

**State of New Mexico
Diploma of Excellence
State Seal of Bilingualism-Biliteracy**



Guidance Handbook



The State of New Mexico
Identity, Equity, and Transformation Division
Language and Culture Division

The State Seal of Bilingualism-Biliteracy Guidance Handbook

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Required Notice

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Notes

This Guidance Handbook may be periodically updated to reflect the changes to statute and regulation that may impact guidance. When such updates or revisions occur, they will be noted. This document is available on the NMPED website under Language and Culture Division (LCD) at <https://webnew.ped.state.nm.us/bureaus/languageandculture/>.

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Treva Roanhorse, Indian Education Advisory Council, Member

Shared Language

| ABBREVIATION OR TERM | DEFINITION |
|---------------------------|--|
| AAPPL | The American Council on the Teaching of Foreign Language’s (ACTFL) Assessment of Performance toward Proficiency in Languages uses the World-Readiness Standards for Learning Languages. Participants perform tasks such as participating in a virtual video chat, creating wikis, and emailing. It measures interpersonal listening/speaking, writing, and interpretive reading. |
| Academic language | This is the language used in academic content found in formal schooling contexts, including specialized or technical language and discourse related to each content area. |
| ACCESS for ELLs | Assessing Comprehension and Communication in English State-to-State for English language learners (ELLs), is a secure, large-scale English language proficiency assessment. It is administered to students in K–12 who have been identified as ELLs. It is administered annually in WIDA consortium-member states to monitor students' progress in acquiring academic English. ACCESS for ELLs is only available to consortium-member states. |
| ACT | American College Testing is a national college admissions examination that consists of subject area tests in English, mathematics, reading, and science. Scores range from 1 (low) to 36 (high). |
| Alliance Française | There are well over 100 Alliances Françaises in the USA under the 501(c) 3 non-profit Federation of Alliances Françaises. Each alliance is dedicated to teaching the French language and enjoying the culture of French speaking countries. The federation makes available cultural offerings—à la carte. These are reasonably priced, local or national programs that are listed on the Federation's website, http://www.afabq.com/index.php |
| AP | Advanced Placement is a program of coursework provided by the College Board. Students can take college-level classes taught by their specially prepared teachers. At the end of the course, students can sit for the AP exam that, with a high-enough score, can earn them college credit and even allow them to place out of introductory college coursework. |
| ASL | American Sign Language is a visual-gestural language used primarily by members of the North American Deaf community and is considered a language other than English. |
| ASLPI | American Sign Language Proficiency Interview is a holistic language evaluation used to determine global ASL proficiency. The basic precept in this type of evaluation is to determine, through a face-to-face interview, what an individual can do with the target language at a given point in time. The ASLPI is a 20–25-minute video recorded interactive dialogue between the examinee and the interviewer. https://www.gallaudet.edu/the-american-sign-language-proficiency-interview/aslpi |
| CEFR | The Common European Framework of Reference for Languages is a learning, teaching, assessment that acts as a framework of reference. It was designed to provide a transparent, coherent, and comprehensive basis for the elaboration of curriculum guidelines and language syllabi, the design of teaching and learning materials, and the assessment of foreign language |

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| | proficiency. CEFR is used in Europe but also on other continents. It is now available in 39 languages. http://www.coe.int/t/dg4/linguistic/cadre1_en.asp |
| CLEP | The College-Level Examination Program is a group of standardized tests that assesses college-level knowledge in several subject areas. These tests, created by the College Board, are administered at more than 1,700 colleges and universities across the United States and can earn students credit for, and placement out of, college classes. |
| College Board | This is a mission-driven, not-for-profit organization that assists students to transition from high school to college through programs such as SAT college entry testing and the AP program. Find out more at https://www.collegeboard.org/ . |
| DELE | Diplomas of Spanish as a Foreign Language is the official accreditation of the degree of fluency of the Spanish language. It is issued and recognized by the Ministry of Education, Culture and Sport of Spain. The Instituto Cervantes is the institution in charge of organizing the exams, while the University of Salamanca is in charge of the preparation, correction, and final evaluation of all tests. https://www.dele.org/ |
| DELF | Diplôme d'Etudes en Langue Française is an official qualification awarded by the French Ministry of Education to certify the competency of candidates from outside France in the French language. These diplomas are valid for life. DELF is composed of four independent diplomas that correspond to the levels of the <u>Common European Framework of Reference for language (CEFR)</u> . |
| ELA | English language arts |
| ELL / EL | An English language learner or English learner refers to a student whose first, or heritage language, is not English, and who is unable to understand, read, write, or speak English at a level comparable to grade-level, English proficient peers, and native English speakers. |
| EoC | End-of-course exams are intended to be final exams for specific courses. They measure student proficiency of a subset of the Common Core State Standards (CCSS) for language arts and mathematics and the New Mexico State Standards (NMSS) for other courses. |
| ESL | English as a second language |
| Expressive language | The ability to express oneself. It refers to communicating meaning through oral, signed, and written language. |
| IB | International Baccalaureate is a non-profit, educational foundation offering four highly respected programs of international education that develop the intellectual, personal, emotional, and social skills needed to live, learn, and work in a rapidly globalizing world. Find out more at www.ibo.org/en/ . |
| OPI | The Oral Proficiency Interview is a live, 30–45 minute conversation. It takes place over the phone—between a trained, certified, ACTFL tester and the candidate. It is a valid and reliable test that measures how well a person speaks a language. |
| Proficiency | This is the ability to express oneself in a language with sufficient structural accuracy and vocabulary to participate effectively in most social and academic situations. |
| Purview | The range of operation, authority, control, concern, vision, insight, or understanding. |

| | |
|---------------------------|--|
| Receptive language | This is the ability to process the meaning of language through listening and reading. |
| SAT | The Scholastic Aptitude Test is a globally recognized college admission test that provides students the opportunity to demonstrate to colleges their knowledge and their ability to apply that knowledge. The SAT tests knowledge of reading, writing, and math—subjects that are taught every day in high school classrooms. The SAT is developed by the College Board. |
| SLPI | Sign Language Proficiency Interview involves a one-to-one conversation in sign language between an interviewer and candidate/interviewee. Interview content varies according to the background, job responsibilities, schooling, and other interests of each SLPI candidate/interviewee. Discover more at https://www.rit.edu/ntid/slpi/ |
| Tribal language | This is a language specific to a particular Native language community or tribal group. It may include dialect spoken by members of that particular community. |
| WIDA | This is a consortium of states whose mission is to advance academic language development and academic achievement for linguistically diverse students through the promotion of high-quality standards and assessments, research, and educator professional development. WIDA is the acronym for the consortium of original member states: To learn more, navigate to https://wida.wisc.edu/ |
| World languages | For the purposes of this manual, this term is used to distinguish English from languages other than English. |
| WPT | The Writing Proficiency Tests are standardized tests for the global assessment of functional writing ability in a language. There are four prompts (i.e., descriptive, informative, narrative, and persuasive) to which the participant must respond in writing. |

Letter from the Secretary of Education

September 15, 2015

Governor Susana Martinez
State of New Mexico
490 Old Santa Fe Trail
Room 400
Santa Fe, NM 87501

Dear Governor Martinez:

It is an honor, and it is with great pleasure that I submit to you the published Bilingualism-Biliteracy State Seal on the New Mexico Diploma of Excellence rule (6.32.3 NMAC) and the Non-Regulatory Guidance Handbook.

The Bilingualism-Biliteracy State Seal statute and rule are not only an important piece of New Mexico history, but they are a meaningful and practical legacy as an ideal avenue for students interested in showcasing and leveraging their proficiency in one or more languages other than English. The graduating class of 2016 will be the first class to potentially include graduates with the state seal on their diploma of excellence as well as a notation on their transcript.

The Bilingual Multicultural Education Bureau worked closely with a task force to ensure that a wide variety of input and expertise were incorporated into the rule and handbook. This rule and handbook are truly the work of our education community at large, and I am proud to say that stakeholder participation and contribution were key components in making these documents high-quality resources for districts and state charter schools.

Collaboration efforts with the Higher Education Department and New Mexico's business community will ensure that obtaining the Bilingualism-Biliteracy State Seal is meaningful for use in college, career, or to meet a local community language need.

Warm regards,

[signature on file]

Hanna Skandera

Secretary of Education

HS/ip

cc: Barbara Damron, Ph.D., Cabinet Secretary, Higher Education Department
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Road to the State Seal of Bilingualism-Biliteracy Implementation at the Local Level

February 5, 2014

House Bill 330 (HB330), Diploma Seal of Bilingualism, is introduced to the New Mexico State Legislature.

February 20, 2014

Final passage of HB330 on the senate floor.

March 8, 2014

Governor Martínez signs HB330 into law, and it becomes New Mexico State Statute (NMSA) 22-1-9.1.

July 2014

NMSA 22-1-9.1, New Mexico Diploma of Excellence, State Seal for Bilingual and Biliterate Graduates is published.

August 2014

The taskforce required by NMSA 22-1-9.1 is convened.

September 2014–December 2014

The taskforce meets and submits a final proposal to the Public Education Department (PED) on December 12, 2014.

January 2015–March 2015

The New Mexico Administrative Code (NMAC), or Rule, is drafted and submitted to the PED’s legal team for review.

March 2015–May 2015

The internal NMPED process of reviewing, editing, and approving the Rule takes place.

June 16-July 1, 2015

The 30-day public comment period regarding the Rule takes place.

July 20, 2015

The public hearing regarding the Rule takes place.

September 15, 2015

The Rule is published, and local school boards may choose to adopt the Rule into their policies. Then, school districts and charter schools may implement the Seal of Bilingualism-Biliteracy..

Overview

The State Seal of Bilingualism-Biliteracy (hereafter “the SSBB”) is an award given by a school district or charter school in recognition of students who have studied and, by high school graduation, attained proficiency in a language other than English. The SSBB emblem appears on the diploma of excellence of the graduating senior (including a notation on the student’s transcript) and encourages students to pursue biliteracy, honors the skills students attain, and can be evidence of skills that are attractive to future employers and college admissions offices (adapted from <http://sealofbiliteracy.org/>).

Narrative about the Work and Process of the Taskforce

The SSBB on the diploma of excellence Taskforce met four times in Albuquerque. The role of the taskforce was to produce a New Mexico Administrative Code (Rule) draft proposal to be submitted to the NMPED. Each session focused on incrementally creating the draft proposal.

September 19, 2014

The taskforce discussed the proficiency criteria in the following four areas: assessment, units of credit, alternative process, and Tribal languages. The conversations were rich and textured, producing numerous questions and ideas around New Mexican public high school students' demonstration of proficiency in a language other than English.

October 17, 2014

Many of the questions that were posed by the taskforce during the September meeting were brought back to the NMPED for guidance. NMPED staff from the Assessment and Accountability and Indian Education Divisions attended the October meeting. Discussions revolved around the four areas and addressed the questions posed at the September meeting. Additionally at this session, the taskforce began to draft the options from which students would choose to demonstrate proficiency.

November 14, 2014

The taskforce solidified drafting student options for demonstrating proficiency and began to prepare their presentations for the December 12 meeting with stakeholders.

December 12, 2014

The taskforce presented, to key stakeholders, their proposed proficiency options. Stakeholders provided feedback that was then incorporated into the draft proposal and the non-regulatory guidance.

Roll-Out Campaign

The route for our students to earn the SSBB has been documented above. While the value of the SSBB to our students and communities is clear, how might the availability of this program be communicated to our teachers, students, parents, and communities at large? Ideas developed by the taskforce to assist school communities to launch the state seal roll-out campaign follow below.

- **Ad campaign** that is student-designed and -performed; these might be commercials or ads for radio, TV, or live presentations at school
- **Benefits** of being bilingual banners or posters displayed in various places—the school’s language wing, main halls, and gymnasium; the community center; and grocery stores—all touting advantages such as that bilingualism
 - enhances intellectual growth and enriches and advances a child's mental development;
 - increases flexibility in thinking and sensitivity to language and listening;
 - improves a child's understanding of his/her native language;
 - allows communication with people the student might not otherwise have the chance to know;
 - opens the door to other cultures, allowing a child to better understand and appreciate people from other countries;
 - provides a student an advantage in language requirements for college; and
 - increases job opportunities in careers where bilingualism is a real asset.
- **Email blasts** to all stakeholders
- **Guest speakers** at local schools, state conferences, and summer institutes
- **Jobs or careers** where bilingualism is required, essential, or comes with a pay increase—some examples follow:
 - Customer Service
 - Government
 - Health Care
 - Hospitality
 - Law
 - Law Enforcement
 - Medicine
 - Teaching
 - Translation/Interpreter
- **Language booth** at language or career fairs
- **Language week**
- **Orientations** provided at school functions
- **Potlucks** hosted by district/school for parents and community
- **Webpage** dedicated to the state seal implementation

22-1-9.1. New Mexico diploma of excellence; state seal for bilingual and biliterate graduates.

A. The state seal of bilingualism-biliteracy on a New Mexico diploma of excellence certifies that the recipient is proficient for meaningful use in college, a career or to meet a local community language need in a world language other than English. The graduate's high school transcript shall also indicate that the graduate received the state seal on the graduate's New Mexico diploma of excellence.

B. The department shall adopt rules to establish the criteria for students to earn a seal of bilingualism-biliteracy, to include:

- (1) the number of units of credit in a language other than English, including content courses taught in a language other than English, English language arts or English as a second language for English language learners;
- (2) passage of state assessments in a world language other than English or English language arts for English language learners;
- (3) in the case of tribal languages, certification of tribal language proficiency in consultation with individual tribes and adherence to processes and criteria defined by that tribe as appropriate for determining proficiency in its language;
- (4) demonstrated proficiency in one or more languages other than English through one of the following methods:
 - (a) score three or higher on an advanced placement examination for a language other than English;
 - (b) score four or higher on an international baccalaureate examination for a higher-level language other than English course;
 - (c) score proficient on a national assessment of language proficiency in a language other than English; or
 - (d) provide presentations, interviews, essays, portfolios and other alternative processes that demonstrate proficiency in a language other than English.

C. In establishing the criteria for awarding the State Seal of Bilingualism-Biliteracy, the department shall establish and consult with a task force of stakeholders that represent language experts, including:

- (1) Indian nations, tribes and pueblos;
- (2) teachers of world languages;
- (3) endorsed teachers of bilingual multicultural education;
- (4) directors of bilingual education;
- (5) statewide organizations representing language educators, bilingual education, dual language education and teachers of English as a second language;
- (6) university professors of world languages, heritage languages, Indian languages and bilingual education; and
- (7) representatives of the state bilingual advisory council, the Indian education advisory council and the Hispanic education advisory council.

TITLE 6 PRIMARY AND SECONDARY EDUCATION

CHAPTER 32 EDUCATIONAL STANDARDS – BILINGUAL MULTICULTURAL EDUCATION

PART 3 SEAL OF BILINGUALISM-BILITERACY ON NEW MEXICO DIPLOMA OF EXCELLENCE

6.32.3.1 ISSUING AGENCY: Public Education Department

[6.32.3.1 NMAC - N, 09-15-15]

6.32.3.2 SCOPE: Local school boards and governing bodies of state-chartered schools.

[6.32.3.2 NMAC - N, 09-15-15]

6.32.3.3 STATUTORY AUTHORITY: This regulation is adopted pursuant to Sections 22-1-9.1, 22-2-1 and 9-24-8(D) NMSA 1978.

[6.32.3.3 NMAC - N, 09-15-15]

6.32.3.4 DURATION: Permanent

[6.32.3.4 NMAC - N, 09-15-15]

6.32.3.5 EFFECTIVE DATE: September 15, 2015, unless a later date is cited at the end of a section.

[6.32.3.5 NMAC - N, 09-15-15]

6.32.3.6 OBJECTIVE: This rule establishes the criteria for students to earn a state seal of bilingualism-biliteracy on a New Mexico diploma of excellence. The state seal of bilingualism-biliteracy certifies that the recipient is proficient for meaningful use in college, a career or to meet a local community language need in a world language other than English.

[6.32.3.6 NMAC - N, 09-15-15]

6.32.3.7 DEFINITIONS:

A. “Academic language” means the language used in academic content in formal schooling contexts, including specialized or technical language and discourse related to each content area.

B. “English language learner” means a student whose first or heritage language is not English and who is unable to read, write, speak, or understand English at a level comparable to grade-level English proficient peers and native English speakers.

C. “Expressive language” means using language to express information, ideas, or concepts in either oral, signed, or written communication.

D. “Language other than English” is any language other than English, including world languages.

E. “Proficiency” means able to express oneself in a language with sufficient structural accuracy and vocabulary to participate effectively in most social and academic situations.

F. “Receptive language” means processing language to comprehend information, ideas, or concepts in either oral, signed or written communication.

[6.32.3.7 NMAC - N, 09-15-15]

6.32.3.8

PROFICIENCY REQUIREMENTS:

A. To earn the bilingualism-biliteracy seal on the diploma of excellence, students must meet the graduation requirements as specified in Subsection J of 6.29.1.9 NMAC, and demonstrate proficiency in a language other than English, through one of the following methods:

- (1)** certification by an individual tribe;
- (2)** units of credit and an assessment;
- (3)** units of credit and an alternative process portfolio; or
- (4)** an assessment and an alternative process portfolio.

B. Certification by an individual tribe. A tribe may certify that a student is proficient in the tribal language. Tribes will develop the methods and processes for determining proficiency in their respective tribal languages.

C. Units of credit and assessments option. A student may demonstrate proficiency by meeting both the units of credit and assessment requirements.

(1) The student must receive a grade of C or higher in four units of credit in a language other than English. All four units of credit must be in the same language other than English and shall consist of language courses, language arts courses, content area courses or any combination thereof. For the purposes of meeting the requirements of this option, a student may not use units of credit in English language arts or English as a second language for English language learners.

(2) The student must meet the assessment of proficiency requirement as follows:

(a) the student must attain a score of three or higher on an advanced placement examination for a language other than English; or

(b) the student must attain a score of four or higher on an international baccalaureate examination for a higher-level language other than English course; or

(c) the student must score proficient on a national assessment of language proficiency in a language other than English; or

(d) the student may demonstrate proficiency by passing a New Mexico assessment in a world language other than English.

D. Units of credit and alternative process portfolio option. A student may demonstrate proficiency by meeting both the units of credit and alternative process portfolio option requirements.

(1) The student must receive a grade of C or higher in four units of credit in a language other than English. All four units of credit must be in the same language other than English and shall consist of language courses, language arts courses, content area courses or any combination thereof. For the purposes of meeting the requirements of this option, units of credit in English language arts or English as a second language for English language learners cannot be used.

(2) The student must create a portfolio comprised of the following: a presentation, an interview with a panel composed of three or more members of the district's education staff and community who are proficient in the target language other than English, and a student-produced work sample, written when appropriate. Districts shall ensure that the alternative portfolio option includes both the receptive and expressive aspects of the language other than English.

E. Assessment and alternative process portfolio option. A student may demonstrate proficiency by meeting both the assessment and alternative process portfolio option requirements.

(1) The student must meet the assessment of proficiency requirement as follows:

(a) the student must attain a score of three or higher on an advanced placement examination for a language other than English; or

(b) the student must attain a score of four or higher on an international baccalaureate examination for a higher-level language other than English course; or

(c) the student must score proficient on a national assessment of language proficiency in a language other than English; or

(d) the student may demonstrate proficiency by passing a New Mexico assessment in a world language other than English.

(2) The student must create a portfolio comprised of the following: a presentation, an interview with a panel composed of three or more members of the district’s education staff and community who are proficient in the target language other than English, and a student-produced work sample, written when appropriate. Districts shall ensure that the alternative portfolio option includes both the receptive and expressive aspects of the language other than English.

[6.32.3.8 NMAC - N, 09-15-15]

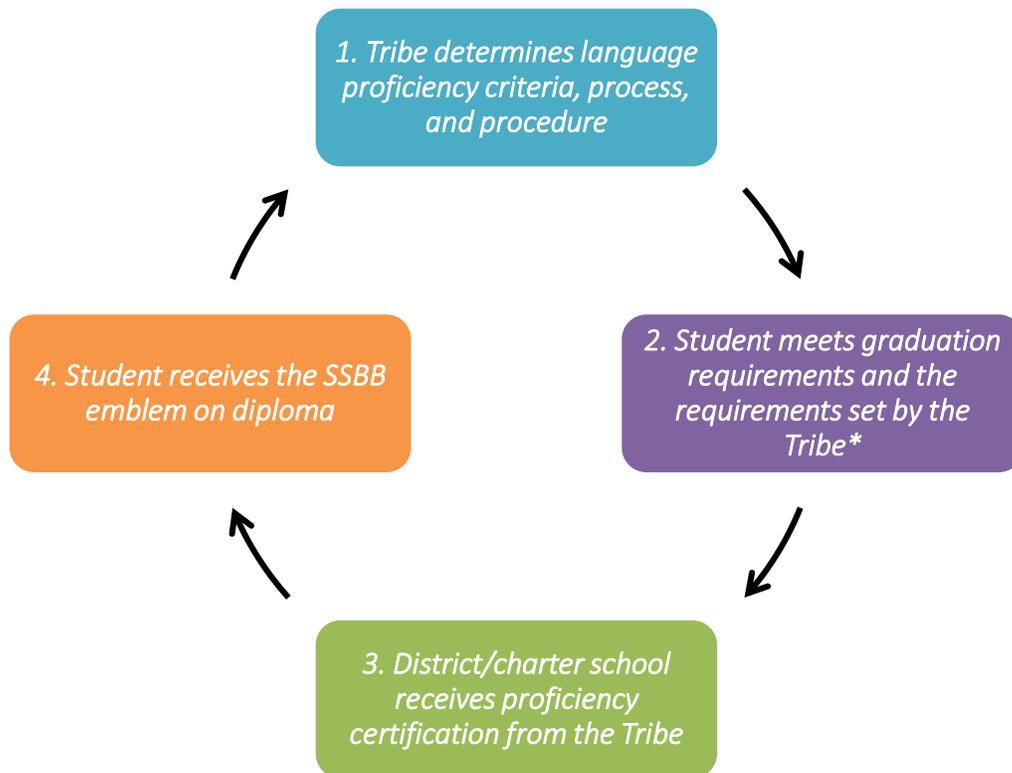
6.32.3.9 **TRANSCRIPT:** The graduate's high school transcript must also indicate that the graduate received the state seal on the graduate's New Mexico diploma of excellence.

[6.32.3.9 NMAC - N, 09-15-15]

Option 1—Tribal Language Proficiency Certification Non-Regulatory Guidance

The following are sample strands, assessments, and non-regulatory guidance that a Tribe may choose to incorporate into their process. Tribes may choose to design and approve as many strands as needed to serve their students. Tribes may also use an existing process and/or design a process according to their unique language needs. Reading and writing components are suggested only where appropriate and approved by the Tribe. Tribes may develop methods and processes appropriate for oral-based and/or written tribal languages for determining proficiency in their respective languages.

| Sample Courses a Navajo Tribe May Choose to Require Students to Pass | Sample Courses a Tribe May Choose to Require Students to Pass, Taken from the NMPED STARS Manual | Sample Assessments a Tribe May Choose to Require of Students | Sample Portfolio/Assessment Components a Tribe May Choose to Incorporate |
|--|--|---|---|
| <ul style="list-style-type: none"> • Navajo I • Navajo II • Navajo III • Navajo IV • Navajo Language and Culture • Navajo Government • Navajo History | <ul style="list-style-type: none"> • 1232 Native American I • 1233 Native American II • 1234 Native American III • 1235 Native American IV | <p>Oral Diné Language Assessment (receptive/ expressive) with a score of Early Intermediate</p> | <ul style="list-style-type: none"> • Present orally • Participate at the tribal level • Practice language • Participate actively in tribal ceremonies |



*In accordance with NMSA 22-23A-(1) through (8), the Indian Education Act, districts/state charters should have an updated Memorandum of Understanding (MoU) and Memorandum of Agreement (MoA) with neighboring Tribe(s)

Option 2—Units of Credit and Assessment Sample Checklist

| | | | | | | | | |
|--|------------------------|--|------------------------|---|--|-------------------------------|--------------------------------|--------------|
| Name of Student: | | Student ID: | | Language Chosen: | | | | |
| All four (4) units of credit must be in the SAME language other than English (LOTE). | | | | | | | | |
| ANY COMBINATION OF FOUR (4) UNITS IN ANY OF THE FOLLOWING: | | | | | | | | |
| LANGUAGE COURSES | | LANGUAGE ARTS COURSES | | CONTENT AREA COURSES: MATH, SCIENCE, SOCIAL STUDIES | | | | |
| Name of course | Grade of 'C' or higher | Name of course | Grade of 'C' or higher | Name of course | Grade of 'C' or higher | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| Choose ONE assessment. The assessment must be in the SAME LOTE as are the units of credit. | | | | | | | | |
| Earn a score of three (3) or higher on an AP examination of a LOTE | | Earn a score of four (4) or higher on an IB examination for a higher-level, in a LOTE | | | Earn a score of proficient on a national assessment of language proficiency in a LOTE | | | |
| a. AP Exams | Score | b. IB Exams | Score | IB Exams (cont.) | Score | c. National Assessment | Proficiency Score | Score |
| Chinese Language and Culture | | Arabic A: Literature | | Japanese A: Literature | | AAPPL | Intermediate (1-5) or higher | |
| French Language and Culture | | Arabic A: Language and Lit. | | Japanese A: Language and Lit. | | ACT | Intermediate (1-5) or higher | |
| German Language and Culture | | Arabic B | | Japanese B | | ASLPI | Intermediate (1-5) or higher | |
| Italian Language and Culture | | Chinese A: Literature | | Korean A: Literature | | AVANT STAMP | Intermediate 5 or higher | |
| Japanese Language and Culture | | Chinese A: Language and Lit. | | Korean A: Language and Lit. | | CEFR | Attain a score of B1 or higher | |

| | | | | | | | | |
|--------------------------------|--|-----------------------------|-----------|---------------------------------|--|---------------------------------|----------------------------------|--|
| Latin | | Chinese B | | Korean B | | CLEP | 50 – equivalent to a C or higher | |
| Spanish Language and Culture | | Classical Greek | | Latin | | DELE | Attain a score of B1 or higher | |
| Spanish Literature and Culture | | French A: Literature | | Portuguese A: Literature | | DELTA | Attain a score of B1 or higher | |
| | | French B: Language and Lit. | | Portuguese A: Language and Lit. | | OPI, LPT, RPT & WPT | Intermediate (1-5) or higher | |
| | | French B | | Portuguese B | | SAT Subject Test with listening | Attain a score of 600 or higher | |
| | | German A: Literature | | Russian A: Literature | | SLPI | Intermediate (1-5) or higher | |
| | | German A: Language and Lit. | | Russian A: Language and Lit. | | AVANT WorldSpeak | Intermediate 5 or higher | |
| | | German B | | Russian B | | | | |
| | | | | Spanish A: Literature | | | | |
| | | | | Spanish A: Language and Lit. | | | | |
| | | | Spanish B | | | | | |

Option 3—Units of Credit and Alternative Process Portfolio Sample Checklist

| | | | | | |
|---|------------------------|---|--------------------------------|--|------------------------|
| Name of Student: | | Student ID: | | Language Chosen: | |
| All four (4) units of credit must be <u>in the SAME language other than English (LOTE)</u> . | | | | | |
| ANY COMBINATION OF FOUR (4) UNITS IN ANY OF THE FOLLOWING: | | | | | |
| LANGUAGE COURSES | | LANGUAGE ARTS COURSES | | CONTENT AREA COURSES: MATH, SCIENCE, SOCIAL STUDIES | |
| Name of course | Grade of 'C' or higher | Name of course | Grade of 'C' or higher | Name of course | Grade of 'C' or higher |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| *Districts shall ensure that the alternative portfolio option includes both the receptive and expressive aspects of the LOTE. The student must create a portfolio in the same LOTE as assessed in and be comprised of the following: | | | | | |
| A PRESENTATION | | AN INTERVIEW WITH A PANEL COMPOSED OF THREE OR MORE MEMBERS OF THE DISTRICT'S EDUCATION STAFF AND COMMUNITY | | A STUDENT-PRODUCED WORK SAMPLE, WRITTEN WHEN APPROPRIATE | |
| Presentation topic | Community member names | Role in community | Description of the work sample | | |
| | | | | | |
| | | | | | |
| | | | | | |

Option 4—Assessment and Alternative Process Portfolio Sample Checklist

| Name of Student: | | Student ID: | | Language Chosen: | | | | |
|--|-------|--|-------|---------------------------------|-------|--|---------------------------------|-------|
| Choose ONE assessment. The assessment must be in the SAME language other than English (LOTE), as are the units of credit. | | | | | | | | |
| Earn a score of three (3) or higher on an AP examination of a LOTE | | Earn a score of four (4) or higher on an IB examination for a higher-level, in a LOTE | | | | Earn a score of proficient on a national assessment of language proficiency in a LOTE | | |
| a. AP Exams | Score | b. IB Exams | Score | IB Exams (cont.) | Score | c. National Assessment | Proficiency Score | Score |
| Chinese Language and Culture | | Arabic A: Literature | | Japanese A: Literature | | AAPPL | Intermediate (1-5) or higher | |
| French Language and Culture | | Arabic A: Language and Lit. | | Japanese A: Language and Lit. | | ACT | Intermediate (1-5) or higher | |
| German Language and Culture | | Arabic B | | Japanese B | | ASLPI | Intermediate (1-5) or higher | |
| Italian Language and Culture | | Chinese A: Literature | | Korean A: Literature | | AVANT STAMP | Intermediate 5 or higher | |
| Japanese Language and Culture | | Chinese A: Language and Lit. | | Korean A: Language and Lit. | | CEFR | Attain a score of B1 or higher | |
| Latin | | Chinese B | | Korean B | | WPT | Intermediate (1-5) or higher | |
| Spanish Language and Culture | | Classical Greek | | Latin | | SLPI | Intermediate (1-5) or higher | |
| Spanish Literature and Culture | | French A: Literature | | Portuguese A: Literature | | ASLPI | Intermediate (1-5) or higher | |
| | | French B: Language and Lit. | | Portuguese A: Language and Lit. | | OPI, LPT, RPT & WPT | Intermediate (1-5) or higher | |
| | | French B | | Portuguese B | | ACT | Intermediate (1-5) or higher | |
| | | German A: Literature | | Russian A: Literature | | DELE | Attain a score of B1 or higher | |
| | | German A: Language and Lit. | | Russian A: Language and Lit. | | SAT Subject Test with listening | Attain a score of 600 or higher | |
| | | German B | | Russian B | | SLPI | Intermediate (1-5) or higher | |

| | | | | | | | |
|--|--|--|------------------------------|--|------------------|--------------------------|--|
| | | | Spanish A: Literature | | AVANT WorldSpeak | Intermediate 5 or higher | |
| | | | Spanish A: Language and Lit. | | | | |
| | | | Spanish B | | | | |

*Districts shall ensure that the alternative portfolio option includes both the **receptive** and **expressive** aspects of the LOTE. The student must create a portfolio **in the same LOTE as assessed in** and be comprised of the following:

| A PRESENTATION | AN INTERVIEW WITH A PANEL COMPOSED OF THREE OR MORE MEMBERS OF THE DISTRICT'S EDUCATION STAFF AND COMMUNITY | | A STUDENT-PRODUCED WORK SAMPLE, WRITTEN WHEN APPROPRIATE |
|--------------------|---|-------------------|--|
| Presentation topic | Community member names | Role in community | Description of the work sample |
| | | | |
| | | | |
| | | | |

Most Recent Data for the State Seal of Bilingualism-Biliteracy (SSBB)

Since the State of New Mexico adopted the SSBB in 2015, 25 school districts and 4 state charter schools have adopted the SSBB. Since the 2015-2016 school year, 3,310 students have received a diploma of excellence with the SSBB. The data reported to NMPED between 2016 and 2020 details that high school graduates attained the SSBB in American Sign Language, Arabic, Chinese, Czech, French, German, Italian, Japanese, Keres, Korean, Latin, Navajo, Portuguese, Spanish, Somali, Tagalog, Tewa, Tiwa, Turkish, Vietnamese and Zuni. Reflecting on the data, districts and charter schools that awarded the SSBB have recognized their students for being fluent in a language other than English and importantly exemplified the practices of culturally and linguistically responsive teaching and learning environments that validate, affirm, build and bridge their students' culture and language. To ensure that all students are secure in their identity and holistically prepared for college, career and life, the Language and Culture Division at NMPED will continue to highlight the importance of the SSBB and provide guidance to districts and charter

The data for the SSBB is periodically updated , please see the link below for the latest data.

https://webnew.ped.state.nm.us/wp-content/uploads/2019/08/19-20_Bilingual-Seal-Awarded-Tracking-Log.pdf

Resources: Website Links

Alternate Demonstration of Competency Manual

<http://www.ped.state.nm.us/AssessmentAccountability/AssessmentEvaluation/2013/ADC%20Manual%202013-14%20VFinal.pdf>

Global Seal of Biliteracy

<https://theglobalseal.com/>

LCD State Seal of Bilingualism-Biliteracy Tab

<https://webnew.ped.state.nm.us/bureaus/languageandculture/seal-of-bilingualism-biliteracy/>

National guidelines for Implementing the Seal of Biliteracy

http://www.actfl.org/sites/default/files/pdfs/SealofBiliteracyGuidelines_0.pdf

New Mexico diploma of excellence Graduation Requirements

http://ped.state.nm.us/ped/Graduation_index.html

National Seal of Biliteracy Website

<http://sealofbiliteracy.org/>

NMPED Assessment and Evaluation Webpage

<http://www.ped.state.nm.us/AssessmentAccountability/AssessmentEvaluation/index.html>

STARS Manual

<http://ped.state.nm.us/stars/index.html>

The State Seal of Bilingualism-Biliteracy Implementation Checklist

| ✓ / DUE DATE | ACTIVITY TOWARDS SEAL IMPLEMENTATION |
|--------------|---|
| | Recognize the educational value of the SSBB in the 21 st century. |
| | Consider and evaluate the language diversity of students in your district/charter school. |
| | In light of the data produced by an evaluation of language diversity, identify the option(s), 1-4, that best serve your students to award the SSBB in your district/charter school. |
| | Include parents, non-profit organizations in your community, higher education institutes, and/or tribes to fortify the program elements. |
| | Begin process of submitting request to local school board/charter school governing bodies for approval and inclusion into board policies (process can start as soon as policies are approved by board, schools do not need to wait for the policies to be published) |
| | Audit courses that are available at school, through dual credit, distance, on-line, etc... |
| | Create a point of contact for parents and students at the school district and high school(s) or charter school. |
| | Inform school counselors about the SSBB options and requirements, including notation on transcripts |
| | Disseminate the SSBB information to parents and students |
| | Roll out the program with an event or information session |
| | Submit request for the SSBB form to the NMPED-LCD. Form can be found at: https://webnew.ped.state.nm.us/bureaus/languageandculture/seal-of-bilingualism-biliteracy/ |
| | Have the SSBB emblem printed for placement on diplomas |
| | Ensure that the registrar knows that transcripts must reflect students' attainment of the SSBB |

1. Requirements of Offering the State Seal of Bilingualism-Biliteracy (SSBB)

1.A. In order to offer the SSBB, is it required that my district or state charter school make all four options for earning the SSBB AVAILABLE to students?

There are four options available to award the SSBB pursuant to 6.32.3 NMAC. If your district or charter school is unable to offer all four options, it *is* permissible to offer as many of those options as possible.

1.B. Can a district or charter school set standards for the SSBB that EXCEED the state 6.32.3 NMAC requirements?

Yes, school boards and charter school governing bodies must choose to elect the SSBB requirements and include them in their graduation policies. Then, local high schools may adopt a higher standard and incorporate them into their requirements and publish them in their school handbook. Rule Baseline (GPA) cannot exceed graduation requirements/standard.

1.C. Do the adopted school board/charter school governing body policies have to be PUBLISHED in order for a high school to offer the SSBB to their students?

No, once a school board/charter school governing body has adopted the Seal of Bilingualism-Biliteracy on the New Mexico Diploma of Excellence state regulation, 6.32.3 NMAC, into their policies, schools may move forward with the process. School boards/charter school governing bodies usually update their policies once a year. The policy should be published as soon as possible.

1.D. If a district or charter school is located on or near tribal lands, are they required to provide Option 1 in the SSBB adoption?

Yes, to ensure that students have equitable access to the SSBB, districts or charter schools must provide Option 1 with an updated Memorandum of Understanding (MoU) with a neighboring Tribe(s) if they are located in or near tribal lands.

1.E. If a district or charter school is located on or near tribal lands and does not have a current MoU at the time of the school board/ charter school governing body approval for the SSBB adoption, can they still award the SSBB?

Yes, they can award the SSBB on a probationary basis for one year. At the end of one year, they should have a current MoU with the neighboring tribe(s).

1.F. How does a school district or a charter school obtain the SSBB image?

To receive the SSBB image, school districts and charter schools must submit a SSBB Request Form to the Language and Culture Division (LCD). The SSBB image is provided free of charge, and it is within the purview of the school district/charter school to print the image. The form can be accessed on the SSBB tab:

<https://webnew.ped.state.nm.us/bureaus/languageandculture/seal-of-bilingualism-biliteracy/>

1.G. Do locally authorized charter schools adopt the SSBB and receive the image through their district?

Locally authorized charter schools' governing bodies must adopt the Seal of Bilingualism-Biliteracy on the New Mexico Diploma of Excellence state regulation, 6.32.3 NMAC, into the school policy, then the school must submit a request for the SSBB image to the Language and Culture Division (LCD) to receive the SSBB image.

1.H. Are there data reporting requirements for the SSBB?

Yes, various data on the SSBB awarded must be reported to the NMPED. School districts and charter schools must submit data on the SSBB during the End of Year (EOY) data reporting period.

1.I. Can a district/charter school submit data on the SSBB after the End of Year (EOY) data reporting period?

The Language and Culture Division (LCD) encourages districts/charter schools to submit the SSBB data during the EOY data reporting period. If a district/charter school receives data on the SSBB after the EOY data reporting period, the data must still be reported to the LCD. Please contact the LCD for submitting data on the SSBB after the EOY data reporting.

1.J. To implement the SSBB, is it required that the school district or state charter school has a state-funded bilingual multicultural education program (BMEP)?

School districts and charter schools that do not have a BMEP can adopt and implement the SSBB for their students.

1.K. Can a student obtain the SSBB in American Sign Language?

The SSBB certifies that the recipient is proficient for meaningful use in college, a career or to meet a local community language need in a language, including Sign Language or American Sign Language.

2. Number of Languages

2.A. Can a student obtain the SSBB for more than one language other than English (LOTE)?

Yes, if a student meets all the requirements of each option for each individual LOTE, s/he can obtain the SSBB for more than one language.

2.B. Can a student obtain the SSBB by successfully completing course work in a language other than English and then successfully pass an assessment in another language other than English?

No. In order to obtain the SSBB, a student must successfully demonstrate proficiency in ONE language other than English in ONE of the four options. The student may choose to demonstrate proficiency in TWO languages other than English but must still meet all of the requirements of each language

2.C. Can a high-school student obtain the SSBB in a language other than English if the district or charter school does not provide credits in that language?

Yes, a high school student can obtain the SSBB by successfully passing an assessment recognized as valid by the Language and Culture Division (LCD) and Assessment Bureau in the language other than English and completing the Alternative Portfolio Process. Please see option 4 on page 22

3. The State Seal of Bilingualism-Biliteracy Eligibility if Not Meeting Graduation Requirements

3.A. If a student does not graduate in May of the senior year, is s/he still eligible for the SSBB?

Laws regarding the SSBB, New Mexico State Statute (22-1-9.1, NMSA 1978) and New Mexico Administrative Code (6.32.3 NMAC), are silent regarding this issue; therefore, this decision is within the purview of the school district or charter school.

3.B. Can students at private schools across the state earn the SSBB?

State regulation 6.32.3.6 NMAC establishes the criteria for students to earn the SSBB on a New Mexico diploma of excellence.

4. Students Classified as English Learners

4.A. How do students demonstrate proficiency in English?

The SSBB is silent regarding this issue. It is assumed that, when a student meets the New Mexico diploma of excellence requirements and receives the diploma, English proficiency has been demonstrated.

4.B. What courses can English Learners (ELs) take to satisfy the graduation requirements in English language arts?

Courses 1064-1067 align with grade-level New Mexico Common Core State Standards for English Language Arts (ELA) and the current English Language Development (ELD) Standards. These courses integrate grade-level ELA content and uses ELD standards and instructional strategies to appropriately scaffold for the English language development of English learner students. ELs can take the ELA courses 1001-1004 or they can take courses 1064-1067 English Language Arts ELD in Grades 9–12 depending on the EL program and English language proficiency level of the students. Teachers are required to have secondary licensure, be endorsed in ELA, and trained to support ELs.

5. Students With an Individualized Education Program

5.A. Is the SSBB available to students who have an Individualized Education Program (IEP)?

Yes, the accommodations listed in a student’s IEP, including assessment and classroom accommodations, are applicable as the student proceeds to meet the SSBB requirements.

6. Tribal Language Certification Proficiency Certification

6.A. If a Tribe currently has a proficiency certification process, do they need to establish a new one for the SSBB?

Tribes may use an existing process to determine the language proficiency.

6.B. How can a school district or charter school be sure that the tribal proficiency certification process is rigorous?

It is within the purview of the Tribe to determine the language proficiency criteria, process, and procedure.

7. Requirements of Obtaining the State Seal of Bilingualism-Biliteracy – Units of Credit.

7.A. Can a student obtain the SSBB by successfully completing course work in one language other than English and then successfully pass an assessment in another language other than English?

No. In order to obtain the SSBB via option 2 and option 3- units of credit and assessment, and units of credit and alternative process portfolio respectively- a student must complete four units of credit with a grade of C or higher and successfully demonstrate proficiency in ONE language other than English.

7.B. If a student enters high school with language credits obtained in middle school, do those credits count?

Middle school credits count toward obtaining the SSBB if the language course(s) in middle school was taught by a teacher certified to teach the language course with a license to teach high school courses; the course must be aligned to the 9-12 World Readiness Standards. Additionally, the student must have earned a grade of ‘C’ or higher in the language course(s).

7.C. Do transfer credits count towards the units-of-credit requirement?

Yes. Per 6.29.1.9.K(3) NMAC: For students enrolling or re-enrolling in public schools, local school boards or governing bodies of charter schools will establish policies as follows:

(a) Credits shall be transferable with no loss of value between schools that are accredited by a state board of education in the United States, United States territories, Puerto Rico, the freely-associated states and outlying areas of the United States, department of defense schools or other authorized body.

(b) Policies of the local school board or the governing body of a charter school, for students transferring from home schools, private schools or foreign schools to the public schools, will be in accordance with Subsection D of Section 22-1-4 NMSA 1978.

(c) Acceptance of credits earned through correspondence extension study, foreign study, home study courses or non-department accredited, non-public schools is determined by the policy of the local school board or the governing body of a charter school.

7.D. Do dual credit, honors, and distance learning courses count towards the SSBB?

Yes. Any language, language arts, or content area course that counts as high school credit and is taught in a language other than English, counts. A course that “counts” as high school credit is taught by a teacher licensed in the content area, licensed in the grade level, and aligned to the 9-12 standards.

8. Requirements of Obtaining the State Seal of Bilingualism-Biliteracy – Assessment

8.A. Can a student take an assessment NOT listed on the list of National Assessments on the Option 2 and Option 4 Checklists?

The assessment must be recognized as valid by the NMPED’s Language and Culture Division and Assessment Bureau. Please contact the NMPED at 505-827-4270.

8.B. Who determines what constitutes proficiency on the national assessments?

Please visit the website of each assessment to learn more about proficiency standards. Some website information can be found in this guidance handbook’s page of Abbreviations and Terms and their Definitions. The NMPED’s Assessment Bureau may also provide guidance.

8.C. Can a student take the AP exam without taking the AP courses?

Yes, the AP program does not require students to take an AP course before taking an AP exam. (<https://apstudent.collegeboard.org/takingtheexam/registering-for-exams>)

8.D. If a student chooses to demonstrate proficiency using an assessment, whose responsibility is it to pay for the assessment?

Ultimately, it is up to the district or charter school to find ways to pay for the assessment so that it is not a hardship on the student or family.

8.E. If a student enters high school with already earned qualifying score in the recognized assessment for the SSBB, does the student have to take the assessment again in high school?

The assessment must be taken at the end of 8th grade or high school with the qualifying score to count in the SSBB.

9. Requirements of Obtaining the State Seal of Bilingualism-Biliteracy – Alternative Process Portfolio

9.A. Will the NMPED ensure that the panel who scores the Alternative Process Portfolio is qualified?

The selection of the panel, composed of three or more members of the district and charter schools' education staff and community, is within the purview of the school district or charter school.

9.B. What options do districts have if they cannot find local community members to participate on the interview panel of the Alternative Process Portfolio option?

Districts and charter schools may use any web-based platform available, such as Skype™, Google Hangout, or Zoom to connect students with panel members. Districts and charter schools may also choose to connect students with a panel by using a phone conferencing platform.

9.C. Will the NMPED provide a scoring sheet/rubric that Alternative Process Portfolio panelists can use for the SSBB approval?

Establishing procedures for the alternative process portfolio is within the purview of the school district or charter school and therefore determined at the local level. The SSBB rule provides the following guidance under 6.32.3.8 D-2 NMAC:

The student must create a portfolio comprised of the following: a presentation, an interview with a panel composed of three or more members of the district's education staff and community who are proficient in the target language other than English, and a student-produced work sample, written when appropriate. Districts shall ensure that the alternative portfolio option includes both the RECEPTIVE and EXPRESSIVE aspects of the language other than English.