The New York State Seal of Biliteracy

A Brief History and Steps for District Implementation
What is the New York State Seal of Biliteracy?

• The New York State Seal of Biliteracy (NYSSB) is a formal recognition of a student’s proficiency and achievement in English and one or more languages other than English (LOTE).

• It can take the form of a seal that appears on the students diploma as well as a notation on the official transcript.
What is the Purpose of the Seal?

The NYSSB recognizes high school graduates who have attained a high level of proficiency in listening, speaking, reading, and writing in one or more languages, in addition to English.

(Chapter 271 of the Laws of 2012 (Section 815 of Education Law)).
Why offer the Seal of Biliteracy?

- To encourage students to study languages
- To recognize the value of language diversity
- To provide employers with a method of identifying people with language and 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
California awarded its first State Seal of Biliteracy in 2012.

Since then, numerous states have approved the Seal or are in the process of initiating one.
The New York State Seal of Biliteracy was passed by the Legislature and signed into law by the Governor on July 31, 2012 behind the sponsorship of Assemblywoman Carmen Arroyo.

In 2013-2014, a committee was formed to explore the most effective way to develop the Seal for the state.

In 2014-2015, NYSED piloted the Seal with 6 districts and 20 schools within New York State.

In April of 2016, the New York State Seal of Biliteracy was adopted by the Board of Regents.
Percentage of Students in LOTE Classes by language 2015-2016

- Spanish: 72.8%
- French: 11.6%
- Italian: 6.6%
- Chinese: 3.0%
- Latin: 2.6%
- American Sign Language: 0.9%
- German: 0.9%
- Japanese: 0.5%
- Russian: 0.4%
- Korean: 0.2%

Office of Bilingual Education and World Languages
NYS’ Linguistic / Cultural Diversity

Top 10 ELL Home Languages 2015-16 SY:

- **Spanish**: 64.9%
- **Chinese**: 9.5%
- **Arabic**: 4.9%
- **Bengali**: 3.0%
- **Russian**: 1.7%
- **Urdu**: 1.7%
- **Haitian Creole**: 1.5%
- **French**: 1.1%
- **Karen**: 0.9%
- **Nepali**: 0.8%
- **Other**: 10.1%

Linguistically diverse state with over 200 languages spoken by our students.

- **Spanish**
- **Chinese**
- **Arabic**
- **Bengali**
- **Russian**
- **Urdu**
- **Haitian Creole**
- **French**
- **Karen**
- **Nepali**
- **Other**

Office of Bilingual Education and World Languages
Released in March 2015
(ACTFL, NABE, NCSSFL and TESOL)

Demonstrate language proficiency through multiple ways such as portfolios that can evaluate the four modalities of the language and validated tests as determined by the state.
So, what did NYSED decide?

A brief look at the Criteria
Criteria for Earning the Seal

- Students must complete all requirements for graduating with a NYS Regents diploma.

- Students must earn sufficient credits towards demonstrating proficiency in English and another language through the NYSSB point system.
  - 3 points by meeting the criteria for proficiency in English
  - 3 points by meeting the criteria for proficiency in a World Language
Students must earn **3 points** by meeting the criteria for proficiency in **English** as follows:

<table>
<thead>
<tr>
<th>Criteria for Demonstrating Proficiency in <strong>English</strong></th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score 75 or higher on the NYS Comprehensive English Regents Examination or 80 or higher on the NYS Regents Examination in English Language Arts (Common Core), or ELLs can score 75 or above on two Regents exams other than English, without translation.</td>
<td>1</td>
</tr>
<tr>
<td>ELLs score at the Commanding level on two modalities on the NYS English as a Second Language Achievement Test (NYSESLAT).</td>
<td>1</td>
</tr>
<tr>
<td>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.</td>
<td>1</td>
</tr>
<tr>
<td>Achieve the following scores on the examinations listed below:</td>
<td>1</td>
</tr>
<tr>
<td>- 3 or higher on an Advanced Placement (AP) English Language or English Literature examination.</td>
<td></td>
</tr>
<tr>
<td>- 80 or higher on all components of the Test of English as a Foreign Language (TOEFL).</td>
<td></td>
</tr>
<tr>
<td>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 proficiency in English.</td>
<td>2</td>
</tr>
</tbody>
</table>
Students must earn **3 points** by meeting the criteria for proficiency in a **World Language** as follows:

<table>
<thead>
<tr>
<th>Criteria for Demonstrating Proficiency in a <strong>World Language</strong></th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete a Checkpoint C level World Language course, with a grade of 85 or higher or a comparable score using another scoring system set by the district and approved by the commissioner for both the coursework and final examination consistent with Checkpoint C standards.</td>
<td>1</td>
</tr>
<tr>
<td>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.</td>
<td>1</td>
</tr>
<tr>
<td>Provide transcripts from a school in a foreign country showing at least three years of instruction in the student’s home/native language in Grade 8 or beyond, with equivalent grade average of B or higher.</td>
<td>1</td>
</tr>
<tr>
<td>Score at a proficient level on an accredited Checkpoint C World Language assessment (See “Checkpoint C World Language Assessments and Minimum Scores” on the following slides.)</td>
<td>1</td>
</tr>
<tr>
<td>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 proficiency in the target language.</td>
<td>2</td>
</tr>
</tbody>
</table>
## Checkpoint C Assessments

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>MIN SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP Advanced Placement Examination</td>
<td>4</td>
</tr>
<tr>
<td>IB International Baccalaureate</td>
<td>Standard Level -5</td>
</tr>
<tr>
<td></td>
<td>Higher Level - 4</td>
</tr>
<tr>
<td>STAMP4S Standard Based Measurement of Proficiency</td>
<td>6</td>
</tr>
<tr>
<td>DELE (Diplomas of Spanish as a Foreign Language) Cervantes Institute of NYC</td>
<td>B1</td>
</tr>
<tr>
<td>AAPPL The ACTFL Assessment of Performance toward Proficiency in Languages</td>
<td>I-5</td>
</tr>
</tbody>
</table>
# Checkpoint C Assessments

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<tr>
<td><strong>OPI</strong></td>
<td>The ACTFL Oral Proficiency Interview</td>
</tr>
<tr>
<td><strong>OPIc</strong></td>
<td>The ACTFL Oral Proficiency Interview by Computer</td>
</tr>
<tr>
<td><strong>WPT/BWT</strong></td>
<td>The ACTFL Writing Proficiency Test/Business Writing Test</td>
</tr>
<tr>
<td><strong>RPT</strong></td>
<td>The ACTFL Reading Proficiency Test</td>
</tr>
<tr>
<td><strong>LPT</strong></td>
<td>The ACTFL Listening Proficiency Test</td>
</tr>
<tr>
<td><strong>ALIRA</strong></td>
<td>The ACTFL Latin Interpretive Reading Assessment</td>
</tr>
<tr>
<td><strong>SLPI: ASL</strong></td>
<td>American Sign Language Proficiency Interview</td>
</tr>
</tbody>
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Office of Bilingual Education and World Languages
Implementing a District
New York State
Seal of Biliteracy Program
Establishing a Seal of Biliteracy Committee

• The district will form a Seal of Biliteracy Committee (SBC) comprised of faculty and staff.

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

• The SBC should include the following:
  o World Language teacher
  o English Language Arts (ELA) teacher
  o English for Speakers of Other Languages (ESOL) teacher
  o Guidance Counselor
  o Administrator

Note: A district or school can choose to add other individuals to the SBC including parents and members of the community.
Steps to Implementing a District Seal of Biliteracy Program

The SBC will develop a district/school NYSSB program, including:

1. Development of NYSSB plan (projects, essays and/or portfolios, and assessment rubrics

2. Communication of the program

3. Student Application and Advisement

4. Notification to NYSED of intent to establish program

5. Student Evaluation

6. Ordering of Seal Image

7. End-of-Year Activities

Office of Bilingual Education and World Languages
• The SBC will develop student projects, essays and/or portfolios which will allow students to demonstrate their proficiency in a language at the Intermediate High level required by the NYSSB. Evaluation rubrics must also be developed to help guide and assess student work.

• The SBC can refer to the NYS Checkpoint C standards, the ACTFL proficiency guidelines and ACTFL Performance Descriptors for guidance (see last slide for links).
• A student portfolio should include a collection of work in all four modalities (speaking, listening, reading, writing) and three communication modes (interpersonal, interpretive, presentational).

• For help with developing portfolios, the SBC can refer to the NCSSFL LinguaFolio® and the NCSSFL-ACTFL Can-Do Statements, which track improvement and progress toward the Intermediate High level of proficiency required for the NYSSB. (See last slide for links).
Communication of the Program

• The SBC will educate faculty, students, parents and the community about the NYS Seal of Biliteracy and how to earn it.

• Outreach can be done through a variety of means including postings on the school website, newsletters, student assemblies, parent letters, workshops, informational meetings and coverage in the local media.
The district SBC will create an application form for students interested in earning the NYS Seal of Biliteracy.

Solicit teacher participation (as advisors in English & LOTE). Community members may act as advisors for lesser-taught languages.

Applicants will be set up with an advisor for the entire process. The advisor does not need to be on the SBC to work with a student.

The advisor will go over the requirements of the program and meet regularly with the student(s) to review progress.
• The district/school will notify the New York State Education Department (NYSED) of its intent to establish a NYSSB program for its students.

• Districts/schools will complete the District/School NYSSB Notification form and send it to NYSED by January 10th.

• A copy of the 2016-17 form can be found at http://www.p12.nysed.gov/biling/bilinged/NewYorkStateSealofBiliteracy.html.
Applicants for the NYSSB should be evaluated by a minimum of two members from the district SBC. The SBC will review all coursework, assessments, and other work completed by the student to ensure criteria for the Seal are met.

If a student is being evaluated on a portfolio, project or essay, a panel of judges selected by the SBC will interview the student in the chosen language to measure interpersonal and presentational skills.

The SBC can choose to invite members of the community to help with the interview process.
Buffalo School District

http://youtu.be/s1i799VgZpE
Once a district/school has completed the evaluation process, it can order the Seal from NYSED via the Seal Image Request Form http://www.p12.nysed.gov/biling/bilinged/NewYorkStateSealofBiliteracy.html

The district/school will also provide relevant program data relating to the Seal recipients (e.g. country of origin, Seal languages, criteria met) via the Seal Request Data Form http://www.p12.nysed.gov/biling/bilinged/NewYorkStateSealofBiliteracy.html

If results from assessments are not released in time for graduation, a district/school may estimate the number of students it believes will meet eligibility for the NYSSB though students will only receive the Seal once all criteria are met.

The Seal image will be sent 2-3 weeks after the request has been received.
End-of-Year Activities

• Districts can use the Seal image to place directly on diplomas or create stickers, certificates, medals, etc. for the use on diplomas and for awards ceremonies.

• Student transcripts should include language indicating the attainment of the NYSSB (“Attained the New York State Seal of Biliteracy”). If districts do not have access to open data fields, NYSED will supply a SIRS code designated for the Seal.

• Districts/schools may wish to consider having an awards ceremony or reception celebrating the students’ success in the NYSSB program.
For more information and links to the New York State Seal of Biliteracy Handbook and related forms, please visit:


OFFICE OF BILINGUAL EDUCATION AND WORLD LANGUAGES


OBEFLS@NYSED.GOV
Resources: Website Links

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

- ACTFL Proficiency Guidelines 2012

- ACTFL Can-Do Statements

- ACTFL Performance Descriptors for Language Learners

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

- The New York State Bilingual Common Core Progressions
  https://www.engageny.org/resource/new-york-state-bilingual-common-core-initiative

- NCSSFL LinguaFolio®