

**Knob Noster R-VIII School District
Missouri Seal of Biliteracy**



Purpose:

The Missouri Seal of Biliteracy promotes active participation in a global society and economy by incentivizing, recognizing and celebrating the acquisition of biliteracy skill and socio-cultural awareness. The Missouri Seal is a policy-level commitment to develop proficiency in two or more languages by high school graduation that aligns with the Missouri Department of Elementary and Secondary Education goal of preparing Missouri students for a lifetime of success.

Rationale:

WHEREAS, the Missouri Department of Elementary and Secondary Education is dedicated to supporting Missouri schools in providing an education that fully prepares students for life in a global society and economy; and

WHEREAS, preparing students with 21st century language and communication skills is critical for college and career readiness; and

WHEREAS, world language proficiency and cultural awareness drive economic vitality and social unity; and

WHEREAS, the demand for employees to be proficient in more than one language is increasing throughout Missouri, across the United States, and around the globe; and

WHEREAS, building trust and understanding across numerous language and cultural groups in our diverse community requires multilingual communication skills; and

WHEREAS, the unique demographic composition of the Knob Noster R-VIII School District indicates a need for providing rich opportunities to learn languages that hold importance for the families of the District as well as expanding opportunities for learning those less commonly taught, critical languages with global economic and strategic significance; and

WHEREAS, proficiency in two or more languages makes important contributions to a student's cognitive development, critical thinking, and problem solving; and

WHEREAS, the District seeks to recognize and honor the diverse language assets of all students; provide colleges and universities with a method of identifying and awarding credit to applicants with high levels of proficiency in a second language; and provide employers with a

method of identifying applicants or existing employees with multilingual and multicultural competence; and

THEREFORE, BE IT RESOLVED, that it is the intent of the Knob Noster R-VIII School District to promote the development of multilingual and multicultural competence and to provide recognition of the attainment of those needed and important skills through the Missouri Seal of Biliteracy; and

BE IT FURTHER RESOLVED, that the Board directs the Superintendent to implement the Missouri Seal of Biliteracy Award beginning in the 2017-2018 academic year.

Missouri Seal of Biliteracy Application

Spring 2018

Due: April 2, 2018

Awarded: Graduation 2018

I wish to receive the Certificate of Seal of Biliteracy and a special seal on my high school diploma. I have met the following requirements:

- Pending the final semester of high school coursework, I have successfully completed all Knob Noster R-VIII School District requirements for graduation; and
- I have achieved a minimum of a 3.0 GPA in English Language Arts (ELA) courses upon the beginning of my final semester at Knob Noster High School; or I have achieved a score of 4.0 or greater on the ACCESS exam (ELL candidates who have not attained a 3.0 GPA).

Counselor's signature of verification

Date

AND ONE of the following:

- I have achieved a score of "3" or greater on a World Language Advanced Placement (AP) Exam during Grade 11; or
- I have achieved a score of "Intermediate-Mid" or greater on the Assessment of Performance toward Proficiency in Languages (APPLL) exam.

AND the following:

- I have completed and submitted an independent project that evidences my sociocultural competence and achieved a qualifying score of "3" or greater (according to the project rubric). (Project must be submitted by no later than April 2.)

Missouri Seal of Biliteracy
Distinguished Application
Spring 2018
Due: April 2, 2018
Awarded: Graduation 2018

I wish to receive the Certificate of Seal of Biliteracy and a special seal on my high school diploma. I have met the following requirements:

- Pending the final semester of high school coursework, I have successfully completed all Knob Noster R-VIII School District requirements for graduation; and
- I have achieved a minimum of a 3.5 GPA in English Language Arts (ELA) courses upon the beginning of my final semester at Knob Noster High School; or I have achieved a score of 4.7 or greater on the ACCESS exam (ELL candidates who have not attained a 3.5 GPA); and
- I have achieved a minimum score of a 24 on the English section of the ACT exam.

Counselor's signature of verification

Date

AND ONE of the following:

- I have achieved a score of "4" or greater on a World Language Advanced Placement (AP) Exam during Grade 11; or
- I have achieved a score of "Advanced Low" or greater on the Assessment of Performance toward Proficiency in Languages (APPLL) exam.

AND the following:

- I have completed an independent project that evidences my sociocultural competence, presented it orally before the ELA & World Language instructors (scheduled no later than April 2), and achieved a qualifying score of "3.25" or greater (according to the project rubric).

Knob Noster R-VIII School District
Missouri Seal of Biliteracy
Performance Rubrics for Spring 2018



Standard Award: Rubric for a Writing Audience. Student work must score an average of 3.0 or greater when weighing four evaluators' scores: two World Language and two English Language Arts instructors will appraise the student work. Furthermore, the candidate must submit his/her final work to his/her World Language and English Language Arts instructors who will each forward student work to another instructor for consideration. Work must be received via school e-mail by no later than April 2, 2018.

Prompt: How will you use the knowledge/skills you have gained from exploring a second language/culture positively impact your future community and/or workplace? (3 pages with MLA setup/formatting)

| | 1 | 2 | 3 | 4 | | | |
|---|---|-----|--|-----|---|-----|--|
| SCORING DOMAIN | EMERGING | E/D | DEVELOPING | D/P | PROFICIENT | P/A | ADVANCED |
| CLARITY <i>What is the evidence that the student can present a clear perspective and line of reasoning?</i> | <ul style="list-style-type: none"> Presents an unclear perspective Line of reasoning is absent, unclear, or difficult to follow | | <ul style="list-style-type: none"> Presents a general perspective Line of reasoning can be followed | | <ul style="list-style-type: none"> Presents a clear perspective Line of reasoning is clear and easy to follow Addresses alternative or opposing perspectives when appropriate | | <ul style="list-style-type: none"> Presents a clear and original perspective Line of reasoning is clear and convincing Addresses alternative or opposing perspectives in a way that sharpens one's own perspective |
| EVIDENCE <i>What is the evidence that the student can present a perspective with supportive evidence?</i> | <ul style="list-style-type: none"> Draws on facts, experience, or research in a minimal way; Demonstrates limited understanding of the topic | | <ul style="list-style-type: none"> Draws on facts, experience, and/or research inconsistently; Demonstrates an incomplete or uneven understanding of the topic | | <ul style="list-style-type: none"> Draws on facts, experiences and research to support a perspective Demonstrates an understanding of the topic | | <ul style="list-style-type: none"> Facts, experience and research are synthesized to support a perspective Demonstrate an in-depth understanding of the topic |
| ORGANIZATION <i>What is the evidence that the student can organize a presentation in a way that supports audience understanding?</i> | <ul style="list-style-type: none"> A lack of organization makes it difficult to follow the presenter's ideas and line of reasoning | | <ul style="list-style-type: none"> Inconsistencies in organization and limited use of transitions detract from audience understanding of line of reasoning | | <ul style="list-style-type: none"> Organization is appropriate to the purpose, audience, and task and reveals the line of reasoning; transitions guide audience understanding | | <ul style="list-style-type: none"> Organization is appropriate to the purpose and audience and supports the line of reasoning; effectively hooks and sustains audience engagement, while providing a convincing conclusion. |
| LANGUAGE USE <i>What is the evidence that the student can use language appropriately and fluidly to support audience understanding?</i> | <ul style="list-style-type: none"> Uses language and style that is unsuited to the purpose, audience, and task Stumbles over words, interfering with audience understanding | | <ul style="list-style-type: none"> Uses language and style that is at times unsuited to the purpose, audience, and task Speaking is fluid with minor lapses of awkward or incorrect language use that detracts from audience understanding | | <ul style="list-style-type: none"> Uses appropriate language and style that is suited to the purpose, audience, and task Speaking is fluid and easy to follow | | <ul style="list-style-type: none"> Uses sophisticated and varied language that is suited to the purpose, audience, and task Speaking is consistently fluid and easy to follow and |

Distinguished Award: Rubric for Viewing/Listening Audience. Candidate must score an average of 3.25 or greater among a team of four evaluators. World Language and English Language Arts will each have at least two instructors present as evaluators for the presentation.

Furthermore, the student must submit a presentation outline (preferably with slides or overview/sample of other technology aids) with the entire evaluation team no later than two days prior to the presentation. The presentation must be scheduled by no later than April 2, 2018.

Prompt: How will you use the knowledge/skills you have gained from exploring a second language/culture positively impact your future community and/or workplace? (4-5 pages with MLA setup/formatting + presentation outline + multimedia presentation)

| ORAL PRESENTATION – Effective Communication Rubric for Linked Learning Pathways | | | | | | | | |
|---|--|-----|--|-----|---|-----|---|--|
| | 1 | | 2 | | 3 | | 4 | |
| SCORING DOMAIN | EMERGING | E/D | DEVELOPING | D/P | PROFICIENT | P/A | ADVANCED | |
| USE OF DIGITAL MEDIA / VISUAL DISPLAYS <i>What is the evidence that the student can use digital media/visual displays to engage and support audience understanding?</i> | <ul style="list-style-type: none"> Digital media or visual displays are confusing, extraneous, or distracting | | <ul style="list-style-type: none"> Digital media or visual displays are informative and relevant | | <ul style="list-style-type: none"> Digital media or visual displays are appealing, informative, and support audience engagement and understanding | | <ul style="list-style-type: none"> Digital media or visual displays are polished, informative, and support audience engagement and understanding | |
| PRESENTATION SKILLS <i>What is the evidence that the student can control and use appropriate body language and speaking skills to support audience engagement?</i> | <ul style="list-style-type: none"> Makes minimal use of presentation skills: lacks control of body posture; does not make eye contact; voice is unclear and/or inaudible; and pace of presentation is too slow or too rushed Presenter's energy and affect are unsuitable for the audience and purpose of the presentation | | <ul style="list-style-type: none"> Demonstrates a command of some aspects of presentation skills, including control of body posture and gestures, language fluency, eye contact, clear and audible voice, and appropriate pacing Presenter's energy, and/or affect are usually appropriate for the audience and purpose of the presentation, with minor lapses | | <ul style="list-style-type: none"> Demonstrates a command of presentation skills, including control of body posture and gestures, eye contact, clear and audible voice, and appropriate pacing Presenter's energy and affect are appropriate for the audience and support engagement | | <ul style="list-style-type: none"> Demonstrates consistent command of presentation skills, including control of body posture and gestures, eye contact, clear and audible voice, and appropriate pacing in a way that keeps the audience engaged Presenter maintains a presence and a captivating energy that is appropriate to the audience and purpose of the presentation | |
| INTERACTION WITH AUDIENCE <i>What is the evidence that the student can respond to audience questions effectively?</i> | <ul style="list-style-type: none"> Provides a vague response to questions; demonstrates a minimal command of the facts or understanding of the topic | | <ul style="list-style-type: none"> Provides an indirect or partial response to questions; demonstrate a partial command of the facts or understanding of the topic | | <ul style="list-style-type: none"> Provides a direct and complete response to questions; demonstrates an adequate command of the facts and understanding of the topic | | <ul style="list-style-type: none"> Provides a precise and persuasive response to questions; demonstrates an in-depth understanding of the facts and topic | |