

## AAPPL Score Report Information

AAPPL is a proficiency- and performance-based assessment whose tasks are informed by the *World-Readiness Standards for Learning Languages*, *ACTFL Proficiency Guidelines 2024*, and the *ACTFL Performance Descriptors for Language Learners*. AAPPL scores range from N-1 (low range of Novice) through A-1 (low range of Advanced).

**Novice Range:** Within the Novice level, the scores are N-1, N-2, N-3, and N-4. A score of N-1 reflects the abilities described as Novice Low in the *ACTFL Proficiency Guidelines 2024*. Scores of N-2 and N-3 reflect Novice Mid abilities, with N-3 being a stronger performance within the Novice Mid range; N-4 reflects Novice High abilities. This means that a learner who receives the score of N-4, in addition to performing all Novice level functions fully, also shows some successful performance at the Intermediate level, but does not do so consistently.

**Intermediate Range:** Within the Intermediate level, the scores are I-1, I-2, I-3, I-4, and I-5. A score of I-1 reflects the abilities described as Intermediate Low in the *ACTFL Proficiency Guidelines 2024*. Scores of I-2, I-3, and I-4 are all in the Intermediate Mid range. Given that Intermediate Mid represents a broad range of abilities, AAPPL's delineation allows learners and teachers to determine where the performance falls within that broad range and to track progress within that range. I-5 reflects Intermediate High abilities. This means that a learner who receives the score of I-5, in addition to performing all Intermediate level functions fully, also shows some successful performance at Advanced Low. Learners are presented with Advanced level tasks on Form B so that they are given the opportunity to provide evidence of performance at that range.

**Advanced Low Range:** The Advanced Low proficiency range represents the ceiling of this assessment. A score of A-1 reflects successful performance at Intermediate and significant performance within the Advanced Low proficiency range as well. Examinees may be able to perform beyond Advanced Low. However, performance beyond A-1 is not assessed by Form B of the AAPPL.

| ACTFL<br>PROFICIENCY<br>GUIDELINES | ACTFL<br>PERFORMANCE<br>SCALE | AAPPL<br>PERFORMANCE<br>SCORE | FORM          |   |
|------------------------------------|-------------------------------|-------------------------------|---------------|---|
| Advanced Low                       | Advanced                      | A-1                           |               | B |
| Intermediate High                  |                               | I-5                           |               |   |
| Intermediate Mid                   | Intermediate                  | I-4                           | A<br>and<br>E |   |
| Intermediate Mid                   |                               | I-3                           |               |   |
| Intermediate Mid                   |                               | I-2                           |               |   |
| Intermediate Low                   |                               | I-1                           |               |   |
| Novice High                        | Novice                        | N-4                           |               |   |
| Novice Mid                         |                               | N-3                           |               |   |
| Novice Mid                         |                               | N-2                           |               |   |
| Novice Low                         |                               | N-1                           |               |   |

On the next page you will find an individual score report. It is accompanied by narratives that describe the performance and provide recommendations for further development for each component of the test that was taken.



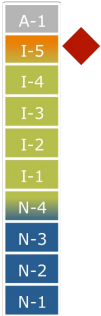
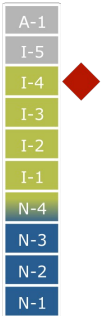
For more information about AAPPL, please visit our site at <http://aappl.actfl.org>.

## AAPPL Score Report

**Student Name/ID:**  
**School Name:**

tamia lucas/B01368546  
 East Carolina University

**Language:** Spanish  
**Test Date:** 09/18/2024

| Mode  | Your Score  | Score Description  | Strategy   |
|---|---|--|--|
| <b>Interpersonal Listening and Speaking</b> |    | <p>Your AAPPL Interpersonal Listening/Speaking score of I-4 means that you keep the conversations going about yourself and your life by asking questions and describing or telling stories. You easily use your language to express your own thoughts. You can get the things that you need or want even if it requires extra effort. You speak in well-connected sentences. You do all of this in a way that your teacher and others who are used to language learners readily understand you. People who are not used to language learners understand what you are saying some of the time.</p>                | <p>Practice telling stories from beginning to end. Once you've told a story, go back, and add something to each part of it. Describe everything you see in your class, your neighborhood or home and then add more detail to it. Practice having conversations about topics beyond your immediate environment. Pretend you're in a situation where you need to do or get something and a problem arises. Practice resolving the complication.</p>                                      |
| <b>Interpretive Reading</b>                 |   | <p>Your AAPPL Interpretive Reading/Listening score of A-1 means that you are able to understand conventional narrative and descriptive texts that contain a clear underlying structure across major time frames, though comprehension may be uneven. Main ideas and supporting details are comprehensible with familiar situational subject matter containing high-frequency vocabulary and structures. Some new subject matter in areas of general interest will be generally understood.</p>   | <p>Continue developing your skills by listening to passages that contain extended narration and more complex language on topics beyond the personal and general. Listen to spoken language about community or world issues. Develop strategies to understand others' opinions and support of those opinions as well as the abstract treatment of topics and discussion of a hypothetical nature.</p>   |
| <b>Interpretive Listening</b>               |  | <p>Your AAPPL Interpretive Reading/Listening score of I-5 means that you fully understand and with ease main ideas and supporting facts in short passages, simple narratives and descriptive passages on familiar topics. In addition, you can understand some more complex passages on less familiar topics. You may need to read/hear complex passages more than once. Your knowledge of the language, your ability to tell the difference between a main idea and a detail, and your ability to use context clues and inferencing may help you understand what you read/hear.</p>                             | <p>Frequently read/listen to longer passages, stories, news reports on lots of different topics. Use the organization of the text to help you read and listen more efficiently. Pause frequently to check your understanding. Compare what you read or hear to what you already know and to what you expected to find out. See what the details add up to? Any new insight?</p>  |
| <b>Presentation Writing</b>                 |  | <p>Your AAPPL Presentational Writing score of I-4 means that you write about yourself and your life and occasionally topics beyond yourself. You can use your language to express your own thoughts and sometimes add description and tell stories. You write well enough to accomplish what you need and pose a variety of questions. You write well-connected sentences. You do all of this in a way that your teacher and others who are used to the writing of language learners readily understand your writing. People who are not used to language learners understand your writing some of the time.</p> | <p>Practice writing stories from beginning to end. Once you've written the outline of a story, go back, and write each section adding as much detail as you can. Observe the people, places, and things you see every day. and practice writing detailed descriptions. Practice writing about topics beyond your immediate environment. Pretend you're in a situation where you need to do or get something and a problem arises. Practice offering written solutions to problems.</p> |