

## APPENDIX A

### Referenced Documents: Chapters I, III, IV, V

- Standards for Foreign Language Learning (national)
- Standards for Classical Language Learning (national)
  - Framework of Communicative Modes
  - 49 Multiple Intelligences Assessment Contexts
- Inverted Pyramid Representing the ACTFL Rating Scale with Major Ranges and Sublevels
- ACTFL Proficiency Guidelines – Speaking – Revised 1999
  - ACTFL Proficiency Guidelines, 1986
    - Articulation & Achievement:  
Five Stages of Language Learning Continuum  
Rubrics for Holistic Scoring
  - Farmington Language Proficiency Test
- Curriculum Year Planner – Templates (Nebraska )
- Curriculum Unit Planner – Templates (Nebraska)
  - Early Foreign Language Program Goals
- Foreign Language Department: CAPT Action Plan (Enfield High School and Enrico Fermi High School)
- Connections: World Languages and Language Arts  
World Languages and Mathematics

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# Standards For Foreign Language Learning

## COMMUNICATION

### **Communicate in Languages Other Than English**

**Standard 1.1:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

**Standard 1.2:** Students understand and interpret written and spoken language on a variety of topics.

**Standard 1.3:** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

## CULTURES

### **Gain Knowledge and Understanding of Other Cultures**

**Standard 2.1:** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

**Standard 2.2:** Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

## CONNECTIONS

### **Connect with Other Disciplines and Acquire Information**

**Standard 3.1:** Students reinforce and further their knowledge of other disciplines through the foreign language.

**Standard 3.2:** Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

## COMPARISONS

### **Develop Insight into the Nature of Language and Culture**

**Standard 4.1:** Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

**Standard 4.2:** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

## COMMUNITIES

### **Participate in Multilingual Communities at Home and Around the World**

**Standard 5.1:** Students use the language both within and beyond the school setting.

**Standard 5.2:** Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

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## Standards For Classical Language Learning

### COMMUNICATION – GOAL 1 Communicate in a Classical Language

- Standard 1.1** Students read, understand, and interpret Latin or Greek.  
**Standard 1.2** Students use orally, listen to, and write Latin or Greek as part of the language learning process.
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### CULTURE – GOAL 2 Gain Knowledge and Understanding of Greco-Roman Culture

- Standard 2.1** Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the practices of the Greeks or Romans.  
**Standard 2.2** Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the products of the Greeks or Romans.
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### CONNECTIONS – GOAL 3 Connect with Other Disciplines and Expand Knowledge

- Standard 3.1** Students reinforce and further their knowledge of other disciplines through their study of classical languages.  
**Standard 3.2** Students expand their knowledge through the reading of Latin or Greek and the study of ancient culture.
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### COMPARISONS – GOAL 4 Develop Insight into Own Language and Culture

- Standard 4.1** Students recognize and use elements of the Latin or Greek language to increase knowledge of their own language.  
**Standard 4.2** Students compare and contrast their own culture with that of the Greco-Roman world.
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### COMMUNITIES – GOAL 5 Participate in Wider Communities of Language and Culture

- Standard 5.1** Students use their knowledge of Latin or Greek in a multilingual world.  
**Standard 5.2** Students use their knowledge of Greco-Roman culture in a world of diverse cultures.

## Framework of Communicative Modes

	INTERPERSONAL	INTERPRETIVE	PRESENTATIONAL
<b>D E F I N I T I O N S</b>	Direct oral communication (e.g., face-to-face or telephonic) between individuals who are in personal contact  Direct written communication between individuals who come into personal contact	Receptive communication of oral or written messages  Mediated communication via print and non-print materials  Listener, viewer, reader works with visual or recorded materials whose creator is absent	Productive communication using oral or written language  Spoken or written communication for people (an audience) with whom there is no immediate personal contact or which takes place in a one-to-many mode  Author or creator of visual or recorded material not known personally to listener
<b>P A T H S</b>	Productive abilities: speaking, writing  Receptive abilities: listening, reading	Primarily receptive abilities: listening, reading, viewing	Primarily productive abilities: speaking, writing, showing
<b>C K U N L O T W U L R E A D L G E</b>	Knowledge of cultural perspectives governing interactions between individuals of different ages, statuses, backgrounds  Ability to recognize that languages use different practices to communicate  Ability to recognize that cultures use different patterns of interaction	Knowledge of how cultural perspectives are embedded in products (literary and artistic)  Knowledge of how meaning is encoded in products  Ability to analyze content, compare it to information available in own language and assess linguistic and cultural differences  Ability to analyze and compare content in one culture to interpret U.S. culture	Knowledge of cultural perspectives governing interactions between a speaker and his/her audience and a writer and his/her reader  Ability to present crosscultural information based on background of the audience  Ability to recognize that cultures use different patterns of interaction

### KNOWLEDGE OF THE LINGUISTIC SYSTEM

The use of grammatical, lexical, phonological, semantic, pragmatic, and discourse features necessary for participation in the Communicative Modes.

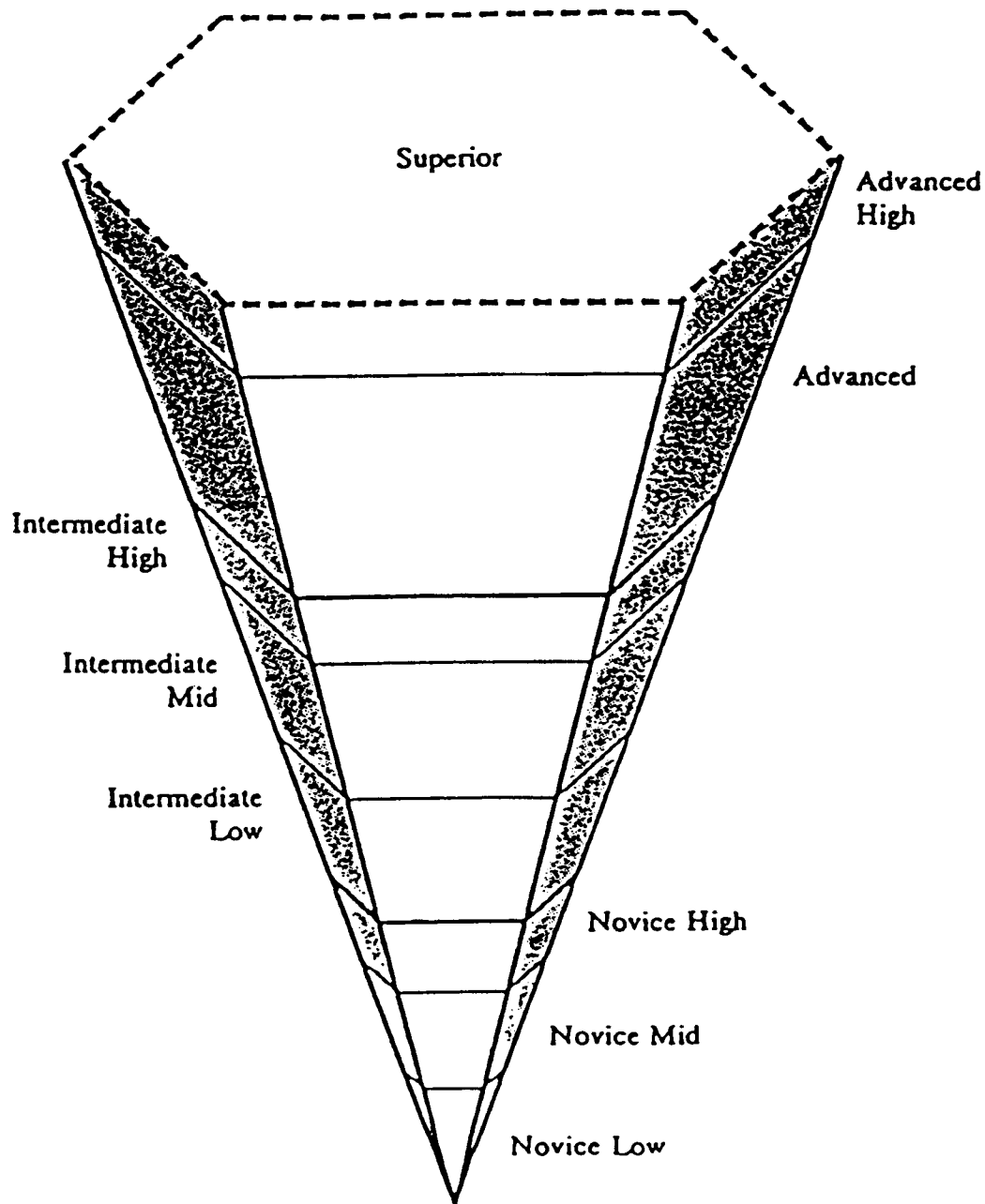
From *Standards for Foreign Language Learning: Preparing for the 21st Century*. Lawrence, KA: Allen Press, Inc., 1996, 33. Reprinted with permission.

## 49 Multiple Intelligences Assessment Contexts

	Linguistic Task	Logical-Mathematical Task	Spatial Task	Musical Task	Bodily-Kinesthetic Task	Interpersonal Task	Intrapersonal Task
Linguistic Assessment	Read a book, then write a response.	Examine a statistical chart, then write a response.	Watch a movie, then write a response.	Listen to a piece of music, then write a response.	Go on a field trip, then write a response.	Play a cooperative game, then write a response.	Think about a personal experience, then write a response.
Logical-Mathematical Assessment	Read a book, then develop a hypothesis.	Examine a statistical chart, then develop a hypothesis.	Watch a movie, then develop a hypothesis.	Listen to a piece of music, then develop a hypothesis.	Go on a field trip, then develop a hypothesis.	Play a cooperative game, then develop a hypothesis.	Think about a personal experience, then develop a hypothesis.
Spatial Assessment	Read a book, then draw a picture.	Examine a statistical chart, then draw a picture.	Watch a movie, then draw a picture.	Listen to a piece of music, then draw a picture.	Go on a field trip, then draw a picture.	Play a cooperative game, then draw a picture.	Think about a personal experience, then draw a picture.
Bodily-Kinesthetic Assessment	Read a book, then build a model.	Examine a statistical chart, then build a model.	Watch a movie, then build a model.	Listen to a piece of music, then build a model.	Go on a field trip, then build a model.	Play a cooperative game, then build a model.	Think about a personal experience, then build a model.
Musical Assessment	Read a book, then create a song.	Examine a statistical chart, then create a song.	Watch a movie, then create a song.	Listen to a piece of music, then create a song.	Go on a field trip, then create a song.	Play a cooperative game, then create a song.	Think about a personal experience, then create a song.
Interpersonal Assessment	Read a book, then share with a friend.	Examine a statistical chart, then share with a friend.	Watch a movie, then share with a friend.	Listen to a piece of music, then share with a friend.	Go on a field trip, then share with a friend.	Play a cooperative game, then share with a friend.	Think about a personal experience, then share with a friend.
Intrapersonal Assessment	Read a book, then design your own response.	Examine a statistical chart, then design your own response.	Watch a movie, then design your own response.	Listen to a piece of music, then design your own response.	Go on a field trip, then design your own response.	Play a cooperative game, then design your own response.	Think about a personal experience, then design your own response.

From *Multiple Intelligences in the Classroom*, by Thomas Armstrong. Alexandria, Virginia: Association for Supervision and Curriculum Development, 126. Copyright © 1994 ASCD. Reprinted by permission. All rights reserved.

## Inverted Pyramid Representing The ACTFL Rating Scale With Major Ranges And Sublevels



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## ACTFL Proficiency Guidelines – Speaking

Revised 1999

The *ACTFL Proficiency Guidelines – Speaking* (1986) have gained widespread application as a metric against which to measure learners' functional competency; that is, their ability to accomplish linguistic tasks representing a variety of levels. Based on years of experience with oral testing in governmental institutions and on the descriptions of language proficiency used by Interagency Language Roundtable (ILR), the *ACTFL Guidelines* were an adaptation intended for use in academia (college and university levels particularly) in the United States. For this reason, the authors of the *Provisional Guidelines* (1982) conflated the top levels (ILR 3-5), expanded the descriptions of the lower levels (ILR 0-1), and defined sublevels of competency according to the experience of language instructors and researchers accustomed to beginning learners. Their efforts were further modified and refined in the *ACTFL Proficiency Guidelines* published in 1986.

After additional years of oral testing and of interpretation of the *Guidelines*, as well as numerous research projects, scholarly articles, and debates, the time has come to reevaluate and refine the *Guidelines*, initially those for *Speaking*, followed by those for the other skills. The purposes of this revision of the *Proficiency Guidelines – Speaking* are to make the document more accessible to those who have not received recent training in ACTFL oral proficiency testing, to clarify the issues that have divided testers and teachers, and to provide a corrective to what the committee perceived to have been possible misinterpretations of the descriptions provided in earlier versions of the *Guidelines*.

An important example is the treatment of the Superior level. The ILR descriptions postulate a spectrum of proficiency abilities from 0 which signifies no functional competence, to 5 which is competence equivalent to that of a well-educated native speaker. Due to the language levels most often attained by adult learners, the *ACTFL Guidelines* do not include descriptions of the highest ILR levels. The ACTFL Superior level, roughly equivalent to the ILR 3 range, is thus to be seen as a baseline level; that is, it describes a particular set of functional abilities essential to that level, but not necessarily the whole range of linguistic activities that an educated speaker with years of experience in the target language and culture might attain. Keeping this distinction in mind reduces the tendency to expect the Superior speaker to demonstrate abilities defined at higher ILR levels.

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For this reason, among others, the committee has broken with tradition by presenting this version of the Speaking Guidelines — in **descending** rather than ascending order. This top-down approach has two advantages. First, it emphasizes that the High levels are more closely related to the level above than to the one below, and represents a considerable step towards accomplishing the functions at the level above, not just excellence in the functions of the level itself. Second, it allows for fewer negatives and less redundancy in the descriptions when they refer, as they must, to the inability of a speaker to function consistently at a higher level.

Another significant change to the 1986 version of the *Guidelines* is found in the division of the Advanced level into the High, Mid, and Low sublevels. This decision reflects the growing need in both the academic and commercial communities to more finely delineate a speaker's progress through the Advanced level of proficiency. The new descriptors for **Advanced Mid** and **Advanced Low** are based on hundreds of Advanced-level language samples from OPI testing across a variety of languages.

The committee has also taken a slightly different approach to the presentation of these *Guidelines* from previous versions. The full **prose descriptions** of each level (and, when applicable, its sub-levels) are preceded by clearly delineated **thumb-nail sketches** that are intended to alert the reader to the major features of the levels and to serve as a quick reference, but not in any way to replace the full picture presented in the descriptions themselves. Indeed, at the lower levels they refer to the Mid rather than to the baseline proficiency, since they would otherwise describe a very limited profile and misrepresent the general expectations for the level.

This revision of the *ACTFL Proficiency Guidelines—Speaking* is presented as an additional step toward more adequately describing speaking proficiency. Whereas this effort reflects a broad spectrum of experience in characterizing speaker abilities and includes a wide range of insights as a result of ongoing discussions and research within the language teaching profession, the revision committee is aware that there remain a number of issues requiring further clarification and specification. It is the hope of the committee that this revision will enhance the *Guidelines'* utility to the language teaching and testing community in the years to come.

## Acknowledgments

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**SUPERIOR**

Speakers at the Superior level are able to communicate in the language with accuracy and fluency in order to participate fully and effectively in conversations on a variety of topics in formal and informal settings from both concrete and abstract perspectives. They discuss their interests and special fields of competence, explain complex matters in detail, and provide lengthy and coherent narrations, all with ease, fluency, and accuracy. They explain their opinions on a number of topics of importance to them, such as social and political issues, and provide structured argument to support their opinions. They are able to construct and develop hypotheses to explore alternative possibilities. When appropriate, they use extended discourse without unnaturally lengthy hesitation to make their point, even when engaged in abstract elaborations. Such discourse, while coherent, may still be influenced by the Superior speakers' own language patterns, rather than those of the target language.

Superior speakers command a variety of interactive and discourse strategies, such as turn-taking and separating main ideas from supporting information through the use of syntactic and lexical devices, as well as intonational features such as pitch, stress and tone. They demonstrate virtually no pattern of error in the use of basic structures. However, they may make sporadic errors, particularly in low-frequency structures and in some complex high-frequency structures more common to formal speech and writing. Such errors, if they do occur, do not distract the native interlocutor or interfere with communication.

**ADVANCED HIGH**

Speakers at the Advanced-High level perform all Advanced-level tasks with linguistic ease, confidence and competence. They are able to consistently explain in detail and narrate fully and accurately in all time frames. In addition, Advanced-High speakers handle the tasks pertaining to the Superior level but cannot sustain performance at that level across a variety of topics. They can provide a structured argument to support their opinions, and they may construct hypotheses, but patterns of error appear. They can discuss some topics abstractly, especially those relating to their particular interests and special fields of expertise, but in general, they are more comfortable discussing a variety of topics concretely.

Advanced-High speakers may demonstrate a well-developed ability to compensate for an imperfect grasp of some forms or for limitations in vocabulary by the confident use of communicative strategies, such as paraphrasing, circumlocution, and illustration. They use precise vocabulary and intonation to express meaning and often show great fluency and ease of speech. However, when called on to perform the complex tasks associated with the Superior level over a variety of topics, their language will at times break down or prove inadequate, or they may avoid the task altogether, for example, by resorting to simplification through the use of description or narration in place of argument or hypothesis.

**ADVANCED MID**

Speakers at the Advanced-Mid level are able to handle with ease and confidence a large number of communicative tasks. They participate actively in most informal and some formal exchanges on a variety of concrete topics relating to work, school, home, and leisure activities, as well as to events of current, public, and personal interest or individual relevance.

Advanced-Mid speakers demonstrate the ability to narrate and describe in all major time frames (past, present, and future) by providing a full account, with good control of aspect, as they adapt flexibly to the demands of the conversation. Narration and description tend to be combined and interwoven to relate relevant and supporting facts in connected, paragraph-length discourse.

Advanced-Mid speakers can handle successfully and with relative ease the linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine situation or communicative task with which they are otherwise familiar. Communicative strategies such as circumlocution or rephrasing are often employed for this purpose. The speech of Advanced-Mid speakers performing Advanced-level tasks is marked by substantial flow. Their vocabulary is fairly extensive although primarily generic in nature, except in the case of a particular area of specialization or interest. Dominant language discourse structures tend to recede, although discourse may still reflect the oral paragraph structure of their own language rather than that of the target language.

Advanced-Mid speakers contribute to conversations on a variety of familiar topics, dealt with concretely, with much accuracy, clarity and precision, and they convey their intended message without misrepresentation or confusion. They are readily understood by native speakers unaccustomed to dealing with non-natives. When called on to perform functions or handle topics associated with the Superior level, the quality and/or quantity of their speech will generally decline. Advanced-Mid speakers are often able to state an opinion or cite conditions; however, they lack the ability to consistently provide a structured argument in extended discourse. Advanced-Mid speakers may use a number of delaying strategies, resort to narration, description, explanation or anecdote, or simply attempt to avoid the linguistic demands of Superior-level tasks.

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**ADVANCED LOW**

Speakers at the Advanced-Low level are able to handle a variety of communicative tasks, although somewhat haltingly at times. They participate actively in most informal and a limited number of formal conversations on activities related to school, home, and leisure activities and, to a lesser degree, those related to events of work, current, public, and personal interest or individual relevance.

Advanced-Low speakers demonstrate the ability to narrate and describe in all major time frames (past, present and future) in paragraph length discourse, but control of aspect may be lacking at times. They can handle appropriately the linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine situation or communicative task with which they are otherwise familiar, though at times their discourse may be minimal for the level and strained. Communicative strategies such as rephrasing and circumlocution may be employed in such instances. In their narrations and descriptions, they combine and link sentences into connected discourse of paragraph length. When pressed for a fuller account, they tend to grope and rely on minimal discourse. Their utterances are typically not longer than a single paragraph. Structure of the dominant language is still evident in the use of false cognates, literal translations, or the oral paragraph structure of the speaker's own language rather than that of the target language.

While the language of Advanced-Low speakers may be marked by substantial, albeit irregular flow, it is typically somewhat strained and tentative, with noticeable self-correction and a certain 'grammatical roughness.' The vocabulary of Advanced-Low speakers is primarily generic in nature.

Advanced-Low speakers contribute to the conversation with sufficient accuracy, clarity, and precision to convey their intended message without misrepresentation or confusion, and it can be understood by native speakers unaccustomed to dealing with non-natives, even though this may be achieved through repetition and restatement. When attempting to perform functions or handle topics associated with the Superior level, the linguistic quality and quantity of their speech will deteriorate significantly.

**INTERMEDIATE HIGH**

Intermediate-High speakers are able to converse with ease and confidence when dealing with most routine tasks and social situations of the Intermediate level. They are able to handle successfully many uncomplicated tasks and social situations requiring an exchange of basic information related to work, school, recreation, particular interests and areas of competence, though hesitation and errors may be evident.

Intermediate-High speakers handle the tasks pertaining to the Advanced level, but they are unable to sustain performance at that level over a variety of topics. With some consistency, speakers at the Intermediate High level narrate and describe in major time frames using connected discourse of paragraph length. However, their performance of these Advanced-level tasks will exhibit one or more features of breakdown, such as the failure to maintain the narration or description semantically or syntactically in the appropriate major time frame, the disintegration of connected discourse, the misuse of cohesive devices, a reduction in breadth and appropriateness of vocabulary, the failure to successfully circumlocute, or a significant amount of hesitation.

Intermediate-High speakers can generally be understood by native speakers unaccustomed to dealing with non-natives, although the dominant language is still evident (e.g. use of code-switching, false cognates, literal translations, etc.), and gaps in communication may occur.

**INTERMEDIATE MID**

Speakers at the Intermediate-Mid level are able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture; these include personal information covering self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel and lodging.

Intermediate-Mid speakers tend to function reactively, for example, by responding to direct questions or requests for information. However, they are capable of asking a variety of questions when necessary to obtain simple information to satisfy basic needs, such as directions, prices and services. When called on to perform functions or handle topics at the Advanced level, they provide some information but have difficulty linking ideas, manipulating time and aspect, and using communicative strategies, such as circumlocution.

Intermediate-Mid speakers are able to express personal meaning by creating with the language, in part by combining and recombining known elements and conversational input to make utterances of sentence length and some strings of sentences. Their speech may contain pauses, reformulations and self-corrections as they search for adequate vocabulary and appropriate language forms to express themselves. Because of inaccuracies in their vocabulary and/or pronunciation and/or grammar and/or syntax, misunderstandings can occur, but Intermediate-Mid speakers are generally understood by sympathetic interlocutors accustomed to dealing with non-natives.

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**INTERMEDIATE LOW**

Speakers at the Intermediate-Low level are able to handle successfully a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target language culture. These topics relate to basic personal information covering, for example, self and family, some daily activities and personal preferences, as well as to some immediate needs, such as ordering food and making simple purchases. At the Intermediate-Low level, speakers are primarily reactive and struggle to answer direct questions or requests for information, but they are also able to ask a few appropriate questions.

Intermediate-Low speakers express personal meaning by combining and recombining into short statements what they know and what they hear from their interlocutors. Their utterances are often filled with hesitancy and inaccuracies as they search for appropriate linguistic forms and vocabulary while attempting to give form to the message. Their speech is characterized by frequent pauses, ineffective reformulations and self-corrections. Their pronunciation, vocabulary and syntax are strongly influenced by their first language but, in spite of frequent misunderstandings that require repetition or rephrasing, Intermediate-Low speakers can generally be understood by sympathetic interlocutors, particularly by those accustomed to dealing with non-natives.

**NOVICE HIGH**

Speakers at the Novice-High level are able to handle a variety of tasks pertaining to the Intermediate level, but are unable to sustain performance at that level. They are able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects and a limited number of activities, preferences and immediate needs. Novice-High speakers respond to simple, direct questions or requests for information; they are able to ask only a very few formulaic questions when asked to do so.

Novice-High speakers are able to express personal meaning by relying heavily on learned phrases or recombinations of these and what they hear from their interlocutor. Their utterances, which consist mostly of short and sometimes incomplete sentences in the present, may be hesitant or inaccurate. On the other hand, since these utterances are frequently only expansions of learned material and stock phrases, they may sometimes appear surprisingly fluent and accurate. These speakers' first language may strongly influence their pronunciation, as well as their vocabulary and syntax when they attempt to personalize their utterances. Frequent misunderstandings may arise but, with repetition or rephrasing, Novice-High speakers can generally be understood by sympathetic interlocutors used to non-natives. When called on to handle simply a variety of topics and perform functions pertaining to the Intermediate level, a Novice-High speaker can sometimes respond in intelligible sentences, but will not be able to sustain sentence level discourse.

**NOVICE MID**

Speakers at the Novice-Mid level communicate minimally and with difficulty by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. When responding to direct questions, they may utter only two or three words at a time or an occasional stock answer. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor's words. Because of hesitations, lack of vocabulary, inaccuracy, or failure to respond appropriately, Novice-Mid speakers may be understood with great difficulty even by sympathetic interlocutors accustomed to dealing with non-natives. When called on to handle topics by performing functions associated with the Intermediate level, they frequently resort to repetition, words from their native language, or silence.

**NOVICE LOW**

Speakers at the Novice-Low level have no real functional ability and, because of their pronunciation, they may be unintelligible. Given adequate time and familiar cues, they may be able to exchange greetings, give their identity, and name a number of familiar objects from their immediate environment. They are unable to perform functions or handle topics pertaining to the Intermediate level, and cannot therefore participate in a true conversational exchange.

## ACTFL Proficiency Guidelines, 1986

The 1986 proficiency guidelines represent a hierarchy of global characterizations of integrated performance in speaking, listening, reading and writing. Each description is a representative, not an exhaustive, sample of a particular range of ability, and each level subsumes all previous levels, moving from simple to complex in an "all-before-and-more" fashion.

Because these guidelines identify stages of proficiency, as opposed to achievement, they are not intended to measure what an individual has achieved through specific classroom instruction but rather to allow assessment of what an individual can and cannot do, regardless of where, when, or how the language has been learned or acquired; thus, the words "learned" and "acquired" are used in the broadest sense. These guidelines are not based on a particular linguistic theory or pedagogical method, since the guidelines are proficiency-based, as opposed to achievement-based, and are intended to be used for global assessment.

The 1986 guidelines should not be considered the definitive version, since the construction and utilization of language proficiency guidelines is a dynamic, interactive process. The academic sector, like the government sector, will continue to refine and update the criteria periodically to reflect the needs of the users and the advances of the profession. In this vein, ACTFL owes a continuing debt to the creators of the 1982 provisional proficiency guidelines and, of course, to the members of the Interagency Language Roundtable Testing Committee, the creators of the government's Language Skill Level Descriptions.

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**Generic Descriptions—Speaking**

<b>Novice</b>	The Novice level is characterized by the ability to communicate minimally with learned material.
<b>Novice-Low</b>	Oral production consists of isolated words and perhaps a few high-frequency phrases. Essentially no functional communicative ability.
<b>Novice-Mid</b>	Oral production continues to consist of isolated words and learned phrases within very predictable areas of need, although quantity is increased. Vocabulary is sufficient only for handling simple, elementary needs and expressing basic courtesies. Utterances rarely consist of more than two or three words and show frequent long pauses and repetition of interlocutor's words. Speaker may have some difficulty producing even the simplest utterances. Some Novice-Mid speakers will be understood only with great difficulty.
<b>Novice-High</b>	Able to satisfy partially the requirements of basic communicative exchanges by relying heavily on learned utterances but occasionally expanding these through simple recombinations of their elements. Can ask questions or make statements involving learned material. Shows signs of spontaneity although this falls short of real autonomy of expression. Speech continues to consist of learned utterances rather than of personalized, situationally adapted ones. Vocabulary centers on areas such as basic objects, places, and most common kinship terms. Pronunciation may still be strongly influenced by first language. Errors are frequent and, in spite of repetition, some Novice-High speakers will have difficulty being understood even by sympathetic interlocutors.
<b>Intermediate</b>	The Intermediate level is characterized by the speaker's ability to: —create with the language by combining and recombining learned elements, though primarily in a reactive mode; —initiate, minimally sustain, and close in a simple way basic communicative tasks; and —ask and answer questions.
<b>Intermediate-Low</b>	Able to handle successfully a limited number of interactive, task-oriented and social situations. Can ask and answer questions, initiate and respond to simple statements and maintain face-to-face conversation, although in a highly restricted manner and with much linguistic inaccuracy. Within these limitations, can perform such tasks as introducing self, ordering a meal, asking directions, and making purchases. Vocabulary is adequate to express only the most elementary needs. Strong interference from native language may occur. Misunderstandings frequently arise, but with repetition, the Intermediate-Low speaker can generally be understood by sympathetic interlocutors.
<b>Intermediate-Mid</b>	Able to handle successfully a variety of uncomplicated, basic and communicative tasks and social situations. Can talk simply about self and family members. Can ask and answer questions and participate in simple conversations on topics beyond the most immediate needs; e.g., personal history and leisure time activities. Utterance length increases slightly, but speech may continue to be characterized by frequent long pauses, since the smooth incorporation of even basic conversational strategies is often hindered as the speaker struggles to create appropriate language forms. Pronunciation may continue to be strongly influenced by first language and fluency may still be strained. Although misunderstandings still arise, the Intermediate-Mid speaker can generally be understood by sympathetic interlocutors.
<b>Intermediate-High</b>	Able to handle successfully most uncomplicated communicative tasks and social situations. Can initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics, but errors are evident. Limited vocabulary still necessitates hesitation and may bring about slightly unexpected circumlocution. There is emerging evidence of connected discourse, particularly for simple narration and/or description. The Intermediate-High speaker can generally be understood even by interlocutors not accustomed to dealing with speakers at this level, but repetition may still be required.
<b>Advanced</b>	The Advanced level is characterized by the speaker's ability to: —converse in a clearly participatory fashion; —initiate, sustain, and bring to closure a wide variety of communicative tasks, including those that require an increased ability to convey meaning with diverse language strategies due to a complication or an unforeseen turn of events; —satisfy the requirements of school and work situations; and —narrate and describe with paragraph-length connected discourse.

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<b>Advanced</b>	Able to satisfy the requirements of everyday situations and routine school and work requirements. Can handle with confidence but not with facility complicated tasks and social situations, such as elaborating, complaining, and apologizing. Can narrate and describe with some details, linking sentences together smoothly. Can communicate facts and talk casually about topics of current public and personal interest, using general vocabulary. Shortcomings can often be smoothed over by communicative strategies, such as pause fillers, stalling devices, and different rates of speech. Circumlocution which arises from vocabulary or syntactic limitations very often is quite successful, though some groping for words may still be evident. The Advanced-level speaker can be understood without difficulty by native interlocutors.
<b>Advanced-High</b>	Able to satisfy the requirements of a broad variety of everyday, school, and work situations. Can discuss concrete topics relating to particular interests and special fields of competence. There is emerging evidence of ability to support opinions, explain in detail, and hypothesize. The Advanced-Plus speaker often shows a well developed ability to compensate for an imperfect grasp of some forms with confident use of communicative strategies, such as paraphrasing and circumlocution. Differentiated vocabulary and intonation are effectively used to communicate fine shades of meaning. The Advanced-Plus speaker often shows remarkable fluency and ease of speech but under the demands of Superior-level, complex tasks, language may break down or prove inadequate.
<b>Superior</b>	The Superior level is characterized by the speaker's ability to: —participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics; and —support opinions and hypothesize using native-like discourse strategies.
<b>Superior</b>	Able to speak the language with sufficient accuracy to participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics. Can discuss special fields of competence and interest with ease. Can support opinions and hypothesize, but may not be able to tailor language to audience or discuss in depth highly abstract or unfamiliar topics. Usually the Superior level speaker is only partially familiar with regional or other dialectical variants. The Superior level speaker commands a wide variety of interactive strategies and shows good awareness of discourse strategies. The latter involves the ability to distinguish main ideas from supporting information through syntactic, lexical and suprasegmental features (pitch, stress, intonation). Sporadic errors may occur, particularly in low-frequency structures and some complex high-frequency structures more common to formal writing, but no patterns of error are evident. Errors do not disturb the native speaker or interfere with communication.

### Generic Descriptions—Listening

These guidelines assume that all listening tasks take place in an authentic environment at a normal rate of speech using standard or near-standard norms.

<b>Novice-Low</b>	Understanding is limited to occasional isolated words, such as cognates, borrowed words, and high-frequency social conventions. Essentially no ability to comprehend even short utterances.
<b>Novice-Mid</b>	Able to understand some short, learned utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends some words and phrases from simple questions, statements, high-frequency commands and courtesy formulae about topics that refer to basic personal information or the immediate physical setting. The listener requires long pauses for assimilation and periodically requests repetition and/or a slower rate of speech.
<b>Novice-High</b>	Able to understand short, learned utterances and some sentence-length utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends words and phrases from simple questions, statements, high-frequency commands and courtesy formulae. May require repetition, rephrasing and/or a slowed rate of speech for comprehension.
<b>Intermediate-Low</b>	Able to understand sentence-length utterances which consist of recombinations of learned elements in a limited number of content areas, particularly if strongly supported by the situational context. Content refers to basic personal background and needs, social conventions and routine tasks, such as getting meals and receiving simple instructions and directions. Listening tasks pertain primarily to spontaneous face-to-face conversations. Understanding is often uneven; repetition and rewording may be necessary. Misunderstandings in both main ideas and details arise frequently.

(continued)

<b>Intermediate-Mid</b>	Able to understand sentence-length utterances which consist of recombinations of learned utterances on a variety of topics. Content continues to refer primarily to basic personal background and needs, social conventions and somewhat more complex tasks, such as lodging, transportation, and shopping. Additional content areas include some personal interests and activities, and a greater diversity of instructions and directions. Listening tasks not only pertain to spontaneous face-to-face conversations but also to short routine telephone conversations and some deliberate speech, such as simple announcements and reports over the media. Understanding continues to be uneven.
<b>Intermediate-High</b>	Able to sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places; however, understanding is inconsistent due to failure to grasp main ideas and/or details. Thus, while topics do not differ significantly from those of an Advanced level listener, comprehension is less in quantity and poorer in quality.
<b>Advanced</b>	Able to understand main ideas and most details of connected discourse on a variety of topics beyond the immediacy of the situation. Comprehension may be uneven due to a variety of linguistic and extralinguistic factors, among which topic familiarity is very prominent. These texts frequently involve description and narration in different time frames or aspects, such as present, nonpast, habitual, or imperfective. Texts may include interviews, short lectures on familiar topics, and news items and reports primarily dealing with factual information. Listener is aware of cohesive devices but may not be able to use them to follow the sequence of thought in an oral text.
<b>Advanced-High</b>	Able to understand the main ideas of most speech in a standard dialect; however, the listener may not be able to sustain comprehension in extended discourse which is propositionally and linguistically complex. Listener shows an emerging awareness of culturally implied meanings beyond the surface meanings of the text but may fail to grasp sociocultural nuances of the message.
<b>Superior</b>	Able to understand the main ideas of all speech in a standard dialect, including technical discussion in a field of specialization. Can follow the essentials of extended discourse which is propositionally and linguistically complex, as in academic/professional settings, in lectures, speeches, and reports. Listener shows some appreciation of aesthetic norms of target language, of idioms, colloquialisms, and register shifting. Able to make inferences within the cultural framework of the target language. Understanding is aided by an awareness of the underlying organizational structure of the oral text and includes sensitivity for its social and cultural references and its affective overtones. Rarely misunderstands but may not understand excessively rapid, highly colloquial speech or speech that has strong cultural references.
<b>Distinguished</b>	Able to understand all forms and styles of speech pertinent to personal, social and professional needs tailored to different audiences. Shows strong sensitivity to social and cultural references and aesthetic norms by processing language from within the cultural framework. Texts include theater plays, screen productions, editorials, symposia, academic debates, public policy statements, literary readings, and most jokes and puns. May have difficulty with some dialects and slang.

### Generic Descriptions-Reading

These guidelines assume all reading texts to be authentic and legible.

<b>Novice-Low</b>	Able occasionally to identify isolated words and/or major phrases when strongly supported by context.
<b>Novice-Mid</b>	Able to recognize the symbols of an alphabetic and/or syllabic writing system and/or a limited number of characters in a system that uses characters. The reader can identify an increasing number of highly contextualized words and/or phrases including cognates and borrowed words, where appropriate. Material understood rarely exceeds a single phrase at a time, and rereading may be required.
<b>Novice-High</b>	Has sufficient control of the writing system to interpret written language in areas of practical need. Where vocabulary has been learned, can read for instructional and directional purposes standardized messages, phrases or expressions, such as some items on menus, schedules, timetables, maps, and signs. At times, but not on a consistent basis, the Novice-High level reader may be able to derive meaning from material at a slightly higher level where context and/or extralinguistic background knowledge are supportive.

(continued)

<b>Intermediate-Low</b>	Able to understand main ideas and/or some facts from the simplest connected texts dealing with basic personal and social needs. Such texts are linguistically noncomplex and have a clear underlying internal structure, for example chronological sequencing. They impart basic information about which the reader has to make only minimal suppositions or to which the reader brings personal interest and/or knowledge. Examples include messages with social purposes or information for the widest possible audience, such as public announcements and short, straightforward instructions dealing with public life. Some misunderstandings will occur.
<b>Intermediate-Mid</b>	Able to read consistently with increased understanding simple connected texts dealing with a variety of basic and social needs. Such texts are still linguistically noncomplex and have a clear underlying internal structure. They impart basic information about which the reader has to make minimal suppositions and to which the reader brings personal interest and/or knowledge. Examples may include short, straightforward descriptions of persons, places, and things written for a wide audience.
<b>Intermediate—High</b>	Able to read consistently with full understanding simple connected texts dealing with basic personal and social needs about which the reader has personal interest and/or knowledge. Can get some main ideas and information from texts at the next higher level featuring description and narration. Structural complexity may interfere with comprehension; for example, basic grammatical relations may be misinterpreted and temporal references may rely primarily on lexical items. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. While texts do not differ significantly from those at the Advanced level, comprehension is less consistent. May have to read material several times for understanding.
<b>Advanced</b>	Able to read somewhat longer prose of several paragraphs in length, particularly if presented with a clear underlying structure. The prose is predominantly in familiar sentence patterns. Reader gets the main ideas and facts and misses some details. Comprehension derives not only from situational and subject matter knowledge but from increasing control of the language. Texts at this level include descriptions and narrations such as simple short stories, news items, bibliographical information, social notices, personal correspondence, routinized business letters and simple technical material written for the general reader.
<b>Advanced-High</b>	Able to follow essential points of written discourse at the Superior level in areas of special interest or knowledge. Able to understand parts of texts which are conceptually abstract and linguistically complex, and/or texts which treat unfamiliar topics and situations, as well as some texts which involve aspects of target-language culture. Able to comprehend the facts to make appropriate inferences. An emerging awareness of the aesthetic properties of language and of its literary styles permits comprehension of a wider variety of texts, including literary. Misunderstandings may occur.
<b>Superior</b>	Able to read with almost complete comprehension and at normal speed expository prose on unfamiliar subjects and a variety of literary texts. Reading ability is not dependent on subject matter knowledge, although the reader is not expected to comprehend thoroughly texts which are highly dependent on knowledge of the target culture. Reads easily for pleasure. Superior-level texts feature hypotheses, argumentation and supported opinions and include grammatical patterns and vocabulary ordinarily encountered in academic/professional reading. At this level, due to the control of general vocabulary and structure, the reader is almost always able to match the meanings derived from extralinguistic knowledge with meanings derived from knowledge of the language, allowing for smooth and efficient reading of diverse texts. Occasional misunderstandings may still occur; for example, the reader may experience some difficulty with unusually complex structures and low-frequency idioms. At the Superior level the reader can match strategies, top-down or bottom-up, which are most appropriate to the text. (Top-down strategies rely on real-world knowledge and prediction based on genre and organizational scheme of the text. Bottom-up strategies rely on actual linguistic knowledge.) Material at this level will include a variety of literary texts, editorials, correspondence, general reports and technical material in professional fields. Rereading is rarely necessary, and misreading is rare.
<b>Distinguished</b>	Able to read fluently and accurately most styles and forms of the language pertinent to academic and professional needs. Able to relate inferences in the text to real-world knowledge and understand almost all sociolinguistic and cultural references by processing language from within the cultural framework. Able to understand a writer's use of nuance and subtlety. Can readily follow unpredictable turns of thought and author intent in such materials as sophisticated editorials, specialized journal articles, and literary texts such as novels, plays, poems, as well as in any subject matter area directed to the general reader.

### Generic Descriptions—Writing

<b>Novice-Low</b>	Able to form some letters in an alphabetic system. In languages whose writing systems use syllabaries or characters, writer is able to both copy and produce the basic strokes. Can produce romanization of isolated characters, where applicable.
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(continued)



Novice-Mid	Able to copy or transcribe familiar words or phrases and reproduce some from memory. No practical communicative writing skills.
Novice-High	Able to write simple fixed expressions and limited memorized material and some recombinations thereof. Can supply information on simple forms and documents. Can write names, numbers, dates, own nationality, and other simple autobiographical information as well as some short phrases and simple lists. Can write all the symbols in an alphabetic or syllabic system or 50-100 characters or compounds in a character writing system. Spelling and representation of symbols (letters, syllables, characters) may be partially correct.
Intermediate-Low	Able to meet limited practical writing needs. Can write short messages, postcards, and take down simple notes, such as telephone messages. Can create statements or questions within the scope of limited language experience. Material produced consists of recombinations of learned vocabulary and structures into simple sentences on very familiar topics. Language is inadequate to express in writing anything but elementary needs. Frequent errors in grammar, vocabulary, punctuation, spelling and in formation of nonalphabetic symbols, but writing can be understood by natives used to the writing of nonnatives.
Intermediate-Mid	Able to meet a number of practical writing needs. Can write short, simple letters. Content involves personal preferences, daily routine, everyday events, and other topics grounded in personal experience. Can express present time or at least one other time frame or aspect consistently, e.g., nonpast, habitual, imperfective. Evidence of control of the syntax of noncomplex sentences and basic inflectional morphology, such as declensions and conjugation. Writing tends to be a loose collection of sentences or sentence fragments on a given topic and provides little evidence of conscious organization. Can be understood by natives used to the writing of nonnatives.
Intermediate-High	Able to meet most practical writing needs and limited social demands. Can take notes in some detail on familiar topics and respond in writing to personal questions. Can write simple letters, brief synopses and paraphrases, summaries of biographical data, work and school experience. In those languages relying primarily on content words and time expressions to express time, tense, or aspect, some precision is displayed; where tense and/or aspect is expressed through verbal inflection, forms are produced rather consistently, but not always accurately. An ability to describe and narrate in paragraphs is emerging. Rarely uses basic cohesive elements, such as pronominal substitutions or synonyms in written discourse. Writing, though faulty, is generally comprehensible to natives used to the writing of nonnatives.
Advanced	Able to write routine social correspondence and join sentences in simple discourse of at least several paragraphs in length on familiar topics. Can write simple social correspondence, take notes, write cohesive summaries and resumes, as well as narratives and descriptions of a factual nature. Has sufficient writing vocabulary to express self simply with some circumlocution. May still make errors in punctuation, spelling, or the formation of nonalphabetic symbols. Good control of the morphology and the most frequently used syntactic structures, e.g., common word order patterns, coordination, subordination, but makes frequent errors in producing complex sentences. Uses a limited number of cohesive devices, such as pronouns, accurately. Writing may resemble literal translations from the native language, but a sense of organization (rhetorical structure) is emerging. Writing is understandable to natives not used to the writing of nonnatives.
Advanced-High	Able to write about a variety of topics with significant precision and in detail. Can write most social and informal business correspondence. Can describe and narrate personal experiences fully but has difficulty supporting points of view in written discourse. Can write about the concrete aspects of topics relating to particular interests and special fields of competence. Often shows remarkable fluency and ease of expression, but under time constraints and pressure writing may be inaccurate. Generally strong in either grammar or vocabulary, but not in both. Weakness and unevenness in one of the foregoing or in spelling or character writing formation may result in occasional miscommunication. Some misuse of vocabulary may still be evident. Style may still be obviously foreign.
Superior	Able to express self effectively in most formal and informal writing on practical, social and professional topics. Can write most types of correspondence, such as memos as well as social and business letters, and short research papers and statements of position in areas of special interest or in special fields. Good control of a full range of structures, spelling or nonalphabetic symbol production, and a wide general vocabulary allow the writer to hypothesize and present arguments or points of view accurately and effectively. An underlying organization, such as chronological ordering, logical ordering, cause and effect, comparison, and thematic development is strongly evident, although not thoroughly executed and/or not totally reflecting target language patterns. Although sensitive to differences in formal and informal style, still may not tailor writing precisely to a variety of purposes and/or readers. Errors in writing rarely disturb natives or cause miscommunication.

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## Articulation & Achievement

### (Five Stages of Language Learning Continuum)

#### LANGUAGE LEARNING CONTINUUM STAGE I

##### **FUNCTION**

**Students develop the ability to:**

- greet and respond to greetings;
- introduce and respond to introductions;
- engage in conversations;
- express likes and dislikes;
- make requests;
- obtain information;
- understand some ideas and familiar details;
- begin to provide information.

##### **CONTEXT**

**Students can perform these functions:**

- when speaking, in face-to-face social interaction;
- when listening, in social interaction and using audio or video texts;
- when reading, using authentic materials, e.g., menus, photos, posters, schedules, charts, signs, and short narratives;
- when writing notes, lists, poems, postcards, and short letters.

##### **TEXT TYPE**

**Students can:**

- use short sentences, learned words and phrases, and simple questions and commands when speaking and writing;
- understand some ideas and familiar details presented in clear, uncomplicated speech when listening;
- understand short texts enhanced by visual clues when reading.

##### **ACCURACY**

**Students:**

- communicate effectively with some hesitation and errors, which do not hinder comprehension;
- demonstrate culturally acceptable behavior for Stage I functions;
- understand most important information.

##### **CONTENT**

**Stages I and II often include some combination of the following topics:**

- **the self:** family, friends, home, rooms, health, school, schedules, leisure activities, campus life, likes and dislikes, shopping, clothes, prices, size and quantity, and pets and animals.
- **beyond self:** geography, topography, directions, buildings and monuments, weather and seasons, symbols, cultural and historical figures, places and events, colors, numbers, days, dates, months, time, food and customs, transportation, travel, and professions and work.

## LANGUAGE LEARNING CONTINUUM STAGE II

### FUNCTION

*Students expand their ability to perform all the functions developed in Stage I. They also develop the ability to:*

- make requests;
- express their needs;
- understand and express important ideas and some detail;
- describe and compare;
- use and understand expressions indicating emotion.

### CONTEXT

*Students can perform these functions:*

- when speaking, in face-to-face social interaction;
- when listening, in social interaction and using audio or video texts;
- when reading, using authentic materials, e.g., short narratives, advertisements, tickets, brochures, and other media;
- when writing letters and short guided compositions.

### TEXT TYPE

*Students can:*

- use and understand learned expressions, sentences, and strings of sentences, questions, and polite commands when speaking and listening;
- create simple paragraphs when writing;
- understand important ideas and some details in highly contextualized authentic texts when reading.

### ACCURACY

*Students:*

- demonstrate increasing fluency and control of vocabulary;
- show no significant pattern of error when performing Stage I functions;
- communicate effectively with some pattern of error, which may interfere slightly with full comprehension when performing Stage II functions;
- understand oral and written discourse, with few errors in comprehension when reading; demonstrate culturally appropriate behavior for Stage II functions.

### CONTENT

*Stages I and II often include some combination of the following topics:*

- **the self:** family, friends, home, rooms, health, school, schedules, leisure activities, campus life, likes and dislikes, shopping, clothes, prices, size and quantity, and pets and animals.
- **beyond self:** geography, topography, directions, buildings and monuments, weather and seasons, symbols, cultural and historical figures, places and events, colors, numbers, days, dates, months, time, food and customs, transportation, travel, and professions and work.

## LANGUAGE LEARNING CONTINUUM STAGE III

### FUNCTION

*Students expand their ability to perform all the functions developed in Stages I and II. They also develop the ability to:*

- clarify and ask for and comprehend clarification;
- express and understand opinions;
- narrate and understand narration in the present, past, and future;
- identify, state, and understand feelings and emotions.

### CONTEXT

*Students can perform these functions:*

- when speaking, in face-to-face social interaction and in simple transactions on the phone;
- when listening, in social interaction and using audio or video texts;
- when reading short stories, poems, essays, and articles;
- when writing journals, letters, and essays.

### TEXT TYPE

*Students can:*

- use strings of related sentences when speaking;
- understand most spoken language when the message is deliberately and carefully conveyed by a speaker accustomed to dealing with learners when listening;
- create simple paragraphs when writing;
- acquire knowledge and new information from comprehensive, authentic texts when reading.

### ACCURACY

*Students:*

- tend to become less accurate as the task or message becomes more complex, and some patterns of error may interfere with meaning;
- generally choose appropriate vocabulary for familiar topics, but as the complexity of the message increases, there is evidence of hesitation and groping for words, as well as patterns of mispronunciation and intonation;
- generally use culturally appropriate behavior in social situations;
- are able to understand and retain most key ideas and some supporting detail when reading and listening.

### CONTENT

*Content includes cultural, personal, and social topics such as:*

- history, art, literature, music, current affairs, and civilization, with an emphasis on significant people and events in these fields;
- career choices, the environment, social issues, and political issues.

## LANGUAGE LEARNING CONTINUUM STAGE IV

### FUNCTION

*Students expand their ability to perform all the functions developed in Stages I, II, and III. They also develop the ability to:*

- give and understand advice and suggestions;
- initiate, engage in, and close a conversation;
- compare and contrast;
- explain and support an opinion.

### CONTEXT

*Students can perform these functions:*

- when speaking, in face-to-face social interaction, in simple transactions on the phone, and in group discussions, prepared debates, and presentations;
- when listening, in social interaction and using audio or video texts, including TV interviews and newscasts;
- when reading short literary texts, poems, and articles;
- when writing journals, letters, and essays.

### TEXT TYPE

*Students can:*

- use simple discourse in a series of coherent paragraphs when speaking;
- understand most authentic spoken language when listening;
- create a series of coherent paragraphs when writing;
- acquire knowledge and new information from comprehensive, authentic texts when reading.

### ACCURACY

*Students:*

- can engage in conversations with few significant patterns of error and use a wide range of appropriate vocabulary;
- demonstrate a heightened awareness of culturally appropriate behavior, although, as the task or message becomes more complex, they tend to become less accurate;
- are able to understand and report most key ideas and some supporting detail when reading and listening.

### CONTENT

*Content embraces:*

- concepts of broader cultural significance, including institutions such as the education system, the government, and political and social issues in the target culture;
- topics of social and personal interest such as music, literature, the arts, and the sciences.

## LANGUAGE LEARNING CONTINUUM STAGE V

### FUNCTION

*Students expand their ability to perform all the functions developed in Stages I, II, III, and IV. They also develop the ability to:*

- conduct transactions and negotiations;
- substantiate and elaborate opinions;
- convince and persuade;
- analyze and critique.

### CONTEXT

- Students can perform these functions in almost any context, including many complex situations.

### TEXT TYPE

- Students can perform these functions in extended discourse when appropriate.

### ACCURACY

#### *Students:*

- use culturally appropriate language, characterized by a wide range of vocabulary, with few patterns of error, although speech may contain some hesitation and normal pauses;
- comprehend significant ideas and most supporting details.

### CONTENT

#### *Content embraces:*

- concepts of broader cultural significance, including social issues in the target culture, such as the environment and human rights;
- abstract ideas concerning art, literature, politics, and society.

## Articulation & Achievement (Oral and Written Assessment)

### RUBRICS FOR HOLISTIC SCORING

#### SCORE

##### 3 Exceeds Expectations

- Message very effectively communicated
- Rich variety of vocabulary
- Highly accurate, showing no significant patterns of error
- Content supports interest level
- Self-correction increases comprehensibility

##### 2 Meets Expectations

- Message generally comprehensible
- Vocabulary is appropriate, with some groping
- Accuracy appropriate to stage, although some patterns of error may interfere with comprehension
- Content is predictable, but adequate
- Occasional self-correction may be successful

##### 1 Does Not Meet Expectations

- Message communicated with difficulty and is unclear
- Vocabulary is often inappropriate, leading to miscommunication
- Significant patterns of error
- Content repetitious
- Self-correction is rare and usually unsuccessful

##### 0 Unratable Sample

- No consistent use of target language, only isolated words in target language
- Off task

NOTE: Evaluators applying these rubrics must refer to the *Language Learning Continuum* for verification of expectations at each stage. Because this is a criterion-referenced scoring, student work samples should be held accountable to the specific criteria rather than to each other.

At Stage I, at which the learner relies primarily on memorized material, no major patterns of error are expected. However, if the learner attempts to move beyond memorized material, error becomes more evident, as is appropriate to the expectations for this particular stage.

## Farmington Language Proficiency Test

The Farmington Language Proficiency Test (FLPT) is a teacher-developed, curriculum-based test that allows students to demonstrate what they know and can do with their second language. The FLPT has five parts, with each part worth the amount indicated in parentheses: Listening (25%), Speaking (25%), Reading (20%), Writing (20%) and Culture (10%). These percentages reflect the relative amount of actual classroom practice and teaching/testing time on those areas. All directions are in English and explain in a clear manner the objective of each section. The FLPT corresponds roughly to the low end of the intermediate level scale of the Foreign Language Proficiency Guidelines of the American Council on the Teaching of Foreign Languages (ACTFL), Yonkers, New York.

The **LISTENING TEST** asks the students to listen to a variety of conversations and show understanding by choosing the correct answers either by multiple choice or by numbering certain pictures. The spoken passages are said twice. This test is administered in the multimedia language learning center.

**Ex.:** “You are working in a restaurant and are taking people’s orders. Listen and then write the number of each dialogue under the correct picture of both the food and the beverage that each person orders. Write the numbers below the pictures. Four pictures are not used. [Students hear five short dialogues and indicate their answers by numbering the appropriate pictures.]

The **SPEAKING TEST** is a series of taped questions asked by Farmington language teachers which follows the model of an oral proficiency interview:

- I. A few basic “warm-up” questions to put the students at ease by starting with very familiar learned material.  
**Examples:** “What is your name?” “How are you?” “What is your birthday?”
- II. A series of questions on two thematic topics to probe student depth of ability and expression in these two areas.  
**Examples:** “Describe where you live.” “What is your favorite subject and why?”
- III. A few basic “wind-down” questions to provide relatively easy opportunities for each student to complete the test and validate his or her ability in the spoken language.  
**Example:** “What do you like to do after school?”

This test is administered in the multimedia language learning center, and student responses are recorded on an audio cassette tape.

The **READING TEST** provides a variety of items to read: map of a town, short reading passages, short situations where students identify the logical missing or needed item, descriptions of a variety of actions or items. Questions are multiple choice and ask for factual as well as some inferential information.

**Ex.:** “Look at the following map of a town and show how well you can identify where certain stores and buildings are located in the town below by answering the questions that follow.” [Students see a map with a series of printed questions and four possible answers.]

The **WRITING TEST** asks the students to write a penpal letter to an imaginary friend in a country where the second language is spoken. A context is created to provide an “authentic” prompt and the students are asked to provide specific personal, practical and thematic information in the letter.

The **CULTURE TEST** asks the students to show their knowledge of selected historical, geographical, social, political, and educational information of the countries and cultures studied in the curriculum. The questions require multiple choice answers.



## Curriculum Year Planner – Template And Example

	Goal 1: COMMUNICATION	Goal 2: CULTURES	Goal 3: CONNECTIONS	Goal 4: COMPARISONS	Goal 5: COMMUNITIES
<b>Class:</b> -----					
<b>Goals</b>					
<b>Standards</b>					
<b>Contexts/ Outcomes</b>					
<b>Progress Indicators</b>					
<b>Essential Skills/ Knowledge</b>					
<b>Assessments</b>					
<b>Resources</b>					

From Nebraska Department of Education. 1996. *Nebraska K-12 Foreign Language Frameworks*. Lincoln, Nebraska, 211. Reprinted with permission.

Year Planner--Example A

Class: Level 1 Language Class

Goals	Goal 1: COMMUNICATION	Goal 2: CULTURES	Goal 3: CONNECTIONS	Goal 4: COMPARISONS	Goal 5: COMMUNITIES
<b>Standards</b>	1.1 Students engage in conversations ...	2.1 Students ... perspectives and practices of cultures	3.1 Students reinforce ... their knowledge through other disciplines	4.1 Students ... use different patterns to communicate and apply to own language	5.1 Students apply language skills beyond school setting
<b>Contexts/ Outcomes</b>	Students engage in conversations about typical school situations.	Students demonstrate an understanding of the relationship between the perspectives and practices of greetings and leave-takings in Germany	Students reinforce and further knowledge of art by studying German artists	Students recognize that the German language uses different sound patterns from English	Students apply language skills beyond the school setting by using the Internet to converse in German with German teenagers.
<b>Progress Indicators</b>	1.1.A Express basic needs 1.1.B Express basic courtesies	2.1.A Identify and react to cultural perspectives and practices	3.1.B Identify information for use in other disciplines	4.1.A Identify sound patterns and compare to own language	5.1.A Identify the target language in daily lives
<b>Essential Skills/ Knowledge</b>	<ul style="list-style-type: none"> <li>Verbs—want, need</li> <li>Vocabulary for school items, clothes, gift suggestions</li> <li>Phrases for polite requests</li> </ul>	<ul style="list-style-type: none"> <li>Descriptions of greetings</li> <li>Leave-taking customs</li> </ul>	<ul style="list-style-type: none"> <li>Accessing information from computer and library</li> <li>Listing of resources for the information desired</li> <li>Information on artists--their lives and times</li> </ul>	<ul style="list-style-type: none"> <li>Vowel sounds</li> <li>Consonant sounds</li> </ul>	<ul style="list-style-type: none"> <li>How-to log-skills</li> <li>Conversation skills</li> <li>Writing skills</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>Situation cards—role-plays of losing school supplies and borrowing from friends</li> <li>Quizzes</li> <li>Letter to pen-pal on Internet</li> </ul>	<ul style="list-style-type: none"> <li>Role-play greetings and leave-taking situations</li> </ul>	<ul style="list-style-type: none"> <li>Student log/notes</li> <li>Projects on various perspectives on relationships of art to society</li> </ul>	<ul style="list-style-type: none"> <li>Listening identification</li> <li>Pronunciation test</li> </ul>	<ul style="list-style-type: none"> <li>Student logs of language use</li> <li>Internet chat paper copies</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>Chapter 2</li> <li>Chapter 9</li> <li>Video</li> <li>Internet pen-pals</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 1</li> <li>Video</li> </ul>	<ul style="list-style-type: none"> <li>Library</li> <li>WWW</li> </ul>	<ul style="list-style-type: none"> <li>Tapes</li> <li>Videos</li> </ul>	<ul style="list-style-type: none"> <li>Logbook</li> <li>Computer-Internet account</li> <li>Addresses for Internet</li> </ul>

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