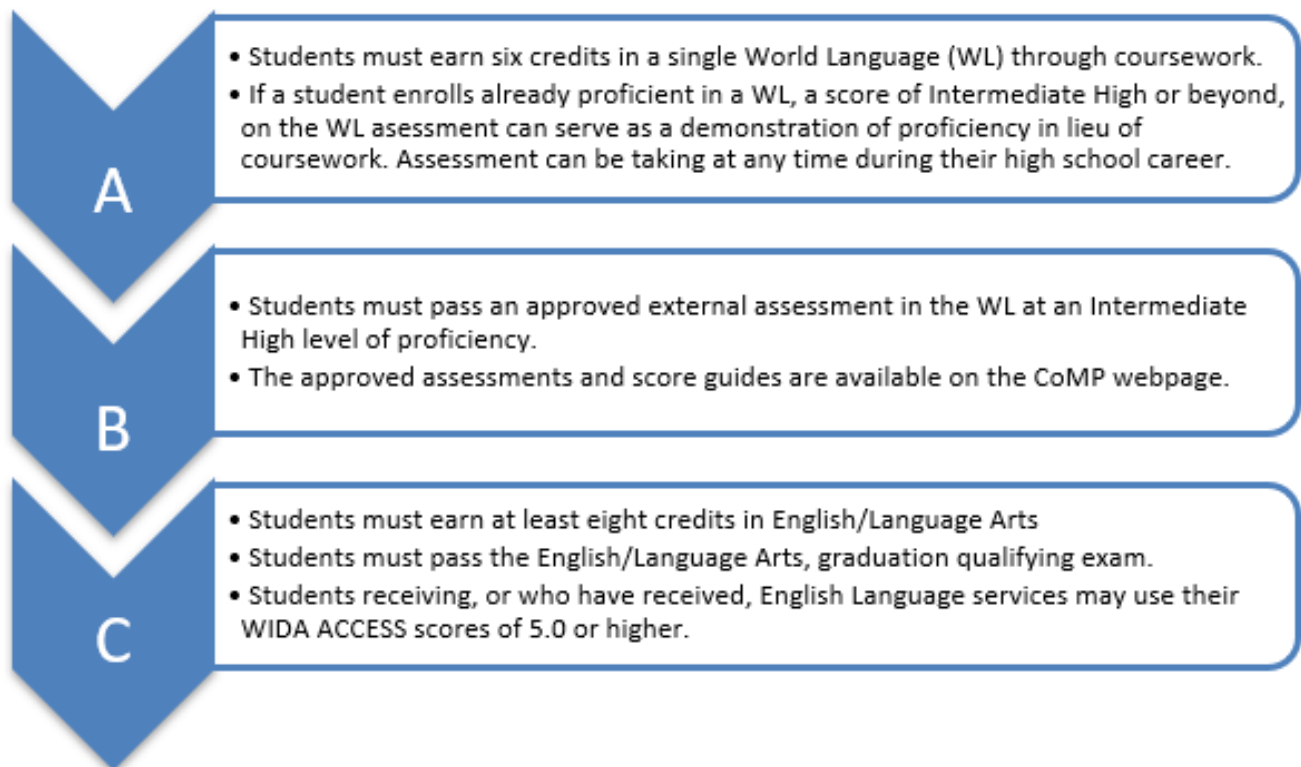
The *Indiana Certificate of Multilingual Proficiency Guidelines* derive from the *National Guidelines for Implementing the Seal of Biliteracy* drafted by the American Council on the Teaching of Foreign Languages (ACTFL), the National Association of Bilingual Education (NABE), the National Council of State Supervisors for Languages (NCSSFL), and TESOL International Association.

### Qualifying for the Indiana Certificate of Multilingual Proficiency

Indiana has a diverse student population with over 287 languages spoken in the homes of Indiana public school students and a growing number English Learners. Native speaking students of languages other than English are encouraged to maintain and develop their literacy skills in their native or heritage language. Indiana students studying a world language have access to a number of world language programs that encourage sustained study of a language. Indiana students are

encouraged to take advantage of resources and programs to apply their knowledge locally and globally in immersive experiences and service learning projects. All students are encouraged to have a positive view of bilingualism as a personal and professional resource and as a realistic goal. Advanced levels of proficiency in a second language often result in cognitive and linguistic advantages for bilingual speakers.

ALL students are eligible to attain the Certificate of Multilingual Proficiency based on evidence of achieving the designated level of language proficiency in English plus one or more other languages at an **Intermediate High** level during their high school years.



Per Indiana Code, the State Board of Education shall establish the criteria for earning a certificate, including:

- the number of credits a student must earn in English/Language Arts and in a language other than English
  - o 8 credits in English/Language Arts
  - o 6 credits in World Languages\*

\*Students who enroll in school already proficiency in a non-English language may satisfy the requirements of this section through a demonstration of proficiency on a state board approved assessment of the world language. Students who demonstrate a proficiency on a state board approved assessment may bypass the required world language coursework listed above and shall be awarded the six (6) credits in the world language in which the student has been deemed

proficient. Students can also earn six world credits by passing End of Course examinations aligned with [Indiana Academic Standards for World Languages](#), but these credits would not meet the language proficiency requirements to earn the Certificate of Multilingual Proficiency. Students who earn world language credits via End of Course examinations still need to pass a state board approved language proficiency assessment at the Intermediate High level to earn the Certificate of Multilingual Proficiency.

To earn the Certificate of Multilingual Proficiency, Indiana high school students must also pass:

- Assessments of world language and English proficiency the State Board of Education considers necessary
  - A graduation-qualifying English Language Arts assessment  
A measurement of the Indiana Academic Standards in English/Language Arts (i.e. SAT, ASVAB, etc.)
    - For English learners, a composite score of 5.0 or higher on WIDA ACCESS also meets this requisite.
  - State approved assessment of a student's proficiency in one or more additional languages other than English be that a native language, heritage language or a language learned in school or another setting, and be they:
    - Modern languages
    - Latin
    - American Sign Language
    - Heritage languages

For a list of approved assessments that can be utilized to measure students' proficiency that lists rating equivalencies as they equate to **Intermediate High**, click [here](#). For a language-specific, searchable table of the approved assessments which includes testing windows, testing timetables, cost and assessment provider websites, click [here](#).

### **Level of Language Proficiency Required**

#### English:

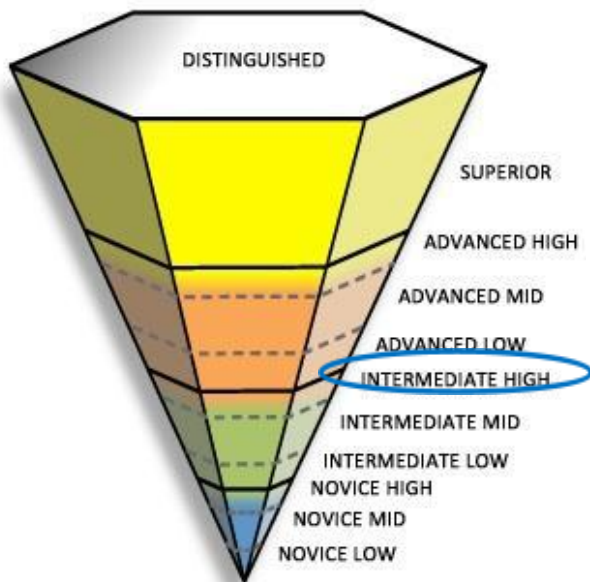
All students must complete at least 8 credits in English/Language Arts and pass a graduation-qualifying ELA assessment (i.e. SAT, ASVAB, etc.). For English learners, a score of 5.0 or higher on WIDA ACCESS also meets this requirement.

#### Other Languages

In addition to coursework, students will demonstrate proficiency in the language other than English by demonstrating proficiency on a state approved assessment. The minimum target level of an **Intermediate High** level of proficiency on approved assessments is based on the [ACTFL Proficiency Guidelines](#) and the [NCSSFL-ACTFL Can-Do Statements](#) for each proficiency and mode of communication. Students should demonstrate proficiency in the modes of communication appropriate for that language and in both social and academic use of the language. Students shall demonstrate proficiency on a validated test of proficiency in the language other than English and

the district shall submit justification to the Indiana Department of Education as well as maintain a record of students' completion of all requirements in their permanent record maintained locally.

It is highly recommended that any/all world language teachers with students working toward the Certificate of Multilingual Proficiency become familiar with the [ACTFL Performance Descriptors](#) to ensure that they are well-versed in the three modes of communication and the proficiency levels to assist students in moving along the proficiency continuum. Similarly, for teachers of English Learner students, it is also important that they work with students as they prepare to take external assessments to ensure the students understand what domains of language will be measured and what skills will be required of them.

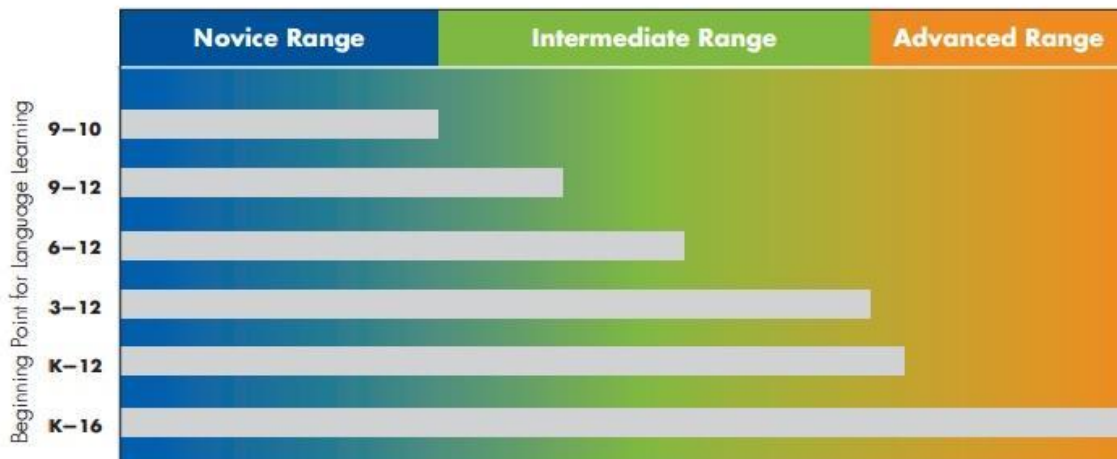


“The ACTFL Proficiency Guidelines are descriptions of what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context. For each skill, these guidelines identify five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The major levels Advanced, Intermediate, and Novice are subdivided into High, Mid, and Low sublevels. The levels of the ACTFL Guidelines describe the continuum of proficiency from that of the highly articulate, well-educated language user to a level of little or no functional ability.”



\*Adapted from [ACTFL Proficiency Guidelines](#) published in 2012

**Time as a critical component for developing language performance**




As the Certificate of Multilingual Proficiency serves as a certification of a targeted level of proficiency, it is important that teachers, students and community members understand what language functions and potential workplace scenarios are representative of the various levels of language ability. Based on the two graphics above provided by ACTFL, an **Intermediate High** level of proficiency indicates a student is able to sustain basic conversations on a variety of topics with functional abilities however, the student may not yet be able to navigate complex topics with highly specific vocabulary or maneuver effectively with complexities in conversation. The table on the following page, helps one see the advantages and levels required for various workplace environments.


### ORAL PROFICIENCY LEVELS IN THE WORKPLACE

ACTFL Level	ILR	Language Functions	Corresponding Professions/Positions*	Examples of Who Is Likely to Function at This Level
<b>Distinguished</b>	5	<i>Ability to tailor language to specific audience, persuade, negotiate. Deal with nuance and subtlety.</i>	Foreign Service: Diplomat, Contract Negotiator, International Specialist, Intelligence Specialist	<ul style="list-style-type: none"> <li>Highly articulate, professionally specialized native speakers</li> <li>Language learners with extended (17 years) and current professional and/or educational experience in the target culture</li> </ul>
	4			
<b>Superior</b>	3	<i>Discuss topics extensively, support opinions, hypothesize. Deal with linguistically unfamiliar situations.</i>	University Language Professor, Financial Services Marketing Consultant, Foreign Area Officer, Lawyer, Judge, Court Interpreter	<ul style="list-style-type: none"> <li>Well-educated native speakers</li> <li>Educated language learners with extended professional and/or educational experience in the target language environment</li> </ul>
<b>Advanced High</b>	2+	<i>Narrate and describe in past, present, and future. Deal effectively with an unanticipated complication.</i>	Physician, Human Resources Communications Consultant, Financial Services Senior Consultant, Quality Assurance Specialist, Marketing Manager, Financial Advisor, Broker, Military Linguist, Translation Officer	<ul style="list-style-type: none"> <li>Language learners with graduate degrees in language or a related area and extended educational experience in target environment</li> </ul>
<b>Advanced Mid</b>			Banking and Investment Services Customer Service Representative, Fraud Specialist, Account Executive, Medical Interpreter, Patient Advocate, Court Stenographer, Court Interpreter, Human Resources Benefits Specialist, Technical Service Agent, Collections Representative, Estimating Coordinator	<ul style="list-style-type: none"> <li>Heritage speakers, informal learners, non-academic learners who have significant contact with language</li> <li>Undergraduate majors with year-long study in the target language culture</li> </ul>
<b>Advanced Low</b>			K-12 Language Teacher, Nurse, Social Worker, Claims Processor, Police Officer, Maintenance Administrator, Billing Clerk, Legal Secretary, Legal Receptionist, 911 Dispatcher, Consumer Products Customer Services Representative, Retail Services Personnel	<ul style="list-style-type: none"> <li>Undergraduate language majors</li> </ul>
<b>Intermediate High</b>	1+	<i>Create with language, initiate, maintain, and bring to a close simple conversations by asking and responding to simple questions.</i>	Fire Fighter, Utilities Installer, Auto Inspector, Aviation Personnel, Missionary, Tour Guide	<ul style="list-style-type: none"> <li>Language learners following 6-8 year sequences of study (e.g., AP) or 4-6 semester college sequences</li> <li>Language learners following 4-year high school sequence or 2-semester college sequence</li> <li>Language learners following an immersion language program in Grades K-6</li> </ul>
<b>Intermediate Mid</b>			Cashier, Sales Clerk (highly predictable contexts), Receptionist	
<b>Intermediate Low</b>				
<b>Novice High</b>	0+	<i>Communicate minimally with formulaic and rote utterances, lists, and phrases.</i>		<ul style="list-style-type: none"> <li>Language learners following content-based language program in Grades K-6</li> </ul>
<b>Novice Mid</b>	0			<ul style="list-style-type: none"> <li>Language learners following 2 years of high school language study</li> </ul>
<b>Novice Low</b>	0			

\*The levels of proficiency associated with each of the positions above are minimal levels of oral proficiency based on task analyses. The minimal levels were determined by subject matter experts from companies and agencies who use ACTFL proficiency tests.



[www.actfl.org](http://www.actfl.org) | 
 [facebook.com/actfl](https://facebook.com/actfl) | 
 [@actfl](https://twitter.com/actfl)


© 2015

### Equitable Access

The State Board of Education shall direct the Department to prepare and deliver to participating school corporations, charter schools, and accredited nonpublic high schools an appropriate mechanism for awarding the certificate and designating on a student's transcript that the student has been awarded a certificate. All schools and school districts shall receive information on the

Indiana Certificate of Multilingual Proficiency. For schools and districts that choose to offer the Certificate of Multilingual Proficiency, students should receive information upon entering middle and high school so that they are able to organize their schedules and meet the requirements to receive this honor. If allowable per the individual assessment guidelines, students with assessment accommodations indicated in their Individual Education Plan (IEP), Individual Learning Plan (ILP) or Section 504 Plan such as those already in place for state-required assessments of language, should be included for assessments used to qualify for the Indiana Certificate of Multilingual Proficiency.

#### Awarding the Indiana Certificate of Multilingual Proficiency

Participating schools and school districts shall record the names and identifications of students who have earned the Indiana Certificate of Multilingual Proficiency through an individual data report submission. The Indiana Department of Education (IDOE) will provide participating schools with the Indiana Certificate of Multilingual Proficiency template which includes the State of Indiana seal, and instructions on ordering the accompanying national seal medallion, provided at no cost by [Velazquez Press](#). The students' transcripts shall contain the notation that the student has earned the Indiana Certificate of Multilingual Proficiency.