

## STUDENT ORAL PROFICIENCY ASSESSMENT (SOPA) RATING SCALE

NOVICE			INTERMEDIATE			ADVANCED		
NOVICE LOW (NL)	NOVICE MID (NM)	NOVICE HIGH (NH)	INTERMEDIATE LOW (IL)	INTERMEDIATE MID (IM)	INTERMEDIATE HIGH (IH)	ADVANCED LOW (AL)	ADVANCED MID (AM)	ADVANCED HIGH (AH)
<b>Speaking</b>								
<ul style="list-style-type: none"> <li>- Can produce only a few isolated words and/or practiced and memorized expressions</li> <li>- Can exchange greetings, give their identity, or name a few familiar objects when given adequate time and support.</li> <li>- Uses limited vocabulary and practiced and memorized language on very familiar topics.</li> <li>- Can communicate only with simple words and memorized expressions; language use beyond this may have errors and/or be unintelligible.</li> </ul>	<ul style="list-style-type: none"> <li>- Can produce a number of practiced or memorized words and/or phrases on very familiar topics.</li> <li>- Can provide information by responding to direct questions with a few words or memorized language.</li> <li>- Uses simple vocabulary and practiced and memorized language on very familiar and everyday topics.</li> <li>- Can communicate minimally; frequent pauses, searches for words, and use of native language are common.</li> </ul>	<ul style="list-style-type: none"> <li>- Can produce simple sentences most of the time, although these may be short and incomplete, or rely on memorized language.</li> <li>- Can request and provide information by responding to simple, direct questions or requests and asking a few formulaic questions.</li> <li>- Can express, ask about, and react to basic information and preferences on everyday topics.</li> <li>- Uses vocabulary related to familiar and everyday topics, including basic personal information, objects, and preferences.</li> <li>- Generally comprehensible when using memorized language, but breakdowns or errors may occur.</li> </ul>	<ul style="list-style-type: none"> <li>- Can produce simple sentences.</li> <li>- Can create with language in straightforward situations.</li> <li>- Can handle a few uncomplicated conversations and communicative tasks successfully.</li> <li>- Can express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics.</li> <li>- Uses vocabulary for concrete exchanges related to familiar topics.</li> <li>- Generally comprehensible but speech may contain frequent repetition, rephrasing, or self-corrections; communication may not always be effective, and misunderstandings may occur.</li> </ul>	<ul style="list-style-type: none"> <li>- Can produce multiple sentences, including connected sentences.</li> <li>- Can create with language; may recombine known elements and conversational input.</li> <li>- Can handle a variety of uncomplicated conversations and communicative tasks successfully.</li> <li>- Can exchange information in conversation, and express preferences, feelings, or opinions on a variety of familiar topics.</li> <li>- Uses vocabulary for simple social and limited academic topics.</li> <li>- Generally comprehensible, although speech may contain pauses and repetitions.</li> </ul>	<ul style="list-style-type: none"> <li>- Can produce connected sentences that may form paragraphs.</li> <li>- Can narrate and describe in various time frames, but breakdowns may occur.</li> <li>- Can handle uncomplicated conversations and social situations with ease.</li> <li>- Can interact with others to meet needs, sometimes involving a complication; can explain preferences, feelings, or opinions on a variety of familiar and some concrete topics.</li> <li>- Uses a range of vocabulary for simple social and some academic topics but often lacks specificity.</li> <li>- Generally comprehensible, but breakdowns may occur when attempting higher-level tasks.</li> </ul>	<ul style="list-style-type: none"> <li>- Can produce a few simple paragraphs.</li> <li>- Can narrate and describe in major time frames with some control.</li> <li>- Can resolve an unexpected complication in familiar situations.</li> <li>- Can maintain discussions on a wide variety of familiar concrete topics including some academic topics.</li> <li>- Uses a range of vocabulary for a variety of social and academic topics but may lack specificity.</li> <li>- Comprehensible, but fluency of speech may be uneven.</li> <li>- Able to use strategies such as rephrasing and circumlocution.</li> </ul>	<ul style="list-style-type: none"> <li>- Can produce organized paragraphs.</li> <li>- Can narrate and describe in major time frames with good control.</li> <li>- Can resolve an unexpected complication in familiar situations with ease.</li> <li>- Can maintain discussions on a wide variety of familiar and unfamiliar concrete topics including some academic topics.</li> <li>- Uses a growing range of vocabulary for a wide variety of social and academic topics with emerging specificity in areas of particular interest or knowledge.</li> <li>- Easily comprehensible with fluency of speech.</li> <li>- Often uses strategies such as rephrasing and circumlocution.</li> </ul>	<ul style="list-style-type: none"> <li>- Can produce extended, organized, and detailed speech.</li> <li>- Can narrate and describe in detail fully and accurately in all time frames.</li> <li>- Can resolve an unexpected complication including in unfamiliar situations.</li> <li>- Can discuss and support opinions and advice on a variety of complex concrete topics, and sometimes address hypothetical or abstract issues.</li> <li>- Uses an extensive range of vocabulary to discuss a wide variety of social and academic topics, including some abstract topics, with precision.</li> <li>- Fully comprehensible with great fluency and ease of speech; some patterns of error may persist, but they do not interfere with communication.</li> <li>- Confidently uses strategies such as rephrasing and circumlocution.</li> </ul>
<b>Listening</b>								
<ul style="list-style-type: none"> <li>- Occasionally recognizes isolated and very familiar words when they are supported by gestures or visuals.</li> </ul>	<ul style="list-style-type: none"> <li>- Understands, often with repetition, a number of highly familiar words and phrases when they are supported by gestures or visuals.</li> </ul>	<ul style="list-style-type: none"> <li>- Understands simple sentences in familiar topic areas, and some original sentences with strong contextual support.</li> </ul>	<ul style="list-style-type: none"> <li>- Understands familiar and new sentence-level language in a limited number of content areas at a fairly normal rate of speech with strong contextual support.</li> </ul>	<ul style="list-style-type: none"> <li>- Understands familiar and new sentence-level language in a variety of familiar contexts at a normal rate of speech, although slow-downs may be necessary for unfamiliar topics.</li> </ul>	<ul style="list-style-type: none"> <li>- Understands longer stretches of connected speech on a range of everyday topics at a normal rate of speech.</li> </ul>	<ul style="list-style-type: none"> <li>- Understands main ideas and some details in connected speech on a range of everyday and some academic topics.</li> </ul>	<ul style="list-style-type: none"> <li>- Understands main ideas and most details in connected speech on a wide variety of everyday and academic topics.</li> </ul>	<ul style="list-style-type: none"> <li>- Understands complex language including unfamiliar or abstract topics.</li> </ul>

Rating scale based on the *ACTFL Proficiency Guidelines*, American Council on the Teaching of Foreign Languages (2012).