

# NYS Seal of Biliteracy Guidance Toolkit

## End-of-Year Data Form Challenge

### Answer Key & Explanations

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End-of-Year Data Challenge Spreadsheet

End-of-Year Data Challenge Answers and Explanations

A device (computer, laptop, tablet) on which to fill out the End-of-Year Data Challenge Spreadsheet

Directions: On the following pages, you will be presented with 51 Seal of Biliteracy scenarios. Read each scenario and fill out the End-of-Year Data Challenge Spreadsheet accordingly. Some of the information, such as student number, has been pre-filled out on the spreadsheet. Assume the following:

All students listed are 21 years of age or younger;

All students are on track to earn at least a Regents Diploma by graduation; and

All criteria being entered have already been “met” by the student (that is, the criteria are “anticipated”).

Your knowledge of the Seal ~~take~~ a final determination of whether or not each student has earned the Seal. You may wish to have page 13 of the Student Handbook

\_\_\_\_\_ available to check the information in the scenarios against the Seal Criteria. If the student has not met the criteria for the Seal, write a brief statement that explains why in the “Explanation of points” column.

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Student #	Scenario	Qualifies for Seal?	Explanation of Points
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Student #	Scenario	Qualifies for Seal?	Explanation of Points	Follow up question(s)
1000000000	<p>This senior of Vietnamese origin is a NewELL whose home language is English and who took Chinese as a world language through high</p>			

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Student #	Scenario	Qualifies for Seal?	Explanation of Points	Follow up question(s)
10000000000	<p>This senior is a former ELL who identifies as Black or African American and as of Hispanic ethnicity. Originally from the Dominican Republic, she successfully completed the required Home Language Arts coursework in Spanish.</p>			

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Student #	Scenario	Qualifies for Seal?	Explanation of Points	Follow up question(s)
10000000006	<p>This senior, who identifies as Black or African American, grew up in Germany and came to the US with minimal English skills. She received a 92% overall average in German class and received a rating of Intermediate High the culminating project. She took both the AP English both. In addition, her overall average in 11th and 12th</p>	Yes	<p><u>English</u></p> <p>1 – English</p> <p>1 – AP English</p> <p>1 – AP English</p> <p><u>World Language</u></p> <p>1 – World language course</p> <p>2 – Culminating</p> <p>Intermediate High</p>	<p>Would this student have been eligible to earn a point by more Regents exams other than English notn translation?</p> <p>No, only English Language Learners (ELLs) are eligible to do this. This student is a Former/Ever ELL and therefore is not eligible for this option.</p>





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Student #	Scenario	Qualifies for Seal?	Explanation of Points	Follow up question(s)
10000000009	<p>This 12th grader an African American male originally from Ghana, exited ELL status as a 6th grader and earned a 6 on both the IB English Literature HL and the IB 5.4 lis</p>			

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Student #	Scenario	Qualifies for Seal?	Explanation of Points	Follow up question(s)
1000000000	<p>This female emigrated from Haiti as a teenager. She earned a score of 297 on the NYSESLAT in 11th grade and exited ELL status as of the start of her senior year. She completed an extensive research project and presentation in English with a score of Intermediate High. In addition to an average of 79% for the AP French Language exam. She also took the OPI and WPT exams in her native language, Haitian Creole, and scored Advanced Low on both.</p>	No	<p><u>English</u></p> <p>1 – NYSESLAT overall            • } œ H î ð ì</p> <p>1 – English 11/12 course            P œ H ô ñ 9</p> <p>2 – Intermediate High            μ o u ] v š ] v P W</p> <p><u>World Language</u></p> <p>1 – World language            } μ œ • P œ H</p> <p>1 – AP world language            Æ u H ð</p> <p>The student earned 4 points in English, but only 2 points French and 1 point in Haitian Creole. ^ š μ v š • u μ • š points in the same world language in order to satisfy the Seal criteria.</p>	<p>Could this student have earned the Seal in both French and Haitian Creole had she earned three points in each language?</p> <p>Yes, students can earn the Seal in English and one or more world languages, provided they earn at least three points in each language per the criteria to earn the Seal of Biliteracy.</p>

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Student #	Scenario	Qualifies for Seal?	Explanation of Points	Follow up question(s)
10000000001	<p>This 12th grade student of Chinese descent was born in China. Before that, he attended school fulltime in China. He was placed in an English as a New Language course and through demonstrated proficiency in English, qualified to exit ELL status. In high school, this student excelled, earning a 99% average in his junior and senior ELA courses and got a perfect score on the AP English Literature exam. His parents made sure to keep up his Chinese language skills by sending him to a weekend school each year. He took the IB Chinese Culminating Project in which he scored an Intermediate High in all skills.</p>	No	<p><u>English</u></p> <p>1 – English 11/12 course grade H 0 9</p> <p>1 – AP English Literature exam H 0</p> <p><u>World Language</u></p> <p>1 – IB world language HL exam H 0</p> <p>2 – Intermediate High</p> <p>While the student earned the language, he only earned 2 points in English No point was earned by scoring 290 on the NYSESLAT exam because the exam was taken before 9th grade. Only NYSESLAT scores received from an exam taken from 9th – 12th grades are eligible for a point towards the Seal.</p>	

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Student #	Scenario	Qualifies for Seal?	Explanation of Points	Follow up question(s)
10000000002	<p>This female senior self-identifies as multiracial of Hispanic ethnicity, and has home language of English. She earned a score of 94% on the 10th grade ELA Regents, average of 91% on her 11th and 12th grade ELA course and scored a 4 on the AP English Language exam as a sophomore. She originally took American Sign Language (ASL) in middle school, but then transferred to a high school that only offered Spanish, which she took through Checkpoint B. Because the student wishes to join ASL in college, she continued her study of ASL through her local community college. Her Seal of Biliteracy coordinator was able to arrange for a professor of ASL to serve as her advisor for a culminating project in ASL, on which the student scored an Advanced Low. The student scored an Intermediate + on the SLPI exam.</p>			

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Student #	Scenario	Qualifies for Seal?	Explanation of Points	Follow up question(s)
1000000004	<p>This Latina student's first language is Spanish, but her parents raised her bilingually. Her racial designation is White. An evaluation of her language skills upon entering elementary school showed evidence of above-grade level performance in both English and Spanish. In her pursuit of the Seal, she earned a 90% average in her junior and senior year ELA course and completed a Culminating project in English with a score of Advanced Mid. Her parents insisted since she already spoke Spanish at home that she take Latin as her world language starting in middle school. The student took the ALIRA exam and scored an Advanced High and completed a Culminating Project in Latin that was assessed at the Intermediate High level. Her guidance counselor encouraged her to also take the AAPPL exam in Spanish, on which she scored an Advanced Mid. Although not enrolled in a Checkpoint C Spanish course, one of the Spanish teachers advised her through the completion of a Culminating Project in Spanish, which earned her an Advanced Low designation.</p>			

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Student #	Scenario	Qualifies for Seal?	Explanation of Points	Follow up question(s)
1111111111	<p>This junior is a native speaker of both Tuscarora and English, with Tuscarora being her first language. Her racial designation is American Indian. A gifted student, she earned a perfect score on the AP English Language exam and completed a culminating project in her junior year that earned her an Advanced Mid rating. She completed a 9th grade Tuscarora language course and submitted her final project as the culminating project for the Seal, which was evaluated at Advanced Low proficiency.</p>	Not yet	<p><u>English</u></p> <p>1- W v P o ] • Z Æ u H ô ñ S                  2- μ o u ] v š ] v P W Œ } i š H High</p> <p><u>World Language</u></p> <p>1- Z l % } ] v š } μ Œ • H C                  2- μ o u ] v š ] v P W Œ } i š H High</p> <p>t Z ] o š Z ] • • š μ v š Z • ( v P o ] • Z v i % } ] v l a n g u a g e , she cannot qualify for the Seal in her <u>junior year</u> and therefore, she should not be reported on this form in her <u>junior year</u>. The school can, however, keep records of her achievement and both report the award the Seal to this student in her senior year.</p>	n/a