

LOTE LEVEL 1 – Novice Low to Novice High

Students on the Novice Level can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentence sin texts that are spoken, written or signed. They can communicate in spontaneous spoke, written or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions. Students on the novice level can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.

Students of classical language such as Latin read and comprehend proficiency-level appropriate texts. The communicative skills of listening, speaking, and writing are used to enhance the interpretive mode of reading. At the end of Level 1, students of classical languages should reach a Novice High to Intermediate Low proficiency level in reading, a Novice Low to Novice Mid proficiency level in listening, a Novice Low to Novice Mid proficiency level in speaking, and a Novice Mid proficiency level in writing.

Listening and Receptive. At the novice level students can understand key words, true aural cognates, and formulaic expressions that are highly contextualized and highly predictable, such as those found in introductions and basic courtesies. Novice level students understand words and phrases from simple questions, statements, and high frequency commands. They typically require repetition, rephrasing, and/or a slower rate of speech for comprehension. They rely heavily on extra-linguistic support (i.e. visuals) to derive meaning.

Reading. At the novice level, readers can understand key words and cognates, as well as formulaic phrases that are highly contextualized. Novice level readers are able to get a limited amount of information from highly predictable texts in which the topic or context is very familiar. Readers at the novice level may rely heavily on their own background knowledge and extra-linguistic support to derive meaning. (not applicable for students of ASL)

Speaking and Expressive. Novice level students can communicate short messages on highly predictable every day topics that affect them directly. They do so primarily through the use of isolated words and phrases that have been encountered, memorized and recalled. Novice level students may be difficult to understand even by the most sympathetic interlocutors accustomed to non-native speech/expressions.

Writing. Writers at the novice level are characterized by the ability to produce lists and notes, primarily by writing words and phrases. They can provide limited formulaic information on simple forms and documents. These writers can produce practiced material to convey very simple messages. In addition, they can transcribe familiar words and phrases, copy letters of the alphabet to reproduce basic characters with some accuracy. (not applicable to ASL)

LOTE LEVEL 2 – Novice High to Intermediate Low and LOTE LEVEL 3 – Intermediate Low to Mid

Students on the Intermediate Level can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences with texts that are spoken, written, or signed. They can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask an answer a variety of questions. Students on the intermediate level can communicate information, make presentations, and express their thoughts about familiar topics, using sentences and series of connected sentences through spoken, written or signed language.

Students of classical language such as Latin read and comprehend proficiency-level appropriate texts. The communicative skills of listening, speaking, and writing are used to enhance the interpretive mode of reading. At the end of Level 2, students of classical languages should reach an Intermediate Low to Mid proficiency level in reading, a Novice Mid to Novice High proficiency level in listening, a Novice Mid proficiency level in speaking, and a Novice Mid to Novice High proficiency level in writing. At the end of Level 3, students should reach an Intermediate High to Advanced Low proficiency level in reading, a Novice High proficiency level in listening, a Novice Mid to Novice High proficiency level in speaking, and a Novice Mid to Novice high proficiency level in writing.

Listening and Receptive. At the intermediate low level, students can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken or signed. They can identify a topic and relate information from simple sentences in short informational podcasts or videos, for example, and in short conversations.

Reading. At the intermediate low level, readers can understand short, non-complex texts that convey basic information and deal with basic personal interest or knowledge, although some misunderstandings may occur. Readers at this level may get some meaning from short connected texts featuring description and narration, dealing with familiar topics. (not applicable to ASL)

Speaking and Expressive. At the intermediate low level students can participate in conversations on familiar topics, speak or sign in complete sentences and series of sentences to ask and answer a variety of questions. They can request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.

Intermediate low students communicate information, make presentations and express their thoughts about familiar topics, using sentences and series of connected sentences through spoken written or signed language. They can present information about their life, activities and events using simple sentences.

Writing. Writers at the intermediate mid can write short, simple communications, compositions, and requests for information in loosely connected texts about personal preferences, daily routines, common events, and other personal topics. Their writing is framed in present time but may contain references to other time frames. The writing style closely resembles oral discourse.

Products at the intermediate mid writing level are best defined as a collection of discrete sentences and/or questions loosely strung together. There is little evidence of deliberate organization. Intermediate mid writers can readily be understood by natives used to the writing of non-natives. (not applicable to ASL)

LOTE LEVEL 4 – Intermediate Mid to High

Students on the Intermediate Level can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences with texts that are spoken, written, or signed. They can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask an answer a variety of questions. Students on the intermediate level can communicate information, make presentations, and express their thoughts about familiar topics, using sentences and series of connected sentences through spoken, written or signed language.

Students of classical language such as Latin read and comprehend proficiency-level appropriate texts. The communicative skills of listening, speaking, and writing are used to enhance the interpretive mode of reading. At the end of level 4, students of classical languages should reach and Advanced Low to Advanced Mid proficiency level in reading, a Novice high proficiency level in listening, a Novice Mid to Novice High proficiency level in speaking, and a Novice Mid to Novice High proficiency level in writing.

Listening. At the intermediate high level, students can follow the main message in various time frames, in straightforward, and sometimes descriptive, paragraph-length informational texts. They can usually follow the main story and actions expressed in various time frames in paragraph-length fictional texts. Listeners can usually understand the main idea and flow of events expressed in various time frames in conversations and discussions.

Reading. At the intermediate high level, students can follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph-length informational texts. They can usually follow the main story and actions expressed in various time frames in paragraph-length fictional texts. Readers understand the main idea and flow of events expressed in various time frames in conversations and discussions.

Speaking. At the intermediate high level students can exchange information in conversations and some discussions on a variety of familiar and some concrete topics that they have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames. They can interact with others to meet their needs in a variety of situations, sometimes involving a complication, and asking a variety of questions, often across various time frames. Speakers on the intermediate high level can explain preferences, opinions, and emotions and provide advice on a variety of familiar and some concrete topics that they have researched.

Intermediate high students can tell stories about school and community events and personal experiences, using a few short paragraphs, often across various time frames. They can state their point of view on familiar or researched topics and provide reasons to support it and give a detailed presentation on a variety of familiar topics and some concrete topics they have researched.

Writing. Writers at the intermediate high can write short, simple communications, compositions, and requests for information in loosely connected texts about personal preferences, daily routines, common events, and other personal topics. Writers develop presentations on a variety of familiar topics and some concrete topics they have researched, using a few short paragraphs, often across various time frames.

Products at the intermediate high writing level are best defined as paragraph length writing samples. There is evidence of deliberate organization. Intermediate high writers can readily be understood by natives used to the writing of non-natives.

LOTE LEVEL 5 - Spanish for Spanish Speakers – Advanced Low to Mid

Students on the Advanced Level can understand the main message and supporting details on a wide variety of familiar and general interest topics across various times frames from complex, organized texts that are spoken, written, or signed. They can maintain spontaneous spoken, written, or signed conversations and discussions across various times frames on familiar, as well as unfamiliar, concrete topics, using series of connected sentences and probing questions. Students on the advanced level can deliver detailed and organized presentations on familiar as well as unfamiliar concrete topics, in paragraphs and using various time frames through spoken, written, or signed language.

Listening. At the advanced low to mid level, students can understand the underlying message and most supporting details across major time frames. Listeners understand the main message and most supporting details across major time frames in conversations and discussions, and follow the flow of ideas and some nuances from different viewpoints in conversations and discussions (high).

Reading. At the advanced low to mid level, readers can understand the underlying message and most supporting details across major time frames in descriptive informational texts. Listeners can follow the main story and most supporting details across major time frames in fictional texts, and follow the flow of ideas and some nuances from different viewpoints in most fictional texts (high).

Speaking. At the advanced low to mid level students can maintain discussion on a wide variety of familiar and unfamiliar concrete topics of personal and general interest, and sometimes academic, social or professional topics by using probing questions and providing detailed responses across major time frames. Advanced mid students can interact and negotiate to resolve an unexpected complication that arises in a familiar situation, providing detailed explanations and offering a variety of resolutions across major time frames.

Speakers on the advanced low and mid level can maintain extended conversations by supporting, reacting to, and comparing preferences and opinions and expressing advice and emotions in detail across major time frames, and by asking probing questions.

Speakers can tell stories based on concrete experiences in academics, social, and professional topics of interest, using organized paragraphs across major time frames. They can give complex, detailed narrations beyond the concrete, often addressing abstract experiences or hypothetical issues(high).

Writing. Writers at the advanced low to mid level can present an argument with supporting evidence, based on a variety of concrete academic, social and professional topics of interest, using organized paragraphs across major time frames. They can clearly and accurately present an argument with supporting evidence on complex, concrete issues, and often deal with related issues hypothetically (high). Writers at the advances low to mid level deliver presentations and elaborate on a variety of concrete academic, social and professional topics of interest, using organized paragraphs across major time frames. They can deliver cohesive presentations on a variety of complex concrete topics related to community interests and some specialized fields, and often deal with related issues hypothetically(high).