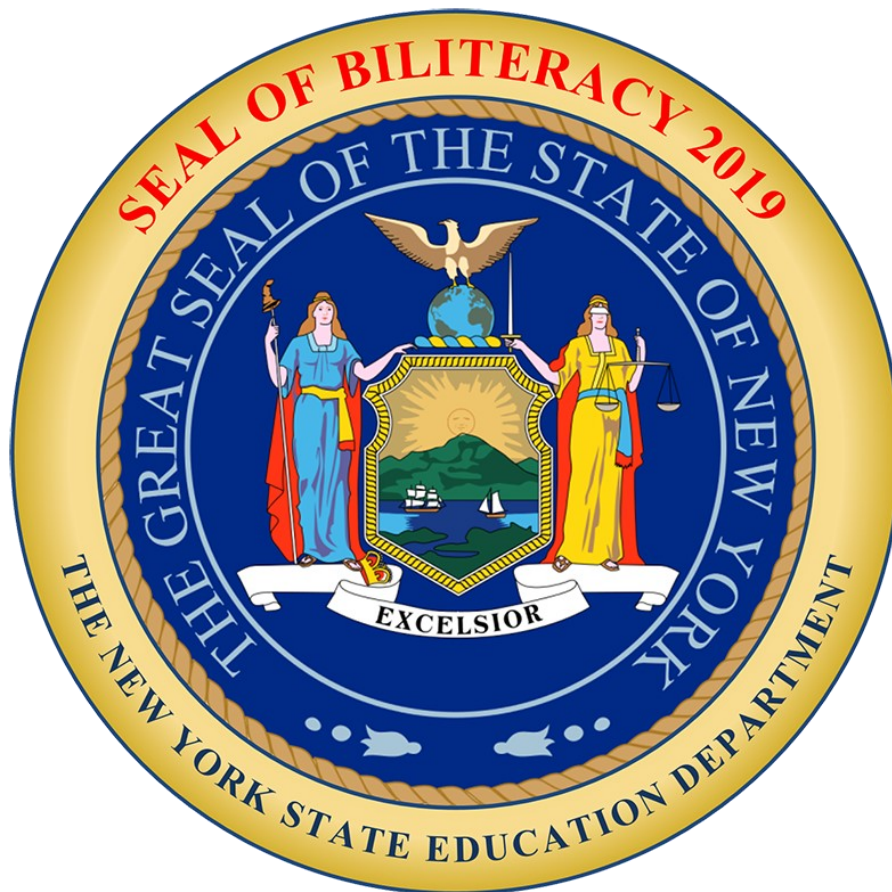


# Midlakes High School

## Seal of Biliteracy



**Information and  
Student Application**

2021-2022

## **New York State Seal of Biliteracy (NYSSB)**

Midlakes High School 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 students who have studied and attained a high level of proficiency in English and another language by the time they graduate from high school.

The 2020-2021 academic school year marked the first year we offered the program at Phelps-Clifton Springs Central School District.

### **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.

**Proficiency Defined for Languages 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
- It enhances applications for college, grants and scholarships
- This distinction prepares you for 21st century careers
- You will have the potential to earn more money throughout your career

### **Who can 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 World Language and 3 points in English. Criteria and options for earning these points are outlined below.

### World Language:

*\*Earn a total of 3 points from the following options:*

- **1 point** - Complete a level 4 and/or level 5 WL course, with a grade of 85 or higher for both the final exam and the final course average.
- **1 point** - Provide transcripts from a school in a country outside of the U.S. 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 higher.
- **1 point** - Score at a proficient level on a WL assessment that has been approved by the Seal of Biliteracy Committee (such as the AAPPL).
- **2 points** - Present a culminating project that meets the criteria established by the district's NYS Seal of Biliteracy Committee in the target language and that is approved by your advisor.

### English:

*\*Earn a total of 3 points from the following options:*

- **1 point** - Score 80 or higher on the NYS Regents Examination in English Language Arts (Common Core).
- **1 point** - English Language Learners (ELLs) score 75 or above on two Regents exams other than English, without translation.
- **1 point** - ELLs score at the *Commanding* level on the NYS English as a Second Language Achievement Test (NYSESLAT).
- **1 point** - Complete all 11th and 12th grade ELA courses with an average of 85 or higher.
- **1 point** - Achieve a score of 3 or higher on an Advanced Placement (AP) English Language or English Literature examination.
- **2 points** - Present a culminating project that demonstrates proficiency in reading, writing, listening and speaking in English. Project choice must be approved by your advisor and meet criteria established by the district's NYS Seal of Biliteracy Committee.

**Seal of Biliteracy Project Component Guide**

<p><b>Project Topic:</b></p> <p>_____</p>	<p>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.</p>
<p><b>Reading Sources:</b></p>	<p>You will hand in at least 2 reading sources to your advisor during your research project along with your notes in the format attached. (Text directly from your source on the left / written in your own words on the right.) <b><i>Cite your two sources below as you would for your works cited page.</i></b></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> </ol>
<p><b>Listening Sources:</b></p>	<p>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 in the format attached. (Portions of the audio transcript directly from your source on the left / written in your own words on the right). <b><i>Cite your two sources below as you would for your works cited page.</i></b></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> </ol> <p><i>*You will also demonstrate interpersonal listening skills during your presentation when the Seal of Biliteracy panel asks you questions in the target language &amp; you answer in the target language.</i></p>
<p><b>Writing:</b> <b>Choose your format</b></p>	<p><input type="checkbox"/> <b>Traditional research paper:</b> 2 pages double spaced, MLA style</p> <p><b>-OR-</b></p> <p><input type="checkbox"/> <b>Two or more shorter written components:</b> A combination of items such as online article or blog, informational flyer, story, poem, survey, memoir, biography, autobiography, etc.</p> <p><i>*Total written content must be comparable in length to that of a 2 page paper and must be approved by your advisor. <b>List your written components below:</b></i></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>
<p><b>Presentation:</b> <b>Writing, Speaking &amp; Listening</b></p> <p><i>*All projects must be presented by <b>May 15th.</b></i></p> <p><i>*All project materials must be submitted to your advisor at least one week prior to your presentation date.</i></p>	<p><i>*You will present your project to a Seal of Biliteracy panel. You will speak in the target language as you present.</i></p> <p><i>*Your presentation should be about 5 minutes long. It may include recordings and/or videos of you speaking in the target language, such as interviews you conducted, a video blog or commercial you created, etc. However, you will still speak in the target language during your presentation about your topic, why you chose it, how you went about researching it, what you learned, etc. You will then answer questions in the target language from the panel, which will demonstrate your listening skills.</i></p> <p><i>*It is beneficial to display visuals during your presentation that support what you will be speaking about.</i></p>

**\*Your project will not be accepted if there is any evidence of plagiarism, use of an online translator or assistance from a native speaker.**

# New York State Seal of Biliteracy Flowchart

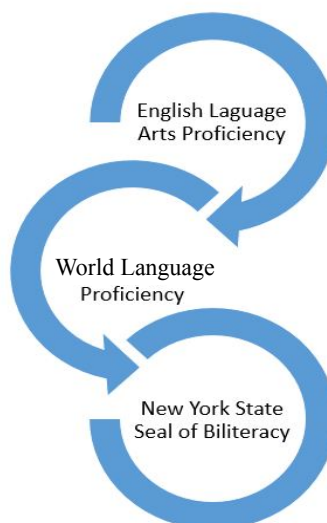
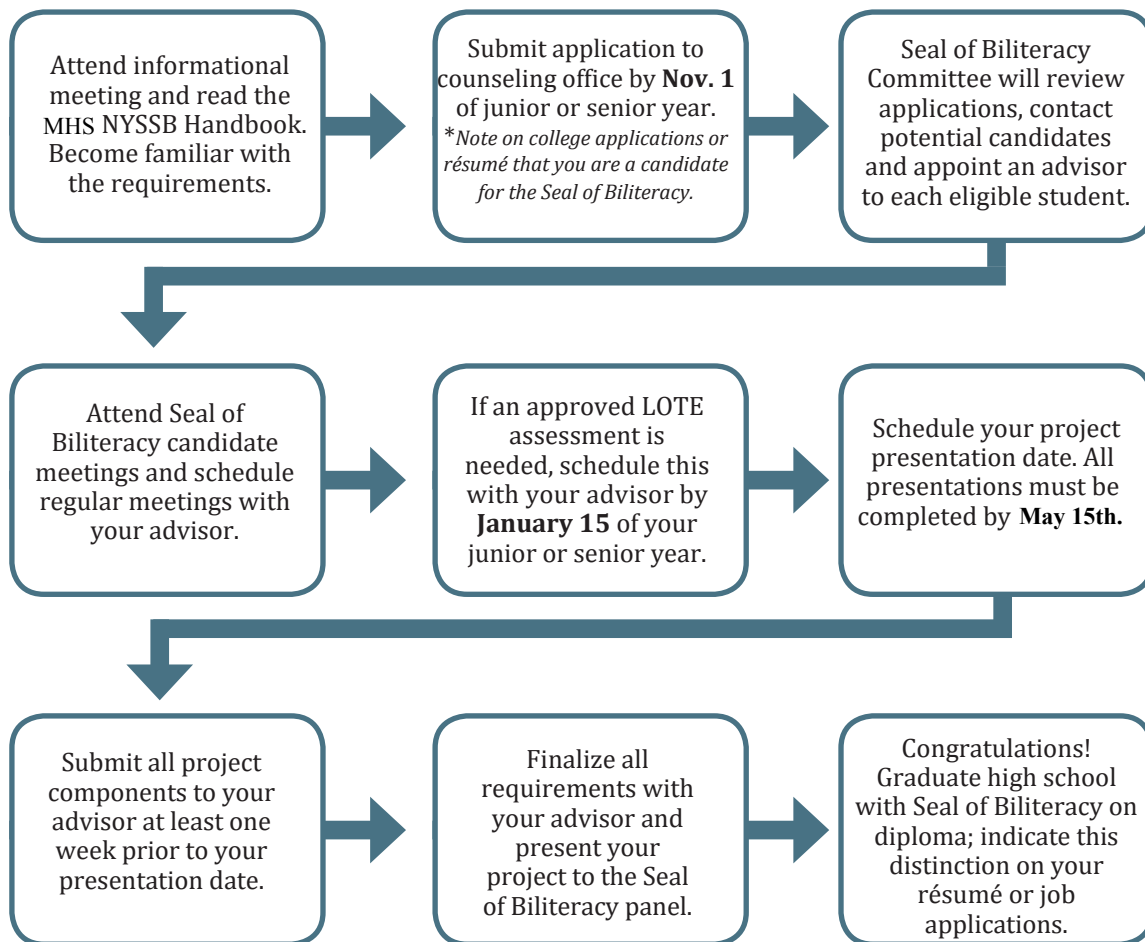
Love of languages

Value of language and biliteracy skills

Prepare for 21<sup>st</sup> Century Skills

Affirm the value of diversity in a multilingual society

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



**Midlakes High School**  
**1554 NY-488 \* Clifton Springs NY \* 14432**

**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 World Language 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 1st of your junior or senior year.

<b>Student Name (last, first and middle initial)</b>	<b>Student ID#</b>
<b>Student Email</b>	<b>Home Phone</b>
<b>Home Address</b>	<b>Expected Graduation Date</b>
<b>Language(s) to be considered for recognition</b>	<b>Name of School Counselor</b>
<b>Name of Current or Most Recent World Lang. Teacher</b>	<b>Current or Most Recent World Language Course</b>
<b>Name of Current or Most Recent ENL Teacher</b>	<b>Current or Most Recent ENL Course(s)</b>
<b>Name of Current English Teacher</b>	<b>Current English Course(s)</b>
<b>Parent/Guardian Signature</b>	<b>Date</b>
<b>Student Signature</b>	<b>Date</b>

# Qualifications Checklist for Seal of Biliteracy

ORIGINAL COPY COMPLETED AND RETAINED BY SEAL OF BILITERACY COMMITTEE

District Use Only

<b>On track to complete all requirements for graduating with a NYS Regents Diploma</b>			<input type="checkbox"/>	
<b>Criteria Required to Demonstrate English Proficiency</b>		<b>Complete</b>	<b>Approved (initials)</b>	<b>Date</b>
Scored 80 or higher on the NYS ELA Regents exam <b>or</b> ELL scored 75 or above on two Regents exams without translation	1 pt.	<input type="checkbox"/>		
ELL scored Commanding on two NYSESLAT modalities	1 pt.	<input type="checkbox"/>		
Completed grades 11 and 12 ELA courses with 85 average or higher	1 pt.	<input type="checkbox"/>		
Scored 3 or higher on AP English Literature exam <b>or</b> AP English Language and Composition exam	1 pt.	<input type="checkbox"/>		
Passed Culminating Project	2 pts.	<input type="checkbox"/>		
<b>TOTAL POINTS (3 PTS. REQUIRED)</b>		YES <input type="checkbox"/>	NO <input type="checkbox"/>	
<b>Criteria Required to Demonstrate LOTE Proficiency</b>		<b>Complete</b>	<b>Approved (initials)</b>	<b>Date</b>
Scored 85 or higher on Level 4 and/or Level 5 LOTE coursework <i>and</i> exam	1 pt.	<input type="checkbox"/>		
ELL provided transcripts from country outside U.S. showing B average or higher for 3 years or more, 8 <sup>th</sup> grade and beyond	1 pt.	<input type="checkbox"/>		
Scored proficient on approved W.L. assessment	1 pt.	<input type="checkbox"/>		
Passed Culminating Project	2 pts.	<input type="checkbox"/>		
<b>TOTAL POINTS (3 PTS. REQUIRED)</b>		YES <input type="checkbox"/>	NO <input type="checkbox"/>	
<b>Student Awarded Seal of Biliteracy</b>		YES <input type="checkbox"/>	NO <input type="checkbox"/>	
<b>Year of Graduation:</b>				
<b>Verified by Seal of Biliteracy Committee</b>				
<b>Name:</b>		<b>Signature</b>		



**Rubric to Evaluate School-Based New York State Seal of Biliteracy (NYSSB) Culminating Project Rubrics**  
**Office of Bilingual Education and World Languages – New York State Education Department**



Performance Criteria	Meets Criteria (1)	Does Not Meet Criteria (0)
A. Is proficiency in the language being assessed the <u>only</u> aspect that is assessed on the school’s Culminating Project rubric?	The rubric only measures proficiency in the language being assessed.	The rubric includes items that do not measure proficiency in the language being assessed (e.g., student dress, poise).
B. Are the column headings of the school’s Culminating Project rubric labeled with <a href="#">ACTFL proficiency levels</a> ?	The column headings of the rubric are labeled with the specific ACTFL proficiency levels (e.g., Intermediate High).	The column headings of the rubric are not labeled with the specific ACTFL proficiency levels.
C. Are the performance descriptors in the school’s Culminating Project rubric aligned to <a href="#">ACTFL proficiency levels</a> ?	<p>The performance descriptors are aligned to ACTFL proficiency levels, including:</p> <ul style="list-style-type: none"> <li>• describing what a student can do with the language;</li> <li>• the length of text<sup>1</sup> a student can use and produce;</li> <li>• the contextual nature of topics (e.g., familiar, unfamiliar, concrete, abstract) that a student can address; and</li> <li>• the time frames a student can use.</li> </ul>	<p>The performance descriptors are not aligned to the ACTFL proficiency levels because of <u>one or more</u> of the following:</p> <ul style="list-style-type: none"> <li>• They do not describe what a student can do with the language;</li> <li>• They do not mention length of text type a student can use and produce;</li> <li>• They do not reference the contextual nature of topics a student can address;</li> <li>• They do not reference time frames a student can use;</li> <li>• They reference other grammatical structures/vocabulary that are not included in the ACTFL proficiency levels (e.g., adjective or subject/verb agreement)</li> </ul>

<sup>1</sup> Text type refers to the length of text that students are able to consistently use and produce in the language. At the Novice level, students can use and produce individual words and phrases; at the Intermediate level, students can use and produce discrete sentences; at the Advanced level, students can use and produce paragraph-level discourse.





**Rubric to Evaluate School-Based New York State Seal of Biliteracy (NYSSB) Culminating Project Rubrics**  
**Office of Bilingual Education and World Languages – New York State Education Department**



Performance Criteria	Meets Criteria (1)	Does Not Meet Criteria (0)
<p>D. Does the school’s Culminating Project rubric indicate the proficiency level <b><u>required</u></b> to earn the NYSSB?</p>	<p>The rubric indicates the proficiency level required to earn the NYSSB based on the category<sup>2</sup> of the language being assessed.</p>	<ul style="list-style-type: none"> <li>The rubric does not indicate the proficiency level required to earn the NYSSB.</li> </ul> <p align="center"><b>**or**</b></p> <ul style="list-style-type: none"> <li>The rubric indicates a level of proficiency other than the level required to earn the NYSSB.</li> </ul>
<p>E. Does the school’s Culminating Project rubric separately address all three modes of communication<sup>3</sup> (interpretive, interpersonal, presentational)?</p>	<p>The rubric separately addresses all three modes of communication.</p>	<p>The rubric does not separately address all three modes of communication.</p>

<sup>2</sup> Students must demonstrate the required proficiency level in each language being assessed in order to earn the NYSSB. The revised NYS Learning Standards for World Languages passed by the NYS Board of Regents in March 2021 established three categories of languages: Category 1-2 Modern Languages, Category 3-4 Modern Languages, and Classical Languages. Students are expected to meet the proficiency targets for the standards for Checkpoint C to earn the Seal of Biliteracy. For each of the three categories of languages, there are different proficiency targets:

<p>Category 1-2 modern languages are those that use a Roman-based alphabet (e.g., Spanish, French, German, Italian).</p>	<p align="center">Intermediate High</p>
<p>Category 3-4 modern languages include indigenous languages (e.g., Seneca, Tuscarora), those that are character-based (e.g., Mandarin, Korean) and those that use a non-Roman-based alphabet (e.g., Arabic, Greek, Hebrew, Russian).</p>	<p align="center">Intermediate Mid</p>
<p>Classical Languages are those from earlier periods of human history that no longer have any native speakers (e.g., Latin, ancient Greek).</p>	<p align="center">Intermediate High for Interpretive Reading</p>

<sup>3</sup> Anchor Standard 1: Communication is broken down in three standards, one for each mode of communication (interpretive, interpersonal, presentation). Interpretive communication is further broken down into interpretive reading and interpretive listening or viewing (American Sign language term). Interpersonal communication is broken down into interpersonal speaking and writing. Presentational communication is broken down into presentational speaking and writing.