**Introduction**

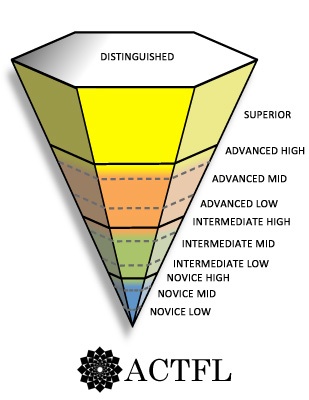
In today’s constantly connected society, proficiency in more than one language has become a key skill in becoming global citizens. The mastery of another language allows individuals to not only communicate their own thoughts and ideas, but it also grants them access to a wealth of perspectives and experiences linked to the language and culture. Language learners are also benefitted by cognitive, analytical, and communication skills that they acquire through their foreign language and literature studies. The three modes of communication (Interpersonal, Interpretive, and Presentational) defined in the World-Readiness Standards for Learning Languages and described in more detail in the ACTFL Performance Descriptors for Language Learners[[1]](#footnote-1), are foundational to the Portuguese curriculum.

* Interpretive Communication:  Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
* Interpersonal Communication:  Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
* Presentational Communication:  Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. [[2]](#footnote-2)

The Portuguese curriculum map addresses the national standards in Foreign Language education, known as “the five Cs”.[[3]](#footnote-3)The goal areas of Communication, Cultures, Connections, Comparisons, and Communities emphasize the importance of language education beyond the four walls of a classroom. These goal areas place their focus on preparing language learners for their future careers and life experiences by providing them with the skills and tools to apply their language education to their everyday lives. The World-Readiness Standards for Learning Languages guide language education by establishing clear methods and goals for educators to implement their curriculum and succeed in their instruction and assessment.

Florida World Languages Next Generation Sunshine State standards are aligned with the Five Cs. The World Languages Standards (2011) changed their system from being divided by a grade level standard to a proficiency-based standard. These new proficiency levels are: novice, intermediate, advanced, and superior. Moreover, novice, intermediate and advanced levels are further subdivided into low, mid, and high. These levels are individually defined based on the student’s ability to listen, speak, read, and write, which means what the student can do with the language. It is important to mention that proficiency level does not correspond to years of study.

Observe the inverted pyramid below representing ACTFL proficiency levels with sublevels, including distinguish.



**Novice Range**

Learners in the novice range can present information and communicate on familiar topics, such as family, home, school, work, using single words and short memorized or practiced phrases and sentences. Students are able to ask and answer simple questions, and they can recognize and understand familiar words, sentences, and phrases when they read or hear them.

This proficiency level considers the beginning of language learning, which could be at the elementary, middle or high school levels.

**Intermediate Range**

Learners in the intermediate range can participate in conversations about familiar topics, they are able to talk about themselves and their everyday life, and describe people, places, and things. Students can present information (speaking or writing) using simple and connected sentences in various time frames. Also, they can write simple paragraphs. They comprehend the main idea in readings and presentations on a variety of topics related to everyday life, personal interests and studies.

**Advanced Range**

Learners in the advanced range are able to communicate not only on familiar topics but also on topics that go beyond everyday life. They can narrate and describe (speaking and writing) using connected sentences and organized paragraphs in past, present, and future. Students can comprehend the main idea and supporting details on a variety of topics.

**Superior Level**

Learners in the superior level can communicate accurately, fluently, and effectively. They can present and write about complex and abstract issues, ranging from broad to areas of specialized expertise. Students can understand academic, professional, and literary texts, and can infer complex meaning that requires analysis and understanding of the culture.

**Distinguished Level**

Learners in the distinguished level can communicate and present (speaking and writing) on a sophisticated manner to a variety of audiences. They can understand highly abstract and specialized texts they read and listen to. Students can infer complex meaning, and capture nuances of humor and persuasion on a wide variety of texts embedded with cultural references and allusions.

The ACTFL Proficiency Guidelines 2012 describe what learners can do with the language with regard to listening, speaking, reading, and writing in real-world situations.

Link to the Proficiency Guidelines:

<https://www.actfl.org/sites/default/files/pdfs/public/ACTFLProficiencyGuidelines2012_FINAL.pdf>

1. <https://www.actfl.org/sites/default/files/pdfs/ACTFLPerformance-Descriptors.pdf> [↑](#footnote-ref-1)
2. <https://www.actfl.org/publications/guidelines-and-manuals/ncssfl-actfl-can-do-statements> [↑](#footnote-ref-2)
3. <https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf> [↑](#footnote-ref-3)