



Global Language Portfolio (February 2009)

COMMUNICATION SELF ASSESSMENT AND GOAL SETTING

Date of Self-Assessment _____

Provisional Checklist for:

Listening

Self-assessment:

Work through the checklist and note in the first of the two right-hand columns what you believe you can already do 80% of the time or more. Placing a checkmark in the first of the two columns indicates mastery of the task performed rather than occasional success. After you check off over 80% of the items for a given ACTFL level, you should progress to the next level in that same skill. Each skill is assessed separately with different levels possible in each of 5 skills. Keep going through this checklist until you reach the highest level where you checked off at least 4 of the 5 tasks. **Record that level (NL, NM, NH, IL, IM, IH, AL, AM, AH, S, or D) on your GLP Language Passport.**

Goal setting:

Place a checkmark in the second column to identify the next set of goals you wish to reach in the future.

| Language: _____ | (1) I can do this easily and well. | (2) This is one of my goals. |
|---|------------------------------------|------------------------------|
| INTERPRETIVE | | |
| Listening | | |
| Novice Low (NL) | | |
| I can understand a few familiar words, such as numbers, colors, days of the week. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can understand some words similar to those used in my dominant language, such as scientific names or technical terms used in my fields of expertise. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can recognize a few short, familiar phrases, such as those meaning hello, good-bye, or thank you. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can follow simple directions, especially when people point to where I should go or explain what they mean with gestures. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can distinguish between questions, statements, and commands. | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>(Added specific descriptors for languages with tones, or for specific language attributes:)</i> | | |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| Novice Mid (NM) | | |
| I can understand memorized words, some short phrases, and some expressions related to tasks I routinely perform at school or work. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can understand some sentence-length or very short conversations on familiar topics in a social setting, such as the routine phrases I hear at a cocktail party or a break room at work. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can understand simple questions when I am familiar with the content, as in greetings, questions about where I live, how I am doing, what is my major or the department where I work, and what is my name. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can sometimes recognize cognates, prefixes, and thematic vocabulary on predictable topics in my fields of expertise. | <input type="checkbox"/> | <input type="checkbox"/> |

| | | |
|--|--------------------------|--------------------------|
| I can follow simple directions at school or at the office, especially if I can clarify my understanding and have someone repeat more slowly as needed. | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>(Added specific descriptors for languages with tones, or for specific language attributes:)</i> | | |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| Novice High (NH) | | |
| I can understand some short conversations or some recorded materials consisting of slowly spoken phrases on familiar topics and situations. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can understand the essential information of simple conversations about my areas of expertise in a work setting, as long as I may ask for clarification as needed. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can understand the main point of short, clear, and simple messages and announcements, like those I am used to hearing at the train station or bus terminal. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can consistently recognize cognates, prefixes, and thematic vocabulary to help me understand live or recorded spoken language related to my areas of expertise. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can understand simple questions about family members, my daily activities, and some personal interests, provided I may ask for occasional clarification. | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>(Added specific descriptors for languages with tones, or for specific language attributes:)</i> | | |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| Intermediate Low (IL) | | |
| I can understand both the gist of what I hear and some detail in conversations and narratives of several sentences in length, even on some unfamiliar topics. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can sometimes use background knowledge to understand simple stories, and other contextualized spoken messages. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can identify main ideas within a limited range of vocabulary on a number of topics presented on TV, radio, film, and computer-generated presentations. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can sometimes understand the gist of live presentations or newscasts using contextual clues and relying on background knowledge to help me. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can understand the main elements and some detail when I am provided information I may need as a tourist – on meals, lodging, transportation, time, and where to go, what something costs. | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>(Added specific descriptors for languages with tones, or for specific language attributes:)</i> | | |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| Intermediate Mid (IM) | | |
| I can understand both simple and even some complex sentences when people narrate or describe a series of events at school, at work, or during leisure activities. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can frequently use background knowledge to understand simple stories, discussions of leisure activities, or other contextualized spoken messages. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can frequently identify main ideas and specific information on new topics presented on TV, radio, film, and computer-generated presentations, especially if I can get help when needed. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can understand both basic information and some detail in oral presentations by using contextual clues to help me. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can understand when people talk about events in different time frames (past, present, future) and recognize adverbs or prepositions related to time, such as soon, tomorrow, yesterday, before, or since.) | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>(Added specific descriptors for languages with tones, or for specific language attributes:)</i> | | |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> |

| Intermediate High (IH) | | |
|--|--------------------------|--------------------------|
| I can understand conversations about most everyday needs. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can consistently use my vocabulary and familiarity with target language structures to follow paragraph-length dialogues and conversations. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can identify main ideas and specific factual information on a wide variety of topics presented on TV, radio, film and computer-generated presentations, although my understanding may vary. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can often understand both the main elements of a lecture and many details, depending on how close the topic is to my areas of expertise. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can often understand factual information of general interest, as in newscasts that report on natural disasters, recent elections, or the economy. | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>(Added specific descriptors for languages with tones, or for specific language attributes:)</i> | | |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| Advanced Low (AL) | | |
| I can understand familiar topics presented live or on TV, radio, film, and computer-generated presentations even when they contain certain idiomatic expressions and slang. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can generally understand a native speaker who is not tailoring language for foreigners, without relying solely on formally learned vocabulary and structures. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can sometimes detect the tone, style, and the speaker's perspective involving everyday topics and routine professional matters. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can understand simple technical information about products, including operating instructions. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can understand face-to-face speech in standard spoken language, delivered at a normal rate of speed, with occasional need for repetition and rewording. | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>(Added specific descriptors for languages with tones, or for specific language attributes:)</i> | | |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| Advanced Mid (AM) | | |
| I can understand a wide variety of familiar topics and some unfamiliar topics presented live or on TV, radio, film and computer-generated presentations, even when they contain occasional idioms and slang. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can generally understand what I hear even when there are vocabulary and structures that I have not formally learned, including certain technical information or operating instructions. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can understand descriptions and narrations about current, past, and future events, as well as essential points of a discussion or speech in my special fields of interest. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can detect tone, style, and the speaker's perspective on general topics like current events, or on work-related issues being presented in a meeting. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can understand much of what is said by a native speaking lecturer to other native speakers in a course or other professional setting in my discipline, provided I can ask for occasional clarification. | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>(Added specific descriptors for languages with tones, or for specific language attributes:)</i> | | |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| Advanced High (AH) | | |
| I can understand most routine social conventions and most discussions on concrete topics related to my particular interests or areas of competence at work. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can understand most of what I hear easily when I am not under pressure or when listening conditions are favorable. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can often understand a conversation in which native speakers are involved in a heated discussion, even if they use occasional slang. | <input type="checkbox"/> | <input type="checkbox"/> |

| | | |
|--|--------------------------|--------------------------|
| I can sometimes detect emotional overtones, make limited inferences, and read between the lines. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can follow much of what I hear in radio and TV broadcasts, although there are occasional gaps in understanding according to my knowledge of the topics and the complexity of the concepts presented. | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>(Added specific descriptors for languages with tones, or for specific language attributes:)</i> | | |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| Superior (S) | | |
| I can understand the essentials of all speech in standard dialects, including technical discussions within my special fields and virtually any social setting. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can understand face-to-face speech, delivered with normal clarity and speed in standard language, on general topics and areas of special interest. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can understand hypotheses and supported opinions in both conversations and presentations. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can understand the essentials of conversations between native speakers, as well as reasonably clear telephone calls, radio broadcasts, news items, oral reports on general or technical topics. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can often make inferences and read between the lines. | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>(Added specific descriptors for languages with tones, or for specific language attributes:)</i> | | |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| Distinguished (D) | | |
| I can understand all forms and styles of speech pertinent to personal, social, and professional needs. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can recognize social and cultural references or aesthetic norms within a target language cultural framework. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can understand, follow, and appreciate the wide variety of speech heard in plays, movies, academic debates, editorial statements, and symposia, even including most jokes and puns. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can understand native speakers using a variety of registers, including when they speak quickly or use an accent or possibly even a dialect that is not standard. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can understand shades of meaning, detailed hypotheses, and both stated and unstated implications, much as would be expected of an educated native speaker. | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>(Added specific descriptors for languages with tones, or for specific language attributes:)</i> | | |
| | <input type="checkbox"/> | <input type="checkbox"/> |



Global Language Portfolio (February 2009)

COMMUNICATION SELF ASSESSMENT AND GOAL SETTING

Date of Self-Assessment _____

Provisional Checklist for:

Reading

Self-assessment:

Work through the checklist and note in the first of the two right-hand columns what you believe you can already do 80% of the time or more. Placing a checkmark in the first of the two columns indicates mastery of the task performed rather than occasional success. After you check off over 80% of the items for a given ACTFL level, you should progress to the next level in that same skill. Each skill is assessed separately with different levels possible in each of 5 skills. Keep going through this checklist until you reach the highest level where you checked off at least 4 of the 5 tasks. **Record that level (NL, NM, NH, IL, IM, IH, AL, AM, AH, S, or D) on your GLP Language Passport.**

Goal setting:

Place a checkmark in the second column to identify the next set of goals you wish to reach in the future.

| <i>Language:</i> _____ | (1) I can do this easily and well. | (2) This is one of my goals. |
|--|------------------------------------|------------------------------|
| Interpretive | | |
| Reading | | |
| Novice Low (NL) | | |
| I know the alphabet and can associate most sounds and letters that I will need to read aloud. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can understand the meaning of some words based on my use of cognates. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can follow a text when I hear it read aloud. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can match some words with pictures on signs. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can understand certain phrases or sentences I have memorized from a textbook or from signs. | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>(Added specific descriptors for languages with characters or syllabaries, or for specific language attributes:)</i> | | |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| Novice Mid (NM) | | |
| I can understand familiar words, certain phrases, and some simple sentences in authentic written materials, rereading as required. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can understand basic questions on standardized forms well enough to give certain important information about myself, such as name, date of birth, nationality, and so on. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can understand short simple messages on familiar topics, such as "No smoking" or "Please be seated," and indications of where to find streets, restaurants, toilets, or taxi stands. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can distinguish between questions, statements, exclamations, and commands. | <input type="checkbox"/> | <input type="checkbox"/> |

| | | |
|--|--------------------------|--------------------------|
| I can understand indications of what something costs and follow simple directions, such as “left,” “right,” or “this way,” especially if there are arrows or pictures to help. | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>(Added specific descriptors for languages with characters or syllabaries, or for specific language attributes:)</i> | | |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| Novice High (NH) | | |
| I can understand a simple personal letter or email in which the writer tells or asks me about aspects of everyday life involving familiar topics using vocabulary I know. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can understand the gist of short narratives about everyday topics if the text is written in simple language with vocabulary I have mastered. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can understand some simple authentic written materials and identify some of the main ideas found in ads, as well as recognize some of the foods listed on menus. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can follow short simple directions and understand tourist information on topics such as hours of operation or certain traffic directions. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can understand from simply written printed materials both basic facts and a few details, depending on how familiar I am with the topic and the sentence structures used. | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>(Added specific descriptors for languages with characters or syllabaries, or for specific language attributes:)</i> | | |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| Intermediate Low (IL) | | |
| I can understand the main points and some details when reading simple reports written by native speakers at work or other information prepared for tourists when I travel. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can skim authentic written materials to find relevant, basic facts, such as prices, locations, times, and so on. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can apply both material I have mastered and recombinations of mastered material to read a short story in my textbook, although I still rely on a dictionary and my grammar book for some words and structures. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can read messages, greetings, or statements about social events when they contain common sentence structures and familiar vocabulary and cognates. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can understand most of what is written in a present time frame, and I can recognize other time frames, especially if there are references to “yesterday” or “tomorrow” or other similar clues. | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>(Added specific descriptors for languages with characters or syllabaries, or for specific language attributes:)</i> | | |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| Intermediate Mid (IM) | | |
| I can identify the main idea and many details of information found in simply written brochures and tour guides that cover both familiar and new topics, as long as I may reread as needed. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can understand simple content from Web sites, advertising in magazines, and biographical, literary, or historical information, while referring to my dictionary or grammar book for more complex content. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can understand short, straightforward descriptions of persons, places, and things written for a wide audience of native speakers. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can understand the writer’s feelings and wishes in everyday letters and routine e-mails I receive at home or at work. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can understand and follow simple instructions on new topics if new vocabulary is highly contextualized, such as how to use a coffee maker or a copy machine. | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>(Added specific descriptors for languages with characters or syllabaries, or for specific language attributes:)</i> | | |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> |

| | | |
|--|--------------------------|--------------------------|
| Intermediate High. (IH) | | |
| I can spontaneously read and understand without a dictionary either a simple paragraph written to me personally, or paragraph-length information on a familiar topic that I find on web sites or in chatrooms. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can understand many simple letters and invitations, with minimal re-reading needed. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can rapidly grasp the content and the significance of news articles and reports, and decide if a closer reading is necessary. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can read for pleasure selections from my textbook or even uncomplicated authentic prose, such as cultural information in a tourist brochure. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can understand the motives of the characters and their actions in a narrative or play, as well as other pertinent details in literary selections, with assistance from a dictionary as needed. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can understand and follow instructions in selected consumer-oriented informational materials and Web sites with minimal use of a dictionary. | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>(Added specific descriptors for languages with characters or syllabaries, or for specific language attributes:)</i> | | |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| Advanced Low (AL) | | |
| I can recognize differences in the styles and language used in poetry, prose, essays, and journalistic documents. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can read and appreciate a variety of work-related publications with a dictionary and follow main ideas within my areas of interest or where I have some background. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can often understand straightforward ideas in literary texts, as well as some motives for characters' actions and their consequences in a novel or play I am reading for class. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can read certain authentic materials with a large degree of independence at work by adapting how quickly and for how much detail I read different types of texts. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can understand texts written in present, past, and future time frames, with a need for clarification when there are unfamiliar structures. | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>(Added specific descriptors for languages with characters or syllabaries, or for specific language attributes:)</i> | | |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| Advanced Mid (AM) | | |
| I can read standard business letters and social notices, recognizing standard phrases typically used in certain types of correspondence. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can obtain and analyze facts from authentic printed sources and Web material, as long as there is a familiar context and familiar sentence structures. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can read uncomplicated prose written for native speakers when it covers familiar subjects containing description or narration, such as news items and work-related materials. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can understand some idiomatic and colloquial expressions, sometimes reading between the lines to obtain subtle information. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can read a wide variety of edited texts, such as a poetry anthology or a collection of essays for class. | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>(Added specific descriptors for languages with characters or syllabaries, or for specific language attributes:)</i> | | |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| Advanced High (AH) | | |
| I can often understand a newspaper editorial, including both main ideas and some supporting ones, as long as I am familiar with the topic. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can locate and interpret main ideas and recommendations in a report at work. | <input type="checkbox"/> | <input type="checkbox"/> |

| | | |
|---|--------------------------|--------------------------|
| I can understand the vocabulary and phrases associated with certain business letters and faxes and recognize their subtleties of meaning and tone. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can read an unedited novel for pleasure, using a dictionary as needed. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can do research for a term paper or for a project at work using target language sources, occasionally using a dictionary. | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>(Added specific descriptors for languages with characters or syllabaries, or for specific language attributes:)</i> | | |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| Superior (S) | | |
| I can read standard newspaper items addressed to the general reader. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can read routine correspondence, reports and technical material in my fields of interest at a normal rate of speed (at least 220 wpm). | <input type="checkbox"/> | <input type="checkbox"/> |
| I can gain new knowledge from material on unfamiliar topics in areas of general interest. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can detect subjective attitudes and interpret hypotheses, supported opinions, and conjectures. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can read short stories, novels, and other recreational literature for pleasure. | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>(Added specific descriptors for languages with characters or syllabaries, or for specific language attributes:)</i> | | |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| Distinguished (D) | | |
| I can read fluently and accurately virtually all styles and forms of the language pertinent to academic and professional needs. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can make inferences and understand almost all sociolinguistic and cultural references in a literary text. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can easily recognize plays on words or literary devices, and make inferences about work-related or literary texts whose real meaning is not explicit. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can read with ease both news magazines and Web sites touching on a wide array of topics and resolve common abbreviations without reference to a dictionary. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can distinguish easily between facts, hypotheses, and opinions in a variety of registers. | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>(Added specific descriptors for languages with characters or syllabaries, or for specific language attributes:)</i> | | |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> |



Global Language Portfolio (February 2009)

COMMUNICATION SELF ASSESSMENT AND GOAL SETTING

Date of Self-Assessment _____

Provisional Checklist for:

Spoken Interaction

Self-assessment:

Work through the checklist and note in the first of the two right-hand columns what you believe you can already do 80% of the time or more. Placing a checkmark in the first of the two columns indicates mastery of the task performed rather than occasional success. After you check off over 80% of the items for a given ACTFL level, you should progress to the next level in that same skill. Each skill is assessed separately with different levels possible in each of 5 skills. Keep going through this checklist until you reach the highest level where you checked off at least 4 of the 5 tasks. **Record that level (NL, NM, NH, IL, IM, IH, AL, AM, AH, S, or D) on your GLP Language Passport.**

Goal setting:

Place a checkmark in the second column to identify the next set of goals you wish to reach in the future.

| <i>Language:</i> _____ | (1) I can do this easily and well. | (2) This is one of my goals. |
|--|------------------------------------|------------------------------|
| Interpersonal Mode | | |
| Speaking Person to Person | | |
| Novice Low (NL) | | |
| I can say “yes” and “no” and express whether I want something with gestures. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can ask someone to repeat something with a word or phrase, sometimes with a facial gesture. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can make a single-word comment or observation, such as “good” or “ok.” | <input type="checkbox"/> | <input type="checkbox"/> |
| I can respond with a “please” or “thank you” or “you’re welcome” at an appropriate time. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can give my name and ask someone else’s using a word or phrase, often with a gesture to help. | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>(Added specific descriptors for languages with tones, or for specific language attributes:)</i> | | |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| Novice Mid (NM) | | |
| I can introduce myself and others, and use a few simple greetings. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can ask memorized questions and give memorized answers to simple questions about family, food, school, and weather. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can sometimes handle numbers, quantities, dates, and questions about costs and time. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can make myself understood in a simple way, and sometimes understand the other person, provided he or she talks slowly and clearly and is prepared to help or to repeat as needed. | <input type="checkbox"/> | <input type="checkbox"/> |

| | | |
|---|--------------------------|--------------------------|
| I can ask and answer certain simple questions about my likes and dislikes, pausing as I gather my thoughts. | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>(Added specific descriptors for languages with tones, or for specific language attributes:)</i> | | |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| Novice High (NH) | | |
| I can interact with others, using simple language and sometimes hesitating, as I give my order in a restaurant, make purchases in a store or post office, or talk with friends. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can use memorized phrases and recombine them to exchange information about the date, the time, and the place for a social occasion. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can use memorized phrases and recombine them to exchange personal information, such as address, telephone number, age, nationality, family, likes and dislikes. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can use memorized phrases and recombine them to ask for and to offer things to friends and colleagues. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can often be understood by my teacher or the hotel clerk when I ask for or give directions or talk about what I am doing today. | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>(Added specific descriptors for languages with tones, or for specific language attributes:)</i> | | |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| Intermediate Low (IL) | | |
| I can carry on a short, unrehearsed face-to-face conversation in a hotel or bus station, pausing as needed. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can ask for and follow simple directions and instructions, such as how to get to a museum and how to validate a train ticket. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can express and react to feelings such as surprise, happiness, sadness, interest, and indifference, using my dominant language as a reference for what is culturally appropriate. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can create simple sentences and deal with uncomplicated situations I would encounter in an airport, hotel, or restaurant. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can with hesitation discuss simple topics relating to household tasks, hobbies, family, or work. | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>(Added specific descriptors for languages with tones, or for specific language attributes:)</i> | | |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| Intermediate Mid (IM) | | |
| I can ask and answer predictable questions about family, home, work, and daily activities. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can discuss food, shopping, travel, and lodging in uncomplicated situations if I am allowed time to pause and rephrase as needed. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can talk with friends and colleagues about certain topics, relying on cultural references from my dominant language. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can ask and answer questions about directions, prices, and services, although I may need to restate or clarify what I need. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can generally be understood by my language teacher and department store clerks when I talk about familiar topics. | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>(Added specific descriptors for languages with tones, or for specific language attributes:)</i> | | |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> |

| Intermediate High (IH) | | |
|--|--------------------------|--------------------------|
| I can engage in long conversations and participate in discussions on my homework or on work-related activities. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can obtain information related to my assignments or recreation plans, with occasional need for follow-up explanations. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can exchange detailed factual information on matters within my fields of interest while relying on my dominant language to provide the vocabulary and language structures I lack. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can convey degrees of emotion and react appropriately to the emotions of others even when there are limitations in vocabulary. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can describe everyday scenes and narrate common events, occasionally connecting sentences into paragraphs. | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>(Added specific descriptors for languages with tones, or for specific language attributes:)</i> | | |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| Advanced Low (AL) | | |
| I can comfortably narrate events and give concrete descriptions in extended conversation on a range of topics despite occasional hesitation. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can participate actively in most informal and some formal conversations about work, home, and leisure activities. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can with some self-correction talk about much of what I have read, seen, or heard within the major time frames. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can with occasional repetition and restatement express my ideas about a cultural reading at school or about what action should be taken at work. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can handle appropriately unpredictable occurrences in a hotel, restaurant, or train station. | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>(Added specific descriptors for languages with tones, or for specific language attributes:)</i> | | |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| Advanced Mid (AM) | | |
| I can confidently and effectively handle most social situations with ease. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can participate fully in most informal and some formal conversations on activities related to school and work. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can narrate and describe in all major time frames (past, present, and future) as is appropriate to the demands of the discussion of a literary work or of a conversation about an issue at work. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can handle with ease a complication or unexpected turn of events, such as a canceled airline flight or a staffing change at work. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can contribute to conversations on a variety of concrete topics in a manner that is clear, accurate, and concrete without misrepresentation or confusion. | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>(Added specific descriptors for languages with tones, or for specific language attributes:)</i> | | |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| Advanced High (AH) | | |
| I can take part with ease in all conversations and discussions socially and at work. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can narrate fully and accurately in all time frames across a variety of concrete topics ranging from literature to current events. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can sometimes develop structured arguments to support my opinions and hypotheses. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can discuss some topics abstractly, especially select topics related to my fields of expertise or areas of interest. | <input type="checkbox"/> | <input type="checkbox"/> |

| | | |
|--|--------------------------|--------------------------|
| I can easily paraphrase if I cannot find the right word or structure to express myself. | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>(Added specific descriptors for languages with tones, or for specific language attributes:)</i> | | |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| Superior (S) | | |
| I can participate fully and effectively in conversations on a wide variety of topics in formal and informal settings, from both concrete and abstract perspectives. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can support my opinions and make recommendations by providing relevant explanations, arguments, and comments. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can understand and use many idiomatic expressions and colloquialisms effectively. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can exchange complex information about work-related or professional tasks with ease. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can participate in discussions and support my opinions and viewpoints on contemporary issues, such as current events, politics, business, and other important matters. | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>(Added specific descriptors for languages with tones, or for specific language attributes:)</i> | | |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| Distinguished (D) | | |
| I can converse appropriately in several registers, both formally and informally, according to age group, professional interest, or social situation. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can persuade, counsel, and negotiate effectively using the target language in a professional setting. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can interpret from my native or another dominant language into the target language and to my native or another dominant language from the target language. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can converse fluently using precise and extensive vocabulary across a wide variety of topics and situations within the range of my own personal and professional experience. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can consistently use language patterns and cultural references of the target language rather than language patterns and cultural references of my dominant language. | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>(Added specific descriptors for languages with tones, or for specific language attributes:)</i> | | |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> |



Global Language Portfolio (February 2009)

COMMUNICATION SELF ASSESSMENT AND GOAL SETTING

Date of Self-Assessment _____

Provisional Checklist for:

Spoken Production

Self-assessment:

Work through the checklist and note in the first of the two right-hand columns what you believe you can already do 80% of the time or more. Placing a checkmark in the first of the two columns indicates mastery of the task performed rather than occasional success. After you check off over 80% of the items for a given ACTFL level, you should progress to the next level in that same skill. Each skill is assessed separately with different levels possible in each of 5 skills. Keep going through this checklist until you reach the highest level where you checked off at least 4 of the 5 tasks. **Record that level (NL, NM, NH, IL, IM, IH, AL, AM, AH, S, or D) on your GLP Language Passport.**

Goal setting:

Place a checkmark in the second column to identify the next set of goals you wish to reach in the future.

| | | |
|---|------------------------------------|------------------------------|
| <i>Language:</i> _____ | (1) I can do this easily and well. | (2) This is one of my goals. |
| Presentational Mode | | |
| Spoken Production (Proposed by GLP: ACTFL does not yet have Spoken Production checklists, only Speaking) | | |
| Novice Low (NL) | | |
| I can accurately repeat words and phrases I hear in class or at work. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can use words I have learned and combine them with gestures to make myself understood. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can use a few memorized phrases in social settings (such as greetings, thanks, or "please"). | <input type="checkbox"/> | <input type="checkbox"/> |
| I can give my name, possibly in a sentence or a phrase format if I am helped. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can sometimes sing refrains of songs, especially if someone singing with me helps or tells me what it means. | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>(Added specific descriptors for languages with tones, or for specific language attributes:)</i> | | |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| Novice Mid (NM) | | |
| I can use two- and three-word answers to give personal information (address, telephone number, nationality, age, family.) | <input type="checkbox"/> | <input type="checkbox"/> |
| I can say something about what I like and dislike in a store or at the dinner table, especially if the listener helps and allows me time to pause as I speak. | <input type="checkbox"/> | <input type="checkbox"/> |

| | | |
|--|--------------------------|--------------------------|
| I can describe myself with a few words and familiar phrases I have memorized. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can talk about a few topics I have studied, such as numbers, colors, days of the week, using words and structures from my dominant language if there are gaps in communication. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can use memorized material related to what I do or where I go if I address the topics in the same context for which I have learned relevant vocabulary and phrases. | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>(Added specific descriptors for languages with tones, or for specific language attributes:)</i> | | |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| Novice High (NH) | | |
| I can with occasional pauses give a basic description of myself, my family, and other people, using simple sentences and phrases. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can with limited accuracy describe my activities and personal experiences, repeating, and recombining simple sentences and phrases I have memorized. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can sometimes expand beyond familiar topics and vocabulary in the present time frame, using gestures to help with gaps in communication. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can generally be understood by sympathetic native speakers who are patient when I rely on cognates, structures, or pronunciation adopted from my dominant language. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can talk about a few common topics, such as what I wear, where to find classroom objects, and what I do at home or at work. | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>(Added specific descriptors for languages with tones, or for specific language attributes:)</i> | | |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| Intermediate Low (IL) | | |
| I can present my food preferences to the clerk at a fast-food chain, my room preferences to a hotel clerk, and my seating preferences at a concert when it is my turn in line. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can describe myself, my family, and other people, using several simple sentences, as long as I am able to repeat or rephrase certain statements as needed. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can with limited accuracy describe where I live, as well as my interests, activities, and personal experiences by using several simple sentences. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can give a class presentation or present a simple project at work if I am allowed to correct myself and reformulate my sentences to make myself understood. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can summarize briefly passages from a short story or report at work if the situations are familiar. | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>(Added specific descriptors for languages with tones, or for specific language attributes:)</i> | | |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| Intermediate Mid (IM) | | |
| I can provide simple and at times detailed information about myself, my leisure activities, or daily routines. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can in simple fashion explain and give reasons for my plans, or intentions behind my actions in a way that my teacher or tour guide will understand. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can describe accurately certain past activities, personal experiences, and plans for the near future, although I may need to restate or clarify what I mean. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can ask for directions, find out prices, and request services with sufficient control of vocabulary, pronunciation, and sentence structure to be understood by hotel and restaurant personnel. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can narrate a story based on picture prompts and summarize short stories and simple news items on familiar topics, as long as I am given time to pause or reformulate my ideas. | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>(Added specific descriptors for languages with tones, or for specific language attributes:)</i> | | |
| | <input type="checkbox"/> | <input type="checkbox"/> |

| | | |
|---|--------------------------|--------------------------|
| | <input type="checkbox"/> | <input type="checkbox"/> |
| Intermediate High (IH) | | |
| I can describe and narrate most of my routine activities with confidence and ease. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can explain my viewpoint on certain subjects related to my fields of interest in a way that an international scholar or a business client would understand. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can summarize news items, interviews, stories, films, or plays in connected sentences, and occasionally in paragraph form. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can sometimes narrate and describe in the present, past, and future, especially if I have time to prepare. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can sometimes use vocabulary and structures I have learned to talk about unfamiliar topics. | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>(Added specific descriptors for languages with tones, or for specific language attributes:)</i> | | |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| Advanced Low (AL) | | |
| I can accurately narrate and describe in simple fashion using the past, present, and future time frames | <input type="checkbox"/> | <input type="checkbox"/> |
| I can accurately relate factual information, such as who, where, why, when, or how much. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can integrate themes and develop my point of view in presentations on subjects of personal or professional interest. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can respond spontaneously to most audience questions after I give a public lecture. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can summarize literary or work-related texts, making simple transitions from idea to idea. | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>(Added specific descriptors for languages with tones, or for specific language attributes:)</i> | | |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| Advanced Mid (AM) | | |
| I can combine and interweave narration and description and relate relevant and supporting facts in connected, paragraph-length presentations prepared for either the classroom or a work setting. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can narrate and describe in major time frames, providing a full account and adapting flexibly to demands of a large number of topics and situations for audiences in a social setting or at work. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can make comparisons and summarize information from different sources, even reconstructing arguments in limited fashion to respond to audience questions at school or work. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can speak with ease and confidence about a large number of concrete topics in a variety of situations, using circumlocution and rephrasing as needed. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can convey my intended message without misrepresentation or confusion, correcting most errors in speech effortlessly and within the context of the presentation. | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>(Added specific descriptors for languages with tones, or for specific language attributes:)</i> | | |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| Advanced High (AH) | | |
| I can handle almost any informal and most formal presentations with ease, confidence, and competence both socially and at work. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can consistently give clear, detailed descriptions and narrate fully and accurately in all time frames. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can present viewpoints in a very flexible manner, even paraphrasing, using circumlocution and giving illustrations in order to give emphasis or to eliminate confusion in a professional setting. | <input type="checkbox"/> | <input type="checkbox"/> |

| | | |
|--|--------------------------|--------------------------|
| I can discuss some topics abstractly, especially those relating to my interests and special fields of expertise. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can address some complex subjects at school or at work, although I may need to simplify my arguments in order to present my case. | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>(Added specific descriptors for languages with tones, or for specific language attributes:)</i> | | |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| Superior (S) | | |
| I can give a presentation on a variety of topics in formal and informal settings, from both concrete and abstract perspectives. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can present complex topics in my areas of expertise, accurately and fluently tailoring my remarks to the audience. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can explain my opinions, construct and develop hypotheses, and explore alternative possibilities. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can command a variety of strategies in presentations, such as separating main ideas from supporting information, as well as providing emphasis through use of intonation or pitch. | <input type="checkbox"/> | <input type="checkbox"/> |
| I rarely make grammatical errors, and even those are in low-frequency structures or in more formal usages. | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| Distinguished (D) | | |
| I can use the language fluently and accurately on all levels normally pertinent to professional needs. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can accommodate a number of registers, making distinctions according to age, profession, or social status. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can speak with almost perfect grammatical accuracy, with only very rare and sporadic errors. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can support opinions, construct and develop hypotheses, and explore alternative possibilities well enough to counsel and persuade my target audience. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can express fine shades of meaning and use the precise language needed for the negotiation of contracts, treaties, and other formal documents related to my professional training. | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>(Added specific descriptors for languages with tones, or for specific language attributes:)</i> | | |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> |



Global Language Portfolio (February 2009)

COMMUNICATION SELF ASSESSMENT AND GOAL SETTING

Date of Self-Assessment _____

Provisional Checklist for:

Writing

Self-assessment:

Work through the checklist and note in the first of the two right-hand columns what you believe you can already do 80% of the time or more. Placing a checkmark in the first of the two columns indicates mastery of the task performed rather than occasional success. After you check off over 80% of the items for a given ACTFL level, you should progress to the next level in that same skill. Each skill is assessed separately with different levels possible in each of 5 skills. Keep going through this checklist until you reach the highest level where you checked off at least 4 of the 5 tasks. **Record that level (NL, NM, NH, IL, IM, IH, AL, AM, AH, S, or D) on your GLP Language Passport.**

Goal setting:

Place a checkmark in the second column to identify the next set of goals you wish to reach in the future.

| | (1) I can do this easily and well. | (2) This is one of my goals. |
|---|------------------------------------|------------------------------|
| Language: _____ | | |
| Presentational Mode | | |
| Writing | | |
| Novice Low (NL) | | |
| I can write the letters of the alphabet. <i>(only for languages with an alphabet)</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| I can produce from memory isolated words or familiar phrases, especially if I am allowed time to write them or there is help from my teacher. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can copy words. <i>(only for languages with an alphabet)</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| I can complete parts of a form asking for very simple information, such as my name, the date, or my date of birth. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can write a one-word response to a question for which the choices are given, such as “yes” or “no,” or the names of products under a picture. | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>(Added specific descriptors for languages with characters or syllabaries, or for specific language attributes:)</i> | | |
| I can copy some strokes and characters. <i>(only for languages using characters or syllabaries)</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| I can produce from memory isolated, basic strokes. <i>(only for languages using characters or syllabaries)</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| Novice Mid (NM) | | |
| I can transcribe and reproduce from memory a modest number of isolated words and phrases. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can write about family, school, leisure activities, and everyday life, using memorized phrases. | <input type="checkbox"/> | <input type="checkbox"/> |

| | | |
|--|--------------------------|--------------------------|
| I can write simple sentences describing myself and others using phrases I have learned. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can write about familiar pictures and reinforce what I have learned through guided writing, as in certain textbook exercises. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can supply certain information (such as names, numbers, nationality) requested on simple forms, as long as I understand what is being asked. | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>(Added specific descriptors for languages with characters or syllabaries, or for specific language attributes:)</i> | | |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| Novice High (NH) | | |
| I can write short messages, postcards, and e-mails, mostly using vocabulary and sentence structures I have practiced. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can recombine familiar vocabulary and sentence structures to formulate questions and answers about family, school and certain leisure activities in a way classmates and my teacher will understand. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can use some culturally appropriate idiomatic expressions taken from textbook materials. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can often write well enough to communicate requests to my teacher or to a hotel clerk. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can write isolated sentences and phrases to describe what I see or what I am doing. | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>(Added specific descriptors for languages with characters or syllabaries, or for specific language attributes:)</i> | | |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| Intermediate Low (IL) | | |
| I can formulate and answer simple questions about myself, my family, and certain school or work activities, with occasional need to refer to a dictionary or a textbook. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can write about my daily routine, often using and recombining sentences and phrases that I have learned. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can sometimes make appropriate distinctions between familiar and formal styles, in use of subject pronouns, titles of address, and basic social formulas. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can write in the present time frame, and refer to the future or past by using the present time frame with time-related words or phrases, such as “yesterday” or “next week.” | <input type="checkbox"/> | <input type="checkbox"/> |
| I can link simple sentences to narrate and describe what I have seen or done. | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>(Added specific descriptors for languages with characters or syllabaries, or for specific language attributes:)</i> | | |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| Intermediate Mid (IM) | | |
| I can correctly write simple descriptions, make requests for information, and give routine directions. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can write sentences about personal preferences and experiences in a way that my teacher or a hotel clerk will understand. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can take simple notes on what I see and hear. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can write with ease in the present time, although with less consistency when I use other time frames. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can write short personal letters and e-mail messages involving uncomplicated situations at work. | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>(Added specific descriptors for languages with characters or syllabaries, or for specific language attributes:)</i> | | |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> |

| | | |
|--|--------------------------|--------------------------|
| Intermediate High (IH) | | |
| I can write simple business letters, brief summaries, and short compositions well enough to be understood by some target-language clients or by a visiting professor from a target language country. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can give uncomplicated but often detailed paragraph-length descriptions and narrations of personal experiences involving work, school, or social activities. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can write about current, future, and past events at work or at school, albeit with uneven control of certain tenses or subject areas. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can combine and link sentences and paragraphs in simple fashion when I summarize literary texts or work-related reports. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can take detailed notes on familiar topics, such as what I read for a literature or civilization class, or for what I hear in a routine meeting at work. | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>(Added specific descriptors for languages with characters or syllabaries, or for specific language attributes:)</i> | | |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| Advanced Low (AL) | | |
| I can often produce routine correspondence or send e-mails that a visiting scholar or international client from the target country can understand with little effort. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can write letters and reports of a factual nature, often correctly using common target-language word order, as well as linking many sentences and paragraphs appropriately. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can write with some control over major time frames in my term papers and reports. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can tailor in limited fashion the style of my writing depending on the audience and on my intended purpose at school or at work. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can often use appropriately the vocabulary, expressions, and language patterns of the target language, although I may occasionally borrow from those of my dominant language. | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>(Added specific descriptors for languages with characters or syllabaries, or for specific language attributes:)</i> | | |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| Advanced Mid (AM) | | |
| I can organize my writing in cohesive paragraphs for both academic assignments and work-related reports on concrete topics. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can write detailed narratives and descriptions of a factual nature with good control of word order and linking words or phrases. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can write summaries, or research papers with a range of vocabulary that allows precision and detail, despite occasional need for paraphrasing. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can write with some sense of the formal or informal audience for which I am writing and in a manner any native speaker will understand. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can write essays and reports using language that often incorporates idiomatic expressions and structures of the target language. | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>(Added specific descriptors for languages with characters or syllabaries, or for specific language attributes:)</i> | | |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| Advanced High (AH) | | |
| I can write reports and research papers requiring significant precision and detail. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can handle most formal business correspondence effectively. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can write confidently about concrete aspects of my special areas of expertise. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can occasionally develop written arguments, construct hypotheses, or deal with abstract topics in literary texts or in work-related assignments. | <input type="checkbox"/> | <input type="checkbox"/> |

| | | |
|---|--------------------------|--------------------------|
| I can write with ease and some fluency when I am free from pressure situations like deadlines or tests. | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>(Added specific descriptors for languages with characters or syllabaries, or for specific language attributes:)</i> | | |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| Superior (S) | | |
| I can write with ease about both abstract and concrete topics. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can write papers or reports with a high degree of control over grammar, vocabulary, spelling, and punctuation. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can incorporate organizational and developmental principles, like cause and effect, comparison, chronology, or other orders of presentation appropriate to the topic and the target audience. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can often counsel or persuade, and support my opinions by developing cogent arguments or hypotheses. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can organize ideas, select appropriate words and phrases, and differentiate written registers from oral registers when I prepare my school assignments or my written tasks at work. | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>(Added specific descriptors for languages with characters or syllabaries, or for specific language attributes:)</i> | | |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| Distinguished (D) | | |
| I can prepare complex assignments and reports that show clear organization and development of both principal and secondary ideas. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can prepare documents and publications using target-language stylistic patterns and developing persuasive arguments. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can write for audiences in a variety of registers, selecting the register best tailored to the target audience, and frequently using target-language cultural patterns. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can express subtlety and nuance, and alter style, tone, and format according to the age, social class, or professional role of the intended audience. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can consistently demonstrate a high degree of control over grammar, punctuation, spelling, and vocabulary, as needed for a given situation. | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>(Added specific descriptors for languages with characters or syllabaries, or for specific language attributes:)</i> | | |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> |