**Massachusetts Seal of Biliteracy – Corresponding Skills[[1]](#footnote-1) and AP Scores**

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|  |  | **Massachusetts Seal of Biliteracy[[2]](#footnote-2)** | **Massachusetts Seal of Biliteracy with Distinction** |
| ACTFL | Intermediate-Mid | Intermediate-High | Advanced-Low |
| AP Score | 3 | 4 | 5 |
| IB Score |  | 6 (Standard-Level Exam) or 5 (Higher-Level Exam) | 6 (Higher-Level Exam) |
| Interpretive Reading, Listening, and Viewing (ASL)  | * Comprehend main idea and some supporting details
* Some ability to make inferences by identifying key details from the texts
 | * Comprehends the main idea and supporting details of longer, cohesive texts (narrative, descriptive, and straightforward persuasive)
* Strong but inconsistent evidence of the ability to make inferences and derive meaning from context and linguistic features
 | * Comprehends the main idea and supporting details of narrative, descriptive, and straightforward persuasive texts
* Makes inferences and derives meaning from context and linguistic features
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| Interpersonal Writing, Speaking, and Signing | * Communicate by understanding and creating personal meaning
* Understand, ask, and answer a variety of questions
* Initiate, maintain, and end a conversation to satisfy basic needs and/or handle a basic transaction
* Some ability to communicate about more than the “here and now.”
* Produces strings of connected sentences and infrequent organized paragraphs
 | * Strong but inconsistent evidence of understanding and producing narrations and descriptions in all major time frames and ability to deal with a situation with an unexpected turn of events
* Communicates about more than the here and now
* Mostly communicates in paragraphs, but sometimes reverts to less organized strings of sentences
 | * Communicate with ease and confidence by understanding and producing narrations and descriptions in all major time frames and deal efficiently with a situation with an unexpected turn of events
* Communicates in organized paragraphs
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| Presentational Writing, Speaking, and Signing | * Expresses own thoughts and presents information on familiar topics by creating with language primarily in the present tense
* Some ability to tell or retell a story
* Produces strings of connected sentences and infrequent organized paragraphs
 | * Strong but inconsistent evidence of narrating and describing across major time frames on familiar and some unfamiliar topics
* Mostly communicates in paragraphs, but sometimes reverts to less organized strings of sentences
 | * Produces narrations and descriptions in all major time frames on familiar and some unfamiliar topics
* Communicates in organized paragraphs
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1. Sandrock, P. (2015). *The keys to assessing language performance: A teacher's manual for measuring student progress*. Alexandria, VA: ACTFL. [↑](#footnote-ref-1)
2. Scores for the Massachusetts Seal of Biliteracy and Seal of Biliteracy with Distinction established by Massachusetts Board of Elementary and Secondary Education [↑](#footnote-ref-2)