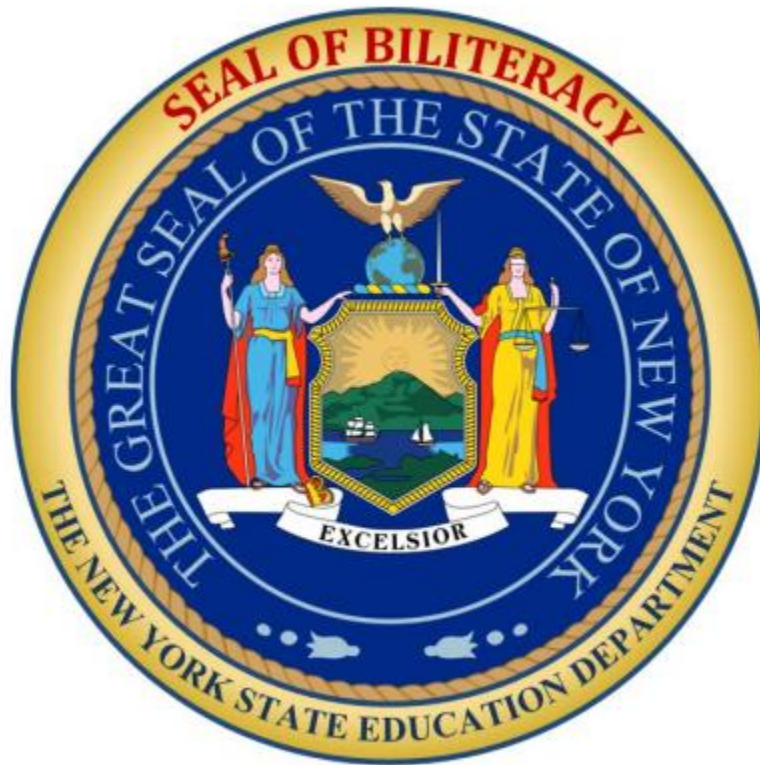


Deer Park Union Free School District



NYS Seal of Biliteracy Information and Application Packet

2019

Deer Park ENL and World Languages

Introduction

In recognition of the importance of bilingualism in our ever-changing global society, many states, including New York, are beginning to award a “Seal of Biliteracy” in formal acknowledgment of students who have studied and accomplished a high proficiency in two or more languages by high school graduation.

The purpose of a seal of biliteracy 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 to
- affirm the value of diversity in a multilingual society.¹

Deer Park is proud to offer students the opportunity to acquire the seal of biliteracy for their diplomas. Students may prove biliteracy in standard academic English and *any* other language, including American Sign Language. In the following pages you’ll find information regarding Deer Park’s seal of biliteracy application process, including the criteria set forth by the New York State Education Department.

Should a student be approved to receive the seal of biliteracy, New York State will provide the district with a digital seal image to be placed directly on the student’s diploma. More information on the awarding of seals will be provided to qualified students after their application is accepted by the committee.

Should you have any questions throughout the process, please reach out to either your guidance counselor or one of the Seal of Biliteracy Committee members, listed on the following page.

¹ Information adapted from The New York State Seal of Biliteracy Handbook

New York State Seal of Biliteracy Committee

In order to remain in compliance with New York’s Seal of Biliteracy guidelines, Deer Park has established a committee of professionals for the purpose of creating a NYSSB plan which includes committee recruitment/composition, communications, program development, student advisement, evaluation, and presentation of awards. Deer Park’s committee is comprised of World Language teachers, English Language Arts (ELA) teachers, English as a New Language (ENL) teachers, guidance counselors, and administrators. The following professionals are committee members for the 2018-2019 school year:

Administration

Mrs. Ashley Rosenberg
District Admin. for ENL & World Lang.
rosenberg.a@deerparkschools.org

Mr. Sean O’Brien
Associate Principal, DPHS
obrein.s@deerparkschools.org

Teachers and Counselors

Mrs. Susan Bollag	French Teacher	bollag.s@deerparkschools.org
Mr. Joseph Buscarino	ELA/ENL Teacher	buscarino.j@deerparkschools.org
Mrs. Bianca Cannizzaro	Guidance Counselor	cannizzaro.b@deerparkschools.org
Mrs. Josephine Conway	Italian Teacher	conway.j@deerparkschools.org
Mrs. Elisabeth Gleason	ENL Teacher	gleason.e@deerparkschools.org
Mrs. Lisa Kiernan	ENL Teacher	kiernan.l@deerparkschools.org
Mr. Alex Lima	Spanish Teacher	lima.a@deerparkschools.org
Mrs. Celeste Lippman	Spanish Teacher	lippman.c@deerparkschools.org
Mrs. Otilia Mendiola	Spanish Teacher	mendiola.o@deerparkschools.org
Mrs. Heather Nola	Spanish Teacher	nola.h@deerparkschools.org
Mrs. Dina Pannone	Spanish Teacher	pannone.d@deerparkschools.org
Mrs. Alfonsina Sguera	Spanish/Italian Teacher	sguera.a@deerparkschools.org
Mr. Oscar Villalobos	Spanish Teacher	villalobos.o@deerparkschools.org

Seal of Biliteracy Requirements

Students wishing to receive the New York State Seal of Biliteracy must complete all requirements for graduating with a New York State Regents Diploma. Coursework at Deer Park High School satisfies these requirements; for more information, please visit www.hesc.ny.gov.

In addition to the above minimum requirement, students wishing to receive a New York State 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 75 or higher on the NYS Comprehensive English Regents Examination or score 80 or higher on the NYS Regents Examination in English Language Arts (Common Core)* or English Language Learners (ELLs) score 75 or above on two Regents exams other than English, without translation.	1	Complete a Checkpoint C level World Language course, with a grade of 85 or higher, or a comparable score using another scoring system set by the district and approved by the Commissioner, for both the coursework <u>and</u> final examination consistent with Checkpoint C standards.	1
ELLs score at the Commanding level on two modalities on the New York State English as a Second Language Achievement Test (NYSESLAT).	1	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.	1
Complete all 11 th and 12 th grade ELA courses with an average of 85 or higher or a comparable score using another scoring system set by the district and approved by the Commissioner.	1	For students enrolled in a Bilingual Education program, complete all required Home Language Arts (HLA) coursework and the district HLA exam with an 85 or higher or a comparable score using another scoring system set by the district and approved by the Commissioner.	1
Achieve the following scores on the examinations listed below: -3 or higher on an Advanced Placement (AP) English Language or English Literature examination, or -80 or higher on the Test of English as a Foreign Language (TOEFL).	1	Score at a proficient level on an accredited Checkpoint C World Language assessment (See "Checkpoint C World Language Assessments and Minimum Scores" on the following page.)	1
Present a culminating project, scholarly essay or portfolio 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.	2	Present a culminating project, scholarly essay, or portfolio 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.	2

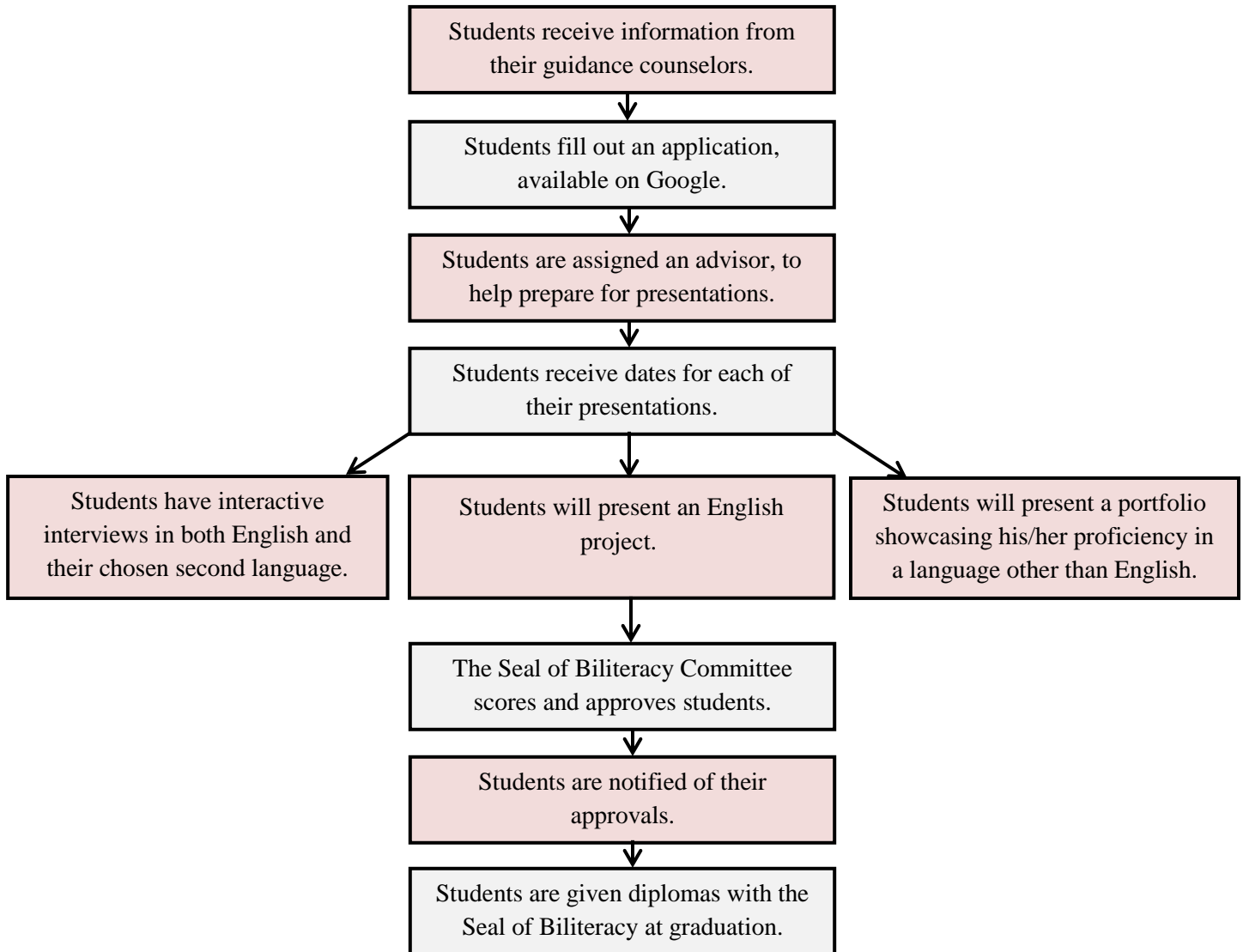
Deer Park's Seal of Biliteracy application process ensures that students are able to showcase their proficiency in a variety of ways and meet many of the above criteria.²

² Testing accommodations recommended in an individualized education program or section 504 Accommodations Plan must be provided for all State and districtwide assessments administered to students with disabilities, as consistent with State policy.

Checkpoint C World Language assessments can be found in the Appendix of this packet.

Application Process

In order to help students meet each of the aforementioned requirements, Deer Park's Seal of Biliteracy Committee has established a thorough application process for students:



For more detailed information on the application process, please read through the following pages.

Application

After receiving information from their guidance counselors, students will be asked to fill in an online application for the seal of biliteracy. This application can be found at the following address:

<https://forms.gle/3sEMYCAZnUu6cmhf7>



Students must complete the online application by **April 18, 2019**.

Advisor

After receiving students' applications, guidance counselors and administrators will assign each student an advisor. The advisor will be a member of Deer Park's Seal of Biliteracy Committee. The student's advisor will go over the requirements for the program and meet regularly with the student to review progress; during this time, the student should work on his/her presentations and interview skills.

Receive Dates

Shortly after being paired with an advisor, students will be given dates to showcase their bilingualism and biliteracy in a variety of ways. Students will receive dates to have two interactive interviews and to present an ELA project and a LOTE portfolio.

Interactive Interviews

Students are responsible for two interactive interviews with members of the seal of biliteracy committee. One interview will be in English and the other will be conducted in the student's chosen second language. Students are expected to demonstrate a "High Intermediate" proficiency in both languages during their interviews. Deer Park has taken proficiency guidelines from the American Council on the Teaching of Foreign Languages (ACTFL) and created a local rubric on which students will be evaluated.³ Each interview will be approximately 10 minutes per student.

³ Deer Park's rubric for Interactive Interviews may be found in the Appendix of this packet.

For the interactive interview in English, students will be shown a culturally relevant picture or photograph. Students will be given a few minutes to study the image and jot down notes. The interview panel will proceed to ask students questions regarding their feelings and opinions regarding the subject and how it relates to them personally. As indicated by the rubric, students will be expected to answer questions fully and extensively.

For the interactive interview in a language other than English, students will prepare to answer the following question in their target language:

What importance do you feel cultural competence holds in the 21st century? How do you feel your bilingualism, biliteracy, and cultural and global knowledge help you succeed in today's world?

Students will begin the conversation by presenting their answer to this question. Members of the interview panel will ask follow-up questions, and students will be expected to respond appropriately. For this interview, it is the district's responsibility to include a speaker of the target language on the interview panel, so that the entire conversation may be held in that language.

English Project

Students will be responsible for researching, writing, and presenting a project in English Language Arts (ELA). Students will choose two (2) culturally diverse and/or culturally relevant texts to read and compare; texts must be two different mediums/genres (i.e.: novel excerpt and nonfiction article, poem and speech, etc...). All texts must be approved by students' advisors. After reading, students will write a paper answer the following prompt:

What conclusions can you draw from your texts regarding the significance of cultural diversity in 21st century society?

Papers must be 2-5 pages and written in 12-point font, double-spaced. Students will present this paper and their findings to a panel. Their presentation may be accompanied by visual aids, including PowerPoint or Google Slides presentations. Students' writing and presentations are expected to be at a "High Intermediate" level.

LOTE Portfolio

In order to demonstrate their proficiency in a language other than English, students will also present a portfolio of work in a chosen second language to a panel. The student portfolio must include approximately 25 artifacts which demonstrate “High Intermediate” proficiency in Speaking, Listening, Reading, and Writing; these may include:

- Projects
- Problem-Solving Exercises
- Personal Reflections
- Tests
- Essays
- Written or Performed Plays
- Videotaped Interviews
- PowerPoint Presentations
- Travel Diaries

Students will present their portfolios to the panel, in English or the target language, and highlight one artifact for each language modality (Speaking, Listening, Reading, and Writing). Students should also expect to answer questions on their work. For more information on developing appropriate portfolios, please visit https://ncssfl.org/linguafolio-can-do2013/?linguafolio_index.

Both ELA and LOTE presentations will be graded on a locally-created rubric aligned with ACTFL’s Presentational Proficiency Guidelines.⁴

Approvals and Notification

Members of Deer Park’s Seal of Biliteracy Committee will evaluate students’ applications, interviews, and presentations based on state-aligned criteria. Students who receive approval for the seal of biliteracy will receive notification by **May 31, 2019**.

⁴ Deer Park’s rubric for ELA and LOTE presentations may be found in the Appendix of this packet.

Graduation

Eligible students will receive diplomas after graduation with the official New York State Seal of Biliteracy adhered. They'll also receive a separate certificate and acknowledgment from the ENL and World Languages Department.

More Information

For more information regarding Deer Park's Seal of Biliteracy, please contact your student's guidance counselor or Ashley Rosenberg, District Administrator for ENL and World Languages.

Appendix

Checkpoint C World Language Assessments and Minimum Scores

ASSESSMENT	MIN SCORE
AP – Advanced Placement Examination Chinese, French, German, Italian, Japanese, Latin, Spanish, Spanish Literature	4
IB - International Baccalaureate	5
STAMP4S - Standard Based Measurement of Proficiency Arabic, Chinese (Traditional and Simplified), English, French, Hebrew, Japanese, Spanish, German, and Italian	6
DELE (Diplomas of Spanish as a Foreign Language) – through Cervantes Institute NYC	B1
AAPPL -The ACTFL Assessment of Performance toward Proficiency in Languages Arabic, Chinese, French, German, Portuguese, Russian, Spanish, and ESL	I-5
OPI – The ACTFL Oral Proficiency Interview Afrikaans, Akan-Twi, Albanian, Amharic, Arabic, Armenian, Azerbaijani, Baluchi, Bengali, Bosnian, Bulgarian, Burmese, Cambodian, Cantonese, Cebuano, Czech, Dari, Dutch, English, French, Ga, Georgian, German, Greek (Modern), Gujarati, Haitian, Creole, Hausa, Hebrew, Hiligaynon, Hindi, Hmong-Mong, Hungarian, Igbo, Ilocano, Indonesian, Italian, Japanese, Javanese, Kashmiri, Kazakh, Kikongo-Kongo, Korean, Krio, Kurdish, Lao, Malay, Malayalam, Mandarin, Mandingo-Bambara, Nepali, Norwegian, Pashto, Persian-Farsi, Polish, Portuguese, Punjabi, Romanian, Russian, Serbian/Croatian, Sindhi, Sinhalese, Slovak, Somali, Spanish, Swahili, Tagalog, Tajik, Tamil, Tausug, Telugu, Thai, Tigrinya, Turkish, Turkmen, Uighur, Urdu, Uzbek, Vietnamese, Wolof, Wu, and Yoruba OPIc - The ACTFL Oral Proficiency Interview by Computer Arabic, English, French, German, Italian*, Korean, Mandarin, Pashto, Persian, Farsi, *Portuguese, Russian and Spanish. (*Limitations apply)	Intermediate High In this section, Students must take exams in all four modalities (speaking, listening, reading and writing) to qualify for Checkpoint C credit (When applicable)
WPT/BWT – The ACTFL Writing Proficiency Test/Business Writing Test Paper & Pen: Albanian, Arabic, Chinese-Cantonese, Chinese-Mandarin, English, French, German, Greek, Haitian Creole, Hebrew, Hindi, Italian, Japanese, Korean, Persian, Polish, Portuguese, Russian, Serbian/Croatian, Spanish, Turkish, Urdu, and Vietnamese -Internet: Arabic, Chinese-Cantonese, Chinese-Mandarin, Danish, English, French, German, Greek, Hindi, Italian, Japanese, Korean, Norwegian, Polish, Portuguese, Russian, Spanish, Turkish, Vietnamese	
RPT – The ACTFL Reading Proficiency Test English, French, German, Italian, Portuguese, Russian, and Spanish	
LPT – The ACTFL Listening Proficiency Test English, French, Italian, Portuguese, Russian, Spanish, and German.	
ALIRA – The ACTFL Latin Interpretive Reading Assessment	I-4
SLPI: ASL – American Sign Language Proficiency Interview	Intermediate Plus

Interactive Interviews applicable to both <i>English and LOTE</i>		
Domains	Low Intermediate 2 points	Mid Intermediate 4 points
Functions	Speakers are primarily reactive and struggle to answer direct questions or requests for information. They are also able to ask a few appropriate questions. Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target-language culture.	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.
Context/Content	Able to function in some personally relevant contexts on topics that relate to basic biographical information. Their responses are often filled with hesitancy and inaccuracies as they search for appropriate linguistic forms and vocabulary while attempting to give form to the message.	Able to communicate in contexts relevant to oneself and others, and one's immediate environment.
Text Type	Understands and produces highly practiced words and phrases and an occasional sentence. Able to ask formulaic or memorized questions.	Able to understand and produce discrete sentences, strings of sentences and some connected sentences. Able to ask questions to initiate and sustain conversations.
Language Control	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.	Understands straightforward language that contains mostly familiar structures. Control of language is sufficient to be understood by those accustomed to dealing with language learners.
Vocabulary	Able to understand and produce a number of high frequency words, highly practiced expressions, and formulaic questions relating to basic personal information; for example, self and family, some daily activities and personal preferences, and some immediate needs, such as ordering food and making simple purchases.	Communicates using high frequency and personalized vocabulary within familiar themes or topics, including 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.
Communication Strategies	Intermediate Low speakers express personal meaning by combining and recombining what they know and what they hear from their interlocutors into short statements and discrete sentences. Their speech is characterized by frequent pauses, ineffective reformulations and self-corrections. Their pronunciation, vocabulary, and syntax are strongly influenced by their first language.	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.
Cultural Awareness	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.	Recognizes and uses some culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions. Recognizes that differences exist in cultural behaviors and perspectives and can conform in familiar situations.
		High Intermediate 6 points
		Able to converse with ease and confidence when dealing with the 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.
		Functions fully and effectively in contexts both personal and general. Content areas include topics of personal and general interest as well as work-related topics and areas of special competence. May show emerging evidence of the ability to communicate in more abstract content areas.
		Able to understand and produce discourse in full oral paragraphs that are organized, cohesive, and detailed. Able to ask questions to probe beyond basic details.
		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.
		Comprehends and produces a broad range of vocabulary related to school, employment, topics of personal interest, and generic vocabulary related to current events and matters of public and community interest.
		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, or an inability to maintain paragraph-length discourse.
		Understands and uses cultural knowledge to conform linguistically and behaviorally in many social and work-related interactions. Shows conscious awareness of significant cultural differences and attempts to adjust accordingly.

Deer Park Union Free School District
 Seal of Biliteracy Presentation Rubrics
 2019

English Project Presentation and LOIE Portfolio Presentation			
Domains	Low Intermediate 2 points	Mid Intermediate 4 points	High Intermediate 6 points
Functions	Presents simple, basic information on very familiar topics by producing words, list, notes, and formulaic language using highly practiced language. Writing tends to consist of a few simple sentences, often with repetitive structure.	Expresses own thoughts and presents information and personal preferences on familiar topics by creating with language primarily in present time. Writers at the Intermediate Mid sublevel show evidence of control of basic sentence structure and verb forms. This writing is best defined as a collection of discrete sentences and/or questions loosely strung together. There is little evidence of deliberate organization.	Produces narrations and descriptions in all major time frames on familiar and some unfamiliar topics. May show emerging evidence of the ability to provide a well-supported argument, including detailed evidence in support of a point of view.
Context/Content	Creates messages in some personally relevant contexts on topics that relate to basic biographical information. May show emerging evidence of the ability to create messages in highly practiced contexts related to oneself and immediate environment.	Creates messages in contexts relevant to oneself and others, and one's immediate environment. May show emerging evidence of the ability to create messages on general interest and work-related topics.	Creates messages fully and effectively in contexts both personal and general. Content areas include topics of personal and general interest (community, national, and international events) as well as work-related topics and areas of special competence. May show emerging evidence of the ability to create messages in more abstract content areas.
Text Type	Produces words and phrases and highly practiced sentences or formulaic questions.	Produces sentences, series of sentences, and some connected sentences.	Produces full paragraphs that are organized and detailed.
Language Control	Produces memorized language that is appropriate to the context. Limited language control may require a sympathetic audience to be understood. With practice, polish, or editing, may show emerging evidence of Intermediate-level language control.	Control of language is sufficient to be understood by audiences accustomed to language produced by language learners. With practice, polish, or editing, may show emerging evidence of Advanced-level language control.	Control of high-frequency structures is sufficient to be understood by audiences not accustomed to language of language learners. With practice, polish, or editing, shows evidence of Advanced-level control of grammar and syntax.
Vocabulary	Produces a number of high frequency words and formulaic expressions; able to use a limited variety of vocabulary on familiar topics; Topics are tied to highly predictable content areas and personal information. Vocabulary is adequate to express elementary needs.	Produces vocabulary on variety of everyday topics, topics of personal interest, and topics that have been studied, including 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.	Produces a broad range of vocabulary related to school, employment, topics of personal interest, and generic vocabulary related to current events and matters of public and community interest.
Communication Strategies	They can create statements and formulate questions based on familiar material. Most sentences are recombinations of learned vocabulary and structures. These are short and simple conversational-style sentences with basic word order. They are written almost exclusively in present time.	They can present short, simple communications, compositions, and requests for information in loosely connected texts about personal preferences, daily routines, common events, and other personal topics. Their writing is framed in present time but may contain references to other time frames. The writing style closely resembles oral discourse.	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 feature of the Advanced level.
Cultural Awareness	May use some memorized culturally appropriate gestures, formulaic expressions, and basic writing conventions.	Uses some culturally appropriate vocabulary, expressions, and gestures. Reflects some knowledge of cultural differences related to written and spoken communication.	Uses cultural knowledge appropriate to the presentational context and increasingly reflective or authentic cultural practices and perspectives.

¹ Rubrics taken from ACTFL Performance Descriptors for Language Learners: Interpersonal & Presentational
² Students who earn a score above 40/42 on each rubric will be eligible to receive 2 points toward the NYS Seal of Biliteracy Checklist for each language.

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