

Elementary Biliteracy Award
Creating Pathways to the Seal of Biliteracy

Rationale:

This award is designed to set a standard for high-level biliteracy attainment for students in a K-5 Biliteracy program, Two-Way Bilingual Immersion or Language Immersion program. Additionally, it encourages students to continue an increasingly challenging course of language study at the secondary level. Furthermore, the award promotes students' leadership skills as they are expected to actively and authentically use their acquired language skills within their homes, schools, and communities.

Eligible Students:

5th grade students enrolled in a K-5 Biliteracy, Dual Language, or Immersion program.

Requirements:*

1. Demonstrate proficiency in a language other than English (current district biliteracy and immersion programs include Spanish, French, and Mandarin). Proficiency may be assessed with district developed "End of Year Language Proficiency Indicators" for language immersion programs.
2. Receive a score of Proficient or Advanced on 4th grade CST English Language Arts and/or 5th grade district literacy benchmark assessments.
3. Demonstrate ability to write coherently and with purpose in the two languages of instruction using district writing rubrics.
4. Demonstrate use of acquired biliteracy skills in service to the school and/or community.
5. English learner (EL) students must also meet the district's redesignation criteria and be reclassified to Fluent English Proficient (RFEP) by the end of 5th grade

To receive the Elementary School Biliteracy Award, students must also complete the following:

- A classroom based project in the two languages of instruction that includes oral, reading, and written components and demonstrates academic proficiency as measured by district rubrics.
- A personal essay that describes the student's community service experiences and reflects on the importance of biliteracy.
- Minimum of 15 hours of school/community service in grades 3-5.

Note: The district's Literacy Units of Inquiry include a culminating research project. The classroom based project and personal essay are included with the understanding that these two expectations can be incorporated into the research project. District staff will work with site principal and school staff to identify appropriate opportunities and venues for students to complete their community service.

*As implementation proceeds, the requirements/criteria will be subject to modification and revision to ensure that this policy remains current and inclusive.