

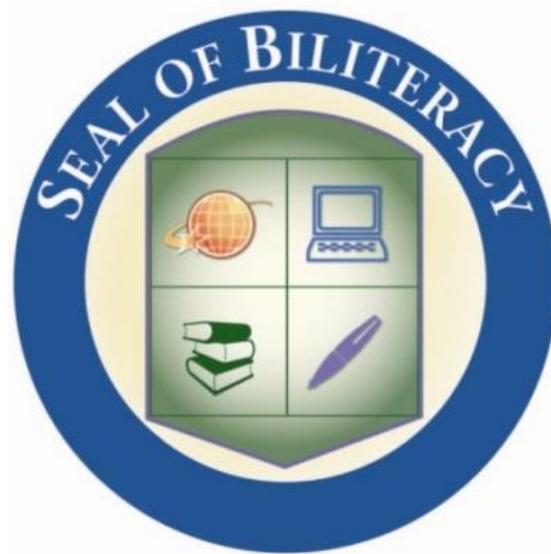


City School District of Albany

# Seal of Biliteracy

## Handbook and Student Application

### 2016-17



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# Introduction

The City School District of Albany recognizes the importance of bilingualism in this technological and global era. 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.

Albany High School is pleased to announce participation in the New York State Seal of Biliteracy program for the 2016-2017 academic year. Albany 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 Literacy 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 Albany High School student.

The Seal of Biliteracy program is overseen by the Seal of Biliteracy Committee (SBC). The Committee developed this handbook to provide students and their families with all pertinent information about the Seal of Biliteracy program at Albany 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 Albany High School Guidance Office.

## Seal of Biliteracy Committee

The City School District of Albany established a Seal of Biliteracy Committee in June 2016 to create a Seal of Biliteracy Handbook in order to implement a Seal of Biliteracy program at Albany 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:

Karen Bechdol—Director of Curriculum and Instruction

Robert Smeallie— Chinese Language Teacher, World Language Chairperson

Laurie Bebb— Guidance Counselor, Albany High School

Christina Zontini— English as a New Language Teacher, Middle School

Carmen Militello — Dual Language Teacher, Delaware Community School

Kaitlin Kelly— English as a New Language Teacher, Middle School

Melinda Zebrowski— IB Spanish Teacher, Albany High School

Rachel Queenan— English as a New Language Teacher, Albany High School

Leanne Lorio— English as a New Language Teacher, Elementary School

Ken Lein— Principal, Delaware Community School

Mirca Uhl— Spanish Teacher, Middle School

Jennifer Houlihan- Humanities Supervisor

## **The Seal of Biliteracy Committee will:**

- ❖ develop a student application process
- ❖ oversee student advisement
- ❖ evaluate student SEB work
- ❖ formally present Seal of Biliteracy awards
- ❖ collect and report data to 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 on 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. NYS Department of Education distributed a handbook and a professional development plan to help districts develop their own Seal of Biliteracy programs. In CSDA, the process began in June 2016.

## **The Intent of the New York State Seal of Biliteracy is to:**

- ❖ affirm the value of diversity in a multilingual society
- ❖ encourage the study of languages
- ❖ identify high school graduates with language and biliteracy skills for employers
- ❖ provide universities with additional information about applicants seeking admission
- ❖ prepare students with twenty-first century skills
- ❖ recognize the value of world and home language instruction in schools

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

# Student Identification and Recruitment

The City School District of Albany will begin student advisement for the attainment of the Seal of Biliteracy in 8<sup>th</sup> grade. Middle School Guidance Counselors and World Language Teachers will speak to students as early as possible so that they may plan their courses of study. Advisement and program information will be provided by English as a New Language Teachers, World Language Teachers, Guidance Counselors and Administration. Students and their parents will be made aware of the opportunity to achieve the Seal of Biliteracy in classroom discussions, presentations for high school planning, individual guidance meetings with students and parents, school community meetings such as Welcome Back Night, Open House, English as a New Language Orientation for parents and students, and/or from schedule materials from the Guidance Office at Albany High School.

Once students are at the high school, they and their parents will be informed about the opportunity to obtain a Seal of Biliteracy at the 9<sup>th</sup> Grade Orientation, the Fall Open Houses, and the Curriculum Fairs.

All 9<sup>th</sup> and 10<sup>th</sup> grade students will learn more about the Seal of Biliteracy in their World Language classes, English as a New Language classes, in class discussions, presentations, parent contact; and written communication from the Albany High School Principal.

High School Counselors will inform students of this potential seal of distinction at the scheduling meetings in the 10<sup>th</sup> grade year and assist students in determining that all necessary courses are in the student's course load to achieve the seal.

The SBC will decide on methods for communicating the New York State Seal of Biliteracy program to its students, parents, faculty, and community, which may include informational meetings, parent letters, newsletters, school website, workshops, assemblies, and coverage in the local media. Information presented would contain background information on the New York State Seal of Biliteracy, the City School District of Albany SBC contact information, the student application process, the advisement process, and the proficiency criteria.



## Dual Language Students

The Dual Language Program at Delaware Community School, a pre-K—grade 5 school, is open to all families in the City School District of Albany. One third of the school is enrolled in the program. The Dual Language Program is a partial immersion model in Spanish. The partner language and English are used equally throughout the program. Each class strives to maintain an equal balance of native English speakers and native Spanish speakers. The program uses the LAS Links (Language Assessment Scale) twice per year to measure student achievement and growth toward proficiency in Spanish. The program is a gateway for students to lifelong study and appreciation of Spanish. The Dual Language Program at Delaware Community School becomes a special feeder program for the achievement of the Seal of Biliteracy. Typically, Dual Language students take Spanish 3 upon their entry to Albany High School and in 10<sup>th</sup> grade, successful and continuing students would be enrolled in Spanish 4. At this point, students could begin their journey towards achievement of the Seal of Biliteracy.

## English as a New Language Students

The City School District of Albany recognizes that bilingualism and biliteracy are assets and provide opportunities for all students to earn a Seal of Biliteracy upon obtaining a high school diploma. Currently, the district has over 1000 English as 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.

All 8<sup>th</sup> 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 8<sup>th</sup> 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 Welcome Back Night, Open House; ENL Orientation for parents and students.

Guidance counselors will access and identify former ENL students. A meeting of former ENLs, ELLs and their parents will take place twice in ninth grade and in the fall of their 10<sup>th</sup> grade year. These meetings will be facilitated by the Director of the English as a New Language Program. The fall event will be a part of the NYSED mandated English as a New Language Student and Parent Orientation.

Guidance counselors, using PowerSchool, will also identify the students who, at point of entry, were identified as potentially eligible, but did not receive English as a New Language services. Through this same process, 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.

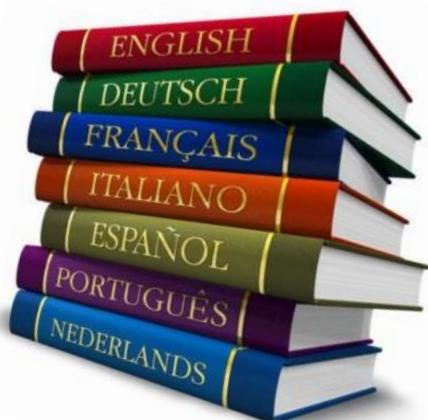
# Special Education Students

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 Biliteracy, 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.

## Earning the Seal of Biliteracy

All students wishing to earn the Seal of Biliteracy must complete all requirements for graduating with a NYS Regents diploma and also demonstrate proficiency in both English and a World Language. Students must demonstrate proficiency in a World Language at Intermediate-High based on the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines. The Seal of Biliteracy Application is due March 17<sup>th</sup> of Junior Year. See application form on page 15 of this booklet.



# Student's Timeline

## (Important Benchmarks & Student Advisement Schedule)

1. Student submits application on or before March 17<sup>th</sup> of the junior year.
2. Advisor is identified within 30 days of application submission.
3. Student creates plan with advisor's support before the end of junior year.
4. Student meets with the advisor quarterly to monitor progress.
5. Student submits all components, which are documented on application form, on or before April 15<sup>th</sup> of senior year for review.
6. Student presents 2-point project (*See Scoring Rubric on page 16*) to SBC, if applicable, by May 15<sup>th</sup> 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 mail.
9. Data is submitted to SED in August.



## Student Advisement

Once the committee receives a student application, the applicant will be assigned an advisor, preferably a faculty member from the same school. The advisor will go over the requirements for the Seal of Biliteracy and meet once per quarter with the student to review progress. The student is required to keep a log throughout the year that details activities relating to work being done for the NYSSB. Due to the large amount of potential student applicants for the NYSSB, the advisor may or may not be on the Seal of Biliteracy Committee to advise a student.

Although it is advised, 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.

# 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:

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

Students must meet all requirements of 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 OPI can be conducted in the following languages: 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.

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 Albany High School or for which an AP exam does not exist. For more common languages, Checkpoint C assessments include an AP culminating exam for Spanish and French (with a minimum score of 4), the IB Standard Level Diploma for Spanish and French and ab initio in Mandarin Chinese (with a minimum score of 5). AP



# Requirements for Essays, Projects, or Portfolios

## Writing- NYS Common Core Learning Standards

According to the NYS Common Core 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. embedding 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 of 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.
- ❖ IB (International Baccalaureate) internal assessment may also be used to partially fulfill culminating project requirements upon verification of student's IB teacher.

## Student Portfolio Requirements

The student's portfolio must contain evidence of language proficiency at the American Council on the Teaching of Foreign Languages (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, Interpretive, 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.

<http://www.actfl.org/sites/default/files/pdfs/ACTFLPerformance-Descriptors.pdf>.

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

- ❖ Essays
- ❖ Personal Reflections
- ❖ Powerpoint Presentations
- ❖ Problem-Solving Exercise
- ❖ Projects
- ❖ Tests
- ❖ Travel Diaries
- ❖ Videotaped Interviews
- ❖ Written Or Performed Plays

For help with developing portfolios, World Language teachers and students can refer to the NCSFL LinguaFolio®. This is an index, which is based on the European Language Portfolio (ELP and the NCSFL-ACTFL Can-Do Statements). LinguaFolio® is a learner-directed portfolio assessment instrument designed to support individuals in setting and achieving their goals for learning languages.

<http://www.ncssfl.org/LinguaFolio/index.php?linguafolio>

The resource below is intended for Language Learners and World Language teachers to assist with tracking progress toward the Intermediate High level proficiency in the target language required for the NYSSB.

<http://www.actfl.org/publications/guidelines-and-manuals/nssfl-actfl-can-do-statements>

## 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

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

- ❖ The NYS Common Core Learning Standard for English Language Arts for Grades 11 and 12 in the areas of reading writing, listening and speaking.  
[http://www.p12.nysed.gov/ciai/common\\_core\\_standards/pdfdocs/p12\\_common\\_core\\_learningstandards\\_ela.pdf](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/lote/lotels.html>
- ❖ ACTFL Proficiency Guidelines:  
<http://www.actfl.org/publication/guidelines-and-manuals/actfl-proficiency-guidelines-2012>
- ❖ NCSSFL-ACTFL Global Can-Do Benchmarks:  
[https://www.actfl.org/global\\_statements](https://www.actfl.org/global_statements)

# Evaluation Process and Awarding the Seal

Applications for the NYSSB will be evaluated by a minimum of two members from the Seal of Biliteracy Committee (SBC), following the criteria set by New York State Education Department. Students will present all proof necessary to show they have met the criteria for earning the NYSSB. 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 their second language to measure interpersonal and presentation skills. The SBC can choose to invite members of the community to help with the evaluation process, especially in case of low-incidence languages. The SBC may also consult with its Regional Bilingual Education Resource Network (RBERN), Regional, and the local Board of Cooperative Education Services (BOCES) to find qualified participants. CSDA will also use technology to connect students with panel members when necessary.

As stated in the criteria, in order to earn the NYSSB, students will earn credits on a point system. The criteria within the point system include assessments, coursework, projects, essays, and portfolios, etc. Assessments are only one area of proficiency, so the district can evaluate the students' language skills through other avenues.

The Committee will meet each spring to determine eligibility for the Seal of Biliteracy and work with guidance counselors to ensure that all students meeting the requirements are honored for their achievement.

Students must meet all requirements for graduating with a Regents diploma and also demonstrate proficiency in both English and a World Language as outlined in the Scoring Rubric on page 16 of this booklet.

## Special Recognition

The City School District of Albany 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 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 the diploma or a separate certificate upon completion of all requirements.

# Obtaining the Seal of Biliteracy

The City School District of Albany 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 awards ceremonies. The forms can be found at:

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

It is recommended that districts send requests 2-3 weeks in advance to allow time for NYSED to process the requests and for districts to have Seals affixed to the diplomas and/or transcripts. If required information is missing, the delivery of student Seals may be delayed.



## Transcripts

The City of Albany 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/or transcript.

## Reporting Data to NYSED

The City School District of Albany will identify the total number of graduating students qualifying for the New York State Seal of Biliteracy. In addition, the City School District of Albany 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 the eligibility requirements.



# The New York State Seal of Biliteracy Application Form

Applications must be returned to Guidance by *March 17<sup>th</sup>*

**Step #1:** Fill out the information below

Student name \_\_\_\_\_  
(Please print)

Student Signature \_\_\_\_\_

Parent/Guardian \_\_\_\_\_  
(Please print)

Parent signature \_\_\_\_\_

## 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 Albany High School and your GPA in the language class.

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

What was your overall GPA in World Language? \_\_\_\_\_

World Language teacher \_\_\_\_\_  
(Please print)

World language teacher signature \_\_\_\_\_

**Step #2B:** If you did not take world language at AHS, but certified your language competency by receiving a 3 or higher on the Advanced Placement Exam or by passing the SAT II with a 600 or higher, or completed a district approved alternative assessment of your language proficiency, please attach documentation to this form.

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

**Step # 3:** Submit this form as well as the New York State Seal of Biliteracy Scoring rubric (*See page 16*) to the Guidance Department to have your English competency verified.

Verified by \_\_\_\_\_ (Guidance Department)



# The New York State Seal of Biliteracy

## Scoring Rubric

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

Criteria for Demonstrating Proficiency in English	Point Value	Criteria for Demonstrating Proficiency in a World Language	Point Value
Score of 80, or higher on the NYS Regents Examination in English Language Arts (Common Core) Date Taken: _____ Score Received: _____	1	Complete a Checkpoint C level World Language course, with a grade of 85 or higher. Exam Taken: _____ Date Taken: _____ Score Received: _____	1
English Language Learners (ELLs) score 75 or above on two Regents exams other than English, without translation  Regents Subject 1 Exam taken: _____  Score Received: _____  Regents Subject 2 Exam taken: _____  Score Received: _____	1	Score at a proficient level on an accredited Checkpoint C World Language assessment (See "Checkpoint C World Language Assessments and Minimum Scores" on page 17.)* ____ AP Chinese Language and Culture^^/ Min Score: 4 ____ AP French Language /Min Score: 4 ____ AP Spanish Language /Min Score: 4 ____ IB French Language B Exam /Min Score :5 ____ IB Mandarin ab initio Exam /Min Score :5 ____ IB Spanish Language B Exam/Min Score :5 ____ American Sign Language Proficiency Interview / Min Score: Intermediate + Date Taken: _____ *AP exams can also be administered in languages other than the above, as required.	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
Complete all 11 <sup>th</sup> and 12 <sup>th</sup> grade ELA course with an average of 85 or higher English 11 Average: _____ English 12 Average: _____	1	Attach a copy of transcripts from a school in a foreign country showing at least three years of instruction in the student's home/native language in Grade 8 or beyond, with an equivalent grade average of B (85) or higher.	1
Achieve the following scores on the examinations listed below: -3 or higher on an Advanced Placement (AP) English Language or English Literature examination Exam Taken: _____ Score Received: _____	1	Assessment for low-incidence languages: OPI—ACTFL—Oral Proficiency Interview Students must achieve at the Intermediate-High Level	1
Present a culminating project, scholarly essay or portfolio that meets the criteria for speaking, listening, reading, and writing established by the district's Seal of Biliteracy Committee to a panel of reviewers with proficiency in English. Project Name: _____  <b>Rubric Score/ Panel Verification</b>	2		

^^Chinese Language and Culture--this exam is currently not offered at Albany High School, but may be offered at another participating school.

# Checkpoint C World Language Assessments and Minimum Scores

(based on ACTFL Intermediate High standards)

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

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

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