# TABLE OF CONTENTS

**Acknowledgements**  ................................................................. 7

*Erwin Tschirner*
Introduction ................................................................. 9

*John Trim*
Provo Address ............................................................... 19

## I. Foundations

*Dorry Kenyon*
Using Bachman’s Assessment Use Argument as a Tool in Conceptualizing the Issues Surrounding Linking ACTFL and CEFR ........................................... 23

*Carol A. Chapelle*
Seeking Solid Theoretical Ground for the ACTFL-CEFR Crosswalk ............... 35

*Ray T. Clifford*
It is Easier to Malign Tests Than it is to Align Tests ................................ 49

## II. Frameworks

*Nick Saville*
The CEFR: An Evolving Framework of Reference ....................................... 57

*David Little*
Elements of L2 Proficiency: The CEFR’s Action-Oriented Approach and Some of its Implications ........................................................... 71

*Anthony Green*
CEFR and ACTFL Crosswalk: A Text Based Approach .................................. 83

*Pardee Lowe, Jr.*
Understanding “Hidden Features” of the ACTFL Speaking Guidelines as an Intermediate Step to Comparing the ACTFL Guidelines and the CEFR for Speaking Assessment ........................................ 93

*Margaret E. Malone*
Investigating CEFR and ACTFL Tasks Through Prompt and Elicitation Research 107
III. Studies

Elvira Swender, Erwin Tschirner, Olaf Bärenfänger
Comparing ACTFL/ILR and CEFR Based Reading Tests ........................................... 123

Arthur Mosher
The Determination of Equivalent Ranges on the ACTFL Proficiency Guidelines – Speaking and the Scale Used for Speaking on the Test of German as a Foreign Language (TestDaF) ................................................................. 139

Peter Jan Slagter, Eric A. Surface, Aaron Watson, Sheila Wilcox
ACTFL and CEFR Scale Comparability Through Perceived and Actual Writing Proficiency ................................................................. 151

Aleidine J. Moeller, Janine Theiler
Writing in the Spanish Language Classroom: A Mixed Methods Study ............... 171