

World Language Essential Standards Crosswalk

A Document to Assist with the Transition from the
2004 *Standard Course of Study* to the 2010 *Essential Standards*

ACTFL	SLPI	TESOL	ILR		CEFR
Novice Low (NL)	NFS/Novice	Entering – Level 1 Emerging – Level 2	0 – 0+	Basic User	A1 - Breakthrough
Novice Mid (NM)	Novice Plus				
Novice High (NH)	Survival				
Intermediate Low (IL)	Survival Plus	Developing – Level 3	1 – 1+	Independent User	A2 - Waystage
Intermediate Mid (IM)	Intermediate	Expanding – Level 4			B1 - Threshold
Intermediate High (IH)	Intermediate Plus				
Advanced Low (AL)	Intermediate	Bridging – Level 5	2 – 2+	Independent User	B2 - Vantage
Advanced Mid (AM)	Plus/Advanced				
Advanced High	Advanced Plus				
Superior	Superior	Reaching – Level 6 Exit program	3 – 3+	Proficient User	C1 - Effective Operational Proficiency
Distinguished	Superior Plus		4		C2 - Mastery
Native			S/R - 5		

For each program outlined in the *World Language Essential Standards*, the exit proficiency expectations, which are proficiency outcome expectations or student outcomes, were designed to be challenging, yet reasonable, taking into account the many variables that impact the time devoted to language learning such as the age of the learners, previous language acquisition, exposure to the target language outside of the classroom, etc. Because enrolling in a language program or taking a course for credit means that time is measured in clock hours and directed by a teacher, the proficiency level outcomes are also calculated with cumulative hours of instruction (See North Carolina State Board of Education Policy GCS-M-001).

For example:

Student A takes a French I course in a block schedule that meets for 90 minutes each day throughout a semester, accumulating 135 hours of formal instructional time: 90 minutes per day X 90 school days in a semester = 8,100 minutes in a school year or 135 hours total.

Student B takes a Latin I course that meets for 50 minutes each day throughout the school year, accumulating 150 hours of formal instructional time: 50 minutes per day X 180 school days in two semesters = 9,000 minutes in a school year or 150 hours total for the school year.

As students progress through an articulated language study sequence and accumulate 135 or 150 hours for each course, this instructional time adds up:

Level I	135-150 total hours for a block schedule or a traditional schedule
Level II	270-300 total hours including Level I time
Level III	405-450 total hours including Levels I and II
Level IV	540-600 total hours including Levels I-III

Level V	675-750 total hours including Levels I-IV
Level VI	810-900 total hours including Levels I-V
Level VII	945-1,050 total hours including Levels I-VI
Level VIII	1,080-1,200 total hours including Levels I-VII