

**District/School Seal of Biliteracy Notification Form**

**2017-2018**

This form is to be used by New York State (NYS) school districts to notify the New York State Education Department (NYSED) of their intent to offer the NYS Seal of Biliteracy to students of their district/school.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **District Name:** |  | | | |
| **School Name:** |  | | | |
| **BEDS Code:** |  | | | |
| **Street:** |  | | | |
| **City:** |  | County | | Zip |
| **School Year:** |  | | | |
| **Contact Person:** |  | | Phone: | |
| **Email:** |  | | | |

*Districts interested in establishing a Seal of Biliteracy program must form a Seal of Biliteracy Committee (SBC) for the purpose of creating a Seal of Biliteracy plan which includes committee recruitment/composition, program details, communications, student advisement, evaluation, and presentation of awards.*

**Please answer the following questions as thoroughly as possible:**

1. List names and titles of its members on the SBC.

|  |  |
| --- | --- |
| **NAME** | **TITLE** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

2. Describe how your district will measure student language proficiency (in English and a LOTE) through projects, essays and/or portfolios that are aligned to the American Council on the Teaching of Foreign Languages (ACTFL) Intermediate High proficiency level, the NYS Checkpoint C LOTE learning standards and/or the NYS ELA Common Core Learning standards.

**Please include a copy of the scoring rubric(s) you will be using.**

|  |
| --- |
|  |

|  |
| --- |
| **Submit this form electronically by January 10, 2018 to:**  [obewldocsubmit@nysed.gov](mailto:obewldocsubmit@nysed.gov)  **Please place the form name and district name in the email subject heading:**  **“Seal of Biliteracy, <*insert* *name of District/School>*** |

*We recognize that committing to this process requires that we:*

*1. agree to the criteria set by NYSED (attachment 1) and*

*2. agree to deliver program data and information pertaining to the Seal of Biliteracy program to NYSED via an end of year report form.*

|  |  |
| --- | --- |
| **Superintendent/Chief Administrative Officer or designee electronic signature.**  By entering your name below, you are signing this form electronically. You agree that your electronic signature is the legal equivalent of your manual signature on this form. | |
| **Name**:      **Title:** | **Date:** |
| **Email:** |  |

**Submit this form electronically to:**

[obewldocsubmit@nysed.gov](mailto:obewldocsubmit@nysed.gov)

**Please place the form name and district name in the email subject heading:**

**“Seal of Biliteracy, <*insert* *name of District/School >***

**Note: NYSED reserves the right to randomly audit a district’s program to verify**

**and maintain the integrity of the NYS Seal of Biliteracy.**

**Attachment 1**

**Earning the New York State Seal of Biliteracy**

A. Students wishing to receive the New York State (NYS) Seal of Biliteracy must complete all requirements for graduating with a NYS Regents diploma\*;

B. 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 English** | **Point Value** | **Criteria for Demonstrating Proficiency in a World Language** | **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 foreign country 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 project, scholarly essay or portfolio that meets the criteria for speaking, listening, reading, and writing established by the district’s Seal of Biliteracy Committee to a panel of reviewers with proficiency in English. | **2** | Present a culminating project, scholarly essay, or portfolio that meets the criteria for speaking, listening, reading, and writing established by the district’s 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. | **2** |

Testing accommodations recommended in an individualized education program or section 504 Accommodations Plan must be provided for all State and districtwide assessments administered to students with disabilities, as consistent with State policy. Students with disabilities should also receive these testing accommodations on Checkpoint C World Language Assessments, as permitted.

**\* Students in schools with an alternate pathway for graduation approved by the Commissioner will be held to those schools' criteria.**

**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 | | | 4 | |
| **IB** - International Baccalaureate | | | 5 | |
| **STAMP4S** - Standard Based Measurement of Proficiency | | | 6 | |
| **DELE** (Diplomas of Spanish as a Foreign Language) – through Cervantes Institute of NYC | | | B1 | |
| **AAPPL -**The ACTFL Assessment of Performance toward Proficiency in Languages | | | I-5 | |
| **OPI –** The ACTFL Oral Proficiency Interview  **OPIc** -The ACTFL Oral Proficiency Interview by Computer    **WPT/BWT** – The ACTFL Writing Proficiency Test/Business Writing Test  **RPT** – The ACTFL Reading Proficiency Test    **LPT** - The ACTFL Listening Proficiency Test | | | 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. Students and advisors may need to plan accordingly.**