

# ***NATIONAL ITALIAN EXAM 2023***

SPECIFICATIONS: CONTENT, SKILLS, TASKS AND PROFICIENCY LEVELS.



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## LEVEL o/ NOVICE – INTERPRETIVE READING

<i>ACTFL range</i>	This exam targets students in the NL- NM range of performance.
<i>Samples of performance</i>	Can recognize words, short phrases with the help of visuals. Can identify family member words on a family tree, the location of a classroom based on simple written description, basic information about school schedule and activities, the weather forecast with visual support.
<i>Subskills</i>	Reading to: <ul style="list-style-type: none"><li>• identify</li><li>• recognize words</li></ul>
<i>Lexical domain</i>	Self and introductions, descriptions, basic hobbies, calendar, time, colors, school, classroom, weather, seasons, family, languages, nationalities.
<i>Text type</i>	Authentic and semi-contrived texts. Cards, ads, posters, signs, announcements, schedules, short descriptive texts.
<i>Item tasks and breakdown</i>	TOT: 20 items <ul style="list-style-type: none"><li>• <i>identify</i></li><li>• <i>recognize words</i></li></ul> Multiple choice, matching or drag and drop

## LEVEL 0/ NOVICE – INTERPRETIVE LISTENING/ VIEWING

<i>ACTFL range</i>	This exam targets students in the NL - NM range of performance.
<i>Sample performance</i>	Can understand / recognize: greetings; when people express thanks; when people introduce themselves; when asking for a name and age; days of the week and the hours; a date on a school schedule; common, basic weather expressions with visual clues; a classroom command.
<i>Sub-skills</i>	Listening /viewing to: <ul style="list-style-type: none"><li>• identify</li><li>• recognize words</li></ul>
<i>Lexical domain</i>	Self and introductions, descriptions, basic hobbies, calendar, time, colors, school, classroom, weather, seasons, family, languages, nationalities.
<i>Text type</i>	Authentic and semi-contrived texts. Short video/ audio clips, introductions, vlogs, dialogues (basic exchanges)
<i>Item tasks and breakdown</i>	TOT: 20 items Listening / viewing to: <ul style="list-style-type: none"><li>• <i>identify</i></li><li>• <i>recognize words</i></li></ul> Multiple choice, matching or drag and drop

## LEVEL 1 – INTERPRETIVE READING

<i>ACTFL range</i>	This exam targets students in the NM range of performance.
<i>Samples of performance</i>	Can recognize words, short phrases or sentences with the help of visuals. Can identify family member words on a family tree, the location of a classroom based on simple written description, basic information about school schedule and activities, the weather forecast with visual support.
<i>Subskills</i>	Reading to: <ul style="list-style-type: none"><li>• Identify, recognize words</li><li>• Understand the gist</li></ul>
<i>Lexical domain</i>	Self, description of people, calendar, time, colors, school, study, classroom, weather, seasons, family, clothing
<i>Text type</i>	Authentic and semi-contrived texts. Flyers, ads, graphs, announcements, weather reports, short descriptive texts
<i>Item tasks and breakdown</i>	TOT: 25 items <ul style="list-style-type: none"><li>• <i>identify, recognize words</i></li><li>• <i>understand the gist</i></li></ul> Multiple choice, matching/drag and drop

## LEVEL 1 – LISTENING / VIEWING

<i>ACTFL range</i>	This exam targets students in the NM range of performance.
<i>Sample performance</i>	Understand/recognize/identify: greetings; when people express thanks; when people introduce themselves; when asking for a name and age; days of the week and the hours; a date on a school schedule; common, basic weather expressions with visual clues; classroom commands, a short description of a person (age, color of hair, eyes, personality); family members.
<i>Sub-skills</i>	Listening / viewing to: <ul style="list-style-type: none"> <li>• Identify, recognize words</li> <li>• Understand the gist</li> </ul>
<i>Lexical domain</i>	Items should cover all of the following lexical domains: self, calendar /time, colors/shapes, school/classroom, weather/seasons, family/friends, clothing.
<i>Text type</i>	Authentic and semi-contrived texts. Short video/ audio clips, introductions, vlogs, dialogues, interviews
<i>Item tasks and breakdown</i>	TOT: 25 items <ul style="list-style-type: none"> <li>• <i>Identify, recognize words</i></li> <li>• <i>Understand the gist</i></li> </ul> multiple choice, matching/drag and drop

## LEVEL 2 – INTERPRETIVE READING

<i>ACTFL range</i>	This exam targets students in the NH range of performance.
<i>Samples of performance</i>	Can usually understand short simple messages on familiar topics such as from an ad, a brochure, text message from a friend, etc. Can sometimes understand short, simple descriptions with the help of pictures or graphs such as captions under photos, website descriptions of clothing items to make an appropriate purchase; identify categories in a graph, etc.; can sometimes understand the main idea of published materials such as cities or other places on a map, menus, etc. Can understand simple everyday notices in public places on topics that are familiar such as a store's hours of operation, food items on a menu or online eateries, etc.
<i>Subskills</i>	<p>Reading to:</p> <ul style="list-style-type: none"> <li>• Identify information</li> <li>• Understand main idea</li> <li>• Understand the context</li> </ul>
<i>Lexical domain</i>	Food and beverages, cooking, house description, daily routines, stores, clothing, leisure time activities such as sport and music, basic technology.
<i>Text type</i>	Authentic Texts. Text messages, blog excerpts, webpages, flyers, graphs, announcements.
<i>Item tasks and breakdown</i>	<p>TOT: 25 items</p> <ul style="list-style-type: none"> <li>• <i>Identify information</i></li> <li>• <i>Recognize purpose of the text (for whom, why is the text written / spoken; what is the text trying to do?)</i></li> <li>• <i>Understand main idea</i></li> <li>• <i>Understand the context</i></li> </ul> <p>multiple choice, matching/drag and drop</p>

## LEVEL 2 – INTERPRETIVE LISTENING/VIEWING

<i>ACTFL range</i>	This exam targets students in the NH range of performance.
<i>Sample performance</i>	<p>Understand simple questions or statements on familiar topics such as recognize the difference between a question and a statement; questions about self, age, where one lives, what one does in free time, etc.; questions and statements about family; questions and statements about friends and classmates.</p> <p>Can understand simple information when presented with pictures and graphs such as the weather forecast when weather symbols are used; when someone describes physical descriptions from a photo or an art work.</p> <p>They can understand the main topic of a conversation such as when people are talking about their homes, their daily routines, basic food and beverages, clothing, shopping and leisure activities.</p>
<i>Sub-skills</i>	<p>Listening / viewing to:</p> <ul style="list-style-type: none"> <li>• Identify information</li> <li>• Understand basic purpose of message / text</li> <li>• Understand main idea</li> <li>• Understand the context</li> </ul>
<i>Lexical domain</i>	Food and beverages, cooking, house description, daily routines, stores, clothing, leisure time activities such as sport and music, basic technology.
<i>Text type</i>	Authentic Texts. Short video/ audio clips, blogger videos (vlogs), interviews, video announcements and advertisements.
<i>Item tasks and breakdown</i>	<p>TOT: 25 items</p> <ul style="list-style-type: none"> <li>• <i>Identify information</i></li> <li>• <i>Understand main idea</i></li> <li>• <i>Understand the context</i></li> </ul>



Multiple choice, matching/drag and drop

## LEVEL 3 – INTERPRETIVE READING

<i>ACTFL range</i>	This exam targets students in the IL range of performance.
<i>Samples of performance</i>	<p>Can understand messages in which the writer tells or asks about topics of personal interest such as what e-pal writes about interests and daily routines, simple posting on a friend's social media page, a text from a friend about our plans, if a friend accepts or rejects an invitation, etc.</p> <p>Can identify some simple information needed on forms such as what is asked for on a customs form, on a hotel registration, etc. Can identify some personal information from news media such as understand personal about sport stars from photo captions, some information on jobs posting, on travel brochures or websites, etc.</p>
<i>Subskills</i>	<p>Simple authentic texts.</p> <p>Simple-sentence-length text, with some paragraph-like text.</p>
<i>Lexical domain</i>	Daily routines, leisure time activities, basic technology, shopping, food, health, occupation /professions, transportation, travel, vacation, tourism.
<i>Text type</i>	Authentic Texts. Short articles, informative brochures, online job ads, travel websites, blog entries, reviews (movies/ books)
<i>Item tasks and breakdown</i>	<p>TOT: 25 items</p> <ul style="list-style-type: none"> <li>• <i>Identify information</i></li> <li>• <i>Recognize purpose of the text (for whom, why is the text written / spoken; what is the text trying to do?)</i></li> <li>• <i>Understand main idea</i></li> <li>• <i>Understand the context (when, where, what is the text, etc.)</i></li> </ul> <p>Multiple choice, matching/drag and drop.</p>

## LEVEL 3 – INTERPRETIVE LISTENING/ VIEWING

<i>ACTFL range</i>	This exam targets students in the IL range of performance.
<i>Sample performance</i>	Can understand the basic purpose of a message such as distinguishing between an announcement and an advertisement, what a radio advertisement is selling, when and where an event will take place a voice message accepting or rejecting an invitation. I can understand messages related to my basic needs such as a clear and repeated announcement about a flight's departure time and gate, a teacher announcement about when an assignment is due, the date and time of when a voice message was recorded. I can understand questions and simple statements on everyday topics when I am part of a conversation such as questions about my class schedule, about my likes and dislikes, my health, etc.
<i>Sub-skills</i>	Listening /viewing to: <ul style="list-style-type: none"> <li>• <i>Identify information</i></li> <li>• <i>Understand basic purpose of message / text</i></li> <li>• <i>Understand main idea</i></li> <li>• <i>Understand the context</i></li> </ul>
<i>Lexical domain</i>	daily routines, leisure time activities, basic technology, shopping, food, health, occupation /professions, transportation, travel, vacation /tourism.
<i>Text type</i>	Authentic Texts. Short video/ audio clips, blogger videos (vlogs), interviews, video announcements and advertisements.
<i>Item tasks and breakdown</i>	TOT: 25 items <ul style="list-style-type: none"> <li>• <i>Identify information</i></li> <li>• <i>Understand basic purpose of message / text</i></li> </ul>

- *Understand main idea*
- *Understand the context*

Multiple choice, matching/drag and drop

## LEVEL 4 – INTERPRETIVE READING

<i>ACTFL range</i>	This exam targets students in the IL-IM range of performance.
<i>Samples of performance</i>	Can understand simple personal questions such as questions asked on a career preference survey, what is asked for on a simple, popular magazine questionnaire, personal questions to complete a profile on a social media site, etc. Can understand basic information in ads, announcements, and other simple texts such as information in sales ads, on travel brochures, on food labels, etc. Can understand the main idea of what is read for personal enjoyment such as updates in entertainment magazines, posting in blogs on familiar topics and postcards from friends. Can read simple written exchange between other people such as the main idea of personal messages exchanged in chat rooms, of a biographical interview with a celebrity.
<i>Subskills</i>	<p>Reading to:</p> <ul style="list-style-type: none"> <li>• <i>Understand main idea; distinguishing main points from subsidiary ones</i></li> <li>• <i>Understand purpose or function of text ( what is the text trying to do? Inform, narrate, convince, express opinion )</i></li> <li>• <i>Identify audience of text (for whom is the text written)</i></li> <li>• <i>Recognize some basic supporting facts / details (such as cause and effect, problem and solution, comparison and contrast</i></li> </ul>

<i>Lexical domain</i>	Transportation/ travel and tourism, environment, social justice, migration, literature, arts, food, work and professions, history.
<i>Text type</i>	Authentic Texts. Articles, literature excerpts, information brochure, webpages.
<i>Item tasks and breakdown</i>	TOT: 25 items <ul style="list-style-type: none"> <li>• Understand information</li> <li>• Understand purpose (for whom, why is the text written / spoken; what is the text trying to do?)</li> <li>• Understand main idea</li> <li>• Recognize some basic supporting facts / details (such as cause and effect, problem and solution, comparison and contrast, etc.)</li> </ul> Multiple choice, matching/drag and drop

## LEVEL 4 – INTERPRETIVE LISTENING/ VIEWING

<i>ACTFL range</i>	This exam targets students in the IL-IM range of performance.
<i>Sample performance</i>	Can understand basic information in ads, announcements, and other simple recordings such as when, where and who is playing in a concert from a radio advertisement, the main message of an e-card greeting, what service is being offered in a TV ad, identify the type of film from a movie preview, etc. Can understand the main idea of what one listens to for personal enjoyment such as basic questions or statements during a video conference, a short YouTube clip, etc. Can understand messages related to everyday life such as a voice message about the time and place of meeting, a that an event has been postponed or cancelled, etc.
<i>Sub-skills</i>	Listening / viewing to understand:

	<ul style="list-style-type: none"> <li>• <i>Understand main idea; distinguishing main points from subsidiary ones</i></li> <li>• <i>Understand purpose or function of text ( what is the text trying to do? Inform, narrate, convince, express opinion )</i></li> <li>• <i>Recognize some basic supporting facts / details (such as cause and effect, problem and solution, comparison and contrast</i></li> </ul>
<i>Lexical domain</i>	Transportation/ travel and tourism, environment, social justice, migration, literature, arts, food, work and professions, history.
<i>Text type</i>	Authentic Texts. Short video/ audio clips, blogger videos (vlogs), interviews, video announcements and advertisements.
<i>Item tasks and breakdown</i>	<p>TOT: 25 items</p> <ul style="list-style-type: none"> <li>• <i>information</i></li> <li>• <i>purpose of message</i></li> <li>• <i>main idea</i></li> </ul> <p>Multiple choice, matching/drag and drop</p>

## LEVEL 5 – INTERPRETIVE READING

<i>ACTFL range</i> <i>General</i> <i>Descriptors</i>	<p>This exam targets students in the IM-IH range of performance.</p> <p>At this level, readers are able to understand fully and with ease short, non-complex texts that convey basic information and deal with personal and social topics to which the reader brings personal interest or knowledge. These readers are also able to understand some connected texts featuring description and narration although there will be occasional gaps in understanding due to a limited knowledge of the vocabulary, structures, and writing conventions of the language</p> <p>Students fully understand and with ease <b>main ideas and supporting facts</b> in short passages, simple narratives and descriptive passages on familiar or learned topics. In addition, they can understand some more complex passage on less familiar topics. They may need to read complex passages more than once. Their knowledge of the language, their ability to tell the <b>difference between a main idea and a detail</b> as well as the <b>purpose of a text</b>, and their ability to <b>use context clues</b> and <b>inferencing</b> may help them understand what they read.</p>
<i>Subskills</i>	<p>Reading to:</p> <ul style="list-style-type: none"><li>• <i>Understand the main idea; distinguishing main points from subsidiary ones</i></li><li>• <i>Understand some supporting facts / details and the relationship between them (such as cause and effect, problem and solution, comparison and contrast, etc.)</i></li><li>• <i>Understand purpose / function of text (what is the text trying to do? Inform, narrate, convince, express opinion )</i></li><li>• <i>Making basic inferences from information given in the text</i></li></ul>

<i>Lexical domain</i>	Environment, public health, social justice, economics, technology and social media, music, tourism and traveling, arts, literature, history.
<i>Text type</i>	Authentic texts. Articles (informative and op-eds), blogs, web magazine.
<i>Item tasks</i>	<ul style="list-style-type: none"> <li>• <i>Understand the main idea</i></li> <li>• <i>Understand the purpose (for whom, why is the text written / spoken; what is the text trying to do?)</i></li> <li>• <i>Understand some supporting facts / details and the relationship between them (such as cause and effect, problem and solution, comparison and contrast, etc.)</i></li> <li>• <i>Infer some basic information</i></li> </ul>
<i>Item breakdown</i>	TOT: 25 items Multiple choice, matching/drag and drop, reordering task



## LEVEL 5 – INTERPRETIVE LISTENING/ VIEWING

<i>ACTFL range</i>	This exam targets students in the IM-IH range of performance.
<i>General descriptors</i>	<p>At the <b>Intermediate High sublevel</b>, listeners are able to understand, with ease and confidence, simple sentence-length speech in basic personal and social contexts. They can derive substantial meaning from some connected texts typically understood by Advanced-level listeners although there often will be gaps in understanding due to a limited knowledge of the vocabulary and structures of the spoken language.</p> <p><b>AAPPL:</b> students fully <b>understand</b> and <b>with ease main ideas and supporting facts</b> in <b>short passages, simple narratives</b> and <b>descriptive passages</b> on <b>familiar or learned topics</b>. In addition, they can understand some more complex passage on less familiar topics. They may need to <b>hear complex passages more than once</b>. Their knowledge of the language, their ability to tell the <b>difference</b> between a <b>main idea and a detail</b>, and their ability to <b>use context clues</b> and <b>inferencing</b> may help them understand what they hear.</p>
<i>Sub-skills</i>	<p>Listening / viewing to understand:</p> <ul style="list-style-type: none"> <li>• Understand the main idea, distinguishing main points from subsidiary ones</li> <li>• Understand some supporting facts / details and the relationship between them (such as cause and effect, problem and solution, comparison and contrast, etc.)</li> <li>• Understand purpose / function of text (inform, narrate, convince, express opinion )</li> </ul>
<i>Lexical domain</i>	Environment, public health, social justice, economics, technology and social media, music, tourism and traveling, arts, literature, history.
<i>Text type</i>	Authentic Texts. Short video/ audio clips, interviews, newscasts, informative videos.

*Item tasks*

- main idea
- purpose / tone of text / message
- some basic details

*Items  
breakdown*

TOT: 25 items  
Multiple choice, matching/drag and drop