

East Greenbush Central School District



**Seal of Biliteracy
Handbook and Student Application
October 2019**

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Introduction

The East Greenbush Central School District recognizes the importance of bilingualism in our diverse global community. Research has shown that bilingualism leads to many cognitive benefits. Scientists refer to these benefits as the bilingual advantage. The ability to speak, understand and write in more than one language offers a student many advantages including academic, social, and linguistic.

Columbia High School is pleased to announce participation in the New York State Seal of Biliteracy program for the 2019-2020 academic year. Columbia High School students who can demonstrate language mastery in both English and any other language, including American Sign Language, may apply to the Seal of Biliteracy program as early as their junior year. Participation in this program is voluntary and no fees other than exam fees will be charged to any Columbia High School student.

The Seal of Biliteracy program is overseen by the Seal of Biliteracy Committee (SBC). The Committee created this handbook to provide students and their families with all necessary information about the Seal of Biliteracy program at Columbia High School including graduation criteria and the program application. It is strongly suggested that any student interested in the Seal of Biliteracy program speak with a Guidance Counselor no later than the junior year. All applications must be submitted through the Columbia High School Guidance Office. Seal of Biliteracy Committee The East Greenbush Central School District established a Seal of Biliteracy Committee in October 2019 to create a Seal of Biliteracy Handbook in order to implement a Seal of Biliteracy program at Columbia High School. The composition of the committee fulfills the requirements set forth by New York State Education Department.

The following are committee members and their designation:

James McHugh—Assistant Superintendent of Curriculum and Instruction (Co-Chair)

Allison Milazzo—Chair of Guidance Department

Patricia Hannmann—Chair of World Language Department

Wendy McAlonie—Chair of Social Studies Department

Meagan Asenbauer—Chair of English Department

Michelle Hall— English as a New Language Teacher, Columbia High School (Co-Chair)

Alexandra Omecinsky—English as a New Language Teacher, Goff Middle School

Ida-Marie Lindberg— English as a New Language Teacher, Genet Elementary School

Jennifer Carraher— English as a New Language Teacher, Genet Elementary School

Mike Harkin—Principal, Columbia High School

Sarah Hoffman — Assistant Principal, Goff Middle School

Wayne Grignon— Principal, Genet Elementary School
Marna Meltzer-McMorris - World Language Teacher
Libby Zucker - World Language Teacher
Sabine Murphy - World Language Teacher and ENL Teacher (Co-Chair)

The Seal of Biliteracy Committee will:

- Develop a student application process
- Develop timeline for all activities
- Advise students throughout the process
- Evaluate student work
- Arrange for L1 evaluators from the community, if necessary
- Decide on the methods of communication and community outreach
- Present Seal of Biliteracy awards at graduation
- Gather and share data with the New York State Education Department

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 to the student's diploma and there is a notation of the award on the official transcript.

BACKGROUND INFORMATION: 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 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 the East Greenbush Central School District, the Seal of Biliteracy Committee was formed in the fall of 2019 to start the process for approval and develop the Seal of Biliteracy Handbook and Student Application.

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.

Student Identification and Recruitment

The East Greenbush Central School District will begin communicating the New York State Seal of Biliteracy (NYSSB) program to its students, parents, faculty, and community beginning at the elementary level. Students and parents will be made aware of the opportunity to achieve the Seal of Biliteracy in classroom discussions, parent meetings, newsletters, workshops, school website and assemblies. Information presented will contain background information on the New York State Seal of Biliteracy, the student application process, the advisement process, the proficiency criteria, and the East Greenbush Central School District SBC contact information.

English as a New Language Student

The East Greenbush Central School District recognizes that bilingualism and biliteracy are assets and EGCS D provides opportunities for all students to earn a Seal of Biliteracy upon obtaining a high school diploma. Our English Language Learners have a unique opportunity to achieve the Seal of Biliteracy when they are proficient in their native language and work toward proficiency in English. All 8th grade ENL students will be informed and advised about the Seal of Biliteracy program. English as a New Language Teachers, Guidance Counselors and the Building Principal will ensure that all 8th grade students and their parents are aware of this opportunity through classroom discussions, guidance presentations, individual guidance meeting with students and parents, community meetings such as Open House, ENL Open House and all ENL Orientations for parents and students. Guidance counselors will access and identify former and current ENL students. There will be a series of informational meetings to communicate information about the Seal of Biliteracy to students starting in eighth grade. Parents will be notified in the form of a letter and information will be available on the district website. These meetings will be facilitated by the Assistant Superintendent of Curriculum and Instruction or a designee of their choice. Guidance counselors will identify former English as a New Language students and conduct outreach to these students as potential candidates for the Seal of Biliteracy.

Special Education Students

Special Education students are eligible to receive the Seal of Biliteracy. All accommodations listed on the Special Education student's Individual Education Plan (IEP), including assessment and classroom accommodations, are applicable as the student proceeds to meet the New York State Seal of Biliteracy requirements. If a Special Education student's IEP states an exemption from one of the four modalities (Speaking, Listening, Reading, and Writing), the district can use its discretion in regards to the Seal of Biliteracy. A district can put more emphasis on the other three modalities or look at other options. As stated in the criteria, in order to earn the New York

State Seal of Bilingual Literacy, students will earn credits on a point system. The criteria (benchmarks) within the point system include assessments, coursework, projects, essays, and portfolios, etc. Assessments are only one area of proficiency; the district will evaluate the students' language skills through other avenues.

How to Earn the Seal of Bilingual Literacy

All students who wish to earn the Seal of Bilingual Literacy must complete all requirements for graduation with a NYS Regents Diploma, and demonstrate proficiency in both English and a World Language. NYS has set the target level of proficiency at Intermediate High based on the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines, (<http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012>). The Seal of Bilingual Literacy application is due May 15 of the junior year. See application form in this booklet.

Student's Timeline

1. Student submits **letter of intent** on or before January 15 of the junior year
2. Student submits application on or before March 15 of the junior year
3. Advisor is identified within 30 days of letter of intent submission. Students should speak with their Guidance Counselor for a list of possible advisors.
4. Student creates plan with Advisor's support before the end of junior year
5. Student meets with Advisor quarterly to monitor progress
6. Student submits all components, which are documented on application form, on or before April 15th of senior year for review
7. Student presents 2-point project (See Scoring Rubric) to SBC, if applicable, by May 15th of student's senior year
8. Students are recognized during Senior Awards Night in early June
9. Once test scores are received, successful candidates will be notified by mail
10. Data is submitted to SED in August

Student Advisement

Once the committee receives a student application, the applicant will be assigned an advisor. The advisor will go over the requirements for the Seal of Bilingual Literacy and meet once per quarter with the student to review progress. The student is required to keep a log (see The New York State Seal of Bilingual Literacy Application Form below) throughout the year that details activities relating to work being done for the NYSSB. It is not necessary for the advisor to know the language spoken by the student. The SBC can reach out to outside sources (e.g. Boards of Cooperative Educational Services [BOCES] or the Regional Bilingual Education Resource Network [RBERN]) for assistance, including community members and organizations. [Advisors are typically one of our World Language Teachers, an English or Social Studies Teacher, an ENL Teacher or a Seal of Bilingual Literacy committee member.]

Proficiency Defined

New York State has set the target level of proficiency at Intermediate-High based on the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines. See the website for more detailed information:

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

Students must meet all requirements for graduating with a Regents diploma and also demonstrate proficiency in both English and a World Language. The SBC will document and keep on record all activities relating to a student's work with the NYSSB.

Assessment for Low-Incidence Languages

In order to assess proficiency of low-incidence languages, the district will use OPI - the ACTFL Oral Proficiency Interview. This test will be given for low-incidence languages that do not have a traditional AP test and is primarily targeted for former and current English Language Learners.

The Seal of Biliteracy Committee can also work with community partners at the University at Albany, the RBERN, RIISE and/or various other local agencies that serve our immigrant population to assist with an assessment that will measure proficiency of languages other than those taught at Columbia High School or for which an AP exam does not exist.

Requirements for Essays, Projects, or Portfolios

According to the NYS Next Generation Learning Standards for Writing, high school students should be able to communicate ideas through their writing by:

- effectively asserting and defending claims
- analyzing arguments
- conveying experiences (real or imagined)

In order to be college and career-ready writers, students must:

- take task, purpose, and audience into careful consideration
- deliberately choose words, structures, and information
- know how to combine elements of different kinds of writing (i.e. embedded narrative elements within an expository structure to produce complex and nuanced writing)
- be able to use technology strategically when creating, refining, and collaborating on writing

- become adept at gathering information, evaluating sources, and citing material accurately and report their findings and analysis from their research in a clear and cogent manner

All essays, projects and portfolios under consideration for the Seal of Biliteracy should be high quality and demonstrate mastery of these standards.

Culminating Project

The student will research a topic of interest and create a culminating project that showcases his/her skills, abilities and talents in the target language. The Project must include all four modalities of the target language unless otherwise stated in an IEP (Speaking, Listening, Reading, and Writing). Projects may include:

- Research-includes a project proposal page and reference page citing all work in the target language.
- Reflective journal- used to record ongoing thoughts, ideas, interaction with sources and other useful information. The district can assign a minimum number of journal entries.
- Artifacts, Data and Evidence- include any physical objects or artistic creations, data collected, and any visuals or presentations that are part of the project.
- Presentation- student will present, explain, defend, expose, demonstrate knowledge, and/or demonstrate understanding and command of the topic or idea to a panel of judges in the target language, whenever possible.
- Reflection paper - a one-page reflection paper that summarizes the entire process and possible outcomes of the project in the target language.

Student Portfolio Requirements

The student's portfolio must contain evidence of language proficiency at the American Council on the Teaching of Foreign Language (ACTFL) Intermediate High level needed for earning the New York State Seal of Biliteracy. The student portfolio must include a collection of student work in all four modalities (Reading, Writing, Listening, and Speaking) and all three communication modes (Interpersonal, Interpretative, and Presentational) The ACTFL Performance Descriptors for Language Learners form a roadmap for teaching and learning, helping teachers create performance tasks targeted to the appropriate performance range, while challenging learners to also use strategies from the next higher range.

<https://www.actfl.org/sites/default/files/CAEP/AppendixN-ACTFLPerformanceDescriptorsLanguageLearners.pdf>

Examples of student work can include, but are not limited to:

- | | | |
|------------------------|-----------------|-------------------|
| ● Essays | ● Powerpoint | ● Problem-Solving |
| ● Personal Reflections | ● Presentations | ● Exercise |

- Projects
- Tests
- Travel Diaries
- Videotaped Interviews
- Written or Performed Plays

Final Interviews

Students who elect to complete an essay, portfolio, or culminating project 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. The role of the interview panel is to measure the student's knowledge of the essay topic, the project, and/or the portfolio being presented and to evaluate the proficiency of the target language. The student needs to demonstrate his knowledge of the essay, project, or portfolio as well as 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.

If a student's IEP states an exemption from one of the four modalities, the individual district can use its discretion in regards to the Seal of Biliteracy. The district can put more emphasis on the other three modalities or look at other options. As stated in the criteria, in order to earn the NYSSB, students will earn credits on a point system. The criterion within the point system includes assessments, coursework, projects, essays, and portfolios, etc. Assessments are only one area of proficiency; therefore, the district can evaluate the students' proficiency in the target language through other avenues.

Resources for Students and Advisors

The following resources are available for the essay, portfolio, and/or the culminating project:

- The NYS Seal of Biliteracy Guidelines
<http://www.nysed.gov/bilingual-ed/new-york-state-seal-biliteracy-nyssb>
- The NYS Common Core Learning Standard for English Language Arts for Grades 11 and 12 in the areas of reading, writing, listening and speaking.
http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/p12_common_core_learningstandards_ela.pdf
- The New York State Bilingual Common Core Progressions
<http://www.engageny.org/resource/new-york-state-bilingual-common-core-initiative>
- The NYS Standards for Languages other than English (LOTE) for Checkpoint C in the areas of reading, writing, listening and speaking.
<http://www.p12.nysed.gov/ciai/lotte/lotels.html>

- ACTFL Proficiency Guidelines:
<http://www.actfl.org/publicaiton/guidelines-and-manuals/actfl-proficiency-guidelines2012>
- NCSSFL-ACTFL Global Can-Do Benchmarks: https://www.actfl.org/global_statements

Evaluation Process and Awarding the Seal

Applicants for the NYSSB should be evaluated by a minimum of two members from the district Seal of Biliteracy Committee (SBC), following the criteria set by NYSED. At least one member of the evaluation committee will speak the appropriate World Language. 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, and/or essay assessment, 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 evaluation process, especially in the case of low-incidence languages. The SBC may also consult with its Regional Bilingual Education Resource Network (RBERN) to find qualified participants. The EGCSB will also use technology to connect students with panel members when necessary.

In order to earn the NYSSB, students will earn credits on a point system (see Seal of Biliteracy scoring rubric). The point system will include assessments and coursework aligned to NYS Seal of Biliteracy criteria; and projects, essays, or portfolios, aligned to the ACTFL Intermediate High Standards for listening, speaking, reading, and writing (see Culminating Project scoring rubric).

Special Recognition

The East Greenbush Central School District is committed to honoring and celebrating the accomplishments of the students that meet the demands of NYSSB. The students will be recognized during Senior Awards Night, which takes place during the last week of May. If students are awaiting scores for certain exams that have not yet been received, then the students will be recognized as “Candidates for the New York State Seal of Biliteracy.” In the Commencement Program, students will be recognized for achieving the New York State Seal of Biliteracy or as “Candidates for the New York State Seal of Biliteracy.” All students who have met all the criteria for Seal of Biliteracy will receive the Seal of Biliteracy on their diploma and transcript.

Obtaining the Seal of Biliteracy

The East Greenbush Central School District will order a digital image of the diploma seal, complete the Seal Image Request Form and the End of the Year Data Form developed by NYSED which will include specific data relating to students receiving the Seal of Biliteracy by April 30 of the given year. NYSED will then send a digital image of the NYSSB to the district. From this digital image of the Seal, districts can create stickers, certificates, medals, etc. for the use on diplomas and for award ceremonies. The forms can be found at:

<http://www.p12.nysed.gov/biling/bilinged/NewYorkStateSealofBiliteracy.html>

<http://www.nysed.gov/bilingual-ed/nyssb-seal-request-form>

Transcripts

The East Greenbush Central School District will include the following language on student transcripts: “Attained the New York State Seal of Biliteracy” and the insignia of the New York State Seal of Biliteracy will be affixed to the student’s diploma and transcript.

Reporting Data to NYSED

The East Greenbush Central School District will identify the total number of graduating students qualifying for the New York State Seal of Biliteracy. In addition, the East Greenbush Central School District will also supply other data including the number of qualifying graduates who are ELLs, Ever ELLs, and non-ELLs; the languages other than English in which students are proficient; and the methods by which students qualified for the New York State Seal of Biliteracy. The NYSSB is to be awarded only to those students who fully meet all eligibility requirements.

The New York State Seal of Biliteracy Application Form

COMPLETE AND SUBMIT ALL PAGES

Applications must be returned to Guidance by March 15 for approval. Guidance please return this completed form to the co-chairperson of the Seal of Biliteracy Committee when complete!

Step #1a: Fill out the information below

Student name:

Student Signature:

Parent/ Guardian name:

Parent Signature:

Step #1b: Fill out the demographic information

Student ID:

Guidance Counselor Name:

Student Email (the one you check regularly):

Advisor Name:

Advisor Email:

Advisor Signature:

English Department Chair:

World Language Department Chair:

Complete Step 2A or 2B

Step #2A: Have your 4th or 5th year world language teacher sign and verify the highest level of language you took at Columbia High School.

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

What was your overall GPA in World Language?

World Language teacher:

World Language teacher signature: _____

World Language Department Chair signature: _____

ELA Department Chair signature:

Step #2B: If you did not take a world language at CHS, but certified your language competency by receiving a 4 or higher on the Advanced Placement Exam, or completed a district approved alternative assessment of your language proficiency. Please attach the documentation to this form.

Step #2C: If you choose to complete a culminating project in a World Language, please review Appendix A and fill out the Culminating Project Planning Form on pages. Keep in mind your project must include all four modalities (Listening, Speaking, Reading and Writing).

Step #3: Submit this form (including the New York State Seal of Biliteracy Scoring rubric on the next page) to the Guidance Department to have your English competency and course completion status verified.

To be completed by Guidance Department:

Verified by:

Date:

Project Plan Template - Please Complete

Student Name:

Project Type (circle one): Culminating Project Essay Portfolio

Seal of Biliteracy Advisor:

Advisor email:

Project Title:

Date Submitted:

1. Project Rational:

2. Description of the Project

Presentational Method:

Speaking	Interpersonal
Listening	Interpretive
Reading	Presentational
Writing	

3. Resources and Plans for Research

4. Research Questions

The New York State Seal of Biliteracy Scoring Rubric

East Greenbush Central School District

Columbia High School

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 1 Exam Taken: _____ Score Received: _____ Regents 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" for list of eligible exams) Exam Taken: _____ Date Taken: _____ Score Received: _____	1
ELLs score at the Commanding level on two modalities on the New York State English as a Second Language Achievement Test (NYSESLAT). Modality 1: _____ Modality 2: _____ 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

<p>Complete all 11th and 12th grade ELA course with an average of 85 or higher</p> <p>English 11 Average: _____</p> <p>English 12 Average: _____</p>	<p>1</p>	<p>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.</p>	<p>1</p>
<p>Achieve the following scores on the examinations listed below:</p> <p>-3 or higher on an Advanced Placement (AP) English Language or English Literature examination</p> <p>Exam Taken: _____</p> <p>Score Received: _____</p>	<p>2</p>	<p>Assessment for low-incidence languages: OPI—ACTFL—Oral Proficiency Interview Students must achieve at the Intermediate-High Level</p>	<p>1</p>
<p>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> <p>Project Name: _____</p> <p>Rubric Score/ Panel Verification</p>	<p>2</p>		

According to the NYS criteria for achieving 2 points on the culminating project, scholarly essay, or portfolio, the student must attain proficiency at an Intermediate High Level.

Intermediate High Standards based on ACTFL:

Speaking

Intermediate High

Intermediate High speakers are able to converse with ease and confidence when dealing with routine tasks and social situations of the Intermediate level. They are able to handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to their work, school, recreation, particular interests, and areas of competence.

Intermediate High speakers can handle a substantial number of tasks associated with the Advanced level, but they are unable to sustain performance of all of these tasks all of the time. Intermediate High speakers can narrate and describe in all major time frames using connected discourse of paragraph length, but not all the time. Typically, when Intermediate High speakers attempt to perform Advanced-level tasks, their speech exhibits one or more features of breakdown, such as the failure to carry out fully the narration or description in the appropriate major time frame, an inability to maintain paragraph-length discourse, or a reduction in breadth and appropriateness of vocabulary.

Intermediate High speakers can generally be understood by native speakers unaccustomed to dealing with nonnatives, although interference from another language may be evident (e.g., use of code-switching, false cognates, literal translations), and a pattern of gaps in communication may occur.)

Writing

Intermediate High

Writers at the Intermediate High sublevel are able to meet all practical writing needs of the Intermediate level. Additionally, they can write compositions and simple summaries related to work and/or school experiences. They can narrate and describe in different time frames when writing about everyday events and situations. These narrations and descriptions are often but not always of paragraph length, and they typically contain some evidence of breakdown in one or more features of the Advanced level. For example, these writers may be inconsistent in the use of appropriate major time markers, resulting in a loss of clarity. The vocabulary, grammar, and style of Intermediate High writers essentially correspond to those of the spoken language. Intermediate High writing, even with numerous and perhaps significant errors, is generally

comprehensible to natives not used to the writing of non-natives, but there are likely to be gaps in comprehension.

Listening

Intermediate High

At the Intermediate High sublevel, listeners are able to understand, with ease and confidence, simple sentence-length speech in basic personal and social contexts. They can derive substantial meaning from some connected texts typically understood by Advanced-level listeners although there often will be gaps in understanding due to a limited knowledge of the vocabulary and structures of the spoken language.

Reading

Intermediate High

At the Intermediate High sublevel, readers are able to understand fully and with ease short, non-complex texts that convey basic information and deal with personal and social topics to which the reader brings personal interest or knowledge. These readers are also able to understand some connected texts featuring description and narration although there will be occasional gaps in understanding due to a limited knowledge of the vocabulary, structures, and writing conventions of the language.

Rubric for Achieving the Seal Of Biliteracy through a culminating project, scholarly essay, or portfolio.

East Greenbush Central School District

Target: Intermediate High Standards based on ACTFL

Mode	Novice	Intermediate	Advanced
Interpersonal Communication (Speaking and Listening)	Expresses self in conversations on very familiar topics using a variety of words, phrases, simple sentences, and questions that have been highly practiced and memorized.	Expresses self and participates in conversations on familiar topics using sentences and series of sentences. Handles short social interactions in everyday situations by asking and answering a variety of questions. Can communicate about self, others and everyday life.	Expresses self fully to maintain conversations on familiar topics and new concrete social, academic, and work-related topics. Can communicate in paragraph length conversation about events with detail and organization. Confidently handles situations with an unexpected complication. Shares point of view in discussions
Presentational Writing	Communicates information on very familiar topics using a variety of words, phrases, and sentences that have been practiced and memorized.	Communicates information and expresses own thoughts about familiar topics using sentences and series of sentences.	Communicates information and expresses self with detail and organization on familiar and some new concrete topics using paragraphs.
Interpretive Reading	Understands words, phrases, and formulaic language that have been practiced and memorized to get meaning of the main idea from simple, highly-predictable oral or written texts, with strong visual support.	Understands main ideas and some supporting details on familiar topics from a variety of texts.	Understands main ideas and supporting details on familiar and some new, concrete topics from a variety of more complex texts that have a clear, organized structure.

**Columbia High School
962 Luther Road
East Greenbush, NY 12061**

Seal of Biliteracy

Student Application

All Seal of Biliteracy Student Applications must be submitted to the CHS Guidance Office by March 15th of your junior or senior year.

Student name (last, first, middle initial)	Student ID #
Student Email	Home Phone #
Home Address	Expected Graduation date
Languages to be considered for this recognition	Name of Guidance Counselor
Name of current or most recent world language teacher	Current or most recent world language course(s)
Parent/Guardian Signature	Date
Student Signature	Date
Guidance Counselor Signature	Date
Seal of Biliteracy Co-Chair Signature	Date

East Greenbush Central Schools



New Your State Seal of Biliteracy (NYSSB)

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 that I must submit an application and Letter of Intent form to my school guidance department.

I also 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 of the requirements as stated in the task requirements.

Signature of Student

Date

Signature of Parent/Guardian

Date