



NYS Seal of Biliteracy Guidance Toolkit

End-of-Year Data Form Challenge



What you will need to take the challenge:

- *End-of-Year Data Challenge Scenarios (Handout)*
- *End-of-Year Data Challenge Spreadsheet*
- *End-of-Year Data Challenge - Answers and Explanations*
- *A device (computer, laptop, tablet) on which to fill out the End-of-Year Data Challenge Spreadsheet*

Instructions: On the following pages, you will be presented with 15 Seal of Biliteracy scenarios. Read each scenario and fill out the End-of-Year Data Challenge Spreadsheet accordingly. Some of the information, such as student numbers, has been pre-filled out on the spreadsheet. Assume the following:

- (1) all students listed are 21 years of age or younger;*
- (2) all students are on track to earn at least a Regents Diploma by graduation; and*
- (3) all criteria being entered have already been “met” by the student (that is, the criteria are not “anticipated”).*

Use your knowledge of the Seal to make a final determination of whether or not each student has earned the Seal. You may wish to have page 13 of the [Seal Handbook](#) available to check the information in the scenarios against the Seal Criteria. If the student has not met the criteria to earn the Seal, write a brief statement that explains why in the “Explanation of points” column. For some scenarios, a follow-up question is presented to further hone your skills.



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Student #	Scenario	Qualifies for Seal?	Explanation of Points	Follow up question
100000000001	<p>This 12th grader is a White student of Hispanic descent. She is a Former ELL pursuing the Seal in English and Spanish, her home language. The student received a 91% on the English Regents Exam in 10th grade and a score of 4 on the AP English Language exam in 11th grade. She also got a 92% overall average in 11th and 12th grade ELA. Her primary world language is Spanish, although she also speaks Portuguese. While she did not take a Checkpoint C Spanish course while in high school, she received a score of I-6 in the AAPPL exam in Spanish and completed a culminating project in Spanish with an overall score of Intermediate High.</p>			<p>Did this student meet the criteria to also earn the Seal in Portuguese?</p>



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Student #	Scenario	Qualifies for Seal?	Explanation of Points	Follow up question(s)
100000000002	<p>This senior of Vietnamese origin is a Never-ELL whose home language is English and who took Chinese as a world language through high school. He earned an 89% overall average in the Checkpoint C course, a 98% on the local community college's dual enrollment final exam in Chinese, and completed the culminating project with a score of Advanced Low. In English, the student scored a 90% on the ELA Regents exam, a 92% overall average in 11th and 12th grade English courses, and scored a 4 on the AP English Literature exam.</p>			<p>Has the student met the criteria to also earn the Seal in Vietnamese?</p> <p>Did the student earn a point towards criterion 2D through the “local community college’s dual enrollment final exam”?</p>



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Student #	Scenario	Qualifies for Seal?	Explanation of Points	Follow up question(s)
100000000003	<p>This 12th grader is of the Caucasian race, not of Hispanic origin. Her first language is English. She took French as a second language, earned a 90% overall average in her 11th grade French course and got a 4 on the AP French Language exam. Not wanting to do the culminating project, the student opted to take the STAMP4S exam in French and scored a 6. She stopped her study of French after the 11th grade. This student passed the English Regents exam with 75% and then completed a project in 12th grade that met the Intermediate High requirement.</p>			<p>Can the student earn a point in French by ONLY completing a one-year (11th grade) Checkpoint C course with an 85% or better?</p>



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Student #	Scenario	Qualifies for Seal?	Explanation of Points	Follow up question(s)
100000000004	<p>This senior is a former ELL who identifies as Black or African American and as of Hispanic ethnicity.</p> <p>Originally from the Dominican Republic, he successfully completed the required Home Language Arts coursework in Spanish with an 87% and completed the culminating project in English with a rating of Intermediate High. He provided a transcript from the Dominican Republic documenting instruction in Spanish from age 10 to 15 with a grade of “A”. The student scored exactly an 80% on the ELA exam.</p>			<p>How could this student have met the final point requirement in Spanish to qualify for the Seal?</p>



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Student #	Scenario	Qualifies for Seal?	Explanation of Points	Follow up question(s)
100000000005	<p>This senior was born in the US to parents of Indian descent. The student’s home language is Hindi, but he was also a fluent speaker of English by the time he entered school. The student was never identified as an English Language Learner. He completed a culminating project in English and earned an Intermediate High rating. He earned a 75% on 2 other Regents exams not in translation. He scored Intermediate High (I-5) on the AAPPL exam in Hindi and received the same score on his culminating project in the same language.</p>			<p>If the student previously scored below 80% on the ELA Regents exam, could they take the exam in a subsequent year to attempt to achieve a better score and apply this to the Seal of Biliteracy?</p>



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Student #	Scenario	Qualifies for Seal?	Explanation of Points	Follow up question(s)
100000000006	<p>This senior, who identifies as Black or African American, grew up in Germany and came to the US with minimal English skills. She was able to exit ELL status in 8th grade. She received a 92% overall average in her Checkpoint C German class and received a rating of Intermediate High for the culminating project. She took both the AP English Language and AP English Literature exams and scored 5 on both. In addition, her overall average in 11th and 12th grade ELA was greater than 85%.</p>			<p>Would this student have been eligible to earn a point by scoring 75% or above on 2 or more Regents exams other than English not in translation?</p>



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Student #	Scenario	Qualifies for Seal?	Explanation of Points	Follow up question(s)
100000000007	<p>This female student of Mexican origin identifies as multiracial and of Hispanic ethnicity. As of the start of her senior year, she was still identified as an English Language Learner (ELL). She received an 80% on the ELA Regents exam, an 85% in the ELA 11th and 12th grade courses, a 3 on the AP English Language exam, but did not complete the Culminating Project. The student took Spanish all the way through 12th grade with a yearly average of 98% in 12th grade Spanish and scored an Advanced Low on the Culminating Project.</p>			<p>Why doesn't the non-completion of the Culminating Project in English prevent this student from earning the Seal?</p>



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Student #	Scenario	Qualifies for Seal?	Explanation of Points	Follow up question(s)
100000000008	<p>This senior, who identifies as White, not of Hispanic ethnicity, also identifies as non-binary gender. With a home language of English, this student was never identified as an English Language Learner (ELL). They scored a 3 on both the AP English Literature and the AP French Language exams. They completed the Culminating Project in both languages and scored Intermediate High in French and Advanced Low in English.</p>			n/a



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Student #	Scenario	Qualifies for Seal?	Explanation of Points	Follow up question(s)
100000000009	<p>This 12th grader, an African-American male originally from Ghana, exited ELL status as a 6th grader. He scored a 6 on both the IB English Literature HL and the IB Italian SL exam. He earned a perfect score (100%) on the ELA exam in 10th grade and a 99% average for both 11th & 12th grade ELA and 11th and 12th grade Italian. He compiled his IB projects in both English and Italian into portfolios and submitted them as culminating projects in each language. For the English portfolio, he scored an Advanced Low and for the Italian portfolio, he scored an Intermediate High.</p>			<p>Is it acceptable for a student to use a project/work that is part of their normal English and/or world language courses to also count as the respective culminating project towards the Seal?</p>



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Student #	Scenario	Qualifies for Seal?	Explanation of Points	Follow up question(s)
10000000010	<p>This Black female emigrated from Haiti as a teenager. She earned a score of 297 on the NYSESLAT exam in 11th grade and exited ELL status as of the start of her senior year. She earned an overall average of 80% in her 11th and 12th grade ELA courses and completed an extensive research project and presentation in English with a score of Intermediate High. In addition to an average of 97% for French 4 and 5 (junior and senior year), she scored 5 on the AP French Language exam. She also took the OPI and WPT exams in her native language, Haitian Creole, and scored Advanced Low on both.</p>			<p>Could this student have earned the Seal in both French and Haitian Creole had she earned three points in each language?</p>



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Student #	Scenario	Qualifies for Seal?	Explanation of Points	Follow up question(s)
10000000011	<p>This 12th grade student of Chinese descent transferred into your school district in 5th grade. Before that, he attended school full-time in China, his native country. In 5th grade, he was placed in an English as a New Language course and received the appropriate services. In 8th grade, he scored a 295 on the NYSESLAT exam and through demonstrated proficiency in English, qualified to exit ELL status. In high school, this student excelled, earning a 99% average in his junior and senior ELA courses and got a perfect score on the AP English Literature exam. His parents made sure to keep up his Chinese language skills by sending him to a weekend school each year. He took the IB Chinese HL exam and got a 5 and completed a Culminating Project in which he scored an Intermediate High in all skills.</p>			<p>This scenario is an example of how a highly qualified student might not earn the Seal due to a misunderstanding of the criteria. How could this student make up one missing point in English to satisfy the Seal requirements?</p>



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Student #	Scenario	Qualifies for Seal?	Explanation of Points	Follow up question(s)
100000000012	<p>This female senior self-identifies as multiracial, not of Hispanic ethnicity, and has home language of English. She earned a score of 94% on the 10th grade ELA Regents, an average of 91% on her 11th and 12th grade ELA courses, and scored a 4 on the AP English Language exam as a sophomore. She originally took American Sign Language (ASL) in middle school, but then transferred to a high school that only offered Spanish, which she took through Checkpoint B. Because the student wishes to major in ASL in college, she continued her study of ASL through her local community college. Her Seal of Biliteracy coordinator was able to arrange for a professor of ASL to serve as her advisor for a culminating project in ASL, on which the student scored an Advanced Low. The student scored an Intermediate + on the SLPI exam.</p>			n/a



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Student #	Scenario	Qualifies for Seal?	Explanation of Points	Follow up question(s)
10000000013	<p>This male, White student was born and raised in Israel, where he attended school until 10 years of age. He was identified as an English Language Learner and scored Commanding (score of 291) on the NYSESLAT exam in his junior year, therefore entering his senior year as a Former/Ever ELL. He completed a Culminating Project in English with a score of Intermediate High and another project in Hebrew with a score of Advanced Low. Since Hebrew wasn't offered as a course at his high school in the US, he took the OPI and the WPT in Hebrew and scored Advanced Low on both.</p>			<p>Should schools encourage students to pursue the Seal of Biliteracy in a home language other than English if that world language is not taught in the school?</p>



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Student #	Scenario	Qualifies for Seal?	Explanation of Points	Follow up question(s)
100000000014	<p>This Latina student’s first language is Spanish, but her parents raised her bilingually. Her racial designation is White. An evaluation of her language skills upon entering elementary school showed evidence of above-grade level performance in both English and Spanish. In her pursuit of the Seal, she earned a 90% average in her junior and senior year ELA course and completed a Culminating project in English with a score of Advanced Mid. Her parents insisted since she already spoke Spanish at home that she take Latin as her world language starting in middle school. The student took the ALIRA exam and scored an I-5 and completed a Culminating Project in Latin that was assessed at the Intermediate High level. Her guidance counselor encouraged her to also take the AAPPL exam in Spanish, on which she scored an Advanced Mid. Although not enrolled in a Checkpoint C Spanish course, one of the Spanish teachers advised her through the completion of a Culminating Project in Spanish, which earned her an Advanced Low designation.</p>			<p>In how many languages other than English can a student earn the Seal?</p>



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Student #	Scenario	Qualifies for Seal?	Explanation of Points	Follow up question(s)
100000000015	<p>This junior is a native speaker of both Tuscarora and English, with Tuscarora being her first language. Her racial designation is American Indian. A gifted student, she earned a perfect score on the AP English Language exam and completed a culminating project in her junior year that earned her an Advanced Mid rating. She earned a 95% in her 11th grade Tuscarora language course and submitted her final project as the culminating project for the Seal, which was evaluated at Advanced Low proficiency.</p>			n/a