Proposed Seal of Biliteracy Portfolio Requirements

For Silver Seal: Proof of achievement of Intermediate Mid** Proficiency in each standard

For Gold Seal: Proof of achievement of Advanced Low** Proficiency in each standard

1. <u>*Interpretive Listening</u>: Written summary in the target language of key ideas (100 words max) from an authentic* audio or video that is at least 1 minute in length for intermediate mid and 2 minutes in length for advanced low. Link to audio or video must be appended.
2. <u>*Interpretive Reading</u>: Written retelling in the target language of key ideas in an authentic* text written in the target language. Authentic* text must be appended.

INTERPRETIVE LISTENING or VIEWING & READING Understand and interpret written and spoken or signed language on a variety of topics in the target language.	Apply comprehension strategies to interpret a variety of authentic auditory, written or signed texts.	**Intermediate: Outcome:** Students in the intermediate range are able to express their own thoughts, provide descriptions, and communicate about familiar topics using sentences and strings of sentences. They comprehend general concepts and messages about familiar and occasionally unfamiliar topics. They can ask questions on familiar topics. **Example**: Students write a short e-mail describing their school's technology, its use in class, and appropriate-use guidelines. They **read** or **listen to** students in a target language country describe the same at their school, and then discuss the similarities and differences.
		Advanced: Outcome: Students in the advanced range are able to narrate and describe using connected sentences and paragraphs in at least 2 time frames when discussing topics for personal, school, and community interest and can comprehend main ideas and significant details regarding a variety of topics.

3. <u>*Interpersonal Communication</u>: Recording submitted in .mp3 format of student speaking in an extemporaneous conversation with another speaker of the language. (1 minute) Topic for Intermediate Mid: Making plans to get together with at least 2 complications. Topic for Advanced Low: Being interviewed about a recent science project that is going to the state finals.

INTERPERSONAL COMMUNICATION: Speaking or Signing and Writing Engage in conversations and written correspondence on a variety of topics in the target language.	**A.** Ask and respond to questions about familiar topics based on their own lives and interests. **B.** Express and elicit feelings and emotions in the target language. **C.** Comprehend and produce language independently in appropriate contexts when engaged in conversations or correspondence.	**Intermediate:** Students meet the indicators when they apply language in familiar contexts within strings of sentences and occasional short paragraphs. Students begin to create with the language, using high frequency and personalized vocabulary. Previously learned material is applied in novel situations centered on topics of self, others, and everyday life.
		Advanced: Students meet the indicators when speaking or signing/writing through consistent exchange of dialogue within a range of contexts, focusing on familiar and concrete topics. Comprehension and application of a broad range of vocabulary related to school, employment, and topics of interest, and generic vocabulary related to public and community interest are present. Students demonstrate control of language structure by generating oral, signed, and written paragraphs consistent with content.

4. <u>*Presentational Speaking</u>: Recording submitted in .mp3 format of student speaking in a prepared presentation in the target language (may NOT be read). (3 minutes). Topic for Intermediate Mid: vacation/trip/leisure activity. Topic for Advanced Low: How he/she would spend the money if he/she won $50,000 in a lottery.
5. <u>*Presentational Writing</u>: 5 paragraph essay submitted in target language, written without use of resources. Topic for Intermediate Mid: My family, my friends and me. Topic for Advanced Low: My goals for the future and how I'll achieve them.

PRESENTATIONAL COMMUNICATION: Speaking or Signing and Writing Present information, concepts and ideas, orally or signed and in writing or on film, to an audience or readers on a variety of topics in the target language.	A. Read aloud or watch authentic passages with appropriate pronunciation, phrasing, intonation, and signing parameters. B. Narrate stories about familiar experiences or events orally or in sign language. C. Write or sign narrative and expository/ informational compositions in the target language.	**Intermediate:** Students meet indicators using primarily present tense and occasionally other major time frames (past and future), learned vocabulary, basic grammatical structures, and paragraph-length discourse with mostly consistent execution. Pronunciation, phrasing, intonation, and signing parameters can be understood by a native speaker accustomed to language learners.
		Advanced: Students meet indicators using all major time frames, extensive application of generic vocabulary, a range of grammatical structures and paragraph-length discourse with control and consistency. Pronunciation, phrasing, intonation, and signing parameters can be easily understood by a native speaker accustomed to language learners.

6. <u>*Culture</u>: 5 paragraph essay submitted in English or the target language, explaining a cultural product, practice and perspective.
7. <u>*Comparisons</u>: 200 word (maximum) paragraph/s submitted in English or the target language, comparing a key cultural or linguistic component in the target language to a similar or different but related cultural or linguistic component in English.

CULTURAL COMPARISON of Practices, Products and Perspectives Compare the nature of language and the culture(s) of the target language with one's own.	A. Compare the target language with English to better understand components of language. B. Identify, describe and compare practices, perspectives and products of the target language culture(s) with their own.	**Intermediate:** Students meet indicators when comparing a variety of grammatical structures, syntax, and idiomatic expressions. Presentations, signing, writing, and discourse often occur in the target language and may be supplemented with demonstrations in English.
		Advanced: Students meet indicators when comparing a variety of grammatical structures, syntax, idiomatic expressions, and proverbs. They identify examples of vocabulary that convey different meanings in different contexts. Presentations, signing, writing, and discourse consistently occur in the target language.

8. <u>*Connections</u>: 200 word (maximum) paragraph/s submitted in English or the target language, explaining how knowledge and use of the target language is connected to everyday life or other classes.
9. <u>*Communities</u>: 200 word (maximum) paragraph/s submitted in English or the target language, explaining how student has used the target language in the community or online in social media. Screenshots may be included.

CONNECTIONS & COMMUNITIES Encounter and use the target language both in and beyond the classroom for personal enjoyment and lifelong learning.	A. Explain the importance of target language acquisition in the global community. B. Communicate in the target language within and beyond the school setting.	**Intermediate:** Students combine the tools of technology with their language skills to communicate with other students in a global community.
		Advanced: Students use their knowledge of the target language in communicating within the student and adult community of language learners. Students use their knowledge of the target language when exposed to other languages.

*These will be completed in a testing environment scheduled with Pam Benton

**ACTFL Proficiency Guidelines: https://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012

*Authentic: Created in the target language and intended for a target language audience