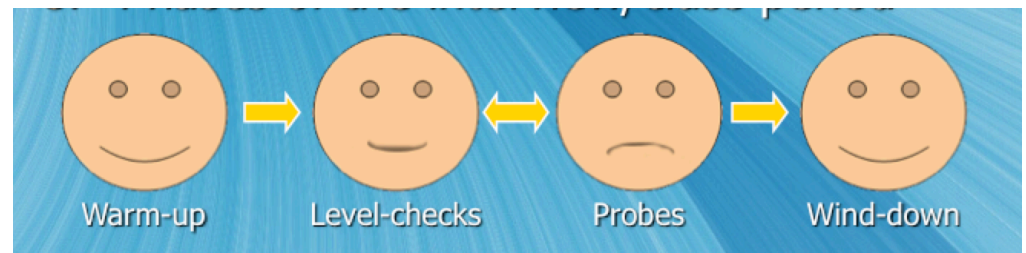


ACTFL Proficiency Guidelines Criteria Summary

Proficiency Range	Functions	Content/Context	Accuracy	Text type
Superior	Discuss topics concretely and abstractly Participates fully in conversations that relate to needs and professional interests Support opinions Hypothesize	Most formal and informal settings Wide range of public interest topics Abstract issues	No patterns of errors, sporadic errors never interfere with message	Extended discourse
Advanced	Narrate and describe in present, past and future times Deal effectively with unanticipated complications	Most informal and formal settings Concrete topics of personal and general interest	Understood without difficulty by speakers of unaccustomed to dealing with non-native speakers	Paragraphs
Intermediate	Create with language (i.e. adapt learned material to express personal meaning) Ask and answer questions Deal with simple social situations Satisfy simple needs to survive in the target culture	Some informal settings and limited number of transactional situations Predictable, familiar topics InterMEdiate: the ME world	Understood, with some repetition, by sympathetic speakers accustomed to dealing with non-native speakers,	Sentences and strings of sentences
Novice	Communicate minimally with formulaic and memorized utterances, lists and memorized high-frequency phrases Can respond to simple memorized questions. Can satisfy a limited number of immediate survival needs.	Most common informal settings Most common aspects of daily life	May be difficult to understand, ever for super sympathetic speaks accustomed to dealing with non-native speakers	words, memorized high-frequency phrases



Oral Proficiency Interview-Determining the proficiency level process:

Table 6. The Three Modes of Communication

Interpretive	Interpersonal	Presentational
<ul style="list-style-type: none"> • Interpretation of what the author, speaker, or producer wants the receiver of the message to understand 	<ul style="list-style-type: none"> • Active negotiation of meaning among individuals 	<ul style="list-style-type: none"> • Creation of messages
<ul style="list-style-type: none"> • One-way communication with no recourse to the active negotiation of meaning with the writer, speaker, or producer 	<ul style="list-style-type: none"> • Participants observe and monitor one another to see how their meanings and intentions are being communicated 	<ul style="list-style-type: none"> • One-way communication intended to facilitate interpretation by members of the other culture where no direct opportunity for the active negotiation of meaning between members of the two cultures exists
<ul style="list-style-type: none"> • Interpretation differs from comprehension and translation in that interpretation implies the ability to read, listen, or view "between the lines," including understanding from within the cultural mindset or perspective 	<ul style="list-style-type: none"> • Adjustments and clarifications are made accordingly 	<ul style="list-style-type: none"> • "Presenter" needs knowledge of the audience's language and culture to ensure the intended audience is successful in its interpretation
<ul style="list-style-type: none"> • Reading (e.g., Web sites, stories, articles), listening (e.g., speeches, messages, songs), or viewing (e.g., video clips) authentic materials 	<ul style="list-style-type: none"> • Speaking and listening (i.e., conversation); reading and writing (e.g., text messages, via social media) 	<ul style="list-style-type: none"> • Writing (e.g., messages, articles, reports), speaking (e.g., telling a story, giving a speech, describing a poster), or visually representing (e.g., video, PowerPoint)

Table 7. Functions, Contexts and Content, and Text Type

Domain	Examples	What It Describes
Functions	<ul style="list-style-type: none"> • Ask formulaic questions • Initiate, maintain, and end a conversation • Create with language • Narrate and describe • Make inferences 	<ul style="list-style-type: none"> • Functions are the global tasks the learner can perform in the language
Contexts and Content	<ul style="list-style-type: none"> • Oneself • One's immediate environment • General interest • Work-related 	<ul style="list-style-type: none"> • Contexts are situations within which the learner can function • Content is the topics with which the learner can understand and discuss
Text Type	<ul style="list-style-type: none"> • Words • Phrases • Sentences • Questions • Strings of sentences • Connected sentences • Paragraphs 	<ul style="list-style-type: none"> • Text type controlled by the learner that which the learner is able to understand and produce in order to perform the functions of the level

Table 8. Language Control, Vocabulary, Communication Strategies, and Cultural Awareness

Domain	What It Answers	What It Describes
Language Control	How accurate is the language learner's language?	Describes the level of control the learner has over certain language features or strategies to produce or understand language
Vocabulary	How extensive and accessible is the language learner's vocabulary?	Describes the parameters of vocabulary used to produce or understand language
Communication Strategies	How does the language learner maintain communication and make meaning?	Describes the strategies used to negotiate meaning, to understand text and messages, and to express oneself
Cultural Awareness	How is the language learner's cultural knowledge reflected in language use?	Describes the cultural products, practices, or perspectives the language learner may employ to communicate more successfully in the cultural setting

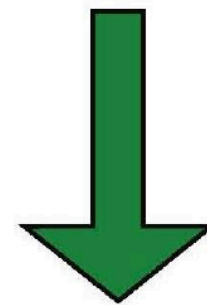
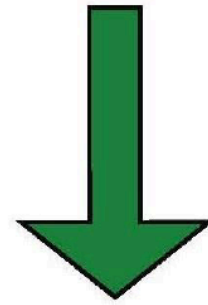
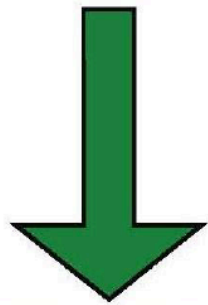
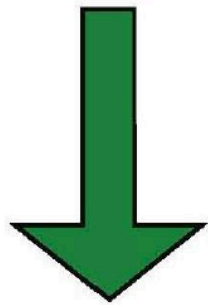
Proficiency Families

NL NM

NH IL IM

IH AL AM

AH S



Novice Speakers

- Respond to simple questions on the most common features of daily life
- Convey minimal meaning to interlocutors experienced at dealing with foreigners by using
 - isolated words
 - lists of words
 - memorized phrases
 - some personalized recombinations of words or phrases
- Satisfy only a very limited number of immediate needs

Intermediate Speakers

- Participate in simple, direct conversations
- Ask and answer questions
- Handle basic, uncomplicated communication needed in daily life (survival language)
- Create with the language
- Use discrete sentences and strings of sentences; can use sentence "connectors"

Advanced Speakers

- Participate actively in conversations in most formal and informal settings on concrete and factual topics of personal and public interest
- Narrate and describe in major time frames with good control
- Deal effectively with unanticipated complications through a variety of communication devices
- Sustain communication by using, with suitable accuracy and confidence, connected discourse of paragraph length and substance
- Satisfy the demands of work and/or school situations

Superior Speakers

- Can fundamentally do anything in their second language that they can do in their first language
- Speak in detail, hypothesize, handle unfamiliar topics and situations
- Evidence excellent control of grammar in every aspect except possible idiomatic usage
- Can produce linguistic subtlety and nuance

Identify the targeted function, text type and the proficiency level activity. Use the chart on page 1.

Question	Function	Text type	Proficiency level
Tell me about a typical day at your school.			
What classes are you taking this year?			
What is your favorite class? Why?			
You say you are on a soccer team. Tell me about your team and what you generally do at practice from beginning to end.			
What days of the week do you play soccer? Tell me more about your most memorable soccer game. What happened and why was it different from other games.			
Who are the members of your family?			
Tell me about a typical meal in your family.			
Imagine eating habits 10 years from now-what will be different? What will be the same?			

adapted from the work of Chantal Thompson

What is the different between performance and proficiency?

Performance: Performance is generally demonstrated at the end of a unit to gauge what students are able to do on a certain topic. This topic was the focus over the past weeks or months and the language is rehearsed and planned. There are no real surprises about the language being assessed.

Proficiency: Proficiency is what a student can do in any situation on any topic. It is not planned and often requires the speaker to work their way out of a situation and use the skills learned over time to get the message across.

1. Discuss with your group to make sure you understand?
2. What implications does this information for building instruction?

ACTFL Proficiency Levels

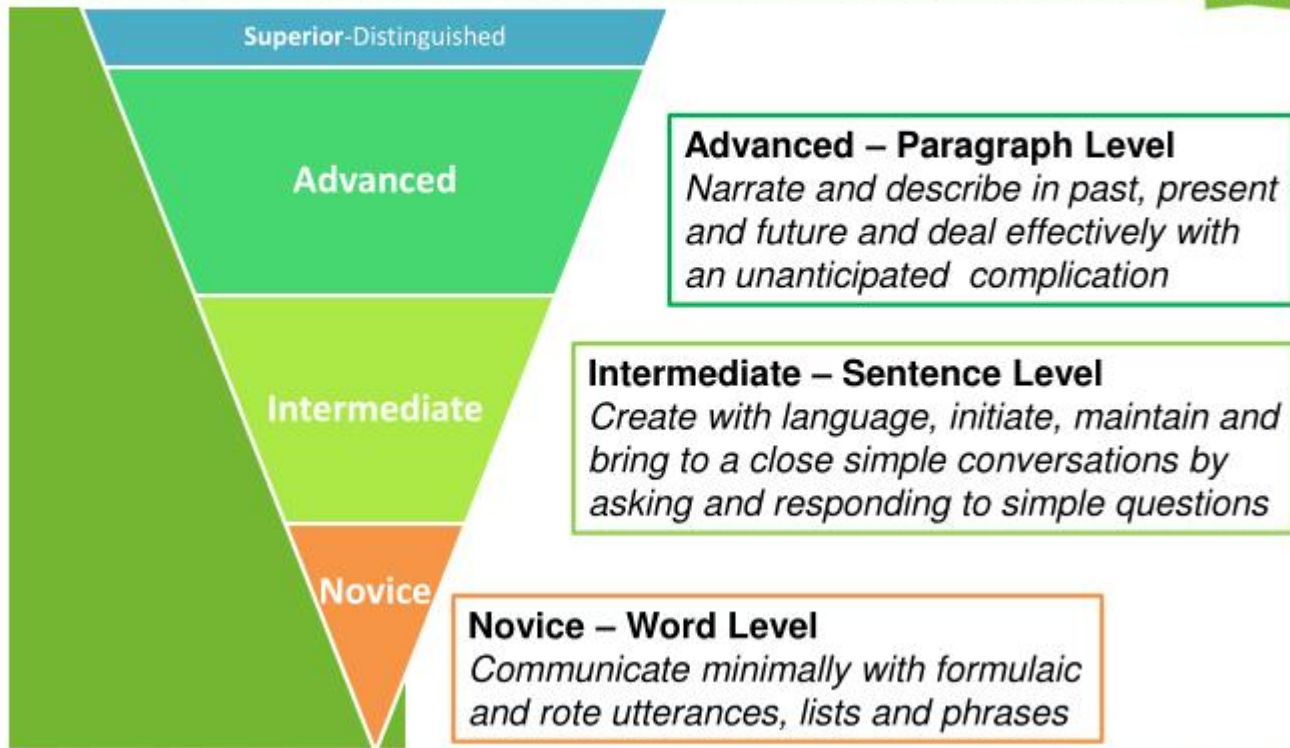
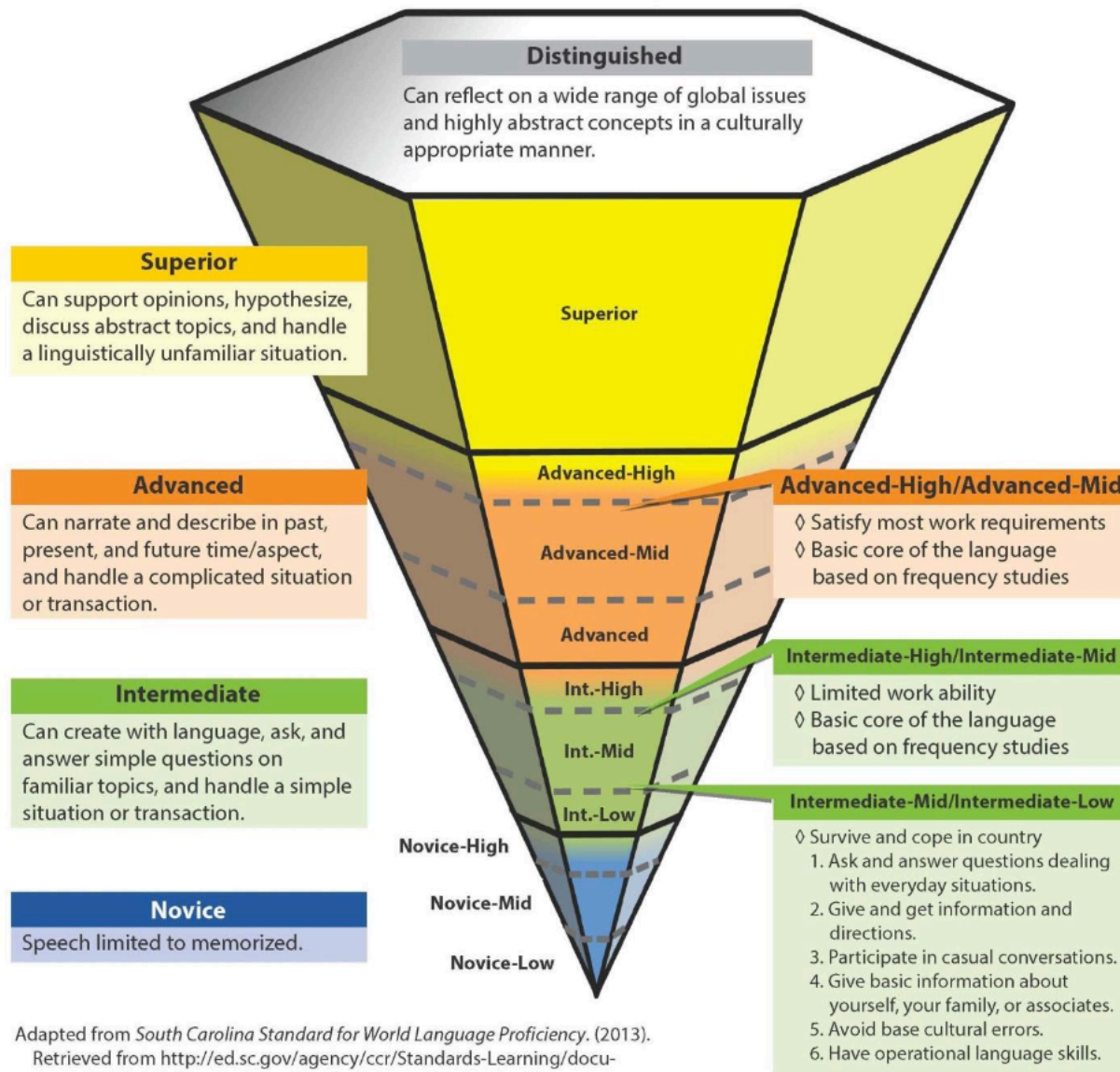


Figure 1. The ACTFL Proficiency Pyramid



Adapted from *South Carolina Standard for World Language Proficiency*. (2013). Retrieved from http://ed.sc.gov/agency/ccr/Standards-Learning/documents/2013_SC_Standard_for_WL_Proficiency_08-13-13.pdf.

Adapted from *ACTFL Proficiency Guidelines*. (2012). Retrieved from <http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012/>