

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 2012*, 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 2012*. 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 2012*. 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 some 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 Proficiency	ACTFL Performance Scale	AAPPL Performance Score	Form	
Advanced Low	ADVANCED	A-1	A/E	B
Intermediate High		I-5		
Intermediate Mid	INTERMEDIATE	I-4		
Intermediate Mid		I-3		
Intermediate Mid		I-2		
Intermediate Mid		I-1		
Intermediate Low		N-4		
Novice High	NOVICE	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

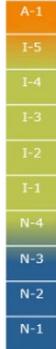
Student Name/ID:
School Name:

Sally Student/123456
Best High School

Language: Korean
Test Date: 05/20/2022

Mode	Your Score	Score Description	Strategy
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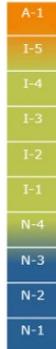
**Interpersonal
Listening and
Speaking**



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.

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.

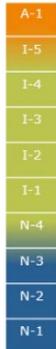
**Interpretive
Reading**



Your AAPPL Interpretive Reading/Listening score of N-4 means that you likely understand the main idea in short passages on very familiar topics but rarely the supporting facts. You usually need to read/hear the passage more than once. You may need visual cues such as pictures, your own knowledge of a topic, familiarity with parts of words or words that are similar to English in order to understand what you read/hear.

Use what the passage says about the topic to understand the main idea and look for some supporting facts. Try to use different approaches to understanding such as looking/listening for clues such as pictures, titles, words, or parts of words that you recognize, words that are similar to words in your own language. Use what you already know about a topic for additional clues about the text/passage. Then go back and reread/relisten and see what more you can understand.

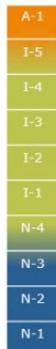
**Interpretive
Listening**



Your AAPPL Interpretive Reading/Listening score of I-4 means that you fully understand main ideas and supporting facts in short passages, simple narratives, and descriptive passages on familiar topics. You may need to read/hear complex passages more than once. Context clues or prior knowledge may help you understand what you read/hear.

Frequently read/listen to longer passages, stories, or news reports. To deepen your understanding, start to look at how the passage is organized. 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. Any new insight?

**Presentational
Writing**



Your AAPPL Presentational Writing score of I-1 means that you have the ability to write about yourself and your life. You write well enough to ask simple questions and accomplish what you need. You write in single sentences. You can do this in a way that your teacher and others who are used to the writing of language learners can understand your writing.

Keep writing more about more topics. Look for more outlets or opportunities to write to different people. As you review your writing, see if there are sentences or details that you can link together. Try to add something more (another fact, thought, or even another question).