



July 24, 2017

Dear J■■■■ A■■■■,

American Councils for International Education (AC) would like to thank you for your participation in the 2017 administration of National Examinations in World Languages (NEWL®): Korean (*Arabic, Portuguese or Russian*).

Endorsed by The College Board, NEWL is designed to provide applicants to US colleges and universities with a means to document their functional linguistic proficiency levels 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.

NEWL Korean sub-scores are reported in terms of language proficiency, while the overall test score reflects the established five-point scale of the College Board AP® exams. The attached information will let you see how you performed on the four subsections of the exam (reading, listening, speaking and writing) and how to interpret your proficiency level in each skill.

On behalf of American Councils for International Education, we would like to thank you for your participation in the National Examinations in World Languages: Korean. If you have any questions about your scores, you may address them to Huma Manati (at newl@americancouncils.org).

Sincerely,

A handwritten signature in blue ink that reads "Dan E. Davidson".

Dan E. Davidson
Founder-President
American Councils

A handwritten signature in blue ink that reads "Werner Wothke".

Werner Wothke
Director of Assessment
American Councils

Attachment: Official Score Report

Understanding your NEWL[®]: Korean Scores

The National Examinations in World Languages (NEWL) are designed to provide an accurate proficiency-based assessment of the language, independent of a specific curriculum. Test specifications reflect the College Board’s “World Languages Framework” (2006), and the standard proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL) for the Novice High to Intermediate High Level ranges.

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

- **Reading Proficiency**
(Including both interpretive and interpersonal modes)
- **Listening Proficiency**
(Focusing primarily on the interpretive mode)
- **Speaking Proficiency**
(Interpersonal Listening/ Speaking, AAPPL ILS)
- **Writing Proficiency**
(Presentational Writing, AAPPL PW)

The overall score provides colleges and universities the information necessary to award college credit, advanced placement, or both to qualified students. The subscores 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 Reading, Listening, Speaking, and Writing is “Intermediate High.”

Subscores may also be used as a reference for areas to focus on in your continued academic career. While the overall score will be the determining factor for recommendations for college placement or credit, the subscores provide more detailed information about your language abilities.

2017 NEWL[®]: KOREAN SCORE

J [REDACTED] A [REDACTED] / DOB: [REDACTED]

Overall NEWL Score

5

Subscores

<i>Reading Proficiency</i>	Intermediate High
<i>Listening Proficiency</i>	Intermediate High
<i>Speaking Proficiency</i>	Intermediate High*
<i>Writing Proficiency</i>	Intermediate High

*Indicates Above Intermediate High

Description of Proficiency Ratings

Reading Proficiency: Intermediate High

Able to read consistently with full understanding simple connected texts dealing with basic personal and social needs about which the reader has personal interest and/or knowledge. Can get some main ideas and information from texts at the next higher level featuring description and narration. Structural complexity may interfere with comprehension; for example, basic grammatical relations may be misinterpreted and temporal references may rely primarily on lexical items. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. While texts do not differ significantly from those at the Advanced level, comprehension is less consistent. May have to read material several times for understanding.

Listening Proficiency: Intermediate High

Able to sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places; however, understanding is inconsistent due to failure to grasp main ideas and/or details. Thus, while topics do not differ significantly from those of an Advanced level listener, comprehension is less in quantity and poorer in quality.

Speaking Proficiency: Intermediate High*

The Intermediate level is characterized by the speaker's ability to:

1. create with the language by combining and recombining learned elements, though primarily in a reactive mode
2. initiate, minimally sustain, and close in a simple way basic communicative tasks
3. ask and answer questions.

Able to handle successfully most uncomplicated communicative tasks and social situations. Can initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics, but errors are evident. Limited vocabulary still necessitates hesitation and may bring about slightly unexpected circumlocution. There is emerging evidence of connected discourse, particularly for simple narration and/or description. The Intermediate-High speaker can generally be understood even by interlocutors not accustomed to dealing with speakers at this level, but repetition may still be required.

Writing Proficiency: Intermediate High

Able to meet all practical writing needs and respond to limited social demands. Can take notes in some detail on familiar topics and respond in writing to personal questions. Can write simple letters, brief synopses and paraphrases, summaries of biographical data, work and school experience. In those languages relying primarily on content words and time expressions to express time, tense, or aspect, some precision is displayed; where tense and/or aspect is expressed through verbal inflection, forms are produced rather consistently, but not always accurately. An ability to describe and narrate in paragraphs is emerging. Connect sentences into paragraphs using a limited number of cohesive devices, which tend to be repeated. Writing generally responds to peaking in vocabulary, grammar, and style. Though faulty, writing at this level is generally comprehensible to natives used to the writing of non-natives.

Guide to NEWL: Korean Scores

The National Examinations in World Languages (NEWL): Korean is designed to provide a set of measurements of functional proficiency in Korean for use as a predictive assessment and placement tool by American colleges and universities for entering freshmen with prior study of Korean. While each college and university determines its own policies for the use of the NEWL: Korean scores, the table below offers colleges and universities recommendations for awarding credit and placement.

NEWL® Scores	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 composite score of 5 signals the requisite set of proficiencies associated with successful performance in an advanced-level university course. At most American institutions today, this is third-year Korean, i.e., the fifth semester course. A NEWL: Korean score of 4 indicates a range of functional proficiencies in reading, listening, speaking, and writing at the Intermediate Low and Intermediate Mid levels: the functional range most often encountered in a fourth semester university course of Korean. Students who receive a NEWL: Korean score of 3 reflect the proficiency levels typical of a third-semester (or second-year course) offered at most American universities. NEWL of 1 or 2 signal “Novice” levels of functional proficiency, which in most institutions would be understood to indicate the need for the entering student to enroll at the first-year college level.

By comparison, in the more commonly taught languages, the high threshold for admission into a fifth semester language course may be Advanced Low – Advanced-Mid. This difference in functional proficiency is accounted for by the relative difficulty of Korean as a foreign language for English base-language learners, as measured by standard U. S. government time-on-task indicators.¹

While the NEWL: Korean composite scores in itself is used to measure students’ performance on a test, the subscores of the NEWL: Korean provide a more detailed measure of students’ language proficiency in Korean. Thus, the suggested placements for an overall score for the NEWL: Korean are in keeping with a criterion-referenced assessment: what students can do in the language.

¹ See Liskin-Gasparro, J. *ETS Handbook for Oral Proficiency Testers*, Princeton, 1982.



NEWL

National Examinations in World Languages

J [REDACTED] **A** [REDACTED]

has demonstrated a

2017 NEWL: Korean score of: 5

with the following sub-scores:

Reading Proficiency: **Intermediate High**
Listening Proficiency: **Intermediate High**
Speaking Proficiency: **Intermediate High***
Writing Proficiency: **Intermediate High**

Werner Wothke

July 24, 2017

Dr. Werner Wothke, Director of Assessment

Date