

APPENDIX A: ILR TABLE

Interagency Language Roundtable Language Skill Level Descriptions, Levels 1 and 1+

ILR	Listening	Reading	Speaking	Writing
1 (Elementary Proficiency)	<ul style="list-style-type: none"> • Understands speech about basic survival needs, minimum courtesy/travel requirements • Understands simple questions and answers, simple statements, and simple direct conversation in standard dialects. • Vocabulary limited to most basic needs. • Miscommunication caused by misunderstood syntax. • Comprehension areas: basic needs - meals, lodging, transportation, time and simple directions. • Understands main ideas. 	<ul style="list-style-type: none"> • Reads familiar formulaic verbal exchanges, or simple language with high frequency patterns and vocabulary. • Able to read known language elements that have been arranged new ways for different meaning (same level of simplicity). • Descriptions of persons, places, things; simplified explanations of geography, government. • Misunderstandings possible even on simple text. • Can get some main ideas in more complex texts of a professional nature. • Can identify general subject matter in some authentic text. 	<ul style="list-style-type: none"> • Able to satisfy minimum courtesy requirements and maintain simple direct conversations on familiar topics. Native speaker may need to use slowed speech, repetition, paraphrase, or a combination, and work to understand even simple statements/questions from this individual. • Functional but limited proficiency. • Misunderstandings are frequent, but the individual is able to ask for help and to verify comprehension of native speech in face-to-face interaction. Unable to produce continuous discourse except with rehearsed material. • Structural accuracy is likely to be random or severely limited. Time concepts are vague. • Vocabulary is inaccurate, range is narrow. • Speaks with great difficulty. By repeating, speakers can make themselves understood to native speakers in regular contact with foreigners with little precision. 	<ul style="list-style-type: none"> • Able to meet limited practical needs through writing. • Can write statements and questions on familiar topics within the scope of his/her very limited language experience. • Vocabulary adequate to express elementary needs. • Writes in simple sentences with errors in spelling, grammar and punctuation but writing can be read and understood by a native reader used to dealing with foreigners. • Writing is a loose collection of sentences (or fragments) on a given topic with little conscious organization. While topics which are “very familiar” and elementary needs vary considerably from individual to individual, any person at this level should be able to write simple phone messages, excuses, notes to

ILR	Listening	Reading	Speaking, continued	Writing, continued
1 (Elementary Proficiency, continued)			<ul style="list-style-type: none"> • Can typically satisfy predictable, simple, personal and accommodation needs; can generally meet courtesy, introduction, and identification requirements; exchange greetings; elicit and provide predictable and skeletal biographical information. • Might give information about business hours, explain routine procedures in a limited way, and state in a simple manner what actions will be taken. • Able to formulate questions. • Utterances may be characterized by structural errors and errors in basic grammatical relations. • Vocabulary is extremely limited and usually does not include modifiers. • Pronunciation, stress, and intonation are generally poor, often heavily influenced by another language. • Use of structure and vocabulary is highly imprecise. 	service people and simple notes to friends. (800-1000 characters controlled.)

ILR	Listening	Reading	Speaking	Writing
<p>1+ (Elementary Proficiency Plus)</p>	<ul style="list-style-type: none"> • Understands conversations about all survival needs & limited social demands, and some circumstances beyond survival needs • Shows increased speed in comprehension, but not consistent • Limited vocab – requires repetition • Understands common time forms, most question forms, some word order patterns, but problems with more complex patterns. • Understanding inconsistent with long utterances or unfamiliar situations. • Limited understanding of descriptions and precise information. • Aware of cohesive features such as pronouns & verb inflections but not consistently especially if reference is not immediate. 	<ul style="list-style-type: none"> • Can understand simple social discourse in printed form. • Can read announcements such as for public events, simple prose such as biographical information, and straightforward newspaper headlines. • Can guess at vocabulary in context. • Can identify main ideas and routine information in more complex texts of professional significance. • Some areas of difficulty: basic grammatical relations often misinterpreted, and time reference may rely primarily on lexical items as indicators. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. • May have to read materials several times for understanding. 	<ul style="list-style-type: none"> • Can initiate and maintain predictable direct conversations and satisfy limited social demands. • May have little understanding of the social conventions of conversation. The interlocutor is required to strain and employ real-world knowledge to understand even some simple speech. • Speaker may hesitate and may have to change subjects due to lack of language resources. • Range and control of the language are limited. • Speech consists of a series of short, discrete utterances. • Individual able to satisfy most travel and accommodation needs and a limited range of social demands beyond exchange of skeletal biographic information. • Accuracy in basic grammatical relations is evident, although not consistent. May exhibit the more common forms of verb tenses, for example, but may make frequent errors in formation and selection. • Errors occur in more complex patterns. 	<ul style="list-style-type: none"> • Sufficient control of writing to meet most survival needs and limited social demands. • Can create sentences and short paragraphs related to most survival needs (food, lodging, transportation, immediate surroundings and situations) and limited social demands. • Can express present and future time. Can produce some past verb forms but not always accurately or with correct usage. • Can relate personal history, discuss topics such as daily life, preferences and familiar material. • Shows control of elementary vocabulary and some control of basic syntactic patterns but major errors still occur when expressing more complex thoughts. • Dictionary usage may still yield incorrect vocabulary or terms, although the individual can use a dictionary to advantage to express simple ideas.

ILR	Listening, continued	Reading	Speaking	Writing, continued
1+ (Elementary Proficiency Plus, continued)	<ul style="list-style-type: none"> • Understanding limited to short, discrete utterances. • Requires repetition 			<ul style="list-style-type: none"> • Generally cannot use basic cohesive elements of discourse to advantage (such as relative constructions, object pronouns, connectors, etc.). • Can take notes in some detail on familiar topics, and respond to personal questions using elementary vocabulary and common structures. • Can write simple letters, summaries of biographical data and work experience with fair accuracy. Writing, though faulty, is comprehensible to native speakers used to dealing with foreigners.