Williamsville Central School District
NYS Seal of Biliteracy (NYSSB)
Program Handbook

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Introduction

The Williamsville Central School District recognizes the importance of bilingualism in this technological and global era. Research has shown that bilingualism leads to many cognitive benefits. Researchers refer to these benefits as the "bilingual advantage". The ability to communicate in more than one language offers a student many academic, social, and career advantages.

Williamsville Central School District launched the New York State Seal of Biliteracy (NYSSB) program in the 2024-2025 school year. Williamsville high school students who can demonstrate language mastery in both English and any other language, including American Sign Language, may apply to the Seal of Biliteracy program during their senior year. Participation in this program is voluntary and no fees will be charged to Williamsville students.

It is strongly suggested that any student interested in the Seal of Biliteracy program speak with a school NYSSB coordinator and submit an application.

What is the NYS Seal of Biliteracy (NYSSB)?

The New York State Seal of Biliteracy (NYSSB) recognizes 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. 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 world and home language instruction in schools; and affirm the value of diversity in a multilingual society. The NYSSB takes the form of a special seal that 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 the Williamsville Central School District, planning for implementation of the NYSSB began in 2018.

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

District Seal of Biliteracy Committee

The Williamsville Central School District established a district Seal of Biliteracy Committee to create guidelines for the establishment of a Seal of Biliteracy program at each WCSD high school. The composition of this committee fulfills the requirements set forth by the New York State Education Department. The following are committee members and their designation:

Daniel Murtha	Director of World Languages, English as a New Language, Multilingual Education
Jason Swenson	Principal, East High School
Andrew Bowen	Principal, North High School
Keith Boardman	Principal, South High School
Lori Chilcott	NYSSB Coordinator, South High School
Katharine Rautenstrauch	NYSSB Coordinator, North High School
Lorena Wagar	NYSSB Coordinator, East High School

Seal of Biliteracy Building Committee

In addition to the district committee, each high school will maintain a School Based Committee (SBC) each year to implement the NYSSB recognition. The SBC should be composed of, but not limited to, the following personnel: a World Languages teacher, an English Language Arts (ELA) teacher, an English to Speakers of Other Languages (ESOL) teacher, a school counselor, and an administrator.

The Seal of Biliteracy program is overseen in each high school by a school-based Seal of Biliteracy Committee (SBC). Each committee will use this program guide to provide faculty, students and their families with pertinent information about the Seal of Biliteracy program in the Williamsville Schools. Each school will need to form a committee prior to the start of the school year.

NYSSB Timeline

Timeline	Task	Description	Designated Staff
September 2026	Form a district committee	A district committee will be composed of a District administrator, one building administrator from each high school, and each school's NYSSB Coordinator. The purpose of the committee is to create a NYSSB plan and timeline for each school year.	WCSD Director
September 2026	Identify On-track Students	NYSED requires identification of 4 cohorts: grade 12 World Languages students with a Checkpoint Course average of 85% or above, grade 12 ELLs at the Expanding proficiency level that may test Commanding on the NYSESLAT, Grade 12 Former ELLS, Grade 12 students never identified as an ELL but speak a language other than English.	WCSD Director Director of Data Reporting
September 2026	Initial NYSSB Committee Meeting	Meeting to discuss timeline of events for NYSSB implementation, assign tasks.	WCSD Director NYSSB Coordinators
September 2026	Staff Correspondence	Initial correspondence to World Languages teachers, ESOL teachers, and school counselors regarding NYSSB implementation and next steps	WCSD Director
September 2026	Present Program Handbook	Program handbook distributed to all impacted staff, accompanied by promotional materials	WCSD Director NYSSB Coordinators
September 2026	NYSSB Promotion	Printing of pamphlets, school posters, parent letters, direct promotion with students. A general letter and a separate letter for on-target students will be sent	NYSSB Coordinators WL Teachers School Counselors
September 21, 2026	Applications Open	Parents complete Google Form, acknowledging requirements and expressing intent to pursue the NYSSB	NYSSB Coordinators
October 23, 2026	Applications Close	Google Form no longer accepting responses	WCSD Director NYSSB Coordinators
October 30, 2026	Application Review	Identify applicants on track for NYSSB.	WCSD Director NYSSB Coordinators
October/ November 2026	Informational Meeting	Each school coordinates an informational meeting (in-person or virtual) for Seal applicants regarding the NYSSB	WCSD Director NYSSB Coordinators
November 2026	Assessments	Ordering of STAMP4S, AAPPL, etc.	NYSSB Coordinators
TBD	Professional Learning (Culminating Project)	Project advisors and HS teachers only. Rubrics adapted from NYSED/ACTFL Rubrics	Curriculum Committee NYSSB Coordinators
December 1, 2026	School Notification Form	NYSSB Coordinators submit School Notification Form to NYSED OBEWL	NYSSB Coordinators
December 7, 2026	Culminating Project Window Opens	This is the recommended start of the project window. Projects completed prior to this window can be accepted.	Project Advisors
December 2026	Identify members of the Culminating Project Review Panels	Panel may include teachers. All members of the Panel of Reviewers must be qualified adult speakers of the language of the project. Each panel must consist of a minimum of two adults. The Director will identify district-approved interpreters for World Languages not taught at WCSD.	WCSD Director NYSSB Coordinators
January 2027	World Language Assessments	Students pursuing a language not offered as a WL course at their HS will need to take a NYS approved language exam (ex. Stamp 4S or WS or APPL).	WCSD Director NYSSB Coordinators School Administrator
January-March 2027	Panel of Reviewers	Coordinator meets with panelists to review Culminating Project Rubrics.	NYSSB Coordinators

Timeline	Task	Description	Designated Staff
	Professional Learning		
April 7, 2027	Culminating Project Deadline	Projects submitted to Google Classroom	Project Advisors NYSSB Coordinators
April 12, 2027	Presentation Window Opens	World Languages Culminating Projects	Project Advisors
April 23, 2027	Presentation Window Closes	World Languages Culminating Projects	Project Advisors
June 2027	Student Video	Promotional video of 2027 NYSSB earners for use in 2027-2028 school year	WCSD Director NYSSB Coordinators
June 2027	Student Recognition	June Board of Education meeting agenda recognition of NYSSB earners	WCSD Director NYSSB Coordinators
June 2027	Form a committee at each high school	The building SBC should consist of, but not limited to, the following personnel: a World Languages teacher, an English Language Arts (ELA) teacher, an English to Speakers of Other Languages (ESOL) teacher, a school counselor, and an administrator.	NYSSB Coordinators

Student Identification and Recruitment

Beginning in the Fall of 2026, students and their parents/guardians will be made aware of the opportunity to achieve the Seal of Biliteracy through school wide communications. Students who are on track for attaining the NYSSB will be notified with subsequent communications.

English as a New Language Students

Williamsville Central School District 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 500 English Language Learners (ELLs). Our ELLs have a unique opportunity to achieve the Seal of Biliteracy when they are proficient in their home language and work toward proficiency in English.

Beginning in the 2026-2027 school year, all grade eight English as a New Language (ENL) students will be informed and advised about the Seal of Biliteracy. Teachers of English to Speakers of Other Languages (ESOL), school counselors and building administration will ensure that all grade eight students and their parents are aware of this opportunity through classroom discussions, presentations, individual guidance meetings with students and parents/guardians, community meetings such as Welcome Back Night, Open House; ENL Orientation for parents/guardians and students.

School counselors, in consultation with ESOL teachers and through accessing WITS, will identify former English as a New Language students and conduct outreach to these students as potential candidates for the Seal of Biliteracy.

Students with Disabilities

Special Education students are eligible to receive the Seal of Biliteracy. All accommodations listed on a Special Education student's Individual Education Plan (IEP), including assessment and classroom accommodations, are applicable as a 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. Districts 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.

Important Benchmarks & Student Advisement Schedule (2026-2027)

- The NYS Seal of Biliteracy Application is due no later than October 23 of the student's graduating year.
- School Notification Forms submitted to NYS OBEWL on December 1, 2026.
- NYSSB Culminating Project Advisor is identified within 30 days of application submission deadline.
- Student meets with the advisor to determine project plan needs, and receive feedback throughout the Spring semester.
- Student presents a 2-point project *(See Scoring Rubric on page 16*) to SBC, if applicable, by April 23th, 2027 of the student's senior year.
- End of Year Data Forms are due to NYSED by May 5th, 2027.
- Students are recognized at the Board of Education meeting in June 2027.
- Students who are graduating and awaiting test scores will be recognized at graduation as a "Candidate for NYS Seal of Biliteracy."
- Data is submitted to SED in accordance with the mandated timeline.
- Students who have successfully completed the requirements for the Seal of Biliteracy will be recognized at graduation and a Seal will be affixed to the diploma.

Important Benchmarks & Student Advisement Schedule (2027-2028)

- The Seal of Biliteracy Application is due no later than June 20th of junior year. Juniors who missed the June 20th deadline, may apply by October 17th of their senior year.
- Advisor is identified within 30 days of the application submission deadline (October 17).
- Student creates plan to obtain NYSSB with advisor's support before the end of November.
- Student meets with the advisor quarterly to monitor progress.
- Student submits all components, which are documented on application form, on or before the first Monday in April when school is in session of senior year for review.
- Student presents 2-point project *(See Scoring Rubric on page 16*) to SBC, if applicable, by the first Monday in May of the student's senior year.
- Students are recognized at the Board of Education meeting in the following semester..

- Students who are graduating and awaiting test scores will be recognized at graduation as a “Candidate for NYS Seal of Biliteracy.”
- Students who have successfully completed the requirements for the Seal of Biliteracy will be recognized at graduation and a Seal will be affixed to the diploma.
- Data is submitted to SED in accordance with the mandated timeline.

Once the SBC receives a student application, the applicant will be assigned an advisor, preferably a faculty member from the same school. The advisor will review 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 throughout the year that details activities relating to work being done for the NYSSB. Please note, the advisor is not required to be on the SBC. 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.

NYS Approved Assessments

Students pursuing the NYSSB may utilize an NYSED approved assessment in order to obtain a point in either World Languages (2D) or English (1D)

English NYS Approved Assessments

Students who have completed the application for the NYSSB will be prompted to elect to take an approved NYS assessment towards the NYSSB. The District Coordinator and School NYSSB Coordinators will make arrangements for the administration of an approved assessment. Please see Appendix 3 for a full list of approved assessments and cut scores.

World Languages NYS Approved Assessments

The World Languages Checkpoint C assessment applies mostly to students who are pursuing the NYSSB, but doing so separate from World Language coursework at a WCSD high school. Checkpoint C assessments, however, **can** be completed by students enrolled in a World Languages course, pursuing the NYSSB in that language.

Low-Incidence Languages

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

The Seal of Biliteracy Committee can also work with community partners at the University at Buffalo, the RBERN, International Institute 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 in the Williamsville Schools or for which an AP exam does not exist.

Designing Culminating Projects

The goals of the Culminating Project are for students to demonstrate language proficiency at the Intermediate-High level. A Culminating Project should allow the student to research a topic of interest. Through the project, students should showcase their language skills in the target language. For the Culminating Project in English, students who are English dominant should identify a project previously completed that matches any of the project descriptors below to submit. Students may share this project during Culminating Project Panel Presentations, along with the presentation in a World Language. Projects will be evaluated according to the NYSSB Rubric.

Project forms may include, but are not limited to:

Culminating Project Type	Requirements
Presentation/slideshow [Example: My Community (Paris, France)] [Example: Job Discrimination (East Ramapo School District)]	A Presentation/Slideshow should allow the student to research a topic of interest and through the slideshow/presentation, showcase their skills, abilities, and talents in the target language. Three (3) sources are required, two (2) of which must be written. There must be a written component, the student must present the project to a Panel of Reviewers, and the student must participate in an interview with the Panel, all of which must be in the target language. The student should be prepared to speak for a minimum of two (2) minutes about their topic, research, motivation, etc. Students may prepare one notecard (index card) to guide them through the presentation. Text on slides should be limited to title, topic bullets, or short phrases. Students should not read from slides during the presentation. * Written component must be a minimum of 500 words as a separate document. The 500 words can be a summary of the culminating project, a personal narrative of the student's journey to earn the Seal or students may use a specific detail or idea generated by their research and expand on that in their written portion.
Artistic composition *(creative writing, poem, song, painting, sculpture or other work of art*) accompanied by a related writing component	An artistic composition should allow the student to research a topic of interest and through the artistic composition, showcase their skills, abilities, and talents in the target language. There must be a written component, the student must present the project to a Panel of Reviewers, and the student must participate in an interview with the Panel, all of which must be in the target language. Three (3) sources are required, two (2) of which must be written. The student should be prepared to speak (sing, recite, etc.) for a minimum of one (1) minute. Students should be prepared to provide information to the panel on their motivation, interest, process, etc. * Written component must be a minimum of 500 words as a separate document. The 500 words can be a summary of the culminating project, a personal narrative of the student's journey to earn the Seal or students may use a specific detail or idea generated by their research and expand on that in their written portion.
A scholarly essay, literary critique, or research paper	For the scholarly essay, literary critique, or research paper, students may choose to prepare slides, or may speak for a minimum of two (2) minutes about their essay. Three (3) sources are required, two (2) of which must be written. Students must participate in an interview with the Panel, all of which must be in the target language. Essay / Paper should be a minimum of three (3) pages. It should include: ● a thesis statement ● a minimum of three (3) sources in the target language ● a conclusion regarding the topic ● two rough drafts reviewed with advisor

Project Themes and Prompts

Students are encouraged to explore themes that allow for both cultural and linguistic expression. Below are some possible project themes:

Theme	Prompts
Cultural & Identity	● Identify a person in your life who is significant to you. What is this person like? Why are they important to you? ● How has your cultural background shaped your identity? ● Can you identify a location that is important to a specific culture? What is important to know about that place? ● What traditions are most important to your family? ● Can you share a personal story that reflects your cultural heritage?
Community	● Identify a place that is significant to a culture in which the target language is spoken. What should people know about this place? ● How do you celebrate your culture in your community? How do people celebrate your culture in their communities?
Global Citizenship and Enduring Issues	● What is a global issue that you are passionate about and why? ● In what ways do you think individuals can make a difference globally? ● How does technology impact global citizenship?
The Role of Technology	● How has technology impacted your daily life and communication? ● What are the pros and cons of technology in education? ● What role does social media play in your peoples' lives? ● What technological innovations do you think benefit your community?
Artistic Expression (for a student work of art)	● What inspired you to create this work of art? Why is this relevant to you? ● How do you think people will respond to this work of art? How do you hope it will impact others?
Historical Perspectives	● What historical events have significantly impacted you or people you know? ● Can you identify a historical figure who inspires you? What is important to know about this individual? ● What lessons can be learned from history that are relevant today?
Health and Wellness	● Can you identify a health issue affecting your community? What can people do to help? ● What role does mental health play in overall wellness? ● How do you define wellness in your personal context?

Resources for Students and Advisors

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

- The NYS Next Generation Learning Standards for English Language Arts for Grades 11 and 12 in the areas of reading, writing, listening and speaking.
- The NYS Standards for World Languages
- ACTFL Proficiency Guidelines
- NCSSFL-ACTFL Global Can-Do Benchmark
- Advisor Guidelines

Evaluation

The student must present the project to a Panel of Evaluators, and the student must participate in an interview with the Panel, all of which must be in the target language (modern languages only). Students who elect to complete an essay, artistic composition, or culminating project must present their work to an interview committee, made up of a minimum of two of the SBC 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 artistic composition being presented and to evaluate the proficiency of the target language. The student needs to demonstrate his knowledge of the essay, project, or artistic composition 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. Projects will be evaluated according to the NYSSB Rubric.

If a student's IEP states an exemption from one of the four modalities, the district SBC can use its discretion in regards to the NYSSB. The district committee can opt to 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 SBC can evaluate the students' proficiency in the target language through other avenues.

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

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

Students must meet all requirements 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.

Awarding the Seal of Biliteracy

Applications for the NYSSB will be evaluated by the Seal of Biliteracy Committee (SBC), following the criteria set by the 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 language other than English to measure interpersonal and presentation skills. The SBC can choose to invite members of the community to help with the evaluation process, especially in cases 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. The Williamsville Schools 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 includes 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 SBC will meet each spring to determine eligibility for NYSSB and work with school counselors to ensure that all students meeting the requirements are recognized 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 district Scoring Rubric on page 12.

Special Recognition

Williamsville Central School District is committed to honoring and celebrating the accomplishments of students that meet the demands of NYSSB. The students will be recognized at a Board of Education meeting, which takes place in 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 Office of Bilingual Education and World Languages will provide the physical Seal sticker to be placed on the diploma for each student along with a certificate template. Each school awarding the Seal must submit this online Seal Request Form no later than May 31 of each year. In addition, in order to receive the physical Seals, schools must also submit a completed End-of-Year Data Form (as an Excel spreadsheet – do not send a PDF or a link) emailed to obewldocsubmit@nysed.gov. Physical seals, medallions and a certificate template will only be provided for students who have completed all of the required criteria at the time the Seals are ordered. If additional students complete the requirements after the deadline (for instance, students who are waiting for AP/IB exam scores that are generally available in July), schools must resubmit amended Seal Request and End-of-Year Data forms once the scores are available so that the remaining Seals can be mailed to the contact person.

Official seals and medallions are ordered from NYSED using the End of Year Data form that is emailed to obewldocsubmit@nysed.gov. This form is an Excel workbook which contains demographic information on all successful NYSSB candidates as well as the criteria they met to earn the NYSSB. The End of Year Data form, which is used to order the official seals and medallions, must be submitted to NYSED no later than May 5th.

Transcripts

Williamsville Central School District will include the following language on student transcripts: "Attained the New York State Seal of Biliteracy" and the insignia of the New York State Seal of Biliteracy will be affixed to the student's diploma and/or transcript.

Reporting Data to NYSED

Williamsville Central Schools will identify the total number of graduating students qualifying for the New York State Seal of Biliteracy. In addition, Williamsville Central Schools 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.

Frequently-Asked Questions

In which languages can a student earn the NYSSB?

The NYSSB is intended for all students who can demonstrate a high level of proficiency in both English and any other world language. Any human language in which a student can demonstrate the required proficiency qualifies towards the NYSSB. This includes languages taught in schools, as well as home languages that may or may not be taught in schools. Any version of English may be used to satisfy the English requirements of the NYSSB when combined with another world language. Students can earn the NYSSB in multiple languages. For example, a student can earn the NYSSB in English and in both Spanish and Catalan, since these last two are distinct languages.

Can the rubric provided by NYSED for world languages also be used to evaluate the culminating projects and presentations in English?

Yes. The rubric provided by NYSED is designed to evaluate the student's proficiency in any acquired language. Culmination Projects and Presentations in English may be evaluated using this same rubric.

How are Seal earners reported to NYSED as part of the annual graduation reporting process?

Seal Coordinators must ensure that the End of Year Data form is sent to the District Data Coordinator, who is responsible for the general graduation reporting to NYSED through the Student Information Repository System (SIRS). District Data Coordinators will enter program service code 8312 for each graduate who earned the NYSSB. OBEWL cross-checks the total number of Seal earners reported by the Seal Coordinator via the End of Year Data form with the total number of Seal earners reported by the District Data Coordinator as part of the annual graduation reporting process.

How will the district keep track of the criteria that are met toward the NYSSB?

The Seal Coordinator should document and keep on record all activities relating to a student's work with the NYSSB. Seal Coordinators may use the End of Year Data form available on the OBEWL website to track students' progress.

May a student combine points from more than one world language for a total of three (3) points to earn the NYSSB? No. In addition to satisfying the NYS Regents Diploma requirements and earning three (3) points from the English criteria, students must earn three (3) points in the same world language in order to earn the NYSSB.

May a student retake an English or world language assessment to attempt to earn at least the required score to earn a point for criteria 1A, 1D, or 2D. Yes. If a student is not successful in earning the required score on any assessment for the NYSSB, they may retake a new version of the exam, when it is available, to attempt to receive at least the required score to earn a point for the assessment. For instance, a 10th grader who earns a 75% on the ELA Regents may elect to retake said exam during their junior or senior year to attempt to receive an 80% or better to earn a point for criterion 1A toward the NYSSB.

Appendix 1: Earning the New York State Seal of Biliteracy

Criteria to Earn the New York State Seal of Biliteracy (NYSSB)

A. Students wishing to receive the NYSSB must complete all requirements for graduating with a NYS Regents diploma*;
B. In addition to the above minimum requirement, students wishing to receive the NYSSB must earn three (3) points from the English criteria and three (3) points from the World Language criteria.

CRITERIA FOR DEMONSTRATING PROFICIENCY IN ENGLISH	POINT VALUE	CRITERIA FOR DEMONSTRATING PROFICIENCY IN A WORLD LANGUAGE	POINT VALUE
1A. Score 80 or higher on the NYS Regents Examination in English Language Arts** 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, consistent with Checkpoint C standards.	1
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.	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 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.	1	**2C.** For students enrolled in a Bilingual Education program, complete all required Home Language Arts (HLA) coursework with an 85 or higher or a comparable score using another scoring system set by the district and approved by the Commissioner.	1
1D. Score at a proficient level on an approved English assessment (See "Approved English Assessments" on page 49.) ***(Includes Stamp4S, AAPPL, and English AP Examinations)***	1	**2D.** Score at a proficient level on an accredited Checkpoint C World Language assessment (See "Checkpoint C World Language Assessments and Minimum Scores" Appendix 2.) ***(Includes Stamp4S, AAPPL, and World Languages AP Examinations)***	1
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. ***Please see guidance in WCSD NYSSB Handbook***	2	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. ***Please see guidance in WCSD NYSSB Handbook***	2

Testing accommodations recommended in an Individualized Education Program (IEP) or section 504 Accommodations Plan must be provided for all State and districtwide assessments administered to students with disabilities, as consistent with State

policy. Students with disabilities should also receive these testing accommodations on Checkpoint C World Language Assessments, as permitted.

* Students in schools with an alternate pathway for graduation approved by the Commissioner will be held to those schools' criteria.

**For information on exemptions for these examinations, see questions 72-73, 91-92.

Appendix 2: Checkpoint C World Language Assessments & Minimum Scores

WORLD LANGUAGE ASSESSMENT	LANGUAGES AVAILABLE	MIN SCORE
AAPPL -The ACTFL Assessment of Performance toward Proficiency in Languages	Cat 1-2 Languages: French, German, Italian, Portuguese, Spanish	I-5
	Cat 3-4 Languages: Arabic, Hindi, Japanese, Korean, Mandarin, Russian, Thai	I-4
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
IB - International Baccalaureate Examination**	IB Language B exams Cat 1-2 Languages: Danish, Dutch, Finnish, French, German, Indonesian, Italian, Malay, Norwegian, Portuguese, Spanish, Swahili, Swedish Cat 3-4 Languages: Arabic, Cantonese, Hebrew, Hindi, Japanese, Korean, Mandarin, Russian	5 (Standard Level Exam) 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, Polish, Portuguese (Brazilian), Spanish, Swahili***, Yoruba***	6
	Cat 3-4 Languages: Arabic, Hebrew, Hindi, Japanese, Korean, Mandarin (Simplified and Traditional), 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 much less common in NYS, are also available at schools who provide them. Such exams may also be used as a point toward criterion 2D.

***Available beginning 2021-22.

Appendix 2: Checkpoint C World Language Assessments & Minimum Score (cont.)

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 (Chinese, French, German, Italian, Japanese, Latin, Spanish, Spanish Literature)	**4**
IB - International Baccalaureate (Albanian, Amharic, Arabic, Azerbaijani, Bengali, Bosnian, Bulgarian, Catalan, Chinese, Croatian, Czech, Danish , Dutch, English, Estonian, Finnish, French, German, Modern Greek, Hebrew, Hindi, Hungarian, Icelandic, Indonesian, Italian, Japanese, Khmer, Korean, Lao, Latvian, Lithuanian, Macedonian, Malay, Nepali, Norwegian, Norwegian (Nynorsk), Persian, Portuguese, Russian, Serbian, Slovak, Slovenian, Sotho, Spanish, Swahili, Swedish, Thai , Turkish, Urdu, Vietnamese)	**5 (SL)** **4 (HL)**
STAMP4S - Standard Based Measurement of Proficiency (Arabic, Chinese (Traditional and Simplified), English, French, German, Hebrew, Hindi, Italian, Japanese, Korean, Polish, Portuguese, Russian and Spanish)	**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, Hindi, Italian, Japanese, Korean, Portuguese, Russian, Spanish, Thai 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, Ukrainian, 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) **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, ChineseCantonese, 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.)	**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.
ALIRA – The ACTFL Latin Interpretive Reading Assessment	**I-4**
SLPI: ASL – 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.

Appendix 3: Approved English Assessments & Minimum Scores

ENGLISH ASSESSMENT	MIN SCORE DEMONSTRATING INTERMEDIATE HIGH PROFICIENCY
AAPPL -The ACTFL Assessment of Performance toward Proficiency in Languages - English	I-5
AP – Advanced Placement Examination* AP English Language & Composition AP English Literature & Composition	3
IB – International Baccalaureate Examination* IB English B IB English A Literature IB English A Language & Literature IB English A Literature & Performance IB Language courses are categorized as "A" for the student's "best" language and "B" as a language other than the best language studied in school. IB courses and exams are categorized as Higher Level (HL) or Standard Level (SL). HL courses require 240 hours of instruction, while SL courses require 150 hours.	4 (HL), 5 (SL)
STAMP4S - Standard Based Measurement of Proficiency - English	6
TOEFL - Test of English as a Foreign Language**	80