

## Level IV - Proficiency Target

NOTE that this proficiency target is the same as the end of Level III because this is a very hard level through which to move. Students need to spend a long time in this level practicing the many challenges it brings.

All students reach

Intermediate Mid

## Level IV Proficiency Target Description- Intermediate Mid

(ACTFL Proficiency Guidelines, ACTFL/NCSSFL Can-Do Statements, and ACTFL Performance Descriptors)

<b>Interpersonal Communication</b>	<ul style="list-style-type: none"><li>a. I can participate in conversations on <i>familiar topics and some researched topics</i> using a <b>variety of original questions, sentences, and series of sentences</b>, where appropriate.</li><li>b. I can exchange preferences, opinions or feelings and provide basic advice on a <i>variety of familiar topics</i> <b>by creating sentences and series of sentences and asking follow-up questions</b> to maintain the conversation.</li><li>c. I can interact with others to meet my needs <i>in a variety of familiar situations</i> using <b>sentences and series of sentences</b>.</li></ul>
<b>Interpretive Communication</b>	<ul style="list-style-type: none"><li>a. I can understand the <b>main idea and key information</b> in short straightforward authentic fiction and informational oral or written texts.</li><li>b. I can fully comprehend the content of some <b>strings of sentences in written and spoken texts</b> on <i>familiar topics</i>.</li></ul>
<b>Presentational Communication</b>	<ul style="list-style-type: none"><li>a. I can independently compose and/or deliver presentations orally or in writing, <b>using sentences and a series of connected sentences</b>, on <i>familiar topics</i> such as my life, activities, events and other social experiences.</li><li>b. I can produce and deliver <b>accurate, elaborated</b>, written documents and oral presentations on <i>familiar and researched topics</i>, <b>using a few short paragraphs, often across various time frames</b>, as appropriate, after time for drafting, revising and practicing. (related to ACTFL Int. High)</li></ul>
<b>Cultures:</b>	<ul style="list-style-type: none"><li>a. I can <b>describe</b> products, practices, and some history of modern and traditional culture, in the target language.</li><li>b. I can <b>draw conclusions about the relationship between the products, practices, and perspectives</b> of the target culture and that relationship in my own culture, in the target language.</li><li>c. I can <b>converse with native speakers</b> from the target culture in <i>some familiar situations</i> while observing important cultural behaviors and norms.</li></ul>

ACTFL Proficiency Guidelines

[http://www.actfl.org/sites/default/files/pdfs/public/ACTFLProficiencyGuidelines2012\\_FINAL.pdf](http://www.actfl.org/sites/default/files/pdfs/public/ACTFLProficiencyGuidelines2012_FINAL.pdf)

ACTFL/NCSSFL Can Do Statements (2017)

[https://www.actfl.org/sites/default/files/CanDos/Can-Do\\_Benchmarks\\_Indicators.pdf](https://www.actfl.org/sites/default/files/CanDos/Can-Do_Benchmarks_Indicators.pdf)

ACTFL Performance Descriptors for Language Learners (2012)

<https://www.actfl.org/sites/default/files/pdfs/PerformanceDescriptorsLanguageLearners.pdf>

