

# THE WORLD LANGUAGE DEPARTMENT

## Syosset Central School District

### New York State Seal of Biliteracy Plan, 2024-25

#### Introduction

The New York State Seal of Biliteracy (NYSSB) is a distinction that identifies high school graduates who are literate in English and another language. To earn the NYSSB students who are English language learners (ELLs) establish proficiency in both their heritage language as well as English. Students who are not ELLs establish proficiency in English and the world language they have studied in school. Language proficiency is established through a combination of coursework and grades, standardized tests, and a portfolio of their work.

#### General Requirements

- Completion of all requirements for a New York State Regents diploma
- In addition to the above minimum requirement, students wishing to receive a NYS Seal of Biliteracy must earn three(3) points in each of **the two (2)** areas listed below:

Criteria for Demonstrating Proficiency in <b>English</b>	Point Value	Criteria for Demonstrating Proficiency in a <b>World Language</b>	Point Value
Score 75 or higher on the NYS Comprehensive English Regents Examination or 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	Complete a Checkpoint C level World Language course, with a grade of 85 or higher, or a comparable score using another scoring system set by the district and approved by the Commissioner, for both the coursework and final examination consistent with Checkpoint C standards.	1
ELLs score at the Commanding level on two modalities on the New York State English as a Second Language Achievement Test (NYSESLAT).	1	Provide transcripts from a school in a country outside of the U.S. showing at least three years of instruction in the student's home/native language in Grade 8 or beyond, with an equivalent grade average of B or higher	1
Complete all 11th and 12th grade ELA courses with an average of 85 or higher or a comparable score using another scoring system set by the district and approved by the Commissioner.	1	For students enrolled in a Bilingual Education program, complete all required Home Language Arts (HLA) coursework and the district HLA exam with an 85 or higher or a comparable score using another scoring system set by the district and approved by the Commissioner	1
Achieve the following scores on the examinations listed below: -3 or higher on an Advanced Placement (AP) English Language or English Literature examination, or -80 or higher on the Test of English as a Foreign Language (TOEFL).	1	Score at a proficient level on an accredited Checkpoint C World Language assessment (See "Checkpoint C World Language Assessments and Minimum Scores" on the following page.)	1
Present a culminating portfolio that demonstrates intermediate-high proficiency in English to the Syosset High School NYSSB Committee. Portfolio requirements are described below.	2	Present a culminating portfolio that demonstrates intermediate-high proficiency in the target language to the Syosset High School NYSSB Committee. Portfolio requirements are described below.	2

# Approved Assessments

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	5
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, Portuguese, Russian, Spanish, and ESL	I-5
<p>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, Urdu, Uzbek, Vietnamese, Wolof, Wu, and Yoruba</p> <p>OPIc - The ACTFL Oral Proficiency Interview by Computer  Arabic, English, French, German, Italian*, Korean, Mandarin, Pashto, Persian, Farsi, *Portuguese, Russian and Spanish.  (*Limitations apply)</p> <p>WPT/BWT – The ACTFL Writing Proficiency Test/Business Writing Test  Paper &amp; 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</p> <p>RPT – The ACTFL Reading Proficiency Test  English, French, German, Italian, Portuguese, Russian, and Spanish</p> <p>LPT – The ACTFL Listening Proficiency Test  English, French, Italian, Portuguese, Russian, Spanish, and German.</p>	<p>Intermediate High</p> <p>In this section, Students must take exams in all four modalities (speaking, listening, reading and writing) to qualify for Checkpoint C credit (When applicable)</p>
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.**

# Portfolio Requirements: World Language

Students will compile a portfolio of work around a central topic of their choosing. The objective of the portfolio is to gain understanding about an aspect of the target culture. The portfolio will include elements in the three modes of communication (interpersonal, interpretive and presentational) and will illustrate attainment of intermediate-high proficiency in the target language. Google Classroom will be used to propose, develop and present the portfolio.

- **Topic:** Students will select a theme for their portfolio based on their personal interest and curiosity. Their work should fit within one or more of the following AP World Language themes: Global Challenges, Contemporary Life, Personal and Public Identities, Families and Communities, Beauty and Aesthetics. These are sample topics:
  - Improving Public Education in .... Mexico/ Colombia / Cameroon / Italy\*
  - Climate Change in .... Peru / Canada / France / Italy
  - The Parent-Child Relationship in ... Spanish / Italian / French / Argentinian ... Culture
  - The Role of Sports in Society in...Mexico / Nicaragua / Italy / France
  - How does popular music reflect contemporary culture in Chile/ Belgium / Italy?
  - How do citizens access healthcare systems in ... Spain / France / Italy?
- **Interpersonal Element:** Complete one recorded interpersonal conversation between you and an individual from the target culture in which you discuss your theme. This is an opportunity to use your language skills in the “real world”, therefore your conversation partner cannot be a Syosset teacher or fellow student. The recording should be unrehearsed and unedited. Your interpersonal skills will also be assessed during the Q/A part of your presentation.
- **Interpretive Elements:** Find **two print or other media sources** about your theme. These sources must be in the target language and meant for those in the target culture and may include newspaper or magazine articles, films or documentaries, or books. Complete the following report for each source:

## New York State Seal of Biliteracy

### Interpretive Element: Source Report

*Complete the following in the target language. For each source:*

- **Summary:** Write a paragraph-length summary of the source.
- **Literary Craft:** Describe how the author uses language (literary devices, imagery, statistics, logic, emotional connection) to convey the story.
- **Author’s Perspective:** Explain the author’s point of view, using examples from the source to illustrate.
- **Analysis and Synthesis:** Explain how this source relates to your theme and why this matters.
- **Evaluation:** Describe the ways in which you agree and/or disagree with the author. Talk about what you think was left out. Identify what else you would like to know about this topic.

- **Presentational Elements:** Complete both of the following elements:
  - Present your work to your classmates and at least two adult panelists and engage them in understanding your theme. Your class presentation should include a slide show outlining what you learned about the topic and ideas for your classmates to discuss. Your presentation must include discussion of the other elements of your project, such as details from the interpersonal conversation and the interpretive elements.
  - Write a summary of your work in which you synthesize everything you learned about your topic. Include information from the conversation and the resources you studied. (250 words)

\*For ELL students, the target language is English and the target culture is any English-speaking region or country.

## **Portfolio Requirements: ELA**

- Candidates for the Seal of Biliteracy will submit a form to their English teachers who will verify that the student has completed a body of work that is consistent with the intermediate-high proficiency level for reading, writing, speaking & listening, research & reflection, and conventions.

## **Recognition**

- Students who have met the requirements for the NYSSB will be given a certificate and a NYSSB honor cord for graduation. This recognition is in addition to the designation on their diplomas and transcripts.

## **Evaluation**

- Your work must indicate at least intermediate high proficiency in interpersonal, interpretive and presentational communication in order to qualify for the NYSSB . The rubrics below will be used to evaluate your performance.
- Your portfolio will be evaluated by a panel of teachers, some of whom will observe your in-class presentation.

## **Timeline**

- Topic must be selected by the end of junior year. Work can begin over the summer. The conversation, two sources, and essay must be completed by October 1st of senior year. The class presentation will be arranged by your teacher.



## 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:

**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
<p><i>What can I understand, interpret, or analyze in a range of diverse texts*, including authentic resources, that I hear, read, receive or view?</i></p> <div style="text-align: center;">  </div>	<p>I can identify the topic, main idea, and related information from simple sentences in short informational and literary texts and conversations that are spoken, written, or signed.</p>	<p>I can understand the main idea and key information in short straightforward informational and literary texts and conversations that are spoken, written, or signed.</p>	<p>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 that are spoken, written, or signed.</p>	<p>I can identify the main and underlying messages and some supporting details across major time frames in texts, conversations, and discussions that are spoken, written, or signed.</p>	<p>I can understand the main and underlying messages and most supporting details across major time frames in texts, conversations, and discussions that are spoken, written, or signed.</p>	<p>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 that are spoken, written, or signed.</p>

*\*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.*

**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
<p><i>How can I exchange information and ideas; and express, react to, and support preferences and opinions in conversations?</i></p> 	<p>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.</p>	<p>I can exchange information, preferences, feelings, or opinions on a variety of familiar and some researched topics, by creating sentences and series of sentences and asking follow-up questions in conversations.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

**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
<p><i>How can I present information and ideas to describe, inform, narrate, explain, or persuade?</i></p> 	<p>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, through spoken, written, or signed language.</p>	<p>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, through spoken, written, or signed language.</p>	<p>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 through spoken, written, or signed language.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

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## **Syosset Central School District**

### **New York State Seal of Biliteracy**

#### Interpretive Element: Source Report

*Complete the following in the target language. For each source:*

- I. **Summary:** Write a paragraph-length summary of the source.
- II. **Literary Craft:** Describe how the author uses language (literary devices, imagery, statistics, logic, emotional connection) to convey the story.
- III. **Author's Perspective:** Explain the author's point of view, using examples from the source to illustrate.
- IV. **Analysis and Synthesis:** Explain how this source relates to your theme and why this matters.
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