Seal of Biliteracy

Requirements

The New York State Seal of Biliteracy (NYSSB) recognizes high school graduates who have attained a high level of proficiency in listening, speaking, reading, and writing in one or more languages, in addition to English. The intent of the NYSSB is to:

- affirm the value of diversity in a multilingual society;
- encourage the study of languages;
- identify high school graduates with language and biliteracy skills for employers;
- provide universities with additional information about applicants seeking admission;
- prepare students with twenty-first century skills; and to
- recognize the value of foreign and native language instruction in schools.

The NYSSB will be awarded by the Commissioner to students who meet criteria (see link below) established by the Board of Regents. The NYSSB will be affixed to the high school diploma and/or transcript of graduating pupils attaining the NYSSB criteria. Some students may be awarded after graduation due to test result data release dates. In this case, the district will affix the diploma with the Seal image provided by NYSED and add appropriate language to the transcript.

[Criteria for Earning the New York State Seal of Biliteracy (NYSSB)]

NYS Seal of Biliteracy: Essays, Projects, and Portfolios

Sweet Home students wishing to earn the NYS Seal of Biliteracy will be able to submit for evaluation, essays, projects, or portfolios aligned to the NYS Next Generation Learning Standards. All essays, projects, and portfolios under consideration must be of high quality and demonstrate mastery of the NYS Learning Standards and ACTFL's World-Readiness Standards for Language Learning.

Requirements for Essays, Projects, or Portfolio

According to the NYS Next Generation Learning Standards, high school students should be able:

- effectively write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
- write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

In order to be college and career-ready writers, students must:

- know how to combine elements of different kinds of writing (i.e. embedding narrative elements within an expository structure to produce complex and nuanced writing).
- write for multiple purposes (to entertain, to explain, to persuade).
- use various tools (print and digital) to produce, share, and publish writing.
- synthesize multiple sources, demonstrating understanding and analysis of the subject under investigation.

Student Portfolio

Student Portfolio Components and Standards:

- The student portfolio must include a collection of student work in all four modalities (reading, writing, listening, and speaking) and all three communication modes (interpersonal, interpretive, and presentational).
- The student portfolio must contain evidence of language proficiency at the American Council on the Teaching of Foreign Languages (ACTFL) Intermediate High level needed for earning the NYS Seal of Biliteracy.

English student portfolio content should include:

- Regents source-based argument paper or AP English Literature and Composition Project or Essay (i.e. literary argument)
- Common application essay
- 12th Grade Research Paper
- Other work the student has valued that demonstrates mastery of the NYS Next Generation Standards
- Written Reflection (see below)

LOTE student portfolio content should include:

- two writing samples and two reading samples collected annually during the course of both the Junior and Senior year.
- a written reflection (see below)

Culminating Project or Essay

Students choosing a **culminating project** will research a topic of interest and create a project that highlights the skills and abilities in the target language. This project must include all four modalities of the target language (speaking, listening, reading and writing).

In particular, projects may include:

- Research - includes a proposal page and reference page citing all work in the target language.
- Reflective journal - used to record ongoing thoughts, ideas, interaction with sources and other useful information.
- Artifact, Data, and Evidence - include any physical objects or artistic creations, data collected and any visual or presentations that are part of the project.

Presentation - the student will present, explain, defend, expose, demonstrate knowledge, and/or demonstrate understanding and command of the topic or idea to a panel of two judges determined by the Seal of Biliteracy Committee.

- During the presentation, students will be asked questions in the target language regarding the presented topic, the student's process, personal feelings about the topic and other questions the panel feels necessary to measure the student's knowledge of the topic and the student's level of functional communicative competence in the target language.

NYSSBL Project Rubric

NYSSBL Interview Rubric

ACTFL has created a roadmap for performance tasks targeted to the appropriate performance range to be used as guidance. ACTFL Performance Descriptors Examples of student work can include, but are not limited to:

- Essays
- Personal Reflections
- Powerpoint Presentations
- Problem-Solving Exercise

Written Reflection

A single, one-page reflection, written in English, must be submitted by each student applying for the NYSSB .

For students that complete a culminating project:

- summarize the entire process and possible outcomes of the project in the target language; and
- reflection based on the learning during their Junior and Senior year.
    - course experience
    - growth in reading, writing, listening and speaking during this two year period
    - why he/she chose to pursue a Seal of Biliteracy and how it might impact their life beyond high school.

For students completing a portfolio:

- Impact of Biliteracy- Reflect and explain how learning English and another language (s) has positively impacted your life and how you intend to benefit from language learning in the future.