



**Hempstead Union
Free School District**

Dedicated to excellence in education



The New York State Seal of Biliteracy Handbook

Presented by:

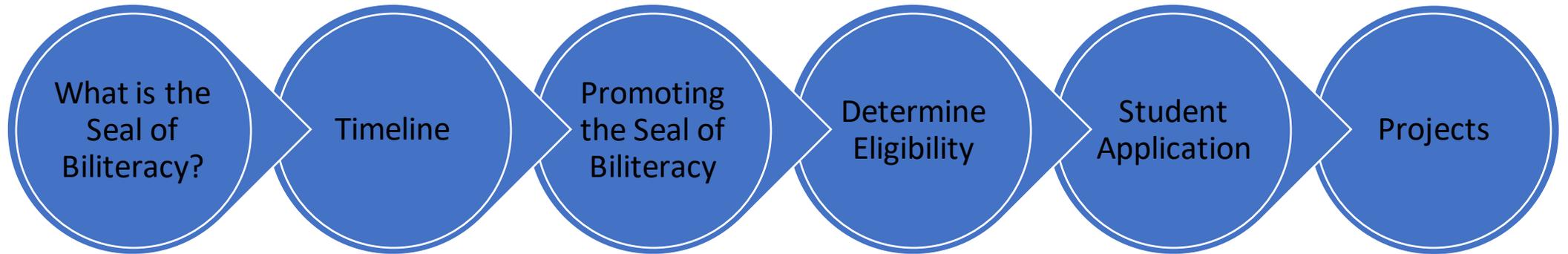
Director of Bilingual Education & World Languages

Michelle Pineda-Rodgers

Hempstead Union Free School District

516-434-4154

AGENDA





Seals in 2 World Languages in addition to English



What is the New York State Seal of Biliteracy?

The New York State Seal of Biliteracy (NYSSB) was established to recognize high school graduates who have attained a high level of proficiency in the three modes of communication (Interpretive, Interpersonal, Presentational) in English and one or more world languages. These modes are inclusive of the skills of listening, speaking, reading, and writing, all of which have been updated with the adoption of the NYS Learning Standards for World Languages (2021).

What is the intent of the NYSSB?

The intent of the NYSSB is to:

- affirm the value of diversity in a multilingual society;
- encourage the study of languages;
- identify high school graduates with language and biliteracy skills for employers;
- provide universities with additional information about applicants seeking admission;
- prepare students with twenty-first century skills; and
- recognize the value of world and home language instruction.

These goals are consistent with the Regents Reform Agenda of ensuring that all New York State students graduate college-, career-, and civic-ready.



Seal of Biliteracy Timeline



| Aug-October | October-December | Dec-Jan | Jan-May | June | June-August |
|---|--|---|---|--|---|
| Planning Stage | Recruitment Stage | Implementation Stage | Student Evaluation | Celebration Stage | Reflection Stage |
| <ul style="list-style-type: none"> Determine members of the Seal of Biliteracy Committee (SBC): Administrator, Guidance counselor, World Language Teacher, ELA teacher, ESOL/ENL teacher, other members | <ul style="list-style-type: none"> Identify students who are qualified and interested in applying for the Seal: SOB_REPORT_11-9-2022.xlsx Determine how students will earn their 3 credits each for both World Language and English Meet with SBC team to create a timeline for important events Begin plans for student recognition, awards, and trip Complete the online School Notification Form (by December 1) | <ul style="list-style-type: none"> Provide student applications: nyssb-parent-letter-student-application.docx Match Seal candidates with advisors: <ul style="list-style-type: none"> Bell, Ashton Belotte, Myriam Cuty, Matthew Day, Joelle Gauthier, Franckle Hogu, Jean-Lou Larsen, Arlene Martinez, Julieta Ortiz, Veronica Palacios, Griselda Pradella, Daphne | <ul style="list-style-type: none"> Advisors monitor students' progress and prepare for presentations World language assessments completed Panel presentations conducted Submit online Culminating Project Notification Form (by April 15) | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 |

Promoting the NYSSB

Tips & Tools:

- Advertise in the school building:
https://drive.google.com/drive/folders/1XKvcwWGvw9_yrnjyNjASL9tw4OehfHuq
- Create an informational video
- Host student interest meetings
- Present to ELA, ENL, and World Languages classes
- Send letters or emails home.
https://drive.google.com/drive/folders/1zFUYeiYJijtX3lpz9i2cTDLP_hpnlQJ
- Present at a Parent-Teacher Organization Meeting.
<http://www.nysed.gov/world-languages/nysb-one-page-briefs-students-and-families-multiple-languages>
- Include in school newsletter or website



Determine eligibility and invite potential candidates to apply.

[SOB REPORT 11-9-2022 \(1\).xlsx](#)

Criteria to Earn the New York State Seal of Biliteracy (NYSSB)

- A. Students wishing to receive the NYSSB must complete all requirements for graduating with a NYS Regents diploma*;
- B. In addition to the above minimum requirement, students wishing to receive the NYSSB must earn three (3) points from the English criteria and three (3) points from the World Language criteria.

| CRITERIA FOR DEMONSTRATING PROFICIENCY IN ENGLISH | POINT VALUE | CRITERIA FOR DEMONSTRATING PROFICIENCY IN A WORLD LANGUAGE | POINT VALUE |
|--|-------------|---|-------------|
| 1A. Score 80 or higher on the NYS Regents Examination in English Language Arts** or English Language Learners (ELLs) score 75 or above on two Regents exams other than English**, without translation. | 1 | 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, consistent with Checkpoint C standards. | 1 |
| 1B. ELLs earn an overall score of 290 or better on the New York State English as a Second Language Achievement Test (NYSESLAT) during 9th-12th grades. | 1 | 2B. Provide transcripts from a school in a country outside of the U.S. showing at least three years of instruction in the student's home/native language in Grade 8 or beyond, with an equivalent grade average of B or higher. | 1 |
| 1C. 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 | 2C. For students enrolled in a Bilingual Education program, complete all required Home Language Arts (HLA) coursework with an 85 or higher or a comparable score using another scoring system set by the district and approved by the Commissioner. | 1 |
| 1D. Score at a proficient level on an approved English assessment (See "Approved English Assessments" on page 50.) | 1 | 2D. Score at a proficient level on an accredited Checkpoint C World Language assessment (See "Checkpoint C World Language Assessments and Minimum Scores" on pages 51-53.) | 1 |
| 1E. Present a Culminating Project that meets the criteria for speaking, listening, reading, and writing established by the district's NYS Seal of Biliteracy Committee to a panel of reviewers with proficiency in English. | 2 | 2E. Present a Culminating Project that meets the criteria for speaking, listening, reading, and writing established by the district's NYS 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. | 2 |

Testing accommodations recommended in an Individualized Education Program (IEP) or section 504 Accommodations Plan must be provided for all State and districtwide assessments administered to students with disabilities, as consistent with State policy. Students with disabilities should also receive these testing accommodations on Checkpoint C World Language Assessments, as permitted.

* Students in schools with an alternate pathway for graduation approved by the Commissioner will be held to those schools' criteria.

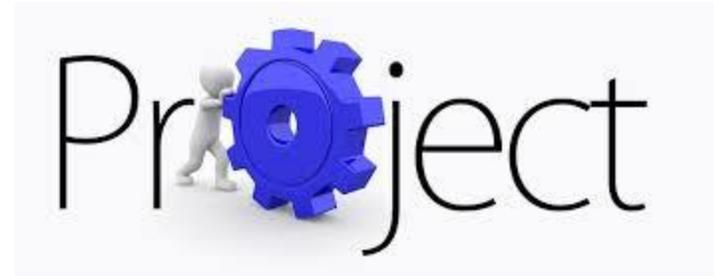
**For information on exemptions for these examinations, see questions 72-73, 91-92.



Student Application

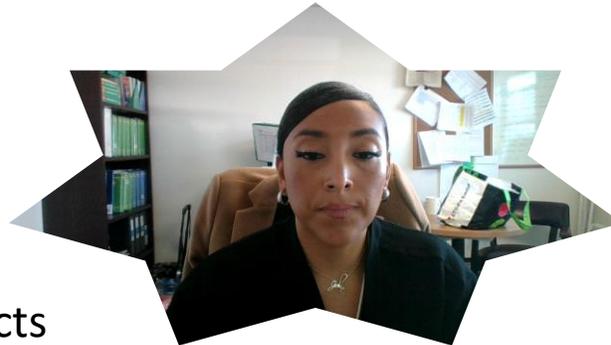


[Parents letters about NYSSB - Google Drive](#)



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

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



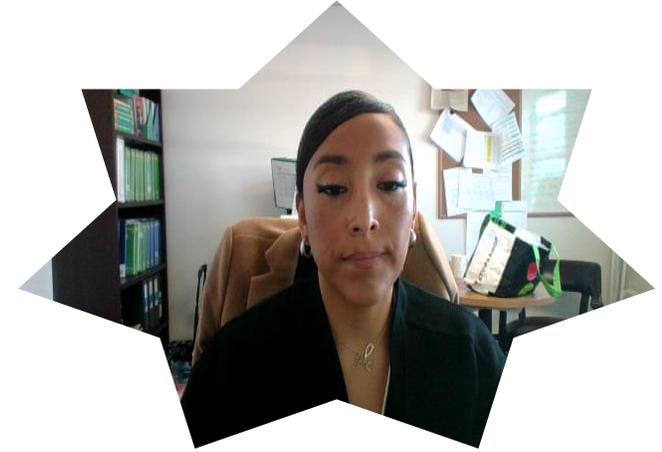
New York State Seal of Biliteracy
Sample Rubric (aligned to ACTFL Intermediate High Level of Proficiency)

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: | | | | | | |

[Rubric](#)

Action Items



Review

Review the Seal of Biliteracy Handbook

Plan

Plan on how you will begin to promote the Seal of Biliteracy

Identify

Identify which students may be eligible to earn their Seal of Biliteracy



Questions?

Further questions can be emailed to:

mpineda@hempsteadschools.org

Office: (516) 434-4154

bbenedith@hempsteadschools.org

Office: (516) 434-4204

