

Appendices

to

North Carolina Standards for Language Access Services in the North Carolina Court System

The following documents are provided for reference purposes. The documents contained herein may be updated periodically and it is recommended that users verify they are using current versions of documents.

- Appendix A North Carolina Administrative Office of the Courts Language Access Expansion Schedule
- Appendix B Request for Spoken Foreign Language Court Interpreter
- Appendix C Guide to Interpreter Language Needed and Interpreter Used Indicators
- Appendix D Interpreter Indicator Request Form
- Appendix E Reference materials regarding ACTFL Proficiency Guidelines and ACTFL Performance Descriptors for Language Learners
- Appendix F Contract Court Interpreter Request for Preauthorization of Overnight Accommodations
- Appendix G Request for Translation or Transcription/Translation Services
- Appendix H Sample Transcription/Translation Certification and Certificate of Accuracy

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APPENDIX - A

North Carolina Administrative Office of the Courts Language Access Expansion Schedule

Service Area	Target Date	Completion Date
Clerks' office telephone interpreting for public access areas	August 2012	August 2012
Matters Impacting the safety of individuals/liberty of individual, including: <ul style="list-style-type: none"> ▪ All criminal cases ▪ 50B and 50C cases ▪ Involuntary commitment cases ▪ Incompetency cases 	August 2012	August 2012
Matters impacting the welfare of children and families, including: <ul style="list-style-type: none"> ▪ Parents in juvenile abuse/neglect/dependency cases 	August 2012	August 2012
Family Court Telephone Interpreting for public access areas	September 2012	September 2012
Matters impacting the welfare of children and families, including: <ul style="list-style-type: none"> ▪ Child support proceedings ▪ Child custody proceedings 	September 2013	LOTS statewide – April 2013 Spanish staff districts – April 2013 All languages statewide – September 2013
Matters impacting loss of residence: <ul style="list-style-type: none"> ▪ Foreclosure Proceedings ▪ Summary ejection Proceedings 	September 2013	January 1, 2015
All matters before a magistrate	May 1, 2015	May 1, 2015
Other domestic matters not currently being covered in conjunction with custody or child support cases, including: <ul style="list-style-type: none"> ▪ Divorce, equitable distribution, post separation support, alimony 	As determined by the Director of the North Carolina Administrative Office of the Court in accordance with Section 5.2 of the Standards.	
Property and money disputes <ul style="list-style-type: none"> ▪ All other civil cases ▪ All other small claims cases 		
Special Proceedings		
Estates		

APPENDIX - B

REQUEST FOR SPOKEN FOREIGN LANGUAGE COURT INTERPRETER

Please submit a new request form for each court date for which an interpreter is needed in the matter(s) listed below to the Language Access Coordinator (LAC) for the county in which the case is set.

PLEASE READ THE FOLLOWING INSTRUCTIONS CAREFULLY

Fill out the form completely, then click the Submit button at the bottom to email your completed form. You will receive an email within 1 business day confirming your request has been received. If you do not receive an email, please contact OLAS (919-890-1407).

For out-of-court communication with an appointed client or victim/witness on a date **other than the court date**, Public Defender, Assigned Counsel, District Attorney or GAL must submit this request to the Office of Language Access Services for all spoken languages other than Spanish. Once a confirmation sheet is received from OLAS stating that an interpreter has been assigned for these matters, Public Defender, Assigned Counsel, District Attorney or GAL must schedule the interpreter directly to arrange for services for counsel-client/DA-victim/witness/GAL-client communication. For Spanish language needs out of court, please contact a Spanish court interpreter directly from the Registry of Spoken Foreign Language Court Interpreters to schedule services. **NOTE:** Privately-retained counsel for non-indigent defendants/respondents do not have authorization to use an interpreter at state expense for out-of-court communication between counsel and client.

Language: (Select from list or Type)	Date of request: (mm/dd/yyyy)	County: (Select from list)										
Date(s) of Service:	In Courtroom:	At: AM										
Estimated Duration (select one): (Select or Type)	Comments regarding duration:											
Physical address of courthouse or location where interpreter is to appear:												
Name(s) of Person(s) with Limited English Proficiency (LEP):		LEP party is (select all that apply): <input type="checkbox"/> Parent/Guardian of Juvenile <input type="checkbox"/> Defendant/Respondent <input type="checkbox"/> Victim <input type="checkbox"/> Juvenile or Minor Child <input type="checkbox"/> Petitioner/Plaintiff <input type="checkbox"/> Witness <input type="checkbox"/> Respondent Parent(s)										
Requestor:	Phone number(s):											
Title: (Select from list or Type)	EMAIL:											
Prosecuting Attorney or Attorney for Petitioner/Plaintiff:	Phone number(s):											
	EMAIL:											
Attorney for Defendant/Respondent:	Phone number(s):											
	EMAIL:											
File number(s):	In the matter of:											
	vs.											
Type of Case (select one): (Select from list or Type)	The interpreter is requested to provide services (select all that apply): <table style="width: 100%;"> <tr> <td style="width: 50%;">In-Court</td> <td style="width: 50%;">Out-of-Court</td> </tr> <tr> <td><input type="checkbox"/> Court Proceeding</td> <td><input type="checkbox"/> Public Defender</td> </tr> <tr> <td><input type="checkbox"/> Custody Mediation Session or Orientation</td> <td><input type="checkbox"/> Assigned Counsel</td> </tr> <tr> <td><input type="checkbox"/> Child Planning Conference</td> <td><input type="checkbox"/> District Attorney</td> </tr> <tr> <td></td> <td><input type="checkbox"/> Gal Program</td> </tr> </table>	In-Court	Out-of-Court	<input type="checkbox"/> Court Proceeding	<input type="checkbox"/> Public Defender	<input type="checkbox"/> Custody Mediation Session or Orientation	<input type="checkbox"/> Assigned Counsel	<input type="checkbox"/> Child Planning Conference	<input type="checkbox"/> District Attorney		<input type="checkbox"/> Gal Program	FOR OFFICE USE ONLY: ___/___/___ Added to spreadsheet ___/___/___ Interpreter contacted ___/___/___ Interpreter confirmed ___/___/___ Assignment sent to interpreter ___/___/___ Confirmation sent to requestor
In-Court	Out-of-Court											
<input type="checkbox"/> Court Proceeding	<input type="checkbox"/> Public Defender											
<input type="checkbox"/> Custody Mediation Session or Orientation	<input type="checkbox"/> Assigned Counsel											
<input type="checkbox"/> Child Planning Conference	<input type="checkbox"/> District Attorney											
	<input type="checkbox"/> Gal Program											
Additional Information:	Case(s) Resolved: ___/___/___ <i>Revised June 2014</i>											
Type of Proceeding: (Select from list or Type)												

Submit

For further assistance, please contact The Office of Language Access Services at (919) 890-1407 or OLAS@nccourts.org.

APPENDIX - C



Guide to Interpreter Language Needed and Interpreter Used Indicators Office of Language Access Services (OLAS)

This document is designed to assist with the use of the interpreter language needed and interpreter used indicators in the following systems: eCITATION, NCAWARE, ACIS, CCIS-CC, CCIS-DA, VCAP, and JWisE. These indicators should be used to indicate spoken foreign language interpreting services and sign language interpreting services for the deaf and hard of hearing. The interpreter language needed and interpreter used indicators should be used for managing cases that need or use an interpreter, and should not be used solely for scheduling interpreters.

Use of Interpreter Indicators

If a case is coded as interpreter language needed, an interpreter should not automatically be scheduled for every setting of that case. Judicial officials, attorneys, and court personnel always should check the case file to determine who needs the interpreter and if an interpreter actually will be needed for the proceeding. For example, the victim in a criminal case who needed an interpreter during a trial may not be present during the defendant's subsequent probation violation hearing, so the court would not schedule an interpreter for the subsequent proceeding. Courts should use interpreter resources efficiently by sharing interpreters between criminal and civil courtroom calendars, scheduling an interpreter only for the time the interpreter is needed and not requesting interpreters "just in case," as their services are often needed in another courtroom or county.

What is a court proceeding?

A court proceeding is any hearing, trial, or other appearance before any North Carolina state court in an action, appeal, or other proceeding, including any matter conducted by a judicial official.

Who is a judicial official?

A judicial official is a clerk, judge, magistrate, or justice of the General Court of Justice.

Interpreter Language Needed Data

- Interpreter language needed indicates that an interpreter is needed for a limited English proficient (LEP) individual in a case. Once it is turned on, it should never be turned off unless it was entered in the system incorrectly.
- Once the language is selected for the case, it should never be changed unless it was set incorrectly
- Use the [*I Speak*](#) cards to assist you in identifying the language needed
- Indicate the language needed and corresponding 3-digit code (see pg. 2) in the system
- The language information will appear on calendars generated from the automated systems
- If you are not able to update the interpreter language needed indicator, or if the system is down, please use the [Interpreter Indicator Request Form](#) to request that the clerk update the interpreter information in the appropriate system
 - **Note to DA:** please use the [Interpreter Indicator Request Form](#) to request that the clerk update the interpreter information in ACIS / CCIS-CC or JWisE
 - **Note to CaseWise users:** please use the [Interpreter Indicator Request Form](#) to request that the clerk update the interpreter information in VCAP

- This information may be used to identify the need for an interpreter at any point during the life of the case

Interpreter Used Data

- Interpreter used indicates that an interpreter was used in any court proceeding for an LEP individual in a case at some time. Once it is turned on, it should never be turned off unless it was entered in the system incorrectly.
- Indicate that an interpreter was used in the case by selecting Yes / Y
- A blank field or No / N indicates that an interpreter was never used in the case
- This applies to live, distance and telephone interpreting
- If you are not able to update the interpreter used indicator, or if the system is down, please use the [Interpreter Indicator Request Form](#) to request that the clerk update the interpreter information in the appropriate system
 - **Note to DA:** please use the [Interpreter Indicator Request Form](#) to request that the clerk update the interpreter information in ACIS / CCIS-CC or JWisE
 - **Note to CaseWise users:** please use the [Interpreter Indicator Request Form](#) to request that the clerk update the interpreter information in VCAP

Language Access Codes

Spanish	spa	Farsi (Persian)	pes	Mnong (Montagnard)	mng
Vietnamese	vie	Gujarati	guj	Nepali	nep
Russian	rus	Haitian Creole	hat	Pashto (Pushto)	pbt
French	fra	Hakka (Chinese)	hak	Polish	pol
Mandarin (Chinese)	cmn	Hausa	hau	Punjabi (Panjabi, Punjabi)	pan
Arabic	arb	Hindi	hin	Rhade (Montagnard)	rad
Portuguese	por	Hindko	hnd	Serbian	srp
Korean	kor	Igbo (Ibo)	ibo	Swahili	swh
Hmong	hnj	Indonesian	ind	Tagalog	tgl
Burmese	mya	Japanese	jpn	Thai	tha
Amharic	amh	Jarai (Montagnard)	jra	Tigrinya	tir
Bosnian	bos	Karen (Karen Languages)	kar	Urdu	urd
Bu Nong (Montagnard)	cmo	Khmer (Cambodian)	khm	American Sign Language	ase
Cantonese (Chinese)	yue	Krahn	kqo	Undetermined	und
Chatino	cly	Kru (Kru Languages)	klu	Other	999
Chuukese	chk	Lao	lao		
Czech	ces	Marshallese	mah		

Reference Charts

The following charts are intended to assist with determining when use the indicators.

Event	Indicator	May I change the indicator after the initial entry?
An interpreter will be needed for a limited English proficient (LEP) individual in a case	YES – Indicate the language needed	NO – unless it was entered in the system incorrectly
An interpreter was used in any court proceeding for an LEP individual in a case at some time	YES – Interpreter used	NO – unless it was entered in the system incorrectly

If an interpreter is needed / was used:	Do I set the indicator?	Is the cost of the interpreter currently covered at state expense?*
First appearances	Yes	Yes
All criminal / traffic proceedings	Yes	Yes
Criminal non-Support / show cause proceedings	Yes	Yes
Juvenile delinquency proceedings	Yes	Yes
Abuse / neglect / dependency proceedings (includes child planning conferences)	Yes	Yes
Chapter 50B proceedings	Yes	Yes
Chapter 50C proceedings	Yes	Yes
Child Custody proceedings	Yes	Yes
Civil commitment proceedings before a judicial official	Yes	Yes
Incompetency proceedings	Yes	Yes
Estate / adoption hearing before the clerk	Yes	No
Initial appearance before a magistrate	Yes	Yes
Any district or superior court pretrial hearing / conference presided over by a judicial official	Yes	No
VWLA conversation with victim outside of court proceeding	No	Yes
GAL home visit	No	No
Clerk answers a question about a court date outside of court proceeding	No	Yes
Probation home / office visit	No	No

**This column applies only to spoken foreign language court interpreters and not to services for the deaf and hard of hearing.*

FAQ

For additional information, please see [Frequently Asked Questions: Interpreter Needed and Interpreter Used Indicators](#).

Contact

For procedural questions on the use of the interpreter indicators, please contact the Office of Language Access Services at 919 890-1407 or OLAS@nccourts.org.

APPENDIX - D



Interpreter Indicator Request Form
Office of Language Access Services (OLAS)

Use **ONLY** if you are not able to update the interpreter language indicators in ACIS / CCIS-CC, VCAP, or JWisE, or if the system is down.

Please complete the following sections to indicate that an interpreter is needed or was used for the following case(s).

To the clerk: Please update the case information as follows.

System to be Updated

ACIS / CCIS-CC

VCAP

JWisE

Case Information

County _____ Case Number(s) _____

Case Caption _____

Interpreter Needed

If an interpreter is needed, check the box next to the language needed. CHECK ONE BOX ONLY.

Spanish	spa	<input type="checkbox"/>	Farsi (Persian)	pes	<input type="checkbox"/>	Mnong (Montagnard)	mng	<input type="checkbox"/>
Vietnamese	vie	<input type="checkbox"/>	Gujarati	guj	<input type="checkbox"/>	Nepali	nep	<input type="checkbox"/>
Russian	rus	<input type="checkbox"/>	Haitian Creole	hat	<input type="checkbox"/>	Pashto (Pusho)	pbt	<input type="checkbox"/>
French	fra	<input type="checkbox"/>	Hakka (Chinese)	hak	<input type="checkbox"/>	Polish	pol	<input type="checkbox"/>
Mandarin (Chinese)	cmn	<input type="checkbox"/>	Hausa	hau	<input type="checkbox"/>	Punjabi (Panjabi, Punjabi)	pan	<input type="checkbox"/>
Arabic	arb	<input type="checkbox"/>	Hindi	hin	<input type="checkbox"/>	Rhade (Montagnard)	rad	<input type="checkbox"/>
Portuguese	por	<input type="checkbox"/>	Hindko	hnd	<input type="checkbox"/>	Serbian	srp	<input type="checkbox"/>
Korean	kor	<input type="checkbox"/>	Igbo (Ibo)	ibo	<input type="checkbox"/>	Swahili	swh	<input type="checkbox"/>
Hmong	hnj	<input type="checkbox"/>	Indonesian	ind	<input type="checkbox"/>	Tagalog	tgl	<input type="checkbox"/>
Burmese	mya	<input type="checkbox"/>	Japanese	jpn	<input type="checkbox"/>	Thai	tha	<input type="checkbox"/>
Amharic	amh	<input type="checkbox"/>	Jarai (Montagnard)	jra	<input type="checkbox"/>	Tigrinya	tir	<input type="checkbox"/>
Bosnian	bos	<input type="checkbox"/>	Karen (Karen Languages)	kar	<input type="checkbox"/>	Urdu	urd	<input type="checkbox"/>
Bu Nong (Montagnard)	cmo	<input type="checkbox"/>	Khmer (Cambodian)	khm	<input type="checkbox"/>	American Sign Language	ase	<input type="checkbox"/>
Cantonese (Chinese)	yue	<input type="checkbox"/>	Krahn	kqo	<input type="checkbox"/>	Undetermined	und	<input type="checkbox"/>
Chatino	cly	<input type="checkbox"/>	Kru (Kru Languages)	klu	<input type="checkbox"/>	Other: _____	999	<input type="checkbox"/>
Chuukese	chk	<input type="checkbox"/>	Lao	lao	<input type="checkbox"/>			
Czech	ces	<input type="checkbox"/>	Marshallese	mah	<input type="checkbox"/>			

Interpreter Used

Was an interpreter used in any court proceeding in the case at some time? Yes

Name of Requester (please print) _____

Superior Court Judge

CSC

District Attorney

Magistrate

Child Custody Mediator

District Court Judge

Deputy CSC

Assistant CSC

Other _____

Date _____

Submit this form to the clerk of court.

APPENDIX - E

ProFluent+ uses the internationally recognized ACTFL Proficiency Guidelines as the rating scale, which will allow candidates to receive one of 10 ratings.

Novice

If candidate is a **Novice** speaker, candidate is probably just starting to learn a language. Candidate knows some memorized words and phrases, but not much more than that. Typical examples of Novice-level language would be memorized greetings, numbers, colors, days of the week, etc.

Novice Low (Minimal Word Level Proficiency)

- **Interpersonal Communication**
Candidate can communicate on some very familiar topics using single words and phrases that have been practiced and memorized.
- **Presentational Speaking**
Candidate can present information about himself and some other very familiar topics using single words or memorized phrases.

Novice Mid (Word and Phrase Level Proficiency)

- **Interpersonal Communication**
Candidate can communicate on very familiar topics using a variety of words and phrases that have been practiced and memorized.
- **Presentational Speaking**
Candidate can present information about himself and some other very familiar topics using a variety of words, phrases, and memorized expressions.

Novice High (Simple Survival Proficiency)

- **Interpersonal Communication**
Candidate can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. Candidate can usually handle short social interactions in everyday situations by asking and answering simple questions.
- **Presentational Speaking**
Candidate can present basic information on familiar topics using language that has been practiced using phrases and simple sentences.

Intermediate

If candidate is an Intermediate speaker of a language, one can think of the candidate as a survivor. Candidate cannot really tell a story, but can put together sentences and get by. If candidate is an Intermediate speaker, for example, he can successfully open a bank account, rent a car, or buy something at the store.

Intermediate Low (Survival Proficiency)

- **Interpersonal Communication**
Candidate can participate in conversations on a number of familiar topics using simple sentences. Candidate can handle short social interactions in everyday situations by asking and answering simple questions.
- **Presentational Speaking**
Candidate can present information on most familiar topics using a series of simple sentences.

Intermediate Mid (Conversational Proficiency)

- **Interpersonal Communication**
Candidate can participate in conversations on familiar topics using sentences and series of sentences. Candidate can handle short social interactions in everyday situations by asking and answering a variety of questions. Candidate can usually say what he wants to say about himself and his everyday life.
- **Presentational Speaking**
Candidate can make presentations on a wide variety of familiar topics using connected sentences.

Intermediate High (Limited Work Proficiency)

- **Interpersonal Communication**
Candidate can participate with ease and confidence in conversations on familiar topics. Candidate can usually talk about events and experiences in various time frames. Candidate can usually describe people, places, and things. Candidate can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.
- **Presentational Speaking**
Candidate can make presentations in a generally organized way on school, work, and community topics, and on topics that have been researched. Candidate can make presentations on some events and experiences in various time frames.

Advanced

If candidate is an Advanced speaker, he can speak in full paragraphs, using past, present and future. Candidate can describe things in detail, and can tell a story.

Advanced Low (Routine Work Proficiency)

- **Interpersonal Communication**
Candidate can participate in conversations about familiar topics that go beyond everyday life. Candidate can talk in an organized way and with some detail about events and experiences in various time frames. Candidate can describe people, places, and things in an organized way and with some detail. Candidate can handle a familiar situation with an unexpected complication.

- **Presentational Speaking**
Candidate can deliver organized presentations appropriate to his audience on a variety of topics. Candidate can present information about events and experiences in various time frames.

Advanced Mid (General Work Proficiency)

- **Interpersonal Communication**
Candidate can express himself fully not only on familiar topics but also on some concrete social, academic, and professional topics. Candidate can talk in detail and in an organized way about events and experiences in various time frames. Candidate can confidently handle routine situations with an unexpected complication. Candidate can share his point of view in discussions on some complex issues.
- **Presentational Speaking**
Candidate can deliver well-organized presentations on concrete social, academic, and professional topics. Candidate can present detailed information about events and experiences in various time frames.

Advanced High (Professional Proficiency)

- **Interpersonal Communication**
Candidate can express himself freely and spontaneously, and for the most part accurately, on concrete topics and on most complex issues. Candidate can usually support his opinion and develop hypotheses on topics of particular interest or personal expertise.
- **Presentational Speaking**
Candidate can deliver detailed presentations, usually with accuracy, clarity and precision, on a variety of topics and issues related to community interests and some special fields of expertise.

Superior

If candidate is a Superior speaker, he can discuss lots of different topics, and can speak in connected paragraphs. At this level, candidate can be understood by just about any speaker of the language, and can talk about anything from daily life to supporting a hypothesis.

Superior (Extensive Professional Proficiency)

- **Interpersonal Communication**
Candidate can communicate with ease, accuracy, and fluency. Candidate can participate fully and effectively in discussions on a variety of topics in formal and informal settings. Candidate can discuss at length complex issues by structuring arguments and developing hypotheses.
- **Presentational Speaking**
Candidate can deliver detailed presentations with accuracy, clarity, and precision to a wide variety of audiences on topics and issues ranging from broad general interests to areas of specialized expertise.



ACTFL
**PERFORMANCE DESCRIPTORS
FOR LANGUAGE LEARNERS**
2012 Edition



ACTFL

AMERICAN COUNCIL ON THE
TEACHING OF FOREIGN LANGUAGES

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ACTFL Performance Descriptors for Language Learners 2012 Edition

*Language learning is complex. Many factors impact how well language learners will acquire communication skills and how quickly they will reach different ranges of performance. These factors include **where** one learns language, whether in an instructional setting or immersed in the language or culture; **how** one learns, whether through explicit instruction about the language or through authentic experiences using the language; **when** one learns, as the age and cognitive development of language learners impact the speed of reaching each range of performance; and finally, **why** one is learning a language, whether motivated by extrinsic factors such as grades and requirements or intrinsic factors such as the language learner's heritage or intended uses of the language.*

Acknowledgements

ACTFL wishes to acknowledge the editors and contributing authors of this new document.

Authors and Editors: Paul Sandrock and Elvira Swender

Contributing authors: Maria Antonia Cowles, Cynthia Martin, and Robert Vicars

ACTFL also acknowledges the critical role of those members of the profession who reviewed these Performance Descriptors: Arnold Bleicher, Peggy Boyles, Donna Clementi, Greg Duncan, Helga Fasciano, Martin Smith, and Laura Terrill.

The *ACTFL Performance Descriptors for Language Learners* were built on the solid foundation provided by the original task force that produced the *1998 ACTFL Performance Guidelines for K-12 Learners*. The members of that task force forged new ground to help educators implement the standards, providing important descriptions of how language learners demonstrate performance of the three modes of communication in instructional settings. Informed by the *ACTFL Proficiency Guidelines*, the 1998 task force carefully identified appropriate learning targets that impacted instruction and assessment in language classrooms across the U.S. and beyond. The new *ACTFL Performance Descriptors for Language Learners* benefited from the experience of language educators implementing the original guidelines.

ACTFL acknowledges the authors of the *1998 ACTFL Performance Guidelines for K-12 Learners*: Greg Duncan and Elvira Swender; the Section Editors: Martha Abbott, Peggy Boyles, and John Miles; and the members of the Performance Guidelines for K-12 Learners Task Force: Harriet Barnett, Karen Breiner-Sanders, Mari Haas, Eileen Lorenz, Alisha Reeves Samples, Nancy Rhodes, Kathleen Riordan, Margaret Singer.

The *ACTFL Performance Descriptors for Language Learners 2012* may be used for non-profit, educational purposes only, provided that they are reproduced in their entirety, with no alterations, and with credit to ACTFL.

1. About the ACTFL Performance Descriptors for Language Learners

The *ACTFL Performance Descriptors for Language Learners* are designed to describe language performance that is the result of explicit instruction in an instructional setting. A companion to the *ACTFL Proficiency Guidelines*, a document that describes broad, general language proficiency regardless of when, where or how language is acquired, the *ACTFL Performance Descriptors for Language Learners* provide more detailed and more granular information about language learners.

The *Standards for Foreign Language Learning* (1996, 1999, 2006), describe what students need to know and be able to do as they learn another language, defining the “what” of language education. *The ACTFL Performance Guidelines for K-12 Learners* (1998) first described “how well” language learners were expected to do the “what” from the content standards. The 2012 *ACTFL Performance Descriptors for Language Learners* are an update and revision to the 1998 *Performance Guidelines*.

The current *Standards for Foreign Language Learning* are written for K-16 and include language-specific progress indicators for elementary, secondary, and postsecondary learners. Likewise, these *Performance Descriptors* apply to language learners across the same span of ages and grade levels, identifying a continuum of language learning, which will prove useful in addressing articulation across all institutions.

Language learners in instructional settings from prekindergarten through graduate studies are in a continuous process of cognitive development that influences their ability to perform language tasks. Learning targets need to consider the age appropriateness and cognitive development of the language learners and may require varying amounts of time to achieve. The description of three ranges of performance (Novice, Intermediate, and Advanced) allows users of these *Performance Descriptors* to identify appropriate learning targets for language learners who begin at any age or grade level (prekindergarten, elementary school, middle school, high school, or postsecondary institutions) and whose language learning continues for varying amounts of time.

Since the original publication date of the 1998 *K-12 Guidelines*, learning environments have changed. These new *Performance Descriptors* reflect how language learners perform whether learning in classrooms, online, through independent project-based learning, or in blended environments.

The *Performance Descriptors* form a roadmap for teaching and learning, helping teachers create performance tasks targeted to the appropriate performance range, while challenging learners to also use strategies from the next higher range. In an instructional environment, the content and tasks are controlled, resulting in higher expectations of learners’ performance compared to how they perform in a non-instructional environment. For example, Novice language learners use highly practiced and memorized sentences and questions within the supportive learning environment and within known contexts even though they are not yet Intermediate level language users.

These *Performance Descriptors* also help educators set realistic expectations at the summative assessment level. The ability to look ahead to the next range of performance allows instructors to create assessments that show what the language learner is able to do within the learner’s current range as well as how well the learner is able to perform in the next higher range.

2. Comparing Performance and Proficiency

In describing language ability, the terms performance and proficiency both refer to evidence of what a language user is able to do with language. Similar strategies can be used when teaching for both performance and proficiency. Likewise, assessments of both performance and proficiency reflect purposeful communication tasks, mirroring real-world uses of language. There are also significant differences between performance and proficiency. What does each indicate?

PERFORMANCE

Performance is the ability to use language that has been learned and practiced in an instructional setting. Coached by an instructor, whether in a classroom or online, or guided by instructional materials, performance refers to language ability that has been practiced and is within familiar contexts and content areas. The practice and assessment of performance should reflect authentic, real world use of language, even though the language is learned and practiced in some type of learning environment. Best practices for assessment of performance suggest that assessment be conducted in the same communicative manner in which the language was learned, practiced or rehearsed. To prepare for an assessment of performance, language learners need to practice the language functions, structures, and vocabulary they will apply on the assessment tasks, rather than practicing and memorizing exactly what will be on the assessment. Educators should provide language learners with practice of a variety of tasks related to the curriculum. In this way, learners will be ready to apply these elements in the context of the new tasks they will face on the performance assessment. To help language learners transfer their language skills, instruction needs to focus on real world-like tasks with the anticipation that learners will be prepared to do the same outside the instructional setting (as in a demonstration of proficiency).

In assessing performance, a language learner is evaluated against the description of the features of the domains of a given range within those contexts and content areas that have been learned and practiced. Demonstration of performance within a specific range may provide some indication of how the language user might perform on a proficiency assessment and indeed might point toward a proficiency level, but performance is not the same as proficiency. The language a learner produces on a collective set of performances generally correlates to a proficiency level, that is, the ratings that a language learner receives on a variety of performance assessments provides evidence of how the learner will be rated on an assessment of proficiency.

PROFICIENCY

Proficiency is the ability to use language in real world situations in a spontaneous interaction and non-rehearsed context and in a manner acceptable and appropriate to native speakers of the language. Proficiency demonstrates what a language user is able to do regardless of where, when or how the language was acquired. The demonstration is independent of how the language was learned; the context may or may not be familiar; the evaluation of proficiency is not limited to the content of a particular curriculum that has been taught and learned.

An assessment of proficiency determines if the language user provides sufficient evidence of all of the assessment criteria of a particular level according to the *ACTFL Proficiency Guidelines*. The individual must do everything expected at a level in a sustained fashion, that is, all of the time, in order to be rated at that level.

ASSESSING PERFORMANCE VS. ASSESSING PROFICIENCY: HOW ARE THESE ASSESSMENTS DIFFERENT?

Assessing Performance	Assessing Proficiency
<ul style="list-style-type: none"> • Based on Instruction: Describes what the language learner can demonstrate based on what was learned • Practiced: Tasks are derived from the language functions and vocabulary that learners have practiced or rehearsed but which are applied to other tasks within familiar contexts • Familiar Content and Context: Content based on what was learned, practiced, or rehearsed; all within a context similar but not identical to how learned • Demonstrated performance: To be evaluated within a range, must be able to demonstrate the features of the domains of a given range in those contexts and content areas that have been learned and practiced. 	<ul style="list-style-type: none"> • Independent of specific instruction or curriculum: Describes what the language user can do regardless of where, when or how the language was acquired • Spontaneous: Tasks are non-rehearsed situations • Broad Content and Context: Context and content are those that are appropriate for the given level • Sustained performance across all the tasks and contexts for the level: To be at a level, must demonstrate consistent patterns of all the criteria for a given level, all of the time

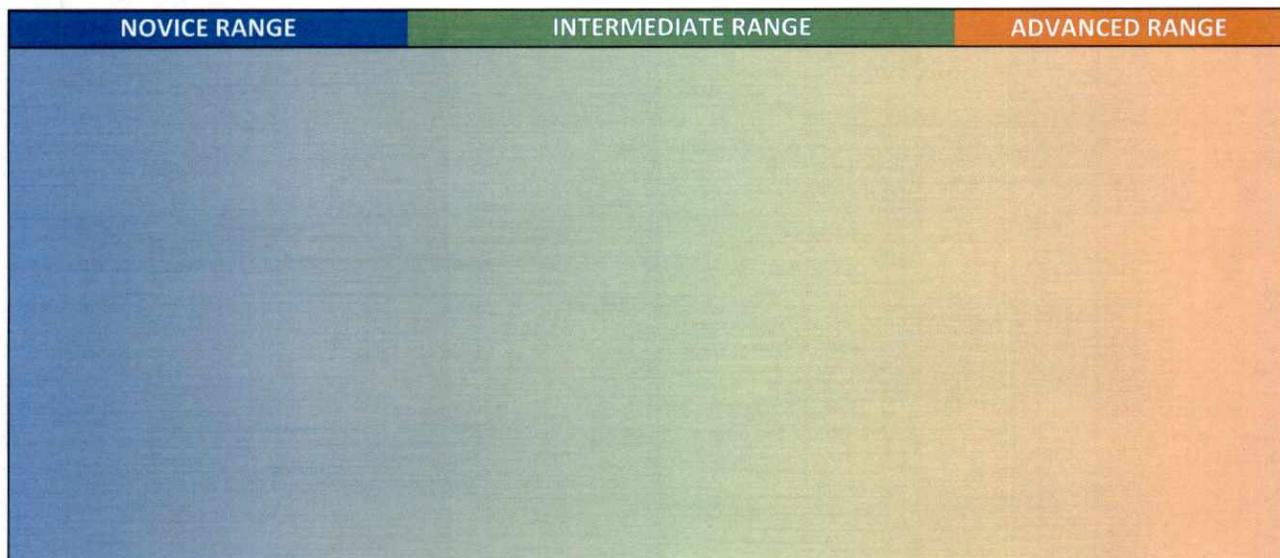
3. How the Performance Descriptors are Organized

The ACTFL *Performance Descriptors for Language Learners* describe how language learners use language across three ranges of performance (Novice, Intermediate, and Advanced), in three modes of communication (interpersonal, interpretive, and presentational), and according to certain language features.

ACCORDING TO RANGES OF PERFORMANCE

Each range is defined by a set of features for the range explaining what the language learner is able to do, in what contexts and content areas, how much and what kind of language the learner is able to produce or understand, the expectations of accuracy, and what strategies the language learner uses to communicate. The three ranges take into consideration that the learning environment is controlled and articulated, allowing learners to demonstrate greater control of certain features of a level when these have been practiced in familiar contexts.

A language learner who demonstrates the overall features for a given range, whether most of the time or all of the time, would be considered to be in that range of performance. In a proficiency context, a language user who meets the criteria for the Intermediate level, but is not able to do so for some content areas or tasks all of the time in spontaneous, unrehearsed, language use would be rated Novice High. In the *Performance Descriptors*, the same profile would place the learner as entering into the Intermediate range because most of the time, and for those tasks and content areas that have been learned and practiced, the performance is in the Intermediate range as defined by the performance domains (see page 8). Likewise, the language learner who meets the criteria for the Advanced range most of the time (and who would be rated Intermediate-High on a proficiency scale) would be considered to be entering into the Advanced range of performance. The Superior range of performance is not addressed in these *Performance Descriptors* because within and beyond the Advanced range, performance and proficiency tend to merge. Once students sustain language ability beyond the Advanced range, where contexts and content areas are defined in general and broad terms, the *ACTFL Proficiency Guidelines* should be used to describe language abilities.



ACCORDING TO MODES OF COMMUNICATION

The three modes of communication provide the organizing principle for describing language performance across three ranges of performance: Novice, Intermediate, and Advanced. The *ACTFL Proficiency Guidelines* were developed for purposes of assessment across four skills (listening, speaking, reading, and writing) and originated prior to the Standards. The 2012 revision of the *Proficiency Guidelines* considers how each skill is used, for example, describing both interpersonal and presentational aspects of speaking. The *Performance Descriptors* embrace the communicative purpose behind the three modes of communication, describing how a language learner performs to achieve each communicative purpose: interpersonal, interpretive, and presentational. The language functions are appropriately matched to the mode of communication (e.g., in the Intermediate range, a hallmark function for Interpersonal is the ability to ask, understand, and answer questions; for Interpretive, a key function is to comprehend main ideas and identify some supporting details; for Presentational, an essential function is the ability to present information by creating with language). One can also observe significant differences in the communication strategies that language learners use in each of the modes.

THREE MODES OF COMMUNICATION

Interpersonal	Interpretive	Presentational
<ul style="list-style-type: none"> Active negotiation of meaning among individuals 	<ul style="list-style-type: none"> Interpretation of what the author, speaker, or producer wants the receiver of the message to understand 	<ul style="list-style-type: none"> Creation of messages
<ul style="list-style-type: none"> Participants observe and monitor one another to see how their meanings and intentions are being communicated 	<ul style="list-style-type: none"> One-way communication with no recourse to the active negotiation of meaning with the writer, speaker, or producer 	<ul style="list-style-type: none"> One-way communication intended to facilitate interpretation by members of the other culture where no direct opportunity for the active negotiation of meaning between members of the two cultures exists
<ul style="list-style-type: none"> Adjustments and clarifications are made accordingly 	<ul style="list-style-type: none"> Interpretation differs from comprehension and translation in that interpretation implies the ability to read (or listen or view) “between the lines,” including understanding from within the cultural mindset or perspective 	<ul style="list-style-type: none"> To ensure the intended audience is successful in its interpretation, the “presenter” needs knowledge of the audience’s language and culture
<ul style="list-style-type: none"> Speaking and listening (conversation); reading and writing (text messages or via social media) 	<ul style="list-style-type: none"> Reading (websites, stories, articles), listening (speeches, messages, songs), or viewing (video clips) of authentic materials 	<ul style="list-style-type: none"> Writing (messages, articles, reports), speaking (telling a story, giving a speech, describing a poster), or visually representing (video or PowerPoint)

ACCORDING TO LANGUAGE DOMAINS

An overarching description of the range highlights the key points that distinguish the performance of Novice, Intermediate, and Advanced language learners. The description outlines the range of performance for the given mode of communication: interpersonal, interpretive, or presentational.

The first three domains describe the parameters for the language learner's performance in each range:

WHAT ARE THE PARAMETERS FOR THE LANGUAGE LEARNER'S PERFORMANCE?

Domain	Examples	What it describes
Functions	<ul style="list-style-type: none">• Ask formulaic questions• Initiate, maintain, and end a conversation• Create with language• Narrate and describe• Make inferences	Functions are the global tasks the learner can perform in the language
Contexts and Content	<ul style="list-style-type: none">• Oneself• One's immediate environment• General interest• Work-related	Contexts are situations within which the learner can function; Content is the topics which the learner can understand and discuss
Text Type	<ul style="list-style-type: none">• Words• Phrases• Sentences• Questions• Strings of sentences• Connected sentences• Paragraphs	Text type controlled by the learner is that which the learner is able to understand and produce in order to perform the functions of the level

The next four domains describe how well the language learner demonstrates performance of the functions for the level, within the corresponding contexts and content for the level, using the text type(s) appropriate for that level. An overarching description of these four domains of performance is comprehension and comprehensibility. These four categories answer the question *“How and how well is the language learner able to be understood and to understand?”*

HOW AND HOW WELL IS THE LANGUAGE LEARNER ABLE TO BE UNDERSTOOD AND TO UNDERSTAND?

Domain	What it answers	What it describes
Language Control	How accurate is the language learner’s language?	Describes the level of control the learner has over certain language features or strategies to produce or understand language
Vocabulary	How extensive and applicable is the language learner’s vocabulary?	Describes the parameters of vocabulary used to produce or understand language
Communication Strategies	How does the language learner maintain communication and make meaning?	Describes the strategies used to negotiate meaning, to understand text and messages, and to express oneself
Cultural Awareness	How is the language learner’s cultural knowledge reflected in language use?	Describes the cultural products, practices, or perspectives the language learner may employ to communicate more successfully in the cultural setting

4. How to use the *Performance Descriptors* to inform classroom instruction and assessment

The *Performance Descriptors* provide guidance for instruction. They match the progression of language learning and inform the planning and sequencing of instruction. These descriptions of performance provide an outline to identify instructional outcomes. Educators use these performance outcomes as the starting point for planning instruction, in a backward design model. With a clear focus on what performance should look like at the end of a unit, instructional and practice activities drive toward those outcomes. This outline describes the range of performance broadly enough for instructors to adapt to language learners of all ages; the instructors then guide language learning by considering the cognitive and developmental appropriateness of their learning activities, their multiple ways to practice language skills, and their variety of assessments.

In instruction, activities are scaffolded, that is supported by the instructor by pre-teaching critical elements such as key vocabulary or a new structure or practice of a language function. With such support, language learners are helped to perform at the next range by learning to use language at that next level. As the support is removed, language learners gradually over time become able to demonstrate that performance on their own. In this way, language learners begin to show characteristics of the next range as they approach the top end of their current performance range.

Instruction targets the next level and assessment provides language learners with the opportunity to show what they can do – with or without assistance in the form of a controlled context or content, practice and preparation, or rephrasing and paraphrasing to increase comprehension. Instructors need to target instruction across two ranges, broadening learners' performance at their current range and working to develop some abilities at the next higher range. Novice students, for example, need instruction and practice to improve their performance within the Novice level while simultaneously targeting the functions and contexts of the Intermediate range. Novice students need to experience Intermediate language in controlled and supported activities in order to gradually acquire the knowledge and strategies they will need in order to become confident and independent users of language in the Intermediate range. Instructors should consider recycling content and contexts at the next higher level of functions, providing multiple opportunities for learners to expand into the next performance range, developing stronger language control, vocabulary, communication strategies, and cultural awareness.

UNIQUE APPLICATIONS TO CLASSICAL LANGUAGES:

The *Performance Descriptors* are also intended to be applied to the classical languages (Latin and Greek). While often falsely assumed that students of Latin and classical Greek spend all of their instructional time reading and translating, these *Performance Descriptors* provide a further context for a more comprehensive view of the instructional components to be found in such classes. The importance of the three modes of communication as an applicable principle to the learning of the classical languages is evident in the communication standards from the *Standards for Classical Languages*:

- Students read, understand and interpret Latin or Greek
- Students use orally, listen to, and write Latin or Greek as part of the language learning process.

Therefore, while reading and understanding the written messages of the ancient world is a key to communication in the study of Latin and classical Greek, the oral use of the language can also be employed to help students avoid reading or translating word-for-word as they must listen in “chunks” (several words holding the meaning or phrases) and respond spontaneously during oral communication. This practice also builds student interest and heightens understanding of and appreciation for the languages and their cultures.

UNIQUE APPLICATIONS TO AMERICAN SIGN LANGUAGE (ASL):

These *Performance Descriptors* are equally applicable to learners of ASL, with slight adaptations according to each mode of communication. In the interpersonal mode (signing), the visual language signed underscores the communicative importance of facial gestures and other physical clues to meaning, but learners employ basically the same communication strategies as other languages within each of the ranges of performance. The word “interpretive” needs special definition for ASL: its use to identify a mode of communication denotes receptive language or understanding, rather than the act of serving as an ASL interpreter. The “text” is either live or recorded, such as a signed message, commentary, discussion, song, or play. In the presentational mode users of ASL use the same communication strategies as other languages; however, educators may act more as coaches to assist ASL language learners with the editing and revising process in the presentational mode. Examples of ASL presentational or productive language include messages, stories, or videos. Language educators and learners need to remember that the levels of cultural awareness as described in the *Performance Descriptors* are as important in ASL and within the Deaf community as in other languages and cultures.

5. Time as a critical component for developing language performance

Language educators often face undue pressure and language learners may face unreasonable expectations when unrealistic language outcomes are set for achievement in short periods of instructional time. Students require carefully planned and well-sequenced learning opportunities that provide practice in using the language in order to internalize language competencies. Time on task is a critical factor in developing performance - time spent meaningfully engaged in active skill getting and skill using in the target language by both the teacher and the learner. ACTFL's position statement sets the goal of 90% or more of target language use by the teacher and the learners both inside and outside the classroom.

The chart (on the next page) graphically illustrates the influence of time-on-task on language performance and shows what outcomes are reasonable to expect of students who begin language instruction at various points in the K-16 spectrum. The outcomes depicted in this chart reflect general approximations based on performance testing and indicate targets that are possible for all students, given standards-based programs with continuity of instruction, sufficient time on task, and learning focused on performance. While performance outcomes may vary according to the mode of communication, the expectations in this chart represent a composite of performance outcomes for interpersonal, interpretive, and presentational communication. The most common program model for language learning in this country continues to be two years of instruction at the secondary level. This model limits students to performance in the Novice range. In an increasing number of standards-based, performance-based programs with continuity and sufficient time on task (e.g., beginning in the elementary grades with at least 90 minutes of instruction per week and continuing through the secondary years), learners are reaching the Advanced range of performance. Evidence is emerging that elementary immersion programs are able to produce students that are performing well into the Intermediate range by middle school and exiting high school in the Advanced range. These students have the potential to exit postsecondary programs approaching or at the Superior level of proficiency. Such comparisons are given with the caution that reaching each range of performance is more than simply matching hours or years of instruction. The age and cognitive development of the language learners greatly impacts language learning. The level of literacy and language performance in the learners' native language impacts their development of literacy and language performance in additional languages.

PERFORMANCE OUTCOMES MAY VARY FROM LANGUAGE TO LANGUAGE AND FROM MODE TO MODE.

The *Performance Descriptors* have been written to describe realistic language performance for students at the various benchmarks along the instructional sequence, but language learners may experience different rates of progress through different modes depending on how similar their native language is to the new language. Students whose native language is English find many similarities between English and languages using a familiar alphabet such as French, German, and Spanish. These similarities aid the learner in acquisition of the new language as many of the same literacy strategies may be employed to understand written and spoken communication. When the language is similar, cognates become a very useful tool to unlock meaning and to help one remember vocabulary.

Conversely, when students encounter languages with minimal similarity to their native language, some new strategies need to be employed to understand and to be understood. American students learning Arabic, Chinese, Hindi, Japanese, Korean, Russian, Swahili, or Urdu face different language learning challenges: unfamiliar sounds, different writing systems, and new grammars. These linguistic features, which oftentimes cannot be linked to anything the language learners know in their native language, generally extend the language acquisition process.

However, these challenges vary according to the mode of communication and should not change the focus on teaching for performance. With every language, some elements will be easier than others to learn. For example, when learning languages whose writing systems are unfamiliar to them, learners face the greatest challenge in interpretive reading and presentational writing, and less of a challenge with interpersonal listening and speaking.

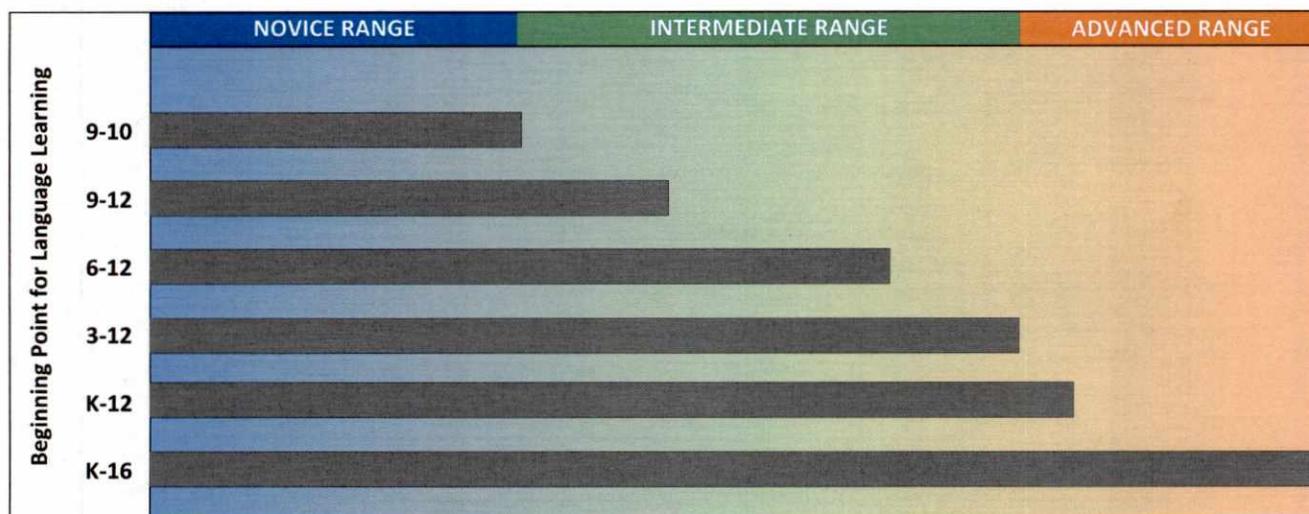
Heritage speakers of a language learn to use their heritage language through a variety of means, often through family and community interactions, sometimes more formally in an instructional setting. The modes of communication provide educators of heritage speakers with a useful analytical tool to determine an instructional emphasis. Interpersonal communication and interpretive listening tend to be strengths for many heritage speakers. At the same time, some heritage speakers may benefit from focused support in the modes of presentational writing and interpretive reading if prior language experiences were not in an instructional setting.

HOW TO USE THIS CHART

This document and chart provide guidance to educators as they reflect on their language learning curriculum and assessments. A useful approach is to compare student evidence from performance tasks and assessments to this chart in order to reflect on students' use of language. Are students performing at a level consistent with the time and effort spent? Are students "on track" to reach the expected level of performance? Alternatively, educators may read the *Performance Descriptors* and determine that their students do not perform at a level consistent with the time and effort spent and, therefore, seek ways of modifying their program so that students reach the targeted levels of language performance.

Language learners also benefit by understanding the *Performance Descriptors* and the targeted expectations shown in this chart. The ranges of performance describe a pathway for learners to keep track of progress made, to identify domains needing additional practice, and to gain a clear understanding of how to move into the next higher range of performance. By collecting and reflecting on evidence of performance, language learners are able to set their own language learning targets, motivating them to improve their performance.

TIME AS A CRITICAL COMPONENT FOR DEVELOPING LANGUAGE PERFORMANCE



ACTFL PERFORMANCE DESCRIPTORS FOR LANGUAGE LEARNERS — INTERPERSONAL

Domains	Novice Range	Intermediate Range	Advanced Range
	Expresses self in conversations on very familiar topics using a variety of words, phrases, simple sentences, and questions that have been highly practiced and memorized.	Expresses self and participates in conversations on familiar topics using sentences and series of sentences. Handles short social interactions in everyday situations by asking and answering a variety of questions. Can communicate about self, others, and everyday life.	Expresses self fully to maintain conversations on familiar topics and new concrete social, academic, and work-related topics. Can communicate in paragraph-length conversation about events with detail and organization. Confidently handles situations with an unexpected complication. Shares point of view in discussions.
Functions	Can ask highly predictable and formulaic questions and respond to such questions by listing, naming, and identifying. May show emerging evidence of the ability to engage in simple conversation.	Can communicate by understanding and creating personal meaning. Can understand, ask and answer a variety of questions. Consistently able to initiate, maintain, and end a conversation to satisfy basic needs and/or to handle a simple transaction. May show emerging evidence of the ability to communicate about more than the "here and now."	Can communicate with ease and confidence by understanding and producing narrations and descriptions in all major time frames and deal efficiently with a situation with an unexpected turn of events. May show emerging evidence of the ability to participate in discussions about issues beyond the concrete.
Contexts/ Content	Able to function in some personally relevant contexts on topics that relate to basic biographical information. May show emerging evidence of the ability to communicate in highly practiced contexts related to oneself and immediate environment.	Able to communicate in contexts relevant to oneself and others, and one's immediate environment. May show emerging evidence of the ability to communicate in contexts of occasionally unfamiliar topics.	Functions fully and effectively in contexts both personal and general. Content areas include topics of personal and general interest (community, national, and international events) as well as work-related topics and areas of special competence. May show emerging evidence of the ability to communicate in more abstract content areas.
Text Type	Understands and produces highly practiced words and phrases and an occasional sentence. Able to ask formulaic or memorized questions.	Able to understand and produce discrete sentences, strings of sentences and some connected sentences. Able to ask questions to initiate and sustain conversations.	Able to understand and produce discourse in full oral paragraphs that are organized, cohesive, and detailed. Able to ask questions to probe beyond basic details.

Domains	Novice Range	Intermediate Range	Advanced Range
Language Control	<p>Can usually comprehend highly practiced and basic messages when supported by visual or contextual clues, redundancy or restatement, and when the message contains familiar structures.</p> <p>Can control memorized language sufficiently to be appropriate to the context and understood by those accustomed to dealing with language learners, however at times with difficulty.</p>	<p>Understands straightforward language that contains mostly familiar structures.</p> <p>Control of language is sufficient to be understood by those accustomed to dealing with language learners.</p>	<p>Language control is sufficient to interact efficiently and effectively with those unaccustomed to dealing with language learners.</p> <p>Consistent control of basic high-frequency structures facilitates comprehension and production.</p>
Vocabulary	<p>Able to understand and produce a number of high frequency words, highly practiced expressions, and formulaic questions.</p>	<p>Communicates using high frequency and personalized vocabulary within familiar themes or topics.</p>	<p>Comprehends and produces a broad range of vocabulary related to school, employment, topics of personal interest, and generic vocabulary related to current events and matters of public and community interest.</p>
Communication Strategies	<p>May use some or all of the following strategies to maintain communication, able to:</p> <ul style="list-style-type: none"> • Imitate modeled words • Use facial expressions and gestures • Repeat words • Resort to first language • Ask for repetition • Indicate lack of understanding 	<p>Uses some of the following strategies to maintain communication, but not all of the time and inconsistently, able to:</p> <ul style="list-style-type: none"> • Ask questions • Ask for clarification • Self-correct or restate when not understood • Circumlocute 	<p>Uses a range of strategies to maintain communication, able to:</p> <ul style="list-style-type: none"> • Request clarification • Repeat • Restate • Rephrase • Circumlocute
Cultural Awareness	<p>May use culturally appropriate gestures and formulaic expressions in highly practiced applications. May show awareness of the most obvious cultural differences or prohibitions, but may often miss cues indicating miscommunication.</p>	<p>Recognizes and uses some culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions. Recognizes that differences exist in cultural behaviors and perspectives and can conform in familiar situations.</p>	<p>Understands and uses cultural knowledge to conform linguistically and behaviorally in many social and work-related interactions. Shows conscious awareness of significant cultural differences and attempts to adjust accordingly.</p>

ACTFL PERFORMANCE DESCRIPTORS FOR LANGUAGE LEARNERS — INTERPERSONAL

ACTFL PERFORMANCE DESCRIPTORS FOR LANGUAGE LEARNERS — INTERPRETIVE

Domains	Novice Range	Intermediate Range	Advanced Range
	Understands words, phrases, and formulaic language that have been practiced and memorized to get meaning of the main idea from simple, highly-predictable oral or written texts, with strong visual support.	Understands main ideas and some supporting details on familiar topics from a variety of texts.	Understands main ideas and supporting details on familiar and some new, concrete topics from a variety of more complex texts that have a clear, organized structure.
Functions	Comprehends meaning through recognition of key words and formulaic phrases that are highly contextualized. May show emerging evidence of the ability to make inferences based on background and prior knowledge.	Comprehends main ideas and identifies some supporting details. May show emerging evidence of the ability to make inferences by identifying key details from the text.	Comprehends the main idea and supporting details of narrative, descriptive, and straightforward persuasive texts. Makes inferences and derives meaning from context and linguistic features.
Contexts/ Content	Comprehends texts with highly predictable, familiar contexts (those related to personal background, prior knowledge, or experiences).	Comprehends information related to basic personal and social needs and relevant to one's immediate environment such as self and everyday life, school, community, and particular interests.	Comprehends texts pertaining to real-world topics of general interest relevant to personal, social, work-related, community, national, and international contexts.
Text Type	Derives meaning when authentic texts (listening, reading, or viewing) are supported by visuals or when the topic is very familiar. Comprehends texts ranging in length from lists, to phrases, to simple sentences, often with graphically organized information.	Comprehends simple stories, routine correspondence, short descriptive texts or other selections within familiar contexts. Generally comprehends connected sentences and much paragraph-like discourse. Comprehends information-rich texts with highly predictable order.	Comprehends paragraph discourse such as that found in stories, straightforward literary works, personal and work-related correspondence, written reports or instructions, oral presentations (news), anecdotes, descriptive texts, and other texts dealing with topics of a concrete nature.

Domains	Novice Range	Intermediate Range	Advanced Range
Language Control	<p>Primarily relies on vocabulary to derive meaning from texts.</p> <p>May derive meaning by recognizing structural patterns that have been used in familiar and some new contexts.</p>	<p>Sufficient control of language (vocabulary, structures, conventions of spoken and written language, etc.) to understand fully and with ease short, non-complex texts on familiar topics; limited control of language to understand some more complex texts</p> <p>May derive meaning by:</p> <ul style="list-style-type: none"> • Comparing target language structures with those of the native language • Recognizing parallels in structure between new and familiar language 	<p>Sufficient control of language (vocabulary, structures, conventions of spoken and written language, etc.) to understand fully and with ease more complex and descriptive texts with connected language and cohesive devices.</p> <p>Derives meaning by:</p> <ul style="list-style-type: none"> • Understanding sequencing, time frames, and chronology • Classifying words or concepts according to word order or grammatical use
Vocabulary	<p>Comprehends some, but not all of the time, highly predictable vocabulary, a limited number of words related to familiar topics, and formulaic expressions.</p>	<p>Comprehends high frequency vocabulary related to everyday topics and high frequency idiomatic expressions.</p>	<p>Comprehends generic and some specific vocabulary and structures, specialized and precise vocabulary on topics related to one's experience, and an expanding number of idiomatic expressions.</p>
Communication Strategies	<p>May use some or all of the following strategies to comprehend texts, able to:</p> <ul style="list-style-type: none"> • Skim and scan • Rely on visual support and background knowledge • Predict meaning based on context, prior knowledge, and/or experience <p>For alphabetic languages:</p> <ul style="list-style-type: none"> • Rely on recognition of cognates • May recognize word family roots, prefixes and suffixes 	<p>May use some or all of the following strategies to comprehend texts, able to:</p> <ul style="list-style-type: none"> • Skim and scan • Use visual support and background knowledge • Predict meaning based on context, prior knowledge, and/or experience • Use context clues • Recognize word family roots, prefixes and suffixes <p>For non-alphabetic languages:</p> <ul style="list-style-type: none"> • Recognize radicals 	<p>Comprehends fully the intent of the message adapting strategies for one's own purposes; uses some or all of the following strategies, able to:</p> <ul style="list-style-type: none"> • Skim and scan • Use visual support and background knowledge • Predicts meaning based on context, prior knowledge, and/or experience • Use context clues • Use linguistic knowledge • Identify the organizing principle of the text • Create inferences • Differentiate main ideas from supporting details in order to verify
Cultural Awareness	<p>Uses own culture to derive meaning from texts that are heard, read, or viewed.</p>	<p>Generally relies heavily on knowledge of own culture with increasing knowledge of the target culture(s) to interpret texts that are heard, read, or viewed.</p>	<p>Uses knowledge of cultural differences between own culture and target culture(s) as well as increasing knowledge of the target culture(s) to interpret texts that are heard, read, or viewed.</p>

ACTFL PERFORMANCE DESCRIPTORS FOR LANGUAGE LEARNERS — INTERPRETIVE

ACTFL PERFORMANCE DESCRIPTORS FOR LANGUAGE LEARNERS — PRESENTATIONAL

Domains	Novice Range	Intermediate Range	Advanced Range
	<p>Communicates information on very familiar topics using a variety of words, phrases, and sentences that have been practiced and memorized.</p> <p>Presents simple, basic information on very familiar topics by producing words, lists, notes and formulaic language using highly practiced language.</p> <p>May show emerging evidence of the ability to express own thoughts and preferences.</p>	<p>Communicates information and expresses own thoughts about familiar topics using sentences and series of sentences.</p> <p>Expresses own thoughts and presents information and personal preferences on familiar topics by creating with language primarily in present time.</p> <p>May show emerging evidence of the ability to tell or retell a story and provide additional description.</p>	<p>Communicates information and expresses self with detail and organization on familiar and some new concrete topics using paragraphs.</p> <p>Produces narrations and descriptions in all major time frames on familiar and some unfamiliar topics.</p> <p>May show emerging evidence of the ability to provide a well-supported argument, including detailed evidence in support of a point of view.</p>
Functions	<p>Creates messages in some personally relevant contexts on topics that relate to basic biographical information.</p> <p>May show emerging evidence of the ability to create messages in highly practiced contexts related to oneself and immediate environment.</p>	<p>Creates messages in contexts relevant to oneself and others, and one's immediate environment.</p> <p>May show emerging evidence of the ability to create messages on general interest and work-related topics.</p>	<p>Creates messages fully and effectively in contexts both personal and general.</p> <p>Content areas include topics of personal and general interest (community, national, and international events) as well as work-related topics and areas of special competence.</p> <p>May show emerging evidence of the ability to create messages in more abstract content areas.</p>
Contexts/ Content	<p>Produces words and phrases and highly practiced sentences or formulaic questions.</p>	<p>Produces sentences, series of sentences, and some connected sentences.</p>	<p>Produces full paragraphs that are organized and detailed.</p>
Text Type			

	Novice Range	Intermediate Range	Advanced Range
Domains			
Language Control	<p>Produces memorized language that is appropriate to the context; limited language control may require a sympathetic audience to be understood.</p> <p>With practice, polish, or editing, may show emerging evidence of Intermediate-level language control.</p>	<p>Control of language is sufficient to be understood by audiences accustomed to the language produced by language learners.</p> <p>With practice, polish, or editing, may show emerging evidence of Advanced-level language control.</p>	<p>Control of high-frequency structures is sufficient to be understood by audiences not accustomed to the language of language learners.</p> <p>With practice, polish, or editing, shows evidence of Advanced-level control of grammar and syntax.</p>
Vocabulary	<p>Produces a number of high frequency words and formulaic expressions; able to use a limited variety of vocabulary on familiar topics.</p>	<p>Produces vocabulary on a variety of everyday topics, topics of personal interest, and topics that have been studied.</p>	<p>Produces a broad range of vocabulary related to topics of personal, public, and community interest, and some specific vocabulary related to areas of study or expertise.</p>
Communication Strategies	<p>May use some or all of the following strategies to communicate, able to:</p> <ul style="list-style-type: none"> • Rely on a practiced format • Use facial expressions and gestures • Repeat words • Resort to first language • Use graphic organizers to present information • Rely on multiple drafts and practice sessions with feedback • Support presentational speaking with visuals and notes • Support presentational writing with visuals or prompts 	<p>May use some or all of the following strategies to communicate and maintain audience interest, able to:</p> <ul style="list-style-type: none"> • Show an increasing awareness of errors and able to self-correct or edit • Use phrases, imagery, or content • Simplify • Use known language to compensate for missing vocabulary • Use graphic organizer • Use reference resources as appropriate 	<p>May use some or all of the following strategies to communicate and maintain audience interest, able to:</p> <ul style="list-style-type: none"> • Demonstrate conscious efforts at self-editing and correction • Elaborate and clarify • Provide examples, synonyms, or antonyms • Use cohesion, chronology and details to explain or narrate fully • Circumlocute
Cultural Awareness	<p>May use some memorized culturally appropriate gestures, formulaic expressions, and basic writing conventions.</p>	<p>Uses some culturally appropriate vocabulary, expressions, and gestures. Reflects some knowledge of cultural differences related to written and spoken communication.</p>	<p>Uses cultural knowledge appropriate to the presentational context and increasingly reflective of authentic cultural practices and perspectives.</p>

ACTFL PERFORMANCE DESCRIPTORS FOR LANGUAGE LEARNERS — PRESENTATIONAL



ACTFL AMERICAN COUNCIL ON THE
TEACHING OF FOREIGN LANGUAGES

APPENDIX - F

**CONTRACT COURT INTERPRETER REQUEST FOR PREAUTHORIZATION
OF OVERNIGHT ACCOMMODATIONS
NCAOC Office of Language Access Services (OLAS)**

Contract court interpreters must submit a new overnight accommodation request form in advance to OLAS for each court date for which an interpreter is needed in the matter(s) below and for which the interpreter is requesting reimbursement for overnight accommodations.

*The contract court interpreter must submit this request and receive an approval from OLAS prior to the date(s) of service and submit the approved request and itemized hotel receipt with his/her A-215 and A-216 in order to be reimbursed for lodging and per diem expenses.**

INSTRUCTIONS: Fill out the form completely. Submit the form one of the following ways:

1. Scan and email to: Brooke.B.Crozier@nccourts.org
2. Mail to: Office of Language Access Services, PO Box 2448, Raleigh, NC 27602

Name and Physical Address of Interpreter:	Date of Request:
	County:
	Date(s) of Service:
	Estimated Duration:
SSN (last 4 Digits) or Tax ID:	Type of Case:
Email Address:	Case No(s):
Location of Assignment:	
<u>Interpreting Services Requested for:</u> <input type="checkbox"/> Specific Case <input type="checkbox"/> Morning Session <input type="checkbox"/> Afternoon Session <input type="checkbox"/> Full Day	<u>In Court:</u> <input type="checkbox"/> District Court <input type="checkbox"/> Superior Court <u>Out of Court:</u> <input type="checkbox"/> District Attorney <input type="checkbox"/> Public Defender <input type="checkbox"/> Assigned Counsel

*Please note that contract court interpreters will only be reimbursed for *approved* overnight lodging and per diem in the amount of the current state rate set out in the Travel Policy for the Judicial Department and the Administrative Office of the Courts. The policy and rates are updated periodically; the most current policy and rates in effect at the time the travel takes place will apply.

OLAS USE ONLY		
Approved <input type="checkbox"/> Yes <input type="checkbox"/> No	Signature:	Date:
Approved rate of reimbursement:		
Lodging: \$65.90 per night plus tax Per diem*: Breakfast: \$8.20, Lunch: \$10.70, Dinner: \$18.40		

APPENDIX - G



REQUEST FOR FORENSIC TRANSCRIPTION

Audio Transcription and Translation for SPANISH and LANGUAGES OTHER THAN SPANISH

Submit the completed request form to the NCAOC Office of Language Access Services

- by clicking the Submit button at the bottom of the form,
- or via **email attachment** to OLAS@nccourts.org,
- or via **fax**: (919) 890-1907

**District Attorneys offices must contact Karen Wood at (919) 890-1500 or Karen.G.Wood@nccourts.org to obtain a confirmation number.*

CONTACT INFORMATION				
Date of Request:	Name of Requestor:	Title of Requestor:	Confirmation Number* (required):	
Tel:		Email:		
CASE INFORMATION				
File Number(s):	County:	Division:	In the matter of:	
	(Select from list)	(Select)		
PROJECT DESCRIPTION				
Media Type:	Date(s) of Recording:	Source Language:	Target Language:	Time Code Segment(s):
(Select)		(Select or Type)	English	
Location and Setting of Recording:		Impediments to Sound Quality (Static, noise, etc):		Project Deadline†:
Additional Instructions:				

Submit

Additional Information:

- A confirmation number must be provided in order to complete this request. (District Attorneys Offices)
- Please submit a copy of the court order of appointment with this request (Public Defenders, and Assigned / Appointed Counsel, and GAL).
- For Spanish, only federally-certified court interpreters are assigned to forensic transcription projects. For languages other than Spanish (LOTS), a state-certified court interpreter or otherwise qualified translator will be assigned.
- †TIMELINE: Keep in mind that it typically takes ONE HOUR to transcribe and translate ONE MINUTE of audio.

For further assistance, please contact the Office of Language Access Services:

Brooke B. Crozier
Manager
(919) 890-1213
Brooke.B.Crozier@nccourts.org

Mailing Address
NCAOC Office of Language Access Services
Attn: Brooke B. Crozier
PO Box 2448, Raleigh, NC 27602

APPENDIX - H

APPENDIX H

Certification by Translator

I [typed name], certify that I am competent in the English and _____ languages, and that the attached document is an accurate translation or transcription / translation of the document attached entitled _____.

My primary credentials include: Credential (Year Received); Credential 2 (Year Received); etc.

(Signature) _____ Date _____
Typed Name

DRAFT



Assignment of Translator or Agency
NCAOC Office of Language Access Services

Certificate of Accuracy

STATE OF _____

COUNTY OF _____

I, _____, the undersigned, being duly sworn, depose and say the following:

I have transcribed the police interview with Defendant in the matter of State v. Defendant, file number _____, from English to English and Spanish to Spanish, and translated the Spanish contained in the transcription from Spanish to English and translated the English contained in the transcription from English to Spanish, and I hereby certify that the transcription - translation is a true, complete, and accurate transcription - translation to the best of my knowledge and ability, and that I am qualified to render such a transcription - translation.

Signature of qualified translator

Sworn to before me this ____ day of _____, 2015.

Official Signature of Notary Public

[NOTARIAL SEAL]

_____, Notary Public
Notary's printed or typed name

My commission expires: _____