

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 Classical Languages.

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 Proficiency Targets](#)

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

Initial Sample Sets are grouped by course and proficiency level.

Level 1 - Novice Mid Initial Sample Set Portfolio Components and Requirements	
Interpretive Listening Sample	<p>Format: Written summary</p> <p>Language: English and target language</p> <p>Sample Length: 25+ words</p> <p>Source: Authentic 1+ minute audio or video in the target language; source must be documented</p> <p>Sample Task: List/Create a list of 25+ target language words heard in an authentic audio or video source and write a one sentence summary in English.</p>
Interpretive Reading Sample	<p>Format: Written summary</p> <p>Language: English and target language</p> <p>Sample Length: 25+ words</p> <p>Source: advertisement, bulletin, flier, menu, or other original artifact from target language; source must be documented</p> <p>Sample Task: Identify and translate a short list of learned words from a piece of authentic work and write a short description of the main idea in English.</p>
Presentational Speaking Sample <i>(Present, Introduce, Recite)</i>	<p>Format: Recorded video presentation</p> <p>Language: Target Language</p> <p>Sample Length: 1-2 minutes</p> <p>Sample Task: Record a prepared introduction of an important person, special interest, hobby or favorite past time using simple sentences and very familiar vocabulary.</p>
Presentational Writing Sample <i>(Present, Introduce, Describe)</i>	<p>Format: Written composition</p> <p>Language: Target Language</p> <p>Sample Length: 25+ words</p> <p>Topic: Describe the people in your life who are most important to you.</p>

Level 2 - Novice High Initial Sample Set Portfolio Components and Requirements	
<i>Interpretive Listening Sample</i>	Format: Written summary Language: English Sample Length: 25+ words Source: 1-2 minutes audio or video in the target language; source must be documented Sample Task: List specific information from the documented source.
<i>Interpretive Reading Sample</i>	Format: Written summary Language: English Sample Length: 25+ words Source: original artifact from target language; source must be documented Sample Task: Match people/items/locations with their descriptions.
<i>Presentational Speaking Sample</i> <i>(Present, Introduce, Recite)</i>	Format: Recorded video presentation Language: Target Language Sample Length: 2-3 minutes Sample Task: Present the steps in preparing a simple dish or meal.
<i>Presentational Writing Sample</i> <i>(Present, Introduce, Describe)</i>	Format: Written composition Language: Target Language Sample Length: 50+ words Topic: Describe a location that interests you and why.

Level 3 - Intermediate Low Initial Sample Set Portfolio Components and Requirements	
Interpretive Listening Sample	<p>Format: Written summary</p> <p>Language: Target Language</p> <p>Sample Length: 35+ words</p> <p>Source: 2-4 minute audio or video in the target language; source must be documented</p>
Interpretive Reading Sample	<p>Format: Written summary</p> <p>Language: Target Language</p> <p>Sample Length: 35+ words</p> <p>Source: 75+ word target language publication; source must be documented</p>
Presentational Speaking Sample <i>(Present, Introduce, Recite)</i>	<p>Format: Recorded video presentation</p> <p>Language: Target Language</p> <p>Sample Length: 2-4 minutes</p> <p>Topic: Any academic topic of interest</p>
Presentational Writing Sample <i>(Present, Introduce, Describe)</i>	<p>Format: Written composition on a topic of the student's choosing; composition should include the student's opinion and justification(s).</p> <p>Language: Target Language</p> <p>Sample Length: 75+ words</p> <p>Topic: Any academic topic of interest</p>

Level 4 - Intermediate Mid Initial Sample Set Portfolio Components and Requirements	
<i>Interpretive Listening Sample</i>	Format: Written summary Language: Target Language Sample Length: 50+ words Source: 3-5 minute audio or video 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.
<i>Interpretive Reading Sample</i>	Format: Written summary Language: Target Language Sample Length: 50+ words Source: 100+ word text from target language publication; source must be documented Sample task: Write a summary of the source material to be read by a classmate. Be sure to include any/all information that would provide an accurate synopsis of the source material.
<i>Presentational Speaking Sample</i> <i>(Present, Introduce, Recite)</i>	Format: Recorded video presentation Language: Target Language Sample Length: 3-5 minutes Topic: Any academic topic of interest
<i>Presentational Writing Sample</i> <i>(Present, Introduce, Describe)</i>	Format: Written composition on a topic of the student's choosing; composition should include the student's opinion and justification(s). Language: Target Language Sample Length: 100+ words Topic: Any academic topic of interest

Additional Sample Set Portfolio Components and Requirements	
Select Level:	Student Evidence:
<i>Interpretive Reading Sample</i>	Format: Language: Sample Length: Topic/Theme: Authentic Source and Length:
<i>Presentational Speaking Sample</i> <i>(Present, Introduce, Recite)</i>	Format: Language: Sample Length: Topic/Theme: Authentic Source and Length:
<i>Presentational Writing Sample</i> <i>(Present, Introduce, Describe)</i>	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

Interpretive Listening Sample				
	Exceeds Expectations 3	Meets Expectations 2	Approaching Expectations 1	Does Not Meet Expectations 0
Word Recognition	Easily identifies all keywords within their context	Identifies most keywords within their context with limited difficulty	With some difficulty, identifies at least half of keywords within context	Is unable to identify at least half of keywords 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				

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 Reading Sample				
	Exceeds Expectations 3	Meets Expectations 2	Approaching Expectations 1	Does Not Meet Expectations 0
Word Recognition	Easily identifies all keywords within their context	Identifies most keywords within their context with limited difficulty	With some difficulty, identifies at least half of keywords within context	Is unable to identify at least half of keywords 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 Speaking 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 words/phrases
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 word and can use it correctly. > I am familiar with the word and can say what it means. > I have seen this word, but cannot say what it means or use it correctly. > I have never seen this word before.

Presentational Writing 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 words/phrases
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				
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*Free of errors ≤ 5%; **Infrequent errors ≤ 10%; ***Some errors ≤ 25%; ****Many errors > 25%

◇Familiar vocabulary: I know the word and can use it correctly. > I am familiar with the word and can say what it means. > I have seen this word, but cannot say what it means or use it correctly. > I have never seen this word before.