

Part 1 of 2



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A lot is happening, but not necessarily in the California Legislature...

Exciting news from the California Department of Education!

Establishing a Path to Biliteracy with Biliteracy Pathway Recognitions

On November 9, 2021, the Multilingual Support Division (MSD) of the California Department of Education (CDE) revealed the recently developed “Biliteracy Pathway Recognitions.” The purpose of the recognitions, includes but is not limited to, providing recognition to preschool, kindergarten, elementary and middle school students who have demonstrated progress toward proficiency in speaking, listening, reading, and writing in one or more languages in addition to English, and to raise awareness about the State Seal of Biliteracy and its requirements.



Participation by LEAs regarding these pathway recognitions is **voluntary**. Additionally, LEAs may customize the criteria to fit their needs. CDE will provide the optional criteria for each pathway recognition, optional certificate templates and guidance on each of the biliteracy pathway recognitions. The recognitions may be awarded in any world language in addition to English, including indigenous languages, languages without a written system and American Sign Language (ASL). A student that meets the requirements may be awarded a certificate.

There are three available Biliteracy Pathway Recognitions:

1. **The Biliteracy Program Participation Recognition;**
2. **The Home Language Development Recognition; and**
3. **The Biliteracy Attainment Recognition.**

CABE recognizes there are multiple paths to biliteracy and that these recognitions provide LEAs with the opportunity to highlight some of these paths to promote and support biliteracy and to encourage students to pursue biliteracy or multiliteracy in high school and beyond. CABE and Californians Together will be working on efforts to establish a recognition similar to that of the State Seal of Biliteracy in institutions of higher education.

Criteria for the aforementioned pathway recognitions are detailed below:

1. The Biliteracy Program Participation Recognition

This recognition is available to students enrolled in programs leading to biliteracy in preschool, kindergarten, elementary and middle school. This recognition is provided to all students enrolled in the program and is not based on the student's proficiency and is considered an entry to the path to biliteracy or multiliteracy.

2. The Home Language Development Recognition

This recognition is available to emergent bilingual students with a home language other than English in preschool, kindergarten, elementary and middle school. Recognition is given to students who demonstrate they are continuing to develop the home language by engaging in age-appropriate activities in the home language. This recognition is also considered an entry on the path to biliteracy or multiliteracy.

3. The Biliteracy Attainment Recognition

This recognition is available to students at the end of elementary school and at the end of middle school and is based on proficiency. It is awarded to students who meet specific proficiency criteria in English and one or more languages in addition to English. Additionally, this recognition is aligned with the State Seal of Biliteracy requirements and indicates that if a student continues on this path in high school, they will be prepared to meet the requirements to earn the State Seal of Biliteracy.



CABE is very excited about these Biliteracy Pathway Recognitions because they assist in promoting bilingualism and multilingualism, beginning with preschool through high school

We encourage LEAs to participate in one of these Biliteracy Pathway Programs. The following steps must be followed in order to make this happen:

- Submit an online form annually:
 - The district and school(s) participating;
 - The program model(s) (dual language immersion, heritage language, foreign language experience, etc.);
 - The type(s) of Biliteracy Pathway Recognition(s) being offered (Biliteracy Program Participation Recognition, Home Language Development Recognition, Biliteracy Attainment Recognition, and/or local recognition);
 - The number of students receiving the recognitions and the language(s) in which they are being recognized;
 - The number of students being recognized with an Individualized Education Program (IEP); and
 - The number of students being recognized who are current or former English learners (for kindergarten through grade eight programs).
- Receive digital certificate templates.
- Customize templates and print locally.
- Provide recognitions to students.

The form and certificates will be available on the Multilingual Support Division-CDE website by the end of November. Parents and teachers, please encourage your school and district to participate in one of these Biliteracy Path Recognitions, especially the Biliteracy Attainment Recognition! Now is the time!!

For further information please go to the following link:
The CDE Biliteracy Pathway Recognitions web page at <https://www.cde.ca.gov/sp/el/er/blitoverview.asp> provides:

- Overview of the program
- CDE and partner resources, including FAQs
- Space for participating LEAs to be listed
- Requirements
- Participation Form
- Information about the State Seal of Biliteracy



For questions regarding the Biliteracy Pathway Recognition Program, please contact:

The CDE Multilingual Support Division

Phone: 916-319-0938

Email: SEAL@cde.ca.gov

Thank you, CDE and State Board of Education!

Finally, after many years of advocating for this, ETS will, in the new contract with CDE, add a Writing domain and a new Speaking domain to the California Spanish Assessment!

The State Board of Education (SBE), with CDE recommendation, approved at its November 20, 2021 meeting, the proposed contract with ETS for the administration of the California Assessment of Student Performance and Progress (CAASPP) and the English Language Proficiency Assessments for California (ELPAC), collectively known as the California Assessment System. Additionally, the SBE authorized CDE staff to make technical edits to the contract as needed prior to its execution.



Pursuant to the information provided by ETS, the Full-write and Speaking items will display the following characteristics:

Writing

- A Full-Write task will be administered in addition to existing machine-scored items measuring Mechanics and Conventions standards and Revising and Editing standards.
- The Full-Write task will align to Written Expression standards.
- ETS will conduct scoring of field-test items.
- Scoring of operational items will be conducted locally.

Speaking

- Speaking represents a new domain in the CSA blueprint.
- Speaking tasks will align to Speaking Expression standards.
- Task types will consist of Speaking prompts scored based on students' spoken responses.
- ETS will conduct scoring of field test Speaking tasks.

- Scoring of operational items will be conducted locally.

ETS will take major design steps in launching the effort for the addition of the Full-Write and Speaking items, such as analyzing how standards can be assessed by task type and depth of knowledge, developing content specifications, updated claims, item/task development criteria, and sample item/task sets, and work with LEAs, the CDE, and educators to develop initial Achievement level descriptors (ALDs) that use plain, accessible language to describe the meaning of achievement levels.



Thank you CDE, SBE and ETS for the inclusion of these two domains! It is our hope that these changes will provide for a more comprehensive assessment of the capabilities of our students instructed in Spanish!

State Superintendent of Public Instruction Tony Thurmond to Spotlight Best Practices to Support Literacy and Biliteracy

As part of an ongoing effort to help students recover from learning loss, State Superintendent of Public Instruction Tony Thurmond will host a town hall to spotlight best practices and secure new ideas to support literacy and biliteracy goals.



A panel discussion with education leaders who have led or are leading programs that have been proven to improve literacy and biliteracy for students in need of support of making literacy gains, including English learners, will be moderated by State Superintendent of Instruction Tony Thurmond on Monday, December 6, 2021, at 3:30 pm. Education leaders who have led or are leading programs that have been proven to improve literacy and biliteracy for Black students, English learners, and other students in need of support of making literacy gains will be on the panel.

The town hall is open to the public, and anyone with an idea to improve literacy and biliteracy may send an email to statewideliteracycampaign@cde.ca.gov. Watch the town hall live on the California Department of Education Facebook page and stay tuned for a Zoom link and details on how to register.

Complementing this effort, Superintendent Thurmond will ensure that all students can read by third grade by 2026 by providing one million books to students and families in need. As part of this effort, Superintendent Thurmond is working to expand the use of California libraries by pledging to help 100,000 students get their first library cards by 2026. Planned is a library tour, hosted events, and organizing to help California students, especially students in low-income communities, gain access to libraries.

LES DESEO UN FELIZ NAVIDAD Y UN PRÓSPERO AÑO NUEVO!