

## Provisional German Descriptions.—Speaking

- Novice—Low      Unable to function in spoken German. Oral production is limited to occasional isolated words such as *ja, nein, ich, Sie, Fritz* (name), *Fräulein*. Essentially no communicative ability.
- Novice—Mid      Able to operate only in a very limited capacity within very predictable areas of need. Vocabulary is limited to that necessary to express simple elementary needs and basic courtesy formulae such as *Guten Tag/Morgen; Auf Wiedersehen; Das ist...(name), was ist...; Wer ist das? Danke; Bitte; Grüß Gott*. Speakers at this level cannot create original sentences or cope with the simplest situations. Pronunciation is frequently unintelligible and is strongly influenced by the first language. Can be understood only with difficulty, even by persons such as teachers who are used to dealing with non-native speakers or in interactions where the context strongly supports the utterance.
- Novice—High      Able to satisfy immediate needs using learned utterances. There is no consistent ability to create original sentences or cope with simple survival situations. Can ask questions or make statements with reasonable accuracy only where this involves short memorized utterances or formulae. Vocabulary is limited to common areas such as colors, days of the week, months of the year, names of basic objects, numbers, and names of immediate family members—*Vater, Mutter, Geschwister*. Grammar shows only a few parts of speech. Verbs are generally in the present tense. Errors are frequent and, in spite of repetition, may severely inhibit communication even with persons used to dealing with such learners. Unable to make one's needs known and communicate essential information in a simple survival situation.
- Intermediate—Low      Able to satisfy basic survival needs and minimum courtesy requirements. In areas of immediate need or in very familiar topics, can ask and answer some simple questions and respond to and sometimes initiate simple statements. Can make one's needs known with great difficulty in a simple survival situation, such as ordering a meal, getting a hotel room, and asking for directions; vocabulary is adequate to talk simply about learning the target language and other academic studies. For example: *Wieviel kostet das? Wo ist der Bahnhof? Ich möchte zu... Wieviel Uhr ist es? Ich lerne hier Deutsch; Ich studiere schon 2 Jahre; Ich habe eine Wohnung*. Awareness of gender apparent (many mistakes). Word order is random. Verbs are generally in the present tense. Some correct use of predicate adjectives and personal pronouns (*ich, wir*). No clear distinction made between polite and familiar address forms (*Sie, du*). Awareness of case system sketchy. Frequent errors in all structures. Misunderstandings frequently arise from limited vocabulary and grammar and erroneous phonology, but, with repetition, can generally be understood by native speakers in regular contact with foreigners attempting to speak German. Little precision in information conveyed owing to tentative state of grammatical development and little or no use of modifiers.
- Intermediate—Mid      Able to satisfy most routine travel and survival needs and some limited social demands. Can ask and answer questions on very familiar topics and in areas of immediate need. Can initiate and respond to simple statements, and can maintain simple face-to-face conversation. Can ask and answer questions and carry on a conversation on topics beyond basic survival needs or involving the exchange of personal information, i.e., can talk simply about autobiographical information, leisure time activities, academic subjects. Can handle simple transactions at the post office, bank, drugstore, etc. Misunderstandings arise because of limited vocabulary, frequent grammatical errors, and poor pronunciation and intonation, although speakers at this level have broader vocabulary and/or greater grammatical and phonological control than speakers at Intermediate-Low. Speech is often characterized by long pauses. Some grammatical accuracy in some basic structures, i.e., subject-verb agreement, word order in simple statements (excluding adverbs) and interrogative forms, present tense of irregular verbs and imperative of separable prefix verbs (*Kommen Sie mit!*). Fluency is still strained but may be quite natural while within familiar territory. Is generally understood by persons used to dealing with foreigners.
- Intermediate—High      Able to satisfy most survival needs and limited social demands. Developing flexibility in language production although fluency is still uneven. Can initiate and sustain a general conversation on factual topics beyond basic survival needs. Can give autobiographical information and discuss leisure time activities. Most verbs are still in the present tense, more common past participles appear (*gegangen, gesehen, geschlafen*). Many mistakes in choice of auxiliary (*\*habe gegangen* with the present perfect). Past tense is attempted also with common imperfect forms (*sagte, hatte, war*). Several high-frequency separable prefix verbs appear in the indicative (*ich gehe mit*). There is inconsistent coding of proper dative and accusative cases following prepositions in singular and plural. Attempts to expand discourse which is only accurate in short sentences. Frequently gropes for words. Comprehensible to native speakers used to dealing with foreigners, but still has to repeat utterances frequently to be understood by the general public.

\* Denotes an error characteristic of speakers at this level.

Advanced

Able to satisfy routine social demands and limited school and work requirements. Can handle with confidence but not with facility most social and general conversations. Can narrate, describe and explain in past, present, and future time. Can communicate facts—what, who, when, where, how much—and can explain a point of view, in an uncomplicated fashion, but cannot conjecture or coherently support an opinion. Can talk in a general way about topics of current public interest (e.g., current events, student rules and regulations), as well as personal interest (work, leisure time activities) and can give autobiographical information. Can make factual comparisons (e.g., life in a city vs. life in a rural area). Can handle work related requirements, needing help in handling any complications or difficulties. Can make a point forcefully and communicate needs and thoughts in a situation with a complication (e.g., calling a mechanic for help with a stalled car, losing traveler's checks). Has a speaking vocabulary sufficient to respond simply with some circumlocutions. Can be understood by native speakers not used to dealing with foreigners, in spite of some pronunciation difficulties. Good control of all verbs in present tense, past participles of most verbs, simple past tense of most irregular verbs, modal auxiliaries, most separable verbs and some reflexives. Double infinitives in main clauses may be attempted (mistakes are expected). Genders of high frequency words are mostly correct. Some inaccuracy in choice of prepositions as well as in distinctions between position and motion. Speaker is hesitant at times and gropes for words, uses paraphrases and fillers, uncomplicated dependent clauses (*dass, weil*) but mistakes are expected when sentences are joined in limited discourse.

Advanced Plus

Able to satisfy most school and work requirements and show some ability to communicate on concrete topics relating to particular interests and special fields of competence. Can narrate, describe, and explain in past, present, and future time. Can consistently communicate facts and explain points of view in an uncomplicated fashion. Shows some ability to support opinions, explain in detail, and hypothesize, although only sporadically. Can discuss topics of current and personal interest, and can handle most situations that arise in everyday life (see Advanced Level examples) but will have difficulty with unfamiliar situations (e.g., losing a contact lens in a sink drain and going to a neighbor to borrow a wrench). Normally controls general vocabulary with some groping still evident. Speaking performance is often uneven (e.g., strong in either grammar or vocabulary but not in both). Good control of most verbs in present and past tense and most imperative forms. Irregular control of infinitive clauses with *zu*, conditional sentences (with *würde* plus infinitive, *hätte, wäre, könnte*, and *da(r)-* and *wo(r)-* compounds). Better control of prepositions and adjective endings but mistakes will occur. Control of dependent clauses. Distinguishes between subordinating and coordinating conjunctions and how they affect word order (*denn, weil*). Good control of limited discourse, but many errors in all more complicated structures. Often shows remarkable fluency and ease of speech, but under tension or pressure language may break down.

Superior

Able to speak the language with sufficient structural accuracy and vocabulary to participate in most formal and informal conversations on practical, social, and professional topics. Can discuss particular interests and special fields of competence with reasonable ease. Can support opinions, hypothesize, and conjecture. May not be able to tailor language to fit various audiences or discuss highly abstract topics in depth. Vocabulary is broad enough that speaker rarely has to grope for a word; good use of circumlocution. Pronunciation may still be obviously foreign. Control of grammar is good. Sporadic errors but no patterns of error in tenses, cases, attributive adjectives, pronouns, most verbs plus preposition, dependent clauses, subjunctive II (present and past). Control less consistent in low frequency structures such as passive plus modals, the *lassen* construction, verbs plus specific prepositions (*achten, auf, sich halten an, sich irren in*), directional adverbs (*hinauf, hinunter, herüber*), double infinitives in dependent clauses (*dass er das nicht hat machen sollen*). Varying degrees of competence in usage of idiomatic expression and slang. Errors never interfere with understanding and rarely disturb the native speaker.

### Provisional German Descriptions—Listening

Novice—Low

No practical understanding of spoken German. Understanding is limited to cognates, borrowed words, high frequency social conventions, and occasional isolated words, such as *Tag, Auto, Haus, heute, morgen, schön*. Essentially no ability to comprehend even short utterances.

Novice—Mid

Sufficient comprehension to understand some memorized words within predictable areas of need. Vocabulary for comprehension is limited to simple elementary needs, basic courtesy formulae, such as *Guten Tag, Wie geht's? Auf Wiedersehen, Bis morgen, Danke*, and very simple memorized material relating to everyday objects and situations. Utterances understood rarely exceed more than two or three words at a time, and ability to understand is characterized by long pauses for assimilation and by repeated requests on the listener's part for repetition, and/or a slower rate of speech. Confuses words that sound similar, such as *fährt/Fahrt*, and pronouns, *er/ihr*.

Novice—High	Sufficient comprehension to understand a number of memorized utterances in areas of immediate need. Comprehends slightly longer utterances in situations where the context aids understanding, such as at the table, in a restaurant/store, in a train/bus. Phrases recognized have for the most part been memorized: <i>Die Milch/Marmelade, bitte. Die Fahrkarten, bitte.</i> Comprehends vocabulary common to daily needs. Comprehends simple questions/statements about family members, age, address, weather, time, daily activities and interests: <i>Wie viele Brüder/Schwester haben Sie? Wie alt sind sie? Wie ist das Wetter heute?</i> Misunderstandings arise from failure to perceive critical sounds or endings. Understands even tailored speech with difficulty but gets some main ideas. Often requires repetition and/or slowed rate of speed for comprehension, even when listening to persons such as teachers who are used to speaking with non-natives.
Intermediate—Low	Sufficient comprehension to understand utterances about basic survival needs, minimum courtesy and travel requirements. In areas of immediate need or on very familiar topics, can understand non-memorized material, such as simple questions in German. Comprehension areas include basic needs: meals, lodging, transportation, time, simple instructions (e.g., route directions, such as: <i>Gehen Sie geradeaus! Sie müssen links abgehen.</i> ) and routine commands (e.g., from customs officials, police, such as: <i>Darf ich Ihren Pass sehen? Machen Sie die Koffer auf, bitte!</i> ). Understands main ideas. Misunderstandings frequently arise from lack of vocabulary or from faulty processing of syntactic information often caused by strong interference from the native language or by the imperfect or partial acquisition of the target grammar (e.g., <i>er/ihr, er/en</i> ).
Intermediate—Mid	Sufficient comprehension to understand simple conversations about some survival needs and some limited social conventions. Vocabulary permits understanding on topics beyond basic survival needs (e.g., personal history and leisure time activities), such as <i>Wo sind Sie geboren? Was tun Sie während der Freizeit? Was machen Sie gerne am Wochenende?</i> Evidence of understanding basic constructions, e.g., subject-verb and noun-adjective agreement; some inflection is understood. Understanding of grammatical structure allows recognition of future and past references either by verb forms, such as the constructed future ( <i>Ich werde in die Stadt gehen</i> ), the present perfect ( <i>Ich bin in die Stadt gegangen</i> ), and the simple past ( <i>Als ich in die Stadt ging,...</i> ), or with adverbs of time, such as <i>morgen, heute, gestern</i> .
Intermediate—High	Sufficient comprehension to understand short conversations about most survival needs and limited social conventions. Increasingly able to understand topics beyond immediate survival needs, such as biographical information ( <i>Geburtsort, Geburtsdatum, Mädchenname der Mutter/Frau, Heimatstadt, Kindheits-/Jugenderlebnisse, Urlaubspläne/-erlebnisse/-ziele</i> ). Able to comprehend most sentences, including those which use <i>dass, wenn, weil</i> constructions and which feature vocabulary and familiar situations (home, office, school and daily activities; simple purchases; directions). Most of the time is able to comprehend the semantic differences between utterances, such as: <i>Er war einen Monat in Köln; Er ist seit einem Monat in Köln; Sie sind nur eine Woche hier.</i> Shows spontaneity in understanding, but speed and consistency of understanding uneven. Understands more common tense forms and some word order patterns. Can get the gist of conversations, but cannot sustain comprehension in longer utterances or in unfamiliar situations. Understanding of descriptions and detailed information is limited. Aware of basic cohesive features, e.g., pronouns, verb inflections, but may be misunderstood, especially if other material intervenes. Still has to ask for utterances to be repeated.
Advanced	Sufficient comprehension to understand conversations about routine social conventions and limited school or work requirements. Able to understand face-to-face speech in standard German spoken at a normal rate, with some repetition and rewording, by a native speaker not used to dealing with foreigners. Able to get the gist of some radio broadcasts. Understands everyday topics, common personal and family news, well-known current events, and routine matters involving school or work; descriptions and narration about current, past and future events; the essential points of a discussion or speech at an elementary level on topics in special fields of interest. For example: <i>Wer hat die hiesige Wahl gewonnen? Wie reagierten die Deutschen auf den Bau neuer Kernkraftwerke? Zu welchem Grad leidet der Mittelstand unter der Inflation? Wurde die Kaufkraft durch die Inflation eingeschränkt?</i>
Advanced Plus	Sufficient comprehension to understand most routine social conventions, conversations on school or work requirements, and discussions on concrete topics related to particular interests and special fields of competence. Often shows remarkable ability and ease of understanding, but comprehension may break down under tension or pressure (including unfavorable listening conditions). May display weakness or deficiency due to inadequate vocabulary base or less than secure knowledge of grammar and syntax. May be deficient or uneven in completely comprehending conversations or discussions by educated native speakers due to a less-than-adequate knowledge of more complex syntactic structures (tense usage in simple and complex statements, passive voice and extended adjective constructions, relative clauses, word order, subject-object relationships). Still has some difficulty following radio broadcasts. Can sometimes detect emotional overtones. Increasing ability to understand “between the lines” (i.e., to make inferences).

Superior Sufficient comprehension to understand the essentials of all speech in standard dialects, including technical discussions within a special field. Has sufficient understanding of face-to-face speech, delivered with normal clarity and speed in standard dialects, on general topics and areas of special interest; understands hypothesizing and supported opinions. Has broad enough vocabulary that rarely has to ask for paraphrasing or explanation. Can follow accurately the essentials of conversations between educated native speakers, reasonably clear telephone calls, radio broadcasts, standard news items, oral reports, some oral technical reports, and public addresses on non-technical subjects. May not understand native speakers if they speak very quickly or use some slang or unfamiliar dialect. Can often detect emotional overtones. Can understand “between the lines” (i.e., make inferences).

### Provisional German Descriptions—Reading

- Novice—Low No functional ability in reading German.
- Novice—Mid Sufficient understanding of written German to interpret highly contextualized words or cognates within predictable areas. Vocabulary for comprehension limited to simple elementary needs, such as names, addresses, dates, signs indicating names of streets and avenues (*Strasse, Weg*); building names (*Hotel, Restaurant, Apotheke*); short informative signs (*Eingang, Ausgang, Rauchverbot, Taxi, Fernsprecher, Flughafen, Strassenbahn*). Material understood rarely exceeds a single phrase and comprehension requires successive rereading and checking.
- Novice—High Sufficient comprehension of written language to interpret set expressions in areas of immediate need. Can recognize all letters of German (including unlauded ones and  $\beta$ ). Where vocabulary has been mastered, can read for instructional and directional purposes standardized messages, phrases or expressions, such as some items on menus (*Tagessuppe, Getränke, Salat*), schedules, timetables, maps, signs indicating hours of operation, social codes (*Rauchen verboten*), and street signs (*Haltestelle*). Vocabulary and grammar limited to the most common nouns, adjectives, question words, and a few verb forms. Material is read for essential information. Detail is overlooked or misunderstood.
- Intermediate—Low Sufficient comprehension to understand in printed form the simplest connected material, either authentic or specially prepared, dealing with basic survival and social needs. Able to understand previously mastered material and recombinations of mastered elements kept to the same level. Understands main ideas in material when structure and syntax parallel the native language. Can read simple, handwritten telephone messages, personal notes, or simple letters, all of which may contain social amenities, such as simple forms of address, closure, queries about family and friends. Understands simple language with high frequency grammatical, semantic, and syntactical items such as NP + VP of most frequent regular verbs (such as *arbeiten, bleiben, glauben, tun*), irregular verbs (such as *haben, sein, wissen, werden*), and modals (*müssen, wollen, können, sollen, mögen, dürfen*) in the present tense. Familiar with idioms relating to weather, age, personal well-being, and time (such as: *Wie ist das Wetter? Er ist sechs Jahre alt; Wie geht's? Wie spät ist es?*). Adverbs of time will be used more frequently to determine the tense or time of what is being read than the actual verb tenses. Past meaning of specific verbs might be missed quite frequently. Misunderstandings may arise when syntax diverges from that of the native language (such as the verb in second position) or when grammatical cues are overlooked (such as article and adjective declensions).
- Intermediate—Mid Sufficient comprehension to understand in printed form simple discourse for informative or social purposes. In response to perceived needs, can read public announcements to determine who, what, when, where, why, and how much regarding such subjects as sporting events, concerts, parades, and celebrations. Can also identify products, prices, and some conditions of sale in popular, illustrated advertising for everyday items, such as food, clothing, work or school supplies, and travel. Can comprehend a note or letter in which a writer used to dealing with non-native readers describes self and family, ages, occupations, residence, personality traits, and common preferences when high frequency vocabulary or cognates and simple structures are used. Understands the general content of headlines in newspapers, such as *Die Welt*, or article titles in popular magazines such as *Der Spiegel*, and in *Illustrierten*, if the content is familiar or of high interest. Understands facts and follows events of simple narration in either authentic or especially prepared texts when syntax is related to simple NP + VP + NP constructions. Recognizes negation (*nein, nicht, kein*) and interrogative forms. Generally consistent in interpreting the present, the future as expressed by adverbs of time with the present tense, but recognizes only the most common strong and weak verbs in the present perfect and simple past tenses. Understands adjective declensions and the use of other determiners such as definite and indefinite articles, demonstratives, and possessives, and interrogatives. Has some difficulty matching pronouns to referents and with the use of relative pronouns. Uses guessing strategies

to interpret vocabulary consisting of regular cognate patterns, and highly contextualized items. May have to read several times before understanding.

Intermediate—High	Sufficient comprehension to understand a simple paragraph for personal communication, information, or recreational purposes. Can read with understanding invitations, social notes, personal letters, and some simple business letters on familiar topics. Can identify main ideas from topic and summary paragraphs of simple articles in popular magazines (such as fashions, gardening, furniture, homes), news publications (national, regional, and local), or other informational sources (travel and tourist brochures, guides). Appreciates descriptive material on daily life and routines, and biographical information. Can read for pleasure some uncomplicated, yet authentic prose and a limited amount of poetry (Kästner, for example). Guesses at meaning from the context of a fictional narrative description or from cultural information. Begins to rely on a dictionary or glossary to check meaning and expand vocabulary. Is able to recognize present and past tenses in a widening variety of strong and weak verbs. Recognizes, but does not fully comprehend, connected discourse with coordinating conjunctions ( <i>aber, oder, denn, und</i> ) and relative pronouns and other relative connectors which result in dependent word order. Also recognizes reflexive verbal constructions. Interprets expressions of quantity quite accurately. Is beginning to understand the use of particles (such as <i>noch, doch, gar, ja, also</i> ) in strengthening meaning. Begins to connect sentences in the discourse and to attach advance meaning to them, but cannot sustain understanding of longer discourse on unfamiliar topics. Misinterpretation occurs with more complex patterns (such as dependent word order and most idiomatic expressions).
Advanced	Sufficient comprehension to read simple authentic printed material or edited textual material within a familiar context. Can read uncomplicated, authentic prose on familiar subjects (sports, travel, movies, theater, food, music, current events), news items in newspapers and popular magazines, biographical information in personal letters on family topics. Reads within the limits of identifiable vocabulary some unedited texts, such as prose fiction, from carefully chosen authors, usually contemporary. Such selections might appear in Sunday newspaper supplements, other daily papers, or special anthologies on modern culture. The constructed future and the subjunctive are appreciated as different from the present, simple past, and present perfect. Conditions contrary to fact are recognized with more than average difficulty. The ability to guess at compounded vocabulary, nouns in specific, within context is becoming more accurate, but still some confusion over grammar and vocabulary not yet assimilated. As far as total comprehension is concerned, is able to read facts, but cannot extend them or put them together to draw inferences.
Advanced Plus	Sufficient comprehension to understand most factual information in non-technical prose as well as some discussions on concrete topics related to special interests. Able to read for information and description, to follow sequence of events, and to react to information read. Can separate main ideas from lesser ones and use that division to advance understanding. In major newspapers and magazines, can read international items and social and cultural news. Understanding of specialized items depends upon individual interests and background, at this level can read material in own areas of interest. Within literary fields of interest, can read non-esoteric prose, including critical articles and books. Can read signs, posters, advertisements, and public announcements. Can follow simple printed directions for cooking and other projects within areas of expertise. Guesses logically at new words by using linguistic and non-linguistic contexts and prior knowledge. Is able to comprehend most high-frequency idiomatic expressions, but will still have difficulty with figurative meanings. Even though the subjunctive and conditional are better recognized and understood, the reader still has difficulty in detecting subjective attitudes, values, and judgements in what is read.
Superior	Able to read standard newspaper items addressed to the general reader, routine correspondence reports, and technical material in a field of interest at a normal rate of speed (at least 220 WPM). Can gain new knowledge from material in a variety of publications on a wide range of unfamiliar topics related to fields of interest. Can interpret hypotheses, supported opinions, and documented facts, as well as figurative devices, stylistic differences, and humor. Can read most literary genres in the original: novels, essays, poetry, short stories, and most literature written for the general public. Reading ability is not subject dependent. Broad general vocabulary, knowledge of most structures, and development of strategies for logical guessing allow for successful interpretation of unfamiliar words, idioms, or structures. Verb tenses and moods have been largely mastered. Interpretation of the subjunctive and conditional forms and passive constructions in indirect discourse of formal writing is generally complete, and with few errors. Able to achieve overall comprehension of material, even though there may be some gaps in detail. Is generally able to comprehend facts, although misinterpretation may still occur. Can draw inferences, but may be unable to appreciate nuances or stylistics.

## Provisional German Descriptions—Writing

Novice—Low	No functional ability in writing German.
Novice—Mid	No practical communicative writing skills. Able to copy isolated words and short phrases. Able to transcribe previously studied words or phrases. Able to write name, address, dates and other numbers, as well as common expressions such as those used in greetings and leave-takings.
Novice—High	Able to write simple fixed expressions and limited memorized material. Can supply information when requested on forms such as hotel reservations and travel documents. Can write names, write out numbers from 1-20, dates (days of the week, months of the year), own nationality as well as other common adjectives of nationality, addresses, and other simple biographic information. Can write limited learned vocabulary for common objects, short phrases, and simple lists. Can write such expressions as <i>Guten Tag! Ich heiße ...</i> , <i>Wie geht es Dir? Wie geht es Ihnen?</i> and other fixed social formulae. Can name some common objects; knows some common adjectives and adverbs; can use the present tense of some common regular verbs, such as forms of the present tense of <i>haben</i> and <i>sein</i> ; can write simple negative sentences using <i>nicht</i> (but often in wrong place) and interrogative sentences with words such as <i>wo</i> , <i>wie</i> , <i>warum</i> , <i>wann</i> , etc. Writes in sentences or short phrases using very basic subject-verb-object word order. Can ask and answer very simple yes-no or information questions using limited memorized or very familiar sentence patterns, with frequent misspellings and inaccuracies. Usually forgets umlauts. Sometimes uses infinitives for conjugated verbs. Has a concept of gender, and can produce definite and indefinite articles, though often inappropriately. Often forgets to make adjectives agree with nouns. Generally cannot create own sentences in the language, but uses memorized material or transformations of familiar patterns.
Intermediate—Low	Has sufficient control of the writing system to meet limited practical needs. Can write short messages, such as simple questions or notes, postcards, phone messages and the like. Can take simple notes on material dealing with very familiar topics within the scope of limited language experience. Can create statements or questions, in the present tense using negative and interrogative constructions, within the scope of limited language experience. Material produced consists of recombinations of learned vocabulary and structures into simple sentences. Can express present and future by using the present tense and adverbs of time such as <i>morgen</i> , <i>heute</i> , <i>nächste Woche</i> , <i>nächstes Jahr</i> . For example: <i>Ich schreibe heute eine Prüfung. Wir fahren nächste Woche nach Berlin</i> . Generally cannot express past time by past tenses, but may incorrectly use the present tense and an adverb of time such as <i>gestern</i> , <i>gestern abend</i> , <i>heute morgen</i> to convey past meaning. Awareness of gender apparent (many mistakes). Awareness of case system sketchy. Some correct use of predicate adjectives and personal pronouns ( <i>ich</i> , <i>wir</i> ). Vocabulary is limited to common objects and cognates, and is inadequate to express anything but elementary needs. Can express numbers from 1-100 with some misspellings. Often inserts native-language vocabulary for unknown words, and is generally not capable of circumlocution to get meaning across. Writing tends to be a loose collection of sentences or sentence fragments on very familiar topics (likes and dislikes, general routine, everyday events or situations). Makes continual errors in spelling ( <i>ei</i> vs. <i>ie</i> , often omits umlauts), grammar (incorrect adjective endings, incorrect subject-verb agreement), and punctuation. Word order is random, but writing can be read and understood by a native reader used to dealing with foreigners. Able to produce appropriately some fundamental sociolinguistic distinctions in formal and familiar style, ( <i>Herr</i> , <i>Frau</i> , <i>Fräulien</i> ), but no clear distinction between polite and familiar address forms ( <i>Sie</i> , <i>du</i> ), such as appropriate subject pronouns, titles of address and basic social formulae.
Intermediate—Mid	Sufficient control of writing system to meet some survival needs and some limited social demands. Able to compose short paragraphs or take simple notes on very familiar topics grounded in personal experiences. Can discuss likes and dislikes, daily routines, give dates and times, discuss everyday events, describe immediate surroundings (home, work, school), narrate simple events, and the like. Can use correctly the present tense of most regular verbs and some common irregular verbs, such as <i>haben</i> , <i>sein</i> , <i>tun</i> , <i>wollen</i> , <i>können</i> , <i>wissen</i> , <i>verstehen</i> , and <i>möchten</i> with occasional production errors. Can use <i>werden</i> plus infinitive to express future time. Has sporadic control of high frequency verbs in the compound past but may not attend to correct auxiliary verb or past participle agreement. Can use definite, indefinite, and partitive articles, but often uses them inappropriately, usually gets cases wrong. Frequent errors in gender-adjective agreement and cases may occur. Shows some ability to use some determiners other than articles, such as possessive adjectives or interrogative adjectives, but may make errors in appropriate choice of form. Tends not to use object pronouns, relative constructions, or their cohesive elements of discourse, rendering the written style somewhat stilted and simplistic. Generally good control of basic constructions and inflections, such as subject-verb agreement, noun-adjective agreement, and straightforward syntactic constructions in present and future time. Grammatical accuracy in some structures solidifies, e.g., word order in

simple statements (excluding adverbs) and interrogative forms, and imperative of separable prefix verbs (*Kommen Sie mit!*). May make frequent errors when venturing beyond current level of linguistic competence (such as when expressing opinions or emotions, where non-memorized conditionals, subjunctives, and other advanced concepts of grammar may come into play). When resorting to a dictionary, often is unable to identify appropriate vocabulary, or uses dictionary entry in uninflected form.

#### Intermediate—High

Sufficient control of writing system to meet most survival needs and limited social demands. Can take notes in some detail on familiar topics (autobiographical information, preferences, daily routine, simple descriptions and narration of everyday events and situations) and respond to personal questions on such topics using elementary vocabulary and common structures. Can write simple letters, brief synopses and paraphrases, summaries of biographical data and work experience, and short compositions on familiar topics. Can create sentences and short paragraphs relating to most survival needs (food, lodging, transportation, immediate surroundings and situations) and limited social demands. Can express fairly accurately present and future time, using the future and the present tense of most common regular and irregular verbs, including reflexive verbs. Can use the compound past with both *haben* and *sein* auxiliaries, but does not always use it correctly or appropriately. Past tense is also attempted with common simple past forms (*sagte, hatte, war*). Several high frequency separable prefix verbs appear in the indicative (*ich gehe mit*). There is inconsistent coding of proper dative and accusative cases following prepositions in singular and plural. Shows good control of elementary vocabulary and some control of basic syntactic patterns (some object pronouns, and determiners, usually use of negative in past tenses and future with correct placement, etc.). Still has problems in inverted word order and in proper placement of time, place, and manner phrases. Major errors still occur when expressing more complex thoughts. Dictionary usage may still yield incorrect vocabulary or forms, although can use a dictionary to advantage to express simple ideas. Generally does not use basic cohesive elements of discourse to advantage (relative constructions, object pronouns, connectors) and the like. Writing, though faulty, is comprehensible to native speakers used to reading German written by non-natives. Is able to express a few thoughts for which vocabulary is unknown via circumlocution, but may insert native-language equivalents for unknown words or use native-language syntactic patterns when expressing ideas beyond current level of linguistic competence.

#### Advanced

Able to write routine social correspondence and simple discourse of at least several paragraphs on familiar topics. Can write simple social correspondence, take notes, and write cohesive summaries, resumés, and short narratives and descriptions on factual topics. Able to write about everyday topics by using adjectives, with mostly correct gender and case. Genders of high frequency words are mostly correct. Able to narrate events using present, compound past, some simple past, and future forms, although the contrast between uses of the two past tenses may not be consistently accurate. Occasional use of some subjunctive forms to express politeness and preference. Has sufficient writing vocabulary to express oneself simply with some circumlocutions. Can write about a very limited number of current events or daily situations and express personal preferences and observations in some detail using basic structures. Is able to recycle new but meaningful phrases whether lexical or structural, i.e., lifts phrases appropriately, writing appears more sophisticated. When writing own thoughts is more likely to paraphrase according to native language at times. Controls many separable and reflexive verbs and double infinitive construction in main clauses. Good control of morphology in verb tenses; correct endings for regular and irregular verbs in tenses mentioned above. Often uses correct endings for adjectives. Controls frequently used structures such as interrogatives, negatives (but still not always correctly placed), prepositions with some rest/motion distinction but not always proper cases for the distinction, and choice of determiners (*der* vs. *ein*). Preposition use after verbs or adjectives is often inaccurate. Writing is understandable by a native speaker not used to reading German written by non-natives. Writer uses a limited number of cohesive devices such as a single object pronoun (direct or indirect). Some use of relative pronouns to combine sentences and some common conjunctions are used (*denn, weil, wann, wo*, etc.). Mistakes in subordinate clause auxiliary verb placement and double infinitive order. Able to join sentences in limited discourse, but has difficulty and makes frequent errors producing complex sentences. Paragraphs are reasonably unified and coherent.

#### Advanced Plus

Shows ability to write about most common topics with precision and in some detail. Can write fairly detailed resumés and summaries and take accurate notes. Can handle most informal and business correspondence. Can describe and narrate personal experiences and explain simply point of view in prose discourse by using introductory phrases (e.g., *meiner Meinung nach, ich glaube, dass...*, *ich bin sicher, dass...*). Can write about concrete topics relating to particular interests and special fields of competence. Normally controls general vocabulary with circumlocution or modification where necessary, e.g., may use negation plus lexical item for an unknown antonym, or modify words with *sehr, viel*, etc., if a more specific term is unknown, or resort to a category label for unknown components. Often shows remarkable fluency or ease of expression, but under time constraints (e.g., no opportunity to rewrite), and pressure (e.g., testing), language

may be inaccurate and/or incomprehensible, especially if important lexical items are missing or if inaccurate tense usage interferes with meaning. Generally strong in either grammar or vocabulary, but not in both. Weaknesses and unevenness in one of the foregoing or in spelling result in occasional miscommunication. Areas of weakness may involve detail in the use of simple constructions: irregular plurals of nouns, adjectives; determiners (usage rather than form); prepositions (after verbs or adjectives); negatives (still has problems with subtleties of placement and form, *nicht ein* vs. *kein*). Weaknesses are also observed in more complex structures: tense usage; compound past vs. simple past after *als*; avoidance where possible of *würde* in *wenn* clauses; passive constructions (rarely uses *man* or reflexive but tends to parallel English with consequent use of *sein*); statal and real passive confused; word order still a problem, sometimes with inversion, reflexive and auxiliary placement in dependent word order. Good control of simple dependent word order, subordinating and coordinating conjunctions (*denn* vs. *weil*), and relative pronouns. Irregular control of infinitive clauses with *zu*. Uses wide range of tenses as time indicators including hypothetical subjunctive (with *würde* plus infinitive, *hätte*, *wäre*, *könnte*). Uses *da(r)-* and *wo(r)-* compounds. Better control of prepositions, adjectives and case endings, but mistakes still occur. Some misuse of vocabulary still evident, especially when using dictionary for words with multiple meanings or where related words carry various functions, but does use a dictionary to advantage where a fairly direct bilingual translation and no intralingual ambiguity exists. Shows ability to use circumlocution. Writing is understandable to native speakers not used to reading material written by non-natives, though the style is still obviously foreign.

#### Superior

Able to use written German effectively in most formal and informal exchanges on practical, social, and professional topics. Can write most types of correspondence, such as memos, social and business letters (with appropriate formulaic introductions and closings), short research papers, and statements of position. Can express hypotheses and conjectures, and present arguments or points of view accurately and effectively. Can write about areas of special interest and handle topics in special fields. Has good control of a full range of structures so that time, description, and narration can be used to expand upon ideas. Errors in basic structures are sporadic and not indicative of communicative control. In addition to simple tenses, can use compound tenses to show time relationships among events and to express coordinate and subordinate ideas clearly and coherently. Has lexical control of subordinate conjunctions. Controls dependent word order with auxiliary and reflexive placement such as: *ich weiss, dass er hatte gestern kommen sollen* and *er sagte, dass sich der mann umzog*. Able to use quotative subjunctive (subjunctive I) consistently, as well as passives plus modals. Can use hypothetical subjunctive (subjunctive II) correctly, as well as directional adverbs (*hinauf*, *hinunter*, *herüber*, etc.) and the *lassen* construction. Has a wide enough vocabulary to convey the message accurately, though style may be foreign. Uses dictionary to a high degree of accuracy to supplement specialized vocabulary or to improve content or style. Although sensitive to differences in formal and informal style, still may not tailor writing precisely or accurately to a variety of audiences (except for personal vs. business correspondence) or styles.

### Provisional German Descriptions—Culture

#### Novice

Limited interaction. Behaves with considerateness. Is resourceful in nonverbal communication, but does not interpret reliably gestures or culturally-specific nonverbal behavior, such as physical contacts with greetings. Is limited in language (see listening/speaking guidelines) but may be able to use short phrases of courtesy (*Danke*, *Danke schön*, *Bitte*, *Bitte schön*, *Entschuldigung*, *Verzeihung*) and basic titles of respect (*Herr*, *Frau*, *Fräulein*). Lacks generally the knowledge of culture patterns requisite for survival situations.

#### Intermediate

Survival competence. Can deal with familiar survival situations and interact with a culture bearer accustomed to foreigners. Is able to use conventional phrases when being introduced, such as *Es freut mich* or *Sehr erfreut*, as well as proper greetings at different times of day, such as *Guten Tag*, *Guten Abend*, *Grüss Gott* (in Bavaria) and leave-taking, *Auf Wiedersehen*, *Bis bald*. Shows comprehension of distinction between *Sie* and *du* form of address. Can provide background material in the standard form of the culture, such as a personal address (street name followed by number—*Leopoldstrasse 30*—zip code preceding name of city, zone within large city following name of city—*8000 München 23*) telephone number in many areas in groups of two: *23 23 67*. Is able to express wants in routine situations with simple phrases, such as *Ein Zimmer ohne Bad, bitte*; *Ein Bier, bitte*; *Wieviel kostete eine Postkarte nach U.S.A. per Luftpost?* and to ask directions such as *Wo ist hier die Schellingstrasse?* Understands the need to go to specialty shops such as *die Metzgerei*, *die Bäckerei*, *die Konditorei* to buy certain foods but is also aware of the offerings in supermarkets and department stores. Is aware of the use of the metric system and can function in it, using such phrases as *Ein Kilo Orangen* and *200 Gramm Leberwurst*. Is aware of different meal schedules as well as the usual content of each: breakfast, light, without either warm cooked meats or eggs other



than boiled; noon meal, the main meal of the day, heavy, but usually without a rich dessert; often, late in the afternoon, coffee and a pastry; evening meal, light, usually consisting of cold meats, salads and cheese. Knows how to use public transportation systems, whether to buy ticket from an automat, a ticket agent or a conductor. Is generally aware that small tips are expected in addition to the tip and service charge that have been added to the bill in restaurants and cafes. Is generally aware that tips are expected in other service areas such as hotels and bars. May make errors as the result of misunderstanding or misapplying assumptions about the culture, such as not tipping a gas station attendant or arriving too early for a dinner invitation.

Advanced

Limited social competence. Handles routine situations successfully with a culture bearer accustomed to foreigners. Though home culture predominates, shows comprehension of common rules of etiquette, of titles of respect, of importance of dressing according to the occasion in more formal society. Is aware of taboos and sensitive areas of the culture and avoids them. Shows comprehension of guest etiquette, such as bringing the hostess a small gift (chocolates or flowers), keeping both hands on the table while dining, holding the knife in the right hand, understanding that the kitchen is off-limits unless invited, offering food and cigarettes to others before taking them oneself. Knows how to use the phrases commonly used at table, such as *Guten Appetit*; and while drinking, such as *Zum Wohl* and *Prost*. Is aware of gifts as expression of friendship, personal esteem or gratitude. Knows appropriate gift for various occasions, knows the basic guidelines for presenting flowers. Knows how to accept gifts graciously. Knows conventional phrases for accepting invitations, such as *Sehr gern*, as well as for refusing them, such as *Vielen Dank für die Einladung, aber ich kann leider nicht kommen*. Knows how to apologize with such phrases as *Pardon*; *Entschuldigen Sie*; *bitte, vielmals*, or *Das tut mir furchtbar leid*. Can make introductions and can introduce self in both informal and formal situations. Knows how to use the telephone. Answers by giving the last name, calls by saying *Hier ist...* Knows how to ask for a third party: *Ich möchte, bitte, ...sprechen*. Knows how to leave a message: *Könnten Sie, bitte, ...ausrichten, dass...* Is able to shop in both large and small stores and to ask for specific items, using such expressions as *Ich hätte gern ein Sporthemd, Grösse 38*; *Der Schnitt gefällt mir schon, aber die Farbe nicht*; *Haben Sie vielleicht etwas in einer niedrigeren Preislage*. Is able to do routine banking, using such phrases as *Ich möchte, bitte, Dollarreiseschecks in DM wechseln*; *Wie steht der Dollar heute*? *Ich möchte, bitte, einzahlen*; *Ich möchte, bitte, abheben*; *Ich möchte, bitte, ein Scheck einlösen*. Knows how to handle routine business at the post office, including telephone and monetary service provided there, using such phrases as *Geben Sie mir zehn Neunziger, bitte*; *Einschreiben, bitte*; *Ich möchte ein Personengespräch mit Herrn Bianco in Italien führen*; *Ich möchte bitte Geld überweisen*. Is not competent to take part in a formal meeting or in a group where several persons are speaking informally at the same time.

Superior

Working social and professional competence. Can participate in almost all social situations and those within one vocation. Handles unfamiliar situations with ease and sensitivity, including some involving common taboos, or some that are otherwise emotionally charged. Comprehends most non-verbal responses. Laughs at some culture related humor, such as imitation of substandard speech, imitation of foreign accents, and references to stereotypes within the culture. In productive skills, neither culture dominates, nevertheless makes appropriate use of cultural references and expressions, such as colloquial phrases (*gottseidank*, *Mein Gott*) and idiomatic phrases (*Er hat sie nicht alle*; *Ich drücke dir die Daumen*). Understands more colloquial and idiomatic phrases than can use, such as *Gute Miene zum bösen Spiel machen* and *Der langen Rede kurzer Sinn*. Generally able to distinguish between formal and informal registers of speech, such as *Ich war wie aus den Wolken gefallen* vs. *Mir blieb die spucke weg*. Uses titles of respect correctly. Discusses abstract ideas relating to foreign and native culture and is aware of areas of difference. Has some awareness and understanding of typical German characteristics and expressions such as *Gemütlichkeit*, *Wanderlust*, *Sehnsucht*, *ein schönes Gespräch* vs. small talk. Has some understanding of the role that German history, literature, folklore and music play in the everyday life and attitudes of the people. Is aware of differing attitudes toward religion and the church in various parts of German-speaking areas. Is aware of various social classes and of the feelings of members of a given social class toward members of other social classes. Can discuss current events as well as fields of personal interest and can support opinions, but is generally limited in handling abstractions. Is aware that people do not generally accept criticism of their country from foreigners although they may be quite free to criticize aspects of their own country themselves. Minor inaccuracies occur in perception of meaning and in the expression of the intended representation but do not result in serious misunderstandings, even by a culture bearer unaccustomed to foreigners.

Near-Native  
Competence

Full social and professional competence. Has internalized the concept that culture is relative and is always on the lookout to do the appropriate thing; no longer assumes that own culture is "the way it is." Fits behavior to audience. Can council, persuade, negotiate, represent a point of view, describe and compare

features of the native and target cultures. In such comparisons, can discuss geography, history, institutions, customs and behavior patterns, current events and national policies. Perceives almost all un verbalized responses (gestures, emotional reaction) and recognizes almost all allusions, including historical (*Der alte Fritz* or *Der Lotse geht von Bord*) and literary commonplaces (*die Gretchenfrage; Es irrt der Mensch, solange er strebt*). Laughs at most culture-related humor, such as imitations of regional dialects and allusions to popular figures in public life and in the media. Uses low frequency idiomatic expressions (*Das geht auf keine Kuhhaut*), sayings (*Er säuft wie ein Besenbinder*) and proverbs (*Was Hänschen nicht lernt, lernt Hans nimmernmehr*). Controls formal and informal register of the language. Knows when and how to offer the *du* form of address and understands the implications of doing so. Has lived in the culture for a long time and has studied it extensively. Is inferior to the culture bearer only in background information related to the culture such as childhood experiences, detailed regional geography and past events of significance.

Native Competence

Native competence. Examinee is indistinguishable from a person raised and educated in the culture.