

World Languages Performance Profiles and Benchmarks 3, 4, and 5  
For a Student at the end of Levels III, IV and V of the Target Language.

	Comprehensibility	Comprehension	Language Control	Vocabulary	Communication	Cultural Awareness
<b>Advanced</b>	Initiates communication verbally and/or in writing, elaborating in familiar contexts in present time with some control of other time frames; is comprehensible to a native speaker	Comprehends and responds to oral and/or written communication intended for a native speaker when the language is supported by situational context.	Applies, in limited contexts, sound and structural patterns and idiomatic expressions of the target language; derives meaning by comparing target language structures to the student's first language.	Demonstrates control of an expanding vocabulary including a number of words and phrases and idiomatic expressions for a variety of topics.	Uses language strategies in a variety of situations to avoid breakdowns in communication.	Analyzes and explains significant similarities and differences among target cultures with the student's own culture; enhances classroom activities by independently seeking new information and illustrating language & cultural connections
<b>Proficient</b>	Initiates communication on familiar topics in survival situations in present time and sometimes uses other time frames verbally and/or in writing, and is usually understood by a native speaker accustomed to non-native speakers.	Interprets main ideas from authentic material appropriate for the student's level but responds with some hesitation.	Applies, in limited contexts, sound and structural patterns and idiomatic expressions of the target language; may show interference from the student's first language.	Uses an expanding vocabulary including a number of words and phrases and idiomatic expressions for a variety of topics.	May use language strategies like paraphrasing, question-asking, circumlocution, and memory aids to avoid breakdowns in communication.	Describes significant cultural contributions, but needs assistance to effectively interact in authentic situations; sometimes enhances classroom learning by seeking out and sharing language and cultural connections.
<b>Nearing Proficient</b>	Exchanges information on familiar topics in survival situations in present time verbally and/or in writing; is usually understood by a native speaker accustomed to non-native speakers.	Identifies main ideas from authentic material appropriate for the student's level.	Sometimes recognizes and produces sound and structural patterns and idiomatic expressions of the target language, but shows interference from the student's first language.	Uses a limited vocabulary, including some words, phrases, and idiomatic expressions in familiar contexts.	Communicates verbally and/or in writing and sometimes elaborates on familiar topics in survival situations with heavy dependence on question-asking and memory aids.	Recognizes similarities and differences between target culture and own culture; and sometimes contributes to classroom activities by finding and sharing language and cultural connections.
<b>Novice</b>	Exchanges basic information verbally and/or in writing with prompting, relying heavily on body language and English.	Identifies main ideas from familiar material appropriate to the student's level.	Seldom recognizes and produces sound and structural patterns and idiomatic expressions of the target language.	Recognizes and produces limited target language vocabulary in familiar contexts.	Attempts oral and/or written communications with frequent breakdowns.	Recognizes obvious cultural contributions, makes language and cultural connections, identifies similarities and differences between target culture and own culture with assistance.