

THE UNIVERSITY OF NEW MEXICO
Department of Foreign Languages and Literatures
Spring 2018
Course Syllabus: JAPANESE 202.001

Class time and location: MWF 11:00~11:50 pm, Language Learning Center Lab 1

Instructor: Mami McCraw, E-mail: mamimc@unm.edu

Office: Ortega Hall 319A

Office hours: MW 12:00~12:45 pm (in the Hub Area, LLC: Ortega 124)

Department of Foreign Languages and Literatures

Main office: Ortega 229, Phone: 277-4771, Website: <http://www.unm.edu/~fl>

Lower Division Coordinator: Marina Peters-Newell

E-mail: mpnewell@unm.edu, Office: Ortega Hall 319B, Phone: 277-0525

INTRODUCTION

Welcome to JAPANESE 202! This course is designed to further your understanding of the Japanese language and culture and will prepare you to continue your study of Japanese at the intermediate-mid level and above. This course is designed for the students who have completed three semesters at UNM or the equivalent of Japanese study. Its objective is to teach students to communicate in a meaningful and enjoyable way using all four language skills: speaking, listening comprehension, reading and writing. Students will be able to handle not-complicated daily situation with ease. Also, students acquire a competence for Japanese pragmatic usage including the “honorific” and “humble” expressions, which are critical to use language properly in Japanese society. Practices include the variety of situation working in the Japanese company and dealing with hierarchical society in age, relationship, and position. We aim to have fun in class and support the learning process through a positive atmosphere and a wide variety of activities and media. Be aware, however, that 2-3 hours of homework per class session is standard.

This course follows ACTFL language guidelines, integrating the five Cs: communication, cultures, connections, comparisons and communities, to offer the student a well-rounded classroom experience. If you consistently keep up with assignments, by the end of the semester, you will have satisfied the following objectives:

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| 1. Students can participate with ease and confidence in conversations on familiar topics, such as relationships, part-time job, shopping with a variety of request, meeting socially superiors. |
| 2. Students can usually describe people, places, and things, and talk about events and experiences in various time frames. |
| 3. Students can handle social interactions in everyday situations, sometimes even when there is an unexpected complication. |
| 4. Students can write about topics related to school, work, and community in a generally organized way in Japanese characters. |

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| 5. Students can write some simple paragraphs in Japanese characters about events and experiences in various time frames. |
| 6. Students can easily understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. |
| 7. Students can usually understand a few details of what they overhear in conversations, even when something unexpected is expressed. |
| 8. Students can sometimes follow what they hear about events and experiences in various time frames. |
| 9. Students can understand the main idea of texts in Japanese characters with topics related to everyday life, personal interests, and studies, as well as sometimes follow stories and descriptions about events and experiences in various time frames. |
| 10. Students can describe and make comparisons between cultures about beliefs, behaviors and cultural artifact in Japan. |
| 11. Students can start using languages in a culturally appropriate way based on the understanding of cultural similarities and differences including the use of the “honorific” and “humble” expressions. |

ASSESSMENTS

Students will be assessed over the course of the semester in the following areas:

- Interpersonal communication
- Listening and reading comprehension
- Writing assignments
- Oral assignments
- Culture
- Student self-assessment

JAPANESE 202 is for the students who have successfully completed three semesters of Japanese at UNM (JAPN 111,112 & 201), three years in high school, or equivalent courses from an accredited college. All students of Japanese 202 who have not already taken JAPN 201 at UNM need to take a placement test. Please contact your instructor no later than the first week of the semester.

REQUIRED MATERIALS

TEXTBOOK: Banno, Eri, et al. (2011). *Genki II (with CD-ROM): An integrated course in elementary Japanese (2nd ed.)*. Tokyo: The Japan Times. ISBN-10: 4789014436 or ISBN-13: 978-4789014434

WORKBOOK: Banno, Eri, et al. (2011). *Genki II (with CD-ROM): An integrated course in elementary Japanese Workbook (2nd ed.)*. Tokyo: The Japan Times. *Genki II with CD-ROM (2nd ed.)* ISBN-10: 4789014444 or ISBN-13: 978-4789014441.

Accompanied CDs are required. All materials are available at the UNM Bookstore.

EXTRA RESOURCES

ANKI FLASH CARDS <http://www.tofugu.com/japanese-resources/anki/>

PARTICIPATION AND ATTENDANCE: The regular attendance and active participation of each student are essential. Since the class is based on student interaction, your absence will be felt sorely. There are no “excused absences.” If you should miss a class, it is your responsibility to find out about any assignments and other relevant information. The instructor will not go over the classes you missed. If you need to catch up with the contents you missed, go to CAPS. Be sure to obtain phone numbers and/or email addresses from at least two other students in your class to contact in the event of an absence. Classes meet 3 times a week. Attendance is absolutely essential and therefore mandatory. Class moves quickly, everything you learn in a language class is cumulative, and interactive classroom work is virtually impossible to make up solely through self-study. Non-emergency doctor visits, child/ family care, job scheduling conflicts do not count to excuse absences. You are allowed three absences in the semester after which your attendance grade will be lowered. Four consecutive absences or a total of six absences will result in an automatic failing grade for the course. Three instances of arriving late (showing up after the instructor takes attendance or 10 minutes after the class starts), leaving early will count as one absence. If you have to miss more than three days due to a medical condition, please submit an original doctor’s note that specifies the condition/ dates excused from school. Since this class is communicative in nature, you will be expected to be an active part of class during every session. Electronics use irrelevant to the course is not allowed during class (e.g., texting, emailing).

HOMEWORK AND CLASS PREPARATION: You will find that regular rather than sporadic preparation will help you to make steady progress in this course. Always come to class prepared by reading and studying the pages in your textbook indicated by your instructor. Homework assignments will be assigned regularly, with each assignment due on the next class session. You must complete all assigned homework on time for full credit. All assignments must be submitted in person at the beginning of class on the due date (i.e., no electronic submissions are accepted unless otherwise instructed). Late homework will result in a lowered homework grade. You are not allowed to do homework during class and submit at the end of the class (i.e., your participation grade will be negatively affected and it is considered as late HW). No late submissions of homework will be accepted more than two days after its due date. The instructor is not responsible for the student’s technical problems. If you are submitting late, be sure to make copies of the opposite page that is due soon. Homework assignments from Workbook are usually “PREVIEW” of the class contents as opposed to review. That is, you need to read the textbook, understand the concept and complete all assigned tasks in the workbook. Don’t be afraid to make mistakes. There is no penalty for making mistakes in this “preview” homework (i.e., you will get full credit for completing the assignment on time regardless of the number of mistakes).

CULTURE JOURNAL: You are required to write at least three journal entries per semester in English about the cultural subject(s) presented in the chapter or indicated by your instructor. Length of the entries will be determined by the instructor. These will be graded according to the rubric (see below). These entries will be in the form of an on-line

discussion where you will be required to respond to at least two classmates' entries for each journal entry. The cultural journal entries are considered as a part of the homework grade but consequences for failing to submit an entry will be considerably higher. Each subsequent late or omitted journal entry will result in a reduction of 2% on the student's overall grade.

| Culture rubric (80% meets objectives) | Excellent 100 – 90% | Good 89 – 80% | Limited 79 – 70% | Poor 69 – 0% |
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| Understanding of cultural piece/text/video etc. | Clear understanding demonstrated. | Understanding is demonstrated for the most part. | Understanding is incomplete, but potential is there. | No understanding demonstrated, or misunderstood |
| Comparisons (between target culture and native culture) articulation of differences and/or similarities | In-depth, insightful comparisons made. Multiple angles explored. | Interesting comparisons made, lacking some depth. Multiple angles mentioned. | Comparison(s) is mentioned but not explored. Superficial. | No comparisons |
| Personal, thoughtful engagement with topic | Original personal investment in the topic that seems well thought-out | Some personal engagement with evidence of reflection. | Personal engagement is either minimal and/or unconvincing | No personal engagement demonstrated |
| Relevance to topic | Completely and consistently on topic | Mostly on topic | Somewhat on topic | Not on topic |
| *Evidence of research | Excellent demonstration of researched topic | Demonstration of research is apparent, but lacks rigor | Demonstration of research is poor. Sources are poorly chosen. | No research demonstrated |
| **Length | Required length achieved | Required length achieved | Required length almost achieved | Unacceptable length |
| ***Peer response | Complete | Missing some of the requirements | Missing most of the requirements | No peer response, or late peer response |

* evidence of research would only be applied in journal entries (in other words, not on the exam questions)

** length must be determined by individual instructors

*** Peer response valid only in on-line threaded discussions where peer responses are required

COMPOSITIONS: At least four compositions will be assigned over the course of the semester. They will be assessed according to the following criteria: vocabulary, grammar, communication of ideas, and legibility. They must be handwritten and in the format specified (e.g., genkooyooshi). Rewrites may be required by the instructor depending on the quality of your writing. No late submissions of essays will be accepted more than two days after its due. Naturally, the student will be expected to create and write these compositions by him/herself, without help from others and without the use of a computer translator or any other form of computer dictionary software. Any suspicion of plagiarism will be reported to the Dean of Students. Please read the guidelines found in your UNM *Pathfinder* regarding academic honesty and plagiarism:

<http://pathfinder.unm.edu/campus-policies/student-code-of-conduct.html>.

| | | Vocabulary | Grammar/Usage | Communication of ideas | Legibility/Character Composition |
|---------|---|---|---|--|---|
| 90-100% | 5 | Excellent and appropriate control and choice of vocabulary; variety of words used | Excellent control of grammar, spelling, and punctuation; very few errors | Relevant and appropriate response to task, content communicated well; appropriate length | Complete understanding of <i>kana</i> and <i>kanji</i> composition; characters are written with clarity; stroke order appears to be correct |
| 80-89% | 4 | Good control and choice of vocabulary; moderate variety of words | Good control of grammar, spelling, and punctuation; some avoidable errors | Generally good content, though topic may not be fully explored, appropriate length | General understanding of <i>kana</i> and <i>kanji</i> composition; most characters are clearly written; stroke order appears to be mostly correct |
| 70-79% | 3 | Fair control and choice of vocabulary, minimal variety of words used | Fair control of grammar, spelling, and punctuation; many errors | Adequate content, though repetitious and simplistic; not long enough | Adequate control of <i>kana</i> and <i>kanji</i> composition; adequate character formation; little regard for stroke order but legible |
| 63-69% | 2 | Poor control and choice vocabulary; definite lack of variety | Excessive grammar, spelling, and punctuation errors | Inadequate development of ideas and content; poor ability to | Little understanding of <i>kana</i> and <i>kanji</i> composition; poor character |

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| | | | | communicate; brevity compromises message | formation; barely legible |
| 50- 62% | 1 | Incomprehensibl e | Meaning blocked; text dominated by errors | No relevance to task; not enough to evaluate | No understanding of <i>kana</i> and <i>kanji</i> composition; illegible |
| 0 = not hande d in | | | | | |

QUIZZES: Short quizzes will be given on every class throughout the semester. These are to ensure that you are staying abreast of the material. No make-up will be given unless you have a valid reason, and make-up must be taken immediately after you have resumed attending the class. A penalty will be applied with a make-up, and you will receive 80% of the score of the original quiz.

CHAPTER TESTS: There will be two chapter tests on the grammar and vocabulary of each chapter covered. No make-up will be given except for a) unexpected emergencies, b) serious illness, or c) your involvement in official activities. In any circumstances, you must contact the instructor in advance. No make-up can be arranged after the test is returned to other students.

ORAL PRESENTATION: For the oral presentation, you will research either a Japanese subject or the culture of a specific region as directed by your instructor, and present a slideshow (e.g., MS PowerPoint) to the class (8-10 min.). A more detailed description of this assignment will be made available later in the semester. These presentations are for the benefit of the entire class, and as such should be “presented” in Japanese. The presentation will be evaluated according to the following criteria: grammar, ease of expression, pronunciation, vocabulary, creativity, and ability to engage class.

ORAL INTERVIEWS: There will be two oral interviews, which involve the student and the instructor in informal conversations for 8~10 minutes. You will answer questions and discuss basic ideas in Japanese. Evaluation categories are: pronunciation, vocabulary, grammar, fluency, and cultural understanding.

MIDTERM EXAM (Chapter Test 1) & FINAL EXAM: Both exams are mix of achievement and proficiency tests, including listening, reading, and writing. These tests measure how much you have learned from the class and how well you can apply your learning to real life situation. The listening component of the exam will take place during class within 2 weeks of the final exam. No make-up Midterm Exam will be given. If the student’s excuse for missing Midterm Exam is legitimate (proven illness, student athlete competing, etc.), our policy is to waive the exam and weight the final exam double. If the student has a legitimate excuse for missing Final Exam, he/she must take a make-up

exam on the designated date/time (usually last Friday before Finals week). For students without a legitimate proven excuse, there are no make-ups. The student gets a "0".

TALKABROAD (<https://talkabroad.com>): Students are required to participate in three online conversations over the course of the semester. Each conversation will last 30 minutes with a certified TalkAbroad native speaker of your choice. These conversations are mandatory (failure to participate in these sessions may result in an F, and you will lose 2% on your overall grade per session). For more explanation, be sure to read the student manual once you log in. The instructor is not responsible for the student's technical problems, so be sure to check the equipment and try to complete the assignments ahead of time. A more detailed description of this assignment will be made available later in the semester.

CAPS: CAPS (Center for Academic Program Support) offers free Japanese language tutoring, in addition to a weekly conversation hour. For more information on how to use CAPS, go to the Zimmerman Library, third Floor, and talk to a receptionist to schedule an appointment, call 277-7205, or check out www.unm.edu/caps.

ASSESSMENTS: Assessments are an opportunity to inform both the student and the teacher of the effectiveness of course learning and teaching. In some cases, assessments will be reflected in the overall student grade. In others, it is simply an opportunity to ensure that course objectives are being met.

GRADES

Grades will be calculated on a percentage basis as follows:

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| 1. Attendance and Participation | 10% |
| 2. Homework | 10% |
| 3. Compositions | 10% |
| 4. Quizzes | 10% |
| 5. Oral Cultural Presentation | 10% |
| 6. Interview | 10% |
| 7. Midterm Exam & Chap. Test | 20% |
| 8. <u>Final Exam</u> | <u>20%</u> |
| TOTAL | 100% |

In Percentages:

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|--------|-------|-------|-------|-------|-------|------|
| 100-97 | 96-93 | 92-90 | 89-87 | 86-83 | 82-80 | |
| A+ | A | A- | B+ | B | B- | |
| 79-77 | 76-73 | 72-70 | 69-67 | 66-63 | 62-60 | 59-0 |
| C+ | C | C- | D+ | D | D- | F |

UNM LEARN

You are expected to consult the class UNM LEARN page daily for updates, as well as rubrics for writing and oral assignments. Please download all info. regarding the assignments before the due dates as the info. will be unavailable after the assignment due. You cannot request the info. for your past due homework to the instructor even if you did not download it in time.

Extra Credit

Two points of extra credit on the final grade are available for students who attend FLL Japanese-sponsored events and activities (some of which may require the submission of a brief report). Students will receive .5% for each event attended, with a maximum of 2% overall.

Incompletes

In accordance with University Policy, incompletes are granted only in the most extreme and unusual circumstances. An unapproved incomplete will be converted to “F”.

Withdraw

After the deadline to drop a course without Dean’s approval (12th week of the semester for 16-week courses – check registrar.unm.edu for all course deadlines), you must obtain approval from the Dean of your college. Through your advisement center you may petition for Dean’s approval. This process is for dropping one or more courses but not all courses for the semester. If you need to drop all of your courses, please meet with the Dean of Students Office (dos.unm.edu).

Criteria: Students may be allowed to drop courses because they have extenuating circumstances that prevent them from completing their course. Extenuating circumstances include but are not limited to:

- Medical condition of student or immediate family member that has made it impossible to continue the course
- Death of an immediate family member that necessitates leaving the University
- A work schedule that is requiring travel, extended work hours, or reassignment

Academic dishonesty

Dishonest behavior, including but not limited to plagiarism, copying from another student's work (*or providing your own to another*), any consultation on tests (i.e., quizzes, exams, etc.) will not be tolerated. Acts of academic dishonesty will be dealt with in accordance with the UNM Policy on Academic Dishonesty.

Accommodation Statement



In accordance with University Policy 2310 and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. It is imperative that you take the initiative to bring such needs to the instructor’s attention, as I am not legally permitted to inquire. Students who may require assistance in emergency evacuations should contact the instructor as to the most appropriate procedures to follow. Contact Accessibility Resource Center at 277-3506 for additional information.

If you need an accommodation based on how course requirements interact with the impact of a disability, you should contact me to arrange an appointment as soon as possible. At the appointment we can discuss the course format and requirements, anticipate the need for adjustments and explore potential accommodations. I rely on

the Disability Services Office for assistance in developing strategies and verifying accommodation needs. If you have not previously contacted them I encourage you to do so.

Privacy and UNM LEARN Tracking Notice

UNM LEARN and the course website automatically records all student activities, including your first and last access to the course, the pages you have accessed, the number of discussion messages you have read and sent, and posted discussion topics. These data are accessed by the instructor to evaluate class participation, and to identify students having difficulty with LEARN features.

Title IX Statement

In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered “responsible employees” by the Department of Education (p.15 <http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf>). This designation requires that any report of gender discrimination which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu). For more information on the campus policy regarding sexual misconduct, see: <https://policy.unm.edu/university-policies/2000/2740.html>

Appropriate language placement

Language courses are most effective when all students in the class are at a similar level of competency. The department reserves the right to determine placement and to drop any student whose language proficiency level is inappropriate.

Finally, if you have problems or questions concerning this course, please contact me or the Lower Division Coordinator, Marina Peters-Newell mpnewell@unm.edu. We are here for you.

CLASS SCHEDULE (Tentative)

*The schedule is subject to change.

Week 1

1/15 (Mon) Martin Luther King Jr. Day (No class)

1/17 (Wed) Chapter 13~16 Review

1/19 (Fri)

Week 2

1/22 (Mon) **Chapter 17**

1/24 (Wed)

1/26 (Fri)

Week 3

1/29 (Mon)

1/31 (Wed)

2/2 (Fri) **Composition 1/ Culture Journal 1**

Week 4

2/ 5 (Mon)

2/7 (Wed) **Chapter 18**

2/9 (Fri)

Week 5

2/12 (Mon)

2/14 (Wed)

2/16 (Fri)

Week 6

2/19 (Mon)

2/21 (Wed)

2/23 (Fri)

Week 7

2/26 (Mon) **Chapter 19**

2/28 (Wed) **Composition 2/ Culture Journal 2**

3/2 (Fri)

3/3 (Sat) 9am-1pm World Language Expo (extra credit)

Week 8

3/5 (Mon)

3/7 (Wed)

3/9 (Fri) **Chapter Test 1 (Chapter 17, 18)/ Midterm Exam**

Week 9

3/12~3/18 **Spring Break ☺**

Week 10

3/19 (Mon) **Chapter 20**

3/21 (Wed)

3/23 (Fri)

Week 11

3/26 (Mon) **Composition 3/ Culture Journal 3**

3/28 (Wed)

3/30 (Fri)

Week 12

4/2 (Mon)

4/4 (Wed)

4/6 (Fri) **Chapter Test 2 (Chapter 19, 20)**

Week 13

4/9 (Mon)

4/11 (Wed) **Oral Presentations**

4/13 (Fri)

Week 14

4/16 (Mon)

4/18 (Wed) **Composition 4**

4/20 (Fri)

Week 15

4/23 (Mon) **Oral Interviews**

4/25 (Wed)

4/27 (Fri)

Week 16

4/30 (Mon)

5/2 (Wed)

5/4 (Fri) **Final Exam Listening & Culture**

5/7 (Mon) **Final Exam**

*TalkAbroad 3 sessions during the semester

*Oral interviews may be scheduled during the week of 15, 16 & Final exam outside the class time

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ACTFL Guidelines

| ACTFL oral proficiency guidelines: Speaking | |
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| for sample audio clips, go to: http://actflproficiencyguidelines2012.org/speaking | |
| NOVICE general description | The Novice level is characterized by the ability to communicate minimally with learned material. Novice-level speakers can communicate short messages on highly predictable, everyday topics that affect them directly. They do so primarily through the use of isolated words and phrases that have been encountered, memorized, and recalled. Novice-level speakers may be difficult to understand even by the most sympathetic interlocutors accustomed to non-native speech. |
| Novice-low | Speakers at the Novice Low sublevel have no real functional ability and, because of their pronunciation, 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. |
| Novice-mid | Speakers at the Novice Mid sublevel communicate minimally 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 say only two or three words at a time or give an occasional stock answer. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor's words. Novice Mid speakers may be understood with difficulty even by sympathetic interlocutors accustomed to dealing with non-natives. When called on to handle topics |

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| | <p>and perform functions associated with the Intermediate level, they frequently resort to repetition, words from their native language, or silence.</p> |
| <p>Novice-hi</p> | <p>Speakers at the Novice High sublevel 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 also able to ask a few formulaic questions.</p> <p>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 language consists primarily of short and sometimes incomplete sentences in the present, and may be hesitant or inaccurate. On the other hand, since their language often consists of expansions of learned material and stock phrases, they may sometimes sound surprisingly fluent and accurate. Pronunciation, vocabulary, and syntax may be strongly influenced by the first language. 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 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.</p> |
| <p>INTERMEDIATE general description</p> | <p>The Intermediate level is characterized by the speaker's ability to:</p> <ul style="list-style-type: none"> ▪ 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 ▪ ask and answer questions. <p>Speakers at the Intermediate level are distinguished primarily by their ability to create with the language when talking about familiar topics related to their daily life. They are able to recombine learned material in order to express personal meaning. Intermediate-level speakers can ask simple questions and can handle a straightforward survival situation. They</p> |

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| | <p>produce sentence-level language, ranging from discrete sentences to strings of sentences, typically in present time. Intermediate-level speakers are understood by interlocutors who are accustomed to dealing with non-native learners of the language.</p> |
| Intermediate-low | <p>Speakers at the Intermediate Low sublevel 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; for example, self and family, some daily activities and personal preferences, and some immediate needs, such as ordering food and making simple purchases. At the Intermediate Low sublevel, speakers are primarily reactive and struggle to answer direct questions or requests for information. They are also able to ask a few appropriate questions. Intermediate Low speakers manage to sustain the functions of the Intermediate level, although just barely.</p> <p>Intermediate Low speakers express personal meaning by combining and recombining what they know and what they hear from their interlocutors into short statements and discrete sentences. Their responses 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. In spite of frequent misunderstandings that may require repetition or rephrasing, Intermediate Low speakers can generally be understood by sympathetic interlocutors, particularly by those accustomed to dealing with non-natives.</p> |
| Intermediate-mid | <p>Speakers at the Intermediate Mid sublevel 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 related to self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel, and lodging.</p> <p>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.</p> |

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| | <p>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.</p> <p>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 produce responses typically consisting of sentences and 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. In spite of the limitations in their vocabulary and/or pronunciation and/or grammar and/or syntax, Intermediate Mid speakers are generally understood by sympathetic interlocutors accustomed to dealing with non-natives.</p> <p>Overall, Intermediate Mid speakers are at ease when performing Intermediate-level tasks and do so with significant quantity and quality of Intermediate-level language.</p> |
| Intermediate-hi | <p>Intermediate High speakers are able to converse with ease and confidence when dealing with the routine tasks and social situations of the Intermediate level. They are able to handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to their work, school, recreation, particular interests, and areas of competence.</p> <p>Intermediate High speakers can handle a substantial number of tasks associated with the Advanced level, but they are unable to sustain performance of all of these tasks all of the time. Intermediate High speakers can narrate and describe in all major time frames using connected discourse of paragraph length, but not all the time. Typically, when Intermediate High speakers attempt to perform Advanced-level tasks, their speech exhibits one or more features of breakdown, such as the failure to carry out fully the narration or description in the appropriate major time frame, an inability to maintain paragraph-length discourse, or a reduction in breadth and appropriateness of vocabulary.</p> <p>Intermediate High speakers can generally be understood by native speakers unaccustomed to dealing with non-natives, although interference from another language may be evident (e.g., use of code-switching, false cognates, literal translations), and a pattern of gaps in communication may occur.</p> |

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| <p>ADVANCED general description</p> | <p>Speakers at the Advanced level engage in conversation in a clearly participatory manner in order to communicate information on autobiographical topics, as well as topics of community, national, or international interest. The topics are handled concretely by means of narration and description in the major time frames of past, present, and future. These speakers can also deal with a social situation with an unexpected complication. The language of Advanced-level speakers is abundant, the oral paragraph being the measure of Advanced-level length and discourse. Advanced-level speakers have sufficient control of basic structures and generic vocabulary to be understood by native speakers of the language, including those unaccustomed to non-native speech.</p> <p>The Advanced level is characterized by the speaker's ability to:</p> <ul style="list-style-type: none"> ▪ 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 ▪ narrate and describe with paragraph-length connected discourse. |
| <p>Advanced-Low</p> | <p>Speakers at the Advanced Low sublevel are able to handle a variety of communicative tasks. They are able to participate in most informal and some formal conversations on topics related to school, home, and leisure activities. They can also speak about some topics related to employment, current events, and matters of public and community interest.</p> <p>Advanced Low speakers demonstrate the ability to narrate and describe in the major time frames of past, present, and future in paragraph-length discourse with some control of aspect. In these narrations and descriptions, Advanced Low speakers combine and link sentences into connected discourse of paragraph length, although these narrations and descriptions tend to be handled separately rather than interwoven. They can handle appropriately the essential linguistic challenges presented by a complication or an unexpected turn of events.</p> <p>Responses produced by Advanced Low speakers are typically not longer than a single paragraph. The speaker's dominant language may be evident in the use of false cognates, literal translations, or the oral paragraph structure of that language. At times their discourse may be minimal for the level, marked</p> |

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| | <p>by an irregular flow, and containing noticeable self-correction. More generally, the performance of Advanced Low speakers tends to be uneven.</p> <p>Advanced Low speech is typically marked by a certain grammatical roughness (e.g., inconsistent control of verb endings), but the overall performance of the Advanced-level tasks is sustained, albeit minimally. The vocabulary of Advanced Low speakers often lacks specificity. Nevertheless, Advanced Low speakers are able to use communicative strategies such as rephrasing and circumlocution.</p> <p>Advanced Low speakers contribute to the conversation with sufficient accuracy, clarity, and precision to convey their intended message without misrepresentation or confusion. Their speech can be understood by native speakers unaccustomed to dealing with non-natives, even though this may require some repetition or 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.</p> |
| <p>Advanced-mid</p> | <p>Speakers at the Advanced Mid sublevel 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 topics relating to events of current, public, and personal interest or individual relevance.</p> <p>Advanced Mid speakers demonstrate the ability to narrate and describe in the major time frames of past, present, and future by providing a full account, with good control of aspect. Narration and description tend to be combined and interwoven to relate relevant and supporting facts in connected, paragraph-length discourse.</p> <p>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. Their discourse may still reflect the</p> |

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| | <p>oral paragraph structure of their own language rather than that of the target language.</p> <p>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.</p> |
| Advanced high | <p>Speakers at the Advanced High sublevel perform all Advanced-level tasks with linguistic ease, confidence, and competence. They are consistently able to 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 may 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.</p> <p>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.</p> |
| SUPERIOR general description | <p>The Superior level is characterized by the speaker's ability to:</p> <ul style="list-style-type: none"> ▪ participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics ▪ support opinions and hypothesize using native-like discourse strategies. |
| Superior | <p>Speakers at the Superior level are able to communicate 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</p> |

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| | <p>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 present their opinions on a number of issues of interest to them, such as social and political issues, and provide structured arguments to support these opinions. They are able to construct and develop hypotheses to explore alternative possibilities.</p> <p>When appropriate, these speakers 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 language patterns other than those of the target language. Superior-level speakers employ a variety of interactive and discourse strategies, such as turn-taking and separating main ideas from supporting information through the use of syntactic, lexical, and phonetic devices.</p> <p>Speakers at the Superior level demonstrate no pattern of error in the use of basic structures, although they may make sporadic errors, particularly in low-frequency structures and in complex high-frequency structures. Such errors, if they do occur, do not distract the native interlocutor or interfere with communication.</p> |
| <p>DISTINGUISHED</p> | <p>Speakers at the Distinguished level are able to use language skillfully, and with accuracy, efficiency, and effectiveness. They are educated and articulate users of the language. They can reflect on a wide range of global issues and highly abstract concepts in a culturally appropriate manner. Distinguished-level speakers can use persuasive and hypothetical discourse for representational purposes, allowing them to advocate a point of view that is not necessarily their own. They can tailor language to a variety of audiences by adapting their speech and register in ways that are culturally authentic.</p> <p>Speakers at the Distinguished level produce highly sophisticated and tightly organized extended discourse. At the same time, they can speak succinctly, often using cultural and historical references to allow them to say less and mean more. At this level, oral discourse typically resembles written discourse.</p> <p>A non-native accent, a lack of a native-like economy of expression, a limited control of deeply embedded cultural references, and/or an occasional isolated language error may still be present at this level.</p> |

| ACTFL proficiency guidelines: Writing for writing samples, go to: http://actflproficiencyguidelines2012.org/writing | |
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| NOVICE general description | Writers at the Novice level are characterized by the ability to produce lists and notes, primarily by writing words and phrases. They can provide limited formulaic information on simple forms and documents. These writers can reproduce practiced material to convey the most simple messages. In addition, they can transcribe familiar words or phrases, copy letters of the alphabet or syllables of a syllabary, or reproduce basic characters with some accuracy. |
| Novice-low | Writers at the Novice Low sublevel are able to copy or transcribe familiar words or phrases, form letters in an alphabetic system, and copy and produce isolated, basic strokes in languages that use syllabaries or characters. Given adequate time and familiar cues, they can reproduce from memory a very limited number of isolated words or familiar phrases, but errors are to be expected. |
| Novice-mid | Writers at the Novice Mid sublevel can reproduce from memory a modest number of words and phrases in context. They can supply limited information on simple forms and documents, and other basic biographical information, such as names, numbers, and nationality. Novice Mid writers exhibit a high degree of accuracy when writing on well-practiced, familiar topics using limited formulaic language. With less familiar topics, there is a marked decrease in accuracy. Errors in spelling or in the representation of symbols may be frequent. There is little evidence of functional writing skills. At this level, the writing may be difficult to understand even by those accustomed to non-native writers. |
| Novice-hi | Writers at the Novice High sublevel are able to meet limited basic practical writing needs using lists, short messages, postcards, and simple notes. They are able to express themselves within the context in which the language was learned, relying mainly on practiced material. Their writing is focused on common elements of daily life. Novice High writers are able to recombine learned vocabulary and structures to create simple sentences on very familiar topics, but are not able to sustain sentence-level writing all the time. Due to inadequate vocabulary and/or grammar, writing at this level may only partially communicate the intentions of the writer. Novice High writing is often comprehensible to natives used to the writing of non-natives, but gaps in comprehension may occur. |
| INTERMEDIATE general description | Writers at the Intermediate level are characterized by the ability to meet practical writing needs, such as simple messages and letters, requests for information, and notes. In addition, they can ask and respond to simple questions in |

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| | <p>writing. These writers can create with the language and communicate simple facts and ideas in a series of loosely connected sentences on topics of personal interest and social needs. They write primarily in present time. At this level, writers use basic vocabulary and structures to express meaning that is comprehensible to those accustomed to the writing of non-natives.</p> |
| Intermediate-low | <p>Writers at the Intermediate Low sublevel are able to meet some limited practical writing needs. They can create statements and formulate questions based on familiar material. Most sentences are recombinations of learned vocabulary and structures. These are short and simple conversational-style sentences with basic word order. They are written almost exclusively in present time. Writing tends to consist of a few simple sentences, often with repetitive structure. Topics are tied to highly predictable content areas and personal information. Vocabulary is adequate to express elementary needs. There may be basic errors in grammar, word choice, punctuation, spelling, and in the formation and use of non-alphabetic symbols. Their writing is understood by natives used to the writing of non-natives, although additional effort may be required. When Intermediate Low writers attempt to perform writing tasks at the Advanced level, their writing will deteriorate significantly and their message may be left incomplete.</p> |
| Intermediate-mid | <p>Writers at the Intermediate Mid sublevel are able to meet a number of practical writing needs. They can write short, simple communications, compositions, and requests for information in loosely connected texts about personal preferences, daily routines, common events, and other personal topics. Their writing is framed in present time but may contain references to other time frames. The writing style closely resembles oral discourse. Writers at the Intermediate Mid sublevel show evidence of control of basic sentence structure and verb forms. This writing is best defined as a collection of discrete sentences and/or questions loosely strung together. There is little evidence of deliberate organization. Intermediate Mid writers can be understood readily by natives used to the writing of non-natives. When Intermediate Mid writers attempt Advanced-level writing tasks, the quality and/or quantity of their writing declines and the message may be unclear.</p> |
| Intermediate-hi | <p>Writers at the Intermediate High sublevel are able to meet all practical writing needs of the Intermediate level. Additionally, they can write compositions and simple summaries related to work and/or school experiences. They can narrate and describe in different time frames when writing about everyday events and situations. These</p> |

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| | <p>narrations and descriptions are often, but not always, of paragraph length, and they typically contain some evidence of breakdown in one or more features of the Advanced level. For example, these writers may be inconsistent in the use of appropriate major time markers, resulting in a loss of clarity. The vocabulary, grammar and style of Intermediate High writers essentially correspond to those of the spoken language. Intermediate High writing, even with numerous and perhaps significant errors, is generally comprehensible to natives not used to the writing of non-natives, but there are likely to be gaps in comprehension.</p> |
| <p>ADVANCED general description</p> | <p>Writers at the Advanced level are characterized by the ability to write routine informal and some formal correspondence, as well as narratives, descriptions, and summaries of a factual nature. They can narrate and describe in the major time frames of past, present, and future, using paraphrasing and elaboration to provide clarity. Advanced-level writers produce connected discourse of paragraph length and structure. At this level, writers show good control of the most frequently used structures and generic vocabulary, allowing them to be understood by those unaccustomed to the writing of non-natives.</p> |
| <p>Advanced-low</p> | <p>Writers at the Advanced Low sublevel are able to meet basic work and/or academic writing needs. They demonstrate the ability to narrate and describe in major time frames with some control of aspect. They are able to compose simple summaries on familiar topics. Advanced Low writers are able to combine and link sentences into texts of paragraph length and structure. Their writing, while adequate to satisfy the criteria of the Advanced level, may not be substantive. Writers at the Advanced Low sublevel demonstrate the ability to incorporate a limited number of cohesive devices, and may resort to some redundancy and awkward repetition. They rely on patterns of oral discourse and the writing style of their first language. These writers demonstrate minimal control of common structures and vocabulary associated with the Advanced level. Their writing is understood by natives not accustomed to the writing of non-natives, although some additional effort may be required in the reading of the text. When attempting to perform functions at the Superior level, their writing will deteriorate significantly.</p> |
| <p>Advanced-mid</p> | <p>Writers at the Advanced Mid sublevel are able to meet a range of work and/or academic writing needs. They demonstrate the ability to narrate and describe with detail in all major time frames with good control of aspect. They are able to write straightforward summaries on topics of general interest. Their writing exhibits a variety of cohesive devices in texts up to several paragraphs in length. There is good</p> |

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| | <p>control of the most frequently used target-language syntactic structures and a range of general vocabulary. Most often, thoughts are expressed clearly and supported by some elaboration. This writing incorporates organizational features both of the target language and the writer's first language and may at times resemble oral discourse. Writing at the Advanced Mid sublevel is understood readily by natives not used to the writing of non-natives. When called on to perform functions or to treat issues at the Superior level, Advanced-Mid writers will manifest a decline in the quality and/or quantity of their writing.</p> |
| Advanced-hi | <p>Writers at the Advanced High sublevel are able to write about a variety of topics with significant precision and detail. They can handle informal and formal correspondence according to appropriate conventions. They can write summaries and reports of a factual nature. They can also write extensively about topics relating to particular interests and special areas of competence, although their writing tends to emphasize the concrete aspects of such topics. Advanced High writers can narrate and describe in the major time frames, with solid control of aspect. In addition, they are able to demonstrate the ability to handle writing tasks associated with the Superior level, such as developing arguments and constructing hypotheses, but are not able to do this all of the time; they cannot produce Superior-level writing consistently across a variety of topics treated abstractly or generally. They have good control of a range of grammatical structures and a fairly wide general vocabulary. When writing at the Advanced level, they often show remarkable ease of expression, but under the demands of Superior-level writing tasks, patterns of error appear. The linguistic limitations of Advanced High writing may occasionally distract the native reader from the message.</p> |
| Superior | <p>Writers at the Superior level are able to produce most kinds of formal and informal correspondence, in-depth summaries, reports, and research papers on a variety of social, academic, and professional topics. Their treatment of these issues moves beyond the concrete to the abstract.</p> <p>Writers at the Superior level demonstrate the ability to explain complex matters, and to present and support opinions by developing cogent arguments and hypotheses. Their treatment of the topic is enhanced by the effective use of structure, lexicon, and writing protocols. They organize and prioritize ideas to convey to the reader what is significant. The relationship among ideas is consistently clear, due to organizational and developmental principles (e.g., cause and effect, comparison, chronology). These writers are capable of</p> |

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| | <p>extended treatment of a topic which typically requires at least a series of paragraphs, but can extend to a number of pages.</p> <p>Writers at the Superior level demonstrate a high degree of control of grammar and syntax, of both general and specialized/professional vocabulary, of spelling or symbol production, of cohesive devices, and of punctuation. Their vocabulary is precise and varied. Writers at this level direct their writing to their audiences; their writing fluency eases the reader’s task.</p> <p>Writers at the Superior level do not typically control target-language cultural, organizational, or stylistic patterns. At the Superior level, writers demonstrate no pattern of error; however, occasional errors may occur, particularly in low-frequency structures. When present, these errors do not interfere with comprehension, and they rarely distract the native reader.</p> |
| Distinguished | <p>Writers at the Distinguished level can carry out formal writing tasks such as official correspondence, position papers, and journal articles. They can write analytically on professional, academic, and societal issues. In addition, Distinguished-level writers are able to address world issues in a highly conceptualized fashion.</p> <p>These writers can use persuasive and hypothetical discourse as representational techniques, allowing them to advocate a position that is not necessarily their own. They are also able to communicate subtlety and nuance. Distinguished-level writing is sophisticated and is directed to sophisticated readers. Writers at this level write to their audience; they tailor their language to their readers.</p> <p>Distinguished-level writing is dense and complex; yet, it is characterized by an economy of expression. The writing is skillfully crafted and is organized in a way that reflects target-culture thought patterns. At the Distinguished level, length is not a determining factor. Distinguished-level texts can be as short as a poem or as long as a treatise.</p> <p>Writers at the Distinguished level demonstrate control of complex lexical, grammatical, syntactic, and stylistic features of the language. Discourse structure and punctuation are used strategically, not only to organize meaning but also to enhance it. Conventions are generally appropriate to the text modality and the target culture.</p> |

| ACTFL proficiency guidelines: Listening for listening samples, go to: http://actflproficiencyguidelines2012.org/listening | |
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| Novice general description | <p>At the Novice level, listeners can understand key words, true aural cognates, and formulaic expressions that are highly contextualized and highly predictable, such as those found in introductions and basic courtesies.</p> <p>Novice-level listeners understand words and phrases from simple questions, statements, and high-frequency commands. They typically require repetition, rephrasing and/or a slowed rate of speech for comprehension. They rely heavily on extralinguistic support to derive meaning.</p> <p>Novice-level listeners are most accurate when they are able to recognize speech that they can anticipate. In this way, these listeners tend to recognize rather than truly comprehend. Their listening is largely dependent on factors other than the message itself.</p> |
| Novice-low | At the Novice Low sublevel, listeners are able occasionally to recognize isolated words or very high-frequency phrases when those are strongly supported by context. These listeners show virtually no comprehension of any kind of spoken message, not even within the most basic personal and social contexts. |
| Novice-mid | At the Novice Mid sublevel, listeners can recognize and begin to understand a number of high-frequency, highly contextualized words and phrases including aural cognates and borrowed words. Typically, they understand little more than one phrase at a time, and repetition may be required. |
| Novice-hi | At the Novice High sublevel, listeners are often but not always able to understand information from sentence-length speech, one utterance at a time, in basic personal and social contexts where there is contextual or extralinguistic support, though comprehension may often be very uneven. They are able to understand speech dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned. |
| Intermediate general description | At the Intermediate level, listeners can understand information conveyed in simple, sentence-length speech on familiar or everyday topics. They are generally able to comprehend one utterance at a time while engaged in face-to-face conversations or in routine listening tasks such as understanding highly contextualized messages, straightforward announcements, or simple instructions and |

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| | <p>directions. Listeners rely heavily on redundancy, restatement, paraphrasing, and contextual clues.</p> <p>Intermediate-level listeners understand speech that conveys basic information. This speech is simple, minimally connected, and contains high-frequency vocabulary.</p> <p>Intermediate-level listeners are most accurate in their comprehension when getting meaning from simple, straightforward speech. They are able to comprehend messages found in highly familiar everyday contexts. Intermediate listeners require a controlled listening environment where they hear what they may expect to hear.</p> |
| Intermediate-low | <p>At the Intermediate Low sublevel, listeners are able to understand some information from sentence-length speech, one utterance at a time, in basic personal and social contexts, though comprehension is often uneven. At the Intermediate Low sublevel, listeners show little or no comprehension of oral texts typically understood by Advanced-level listeners.</p> |
| Intermediate-mid | <p>At the Intermediate Mid sublevel, listeners are able to understand simple, sentence-length speech, one utterance at a time, in a variety of basic personal and social contexts. Comprehension is most often accurate with highly familiar and predictable topics although a few misunderstandings may occur. Intermediate Mid listeners may get some meaning from oral texts typically understood by Advanced-level listeners.</p> |
| Intermediate-hi | <p>At the Intermediate High sublevel, listeners are able to understand, with ease and confidence, simple sentence-length speech in basic personal and social contexts. They can derive substantial meaning from some connected texts typically understood by Advanced-level listeners although there often will be gaps in understanding due to a limited knowledge of the vocabulary and structures of the spoken language.</p> |
| Advanced general description | <p>At the Advanced level, listeners can understand the main ideas and most supporting details in connected discourse on a variety of general interest topics, such as news stories, explanations, instructions, anecdotes, or travelogue descriptions. Listeners are able to compensate for limitations in their lexical and structural control of the language by using real-world knowledge and contextual clues. Listeners may also derive some meaning from oral texts at higher levels if they possess significant familiarity with the topic or context.</p> <p>Advanced-level listeners understand speech that is authentic and connected. This speech is lexically and structurally</p> |

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| | <p>uncomplicated. The discourse is straightforward and is generally organized in a clear and predictable way.</p> <p>Advanced-level listeners demonstrate the ability to comprehend language on a range of topics of general interest. They have sufficient knowledge of language structure to understand basic time-frame references. Nevertheless, their understanding is most often limited to concrete, conventional discourse.</p> |
| Advanced low | <p>At the Advanced Low sublevel, listeners are able to understand short conventional narrative and descriptive texts with a clear underlying structure though their comprehension may be uneven. The listener understands the main facts and some supporting details. Comprehension may often derive primarily from situational and subject-matter knowledge.</p> |
| Advanced mid | <p>At the Advanced Mid sublevel, listeners are able to understand conventional narrative and descriptive texts, such as expanded descriptions of persons, places, and things, and narrations about past, present, and future events. The speech is predominantly in familiar target-language patterns. Listeners understand the main facts and many supporting details. Comprehension derives not only from situational and subject-matter knowledge, but also from an increasing overall facility with the language itself.</p> |
| Advanced high | <p>At the Advanced High sublevel, listeners are able to understand, with ease and confidence, conventional narrative and descriptive texts of any length as well as complex factual material such as summaries or reports. They are typically able to follow some of the essential points of more complex or argumentative speech in areas of special interest or knowledge. In addition, they are able to derive some meaning from oral texts that deal with unfamiliar topics or situations.</p> <p>At the Advanced High sublevel, listeners are able to comprehend the facts presented in oral discourse and are often able to recognize speaker-intended inferences. Nevertheless, there are likely to be gaps in comprehension of complex texts dealing with issues treated abstractly that are typically understood by Superior-level listeners.</p> |
| Superior | <p>At the Superior level, listeners are able to understand speech in a standard dialect on a wide range of familiar and less familiar topics. They can follow linguistically complex extended discourse such as that found in academic and professional settings, lectures, speeches, and reports. Comprehension is no longer limited to the listener's familiarity with subject matter, but also comes from a command of the language that is supported by a broad vocabulary, an understanding of more complex structures and linguistic experience within the target culture. Superior</p> |

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| | <p>listeners can understand not only what is said, but sometimes what is left unsaid; that is, they can make inferences.</p> <p>Superior-level listeners understand speech that typically uses precise, specialized vocabulary and complex grammatical structures. This speech often deals abstractly with topics in a way that is appropriate for academic and professional audiences. It can be reasoned and can contain cultural references.</p> |
| Distinguished | <p>At the Distinguished level, listeners can understand a wide variety of forms, styles, and registers of speech on highly specialized topics in language that is tailored to different audiences. Listeners at the Distinguished level can understand language such as that found in classical theater, art films, professional symposia, academic debates, public policy statements, literary readings, and most jokes and puns. They are able to comprehend implicit and inferred information, tone, and point of view, and can follow highly persuasive arguments. They are able to understand unpredictable turns of thought related to sophisticated topics. In addition, their listening ability is enhanced by a broad and deep understanding of cultural references and allusions. Listeners at the Distinguished level are able to appreciate the richness of the spoken language.</p> <p>Distinguished-level listeners understand speech that can be highly abstract, highly technical, or both, as well as speech that contains very precise, often low-frequency vocabulary and complex rhetorical structures. At this level, listeners comprehend oral discourse that is lengthy and dense, structurally complex, rich in cultural reference, idiomatic and colloquial. In addition, listeners at this level can understand information that is subtle or highly specialized, as well as the full cultural significance of very short texts with little or no linguistic redundancy.</p> <p>Distinguished-level listeners comprehend language from within the cultural framework and are able to understand a speaker's use of nuance and subtlety. However, they may still have difficulty fully understanding certain dialects and nonstandard varieties of the language.</p> |

**ACTFL proficiency guidelines: Reading
for reading samples, go to: <http://actflproficiencyguidelines2012.org/reading>**

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| <p>Novice general description</p> | <p>At the Novice level, readers can understand key words and cognates, as well as formulaic phrases that are highly contextualized.</p> <p>Novice-level readers are able to get a limited amount of information from highly predictable texts in which the topic or context is very familiar, such as a hotel bill, a credit card receipt or a weather map. Readers at the Novice level may rely heavily on their own background knowledge and extralinguistic support (such as the imagery on the weather map or the format of a credit card bill) to derive meaning.</p> <p>Readers at the Novice level are best able to understand a text when they are able to anticipate the information in the text. At the Novice level, recognition of key words, cognates, and formulaic phrases makes comprehension possible.</p> |
| <p>Novice-low</p> | <p>At the Novice Low sublevel, readers are able to recognize a limited number of letters, symbols or characters. They are occasionally able to identify high-frequency words and/or phrases when strongly supported by context.</p> |
| <p>Novice-mid</p> | <p>At the Novice Mid sublevel, readers are able to recognize the letters or symbols of an alphabetic or syllabic writing system or a limited number of characters in a character-based language. They can identify a number of highly contextualized words and phrases including cognates and borrowed words but rarely understand material that exceeds a single phrase. Rereading is often required.</p> |
| <p>Novice-hi</p> | <p>At the Novice High sublevel, readers can understand, fully and with relative ease, key words and cognates, as well as formulaic phrases across a range of highly contextualized texts. Where vocabulary has been learned, they can understand predictable language and messages such as those found on train schedules, roadmaps, and street signs. Readers at the Novice High sublevel are typically able to derive meaning from short, non-complex texts that convey basic information for which there is contextual or extralinguistic support.</p> |
| <p>Intermediate general description</p> | <p>At the Intermediate level, readers can understand information conveyed in simple, predictable, loosely connected texts. Readers rely heavily on contextual clues. They can most easily understand information if the format of the text is familiar, such as in a weather report or a social announcement.</p> <p>Intermediate-level readers are able to understand texts that convey basic information such as that found in announcements, notices, and online bulletin boards and forums. These texts are non-complex and have a predictable pattern of presentation. The discourse is minimally connected</p> |

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| | <p>and primarily organized in individual sentences and strings of sentences containing predominantly high-frequency vocabulary.</p> <p>Intermediate-level readers are most accurate when getting meaning from simple, straightforward texts. They are able to understand messages found in highly familiar, everyday contexts. At this level, readers may not fully understand texts that are detailed or those texts in which knowledge of language structures is essential in order to understand sequencing, time frame, and chronology.</p> |
| Intermediate-low | <p>At the Intermediate Low sublevel, readers are able to understand some information from the simplest connected texts dealing with a limited number of personal and social needs, although there may be frequent misunderstandings. Readers at this level will be challenged to derive meaning from connected texts of any length.</p> |
| Intermediate-mid | <p>At the Intermediate Mid sublevel, readers are able to understand short, non-complex texts that convey basic information and deal with basic personal and social topics to which the reader brings personal interest or knowledge, although some misunderstandings may occur. Readers at this level may get some meaning from short connected texts featuring description and narration, dealing with familiar topics.</p> |
| Intermediate-hi | <p>At the Intermediate High sublevel, readers are able to understand fully and with ease short, non-complex texts that convey basic information and deal with personal and social topics to which the reader brings personal interest or knowledge. These readers are also able to understand some connected texts featuring description and narration although there will be occasional gaps in understanding due to a limited knowledge of the vocabulary, structures, and writing conventions of the language.</p> |
| Advanced general description | <p>At the Advanced level, readers can understand the main idea and supporting details of authentic narrative and descriptive texts. Readers are able to compensate for limitations in their lexical and structural knowledge by using contextual clues. Comprehension is likewise supported by knowledge of the conventions of the language (e.g., noun/adjective agreement, verb placement, etc.). When familiar with the subject matter, Advanced-level readers are also able to derive some meaning from straightforward argumentative texts (e.g., recognizing the main argument).</p> <p>Advanced-level readers are able to understand texts that have a clear and predictable structure. For the most part, the prose</p> |

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| | <p>is uncomplicated and the subject matter pertains to real-world topics of general interest.</p> <p>Advanced-level readers demonstrate an independence in their ability to read subject matter that is new to them. They have sufficient control of standard linguistic conventions to understand sequencing, time frames and chronology. However, these readers are likely challenged by texts in which issues are treated abstractly.</p> |
| Advanced low | <p>At the Advanced Low sublevel, readers are able to understand conventional narrative and descriptive texts with a clear underlying structure though their comprehension may be uneven. These texts predominantly contain high-frequency vocabulary and structures. Readers understand the main ideas, and some supporting details. Comprehension may often derive primarily from situational and subject-matter knowledge. Readers at this level will be challenged to comprehend more complex texts.</p> |
| Advanced mid | <p>At the Advanced Mid sublevel, readers are able to understand conventional narrative and descriptive texts, such as expanded descriptions of persons, places, and things and narrations about past, present, and future events. These texts reflect the standard linguistic conventions of the written form of the language in such a way that readers can predict what they are going to read. Readers understand the main ideas, facts, and many supporting details. Comprehension derives not only from situational and subject-matter knowledge but also from knowledge of the language itself. Readers at this level may derive some meaning from texts that are structurally and/or conceptually more complex.</p> |
| Advanced high | <p>At the Advanced High sublevel, readers are able to understand, fully and with ease, conventional narrative and descriptive texts of any length as well as more complex factual material. They are able to follow some of the essential points of argumentative texts in areas of special interest or knowledge. In addition, they are able to understand parts of texts that deal with unfamiliar topics or situations. These readers are able to go beyond comprehension of the facts in a text, and to begin to recognize author-intended inferences. An emerging awareness of the aesthetic properties of language and of its literary styles permits comprehension of a wide variety of texts. Misunderstandings may occur when reading texts that are structurally and/or conceptually more complex.</p> |
| Superior | <p>At the Superior Level, readers are able to understand texts from many genres dealing with a wide range of subjects, both familiar and unfamiliar. Comprehension is no longer limited to the reader's familiarity with subject matter, but also comes from a command of the language that is supported by a broad</p> |

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| | <p>vocabulary, an understanding of complex structures and knowledge of the target culture. Readers at the Superior level can draw inferences from textual and extralinguistic clues.</p> <p>Superior-level readers understand texts that use precise, often specialized vocabulary and complex grammatical structures. These texts feature argumentation, supported opinion, and hypothesis, and use abstract linguistic formulations as encountered in academic and professional reading. Such texts are typically reasoned and/or analytic and may frequently contain cultural references.</p> <p>Superior-level readers are able to understand lengthy texts of a professional, academic or literary nature. In addition, readers at the Superior level are generally aware of the aesthetic properties of language and of its literary styles, but may not fully understand texts in which cultural references and assumptions are deeply embedded.</p> |
| Distinguished | <p>At the Distinguished level, readers can understand a wide variety of texts from many genres including professional, technical, academic, and literary. These texts are characterized by one or more of the following: a high level of abstraction, precision or uniqueness of vocabulary; density of information; cultural reference; or complexity of structure. Readers are able to comprehend implicit and inferred information, tone, and point of view and can follow highly persuasive arguments. They are able to understand unpredictable turns of thought related to sophisticated topics.</p> <p>Readers at the Distinguished level are able to understand writing tailored to specific audiences as well as a number of historical, regional, and colloquial variations of the language. These readers are able to appreciate the richness of written language. Distinguished-level readers understand and appreciate texts that use highly precise, low-frequency vocabulary as well as complex rhetorical structures to convey subtle or highly specialized information. Such texts are typically essay length but may be excerpts from more lengthy texts.</p> <p>Distinguished-level readers comprehend language from within the cultural framework and are able to understand a writer's use of nuance and subtlety. However, they may still have difficulty fully understanding certain nonstandard varieties of the written language.</p> |

