To ensure equal access to Carnegie Credit in World Languages, which provides a pathway to the Louisiana State Seal of Biliteracy, the Department developed the Louisiana Language Proficiency Portfolios. Per Bulletin 741, these portfolios can be used by school systems to assess language proficiency and award Carnegie credit.

The charts found in this document outline the minimum requirements for portfolio submissions for American Sign Language (ASL).
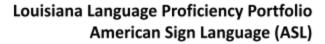
Portfolio submissions should include, *at minimum*, Portfolio Cover Sheet and three (3) sample sets which follow the criteria outlined below.
- Completion of the Initial Sample Set, as outlined in the leveled portfolio components and requirements chart *AND*
- Completion of two (2) sample sets, as outlined in the Additional Sample Set chart
    - Samples included in these sets should mirror the format and length described in the leveled chart.
    - Topics for samples should be selected from the essential questions which correspond to the desired level of proficiency, found in the following guidance.
        - Louisiana World Languages Scope and Sequence - Novice
        - Louisiana World Languages Scope and Sequence - Intermediate

NOTE: School systems are responsible for finding competent portfolio reviewers for portfolio submissions and retaining evidence.

Support Materials:
Louisiana World Languages Content Standards - American Sign Language (ASL)
Louisiana World Languages Proficiency Targets

Louisiana Language Proficiency Portfolio Cover Sheet	
Student Name	
School	
Academic Year of Submission	
Portfolio Language	
Name of Reviewer	
Carnegie Credit Courses Earned through Portfolio	
Reviewer Comments	

Initial Sample Sets are grouped by course and proficiency level.

Level 1 - Novice Mid Initial Sample Set Portfolio Components and Requirements	
Interpersonal Interactive Sample	**Format:** Recorded video interview **Language:** Target Language **Sample Length:** 1-2 minutes **Topic:** Discuss how different seasons and types of weather make you feel.
Interpretive Receptive Sample	**Format:** Written summary **Language:** English **Sample Length:** 25+ words **Source:** Authentic 1+ minute video in the target language; source must be documented **Sample Task:** Write a short description of the main idea in English.
Presentational Expressive Sample	**Format:** Recorded video presentation **Language:** Target Language **Sample Length:** 1-2 minutes **Topic:** Record a prepared introduction of and describe an important person in your life using familiar signs.

Level 2 - Novice High Initial Sample Set Portfolio Components and Requirements	
Interpersonal Interactive Sample	**Format:** Recorded video interview **Language:** Target Language **Sample Length:** 2-3 minutes **Sample Task:** Discuss your favorite school subjects and why you like them. What subjects do you dislike and why?
Interpretive Receptive Sample	**Format:** Written summary **Language:** English **Sample Length:** 25+ words **Source:** Authentic video of 1-2 minutes in the target language; source must be documented **Sample Task:** Write a short description of the main idea in English, being sure to give specific information.
Presentational Expressive Sample	**Format:** Recorded video presentation **Language:** Target Language **Sample Length:** 2-3 minutes **Topic:** Any topic of interest

Level 3 - Intermediate Low Initial Sample Set Portfolio Components and Requirements	
Interpersonal Interactive Sample	**Format:** Recorded video interview with a native speaker **Language:** Target Language **Sample Length:** 2-4 minutes **Sample Task:** Discuss your daily activities and interests. How do they help to characterize who you are?
Interpretive Receptive Sample	**Format:** Written summary **Language:** English **Sample Length:** 35+ words **Source:** Authentic audio or video of 2-4 minutes in the target language; source must be documented **Sample Task:** Write a summary of the source material and include one (1) question you have regarding the material covered.
Presentational Expressive Sample	**Format:** Recorded video presentation **Language:** Target Language **Sample Length:** 2-4 minutes **Topic:** Any academic topic of interest

Level 4 - Intermediate Mid Initial Sample Set Portfolio Components and Requirements	
Interpersonal Interactive Sample	**Format:** Recorded video interview with a native speaker **Language:** Target Language **Sample Length:** 3-5 minutes **Sample Task:** Discuss your favorite type of music and/or tv/films. How do they help to characterize who you are?
Interpretive Receptive Sample	**Format:** Written summary **Language:** English **Sample Length:** 50+ words **Source:** Authentic audio or video of 3-5 minutes in the target language; source must be documented **Sample Task:** Write a summary of the source material and include two (2) questions you have regarding the material covered.
Presentational Expressive Sample	**Format:** Recorded video presentation **Language:** Target Language **Sample Length:** 3-5 minutes **Topic:** Any academic topic of interest

Additional Sample Set Portfolio Components and Requirements	
Select Level:	**Student Evidence:**
Interpretive Receptive Sample	Format: Language: Sample Length: Topic/Theme: Authentic Source and Length:
Presentational Expressive Sample	Format: Language: Sample Length: Topic/Theme: Authentic Source and Length:

School systems may use the rubric below when evaluating Louisiana Language Proficiency Portfolio submissions. Rubric adapted, in part, from resources from the Center for Advanced Research on Language Acquisition (CARLA)[1] and ACTFL.[2]

Interpersonal Interactive Sample				
	Exceeds Expectations 3	**Meets Expectations 2**	**Approaching Expectations 1**	**Does Not Meet Expectations 0**
Language Control	*Free of errors, or errors are minor and infrequent and do not interfere with communication	**Infrequent errors that do not interfere with communication	***Some errors that may, in some cases, interfere with communication	****Many errors present, making communication difficult or impossible
Vocabulary	Correctly uses an extensive variety of new and ◇familiar vocabulary	Correctly uses a variety of new and familiar vocabulary	Correctly uses a variety of familiar vocabulary	Limited vocabulary which may include the misuse of some signs
Content	Fully developed, supported, and accurate	Adequately developed, supported, and accurate	Partially developed and supported; may have inaccuracies	Incomplete, lacking support, may have inaccuracies
Totals				
			TOTAL POINTS	

*Free of errors ≤ 5%; **Infrequent errors ≤ 10%; ***Some errors ≤ 25%; ****Many errors > 25%
◇Familiar vocabulary: I know the sign and can use it correctly. > I am familiar with the sign and can say what it means. > I have seen this sign, but cannot say what it means or use it correctly. > I have never seen this sign before.

[1] *Assessment of Second Language.* (2019, April 9). The Center for Advanced Research on Language Acquisition (CARLA): Assessment of Second Language. Retrieved November 3, 2022, from https://carla.umn.edu/assessment/vac/improvement/p_6.html
[2] Glisan, E. W., Troyan, F. J., & Adair-Hauck, B. (2013). *Implementing Integrated Performance Assessment*. American Council on the Teaching of Foreign Languages.

Interpretive Receptive Sample			
	Exceeds Expectations **3**	**Meets Expectations** **2**	**Approaching Expectations** **1**	**Does Not Meet Expectations** **0**
Sign Recognition	Easily identifies all signs within their context	Identifies most signs within their context with limited difficulty	With some difficulty, identifies at least half of signs within context	Is unable to identify at least half of signs within their context
Main Idea	Easily identifies the complete main idea of the selection	Identifies the main idea of the selection; minor errors may be present	Identifies the main idea of the selection, in part, but errors are present	Is unable to identify the main idea of the selection
Supporting Details	Easily provides accurate supporting details and is able to expand on the topic	Provides accurate supporting details; minor errors may be present; provides some expansion	Provides some supporting details; errors are present; may provide limited expansion	Identifies few or is unable to provide supporting details; expansion limited or not present
Totals				
			TOTAL POINTS	

Presentational Expressive Sample				
	Exceeds Expectations 3	**Meets Expectations 2**	**Approaching Expectations 1**	**Does Not Meet Expectations 0**
Language Control	*Free of errors, or errors are minor and infrequent and do not interfere with communication	**Infrequent errors that do not interfere with communication	***Some errors that may, in some cases, interfere with communication	****Many errors present, making communication difficult or impossible
Vocabulary	Correctly uses an extensive variety of new and ◇familiar vocabulary	Correctly uses a variety of new and familiar vocabulary	Correctly uses a variety of familiar vocabulary	Limited vocabulary which may include the misuse of some signs
Content	Fully developed, supported, and accurate	Adequately developed, supported, and accurate	Partially developed and supported; may have inaccuracies	Incomplete, lacking support, may have inaccuracies
Totals				
			TOTAL POINTS	

*Free of errors ≤ 5%; **Infrequent errors ≤ 10%; ***Some errors ≤ 25%; ****Many errors > 25%
◇Familiar vocabulary: I know the sign and can use it correctly. > I am familiar with the sign and can say what it means. > I have seen this sign, but cannot say what it means or use it correctly. > I have never seen this sign before.