

STAGES IN ENGAGE AND THE MID SUBLEVEL

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Engage guides learners through 4 Stages of CLA, each with progressively more advanced activities designed to reach a particular level of proficiency. We use the ACTFL Proficiency Guidelines (but have renamed their levels—see handout *ACTFL Level Names in Engage* for more information).

Here are the 4 Stages and the target level for in Engage:

STAGE	PROFICIENCY
Stage 1	Go from zero to Basic Mid
Stage 2	Go from Basic Mid to Progressing Mid
Stage 3	Go from Progressing Mid to Capable Mid
Stage 4	Go from Capable Mid to Capable High

The ACTFL sublevels (low, mid, high) can sometimes confuse people who haven't had ACTFL training. So we want to explain why our cut-off for stages 1 and 2 of CLA in Engage is the mid sublevel, and why we use the low sublevel as the cutoff for Stage 3.

When a learner reaches the Low sublevel of any level, this means that they can perform all the tasks of that level without slipping back to the lower level. So if a learner has reached Progressing Low, they no longer slip back to Basic level language when trying to perform tasks of the Progressing level.

The difference between the Low and Mid sublevels is one of “quality and quantity.” So a learner at Progressing Mid can produce more variety of Progressing level language and with a bit more quality. Therefore to go from Progressing Low to Progressing Mid involves working on more Progressing Level language in your CLA activities.

But to go from Progressing Mid to Progressing High doesn't work that way. The High sublevel in ACTFL's guidelines can perform the tasks of the next higher level, but inconsistently. So a learner as Basic High can perform at Progressing level much of the time, but will occasionally “backslide” or revert to Basic level language. So they cannot yet be rated as Progressing Low.

So to go from Progressing Mid to Progressing High means a shift in CLA activities. Going from Progressing Low to Progressing Mid means working on more progressing level language to “do better.” But going from Mid to High means working on Capable level language in order to reach that “almost Capable” level of Progressing High.

STAGE	ACTIVITIES	PROFICIENCY
Stage 1	Work on Basic level language proficiencies	Reach Basic Low, then improve to reach Basic Mid
Stage 2	Work on Progression level language proficiencies	Reach Progressing Low, then improve to reach Progressing Mid
Stage 3	Work on Capable level language proficiencies	Reach Capable Low
Stage 4	Work on Capable, then Proficient level language proficiencies	Improve to reach Capable Mid

The reason we chose to cut off Stage 3 at Capable Low is because of the massive amount of language proficiencies to master in the upper Capable sublevels. This allowed us to have Stages of relatively uniform length and to schedule more timely consultant evaluations and coaching at the end of Stage 3.

Reaching Capable High then, means that the learner can perform at the Proficient level most of the time, slipping back occasionally into Capable level language.