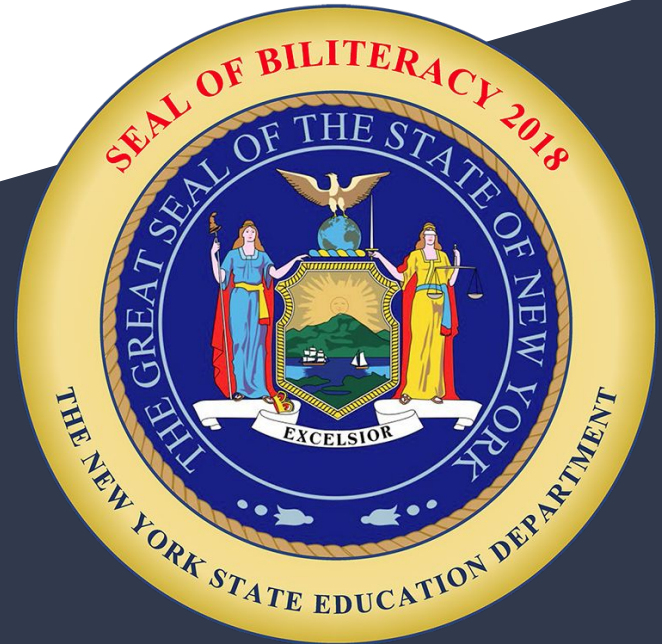


The New York State Seal of Biliteracy



**The Seal of Biliteracy
is a designation
earned, on a Regents
Diploma, to students
who demonstrate
proficiency and literacy
in two or more
languages.**




What is it?



The Process

- Must earn “points” in a home language AND a target language between 11th and 12th grades
- Have to earn 3 points in each language
- Can earn points by:
 - Passing Regents level courses and examinations with a certain score
 - Passing Checkpoint C language courses (college level or AP) with a certain score
 - Passing Checkpoint C language assessments with a certain score
 - Completing and presenting projects in each language
- ELLs and Former ELLs may earn points by:
 - Providing transcripts from another country
 - Earning certain scores on the NYSESLAT or TOEFL exams

1. Criteria for Demonstrating Proficiency in <u>English</u>	Point Value	2. Criteria for Demonstrating Proficiency in a <u>World Language</u>	Point Value
<p>1a. Score 75 or higher on the NYS Comprehensive English Regents Examination or score 80, or higher on the NYS Regents Examination in English Language Arts (Common Core)* or English Language Learners (ELLs) score 75 or above on two Regents exams other than English, without translation.</p>	1	<p>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 <u>and</u> final examination consistent with Checkpoint C standards.</p>	1
<p>1b. ELLs score at the Commanding level on two modalities on the New York State English as a Second Language Achievement Test (NYSESLAT).</p>	1	<p>2b. 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 an equivalent grade average of B or higher.</p>	1
<p>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.</p>	1	<p>2c. For students enrolled in a bilingual education program, complete all required Home Language Arts (HLA) coursework and the 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.</p>	1
<p>1d. Achieve the following scores on the examinations listed below: -3 or higher on an Advanced Placement (AP) English Language or English Literature examination, or -80 or higher on the Test of English as a Foreign Language (TOEFL).</p>	1	<p>2d. 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 page.)</p>	1
<p>1e. 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.</p>	2	<p>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 proficiency in the target language.</p>	2

-  = required
-  = potential
-  = potential for ELLs

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The Projects

Home language

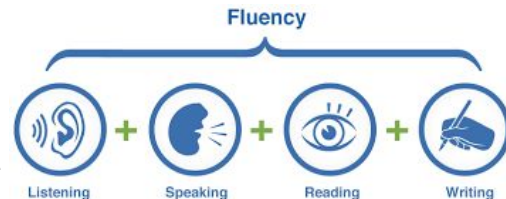
Students compile 8 pages of literary or research based writing samples that are scored by an English 12 teacher. This can be a research paper written in 11th or 12th grade OR a compilation of shorter papers written in 11th or 12th grade that connect a text to a socio-cultural topic.

Also have the option of writing an original, 8 page literary analysis that shows a relevant connection between the plot/theme of a text and a current socio-cultural issue.

Target Language

Students build a portfolio of four projects based around one central socio-cultural topic. Two of the projects are based in Listening and Speaking skills. The other two are based in Reading and Writing. All four of the portfolio projects have to feature a cultural perspective tied to the target language.

Also have the option of writing an original, 8 page literary analysis that shows a relevant connection between the plot/theme of a text and a current socio-cultural issue.



Mentors and Reflection

TBD

Mentors

Once committed, students are paired with faculty mentors.

Meet with mentors on an as-needed basis to:

- Brainstorm topics and project ideas
- Plan a project timeline
- Find useful resources
- Reflect on progress and goals
- Get feedback on presentation skills

Reflection

Students are required to keep a journal to help guide their meetings with mentors. Use the journal to record questions, ideas, sources, struggles and triumphs throughout the process.

- Minimum of 10 entries

At the end you will submit a one page reflection of the process and how you feel having completed it.



The Presentation

- Students present to panels of 3-4 people, at least one of which scores the target language.
- They have 20 minutes to present and answer questions from panelists.
- The doors to each room are open during transition periods, so students are able to watch each other present for moral support or if interested in a particular topic.
- They will be scored based on presentational and interpersonal modes.



So, Why Do It?

Earning the Seal of Biliteracy:

- **Identifies high school graduates with language and biliteracy skills for employers**
- **Provides universities with additional information about applicants...**
 - ... college
 - ... internship
 - ... study abroad
- **Prepares students with 21st Century skills**
 - Research
 - Presentation
 - Interpersonal
 - Time management
- **Helps realize and assert the value of world and native language instruction in schools**
- **Affirms the value of diversity in a multilingual, globalized society**
- **Encourages appreciation and pride in understanding multiple cultural perspectives**

"I am profoundly grateful for this opportunity, and I send my best regards to the future seal candidates of 2021. Just don't give up!"

"Looking back to when I first started the Seal of Biliteracy, I can say that I am very proud and pleased that I chose to obtain the Seal of Biliteracy. At first I was very hesitant to go for the Seal of Biliteracy due to the workload and difficulty. However, as I continued through the process I soon realized that it was not as difficult as I thought it was. I am very grateful to have had this opportunity."

"The Seal really was a culmination of everything I have learned the past six years, and then some."

"I had so much fun tying all of my hard work together over the past 6 years and communicating/presenting to those who remained loyal in helping me get there. This project is something that I will truly keep close to my heart and my advice to future seal of biliteracy students is to simply just go for it! You will truly surprise yourself with your capabilities and it will feel so amazing when you're all done!"

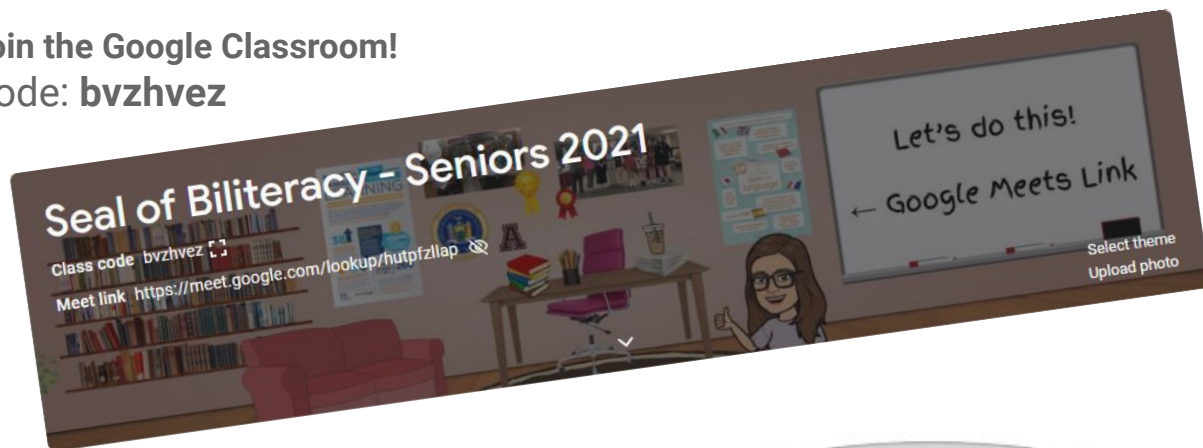
Questions



SO, If you are interested....

Join the Google Classroom!

Code: **bvzhvez**



Email Me!
jannafiermonte@aecsd.education

Join the Remind! →

