



engage^{ny}
Our Students. Their Moment.



World Languages – Our Path Forward

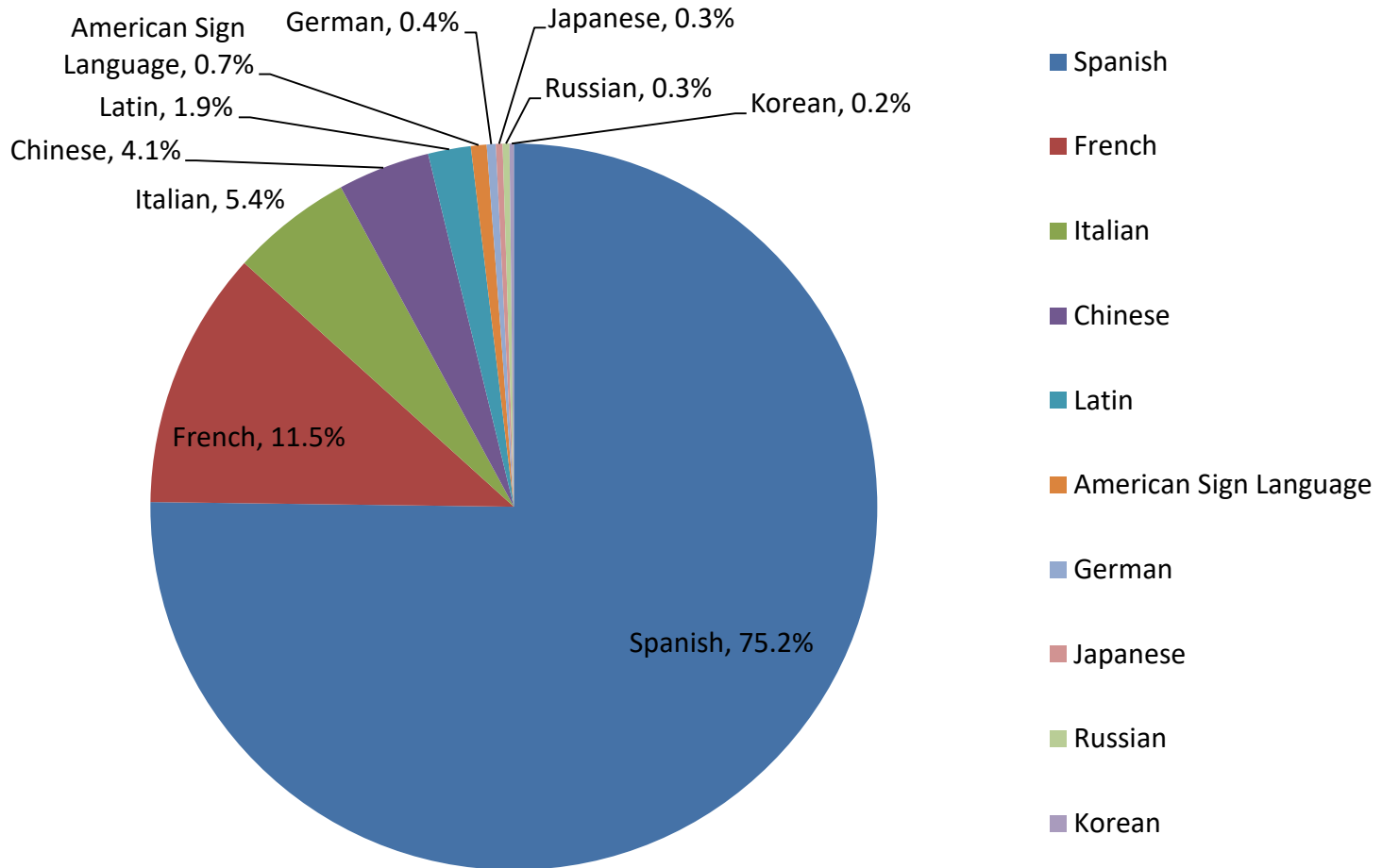
Candace Black
Director of World Languages
New York State Education Department
Office of Bilingual Education & World Languages

March 30, 2019 – PWRFL Conference

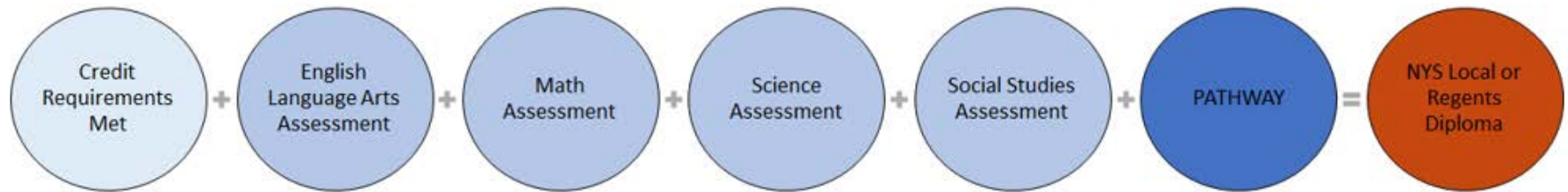
OBEWL Update

- 4+1 Pathway exams in WL
- Updated LOTE FAQ
- NYS Seal of Biliteracy
- OBEWL website resources
- World Languages – Our Path Forward

% of Students in LOTE Classes by Language

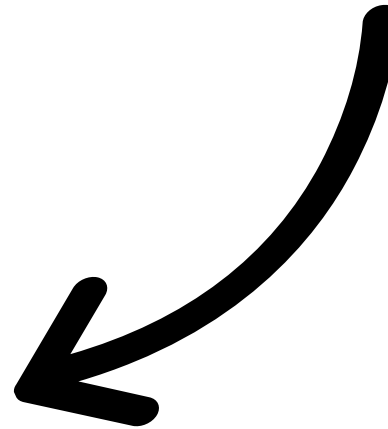


4+1 Pathway Exams in WL (LOTE)

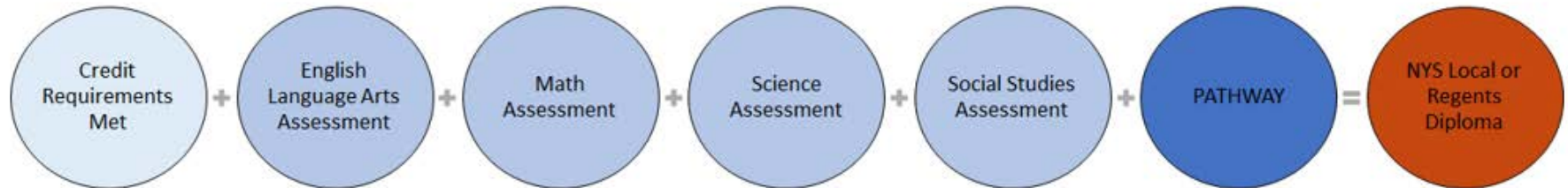


There are now ten 4+1 Pathway Exams in World Languages available:

- American Sign Language (ASL)
- Chinese (2)
- French (2)
- Italian (2)
- Korean
- Spanish (2)



4+1 Pathway Exams in WL (LOTE)



Biliteracy (LOTE) Pathway

- a sequence of LOTE courses culminating in a Department-approved pathway assessment and;
- the culminating Department-Approved Pathway Assessment in Languages Other Than English

Spanish Checkpoint B Examination (*Oneida Herkimer-Madison*

BOCES)

For more information, contact

<https://www.oneida-boces.org/Page/2506>

The Spanish Checkpoint B Examination was developed by Oneida-Herkimer-Madison BOCES and includes 4 sections worth 100 credits: Speaking (Part 1) consists of two role play conversations worth 24 credits, Listening (Part 2) consists of 15 questions in both English and Spanish worth 30 credits,

65

Reading (Part 3) consists of 15 questions worth 30 credits using both long and short Reading passages, and Writing (Part 4) consists of 2 questions worth 16 credits.

4+1 Pathway Exams in WL (LOTE)

What is the difference between a locally-developed Checkpoint B exam and a 4+1 Pathway exam in LOTE?

Both exams can be used as Checkpoint B exams to fulfill the requirements towards a Regents Diploma with Advanced Designation.

All locally-developed
Checkpoint
B exams



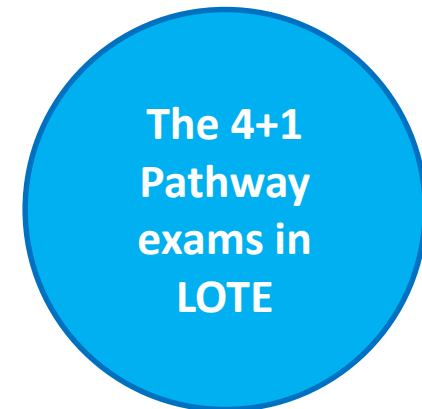
The 4+1
Pathway
exams in
LOTE



4+1 Pathway Exams in WL (LOTE)

What is the difference between a locally-developed Checkpoint B exam and a 4+1 Pathway exam in LOTE?

ONLY approved 4+1 Pathway exams (such as the OHM BOCES and NYC DOE exams) can be used to fulfill the 5th Regents exam requirement for graduation in lieu of another Regents exam (e.g., Global).



4+1 Pathway Exams in WL (LOTE)

What coursework do students have to successfully complete in order to be eligible to take a 4+1 Pathway exam in LOTE?

It is recommended that students taking a 4+1 Pathway exam in LOTE complete the three LOTE credits leading up to the completion of Checkpoint B.

NOTE: In order to be eligible for the Regents Diploma with Advanced Designation, **ALL students must successfully complete the coursework for 3 credits of a world language (Checkpoints A and B).**

4+1 Pathway Exams in WL (LOTE)

What if students are native/heritage speakers of the language of the 4+1 Pathway exam?

For students who are native/heritage speakers and are NOT pursuing the Regents Diploma with Advanced Designation, it is at the discretion of the school to determine if the students would benefit from a course of study in the language before taking the 4+1 exam.

4+1 Pathway Exams in WL (LOTE)

NOTE: Native/Heritage speakers of a language who do NOT successfully complete the coursework towards 3 credits can use the 4+1 Pathway exam as their 5th Regents exam, but are NOT eligible for the Regents Diploma with Advanced Designation via the LOTE route (although other routes (e.g., business, technology, etc...) are still available to the student to be able to earn this diploma).

4+1 Pathway Exams in WL (LOTE)

How to order a 4+1 Pathway exam

- Go to the NYSED.gov website.
- Search for “multiple pathways”.
- Locate the exam you want to order.
- Contact the exam vendor.

4+1 Pathway Exams in WL (LOTE)

We are always seeking new exams. Schools and/or consortia who are interested in submitting their exams as 4+1 Pathway exams can find the application materials on the Multiple Pathways website.

New LOTE FAQ Document

Answers to FAQs on:

- WL graduation requirements
- WL & differently-abled students
- Courses of study
- Transfer students
- Locally-developed tests
- Special situations

New York State Education Department

Languages Other Than English (LOTE)

Frequently Asked Questions

Office of Bilingual Education and World Languages

Most frequently asked questions

If a student is already proficient in a language, can they earn “credit by examination”, that is by only taking the Checkpoint exam(s) and not taking the coursework?

No. Credit by examination is not available in LOTE.

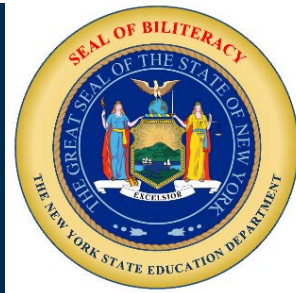
Most frequently asked questions

Does my school have to give the Checkpoint A and Checkpoint B exams on particular days?

No. Since the exams are “locally developed”, schools may choose the days on which to offer these exams.

If your school uses a regional, consortium or 4+1 Exam, you must offer the exam on the date designated by the exam developer.

NYS Seal of Biliteracy



- An award given by a school, school district or county office of education in recognition of students who have attained proficiency in two or more world languages by high school graduation, one of which must be English
- It can take the form of a seal that appears on the student's diploma and/or a notation on the official transcript and graduation program.
- It can be accompanied by a medal, certificate, graduation cord or other regalia at the discretion of the school.



Why offer the NYS Seal of Biliteracy?

It is a statement by the school system that mastery of two or more languages is important.

It honors the skills our students attain, and can be evidence of skills that are attractive to future employers and college admissions offices.



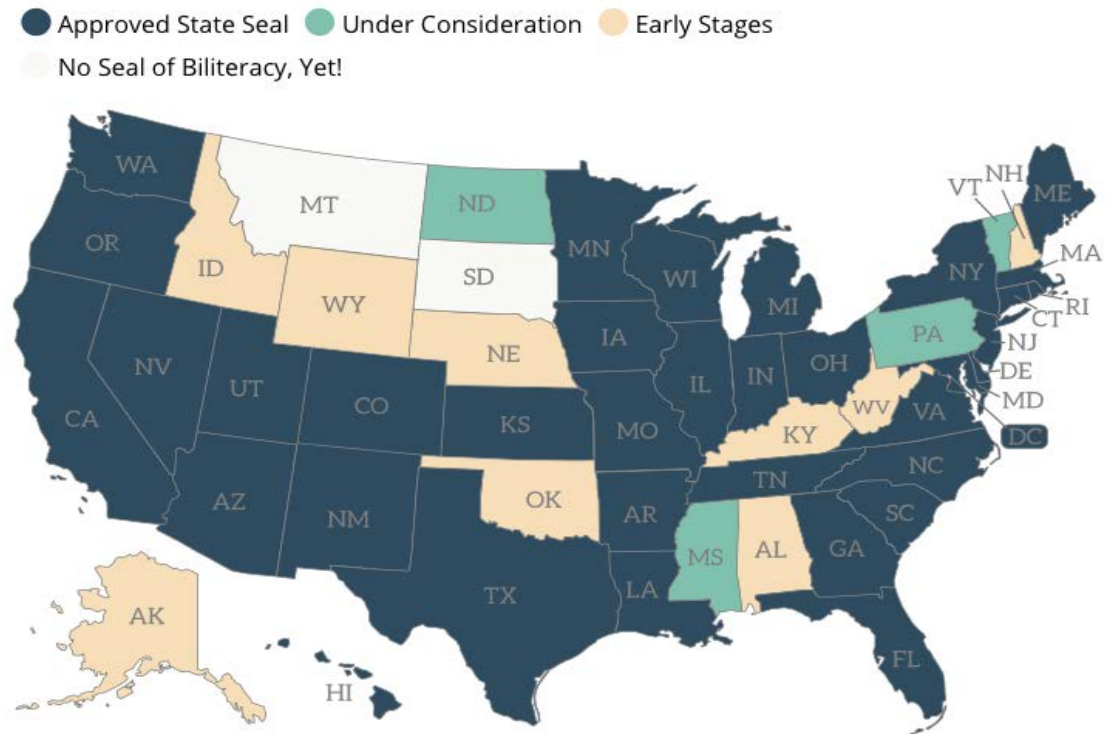
Why offer the NYS Seal of Biliteracy?

- To encourage students to study languages
- To recognize the value of language diversity
- To provide employers with a method of identifying people with language and skills
- To provide universities with a method to recognize and give credit to applicants for attainment of high level skills in multiple languages
- To prepare students with 21st century skills
- To honor the multiple cultures and languages in a community



History of the Seal of Biliteracy

- California initiated the first State Seal of Biliteracy in 2008.
- Since then, numerous states have approved the Seal or are in the process of initiating one.

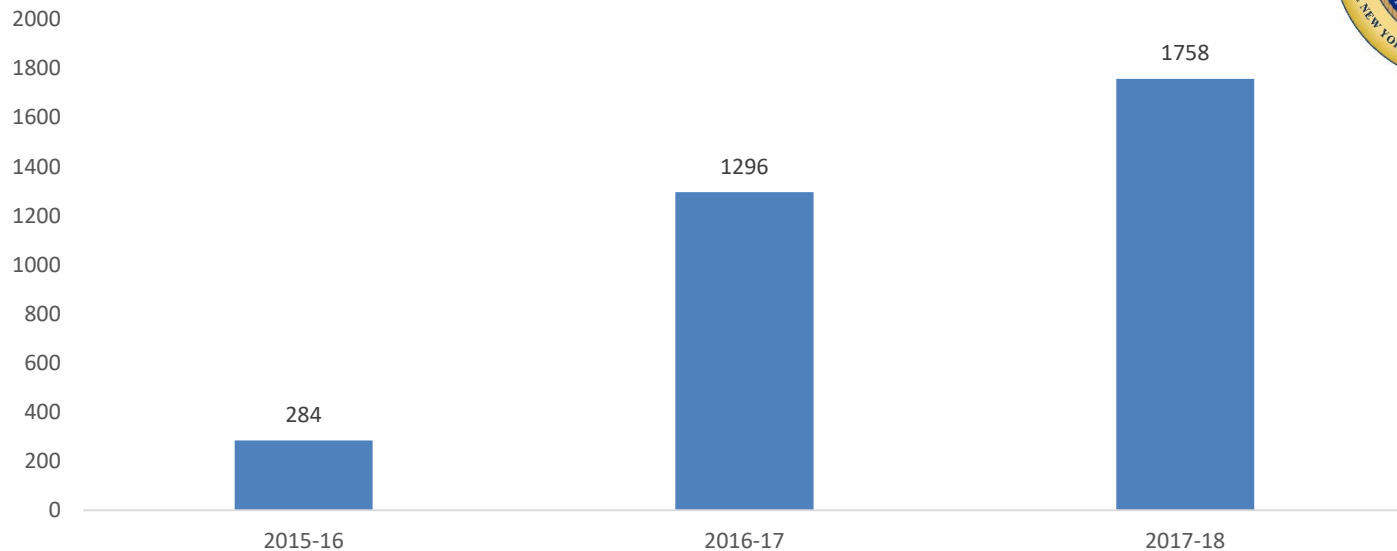


Source: www.sealofbiliteracy.org

NYS Seal of Biliteracy



of students who earned the NYS Seal of Biliteracy
(2015-16 to 2017-18)



Since its inception in 2015-16, over 3,300 students from 80 countries have earned the NYS Seal of Biliteracy in 46 languages.

Updated Seal of Biliteracy Handbook

Updated criterion for earning 1 pt. in English: 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.***

Addition of AAPPL exams in several languages:

- ***Hindi***
- ***Italian***
- ***Japanese***
- ***Korean***
- ***Thai***

New York State Education Department

The New York State Seal of Biliteracy Handbook



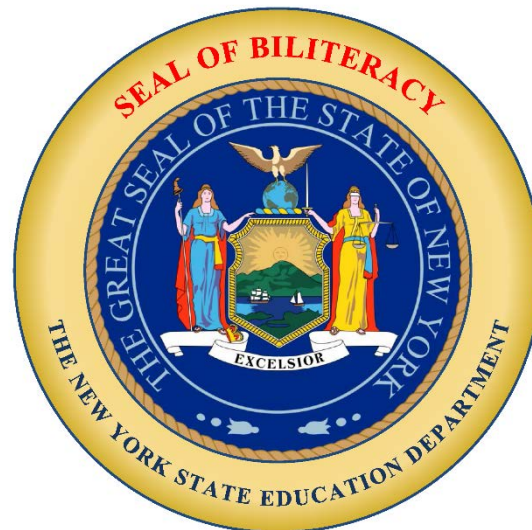
NYS Seal of Biliteracy – Measures of success

- Every Student Succeeds Act (ESSA) - measures of success including “College, Career, and Civic Readiness” (CCCR).
- CCCR - a method of using diplomas, credentials, advanced course credits and assessment results, career and technical education certifications and indicators such as **biliteracy** to determine how a school is preparing students
- The CCCR Index is calculated by awarding extra credit for students who exhibit higher levels of readiness

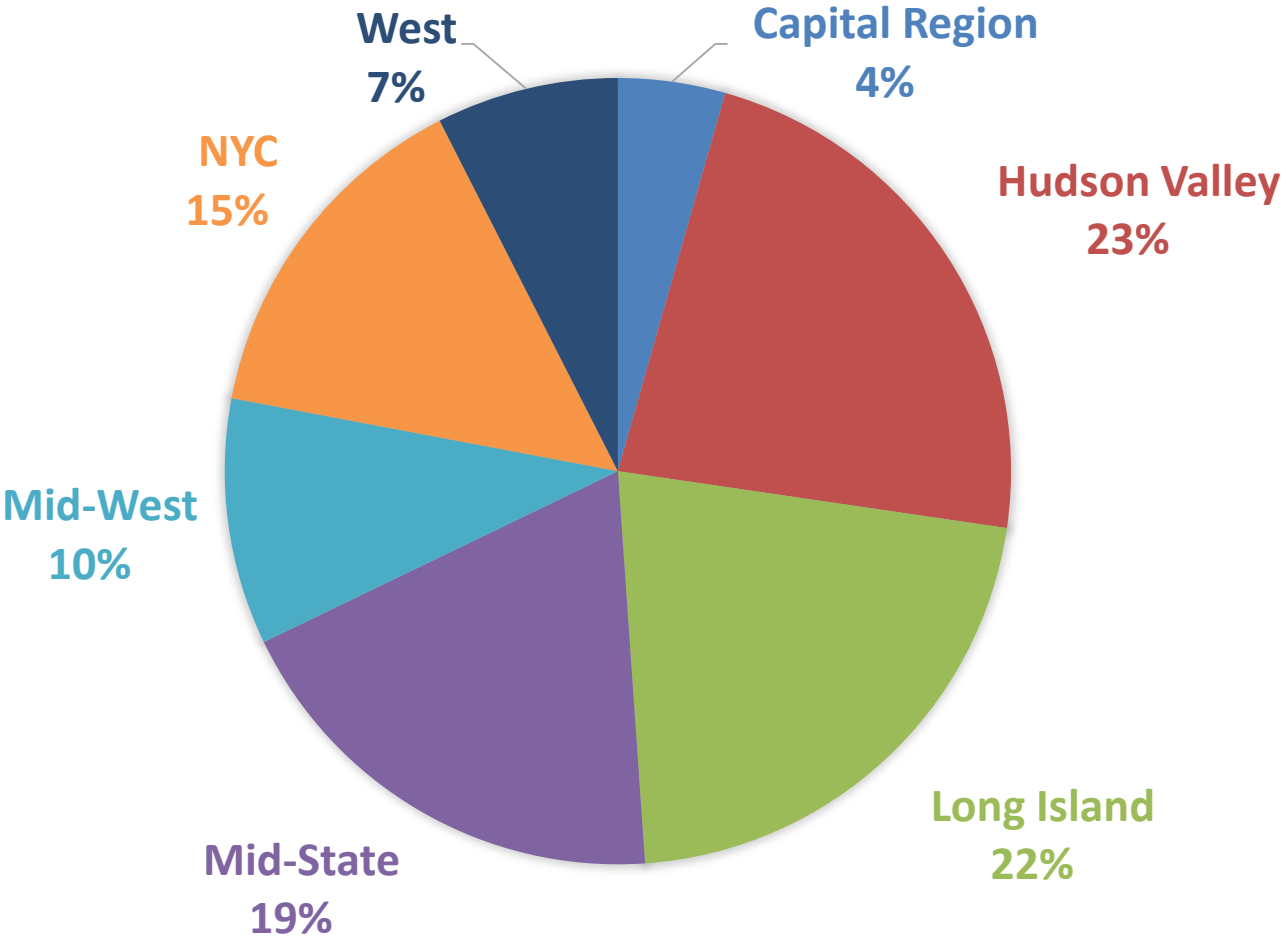
NYS Seal of Biliteracy – Readiness Measures

Readiness Measures related to the NYS Seal of Biliteracy

- Regents Diploma with Seal of Biliteracy and member of the cohort
- Regents Diploma with Seal of Biliteracy earned in reporting year by ELL, not a member of the cohort



NYS Seal of Biliteracy – 2018-19 Participation by Region



NYS Seal of Biliteracy – Hudson Valley

Beacon City SD

Brewster CSD

Carmel CSD

Clarkstown CSD

Cornwall CSD

Croton-Harmon UFSD

Delaware Academy CSD

Downsville CSD

East Ramapo CSD

Ellenville CSD

Elmsford UFSD

Fallsburg CSD

Greene CSD

Haldane CSD

Hastings-On-Hudson

Haverstraw-Stony Point CSD

Hendrick Hudson CSD

Highland Falls-Fort Montgomery CSD

Hyde Park CSD

Middletown City SD

Minisink Valley CSD

Monroe-Woodbury

Monticello CSD

Nanuet UFSD

New Paltz CSD

New Rochelle CSD

Newburgh City SD

North Salem

Nyack UFSD

Oneonta City SD

Onteora CSD

Ossining CSD

Pawling CSD

Pearl River UFSD

Peekskill City SD

Port Chester-Rye UFSD

Putnam Valley CSD

South Orangetown CSD

Suffern CSD

Tarrytown UFSD

Wappingers CSD

Warwick Valley CSD

White Plains CSD

Yonkers

Criteria for Earning the Seal

- Complete all requirements to graduate with a NYS Regents diploma
- Using a point choice matrix, students must earn 3 points in English and 3 points in another world language demonstrating proficiency at the **ACTFL Intermediate High** level in speaking, listening, reading and writing.

NYSED-OBEWL Website Resources

World Languages

Our goal is to promote and support the teaching and learning of one or more languages and cultures, in addition to the English language.

NYS Seal of Biliteracy



[NYS Seal of Biliteracy](#)

World Language Links



[Assessments and Data](#)

[Graduation Requirements](#)

[Standards and Guidelines](#)

[World Language Associations](#)

[Teacher Resources](#)

RELATED PROGRAMS

Bilingual Education & English as a New Language

Preparing all English Language Learners (ELLs) for success.

[LEARN MORE](#)

Recent News

Key Shifts in World Languages in New York State

The New York State Education Department's Office of Bilingual Education and World Languages in collaboration with Queens College presents "Key Shifts..."

World Languages in the 21st Century Conference Presentations

The goal of the NYS World Language in the 21st Century conference was to provide teachers with instructional resources, tools, and models for updated...

Updated Languages Other Than English (LOTE)/WL Frequently Asked Questions

The Office of Bilingual Education and World Languages has published an updated Languages Other Than English (LOTE)/WL Frequently Asked Questions...

NYS World Language Design for Global Proficiency Conference

- June 6, 2019
- Queens College
- CTLE hours
- Please consider submitting a workshop proposal.



The Office of Bilingual Education and World Languages
of the New York State Education Department
in collaboration with Queens College, CUNY

presents

NYS World Language Design for Global Proficiency

A one-day professional learning conference exploring major shifts in world language curriculum, assessment, and instruction in NYS.
CTLE hours will be awarded for those in attendance.



June 6, 2019
Queens College, CUNY
8:30 a.m. — 3:30 p.m.



Keynote Speaker
Mr. Greg Duncan
President and Founder
InterPrep, Inc.

Register early at:
<https://bit.ly/2YgGUsC>



For more information, contact Candace Black, Director of World Languages, OBEWL
at (518) 473-7505 or candace.black@nysed.gov.

World Languages – Our Path Forward

- History of the Standards in World Languages

MODERN LANGUAGE FOR COMMUNICATION

NEW YORK STATE SYLLABUS

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Albany, New York 12234



1986 , 1996



World Languages – Our Path Forward

NCATE

National Council for Accreditation
of Teacher Education

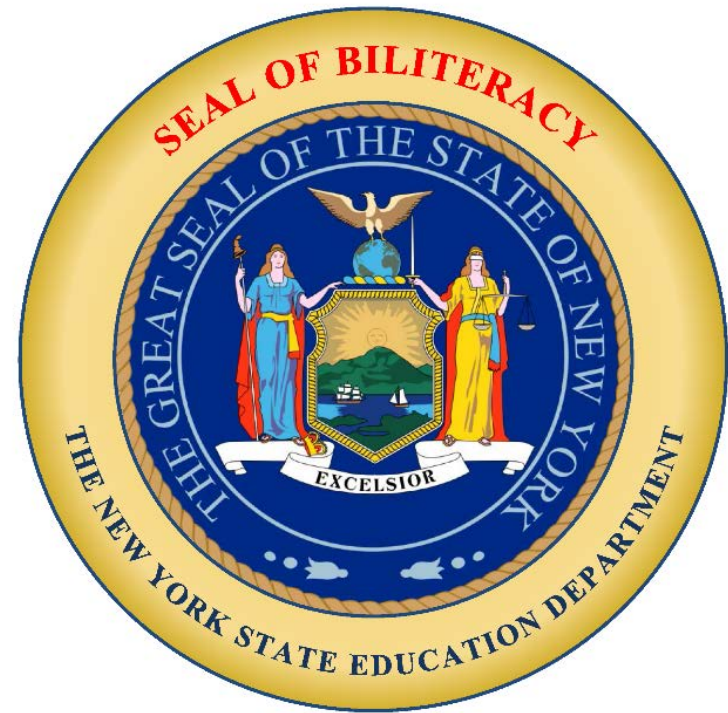
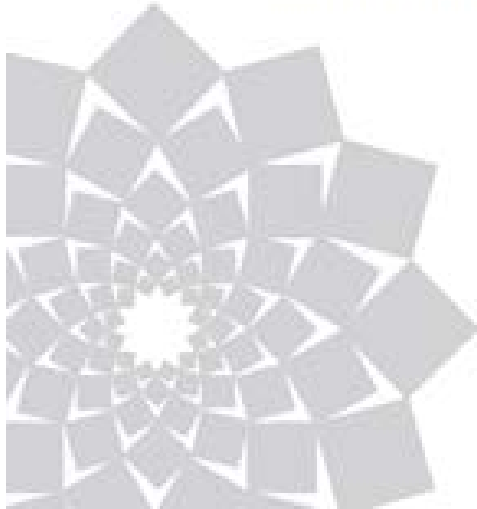


edTPA™

World Languages – Our Path Forward



NCSSE/ACTFL
Can-Do Statements
Progress Indicators for Language Learners



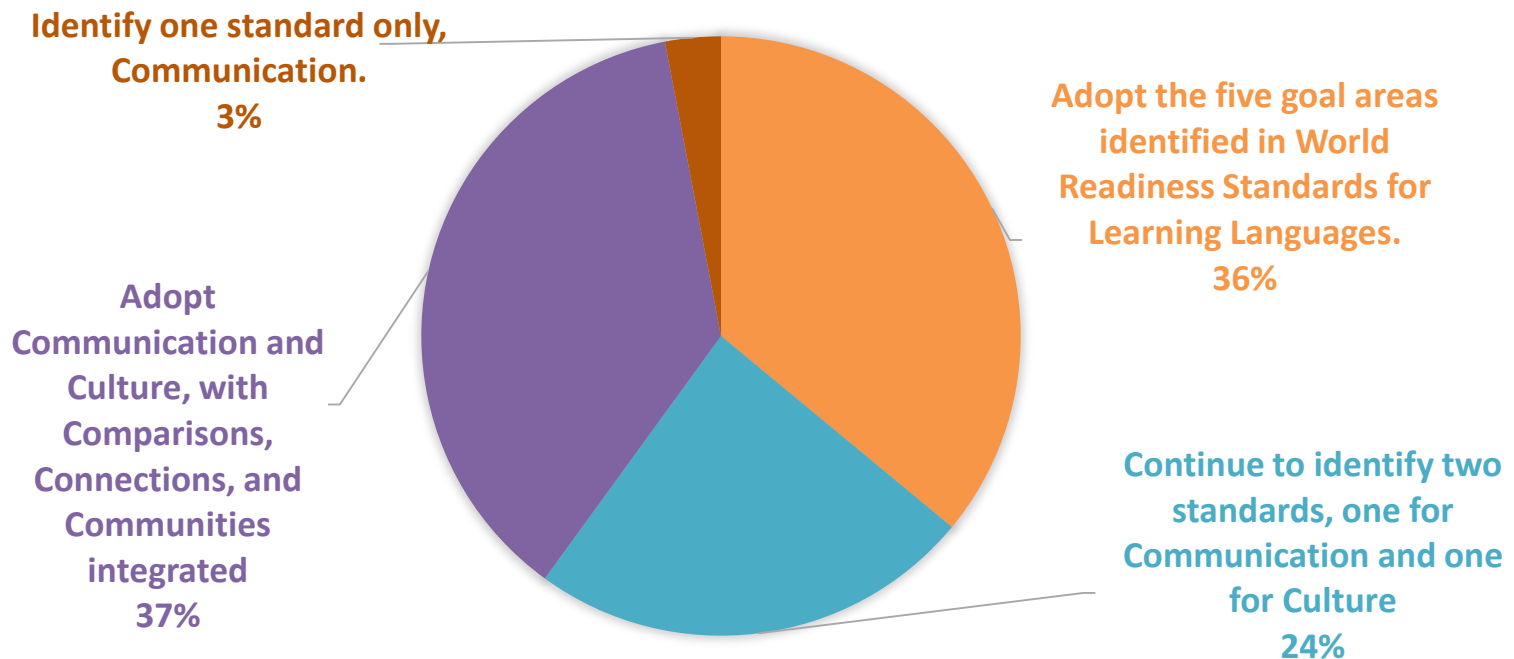
Intermediate High

World Languages – Our Path Forward



World Languages – Our Path Forward

- 2016-2017 Survey Results



- World Language Leadership Team

World Languages – Our Path Forward

- **Shift # 1** - A shift to Communication and Culture as described in the **World Readiness Standards** and the inclusion of **Comparisons, Communities, and Connections** in support of the Seal of Biliteracy.



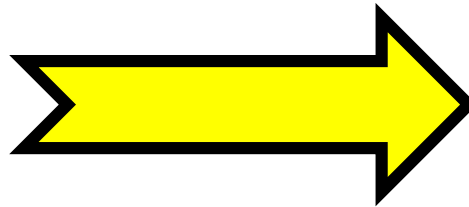
MODERN
LANGUAGE
FOR
COMMUNICATION

NEW YORK STATE SYLLABUS



World Languages – Our Path Forward

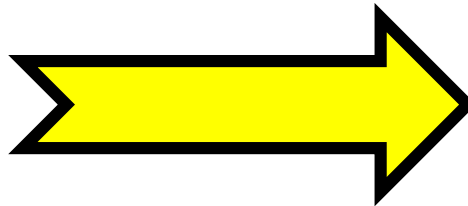
- **Shift # 2** - A shift from the four isolated skills to **three integrated modes of communication** (interpretive, interpersonal and presentational).



World Languages – Our Path Forward

- **Shift # 3** - A shift to refreshed 21st century topics underneath overarching themes.

Personal Identification
House & Home
Services
Family Life
Community/Neighborhood
Physical Environment
Meal Taking/Food/Drink
Health & Welfare
Education
Earning a Living
Leisure
Public & Private Services
Shopping
Travel
Current Events



Identity & Social Relationships

Contemporary Life

Science, Technology & the Arts

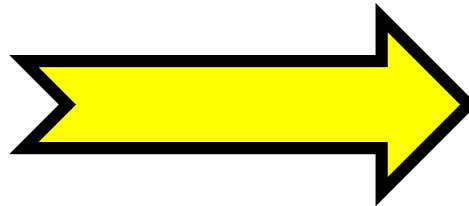
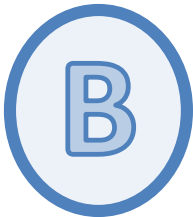
Global Awareness

World Languages – Our Path Forward

Identity & Social Relationships	Contemporary Life	Science, Technology & the Arts	Global Awareness
Auto/biographical	Nutrition & Meal-Taking	Physical Environs Climate	Environmental Issues
Family Life	House & Home	Technology	Food & Nutrition
Celebrations	Earning a Living Volunteerism	Pop Culture	Government & Politics
Social Events	Education	Design & Aesthetics	Health & Welfare
National Identities	Travel	Fine Arts: Music, Dance, Film, Literature, Theatre & Visual Arts	Global Challenges & the Economy
Personal Goals	Leisure	Fashion & Clothing	Geography
Milestones	Community Public & Private Services	Inventions & Innovations	Social Justice, Human Rights & Accessibility

World Languages – Our Path Forward

- **Shift # 4** - A shift from checkpoints to performance targets with Can-Do Statements, nationally recognized for learner performance and aligned with national initiatives.



World Languages – Our Path Forward

Dr. Jennifer Eddy’s work on developing Articulated Performance Assessment Tasks for each topic at 3 performance levels

Global Awareness Health and Wellness		Articulated Performance Assessment Task Template <small>(Eddy, J. 2006, 2014, 2015, 2017)</small>			
		Context	The school nurse needs assistance communicating with Spanish speaking students about their health concerns.		
		Jana S., Sarah S., Kristen S., Juliana R., & Tracy Saratoga Springs Public Schools			
Novice Checkpoint A	Mid-high	Intermediate Checkpoint B	Low-Mid	Intermediate High/Pre Seal of Biliteracy	Advanced
	Students read and interpret infographics on the benefits and effects of a healthy routine.	Students watch videos about a sports accident. They fill in the medical chart to tell the nurse what happened.		Students watch videos/commercials about remedies for ailments/injuries.	
	I can identify and list the effects of healthy habits.	I can paraphrase and organize information to describe the event and the injury.		I can recommend appropriate treatment for a particular ailment.	
	Students share personal health habits with a partner and choose the healthiest habits.	Students interview the injured student about their injury.		Students compare and contrast different types of holistic and traditional treatments.	
	I can exchange information about my health habits.	I can discuss/ask and report about injuries.		I can justify my choice of treatment and make recommendations from other cultures.	
	Students create an infographic describing with best health practices.	Students produce a short video highlighting common injuries and how to avoid them.		Students create a PSA for Culture Night illustrating a favorite homeopathic or <i>remedios caseros</i> from Spanish speaking cultures.	
	I can inform Spanish speakers of healthy life habits.	I can recommend ways to avoid injuries.		I can explain different approaches to medicine from different cultures.	

World Languages – Our Path Forward

Template can be downloaded from:

<http://nysaftl.org/resources/world-languages-nys-initiative>

Articulated Performance Assessment Task Template
(Eddy, J. 2006, 2014, 2015, 2017)

Theme Topic

Context

- Has value beyond the classroom
- Solves a problem
- Creates a product
- Doesn't give away too many task details

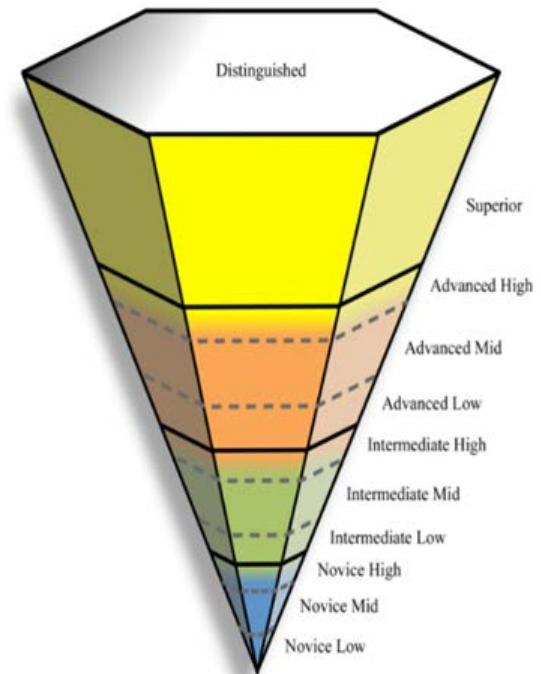
Your name and school

Novice mid-high Checkpoint A Authentic material description	Intermediate Low-Mid Checkpoint B Authentic material description	Intermediate High-Advanced Low Checkpoint C Authentic material description
.Description of Interpretive task I can...	Description of Interpretive task I can...	. Description of Interpretive task I can...
Description of Interpersonal Task I can...	Description of Interpersonal Task I can...	Description of Interpersonal Task I can...
.Description of Presentational Task I can...	Description of Presentational Task I can...	Description of Presentational Task I can...

IN
IP
PR

What can teachers do now to prepare for the upcoming shifts?

- Educate yourself / start a study group on the following which will inform our standards revision:
 - The World-Readiness Standards
 - The ACTFL Proficiency Guidelines
 - The NCCSFL-ACTFL Can-Do Benchmark Statements
 - Assessments using the 3 modes of communication (interpersonal, interpretive, presentational)



OFFICE OF BILINGUAL EDUCATION & WORLD LANGUAGES

<http://www.p12.nysed.gov/biling/bilinged/OBEWL@NYSED.GOV>

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New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity