



GUIDELINES FOR THE Kansas Seal of Biliteracy



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GUIDELINES FOR THE KANSAS SEAL OF BILITERACY

I. Purpose of the Seal of Biliteracy

The Kansas Seal of Biliteracy will be awarded by the Kansas State Department of Education (KSDE) and a local school district to recognize each student who has attained proficiency in English and one or more other world languages by the time of graduation. It is a statement of accomplishment that recognizes a student's readiness for post-secondary success.

"Knowledge of more than one language and culture is advantageous for all students ... Bilingualism is an individual and societal asset."¹

The student receives a certificate of recognition from KSDE, and the data for students earning the Seal of Biliteracy in Kansas schools is collected and stored by KSDE. Recognition for attaining functional proficiencies in two or more languages becomes part of students' high school records. The Seal of Biliteracy may be noted on a student's transcript. The Kansas Seal of Biliteracy is not an actual seal affixed to a diploma.

Four national organizations originated guidelines for the Seal of Biliteracy in 2015:

- The American Council on the Teaching of Foreign Languages (ACTFL)

- The National Association of Bilingual Education (NABE)

- The National Council of State Supervisors for Languages (NCSSFL)

- Teaching English to Speakers of Other Languages (TESOL) International Association

Since that time, the majority of states have adopted the Seal of Biliteracy.

Students who attend private schools can still earn a Seal of Biliteracy through the [Global Seal of Biliteracy](#).²

To ensure consistency, the KSDE Seal of Biliteracy Advisory Council is responsible for adopting, implementing and revising state guidelines.

¹ Association, Tesol International. *PreK-12 English Language Proficiency Standards*. Teachers of English to, 2006.

² <https://theglobalseal.com/>

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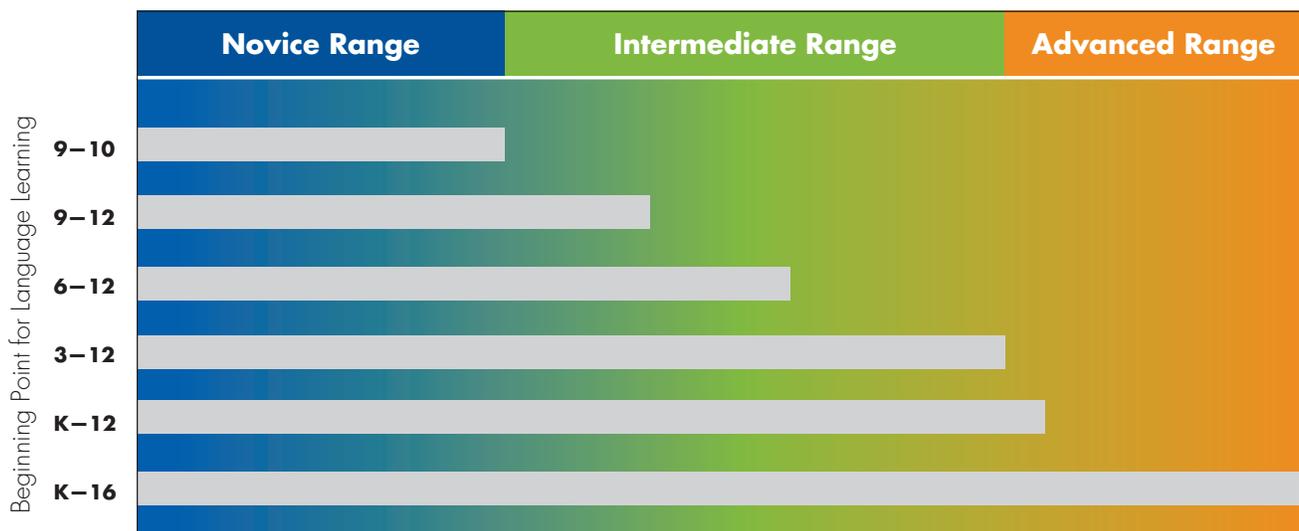
II. Definition of Terms/Foundations

Biliteracy refers to having a functional level of proficiency in two or more languages. Educators, learners and the public need to be realistic regarding the expectation for proficiency outcomes of world language programs. Factors, including time, age levels of students, types of programs and intensity and amount of exposure to quality use of the language, all contribute to the development of language proficiency.

This award isn't based on a prescribed number of courses offered or taken, number of credits earned or knowledge about grammar rules, but rather their proficiency level. Students who begin the study of a world language in ninth grade can typically expect to achieve proficiency in the novice range after two years and in the intermediate range after three or four years. The level of proficiency is not necessarily identical for all languages.

Proficiency may vary depending on the language studied and type of program. For example, English speakers may require more years of study to learn Kickapoo or other language that derives from a language family other than English. For example, there are more similarities between French and English than there are between Kickapoo and English. For a list of the timelines for English speakers to learn a particular second language, see the US Foreign Service Institute website³. Students who begin the study of a world language in earlier grades, including immersion programs, have a greater possibility of achieving higher levels of proficiency by graduation.

Time as a critical component for developing language performance



³ <https://www.state.gov/bureaus-offices/under-secretary-for-management/foreign-service-institute/>

Immersion programs beginning at young ages (i.e., early elementary school or preschool) **can produce students ready to enter secondary school with intermediate-level proficiency.** Traditional high school programs, however, won't meet the needs of these immersion students without modification to secondary language programs. With continuous, appropriately articulated secondary school instruction, former immersion school students can achieve high levels of proficiency by high school graduation.

Foreign Language Elementary School (FLES) programs can lay a foundation for students to achieve intermediate proficiency in secondary school. Secondary school programs that focus on a variety of content-based themes across the curriculum help students to achieve higher levels of proficiency. Examples of programs with content-based themes include International Baccalaureate, Advanced Placement, and many Heritage course curricula.

Students may have gained proficiency through any number of traditional or nontraditional methods, as a heritage language learner or as a new language learner.

There are many bilingual and multilingual students who may not take a world language in school but have a level of proficiency in their native language. It is important for schools to direct efforts to educate all students regarding the opportunity to obtain the Seal of Biliteracy.

Districts are encouraged to provide other forms of recognition for students learning another language, reflecting progress along the pathway toward achieving the specified level of biliteracy. More ideas for appropriate recognition can be found at the [Seal of Biliteracy website](https://sealofbiliteracy.org/).⁴

4 <https://sealofbiliteracy.org/>

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III. Eligibility

Students must demonstrate the state-determined level of proficiency in English, as well as one or more additional language(s), be they native languages, heritage languages or languages learned in school or other settings. The Kansas State Seal of Biliteracy is only awarded to students who also have met all of the requirements for high school graduation. Students not graduating from high school - or who already have graduated - are eligible to earn the [Global Seal of Biliteracy](#).²

"All students" means all, regardless of language background or any documented cognitive or physical condition that may exclude demonstration of language proficiency in one of the modes of communication. Accommodations, such as those already in place for state English and English Language Proficiency Assessments, should be available to qualify for the Seal of Biliteracy as applicable and allowable. All students should receive information on the Seal of Biliteracy upon entering middle and high school settings so that they are able to organize their Individual Plan of Study (IPS) to plan in advance to meet the requirements of this credential.

Cost of assessments, which vary, should be discussed with appropriate school personnel. Some districts may be able to help low-income students defray the costs.

Although students may take a language assessment at any time during their high school years, it is recommended to wait until their junior or senior year as some universities may not recognize the Seal of Biliteracy if the language assessment of the non-English language is more than 2 years old.

GUIDELINES FOR THE KANSAS SEAL OF BILITERACY

IV. Language Proficiency Requirements

Kansas has adopted a two-tier Seal of Biliteracy, awarding a Kansas Silver Seal of Biliteracy and a Kansas Gold Seal of Biliteracy based on language proficiency levels. Some student assessment scores can be “banked” from earlier high school grades. Assessments can be taken and retaken during their high school years.

For example, if a student takes the STAMP or ACT assessment his/their sophomore or junior year, the student can retake it during their senior year to obtain qualifying scores.

If students take a language assessment but do not receive a qualifying score in one sub test required (e.g. listening or expressive) the student may retake that subtest during the same school year. If the student does not retake that particular subtest during the same year, they will need to take the entire language assessment again the following year. Students may retake certain parts of a language assessment during the same school year. For example, a student can take the STAMP their junior year if they did not score

Proof of Proficiency in English

All students must provide evidence of English language proficiency from one of the approved Kansas assessments. The assessment must be taken during a student’s high school years. Common assessments used by students include the Kansas English Language Arts assessment taken in 10th grade, the ACT, and the KELPA.

For a list of all approved assessments and the scores needed to qualify, see the appendix at the end of this document.

Proof of Proficiency in Languages Other Than English

In addition to English proficiency, all students must provide evidence of proficiency in another world language. For a list of approved assessments, see Appendix E at the end of this document. Students may earn a Seal of Biliteracy in more than two languages. In cases where approved assessments of specific languages are not available, students need to complete performance tasks under the supervision of district personnel to demonstrate the required language proficiency. For assistance in setting up and evaluating these tasks, please contact KSDE. If you have questions or need help finding an assessment for a language, contact KSDE.

GUIDELINES FOR THE KANSAS SEAL OF BILITERACY

V. State Certification Process

The Seal of Biliteracy will be awarded to a qualifying student during their graduating year.. KSDE will identify which students will receive this credential after receiving from school districts the assessment scores, student data and the other information requested on the Excel spreadsheet.

The school district determines that the necessary criteria have been met by collecting appropriate evidence.

Upon verification of scores from both assessments, the district will complete the Seal of Biliteracy Excel spreadsheet for that academic year and then upload the spreadsheet to KSDE through a portal linked on the [KSDE Seal of Biliteracy webpage](#).⁵

The KSDE spreadsheet calculates the level of certificate automatically. The spreadsheet should not be edited to add or delete columns of information. If you need assistance, contact KSDE.

- Districts are strongly encouraged to note the Seal of Biliteracy credential on the students' high school transcripts.
- Local districts and schools are encouraged to recognize and/or award the Seal of Biliteracy certificate as part of graduation or senior award ceremonies.
- Sample graphics which can be used for purchasing regalia for high school graduation and award ceremonies are located on the KSDE Seal of Biliteracy webpage.

⁵ <https://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/Content-Area-M-Z/World-Languages/Seal-of-Biliteracy>

GUIDELINES FOR THE KANSAS SEAL OF BILITERACY

VI. Suggestions for Implementing the Seal of Biliteracy in Your District

Starting the Implementation Process

- Create a district team (counselors, EL teachers, tribal liaison, WL teachers) that will plan and carry out promotion of the program and facilitate assessments.
- Identify the person who will coordinate the Seal of Biliteracy effort, keep records and communicate with KSDE.
- Present to building principals and counselors to get their support.

District Advertising and Promotion

- Educate and involve your Board of Education in the promotion and education regarding the Seal of Biliteracy. Explain the benefits and process at parent night with enrollment information.
- Highlight that achieving the Seal of Biliteracy can be recognized as one of the required Post Secondary Assets for graduation.
- Print or request promotional materials (i.e. posters, flyers, videos, graphics).
- Explain the benefits and process at parent night with enrollment information.
- Teachers advertise in all of their classes.
- Counselors include the Seal of Biliteracy in IPS discussions and goal setting beginning in middle school (or earlier) and high school.
- District world language coordinator or counselor visits all upper-level language classes to explain benefits and logistics of seal.
- Send an email blast to all freshmen for planning, adding to IPS.
- Send an email blast to all seniors and senior parents.
- Send a letter home to students meeting English requirements and enrolled in Level 4 or 5 of world language study.
- Send email blast to all freshmen ELs for planning purposes.

Assessment Timing

Examples from various districts in Kansas.

- Students can take one or two of the validated assessments in October/February on a Saturday (if necessary).
- Students can take one or two of the validated assessments once in the fall or once in the spring at scheduled times during high school (as juniors or seniors).
- Students can take the AP at end of junior or senior year; or IB exam at the end of senior year.

Creating a Culture to Promote Language Learning

- Examine practices of entire district K-12 teachers and support staff for ELLs to ensure that home languages other than English are valued, nurtured and developed to age appropriate and academic levels of proficiency. Keep in mind that this might be a paradigm shift that feels threatening to basic beliefs about a school's mission.
- Examine district practices that need to be changed if ELs test out during lower grades, but don't make the grade as they move up into higher grades and harder subjects.
- Examine curriculum in world languages and make adjustments to more proficiency-based (rather than grammar-driven) standards and instruction. Don't be afraid to change.
- Don't be afraid to expect more of students – novice mid or high by end of level 1, novice high or intermediate low by end of level 2, etc.
- Have articulation meetings twice a year for teachers across the district. Use can-do statements (state standards) across the district. What are issues from elementary to middle school, and from middle school to high school?
- Assess on a regular basis using can-do statements; provide students clear definitions of proficiency and honest feedback about progress toward attaining proficiency levels.
- Provide students resources to encourage independent study of languages. Recognize the potential for students studying languages other than those offered in your school.
- Create and follow an annual timeline.
- Create and support a K-12 timeline that produces bilingual students. Forecast the need for EL heritage language support in early grades, early second language study, and/or taking continuously through high school.

VII. Appendices

- Appendix A:** ACTFL Oral Proficiency Levels in the Workplace
- Appendix B:** ACTFL Inverted Pyramid of Proficiency
- Appendix C:** Validated Assessments for Proof of Proficiency in English
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- Appendix E:** Languages for Which There are Validated Assessments

Appendix A: ACTFL Oral Proficiency Levels in the Workplace

ORAL PROFICIENCY LEVELS IN THE WORKPLACE

ACTFL Level	ILR	Language Functions	Corresponding Professions/Positions*	Examples of Who Is Likely to Function at This Level
Distinguished	5	Ability to tailor language to specific audience, persuade, negotiate. Deal with nuance and subtlety.	Foreign Service: Diplomat, Contract Negotiator, International Specialist, Intelligence Specialist	<ul style="list-style-type: none"> Highly articulate, professionally specialized native speakers Language learners with extended (17 years) and current professional and/or educational experience in the target culture
	4	Discuss topics extensively, support opinions, hypothesize. Deal with linguistically unfamiliar situations.	University Language Professor, Financial Services Marketing Consultant, Foreign Area Officer, Lawyer, Judge, Court Interpreter	<ul style="list-style-type: none"> Well-educated native speakers Educated language learners with extended professional and/or educational experience in the target language environment
Advanced High	2+	Narrate and describe in past, present, and future. Deal effectively with an unanticipated complication.	Physician, Human Resources Communications Consultant, Financial Services Senior Consultant, Quality Assurance Specialist, Marketing Manager, Financial Advisor, Broker, Military Linguist, Translation Officer	<ul style="list-style-type: none"> Language learners with graduate degrees in language or a related area and extended educational experience in target environment
			Banking and Investment Services Customer Service Representative, Fraud Specialist, Account Executive, Medical Interpreter, Patient Advocate, Court Stenographer, Court Interpreter, Human Resources Benefits Specialist, Technical Service Agent, Collections Representative, Estimating Coordinator	<ul style="list-style-type: none"> Heritage speakers, informal learners, non-academic learners who have significant contact with language Undergraduate majors with year-long study in the target language culture
Advanced Low	2		K-12 Language Teacher, Nurse, Social Worker, Claims Processor, Police Officer, Maintenance Administrator, Billing Clerk, Legal Secretary, Legal Receptionist, 911 Dispatcher, Consumer Products Customer Services Representative, Retail Services Personnel	<ul style="list-style-type: none"> Undergraduate language majors
Intermediate High	1+	Create with language, imitate, maintain, and bring to a close simple conversations by asking and responding to simple questions.	Fire Fighter, Utilities Installer, Auto Inspector, Aviation Personnel, Missionary, Tour Guide	<ul style="list-style-type: none"> Language learners following 6-8 year sequences of study (e.g., AP) or 4-6 semester college sequences
			Cashier, Sales Clerk (highly predictable contexts), Receptionist	<ul style="list-style-type: none"> Language learners following 4-year high school sequence or 2-semester college sequence Language learners following an immersion language program in Grades K-6
Intermediate Low	1			
Novice High	0+	Communicate minimally with formulaic and rote utterances, lists, and phrases.		<ul style="list-style-type: none"> Language learners following content-based language program in Grades K-6
Novice Mid	0			<ul style="list-style-type: none"> Language learners following 2 years of high school language study
Novice Low				

*The levels of proficiency associated with each of the positions above are minimal levels of oral proficiency based on task analyses. The minimal levels were determined by subject matter experts from companies and agencies who use ACTFL proficiency tests.

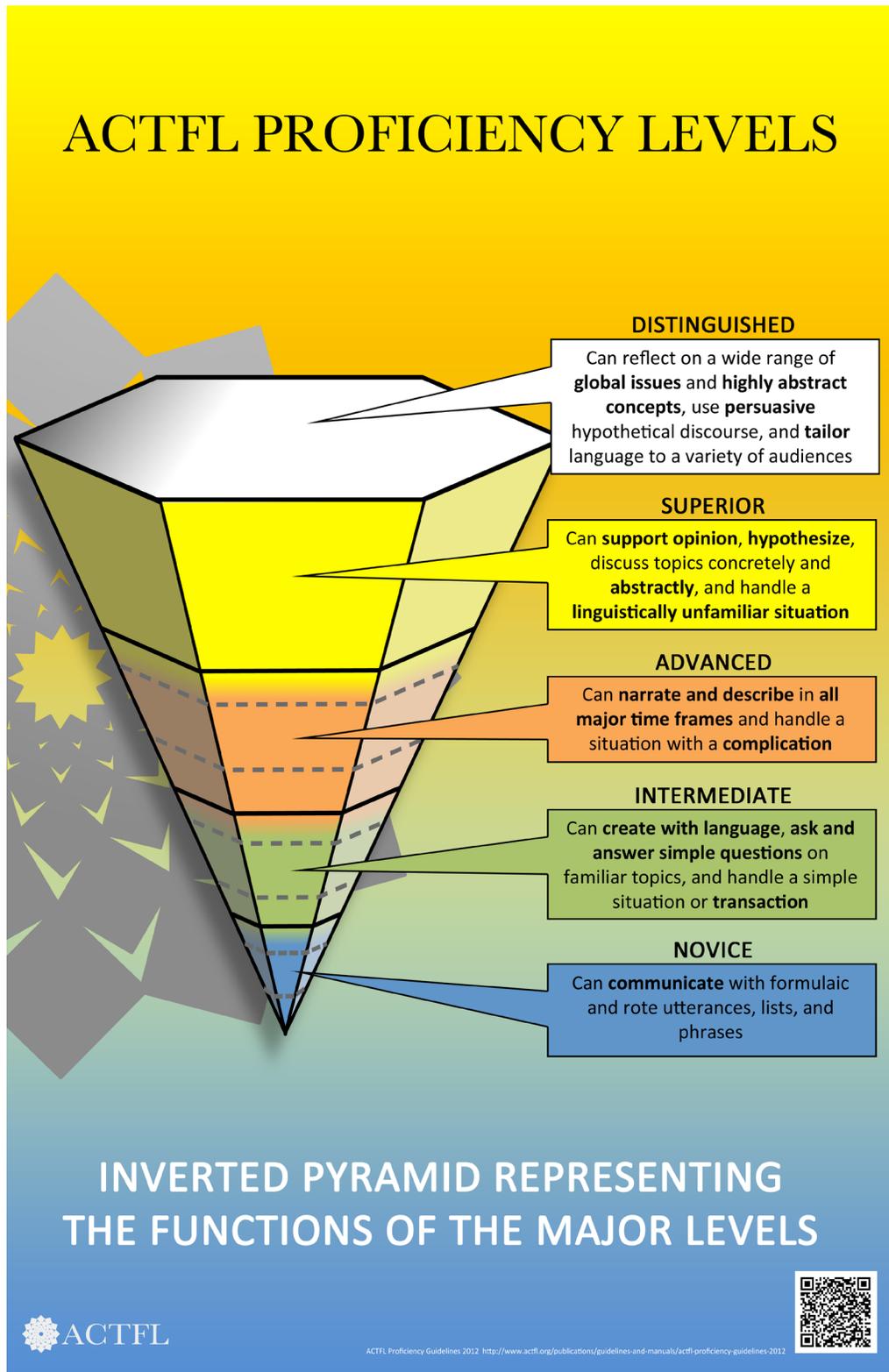


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Appendix B: ACTFL Inverted Pyramid of Proficiency



7 ACTFL Proficiency Levels 11x17 with Functions (n.d.). ACTFL (PDF): https://www.actfl.org/uploads/files/general/ACTFLProficiencyLevels11x17withFunctions_0.pdf

Appendix C: Validated Assessments for Proof of Proficiency in English

Only one validated assessment needed. Check website for current prices and batch pricing.

AAPPL for English, Form B2

Required Score: 12, intermediate mid or higher in all four language skills (don't average scores).

Cost: \$10-30

Website: <https://www.actfl.org/assessments/k-12-assessments/aappl>

ACT (*not averaged, can choose from one of these three sections: English, reading, writing*)

Required score: 20 (on one of the three tests).

Cost: \$30-100/no cost

Website: <https://www.act.org>

AP, Advanced Placement English Language and Composition or Literature and Composition.

Required score: Three or higher

Cost: \$30-100

Website: <https://apstudent.collegeboard.org/apcourse>

IB, International Baccalaureate English Literature Higher Level (HL) or English Language and Literature Higher Level (HL) (Language A)

Required score: Four or higher.

Cost: The student must be enrolled in an IB program in order to take this test. Costs are associated with being a student in the IB program.

KELPA (*Can be taken any year in high school but must be taken in high school.*)

Required score: Three or higher in all four subtests (2000 or later). Four or higher in all four subtests (2019).

Cost: No cost to ELs in accredited Kansas schools.

Website: <https://ksassessments.org/educators-test-administrators/kelipa>

Kansas English Language Arts Assessment (*Grades 9-10*)

Required score: Three "At Grade Level and Career and College Ready"

Cost: No cost.

PDF: <http://community.ksde.org/Default.aspx?tabid=5636>

STAMP for English

Required Score: Intermediate mid or higher in all categories (Don't average the scores.)

Cost: \$10-30

Website: <https://avantassessment.com/assessments>

TOEFL junior

Required score: Accomplished/four or higher

Cost: \$100+

Website: https://www.ets.org/toefl_junior/contact

TOEFL Independent Speaking and TOEFL Writing

Required score: Three or higher on speaking; four or higher on writing

Cost: \$100+

Website: <https://www.ets.org/toefl.html>

Appendix D: Validated Assessments for Proof of Proficiency in Languages Other Than English

Only one validated assessment needed. Check website for current prices and batch pricing.

AAPPL, ACTFL Assessment of Performance toward Proficiency in Languages, Form B2

Intermediate (Silver): I2, intermediate mid or higher

Advanced (Gold): A1, advanced low or higher

Cost: \$10-30

Website: <https://www.actfl.org/assessments/k-12-assessments/aappl>

ALTA, Alta Language Services

Intermediate (Silver): 7 or higher on both Speaking and Writing Assessments

Advanced (Gold): 9 or higher on both Speaking and Writing Assessments

Cost: \$30-100

Website: <https://www.altalang.com>

ALIRA, ACTFL Latin Interpretive Reading Exam

Intermediate (Silver): I2, intermediate mid or higher

Advanced (Gold): A1, advanced low or higher

Cost: \$10-30

Website: <https://www.altalang.com>

ASLPI, American Sign Language Proficiency Interview *(See also the SLPI)*

Intermediate (Silver): Intermediate plus or higher

Advanced (Gold): Advanced

Cost: \$100+

Website: <https://www.gallaudet.edu/the-american-sign-language-proficiency-interview/aslpi>

AP, Advanced Placement Language and Culture or Literature and Culture

Intermediate (Silver): Three or higher

Advanced (Gold): Five

Cost: \$30-100

Website: <https://apstudent.collegeboard.org/apcourse>

CEFR, Common European Framework

Intermediate (Silver): B1 or higher

Advanced (Gold): B2 or higher

Cost: \$100+ / €100+

Website: http://www.coe.int/t/dg4/linguistic/cadre1_en.asp

DELE, Diploma de español como lengua extranjera

Intermediate (Silver): B1 or higher

Advanced (Gold): B2 or higher

Cost: \$100+ / €100+

Website: <http://www.dele.org>

DELF, Diplôme d'études en langue française, junior or scolaire

Intermediate (Silver): B1 or higher

Advanced (Gold): B2 or higher

Cost: \$100+ / €100+

Website: <https://www.france-education-international.fr/hub/diplomes-tests?langue=fr>

DSD I, Deutsches Sprachdiplom I, DSD II, Deutsches Sprachdiplom II

Intermediate (Silver): B1 (DSD I only)

Advanced (Gold): B2 or C1 (DSD II only);

Cost: \$100+ / €100+; No cost if teacher has PASCH certification.

Website: https://www.auslandsschulwesen.de/Webs/ZfA/DE/Home/home_node.html

Goethe Institute

Intermediate (Silver): B1 or higher

Advanced (Gold): B2 or higher

Cost: \$10-30

Website: <https://www.goethe.de/ins/us/de/sta/koo/pfz.html>

IB, International Baccalaureate Language B Standard Level (SL)

Intermediate (Silver): Four or higher

Advanced (Gold): Six or higher

Cost: The student must be enrolled in an IB program in order to take this test. Costs are associated with being a student in the IB program.

IB, International Baccalaureate Language B Standard Level (HL)

Intermediate (Silver): Four or higher

Advanced (Gold): Five or higher

Cost: The student must be enrolled in an IB program in order to take this test. Costs are associated with being a student in the IB program.

IB, International Baccalaureate Language

A Literature or Language and Literature Standard Level or Higher Level (SL or HL)

Intermediate (Silver): Three or higher

Advanced (Gold): Four or higher

Cost: The student must be enrolled in an IB program in order to take this test. Costs are associated with being a student in the IB program.

OPI and OPIc

Oral Proficiency Interview by ACTFL. The OPIc is administered by computer. The OPI is in person.

Intermediate (Silver): Intermediate mid or higher

Advanced (Gold): Advanced low

Cost: \$100+

Website: <https://www.languagetesting.com/oral-proficiency-interview-opi>

SLPI

Rochester Institute of Technology Sign Language Proficiency Interview (See also ASLPI).

Intermediate (Silver): Intermediate plus or higher

Advanced (Gold): Advanced

Cost: \$30-100

Website: <https://www.rit.edu/ntid/slpi>

STAMP

Intermediate (Silver): Intermediate mid or higher in all categories (Do not average the scores.)

Advanced (Gold): Advanced low in all categories (Do not average the scores.)

Cost: \$10-30

Website: <https://avantassessment.com/assessments>

STAMP WS

Standards-Based Measurement of Proficiency

Intermediate (Silver): Intermediate mid or higher

Advanced (Gold): Advanced low or higher

Cost: \$10-30

Website: <https://avantassessment.com/assessments>

Appendix E: Languages for Which There are Validated Assessments

If a language is not found in this list the ACTFL *OPI, *OPIc or SoBAAP please contact the Seal of Biliteracy coordinator.

LANGUAGE	VALIDATED ASSESSMENT NAME
Afrikaans	ALTA
Albanian	ALTA
Amharic	ALTA, STAMP WS
American Sign Language (ASL)	ASLPI, SLPI
Apache	ALTA
Arabic	AAPPL, ALTA, STAMP, *OPIc
Armenian	ALTA, STAMP WS
ASL	ASLPI, SLPI
Azerbaijani	ALTA
Bambara	ALTA
Baluchi	ALTA
Bengali	ALTA
Bosnian	ALTA
Bulgarian	ALTA
Burmese	ALTA
Cabo Verdean	STAMP WS
Cambodian	ALTA
Cape Verdean (Balavento)	ALTA
Cape Verdean (Sotavento)	ALTA
Chinese-Cantonese	ALTA, STAMP
Chinese-Mandarin	AP, ALTA, *OPIc
Chin-Hakha	STAMP WS
Chuukese	ALTA, STAMP WS
Croatian	ALTA
Czech	ALTA, STAMP WS
Danish	ALTA
Dari	ALTA
English	AAPPL, ACT, KELPA, STAMP, *OPIc, TOEFL junior
Ewe	ALTA
Fante (Akan)	ALTA

*** Please Note:** The OPI and OPIc assessments must be used in combination with Reading, Writing and Listening tests. Additional languages are added throughout the year to the assessment companies. It is recommended to check their websites for any updated languages and pricing.

LANGUAGE	VALIDATED ASSESSMENT NAME
Farsi-Persian	*OPIc, ALTA
Finnish	ALTA
Filipino-Tagalog	STAMP WS
French	AAPPL, ALTA, AP, IB, DELF, *OPIc, STAMP
Fulani (Puula)	ALTA
Ga	ALTA
Georgian	ALTA
German	AAPPL, ALTA, AP, IB, DS, Goethe Institute, STAMP
Greek	ALTA
Gujarati	ALTA
Haitian-Creole	ALTA, STAMP WS
Hakha-Chin	STAMP WS
Hausa	ALTA
Hawaiian	STAMP WS
Hebrew	ALTA, STAMP
Hindi	ALTA, STAMP
Hmong	ALTA, STAMP WS
Hopi	ALTA
Hungarian	ALTA
Igbo	ALTA
Ilocano	ALTA, STAMP WS
Indonesian	ALTA
Italian	ALTA, AP,*OPIc, STAMP
Jamaican creole English (Patios)	ALTA
Japanese	ALTA, AP, *OPIc, STAMP
Kannada	ALTA, STAMP WS
Kickapoo	SoBAAP - Kansas Seal of Biliteracy Alternative Assessment Protocol
Karenni	ALTA
Kazakh	ALTA
Kinyarwanda	ALTA
Korean	ALTA, *OPIc
Kurmanji	ALTA
Lao	ALTA
Latin	ALIRA, AP,
Latvian	ALTA
Lithuanian	ALTA

*** Please Note:** The OPI and OPIc assessments must be used in combination with Reading, Writing and Listening tests. Additional languages are added throughout the year to the assessment companies. It is recommended to check their websites for any updated languages and pricing.

LANGUAGE	VALIDATED ASSESSMENT NAME
Macedonian	ALTA
Malay	ALTA
Malayalam	ALTA
Mandarin-Chinese	ALTA, AP, *OPIc
Marathi	STAMP WS
Marshallese	STAMP WS
Mongolian	ALTA
Native American Languages	SoBAAP - Kansas Seal of Biliteracy Alternative Assessment Protocol
Navajo	ALTA
Nepali	ALTA
Norwegian	ALTA
Oromo	ALTA
Pashto	ALTA, *OPIc
Pashto (Pakistan)	ALTA
Persian-Farsi	ALTA, *OPIc
Polish	ALTA
Portuguese	ALTA, *OPIc
Punjabi (Eastern)	ALTA
Punjabi (Western)	ALTA
Romanian	ALTA
Russian	ALTA, STAMP, *OPIc
Samoan	ALTA, STAMP WS
Serbian	ALTA
Serbo-Croatian	ALTA
Sinhala	ALTA
Slovak	ALTA
Slovenian	ALTA
Somali Maay Maay	ALTA, STAMP WS
Somali Maxaa	ALTA, STAMP WS
Sorani	ALTA
Spanish	AAPPL, AP, DELE, IB
Swahili	ALTA, STAMP WS
Swedish	ALTA
Tagalog	ALTA, STAMP WS
Taiwanese	ALTA
Tajik	ALTA

*** Please Note:** The OPI and OPIc assessments must be used in combination with Reading, Writing and Listening tests. Additional languages are added throughout the year to the assessment companies. It is recommended to check their websites for any updated languages and pricing.

LANGUAGE	VALIDATED ASSESSMENT NAME
Tamil (India)	ALTA, STAMP WS
Telugu	ALTA, STAMP WS
Thai	ALTA
Tibetan	ALTA
Tigrinya	ALTA
Turkish	ALTA, STAMP WS
Turkmen	ALTA
Turkmen (Iraqi)	ALTA
Twi	ALTA
Ukrainian	ALTA, STAMP WS
Urdu	ALTA, STAMP WS
Uzbek	ALTA
Vietnamese	ALTA, STAMP WS
Wolof	ALTA
Yoruba	ALTA, STAMP WS
Yup'ik	STAMP WS
Zomi	STAMP WS

*** Please Note:** The OPI and OPIC assessments must be used in combination with Reading, Writing and Listening tests. Additional languages are added throughout the year to the assessment companies. It is recommended to check their websites for any updated languages and pricing.

MISSION

To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.

VISION

Kansas leads the world in the success of each student.

MOTTO

Kansans Can

SUCCESS DEFINED

A successful Kansas high school graduate has the

- Academic preparation,
- Cognitive preparation,
- Technical skills,
- Employability skills and
- Civic engagement

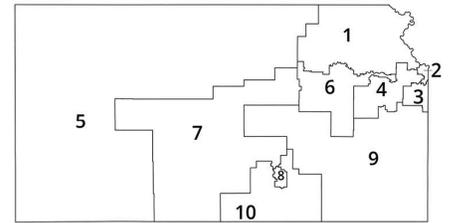
to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

OUTCOMES

- Social-emotional growth
- Kindergarten readiness
- Individual Plan of Study
- Civic engagement
- Academically prepared for postsecondary
- High school graduation
- Postsecondary success



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