



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


Module 5: Preparing for Panel Presentations



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



Elisa Alvarez, Associate Commissioner
Office of Bilingual Education and World Languages
89 Washington Avenue, EB505W
Albany, NY 12234
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- Welcome to the NYS Seal of Biliteracy module series.
- These modules represent a collaboration between NYSED and the Mid-State and Mid-West RBERNs to support schools in beginning the process of implementation.
- The modules are designed as a self-guiding process for individual schools or those who wish to work together in a consortium. The modules 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.
- These modules are available online on the OBEWL website.
- For more information on starting a Seal of Biliteracy Program at your school or for any questions regarding the NYSSB, please contact Candace Black at candace.black@NYSED.gov.
- My name is _____ and I will be your guide for this module.
- Module 5 is unique in that it is designed for any person who will serve on the Interview Panel to presentations of the Culminating Projects. Therefore, it can be used as part of this series for Seal of Biliteracy Committee members and/or as a standalone module given to those individuals who will evaluate the Culminating projects. For this reason, viewers will see that some slides have been included from prior modules for informational purposes. If you are already familiar with the Seal of Biliteracy in general, you can skip the first section entitled “Program and Purpose” and begin with slide 26. If you are new to the Seal, it is

recommended you view the entire module.

MODULE 5 OBJECTIVES

Participants will be able to:

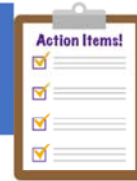
- Become familiar with the NYSSB Program and its purpose;
- Understand how to assess a student's language abilities using the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Levels;
- Understand the role of the Panelists; and
- Explain the presentation process based on viewing recordings of exemplar presentations.



Let's start by reviewing the module objectives. By the end of this module, participants will:

- Become familiar with the New York State Seal of Biliteracy Program and its purpose;
- Understand how to assess a student's language abilities using the ACTFL Proficiency Levels;
- Understand the role of the panel members; and
- Explain the presentation process based on viewing recordings of exemplar presentations.

REVIEW MODULE 4 ACTION ITEMS



Did your SBC accomplish the following:

- Create a description of the Culminating Project for English and at least one world language?
- Create a rubric that is aligned to the ACTFL proficiency guidelines for the Intermediate High level that assesses student performance in all three modes of communication?



- Let's review the action items from Module 4. Did your SBC accomplish the following:
 - Create a description of the Culminating Project for English and at least one world language?
 - Create a rubric that is aligned to the ACTFL proficiency guidelines for the Intermediate High level that assesses student performance in all three modes of communication?



New York State Seal of Biliteracy

Program & Purpose



The first part will be an overview of the NYS Seal of Biliteracy Program and Purpose.

THE NEW YORK STATE SEAL OF BILITERACY (NYSSB)

The New York State Seal of Biliteracy is an award given by a school, school district or county office of education that formally recognizes students who have attained a high level of proficiency in two or more world languages (one of which must be English) by high school graduation.



Photo courtesy of [Greece Central School District](#).



The Seal of Biliteracy 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.

THE NYSSB



- The NYSSB is awarded by the Commissioner to students who meet the criteria established by the New York State Board of Regents and who attend schools that **voluntarily** agree to participate in the program.
- The NYSSB is affixed to the student's high school diploma and transcript and must be made available to students at **no cost**.



- The NYSSB is awarded by the Commissioner to students who meet the criteria established by the Board of Regents and who attend schools that voluntarily agree to participate in the program.
- The NYSSB must be made available to all students who meet the required criteria at no cost to the student.

THE NYSSB

The Seal is affixed to the student's diploma and is noted on the student's official high school transcript and on the graduation program.



The Seal is a sticker provided by NYSED to schools at no charge each year. It is affixed to the student's diploma and is noted on the student's official high school transcript and on the graduation program.

THE NYSSB

- The NYSSB acknowledges the importance of being bilingual in today's global society.
- The NYSSB highlights the hard work and achievement of students and encourages them to pursue language study while in school.
- The recognition of attaining biliteracy becomes part of the high school transcript and diploma as a statement of accomplishment for future employers and for college admission.



So now that we know what the NYSSB is, let's talk about why New York offers the Seal of Biliteracy.

The NYSSB acknowledges the importance of being bilingual in today's global society.

The NYSSB highlights the hard work and achievement of students and encourages them to pursue language study while in school.

The recognition of attaining biliteracy becomes part of the high school transcript and diploma as a statement of accomplishment for future employers and for college admission.

WHY OFFER THE NYSSB?

- To encourage the study of languages;
- To recognize the value of language diversity;
- To provide employers with a method of identifying people with language skills;
- To provide universities with a method to recognize and give credit to applicants for attainment of high-level skills in multiple languages;
- To prepare students with 21st century skills;
- To honor the multiple cultures and languages in a community, and
- To positively contribute to the district's accountability score for ESSA.



Why do schools offer the Seal of Biliteracy?

To encourage the study of languages – Having an NYSSB program has the potential to increase enrollment in upper level world language courses as students see the value in continuing their studies of a world language through high school.

To recognize the value of language diversity – there are over 200 languages spoken by students in New York State. Students can earn the NYSSB in any of these languages.

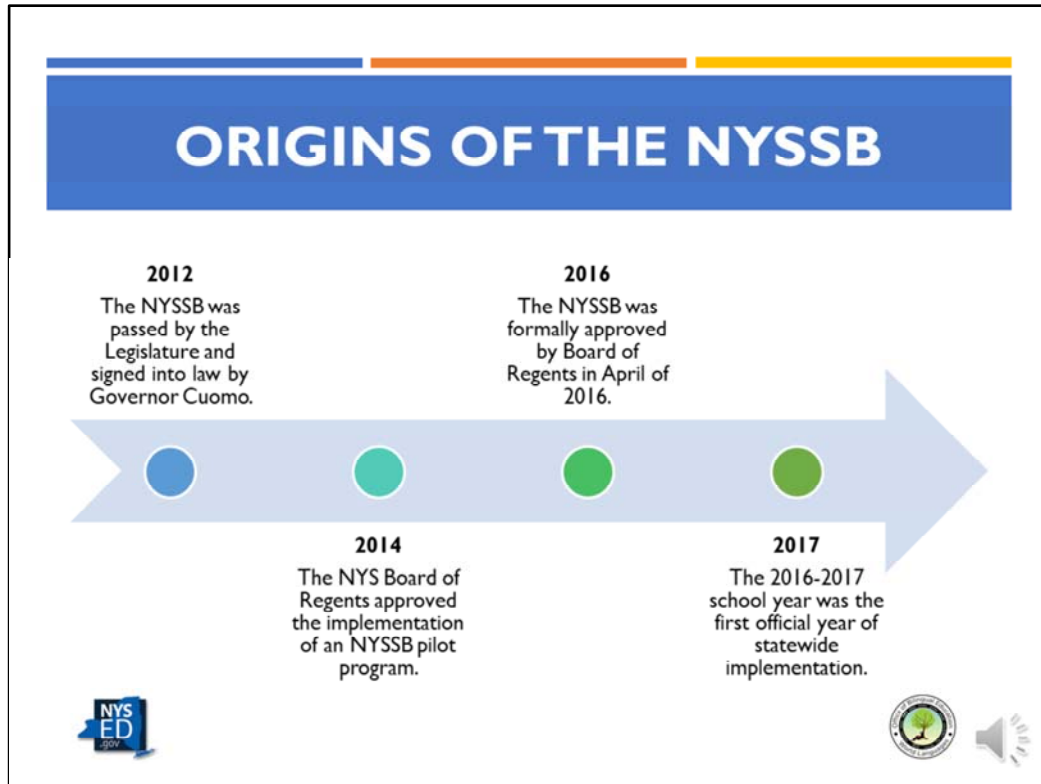
To provide employers with a method of identifying people with language skills – the demand for a bilingual workforce is on the rise in our increasingly globalized society. Students who develop a proficiency in more than one language will be more marketable.

To provide universities with a method to recognize and give credit to applicants for attainment of high-level skills in multiple languages – The NYSSB uses the nationally recognized ACTFL proficiency levels, which makes it easy for colleges across the nation to evaluate students' applications.

To prepare students with 21st century skills – The communication skills and cultural competence developed by the NYSSB are essential to effectively work with diverse populations.

To honor the multiple cultures and languages in a community – Because students can obtain the NYSSB in any language, it encourages the development of home language skills, honoring the knowledge of our heritage language students.

Finally, students who earn the Seal of Biliteracy positively contribute to the district's accountability score for ESSA.



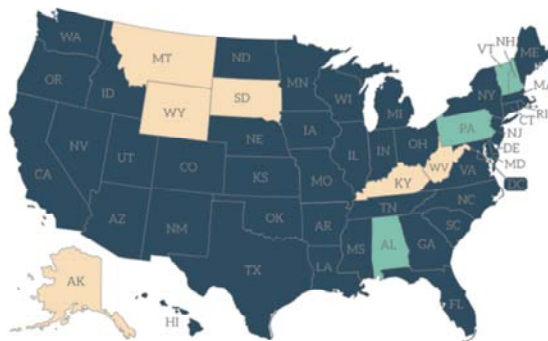
- To better understand the NYSSB, let's take a look at its evolution in New York State from the beginning.
- The Seal of Biliteracy was passed by the legislature and signed into law by Governor Cuomo in 2012.
- In 2014, the New York State Board of Regents approved the implementation of a Seal of Biliteracy pilot program in a limited number of districts to inform the final set of criteria that would be established for all schools
- The criteria for students to earn the Seal of Biliteracy was formally approved by the Board of Regents in 2016.
- The first year of full statewide implementation of the NYSSB was 2016-2017.

ORIGINS OF THE NYSSB

The Seal of Biliteracy began in California in 2008.

- Currently, 40 states plus the District of Columbia offer a State Seal of Biliteracy.
- New York was second only to California to adopt this program.

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



Source: <https://sealofbiliteracy.org/>



As of the publication of this module, 40 states plus the District of Columbia currently offer a state-approved Seal of Biliteracy.

California was the first state to establish a Seal of Biliteracy program in 2008, followed by New York in 2012.

More information on Seal of Biliteracy programs in other states can be found on the website: www.sealofbiliteracy.org.

2019-20 NYSSB STATISTICS

294 schools offered the NYSSB in 2019-20.

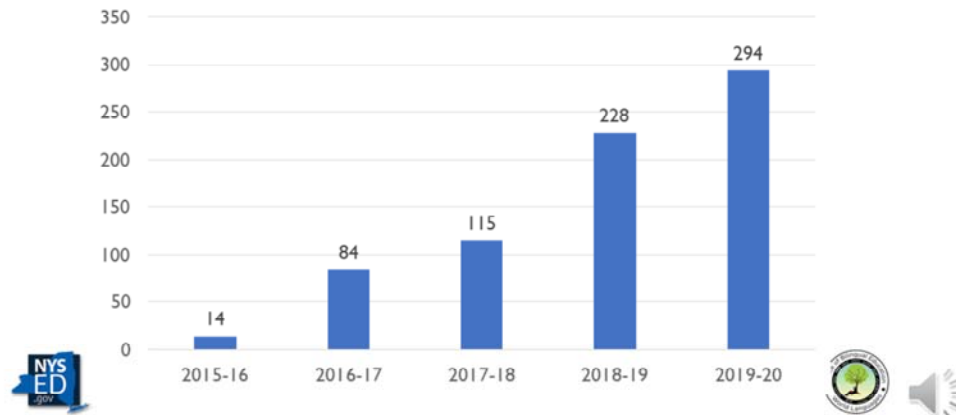
That's **one** in every five NYS public schools.



- In 2019-20, there were 294 schools that offered a Seal of Biliteracy program.
- This represents 1 in every 5 public high schools in our state.

2019-20 NYSSB STATISTICS

Growth in the number of schools offering the NYSSB (2015-16 to 2019-20)



- The growth of the New York State Seal of Biliteracy program has been substantial since its beginning in 2015-16 with only 14 pilot schools.
- Each year we have seen a significant increase in the number of schools offering this program.

2019-20 NYSSB STATISTICS

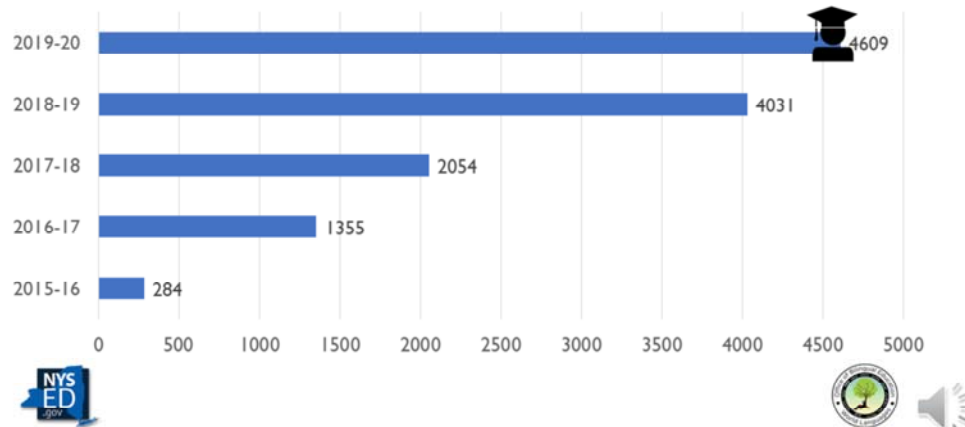
More than **4,600** students earned the NYSSB in 2019-20.



- In 2019-20, over 4,600 students earned the New York State Seal of Biliteracy.

2019-20 NYSSB STATISTICS

Growth in the Number of Students Earning the NYSSB (2015-16 to 2019-20)



- As with the number of schools offering the NYSSB, we've also seen significant growth in the number of students earning the NYSSB each year.
- It is important to note that this number increased by more than 500 students from last year despite the COVID-19 related school closures.

2019-20 NYSSB STATISTICS

Since 2015-16, more than **12,000** students have earned the NYSSB.



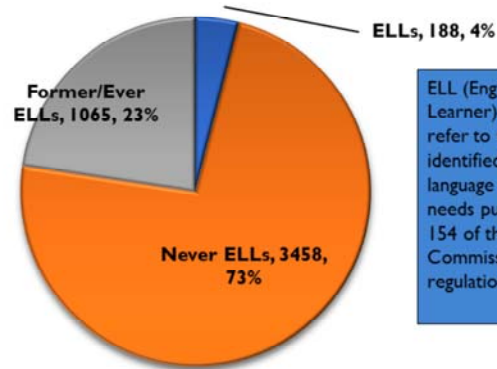
- Since the very first Seal of Biliteracy program was offered in 2015-16, more than 12,000 New York State students have earned this award.

2019-20 NYSSB STATISTICS

Percentage of Students Earning the NYSSB by ELL Status (2019-20)

Former/Ever ELL is used to refer to students who were previously identified as ELLs, but who have since exited the program by achieving the appropriate level of English proficiency as evidenced by their NYSESLAT score.

Never ELL is used to refer to students who were never identified as having language acquisition needs pursuant to Part 154 of the Commissioner's regulations.



ELL (English Language Learner) is used to refer to those students identified as having language acquisition needs pursuant to Part 154 of the Commissioner's regulations.



- The graph on this slide illustrates the breakdown of students earning the Seal of Biliteracy in the current academic year by their ELL status.
- It is important to understand which students are eligible to pursue the Seal, so let's review the possible student sub-groups.
- The term English Language Learner or ELL is used to refer to those students identified as having language acquisition needs pursuant to part 154 of the Commissioner's Regulations.
- The term Former or Ever ELL is used to refer to students who were previously identified as ELLs, but who have since exited ELL status by achieving the appropriate level of English proficiency as evidenced by their NYSESLAT score.
- The term Never ELL is used to refer to students who were never identified as having language acquisition needs pursuant to Part 154 of the Commissioner's Regulations.

2019-20 NYSSB STATISTICS

In 2019-20, students earned the NYSSB in **59** different languages.



- In 2019-20, students earned the New York State Seal of Biliteracy in 59 different languages including our very first candidate in an indigenous language, Tuscarora.
- This represents an increase of 12 additional languages from last year.

2019-20 NYSSB STATISTICS

The most common languages in which students completed the NYSSB were:

Spanish	3,297
French	590
Italian	318
Chinese (Mandarin, Cantonese)	108
German	74
Latin	67
American Sign Language	36
Arabic	39
Russian	35
Bengali	13



The most common language in which students complete the NYSSB is by far Spanish. Other common languages include: French, Italian, Chinese, German, Latin, American Sign Language, Arabic, Russian, and Bengali.

2019-20 NYSSB STATISTICS

80 students earned the NYSSB in **2** world languages in addition to English.

3 students earned the NYSSB in **3** world languages in addition to English.



- Students may earn the Seal of Biliteracy in English and any number of other world languages.
- To earn the Seal of Biliteracy in more than one world language in addition to English, students must earn three points according to the criteria in each language.
- In 2019-20, 80 students earned the NYSSB in 2 world languages in addition to English and 3 students earned it in 3 world languages in addition to English.

CRITERIA FOR THE NYSSB

1. Complete all requirements for graduating with a NYS Regents diploma.
2. Demonstrate proficiency in English and another language by earning 3 points in each from a choice matrix.



Let's now review the criteria for a student to earn the New York State Seal of Biliteracy.

- A candidate must complete all requirements for graduating with a NYS Regents diploma and...
- ...must earn 3 points in English and 3 points in one or more other world languages according to the criteria set forth in the Handbook.

Criteria for Demonstrating Proficiency in English	Point Value
IA. Score 80 or higher on the NYS Regents Examination in English Language Arts or ELLs can score 75 or above on two Regents exams other than English, without translation.	1
IB. ELLs earn an overall score of 290 or above on the NYS English as a Second Language Achievement Test.	1
IC. 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
ID. Achieve the following scores on the examinations listed below: - 3 or higher on an Advanced Placement (AP) English Language or English Literature examination. - 80 or higher on all components of the Test of English as a Foreign Language (TOEFL).	1
IE. Present a culminating project, scholarly essay or portfolio that meets the criteria for speaking, listening, reading, and writing established by the district's Seal of Biliteracy Committee to a panel of reviewers with at least Intermediate High proficiency in English.	2


Here is the point matrix for English. Students must earn a total of 3 points using any combination of the criteria shown on this page. Each criterion is listed with its corresponding point value.

- 1A – Students may score 80 or higher on the NYS Regents Examination in English Language Arts; ELLs may also earn a point under this criterion by scoring 75 or above on two Regents Exams other than English without translation.
- 1B - ELLs may achieve an overall score of 290 or above on the New York State English as a Second Language Achievement Test (NYSESLAT).
- 1C – Students may 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.
- 1D - Students may earn a 3 or higher on an Advanced Placement (AP) English Language or English Literature examination (it is possible for student to earn a 3 or higher on both of these exams to earn 2 points); ELLs may also earn a point under this criterion by scoring an 80 or higher on all components of the Test of English as a Foreign Language (TOEFL).
- 1E – Students may earn 2 points by presenting a culminating project, scholarly essay or portfolio that meets the criteria for speaking, listening, reading, and writing established by the district's Seal of Biliteracy Committee to a panel of reviewers with at least Intermediate High proficiency in English.

Criteria for Demonstrating Proficiency in a World Language	Point Value
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 (where it exists) consistent with Checkpoint C standards.	1
2B - Provide transcripts from a school in a foreign country showing at least three years of instruction in the student's home/native language, with equivalent grade average of B or higher.	1
2C - For students enrolled in a bilingual education program, complete all required Home Language Arts (HLA) coursework and 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
2D - Score at a proficient level on an accredited Checkpoint C World Language assessment (See "Approved Checkpoint C Assessments" on the following slide.)	1
2E - Present a culminating project, scholarly essay, or portfolio that meets the criteria for speaking, listening, reading, and writing established by the district's Seal of Biliteracy Committee and that is aligned to the NYS Checkpoint C Learning Standards to a panel of reviewers with at least Intermediate High proficiency in the target language.	2

Here is the point matrix for World Languages. Students must earn a total of 3 points using any combination of the criteria shown on this page. Each criterion is listed with its corresponding point value.

- 2A – Students may complete a Checkpoint C level World Language course, with a grade of 85 or higher. This Checkpoint C course may be a one-year or a two-year course sequence.
- 2B – Students may provide transcripts from a school in a foreign country showing at least three years of instruction in the student’s home/native language, with equivalent grade average of B or higher.
- 2C - Students enrolled in a bilingual education program may complete all required Home Language Arts (HLA) coursework with an 85 or higher.
- 2D – Students may score at a proficient level on an accredited Checkpoint C World Language assessment (see next slide).
- 2E – Students may present a culminating project, scholarly essay, or portfolio that meets the criteria for speaking, listening, reading, and writing established by the district’s Seal of Biliteracy Committee that is aligned to the NYS Checkpoint C Learning Standards to a panel of reviewers with at least Intermediate High proficiency in the target language.

ASSESSMENT	MINIMUM SCORE
Advanced Placement Examination	4
International Baccalaureate	Standard level – 5 Higher level - 4
Standard Based Measurement of Proficiency	6
(Diplomas of Spanish as a Foreign Language) Cervantes Institute of NYC Spanish	BI
AAPPL - The ACTFL Assessment of Performance toward Proficiency in Languages	I-5
The ACTFL Oral Proficiency Interview The ACTFL Oral Proficiency Interview Computer Test The ACTFL Writing Proficiency Test/Business Writing Test The ACTFL Reading Proficiency Test The ACTFL Listening Proficiency Test	Intermediate High Students should take exams in as many modalities (speaking, listening, reading and writing) as available in that target language to qualify for Checkpoint C credit.
The ACTFL Latin Interpretive Reading Assessment	I-4
American Sign Language Proficiency Interview	Intermediate Plus 

This is the list of Approved Checkpoint C Assessments that can be used to earn a point towards criterion 2D.

Students must earn the minimum score indicated in order to earn a point.

Students may take two AP exams in a world language (e.g., Spanish Language; Spanish Language and Literature) and earn two points if they achieve the minimum required score for each exam.

Developers of national exams are encouraged to submit their exam for consideration of inclusion on future iterations of this list.

REFLECTION QUESTIONS

What are some benefits to schools who have a NYSSB program?

What are some benefits to communities that are served by a school with a NYSSB program?



- Let's take some time to reflect upon and discuss what has been presented so far:
 - What are some benefits to schools of having a Seal of Biliteracy program?
 - What are some benefits to the communities served by a school that has a Seal of Biliteracy program?



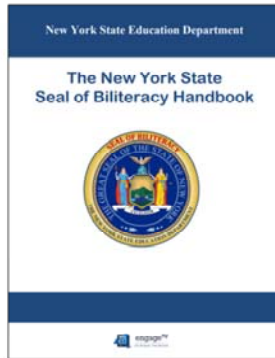
New York State Seal of Biliteracy

Proficiency Level



We will now give an overview of the language proficiency level required for the Seal of Biliteracy.

PROFICIENCY LEVEL



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 ACTFL Proficiency Guidelines.

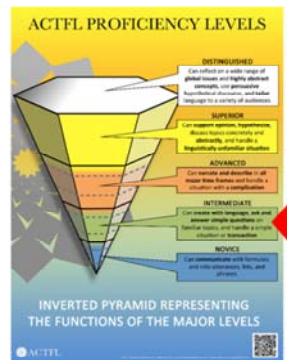


NYSSB Handbook - <http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012>



According to the NYSSB Handbook that was adopted by the Board of Regents, New York State has set the target level of proficiency at Intermediate High based on the ACTFL Proficiency Guidelines.

ACTFL PROFICIENCY LEVELS



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

NYSSB = Intermediate-High

Resource:
[ACTFL Guidelines and Manuals](#)



- World language teachers should be quite familiar with this document as it represents a national standard within the discipline. Teachers of other disciplines as well as non-teaching staff on either the Seal of Biliteracy Committee or the Panel of Reviewers may need some training on these proficiency levels.
- Next, we will explore Intermediate High proficiency and what it looks and sounds like.

- Communication is divided into three modes: Interpretive, Interpersonal, and Presentational. The following slides review each of the modes, which will be described in depth for the required proficiency level.
- Essentially, interpretive communication is listening, reading or viewing; interpersonal communication is speaking or signing and listening and receiving, or reading and writing; presentational communication is speaking, signing or writing.

ACTFL LEVEL – INTERMEDIATE HIGH

- The **Interpretive mode** is defined as the receptive communication of oral, signed, or written messages. In simple terms, interpretive communication is **reading, viewing, receiving, or listening**.
- With the Interpretive mode, students who are at the Intermediate High level can consistently:
 - Follow the main message or storyline;
 - Follow the actions or flow of events;
 - Understand the use of various major time frames to express when something happened or will happen; and
 - Understand conversations, discussions, and straightforward, descriptive, paragraph-length informational texts.



- The Interpretive mode is defined as the receptive communication of oral, signed, or written messages. It is mediated or negotiated communication via print and non-print materials. In simple terms, interpretive communication is reading, viewing, listening, or receiving.
- The listener, receiver, viewer, or reader works with visual or recorded materials, created by another who is not present for the communication.
- With the interpretive mode, students who are at the Intermediate High level can consistently:
 - Follow the main message or storyline;
 - Follow the actions or flow of events;
 - Understand the use of various time frames to express when something happened or will happen; and
 - Understand conversations, discussions, and straightforward, descriptive, paragraph-length informational texts.

ACTFL LEVEL: INTERMEDIATE HIGH

- The **Interpersonal mode** is defined as direct oral, signed, or written communication (face-to-face or remote) communication between individuals who are in personal contact.
- In simple terms, it is speaking and listening, signing and receiving, or writing back and forth with someone else.
- With the Interpersonal mode, students at the Intermediate High level can consistently:
 - exchange information in conversations and some discussions on a variety of familiar and some concrete topics that the student has researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.
 - interact with others to meet their needs in a variety of situations, sometimes involving a complication, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.
 - explain preferences, opinions, and emotions and provide advice on a variety of familiar and some concrete topics that they have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.



- The **Interpersonal mode** is defined as direct oral, signed, or written communication (face-to-face or remote) between individuals who are in personal contact.
- In simple terms, it is speaking and listening, signing and receiving, or writing back and forth with someone else.
- With the interpersonal mode, students at the Intermediate High level can consistently:
 - exchange information in conversations and some discussions on a variety of familiar and some concrete topics that the student has researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.
 - interact with others to meet their needs in a variety of situations, sometimes involving a complication, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.
 - explain preferences, opinions, and emotions and provide advice on a variety of familiar and some concrete topics that students have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.

ACTFL LEVEL: INTERMEDIATE HIGH

- The **Presentational mode** is defined as productive communication using oral, signed, or written language.
- In simple terms, it is **one-way speaking or signing** (such as a speech) or **writing** (such as an essay).
- With the Presentational mode, students at the Intermediate High level can consistently:
 - Tell stories about school, community events, and personal experiences, using a few short paragraphs, often across various time frames.
 - State their viewpoint on familiar or researched topics and provide reasons to support it, using a few short paragraphs, often across various time frames.
 - Give detailed presentations on a variety of familiar topics and some concrete topics they have researched, using a few short paragraphs, often across various time frames.



- The Presentational Mode is defined as productive communication using oral, signed, or written language.
- It is spoken, signed, or written communication for people with whom there is no immediate personal contact or which takes place in a one-to-many mode.
- In simple terms, it is one-way speaking or signing (such as a speech or demonstration) or writing (such as an essay).
- The author of the visual or recorded material is not known personally to the listener or reader.
- With the presentational mode, students at the Intermediate High level can consistently:
 - Tell stories about school, community events, and personal experiences, using a few short paragraphs, often across various time frames.
 - State their viewpoint on familiar or researched topics and provide reasons to support it, using a few short paragraphs, often across various time frames.
 - Give detailed presentations on a variety of familiar topics and some concrete topics they have researched, using a few short paragraphs, often across various time frames.

REFLECTION QUESTIONS

What are some of the key/repeated words in the descriptions of the three modes?

What are the most important characteristics of the Intermediate High proficiency level?



- Let's take some time to reflect upon and discuss what has been presented so far:
- What are some of the key/repeated words in the descriptions of the three modes?
- What are the most important characteristics of the Intermediate-High proficiency level?
 - In the Interpretive mode (listening, viewing, and reading)?
 - In the Interpersonal mode (speaking and listening, and writing)?
 - In the Presentational mode (speaking and writing)?



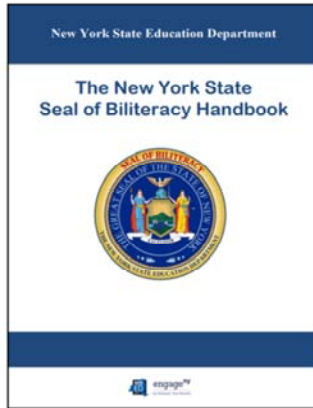
New York State Seal of Biliteracy

Panel Presentations



Next, we will explore the panel presentations.


PANEL PRESENTATIONS



1. Options for Culminating Project in a World Language
2. Rubrics for the Culminating Project
3. Conduct of the Panel Presentation



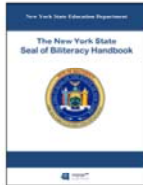
- To prepare for panel presentations, schools must decide upon the following:
 - What are the various options for Culminating Projects in a world language?
 - What rubric will be used to evaluate the Culminating Projects as well as the presentation of the project to the panel?
 - How will the panel presentations be conducted?

Criteria for Demonstrating Proficiency in a World Language	Point Value
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 (where it exists) consistent with Checkpoint C standards.	1
2B - Provide transcripts from a school in a foreign country showing at least three years of instruction in the student's home/native language, with equivalent grade average of B or higher.	1
2C - For students enrolled in a bilingual education program, complete all required Home Language Arts (HLA) coursework and 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
2D - Score at a proficient level on an accredited Checkpoint C World Language assessment (See "Approved Checkpoint C Assessments" on the following slide.)	1
★ 2E - Present a culminating project, scholarly essay, or portfolio that meets the criteria for speaking, listening, reading, and writing established by the district's Seal of Biliteracy Committee and that is aligned to the NYS Checkpoint C Learning Standards to a panel of reviewers with at least Intermediate High proficiency in the target language.	2 ★ 

- In order to earn two points in a world language towards the Seal of Biliteracy, students must create a Culminating Project in the target language and then present it in the same target language to the panel of interviewers.
- The Culminating Project may be a project, a scholarly essay, or a portfolio presented to a panel of reviewers that meets the criteria for the three modes of communication established by the district's Seal of Biliteracy Committee and that is aligned to the NYS Checkpoint C Learning Standards and the ACTFL Proficiency Level.
- The presentation is following by spontaneous interaction in the target language between the panel and the student in which panel members ask the student various questions, some of which may be prepared ahead of time. It is important to note that these questions should not be shared with the student before the presentation.
- Because the presentation and the interview are conducted in the target language, it is important that the panelists speak the target language.

PANEL PRESENTATIONS

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 interviewers selected by the SBC will interview the student in the target 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.



- According to the Seal of Biliteracy Handbook, students will present all proof necessary to show they have met the criteria for earning the New York State Seal of Biliteracy.
- If a student is being evaluated on a portfolio, project, and/or essay assessment, a panel of interviewers selected by the Seal of Biliteracy Committee will interview the student in the chosen language to measure interpersonal and presentational skills. (The interpretive skills should be evaluated by the teacher or advisor ahead of time.)
- The SBC can choose to invite members of the community to be panelists, especially in the case of low incidence languages. The committee may also consult with its Regional Bilingual Education Resource Network (RBERN) to find qualified panelists.

PANEL PRESENTATIONS

“Present a culminating project, scholarly essay, or portfolio that meets the criteria for the three modes of communication established by the district’s NYS Seal of Biliteracy Committee and that is aligned to the NYS Checkpoint C Learning Standards and the ACTFL Proficiency Levels to a panel of interviewers with at least Intermediate High proficiency in the target language.”

Presentation Examples:

[French Presentation Slides](#)

[French Presentation Video](#)

[Chinese Presentation Slides](#)

[Chinese Presentation Video](#)



Photo courtesy of [Greece Central School District](#)



Slides and videos courtesy of [Rochester Early College International High School](#), Rochester City School District.



- Criterion 2E states that students may earn 2 points towards the NYSSB in a world language by being able to present a culminating project, scholarly essay, or portfolio to a panel of reviewers with at least Intermediate High proficiency in the target language.
- We are providing here examples of two student presentations, one in French and the other in Chinese. Links to the sample student presentations were provided by Rochester Early College International High School including both the slides and recorded presentations.
- Viewers can access the slides and videos by clicking on the links within the PowerPoint presentation, or if viewing the video, stop the video momentarily and click on the links provided in the agenda.



- Schools are authorized to permit a panelist who does not live in the district to participate in the interview remotely.
- Due to precautions taken during COVID-19 and whenever it is not feasible to assemble students and a panel for these presentations, schools may conduct the Culminating project presentations via video conference.
- When classes are able to be held in person, it is expected that the student and as many panelists as possible will meet in person for the presentation and interviews. When it is necessary to recruit a panelist who doesn't live within a reasonable distance of the district, it will be permitted for that panelist to participate remotely.
- The following recordings are virtual student presentations and interviews provided by the Liverpool Central School District.
- We encourage your panel of interviewers to watch the videos for the language(s) they speak.
- Viewers can access the slides and videos by clicking on the links within the PowerPoint presentation, or if viewing the video, stop the video momentarily and click on the links provided in the agenda.

REFLECTION QUESTIONS

What did you notice about the student presentations?

What are some of the logistics to consider for a panel presentation?



- Let's take some time to reflect upon and discuss what has been presented so far:
 - What did you notice about the student presentations?
 - What are some of the logistics to consider for a panel presentation?



New York State Seal of Biliteracy

Role of the Panelists



Next, we will explore the role of the panelists.

PANEL PRESENTATIONS

Q:What is the role of the interview panel?

A: The role of the interview panel is to measure the student's knowledge of the topics of the project, essay, or portfolio being presented as well as the student's proficiency in the target language. Questions from the Panelists may refer to the topic(s) presented, the student's process in creating the project, their personal feelings about the topic, and other questions the panel feels are necessary to measure the students' knowledge of the topic and the target language.



It is important to reiterate that both the presentation and all interaction between the student and the panelists should be **exclusively in the target language.**



- According to the Seal of Biliteracy Handbook, the role of the interview panel is to measure the student's knowledge of the topics of the project, essay, or portfolio being presented as well as the student's proficiency in the target language.
- Panelists may ask students questions about the topic(s) presented, the student's process in creating the project, their personal feelings about the topic and other questions the panel feels are necessary to measure the students' knowledge of the topic and the target language.
- It is important to reiterate that both the presentation and all interaction between the student and the panelists should be exclusively in the target language.

IMPORTANT INFORMATION FOR PANELISTS

When engaging panelists, and especially when engaging community members (other than school or district personnel) to serve on the panel, it is important for the Seal of Biliteracy Coordinator to share the following with the panelists prior to the presentation:

- Where the student learned the target language (in the district, in another country, at home, in a weekend language school);
- If the student speaks a regional dialect of the language;
- The topic of the presentation;
- The format of the student work: project, presentation or portfolio;
- The date, time, and anticipated duration of the presentation and interview;
- The time allotted for questions;
- The number of questions each panelist will be permitted to ask; (continued)



When engaging panelists, and especially when engaging community members (other than school or district personnel) to serve on the panel, it is important for the Seal of Biliteracy Coordinator to share the following with the panelists prior to the presentation:

- Where the student learned the target language (in the district, in another country, at home, in a weekend language school);
- If the student speaks a regional dialect of the language (if so, which dialect/region?);
- The topic of the presentation;
- The format of the student work: project, presentation or portfolio?
- The date, time, and anticipated duration of the presentation and interview;
- The time allotted for questions;
- Number of questions each panelist will be permitted to ask;

IMPORTANT INFORMATION FOR PANELISTS

(continued)

- Any sample or model questions;
- Who else will serve on the panel;
- If the presentation and interview will be recorded and if so, how it will be used;
- The security procedures for a visitor entering the school (parking, if a driver's license must be provided, room in which the presentations will take place, primary Seal of Biliteracy contact name and email, any required paperwork such as a notice of confidentiality);
- If the panelist will be participating in the panel remotely, the logistics of the connection (platform, password, etc.); and
- How to score students on the rubric (panelists should be provided with training on how to use the rubric as well as provided with a copy of the rubric to review ahead of time).



- Any sample or model questions;
- Who else will serve on the panel;
- If the presentation and interview will be recorded and if so, how it will be used;
- The security procedures for a visitor entering the school (parking, if a driver's license must be provided, room in which the presentations will take place, primary Seal of Biliteracy contact name and email, any required paperwork such as a notice of confidentiality);
- If the panelist will be participating in the panel remotely, the logistics of the connection (platform, password, etc.); and
- How to score students on the rubric (panelists should be provided with training on how to use the rubric as well as provided with a copy of the rubric to review ahead of time).

EVALUATING CULMINATING PROJECTS

New York State Seal of Excellence
Sample Rubric Language Arts/Listening and Speaking High Level of Proficiency

Standard	Exemplary	Proficient	Developing	Beginning	Not Yet Proficient
Listening and Speaking					
Understanding and Analyzing					
Presenting					
Collaborating					
Using Language					

Resource: [Sample Rubrics for the Culminating Project](#)



Photo courtesy of [East High School](#), Rochester City School District



General Guidelines:

1. Students should be evaluated holistically on the three modes of communication (interpretive, interpersonal, presentational).
2. Students should be assessed by a panel consisting of two or more adults who are qualified speakers of the language of the presentation. Members of the panel should not be relatives of the student.
3. If the presentation is given in a low-incidence language or if there is only one adult speaker of the language in a district, the panel can consist of fewer panelists.

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

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

SAMPLE QUESTIONS FOR PANELISTS

- You selected _____ for your portfolio presentation. How and why is _____ important to you?
- If you had to select a person, famous or not, that inspires you, who would that person be and why?
- Why do you think it is important to know more than one language?
- As a candidate for the New York State Seal of Biliteracy, what are your future goals once you become a recipient?
- How might you use your world language skills in the future?
- How has the process of being a candidate for the NYSSB impacted you as a graduating senior?



Questions courtesy [East High School](#), Rochester City School District



- It is best practice to provide panelists with some sample questions that could be asked during the interview, although panelists should feel comfortable developing their own questions.
- The following sample questions were provided by East High School.
- Note that all of these questions are open-ended (none are yes/no questions). The reason for this is to allow the student enough freedom and space to demonstrate what they can do with the language.
- High quality questions will ask students to give an answer and then to justify it with a rationale. The student's answers will provide the panelists with the information needed to ask follow-up questions to probe deeper.
- Think back to one of the presentation recordings you watched as part of this module. What kinds of questions might you have asked if you were a panelist for those presentations?

WORLD LANGUAGE CULMINATING PROJECTS

By Msaada J. Nankumba from Lafayette High School in Buffalo, NY

Exemplar:

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

[How Shall We Overcome? English Translation](#)



Exemplar courtesy of [Buffalo Public Schools](#)

- Let's take a look at an actual culminating project.
- Because the common language of these modules is English, we will use a Culminating Project in English prepared by an English language learner and native speaker of Swahili from the Buffalo Public Schools.
- This student wrote a play in English and Swahili including researched, historical information about his country. The play is accessible in both languages via the hyperlinks on this slide.

MODEL STUDENT PANEL PRESENTATION

Msaada J. Nankumba from Lafayette High School in Buffalo, NY is [interviewed by a panel for the Biliteracy Seal for his play, written in Swahili: "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](#)



Exemplar provide courtesy of [Buffalo Public Schools](#).



- We're now going to take a look at this student's presentation of his Culminating Project.
- 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?"
- In the video, you are encouraged to view 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 you watch the video, 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 your answers with someone else.
- The link to access this video is found on both the PowerPoint and the agenda.
- [Please stop the recording to view the video.]

REFLECTION QUESTIONS

**What
questions did
you hear?**

**What
questions
might you
add?**



- Let's take some time to reflect upon and discuss what has been presented so far:
 - What questions were asked in the panel presentation?
 - What questions might you add?



New York State Seal of Biliteracy

Additional Resources



Let's review the resources available for the Seal of Biliteracy.

GET TO KNOW THE HANDBOOK

New York State Education Department

The New York State Seal of Biliteracy Handbook



<http://www.nysed.gov/common/nysed/files/programs/bilingual-ed/handbook-for-the-seal-of-biliteracy-2018-19.pdf>

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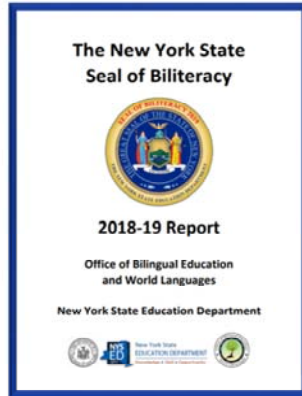
(Click on title to follow link)

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- First, the New York State Seal of Biliteracy Handbook provides questions and answers, forms, and a helpful glossary that defines terms used in the Seal of Biliteracy process.
- This handbook is updated yearly and can be downloaded from the Seal of Biliteracy website.

NYSSB ANNUAL REPORT



Included in the report:

- Executive Summary
- Key Statistics and Analysis
- Goals for the following year
- Strategies to Achieve Goals
- Changes to the Program for the following year
- Resources



<http://www.nysed.gov/common/nysed/files/programs/world-languages/nyssb-annual-report-2018-19.pdf>



- Another resource is the New York State Seal of Biliteracy Annual Report, compiled by the Office of Bilingual Education and World Languages.
- Included in the report are sections on:
 - An executive summary;
 - Key statistics and analysis;
 - Goals for the following year;
 - Strategies to achieve goals;
 - Changes to the program for the following year; and
 - Resources.
- This report is available on the NYS Seal of Biliteracy website.

REVISITING MODULE 5 OBJECTIVES

Participants will:

- ✓ Become familiar with the NYSSB Program and its purpose;
- ✓ Understand how to assess a student's language abilities using the ACTFL Proficiency Levels;
- ✓ Understand the role of the panel members; and
- ✓ View clips of past interview panels in order to gain knowledge of the presentation process.



We have now reached the end of the presentation of Module 5. 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.

REFLECTION QUESTIONS

What is the most helpful thing you learned today?

What questions do you still have?



- For one final reflection, think about or discuss the answers to the following two questions:
 - What is the most helpful thing you learned today?
 - What questions do you still have?

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.



On behalf of the multilingual learners across New York State, thank you for your time and commitment to ensuring that the New York State Seal of Biliteracy is accessible for all students.

FOR MORE INFORMATION

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

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

Regional Bilingual Education Resource Network (RBERNs):

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



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

ACKNOWLEDGEMENTS

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.