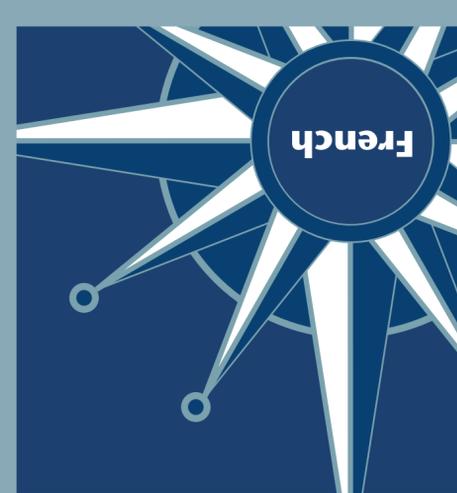


# French

# Benchmarks for Learning by Proficiency Level



## Map of the ASP Lower School Curriculum



French Navigating ASP

All information valid as of January 2015. For the most up-to-date information, the ASP Curriculum database can be accessed through:

<http://asparis-public.rubiconatlans.org/>



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## Novice Level 1 (Low-Mid)

### Speaking

1. Given adequate time and familiar cues, may be able to exchange greetings, give their identity, and name a number of familiar objects from their immediate environment.
2. Students communicate minimally by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned.
3. When responding to direct questions, they may say only two or three words at a time or give an occasional stock answer.
4. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor's words.
5. Students may be understood with difficulty even by sympathetic interlocutors accustomed to dealing with non-natives.

### Listening

6. Students can recognize and begin to understand a number of high-frequency, highly contextualized words and phrases including aural cognates and borrowed words.
7. Typically, they understand little more than one phrase at a time, and repetition may be required.

### Reading

8. Students are able to recognize the letters or symbols of an alphabetic or syllabic writing system or a limited number of characters in a character-based language.
9. They can identify a number of highly contextualized words and phrases including cognates and borrowed words but rarely understand material that exceeds a single phrase.
10. Rereading is often required.

### Writing

11. Students can reproduce from memory a modest number of words and phrases in context.
12. They can supply limited information on simple forms and documents, and other basic biographical information, such as names, numbers, and nationality.
13. Students exhibit a high degree of accuracy when writing on well-practiced, familiar topics using limited formulaic language.
14. With less familiar topics, there is a marked decrease in accuracy.
15. Errors in spelling or in the representation of symbols may be frequent.
16. At this level, the writing may be difficult to understand even by those accustomed to non-native writers.

## Novice Level 2 (Mid-High)

### Speaking

1. Students are able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations.

2. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects, and a limited number of activities, preferences, and immediate needs.
3. Students respond to simple, direct questions or requests for information.
4. They are also able to ask a few formulaic questions.
5. Students are able to express personal meaning by relying heavily on learned phrases or recombination of these and what they hear from their interlocutor.
6. Their language consists primarily of short and sometimes incomplete sentences in the present, and may be hesitant or inaccurate.
7. On the other hand, since their language often consists of expansions of learned material and stock phrases, they may sometimes sound surprisingly fluent and accurate.
8. Pronunciation, vocabulary, and syntax may be strongly influenced by the first language.
9. Frequent misunderstandings may arise but, with repetition or rephrasing, students can generally be understood by sympathetic interlocutors used to non-natives.

### Listening

10. Students 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 extra linguistic support, though comprehension may often be very uneven.
11. 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.

### Reading

12. Students can understand, fully and with relative ease, key words and cognates, as well as formulaic phrases across a range of highly contextualized texts.
13. Where vocabulary has been learned, they can understand predictable language and messages such as those found on train schedules, roadmaps, and street signs.
14. Students are typically able to derive meaning from short, non-complex texts that convey basic information for which there is contextual or extralinguistic support.

### Writing

15. Students are able to meet limited basic practical writing needs using lists, short messages, postcards, and/or simple notes.
16. They are able to express themselves within the context in which the language was learned, relying mainly on practiced material.
17. Their writing is focused on common elements of daily life.
18. Students are able to recombine learned vocabulary and structures to create simple sentences on very familiar topics, but are not able to sustain sentence-level writing all the time.
19. Due to inadequate vocabulary and/or grammar, writing at this level may only partially communicate the intentions of the writer.
20. Student writing is often comprehensible to natives used to the writing of non-natives, but gaps in comprehension may occur.

## Intermediate Level 1 (Low-Mid)

### Speaking

1. Students are able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations.
2. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture.
3. These include personal information related to self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel, and lodging.
4. Students tend to function reactively, for example, by responding to direct questions or requests for information.
5. However, they are capable of asking a variety of questions when necessary to obtain simple information to satisfy basic needs, such as directions, prices, and services.
6. Students are able to express personal meaning by creating with the language, in part by combining and recombining known elements and conversational input to produce responses typically consisting of sentences and strings of sentences.
7. Their speech may contain pauses, reformulations, and self-corrections as they search for adequate vocabulary and appropriate language forms to express themselves.
8. In spite of the limitations in their vocabulary and/or pronunciation and/or grammar and/or syntax, students are generally understood by sympathetic interlocutors accustomed to dealing with non-natives.

### Listening

9. Students are able to understand simple, sentence-length speech, one utterance at a time, in a variety of basic personal and social contexts.
10. Comprehension is most often accurate with highly familiar and predictable topics although a few misunderstandings may occur.

### Reading

11. Students are able to understand short, non-complex texts that convey basic information and deal with basic personal and social topics to which the reader brings personal interest or knowledge, although some misunderstandings may occur.
12. Students at this level may get some meaning from short connected texts featuring description and narration, dealing with familiar topics.

### Writing

13. Students are able to meet a number of practical writing needs.
14. They can write short, simple communications, compositions, and requests for information in loosely connected texts about personal preferences, daily routines, common events, and other personal topics.
15. Their writing is framed in present time but may contain references to other time frames.
16. The writing style closely resembles oral discourse. Students show evidence of control of basic sentence structure and verb forms.
17. This writing is best defined as a collection of discrete sentences and/or questions loosely strung together.

18. There is little evidence of deliberate organization.
19. Students can be understood readily by natives used to the writing of non-natives.

## Intermediate Level 2 (Mid-High)

### Speaking

1. Students are able to converse with ease and confidence when dealing with the routine tasks and social situations.
2. They are able to handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to their work, school, recreation, particular interests, and areas of competence.
3. Students can narrate and describe in all major time frames using connected discourse of paragraph length, but not all the time.
4. Students can generally be understood by native speakers unaccustomed to dealing with non-natives, although interference from another language may be evident (e.g., use of code-switching, false cognates, literal translations), and a pattern of gaps in communication may occur.

### Listening

5. Students are able to understand, with ease and confidence, simple sentence-length speech in basic personal and social contexts.
6. They can derive substantial meaning from some connected texts although there often will be gaps in understanding due to a limited knowledge of the vocabulary and structures of the spoken language.

### Reading

7. Students are able to understand fully and with ease short, non-complex texts that convey basic information and deal with personal and social topics to which the reader brings personal interest or knowledge.
8. These readers are also able to understand some connected texts featuring description and narration although there will be occasional gaps in understanding due to a limited knowledge of the vocabulary, structures, and writing conventions of the language.

### Writing

9. Students are able to meet a number of practical writing needs.
10. Additionally, they can write compositions and/or simple summaries related to school or personal experiences.
11. They can narrate and describe in different time frames when writing about everyday events and situations.
12. These narrations and descriptions are often, but not always, of paragraph length.
13. The vocabulary, grammar and style of students writing essentially correspond to those of the spoken language.
14. Students writing, even with numerous and perhaps significant errors, is generally comprehensible to natives not used to the writing of non-natives, but there are likely to be gaps in comprehension.

### Reading

15. Students when reading 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.
16. Readers understand the main ideas, facts, and many supporting details.
17. Comprehension derives not only from situational and subject-matter knowledge but also from knowledge of the language itself.

## Advanced Level 1 (Low-Mid)

### Speaking

1. Students are able to handle with ease and confidence a large number of communicative tasks.
2. They participate actively in most informal and some formal exchanges on a variety of concrete topics relating to work, school, home, and leisure activities, as well as topics relating to events of current, public, and personal interest or individual relevance.
3. Students demonstrate the ability to narrate and describe in the major time frames of past, present, and future by providing a full account, with good control of aspect.
4. Narration and description tend to be combined and interwoven to relate relevant and supporting facts in connected, paragraph-length discourse.
5. Students can handle successfully and with relative ease the linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine situation or communicative task with which they are otherwise familiar.
6. Communicative strategies such as circumlocution or rephrasing are often employed for this purpose.
7. The speech of students performing Advanced-level tasks is marked by substantial flow.
8. Their vocabulary is fairly extensive although primarily generic in nature, except in the case of a particular area of specialization or interest.
9. Their discourse may still reflect the oral paragraph structure of their own language rather than that of the target language.
10. Students contribute to conversations on a variety of familiar topics, dealt with concretely, with much accuracy, clarity and precision, and they convey their intended message without misrepresentation or confusion.
11. They are readily understood by native speakers unaccustomed to dealing with non-natives.

### Listening

12. Students 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.
13. The speech is predominantly in familiar target-language patterns. Listeners understand the main facts and many supporting details.
14. Comprehension derives not only from situational and subject-matter knowledge, but also from an increasing overall facility with the language itself.

## Advanced Level 2 (Mid-High)

### Reading

15. Students perform all Advanced-level tasks with linguistic ease, confidence, and competence.
2. They participate actively in most informal and some formal exchanges on a variety of concrete topics relating to school, home, and leisure activities, as well as topics relating to events of current, public, and personal interest or individual relevance.
3. They are consistently able to explain in detail and narrate fully and accurately in all time frames.
4. They may provide a structured argument to support their opinions, and they may construct hypotheses, but patterns of error appear.



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18. Readers at this level may derive some meaning from texts that are structurally and/or conceptually more complex.

### Writing

19. Students when writing are able to meet a range of work and/or academic writing needs.
20. They demonstrate the ability to narrate and describe with detail in all major time frames with good control of aspect.
21. They are able to write straightforward summaries on topics of general interest.
22. There is good control of the most frequently used target-language syntactic structures and a range of general vocabulary.
23. Most often, thoughts are expressed clearly and supported by some elaboration.
24. This writing incorporates organizational features both of the target language and the writer's first language and may at times resemble oral discourse.
25. Student's writing is understood readily by natives not used to the writing of non-natives.

## Advanced Level 2 (Mid-High)

### Speaking

1. Students perform all Advanced-level tasks with linguistic ease, confidence, and competence.
2. They participate actively in most informal and some formal exchanges on a variety of concrete topics relating to school, home, and leisure activities, as well as topics relating to events of current, public, and personal interest or individual relevance.
3. They are consistently able to explain in detail and narrate fully and accurately in all time frames.
4. They may provide a structured argument to support their opinions, and they may construct hypotheses, but patterns of error appear.

5. They can discuss some topics abstractly, especially those relating to their particular interests and special fields of expertise, but in general, they are more comfortable discussing a variety of topics concretely.
6. Students may demonstrate a well-developed ability to compensate for an imperfect grasp of some forms or for limitations in vocabulary by the confident use of communicative strategies, such as paraphrasing, circumlocution, and illustration.
7. They use precise vocabulary and intonation to express meaning and often show great fluency and ease of speech.
8. Students contribute to conversations on a variety of familiar topics, dealt with concretely, with much accuracy, clarity and precision, and they convey their intended message without misrepresentation or confusion.
9. They are readily understood by native speakers unaccustomed to dealing with non-natives.

### Listening

10. Students 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.
11. They are typically able to follow some of the essential points of more complex or argumentative speech in areas of special interest or knowledge.
12. In addition, they are able to derive some meaning from oral texts that deal with unfamiliar topics or situations.
13. Students are able to comprehend the facts presented in oral discourse and are often able to recognize speaker-intended inferences.

### Reading

14. Students are able to understand, fully and with ease, conventional narrative and descriptive texts of any length as well as more complex factual material.

15. They are able to follow some of the essential points of argumentative texts in areas of special interest or knowledge.
16. In addition, they are able to understand parts of texts that deal with unfamiliar topics or situations.
17. These readers are able to go beyond comprehension of the facts in a text, and to begin to recognize author-intended inferences.
18. Misunderstandings may occur when reading texts that are structurally and/or conceptually more complex.

### Writing

19. Students when writing are able to write about a variety of topics with significant precision and detail.
20. They can write summaries and reports of a factual nature.
21. They can also write extensively about topics relating to particular interests and special areas of competence, although their writing tends to emphasize the concrete aspects of such topics. Students can narrate and describe in the major time frames, with solid control of aspect.
22. They have good control of a range of grammatical structures and a fairly wide general vocabulary.
23. Students often show remarkable ease of expression.
24. Student's writing at this level is understood readily by natives not used to the writing of non-natives.

## Franco-phone

### Speaking

1. Students are able to communicate with accuracy and fluency in order to participate fully and effectively in conversations on a variety of topics in formal and informal settings from both concrete and abstract perspectives.

2. They discuss their interests and special fields of competence, explain complex matters in detail, and provide lengthy and coherent narrations, all with ease, fluency, and accuracy.
3. They present their opinions on a number of issues of interest to them, such as social issues, and provide structured arguments to support these opinions.
4. They are able to construct and develop hypotheses to explore alternative possibilities.
5. When appropriate, these speakers use extended discourse without unnaturally lengthy hesitation to make their point, even when engaged in abstract elaborations. Such discourse, while coherent, may still be influenced by language patterns other than those of the target language.
6. Students employ a variety of interactive and discourse strategies, such as turn-taking and separating main ideas from supporting information through the use of syntactic, lexical, and phonetic devices.
7. Students demonstrate no pattern of error in the use of basic structures, although they may make sporadic errors, particularly in low-frequency structures and in complex high-frequency structures. Such errors, if they do occur, do not distract the native interlocutor or interfere with communication.

### Listening

8. Students are able to understand speech in a standard dialect on a wide range of familiar and less familiar topics.
9. 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.
10. Students are able to understand not only what is said, but sometimes what is left unsaid; that is, they can make inferences.

11. Students understand speech that typically uses precise, specialized vocabulary and complex grammatical structures.

### Reading

12. Students are able to understand texts from many genres dealing with a wide range of subjects, both familiar and unfamiliar.
13. Comprehension is no longer limited to the reader's familiarity with subject matter, but also comes from a command of the language that is supported by a broad vocabulary, an understanding of complex structures and knowledge of the target culture.
14. Students understand texts that use precise, often specialized vocabulary and complex grammatical structures.

### Writing

15. Students demonstrate the ability to explain complex matters, and to present and support opinions by developing arguments and hypotheses.
16. Their treatment of the topic is enhanced by the effective use of structure and writing protocols.
17. These writers are capable of extended treatment of a topic which typically requires at least a series of paragraphs, but can extend to a number of pages.
18. Students demonstrate a control of grammar and syntax, general vocabulary, of spelling or symbol production, of cohesive devices, and of punctuation.
19. Their vocabulary is precise and varied.
20. Writers at this level direct their writing to their audiences; their writing fluency eases the reader's task.
21. Students do not typically control target-language cultural, organizational, or stylistic patterns.
22. When present, these errors do not interfere with comprehension, and they rarely distract the native reader.