

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 Modern Non-Alphabetic 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 Content Standards - Modern Languages](#)

[Louisiana World Languages Proficiency Targets](#)

<b>Louisiana Language Proficiency Portfolio Cover Sheet</b>	
<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 Low Initial Sample Set Portfolio Components and Requirements	
<b>Interpersonal Communication Sample</b> <i>(Discuss, Interact, Exchange)</i>	<p><b>Format:</b> Recorded video interview</p> <p><b>Language:</b> Target Language</p> <p><b>Sample Length:</b> 1+ minutes</p> <p><b>Topic:</b> Introduce yourself to your partner, ask and receive basic information which might include: general greetings, feelings, names, etc.</p>
<b>Interpretive Listening Sample</b>	<p><b>Format:</b> Written summary</p> <p><b>Language:</b> English</p> <p><b>Sample Length:</b> 15+ words</p> <p><b>Source:</b> Authentic 1+ minutes audio or video in the target language; source must be documented</p> <p><b>Sample Task:</b> 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>
<b>Interpretive Reading Sample</b>	<p><b>Format:</b> Written summary</p> <p><b>Language:</b> English</p> <p><b>Sample Length:</b> 15+ words</p> <p><b>Source:</b> advertisement, bulletin, flier, menu, or other original artifact from target language; source must be documented</p> <p><b>Sample Task:</b> 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>
<b>Presentational Speaking Sample</b> <i>(Present, Introduce, Recite)</i>	<p><b>Format:</b> Recorded video presentation</p> <p><b>Language:</b> Target Language</p> <p><b>Sample Length:</b> 1+ minutes</p> <p><b>Sample Task:</b> Present basic information on a topic of interest using very familiar words and memorized phrases.</p>
<b>Presentational Writing Sample</b> <i>(Present, Introduce, Describe)</i>	<p><b>Format:</b> Written composition</p> <p><b>Language:</b> Target Language</p> <p><b>Sample Length:</b> 15+ words</p> <p><b>Topic:</b> Describe yourself in as much detail as you can.</p>

Level 2 - Novice Mid Initial Sample Set Portfolio Components and Requirements	
<p><b>Interpersonal Communication Sample</b> <i>(Discuss, Interact, Exchange)</i></p>	<p><b>Format:</b> Recorded video interview  <b>Language:</b> Target Language  <b>Sample Length:</b> 1-2 minutes  <b>Topic:</b> Discuss how different seasons and types of weather make you feel.</p>
<p><b>Interpretive Listening Sample</b></p>	<p><b>Format:</b> Written summary  <b>Language:</b> English and target language  <b>Sample Length:</b> 25+ words  <b>Source:</b> Authentic 1+ minute audio or video in the target language; source must be documented  <b>Sample Task:</b> 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>
<p><b>Interpretive Reading Sample</b></p>	<p><b>Format:</b> Written summary  <b>Language:</b> English and target language  <b>Sample Length:</b> 25+ words  <b>Source:</b> advertisement, bulletin, flier, menu, or other original artifact from target language; source must be documented  <b>Sample Task:</b> 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>
<p><b>Presentational Speaking Sample</b> <i>(Present, Introduce, Recite)</i></p>	<p><b>Format:</b> Recorded video presentation  <b>Language:</b> Target Language  <b>Sample Length:</b> 1-2 minutes  <b>Sample Task:</b> Record a prepared introduction of an important person, special interest, hobby or favorite past time using simple sentences and very familiar vocabulary.</p>
<p><b>Presentational Writing Sample</b> <i>(Present, Introduce, Describe)</i></p>	<p><b>Format:</b> Written composition  <b>Language:</b> Target Language  <b>Sample Length:</b> 25+ words  <b>Topic:</b> Describe the people in your life who are most important to you.</p>

<b>Level 3 - Novice High Initial Sample Set Portfolio Components and Requirements</b>	
<b>Interpersonal Communication Sample</b> <i>(Discuss, Interact, Exchange)</i>	<b>Format:</b> Recorded video interview <b>Language:</b> Target Language <b>Sample Length:</b> 2-3 minutes <b>Sample Task:</b> Discuss your favorite school subjects and why you like them. What subjects do you dislike and why?
<b>Interpretive Listening Sample</b>	<b>Format:</b> Written summary <b>Language:</b> English <b>Sample Length:</b> 25+ words <b>Source:</b> Authentic 1-2 minutes audio or video in the target language; source must be documented <b>Sample Task:</b> List specific information from an authentic news report or broadcast.
<b>Interpretive Reading Sample</b>	<b>Format:</b> Written summary <b>Language:</b> English <b>Sample Length:</b> 25+ words <b>Source:</b> advertisement, bulletin, flier, menu, or other original artifact from target language; source must be documented <b>Sample Task:</b> Match photographs of people/items with their descriptions.
<b>Presentational Speaking Sample</b> <i>(Present, Introduce, Recite)</i>	<b>Format:</b> Recorded video presentation <b>Language:</b> Target Language <b>Sample Length:</b> 2-3 minutes <b>Sample Task:</b> Present the steps in preparing a simple dish or meal.
<b>Presentational Writing Sample</b> <i>(Present, Introduce, Describe)</i>	<b>Format:</b> Written composition <b>Language:</b> Target Language <b>Sample Length:</b> 50+ words <b>Topic:</b> Describe your dream vacation.

Level 4 - Intermediate Low Initial Sample Set Portfolio Components and Requirements	
<b>Interpersonal Communication Sample</b> <i>(Discuss, Interact, Exchange)</i>	<p><b>Format:</b> Recorded video interview with a native speaker  <b>Language:</b> Target Language  <b>Sample Length:</b> 2-3 minutes  <b>Sample Task:</b> Discuss your daily activities and interests. How do they help to characterize who you are?</p>
<b>Interpretive Listening Sample</b>	<p><b>Format:</b> Written summary  <b>Language:</b> Target Language  <b>Sample Length:</b> 35+ words  <b>Source:</b> Authentic 2-4 minute audio or video in the target language; source must be documented  <b>Sample Task:</b> Write a summary of the source material and include one (1) question you have regarding the material covered.</p>
<b>Interpretive Reading Sample</b>	<p><b>Format:</b> Written summary  <b>Language:</b> Target Language  <b>Sample Length:</b> 35+ words  <b>Source:</b> Current 75+ word news article from target language publication; source must be documented  <b>Sample task:</b> 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.</p>
<b>Presentational Speaking Sample</b> <i>(Present, Introduce, Recite)</i>	<p><b>Format:</b> Recorded video presentation  <b>Language:</b> Target Language  <b>Sample Length:</b> 2-4 minutes  <b>Topic:</b> Any academic topic of interest</p>
<b>Presentational Writing Sample</b> <i>(Present, Introduce, Describe)</i>	<p><b>Format:</b> Written composition on a topic of the student's choosing; composition should include the student's opinion and justification(s).  <b>Language:</b> Target Language  <b>Sample Length:</b> 75+ words  <b>Topic:</b> Any academic topic of interest</p>

Additional Sample Set Portfolio Components and Requirements	
Select Level:	Student Evidence:
<b><i>Interpersonal Communication Sample</i></b> <i>(Discuss, Interact, Exchange)</i>	Format: Language: Sample Length: Topic/Theme: Authentic Source and Length:
<b><i>Interpretive Listening Sample</i></b>	Format: Language: Sample Length: Topic/Theme: Authentic Source and Length:
<b><i>Interpretive Reading Sample</i></b>	Format: Language: Sample Length: Topic/Theme: Authentic Source and Length:
<b><i>Presentational Speaking Sample</i></b> <i>(Present, Introduce, Recite)</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)<sup>1</sup> and ACTFL.<sup>2</sup>

Interpersonal Communication Sample				
	Exceeds Expectations 3	Meets Expectations 2	Approaching Expectations 1	Does Not Meet Expectations 0
<b>Language Control</b>	*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
<b>Vocabulary</b>	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
<b>Content</b>	Fully developed, supported, and accurate	Adequately developed, supported, and accurate	Partially developed and supported; may have inaccuracies	Incomplete, lacking support, may have inaccuracies
<b>Totals</b>				
<b>TOTAL POINTS</b>				

\*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.

<sup>1</sup> *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](https://carla.umn.edu/assessment/vac/improvement/p_6.html)

<sup>2</sup> Glisan, E. W., Troyan, F. J., & Adair-Hauck, B. (2013). *Implementing Integrated Performance Assessment*. American Council on the Teaching of Foreign Languages.



Interpretive Listening Sample				
	Exceeds Expectations 3	Meets Expectations 2	Approaching Expectations 1	Does Not Meet Expectations 0
<b>Word Recognition</b>	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
<b>Main Idea</b>	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
<b>Supporting Details</b>	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
<b>Totals</b>				
<b>TOTAL POINTS</b>				

Interpretive Reading Sample				
	Exceeds Expectations 3	Meets Expectations 2	Approaching Expectations 1	Does Not Meet Expectations 0
<b>Word Recognition</b>	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
<b>Main Idea</b>	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
<b>Supporting Details</b>	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
<b>Totals</b>				
<b>TOTAL POINTS</b>				

Presentational Speaking Sample				
	Exceeds Expectations 3	Meets Expectations 2	Approaching Expectations 1	Does Not Meet Expectations 0
<b>Language Control</b>	*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
<b>Vocabulary</b>	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
<b>Content</b>	Fully developed, supported, and accurate	Adequately developed, supported, and accurate	Partially developed and supported; may have inaccuracies	Incomplete, lacking support, may have inaccuracies
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Presentational Writing Sample				
	Exceeds Expectations 3	Meets Expectations 2	Approaching Expectations 1	Does Not Meet Expectations 0
<b>Language Control</b>	*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
<b>Vocabulary</b>	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
<b>Content</b>	Fully developed, supported, and accurate	Adequately developed, supported, and accurate	Partially developed and supported; may have inaccuracies	Incomplete, lacking support, may have inaccuracies
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