

NYSSB PROGRAM DESCRIPTION

Requirements for the NYSSB

Students wishing to receive the New York State Seal of Biliteracy must fulfill the following minimum requirements for the two components of the program: the English-language component and the Spanish-language component.

English-Language Component of the NYSSB

The English-language component of the program requires:

- a score of 75 or higher on the NYS Comprehensive English Regents Examination, or a score of 80 or higher on the NYS Regents Examination in English Language Arts (Common Core);
- completion of all 11th and 12th grade English courses with an average of 85 or higher
- presentation of 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.
 - Students must make regularly scheduled meetings with the English teacher to review progress on project, essay or portfolio. At these meetings, students will create clear objectives, define expectations for work to be completed between meetings, as well as review assessment criteria.

Spanish-Language Component of the NYSSB

The Spanish-language component of the program requires all of the following:

- a minimum final grade of 85% in both of the 12th-grade Spanish ECE courses, which include the final exams for those courses
- completion of either a scholarly essay, an NYSSB Spanish Portfolio, or an NYSSB Culminating Project. Work on the scholarly essay, portfolio or project will begin at the start of the school year and requires steady development over the school year. This necessitates organizational and time management skills on the part of the student. The student is expected to participate proactively in the development of the portfolio or project, which places responsibility on the student and involves the student in monitoring and judging their own work. The deadline for submission of the finalized portfolio or project will be at the end of May, 2017. The portfolio or the project is to be reviewed by the school's Seal of Biliteracy Committee.

- mandatory attendance at brief (10-15 minutes) monthly after-school status meetings with the Spanish teacher to discuss and review the progress of the portfolio/project. There must be a clear understanding that acceptable work must be added to the portfolio or done on the project on a monthly basis. The first meeting will be in mid-September. The meetings will take place on dates and at times convenient both to the teacher and the student. It is to be understood that the student must follow the advice and guidance of the Spanish teacher as regards the requirements and expectations of the portfolio or project. During such meetings, the student:
 - will develop clear requirements, guidelines and objectives for the portfolio or the project (all of which must meet the teacher's approval);
 - is required to show the work that has been done in the preceding month and proactively discuss progress on the portfolio or project;
 - will discuss the development of comprehensible criteria for assessment of student performance (i.e., rubrics) which evidence student effort.

Objectives Of The NYSSB Scholarly Essay, Spanish Portfolio or NYSSB Culminating Project

The overall objective of the scholarly essay, the Spanish portfolio or the culminating project is to demonstrate proof that the student has achieved an “intermediate high” level of proficiency in listening, speaking, reading and writing in the Spanish language. New York State has set the target level of proficiency for the NYSSB at “intermediate high” based on the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines.

The ACTFL Proficiency Guidelines describe five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The description of each major level is representative of a specific range of abilities. Together these levels form a hierarchy in which each level subsumes all lower levels. The major levels Advanced, Intermediate, and Novice are divided into High, Mid, and Low sublevels. The Guidelines describe the tasks that writers can handle at each level as well as the content, context, accuracy, and discourse types associated with the writing tasks at each level. They also present the limits that writers encounter when attempting to function at the next higher major level. For more information on the guidelines and samples of language at this level, go to <http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012>).

The district will measure the language proficiency of the student with the use of rubrics for each NYSSB program requirement. The rubrics will be developed by the student and the teacher.

NYSSB Spanish Portfolio

A portfolio is a purposeful collection of selective and significant samples of student work which can be shared with others and which provides evidence which exhibits the

student's progress and achievement in several areas, the goal being to give a complete view of the student's knowledge, abilities, and growth in meeting the portfolio objectives. The student portfolio must contain evidence of language proficiency at the ACTFL Intermediate High level. It will include a collection of student work in all four modalities (reading, writing, listening, and speaking) and all three communication modes (interpersonal, interpretive, and presentational)

Portfolio Content

The list below illustrates the items which are required in the NYSSB Spanish Portfolio. Several entries involve an audience (presentations), while others do not. Each work sample entry must be in the Spanish language and in digital format and uploaded into the student's Dropbox "Portfolio" folder no later than the agreed-upon due date.

Required Work Samples:

- 8 oral presentations, to be recorded in digital format by the teacher and uploaded into the portfolio by the teacher
- one interview to be recorded in digital format by the teacher and uploaded into the portfolio by the teacher
- 8 literary analysis essays
- an ongoing journal (similar to a diary) with at least 10 entries (one per month; each entry may have a different topic)
- written monthly self assessments (a minimum of 10 entries; one per month) which should include reflections on progress.

The oral presentations and literary analysis essays are *already* part of the regular Spanish ECE course requirements. In addition, a student may include additional types of entries to their portfolio which are evidence of their work and progress, such as problem-solving exercises, personal reflections, tests, written or performed plays, videotaped interviews, Power point presentations, and travel diaries.

NYSSB Culminating Project

In lieu of a portfolio, a student may submit a culminating project on a chosen theme.

Some Project Suggestions:

- a written research paper on a chosen topic
- an audiovisual project which may include recorded interviews with Spanish-language speakers on a chosen topic (in video format)
- an art-themed project which might include recorded performance art (in video format), such as acting, singing, poem recitals, etc.
- a creative writing project.

The above suggestions are not meant to be exhaustive; the student should feel free to develop any project that interests them. However, the project theme and expectations are to be discussed with and must be approved by the Spanish teacher prior to beginning the project.