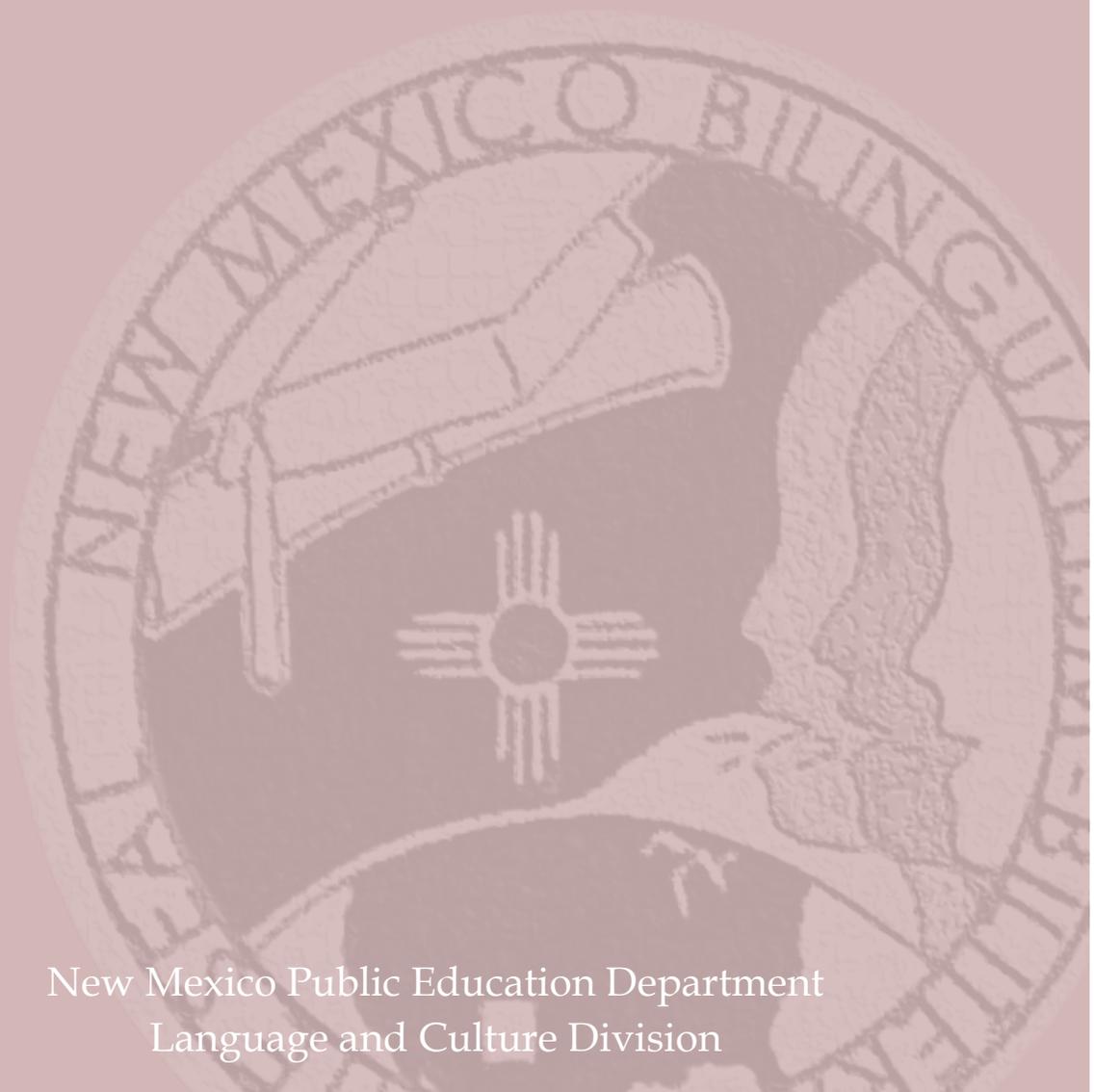


New Mexico  
State Seal of  
Bilingualism-Biliteracy  
Technical Assistance Manual



New Mexico Public Education Department  
Language and Culture Division



**The State of New Mexico  
Public Education Department  
Language and Culture Division  
State Seal of Bilingualism-Biliteracy**

**Issued November 2022**

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**Additional Notes**

This document is available on the Language and Culture Division website: [NM State Seal of Bilingualism and Biliteracy - New Mexico Public Education Department](#).

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This manual and other resources can be found on the Language and Culture Division's (LCD) webpage on the PED's website at: <https://webnew.ped.state.nm.us/bureaus/languageandculture/>.

## Purpose of the Technical Assistance Manual

The New Mexico State Seal of Bilingualism-Biliteracy (SSBB) Technical Assistance Manual (TAM) provides guidance to districts and charter schools to ensure they adhere to requirements as they adopt and implement the SSBB. The contents of this TAM are anchored in statute and administrative code.

The New Mexico SSBB TAM and other LCD TAMs—Serving English Learners, Title III: Supplemental Support for English Learner Program and Services, and the Bilingual Multicultural Education Programs (BMEPs) Technical Assistance Manuals—are available on the [LCD website](#).

Who should read the TAMs provided by the LCD?

WHO	WHAT DOCUMENT
All district and state charter administrators	Serving ELs TAM
All school administrators	Serving ELs TAM
Title III subgrant recipients	Serving ELs TAM and Title III TAM
Districts, state charters, and school personnel with BMEPs	Serving ELs TAM, BMEP TAM, and SSBB TAM
Title III, BMEP personnel, and PED staff, as appropriate	Serving ELs TAM, Title III TAM, BMEP TAM, and SSBB TAM
High school administrators, registrars, and counselors	SSBB TAM

The PED encourages the following school personnel to explore this technical assistance manual carefully to ensure compliance with state law and meet the needs of students.

- Bilingual multicultural education directors
- Bilingual multicultural education teachers
- Charter school directors
- District and state charter test coordinators
- Education assistants
- Federal programs directors
- School boards and charter governance boards
- Special education directors
- STARS coordinators
- Superintendents
- Teachers of ELs
- Title III directors
- Tribal education leaders
- Tribal language teachers

## An Introduction to the State Seal of Bilingualism-Biliteracy (SSBB)

It is no secret that people who are bilingual and biliterate are better equipped to meet the demands of an increasingly interconnected, multicultural world. And for many students in New Mexico, bilingualism and biliteracy are assets that aid in sustaining community knowledge and lifeways.

The SSBB honors students as they prepare to meet the needs of their communities by becoming bilingual and biliterate. The SSBB on a New Mexico high school diploma certifies that the recipient is proficient in a language other than English. Proficiency, in this case, means the ability to express oneself and participate effectively in most social and academic situations.



Any student enrolled in a district or charter school that has adopted the SSBB may pursue the award. A student may earn the SSBB once they demonstrate proficiency in a language other than English through one of the four options described in 6.32.38 NMAC and meet the graduation requirements as specified in Subsection J of 6.29.1.9 NMAC. The four options include:

- (1) Certification by an Individual Tribe,
- (2) Units of Credit and an Assessment,
- (3) Units of Credit and an Alternative Process Portfolio, and
- (4) An Assessment and an Alternative Portfolio.



Though a district or charter school may not have the capacity to offer students every option upon their adoption of the SSBB, it is expected that the district or charter school will work to make all options available to students after adoption. Districts or charter schools that cannot offer every option may offer as many options as possible based on students’ needs. Offering the four options provides students more opportunities to earn the SSBB, particularly if the language for which the student is seeking the award is uncommon in New Mexico and the school does not offer courses in the language. Offering every option also ensures schools and districts are compliant with state law.

It is essential that teachers, administrators, students and their families recognize the terms “bilingual” or “bilingualism” may refer to any two languages. Though we live in New Mexico, it should not be assumed that students who are speakers of languages other than English always speak Spanish or a language belonging to a Native American tribe. Students across New Mexico have various home/heritage language backgrounds, and they may seek to earn the SSBB in their home/heritage language, which might be Arabic, Japanese, Korean, Russian, Tagalog, or Vietnamese! Students may even speak more than two languages.

If students meet the requirements described in 6.32.3 NMAC, it is acceptable for them to obtain the SSBB for multiple languages other than English. For example, if a student chooses to pursue the SSBB for Spanish through Option 2: Units of Credit and an Assessment, then the student must complete credits and an assessment focused on the Spanish language. A student CAN NOT obtain an SSBB through Option 2 by completing coursework in one language other than English (let’s say French) and then fulfill the assessment requirements in a different language (Spanish, for instance).

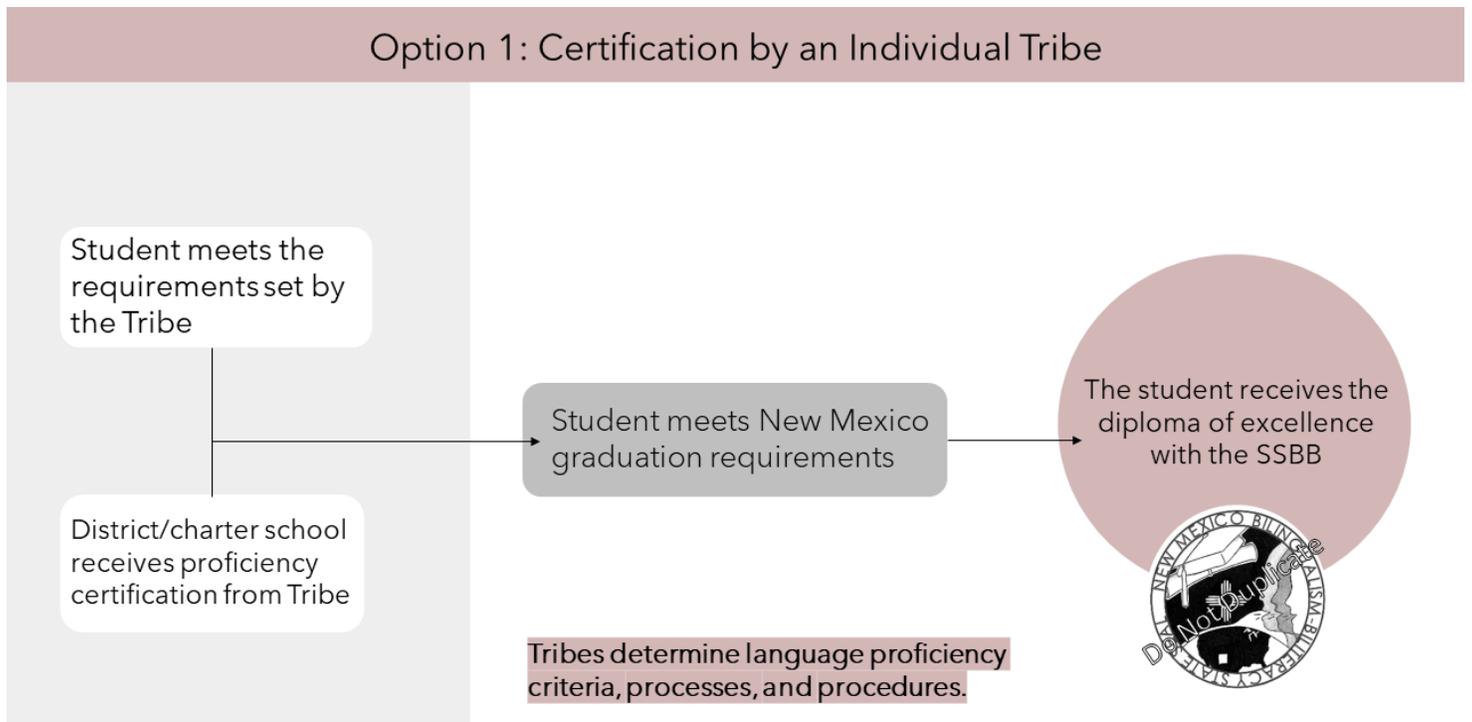
The SSBB options are the same for students with an Individualized Education Program (IEP). Any accommodations written in the IEP are followed, and if the student chooses an option that includes the assessment, such as option 2 or 4, the student may take the assessment with the accommodations written into the student's IEP.

#### Note on Graduation

Students must earn a diploma of excellence (high school diploma) and demonstrate proficiency in a language other than English as written in 6.32.3.8 NMAC to be awarded the SSBB. Students who have demonstrated proficiency but have not fulfilled graduation requirements are not eligible for the SSBB.

## Option 1: Certification by an Individual Tribe

The Tribal language proficiency certification option requires Pueblos, Tribes, and Nations to certify that a student is proficient in their Tribal language. For this option, tribes develop the methods and processes for determining proficiency in their respective languages. Districts and charter schools must have an updated Memorandum of Understanding (MoU) or Memorandum of Agreement (MoA) with Pueblos, Tribes, and Nations to offer students Option 1: Certification by an Individual Tribe.



It is NOT within the purview of the Language and Culture Division, districts, or charter schools to determine Tribal language proficiency criteria, process, or procedure. A student may be awarded the SSBB for a Native American language on their diploma of excellence only after:

- the student meets the requirements set by the Pueblo, Tribe, or Nation
- the Pueblo, Tribe, or Nation notifies the district or charter school that the student has achieved proficiency, and
- the student fulfills New Mexico graduation requirements

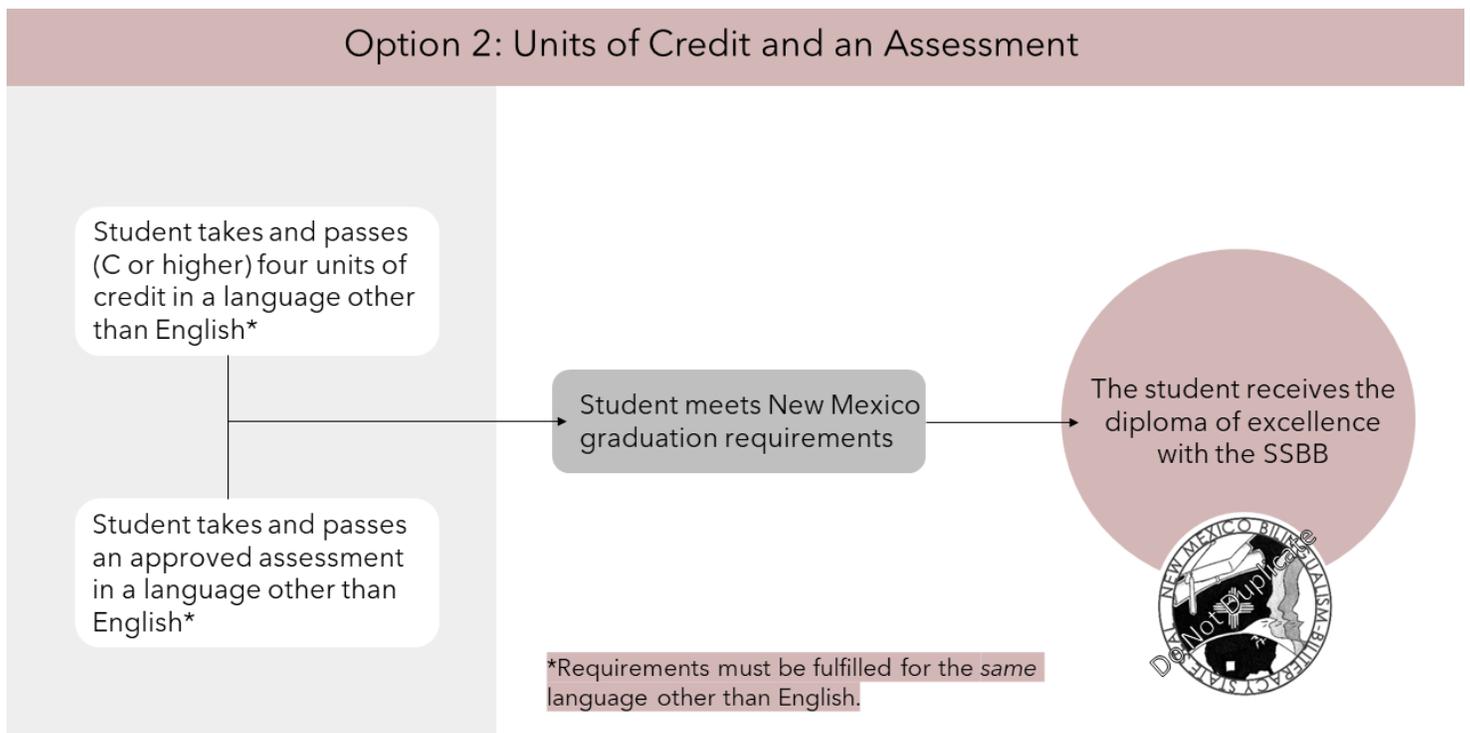
To ensure that Option 1 is made available for Native American languages, please see the Indian Education Division's website for information about conducting timely and meaningful consultations with Pueblos, Tribes, and Nations: <https://webnew.ped.state.nm.us/bureaus/indian-education/tribal-consultation/>

## Option 2: Units of Credit and an Assessment

The Units of Credit and an Assessment Option requires that students earn four units of credit in a language other than English AND pass an assessment considered valid by the NMPED’s Language and Culture Division and the Assessment and LMS Division. Once students earn four units of credit and achieve the required qualifying score on an approved assessment, the student must fulfill New Mexico graduation requirements to receive the SSBB on their diploma of excellence.

Any language, language arts, or content area course that counts as high school credit and is taught in a language other than English may satisfy the units of credit requirement for Option Two. A course that “counts” as high school credit must be taught by a teacher who is licensed in the content area and who is licensed to teach the appropriate grade level. The course must also be aligned with the 9-12 grade-level standards. The units of credit and assessment must be taken in the same language other than English. Students pursuing the SSBB must also pass the units of credit with a C or higher.

The scores required to satisfy the assessment portion of Option 2 vary depending on the assessment. Please see the Option Two Checklist on the Language and Culture Division’s State Seal of Bilingualism-Biliteracy webpage for specific information about assessment scores.



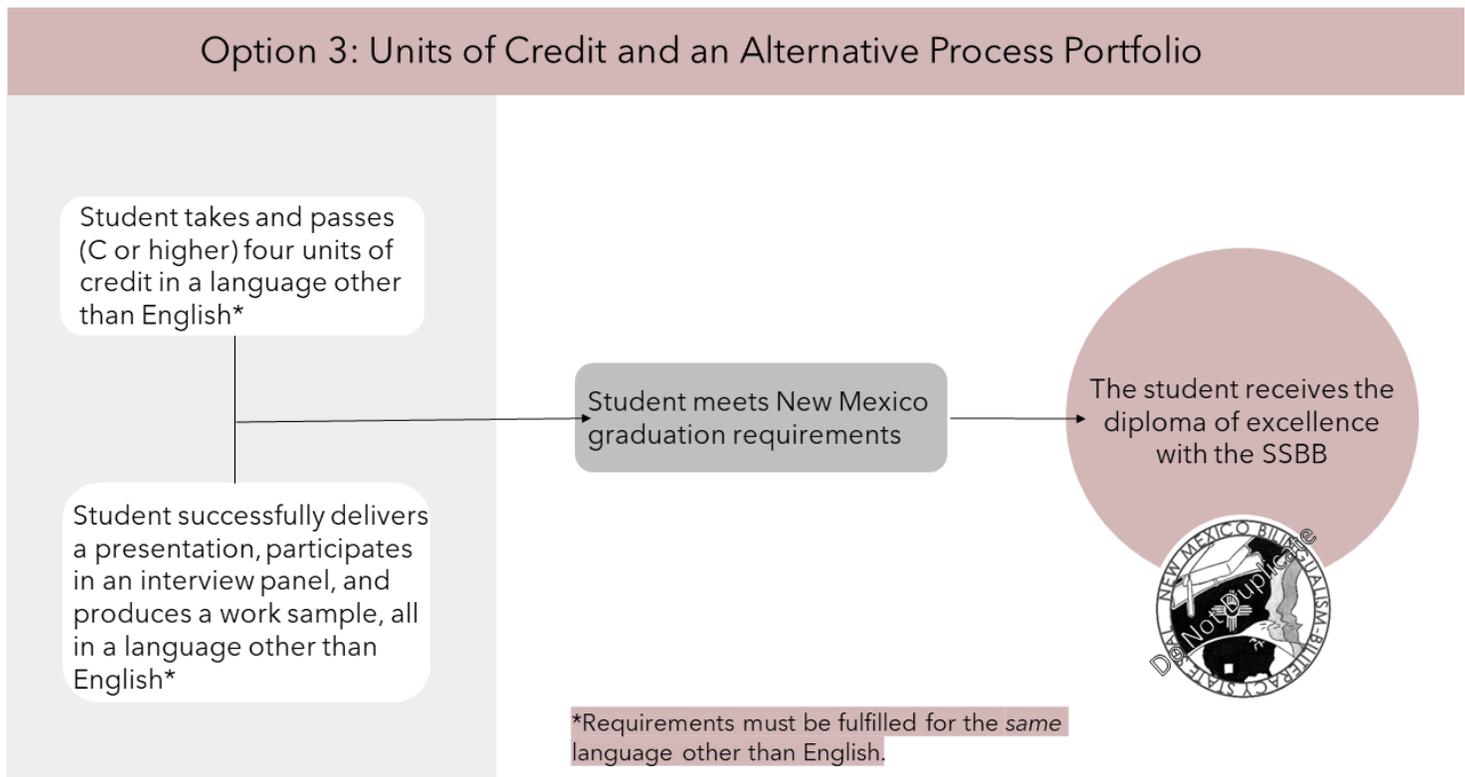
### Option 3: Units of Credit and an Alternative Process Portfolio

Like Option 2, the Units of Credit and Alternative Process Portfolio Option requires that students take and pass four units of credit in a language other than English. Rather than taking and passing an approved assessment, however, students must successfully complete an alternative process portfolio to fulfill the requirements of Option 3.

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. However, every alternative process portfolio must consist of:

- a presentation,
- an interview with a panel composed of three or more members of the district or charter school’s education staff, and community who are proficient in the target language other than English, and
- a student-produced work sample, written when appropriate

The district or charter school must ensure that the alternative portfolio option includes both the RECEPTIVE and EXPRESSIVE aspects of the language other than English to measure four domains of language proficiency. The receptive or interpretive aspect of a language involves listening and reading. The expressive aspect of a language involves speaking and writing.



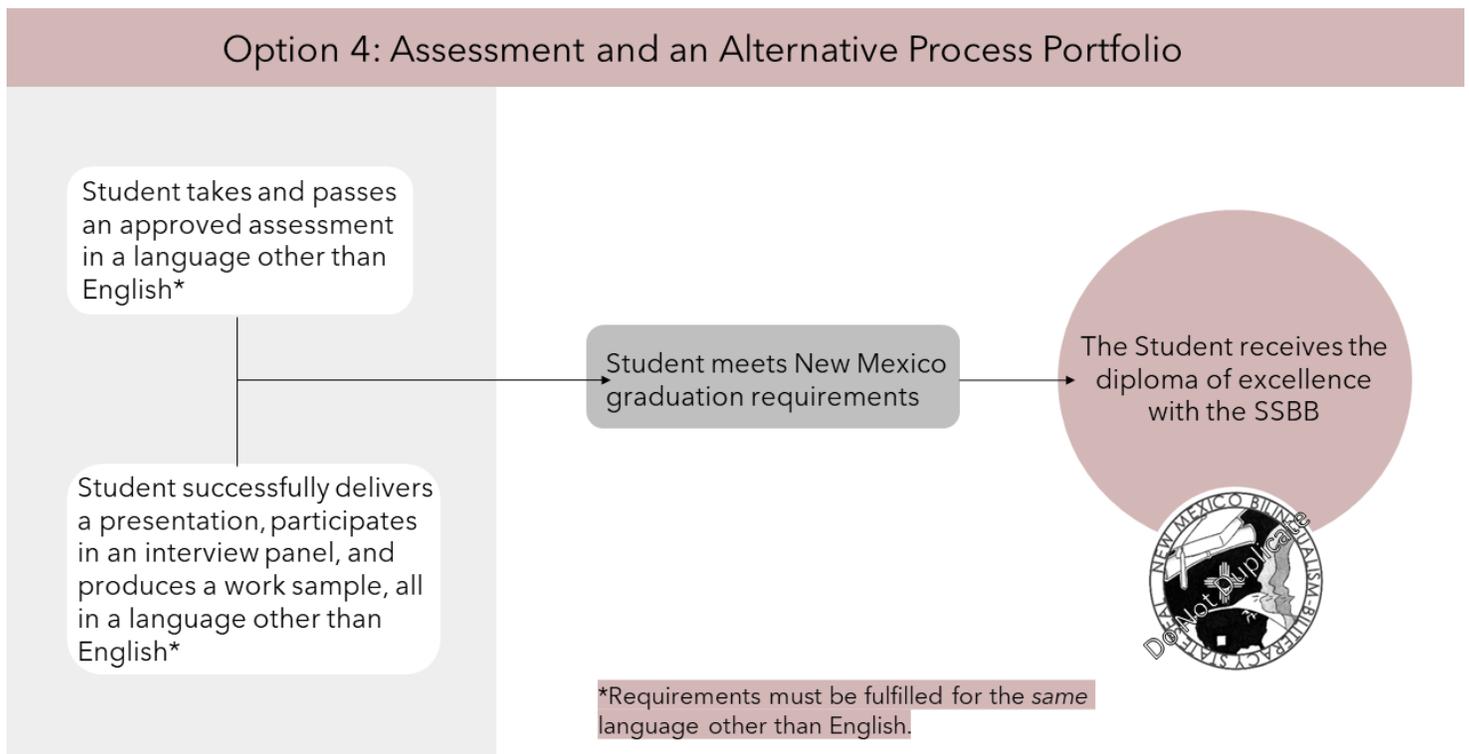
## Option 4: An Assessment and an Alternative Process Portfolio

To earn the SSBB through Option 4: An Assessment and an Alternative Process Portfolio, students must create an alternative process portfolio and pass an assessment considered valid by the Language and Culture Division. 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. However, every alternative process portfolio must consist of:

- a presentation,
- an interview with a panel composed of three or more members of the district or charter school’s education staff and community who are proficient in the target language other than English, and
- a student-produced work sample, written when appropriate.

The district or charter school must ensure that the alternative portfolio option includes both the RECEPTIVE and EXPRESSIVE aspects of the language other than English. The receptive or interpretive aspect of a language involves listening and reading. The expressive aspect of a language involves speaking and writing.

Like Option 2, the scores required to satisfy the assessment portion of Option 4 vary; please see the Option Four Checklist on the Language and Culture Division’s State Seal of Bilingualism-Biliteracy webpage for the most up-to-date information about assessment score requirements. The language of the alternative process portfolio and the assessment must be the same language other than English.



## Assessments

Assessments must be recognized as valid by the NMPED’s Language and Culture Division and Assessment and LMS Division to satisfy SSBB assessment requirements. Information about proficiency standards can be found on each assessment website and in the glossary of this handbook. In some cases, the NMPED’s Assessment and LMS Division may also provide guidance about assessments. Qualifying assessment scores and credits earned prior to students entering a high school from which they expect to graduate may count toward the SSBB. For middle school students, the assessment must be taken at the end of eight grade. Scores combined from multiple years or test events do not satisfy SSBB requirements. Valid assessments and qualifying scores are included in the following three tables:

<b>Advanced Placement (AP) Exams</b>	
Students must earn a score of three (3) or higher on one of the following AP examinations of a language other than English:	
Chinese Language and Culture	Latin
French Language and Culture	Spanish Language and Culture
Italian Language and Culture	Spanish Literature and Culture
Japanese Language and Culture	
Students are not required to take an AP course before taking an AP exam. For more information, visit <a href="https://apstudents.collegeboard.org/register-for-ap-exams">https://apstudents.collegeboard.org/register-for-ap-exams</a> .	

<b>International Baccalaureate (IB) Exams</b>	
Students must earn a score of four (4) or higher on an IB examination for a higher-level in a language other than English	
Arabic A: Literature	Japanese B
Arabic A: Language and Literature	Korean A: Literature
Arabic B	Korean A: Language and Literature
Chinese A: Literature	Korean B
Chinese A: Language and Literature	Latin
Chinese B	Portuguese A: Literature
Classical Greek	Portuguese A: Language and Literature
French A: Literature	Portuguese B
French B: Language and Literature	Russian A: Literature
French B	Russian A: Language and Literature
German A: Literature	Russian B
German A: Language and Literature	Spanish A: Literature
German B	Spanish A: Language and Literature
Japanese A: Literature	Spanish B
Japanese A: Language and Literature	



course is taught in Spanish by a teacher licensed to teach music and the student is seeking to earn the SSBB for the Spanish language. Dual credit, honors, and distance learning count towards the SSBB if the course is taught by a teacher licensed in the content area and licensed in the grade level.

## Middle School Credits

Middle school course credits satisfy SSBB requirements if the courses were taught by a teacher who is certified to teach the language and licensed to teach high school courses.

## Transfer Credits

Transfer credits count towards the units-of-credit requirement. Per 6.29.1.9.K(3) NMAC, local school boards or governing bodies of charter schools will establish policies as follows for students enrolling or re-enrolling in public schools:

(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.

## Alternative Process Portfolio

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 NMPED does not provide a scoring sheet/rubric for alternative process portfolio panelists to use for SSBB approval. The SSBB rule provides the following guidance under 6.32.3.8 D2 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.*

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. 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.

## End of Year (EOY) STARS Data Reporting

When the end of year (EOY) STARS data collection period arrives, the snapshot day is usually the last day of school for a district or charter school. Typically, districts and charter schools then have 10 business days to submit their data. State Seal of Bilingualism-Biliteracy (SSBB) data is part of the data submitted during EOY reporting. Connect with your STARS coordinator to complete the EOY reporting process for the SSBB.

The STARS Manual contains information about the Student Award Fact Template, i.e., how to report SSBB awards. The following information is needed to report SSBB awards in STARS:	
District Code	School Year Date
Student ID	Award Code
Award Type	
The <i>award code</i> refers to the code of the language for which the SSBB was awarded. For example, if a student was awarded the SSBB for Spanish, the award code would be 01. Please refer to the STARS Manual to determine which language award codes are needed.	
The <i>award type</i> refers to the pathway or option the student completed to earn the SSBB. The possible options through which a student may earn the SSBB include 1) Language Proficiency Certification by an Individual Tribe, 2) Units of Credit and an Assessment, 3) Units of Credit and an Alternative Process Portfolio, and 4) An Assessment and an Alternative Process Portfolio. Please refer to the STARS Manual for more information about how the award type is reported in STARS.	

## Adopting the State Seal of Bilingualism-Biliteracy

School boards and charter school governing bodies must choose to adopt state regulation 6.32.3 NMAC, the Seal of Bilingualism-Biliteracy on the New Mexico Diploma of Excellence, into their graduation policies before offering students the opportunity to earn the SSBB. Districts and charter schools should work to ensure each of the four options included in 6.32.3 NMAC are available to students.

Schools may move forward with the process of implementing the SSBB once the school board or charter school governing body has adopted the SSBB requirements into their policies. A district or charter school that has elected the SSBB into their policies does not have to wait until the policy is published to implement the SSBB. However, the policy should be published as soon as possible. A final copy of district or charter school policies that includes the SSBB must be submitted to the Language and Culture Division once it is published.



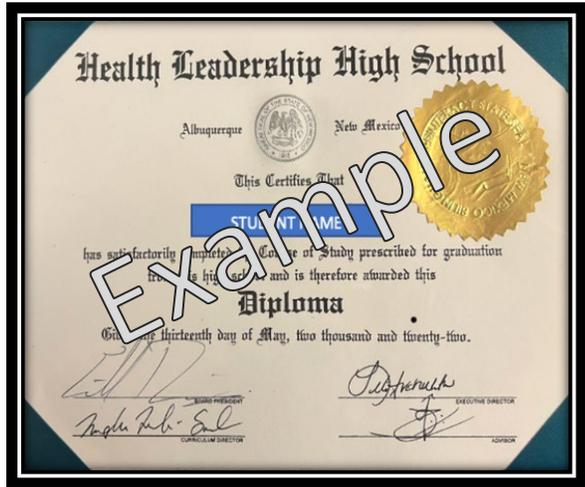
Districts and charter schools must submit the [SSBB Request Form](#) to the NMPED's Language and Culture Division to receive the official SSBB image. The SSBB Request Form asks districts and charter schools to submit a draft of the local SSBB policy they intend to adopt if the policy has not yet been adopted and made public. The SSBB Request Form is available on the Language and Culture Division's website:

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

The Language and Culture Division provides the SSBB image free of charge once the SSBB request made by a district or charter school is approved. It is then within the purview of the school district or charter school to determine how to place the image on student diplomas. Generally, districts and charter schools work with a vendor to obtain an embossing stamp with the SSBB image.

Since locally authorized charter schools (i.e. district charter schools) have their own governing boards that oversee the issuing of high school diplomas to students, both state AND district charter schools are required to adopt 6.32.3 NMAC into their policies and submit their own requests for the SSBB image. Locally authorized charter schools cannot request the SSBB image from their districts.

The Language and Culture Division maintains a list of districts and charter schools that have adopted SSBB and have been approved. The list is updated periodically, as districts and charter schools may adopt the SSBB at any time. The list of approved districts and charter schools is available on the Language and Culture Division website.



**Note on the SSBB and Bilingual Multicultural Education Programs (BMEPs)**  
 The SSBB is NOT attached to state funded BMEPs.

### State Seal of Bilingualism-Biliteracy Implementation Checklist

Date of Completion	Activity Towards State Seal of Bilingualism-Biliteracy Implementation
	Review SSBB resources on the Language and Culture Division website.
	Educate staff, parents and guardians, students, and members of the community about the SSBB—what is required for adoption and implementation.
	Identify SSBB options that would best serve your students given their linguistic diversity.
	Submit a request to the local school board or charter school governing body for the adoption of the SSBB into official policies. Implementation of the SSBB can start as soon as policies are approved by the board or governing body; schools do not need to wait for the policies to be published.
	Determine which language courses are available at school or through dual credit, distance/online learning, etc., and ensure the district or charter school has an updated MoU or MoA with neighboring Pueblos, Tribes, or Nations.
	Create one or more points of contact for parents and students within the school district, the high school(s), or charter school.
	Submit request for the SSBB form to the New Mexico Public Education Department’s Language and Culture Division.
	Develop a process for advising students and tracking their progress toward the SSBB.
	Inform school counselors and registrars about SSBB options and requirements, including notation on transcripts.

Date of Completion	Activity Towards State Seal of Bilingualism-Biliteracy Implementation
	Disseminate SSBB information to parents and students.
	Roll out the program with an event or information session.
	Order an embosser for SSBB placement on diplomas or print diplomas with the SSBB once students have completed all requirements.
	Ensure that the registrar knows that transcripts must reflect students' attainment of the SSBB.
	Report award information to the New Mexico Public Education Department during the End of Year (EOY) reporting period. For more information about reporting requirements, see page 13 or contact the Language and Culture Division.

## Roll-Out Campaign

While the value of the SSBB to our students and communities is clear, how might the implementation of the SSBB be communicated to our teachers, students, parents, and communities at large? See below for ideas developed to assist school communities in launching a roll-out campaign.

- Ad campaign that is student-designed and student-performed; these might be commercials or ads for social media, radio, or television, and live presentations at school.
- Benefits of being multilingual banners or posters displayed in various places, like the school's language wing, main halls, and gymnasium or the community center and grocery stores. The banners or posters can tout some of the advantages of bilingualism listed below:
  - Multilingualism enhances intellectual growth and mental development
  - Multilingualism increases flexibility in thinking and sensitivity to language and listening
  - Multilingualism improves a student's understanding of his/her/their native language
  - Multilingualism allows communication with people the student might not otherwise have the chance to know
  - Multilingualism opens doors to other cultures, allowing a student to better understand and appreciate cultures different from their own
  - Multilingualism provides a student an advantage in language requirements for college
  - Multilingualism increases job opportunities
- Email blasts to all stakeholders
- Guest speakers at local schools, state conferences, and summer institutes
- Showcasing jobs and careers where bilingualism is required, essential, or comes with a pay increase. Examples include:
  - Customer Service
  - Government
  - Health Care
  - Hospitality

- Law
  - Law Enforcement
  - Medicine
  - Teaching
  - Translation/Interpretation
- Language booth at language or career fairs that highlights the benefits of multilingualism
  - Language week that showcases SSBB opportunity
  - Potlucks hosted by a district/school for families and community, where the SSBB can be introduced
  - Webpage dedicated to the implementation of the SSBB



## Tool 1: History of the State Seal of Bilingualism-Biliteracy

In 2008, the non-profit Californians Together created the Seal of Biliteracy, an award that recognizes students for becoming proficient in two or more languages by the time they graduate from high school. Three years later, in 2011, California became the first state in the U.S. to pass legislation that created a Seal of Biliteracy at the state level. New Mexico was the fifth state in the U.S. to pass legislation that allows students to earn a Seal of Biliteracy, which is officially referred to in statute and administrative code as the State Seal of Bilingualism-Biliteracy.

22-1-9.1 NM was signed into law on March 8, 2014. The SSBB on the Diploma of Excellence Taskforce was then established to draft New Mexico Administrative Code (Rule) pertaining to the SSBB. The table below lists members of the taskforce and what was accomplished during each of the four meeting sessions, which took place in Albuquerque from September 19 - December 12, 2019.

<b>Taskforce Member</b>	<b>Professional Affiliation</b>
Casey Benavidez	Bilingual Director, Tierra Encantada Charter School, Santa Fe Public Schools
Kenneth Bewley	Bilingual Director, Roswell Independent School District
Dr. Penny Bird	Senior Program Manager, American Indian Language Policy Research and Teacher Training Center, University of New Mexico (UNM)
Dr. Anya Dozier-Enos	Curriculum and Professional Development Director, Santa Fe Indian School
Maricela Duarte-Stern	Level II Teacher, Centennial High School, Las Cruces Public Schools
María Escareno	Math Teacher and New Mexico Adult Basic Education Secretary, Deming Public Schools
Margaret García	Language and Culture Program Manager, Pueblo of Santa Ana
Hector Girón	Principal, Gadsden High School
Lisa Harmon	Language Arts Department Chair, Albuquerque High School, Albuquerque Public Schools
Mishelle Jurado	Spanish Language Arts Teacher and Bilingual Coordinator, Albuquerque High School, Albuquerque Public Schools
Carmelita Lee	Native American Facilitator, Multicultural Services – Bilingual Department, Farmington School District
Andrea Nieto	Superintendent, Hondo Valley Schools
Dr. Marina Peters-Newell	Lower division Language Coordinator of the Department of Foreign Languages and Literatures, University of New Mexico
Maritza Reyes	Bilingual Teacher and Dual Credit Instructor, Piedra Vista High School, Farmington School District
Mari Rincón	Dual Language Enrichment Department Coordinator, Las Cruces Public Schools
Dr. Eva Rodríguez-Gonzales	Associate Professor, Second Language Program Coordinator, Department of Spanish and Portuguese, University of New Mexico
Sonia Sánchez-Cuesta	Spanish Language Arts Teacher, Capitol High School, Santa Fe Public Schools
Belinda Tsabetsaye	Bilingual Education Coordinator, Zuni Public Schools
Nancy Varelas	Advanced Placement Spanish Literature and Spanish Language Arts Teacher, Atrisco Heritage Academy, Albuquerque Public Schools

**Bilingual Education Experts and Advisory Council Members**

Mary Jean H. López, State Seal of Bilingual Advisory Committee, Co-Chair

David Rogers, Hispanic Education Advisory Committee, Co-Chair

Dr. Patricia Latham, Hispanic Education Advisory Committee, Member

Treva Roanhorse, Indian Education Advisory Council, Member

**Taskforce Process**

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 languages 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 assessment, units of credit, alternative process, and Tribal languages, and addressed the questions posed at the September meeting. Additionally, the taskforce began to draft the options from which students could choose to demonstrate proficiency.
November 14, 2014	The Taskforce solidified student options for demonstrating proficiency and began to prepare their presentations for the subsequent 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 non-regulatory guidance.

**Road to 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 - December 2014	The taskforce meets and submits a final proposal to the Public Education Department (PED) on December 12, 2014.
January - March 2015	The New Mexico Administrative Code (NMAC), or Rule, is drafted and submitted to the PED's legal team for review.
March - 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.

## Tool 2: 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  
Leighann C. Lenti, Deputy Secretary of Policy and Program  
Icela Pelayo, Ph.D., Director, Bilingual Multicultural Education Bureau  
DeAlva Calabaza, Acting Director, Indian Education Division  
Suzanne Jacquez Gorman, Ph.D., Co-Chair, State Bilingual Advisory Council  
Virginia Rinaldi, President, New Mexico Organization of Language Educators  
David Rogers, Executive Director, Dual Language Education of New Mexico  
Alex O. Romero, Co-Chair, Hispanic Education Advisory Council  
Kevin Shendo, Chair, Indian Education Advisory Council  
Victoria Tafoya, Co-Chair, State Bilingual Advisory Council and President, New Mexico Association for Bilingual Education

### Tool 3: New Mexico State Statute

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

## Tool 4: New Mexico Administrative Code/Rule

### 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]

## Glossary

Abbreviation or Term	Definition
AAPPL	refers to the American Council on the Teaching of Foreign Language's (ACTFL) Assessment of Performance toward Proficiency in Languages, which uses the World-Readiness Standards for learning languages. Participants engage in virtual video chats, creating wikis, and emailing, among other tasks. The AAPPL measures interpersonal listening/speaking, writing, and interpretive reading.
Academic language	refers to 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	refers to 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	refers to 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	refers to a non-profit. 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, <a href="http://www.afabq.com/index.php">http://www.afabq.com/index.php</a>
AP	refers to 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.
American Sign Language (ASL)	ASL is a visual-gestural language used primarily by members of the North American Deaf community and is considered a language other than English.
ASLPI	refers to the ASL Proficiency Interview. ASLPI 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. Please see <a href="https://www.gallaudet.edu/the-american-sign-languageproficiency-interview/aslp">https://www.gallaudet.edu/the-american-sign-languageproficiency-interview/aslp</a> .
Avant	Avant is a language proficiency assessment vendor.
CEFR	refers to the Common European Framework of Reference for Languages. CEFR 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 languages. CEFR is used in Europe but also on other continents. It is now available in 39 languages.

CLEP	refers to the College-Level Examination Program, which 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 <a href="https://www.collegeboard.org/">https://www.collegeboard.org/</a> .
DELE	refers to Diplomas of Spanish as a Foreign Language. DELE 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. <a href="https://www.dele.org/">https://www.dele.org/</a> .
DELFB	refers to Diplôme d'Etudes en Langue Française. DELF 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 Common European Framework of Reference for Language (CEFR).
Diploma of Excellence	refers to a New Mexico high school diploma. Diploma of excellence is the terminology used in NMSA 22-1-9.1 and 6.32.3.5 NMAC.
ELA	refers to 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.
EOY	refers to End of Year. The acronym is often used by the New Mexico Public Education Department to describe End of Year (EOY) reporting.
ESL	refers to English as a Second Language
Expressive Language	means using language to express information, ideas, or concepts in either oral, signed, or written communication.
IB	refers to International Baccalaureate, which 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 <a href="http://www.ibo.org/en/">www.ibo.org/en/</a> .
LOTE	means Language Other Than English
OPI	refers to Oral Proficiency Interview, which is a live, 30–45-minute conversation. The OPI takes place over the phone between a trained, certified, ACTFL tester and the candidate. It is a test that measures how well a person speaks a language.
Proficiency	means the ability to express oneself in a language with sufficient structural accuracy and vocabulary to participate effectively in most social and academic situations.
Purview	Range of operation, authority, control, concern, vision, insight, or understanding.

Receptive Language	means processing language to comprehend information, ideas, or concepts in either oral, signed or written communication.
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.
SLPI	The Sign Language Proficiency Interview involves a one-on-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 <a href="https://www.rit.edu/ntid/slpi/">https://www.rit.edu/ntid/slpi/</a> .
SSBB	refers to the State Seal of Bilingualism-Biliteracy
Tribal Language	This is a language specific to a particular Native American community or Tribe; it may include dialect spoken by members of a particular Native American 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 <a href="https://wida.wisc.edu/">https://wida.wisc.edu/</a> .
World Language	For the purposes of this manual, world language is used to distinguish English from languages other than English.
WPT	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.

## Resources

Assessment, NMPED

<https://webnew.ped.state.nm.us/bureaus/assessment/>

Avant Assessment, LLC

<https://avantassessment.com/new-mexico-partnership>

College and Career Readiness Bureau, NMPED - Graduation Requirements

<https://webnew.ped.state.nm.us/bureaus/college-career-readiness/graduation/>

¡Colorín Colorado! A bilingual site for Educators and families of English language learners

<https://www.colorincolorado.org/>

Global Seal of Biliteracy

<https://theglobalseal.com/>

Indian Education Division, NMPED – Resources

<https://webnew.ped.state.nm.us/bureaus/indian-education/resources/>

Language and Culture Division, NMPED - State Seal of Bilingualism-Biliteracy

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

Linguistic Society of America

<https://www.linguisticsociety.org/>

National Guidelines for Implementing the Seal of Biliteracy

[https://www.actfl.org/sites/default/files/resources/SOBL\\_Guidelines.pdf](https://www.actfl.org/sites/default/files/resources/SOBL_Guidelines.pdf)

National Seal of Biliteracy Website

<https://sealofbiliteracy.org/index.php>

STARS Information, Manuals, and Supporting Documents, NMPED

<https://webnew.ped.state.nm.us/bureaus/information-technology/stars-manual/>

World-Readiness Standards for Learning Languages

<https://www.actfl.org/resources/world-readiness-standards-learning-languages>

