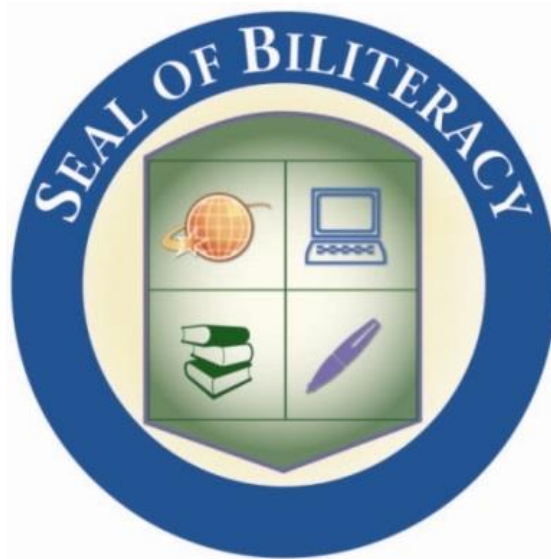


Seal of Biliteracy

Student Application and Handbook
Updated November 2020



Description of the 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 listening, speaking, reading, and writing in one or more languages, in addition to English. It takes the form of a special seal that bestows an honor to the student. The seal is affixed on the student's diploma and there is a notation of the award on the official transcript.

On July 31, 2012, the NYS Seal of Biliteracy was passed by the Legislature and signed into law by Governor Cuomo. A pilot program followed in January 2014. In January 2016, the NYSED Office of Bilingual Education and World Languages presented its recommendations to the Board of Regents for students to earn the NYSSB. In April of 2016, the Board of Regents adopted the program, effective May 2016. The NYS Department of Education distributed a handbook and a professional development plan to help districts develop their own Seal of Biliteracy programs. In CSDA, the process began in June 2016.

The Intent of the New York State Seal of Biliteracy 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
- ❖ recognize the value of world and home language instruction in schools

These goals are consistent with ensuring that all New York State students graduate college and career ready.

The Purpose of this Handbook

The purpose of this Student Handbook is to guide students through the application process and support their work while earning the Seal of Biliteracy. More information about the Seal of Biliteracy and the district's implementation plan can be found in the City School District of Albany's Seal of Biliteracy Overview and Plan.



How to Earn the Seal of Biliteracy

All students wishing to earn the Seal of Biliteracy must earn a NYS Regents diploma and **demonstrate proficiency in both English and a World Language** by earning points in various ways described below (please see NYS Scoring Rubric on p. 24 for more information about the point system). In almost all cases, **students will complete a Culminating Project** in either English or a World Language.

Criteria for Demonstrating Proficiency in English

- NYS English Regents – minimum 80%
- For ELLs – score above 75% on two Regents, without translation
- For ELLs – score 290 above in grades 9-12 on NYSESLAT
- English 11 & 12 – class average of 85% or above
- AP Language or Literature – 3 or higher
- Culminating Project in English

Criteria for Demonstrating Proficiency in a World Language

- Checkpoint C level World Language Course – class average of 85% or above
- Checkpoint C World Language Assessment – minimum score varies (see p. 25)
- Culminating Project in the Target Language
- Three years of foreign language study in a foreign country grade 8 & beyond

Student's Timeline

Important Benchmarks & Student Advisement Schedule

1. Student submits application on or before March 17 of the junior year.
2. Advisor is identified within 30 days of application submission.
3. Student creates plan with advisor's support before the end of junior year.
4. Student meets with the advisor quarterly to monitor progress.
5. Student submits all components (culminating project, project learning log, and written reflection are the typical products required), on or before April 15 of senior year for review (see application).
6. Student presents culminating project to a panel by May 15 of student's senior year.
7. Students are recognized during Senior Awards Night in early June and at graduation if all scores are in.
8. Once test scores are received, successful candidates will be notified by mail and the seal is affixed to the diploma.
9. Data is submitted to SED in August.

Student Advisement

Student candidates should choose a project advisor, preferably a faculty member from the same school within 30 days of submitting their application. The advisor will go over the requirements for the Seal of Biliteracy and meet once per quarter with the student to review progress. The student is required to keep a log throughout the year that details activities relating to work being done for the NYSSB. Although it is advised, it is not necessary for the advisor to know the language spoken by the student.

Culminating Project Presentation & Interview

In almost all cases, students will complete a culminating project and must present their work to an interview committee, made up of a minimum of three of the Seal of Biliteracy Committee members and the student's advisor. At least two members of the evaluation panel will speak the target LOTE (Language Other Than English). The role of the interview panel is to measure the student's knowledge and presentation of the project topic and to evaluate the proficiency of the target language. Although the student needs to demonstrate knowledge of the project, the main emphasis is on proving Intermediate-Mid proficiency in the target language. During the interview, students may be asked questions regarding the presented topic, the students' process, personal feelings about the topic and other questions the panel feels necessary to measure the students' knowledge of the topic and the student's proficiency level in the target language.

Albany High School NYSSB Application Form

Applications must be submitted to Guidance by March 17th for approval. Guidance please return this completed form to the *World Language Supervisor* when complete!

Statement of Intent:

I, _____ (*name of student*), do hereby state that I intend to participate in the NYSSB Program and pursue the New York State Seal of Biliteracy (NYSSB). I have carefully read all the materials available and understand the requirements that I must fulfill to be awarded the Seal of Biliteracy.

Student name _____
(Please print)

Student Signature _____

Parent/Guardian _____
(Please print)

Parent Signature _____

Complete the following demographic information

Student ID _____ **Guidance Counselor Name** _____

Home Address _____

Student Email (one you actually use and check often!) _____

Advisor Name _____ **Advisor Email** _____

Advisor Signature _____

World Language Achievement

Please have your 4th or 5th year world language teacher sign and verify the highest level of language you took at Albany High School and your GPA in the language class.

What was the most advanced language course you took at Albany High School? _____

What was your overall GPA in World Language? _____

World Language teacher _____
(Please print)

World language teacher signature _____

OR

If you did not take world language at AHS but certified your language competency by receiving a 3 or higher on the Advanced Placement Exam or by passing the SAT II with a 600 or higher, or completed a district approved alternative assessment of your language proficiency, please attach documentation to this form.

Culminating Project Information

Please review Appendix A and fill out the Culminating Project Planning Form on pages 7-9. Keep in mind your project must include all four modalities (Listening, Speaking, Reading, and Writing)!

Guidance Department verification

Submit this form to the Guidance Department to have your English competency and course completion status verified. Guidance will send the completed application to the World Language Chair.

Guidance please verify with dates and scores which of the following criteria the candidate successfully completed up to this date.

Criteria for Demonstrating Proficiency in English	Point Value
Score of 80, or higher on the NYS Regents Examination in English Language Arts (Common Core) Date Taken: _____ Score Received: _____	1
English Language Learners (ELLs) score 75 or above on two Regents exams other than English, without translation Regents Subject 1 Exam taken: _____ Score Received: _____ Regents Subject 2 Exam taken: _____ Score Received: _____	1
ELLs achieve an overall scale score of 290 or higher on the grades 9-12 New York State English as a Second Language Achievement Test (NYSESLAT). Overall Score: _____ Date Taken: _____	1
Complete 11 th and 12 th grade ELA course with an average of 85 or higher English 11 Average: _____ English 12 Average: _____	1
Achieve the following scores on the examinations listed below: 3 or higher on an Advanced Placement (AP) English Language or English Literature examination Exam Taken: _____ Score Received: _____	1
Verified by Guidance Department	
Guidance Counselor Signature _____ Date _____	

Culminating Project Plan

Submit this form by June 5th of your Junior year.

Student Name: _____

Project Type: _____

Project Title: _____

Date Submitted: _____

X _____ Date _____

Student Signature – I attest this is my original work. I understand that I am required to follow the advice and guidance of my sponsors and the NYSSB will only be granted if I fulfill all the requirements as stated in the task requirements.

X _____ Date _____

Advisor Signature – I have read and approve this project plan and will meet with the student at least once per quarter.

X _____ Date _____

Parent/Guardian Signature – I understand what my child plans to do for their project.

1. Project Rationale

2. Description of the Project

3. Your culminating project will be a key component to evaluating your proficiency in the four modalities: speaking, listening, reading, and writing. Please briefly explain how your work will demonstrate your proficiency in each modality.

Speaking (interpersonal)

Listening (interpretive)

Reading (interpretive)

Writing (presentational)

4. Resources and Plans for Research

5. Research Questions

6. Project Timeline

Student should log hours in the “Project Learning Log Sheet” as they are completed. You must log a minimum of **80** hours in the log.

Projected Month	Projected Hours	Description
July (EXAMPLE)	5 hours (EXAMPLE)	Interview local native speakers and record their answers. (EXAMPLE)

CSDA NYSSB Presentation and Reflection Rubric

Rubric descriptors A, B, C, D, and E should be used to evaluate the overall presentation made by the NYSSB candidate.

Presentation Component	<i>Exceeds Expectations</i>	<i>Meets Expectations</i>	<i>Developing</i>
A. Content			
1. <i>Objective</i>	1. Includes clear objective that explains significance of project.	1. Includes objective; could further develop significance of project.	1. Lacks clear objective or objective as stated does not clarify significance of topic.
2. <i>Theme/Central Idea</i>	2. Clearly communicates a unifying theme and consistently uses it to relay the important knowledge and skills gained by completing the project.	2. Communicates a theme and generally uses it to relay the knowledge and skills gained by completing the project.	2. An attempt is made to communicate a theme, but it is not clear how it relates to the project, or a theme or big idea is absent.
3. <i>Depth of Inquiry</i>	3. Demonstrates a deep understanding of topic.	3. Demonstrates a general understanding of topic.	3. Shows superficial understanding of topic
B. Response to Questions			
1. <i>Knowledgeable</i>	1. Answers demonstrate insight and add new information for clarification.	1. Answers are thoughtful and adequate responses to the question.	1. Avoids or does not address question.
2. <i>Responsive</i>	2. Makes strong connection between question and response with clear evidence and/or examples.	2. Makes connection between question and response with examples though may not address all aspects of the question.	2. Demonstrates little or no understanding of question.
C. Delivery Preparation			
1. <i>Materials/ Technology (i.e. visual or audio aids)</i>	1. Selects materials/ technology that enhance presentation	1. Selects appropriate materials/ technology	1. Selects inappropriate, ineffective, and/or distracting materials/ technology that detract from presentation or no materials used
2. <i>Organization</i>	2. Organizes ideas in a logical, cohesive manner	2. Organizes ideas with some lapses in organization or relevance	2. Difficult to follow flow of ideas
3. <i>Transition</i>	3. Uses seamless transitions	3. Most transitions are effective.	3. Lacks transitions or uses transitions sporadically
4. <i>Notes</i>	4. Refers to notes only when appropriate	4. Refers to notes occasionally but it does not distract from the presentation	4. Overly relies on notes
5. <i>Attire</i>	5. Attire enhances presentation	5. Attire appropriate; does not distract from presentation	5. Attire distracts from presentation
D. Voice			
1. <i>Inflection</i>	1. Speaks with an expressive, confident, fluent voice	1. Uses clear, fluent voice with some effective expression	1. Mumbles, trails off, voice lacks confidence
2. <i>Volume</i>	2. Always speaks audibly	2. Speaks audibly	2. Speaks inaudibly much or all of the time
3. <i>Tone</i>	3. Varies pace to enhance the presentation	3. Pace is appropriate to the presentation	3. Speaks too quickly or too slowly
4. <i>Pace</i>	4. Consistently varies tone and/or volume for effect and to engage audience	4. Occasionally varies tone and/or volume for effect and interest	4. Rarely varies tone and/or volume, or tone and/or volume interferes with communication
E. Presence			
1. <i>Eye Contact</i>	1. Uses eye contact throughout presentation to engage entire audience	1. Generally maintains eye contact with most of the audience	1. Focuses on one individual or never or almost never makes eye contact
2. <i>Gestures</i>	2. Intentionally uses gestures for Emphasis	2. Uses natural movement and gestures	2. Movements and gestures distract audience
3. <i>Poise, Body Language, Posture</i>	3. Presence shows poise throughout	3. Shows poise though may appear uneasy at times	3. Swaying, leaning, slouching or freezing most of the time

Rubric descriptors F, G, and H is used to evaluate the NYSSB candidate on the ACTFL Performance Indicators for Presentational proficiency. Seal Recipients should perform at an Intermediate-Mid level. Below is the ACTFL’s description of the Intermediate-Mid indicator:

INTERMEDIATE MID (ACTFL Performance Indicator)

Speakers at the Intermediate Mid sublevel are able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture. These include personal information related to self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel, and lodging.

Intermediate Mid speakers tend to function reactively, for example, by responding to direct questions or requests for information. However, they are capable of asking a variety of questions when necessary to obtain simple information to satisfy basic needs, such as directions, prices, and services. When called on to perform functions or handle topics at the Advanced level, they provide some information but have difficulty linking ideas, manipulating time and aspect, and using communicative strategies, such as circumlocution.

Intermediate Mid speakers are able to express personal meaning by creating with the language, in part by combining and recombining known elements and conversational input to produce responses typically consisting of sentences and strings of sentences. Their speech may contain pauses, reformulations, and self-corrections as they search for adequate vocabulary and appropriate language forms to express themselves. In spite of the limitations in their vocabulary and/or pronunciation and/or grammar and/or syntax, Intermediate Mid speakers are generally understood by sympathetic interlocutors accustomed to dealing with non-natives.

Overall, Intermediate Mid speakers are at ease when performing Intermediate-level tasks and do so with significant quantity and quality of Intermediate-level language.

Presentational Component	Advanced Low <i>(Exceeds Expectations)</i>	Intermediate-Mid <i>(Meets Expectations)</i>	Novice High <i>(Developing)</i>
F. Comprehensibility	<p>Is easily understood by a native speaker</p> <ul style="list-style-type: none"> • Uses vocabulary from some concrete academic, social and professional topics of interest. • Shows consistent control of major time frames and frequently-used structures, in familiar and some unfamiliar contexts. 	<p>Is generally understood by a native speaker</p> <ul style="list-style-type: none"> • Uses vocabulary from a range of familiar themes and some researched concrete topics. • Shows control of practiced structures and present time frame. • Shows some control of past and future time frames. • (Speaking) Uses comprehensible pronunciation and native sounds. • (Speaking) Speaks at a consistent rate, with few hesitations. 	<p>Is understood by a sympathetic speaker</p> <ul style="list-style-type: none"> • Uses a range of practiced vocabulary from familiar and everyday topics or topics of interest. • Shows control of practiced structures and word order, spelling and mechanics, with minor errors. • (Speaking) Uses comprehensible pronunciation, with some native-like sounds. • (Speaking) Speaks slowly but at a consistent rate, with occasional hesitations.
G. Quality of Communication	<ul style="list-style-type: none"> • Meets the communication goal by developing a topic in detail, supporting a viewpoint using evidence, or narrating an event or experience. • Uses paragraph-style discourse and references authentic resources. • Begins to polish a presentation using self-editing and self-correction. • Maintains audience interest via technology, creativity, writing style, and elaboration on the topic or event. 	<ul style="list-style-type: none"> • Exceeds communication goal. • Extends response with details, descriptions or explanations. References authentic resource(s) as needed. • Begins to develop a topic or narrate an event in short paragraphs. • Maintains high audience interest via technology, visuals, writing style, content, creativity or voice 	<ul style="list-style-type: none"> • Exceeds the communication goal. • Extends the response with a range of simple details. • Recombines learned language to create simple and compound sentences. • Produces speech or writing that is organized or logically sequenced. • Maintains high audience interest via technology, visuals, writing style, content, creativity or emotions
H. Interculturality	<ul style="list-style-type: none"> • Begins to analyze and explain relationships between familiar products (national identity, educational systems), practices (environment, globalized practices) and perspectives (societal or political values) in their own and other cultures. • Incorporates intercultural knowledge into presentations via language, register, content or behavior. 	<ul style="list-style-type: none"> • Describes, explains or makes inferences about the similarities/differences in products (literature, art), practices (social media, education), or perspectives (values, role of family) in their own and other cultures. • Shows intercultural knowledge through register, content, gestures, or behavior 	<ul style="list-style-type: none"> • Identifies and makes simple comparisons between products (monuments, music), practices (pastimes, school life) or perspectives (reasons for celebrations or eating habits) in their own and other cultures. • Shows intercultural knowledge through language, content, gestures or rehearsed behaviors.

Rubric descriptors I, J, K, and L should be used to evaluate the NYSSB candidate on the ACTFL Performance Indicators for Interpersonal proficiency. Seal Recipients should perform at an Intermediate-Mid level.

Interpersonal Component	<i>Advanced Low</i> <i>(Exceeds Expectations)</i>	<i>Intermediate-Mid</i> <i>(Meets Expectations)</i>	<i>Novice High</i> <i>(Developing)</i>
I. Language Control	<p>Is easily understood by a native speaker. Participates in conversations and discussions.</p> <ul style="list-style-type: none"> • Language control is sufficient to interact efficiently and effectively with those unaccustomed to dealing with language learners. • Consistent control of basic high-frequency structures facilitates comprehension and production. • Shows consistent control of major time frames and frequently-used structures in familiar and some unfamiliar contexts. 	<p>Is generally understood by a native speaker. Participates in and advances the conversation.</p> <ul style="list-style-type: none"> • Understands straightforward language that contains mostly familiar structures. • Control of language is sufficient to be understood by those accustomed to dealing with language learners. • Begins to use some complex and connected sentences in short paragraphs. • Paraphrases or begins to circumlocute for clarification. • (Speaking) Uses comprehensible pronunciation and native sounds. • (Speaking) Speaks at a consistent rate, with few hesitations. 	<p>Is understood by a sympathetic speaker. Participates in the conversation.</p> <ul style="list-style-type: none"> • Can usually comprehend highly practiced and basic messages when supported by visual or contextual clues, redundancy or restatement, and when the message contains familiar structures. • Can control memorized language sufficiently to be appropriate to the context and understood by those accustomed to dealing with language learners, however at times with difficulty. • Recombines learned language to create simple and compound sentences.
J. Vocabulary	<p>Comprehends and produces a broad range of vocabulary.</p> <ul style="list-style-type: none"> • Uses vocabulary from some concrete academic, social and professional topics of interest. 	<p>Communicates using high frequency and personalized vocabulary within familiar themes or topics.</p> <ul style="list-style-type: none"> • Uses vocabulary from a range of familiar themes and some concrete researched topics. 	<p>Able to understand and produce a number of high frequency words, highly practiced expressions, and formulaic questions.</p> <ul style="list-style-type: none"> • Uses a range of practiced vocabulary from familiar and everyday topics or topics of interest.
K. Communication Strategies	<p>Uses a range of strategies to maintain communication, able to:</p> <ul style="list-style-type: none"> • Request clarification • Repeat • Restate • Rephrase • Circumlocute 	<p>Uses some of the following strategies to maintain communication, but not all of the time and inconsistently, able to:</p> <ul style="list-style-type: none"> • Ask questions • Ask for clarification • Self-correct or restate when not understood • Circumlocute 	<p>May use some or all of the following strategies to maintain communication, able to:</p> <ul style="list-style-type: none"> • Imitate modeled words • Use facial expressions and gestures • Repeat words • Resort to first language • Ask for repetition • Indicate lack of understanding
L. Cultural Awareness	<p>Understands and uses cultural knowledge to conform linguistically and behaviorally in many social and work-related interactions.</p> <ul style="list-style-type: none"> • Interacts comfortably in familiar and some unfamiliar situations. • Begins to show some awareness of subtle cultural differences and may adjust behavior accordingly in familiar and some unfamiliar situations. 	<p>Recognizes and uses some culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions.</p> <ul style="list-style-type: none"> • Recognizes that differences exist in cultural behaviors and perspectives and can conform in familiar situations. • Converses using appropriate language and behavior and avoids major social blunders. 	<ul style="list-style-type: none"> • May use culturally appropriate gestures and formulaic expressions in highly practiced applications. • May show awareness of the most obvious cultural differences or prohibitions but may often miss cues indicating miscommunication. • Interacts in familiar and everyday situations using memorized language and appropriate rehearsed behaviors.

Rubric descriptors M, N, O, P, and Q should be used to evaluate the NYSSB candidate on their written reflection. Seal Recipients should perform at an Intermediate-Mid level. The written reflection should answer the following question in the Target Language:

What did you discover about yourself as a learner from working on this project? Think critically; provide specific examples, experiences, and details from this project to support your conclusions about problem solving, triumphs and challenges, new skills acquired and how this fits into your future plans. How will being biliterate benefit you in the future? Written reflection should be at least 2 but not more than 3 pages long.

Written Reflection	<i>Advanced Low</i> <i>(Exceeds Expectations)</i>	<i>Intermediate-Mid</i> <i>(Meets Expectations)</i>	<i>Novice High</i> <i>(Developing)</i>
M. Content 1. Topic 2. Focus 3. Completeness	1. Topic clearly expressed. 2. Maintains consistent focus on topic. 3. Response includes ample and specific examples of reflection, newly acquired knowledge, and insight.	1. Topic evident. 2. Maintains focus on topic. 3. Response includes examples of reflection, newly acquired knowledge, and insight, but with limited details.	1. Topic not clear. 2. Fails to maintain focus 3. Fails to include examples of reflection, newly acquired knowledge, and insight, lacks supporting details or provides irrelevant details.
N. Organization 1. Format/Pattern 2. Transitions	1. Integrates answers into unified, elegant organized essay 2. Provides a variety of transitions consistently which clearly serve to connect ideas.	1. Answers reflective question completely in a coherent, organized format 2. Provides adequate transitions which usually connect ideas and/or may be repetitive.	1. Little or no evidence of organizational pattern. 2. Fails to provide transitions or provides weak transitions.
O. Vocabulary	Includes a wide variety of vocabulary that is applicable to the topic(s), although there may be minor inaccuracies.	Includes a variety of vocabulary related to the topic(s) with some inaccuracies.	Includes basic vocabulary; some vocabulary may be inaccurate or unrelated to the topic(s).
P. Fluency	• Written errors do not hinder overall comprehensibility of the final product	• Written errors do not hinder overall comprehensibility of the final product.	• Written errors may hinder overall comprehensibility of the final product.
Q. Grammar	Demonstrates a high degree of language control: • Subject-verb agreement • Appropriate verb tense • Noun-adjective Agreement • Correct word order • Spelling/punctuation	Demonstrates an intermediate degree of language control: • Subject-verb agreement • Verb tense expressed as appropriate • Noun-adjective Agreement • Correct word order • Spelling/punctuation	Demonstrates basic degree of language control: • Subject-verb agreement • Verb tense expressed as appropriate • Noun-adjective agreement • Correct word order • Spelling/Punctuation

The Rubric used by the City School District of Albany was compiled from the following sources:

◆ **The American Council on the Teaching of Foreign Language**

<https://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012/english/speaking#intermediate>

◆ **Mercer Island High School, Mercer Island, WA**

<https://www.mercerislandschools.org/Page/8579>

◆ **The Ohio Department of Education**

<http://education.ohio.gov/Topics/Learning-in-Ohio/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Instructional-Strategies/Scoring-Guidelines-for-World-Languages>

◆ **Warwick Valley Central School District, Warwick, NY**

<https://www.warwickvalleyschools.com/academics/seal-of-biliteracy-handbook/>

NYSSB Presentation and Reflection Score

Each member of the NYSSB Interview Committee should complete a score for the presenting student. All scores should be averaged together for the student's final presentation score. The role of the interview panel is to measure the student's knowledge of the project being presented and to evaluate the proficiency of the target language. Although the student needs to demonstrate content knowledge of the project, the main emphasis is on proving Intermediate-Mid proficiency in the target language.

	<i>Advanced Low</i> <i>(Exceeds Expectations)</i>	<i>Intermediate-Mid</i> <i>(Meets Expectations)</i>	<i>Novice High</i> <i>(Developing)</i>	<i>Total</i>
Indicator	1.5 points	1 point	0 points	
A				<p>The student's score will be the average of all evaluators on the NYSSB interview committee. The student's averaged score will be considered passing if it is 16-points or higher. 16 points or higher will translate to 2 points on the NYS Scoring Rubric for a culminating project (see p. 24)</p>
B				
C				
D				
E				
F				
G				
H				
I				
J				
K				
L				
M				
N				
O				
P				
Q				
Total				Total:

APPENDIX A - Planning For Your Culminating Project

What is a Culminating Project, Essay or Portfolio?

Students can earn up to 2 points toward the Criteria for Demonstrating Proficiency in English or in a World Language on the NYS Scoring Rubric (see p. 24) with a culminating project. The project will assess your ability to communicate ideas in the Target Language in writing by:

- Asserting and defending claims
- Analyzing arguments
- Conveying experiences (real or imagined)

The 2-point project will also demonstrate your college and career readiness by assessing your ability to:

- Take task, purpose, and audience into careful consideration
- Deliberately choose words, structures, and information
- Know how to combine elements of different kinds of writing – for example, embedding narrative elements within an expository structure – to produce complex and nuanced writing
- Use technology strategically when creating, refining, and collaborating on writing.
- Become adept at gathering information, evaluating sources, and citing material accurately
- Report findings and analysis from research in a clear cogent manner.

The final product will be presented during a presentation and interview

Steps to Start Planning

Before planning a 2-point project, you should consider:

- ❖ Your areas of interest
- ❖ Your personal academic strengths
- ❖ What opportunities you have to learn the skills assessed in this project within the classroom
- ❖ Discussing topic ideas with teachers, guidance counselors, librarians, parents, or community members

Culminating Project Plan

After you have decided on a topic, you will use the 2-point project plan template on p. 7-9 to help organize your ideas. The plan will help you to set goals, manage your time, and ensure you meet all the necessary requirements.

Your plan will be reviewed by your advisor and must be approved by your advisor before you begin work on your project. You can find the Culminating Project Plan template on p. 7-9 of the Student Handbook. Submit your project plan by June 5th of your Junior year.

Choosing a topic and focus for your project, essay, or portfolio may be difficult. Here are some suggestions to help you find a topic that interests you:

- Talk with teachers, guidance counselors, librarians, parents, or community members
- Make note of areas of interest when you watch TV or browse the internet
- Read newspapers, journals, current events, or other mediums that offer opposing viewpoints and controversial topics

- Look through your textbooks for project ideas

Completing a big project can be scary. Here are some tips for managing your work on your 2-point project:

- Start early
- Work in chunks
- Plan ahead
- Understand all the requirements
- Ask for help

Culminating Project Plan Explanation

- 1. Project Rationale:** A statement that describes why you chose this topic and what you hope to learn by completing the project.
- 2. Description of the Project:** A concise description of what you are going to do for your project and how you will present your project to the Interview Panel.
- 3. The Four Modalities:** Explain how your project and presentation will include all 4 modalities (speaking, listening, reading, and writing) and 3 communication modes (interpersonal, interpretive, and presentational).
- 4. Resources and Plan for Research:** This section will detail how you will complete your project. Include the following to the best of your ability:
 - a. Topics you need to know more about, important people in the field, available resources, existing solutions, etc.
 - b. How you will acquire information – journals, online resources, interviews, librarians, field research, attending professional conferences/conventions, volunteering, working in the field, etc.
 - c. Classes at Albany High School that may contribute to your success
 - d. Additional courses you may need or want to take outside of Albany High School
 - e. Materials that you will need for your final product.
- 5. Research Questions:** Use this section to write out specific questions you want to research.
- 6. Project Timeline:** In this section you will plan out what parts of your project you will have completed by what times. These should be deadlines you set for yourself to successfully complete the project on time. You should also document the dates of your quarterly meetings with your advisor here.

Possible Fields of Interest

- ❖ **Arts** – drawing, painting, music, dance, drama, jewelry design, glass blowing
- ❖ **Business** – management, marketing, advertising, finance, insurance, hospitality
- ❖ **Health** – medicine, fitness, nutrition, public health
- ❖ **History** – archeology, genealogy, civilization, cultural studies
- ❖ **Religion** – history, comparison, cults
- ❖ **Science** – chemistry, biology, physics, engineering, marine biology, environmental studies, animal studies
- ❖ **Service** – law enforcement, fire department, EMT, forest ranger, fish and game warden
- ❖ **Social Issues** – homelessness, domestic violence, poverty, AIDS, gang violence, drugs and alcohol, social justice, racism
- ❖ **Sports** – camps, coaching, individual training, professional associations
- ❖ **Technical skills** – building, woodworking, coding, computer design, metal work
- ❖ **Video** – video production, filming, editing, sound dubbing

Examples of Focused Topics of Study

- ❖ Research a project on Chinese art
- ❖ Create a portfolio on 3-D computer art with oral presentation
- ❖ Compile and produce a magazine documenting graffiti around the country
- ❖ Organize activities connected to a cultural exchange program
- ❖ Publish an original work
- ❖ Write, direct, and perform an original work
- ❖ Conduct an in-depth study of a career of interest

Types of Projects

- ❖ **Information-Data Organizing Projects**—collect, sort and summarize information and data around a topic, question, theme or unit from multiple sources. Students will need to synthesize and analyze the information gathered.
- ❖ **Major Investigation Projects**—create questions around a topic, collect, organize and evaluate information, draw conclusion and share results through presentations and explanations. Students may demonstrate the results of their investigation through different types of products such as artwork, audio and video productions, photographic essays, simulations, or plays. This could also include science projects.
- ❖ **Design Projects**—invent products and objects, design technology, or design artwork or models. Students would need to employ scientific or artistic principles. Could include the design of a house using technology.
- ❖ **Real World, Authentic Projects**—engage in a project with a direct link and potential payoffs to self or the community. This could include projects which lead to personal improvement, community involvement, and service, multicultural explorations in real-world settings, an understanding of careers and career options, cooperative work experiences, or a focus on health issues.
- ❖ **IB internal assessment**—students may also fulfill the culminating project requirements with the IB internal assessment upon verification of the student's IB teacher.

(from <http://inservice.ascd.org/seven-types-of-projects-that-foster-powerful-learning/>)

How is the Project Assessed?

Your project, essay, or portfolio will be presented to an interview committee made up of at least 3 members of the Seal of Biliteracy Committee and your advisor. You will need to demonstrate your knowledge of your project, essay, or portfolio, answer questions about your final product, and demonstrate proficiency in the target language. The committee will use the rubric and scoring sheet on p. 14 in this document to calculate a score. **A score of 16 or better equals the full 2 points needed on the NYS Scoring Rubric for the culminating project category.**

The Project Learning Logs

The Project Learning Log (PLL) is the way for you to track your progress toward your learning goal as well as reflect upon your work. It should help you in the following ways:

- To manage your project
- To record ideas, people to contact, possible resources to use, etc.
- To record questions and answers to those questions
- To provide evidence that you completed approximately 80 hours of work
- To prepare and assist you in completing your Final Written Reflection

Why is the PLL required?

Two objectives of the Culminating Project are for students to solve problems and think critically. To show that you have met the standard in these areas, it is essential that you thoroughly and consistently describe your experiences in chronological order, particularly as they relate to progress you make toward your goal, problems you encounter, and decisions you make.

How is the PLL turned in to the committee?

Your learning log has three parts:

1. The Log sheets (copy as many as needed) in which you record the time you spend on your project.
2. The Midpoint Log Worksheet (40-hour) completed half way through the project.
3. The Final Log worksheet (80-hour) completed at the end of the project before your written Reflection.

The Midpoint and Final Log worksheets are evidence of your problem solving and critical thinking. They will also assist you in preparing your Written Reflection. For the Midpoint worksheet you will write about a problem you encountered over the course of your project and how you overcame it. For the Final worksheet, you will evaluate the progress you made toward completing your goal. On both you will need to make specific reference to experiences described in your log. You will turn in your Project Learning Log by April 15 of your senior year (or the year you present to the committee).

See Appendix B of this Handbook for copies of the Project Learning Logs.



The Written Reflection

The Written Reflection is a 2-3 page thoughtful evaluation of your work and growth on the Culminating Project. It is a chance to stop, step back, and see yourself as someone else might see you. The Written Reflection, completed after you have finished your project, should be done in the Target Language and answer the following question:

What did you discover about yourself as a learner from working on this project? Think critically; provide specific examples, experiences, and details from this project to support your conclusions about problem solving, triumphs and challenges, new skills acquired and how this fits into your future plans. How will being biliterate benefit you in the future? The written reflection should be at least 2 but not more than 3 pages long.

Why is the Written Reflection Required?

This is the only formal piece of writing required for the Culminating Project unless. The Written Reflection:

- ❖ Shows your ability to communicate in writing using the Target Language.
- ❖ Considers how experiences have affected you.
- ❖ Allows for making meaning out of those experiences.
- ❖ Creates the possibility of making new realizations about yourself.
- ❖ Focuses on the changes in your thinking and understanding concerning the Target Culture.
- ❖ Gives you the opportunity to build on strengths.

What should I turn into the committee?

You should turn in a 2-3 page reflection in your own words that answers the question above. Your written reflection should be in the Target Language and will be used to formally assess your writing abilities in the language. Your Project Learning Logs should be turned in with your written piece. Please turn in the logs and reflection by April 15 of your senior year (or the year you present to the committee).

How will the Reflection be assessed?

The NYSSB interview committee will evaluate your written reflection using the rubric on page 13 of the Student Handbook. Your reflection will be assessed on content, organization, grammar, fluency, and vocabulary. This is the only formal writing you will be assessed on by the committee evaluating your project. Your vocabulary, grammar, and fluency should be at an intermediate-mid level of proficiency according to the ACTFL Performance Descriptors.

The Presentation

The Presentation is the last component of the Culminating Project. Before getting an opportunity to present, you must successfully complete the Plan, the Project Learning Log, and the Written Reflection. Through these steps you have already demonstrated many important skills incorporating the Target Language, including:

- ❖ Planning
- ❖ Research
- ❖ Critical Thinking
- ❖ Problem Solving
- ❖ Writing

Now you will demonstrate a variety of skills related to Presentational and Interpersonal speaking in the Target Language while at the same time sharing your experiences and what you learned related to the project.

How is the Presentation Assessed?

The same NYSSB Interview Committee that evaluated your Plan, your Project Learning Log and your Written Reflection will evaluate your Presentation. In addition, members of the community may be invited to see and hear your presentation and provide feedback.

Your Presentation will be assessed on three areas according to the rubric on pages 10 – 12.

- ❖ Presentation Skills: Content, Delivery, Voice, Presence, and Response to Questions
- ❖ Presentational Speaking Indicators: Comprehensibility, Quality of Communication, Interculturality
- ❖ Interpersonal Speaking Indicators: Language Control, Vocabulary, Communication Strategies, Cultural Awareness

The Committee will use the rubric and the scoring sheet to determine your score. A score of 16 or better equals the 2 points required on the NYS Scoring Rubric for a culminating project.

How long should the Presentation be?

Your presentation should be about 7 – 10 minutes long. During that time, you should speak only in the Target Language and should present your project, essay, or portfolio to the interview committee. You should plan on an additional 5 minutes of interview questions from the committee in the Target Language. Use the following guidelines to plan your presentation: 5 minutes for set up; 10 minutes for presenting; 5 minutes for questions and answers; 5 minutes for wrap up.

More Presentation FAQs

1. Do you have to give the Presentation you wrote about in your Plan or can it change depending upon how the project evolved over time?

Your presentation can change, but the change should be discussed with your advisor and included in your Written Reflection.

2. When will you know if you have passed and earned the 2 points towards the Seal?

The review panel will confer after all presentations are complete. Results will be available the next day.

3. What happens if you fail to earn the points for the Culminating Project?

You will get another opportunity to present before graduation. Please keep in mind that your achievement of the Seal may not be reflected in the graduation program, depending upon the timing of your second presentation. Tips for a redo: review your rubric/evaluation, pinpoint areas in which you could improve, practice, practice, and practice. Meet with your advisor (if applicable), and practice some more.

4. How many additional chances do you have to present your Presentation?

You will have one additional chance to present to the interview committee if you do not pass on your first attempt.

5. How do I present my project, portfolio, or essay to the committee?

You may create a PowerPoint (or other digital presentation), create booklets of evidence for the committee or suggest an alternate presentational mode. The more evidence from your project, the better. Your presentation should:

- a. Contain a central idea to make certain your objective is clear.
- b. Include specific examples from your project.
- c. Show that you have a clear understanding of your subject.

6. How do I prepare for my presentation?

- a. Decide whether you want to use note cards or memorize your presentation. Be sure to only use note cards sparingly throughout the presentation.
- b. Think about how many and what type of visual aids might enhance the Presentation.
- c. Choose clothing that enhances your presentation and is appropriate for an audience of teachers, parents and community members.
- d. Practice your entire presentation for your advisor. Take criticism and make improvements.



APPENDIX B - Student Forms and Reference Documents

Resources for Student and Advisor

Available Resources for the essay, portfolio and/or the culminating project:

- ❖ The NYS Common Core Learning Standard for English Language Arts for Grades 11 and 12 in the areas of reading writing, listening and speaking (begins on p. 107).
<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nys-next-generation-ela-standards.pdf>
- ❖ The New York State Blueprint for English Language Learner/Multilingual Learner Success
<http://www.nysed.gov/common/nysed/files/nys-blueprint-for-ell-success.pdf>
- ❖ The NYS Standards and Guidelines for Languages other than English (LOTE)
<http://www.nysed.gov/world-languages/standards-and-guidelines>
- ❖ The NYS Seal of Biliteracy Guidelines
<http://www.nysed.gov/bilingual-ed/new-york-state-seal-biliteracy-nyssb>
- ❖ ACTFL Proficiency Guidelines:
<https://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012-guidelines-2012>
- ❖ NCSSFL-ACTFL Global Can-Do Benchmarks:
<https://www.actfl.org/publications/guidelines-and-manuals/ncssf-actfl-can-do-statements>

Student's Checklist and Timeline

- _____ Attain a CSDA NYSSB student application and handbook from your appropriate teacher or guidance office.
- _____ Read the CSDA NYSSB Handbook and become familiar with the requirements.
- _____ Select an advisor and obtain their signature on the application page.
- _____ Return the completed NYSSB student application form and ELA verification by March 17th of your junior year to your school guidance counselor. Make copies for your records.
- _____ Submit your Project Plan by June 5th of your junior year.
- _____ Schedule quarterly meeting dates with your advisor to monitor your progress and adherence to timeline deadlines.
- _____ Complete Midpoint Learning Log after logging 40-hours of work on your PLL.
- _____ Check in with the school guidance counselor regularly to update completed requirements, when applicable.
- _____ Identify and schedule all required language assessments by December 31 of senior year.
- _____ Complete the Final Learning Log after finishing the Culminating Project.
- _____ Submit your Project Learning Logs and Written Reflection to the World Language Department Chair by April 15th of your senior year.
- _____ Present your culminating project, portfolio, or essay to the NYSSB interview committee before May 30th of your senior year. You will receive a written notification of your presentation date by April 5th of your senior year.
- _____ Complete all language assessments by June 1st of senior year.
- _____ Graduate high school with Seal of Biliteracy on diploma; indicate this distinction on résumé and college applications.



The New York State Seal of Biliteracy Scoring Rubric

- A. Students wishing to receive the New York State (NYS) Seal of Biliteracy must complete all requirements for graduating with a NYS regents diploma*;
- B. In addition to the above minimum requirement, students wishing to receive a NYS Seal of Biliteracy must earn **three (3) points** in each of the **two (2) areas** listed below:

Criteria for Demonstrating Proficiency in English	Point Value	Criteria for Demonstrating Proficiency in a World Language	Point Value
Score of 80, or higher on the NYS Regents Examination in English Language Arts (Common Core) Date Taken: _____ Score Received: _____	1	Complete a Checkpoint C level World Language course, with a grade of 85 or higher. Exam Taken: _____ Date Taken: _____ Score Received: _____	1
English Language Learners (ELLs) score 75 or above on two Regents exams other than English, without translation Regents Subject 1 Exam taken: _____ Score Received: _____ Regents Subject 2 Exam taken: _____ Score Received: _____	1	Score at a proficient level on an accredited Checkpoint C World Language assessment (See "Checkpoint C World Language Assessments and Minimum Scores" on page 17.) ____ AP Chinese Language and Culture^^^/ Min Score: 4 ____ AP French Language /Min Score: 4 ____ AP Spanish Language /Min Score: 4 ____ IB French Language B Exam /Min Score :5 ____ IB Mandarin ab initio Exam /Min Score :5 ____ IB Spanish Language B Exam/Min Score :5 ____ American Sign Language Proficiency Interview / Min Score: Intermediate + Date Taken: _____	1
ELLs achieve an overall scale score of 290 or higher on the grades 9-12 New York State English as a Second Language Achievement Test (NYSESLAT). Overall Score: _____ Date Taken: _____	1	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 panel of reviewers with proficiency in the target language.	2
Complete all 11 th and 12 th grade ELA course with an average of 85 or higher English 11 Average: _____ English 12 Average: _____	1	Attach a copy of 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 (85) or higher.	1
Achieve the following scores on the examinations listed below: -3 or higher on an Advanced Placement (AP) English Language or English Literature examination Exam Taken: _____ Score Received: _____	1		
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. Project Name: _____ Rubric Score/ Panel Verification	2		

Checkpoint C World Language Assessments and Minimum Scores – (based on ACTFL Intermediate High standards)

Completing one or one group of these examinations will yield one point towards the three total points necessary on the criteria point system for demonstrating world language proficiency.

ASSESSMENT	MIN SCORE
AP - Advanced Placement Examination	4
IB - International Baccalaureate	5
STAMP4S - Standard Based Measurement of Proficiency	6
DELE (Diplomas of Spanish as a Foreign Language) – through Cervantes Institute of NYC	B1
AAPPL - The ACTFL Assessment of Performance toward Proficiency in Languages	I-5
OPI - The ACTFL Oral Proficiency Interview OPIc - The ACTFL Oral Proficiency Interview by Computer WPT/BWT - The ACTFL Writing Proficiency Test/Business Writing Test RPT - The ACTFL Reading Proficiency Test LPT - The ACTFL Listening Proficiency Test	Intermediate High In this section, students should take exams in as many modalities (speaking listening, reading and writing) as available to qualify for Checkpoint C credit.
ALIRA - The ACTFL Latin Interpretive Reading Assessment	I-4
SLPI: ASL - American Sign Language Proficiency Interview	Intermediate Plus

NOTE: Some exams do not give results until after June. Students and advisors may need to plan accordingly.

Culminating Project, Essay, Portfolio *PROJECT LEARNING LOG*

DATE OF WORK	NUMBER OF HOURS WORKED	WORK COMPLETED <i>(describe what you actually did and accomplished)</i>	COMMENTS/ REFLECTION <i>(problems/setbacks encountered, possible solutions, use of knowledge and resources, ideas, next steps, people to contact, etc.)</i>
Total hours for this page			

Add pages as necessary. Total number of hours worked must be 80 hours or more.

Culminating Project, Essay, Portfolio *PROJECT LEARNING LOG*

DATE OF WORK	NUMBER OF HOURS WORKED	WORK COMPLETED <i>(describe what you actually did and accomplished)</i>	COMMENTS/ REFLECTION <i>(problems/setbacks encountered, possible solutions, use of knowledge and resources, ideas, next steps, people to contact, etc.)</i>
Total hours for this page			

Add pages as necessary. Total number of hours worked must be 80 hours or more.

Midpoint Learning Log (40 Hour) Worksheet

1. Describe a problem you have encountered while working on your project. Be sure to explain the significance of the problem, and how it affected your ability to complete your project.

2. Describe the plan you used (i.e. decisions you made, resources you used) to solve the problem and turn it into an opportunity. In your response, give examples from your learning log that show your flexibility or how you adapted to unforeseen circumstances.

Final Learning Log (80 Hour) Worksheet

1. Evaluate, with examples from your learning log, the progress you made toward meeting your learning goal. Based on your goals, was your project a success? Why or why not?

2. What lessons did you learn as a result of completing your project?

Student and Advisor Meeting Log

Be sure to meet with your advisor regularly. It is recommended that you meet at least once per quarter. Log your meetings on the form below.

Date	Meeting Subject	Next Steps	Advisor Signature