

# NH Seal of Biliteracy Portfolio Guide



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This document is to help districts with students who will need to show proof of proficiency through a portfolio because their language does not have a standardized assessment.

Steps to follow:

1. Develop a portfolio when there is no standardized assessment for the language. Check the list of [Approved Assessments](#) aligned to ACTFL Proficiency Guidelines.
2. The following competencies must all be addressed in the portfolio.
  - a. Listening: Written summary (150-200 words) from an authentic audio or video that is at least one minute in length. The source must be included.
  - b. Speaking: Recorded presentation on any academic topic of interest (4-5 minutes).
  - c. Interpersonal Communication: Recorded interview (2-3 minutes) of a conversation with a native speaker (ie. Family Members) – Topic: What are your future goals and how can bilingualism be a benefit.
  - d. Reading/Writing: Written summary (200-300 words) of a current event taken from an authentic, written news article from the home country.
3. Review [Portfolio Assessment Rubrics](#) for competency requirements.
4. Find a competent assessor for portfolios. Districts are in charge of finding competente assessors. The assessor should be familiar with the NCSSFL-ACTFL Can-Do Descriptors and Performance Indicators listed below. If a district needs help in finding a competent community member or native speaker to assess the portfolio, please contact the NH Seal of Biliteracy Committee (NHSeal@nhawlt.org). Generally, districts form a portfolio board from community members and as such, look for volunteers.
5. Determine if the student has attained the **intermediate-high** level of language proficiency, considering the following criteria listed by the American Council of Teachers of Foreign Languages (ACTFL).

The NCSSFL-ACTFL Can-Do Statements identified in this section should be used to design an appropriate assessment that will meet the Intermediate High Proficiency. The Can Do statements incorporate the national language standards as well as the ACTFL proficiency guidelines. Designing an assessment is only recommended in the absence of a commercial assessment. You can find more information [here](#). Additionally, the [American](#)

[Council of Teaching Foreign Languages website](#) contains the ACTFL proficiency guidelines (2012) translated into thirteen languages.

## INTERPRETIVE COMMUNICATION - INTERMEDIATE HIGH PROFICIENCY BENCHMARK

Can do Descriptor	Performance indicators
I can understand the main idea and some pieces of information on familiar topics from sentences and a series of connected sentences within texts that are spoken, written, or signed.	
<i>What can I understand, interpret, or analyze in authentic informational texts?</i>	I can usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph-length informational texts.
<i>What can I understand, interpret, or analyze in authentic fictional texts?</i>	I can usually follow the main story and actions expressed in various time frames in paragraph-length fictional texts.
<i>What can I understand, interpret, or analyze in conversations and discussions?</i>	I can usually understand the main idea and flow of events expressed in various time frames in conversations and discussions.

## PRESENTATIONAL COMMUNICATION - INTERMEDIATE HIGH PROFICIENCY BENCHMARK

Can do Descriptor	Performance indicators
I can understand the main idea and some pieces of information on familiar topics from sentences and a series of connected sentences within texts that are spoken, written, or signed.	
<i>What can I understand, interpret, or analyze in authentic informational texts?</i>	I can usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph-length informational texts.
<i>What can I understand, interpret, or analyze in authentic fictional texts?</i>	I can usually follow the main story and actions expressed in various time frames in paragraph-length fictional texts.
<i>What can I understand, interpret, or analyze in conversations and discussions?</i>	I can usually understand the main idea and flow of events expressed in various time frames in conversations and discussions.

## INTERPERSONAL COMMUNICATION - INTERMEDIATE HIGH PROFICIENCY BENCHMARK

Can Do Descriptor	Performance Indicator
I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and a series of sentences to ask and answer a variety of questions.	
<i>How can I exchange information and ideas in conversations?</i>	I can exchange information in conversations and some discussions on a variety of familiar and some concrete topics that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.
<i>How do I meet my needs or address situations in conversations?</i>	I can interact with others to meet my needs in a variety of situations, sometimes involving a complication, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.
<i>How can I express, react to, and support preferences and opinions in conversations?</i>	I can explain preferences, opinions, and emotions and provide advice on a variety of familiar and some concrete topics that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.

Please contact the NH Seal of Biliteracy Committee if you have further questions.

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