Printable Proficiency Descriptors





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As important as it is for teachers [illegible]ncy in language develops, it is even more important that our s[illegible]ere they are now and where they want to be.

Use these printable descriptor[illegible]tly push themselves toward the "next level". When the[illegible] vocabulary words you're looking for, point to th[illegible]al conversation does not have those requireme[illegible]. [illegible] goal is t[illegible] the next level of proficiency.

Po[illegible]ptors encourages us [illegible]tors to look at each student's path to p[illegible]y as an individualized journey. It helps us remember what can really be ant[illegible] in a four-year program and helps us teach our students to self evaluate!

Posting these descriptors also encourages students to be in competition only with themselves! We all know that proficiency develops at different rates for each learner, when students are focused on what THEY need to do to advance on their own path, they will feel less discouraged!

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Novice Low



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I can use phrases I'm familiar with from class.

I can understand when my teacher talks about familiar topics.



I can use single words to respond.

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My language is limited to what we've "practiced" in class.



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Novice Mid

I can use practiced or acquired ph[illegible].



I can u[illegible]stand language on very familiar topics.

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I can use a variety of new words.

My language production may depend on lists.

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Novice High

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Learn simple sentences that are supported by acquired language.

I can ask and answer simple questions.



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My language production consists mainly of things we have learned in class.

Intermediate Low



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I can ask and answer simple questions on varied topics.

My language production consists of series of simple se s.



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I can understand short, simple authentic texts.

Intermediate Mid



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I can make basic interactions in daily life.

I can ask and answer a variety of questions.



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I can use connected sentences on a variety of topics.

Intermediate High



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My language production reflects the three major times. (although with errors)

I can write simple paragraphs.



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I can make organized presentations.

I am beginning to have a broad vocabulary.



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Advanced

Low

I can narrate and describe in the past, present and future.



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I am able to self correct.

I may use literal translations and false cognates.



I am able to speak and write at the paragraph level.

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