

Sample Framework and Rubric for Seal Of Biliteracy Qualifying Portfolio

Note: Framework developed by subgroup of Seal of Biliteracy Workgroup

Objective is to reach the Exemplar level

Grade level _____

Target Language Proficiency Level Achieved _____

Component	Developing	Approaching	Qualifying	Exemplar
Self Assessment	Self assessment is not reflective, measurable or updated frequently.	Self assessment is completed, but lacks clear action steps and benchmarks	Self assessment has clear goals and evidence of benchmarks being met is apparent	The student's goals are thoughtful and updated regularly. Progress is evident.
Can consist of a Language Learning Goal setting sheet and self assessment checklist: time management, effort, ways to achieve the Can-Do statements, project planning (sample sheets available from LinguaFolio)				
Can-Do Statement Checklists	Can-Do statements do not reflect work and assessments provided. Evaluation is not linked to evidence	Can-Do statements align with ACTFL proficiency targets and the checklist is completed	Can-Do statements align with ACTFL proficiency targets and the checklist is completed and linked to evidence in the portfolio	The checklist is completed by the student and teacher/supervisor and shows competence in the desired proficiency level. Evidence for each Can-Do statement is provided
<p>Can consist of a checklist of the Can-Do statements completed by student and Teacher</p> <p><i>Q: How much of the Can-Dos have to be complete/items checked off? Its departmental choice - not all the Can Do Statements have to be checked off, just the ones the department selects as focus.</i></p> <ul style="list-style-type: none"> ● For ELLs, you can use the WIDA Can Do Descriptors ● For World language learners, you can use the ACTFL Can-Do Statements and Checklist <p>Checklists for each level combining LinguaFolio and ACTFL Can Do's checklist http://www.actfl.org/sites/default/files/pdfs/Can-Do_Statements_2015.pdf</p> <p>Checklist for proficiency levels intermediate low to low advanced from http://www.actfl.org/sites/default/files/pdfs/Can-Do_Statements_2015.pdf</p> <ul style="list-style-type: none"> ● Interpersonal Communication Checklist - p. 7- 9 ● Presentational Reading Checklist - p. 14 - 17 ● Presentational Writing Checklist - p. 23 - 25 				

<ul style="list-style-type: none"> ● Interpretive Listening - p. 29 - 31 ● Interpretive Reading - p. 35 - 37 				
<p>Work Samples:</p> <p>Presentational Interpretative Interpersonal Reading Writing Speaking listening</p>	<p>Insufficient products or products from only one language domain are included.</p>	<p>Many products are included but not all language domains and communication modes are represented</p>	<p>Several products are included across language domains and communication modes</p>	<p>A variety of work samples are included across language domains. The work includes videos, podcasts and written products representing the three modes of communication</p>
<p>Can consist of samples of classroom work in the 4 domains and 3 communication modes</p> <ul style="list-style-type: none"> ● Presentational ● Interpretative ● Interpersonal ● Reading ● Writing ● Speaking ● Listening <p>A collection of rubrics to assess individual samples of classroom work can be found in this folder: https://drive.google.com/open?id=0B2TFNom8Fn6Xc0FLdVpVRzVUWlk</p> <p>Also consider the following:</p> <p>WIDA:</p> <ul style="list-style-type: none"> ● WIDA Speaking and Writing Performance Definitions (Rubric) https://drive.google.com/file/d/0B2TFNom8Fn6XVWpkTkNGdVc4Z1E/view?usp=sharing ● WIDA Listening and Reading Performance Definitions (Rubric) https://drive.google.com/file/d/0B2TFNom8Fn6XeF9iWklncmhrWWc/view?usp=sharing <p>Santa Clara, CA: https://drive.google.com/file/d/0B2TFNom8Fn6XZ0ZPelYydVHWkk/view?usp=sharing</p> <ul style="list-style-type: none"> ● Santa Clara document Appendix C – Elementary School Pathway Oral Presentation Rubric p. 20 ● Santa Clara document Appendix D – Middle School Pathway Oral Presentation Rubric p. 21 				
<p>Formal Assessments</p>	<p>Few assessments are included. Samples do not clearly represent growth and achievement in L1</p>	<p>Assessments are included and show growth, but do not sufficiently represent what students can do in</p>	<p>Diagnostic, formative and/or summative assessments are included and clearly show competence in L1 and L2</p>	<p>Summative assessments from the district, state, and language classes are included. End of unit tests, diagnostic reading, writing and</p>

	and L2	both L1 and L2		performance assessments show student growth and competence in L1 and L2
Can consist of the following types of assessments: diagnostic, summative, district determined measurable assessments, standardized assessments				