

SPECIFICATIONS BOOKLET

For the 2026-2027 National Spanish Assessment (NSA)

Format & Length

Updated for the 2026-2027 assessment cycle.

Specifications by Level

Includes Vocabulary and Grammar integrated within Language Functions to promote communicative alignment and support proficiency-based instruction.

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Registration Tutorial



About Us

The **AATSP Exams** (also known as “NSE”) office is a branch of the American Association of Teachers of Spanish and Portuguese (AATSP).

Our mission is to recognize student achievement and to promote language proficiency in the studies of Spanish & Portuguese. To this end, the AATSP Exams office provides teachers with high-quality assessment tools and offers students opportunities to measure their linguistic competence and communication skills in Spanish and Portuguese.

About The National Spanish Assessment (NSA)

The National Spanish Assessment (NSA) is a performance-based and proficiency-oriented **formative assessment** tool that can be administered up to **three times throughout the year** to measure students' progress and track their growth.

It serves multiple purposes - as a ***diagnostic, placement, or benchmark test** - and can be used as a stepping-stone to the National Spanish Exam (NSE) or other high-stakes assessments. The NSA is an online, standardized, computer-graded assessment that measures both content standards (what students know) and performance standards (what students can do).

Additionally, the NSA provides detailed feedback, including **immediate percentage scores** for each assessed area and **direct access to student responses**. This actionable data enables teachers to identify strengths, address areas for growth, tailor instruction to student needs, implement targeted learning strategies, and track progress over time. As such, the NSA serves as a powerful formative tool to monitor progress and prepare students for success on the National Spanish Exam (NSE) in the spring.

Each assessment attempt includes **four modules** designed to promote communicative skills through **real-life scenarios and authentic materials**. These modules may be administered together or individually, depending on instructional goals:

- **Vocabulary in Context**
- **Grammar in Action**
- **Reading / Interpretive Communication**
- **Listening / Interpretive Communication**

An optional **Speaking and Writing module** is also available. Students submit recorded and written responses directly on the platform. A **user-friendly rubric** is included in this teacher-scored section to support consistent and efficient evaluation.

The first diagnostic attempt of the NSA assesses content from the previous year's instruction (except for Level 01), allowing teachers to confirm students' proficiency levels and plan instruction based on their actual needs. Alternatively, teachers may choose to administer the **Pre-Test as a diagnostic assessment to determine students' readiness for the **current level** before instruction begins.*

About This Booklet

In this booklet, you will find the **updated Format & Length chart**, the **revised Vocabulary and Grammar specifications** for the 2026–2027 National Spanish Assessment, and the **Level Placement Guide** with corresponding references to ACTFL and CEFR proficiency levels.

The Vocabulary and Grammar sections are now fully integrated within **Language Functions** to promote communicative alignment and support **proficiency-based instruction** across all levels.

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NATIONAL SPANISH ASSESSMENT (NSA)

Format and Length | Updated for 2026-2027

Each level of the NATIONAL SPANISH ASSESSMENT has 4 sections or modules of tests: Vocabulary in Context, Grammar in Action, Reading/Interpretive Communication, and Listening/Interpretive Communication.

LEVELS	VOCABULARY IN CONTEXT	GRAMMAR IN ACTION	READING/ INTERPRETIVE COMMUNICATION	LISTENING/ INTERPRETIVE COMMUNICATION	TOTAL
Level 01 Novice low/mid <A1	20 Questions 25 points	20 Questions 25 points	13 Questions 25 points	12 Questions 25 points	65 Questions 100 points
Level 1 Novice mid/high A1	20 Questions 25 points	20 Questions 25 points	13 Questions 25 points	12 Questions 25 points	65 Questions 100 points
Level 2 Novice high/Int. Low A1/A2	20 Questions 25 points	20 Questions 25 points	13 Questions 25 points	12 Questions 25 points	65 Questions 100 points
Level 3 Intermediate low/mid A2/B1	20 Questions 25 points	20 Questions 25 points	13 Questions 25 points	12 Questions 25 points	65 Questions 100 points
Level 4 Intermediate mid/high B1/B2	20 Questions 25 points	20 Questions 25 points	13 Questions 25 points	12 Questions 25 points	65 Questions 100 points
Level 5 Intermediate high / Advanced low B2	20 Questions 25 points	20 Questions 25 points	13 Questions 25 points	12 Questions 25 points	65 Questions 100 points
Level 6 Advanced low/mid/high B2/C1	20 Questions 25 points	20 Questions 25 points	13 Questions 25 points	12 Questions 25 points	65 Questions 100 points

NATIONAL SPANISH ASSESSMENT (NSA)

Level Placement Guide | Updated for 2026-2027

For the National Spanish Assessment (NSA), level placement is at the **instructor's discretion**. Students may take multiple levels if desired. Determining the appropriate assessment module to administer should be decided by the teacher and the student. Please use the following chart as a guideline:

Level 01	Recommended for entry-level beginners The course content is equivalent to the first half of the Spanish 1 syllabus. (Novice low/mid ; <a1)
Level 1	Students whose course content is equivalent to the second-half of the Spanish 1 syllabus or entry-level for any program where the course content is equivalent to a full year of Spanish 1. (Novice mid/high; A1)
Level 2	Students whose course content is equivalent to the Spanish 2 syllabus. (Novice high/Int. Low; A1/A2)
Level 3	Students whose course content is equivalent to the Spanish 3 syllabus. (Intermediate low/mid; A2/B1)
Level 4	Students whose course content is equivalent to the Spanish 4 syllabus. (Intermediate mid/high; B1/B2)
Level 5	Students whose course content is equivalent to the Spanish 5 or AP Spanish syllabuses. (Intermediate high/Advanced low; B2)
Level 6	Students whose course content is equivalent to the Spanish 6 or AP Literature syllabuses. (Advanced low/mid/high; B2/C1)
AP Language / IB-SL	Students enrolled in a course labeled AP Language or IB-SL should be registered to take the current year's NSE at one level higher than the course in which they were enrolled the previous year. For example, an AP Language/IB-SL student who sat for the exam at Level 4 in 2023-2024 should be placed in Level 5 in 2024-2025. Under no circumstance should an AP Language/IB-SL student take the NSE at lower than Level 4.

AP Literature / IB-HL

Students enrolled in a course labeled AP Literature or IB-HL must take the NSE at either Level 5 or 6. These students should be enrolled to take the current year's NSE at one level higher than the course in which they were enrolled in the previous year. Under no circumstance should an AP Literature/IB-HL student take the NSE at lower than Level 5.

National Spanish Assessment
Specifications for Vocabulary and Grammar,
through Communicative Functions
for Real-World Communication

For Assessment Years 2026-2027 and After

Specifications for Vocabulary and Grammar, through Communicative Functions for Real-World Communication

The Vocabulary and Grammar sections are now fully integrated within suggested and adaptable Communicative Language Functions to promote communicative alignment and support proficiency-based instruction across all levels.

What are Communicative Language Functions

These refer to the real-life purposes or intentions behind using language. Rather than focusing only on grammatical forms, these functions describe what learners are doing with the language, such as asking for or providing information, giving opinions, expressing emotions, or persuading someone. They are action-oriented and typically answer the question: “*Why is the speaker using language in this situation?*”. You can find the **suggested and adaptable** communicative language functions integrated into the content tables throughout this booklet, aligned with vocabulary and grammar to support meaningful language use.

Vocabulary in Context

Vocabulary cannot be taught in isolation. Learning individual words without context may lead to superficial understanding and limited ability to use the language effectively in real-world situations. Instead, vocabulary should be introduced and reinforced within meaningful, communicative contexts that reflect how the words are used naturally by speakers of the language.

Effective vocabulary instruction is:

- Contextualized – words are embedded in stories, dialogues, authentic texts, and communicative tasks.
- Purpose-driven – vocabulary is taught to support specific language functions (e.g., describing, narrating, persuading).
- Connected to grammar - learners encounter and use vocabulary alongside grammatical structures, reinforcing both simultaneously (e.g., learning food vocabulary while practicing expressions of preference using “*gustar*”).

When vocabulary is integrated with language functions and grammar, students are more likely to internalize the meaning, form, and use of new words. This approach supports comprehensible input, fosters retention, and enables students to communicate with greater fluency, accuracy, and cultural relevance.

Grammar in Action

The grammar structures listed in this booklet are provided as a helpful reference to support students' language development in connection with communicative goals. Grammar is a natural part of language; it can often be **acquired through meaningful use, rich input, and authentic communication**. Many teachers find that **inductive approaches** - in which students notice and internalize patterns through context - and exposure to **comprehensible input** promote deeper and more lasting learning.

Every classroom is different, and we recognize that **you know your classroom and your students best**. Whether through stories, conversations, interactive or contextualized tasks, or brief moments of clarification, the aim is to keep language purposeful and engaging, and connected to authentic language use. The grammar reference provided is meant to support you in doing just that.

You are encouraged to use the strategies that best align with your goals and your students' needs.

Level 01 (Novice Low/Mid - <A1)

Communicative Language Functions / What learners can do	Vocabulary in Context	Grammar in Action
Introducing Oneself and Others: -Learners can state name, country of origin, basic and personal information. Engaging in Everyday Communication: -Learners can greet and thank.	-Greetings, titles -Basic professions -Nationalities -Courtesy phrases -Numbers 1-100: numbers 1-30 are written as one word up to <i>treinta</i> : <i>dieciséis, veintidós, etc.</i>	-Subject pronouns -Present tense of <i>ser</i> -Gender and number agreement -Present tense of <i>tener</i> for age
Describing People, Things, and Places: -Learners can give simple details to refer to people, things and places. -Learners can give simple details to refer to the weather.	-Basic colors -Basic physical characteristics -Simple description of things, personality traits -Basic emotions -Immediate family -Pets -Basic parts of the body -Basic school and classroom items -Basic weather expressions	-Gender of nouns ending in -o, -a -Plural of nouns -Adjective agreement and placement -Present tense of <i>ser</i> and <i>estar</i> -Present tense of <i>tener</i> -Possessive adjectives sing. & plural (<i>mi, tu, su, mis, tus, sus</i>) and possessive use of “ <i>de</i> + noun” -Definite articles (<i>el, la, los, las</i>) Indefinite articles (<i>un, una, unos, unas</i>).

Expressing Likes and Dislikes: -Learners can say what they like/dislike doing or eating.	-Basic food -Basic pastimes & leisure activities -Hobbies -Basic sports	-Verbs <i>gustar</i> and <i>encantar</i> -Indirect object pronouns (<i>me, te, le/les</i>)
Talking about Daily Routines, Habits, Leisure Time, and Scheduling Needs: -Learners can talk about what they do daily or on weekends. -Learners can tell the time.	-Time -Days of the week -Months of the year -Dates -Basic school subjects -Basic chores	-Present tense of regular -ar, -er, -ir verbs -Basic irregular <i>ir</i> and <i>tener</i> -Contractions with <i>“al”</i> and <i>“del”</i> -Idiomatic expressions with <i>tener (tener hambre, sed, frío, calor, prisa, miedo)</i>
Asking and Answering Simple Questions: -Learners can ask for basic information using familiar question words.	-Questions common in the classroom -Asking for basic information	-Question formation and question words (<i>dónde, cómo, qué, por qué, cuándo</i>)

Level 1 (Novice Mid-High / A1)

Communicative Language Functions / What learners can do	Vocabulary in Context	Grammar in Action
Describing People, Places and Things -Learners can describe people, places, and things using simple phrases.	-Colors -Physical and personality traits -Rooms in a house -Immediate family -Professions -Pets -Basic parts of the body -Classroom items -Hispanic countries and their capitals -Simple geographical terms	-Adjective agreement and position -Ser vs. estar -Present tense of tener -Gender of nouns ending in -o, -a -Number of nouns -Possessive adjectives sing. & plural (mi, tu, su, mis, tus, sus) and possessive use of “ de + noun” -Definite articles (el, la, los, las) -Indefinite articles (un, una, unos, unas)
Expressing Needs, Wants, and Obligations -Learners can express needs, wants, and obligations in everyday situations.	-Clothing -Parts of the body -Basic chores -School items -Basic school subjects	-Expression: Tener que + infinitive -Idiomatic uses of tener (tener hambre, sed, frío, calor, prisa, miedo) Present tense of: tener, poder, querer, necesitar -Subject-verb agreement -Negation
Describing the Weather and Environment -Learners can talk about the weather and the environment using simple phrases.	-Weather expressions -Nature (basic) -Animals	-Present tense of hacer used in weather expressions (Hace frío, hace calor, etc) -Present tense verbs

Talking about Daily Routines and Leisure -Learners can describe daily and leisure activities using familiar vocabulary. -Learners can talk about weekend routines.	-Leisure activities -Sports -Days of the week -Months -The time	-Present tense of regular verbs -Stem-changing verbs
Asking and Answering Questions -Learners can ask and answer simple questions related to familiar topics. -Learners can make a reservation at a restaurant, order food, and ask and answer basic related questions. -Learners can shop for clothes.	-Greetings -Introductions -Common questions in the classroom -Basic questions and expressions in a restaurant -Preferences (books, movies, food, TV programs, series, school subjects) -Food -Basic clothes	-Question words -Word order of questions -Subject pronouns (vosotros: only for recognition of pronoun and verb form identification, not for production) -Personal a -Present progressive -Verbs gustar, encantar, preferir -Indirect object pronouns (me, te, le/les)
Talking about Future Plans -Learners can talk about future plans in a basic way. -Learners can talk about weekend plans. -Learners can talk about travel plans.	-Travel -Buildings in a city -Transport -The airport	-Immediate future (ir + a + infinitive) -Present tense verbs -Contractions (al/del)
Describing Quantity and Order -Learners can describe order and quantity in simple terms.	-Cardinal numbers 1-100 -Ordinal numbers 1st-10th -Dates -Basic math expressions	-Ordinal and cardinal numbers

Level 2 (Novice High - Intermediate Low / A2-B1)

Communicative Language Functions / What learners can do	Vocabulary in Context	Grammar in Action
Narrating Past Events -Learners can describe events or personal experiences in the past using simple phrases.	-Pastimes (expanded) -Holidays -Family events -School experiences	-The preterit tense -Adverbs of time -Use of acabar de + infinitive <i>e.g.: Acabo de lavar el carro. Quedó bien limpio.</i> -Introduction to the imperfect tense (only for exposure & comprehension, not production)
Giving Commands and Instructions -Learners can give basic commands and instructions in everyday contexts.	-Chores -Classroom tasks -Personal care -Food preparation -Food (expanded) -Basic computing	-Imperative mood -Regular and irregular commands -Negation
Talking about Future Plans and Intentions -Learners can talk about what they or others will do using the simple future tense.	-Professions (expanded) -Travel -Transport -Directions -The seven continents	-Future tense (regular verbs) -Expressions with: • Pensar + infinitive • Deber + infinitive • Tratar de + infinitive

Describing and Comparing People and Things -Learners can express comparisons, descriptions, and preferences using familiar structures.	-Professions (expanded) -Clothing (expanded) -Personality traits -Nationalities -Parts of a home -Weather -Geographic terms -Nature	-Verbs: saber, conocer -Adjectives -Conjunctions (pero vs. sino, e/y, u/o); -Gender of nouns ending in -dad, -ción, -ma, -ista e.g.: La universidad, la comunidad; la canción, la lección; el programa, el problema; el o la turista, el o la deportista. -Adverbs of quantity
Talking about Daily Routines and Self-Care -Learners can describe their daily routine, school life, and personal hygiene habits.	-Daily chores -School subjects -Five senses, body parts -Sports -Physical characteristics -Personality traits	-Reflexive verbs -Indirect object -Reflexive pronouns -Prepositional pronouns (prep. + pronoun: para mí, conmigo, sin ti, etc.) -Stem-changing verbs -Common irregular verbs
Describing Location and Giving Directions -Learners can describe where people, places, or objects are and give simple directions.	-Buildings in a city -Maps -Hotel staff, rooms, items -Classroom objects	-Simple prepositions: contra, desde, entre, durante, etc. -Compound prepositions: antes de, debajo de, después de, encima de, etc. -Verb estar + location -Conjunctions
Connecting and Sequencing Ideas -Learners can narrate and describe events using connectors and sequence adverbs.	-Storytelling -Leisure -Sports (expanded) -Travel experiences	-Adverbs of order and manner -Suffix -mente -Negation words (nada, nunca, jamás) -Uses of ningún and algún and their related forms -Use of u instead of o -Pero vs. sino

Level 3 (Intermediate Low-Mid / A2-B1)

Communicative Language Functions / What learners can do	Vocabulary in Context	Grammar in Action
Narrating Past Events -Learners can describe events or personal experiences in the past.	-Pastimes (expanded) -Holidays -Family events -School experiences	-Preterit tense (regular and irregular) -Adverbs of time -Introduction to the imperfect tense
Narrating Habitual Past Events -Learners can describe events or personal experiences that were habitual in the past.	-Pastimes -Holidays -Family events -School experiences -Childhood and related vocabulary -Chores and obligations	-Imperfect tense -Adverbs of time
Narrating in Multiple Time Frames -Learners can describe personal experiences or events using a combination of past tenses, introducing background context.	-Human life cycle -Holidays -Sports	-Contrast of imperfect vs. preterit -Adverbs of time

Talking about Actions or Experiences that Happened at an Unspecified Time Before Now -Learners can describe what someone has done today or this week. -Learners can share life experiences without specifying when they happened. -Learners can say what one has never or has already done. -Learners can research, summarize, and present current events from various sources, demonstrating understanding of key facts and perspectives.	-Life experiences: travel, milestones -Routine accomplishments: homework, chores, goals -Daily life: meals, appointments, school projects -Expressions of time (ya, todavía, nunca, alguna vez, muchas veces, hoy, esta semana) -Media: things you've read, watched, posted, or heard -Community and environment: experiences with festivals, natural events, or social participation	-Present perfect tense -Related adverbials of time e.g.: ayer, mientras, ya, todavía
Describing What Someone Had Done Before Another Past Event Occurred -Learners can describe past actions that happened before other past actions	-Narratives and storytelling -Holidays and traditions -Family and home life -School life -Work and projects -Health and wellness	-Past Perfect tense (<i>pluscuamperfecto</i>) -Related adverbials of time
Expressing Future Possibilities and Hypothetical Situations -Learners can express future events or hypothetical outcomes with appropriate verb tenses.	-Work expressions -Professions	-Irregular future tense -Conditionals -Use of the infinitive after prepositions e.g.: para estudiar, antes de salir

Giving Opinions and Expressing Doubt or Uncertainty -Learners can express opinions, preferences, and doubt using more complex sentence structures.	-Communication media -Art -Religions, basic terms	-Use of subjunctive (introductory level) -Impersonal 'se' -Indirect commands
Describing People, Things, and States of Mind in Detail -Learners can describe people, objects, or feelings in more depth using precise vocabulary.	-Personality -Physical traits -Fabrics -Parts of clothing	-Adjectives as nouns: e.g.: el grande, la roja -Past participle used as an adjective: e.g.: abierto, abierta, cerrado, cerrada, roto, rota, olvidado, olvidada, etc. -Adverbs of degree e.g.: bastante, demasiado, muy, poco
Asking and Responding to More Detailed Questions -Learners can ask and respond to more nuanced questions involving past events or abstract topics. -Learners can express purpose and goals, cause or reason, can describe movement through a place, talk about duration or deadlines.	-School subjects -Mathematical expressions -Doctor visit -Parts of the body	-Indirect and direct object pronouns together e.g.: me lo dijo, te lo di, se lo regalé -Verbs that use IO pronouns: e.g.: faltar, quedar, etc. -Correlative conjunctions: o...o, ni...ni -Prepositions: para vs. por e.g.: Estudio para aprender. / Camino por el parque.

Comparing and Contrasting Ideas, People, or Objects -Learners can compare and contrast ideas or objects using appropriate structures. -Learners can compare houses and homes across different countries and cultures, highlighting similarities and differences in structure, style, and daily life.	-Geography -Astronomy terms -Home and housing	-Comparison structures (más...que, tan...como) -Adverbs of comparison (más, menos, tan, tanto) -Passive voice (introductory exposure)
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Level 4 (Intermediate Mid-High / B1-B2)

Communicative Language Functions / What learners can do	Vocabulary in Context	Grammar in Action
Expressing Hypothetical Situations (probable & possible, improbable, & impossible) -Learners can talk about hypothetical or imagined situations Probable: e.g.: It is cloudy. If it rains I will not go to my golf practice. Improbable: e.g.: If I won the lottery I would travel around the world. Impossible: e.g.: If you had called me I would have given you a ride to the meeting. Why didn't you call me?	-Global issues -Economics -Politics -Banking	-Probable condition: present tense + future for probable and possible condition. e.g.: Está nublado, si llueve no iré a la práctica de golf. -Improbable Condition: imperfect subjunctive + conditional e.g.: Si ganara la lotería viajaría por el mundo. -Conditional perfect for impossible conditions. e.g.: Si me hubieras llamado te habría llevado a la reunión. ¿Por qué no me llamaste?

Expressing Wishes, Hopes, and Doubts -Learners can express emotions, wishes, and hopes about others' actions using the subjunctive. -Learners can express a possibility that depends on a certain condition. -Learners can express uncertainty or doubt about a past action, a hypothetical situation about the past, or a feeling or emotion about a past event.	-Health care professions -Government -Social issues -Travel -Emergencies -Personal needs	-Present subjunctive. e.g.: <i>Es muy importante que tengas cuidado con las redes sociales.</i> -Imperfect subjunctive e.g.: Si estuviera en Madrid, iría al Museo del Prado. -Present perfect subjunctive e.g.: <i>No creo que hayan ido al concierto. (uncertainty); Espero que lo hayan pasado lindo en sus vacaciones. (hypothetical); Me alegro de que te haya ido bien en el trabajo. (feeling or emotion)</i>
Describing Present Actions with Nuance -Learners can communicate present, ongoing, or habitual actions with greater nuance by choosing appropriate verbs and expressing them correctly in varied contexts.	-Nature and environment, -Astronomy	-Present tense spelling changes -cer/cir (e.g.: conocer, traducir) -ger/gir (e.g.: escoger, exigir), -guir(e.g.: seguir, distinguir) -Accent changes (e.g.: reír, enviar, actuar)
Referring to People and Things Using Precise Expressions -Learners can use relative pronouns and reciprocal actions.	-Arts -Architecture -Historical terms -Literature	-Relative pronouns e.g.: que, quien, el/la que, lo que, cuyo/cuya/etc. -Reciprocal reflexives -Definite article with modified proper nouns -Neuter article 'lo' to refer to abstract qualities. e.g.: Lo bueno de esta situación es que hemos aprendido algo.
Making Comparisons and Distinctions -Learners can normalize adjectives and use short forms appropriately.	-Descriptions in Art: • Color • Shapes • Materials	-Normalization of adjectives e.g.: Me gusta el verde. ¿Me puedes dar el grande? -Short forms of adjectives e.g.: gran, buen, mal.

Level 5 (Intermediate High-Adv. Low/ B2)

Communicative Language Functions / What learners can do	Vocabulary in Context	Grammar in Action
Talking about Hypothetical Past Outcomes -Learners can explain what would have happened in a different past scenario using advanced verb forms.	-The economy -Elections -Government -Politics	-Past perfect subjunctive in if clauses <i>e.g.: Si hubiera estudiado más habría obtenido una A en mi examen de Ciencia.</i> -Conditional perfect <i>e.g.: Si hubiera estudiado más habría obtenido una A en mi examen de Ciencia</i>
Referring to General Activities or Abstract Concepts -Learners can use infinitives as nouns to describe actions or ideas.	-Basic biology terms -Hospital -Pharmacy expressions	-Use of infinitive as a noun <i>e.g.: Caminar hace bien a la salud.</i>
Describing Cause, Effect, or Consequence -Learners can talk about outcomes and cause-effect using advanced verb tenses.	-Ecosystem -Environmental topics -History	-Future perfect tense -Sequence of tenses -Passive voice

Expressing Meaning with Precision and Nuance -Learners can describe people, places, or ideas with precision by using vocabulary and grammar that reflect subtle differences in meaning (e.g., distinguishing between “el capital” and “la capital” or between “un gran hombre” and “un hombre grande”) in contexts such as health, the arts, and outdoor life.	-The body (advanced) -Theatre -Camping	-Changes of adjective position -Nouns with meaning determined by gender e.g.: el/la capital
Linking Ideas and Describing Relationships -Learners can make connections between people, events, or ideas. -Learners can provide detailed descriptions and clarifications. -Learners can justify opinions with supporting reasons.	-Social issues -Government structures	-Relative pronouns e.g.: que, quien, el/la que, lo que, cuyo/cuya/etc. -Verbs requiring prepositions before an infinitive (empezar a, cesar de, pensar en)

Level 6 (Advanced Low-Mid-High / B2-C1)

Communicative Language Functions / What learners can do	Vocabulary in Context	Grammar in Action
Expressing Complex Hypothetical Past Situations -Learners can discuss alternative outcomes in past events, using appropriate tense combinations to express hypothetical reasoning or reflection. -Learners can express regrets, missed opportunities, or imagined consequences using complex “if” clauses.	-Law and Justice -War and Peace -Employment and Unemployment	-Past perfect subjunctive (hubiera ido, hubiese estudiado) e.g.: Si hubiera estudiado más habría obtenido una A en mi examen de Ciencia. Si me hubieras llamado te habría ayudado. ¿Por qué no me llamaste? -Conditional perfect e.g.: Si me hubieras llamado te habría ayudado. -If clauses with past subjunctive (<i>pluscuamperfecto del subjuntivo</i>) + conditional perfect (<i>condicional compuesto</i>) e.g.: Si hubiera estudiado más, habría obtenido una A en mi examen de Ciencia.
Describing Uncertainty or Subjectivity in Complex Clauses -Learners can express doubt, emotion, or judgment about past events using the correct verb choices. -Learners can react to hypothetical or unconfirmed information from journalistic or social contexts.	-Journalism -Social issues -Government	-The imperfect subjunctive e.g.: tuviera, encontrara. -Imperfect subjunctive in adverbial clauses, after negative/indefinite antecedents e.g.: Estuve feliz de que me dieran la oportunidad

Using Precise and Nuanced Language in Formal Contexts -Learners can use specialized or academic vocabulary accurately in context. -Learners can formulate well-structured arguments	-Communication media -Legal vocabulary -Chemistry -Physics	-Mastery of relative pronouns e.g.: <i>que, quien, el/la que, lo que, cuyo/cuya/etc.</i> -Verbs requiring prepositions before an infinitive e.g.: <i>empezar a, cesar de, pensar en.</i> -Subordinating conjunctions (mientras, como, etc.)
Making Detailed Comparisons and Distinctions -Learners can make nuanced comparisons between abstract concepts, texts, or events.	-Historical references -Formal academic texts	-Changes in adjective meaning based on position -Special ordinal numbers e.g.: <i>undécimo, vigésimo</i>
Clarifying Meaning in Speech and Writing -Learners can paraphrase or reformulate ideas to ensure clarity in formal or academic exchanges. -Learners can adjust their language register depending on audience, purpose, or medium.	-Economics -Peace studies -Scientific vocabulary	-Nouns with gender-based meaning differences (el/la capital)

RESOURCES



Scan Here

For NSA Overview
by AATSP Exams Director Claudia Kechkian



Scan the code for a step-by-step **video tutorial** on how to sign up for the National Spanish Assessment (NSA).



Scan the code to view a written Registration Guide provided by Lingco Language Labs.



Scan the code to access our **Help Center**, complete with tutorials, F.A.Q.'s, and the AATSP Exams calendar.



Scan the code to gather quick answers to **frequently asked questions** about our organization, our exams, and more.



Scan the code to view a written Administration Guide provided by Lingco Language Labs.



Scan the code to download an optional **K.W.L. sheet** for classroom use (PDF).



Join AATSP Executive Director Maria Carreira in this **short webinar** on the formative assessment value of the NSA.



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