



1001 [Ağır ve Cezalı Suçlar İçin Hükümler ve İncelemeler](#)

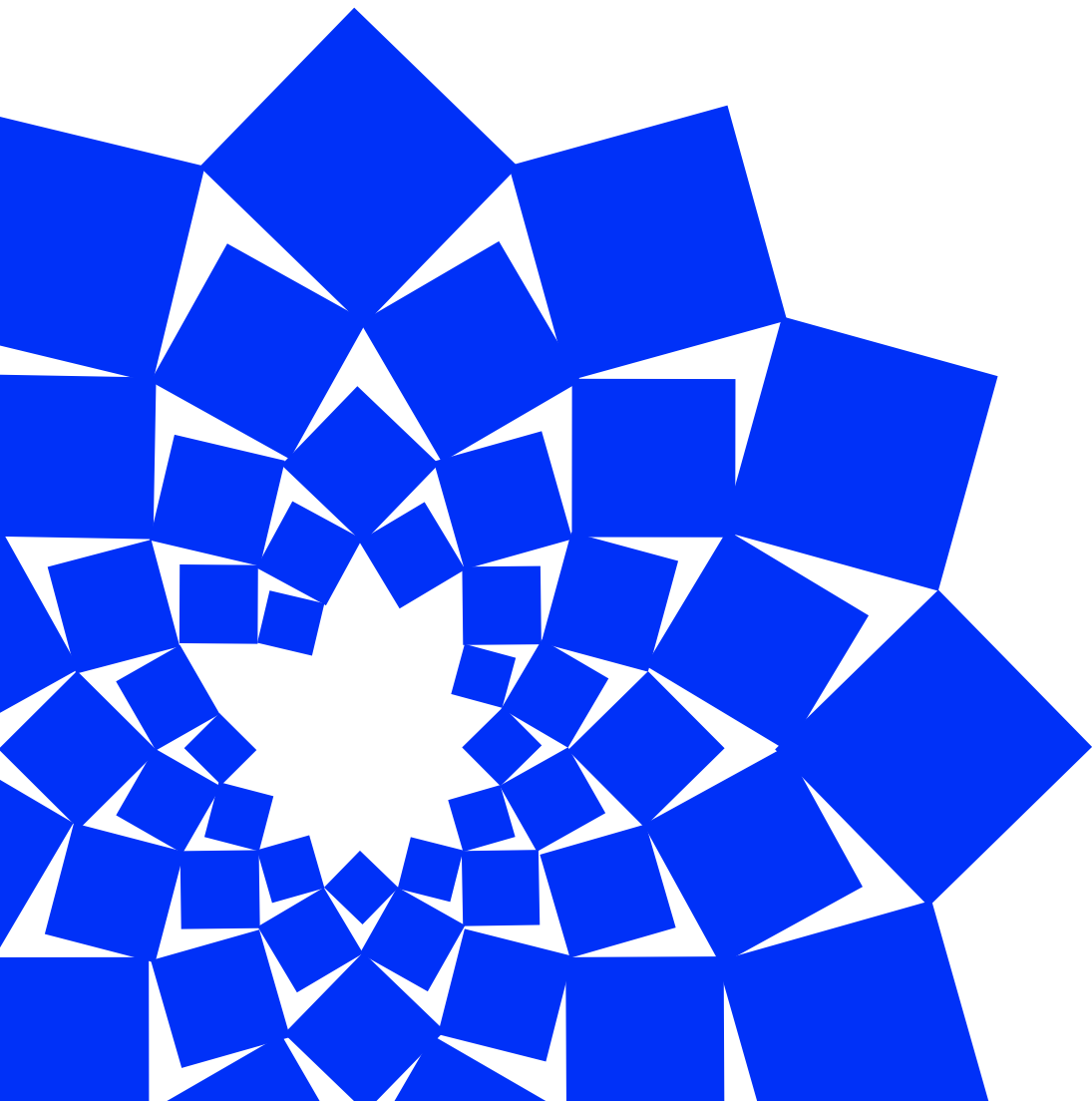
1001 [Ağır ve Cezalı Suçlar İçin Hükümler ve İncelemeler](#) 200

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ACTFL Performance Guidelines for K–12 Learners (ACTFL) is a national standard for language proficiency that provides a common framework for language instruction and assessment. It is designed to help educators and learners understand what they should know and be able to do in a second language. The guidelines are organized into five levels of proficiency: Novice, Intermediate, Advanced, Superior, and Distinguished. Each level is further divided into sub-levels, and each sub-level is defined by a set of performance indicators. The ACTFL Performance Guidelines for K–12 Learners are available at [www.actfl.org](http://www.actfl.org).

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### Assessing Performance vs. Assessing Proficiency: How are these assessments different?

Assessing Performance	Assessing Proficiency
<p><b>sBased on Instruction:</b> Describes what the language learner can demonstrate based on what was learned</p> <p><b>sPracticed:</b> Tasks are derived from the language functions and vocabulary that Practiced: Tasks Sp0f.aneoused from the</p>	

### 3 How the Performance Descriptors Are Organized

ACTFL Performance Descriptors for Language Learners are organized into three ranges of performance: Novice, Intermediate, and Advanced. Each range is further divided into sub-ranges. The Novice range is divided into Novice Low and Novice High. The Intermediate range is divided into Intermediate Low, Intermediate Mid, and Intermediate High. The Advanced range is divided into Advanced Low, Advanced Mid, and Advanced High.

#### According to Ranges of Performance

The ACTFL Performance Descriptors for Language Learners are organized into three ranges of performance: Novice, Intermediate, and Advanced. Each range is further divided into sub-ranges. The Novice range is divided into Novice Low and Novice High. The Intermediate range is divided into Intermediate Low, Intermediate Mid, and Intermediate High. The Advanced range is divided into Advanced Low, Advanced Mid, and Advanced High.

As a learner's performance gradually takes on the characteristics of the next higher range of performance, the learner's performance is said to be moving from one range to the next.

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ACTFL Proficiency Guidelines

Over time and with practice, learner's performance gradually takes on the characteristics of the next higher range of performance.

Novice Range	Intermediate Range	Advanced Range



### According to Modes of Communication

According to the ACTFL Proficiency Guidelines (2012), the three modes of communication are: interpersonal, interpretive, and presentational. The interpersonal mode involves active negotiation of meaning among individuals. The interpretive mode involves one-way communication with no recourse to the active negotiation of meaning with the writer, speaker, or producer. The presentational mode involves 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. To ensure the intended audience is successful in its interpretation, the "presenter" needs knowledge of the audience's language and culture. Speaking and listening (conversation); reading and writing (text messages or via social media) are examples of interpersonal communication. Reading (websites, stories, articles), listening (speeches, messages, songs), or viewing (video clips) of authentic materials are examples of interpretive communication. Writing (messages, articles, reports), speaking (telling a story, giving a speech, describing a poster), or visually representing (video or PowerPoint) are examples of presentational communication.

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### Three Modes of Communication

Interpersonal	Interpretive	Presentational
Active negotiation of meaning among individuals	Interpretation of what the author, speaker, or producer wants the receiver of the message to understand	Creation of messages to inform, explain, persuade, or narrate
Participants observe and monitor one another to see how their meanings and intentions are being communicated	One-way communication with no recourse to the active negotiation of meaning with the writer, speaker, or producer	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
Adjustments and clarifications are made accordingly	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	To ensure the intended audience is successful in its interpretation, the "presenter" needs knowledge of the audience's language and culture
Speaking and listening (conversation); reading and writing (text messages or via social media)	Reading (websites, stories, articles), listening (speeches, messages, songs), or viewing (video clips) of authentic materials	Writing (messages, articles, reports), speaking (telling a story, giving a speech, describing a poster), or visually representing (video or PowerPoint)

**According to Language Domains**

According to the ACTFL Performance Descriptors, language domains are defined as follows:

- Functions:** The global tasks the learner can perform in the language.
- Contexts and Content:** Contexts are situations within which the learner can function; Content is the topics which the learner can understand and discuss.
- Text Type:** 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.

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**What are the parameters for the language learner’s performance?**

Domain	Examples	What it describes
<b>Functions</b>	<ul style="list-style-type: none"> <li>ASK FORMULATED QUESTIONS</li> <li>INITIATE, MAINTAIN, AND END A CONVERSATION</li> <li>CREATE WITH LANGUAGE</li> <li>NARRATE AND DESCRIBE</li> <li>MAKE INFERENCES</li> </ul>	Contexts are the global tasks the learner can perform in the language
<b>Contexts and Content</b>	<ul style="list-style-type: none"> <li>SELF</li> <li>IMMEDIATE ENVIRONMENT</li> <li>GENERAL INTEREST</li> <li>WORK RELATED</li> </ul>	Contexts are situations within which the learner can function; Content is the topics which the learner can understand and discuss
<b>Text Type</b>	<ul style="list-style-type: none"> <li>WORDS</li> <li>PHRASES</li> <li>SENTENCES</li> <li>QUESTIONS</li> <li>STRINGS OF SENTENCES</li> <li>CONNECTED SENTENCES</li> <li>PARAGRAPHS</li> </ul>	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

1. I can understand the main idea and some supporting details of a short audio recording of a speech or presentation on a familiar topic.  
 2. I can understand the main idea and some supporting details of a short video recording of a speech or presentation on a familiar topic.  
 3. I can understand the main idea and some supporting details of a short audio recording of a speech or presentation on a familiar topic.  
 4. I can understand the main idea and some supporting details of a short video recording of a speech or presentation on a familiar topic.  
 5. I can understand the main idea and some supporting details of a short audio recording of a speech or presentation on a familiar topic.  
 6. I can understand the main idea and some supporting details of a short video recording of a speech or presentation on a familiar topic.

## 4 How To Use the Performance Descriptors To Inform Classroom Instruction and Assessment





1. The student can understand and use the language to describe people, objects, and events in the present and past.

2. The student can understand and use the language to describe people, objects, and events in the present and past.

3. The student can understand and use the language to describe people, objects, and events in the present and past.

4. The student can understand and use the language to describe people, objects, and events in the present and past.

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9. The student can understand and use the language to describe people, objects, and events in the present and past.

10. The student can understand and use the language to describe people, objects, and events in the present and past.

11. The student can understand and use the language to describe people, objects, and events in the present and past.






Domains	Novice Range	Intermediate Range	Advanced Range
	<p>Understands words, phrases, and formulaic language that have been practiced and memorized to get meaning of the main ideas from simple, highly-predictable oral or written texts with strong visual support.</p>	<p>Understands main ideas and some supporting details on familiar topics from a variety of texts.</p>	



ACTFL Performance Descriptors for Language Learners | **Presentational**

Domains	Novice Range	Intermediate Range	Advanced Range
<b>Functions</b>	<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, phrases, and formulas in English 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 drawing on language primarily in presentations.</p> <p>May show emerging evidence of the ability to refer to a story and provide additional description.</p>	
<b>Contexts/Content</b>	<p>Communicates in some personal and/or conversational topics that relate to basic biological information.</p> <p>May show emerging evidence of the ability to create messages in highly practiced contexts related to novel and immediate environments.</p>	<p>Creates messages in contexts related to personal 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>	
<b>Text Type</b>	<p>Produces words and phrases and highly practiced sentences to formulate questions.</p>	<p>Produces sentences, series of sentences, and some connected sentences.</p>	

	Novice Range	Intermediate Range	Advanced Range
<b>Language Control</b>	<p>Produces messages that are appropriate to the context. Limited language control may result in some basic elements to be understood.</p> <p>With practice, pronunciation may show emerging evidence of intermediate-level language control.</p>	<p>Communicates with confidence understood by students accustomed to language produced by language learners.</p> <p>With practice, pronunciation may show emerging evidence of Advanced-level language control.</p>	
<b>Vocabulary</b>	<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 variety of everyday topics. Topics of personal interest and topics that have been studied.</p>	
<b>Communication Strategies</b>	<ul style="list-style-type: none"> <li>1) May use some of all of the following strategies to communicate and maintain clarity in a practiced format                             <ul style="list-style-type: none"> <li>a) Use facial expressions and gestures</li> <li>b) Repeat words</li> <li>c) Point to text/language</li> <li>d) Use graphic organizers to present information</li> <li>e) Play on multiple drafts and practice versions with feedback</li> <li>f) Support presentational speaking with visuals and notes</li> <li>g) Support presentational writing with visuals or prompts</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>1) May use some of all of the following strategies to communicate and maintain audience interest; able to                             <ul style="list-style-type: none"> <li>a) Show an increasing awareness of errors and able to self-correct or seek</li> <li>b) Use phrases, images, or content</li> <li>c) Simplify</li> <li>d) Use known language to compensate for missing vocabulary</li> <li>e) Use graphic organizers</li> <li>f) Use reference resources as appropriate</li> </ul> </li> </ul>	
<b>Cultural Awareness</b>	<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>	

