

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 (2) 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 (1) 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 (2) 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.

Due to Ms. Maskrey by Thursday, March 14, 2019
Awarded in Conjunction with Spring 2019 Graduation Activities

- ☐ 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*).

☐ I achieved a score of “3” or greater on a World Language Advanced Placement (*AP*) Exam during Grade 11; or

☐ I acknowledge that I must take the (*write which World Language here*) _____ Assessment of Performance toward Proficiency in Languages (*AAPPL*) exam on Thursday, April 25, 2019 and achieve a score of “Intermediate–Mid” or greater in order to qualify for this award.

☐ I acknowledge that I must A) complete and submit an independent project that evidences my sociocultural competence and B) achieve a qualifying score of “3” or greater in accordance with the project rubric. (*Project must be submitted to current World Language and ELA instructors by no later than Monday, April 22, 2019.*)

Counselor's signature of verification of all items
Date

Knob Noster R-VIII School District

Missouri Seal of Biliteracy



Distinguished Award Application for Spring 2019

Due to Ms. Maskrey by Thursday, March 14, 2019
Awarded in Conjunction with Spring 2019 Graduation Activities

I, *(please print your name)* _____, aspire to receive the Certificate of Seal of Biliteracy and notation of this distinguished honor on my official high school transcript. 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.

AND ONE of the following:

- ☐ I achieved a score of "4" or greater on a World Language Advanced Placement (AP) Exam during Grade 11; or
- ☐ I am scheduled to take the *(write which World Language here)* _____ Assessment of Performance toward Proficiency in Languages (AAPPL) exam on Thursday, April 25, 2019, and I acknowledge that I must achieve a score of "Advanced Low" or greater in order to qualify for this award.

AND the following:

- ☐ I acknowledge that I must A) complete and submit an independent project that evidences my sociocultural Competence, B) present my project orally before the ELA and World Language instructors *(scheduled with current or latest World Language instructor by Monday, April 22, 2019 and presented by Friday, May 3, 2019)* and C) achieve a qualifying score of "3.25" or greater in accordance with the project rubrics.

Student's signature of intent

Date

Counselor's signature of verification of all items

Date

Knob Noster R-VIII School District

Missouri Seal of Biliteracy



Understanding and Preparing for the AAPPL Exam

When you take the AAPPL Exam on Thursday, April 25, 2019, your ability to communicate in the target language will be evaluated across four (4) modes of communication: Interpersonal Listening/Speaking, Presentational Writing, Interpretive Listening, and Interpretive Reading. Furthermore, test items will cover themes/topics at the Intermediate and Advanced levels, presented in the diagram below.

<i>Mode/Level</i>	Interpersonal Listening/Speaking	Presentational Writing	Interpretive Listening	Interpretive Reading
<i>Novice</i>	<ul style="list-style-type: none"> • School • Food • Home 	<ul style="list-style-type: none"> • Weather • Celebrations • City/Town 	<ul style="list-style-type: none"> • About People • Leisure Activities • Daily Schedule/ Routine 	<ul style="list-style-type: none"> • Family • Health • Daily Life
<i>Intermediate</i>	<ul style="list-style-type: none"> • TV and Movies • Clubs • Community Events • Health • Careers • Art 	<ul style="list-style-type: none"> • Travel • Theater • Pop Culture • Animals • Directions • Communications 	<ul style="list-style-type: none"> • School Clubs • Careers • Science • Community Events • Travel • Music 	<ul style="list-style-type: none"> • Art • Animals • Biography • School Clubs • Health • Instructions
<i>Advanced</i>	<ul style="list-style-type: none"> • Customs/ Traditions • Elections • News 	<ul style="list-style-type: none"> • Language Arts • Environment • Education 	<ul style="list-style-type: none"> • Technology • Environment • Education 	<ul style="list-style-type: none"> • Environment • Plant Life • Communications

Practice [HERE](#)

Practice [HERE](#)

Practice [HERE](#)

Practice [HERE](#)

To understand what each section of the exam will be like, click the HERE links provided above.

Please understand that, unfortunately, the practice pages are not set up to provide candidates feedback. However, you may visit with Señor Morton or Señorita Spencer during Panther Hour or before/after school as their schedules permit to go through the practice test(s) and receive real-time guidance/feedback. Please do not wait until the week of the test to prepare!

Knob Noster R-VIII School District

Missouri Seal of Biliteracy



Independent Project Overview and Evaluation for Spring 2019

Prompt: How will you use the knowledge/skills you have gained from exploring a second language/culture to positively impact your future community and/or workplace?

Standard Missouri Seal of Biliteracy Award: The award candidate will complete and submit an independent project that evidences his/her sociocultural competence in response to the prompt provided above. This project, presented in essay form, must be at least three (3) pages in length and formatted according to Modern Language Association (MLA) guidelines (double-spaced text, Times New Roman font, size 12, etc.). Furthermore, the content of the essay must comply with the following guidelines:

	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

The project must be submitted via e-mail to the candidate's current or latest World Language instructor as well as his/her current English Language Arts (ELA) instructor by no later than **Monday, April 22, 2019**.

The World Language instructor will share the project with one (1) other World Language instructor; likewise, the ELA instructor will share the project with one (1) other ELA instructor. The two (2) World Language and two (2) ELA instructors will then appraise the candidate's work using the rubric shared on the previous page. *An average score of 3.0 or greater of the four (4) evaluators' scores is required in order for the award to be granted to the candidate.*

Distinguished Missouri Seal of Biliteracy Award: The award candidate will complete and submit an independent project that evidences his/her sociocultural competence in response to the prompt provided above. This project, presented as an essay and oral defense, must be at least four (4) or five (5) pages in length and formatted according to Modern Language Association (MLA) guidelines (double-spaced text, Times New Roman font, size 12, etc.). Furthermore, the content of the essay must comply with the following guidelines:

	1	2	3	4
SCORING DOMAIN	EMERGING	DEVELOPING	PROFICIENT	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

Created by the Stanford Center for Assessment, Learning, & Equity (SCALE) ©2012

The essay must be submitted via e-mail to the candidate's current or latest World Language instructor as well as his/her current English Language Arts (ELA) instructor by no later than **Monday, April 22, 2019**. By this date, the candidate must also speak with his/her current/latest World Language teacher to schedule his/her oral presentation, which must occur by no later than **Friday, May 3, 2019**.

At least two (2) days prior to the oral presentation, the candidate must submit a presentation outline (preferably with slides or overview/sample of other technology aids) to his/her current or latest World Language instructor as well as his/her current ELA instructor.

The World Language instructor will then share the project and outline with one (1) other World Language instructor; likewise, the ELA instructor will share the project and outline with one (1) other ELA instructor. The two (2) World Language and two (2) ELA instructors will then appraise the candidate's written work using the rubric shared above and oral presentation using the following rubric:

ORAL PRESENTATION – Effective Communication Rubric for Linked Learning Pathways						
	1		2		3	4
SCORING DOMAIN	EMERGING	E/D	DEVELOPING	D/P	PROFICIENT	P/A
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

Created by the Stanford Center for Assessment, Learning, & Equity (SCALE) ©2012

An average score of 3.25 or greater of the four (4) evaluators' scores is required in order for the award to be granted to the candidate.