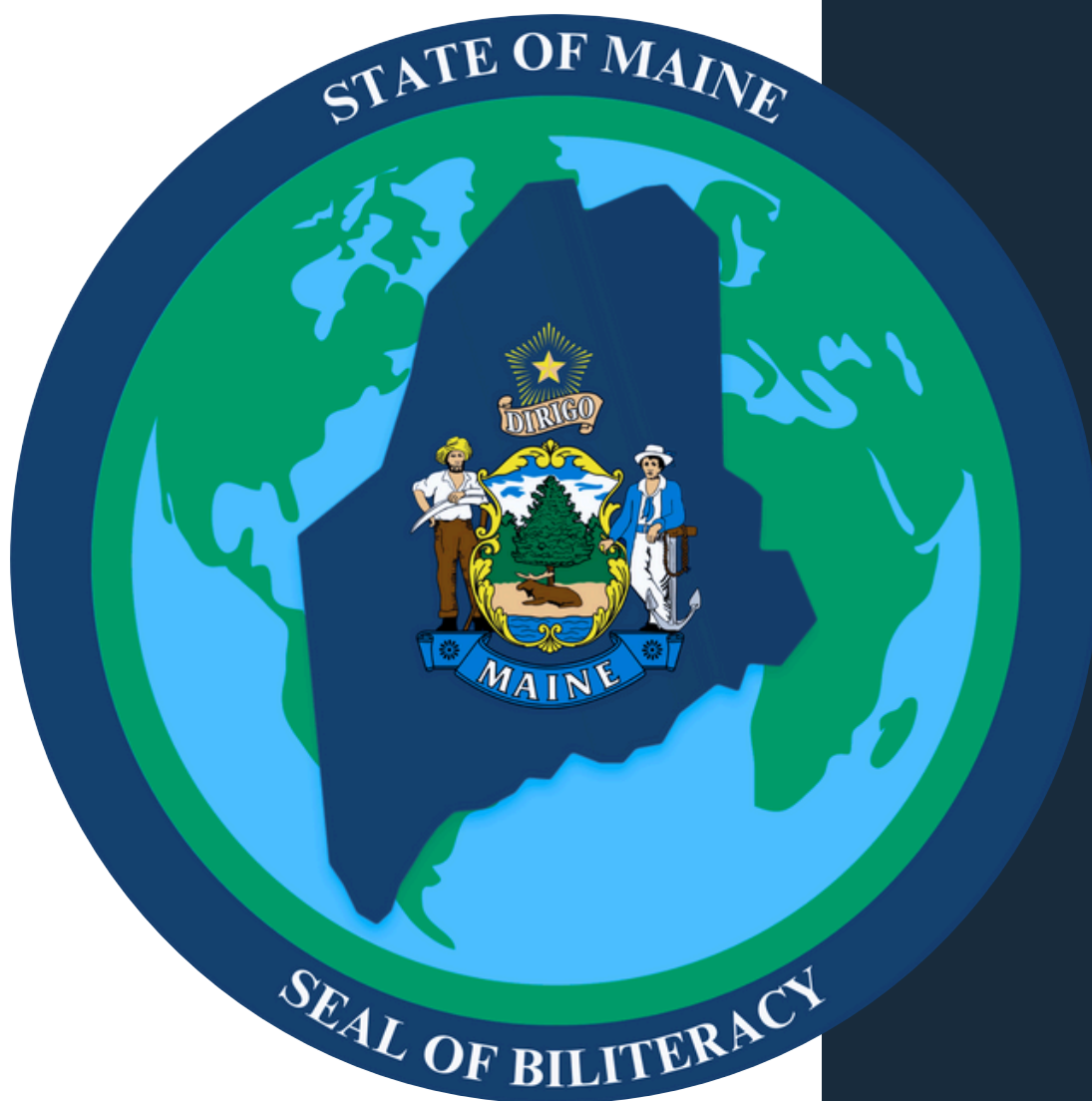


MAINE SEAL OF BILITERACY COORDINATOR GUIDE



Updated July 2025



MAINE SEAL OF BILITERACY COORDINATOR GUIDE

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ABOUT THE SEAL OF BILITERACY

WHAT IS THE SEAL OF BILITERACY?

The Seal of Biliteracy is awarded to graduating students who demonstrate strong proficiency in English and at least one additional language. Offered in nearly every U.S. state, including Maine, it reflects a national commitment to honoring linguistic diversity and preparing students for a global society.


In Maine, the Seal celebrates multilingualism as both a personal strength and a statewide asset. It recognizes students proficient in two or more languages, including heritage speakers who learned a language other than English at home. The Seal promotes equity, honors cultural heritage, and affirms students' readiness for college, careers, and global engagement.

Multilingualism is deeply rooted in Maine's identity—from the enduring traditions of the Wabanaki Nations to the many cultures that enrich the state today. As one student shared, "Being multilingual allows me to embrace my culture while expanding my perspective on the world."


"Language learning opens doors to connection and cultural exchange—both globally and here in Maine—bridging communities and fostering collaboration across continents." - Melanie Junkins

BENEFITS OF THE SEAL



 **College credit:** Some colleges in Maine and across the U.S. award credit for students who have earned the Seal.

College admissions: Multilingualism enhances college applications by demonstrating advanced communication and academic skills.

 **Employment:** Employers value bilingual and multilingual individuals for their ability to navigate diverse, multicultural environments.

To participate, each high school must designate a Seal of Biliteracy Coordinator who serves as the primary contact with the Maine Department of Education.



MULTILINGUAL LEARNER DASHBOARD

Explore the Maine [Multilingual Learner dashboard](#) and [Seal of Biliteracy dashboard](#) to gain valuable insights into the progress and achievements of our multilingual learners and discover how we can further support their success in an increasingly diverse educational landscape.

WHY IS BEING BILINGUAL IMPORTANT?

CREATING BILINGUAL PATHWAYS

Biliteracy Pathways encourage preschool, kindergarten, elementary, and middle school students to progress toward proficiency in one or more languages in addition to English.

Here are some reasons why students should start learning another language when young to set them up for success

IMPORTANCE

- Prepare students for dynamic language use.
- Strengthen intergroup relationships.
- Affirm the value of diversity.
- Broaden the number of people students can converse with.
- Honor the multiple cultures, histories, and languages of a community.
- Raise awareness about the Seal of Biliteracy requirements before high school.
- Young children are uniquely suited to learn a second language as the brain is in its most flexible stage.
- Learning a second language does not negatively impact the child’s native language.



HOW TO START

- Participate in language programs (Sunday schools, summer immersion programs)
- Find ways to incorporate home language in reading, writing, speaking, and listening



STATISTICS

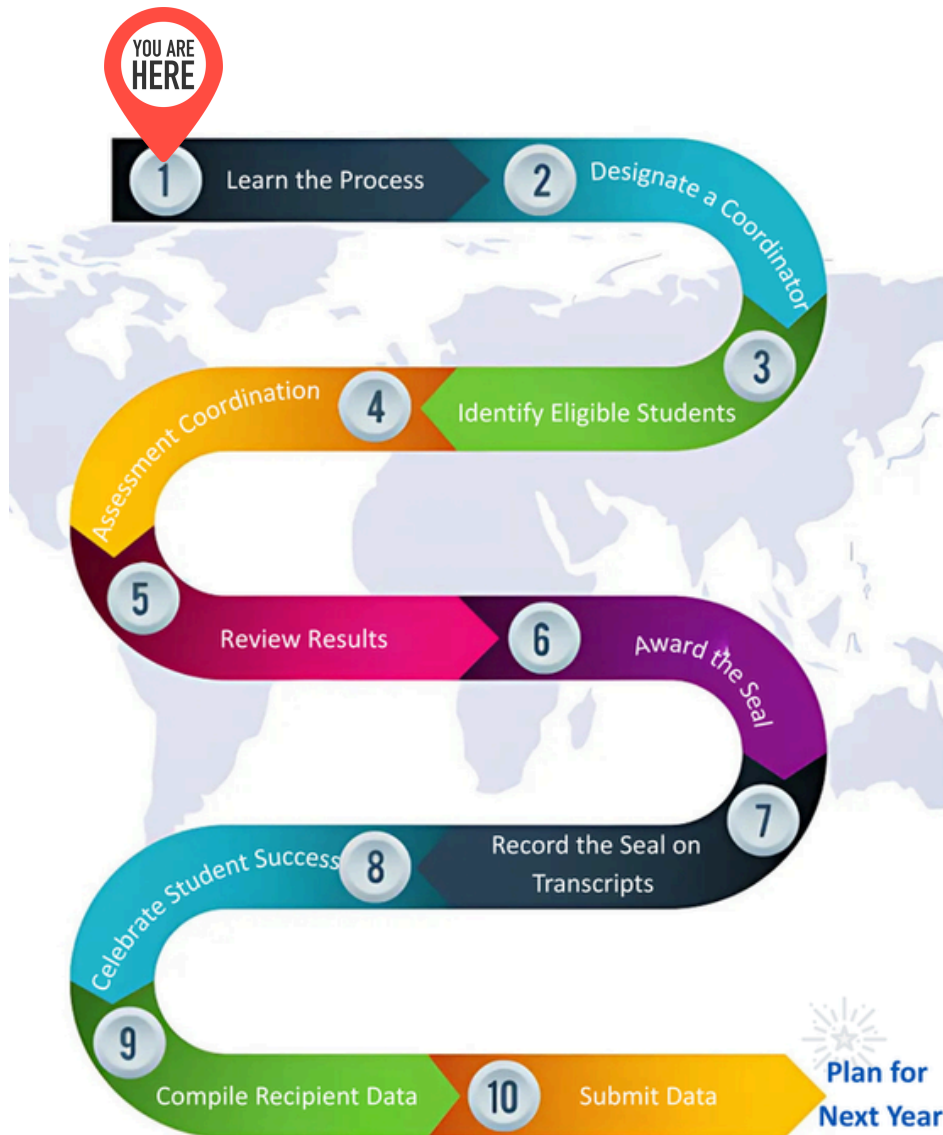
- Countries around the world are reporting an increasing bilingual population such as Europe (67%), India (25%), and the United States (20%).
- There are higher rates for bilingual children. 26% of 5–17 year-olds are bilingual in the U.S.

SEAL OF BILITERACY

AWARDING THE SEAL

Awarding the Maine Seal of Biliteracy is a powerful way to honor students' multilingualism and open doors to future academic and professional opportunities. This guidebook is designed to walk you through each step of the process, from learning the guidelines to celebrating student success.

As the local Seal of Biliteracy Coordinator, you'll play a key role in ensuring your students are recognized for their linguistic accomplishments.



SEAL OF BILITERACY

STEP 1: LEARN THE PROCESS

By guiding this process with care and collaboration, you are opening doors, doors to college credit, competitive job opportunities, and a deeper sense of identity and belonging for each student honored with the Seal. Your work sends a powerful message: that **multilingualism is a superpower and that every language spoken in our schools is a gift worth celebrating**. Thank you for your dedication. Below is the process to follow in making this recognition possible for the students you serve.

Each participating high school will follow the process listed below, and each section is expanded in this guide. Ensuring collaboration between the Seal of Biliteracy Coordinator and any other teachers or staff members who may be supporting students in obtaining the Seal of Biliteracy.

REQUIRED STEPS

1. *Learn* the Process: read and understand this Maine Seal of Biliteracy Coordinator Guide.
2. *Designate* a local Seal of Biliteracy Coordinator via the [online form](#).
3. *Identify* eligible students.
4. *Assessment Coordination*: *Schedule and administer* language assessments, aligning to the required state-established Seal of Biliteracy [eligibility criteria](#).
5. *Review* Results
6. *Award* the Seal
7. *Record* on Transcripts: Coordinate with school counselors to ensure that the Seal of Biliteracy is recorded on each recipient's transcripts, including the language(s) and proficiency level(s).
8. *Celebrate* Student Success
9. *Compile* recipient data on your school's Seal of Biliteracy recipients in the [required spreadsheet template](#).
10. *Submit* the data: Submit the completed spreadsheet (in Excel or CSV format) to the Department via the required [secure online form](#) annually **by July 30th**. (Do not submit by email as the spreadsheet contains confidential student data.)



SEAL OF BILITERACY

STEP 2: DESIGNATE A COORDINATOR

Each district must designate a Seal of Biliteracy Coordinator using the online form provided by the Maine DOE. This individual will serve as the main point of contact, oversee the implementation of the Seal. Choosing the right person is essential. Ideally, the coordinator is someone already involved in supporting multilingual learners, world language instruction, or graduation planning.

POTENTIAL COORDINATORS & COLLABORATORS

- **Multilingual Learner (ML) Director / Coordinator:** Ensures equitable access to the Seal, supports identification of eligible students, recommends appropriate assessments, and aligns Seal efforts with district ML programming.
- **World Language (WL) Educator:** Encourages student participation and advises on assessment selection based on instructional experience and language use.
- **Director of Guidance or Guidance Counselor:** Promotes the Seal as an academic asset, ensures accurate transcript reporting, and helps students leverage the Seal for college and career opportunities.
- **High School Principal or Assistant Principal:** Champions the Seal schoolwide, fosters a culture that values multilingualism, and ensures public recognition of recipients.

COORDINATOR RESPONSIBILITIES

- Identify eligible students
- Coordinate and schedule assessments
- Review and verify assessment results
- Officially award the Seal
- Ensure documentation on student transcripts
- Celebrate Seal recipients
- Submit the required data to the Maine DOE

REQUIREMENTS

To participate in the Maine Seal of Biliteracy program, **each high school must formally designate a coordinator by submitting their information** via the online form provided by the Maine DOE.



SUBMIT THE FORM

FAQs

Q:  What support is available for coordinators?

A: The Maine DOE provides a comprehensive Coordinator Guide, email updates, webinars, and access to technical assistance throughout the school year.

Q:  Can one person coordinate the Seal for multiple schools?

A: Yes. In districts with multiple high schools, one person may serve as the coordinator for all participating schools, as long as they are able to manage the responsibilities for each site.

SEAL OF BILITERACY

STEP 3: IDENTIFY ELIGIBLE STUDENTS

The foundation of a successful Seal of Biliteracy program begins with identifying students who are potential candidates. These students come from a variety of linguistic and educational backgrounds. It's important to consider the full spectrum of language learners in your school or district. This inclusive approach ensures that all students who meet the eligibility criteria have access to this recognition, whether they've acquired another language at home, through formal education, or in community and cultural contexts.

REVIEW STUDENTS ENROLLED IN WORLD LANGUAGE COURSES

Start by reviewing enrollment lists in your world language programs, particularly students in intermediate and advanced level courses. These students are actively working toward language proficiency and are likely on track to meet or exceed the intermediate mid proficiency required for the Seal of Biliteracy.

DID YOU KNOW?



Students do not need to be enrolled in a world language class to earn the Seal. Many multilingual learners and heritage speakers gain proficiency through lived experiences at home or in their communities. Be sure to include them in your outreach!



COLLABORATE WITH MULTILINGUAL LEARNER STAFF

Work closely with your school's Multilingual Learner (ML) support staff. MLs often possess strong proficiency in a home language other than English and may already demonstrate the biliteracy skills necessary to earn the Seal. Keep in mind that proficiency in a language is not always linked to formal instruction; many MLs develop high levels of fluency through lived experience and family communication.

CONSIDER HERITAGE LANGUAGE SPEAKERS

Some students may speak, read, and/or write a language other than English at home, even if they are not identified as Multilingual Learners in your school system. These heritage language speakers may include students who have been reclassified or who never received formal ML services. They represent an important and often overlooked group of candidates. Outreach to families and community organizations can help uncover heritage speakers and support their participation in the Seal of Biliteracy program.

SEAL OF BILITERACY

STEP 3: IDENTIFY ELIGIBLE STUDENTS

ELIGIBILITY CRITERIA

To earn the Seal of Biliteracy, students must demonstrate proficiency in English and at least one additional language, following these criteria:

abc Proficiency in English: Students must fulfill or be on track to fulfill their high school English Language Arts graduation requirements.

🗣️ Proficiency in an Additional Language (other than English):

Students must achieve a minimum proficiency level of Intermediate-Mid or above, based on the 2012 ACTFL proficiency guidelines. For tests that provide individual scores by language domain (listening, speaking, reading, and writing), students must meet Intermediate-Mid proficiency or higher in each domain. If the test provides only an overall score, that score must meet the Intermediate-Mid proficiency level or above.

🎓 Graduation Year: Students must be in their graduating year of high school to be awarded the Seal

📋 Acceptable Assessments: The following assessments are recognized for meeting proficiency requirements:

- ACTFL assessments
- Advanced Placement (AP) Exams
- ALTA Language Services assessments
- Avant Assessments
- European language proficiency exams



FAQs

Q: 🗒️ Does the student have to be assessed in their graduating year?

A: No. As long as the language proficiency assessment was administered while the student was enrolled in high school, it can be used for the purposes of the Seal of Biliteracy.

Q: 🗒️ Can a student earn the Seal of Biliteracy in multiple languages?

A: Yes. There is no limit to the number of languages for which a student may be recognized with the Seal of Biliteracy.

SEAL OF BILITERACY

STEP 3: IDENTIFY ELIGIBLE STUDENTS

DOMAIN EXEMPTIONS

While the Maine Seal of Biliteracy is designed to recognize comprehensive language proficiency across the domains of reading, writing, listening, and speaking, we acknowledge that not all students have had equal access to formal literacy instruction or standard modes of communication. In certain cases, students may be eligible for domain-specific exemptions to ensure fair and meaningful access to this recognition.



DEAF & HARD OF HEARING STUDENTS

Students who are deaf or hard of hearing may be eligible for exemptions from the listening and/or speaking domains, depending on their mode of communication and language use.

MULTILINGUAL LEARNERS WITH LIMITED LITERACY ACCESS

Students whose primary or home language is a language other than English, and who have not had sufficient educational opportunity to develop literacy in that language, may qualify for exemptions from the reading and/or writing domains. These exemptions ensure that students are not penalized for a lack of formal instruction in their home language, especially in cases where schooling has been interrupted or where literacy was not taught in the student's native language.

HOW EXEMPTIONS ARE DETERMINED





Exemptions are determined locally by the school or district's Seal of Biliteracy Coordinator. The decision should be made in collaboration with appropriate educational teams (e.g., ML educators, special education staff, or language access personnel) and should reflect a student's language access, educational history, and mode of communication. In cases that are unique or unclear, the local coordinator is encouraged to consult with the Maine DOE's Seal of Biliteracy Coordinator for additional guidance and support. Documentation of the rationale for any exemptions should be retained at the school level.

SEAL OF BILITERACY

RESOURCE KIT: EXPANDING ACCESS & OPPORTUNITY

To increase the number of students recognized with the Seal of Biliteracy, the Maine DOE has released the Seal of Biliteracy Resource Kit designed to support early, inclusive, and multilingual communication. This free resource includes translated flyers, sample letters, social media posts, and other tools to help districts raise awareness, engage families, and encourage student participation. Download the toolkit today and take the next step in celebrating the rich linguistic diversity within your schools.

PROMOTIONAL TOOLS

-  *Promote* awareness about the Seal of Biliteracy among students and caregivers.
-  *Host* info sessions (in-person/virtual) to answer questions & share requirements.
-  *Encourage* students to express interest and self-identify as potential candidates
-  *Support* family engagement in multiple languages, ensuring accessibility & inclusion.



By taking a collaborative and inclusive approach to identifying eligible students, districts can ensure that the Maine Seal of Biliteracy is reflective of the linguistic diversity within our schools. This recognition can affirm students' identities, validate their cultural and linguistic assets, and empower them to pursue college and career opportunities with confidence.

ACCESSIBLE RESOURCES FOR MAINE SCHOOLS



The resource toolkit was developed in response to common technical assistance questions received from school districts and community members seeking to better understand and promote the Maine Seal of Biliteracy. Recognizing the need for clear, accessible resources, Bowdoin Public Service Intern Bobin Park created this toolkit to support effective local engagement, increase awareness, and ensure consistent messaging about the value and implementation of the Seal across Maine.












SEAL OF BILITERACY

STEP 4: ASSESSMENT COORDINATION

Coordinating the Seal of Biliteracy assessments is a vital step in ensuring students have a smooth and equitable testing experience. Once eligible students are identified, the next phase involves selecting the appropriate approved assessment vendor that aligns with the language(s) to be tested. Carefully review the vendor's proctoring guidelines, and ensure any assigned proctors are trained and certified as required.



KEY STEPS IN ASSESSMENT COORDINATION

-  Select an Assessment Vendor
-  Choose from the Maine DOE's list of approved vendors. Consider the student's target language, availability of assessments, and any accommodations that may be needed.
-  Register with the Vendor and understand proctoring rules
-  Follow all registration and testing procedures as outlined by the vendor. Only authorized proctors may administer the assessment. Familiarize yourself with test security measures, technology requirements, and timing protocols.
-  Schedule testing dates and times
-  Work with school counselors, building administrators, and testing coordinators to set up assessment sessions. Allow ample time for make-up testing and any technical troubleshooting.
-  Prepare the Testing Environment
-  Ensure the testing space is quiet, distraction-free, and appropriately equipped. Verify that keyboards and language settings (e.g., accent marks, character-based input, right-to-left scripts) match the requirements of the student's target language.
-  Communicate Expectations with Students
-  Before testing day, explain the purpose of the Seal of Biliteracy assessment, the structure of the test, and the performance levels required. Offer practice materials and encourage questions to ease test anxiety.
-  Verify Accessibility and Accommodations

SEAL OF BILITERACY

STEP 4: ASSESSMENT COORDINATION

COST OF LANGUAGE PROFICIENCY ASSESSMENTS

There is a wide range of prices on the approved tests. It is strongly suggested to consult the websites listed below for the most up to date pricing and to choose one that is within your budget.

- [AP Exam](#)
- [IB Exam](#)
- [AAPPL](#)
- [ACTFL OPI](#)
- [STAMP 4S](#)
- [WorldSpeak](#)
- [NEWL](#)
- [ALTA](#)
- [ASLPI](#)
- [AVANT APT](#)
- [ALIRA](#)
- [AVANT SHL](#)
- [NLE](#)
- [AVANT SuperLanguage](#)



FAQs

Q:  **What test does the Maine DOE recommend for the Seal of Biliteracy?**

A: The Maine DOE does not endorse any one test. When selecting an assessment, consider your students' college or career pathway. Some postsecondary institutions may have a preferred test, so it's helpful to check with those admissions offices if applicable.

Q:  **Are sample tests available so students can practice?**

A: Practice resources vary by assessment. Please review the policy of each testing company for access to sample tests or practice items.

Q:  **When is the best time of year to schedule language proficiency assessments?**

A: Because it can take several weeks or longer to receive results, it is strongly recommended to administer assessments well in advance of graduation. This ensures enough time to complete all steps of the awarding process.

TEST-TAKING CONSIDERATIONS FOR EDUCATORS



TIME OF YEAR

- 📅 Schedule during academically appropriate windows—after key instruction but before major school events or holidays.
- ⬇️ Avoid overlapping with other large assessments to reduce cognitive fatigue.

TIME OF DAY

- ☀️ Prioritize morning testing when students are most focused and alert.
- 🔔 Avoid scheduling just before lunch or dismissal.
- 🙏 Consider fasting periods or religious observances; offer flexible timing if needed.

TESTING ROOM SETUP

- 🚫 Use a quiet, low-traffic room with minimal distractions.
- 💡 Ensure good lighting, proper ventilation, and comfortable seating.
- 💻 Pre-check all tech: devices charged, microphones/headphones working, internet stable.
- ⌨️ Provide proper keyboards for language-specific tests.

EMERGENCY & CONTINGENCY PLANNING

- 💻 Have backup devices and materials ready.
- 👤 Ensure technical support is available during testing.

STUDENT READINESS & WELLNESS


- 💬 Communicate the schedule early, and share in students' home languages when needed.
- 🧠 Offer practice sessions to build familiarity.
- 💧 Encourage rest, hydration, and a good breakfast.
- ☐ Use calming, positive language and avoid pressure-based talk.




PROCTORING THE EXAM

SUPPORTING SEAL OF BILITERACY TESTING SUCCESS


ENSURE EQUIPMENT IS TEST READY

 Check that computers, keyboards, headphones, microphones, and any required software or browser settings are fully functional before testing begins.


BE FAMILIAR WITH THE TEST FORMAT

 Review test components in advance, especially those with listening and speaking elements. Understand what is expected at each stage so you can monitor effectively.


SET A CALM AND SUPPORTIVE TONE

 Greet students warmly and explain procedures clearly. A positive testing environment reduces anxiety and boosts student confidence.


ENCOURAGE FOCUS, NOT SPEED

 Remind students they have time to read, listen, and think before responding. Rushing can lead to errors, especially when working in more than one language.


MAINTAIN A DISTRACTION-FREE AREA

 Minimize interruptions. Monitor for noise, tech disruptions, or students needing quiet support. Ensure all students have access to what they need to succeed.


BE READY TO TROUBLESHOOT

 Have a plan for common issues (e.g., audio problems, login troubles, frozen screens). Know who to contact if you need technical help.

CLARIFY BEFORE TESTING, NOT DURING

 Answer all student questions before the test begins. During testing, only offer support that aligns with test protocols; never help with test content.

RESPECT THE PURPOSE OF THE TEST

 This assessment honors students' multilingual skills. Your calm, prepared presence helps affirm that their language knowledge is valuable and recognized.



STUDENT TIPS

CREATING A SUPPORTIVE ENVIRONMENT FOR SUCCESS

GET PLENTY OF REST THE NIGHT BEFORE

zz A good night's sleep improves your focus and performance, especially important for reading, writing, listening, and speaking in more than one language.

BE FAMILIAR WITH THE TEST FORMAT

🔍 Review any practice materials or sample prompts provided by your teacher or assessment coordinator.

PRACTICE USING A KEYBOARD & MICROPHONE IN YOUR TESTED LANGUAGE

💻 If your test includes special characters or accent marks, or a speaking component, practice with the appropriate settings and equipment.

BRING WORKING HEADPHONES & A MICROPHONE

🔊 Clear audio is essential for both understanding listening prompts and recording speaking responses.

DON'T RUSH

🧑🏫 Read and listen carefully. Think through your responses before writing or speaking.

STAY CALM & CONFIDENT

🛡️ This test is a chance to honor your language abilities. Trust what you know and do your best.

ASK QUESTIONS AHEAD OF TIME

❓ If anything about the test is unclear, talk to your teacher or coordinator before test day.

SEAL OF BILITERACY

STEP 5: REVIEW RESULTS & DETERMINE PROFICIENCY

DETERMINING A STUDENT'S OVERALL PROFICIENCY LEVEL

To be eligible for the Maine Seal of Biliteracy, students must demonstrate at least Intermediate Mid proficiency in each assessed domain: listening, speaking, reading, and writing, in a language other than English, as defined by the ACTFL Proficiency Guidelines.

ASSESSMENT FORMATS VARY

- Some assessments provide an overall proficiency level (e.g., "Intermediate Mid") aligned with ACTFL.
- Others report scores by individual domain only or use scoring systems that do not directly align with ACTFL proficiency levels.

In these cases, it is necessary to determine whether the student's combined performance across domains equates to an Intermediate Mid overall. Use the assessment-specific guidelines provided in this manual to interpret results. If your assessment is not included or you are unsure how to determine the overall level, please visit the Maine Seal of Biliteracy webpage for the most up-to-date contact information.

Remember: A student must meet or exceed Intermediate Mid to qualify for the Seal of Biliteracy. If a student falls short in any domain, they may have the opportunity to retake that specific domain, depending on the testing platform, often for an additional fee.



AWARDING CHECKLIST

Use this checklist to confirm whether a student is eligible to receive the Maine Seal of Biliteracy:

- ☐ **Language Proficiency:** Has the student demonstrated Intermediate Mid or higher proficiency in each domain (listening, speaking, reading, and writing) of their world language assessment?
- ☐ **English Language Proficiency:** Is the student on track to meet their high school English Language Arts (ELA) graduation requirements?
- ☐ **Graduation Status:** Is the student in their graduating year?
- ☒ If the answer is YES to all of the above, proceed with awarding the Maine Seal of Biliteracy.

THE MAINE SEAL OF BILITERACY QUICK GUIDE



The Maine Seal of Biliteracy is an award that celebrates the linguistic diversity and language-learning accomplishments of graduating students across the state. Students can earn the Seal of Biliteracy by demonstrating a high degree of skill in English and at least one other language.

WHAT ARE THE REQUIREMENTS?

English proficiency
demonstrated by
**HIGH SCHOOL
GRADUATION**

AND

Second-language
proficiency
demonstrated by
ASSESSMENT

LANGUAGE-SPECIFIC TESTS

American Sign Language Proficiency Interview, Sign Language Proficiency Interview, Avant Arabic Proficiency Test, Diplôme d'études en langue française/Diplôme approfondi de langue française, Deutsches Sprachdiplom I, Ellinomatheia, ACTFL Latin Interpretive Reading Assessment, National Latin Exam, Avnat Spanish Heritage Language Test, Diplomas of Spanish as a Foreign Language, Goethe-Institut German Exam, The Test of Chinese as a Foreign Language, AVANT SuperLanguages.

*****If students are testing in the ACTFL OPI, they may be required to take the ACTFL Listening (LPT), Reading (RPT), and/or Writing (WPT) tests.***



- Score of 3 or above
on world language **AP**
exam



- Score of 4 or above
on world language **IB**
exam



- Score of I2 or above
AAPPL form B
- Score of intermediate
mid or higher
on Oral Interview



- Score of 5 or above
on STAMP 4S
- Score of 5 or above
on STAMP WS



- Score of 4 on **National
Examinations in World
Languages**



- Score of 6 or ILR 1+ on
ALTA Language Test

OR

If your second language does not
fall in any available testing, utilize:

**ADDITIONAL
PATHWAYS**

TRANSCRIPTS FROM ABROAD

**CONTACT YOUR SEAL OF
BILITERACY COORDINATOR**



www.maine.gov/doe/multilingual/biliteracy

SEAL OF BILITERACY

STEP 5: REVIEW RESULTS & DETERMINE PROFICIENCY

LANGUAGE-SPECIFIC TESTS

Test Name	Requirement
American Sign Language Proficiency Interview (ASLPI)	3
Sign Language Proficiency Interview (SLPI)	Intermediate Plus
Avant Arabic Proficiency Test (APT)	5
Diplôme d'Etudes en Langue Française/Diplôme Approfondi de Langue Française (DELF/DALF)	CEFR B1
Deutsches Sprachdiplom I (DSD)	CEFR B1
Ellinomatheia	CEFR B1
ACTFL Latin Interpretive Reading Assessment (ALIRA)	I2
National Latin Exam: Intermediate Reading Comprehension Exam	Silver (Maximum Cum Laude)
Avant Spanish Heritage Language Test (SHL)	5
Diplomas of Spanish as a Foreign Language (DELE)	CEFR B1
Goethe-Institut German Exam	CEFR B1

ADDITIONAL PATHWAYS

Provide transcripts from a school outside of the United States showing at least three years of instruction in the student's primary/home language in 8th grade or beyond, with an equivalent grade average of B or higher. For less commonly taught world languages and indigenous languages without standardized testing options, please reach out to the Maine DOE Seal of Biliteracy Coordinator to establish an appropriate measure of intermediate-mid proficiency based on the [ACTFL Proficiency Guidelines](#).

SEAL OF BILITERACY

STEP 5: REVIEW RESULTS & DETERMINE PROFICIENCY

ACTFL ASSESSMENTS

ACTFL assessments, such as AAPPL and the Oral Proficiency Interview (OPI), provide scores aligned with the ACTFL proficiency guidelines. (OPI yields a single score, which may be all a student needs if they have received an exemption from the reading and writing domains.) However, students who take AAPPL will not receive an overall proficiency level score. The overall score is to be calculated based on an average of the four domains: interpersonal listening and speaking (ILS), interpretive reading (IR), interpretive listening (IL), and presentational writing (PW). Remember that a student must score at intermediate mid proficiency (at least I-2) in each domain.

ACTFL Proficiency Guidelines	ACTFL Performance Scale	AAPPL Measure Performance Score	Form	
Advanced Low	ADVANCED	A-1	A	B
Intermediate High		I-5		
Intermediate Mid		I-4		
Intermediate Mid	INTERMEDIATE	I-3		
Intermediate Mid		I-2		
Intermediate Low		I-1		
Novice High		N-4		
Novice Mid	NOVICE	N-3		
Novice Mid		N-2		
Novice Low		N-1		



To find the average of the four domains, add the four numbers from each domain score (A-1 is represented as 6) and calculate the average. **See the following examples:**



ILS	IR	IL	PW	Averaged Calculated	Overall
I-4	I-5	I-4	I-5	$4 + 5 + 5 + 4 = 20$ $20/4 = 5$	I-5, Intermediate High
I-2	I-3	I-2	I-2	$2 + 3 + 2 + 2 = 9$ (rounded down from 2.25)	I-2, Intermediate Mid
A-1	I-5	A-1	I-3	$6 + 5 + 6 + 3 = 20$ $20/4 = 5$	I-5, Intermediate High
I-5	A-1	A-1	I-5	$5 + 6 + 6 + 5 = 22$ $22/4 = 6$ (rounded up from 5.5)	A-1, Advanced Low

****Students seeking the Seal of Biliteracy through the ACTFL OPI may be required to show proficiency in other available language modalities using the ACTFL Listening (LPT), Reading (RPT), and/or Writing (WPT) tests.**

SEAL OF BILITERACY

STEP 5: REVIEW RESULTS & DETERMINE PROFICIENCY

ALTA

Score	Proficiency Level Equivalence
12+	Native
12	Distinguished
11	Distinguished
10	Superior
9	Superior
8	Advanced Plus
7	Advanced
6 (Minimum)	Intermediate High

ADVANCED PLACEMENT (AP) EXAM

Score	Proficiency Level
3	Intermediate Mid
4 or 5	Intermediate High
5	Advanced



AVANT ASSESSMENTS

Avant assessments provide scores that correlate to the ACTFL proficiency levels. STAMP 4S and the Arabic Proficiency Test provide scores in each of the four domains, while STAMP WS (formerly WorldSpeak) provides score in writing and speaking only. The Spanish Heritage Language Test provides scores in vocabulary, reading, grammar, writing, and speaking.

To determine the overall composite proficiency score, find the average of all available domain scores. Level 5 in each domain is the minimum required score.

The numbers 1-9 relate to the ACTFL scale in the following manner:

Reading and Listening Level Key			Writing and Speaking Level Key		
Novice	Intermediate	Advanced	Novice	Intermediate	Advanced
1 - Novice-Low	4 - Intermediate-Low	7 - Advanced-Low	1 - Novice-Low	4 - Intermediate-Low	7 - Advanced-Low
2 - Novice-Mid	5 - Intermediate-Mid	8 - Advanced-Mid	2 - Novice-Mid	5 - Intermediate-Mid	8 - Advanced-Mid/High
3 - Novice-High	6 - Intermediate-High	9 - Advanced-High	3 - Novice-High	6 - Intermediate-High	
				NR - Not Ratable	

SEAL OF BILITERACY

STEP 5: REVIEW RESULTS & DETERMINE PROFICIENCY

EUROPEAN EXAMS

For European exams that provide scores aligned with the [Common European Framework of Reference](#), use the following chart. B1 is the minimum required score.

ONE-DIRECTIONAL ALIGNMENT: Receptive Skills – Reading and Listening		ONE-DIRECTIONAL ALIGNMENT: Productive Skills – Speaking and Writing	
Rating on ACTFL Assessment (LPT, RPT or L&Rcat)	Corresponding CEFR Rating	Rating on ACTFL Assessment (OPI, OPIc or WPT)	Corresponding CEFR Rating
Distinguished	C2		
Superior	C1.2	Superior	C2
Advanced High	C1.1	Advanced High	C1
Advanced Mid	B2	Advanced Mid	B2.2
Advanced Low	B1.2	Advanced Low	B2.1
Intermediate High	B1.1	Intermediate High	B1.2
Intermediate Mid	A2	Intermediate Mid	B1.1
Intermediate Low	A1.2	Intermediate Low	A2
Novice High	A1.1	Novice High	A1
Novice Mid	0	Novice Mid	0
Novice Low	0	Novice Low	0
0	0	0	0

SEAL OF BILITERACY

STEP 6: AWARD THE SEAL

CONGRATULATIONS

Once a student has met all eligibility requirements, it's time to officially award the Maine Seal of Biliteracy. This final step is more than just a celebration; it's a meaningful recognition of a student's dedication, persistence, and proficiency in two or more languages.

Beyond the pride of accomplishment, the Seal of Biliteracy serves as a powerful credential that can open doors to academic, career, and global opportunities. Be sure to notify the student and their family of this honor, and guide them in formally including the Seal on:

- College applications
- Scholarship submissions
- Resumes and cover letters
- Employment or internship applications

Highlight to students that employers across the country are actively seeking bilingual and biliterate candidates, particularly in sectors such as healthcare, education, government, and customer service. Including the Seal on their applications not only demonstrates advanced language skills but also showcases critical competencies such as cultural awareness, communication, and adaptability.

Please encourage students to take pride in this achievement and to articulate it confidently as a competitive advantage. With the Maine Seal of Biliteracy on their record, they are entering the next phase of their journey with a valuable distinction that sets them apart.

DID YOU KNOW?

When you celebrate Seal of Biliteracy recipients in your school, you're not just honoring their achievement, you're also inspiring younger students to value and develop their own language skills. Recognizing bilingualism sends a powerful message: language is an asset, and everyone's linguistic identity matters. Visibility today can spark motivation for tomorrow's recipients!



Students and educators at Bangor High School's Seal of Biliteracy Ceremony in 2024-2025.

SEAL OF BILITERACY

STEP 7: RECORD ON TRANSCRIPTS

Including this information accurately and consistently on the transcript is essential. Many colleges, universities, and scholarship programs recognize the Seal of Biliteracy as evidence of academic achievement and language ability. Several institutions of higher education in Maine award college credit for students who earn the Seal, but only if it is formally recorded on the student's transcript.

WORK WITH SCHOOL COUNSELORS

- Coordinate closely with your school counselors or registrar's office to ensure that the Seal is:
- Recorded on the student's official transcript
- Clearly indicates the language(s) in which proficiency was demonstrated
- Includes the proficiency level (e.g., Intermediate Mid, Advanced Low) if applicable

****When sending transcripts to college or employers, include the testing results****

We no longer require a parent signature form.

WHY IT MATTERS

Failing to include this on transcripts may result in missed opportunities for students, such as:

- Earning college credit or advanced placement in language courses
- Demonstrating multilingual proficiency on college or job applications
- Meeting eligibility for specific scholarships or language-related programs

The Seal of Biliteracy folder offers optional certificates and a letter from the Maine DOE that can be placed in the student's file as well.

FAQs

Why is it essential to include the Seal of Biliteracy on a student's transcript?

Many colleges, universities, and scholarship programs recognize the Seal as formal evidence of a student's multilingual proficiency and academic achievement. If it's not documented on the transcript, students may miss out on college credit, advanced course placement, scholarships, or other language-related opportunities.

What details must be included on the transcript?

The transcript should clearly list:

- The Seal of Biliteracy award
- The language(s) in which the student demonstrated proficiency
- The level of proficiency (e.g., Intermediate Mid, Advanced Low), if applicable

Who is responsible for ensuring this is added to the transcript?

The Seal of Biliteracy Coordinator should collaborate with school counselors or the registrar's office to ensure the Seal is recorded accurately and consistently.

SEAL OF BILITERACY

STEP 8: CELEBRATE STUDENT SUCCESS

Thank you for your thoughtful coordination and advocacy throughout the Seal of Biliteracy process. Your work plays a pivotal role in elevating multilingual learners and highlighting the value of biliteracy across Maine.

To support your school or district in celebrating this year's recipients, we're excited to share a variety of resources, all housed on the [Maine DOE Seal of Biliteracy website](#)

Inside the folder, you'll find:

- Two optional Seal of Biliteracy certificates
 - Choose from two professionally designed certificate templates to present at school-wide or classroom-level awards and recognition ceremonies.

A student letter from the Maine Department of Education

- Also added on the following page
- This letter serves as an official acknowledgment and may be placed in the student's cumulative file or given directly to the student and their family.

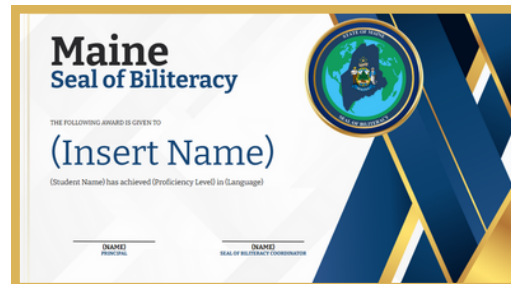
A coordinator letter, just for you!

- A personal thank you for your commitment to the Seal of Biliteracy program and the multilingual learners you support.

Optional: Seal of Biliteracy Stickers

- These can be printed on Avery 2-inch round labels and applied to transcripts, diplomas, or award folders to provide a visual and celebratory marker of achievement.

These optional resources are designed to help you celebrate student achievement and highlight your district's commitment to language diversity.



Aliana A, Seal of Biliteracy recipient and healthcare worker



STATE OF MAINE
DEPARTMENT OF EDUCATION
23 STATE HOUSE STATION
AUGUSTA, ME 04333-0023

JANETT. MILLS
GOVERNOR

PENDER MAKIN
COMMISSIONER

2025-2026 School Year

Dear Maine Seal of Biliteracy Recipient,

Congratulations on earning the **Seal of Biliteracy**! This recognition celebrates your dedication and success in developing strong skills in both English and an additional language.

Being bilingual is a tremendous strength, one that opens doors to new cultures, connections, careers, and academic opportunities. The Seal of Biliteracy is an official acknowledgment of your efforts and abilities, and it may be included in college applications, resumes, and job interviews to highlight your linguistic and cultural skills.

Be sure to request that your transcript includes the Seal of Biliteracy, including the language and proficiency level you earned.

We hope you continue your language learning journey and take pride in this accomplishment; you've earned it!

A handwritten signature in cursive script that reads "Melanie Junkins".

Melanie Junkins

Multilingual & Bilingual Education Specialist

A handwritten signature in cursive script that reads "Beth Lambert".

Beth Lambert

Chief Teaching and Learning Officer



STATE OF MAINE
DEPARTMENT OF EDUCATION
23 STATE HOUSE STATION
AUGUSTA, ME 04333-0023

JANETT. MILLS
GOVERNOR

PENDER MAKIN
COMMISSIONER

2025-2026 School Year

Dear Maine Seal of Biliteracy Coordinator,

We are pleased to share that a student at your school has earned the **Seal of Biliteracy**, an award that recognizes graduating students who have demonstrated a high level of proficiency in English and at least one additional language.

This distinction is an important milestone in a student's bilingual journey and may serve as a valuable asset when applying for post-secondary education or employment. It reflects academic achievement and the development of cultural and linguistic competence.

Please ensure the student's official transcript includes the notation: **"Seal of Biliteracy"**, along with the language and proficiency level achieved. When sending transcripts to colleges and universities, we recommend including a copy of the Seal of Biliteracy approval letter to support credit or placement opportunities.

We are attaching a **certificate template** that may be printed and used for recognition during graduation or award ceremonies. There are also optional ribbons, pins, and stoles available for purchase from Northeast Trophy. Please see the Seal of Biliteracy Handbook for more information.

Thank you for supporting and celebrating the multilingual achievements of your student

A handwritten signature in cursive script that reads "Melanie Junkins".

Melanie Junkins

Multilingual & Bilingual Education Specialist

A handwritten signature in cursive script that reads "Beth Lambert".

Beth Lambert

Chief Teaching and Learning Officer

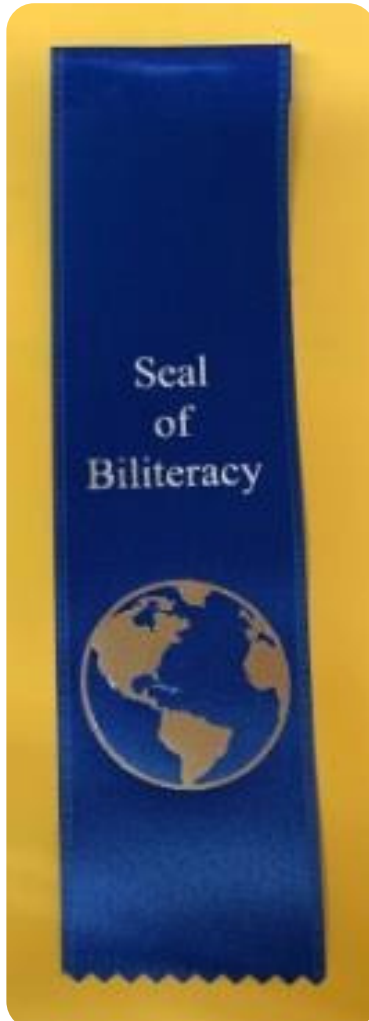
SEAL OF BILITERACY

STEP 8: CELEBRATE STUDENT SUCCESS

OPTIONAL ITEMS

Schools may choose to order ribbons, stoles, pins, or medals for Seal of Biliteracy recipients. The Maine DOE plans to ensure all schools receive the same unit pricing, regardless of order size.

This page will be updated in January 2026



SEAL OF BILITERACY

STEP 9: COMPILE RECIPIENT DATA

Begin by compiling data on your school's Seal of Biliteracy recipients using the required spreadsheet template provided by the Maine DOE. This includes entering accurate student information, testing results, and eligibility criteria for each candidate.

	A	B	C	D	E	F	G	H	I
1	School	Student State ID Number	Last Name	First Name	Is the student a multilingual learner?	Language 1	Language 1 Proficiency	Language 2	Language 2 Proficiency
2	Maine School	150203089	Choi	Yoonmei	Yes	Korean	Advanced-Low		
3	Maine School	130203089	Lyons	Brock	No	Spanish	Intermediate-Mid	Arabic	Intermediate-high
4									

REQUIRED INFORMATION TO SUBMIT

- School
- State Student ID
- Last Name
- First Name
- Is this student an identified Multilingual Learner / English Learner? (Yes/No)
- Language other than English that was tested
- Proficiency level (Intermediate Mid or higher)



[Maine Seal of Biliteracy Spreadsheet Template](#)

FAQs

 **Is the District ID number the same as the State Student ID Number?**

No, in Maine, each student is issued a State ID number that remains the same, even when transferring to other districts.

 **Where do I find the State Student ID Number?**

Your district data manager, principal, or superintendent's office will have access to the State Student ID Number. Please note, this number is different from the SAU Student Number.

SEAL OF BILITERACY

STEP 10: SUBMIT THE DATA

Please ensure that the completed spreadsheet, saved either in Excel (.xlsx) or CSV (.csv) format, is submitted to the Maine DOE through the designated secure online submission portal each year by July 30th. It is important **not** to send the spreadsheet via email because it contains confidential and sensitive student information that must be protected in accordance with privacy laws and data security protocols. Using the secure online form helps safeguard this data and ensures compliance with state and federal regulations. If you encounter any technical difficulties or have questions about the submission process, please contact the Department's support team well in advance of the deadline to avoid any delays.



REQUESTED INFORMATION

- Coordinator Name
- Coordinator Email
- School Name
- Upload your spreadsheet (In Excel or CSV format, only)



[Seal of Biliteracy Secure Data Upload Form](#)

DUE DATE - JULY 30

FAQs

Why do I need to submit my data to the state?

The data you submit is compiled and released annually on the [Seal of Biliteracy Data Dashboard](#). This public recognition celebrates Seal recipients across Maine and the country, helping to highlight the achievements of multilingual students and promote awareness of language proficiency statewide.

What format should I submit my documents?

No, to accurately record your data at the Maine DOE, we require a CSV or .xlsx format.

SHARE YOUR SEAL OF BILITERACY STORIES!



Take a moment to celebrate your advocacy and the accomplishments of your multilingual students!



newsroom



[Submit your School Success Stories here](#)



Maine Department of Education

June 9 at 11:59 AM · 🌐

Congratulations to [M.S.A.D. #42](#) Central Aroostook seniors Millie Couture, Carolina Thomas, and Narei Wright, who proudly received the Maine Seal of Biliteracy last week!

"The Maine Seal of Biliteracy is a major achievement reflecting years of dedication," Central Aroostook Jr./Sr. High School Spanish Teacher Paulina Sargent said. "From our small town in northern Maine, this is a big accomplishment. We may be a small group, but we are mighty. Thank you to all the teachers who... [See more](#)



Share your progress with your school administration and explain how your district supports biliteracy and college and career readiness.



Showcasing this great work not only builds momentum but also inspires other educators across Maine.