ACTFL Performance Guidelines
For K-12 Learners

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ABSTRACT The ACTFL Performance Guidelines for K-12 Learners comprehensively describe the language performance of students of foreign languages across the three modes of communication (Interpersonal, Interpretive, Presentational), following specific periods of classroom instruction. Informed by the Standards for Foreign Language Learning, these guidelines are based on the experience and advice of hundreds of language educators at all levels of instruction throughout the United States. The ACTFL Performance Guidelines for K-12 Learners are the result of a three-year initiative supported by the U.S. Department of Education International Research and Studies Program.

Why New Guidelines?
For nearly two decades, the ACTFL Proficiency Guidelines (1982) have profoundly influenced our profession, first in the area of assessment and second in the area of curriculum development. Even though they were designed to describe language performance of adult-like language users, these guidelines have also been helpful in articulating the kind of language high school users might produce. The ACTFL Proficiency Guidelines (1982) assume a certain level of cognitive development with which the language user can perform language tasks and functions and also describe language proficiency regardless of where and how it is acquired.

The ACTFL Performance Guidelines for K-12 Learners expand upon the aforementioned guidelines by focusing on second language use by students who participate in elementary, middle and high school foreign language programs. Unlike adult language users, students in the K-12 spectrum are in a continuous process of cognitive development that influences their ability to perform language tasks. Additionally, students acquire their language skills in the controlled and carefully articulated environment of a school classroom. The new ACTFL Performance Guidelines for K-12 Learners take these factors into consideration as they set forth characteristics of language users at the various stages or benchmarks of learning and development.

Standards for Foreign Language Learning are the content standards that define the “what” of foreign language learning in American classrooms. The ACTFL Performance Guidelines for K-12 Learners are the performance standards that define the “how well.” Like Standards for Foreign Language Learning, the ACTFL Performance Guidelines for K-12 Learners are designed to describe second language learning that begins in kindergarten and continues in an uninterrupted sequence through Grade 12, reflecting a vision for language learning and language use by American students. Clearly, more American school districts now offer longer sequences of foreign language than ever before. However, a 13-year uninterrupted program of foreign language study is not commonly found in this country as the 20th century draws to a close.

While designed to describe language use by students who articulate along the 13-year continuum of language learning set forth by

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Standards for Foreign Language Learning, language professionals whose students do not travel on a 13-year continuum will still find the ACTFL Performance Guidelines for K-12 Learners useful since they account for various entry points that reflect most major language sequences found in the United States. Users of the Guidelines will be able to identify language performance descriptions for students who fit into the following language sequence configurations (K-4; K-8; K-12; 5-8; 5-12; 7-12; 9-10; 9-12) as well as for other program models.

What Are these Guidelines Intended to Do?
Standards for Foreign Language Learning have answered the question of “what” should be taught in American foreign language classrooms. Subsequent efforts by states and local school districts have further defined what should be taught to American students learning foreign languages. Such standards are known as “content standards.” What has heretofore been missing is the answer to the question “how well” should students be expected to do the “what.” These guidelines, or “performance standards,” provide information to teachers and administrators about how well students can be expected to do the “what” from the content standards.

The ACTFL Performance Guidelines for K-12 Learners were developed to help foreign language educators better understand the developmental path that second language learning takes when it occurs within a school setting. More exposure to language and culture content, as provided by the classroom teacher, is a major factor in language acquisition by students. Varying learning speeds, biases to certain learning styles and the general language learning ability of students also affect how well a second language is learned. The language performance descriptions contained in these Guidelines are designed to help teachers understand how well students demonstrate language ability at various points along the language learning continuum.

Hopefully, using the ACTFL Performance Guidelines for K-12 Learners will alleviate the pressure experienced by many foreign language educators to achieve unrealistic goals in short periods of instructional time. Students require carefully planned and well-sequenced learning opportunities that provide practice in using the language in order to internalize language competencies. The hundreds of American foreign language educators who reviewed and responded to these guidelines during their development have verified that the descriptions represent the reality of what students should be able to do with a foreign language after set amounts of time provided that their instruction is both standards-based and performance-based. That being the case, teachers should be able to refer to this document, reflect on their students’ use of language, and feel that they are “on track.” Alternatively, teachers may read the descriptors and determine that their students do not perform at a level consistent with the time and effort spent and, therefore, seek ways of modifying their program to achieve the levels of language performance described.

Classical Languages
The ACTFL Performance Guidelines for K-12 Learners are also intended to be applied to the classical languages (Latin and Greek). While often falsely assumed that students of Latin and classical Greek spend all of their instructional time reading and translating, the new performance guidelines provide a further context for a more comprehensive view of the instructional components to be found in such classes. The importance of the three modes of communication (Interpersonal, Interpretive and Presentational) as an applicable principle to the learning of the classical languages is evidenced in the following standards found in the Standards for Classical Languages:

- Students read, understand and interpret Latin or Greek.
- Students use orally, listen to, and write Latin or Greek as part of the language learning process.
Therefore, while reading and understanding the written messages of the ancient world is a key to communication in the study of Latin and classical Greek, the oral use of the language can also be employed to build student interest and to heighten understanding of and appreciation for the languages and their cultures.

Less Commonly Taught Languages
The ACTFL Performance Guidelines for K-12 Learners have been written to describe realistic language performance for students at the various benchmarks along the instructional sequence. Particularly, they describe performance expected in students who study the western languages most commonly taught in American schools. Students whose native language is English find many similarities between English and the languages of the western world, both in oral and written forms. These similarities aid the students in their acquisition of the new language. Conversely, when students encounter the less commonly taught languages such as Arabic, Chinese, Japanese, Korean, and Russian, new hurdles await them: unfamiliar sounds, different writing systems and new grammars. These linguistic features, which oftentimes cannot be linked to anything the students know in their native language, present challenges and generally tend to extend the language acquisition process. It cannot be expected, therefore, that students learning the less commonly taught languages should reach the same level of performance as those who study the western languages more frequently offered in American schools.

How Are the Guidelines Organized?
Following the organizing principle of Standards for Foreign Language Learning, the ACTFL Performance Guidelines for K-12 Learners are structured to describe language use as it is characterized by modes of communication: Interpersonal, Interpretive and Presentational. Developers of the standards viewed the use of language “modes” as a richer and more natural way of envisioning communication than the traditional four skills of listening, speaking, reading and writing. Additionally, Brecht and Walton (1994) suggest that looking at these language modes places primary emphasis on the context and purpose of the communication rather than concentrating on any one skill in isolation.

The Interpersonal Mode is characterized by active negotiation of meaning among individuals. Participants observe and monitor one another to see how their meanings and intentions are being communicated. Adjustments and clarifications can be made accordingly. As a result, there is a higher probability of ultimately achieving the goal of successful communication in this mode than in the other two modes. The Interpersonal Mode is most obvious in conversation, but both the interpersonal and negotiated dimensions can be realized through reading and writing, such as the exchange of personal letters or of electronic mail (e-mail) messages.

The Interpretive Mode is focused on the appropriate cultural interpretation of meanings that occur in written and spoken form where there is no recourse to the active negotiation of meaning with the writer or the speaker. Such instances of “one-way” reading or listening include the cultural interpretation of texts, movies, radio and television broadcasts, and speeches. Interpreting the cultural meaning of texts, oral or written, must be distinguished from the notion of reading and listening “comprehension,” where the term could refer to understanding a text with an American mindset. Put another way, interpretation differs from comprehension in that the former implies the ability to “read (or listen) between the lines.”

Since the Interpretive Mode does not allow for active negotiation between the reader and the writer or the listener and the speaker, it requires a much more profound knowledge of culture from the outset. The more one knows about the other language and culture, the greater the chances of creating the appropriate cultural interpretation of a written or spoken text. It must be noted, however, that cultural literacy and the ability
to read or listen between the lines are developed over time and through exposure to the language and culture.

The **Presentational Mode** refers to the creation of messages in a manner that facilitates interpretation by members of the other culture where no direct opportunity for the active negotiation of meaning between members of the two cultures exists. Examples include the writing of reports and articles or the presentation of speeches. These examples of "one-way" writing and speaking require a substantial knowledge of language and culture from the outset, since the goal is to make sure that members of the other culture, the audience, will be successful in reading and listening between the lines.

These three modes of communication, then, provide the organizing principle for describing language performance, as evidenced by students at the benchmarks labeled Novice Range, Intermediate Learner Range and Pre-Advanced Learner Range. These benchmarks correlate to students enrolled in K-Grade 4 or Grade 5-8 programs; Grade 9-10 programs; K-Grade 8, Grade 9-12 or Grade 5-12 programs; and K-Grade 12 programs, respectively. These benchmarks also reflect language descriptors as set forth in the Novice and Intermediate sections of the *ACTFL Proficiency Guidelines*.

To provide the user of these guidelines with as much specificity as is possible and helpful, the language performance descriptors are grouped into the following domains within each of the three modes:

- **Comprehensibility** (How well is the student understood?)
- **Comprehension** (How well does the student understand?)
- **Language Control** (How accurate is the student's language?)
- **Vocabulary Use** (How extensive and applicable is the student's vocabulary?)
- **Communication Strategies** (How does the student maintain communication?)
- **Cultural Awareness** (How is the student's cultural knowledge reflected in language use?)

(Portions of this section taken from *Standards for Foreign Language Learning: Preparing for the 21st Century* with permission.)

**Finding Your Students**

The *ACTFL Performance Guidelines for K-12 Learners* reflect how well students perform in the language and the content as outlined in *Standards for Foreign Language Learning*. The standards assume an instructional language path that begins in kindergarten and continues through high school. This may not reflect reality for many school districts, but just as national foreign language standards articulate a vision for the future, so do these *Guidelines* articulate a vision for how well American foreign language learners will perform in those languages as they follow that specified continuum.

Considering the content and the intended K-12 sequence set forth in the *Standards for Foreign Language Learning*, developers of the performance guidelines for students felt obliged to assume that accomplishment of such content standards required students to be enrolled in elementary programs that meet from 3-5 days per week for no less than 30-40 minutes per class; middle school programs that meet daily for no less than 40-50 minutes; and high school programs that meet daily for no less than 40-50 minutes; and high school programs that equal four units of credit.

To parallel the national standards, the *ACTFL Performance Guidelines for K-12 Learners* were written primarily to describe the language performance of students who begin foreign language study in kindergarten and continue through Grade 12. And for such programs, these guidelines should adequately describe the full-range of language that students will be able to control at those three benchmark opportunities (Novice, Intermediate and Pre-Advanced) in their K-12 journey.
The present picture of foreign language learning in this country, however, is a long way from that vision. For those programs that do not reflect profiles as articulated in the Guidelines (i.e., a program that has different entry points or exposure time), it is anticipated that outcomes will differ. Performance may also differ for students who are studying a second or third foreign language. Therefore, with appropriate modifications, these Performance Guidelines can be used for all students.

The chart (on page 484) is a visual representation of the anticipated performance outcomes as described in the K-12 Guidelines. This chart also indicates the relationship between the ACTFL Performance Guidelines for K-12 Learners and the ACTFL Proficiency Guidelines. While the latter were written to describe abilities of adult-like language users, the former articulate finer gradations within the Novice and Intermediate ranges and, therefore, provide clearer descriptions of the abilities of language users who acquire language in school settings. The ACTFL Performance Guidelines for K-12 Learners describe students' language use through the Pre-Advanced level. This is the equivalent of Intermediate High as described in the ACTFL Proficiency Guidelines. Once students sustain language ability beyond this level, the ACTFL Proficiency Guidelines should be used to describe continued language acquisition through the Superior level.

REFERENCES
Visual Representation of Anticipated Performance Outcomes
As Described in the
ACTFL Performance Guidelines for K-12 Learners

Descriptors are based on information gathered from foreign language professionals representing a variety of program models and articulation sequences.
Descriptors are appropriate for languages more commonly taught in the United States.
Descriptors assume a sustained sequence of Standards-based, performance-outcome, language instruction.

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NOVICE LEARNER RANGE
Grade K-4 or Grade 5-8 or 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;
- are 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 structures 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.

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 or 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 predominantly 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;
- 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/or punctuation when target language differs from native language in these areas.

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;
- 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.

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.

INTERMEDIATE LEARNER RANGE
Grade K-8 or Grade 5-12 or Grade 7-12 or Grade 9-12

COMPREHENSIBILITY: How well are they understood?

Interpersonal
- express their own thoughts using sentences and strings of sentences when interacting on familiar topics in present time;
- are understood by those accustomed to interacting with language learners;
- use pronunciation and intonation patterns which can be understood by a native speaker accustomed to interacting with language learners;
- make false starts and pause frequently to search for words when interacting with others;
- are able to meet practical writing needs such as short letters and notes, by recombining learned vocabulary and structures demonstrating full control of present time and evidence of some control of other time frames.

Presentational
- express their own thoughts, describe and narrate, using sentences and strings of sentences, in oral and written presentations on familiar topics;
- use pronunciation and intonation patterns that can be understood by those accustomed to interacting with language learners;
- make false starts and pause frequently to search for words when interacting with others;
- communicate oral and written information about familiar topics with sufficient accuracy that listeners and readers understand most of what is presented.

COMPREHENSION: How well do they understand?

Interpersonal
- comprehend general concepts and messages about familiar and occasionally unfamiliar topics;
- may not comprehend details when dealing with unfamiliar topics;
- may have difficulty comprehending language not supported by situational context.

Interpretive
- understand longer, more complex conversations and narratives as well as recorded material in familiar contexts;
- use background knowledge to comprehend simple stories, personal correspondence, and other contextualized print;
- identify main ideas and some specific information on a limited number of topics found in the products of the target culture such as those presented on TV, radio, video, or live and computer-generated presentations, although comprehension may be uneven;
- determine meaning by using contextual clues;
- are aided by the use of redundancy, paraphrase, and restatement in order to understand the message.

LANGUAGE CONTROL: How accurate is their language?

Interpersonal
- comprehend messages that include some unfamiliar grammatical structures;
are most accurate when creating with the language about familiar topics in present time using simple sentences and/or strings of sentences;
• exhibit a decline in grammatical accuracy as creativity in language production increases;
• begin to apply familiar structures to new situations;
• evidence awareness of capitalization and/or punctuation when writing in the target language;
• recognize some of their own spelling or character production errors and make appropriate adjustments.

Interpretive
• derive meaning by comparing target language structures with those of the native language;
• recognize parallels between new and familiar structures in the target language;
• understand high-frequency idiomatic expressions.

Presentational
• formulate oral and written presentations on familiar topics, using a range of sentences and strings of sentences primarily in present time but also, with preparation, in past and future time;
• may show inaccuracies as well as some interference from the native language when attempting to present less familiar material;
• exhibit fairly good accuracy in capitalization and punctuation (or production of characters) when target language differs from native language in these areas.

VOCABULARY USE: How extensive and applicable is their vocabulary?

Interpersonal
• use vocabulary from a variety of thematic word groups;
• recognize and use vocabulary from a variety of topics including those related to other curricular areas;
• show some understanding and use of common idiomatic expressions;
• may use false cognates or resort to their native language when attempting to communicate beyond the scope of familiar topics.

Interpretive
• comprehend an expanded range of vocabulary;
• frequently derive meaning of unknown words by using contextual clues;
• demonstrate enhanced comprehension when listening to or reading content which has a recognizable format.

Presentational
• demonstrate control of an expanding number of familiar words and phrases and of a limited number of idiomatic expressions;
• supplement their basic vocabulary, for both oral and written presentations, with expressions acquired from other sources such as dictionaries;
• in speech and writing, may sometimes use false cognates and incorrectly applied terms, and show only partial control of newly-acquired expressions.

COMMUNICATION STRATEGIES: How do they maintain communication?

Interpersonal
• may use paraphrasing, question-asking, circumlocution, and other strategies to avoid a breakdown in communication;
• attempt to self-correct primarily for meaning when communication breaks down.

Interpretive
• identify the main idea of a written text by using reading strategies such as gleaning information from the first and last paragraphs;
• infer meaning of many unfamiliar words that are necessary in order to understand the gist of an oral or written text;
• use contextual clues to assist in comprehension.

Presentational
• make occasional use of reference sources and efforts at self-correction to avoid errors likely to interfere with communication;
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· use circumlocution when faced with difficult syntactic structures, problematic spelling, or unfamiliar vocabulary;
· make use of memory-aids (such as notes and visuals) to facilitate presentations.

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

Interpersonal
· use some culturally appropriate vocabulary and idiomatic expressions;
· use some gestures and body language of the target culture.

Interpretive
· use knowledge of their own culture and that of the target culture(s) to interpret oral or written texts more accurately;
· recognize target culture influences in the products and practices of their own culture;
· recognize differences and similarities in the perspectives of the target culture and their own.

Presentational
· use some culturally appropriate vocabulary, idiomatic expressions and non-verbal behaviors;
· demonstrate some cultural knowledge in oral and written presentations.

PRE-ADVANCED LEARNER RANGE—Grade K-12

COMPREHENSIBILITY: How well are they understood?

Interpersonal
· narrate and describe using connected sentences and paragraphs in present and other time frames when interacting on topics of personal, school, and community interest;
· are understood by those with whom they interact, although there may still be a range of linguistic inaccuracies, and on occasion the communication partner may need to make a special effort to understand the message;
· use pronunciation and intonation patterns that are understandable to a native speaker unaccustomed to interacting with language learners;
· use language confidently and with ease, with few pauses;
· are able to meet practical writing needs such as letters and summaries by writing descriptions and narrations of paragraph length and organization, showing sustained control of basic structures and partial control of more complex structures and time frames.

Presentational
· report, narrate and describe, using connected sentences, paragraph-length and longer forms of discourse, in oral and written presentations on topics of personal, school, and community interest;
· use pronunciation and intonation patterns that are understood by native users of the language, although the listener/reader may on occasion need to make a special effort to understand the message;
· use language confidently and with ease, with few pauses;
· communicate with a fairly high degree of facility when making oral and written presentations about familiar and well-researched topics.

COMPREHENSION: How well do they understand?

Interpersonal
· comprehend main ideas and most details on a variety of topics beyond the immediate situation;
· occasionally do not comprehend but usually are able to clarify details by asking questions;
· may encounter difficulty comprehending language dealing with abstract topics.

Interpretive
· use knowledge acquired in other settings and from other curricular areas to comprehend both spoken and written messages;
· understand main ideas and significant details on a variety of topics found in the products of the target culture such as those presented on
TV, radio, video, or live and computer-generated presentations, although comprehension may be uneven;
• develop an awareness of tone, style, and author perspective;
• demonstrate a growing independence as a reader or listener and generally comprehend what they read and hear without relying solely on formally learned vocabulary.

**LANGUAGE CONTROL:** How accurate is their language?

**Interpersonal**
• comprehend messages that include unfamiliar grammatical structures;
• are most accurate when narrating and describing in connected sentences and paragraphs in present time with decreasing accuracy in past and future times;
• may continue to exhibit inaccuracies as the amount and complexity of language increases; communicate successfully by applying familiar structures to new situations;
• rarely make errors in capitalization and in punctuation;
• are generally accurate in spelling or production of characters.

**Interpretive**
• deduce meaning in unfamiliar language passages by classifying words or concepts according to word order or grammatical use;
• apply rules of language to construct meaning from oral and written texts;
• understand idiomatic expressions;
• move beyond literal comprehension toward more critical reading and listening.

**Presentational**
• accurately formulate paragraph-length and longer oral and written presentations in present time, on topics of personal, school, community and global interest;
• may show some inaccuracies and/or interference from the native language when presentations deal with multiple time frames and/or other complex structures;
• successfully communicate personal meaning by applying familiar structures to new situations and less familiar topics, and by integrating information from audio, visual, and written sources;
• exhibit awareness of need for accuracy in capitalization and/or punctuation (or production of characters) when target language differs from native language in these areas.

**VOCABULARY USE:** How extensive and applicable is their vocabulary?

**Interpersonal**
• understand and often use idiomatic and culturally authentic expressions;
• recognize and use vocabulary from a variety of topics including those related to other curricular areas;
• use more specialized and precise vocabulary terms within a limited number of topics.

**Interpretive**
• comprehend a wide range of vocabulary in both concrete and abstract contexts;
• infer meaning of both oral and written texts by recognizing familiar words and phrases in new contexts;
• use context to deduce meaning of unfamiliar vocabulary;
• recognize and understand the cultural context of many words and phrases.

**Presentational**
• demonstrate control of an extensive vocabulary, including a number of idiomatic and culturally authentic expressions, from a variety of topics;
• supplement their basic vocabulary by using resources such as textbooks and dictionaries;
• may use more specialized and precise terms when dealing with specific topics that have been researched.

**COMMUNICATION STRATEGIES:** How do they maintain communication?

**Interpersonal**
• are able to sustain an interaction with a
native speaker by using a variety of strategies when discussion topics relate to personal experience or immediate needs;
· show evidence of attention to mechanical errors even when these may not interfere with communication.

**Interpretive**
· use background knowledge to deduce meaning and to understand complex information in oral or written texts;
· identify the organizing principle(s) in oral or written texts;
· infer and interpret the intent of the writer.

**Presentational**
· demonstrate increased use of culturally appropriate vocabulary, idiomatic expressions and non-verbal behaviors;
· use language increasingly reflective of authentic cultural practices and perspectives.

**CULTURAL AWARENESS:** How is their cultural awareness reflected in their communication?

**Interpersonal**
· use culturally appropriate vocabulary and idioms;
· use appropriate gestures and body language of the target culture.

**Interpretive**
· apply understanding of the target culture to enhance comprehension of oral and written texts;
· recognize the reflections of practices, products, and/or perspectives of the target culture(s) in oral and written texts;
· analyze and evaluate cultural stereotypes encountered in oral and written texts.