

### Cultural Interpretation Portfolio Supplement to Language Exam

Prior Learning Assessment language exams do not assess knowledge of culture. Therefore, they are not equivalent to 101/102/201/202 language coursework at USM, and do not carry the Cultural Interpretation Core designation. The PLA office offers the Cultural Interpretation (CI) portfolio process as a way for students who have successfully completed a PLA language exam to supplement that exam with a demonstration of prior learning for Cultural Interpretation core credit.

The steps for this process are as follows:

1) Student must first successfully earn at least four credits on any of the following PLA Language exams:

- CLEP
- BYU FLATS
- NYU
- HSK
- ACTFL OPI
- ASLPI

Students do not need to have taken the exam at USM, or while attending USM. If the exam was taken while attending another institution, students must arrange to have official test scores sent directly from the testing company to the PLA Office. Proof of successful completion of the language exam must be received before student can proceed to step #2, below.

2) After earning credit from the language exam, the student must successfully complete a CI portfolio. No additional credit will be awarded for this portfolio, but the CI requirement will be indicated as fulfilled in the student's Degree Progress Report in Mainstreet upon successful completion of the portfolio.

The portfolio must be completed in English, and will be evaluated by the Director of Prior Learning Assessment. Students may be asked to complete multiple drafts of the portfolio in order to earn the CI core designation. There will be no charge for the portfolio evaluation, or for posting the CI designation in Mainstreet.

Students must meet with the PLA Office before beginning this portfolio. To set up a meeting, please call 207-780-4663 or email [priorlearningusm@maine.edu](mailto:priorlearningusm@maine.edu).

### Portfolio Requirements:

The completed portfolio can take the form of an essay (approximately 8 pages, double-spaced, size 12 Times New Roman font), or a 12-15 minute video or other type of presentation. The portfolio must be your own original creation, and may not include materials previously submitted in an academic course.

No matter which format you choose, your portfolio must:

1. Introduce you as a student of culture, including:

-Your academic and cultural interests here at USM.

-How your cultural background(s) and experiences have shaped your perspectives.

2. Demonstrate your skills as a reader and interpreter of culture

Specifically, you must select a cultural artifact\* that has been produced by a user of the test language. Cultural artifacts can be (but are not limited to) works of art, films/TV shows, comics or magazines, religious or secular rituals, performances, architecture, commercial products, and social media.

Your portfolio must include a link, image, and/or a detailed description of this artifact, and demonstrate how the artifact:

- **Helps viewers make sense of their lives and their world.**
- **Reflects the language, culture, and time in which it was produced.**
- **Raises or addresses ethical issues for its intended audience, and for us as current students of culture.**

3. Provide an APA or MLA-style reference list

Please see the grading rubric on p. 3 for more information on how your demonstration will be assessed.

\*A cultural artifact, for the purposes of this portfolio, is defined as an object created by a human being, typically an item of cultural or historical interest.

Grading Rubric

Student name:

ID #:

Part 1:

Component	Does Not Meet: 0 pts	Partially Meets: 1 pt	Meets: 2 pts	Exceeds: 3 pts	Student Score:
<b>Introduction of self as a student of culture</b>	Component not addressed.	Introduction of self as student of culture lists student’s major and cultural background(s), but makes few or no substantive connections between these backgrounds and current academic and cultural interests.	Connections between student’s cultural background(s) and current academic and cultural interests are substantive, but lack nuance and detail.	Substantive connections between experiences in student’s development as a student of culture and current academic/cultural interests are nuanced and detailed.	
<b>Analysis of how the artifact helps viewers make sense of their lives and their world</b>	Component not addressed.	Analysis provides a limited discussion of how the artifact helps viewers make sense of their lives and world.	Analysis provides a substantive discussion of how the artifact helps viewers make sense of their lives and world, but lacks nuance and detail.	Analysis provides nuanced, detailed discussion of how the artifact helps viewers make sense of their lives and world.	
<b>Analysis of how the artifact reflects the language, culture, and time in which it was produced.</b>	Component not addressed.	Analysis provides discussion of artifact in the context of the language, time, and culture in which it was produced, although all three of these elements may not be fully addressed.	Analysis provides substantive discussion of artifact in context of language culture, and time in which is produced, with all three elements addressed.	Analysis provides detailed and nuanced discussion of the language, culture, and time in which the artifact was produced.	
<b>Analysis of ethical issues raised by the artifact</b>	Component not addressed.	Ethical issues raised for artifact’s primary audience are discussed only superficially.	Ethical issues raised for artifact’s primary audience and current viewers are discussed but may not be fully explicated.	Ethical issues are thoughtfully considered and clearly explicated, both in regard to the primary audience and current viewers.	

Total Score:

**Part 2. Are all sources documented, and does the citation method adequately adhere to proper APA or MLA style?**

**Yes No**

Students must a) earn a total of 8 points or more on Part 1 and b) earn a “Yes” on Part 2 in order to earn the Cultural Interpretation Core designation. Revisions will be invited for drafts that do not initially achieve a passing score.

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