**Instructions for the Massachusetts Seal of Biliteracy Alternative Assessment**

**A. The District** determines that an Alternative Assessment is appropriate because of one or more of the following reasons:

1. The Department has not approved a Complete or Partial-domain assessment for the language in question, and/or
2. The student has a disability that the Department-approved Complete or Partial-domain assessments cannot accommodate.

**B. The District** oversees the completion of an alternative assessment (portfolio) by choosing one of the two options below:

**Option 1:** The district contracts a Department-approved vendor to manage a student’s portfolio, or

**Option 2:** The district directly manages the student’s portfolio

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| **Table 1: Pathways to complete an alternative assessment** | |
| **Option 1: Vendor-Managed Portfolio** | **Option 2: District-Managed Portfolio** |
| 1. The district selects a department-approved portfolio rating service (See the full list of Department-approved portfolio rating services on our World Language Assessments list under *Alternative Assessments)*. 2. The vendor assumes responsibility for working directly with the student to collect evidence and return a score to the district. | 1. The district works with the student to select a credible authority in the language to be assessed. The credible authority must be:    1. Proficient in all relevant domains of the language (See Table 2), and    2. Able to assess students’ proficiency in all relevant domains of the language. 2. The student and a parent/guardian sign a statement to acknowledge that the district has the right to review the qualifications of the credible authority if the district decides to audit the decisions made by such a person at any point. 3. The credible authority uses the Department’s Portfolio Indicators to assess evidence submitted by the student and returns results to the district. 4. The district uses the Department’s Portfolio Score Conversion Tool to determine the student’s demonstrated proficiency level. |

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| **Table 2: Relevant skills/domains associated with various languages** | | | | |
|  | Interpretive Reading[[1]](#footnote-1) | Interpretive Listening | Interpersonal Speaking[[2]](#footnote-2) | Presentational Writing |
| Modern, voiced, written languages | ✓ | ✓ | ✓ | ✓ |
| Unvoiced languages (ASL) | ✓ |  | ✓ |  |
| Classical languages | ✓ |  |  |  |
| Unwritten languages |  | ✓ | ✓ |  |

1. For ASL – Interpretive Viewing [↑](#footnote-ref-1)
2. For ASL – Interpersonal Signing [↑](#footnote-ref-2)