





**THE NEW YORK STATE SEAL OF BILITERACY
(NYSSB) GUIDANCE TOOLKIT**

Module 4: Monitoring Student Progress


 Candace Black (NYSED-OBEWL), Maria Fenton (Mid-State RBERN),
 and Shawwna Sweet (Mid-West RBERN)

Elisa Alvarez, Associate Commissioner
 Office of Bilingual Education and World Languages
 89 Washington Avenue, EB505W
 Albany, NY 12234
 Copyright © 2020 NYSED. All rights reserved.




- Welcome to the NYS Seal of Biliteracy Guidance Toolkit, Module number 4.
- This toolkit represents a collaboration between NYSED and the Mid-State and Mid-West RBERNs to support schools in beginning the process of implementation of the Seal of Biliteracy.
- The modules contained in this toolkit are designed as a self-guiding process for individual schools or those who wish to work together in a consortium. They can be viewed in a sequence or individually to “brush up” on a particular topic.
- Each module consists of an agenda, a PowerPoint, and various supporting documentation and exemplars. Schools are encouraged to use these documents for their promotional materials as well as for internal and external communications.
- The entire toolkit is available online on the OBEWL Seal of Biliteracy website.
- My name is Candace Black and I will be your guide for this module.
- Module 4, Monitoring Student Progress, provides an opportunity for you to create the framework which will guide students as they prepare their culminating projects and deliver their final presentations to the panel.
- For more information on starting a Seal of Biliteracy Program at your school or for any questions regarding the NYSSB, please contact me at candace.black@NYSED.gov.

MODULE 4 OBJECTIVES

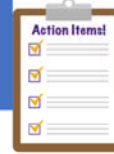
Participants will be able to:

- ❑ Share two ways to monitor student progress;
- ❑ Describe the role of the advisor;
- ❑ Understand how to use a rubric to evaluate Culminating Project Presentations for Intermediate High proficiency level; and
- ❑ Generate questions for use at future Culminating Project Presentations.



- Let's start with the module objectives.
- By the end of this module, participants will be able to:
 - State two ways to promote the Seal of Biliteracy Program with students and families;
 - Describe the role of the advisor;
 - Understand how to use a rubric to evaluate Culminating Project Presentations for the Intermediate High proficiency level; and
 - Generate questions for use at future Culminating Project Presentations.

REVIEW MODULE 3 ACTION ITEMS



Did your SBC accomplish the following:

- Decide how to include NYSSB language in the Program of Studies;
- Draft the promotion plan and any associated materials (parent letters, etc...);
- Prepare a draft of the Student Application (reviewed by the SBC); and
- Prepare a draft of the Culminating Project Rubric (reviewed by the SBC)?



- Let's review the action items from Module 3. Did your SBC :
 - Decide how to include NYSSB language in the Program of Studies?
 - Draft the promotion plan and any associated materials (such as parent letters)?
 - Prepare a draft of the Student Application? and
 - Prepare a draft of the Culminating Project Rubric?

SUGGESTED TIMELINE FOR THE NYS SEAL OF BILITERACY		
Planning Stage	Formation Seal of Biliteracy Committee: <ul style="list-style-type: none"> - Determine members of the Seal of Biliteracy Committee (SBC): Administrator, Guidance counselor, World Language Teacher, ELA teacher, ESOL/ENL teacher, Other members - SBC members read the NYS Seal of Biliteracy Handbook 	Aug-Sept
	Communication of the program: <ul style="list-style-type: none"> - Advertise the Seal of Biliteracy to the school community - Establish points of contact for the students, parents and stakeholders 	Sept-Oct
Recruitment Stage	Identification of the qualified cohorts and plan development: <ul style="list-style-type: none"> - Identify students who are qualified and interested in applying for the Seal - Determine how students will earn their 3 credits each for both World language and English - Develop rubrics for both world language and English presentation - Create a timeline for important events - Begin plans for student recognition and awards - Identify potential student candidates for future years to inform and begin the process of planning for Seal candidacy 	Oct-Nov
	Notification to NYSED of intent to establish the NYSSB program for the year: <ul style="list-style-type: none"> - Complete the online School Notification Form (by December 1) 	Nov-Dec
Implementation Stage	Student application and scheduling an advisor: <ul style="list-style-type: none"> - Students submit applications - Match Seal candidates with advisors 	Dec- Jan
	Student Evaluation: <ul style="list-style-type: none"> - Advisors monitor students' progress and prepare for presentations - World language assessments completed - Panel presentations conducted - Submit online Culminating Project Notification Form (by April 15) 	Jan-May
Celebration Stage	Ordering of the Seal Image: <ul style="list-style-type: none"> - Submit online Seal Request Form (by May 31) - Email the End-of-Year Data Form Excel spreadsheet (by May 31) - Finalize plans for student recognition and awards 	May
	Celebrating students' achievement: <ul style="list-style-type: none"> - Recognize student achievements - Use SIRS code S312 to designate the Seal of Biliteracy on students' transcripts - Affix Seals to diplomas - Distribute medallions for students to wear at graduation 	June
Reflection Stage	Review data and processes: <ul style="list-style-type: none"> - SBC members review progress, subgroup data and procedures - Celebrate successes and discuss areas of growth - Identify potential student candidates for the following year 	June-Aug

As we review the suggested time, we are moving forward in the Implementation stage.

WARM UP

Create a metaphor about
the School Notification
Form process:

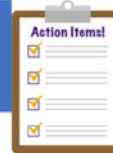
“It was like (a) _____
because _____.”



- As a warm-up, take a few minutes to reflect on the process of gathering the information for and filling out the School Notification form.
- Complete the sentence starter: It was like (a) _____ because _____.
- [Presenter should share an example (e.g., “It was like a spider weaving a web of information, in which each strand was dependent on the prior one.”)]
- Please stop the recording to share your sentences.

[Stop the recording.]

PROMOTIONAL MATERIALS



- Share with a partner one promotional material created or used by your school;
- Choose one to share with the whole group.



- If working within a school, review the promotional material for the NYSSB that your committee created. Would any changes be necessary?
- If working with a larger group, share out one promotional material created or used within the district.
- Please stop the recording to do this.

[Stop the recording.]

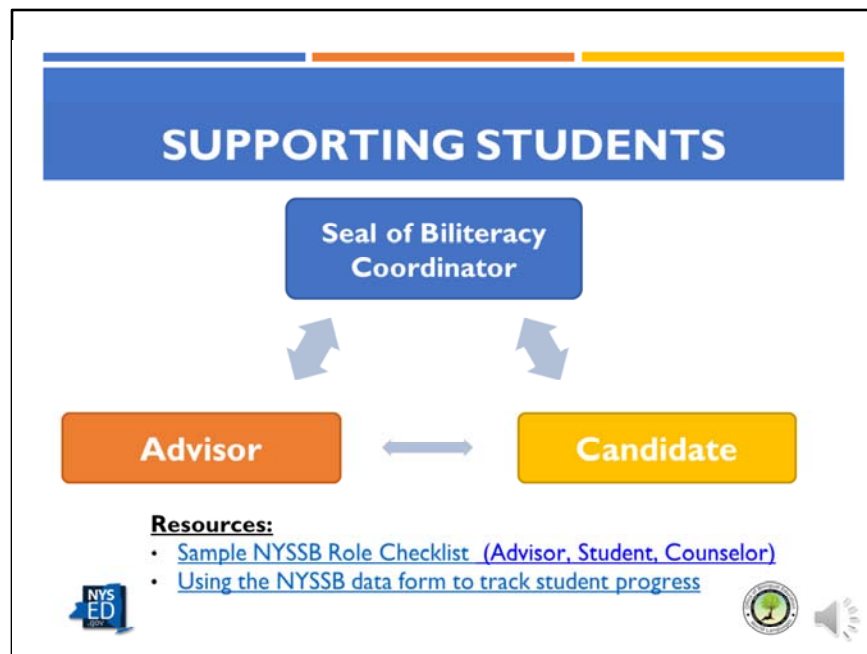
GALLERY WALK

- Draft of your Student Application
- Draft of your Culminating Project Rubric

The slide features a blue header with the title 'GALLERY WALK' in white. Below the header, two bullet points are listed. At the bottom, there is an illustration of a group of diverse people in silhouette, standing in front of several empty yellow rectangular frames of various sizes, suggesting a gallery walk activity. In the bottom left corner, there is a small blue logo with the text 'NYS ED'. In the bottom right corner, there is a circular logo with a tree and a speaker icon.

- If working within a school, review the student application that the committee created. Would any changes be necessary?
- If working with a larger group, post the applications on the wall and conduct a Gallery Walk so that all participants can benefit from what others have created. Discuss any that stood out as a good idea or best practice.
- Please stop the recording to do this.

[Stop the recording.]



- To ensure success, every Seal of Biliteracy candidate should be fully supported through the process by several people who are present at each step. The first resource listed on this slide is a sample role checklist for advisors, students, and counselors. Schools can use this checklist as a step-by-step guide for these roles.
- The Seal of Biliteracy Coordinator facilitates the entire process and ensures each person fulfills their role.
- At the beginning of the year, the Seal of Biliteracy Coordinator creates a plan for how the student will earn 3 points in English and 3 points in another World Language.
- He or she gathers biographical information on the student which will be tracked along with the student's progress and submitted on the End-of-Year Data Form.
- He or she checks in periodically with both the advisor and the student to ensure appropriate progress is being made.
- When the student has completed all of the required work for the Seal, the Seal of Biliteracy Coordinator submits the Seal Request and End-of-Year Data forms to NYSED.

SUPPORTING STUDENTS

Things to consider for meetings between advisory and student:

- Duration
- Frequency
- Location
- Format



Resources:

- [Sample Advisor Meeting Log \(1\) - Excel](#)
- [Sample Advisor-Candidate Log \(2\) - PDF](#)



- When possible, the advisor should be fluent in the world language in which the student is completing the Seal so as to be able to read the student's work, make recommendations on edits, and provide general support for the project.
- The advisor meets regularly with the student to review and discuss progress made on the Culminating Project and maintains a log of student interactions to show evidence of this progress over time.
- Some things to carefully consider for meetings between advisors and students include: duration, frequency, location and format of meetings.
- An exemplar meeting log is included in a link on this slide and is also available on the Toolkit website under Module 4.

ADVISOR MEETING LOG




New York State Seal of Biliteracy Advisor Meetings

School Year:			
Candidate Name:	Doe, Jane		
Advisor Name:	Smith, John		

Meeting #	Meeting Date	Meeting Notes	Goal(s) for next meeting
1	5-Dec	Met with student for initial meeting; reviewed the	Student will bring final project description and topic.
2	20-Dec	Discussed how student is doing this year in classes, with	Student will bring 3 sources (books, articles or links).
3	5-Jan	Student gave an update on how they are doing in classes	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: TBD

- It is recommended that advisors log in the date of each meeting along with brief summary notes of what was discussed. At the end of each meeting, students and advisors should agree upon the goals for the next meeting.
- The advisor can make such a log available (such as on a shared network drive) for the Seal of Biliteracy Coordinator to monitor and ensure the student remains on track.

- This is a sample Advisor log created with Excel.
- The advisor documents the date of each meeting, any notes for the meeting, and the goal for the subsequent meeting.
- It is recommended that the Seal of Biliteracy uploads this Excel workbook to a shared network drive. Each tab in the workbook can be for a Seal of Biliteracy candidate. Advisors can update the relevant sheets after each meeting.
- In this way, all advisor logs are located in a single file on a shared network drive and Seal of Biliteracy Coordinators can periodically check on each student's progress without having to contact each advisor.

CULMINATING PROJECT RUBRIC

Schools may develop their own rubrics, use one developed by a consortium of schools, or use the suggested OBEWL rubric, so long as it is aligned to the ACTFL Intermediate High level of proficiency.

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

Standard 8.3. Interceptive Communication...
Interceptive Communication is assessed by the classroom teacher in English Language Arts (ELA) or World Languages, or an evaluator proficient in the target language.

Standard/Mode	PERFORMANCE INDICATORS					
	INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH	ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
Interceptive Communication - What can understand, interpret, or analyze in authentic informational texts that have, read, or view? NY.8.3.1	Identify the topic and related information from single sentences in short informational texts	Understand the main idea and key information in short or lengthened informational texts	Usually follow the main message in various time frames in lengthened and sometimes paragraph-length informational texts	Identify the underlying message and some supporting details across major time frames in descriptive informational texts	Understand the underlying message and most supporting details across major time frames in descriptive informational texts	Follow the flow of ideas and make meaning from complex messages in unfamiliar, abstract topics within informational texts
Interceptive Communication - What can understand, interpret, or analyze in authentic fictional texts that have, read, or view? NY.8.3.2	Identify the topic and related information from single sentences in short fictional texts	Understand the main idea and key information in short or lengthened fictional texts	Usually follow the main story and action reported in various time frames in paragraph-length fictional texts	Follow the main story and some supporting detail across major time frames in fictional texts	Follow the main story and most supporting details across major time frames in fictional texts	Follow the flow of ideas and some nuances from different viewpoints in most fictional texts
Interceptive Communication - What can understand, interpret, or analyze in conversations or discussions that have, read, or view, in which one is a participant? NY.8.3.3	Identify the main idea in short conversations	Identify the main idea and key information in short lengthened conversations	Usually understand the main idea and flow of events reported in various time frames in conversations and discussions	Understand the main message and some supporting details across major time frames in conversations and discussions	Understand the main message and most supporting details across major time frames in conversations and discussions	Follow the flow of ideas and some nuances from different viewpoints in conversations and discussions

References/Notes:



- Schools may develop their own rubrics, use one developed by a consortium of schools, or use the suggested OBEWL rubric, so long as it is aligned to the ACTFL Intermediate High level of proficiency.
- It is not permitted for a school to use a rubric that isn't aligned with the ACTFL Intermediate High level of proficiency.
- Schools should also not use the writing rubric for the former Checkpoint B Comprehensive Exams in World Languages.
- Let's take a look at the rubric (click on the rubric).
- Page 1 gives general guidelines and a place to take notes on the student's performance.
 - Guidelines include:
 - the practice of evaluating a student holistically on the three modes of communication.
 - The panel of reviewers which consists of two or more adults who are qualified speakers of the language of the presentation and who are not related to the student.
- It is recommended that each reviewer be given a copy of the rubric for each student, that they use the rubric to take notes on the student's performance and then use these notes to discuss and come to consensus

- with the panel on the student's final rating.
- Pages 2 through 6 contain the actual rubric for each standard.
 - Interpretive Communication is assessed by the classroom teacher in English [English Language Arts (ELA), English as a New Language (ENL)] or World Languages, and/or an evaluator proficient in the target language prior to the presentation of the project.
 - At the time of the presentation, reviewers will evaluate the student on their Interpersonal Communication skills during the question/answer portion of the presentation and on their presentational communication skills during the presentation itself.
 - Note that essential questions are listed for each standard followed by a student-friendly "can-do statement" for that standard at each level of proficiency.
 - Multiple essential questions are provided to allow for a variety of projects. Students need only demonstrate Intermediate High for one of the questions for each standard.
 - Reviewers should start by reading the highest proficiency level, progressing down through the levels until one is found that is an accurate description of the student's performance.

PREPARING STUDENTS FOR PRESENTATIONS

STEP 1 - Analyze the rubric ([suggested rubric](#) or your own).

STEP 2 – Develop some initial questions for the panel members to ask the student following the presentation.



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

Standard 2.1.2, Integrative Communication
L2: Interpretive Communication 1, Listening to the discourse teacher in English language arts (ELA) or content area class, or reading or viewing in the target language

Standard/Depth	LEVEL 1 (Novice)	LEVEL 2 (Intermediate-Low)	LEVEL 3 (Intermediate-Mid)	LEVEL 4 (Intermediate-High)	LEVEL 5 (Advanced-Low)	LEVEL 6 (Advanced-Mid)
Interpretive Communication - What can I understand, interpret, or analyze in authentic, intermediate-level texts that I hear, read, or view?	Identify the topic and related information from single sentences or short paragraphs in most national texts.	Understand the main idea and related information in short paragraphs in most national texts.	Locally follow the main message in paragraphs in most national texts.	Follow the main message and some supporting details in paragraphs in most national texts.	Follow the main message and some supporting details in paragraphs in most national texts.	Follow the main message and some supporting details in paragraphs in most national texts.
Interpretive Communication - What can I understand, interpret, or analyze in authentic, intermediate-level texts that I hear, read, or view?	Identify the topic and related information from single sentences or short paragraphs in most national texts.	Understand the main idea and related information in short paragraphs in most national texts.	Locally follow the main message in paragraphs in most national texts.	Follow the main message and some supporting details in paragraphs in most national texts.	Follow the main message and some supporting details in paragraphs in most national texts.	Follow the main message and some supporting details in paragraphs in most national texts.
Interpretive Communication - What can I understand, interpret, or analyze in authentic, intermediate-level texts that I hear, read, or view?	Identify the topic and related information from single sentences or short paragraphs in most national texts.	Understand the main idea and related information in short paragraphs in most national texts.	Locally follow the main message in paragraphs in most national texts.	Follow the main message and some supporting details in paragraphs in most national texts.	Follow the main message and some supporting details in paragraphs in most national texts.	Follow the main message and some supporting details in paragraphs in most national texts.

Information: [http://www.nysed.gov/assessment/seal-of-biliteracy](#)

- As students prepare for their presentations, it is important that they be familiar with the rubric that will be used to assess them.
- With your group, review the rubric you have developed or chosen to use. Are there any tweaks that need to be made?
- Panel reviewers are encouraged to also come up with some standard questions to ask the students to get the conversation started following the presentation. Sample questions will be presented in a subsequent module.
- Please stop the recording discuss your school’s rubric and some possible questions.

[Stop the recording.]

MODEL STUDENT PRESENTATION

Msaada J. Nankumba from Lafayette High School in Buffalo, NY is [interviewed by a panel about his Culminating Project, a play written in Swahili entitled "How Shall We Overcome?"](#)

- Where does the student fall on the rubric?
- What questions did you hear?
- What questions might you add?

Exemplar:

- [How Shall We Overcome? Play in Swahili](#)
- [How Shall We Overcome? English Translation](#)



Video courtesy of [Buffalo Public Schools](#).



- We're now going to take a look at an exemplary student presentation from the Buffalo Public Schools in one of the first years of the New York State Seal of Biliteracy.
- The student, Msaada J. Nankumba, is a former ELL who came to Lafayette High School as a teenager from Africa. For his Culminating Project, Msaada wrote a play in Swahili and English entitled "How Shall We Overcome?", both of which are linked on this slide.
- In the video, we will see a portion of the Culminating Project Presentation and the Panel Interview. Viewers will note the spontaneous nature of the interaction between the student and the panel.
- As the video is played, focus on the following three questions:
 - At which proficiency level does the student fall on the rubric?
 - What kinds of questions are asked by the panel of reviewers?
 - What questions could we add?
- When the video is finished, discuss the answers to the questions with the group.

[Click on video.]

REVISITING MODULE 4 OBJECTIVES


Participants will be able to:

- ✓ Share two ways to monitor student progress;
- ✓ Understand how to use a rubric to assess panel presentations; and
- ✓ Generate questions for students at panel presentations.



We have now reached the end of the presentation of Module 4. Let's revisit our objectives for this module. Consider whether the Seal of Biliteracy committee was able to accomplish all of the can-do statements included here.

ACTION ITEMS



Before the next Module meeting, please do the following:

- Bring a draft of your culminating project rubric; and
- Identify whom you will invite to serve on the Interview Panel(s).







Photo courtesy of [Greece CSD](#)



- This module series is designed as a practical guide to implement a Seal of Biliteracy program.
- Each subsequent module picks up where the prior one left off.
- Whether working within a school or with a consortium of schools, it is recommended that viewers considering completing the following “action items” in preparation for the next module:
 - Bring a draft of your Culminating Project Rubric; and
 - Identify whom you will invite to serve on the Interview Panel(s).

QUESTIONS?

Please share any additional questions you may have.

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



Please share any additional questions you may have.

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

FOR MORE INFORMATION

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

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

Regional Bilingual Education Resource Network (RBERNs):

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



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

ACKNOWLEDGEMENTS

NYSSB TASK FORCE

Abby Baruch, NYC RBERN @ Fordham

Chastity Beato, Newburgh CSD

Cristina Campbell-Santiago, NYC DOE

Melissa Duquette, West RBERN

Jordan Gonzalez, Yonkers CSD

Jian Liu, NYSED-OBEWL

Pietro Mendola, Buffalo Public Schools

David Mumper, Hudson Valley RBERN

Wanda Ortiz-Rivera, Brentwood CSD

Paschalia Parpounas, Long Island RBERN

Lyda Ragonese, Syracuse CSD

Lourdes Roa, Mid-West RBERN

Roser Salavert, NYS / NYC Professional Development & Resource Center for Religious and Independent Schools @ Fordham University

Jill Schimmel, NYC DOE

Sandy Strock, Capital RBERN

Jessa Waterhouse, Capital RBERN

Ron Woo, NYC Language RBERN @ NYU



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