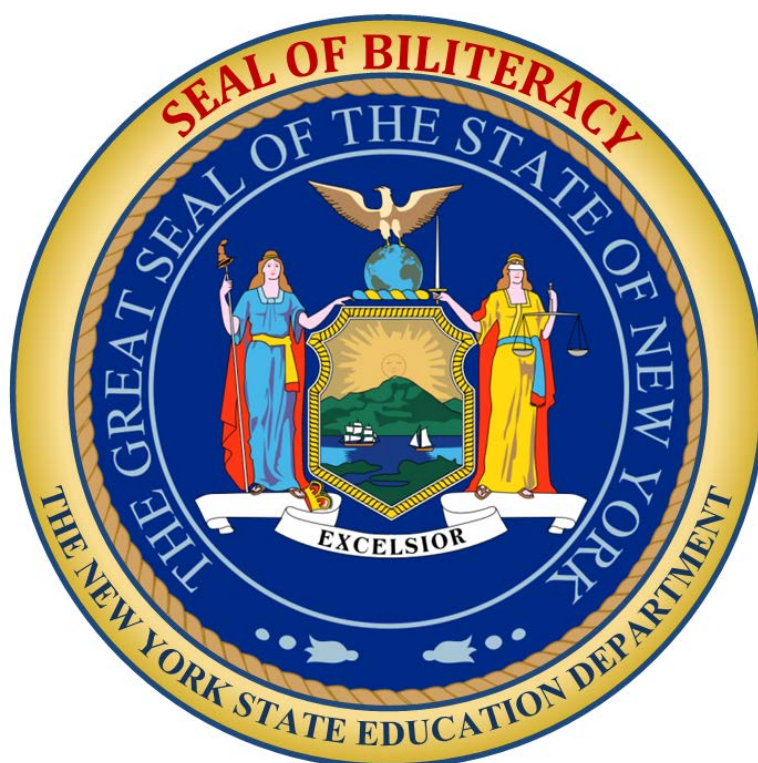


The New York State Seal of Biliteracy Handbook





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Introduction

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

In recognition of the importance of bilingualism, many states, including New York, are beginning to award a seal of biliteracy in formal recognition of students who have studied and attained a high proficiency in two or more languages by high school graduation. "The intent of a seal of biliteracy is to: 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; recognize the value of foreign and native language instruction in schools; and affirm the value of diversity in a multilingual society." (Slentz, 2012)

The New York State Seal of Biliteracy (NYSSB), passed by the Legislature and signed into law by Governor Cuomo on July 31, 2012, was established to recognize high school graduates who have attained a "high level of proficiency in listening, speaking, reading, and writing in one or more languages, in addition to English."

Chapter 271 of the Laws of 2012 (Section 815 of Education Law) established the NYSSB. The NYSSB will be awarded by the Commissioner to students who meet criteria established by the Board of Regents and who attend schools in districts that voluntarily agree to participate in the program. The NYSSB will be affixed to the high school diploma and transcript of graduating pupils attaining the NYSSB criteria and must be made available to students at no cost.

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 the yearlong pilot program, it was recommended that students have the flexibility to demonstrate proficiency in English and another language using a variety of methods, including nationally recognized assessments, coursework, projects, essays, portfolios, and prior coursework completed in a foreign country outside of the U.S. Furthermore, based on the recommendation of the educators in the pilot, world language proficiency was set at the Intermediate High level of the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines.

In January of 2016, the Office of Bilingual Education and World Languages (OBEWL) presented its recommendations to the New York State Board of Regents for students to earn the NYSSB. A brief history, statistics on NYS World Language programs, and the proposed criteria for earning the Seal were presented. The panel and Board members agreed on the importance of language instruction and bilingualism in the 21st century. The proposed program was open for public comment for a 45 day period followed by the adoption of the program at the April 2016 Regents meeting, with an effective date of May, 2016. The roll out of the NYSSB program in the spring of 2016 includes a guidance handbook as well as professional development to assist districts in implementing the program.

Questions and Answers

General Information

Q: What is the New York State Seal of Biliteracy?

A: The New York State Seal of Biliteracy (NYSSB) was established to recognize high school graduates who have attained a high level of proficiency in listening, speaking, reading, and writing in one or more languages, in addition to English.

Q: What is the intent of the NYSSB?

A: 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 to
- recognize the value of world and home language instruction in schools.

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

Q: Why should districts implement a NYSSB program?

A: The NYSSB acknowledges the importance of being bilingual in today's global society. It highlights the hard work and achievement of students, and encourages students 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.

Q: If a district elects to participate in the NYSSB, do all high schools in the district have to participate?

A: No, however, a student from a school that is not participating should be allowed to achieve the Seal at a participating school in the district.

Q: Who can receive the NYSSB?

A: A NYSSB is granted to all students who meet the criteria for the award set forth by NYSED (Appendix 1).

Q: Who awards the NYSSB to the students?

A: The NYSSB is an award given by a 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.

Q: Can a recent graduate return to a school after graduation to complete the NYSSB?

A: No. The NYSSB is awarded to candidates who have fulfilled all of the Seal requirements by high school graduation.

Q: For which languages can a student earn the NYSSB?

A: The NYSSB is intended for all students who master standard academic English and any other world language, including American Sign Language.

Q: Is there a cost to students for the Seal?

A: No. A fee may not be charged to students who participate in the NYSSB program.

Q: Who provides the physical Seal and any graduation regalia to the students?

A: NYSED will provide to participating districts at no cost a NYS Seal of Biliteracy to be placed directly on student diplomas as well as a NYSSB medallion for students to wear at graduation and a certificate template for schools to print. Districts may choose to host an awards ceremony or celebration to honor these students.

Q: To get more information on and/or to ask questions about the New York State Seal of Biliteracy, which office do I contact?

A: The New York State Seal of Biliteracy (NYSSB) is available to all schools across our state, however, there are different points of contact for New York City Department of Education schools and those of the rest of the state. All NYS schools outside of NYC (including Charter schools in the New York City area) should contact Candace Black in the Office of Bilingual Education and World Languages at NYSED (candace.black@nysed.gov; (518) 473-7505). Forms from these schools should be submitted to obewldocsubmit@nysed.gov (School Notification Form; End-of-Year Data Form) and using the online forms (Culminating Project Notification Form, Seal Request Form). Questions or requests for information from New York City Department of Education schools as well as form submissions from these schools should be directed to Jill Schimmel in the Division of Multilingual Learners (DML@schools.ny.gov).

The New York State Seal of Biliteracy Process

Establishing a District Seal of Biliteracy Committee

Q: What must a district do to implement a NYSSB program in its community?

A: Districts interested in establishing a NYSSB program should first read through the NYSSB Handbook and then form a NYSSB Committee (SBC) for the purpose of creating a NYSSB plan which includes committee recruitment/composition, communications, program development, student advisement, evaluation, and presentation of awards. For any questions regarding the planning or implementation process or to set up a visit by an OBEWL representative, contact Candace Black at (518) 473-7505 or by e-mail at Candace.black@nys.gov.

Q: What forms must a district submit in order to award the NYS Seal of Biliteracy?

A: Districts offering the NYS Seal of Biliteracy must submit the following four (4) forms **in every year** that the Seal is awarded. (See the diagram on page 15 that outlines the forms, the deadlines and the different methods of submission for NYS schools and NYC DOE public schools. All forms can be found on the NYSED website under “Seal of Biliteracy” at: <http://www.p12.nysed.gov/biling/bilinged/NewYorkStateSealofBiliteracy.html>

- 1) The School Notification Form (deadline: December 1st) - this form (see pages 16-19) includes primary

contact information for the Seal, Seal cohort and school demographic information, a list of Seal of Biliteracy committee members, and a brief summary of how students will earn the Seal. In addition, if students will be using the culminating project, including the scholarly essay or portfolio options, the school must submit a rubric to evaluate student performance that is aligned to ACTFL's Intermediate High level of proficiency. NYS schools (and Charter schools in the NYC area) must submit this [online form](#) using the following [link](https://forms.gle/UboszBa7BcgR1JdB8) (<https://forms.gle/UboszBa7BcgR1JdB8>) by no later than **December 1st of every year in which the Seal is offered**. NYC DOE schools will be contacted by the Division of Multilingual Learners in the fall to provide this information.

- 2) The Culminating Project Form (deadline: April 15th) – the Office of Bilingual Education and World Languages schedules spring school visits to sample and observe Seal of Biliteracy Culminating Projects and provide feedback and support to schools. Every school who has at least one student who will submit a culminating project in partial fulfillment of the requirements for the Seal of Biliteracy complete and submit this form with the date(s), time(s), and location(s) of the Culminating Project presentations as well as the language(s) in which the presentations will be given. This form must be submitted **each year** the school offers the Seal by no later than **April 15th**. If a school/district is selected, they will be notified by no later than April 30th with the date/time of visit and the name and contact information of the OBEWL representative that will be present. This form (see pages 20-21 for planning purposes) should be submitted by all schools, regardless of region, electronically using the following [link](#): (<https://forms.gle/8nYmjQJmRxZR3cX59>).
- 3) **The Seal Request Form (deadline: May 31st)** - the Office of Bilingual Education and World Languages will provide to participating districts at no cost **the physical Seal sticker** to be placed on the diploma and a medallion for each student along with a certificate template. All schools awarding the Seal, regardless of region, must submit this **online Seal Request form** (see pages 22-23) by no later than **May 31st** of each year using the following [link](#) (<https://forms.gle/ppxd9gXrVzpUbm39>). **[A correctly completed End-of-Year Data form must also be submitted in order for a school to receive the Seals, medallions, and certificate templates.]**
- 4) The End-of-Year Data Form (deadline: May 31st) - the End-of-Year Data form (see page 24) is a pre-formatted Excel spreadsheet into which schools will enter student IDs, their ELL status, and how they earned at least three (3) points in both English and a World Language(s). The form has sections that auto-calculate to communicate to the Seal of Biliteracy Coordinator if the information has been entered correctly. This spreadsheet file (do not send a PDF or a link) must be submitted to obewldocsubmit@nysed.gov for all NYS schools outside of the NYC area (including NYC Charter schools) no later than May 31st. The Division of Multilingual Learners of the New York City Department of Education will work with public schools in the New York City area to collect this data. Physical Seals, medallions and a certificate template will only be provided for students who have completed all of the required criteria at the time the Seals are ordered. If additional students complete the requirements after the deadline (for instance, students who are waiting for AP/IB exam scores that are generally available in July), schools must submit amended "School Request" and "End of Year Data" forms once the scores are available so that the remaining Seals can be mailed to the contact person.

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

A: Yes. Schools need to notify NYSED in writing via the [online School Notification Form](#) (see pages 16-19) by no later than December 1st in each year the school will award the Seal of Biliteracy. This form (available at the following [link](https://forms.gle/UboszBa7BcgR1JdB8): <https://forms.gle/UboszBa7BcgR1JdB8>) will include contact information, student enrollment and demographics, and a brief narrative describing how the district will measure language proficiency

through projects, essays and portfolios. This information will allow NYSED to provide support to districts on the NYSSB process. The form can be found at:

<http://www.p12.nysed.gov/biling/bilinged/NewYorkStateSealofBiliteracy.html>

In addition, at the end of the school year, districts will have to report the number of students receiving the NYSSB along with other relevant data.

NYC DOE schools will be contacted by the Division of Multilingual Learners in the fall to provide this information.

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

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

Q: Who should be on the SBC?

A: The SBC should be comprised of, but not limited to, the following 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.

Q: Is there a timeline for NYSSB program activities?

A: The SBC will create a timeline for all activities pertaining to the NYSSB program. This will include outreach, a student advisement schedule, and dates for important benchmarks throughout the year.

Community Outreach

Q: When should students be educated about the NYSSB?

A: School counselors and teachers should begin speaking to students as early as possible so that they may plan their courses of study.

Q: How should the SBC promote the NYSSB?

A: The SBC must decide on methods for communicating the NYSSB program to its students, parents, faculty, and community, which may include informational meetings, parent letters, newsletters, school website, workshops, assemblies, and coverage in the local media. Information presented would contain background information on the NYSSB, NYSSB contact information, the student application process, the advisement process, and proficiency criteria.

Student Application Process

Q: Is there a student application process?

A: Yes. Districts/schools should create an application form for students interested in applying for the NYSSB.

Q: If a school within the district does not offer a NYSSB program, can a student apply elsewhere?

A: The school should make every effort possible to make the program available to its students. If no program is available, a school can reach out to other schools within the district to let students participate in their NYSSB program.

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

A: 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.

Advisement

Q: Should students be set up with an advisor after they apply for the NYSSB?

A: Yes. Once the committee receives a student application, the applicant must be assigned an advisor, preferably a faculty member from the same school. The advisor should go over the requirements for the program and meet regularly with the student to review progress. The advisor may require the student to keep a personal journal throughout the year that details activities relating to work being done for the NYSSB. Due to the large amount of potential student applicants for the NYSSB, the advisor may or may not be on the SSB to advise a student.

Q: Do advisors need to speak the language that the student is seeking for the NYSSB?

A: No. Although it is advised, it is not necessary for the advisor to know the language spoken by the student. The SBC can reach out to outside sources (e.g. Boards of Cooperative Educational Services [BOCES] or the Regional Bilingual Education Resource Network [RBERN]) for assistance, including community members and organizations.

Proficiency Level and Criteria

Q: What is the target level of proficiency in a Language Other Than English for earning the NYSSB?

A: NYS has set the target level of proficiency at Intermediate High based on the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines, (<http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012>).

Q: What are the requirements for earning the NYSSB?

A: Students must meet all requirements for graduating with a Regents diploma and also demonstrate proficiency in both English and world languages as outlined in [Appendix 1](#) at the end of this document. A sample listing of nationally recognized Checkpoint C Examinations is also listed on [Appendix 2](#).

Q: How will advisors keep track of the criteria that are required?

A: The SBC should document and keep on record all activities relating to a student's work with the NYSSB.

Language Assessments

Q: In which languages are the Checkpoint C assessments offered? A:

See [Appendix 2](#) for a list of languages for each examination.

Q: Are there costs associated with the Checkpoint C examinations?

A: Yes. Costs may vary. Districts should follow current procedures relating to testing costs.

Q: Does NYSED take into consideration the two levels of the International Baccalaureate (IB)? A:

Yes. The minimum score for the IB examination at the Standard Level is 5. The minimum score for the IB examination at the Higher Level is 4.

Q: Can taking the ACTFL Oral Proficiency Interview (OPI) be enough to earn a point towards world language proficiency if that examination is not offered in the language's other modalities?

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

Q: Can districts use other nationally recognized Checkpoint C World Language assessments not listed on the Checkpoint C Assessments and Minimum Score Chart (Appendix 2)?

A: The assessment must be recognized as valid by the NYSED's Office of Bilingual Education and World Languages (OBEWL). Please contact the OBEWL at 518-474-8775.

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

A: 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.

Essays, Projects, and Portfolios

Q: What skills and understanding must students demonstrate in their essays?

A: According to the NYS Common Core Learning Standards for Writing, high school students should be able to communicate ideas through their writing by effectively asserting and defending claims, analyzing arguments, and conveying experiences (real or imagined). To be college and career ready writers, students must take task, purpose, and audience into careful consideration, and deliberately choose words, structures, and information. They need to know how to combine elements of different kinds of writing—for example, embedding narrative elements within an expository structure—to produce complex and nuanced writing. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately and report their findings and analysis from their research in a clear and cogent manner.

http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/p12_common_core_learning_standards_ela.pdf

Q: What can be included in a culminating project?

A: The student will research a topic of interest and create a culminating project that showcases his/her skills, abilities and talents in the target language. The district SBC will have the flexibility to develop its own projects. As adapted from the Buffalo Public Schools Seal of Biliteracy pilot, projects may have the following components:

- Research – includes a project proposal page and a reference page citing all work in the target language.
- Reflective Journal – used to record ongoing thoughts, ideas, interactions with sources and other useful information. The district can assign a minimum number of journal entries.
- Artifacts, Data, and Evidence – includes any physical objects or artistic creations, data collected, and any visuals or presentations that are part of the project.
- Presentation – student will present, explain, defend, expose, demonstrate knowledge, and/or demonstrate understanding and command of the topic or idea to a panel of judges in the target language, whenever possible.
- Reflection Paper – a one-page reflection paper that summarizes the entire process and possible outcomes of the project in the target language.

Q: What resources are there to help with the development of essays and projects?

A: Although districts will be given flexibility with the development of projects and essays, it is recommended that they use the following standards and tools when creating their plans:

- **The NYS Common Core Learning Standard for English Language Arts** (for Grades 11 and 12 in the areas of reading, writing, listening and speaking)
http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/p12_common_core_learning_standards_ela.pdf
- **The New York State Bilingual Common Core Progressions**
<https://www.engageny.org/resource/new-york-state-bilingual-common-core-initiative>
- **The NYS Standards for Languages other than English (LOTE)** for Checkpoint C in the areas of reading, writing, listening and speaking.
<http://www.p12.nysed.gov/ciai/lote/lotels.html>
- **ACTFL Proficiency Guidelines:**
<http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012>
- **NCCSFL-ACTFL Global Can-Do Benchmarks**
http://www.actfl.org/global_statements

Q: What information/work should a student portfolio contain?

A: The student portfolio must contain evidence of language proficiency at the ACTFL Intermediate High level needed for earning the Seal of Biliteracy. It will include a collection of student work in all four modalities (reading, writing, listening, and speaking) and all three communication modes (interpersonal, interpretive, and presentational) <http://www.actfl.org/sites/default/files/pdfs/ACTFLPerformance-Descriptors.pdf>. Examples of student work include projects, problem-solving exercises, personal reflections, tests, essays,

written or performed plays, videotaped interviews, Power point presentations, and travel diaries.

For help with developing portfolios, schools can refer to the NCSSFL LinguaFolio®.

http://www.ncssfl.org/LinguaFolio/index.php?linguafolio_index, which is based on the European Language Portfolio (ELP) and the NCSSFL-ACTFL Can-Do Statements (<http://www.actfl.org/publications/guidelines-and-manuals/ncssfl-actfl-can-do-statements>), which tracks improvement and progress toward the Intermediate High level required for the NYSSB.

Evaluation

Q: How will students be evaluated for the NYSSB?

A: Applicants for the NYSSB should be evaluated by a minimum of two members from the district or school SBC, following the criteria set by NYSED. The SBC will review all coursework, assessments, and other work completed by the student to ensure criteria for the Seal are met.

Q: Should students present work to the SBC?

A: Students will present all proof necessary to show they have met the criteria for earning the NYSSB. If a student is being evaluated on a portfolio, project, and/or essay assessment, a panel of judges selected by the SBC will interview the student in the chosen language to measure interpersonal and presentational skills. The SBC can choose to invite members of the community to help with the evaluation process, especially in the case of low-incidence languages. The SBC may also consult with its Regional Bilingual Education Resource Network (RBERN) to find qualified participants.

Q: What options do districts have if they cannot find local community members to participate on an interview panel?

A: Districts can work with their local Boards of Cooperative Educational Services (BOCES), Regional Bilingual Education Resource Networks (RBERNs), or other organizations to find interview panel participants. Districts may use any web-based platform available, to connect students with panel members. Districts may also choose to connect students with a panel by using a phone conferencing platform.

Q: What is the role of the interview panel?

A: The role of the interview panel is to measure the students' knowledge of the project/essay topics and/or portfolios being presented and the proficiency of the target language. Students may be asked questions regarding the presented topic, the students' process, personal feelings about the topic and other questions the panel feels necessary to measure the students' knowledge of the topic and proficiency level.

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

A: If a student's IEP states an exemption from one of the four modalities, the individual district can use its discretion regarding the Seal. A district can put more emphasis on the other three modalities or look at other options. As stated in the criteria, in order to earn the NYSSB, students will earn credits on a point system. The criteria within the point system include assessments, coursework, projects, essays, and portfolios, etc.

Assessments are only one area of proficiency, so the district can evaluate the students' language skills through other avenues.

End-of-Year Activities

Ordering the Seal Digital Image and Reporting Data

Q: How does a district order the physical Seal to attach to students' diplomas?

A: To order the Seals, districts will complete the Seal Request Form, an online form accessible at the following [link](https://forms.gle/ppxd9gXrVzpUbm39) (https://forms.gle/ppxd9gXrVzpUbm39), which must be submitted no later than May 31st of each year. In addition, schools must submit a correctly completed End of the Year Data Form (in the form of an Excel spreadsheet – do not send PDFs or links) also by May 31st of each year. The End-of-Year Data form was developed by NYSED to include specific data relating to students receiving the Seal of Biliteracy. Upon receipt of these two forms, NYSED will send a physical NYSSB Seal along with a certificate template and medallions for all candidates to the district. The forms can be found at: <http://www.p12.nysed.gov/biling/bilinged/NewYorkStateSealofBiliteracy.html>

Q: Is there a cost to ordering the Seal from NYSED?

A: There is no cost to the districts for ordering the Seal, certificate template or medallions.

Q: When must the Seal Request Form be submitted to NYSED?

A: The deadline to submit the Seal Request Form is May 31st. Schools may submit this form as soon as students have completed the 6 points required to earn the Seal. It is recommended that districts send requests 1-2 weeks in advance to allow time for NYSED to process the requests and for districts to have Seals affixed to the diplomas. If required information, including the correctly completed End-of-Year Data Form, is missing, the delivery of student Seals may be delayed.

Q: When ordering the Seals, should districts include students whose test scores have not yet been released?

A: No, only those students who have earned the required six (6) points towards the NYSSB should be included in the Seal Request Form. For students whose points require the reporting of Advanced Placement (AP) or International Baccalaureate (IB) scores, which are generally available in early-to-mid July, schools will resubmit amended Seal Request and End-of-Year Data forms once those scores become available. The physical Seals and medallions for those students will then be mailed to the schools in question. The NYSSB is to be awarded only to those students who fully meet the eligibility requirements.

Q: Is there a specific language that districts should include on student transcripts to indicate the earning of the NYSSB?

A: Yes. Transcripts require wording that the student has "Received the NYS Seal of Biliteracy". Districts may include Program Service Code **8312** on student transcripts to denote the earning of the NYS Seal or have the language placed directly on the transcript in some other manner.

Q: Some nationally recognized exams don't release scores until after graduation. Will these students be

eligible to receive the NYSSB after graduation, and how can these students be recognized at their graduation ceremony?

A: The NYSSB may be awarded after graduation once the results are known. At graduation ceremonies, districts may wish to recognize these students as “candidates for the New York State Seal of Biliteracy”. Once results are obtained and a student has completed all requirements for the NYSSB, the district will affix the diploma with the Seal provided by NYSED and add appropriate language to the transcript.

Q: Can a student earn the NYS Seal of Biliteracy in more than one world language in addition to English?

A: The district may award a NYSSB for each world language in addition to English in which the student demonstrates language proficiency at the required level. The student must meet the criteria for each language.

Celebrating Accomplishments

Q: How should schools acknowledge the accomplishment of students earning the NYSSB?

A: Although not mandatory, districts might consider developing an award (e.g., certificate, ribbon) in addition to the required designation on the diploma and transcript for all students earning the NYSSB. These awards can be distributed at a school or district reception, celebration, or special awards assembly. They can also be awarded as part of the school graduation.

Resources: Website Links

New York State Graduation Requirements

<http://www.p12.nysed.gov/part100/pages/1005.html>

New York State P-12 Common Core Standards for English Language Arts and Literacy

http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/p12_common_core_learning_standards_ela.pdf

New York State Languages other than English (LOTE) Learning Standards

<http://www.p12.nysed.gov/ciai/lotte/lotels.html>

National Guidelines for Implementing the Seal of Biliteracy

http://www.actfl.org/sites/default/files/pdfs/SealofBiliteracyGuidelines_0.pdf

Seal of Biliteracy – Californians Together and Velázquez Press

<http://sealofbiliteracy.org/>

American Council on the Teaching of Foreign Languages (ACTFL)

<http://www.actfl.org/about-the-american-council-the-teaching-foreign-languages>

ACTFL Proficiency Guidelines 2012

<http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012>

ACTFL Can-Do Statements

<http://www.actfl.org/publications/guidelines-and-manuals/ncssfl-actfl-can-do-statements>

ACTFL Performance Descriptors for Language Learners

<http://www.actfl.org/publications/guidelines-and-manuals/actfl-performance-descriptors-language-learners>

National Council of State Supervisors for Languages (NCSSFL)

<http://ncssfl.org/>

The New York State Bilingual Common Core Progressions

<https://www.engageny.org/resource/new-york-state-bilingual-common-core-initiative>

NCSSFL LinguaFolio®

http://www.ncssfl.org/LinguaFolio/index.php?linguafolio_index

Appendix 1: Earning the New York State Seal of Biliteracy

- A. Students wishing to receive the New York State (NYS) Seal of Biliteracy must complete all requirements for graduating with a NYS Regents diploma*;
- B. In addition to the above minimum requirement, students wishing to receive a NYS Seal of Biliteracy must earn **three (3) points** in each of **the two (2) areas** listed below:

Criteria for Demonstrating Proficiency in <u>English</u>	Point Value	Criteria for Demonstrating Proficiency in a <u>World Language</u>	Point Value
1a. Score 80 or higher on the NYS Regents Examination in English Language Arts (Common Core)* or English Language Learners (ELLs) score 75 or above on two Regents exams other than English, without translation.	1	2a. Complete a Checkpoint C level World Language course, with a grade of 85 or higher, or a comparable score using another scoring system set by the district and approved by the Commissioner, for both the coursework <u>and</u> final examination consistent with Checkpoint C standards.	1
1b. ELLs score at the Commanding level on two modalities on the New York State English as a Second Language Achievement Test (NYSESLAT) as demonstrated by an overall scale score of 290.	1	2b. Provide transcripts from a school in a country outside of the U.S. showing at least three years of instruction in the student's home/native language in Grade 8 or beyond, with an equivalent grade average of B or higher.	1
1c. Complete all 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	2c. For students enrolled in a Bilingual Education program, complete all required Home Language Arts (HLA) coursework and the district HLA exam with an 85 or higher or a comparable score using another scoring system set by the district and approved by the Commissioner.	1
1d. Achieve the following scores on one of the examinations listed below: - 3 or higher on an Advanced Placement (AP) English Language or English Literature examination, - 80 or higher on the Test of English as a Foreign Language (TOEFL).	1	2d. Score at a proficient level on an accredited Checkpoint C World Language assessment (See "Checkpoint C World Language Assessments and Minimum Scores" on the following page.)	1
1e. Present a culminating project, scholarly essay or portfolio that meets the criteria for speaking, listening, reading, and writing established by the district's NYS Seal of Biliteracy Committee to a panel of reviewers with proficiency in English.	2	2e. Present a culminating project, scholarly essay, or portfolio that meets the criteria for speaking, listening, reading, and writing established by the district's NYS Seal of Biliteracy Committee and that is aligned to the NYS Checkpoint C Learning Standards to a panel of reviewers with proficiency in the target language.	2

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

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

Appendix 2: Checkpoint C World Language Assessments & Minimum Scores

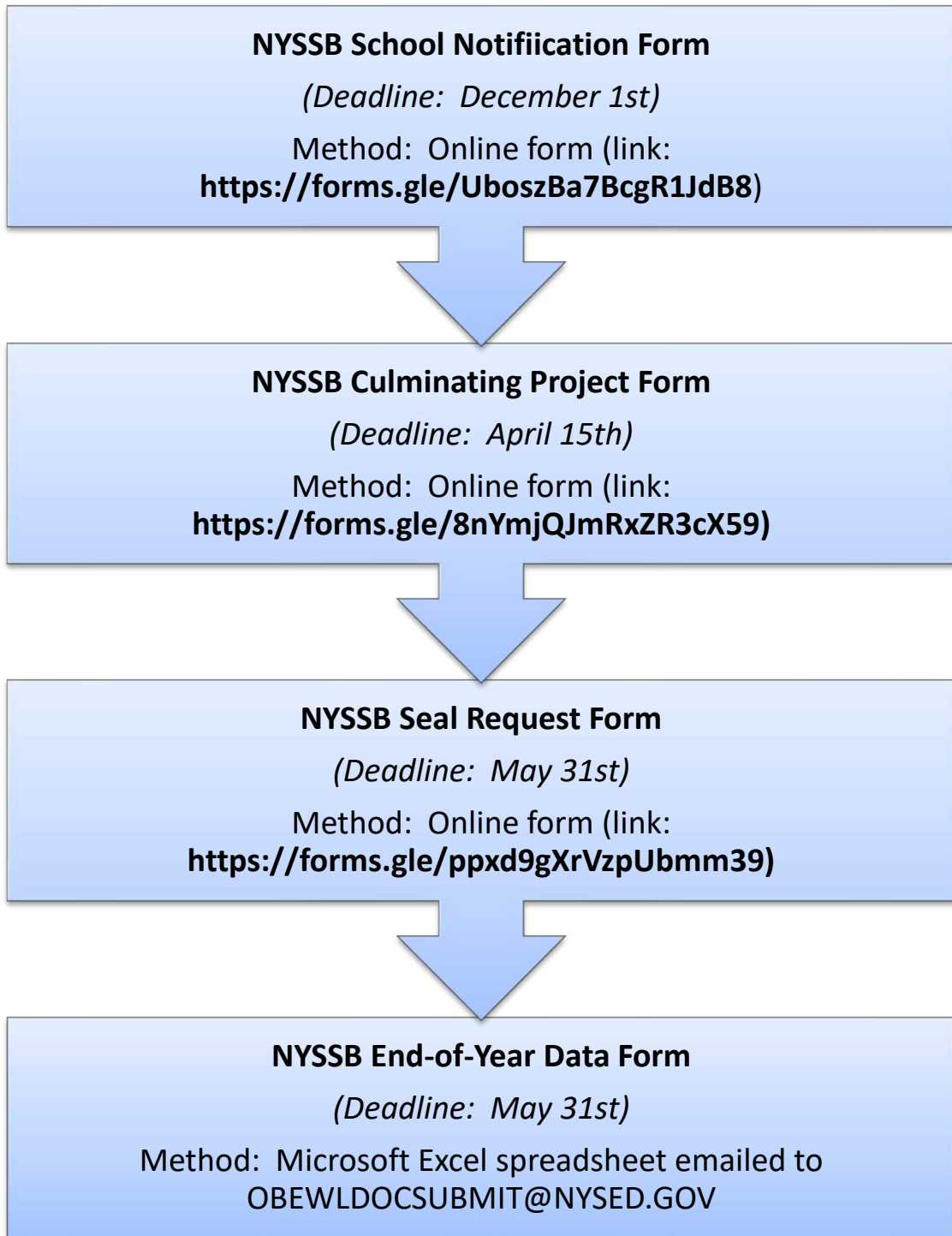
(based on ACTFL Intermediate High standards)

Completing one or one group of these examinations will yield one point towards the three total points necessary on the criteria point system for demonstrating world language proficiency.

ASSESSMENT	MIN SCORE
AP – Advanced Placement Examination (Chinese, French, German, Italian, Japanese, Latin, Spanish, Spanish Literature)	4
IB - International Baccalaureate (Albanian, Amharic, Arabic, Azerbaijani, Bengali, Bosnian, Bulgarian, Catalan, Chinese, Croatian, Czech, Danish, Dutch, English, Estonian, Finnish, French, German, Modern Greek, Hebrew, Hindi, Hungarian, Icelandic, Indonesian, Italian, Japanese, Khmer, Korean, Lao, Latvian, Lithuanian, Macedonian, Malay, Nepali, Norwegian, Norwegian (Nynorsk), Persian, Portuguese, Russian, Serbian, Slovak, Slovenian, Sotho, Spanish, Swahili, Swedish, Thai, Turkish, Urdu, Vietnamese)	5 (SL) 4 (HL)
STAMP4S - Standard Based Measurement of Proficiency (Arabic, Chinese (Traditional and Simplified), English, French, German, Hebrew, Hindi, Italian, Japanese, Korean, Polish, Portuguese, Russian and Spanish)	6
DELE (Diplomas of Spanish as a Foreign Language) – through Cervantes Institute NYC	B1
AAPPL -The ACTFL Assessment of Performance toward Proficiency in Languages (Arabic, Chinese, French, German, Hindi, Italian, Japanese, Korean, Portuguese, Russian, Spanish, Thai and ESL.)	I-5
<p>OPI– The ACTFL Oral Proficiency Interview (Afrikaans, Akan-Twi, Albanian, Amharic, Arabic, Armenian, Azerbaijani, Baluchi, Bengali, Bosnian, Bulgarian, Burmese, Cambodian, Cantonese, Cebuano, Czech, Dari, Dutch, English, French, Ga, Georgian, German, Greek (Modern), Gujarati, Haitian, Creole, Hausa, Hebrew, Hiligaynon, Hindi, Hmong-Mong, Hungarian, Igbo, Ilocano, Indonesian, Italian, Japanese, Javanese, Kashmiri, Kazakh, Kikongo-Kongo, Korean, Krio, Kurdish, Lao, Malay, Malayalam, Mandarin, Mandingo-Bambara, Nepali, Norwegian, Pashto, Persian-Farsi, Polish, Portuguese, Punjabi, Romanian, Russian, Serbian/Croatian, Sindhi, Sinhalese, Slovak, Somali, Spanish, Swahili, Tagalog, Tajik, Tamil, Tausug, Telugu, Thai, Tigrinya, Turkish, Turkmen, Uighur, Ukrainian, Urdu, Uzbek, Vietnamese, Wolof, Wu, and Yoruba.)</p> <p>OPIc - The ACTFL Oral Proficiency Interview by Computer (Arabic, English, French, German, Italian*, Korean, Mandarin, Pashto, Persian, Farsi, *Portuguese, Russian and Spanish. (*Limitations apply)</p> <p>WPT/BWT – The ACTFL Writing Proficiency Test/Business Writing Test (Paper & Pen: Albanian, Arabic, Chinese-Cantonese, Chinese-Mandarin, English, French, German, Greek, Haitian Creole, Hebrew, Hindi, Italian, Japanese, Korean, Persian, Polish, Portuguese, Russian, Serbian/Croatian, Spanish, Turkish, Urdu, and Vietnamese) Internet: Arabic, Chinese-Cantonese, Chinese-Mandarin, Danish, English, French, German, Greek, Hindi, Italian, Japanese, Korean, Norwegian, Polish, Portuguese, Russian, Spanish, Turkish, Vietnamese)</p> <p>RPT – The ACTFL Reading Proficiency Test (English, French, German, Italian, Portuguese, Russian, and Spanish)</p> <p>LPT – The ACTFL Listening Proficiency Test (English, French, Italian, Portuguese, Russian, Spanish, and German.)</p>	Intermediate High In this section, students should take exams in as many modalities (speaking, listening, reading and writing) as available to qualify for Checkpoint C credit.
ALIRA – The ACTFL Latin Interpretive Reading Assessment	I-4
SLPI: ASL – American Sign Language Proficiency Interview	Intermediate Plus

NOTE: Some exams do not give results until after June, so students/advisors may need to plan accordingly. Other nationally recognized examinations may be used if approved by the district’s NYS Seal of Biliteracy Committee

Appendix 3: [Required Forms, Deadlines and Submission Methods](#)



New York City Department of Education Public Schools should contact the Division of Multilingual Learners for information on the required forms and process for the New York State Seal of Biliteracy.



School NYSSB Notification Form Template (Revised 09.01.2020)

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) in the 2020-21 school year. The [online form](#) **must be submitted in each year that the school intends to offer the NYSSB by no later than December 1st**. This TEMPLATE may be used to gather the required information before entering it on the [online form](#). Only online submissions will be accepted. **Do not email this form to NYSED.**

New York City Department of Education (NYCDOE) public schools should contact the Division of Multilingual Learners (dml@schools.nyc.gov) in the fall to plan to complete this form. All other schools outside of the NYC area (including NYC Charter Schools) will submit this form electronically by December 1st using the [online form](#).

A. District Name:						
B. School Name:	B1.			B2. Is this a NYCDOE public school: <input type="checkbox"/> Yes <input type="checkbox"/> No		
C. School BEDS Code:						
D. Primary NYSSB Contact (NYSSB Coordinator):	D1. First:	D2. Last:	D3. 10-digit Phone:		D4. Email:	
E. NYSSB Subgroups – Identify the four possible subgroups of students that could earn the NYSSB in the current year.	E1. # of ELLs who are seniors and who scored at least “Expanding” on the most recent NYSESLAT exam or who have earned a point towards criteria 1A or 1B through a 2020 exemption.		E2. # of former/ever ELLs who are seniors		E3. # of Never-ELLs whose home language is English and who are seniors	E4. # of Never-ELLs whose home language is other than English and who are seniors
F. Languages	F1. Name(s) of language(s) of current or former/ever ELLs and those of students who speak a language other than English (e.g., Heritage Language Speakers)			F2. Name(s) of language(s) taught at the Checkpoint C level in this school		
G. School Demographics – data for ALL students in 12th grade. [Use whole numbers.]	G1. Total Enrollment (12 th grade only)			G2. # of students classified as ELLs (12 th grade only)		
H. Racial/ethnic Demographics – race/ethnicity data for students in 12th grade only. [Use whole numbers. The sum of H1 through H6 should equal G1 (total 12th grade enrollment)]	H1. # of American Indian or Alaska Native students	H2. # of Asian, Native Hawaiian or Other Pacific Islander students	H3. # of Black or African American students	H4. # of Hispanic, Latino, or Spanish Origin students	H5. # of Multiracial students	H6. White

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

List the names and titles of each **required** member of the SBC according to the roles listed.

ROLE	NAME	TITLE
Administrator	11.	12.
English Language Arts Teacher	13.	
English as a New Language Teacher	14.	
World Language Teacher	15.	16. Language(s) Taught:
School Counselor	17.	

I8. Additional members of the SBC:

NAME	TITLE	ROLE

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

J1	English	J2	World Language
	1a. Score 80 or better on the NYS Comprehensive English Regents Exam or English Language Learners (ELLs) score 75 or above on two Regents exams other than English, without translation (1 point)		2a. Complete a Checkpoint C level World Language course, with a grade of 85 or higher, or a comparable score using another scoring system set by the district and approved by the Commissioner, for both the coursework and final examination consistent with Checkpoint C standards (1 point)
	1b. ELLs earn an overall score of 290 or better on the New York State English as a Second Language Achievement Test (NYSESLAT) (1 point)		2b. Provide transcripts from a school in a country outside of the U.S. showing at least three years of instruction in the student's home/native language in Grade 8 or beyond, with an equivalent grade average of B or higher (1 point)
	1c. Complete all 11th and 12th grade ELA courses with an average of 85 or higher or a comparable score using another scoring system set by the district and approved by the Commissioner (1 point)		2c. For students enrolled in a Bilingual Education program, complete all required Home Language Arts (HLA) coursework AND the district HLA exam with an 85 or higher or a comparable score using another scoring system set by the district and approved by the Commissioner (1 point)
	1d. Score 3 or higher on an Advanced Placement (AP) English Language or English Literature examination or ELLs score 80 or higher on the Test of English as a Foreign Language (TOEFL) - (1 point)		2d. Score at a proficient level on an approved Checkpoint C World Language assessment (1 point) J3. Please specify the approved Checkpoint C World Language Assessment(s):
	1e. Present a culminating project, scholarly essay or portfolio that meets the criteria for speaking, listening, reading, and writing established by the district's SBC to a panel of reviewers with proficiency in English (2 points)		2e. Present a culminating project, scholarly essay, or portfolio that meets the criteria for speaking, listening, reading, and writing established by the district's SBC and that is aligned to the NYS Checkpoint C Learning Standards to a panel of reviewers with intermediate high proficiency in the target language (2 points)

K1. If your NYSSB candidates will complete a Culminating Project* in English and/or a World Language, please describe the project(s) including how it addresses the criteria for speaking, listening, reading and writing. If you have an NYSSB Implementation Plan that includes the project description or use one made by a consortium to which your school belongs, you may send it to obewldocsubmit@nysed.gov in lieu of answering this question.

--

K2. Culminating Project* Rubric(s) - 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 American Council on the Teaching of Foreign Languages (ACTFL) Intermediate High proficiency level and the NYS Checkpoint C LOTE learning standards. The NYSSB website includes a sample World Languages Culminating Project rubric that schools may choose to use, in part or in its entirety. If schools choose to develop their own rubric(s) for the Culminating Project(s), they must submit them as Word documents or PDFs to obewldocsubmit@nysed.gov by December 1st of each year. **Schools are informed NOT to send links to online documents as they are not accessible by our staff.**

Please check one.

<input type="checkbox"/>	Our school will use the rubric that was developed in-house. A copy of this rubric will be sent to obewldocsubmit@nysed.gov following the submission of this form.
<input type="checkbox"/>	Our school will use the rubric created by our local consortium. A copy of this rubric will be sent to obewldocsubmit@nysed.gov following the submission of this form.
<input type="checkbox"/>	Our school will use the rubric created by OBEWL.

L. Acknowledgement - We recognize that committing to this process requires that we:

1. agree to the criteria set by NYSED for students to earn the NYSSB and
2. agree to deliver program data and information pertaining to the NYSSB to NYSED via the End-of-Year Data form.

M. Electronic signature of the Designee of the Building Principal

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.

M1. First Name:	M2. Last Name:	M3. Title:
M4. Email:	M5. Date:	

*Culminating Project is used to refer to a project, scholarly essay or portfolio submitted for 2 points towards the NYSSB in English and/or a World Language.

Questions regarding this form can be directed to candace.black@nysed.gov or via phone at (518) 473-7505.





NYSSB Culminating Project Form Template (Revised 09.01.2020)

This TEMPLATE is being provided so that schools can gather the required information before entering it on the [online form](#) on or before April 15th of each year the NYSSB is offered.

The Office of Bilingual Education and World Languages (OBEWL) will schedule visits with approximately five-to-ten percent 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 small sample of schools to visit can be selected and scheduled. This TEMPLATE is being provided so that schools can gather the required information before entering it on the [online form](#). Only online submissions of forms will be accepted. **Do not email this form to NYSED.**

All schools must submit this form electronically no later than **April 15th**. If your school is selected, you will be notified on a rolling basis by no later than April 30th with the date and time of visit and the name and contact information of the representative that will be present.

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

School information

1. District name		
2. Is this a NYC DOE public school?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
3. School BEDS code		
4. School name		
5. Street address		
6. City		
7. Zip code		
8. Region (Please check one.)	<input type="checkbox"/> Capital-East <input type="checkbox"/> Hudson Valley <input type="checkbox"/> Long Island <input type="checkbox"/> Mid-State <input type="checkbox"/> Mid-West <input type="checkbox"/> New York City <input type="checkbox"/> West	
9. Contact name	First:	Last:
10. Phone		
11. Email		

*Culminating Project is used to refer to a project, scholarly essay, or portfolio submitted for 2 point towards the NYSSB in English and/or a World Language.

Culminating Project Presentations in World Languages

12. Location of presentations		
13. Street		
14. City		
15. Zip		
16. Date(s) / time(s) of presentations		
17. Language(s) of presentations		
18. 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	
19. Does your school have the capability of allowing for a virtual visitor?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
20. Contact person at location (only if different from main contact)	First:	Last:
21. Contact Phone (10-digits)		
22. Contact Email		

Electronic signature of the Designee of the Building Principal

By entering your name below, you are signing this form electronically, attesting to the accuracy of the information 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.

23. First:	24. Last:	25. Title:
26. Email:	27. Date:	

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

Questions regarding this form can be directed to candace.black@nysed.gov or via phone at (518) 473-7505.





NYSSB Seal Request Form Template (Revised 09.01.2020)

This TEMPLATE is being provided so that schools can gather the required information before entering it on the [online form](#) on or before May 31st of each year the Seal is offered.

This [online form](#) is used to notify the New York State Education Department (NYSED) of the number of Seal stickers and medallions requested for the school’s New York State Seal of Biliteracy (NYSSB) program and the address to which they should be sent. The Office of Bilingual Education and World Languages (OBEWL) will provide the Seal stickers to be placed on the diplomas, medallions for students to wear at graduation, and certificate templates at no charge. Only online submissions of forms will be accepted. **Do not email this form to NYSED.**

New York City Department of Education (NYCDOE) public schools should contact the Division of Multilingual Learners (dml@schools.nyc.gov) in the spring to plan to complete this form. All other schools outside of the NYC area (including NYC Charter Schools) should submit this form electronically by May 31st.

In order to receive the Seal stickers and medallions, schools must also email a correctly completed **End-of-Year Data form** to obewldocsubmit@nysed.gov. Schools may anticipate* students who will earn the NYSSB and then follow up with amended Seal Request and End-of-Year Data forms when final grades/scores have been received by no later than July 15th of each year (see notes on next page).

Please submit this information electronically using the following [online form](#) by May 31st:

23. District name		
24. Is this a NYCDOE public school?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
25. School BEDS code		
26. School name		
27. Street address		
28. City		
29. Zip code		
30. Region (Please check one.)	<input type="checkbox"/> Capital-East <input type="checkbox"/> Hudson Valley <input type="checkbox"/> Long Island <input type="checkbox"/> Mid-State <input type="checkbox"/> Mid-West <input type="checkbox"/> New York City <input type="checkbox"/> West	
31. Contact name	First:	Last:
32. Phone		
33. Email		
34. Date Seal stickers and medallions needed (Please allow 1-2 weeks to process this request.)		
35. # of <u>graduating seniors</u>** who have met all of the NYSSB requirements by the date of this form (no later than 5/31)		

36. # of graduating seniors who are anticipated * to meet all of the NYSSB requirements by July 15th	
37. If any of the students in questions 13 and 14 will earn the NYSSB in 2 world languages in addition to English, please indicate the number of students here.	
38. If any of the students in questions 13 and 14 will earn the NYSSB in 3 world languages in addition to English, please indicate the number of students here.	
39. Total # of Seal stickers and medallions requested - This should equal #13 + #14 + #15 + (2 times #16).	

*Because schools need time to prepare graduation materials prior to final grades/scores being available, the school should **anticipate** students who will earn the NYSSB and submit this form by **May 31st**. For example, if a student plans to earn a point using an Advanced Placement (AP) exam taken in May of the senior year, the score will not be available until July. The school in this case should consult with the student’s subject area AP teacher to **anticipate** whether the student will meet the criteria to determine the total number of Seal stickers and medallions to order on this form. The school will keep the Seal stickers and medallions and **only award them upon successful completion of ALL criteria**. This may mean that the school will have to hold on to some Seals and medallions until after the release of such scores in mid-July.

All schools should make a **final determination** of which students earned the NYSSB by no later than **July 15th**. If there were changes in the students **who were anticipated to earn** the NYSSB between the submission of the End-of-Year Data form by May 31st and this final determination, the school must submit an amended End-of-Year Data form by July 15th. Any changes should be highlighted in a different color.

** The number of students receiving the NYSSB reported on this form must be only graduating seniors. Students are only reported on the Seal Request and End-of-Year Data forms in the year in which they are graduating – **juniors are never reported on these forms**.

Electronic signature of the Designee of the Building Principal

By entering your name below, you are signing this form electronically, attesting to the accuracy of the information 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.

40. First:	41. Last:	42. Title:
43. Email:		44. Date:

Please submit this information electronically using the [online form](#) by May 31st.
 Questions regarding this form can be directed to candace.black@nysed.gov
 or via phone at (518) 473-7505.





NYSSB End-of-Year Data Form Template (Revised 09.01.2020)

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

FOR A COPY OF THIS FORM, GO TO: <http://www.nysed.gov/world-languages/new-york-state-seal-biliteracy-nyssb>. This Excel spreadsheet must be emailed to obewl@nysed.gov on or before May 31st of each year the Seal is offered.

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T		
1	NYS Seal of Biliteracy End-of-Year Data Form																					
2	<p style="color: red; font-size: small;">These columns are being provided for the convenience of the person filling out this form. Because they may contain "Personally Identifiable Information", please DELETE these columns before submitting the form to OBEWL.</p>			District Name				School Name				School BEDS Code										
3																						
4				Criteria for English Proficiency																		
5				(Select or type an "X" in all criteria that apply.)																		
6				Student First Name	Student Last Name	Optional - Internal student ID number, OSIS number for NYC DOE schools	NYSSIS ID Number	Gender	Race/Ethnicity	Student is a graduating senior	Student ≤ 21 years	ELL Status of Student (as of the start of the <u>start</u> of the school year in which they will graduate and earn the NYSSB)	Criteria Met or Anticipated?	1A - Score ≥ 80% on the ELA Regents	1A - ELLs score ≥ 75% on 2 Regents exams	1B - ELLs earn overall score ≥ 290 on NYSES/LAT	1C - 11th-12th grade ELA course ≥ 85%	1D - ELLs score ≥ 80 on TOEFL	1D - AP English Language Exam ≥ 3	1D - AP English Literature Exam ≥ 3	1E - Culminating Project ≥ Intermediate High	Raw points - English
7																			0	No		
8																			0	No		
9																			0	No		
10																			0	No		

Download this spreadsheet, complete it, and then submit it via email no later than May 31st to obewldocsubmit@nysed.gov.

Appendix 3: Regulations of the Commissioner of Education

Pursuant to Education Law sections 101, 207, 208, 209, 305, 308, 309 and 815 Subdivision (h) of section 100.5 of the Regulations of the Commissioner of Education is added, effective May 4, 2016, as follows:

- (1) New York State Seal of Biliteracy. Purpose and Intent. The purpose of this subdivision is to establish requirements for earning a New York State (NYS) Seal of Biliteracy pursuant to Education Law §815. The intent of the NYS Seal of Biliteracy is to encourage the study of languages; certify attainment of biliteracy; provide employers with a method of identifying high school graduates with language and biliteracy skills; provide universities with an additional method to recognize applicants seeking admission; prepare students with twenty-first century skills; recognize the value of foreign and home language instruction in schools; and strengthen intergroup relationships, affirm the value of diversity, and honor the multiple cultures and languages of a community. The NYS Seal of Biliteracy shall be awarded by the Commissioner to students who meet the criteria of this subdivision and attend schools in school districts that are approved by the Commissioner pursuant to this subdivision to participate in the program. The NYS Seal of Biliteracy shall be affixed to high school diplomas and transcripts of graduating pupils attaining Seal criteria. No fee shall be charged to a student pursuant to this subdivision.
- (2) Definitions. For purposes of this section, “foreign language” means any language other than English (LOTE) including all modern languages, Latin, American Sign Language, Native American languages, and native languages.
- (3) School district requirements. School district participation in the NYS Seal of Biliteracy program is voluntary. A school district that wishes to participate in the program shall:
 - (i) form a Seal of Biliteracy Committee (SBC).
 - (a) The SBC shall include, but is not limited to, the following personnel:
 - (1) a World Language teacher,
 - (2) an English Language Arts (ELA) teacher,
 - (3) an English for Speakers of Other Languages (ESOL) teacher,
 - (4) a school counselor, and
 - (5) an administrator;
 - (b) The SBC shall:
 - (1) create a Seal of Biliteracy plan that includes, but is not limited to, details concerning committee recruitment and composition, communications, student advisement, evaluation, and presentation of awards;
 - (2) create a timeline for all activities pertaining to the Seal of Biliteracy program including, but not limited to, communications, a student advisement schedule, and dates for important benchmarks throughout the program year;
 - (3) develop a student application process, including an application form to be completed by interested students and returned to the SBC;
 - (4) provide for the assignment of an advisor to each student accepted into the program to review program requirements and meet regularly with the student to review the student’s progress; and
 - (5) review and evaluate all coursework, assessments, and other work completed by each

student to ensure criteria for the seal are met.

- (i) submit an application to the Commissioner, in a form and by a date prescribed by the Commissioner, for approval for the school district to participate in the program. Such application shall include a narrative that describes how the district will implement the NYS Seal of Biliteracy program, including plans for program communications, processes pertaining to student application, advisement and evaluation, and timelines and benchmarks for the program.
- (ii) Participating school districts shall maintain appropriate records in order to identify students who have earned a NYS Seal of Biliteracy. At the end of each school year in which a school district participates in the program, the school district shall submit a report to the Commissioner, in a form and by a date prescribed by the Commissioner, that includes the number of students receiving the Seal along with relevant data including, but not limited to, the types of languages, number of English Language Learner (ELL) students, and the criteria chosen under subparagraphs (ii) and (iii) of paragraph (4) of this subdivision.

(4) Student requirements.

- (i) Minimum requirement. Students who wish to receive the NYS Seal of Biliteracy shall complete all requirements for graduating with a Regents diploma (however, students in schools with an alternate pathway for graduation approved by the Commissioner will be held to those schools' criteria);

- (ii) Additional requirements. Except as provided in subparagraph (iii) of this paragraph, in addition to the minimum requirement listed in subparagraph (i) of this paragraph, students shall earn at least three points in each of the two areas listed below:

(a) Area 1: Criteria for Demonstrating Proficiency in English.

(1) Students shall earn one point per item for achieving the following items:

- (i) Score 75 or higher on the NYS Comprehensive English Regents Examination, or score 80 or higher on the NYS Regents Examination in English Language Arts (Common Core) (however, students in schools with an alternate pathway for graduation approved by the Commissioner will be held to those schools' criteria), or English Language Learners (ELLs) score 75 or above on two Regents exams other than English, without translation;
- (ii) ELLs score at the Commanding level in two modalities on the New York State English as a Second Language Achievement Test (NYSESLAT);
- (iii) 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; and receive a score of 3 or higher on an Advanced Placement English Language or English Literature exam, or receive a total score of 80 or higher on the Test of English as a Foreign Language (TOEFL).

- (2) Students shall earn two points for achieving the following item: present a culminating project, scholarly essay, or portfolio that meets the criteria for speaking, listening, reading, and writing established by the school district's SBC to a panel of reviewers with proficiency in English.

(b) Area 2: Criteria for Demonstrating Proficiency in a World Language.

(1) Students shall earn one point per item for achieving the following items:

- (i) complete a level four Checkpoint C World Language course, with a grade of 85 or higher, or a comparable score using another scoring system set by the district and approved by

the Commissioner, for both the coursework and final examination consistent with Checkpoint C Learning Standards;

- (ii) for students enrolled in a bilingual education program, complete all required Home Language Arts (HLA) coursework and the district HLA exam with an 85 or higher, or a comparable score using another scoring system set by the district and approved by the Commissioner;
- (iii) score at a proficient level on one or one group, as applicable, of the following accredited Checkpoint C World Language assessments:
 - AP – Advanced Placement Examination (minimum score 4)
 - IB – International Baccalaureate (minimum score 5)
 - STAMP4S – Standard Based Measurement of Proficiency (minimum score 6)
 - DELE – Diplomas of Spanish as a Foreign Language through Cervantes Institute of NYC (minimum score B1)
 - AAPPL – The ACTFL Assessment of Performance toward Proficiency in Languages (minimum score I-5)
 - OPI – The ACTFL Oral Proficiency Interview (minimum score Intermediate High)
 - OPIc – The ACTFL Oral Proficiency Computer Test (minimum score Intermediate High)
 - WPT/BWT – The ACTFL Writing Proficiency Test/Business Writing Test (minimum score Intermediate High)
 - RPT – The ACTFL Reading Proficiency Test (minimum score Intermediate High)
 - LPT – The ACTFL Listening Proficiency Test (minimum score Intermediate High)
 - ALIRA – The ACTFL Latin Interpretive Reading Assessment (minimum score I-4)
 - SLPI: ASL – American Sign Language Proficiency Interview (minimum score intermediate plus); and
- (iv) provide transcripts from a school in a foreign country showing at least three years of instruction in the student’s home/native language in Grade 8 or beyond, with equivalent grade average of B or higher.

(2) Students shall earn two points for achieving this item: present a culminating project, scholarly essay, or portfolio that meets the criteria for speaking, listening, reading, and writing established by the district’s SBC and that is aligned to the NYS Checkpoint C Learning Standards to a panel selected by the SBC consisting of at least one SBC member and at least two reviewers who are proficient in the target language.

- (iii) Unique Requirements for Specific Languages: Special allowances may be necessary to accommodate the unique characteristics of certain languages. In cases where language assessments across all three modes of communication (interpersonal, interpretive and presentational) may not be appropriate or available, school districts may substitute a different assessment that meets the intent of the NYS Seal of Biliteracy. Students seeking the Seal through languages not characterized by the use of listening, speaking, reading, or for which there is not a writing system, shall demonstrate the expected level of proficiency on an assessment of the modalities that characterize communication in that language, consistent with the recommendations in the “Guidelines for Implementing the Seal of Biliteracy” of the American Council on the Teaching of Foreign Languages (ACTFL), the National Association for Bilingual Education (NABE), the National Council of

State Supervisors for Languages (NCSSFL) and TESOL International Association.

- (a) Latin and Classical Greek: The NYS Seal of Biliteracy shall be earned by assessment of interpretive reading and presentational writing, not of listening or interpersonal face-to-face communication.
- (b) American Sign Language (ASL): The NYS Seal of Biliteracy shall be earned by assessment of interpersonal signed exchange, presentational signing, and demonstrating understanding of ASL (such as interpreting a signed lecture or by summarizing and responding to questions aimed at overarching understanding).
- (c) Native American Languages: The NYS Seal of Biliteracy shall be earned by assessment of interpersonal face-to-face communication as well as interpretive listening and presentational speaking, and writing and reading where a written code exists.

Glossary of Terms

Term	Definition
AAPPL	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. http://aappl.actfl.org/
ACTFL	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. http://www.actfl.org/about-the-american-council-the-teaching-foreign-languages
ALIRA	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. http://www.languagetesting.com/alira-the-actfl-latin-interpretive-reading-assessment .
AP	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. https://professionals.collegeboard.com/testing/ap
ASL	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 used primarily by members of the North American deaf community or hard-of-hearing. In New York State, ASL is considered a world language.
Checkpoint C	Checkpoint C study of languages other than English represents at least one year of additional study beyond Checkpoint B and the locally developed Checkpoint B Comprehensive Examination in a language other than English. http://www.p12.nysed.gov/ciai/lote/pub/lotelea.pdf .
College Board	This is a mission-driven, not-for-profit organization that helps students for a successful transition to college through programs and services in college readiness and college success – including the SAT and the Advanced Placement Program. https://www.collegeboard.org/ .
DELE	The <i>DELE</i> , granted by 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. http://nyork.cervantes.es/en/classes_spanish/students_spanish/diplomas_information_spanish.htm
ELA	English Language Arts

Term	Definition
ELL	English Language Learner 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. This term is being transitioned to Multi-lingual Learners (MLLs).
ENL	English as a New language
ESOL	English to Speakers of Other Languages
IB	Founded in 1968, the International Baccalaureate 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. IB Schools: www.ibo.org/en/ . For archived IB Exams: http://www.follettibstore.com/main/dp (See "Exam Papers and Markschemes")
LinguaFolio®	LinguaFolio® is a learner-directed portfolio assessment instrument designed to support individuals in setting and achieving their goals for learning languages. http://www.ncssf.org/LinguaFolio/index.php?linguafolio_index
LOTE	Language other than English.
LPT	The ACTFL Listening Proficiency Test 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. http://www.languagetesting.com/listening-proficiency-test-lpt
MLL	Multi-lingual Learner 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. This term is replacing English Language Learner (ELL).
NCSSFL	National Council of State Supervisors of Languages http://ncssf.org/
NYSESLAT	The New York State English as a Second Language Achievement Test 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. http://www.p12.nysed.gov/assessment/nyseslat/
OPI	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. http://www.languagetesting.com/oral-proficiency-interview-opi-2

Term	Definition
OPIc	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. http://www.languagetesting.com/oral-proficiency-interview-computer-opic
Proficiency	The ability of an individual to perform in an acquired language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context.
RPT	The ACTFL Reading Proficiency Test 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. http://www.languagetesting.com/reading-proficiency-test-rpt
SLPI -ASL	(American) Sign Language Proficiency Interview 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 ASLPI is a 20–25 minute video recorded interactive
STAMP4S	The Avant STAMP (STAndards-based Measurement of Proficiency) 4S assessment measures proficiency in Reading, Writing, Listening and Speaking in nine languages with content appropriate for middle school through university students. Avant STAMP 4S assessments are web-based and computer-adaptive, with real-world questions that test level-
TOEFL	The Test of English as a Foreign Language 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. http://www.ets.org/toefl
World Languages	The term World Languages is used to differentiate English from languages other than English (LOTE).
WPT	The ACTFL Writing Proficiency Test 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. http://www.languagetesting.com/writing-proficiency-test

Additional Questions?

Please send questions or comments to the Office of Bilingual Education and World Languages.

OBEWLdocsubmi@nysed.gov OR candace.black@nysed.gov

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

(link: <http://www.p12.nysed.gov/biling/biling/betac.html>)

Long Island RBERN at Eastern Suffolk BOCES

<http://www.esboces.org/Page/505>

RBERN West at Erie I BOCES

<http://www.e1b.org/TrainingWorkshops/BilingualEducationESL.aspx>

Hudson Valley RBERN at SW BOCES

<http://www.hudsonvalleyrbern.org/>

Mid-West RBERN at Monroe 2 – Orleans BOCES

<http://www.monroe2boces.org/professionalDev.cfm?subpage=2262>

Mid-State RBERN at OCM BOCES

<http://www.ocmboces.org/betac>

Capital District RBERN at Questar III BOCES

<http://rbern.org/>

NYS Language RBERN at New York University

http://steinhardt.nyu.edu/metrocenter/center/technical_assistance/program/language_rbern/

NYC Regional RBERN at Fordham University

https://www.fordham.edu/info/21065/nysnyc_regional_bilingual_education_resource_network