



- Welcome to the NYS Seal of Biliteracy Guidance Toolkit, Module number 3.
- This toolkit represents a collaboration between NYSED and the Mid-State and Mid-West RBERNs to support schools in beginning the process of implementation of the Seal of Biliteracy.
- The modules contained in this toolkit are designed as a self-guiding process for individual schools or those who wish to work together in a consortium. They can be viewed in a sequence or individually to “brush up” on a particular topic.
- Each module consists of an agenda, a PowerPoint, and various supporting documentation and exemplars. Schools are encouraged to use these documents for their promotional materials as well as for internal and external communications.
- The entire toolkit is available online on the OBEWL Seal of Biliteracy website.
- My name is Candace Black and I will be your guide for this module.
- Module 3, Planning for the Culminating Project and Promoting the NYSSB Program, provides an overview of the culminating project and ways to promote the NYSSB in school communities.
- For more information on starting a Seal of Biliteracy Program at your school or for any questions regarding the NYSSB, please contact Candace Black at candace.black@NYSED.gov.

MODULE 3 OBJECTIVES


Participants will be able to:

- State two ways to promote the NYSSB program with students and families;
- Describe the role of the advisor; and
- Understand the criteria of the Culminating Project and Presentation, including:
 - Develop a description of your school's project;
 - Review a sample rubric and begin to develop a rubric for your own school; and
 - Plan the logistics of the panel presentation.





- Let's start with the module objectives.
- By the end of this module, participants will be able to:
 - State two ways to promote the Seal of Biliteracy Program with students and families;
 - Describe the role of the advisor; and
 - Understand the criteria of the Culminating Project and Presentation.
- For this last bullet, we will:
 - Develop a description of your school's project;
 - Review a sample rubric and begin to develop a rubric for your own school; and
 - Plan the logistics of the panel presentation.

REVIEW MODULE 2 ACTION ITEMS



Did your SBC accomplish the following:

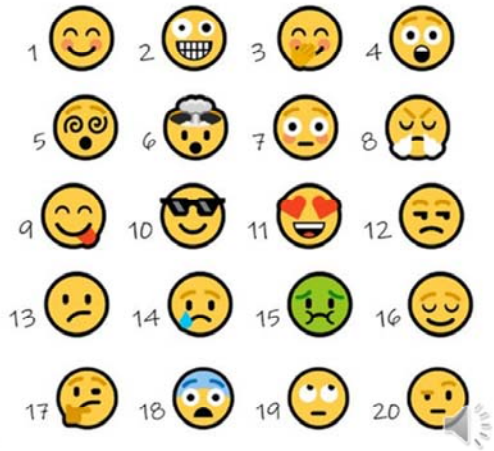
- Schedule the Board of Education presentation (share date, and time) and develop a presentation for the event;
- Plan for faculty outreach (date, time of meeting and any resources catered for your school);
- Finalize the implementation plan (review final copy of plan vetted by your SBC); and
- Finalize the School Notification Form?



- Let's review the homework from Module 2. Did the SBC accomplish the following:
 - Schedule the Board of Education presentation
 - Plan for faculty outreach;
 - Finalize the implementation plan; and
 - Finalize the Notification form.
- If you are working with a consortium or group of schools, please stop the recording to share any helpful hints or challenges you encountered in completing these tasks.
[Stop the recording.]

WARM UP

- Look over the following emojis.
- What # emoji best describes how you are feeling about the NYSSB implementation process and why?



For a warm-up, let's think about the Seal of Biliteracy implementation process so far.

- Look over the following 20 emojis.
- Pick an emoji that best describes how you feel about the implementation process for the Seal so far.
- Be prepared to explain your choice.

Please stop the recording so that participants can consider and then share their choice.

[Stop the recording.]

THE PLANNING STAGE

Share how you have planned to promote the NYSSB within your school community:



- Board of Education presentation update;
- Plan for faculty outreach;
- Finalized implementation plan; and
- School Notification form.

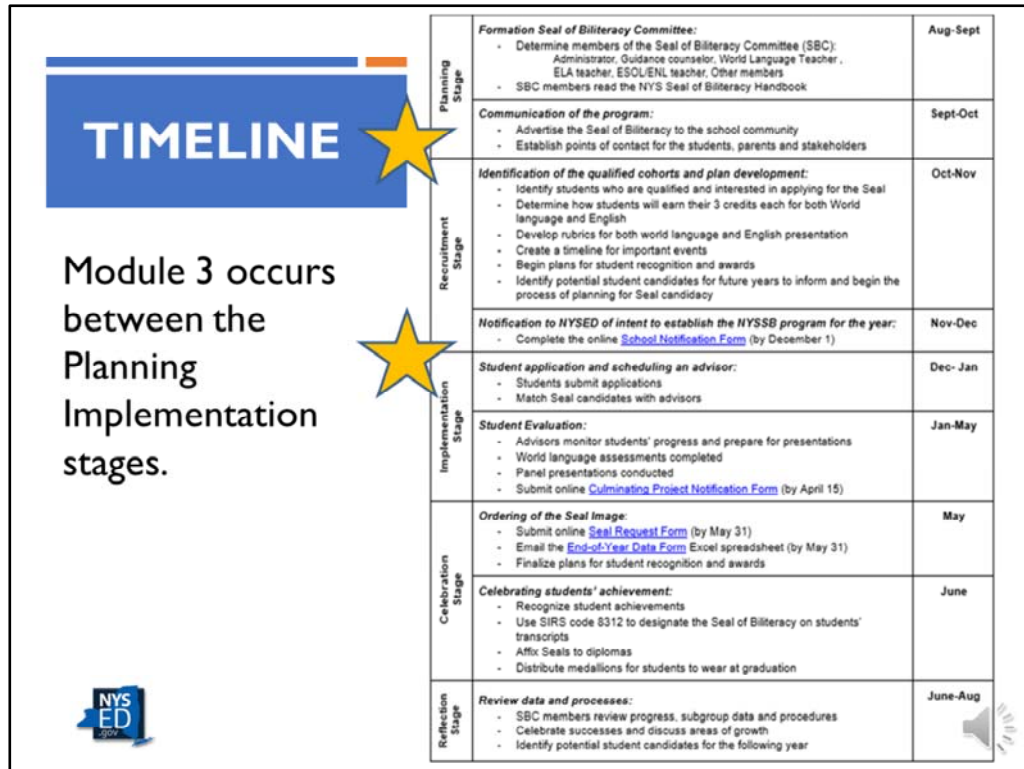


In the last module, we talked about how schools could plan to promote the Seal of Biliteracy within the school community.

Some examples of this may include providing an update to the Board of Education, planning for faculty outreach, sharing a finalized implementation plan, and completing the notification form with your Seal of Biliteracy Committee.

Please stop the recording and share with the group what your Seal of Biliteracy committee did.

[Stop the recording.]



Reviewing the suggested time, we are now continuing in the planning stage, but also beginning to consider tasks to be completed in the implementation stage.

PROMOTING THE NYSSB

Tips & Tools:

- Advertise in the school building
- Create an informational video
([Example from Webster CSD](#))
- Host student interest meetings
- Present to ELA, ESOL, and World Languages classes
- Administer Student Self Assessments
([Example from South Jefferson CSD](#))



Photos courtesy of [James Monroe High School](#), Rochester City School District



There are many ways to share information about the Seal of Biliteracy with students and families. Some examples include:

- Advertising the Seal in the school building, as you can see in these photos from James Monroe High School;
- Creating an informational video, similar to this one created by [Webster Central School District](#);
- Hosting student interest meetings where students can come to learn more about the process;
- Presenting to World Language, ELA, and ENL classes; and
- Administering Self Assessments so students can self-identify as Seal of Biliteracy candidates, similar to this example from [South Jefferson Central School District](#).
- [Viewers are encouraged to stop the recording to explore the links to these resources which are listed on the agenda for this module.](#)

PROMOTING THE NYSSB

Tips & Tools:

- Determine eligibility and invite potential candidates to apply.
- Send letters or emails home. ([Example: Parent Letters in 7 Languages](#))
- Present at a Parent-Teacher Organization Meeting.
- Include in school newsletter or website.



[Website courtesy of Gates-Chili CSD.](#)



Additionally, schools may consider:

- Determining which students are eligible for the NYSSB and sending them an invitation to apply;
- Sending letters or emails home to families, such as the parent letter provided here, which is available in 7 different languages on the Module website;
- Presenting at a Parent-Teacher Organization Meeting; and
- Including information about the NYSSB in a school newsletter or website (see the example provided by Gates Chili Central School District). [Click on link to display.]

PROMOTING THE NYSSB

The opportunity for students to earn the NYSSB can be shared with all stakeholders, including students, parents and families, building level faculty and administrators, district level administrators, school board members, and community members.

Resource:

[NYS Seal of Biliteracy Flyer](#)
[Available in 13 Languages](#)



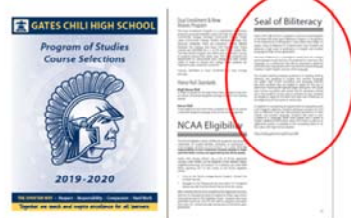
Posters translated courtesy of the [NYS Language RBERN at New York University](#).



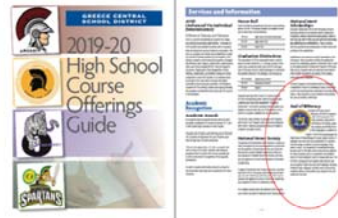
- The opportunity for students to earn the Seal of Biliteracy should be shared with all stakeholders, including students, parents and families, building level faculty and administrators, district level administrators, school board members, and community members.
- The Statewide Language RBERN produced these Seal of Biliteracy flyers, available in 13 languages. They can be found on the NYS Seal of Biliteracy webpage as well as on the Toolkit website under Module 3.
- We encourage schools to ask ELA, ENL, and world language faculty as well as school counselors and administrators, to post these in the language(s) they speak and the languages of their students.

PROGRAM OF STUDIES

Your district may also wish to consider including the NYSSB in its formal Program of Studies/High School Course Offerings Guide to ensure that students and families know about this opportunity as early as possible.



[Document courtesy of Gates-Chili CSD.](#)



[Document courtesy of Greece CSD.](#)



- Your district may also wish to consider adding the Seal of Biliteracy to its formal course guide or Program of Studies.
- Here are some examples of the Seal of Biliteracy included in the program of studies of Gates-Chili HS and Greece Central School District.
- Doing this will help ensure that students and families are aware that the Seal of Biliteracy is available and will help to provide this information earlier in the students' high school career.

LANGUAGE SKILLS IN HIGH DEMAND!

The American Council on the Teaching of Foreign Languages (ACTFL) and its Lead with Languages campaign, conducted a survey of 1,200 U.S. employers, and the resulting 2019 report, [Making Languages Our Business: Addressing Foreign Language Demand Among U.S. Employers](#), indicates an urgent and growing demand for language skills in the workplace.



- Schools should also consider sharing with students and families that language skills are in high demand!
- The American Council on the Teaching of Foreign Languages (or ACTFL) and its Lead with Languages campaign, conducted a survey of 1,200 U.S. employers. The resulting 2019 report, *Making Languages Our Business: Addressing Foreign Language Demand Among U.S. Employers*, indicates an urgent and growing demand for language skills in the workplace.

STUDENT APPLICATION

- Schools/Districts create an application form for students to confirm their intention of attaining the Seal of Biliteracy.
- The purpose of the application is to formalize the students' commitment to the process and allow for tracking of candidates' progress.



Student Application & Agreement for the New York State Seal of Biliteracy

Student name: _____

Teacher: _____

Student language: _____

Language other than English: _____

Do you speak this language at home? ☐ Yes ☐ No

Do you read this language at home? ☐ Yes ☐ No

Do you write this language at home? ☐ Yes ☐ No

Do you speak this language in school? ☐ Yes ☐ No

Do you read this language in school? ☐ Yes ☐ No

Do you write this language in school? ☐ Yes ☐ No

I intend to pursue the New York State Seal of Biliteracy (NYSSB) to certify that I have attained a high level of proficiency in listening, speaking, reading, and writing in the language that allows me to attain the English.

I understand that the NYSSB is awarded by the Commissioner under Chapter 211 of the Laws of 2012, Section 212 of Education Law to students who meet criteria established by the Board of Regents and who have achieved a Foreign Language in New York State.

I have carefully reviewed the requirements for earning the NYSSB and understand the criteria for demonstrating proficiency in English as a second language and agree to the school's conditions and obligations for working towards the NYSSB.

I understand that the NYSSB will only be granted if I have successfully met the above criteria.

I promise to hold this agreement in the best of my ability, maintain accurate records, and conduct myself throughout this process.

Student Signature: _____ Date: _____

Teacher Signature: _____ Date: _____

New York State Seal of Biliteracy (NYSSB) is a trademark of the State of New York.



Student Application courtesy of the [NYSSB Mid-West Regional Collaborative](#).



- According to the Seal of Biliteracy Handbook, schools will create an application form for students to confirm their intention of pursuing the Seal of Biliteracy.
- The purpose of the application is to formalize the students' commitment to the process and allow for tracking of candidates' progress.
- An example application is provided as part of the agenda. Schools are encouraged to use this to create their own.

STUDENT APPLICATION

- World Language spoken/studied
- ELA/ESOL Teacher name
- World Language Teacher name
- Language program information and/or years of study
- Affirmation of intent to earn the NYSSB
- Acknowledgement of responsibilities

[illegible]

- Some potential items to include on the student application include:
- Student’s name and contact information;
 - Student’s ELL status;
 - Any languages other than English that the student speaks;
 - Student’s ELA/ESOL teacher’s name;
 - Student’s World Language teacher’s name, the world language studied, and the number of years the language has been studied;
 - An affirmation of the student’s intent to earn the NYSSB; and
 - An acknowledgement of responsibilities for students to indicate that they understand the tasks involved in the Seal of Biliteracy process.

ADVISOR ROLE

All NYSSB candidates are assigned an advisor. The advisor's main role is to review and track student progress. An advisor could be:

- A teacher;
- A school counselor;
- An administrator;
- A community member; or
- A school board member.



Qualifications Checklist for Seal of Biliteracy
ORIGINAL COPY COMPLETED AND RETURNED BY SEAL OF BILITERACY COMMITTEE

Student Date Only

Criteria Required to Demonstrate English Proficiency	Complete	Approved/Deficient	Date
Scored 80 or higher on the NYSED English exam or the approved 7th or 8th grade or New Regents exams without completion	<input type="checkbox"/>	<input type="checkbox"/>	
Scored 80 or higher on the NYSED English exam or the approved 7th or 8th grade or New Regents exams with completion	<input type="checkbox"/>	<input type="checkbox"/>	
Scored 80 or higher on the NYSED English exam or the approved 7th or 8th grade or New Regents exams with completion and a culminating project	<input type="checkbox"/>	<input type="checkbox"/>	
Scored 80 or higher on the NYSED English exam or the approved 7th or 8th grade or New Regents exams with completion and a culminating project and a community service project	<input type="checkbox"/>	<input type="checkbox"/>	
NYSED English II PYS, requirement	<input type="checkbox"/>	<input type="checkbox"/>	
Criteria Required to Demonstrate LOTE Proficiency	Complete	Approved/Deficient	Date
Scored 80 or higher on the NYSED LOTE exam or the approved 7th or 8th grade or New Regents exams without completion	<input type="checkbox"/>	<input type="checkbox"/>	
Scored 80 or higher on the NYSED LOTE exam or the approved 7th or 8th grade or New Regents exams with completion	<input type="checkbox"/>	<input type="checkbox"/>	
Scored 80 or higher on the NYSED LOTE exam or the approved 7th or 8th grade or New Regents exams with completion and a culminating project	<input type="checkbox"/>	<input type="checkbox"/>	
Scored 80 or higher on the NYSED LOTE exam or the approved 7th or 8th grade or New Regents exams with completion and a culminating project and a community service project	<input type="checkbox"/>	<input type="checkbox"/>	
NYSED LOTE PYS, requirement	<input type="checkbox"/>	<input type="checkbox"/>	
TOTAL POINTS (2 PYS, requirement)	<input type="checkbox"/>	<input type="checkbox"/>	
Student Assessed Seal of Biliteracy	<input type="checkbox"/>	<input type="checkbox"/>	
Seal of Biliteracy	<input type="checkbox"/>	<input type="checkbox"/>	
Signature			



Advisor's Checklist courtesy of [Gates-Chili CSD](#).



- According to the Seal of Biliteracy Handbook, all NYSSB candidates should be assigned an advisor. The advisor's main role is to support the students and to review and track their progress. If the student is completing a culminating project, the advisor is also there to guide the student through that process.
- An advisor could be:
 - A teacher;
 - A counselor;
 - An administrator;
 - A community member; or
 - A school board member.
- The advisor does not have to be a member of the SBC.
- It is important to distinguish the SBC from the Panel of Reviewers. The SBC is the group responsible for planning and implementing the NYSSB at the school. The Panel of Reviewers is the group of at least two adults that evaluate the Culminating Project and conduct the student interview after the presentation.

Students may create a culminating project that showcases their skills, abilities and talents in the target language. School and district SBCs have the flexibility to develop their own projects, such as:

- ### Culminating Project Example For Native Language Speakers

WJLB World Language Collaborating Project by ELLEFormet ELIA
INTEGRATED PERFORMANCE TASKS

Presentational Speaking and Writing
Each student must create a storyboard

A. Background information - Tell your personal story of coming to the United States.

A. Background information: Tell your personal story of coming to the United States

- 2. Native home country
 - 3. Age of arrival
 - 4. Reason for coming
 - 5. Describe the experience
8. **Activity 2:** You are the guests on a virtuality through your native home country. During the stay, you are presented with the right of the following for the audience
- 1. Tour attractions (monuments, museums, natural wonders)
 - 2. National flag
 - 3. Geography (mountains, rivers, oceans)
 - 4. Climate
 - 5. Pastimes (what do people like to do here)
 - 6. Traditional sports and holidays
 - 7. Traditional food
 - 8. Educational system
 - 9. Art, Religion and Music that originates from the region
 - 10. Role of religion
 - 11. Customs
 - 12. Festivals
 - 13. Role of family
 - 14. Traditional phrase
 - 15. Employment scenario in industry

c. **Interpretive Reading:** You need to read three articles online in your native language and present at least two minutes in class on each of your assignments.

- Some web resources for articles are:
<http://www.jstor.org/stable/2003449>
<http://www.oxfordjournals.org/>

Impersonal Speaking

After the presentation, each candidate will answer questions from a panel of reviewers about his/her presentation in the World Language and in English.



- For the 2-point culminating projects, students should begin planning early on in the school year to ensure they are able to complete the project prior to graduation. Students may create a culminating project that showcases their skills, abilities, and talents in the target language. SBCs have the flexibility to develop their own schoolwide projects or the planning of such projects can be left up to the ELA/ENL and World Language teachers.
- Examples of culminating projects may include, but are not limited to:
 - Research Projects;
 - Reflective Journals;
 - Portfolios of Artifacts, or Other Evidence; and
 - Presentations.
- The World Language culminating project shown here on the right was adapted for current or former ELL students to demonstrate proficiency in their home languages.

CULMINATING PROJECTS

- Culminating Projects can be embedded in regular coursework.
- If students are doing culminating projects for both English and a World Language for 4 points, they must be **different** projects (translations of a project into another language do not qualify for the NYSSB).
- To balance student and SBC workload, consider starting and/or completing the Home Language (L1) Culminating Project in junior year and the L2 Culminating Project in senior year.

China: The first 5G infrastructure network coverage area was completed



首个5G基础设施网络建设完成，并
全国覆盖湖南省长沙市天心区



Culminating Project slide examples courtesy of
[Rochester Early College International High School, RCSD.](#)



In order to streamline the process for both students and adults, we recommend you consider the following strategies for the culminating project:

- Student projects can be embedded in regular coursework. Schools may wish to consider if their ELA/ENL/world language courses already include culminating projects in which students can demonstrate language proficiency.
- If students are doing culminating projects for both English and a World Language for a total of 4 points, they must be different projects. (Translations of a project into another language do not qualify for the NYSSB.)
- Another recommendation to balance the student and SBC workload is to consider starting and/or completing the culminating project in the student's strongest language during junior year. For ELLs, this would mean the project in their home language and for never ELLs, this would be their project in English.
- By the same token, students could use their senior year to focus solely on and complete the second language culminating project. For ELLs, this would mean the project in English and for never ELLs, this would be in a World Language.
- The vast majority of students complete the points towards the Seal of Biliteracy in their senior year. For students with high proficiency levels in either language, it is possible for the student to earn and bank the points towards the NYSSB in that language in earlier years provided the school maintains accurate records.
- On this slide are two examples of culminating project slides from Rochester Early College

International High School.

PANEL PRESENTATIONS

"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 and that is aligned to the NYS Checkpoint C Learning Standards to a panel of reviewers with at least Intermediate High proficiency in the target language."

Presentation Examples:*

[French Presentation Slides](#)

[French Presentation Video](#)

[Chinese Presentation Slides](#)

[Chinese Presentation Video](#)



Photo courtesy of [Greece CSD](#).



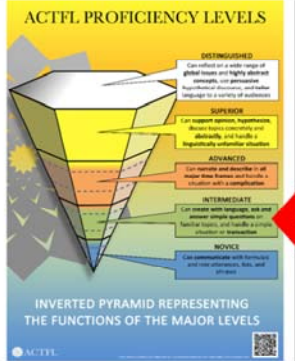
*Culminating Project slide and video examples courtesy of [Rochester Early College International High School](#), RCSD.



Criterion 2E states that students may earn 2 points towards the NYSSB in a World Language by being able to “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 at least Intermediate High proficiency in the target language.”

- We are providing here examples of two student presentations, one in French and the other in Chinese. Links to the sample student presentations from Rochester Early College International High School include both the slides and recorded presentations.

ACTFL PROFICIENCY LEVELS






The diagram shows an inverted pyramid divided into five horizontal sections, each representing a proficiency level. From top to bottom, the sections are: Distinguished (yellow), Superior (orange), Advanced (red), Intermediate (green), and Novice (blue). Each section has a brief description of the skills associated with that level. Below the pyramid, it says 'INVERTED PYRAMID REPRESENTING THE FUNCTIONS OF THE MAJOR LEVELS'.

NYSED has set the target level of proficiency at Intermediate High based on the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines.

NYSSB = Intermediate-High

Resource:
[ACTFL Guidelines and Manuals](#)

- New York State has set the target level of proficiency for both English and other World Languages at Intermediate High based on the American Council on the Teaching of Foreign Languages (or ACTFL) Proficiency Guidelines.
- World language teachers should be quite familiar with this document as it represents a national standard within the discipline. Teachers of other disciplines as well as non-teaching staff on either the Seal of Biliteracy Committee or the Panel of Reviewers may need some training on these proficiency levels.
- Next, we will explore Intermediate High proficiency and what it looks and sounds like within the three modes of communication. This includes:
 - Interpretive listening and reading;
 - Interpersonal speaking and writing; and
 - Presentational speaking and writing.

- Interpersonal communication is defined as direct oral or written communication between two individuals who are in personal contact. An example is two people speaking face-to-face, over the phone, or via a video conference. Interpersonal communication involves the productive abilities of speaking and writing and the receptive abilities of listening and reading. Interpersonal communication is evaluated when the panel of reviewers interviews the student in the target language following the presentation.
- Interpretive communication is mediated oral or written communication that is receptive in nature. An example is a student listening to a podcast or reading an article in a magazine. The student works with visual or recorded materials created by an author with whom the student has no contact. Interpretive communication involves the receptive abilities of listening, reading, and viewing.
- Presentational communication is defined as one-way oral or written communication for others with whom the student has no immediate personal contact or which takes place in a one-to-many mode. Examples of presentational communication include the oral delivery of a speech or an essay that a student writes. Presentational communication is productive in nature and involves the skills of speaking and writing.

INTERMEDIATE HIGH LEVEL

Interpretive Listening and Reading

Students can usually follow the main message and story and actions or flow of events expressed in various time frames in conversations, discussions, and straightforward, and sometimes descriptive, paragraph-length informational texts.



- Now that we've reviewed the three different modes, let's take a look at what each mode looks like at the Intermediate High level.
- The interpretive mode of communication involves listening and reading.
- At the intermediate high proficiency level for this mode, students can usually follow the main message and story and actions or flow of events expressed in various time frames in conversations, discussions, and straightforward, and sometimes descriptive, paragraph-length informational texts.

INTERMEDIATE HIGH LEVEL

Interpersonal Speaking and Writing:

Students can:

- exchange information in conversations and some discussions on a variety of familiar and some concrete topics that the student has researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.
- interact with others to meet their needs in a variety of situations, sometimes involving a complication, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.
- explain preferences, opinions, and emotions and provide advice on a variety of familiar and some concrete topics that they have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.



- The interpersonal mode of communication deals with the four skills of speaking, listening, reading, and writing.
- At the Intermediate High level of proficiency for this mode, students can:
 - exchange information in conversations and some discussions on a variety of familiar and some concrete topics that the student has researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.
 - Students interact with others to meet their needs in a variety of situations, sometimes involving a complication, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.
 - Students can also explain preferences, opinions, and emotions and provide advice on a variety of familiar and some concrete topics that they have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.

INTERMEDIATE HIGH LEVEL

Presentational Speaking and Writing:

Students can:

- tell stories about school and community events and personal experiences, using a few short paragraphs, often across various time frames.
- state their viewpoint on familiar or researched topics and provide reasons to support it, using a few short paragraphs, often across various time frames.
- give detailed presentations on a variety of familiar topics and some concrete topics they have researched, using a few short paragraphs, often across various time frames.



- When speaking or writing about familiar or researched topics students can narrate events, tell stories, state their viewpoint while giving reasons to support it, and give detailed presentations.
- In so doing, students will speak or write using a few short paragraphs often across multiple time frames.

EVALUATING PROJECTS

General Guidelines:

- Students are evaluated holistically on the 3 modes of communication (interpretive, interpersonal, presentational).
- Students are assessed by a panel of reviewers consisting of two or more adults who are qualified speakers of the language of the presentation.
- If the presentation is given in a low-incidence language or if there is only one adult speaker of the language in a district, the panel may consist of fewer reviewers.



Photo courtesy of [East High School](#), RCSD.



Here are some general guidelines to follow when evaluating culminating projects:

- Students should be evaluated holistically on the 3 modes of communication (interpretive, interpersonal, and presentational).
- Schools may use the sample rubric or provide their own rubric to evaluate student projects.
- Students should be assessed by a panel of reviewers consisting of two or more adults who are qualified speakers of the language of the presentation.
- If the presentation is given in a low-incidence language or if there is only one adult speaker of the language in a district, the panel can consist of fewer reviewers. Evaluators should not be related to the student.

RUBRICS

- If schools design their own rubrics to evaluate the Culminating Project and Presentation, they must be submitted to OBEWL by December 1st of each year in which the NYSSB is offered.
- Rubrics for English must be aligned to the ELA standards and include the ACTFL Intermediate High proficiency level for all three modes of communication.
- Rubrics for World Languages must be aligned to the LOTE standards and include the ACTFL Intermediate High proficiency level for all three modes of communication.



- If schools design their own rubrics to evaluate the Culminating Project and Presentation, they must be submitted to OBEWL by December 1st of each year in which the NYSSB is offered.
- Rubrics for English must be aligned to the ELA standards and include the ACTFL Intermediate High proficiency level for all three modes of communication.
- Rubrics for World Languages must be aligned to the NYS standards and include the ACTFL Intermediate High proficiency level for all three modes of communication.
- It is not permitted to use the former Checkpoint B writing task rubric for the NYSSB as this was not designed for Checkpoint C and does not address all three modes of communication.

RUBRICS

NYSED has designed a suggested rubric that may be used in full or in part by schools as they consider how to evaluate the Culminating Projects. Schools are not required to use this rubric as they can create their own.

New York State Seal of Biliteracy
Sample Rubric (aligned to ACTFL Intermediate High Level of Proficiency)

Standard 3.2: Interpretive Communication
Interpret, understand, integrate, and analyze what is heard, read, viewed, or viewed on a variety of topics, drawing on a range of diverse texts, including authentic resources.
→ Interpretive Communication is assessed by the classroom teacher in English language arts (ELA) or world languages, or an evaluator proficient in the target language.

Standard / Note	INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH	ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
Interpretive Communication - What can be understood, integrated, or analyzed in authentic informational texts that I hear, read, or view? NY.ELA.3.2	Identify the topic and related information from single sentences or short informational texts.	Understand the main idea and key information in short straightforward informational texts.	Usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph-length informational texts.	Identify the underlying message and some supporting details across major time frames in descriptive informational texts.	Understand the underlying message and most supporting details across major time frames in descriptive informational texts.	Follow the flow of ideas and other meaning from complete language on unfamiliar, detailed topics within informational texts.
Interpretive Communication - What can be understood, integrated, or analyzed in authentic fictional texts that I hear, read, or view? NY.ELA.3.2	Identify the topic and related information from single sentences in short fictional texts.	Understand the main idea and key information in short straightforward fictional texts.	Usually follow the main story and actions expressed in various time frames in paragraph-length fictional texts.	Follow the main story and some supporting details across major time frames in fictional texts.	Follow the main story and most supporting details across major time frames in fictional texts.	Follow the flow of ideas and some nuances from different viewpoints in most fictional texts.
Interpretive Communication - What can be understood, integrated, or analyzed in conversations or discussions that I hear, read, or view, in which I am not a participant? NY.ELA.3.2	Identify the main idea or short conversations.	Identify the main idea and key information in short straightforward conversations.	Usually understand the main idea and key information in short conversations.	Understand the main message and some supporting details across major time frames in conversations and discussions.	Understand the main message and most supporting details across major time frames in conversations and discussions.	Follow the flow of ideas and some nuances from different viewpoints in conversations and discussions.

Adapted from NYSED

Resource: [Suggested Rubric for the Culminating Project](#)



OBEWL has designed a suggested rubric that may be used in full or in part by schools as they consider how to evaluate the Culminating Projects. Schools are not required to use this rubric as they can create their own.

This suggested rubric can be found on the NYS Seal of Biliteracy website as well as on the Toolkit website under Module 3.

RUBRICS

Take some time in your SBC to review the suggested rubric and others that may currently be in use in your school and begin to design your NYSSB rubric.

—	✓	
—		✓



- Please stop the recording to review the suggested rubric and any others that may currently be in use in your school and begin to design your NYSSB rubric.

[Stop the recording.]

PANEL INTERVIEW LOGISTICS

- Following the student's presentation of their culminating project, a panel of reviewers will interview the student in the target language to measure interpersonal and presentational skills (see examples of interview questions).
- Schools may invite members of the community to serve on the panel, especially in the case of low-incidence languages.
- The SBC may also consult with its [Regional Bilingual Education Resource Network \(RBERN\)](#) to find qualified panelists.



Interviewer Questions for NYSSB Candidates

1. You selected _____ (name country/place) for your portfolio presentation. How and why is _____ (name country/place) important to you?
2. If you had to select a person, famous or not, that inspires you who would that person be and why?
3. Why do you think it is important to know a second language?
4. As a candidate for the New York State Seal of Biliteracy, what are your future goals once you become a recipient?
5. When do you plan on using your second language skills?
6. How as the process of being a candidate for the NYSSB impacted you as a graduating senior?

*Original interviewers should perform the interview in both Spanish or English.



Interviewer Questions for NYSSB candidates courtesy of [East High School, RCSD](#).



- After students create their culminating project, they are required to present it to a panel of reviewers and then to be spontaneously interviewed by that panel, all in the target language.
- If a student is being evaluated on a portfolio, project, and/or essay, the student will present the work and then the panel of reviewers will interview the student in the chosen language to measure interpersonal and presentational skills.
- The SBC can choose to invite members of the community to help with the evaluation process, especially in the case of low-incidence languages. The SBC may also consult with its Regional Bilingual Education Resource Network (RBERN) to find qualified participants.
- Schools may wish to develop a list of suggested starting questions for panel reviewers to ask, such as in the example provided from East High School seen on the right. Once started, the conversation should be allowed to evolve naturally. Under no circumstances should the student be told which questions will be asked in advance.
- Module 5 provides more detailed information on the panel presentations.

IDENTIFYING PANELISTS

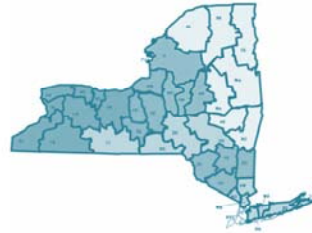
Resource

Guide to Community-based
Organizations for Immigrants



<http://www.nysed.gov/bilingual-ed/news/guide-community-based-organizations-immigrants>

Regional Support/RBERNS



<http://www.nysed.gov/bilingual-ed/regional-supportrberns>



- For student presentations in world languages that are taught in the school, it is relatively easy to set up the panel of reviewers, which must consist of at least two adult speakers of the language of the presentation.
- Schools are encouraged to enlist world language teachers of all levels in the panel of reviewers. Panelists who were teachers of the student in earlier years have reported a great sense of pride and satisfaction in seeing how far the student has come since their course.
- Schools are also encouraged to seek out panelists from their local communities. This can be done by contacting community-based organizations and local colleges and universities that will have faculty that speak a number of languages.
- NYSED has produced a “Guide to Community-based Organizations for Immigrants” shown here on the left, which may be helpful in identifying panel members.
- Finally, schools are encouraged to contact their local RBERN for assistance in finding speakers of other languages to serve on their panel of reviewers.

FORMAT OF PRESENTATIONS

- Student & panelists introduce themselves.
- Lead panelist reviews format of presentation and interview and explains once the presentation has started, only the target language will be used.
- Student presents their Culminating Project in the target language (to assess presentational speaking skills).
- Panelists engage student in conversation in the target language by asking spontaneous questions (to assess interpersonal speaking and listening skills).
- Student leaves and panelist evaluate student performance.



Here is the suggested format for the student presentations:

- The student & panelists introduce themselves.
- The lead panelist reviews the format of the presentation and the interview. They should further explain that once the presentation has started, only the target language will be used.
- The student presents their Culminating Project in the target language.
- The panelists then engage the student in conversation in the target language by asking spontaneous questions.
- Depending on the number of student presentations, the panel may choose to evaluate each student's performance immediately after the presentation or to take notes and to evaluate all candidates at the end of the session. In either case, the panel should discuss each student's performance and come to consensus on the level of proficiency achieved using the rubric.
- The completed rubrics should be returned to the Seal of Biliteracy coordinator, who will communicate the results to students.

REVISITING MODULE 3 OBJECTIVES

Participants will be able to:

- ✓ State two ways to promote the NYSSB to students and families;
- ✓ Describe the role of the advisor; and
- ✓ Understand the criteria of the Culminating Project and Presentation.
- ✓ Develop a description of your school's project;
- ✓ Review a sample rubric and begin to develop a rubric for your own school; and
- ✓ Plan the logistics of the panel presentation.



We have now reached the end of the presentation of Module 3. Let's revisit our objectives for this module. Consider whether the Seal of Biliteracy committee was able to accomplish all of the can-do statements included here.

QUESTIONS?

Please share any additional questions you may have.

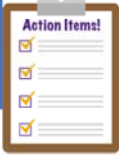
Further questions can be emailed to candace.black@nysed.gov or your local RBERN representative.



Please share any additional questions you may have.




Further questions can be emailed to candace.black@nysed.gov.

ACTION ITEMS



Before the next Module meeting, please do the following:

- Bring your school's Program of Studies and how you will incorporate the NYSSB next year.
- Bring your promotion plan and any associated materials (e.g., parent letters).
- Bring a good draft of your NYSSB Student Application (reviewed by your SBC).
- Bring a good draft of your Culminating Project Rubric (reviewed by your SBC).

- This module series is designed as a practical guide to implement a Seal of Biliteracy program.
- Each subsequent module picks up where the prior one left off.
- Whether working within a school or with a consortium of schools, it is recommended that viewers considering completing the following “homework assignments” in preparation for the next module:
 - Bring your school’s Program of Studies and how you will incorporate the NYSSB into this document next year;
 - Bring your promotion plan and any associated materials (parent letters, etc...);
 - Bring a good draft of your NYSSB Student Application (reviewed by your SBC); and
 - Bring a good draft of your Culminating Project Rubric (reviewed by your SBC).

FOR MORE INFORMATION

Please contact Candace Black at candace.black@nysed.gov or via phone at (518) 473-7505 with any questions on the NYSSB. New York City Department of Education schools should contact the Division of Multilingual Learners at dml@schools.nyc.gov.

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

Regional Bilingual Education Resource Network (RBERNs):

- [NYS Language RBERN \(Statewide\)](#)
- [Capital District RBERN at Questar III BOCES](#)
- [Hudson Valley RBERN at SW BOCES](#)
- [Long Island RBERN at Eastern Suffolk BOCES](#)
- [Mid-State RBERN at OCM BOCES](#)
- [Mid-West RBERN at Monroe 2 - Orleans BOCES](#)
- [NYC RBERN at Fordham University](#)
- [RBERN West at Erie I BOCES](#)



- For more information on the NYSSB, please contact us at candace.black@nysed.gov or via phone at (518) 473-7505. We can also arrange for a virtual or in-person visit to a school to meet with your Seal of Biliteracy committee.
- New York City DOE schools should contact the Division of Multilingual Learners at dml@schools.nyc.gov.
- [The OBEWL New York State Seal of Biliteracy Website](#) has a wealth of information on the NYSSB and is easily accessible from this link or by visiting www.nysed.gov and typing Seal of Biliteracy into the Search bar.
- Every region of New York is serviced by one of 8 Regional Bilingual Education Resource Networks or RBERNs. These organizations can provide local support for a Seal of Biliteracy program. The link for each RBERN is listed below:
 - [NYS Language RBERN \(Statewide\)](#)
 - [Capital District RBERN at Questar III BOCES](#)
 - [Hudson Valley RBERN at SW BOCES](#)
 - [Long Island RBERN at Eastern Suffolk BOCES](#)
 - [Mid-State RBERN at OCM BOCES](#)
 - [Mid-West RBERN at Monroe 2 - Orleans BOCES](#)
 - [NYC RBERN at Fordham University](#)
 - [RBERN West at Erie I BOCES](#)
- Thank you for participating in this module. We hope this has been helpful. Please feel free to send any feedback on this module to the aforementioned email as we are always looking to improve the end user experience.

ACKNOWLEDGEMENTS

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The members of the NYSSB Task Force listed on this slide were instrumental in contributing to and reviewing this module series. On behalf of the Office of Bilingual Education and World Languages of the New York State Education Department, the authors would like to thank them for their service.