



# Marlboro High School

Ryan Lawler, Principal

Jena Thomas, Assistant Principal

## Student Application to Receive the Certificate of Bilingual Competency upon Graduation SPRING 2020

### Student Information

Student's Name: \_\_\_\_\_ 2<sup>nd</sup> Language of Proficiency: \_\_\_\_\_  
(Please Print)

Counselor's Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

I wish to receive the Certificate of Bilingual Competency and a special seal on my high school diploma. I will be able to meet the following requirements (*see chart on the back of this application for details*):

\_\_\_\_\_ Successful completion of 3 points in the criteria for demonstrating proficiency in English as stated in Attachment 1 of NYSED Seal of Biliteracy. **(Copy of MHS transcript)**

AND

\_\_\_\_\_ Successful completion of 3 points in the criteria for demonstrating proficiency in a World Language other than English as stated in Attachment 1 of NYSED Seal of Biliteracy. **(Copy of MHS transcript)**

Please return page 1 of this application to your school counselor via email by May 8, 2020.

Please Check One Below:	MHS OFFICE USE ONLY
	Verified completion of all high school graduation requirements with a minimum GPA of 3.0, and one of the above foreign language requirements.
	Not approved due to the following reasons: _____ _____ _____ _____

If the student qualifies, the committee will note why on the back of this form (identifying criteria met).

Committee Review Date: \_\_\_\_\_

Members of Review Committee (list those present):  
\_\_\_\_\_  
\_\_\_\_\_

Principal's Name: \_\_\_\_\_ Principal's Signature: \_\_\_\_\_

## Earning the New York State Seal of Biliteracy

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- 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:

<b>Criteria for Demonstrating Proficiency in English</b>	<b>Point Value</b>	<b>Criteria for Demonstrating Proficiency in a World Language</b>	<b>Point Value</b>
<p><b>1a.</b> 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)*.</p> <p><b>Or</b></p> <p>English Language Learners (ELLs) score 75 or above on two NYS Regents exams other than English, without translation.</p>	1	<p><b>2a.</b> 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.</p>	1
<p><b>1b.</b> 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.</p>	1	<p><b>2b.</b> 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.</p>	1
<p><b>1c.</b> 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.</p>	1	<p><b>2c.</b> 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.</p>	1
<p><b>1d.</b> Achieve the following scores on the examinations listed below: -3 or higher on an Advanced Placement (AP) English Language or English Literature Examination. -80 or higher on the Test of English as a Foreign Language (TOEFL).</p>	1	<p><b>2d.</b> 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).</p>	1
<p><b>1e.</b> Present a culminating project, scholarly essay or a 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.</p>	2	<p><b>2e.</b> Present a culminating project, scholarly essay, or a 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.</p>	2

Testing accommodations recommended in an Individualized Education Program or Section 504 Accommodations Plan must be provided for all state and district-wide 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.**

**Marlboro Central School District  
Requirements and Expectations for the NYS Seal of Biliteracy**

Two points towards the **NYS Seal of Biliteracy Points Requirements for English** can be achieved by presenting 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.

Two points towards the **NYS Seal of Biliteracy Points Requirements for World Language** can be achieved by presenting 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.

Marlboro Central School District has developed a chart to offer some possible ways students could achieve the two-point requirement through a project, essay, or portfolio. The chart is located on the last page of this document.

- Students will be expected to present in person to the panel. **Based upon our current Coronavirus closure, NY has advised that a virtual meeting is acceptable but that a meeting still needs to happen.**
- Students may submit items beforehand or bring any items needed with them as part of their presentation.
- One task from each skill column must be included to complete the requirements. Some tasks demonstrate more than one skill and can be counted as such.
- This list should be considered as suggestions. If you have other creative ideas you would like to try that demonstrate the same four skills, please share your ideas with Ms. Tamara Natoli prior to your presentation.
- Virtual Appointments will be made as follows: Ms. Lazaroff (MHS School counseling Office) will email the applicants and book them for 15 minute appointments to review their portfolio and candidacy.
- All pre-recorded or pre-submitted documents, videos, recordings, etc., should be shared in Google Drive prior to the students' appointment with the review committee. These should be shared with: Mr. Lawler, Ms. Natoli, Ms. Sear, Mr. Ugolino & Ms. Woodburn
- Total time for demonstration of all 4 skills: 10-15 minutes.
- Applicants will be notified of the outcome of their candidacy via an emailed letter.

## NYS Seal of Biliteracy – Sample Criteria

To qualify, students must demonstrate language proficiency in speaking, listening, reading, and writing. The chart below offers suggestions on ways that students may demonstrate these proficiencies. The chart is not an all-encompassing list and students are welcome to come up with their own ideas. Students are encouraged to speak with Ms. Tamara Natoli to review their plan in advance of their presentation with the review committee.

### Speaking

(Unless it says otherwise in the task description, this skill must NOT be recorded.)

- Panel will interview student about a topic of their choosing
- Student will talk about the materials they brought with them and why
- Student can show any video or project they did for their class and talk about it to the panel.
- Interview: Conduct a 10-question interview with a speaker of the appropriate language. Interview must be recorded.
- Students will prepare a 3-4 minute presentation that responds to the question: What is the importance of cultural celebrations and holidays for the people in your community? What role do they play in society? Is there one that has special meaning for you?

### Listening

- Panel will interview student about a topic of their choosing
- Student will explain a song, podcast, TV program, or other auditory material to the panel.
- Interview: Conduct a 10-question interview with a speaker of the target language. Interview must be recorded.

### Reading

- Student will discuss a book, short story, play, or article (minimum 1000 words) that you read in class
- Student will discuss a book, short story, play, or article (minimum 1000 words) that you read independently
- Student may select a passage from a text for analysis. Student will write an analysis of the text, including comments on the significance of any possible contexts, audience, purpose, and the use of linguistic and literary devices.

### Writing

- Student will bring an original writing assignment (minimum 500 words)
- Student will bring a writing assignment (minimum 500 words) that was done for a class
- PowerPoint: Create and present a PowerPoint or slide presentation that includes images and information on a topic.
- Create an informational flyer with a minimum of 5 bulleted facts supported by visual representations.
- Write a two-page fictional story related to your selected topic. Your story should include a title page and the elements of plot must be evident.
- Student will select a passage from a text for analysis. Student will write an analysis of the text, including comments on the significance of any possible contexts, audience, purpose, and the use of linguistic and literary devices.