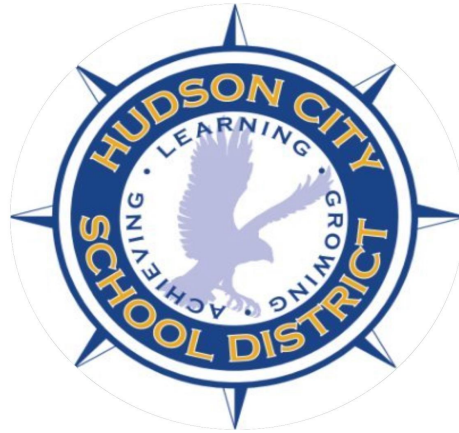


Hudson City School District



Seal of Biliteracy Handbook & Student application September 2023

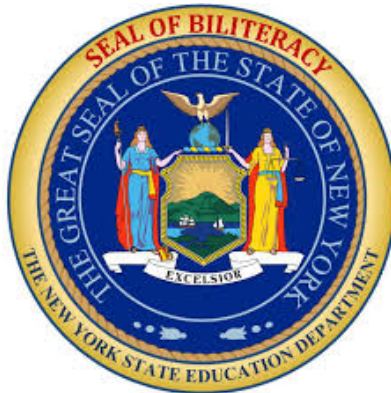


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Introduction

Hudson City School District is a unique school district with students of many different ethnicities and backgrounds. It is in the top 1% of most diverse schools in NYS. There are many different languages spoken here and as a school district we want to acknowledge and celebrate our diverse population. Being bilingual, trilingual or multilingual is extremely beneficial. It has proven to improve students' cognitive skills. It also helps make students more marketable in the future.

We are proud to announce our participation in the New York State Seal of Biliteracy program for the 2023-2024 academic year. This is our third year offering this program. Hudson Senior High School students who can demonstrate language mastery in both English and any other language, including American Sign Language, may apply for the Seal of Biliteracy program as early as their junior year. Participation in this program is voluntary and free of cost.

The Seal of Biliteracy program is overseen by the Seal of Biliteracy Committee (SBC). The Committee has created this handbook to provide students with all of the necessary information regarding the Seal of Biliteracy program at Hudson Senior High School including graduation criteria and the program application. The composition of the committee fulfills the requirements set forth by the New York State Education Department.

Hudson City School District Seal of Biliteracy Committee members:

Kayani Ilse --- American Sign Language Teacher

Samuel Tassinari --- English Teacher

Kerry Galeano --- English as a New Language Teacher

Vernon "Rocky" Payne --- School Counselor

Tia Pressy --- Diversity, Equity & Inclusivity Manager

The committee will develop a student application process; develop a timeline for all activities; advise students throughout the process; evaluate student work; and present the NYSSB awards at senior award night; gather and share data with the New York State Education Department.

What is the New York State Seal of Biliteracy (NYSSB)?

Chapter 271 of the Laws of 2012 (Section 815 of Education Law) established the State Seal of Biliteracy to recognize high school graduates who have attained a high level of proficiency in listening, speaking/expressive, reading, and writing in one or more languages in addition to English. The NYS Seal of Biliteracy will be awarded by the Commissioner to students who meet criteria established by the Board of Regents and attend schools in districts that voluntarily agree to participate in the program. The Seal of Biliteracy will be affixed to the high school diploma and transcript of graduating pupils attaining Seal criteria and must be made available to students at no cost.

The intent of the **NYSSB** is to 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 foreign and native language instruction in schools; and affirm the value of diversity in a multilingual society.

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.

Who can get the NYSSB?

Anyone who speaks and writes in both English and any other world/native language in the world proficiently.

English as a New Language Students:

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. English as a New Language Teachers will help identify these students. With the help of the committee the teachers will reach out to these students and their family in regards to this opportunity. An explanation as to how the students can receive the seal will be offered to each student and family in their preferred language.

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/Expressive, 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.

General Education Students:

Students who are already proficient in English and are taking either Spanish or ASL as a class, can receive the NYSSB by working towards their proficiency in the language that they are taking at Hudson City School District. To receive the NYSSB for Spanish students must complete Spanish level 5. To receive the NYSSB in ASL students must complete ASL level 4.

Students who are proficient in English and in 1 or more other world/native languages, but are not taking Spanish or ASL classes at Hudson City School District, must prove proficiency in those languages. The pathway and assessment options will be different for these students as their assessments will not be part of any class curriculum.

How to earn the NYSSB:

All students who wish to earn the Seal of Biliteracy must complete all requirements for graduation with a NYS Regents Diploma, and also demonstrate proficiency in both English and a World Language as outlined in the chart below (**Appendix 1**). A list of approved alternative English Examinations are listed in **Appendix 2**. A sample listing of nationally recognized Checkpoint C Examinations is also listed on **Appendix 3**. The information given in Appendix 3 is meant for students who are not enrolled in Spanish or American Sign Language at Hudson Senior High School. Students enrolled in these classes will have a traditional Checkpoint C project/exam as part of the curriculum of Spanish 5 or American Sign Language 4.

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 in the 4 modalities (speaking/expressive, writing, listening and reading).

Here is the link to those guidelines:

<https://www.actfl.org/sites/default/files/guidelines/ACTFLProficiencyGuidelines2012.pdf>

Intermediate High Standards based on ACTFL:

Speaking/Expressive:

Intermediate High speakers are able to converse with ease and confidence when dealing with the routine tasks and social situations of the Intermediate level. They are able to successfully handle 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 non-natives, 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 18 comprehensible to natives not used to the writing of non-natives, but there are likely to be gaps in comprehension.

Listening:

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:

At the Intermediate High level, 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.

Appendix 1: Points

- 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** from the English criteria and **three (3) points** from the World Language criteria.

Criteria for Demonstrating Proficiency in <u>English</u>	Point value	Criteria for Demonstrating Proficiency in a <u>World Language</u>	Point value
<p>1A. Score 80 or higher on the NYS Regents Examination in English Language Arts **</p> <p style="text-align: center;">or</p> <p>English Language Learners (ELLs) score 75 or above on two Regents exams other than English**, without translation.</p>	1	<p>2A. Complete a Checkpoint C level World Language course, with a grade of 85 or higher, or a comparable score using another scoring system set by the district and approved by the Commissioner, for both the coursework and final examination consistent with Checkpoint C standards.</p>	1
<p>1B. ELLs earn an overall score of 290 or better on the New York State English as a Second Language Achievement Test (NYSESLAT) during 9th-12th grades.</p>	1	<p>2B. Provide transcripts from a school in a country outside of the U.S. showing at least three years of instruction in the student's home/native language in Grade 8 or beyond, with an equivalent grade average of B or higher.</p>	1
<p>1C. Complete all 11th and 12th grade ELA courses with an average of 85 or higher or a comparable score using another scoring system set by the district and approved by the Commissioner.</p>	1	<p>2C. For Students enrolled in a Bilingual Education program, complete all required Home Language Arts (HLA) coursework an 85 or higher or a comparable score using another scoring system set by the district and approved by the Commissioner.</p>	1
<p>1D. Score at a proficient level on an approved English assessment (See "Approved English Assessments" on page 9).</p>	1	<p>2D. Score at a proficient level on an accredited Checkpoint C World Language assessment (See "Checkpoint C World Language Assessments and Minimum Scores" on pages 10-13.)</p>	1
<p>1E. Present a Culminating Project that meets the criteria for speaking, listening, reading, and writing established by the district's NYS Seal of Biliteracy Committee to a panel of reviewers with proficiency in English.</p>	2	<p>2E. Present a Culminating Project that meets the criteria for speaking, listening, reading, and writing established by the district's NYS Seal of Biliteracy Committee and that is aligned to the NYS Checkpoint C Learning Standards to a panel of reviewers with proficiency in the target language.</p>	2

Students with an IEP or 504 plan must be provided with their accommodations to stay consistent with State Policy.

Appendix 2: Approved English Assessments & Minimum Scores

ENGLISH ASSESSMENT	MIN SCORE DEMONSTRATING INTERMEDIATE HIGH PROFICIENCY
AAPPL- The ACTFL Assessment of performance toward Proficiency in Languages - English	1-5
AP - Advanced Placement Examination* <ul style="list-style-type: none"> ● AP English Language & Composition ● AP English Literature & Composition 	3
IB - International Baccalaureate Examination* <ul style="list-style-type: none"> ● IB English B ● IB English A Literature ● IB English A Language & Literature ● IB English A Language & Performance 	4 (HL), 5 (SL)
STAMP4S - Standard Based Measurement of Proficiency-English	6
TOEFL - Test of English as a Foreign Language**	80

*The requested submission for the End of Year Data Form with all criteria for each student is May 5.

**The minimum required score on the TOEFL is available to be used as a point toward criterion 1D to students whose home language is other than English.

Appendix 3: Checkpoint C World Language Assessments & Minimum Scores
 (based on the upper proficiency level designated for each language group for Checkpoint C)
 Completing 1 or 1 group of the examinations on the following three pages will yield 1 point towards the
 3 total points necessary on the criteria points system for demonstrating world language proficiency.

WORLD LANGUAGE ASSESSMENTS	LANGUAGES AVAILABLE	MIN SCORE
AAPPL-The ACTFL Assessment of performance toward Proficiency in Languages	Cat 1-2 Languages: French, German, Italian, Portuguese, Spanish	1-5
	Cat 3-4 Languages: Arabic, Japanese, Korean, Mandarin, Russian	1-2
ACTFL OPI & WPT for the Seal of Biliteracy	Cat 1-2 Languages: Haitian Creole, Swahili	1-5
	Cat 3-4 Languages: Albanian, Amharic, Bangla, Bosnian, Bulgarian, Cantonese, Croatian, Dari, Gujarati, Hebrew, Hindi, Malayalam, Pashto, Polish, Tagalog, Tamil, Thai, Turkish, Ukrainian, Vietnamese, Yoruba	1-2
AP - Advanced Placement Examination	Cat 1-2 Languages: French, German, Italian, Spanish** Cat 3-4 Languages: Japanese, Mandarin	4
DELE (Diplomas of Spanish as a Foreign Language)	Spanish	B1
DELFL (Diplôme d'Etudes en Langue Française)	French	B1
Goethe-Zertifikat	German	B1
IB - International Baccalaureate Examination**	<u>IB Language B exams</u> Cat 1-2 Languages: Danish, Dutch, Finnish, French, German, Indonesian, Italian, Norwegian, Portuguese, Spanish, Swahili, Swedish.	5 (standard Level Exam)
	Cat 3-4 Languages: Arabic, Cantonese, Hebrew, Hindi, Japanese, Korean, Mandarin, Russian	4 (Higher Level Exam)
SLPI: ASL - American Sign Language Proficiency Interview	American Sign Language	Intermediate Plus
STAMP4S - Standard Based Measurement of Proficiency	Cat 1-2 Languages: French, German, Italian, Portuguese (Brazilian), Spanish	6
	Cat 3-4 Languages: Arabic, Hebrew, Hindi, Japanese, Korean, Mandarin, Polish, Russian	5

*Includes Spanish Language & Culture as well as Spanish Literature & Culture Exams.

**Students may only take IB exams if they are enrolled in the corresponding course at an IB school. IB Literature A exams in world languages other than English, although less common on NYS, are also available at schools who provide them.

In this section, students should take exams in as many modalities as available to qualify for Checkpoint C credit.

WORLD LANGUAGE ASSESSMENTS	LANGUAGES AVAILABLE	MIN SCORE
LPT - The ACTFL Listening Proficiency Test (Listening)	Cat 1-2 Languages: French, German, Italian, Portuguese, Spanish	1-5
	Cat 3-4 Languages: Arabic, Mandarin, Japanese, Korean, Russian	1-2
OPI - The ACTFL Oral Proficiency Interview (Speaking)	Cat 1-2 Languages: Afrikaans, Danish, Dutch, French, German, Haitian Creole, Indonesian, Italian, Norwegian, Portuguese (European), Romanian, Spanish, Swahili, Swedish	1-5
	Cat 3-4 Languages: Akan-Twi, Albanian, Algerian**, Arabic (MSA), Armenian, Assyrian, Azerbaijani, Baluchi, Bengali, Bosnian, Bulgarian, Burmese, Cambodian, Cantonese, Cebuano, Chechen, Czech, Dari, Egyptian**, Ga, Georgian, Greek (Modern), Gujarati, Hausa, Hebrew, Hindi, Hmong/Mong, Hungarian, Ilocano, Iraqi**, Japanese, Javanese, Jordanian**, Kazakh, Kikongo, Kinyarwanda, Korean, Krio, Kurdish-Kurmanji, Kurdish-Sorani, Lao, Lebanese**, Levantine**, Libyan, Lingala, Malay, Malayalam, Moroccan**, Nepali, Palestinian**, Pashto, Persian Farsi, Polish, Punjabi, Russian, Serbian/Croatian, Sindhi, Sinhalese, Slovak, Somali, Sundanese**, Syrian**, Tagalog, Tajik, Tamil, Tausug, Telugu, Thai, Tunisian**, Turkish, Turkmen, Uighur, Ukrainian, Urdu, Uzbek, Vietnamese, Wolof, Yemeni**, Yoruba, Zulu	1-2
OPIc - Oral Proficiency Interview (computer) Form 3 (Speaking)	Cat 1-2 Languages: French, German, Italian, Portuguese, Spanish	1-5
	Cat 3-4 Languages: Arabic, Japanese, Korean, Mandarin, Pashto, Persian Farsi, Russian, Tagalog, Vietnamese	1-2
RPT - The ACTFL Reading Proficiency Test (Reading)	Cat 1-2 Languages: French, German, Indonesian, Italian, Portuguese, Spanish	1-5
	Cat 3-4 Languages: Arabic, Japanese, Korean, Mandarin, Russian	1-2
WPT/BWT - The ACTFL Writing Proficiency Test/Business Writing Test (Writing)	Cat 1-2 Languages: Danish, Dutch, French, German, Haitian Creole, Italian, Portuguese, Spanish, Swahili, Swedish	1-5
	Cat 3-4 Languages: Albanian, Amharic, Arabic, Armenian, Bengali/Bangla, Bosnian/Croatian, Bulgarian, Cantonese, Czech, Dari, Greek (Modern), Gujarati, Hebrew, Hindi, Japanese, Korean, Malayalam, Mandarin, Pashto, Persian, Farsi, Polish, Russian, Serbo/Croatian, Tamil, Tagalog, Thai, Turkish, Ukrainian, Urdu, Vietnamese, Yoruba	1-2

*Various Country-based variants of Arabic, **ILR (Interagency Language Roundtable) only

CLASSICAL LANGUAGE ASSESSMENT	MIN SCORE
AP- Advanced Placement Examination in Latin	4
ALIRA - The ACTFL Latin Interpretive Reading Assessment	1 - 5
IB - International Baccalaureate Examination <ul style="list-style-type: none"> • Latin • Classical Greek 	5(SL), 4(HL)

Click here for more information on the exams (pages 71-79)

<http://www.nysed.gov/common/nysed/files/programs/world-languages/nysb-handbook.pdf>

Appendix 4:

Timeline for student to follow:

1. Student must submit the letter of intent on or before May 1st of the junior year or sophomore year if taking ASL or attempting to obtain the seal of biliteracy in multiple languages. .
2. Student submits application on or before November 1st of the junior or senior year; Student will be given an advisor shortly afterwards.
3. Student creates a plan with Advisor's support in November of senior year.
4. Student must schedule meets with Advisor (at least quarterly) to monitor progress.
5. Student submits all components, which are documented on application form, on or before April 1st of senior year for review
6. Student presents 2-point project (See Scoring Rubric) to SBC, if applicable, by May 15th of student's senior year.
7. Students are recognized during Senior Awards Night in early June.
8. Once test scores are received, successful candidates will be notified by email.

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 Biliteracy and meet at least once per quarter with the student to review progress. The student is required to keep a log (attached below) throughout the year that details activities relating to work being done for the NYSSB as well as your meetings with your advisor, even if those meetings are brief. It is not necessary for the advisor to know the language spoken by the student, but that is preferred. 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 ENL Teacher or a Seal of Biliteracy committee member, but anyone with knowledge of the NYSSB can be an advisor if approved by the committee.

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/Expressive, 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/Expressive) 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.

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

- Essays
- Powerpoint Presentations
- Tests
- Video Recorded Interviews
- Personal Reflections
- Projects
- Travel Diaries
- Written/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 3 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.

In order to earn the NYSSB, students will earn credits on a point system as shown in Appendix 1. 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/expressive, reading, and writing.

Evaluation Process:

Applicants for the NYSSB should be evaluated by a minimum of three 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 if the world language chosen is not Spanish nor ASL. The SBC may also consult with its Regional Bilingual Education Resource Network (RBERN) to find qualified participants.

Recognition:

Hudson City School District will be honoring and celebrating the accomplishments of the students who meet the demands of NYSSB. The students will be recognized during Senior Awards Night, which usually happens within the first week of June. 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.

Hudson City School District
Seal of Biliteracy



Student Letter of Intent
Submit to Mrs. Hoose in the guidance office
by May 1 of your junior year.

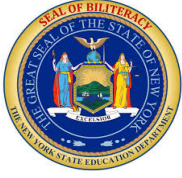
I, _____, student at Hudson Senior High School state that I intend to participate in the NYSSB Program and pursue the New York State Seal of Biliteracy (NYSSB).

I understand that I must submit the application form by October 1 of my senior year.

I also understand that I must follow the guidance of my advisor and Seal of Biliteracy Committee to fulfill all of the requirements set by NYS in order to attain the seal.

Student Signature: _____

Date: _____



HUDSON CITY SCHOOL DISTRICT
The New York State Seal of Biliteracy Application Form
COMPLETE Application by November 1 of senior year and
SUBMIT to Mrs. Hoose in the guidance office.

Student name: _____

Student Signature: _____

Parent/Guardian name: _____

Parent/Guardian Signature: _____

Student ID: _____

Name the World Language(s) that you wish to receive the NYSSB in.

Expected Graduation Date: _____

SECTION A: World Language Class (leave blank if not applicable)

What were your grades in World Language? _____

Current World Language teacher: _____

SECTION B: ELA

What were your grades in ELA? _____

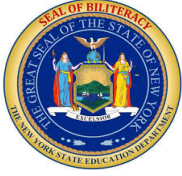
Current ELA teacher: _____

SECTION C: ENL (leave blank if not applicable) Please have your ENL teacher fill out the teacher reference document and they must hand it in by November 1.

SECTION D: Students who are not taking a World Language Class and are not in ENL classes (Leave blank if not applicable).

Please explain why you feel that you would be a good candidate for the New York State Seal of Biliteracy program at Hudson City School District.

Today's Date: _____



HUDSON CITY SCHOOL DISTRICT
The NYS Seal of Biliteracy **Teacher Reference Form**
COMPLETE by November 1 of and SUBMIT to Mrs. Hoose in the
guidance office.

- Students who are not taking a World Language Class and are not in ENL classes please have a teacher fill this out as your reference and he/she will submit this directly to Mrs. Hoose or to Mrs. Weiss.
- Students who take ENL classes please have your ENL teacher fill in this section and have him/her submit this document directly to Mrs. Hoose or Mrs. Weiss.

Teacher Reference: Please explain why you feel that this student would be a good candidate for the New York State Seal of Biliteracy program at Hudson City School District.

Teacher Name: _____

Position/Building: _____

Teacher signature: _____

Today's Date: _____

Keep track of your own points

<i>Criteria for Demonstrating Proficiency in English</i>	<i>Points Earned</i>	<i>Criteria for Demonstrating Proficiency in a World Language</i>	<i>Points Earned</i>
<p>Score of 80, or higher on the NYS Regents Examination in English Language Arts (Common Core) Date</p> <p>Taken: _____</p> <p>Score Received: _____</p>		<p>Complete a Checkpoint C level World Language course, with a grade of 85 or higher.</p> <p>Exam Taken: _____</p> <p>Date Taken: _____</p> <p>Score Received: _____</p>	
<p>English Language Learners (ELLs) score 75 or above on two Regents exams other than English, without translation.</p> <p>Regents 1 Exam Taken: _____</p> <p>Score Received: _____</p> <p>Regents 2 Exam Taken: _____</p> <p>Score Received: _____</p>		<p>Score at a proficient level on an accredited Checkpoint C World Language assessment</p> <p>Exam Taken: _____</p> <p>Date Taken: _____</p> <p>Score Received: _____</p>	
<p>ELLs earn an overall score of 290 or better on the New York State English as a Second Language Achievement Test (NYSESLAT) during 9th-12th grades</p> <p>Modality 1: _____</p> <p>Modality 2: _____</p> <p>Date Taken: _____</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 or higher.</p>	
<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>Present a Culminating Project that meets the criteria for speaking, listening, reading, and writing established by the district's NYS Seal of Biliteracy Committee and that is aligned to the NYS Checkpoint C Learning Standards to a panel of reviewers with proficiency in the target language.</p> <p>Date of presentation: _____</p> <p>Score Received: _____</p>	

<p>Score at a proficient level on an approved English assessment (See "Approved English Assessments" on page 9).</p> <p>Exam Taken: _____</p> <p>Score Received: _____</p>			
<p>Present a Culminating Project that meets the criteria for speaking, listening, reading, and writing established by the district's NYS Seal of Biliteracy Committee to a panel of reviewers with proficiency in English.</p> <p>Project Name: _____</p> <p>Score Received: _____</p>			

Total points earned: _____
(English)

Total points earned: _____
(World Language)

ACTIVITY LOG SAMPLE

- Please accept the invite to the Seal of Biliteracy 2024 google classroom
- You will find an assignment labeled "ACTIVITY LOG"
- Share your document with your mentor
- Fill out the log every time you meet
- Turn in your activity log by April, 26, 2024

DATE	TIME	Meeting Notes	Goal(s) for next meeting
5-Dec	11 AM	Initial meeting; reviewed requirements	Develop culminating project ideas
20-Dec	3 PM	Discussed grades in ELA and World Language Class & picked a topic for the culminating project in English	Bring 3 sources to research topic (Books, articles, links etc.)
5-Jan	11 Am	Updated mentor on current grades. Talked about my three sources in depth and talked about putting a creative presentation together	Choose my presentation format and start my project.
20-Jan			
5-Feb			
20-Feb			
5-Mar			
20- Mar			
5- April			
20- Apr			

