



South Carolina Seal of Biliteracy Overview and Guidelines

South Carolina State Board of Education

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Office of Assessments and Standards
SC Department of Education

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I. What is the SC Seal of Biliteracy?

The South Carolina Seal of Biliteracy is an official credential awarded by districts or school to students who demonstrate high proficiency in both English and at least one additional world language. This recognition serves as a verified indicator of bilingualism and biliteracy for colleges, universities, and employers throughout the United States.



The Seal of Biliteracy is now recognized in all 50 states, reflecting a nationwide commitment to valuing language proficiency as an important academic and workforce skill.

II. What are the benefits of earning a SC Seal of Biliteracy?

State and national data indicate three primary benefits for students who earn the Seal of Biliteracy¹:

College Recognition

Many universities in South Carolina and across the United States recognize the Seal of Biliteracy as a placement tool and offer credit. It also provides verifiable evidence of multilingualism that enhances college applications and scholarship opportunities. Lastly, the value of the Seal of Biliteracy is equivalent to AP credit. Hence, this becomes an alternative pathway for schools or districts who cannot offer advanced placement courses in all languages.

Employment Opportunities

In today's competitive global market, multilingualism is increasingly valued as an essential skill. Students who earn the Seal of Biliteracy gain a credential that enhances their resumes and expands their employment prospects across various industries and sectors.^{2,3}

Language Validation

Students frequently underestimate their proficiency in a second or third language. The Seal of Biliteracy provides an accurate, objective measurement of language abilities, validating the student's linguistic skills for academic and professional pursuits.

Did you know that...

9 out of 10 employers seek
and/or value
multilingual employees

45 out of 46 counties in SC
are home to an
international company
SC Dept of Commerce

III. Who is eligible to test for the SC Seal of Biliteracy?

To *qualify for testing* for the South Carolina Seal of Biliteracy, students must meet specific grade level and language competency requirements:

➤ **Grade Level Requirement**

Only students in their junior or senior year of high school are eligible to earn a SC Seal of Biliteracy. Receiving the credential shortly before entering college or a career path ensures that the proficiency level shared with the potential college or employer is accurate.

➤ **Language Skills Requirement**

All students who have proficiency in a language other than English, regardless of *when or how* they have acquired that language are eligible to earn the SC Seal of Biliteracy. This includes but is not limited to:

- Students who have acquired the language abroad (ex: students of military families)
- Students who have acquired the language informally at home or attended a community-language program
- Students identified as multilingual learners
- Students who have acquired the language through personal study
- Dual language immersion students who have a long history of academic exposure
- Students who have learned a world language in an academic setting

Students may apply to test for the Seal *regardless* of whether they are currently enrolled in a language program at their school or not.

Did you know that...

These are the TOP 10 languages spoken in SC, other than English⁴

- | | |
|------------|---------------|
| 1. Spanish | 6. Vietnamese |
| 2. German | 7. Russian |
| 3. Chinese | 8. Portuguese |
| 4. French | 9. Hindi |
| 5. Tagalog | 10. Gujarati |

IV. What languages are recognized for the SC Seal of Biliteracy?

Languages are not limited to the ones offered at each school or district. We have more than one hundred languages that can be tested through an SCDE approved proficiency-based assessment (see Table 1).

Due to the unique characteristics of certain languages, special allowances will be made in cases where language assessments across all four skills (listening, reading, speaking and writing) may not be appropriate or available. The South Carolina Department of Education (SCDE) reserves the right to accept a different assessment that meets the spirit of the SC Seal of Biliteracy.

Students seeking the SC Seal of Biliteracy through languages not characterized by listening, speaking, signing, reading, or writing can demonstrate the expected level of proficiency through a modality that is characteristic of that language.

All students regardless of their first/heritage language must take a proficiency-based assessment in their junior and/or senior year of high school.

V. How do eligible students earn a SC Seal of Biliteracy?

All student applicants regardless of first/heritage language must meet two qualifications to earn a SC Seal of Biliteracy.

Qualification 1: demonstrates proficiency in a language other than English through a state approved proficiency-based assessment.

Qualification 2: demonstrates English language proficiency through their ELA GPA score or ACCESS score. d/Deaf students also have the option of demonstrating proficiency through an approved proficiency-based assessment.

Did you know that...

Biliteracy refers to having a functional level of proficiency in two languages. An intermediate Mid-level of proficiency -the minimum requirement to earn a SC Seal of Biliteracy- is needed for learners to function in the workforce according to [ACTFL's Oral Proficiency Levels in the Workplace](#)

VI. What are the 3 tiers of the SC Seal of Biliteracy?

There are 3 tiers to the SC Seal of Biliteracy: Bronze, Silver and Gold. Each tier is earned by meeting *both* qualifications and defined by the lowest proficiency level acquired in any of the 4 skills in Qualification 1.

The following are the requirements for each tier per Qualification:

Qualification I: Language Other Than English

BRONZE SEAL	SILVER SEAL	GOLD SEAL
Lowest score: Intermediate Mid in any of the 4 skills (NOT an average)	Lowest score: Intermediate High in any of the 4 skills (NOT an average)	Lowest score: Advanced Low in any of the 4 skills (NOT an average)

The proficiency levels determined above are defined by the [American Council on the Teaching of Foreign Languages \(ACTFL\) proficiency guidelines](#).

Qualification II: English Proficiency

REQUIREMENT FOR ALL THREE TIERS	
All Students	Seniors: 3.0 or above weighted GPA in all English language arts requirements <i>for graduation</i> . Juniors: 3.0 or above weighted GPA in all English language arts requirements to date <i>at the time of application</i> .
Multilingual Students who have exited the program (Gr.6 onward)	3.0 or above weighted GPA in all English language arts requirements (same as above). OR 4.4 Composite score on ACCESS 2.0
d/Deaf Students	3.0 or above weighted GPA in all English language arts requirements (same as above). OR Intermediate Mid or higher in Reading and Writing on an approved proficiency-based assessment.

VII. How is the tier determined?

After meeting Qualification 2, the tier is determined by the lowest proficiency level acquired in any of the 4 skills in Qualification 1. Here are two examples:

Student A:

Has a 3.0 weighted GPA in ELA and earned the following scores in their proficiency-based assessment.

Writing: Intermediate High
Reading: Advanced Low
Listening: Intermediate High
Speaking: **Intermediate Mid**

This student will be awarded the **BRONZE Seal** since **Intermediate Mid is the lowest score** and the one proficiency level that has been met in all skills.

Student B:

Exited the ML program in Grade 9 with a 4.4 composite score for Qualification 2 and has earned the following scores in their proficiency-based assessment on a language other than English.

Writing: **Novice High**
Reading: Intermediate Mid
Listening: Advanced Low
Speaking: Intermediate High

This student will **not be awarded the Seal** since **Novice High is the lowest score** received in any of the four skills. The student needs at least an Intermediate Mid to earn the Bronze Seal.

Did you know that...

The *Profile of the South Carolina Graduate* underscores the World Class Knowledge, World Class Skills, and Life and Career Characteristics that today's graduates need, including "Multiple languages" and "Global perspective" as key elements. The SC Seal of Biliteracy encourages students to go beyond minimal language requirements and truly attain levels of language proficiency for success on the world stage.

VIII. What are the different testing organizations?

The following are the testing organizations a school or district can use for Qualification 1. They will be updated as appropriate assessments are made available.

Table 1: *Testing Organizations and Languages*

Testing Options and Languages	Testing Organization
AAPPL Form B Accepted for the following languages: Arabic, Chinese (Mandarin), English, French, German, Italian, Japanese, Korean, Portuguese, Russian, Spanish and Unilingual Spanish.	Language Testing International
Avant STAMP 4S Accepted for the following languages: American Sign Language, Arabic, Arabic Monolingual, English, French, German, Hebrew, Hindi, Italian, Japanese, Korean, Latin, Mandarin Simplified, Mandarin Traditional, Polish, Portuguese (Brazilian), Russian, Spanish, Spanish Monolingual, Swahili (3 skill), Yoruba (3 skill)	Avant
ALIRA Accepted for the following language: Latin	Language Testing International
Avant STAMP WS (for less commonly tested languages) Accepted for the following languages: Amharic, Armenian, Bengali, Cabo Verdean, Chaldean (Speaking Only), Chin (Hakha), Chuukese, Czech, Filipino (Tagalog), Greek, Haitian-Creole, Hawaiian, Hmong, Ilocano, Kannada, Khmer, Marathi, Marshallese, Nepali, Pashto, Persian-Farsi, Punjabi, Samoan, Somali Maay Maay, Somali Maxaa, Swahili, Tamil, Telugu, Thai, Tigrinya, Turkish, Ukrainian, Urdu, Vietnamese, Yoruba, Yup'ik, Zomi	Avant
Language Testing International OPI (or OPIc) and WPT for the Seal of Biliteracy (for less commonly tested languages) Accepted for the following languages: Albanian, Amharic, Bengali/Bangla, Bosnian, Bulgarian, Cantonese, Croatian, Dari, Filipino (Tagalog), Gujarati, Haitian Creole, Hebrew, Hindi, Malayalam, Pashto, Polish, Swahili, Tamil, Tagalog, Thai, Turkish, Ukrainian, Urdu, Vietnamese, and Yoruba	Language Testing International

ASLPI Accepted for the following language: American Sign Language (ASL)	Gallaudet University
SLPI Accepted for the following language: American Sign Language (ASL)	National Technical Institute for the Deaf
Oral Proficiency (Speaking/Listening) and Writing Assessment from ALTA Accepted for the following languages: Afrikaans, Albanian, Amharic, Arabic (MSA), Armenian (Eastern), Azerbaijani, Bambara, Bangla (Bengali), Bosnian, Bulgarian, Burmese, Cambodian, Cape Verdean (Balavento), Cape Verdean (Sotavento), Chinese Cantonese, Chinese Mandarin, Chinese Simplified (Mandarin), Chinese Traditional (Cantonese), Croatian, Croatian (Latin script), Czech, Danish, Dari, Dutch, English, Farsi, Finnish, French, French Canadian, Fulani (Puula language from Senegal), Ga, Georgian, German, Greek, Gujarati, Haitian Creole, Hausa, Hebrew, Hindi, Hmong, Hungarian, Igbo, Ilocano, Indonesian, Italian, Jamaican Creole English (Patois), Japanese, Kannada, Karenni, Kazakh, Kinyarwanda, Korean, Kurdish Kurmanji, Kurdish Kurmanji (Arabic script), Kurdish Kurmanji (Latin script), Kurdish Sorani, Kurdish Sorani (Arabic script), Lao, Latvian, Lithuanian, Macedonian, Malay, Malayalam, Marathi, Mongolian, Navajo, Nepali, Norwegian, Oromo, Pashto (Afghanistan), Polish, Portuguese (Brazil), Portuguese (Portugal), Punjabi (Eastern), Punjabi (Eastern – Gurmukhi script), Punjabi (Western), Punjabi (Western – Shahmukhi – modified Arabic script), Romanian, Russian, Samoan, Serbian, Serbian (Cyrillic script), Serbian (Latin Script), Serbo-Croatian, Sinhala, Slovak, Slovenian, Somali, Spanish, Spanish Puerto Rico, Spanish Spain, Swahili, Swedish, Tagalog, Taiwanese, Tajik, Tajik (Cyrillic script), Tamil (India), Telugu, Thai, Tibetan, Tigrinya, Turkish, Twi (Akan), Ukrainian, Urdu, Uzbek, Uzbek (Latin script), Vietnamese, Wolof, Yoruba	Alta

IX. What are the qualifying scores per tier?

The scores are NOT an average of all the categories tested. The student must meet the qualifying scores *in each skill tested*.

Table 2: *Qualifying scores per tier*

Proficiency Assessment	Bronze	Silver	Gold
AAPL Form B	I-2, I-3, I-4 (Intermediate Mid) or higher on all four parts	I-5 (Intermediate High) or higher on all four parts	A-1 (Advanced Low) or higher on all four parts
Avant STAMP 4S	5 (Intermediate Mid) or higher on all four parts.	6 (Intermediate High) or higher on all four parts	7 (Advanced Low) or higher on all four parts
ALIRA	I-2, I-3, I-4	I-5	A-1
Avant STAMP WS	5 (Intermediate Mid) or higher on both parts	6 (Intermediate High) or higher on both parts	7 (Advanced Low) or higher on both parts
Language Testing International OPI (or OPI c) and WPT for the Seal of Biliteracy (for less commonly tested languages)	Intermediate Mid or higher on both tests.	Intermediate High or higher on both tests	Advanced Low or higher on both tests.
ASLPI	Level 3	Level 3+	Level 4
SLPI	Intermediate	Intermediate Plus	Advanced
ALTA	ILR Score of 1+ or higher on both assessments	ILR Score of 2 or higher on both assessments	ILR Score of 2+ or higher on both assessments

X. What are the steps to implementing the SC Seal of Biliteracy?

If your district chooses to participate in the SC Seal of Biliteracy below are the steps to implementation.

➤ Step 1: Indicate Intent to Participate with SCDE

Schools and districts must notify the World Languages Education Associate of their intent to participate by filling out the **Designated District Contact form** found on the SCDE website under the [Resources tab](#) on the World Languages page. A confirmation email will be sent to the designated contact person along with a sample application that can be used for students to apply.

➤ Step 2: Dissemination of Information and Promotion

Schools and districts will provide all students and their families with information about the South Carolina Seal of Biliteracy. Teachers, administrators, and counselors are asked to encourage eligible students to apply for the Seal.

➤ Step 3: Student Application

Schools and districts will collect applications from interested students at or near the beginning of their junior or senior year. Each district may create their own application form requesting the following information:

- First Name,
- Last Name,
- Postgraduate Email Address,
- Student Grade Level (junior or senior),
- School Name,
- Applicant's Language Other than English, and
- Applicant's Intended English Proficiency Qualification Option (ELA GPA or ACCESS score).

A sample application that can be copied and tailored to each school or district will be sent to you after you notify the Education Associate of your school or district's intent to participate (Step 1).

➤ Step 4: Assessments

Poll through students' applications to determine the language(s) for which your district may need assessment. Contact testing organizations (see Table 1) to determine cost. Determine source of funding. School personnel will use the list to order the correct number of tests from selected testing organization.

➤ **Step 5: Testing Window**

Each district determines an appropriate testing window for students. Some districts may wish to administer a week to a month before EOCs are given, others may wish to administer the tests in March in anticipation of the June 15th deadline.

Keep in mind that the proficiency-based assessments are not timed tests, completion can vary depending on the student's comfort, language and proficiency level.

On average, an assessment may take between 2 to 2.5 hours.

➤ **Step 6: Administering the Assessment**

School personnel are informed of the test and testing window and plans accordingly for the administration of the test. Key personnel that need to be informed and involved are:

- **World Language Educators, Multilingual Specialists:** help identify eligible students. Also, support in preparing the students for the assessment by sharing testing resources and practice materials provided by the test vendors.
- **Technology Facilitator:** ensure that all students have access to headphones and a microphone. Checks that devices are compatible with the assessment.
- **Testing Coordinator:** shares protocols to ensure that necessary documentation is provided for accommodations (Testing Organizations *do* provide the necessary accommodation). Ensures that test security procedures are in place to protect the integrity and validity of the assessment. Confirms that a proctor will be present during testing.
- **PowerSchool Administrator:** will enter the recipients' data into PowerSchool.

➤ **Step 7: Assessment and Scoring**

Be advised that the average scoring and result return times for most testing organizations is 10 to 14 business days. Scoring timelines may increase in Spring (March-May), the peak season for Seal of Biliteracy assessment.

Districts should plan ahead by testing at least 3 to 4 weeks before any certification or graduation deadlines.

➤ **Step 8: Entry Recipients' Data into PowerSchool**

After receiving the scores and determining who has earned a Seal of Biliteracy, the following data needs to be provided to your PowerSchool administrator.

- Student's State ID or SUN
- Name of Student,
- Student Grade Level,
- Postgraduate E-mail,

- Name of School,
- Language Other Than English,
- Proficiency Test (AAPPL Form B, STAMP 4S, ALIRA, ASLPI, SLPI, Other),
- Proficiency Score (Intermediate Mid, Intermediate High, Advanced Low or higher),
- English Qualification (GPA, ACCESS), and
- Tier earned (Bronze, Silver, Gold).

NOTE: an effective way to collect all data is to use the spreadsheet originally created via the students' application form and add the remaining categories. Contact the Education Associate for World Languages for details on how to accomplish this.

If you are not sure who your district PowerSchool Administrator is, you can reach out via email to the Office of Research and Data Analysis to find out who your contact is. PowerSchool@ed.sc.gov.

Record Keeping for Schools and Districts without PowerSchool

Schools and districts need to request a reporting spreadsheet to the Education Associate for World Languages. The spreadsheet will be used to report on the list of recipients to SCDE. Reach out to Dr. Rocío Zalba at rzalba@ed.sc.gov to request the reporting spreadsheet and discuss subsequent steps.

➤ Step 9: Awarding the Credential

The Certificate for the Seal of Biliteracy will be delivered in the form of a digital credential via the Parchment application to the students.

If the student does not have a Parchment account, they need to create one. The student does NOT need to select a school when creating the account. Here is a link that can be shared with your students on how to create their own account: [How to create an account: Parchment Support Page](#)

Templates of certificates as well as a letter of congratulations will be sent to designated district or school contact(s). Schools and districts are free to print or electronically deliver these documents and are highly encouraged to make the awarding of the Seal at appropriate ceremonies.

XI. What are the due dates for reporting the Seal to SCDE?

Districts should plan to upload the data into PowerSchool by the following dates:

- **December Graduates:** January 20th
- **Spring Graduates:** June 15th
- **Summer Graduates:** Aug 31st

Did you know that...

Having the Seal of Biliteracy as a digital credential will allow students to easily share their credential in their applications to Higher Ed institutions as well as potential employers. Also, they will be able to upload their credentials to their social media sites, making them readily identifiable to employers looking for bilingual employees.

XII. Frequently Asked Questions

Credentialing, Scoring and Testing

1. How does the SC Seal of Biliteracy equate to College Credit?

Currently the following [Universities](#) in South Carolina recognize the Seal as a placement tool and grant credit.

2. Will the Seal credential appear in the student's diploma?

No, awards do not appear on transcripts and diplomas. The award the student receives will be a digital credential via Parchment. Your district will also be asked to code the award for students in PowerSchool to help keep a record of the award for students and their district.

3. Can a student test more than once in the same language?

Yes. A student can retake a test or sections of the test as many times as they wish *within the same academic year*. They can also take the test both in their junior or senior year of High School.

4. If a student re-takes sections of the assessment within the same academic year, can we mix and match scores from that one academic year?

Yes. If a student takes the 4 skills in the Fall and wants to retake one or more sections in the Spring, the school can use the best scores from Fall and Spring if they are within the same academic year.

5. Can a student take the assessment in multiple languages?

Yes!

6. If a student earned a Bronze Seal in their junior year and tries for the Silver or Gold Seal in their senior year but does not qualify for a Seal at all, will they maintain their Bronze Seal?

Yes. A student never loses a Seal earned. If the student does not demonstrate as a high of a proficiency the second try, there is nothing that precludes leaving the Seal previously earned in PowerSchool.

7. Why is the composite score not considered for the Seal of Biliteracy?

When a student is awarded this nationally recognized credential with a proficiency level of Intermediate Mid, High, or Advanced Low, it indicates that the student demonstrates at least that proficiency level in all four skills: reading, writing, speaking, and listening. This assessment is accurate. In contrast, composite scores may not truly reflect the student's overall abilities. For instance, consider a student who receives the following scores: Listening - 9, Speaking - 5, Reading - 3, Writing - 2. Their composite score would average

out to 4.75, categorizing them at the Intermediate Low level of proficiency. However, this does not accurately represent their skills, as their writing and reading abilities are at the Novice level.

8. Can AP scores take the place of a proficiency test?

No. The SC Seal of Biliteracy does not accept AP scores in place of a language proficiency assessment.

9. Can a student who did not earn the Seal in their junior year due to not scoring high enough in one domain (ex: reading) retake it in their senior year on just that domain?

A student can do a retest on just one domain *only* if it is done *in the same application year*. However, if they choose to take the test the following year (senior year), they will need to test in all domains.

10. Can a freshman or sophomore test for the Seal of Biliteracy?

Students can be tested earlier as a form of practice and to gauge their proficiency. However, proficiency scores from their freshman or sophomore year cannot be considered or used when applying for the Seal of Biliteracy in their junior or senior year of High School. We only accept proficiency scores from the same application year.

11. Why does the SC Dept. of Education only allow scores from 11th and 12th grade?

Testing and receiving the credential shortly before entering college or a career path ensures that the proficiency level shared with the potential college or employer is the most recent and accurate.

12. Dual Language Immersion students are completing Level 3 or above by 10th grade. Can the student take the assessment prior to their junior year as there is a concern that there will be a loss of proficiency between the time they complete their course sequence and the time they take the test (junior year)?

A score earned prior to 11th grade cannot be used towards the SC Seal of Biliteracy. We encourage any student who has attained high levels of proficiency prior to 11th grade to continue their use of the language with a goal of maintaining their proficiency as to be ready to apply for the Seal when they become eligible.

13. Can we transfer a score from the junior year and apply it to the senior year for one of the qualifications?

No. Both qualification 1 and qualification 2 scores need to be pulled from the *same year* the student receives the credential.

Logistics

14. How does the district inform the SC Dept. of Education that they will be testing students for the Seal?

As soon as a district knows that they will be testing students for the SC Seal of Biliteracy, they need to fill out the **Designated District Contact form** found on the SCDE website under the [Resources tab](#) on the World Languages page. During the academic year, the Education Associate for World Languages will ONLY send all resources, notifications and updates to the designated contacts.

15. Can a private school in South Carolina offer the SC Seal of Biliteracy?

Yes. Absolutely.

16. Can a student who is homeschooled test for the SC Seal of Biliteracy?

Yes. Absolutely.

17. Can a student that speaks a less commonly taught language apply?

Yes. If there is a testing organization that offers the language, the student should be given the opportunity to apply.

18. What should a school/district do if there is no assessment for the world language in which the student is proficient?

Contact the SCDE WL Education Associate for support.

19. Can a language learner not enrolled in a school or district apply for the Seal of Biliteracy?

No. The Seal of Biliteracy can only be administered through a school or district or homeschool association. However, the language learner can apply individually for the Global Seal of Biliteracy at any time. <https://theglobalseal.com/>

20. Does the student need to be enrolled in a language class to apply for the Seal of Biliteracy?

No. Any student enrolled in the school or district who has some level of proficiency in a language other than English can apply. The student does not need to be enrolled in a language program or class to be tested for the Seal of Biliteracy.

21. Can the Seal be awarded to students who have already graduated or be awarded retroactively?

No. Students must indicate their intentions to earn a SC Seal of Biliteracy and complete all requirements before graduation.

22. If a student exited their ML program due to their ELDA score and not their ACCESS score, does this count for Qualification 2?

Yes. Absolutely.

23. What tests security protocols are districts and schools required to follow to ensure the validity of the assessment?

The SC Seal of Biliteracy is a nationally recognized credential used by post-secondary institutions for placement and credit. As such, test security procedures need to be in place to ensure the validity of the assessment results and impartiality. Hence, it is recommended that the world language assessment be administered at school, with a proctor. It is also recommended that teachers do not administer the test to their own students.

Funding

24. Who arranges funds testing for students who want to apply?

Each school and/ or district has to arrange for both testing and funding. Contact SCDE WL Education Associate if you need assistance.

25. Can my school/district use Title III funding to pay for the proficiency-based testing of Multilingual Students in their native language to meet Qualification 1 requirement?

Yes. The federal Title III Program allows this use because the proficiency testing meets the following federal conditions: it is supplemental, it is not required by state law, and it is specific for ML needs and contributes to their achievement.

26. Can my school/district use Title IV funding to pay for the proficiency assessment of non-ML students?

Yes. The federal Title IV-A program allows this use if the proficiency testing is supplemental, not required by state law, and meets the purpose and intent of Title IV-A. In this case, the activity would fall within the Well-Rounded Education which explicitly includes foreign languages.

XIII. Endnotes

¹Davin, K. J., Cruz, K. R., & Hancock, C. R. (2024). An examination of the postgraduation benefits of earning a Seal of Biliteracy. *Foreign Language Annals*, 1–20.
<https://doi.org/10.1111/flan.12753>

²Not Lost in Translation: The Growing Importance of Foreign Language Skills in the U.S. Job Market. (2017). New American Economy.
https://research.newamericaneconomy.org/wpcontent/uploads/2017/03/NAE_Bilingual_V9.pdf; The study found that the number of listings targeting bilingual individuals increased from around 240,000 to around 630,000 between 2010 and 2015. See this report for information about the national demand for language skills.

³ACTFL. (2019). Making languages our business: Addressing foreign language demand among US employers.
https://www.actfl.org/uploads/files/general/MakingLanguagesOurBusiness_FullReport.pdf; Survey data cited in this report revealed that a majority of employers said their need for foreign languages has increased over the past five years. See this report for information about the national demand for language skills.

⁴These are the top 10 non-English languages spoken in South Carolina, ranked by most speakers, as of recent estimates published in the SCDE website on July 23, 2025. [Retrieved from website here.](#)

XIV. References and Resources

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