



February 4, 2015

Dear District Colleagues:

A State Seal of Biliteracy, AB 815 was signed by the governor and enacted into California Education Code on October 8, 2011.

The Seal of Biliteracy Award, grants to high school seniors, upon graduation certifying attainment of mastery in two or more languages and is honored by many of our districts in Orange County. This award encourages students to attain biliteracy, honors the achievement of our students, and encourages students' college and career readiness and preparation with 21st century skills.

Achieving advanced levels of knowledge and proficiency in another language takes many years and must start early with young children. The Orange County Department of Education in conjunction with districts throughout our county have established a system of "pathway" awards from pre-school through eighth grade, recognizing benchmarks towards biliteracy. These benchmark or pathway awards are designed to recognize students and encourage the pursuit of language skills in two or more languages. Further, the Pathways to Biliteracy Awards affirm positive attitudes towards multilingualism, and validate the use of multiple languages for all students.

Pathways to Biliteracy Awards:

- Completion of Pre-school/TK/Kinder Pathways to Biliteracy: Ribbon of Recognition and certificate
- Completion of 3rd Grade Pathways to Biliteracy: Ribbon of Recognition and certificate
- Completion of Elementary School Pathways to Biliteracy: Ribbon of Recognition and certificate
- Completion of 8th Grade Pathways to Biliteracy: Medal of Recognition and certificate

In order to receive Pathways to Biliteracy Awards, a student "Demonstration of Skills" form must be completed and submitted to:

Jessica Shafer
Orange County Department of Education
jshafer@ocde.us
200 Kalmus Drive
Costa Mesa, CA 92628-9050
Phone: 714-966-4389
Fax: 714-545-8829

Please expect a 2-3 week turn-around from receipt of form to delivery of awards.

Sincerely,

Services for English Learners & Specialized Instruction

SLE/js

**ORANGE COUNTY
DEPARTMENT
OF EDUCATION**

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County Superintendent
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Orange County Department of Education
Pathways to Biliteracy Award
**Student Performance Criteria for Pre-School/
Transitional Kinder/Kindergarten**

This criteria is intended for students exiting Pre-School/Transitional Kinder/Kindergarten. In order to qualify for the Pathways to Biliteracy Award for Pre-School, student must be able to demonstrate each of the following outcomes:

- Orally identify primary colors in both English and the target language

- Count and recite in numbers one through ten in both English and the target language

- Count objects numbering 1-5 in both English and the target language

- Follow 3-step instructions in both English and the target language

- Demonstrate comprehensible production of sounds in both English and the target language to:
 - ✓ Sing (2) songs, chants or poems

 - ✓ React to familiar books by commenting, asking, or responding to questions about characters, objects, or events

 - ✓ Show knowledge of main characters, events, or information (e.g., who, what, where) in a familiar story or informational text

- Produce simple greetings in both English and the target language (such as hello, good morning, good bye, etc.)



Orange County Department of Education
Pre-School/Transitional Kinder/Kindergarten
Pathways to Biliteracy Award Criteria

Student Demonstration of Skills

STUDENT NAME: _____

DATE: _____

SCHOOL: _____

TEACHER: _____

- Orally identify primary colors in both English and the target language

- Count and recite in numbers one through ten in both English and the target language

- Count objects numbering 1-5 in both English and the target language

- Follow 3-step instructions in both English and the target language

- Demonstrate comprehensible production of sounds in both English and the target language to:
 - ✓ Sing (2) songs, chants or poems
 - ✓ React to familiar books by commenting, asking, or responding to questions about characters, objects, or events
 - ✓ Show knowledge of main characters, events, or information (e.g., who, what, where) in a familiar story or informational text

- Produce simple greetings in both English and the target language (such as hello, good morning, good bye, etc.)

Teacher Signature: _____ **Date:** _____



Orange County Department of Education
Pathways to Biliteracy Award

Student Performance Criteria for Students Exiting 3rd Grade

The intent of the 3rd grade Pathways to Biliteracy Award for students exiting 3rd is to encourage students who have been in Immersion, Heritage, Foreign Language, Two-Way Bilingual Immersion, Dual Language or maintenance bilingual programs to continue their path to biliteracy as they progress through elementary school. This criteria is intended for students exiting 3rd grade.

In order to qualify for the Pathways to Biliteracy Award for students exiting 3rd Grade, a student must be able to demonstrate each of the following outcomes:

- CELDT overall score of 4 or 5, with no skill area below 3 for students who are English learners
- English Language Arts score at “Proficient” or higher level on district Grade Level, benchmark assessment.
- Age appropriate oral/listening proficiency in the target language based on teacher assessment and observation
- Completion of a Reading Log which includes a minimum of 10 book titles for both the target language and English. Both parent and teacher signatures are required on the Reading Log.
- Documentation of active use of both English and the target language. Students may demonstrate these skills by serving as bilingual ambassadors for visitors to the school, reading books to younger students, or other specific tasks authorized by the student’s classroom teacher.
- Oral presentation on 3rd grade content in both English and the target language.
- Friendly letter written in both English and the target language.



Orange County Department of Education
Pathways to Biliteracy Award Criteria for Students
Exiting Grade 3rd

Student Demonstration of Skills

STUDENT NAME: _____

DATE: _____

SCHOOL: _____

TEACHER: _____

- CELDT overall score of 4 or 5, with no skill area below 3 for students who are English learners.

CELDT score: _____ Date: _____

- Grade Level Benchmark: _____

Benchmark Score: _____ Date: _____

- Age appropriate oral/listening proficiency in the target language based on teacher assessment and observation.

Teacher Signature: _____

Date: _____

- Completion of a Reading Log which includes a minimum of 10 book titles for both the target language and English.

Teacher Signature: _____

Date: _____

- Documentation of active use of both English and the target language. Students may demonstrate these skills by serving as bilingual ambassadors for visitors to the school, reading books to younger students, or other specific tasks authorized by the student's classroom teacher.

Teacher Signature: _____

Date: _____

- Oral presentation on 3rd grade content in both English and the target language.

Teacher Signature: _____

Date: _____

- Friendly letter written in both English and the target language.
(Attach copy of letters in both languages)



Orange County Department of Education
Pathways to Biliteracy Award



Student Performance Criteria for Students Exiting Elementary School

The intent of the Pathways to Biliteracy Award for Students Exiting Elementary School is to encourage students who have been in Immersion, Heritage, Foreign Language, Two-Way Bilingual Immersion, Dual Language or maintenance bilingual programs to continue their path to biliteracy as they progress on to middle school. This criteria is intended for students *exiting* elementary school in grades five or six.

In order to qualify for the Pathways to Biliteracy Award for Students Exiting Elementary School, a student must be able to demonstrate each of the following outcomes:

- CELDT overall score of 4 or 5, with no skill area below 3 for students who are English learners.
- English Language Arts score at “Proficient” or higher level on district grade level benchmark assessment.
- Age appropriate oral/listening proficiency in the target language based on teacher assessment and observation.
- Completion of a Reading Log which includes a minimum of 10 book titles for both the target language and English. Both parent and teacher signatures are required on the Reading Log.
- Documentation of active use of both English and the target language. Students may demonstrate these skills by serving as bilingual ambassadors for visitors to the school, reading books to younger students, or other specific tasks authorized by the student’s classroom teacher.
- Oral presentation on grade level content in both English and the target language.
- Response to literature essays, written in both English and the target language.



Orange County Department of Education
Pathways to Biliteracy Award Criteria
for Students Exiting Elementary School



Student Demonstration of Skills

STUDENT NAME: _____

DATE: _____

SCHOOL: _____

TEACHER: _____

- CELDT overall score of 4 or 5, with no skill area below 3 for students who are English learners.
CELDT Score: _____ Date: _____
- Grade Level Benchmark: _____
Benchmark Score: _____ Date: _____
- Age appropriate oral/listening proficiency in the target language based on teacher assessment and observation.
Teacher Signature: _____
Date: _____
- Completion of a Reading Log which includes a minimum of 10 book titles for both the target language and English.
Teacher Signature: _____
Date: _____
- Documentation of active use of both English and the target language. Students may demonstrate these skills by serving as bilingual ambassadors for visitors to the school, reading books to younger students, or other specific tasks authorized by the student's classroom teacher.
Teacher Signature: _____
Date: _____
- Oral presentation on grade content in both English and the target language.
Teacher Signature: _____
Date: _____
- Response to literature essays, written in both English and the target language.
(Attach copy of letters in both languages)



Orange County Department of Education
Pathways to Biliteracy Award

Student Performance Criteria for Students Exiting 8th Grade

The intent of the Pathways to Biliteracy Award for Students Exiting 8th Grade is to encourage students who have been in Immersion, Heritage, Foreign Language, Two-Way Bilingual Immersion, Dual Language or maintenance bilingual programs to continue their path to biliteracy as they progress on to high school. This criteria is intended for students *exiting* grade 8th.

In order to qualify for the Pathways to Biliteracy Award for Students Exiting 8th Grade, a student must be able to demonstrate each of the following outcomes:

- CELDT overall score of 4 or 5, with no skill area below 3 for students who are English learners.
- English Language Arts score at “Proficient” or higher level on district grade level benchmark assessment.
- Age appropriate oral/listening proficiency in the target language based on teacher assessment and observation.
- Completion of a Reading Log which includes a minimum of 10 book titles for both the target language and English. Both parent and teacher signatures are required on the Reading Log.
- Documentation of active use of both English and the target language. Students may demonstrate these skills by serving as bilingual ambassadors for visitors to the school, reading books to younger students, or other specific tasks authorized by the student’s classroom teacher.
- Oral presentation on grade level content in both English and the target language.
- Argumentative essays, written in both English and the target language, on grade level appropriate topics and including a minimum of three supporting arguments.



Orange County Department of Education
Pathways to Biliteracy Award
Criteria for Students Exiting Grade 8th



Student Demonstration of Skills

STUDENT NAME: _____

DATE: _____

SCHOOL: _____

TEACHER: _____

- CELDT overall score of 4 or 5, with no skill area below 3 for students who are English learners.

CELDT Score: _____ Date: _____

- Grade Level Benchmark: _____

Benchmark Score: _____ Date: _____

- Age appropriate oral/listening proficiency in the target language based on teacher assessment and observation.

Teacher Signature: _____

Date: _____

- Completion of a Reading Log which includes a minimum of 10 book titles for both the target language and English.

Teacher Signature: _____

Date: _____

- Documentation of active use of both English and the target language. Students may demonstrate these skills by serving as bilingual ambassadors for visitors to the school, reading books to younger students, or other specific tasks authorized by the student's classroom teacher.

Teacher Signature: _____

Date: _____

- Oral presentation on grade content in both English and the target language.

Teacher Signature: _____

Date: _____

- Argumentative essays, written in both English and the target language, on grade level appropriate topics and including a minimum of three supporting arguments.

(Attach copy of letters in both languages)