

## Proficiency Level Descriptions for Benchmarks I through V

### BENCHMARK LEVEL 1: Novice-Low

READING BENCHMARKS	
On introductory topics such as:	Found in simple texts such as:
<ul style="list-style-type: none"> <li>• Self</li> <li>• Calendar/Time</li> <li>• Colors/Shapes</li> <li>• Pets/Animals</li> <li>• School/Classroom</li> <li>• Weather/Seasons</li> </ul>	<ul style="list-style-type: none"> <li>• Signs (traffic, commercial)</li> <li>• Lists of words and phrases</li> <li>• Schedules</li> <li>• Simple notes and messages</li> <li>• Instructions/Directions</li> </ul>
Students are able to:	
<ul style="list-style-type: none"> <li>• Recognize and understand the most commonly used words and phrases.</li> <li>• Use visual and contextual clues to assist in comprehension.</li> </ul>	
WRITING & SPEAKING BENCHMARKS	
Students at this level are generally able to:	
<ul style="list-style-type: none"> <li>• Reproduce a very limited number of isolated words or familiar phrases in lists and simple notes</li> <li>• Produce limited text samples with frequent and/or major errors.</li> </ul>	

### BENCHMARK LEVEL 2: Novice-Mid

READING BENCHMARKS	
All Level 1 topics plus:	Found in simple texts such as:
<ul style="list-style-type: none"> <li>• Clothing</li> <li>• Food/Beverage</li> <li>• Family/Friends</li> <li>• Home</li> <li>• Places/Geography</li> </ul>	<ul style="list-style-type: none"> <li>• Advertisements</li> <li>• Simple notes and messages</li> <li>• Menus</li> <li>• Labels</li> <li>• Instructions/Directions</li> </ul>
Students are able to:	
<ul style="list-style-type: none"> <li>• Recognize and understand commonly used words, phrases and expressions.</li> <li>• Use visual and contextual clues to assist in comprehension.</li> <li>• Sometimes recognize previously learned material when presented in new context.</li> </ul>	
WRITING & SPEAKING BENCHMARKS	
Students at this level are generally able to:	
<ul style="list-style-type: none"> <li>• Copy or transcribe familiar words or phrases, and reproduce a modest number of isolated words and phrases in context.</li> <li>• Supply limited information on simple forms and documents, and other basic biographical information, such as names, numbers, and nationality.</li> <li>• Exhibit accuracy when writing on well-practiced, familiar topics using limited formulaic language. Exhibit a marked decrease in accuracy with less familiar topics. Errors in spelling or in the representation of symbols may be frequent.</li> </ul>	

## BENCHMARK LEVEL 3: Novice-High

READING BENCHMARKS	
All Level 1 and 2 topics plus:	Found in simple texts such as:
<ul style="list-style-type: none"> <li>• Community</li> <li>• Daily Routines</li> <li>• Shopping/Stores</li> <li>• Leisure/Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Brochures/Advertisements</li> <li>• Maps</li> <li>• Simple rhymes</li> <li>• Notes and messages</li> <li>• Instructions/Directions</li> </ul>
Students are able to:	
<ul style="list-style-type: none"> <li>• Recognize and understand a variety of commonly used words, phrases and expressions.</li> <li>• Recognize previously learned material even when presented in new contexts.</li> <li>• Use background experience and contextual clues to supply the meaning of unfamiliar material.</li> </ul>	
WRITING & SPEAKING BENCHMARKS	
Students at this level are generally able to:	
<ul style="list-style-type: none"> <li>• Meet limited basic practical writing needs using lists, short messages, postcards, and simple notes – relying mainly on practiced material.</li> <li>• Recombine learned vocabulary and structures to create simple non-formulaic sentences on very familiar topics, but may only partially communicate what is intended due to errors in grammar, word choice, punctuation, and spelling.</li> </ul>	

## BENCHMARK LEVEL 4: Intermediate-Low

READING BENCHMARKS	
All Level 1, 2, and 3 topics plus:	Found in simple texts such as:
<ul style="list-style-type: none"> <li>• Health</li> <li>• Holidays/Celebrations</li> <li>• Occupations/Professions</li> <li>• Transportation</li> <li>• Travel/Vacations</li> </ul>	<ul style="list-style-type: none"> <li>• Letters &amp; Postcards</li> <li>• Invitations &amp; Announcements</li> <li>• Simple narratives</li> <li>• Aphorisms and proverbs</li> <li>• Instructions/Directions</li> <li>• Descriptions of persons, places and things</li> </ul>
Students are able to:	
<ul style="list-style-type: none"> <li>• Recognize and understand an increasingly broad range of commonly used words, phrases and expressions.</li> <li>• Recognize previously learned material, even in unfamiliar contexts.</li> <li>• Identify main ideas and some specific information on a limited number of topics found in the products of the target culture such as those presented on TV, radio and print media. Comprehension may be uneven.</li> <li>• Use background knowledge and contextual clues to supply the meaning of unfamiliar material and to anticipate story direction in highly predictable texts.</li> </ul>	

## WRITING & SPEAKING BENCHMARKS

Students at this level are generally able to:

- Formulate non-formulaic sentences based on familiar material. Most sentences are recombinations of learned vocabulary and structures
- Create short and simple sentences, written mostly in present time with occasional use of past or future time.
- Use vocabulary that is limited to common objects and routine activities, and topics are limited to highly predictable content areas and personal information.

## BENCHMARK LEVEL 5: Intermediate-Mid

### READING BENCHMARKS

All Level 1, 2, 3, and 4 topics plus:

- Future plans
- Culture
- Contemporary Issues (Current events, Economics, Culture, Literature, Science, Social Science, History, etc.)

Found in simple texts such as:

- Letters & Postcards
- Invitations & Announcements
- Simple literary texts
- Simple non-fiction texts
- Simple magazine and newspaper articles
- Simple poems

Students are able to:

- Recognize and understand an increasingly broad range of commonly used words, phrases and expressions, including high-frequency idiomatic expressions.
- Recognize previously learned material, even in unfamiliar contexts.
- Identify the main idea of a text by using reading strategies such as gleaning information from the first and last paragraphs.
- Use background knowledge and contextual clues to infer the meaning of unfamiliar material and to anticipate story direction in narrative texts.

### WRITING & SPEAKING BENCHMARKS

Students at this level are generally able to:

- Write short, simple communications, compositions, descriptions, and requests for information in loosely connected texts that are based on personal preferences, daily routines, common events, and other topics related to personal experiences and immediate surroundings.
- Produce writing that is framed in present time, with inconsistent references to other time frames.
- Show evidence of control of syntax in non-complex sentences and in basic verb forms.
- This writing is best defined as a collection of discrete sentences and/or questions loosely strung together; there is little evidence of deliberate organization.