

TEXT TYPE					
Quantity of Language Produced					
NOVICE-MID	NOVICE-HIGH	INTERMEDIATE-LOW	INTERMEDIATE- MID	INTERMEDIATE-HIGH	ADVANCED-LOW
Words, phrases, and memorized simple sentences	Words, lists, and simple sentences	Simple sentences	Strings of sentences	Connected sentences and paragraphs	Paragraph-level discourse
LANGUAGE CONTROL					
Grammatical Accuracy					
NOVICE-MID	NOVICE-HIGH	INTERMEDIATE-LOW	INTERMEDIATE-MID	INTERMEDIATE-HIGH	ADVANCED-LOW
Accurate when producing memorized language	<p>Inconsistently accurate</p> <p>Most accurate when expressing one's own ideas on previously studied and familiar topics</p> <p>Minimally accurate as creativity in language and/or production increases</p>	<p>Inconsistently accurate</p> <p>Most accurate when expressing one's own ideas on previously studied and familiar topics</p> <p>Minimally accurate as creativity in language and/or production increases</p>	<p>Evidence of control of grammar when using simple sentences and basic verb forms</p> <p>Demonstrates some ability to use grammatical and stylistically cohesive elements</p>	<p>Generally accurate when narrating and describing in present time</p> <p>Less accurate in past and future time</p> <p>Applies familiar structures to new situations</p>	<p>Sustained control of simple target-language sentence structures and partial control of more complex structures</p> <p>Grammatical unevenness with some control of aspect</p> <p>Some grammatical errors in control of aspect</p>
VOCABULARY USE					
NOVICE-MID	NOVICE-HIGH	INTERMEDIATE-LOW	INTERMEDIATE-MID	INTERMEDIATE-HIGH	ADVANCED-LOW
<p>Comprehends and produces vocabulary related to common objects and actions in familiar categories</p> <p>Uses words and phrases primarily as lexical items without awareness of grammatical structure</p>	<p>Comprehends and produces an expanding amount of vocabulary from previously studied themes</p> <p>Understands and uses a few memorized idiomatic expressions</p>	<p>Comprehends and produces vocabulary from a limited number of themes not previously studied</p> <p>Understands and uses a limited number of idiomatic expressions</p> <p>Uses false cognates (for languages that contain English cognates)</p>	<p>Comprehends and produces vocabulary on a wider range of everyday themes</p> <p>Understands and uses some idiomatic expressions and culturally authentic expressions</p> <p>Searches for adequate</p>	<p>Comprehends and produces vocabulary from an expanding variety of themes</p> <p>Understands and uses idiomatic expressions and culturally authentic</p>	<p>Comprehends and produces vocabulary on an expanding variety of themes, including some abstract topics related to interest and aptitude</p> <p>Understands and uses idiomatic expressions and culturally authentic expressions</p>

	Uses false cognates (for languages that contain English cognates)		vocabulary	expressions Uses specialized and precise vocabulary for a limited number of topics	Uses specialized and precise vocabulary for a wider range of topics Employs generic vocabulary
--	-------------------------------------------------------------------	--	------------	-------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------

COMMUNICATION STRATEGIES

Techniques to understand and to be understood

As students progress through proficiency levels, they gain stronger control of the strategies acquired at previous levels while beginning to use new strategies characteristic of the targeted proficiency level.

INTERPRETIVE

NOVICE-MID	NOVICE-HIGH	INTERMEDIATE-LOW	INTERMEDIATE-MID	INTERMEDIATE-HIGH	ADVANCED-LOW
Identifies a limited number of cognates and loanwords to aid comprehension	Identifies some cognates, loanwords, word families, roots, prefixes, and suffixes to aid comprehension	Identifies a wide range of cognates, loanwords, word families, roots, prefixes, and suffixes to aid comprehension	Uses knowledge of own culture and target culture to deduce meaning	Identifies the organizing principle(s) of oral or written text	Handles linguistic challenges with a complication or handles an unexpected turn of events within familiar contexts and routine situations
Uses visual cues to aid comprehension	Skims and scans	Infers meaning of unfamiliar words to aid comprehension	Derives meaning by examining familiar and unfamiliar structures	Infers and interprets the intent of the author	
Uses background experience to enhance comprehension	Infers meaning of some unfamiliar words to aid comprehension	Uses contextual clues	Effectively uses resources, such as target language dictionaries and online resources, to aid comprehension		
	Predicts	Occasionally uses some resources such as target language dictionaries and online resources to aid comprehension			
		Rereads			
		May paraphrase when reading or listening; asks			

		<p>questions of self about text</p> <p>Identifies type of text (narrative, expository, persuasive)</p> <p>Synthesizes</p> <p>Summarizes</p> <p>Evaluates</p> <p>Skips over unfamiliar words (in order to be successful, reader/listener must already have a wide range of known vocabulary to use this strategy)</p>			
--	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--

INTERPERSONAL

NOVICE-MID	NOVICE-HIGH	INTERMEDIATE-LOW	INTERMEDIATE-MID	INTERMEDIATE-HIGH	ADVANCED-LOW
<p>Uses gestures and sometimes resorts to English</p> <p>Repeats</p> <p>Is understood by sympathetic speakers used to dealing with language learners</p>	<p>Generally, but not always:</p> <p>Asks for clarification</p> <p>Uses limited circumlocution</p> <p>Self-corrects when not understood</p> <p>Repeats and asks for repetition</p> <p>Paraphrases</p> <p>Imitates modeled</p>	<p>Minimally:</p> <p>Asks for clarification</p> <p>Uses some cohesive devices</p> <p>Uses limited circumlocution</p> <p>Self-corrects when not understood</p> <p>Repeats and asks for repetition</p>	<p>Consistently:</p> <p>Asks for clarification</p> <p>Uses some cohesive devices</p> <p>Uses circumlocution</p> <p>Occasionally self-corrects when not needed for comprehension</p> <p>Is understood by sympathetic native speakers accustomed to dealing with non-natives</p>	<p>Uses cohesive devices</p> <p>Probes for details in order to clarify meaning</p> <p>Uses circumlocution</p> <p>Self-corrects even when not needed for comprehension</p> <p>Is generally understood by native speakers of the target language unaccustomed to dealing with non-natives</p>	<p>Rephrases</p> <p>Conveys message without misrepresentation or confusion</p> <p>Is understood by native speakers unaccustomed to dealing with non-natives</p>

	words	Paraphrases			
	States lack of understanding	Imitates modeled words			
	Is understood by sympathetic speakers used to dealing with non-natives	States lack of understanding Is generally understood by sympathetic speakers, particularly by those accustomed to dealing with non-natives			

PRESENTATIONAL

NOVICE-MID	NOVICE-HIGH	INTERMEDIATE-LOW	INTERMEDIATE-MID	INTERMEDIATE-HIGH	ADVANCED-LOW
Uses gestures and sometimes resorts to English	Generally, but not always:	Minimally:	Consistently:	Uses circumlocution	Rephrases
Repeats	Uses limited circumlocution	Uses limited circumlocution	Uses circumlocution	Uses cohesive devices to organize presentation	Conveys message without misrepresentation or confusion
Is understood by sympathetic speakers used to dealing with language learners.	Repeats	Uses some cohesive devices	Uses some cohesive devices	Self-corrects even when not needed for comprehension	Is understood by native speakers unaccustomed to dealing with non-natives
	Paraphrases	Repeats			
	Self-corrects when not understood	Paraphrases	Occasionally self-corrects when not needed for comprehension	Is generally understood by native speakers of the target language unaccustomed to dealing with non-natives	
	Is understood by sympathetic speakers used to dealing with non-natives	Self-corrects when not understood Is generally understood by sympathetic speakers, particularly by those accustomed to dealing with non-natives	Is understood by sympathetic native speakers accustomed to dealing with non-natives		

* The ACTFL Performance Guidelines for K-12 Learners (ACTFL, 1998), ACTFL Proficiency Guidelines - Speaking (ACTFL, 1999), and ACTFL Proficiency Guidelines - Writing (ACTFL, 2001) were used to inform the development World Languages Performance Level Descriptors table.

Jpowers3@cogeco.ca

tcmyvr@yahoo.com