Seneca Falls Central School District

Mynderse Academy

Seal of Biliteracy

Information and Student Application

Updated 2021-22

Table of Contents

New York State Seal of Biliteracy (NYSSB)
The Seneca Falls Central School District is pleased to participate in the New York State Seal of Biliteracy Program. In recognition of the importance of bilingualism, many states have begun to award a Seal of Biliteracy to the diploma of students who have studied and attained a high level of proficiency in English and another language by high school graduation.

What is the NYS Seal of Biliteracy?
The Seal of Biliteracy is a prestigious award that lets colleges and employers know that you are proficient in more than one language. It is a distinction that will be attached to diplomas and transcripts of graduates who have demonstrated language proficiency in both English and any other language, including American Sign Language.

> What is proficiency in a language other than English?

>> New York State has set the target level of proficiency at Intermediate-High based on the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines. See the website for more detailed information: http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012

Why earn the Seal of Biliteracy?
- Employers and colleges are looking for bilingual applicants
- The seal honors the many cultures and languages in our communities
- The seal enhances applications for college, grants and scholarships
- This distinction prepares you with the 21st century skills desired by many employers
- Earning the Seal of Biliteracy demonstrates your own commitment to diversity in our community and world

Who may apply for the NYSSB?
Any student working towards proficiency in reading, writing, listening and speaking in English and another language can apply. High school counselors and language teachers will assist students who are eligible to apply for this seal of distinction. Students will be introduced to the program requirements beginning in ninth grade. Planning will typically begin during the 11th grade year. School counselors will ensure that all necessary courses are in the student's course load to achieve the seal. Students starting their junior or senior year are eligible to apply for the NYSSB.

How to Earn the Seal of Biliteracy

Criteria: In addition to completing all of the requirements for graduating with a NYS Regents diploma, students wishing to receive the NYS Seal of Biliteracy must also demonstrate proficiency in both English and another language. Students will need to earn 3 points in a Language Other Than English and 3 points in English. Criteria and options for earning these points are outlined below.

Criteria for Demonstrating Proficiency in English	Point Value	Criteria for Demonstrating Proficiency in a World Language	Point Value
1a. Score 80 or higher on the NYS Regents Examination in English Language Arts (Common Core) **OR** English Language Learners (ELLs) score 75 or above on two Regents exams other than English, without translation	1	2a. Complete a Checkpoint C level World Language Course, with a grade of 85 or higher	1
1b. ELLs score at the *Commanding* level on the NYS English as a Second Language Achievement Test (NYSESLAT) as demonstrated by an overall scale score of 290.	1	2b. Provide transcripts from a school in a country outside the US showing at least 3 years of instruction in the student's home/ native language in grade 8 or beyond, with an equivalent average of 80 or above.	1
1c. Complete all 11th and 12th grade ELA courses with an average of 85 or higher	1	2c. Score at a proficient level on an accredited Checkpoint C World Language assessment	1
1d. Present a culminating project, scholarly essay or portfolio that meets the criteria for speaking, listening, reading, and writing established by the district's NYS Seal of Biliteracy Committee to a panel of reviewers with proficiency in English *Project choice must be approved by your advisor*.	2	2d. Present a culminating project, scholarly essay, or portfolio that meets the criteria for speaking, listening, reading and writing established by the district's NYS Seal of Biliteracy Committee and that is aligned to the NYS Checkpoint C Learning Standards to a panel of reviewers with proficiency in the target language *Project choice must be approved by your advisor*	2

Students that choose to complete a culminating project to earn sufficient points for both English and a World Language must complete a different project for each language.
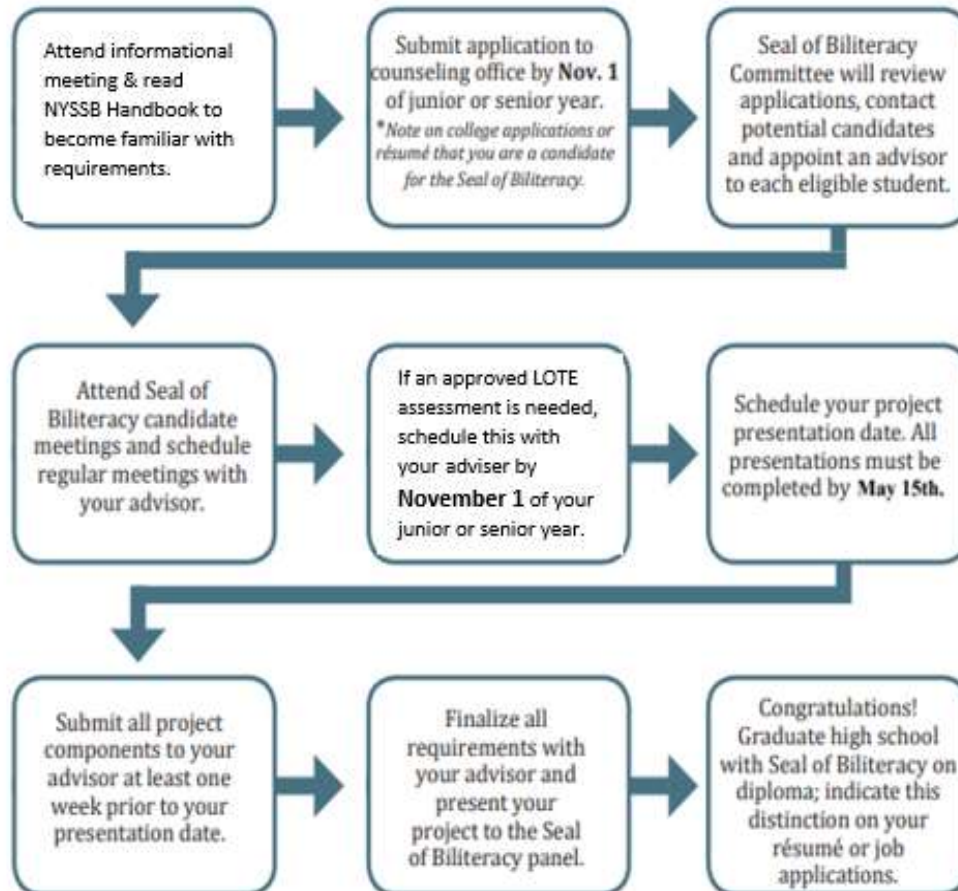
New York State Seal of Biliteracy Flowchart

Love of languages

Value of language and biliteracy skills

Prepare for 21ˢᵗ Century Skills

Affirm the value of diversity in a multilingual society

Steps to the New York State Seal of Biliteracy (NYSSB)

Attend informational meeting & read NYSSB Handbook to become familiar with requirements.

Submit application to counseling office by **Nov. 1** of junior or senior year.
Note on college applications or résumé that you are a candidate for the Seal of Biliteracy.

Seal of Biliteracy Committee will review applications, contact potential candidates and appoint an advisor to each eligible student.

Attend Seal of Biliteracy candidate meetings and schedule regular meetings with your advisor.

If an approved LOTE assessment is needed, schedule this with your adviser by **November 1** of your junior or senior year.

Schedule your project presentation date. All presentations must be completed by **May 15th.**

Submit all project components to your advisor at least one week prior to your presentation date.

Finalize all requirements with your advisor and present your project to the Seal of Biliteracy panel.

Congratulations! Graduate high school with Seal of Biliteracy on diploma; indicate this distinction on your résumé or job applications.

New York State Seal of Biliteracy (NYSSB)
Culminating Projects

The student will research a topic of interest and create a culminating project that showcases his/her skills, abilities and talents in the target language. The Project must include all four modalities of the target language unless otherwise stated in an IEP (Speaking, Listening, Reading, and Writing). All essays, projects and portfolios under consideration for the Seal of Biliteracy should be high quality and demonstrate mastery of these standards.

According to the NYS Next Generation Learning Standards for Writing, high school students should be able to communicate ideas through their writing by:
● effectively asserting and defending claims
● analyzing arguments
● conveying experiences (real or imagined)

In order to be college and career-ready writers, students must:
● take task, purpose, and audience into careful consideration
● deliberately choose words, structures, and information
● know how to combine elements of different kinds of writing (i.e. embedded narrative elements within an expository structure to produce complex and nuanced writing
● be able to use technology strategically when creating, refining, and collaborating on writing
● become adept at gathering information, evaluating sources, and citing material accurately and report their findings and analysis from their research in a clear and cohesive manner

Projects may include:
● Portfolios
● Research papers
● An art-themed project which might include recorded performance art (in video format), such as acting, singing, poem recitals, etc.
● A creative writing project
● Other culminating projects proposed by students and approved by the district NYSSB committee

The above suggestions are not meant to be exhaustive; the student should feel free to develop any project that interests them. However, the project theme and expectations are to be discussed with and must be approved by the NYSSB advisor prior to beginning the project.

Please note that your project will not be accepted if there is any evidence of plagiarism, use of an online translator or assistance from a native speaker.

Student Portfolio Information

One option for a culminating project is to develop a student portfolio. A portfolio is a purposeful collection of selective and significant samples of student work which can be shared with others and which provides evidence which exhibits the student's progress and achievement in several areas, the goal being to give a complete view of the student's knowledge, abilities, and growth in meeting the portfolio objectives.

Students may compile an English and/or LOTE portfolio as a culminating project in order to achieve the NYS Seal of Biliteracy designation. The English portfolio is aligned to NYS ELA Next Generation Learning Standards. The LOTE portfolio is composed of a multimodal project in Spanish aligned to the American Council on the Teaching of Foreign Languages (ACTFL) World-Readiness Standards for Learning Languages and NYS Checkpoint C LOTE learning standards.

English Portfolio Components and Standards:
The English student portfolio may consist of a culminating project, scholarly essay, or portfolio that demonstrates proficiency in the NYS ELA Next Generation Learning Standards. To demonstrate proficiency in reading, writing, listening, and speaking, applicants may submit one or more of the following:
- English 11 Regents Research Argument Paper
- FLCC English 101/103 Composition Position Paper
- English 12 Benchmark Research Paper and Presentation
- English 11 or English 12 writing projects

All portfolio projects/ essays will be submitted to your NYSSB advisor. Please include as many projects/ essays as possible to represent proficiency in reading, writing, listening, and speaking.

LOTE Portfolio Components and Standards:
The student portfolio must contain evidence of language proficiency at the ACTFL Intermediate High level. It will include a collection of student work in all four modalities (reading, writing, listening, and speaking) and all three communication modes (interpersonal, interpretive, and presentational). Each work sample entry must be in the Spanish language and in digital format and uploaded into the student's digital "Portfolio" no later than the agreed-upon due date.

The student portfolio project for Spanish biliteracy consists of writing samples and speaking samples collected through the course of the year. *It must contain one student sample in each of the following areas: interpersonal writing, presentational writing, interpersonal speaking, presentational speaking.*

A student may include additional types of entries to their portfolio which are evidence of their work and progress, such as:
- Essays
- Personal Reflections
- Powerpoint Presentations
- Problem-Solving Exercises
- Projects
- Tests
- Travel Diaries
- Videotaped Interviews
- Written or Performed Skits or Plays

Research Paper Information

Another option for a culminating project is to conduct research and write a research paper based upon that research. Students may choose to conduct research in the target language on a topic of their choosing. Selected topic must be approved by the NYSSB advisor and must be a different topic if the student chooses to write a research paper to satisfy requirements for points for both English and Spanish requirements.

The final research paper should be two pages, typed, double spaced, Times New Roman size 12 and written entirely in the target language. Research conducted should be cited in MLA format. Sources for research should be in the target language and should include written and listening sources. In addition to the research paper, students should submit a copy of the approved project proposal and the reference page citing all work in the target language. The following document should be used to help organize your research and project development.

Seal of Biliteracy Research Project Component Guide for LOTE

Project Topic: _____ _____ _____	Choose your topic. Once your advisor has approved it, create a reference page citing all sources you use that are in the target language for your research (articles, blogs, songs, recipes, interviews, podcasts, etc.). The reference page will be ongoing, but your project choice should not change after your advisor has approved it.
Reading Sources:	You will hand in at least 2 reading sources to your advisor during your research project along with your notes based on that source. *Cite your two sources below as you would for your works cited page.* 1. 2.
Listening Sources:	You will hand in at least 2 listening sources (podcast, video, commercial, newscast, interview, song, etc.) to your advisor during your research project along with your notes based on that source. *Cite your two sources below as you would for your works cited page.* 1. 2. *You will also demonstrate interpersonal listening skills during your presentation when the Seal of Biliteracy panel asks you questions in the target language & you answer in the target language.*

Writing:
Choose your format
	☐ Traditional research paper: 2 pages double spaced, MLA style
	     -OR-
	☐ Two or more shorter written components: A combination of items such as online article or blog, informational flyer, story, poem, survey, memoir, biography, autobiography, etc. If selecting this option, list your written components below:
	     1.
	     2.
	     3.
	
	Total written content must be comparable in length to that of a 2 page paper and must be approved by your advisor.

Presentation: Writing, Speaking & Listening	You will present your project to a Seal of Biliteracy panel. Your presentation should be about 5 minutes long. During the presentation you should speak in the target language about your topic, why you chose it, how you went about researching it, what you learned, etc. You should be prepared to answer questions in the target language from the panel about your presentation. It is beneficial to display visuals during your presentation that support what you will be speaking about.

Corresponding Rubrics and Proficiency Standards

For English and category 1-2 modern languages (those that use a Roman-based alphabet such as Spanish, French, Italian, German), the required proficiency level is **Intermediate High**.

For category 3-4 modern languages (Indigenous languages such as Seneca and Tuscarora, those that use a non-Roman-based alphabet such as Arabic, Greek, Hebrew, and Russian, and those that are character-based such as Japanese, Korean, Mandarin, and Vietnamese), the required proficiency level is **Intermediate Mid**.

For classical languages (those from an earlier time in human history that have no living native speakers such as Latin and ancient Greek), the required proficiency level is **Intermediate High for Interpretive Reading**.

Culminating Projects are presented by the student in the language being assessed to a panel of at least two qualified adult speakers of the language. Panelists may include classroom teachers, other faculty and staff, and community members. Students present their projects and then the panel interviews the students in the language being assessed.

Projects are evaluated using a rubric that is aligned with ACTFL proficiency levels. NYSED created rubrics for each of the language categories will be used to evaluate student work. Rubrics are on the pages that follow.

NYSSB Rubric for the Culminating Project and Presentation in Modern Languages (Category 1-2)

General guidelines for the Culminating Project & Panel Presentation:

1. Students may be evaluated holistically on the three communication standards (interpretive, interpersonal, presentational).
2. This rubric may be used to evaluate both the project itself (scholarly essay, portfolio) as well as the oral presentation of the project to the panel.
   a. The Interpretive mode may be evaluated prior to the presentation by the classroom teacher or project advisor.
   b. The Interpersonal and Presentational modes are evaluated at the time of the presentation of the project.
3. Students should be assessed by a panel of reviewers consisting of two or more adults who are qualified speakers of the language being assessed.
   a. The student's current teacher should not be the sole reviewer of the project and presentation.
   b. While schools are encouraged to recruit community members to serve on the panel of reviewers, evaluators should not be related to the student.
   c. If the presentation is given in a low-incidence language or if there is only one adult speaker of the language in a district, the panel can consist of fewer reviewers. Every effort should be made by the school to secure two adult speakers of the language.
   d. The entire presentation and panel interview must take place in the language being assessed.
4. Students, especially English Language Learners and Heritage Language Speakers, may represent all parts of the world and therefore may exhibit significant linguistic diversity relative to what is considered the "standard" version of any language. Panel members should avoid lowering the assessment due to a student's accent, pronunciation, or culturally-specific vocabulary, so long as these aspects don't hinder comprehension.
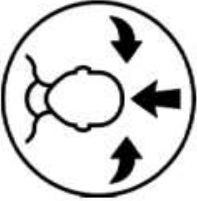
Culminating Project Scoring Sheet	
Student Name:	
Language being assessed:	
Overall assessment:	
Assessment completed by (name, title):	
Date:	

NYSSB Rubric for the Culminating Project and Presentation in Modern Languages (Category 1-2)

Standard 1: Interpretive Communication – *Learners understand, interpret, and analyze what is heard, read, received, or viewed on a variety of topics, drawing on a range of diverse texts, including authentic resources. The target performance level of **Intermediate High** required to earn the NYSSB is shaded below.*

Guiding Question	PERFORMANCE INDICATORS					
	INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH	ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
What can I understand, interpret, or analyze in a range of diverse texts*, including authentic resources, that I hear, read, receive or view?	I can identify the topic, main idea, and related information from simple sentences in short informational and literary texts and conversations.	I can understand the main idea and key information in short straightforward informational and literary texts and conversations.	I can usually follow the main idea, main message, and flow of events in various time frames in straightforward paragraph-length texts, conversations, and discussions.	I can identify the main and underlying messages and some supporting details across major time frames in texts, conversations, and discussions.	I can understand the main and underlying messages and most supporting details across major time frames in texts, conversations, and discussions.	I can follow the flow of ideas and infer meaning, including nuances and viewpoints, from complex language on unfamiliar, abstract topics within texts, conversations, and discussions.

*The word "text" is defined as any medium that conveys information. For the purposes of these performance indicators, a text can be a print (e.g., infographic, article), an audio (e.g., song, podcast), a visual (e.g., image, painting), or an audiovisual (e.g., music video, multimedia presentation) resource.

Proficiency in Interpretive Reading: _____   Proficiency in Interpretive Listening: _____

Notes:

NYSSB Rubric for the Culminating Project and Presentation in Modern Languages (Category 1-2)

STANDARD 2: Interpersonal Communication – *Learners interact and negotiate meaning in spoken, visual, or written conversations to exchange information and express feelings, preferences, and opinions. The target performance level of Intermediate High required to earn the NYSSB is shaded below.*

Guiding Question	PERFORMANCE INDICATORS					
	INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH	ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
How can I exchange information and ideas; and express, react to, and support preferences and opinions in conversations?	I can request and provide information; express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions in conversations.	I can exchange information, preferences, opinions on a variety of familiar concrete, and researched topics, sometimes involving a complication, using connected sentences and series of sentences and asking follow-up questions in conversations.	I can exchange information, preferences, feelings, or opinions, on a variety of familiar, concrete, and researched topics, sometimes involving a complication, using connected sentences that may combine to form paragraphs and asking a variety of questions in conversations and discussions, often across various time frames.	I can interact and negotiate with others to exchange information and ideas, provide explanations and comparisons of preferences and opinions, and maintain conversations that may involve an unexpected complication on a variety of familiar, concrete, academic and social topics, using a few simple paragraphs across major time frames.	I can interact and negotiate with others to exchange information and ideas, provide explanations and comparisons of preferences and opinions, and maintain extended conversations on a wide variety of topics of interest (familiar, unfamiliar, concrete, and sometimes academic, social or professional), by asking probing questions and providing detailed responses across major time frames.	I can interact, negotiate, discuss, support, and sometimes debate a wide variety of topics (complex, concrete, abstract, academic, social, professional, and generally unfamiliar) and often address hypothetical issues, to possibly resolve an unexpected complication, using precise questions and explanations in conversations and discussions.

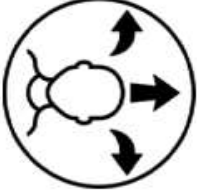**Proficiency in Interpersonal Speaking and Listening:** _____

Notes:

NYSSB Rubric for the Culminating Project and Presentation in Modern Languages (Category 1-2)

STANDARD 3: Presentational Communication – *Learners present information and ideas on a variety of topics adapted to various audiences of listeners, readers or viewers to describe, inform, narrate, explain, or persuade. The target performance level of **Intermediate High** required to earn the NYSSB is shaded below.*

Guiding Question	PERFORMANCE INDICATORS					
	INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH	ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
How can I present information and ideas to describe, inform, *narrate*, explain, or persuade?	I can present information about my life and activities, state and make attempts to support preferences and opinions on familiar and everyday topics, by creating and using simple sentences.	I can narrate personal experiences, present information, and state and support viewpoint(s) on a variety of familiar, concrete, and researched topics, using sentences and series of connected sentences.	I can narrate experiences, present information including details, and state and support viewpoint(s) on a variety of familiar, concrete, and researched topics, using short paragraphs, often across various time frames.	I can deliver presentations and state viewpoint(s) with supporting evidence on some concrete, academic, social, and professional topics of interest, using paragraphs across major time frames.	I can deliver detailed presentations and present arguments with supporting evidence on a variety of concrete, academic, social, and professional topics of interest, using organized paragraphs across major time frames.	I can deliver cohesive presentations, present clear and accurate arguments with supporting evidence, and give evidence, and give detailed narrations on a variety of complex, concrete, and abstract topics related to community interests and some specialized fields, and often deal with related issues hypothetically.

Proficiency in Presentational Speaking: _____   **Proficiency in Presentational Writing:** _____

Notes:

New York State Seal of Biliteracy (NYSSB) Sample Rubric for the Culminating Project and Presentation – Modern Languages (Category 3-4)

General guidelines for the Culminating Project & Panel Presentation:

1. Students may be evaluated holistically on the three communication standards (interpretive, interpersonal, presentational).
2. This rubric may be used to evaluate both the project itself (scholarly essay, portfolio) as well as the oral presentation of the project to the panel.

   a. The Interpretive mode may be evaluated prior to the presentation by the classroom teacher or project advisor.

   b. The Interpersonal and Presentational modes are evaluated at the time of the presentation of the project.

3. Students should be assessed by a panel of reviewers consisting of two or more adults who are qualified speakers of the language being assessed.

   a. The student's current teacher should not be the sole reviewer of the project and presentation.

   b. While schools are encouraged to recruit community members to serve on the panel of reviewers, evaluators should not be related to the student.

   c. If the presentation is given in a low-incidence language or if there is only one adult speaker of the language in a district, the panel can consist of fewer reviewers. Every effort should be made by the school to secure two adult speakers of the language.

   d. The entire presentation and panel interview must take place in the language being assessed.

4. Students, especially English Language Learners and Heritage Language Speakers, may represent all parts of the world and therefore may exhibit significant linguistic diversity relative to what is considered the "standard" version of any language. Panel members should avoid lowering the assessment due to a student's accent, pronunciation, or culturally-specific vocabulary, so long as these aspects don't hinder comprehension.

Culminating Project Scoring Sheet
Student Name:
Language being assessed:
Overall assessment:
Assessment completed by (name, title):
Date:

New York State Seal of Biliteracy (NYSSB) Sample Rubric for the Culminating Project and Presentation – Modern Languages (Category 3-4)

Standard 1: Interpretive Communication – *Learners understand, interpret, and analyze what is heard, read, received, or viewed on a variety of topics, drawing on a range of diverse texts, including authentic resources. The target performance level of Intermediate Mid required to earn the NYSSB is shaded below.*

Essential Question	PERFORMANCE INDICATORS					
	NOVICE HIGH	**INTERMEDIATE LOW**	**INTERMEDIATE MID**	**INTERMEDIATE HIGH**	**ADVANCED LOW**	**ADVANCED MID**
What can I understand, interpret, or analyze in authentic texts*?	I can identify the topic and some isolated facts from simple sentences in short texts.	I can identify the topic / main idea and related information from simple sentences in short texts.	I can understand the main idea and key information in short, straightforward texts.	I can usually follow the main message / idea / flow of events in various time frames in straightforward, paragraph-length texts.	I can identify the main and underlying messages and some supporting details across major time frames in texts.	I can understand the main and underlying messages and most supporting details across major time frames in texts.

*The word "text" is defined as any medium that conveys information. For the purposes of this rubric, a text can include traditional reading material (e.g., literature, informational texts), live or recording listening texts, or visuals. Students pursuing the Seal in a modern language <u>**must**</u> be assessed on all interpretive modalities (receiving for American Sign Language; reading and listening for all other languages).

Proficiency in Interpretive Reading: _____   Proficiency in Interpretive Listening: _____

Notes:

New York State Seal of Biliteracy (NYSSB) Sample Rubric for the Culminating Project and Presentation – Modern Languages (Category 3-4)

STANDARD 2: Interpersonal Communication – *Learners interact and negotiate meaning in spoken, visual, or written conversations to exchange information and express feelings, preferences, and opinions. The target performance level of Intermediate Mid required to earn the NYSSB is shaded below.*

Essential Question	PERFORMANCE INDICATORS					
	NOVICE HIGH	INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH	ADVANCED LOW	ADVANCED MID
How can I exchange information and ideas in conversations, including expressing, reacting to, and supporting preferences and opinions to address situations?	I can interact with others to request and provide information and express, ask about, and react to preferences, feelings, or opinions on familiar topics by asking and answering practiced and some original questions using simple sentences and questions most of the time.	I can interact with others to request and provide information and express, ask about, and react with some details to preferences, feelings, or opinions in conversations on familiar topics by creating sentences and series of sentences and asking appropriate follow-up questions.	I can interact with others to exchange information, preferences, feelings, or opinions in conversations on a variety of familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions.	I can interact with others to exchange information, preferences, feelings, or opinions in conversations and some discussions, sometimes involving a complication, on a variety of familiar and some concrete and researched topics, using connected sentences that may combine to form paragraphs and ask a variety of questions, often across various time frames.	I can interact and negotiate with others to exchange information and ideas, provide explanations and comparisons of preferences and opinions, and maintain conversations that may involve an unexpected complication on a variety of familiar, concrete, academic and social topics, using a few simple paragraphs across major time frames.	I can interact and negotiate with others to exchange information and ideas, provide explanations and comparisons of preferences and opinions, and maintain extended conversations on a wide variety of topics of interest (familiar, unfamiliar, concrete, and sometimes academic, social or professional), by asking probing questions and providing detailed responses across major time frames.

Proficiency in Interpersonal Speaking and Listening: _____

Notes:

New York State Seal of Biliteracy (NYSSB) Sample Rubric for the Culminating Project and Presentation – Modern Languages (Category 3-4)

STANDARD 3: Presentational Communication – *Learners present information and ideas on a variety of topics adapted to various audiences of listeners, readers or viewers to describe, inform, narrate, explain, or persuade. The target performance level of Intermediate Mid required to earn the NYSSB is shaded below.*

Essential Question	PERFORMANCE INDICATORS					
	NOVICE HIGH	INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH	ADVANCED LOW	ADVANCED MID
How can I present information: • **to inform, describe, or explain;** • **to give a preference, opinion or persuasive argument; and** • **to narrate about my life, experiences, and events?**	I can present personal information about my life and activities and express my preferences on familiar and everyday topics of interest, using simple sentences most of the time.	I can present information and express and support preferences on familiar and everyday topics, using simple sentences.	I can give straightforward presentations and state and support viewpoint(s) on a variety of familiar topics and some concrete and researched topics, using sentences and series of connected sentences.	I can give detailed presentations and state and support viewpoint(s) on a variety of familiar topics and some concrete and researched topics, using a few short paragraphs, often across various time frames.	I can deliver detailed presentations and state viewpoint(s) with supporting evidence on some concrete, academic, social, and professional topics of interest, using paragraphs across major time frames.	I can deliver detailed presentations and present arguments with supporting evidence on a variety of concrete, academic, social, and professional topics of interest, using organized paragraphs across major time frames.

Proficiency in Presentational Speaking: _____   **Proficiency in Presentational Writing:** _____

Notes:

New York State Seal of Biliteracy (NYSSB) Sample Rubric for the Culminating Project and Presentation – Classical Languages

General guidelines for the Culminating Project & Panel Presentation:

1. For the purpose of the NYSSB, classical language students are evaluated on their Interpretive Reading skills. Most commonly, students pursuing the NYSSB in a classical language will prepare an analysis of an authentic text written in the language being assessed and will present such analysis in English to the panel of reviewers.

2. This rubric has three parts:

   a. The interpretive section used to evaluate the student's Interpretive Reading skills in the classical language;

   b. The interpersonal section used to evaluate the student's Interpersonal Speaking skills in English during the panel interview following the presentation; and

   c. The presentational section used to evaluate the student's Presentational Speaking skills in English during the presentation.

3. Students should be assessed by a panel of reviewers consisting of two or more adults who are qualified speakers of the language being assessed.

   a. The student's current teacher should not be the sole reviewer of the project and presentation.

   b. While schools are encouraged to recruit community members to serve on the panel of reviewers, evaluators should not be related to the student.

   c. If there is only one adult speaker of the classical language in a district, the panel can consist of fewer reviewers. Every effort should be made by the school to secure two adult speakers of the classical language for the panel.

Culminating Project Scoring Sheet
Student Name:
Language being assessed:
Overall assessment:
Assessment completed by (name, title):
Date:

New York State Seal of Biliteracy (NYSSB) Sample Rubric for the Culminating Project and Presentation – Classical Languages

Standard 1: Interpretive Communication – *Learners understand, interpret, and analyze what is heard, read, received, or viewed on a variety of topics, drawing on a range of diverse texts, including authentic resources. The target performance level of Intermediate High __in the classical language__ required to earn the NYSSB is shaded below.*

Essential Question	PERFORMANCE INDICATORS					
	INTERMEDIATE LOW	**INTERMEDIATE MID**	**INTERMEDIATE HIGH**	**ADVANCED LOW**	**ADVANCED MID**	**ADVANCED HIGH**
What can I understand, interpret, or analyze in authentic texts*?	I can identify the topic / main idea and related information from simple sentences in short texts.	I can understand the main idea and key information in short, straightforward texts.	I can usually follow the main message / idea / flow of events in various time frames in straightforward, paragraph-length texts.	I can identify the main and underlying messages and some supporting details across major time frames in texts.	I can understand the main and underlying messages and most supporting details across major time frames in texts.	I can follow the flow of ideas and infer meaning, including nuances and viewpoints, from complex language on unfamiliar, abstract topics within texts.

An authentic text in classical languages is one that was written during an earlier period of human history __by and for__ native speakers of the classical language. Students pursuing the Seal in a classical language are assessed on interpretive reading in the classical language, and in English for the other modes of communication.

Proficiency in Interpretive Reading: _____

Notes:

New York State Seal of Biliteracy (NYSSB) Sample Rubric for the Culminating Project and Presentation – Classical Languages

STANDARD 2: Presentational Communication – *Learners present information and ideas on a variety of topics adapted to various audiences of listeners, readers or viewers to describe, inform, narrate, explain, or persuade. The target performance level of Intermediate High required **In English** to earn the NYSSB is shaded below.*

Essential Question	PERFORMANCE INDICATORS					
	INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH	ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
How can I present information: • *to inform, describe, or explain;* • *to give a preference, opinion or persuasive argument; and* • *to narrate about my life, experiences, and events?*	I can present information and express and support preferences on familiar and everyday topics, using simple sentences.	I can give straightforward presentations and state and support viewpoints on a variety of familiar topics and some concrete and researched topics, using sentences and series of connected sentences.	I can give detailed presentations and state and support viewpoints on a variety of familiar topics and some concrete and researched topics, using a few short paragraphs, often across various time frames.	I can deliver presentations and state viewpoints with supporting evidence on some concrete, academic, social, and professional topics of interest, using paragraphs across major time frames.	I can deliver detailed presentations and present arguments with supporting evidence on a variety of concrete, academic, social, and professional topics of interest, using organized paragraphs across major time frames.	I can deliver cohesive presentations, present clear and accurate arguments with supporting evidence, and give complex and detailed narrations on a variety of complex, concrete, and abstract topics related to community interests and some specialized fields, and often deal with related issues hypothetically.

Proficiency in Presentational Speaking: _____   Proficiency in Presentational Writing: _____

Notes:

New York State Seal of Biliteracy (NYSSB) Sample Rubric for the Culminating Project and Presentation – Classical Languages

STANDARD 3: Interpersonal Communication – *Learners interact and negotiate meaning in spoken, visual, or written conversations to exchange information and express feelings, preferences, and opinions. The target performance level of Intermediate High required __in English__ to earn the NYSSB is shaded below.*

Essential Question	PERFORMANCE INDICATORS					
	INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH	ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
How can I exchange Information and ideas in conversations, including expressing, reacting to, and supporting preferences and opinions to address situations?	I can interact with others to request and provide information and express, ask about, and react with some details to preferences, feelings, or opinions in conversations on a variety of familiar topics by creating simple sentences and asking appropriate follow-up questions.	I can interact with others to exchange information, preferences, feelings, or opinions in conversations on a variety of familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions.	I can interact with others to exchange information, preferences, feelings, or opinions in conversations and some discussions, sometimes involving a complication, on a variety of familiar and some concrete and researched topics, using connected sentences that may combine to form paragraphs and ask a variety of questions, often across various time frames.	I can interact and negotiate with others to exchange information and ideas, provide explanations and comparisons of preferences and opinions, and maintain conversations that may involve an unexpected complication on a variety of familiar, concrete, academic, and social topics, using a few simple paragraphs across paragraphs across major time frames.	I can interact and negotiate with others to exchange information and ideas, provide explanations and comparisons of preferences and opinions, and maintain extended conversations on a wide variety of topics of interest (familiar, unfamiliar, concrete, and academic, social or professional), by asking probing questions and providing detailed responses across major time frames.	I can interact, negotiate, discuss, support, and sometimes debate a wide variety of topics (complex, concrete, abstract, academic, social, professional, and generally unfamiliar) and often address hypothetical issues, to possibly resolve an unexpected complication, using precise questions and explanations.

Proficiency in Interpersonal Speaking and Listening Reading: _____

Notes:

Intermediate High Standards based on ACTFL

Speaking
- Intermediate High speakers are able to converse with ease and confidence when dealing with routine tasks and social situations of the Intermediate level. They are able to successfully handle 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 nonnatives, 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
- 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
- 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
- At the Intermediate High sub-level, 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.

Date Received _____

Counselor Signature: _____

Qualifications Checklist for Seal of Biliteracy
Original copy completed and retained by Seal of Biliteracy Committee

Student Name _____ *Year of Graduation:* _____

On track to complete all requirements for graduating with a NYS Regents Diploma		☐		
Criteria Required to Demonstrate English Proficiency		**Complete**	**Approved (initials)**	**Date**
Scored 80 or higher on the NYS ELA Regents exam or ELL scored 75 or above on two Regents exams without translation	1 pt.	☐		
ELL scored Commanding on two NYSESLAT modalities	1 pt.	☐		
Completed grades 11 and 12 ELA courses with 85 average or higher	1 pt.	☐		
Scored 3 or higher on AP English Literature exam or AP English Language and Composition exam during 11th grade	1 pt.	☐		
Passed Culminating Project	2 pts.	☐		
TOTAL POINTS (3 PTS. REQUIRED)		YES ☐ NO ☐		
Criteria Required to Demonstrate LOTE Proficiency		**Complete**	**Approved (initials)**	**Date**
Scored 85 or higher on Level 4 and/or Level 5 LOTE coursework and exam	1 pt.	☐		
ELL provided transcripts from country outside U.S. showing B average or higher for 3 years or more, 8th grade and beyond	1 pt.	☐		
Scored proficient on approved LOTE assessment ● Exam taken by the end of grade 11 ● AP Exam offered to meet this requirement (score of 4 or higher required)	1 pt.	☐		
Passed Culminating Project	2 pts.	☐		
TOTAL POINTS (3 PTS. REQUIRED)		YES ☐ NO ☐		
Student Awarded Seal of Biliteracy		YES ☐ NO ☐		
Verified by Seal of Biliteracy Committee Name:		Signature		

Checkpoint C World Language Assessments and Minimum Scores

(based on ACTFL Intermediate High standards)

Completing one or one group of these examinations will yield one point towards the three total points necessary on the criteria point system for demonstrating world language proficiency.

ASSESSMENT	MIN SCORE
AP – Advanced Placement Examination Chinese, French, German, Italian, Japanese, Latin, Spanish, Spanish Literature	**4**
IB - International Baccalaureate Albanian, Amharic, Arabic, Azerbaijani, Bengali, Bosnian, Bulgarian, Catalan, Chinese, Croatian, Czech, Danish , Dutch, English, Estonian, Finnish, French, German, Modern Greek, Hebrew, Hindi, Hungarian, Icelandic, Indonesian, Italian, Japanese, Khmer, Korean, Lao, Latvian, Lithuanian, Macedonian, Malay, Nepali, Norwegian, Norwegian (Nynorsk), Persian, Portuguese, Russian, Serbian, Slovak, Slovenian, Sotho, Spanish, Swahili, Swedish, Thai , Turkish, Urdu, Vietnamese	**Standard level -5** **Upper level - 4**
STAMP4S - Standard Based Measurement of Proficiency Arabic, Chinese (Traditional and Simplified), English, French, Hebrew, Japanese, Spanish, German, and Italian	**6**
DELE (Diplomas of Spanish as a Foreign Language) – through Cervantes Institute NYC	**B1**
AAPPL -The ACTFL Assessment of Performance toward Proficiency in Languages Arabic, Chinese, French, German, Hindi, Italian, Japanese, Portuguese, Russian, Spanish, Thai and ESL. New in 2019: Korean.	**I-5**
OPI – The ACTFL Oral Proficiency Interview Afrikaans, Akan-Twi, Albanian, Amharic, Arabic, Armenian, Azerbaijani, Baluchi, Bengali, Bosnian, Bulgarian, Burmese, Cambodian, Cantonese, Cebuano, Czech, Dari, Dutch, English, French, Ga, Georgian, German, Greek (Modern), Gujarati, Haitian, Creole, Hausa, Hebrew, Hiligaynon, Hindi, Hmong-Mong, Hungarian, Igbo, Ilocano, Indonesian, Italian, Japanese, Javanese, Kashmiri, Kazakh, Kikongo-Kongo, Korean, Krio, Kurdish, Lao, Malay, Malayalam, Mandarin, Mandingo-Bambara, Nepali, Norwegian, Pashto, Persian-Farsi, Polish, Portuguese, Punjabi, Romanian, Russian, Serbian/Croatian, Sindhi, Sinhalese, Slovak, Somali, Spanish, Swahili, Tagalog, Tajik, Tamil, Tausug, Telugu, Thai, Tigrinya, Turkish, Turkmen, Uighur, Ukrainian, Urdu, Uzbek, Vietnamese, Wolof, Wu, and Yoruba. **OPIc** - The ACTFL Oral Proficiency Interview by Computer Arabic, English, French, German, Italian*, Korean, Mandarin, Pashto, Persian, Farsi, *Portuguese, Russian and Spanish. (*Limitations apply) **WPT/BWT** – The ACTFL Writing Proficiency Test/Business Writing Test **Paper & Pen:** Albanian, Arabic, Chinese-Cantonese, Chinese-Mandarin, English, French, German, Greek, Haitian Creole, Hebrew, Hindi, Italian, Japanese, Korean, Persian, Polish, Portuguese, Russian, Serbian/Croatian, Spanish, Turkish, Urdu, and Vietnamese -**Internet:** Arabic, Chinese-Cantonese, Chinese-Mandarin, Danish, English, French, German, Greek, Hindi, Italian, Japanese, Korean, Norwegian, Polish, Portuguese, Russian, Spanish, Turkish, Vietnamese **RPT** – The ACTFL Reading Proficiency Test English, French, German, Italian, Portuguese, Russian, and Spanish **LPT** – The ACTFL Listening Proficiency Test English, French, Italian, Portuguese, Russian, Spanish, and German.	**Intermediate High** In this section, students should take exams in as many modalities (speaking, listening, reading and writing) **as available** to qualify for Checkpoint C credit.
ALIRA – The ACTFL Latin Interpretive Reading Assessment	**I-4**
SLPI: ASL – American Sign Language Proficiency Interview	**Intermediate Plus**

NOTE: Some exams do not give results until after June, so students/advisors may need to plan accordingly.
Other nationally recognized examinations may be used if approved by the district's NYS Seal of Biliteracy Committee

Mynderse Academy
105 Troy Street
Seal of Biliteracy
Student Application

The New York State Seal of Biliteracy is a formal recognition of high school graduates who have studied and attained a high level of proficiency in listening, speaking, reading and writing in one or more languages in addition to English.

Criteria: In addition to completing all of the requirements for graduating with a NYS Regents diploma, students wishing to receive the NYS Seal of Biliteracy must also earn 3 points in a Language other than English and 3 points in English Language Arts, as outlined by NYSED. Refer to this handbook for additional information about requirements and criteria.

Submit this application to your school counselor by November 1 of your junior or senior year. Applications submitted after January 15 will require approval from the Principal to be accepted and will only be accepted based on extenuating circumstances.

Student Name (Last, First, Middle Initial)	Student ID #
Student Email	Home Phone
Home Address	Expected Graduation Date
Language(s) to be Considered for Recognition	Name of School Counselor
Name of Current or Most Recent LOTE Teacher	Current or Most Recent LOTE Course(s)
Name of Current or Most Recent ENL Teacher	Current or Most Recent ENL Course(s)
Name of Current English Teacher	Current English Course(s)

Statement of intent

I, _____ (name of student), do hereby state that I intend to participate in the NYSSB Program and pursue the New York State Seal of Biliteracy (NYSSB). I have carefully read all the materials available, and understand that I must submit an application and Letter of Intent form to my school guidance department. I also understand that I am required to follow the advice and guidance of my NYSSB Advisor and the NYSSB will only be granted if I fulfill all of the requirements as stated in the task requirements.

_____   _____
Signature of Student   Date

_____   _____
Signature of Parent/Guardian   Date

For Administrative Use   Student Name_____
(detach this page from student section   Date_____

Forms are all electronic and linked below.

NYSSB School Notification Form

- Purpose: To notify NYSED of intent to offer the NYSSB in the current school year; to identify student subgroups eligible to pursue the NYSSB
- Deadline to submit form to NYSED: **December 1st**
- Click here (link is external) to access the online NYSSB School Notification Form.
- Click here for more detailed information on the NYSSB School Notification Form.

NYSSB Culminating Project Notification Form

- Purpose: To notify NYSED of the dates and locations of the Culminating Project Presentations, as well as the languages in which they will be delivered
- Deadline to submit form to NYSED: **March 15th**
- Click here
- (link is external)
- to access the online NYSSB Culminating Project Notification form.
- Click here for more detailed information on the Culminating Project Notification Form.

End of Year Data Form

- Purpose: To provide basic demographic information on successful Seal candidates as well as the criteria they met to earn the NYSSB in English and one or more world languages; to order the Seal stickers and medallions
- Deadline to submit form to NYSED: **May 5th**
- Click here to access the End of Year Data Form (Excel workbook).
- Click here for more detailed information on the End of Year Data Form.
- Deadline to submit "amended" form to NYSED for previously anticipated candidates: **July 15th**