

# World Languages

## Competency-based Credits and Seal of Biliteracy on Transcripts

### Goals for Competency-based Credits and Seal of Biliteracy

- The goal of Competency-based Credit (CbC) is to help students with proficiency in a language other than English earn high school world language credits by demonstrating proficiency in that language at a level comparable to what a student in a regular high school world language course might demonstrate. Once students have completed the appropriate CbC assessment process, the district needs to ensure that the credit is noted on the student's transcript. For more details, see: <http://www.k12.wa.us/WorldLanguages/CompetencyBasedCredits.aspx>.
- The goal of the Seal of Biliteracy is to recognize high levels of world language proficiency and demonstrated achievement in English Language Arts skills. The Seal of Biliteracy on the transcript is considered a value-added award. Districts may choose to emboss the transcript with the Seal of Biliteracy, provide qualifying graduates with a special certificate, and potentially provide a special medallion to wear during graduation ceremonies. The Seal of Biliteracy is earned through completing high levels of seat time world language study, such as Advanced Placement and International Baccalaureate. It may also be earned through high levels of CbC in the same world language. Students must also demonstrate achievement in English Language Arts. For more details, see: <http://www.k12.wa.us/WorldLanguages/SealofBiliteracy.aspx>

### Reporting Procedures for Competency-based Credits

The designation of credits earned via competency testing is reported in [CEDARS](#) Student Grade History File (H), element H13–Course Designation Code (Page 69).

Use the National Competency Test designation (N) when a student takes a National Competency Test in PK–12 schools in lieu of taking the actual class and passes via the score of that test. A National Competency Test is a test that is used in Washington State and in one or more other states (i.e., STAMP, ACTFL OPI, OPIc, and WPT, and LinguaFolio Collection of Evidence, or ASLPI for ASL). Use the Local Competency Test designation (L) when a student takes a Local Competency Test in PK–12 schools in lieu of taking the actual class and passes via the score of that test. A Local Competency Test is a test only used in Washington State (a test developed and administered by a local language teacher with district approval). See [description of these assessments](#).

Each district may set up its own course title to reflect the fact that the credit is competency-based and not from a seat time course in their school. For example, this is the system that Seattle Public Schools developed to distinguish CbC "course" descriptions from actual seat time course descriptions:

### **Example from Seattle Public Schools**

**Local Course Title:** Spanish 1 Competency NM

**State Title:** Spanish I **State Code:** 06101

**Proficiency Level:** Novice Mid

**Summary Description:** Student has completed a nationally-recognized language proficiency assessment and demonstrated at least Novice Mid (NM) proficiency across skill levels.

**Full Description\*:** Students with language proficiency at the Novice Mid level generally demonstrate these language skills: In **Listening**, student can understand some everyday words, phrases, and questions about self, personal experiences and surroundings, when people speak slowly and clearly. In **Reading**, student can understand familiar words and short, simple phrases or sentences. In **Interpersonal Communication**, student can interact with help using memorized words and phrases. Student can answer simple questions on very familiar topics. In **Speaking**, student can use simple phrases and sentences to provide information about self and immediate surroundings. In **Writing**, student can provide some basic information on familiar topics in lists and simple forms. **Course Objectives:** Students demonstrate language proficiency in alignment with the Washington State K–12 Learning Standards for World Languages in the area of Communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode) and demonstrating proficiency according to LinguaFolio® descriptors at the Novice Mid level.

**\*Note:** The Full Description is adapted from the LinguaFolio® Grid for each proficiency level. See: <https://linguafolio.uoregon.edu/>. For descriptions for other levels beyond Spanish 1 Competency NM, contact [worldlanguage@k12.wa.us](mailto:worldlanguage@k12.wa.us).

## Earning the Seal of Biliteracy Award

### Seal of Biliteracy Proficient: Reporting Expectations

- Report a student as Proficient in CEDARS File (I) in the school and school year that the student demonstrated proficiency. It is not required that the student be reported in subsequent CEDARS reporting years, but a district may continue to report each year if they choose. For reporting purposes, OSPI will only use the initial proficiency record submitted for each language the student is noted as proficient.
  - a. **Element I06 – Attribute or Program Code:** Report valid value 42 - Seal of Biliteracy Proficient
  - b. **Element I07 – Start Date:** Report the date the student demonstrates proficiency.
  - c. **Element I08 – Exit Date:** Report the same as I07.
  - d. **Element I09 – Exit Reason Code:** Report assessment used to demonstrate proficiency (valid values can be found in Appendix L - Washington State Seal of Biliteracy)
  - e. **Element I10 – Qualification Code:** Report the language the student became proficient in (valid values can be found in Appendix K - Language Codes)
- Students can demonstrate proficiency in multiple languages at different times.
- Report a separate record for each language the student is proficient in. Students can demonstrate proficiency in a language at any grade level.
- If a student is awarded high school credit for demonstrating proficiency in a world language, the course information should be reported to Student Grade History File (H) in the year proficiency is demonstrated. The course should be reported with a Course Designation Code (Element H13) of either L - Local Competency Test or N - National Competency test. For more information, please refer to the [World Language](#) page of OSPI's Website.
- If a student exits your school or district, a copy of the student's score report and/or certificate of proficiency should be included in their official records.

### Seal of Biliteracy Earned: Reporting Expectations

- Report a student as Earned in CEDARS File (I) in the school year that the student earns the Seal (i.e., graduates)
  - a. **Element I06 – Attribute or Program Code:** Report valid value 41 - Seal of Biliteracy Earned.
  - b. **Element I07 – Start Date:** Report the date the student earned the seal (i.e. graduates).
  - c. **Element I08 – Exit Date:** Report the same date as I07.
  - d. **Element I09 – Exit Reason Code:** Report Valid Value B - Graduated
  - e. **Element I10 – Qualification Code:** Report the language the student earned the Seal in (valid values can be found in Appendix K - Language Codes)
- Students will earn the Seal of Biliteracy for multiple languages at the same time (i.e., upon graduation).
- Report a separate record for each language the student earns.

**Example Transcript with Competency-based Credit earned through a locally (L) developed (with ACTFL) competency test for Spanish (3 credits)**

\*\*\*\*\* COURSE DESIGNATION KEY \*\*\*\*\*  
 A = Advanced Placement      I = Intl Baccalaureate      Q = Quantitative      Z = Non-Instructional  
 B = CADR                      K = Cambridge Program      R = Running Start  
 C = College in the HS      L = Local Comp Test      S = Science Lab  
 H = Honors Option            N = National Comp Test      T = Tech Prep

MO/YR: 01/2013                      GRD LEV: 10

06101	SPN100	SPANISH 1 COMP	P	1.00	1.00	L
06102	SPN200	SPANISH 2 COMP	P	1.00	1.00	L
06103	SPN300	SPANISH 3 COMP	P	1.00	1.00	L
05110	MUS555	CONCERT CHOIR	A	0.50	0.50	B
02072	MAT200	GEOMETRY	A	0.50	0.50	B

**Example Transcript with Competency-based Credit earned through a *nationally* (N) recognized test for German**

\*\*\*\*\* COURSE DESIGNATION KEY \*\*\*\*\*  
 A = Advanced Placement      I = Intl Baccalaureate      Q = Quantitative      Z = Non-Instructional  
 B = CADR                      K = Cambridge Program      R = Running Start  
 C = College in the HS      L = Local Comp Test      S = Science Lab  
 H = Honors Option            N = National Comp Test      T = Tech Prep

MO/YR: 01/2014                      GRD LEV: 12

06201	GER100	GERMAN 1 COMP	P	1.00	1.00	N
06202	GER200	GERMAN 2 COMP	P	1.00	1.00	N
06203	GER300	GERMAN 3 COMP	P	1.00	1.00	N
06204	GER400	GERMAN 4 COMP	P	1.00	1.00	N
05110	MUS555	CONCERT CHOIR	A	0.50	0.50	B
02072	MAT200	GEOMETRY	A	0.50	0.50	B

# Example Transcript with Seal of Biliteracy Award

## Earned-World Language and Met-English Language Arts Standard

STUDENT INFORMATION		WASHINGTON STATE HIGH SCHOOL TRANSCRIPT		SCHOOL OF RECORD
LEGAL NAME (LAST, FIRST MIDDLE) (and other/former names used) CURTIS, MARTHA PARKE		REPORT DATE 06/15/2015	GRADUATION DATE 06/2016	SCHOOL NAME, ADDRESS, PHONE NUMBER EVERETT HS 2416 COLBY AVE EVERETT, WA 98207 425-339-4400
DISTRICT IDENTIFICATION NUMBER 123456	BIRTHDATE 09/29/1996	Grade Point Table A = 4.0 A- = 3.7 B+ = 3.3 B = 3.0 B- = 2.7 C+ = 2.3 C = 2.0 C- = 1.7 D+ = 1.3 D = 1.0 E or F = 0.0	TEST USED IN G.P.A. P/N Pass/No Pass S/U Satisfactory/Unsatisfactory M Withdraw SSID: 9876 543 210	SCHOOL DISTRICT NAME EVERETT SCHOOL DISTRICT
PARENT(S) / GUARDIAN(S) WASHINGTON, GEORGE WASHINGTON, MARTHA		GRADUATION REQUIREMENTS YEAR: 2015		

\*\*\* SCHOOLS ATTENDED \*\*\*

Entry	Exit	School	City, State
09/2011	06/2012	THOMAS JEFFERSON HS	AUBURN, WA
09/2012	10/2014	THOMAS ALVA EDISON HS	ALEXANDER, VA
11/2013		EVERETT HS	EVERETT, WA

\*\*\*\*\* COURSE DESIGNATION KEY \*\*\*\*\*

A = Advanced Placement	I = Intl Baccalaureate	Q = Quantitative	Z = Non-Instructional
B = CADR	K = Cambridge Program	R = Running Start	
C = College in the HS	L = Local Comp Test	S = Science Lab	
H = Honors Option	N = National Comp Test	T = Tech Prep	

\*\*\*\*\* ACADEMIC RECORD \*\*\*\*\*

State Crs	Dist Course	Description	Ltr Grd	Cred Earn	Cred Attp	Course Deg	State Crs	Dist Course	Description	Ltr Grd	Cred Earn	Cred Attp	Course Deg		
MO/YR: 01/2012				GRD LEV: 09				MO/YR: 10/2015				GRD LEV: 12			
01001	ENG900	9 ENGLISH	A	0.50	0.50	B	06104	SPN400	SPANISH 4	A	0.50	0.50	B		
10001	BUS810	TECH LITERACY	A	0.50	0.50	B	01054	ENG879	AMERICAN LIT	W	0.00	0.00	B		
08009	PED121	WT TRAIN 1	A	0.50	0.50	B	02056	MAT300	ALGEBRA 2	W	0.00	0.00	B		
06101	SPN100	SPANISH 1	B+	0.50	0.50	B	10005	COM900	BUSINESS COMPUTERS	W	0.00	0.00	T		
02052	MAT100	ALEGBRA	B	0.50	0.50	B	12104	MTH525	BUSINESS MATH	W	0.00	0.00	B		
MO/YR: 06/2013				GRD LEV: 09				MO/YR: 01/2016				GRD LEV: 12			
01001	ENG130	9 ENGLISH	A	0.50	0.50	B	02056	MAT300	ALGEBRA 2	A-	0.50	0.50	B		
04111	HISPNW	PACIFIC NW HISTORY	A	0.50	0.50	B	06104	SPN400	SPANISH 4	A	0.50	0.50	B		
03001	SCN161	EARTH/PHYSICAL SCI	F	0.00	0.00	B	10005	BUS223	COMPUTER APPLICATIONS A	A	0.50	0.50	T		
08009	PED121	WT TRAIN 1	A	0.50	0.50	B	05110	MUS555	CONCERT CHOIR	A	0.50	0.50	B		
06101	SPN100	SPANISH 1	A-	0.50	0.50	B	01054	ENG342	AMERICAN LITERATURE	A	0.50	0.50	B		
02052	MAT100	ALEGBRA	B+	0.50	0.50	B	12104	BUS312	ACCOUNTING	A	0.50	0.50	CT		
MO/YR: 01/2013				GRD LEV: 10				***** REPORT PERIOD AND CUMULATIVE SUMMARY *****							
06102	SPN200	SPANISH 2	A-	0.50	0.50	B	Grd	Cred	Cred	GPA	GPA	GPA			
03051	BIO200	BIOLOGY	B-	0.50	0.50	B	Lev	Mo/Yr	Earn	Attp	Earn	Attp	Pts	GPA	
01002	ENG231	10 ENGLISH ADV	A-	0.50	0.50	HB	09	01/2012	2.50	2.50	2.50	2.50	9.50	3.800	
05110	MUS555	CONCERT CHOIR	A	0.50	0.50	B	09	08/2012	2.50	2.50	2.50	2.50	9.50	3.800	
02072	MAT200	GEOMETRY	A	0.50	0.50	B	10	01/2013	3.00	3.00	3.00	3.00	11.55	3.850	
MO/YR: 06/2015				GRD LEV: 10				10	06/2013	3.00	3.00	3.00	3.00	11.50	3.833
06102	SPN200	SPANISH 2	B+	0.50	0.50	B	11	01/2014	2.50	2.50	2.50	2.50	9.55	3.820	
03051	BIO200	BIOLOGY	B	0.50	0.50	BS	11	08/2014	2.50	2.50	2.50	2.50	9.35	3.740	
01002	ENG231	10 ENGLISH ADV	A	0.50	0.50	HB	12	10/2014	0.00	0.00	0.00	0.00	0.00	0.000	
05110	MUS555	CONCERT CHOIR	A	0.50	0.50	B	12	01/2015	3.00	3.00	2.50	2.50	9.85	3.940	
02072	MAT200	GEOMETRY	A	0.50	0.50	B	Cumulative:		19.00	19.00	18.50	18.50	70.80	3.827	
MO/YR: 01/2014				GRD LEV: 11				***** ADDITIONAL STATE REQUIREMENTS *****							
06201	GER100	GERMAN 1 COMP	P	1.00	1.00	NB	READING STANDARD							MET	
06202	GER200	GERMAN 2 COMP	P	1.00	1.00	NB	WRITING STANDARD							MET	
06203	GER300	GERMAN 3 COMP	P	1.00	1.00	NB	ENGLISH LANGUAGE ARTS STANDARD							MET	
06204	GER400	GERMAN 4 COMP	P	1.00	1.00	NB	MATHEMATICS STANDARD							MET	
06103	SPN300	SPANISH 3	B	0.50	0.50	B	SCIENCE STANDARD							MET	
04104	HST444	US HISTORY AP	B	0.50	0.50	A	HIGH SCHOOL & BEYOND PLAN							MET	
04003	HST332	GEOGRAPHY IB	B-	0.50	0.50	I	WASHINGTON STATE HISTORY							MET	
03001	ESC112	EARTH SCIENCE	A-	0.50	0.50	B	CERTIFICATE OF ACADEMIC ACHIEVEMENT							EARNED	
MO/YR: 06/2015				GRD LEV: 11				WA STATE SEAL OF BILITERACY							EARNED-SPANISH
11054	TTT280	PHOTO IMAGING	A	0.50	0.50	B	WA STATE SEAL OF BILITERACY							EARNED-GERMAN	
04104	HST444	US HISTORY AP	B	0.50	0.50	A	WA STATE HIGHER ED PLACEMENT AGREEMENT							ELA / MATH	
06103	SPN300	SPANISH 3	B	0.50	0.50	B	***** ADDITIONAL DISTRICT REQUIREMENTS *****								
04003	HST332	GEOGRAPHY IB	B-	0.50	0.50	I	TECHNOLOGY COMPETENCY							MET	
							COMMUNITY SERVICE							MET	
							***** END OF TRANSCRIPT RECORD *****								

## Competency-based Credits and Seal of Biliteracy Transcripts Questions & Answers

### 1. What if some languages found in the district do not have a distinct state title and state code?

OSPI, through the World Language Competency-based Credit website, provides a list of languages that shows how the local course titles can be mapped to the state titles and codes. Some languages may need to be generally categorized as, for example, "South Asian Language." OSPI also works with OSPI CEDARS to add state titles and codes for more distinct languages, whenever possible.

### 2. How many credits does each course represent?

Each "course" represents 1 credit. For example, if a student is recommended for 3 Competency-based Credits for Spanish, that would appear as 3 course entries on the transcript, e.g.:

<b>Spanish 1 Competency NM</b>	1 credit	NM=Novice Mid on national ACTFL* rating scale
<b>Spanish 2 Competency NH</b>	1 credit	NH=Novice High on national ACTFL* rating scale
<b>Spanish 3 Competency IL</b>	1 credit	IL=Intermediate Low on national ACTFL* rating scale

### 3. What happens if a student earns Competency-based Credits, but later takes a seat time course?

Students cannot "double dip." For example, if an 8th grader was recommended for 3 Competency-based Credits and those got added when the student entered 9th grade, but in 10th grade, the student decided to register for Spanish 3 anyway, then the Level 3 Competency-based Credit would be zeroed out and the Spanish 3 (graded seat time) credit would be added. For example:

**In 9th grade**, this student's transcript would show:

Spanish 1 Competency NM	1 credit
Spanish 2 Competency NH	1 credit
Spanish 3 Competency IL	1 credit

**At the end of 10th grade**, it would show:

Spanish 1 Competency NM	1 credit
Spanish 2 Competency NH	1 credit
Spanish 3 Competency IL	0 credit
Spanish 3	1 credit for the graded seat time credit

### 4. If a student earned Competency-based Credits already, why would he or she choose to replace them with seat time credits?

Competency-based Credits are intended to support students in earning credits for languages (or levels of language courses) that are not otherwise available to them as seat time courses or to demonstrate proficiency in languages developed outside of the formal classroom, such as native heritage languages. If seat time credit is available, then it may be advantageous to show that on the transcript because seat time courses have grades, while Competency-based Credits are simply "Pass." Also, especially at more advanced course levels (level 3 and higher), it is quite likely that seat time world language courses may cover valuable and interesting literature or cultural topics that benefit a student. They may also allow them to prepare for Advanced Placement courses, which are viewed favorably by colleges.

*\*ACTFL is the acronym for the American Council on the Teaching of Foreign Languages*

## Questions and Answers (continued)

### 5. If a student has already earned seat time credits, is it possible to earn Competency-based Credits?

Yes, if the Competency-based Credits show that the student has demonstrated proficiency at a higher level than is the target of the seat time course, then it's possible to add Competency-based Credits. For example, a student may have completed two years of Spanish (seat time) and then spent a semester in Mexico. Upon returning, the student could test for Competency-based Credits. If the student showed higher proficiency (Intermediate Mid, for example), then the transcript might look like this:

Spanish 1	1 credit
Spanish 2	1 credit
Spanish 3 Competency IL	1 credit
Spanish 4 Competency IM	1 credit

### 6. Are colleges recognizing transcripts with Competency-based Credits?

From the [State Board of Education \(SBE\) FAQs](#)

The Washington Student Achievement Council (formerly the Higher Education Coordinating Board (HECB)) revised its minimum admission standards policy in 2011 to state that students may meet the world language requirement through passage of a district approved competency assessment consistent with the American Council on the Teaching of Foreign Languages proficiency guidelines in order to ensure consistency across languages.

Highly competitive colleges and universities like to see three or more years of world language study, including Advanced Placement, at the high school level. Since Competency-based credits will appear as a grade of "Pass" on the high school transcript (and are not factored into the student's overall Grade Point Average), that may seem to be a disadvantage over earning seat time credits. The hope is that many students who would qualify for Competency-based Credit would be seeking to do so early (e.g., end of 8th grade/9th grade). That would give them time for additional study of the same or a different language in high school. Over time, we may expect that colleges will begin to shift their focus from seat time credits to demonstrated evidence of language proficiency through OSPI-approved assessment results.

**Note from OSPI World Languages Program:** Any students applying to out-of-state 4-year colleges may offer to have the admissions office contact [worldlanguage@k12.wa.us](mailto:worldlanguage@k12.wa.us) if they have questions about Competency-based Credits in Washington State.

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