

Elements of Proficiency

	Novice	Intermediate	Advanced	Superior
F Function	formulaic responses in words, phrases & lists	create with language; ask & answer questions	narrate and describe in major time frames	support opinions and hypothesize
A* Accuracy	May be difficult to understand even by sympathetic interlocutor.	Generally understood with some repetition by sympathetic interlocutor	Can be understood without difficulty by speakers not used to dealing with non-native speakers.	No pattern of errors in basic structures; Errors never interfere with communication or distract interlocutor from the message
C Context	common informal settings about most common aspects of daily life	informal and transactional situations; predictable familiar topics daily activities and personal environment	most informal and some formal settings; topics of personal and general interest	most formal and informal settings; wide range of public interest topics and some specialized topics
T Text Type	individual words, phrases and lists; formulaic language	discrete sentences and strings of sentences	paragraph level connected discourse	extended discourse

** Features of accuracy for all levels include vocabulary, grammar, pronunciation, fluency, pragmatic competence and sociolinguistic competence.*

Source: ACTFL Oral Proficiency Interview Tester Training Manual, 2012.

Instructional Tasks for ACTFL Proficiency Levels, Grades 7-12

ACTFL Level	Approximate Traditional Course Levels	Skills to Maintain Daily No Scaffolding Needed (Complete Control)	Skills to Practice Frequently Begin to Remove Scaffolding (Partial Control)	Skills to Introduce With Scaffolding (Conceptual Control)
Novice Low	Level Ia	(None)	Listing Vocabulary Answering Questions Memorized Expressions Talk about Self	Creating with Language Sentence Level Discourse Asking Questions
Novice Mid	Level Ib, Level II	Listing Vocabulary Answering Questions Memorized Expressions	Creating with Language Sentence Level Discourse Asking Questions	
Novice High	Level II, Level III	Listing Vocabulary Answering Questions Memorized Expressions	Creating with Language Sentence Level Discourse Asking Questions Negotiate Survival Situations	Past/Future Narration Paragraph Discourse Description with Details Handling Complications
Intermediate Low	Level III, Level IV	Creating with Language Sentence Level Discourse Asking Questions	Expand Vocabulary and Negotiating Survival Situations	Past/Future Narration Description with Details Paragraph Discourse Handling Complications
Intermediate Mid	Level V	Creating with Language Sentence Level Discourse Asking Questions	Past/Future Narration Paragraph Discourse Description with Details Negotiate Complications	Connected Discourse Supporting Opinions Hypothesizing Unfamiliar Situations
Intermediate High (Pre-advanced)	Possible in Extended K-12 Sequences	Creating with Language Sentence Level Discourse Asking Questions	Past/Future Narration Paragraph Discourse Description with Details Negotiate Complications	Connected Discourse Supporting Opinions Hypothesizing Unfamiliar Situations

Authentic Text Types

	Authentic Short Texts: Literary	Authentic Extended Texts: Literary	Authentic Short Texts: Informational	Authentic Extended Texts: Informational
Novice Low Novice Mid (Level I & II)	Quotations Wise sayings (Refranes) Riddles and Jokes Comics	Short poems Child lore Picture books <i>Short movie clips</i>	Advertisements Labels Charts and Tables Lists Recipes <i>Commercials</i>	Brochures Short news articles Short cultural notes Websites <i>Songs News, weather and sports casts</i>
Novice High Intermediate Low (Level III & IV)	Quotations Wise sayings (Refranes) Riddles and Jokes Comics Poems	Myths/Fables Short Stories <i>Movie clips</i>	Advertisements Labels Charts and Tables Lists Recipes Brochures Short news articles Short cultural notes Websites <i>Commercials News weather and sports casts</i>	Short general interest articles Short biographies Editorials <i>Songs Interviews</i>
Intermediate Mid Intermediate High (Level V & AP)	Quotations Wise sayings (Refranes) Riddles and Jokes Comics Poems Myths/Fables <i>Movie clips</i>	Longer Short Stories Chapters of Novels Plays <i>Movies</i>	Advertisements Labels Charts and Tables Lists Recipes Brochures Short news articles Short cultural notes Websites Short general interest Short biographies Editorials <i>Commercials News, weather and sports casts Songs Interviews</i>	Formal essays Longer articles <i>Podcasts</i>

Italicized items indicate audio texts for listening comprehension and media analysis.

Course: Grade 7 Checkpoint: A Year 1

Proficiency Target: Novice Mid

Unit Title: _____

Topic: _____ Subtopic: _____

Communicative Context: _____

Cultural Context: _____

	Interpersonal	Interpretive (R)	Interpretive (L)	Presentational (SP)	Presentational (W)
Novice Benchmark	I can communicate in a spontaneous conversation on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences and questions.	I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases and simple sentences in texts that are spoken, written or signed.		I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written or signed language.	
Novice Mid Performance Indicators	<ul style="list-style-type: none"> • exchange information I can request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences. • meet needs I can express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, and questions. • preferences and opinions I can express my own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, and questions. 	<ul style="list-style-type: none"> • informational texts I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational texts. • fictional texts I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in fictional texts. • conversations and discussions I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in conversations. 		<ul style="list-style-type: none"> • narrate I can present information about myself, my interests and my activities using a mixture of practiced or memorized words, phrases and simple sentences. • express preference or opinion I can express my likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases and simple sentences • inform, describe, explain I can present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases and simple sentences. 	
Unit Can Do Statements					

Intercultural Can Do: In my own and other cultures, I can **identify** _____

Communicative Tools:

Lexical Set(s): _____

Structures: _____

Course: Grade 8 Checkpoint: A Year 2

Proficiency Target: Novice High

Unit Title: _____

Topic: _____ Subtopic: _____

Communicative Context: _____

Cultural Context: _____

	Interpersonal	Interpretive (R)	Interpretive (L)	Presentational (SP)	Presentational (W)
Novice Benchmark	I can communicate in a spontaneous conversation on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences and questions.	I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases and simple sentences in texts that are spoken, written or signed.	I can identify the topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases and simple sentences in texts that are spoken, written or signed.	I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written or signed language.	I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written or signed language.
Novice High Performance Indicators	<ul style="list-style-type: none"> • exchange information I can request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time. • meet needs I can interact with others to meet my basic needs related to routine everyday activities, using simple sentences and questions most of the time. • preferences and opinions I can express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic. 	<ul style="list-style-type: none"> • informational texts I can identify the topic and some isolated facts from simple sentences in informational texts. • fictional texts I can identify the topic and some isolated elements from simple sentences in short fictional texts. • conversations and discussions I can understand familiar questions and statements from simple sentences in conversations. 	<ul style="list-style-type: none"> • narrate I can present personal information about my life and activities, using simple sentences most of the time. • express preference or opinion I can express my preferences on familiar and everyday topics of interest, using simple sentences most of the time. • inform, describe, explain I can present on familiar and everyday topics, using simple sentences most of the time. 		
Unit Can Do Statements					

Intercultural Can Do: In my own and other cultures, I can **identify** _____

Communicative Tools:

Lexical Set(s): _____

Structures: _____

Course: Grade ____ Checkpoint: B Year ____

Proficiency Target: Intermediate Low

Unit Title: _____

Topic: _____ Subtopic: _____

Communicative Context: _____

Cultural Context: _____

	Interpersonal	Interpretive (R)	Interpretive (L)	Presentational (SP)	Presentational (W)
Intermediate Benchmark	I can participate in spontaneous conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.	I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences with texts that are spoken, written or signed.		I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language	
Intermediate Low Performance Indicators	<ul style="list-style-type: none"> • exchange information I can request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions. • meet needs basic needs in familiar situations by creating simple sentences and asking appropriate follow-up questions. • preferences and opinions I can express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions. 	<ul style="list-style-type: none"> • informational texts I can identify the topic and related information from simple sentences in short informational texts. • fictional texts I can identify the topic and related information from simple sentences in short fictional texts. • conversations and discussions I can identify the main idea in short conversations. 		<ul style="list-style-type: none"> • narrate I can present personal information about my life, activities and events, using simple sentences. • express preference or opinion I can express my preferences on familiar and everyday topics of interest and explain why I feel that way, using simple sentences. • inform, describe, explain I can present on familiar and everyday topics, using simple sentences. 	
Unit Can Do Statements					

Intercultural Can Do: In my own and other cultures, I can **compare** _____

Communicative Tools:

Lexical Set(s): _____

Structures: _____

Use of Can-Do Statements in a Proficiency-based Model

Proficiency Target: *I can tell where I go and what I do in my community.*

Prompt: **Where do you go on the weekend?**

Novice Low: the movies, the bank, the restaurant, the supermarket

lists of words, mostly cognates

Novice Mid: I go to the movies. I go to the restaurant. With my family. The weekend.

formulaic expressions, cognates, phrases

Novice High: I go to the movies on Friday night. I go with my friends. comedy movies.

*simple sentences and phrases when pushed for additional details
some creation with language along with memorized expressions*

Intermediate Low: On Friday night, I go to the movies with my friends. On Saturday night, my family goes to a restaurant for dinner. It is an Italian restaurant. I like spaghetti.

*consistently responds in complete sentences; sentences usually not connected
is creating with the language to talk about their unique situation
consistent control of present tense*

Intermediate Mid: On Friday night, I go to the movies with my friends. After that, we like to go to a nearby restaurant. On Saturday, I work in the morning and in the afternoon I go to the mall with my friends.

*responds in multiple sentences with details beginning to connect ideas
richer vocabulary range and wider variety of subjects*

Structured Input Reference Sheet

Source: James Lee and Bill Van Patten. (1995) *Making Communicative Language Teaching Happen, First Edition*. McGraw Hill. (104-109).

Principles of Structured Input:

1. Present one thing at a time.
2. Keep meaning in focus.
3. Start at sentence level.
4. Use oral and written input.
5. Have learner DO something with input.
6. Structure input carefully to help students see patterns.

Binary Operations (Forced Choice)

The typical student....	TRUE	NOT TRUE
1. gets up at 6:00 AM	<input type="checkbox"/>	<input type="checkbox"/>
2. skips breakfast	<input type="checkbox"/>	<input type="checkbox"/>
3. drives to school	<input type="checkbox"/>	<input type="checkbox"/>
4. works part-time	<input type="checkbox"/>	<input type="checkbox"/>
5. studies in the library	<input type="checkbox"/>	<input type="checkbox"/>

Multiple Choice

- When she was a child, my French teacher
- | | |
|------------------------------------|--|
| a. used to play in a soccer league | c. used to sing in the church choir |
| b. used to get bad grades | d. used to work in her father's store. |
- When she was an adolescent, my French teacher
- | | |
|------------------------|------------------------------|
| a. was very popular | c. was very shy |
| b. had lots of friends | d. used to work after school |

Matching

Match the sentences which logically go together.

COLUMN A	COLUMN B
__1. Juan works part time.	a. He goes to the gym.
__2. Carlos exercises every day.	b. He studies every night.
__3. Samuel gets good grades.	c. He earns five dollars an hour.
__4. Marcos plays the piano.	d. He practices an hour a day.

Surveys

Indicate the extent to which you agree with each statement:

5: Strongly Agree 4: Agree 3: Somewhat agree 2: Disagree 1: Strongly Disagree

In twenty years...	5	4	3	2	1
1. The US will be at peace.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. All cars will run on electricity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. There will be no paper currency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. A woman will be President of the US.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Average life expectancy will be 90 years.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sentence Completions

Make predictions about these statements for your partner. Then, verify your predictions by interviewing your partner.

Unless he had to, _____ (my partner)

1. would never eat _____.
2. would never watch _____.
3. would never go to _____.
4. would never spend money on _____.

On the other hand, _____ (my partner)

5. would probably eat _____.
6. would go to _____ on vacation.
7. would gladly spend money on _____.

Ranking and Ordering

Put these activities from Ray's day in logical order.

- ___ a. He goes to bed late.
- ___ b. He sleeps in math class first period.
- ___ c. He works at the pizzeria.
- ___ d. He attends baseball practice.
- ___ e. He gets up late.
- ___ f. He watches some TV instead.
- ___ g. He eats lunch with friends.
- ___ h. He tries to study.