ADVANCED LOW

Speakers at the Advanced-Low level are able to handle a variety of communicative tasks, although somewhat haltingly at times. They participate actively in most informal and a limited number of formal conversations on activities related to school, home, and leisure activities and, to a lesser degree, those related to events of work, current, public, and personal interest or individual relevance. Advanced-Low speakers demonstrate the ability to narrate and describe in all major time frames (past, present and future) in paragraph length discourse, but control of aspect may be lacking at times.

They can handle appropriately the linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine situation or communicative task with which they are otherwise familiar, though at times their discourse may be minimal for the level and strained. Communicative strategies such as rephrasing and circumlocution may be employed in such instances. In their narrations and descriptions, they combine and link sentences into connected discourse of paragraph length. When pressed for a fuller account, they tend to grope and rely on minimal discourse. Their utterances are typically not longer than a single paragraph.

Structure of the dominant language is still evident in the use of false cognates, literal translations, or the oral paragraph structure of the speaker’s own language rather than that of the target language. While the language of Advanced-Low speakers may be marked by substantial, albeit irregular flow, it is typically somewhat strained and tentative, with noticeable self-correction and a certain grammatical roughness. The vocabulary of Advanced-Low speakers is primarily generic in nature. Advanced-Low speakers contribute to the conversation with sufficient accuracy, clarity, and precision to convey their intended message without misrepresentation or confusion, and it can be understood by native speakers unaccustomed to dealing with non-natives, even though this may be achieved through repetition and restatement. When attempting to perform functions or handle topics associated with the Superior level, the linguistic quality and quantity of their speech will deteriorate significantly.

INTERMEDIATE HIGH

Intermediate-High speakers are able to converse with ease and confidence when dealing with most routine tasks and social situations of the Intermediate level. They are able to handle successfully many uncomplicated tasks and social situations requiring an exchange of basic information related to work, school, recreation, particular interests and areas of competence, though hesitation and errors may be evident.

Intermediate-High speakers handle the tasks pertaining to the Advanced level, but they are unable to sustain performance at that level over a variety of topics. With some consistency, speakers at the Intermediate High level narrate and describe in major time frames using connected discourse of paragraph length. However, their performance of these Advanced-level tasks will exhibit one or more features of breakdown, such as the failure to maintain the narration or description semantically or syntactically in the appropriate major time frame, the disintegration of connected discourse, the misuse of cohesive devises, a reduction in breadth and appropriateness of vocabulary, the failure to successfully circumlocute, or a significant amount of hesitation. Intermediate-High speakers can generally be understood by native speakers unaccustomed to dealing with non-natives, although the dominant language is still evident (e.g. use of code-switching, false cognates, literal translations, etc.), and gaps in communication may occur.
Eligibility for ICE

Prior to or concurrent with SEYS 364 or SEYS 564, candidates must pass the Oral Proficiency Interview (OPI) and Writing Proficiency Test (WPT) with a rating of at least Advanced Low in order to qualify for ICE. Please register at www.languagetesting.com and select Academic, to register for the Academic test. This test is proctored off campus at a testing site in Queens or in White Plains.

All candidates must earn a B or better in Methods in order to qualify for ICE. Candidates cannot register for ICE without these scores.

The OPI is a telephonic test of approximately 40 minutes. The tester will do a series of probes and level checks, engaging you in conversation on topics of interest to you. Be able to have a discussion on topics and themes of interest. You will also solve a problem or role play a situation where you need to justify or give opinion. You need to be able to sustain paragraph length conversation in all time frames.

The WPT is a computer test of written proficiency. You have 90 minutes to do the test. There are a series of writing prompts, user adapted for the level. You need to be able to sustain paragraph length written discourse in all time frames.

Please register at www.languagetesting.com and select Academic, to register for these Academic tests. This test is proctored off campus at a testing site in Queens or in White Plains. You can also have someone proctor and fill out the LTI form. Proctoring consists only of identifying you as the test taker. The test is not proctored at QC.

You must have both tests, OPI and WPT, with passing scores of advanced low of higher in order to do ICE. Please register for these tests as soon as possible. You will print out certificates of your scores. Make copies for yourself. Bring them to interviews. These scores are impressive.

Deadlines:

Starting March 17, you can bring the certificates of your scores to the Field Placement Office.

By April 1, you must have your at least ONE passing score, the OPI, in order to be eligible and to register and receive a placement site for ICE. If you do not bring the certificate of the passing OPI score to the Field Placement office by this date, you will not be eligible and not receive an ICE placement.

You need the WPT score by no later than June 15. If the Field Placement office does not receive both passing scores by June 15, you will be dropped from ICE.

Please remember that ICE is offered once a year. Failure to pass the OPI and WPT by these dates means you will need to wait another year to do ICE, delaying your clinical teaching sequence.