

## ACTFL Speaking Proficiency Levels

ACTFL Level	Features of Speaker Performance
Novice Low/Mid	<ul style="list-style-type: none"> <li>● Produce words and phrases</li> <li>● Communicate by repeating conversation partner's words and with learned utterances</li> </ul>
Novice High	<ul style="list-style-type: none"> <li>● Sometimes but not consistently maintain simple conversation</li> <li>● Communicate via a combination of learned utterances and spontaneous language in the present</li> </ul>
Intermediate Low/Mid	<ul style="list-style-type: none"> <li>● Maintain simple conversation</li> <li>● Express own meaning</li> <li>● Produce complete sentences or strings of sentences in present tense</li> <li>● Control basic vocabulary related to familiar topics (e.g., home, family, school)</li> <li>● Comprehensible to people who have experience with language learners</li> </ul>
Intermediate High	<ul style="list-style-type: none"> <li>● Tell stories about past events; keep discourse in past tense most of the time</li> <li>● Explain and describe in detail sometimes but not consistently</li> <li>● Produce coherent discourse across groups of sentences most of the time</li> <li>● Comprehensible to people who may not have experience with language learners</li> </ul>
Advanced Low/Mid	<ul style="list-style-type: none"> <li>● Tell stories about past events; keep discourse in past tense</li> <li>● Express (and sometimes support) opinions on abstract issues</li> <li>● Explain and describe in detail</li> <li>● Produce coherent discourse across groups of sentences</li> <li>● Control distinction between preterite and imperfect in context of storytelling</li> <li>● Comprehensible to people who may not have experience with language learners</li> </ul>
Advanced High/Superior	<ul style="list-style-type: none"> <li>● Express opinions about abstract/controversial issues</li> <li>● Support opinions about abstract/controversial issues in response to objections/arguments</li> <li>● Produce coherent argumentation in extended discourse</li> <li>● Use anecdotes only to support arguments, not in place of them</li> <li>● Control use of subjunctive and other low-frequency or complex structures</li> <li>● Easily use paraphrasing and other strategies to compensate for gaps in lexical knowledge</li> <li>● Errors still present, but do not distract from the content of the discourse</li> </ul>

**Note:** Some ACTFL levels have been combined to provide a broad understanding of speakers at those levels. For detailed descriptions of each level, see the [ACTFL Proficiency Guideline for Speaking](#). You can also view video clips of interviews in English for each level.