What Is ACTFL?

The American Council on the Teaching of Foreign Languages (ACTFL) is a national membership organization of foreign language professionals dedicated to promoting and fostering the study of languages and cultures as an integral component of American education and society. ACTFL strives to provide effective leadership for the improvement of teaching and learning of languages at all levels of instruction and in all languages. Its membership of more than 12,000 language professionals includes elementary, secondary, and post-secondary teachers as well as administrators, specialists, supervisors, researchers, and others concerned with language education. ACTFL represents all languages and all levels of language instruction.

What are the ACTFL Proficiency Guidelines?

The ACTFL Proficiency Guidelines 2012 are descriptions of what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context. For each skill, these guidelines identify five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The major levels Advanced, Intermediate, and Novice are subdivided into High, Mid, and Low sublevels.

These guidelines present the levels of proficiency as ranges and describe what an individual can do with language at each level and cannot do at the next higher level, regardless of where, when, or how the language was acquired. Together, these levels form a hierarchy in which each level subsumes all lower levels. The guidelines are not based on any particular theory, pedagogical method, or educational curriculum. They neither describe how an individual learns a language, nor prescribe how an individual should learn a language, and they should not be used for such purposes. They are an instrument for the evaluation of functional language ability.

Listening is an interpretive skill. Listening comprehension is largely based on the amount of information listeners can retrieve from what they hear, and the inferences and connections that they can make. By describing the tasks that listeners can perform with different types of oral texts and under different types of circumstances, the ACTFL Proficiency Guidelines 2012 – Listening describe how listeners understand oral discourse. These guidelines do not describe how listening skills develop, how one learns to listen, nor the actual cognitive processes involved in the activity of listening. Rather, they are intended to describe what listeners understand from what they hear.

The ACTFL Proficiency Guidelines 2012 – Listening can be found in the appendix of this document.

The ACTFL Proficiency Guidelines 2012 – Listening can also be found on the ACTFL website along with authentic text samples associated with each major level.

To access this website, go to https://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012/english/listening.
WHAT IS THE ACTFL LISTENING PROFICIENCY TEST (LPT)?

The ACTFL Listening Proficiency Test (LPT) is a standardized test for the global assessment of listening ability in a language. The LPT measures how well a person understands spoken language extemporaneously when presented with discourse types and listening tasks as described in the ACTFL Proficiency Guidelines 2012 – Listening. Listening skills are evaluated without candidates having time and/or access to dictionaries or grammar references.

The ACTFL LPT is a carefully constructed assessment that evaluates Novice to Superior levels of listening ability. It is delivered by computer or tablet via the internet. The test can assess a specific range of proficiency. The available ranges are shown in the grid below. These options ensure that the test administered targets the range of the test-taker’s listening ability and is economical in terms of time and effort.

<table>
<thead>
<tr>
<th>Superior</th>
<th>Advanced High</th>
<th>Advanced Mid</th>
<th>Advanced Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intermediate High</td>
<td>Intermediate Mid</td>
<td>Intermediate Low</td>
<td>Novice High</td>
</tr>
<tr>
<td>Novice Mid</td>
<td>Novice Low</td>
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</tr>
</tbody>
</table>

**Test Length**
- 50 minutes for a two-level test (A, B, C & D)
- 75 minutes for a three-level test (E, F & G*)
- 125 minutes for the full-range test (H**)

* This is a semi-adaptive version of the test, which ranges in time from 50-75 minutes. It is designed to offer higher or lower level tasks depending on the candidate’s responses. This is the test to choose if the student’s proficiency is unknown and/or the instructor would like to give all of his or her students the same test and not select ranges individually, etc.

** This is the full-range test.

WHAT IS THE ACTFL RATING SCALE?

The ACTFL Proficiency Guidelines 2012 – Listening describe five major levels of listening proficiency (Distinguished, Superior, Advanced, Intermediate, and Novice). The ACTFL LPT tests listening proficiency through four of these levels. The rating scale for the ACTFL LPT is:

Superior
Advanced
Intermediate
Novice

The four major levels are delineated according to a hierarchy of global tasks. This hierarchy is summarized in a rating scale spanning a full range of listening abilities from Superior (individuals who can understand passages from many genres dealing with a wide range of subjects) to Novice (those who can recognize words and get limited information from highly predictable, simple passages in familiar contexts and formats). Major borders divide the major levels of the scale (Superior, Advanced, Intermediate, and Novice).
As shown in the inverted pyramid here, each level represents a range of functional language ability.

**WHAT IS BEING EVALUATED IN AN ACTFL LPT?**

Listening is an interpretative skill. Listening comprehension is based largely on the amount of information listeners can retrieve as well as the inferences and connections they can make from listening to spoken language produced by one or multiple speakers under a variety of circumstances.

**ACTFL Proficiency Guidelines 2012 – Listening**

<table>
<thead>
<tr>
<th>Level</th>
<th>Function</th>
<th>Content</th>
<th>Context</th>
<th>Text Type</th>
<th>Vocabulary</th>
<th>Grammar</th>
<th>Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superior</td>
<td>Argumentation</td>
<td>Familiar and unfamiliar</td>
<td>Professional</td>
<td>Complex lengthy passages</td>
<td>Broad Precise</td>
<td>Complex</td>
<td>Cultural references</td>
</tr>
<tr>
<td>Intermediate</td>
<td>Description</td>
<td>Concrete current and general</td>
<td>Public Education</td>
<td>Paragraph-length connected passages</td>
<td>Broad general vocabulary</td>
<td>Sequencing</td>
<td>Most common cultural patterns</td>
</tr>
<tr>
<td>Intermediate</td>
<td>Narration</td>
<td>and general interest topics</td>
<td>Work News</td>
<td>connected passages with clear, predictable structures</td>
<td></td>
<td>Time frames</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Exposition</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Chronology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Explanation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Most common cultural patterns</td>
<td></td>
</tr>
</tbody>
</table>
WHAT IS THE FORMAT OF THE ACTFL LPT?
Delivered on a computer or tablet via the internet, the LPT presents between 10 and 25 spoken passages for the test-taker to listen to based on the range of proficiency selected.

Each passage has three questions; each question has four multiple-choice answers, of which only one is correct. The passages and multiple-choice answers are in the target language.

WHAT ARE LISTENING TASKS LIKE?
All passages are presented in the target language. They vary in genre, content, length, and complexity depending on the proficiency levels being targeted. They are real-world types of spoken passages such as informal and formal exchanges on general, social, academic, and professional topics such as oral reports, news broadcasts, discussions, and debates.

The questions target the main idea, supporting detail and, for some samples, the inferences and connections the test-taker can make for the content and organization of the samples he or she hears.

Examples of Listening Tasks from the ACTFL Guidelines 2012 Website

Superior

AL GORE: Global Warming Testimony @ Congress 3.21.07
The following is a transcript of the sound sample that can be found on the ACTFL website.

And our world faces a true planetary emergency. I know the phrase sounds shrill, and I know it’s a challenge to the moral imagination, to see and feel and understand that the entire relationship between humanity and our planet has been radically altered. We quadrupled human population in less than one century from 1.6 billion in 1900 to 6.56 billion today. Population is stabilizing of its own accord as girls are educated and women are empowered and family planning that’s culturally acceptable in country after country becomes widely available, and most importantly as child-survival rates increase and infant and maternal mortality… mortality decreases…when those things happen and especially when literacy among women increases around the world, the birth rates come down. The death rates come down, and then the birth rates come down, and it’s stabilizing, but having multiplied by four the numbers of people on this planet, and we’re going from over six-and-a-half now to over 9.1, almost certainly within the next 40, 45 years, that in itself causes a big change in the relationship between humanity and the planet.

Secondly, our technologies are thousands of times more powerful than any our grandparents had at their disposal. And so, even though we’re more skillful and more effective in doing the things we’ve always done- exploiting the Earth for sustenance, providing for our families, and going about productive lives – the side effects of what we’re doing sometimes now outstrip the development of extra wisdom to make sure that we handle these new powers in a way that doesn’t unintended harm. And somehow, we’ve also adopted kind of a short-term way of thinking that is also more different than what our grandparents more commonly used. Ah, we, in the markets, Congressman Bartlett said global warming is the biggest market failure in history. I kind of agree with that. If you look at the markets, the short-term focus is just dominant now. Quarterly reports, day traders, if you look at the entertainment business, and the media business, and even the news business, its overnight polls, and how many eyeballs can you glue to the screen; you know the phrases...
**Rationale for Rating**

Listeners must be able to comprehend a speaker who is addressing a professional audience—here, members of Congress—on the abstract topic of humanity and the planet and who uses precise vocabulary (shrii) and phrasing (exploiting the Earth for sustenance) and even an idiom (how many eyeballs you can glue to the screen).

Listeners must be able to understand a speaker using a standard dialect and talking on a subject with which the listeners may have varying degrees of familiarity and opinions. Listeners must be able to follow the speaker as he constructs an argument in extended discourse that includes cultural references. Listeners who comprehend this passage are able to understand lengthy, formal discourse intended for an audience of educated native-speaker non-specialists.

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**Advanced**

**Flight Attendant News**

The following is a transcript of the sound sample that can be found on the ACTFL website.

The flight attendant is well on his way, I think, to becoming a folk hero. Talk about a dramatic exit. Flight attendant Steven Slater told the passenger to sit down when Jet Blue’s Flight 1052 from Pittsburgh pulled up at the gate at JFK yesterday afternoon. The passenger refused, continued removing his luggage from the overhead bin, and that luggage accidentally struck the flight attendant. Mr. Slater demanded an apology. The passenger declined, using a not-very-nice four-letter word, and that set Slater off. He turned on the public address system, and used the same four-letter word in front of all of the passengers, in particular directed to that man who had refused to sit. He then activated the inflatable slide, grabbed some brewskies, and slid his way out of a career as a flight attendant. Mr. Slater got home quickly. It wasn’t long before the police showed up to arrest him.

**Rationale for Rating**

Listeners must be able to comprehend a speaker telling an uncomplicated story. The story, set in past time, deals with a newsworthy incident that requires no special knowledge on the part of the listeners to be understood. Listeners need to process authentic, connected speech that is several paragraphs long. This speech is exactly and structurally uncomplicated. The discourse is straightforward and is generally organized in a clear and predictable way.

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**Intermediate**

**Weather Report**

The following is a transcript of the sound sample that can be found on the ACTFL website.

103 the record high today . . . 101 out at the airport. Today is now the 85th day this summer we’ve seen 100-degree heat—number one on the all-time list by a mile. 69 days . . . the old record. We’re not going to hit a hundred for the next several days, so can we end the summer with this being the final number? Nice round 85 days, let’s hope so. Ah, out there, right now, skies are clear. It’s 101 in the city. At 8:00 tonight, 9 . . . At 10 P.M. tonight, forecasting 87 degrees . . .

**Rationale for Rating**

Listeners must be able to comprehend a speaker using loosely-connected language on the very familiar topic of weather. Listeners need to follow a speaker who communicates entirely in the present time and communicates a set of facts in a predictable way. Listeners are helped by the redundancies within the message and by their familiarity with the content of the message that allows them to hear what they expect to hear.
WHAT DOES THE ACTFL LPT LOOK LIKE?

The ACTFL LPT is appropriate for individual, small-group, and large-scale testing. By offering the LPT over the internet, the ACTFL LPT is accessible to test-takers in any area of the world where there is reliable internet availability. Below are descriptions and screen shots of the test pages.

**System Check Page**
To ensure connectivity and full operational status, the System Check page ensures that the computer or tablet over which the test will be delivered is set to support the test.

**System Check Page Screenshot**

### Listening & Reading Test

Let’s make sure your computer meets all of the required system checks.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>MINIMUM REQUIREMENTS</th>
<th>YOUR SYSTEM INFORMATION</th>
<th>STATUS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bandwidth</strong></td>
<td>Connection speed of 1,000 Kbps per candidate.</td>
<td>Connection Speed: 406.405.81 Kbps</td>
<td>✔️</td>
</tr>
<tr>
<td><strong>Web Browser</strong></td>
<td>Desktop Tablet</td>
<td>Safari v12.0.2</td>
<td>✔️</td>
</tr>
<tr>
<td><strong>Audio</strong></td>
<td>You must be able to hear the audio.</td>
<td></td>
<td>🔄</td>
</tr>
</tbody>
</table>

**Login Page**
After the System Check page, there is a Login page requiring a login and password. LPT logins and passwords are created by a proctor on a secure LTI client site. The client/proctor also chooses the range of the test (and corresponding length of the test). Once created, the login credentials are valid for two weeks, after which time the login expiration date can be extended by the proctor on the LTI client site. If the date is not extended, the login and password will become invalid and a test-taker trying to enter an expired login and password will receive an “invalid login” message.
Listening Proficiency Test Functionality
Following the System Check, the test-taker views the directions for the test. There is also the option to view a sample test item ("Sample Task") to become familiar with the layout of a test page and the progression of the listening test items. If already familiar with the LPT, the test-taker can click on "Begin" to start the LPT. Once started, the test will end in the allotted time given the test based on the range of proficiency being tested (50 minutes, 75 minutes, or 120 minutes).
Once the test-taker logs in, the program will introduce him or her to the test functionality with a sample question, so he or she becomes acquainted with the page layout, time management, and navigation features of the test.

**Step 1**
Setup

**Step 2**
Sample Question

**Step 3**
Begin Test

**Sample Question**

Try this question. It won’t count toward your final rating. Familiarize yourself with the topic and the questions below.

The recording will play in 30 seconds.

1: Susan’s Hobbies

**Questions**

1. What is Susan’s favorite hobby?
2. With whom does Susan go shopping?
3. How often does Susan go swimming?

**Listening Passage**

Take notes here:

---

**Task Page**

Test-takers should not try to open any other windows, browsers, or pop-ups while in the test. If a test-taker clicks outside of the test, the test will automatically shut down and the test-taker will need to log in to the test again. If this occurs too many times, the candidate may become locked out of the test.

**Task Navigation:** The window shows the following:

- The title of the listening passage.
- A 30-second time counter to indicate the time left before the recording begins to play.
- The questions related to the passage in the recording. Test-takers should use the 30 seconds to familiarize themselves with these questions.
- A recorder indicator for the listening passage. Test-takers do not have control over the recording. The recording will begin to play automatically when the 30 seconds of preparation have transpired; they will not be able to stop or replay the passage.
- A notepad on which they can type any information from the recording that they deem important in order to answer the questions. The notepad will remain on the page until they have finished with that test item.
• After the recording ends, a 20-second time counter to highlight the time remaining to take notes after the recording is finished. Once the time is up, the test will automatically move to the next page. If the test-takers are ready to proceed to the questions before the 20 seconds is up, they can click on “Next” and continue to the next page immediately.
• The “Next” button to move to the next task after completion of the answers

Questions and Answers: The questions and associated answers are found at the left-hand side of the Task screen. To select an answer, the test-taker clicks on the bubble to the left of the answer. To change an answer, the test-taker clicks on one of the other selections and the program will highlight the new selection and automatically erase the previous choice.

Time Clock: The test is timed, and the amount of time allocated for each task is fixed. The time clock in the upper right-hand corner shows how much time is remaining to answer the three questions about that passage. It counts down the time left before the test automatically moves to the next task.

Complete and “Finish” an LPT: At the end of the last question for the last task on the test, there is an [Exit] button with a congratulations message indicating that the test has been completed. Clicking on [Exit] will close the test permanently. If the test time runs out, the test will close automatically and permanently.
Congratulations!
You have successfully completed your LPT.

We've got your responses, and we'll process them shortly.
Thank you for taking the LPT. We hope you had a good testing experience.

Exit
HOW ARE LPT TASKS SCORED?

The ACTFL LPT is a machine-scored test and ratings are available within hours of the test administration.

WHAT IS AN OFFICIAL LPT RATING?

Official ACTFL LPT ratings are assigned to those LPTs that are conducted under the supervision of Language Testing International (LTI), the ACTFL Testing Office. Clients can request an ACTFL rating (according to the ACTFL Proficiency Guidelines 2012 – Listening), an ILR rating (according to the U.S. Government’s Interagency Language Roundtable Skill Level Descriptions for Listening), or a CEFR rating (according to the Common European Framework of Reference). An ACTFL Certificate of Listening Proficiency is issued for test-takers and the results are permanently stored in the official ACTFL Test Management System.

HOW IS AN ACTFL LPT USED?

An official LPT rating documents an individual’s ability to understand what they hear.

The ACTFL LPT can be used for a variety of purposes in the academic, commercial, and government communities. ACTFL LPT ratings may be used for purposes of admission into programs, placement within a language sequence, and determination of the fulfillment of exit or graduation requirements.

Establishing proficiency outcomes in terms of the descriptors that are contained in the ACTFL Proficiency Guidelines (or the U.S. Government’s Interagency Language Roundtable Skill Level Descriptions for Listening, or the Common European Framework of Reference) provides a framework for the design and development of the listening component of the curriculum for language courses and sequences of language courses. Proficiency testing of students is also used as a means of evaluating the effectiveness of language programs.

Listening proficiency ratings are also used in business and the government for purposes of hiring and promotion in multi-lingual positions.

HOW CAN ONE BEST PREPARE FOR THE ACTFL LPT?

It is helpful to read the ACTFL Proficiency Guidelines 2012 – Listening in order to become familiar with the types of passages, range of content areas, and types of listening tasks test-takers will be required to perform at each level.

With that background, test-takers should try to listen to a variety of sources on a wide range of topics such as: news programs, talk shows, and political debates in the target language. Listening is an interpretive skill, so test-takers should practice listening for greater comprehension of passages, to understand all the facts, to interpret the connections between different parts of passages, and to make inferences based on the information, organization, style, and other rhetorical devices.
WHAT TEST-TAKING TIPS ARE RECOMMENDED?

- **Read carefully.** Read the questions you will need to answer before you listen to the passage. This will help you listen to the passage for specific information.

- **Use the digital notepad.** On the right-hand side of the screen, a digital notepad has been provided for note-taking. Make sure that you take notes on the questions while the passage is played. You will only hear the passage once, and it is easy to forget the correct answer when presented with similar choices. Adjust your notes after the passage has ended. Use your notes to help you answer the questions.

- **Use time wisely.** Do not spend too much time on any one passage or set of questions. The test provides a test-taker with enough time to listen to passages and answer questions.

- **Answer all the questions.** Do your best to choose an answer to every question, as any unanswered question will count as “incorrect” on the LPT. There is only one correct answer for each question.

INTERESTED IN SCHEDULING AN ACTFL LPT?

To schedule individuals or groups for the ACTFL Listening Proficiency Test, contact:

**LTI: The ACTFL Testing Office**

www.languagetesting.com  
 testing@languagetesting.com  
 Tel: (914) 963-7110  
 800-486-8444
Preface

The ACTFL Proficiency Guidelines 2012 – Listening describe five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The description of each major level is representative of a specific range of abilities. Together these levels form a hierarchy in which each level subsumes all lower levels. The major levels Advanced, Intermediate, and Novice are divided into High, Mid, and Low sublevels. The subdivision of the Advanced Level into High, Mid, and Low is new. This makes the Listening descriptions parallel to the other skill-level descriptions.

Listening is an interpretive skill. Listening comprehension is largely based on the amount of information listeners can retrieve from what they hear and the inferences and connections that they can make. By describing the tasks that listeners can perform with different types of oral texts and under different types of circumstances, the Listening Proficiency Guidelines describe how listeners understand oral discourse. The guidelines do not describe how listening skills develop, how one learns to listen, nor the actual cognitive processes involved in the activity. Rather, they are intended to describe what listeners understand from what they hear.

These guidelines apply to listening that is either Interpretive (non-participative or overheard) or Interpersonal (participative).

The written descriptions of listening proficiency are accompanied online by authentic speech samples and the functional listening tasks associated with each major level.

The ACTFL Proficiency Guidelines 2012 – Listening may be used for non-profit, educational purposes only, provided that they are reproduced in their entirety, with no alterations, and with credit to ACTFL.
**SUPERIOR**

At the Superior level, listeners are able to understand speech in a standard dialect on a wide range of familiar and less familiar topics. They can follow linguistically complex extended discourse such as that found in academic and professional settings, lectures, speeches, and reports. Comprehension is no longer limited to the listener’s familiarity with subject matter, but also comes from a command of the language that is supported by a broad vocabulary, an understanding of more complex structures and linguistic experience within the target culture. Superior listeners can understand not only what is said, but sometimes what is left unsaid; that is, they can make inferences.

Superior-level listeners understand speech that typically uses precise, specialized vocabulary and complex grammatical structures. This speech often deals abstractly with topics in a way that is appropriate for academic and professional audiences. It can be reasoned and can contain cultural references.
ADVANCED
At the Advanced level, listeners can understand the main ideas and most supporting details in connected discourse on a variety of general interest topics, such as news stories, explanations, instructions, anecdotes, or travelogue descriptions. Listeners are able to compensate for limitations in their lexical and structural control of the language by using real-world knowledge and contextual clues. Listeners may also derive some meaning from oral texts at higher levels if they possess significant familiarity with the topic or context.

Advanced-level listeners understand speech that is authentic and connected. This speech is lexically and structurally uncomplicated. The discourse is straightforward and is generally organized in a clear and predictable way.

Advanced-level listeners demonstrate the ability to comprehend language on a range of topics of general interest. They have sufficient knowledge of language structure to understand basic time-frame references. Nevertheless, their understanding is most often limited to concrete, conventional discourse.

Advanced High
At the Advanced High sublevel, listeners are able to understand, with ease and confidence, conventional narrative and descriptive texts of any length as well as complex factual material such as summaries or reports. They are typically able to follow some of the essential points of more complex or argumentative speech in areas of special interest or knowledge. In addition, they are able to derive some meaning from oral texts that deal with unfamiliar topics or situations. At the Advanced High sublevel, listeners are able to comprehend the facts presented in oral discourse and are often able to recognize speaker-intended inferences. Nevertheless, there are likely to be gaps in comprehension of complex texts dealing with issues treated abstractly that are typically understood by Superior-level listeners.

Advanced Mid
At the Advanced Mid sublevel, listeners are able to understand conventional narrative and descriptive texts, such as expanded descriptions of persons, places, and things, and narrations about past, present, and future events. The speech is predominantly in familiar target-language patterns. Listeners understand the main facts and many supporting details. Comprehension derives not only from situational and subject-matter knowledge, but also from an increasing overall facility with the language itself.

Advanced Low
At the Advanced Low sublevel, listeners are able to understand short conventional narrative and descriptive texts with a clear underlying structure though their comprehension may be uneven. The listener understands the main facts and some supporting details. Comprehension may often derive primarily from situational and subject-matter knowledge.
INTERMEDIATE

At the Intermediate level, listeners can understand information conveyed in simple, sentence-length speech on familiar or everyday topics. They are generally able to comprehend one utterance at a time while engaged in face-to-face conversations or in routine listening tasks such as understanding highly contextualized messages, straightforward announcements, or simple instructions and directions. Listeners rely heavily on redundancy, restatement, paraphrasing, and contextual clues.

Intermediate-level listeners understand speech that conveys basic information. This speech is simple, minimally connected, and contains high-frequency vocabulary.

Intermediate-level listeners are most accurate in their comprehension when getting meaning from simple, straightforward speech. They are able to comprehend messages found in highly familiar everyday contexts. Intermediate listeners require a controlled listening environment where they hear what they may expect to hear.

Intermediate High
At the Intermediate High sublevel, listeners are able to understand, with ease and confidence, simple sentence-length speech in basic personal and social contexts. They can derive substantial meaning from some connected texts typically understood by Advanced-level listeners although there often will be gaps in understanding due to a limited knowledge of the vocabulary and structures of the spoken language.

Intermediate Mid
At the Intermediate Mid sublevel, listeners are able to understand simple, sentence-length speech, one utterance at a time, in a variety of basic personal and social contexts. Comprehension is most often accurate with highly familiar and predictable topics although a few misunderstandings may occur. Intermediate Mid listeners may get some meaning from oral texts typically understood by Advanced-level listeners.

Intermediate Low
At the Intermediate Low sublevel, listeners are able to understand some information from sentence-length speech, one utterance at a time, in basic personal and social contexts, though comprehension is often uneven. At the Intermediate Low sublevel, listeners show little or no comprehension of oral texts typically understood by Advanced-level listeners.
NOVICE

At the Novice level, listeners 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 listeners understand words and phrases from simple questions, statements, and high-frequency commands. They typically require repetition, rephrasing and/or a slowed rate of speech for comprehension. They rely heavily on extralinguistic support to derive meaning.

Novice-level listeners are most accurate when they are able to recognize speech that they can anticipate. In this way, these listeners tend to recognize rather than truly comprehend. Their listening is largely dependent on factors other than the message itself.

Novice High
At the Novice High sublevel, listeners are often but not always able to understand information from sentence-length speech, one utterance at a time, in basic personal and social contexts where there is contextual or extralinguistic support, though comprehension may often be very uneven. They are able to understand speech dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

Novice Mid
At the Novice Mid sublevel, listeners can recognize and begin to understand a number of high-frequency, highly contextualized words and phrases including aural cognates and borrowed words. Typically, they understand little more than one phrase at a time, and repetition may be required.

Novice Low
At the Novice Low sublevel, listeners are able occasionally to recognize isolated words or very high-frequency phrases when those are strongly supported by context. These listeners show virtually no comprehension of any kind of spoken message not even within the most basic personal and social contexts.
Interested in scheduling an ACTFL LPT?

To schedule an ACTFL LPT, contact:
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580 White Plains Rd, Suite 660
Tarrytown, NY 10591
Phone: 914-963-7110 or
800-486-8444
testing@languagetesting.com
www.languagetesting.com

For more information on
ACTFL Professional Programs, please contact:
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professionalprograms@actfl.org