

Proficiency Targets

For the K-12 Hawai'i State Department of Education World Languages program, proficiency targets are identified at specific points in time during the K-12 language study (e.g., course) and across the modes of communication. The targets are identified based on research on second language acquisition and input from stakeholders.

There are three sets of proficiency targets:

- A set for [languages with alphabetic writing](#) (e.g., French, German, Ilokano, Italian, Latin, 'Ōlelo Hawai'i, Portuguese, Samoan, Spanish, Tagalog).
- A set for [languages with non-alphabetic writing](#) (e.g., Arabic, Japanese, Korean, Mandarin Chinese, Russian).
- A set for [signed languages](#) (e.g., American Sign Language).

The proficiency target for each mode of communication establishes the minimum level for students to strive for upon completion of the course.

- These targets are intended to be used by teachers to guide instruction and inform assessment for the course levels. Based on the proficiency targets for their courses, teachers refer to the appropriate indicators from the HI WRSLL and use the backward design model (see ACTFL, [Plan with Backward Design](#)) to inform instruction and assessment.
- ***When using these targets, it is important to keep in mind that different learners develop language proficiency at different rates due to a variety of factors.***

Please visit <https://www.actfl.org/educator-resources/actfl-proficiency-guidelines> to access more information on language proficiency and listen to and read samples that represent abilities at each of the major proficiency levels across different languages.

Proficiency Targets for Languages with Alphabetic Writing

The proficiency target for each mode of communication is the minimum level to strive for upon completion of the course.

Elementary: approximately 45 instructional minutes per week; Foreign Language in the Elementary School (FLES) setting					
Time Interval	Interpretive - Listening	Interpretive - Reading	Interpersonal - Listening/Speaking Reading/Writing	Presentational - Speaking	Presentational - Writing
End of 1st Year	Novice Low	N/A	Novice Low	Novice Low	N/A
End of 2nd Year	Novice Low	N/A	Novice Low	Novice Low	N/A
End of 3rd Year	Novice Low	Novice Low	Novice Low	Novice Low	Novice Low
End of 4th Year	Novice Mid	Novice Mid	Novice Mid	Novice Low	Novice Low
End of 5th Year	Novice Mid	Novice Mid	Novice Mid	Novice Mid	Novice Mid
End of 6th Year	Novice High	Novice High	Novice High	Novice Mid	Novice Mid
Elementary: at least 105 instructional minutes per week (Curriculum Framework for World Languages, 2005)					
Time Interval (instructional hours completed)	Interpretive - Listening	Interpretive - Reading	Interpersonal - Listening/Speaking Reading/Writing	Presentational - Speaking	Presentational - Writing
End of 2nd Year (~126 hours)	Novice Mid	Novice Mid	Novice Mid	Novice Mid	Novice Low
End of 3rd Year (~189 hours)	Novice Mid	Novice Mid	Novice Mid	Novice Mid	Novice Mid
End of 4th Year (~252 hours)	Novice High	Novice High	Novice High	Novice High	Novice Mid
End of 5th Year (~315 hours)	Novice High	Novice High	Novice High	Novice High	Novice High
End of 6th Year (~378 hours)	Intermediate Low	Intermediate Low	Intermediate Low	Intermediate Low	Novice High

Middle and High School: at least 200 instructional minutes per week (Curriculum Framework for World Languages, 2005)

Level (instructional hours completed)	Interpretive - Listening	Interpretive - Reading	Interpersonal - Listening/Speaking Reading/Writing	Presentational - Speaking	Presentational - Writing
1* (~120 hours)	Novice Mid	Novice Mid	Novice Mid	Novice Low	Novice Low
2 (~240 hours)	Novice High	Novice High	Novice High	Novice Mid	Novice Mid
3 (~360 hours)	Intermediate Low	Intermediate Low	Intermediate Low	Novice High	Novice High
4** (~480 hours)	Intermediate Mid	Intermediate Mid	Intermediate Mid	Intermediate Low	Intermediate Low
Advanced (~600 hours)	Intermediate High	Intermediate Mid	Intermediate High	Intermediate Mid	Intermediate Mid

*For any courses offered as the initial language learning experience at middle and high school and with less than 120 hours of instructional time (e.g., Wheel/Exploration), the proficiency target ranges from Novice Low to Novice Mid can be used for each mode of communication.

**AP World Languages Courses: "There are no prerequisite courses; however, students are typically in their fourth year of high school-level study. In the case of native or heritage speakers, there may be a different pathway of study leading to this course." (College Board). Many high schools offer AP language courses to students in their fourth year of language study.

Proficiency Targets for Languages with Non-Alphabetic Writing

The proficiency target for each mode of communication is the minimum level to strive for upon completion of the course.

Elementary: approximately 45 instructional minutes per week; FLES setting						
Time Interval	Interpretive - Listening	Interpretive - Reading	Interpersonal - Listening/ Speaking	Interpersonal - Reading/Writing	Presentational - Speaking	Presentational - Writing
End of 1st Year	Novice Low	N/A	Novice Low	N/A	Novice Low	N/A
End of 2nd Year	Novice Low	N/A	Novice Low	N/A	Novice Low	N/A
End of 3rd Year	Novice Mid	N/A	Novice Low	N/A	Novice Low	N/A
End of 4th Year	Novice Mid	N/A	Novice Low	N/A	Novice Mid	N/A
End of 5th Year	Novice High	N/A	Novice Mid	N/A	Novice Mid	N/A
End of 6th Year	Novice High	Novice Low	Novice Mid	Novice Low	Novice Mid	Novice Low
Elementary: at least 105 instructional minutes per week (Curriculum Framework for World Languages, 2005)						
Time Interval (instructional hours completed)	Interpretive - Listening	Interpretive - Reading	Interpersonal - Listening/ Speaking	Interpersonal - Reading/Writing	Presentational - Speaking	Presentational - Writing
End of 2nd Year (~126 hours)	Novice Mid	Novice Low	Novice Mid	Novice Low	Novice Mid	Novice Low
End of 3rd Year (~189 hours)	Novice Mid	Novice Low	Novice Mid	Novice Low	Novice Mid	Novice Low
End of 4th Year (~252 hours)	Novice High	Novice Mid	Novice High	Novice Mid	Novice High	Novice Mid
End of 5th Year (~315 hours)	Novice High	Novice Mid	Novice High	Novice Mid	Novice High	Novice High
End of 6th Year (~378 hours)	Intermediate Low	Novice High	Intermediate Low	Novice High	Intermediate Low	Novice High

Middle and High School: at least 200 instructional minutes per week (Curriculum Framework for World Languages, 2005)

Level (instructional hours completed)	Interpretive - Listening	Interpretive - Reading	Interpersonal - Listening/ Speaking	Interpersonal - Reading/Writing	Presentational - Speaking	Presentational - Writing
1 (~120 hours)	Novice Mid	Novice Low	Novice Mid	Novice Low	Novice Low	Novice Low
2 (~240 hours)	Novice High	Novice Mid	Novice High	Novice Mid	Novice Mid	Novice Mid
3 (~360 hours)	Intermediate Low	Novice High	Intermediate Low	Novice High	Novice High	Novice High
4** (~480 hours)	Intermediate Mid	Intermediate Low	Intermediate Mid	Intermediate Low	Intermediate Low	Intermediate Low
Advanced (~600 hours)	Intermediate High	Intermediate Mid	Intermediate High	Intermediate Mid	Intermediate Mid	Intermediate Low

*For any courses offered as the initial language learning experience at middle and high school and with less than 120 hours of instructional time (e.g., Wheel/Exploration), the proficiency target ranges from Novice Low to Novice Mid can be used for each mode of communication.

**AP World Languages Courses: "There are no prerequisite courses; however, students are typically in their fourth year of high school-level study. In the case of native or heritage speakers, there may be a different pathway of study leading to this course." (College Board). High schools may offer AP language courses to students in their fourth year of language study.

Proficiency Targets for Signed Languages (e.g., American Sign Language)

The proficiency target for each mode of communication is the minimum level to strive for upon completion of the course.

Elementary: at least 105 instructional minutes per week (Curriculum Framework for World Languages, 2005)			
Time Span (instructional hours completed)	Interpretive - Receptive	Interpersonal - Interactive	Presentational - Expressive
End of 2nd Year (~126 hours)	Novice Mid	Novice Low	Novice Mid
End of 3rd Year (~189 hours)	Novice Mid	Novice Low	Novice Mid
End of 4th Year (~252 hours)	Novice High	Novice Mid	Novice High
End of 5th Year (~315 hours)	Novice High	Novice Mid	Novice High
End of 6th Year (~378 hours)	Intermediate Low	Novice High	Intermediate Low
Middle and High School: at least 200 instructional minutes per week (Curriculum Framework for World Languages, 2005)			
Level (instructional hours completed)	Interpretive - Receptive	Interpersonal - Interactive	Presentational - Expressive
1* (~120 hours)	Novice Mid	Novice Low	Novice Mid
2 (~240 hours)	Novice High	Novice Mid	Novice High
3 (~360 hours)	Intermediate Low	Novice High	Intermediate Low
4 (~480 hours)	Intermediate Mid	Intermediate Low	Intermediate Mid
Advanced (~600 hours)	Intermediate High	Intermediate Mid	Intermediate Mid
*Wheel/Exploration/Introduction courses may be offered at middle school as the initial language learning experience. For any courses with less than 120 hours of instructional time, the proficiency target ranges from Novice Low to Novice Mid for each mode of communication.			