2025

Oregon State Seal of Biliteracy / Multiliteracy (OSSB/M) Manual

Policies and procedures for requesting and awarding the Oregon State Seals of Biliteracy and Multiliteracy

Last updated: 7/1/24

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1.0 Overview

1.1 Oregon State Seal of Biliteracy and Multiliteracy

The Oregon State Seal of Biliteracy (OSSB) and Oregon State Seal of Multiliteracy (OSSM) are state-sponsored recognitions of student proficiency in multiple languages. The OSSB/M was created to honor the knowledge and achievements of multilingual students in Oregon, to recognize the assets multilingual students bring to the classroom and community, and to encourage language study (including heritage languages or languages of cultural importance to the student).

The OSSB/M is mentioned in four Oregon Administrative Rules (OARs).

- 581-017-0380 Mentions, but does not govern, OSSB.
- 581-021-0580 (updated in 2021-22) Definitions.
- 581-021-0582 Establishes OSSB. Note that some language in this rule is outdated, since it describes OSSB as it was at time of establishment.
- 581-021-0584 (updated in 2021-22) Describes the OSSB/M and sets eligibility criteria.

Note that per current formulation of these rules, and in the spirit of Access to Linguistic Inclusion, all languages are on an equal footing. This means that all languages, including English, must follow the same OSSB/M procedures and evidence requirements.

1.2 Summary of Changes

The following changes were made from the 2024 version of this manual.

- Updates to the evidence lists
    - SAT scoring updated
    - Clarification added regarding ELA and the Listening domain
    - Alt ELPA and ORExt ELA added
    - Information about AVANT testing for less common languages updated
- Information added about requesting the OSSB for students earning a modified diploma, extended diploma, or alternative certificate
- Added information about use of OSSB/M images for institution-produced award materials
- Updated fall request fulfillment dates
- Added list of frequently used language codes

1.3 Manual Effect Date

The information in this manual applies to Seal requests submitted for scheduled releases on May 1, 2025, and following.

2.0 Hosting an OSSB/M Program

Submitting an OSSB/M request serves as official notification to ODE of intent to participate in the state-sponsored OSSB/M program. There is no need to independently notify ODE of intent to participate.

By submitting an OSSB/M request, an educational institution agrees to the following:

- The institution has evidence on file supporting all claims of proficiency and is willing to produce that evidence to ODE upon request.
- Relevant personnel for the institution (particularly the institution's principal OSSB/M contact) have read this entire manual and related materials and will ensure that the institution abides by the requirements described herein.

ODE also makes the following recommendations regarding local OSSB/M programs:

- Provide equitable access to the OSSB/M, across student groups. If only students meeting certain demographic characteristics are receiving the OSSB/M at your institution, consider broadening your outreach or other implementation improvements.
  - Intentional emphasis may be appropriate for students whose multilingual assets have traditionally been ignored or discounted, such as students ever designated for English learner status or students with a heritage language other than English.
- Communicate information about the opportunity to earn the OSSB/M to families in a language they can understand. This is particularly important for students with English learner status.

3.0 Qualifying for the OSSB/M

3.1 Student Eligibility

To be eligible for the OSSB/M, a student needs to meet both of the following criteria.

A. Student has completed all state and district graduation requirements.
B. Student has demonstrated Intermediate High or higher proficiency, as described in the ACTFL proficiency guidelines, in all included domains for two or more languages.

Graduation requirements

Criterion A stipulates that students meet the requirements set out in OAR 581-022-2000, *and* any additional graduation requirements set out by the institution where the student is enrolled. This may be satisfied through attainment of a standard diploma, modified diploma (OAR 581-022-2010), extended diploma (OAR 581-022-2015), or alternative certificate (OAR 581-022-2020; note that ORS 339.505 includes students who earn an alternative certificate in its definition of a "graduate").

The OSSB/M can be requested prior to the "moment of graduation". Criterion A is satisfied once meeting state and district requirements is a virtual certainty. OAR 581-021-0584 uses the phrase "received a diploma" as a shorthand for meeting graduation requirements; it is not a literal reference to having a diploma document in hand. However, do not request OSSB/M on the hope that the student will "probably" meet graduation requirements.

Criterion A also applies to students attending private schools, home schooling, and post-secondary institutions. This criterion is usually satisfied at post-secondary institutions via admissions requirements. For private schools or home schooled students, criterion A can be met through verification that the student's program of study satisfies the Unit of Credit Requirements laid out in OAR 581-022-2000.

ACTFL proficiency guidelines

The ACTFL proficiency guidelines undergird both Oregon's World Language content standards and criterion B for the OSSB/M. (ACTFL historically stood for the American Council on the Teaching of Foreign Languages; this full name was retired in 2020.)

While there are many useful resources available on the ACTFL website, the recommended document for evaluating evidence to support an OSSB/M claim is the ACTFL Proficiency Guidelines 2012, found under the Downloads heading.

Criterion B requires that a student demonstrate Intermediate High or higher performance in all included domains of Reading, Writing, Listening, and Speaking for each claimed language. An English claim must be supported with evidence for all included domains, like any other language.

Including and omitting domains

For most students, it is assumed the institution's claim includes all four domains of Reading, Writing, Listening, and Speaking. An institution may omit domains for which a demonstration of proficiency is inappropriate or inapplicable. Institutions are not required to collect evidence of proficiency in omitted domains. A maximum of three domains may be omitted from an OSSB/M claim.

A domain may be omitted for any of the following reasons:

- Disability
    - For some students, the impact of a disability prevents accurate or appropriate measurement of the student's proficiency. For example, a deaf student might be required to demonstrate Listening proficiency in ASL, but not in (spoken) Spanish. A disability significant enough to impact a student's performance in a language will usually, but not always, be recorded in an IEP plan.
    - A domain does not have to be exempted on a test such as ELPA Summative to be omitted for the OSSB/M. For example, a given student may not currently have EL status and may therefore have no domain exemptions recorded in an IEP plan.
- Does not apply (domain not present in language)
    - Some languages may not have a written form (or, more rarely, a spoken form). It is appropriate to omit domains which are not represented for a given language.
- Rare or difficult to support language
    - Some languages may be so rare that there is no assessment that measures one or more domains of the language, and there is no reasonable chance of finding a qualified user to evaluate student proficiency in that language.
    - If an institution has made a good faith effort to locate a suitable assessment or qualified user and such cannot be obtained by reasonable means, note that the effort was made and omit the domains which cannot be evaluated. The OSSB/M may still be claimed based on demonstration of proficiency in the remaining domains.

Decisions to include or omit domains is a local decision, which is neither reviewed nor approved by ODE. There is no need to signal an omitted domain in the OSSB_M Request Form.

Modified diploma, extended diploma, and alternative certificate

Students who meet the graduation requirements for a modified diploma, extended diploma, or alternative certificate are often receiving instruction according to standards that have been modified in depth, breadth, or complexity. In cases where such modifications apply to one or more non-omitted domains of Reading, Writing, Listening, or Speaking, then it is permissible for the sponsoring institution to similarly modify the ACTFL proficiency guidelines when evaluating the student's evidence for proficiency in said domains.

For example, if a student receives instruction according to ELA standards that have been reduced in depth, breadth, or complexity for reading, then the sponsoring institution could apply a similar reduction of depth, breadth, or complexity to the ACTFL proficiency guidelines when evaluating Reading evidence for that student. If, on the other hand, the student receives mathematics instruction according to modified standards, but there is no modification to reading, writing, listening, or speaking instruction, then the ACTFL proficiency guidelines would not be modified for any domain when evaluating evidence of proficiency.

Where feasible (such as on a transcript or other materials that note the student has earned the Seal of Biliteracy), the sponsoring institution should clearly signal Seals that have been earned per modification of ACTFL proficiency guidelines related to a student's diploma type. This might include a parenthetical "(modified for Reading and Writing)" or a diploma reference "(extended diploma)".

Two or more languages

The OSSB/M may be earned for any two or more languages. English is very commonly one of those languages, but is not required to earn the OSSB/M.

The OSSB is claimed for proficiency in exactly two languages. The OSSM is claimed for proficiency in three or more languages. A student does not earn multiple Seals of Biliteracy or Multiliteracy; rather, if the student meets requirements for additional languages, they are added to the OSSM claim.

3.2 Institution Requirements

Who can request
The OSSB/M is requested by a sponsoring educational institution (shortened to "institution" in this manual). Institutions include K-12 public schools, private schools, and post-secondary institutions such as colleges and universities. Individual students, families, or other third parties may not request a Seal without a sponsoring educational institution.

A sponsoring institution may request the OSSB/M for a student not currently enrolled at that institution if personnel from that institution directly verify the student meets both eligibility criteria (including direct review of evidence being used to support the OSSB/M claim). This provision provides for the opportunity to request the OSSB/M on behalf of former students, or for home schooled students who can find a sponsoring institution.

Supporting an OSSB/M claim

An institution may only request the OSSB/M on behalf of students who have met the eligibility criteria. As mentioned above, it is permissible to request the OSSB/M on behalf of students who have not yet graduated.

Evidence of proficiency in claimed languages may consist of any allowable evidence category in the Approved Evidence List (Appendix A of this manual). An institution may combine multiple sources of evidence to support a claimed language or domain.

Submission requirements

All institutions request the OSSB/M via the OSSB_M Request Form, found on the Biliteracy Initiatives page. This form may be used to submit requests one student at a time, or users may complete the OSSB_M Request Form Template (found next to the OSSB_M Request Form) and use the Request Form's upload function to submit requests for multiple students at once.

Submissions are accepted year-round. There is no submission window or deadline. Instead, all pending submissions are processed on the first working day following May 1, June 1, September 15, and November 15 each year. All submissions received prior to midnight each May 1, June 1, September 15, and November 15 processing date will be included in processing. Missing one of these processing dates will delay the delivery of printed Seals and certificates until the next processing date.

Institutions may claim the OSSB for any language (there is no ODE-curated list of allowable languages).

Institutions may support claims with evidence generated during the four calendar years prior to the year in which the student fully met the eligibility criteria. For students following a traditional four-year high school progression, this usually means that evidence generated during and after January of their Grade 8 year can be used to support a claim.

Institutions may request the OSSB/M until November 15 of the second calendar year after the student fully met the eligibility criteria. Meeting state and district graduation requirements must fall within that period. For example, if a student met eligibility criteria by graduating in spring of Year 1, the institution could request the OSSB/M for that student during the rest of Year 1, all of Year 2, and up until November 15 of Year 3.

Secure student data

Note that a fully completed OSSB_M Request Form Template contains secure student information. A completed template should not be shared with unauthorized persons or transferred via non-secure methods such as email.

4.0 Requesting the OSSB/M

4.1 Evidence of Proficiency

Approved evidence

A complete list of approved sources of evidence for all languages, as well as performance required for demonstration of proficiency, is included in Appendix A of this manual. This list includes sources of evidence that were previously approved for assessment of Essential Skills; however, "meeting Essential Skills" is *not* an eligibility requirement for the OSSB/M (see Section 2.0).

Unless otherwise noted by ODE, assessments on the approved list are approved for *all languages* in which that assessment is offered. It is permissible to combine results from multiple assessments or sources of evidence to complete an OSSB/M claim.

Course grades in isolation are not acceptable as evidence of proficiency in any domain. Course grades may include irrelevant information such as rewards or punishments for timeliness, behavior, group work, effort, etc. Therefore, imputing proficiency based solely on the grade a student was assigned for a given course is not an acceptable form of evidence. However, student coursework or observed performance can form part of a body of evidence or portfolio, provided it is evaluated with reference to the ACTFL proficiency guidelines.

Multiple sources of evidence may be combined to support a claim of proficiency for a given language or domain. It is not necessary for every piece of evidence to have been generated in the same year.

Tests taken using accommodations and supports which do not violate the construct of the test, including but not limited to supports recorded in a student's IEP or 504 plan, are acceptable evidence. Institutions who are unsure whether a given accommodation or support disqualifies a test for use in an OSSB/M

claim should consult the Oregon Accessibility Manual for comparison purposes. Decisions about the appropriateness of a given accommodation or support are made locally and do not need approval from ODE.

Work Samples, Body of Evidence, and Portfolios

Locally created assessments, locally administered tasks, locally observed student performance, and similar are acceptable sources of evidence the OSSB/M. These and similar activities are grouped in the OSSB/M rules using the label "Work sample, body of evidence or portfolio". All of these options are available for any language where student performance can be evaluated by a qualified user of the language in question, using the ACTFL proficiency guidelines. A "qualified user" means a user of the language with sufficient expertise in the language *and* understanding of the ACTFL proficiency guidelines to accurately evaluate student proficiency in relevant domains of the language. The user need only have expertise in domains they will be evaluating. The institution confirms locally whether a reviewer is a qualified user; ODE neither reviews nor approves these decisions.

To support a claim of proficiency, the locally evaluated evidence must meet the performance standards for an Intermediate High or higher as described in the ACTFL proficiency guidelines for all included domains. At a minimum, the institution must preserve a record of the scoring, including associated notes by the evaluator(s). It is not necessary to preserve a full copy of the student's performance.

Student performance may take many different forms depending on the language and domains being evaluated. In general, the student performance should be extended either in time or amount (so that there is sufficient material to rate), as well as varied in range of performance demand (so that proficiency judgments are based on a variety of skills rather than just a few). As the word "portfolio" implies, multiple sources of evidence may be assembled to build a proficient profile for a language.

Supporting claims of English proficiency

Just as with any other language, evidence for proficient performance in Reading, Writing, Listening, and Speaking needs to be gathered for English if it is to be claimed in an OSSB/M request. Paradoxically, because English forms the dominant language of instruction in Oregon, students are required to participate in very few standardized measures of their ability to use English as a world language. Therefore, institutions may need to use the body of evidence/portfolio option to complete a proficient profile for some students. The following recommendations may facilitate gathering evidence of performance in English for use with the body of evidence/portfolio option.

- Plan ahead.
    - If it is known far enough in advance that the OSSB/M will be requested for a student, teachers can be alerted to the need to evaluate performance samples in a given domain.
- Consider a wide range of content areas.
    - English Language Arts likely comes immediately to mind as a course that requires regular demonstration of student proficiency in English. However, students read and write, speak and listen in many content areas.
- Remember the Intermediate High cut point.
    - It is not necessary for an evaluating educator to internalize or master every level of the ACTFL proficiency guidelines, all the way from Novice Low to Distinguished. The OSSB/M only asks educators to confirm if they are demonstrating Intermediate High or higher performance. It is not necessary to determine the student's exact location on the proficiency continuum.
- Scoring notes are sufficient.

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- o The evaluating educator must go beyond a simple "yes/no" summary of student performance, but there is no need to replicate or preserve an exact copy of student work. A brief description of the student's pattern of performance will meet this standard. A concise and efficient writer might be able to condense such a description into as few as 1-2 paragraphs for a given domain.
- English proficiency for the OSSB/M is based on evaluation of student performance using the ACTFL proficiency guidelines, not course grades.

4.2 Submission Process

Using the OSSB_M Request Form and template

Detailed instructions for completing the OSSB_M Request Form are found on the second sheet of the OSSB_M Request Form Template. Requested Seals will be sent to the contact listed in the request form, at the address supplied in the request form, with certificates made out to students using names *exactly as entered in the request form*. If it is important that a student's name be spelled in a specific way or include certain diacritical marks, make sure these are correct in the request form. The form will confirm submission, but the submitter will not receive a copy of the information entered.

The OSSB_M Request Form asks for a three-letter language code from the ISO 639-3 code list. Institutions may choose how specific a code to report from this list. For example, if a student speaks Cantonese (Yue Chinese), the institution may choose to report this as the macrolanguage "Chinese (zho)" or the individual language "Yue Chinese (yue)".

A non-exhaustive list of codes for languages commonly spoken or studied by Oregon students:

- English: eng
- Spanish: spa (use for Spanish from all regions)
- Chinese: zho (macrolanguage; individual language codes available)
- Vietnamese: vie
- Russian: rus
- Arabic: ara (macrolanguage; individual language codes available)
- Ukrainian: ukr
- French: fra
- German: deu
- Japanese: jpn
- American Sign Language: ase

There is no need to specify whether a request is for the OSSB or the OSSM. If exactly two languages are listed in the request form, the OSSB will be awarded. If three or more languages are listed in the request form, the OSSM will be awarded.

Regardless of how many requests are made, there should be only one OSSB/M contact per school. If OSSB/M communication is necessary and multiple persons are listed, ODE will choose one of them to be the primary contact (usually the contact in the most recently submitted OSSB_M Request Form).

Do not modify the OSSB_M Request Form Template by modifying or renaming tabs or columns. This will cause your form to be excluded during the automated merge process. The form has been locked to help remind users not to make such changes.

Information in the SNAME, YEAR, LANG1, LANG2, and ADDL fields will be printed on student certificates *exactly* as entered in the OSSB_M Request Form. Mistakes in these fields may result in unusable certificates.

Correcting or editing submissions

Take the following actions in case of submission error.

Error	Action Step
Submission incomplete; more students need to be added	Submit a new individual request or request template, with only the new students included. Do not resubmit students whose information was already correct.
Wrong student name, SSID, date of birth, language, or ISO 639-3 code	Submit a new OSSB/M request for affected student(s) only.
Wrong evidence name; however, student is still eligible	Note error locally, along with correct evidence that supports the claim. Do not submit a new OSSB/M request.
Erroneous request; student is not eligible	Contact the ODE OSSB/M coordinator, who will purge the erroneous request from the database.
Misplaced materials	If you need a new certificate, resubmit the student (just like a new request). If you need a new embossed Seal sticker, contact mailservicesforward@garten.org.

Note that error correction requests may result in delivery of multiple versions of the same certificate. Avoided submitting the same student multiple times if possible. If you receive multiple certificates for a single student, take care to award the correct version to the student in question.

Seals will not be reprinted or replaced based on a parent or other third-party request.

4.3 OSSB/M Award Process

During the workday following May 1, June 1, September 15, and November 15 of each year, all pending requests will be finalized, and begin the process for bundling and mailing. Pending requests are considered to have been officially "awarded" on the aforementioned dates. The contact person listed in the OSSB_M Request Form will receive a confirmation by email when one or more Seals has been prepared and mailed to their institution. Seal materials include:

- Embossed gold stickers, which bear the image of either the OSSB or the OSSM and are suitable for affixing to a diploma or transcript, and
- Certificates with a gold embossed Seal, the student's name and year of award, and the languages honored.

Materials should arrive within roughly one week of this email confirmation. As a reminder, the institution must have evidence of student proficiency on hand to request a Seal for a given student; do not submit an OSSB_M Request Form on the expectation of future evidence (e.g. standardized tests whose scores have not yet returned).

ODE currently does not award supplementary materials such as medals or graduation cords. Institutions wishing to further honor their students may choose to offer such supplementary materials. Use of the

OSSB and OSSM images is permitted for production of supplementary materials, so long as they are awarded in the same conditions, and per the same eligibility requirements, as state-produced materials (and preferably alongside state-produced materials). These conditions include the following:

- The institution's OSSB/M program meets the requirements described in Section 2.0 of this manual.
- Supplementary materials bearing Oregon's OSSB and OSSM images are provided only to students who have earned the State of Oregon's Seals Biliteracy or Multiliteracy (not any other Seal or multilingual honor).
- Supplementary materials bearing Oregon's OSSB and OSSM are made available to all students at the institution who have earned the OSSB or OSSM. Supplementary materials are not awarded as part of preferential treatment or special mark of distinction for a subset of students.

Appendix A: Approved Evidence List

To qualify for a Seal of Biliteracy, a student must demonstrate Intermediate High or higher performance (as defined by the ACTFL proficiency guidelines) in all included domains (Reading, Writing, Listening, and Speaking) for the languages being claimed. The following tables list approved sources of evidence for the Seal of Biliteracy. Assessment instruments appearing in these tables have been reviewed in prior years to locate a proficient score point per the ACTFL proficiency guidelines.

Vendor- or institution-created assessment instruments which do not appear on this list may also be used if they provide scores in terms of the ACTFL proficiency guidelines, or if developer-provided information allows the assessment score to be located on the ACTFL proficiency guidelines. Use of such an assessment would fall under the "body of evidence" category.

Multiple sources of evidence from tables in this appendix may be combined to furnish evidence for proficiency in all included domains for a given student.

Primary Approved Evidence List

Not all domains are available for all tests. Domains in parentheses are available for some but not all tests in the series. If a given test provides a result at the domain level, use that domain level result. If the test provides only a composite result, use that composite result for all covered domains (i.e. the test supports all the listed domains or none of them).

Assessment (Provider and Name)	Assessment Names	Domains	Proficient Result
ACT	PreACT PreACT 8/9	R	The midpoint of the predicted ACT Reading score range must be 18 or higher.
Advanced Placement (AP)	AP Exam Language and Culture (Language Specific)	RW (LS)	4 or higher
---	AP Literature	RW	3 or higher
ALTA Language Agency	Written Assignment Speaking and Listening	WLS	ALTA level 6 or higher
College Level Examination Program by College Board	CLEP	LR	Level 2 credit-granting score

Assessment (Provider and Name)	Assessment Names	Domains	Proficient Result
Oregon Statewide Assessment System	ELA Summative	RWL	Composite score of 3 or higher (covers all three domains; L is not reported separately)
---	Oregon Extended (ORExt) ELA (see diploma type information in Section 3.1)	RWL	Composite score of 3 or higher (covers all three domains; L is not reported separately)
ELPA21	ELPA Summative ELPA Screener	RWLS	Score of 4 or higher in relevant domain(s)
---	Alt ELPA (see diploma type information in Section 3.1)	(RL) (WS)	Score of 3 or higher in Receptive (RL) or Productive (WS) modalities
International Baccalaureate (IB)	IB Exam (Language Specific)	RW (LS)	Score of 4 or higher
Local Educational Agency (LEA)	Portfolio Work Sample Body of Evidence	RWLS	ACTFL Proficiency Scale Intermediate High or higher
Research and Resource Center with Deaf communities sign language assessment (RSLA)	Bridges Oregon, Inc. (moving to STAMP ASL)	LS	Intermediate, Intermediate Plus, Advanced, Advanced Plus, Superior, Superior Plus
Willamette Promise	Willamette Promise (Spanish)	RWLS	74.0 composite score or equivalent to being placed in SPAN 203 @ WOU
Any	Any (see following rows for examples.)	Any	ACTFL Proficiency Scale Intermediate High or higher
ACTFL through Language Testing International	AAPPL	RWLS	ACTFL Proficiency Scale Intermediate High or higher
---	Writing Proficiency Test (WPT)	W	ACTFL Proficiency Scale Intermediate High or higher
---	Oral Proficiency Interview (OPI) or Oral Proficiency on Computer (OPIc)	LS	ACTFL Proficiency Scale Intermediate High or higher
AJA Assessment for Tamil Language	Tamil Language Proficiency Assessment	RWLS	ACTFL Proficiency Scale Intermediate High or higher
Avant Assessment*	Avant-STAMP 4S Standards-based Measurement of Proficiency 4 Skills	RWLS	ACTFL Proficiency Scale Intermediate High or higher
---	Avant-STAMP WS	WS (R)	ACTFL Proficiency Scale Intermediate High or higher

*AVANT Assessment offers testing for less common languages (called "Super Language Tests") to students in HI, OR, and WA. Contact AVANT representative Lisa Werner to learn more about the Super Language Testing program. Note that the fee for Super Language Tests is significantly higher than for other tests offered by AVANT.

Legacy Essential Skills List

The following table lists assessments that were previously approved for satisfying Essential Skills requirements. These assessment options remain approved for demonstrating Reading and/or Writing proficiency in any language in which they are offered (usually only English). This list has been streamlined from past versions, including removal of irrelevant or outdated assessments and assessment scores.

Assessment	Reading	Writing
ACT	18	See ACT Scoring Table below
ACT Aspire	425	N/A
Accuplacer Reading Comprehension Test	86	N/A
AP (Reading Exams) • European History • Macroeconomics • Microeconomics • Psychology • English Literature & Composition • United States History • World History • United States Government & Politics • Comparative Government & Politics	3	N/A
Asset	42	N/A
IB (Reading Exams) • English (Language Arts) • History of Americas • History of Europe • 20th Century Topics • Economics • Psychology • Social Anthropology	4	N/A
PSAT Reading	24	N/A
SAT (Reading and Writing Section score, not overall score)	510	510
WorkKeys 2.0 (Workplace Documents)	79	N/A

ACT Scoring Table

Use the table below for Writing proficiency only. The proficiency threshold for Reading is listed in the table above.

If the student received an ACT English Score of:	Then the student must receive at least an ACT Writing Score of:
12 - 14	12
15	11
16 - 17	10
18	8
19	7
20 - 21	6
22	5
23	4
24 - 25	3
26 or greater	2

Appendix B: OSSB/M Workflow

The following steps apply to all institutions wishing to request the OSSB/M.

1. **Identify eligible students.**
   a. Eligibility for the OSSB/M is based on two factors:
      i. Student has met state and district graduation requirements.
      ii. Student has demonstrated Intermediate High or higher proficiency in all included domains of any two languages, per the ACTFL proficiency guidelines.
2. **Assemble evidence supporting claims of proficiency**
   a. The Approved Evidence List includes all acceptable sources of evidence.
   b. Multiple sources of evidence may be combined to create a proficient profile.
   c. Evidence may be generated during the four calendar years prior to the award year.
   d. It is not necessary to store full reproductions of all student work; retaining score reports or other records showing evaluation via the ACTFL proficiency guidelines is sufficient.
3. **Request the OSSB/M via the OSSB_M Request Form**
   a. The OSSB/M may be requested until October first in the second calendar year after meeting the eligibility criteria.
   b. Students may be entered one at a time, or multiple records can be entered simultaneously by uploading the OSSB_M Request Form Template (instructions included). The Request Form is open year-round.
      i. Do not rename or modify tabs or columns in the template. This may cause your students to be excluded from processing.
   c. Be sure that you enter the student's name, year, and languages *exactly* as you wish to see them on the OSSB/M certificate.
   d. All pending OSSB/M requests will be finalized on the next working day after each of the following dates: May 1, June 1, September 15, and November 15. Make sure that you submit the request early enough for the relevant certificates and Seals to reach your institution.
   e. Institutions may request the OSSB *as soon as* the student meets the necessary criteria. Institutions maybe request OSSB prior to the actual moment of graduation; however, do not request a Seal on the presumption that the student will "probably" meet graduation requirements, or that forthcoming evidence will support a claim of proficiency.
   f. You will see a general confirmation of submission ("Success! We've captured your response"), but you will not receive a copy of your responses.
   g. Email addresses listed in the EMAIL field will receive a confirmation when embossed Seals and certificates have been mailed. Once the printing vendor receives the information, printing and mailing should take roughly one week.

Appendix C: Contact Information

For questions regarding…	…please contact:
The OSSB/M or a statewide summative assessment	OSSB/M coordinator Ben Wolcott
The OSSB/M program at a specific institution	Personnel at that institution (ask for their OSSB/M point of contact)
A vendor-produced test	Customer service for that vendor

For questions regarding…	…please contact:
Physical state of OSSB/M materials upon delivery (ex. damage, incomplete printing, delivered to wrong address)	Garten Print and Mail Services (mailservicesforward@garten.org)

If you wish to receive updates regarding the OSSB/M, please sign up for the OSSB/M Listserv.