

### Program-Level Continuous Improvement Process (CI-Process) Basics

<b>Program Basics</b>	<p><b>Program Name: State formal program name from list of ADHE- or UCA-recognized programs.</b></p> <p>Degree: BA Modern Languages Concentration: Spanish</p>
	<p><b>Program Purpose:</b></p> <p>Students obtaining the Bachelor of Arts degree in Modern Languages with a concentration in Spanish will</p> <ul style="list-style-type: none"> <li>• develop a functional control of the four fundamental language skills: listening, speaking, reading, and writing.</li> <li>• expand and deepen their knowledge of Spanish and other Hispanic cultures, civilizations, and literatures.</li> <li>• demonstrate appropriate knowledge of the Spanish language including self-awareness of proficiency in Spanish.</li> <li>• demonstrate appropriate dispositions for acquiring proficiency &amp; for learning about target language varieties.</li> </ul>
<b>Program Goals (Typically programs have 2-4 goals)</b>	<p><b>Program goals state the faculty's broad expectations of the knowledge, skills, or abilities held by program completers.</b></p>
	<p><b>Goal 1:</b> Students will communicate in Spanish.</p>
	<p><b>Goal 2:</b> Students will gain knowledge and understanding of the cultures of the Spanish-speaking world.</p>
	<p><b>Goal 3:</b> Students will develop insight through Spanish into the nature of language and culture.</p>
	<p><b>Goal 4:</b> Students will use Spanish to participate in communities at home and around the world.</p>

### Program-Level Continuous Improvement Process (CI-Process) Plan

<b>Closing the Loop Process</b>	<p><b>Data Collection</b></p>	<p><b>Who &amp; How: Indicate who will collect the data and how data will be collected.</b></p> <p>Spanish faculty will collect the data in our senior assessment class: SPAN 4110</p>
		<p><b>Timeline: Indicate when the data will be collected.</b></p> <p>Span 4110 is offered every spring and fall.</p>

<p><b>Data Analysis</b></p>	<p><b>Who: Indicate who, by name or position, is responsible for organizing the data and performing an initial analysis of the data to determine the extent to which the benchmarks for the tested student learning outcomes were achieved.</b></p> <p>All Spanish tenured and tenure-track faculty are responsible. The Spanish Assessment Coordinator will perform these initial analyses.</p> <p><b>Timeline: Indicate when the data will be analyzed.</b></p> <p>In May of each year. Due to Chair by June 1.</p>
<p><b>Data Dissemination</b></p>	<p><b>Who &amp; How: Indicate who will share data with relevant faculty and how data will be shared.</b></p> <p>The Spanish Assessment Coordinator will email a written report to all Spanish faculty and the Department Chair by June 1 of each year. The Department Chair will include the Spanish Assessment Report in the Annual Report done each summer.</p> <p><b>Timeline: Indicate when the data will be shared.</b></p> <p>Initial results shared with Spanish faculty by June 1 of each year. The Annual Report will include the Spanish Assessment Report and will be completed and shared with the faculty by July 15 of each year.</p>
<p><b>Resulting Actions</b></p>	<p><b>How: Indicate how the Program Director will formally share results and present desired program changes with the Responsible Authority</b></p> <p>The Annual Report will include the Spanish Assessment Report and will be completed and shared with the faculty and Dean of the College of Liberal Arts by July 15 of each year.</p> <p><b>Timeline: Indicate when the data and faculty feedback will be shared.</b></p> <p>Department faculty will meet the first week of the fall semester to discuss the previous academic year's assessment report.</p>
<p><b>Re-assessment/ Evaluation</b></p>	<p><b>How: Indicate how the desired program changes will be put into place and what data will be collected following the changes. If process for collecting and analyzing data is different than what is stated above, indicate how it will be different here.</b></p> <p>After the faculty have discussed the results in August, any programmatic changes will be completed over the coming months. The assessment cycle will continue as defined above.</p> <p><b>Timeline: Indicate when the data will be collected following these changes.</b></p> <p>During the following year results will be reported and discussed as described above.</p>

**CI-Process Student Learning Outcome Information Sheet**  
*Repeat table as needed for each Student Learning Outcome*

<b>Student Learning Outcome</b>	<b>Student Learning Outcome</b>	<p><b>A Student Learning Outcomes is a specific and measurable indicator of student progress toward a program goal(s).</b></p> <p><b>OUTCOME 1:</b> Students will develop a functional control of the four fundamental language skills: listening, speaking, reading, and writing.</p>
	<b>Related Program Goal(s)</b>	<p><b>State the program goal addressed by this Student Learning Outcome. A “SLO” may address a single goal or multiple goals.</b></p> <p><b>Goal 1:</b> Students will communicate in Spanish.</p> <p>1a. _____% of the graduating majors will score at the Advanced-low level <i>or above</i> on an oral proficiency interview exit examination generated by the department. Teacher candidates must score at the advanced-low rating on an official Oral Proficiency Interview (OPI) or computer-based level check (OPIc) in order to receive departmental recommendation for teacher licensure. (See criterion 10, in the Senior Assessment Rubric included below)</p> <p>1b. _____% of the graduating majors will score at the Advanced level <i>or above</i> on a listening proficiency exit examination generated by the department. (See criterion 10, in the Senior Assessment Rubric included below)</p> <p>1c. _____% of the graduating majors will score at the Advanced level <i>or above</i> on a reading exit examination generated by the department. (See criterion 10, in the Senior Assessment Rubric included below)</p> <p>1d. _____% of the graduating majors will score at the Advanced-low level <i>or above</i> in writing proficiency based on writing samples included in the Spanish 4110 Senior Assessment Course Portfolio. (See criterion 10, in the Senior Assessment Rubric included below)</p>
	<b>Assessment Activity</b>	<p><b>State the activity that will be directly assessed for the above Student Learning Outcome.</b></p> <p>1a. During Spanish 4110 students will undergo an Oral Proficiency Interview (OPI) or computerized OPIc. (Cf. SPAN 4110 Course Assignments, #4 below)</p> <p>1b. During Spanish 4110 students will take a listening proficiency exam. (Cf. SPAN 4110 Course Assignments, #4)</p> <p>1c. During Spanish 4110 students will take a reading proficiency exam. (Cf. SPAN 4110 Course Assignments, #4)</p> <p>1d. During Spanish 4110 students will submit a writing portfolio of papers completed in the major program. The final cultural analysis paper required in SPAN 4110 will be included in this portfolio. (Cf. SPAN 4110 Course Assignments, #5)</p>

	<b>Assessment Method</b>	<p><b>Explain how the quality of the above activity will be assessed.</b></p> <p>1a. Oral proficiency will be assessed according to the ACTFL National Proficiency standards for speaking.</p> <p>1b. Listening proficiency will be assessed according to the ACTFL National Proficiency standards for listening.</p> <p>1c. Reading proficiency will be assessed according to the ACTFL National Proficiency standards for reading.</p> <p>1d. Writing proficiency will be assessed according to the ACTFL National Proficiency standards for writing.</p>
	<b>Benchmark</b>	<p><b>State the performance expectation for the above activity, and some justification for that expectation.</b></p> <p>1a. _____% of the graduating majors will score at the Advanced-low level <i>or above</i>. (This is a new assessment and benchmarks have not yet been established.)</p> <p>1b. _____% of the graduating majors will score at the Advanced level <i>or above</i>. (This is a new assessment and benchmarks have not yet been established.)</p> <p>1c. _____% of the graduating majors will score at the Advanced level <i>or above</i>. (This is a new assessment and benchmarks have not yet been established.)</p> <p>1d. _____% of the graduating majors will score at the Advanced-low level <i>or above</i>. (This is a new assessment and benchmarks have not yet been established.)</p>
	<b>Location</b>	<p><b>State whom will be assessed using the above activity AND where it will occur.</b></p> <p>1a. Spanish majors will undergo an official ACTFL Oral Proficiency interview (OPI) exam in the office of a Spanish faculty member.</p> <p>1b and 1c. Spanish majors will take the listening and reading proficiency exams during the semester they are enrolled in SPAN 4110. Exams will be taken in the Language Learning Center, Irby 209.</p> <p>1d. Spanish majors will submit their writing portfolio by the end of SPAN 4110, after they have completed the final cultural analysis paper for this class.</p>
	<b>Frequency</b>	<p><b>State when AND how frequently the above activity will be assessed.</b></p> <p>Spanish majors will complete the OPI during the semester they complete SPAN 4110, which requires that enrolled students have completed at least 24 hours in the major.</p>
<b>Observations</b>	<b>Data Summary</b>	<p><b>Provide a short summary of the results of the above activity AND the date these results were compiled.</b></p> <p>Data does not yet exist.</p>
	<b>Result</b>	<p><input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet .... <b>The benchmark for this activity (stated above).</b></p>

<b>Analysis</b>	<b>Responsible Authority Analysis</b>	<p><b>Authority Responsible for Analysis: Provide the position of the person responsible for the program.</b></p> <p>Spanish Assessment Coordinator</p> <p><b>Date of Analysis: Provide the date on which Responsible Authority reviewed data</b></p> <p><b>Comments: Provide comments about data from Responsible Authority</b></p>
	<b>Department/ Area/ Program Faculty</b>	<p><b>Presented to Program Faculty by: Provide position of person responsible for sharing results with relevant faculty.</b></p> <p>Spanish Assessment Coordinator</p> <p><b>Date of Presentation: Provide the date on which presentation to faculty was conducted.</b> <i>Example:</i></p> <p><b>Comments: Provide comments about the data from the relevant faculty</b> <i>Example:</i></p>
	<b>Conclusion</b>	<input type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again: ) <input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____
<b>Closing the Loop</b>	<b>Assessment Data-Driven Change</b>	<p><b>Planned Implementation Date: Provide date on which change(s) will be made based on data for this SLO.</b></p>
	<b>Acknowledgement</b>	<p><b>Provide signature of Department Chair acknowledging above results.</b></p> <p style="text-align: right;">Date</p>
	<b>Acknowledgement</b>	<p><b>Provide signature of College committee chairperson or College Dean acknowledging above results.</b></p> <p style="text-align: right;">Date</p>

<b>Student Learning Outcome</b>	<b>Student Learning Outcome</b>	<p><b>A Student Learning Outcomes is a specific and measurable indicator of student progress toward a program goal(s).</b></p> <p><b>OUTCOME 2:</b> Students will expand and deepen their knowledge of Spanish and other Hispanic cultures, civilizations, and literatures.</p>
	<b>Related Program Goal(s)</b>	<p><b>State the program goal addressed by this Student Learning Outcome. A “SLO” may address a single goal or multiple goals.</b></p> <p><b>Goal 2:</b> Students will gain knowledge and understanding of the cultures of the Spanish-speaking world.</p>

	<b>Assessment Activity</b>	<b>State the activity that will be directly assessed for the above Student Learning Outcome.</b> Students will submit the Degree Portfolio described in the SPAN 4110 Course Assignment sheet (#5).
	<b>Assessment Method</b>	<b>Explain how the quality of the above activity will be assessed.</b> Spanish 4110 Senior Assessment Rubric: Criteria 6, 7, and 9. (Cf. NCATE Assessment #2: Content Knowledge in the Language)
	<b>Benchmark</b>	<b>State the performance expectation for the above activity, and some justification for that expectation.</b>  _____ % of the graduating majors will rate “acceptable” on those criteria related to Outcome 2 in the Senior Assessment Rubric used to assess majors in Spanish 4110. (This is a new assessment and benchmarks have not yet been established.)
	<b>Location</b>	<b>State whom will be assessed using the above activity AND where it will occur.</b>  Spanish majors will submit their Degree Portfolio by the end of SPAN 4110.
	<b>Frequency</b>	<b>State when AND how frequently the above activity will be assessed.</b>  Spanish majors will complete this assessment during the semester they complete SPAN 4110, which requires that enrolled students have completed at least 24 hours in the major.
<b>Observations</b>	<b>Data Summary</b>	<b>Provide a short summary of the results of the above activity AND the date these results were compiled.</b>  Data does not yet exist.
	<b>Result</b>	<input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet .... <b>The benchmark for this activity (stated above).</b>
	<b>Responsible Authority Analysis</b>	<b>Authority Responsible for Analysis: Provide the position of the person responsible for the program.</b>  Spanish Assessment Coordinator  <b>Date of Analysis: Provide the date on which Responsible Authority reviewed data</b>  <b>Comments: Provide comments about data from Responsible Authority</b>
<b>Analysis</b>	<b>Department /Area/ Program Faculty</b>	<b>Presented to Program Faculty by: Provide position of person responsible for sharing results with relevant faculty.</b>  Spanish Assessment Coordinator  <b>Date of Presentation: Provide the date on which presentation to faculty was conducted.</b> <i>Example:</i>  <b>Comments: Provide comments about the data from the relevant faculty</b> <i>Example:</i>

	<b>Conclusion</b>	<input type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again): <input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____
<b>Closing the Loop</b>	<b>Assessment Data-Driven Change</b>	<b>Planned Implementation Date: Provide date on which change(s) will be made based on data for this SLO.</b>
	<b>Acknowledgement</b>	<b>Provide signature of Department Chair acknowledging above results.</b>  Date
	<b>Acknowledgement</b>	<b>Provide signature of College committee chairperson or College Dean acknowledging above results.</b>  Date

<b>Student Learning Outcome</b>	<b>Student Learning Outcome</b>	<b>A Student Learning Outcomes is a specific and measurable indicator of student progress toward a program goal(s).</b>  <b>OUTCOME 3</b> Students will demonstrate appropriate knowledge of the Spanish language including self-awareness of proficiency in Spanish.
	<b>Related Program Goal(s)</b>	<b>State the program goal addressed by this Student Learning Outcome. A “SLO” may address a single goal or multiple goals.</b>  Goal 3: Students will develop insight through Spanish into the nature of language and culture.
	<b>Assessment Activity</b>	<b>State the activity that will be directly assessed for the above Student Learning Outcome.</b>  Students will submit the “Language Essay” described in the SPAN 4110 Course Assignment sheet (#1.)
	<b>Assessment Method</b>	<b>Explain how the quality of the above activity will be assessed.</b>  Spanish 4110 Assessment Rubric: criteria 2, 3, 4, and 5. (Cf. NCATE Assessment #2: Content Knowledge in the Language)
	<b>Benchmark</b>	<b>State the performance expectation for the above activity, and some justification for that expectation.</b>  _____% of the graduating majors will rate “acceptable” on those criteria related to Outcome 3 in the Senior Assessment Rubric used to assess majors in Spanish 4110. (This is a new assessment and benchmarks have not yet been established.)
	<b>Location</b>	<b>State whom will be assessed using the above activity AND where it will occur.</b>  Spanish majors will submit their Course portfolio by the end of SPAN 4110
	<b>Frequency</b>	<b>State when AND how frequently the above activity will be assessed.</b>  Spanish majors will complete this assessment during the semester they complete SPAN 4110, which requires that enrolled students have completed at least 24 hours in the major.

<b>Observations</b>	<b>Data Summary</b>	<b>Provide a short summary of the results of the above activity AND the date these results were compiled.</b>  Data does not yet exist.
	<b>Result</b>	<input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet ... <b>The benchmark for this activity (stated above).</b>
	<b>Responsible Authority Analysis</b>	<b>Authority Responsible for Analysis: Provide the position of the person responsible for the program.</b>  Spanish Assessment Coordinator  <b>Date of Analysis: Provide the date on which Responsible Authority reviewed data</b> <b>Comments: Provide comments about data from Responsible Authority</b>
<b>Analysis</b>	<b>Department /Area/ Program Faculty</b>	<b>Presented to Program Faculty by: Provide position of person responsible for sharing results with relevant faculty.</b>  Spanish Assessment Coordinator  <b>Date of Presentation: Provide the date on which presentation to faculty was conducted.</b> <i>Example:</i> <b>Comments: Provide comments about the data from the relevant faculty</b> <i>Example:</i>
	<b>Conclusion</b>	<input type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again): <input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____
<b>Closing the Loop</b>	<b>Assessment Data-Driven Change</b>	<b>Planned Implementation Date: Provide date on which change(s) will be made based on data for this SLO.</b>
	<b>Acknowledgement</b>	<b>Provide signature of Department Chair acknowledging above results.</b>  <div style="text-align: right;">Date</div>
	<b>Acknowledgement</b>	<b>Provide signature of College committee chairperson or College Dean acknowledging above results.</b>  <div style="text-align: right;">Date</div>

<b>Student Learning</b>	<b>Student Learning Outcome</b>	<b>A Student Learning Outcomes is a specific and measurable indicator of student progress toward a program goal(s).</b>  <b>OUTCOME 4</b> Students will demonstrate appropriate dispositions for acquiring proficiency & for learning about target language varieties.
	<b>Related Program Goal(s)</b>	<b>State the program goal addressed by this Student Learning Outcome. A “SLO” may address a single goal or multiple goals.</b>  Goal 4: Students will use Spanish to participate in communities at home and around the world.



	<b>Assessment Activity</b>	<b>State the activity that will be directly assessed for the above Student Learning Outcome.</b> During Spanish 4110, the students will submit a Degree Portfolio described in the SPAN 4110 Course Assignment sheet (#5).
	<b>Assessment Method</b>	<b>Explain how the quality of the above activity will be assessed.</b> Spanish 4110 Senior Assessment Rubric: criterion 8. (Cf. NCATE Assessment #2: Content Knowledge in the Language)
	<b>Benchmark</b>	<b>State the performance expectation for the above activity, and some justification for that expectation.</b>  _____ % of the graduating majors will rate "acceptable" on criterion 8 in the Senior Assessment Rubric used to assess majors in Spanish 4110. (This is a new assessment and benchmarks have not yet been established.)
	<b>Location</b>	<b>State whom will be assessed using the above activity AND where it will occur.</b>  Spanish majors will submit their Degree Portfolio by the end of SPAN 4110.
	<b>Frequency</b>	<b>State when AND how frequently the above activity will be assessed.</b>  Spanish majors will complete this assessment during the semester they complete SPAN 4110, which requires that enrolled students have completed at least 24 hours in the major.
<b>Observations</b>	<b>Data Summary</b>	<b>Provide a short summary of the results of the above activity AND the date these results were compiled.</b>  Data does not yet exist.
	<b>Result</b>	<input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet .... <b>The benchmark for this activity (stated above).</b>
	<b>Responsible Authority Analysis</b>	<b>Authority Responsible for Analysis: Provide the position of the person responsible for the program.</b>  Spanish Assessment Coordinator  <b>Date of Analysis: Provide the date on which Responsible Authority reviewed data</b>  <b>Comments: Provide comments about data from Responsible Authority</b>
<b>Analysis</b>	<b>Department /Area/ Program Faculty</b>	<b>Presented to Program Faculty by: Provide position of person responsible for sharing results with relevant faculty.</b>  Spanish Assessment Coordinator  <b>Date of Presentation: Provide the date on which presentation to faculty was conducted.</b> <i>Example:</i>  <b>Comments: Provide comments about the data from the relevant faculty</b> <i>Example:</i>
	<b>Conclusion</b>	<input type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again):

Semester and/or academic year for which the data applies: 2013-14

		<input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____
<b>Closing the Loop</b>	<b>Assessment Data-Driven Change</b>	<b>Planned Implementation Date: Provide date on which change(s) will be made based on data for this SLO.</b>
	<b>Acknowledgement</b>	<b>Provide signature of Department Chair acknowledging above results.</b>  <div style="text-align: right;">Date</div>
	<b>Acknowledgement</b>	<b>Provide signature of College committee chairperson or College Dean acknowledging above results.</b>  <div style="text-align: right;">Date</div>

**Spanish 4110 Senior Assessment Rubric (see related Course Assignments, below)**

**(Cf. NCATE Assessment #2: Content Knowledge in the Language)**

<b>Elements</b>	<b>Unacceptable</b> (Approaches Standard) <b>1 pt.</b>	<b>Acceptable</b> (Meets Standard) <b>2 pts.</b>	<b>Target</b> (Exceeds Standard) <b>3 pts.</b>
<b><u>Criterion 1</u></b> <b>Overall Presentation</b>	Sloppy or disorganized presentation with little or no attention to details. Includes some required components, but not all are complete, typed and arranged according to guidelines. Descriptions are not complete or lack accuracy.	Neat presentation with some attention to details. Includes most required components, typed and arranged according to guidelines. Descriptions are generally well presented and accurate.	Exceptionally professional presentation with attention to details. Includes all required components, typed and arranged according to guidelines. Descriptions are clearly presented and accurate.
<b><u>Criterion 2</u></b> <b>Knowledge of the linguistic elements of the target language</b>	Candidate identifies some of the major features of the target language grammar (i.e., phonology, morphology, syntax, semantics).	Candidate accurately describes the major features of the target language grammar (i.e., phonology, morphology, syntax, semantics).	Candidate accurately analyzes the major features of the target language grammar (i.e., phonology, morphology, syntax, semantics).
<b><u>Criterion 3</u></b> <b>Knowledge of target language discourse</b>	Candidate is aware of pragmatic and sociolinguistic features of the target language, as well as features for creating coherence.	Candidate identifies pragmatic and sociolinguistic features of the target language, as well as features for creating coherence.	Candidate explains pragmatic and sociolinguistic features of the target language, as well as features for creating coherence.
<b><u>Criterion 4</u></b> <b>Knowledge of differences between the target language &amp; native/other languages</b>	Candidate recognizes that differences exist between the target language & native/other languages.	Candidate identifies key differences between the target language & native/other languages.	Candidate accurately describes key differences between the target language & native/other languages.
<b><u>Criterion 5</u></b> <b>Self-analysis of target language proficiency</b>	Candidate self-diagnoses a few target language difficulties in speech and writing.	Candidate self-diagnoses patterns of target language difficulties in speech and writing.	Candidate self-diagnoses patterns of target language difficulties in speech and writing and articulates a plan to seek remediation for those difficulties.

<p><b>Criterion 6</b> <b>Integration and analysis of cultural knowledge</b></p>	<p>Candidate cites examples of cultural practices, products, and perspectives. Candidate relies on cultural analyses that are readily available.</p>	<p>Candidate cites key cultural perspectives and provides support through description of products and practices. Candidate demonstrates the ability to analyze and hypothesize about unfamiliar or unknown cultural issues. Candidate uses a cultural framework to investigate cultural issues.</p>	<p>Candidate views the target culture as a system in which cultural perspectives are reflected through practices and products. Candidate collects materials for instructional use that pose significant cultural questions or illustrate cultural changes. Candidate uses a cultural framework to keep abreast of the changing nature of culture and its cultural variations.</p>
<p><b>Criterion 7</b> <b>Dispositions for learning about target language cultures and literatures</b></p>	<p>Candidate demonstrates an interest in familiar cultural content and some major literary texts.</p>	<p>Candidate seeks opportunities to expand his or her knowledge of target language cultures and literatures through independent work and/or interactions with native speakers.</p>	<p>Candidate works to build a large repertoire of target language cultural and literary resources. Candidate analyzes and synthesizes cultural and literary information from authentic sources in various media.</p>
<p><b>Criterion 8</b> <b>Dispositions for acquiring proficiency &amp; for learning about target language varieties</b></p>	<p>Candidate rarely uses the target language outside of the classroom, has not studied abroad, and seldom accesses content in the target language via the Internet. Knowledge of target language varieties limited to classroom learning.</p>	<p>Candidate often uses the target language outside of the classroom by attending conversation hours, by belonging to a language club, or by interacting regularly with other target language speakers outside of class. Candidate has studied abroad for at least a summer term, regularly accesses content in the target language via the Internet, and has experienced target language varieties outside the classroom.</p>	<p>Candidate uses a number of approaches to consistently practice and improve their language proficiency including at least one semester-length immersion experience. Extensive knowledge of target language varieties has been acquired through immersion experiences and regular (weekly) interactions with a variety of target language speakers outside the classroom.</p>
<p><b>Criterion 9</b> <b>Knowledge of literary and cultural works</b></p>	<p>Candidate is aware of some major literary works and has read excerpts, abridgements, or reviews of those works and authors.</p>	<p>Candidate interprets literary and cultural texts that represent defining works in the target cultures. Candidate identifies themes, authors, historical style, and genres in a variety of media that the cultures deem important.</p>	<p>Candidate interprets and synthesizes ideas and critical issues from literary and other cultural works that represent the historical and contemporary products of a wide range of artists in a wide range of forms and media. Candidate interprets them from multiple viewpoints and approaches.</p>
<p><b>Criterion 10</b> <b>Target Language Proficiencies</b></p>	<p>Candidate demonstrates an intermediate-high level of proficiency as described in ACTFL guidelines in one or more of the 4 skills.</p>	<p>Candidate demonstrates an advanced-low level of proficiency as described in ACTFL guidelines in all 4 skills.</p>	<p>Candidate demonstrates at least an advanced-mid level of proficiency as described in ACTFL guidelines in at least two skills with advanced proficiency in all.</p>

The following graded assignments of your capstone seminar should show evidence of growth as a student of Spanish and your level of professional preparation in your core subject matter. The assessment rubric will be used to evaluate your work in the course. Students are expected to score a minimal rating of “Acceptable” on each criterion.

1. Language Essay (Rubric Criteria 2-5)

Conduct an 8-15 minute interview with a native speaker of Spanish and write an essay in English or Spanish of 4-6 pages that addresses the following points.

- Analyze critically the conversation in order to identify and describe the linguistic features of Spanish (e.g. phonology, morphology, syntax, semantics), and its discursive characteristics (e.g. sociolinguistic features, register)
- Identify ways that the Spanish spoken by the native speaker you interviewed differs from other varieties of Spanish.
- Compare and contrast Spanish with your native language, giving particular importance to differences between them.
- Provide an objective assessment of yourself as a speaker of Spanish and your role as a participant in the recorded conversation.

2. Culture Essay (Rubric Criteria 6 and 10)

- Analyze critically your cultural experiences related to Hispanic cultures in the United States and in the Spanish-speaking countries where you have visited or studied as a means to describe practices, products, and perspectives (the 3 “P”s).
- Write an essay of 6-10 pages in Spanish that is grounded in theoretical or applied research.
- Demonstrate sufficient command of written communication (e.g. complex structures, subordination, transitional structures, vocabulary) to support a rating of Advanced Low in writing.

3. Presentation (Rubric Criteria 6-8)

- Make a 15-20 minute presentation in Spanish to an audience of students and faculty highlighting the lessons you have learned as a student of Spanish regarding the 3 “P”s”. Since this presentation will be based on the Culture Essay described above students will want to select the best examples to present.
- A comparative/contrastive approach is strongly encouraged
- Do not simply describe where you have traveled and what you have seen but rather reflect on how studying the Spanish language and Hispanic cultures and literatures have transformed the way you view yourself and, most importantly, your own cultural perspectives.
- Describe ways that you plan to continue expanding your knowledge of the Spanish language and Hispanic cultures and literatures.

4. Proficiency Exams (Rubric Criterion 10)

- Teacher candidates must schedule and complete an official OPI through [www.languagetesting.com](http://www.languagetesting.com).
- Other majors may do an official OPI or complete a departmental exit interview
- Provide sufficient evidence in OPI to receive a rating of Advanced-Low in Spanish oral proficiency.
- Complete the internal assessments in reading and listening, receiving a rating of Advanced Low.

5. Degree Portfolio (Rubric Criteria 1-10)

- Compile and organize a portfolio of your upper-division coursework in Spanish in a professional manner. This portfolio should provide evidence of your growth and personal trajectory as a student of Spanish.
- The portfolio should consist of the following four sections and corresponding content:
  - a. Knowledge the Spanish Language (Language Essay and appropriate coursework)
  - b. Knowledge of Hispanic Cultures and Literatures (Cultural Essay and Literary Analyses)  
(Documentation of Criterion 9)
  - c. Evidence of Appropriate Dispositions
  - c. Evidence of Appropriate Dispositions (Documentation of Criteria 7 and 8)
  - d. Evidence of Target Language Proficiencies (Documentation of Results of Proficiency Exams)
- For each section provide an overview/supporting rationale of approximately 100 words that addresses the course criteria.

ACTFL  
**PROFICIENCY  
GUIDELINES**  
2012



ACTFL

**AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES**

**1001 N. FAIRFAX ST., SUITE 200 | ALEXANDRIA, VA 22314**

PH 703-894-2900 | FAX 703-894-2905 | [www.actfl.org](http://www.actfl.org)

# *General Preface*

## *to the* **ACTFL Proficiency Guidelines 2012**

The ACTFL Proficiency Guidelines are descriptions of what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context. For each skill, these guidelines identify five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The major levels Advanced, Intermediate, and Novice are subdivided into High, Mid, and Low sublevels. The levels of the ACTFL Guidelines describe the continuum of proficiency from that of the highly articulate, well-educated language user to a level of little or no functional ability.

These Guidelines present the levels of proficiency as ranges, and describe what an individual can and cannot do with language at each level, regardless of where, when, or how the language was acquired. Together these levels form a hierarchy in which each level subsumes all lower levels. The Guidelines are not based on any particular theory, pedagogical method, or educational curriculum. They neither describe how an individual learns a language nor prescribe how an individual should learn a language, and they should not be used for such purposes. They are an instrument for the evaluation of functional language ability.

The ACTFL Proficiency Guidelines were first published in 1986 as an adaptation for the academic community of the U.S. Government's Interagency Language Roundtable (ILR) Skill Level Descriptions. This third edition of the ACTFL Proficiency Guidelines includes the first revisions of Listening and Reading since their original publication in 1986, and a second revision of the ACTFL Speaking and Writing Guidelines, which were revised to reflect real-world assessment needs in 1999 and 2001 respectively. New for the 2012 edition are the addition of the major level of Distinguished to the Speaking and Writing Guidelines, the division of the Advanced level into the three sublevels of High, Mid, and Low for the Listening and Reading Guidelines, and the addition of a general level description at the Advanced, Intermediate, and Novice levels for all skills.

Another new feature of the 2012 Guidelines is their publication online, supported with glossed terminology and annotated, multimedia samples of performance at each level for Speaking and Writing, and examples of oral and written texts and tasks associated with each level for Reading and Listening.

The direct application of the ACTFL Proficiency Guidelines is for the evaluation of functional language ability. The Guidelines are intended to be used for global assessment in academic and workplace settings. However, the Guidelines do have instructional implications. The ACTFL Proficiency Guidelines underlie the development of the ACTFL Performance Guidelines for K-12 Learners (1998) and are used in conjunction with the National Standards for Foreign Language Learning (1996, 1998, 2006) to describe how well students meet content standards. For the past 25 years, the ACTFL Guidelines have had an increasingly profound impact on language teaching and learning in the United States.

# ACTFL PROFICIENCY GUIDELINES 2012 — SPEAKING

## *Preface*

### **The ACTFL Proficiency Guidelines 2012 – Speaking**

describe five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The description of each major level is representative of a specific range of abilities. Together these levels form a hierarchy in which each level subsumes all lower levels. The major levels Advanced, Intermediate, and Novice are divided into High, Mid, and Low sublevels.

The Guidelines describe the tasks that speakers can handle at each level, as well as the content, context, accuracy, and discourse types associated with tasks at each level. They also present the limits that

speakers encounter when attempting to function at the next higher major level.

These Guidelines can be used to evaluate speech that is either Interpersonal (interactive, two-way communication) or Presentational (one-way, non-interactive).

The written descriptions of speaking proficiency are accompanied online by speech samples illustrating the features of each major level.

The ACTFL Proficiency Guidelines 2012 – Speaking may be used for non-profit, educational purposes only, provided that they are reproduced in their entirety, with no alterations, and with credit to ACTFL.

## **DISTINGUISHED**

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.

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.

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.

## SUPERIOR

---

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 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.

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.

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.

## ADVANCED

---

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.

### Advanced High

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.

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.



## **Advanced Mid**

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.

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.

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 oral paragraph structure of their own language rather than that of the target language.

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.

## **Advanced Low**

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.

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.

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 by an irregular flow, and containing noticeable self-correction. More generally, the performance of Advanced Low speakers tends to be uneven.

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.

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.

# ACTFL PROFICIENCY GUIDELINES 2012 — WRITING

## *Preface*

**The ACTFL Proficiency Guidelines 2012 – Writing** describe five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The description of each major level is representative of a specific range of abilities. Together these levels form a hierarchy in which each level subsumes all lower levels. The major levels Advanced, Intermediate, and Novice are divided into High, Mid, and Low sublevels.

The Guidelines describe the tasks that writers can handle at each level as well as the content, context, accuracy, and discourse types associated with the writing tasks at each level. They also present the limits that writers encounter when attempting to function at the next higher major level.

These Guidelines can be used to describe written text that is either Presentational (essays, reports, letters) or Interpersonal (instant messaging, e-mail communication, texting). Moreover, they apply to writing that is spontaneous (immediate, unedited) or reflective (revised, edited). This is possible because the Guidelines describe the product rather than the process or purpose of the writing.

The written descriptions of writing proficiency are accompanied online by writing samples illustrating the features of each major level.

The ACTFL Proficiency Guidelines 2012 – Writing may be used for non-profit, educational purposes only, provided that they are reproduced in their entirety, with no alterations, and with credit to ACTFL.

## ADVANCED

---

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.

### Advanced High

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.

### Advanced Mid

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 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.

### Advanced Low

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.

## *Preface*

**The ACTFL Proficiency Guidelines 2012 – Listening** describe five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The description of each major level is representative of a specific range of abilities. Together these levels form a hierarchy in which each level subsumes all lower levels. The major levels Advanced, Intermediate, and Novice are divided into High, Mid, and Low sublevels. The subdivision of the Advanced Level into High, Mid, and Low is new. This makes the Listening descriptions parallel to the other skill-level descriptions.

Listening is an interpretive skill. Listening comprehension is based largely on the amount of information listeners can retrieve from what they hear and the inferences and connections that they can make. By describing the tasks that listeners can perform with different types of oral texts and under different types of circumstances, the Listening Proficiency Guidelines describe how listeners understand oral discourse. The Guidelines do not describe how listening skills develop, how one learns to listen, nor the actual cognitive processes involved in the activity. Rather, they are intended to describe what listeners understand from what they hear.

These Guidelines apply to listening that is either Interpretive (non-participative, overheard) or Interpersonal (participative).

The written descriptions of listening proficiency are accompanied online by authentic speech samples and the functional listening tasks associated with each major level.

The ACTFL Proficiency Guidelines 2012 – Listening may be used for non-profit, educational purposes only, provided that they are reproduced in their entirety, with no alterations, and with credit to ACTFL.

# ACTFL PROFICIENCY GUIDELINES 2012 – LISTENING

## ADVANCED

---

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.

Advanced-level listeners understand speech that is authentic and connected. This speech is lexically and structurally uncomplicated. The discourse is straightforward and is generally organized in a clear and predictable way.

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.

### **Advanced High**

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. 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.

### **Advanced Mid**

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.

### **Advanced Low**

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.

# ACTFL PROFICIENCY GUIDELINES 2012 — READING

## *Preface*

**The ACTFL Proficiency Guidelines 2012 – Reading** describe five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The description of each major level is representative of a specific range of abilities. Together these levels form a hierarchy in which each level subsumes all lower levels. The major levels Advanced, Intermediate, and Novice are divided into High, Mid, and Low sublevels. The subdivision of the Advanced level is new. This makes the Reading descriptions parallel to the other skill level descriptions.

Reading is an interpretive skill. Reading comprehension is based largely on the amount of information readers can retrieve from a text, and the inferences and connections that they can make within and across texts. By describing the tasks that readers can perform with different types of texts and under different types of circumstances, the Reading Proficiency Guidelines describe how readers understand written texts. These Guidelines do not describe how reading skills develop, how one learns to read, nor the actual cognitive processes involved in the activity of reading. Rather, they are intended to describe what readers are able to understand from what they read.

These Guidelines apply to reading that is either Interpretive (books, essays, reports, etc.) or Interpersonal (instant messaging, texting, email communication, etc.).

The written descriptions of reading proficiency are accompanied online by authentic text samples and the functional reading tasks associated with each major level.

The ACTFL Proficiency Guidelines 2012 – Reading may be used for non-profit, educational purposes only, provided that they are reproduced in their entirety, with no alterations, and with credit to ACTFL.

## ADVANCED

---

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).

Advanced-level readers are able to understand texts that have a clear and predictable structure. For the most part, the prose is uncomplicated and the subject matter pertains to real-world topics of general interest.

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.

### **Advanced High**

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.

### **Advanced Mid**

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.

### **Advanced Low**

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.