Seal of Biliteracy Portfolio

The Seal of Biliteracy is a national movement that began in California in 2011 with legislation that allows districts or schools to recognize students for a demonstrated level of proficiency in English and a second language. It is an award to reward students who have studied and attained a functional level of biliteracy by high school graduation though some states are including pathways or levels of the Seal to focus on language development over time. The Seal award underlines that the purpose of language learning is to develop proficiency in the skills of speaking, listening, reading and writing, and thus be able to interact with the languages in real-world communicative contexts for authentic purposes.

To earn the Seal, students must demonstrate proficiency in both English and a partner language. Your score on the grade 10 ELA MCAS meets the criteria of eligibility in English. To demonstrate proficiency in a partner language students must take a proficiency test if one is available in the partner language (Arabic, French, German, Hebrew, Hindi, Italian, Japanese, Korean, Mandarin, Polish, Portuguese, Russian, Spanish, Thai), or complete a portfolio if no test is available.

- To register for a test please contact Kim Talbot (ktalbot@melroseschools.com) by March 30.
- Submit completed portfolios to Kim Talbot (ktalbot@melroseschools.com) by April 15 2018.

Portfolio Directions:

There are five (5) categories for this portfolio:
I Interpretive Listening
II Interpretive Reading
III Interpersonal Communication
IV Presentational Speaking
V Presentational Writing\(^1\)

For each category, please choose one section (labeled A, B, C, D) and complete all tasks.

\(^1\) NCSSFL-ACTFL Can Do Statements (Intermediate Mid)
I can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. I can understand the main idea in conversations that I overhear.

### INTERMEDIATE MID

<table>
<thead>
<tr>
<th>I can understand basic information in ads, announcements, and other simple recordings.</th>
<th>I can understand messages related to my everyday life.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. □ I can understand when, where, and who is playing in a concert from a radio advertisement.</td>
<td>1. □ I can understand a voice message about the time and place of meeting.</td>
</tr>
<tr>
<td>2. □ I can understand the main message of an e-card greeting.</td>
<td>2. □ I can understand a box-office recording about the times of the performances or events.</td>
</tr>
<tr>
<td>3. □ I can understand what service is being offered in a TV ad.</td>
<td>3. □ I can understand that an event is being postponed or cancelled.</td>
</tr>
<tr>
<td>4. □ I can identify the type of film from a movie preview.</td>
<td>4. □ I can __________________________</td>
</tr>
</tbody>
</table>

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Choose ONE of the sections for this mode of communication and complete all tasks. Please attach and label each of your tasks. Please also attach a link to each of the audio samples you used.
Choose ONE of the sections for this mode of communication and complete all tasks. Please attach and label each of your tasks. Please also attach a copy of each of the texts you used.
Choose ONE of the sections for this mode of communication and complete all tasks. Please record your responses and send them to ktalbot@melroseschools.com.
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Choose ONE of the sections for this mode of communication and complete all tasks. Please attach and label each of your tasks.