

RATING SCALE FOR CAL ORAL PROFICIENCY EXAM (COPE) AND STUDENT ORAL PROFICIENCY ASSESSMENT (SOPA)

Revised 2000

JR. NOVICE-LOW	JR. NOVICE-MID	JR. NOVICE-HIGH	JR. INTERMEDIATE-LOW	JR. INTERMEDIATE-MID	JR. INTERMEDIATE-HIGH	JR. ADVANCED-LOW	JR. ADVANCED-MID	JR. ADVANCED-HIGH
Oral Fluency								
-Produces only isolated words and/or high-frequency expressions such as <i>good morning</i> and <i>thank you</i> . -Has essentially no functional communicative ability.	-Uses a limited number of isolated words, two- to three-word phrases, and/or longer memorized expressions within predictable topic areas. -May attempt to create sentences, but is not successful. Long pauses are common.	-Uses high-frequency expressions and other memorized expressions with reasonable ease. -Signs of originality are beginning to emerge. -Creates some sentences successfully, but is unable to sustain sentence-level speech.	-Goes beyond memorized expressions to maintain simple conversations at the sentence level by creating with the language, although in a restrictive and reactive manner. -Handles a limited number of everyday social and academic interactions.	-Maintains simple sentence-level conversations. May initiate talk spontaneously without relying on questions or prompts. -Gives simple descriptions successfully. -May attempt longer, more complex sentences. Few, if any, connectors are used.	-Maintains conversation with increasing fluency. Uses language creatively to initiate and sustain talk. -Emerging evidence of paragraph-like speech with some connected sentences in descriptions and simple narratives, but cannot sustain paragraph-level speech.	-Reports facts easily. Can discuss topics of personal interest and some academic topics to satisfy the requirements of school and every day situations. -Narrates and describes at the paragraph level, though haltingly at times. -False starts are common.	-Handles with ease and confidence concrete topics of personal and general interest and some academic topics. -Narrates and describes successfully. -Connects sentences smoothly, and organizes speech into paragraphs using connectors such as <i>first, next, finally</i> , etc.	-Handles most social and academic requirements confidently, but may break down under the demands of complex, formal tasks. -Organizes and extends speech beyond paragraph. -Emerging ability to support opinions and hypothesize on abstract topics is evident.
Grammar (Speaking)								
-May use memorized, high-frequency phrases accurately. -Lacks an awareness of grammar and syntax.	-Memorized expressions with verbs and other short phrases may be accurate, but inaccuracies are not uncommon. -Does not successfully create at sentence level with conjugated verbs.	-Creates some sentences with conjugated verbs, but in other attempts to create sentences, verbs may be lacking or unconjugated. -Other grammatical inaccuracies are present.	-Verbs are conjugated in present tense, but may be inaccurate. -Many other grammatical inaccuracies are common.	-Uses mostly present tense verbs although awareness of other tenses (i.e., future or past) may be evident. -Many grammatical inaccuracies may be present.	-Uses present tense well, but lacks control of the past tenses. May use future tense. -Many grammatical inaccuracies may be present. Some awareness of these inaccuracies may be evident.	-Uses present, past, and future tenses. -May effectively self-correct when aware of grammatical inaccuracies. -Structures of native language may be evident (e.g., literal translation).	-Has good control of present, past, and future tenses. -Some inaccuracies may remain, but speech is readily understood by native speakers of the language. *In some cases, non-standard varieties of grammar are used.	-Uses all verb tenses accurately and sometimes uses increasingly complex grammatical structures. -Some patterns of error may persist, but they do not interfere with communication.
Vocabulary (Speaking)								
-Uses words in very specific topic areas in predictable contexts. -May use a few memorized, high-frequency expressions.	-Uses specific words in a limited number of topic areas, high-frequency expressions, and other memorized expressions. -Frequent searches for words are common. May use native language or gestures when attempting to create with language.	-Uses vocabulary centering on basic objects, places, and common kinship terms, adequate for minimally elaborating utterances in predictable topic areas. -Use of native language is common.	-Has basic vocabulary for making statements and asking questions to satisfy basic social and academic needs, but not for explaining or elaborating on them. -Use of some native language is common.	-Has basic vocabulary, permitting discussions of a personal nature and limited academic topics. Serious gaps exist for discussing topics of general interest. -If speaker lacks precise word, use of circumlocution may be ineffective. May resort to native language.	-Has a broad enough vocabulary for discussing simple social and academic topics in generalities, but lacks detail. -Sometimes achieves successful circumlocution when precise word is lacking. May use native language occasionally.	-Vocabulary is primarily generic but is adequate for discussing concrete or factual topics of a personal nature, topics of general interest, and academic subjects. -May use circumlocution successfully when specific terms are lacking.	-Has adequate vocabulary for including detail when talking about concrete or factual topics of a personal nature, topics of general interest, and academic subjects. -Uses circumlocution effectively. Rarely uses native language.	-Uses precise vocabulary for discussing a wide variety of topics related to everyday social and academic situations. -Lack of vocabulary rarely interrupts the flow of speech.
Listening Comprehension								
-Recognizes isolated words and high-frequency expressions.	-Understands predictable questions, statements, and commands in familiar topic areas (with strong contextual support), though at slower than normal rate of speech and/or with repetitions.	-Understands simple questions, statements, and commands in familiar topic areas, and some new sentences with strong contextual support. May require repetition, slower speech, or rephrasing.	-Understands familiar and new sentence-level questions and commands in a limited number of content areas with strong contextual support. -Follows conversation at a fairly normal rate.	-Understands sentence-level speech in new contexts at a normal rate of speech although slow-downs may be necessary for unfamiliar topics. -Carries out commands without prompting.	-Understands longer stretches of connected speech on a number of topics at a normal rate of speech. -Seldom has comprehension problems on everyday topics. (Can request clarification verbally)	(The Advanced-Low category is new with the 1999 revision of the <i>ACTFL Proficiency Guidelines</i> . Revisions to the listening comprehension section of the guidelines are not yet available.)	-Understands main ideas and most details in connected speech on a variety of topics, and is aware of connectors, but may be unable to follow complicated speech. -May have difficulty with highly idiomatic speech.	-Understands complex academic discourse and highly idiomatic speech in conversation. -Confusion may occur due to sociocultural nuances or unfamiliar topics.

* This feature may not appear, but if present in student speech, is acceptable at the Advanced-Mid level of proficiency.