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SCOLA — Core Competencies

Categories	Competencies	Descriptor	Concrete examples
Reception	Listening, Reading	Description of learning outcome	Examples taken from actual teaching practices
Production	Speaking, Writing	Description of learning outcome	Examples taken from actual teaching practices
Interaction	Spoken, Written	Description of learning outcome	Examples taken from actual teaching practices
Cultural Awareness and Intercultural Competency	Intercultural	Description of learning outcome	Examples taken from actual teaching practices

1. The SCOLA subcommittee on learning outcomes has followed these main criteria when creating core competencies:
   a. The document is centered around the **basic Core Competencies** for language learning, which are Listening, Speaking, Reading, Writing and Intercultural Competencies. Within **Reception**, Listening Comprehension and Reading Comprehension will be assessed. **Production** is separated into Spoken Production and Written Production. **Interaction** includes Spoken Interaction and Written Interaction. These headings will be the same for all languages;
   b. Next to the core competencies, you will find descriptors that outline learning outcomes. These "can-do" statements have been organized around the core competencies to accurately reflect what a successful Beginner's Level II student can do.
   c. This column is followed by concrete examples focused on each language area. Please note that the concrete examples provided are not exhaustive, and the committee would like to invite members to express whether the examples reflect their ideal teaching practice, not solely based on one's manual, but with further thought to what a learner should be able to do after 35 - 60 hours of contact.*

[*Definition for Contact Hours:
Face-to-face instructional classroom, lab and virtual lab hours or their equivalent required for students to achieve content mastery.
Additional hours required of the student to achieve content mastery, such as time spent on homework, are not counted in contact hours.]

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I. Competencies outlined in detail

	Beginner's I: First-semester level language course: 3 credits, 35 - 60 contact hours			Beginner's II: Second-semester level language course: 3 credits, 35 - 60 contact hours		
R E C E P T I O N	Competency	Descriptor	Concrete examples	Competency	Descriptor	Concrete examples
	1a. Overall Listening Comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning concerning family and concrete surroundings.	Ascoltare la descrizione di una famiglia italiana e capite quante persone ci sono in famiglia, come si chiamano e se vanno a scuola o lavorano.	1a. Overall Listening Comprehension	*Can follow speech that is slow and carefully articulated, with pauses for him/her to assimilate meaning concerning family and concrete surroundings.*	Una persona vi racconta le sue attività della giornata e della settimana in brevi frasi e usando uno o due verbi.
	Listening to announcements and instructions	Can understand instructions addressed carefully and slowly to him/her and follow short, simple directions. Can understand the main reasons behind peoples' requests.	All'aeroporto o in stazione sentire un annuncio e capite il numero del volo e/o del treno, l'orario di partenza e il cancello o binario da cui parte l'aereo o il treno. Degli amici telefonano per invitarvi a cena e dicono dove abitano e come arrivare a casa loro.Vi	Listening to announcements and instructions	*Can understand directions, how to get to a location, how far it is and how long it takes to get there, as long as information is stated slowly and clearly.* *Can follow simple recipes and/or some information on eating habits.*	**Per esempio, Alla stazione degli autobus** annunciano quale mezzo prendere per andare in una certa direzione e l'orario di partenza e arrivo. *Un madrelingua spiega una o più* **ricette italiane famose** *per preparare piatti quali La Bruschetta; Il*

					Tiramisù; Gli Spaghetti alla Carbonara, con l'ausilio di immagini e foto per aiutare la comprensione.
Understanding a native speaker/interlocutor (one-on-one)	Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker.	Accettare o rifiutare un invito a fare qualcosa. Seguire le istruzioni di una semplice ricetta o delle semplificate direzioni per arrivare in uno specifico luogo.	**Understanding brief interactions between native speakers, provided they relate to familiar topics**	Can understand questions and instructions addressed carefully and slowly to him/her and follow brief and simple directions. Can understand phone conversations and/or simple narrations provided by a sympathetic speaker.	Capire una conversazione telefonica per accordarsi sul fare qualcosa insieme.
Understanding interaction between native speakers (authentic, unmodified)	Not applicable*		**Understanding interactions between native speakers (authentic, unmodified)**	*Can catch a simple conversation among native speakers provided they relate to familiar topics*	*Alcuni madrelingua parlano della loro **routine quotidiana** e spiegano a che ora si svegliano e cosa fanno generalmente in una giornata tipica.*

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	Catching the main points in narrations of recent past events	Not applicable*		Catching the main points in narrations of recent past events	*Can identify high frequency words and phrases, and can understand some points related to the topic of conversation. Understanding is limited and may have errors.*	*Un madrelingua parla di cosa ha fatto durante una **recente vacanza o fine-settimana** e usa il passato prossimo e l'imperfetto.*
	Listening to public radio audio and recordings (authentic, unmodified)	Not applicable*		Listening to public radio audio and recordings (authentic, unmodified)	Not applicable*	
				Understanding interactions between native speakers (authentic, unmodified)	Not applicable*	

*Please note that we have included headings for which no descriptors are available as they can serve to better define the beginner learner. These areas will be filled in with descriptors at higher levels.

	Beginner's I: First-semester level language course: 3 credits, 35 - 60 contact hours			Beginner's II: Second-semester level language course: 3 credits, 35 - 60 contact hours		
	Competency	Descriptor	Concrete examples	Competency	Descriptor	Concrete examples
R E C E P T I O N	**1b.** **Overall Reading Comprehension**	*Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.* *Can understand cognates and highly contextualized words.*	Compredere brevi e semplici raccontini.	**1b.** **Overall Reading Comprehension**	*Can recognise high frequency words and everyday phrases in short, simple texts.* *Can understand cognates and contextualized words.*	Compredere brevi e semplica raccontini.
	Reading correspondence	*Can understand short, simple messages*	Cartoline, post-its, brevi e-mail o SMS	**Reading correspondence**	*Can recognize some words and work out meanings of short, simple messages on postcards, or messaging/texting.*	*Brevi messaggi in* **cartoline, email, brevi storie, pubblicità,** *per raccontare dove e cosa sta facendo una persona.*
	Reading for orientation	*Can recognize familiar names, words and very basic phrases on simple*	Leggere gli orari di negozi, della biblioteca e dei treni e capire le	**Reading for orientation**	*Can recognize familiar names, words and basic phrases on simple*	Leggere **segnali stradali, mappe, menu, orari, o**

	notices in the most common everyday situations in order to answer simple questions.	informazioni necessarie. L'uso di immagini aiuta nella comprensione.		*notices in the most common everyday situations in order to meet needs or complete tasks.*	**indagini,** purché contengano delle informazioni statistiche o immagini che possono giudare la comprensione.
Reading for information and argument	*Can get an idea of the content of simple information material and short descriptions, especially if there is visual support, such as signs for the washroom.*	Capire semplice materiale informativo come descrizioni di abitazioni o annunci con dati e immagini per aiutare la comprensione.	**Reading for information and argument**	*Can get an idea of the content of simple information material and simple descriptions, especially if there is visual support.*	*Capire **un blog di viaggio** che descrive attività ed eventi durante feste tipiche.*
Reading instructions	*Can follow short, simple written directions (e.g., to go from X to Y)*	Comprendere istruzioni semplificate per ricette o direzioni, soprattutto se contengono immagini, come ad esempio istruzioni per assemblare un mobiletto IKEA.		Can follow short, simple written directions (e.g. to go from X to Y)	Comprendere **brevi articoli** che descrivono come svolgere delle attività. Seguire le istruzioni in **ricette**
Reading Narrative	*Not applicable**		Reading Narrative	*Can navigate simple stories in the present or past tense by*	Brevi storie al **tempo presente e/o passato,** con immagini per

				identifying some words and expressions	guidare la comprensione della narrazione. **Brevi biografie,** con immagini per guidare la comprensione della narrazione.

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	Competency	Descriptor	Concrete examples	Competency	Descriptor	Concrete examples
P R O D U C T I O N	2a. Overall Spoken Production	Can use simple, mainly isolated phrases about people and places, basic phrases concerning myself, my family and immediate concrete surroundings, when people speak slowly and clearly.	Descrivere qualcuno partendo dalla sua immagine (come nel gioco "Guess who?").	2a. Overall Spoken Production	Can use simple sentences and a number of isolated words and memorized phrases on a few predictable topics necessary for survival in the target language culture, express likes and dislikes and a limited number of activities.	Per esempio: **Presentarsi** e offrire informazioni dettagliate.
	Sustained monologue	Can make a simple presentation on familiar topics to describe him/herself, what he/she does and where he/she lives.	Presentarvi alla classe e dire cosa fate, cosa studiate e dove abitate.	Sustained monologue: Describing experiences	*Can make a presentation with some details on familiar topics such as about a person, a place, school/work, a hobby, and daily life activities etc.*	**Descrivere** la propria scuola o la propria vita quotidiana
	Addressing audiences	*Can read a very short, rehearsed statement - e.g. to introduce a speaker, propose a toast.*	Presentare qualcuno o qualcosa alla classe, usando espressioni e frasi basiche.	Addressing audiences	*Can read a very short, rehearsed statement or presentation on familiar topics - e.g. to introduce a speaker, to*	**Presentare una persona** ad altri.

		Can use a number of isolated words and memorized phrases on a few predictable topics necessary for survival, such as preferences and immediate needs. *Can describe daily and weekly actions and favourite activities, express likes and dislikes.*			*propose a toast, to give blessings, etc.* *Can use different verb tenses to describe good and bad memories or talk about unforgettable vacations.*	Parlare della propria **infanzia e attività frequenti**. Raccontare un viaggio.
	Public announcements	Not applicable*				

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P	Competency	Descriptor	Concrete examples	Competency	Descriptor	Concrete examples

R O D U C T I O N	2b. Overall Written Production	Can write simple, isolated phrases and sentences linked with simple connectors such as "and", "but" and "because" [*may contain errors but can deliver general ideas and messages*].	Descrivere una giornata tipica, cosa vi piace e non vi piace fare e perché.	2b. Overall Written Production	*Can write simple phrases and sentences linked with connectors such as "and", "but" and "because" and using tenses in the present and in the past.*	
	Discursive writing	Can write about some aspects of his/her environment e.g. people, family and places.	**Scrivere una cartolina** per raccontare eventi correnti, usando il **tempo presente**.	Discursive writing	*Can write very briefly using connectors in sentences to talk about oneself, one's life situations, about a place, about an event, etc.* *Can use different verb tenses to describe a recent event or vacations.*	Scrivere un **messaggio** o **lettera** per presentarsi alla famiglia ospitante durante un programma di scambio. Scrivere un **messaggio per raccontare** una vacanza in cui è successo qualcosa di particolare.
	Essays and reports	Not applicable*		Essays and reports	Not applicable*	

	Beginner's I: First-semester level language course: 3 credits, 35 - 60 contact hours			Beginner's II: Second-semester level language course: 3 credits, 35 - 60 contact hours		
I	Competency	Descriptor	Concrete examples	Competency	Descriptor	Concrete examples

N T E R A C T I O N	3a. Spoken Interaction	*Can interact in a very simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair.* *Can indicate time by such phrases as next week, last Friday, in November, three o'clock.*	Usare semplici espressioni e parole per condividere informazioni personali (es. dove abiti, età, professione, ecc.). Esprimere semplicemente la propria opinione e dire se si è d'accordo o in disaccordo su alcune cose di base.	3a. Spoken Interaction	*Can interact in a simple way. Communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair.* *Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics,* such as name, origin, where one lives, contact info, age and profession.	Esprimere semplicemente la propria opinione e dire se si è d'accordo o in disaccordo su alcune cose di base.
	Informal conversation	Can make an introduction and use basic greeting and leave-taking expressions. Can say how they are, ask how people they are and react.	*Iniziare una conversazione, chiedere la parola, o chiedere che vengano ripetute le cose se non avete capito qualcosa.* *Presentare qualcuno o descrivere qualcosa o qualcuno.*	Informal conversation	*Can make an introduction and use basic greetings.* *Can invite, accept or refuse an invitation to do something such as eating out or going to an event.*	Capire in quali situazioni usare il registro formale e/o informale. Accettare o rifiutare un invito a partecipare ad un evento sociale, secondo le norme sociali.

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Formal conversations (meetings)	During an oral test, can answer personal questions and ask some basic questions.	Rispondere a domande già note e/o su cui si è lavorato in classe, come informazioni generali, descrizioni di immagini, ecc.	Formal conversations (meetings)	During an oral test, can answer personal questions and ask some basic questions, using different verb tenses.	Rispondere a domande già note e/o su cui si è lavorato in classe, come informazioni generali, descrizioni di immagini, ecc.
Goal-oriented co-operation	*Can understand questions and instructions addressed carefully and slowly to him/her and follow simple directions.* *Can indicate time by such phrases as next week, last Friday, in November, three o'clock.*	Accettare o rifiutare un invito a cena o altra situazione.	Goal-oriented co-operation	*Can understand questions and instructions addressed carefully and slowly to him/her and follow simple directions.*	
Transactions to obtain goods and services	*Can ask people for familiar things and give people things.* *Can handle numbers, quantities, cost and time.*	Ordinare al bar o al ristorante, comprare cose al mercato o in un negozio di vestiti e capire prezzi e quantità.	Transactions to obtain goods and services	*Can ask basic questions such as the time, the cost of something or directions* *Can order at a bar or restaurant, buy items at the market or at a clothing store.*	*Interagire formalmente o informalmente per usufruire di servizi (al ristorante, in un negozio, in farmacia, in banca, ecc.)*

Informative exchange	*Can ask about and understand numbers, prices and times.* *Can agree or disagree or express doubt or uncertainty when needed.*	Interagire in un negozio e capire quantità e prezzi delle merci. Usa espressioni come "sì", "no", "forse", "non lo so"	Informative exchange	*Can formulate simple requests in a hotel and ask for help with immediate needs.* *Can ask about and understand numbers, prices and times.*	Lasciare semplici messaggi in segreteria telefoniche o fare semplici telefonate.

I N T E R A C T I O N	Beginner's I: First-semester level language course: 3 credits, 35 - 60 contact hours			Beginner's II: Second-semester level language course: 3 credits, 35 - 60 contact hours		
	Competency	Descriptor	Concrete examples	Competency	Descriptor	Concrete examples
	3b. Overall Written Interaction	*Can ask for or provide personal details in written form.*		3b. Overall Written Interaction	*Can ask for or provide personal details in written form.*	
	Correspondence	*Can write short, simple messages on postcards.*	Scrivere brevi messaggi informali e/o un blog.	Correspondence	*Can write brief messages relating to one's immediate needs.*	Scrivere brevi messaggi informali e/o un blog.
	Notes, Messages and Forms	*Can write numbers and dates, own name, nationality, address, age, date of birth or arrival in the country,*	Compilare un formulario o una scheda di iscrizione.	Notes, Messages and Forms	*Can fill in a registration form*	Compilare moduli con informazioni personali

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		etc. such as on a hotel registration form.			
	Essays and reports	*Not applicable**		Essays and reports	*Not applicable**	

Cultural Awareness and INTERCULTURAL Competency	Beginner's I: First-semester level language course: 3 credits, 35 - 60 contact hours			Beginner's II: Second-semester level language course: 3 credits, 35 - 60 contact hours		
	Competency	Descriptors	Concrete examples	Competency	Descriptors	Concrete examples
	4. Overall Intercultural Competency			4. Overall Intercultural Competency		
	Identify elements of other cultural perspectives	*Can understand some aspects of Italian life and society and can compare them with their own experience (in their own language).*	Capire alcuni aspetti della vita sociale degli italiani e paragonarli con le proprie esperienze personali (nella loro lingua)	Identify and Compare popular cultural topics	*Can identify and compare components of Italian cultural perspectives as derived from songs and/or movies (in their own language).*	Può identificare in film e canzoni alcuni aspetti culturali italiani e paragonarli alla propria cultura (nella loro lingua). Può usare **espressioni formulaiche** per invitare, accettare e rifiutare.
	Develop awareness of differences in verbal and	*Explains notions of formality and knows in which situations to use formal expressions.*	Conosce la differenza fra saluti formali ed informali e sa in quali contesti vengono adoprati.	Develop awareness of differences in verbal and nonverbal communication	*Can identify some cultural differences in verbal and nonverbal communication and are aware that*	*Può identificare alcune differenze culturali espresse o implicite ed è consapevole delle incomprensioni che*

	nonverbal communication	*Reflects on some of the linguistic elements linked to the target culture.*	Riflette su alcuni degli elementi linguistici dell'italiano.		*misunderstandings can occur based on those differences*	*possono esser causate da tali differenze.*
	Express openness to others who are culturally different	Shows curiosity and interest in learning about people's beliefs and traditions.		Express openness to others who are culturally different	Shows curiosity and interest in learning about people's beliefs and traditions	
	Demonstrate respectful and inclusive behaviour	*Interacts using the target language with others and is able to meet people and/or make friends using the target language*	*Partecipa in programmi o scambi culturali o accademici essendo consapevoli delle norme sociali.*	Demonstrate respectful and inclusive behaviour	*Interacts using the target language with others and is able to meet people and/or make friends using the target language*	*Partecipa in programmi o scambi culturali o accademici essendo consapevoli delle norme sociali.* **Interagisce formalmente** per usufruire di servizi

Source: Second milestone level of the "Intercultural Knowledge and Competence Value Rubric", Association of American Colleges and Universities.

While the vocabulary and grammar topics indicated below are common to this level of language competence we recognize that they may vary depending on the textbook. Please note that while the list of vocabulary topics is based on what Italian manuals for beginner-level tend to include some differences may exist. We have provided a fairly common list of topics and will continue to update it base don the feedback that we expect to receive from users of this document.

II. Description of Linguistic Competencies outlined in general

Beginner's I: First-semester level language course: 3 credits, 35 - 60 contact hours	Beginner's II: Second-semester level language course: 3 credits, 35 - 60 contact hours

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Phonological skills	Abilità Fonetiche	Phonological skills	Abilità Fonetiche
Can recognize some of the more challenging phonemes (ie. the letters C e G in combination with vowels and letters H, o SC o GL) and can pronounce them a basic level of accuracy. Pronunciation can be understood with some effort by native speakers with occasional phonetic and/or structural errors.	Può riconoscere i più complessi fonemi della lingua italiana, quali le combinazioni delle lettere C e G con vocali e con H, o SC o GL, e può pronunciarli con una limitata accuratezza. La pronuncia può essere compresa anche da madrelingua italiani, nonostante gli occasionali errori.	Can pronounce the most common Italian phonemes with some accuracy but may still have some difficulties with the more challenging ones such asthe letters C e G in combination with vowels and letters H, o SC o GL). Pronunciation can be understood by native speakers with occasional phonetic and/or structural errors.	Può pronunciare con sufficente chiarezza i principali fonemi della lingua italiana, ma può avere ancora qualche difficoltà con i fonemi più complessi quali le combinazioni delle lettere C e G con vocali e con H, o SC o GL. La pronuncia può essere compresa anche da madrelingua italiani, nonostante gli occasionali errori.
Vocabulary range/control	**Controllo ed Ampiezza di Vocabolario**	**Vocabulary range/control**	**Controllo ed Ampiezza di Vocabolario**
Have a limited but effective command of around 100-200 words that are related to the following speech topics: • Personal interests, sports and leisurely activities • Daily routine activities • School subjects • Food and drinks (basic) • Clothing and colours • Dates and time	Limitato ma sufficiente comando di circa 100-200 parole relative alle seguenti aree lessicali: • Interessi personali, sport e Attività del tempo libero • Attività quotidiane • Materie scolastiche • Cibo e bevande (parole di base) • Abbigliamento e colori • Giorni, mesi, Ore • Emozioni	Have a limited but effective command of around 200-300 words that are related to the following speech topics: • Personal interests, sports, and leisurely activities, • Work situations, • Shopping • Ordering food and drinks, • Transportations, • Family members, • Rooms and furniture • Festivities and traditions	Limitato ma adeguato comando di circa 200-300 parole relative alle seguenti aree lessicali: • Interessi personali e sport e Attività del tempo libero • Mestieri e Professioni • Fare acquisti • Ordinare cibo e bevande • Trasporti • Famiglia • Casa (mobile e stanze) • Viaggi e Turismo

		• Travelling	
• Feelings • Other everyday life use topics.			
Grammatical accuracy/control	**Controllo e Accuratezza grammaticale**	**Grammatical accuracy/control**	**Controllo e Accuratezza grammaticale**
Can write simple sentences based on the knowledge of basic sentence structure. Can use different grammatical structures such as the following: • Definite and Indefinite articles • Nouns • Adjectives • Agreement between nouns, articles and adjectives • Prepositions • Questions with interrogative pronouns and adjectives (who, when, what, how, which, what time, how much, why); • Simple present, present continuous or regular, irregular and reflexive verbs	Can write simple sentences based on the knowledge of basic sentence structure. In grado di utilizzare differenti tipi di strutture grammaticali quali: • Articoli determinativi e indeterminativi • Sostantivi • Aggettivi • Accordo fra articoli, sostantivi e aggettivi • Preposizioni • Frasi interrogative con aggettivi e pronomi interrogativi (chi, di chi, quanto, quale, come, perché, che cosa, dove) • Tempo presente di verbi regolari, riflessivi e principali verbi irregolari e presente progressivo • Verbo Piacere	Can write simple sentences based on the knowledge of basic sentence structure. Can construct multiple types of common sentence patterns such as the following: • Agreement between nouns, articles and adjectives • Connectors • Object Pronouns • Ci and Ne • Adverbs • Major tenses such as simple present, present continuous, present perfect/Imperfect) • informal imperative mode • Verb To Like • Negative statements	Comporre brevi dialoghi o domande per fare una richiesta, chiedere il costo, chiedere orari, invitare qualcuno a fare qualcosa. In grado di utilizzare differenti tipi di strutture grammaticali quali: • Accordo articoli, sostantivi e aggettivi • Congiunzioni • Pronomi Diretti • Ci e Ne • Avverbi • Tempo presente di verbi regolari, riflessivi e principali verbi irregolari • Tempo passato prossimo • Tempo Imperfetto • Verbo Piacere • Frasi Negative

• Verb To Like • Negative statements			
Orthographic competence	**Competenza Ortografica**	**Orthographic competence**	**Competenza Ortografica**
Can write between 100-200 common words that are related to personal information and everyday life. Can correctly reproduce common words that are used in a dictation. Can use diacritical marks with the Roman alphabet.	In grado di scrivere 100-200 parole ed espressioni di uso quotidiano e personale. Può scrivere correttamente parole comuni dettate. Usare correttamente gli accenti per distinguere verbi da coniugazioni o preposizioni (es. è vs. e; da' vs. da) o apostrofi per articoli o pronomi (es. l'amica; l'ascolto).	Can write between 200-300 common words that are related to personal information, everyday life, family and some past events. Can correctly reproduce common words that are used in a dictation.	In grado di scrivere 200-300 parole ed espressioni di uso quotidiano e personale. Può scrivere correttamente parole comuni usate in un dettato.
Intercultural Understanding	**Comprensione Interculturale**	**Intercultural Understanding**	**Comprensione Interculturale**
Have some understanding and knowledge of common cultural facts. Can conduct simple interactions in culturally appropriate ways.	Comprende e conosce alcuni dei più comuni aspetti culturali a livello basico. In grado di interagire in italiano in maniera molto limitata in modo appropriato alle circostanze.	Have some understanding and knowledge of common cultural facts. Can conduct simple interactions in Italian in culturally appropriate ways.	In possesso di comprensione e conoscenze basiche dei più comuni aspetti culturali. In grado di interagire in italiano in modo consono ed appropriato alle circostanze.