**[Name of School District]**

**Instructions for Evaluating Portfolio Evidence for the Massachusetts Seal of Biliteracy**

1. The portfolio rater collects evidence from the student.
   1. Evidence may include, but is not limited to:
      1. Paper or electronic evidence that the student submits (not an exhaustive list)
         1. Writing selections
         2. Recorded conversations
         3. Written, spoken, or signed reflections of a text[[1]](#footnote-2)
      2. In-person meetings between the rater and the student (not an exhaustive list)
         1. Conversations
         2. In-person discussion of a text
         3. In-person presentations
   2. Students should submit no fewer than 2 pieces of evidence for each indicator
      1. Each domain has 3 indicators. The student should submit at least 2 pieces of evidence for each indicator for a minimum of 6 pieces of evidence for each domain
      2. Depending on the language, the rater will evaluate between 1 and four domains (See Table 1)
   3. Examples of evidence are provided in Table 3 of this document.

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| --- | --- | --- | --- | --- |
| **Table 1: Domains associated with various languages** | | | | |
|  | Interpretive Reading[[2]](#footnote-3) | Interpretive Listening | Interpersonal Speaking[[3]](#footnote-4) | Presentational Writing |
| Modern, voiced, written languages | ✓ | ✓ | ✓ | ✓ |
| Unvoiced languages (ASL) | ✓ |  | ✓ |  |
| Classical languages | ✓ |  |  |  |
| Unwritten languages |  | ✓ | ✓ |  |

1. The portfolio rater evaluates the student’s evidence.
   1. The rater looks at all evidence for each indicator (See Table 2)
   2. When considering all the evidence for each indicator, the rater establishes whether the student can:
      1. Not yet perform that skill.
      2. Sometimes perform that skill (less than 50% of the time)
      3. Usually perform that skill (50-90% of the time or more)
      4. Always perform that skill (90-100% of the time).
   3. The rater indicates their assessment of each indicator on Table 2.
   4. It is possible that the student will not submit evidence for some domains. The rater should leave the domain blank if student did not submit any evidence for that domain.
2. The portfolio rater provides signs and returns the completed Table 2 to [district Seal of Biliteracy coordinator and contact information] by [district-determined due date].
3. **Districts must retain the portfolio rater’s report (Table 2) for their records.**

**Massachusetts Seal of Biliteracy Portfolio Indicators**

**Portfolio Rater/Credible Authority:** Please ensure that the student submits **at least two pieces of evidence for each indicator**. Use this form to indicate the student’s ability to perform each indicator. Sign and return this page to the district’s Seal of Biliteracy coordinator. Examples of each indicator may be found in the following pages.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Table 2:Portfolio Indicators and Student Performance** | | | | | |
| **Student Name** | **Portfolio Rater Name** | | | | |
| **Language** | **Portfolio Rater Phone or Email** | | | | |
| **Indicators[[4]](#footnote-5)** | | **Not yet**  **(<10% of the time)** | **Sometimes**  **(10-49% of the time)** | **Usually**  **(50-90% of the time)** | **Always**  **(>90% of the time)** |
| **Domain 1: Interpretive Listening or Viewing** | |  |  |  |  |
| 1.a The student can identify the underlying message and some supporting details across major time frames in **descriptive informational texts**. | |  |  |  |  |
| 1.b The student can follow the main story and some supporting details across major time frames in **fictional texts**. | |  |  |  |  |
| 1.c The student can understand the main message and some supporting details across major time frames in **conversation and discussions**. | |  |  |  |  |
| **Domain 2: Interpretive Reading** | |  |  |  |  |
| 2.a The student can identify the underlying message and some supporting details across major time frames in **descriptive informational texts.** | |  |  |  |  |
| 2.b The student can follow the main story and some supporting details across major time frames in **fictional texts.** | |  |  |  |  |
| 2.c The student can understand the main message and some supporting details across major time frames in **conversation and discussions**. | |  |  |  |  |
| **Domain 3: Interpersonal Listening/Speaking or Signing** | |  |  |  |  |
| 3.a The student can **exchange information and ideas** in discussions on a variety of familiar and concrete academic and social topics, using a few simple paragraphs across major time frames. | |  |  |  |  |
| 3.b The student can **interact and negotiate to resolve an unexpected complication** that arises in a familiar situation, using a few simple paragraphs across major time frames. | |  |  |  |  |
| 3.c The student can **maintain conversations by providing explanations and comparisons of preferences, opinions and advice** on familiar and concrete academic and social topics, using a few simple paragraphs across major timeframes. | |  |  |  |  |
| **Domain 4: Presentational Writing** | |  |  |  |  |
| 4.a The student can **tell stories** about school and community events and personal experiences, using paragraphs across major time frames. | |  |  |  |  |
| 4.b The student can **state a viewpoint with supporting evidence** on some concrete academic, social and professional topics of interest, using paragraphs across major timeframes. | |  |  |  |  |
| 4.c The student can **deliver presentations** **on some concrete academic, social and professional topics of interest**, using paragraphs across major time frames. | |  |  |  |  |

**Portfolio Rater Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Final Score (to be completed by district using Portfolio Score Conversion Tool): ❑ Below Intermediate High ❑ Intermediate High ❑ Advanced Low**

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| **Table 3: Examples** |
| This list is taken from the NCSSFL-ACTFL Can-Do Statements. The bulleted statements below serve only as examples of what students are able to do at this level of proficiency. This is not an exhaustive list, nor is it a required checklist. This serves only to give the rater a more concrete idea of what types of evidence the student should provide. |
| **Domain 1: Interpretive Listening or Viewing** |
| 1. **The student can identify the underlying message and some supporting details across major time frames in descriptive informational texts.**    * Understand short presentations about famous people in history.    * Follow the details of televised promotions for upcoming programs.    * Identify the events of a travel writer’s most recent trip as recounted in a podcast.    * Understand the main points of a recorded short story.    * Understand a talk about a student’s study abroad experience. |
| 1. **The student can follow the main story and some supporting details across major time frames in fictional texts.**    * Understand the moral lesson expressed in an oral fable.    * Identify events that influenced a character’s decisions in an opera.    * Identify the historical values expressed in an epic poem.    * Identify the political beliefs of characters in an historical re-enactment.    * Understand the reasons for a character’s transformation in a play. |
| 1. **The student can understand the main message and some supporting details across major time frames in conversation and discussions.**    * Understand the discussion about the remodeling of a room between an interior designer and a customer.    * Understand the feelings expressed by friends about their parents or relatives.    * Understand a couple’s plans for their wedding and honeymoon.    * Follow a video conferencing session where participants are talking about a planned environmental project.    * Understand a conversation where friends express their concerns about an upcoming election. |
| **Domain 2: Interpretive Reading** |
| 1. **The student can identify the underlying message and some supporting details across major time frames in descriptive informational texts.**     * Understand written summaries of candidates’ platforms to make a voting decision.    * Understand some events described in an excerpt from an historical journal.    * Understand absentee and sick leave policies in an employee handbook.    * Read movie reviews to choose what to watch.    * Read a catalogue of course descriptions to choose my classes. |
| 1. **The student can follow the main story and some supporting details across major time frames in fictional texts.**    * Understand the moral lesson expressed in a fable.    * Understand the details that motivated the main character to commit a crime in a mystery.    * Identify the historical values expressed in an epic poem.    * Understand the main points of a science fiction short story.    * Understand the reasons for a character’s transformation in a chapter of a graphic novel. 2. **The student can understand the main message and some supporting details across major time frames in conversations and discussions.**    * I can understand a discussion about a home remodeling on a designer’s blog.    * I can understand an email thread about someone’s wedding plans.    * I can understand an online forum where people express concerns about an upcoming election.    * I can understand an exchange of letters relating to a product malfunction.    * I can understand reactions and responses in an electronic discussion about a new law. |
| **Domain 3: Interpersonal Listening/Speaking** |
| 1. **The student can exchange information and ideas in discussions on a variety of familiar and concrete academic and social topics, using a few simple paragraphs across major time frames.**    * Participate in a conversation to identify current and past examples of challenges that immigrants faced.    * Discuss with others the preparations that have been done and need to be done for an upcoming play or presentation.    * Discuss with a friend on the phone a problem I am having and come up with solutions.    * Discuss important historical events and their connection to the present. |
| 1. **The student can interact and negotiate to resolve an unexpected complication that arises in a familiar situation, using a few simple paragraphs across major time frames.**    * Negotiate with a customer service representative to receive a refund for an item I purchased.    * Interact with my supervisor to request time off from work and explain why I need it.    * Discuss with a friend how and when I am going to replace an item that I borrowed and then lost.    * Interact with the hotel staff to request a room switch.    * Discuss with the rental agent what happened to a rental car. |
| 1. **The student can maintain conversations by providing explanations and comparisons of preferences, opinions and advice on familiar and concrete academic and social topics, using a few simple paragraphs across major timeframes.**    * Negotiate with a customer service representative to receive a refund for an item I purchased.    * Interact with my supervisor to request time off from work and explain why I need it.    * Discuss with a friend how and when I am going to replace an item that I borrowed and then lost.    * Interact with the hotel staff to request a room switch.    * Discuss with the rental agent what happened to a rental car. |
| **Domain 4: Presentational Writing** |
| 1. **The student can tell stories about school and community events and personal experiences, using paragraphs across major time frames.**    * Write about a family reunion for my relatives in another country.    * Write a blog post describing the highlights of a recent trip or excursion.    * Write about a social, cultural or political event that occurred or will occur in my community.    * Describe certain trends in leisure time or use of social media and the results of those trends. |
| 1. **The student can state a viewpoint with supporting evidence on some concrete academic, social and professional topics of interest, using paragraphs across major timeframes.**    * Write an essay to convince others of the value of experiencing art and music from cultures other than my own.    * Write an essay for or against a position on a social issue.    * Write a brief article giving a rationale for dietary and exercise practices to promote healthy living.    * Create, write and edit an online journal, blog or discussion forum promoting community events, services or products. |
| 1. **The student can deliver presentations on some concrete academic, social and professional topics of interest, using paragraphs across major time frames.**    * Revise class or meeting notes that I have taken for distribution.    * Draft and revise a synopsis or abstract for a science fair project, research study or conference.    * Write job descriptions or performance reports.    * Draft and revise a resume or cover letter. |

1. Text refers to any one-way communication directed at the student. A text could include, for example, a newspaper article, a report heard on the radio, a play that the student watched, or a signed presentation/conversation that the student viewed, [↑](#footnote-ref-2)
2. For ASL – Interpretive Viewing [↑](#footnote-ref-3)
3. For ASL – Interpersonal Signing [↑](#footnote-ref-4)
4. NCSSFL-ACTFL Can-Do Statements, <https://ncssfl.org/linguafolio2020/2017-can-do-statements/> , December 31, 2020 [↑](#footnote-ref-5)