

# Building Proficiency Levels Needed to be Globally Competitive for Work

Proficiency Levels & Sublevels		Functions	Corresponding Jobs/Professions (identified by Career Clusters™)	Who has this level of proficiency?
	<b>Superior</b>	<i>Discuss topics extensively, support opinions and hypothesize. Deal with a linguistically unfamiliar situation</i>	<b>Finance:</b> Accountant Executives, Financial Advisors <b>Human Services:</b> Interpreters <b>Law, Public Safety, Corrections &amp; Security:</b> Lawyers, Judges	Educated native speakers  Students from abroad after a number of years working in a professional environment
<b>Advanced</b>  <b>The Storyteller</b>	<b>Advanced High</b>	<i>Narrate and describe in past, present and future and deal effectively with an unanticipated complication</i>	<b>Education &amp; Training:</b> University Language Professors	Students with graduate degrees in language
	<b>Advanced Mid</b>		<b>Health Science:</b> Doctors <b>Human Services:</b> Social Workers <b>Marketing:</b> Sales Representatives	Native speakers who learned language in the home environment Secondary students after Levels VII or VIII
	<b>Advanced Low</b>		<b>Education &amp; Training:</b> K-12 Teachers <b>Human Services:</b> Customer Service Representatives <b>Law, Public Safety, Corrections &amp; Security:</b> Police Officers	Graduates with language degrees who have lived in target language-speaking countries Secondary students after Level VI (alphabetic)
<b>Intermediate</b>  <b>The Survivor</b>	<b>Intermediate High</b>	<i>Create with language, initiate, maintain and bring to a close simple conversations by asking and responding to simple questions</i>	<b>Human Services:</b> Receptionists <b>Information Technology:</b> Telephone Operators <b>Transportation, Distribution &amp; Logistics:</b> Aviation Personnel	Graduates with language degrees who have not lived in target language-speaking countries  Secondary students after Level V (alphabetic) or Level VI (logographic, visual)
	<b>Intermediate Mid</b>		<b>Hospitality &amp; Tourism:</b> Tour Guides <b>Human Services:</b> Cashiers	Secondary students after Level IV (alphabetic)
	<b>Intermediate Low</b>			Secondary students after Level III (alphabetic) or Level IV (logographic, visual) K-8 students after 5-6 years of study
<b>Novice</b>  <b>The Parrot</b>	<b>Novice High</b>	<i>Communicate minimally with formulaic and rote utterances, lists and phrases</i>		Secondary students after Level II (alphabetic, visual) or Level III (logographic)
	<b>Novice Mid</b>			Secondary students after Level II (logographic)
	<b>Novice Low</b>			K-8 students after 2 – 3 years of study

Adapted from the paper *La Enseñanza de Español y Otras Lenguas Extranjeras en los Estados Unidos: Cantidad y Calidad* (The Teaching of Spanish and Other Foreign Languages in the United States: Quantity and Quality) presented at the II Congreso de la Lengua Española in Valladolid, Spain, October 18, 2001 by Dr. Elvira Swender of the American Council on the Teaching of Foreign Languages (ACTFL)

# LINGUAFOLIO SELF-ASSESSMENT GRID (ACTFL, TESOL, Council of Europe)

Revised July 2010

ACTFL		NOVICE			INTERMEDIATE			ADVANCED			SUPERIOR
		Low	Mid	High	Low	Mid	High	Low	Mid	High	
INTERPRETIVE	Listening	I can understand a few familiar words. I can understand some words that are similar to those in my own language.	I can understand some everyday words, phrases and questions about me, my personal experiences, and my surroundings, when people speak slowly and clearly or there is repetition.	I can understand some ideas on familiar topics containing phrases, simple sentences, and frequently used expressions. I can understand the main point in short conversations, messages and announcements.	I can understand the main idea and some details on familiar topics expressed in sentences, short conversations, presentations, and messages.	I can understand the main idea and many details on familiar topics in a series of connected sentences, conversations, presentations, and messages.	I can understand the main points and most details in conversations, presentations, and messages on familiar topics. I can understand the main idea and some details on unfamiliar topics.	I can understand some extended speech on unfamiliar topics delivered through a variety of media.	I can understand most spoken language and some technical discussions. I can understand some accents and dialects.	I can clearly understand extended speech and short lectures, even when somewhat complicated. I can understand most forms of media with little effort.	I can understand any kind of spoken language, including most accents and dialects.
	Reading	I can identify some words, phrases, or characters, especially those that are similar to words in my own language.	I can understand familiar words, phrases, and simple sentences.	I can understand some ideas in simple texts that contain familiar vocabulary.	I can understand the main idea and some details in texts that contain familiar vocabulary.	I can understand the main idea and many details in texts that contain familiar vocabulary and some details in texts that contain unfamiliar vocabulary.	I can understand the main idea and most details in texts on familiar topics. I can understand the main idea and many details in texts that contain unfamiliar vocabulary.	I can usually understand viewpoints and attitudes expressed in literary and non-literary texts.	I can easily understand long, complex texts and recognize some literary and technical styles.	I can understand abstract and linguistically complex texts. I can make appropriate inferences and identify literary elements.	I can understand with ease virtually all forms of written language.
INTERPERSONAL	Person to Person Communication	I can communicate using single words and memorized phrases.	I can interact with help using words, phrases, and memorized expressions. I can answer simple questions on very familiar topics.	I can exchange information on familiar tasks, topics, and activities. I can handle short social interactions using phrases and simple sentences, but I may need help or visuals to keep the conversation going.	I can begin and carry on a conversation on a limited number of familiar topics. I can ask and answer simple questions and exchange information in familiar situations using phrases and a series of sentences.	I can state my views and carry on conversations on a variety of familiar topics and in uncomplicated situations.	I can state and support my views and take an active part in discussions. I can handle some complicated situations on familiar topics.	I can communicate with a fair amount of fluency and spontaneity on familiar topics, even in complicated situations. I can link ideas in extended discussions. I can participate actively in most informal and a few formal conversations.	I can actively express myself with fluency and flexibility on a range of familiar and some new topics, including concrete social, academic, and professional topics. I can express and defend my viewpoint or recommendations.	I can express myself with fluency, flexibility and precision on concrete and some abstract topics. I can adapt my language in most situations.	I can effectively and consistently use language for all purposes. I can take part effortlessly in any conversation or discussion.
	Spoken Production	I can provide information about myself and my immediate surroundings using single words or memorized phrases.	I can provide information about myself and my immediate surroundings using words, phrases, and memorized expressions.	I can provide basic information on familiar topics using phrases and simple sentences.	I can provide information on familiar topics using a series of sentences with some details.	I can describe experiences, events, and plans, give opinions, narrate a story, and make a simple factual presentation using connected sentences with many details.	I can present information on familiar topics with clarity and detail. I can present my viewpoint on an issue and support my opinions.	I can deliver a clear, organized presentation appropriate to my audience on a variety of topics.	I can deliver a clearly articulated presentation on personal, academic, or professional topics.	I can deliver a clear and fluid presentation and appropriately respond to the audience.	I can deliver a presentation for a variety of purposes in a style appropriate to any type of audience.
PRESENTATIONAL	Writing	I can copy some characters and words.	I can provide some basic information on familiar topics in lists, phrases, and memorized expressions.	I can write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.	I can write on familiar topics and experiences using a series of sentences with some details.	I can write communications, descriptions, and explanations on familiar topics using connected sentences with many details.	I can write communications, narratives, descriptions, or explanations on familiar topics using connected, detailed paragraphs.	I can express ideas on a variety of topics in clear, organized texts. I can adjust my writing for some audiences.	I can write detailed texts on a broad variety of concrete social and professional topics.	I can express myself with fluency and precision on concrete and some abstract topics. I can adapt my writing style according to purpose and audience.	I can effectively and consistently express myself in a variety of styles for academic and professional audiences and purposes.
	*CEFR	A1 (Breakthrough)			A2 (Waystage)		B1 (Threshold)		B2 (Vantage)		C1 (Effective Operational Proficiency)
*TESOL	Entering-Level 1		Emerging-Level 2		Developing-Level 3	Expanding-Level 4			Bridging-Level 5		Reaching-Level 6

\* The TESOL Proficiency Levels have been approximated to align with the ACTFL scale based on ESL classroom standards; the CEFR A, B, C designations represent approximations pending final results of ongoing alignment studies by ACTFL and the Council of Europe of the two proficiency scales.