AGENDA:

- Who is here and what do we want to know?
- Why strive for biliteracy?
- What is the NYS Seal of Biliteracy?
- How do we support Multilingual learners with attaining the Seal of Biliteracy?
ABOUT ME:

• Shawnna Sweet
• Mid-West RBERN at Monroe 2-Orleans BOCES
• NYS Seal of Biliteracy Guidance Toolkit
• NYSSB Task Force
NYS RBERN REGIONS

- CAPITAL DISTRICT AT QUESTAR III BOCES
- HUDSON VALLEY AT SW BOCES
- LONG ISLAND AT EASTERN SUFFOLK BOCES
- MID-STATE AT OCM BOCES
- MIDWEST AT MONROE 2 ORLEANS BOCES
- NYC AT FORDHAM UNIVERSITY
- WEST AT ERIE 1 BOCES

ALL COLORS: STATEWIDE LANGUAGE RBERN AT NYU
ABOUT YOU:

• Your name
• Your role
• Your School/District

Please introduce yourself in the chat:
How much do you know about the NYS Seal of Biliteracy?

- A LOT
- A LITTLE
- NONE
WEBINAR DESCRIPTION:

New York State boasts a rich linguistic and cultural heritage, with students speaking over 200 languages. Understanding the importance of multilingualism and multiliteracy, the New York State Legislature established the New York State Seal of Biliteracy. The New York State Seal of Biliteracy recognizes high school graduates who have attained a high level of proficiency in two or more languages. It acknowledges the importance of being biliterate in today’s global society, highlights the hard work and achievement of students, encourages them to pursue language study while in school, and supports continued development of one’s home language. Since 2016, this distinction has been awarded to over 17,800 students from hundreds of New York State schools, including public, charter, and non-public high schools. This session will provide an overview of the NYS Seal of Biliteracy, with a focus on supporting candidates who pursue the Seal in their home language.
Why strive for biliteracy?
NYSED’s Blueprint for ELL Success:

Districts and schools recognize that bilingualism and biliteracy are assets and provide opportunities for all students to earn a Seal of Biliteracy upon obtaining a high school diploma by providing all students with:

• Opportunities to participate in language learning or language support programs that lead to proficiency in English and other languages.

• Opportunities to use and develop academic language and content knowledge both in English and Languages Other Than English, including the student’s home language.

• Rigorous Bilingual Education programs for ELLs/MLLs aimed at maintaining and developing the home language and attaining English proficiency as well as biliteracy.

• Alternate pathways for those whose home language is low incidence and, consequently, the district does not have enough students who speak the same language to form a bilingual education program.

NYSED’s Culturally Responsive-Sustaining Mindsets

• Believing that students and their families are individuals with their own assets, knowledge, and abilities who should be valued and consulted.

• Student and community assets should be sustained and leveraged for academic achievement.

• Consider students as co-designers of curriculum and drivers of instruction (Jenkins & Healey, 2009)

• Embed community input into curriculum to reflect diversity of the local and global community.

A multilingual and multiliterate population has the potential to enhance academic achievement, advance intercultural competences, boost economic competitiveness, improve intergroup relations, strengthen national security, and leverage inequities in society.

The ever-increasing global and international interconnectedness calls for schools to offer extended language and academic opportunities for students to, at the very minimum, become biliterate and bicultural. Proficiency in more than one language benefits individuals and society alike.

Sonia Soltero, 2016
Why Promote Bilingualism & Biliteracy?

What one fact from the video stands out to you?
What is the NYSSB?
THE NYSSB

THE NYSSB 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.
WHY OFFER THE NYSSB?

- To encourage the study of languages
- To provide universities with a method to recognize and give credit to applicants for attainment of high-level skills in multiple languages
- To provide employers with a method of identifying people with language skills
- To prepare students with 21st century skills
- To recognize the value of language diversity
- To honor the multiple cultures and languages in a community

*The NYSSB positively contributes to the district’s College, Career & Civic Readiness accountability score for ESSA.*

New York was second only to California to adopt this program.
TIMELINE OF THE NYSSB

2012
The NYSSB was passed by the Legislature and signed into law by Governor Cuomo.

2014
The NYS Board of Regents approved the implementation of an NYSSB pilot program.

2016
The NYSSB was formally approved by Board of Regents in April of 2016.

2017
The 2016-2017 school year was the first official year of statewide implementation.
NYSSB STATISTICS

324 schools offered the NYSSB in 2020-21.

That’s approximately one in every five NYS public schools.
NYSSB STATISTICS

5,479 students earned the NYSSB in 2020-2021.
Since 2015-16, more than **17,000** students have earned the NYSSB.
How do students earn 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
### Updated Criteria

- **Updated criteria to earn the NYSSB**
- **Coursework criteria aligned (1C, 2A, 2C)**

Sample rubrics that schools can use for culminating projects and panel presentations (1E & 2E)

Projects are evaluated using a rubric that is aligned with ACTFL proficiency levels:

• **Sample rubric for category 1-2 modern languages** (those that use a Roman-based alphabet such as Spanish, French, Italian, German)

• **Sample rubric for category 3-4 modern languages** (indigenous languages such as Seneca and Tuscarora; those that use a non-Roman-based alphabet such as Arabic, Greek, Hebrew, and Russian; those that are character-based such as Japanese, Korean, Mandarin, and Vietnamese)

• **Sample rubric for classical languages** (those from an earlier time in human history that have no living native speakers such as Latin and ancient Greek)

© Aligns with revised World Language standards

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**New York State Seal of Biliteracy (NYSSB) Sample Rubric for the Culminating Project and Presentation – Modern Languages (Category 1-2)**

<table>
<thead>
<tr>
<th>Essential Question</th>
<th>INTERMEDIATE LOW</th>
<th>INTERMEDIATE MED</th>
<th>INTERMEDIATE HIGH</th>
<th>ADVANCED LOW</th>
<th>ADVANCED MED</th>
<th>ADVANCED HIGH</th>
</tr>
</thead>
<tbody>
<tr>
<td>What don’t I understand, interpret, or translate in authentic texts?</td>
<td>I can identify the main ideas and related information from single sentences in short texts.</td>
<td>I can understand the main ideas and key information in short, straightforward texts.</td>
<td>I can usually follow the main message of events in various time frames in straightforward, paragraph-length texts.</td>
<td>I can identify the main and underlying messages and some supporting details across major time frames in texts.</td>
<td>I can understand the main and underlying messages and most supporting details across major time frames in texts.</td>
<td>I can follow the flow of ideas and other meanings, including nuances and viewpoints, from complex language on unfamiliar, abstract topics within texts.</td>
</tr>
</tbody>
</table>

*The word “text” is defined as any medium that conveys information. For the purposes of this rubric, a text can include traditional reading material (e.g., literature, informational texts), live or recorded listening texts, or visuals. Students pursuing the Seal in a modern language must be assessed on all interpretive modalities (reading for American Sign Language, reading and listening for all other languages) of the language being assessed.*

Proficiency in Interpretive Reading: _____________________ Proficiency in Interpretive Listening: _____________________

Notes:
WHO CAN EARN THE NYSSB?

Seal of Biliteracy conceived of a way to honor and encourage our English Language Learners to develop biliteracy (build both English and home language skills).

There is a pathway to the Seal for all students:
- ELLs
- Former/Ever ELLs
- Heritage Language students
- Students who pursue a course of study in a World Language while in high school

All world languages qualify: American Sign Language, Latin, Indigenous Languages
2019-20 NYSSB STATISTICS

In 2019-20, students earned the NYSSB in 59 different languages.
The top languages in which students completed the NYSSB were:

<table>
<thead>
<tr>
<th>Language</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td>3,297</td>
</tr>
<tr>
<td>French</td>
<td>590</td>
</tr>
<tr>
<td>Italian</td>
<td>318</td>
</tr>
<tr>
<td>Chinese (Mandarin, Cantonese)</td>
<td>108</td>
</tr>
<tr>
<td>German</td>
<td>74</td>
</tr>
<tr>
<td>Latin</td>
<td>67</td>
</tr>
<tr>
<td>American Sign Language</td>
<td>36</td>
</tr>
<tr>
<td>Arabic</td>
<td>39</td>
</tr>
<tr>
<td>Russian</td>
<td>35</td>
</tr>
<tr>
<td>Bengali</td>
<td>13</td>
</tr>
</tbody>
</table>
**Percentage of Students Earning the NYSSB by ELL Status (2019-20)**

- **Rarely ELLs**, 188, 4%
- **Former/Ever ELLs**, 1065, 23%
- **Never ELLs**, 3458, 73%

**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.

**Former/Ever ELL** is used to refer to students who were previously identified as ELLs, but who have since exited the program by achieving.

**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.
The roots of the term education imply drawing out children’s potential, making them more than they were; however, when children come to school fluent in their primary language, and they leave school essentially monolingual in English, then our schools have negated the meaning of the term education, because they have made children less than they were.

(Mary Ashworth, cited in Cummins, 1989)
Ithaca City Schools
Seal of Biliteracy 2020 Celebration

Student Testimonials

HTTPS://WWW.WE VIDEO.COM/VIEW/1754446222
How do we support Multilingual learners with attaining the Seal of Biliteracy?
Pathway to the NYSSB

- Intermediate-Mid (Category 3-4 Languages)
- Intermediate-High (Category 1-2 Languages)
Biliteracy Pathway Awards....

• Are a separate recognition for younger students (Pre-K through 11th graders) to encourage them to continue the study of English and one or more World Languages

• Can be a system of “benchmarks” towards biliteracy from Pre-K through high school and beyond

• Is locally defined and awarded (not regulated in NY State)

• Is given at the school’s discretion at any point in a student’s academic career up to and including 11th grade

• Is based on criteria that is solely determined by the individual school and can be based on the school’s purpose or need

Photos: Eugenio Maria de Hostos Charter School
SOME EXAMPLES:

Examples of some student tasks to earn a Biliteracy Pathway award could include:

- 2nd grade: students sing a song in the target language at a “moving up ceremony”;
- 5th grade: students select (and display) their best work in one or more modes from English and a World Language course;
- 8th grade: students write an essay in English on the importance of being bilingual and give some type of oral performance (recitation, skit) in the target language.

Photo courtesy of Eugenio Maria de Hostos Charter School.
NYSSB Website

- “One-stop shopping”
- Use of accordions to maximize use of space
- Resources, resources, resources!

NYSSB Guidance Toolkit

- Series of self-guiding modules consisting of agendas, videos, presentation slides, and supporting documentation
- Modules are being updated to reflect updated NYSSB Handbook
- Additional modules are currently in development

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

<table>
<thead>
<tr>
<th>WORLD LANGUAGE ASSESSMENT</th>
<th>LANGUAGES AVAILABLE</th>
<th>MIN SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAPPL - The ACTFL Assessment of Performance toward Proficiency in Languages</td>
<td>Cat 1-2 Languages: French, German, Italian, Portuguese, Spanish</td>
<td>I-5</td>
</tr>
<tr>
<td></td>
<td>Cat 3-4 Languages: Arabic, Hindi, Japanese, Korean, Mandarin, Russian, Thai</td>
<td>I-4</td>
</tr>
<tr>
<td>AP - Advanced Placement Examination</td>
<td>Cat 1-2 Languages: French, German, Italian, Spanish*</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Cat 3-4 Languages: Japanese, Mandarin</td>
<td></td>
</tr>
<tr>
<td>OELLE (Diplomas of Spanish as a Foreign Language)</td>
<td>Spanish</td>
<td>B1</td>
</tr>
<tr>
<td>IB - International Baccalaureate Examination**</td>
<td>IB Language B exams: Danish, Dutch, Finnish, French, German, Indonesian, Italian, Malay, Norwegian, Portuguese, Spanish, Swahili, Swedish</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Cat 3-4 Languages: Arabic, Cantonese, Hebrew, Hindi, Japanese, Korean, Mandarin, Russian</td>
<td>4</td>
</tr>
<tr>
<td>SIPI: ASL – American Sign Language Proficiency Interview</td>
<td>American Sign Language Intermediate Plus</td>
<td></td>
</tr>
<tr>
<td>STAMPSS - Standard Based Measurement of Proficiency</td>
<td>Cat 3-2 Languages: French, German, Italian, Polish, Portuguese (Brazilian), Spanish, Swahili**, Yoruba***</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Cat 3-4 Languages: Arabic, Hebrew, Hindi, Japanese, Korean, Mandarin (Simplified and Traditional), Russian</td>
<td>5</td>
</tr>
</tbody>
</table>
Module 3 – Designing the Culminating Project

HTTP://WWW.NYSED.GOV/WORLD-LANGUAGES/MODULE-3-DESIGNING-CULMINATING-PROJECT
CULMINATING PROJECTS

Students may create a culminating project that showcases their skills, abilities and talents in the target language. School and district SBCs have the flexibility to develop their own projects, such as:

- Research Projects
- Scholarly Essays
- Reflective Journals
- Portfolios of Artifacts

Resource:
Culminating Project Example For Native Language Speakers
CULMINATING PROJECTS

• Culminating Projects can be embedded in regular coursework.

• If students are doing culminating projects for both English and a World Language for 4 points, they must be different projects (translations of a project into another language do not qualify for the NYSSB).

• To balance student and SBC workload, consider starting and/or completing the Home Language (L1) Culminating Project in junior year and the L2 Culminating Project in senior year.

Culminating Project slide examples courtesy of Rochester Early College International High School, RCSD.
Panel Presentations

“Present a culminating project, scholarly essay, or portfolio that meets the criteria for speaking, listening, reading, and writing established by the district’s NYS SBC 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.”

Presentation Examples:
French Presentation Slides
French Presentation Video
Chinese Presentation Slides
Chinese Presentation Video

*Culminating Project slide and video examples courtesy of Rochester Early College International High School, RCSD.
Evaluating projects

General Guidelines:

▪ Students are evaluated holistically on the 3 modes of communication (interpretive, interpersonal, presentational).

▪ Students are assessed by a panel of reviewers 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 may consist of fewer reviewers.

Photo courtesy of East High School, RCSD.
Panel Interview Logistics

Following the student’s presentation of their culminating project, a panel of reviewers will interview the student in the target language to measure interpersonal and presentational skills (see examples of interview questions).

Interview Questions for NYSSB Candidates

1. You selected __________________________ (name country/place) for your portfolio presentation. How and why is __________________________ (name country/place) important to you?

2. If you had to select a person, famous or not, that inspires you, who would that person be and why?

3. Why do you think it is important to know a second language?

4. As a candidate for the New York State Seal of Bilingual, what are your future goals once you become a recipient?

5. When do you plan on using your second language skills?

6. How as the process of being a candidate for the NYSSB impacted you as a graduating senior?

*Bilingual reviewers should perform the interview in both Spanish and English.
NYSSB PRESENTATION PANEL

- Schools may invite members of the community to serve on the panel, especially in the case of low-incidence languages.
- The SBC may also consult with its Regional Bilingual Education Resource Network (RBERN) to find qualified panelists.

- Seal of Biliteracy Panel Member Volunteer Form
  If you are interested in volunteering on a Seal of Biliteracy presentation panel, please complete this form.
Module 5 – Preparing for Panel Presentations

HTTP://WWW.NYSED.GOV/WORLD-LANGUAGES/MODULE-5-PREPARING-PANEL-PRESENTATIONS
# Multilingual Student Presentations

## Sample Virtual Student Presentations in Multiple Languages

- Farsi & Turkish (link is external)
- French (link is external)
- Spanish 1 (link is external)
- Spanish 2 (link is external)
- Spanish 3 (link is external)
- Spanish 4 (link is external)
- Ukrainian (link is external)

## NYSSB Exemplar Student Presentation

- How Shall We Overcome - Play in Swahili (PDF) (link is external)
- How Shall We Overcome - Play in English (PDF) (link is external)
- Video of Panel Presentation and Discussion (MP4)
One-Pagers on the NYSSB

◎ Concise briefs on the Seal for various stakeholder groups:

- Culminating Project Advisors
- Counselors and Administrators
- Panel of Reviewers
- Parents*
- Students
- Teachers

*The Student and Parent one-pager translated in the top 10 languages spoken by families of English Language Learners in New York State.
Contact:

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