

Students must demonstrate proficiency in reading, writing, listening and speaking in a language other than English.

**Minnesota Statutes, Section 120B.022 Elective Standards**

Assessment	Languages	Other Information
ACTFL (American Council on the Teaching of Foreign Languages) OPI (Oral Proficiency Interview) and Reading, Listening and Writing Proficiency Tests	Multiple	<a href="#">ACTFL Testing Office</a>
AAPPL – (ACTFL Assessment of Performance Toward Proficiency in Languages)	Arabic, Chinese, French, German, Korean, Portuguese, Russian, Spanish and ESL.	<a href="#">ACTFL Assessment of Performance toward Proficiency in Languages</a> See the AAPPL website for information on future assessments.
ALIRA (ACTFL Latin Interpretive Reading Exam).	Latin	<a href="#">Language Testing - ALIRA</a> <a href="#">Writing, listening and speaking must also be assessed</a>
Advance Placement (AP) Language Exams	Chinese, French, German, Italian, Japanese, Latin, Spanish	<a href="#">AP Language exams</a> AP Score of 3 - Intermediate Low AP Score of 4 - Intermediate High AP Score of 5 - Advanced Low
ASLPI (American Sign Language Proficiency Interview)	American Sign Language	<a href="#">Gallaudet University</a> <a href="#">Rochester Institute of Technology</a> Novice to Advanced Proficiency
ELPAC (EMC Language Proficiency Assessments by CARLA)	French, German, Spanish	<a href="#">Intermediate-Low and Intermediate-Mid/High</a>
IB (International Baccalaureate Examination) Bilingual Diploma	Languages and Literature is available in 17 languages.	Grade 3* on Standard Level (SL) exam – Intermediate-Low Grade 4* or 5* on SL exam – Intermediate-High Grade 4* or above on Higher Level (HL) exam – Advanced-Low Grade 6*–7* on SL exam – Advanced-Low *Composite Scores <a href="#">Language A</a> <a href="#">Language B</a>
STAMP 4S Proficiency Assessments	Arabic, Chinese (Traditional and Simplified), English, French, German, Hebrew, Hindi Italian, Japanese, Korean, Russian, Spanish	<a href="#">Novice to Advanced</a> See the AVANT website for information on future assessments.