

Summary of Language Proficiency Level Descriptors - Australian Defence Force English Language Profiling System (ADFELPS)

| | SPEAKING | LISTENING | READING | WRITING |
|----------|---|--|---|--|
| 1 | Almost no communication is possible. Any production at all is limited to isolated words. Pronunciation is often unintelligible. | Virtually no understanding of the spoken language. Comprehends only basic single word greetings and utterances such as 'Hello' and 'Goodbye'. | Unable to read English although may recognise some letters when in printed form. | No communicative effectiveness. May be able to form most letters, some high frequency words/phrases, some numbers. |
| 2 | Extremely restricted communication. Utterances are formulaic or limited to very few words. Vocabulary is very basic and its usage inconsistent. Pronunciation may be extremely poor and difficult to understand. | Comprehends a limited number of formulaic and memorised utterances only e.g. requests for personal data, greeting etc. | Recognises a very limited number of isolated words. Comprehends high frequency, key words from simple forms and documents. Comprehends a variety of simple signage. Does not comprehend connected prose | Extremely limited communicative effectiveness. Writing consists primarily of memorised and formulaic expressions. Nothing more than immediate surface meaning is communicated. |
| 3 | Restricted communicative effectiveness. Only simple surface meaning is conveyed, communication is characterised by short responses, hesitation and reformulation and sometimes breaks down completely. Faults in pronunciation make understanding difficult | Able to fulfil a very limited number of basic survival needs. Able to comprehend and follow simple directions and simple commands, directives and instructions related to very familiar routine military situations. | Sufficient comprehension to satisfy limited survival needs. Identifies gist and key information from short personal messages, simple instructions or orders. Identifies key information from an uncomplicated timetable or schedule. | Able to meet very limited practical needs only. Meaning is effectively conveyed only when using very simple constructions and sequences. High level of error causes considerable strain for the reader. |
| 4 | Limited communicative effectiveness. Control of basic sentence forms, although frequent errors in word choice and form. General meaning is satisfactorily conveyed but is usually restricted to familiar or specialist field. Frequent pauses to search for vocabulary, speech seems awkward and disjointed. | Sufficient comprehension to meet most basic survival needs. Comprehends and follows simple commands, directives and instructions related to general military situations. Identifies the gist and details of recorded messages such as announcements | Sufficient comprehension to satisfy most survival and some social needs. Identifies gist and key information from texts dealing with very familiar social or work-related topics. Identifies all key information in routine military orders. | Able to satisfy most survival needs and some social requirements. Meaning is adequately communicated in simple structures but longer texts frequently lack logical sequencing and content is simplistic and poorly developed. |
| 5 | Communication is effective when talking about familiar topics only. Tone and style often seem inappropriate. Uses simple grammatical constructions with accuracy, longer, more complex structures regularly lose coherence and accuracy. Flow of speech is adequate to sustain one-to-one interaction despite frequent pauses, hesitations and reformulations. | Able to function at a basic social level of comprehension. Comprehends gist and basic information from simple interviews and conversations. | Sufficient comprehension for most social and a limited number of work-related needs. Identifies main ideas and key information from articles dealing with familiar current issues or events. Demonstrates understanding of operating instructions for uncomplicated pieces of equipment. | Satisfies social and personal needs and a limited number of work-related requirements. Writing generally shows a lack of cohesion with numerous grammatical errors. A few main ideas are communicated but, in general, content is insufficient and may be poorly developed. |
| 6 | Communication is generally effective. Tone & style may at times appear inappropriate or strongly influenced by the native language. Uses longer, more complex grammatical structures although syntactical errors may frequently occur and occasionally inhibit communication of meaning. Flow of speech may be interrupted while speaker searches for appropriate vocabulary. | Satisfies all basic social needs and a limited number of work-related requirements. Comprehends and identifies key points from short briefs on work-related topics and interviews and conversations on very familiar topics. Cannot follow rapid conversation involving idiomatic language and slang. | Sufficient comprehension to deal with most simple work-related needs. Identifies gist and summarises most key points of a detailed articles. Able to identify and correctly order key points of a short text describing a detailed procedure, specific information from a detailed Joining Instruction or extracts from an Information/ Orientation booklet. | Communicates adequately on familiar subjects and on work-related, concrete topics. Main ideas and supporting details are evident although writing may seem undeveloped or inconsistent with occasional strain for the reader. |
| 7 | Confidently and effectively communicates meaning across most social registers and the more familiar specialist registers. Errors may occur but do not inhibit communication. Vocabulary is broad with a high degree of accuracy. Speech is generally fluent and flexible and delivered at a pace which would be comfortable to an average native speaker of English. | Readily identifies gist and most key details of all work-related texts. Comprehends discussions and social conversation although struggles to follow discussion of abstract subject matter. Some difficulty following rapid conversation involving idiomatic language and slang. Recognises and responds appropriately to most nuances of expression. | Adequately deals with all work-related needs. Able to identify the main ideas and supporting details in Service essays and articles on non-abstract, general military topics. Able to locate specific information in Service essays and articles on non-abstract, general military topics. Able to recognise and deduce the meaning of some subtlety, inference and bias. | Communicates thoughtfully and with some depth on all personal, social and work-related requirements. Main ideas and supporting details are clear and text generally shows logical development: any inconsistencies place only occasional strain on the reader. |
| 8 | Highly effective in communicating meaning in most situations. Occasional inappropriacies and non-systematic errors of grammar do not impede communication of meaning. Speech is expressive and fluent, the speaker rarely has to search for words and can move between registers and topics with ease. Pronunciation, stress, rhythm and intonation are completely effective. Accent may be evident but does not intrude. | Readily identifies gist and comprehends key details of all texts, both military and non-military. Demonstrates some ability to comprehend presentations and discussions on abstract topics and takes an effective part in most discussions and social conversation. May have difficulty following rapid conversation involving idiomatic language and slang. Recognises and responds appropriately to nuances of expression. | Very effective reader. Correctly identifies gist and main ideas in most texts on Defence-related topics. Able to deduce most subtleties, inference and bias. Uses contextual clues and other word attack skills to decipher meaning of specialist or unfamiliar vocabulary. | Task is fulfilled across a wide range of subject matter. Writing is very effective with all main ideas and supporting details clearly expressed and clear, convincing conclusions reached. Text is convincing and engaging although tone and style may seem slightly inappropriate at times. |
| 9 | Highly effective in communicating meaning in all situations. Virtually no syntactical error. Language is varied, flexible and creative across all registers. Speech is free flowing, flexible and spontaneous with apparent effortless use of language. Pronunciation, intonation, stress, rhythm and accent appear completely natural. | Highly effective listener. Readily identifies gist of all texts. Comprehends all key details of briefs and public lectures on abstract and non-abstract military and non-military topics. Takes an effective part in all discussions and social conversation, on any topics. Some difficulty following extremely rapid conversation although readily comprehends after limited rephrasing or repetition. Readily recognises nuance and subtlety. | Highly effective reader. Correctly identifies gist, main ideas and all key information. Recognises and readily deduces subtle meaning, inference and bias in complex texts on both Defence-related and general topics. Able to use contextual clues and other word attack skills to decipher meaning of specialist or unfamiliar vocabulary. | Writing is thorough and substantive. Ideas, information and opinions are expressed with great skill and ease and are compelling and impressive. |