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

Module 4: Monitoring Student Progress

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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.

REVIEW MODULE 3 ACTION ITEMS
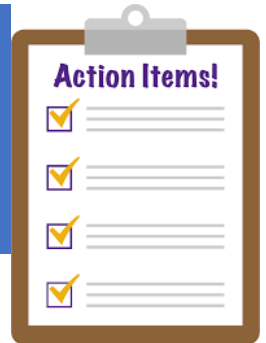
Did your SBC accomplish the following:

- 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)?

TIMELINE

SUGGESTED TIMELINE FOR THE NYS SEAL OF BILITERACY

| Stage	Activity	Timeframe
Planning Stage	**Formation Seal of Biliteracy Committee:** - 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
Planning Stage	**Communication of the program:** - 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:** - 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
Recruitment Stage	**Notification to NYSED of intent to establish the NYSSB program for the year:** - Complete the online School Notification Form (by December 1)	Nov-Dec
Implementation Stage	**Student application and scheduling an advisor:** - Students submit applications - Match Seal candidates with advisors	Dec- Jan
Implementation Stage	**Student Evaluation:** - 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:** - 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
Celebration Stage	**Celebrating students' achievement:** - Recognize student achievements - Use SIRS code 8312 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:** - 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

WARM UP

Create a metaphor about the School Notification Form process:

"It was like (a) _____ because _____."
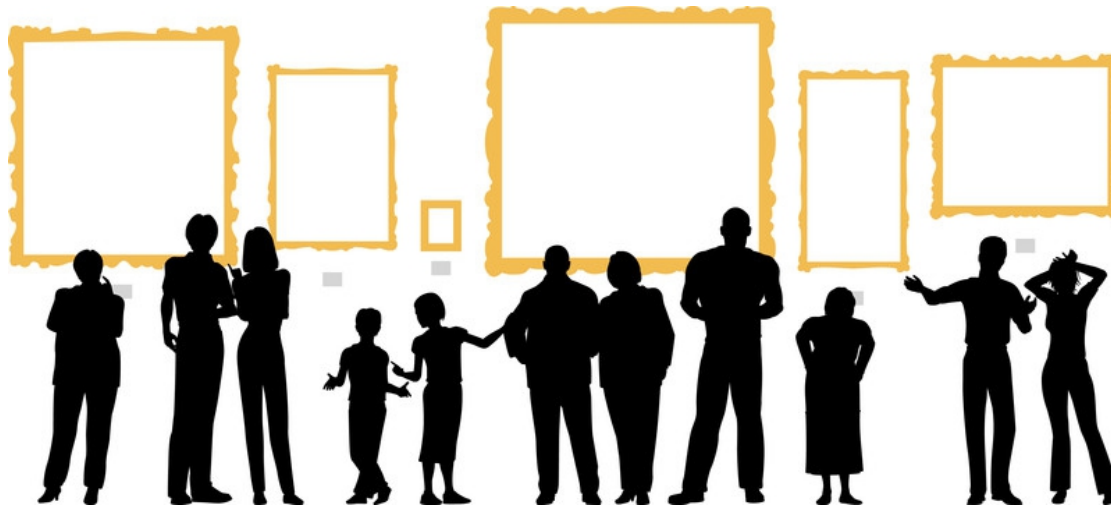
PROMOTIONAL MATERIALS
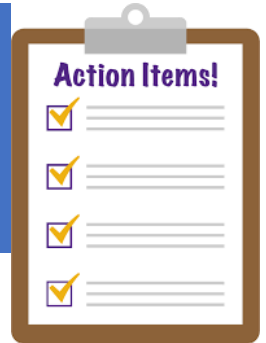
- Share with a partner one promotional material created or used by your school;

- Choose one to share with the whole group.

GALLERY WALK

- Draft of your Student Application

- Draft of your Culminating Project Rubric

SUPPORTING STUDENTS

Seal of Biliteracy Coordinator

Advisor ⟷ **Candidate**

Resources:
- Sample NYSSB Role Checklist (Advisor, Student, Counselor)
- Using the NYSSB data form to track student progress

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

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.

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 1.1: Interpretive Communication –
Learners understand, interpret, and analyze what is heard, read, received, or viewed on a variety of topics, drawing on a range of diverse texts, including authentic resources.
→ Interpretive Communication is assessed by the classroom teacher in English Language Arts (ELA) or World Languages, or an evaluator proficient in the target language.

Standard./Mode	PERFORMANCE INDICATORS					
	INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH	ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
Interpretive Communication – What can I understand, interpret, or analyze in authentic informational texts that I hear, read, or view? NY.S1.1.1	Identify the topic and related information from simple sentences in short informational texts	Understand the main idea and key information in short straightforward informational texts	Usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph-length informational texts	Identify the underlying message and some supporting details across major time frames in descriptive informational texts	Understand the underlying message and most supporting details across major time frames in descriptive informational texts	Follow the flow of ideas and infer meaning from complex language on unfamiliar, abstract topics within informational texts
Interpretive Communication - What can I understand, interpret, or analyze in authentic fictional texts that I hear, read, or view? NY.S1.1.2	Identify the topic and related information from simple sentences in short fictional texts	Understand the main idea and key information in short straightforward fictional texts	Usually follow the main story and actions expressed in various time frames in paragraph-length fictional texts	Follow the main story and some supporting 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
Interpretive Communication – What can I understand, interpret, or analyze in conversations or discussions that I hear, read, or view, in which I am not a participant? NY.S1.1.3	Identify the main idea in short conversations	Identify the main idea and key information in short straightforward conversations	Usually understand the main idea and flow of events expressed 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

Evidence/Notes:

PREPARING STUDENTS FOR PRESENTATIONS

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

<u>STEP 2</u> – 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)

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Standard./Mode	PERFORMANCE INDICATORS					
	INTERMEDIATE LOW	**INTERMEDIATE MID**	**INTERMEDIATE HIGH**	**ADVANCED LOW**	**ADVANCED MID**	**ADVANCED HIGH**
Interpretive Communication – What can I understand, interpret, or analyze in authentic informational texts that I hear, read, or view? NY.S1.1.1	Identify the topic and related information from simple sentences in short informational texts	Understand the main idea and key information in short straightforward informational texts	Usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph-length informational texts	Identify the underlying message and some supporting details across major time frames in descriptive informational texts	Understand the underlying message and most supporting details across major time frames in descriptive informational texts	Follow the flow of ideas and infer meaning from complex language on unfamiliar, abstract topics within informational texts
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Evidence/Notes:

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](#)

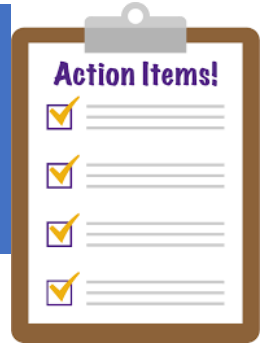Video courtesy of [Buffalo Public Schools.](#)

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.

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.

QUESTIONS?

Please share any additional questions you may have.

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

FOR MORE INFORMATION

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

The OBEWL New York State Seal of Biliteracy website

Regional Bilingual Education Resource Network (RBERNs):
- NYS Language RBERN (Statewide)
- Capital District RBERN at Questar III BOCES
- Hudson Valley RBERN at SW BOCES
- Long Island RBERN at Eastern Suffolk BOCES
- Mid-State RBERN at OCM BOCES
- Mid-West RBERN at Monroe 2 - Orleans BOCES
- NYC RBERN at Fordham University
- RBERN West at Erie I BOCES

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