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

Module 1: Getting Started

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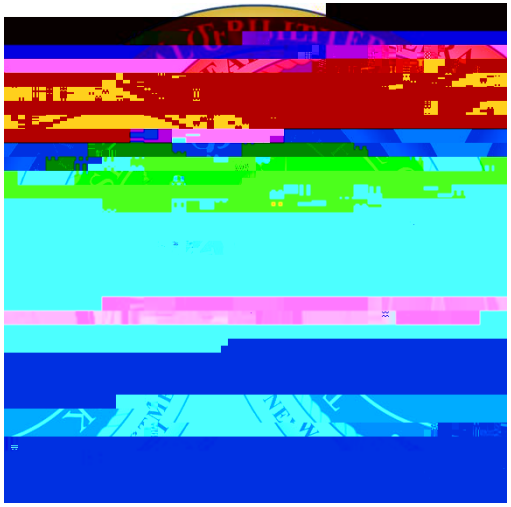
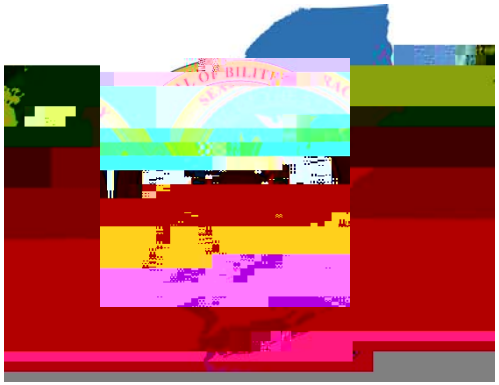
THE NYSSB

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.



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

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.

ORIGINS OF THE NYSSB

2012

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

2014

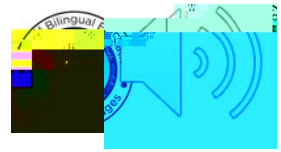
The NYS Board of Regents approved the implementation of an NYSSB pilot program.

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.



2019-20 NYSSB STATISTICS

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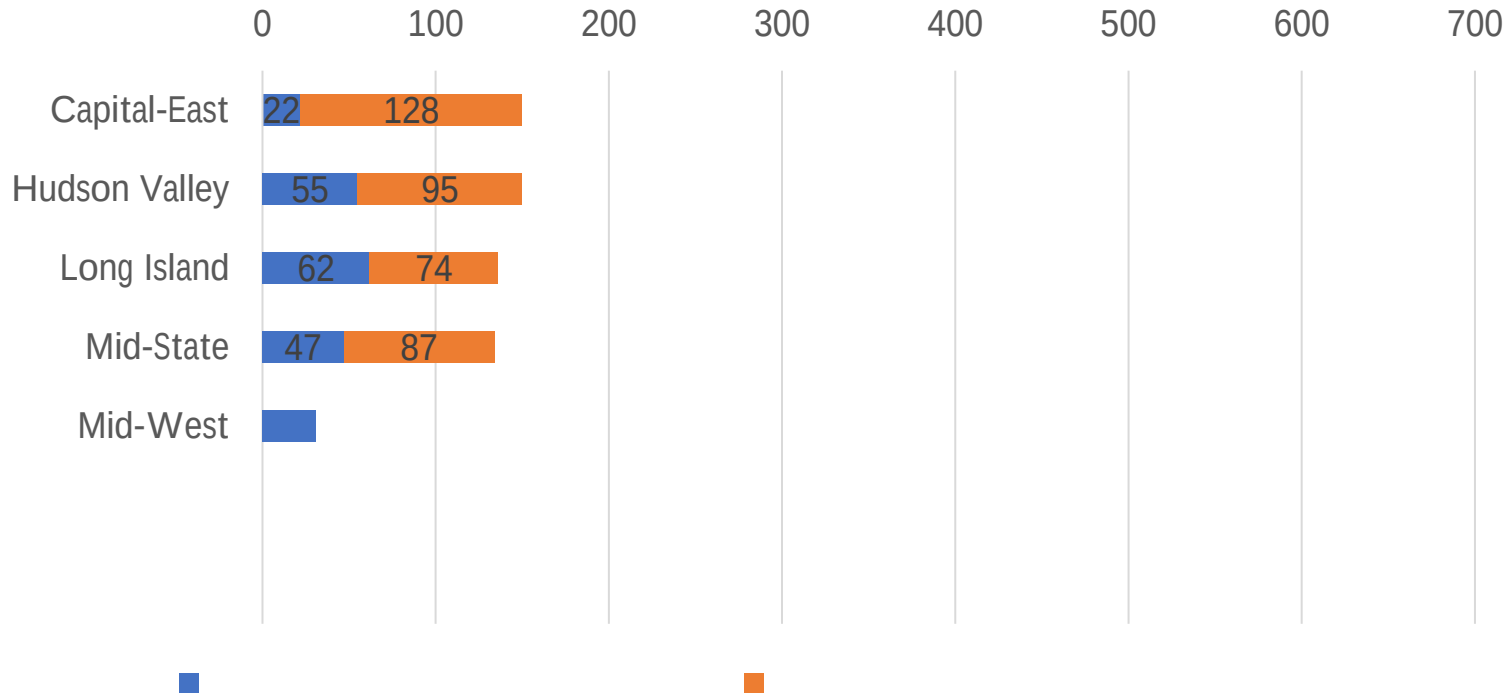
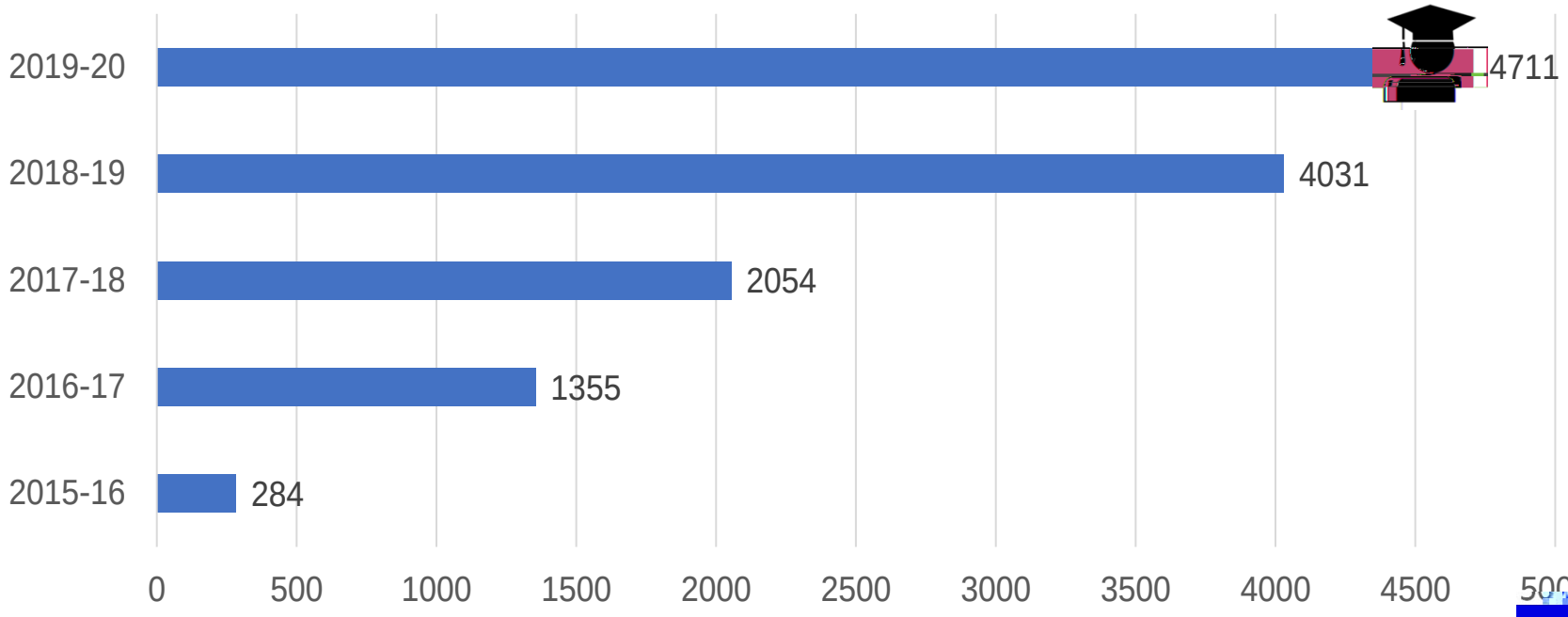


2019-20 NYSSB STATISTICS

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

2019-20 NYSSB STATISTICS

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



2019-20 NYSSB STATISTICS

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

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
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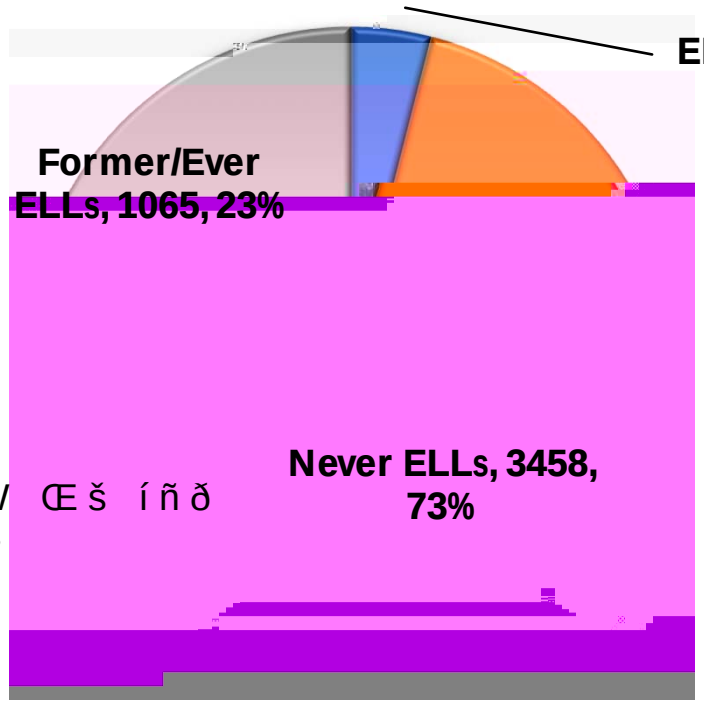
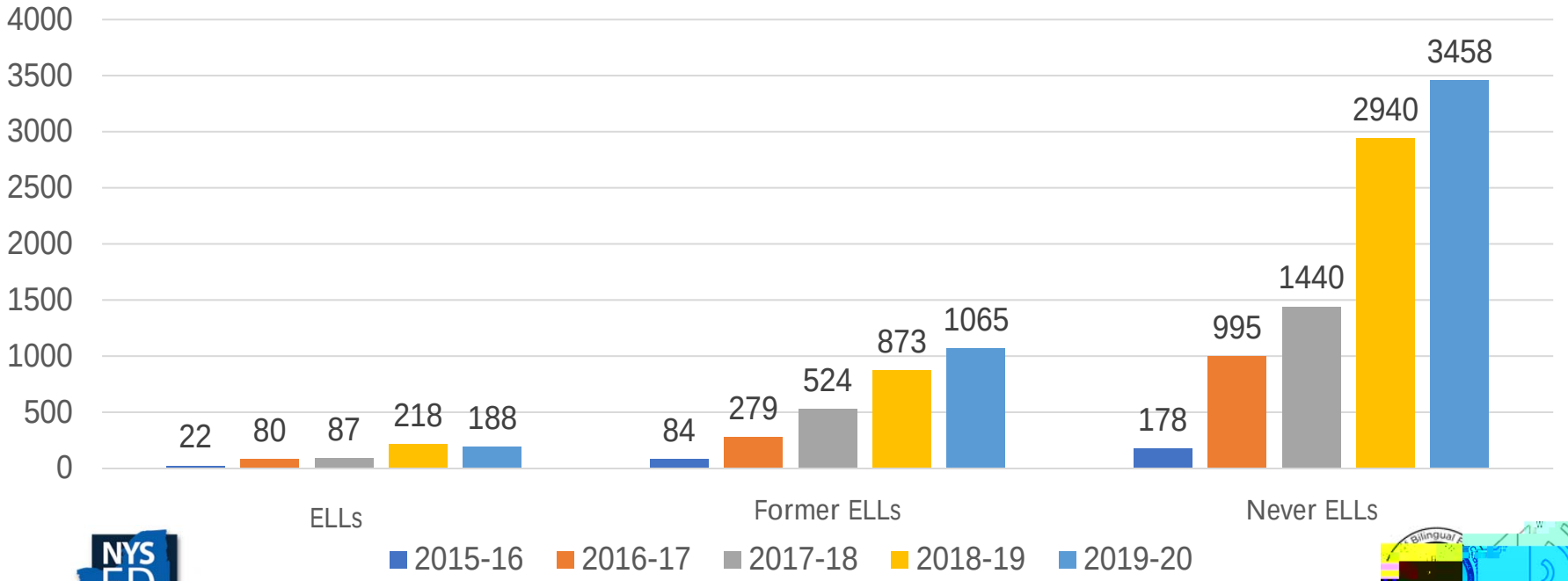


ELL (English Language Learner) is used to refer to those students identified as having language acquisition needs pursuant to Part 154 of the Commissioner's regulations.

2019-20 NYSSB STATISTICS

Growth in the Number of Students Earning the NYSSB by ELL Status (2015-2020)

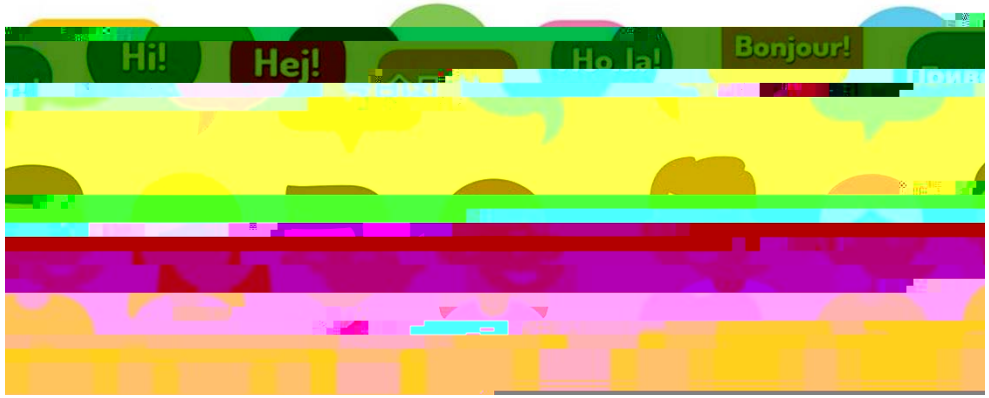


2019-20 NYSSB STATISTICS

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.



TIMELINE OVERVIEW

General guidelines for implementation

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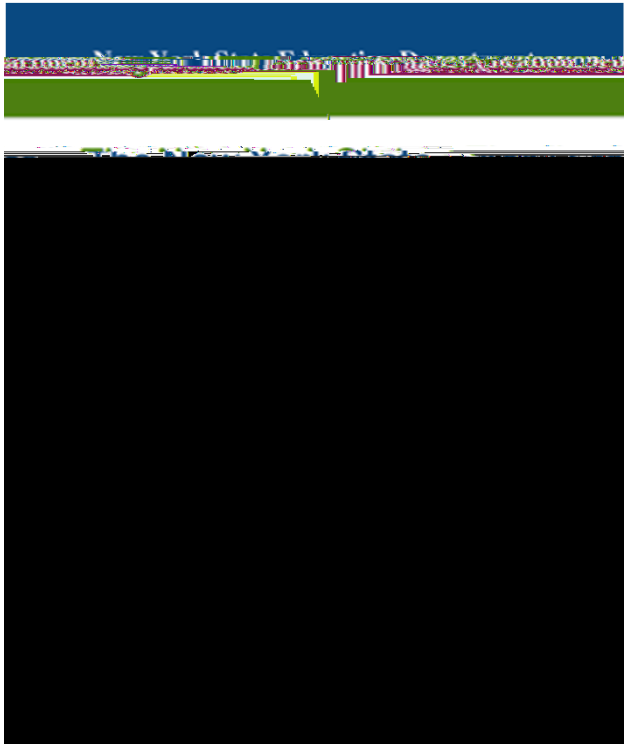
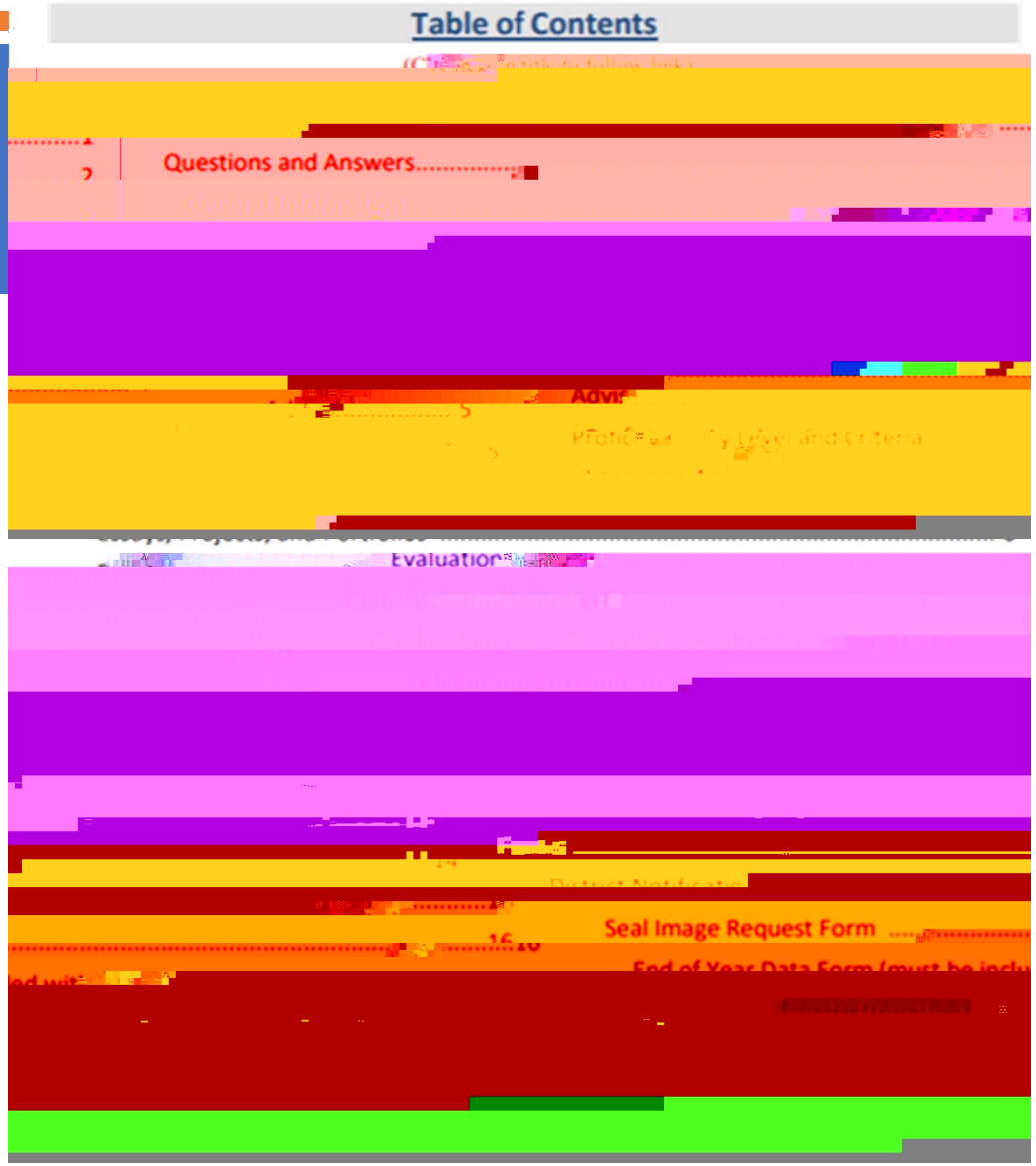
TIMELINE

Module 1 – Planning Stage

HANDBOOK





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

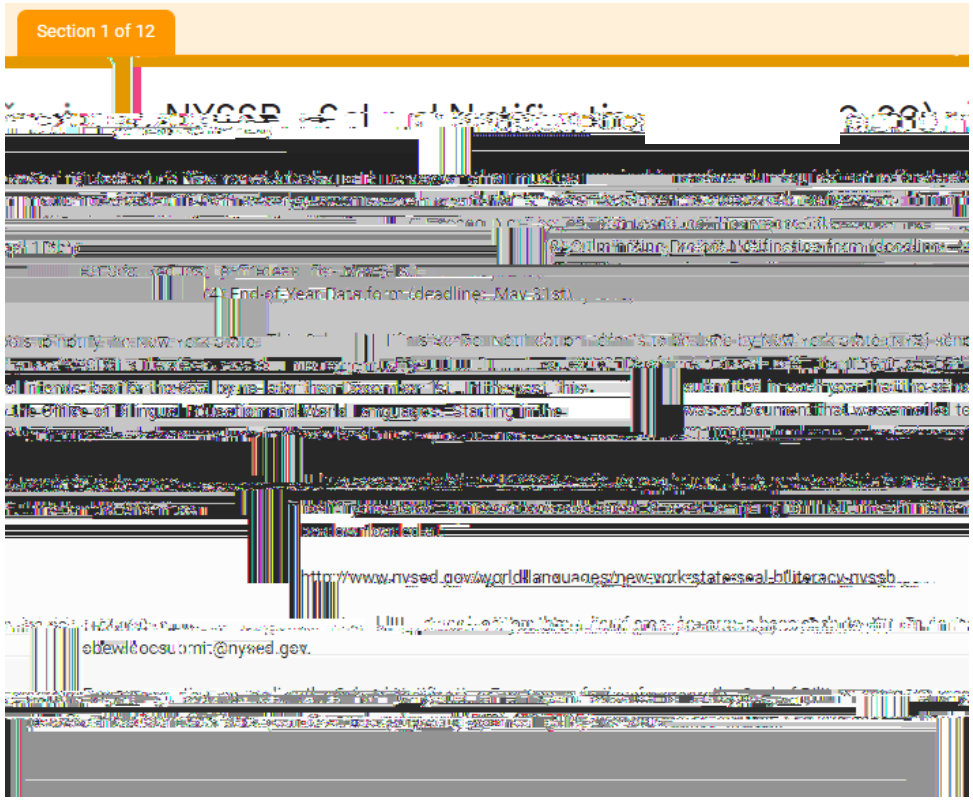
REQUIRED NYSSB FORMS

SCHOOL NOTIFICATION FORM

The School Notification Form is an online form in which the school communicates its intention to offer the NYSSB in the current school year and provides a variety of data on the eligible students who might pursue it.

This form must be submitted by **December 1st** of **each school year** in which the school wishes to offer the NYSSB.

Because a significant amount of data is needed for this online form, a template is provided for NYSSB Coordinators to print out in order to gather the data prior to entering it on the online form.

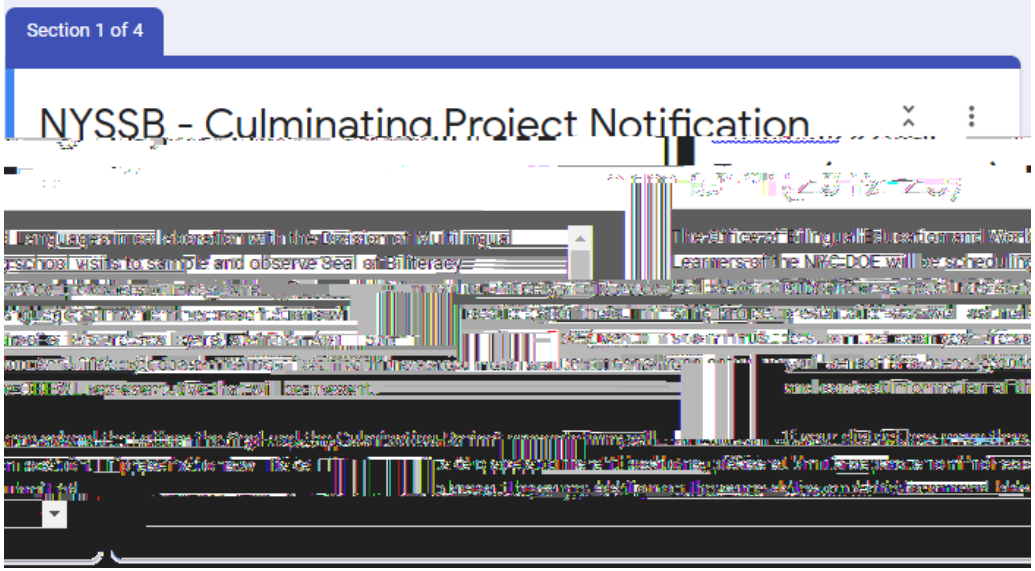


CULMINATING PROJECT FORM

The Culminating Project Form is an online form in which the school indicates when, where, and in which languages the student presentations for the NYSSB will take place.

This form must be submitted by **April 15th** of **each school year** in which the school wishes to offer the NYSSB.

OBEWL will select a few schools from each region each year and will attend some of the student presentations to provide support and feedback on this process. Only schools who have offered the NYSSB for at least two years will be selected.

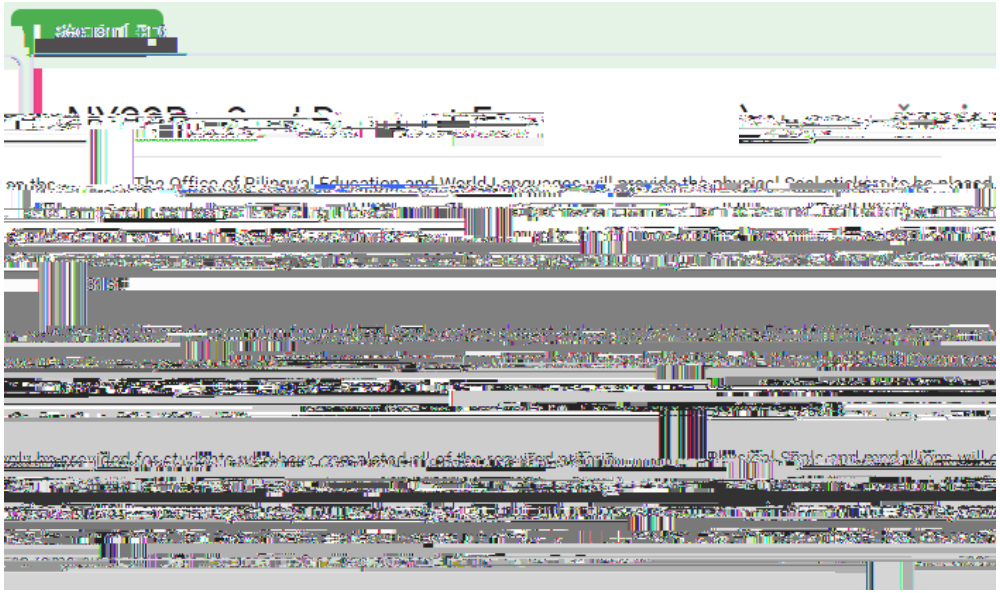


Schools who are selected for such a visit will be notified no later than April 30th.

SEAL REQUEST FORM

The Seal Request Form is an online form in which the school provides the number of Seal stickers and medallions requested, the school address to which they should be sent, and the date by which they are needed.

This form is recommended to be submitted by **May 31st** of **each school year** in which the school wishes to offer the NYSSB; however, the deadline is flexible.



It is important for schools to work backwards from the date they will give out the Seals and medallions to students and to allow at least one week's processing time from the date of request.

END-OF-YEAR DATA FORM

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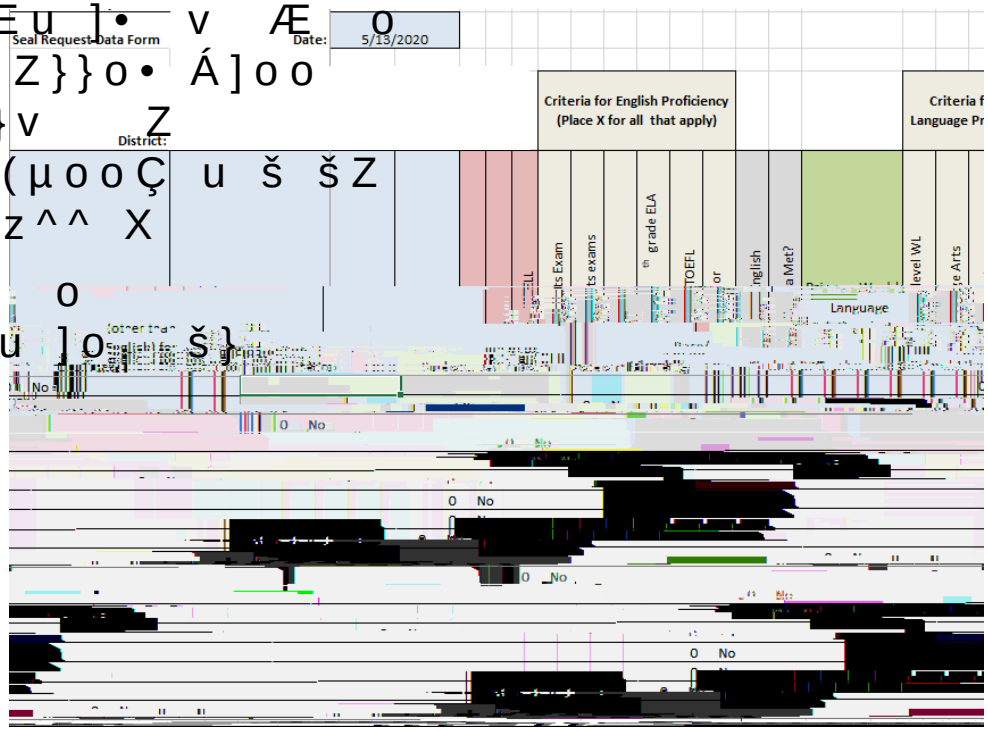
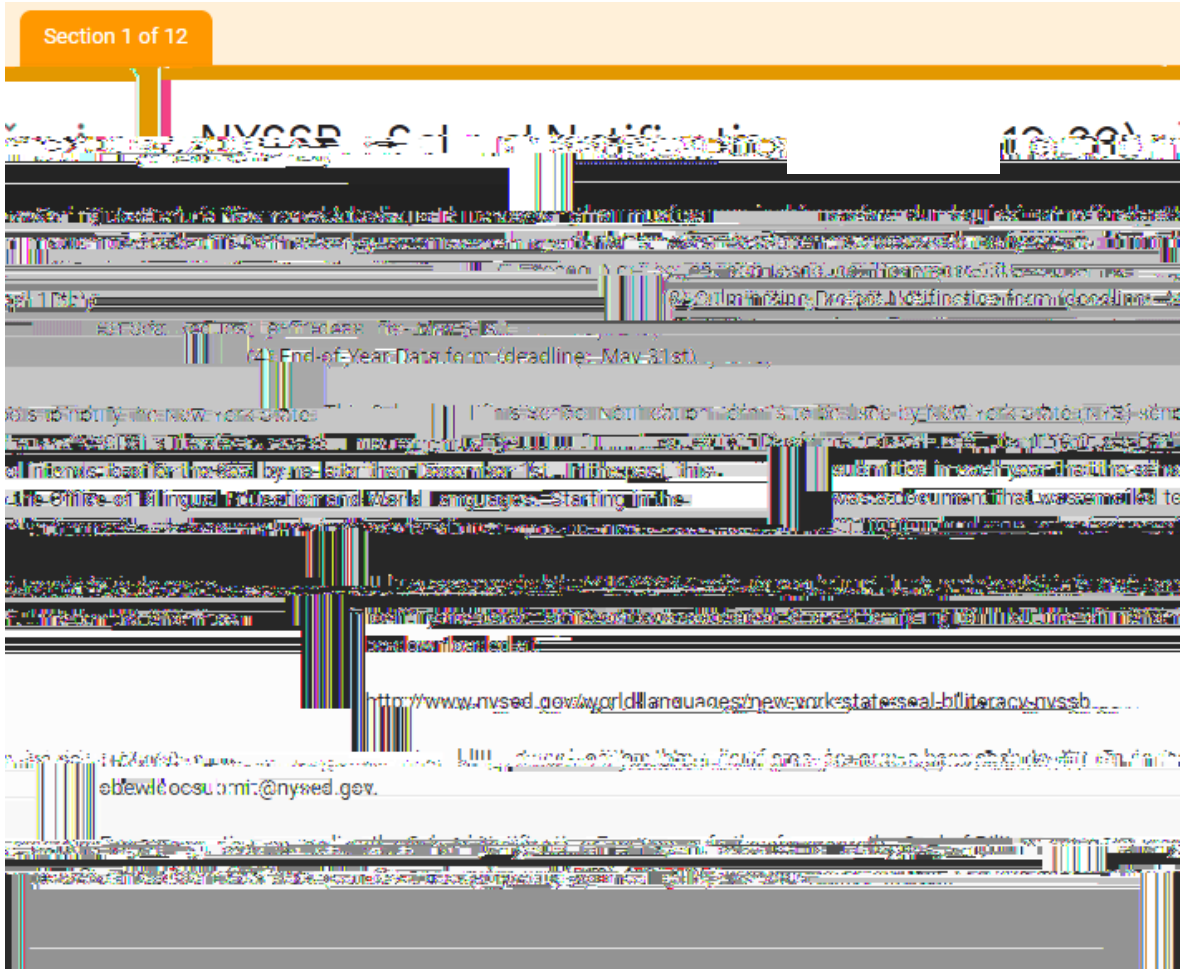


SCHOOL NOTIFICATION FORM



NYSSB SUBGROUPS

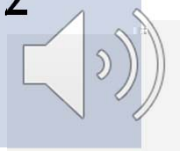
There are several possible student subgroups that the Seal of Biliteracy committee should identify from the graduating senior class:

Criteria for Demonstrating Proficiency in English	Point Value
1A. 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
1B. ELLs earn an overall score of 290 or above on the NYS English as a Second Language Achievement Test.	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
1D. 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
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 at least Intermediate	2

CRITERION 1E

Present a culminating project, scholarly essay or

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



CRITERION 2E

Present a culminating project, scholarly essay or portfolio in a World Language that meets the criteria for speaking, listening, reading, and writing

Reflection: Is there currently a project embedded in the Checkpoint C World Language course at your school that could count as the NYSSB Culminating Project in a World Language?

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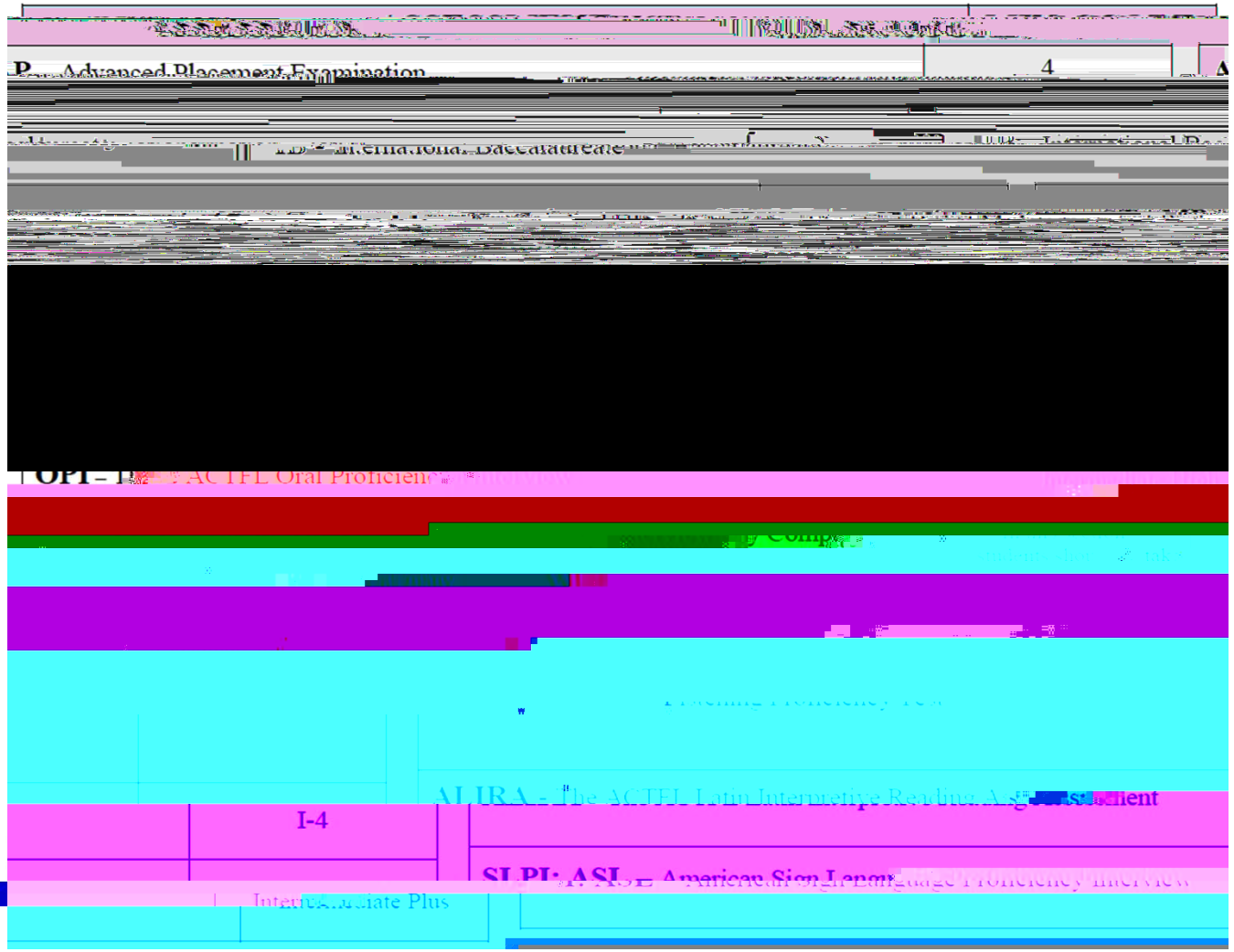
CHECKPOINT C ASSESSMENTS



SEAL OF BILITERACY COMMITTEE

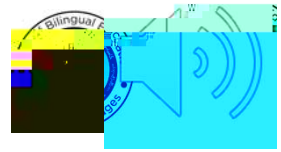
The Seal of Biliteracy Committee (SBC) shall include, but is not limited to, the following personnel:

- a World Language Teacher,
- an English Language Arts (ELA) Teacher,
-

SEAL OF BILITERACY COMMITTEE

The role of the SBC is to:

- create a plan that includes, but is not limited to, details concerning committee recruitment and composition, communications, student advisement, evaluation, and presentation of awards;
- create a timeline for all activities pertaining to the NYSSB program including, but not limited to, communications, a student advisement schedule, and dates for important benchmarks throughout the program year;
- develop a student application process, including an application form to be completed by interested students and returned to the SBC;
- provide for the assignment of an advisor to each student accepted into the program to review program requirements and meet regularly with the student to review the student's progress; and
- review and evaluate all coursework, assessments, and other work completed by each student to ensure criteria for the NYSSB are met.



CLOSURE – TASK 1

Give an overview of the NYSSB to a prospective student, parent, teacher, administrator, or community member.

CLOSURE – TASK 2

Provide a reason why schools should consider creating an NYSSB program for their students.

CLOSURE – TASK 3

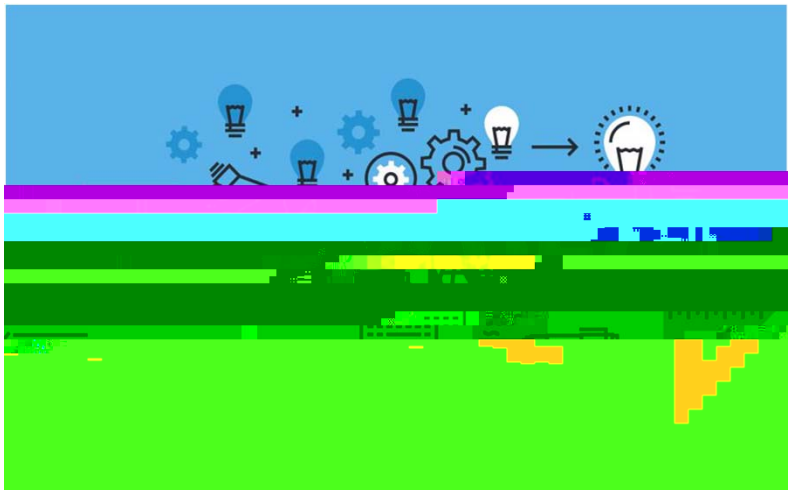
List some of the criteria that a student could meet to earn the NYSSB.

CLOSURE – TASK 4

Explain some of the elements of the basic timeline for schools to develop an NYSSB program (e.g., stages or deadlines).

CLOSURE – TASK 5

Give an example of a potential culminating project for English or a World Language, based on criteria 1E or 2E.



FOR MORE INFORMATION

Please contact Candace Black at candace.black@nysed.gov or via phone at (518) 473-7505 with

ACKNOWLEDGEMENTS

NYSSB TASK FORCE

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Chastity Beato, Newburgh CSD

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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

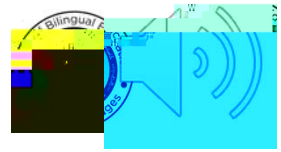
Lyda Ragonese, Syracuse CSD

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