



GRADUATE with the SEAL OF BILITERACY

The New York State SEAL OF BILITERACY recognizes students who have studied and attained a high proficiency in two or more languages by high school graduation.



More languages mean better career and college opportunities:

Earn the Seal of Bilingual Education!

For information, please contact:

NYSED Office of Bilingual Education and World Languages: OBEWL@nysed.gov, or

The Regional Bilingual Education Resource Network in your area:

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

Seal of Bilingual Education - Siegel der Bilingualität

Christine Connor

In dieser Präsentation werdet ihr...

- über die Zielsetzung und Verbreitung des Seal of Biliteracy Programs in den USA informiert
- die Anforderungen für den Seal of Biliteracy in verschiedenen Staaten kennen lernen und genauer die Anforderungen von NY State betrachten
- die Umsetzung des Seal of Biliteracy Programs an einer High School in NY kennen lernen
- Kritikpunkte sehen
- die Anforderungen des Seal of Biliteracy im Hinblick auf die ACTFL Benchmarks evaluieren

Zielsetzung des Seal of Biliteracy

- das Erlernen von Sprachen fördern;
- Ermittlung von Hochschulabsolventen mit Sprach- und Biliteracy-Kenntnissen für Arbeitgeber;
- Universitäten zusätzliche Informationen über Bewerber zur Verfügung stellen;
- SUS auf die Fähigkeiten des 21. Jahrhunderts vorbereiten;
- den Wert des Fremd- und Muttersprachenunterrichts in den Schulen anerkennen;
- und den Wert der Vielfalt in einer mehrsprachigen Gesellschaft bekräftigen.

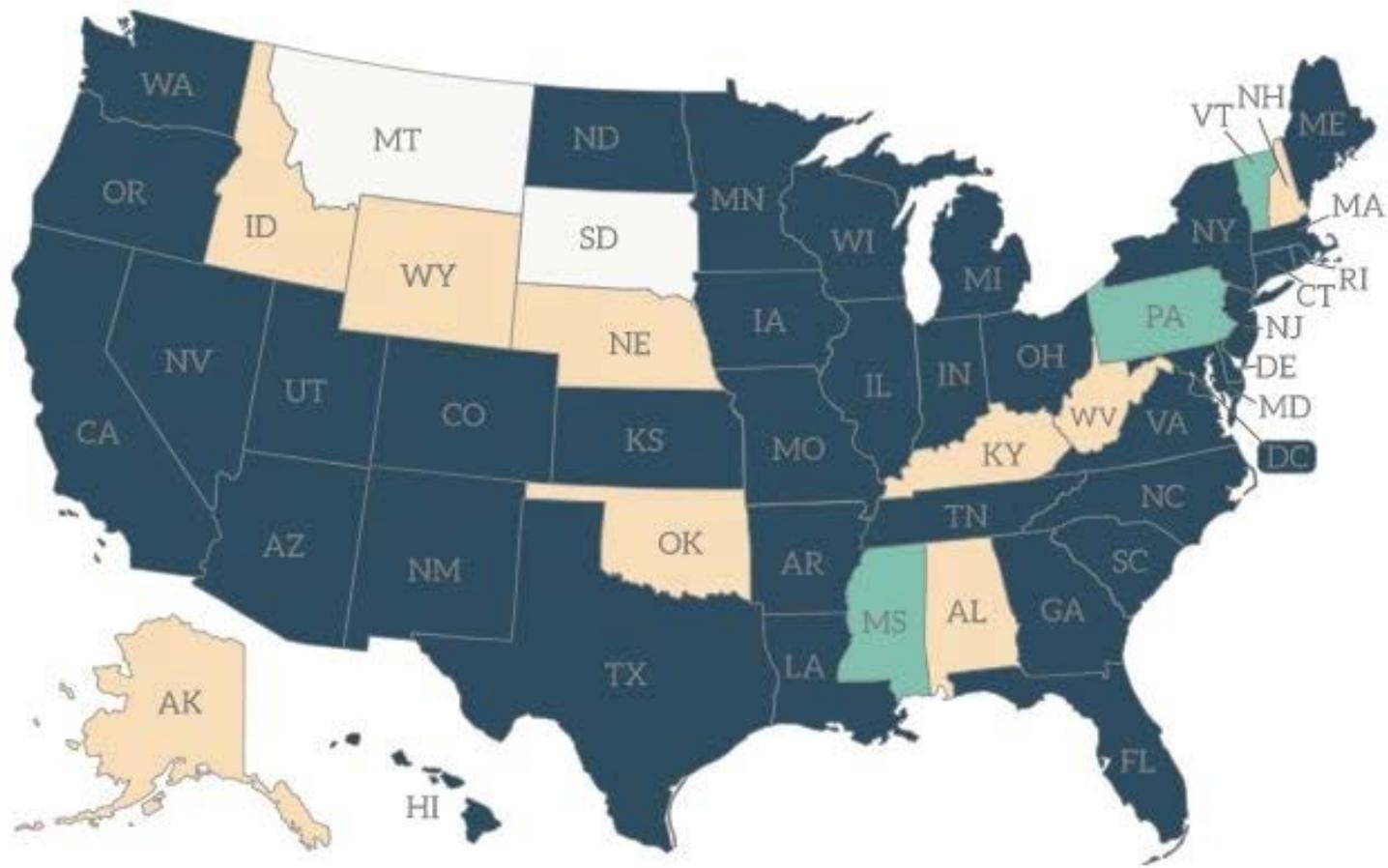
(Slentz, 2012)

Verbreitung des Seal of Biliteracys in den Vereinigten Staaten

Stand:
Oktober 2019

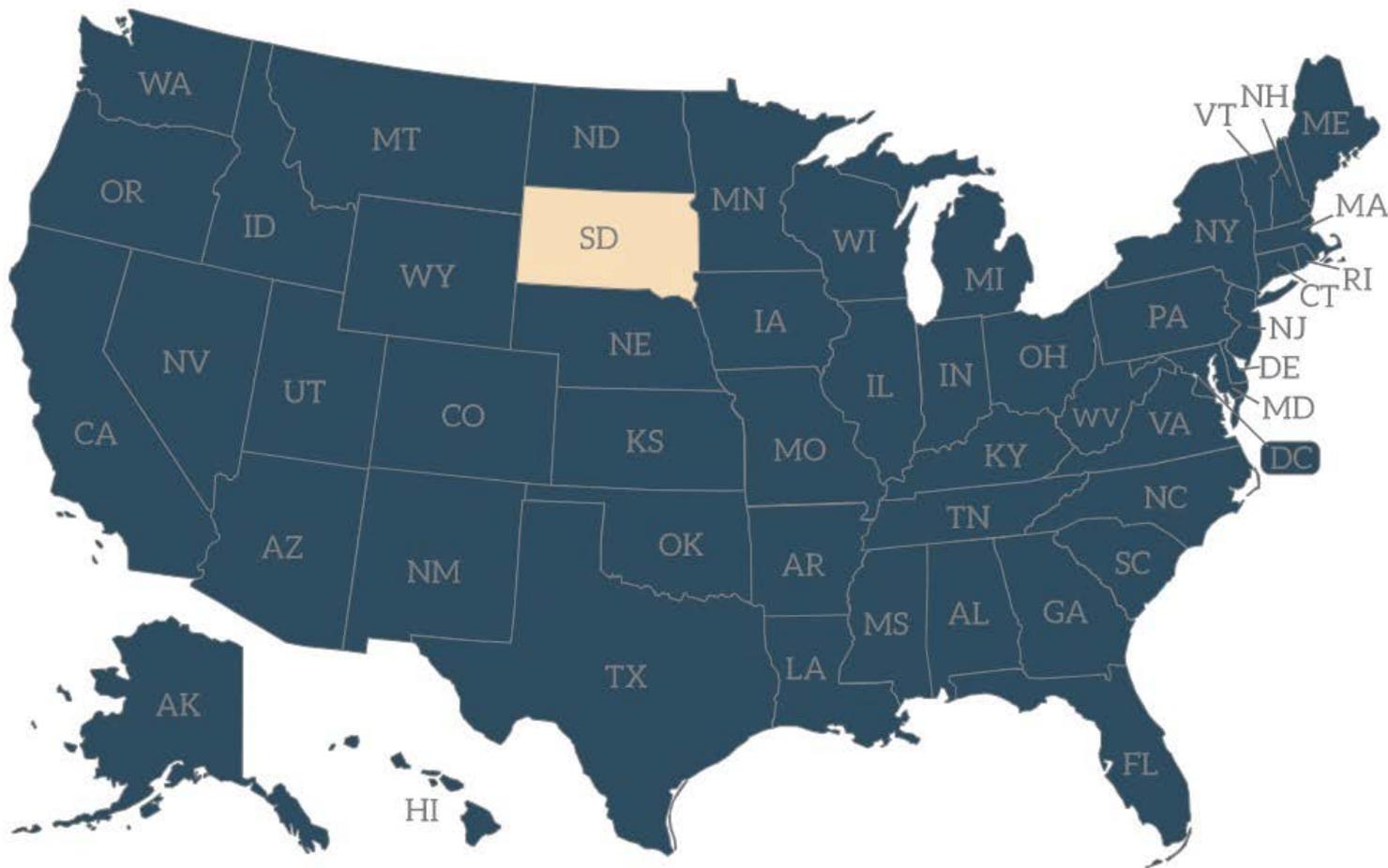
State Laws Regarding the Seal of Biliteracy

● Approved State Seal ● Under Consideration ● Early Stages ● No Seal of Biliteracy, Yet!



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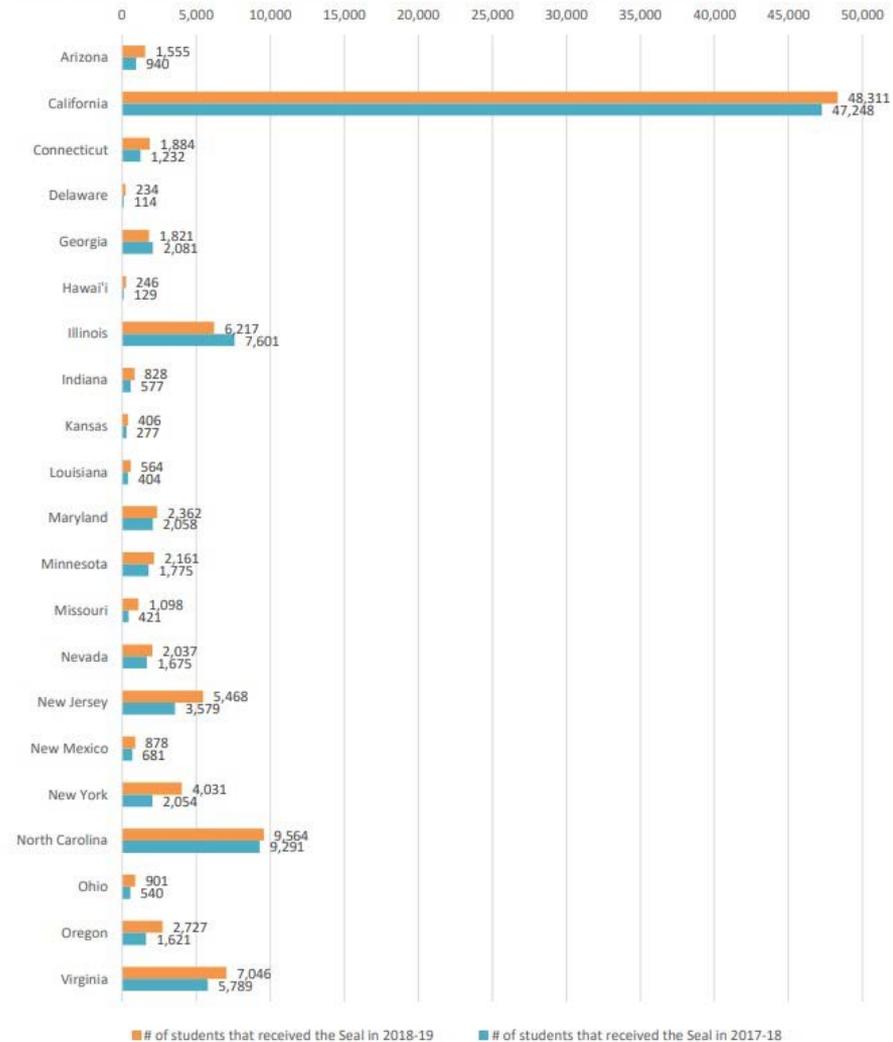
Stand
2022

Empfänger des Seal of Biliteracys

Schuljahr 2018-19
(Orange)

im Vergleich zu 2017-18
(Blau/Türkis)

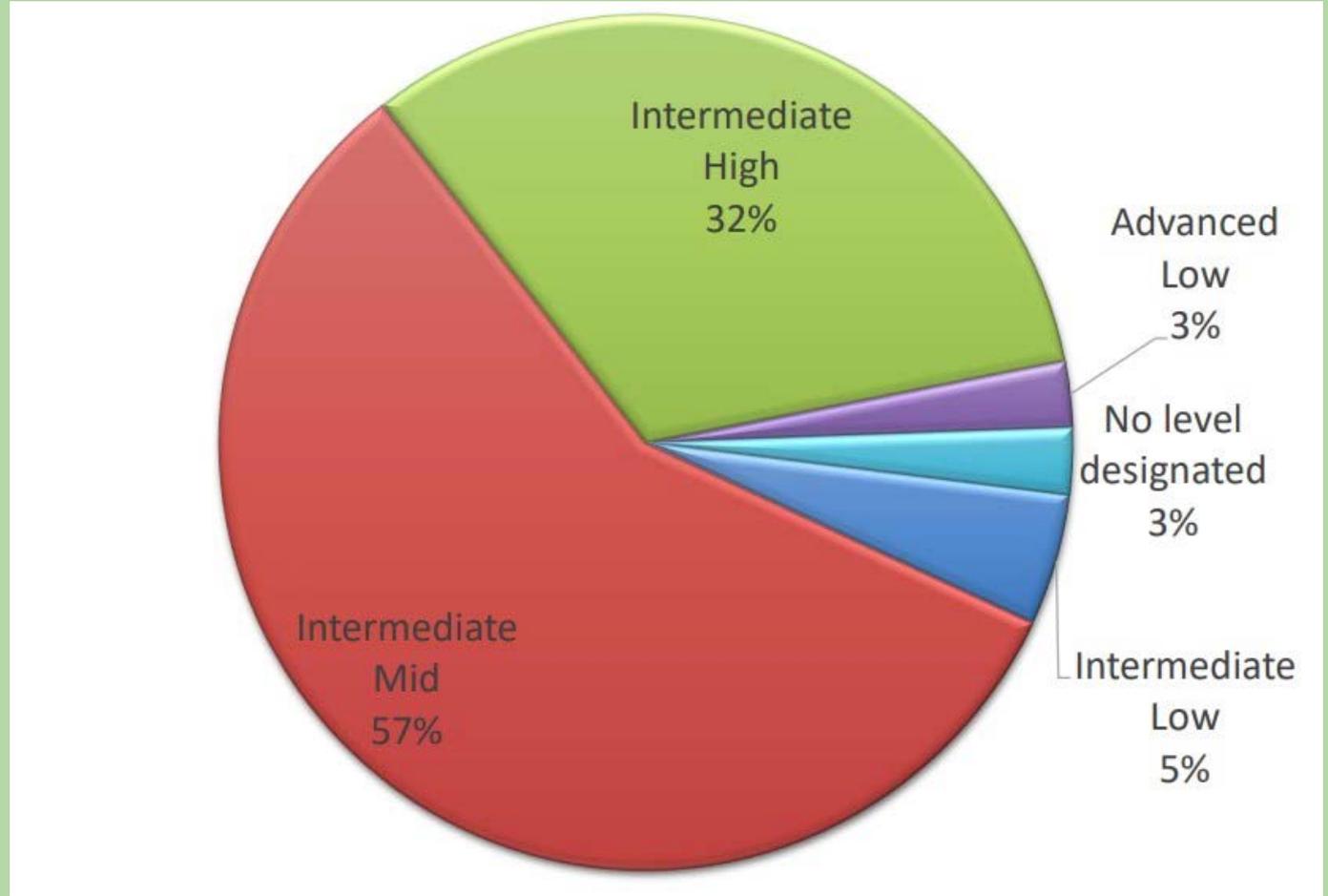
Figure 9. Number of Students that were Awarded the Seal (2017-18 vs. 2018-19)





Voraussetzungen: ACTFL proficiency benchmarks

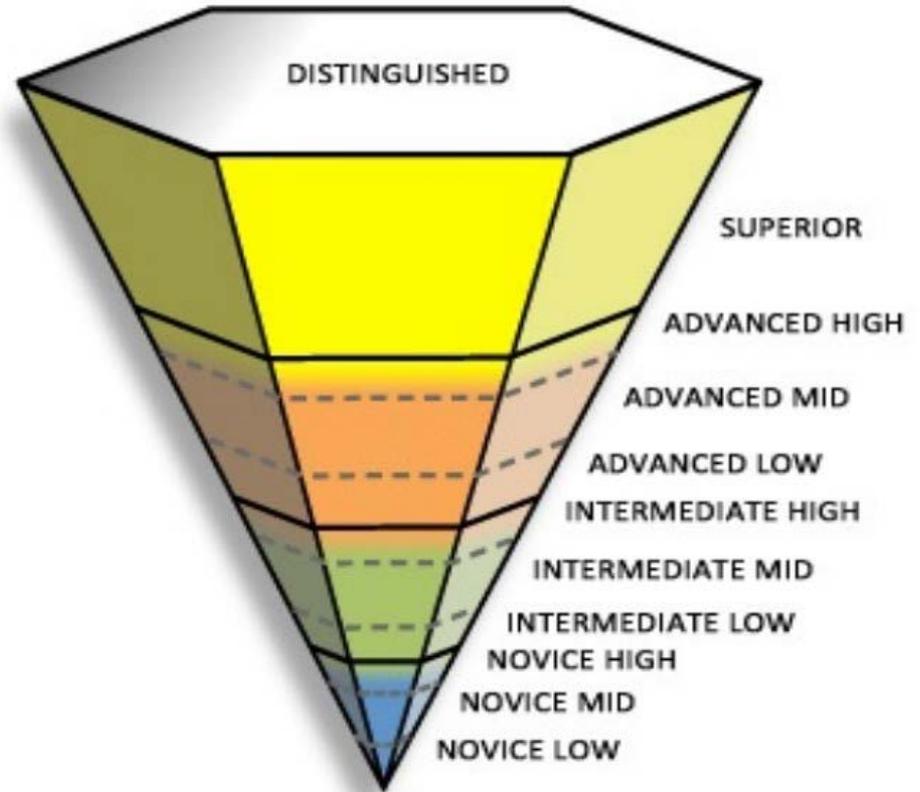
Quelle: 2020
National Seal of
Biliteracy
Report for
2018-2019
Academic Year



ACTFL proficiency guidelines

The ACTFL Proficiency Guidelines beschreiben die kommunikative Fähigkeiten der Lerner im Hinblick auf **Interpretive, Interpersonal, and Presentational** Kommunikation

Die Pyramide ist unterteilt in 5 Sprachniveau-Gruppen:
Distinguished, Superior, Advanced, Intermediate, and Novice



Überblick über die einzelnen Staaten im Hinblick auf ACTFL benchmarks, AP und IB scores als Voraussetzungen für den Erwerb des Seals

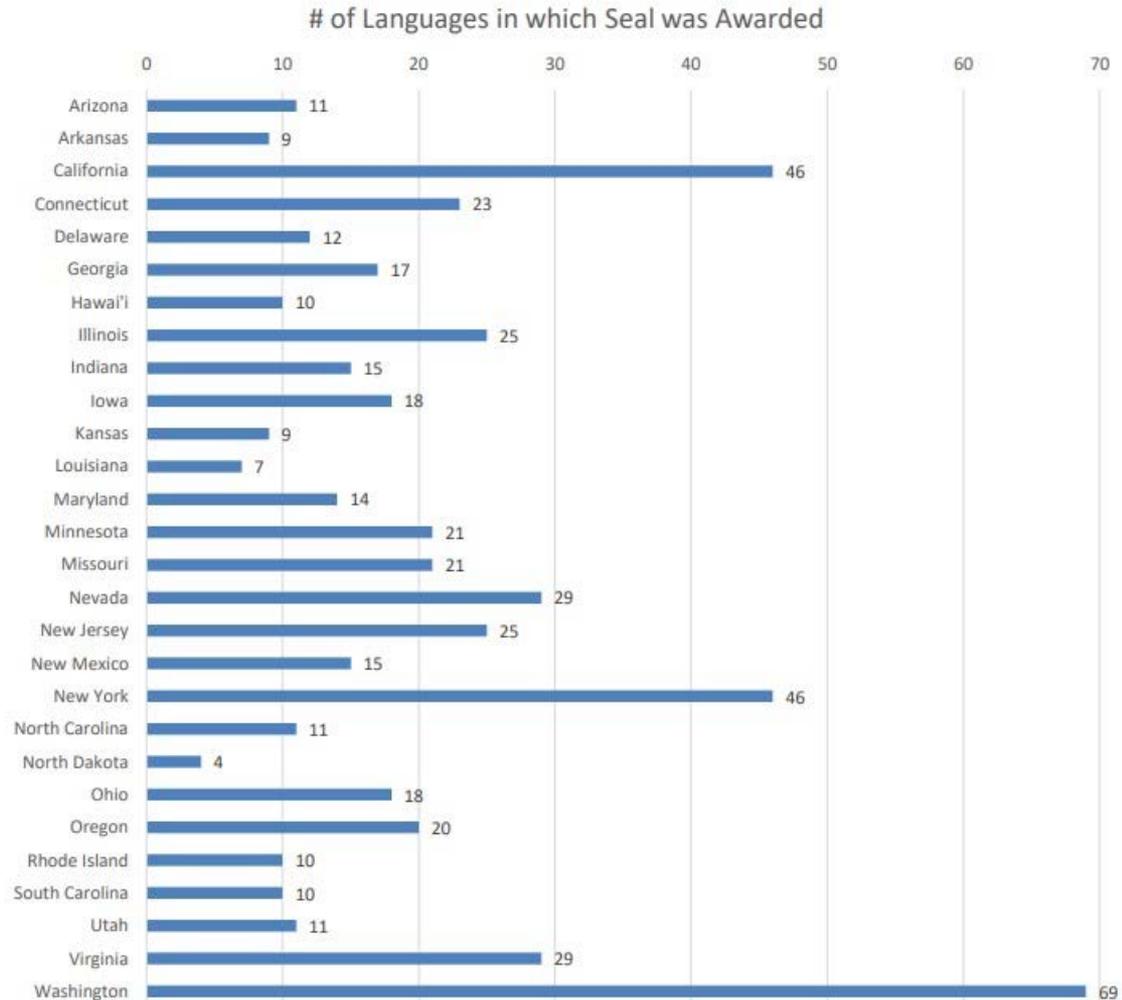
State	ACTFL Level ¹	AP Score	IB Scores ²	Year of Adoption ³
Arizona	Intermediate Mid	3	5 (SL 5, HL 4)	2016
Arkansas	Intermediate Mid	3	4	2018
California	None	3	4	2012
Colorado	Intermediate Mid	3	4	2017
Connecticut	Intermediate Mid	3	4	2017
Delaware ⁴	Intermediate Mid	3	4	2017
Florida ⁵	Intermediate Mid	3	4	2017
Georgia	Intermediate High	4	5	2016
Hawaii	None	3	4	2017
Illinois	Intermediate High	4		2013
Indiana	Intermediate High	4	4	2016
Iowa	Intermediate Mid	3	4	2018
Kansas ⁶	Intermediate Mid	3	4	2016
Louisiana ⁷	Intermediate High	3		2014
Maine	Intermediate Mid	3	4	2018
Maryland	Intermediate High	4	6 (SL 6, HL 5)	2016
Massachusetts ⁸	Intermediate High	4	6 (SL 6, HL 5)	2018
Michigan	Intermediate High	4	4	2018
Minnesota	Intermediate High	4	4	2014
Missouri ⁹	Intermediate Mid	3	4	2017
Nevada	Intermediate Mid	3	4	2016

Quelle: 2020 National Seal of Biliteracy Report for 2018-2019 Academic Year

State	ACTFL Level ¹	AP Score	IB Scores ²	Year of Adoption ³
New Jersey	Intermediate Mid	4	4	2016
New Mexico	Intermediate Low	3	4	2015
New York	Intermediate High	4	5	2012
North Carolina	Intermediate Low			2015
North Dakota ¹⁰	Intermediate Low			2019
Ohio	Intermediate High	4	6 (SL 6, HL 5)	2017
Oregon	Intermediate High	4	4	2015
Rhode Island	Intermediate Mid	3	4	2016
South Carolina ¹¹	Intermediate Mid			2018
Tennessee ¹²	Intermediate Mid			2018
Texas	Intermediate High	3		2013
Utah	Intermediate Mid	3		2015
Virginia	Intermediate Mid	3	4	2015
Washington	Intermediate Mid	3	4	2014
Washington DC ¹³	Advanced Low	3	4	2014
Wisconsin ¹⁴	Intermediate High			2015

Anzahl der Sprachen, in denen der Seal vergeben wurde

Figure 10. Number of Languages in Addition to English in which Seal was Awarded by State



Beispiel

New York State

ACTFL benchmark: Intermediate High

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 <u>English</u>	Point Value	Criteria for Demonstrating Proficiency in a <u>World Language</u>	Point Value
1a. 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	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 <u>and</u> final examination consistent with Checkpoint C standards.	1
1b. ELLs score at the Commanding level on two modalities on the New York State English as a Second Language Achievement Test (NYSESLAT) as demonstrated by an overall scale score of 290.	1	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.	1
1c. 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	2c. 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
1d. 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	2d. 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
1e. 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	2e. 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

World language Criteria - Test Options

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

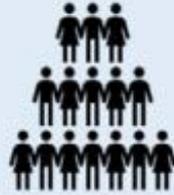
ASSESSMENT	MIN. SCORE
AP – Advanced Placement Examination	4
IB - International Baccalaureate	5
STAMP4S - Standard Based Measurement of Proficiency	6
DELE (Diplomas of Spanish as a Foreign Language) – through Cervantes Institute of NYC	B1
AAPPL -The ACTFL Assessment of Performance toward Proficiency in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

Anzahl der High Schools in NY State mit Seal Programm

2015-16	2016-17	2017-18	2018-19	2019-20
14	84	115	228	292

<http://www.nysed.gov/common/nysed/files/programs/world-languages/nyssb-annual-report-2019-20-final.pdf>

Ergebnisse für New York State 2019-2020



Total # of students who earned the NYSSB in 2019-20: **4,609**

 **3,246**
(70%)

 **1,363**
(30%)



80 students have earned the Seal in TWO world languages in addition to English!



3 students have earned the Seal in THREE world languages in addition to English!



English Language Learners (ELLs): **181 (4%)**



Former/Ever ELLs: **1,046 (23%)**



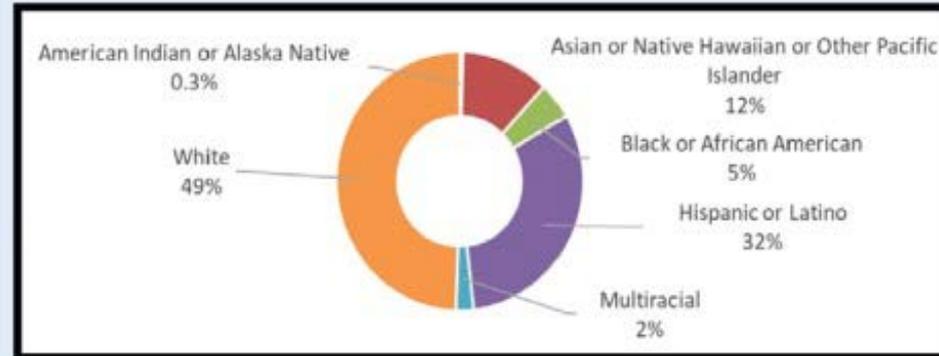
Never ELLs: **3,382 (73%)**



of schools reporting data : **292**



of languages in which Seals were earned: **58**



<http://www.nysed.gov/common/nysed/files/programs/world-languages/nyssb-annual-report-2019-20-final.pdf>

Umsetzung des Seals an der Shaker High School in Latham, NY



Zielgruppe: Wer qualifiziert sich für den Seal of Biliteracy?

- Schüler der 12. Klasse, die im 2. Jahr einen **Checkpoint C World Language Kurs** besuchen
- Erfolgreicher Abschluss des 11. Klasse-Fremdsprachenkurses
- Notendurchschnitt von mindestens **85 %** in World Language Checkpoint C Kurs
- Erreichen von **jeweils 3 Punkten** in der auf Folie 9 gezeigten Tabelle für Englisch und für World Language



Teile des Seal of Biliteracys an der Shaker High School

- 1. Interpretive Reading:** Recherche über ein von den Schülern ausgesuchtes Thema, mindestens 3 Quellen, zwei davon muss in der Zielsprache sein
- 2. Presentational Writing:** Research paper in der Zielsprache über das recherchierte Thema
- 3. Presentational Speaking:** 5+ Minuten Präsentation anhand einer Slide Show in der Zielsprache
- 4. Interpersonal Speaking:** Interview des Seal Kandidaten über das Thema seitens eines Interview Komitees

Konkreter Ablauf

- **September:** Aushändigung von Informationen über den Seal of Biliteracy
- **Oktober:** Abgabetermin schriftlicher Bewerbungen, Beratung von “Risikokandidaten”
- **November und Dezember:** selbständige, ausserschulische Recherche zu einem Thema der Wahl, Beratung und Hilfestellung durch die Lehrkraft
- **Januar:** Präsentationen und individuelle Interviews durch das Interview Panel (während der Midterm-Prüfungs-Woche)
- **Februar:** Anfang 3. Semester: schriftliche Zusammenfassung und Reflektion über das Projekt im Unterricht
- **Februar/März:** abschliessende Benotung des gesamten Projektes
- **Mai:** Übermittlung der Daten an Office of Bilingual Education and World Languages
- **Juni:** NYSSB Sticker auf High School Diploma, Tragen der Medallien während der offiziellen Abschlussfeier

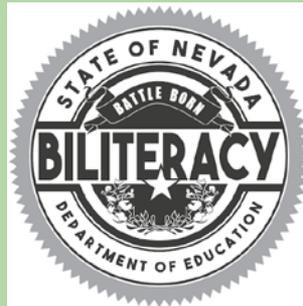


You got the SEAL!



Schüler, die Seal of Biliteracy erhalten, bekommen **Aufkleber auf Diplom** oder Zusatz zum Transkript.

In vielen Staaten gibt es auch **Medaillen**, die bei der Abschlussfeier über dem Gown getragen werden.





Kritik an dem Seal of Biliteracy Programm

- unterschiedliche Anforderungen im Hinblick auf Proficiency Level und Voraussetzungen
- English Language Learners müssen oft höhere Anforderungen in ihrer Fremdsprache Englisch erfüllen als englische Muttersprachler in der Fremdsprache
- Staaten akzeptieren unterschiedliche Formen von “Evidence” hinsichtlich der Qualifikation
- wird nicht auf Staatsebene angeboten - nur Schulbezirke, die freiwillig an dem Programm teilnehmen, ermöglichen Schülern Zugang
- Georgetown Studie “**Recognizing Whose Bilingualism? A Critical Policy Analysis of the Seal of Biliteracy**” (2019) zeigte, dass Programm oft an überwiegend weißen, wohlhabenden Schulen angeboten wird |

Table 5. Breakdown of Percentage Students Awarded the Seal by State

State	% Current English Learners	% Former English Learners	% Heritage Speakers of Other Languages	% World Language students
California	1%	52%	10%	37%
Connecticut	Not reported	Not reported	Not reported	78%
Delaware	9%	41%	Not reported	50%
Illinois	2%	Not reported	Not reported	Not reported
Indiana	4%	21%	22%	54%
Massachusetts	6%	18%	Not reported	76%
Missouri	2%	13%	4%	82%
New Jersey	7%	13%	Not reported	80%
New York	5%	22%	Not reported	73%
North Dakota	Not reported	3%	Not reported	97%
Ohio	2%	Not reported	Not reported	98%
Oregon	3%	42%	9%	47%
Virginia	4%	8%	Not reported	88%
Washington	17%	Not reported	22%	87%

Quellen, Links, zusätzliche Informationen

- <https://sealofbiliteracy.org/>
- <https://sealofbiliteracy.org/doc/2020-National-Seal-of-Biliteracy-Report-Final.pdf>
- https://www.researchgate.net/publication/326865524_The_Seal_of_Biliteracy_Considering_equity_and_access_for_English_learners
- https://blogs.edweek.org/edweek/learning-the-language/2019/10/100000_students_earned_the_seal_of_biliteracy.html
- <http://www.nysed.gov/common/nysed/files/programs/bilingual-ed/handbook-for-the-seal-of-biliteracy-2018-19.pdf>
- <http://www.nysed.gov/world-languages/new-york-state-seal-biliteracy-nyssb>
- <http://www.nysed.gov/common/nysed/files/programs/world-languages/nyssb-annual-report-2018-19.pdf>
- https://blogs.edweek.org/edweek/learning-the-language/2019/05/seal_of_biliteracy_equity_ells.html
- <http://www.nysed.gov/common/nysed/files/programs/world-languages/nyssb-annual-report-2019-20-final.pdf>