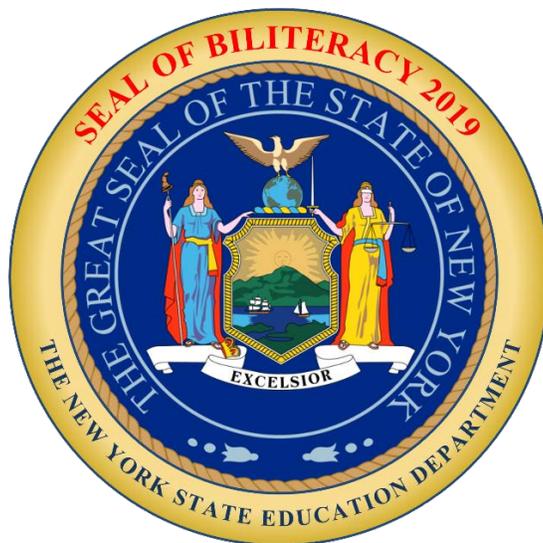


The New York State Seal of Biliteracy



2018-19 Report

Office of Bilingual Education
and World Languages

New York State Education Department



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity



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February 4, 2020

Suggested citation:

New York State Department of Education (NYSED) (2019). *The New York State Seal of Biliteracy 2018-19 Report*. By the Office of Bilingual Education and World Languages.

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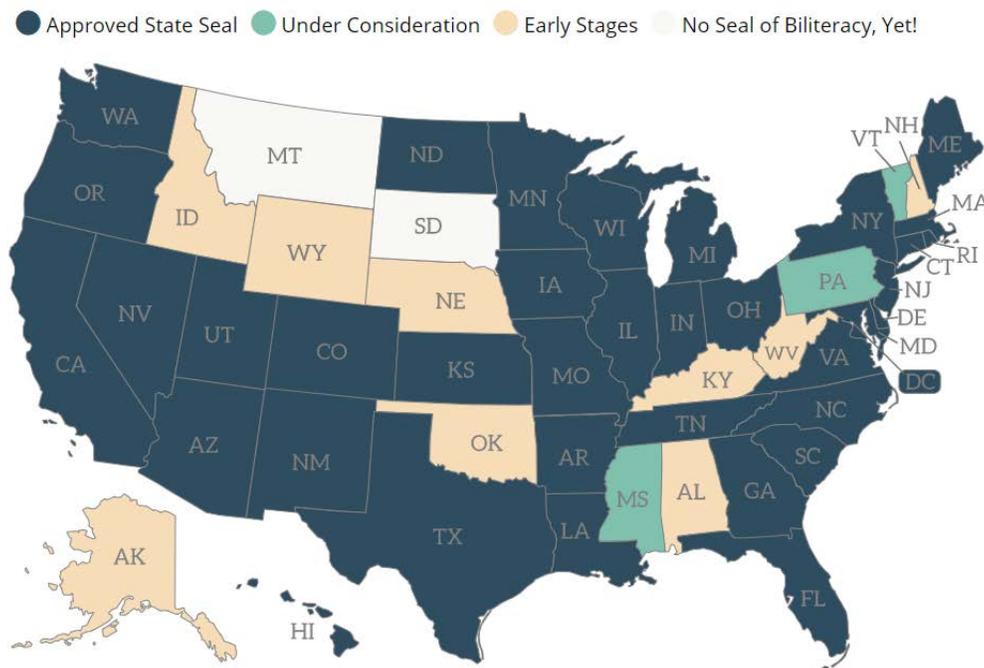
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Executive Summary

New York State boasts a rich linguistic and cultural heritage, with students speaking over 200 languages. Recognizing the importance of multilingualism and multiliteracy, the New York State Legislature established the New York State Seal of Biliteracy (NYSSB) in 2012, with the first set of graduates earning the Seal in the 2015-2016 academic year. The Office of Bilingual Education and World Languages of the New York State Education Department (NYSED) provides oversight, guidance and support to districts and schools on the Seal of Biliteracy.

As of the publication of this document, 36 states and the District of Columbia have created Seal of Biliteracy programs for their students (see Figure 1 below and Tables 1-4 in appendices). New York (2012) was the second state in the nation, following California (2008) to authorize a State Seal of Biliteracy.

Figure 1. State Laws Regarding the Seal of Biliteracy [Source: <https://sealofbiliteracy.org/> (July 21, 2019)]



The intent of the Seal is to:

- affirm the value of diversity in a multilingual society;
- encourage the study of languages;
- identify high school graduates with multilingualism and multiliteracy 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 world and home language instruction in schools.

These goals are consistent with the NYS ESSA State Plan, which ensures that all New York State students graduate college, career, and civic ready.

There are numerous benefits to multilingualism and multiliteracy including:

- **Post-secondary studies:** College-bound students are highly encouraged to pursue a sequence of world language courses during high school in preparation for post-secondary studies. Students may earn college credit for coursework through a variety of programs including Advanced Placement (AP), International Baccalaureate (IB), and Dual Enrollment courses offered through local colleges. Such coursework completed in high school represents a solid foundation for future studies and success in college. In addition, most NYS colleges and universities require students to earn credits in world languages towards their diploma.
- **Multilingual Learners (MLLs) / English Language Learners (ELLs):** Students whose first language is not English may develop proficiency in English by high school graduation, while at the same time, continuing to develop skills in their home language, thus strengthening the linguistic ties to the home language and culture. The NYSSB provides a more accurate picture of the language functioning of speakers of other languages by recognizing and capitalizing on the strengths of home language proficiency.
- **Marketability in the Global Economy:** Students who are bilingual and/or biliterate can better participate in the political, social and economic arenas of our global economy. Due to their enhanced linguistic skills, they are more marketable and better able to adapt to a diverse and ever-changing workplace. According to the 2019 [Making Languages our Business report](#):
 - 9 out of 10 U.S. employers rely on employees with language skills other than English.
 - 56% say their foreign language demand will increase in the next 5 years.
 - 47% state a need for language skills exclusively for the domestic market.
 - 1 in 3 language-dependent U.S. employers report a language skills gap.
 - 1 in 4 U.S. employers lost business due to a lack of language skills.
- **Fostering Prosperity and Security in the 21st Century:** In 2006, President Bush signed the *National Security Language Initiative* to support the development of foreign language skills to strengthen national security and encourage diplomacy by expanding the number of Americans who start language study of critical languages at an early age leading to mastery, increasing the number of “advanced speakers” of these languages, and increasing the number of teachers of world languages in the United States. In the same vein, the National Security Education Program (NSEP) seeks to strengthen national security through critical language and culture expertise by developing a pipeline of foreign language and culture expertise for the U.S. federal government workforce. By studying a world language other than English in primary and/or secondary school, students in New York State can contribute to these initiatives.
- **A More Peaceful World:** Our state boasts a rich diversity of peoples, languages and cultures. Understanding the language and culture of another builds trusting relationships and understanding to create a better, more peaceful world.

NYSSB Requirements

Since the New York State Board of Regents adopted the Seal of Biliteracy in 2012, the NYSSB has been awarded to over 7,700 students in New York State. This award is denoted by a Seal affixed to the student's diploma and a notation on the student's high school transcript. To be awarded the NYSSB, students must demonstrate a high level of proficiency in English and one or more world languages as evidenced by some of the following criteria (see Appendix 1):

- Earning an 85% in coursework in English and a world language
- Completing a Bilingual Education Program or a Home Language Arts Program
- Earning a set score on approved exams in English and a world language (see Appendix 2)
- Demonstrating successful completion of coursework in a foreign nation
- Completing and presenting a Culminating Project/Biliteracy Capstone Project in English and a world language that demonstrates the American Council on the Teaching of Foreign Language's (ACTFL) Intermediate High level of proficiency in speaking, listening, reading and writing the language(s).

Facts and Figures for New York State in 2018-19

- 228 schools in New York State offered the Seal of Biliteracy (a 98% increase from the prior year). 17% of all NYS public schools offer the NYSSB (approximately 1 in every 6 schools).
- 4,031 students earned the NYSSB in 47 different languages in New York State. This represents more students earning the NYSSB in 2018-19 than in all three prior years combined since the Seal was adopted. Of those students, 23 earned the NYSSB in 2 world languages in addition to English and one student earned the NYSSB in 3 world languages in addition to English.

Approved State Seals of Biliteracy Across the Nation

As of the publication of this document, 36 states and the District of Columbia have created Seal of Biliteracy programs for their students. Most states have designated a particular level of proficiency that the student must demonstrate to earn the Seal of Biliteracy from the guidelines established by ACTFL. The ACTFL Proficiency Guidelines are a description of what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context. For each skill, these guidelines identify five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice as depicted by the ACTFL Inverted Pyramid (Figure 2).

Table 1 on the next page lists each state that has a Seal of Biliteracy program, the required level of proficiency, Advanced Placement (AP) and/or International Baccalaureate (IB) scores accepted by the states as evidence of proficiency, and the year of adoption of the State Seal program.

Figure 2. ACTFL Inverted

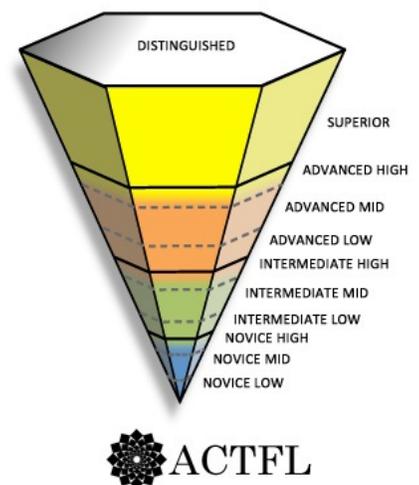


Table 1

Required Proficiency Levels, AP Scores, IB Scores and Year of Adoption by State

State	ACTFL Level ¹	AP Score	IB Scores ²	Year of Adoption ³
Arizona	Intermediate Mid	3	5 (SL 5, HL 4)	2016
Arkansas	Intermediate Mid	3	4	2018
California	None	3	4	2012
Colorado	Intermediate Mid	3	4	2017
Connecticut	Intermediate Mid	3	4	2017
Delaware ⁴	Intermediate Mid	3	4	2017
Florida ⁵	Intermediate Mid	3	4	2017
Georgia	Intermediate High	4	5	2016
Hawaii	None	3	4	2017
Illinois	Intermediate High	4		2013
Indiana	Intermediate High	4	4	2016
Iowa	Intermediate Mid	3	4	2018
Kansas ⁶	Intermediate Mid	3	4	2016
Louisiana ⁷	Intermediate High	3		2014
Maine	Intermediate Mid	3	4	2018
Maryland	Intermediate High	4	6 (SL 6, HL 5)	2016
Massachusetts ⁸	Intermediate High	4	6 (SL 6, HL 5)	2018
Michigan	Intermediate High	4	4	2018
Minnesota	Intermediate High	4	4	2014
Missouri ⁹	Intermediate Mid	3	4	2017
Nevada	Intermediate Mid	3	4	2016

¹ Some states offer multiple levels for their Seals of Biliteracy (for instance, bronze, silver, gold, etc.). Each level of the Seal has different requirements, which are footnoted in this table for the relevant states. The ACTFL level of proficiency listed in the table is for the standard Seal of Biliteracy when more than one is offered by a state.

² IB courses are generally offered at the Standard Level (SL) or the Higher Level (HL). Standard Level courses consist of 150 hours of instruction, while Higher Level courses consist of 240 hours of instruction.

³ The year of adoption represents the year that each state approved the use of the Seal by schools.

⁴ Delaware offers "Gold level" (criteria listed here) and then a "Diamond level" (advanced low, 5AP, 5IB)

⁵ Florida offers "Silver level" (criteria listed here) and "Gold level" (advanced low, 4AP, 5IB)

⁶ Kansas offers "Gold level" (criteria listed here) and "Platinum level" (advanced low, 5AP, 6IB)

⁷ Louisiana uses an AP score of 3 (which generally corresponds to Intermediate Mid), yet indicates Intermediate High level

⁸ Massachusetts also offers a Seal with "Distinction" that requires Advanced Low (6IBHL).

⁹ Missouri also offers a "Distinguished" Seal (Advanced Low, 5AP, 6IBSL, 5IBHL)

State	ACTFL Level ¹	AP Score	IB Scores ²	Year of Adoption ³
New Jersey	Intermediate Mid	4	4	2016
New Mexico	Intermediate Low	3	4	2015
New York	Intermediate High	4	5	2012
North Carolina	Intermediate Low			2015
North Dakota ¹⁰	Intermediate Low			2019
Ohio	Intermediate High	4	6 (SL 6, HL 5)	2017
Oregon	Intermediate High	4	4	2015
Rhode Island	Intermediate Mid	3	4	2016
South Carolina ¹¹	Intermediate Mid			2018
Tennessee ¹²	Intermediate Mid			2018
Texas	Intermediate High	3		2013
Utah	Intermediate Mid	3		2015
Virginia	Intermediate Mid	3	4	2015
Washington	Intermediate Mid	3	4	2014
Washington DC ¹³	Advanced Low	3	4	2014
Wisconsin ¹⁴	Intermediate High			2015

Number of states using Intermediate Low for their Seals: 3 (8%)

Number of states using Intermediate Mid for their Seals: 18 (47%)

Number of states using Intermediate High for their Seals: 13 (34%)

Number of states using Advanced Low for their Seal: 1 (3%)

¹⁰ North Dakota offers a "Silver Seal" (criteria listed here) and a "Gold Seal" (Intermediate High)

¹¹ South Carolina offers a "Bronze Seal" (criteria listed here), a "Silver Seal" (Intermediate High) and a "Gold Seal" (Advanced Low).

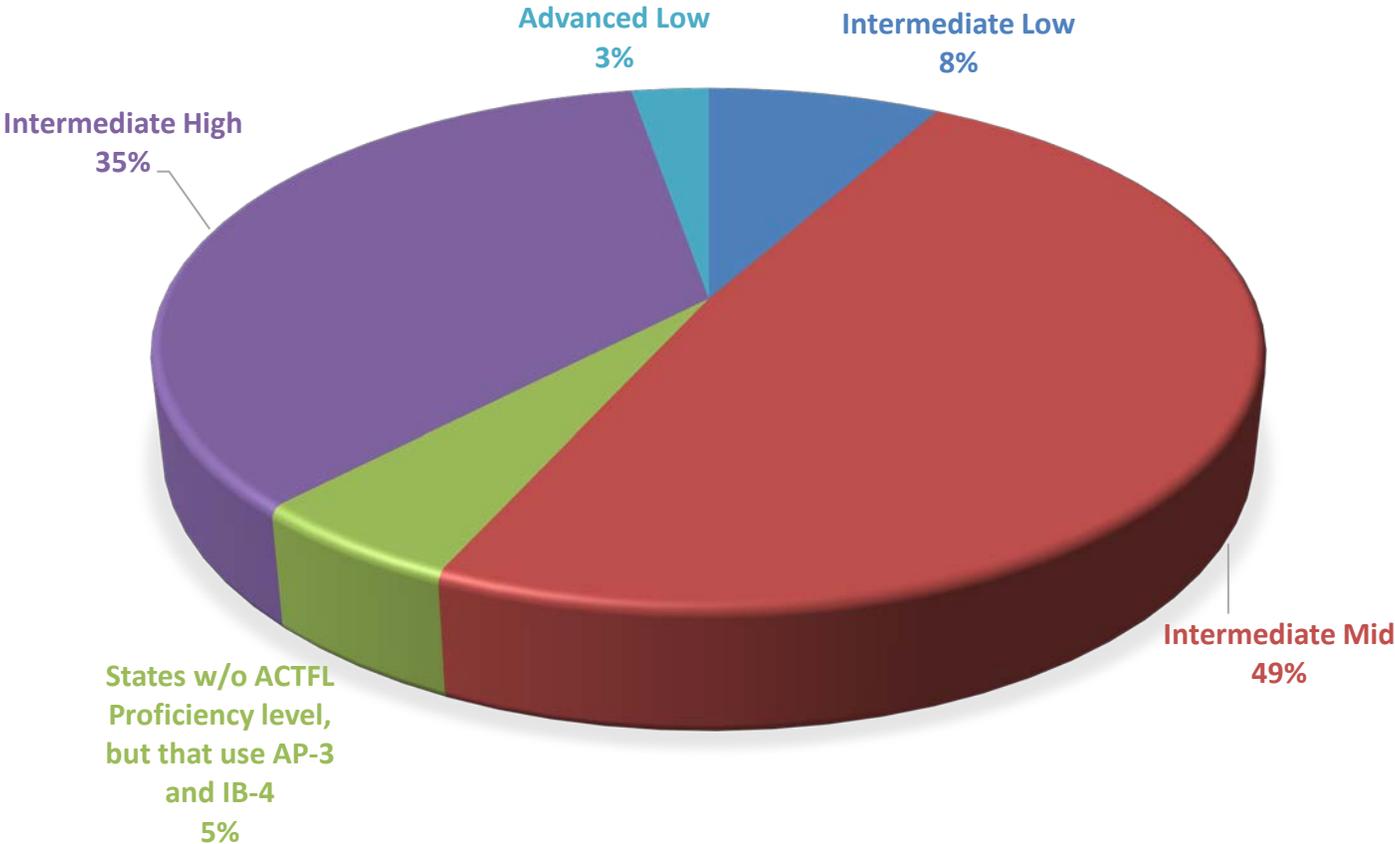
¹² Tennessee offers a "Pathway Award" (Intermediate Low), a Seal (criteria listed here), and a "Seal Honors Award" (Advanced Low)

¹³ Washington, D.C. requires an AP score of 3 or an IB score of 4, which generally correspond to Intermediate Mid, yet indicates Advanced Low level

¹⁴ Wisconsin also offers a "Distinguished" Seal (Advanced Mid)

Figure 3 summarizes the percentages of states that offer a Seal of Biliteracy by the proficiency level required to earn the Seal. The majority of states (49%) use Intermediate Mid as evidence of the required proficiency for students to earn the Seal of Biliteracy. Slightly more than one-third of states (35%), including New York State, use the Intermediate High level of proficiency. Only a small percentage of states use Advanced Low (3%) or Intermediate Low (8%) for their Seals of Biliteracy. As noted on page eight, some states offer multiple levels of their Seals of Biliteracy (Delaware, Florida, Kansas, Massachusetts, Missouri, North Dakota, South Carolina, Tennessee and Wisconsin). In each case, states have designated different criteria or proficiency levels to earn the various levels of their Seals.

Figure 3. Percentage of States by Required ACTFL Proficiency Levels for the Seal of Biliteracy



Introduction

The New York State Seal of Biliteracy (NYSSB) is an award given by a high school, school district or county office of education that formally recognizes students who have attained a high level of proficiency in two or more world languages (one of which must be English) by high school graduation.

The NYSSB acknowledges the importance of being biliterate in today's global society. It highlights the hard work and achievement of students, and encourages students to pursue language study while in school, including the continued development of one's home language. The recognition of attaining biliteracy becomes part of the high school transcript and diploma for these students and is a statement of accomplishment for future employers and for college admission.

The State of California established the first Seal of Biliteracy in 2008, followed by New York State in 2012. Since then, many states (36 plus the District of Columbia) have adopted this program. The NYSSB was established in Chapter 271 of the Laws of 2012 (Section 815 of Education Law). The Seal is awarded by the Commissioner to students who meet the criteria established by the Board of Regents and who attend schools that voluntarily agree to participate in the program. The NYSSB is affixed to the student's high school diploma and transcript and must be made available to students at no cost.



Figure 4. Webster Central School District's first class of New York State Seal of Biliteracy Graduates

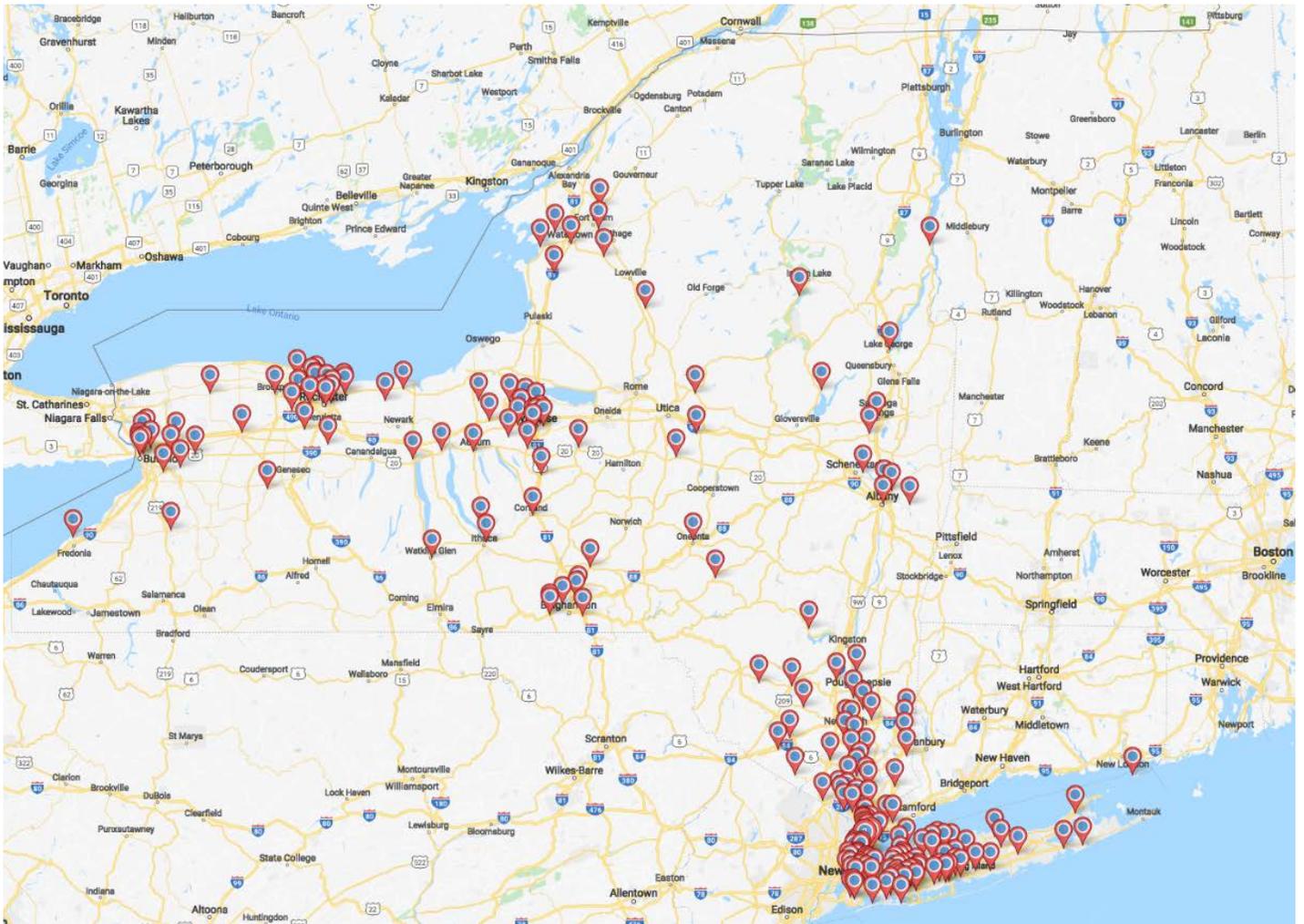


High Schools

Number of High Schools Offering the NYSSB

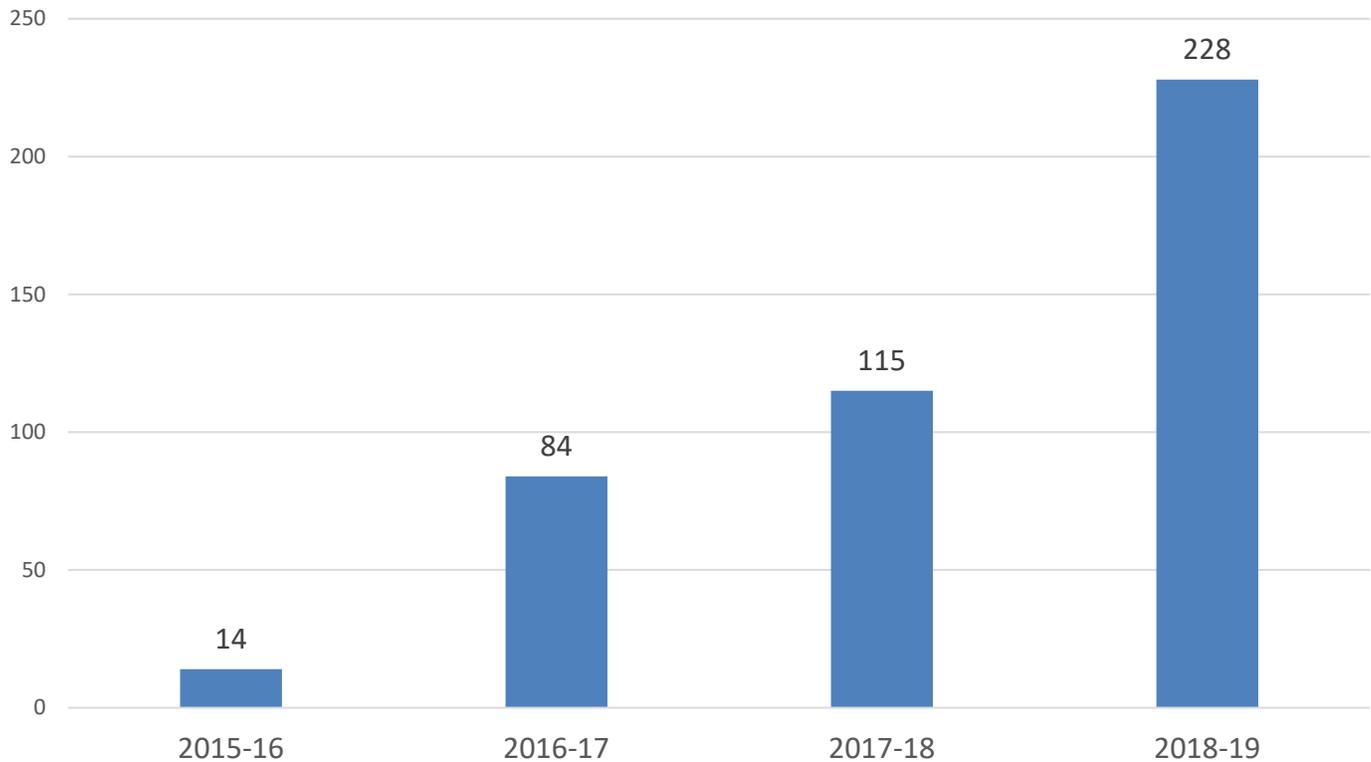
In 2018-19, 228 high schools offered a NYSSB program. (For a complete list of participating high schools, see Appendix 3: Districts/Schools Awarding the NYSSB in 2018-2019 by Region.) Figure 5 below is a map of New York State with a pin for each school that offers a Seal of Biliteracy program, demonstrating a wide geographic distribution of such schools as well as areas in which Seal programs are concentrated (Long Island, Hudson Valley, Syracuse, Rochester and Buffalo).

Figure 5. Map of High Schools in New York State Offering the NYSSB in 2018-19



After an initial pilot program in 2015-16 with a handful of schools, the number of schools offering the NYSSB has grown significantly each year as demonstrated in Figure 6 below.

Figure 6. Growth in the Number of High Schools Offering the NYSSB (2015-16 to 2018-19)



Districts that would like to start a NYS Seal of Biliteracy program for their students and be part of this continued growth should consult the [NYSSB Handbook](#) and contact Candace Black at candace.black@nysed.gov with any questions. High schools within the NYC DOE should contact Jill Schimmel at jschimmel@schools.nyc.gov.

New York State Education Department

The New York State Seal of Biliteracy Handbook



Number of High Schools Offering the NYSSB by Region

The largest number of high schools offering the NYSSB can be found in the Hudson Valley and Long Island regions. (For a complete list of participating high schools, see Appendix 3: Districts/Schools Awarding the NYSSB in 2018-2019 by Region.) Figure 7 below show the percentage of Seal schools by region. Table 2 lists both the number of Seal schools in each region and the corresponding percentage of these schools by region.

Figure 7. Percentage of High Schools Offering the NYSSB by Region

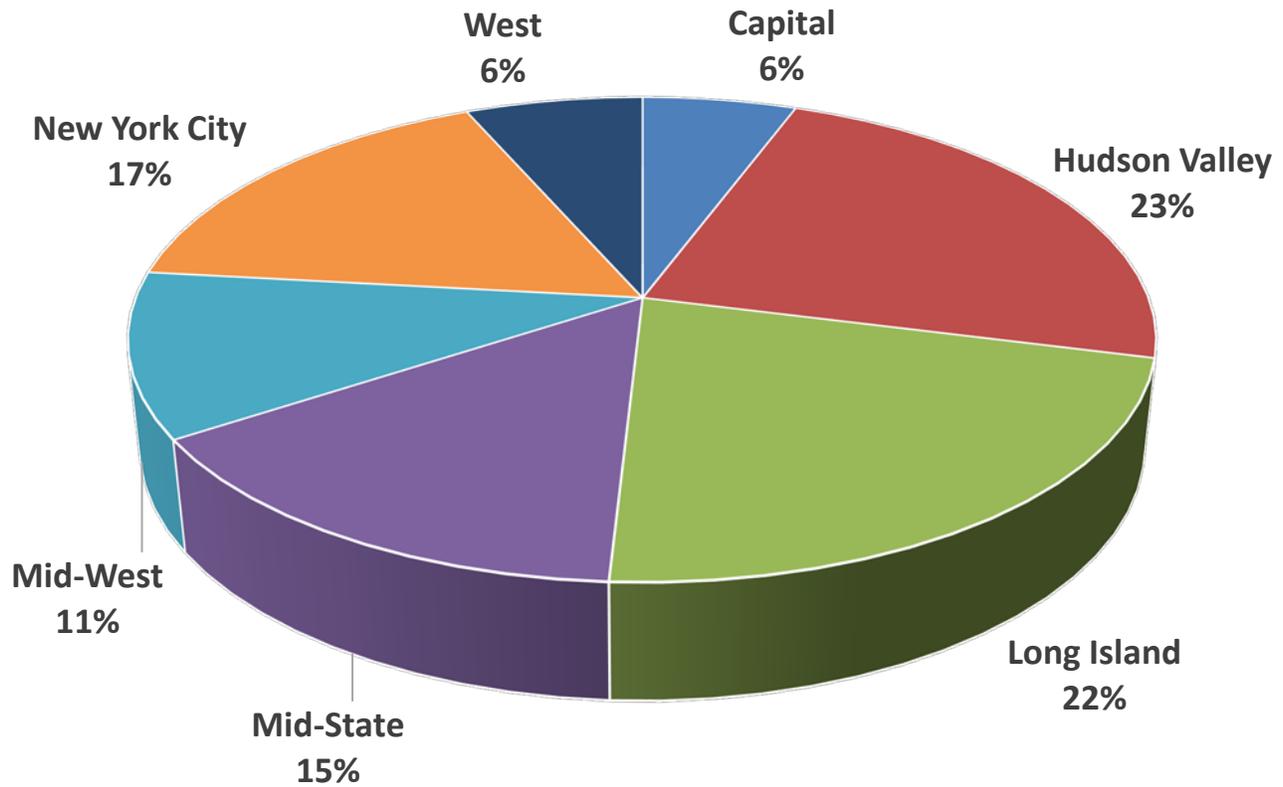


Table 2
Number of High Schools Offering the NYSSB by Region

Region	Number of High Schools Offering the NYSSB	% of Total NYSSB High Schools by Region
Capital	13	6%
Hudson Valley	53	24%
Long Island	50	22%
Mid-State	34	15%
Mid-West	25	11%
New York City	38	17%
West	15	7%
TOTAL	228	100%

High Schools Offering the NYSSB as a Percentage of Total Schools in Region

Of the 1,328 public high schools in NYS, 17% (228) offered the NYSSB, which represents 1 in every 5.8 high schools statewide. Table 3 lists each region of New York, the number of high schools within each region that offers the Seal, the total number of high schools in the region and the high schools offering the Seal as a percentage of the total number in the region.

Table 3

High Schools Offering the NYSSB as a Percentage of Total High Schools by Region

Region	Number of High Schools Offering the Seal	Total Number of Districts in Region*	High Schools Offering the NYSSB as a % of the Total Number of Districts
Capital	13	151	9%
Hudson Valley	53	148	36%
Long Island	50	134	37%
Mid-State	34	132	26%
Mid-West	25	77	32%
New York City	38	592**	6%
West	15	94	16%
Total High Schools	228	1328	17%

*The “Total Number of Districts in Region” counts only public school districts in the region, including any charter schools that are offering the Seal. This figure does not count private or parochial high schools or charter schools that are not participating in the Seal. Some districts have more than one high school.

**The number reported in New York City, which is its own district, is the number of public high schools offering 12th grade as well as any charter schools that offer the Seal in this region.

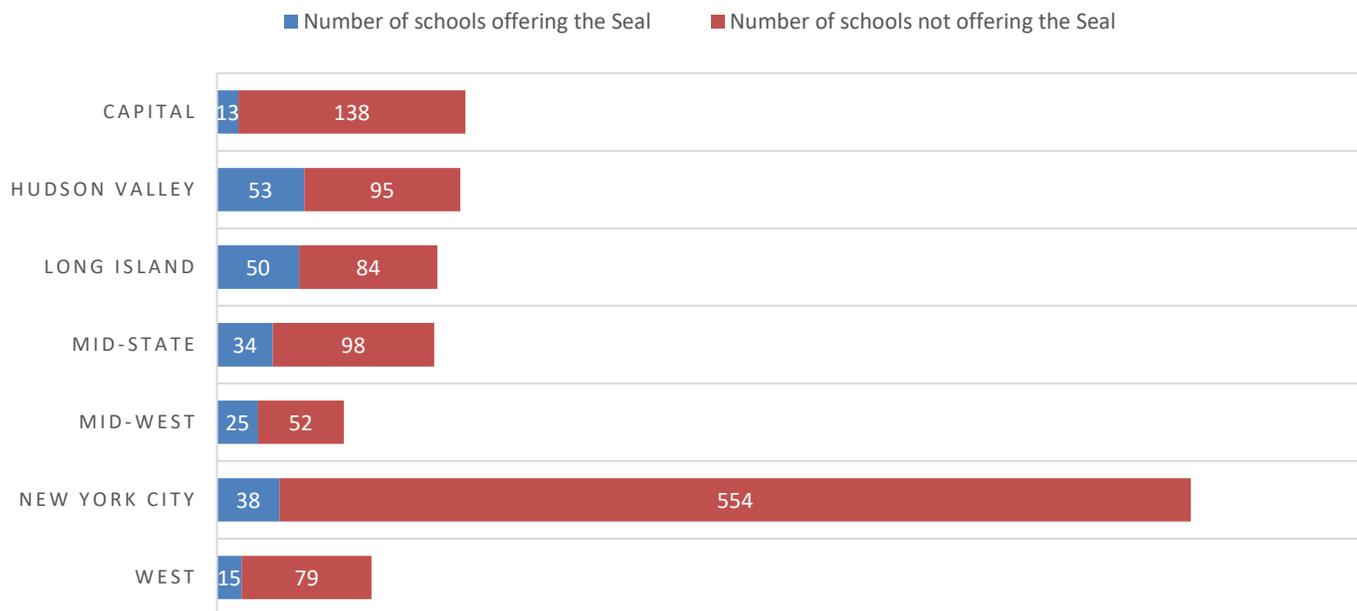


Figure 8. NYSSB graduates from the Class of 2019 at Forest Hills High School pose for a photo with Mr. Neil O. Trujeque, Advanced Placement Languages Coordinator.

Potential for Regional Growth in High Schools offering the NYSSB

Even given the increased number of high schools offering the NYSSB across our state, there is ample room for additional growth in each region. Figure 9 below shows the number of high schools offering the NYSSB in each region (blue) as compared to the number not currently offering the NYSSB in each region (red).

Figure 9. Number of High Schools Offering vs. Not Offering the NYSSB



Growth in the Number of High Schools Offering the NYSSB by Region

All regions have shown significant growth in the number of high schools offering the NYSSB each year. The 2018-19 academic year saw more rapid gains than in any other year, with 5 out of 7 regions doubling or almost doubling the number of participating high schools as shown in Figure 10.

Figure 10. Number of High Schools Offering the NYSSB by Region (2015-16 to 2018-19)

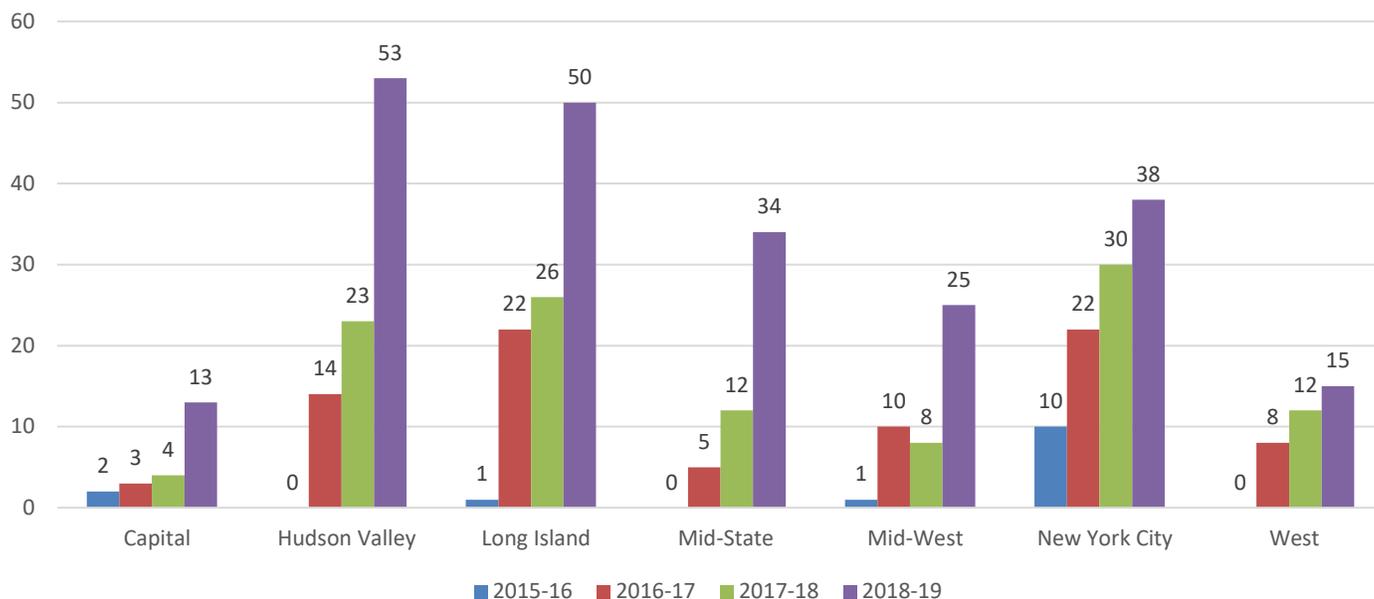


Table 4 below shows the average yearly growth rates since 2015-16 by region. Four regions (Capital, Hudson Valley, Mid-State, and Mid-West) demonstrated close to or over 100% growth last year.

Table 4

Average Annual Growth Rate of Number of High Schools Offering the NYSSB by Region

Region	Average Annual Growth Rate
Capital	103%
Hudson Valley	97%
Long Island	55%
Mid-State	162%
Mid-West	96%
New York City	61%
West	38%

Students

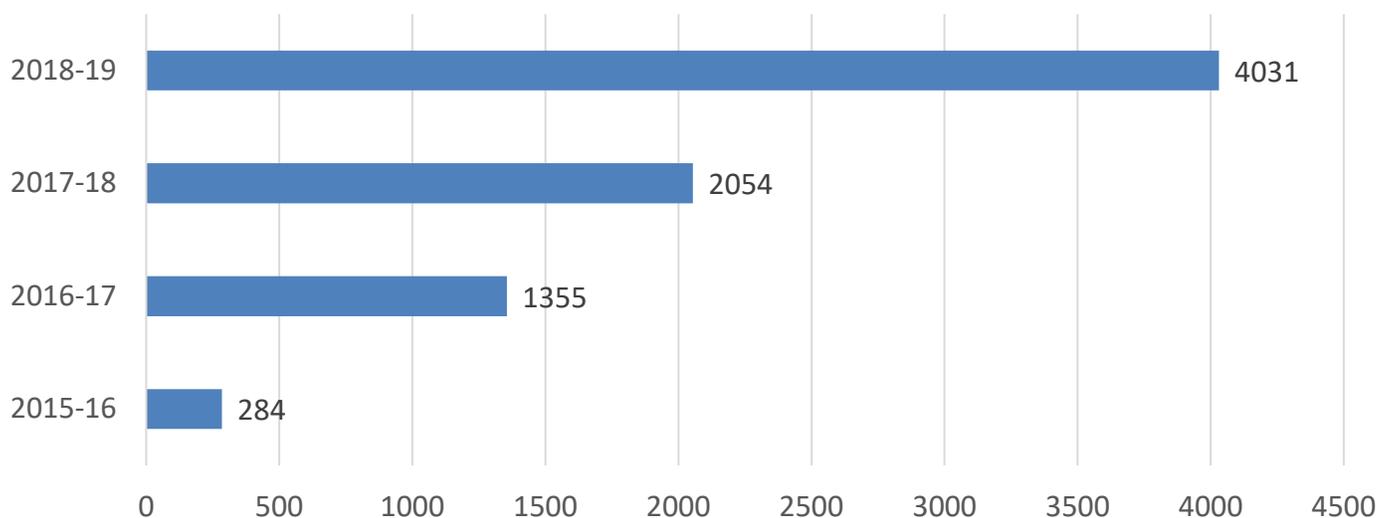
Number of Students Earning the NYSSB

In 2018-19, 4,031 students earned the NYSSB, which is more students than the previous three years combined.

Growth by Year in the Number of Students Earning the NYSSB

The number of students earning the New York State Seal of Biliteracy is growing by an average of 175% per year. Figure 11 shows the number of students who were awarded the Seal by year since 2015-16.

Figure 11. Number of Students Awarded the NYSSB by Year



Number of Students Earning the NYSSB by ELL Status

There are three possible cohorts of students at any high school that can pursue the NYSSB:

1. English Language Learners (ELLs) - An ELL is a student who speaks or understands a language other than English and who is identified as an ELL by the New York State Identification Test for English Language Learners.
2. Ever ELLs – An Ever ELL is a student who, at one time, was identified as an ELL and has met the criteria for exiting ELL status within the past two school years.
3. Never ELLs – A Never ELL is a student who has never been identified as an ELL.

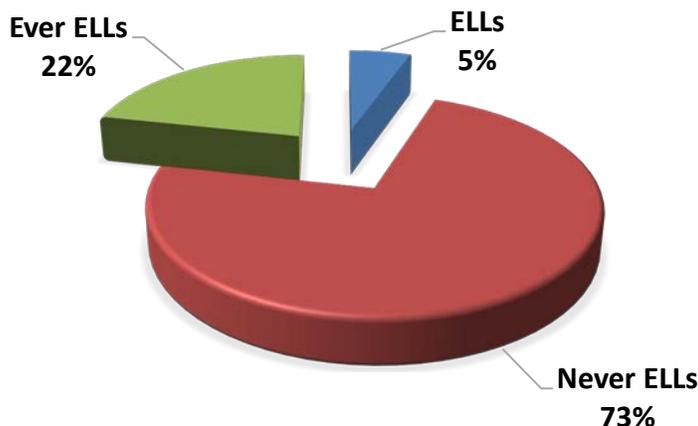


Figure 12. Dr. Raúl Cotano-Macías, Assistant Principal at Forest Hills High School, recognizes graduating senior Fernanda Zamora Sánchez for earning the NYSSB in both Spanish and French.

These three cohorts of students may earn points towards the NYSSB in different ways. The criteria to earn the NYSSB are laid out in a point matrix designed to allow each student to find their best pathway to the Seal. (See Appendices 1 and 2.)

Figure 13 shows the breakdown of students by ELL status earning the Seal in 2018-19. Consistent with national trends, the majority of New York students who earn the NYSSB (73%) are Never ELLs. The next largest cohort of students earning the Seal are Ever ELLs, representing more than one-fifth of all students. The smallest cohort (5%) of students completing the Seal are current ELLs. Current and Ever ELLs may use the same pathways as Never ELLs to earn the Seal or they may provide foreign transcripts or participate in a Home Language Arts Program.

Figure 13. Student Participation in the NYSSB in 2018-19 by ELL Status



Growth in the Number of Students Earning the NYSSB by ELL Status

We have seen significant growth (see Figure 14) in the participation of all three cohort groups. However, given the large number of current and Ever ELLs in our high schools, we are striving to ensure equitable access to and support for the NYSSB for these two cohorts to increase their participation in this program while honoring and strengthening their home language skills. (See *Goals and Strategies* sections that follow.)

Figure 14. Number of Students Awarded the NYSSB by ELL Status by Year

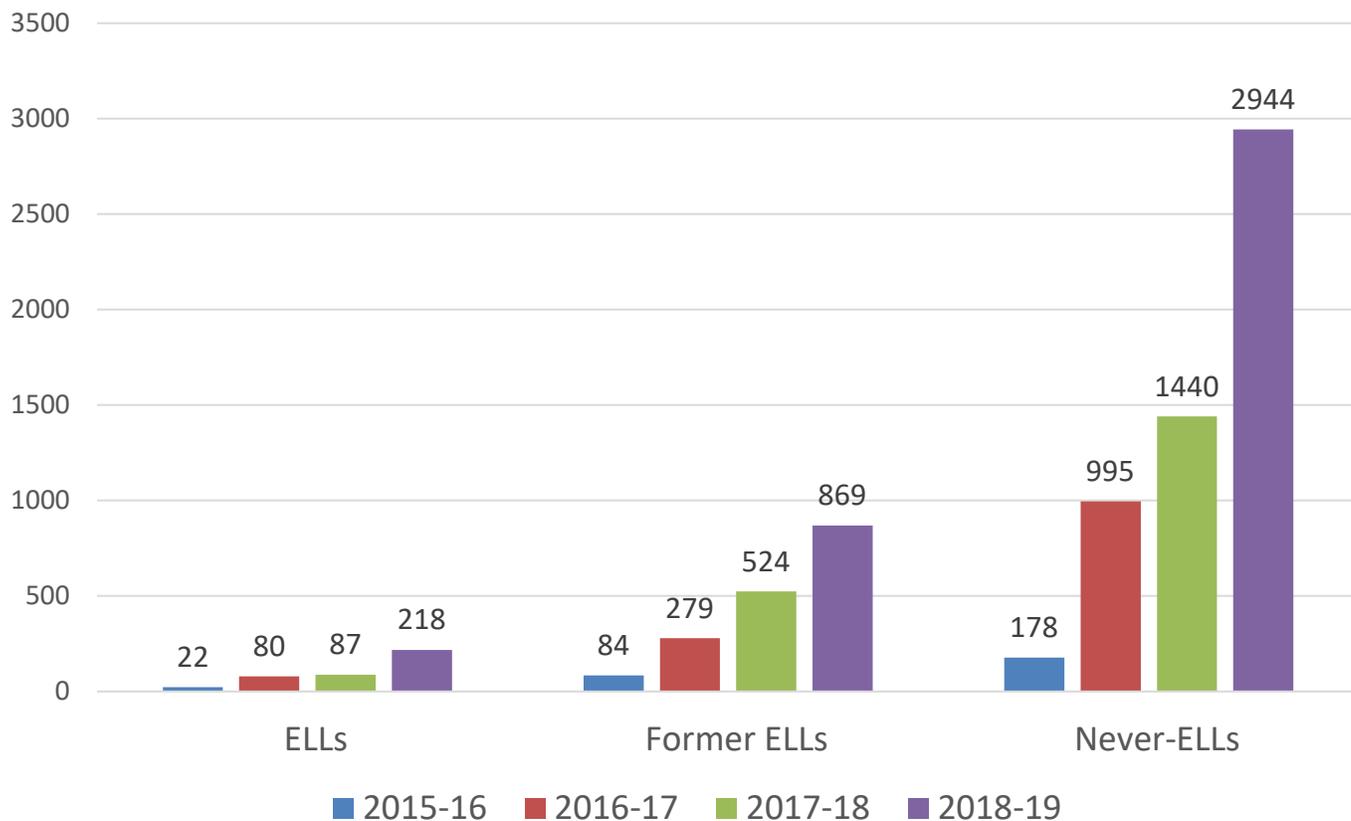


Figure 15. Forest Hills High School NYSSB Graduating Class of 2019 - Ninety-eight students from the 2019 graduating class earned the NYSSB from Forest Hills High School in New York City. Half of the students awarded the Seal from this school are current or Ever ELLs. Forest Hills is one of only a handful of high schools that has been offering the NYSSB each year since its inception.

World languages by Which Students Earned the NYSSB

Table 5
Languages in Which Students Earned the NYSSB

Languages	Number of Students	%
Albanian	2	0.05%
Amharic	1	0.03%
Arabic	29	0.72%
ASL	20	0.49%
Bangla/Bengali	21	0.52%
Bosnian	3	0.07%
Bulgarian	1	0.03%
Burmese	8	0.20%
Chin	3	0.07%
Chinese	120	2.96%
Dari	2	0.05%
Dutch	1	0.03%
French	507	12.50%
German	95	2.34%
Haitian Creole	5	0.12%
Hindi	5	0.12%
Italian	306	7.54%
Japanese	2	0.05%
Karen	10	0.25%
Kinyarwanda	1	0.03%
Kirundi	1	0.03%
Kizigua	1	0.03%
Korean	2	0.05%
Kurdish	1	0.03%
Latin	40	0.99%
Malay	2	0.05%
Mandarin	20	0.50%
Nepali	4	0.10%
Pashto	4	0.10%
Persian/Farsi	4	0.10%
Polish	7	0.17%
Portuguese	3	0.07%

Languages	Number of Students	%
Punjabi	6	0.15%
Rohingya	2	0.05%
Russian	30	0.70%
Serbian	1	0.03%
Somali	8	0.20%
Spanish	2,734	67.41%
Swahili	5	0.12%
Tagalog	6	0.15%
Tamil	1	0.03%
Tigrinya	2	0.05%
Turkish	6	0.15%
Ukrainian	11	0.27%
Urdu	7	0.17%
Uzbek	1	0.03%
Vietnamese	5	0.12%

Table 6
Top Languages in Which Students Earned the NYSSB

Languages	Number of students	%
Spanish	2,734	67.4%
French	507	12.5%
Italian	306	7.54%
Chinese	120	2.96%
German	95	2.34%
Latin	40	0.99%
Russian	30	0.74%
Arabic	29	0.72%
Bangla/Bengali	21	0.52%
ASL	20	0.49%
Mandarin	20	0.49%

Number of Students Earning the NYSSB in More Than One World Language

While the vast majority of students complete the NYSSB in English and one other world language, in 2018-19 23 students completed the Seal in two world languages in addition to English and one student completed the Seal in three world languages in addition to English. Table 7 shows the second (or third) world language in which these students earned the Seal.

Table 7

Number of Students Completing the NYSSB Requirements in Two or More World Languages

Language	Number of Students
Italian	7
French	5
Spanish	3
ASL	1
Bulgarian	1
Latin	1
Pashto	1
Polish	1
Punjabi	1
Tami	1
Turkish	1
Ukrainian	1

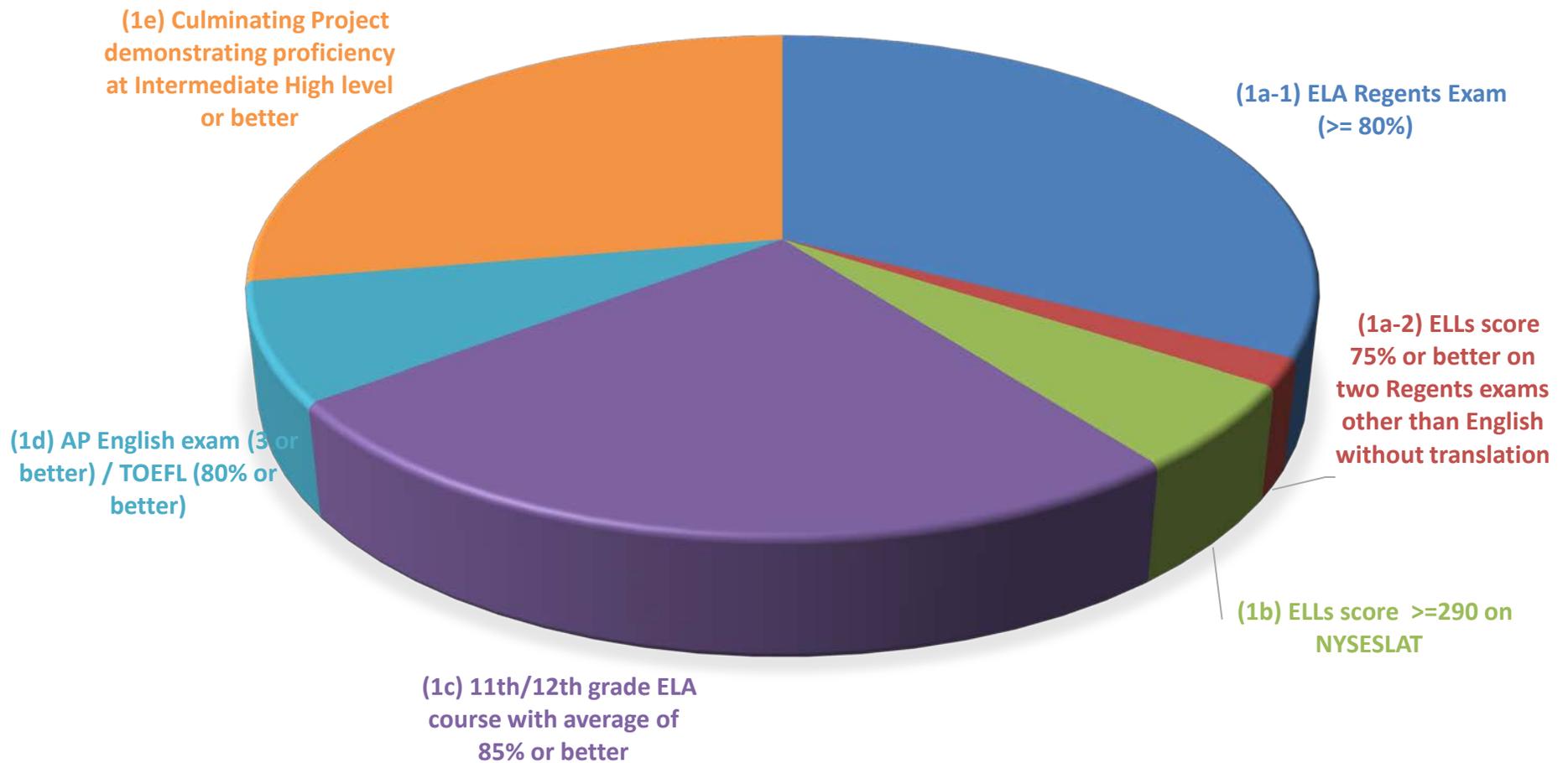


Figure 15. Diana Slobodian (center), Webster Class of 2019, is one of only 24 students across New York State to earn the NYSSB in two or more world languages in addition to English. Diana, who completed the NYSSB in Spanish (which she studied in school) and Ukrainian (her first language), is pictured here with her mother to her right and flanked by three Webster CSD world language teachers.

Earning Points Towards the NYSSB in English

To earn the NYSSB, students must earn 3 points in English and 3 points in a World Language by demonstrating a high level of proficiency in both through various assessments (see Appendix 1: Earning the New York State Seal of Biliteracy). This point matrix provides a multitude of ways in which students can pursue these points to achieve the Seal. Figure 16 below shows the percentage by which students use each of the six criteria in English.

Figure 16. Criteria Used to Earn Points in English Towards the NYSSB by Percentage Used by Students



Note: Criteria 1a has two different options: 1a-1, which is for students to score at least an 80% on the ELA Regents exam, and 1a-2, which is an option reserved for ELLs to score 75% or better on two or more Regents exams other than English without translation. When the student data is disaggregated by ELL status (see Figures 17, 18, and 19 on the following page), different patterns of use of the various criteria emerge.

Figure 17

HOW ELLS EARN POINTS IN ENGLISH

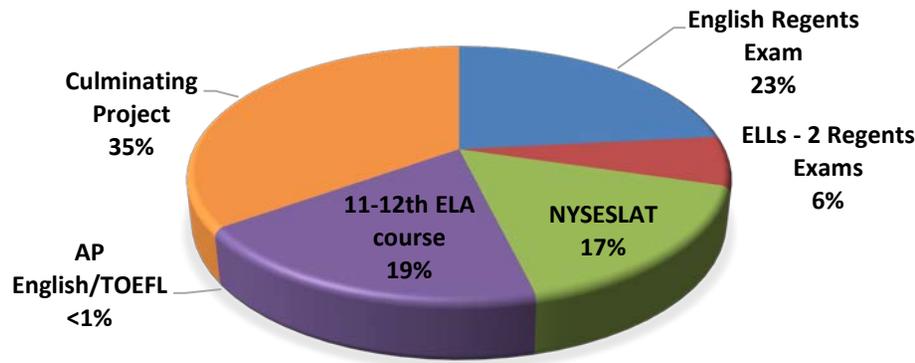


Figure 18

HOW EVER ELLS EARN POINTS IN ENGLISH

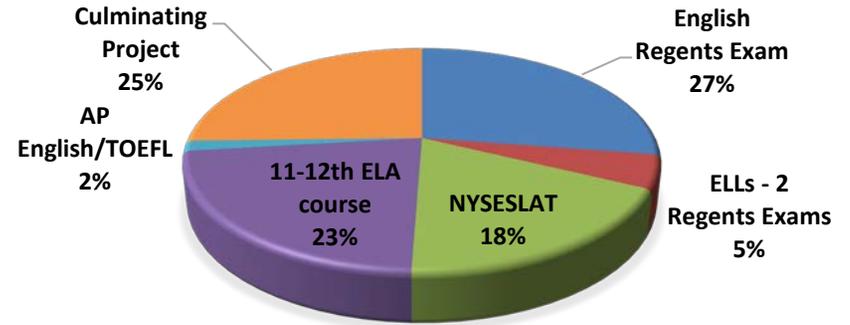
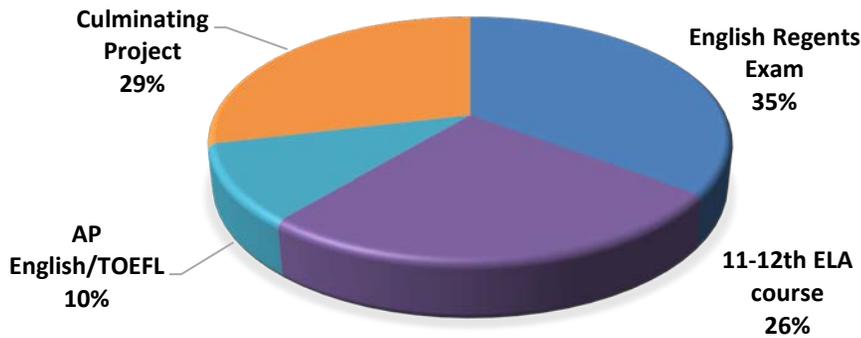


Figure 19

HOW NEVER ELLS EARN POINTS IN ENGLISH

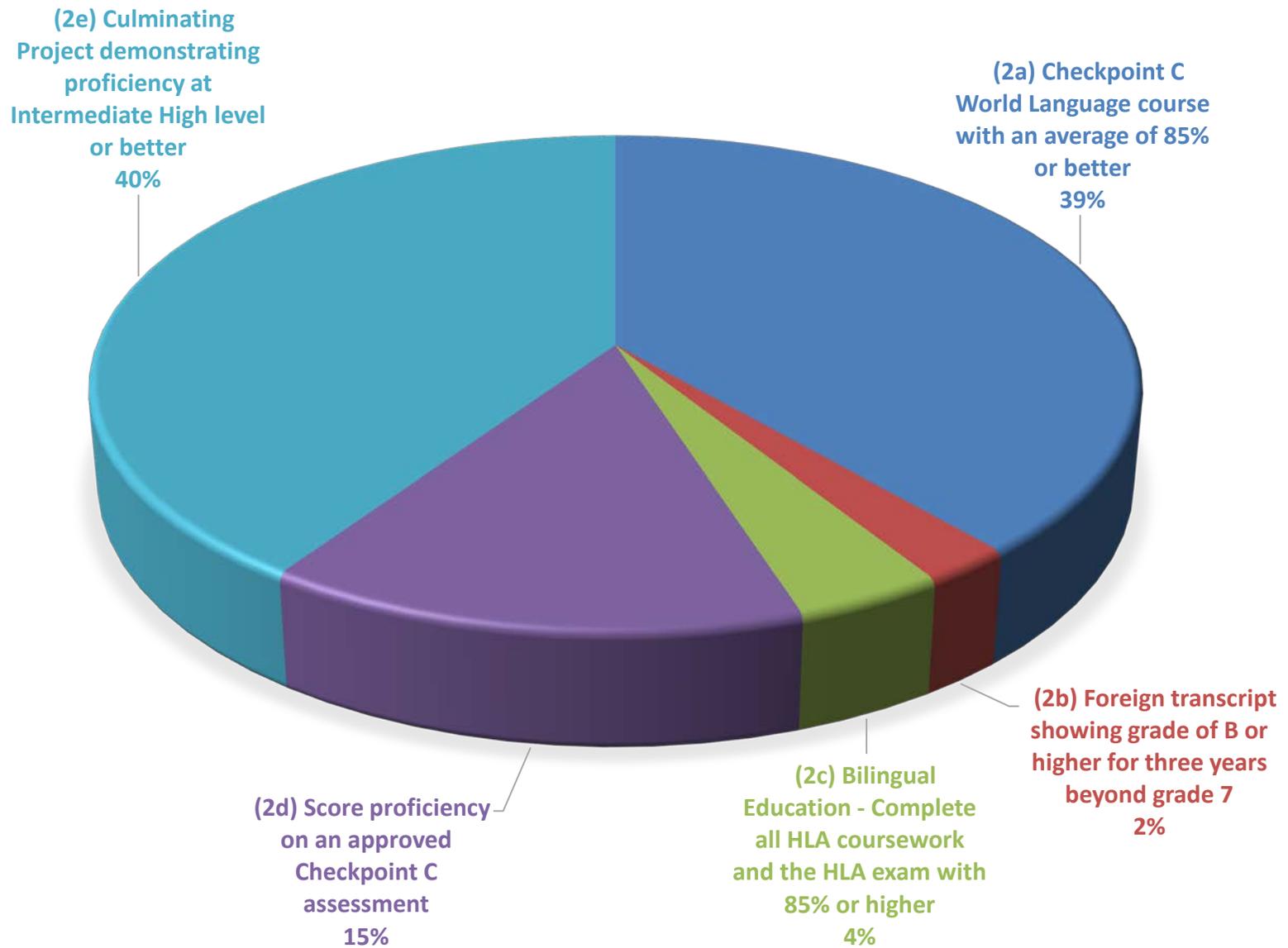


Conclusions:

1. Current ELLs earn their points in English most frequently using the Culminating/Capstone Project as part of their ELA/ENL class combined with one of the following: earning an 85% or better in the 11/12th grade course, a commanding score (290) on the NYSESLAT exam, or and 80% or better on the English Regents exam. Only a few ELLs use the option to score 75% or better on two Regents exams other than English not in translation.
2. Ever ELLs balance their points between the Culminating/Capstone Project, the required scores on the English Regents Exam, and the 11th/12th grade ELA course. Very few Ever ELLs using the 2 Regents exam not in translation or the AP English/TOEFL exams.
3. Never ELLs use an AP English exam score more often (10% of the time), but otherwise balance their points among the Culminating/Capstone Project plus either the English Regents exam or the 11th/12th grade ELA course.

Earning Points Towards the NYSSB in a World Language Other Than English

Figure 20. Criteria Used to Earn Points in World Languages towards the NYSSB by Percentage Used by Students



When the student data is disaggregated by ELL status (see Figures 21, 22, and 23 on the following page), different patterns of use of the various criteria emerge.

Figure 21

HOW ELLS EARN POINTS IN WORLD LANGUAGES

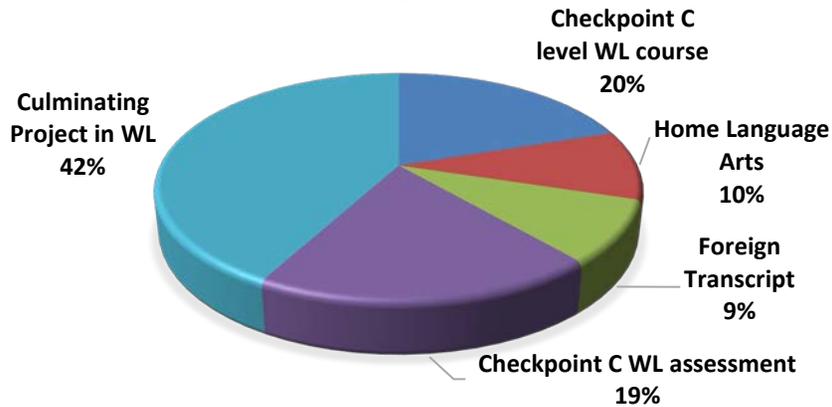


Figure 22

HOW EVER ELLS EARN POINTS IN WORLD LANGUAGES

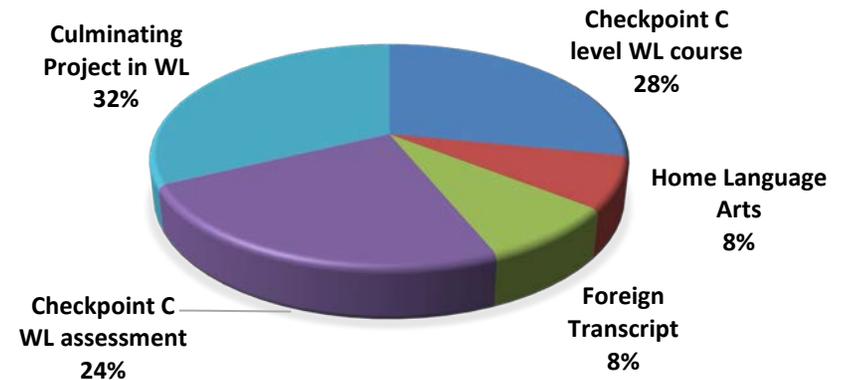
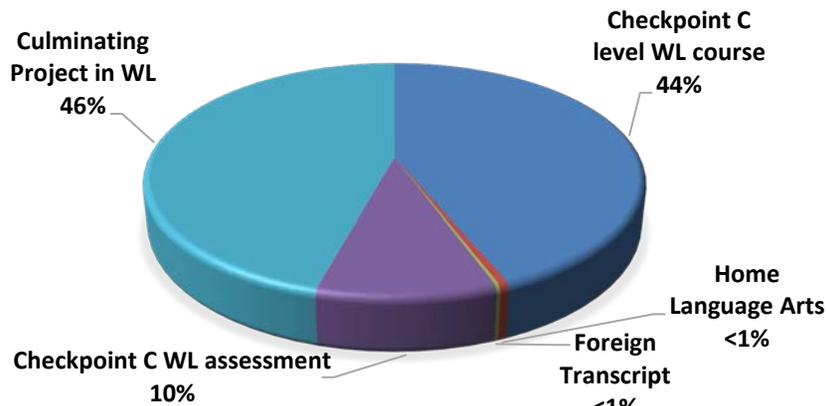


Figure 23

HOW NEVER ELLS EARN POINTS IN WORLD LANGUAGES



Conclusions:

- Only about 1 in 5 ELLs take a world language course to earn a point (most commonly Spanish). For students who languages is not offered as a course of study in high school, the primary path to the Seal is the Culminating/Capstone Project combined with a Checkpoint C assessment, with some students replacing the assessment with a Home Language Arts Program or documentation of study in another nation.
- In general, Ever ELLs earn their points using a combination of the Culminating/Capstone Project, a Checkpoint course and/or a Checkpoint C assessment.
- The most common path for Never ELLs to earn points in a world language is to earn an 85% in the Checkpoint C course and to complete a Culminating/Capstone Project, which can be embedded into the course itself, giving students ample support in the process.

Goals for the NYSSB

While the number of high schools offering the NYSSB has grown significantly over the past three years, the NYSED would like the number of schools offering it to continue to grow as well as the number of students taking advantage of the opportunity to earn the Seal.

- Continue to broaden awareness of the NYSSB among stakeholder groups (students, parents, teachers, guidance counselors, administrators, college and university admissions officers) to inform them about the benefits of earning the NYS Seal of Biliteracy
 - Continue to expand the total number of public and charter high schools that offer the NYS Seal of Biliteracy from 228 (2018-2019) to at least 300 in 2019-20
 - Increase the total number of students that attempt and earn the Seal of Biliteracy in NYS from 4,000 (2018-19) to at least 6,000 students in 2019-20
 - Increase the total number of current ELLs that attempt and earn the NYS Seal of Biliteracy from 218 (2018-19) to at least 400 in 2019-20
 - Increase the total number of Ever ELLs that attempt and earn the NYS Seal of Biliteracy from 869 (2018-19) to at least 1,500 in 2019-20
- Continue to support high schools considering and offering the NYS Seal of Biliteracy program through in-school visits and workshops, live and archived webinars, workshops presented at conferences, and a module program available both online and in-person to guide high schools through the implementation process
- Work with various stakeholder groups to identify post-graduation opportunities for students who earn the NYSSB through college, community and career partnerships
- Increase the number and languages available for the approved Checkpoint C World Language and English assessments
- Streamline and update the reporting process for high schools offering the NYS Seal of Biliteracy through:
 - Carefully-designed reporting instruments that avoid errors and ensure accurate data
 - Use of online forms in lieu of paper submissions
- Work with the Regional Bilingual Education Resource Networks (RBERN), consortia and high schools to ensure that students are meeting the ACTFL Intermediate High level of proficiency required by the NYSSB for all Culminating/Capstone Projects through in-person meetings and school visits that will provide guidance and support, especially for students pursuing the NYSSB in less commonly taught or low incidence languages
- Provide a uniform physical Seal of Biliteracy and medallion across the state for each student who earns the Seal in NYS along with a certificate template bearing the signature of an NYSED representative

Strategies to Achieve Goals and Support High Schools Offering the NYSSB

To accomplish the aforementioned goals, the Office of Bilingual Education and World Languages of the New York State Education Department will work in collaboration with various stakeholders including the Regional Bilingual Education Resource Networks (RBERN), the NYSSB Task Force, and districts offering the Seal program.

- Establish a NYSSB Task Force comprised of NYSED staff, at least one representative from each of the RBERNs and key stakeholders to identify and research best practices for supporting students' pursuit of the NYSSB, especially our Multilingual Learners.
- Promote the NYSSB via outreach efforts to stakeholder groups (students, parents, teachers, guidance counselors, building level administrators, district staff and superintendents, college and university admissions officers) to inform them about the availability and benefits of earning the NYS Seal of Biliteracy through in-school visits, workshops, conferences, promotional materials, and a regularly updated website
- Ensure appropriate identification of eligible students by requiring high schools to report the number of eligible students in each of four cohorts on the Notification form submitted by December 1st of each year:
 - Number of Ever ELLs who are seniors
 - Number of current ELLs who are seniors and who scored at least "Expanding" on the most recent NYSESLAT exam
 - Number of Never ELLs who are seniors and who speak a home language other than English
 - Number of seniors enrolled in a Checkpoint C world language course
- Assist high schools currently offering the Seal in planning for how they could recruit and support ELLs and Ever ELLs to earn the NYSSB by working directly with the Seal of Biliteracy Coordinator (phone, email, video conference, in-person meetings, consortia meetings) and updating the NYSSB Handbook with Best Practices and Effective Strategies gleaned from successful programs
- Track the number of Ever ELLs, ELLs and Never ELLs who attempt and who succeed in earning the NYSSB
- Survey participating high schools in spring 2020 to continue to identify and address barriers to student participation and success, disaggregated by cohort

- Collaborate with various stakeholders (including RBERN personnel, members of the ELL Leadership Council and Seal of Biliteracy Coordinators)
- Offer workshops on the NYSSB at statewide and regional conferences as well as individualized workshops at consortia and high schools; in both promotional materials and workshops, highlight the intent of the NYSSB as both encouraging the study of languages and recognizing the value of home languages
- Create a webinar that will be viewed live and then archived on the www.nysed.gov site for future viewing
- Develop a six-module workbook (both paper and electronic versions) designed to guide consortia and individual high schools through the implementation of the NYSSB. These modules available on the www.nysed.gov site will include essential resources that high schools can use in their own implementation
- Review submissions of additional exams to be considered for the list of approved Checkpoint C assessments as well as monitor the availability of additional languages for already approved assessments that can be added to this list
- Establish a system of school visits by OBEWL and RBERN staff to provide feedback and support to high schools that use the Culminating Project option of the Seal of Biliteracy through school visits that will ensure a high level of rigor for these projects
- Work with State University of New York (SUNY) and City University of New York (CUNY) schools as well as with business and Community-Based Organizations to identify and discuss opportunities for students who earn the NYSSB, leveraging their achievement towards college, career and civic readiness
- Update the NYSSB Handbook to include feedback and questions submitted to OBEWL as well as examples of best practices and effective strategies
- Inform (via the NYSSB website, email notification to Seal Coordinators/Heads of School, updated Seal Handbook, workshops/conference) high school and district personnel of the implementation of a uniform Seal of Biliteracy and medallion for each student earning the NYSSB, provided free of charge to NYSSB schools upon receipt of the Seal Request form and the End-of-Year Data form
- Collect examples of high-quality Culminating Projects that can be shared with schools as a resource

Changes to the NYSSB Program for 2019-2020

Updated Forms Required for the NYSSB

Notification Form (See Appendix E)

The primary contact of each participating high school must submit the [online School Notification Form](#) in each year that they wish to award the NYSSSB by no later than December 1st. This is true even if no element of their program has changed. The following updates have been made to this form:

1. **Deadline** - The previous deadline to submit this form was January 10th, however, as part of the updating and streamlining process, the new deadline to submit this form will be **December 1st, starting in the 2019-20 school year.**
2. **Cohorts** – High schools will submit enrollment data on the following cohorts of seniors that may pursue the NYSSB:
 - a. Number of Ever ELLs
 - b. Number of current ELLs who scored at least “Expanding” on the most recent NYSESLAT exam
 - c. Number of Never ELLs who speak a (home) language other than English
 - d. Number of seniors enrolled in a Checkpoint C world language course
3. **Languages** – High schools will report the languages spoken by the first three cohorts listed above as well as the languages taught at their school.
4. **School demographics** – High schools will report data on total enrollment, % of students classified as ELLs, % of students classified as eligible for Free or Reduced Lunch, and racial demographics of the 9th-12th grade students in their school.
5. **Seal of Biliteracy Committee** – the five (5) required roles that must be filled on this committee are pre-identified. Schools will fill these in first and add additional committee members below.
6. **Criteria to earn the NYSSB** – High schools will anticipate the potential ways in which their students will most likely earn the required 6 points towards the NYSSB.

Please do not email this form to OBEWL. The [online School Notification Form](#) must be submitted electronically. A template of this form is provided in Appendix E (starting on page 50) that can be printed in order to gather the information required on the online form.

Culminating Project Notification Form (See Appendix F)

The Office of Bilingual Education and World Languages (OBEWL) will be scheduling school visits to sample and observe NYSSB Culminating Projects starting in the 2019-20 school year. The purpose of these visits is to provide feedback and support to high schools offering this program. The [online Culminating Project Notification form](#) must be submitted by all high schools that use an essay, portfolio or project to earn 2 points towards the NYSSB by no later than April 15th of each year. Submission is done via an [online form](#), which is available on the NYS Seal of Biliteracy page of the [NYSED](#) site. High schools will be notified if they have been selected for a visit by no later than April 30th with the date/time of the visit and the name/contact information of the OBEWL representative that will be present.

On the [Culminating Project Notification form](#), high schools will provide:

1. Date(s)/time(s) of culminating project presentations
2. Location for the presentations
3. Languages in which the presentations will be given

Seal Request Form (See Appendix G)

In the past, high schools submitted a Seal Request Form attached to the OBEWL email and were sent, in turn, a digital image, which they then printed for use on the students' diplomas and/or certificates. Some high schools worked with their local Regional Bilingual Education Resource Network (RBERN) to have these Seals printed and to order various graduation regalia such as medallions or pins. To ensure consistency across the state, the following changes are being made:

1. Starting in 2019-20, OBEWL will provide at no cost the physical Seals to be affixed to each student's diploma as well as a medallion for students to wear at graduation. In addition, high schools will be provided with a certificate template bearing the OBEWL logo and signature, to which they can add a superintendent's signature and the students' names. High schools will submit the [Seal Request Form](#) along with the End-of-Year Data Form **by no later than May 31st of each year** that the Seal is awarded to students. Upon verification of the data on these forms, Seals and medallions will be sent to the high schools for awarding to students at graduation and/or an awards ceremony.
2. Submission is done via an [online form](#), which is also available on the NYS Seal of Biliteracy page of the [NYSED](#) site.
3. Some high schools use criteria (such as an approved Checkpoint C World Language assessment) for which the scores may not be available by the May 31st deadline. This is consistently the case for students who use an Advanced Placement (AP) or International Baccalaureate (IB) exam score to earn a point towards the 6-point total required for the NYSSB. In these cases, high schools will re-submit an amended School Request Form and End-of-Year Data Form once the scores are available. Upon verification of the data, Seals and medallions will be sent to the NYSSB contact person at the high school. OBEWL will not provide Seals or medallions prior to the receipt of these completed forms.

End-of-Year Data Form (See Appendix H)

The purpose of the End-of-Year Data Form is for high schools to report the list of students who attempted the NYSSB each year, indicating their student ID number, their ELL status, the criteria they successfully completed towards English proficiency, the world language(s) in which they attempted the Seal, and the criteria they successfully completed toward that (those) world language(s). The revised form provides additional structure and auto-calculated fields that avoid common errors. Seal of Biliteracy Coordinators will see fields entitled "Met English criteria", "Met World Language criteria" and "Seal of Biliteracy criteria met" that display "YES" when the form is properly filled out. The new form also allows for Coordinators to indicate when a student has earned the NYSSB in more than one world language.

This form, available on the [NYS Seal of Biliteracy page](#) of the [NYSED](#) site, must be submitted as an Excel spreadsheet attached to an email sent to obewldocsubmit@nysed.gov. Please do not send a PDF or a link to a file.

Official NYS Seal of Biliteracy and Medallion Provided by NYSED

Since the inception of the NYSSB, NYSED provided only a digital image of the Seal to high schools upon receipt of the Seal Request Form. In order to ensure consistency in the use of the Seal image, starting in the 2019-20 school year, NYSED will provide both the actual (physical) Seal to be affixed to the student's diploma as well as a medallion bearing the Seal image to each student who earns the NYSSB upon receipt of the completed Seal Request Form and End-of-Year Data Form. The [Seal Request Form](#) is an online form that must be submitted by May 31st of each year that a high school offers the Seal. The End-of-Year Data form is an Excel spreadsheet that must be submitted via email to OBEWLDOCSUBMIT@nysed.gov by May 31st of each year that a high school offers the Seal. Both forms must be received and the data confirmed by OBEWL staff before the Seals/medallions will be sent to the high school. High schools may submit the aforementioned forms earlier than May 31st provided that students have completed all of the criteria to successfully earn the NYSSB.

For students who have not completed all of the criteria required to earn the NYSSB by the May 31st deadline (such as those students who are awaiting Advanced Placement (AP) or International Baccalaureate (IB) scores that generally become available in July), the high school will resubmit the Seal Request Form and the End-of-Year Data Form to include the updated information. High schools will not receive extra Seals or medallions for any students who have not yet met the criteria required to earn the NYSSB.

Conclusion and Next Steps

New York State has experienced great progress in the number of high schools offering the New York State Seal of Biliteracy as well as the number of students earning the Seal since its first offering in 2015-16. Based on the available data and the goals and strategies outlined in this report, NYSED anticipates experiencing significant future growth in the number of high schools offering the Seal and the number of students earning it. Through consistent effort, NYSED will strive to make sure the Seal is equitably accessible to all students who wish to pursue it, especially to English Language Learners who bring with them a rich cultural heritage and a solid foundation in a world language other than English. To achieve our goals, OBEWL will partner with a variety of stakeholders, including NYSSB high schools, the New York City Department of Education, the Regional Bilingual Education Resource Networks (RBERNs) and Community-Based Organizations.



Figure 24. Islip High School recognized six students on June 18, 2019 for earning the New York State Seal of Biliteracy. The honored students (Christian Guerrero, Nicole Huaylinos, Harold Martinez, Bianka Morales, Isabella Pollina, and Leonardo Soto) are flanked by Priscilla Zarate (left), ENL and World Languages Coordinator, Barbara Wagner (2nd from the right), ELA coordinator, and Karen Maisano (1st from the right), World Language Teacher.

Acknowledgements

The New York State Seal of Biliteracy is supported and made possible by many individuals and organizations across our State, who are to be commended for their work. The following individuals were particularly instrumental in the development of this report:

- Tanya Amodio-Kovacs, Laura Arpey, and Ross Garmil – Staff at the Office of Bilingual Education and World Languages (Albany)
- Lissette Colón-Collins, former Assistant Commissioner, Office of Bilingual Education and World Languages (OBEWL)
- Andrea Diaz, Juli Kreichman, Jian Liu, Khin Mai Aung, Nick Pandey, and Jennifer Scully – Staff at Office of Bilingual Education and World Languages (Brooklyn)
- Maria Fenton, Resource Specialist, Onondaga Cortland Madison Board of Cooperative Educational Services, Mid-State Regional Bilingual Education Resource Network (RBERN)
- Mary Goetz, World Language Teacher, Argyle Central School
- David Mumper, Resource Specialist, Southern Westchester BOCES, Hudson Valley Regional Bilingual Education Resource Network (RBE-RN)
- Jill Schimmel, Senior Director, World Languages, Office of Research, Development, and Innovation, Division of Multilingual Learners, New York City Department of Education (NYC DOE)
- Shawna Sweet, Professional Development Specialist, Monroe2-Orleans BOCES, Mid-West Regional Bilingual Education Resource Network (RBERN)
- Directors and staff at the following Regional Bilingual Education Resource Networks (RBERNs):
 - Capital District RBERN at Questar III BOCES, Carmen Diaz (Director)
 - RBERN West at Erie 1 BOCES, Denise Goñez-Santos (Director)
 - Hudson Valley RBERN at South Westchester BOCES, Carlos Sánchez (Director)
 - Mid-West RBERN at Monroe 2 Orleans BOCES, Lourdes Roa (Director)
 - Mid-State RBERN at Onondaga Cortland Madison BOCES, Tanya Rosado-Barringer (Director)
 - NYC Regional RBERN at Fordham University, Eva Garcia (Director)
 - NYS Statewide Language RBERN at New York University, Ron Woo (Director)

Resources

[The New York State Seal of Biliteracy Handbook](#)

[New York State Education Department website](#)

[National Seal of Biliteracy website](#)

[National Guidelines for Implementing the Seal of Biliteracy](#)

[Seal of Biliteracy – Californians Together and Velázquez Press](#)

[American Council on the Teaching of Foreign Languages \(ACTFL\)](#)

[ACTFL Proficiency Guidelines 2012](#)

[ACTFL Can-Do Statements](#)

[ACTFL Performance Descriptors for Language Learners](#)

[ACTFL Making Languages our Business report](#)

[National Security Education Program](#)

[National Security Language Initiative](#)

[9 Surprising Health Benefits of Learning a Foreign Language](#)

Appendices

Appendix A: 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 <u>English</u>	Point Value	Criteria for Demonstrating Proficiency in a <u>World Language</u>	Point Value
1a. Score 80 or higher on the NYS Regents Examination in English Language Arts or English Language Learners (ELLs) score 75 or above on two Regents exams other than English Language Arts without translation.	1	2a. 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 <u>and</u> final examination consistent with Checkpoint C standards.	1
1b. ELLs score at the Commanding level on two modalities on the New York State English as a Second Language Achievement Test (NYSESLAT) as demonstrated by an overall scale score of 290.	1	2b. 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
1c. Complete all 11 th and 12 th 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	2c. 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
1d. 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	1	2d. 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
1e. Present a culminating project, scholarly essay or portfolio that meets the criteria for speaking, listening, reading, and writing established by the district's NYS Seal of Biliteracy Committee to a panel of reviewers with proficiency in English.	2	2e. Present a culminating project, scholarly essay, or portfolio that meets the criteria for speaking, listening, reading, and writing established by the district's NYS 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.

Appendix B: Checkpoint C World Language Assessments and Minimum Scores

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 Albanian, Amharic, Arabic, Azerbaijani, Bengali, Bosnian, Bulgarian, Catalan, Chinese, Croatian, Czech, Danish, Dutch, English, Estonian, Finnish, French, German, Modern Greek, Hebrew, Hindi, Hungarian, Icelandic, Indonesian, Italian, Japanese, Khmer, Korean, Lao, Latvian, Lithuanian, Macedonian, Malay, Nepali, Norwegian, Norwegian (Nynorsk), Persian, Portuguese, Russian, Serbian, Slovak, Slovenian, Sotho, Spanish, Swahili, Swedish, Thai, Turkish, Urdu, Vietnamese	Standard level -5 Upper level - 4
STAMP4S - Standard Based Measurement of Proficiency Arabic, Chinese (Traditional and Simplified), English, French, German, Hebrew, Hindi, Italian, Japanese, Korean, Polish, Portuguese, Russian, and Spanish	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, Hindi, Italian, Japanese, Korean, Portuguese, Russian, Spanish, Thai and ESL.	I-5
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, Ukrainian, Urdu, Uzbek, Vietnamese, Wolof, Wu, and Yoruba. OPIc - The ACTFL Oral Proficiency Interview by Computer Arabic, English, French, German, Italian*, Korean, Mandarin, Pashto, Persian, Farsi, *Portuguese, Russian and Spanish. (*Limitations apply) WPT/BWT – The ACTFL Writing Proficiency Test/Business Writing Test Paper & 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 RPT – The ACTFL Reading Proficiency Test English, French, German, Italian, Portuguese, Russian, and Spanish LPT – The ACTFL Listening Proficiency Test English, French, Italian, Portuguese, Russian, Spanish, and German.	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, so students/advisors may need to plan accordingly.

Appendix C: Districts/High Schools Awarding the NYSSB (2018-2019) by Region

Region	District/High School	
Capital	Albany City SD	Niskayuna CSD
	Averill Park CSD	North Colonie CSD (Shaker HS)
	Ballston Spa CSD	Northville CSD
	Central Valley CSD	Saratoga Springs CSD
	Crown Point CSD	Troy City SD
	Lake George CSD	West Canada Valley CSD
	Mt. Markham CSD	

Region	District/High School	
Hudson Valley	Beacon City SD	North Salem CSD
	Bedford CSD (Fox Lane HS)	Nyack UFSD
	Brewster CSD	Oneonta City SD
	Carmel CSD	Onteora CSD
	Clarkstown CSD	Ossining CSD
	Cornwall CSD	Pawling CSD
	Croton-Harmon UFSD	Pearl River UFSD
	Delaware Academy CSD (@ Delhi)	Peekskill City SD
	Downsville CSD	Pine Bush CSD
	East Ramapo CSD (Ramapo HS)	Port Chester-Rye UFSD
	East Ramapo CSD (Spring Valley HS)	Putnam Valley CSD
	Ellenville CSD	South Orangetown CSD (Tappan Zee HS)
	Fallsburg CSD	Suffern CSD
	Fort Montgomery CSD (James O'Neill HS)	Tarrytown UFSD (Sleepy Hollow HS)
	Greene CSD	Wappingers CSD (John Jay HS)
	Haldane CSD	Wappingers CSD (Roy C Ketcham HS)
	Hastings-On-Hudson	Warwick Valley CSD
	Haverstraw-Stony Point CSD (North Rockland HS)	White Plains CSD
	Hendrick Hudson CSD	Yonkers (Gorton HS)
	Hyde Park CSD	Yonkers (Lincoln HS)
	Marlboro CSD	Yonkers (Palisade Preparatory School)
	Middletown City SD	Yonkers (Riverside HS)
	Minisink Valley CSD	Yonkers (Roosevelt HS - Early College Studies)
	Monroe-Woodbury	Yonkers (Saunders Trades & Technical HS)
	New Paltz CSD	Yonkers (Yonkers Middle HS)
	New Rochelle CSD	Yonkers (Yonkers Montessori Academy)
	Newburgh City SD (NFA Main, NFA North)	

Region	District/High School	
Long Island	Babylon UFSD	Levittown UFSD (Division Ave HS)
	Baldwin UFSD	Levittown UFSD
	Bay Shore UFSD	(General Douglas MacArthur HS)
	Bellmore-Merrick (Calhoun HS)	Lindenhurst UFSD
	Bellmore-Merrick (JF Kennedy HS)	Locust Valley CSD
	Bellmore-Merrick (Wellingham Mepham HS)	Long Beach City SD
	Brentwood UFSD	Longwood CSD
	Carle Place UFSD	Malverne UFSD
	Commack UFSD	Miller Place UFSD
	Connetquot CSD	Mineola UFSD
	Copiague UFSD	North Shore CSD
	Deer Park UFSD	Oceanside CSD
	East Williston UFSD (The Wheatley School)	Patchogue-Medford CSD
	Eastport-South Manor Schools	Rockville Centre UFSD (South Side HS)
	Elwood UFSD (John Glen HS)	Roslyn UFSD
	Fishers Island UFSD	Sewanhaka Central
	Freeport UFSD	(New Hyde Park Memorial HS)
	Hampton Bays UFSD	Sewanhaka Central (Sewanhaka HS)
	Harborfields CSD	South Huntington UFSD (Walt Whitman HS)
	Hauppauge UFSD	Southampton UFSD
	Hempstead UFSD	Southold UFSD
	Hewlett-Woodmere (G W Hewlett HS)	Syosset CSD
	Huntington UFSD	Uniondale UFSD
	Islip UFSD	Valley Stream Central HS District
	Lawrence UFSD	(Valley Stream North HS)
		Wantagh UFSD
		West Hempstead UFSD
		West Islip Public Schools

Region	District/High School	
Mid-State	Auburn City SD	North Syracuse CSD (Cicero-North Syracuse HS)
	Baldwinsville CSD (C.W. Baker HS)	Onondaga CSD
	Carthage CSD	Sackets Harbor CSD
	Cato-Meridian CSD	Solvay UFSD
	Cazenovia CSD	South Jefferson CSD
	Chenango Forks CSD	South Lewis CSD
	Chenango Valley CSD	Susquehanna Valley CSD
	Copenhagen CSD	Syracuse City SD (Corcoran)
	Cortland Enlarged City SD	Syracuse City SD (Henninger)
	General Brown CSD	Syracuse City SD (Institute of Technology @ Central)
	Indian River CSD	Syracuse City SD (Nottingham)
	Ithaca City SD	Syracuse City SD (Public Service Leadership Academy)
	Johnson City CSD	Tully CSD
	Jordan-Elbridge CSD	Union-Endicott CSD
	Lansing CSD	Vestal CSD
	Liverpool CSD	Watertown City SD
Marcellus CSD	West Genesee CSD	

Region	District/High School	
Mid-West	Batavia City SD	Perry CSD
	Brockport CSD	Rochester CSD (Early College International HS)
	Churchville-Chili CSD	Rochester CSD (East High/EPO)
	East Irondequoit CSD (Eastridge HS)	Rochester CSD (James Monroe HS)
	Gates-Chili CSD	Seneca Falls CSD (Mynderse Academy)
	Geneva City SD	Sodus CSD
	Greece CSD (Arcadia HS)	Spencerport CSD
	Greece CSD (Athena HS)	Watkins Glen CSD
	Greece CSD (Odyssey HS)	Webster CSD (Webster Schroeder HS)
	Greece CSD (Olympia HS)	Webster CSD (Webster Thomas HS)
	Hilton CSD	West Irondequoit CSD (Irondequoit HS)
	Honeoye Falls-Lima	Wheatland-Chili CSD
	Marion CSD	Perry CSD

Region	District/High School	
New York City	A. Philip Randolph Campus High School	Laboratory School of Finance and Technology
	Academy of American Studies	Long Island City High School
	Bronx Collaborative High School	Manhattan Academy For Arts & Language
	Brooklyn School for Social Justice	Manhattan Bridges High School
	Brooklyn Technical High School	Math, Engineering, and Science Academy Charter High School
	Claremont International HS	Multicultural High School
	Columbia Secondary School	New Visions Charter High School for Advanced Math and Science II
	Edward R. Murrow High School	New Visions Charter High School for the Humanities II
	Energy Tech High School	Newtown High School
	Eximius College Preparatory Academy: A College Board School	Pan American International High School
	Forest Hills High School	Pan American International High School at Monroe
	Franklin Delano Roosevelt HS	Robert F. Kennedy Community HS
	Gregorio Luperon High School for Science and Mathematics	Scholars' Academy
	Grover Cleveland High School	Stuyvesant High School
	Herbert H. Lehman High School	Uncommon Charter High School
	International School for Liberal Arts	University Neighborhood High School
	James Madison High School	Westchester Square Academy
John Adams High School		

Region	District/High School	
West	Alden CSD	Iroquois CSD
	Buffalo City SD (City Honors School)	Kenmore-Tonawanda UFSD (Kenmore East HS)
	Buffalo City SD (FL Olmstead HS)	Kenmore-Tonawanda UFSD (Kenmore West HS)
	Buffalo City SD (Hutchinson Technical HS)	Lancaster CSD
	Buffalo City SD (iPrep HS)	Medina CSD
	Buffalo City SD (Newcomer Academy)	Orchard Park CSD
	Clarence CSD	Springville-Griffith Institute CSD
	Dunkirk City SD	

Appendix D: Districts/Schools Awarding the NYSSB (2015-16 to 2018-19) by Region

District/High School Name – Capital Region	2018-19	2017-18	2016-17	2015-16
Albany City SD	X	X	X	
Averill Park CSD	X		X	
Ballston Spa CSD	X	X	X	X
Cairo-Durham CSD				X
Central Valley	X			
Crown Point CSD	X			
Lake George CSD	X			
Mt. Markham CSD	X	X		
Niskayuna CSD	X		X	
North Colonie CSD (Shaker HS)	X	X	X	
Northville CSD	X			
Saratoga Springs CSD	X		X	
Troy City SD	X			
West Canada Valley	X			
Willsboro CSD		X		

District/High School Name – Hudson Valley Region	2018-19	2017-18	2016-17
Beacon City SD	X		
Bedford CSD (Fox Lane HS)	X	X	X
Brewster CSD	X	X	X
Carmel CSD	X		
Clarkstown CSD	X		
Cornwall CSD	X		
Croton-Harmon UFSD	X	X	X
Delaware Academy CSD (@ Delhi)	X		
Downsville CSD	X		
East Ramapo CSD (Ramapo HS)	X	X	X
East Ramapo CSD (Spring Valley HS)	X	X	X
Ellenville CSD	X	X	
Fallsburg CSD	X	X	X
Fort Montgomery CSD (James O'Neill HS)	X		
Greene CSD	X		
Haldane CSD	X		
Hastings-On-Hudson	X	X	
Haverstraw-Stony Point CSD (North Rockland HS)	X	X	X
Hendrick Hudson CSD	X		
Hyde Park CSD	X		
Marlboro CSD	X		

District/High School Name – Hudson Valley Region	2018-19	2017-18	2016-17
Middletown City SD	X		
Minisink Valley CSD	X		
Monroe-Woodbury	X	X	
New Paltz CSD	X	X	X
New Rochelle CSD	X		X
Newburgh City SD (NFA Main, NFA North)	X	X	X
North Salem CSD	X		
Nyack UFSD	X		
Oneonta City SD	X		
Onteora CSD	X	X	
Ossining CSD	X		X
Pawling CSD	X	X	X
Pearl River UFSD	X		
Peekskill City SD	X	X	X
Pine Bush CSD	X		
Port Chester-Rye UFSD	X		X
Putnam Valley CSD	X		
South Orangetown CSD (Tappan Zee HS)	X		
Suffern CSD	X	X	
Tarrytown UFSD (Sleepy Hollow HS)	X	X	X
Wappingers CSD (John Jay HS)	X		
Wappingers CSD (Roy C Ketcham HS)	X		
Warwick Valley CSD	X	X	X
White Plains CSD	X	X	X
Yonkers (Gorton HS)	X		
Yonkers (Lincoln HS)	X	X	
Yonkers (Palisade Preparatory School)	X		
Yonkers (Riverside HS)	X	X	
Yonkers (Roosevelt HS - Early College Studies)	X	X	
Yonkers (Saunders Trades & Technical HS)	X		
Yonkers (Yonkers Middle HS)	X	X	
Yonkers (Yonkers Montessori Academy)	X		

District/High School Name – Long Island Region	2018-19	2017-18	2016-17	2015-16
Babylon UFSD	X			
Baldwin UFSD	X	X		
Bay Shore UFSD	X			
Bellmore-Merrick (Calhoun HS)	X	X		
Bellmore-Merrick (JF Kennedy HS)	X	X		
Bellmore-Merrick (Wellingham Mepham HS)	X	X		
Brentwood UFSD	X	X	X	
Carle Place UFSD	X	X	X	
Commack UFSD	X	X	X	
Connetquot CSD	X			
Copiague UFSD	X		X	
Deer Park UFSD	X			
East Williston UFSD (The Wheatley School)	X	X	X	X
Eastport-South Manor	X	X	X	
Elwood UFSD (John Glen HS)	X		X	
Fishers Island UFSD	X	X	X	
Freeport UFSD	X		X	
Hampton Bays UFSD	X	X	X	
Harborfields CSD	X			
Hauppauge UFSD	X		X	
Hempstead UFSD	X	X		
Hewlett-Woodmere (G W Hewlett HS)	X	X		
Huntington UFSD	X	X	X	
Islip UFSD	X			
Lawrence UFSD	X		X	X
Levittown UFSD (Division Ave HS)	X	X		
Levittown UFSD (General Douglas MacArthur HS)	X	X		
Lindenhurst UFSD	X		X	
Locust Valley CSD	X	X		
Long Beach City SD	X			
Longwood CSD	X		X	
Malverne UFSD	X	X	X	
Miller Place UFSD	X		X	
Mineola UFSD	X	X	X	
North Shore CSD	X	X	X	
Oceanside CSD	X		X	
Patchogue-Medford CSD	X			
Rockville Centre UFSD (South Side HS)	X	X		
Roosevelt UFSD		X		
Roslyn UFSD	X	X	X	
Sewanhaka Central (New Hyde Park Memorial HS)	X			
Sewanhaka Central (Sewanhaka HS)	X			
Shelter Island UFSD			X	

District/High School Name – Long Island Region	2018-19	2017-18	2016-17	2015-16
South Huntington UFSD (Walt Whitman HS)	X		X	
Southampton UFSD	X	X	X	
Southold UFSD	X	X	X	
Syosset CSD	X			
Uniondale UFSD	X	X	X	
Valley Stream Central HS District (Valley Stream North HS)	X			
Wantagh UFSD	X	X		
West Hempstead UFSD	X			
West Islip Public Schools	X	X	X	

District/High School Name – Mid-State Region	2018-19	2017-18	2016-17
Auburn City SD	X		
Baldwinsville CSD (C.W. Baker HS)	X	X	X
Belleville Henderson			X
Carthage CSD	X		
Cato-Meridian CSD	X		
Cazenovia CSD	X		
Chenango Forks CSD	X		
Chenango Valley CSD	X		
Copenhagen CSD	X		X
Cortland Enlarged City SD	X		
General Brown CSD	X		
Indian River CSD	X	X	X
Ithaca City SD	X		
Jefferson-Lewis-Hamilton-Herkimer-Oneida BOCES			X
Johnson City CSD	X		
Jordan-Elbridge CSD	X		
Lansing CSD	X		
Liverpool CSD	X	X	
Marcellus CSD	X	X	
North Syracuse CSD (Cicero-North Syracuse HS)	X	X	
Onondaga CSD	X		
Sackets Harbor CSD	X	X	X
Skaneateles CSD		X	X
Solvay UFSD	X	?	X
South Jefferson CSD	X	X	
South Lewis CSD	X	X	X
Susquehanna Valley CSD	X		
Syracuse City SD (Corcoran)	X	X	X
Syracuse City SD (Henninger)	X	X	X
Syracuse City SD (Institute of Technology @ Central)	X	X	X
Syracuse City SD (Nottingham)	X	X	X
Syracuse City SD (Public Service Leadership Academy)	X	X	X
Tully CSD	X		
Union-Endicott CSD	X		
Vestal CSD	X		
Watertown City SD	X	X	X
West Genesee CSD	X	X	X

District/High School Name – Mid-West Region	2018-19	2017-18	2016-17	2015-16
Batavia City SD	X		X	
Brockport CSD	X			
Churchville-Chili CSD	X	X	X	
East Irondequoit CSD (Eastridge HS)	X		X	X
Gates-Chili CSD	X			
Geneva City SD	X		X	
Greece CSD (Arcadia HS)	X	X	X	
Greece CSD (Athena HS)	X	X	X	
Greece CSD (Odyssey HS)	X	X	X	
Greece CSD (Olympia HS)	X	X	X	
Hilton CSD	X			
Honeoye Falls-Lima	X			
Marion CSD	X	X		
Perry CSD	X			
Red Creek CSD		X	X	
Rochester CSD (Early College International HS)	X			
Rochester CSD (East High/EPO)	X	X	X	
Rochester CSD (James Monroe HS)	X	X		
Seneca Falls CSD (Mynderse Academy)	X			
Sodus CSD	X		X	
Spencerport CSD	X	X		
Watkins Glen CSD	X	X		
Webster CSD (Webster Schroeder HS)	X			
Webster CSD (Webster Thomas HS)	X			
West Irondequoit CSD (Irondequoit HS)	X	X	X	
Wheatland-Chili CSD	X	X		

District/High School Name – New York City Region	2018-19	2017-18	2016-17	2015-16
A. Philip Randolph Campus High School	X			
Academy of American Studies	X			
Academy of Finance and Enterprise			X	
Academy of Medical Technology: A College Board School			X	
Academy of Urban Planning and Engineering			X	
Bronx Collaborative High School	X	X		
Bronx High School for Writing and Communication Arts			X	
Brooklyn Preparatory High School			X	
Brooklyn School for Social Justice	X			
Brooklyn Technical High School	X	X	X	X
Bushwick Leaders High School for Academic Excellence			X	
CHARTER - Coney Island Preparatory Public Charter School			X	
CHARTER - Math, Engineering, and Science Academy Charter High School	X	X		
CHARTER - New Visions Charter High School for Advanced Math and Science II	X			
CHARTER - New Visions Charter High School for the Humanities II	X			
CHARTER - Uncommon Charter High School	X	X		
Clara Barton High School			X	
Claremont International HS	X	X	X	
College Academy			X	
Columbia Secondary School	X	X	X	X
Crotona International High School			X	
Curtis High School			X	
Cypress Hills Collegiate Preparatory School			X	
Edward R. Murrow High School	X	X	X	
Energy Tech High School	X	X		
Esperanza Preparatory Academy			X	X
Eximius College Preparatory Academy: A College Board School	X			
Fiorello H. LaGuardia High School of Music & Art and Performing Arts			X	
Forest Hills High School	X	X	X	X
Franklin Delano Roosevelt HS	X			
Gregorio Luperon High School for Science and Mathematics	X	X	X	
Grover Cleveland High School	X			
Herbert H. Lehman High School	X	X	X	
High School for Arts and Business	X	X	X	X
High School for Civil Rights			X	
High School for Enterprise, Business and Technology			X	
High School for Youth and Community Development at Erasmus			X	
High School of Language and Innovation	X	X	X	
High School of World Cultures	X	X	X	X
International School for Liberal Arts	X	X	X	X

District/High School Name – New York City Region	2018-19	2017-18	2016-17	2015-16
James Madison High School	X	X	X	
John Adams High School	X	X	X	
Knowledge and Power Preparatory Academy International High School (Kappa)			X	
Laboratory School of Finance and Technology	X	X	X	
Long Island City High School	X	X	X	X
Longwood Preparatory Academy		X		
Manhattan Academy For Arts & Language	X	X		
Manhattan Bridges High School	X			
Manhattan Comprehensive Night and Day High School			X	
Marble Hill High School for International Studies			X	
Multicultural High School	X	X	X	
Newtown High School	X	X	X	
Origins High School			X	
P.S. 171 Patrick Henry			X	
Pan American International High School	X	X	X	X
Pan American International High School at Monroe	X	X	X	X
Park East High School			X	
Port Richmond High School			X	
Queens High School for Language Studies			X	
Robert F. Kennedy Community HS	X			
Scholars' Academy	X			
Stuyvesant High School	X	X	X	
Sunset Park High School			X	
Susan E. Wagner High School		X	X	
Tottenville High School			X	
University Neighborhood High School	X	X	X	
Victory Collegiate High School			X	
Westchester Square Academy	X			

District/High School Name – Western Region	2018-19	2017-18	2016-17
Alden CSD	X	X	
Buffalo City SD (City Honors School)	X	X	X
Buffalo City SD (FL Olmstead HS)	X	X	X
Buffalo City SD (Hutchinson Technical HS)	X	X	X
Buffalo City SD (iPrep HS)	X	X	
Buffalo City SD (Lafayette HS)		X	X
Buffalo City SD (McKinley HS)		X	X
Buffalo City SD (Newcomer Academy)	X	X	
Buffalo City SD (Riverside HS)			X
Cheektowaga-Sloan (JFK HS)		X	X
Clarence CSD	X	X	X
Dunkirk City SD	X		
Iroquois CSD	X	X	X
Kenmore-Tonawanda UFSD (Kenmore East HS)	X		
Kenmore-Tonawanda UFSD (Kenmore West HS)	X		
Lancaster CSD	X	X	X
Medina CSD	X		
Orchard Park CSD	X		
Springville-Griffith Institute CSD	X		

Appendix E: NYSSB Notification Form Template



School Seal of Biliiteracy Notification Form Template - 2019-2020

This [online form](#) is to be used by New York State (NYS) high schools to notify the New York State Education Department (NYSED) of their intent to offer the NYS Seal of Biliiteracy. The form must be submitted electronically in each year that the high school intends to offer the Seal by no later than **December 1**. This template is being provided so that schools can gather the appropriate information before submitting the online form.

District Name:						
School Name:						
School BEDS Code:						
Primary Contact:	Name:		Phone:		Email:	
Seal Cohorts – Identify the four possible cohorts of students that could earn the Seal in the current year.	Number of Ever ELLs who are seniors		Number of current ELLs who are seniors and who scored at least “Expanding” on the most recent NYSESLAT exam		Number of Never ELLs who are seniors and who speak a home language other than English	
Languages	Languages of current/Ever ELLs as well as those of students who speak a language other than English at home			Languages taught at the Checkpoint C level in this district		
School Demographics – Report the following data for students in 9-12th grades.	Total Enrollment (9-12 th)		% of students classified as ELLs (9-12 th)		% of students classified as Free or Reduced Lunch eligible (9-12 th)	
Racial Demographics – Report the following data as a % of total 9-12th enrollment.	American Indian or Alaska Native	Asian or Native Hawaiian / Other Pacific Islander	Black or African American	Hispanic or Latino	Multiracial	White

Districts implementing this program must form a Seal of Biliteracy Committee (SBC) for the purpose of creating a plan to include committee recruitment and composition, program details, communications, student advisement, evaluation, and presentation of awards.

Please answer the following questions as thoroughly as possible:

1. List names, titles, and roles of members of the Seal of Biliteracy Committee. Fill in all mandatory roles. Add more lines as necessary.

NAME	TITLE	Role
		Administrator
		World Language Teacher
		ELA Teacher
		ENL Teacher
		Guidance Counselor

2. Using the checklist below, please check the **potential** ways in which your students **will most likely** earn the required 6 points towards the Seal of Biliteracy. (This is an anticipated list and can be changed after this form is submitted.)

	English		World Language
	Score 80 or better on the NYS Regents Exam in English Language Arts or English Language Learners (ELLs) score 75 or above on two Regents exams other than English, without translation (1 point)		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 point)
	ELLs score at the Commanding level on two modalities on the New York State English as a Second Language Achievement Test (NYSESLAT) as demonstrated by an overall scale score of 290 (1 point)		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 point)
	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 point)		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 point)
	Score 3 or higher on an Advanced Placement (AP) English Language or English Literature examination or Score 80 or higher on the Test of English as a Foreign Language (TOEFL) - (1 point)		Score at a proficient level on an accredited Checkpoint C World Language assessment (1 point) <i>Please specify the approved Checkpoint C World Language Assessment(s):</i>
	Present a culminating project, scholarly essay or portfolio that meets the criteria for speaking, listening, reading, and writing established by the district's NYS SBC to a panel of reviewers with proficiency in English (2 points)		Present a culminating project, scholarly essay, or portfolio that meets the criteria for speaking, listening, reading, and writing established by the district's NYS 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 points)

3. If your students will complete a Culminating Project in English and/or a World Language, please describe the project(s) as well as how your district will measure student language proficiency. The evaluation of World Language projects must be explicitly aligned to the American Council on the Teaching of Foreign Languages (ACTFL) Intermediate High proficiency level and the NYS Checkpoint C LOTE learning standards. The evaluation of English projects must be aligned to the Next Generation Learning standards.

Please attach this form to an email along with a copy of the scoring rubric(s) that will be used to evaluate the Culminating Projects. Please send this form and rubric(s) as attached Word documents or PDFs – do not send links to online documents.

Acknowledgement

We recognize that committing to this process requires that we:

1. agree to the criteria set by NYSED for students to earn the Seal of Biliteracy and
2. agree to deliver program data and information pertaining to the Seal of Biliteracy program to NYSED via an end of year data form.

Electronic signature of the Designee of the Superintendent/Chief Administrative Officer

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:
Email:	Date:

Submit this information using the [online form](#) by no later than April 15.

Questions regarding this form can be directed to obewl@nysed.gov or via phone at (518) 474-8775.

Appendix F: NYSSB Culminating Project Notification Form Template



New York State Seal of Biliteracy High School Culminating Project Form Template - 2019-2020

The Office of Bilingual Education and World Languages will be scheduling school visits to sample and observe Seal of Biliteracy Culminating Projects and provide feedback and support to high schools. Please provide the date(s), time(s), and location(s) of the Culminating Project presentations as well as the language(s) in which the presentations will be given. This form must be submitted **each year** the high school offers the Seal by no later than **April 15th**. If your high school/district is selected, you will be notified by no later than April 30th with the date/time of visit and the name and contact information of the OBEWL representative that will be present.

If your district has more than one high school that offers the Seal **and** the Culminating Project Presentations will take place at different locations, please submit a separate form for each location. If presentations will take place at the same location on the same dates, only one form need be submitted.

Submit this information using the [online form](#) by April 15:

District/School information

District Name:			
School Name(s)			
Contact Person:		Phone:	
Email:			

Date(s), Time(s), Location and Languages of Culminating Project Presentations

Location of presentations:			
Street:			
City:		County	Zip
Contact person at location: <i>(if different from above)</i>		Phone:	
Email:			

Date(s) / time(s) of presentations:	
Language(s) of presentations	

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:
Email:	Date:

Submit this information using the [online form](#) by no later than April 15.

Questions regarding this form can be directed to obewl@nysed.gov or via phone at (518) 474-8775.

Please check the region in which your school is located.	Region
	Capital
	Hudson Valley
	Long Island
	Mid-State
	Mid-West
	New York City
	West

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:
Email:	Date:

Submit this information using the [online form](#) by no later than May 31.

Submit the completed End of Year Data form (as an Excel spreadsheet – do not send a PDF) emailed to obewldocsubmit@nysed.gov.

Please allow 1-2 weeks to process your request.

Questions regarding this form can be directed to obewl@nysed.gov or via phone at (518) 474-8775.



