

World Languages Performance Profiles and Benchmarks 1 and 2
For a Student at the end of Levels I and II of the Target Language.

| | Comprehensibility | Comprehension | Language Control | Vocabulary | Communication | Cultural Awareness |
|---------------------------|--|--|--|---|--|--|
| Advanced | Exchanges information on familiar topics verbally and/or in writing; is comprehensible to a receptive native speaker. | Comprehends and interprets main ideas from authentic material which is appropriate for student's level; responds appropriately with little hesitation. | Employs sound and structural patterns of the target language with moderate accuracy and derives meaning by comparing target language structures to the student's first language. | Uses words, phrases, and idiomatic expressions in familiar categories. | Initiates conversations and elaborates on familiar topics, using question-asking and memory aids to avoid breakdowns in communication. | Identifies and describes language and cultural contributions; makes connections between the target culture and own culture within and outside the classroom. |
| Proficient | Exchanges information on familiar topics verbally and/or in writing; is comprehensible to a native speaker who is accustomed to non native speakers. | Comprehends and interprets main ideas from authentic material which is appropriate for student's level, and responds appropriately with hesitation. | Recognizes and produces sound and structural patterns of the target language with some accuracy and makes connections to the student's first language. | Uses a limited number of words, phrases, and idiomatic expressions in familiar categories. | Exchanges information on familiar topics, and asks questions or uses memory aids to avoid breakdowns in communication. | Sometimes identifies and describes language and cultural contributions and makes connections between the target culture and own culture within and outside the classroom. |
| Nearing Proficient | Exchanges basic information with prompting on familiar topics verbally and/or in writing; is sometimes comprehensible to a native speaker accustomed to non-native speakers. | Responds appropriately to repeated oral and/or written cues and comprehends main ideas from authentic material appropriate for student's level with prompting. | Sometimes recognizes and produces sound and structural patterns of the target language and makes connections to the student's first language. | Sometimes recognizes and uses words, phrases, and idiomatic expressions in familiar categories. | Attempts limited oral and/or written communication. | Recognizes obvious cultural contributions, makes language and cultural connections, and identifies similarities and differences between the target culture and own culture with assistance. |
| Novice | Exchanges basic information with prompting verbally and/or in writing, relying heavily on body language and English. | Sometimes responds to basic and repeated oral and/or written cues with prompting. | Seldom recognizes and produces sound and structural patterns of the target language. | Seldom recognizes or uses target language vocabulary in familiar contexts. | Attempts oral and/or written communication with hesitation. | Recognizes obvious cultural contributions, makes some language and cultural connections, and identifies similarities and differences between the target culture and own culture with assistance. |