

**CT State Seal of Biliteracy**  
**Low Incidence Language Plan:           (Language)**  
*Sample provided by: Waterford High School*  
**2017-2018**

**Assessed by:** \_\_\_\_\_

“For a student whose primary language is not English and proficiency cannot be established by any of the assessments listed in the Assessment of Evidence Table, the following steps must be taken:

1. District determines a plan for measuring a student’s level of proficiency. This plan, to the extent practicable, includes assessment of interpersonal face-to-face communication as well as interpretive listening, presentational speaking, and reading and writing where a written code exists (see Unique Requirements for Low Incidence or Classical Languages, Connecticut Seal of Biliteracy Guidelines, page 6).

2. The principal, or designee, certifies that a low incidence language plan was completed.”

-Seal of Biliteracy Guidelines, 2017

**Interpersonal Face-to-Face Communication**

The student will have a conversation, in person or via Skype, with the assessor, on a variety of topics scaffolded, as necessary.

**Interpretive Listening and Presentational Speaking**

The student will listen to a podcast in           (Language)           and summarize the content in written form in           (Language)           including important facts and details that demonstrate a comprehensive understanding of the podcast.

The student will give a brief presentation about his life, childhood and future.

**Reading and Writing**

The student will read an article from an           (Language)           newspaper and write a brief summary of the content including important facts and details that demonstrate a comprehensive understanding of the article.

**The samples will be assessed using the ACTFL Proficiency Guidelines and the AAPPL (ACTFL) rubrics. The tasks will be completed under the supervision of           Responsible Teacher/ Administrator           and the student’s samples will be sent/given to           Name of Assessor           for assessment.**

**Tasks for the Assessor:**

1. Listen to \_\_\_(*Language*)\_\_\_ podcasts to ensure that it is appropriate for a high school student.
2. Read the article from the \_\_\_(*Language*)\_\_\_ newspaper to ensure that it is appropriate for a high school student.
3. Converse with the student to assess interpersonal and presentational communication and rate the student's proficiency based on the guidelines and rubrics to ensure it is at least at Intermediate-Mid.
4. Assess the student's oral presentation and rate the student's listening and presentational speaking proficiencies based on the guidelines and rubrics to ensure it is at least at Intermediate-Mid.
5. Assess the student's presentational writing and rate the student's writing proficiency based on the guidelines and rubrics to ensure it is at least at Intermediate-Mid.
6. Some reassessment may be necessary if these tasks turn out to be not appropriate.

## **Results**

According to the \_\_\_(*Language*)\_\_\_ assessments:

For Reading:

For Writing:

For Listening:

For Speaking