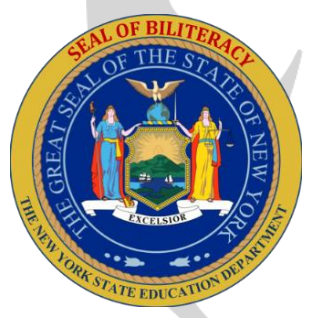


# SEAL of BILITERACY HANDBOOK



*Updated 10-1-2020*

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# Introduction

The East Ramapo Central School District recognizes bilingualism and multiculturalism as a vital part of the skills needed for success in the 21st Century. The ability to speak, understand, and write in more than one language offers students many academic advantages as well as opens the door for a variety of future careers.

As a result, the East Ramapo Central School District is pleased to announce the opportunity for Spring Valley and Ramapo High School students to obtain a New York State Seal of Biliteracy on their High School Diplomas. High school students who demonstrate proficiency in English and a World Language may apply for the Seal of Biliteracy as early as their junior year.

The ERCSD Seal of Biliteracy Committee (SBC) is comprised of District administrators, school building leaders, and teachers. The committee oversees the Seal of Biliteracy programs and has created this handbook to provide students and their families with information about the benefits and criteria for obtaining the seal. All applications must be submitted to the candidates' high school Guidance Office no later than the second week of October of the the student's junior or senior year.

## Seal of Biliteracy Committee

The East Ramapo Central School District established the Seal of Biliteracy in 2018. The District recognized the importance of having different stakeholders on the committee for input and guidance.

The ERCSD Seal of Biliteracy Committee will be responsible for:

- ❖ Developing the student application process
- ❖ The oversight of student advisement
- ❖ Evaluating student projects
- ❖ Meeting regularly with updates on student progress
- ❖ Attending high school graduations to formally recognize students who have obtained the Seal of Biliteracy
- ❖ Collecting and reporting data to the New York State Education Department



## Description of the Seal of Biliteracy

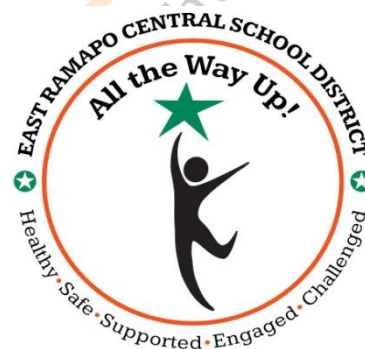
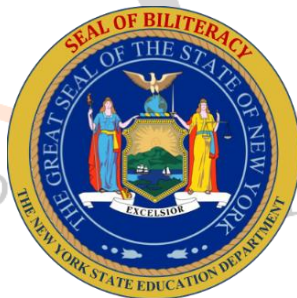
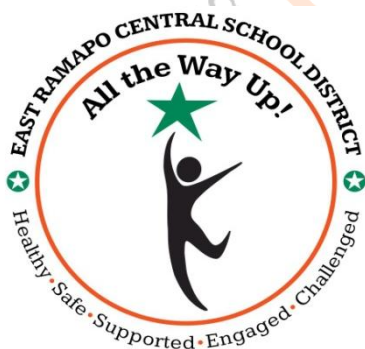
On July 31, 2012, the New York State Seal of Biliteracy (NYSSB) was passed by the Legislature and was signed into law by Governor Cuomo. It was established to recognize high school graduates who have attained a high level of proficiency in listening, speaking, reading, and writing in one or more languages, in addition to English.

The NYSSB will be awarded by the Commissioner to students who meet criteria established by the Board of Regents and who attend schools in districts that voluntarily agree to participate in the program. The NYSSB will be affixed to the high school diploma and transcript of graduating pupils attaining the NYSSB criteria and must be made available to students at no cost.

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;
- ❖ recognize the value of world and home language instruction in schools.

These goals are consistent with the Regents Reform Agenda of ensuring that all New York State students graduate college- and career-ready.



## Student Identification and Recruitment

The East Ramapo Central School District will begin student advisement for the attainment of the Seal of Biliteracy when 8th grade students begin to request courses for 9th grade. Middle School Guidance Counselors and World Language Teachers will speak to students so that they may plan their courses of study. Students and their parents will be made aware of the opportunity to achieve the Seal of Biliteracy at High School Orientation Meetings. Newly arrived English Language Learners (ELLs) in Grades 9-12 will be informed of the Seal of Biliteracy at English as a New Language Orientation for parents and students, and during scheduling meetings with their guidance counselor. All 9th and 10th grade students will learn more about the Seal of Biliteracy in their World Language, English as a New Language, English Language Arts, and Home Language Arts class discussions and presentations.

The Seal of Biliteracy Committee (SBC) will decide on methods for communicating the New York State Seal of Biliteracy program to students, parents, faculty, and community, which may include informational meetings, parent letters, newsletters, school website, workshops, assemblies, and coverage in the local media. Information presented would contain background information on the New York State Seal of Biliteracy, the East Ramapo Central School District SBC contact information, the student application process, the advisement process, and the proficiency criteria.

### *Students in Bilingual Classes (Spanish/English)*

The One Way Dual Language Bilingual Education model was selected for English Language Learners (ELLs) in grades 9-12. High School ELLs who are enrolled in bilingual classes receive instruction in the core area classes (Science, Math, and Social Studies) in Spanish. This method of language acquisition best meets the instructional needs of the District's high school ELL population for two reasons. First, for students to obtain a Regents Diploma they must pass five regents exams. These exams, except for the English Regents Exam, are available in Spanish. Therefore, providing students with consistent instruction in their home language will afford them the opportunity to be successful on the exams. There are several research reports which indicate that learning academic language can take between seven to ten years of quality instruction, because of this it is imperative that the students receive instruction in their home language. This leads to the second reason why the One Way Dual Language program will be the most effective model for the high school ELLs. Within the last five years there has been an increase in the percentage of students between the ages of 17-20 that have enrolled in the District. To provide students with the opportunity to graduate before turning 21 years old, it is necessary to continue to build on their knowledge of content area subjects in their Home Language. It would be best to build on their prior knowledge and previous instruction in Spanish, which will allow the students to have a greater opportunity to pass the exams and meet the graduation requirements. This will make them candidates for the Seal of Biliteracy.

## *English as a New Language Students*

All English Language Learners (ELLs) receive English as a New Language (ENL) instruction. High school ELLs will have class periods specifically designated for ENL instruction taught by a teacher certified in English to Speakers of Other Languages (ESOL). The number of periods of ENL instruction the student receives is based on his/her English language proficiency level as per New York State English as a Second Language Achievement Test (NYSESLAT) or the New York State Identification Test for English Language Learners (NYSITELL) results. Students at the beginning stages of English proficiency receive both Integrated ENL/ELA and Stand Alone instruction. Those who are at higher levels of proficiency receive only Integrated ENL/ELA instruction. Students who receive Integrated ENL/ELA can satisfy the English proficiency criteria if they receive a final grade of 85 or higher in their 11th and 12th grade classes.

## *English Proficient Students (Never ELLs and Ever ELLs)*

Students who are not English Language Learners (ELLs) are also eligible to receive a Seal of Biliteracy. New York categorizes students who have never had English as a New Language or Bilingual classes as “Never ELLs”. Those who once received language acquisition services such as ENL or Bilingual classes, but are now proficient in English are called “Ever ELLs”. The students will be eligible for the seal if they can demonstrate proficiency in a World Language. The East Ramapo Central School District will review data of all students to determine their eligibility for the Seal of Biliteracy.

## *Special Education Students*

Special Education students are eligible to receive the Seal of Biliteracy. All accommodations listed on the Special Education student’s Individual Education Program (IEP), including assessment and classroom accommodations, are applicable as the student proceeds to meet the New York State Seal of Biliteracy requirements. If a Special Education student’s IEP states an exemption from one of the four modalities (Speaking, Listening, Reading, and Writing), the district can use its discretion in regards to the Seal of Biliteracy. A district can put more emphasis on the other three modalities or look at other options. As stated in the criteria, to earn the New York State Seal of Biliteracy, students will earn credits on a point system. The criteria within the point system include assessments, coursework, essays, and projects, etc. Students are not limited to only using assessments as a criteria. They will be able to demonstrate their English and World Language proficiency in multiple ways.

# Seal of Biliteracy Informational Meetings

There are informational meetings for Seal of Biliteracy Advisors and Seal of Biliteracy Candidates (students). These meetings occur at the beginning of a student's junior or senior year of high school.

## *Seal of Biliteracy Advisor Informational Meeting*

Informational meetings for Seal of Biliteracy advisors take place during the second week of the new school year. The purpose of these meetings is to inform advisors of their responsibilities in regards to supporting and mentoring students seeking to obtain a Seal of Biliteracy.

Advisors are responsible for:

- ❖ Providing guidance on methods of research.
- ❖ Creating and implementing a timeline in which the Seal of Biliteracy Candidate must meet the New York State Education Department's Criteria for Demonstrating Proficiency in English and a World Language.
- ❖ Monitoring the progress of the Seal of Biliteracy Candidate regarding the Criteria for Demonstrating Proficiency in English and a World Language on a regular basis.
- ❖ Meeting once a month from November through April and weekly during the month of May with assigned Seal of Biliteracy Candidates to set goals and monitor progress.
- ❖ Reviewing transcripts and Regents scores to advise students on achieving 1 Point Criteria or Demonstrating Proficiency in English and a World Language.
- ❖ Maintaining a calendar and provide evidence of Seal of Biliteracy Candidate's progress.

## *Seal of Biliteracy Candidate Informational Meeting*

The Seal of Biliteracy informational meeting for students will take place no later than the 3rd week of September. Seal of Biliteracy Candidates and their parents will be invited to attend an evening meeting at the District's Central Office. During this meeting, information regarding the process of the selection and recruitment of candidates and criteria for obtaining the Seal of Biliteracy will be shared. Additionally, members of the SBC and Seal of Biliteracy Advisors will be present to provide information, answer any questions, and assist students and parents with completing the ERCSD Seal of Biliteracy application.

## *Additional Meetings*

During the second semester of 10th grade, students will be invited to attend informational sessions. This meeting will inform students and their parents of the Seal of Biliteracy and help them select classes for their junior year that will meet the criteria for demonstrating proficiency in English or a World Language.



# Earning the Seal of Biliteracy

All students wishing to earn the Seal of Biliteracy must complete all requirements for graduating with a NYS Regents diploma and also demonstrate proficiency in both English and a World Language. The Seal of Biliteracy Application is due on or before October 15 of the student's junior or senior year. See Appendix A.

## *Student's Timeline*

The Seal of Biliteracy Committee (SBC) has created a Seal of Biliteracy Candidate Timeline. It provides students with deadlines for completion of each stage of the process to obtain the Seal of Biliteracy. During meetings with their assigned SB Advisor, candidates will discuss assignments that they have completed and the advice on how to adhere to the timeline.

### Timeline for High School Juniors

Students in their junior year of high school are expected to complete the 2 point projects in English and a World Language. The timeline is as follows:

- Attend the Seal of Biliteracy Informational Meeting **than October 15.**
- Submit Application on or before **October 30.**
- Seal of Biliteracy Candidate will receive a letter within **2 weeks of the application submission** which will include the name of his/her assigned Advisor.
- The advisor will contact the candidate regarding the date and time of the initial meeting.
- At the initial meeting, SB Candidate and Advisor will complete the following:
  - Create a schedule for monthly meetings throughout June
  - Select 1 point Criteria for demonstrating Proficiency in English **and** a World Language
  - Select topics for 2 point projects in English **and** a World Language
- Candidates must **meet monthly** with SB Advisor (SB Advisor must submit meeting schedule and attendance). The goal of the meetings is to solidify project ideas and create a timeline for project submission.
- Project Proposal is due **on or before the first week of February.**
- SB Candidate will present both 2 point projects **on or before May 31.**
- Before or during the first week of June**, the SB Advisor will notify candidate regarding successful project score/rating.



## Timeline for High School Seniors\*

High School Seniors should have completed their 2 point projects in English and a World Languages in their Junior year. Furthermore, most may have already satisfied the 1 point criteria for in English and a World Language.

Their timeline will be as follows:

1. Seal of Biliteracy Advisor will contact the SB Candidate on or before **October 15** to schedule a date and time for the Year 2 initial meeting.
2. The SB Candidate will **meet with the SB Advisor quarterly** to track progress and submit any documentation regarding the 1pt Criteria for demonstrating Proficiency in English **and** a World Language. *(If candidate did not successfully meet project criteria in Year 1, the Advisor will schedule for steps 5c, 6, and 7 of Year 1. Meetings will occur monthly).*
3. The SB Candidate will submit components for 1 point Criteria for demonstrating Proficiency in English **and** a World Language by **May 1**.
4. **During or before the first week of June**, the SB Advisor will notify the candidate regarding successful completion of criteria for the New York State Seal of Biliteracy.
5. The SB Candidate will be honored at High School Graduation and presented with a diploma with New York State Seal of Biliteracy.

*\*Seniors who are newly enrolled in the District will complete the Timeline for High School Juniors. This will allow them to complete the 2 point project and submit components for the 1 point Criteria for demonstrating Proficiency in English and a World Language.*

## Student Advisement

Once the committee receives a student application, the applicant will be assigned an Advisor (a faculty member from the same school). The Advisor will review the requirements for the Seal of Biliteracy and meet once per month until May, at which point they will meet weekly until the 2 point project final presentation. The SB Advisor is required to keep a log throughout the year that details activities relating to work being accomplished for the seal. Although it is advised, it is not necessary for the SB Advisor to know the language spoken by the student. The SBC can reach out to outside sources (e.g. Boards of Cooperative Educational Services [BOCES] or the Regional Bilingual Education Resource Network [RBERN]) for assistance, including community members and organizations.



## Advisor Timeline

The Seal of Biliteracy Advisor Timeline is as follows:

Task	Due Date
<b>*****Advisor Meeting*****</b>	<b>2nd Week of September</b>
Send letter to Seal of Biliteracy Candidate with date, time, and location of initial meeting.	<b>On or Before October 25th</b>
Meet with student to: <ol style="list-style-type: none"> <li>a. Create a schedule for monthly meetings November through April and weekly meetings in May</li> <li>b. Select 1 point criteria demonstrating proficiency in English <b>and</b> a World Language</li> <li>c. Select topics for the 2 point projects in English <b>and</b> a World Language</li> </ol>	<b>On or before November 1, 2018</b>
Assist students in preparing a proposal for 2 point projects due in May. Projects Proposals should consist of the following: <ul style="list-style-type: none"> <li>● Powerpoint Presentation (3-5 Slides, 6 lines down 6 words across on each slide) and</li> <li>● 1 page paper (typed 2x spaced calibri 12pt font) regarding:               <ul style="list-style-type: none"> <li>○ The topics selected,</li> <li>○ Reason for selecting the topics,</li> <li>○ List of questions student is hoping to answer by completing the project,</li> <li>○ How each of modalities will be addressed (listening, speaking, reading and writing) for each of the topics.</li> </ul> </li> </ul>	<b>November, 2018- February 1, 2019</b>
Send all information regarding meeting schedule and selected topics to ERCSD's Office of Bilingual Education and World Languages.	<b>On or before November 26, 2018</b>
Student presents Project Proposal to Advisor Advisor provides feedback within 48 hours of the presentation.	<b>During or before the 1st week of February</b>
<b>*****Advisor Meeting*****</b>	<b>2nd Week of February</b>
Advisor meets monthly with student to monitor progress on Projects and 1 point Criteria for Demonstrating Proficiency in English and a World Language.	<b>February- April</b>
Advisor sends ERCSD's Office of Bilingual Education and World Language date for Final Presentation.	<b>On or before April 15th</b>
<b>Senior Candidates for Seal of Biliteracy</b> must submit evidence of completion of 1 point criteria to advisor.	<b>May 1st</b>
Advisor <b>meets Weekly</b> with students to review draft of presentation and provide feedback in preparation of the Final presentation to the committee.	<b>May</b>
Student presents projects in English and a World Language to ERCSD Seal of Biliteracy Committee.	<b>On or before May 31st</b>
Advisor will notify student regarding successful completion of Criteria for Seal of Biliteracy.	<b>During or before the 1st week of June</b>
Advisor will present special honor to student at graduation.	<b>June Graduation Ceremony</b>

## Assessment of Low Incident Languages

In order to assess proficiency of low-incidence languages, the district will use Oral Proficiency Interview (OPI). This test will be given for low-incidence languages that do not have a traditional Checkpoint C exam.

The OPI can be conducted in the following languages: 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, Urdu, Uzbek, Vietnamese, Wolof, Wu, and Yoruba.

The Seal of Bilingual Education Committee can also work with community partners, the Hudson Valley Regional Bilingual Education Resource Network (RBERN) that will assist us in measuring the proficiency of world languages other than those taught at Ramapo High School and Spring Valley High School, or for which an AP exam does not exist. (See Appendix C for a list of exams and minimum score criteria.)



## 2 Point Project Description

Seal of Biliteracy Candidates must complete 2 point projects in English and a World Language. The projects have a central theme and subtopics. SB Candidates, with guidance from their advisors, can select 2 subtopics that are of interest to them and are connected to the central theme. To fulfill the project requirements students must create a multimedia presentation, such as a Powerpoint or video, and write a 4 page research paper. The research paper must consist of two pages in English and two pages in a World Language.

**Example:** The theme for the 2018-19 school year is Global Challenges. Seal of Biliteracy Candidates can select 2 of the following subtopics:

- Diversity Issues
- Economic Issues
- Environmental Issues
- Health Issues
- Human Rights
- Nutrition and Food Safety
- Peace and War

Based on the above example, Seal of Biliteracy Candidates may select Health Issues and Nutrition and Food Safety to demonstrate how the topics connect to Global Challenges, as well as how two topics interconnect. Students will then create a multimedia presentation and write two pages about Health Issues in English and two pages about Nutrition and Food Safety in a World Language. This will demonstrate student proficiency in listening, speaking, reading, and writing (in both English and another language) and will fulfill the 2 point project requirement for both languages.

### Criteria for Multi-Modality Project Proposal

Seal of Biliteracy Candidates are required to present a Project Proposal. The purpose of the proposal is to help each student to identify their selection of sub topics and to share reasons why those topics are of interest to them. Students must also include research questions that will guide them in completing their the Final Project. Please see an example below of the 2018-19 Project Proposal requirements:

#### Project Proposal

- Powerpoint/Prezi Presentation (5-7 Slides, 6 lines down 6 words across on each slide)
- 1 page paper (typed 2x spaced calibri 12pt font)

**The project proposal must include answers to the following questions:**

1. Which topics were selected?
2. Why were these topics selected?
3. How do the topics relate to each other?
4. What have you learned during your research of the topics?
5. What questions did answer by completing through the research?
6. How each of modalities will be addressed (listening, speaking, reading and writing) for each of the topics?
7. What language will each of the topics be in presented at the final presentation?

## Multi-Modality Project Proposal and Rubric

	4	3	2	1
<b>Research</b>	<b>Very clearly</b> stated purpose of the study and demonstrated its potential value.	<b>Clearly</b> stated purpose of the study and demonstrated its potential value.	<b>Fairly well</b> stated purpose of the study but <b>did not demonstrate</b> its potential value.	Purpose of the study is <b>not clearly</b> stated and/or the value is <b>not stated</b> .
<b>Selection of Topic</b>	Topics are <b>clearly connected</b> , but there may be <b>minor irrelevancies</b>	Topics are <b>generally connected</b> , but there may be <b>some irrelevancies</b>	Topics are only <b>loosely connected</b> , but there are <b>many irrelevancies</b>	Topics are <b>limited or no connection</b> .
<b>Language Control</b> <i>Vocabulary</i> <i>Grammar</i> <i>Fluency</i>	Includes a <b>wide variety</b> of vocabulary that is applicable to the topics, although there may be minor inaccuracies  Demonstrates a <b>high degree</b> of language control  Subject-Verb agreement Appropriate verb tense Noun- adjective agreement Correct word order Spelling/ Punctuation  Pronunciation or written errors <b>do not hinder</b> overall comprehensibility of the final product	Includes a <b>variety</b> of vocabulary related to the topics, with some inaccuracies  Demonstrates a <b>some degree</b> of language control  Subject-Verb agreement Appropriate verb tense Noun- adjective agreement Correct word order Spelling/ Punctuation  Pronunciation or written errors <b>do not hinder</b> overall comprehensibility of the final product	Includes <b>basic</b> vocabulary, some vocabulary may be inaccurate or unrelated to the topics  Demonstrates a <b>basic</b> degree of language control  Subject-Verb agreement Appropriate verb tense Noun- adjective agreement Correct word order Spelling/ Punctuation  Pronunciation or written errors <b>may hinder</b> overall comprehensibility of the final product	Includes <b>limited</b> vocabulary and/or most vocabulary is inaccurate or unrelated to the topics  Demonstrates a <b>limited</b> degree of language control  Subject-Verb agreement Appropriate verb tense Noun- adjective agreement Correct word order Spelling/ Punctuation  Pronunciation or written errors <b>do hinder</b> overall comprehensibility of the final product
<b>Voice</b>	Speaks clearly with <b>appropriate</b> volume, inflection, and enthusiasm to maintain audience interest, attention, to emphasize key points	Speaks clearly with <b>some</b> variation of volume, inflection, and enthusiasm to satisfactorily maintain audience	Speaks with <b>uneven</b> volume with little or <b>no</b> inflection or enthusiasm that minimally maintains audience interest with little or no emphasis on key parts of presentation	Speaks in a <b>low volume and/or monotonous tone</b> with <b>minimal to no effort</b> to maintain audience attention

## Criteria for Multi-Modality Final Project

Please see an example below of the 2018-19 2 Point Project requirements:

- Powerpoint/Prezi Presentation ( 10-15 Slides, 6 lines down 6 words across on each slide)
- 4 page paper: 2 pages in English and 2 Pages in the World Language (typed 2x spaced calibri 12pt font)

**The Final Project must include answers to the following questions:**

1. Which topics were selected?
2. How do the selected topics pose environmental, political, or social issues challenges throughout societies throughout the world?
3. What are the origins of those issues?
4. What are possible solutions to those challenges?



## Multi-Modality Final Project and Rubric

	4	3	2	1
<b>Explanation of Research And Ideas</b>	<b>Significantly</b> increases audience understanding and knowledge of topics, and convinces an audience to recognize the validity and importance of the topics	Raises audience understanding and awareness of <b>most</b> aspects of the topics	Raises audience understanding and awareness of <b>some</b> aspects of the topics	<b>Fails to</b> increase audience understanding and awareness of the topics
<b>Selection of Topic</b>	Topics are <b>clearly</b> connected, but there may be <b>minor</b> irrelevancies	Topics are <b>generally</b> connected, but there may be <b>some</b> irrelevancies	Topics are <b>only loosely</b> connected, but there are <b>many</b> irrelevancies	Topics are <b>limited</b> or <b>no connection</b> .
<b>Language Control:</b> <i>Vocabulary</i> <i>Grammar</i> <i>Fluency</i>	Includes a <b>wide variety</b> of vocabulary that is applicable to the topics, although there may be <b>minor</b> inaccuracies  Demonstrates a <b>high degree</b> of language control  Subject-Verb agreement Appropriate verb tense Noun- adjective agreement Correct word order Spelling/ Punctuation  Pronunciation or written errors <b>do not hinder</b> overall comprehensibility of the final product	Includes a <b>variety</b> of vocabulary related to the topics, with <b>some</b> inaccuracies.  Demonstrates a <b>some degree</b> of language control  Subject-Verb agreement Appropriate verb tense Noun- adjective agreement Correct word order Spelling/ Punctuation  Pronunciation or written errors <b>do not hinder</b> overall comprehensibility of the final product	Includes <b>basic</b> vocabulary, <b>some</b> vocabulary may be <b>inaccurate or unrelated</b> to the topics  Demonstrates a <b>basic degree</b> of language control  Subject-Verb agreement Appropriate verb tense Noun- adjective agreement Correct word order Spelling/ Punctuation  Pronunciation or written errors <b>may hinder</b> overall comprehensibility of the final product	Includes <b>limited</b> vocabulary and/or most vocabulary is inaccurate or unrelated to the topics  Demonstrates a <b>limited degree</b> of language control  Subject-Verb agreement Appropriate verb tense Noun- adjective agreement Correct word order Spelling/ Punctuation  Pronunciation or written errors <b>do hinder</b> overall comprehensibility of the final product
<b>Voice</b>	Speaks clearly with <b>appropriate</b> volume, inflection, and enthusiasm to maintain audience interest, attention, to emphasize key points	Speaks clearly with <b>some</b> variation of volume, inflection, and enthusiasm to satisfactorily maintain audience	Speaks with <b>uneven</b> volume with little or <b>no</b> inflection or enthusiasm that minimally maintains audience interest with little or no emphasis on key parts of presentation	Speaks in a <b>low volume and/or monotonous tone</b> with <b>minimal to no effort</b> to maintain audience attention



# Seal of Biliteracy Application

The application to receive the New York State Seal of Biliteracy upon graduation must be completed on or before **October 15** and sent to the high school guidance office. The application contains vital information, essential for all interested participants to know and understand. The document reviews what the Seal of Biliteracy is, lists several of its benefits and even contains a list of options as to how a student can achieve the Seal of Biliteracy. The application also requires each student to; “Briefly explain why they are applying for the Seal of Biliteracy and how you believe it will help you to achieve your future goals”. Once all sections have been reviewed and the student has written a response to the writing prompt, both the student and his/her parent/guardian must sign their names on the lines indicated on the document. (See Appendix A.)



## Resources

New York State Graduation Requirements

<http://www.p12.nysed.gov/part100/pages/1005.html>

New York State P-12 Common Core Standards for English Language Arts and Literacy

[http://www.nysed.gov/curriculum-instruction/pdfdocs/p12\\_common\\_core\\_learning\\_standards\\_ela.pdf](http://www.nysed.gov/curriculum-instruction/pdfdocs/p12_common_core_learning_standards_ela.pdf)

New York State Languages other than English (LOTE) Learning Standards

<http://www.p12.nysed.gov/ciai/lotte/lotels.html>

National Guidelines for Implementing the Seal of Biliteracy

<http://www.actfl.org/sites/default/files/pdfs/>

SealofBiliteracyGuidelines\_0.pdf Seal of Biliteracy – Californians Together and Velázquez Press

<http://sealofbiliteracy.org/>

American Council on the Teaching of Foreign Languages (ACTFL)

<http://www.actfl.org/about-the-american-council-the-teaching-foreign-languages>

ACTFL Proficiency Guidelines 2012 <http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012>

ACTFL Can-Do Statements <http://www.actfl.org/publications/guidelines-and-manuals/ncssf-actfl-can-do-statements>

ACTFL Performance Descriptors for Language Learners <http://www.actfl.org/publications/guidelines-and-manuals/actfl-performance-descriptors-languagelearners>

National Council of State Supervisors for Languages (NCSSFL)

<http://ncssf.org/>

The New York State Bilingual Common Core Progressions <https://www.engageny.org/resource/new-york-state-bilingual-common-core-initiative>

