

ACTFL Performance Guidelines for K-12 Learners
NOVICE LEARNER RANGE
(Grade K-4, Grade 5-8, Grade 9-10)

COMPREHENSIBILITY: How well are they understood?

Interpersonal

- ▶ Rely primarily on memorized phrases and short sentences during highly predictable interactions on very familiar topics;
- ▶ Understood primarily by those very accustomed to interacting with language learners;
- ▶ Imitate modeled words and phrases using intonation and pronunciation similar to that of the model;
- ▶ May show evidence of false starts, prolonged and unexpectedly-placed pauses and recourse to their native language as topics expand beyond the scope of immediate needs;
- ▶ Are able to meet limited practical writing needs, such as short messages and notes, by recombining learned vocabulary and structure to form simple sentences on very familiar topics.

Presentational

- ▶ Use short, memorized phrases and sentences in oral and written presentations;
 - ▶ Are understood primarily by those who are very accustomed to interacting with language learners;
 - ▶ Demonstrate some accuracy in pronunciation and intonation when presenting well-rehearsed material on familiar topics;
 - ▶ May show evidence of false starts, prolonged and unexpectedly-placed pauses, and recourse to their native language as topics expand beyond the scope of immediate needs;
 - ▶ Show abilities in writing by reproducing familiar material
 - ▶ Rely heavily on visuals to enhance comprehensibility in both oral and written presentations.
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- ▶ Write with accuracy when copying written language but may use invented spelling when writing words or producing characters on their own;
 - ▶ May exhibit frequent errors in capitalization and punctuation when target language differs from native language in these areas.
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- ▶ Formulate oral and written presentations using a limited range of simple phrases and expressions based on very familiar topics;
 - ▶ Show inaccuracies and/or interference from the native language when attempting to communicate information which goes beyond the memorized or pre-fabricated;
 - ▶ May exhibit frequent errors in capitalization and/or punctuation and/or production of characters when the writing system of the target language differs from the native language.

COMPREHENSION: How well do they understand?

Interpersonal

- ▶ Comprehend general information and vocabulary when the communication partner uses objects, visuals, and gestures in speaking or writing;
- ▶ Generally need contextual clues, redundancy, paraphrase or restatement in order to understand the message.

Interpretive

- ▶ Understand short, simple conversations and narratives (live and recorded material), within highly predictable and familiar contexts;
- ▶ Rely on personal background experience to assist in comprehension;
- ▶ Exhibit increased comprehension when constructing meaning through recognition of key words or phrases embedded in familiar contexts;
- ▶ Comprehend written and spoken language better when content has been previously presented in an oral and/or visual context;
- ▶ Determine meaning by recognition of cognates, prefixes, and thematic vocabulary.

LANGUAGE CONTROL: How accurate is their language?

Interpersonal

- ▶ Comprehend messages that include predominately familiar grammatical structures;
- ▶ Are most accurate when communicating about very familiar topics using memorized oral and written phrases;
- ▶ Exhibit decreased accuracy when attempting to create with the language

Interpretive

- ▶ Recognize structural patterns in target language narratives and derive meaning from these structures within familiar contexts;
- ▶ Sometimes recognize previously learned structures when presented in new contexts.

Presentational

- ▶ Demonstrate some accuracy in oral and written presentations when reproducing memorized words, phrases and sentences in the target language;

VOCABULARY USE: How extensive and applicable is their vocabulary?

Interpersonal

- ▶ Comprehend and produce vocabulary that is related to everyday objects and actions on a limited number of familiar topics;
- ▶ Use words and phrases primarily as lexical items without awareness of grammatical structure;
- ▶ Recognize and use vocabulary from a variety of topics including those related to other curricular areas;
- ▶ May often rely on words and phrases from their native language when attempting to communicate beyond the word and/or gesture level.

Interpretive

- ▶ Recognize a variety of vocabulary words and expressions related to familiar topics embedded within relevant curricular areas;
- ▶ Demonstrate increased comprehension of vocabulary in spoken passages when these are enhanced by pantomime, props, and/or visuals;
- ▶ Demonstrate increased comprehension of written passages when accompanied by illustrations and other contextual clues.

Presentational

- ▶ Use a limited number of words and phrases for common objects and actions in familiar categories;
- ▶ Supplement their basic vocabulary with expressions acquired from sources such as the teacher or picture dictionaries;
- ▶ Rely on native language words and phrases when expressing personal meaning in less familiar categories.

COMMUNICATION STRATEGIES: How do they maintain communication?

Interpersonal

- ▶ Attempt to clarify meaning by repeating words and occasionally selecting substitute words to convey their message;
- ▶ Primarily use facial expressions and gestures to indicate problems with comprehension.

Interpretive

- ▶ Use background experience to anticipate story direction in highly predictable oral or written texts;
- ▶ Rely heavily on visuals and familiar language to assist in comprehension.

Presentational

- ▶ Make corrections by repeating or rewriting when appropriate forms are routinely modeled by the teacher;
- ▶ Rely heavily on repetition, non-verbal expression (gestures, facial expressions), and visuals to communicate their message.

CULTURAL AWARENESS: How is their cultural understanding reflected in their communication?

Interpersonal

- ▶ Imitate culturally appropriate vocabulary and idiomatic expressions;
- ▶ Use gestures and body language that are generally those of the student's own culture, unless they are incorporated into memorized responses.

Interpretive

- ▶ Understand both oral and written language that reflects a cultural background similar to their own;
- ▶ Predict a story line or event when it reflects a cultural background similar to their own.

Presentational

- ▶ Imitate the use of culturally appropriate vocabulary, idiomatic expressions and non-verbal behaviors modeled by the teacher