

Illinois State Seal of Biliteracy Portfolio Evidence Evaluation

Portfolio Evaluator: Please ensure that the student submits **at least two pieces of evidence for each indicator** that characterizes communication in their targeted language. 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.

Student Name:		Portfolio Rater Name:	
Language:		Portfolio Rater Phone / Email:	

Indicators*				
* modified from the 2017 NCSSFL-ACTFL Can-Do Statements				
Element 1: Interpretive Listening or Viewing		Not yet	Sometimes	Usually
The student can:		(<10% of the time)	(10-49% of the time)	(50-90% of the time)
		(>90% of the time)		
1a: Identify the underlying message and some supporting details across major time frames in informational speech.				
1b: Follow the main story and some supporting details across major time frames in fictional storytelling.				
1c: Understand the main message and some supporting details across major time frames when listening in on a conversation or discussion .				
Element 2: Interpretive Reading		Not yet	Sometimes	Usually
The student can:		(<10% of the time)	(10-49% of the time)	(50-90% of the time)
		(>90% of the time)		
2a: Identify the underlying message and some supporting details across major time frames in informational text .				
2b: Follow the main story and some supporting details across major time frames in fictional texts .				
2c: Understand the main message and some supporting details across major time frames in a written conversation or discussion .				
Element 3: Interpersonal Speaking or Signing		Not yet	Sometimes	Usually
The student can:		(<10% of the time)	(10-49% of the time)	(50-90% of the time)
		(>90% of the time)		
3a: 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.				
3b: Interact and negotiate to resolve an unexpected complication that arises in a familiar situation, using a few simple paragraphs across major time frames.				
3c: 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 time frames.				
Element 4: Presentational Writing or Signing		Not yet	Sometimes	Usually
The student can:		(<10% of the time)	(10-49% of the time)	(50-90% of the time)
		(>90% of the time)		
4a: Tell stories about school and community events and personal experiences, using paragraphs across major time frames.				
4b: State a viewpoint with supporting evidence on some concrete academic and social topics of interest, using paragraphs across major time frames.				
4c: Deliver presentations on some concrete academic or social topics of interest , using paragraphs across major time frames.				

Portfolio Rater Signature _____

Date _____

Final Determination (to be completed by district): ☐ **Novice** ☐ **Intermediate Low** (Commendation) ☐ **Intermediate Mid** ☐ **Intermediate High and above** (Sea)