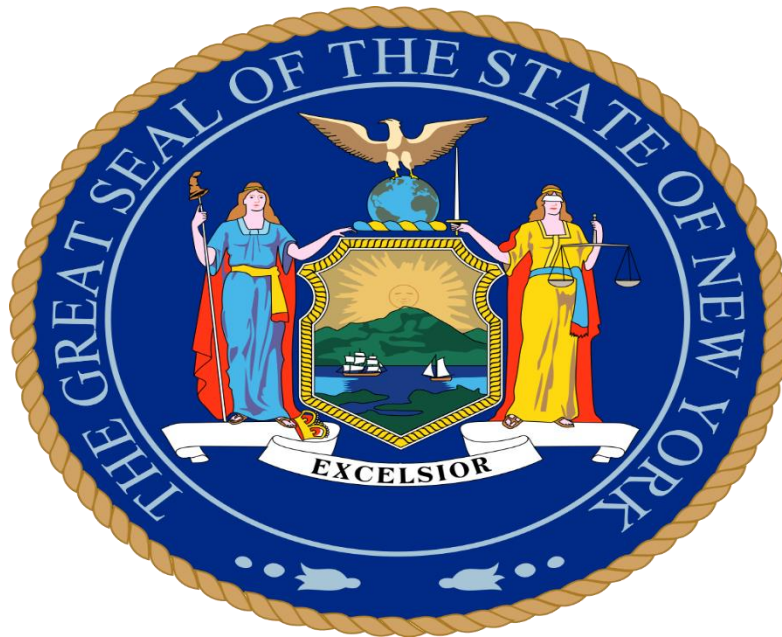


# Onteora Central School District

## Seal of Biliteracy

2019-20 School Year



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# Seal of Biliteracy FAQ's and Facts Sheet

## What is the New York State Seal of Biliteracy (NYSSB)?

“The Seal of Biliteracy is an award given by a school, school district or county office of education in recognition of students who have studied and attained proficiency in two or more languages by high school graduation. The individual school district will apply for the Seal through NYSED (the New York State Education Department). The Seal of Biliteracy takes the form of a gold seal that appears on the diploma of the graduating senior and is a statement of accomplishment for future employers and for college admissions.”

## Why Implement a Seal of Biliteracy?

A Seal of Biliteracy makes a statement by the school system that mastery of two or more languages is important. It encourages students to pursue biliteracy, honors the skills our students attain, and can be evidence of skills that are attractive to future employers and college admissions offices.

## Who is eligible to receive the Seal of Biliteracy?

Seals of Biliteracy are intended for all students who master standard academic English and any other language. Assessments, including Advanced Placement Tests (AP) are available in many languages. For each level, criteria are set for students whose first language is English who are learning a second language and for English Learners who are developing academic proficiency in their home language while mastering English.

## What are the requirements for students to gain a Seal of Biliteracy?

Students must receive at least 3 points in meeting the criteria for English proficiency and at least 3 points in meeting the criteria for proficiency in a World Language. In order to meet these points there is a point rubric created by New York State to guide districts in developing the proper assessments and courses to aid in achieving the six points.

## Who awards the Seal of Biliteracy?

The Seal of Biliteracy was designed to be awarded by school district or state; however, an individual school site or school program may also decide to implement the award. NYSED will provide to participating districts a NYSSB digital Seal image to be placed directly on student diplomas. Official Transcripts for college will have language added to recognize that the student has received the NYSSOB. Districts may also have stickers created from the digital image to be placed on diplomas. There is no fee to students for the Seal.

## What is the process for school districts to establish a Seal of Biliteracy Program?

- 1) Create a Seal of Biliteracy Committee
  - Communicate the program to students, parents and the public
  - Review student applications
  - Advise, monitor and evaluate student work throughout the year
- 2) Notify NYSED of intent to establish program through application form no later than January of the school year.
- 3) Complete a district end of year report notifying NYSED of which students are receiving the Seal and how they earned it.

**\*In April of 2016 the New York State Regents adopted the Seal of Biliteracy**

Information on this page is sourced from: <http://sealofbiliteracy.org/faq#n15>

Onteora Central School District Seal of Biliteracy Committee:

- **Lance Edelman, HS Principal**
- **Sarah Turck, Head of Guidance**
- **Sam Smith, Guidance Counselor**
- **Valerie Stewart, World Languages Liaison and Educator**
- **Bridget Allison, English Liaison and Educator**
- **Elena Garcia-McWinnie, World Languages Educator**
- **Christi Nelsen-Epstein, World Languages Educator**
- **Rebecca Joslin, World Languages Educator**
- **Annie Gallin, World Languages Educator**
- **Emily Katz, English as a Second Language Educator**
- **Robin Osswald, English as a Second Language Educator**

## Onteora Central School District Seal of Biliteracy Timeline Checklist

✓	Steps	Timeline
✓	<b><i>Forming a district/school Seal of Biliteracy Committee (SBC)</i></b>	September 2019 <b>COMPLETED</b>
✓	<p><b><i>Plan development</i></b> - This is an important step in the process as it is the foundation for how students will be held to the high standards for attaining the NYS Seal of Biliteracy.</p> <p>Some questions to consider:</p> <ul style="list-style-type: none"> <li>• Do our college level courses meet the needs of our students?</li> <li>• What will student essays, projects and portfolios look like?</li> <li>• What are some themes/topics for this work?</li> <li>• How much choice are students given?</li> <li>• When is student work due? Create a timeline for important events/activities.</li> <li>• How will the student work be evaluated at the level required for the Seal? Create evaluation forms, rubrics and other assessment tools based on the criteria.</li> </ul> <p>Note: All students must demonstrate a proficiency level of Intermediate High based on the American Council on the Teaching of Foreign Languages (ACTFL) standards. Once established, curriculums should be modified, if necessary, to allow students to work up to these standards</p>	September – October 2019 <b>COMPLETED</b>
✓	<p><b><i>Student Application and Scheduling an Advisor</i></b></p> <ul style="list-style-type: none"> <li>• Create a student application form.</li> <li>• Assign student an advisor and create an advisement schedule – The advisor will help guide and monitor student progress. This is especially important if students are preparing work to present to a panel of judges at the end of the school year.</li> </ul>	November 1, 2019 <b>COMPLETED</b>
	<p><b><i>Communication of the program</i></b></p> <p>The SBC must decide on methods for communicating the NYSSB program to its students, parents, faculty, and community. Information presented would contain background information on the NYSSB, NYSSB contact information, the student application process, the advisement process, and proficiency criteria. Options include:</p> <ul style="list-style-type: none"> <li>• informational meetings - parent letters - newsletters</li> <li>• school website - community workshops - school assemblies</li> <li>• local media coverage</li> </ul>	November-December 2019
	<b><i>Notification to NYSED of intent to run program</i></b>	December 1, 2019 (deadline)

	<p><b><i>Student Evaluation</i></b></p> <ul style="list-style-type: none"> <li>• Members of the SBC will review student work to see if it meets the criteria for the Seal. Presentations will be reviewed by both the English and World Language Teachers. Upon completion of the presentations, these teachers will then make recommendations on who will receive the Seal to the rest of the SBC (Seal Of Biliteracy) Committee.</li> <li>• The SBC should work on a presentation review schedule along with an evaluation rubric/form</li> </ul>	April 2020
	<p><b><i>NYSSB Culminating Project Form</i></b></p>	April 15, 2020
	<p><b><i>Ordering of the Seal Image</i></b></p> <ul style="list-style-type: none"> <li>• School district will fill out the Seal Image Request Form/End of Year Data Form</li> <li>• <b><i>NYSSB End-of-Year Data Form</i></b></li> </ul>	May, 31, 2020
	<p><b><i>Celebrating students' achievement</i></b></p> <ul style="list-style-type: none"> <li>• Schools should consider acknowledging Seal recipients at awards assemblies, graduation ceremonies and/or other venues. Schools can also create other awards (e.g. ribbons, certificates, graduation cords) to honor the achievements of the Seal recipients.</li> <li>• Schools will use SIRS code 8312 to designate the Seal of Biliteracy on the student transcript</li> </ul>	June 2020

# Onteora Central School Application for the Seal of Biliteracy

*\*All applications are due to your school counselor by **November 1, 2019**.*

Name: \_\_\_\_\_ Counselor: \_\_\_\_\_

School Grade: \_\_\_\_\_

Is the student on track to graduate with a Regents diploma?    Yes            No

**Circle the points in each category the student is on the path to achieve. *\*\*Students must earn three (3) pts. in each of the two areas listed below.***

Criteria for demonstrating Proficiency in <b><u>ENGLISH</u></b>	Point Value	Criteria for Demonstrating Proficiency in a <b><u>WORLD LANGUAGE</u></b>	Point Value
Score 80 or higher on the NYS Regents Exam in Language Arts (Common Core) Or ELL's score 75 or above on two Regents exams other than English, without translation.	<b>1</b>	Complete a Checkpoint C level World Language course (Spanish/French 201), with a grade of 85 or higher, for both the coursework <i>and</i> final examination consistent with Checkpoint C standards.	<b>1</b>
ELL's score at the commanding level on two modalities on the NYSESLAT exam, as demonstrated by an overall score of 290.	<b>1</b>	Provide transcripts from a school in a country outside of the U.S. showing at least three years of instruction in the student's home/native language in grade 8 or beyond, with an equivalent grade average of B or higher.	<b>1</b>
Complete all 11 <sup>th</sup> and 12 <sup>th</sup> grade ELA courses with an average of 85 or higher.	<b>1</b>	Students enrolled in a bilingual education program must complete all required Home Language Arts coursework and the District HLA exam with an 85 or higher.	<b>1</b>
Score a 3 or higher on the Advanced Placement (AP) English Language or English literature exam. Or Score an 80 or higher on the (TOEFL) Test of English as a Foreign Language exam	<b>1</b>	Score at a proficient level on an accredited Checkpoint C World Language exam. *For Onteora students this would be the AP Spanish Exam in Language. *Proficiency = Score 4 on the AP Exam	<b>1</b>
Present a culminating project, scholarly essay, or portfolio that meets the criteria for speaking, listening, reading and writing established by the Biliteracy committee to a panel of reviewers with proficiency in English	<b>2</b>	Present a culminating project, scholarly essay, or portfolio that meets the criteria for speaking, listening, reading and writing established by the Biliteracy committee to a panel of reviewers with proficiency in the target language.	<b>2</b>

**According to the NYS criteria for achieving 2 points on the culminating project, scholarly essay, or portfolio, the student must attain proficiency at an Intermediate High Level.**

**Intermediate High Standards based on ACTFL:**

**Speaking**

**Intermediate High**

Intermediate High speakers are able to converse with ease and confidence when dealing with the routine tasks and social situations of the Intermediate level. They are able to handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to their work, school, recreation, particular interests, and areas of competence.

Intermediate High speakers can handle a substantial number of tasks associated with the Advanced level, but they are unable to sustain performance of all of these tasks all of the time. Intermediate High speakers can narrate and describe in all major time frames using connected discourse of paragraph length, but not all the time. Typically, when Intermediate High speakers attempt to perform Advanced-level tasks, their speech exhibits one or more features of breakdown, such as the failure to carry out fully the narration or description in the appropriate major time frame, an inability to maintain paragraph-length discourse, or a reduction in breadth and appropriateness of vocabulary.

Intermediate High speakers can generally be understood by native speakers unaccustomed to dealing with non-natives, although interference from another language may be evident (e.g., use of code-switching, false cognates, literal translations), and a pattern of gaps in communication may occur.)

**Writing**

**Intermediate High**

Writers at the Intermediate High sublevel are able to meet all practical writing needs of the Intermediate level. Additionally, they can write compositions and simple summaries related to work and/or school experiences. They can narrate and describe in different time frames when writing about everyday events and situations. These narrations and descriptions are often but not always of paragraph length, and they typically contain some evidence of breakdown in one or more features of the Advanced level. For example, these writers may be inconsistent in the use of appropriate major time markers, resulting in a loss of clarity. The vocabulary, grammar, and style of Intermediate High writers essentially correspond to those of the spoken language. Intermediate High writing, even with numerous and perhaps significant errors, is generally comprehensible to natives not used to the writing of non-natives, but there are likely to be gaps in comprehension.

**Listening**

**Intermediate High**

At the Intermediate High sublevel, listeners are able to understand, with ease and confidence, simple sentence-length speech in basic personal and social contexts. They can derive substantial meaning from some connected texts typically understood by Advanced-level listeners although there often will be gaps in understanding due to a limited knowledge of the vocabulary and structures of the spoken language.

**Reading**

**Intermediate High**

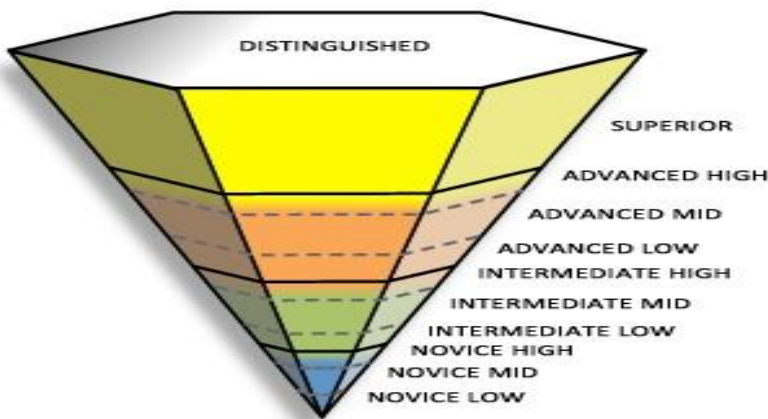
At the Intermediate High sublevel, readers are able to understand fully and with ease short, non-complex texts that convey basic information and deal with personal and social topics to which the reader brings personal interest or knowledge. These readers are also able to understand some connected texts featuring description and narration although there will be occasional gaps in understanding due to a limited knowledge of the vocabulary, structures, and writing conventions of the language.



**Onteora Rubric for Achieving the Seal Of Biliteracy through a culminating project, scholarly essay, or portfolio.**

**\*Target: Intermediate High Standards based on ACTFL**

Mode	Novice	Intermediate	Advanced
<b>Interpersonal Communication</b>	Expresses self in conversations on very familiar topics using a variety of words, phrases, simple sentences, and questions that have been highly practiced and memorized.	<b>Expresses self and participates in conversations on familiar topics using sentences and series of sentences. Handles short social interactions in everyday situations by asking and answering a variety of questions. Can communicate about self, others and everyday life.</b>	Expresses self fully to maintain conversations on familiar topics and new concrete social, academic, and work-related topics. Can communicate in paragraph length conversation about events with detail and organization. Confidently handles situations with an unexpected complication. Shares point of view in discussions.
<b>Presentational Writing</b>	Communicates information on very familiar topics using a variety of words, phrases, and sentences that have been practiced and memorized.	<b>Communicates information and expresses own thoughts about familiar topics using sentences and series of sentences.</b>	Communicates information and expresses self with detail and organization on familiar and some new concrete topics using paragraphs.
<b>Interpretive Reading</b>	Understands words, phrases, and formulaic language that have been practiced and memorized to get meaning of the main idea from simple, highly-predictable oral or written texts, with strong visual support.	<b>Understands main ideas and some supporting details on familiar topics from a variety of texts.</b>	Understands main ideas and supporting details on familiar and some new, concrete topics from a variety of more complex texts that have a clear, organized structure.



Onteora "I can" student statements at the Intermediate High Level based on the ACTFL Standards.

Mode	Statement	✓
<b>Interpersonal Communication</b>	I can participate with ease and confidence in conversations on familiar topics. I can usually talk about events and experiences in various time frames. I can usually describe people, places, and things. I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.	
<b>Presentational Writing</b>	I can write on topics related to school, work, and community in a generally organized way. I can write some simple paragraphs about events and experiences in various time frames.	
<b>Interpretive Reading</b>	I can easily understand the main idea of texts related to everyday life, personal interests, and studies. I can sometimes follow stories and descriptions about events and experiences in various time frames.	

