

1. A school district can choose to use an assessment that is not included on ISBE’s Approved List of Assessments:

A school district that chooses to use an assessment to measure foreign language proficiency that is not included on the list shall maintain evidence that the assessment meets the following criteria:

- “Standardized assessment” is one that is available for use on a statewide or national basis and meets generally accepted standards of fairness, validity and reliability as stated in “Standards for Educational and Psychological Testing” (2013), published by the American Educational Research Association, and
- “Intermediate high” as defined by the ACTFL Proficiency Guidelines 2012, published by the American Council on the Teaching of Foreign Languages; or for the American Sign Language, “intermediate high” is equivalent to meeting progress indicators for grade 12 set forth in the Standards for Learning American Sign Language (2014), published by the American Sign Language Teachers Association.

The district shall make that evidence available to the State Superintendent of Education upon request.

(23 Ill. Adm. Code 1.442 (a)(1)(A))

2. Districts that participate in the program may choose to also award the State Seal of Biliteracy through an alternative evidence method.

Districts that participate in the program may choose to also award the State Seal of Biliteracy through an alternative evidence method when:

- A student attains an “intermediate mid” composite score, as defined in the ACTFL guidelines set forth in subsection, or its equivalent, on a standardized assessment that addresses the four domains of speaking, writing, listening and reading in the targeted foreign language;
- No standardized assessment exists for the targeted foreign language
- Evaluating the language proficiency of a student with disabilities for whom the standardized assessment is inappropriate; or
- The standardized assessment for the targeted foreign language does not assess one or more of the four domains of speaking, writing, listening and reading.

Any alternative evidence method used must consist of a student portfolio that contains evidence for each component below that demonstrates proficiency equivalent to an “intermediate high” level in the four domains of speaking, writing, listening and reading. To use this method, the district would establish the rubrics used to determine whether or not the evidence presented by the student documents an intermediate high level in the four domains. Assessments of fewer than four domains may be part of the evidence included.

(23 Ill. Adm. Code 1.442 (a)(3))

If districts identify assessments that may be used for this purpose, we would invite you to share them with us. We will continue to add new resources to the website as the program develops.