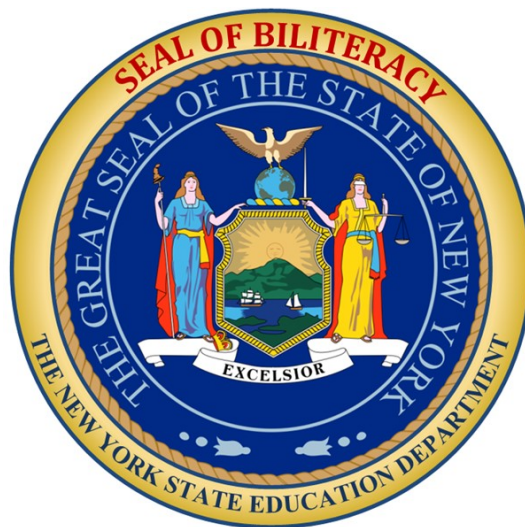




# **The New York State Seal of Biliteracy Handbook**



**Office of Bilingual Education  
and World Languages**

**New York State Education Department**

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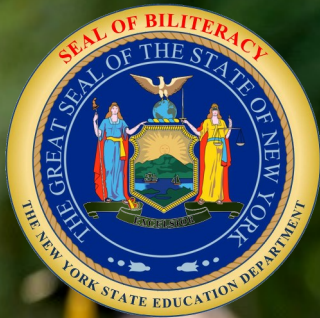
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# Introduction to the NYSSB

The purpose of this document is to assist New York State schools in understanding the New York State Education Department (NYSED) Commissioner's regulations and academic policies regarding the New York State Seal of Biliteracy (NYSSB).

## History of the NYSSB

New York State boasts a rich linguistic and cultural heritage, with students speaking over 200 languages. Understanding the importance of multilingualism and multiliteracy, the New York State Legislature established the New York State Seal of Biliteracy in 2012, with the first set of graduates earning the Seal in the 2015-2016 academic year. The 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 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.

The intent of the NYSSB 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
- recognize the value of world and home language instruction.

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

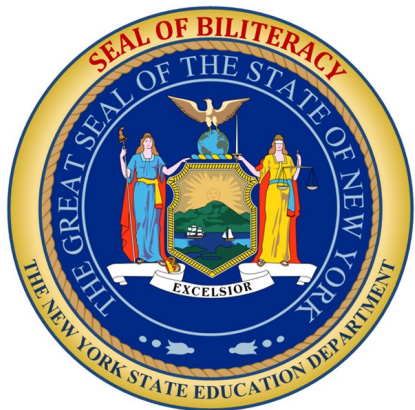
In January 2014, the NYS Board of Regents approved the implementation of a NYSSB pilot program. This pilot program afforded self-selected districts the opportunity to develop innovative ways of measuring and creating an approved path to the attainment of the NYSSB. The pilot gave districts and schools the opportunity to inform policy development statewide and share best practices. Six districts and 20 public schools volunteered to participate in the pilot program. As a result of this yearlong program, it was recommended that students have the flexibility to demonstrate proficiency in English and one or more world languages using a variety of methods, including nationally recognized assessments, coursework, projects, and prior coursework completed in a country outside of the U.S.

In 2015-16, when the NYSSB was first piloted by 20 schools, a total of 284 students earned the NYSSB. Since then, this distinction has been awarded to over 17,800 students from hundreds of New York State schools, including public, charter, and non-public high schools.

### **Requirements to Earn the NYSSB**

This award is denoted by a seal affixed to the student's diploma and a notation on the student's high school transcript. To earn the NYSSB, students must demonstrate Intermediate High proficiency in English and the required level of proficiency in one or more world languages set forth by the NYS Learning Standards for World Languages, adopted by the NYS Board of Regents in March 2021. Students can earn points toward the NYSSB in a number of ways, including:

- Completing coursework in English and/or a world language with an average of 85% or better;
- Completing a Home Language Arts Program with an average of 85% or better;
- Earning a set score on an approved assessment in English and/or a world language;
- Demonstrating successful completion of coursework from a nation outside the U.S.; and
- Completing and presenting a Culminating Project in English and/or a world language that demonstrates the required level of proficiency in all three modes of communication (Interpretive, Interpersonal, and Presentational).



### **Criteria to Earn the New York State Seal of Biliteracy (NYSSB)**

- A. Students wishing to receive the NYSSB must complete all requirements for graduating with a NYS Regents diploma\*;  
 B. In addition to the above minimum requirement, students wishing to receive the NYSSB must earn three (3) points from the English criteria and three (3) points from the World Language criteria.

CRITERIA FOR DEMONSTRATING PROFICIENCY IN ENGLISH	POINT VALUE	CRITERIA FOR DEMONSTRATING PROFICIENCY IN A WORLD LANGUAGE	POINT VALUE
<b>1A.</b> 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**, without translation.	1	<b>2A.</b> 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, consistent with Checkpoint C standards.	1
<b>1B.</b> ELLs earn an overall score of 290 or better on the New York State English as a Second Language Achievement Test (NYSESLAT) during 9th-12th grades.	1	<b>2B.</b> 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
<b>1C.</b> 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	<b>2C.</b> For students enrolled in a Bilingual Education program, complete all required Home Language Arts (HLA) coursework with an 85 or higher or a comparable score using another scoring system set by the district and approved by the Commissioner.	1
<b>1D.</b> Score at a proficient level on an approved English assessment (See "Approved English Assessments" on page 50.)	1	<b>2D.</b> Score at a proficient level on an accredited Checkpoint C World Language assessment (See "Checkpoint C World Language Assessments and Minimum Scores" on pages 51-53.)	1
<b>1E.</b> Present a Culminating Project 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	<b>2E.</b> Present a Culminating Project 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 (IEP) or section 504 Accommodations Plan must be provided for all State and districtwide assessments administered to students with disabilities, as consistent with State policy. Students with disabilities should also receive these testing accommodations on Checkpoint C World Language Assessments, as permitted.

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

\*\*For information on exemptions for these examinations, see questions 72-73, 91-92.



### *The Seal of Biliteracy at the National Level*

In recognition of the importance of bilingualism, all 50 states and the District of Columbia have or are working towards establishing a Seal of Biliteracy program to formally recognize students who have attained a high level of proficiency in two or more languages by high school graduation. As of the publication of this document, 49 states and the District of Columbia had approved state Seal of Biliteracy programs for their students.

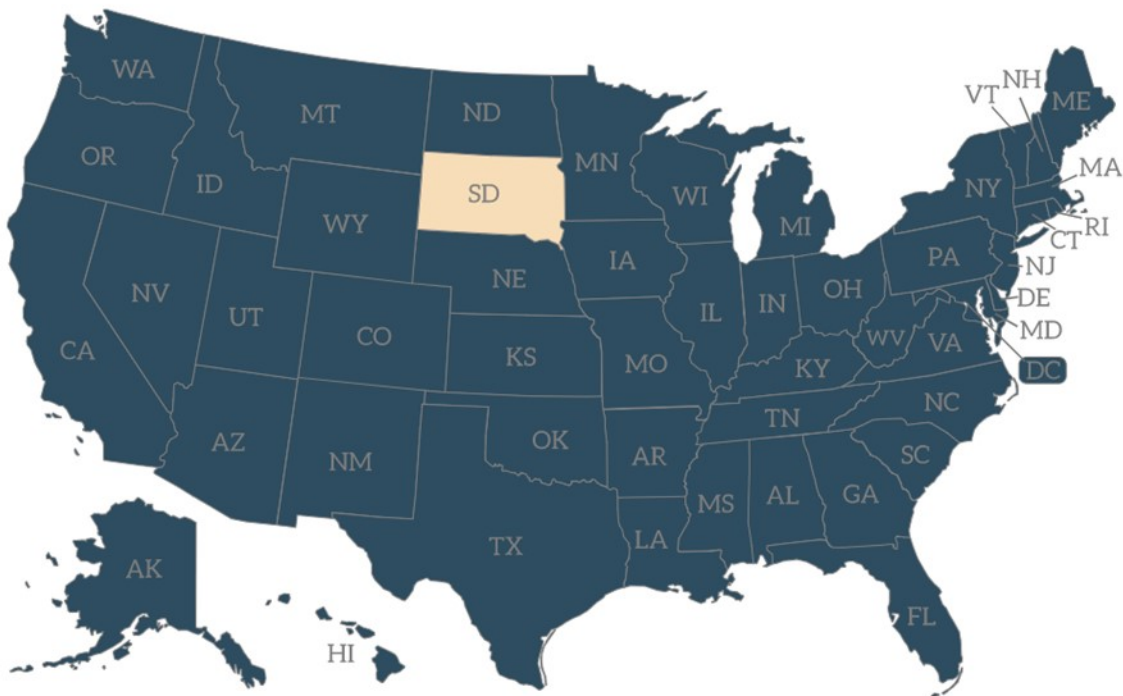
All but one state with approved Seal programs have designated a particular level of proficiency that students must demonstrate to earn the Seal of Biliteracy based on the [ACTFL Proficiency Guidelines](#). These guidelines are a description of what individuals can do with language in terms of interpretive, interpersonal, and presentational communication in real-world situations. The majority of states (57%) use Intermediate Mid as evidence of the required proficiency for students to earn the Seal of Biliteracy. Just under one-third of states (31%), including New York State, use the Intermediate High level of proficiency. Only a small percentage of states use Advanced Low (2%) or Intermediate Low (8%) for their Seals of Biliteracy. South Dakota, representing 2% of states, is currently working on developing their state Seal of Biliteracy program.

*New York State  
was one of the  
first in the nation  
to create a Seal of  
Biliteracy  
program, second  
only to California.*



### State Laws Regarding the Seal of Biliteracy

● Approved State Seal ● Under Consideration ● Early Stages ● No Seal of Biliteracy, Yet!





# General NYSSB Questions

Source: [www.SealofBiliteracy.org](http://www.SealofBiliteracy.org) (downloaded October 31, 2022)

**Q1: What is the New York State Seal of Biliteracy?**

**A1:** The New York State Seal of Biliteracy (NYSSB) was established to recognize high school graduates who have attained a high level of proficiency in the three modes of communication (Interpretive, Interpersonal, Presentational) in English and one or more world languages. These modes are inclusive of the skills of listening, speaking, reading, and writing, all of which have been updated with the adoption of the NYS Learning Standards for World Languages (2021).

**Q2: What is the intent of the NYSSB?**

**A2:** The intent of the NYSSB is to:

- affirm the value of diversity in a multilingual society;
- encourage the study of languages;
- identify high school graduates with language and biliteracy skills for employers;
- provide universities with additional information about applicants seeking admission;
- prepare students with twenty-first century skills; and
- recognize the value of world and home language instruction.

These goals are consistent with the Regents Reform Agenda of ensuring that all New York State students graduate college-, career-, and civic-ready.

**Q3: Why should districts implement a NYSSB program?**

**A3:** The NYSSB acknowledges the importance of being bilingual in today's global society. It highlights the hard work and achievement of students, and encourages them to pursue language study while in school. 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 NYSSB promotes and strengthens robust English and World Language programs. In addition, the NYSSB positively contributes to the school's "College, Career, and Civic Readiness (CCCR)" score in the same way as Advanced Placement (AP) and International Baccalaureate (IB) courses and the Regents Diploma with Advanced Designation.

**Q4: What is the College, Career, and Civic Readiness (CCCR) level score?**

**A4:** According to [Understanding the New York State Accountability System under the Every Student Succeeds Acts \(ESSA\)](#), "The College, Career, and Civic Readiness indicator uses diplomas, credentials, advanced course credits and enrollment, Career and Technical Education (CTE) certifications, and indicators such as a Seal of Biliteracy or participation in a Smart Scholars program to determine how a school is preparing its students to be ready for college, a career, and civic engagement once the students leave the school. For each accountability subgroup, a CCCR Index, which ranges from 0 to 200, is calculated by awarding extra credit for students who demonstrate higher levels of readiness as well as partial credit for students who complete a High School Equivalency certificate. The formula for computing the CCCR Index is as follows:

**Denominator:** The number of students in the 4-year cohort as of June 30th of the reporting year + the number of ELL students not in the 4-year cohort who earned a Regents diploma with a Seal of Biliteracy in the current reporting year.

**Numerator:** The sum of the number of students in the denominator demonstrating success on each of the specific readiness measures multiplied by the weighting assigned to each of these measures in accordance with the table below. Note that students receiving a High School Equivalency (HSE) diploma in the reporting year are included in the numerator but not the denominator.

**CCCR Readiness Measures and their Weight**

Readiness Measures	Weight
Regents Diploma with Advanced Designation Regents or Local Diploma with CTE Endorsement Regents Diploma with Seal of Biliteracy and member of the cohort Regents Diploma with Seal of Biliteracy earned in reporting year by ELL, not a member of the cohort Regents Diploma and high school credit earned through participation in dual enrollment (in high school and accredited college) course Regents Diploma and score of 3 or higher on an AP exam Regents Diploma and score of 4 or higher on IB exam P-Tech program and fulfilled all requirements for a Regents diploma Regents Diploma and a Smart Scholars program Regents or Local Diploma and passage of nationally certified CTE exam Skills and Achievement and average of Level 4 on the NYSAA	2.0
Regents Diploma and high school credit earned through participation in an Advanced Placement (AP) Regents Diploma and high school credit earned through participation in an International Baccalaureate (IB) Regents Diploma with Career Development and Occupational Studies (CDOS) endorsement Skills and Achievement and average of Level 3 on the NYSAA	1.5

Regents or Local Diploma only Skills and Achievement and average of Level 2 on the NYSA A	1.0
Annual (not cohort) High School Equivalency (HSE) Diploma recipients (included in numerator but not denominator) CDOS Credential	0.5
None of the above	0

$$\text{CCCR Index: } 100 * \frac{\text{Numerator}}{\text{Denominator}}$$

Source: [\*Understanding the New York State Accountability System under the Every Student Succeeds Acts \(ESSA\)\*](#).

**Q5: Which schools can offer the NYSSB?**

**A5:** All public and charter high schools that offer 12th grade may have a NYSSB program. In addition, non-public high schools that are registered with the State Office of Religious and Independent Schools (SORIS) of NYSED to award the NYS Regents Diploma may have a NYSSB program. In order to award the NYSSB, a school must offer the NYS Regents Diploma, which is a foundational requirement to earn the NYSSB. Schools that do not offer the NYS Regents Diploma may explore the option of the Global Seal of Biliteracy as an alternative pathway. Click [here](#) for more information on the Global Seal.

**Q6: Who can receive the NYSSB?**

**A6:** The NYSSB may be granted to any graduating student who attends a district that offers the NYSSB and meets the criteria for the award set forth by NYSED by the end of the academic year (August) in which they graduate.

**Q7: When can the NYSSB be awarded?**

**A7:** While students may begin working toward the NYSSB prior to the year in which they will graduate, the NYSSB can only be awarded upon graduation. For instance, a student could earn points in English and/or a world language in grades 9 through 11, however the student would only be awarded the NYSSB in the year in which they graduate. Students who receive exam scores necessary for points toward the NYSSB after June graduation are able to receive the Seal through August of their graduating year. Students who graduate in August are eligible to earn the NYSSB if all points are accrued by graduation.

**Q8: Who awards the NYSSB to students?**

**A8:** The NYSSB is an award given by the Commissioner through a participating school, district, or county office of education that formally recognizes students who have attained a high level of proficiency in English and one or more world languages by high school graduation.



**Q9: In which languages can a student earn the NYSSB?**

**A9:** The NYSSB is intended for all students who can demonstrate a high level of proficiency in both English and any other world language. Any human language in which a student can demonstrate the required proficiency qualifies towards the NYSSB. This includes languages taught in schools, as well as home languages that may or may not be taught in schools. Any version of English may be used to satisfy the English requirements of the NYSSB when combined with another world language. Students can earn the NYSSB in multiple languages. For example, a student can earn the NYSSB in English and in both Spanish and Catalan, since these last two are distinct languages.

**Q10: What are the costs, if any, related to the NYSSB?**

**A10:** NYSED provides the seals and medallions free of charge to all participating schools for the number of verified NYSSB candidates who are graduating. All costs other than the seal and medallion are borne by the district (e.g., approved Checkpoint C assessments other than AP and IB exams, interpreters/translators) and may not be passed on to the student. If a student chooses to take one of the approved assessments for criterion 1D or 2D, that cost is borne by the district the student attends. AP and IB exams are not covered under this statement as they apply to both coursework and an exam and often permit the student to earn college credit based on their score. Seal Coordinators should identify potential NYSSB candidates as early as possible prior to their graduating year so as to be able to put together a budget for exams needed to earn the NYSSB. Districts may choose to incur discretionary costs to offer the NYSSB including additional graduation regalia (e.g., honor cords) and costs related to awards ceremonies.

**Q11: Who provides the physical seal and any graduation regalia to the students?**

**A11:** NYSED provides the official seal to be placed directly on student diplomas as well as the medallions for students to wear at graduation at no cost to participating districts. In addition, a certificate template is provided to schools to print for all Seal earners.

**Q12: What do the Seals and the medallions look like?**

**A12:** The Seal is 1.5 inches in diameter with the image of the official New York State Seal of Biliteracy and must be placed on the student's diploma. The medallion is 1.75 inches in diameter, mounted on a brushed gold metal disc with a yellow ribbon. The medallion may be worn by students at their official graduation ceremony or other recognition events.



*Photo courtesy of White Plains High School (2020)*



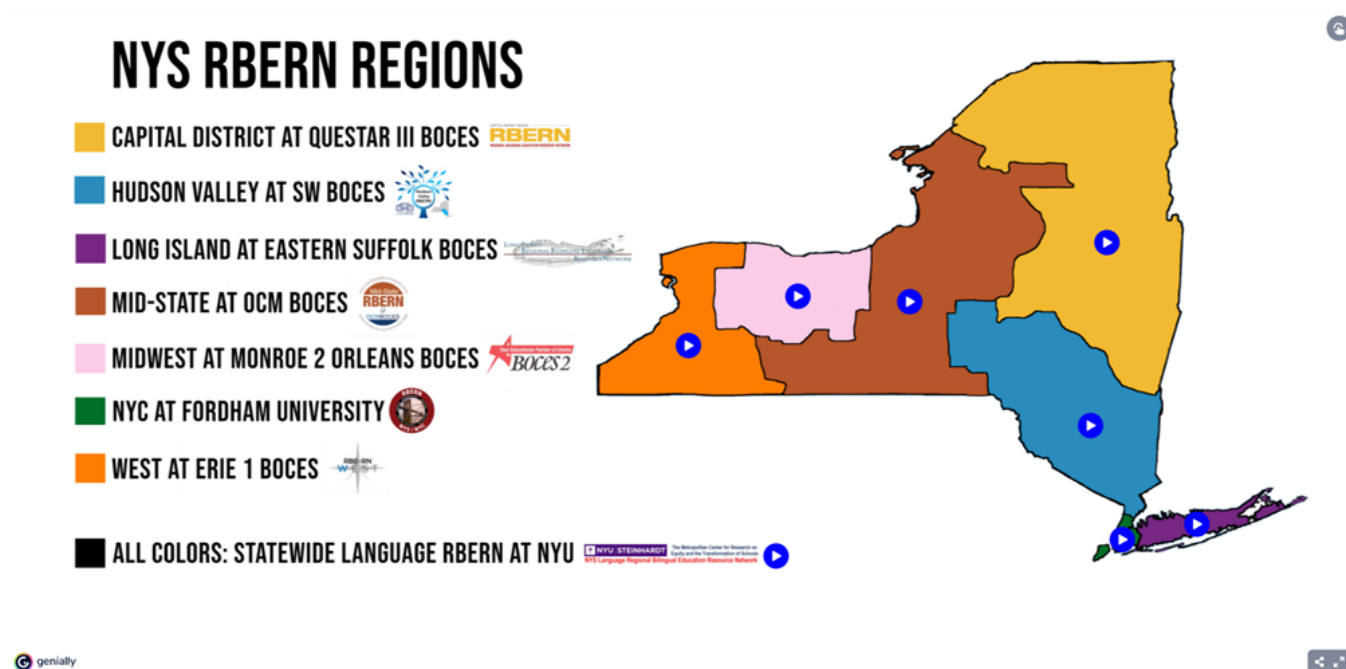
**Q13: Can a student earn the NYSSB if the district the student attends does not offer the NYSSB?**

**A13:** No. In order to earn the NYSSB, a student must attend a district that offers the NYSSB. Students who attend districts that do not offer the NYSSB should speak to their school counselor or language teacher to inquire about the possibility of starting such a program. If that is not a possibility, students can look into earning the [Global Seal of Biliteracy](#).

**Q14: To get more information on and/or to ask questions about the NYSSB, which office do I contact?**

**A14:** For more information on the NYSSB:

- Contact the Office of Bilingual Education and World Languages (OBEWL) at NYSED [nyssb@nysed.gov; (518) 473-7505].
- The NYSSB Guidance Toolkit is a series of informational modules that guide districts through the process of implementing and expanding their NYSSB programs. Click [here](#) to access the modules.
- Each Regional Bilingual Education Resource Network (RBERN) has a Resource Specialist designated to support districts who are offering or wish to offer the NYSSB. Click [here](#) for a map and contact information to access your local RBERN.



The [Regional Bilingual Education Resource Network](#) (RBERN)

- [Capital District RBERN](#) at Questar III BOCES
- [Hudson Valley RBERN](#) at SW BOCES
- [Long Island RBERN](#) at ES BOCES
- [Mid-State RBERN](#) at OCM BOCES
- [Mid-West RBERN](#) at Monroe 2 – Orleans BOCES
- [NYC Regional RBERN](#) at Fordham University
- [NYS Language RBERN](#) at New York University
- [RBERN West](#) at Erie I BOCES



# The NYSSB Process

## *Establishing a NYSSB Program*

**Q15: What must a district do to establish a NYSSB program?**

**A15:** Districts interested in establishing a NYSSB program should:

- Read through the [NYSSB Handbook](#).
- Review [Module 1 – “Getting started”](#) of the NYSSB Guidance Toolkit.
- Designate a Seal Coordinator.
- Establish a Seal of Biliteracy Committee (SBC).

**Q16: Who should be on the SBC?**

**A16:** The SBC should be comprised of, but is not limited to, the following district personnel: a World Language teacher, an English Language Arts (ELA) teacher, an English to Speakers of Other Languages (ESOL) teacher, a school counselor, and an administrator.

**Q17: In districts with multiple high schools, can an individual school create its own NYSSB program?**

**A17:** Yes. In districts with multiple high schools, flexibility is given for an individual school to form its own SBC and create an independent NYSSB program within the district.

**Q18: If a high school from a district with multiple high schools elects to offer the NYSSB, must all high schools in the district offer it?**

**A18:** No, however, a student from a high school that does not offer the NYSSB should be allowed to achieve it through any participating school in the district.

**Q19: Does a district need to notify NYSED of their intent to implement a NYSSB program?**

**A19:** Yes. Schools must notify NYSED of their intent to implement a NYSSB program in writing via the online NYSSB School Notification Form by no later than December 1st in each year the school wishes to award the NYSSB.

**Q20: Should districts offering the NYSSB create an implementation plan with a timeline?**

**A20:** Yes. The SBC should create a school-specific implementation plan with a timeline that incorporates the various deadlines required by NYSED, as well as the activities pertaining to the NYSSB program (e.g., student recruitment, school and community outreach, advisement schedule, Culminating Project presentations, celebrations). Below is a suggested NYSSB timeline from [Module 1 – “Getting Started”](#) of the NYSSB Guidance Toolkit.

#### **Suggested NYSSB Timeline**

STAGE	TASKS	TIME FRAME
Planning & Promotion Stage	<b><i>Formation of the Seal of Biliteracy Committee:</i></b> <ul style="list-style-type: none"> <li>Determine members of the Seal of Biliteracy Committee (SBC): Administrator, School counselor, World Language teacher, ELA teacher, ESOL teacher, other members.</li> <li>SBC members read the NYS Seal of Biliteracy Handbook.</li> </ul>	Aug-Sep
	<b><i>Communication of the program:</i></b> <ul style="list-style-type: none"> <li>Establish points of contact for students, parents and other stakeholders.</li> <li>Educate all staff on the NYSSB, especially ELA/ESOL/World Language teachers who may embed the Culminating Project into coursework and/or serve as Culminating Project Advisors.</li> <li>Put up NYSSB posters in classrooms and offices.</li> <li>Create a bulletin board to promote program.</li> <li>Create a page on the school website for the NYSSB.</li> <li>Advertise the NYSSB to the school community.</li> </ul>	Sep-Oct
Recruitment Stage	<b><i>Identification of qualified student subgroups and plan development:</i></b> <ul style="list-style-type: none"> <li>Create a timeline for important events.</li> <li>Identify students who are qualified and interested in applying for the NYSSB (using data provided by the District Data Coordinator based on NYSSB criteria).</li> <li>Promote the NYSSB in world language and ENL classes through presentations.</li> <li>Send letters home to qualified students.</li> <li>Hold an informational meeting on the NYSSB for students.</li> <li>Review Culminating Project rubrics provided by OBEWL and/or develop a school-based rubric.</li> <li>Begin plans for student recognition and awards.</li> <li>Identify potential student candidates in grades 8 – 10 to begin the process of planning for upcoming years.</li> </ul>	Oct-Nov
	<b><i>Notification sent to NYSED of intent to offer the NYSSB program in the current year:</i></b> <ul style="list-style-type: none"> <li>Submit the online NYSSB School Notification Form by December 1.</li> </ul>	Nov-Dec

Implementation Stage	<b><i>Student application and Culminating Project Advisors:</i></b> <ul style="list-style-type: none"> <li>Meet with interested students to determine how they will earn points in English and in a world language. The Seal Coordinator keeps track of student progress.</li> <li>If the district uses a formal NYSSB application, students submit applications. Seal Coordinator reviews applications.</li> <li>Seal Coordinator matches NYSSB candidates, who will complete one or more Culminating Projects, with advisors.</li> </ul>	Dec-Jan
	<b><i>Student Evaluation:</i></b> <ul style="list-style-type: none"> <li>Advisors and the Seal Coordinator monitor students' progress and prepare for the student presentations of the Culminating Project.</li> <li>Seal Coordinator orders and administers any world language assessments (e.g., AAPPL, STAMP4S).</li> <li>Seal Coordinator identifies members of the Panel of Reviewers for each language in which students will present a Culminating Project and make necessary arrangements (e.g., scheduling, location).</li> <li>Culminating Project Presentations are finished no later than April 30th.</li> <li>Seal Coordinator gathers information on students who have completed all criteria to earn the NYSSB and submits the End of Year Data Form to <a href="mailto:nyssb@nysed.gov">nyssb@nysed.gov</a> by no later than May 5th.</li> </ul>	Jan-Apr
Celebration Stage	<b><i>Celebration of students' achievement:</i></b> <ul style="list-style-type: none"> <li>Seal Coordinator finalizes all plans for student recognition prior to graduation (e.g., awards ceremony at which medallions are distributed to students to wear at graduation). <ul style="list-style-type: none"> <li>Seal Coordinator receives seals and medallions from NYSED for all students who completed the NYSSB criteria by May 5th.</li> <li>Seal Coordinator prints certificates provided by NYSED for all students who completed the NYSSB criteria by May 5th.</li> </ul> </li> <li>Seal Coordinator provides seals and a list of all successful NYSSB candidates to staff member responsible for preparing student diplomas for graduation.</li> <li>Seal Coordinator communicates achievement of Seal candidates to community through a school newsletter, the school's NYSSB webpage, announcements, an assembly, a local newspaper article, or other methods.</li> <li>Seal Coordinator may send photos of NYSSB candidates to NYSED for use in publications. Schools should obtain permission to use any photos sent.</li> </ul>	May-Jun
Reporting Stage	<b><i>Finalize data:</i></b> <ul style="list-style-type: none"> <li>Seal Coordinator or designee finalizes data for any "anticipated NYSSB candidates" (those who had not completed all NYSSB criteria by May 5th) and submits an amended End of Year Data Form to NYSED (<a href="mailto:nyssb@nysed.gov">nyssb@nysed.gov</a>) by no later than July 15th.</li> <li>Seal Coordinator or designee provides a finalized list of all successful NYSSB candidates to school counselors, who then create a notation on students' transcripts of the awarding of the NYSSB.</li> <li>Seal Coordinator or designee provides a finalized list of all successful NYSSB candidates to District Data Coordinator, who then enters the Program Service Code 8312 into the Student Information Repository System (SIRS) by no later than July 31st.</li> </ul>	Jun-Jul
Reflection Stage	<b><i>SBC meets to reflect upon process for next year:</i></b> <ul style="list-style-type: none"> <li>Review progress, subgroup data, and procedures.</li> <li>Celebrate successes, discuss areas of growth, and make recommendations for the upcoming year's program.</li> <li>Identify potential student candidates for the following year.</li> </ul>	Aug-Sep



## Required Forms

**Q21:** What forms must a district submit in order to award the NYSSB?

**A21:** Districts offering the NYSSB must submit the following two (2) forms in each year the NYSSB is offered:

### School Notification Form

- Purpose: To notify NYSED of the intent to offer the NYSSB in the current school year; to identify student subgroups eligible to pursue the NYSSB
- Deadline: **December 1st**
- Click [here](#) to access the online NYSSB School Notification Form.
- Click [here](#) for more detailed information on the NYSSB School Notification Form.

### End of Year Data Form

- Purpose: To provide basic demographic information on successful NYSSB candidates as well as the criteria they met to earn the NYSSB in English and one or more world languages; to order seals and medallions
- Deadline: **May 5th**
- Click [here](#) to access the End of Year Data form (Excel workbook).
- Click [here](#) for more detailed information on the End of Year Data form.
- Deadline to submit "amended" form to NYSED for previously anticipated candidates: **July 15th**

NYSSB School Notification Form -  
Deadline: December 1st



NYSSB End-of-Year Data Form - Deadline:  
May 5th

**Q22: What is the role of the Seal Coordinator and who may serve in this role?**

**A22:** The Seal Coordinator is the primary liaison between the district or school and NYSED in matters regarding the NYSSB. The Seal Coordinator oversees the NYSSB program at their district or school, facilitates SBC meetings, works with counselors and teachers to recruit and support students pursuing the NYSSB, keeps track of students' progress toward the NYSSB, prepares and submits all required forms to NYSED, organizes any events to celebrate the achievement of the NYSSB, and submits the final list of Seal earners to school counselors and the District Data Coordinator. The Seal Coordinator is often a world language or ESOL teacher or school counselor, but this role can also be filled by an administrator or other staff member. Any funding to support the NYSSB, including support for the Seal Coordinator position, would come from the individual school or district. As final reporting may occur after the end of the academic year (July), it is important that the person serving as the Seal Coordinator be available through the full reporting cycle or designate another individual at the school or district to handle any issues that may arise.

**Q23: Who is the District Data Coordinator and why must their contact information be provided on the NYSSB School Notification Form?**

**A23:** While the Seal Coordinator oversees the NYSSB program and submits all of the required forms to NYSED, it is the responsibility of the District Data Coordinator to report all Seal earners in the Student Information Repository System (SIRS) in August of each year. The Seal Coordinator will provide a copy of the finalized End of Year Data form to the District Data Coordinator by no later than July 15th. The District Data Coordinator will ensure that the program service code 8312 is entered for each Seal earner on SIRS so that this information is included in the graduation data submitted to NYSED in August of each year. In completing this process, the District Data Coordinator should cross reference the NYSSIS numbers of Seal earners on the End of Year Data form with those entered on SIRS. The contact information for the District Data Coordinator must be reported on the NYSSB School Notification form so that NYSED can communicate with them over the summer should there be any discrepancies in reporting.



*Faculty, staff,  
and  
community  
members are  
essential to  
the success of  
Seal earners.*



## **School Notification Form**

### **Q24: Must all schools offering the NYSSB fill out this form?**

**A24:** Yes, all schools offering the NYSSB must fill out the NYSSB School Notification form by December 1st of each year in which the NYSSB is to be awarded. The one exception is public schools within the New York City Department of Education. Such schools will be contacted directly by the Division of Multilingual Learners in the fall of each year in lieu of filling out the NYSSB School Notification Form.

### **Q25: What is the deadline to submit this form? What happens if my school misses the deadline?**

**A25:** The deadline to submit this form is December 1st of each year in which a school wishes to offer the NYSSB. If a school misses the deadline to submit this form, they should contact OBEWL ([nyssb@nysed.gov](mailto:nyssb@nysed.gov)) and complete the [online form](#). OBEWL will do everything possible to accommodate late submissions.

### **Q26: How should my school submit this form?**

**A26:** Schools must submit the NYSSB School Notification Form electronically using the [online link](#). Although a template ([Word](#), [PDF](#)) of the form is available so that schools can collect the necessary data, it is not permitted for schools to email the completed form template to OBEWL. Only online submissions via the appropriate [online form](#) will be accepted.

### **Q27: A mistake was made on the NYSSB School Notification Form already submitted online. How can I correct it?**

**A27:** If a Seal Coordinator needs to update information on this form (e.g., update the name of the principal, update a member of the Seal of Biliteracy Committee), the Seal Coordinator should send an email with the information to OBEWL ([nyssb@nysed.gov](mailto:nyssb@nysed.gov)).

### **Q28: My school offered the NYSSB last year (or in a prior year) and submitted the NYSSB School Notification Form in that year. Does my school have to fill out a new NYSSB School Notification Form this year?**

**A28:** Yes. Schools who wish to offer the NYSSB must submit the [NYSSB School Notification Form](#) in every year in which they wish to offer the NYSSB, even if they had offered the NYSSB and submitted the form in a prior year.

### **Q29: Why does the NYSSB School Notification Form require schools to identify the number of students in each eligible subgroup?**

**A29:** The form requires schools to identify students in each subgroup to ensure that schools are making the NYSSB available to all eligible students [English Language Learners (ELLs), Former/Ever ELLs, Never ELLs whose home language is English, and Never ELLs whose home language is other than English].

**Q30: Who is an ELL?**

**A30:** An ELL, or an English Language Learner, is a student who, by birth or ancestry, speaks or understands a language other than English and who scores below a NYS designated level of proficiency on either the NYSITELL or the NYSESLAT exam.

**Q31: Who is a Former/Ever ELL?**

**A31:** A Former/Ever ELL is a student who was once an ELL, but who has demonstrated the NYS designated level of proficiency in English to exit ELL status.

**Q32: Who is a Never ELL?**

**A32:** A Never ELL is a student who was never identified as an ELL. For the purposes of the required NYSSB forms, there are two types of Never ELLs: those whose home language is English and those whose home language is other than English. A Never ELL whose home language is English may earn the NYSSB by learning another language through a course of study, while a Never ELL whose home language is other than English may earn the NYSSB in their home language.

**Q33: Is it expected that all students reported in the subgroups on the NYSSB School Notification form will eventually pursue the NYSSB?**

**A33:** No. Some students from the eligible subgroups will choose to pursue the NYSSB, while others will not. It is essential that schools identify all students who are eligible to pursue the NYSSB and encourage and support them to do so.

**Q34: Who must be on the Seal of Biliteracy Committee (SBC)? What is the role of this committee?**

**A34:** The SBC must consist of: an administrator, an ELA teacher, an ESOL teacher, a world language teacher, and a school counselor. The role of the SBC is to plan and implement the district's Seal of Biliteracy program.

**Q35: If my school doesn't have any ELLs, must an ESOL teacher be part of the SBC?**

**A35:** No. An ESOL teacher is required for the SBC if the school has ELLs enrolled. It is recommended to include an ESOL teacher on the SBC, even in years in which there are no ELLs pursuing the NYSSB.

**Q36: Who can sign the NYSSB School Notification Form?**

**A36:** This form must be signed electronically by the building principal or their designee. The principal can select a designee, such as the Seal Coordinator or a member of the SBC. The person who electronically signs this form is responsible for notifying the Superintendent (or equivalent for non-public or charter schools) of the intention to offer the NYSSB in the current school year and the submission of this form.





### NYSSB School Notification Form Template

This is a TEMPLATE of the online form that is to be used by New York State (NYS) schools to notify the New York State Education Department (NYSED) of their intent to offer the New York State Seal of Biliteracy (NYSSB). Please submit the online form in each year that your school intends to offer the NYSSB by no later than December 1<sup>st</sup>. This TEMPLATE may be used to gather the required information before entering it on the online form. Only online submissions will be accepted. **Please do not email this form to NYSED.**

New York City Department of Education (NYCDOE) public schools should **NOT** submit this form, but rather should contact the Division of Multilingual Learners (dml@schools.nyc.gov). All other schools outside of the NYCDOE public school system (including all Charter and Non-Public schools across the state) will submit this form electronically by December 1st using the online form.

<b>A. District Name:</b>		<b>B. School Name:</b>			
<b>C. Type of School:</b>		<input type="checkbox"/> Public <input type="checkbox"/> Charter <input type="checkbox"/> Non-Public			
<b>D. Primary NYSSB Contact (Seal Coordinator):</b>		D1. First:	D2. Last:	D3. 10-digit Phone:	D4. Email:
<b>E. District Data Coordinator (person responsible for uploading graduation data to SIRS)</b>		E1. First:	E2. Last:	E3. 10-digit Phone:	E4. Email:
<b>F. NYSSB Subgroups – Identify the four possible subgroups of SENIORS that could earn the NYSSB in the current year.</b>		F1. # of senior Current ELLs who scored at least “Expanding” on the most recent NYSESLAT exam (or who have earned a point toward criteria 1A or 1B through a 2020 or 2021 exemption)	F2. # of senior Former/Ever ELLs	F3. # of senior Never ELLs whose home language is English <b>and</b> who completed or are completing a Checkpoint C World Language course	F4. # of senior Never ELLs whose home language is other than English
<b>G. Languages</b>		G1. Name(s) of language(s) of Current or Former/Ever ELLs and of Never ELLs who speak a language other than English (e.g., Heritage Language Speakers)		G2. Name(s) of language(s) taught at the Checkpoint C level in this school	
<b>H. Seal of Biliteracy Committee (SBC): Districts/Schools implementing this program must form a committee to manage the implementation of the NYSSB.</b>					
<b>ROLE</b>	<b>FIRST &amp; LAST NAME</b>	<b>TITLE</b>			
Administrator	H1a, H1b.	H1c.			
ELA Teacher	H2a, H2b.				
ESOL Teacher	H3a, H3b.				
World Language Teacher	H4a, H4b.	H4c. Language(s) Taught:			
School Counselor	H5a, H5b.				



## I. Culminating Project Rubrics

NYSSB candidates may complete a Culminating Project in English and/or one or more World Languages. The evaluation of English projects must be aligned to the NYS ELA Learning standards. The evaluation of World Language projects must be aligned to the NYS Learning Standards for World Languages (2021). OBEWL provides sample rubrics that schools may use to evaluate the Culminating Projects. Alternatively, schools may use a consortium-based rubric or develop their own rubrics. In all cases, the rubric must meet the following criteria:

1. The rubric exclusively measures proficiency in the language being assessed.
2. The column headings of the rubric are labeled with the ACTFL proficiency levels (e.g., Intermediate High).
3. The performance descriptors are aligned to the ACTFL proficiency levels, including describing what a student can do with the language; the length of text students can use and produce; the types of topics; and the use of time frames.
4. The rubric indicates the proficiency level required to earn the NYSSB based on the category of the language being assessed.
5. The rubric separately addresses all three modes of communication (interpretive, interpersonal, presentational)

Indicate the rubric your school will use to evaluate Culminating Project by checking **ONE** of the following options:

- ☐ I1. Our school will use one of the sample rubrics provided by OBEWL. (Schools using the OBEWL rubrics do **NOT** need to submit of copies of the rubrics.)
- ☐ I2. Our school will use the rubric created by our local consortium. (Please check the consortium below to which your school belongs. Schools using a consortium rubric do **NOT** need to submit a copy of the rubric. If your consortium is not listed below, they are not registered with NYSED and you are requested to submit the rubric.)
- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Broome Tioga - BT                                      | <input type="checkbox"/> Greater Southern Tier - GST | <input type="checkbox"/> Onondaga Cortland Madison - OCM |
| <input type="checkbox"/> Cayuga Onondaga - CO                                   | <input type="checkbox"/> Jefferson Lewis - JL        | <input type="checkbox"/> Oneida Herkimer Madison - OHM   |
| <input type="checkbox"/> Center for Instruction, Technology & Innovation - CITi | <input type="checkbox"/> Madison Oneida - MO         | <input type="checkbox"/> Tompkins Seneca Tioga - TST     |
- ☐ I3. Our school will use a rubric that was developed in-house. A copy of this rubric will be sent to [obewldocsubmit@nysed.gov](mailto:obewldocsubmit@nysed.gov) (as an attachment, not a link) following the submission of this form. School-based rubrics must meet the following aforementioned criteria to be approved. By checking this box, the designee attests that the Seal of Biliteracy committee has reviewed the rubric and certified that it meets all five of the criteria listed above.

- J. Acknowledgement** - We agree to the criteria set by NYSED for students to earn the NYSSB and we agree to deliver program data and information pertaining to the NYSSB to NYSED via the End of Year Data form.

## K. Electronic signature of the Designee of the Building Principal

The Designee of the Building Principal may be the Seal Coordinator. By entering your name below, you are signing this form electronically, attesting to the accuracy of the data submitted, and confirming that you have notified the Superintendent/Chief Academic Officer of the submission of this form. You agree that your electronic signature is the legal equivalent of your manual signature on this form.

<b>K1. First Name:</b>	<b>K2. Last Name:</b>	<b>K3. Title:</b>
<b>K4. Email:</b>		<b>K5. Date:</b>

Questions regarding this form can be directed to [nyssb@nysed.gov](mailto:nyssb@nysed.gov) or via phone at (518) 473-7505.



## **Culminating Projects**

**Q38: What is the Culminating Project rubric? Must all students complete such a project to earn the NYSSB?**

**A38:** The Culminating Project is a two (2) point option on the criteria matrix for both English and world languages. Students may choose to complete and present such a project to demonstrate the required level of proficiency to earn the NYSSB. The criteria matrix provides multiple pathways to earn the NYSSB, therefore, students are not required to complete a Culminating Project to earn the NYSSB, provided they can still earn three (3) points in English and three (3) points in one or more world languages to satisfy the requirements of the NYSSB in addition to earning the NYS Regents Diploma.

**Q39: If students choose to complete a Culminating Project, does my school have to develop a rubric to evaluate the project?**

**A39:** No. NYSED provides sample Culminating Project rubrics, which schools can use to evaluate the Culminating Project, if they so choose. Schools are also authorized to use a consortium's rubric or to develop their own rubric. In all cases, rubrics used to evaluate the Culminating Project must meet the following criteria established by NYSED:

- Proficiency in the language being assessed is the only aspect that is evaluated on the school's Culminating Project rubric.
- The column headings of the Culminating Project rubric are labeled with the ACTFL proficiency levels.
- The performance descriptors on the Culminating Project rubric are aligned to the ACTFL proficiency levels.
- The Culminating Project rubric indicates the proficiency level required to earn the NYSSB.
- The Culminating Project rubric separately addresses all three modes of communication (Interpretive, Interpersonal, Presentational).

Below are the sample rubrics created by NYSED and available for use by schools and consortia:

- [Sample rubric for category 1-2 modern languages](#) (e.g., those that use the Roman-based alphabet such as Spanish, French, Italian, German)
- [Sample rubric for category 3-4 modern languages](#) (e.g., indigenous languages such as Seneca and Tuscarora, those that use a non-Roman-based alphabet such as Arabic, Greek, Hebrew, and Russian; those that are character-based such as Japanese, Korean, and Mandarin)
- [Sample rubric for category classical languages](#) (e.g., those from an earlier period in human history that no longer has living native speakers such as Latin and ancient Greek)
- [Rubric used to Evaluate School-Developed Rubrics](#)

## Sample Rubric for Culminating Project and Presentation for Category 1-2 Modern Languages



### NYSSB Rubric for the Culminating Project and Presentation in Modern Languages (Category 1-2)




*General guidelines for the Culminating Project & Panel Presentation:*

1. Students may be evaluated holistically on the three communication standards (interpretive, interpersonal, presentational).
2. This rubric may be used to evaluate both the project itself (scholarly essay, portfolio) as well as the oral presentation of the project to the panel.
  - a. The Interpretive mode may be evaluated prior to the presentation by the classroom teacher or project advisor.
  - b. The Interpersonal and Presentational modes are evaluated at the time of the presentation of the project.
3. Students should be assessed by a panel of reviewers consisting of two or more adults who are qualified speakers of the language being assessed.
  - a. The student's current teacher should not be the sole reviewer of the project and presentation.
  - b. While schools are encouraged to recruit community members to serve on the panel of reviewers, evaluators should not be related to the student.
  - c. If the presentation is given in a low-incidence language or if there is only one adult speaker of the language in a district, the panel can consist of fewer reviewers. Every effort should be made by the school to secure two adult speakers of the language.
  - d. The entire presentation and panel interview must take place in the language being assessed.
4. Students, especially English Language Learners and Heritage Language Speakers, may represent all parts of the world and therefore may exhibit significant linguistic diversity relative to what is considered the "standard" version of any language. Panel members should avoid lowering the assessment due to a student's accent, pronunciation, or culturally-specific vocabulary, so long as these aspects don't hinder comprehension.

Culminating Project Scoring Sheet
<b>Student Name:</b>
<b>Language being assessed:</b>
<b>Overall assessment:</b>
<b>Assessment completed by (name, title):</b>
<b>Date:</b>


**Standard 1: Interpretive Communication** – *Learners understand, interpret, and analyze what is heard, read, received, or viewed on a variety of topics, drawing on a range of diverse texts, including authentic resources. The target performance level of **Intermediate High** required to earn the NYSSB is shaded below.*

Guiding Question	PERFORMANCE INDICATORS					
	INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH	ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
<b>What can I understand, interpret, or analyze in a range of diverse texts*, including authentic resources, that I hear, read, receive or view?</b> 	I can identify the topic, main idea, and related information from simple sentences in short informational and literary texts and conversations that are spoken, written, or signed.	I can understand the main idea and key information in short straightforward informational and literary texts and conversations that are spoken, written, or signed.	I can usually follow the main idea, main message, and flow of events in various time frames in straightforward paragraph-length texts, conversations, and discussions that are spoken, written, or signed.	I can identify the main and underlying messages and some supporting details across major time frames in texts, conversations, and discussions that are spoken, written, or signed.	I can understand the main and underlying messages and most supporting details across major time frames in texts, conversations, and discussions that are spoken, written, or signed.	I can follow the flow of ideas and infer meaning, including nuances and viewpoints, from complex language on unfamiliar, abstract topics within texts, conversations, and discussions that are spoken, written, or signed.


*\*The word "text" is defined as any medium that conveys information. For the purposes of these performance indicators, a text can be a print (e.g., infographic, article), an audio (e.g., song, podcast), a visual (e.g., image, painting), or an audiovisual (e.g., music video, multimedia presentation) resource.*



**STANDARD 2: Interpersonal Communication** – Learners interact and negotiate meaning in spoken, visual, or written conversations to exchange information and express feelings, preferences, and opinions. The target performance level of **Intermediate High** required to earn the NYSSB is shaded below.

Guiding Question	PERFORMANCE INDICATORS					
	INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH	ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
<p><i>How can I exchange information and ideas; and express, react to, and support preferences and opinions in conversations?</i></p> 	I can request and provide information; express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions in conversations.	I can exchange information, preferences, feelings, or opinions on a variety of familiar and some researched topics, by creating sentences and series of sentences and asking follow-up questions in conversations.	I can exchange information, preferences, feelings, or opinions, on a variety of familiar, concrete, and researched topics, sometimes involving a complication, using connected sentences that may combine to form paragraphs and asking a variety of questions in conversations and discussions, often across various time frames.	I can interact and negotiate with others to exchange information and ideas, provide explanations and comparisons of preferences and opinions, and maintain conversations that may involve an unexpected complication on a variety of familiar, concrete, academic, and social topics, using a few simple paragraphs across major time frames.	I can interact and negotiate with others to exchange information and ideas, provide explanations and comparisons of preferences and opinions, and maintain extended conversations on a wide variety of topics of interest (familiar, unfamiliar, concrete, and sometimes academic, social, or professional), by asking probing questions and providing detailed responses across major time frames.	I can interact, negotiate, discuss, support, and sometimes debate a wide variety of topics (complex, concrete, abstract, academic, social, professional, and generally unfamiliar) and often address hypothetical issues, to possibly resolve an unexpected complication, using precise questions and explanations in conversations and discussions.

**STANDARD 3: Presentational Communication** – Learners present information and ideas on a variety of topics adapted to various audiences of listeners, readers or viewers to describe, inform, narrate, explain, or persuade. The target performance level of **Intermediate High** required to earn the NYSSB is shaded below.

Guiding Question	PERFORMANCE INDICATORS					
	INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH	ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
<p><i>How can I present information and ideas to describe, inform, narrate, explain, or persuade?</i></p> 	I can present information about my life and activities, state and make attempts to support preferences and opinions on familiar and everyday topics, by creating and using simple sentences, through spoken, written, or signed language.	I can narrate personal experiences, present information, and state and support viewpoint(s) on a variety of familiar, concrete, and researched topics, using sentences and series of connected sentences, through spoken, written, or signed language.	I can narrate experiences, present information including details, and state and support viewpoint(s) on a variety of familiar, concrete, and researched topics, using short paragraphs, often across various time frames through spoken, written, or signed language.	I can deliver presentations and state viewpoint(s) with supporting evidence on some concrete, academic, social, and professional topics of interest, using paragraphs across major time frames.	I can deliver detailed presentations and present arguments with supporting evidence on a variety of concrete, academic, social, and professional topics of interest, using organized paragraphs across major time frames.	I can deliver cohesive presentations, present clear and accurate arguments with supporting evidence, and give complex and detailed narrations on a variety of complex, concrete, and abstract topics related to community interests and some specialized fields, and often deal with related issues hypothetically.

**Q40:** If my district or school chooses to develop their own Culminating Project rubric, must this rubric be approved by NYSED?

**A40:** Yes. All Culminating Project rubrics developed by consortia, districts, or schools must be submitted for approval to NYSED along with the NYSSB School Notification Form. All rubrics must meet the criteria set forth in the previous question.

**Q41:** Can the rubric provided by NYSED for world languages also be used to evaluate the culminating projects and presentations in English?

**A41:** Yes. The rubric provided by NYSED is designed to evaluate the student's proficiency in any acquired language. Culmination Projects and Presentations in English may be evaluated using this same rubric.



*ELLs, Former/Ever  
ELLs, Heritage  
Language  
Speakers, and  
students who  
study a world  
language in school  
are all eligible to  
pursue the NYSSB.*



## Rubric to Evaluate School-Developed Rubrics for the Culminating Project & Presentation

NYSSB candidates may complete a Culminating Project in English and/or one or more world languages. The evaluation of English projects must be aligned to the NYS Next Generation ELA Learning Standards. The evaluation of world language projects must be aligned to the NYS Learning Standards for World Languages (2021). OBEWL provides sample rubrics that schools may use to evaluate the Culminating Projects. Alternatively, schools may use a consortium-based rubric or develop their own rubrics. In all cases, the rubric must meet the criteria set forth in the rubric below.



### Rubric to Evaluate School-Based New York State Seal of Biliteracy (NYSSB) Culminating Project Rubrics Office of Bilingual Education and World Languages – New York State Education Department



Performance Criteria	Meets Criteria (1)	Does Not Meet Criteria (0)
A. Is proficiency in the language being assessed the <u>only</u> aspect that is assessed on the school's Culminating Project rubric?	The rubric only measures proficiency in the language being assessed.	The rubric includes items that do not measure proficiency in the language being assessed (e.g., student dress, poise).
B. Are the column headings of the school's Culminating Project rubric labeled with <a href="#">ACTFL proficiency levels</a> ?	The column headings of the rubric are labeled with the specific ACTFL proficiency levels (e.g., Intermediate High).	The column headings of the rubric are not labeled with the specific ACTFL proficiency levels.
C. Are the performance descriptors in the school's Culminating Project rubric aligned to <a href="#">ACTFL proficiency levels</a> ?	<p>The performance descriptors are aligned to ACTFL proficiency levels, including:</p> <ul style="list-style-type: none"> <li>describing what a student can do with the language;</li> <li>the length of text<sup>1</sup> a student can use and produce;</li> <li>the contextual nature of topics (e.g., familiar, unfamiliar, concrete, abstract) that a student can address; and</li> <li>the time frames a student can use.</li> </ul>	<p>The performance descriptors are not aligned to the ACTFL proficiency levels because of <u>one or more</u> of the following:</p> <ul style="list-style-type: none"> <li>They do not describe what a student can do with the language;</li> <li>They do not mention length of text type a student can use and produce;</li> <li>They do not reference the contextual nature of topics a student can address;</li> <li>They do not reference time frames a student can use;</li> <li>They reference other grammatical structures/vocabulary that are not included in the ACTFL proficiency levels (e.g., adjective or subject/verb agreement)</li> </ul>
D. Does the school's Culminating Project rubric indicate the proficiency level <u>required</u> to earn the NYSSB?	The rubric indicates the proficiency level required to earn the NYSSB based on the category <sup>2</sup> of the language being assessed.	<ul style="list-style-type: none"> <li>The rubric does not indicate the proficiency level required to earn the NYSSB.</li> </ul> <p style="text-align: center;"><b>**or**</b></p> <ul style="list-style-type: none"> <li>The rubric indicates a level of proficiency other than the level required to earn the NYSSB.</li> </ul>
E. Does the school's Culminating Project rubric separately address all three modes of communication <sup>3</sup> (interpretive, interpersonal, presentational)?	The rubric separately addresses all three modes of communication.	The rubric does not separately address all three modes of communication.

## **Culminating Project Notification Form and Visits**

### **Q42: What is the purpose of the Culminating Project Notification Form?**

**A42:** The purpose of the Culminating Project Notification Form is for schools selected by OBEWL by September 30th for a visit during the current school year to notify NYSED of the dates of the Culminating Project Presentations and the languages in which they will be delivered. The deadline to submit this form is four weeks prior to student presentations of the Culminating Project.

### **Q43: Which schools must complete and submit the Culminating Project Notification Form?**

**A43:** Only schools that have been notified by NYSED of their selection for a visit should complete this form. Notification of selection will take place no later than September 30th. This form can be submitted as soon as a school is notified of their selection for a visit, but must be submitted at least four weeks prior to dates of the student presentations.

### **Q44: The website provides a link to the online NYSSB Culminating Project Notification Form as well as templates of the form as a Word document and a PDF. Which one must a school submit?**

**A44:** The templates ([Word](#), [PDF](#)) are provided so that schools can view the entire form and gather the necessary information prior to submitting the online form. The templates are only for the school's use and should not be emailed to NYSED. Instead, once the school has gathered all of the required information for the form, the Seal Coordinator should complete the [online NYSSB Culminating Project Notification Form](#).

### **Q45: How are schools selected to be part of the sample of schools to be visited in any given year?**

**A45:** In order to be selected for a Culminating Project Presentation visit, schools must have offered the NYSSB for at least two years, although these years can be non-consecutive. NYSED will randomly select approximately three to five schools from each of the seven regions of the state (Capital region, Hudson Valley, Long Island, Mid-State, Mid-West, New York City, and West).

### **Q46: When will schools selected for a visit be notified?**

**A46:** Schools selected for a Culminating Project Presentation visit will be notified via an email to the Seal Coordinator no later than September 30th. With a week of receiving the Culminating Project Notification Form, OBEWL notify the Seal Coordinator of the date and time of the visit, as well as the contact information of the NYSED representative who will be present. In most cases, the visitor will be an Associate from OBEWL or a Resource Specialist from the local Regional Bilingual Education Resource Network (RBERN).

### **Q47: Will the visits be virtual or in person?**

**A47:** In the vast majority of cases, where in-person visits are permitted, a NYSED representative will conduct the visit in-person. Occasions may arise, through necessity or convenience, in which the visits will be conducted virtually for selected schools that have the capacity to accommodate a virtual visitor.



**Q48: What should I do if my school is selected for a visit and then, subsequently, the date of the presentations and the corresponding visit need to be changed?**

**A48:** In rare occasions, such as a school closure due to inclement weather, a school may need to change the date of the Culminating Project Presentations. When the school is scheduled for a visit on such a date, the Seal Coordinator should immediately contact the visitor to make alternate arrangements.

**Q49: What kind of feedback will the visitor provide based on the visit?**

**A49:** The NYSED representative visiting the school will observe and participate in the Culminating Project Presentations and provide feedback and support to the panel and Seal Coordinator on the process of evaluating the presentations. Following the final presentation, the visitor will provide the Seal Coordinator with a report showing areas of commendations and areas of growth. NYSED representatives may include staff from OBEWL, RBERN Resource Specialists, members of the NYSSB Task Force, or other individuals designated by NYSED.

**Q50: Will every student presentation be observed on the date of the scheduled visit?**

**A50:** No, the visitor will focus on observing the presentations in the language(s) they speak. All visitors will speak English and one or more world languages. Visits will generally be scheduled on dates that correspond to the languages spoken by the visitor so that they can fully participate in the panel interview. In addition, visitors may attend student presentations in lower-incidence languages in which they may not be proficient. In these cases, the visitor will attend, but not participate in the panel interview, which is always conducted in the language being assessed. Such a visitor may still provide general feedback on the Culminating Project Presentations to the Seal Coordinator.

**Q51: Will visits be scheduled to observe Culminating Project Presentations in English?**

**A51:** No, visits are scheduled for the Culminating Project Presentations in world languages (other than English), although if there are presentations in English that are scheduled on the date of the visit, the visitor may also attend such presentations.

**Q52: When will visits be scheduled?**

**A52:** Visits will be scheduled for whenever the school will be conducting the Culminating Project Presentations, whether they be during the regular school day, after school, or in the evening.





### **NYSSB Culminating Project Form Template**

This **TEMPLATE** is being provided so that schools can gather the required information before entering it on the [online form](#).

Each year, the Office of Bilingual Education and World Languages (OBEWL) will schedule visits with a small sample of schools offering the NYSSB for two purposes: (1) to observe and participate in Culminating Project Presentations and (2) to provide feedback and support to schools in this process. This online form is used to notify the New York State Education Department (NYSED) of the date(s), time(s), location(s), and language(s) of these presentations so that a visit may be scheduled.

**Only schools that have been notified by NYSED of their selection for a visit should complete this form.** Notification of selection will take place no later than September 30th. This form can be submitted as soon as a school is notified of their selection for a visit, but must be submitted at least four weeks prior to dates of the student presentations.

This **TEMPLATE** is being provided so that schools can view the entire form before completing the [online form](#). Only online submissions of forms will be accepted. **Do not email this form to NYSED.**

#### **School information**

<b>1. District name</b>		<b>2. School name</b>	
<b>3. Contact name</b>	<b>First:</b>		<b>Last:</b>
<b>4. Phone</b>		<b>5. Email</b>	

#### **Culminating Project Presentations in World Languages**

<b>6. Location of presentations</b>			
<b>7. Street</b>			
<b>8. City</b>		<b>9. Zip</b>	
<b>10. Dates and times of presentations by language (e.g., Spanish – April 15th, 12:00-2:30 pm; Arabic – April 16th, 11:00-11:30 am)</b>			
<b>11. Are you planning for in-person or virtual presentations, or both?</b>	<input type="checkbox"/> In-person only <input type="checkbox"/> Virtual only <input type="checkbox"/> Both In person & virtual		
<b>12. Does your school have the capability of allowing for a virtual visitor?</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No		

Submit this information electronically using the [online form](#) no later than four (4) weeks before the student presentations.

Questions regarding this form can be directed to [nyssb@nysed.gov](mailto:nyssb@nysed.gov) or via phone at (518) 473-7505.



## **End of Year Data Form and NYSSB Reporting**

**Q53: What is the deadline to submit the NYSSB End of Year Data form? How was this determined?**

**A53:** The deadline to submit the NYSSB End of Year Data form is May 5th of every year. Given that the forms must be reviewed, verified, and sometimes corrected, the submission deadline must be sufficient to ensure that seals and medallions may be delivered to schools in time for schools to prepare graduation materials. In addition, many schools hold awards ceremonies in May and June. The deadline to submit the End of Year Data form must allow for the delivery of seals and medallions for distribution to students at such ceremonies.

**Q54: What are the implications for schools of the May 5th deadline to submit the End of Year Data form?**

**A54:** Schools offering the NYSSB will need to adjust their timelines to ensure that all criteria (other than receiving AP and IB exam scores) are completed no later than April 30th:

- **Criterion 1A**
  - Students who retake the ELA Regents exam in an effort to earn a score of 80% or better may do so during any of the administration windows (June, August, January), however, if taken in June of the senior year, the student will be marked "anticipated" on the End of Year Data form submitted by May 5th and will not receive a seal or medallion until after the score for said exam is received and verified by the school.
  - English Language Learners (ELLs) who take or retake two or more Regents exams not in translation (other than ELA) in an effort to earn a score of 75% or better may do so during any of the administration windows available (June, August, January), however, if either or both are taken in June of the senior year, the student will be marked "anticipated" on the End of Year Data form submitted by May 5th and will not receive a seal or medallion until after the score(s) for said exam(s) is (are) received and verified by the school.
- **Criterion 1B** - NYSESLAT score of 290 or better - ELLs must earn an overall score of 290 or better on the NYSESLAT during 9th through 11th grades. While ELLs can take the NYSELAT during their senior year, the score would not be available prior to the final deadline of July 15th for reporting on the End of Year Data form.
- **Criterion 1C** - 11th-12th grade ELA courses - successful completion will be determined by the student earning an average of 85% or better in the first seven quarters of the two-year sequence (e.g., 11th grade - quarters one through four; 12th grade - quarters one through three).
- **Criteria 1D/2D** - Any student seeking a point or points from criteria 1D or 2D should take the approved assessment(s) no later than March 31st to ensure that the score(s) is (are) received by the school by April 30th.
- **Criteria 1E/2E** - Culminating Project Presentations should be conducted and evaluated no later than April 30th.
- **Criterion 2A** - World Language Checkpoint C course - successful completion will be determined by the student earning an average of 85% or better for the full four quarters if completed prior to the senior year, or for the first three quarters if completed during the senior year. For students taking a two-year world language course sequence, who would benefit more from using a seven-quarter average than a three-quarter average, may use the four quarters of the first year and the first three quarters of the second year to determine the course average.

- **Criterion 2B** - Transcripts from a nation outside the U.S. - students may provide transcripts from a school in a nation outside of the U.S. showing at least three years of instruction in the student's home/native language, which must be a language other than English, in Grade 8 or beyond, with an equivalent grade average of B or higher. Such transcripts must be provided to the Seal Coordinator no later than April 30th.
- **Criterion 2C** - Home Language Arts coursework - successful completion will be determined by the student earning an average of 85% or better for any required Home Language Arts coursework as part of the student's Bilingual Education program.

**Q55: The first gray column of the End of Year Data form is labeled "Total number of Seals earned by student". How is this number calculated?**

**A55:** The first gray column of the End of Year Data form automatically calculates the total number of Seals earned by the student. The first Seal is awarded after the student earns three (3) points in English and three (3) points in a world language. Subsequent Seals can be awarded to students who earn three (3) points in two or more other world languages. For instance, a student who is proficient in Hindi and Punjabi from prior residency and school attendance in India, may earn the NYSSB in English, Hindi, and Punjabi. If this student, while in high school, pursues a course of study in Spanish through the Checkpoint C level, the student can also earn the NYSSB in Spanish provided they earn three (3) points in Spanish.

**Q56: If a student earns the NYSSB in English and more than one world language, what do they receive?**

**A56:** Students who earned the NYSSB in English and more than one world language receive a seal and a medallion for each of the world languages in which they have earned the NYSSB. For example, a student who earns the NYSSB in English, Hindi, Punjabi, and Spanish would receive three (3) seals and three (3) medallions. Such a student can also receive a certificate signed by the Associate Commissioner for the Office of Bilingual Education and World Languages attesting to the multiple seals earned. The NYSSB Task Force is currently considering other ways to distinguish students who earn the NYSSB in more than one world language.

**Q57: The instructions indicate that the Seal Coordinator should delete the first three columns of the End of Year Data form (student names, internal student ID numbers) prior to submitting this form to NYSED. If the columns are to be deleted before submission, why are they included on the form?**

**A57:** The first three columns of the End of Year Data form are designated for the students' first and last names and any internal student ID numbers. These columns are provided for the convenience of the Seal Coordinator and district staff while tracking student progress throughout the year. In order to protect students' privacy, NYSED asks that the Seal Coordinator remove any personally identifiable information (including student names and internal ID numbers) prior to submitting this form. The NYSSIS number is a secure means to track and report data on students relative to the NYSSB, while protecting their privacy. Because NYSSIS numbers may not be easily acquired by any school staff other than the District Data Coordinator, it is essential that the Seal Coordinator keep a copy of the finalized End of Year Data form with student names and internal ID numbers. This will facilitate any follow-up or corrections that are necessary. Seal Coordinators should also send a copy of the finalized End of Year Data form with student names and internal ID numbers to all school counselors and the District Data Coordinator.

**Q58: What are NYSSIS numbers, how do I find them, and why are they used instead of the district's internal student ID numbers?**

**A58:** NYSSIS stands for the New York State Student Information System. When a student enters any New York State school, NYSED issues them an official, 10-digit NYSSIS number that is unique to the student and follows them throughout their academic career. NYSSIS numbers may not be easily accessible to school staff on the district's student management system. The District Data Coordinator will be able to access the NYSSIS numbers using the NYSED portal. When the Seal Coordinator has identified the students who will be pursuing the NYSSB, they should reach out to the District Data Coordinator with a list of student names and ask that person to provide the NYSSIS numbers so that they can be added to the End of Year Data form. NYSSIS numbers are used on the End of Year Data form instead of internal school ID numbers because they are unique to the student and allow NYSED to cross check students who have earned the NYSSB with the number reported through the Student Information Repository System (SIRS).

**Q59: Why does NYSED collect demographic data on students earning the NYSSB (e.g., gender, race, ethnicity) ?**

**A59:** NYSED collects basic demographic data on students earning the NYSSB in order to better understand trends in student participation in this program, as well as to ensure equity and access for all students.



*District Data Coordinators can provide the initial data necessary for the Seal Coordinator to identify eligible candidates from the four student subgroups.*





**Q60: What is the difference between race and ethnicity for the purpose of the End of Year Data form and why is “Hispanic, Latino, or of Spanish origin” listed for both of these categories?**

**A60:** Race generally refers to a category of humans that share specific physical traits, while ethnicity can refer to groups of humans classified by common racial, national, tribal, religious, linguistic, or cultural origin or background. There are five federal race designations that are typically used by NYSED to track educational data:

- American Indian or Alaska native;
- Asian, native Hawaiian, or other Pacific Islander;
- Black or African American;
- Multiracial; and
- White.

In an effort to be as inclusive as possible and to allow students to self-identify as they so choose, we have included “Hispanic, Latino, or of Spanish origin” as both a race and an ethnicity. People who identify their origin as Hispanic, Latino, or Spanish may be of any racial designation. The design of the End of Year Data form allows for flexibility for each student to identify themselves as they wish.

**Q61: What is the Puerto Rican/Hispanic Youth Leadership Institute (PRHYLI) and why is participation in this program by NYSSB candidates reported on the End of Year Data form?**

**A61:** The Angelo Del Toro Puerto Rican/Hispanic Youth Leadership Institute is a program for high school students of Puerto Rican or Hispanic descent in which they identify and research local issues, study the NYS legislative process and parliamentary process, and participate in a three-day institute in March of each year that culminates in a mock assembly session. Students participating in PRHYLI are uniquely qualified to pursue the NYSSB given their heritage speaking skills in Spanish and may use the PRHYLI Advocacy project as the NYSSB Culminating Project in partial fulfillment of the requirements to earn the NYSSB. Seal Coordinators are asked to indicate PRHYLI students who are also pursuing the NYSSB on the End of Year Data form. Seal Coordinators can get a list of PRHYLI students from their school’s PRHYLI Coordinator or by contacting their local RBERN.

**Q62: Why does the End of Year Data form ask for the student’s graduation month and year?**

**A62:** The NYSSB can only be awarded upon high school graduation. The timing of the student’s graduation, therefore, impacts the NYSSB reporting. In the vast majority of cases, students will graduate in June. Students who graduate in August are still able to earn the NYSSB, however, seals and medallions for any August graduates will only be mailed to schools once all requirements for graduation have been confirmed. In addition, August graduates earning the NYSSB are reported by District Data Coordinators on SIRS in the following academic year.

**Q63: Why does the End of Year Data form ask if the student is 21 years of age or less as of September 1st of the academic year in which they student will graduate?**

**A63:** The End of Year Data form asks if the student is 21 years of age or less as of September 1st of the academic year in which they will graduate to ensure the accuracy of the information reported to NYSED through the aforementioned form and the information uploaded to SIRS by the district Data Coordinator. SIRS does not permit the entry of the NYSSB program service code (8312) for students who are over the age of 21. By collecting the students’ age category on the End of Year Data form, NYSED can better identify any discrepancies in the information reported.

**Q614 Does every student have an ELL status? What are the four ELL statuses?**

**A64:** Yes. For the purposes of the End of Year Data form, every student pursuing the NYSSB must have an ELL status. There are four possible options:

- **Current ELLs** - students who, by birth or ancestry, speak or understand a language other than English and who score below a NYS designated level of proficiency on either the NYSITELL or the NYSESLAT exam;
- **Former/Ever ELLs** - students who were once ELLs, but who have demonstrated the NYS designated level of proficiency in English to exit ELL status;
- **Never ELLs whose home language is English** - students who were never identified as ELLs whose home language is English; and
- **Never ELLs whose home language is other than English** - students who were never identified as ELLs whose home language is other than English.

**Q65: What does it mean when a student is "Anticipated" to earn the NYSSB? Which students should be marked as "Criteria already met" and which should be marked as "Anticipated"?**

**A65:** Most students will complete all work to meet the criteria to earn the NYSSB by April 30th of their graduation year. These students are marked "Criteria already met" on the End of Year Data form.

Students who have not completed all work to meet the criteria to earn the NYSSB by April 30th of their graduation year are marked as "Anticipated". When the student completes all criteria to earn the NYSSB, their status is changed to "Criteria already met".

**Q66: Under what circumstances is a student marked "Anticipated"?**

**A66:** Until such time as a student has completed all requirements to earn the NYSSB, they are marked "Anticipated". The following are some common reasons why a student would be marked as "Anticipated":

- The student has taken an assessment (i.e., AP or IB) and is still awaiting the score;
- The student was unable to complete the presentation of the Culminating Project by the deadline of April 30th;
- The student will graduate in August instead of June.

Students who take an assessment to earn a point for one or more criteria of the NYSSB (i.e., 1A, 1D, 2D) in the spring of their senior year may not have the scores available for said exams by May 5th and should be marked as "Anticipated" on the End of Year Data form submitted by May 5th. When scores for these exams are released, the Seal Coordinator will amend the End of Year Data form and resubmit it to NYSED, so that the additional seal(s)/medallion(s) can be sent to the school for distribution to the student(s). In such a case, an amended End of Year Data form must be submitted to NYSED no later than July 15th. For this reason, it is important that the Seal Coordinator be available in the summer or designate an administrator to complete this task.

It should be a rare occurrence to mark a student as "Anticipated" because they have not completed their Culminating Project Presentation by the April 30th deadline or because the student did not take an approved English or world language assessment in time to receive their score by April 30th. It is the responsibility of the Seal Coordinator to ensure that each student pursuing the NYSSB has a plan to earn all required criteria by April 30th, with the exception of AP, IB, or Regents exams taken in the

spring of the senior year. Either the Seal Coordinator or the student's advisor (if they are completing a Culminating Project) should make sure that the student remains "on track" to complete the criteria required to earn the NYSSB by April 30th so that the End of Year Data form can be submitted by the May 5th deadline.

While students who graduate in August instead of June are eligible to earn the NYSSB, it cannot be awarded until all requirements for both graduation and the NYSSB have been met. These students remain marked as "Anticipated" on the End of Year Data form until such time as these requirements have been met. When the student's graduation has been confirmed, the Seal Coordinator should submit an amended End of Year Data form. Upon receipt and verification of this form, NYSED will mail to the school the seal(s) and medallion(s) for distribution to the student(s).

**Q67: On the End of Year Data form, there are two columns for English assessments and two columns for world language assessments. How are these columns completed?**

**A67:** Criteria 1D and 2D allow students to take approved assessments in English and world languages to earn points toward the NYSSB. These are state or national exams that have been approved by NYSED to evaluate a student's proficiency level in the language being assessed. In order to earn a point for an exam, a student must earn at least the required score as listed in the NYSSB Handbook to demonstrate the required proficiency level for the NYSSB. Both the English and world language criteria sections allow for two exam entries because students are able to take up to two of the exams listed to earn one (1) point for each exam toward the NYSSB. For instance, a student seeking to earn three (3) points in English may do so by:

- Achieving an average of 85% or better in their 11th and 12th grade ELA course (1C – 1 pt.)
- Earning a score of 3 on the AP English Language and Composition exam (1D – 1 pt.)
- Earning a score of Intermediate High (I-5) on the AAPPL exam in English (1D – 1 pt.)

By the same token, a student seeking to earn three (3) points in Spanish may do so by:

- Achieving an average of 85% or better in their Checkpoint C Spanish course (2A – 1 pt.)
- Earning a score of 4 on the AP Spanish Language exam in junior year (2D – 1 pt.)
- Earning a score of 4 on the AP Spanish Literature exam in senior year (2D – 1 pt.)

New York State's points matrix system (see page 7) provides multiple pathways for students to earn the NYSSB.

**Q68: Can students retake one of the approved assessments for either English or world languages, if they do not get the score required to earn a point for criterion 1D or 2D?**

**A68:** Yes. Students can retake any of the approved assessments for either English or world languages, if they do not receive the score required to earn a point for criterion 1D or 2D. It is also possible for a student to just retake a section of a multi-part approved assessment, if they achieved the required score in the other sections.

**Q69: Who bears the cost for a student to take any of the approved assessments (other than AP or IB) for either English or world languages?**

**A69:** The NYSSB should be offered at no cost to students. The Seal Coordinator will work with each student to determine the best pathway to the NYSSB. If that pathway necessitates the taking of an approved assessment in either English and/or a world language, then the school will make the arrangements for



the student to take the assessment, including paying the fee for said assessment. This is not applicable to AP or IB exam fees, which are part of a larger course that often affords students college credit based on the exam score. There are a number of low-cost assessments available in different languages. The Seal Coordinator should consult the NYSSB Handbook for a list of approved assessments.

**Q70: If my student is taking an AP or IB exam in the spring of their senior year and wishes to use the score from that exam as a point toward the NYSSB, when will the NYSSB be awarded and when will the student receive their Seal and medallion?**

**A70:** Students who take an AP or IB exam in the spring of their senior year, who wish to also use the score from said exam(s) as a point(s) towards the NYSSB, will be marked as “Anticipated” on the End of Year Data form that is submitted by May 5th. Scores for these exams are generally available in early July. Upon receipt of the scores from these exams, the Seal Coordinator will submit an amended End of Year Data form to notify NYSED whether students have met all of the requirements to earn the NYSSB. After the data on the form have been verified by NYSED, the Seals and medallions will be sent to the Seal Coordinator for distribution to the students.

**Q71: What happens if a student was supposed to complete all criteria to earn the NYSSB by April, but failed to complete one (1) or more points? For example, what if a student does not finish or present their Culminating Project by the time the End of Year Data form is submitted? Is the student still eligible to earn the NYSSB if they eventually earn all required points?**

**A71:** A student who has not earned the required number of points by the time the End of Year Data form is submitted can be marked as “Anticipated” on the form, however, the student will have to complete all NYSSB requirements by the time the amended End of Year Data form is submitted by July 15th. Seals/medallions will not be sent out piecemeal for students who fail to adhere to the deadlines established. All seals/medallions included in an amended End of Year Data form will be sent out together, which may mean the student(s) will not receive them until after graduation. By the same token, students graduating in August may not be awarded the Seal until graduation. When all criteria for both graduation and the NYSSB have been met, the Seal Coordinator will submit an amended End of Year Data form.

**Q72: Can students who received an exemption from an ELA Regents exam during the COVID-19 pandemic use the exemption as a point toward criterion 1A?**

**A72:** Yes. Students who received an exemption from an ELA Regents exam during the COVID-19 pandemic, including June 2020, August 2020, January 2021, June 2021, and August 2021 administrations of the exam, have earned a point toward criterion 1A of the NYSSB. To be eligible to receive these exemptions, students must have been enrolled in and received credit for the course that normally culminates in the corresponding Regents exam.

**Q73: How are such exemptions noted on the End of Year Data form for reporting purposes?**

**A73:** There is no special notation for NYSSB criteria that are met by exemptions. Seal Coordinators will mark the criterion met on the End of Year Data form as normal.

**Q74: What are the gray columns that follow each of the criteria sections and why can't I edit them?**

**A74:** There are two gray columns that follow each of the language criteria sections :

- Raw points earned; and
- Criteria met.

These gray columns automatically calculate based on the information entered by the Seal Coordinator in the criteria sections. They serve as a double check that the information is entered properly. When a Seal Coordinator has entered the criteria for a student, but sees that the gray criteria met column shows “No”, that is an indication to the Seal Coordinator that they must go back to the criteria section and adjust the information entered.

**Q75: What information needs to be entered into column Y labeled “1st World Language” on the End of Year Data form?**

**A75:** In column Y, the Seal Coordinator will enter the first world language in which the student is earning the NYSSB. For this reason “English” should not be entered into this column as there is a separate English criteria section that precedes column Y. Seal Coordinators must enter the name of the world language in which the student is earning the NYSSB. Seal Coordinators should avoid entering language categories (e.g., “Creoles and Pidgins” instead of “Haitian Creole”) as well as abbreviations or codes for languages (e.g., “SPA” instead of Spanish).

**Q76: Is there language that school counselors should place on student transcripts to indicate the earning of the NYSSB?**

**A76:** Yes. Transcripts require wording that the student has received the NYS Seal of Biliteracy.

**Q77: Should the seal be affixed to students’ diplomas?**

**A77:** Yes. Whoever at the school is responsible for preparing the diplomas should affix the official Seal to the diplomas of Seal earners. Seals should only be affixed to diplomas of students who have completed all of the criteria required to earn the NYSSB. For those students still awaiting scores from AP or IB exams, the Seals may only be affixed to their diplomas upon verification that all required NYSSB criteria have been met.

**Q78: How are Seal earners reported to NYSED as part of the annual graduation reporting process?**

**A78:** Seal Coordinators must ensure that the End of Year Data form is sent to the District Data Coordinator, who is responsible for the general graduation reporting to NYSED through the Student Information Repository System (SIRS). District Data Coordinators will enter program service code 8312 for each graduate who earned the NYSSB. OBEWL cross-checks the total number of Seal earners reported by the Seal Coordinator via the End of Year Data form with the total number of Seal earners reported by the District Data Coordinator as part of the annual graduation reporting process. It is essential that these two numbers match. OBEWL will reach out to any districts that show a discrepancy between these two numbers. If the Seal Coordinator does not work during the summer months, they should designate an administrator to serve as the point of contact to resolve any discrepancies.

The purpose of the End of Year Data form is for schools to track and report students who earn the NYSSB each year, along with their NYSSIS number, some demographic data, and the criteria they met in English and one or more world languages to satisfy the requirements of the NYSSB. Seal Coordinators must fill in all blank cells that are tinted with a color. Gray cells automatically calculate based on the information entered.

The End of Year Data form is an Excel workbook with two tabs: School Info & Summary and End of Year Data form.

District name		Will the person completing this form be available over the summer to handle any issues that arise regarding the Seal (e.g., submitting an updated form by July 15th for any students who had not met all Seal criteria by May 5th)?	
School name			
Person to whom Seals/medallions should be sent			
Street address			
City			
Zip code		If not, please list an alternate's contact information:	
Total number of Seals/medallions being requested for students who have already met the Seal criteria	0	Name	
Date by which Seals are needed		Title	
		Phone	
		Email	

Electronic Signature of Building Administrator Designee			
Date of signature		By entering your name in this section, you are signing this form electronically and attesting to the accuracy of the data submitted, that a copy with student names has been sent to all school counselors and the District Data Coordinator, and that the Superintendent/Chief Academic Officer has been notified of the submission of this form. You agree that your electronic signature is the legal equivalent of your manual signature on this form.	
First name			
Last name			
Title			
Email			

Data Summary			
Total Seal Candidates	0	American Indian or Alaska Native	0
Seal of Biliteracy Criteria Met = Yes	0	Asian, Native Hawaiian, or Other Pacific Islander	0
Seal of Biliteracy Criteria Met = No (includes "anticipated")	0	Black or African American	0
		Hispanic or Latino or of Spanish Origin	0
Earned NYSSB in English and 1 world language	0	Multiracial	0
Earned NYSSB in English and 2 world languages	0	White	0
Earned NYSSB in English and 3 world languages	0	ETHNICITY: Hispanic, Latino, or of Spanish Origin	0
Females	0	Seal Candidates who also participated in PRHYLI	0
Males	0		
Non-Binary	0	Current ELLs	0
Seal Candidates graduating in June 2022	0	Former/Ever ELLs	0
Seal Candidates graduating in August 2022	0	Never ELLs with a Home Language of English	0
As of Sept. 2021, students >21 years of age	0	Never ELLs with a Home Language other than English	0
Number of students who have already met Seal criteria as of the submission of this form	0	Number of anticipated candidates who will be submitted on an amended form no later than July 15th, once their AP/IB scores are available	0

Screen shot of the first tab of the End of Year Data form workbook called "School Info & Summary"

The bottom half of the first tab of the End of Year Data form workbook automatically calculates various values based on the information entered on the second tab. An error code is displayed when information is incorrectly entered. All error codes should be resolved before submitting the form to NYSED. Questions about how to resolve error codes should be directed to OBEWL at (518) 474-7505 or via email [nyssb@nysed.gov](mailto:nyssb@nysed.gov).


Error Codes		
<i>District Name</i>		The district name field above is blank. Please fill in.
<i>School Name</i>		The school name field above is blank. Please fill in.
<i>Person to whom Seal should be sent</i>		The field above is blank. Please fill in.
<i>Street address</i>		The street address field above is blank. Please fill in.
<i>City</i>		The city field above is blank. Please fill in.
<i>Zip code</i>		The zip code field above is blank. Please fill in.
<i>Date by which Seals are needed</i>		The date field above is blank. Please fill in.
<i>Date of Signature</i>		The signature date field above is blank. Please fill in.
<i>Designee First name</i>		The designee first name field above is blank. Please fill in.
<i>Designee Last name</i>		The designee last name field above is blank. Please fill in.
<i>Designee Title</i>		The designee title field above is blank. Please fill in.
<i>Designee Email</i>		The designee email field above is blank. Please fill in.
<i>Does every student listed have a <u>unique</u> 10-digit NYSSIS number?</i>		Form correctly filled in.
	0	Form correctly filled in.
<i>Does every student listed have a gender?</i>		Form correctly filled in.
<i>Does every student listed have a race?</i>		Form correctly filled in.
<i>Does every student listed have an ELL status?</i>		Form correctly filled in.
<i>Does every student listed have a 1st world language (green, column Y)?</i>		Form correctly filled in.

*Screen shot of the Error Codes on the first tab of the End of Year Data form workbook*


The second tab of the workbook is where Seal Coordinators will enter each student's NYSSIS number, demographic information, such as gender, race, and ethnicity, ELL status, and the criteria that each student met in English and one or more world languages to fulfill the requirements to earn the NYSSB.

[illegible]

Screen shot of the second tab of the End of Year Data form workbook



*The NYSSB is one of the few in the nation to offer a points matrix from which students can use multiple pathways to earn the Seal.*





## Promotion

### **Q79: When and how should districts promote the NYSSB with potential candidates?**

**A79:** School counselors and teachers should begin speaking to students as early as possible to plan out their courses of study. Ideally, promotion of the NYSSB should take place in all ESOL and world language courses at all grade levels. This will encourage students to improve their proficiency and to continue language study, with the end goal of being able to earn the NYSSB upon graduation. Districts may consider using some or all of the following promotional strategies:

- Give presentations on the NYSSB in English as a New Language (ENL) and world language classrooms starting no later than 8th grade and continuing each year that the student is enrolled.
- Hold an informational meeting for interested students who may pursue the NYSSB in the current or a future year.
- Display [NYSSB posters](#) in various languages in hallways, offices, and classrooms.
- Post information on prior year's NYSSB earners from the district on a school bulletin board.
- Give Biliteracy Pathway Awards to students in grades K-11 to encourage them to pursue to the NYSSB.
- Add the NYSSB to the school's Program of Studies or course selection guide.



*Photo of a NYSSB bulletin board courtesy of the Mid-West RBERN.*

### **Q80: When and how should districts promote the NYSSB within the school community?**

**A80:** Districts should promote the NYSSB with all stakeholders, including parents, faculty & staff, Boards of Education, and community members. Information presented may contain background information on the NYSSB, the benefits of pursuing this award, and whom to contact for more information. Districts may consider using some or all of the following promotional strategies:

- Letters to parents of potential NYSSB candidates;
- District/school newsletter articles on the NYSSB;
- Presentations at staff meetings, Board of Education meetings, and Parent-Teacher Organization meetings;
- Presentations at events attended by parents and community members (e.g., open house, curriculum night);
- Webpage with information on the NYSSB on the district's website; and
- Informational video on the NYSSB linked to the district's website.



## GRADUATE with the SEAL OF BILITERACY

*The New York State SEAL OF BILITERACY recognizes students who have studied and attained a high proficiency in two or more languages by high school graduation.*



***More languages mean better college and career opportunities:***

***Earn the Seal of Biliteracy!***

For information, please visit: <http://www.nysed.gov/world-languages/new-york-state-seal-biliteracy-nyssb>

or contact NYSED's Office of Bilingual Education and World Languages (OBEWL@nysed.gov)

or the Regional Bilingual Education Resource Network in your area:

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

NYS Seal of Biliteracy Poster in English (This poster is available in a number of languages on the NYSSB website.)

## Recruitment and Application Process

### **Q81: What are the four student subgroups that may pursue the NYSSB?**

**A81:** In order to earn the NYSSB, a student must demonstrate a high level of proficiency in English and one or more world languages. The four student subgroups that may pursue the NYSSB are:

- **Current ELLs** - students who, by birth or ancestry, speak or understand a language other than English and who score below a NYS designated level of proficiency on either the NYSITELL or the NYSESLAT exam;
- **Former/Ever ELLs** - students who were once ELLs, but who have demonstrated the NYS designated level of proficiency in English to exit ELL status;
- **Never ELLs whose home language is English** - students who were never identified as ELLs whose home language is English; and
- **Never ELLs whose home language is other than English** - students who were never identified as ELLs whose home language is other than English.

### **Q82: How should the SBC begin to identify possible NYSSB candidates from the four student subgroups?**

**A82:** When identifying potentially eligible students, the Seal Coordinator should submit the following data request to school counselors or the District Data Coordinator:

*Please provide the name, anticipated graduation year, home language, and ELL status (e.g., ELL, Former/Ever ELL, Never ELL whose home language is English, Never ELL whose home language is other than English) for all students (juniors) that meet ONE or more of the following criteria:*

- *Prior year's ELA average  $\geq 80\%$*
- *ELA Regents score  $\geq 80\%^*$*
- *If an ELL, NYSESLAT overall score  $\geq 290$  earned during 9th-12th grades\**
- *AP English exam score  $\geq 3$  or IB English exam  $\geq 4^*$*
- *If enrolled in a world language course, average  $\geq 80\%$*
- *Transcripts from a school outside the US documenting three years of instruction in 8th grade or beyond with a grade average of  $\geq B^*$*
- *If enrolled in a Home Language Arts program, average  $\geq 80\%$*
- *AP world language exam score  $\geq 3$  or IB world language exam  $\geq 4^*$*

Ideally, the staff member providing this information to the SBC would do so in a single list of students, however, it may be necessary for the staff member to provide multiple lists that the SBC or the Seal Coordinator will combine to form a list of possible NYSSB candidates. For instance, the District Data Coordinator may provide a list of all juniors who have earned a score of 80% or better on the ELA Regents, a list of all juniors who have earned a score of 3 or above on an AP or IB English exam, etc. The SBC or Seal Coordinator would take all of the student lists and combine them to form a master list. This is exactly how the End of Year Data form is organized and districts are encouraged to use the End of Year Data form (or something similar) to identify and track NYSSB candidates. This "master list" of NYSSB candidates for each graduating year may be maintained on a district's electronic server so that the entire SBC has access to the document over the course of the year.

**Q83: Once a list of potential NYSSB candidates from each of the four student subgroups has been created, how might the SBC begin recruiting students?**

**A83:** A multi-pronged approach is recommended to recruit as many possible students from the subgroups to consider pursuing the NYSSB. Districts may wish to consider the following recruitment strategies:

- ENL and world language teachers give presentations on the NYSSB in classes that have potential candidates on the benefits of pursuing the NYSSB. Teachers may also wish to approach prospective NYSSB candidates individually to encourage them to pursue this award.
- The Seal Coordinator, with the help of other staff, invites potential candidates to an informational meeting on the NYSSB. At such a meeting, students would learn about the benefits of earning the NYSSB and the criteria required to earn it. The school may wish to invite past NYSSB graduates to speak to prospective students about why they chose to pursue the award.
- School counselors may meet individually with students as part of the course planning process to review the students' eligibility for the NYSSB, to explain the process, and to encourage them to pursue the NYSSB. In particular, using the data gathered on prospective candidates, school counselors may wish to share with students if they have already earned one (1) or more points toward the NYSSB (for instance, through earning a score of 80% or better on the ELA exam). School counselors may also wish to highlight with students that the NYSSB is a unique distinction that is currently earned by less than 10% of NYS graduates.
- The Seal Coordinator may send letters to prospective NYSSB candidates and their families, providing information about the NYSSB and inviting the candidates to consider pursuing it. Communication with families should be in their preferred language. Translations of letters into these languages can be accomplished by tapping into the expertise of world language teachers and other staff who speak the languages of ELL families. Districts may also reach out to their RBERN or to the agency that provides interpreters or translators for school-based meetings.

**Q84: Must districts use an application for students to apply for the NYSSB?**

**A84:** No, it is up to the district to decide whether to utilize an application for students to indicate their intent to pursue the NYSSB. Regardless of whether a formal application is used, schools must have a means of identifying and tracking interested candidates.

**Q85: Is the NYSSB available to students with an Individualized Education Program (IEP)?**

**A85:** Yes. All accommodations listed on the student's IEP, including assessment and classroom accommodations, are applicable as the student proceeds to meet the NYSSB requirements.



## **Criteria to Earn the NYSSB**

### **Q86: What are the requirements for earning the NYSSB?**

**A86:** Students must meet all requirements for graduating with a Regents diploma and also demonstrate the required level of proficiency in both English and in one or more world languages as outlined in the “Criteria to Earn the New York State Seal of Biliteracy” on the following page.

### **Q87: How will the district keep track of the criteria that are met toward the NYSSB?**

**A87:** The Seal Coordinator should document and keep on record all activities relating to a student’s work with the NYSSB. Seal Coordinators may use the End of Year Data form available on the OBEWL website to track students’ progress.

### **Q88: May a student earn the NYSSB in English and more than one world language?**

**A88:** Yes. Students may demonstrate the required level of proficiency in more than one world language by earning three (3) points from the World Language criteria for each language.

### **Q89: May a student combine points from more than one world language for a total of three (3) points to earn the NYSSB?**

**A89:** No. In addition to satisfying the NYS Regents Diploma requirements and earning three (3) points from the English criteria, students must earn three (3) points in the **same world language** in order to earn the NYSSB.

### **Q90: May a student retake an English or world language assessment to attempt to earn at least the required score to earn a point for criteria 1A, 1D, or 2D.**

**A90:** Yes. If a student is not successful in earning the required score on any assessment for the NYSSB, they may retake a new version of the exam, when it is available, to attempt to receive at least the required score to earn a point for the assessment. For instance, a 10th grader who earns a 75% on the ELA Regents may elect to retake said exam during their junior or senior year to attempt to receive an 80% or better to earn a point for criterion 1A toward the NYSSB.

### **Q91: May a student who received an exemption from the ELA Regents Exam (June 2020, August 2020, January 2021, June 2021, or August 2021) under the COVID guidance issued by NYSED use said exemption to earn a point for criterion 1A toward the NYSSB?**

**A91:** Yes. Students who received an exemption from the ELA Regents Exam (June 2020, August 2020, January 2021, June 2021, or August 2021) under the COVID guidance issued by NYSED have earned a point for criterion 1A toward the NYSSB. These exemptions follow the student through graduation.



**Criteria to Earn the New York State Seal of Biliteracy (NYSSB)**

- A. Students wishing to receive the NYSSB must complete all requirements for graduating with a NYS Regents diploma\*;  
 B. In addition to the above minimum requirement, students wishing to receive the NYSSB must earn three (3) points from the English criteria and three (3) points from the World Language criteria.

CRITERIA FOR DEMONSTRATING PROFICIENCY IN ENGLISH	POINT VALUE	CRITERIA FOR DEMONSTRATING PROFICIENCY IN A WORLD LANGUAGE	POINT VALUE
<b>1A.</b> 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**, without translation.	1	<b>2A.</b> 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, consistent with Checkpoint C standards.	1
<b>1B.</b> ELLs earn an overall score of 290 or better on the New York State English as a Second Language Achievement Test (NYSESLAT) during 9th-12th grades.	1	<b>2B.</b> 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
<b>1C.</b> 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	<b>2C.</b> For students enrolled in a Bilingual Education program, complete all required Home Language Arts (HLA) coursework with an 85 or higher or a comparable score using another scoring system set by the district and approved by the Commissioner.	1
<b>1D.</b> Score at a proficient level on an approved English assessment (See "Approved English Assessments" on page 50.)	1	<b>2D.</b> Score at a proficient level on an accredited Checkpoint C World Language assessment (See "Checkpoint C World Language Assessments and Minimum Scores" on pages 51-53.)	1
<b>1E.</b> Present a Culminating Project 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	<b>2E.</b> Present a Culminating Project 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 (IEP) or section 504 Accommodations Plan must be provided for all State and districtwide assessments administered to students with disabilities, as consistent with State policy. Students with disabilities should also receive these testing accommodations on Checkpoint C World Language Assessments, as permitted.

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

\*\*For information on exemptions for these examinations, see questions 72-73, 91-92.

- Q92:** May an ELL who received an exemption from two Regents Exams other than English (June 2020, August 2020, January 2021, June 2021, and/or August 2021) under the COVID guidance issued by NYSED use said exemption to earn a point for criterion 1A toward the NYSSB?
- A92:** Yes. ELLs who received an exemption from two Regents Exams other than English (June 2020, August 2020, January 2021, June 2021, and/or August 2021) under the COVID guidance issued by NYSED have earned a point for criterion 1A toward the NYSSB. These exemptions follow the student through graduation.
- Q93:** May an ELL who received an exemption from the spring 2020 NYSESLAT exam under the COVID guidance issued by NYSED use said exemption to earn a point for criterion 1B toward the NYSSB?
- A93:** Yes. ELLs who, during their 9th-12th grade years, received an exemption from the spring 2020 NYSESLAT exam under the COVID guidance issued by NYSED, have earned a point for criterion 1B toward the NYSSB. This exemption follows the student through graduation.
- Q94:** May an ELL or Former/Ever ELL use an overall score of 290 or better on a NYSESLAT taken prior to 9th grade as a point for criterion 1B?
- A94:** No. Only overall NYSESLAT scores of 290 or better taken while during the student's 9th-12th grade years will earn the student a point for criterion 1B.
- Q95:** What is the definition of a Checkpoint C world language course?
- A95:** The NYS Learning Standards for World Languages are grouped into three Checkpoints (A, B, C) of generally two years of study each. Included in these standards are proficiency targets for each of these three (3) Checkpoints. Students are expected to master the standards as measured by the proficiency targets for each Checkpoint by the end of the final year of the Checkpoint (i.e., generally end of 8<sup>th</sup> grade for Checkpoint A, generally end of 10<sup>th</sup> grade for Checkpoint B, and end of 12th grade for Checkpoint C). A Checkpoint C course is any yearlong course that follows Checkpoint B and is aligned to the NYS Learning Standards for World Languages for Checkpoint C. It is important for Seal Coordinators to review these standards as 11th- and 12th-grade world language courses do not automatically qualify as Checkpoint C courses.
- Q96:** If a district offers two (2) Checkpoint C world language courses (e.g., French IV, French 5), may a student earn two points for criterion 2A by achieving an overall average of 85% or better in each course?
- A96:** No. Students may only earn 1 point for criterion 2A, whether the Checkpoint C course is a one-year course or two-year course sequence.
- Q97:** Must a Checkpoint C course or a Home Language Arts course have an associated final exam calculated into the overall average in order to fulfill the requirement of an overall average of 85% or better for criteria 2A or 2C?
- A97:** No. Such courses are not required to have a final exam that is calculated into the yearly average. Students may earn a point toward criteria 2A or 2C by achieving an overall average of 85% or better for the coursework.

**Q98:** Must a Checkpoint C world language course be offered over a two-year period for a student to earn a point for criterion 2A towards the NYSSB?

**A98:** No. Any Checkpoint C World Language course, whether it be a one-year course or a two-year course sequence, may be used by a student to earn a point for criterion 2A toward the NYSSB.

**Q99:** May a student earn points toward the NYSSB earlier than the year in which they graduate?

**A99:** Yes. Students may earn one (1) or more points toward the NYSSB at any time during 9th through 12th grades. It is the responsibility of the Seal Coordinator to keep track of the progress of all Seal candidates.

**Q100:** May a district increase the criteria to earn the NYSSB (e.g., requiring a higher level of proficiency)?

**A100:** No. The NYS Board of Regents set criteria to earn the NYSSB. Districts must use this criteria for their NYSSB programs.

*To earn the NYSSB,  
a student needs to  
fulfill all of the  
requirements of the  
NYS Regents  
Diploma and earn  
three points in  
English and three  
points in a world  
language.*



### Approved English Assessments & Minimum Scores

ENGLISH ASSESSMENT	MIN SCORE DEMONSTRATING INTERMEDIATE HIGH PROFICIENCY
AAPPL -The ACTFL Assessment of Performance toward Proficiency in Languages - English	I-5
AP – Advanced Placement Examination* <ul style="list-style-type: none"> <li>• AP English Language &amp; Composition</li> <li>• AP English Literature &amp; Composition</li> </ul>	3
IB – International Baccalaureate Examination* <ul style="list-style-type: none"> <li>• IB English B</li> <li>• IB English A Literature</li> <li>• IB English A Language &amp; Literature</li> <li>• IB English A Literature &amp; Performance</li> </ul> IB Language courses are categorized as “A” for the student’s “best” language and “B” as a language other than the best language studied in school. IB courses and exams are categorized as Higher Level (HL) or Standard Level (SL). HL courses require 240 hours of instruction, while SL courses require 150 hours.	4 (HL), 5 (SL)
STAMP4S - Standard Based Measurement of Proficiency - English	6
TOEFL - Test of English as a Foreign Language**	80

\*The requested submission date for the End of Year Data Form with all completed criteria for each student is May 5th. Scores for assessments taken in the senior year, especially AP and IB exams, will often not arrive at the school until July. In these cases, the Seals and medallions for any candidates needing scores for such assessments will only be mailed once an amended End of Year Data Form is submitted by the Seal Coordinator to NYSED by no later than July 15th. Seal Coordinators are encouraged to plan out pathways to the NYSSB that will enable as many candidates as possible to complete all requirements prior to May 5th so that these students will have their Seals and medallions available for graduation ceremonies.

\*\*The minimum required score on the TOEFL is available to be used as a point toward criterion 1D to students whose home language is other than English.



## Approved Checkpoint C World Language Assessments and Minimum Scores

### **Checkpoint C World Language Assessments & Minimum Scores**

**(based on the upper proficiency level designated for each language group for Checkpoint C)**

Completing one or one group of the examinations on the following three (3) pages will yield one (1) point towards the three (3) total points necessary on the criteria point system for demonstrating world language proficiency.

WORLD LANGUAGE ASSESSMENT	LANGUAGES AVAILABLE	MIN SCORE
<a href="#">AAPPL -The ACTFL Assessment of Performance toward Proficiency in Languages</a>	Cat 1-2 Languages: French, German, Italian, Portuguese, Spanish	I-5
	Cat 3-4 Languages: Arabic, Japanese, Korean, Mandarin, Russian	I-2
<a href="#">ACTFL OPI &amp; WPT for the Seal of Biliteracy</a>	Cat 1-2 Languages: Haitian Creole, Swahili	I-5
	Cat 3-4 Languages: Albanian, Amharic, Bangla, Bosnian, Bulgarian, Cantonese, Croatian, Dari, Gujarati, Hebrew, Hindi, Malayalam, Pashto, Polish, Tagalog, Tamil, Thai, Turkish, Ukrainian, Urdu, Vietnamese, Yoruba	I-2
<a href="#">AP – Advanced Placement Examination</a>	Cat 1-2 Languages: French, German, Italian, Spanish* Cat 3-4 Languages: Japanese, Mandarin	4
<a href="#">DELE (Diplomas of Spanish as a Foreign Language)</a>	Spanish	B1
<a href="#">DEL F (Diplôme d’Etudes en Langue Française)</a>	French	B1
<a href="#">Goethe-Zertifikat</a>	German	B1
<a href="#">IB - International Baccalaureate Examination</a> **	<a href="#">IB Language B exams</a>	
	Cat 1-2 Languages: Danish, Dutch, Finnish, French, German, Indonesian, Italian, Norwegian, Portuguese, Spanish, Swahili, Swedish Cat 3-4 Languages: Arabic, Cantonese, Hebrew, Hindi, Japanese, Korean, Mandarin, Russian	5 (Standard Level Exam) 4 (Higher Level Exam)
<a href="#">SLPI: ASL – American Sign Language Proficiency Interview</a>	American Sign Language	Intermediate Plus
<a href="#">STAMP4S - Standard Based Measurement of Proficiency</a>	Cat 1-2 Languages: French, German, Italian, Portuguese (Brazilian), Spanish	6
	Cat 3-4 Languages: Arabic, Hebrew, Hindi, Japanese, Korean, Mandarin (Simplified and Traditional), Polish, Russian	5

\*Includes Spanish Language & Culture as well as Spanish Literature & Culture exams.

\*\*Students may only take IB exams if they are enrolled in the corresponding course at an IB school. IB Literature A exams in world languages other than English, although much less common in NYS, are also available at schools who provide them. Such exams may also be used as a point toward criterion 2D.



In this section, students should take exams **in as many modalities as available** to qualify for Checkpoint C credit.

WORLD LANGUAGE ASSESSMENT	LANGUAGES AVAILABLE	MIN SCORE
<a href="#">LPT – The ACTFL Listening Proficiency Test</a> (Listening)	Cat 1-2 Languages: French, German, Italian, Portuguese, Spanish	I-5
	Cat 3-4 Language: Arabic, Mandarin, Japanese, Korean, Russian	I-2
<a href="#">OPI – The ACTFL Oral Proficiency Interview</a> (Speaking)	Cat 1-2 Languages: Afrikaans, Danish, Dutch, Finnish, French, German, Haitian Creole, Indonesian, Italian, Norwegian, Portuguese (European), Romanian, Spanish, Swahili, Swedish	I-5
	Cat 3-4 Languages: Akan-Twi, Albanian, Algerian**, Arabic (MSA), Armenian, Assyrian, Azerbaijani, Baluchi, Bengali, Bosnian, Bulgarian, Burmese, Cambodian, Cantonese, Cebuano, Chechen, Czech, Dari, Egyptian**, Ga, Georgian, Greek (Modern), Gujarati, Hausa, Hebrew, Hindi, Hmong/Mong, Hungarian, Ilocano, Iraqi**, Japanese, Javanese, Jordanian**, Kazakh, Kikongo, Kinyarwanda, Korean, Krio, Kurdish-Kurmanji, Kurdish-Sorani, Lao, Lebanese**, Levantine**, Libyan**, Lingala, Malay, Malayalam, Mandarin, Mandingo-Bambara, Mongolian, Moroccan**, Nepali, Palestinian**, Pashto, Persian Farsi, Polish, Punjabi, Russian, Serbian/Croatian, Sindhi, Sinhalese, Slovak, Somali, Sudanese**, Syrian**, Tagalog, Tajik, Tamil, Tausug, Telugu, Thai, Tunisian**, Turkish, Turkmen, Uighur, Ukrainian, Urdu, Uzbek, Vietnamese, Wolof, Yemeni**, Yoruba, Zulu	I-2
<a href="#">OPIc – Oral Proficiency Interview (computer)</a> Form 3 (Speaking)	Cat 1-2 Languages: French, German, Italian, Portuguese, Spanish	I-5
	Cat 3-4 Languages: Arabic, Japanese, Korean, Mandarin, Pashto, Persian Farsi, Russian, Tagalog, Vietnamese	I-2
<a href="#">RPT – The ACTFL Reading Proficiency Test</a> (Reading)	Cat 1-2 Languages: French, German, Indonesian, Italian, Portuguese, Spanish	I-5
	Cat 3-4 Language: Arabic, Japanese, Korean, Mandarin, Russian	I-2
<a href="#">WPT/BWT – The ACTFL Writing Proficiency Test/Business Writing Test</a> (Writing)	Cat 1-2 Languages Danish, Dutch, French, German, Haitian Creole, Italian, Portuguese, Spanish, Swahili, Swedish	I-5
	Cat 3-4 Languages Albanian, Amharic, Arabic, Armenian, Bengali/ Bangla, Bosnian/Croatian, Bulgarian, Cantonese, Czech, Dari, Greek (Modern), Gujarati, Hebrew, Hindi, Japanese, Korean, Malayalam, Mandarin, Pashto, Persian Farsi, Polish, Russian, Serbo/Croatian, Tamil, Tagalog, Thai, Turkish, Ukrainian, Urdu, Vietnamese, Yoruba	I-2

\*Various country-based variants of Arabic, \*\*ILR (Interagency Language Roundtable) only

CLASSICAL LANGUAGE ASSESSMENT	MIN SCORE
AP – Advanced Placement Examination in Latin	4
ALIRA – The ACTFL Latin Interpretive Reading Assessment	I-5
IB – International Baccalaureate Examination <ul style="list-style-type: none"> <li>• Latin</li> <li>• Classical Greek</li> </ul>	5 (SL), 4 (HL)

**Q101: May a student earn a point for criterion 1D by earning a minimum score on an AP or IB exam in a subject other than English (e.g., Physics, Calculus) so long as the language of the exam is English?**

**A101:** No. Only those assessments listed above may be used to earn a point for criterion 1D.

**Q102: May a student earn more than one (1) point for criterion 1D by achieving the minimum required score on more than one of the approved assessments for English and/or a world language?**

**A102:** Yes. Students may earn up to a maximum of two (2) points for criterion 1D by achieving the minimum required score on two different approved assessments in English. For example, a student may achieve a score of 3 or better on the AP English Language & Composition exam by the end of junior year and a 3 or better on the AP English Literature & Composition exam by the end of senior year. By the same token, a student can earn up to a maximum of two (2) points for criterion 2D by achieving the minimum required score on two different approval assessments in the same world language. For example, a student may achieve a score of 4 or better on the AP Spanish Language & Culture exam by the end of junior year and a 4 or better on the AP Spanish Literature & Culture exam by the end of senior year.

**Q103: In which languages are the Checkpoint C assessments offered?**

**A103:** See the section on Checkpoint C World Language Assessments & Minimum Scores on pages 51-53 for a list of languages for each examination.

**Q104: If a student plans to take an AAPPL exam in English or a world language to earn a point for criteria 1D and/or 2D, which form (A or B) should the student take?**

**Q104:** Students should use form B of the AAPPL exam, which can measure proficiency levels from Novice High to Advanced Low. Form A of the AAPPL exam has a maximum proficiency rating of Intermediate Mid. While the required proficiency level to earn the NYSSB in a category 3-4 modern language (e.g., Arabic, Korean, Mandarin, Russian) is Intermediate Mid, which can be measured by form A of the AAPPL, when a form B exists, it is recommended that the student take form B.

**Q105: Are there costs associated with the Checkpoint C examinations?**

**A105:** Yes. Costs may vary. Districts should follow current procedures relating to testing costs. If a student chooses to take an approved assessment for criterion 1D or 2D, that cost is borne by the district the student attends. AP and IB exams are not covered under this statement as they apply to both coursework and an exam and often permit the student to earn college credit based on their score. Seal Coordinators should identify potential NYSSB candidates no later than their junior year so as to be able to put together a budget for exams needed to earn the NYSSB in the following year.

**Q106:** Can taking the ACTFL Oral Proficiency Interview (OPI) be enough to earn a point for criterion 2D if there are no other approved Checkpoint C assessments in the language being used to earn the NYSSB?

**A106:** Yes. In the case of low-incidence languages where assessments are not offered in all modalities, a student must take those examinations in the available modalities.

**Q107:** If more than one exam is available in the language in which a student is pursuing the NYSSB, may the student choose which exam to take?

**A107:** Yes, students may choose among multiple exams that test all modalities (speaking, listening, reading, and writing). For example, a student who is pursuing the NYSSB in Spanish has a number of options, including: (1) the AAPPL exam, (2) the STAMP4s exam, or (3) the DELE. If the student is enrolled in an AP or IB course in Spanish, those exams are also options. The student could also take the following combination of exams in Spanish: LPT + OPI (or OPI(c)) + RPT + WPT/BWT. The combination of exams ensures that the student is being tested in all modalities.

A student may not earn a point for criterion 2D by taking an exam available in less than all modalities when another exam exists in the same language in all four modalities. For example, a student pursuing the NYSSB in Korean may not just take the OPI/OPI(c) (this exam only tests speaking) because both the AAPPL and STAMP4S exams test all modalities in Korean.

**Q108:** May a student who speaks a home language other than English earn a point for criterion 2D if there is no approved Checkpoint C assessment available in that language?

**A108:** Yes. When no approved Checkpoint C assessment exists for a home language of a student pursuing the NYSSB, the district may administer an oral interview in the home language between the student and a qualified adult speaker of the language. A student may earn a point for criterion 2D by demonstrating at least the required proficiency level for Interpersonal Speaking and Listening. It is recommended that students participating in such an oral interview be evaluated using one of the sample rubrics for Interpersonal Communication provided by NYSED.

**Q109:** May a student use an oral interview to earn a point for criterion 2D if there are approved Checkpoint C assessments available in the language in which the NYSSB is being pursued?

**A109:** No. The oral interview option is reserved exclusively for very low-incidence languages that have no approved Checkpoint C assessments.

**Q110:** Can districts use other nationally recognized Checkpoint C World Language assessments not listed on the Checkpoint C Assessments and Minimum Score Chart?

**A110:** No. The assessment must be recognized as valid by the NYSED's Office of Bilingual Education and World Languages (OBEWL). Please contact OBEWL at (518) 473-7505 for more information.

**Q111: Can the 4+1 Pathway assessments in world languages be used as a point for criterion 2D?**

**A111:** No. The 4+1 Pathway assessments in world languages, other than the AAPPL and STAMP4S exams, are Checkpoint B exams and therefore, cannot be used as a point for criterion 2D, which requires Checkpoint C proficiency. The AAPPL and STAMP4S exams are both capable of measuring a range of proficiencies. To earn a point for criterion 2D using either the AAPPL or the STAMP4S exam, a student must achieve the required proficiency level in the target language.

**Q112: What is the difference between the 4+1 Pathway in world languages and the NYSSB?**

**A112:** The 4+1 Pathway assessments in world languages are a set of exams that measure Checkpoint B proficiency in world languages. A student who earns a 65% or better on one of these exams may use the exam as both the Checkpoint B exam requirement of the Regents Diploma with Advanced Designation and as the fifth Regents exam required for the Regents Diploma.

The NYSSB is an award that recognize high school graduates who have attained a high level of proficiency in English and one or more world languages. The required proficiency level for world languages is consistent with Checkpoint C.

**Q113: The Checkpoint C world language course at my school is a dual enrollment course with a local college or university. Can the final exam for this course be used as a point for criterion 2D?**

**A113:** No. The only assessments that can earn a student a point for criterion 2D are those on the Approved Checkpoint C Assessments list (see pages 51-53).

**Q114: Does NYSED take into consideration the two levels of the International Baccalaureate (IB) exams?**

**A114:** Yes. The minimum score for the IB exams at the Standard Level is 5 and at the Higher Level is 4. This is true for both English and World Language assessments.

**Q115: Can a school order an IB exam in a world language if they are not an IB school and/or if the student is not enrolled in the corresponding IB course?**

**A115:** No. Only schools authorized to offer the IB Diploma Programme by the International Baccalaureate Organization (IBO) may administer IB exams to their students. All students wishing to take IB exams for the purposes of the NYSSB must also be enrolled in the corresponding IB courses.

**Q116: How should the American Sign Language Proficiency Interview (SLPI) be administered?**


**A116:** The school district should have access to people who are trained and qualified to administer the SLPI exam. They must also have the equipment to videotape the interviews. Each exam, to be properly rated, will take several hours and more than one evaluator to rate it. Preferably, the person who administers the exam is not the same person who evaluates it.

**Q117: For exams other than AP and IB, when should Seal Coordinators schedule the administration of these exams?**


**A117:** Administration of exams should take place so that scores are received back at the school no later than April 30th, so as to allow the Seal Coordinator enough time to record the criteria earned by the student for the exam(s) on the End of Year Data form, which must be submitted by May 5th of each year a school offers the NYSSB. It is recommended that students take any needed exams by no later than April 15th. Seal Coordinators should determine by the fall of the Seal candidate's graduating year if an exam needs to be ordered and should communicate that to the appropriate school staff so that the exam fee can be paid by the school.

**Q118:** If a student needs to take assessments in several modes (for instance, the OPI and WPT to earn a point for criterion 2D in Norwegian), what happens if the student earns the required score in one (1) mode, but fails to earn the required score in the other mode?

**A118:** Students who take assessments available in multiple modes must earn the minimum required score in all modes in order to earn the point for criterion 2D. A student in the situation in question 118 can choose to retake the assessment in the mode for which the minimum required score was not originally achieved.



*The NYSSB has approved assessments in 110 world languages, including nine approved assessments in English.*





## Culminating Projects and Presentations

### **Q119: What constitutes a Culminating Project?**

**A119:** The Culminating Project is an option by which a student may demonstrate the required proficiency in English and/or a world language to earn two (2) points for criterion 1E and/or 2E. Students should research a topic of interest and then design a project on that topic in the target language. Students will then present their projects in the target language to a panel of reviewers, who will then interview the student in the target language. In this way, the student will be provided with the opportunity to demonstrate the required level of proficiency in all three (3) modes of communication:

- **Interpretive Reading and Listening** are evaluated by the classroom teacher and/or Project Advisor during the research stage.
- **Interpersonal Speaking and Listening** are evaluated by the Panel of Reviewers at the interview following the presentation of the Culminating Project.
- **Presentational Speaking and Writing** are evaluated by the Panel of Reviewers at the presentation of the Culminating Project.

### **Q120: Does a student have to complete a Culminating Project in order to earn the NYSSB?**

**A120:** No. The NYSSB criteria matrix provides multiple pathways for students to earn the points required to satisfy the NYSBB requirements. The Culminating Project is one of several options for the student to demonstrate proficiency in English and/or a world language.

### **Q121: Is there a required length for either the project or the presentation of the project?**

**A121:** No, there is no required length for either the project itself or the presentation of the project, however, both the project and its presentation should be significant enough in length for the student to demonstrate the required level of proficiency to earn the NYSSB.



*Students may  
earn two points  
for each of  
criteria 1E and  
2E by presenting  
Culminating  
Projects.*



**Q122: May the Culminating Project be embedded into the respective ELA, ENL, or world language course?**

**A122:** Yes. Since teachers of language need to evaluate students in all three (3) modes of communication anyway, it makes sense to embed the Culminating Project into the regular ELA, ENL, and/or world language course. In addition to completing the project in the respective course, NYSSB candidates must also present their projects in the target language to a Panel of Reviewers.

**Q123: What forms might a Culminating Project take?**

**A123:** A Culminating Project should allow the student to research a topic of interest and through the project, showcase their skills, abilities, and talents in the target language. There are many forms that this can take, including, but not limited to:

- A presentation (e.g., PowerPoint);
- An artistic composition (i.e., creative writing piece, poem, song, painting, sculpture or other work of art, video or performance) accompanied by a related written component;
- A scholarly essay, literary critique, or research paper;
- A reflective journal; or
- A portfolio of student work.

Whatever the form of a Culminating Project, there must be a written component, the student must present the project to a Panel of Reviewers, and the student must participate in an interview with the Panel, all of which must be in the target language.

**Q124: May students record their Culminating Project Presentations and submit the recording for evaluation by the Panel of Reviewers?**

**A124:** No. Students may not record their Culminating Project Presentations and submit the recording for evaluation by the Panel of Reviewers. All Culminating Projects, including, but not limited to projects, scholarly essays, and portfolios, must be presented live to the Panel of Reviewers. This must be followed by a live interview of the student presenting the project. For the purposes of the NYSSB, a live presentation can take place in-person or virtually.

**Q125: What information/work should a student portfolio contain?**

**A125:** The student portfolio must contain evidence of the required level of proficiency in the target language. A portfolio should include student work in all three (3) modes of communication (Interpretive Listening and Reading, Interpersonal Speaking and Listening, Presentational Speaking and Writing). Items that might comprise a portfolio include, but are not limited to: projects, personal reflections, assessments, essays, written or performed plays, videotaped interviews, PowerPoint presentations, and reflective journals.

For help with developing portfolios, schools can refer to the [NCSSFL LinguaFolio®](#), which is based on the European Language Portfolio (ELP) and the [NCSSFL-ACTFL Can-Do Statements](#).

**Q126: How are Culminating Projects in classical languages (i.e., Latin) different from those in modern languages?**

**A126:** Instruction in the classical language classroom focuses primarily on the skill of Interpretive Reading, therefore, the Culminating Project for the NYSSB in a classical language should allow the student to demonstrate proficiency in Interpretive Reading of one or more ancient texts. Students may prepare a critical analysis of an ancient text and present said analysis in English to the Panel of Reviewers. The ensuing interview regarding the presentation would also take place in English for students pursuing the NYSSB in a classical language. The student's Interpretive Reading skills will be evaluated in the classical language, while the other modes of communication (Interpersonal Speaking and Listening, Presentational Speaking and Writing) will be evaluated in English.

**Q127: What resources are there to help with the development of projects?**

**A127:** Although districts are given flexibility with the development of projects, it is recommended that they use the following standards and tools when creating their plans:

- [The NYS Next Generation English Language Arts Learning Standards \(2017\)](#)
- [The NYS Learning Standards for World Languages \(2021\)](#)
- [Sample Rubric for Culminating Projects in Category 1-2 Modern Languages](#)
- [Sample Rubric for Culminating Projects in Category 3-4 Modern Languages](#)
- [Sample Rubric for Culminating Projects in Classical Languages](#)
- The [NYSSB Guidance Toolkit](#) – Modules 3 ([Developing the Culminating Project](#)) and 5 ([Planning for Panel Presentations](#))





## **Advisement for the Culminating Projects**

### **Q128: Should students completing the Culminating Project have an advisor?**

**A128:** Yes. Every Seal candidate that will complete a Culminating Project to earn two (2) points for criterion 1E and/or 2E should have an advisor. Most advisors are staff members at the school attended, but advisors can be any adult, including community members.

### **Q129: What is the role of the Culminating Project Advisor?**

**A129:** The Culminating Project Advisor, in collaboration with the Seal Coordinator, guides the student through the NYSSB process and provides valuable feedback on the Culminating Project. The Culminating Project Advisor should go over the requirements for the program and meet regularly with the student to review progress.

### **Q130: Is the Culminating Project Advisor recommended to keep a record of the work the student completes toward the NYSSB?**

**A130:** Yes. It is recommended that the advisor keep a record throughout the year that details activities relating to work being done for the NYSSB. The Seal Coordinator will periodically check in with each student's advisor to monitor their progress, and such a record will assist them in this process. NYSED has created a Sample Advisor Log (see following page) that documents the basic information that should be kept, including the names of the advisor and student, the meeting dates, and meeting notes.



*Advisors support students in the development of their Culminating Projects and preparation for presentations.*

A highly effective process would be for the Seal Coordinator to create an advisor log for each student, labeled with the student's name and uploaded to a shared drive so that advisors could update the document and Seal Coordinators could easily monitor the progress of all students.

### Sample Advisor Log

#### New York State Seal of Biliteracy Advisor Meetings

School Year:

Candidate Name:

Advisor Name:

Meeting #	Meeting Date	Meeting Notes	Goal(s) for next meeting
1	5-Dec	Met with student for initial meeting; reviewed the requirements for the Seal and the ones student has	Student will bring final project description and topic.
2	20-Dec	Discussed how student is doing this year in classes, with particular emphasis on ELA/ENL and World	Student will bring 3 sources (books, articles or links).
3	5-Jan	Student gave an update on how they are doing in classes so far. Student describes the three sources and	Student will bring notes from at least three sources.
4	20-Jan		
5	5-Feb		
6	20-Feb		
7	5-Mar		
8	20-Mar		
9	5-Apr		
10	20-Apr		
Date of final presentation		<input type="text" value="TBD"/>	



**Q131: May the Culminating Project Advisor also serve on the Panel of Reviewers for the Culminating Project and Presentation?**

**A131:** Yes. The Culminating Project Advisor may serve on the Panel of Reviewers to evaluate the Culminating Project and Presentation; however, they may not be the sole member of the panel.

**Q132: Do Culminating Project Advisors need to speak the language in which the student is pursuing the NYSSB?**

**A132:** No, however, the most qualified Culminating Project Advisors will speak the language of the student's project, so as to provide linguistic and cultural guidance. For this reason, schools should make every effort to find such an advisor. It is not mandatory for the Culminating Project Advisor to know the language spoken by the student, if one cannot be found. Schools that do not have staff members that speak the language of the student's project are encouraged to reach out to their local Boards of Cooperative Educational Services (BOCES), the Regional Bilingual Education Resource Network (RBERN), local colleges and universities, and community-based organizations for assistance. Click here for NYSED's [Guides to Community-Based Organizations for Immigrants](#) by region.

***It is important to clarify that while a student's advisor does not have to speak the language of the project, all members of the Panel of Reviewers must be qualified adult speakers of the language of the project.***



## **Evaluation of the Culminating Project & Presentation**

### **Q133: Must students who are seeking to earn two (2) points for criterion 1E or 2E present their Culminating Project to the Panel of Reviewers?**

**A133:** Yes. Students must present their Culminating Project in the language being assessed for the NYSSB to the Panel of Reviewers. The Presentation has two (2) components: a formal presentation of the Culminating Project by the student in the target language and an interactive question and answer or interview session between the Panel of Reviewers and the student. All interaction between these two parties must be in the language being assessed.

### **Q134: When should students present their Culminating Project to the Panel of Reviewers?**

**A134:** All Culminating Project Presentations should be completed by no later than April 30th in the year in which the student will graduate. This allows sufficient time for the Seal Coordinator to report successful NYSSB candidates on the End of Year Data form submitted to NYSED by no later than May 5th. Only those students who fulfill all the requirements to earn the NYSSB, including the presentation of their Culminating Project, by April 30th will be guaranteed to receive their seal and medallion in time for graduation. Students who are unable to complete their Culminating Project Presentation by April 30th may still earn the NYSSB by completing their work no later than 10 calendar days prior to their graduation day. In such a case, the Seal Coordinator is required to submit an amended End of Year Data form to include these students. Upon receipt and verification of the amended End of Year Data form, NYSED will mail any additional seals and medallions to the school for distribution to the student(s).

### **Q135: What is the role of the Panel of Reviewers?**

**A135:** The role of the Panel of Reviewers is to measure the student's proficiency in the target language through the evaluation of the Culminating Project, the student's presentation of the project, and an interview with the student. Interview questions may address the presented topic, the student's process, their opinions and/or feelings about the topic, and other questions the Panel feels are necessary to measure the student's proficiency level.

### **Q136: How should the Culminating Project and Presentation be evaluated?**

**A136:** The Culminating Project and Presentation should be evaluated by the Panel of Reviewers, which should consist of a minimum of two adult speakers of the language of the presentation, using the rubric expressly designed for the project and presentation. NYSED provides sample rubrics that schools may choose to use for this purpose, or schools may design their own rubrics. Any rubrics used to evaluate the Culminating Project must meet the following criteria established by NYSED:

- Proficiency in the language being assessed is the only aspect that is evaluated on the Culminating Project rubric;
- The column headings of the Culminating Project rubric are labeled with the ACTFL proficiency levels;
- The performance descriptors on the Culminating Project rubric are aligned to the ACTFL proficiency levels;
- The Culminating Project rubric indicates the proficiency level required to earn the NYSSB; and

- The Culminating Project rubric separately addresses all three modes of communication (interpretive, interpersonal, presentational).

Below are the sample rubrics created by NYSED and available for use by schools and consortia:

- [Sample rubric for category 1-2 modern languages](#) (e.g., those that use the Roman-based alphabet such as Spanish, French, Italian, German)
- [Sample rubric for category 3-4 modern languages](#) (e.g., indigenous languages such as Seneca and Tuscarora, those that use a non-Roman-based alphabet such as Arabic, Greek, Hebrew, and Russian; those that are character-based such as Japanese, Korean, and Mandarin).
- [Sample rubric for classical languages](#) (e.g., those from an earlier period in human history that no longer has living native speakers, such as Latin and ancient Greek)
- [Rubric used to Evaluate School-Developed Rubrics](#)

**Q137: Who may serve on the Panel of Reviewers to evaluate the Culminating Project and Presentation?**

**A137:** Any adult who speaks the language being assessed for the Culminating Project and Presentation may serve on the Panel of Reviewers, except for adults related to the student. Current classroom teachers of the student may serve on the Panel of Reviewers, provided that they are not the sole member of the Panel. Schools are encouraged to reach out to other staff, including staff at other schools in the district, as well as to local colleges, universities, and community-based organizations to find adults to serve on the Panel of Reviewers. Members of the SBC as well as the student’s advisor may also serve on the Panel of Reviewers, provided that they speak the language of the presentation.

**Q138: What is the difference between the Seal of Biliteracy Committee (SBC) and the Panel of Reviewers?**

**A138:** The SBC consists of school-based personnel (an administrator, a school counselor, an ELA teacher, an ESOL teacher, and a world language teacher). The SBC is charged with planning and implementing the Seal of Biliteracy program at a school or district. The meet regularly in the first year to set up procedures and protocols that make it possible for the school to offer the NYSSB. Following the first year of implementation, the SBC may meet less frequently to reflect on their practice and identify areas of growth for the future.

The Panel of Reviewers consists of two or more adults who speak the language of the Culminating Project and Presentation. The purpose of the panel is to evaluate the Culminating Project and Presentation to determine if the student has demonstrated the required level of proficiency to earn two (2) points for criterion 1E or 2E.

**Q139: What options do districts have if they cannot find an adult to serve on the Panel of Reviewers, especially for lower-incidence languages?**

**A139:** Districts can work with their local Boards of Cooperative Educational Services (BOCES), Regional Bilingual Education Resource Networks (RBERNs), local colleges and universities, and or other community-based organizations to find individuals to serve on the Panel of Reviewers. RBERNs may be able to arrange for community members to serve as Panel Members .



**Q140:** If a student has an Individualized Education Program (IEP) that states that the student should be exempted from one of the three modalities (e.g., the speaking modality because of a speech impediment documented in their IEP, stating the student should be exempted from speaking assessments), how can the SBC evaluate the student's proficiency in a language?

**A140:** If a student's IEP states an exemption from one of the modalities, the individual district can use its discretion regarding the NYSSB. A district can put more emphasis on the other modalities or look at other options. As stated in the criteria, in order to earn the NYSSB, students will earn points from the choice matrix. The criteria within the choice matrix include assessments, coursework, projects, essays, and portfolios, etc. Assessments are only one (1) area of proficiency, so the district may evaluate the language skills of a student with an IEP that exempts the student from one modality through other avenues.

**Q141:** May Culminating Project Presentations be conducted virtually?

**A141:** Yes. Culminating Project Presentations may be conducted live, with the students and all panelists present, or virtually, with some or all participants connecting via a video-conferencing platform. In both cases, the student should be visible to the Panel at all times and may not use materials other than brief notes to assist them in the presentation.

**Q142:** Who makes the final determination if the student has met the criteria to be awarded the NYSSB?

**A142:** The Seal Coordinator gathers all necessary information from the district's student management system, including scores from approved assessments, transcripts from schools outside the U.S., and the evaluation of Culminating Projects and Presentations from the Panel of Reviewers to determine if the student has met the criteria to be awarded the NYSSB.



*Culminating Project Advisors can be district staff or members of the community.*



### **Ordering Seals and Medallions and Reporting Data**

**Q143: How does a district order the physical seals to attach to students' diplomas and the medallions for students to wear at graduation?**

**A143:** Official seals and medallions are ordered from NYSED using the End of Year Data form that is emailed to [nyssb@nysed.gov](mailto:nyssb@nysed.gov). This form is an Excel workbook which contains demographic information on all successful NYSSB candidates as well as the criteria they met to earn the NYSSB.

**Q144: When should a district order the physical seals and medallions?**

**A144:** The End of Year Data form, which is used to order the official seals and medallions, must be submitted to NYSED no later than May 5th.

**Q145: Is there a cost to ordering the seals and medallions from NYSED?**

**A145:** No. NYSED provides the official seals to affix to student diplomas as well as the medallions for students to wear at graduation, free of charge to all participating schools.

**Q146: Is it possible to order seals and medallions for students who have not completed the criteria to earn the NYSSB on the End of Year Data form that is submitted by May 5th?**

**A146:** No. While all students pursuing the NYSSB should be included on the End of Year Data form, seals and medallions will only be sent for students who have completed all criteria to earn the NYSSB (including receiving any needed assessment scores).

**Q147: When can seals and medallions be ordered for students who have not completed the criteria to earn the NYSSB by May 5th?**

**A147:** There may be a limited number of students who have not completed all of the criteria to earn the NYSSB by May 5th. This may be because a student took an AP, IB, or Regents examination in the spring or summer of the year in which they are graduating and the scores were not available by the deadline to submit the End of Year Data form. In addition, in very rare occasions, a student, due to unforeseen circumstances, such as an extended illness, may not have been able to present their Culminating Project by May 5th. In all of these cases, the Seal Coordinator will submit an amended End of Year Data form no later than July 15th to [nyssb@nysed.gov](mailto:nyssb@nysed.gov). NYSED will verify the amended information and will send the additional Seals and medallions to the Seal Coordinator for distribution to the corresponding students.

**Q148: What happens if a Seal candidate doesn't graduate until August, for instance, if they need to retake a course or a Regents examination in August in the year in which they will graduate?**

**A148:** Students who graduate in August are still eligible to earn the NYSSB. In these cases, the Seal Coordinator will indicate they are August graduates on the End of Year Data form and will submit an amended form as soon as the student has completed their coursework/exam retake. As Seal Coordinators are often teachers, who may or may not be available during the summer months, it is important for Seal Coordinators to designate an administrators to handle any NYSSB issues that arise after the close of the academic year.



## **Celebrating Accomplishments**

**Q149:** How can schools acknowledge the accomplishment of students earning the NYSSB prior to graduation?

**A149:** Practices vary from district to district. Here are some examples shared with NYSED of how schools acknowledge the accomplishments of NYSSB earners:

- Presenting NYSSDB earners with the medallions and certificates provided by NYSED at an awards ceremony in May or June so as to allow families, friends, staff, and Board of Education members to share in the celebration;
- Recognizing students who earn the NYSSB in English and **two** or more world languages;
- Holding an assembly at school to honor NYSSB earners;
- Displaying a plaque or bulletin board at school with photos and names of NYSSB earners; and
- Writing an article for the school newsletter, district website, or local newspaper with photos and names of NYSSB earners.

**Q150:** My school uses honor cords to distinguish students who have earned special distinctions (e.g., honor societies). Are there other graduation regalia designated for the NYSSB?

**A150:** No. NYSED provides the official medallion for students to wear at graduation. Schools may choose to use additional graduation regalia for NYSSB earners if they wish, but there are no official items or colors designated for the NYSSB for such regalia.



*For more information on starting a NYSSB program at your district, contact [nyssb@nysed.gov](mailto:nyssb@nysed.gov).*

**Q151: How can NYSSB earners and candidates be recognized at the graduation ceremony?**

**A151:** In addition to the official seal affixed to students' diplomas, NYSSB earners are also recognized by the medallion that can be worn for the graduation ceremony. Schools are encouraged to include an annotation in the graduation program to indicate which students have earned the NYSSB. For candidates who have not yet met all of the criteria to earn the NYSSB (for instance, because they are awaiting an AP score), schools may recognize these students as "candidates for the New York State Seal of Biliteracy". Only upon verification that all NYSSB criteria has been met should a school affix the official seal on the student's diploma and add the appropriate notation to the transcript.

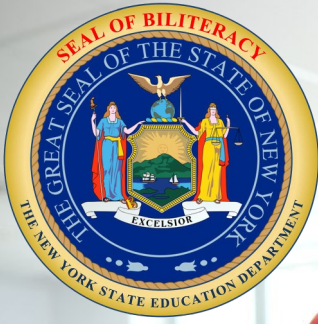
**Q152: What are the Biliteracy Pathway Awards?**

**A152:** The Biliteracy Pathway Award is a way for districts to recognize students at any time from Kindergarten through 11th grade who are on the pathway to biliteracy. To be on this pathway, a student would need to be developing their skills in English and another world language, which may be a home language or a language studied. Unlike the NYSSB, which is highly regulated, the Biliteracy Pathway Award is given at the discretion of the district, who determines the timing of the award, the criteria used to earn the award, and the form that the award takes. A district might give the Biliteracy Pathway Award to their ELLs as they progress in their English and home language development. By the same token, a district might give the award to world language students at key points during their academic careers.



*The Biliteracy Pathway Award can be given at the discretion of districts from Kindergarten through 11th grade.*





# Resources—Weblinks

[New York State Seal of Biliteracy](#)

[New York State Graduation Requirements](#)

[New York State P-12 Next Generation Standards for English Language Arts](#)

[New York State Learning Standards for World Languages](#)

[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](#)

[NCSSFL-ACTFL Can-Do Statements](#)

[ACTFL Performance Descriptors for Language Learners](#)

[NCSSFL LinguaFolio®](#)

## [NYSSB Guidance Toolkit](#)

To assist schools in implementing a NYSSB program, OBEWL, in collaboration with the NYSSB Task Force and the Mid-West and Mid-State RBERNs, have created a NYSSB Guidance Toolkit that contains a series of self-guiding modules. These modules, consisting of agendas, videos, presentation slides, and supporting documentation, can be used by the SBC within a single school or among schools in a consortium looking to implement, improve, or expand their programs.

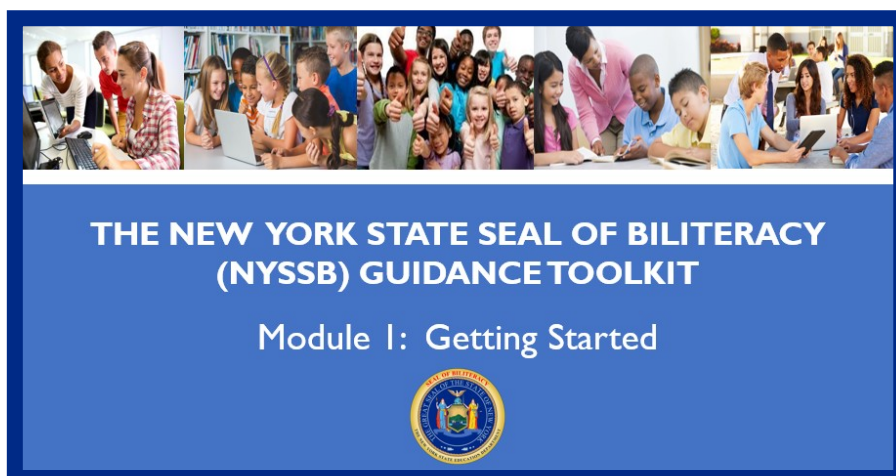
Current modules exist for the following topics:

- [Module 1: Getting Started](#)
- [Module 2: Planning to Implement the NYSSB](#)
- [Module 3: Designing the Culminating Project and Promoting the NYSSB Program](#)
- [Module 4: Monitoring Student Progress](#)
- [Module 5: Preparing for Panel Presentations](#)
- [Module 6: Celebrating the NYSSB](#)
- [Module 7: Wrapping up Your Program](#)
- [Module 8: Completing the End-of-Year Data Form](#)

The modules that make up the NYSSB Guidance Toolkit are designed to be used sequentially for schools that are in their first few years of offering the NYSSB, however, even schools that have multiple years' experience awarding the NYSSB will find the information contained in the Toolkit useful to improve and expand upon their programs. Schools may also choose to view a single module based on a particular need.

Additional modules are currently in development. For any questions on the NYSSB Guidance Toolkit, please contact OBEWL at [nyssb@nysed.gov](mailto:nyssb@nysed.gov).

The NYSSB Guidance Toolkit is provided by the Office of Bilingual Education and World Languages at the New York State Education Department for the exclusive use of high schools, consortia of high schools, BOCES, and RBERNs in New York State implementing, considering implementation, or assisting other NYS schools in starting a NYS Seal of Biliteracy Program. All rights reserved.



## Appendix A: Glossary of Terms

Term	Definition
<b>AAPPL</b>	The ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL) is an assessment that addresses the <i>World-Readiness Standards for Learning Languages</i> and uses today's communication media in which test takers perform tasks such as participating in a virtual video chat, creating wikis, e-mailing, and using apps to demonstrate language ability. The AAPPL assesses interpersonal listening and speaking, presentational writing, and interpretive reading and listening. Click <a href="#">here</a> for more information.
<b>ACTFL</b>	The American Council on the Teaching of Foreign Languages (ACTFL) is dedicated to the improvement and expansion of the teaching and learning of all languages at all levels of instruction. ACTFL is an individual membership organization of more than 12,500 language educators and administrators from elementary through graduate education, as well as government and industry. Click <a href="#">here</a> for more information.
<b>ALIRA</b>	The ACTFL Latin Interpretive Reading Assessment (ALIRA) is a computer-adaptive assessment of Latin students' ability to read for comprehension a variety of Latin-language texts that typify those used in an instructional setting. One or two multiple-choice questions accompany each text and gather evidence of understanding of main ideas, supporting details, point-of-view, inferences, or text purpose. It is administered by Language Testing International. Click <a href="#">here</a> for more information.
<b>AP</b>	Advanced Placement (AP) is a program created by the College Board which offers college-level curricula and examinations to high school students. American colleges and universities often grant placement and course credit to students who obtain high scores on the examinations. Click <a href="#">here</a> for more information.
<b>ASL</b>	American Sign Language (ASL) is a complete, complex language that employs signs made by moving the hands combined with facial expressions and postures of the body. It is the used primarily by members of the North American deaf community or the hard-of-hearing. In New York State, ASL is a modern language that can be used to fulfill the requirement for the Regents Diploma and Regents Diploma with Advanced Designation.
<b>Bilingualism</b>	Bilingualism is functional fluency in two languages. More informally, bilingualism is the ability to express oneself with ease in two languages, using in spoken form. Bilingualism can be considered as a continuum, instead of a singular state. While a bilingual person is someone who speaks two languages, a person who speaks more than two languages is called multilingual. People may become bilingual either by acquiring two languages at the same time in childhood or by learning a second language sometime after acquiring their first language.
<b>Biliteracy</b>	Biliteracy is the ability to read and write proficiently in two languages.
<b>Biliteracy Pathway Award</b>	The Biliteracy Pathway Award is a school-based award given to a student in grades P-11 at the discretion of the school to recognize and support students who are learning English and one or more world languages.
<b>Category 1-2 Modern Languages</b>	The NYS Learning Standards for World Languages (2021) classifies languages into three categories. Category 1-2 modern languages are those that use a Roman-based alphabet, such as Spanish, French, German, and Swahili.



<b>Category 3-4 Modern Languages</b>	The NYS Learning Standards for World Languages (2021) classifies languages into three categories. Category 3-4 modern languages include indigenous languages, such as Seneca and Tuscarora, those that use a non-Roman-based alphabet, such as Arabic, Greek, Hebrew, and Russian, and those that are character-based, such as Japanese, Korean, and Mandarin.
<b>Checkpoint C</b>	Checkpoint C is a two-year sequence of additional study of world languages beyond Checkpoint B and the locally developed Checkpoint B Comprehensive Examination. Some NYS schools offer only one year of Checkpoint C study, while others offer multiple years.
<b>Classical Languages</b>	The NYS Learning Standards for World Languages (2021) classifies languages into three categories. Classical languages are those from an earlier period in human history that no longer have living native speakers, such as Latin, ancient Greek, and ancient Hebrew.
<b>College Board</b>	This is a mission-driven, not-for-profit organization that helps students with a successful transition to college through programs and services in college readiness and college success – including the SAT and the Advanced Placement Program. Click <a href="#">here</a> for more information.
<b>College, career, and civic readiness</b>	College, career, and civic readiness refers to the knowledge, skills, and dispositions needed to be successful in post-secondary education, employment within one’s chosen profession, participation in a democratic society, and lifelong learning.
<b>Culminating Project</b>	The Culminating Project is a two (2) point option on the criteria matrix for both English and world languages. Students may choose to complete and present such a project to demonstrate the required level of proficiency to earn the NYSSB.
<b>DELE</b>	The DELE, granted by the Instituto Cervantes on behalf of the Spanish Ministry of Education, is an official and international accreditation of a person's degree of proficiency in Spanish. Click <a href="#">here</a> for more information.
<b>DELF</b>	The DELF is an official qualification awarded by the French Ministry of Education to certify the competency of candidates from outside France in the French language. Click <a href="#">here</a> for more information.
<b>ELA</b>	English Language Arts (ELA)
<b>ELL</b>	An English Language Learner (ELL) is a student who speaks or understands a language other than English and who scores below a State-designated level of proficiency on the NYSITELL or the NYSESLAT.
<b>ENL</b>	English as a New Language (ENL); refers to a course taken by an ELL.
<b>ESOL</b>	English to Speakers of Other Languages (ESOL); refers to the certification area of a teacher qualified to teach English as a New Language.
<b>ESSA</b>	Every Student Succeeds Act (ESSA); click <a href="#">here</a> for more information.
<b>Former/Ever ELL</b>	A Former/Ever ELL is a student who was once an ELL, but who has demonstrated the NYS designated level of proficiency in English to exit ELL status.

<b>Global Seal of Biliteracy</b>	The Global Seal of Biliteracy™ is a credential that celebrates language skills and expands future opportunities for its recipients. A uniform standard is used to empower awardees to be a valuable asset in multilingual environments. Click <a href="#">here</a> for more information.
<b>HLA</b>	Home Language Arts (HLA)
<b>IB</b>	Founded in 1968, the International Baccalaureate (IB) is a non-profit, educational foundation offering four highly respected programs of international education that develop the intellectual, personal, emotional, and social skills needed to live, learn, and work in a rapidly globalizing world. At the end of all IB Language courses, students take the corresponding IB exam. For more information, click <a href="#">here</a> .
<b>Interpersonal Communication</b>	Interpersonal communication is characterized by active negotiation of meaning among individuals in speaking (e.g., face-to-face or virtual conversation) and in writing (e.g., email or letter writing). It involves adjustments or clarifications for understanding. Interpersonal Communication is Standard 2 of the NYS Learning Standards for World Languages: Learners interact and negotiate meaning in spontaneous, spoken, visual, or written communication to exchange information and express feelings, preferences, and opinions. Interpersonal Communication is Standard 3 of the NYS Learning Standards for Classical Languages: Learners interact and negotiate meaning in spoken or written conversations to exchange information and express feelings, preferences, and opinions.
<b>Interpretive Communication</b>	Interpretive communication is focused on the appropriate cultural interpretation of meanings that occur in written and spoken form where there is no recourse to the active negotiation of meaning with the writer/speaker. It includes the cultural interpretation of texts, movies, radio and television broadcasts, and speeches. Interpretive Communication is Standard 1 of the NYS Learning Standards for World Languages and Classical Languages: Learners understand, interpret, and analyze what is heard, read, received, or viewed on a variety of topics, using a range of diverse texts, including authentic resources.
<b>LinguaFolio®</b>	LinguaFolio® is a learner-directed portfolio assessment instrument designed to support individuals in setting and achieving their goals for learning languages. Click <a href="#">here</a> for more information.
<b>LPT</b>	The ACTFL Listening Proficiency Test (LPT) is a standardized, computer-delivered test for the global assessment of listening ability in a language. The test measures how well a person understands spoken discourse. It is administered by Language Testing International. Click <a href="#">here</a> for more information. The use of the abbreviation LPT for Listening Proficiency Test should not be confused with the Language Proficiency Team, which may be part of the ELL ID Process for students with IEPs.
<b>ML</b>	A Multilingual Learner (ML) is a student who falls into one of the following four categories: <ol style="list-style-type: none"> <li>1) Current ELLs;</li> <li>2) Former/Ever ELLs - Students who were once ELLs but have exited out ELL status;</li> <li>3) Students who were never ELLs but are heritage speakers of a language other than English; and</li> <li>4) Students who study one or more world languages in grades P-12.</li> </ol>
<b>NCSSFL</b>	National Council of State Supervisors of Languages (NCSSFL)

<b>Never ELL</b>	A Never ELL is a student who was never identified as an ELL. For the purposes of the required NYSSB forms, there are two types of Never ELLs: those whose home language is English and those whose home language is other than English.
<b>NYSED</b>	New York State Education Department (NYSED)
<b>NYSESLAT</b>	The New York State English as a Second Language Achievement Test (NYSESLAT) is an assessment designed to annually measure the English language proficiency of all ELLs enrolled in grades K-12. It is one component of the State's compliance with Federal laws that mandate annually assessing and monitoring the English Language proficiency progress of all ELLs. Click <a href="#">here</a> for more information.
<b>NYSITELL</b>	The New York State Identification Test for English Language Learners (NYSITELL) serves as the State's formal English language proficiency assessment in the process for initially identifying English Language Learners in New York State. Click <a href="#">here</a> for more information.
<b>NYSSB</b>	The New York State Seal of Biliteracy (NYSSB) was established to recognize high school graduates who have attained a high level of proficiency in the three modes of communication (Interpretive, Interpersonal, Presentational) in English and one or more world languages. These modes are inclusive of the skills of listening, speaking, reading, and writing and have been updated with the adoption of the NYS Learning Standards for World Languages (2021).
<b>NYSSIS</b>	The New York State Student Information System (NYSSIS) creates an official, 10-digit number when a student enters the NYS school system. A NYSSIS number is unique to each student and follows them throughout their academic careers.
<b>OBEWL</b>	Office of Bilingual Education and World Languages
<b>OPI</b>	The ACTFL Oral Proficiency Interview (OPI) is a valid and reliable means of assessing how well a person speaks a language. It is a 20-30 minute face-to-face or telephone interview between a certified ACTFL tester and an examinee. It is administered by Language Testing International. Click <a href="#">here</a> for more information.
<b>OPIc</b>	ACTFL Oral Proficiency Interview–Computer (OPIc) is an internet-delivered test which provides valid and reliable oral proficiency testing on a large scale. The computer-delivered assessment emulates the live OPI, but delivery of questions is through a carefully designed computer program and via a virtual avatar. The test can be taken on-demand, and at a time convenient to the candidate and proctor. It is administered by Language Testing International. Click <a href="#">here</a> for more information.
<b>Presentational Communication</b>	Presentational communication refers to the creation of messages in a manner that facilitates interpretation of members of the other culture where no direct opportunity for the active negotiation of meaning exists. Examples include the writing of reports and articles or the presentation of speeches. Presentational Communication is Standard 3 of the NYS Learning Standards for Modern Languages and Standard 2 of the NYS Learning Standards for Classical Languages: Learners present information and ideas on a variety of topics adapted to various audiences of listeners, readers, or viewers to describe, inform, narrate, explain, or persuade.



<b>Proficiency</b>	Proficiency refers to the ability to use language for real-world purposes to accomplish real-world linguistic tasks across a range of topics and settings.
<b>RBERN</b>	Regional Bilingual Education Resource Network (RBERN)
<b>RPT</b>	The ACTFL Reading Proficiency Test (RPT) is a standardized, computer-delivered test that measures how well a person spontaneously reads a language when presented with texts and tasks. It is administered by Language Testing International. Click <a href="#">here</a> for more information.
<b>SBC</b>	The Seal of Biliteracy Committee (SBC) consists of school-based personnel (an administrator, a school counselor, an ELA teacher, an ESOL teacher, and a world language teacher). The SBC is charged with planning and implementing the Seal of Biliteracy program at a school or district. The meet regularly in the first year to set up procedures and protocols that make it possible for the school to offer the NYSSB. Following the first year of implementation, the SBC may meet less frequently to reflect on their practice and identify areas of growth for the future.
<b>Seal Coordinator</b>	The Seal Coordinator is the primary contact for all things related to the NYSSB at a school or district.
<b>SIRS</b>	Student Information Repository System (SIRS)
<b>SLPI -ASL</b>	The Sign Language Proficiency Interview (SLPI) is a holistic language evaluation used to determine global ASL proficiency. The basic precept in this type of evaluation is to determine, through a face-to-face interview, what an individual can do with the target language at a given point in time. The SLPI is a 20–25 minute video recorded interactive dialogue between the examinee and the interviewer. Click <a href="#">here</a> for more information.
<b>STAMP4S</b>	The Avant STAndards-based Measurement of Proficiency 4S (STAMP4S) assessment measures proficiency in reading, writing, listening and speaking in nine languages with content appropriate for middle school through university students. Avant STAMP4S assessments are web-based and computer-adaptive, with real-world questions that test level-appropriate topics and content that engages students. Click <a href="#">here</a> for more information.
<b>Target language</b>	The target language is the language being assessed.
<b>TOEFL</b>	The Test of English as a Foreign Language (TOEFL) is a standardized test to measure the English language ability of non-native speakers wishing to enroll in American universities. The test is accepted by many English-speaking academic and professional institutions. Click <a href="#">here</a> for more information.
<b>World Languages</b>	The term world languages refers to the study of all human languages other than English. The term Languages Other Than English (LOTE) was formerly used, but in July 2021, the NYS Board of Regents formally replaced LOTE with world languages as part of the adoption of the revised NYS Learning Standards for World Languages (2021). Click <a href="#">here</a> for more information on the revised standards.

**WPT**

The ACTFL Writing Proficiency Test (WPT) is a standardized test for the global assessment of functional writing ability in a language. Students must respond in writing to four or five prompts. It is administered by Language Testing International. Click [here](#) for more information.



## Appendix B: Approved Checkpoint C Assessments by Language

Language	AAPPL (all modes)	ALIRA (all modes)	AP (all modes)	DELE (all modes)	DELFL (all modes)	Goethe Zertifikat (all modes)	IB (all modes)	SLPI: ASL (all modes)	STAMP4S (all modes)		LPT* (Listening0)	OPI* (Speaking)	OPI(c)* (Speaking)	RPT* (Reading)	WPT/BWT* (Writing)
Afrikaans												X			
Akan-Twi												X			
Albanian												X			X
Algerian												X**			
American Sign Language (ASL)								X							
Amharic															X
Arabic	X						X		X		X	X	X	X	X
Armenian												X			X
Assyrian												X			
Azerbaijani												X			
Baluchi												X			
Bangla/Bengali												X			X
Bosnian												X			X
Bulgarian												X			X
Burmese												X			
Cambodian												X			
Cantonese							X					X			X
Cebuano												X			
Chechen												X			
Croatian															X
Czech												X			X
Danish							X					X			X
Dari												X			X
Dutch							X					X			X
Egyptian												X**			
Finnish							X					X			
French	X		X		X		X		X		X	X	X	X	X
Ga												X			
Georgian												X			
German	X		X			X	X		X		X	X	X	X	X
Greek (classical)							X								
Greek (modern)												X			X
Gujarati												X			X
Haitian Creole												X			X
Hausa												X			
Hebrew							X		X			X			X
Hindi							X		X			X			X
Hmong/Mong												X			
Hungarian												X			
Ilocano												X			
Indonesian							X					X		X	
Iraqi												X**			
Italian	X		X				X		X		X	X	X	X	X
Japanese	X		X				X		X		X	X	X	X	X
Javanese												X			

Language	AAPPL (all modes)	ALIRA (all modes)	AP (all modes)	DELE (all modes)	DELF (all modes)	Goethe Zertifikat (all modes)	IB (all modes)	SLPI: ASL (all modes)	STAMP4S (all modes)		LPT* (Listening0	OPI* (Speaking)	OPI(c)* (Speaking)	RPT* (Reading)	WPT/BWT* (Writing)
Jordanian												X**			
Kazakh												X			
Kikongo												X			
Kinyarwanda												X			
Korean	X						X		X		X	X	X	X	X
Krio												X			
Kurdish-Kurmanji												X			
Kurdish-Sorani												X			
Lao												X			
Latin		X	X				X								
Lebanese												X**			
Levantine												X**			
Libyan												X**			
Lingala												X			
Malay												X			
Malayalam												X			X
Mandarin	X		X				X		X		X	X	X	X	X
Mandingo-Bambara												X			
Mongolian												X			
Moroccan												X**			
Nepali												X			
Norwegian							X					X			
Palestinian												X**			
Pashto												X	X		X
Persian Farsi												X	X		X
Polish									X			X			X
Portuguese	X						X		X		X	X	X	X	X
Punjabi												X			
Romanian												X			
Russian	X						X		X		X	X	X	X	X
Serbian/Croatian												X			X
Sindhi												X			
Sinhalese												X			
Slovak												X			
Somali												X			
Spanish	X		X	X			X		X		X	X	X	X	X
Sudanese												X**			
Swahili							X					X			X
Swedish							X					X			X
Syrian												X**			
Tagalog (Filipino)												X	X		X
Tajik												X			
Tamil												X			X
Tausug												X			
Telegu												X			

Language	AAPPL (all modes)	ALIRA (all modes)	AP (all modes)	DELE (all modes)	DELF (all modes)	Goethe Zertifikat (all modes)	IB (all modes)	SLPI: ASL (all modes)	STAMP4S (all modes)		LPT* (Listening0	OPI* (Speaking)	OPI(c)* (Speaking)	RPT* (Reading)	WPT/BWT* (Writing)
Thai												X			X
Tunisian												X**			
Turkish												X			X
Turkmen												X			
Uighur												X			
Ukrainian												X			X
Urdu												X			X
Uzbek												X			
Vietnamese												X	X		X
Wolof												X			
Yemeni												X**			
Yoruba												X			X
Zulu												X			

\*Exams marked with an asterisk do not test all modalities (speaking, listening, reading, writing). Students should take exams in as many modalities as possible to qualify for a point for criterion 2D. When a language has exams available in less than all modalities, the student should take exams in as many modalities as possible. For instance, a student who wishes to earn the NYSSB in Romanian can earn a point for criterion 2D by taking only the OPI, as that is the only exam available in Romanian. If an exam exists in all modalities for the language in which the student is pursuing the NYSSB, then the student must take the exam that exists in all modalities.

\*\*ILR (Interagency Language Roundtable) only

## Appendix C: Required Forms for the NYSSB

### NYSSB School Notification Form

#### NYSSB School Notification Form Template



This is a TEMPLATE of the online form that is to be used by New York State (NYS) schools to notify the New York State Education Department (NYSED) of their intent to offer the New York State Seal of Biliteracy (NYSSB). Please submit the online form in each year that your school intends to offer the NYSSB by no later than December 1<sup>st</sup>. This TEMPLATE may be used to gather the required information before entering it on the online form. Only online submissions will be accepted. **Please do not email this form to NYSED.**

New York City Department of Education (NYCDOE) public schools should NOT submit this form, but rather should contact the Division of Multilingual Learners (dml@schools.nyc.gov). All other schools outside of the NYCDOE public school system (including all Charter and Non-Public schools across the state) will submit this form electronically by December 1st using the online form.

<b>A. District Name:</b>		<b>B. School Name:</b>			
<b>C. Type of School:</b>	<input type="checkbox"/> Public	<input type="checkbox"/> Charter	<input type="checkbox"/> Non-Public		
<b>D. Primary NYSSB Contact (Seal Coordinator):</b>	D1. First:	D2. Last:	D3. 10-digit Phone:	D4. Email:	
<b>E. District Data Coordinator (person responsible for uploading graduation data to SIRS)</b>	E1. First:	E2. Last:	E3. 10-digit Phone:	E4. Email:	
<b>F. NYSSB Subgroups – Identify the four possible subgroups of SENIORS that could earn the NYSSB in the current year.</b>	F1. # of senior Current ELLs who scored at least “Expanding” on the most recent NYSESLAT exam (or who have earned a point toward criteria 1A or 1B through a 2020 or 2021 exemption)	F2. # of senior Former/Ever ELLs	F3. # of senior Never ELLs whose home language is English <b>and</b> who completed or are completing a Checkpoint C World Language course	F4. # of senior Never ELLs whose home language is other than English	
<b>G. Languages</b>	G1. Name(s) of language(s) of Current or Former/Ever ELLs and of Never ELLs who speak a language other than English (e.g., Heritage Language Speakers)		G2. Name(s) of language(s) taught at the Checkpoint C level in this school		
<b>H. Seal of Biliteracy Committee (SBC):</b> Districts/Schools implementing this program must form a committee to manage the implementation of the NYSSB.					
<b>ROLE</b>	<b>FIRST &amp; LAST NAME</b>		<b>TITLE</b>		
Administrator	H1a, H1b.		H1c.		
ELA Teacher	H2a, H2b.				
ESOL Teacher	H3a, H3b.				
World Language Teacher	H4a, H4b.		H4c. Language(s) Taught:		
School Counselor	H5a, H5b.				

I. Culminating Project Rubrics

NYSSB candidates may complete a Culminating Project in English and/or one or more World Languages. The evaluation of English projects must be aligned to the NYS ELA Learning standards. The evaluation of World Language projects must be aligned to the NYS Learning Standards for World Languages (2021). OBEWL provides sample rubrics that schools may use to evaluate the Culminating Projects. Alternatively, schools may use a consortium-based rubric or develop their own rubrics. In all cases, the rubric must meet the following criteria:

- 1. The rubric exclusively measures proficiency in the language being assessed.
- 2. The column headings of the rubric are labeled with the ACTFL proficiency levels (e.g., Intermediate High).
- 3. The performance descriptors are aligned to the ACTFL proficiency levels, including describing what a student can do with the language; the length of text students can use and produce; the types of topics; and the use of time frames.
- 4. The rubric indicates the proficiency level required to earn the NYSSB based on the category of the language being assessed.
- 5. The rubric separately addresses all three modes of communication (interpretive, interpersonal, presentational)

Indicate the rubric your school will use to evaluate Culminating Project by checking **ONE** of the following options:

- ☐ I1. Our school will use one of the sample rubrics provided by OBEWL. (Schools using the OBEWL rubrics do **NOT** need to submit copies of the rubrics.)
- ☐ I2. Our school will use the rubric created by our local consortium. (Please check the consortium below to which your school belongs. Schools using a consortium rubric do **NOT** need to submit a copy of the rubric. If your consortium is not listed below, they are not registered with NYSED and you are requested to submit the rubric.)
  - ☐ Broome Tioga - BT
  - ☐ Cayuga Onondaga - CO
  - ☐ Center for Instruction, Technology & Innovation - CITi
  - ☐ Greater Southern Tier - GST
  - ☐ Jefferson Lewis - JL
  - ☐ Madison Oneida - MO
  - ☐ Onondaga Cortland Madison - OCM
  - ☐ Oneida Herkimer Madison - OHM
  - ☐ Tompkins Seneca Tioga - TST

- ☐ I3. Our school will use a rubric that was developed in-house. A copy of this rubric will be sent to [obewldocsubmit@nysed.gov](mailto:obewldocsubmit@nysed.gov) (as an attachment, not a link) following the submission of this form. School-based rubrics must meet the following aforementioned criteria to be approved. By checking this box, the designee attests that the Seal of Biliteracy committee has reviewed the rubric and certified that it meets all five of the criteria listed above.

- J. **Acknowledgement** - We agree to the criteria set by NYSED for students to earn the NYSSB and we agree to deliver program data and information pertaining to the NYSSB to NYSED via the End of Year Data form.

K. Electronic signature of the Designee of the Building Principal

The Designee of the Building Principal may be the Seal Coordinator. By entering your name below, you are signing this form electronically, attesting to the accuracy of the data submitted, and confirming that you have notified the Superintendent/Chief Academic Officer of the submission of this form. You agree that your electronic signature is the legal equivalent of your manual signature on this form.

K1. First Name:	K2. Last Name:	K3. Title:
K4. Email:	K5. Date:	

Questions regarding this form can be directed to [nyssb@nysed.gov](mailto:nyssb@nysed.gov) or via phone at (518) 473-7505.





## End-of-Year Data Form Screen Shots (Excel worksheet)

[illegible]

District name		Will the person completing this form be available over the summer to handle any issues that arise regarding the Seal (e.g., submitting an updated form by July 15th for any students who had not met all Seal criteria by May 5th)?	
School name			
Person to whom Seals/medallions should be sent			
Street address			
City			
Zip code		If not, please list an alternate's contact information:	
Total number of Seals/medallions being requested for students who have already met the Seal criteria	0	Name	
Date by which Seals are needed		Title	
		Phone	
		Email	

Electronic Signature of Building Administrator Designee		
Date of signature		By entering your name in this section, you are signing this form electronically and attesting to the accuracy of the data submitted, that a copy with student names has been sent to all school counselors and the District Data Coordinator, and that the Superintendent/Chief Academic Officer has been notified of the submission of this form. You agree that your electronic signature is the legal equivalent of your manual signature on this form.
First name		
Last name		
Title		
Email		

Data Summary					
Total Seal Candidates	0		American Indian or Alaska Native	0	
Seal of Biliteracy Criteria Met = Yes	0		Asian, Native Hawaiian, or Other Pacific Islander	0	
Seal of Biliteracy Criteria Met = No (includes "anticipated")	0		Black or African American	0	
			Hispanic or Latino or of Spanish Origin	0	
Earned NYSSB in English and 1 world language	0		Multiracial	0	
Earned NYSSB in English and 2 world languages	0		White	0	
Earned NYSSB in English and 3 world languages	0		ETHNICITY: Hispanic, Latino, or of Spanish Origin	0	
Females	0		Seal Candidates who also participated in PRHYLI	0	
Males	0				
Non-Binary	0		Current ELLs	0	
Seal Candidates graduating in June 2022	0		Former/Ever ELLs	0	
Seal Candidates graduating in August 2022	0		Never ELLs with a Home Language of English	0	
As of Sept. 2021, students >21 years of age	0		Never ELLs with a Home Language other than English	0	
Number of students who have already met Seal criteria as of the submission of this form	0		Number of anticipated candidates who will be submitted on an amended form no later than July 15th, once their AP/IB scores are available	0	

Error Codes		
District Name		The district name field above is blank. Please fill in.
School Name		The school name field above is blank. Please fill in.
Person to whom Seal should be sent		The field above is blank. Please fill in.
Street address		The street address field above is blank. Please fill in.
City		The city field above is blank. Please fill in.
Zip code		The zip code field above is blank. Please fill in.
Date by which Seals are needed		The date field above is blank. Please fill in.
Date of Signature		The signature date field above is blank. Please fill in.
Designee First name		The designee first name field above is blank. Please fill in.
Designee Last name		The designee last name field above is blank. Please fill in.
Designee Title		The designee title field above is blank. Please fill in.
Designee Email		The designee email field above is blank. Please fill in.
Does every student listed have a <u>unique</u> 10-digit NYSSIS number?		Form correctly filled in.
	0	Form correctly filled in.
Does every student listed have a gender?		Form correctly filled in.
Does every student listed have a race?		Form correctly filled in.
Does every student listed have an ELL status?		Form correctly filled in.
Does every student listed have a 1st world language (green, column Y)?		Form correctly filled in.

# NYSSB Culminating Project Form (only for schools selected for a visit)



## NYSSB Culminating Project Form Template (2022-23)

This **TEMPLATE** is being provided so that schools can gather the required information before entering it on the [online form](#).

Each year, the Office of Bilingual Education and World Languages (OBEWL) will schedule visits with a small sample of schools offering the NYSSB for two purposes: (1) to observe and participate in Culminating Project Presentations and (2) to provide feedback and support to schools in this process. This online form is used to notify the New York State Education Department (NYSED) of the date(s), time(s), location(s), and language(s) of these presentations so that a visit may be scheduled.

### **Only schools that have been notified by NYSED of their selection for a visit should complete this**

**form.** Notification of selection will take place no later than September 30th. This form can be submitted as soon as a school is notified of their selection for a visit, but must be submitted at least four weeks prior to dates of the student presentations.

This **TEMPLATE** is being provided so that schools can view the entire form before completing the [online form](#). Only online submissions of forms will be accepted. **Do not email this form to NYSED.**

### **School information**

1. District name		2. School name	
3. Contact name	First:		Last:
4. Phone		5. Email	

### **Culminating Project Presentations in World Languages**

6. Location of presentations			
7. Street			
8. City		9. Zip	
10. Dates and times of presentations by language (e.g., Spanish – April 15th, 12:00-2:30 pm; Arabic – April 16th, 11:00-11:30 am)			
11. Are you planning for in-person or virtual presentations, or both?	<input type="checkbox"/> In-person only <input type="checkbox"/> Virtual only <input type="checkbox"/> Both In person & virtual		
12. Does your school have the capability of allowing for a virtual visitor?	<input type="checkbox"/> Yes <input type="checkbox"/> No		

Submit this information electronically using the [online form](#) no later than four (4) weeks before the student presentations.

Questions regarding this form can be directed to [nyssb@nySED.gov](mailto:nyssb@nySED.gov) or via phone at (518) 473-7505.



#### **Appendix D: NYSSB Task Force**

David Balsamo, Syosset UFSD  
Abby Baruch, NYC RBERN  
Chastity Beato, Newburgh Enlarged CSD  
Cristina Campbell-Santiago, NYCDOE-Brooklyn Technical HS  
Sarah Cioffi, Shenendehowa CSD  
Rosemary DeMaio, Preston HS  
Melissa Duquette, West RBERN  
Miriam Eisenstein Ebsworth, New York University, NABE  
Maria Fenton, Mid-State RBERN  
Maria Fielteau, Utica CSD  
Francisco Garcia-Quezada, NYC RBERN  
Jordan Gonzalez, Long Island RBERN  
Leslie Hall, Webster CSD  
Dr. Aurelia Henriquez, Portchester-Rye CSD  
Odelia Khiyaev, Yonkers PS  
Pietro Mendola, Buffalo PS  
David Mumper, Hudson Valley RBERN  
Lyda Ragonese, Syracuse CSD  
Juanita Reyes, Capital District RBERN  
Carla Ribeiro, Brentwood UFSD  
Jill Schimmel, NYCDOE–Division of Multilingual Learners  
Finune Shaibi, Sweet Home CSD  
Anna Stukes, Mid-West RBERN  
Shawwna Sweet, Greece CSD  
Diane Tyminski, West Genesee CSD  
Gaetano Vaccaro, North Babylon Schools  
Ron Woo, NYS Language RBERN

#### **Appendix E: New York State Education Department Staff Members Supporting the NYSSB Task Force**

Elisa Alvarez, Associate Commissioner, Office of Bilingual Education and World Languages  
Alicia Báez Barinas\*, Bilingual Associate, Office of Bilingual Education and World Languages  
Candace Black\*, World Language Associate, Office of Bilingual Education and World Languages  
Ross Garmil, Office Supervisor, Office of Bilingual Education and World Languages  
Nick Pandey, Data Analyst, Office of Bilingual Education and World Languages  
Yunxiao Zhang\*, Educational Specialist, Office of Bilingual Education and World Languages

*\*Indicates Member of the NYSSB Task Force*

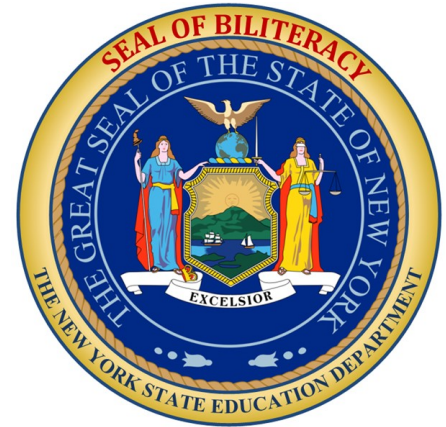
For questions or more information on this handbook, please contact [nyssb@nysed.gov](mailto:nyssb@nysed.gov).



Please send questions or comments regarding the NYS Seal of Biliteracy to the Office of Bilingual Education and World Languages to [nyssb@nysed.gov](mailto:nyssb@nysed.gov).

The [Regional Bilingual Education Resource Network](#) (RBERN)

- [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 Regional RBERN](#) at Fordham University
- [NYS Language RBERN](#) at New York University
- [RBERN West](#) at Erie I BOCES



*Revised March 14, 2023*