

Option 4: An Assessment and an Alternative Process Portfolio (Sample Checklist)

Name of Student:		Student ID:		Language Chosen:				
Choose ONE assessment. The assessment must be in the SAME language other than English (LOTE), as are the units of credit.								
Earn a score of three (3) or higher on an AP examination of a LOTE		Earn a score of four (4) or higher on an IB examination for a higher-level, in a LOTE			Earn a score of proficient on a national assessment of language proficiency in a LOTE			
a. AP Exams	Score	b. IB Exams	Score	IB Exams (cont.)	Score	c. National Assessment	Proficiency Score	Score
Chinese Language and Culture		Arabic A: Literature		Japanese A: Literature		AAPPL	Intermediate (1-5) or higher	
French Language and Culture		Arabic A: Language and Lit.		Japanese A: Language and Lit.		ACT	Intermediate (1-5) or higher	
German Language and Culture		Arabic B		Japanese B		ALTA	ILR score of 1+ or higher (Speaking/Listening and Writing)	
Italian Language and Culture		Chinese A: Literature		Korean A: Literature		ASLPI	Intermediate (1-5) or higher	
Japanese Language and Culture		Chinese A: Language and Lit.		Korean A: Language and Lit.		Avant STAMP 4S	Proficiency score of 5 or higher in each domain	
Latin		Chinese B		Korean B		CLEP	50 – equivalent to a C or higher	
Spanish Language and Culture		Classical Greek		Latin		DELE	Attain a score of B1 or higher	
Spanish Literature and Culture		French A: Literature		Portuguese A: Literature		DELFB	Attain a score of 600 or higher	
		French B: Language and Lit.		Portuguese A: Language and Lit.		OPI, LPT, RPT & WPT	Intermediate (1-5) or higher	
		French B		Portuguese B		SAT Subject Test with listening	Attain a score of 600 or higher	
		German A: Literature		Russian A: Literature		SLPI	Intermediate (1-5) or	

						higher	
	German A: Language and Lit.		Russian A: Language and Lit.		Avant STAMP WS	Proficiency score of 5 or higher in each domain	
	German B		Russian B				
			Spanish A: Literature				
			Spanish A: Language and Lit.				
			Spanish B				

*Districts shall ensure that the alternative portfolio option includes both the **receptive** and **expressive** aspects of the LOTE. The student must create a portfolio **in the same LOTE as assessed in** and the portfolio must be comprised of the following:

A PRESENTATION	AN INTERVIEW WITH A PANEL COMPOSED OF THREE OR MORE MEMBERS OF THE DISTRICT'S EDUCATION STAFF AND COMMUNITY		A STUDENT-PRODUCED WORK SAMPLE, WRITTEN WHEN APPROPRIATE
Presentation topic	Community member names	Role in community	Description of the work sample

