



1828 L STREET NW, SUITE 1200 · WASHINGTON, DC 20036 · (202) 833-7522 · NEWL@AMERICANCOUNCILS.ORG

July 12, 2016

Dear Demo Student:

American Councils for International Education (AC) would like to thank you for your participation in the 2016 administration of the National Examination in World Languages (NEWL™): Korean.

Endorsed by the College Board, the NEWL™: Korean is designed to provide applicants to US colleges and universities with a means to document their levels of functional language ability in languages not currently represented in the College Board AP® portfolio of World Languages and Cultures. NEWL™ assessments are offered to students enrolled at heritage schools as well as public and private institutions where a College Board AP® exam in the target language is not offered.

The NEWL™: Korean sub-scores in reading and listening are reported in terms of language proficiency as described in the *ACTFL Proficiency Guidelines 2012 – Reading and Listening*; the sub-scores in Interpersonal Listening Speaking and Presentational Writing are reported in terms of language performance as described in the *ACTFL Performance Descriptors for Language Learners*. The overall NEWL™ score reflects the established five-point scale of the College Board AP® exams. The information attached to this letter will let you see how you performed on the four sub-sections of the test (reading, listening, speaking, and writing) and how to interpret your levels of language ability in each skill.

Thank you again for your participation in the National Examination in World Languages: Korean. If you have any questions about your scores, you may address them to Dr. Werner Wothke (NEWL@americancouncils.org).

Sincerely,

Dan E. Davidson
President
American Councils for International Education

Werner Wothke
Director of Assessment
American Councils for International Education

Attachment: Score Report

Understanding Your NEWL™: Korean Scores

The reading and listening portions of the National Examination in World Languages (NEWL™) are designed to provide an accurate proficiency-based assessment of the language that is not dependent on any specific curriculum. Test specifications reflect the College Board’s “World Languages Framework” (2006), and the descriptions of proficiency established by the American Council on the Teaching of Foreign Languages (ACTFL) for the Novice High to Intermediate High Level ranges for reading and listening, and the ACTFL AAPPL score descriptors (2015) for interpersonal listening/speaking and presentational writing.

Your overall NEWL™: Korean score reflects your performance across all four sub-sections of the examination. Your performance on each section of the exam was evaluated and scored separately. Each sub-section contributes equally to the overall score:

- Interpretive Reading Proficiency
- Interpretive Listening Proficiency
- Interpersonal Listening/Speaking
- Presentational Writing

The overall score provides colleges and universities the information necessary to award college credit, advanced placement, or both to qualified students. The sub-scores provide individual student profiles of language performance that teachers can use to develop curricula more appropriately suited for the strengths and weaknesses of their incoming students. Please note that the highest available rating in Korean reading, listening, speaking, and writing is “Intermediate High.”

You may also use your sub-scores as a reference for areas to focus on in your continued academic career. While the overall score will be the determining factor for recommending college placement or credit, the sub-scores are for your personal benefit.

2016 NEWL™: Korean Score

Demo Student		
Overall NEWL™ Score: 4		
Sub-scores	<i>Reading Proficiency</i>	Intermediate Low
	<i>Listening Proficiency</i>	Intermediate Low
	<i>Speaking Performance</i>	Intermediate High
	<i>Writing Performance</i>	Intermediate Mid

*Indicates Above Intermediate High

Description of Sub-scores:

Reading Proficiency: Intermediate Low

Able to understand main ideas and/or some facts from the simplest connected texts dealing with basic personal and social needs. Such texts are linguistically noncomplex and have a clear underlying internal structure, for example, chronological sequencing. They impart basic information about which the reader has to make only minimal suppositions or to which the reader brings personal interest and/or knowledge. Examples include messages with social purposes and information for the widest possible audience, such as public announcements and short, straightforward instructions dealing with public life. Some misunderstandings will occur.

Listening Proficiency: Intermediate Low

Able to understand sentence-length utterances which consist of recombinations of learned elements in a limited number of content areas, particularly if strongly supported by the situational context. Content refers to basic personal background and needs, social conventions and routine tasks, such as getting meals and receiving simple instructions and directions. Listening tasks pertain primarily to spontaneous face-to-face conversations. Understanding is often uneven; repetition and rewording may be necessary. Misunderstandings in both main ideas and details arise frequently.

Speaking Performance: Intermediate High

An Interpersonal Speaking score of Intermediate High means that you keep the conversation going by asking questions, telling stories, describing people, places, and things, and reporting events. You can talk about some topics beyond yourself. You can also resolve a problem that you might encounter in your daily life. You speak in well-connected sentences and some paragraphs. You do all of this in a way that people who speak this language can understand you most of the time even if they are not used to language learners.

Writing Performance: Intermediate Mid

A Presentational Writing score of Intermediate Mid means that you write about yourself and your life. You write well enough to accomplish what you need and pose a variety of questions. You can write some longer sentences and connect some sentences together. You do all of this in a way that your teacher and others who are used to the writing of language learners readily understand your writing.

Recommended Placement

The National Examination in World Languages: NEWL™ is designed to provide a set of measurements of proficiency and performance in Korean for use as a predictive assessment and placement tool by American colleges and universities for entering freshmen with prior study of Korean. First, a composite overall score is provided based on the performance in each of the four portions of the test. The overall score provides participating colleges and universities the information necessary to award college credit, advanced placement, or both to qualified students.

NEWL™ Score	Suggested Semester Placement
5	5 th (first semester of third-year)
4	4 th (second semester of second-year)
3	3 rd (first semester of second-year)
2	2 nd (second semester of first-year)
1	1 st (first semester of first year)

A NEWL™: Korean score of 5 reflects the requisite set of language abilities associated with successful performance in a third-year Korean, i.e., the fifth semester course. An overall score of 4 indicates a range of functional proficiencies and performance in, reading, listening, speaking and writing most often encountered in a fourth semester university course of Korean. Students who receive an overall score of 3 reflect levels of expertise typical of a third semester (or second-year course) offered at most American universities. NEWL™ scores of 1 or 2 indicate the need for the entering student to enroll in the first-year college level language study.

While NEWL™ scores in themselves are used to report students' performance on a test, the sub-scores of the NEWL™: Korean provide more detailed information about the students' language ability in Korean.



Demo Student

has demonstrated a

2016 NEWL™ Korean score of: 4

with the following sub-scores:

<i>Reading Proficiency:</i>	Intermediate Low
<i>Listening Proficiency:</i>	Intermediate Low
<i>Speaking Performance:</i>	Intermediate High
<i>Writing Performance:</i>	Intermediate Mid

July 12, 2016

Werner Wothke, Director of Assessment

Awarded On