

SPECIFICATIONS BOOKLET

For the 2026-2027 National Portuguese Exam (NPE)

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** (formerly known as “National Spanish Examinations” or “NSE”) is a program of the **American Association of Teachers of Spanish and Portuguese (AATSP)**.

Founded in 1917, the American Association of Teachers of Spanish and Portuguese (AATSP) is the oldest, largest, and most comprehensive language-specific professional association in the United States. Our nearly 10,000 members are educators from PreK-12 through graduate school who endorse our mission to promote, develop, and advance the teaching of Spanish and Portuguese worldwide.

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

About The National Portuguese Exam (NPE)

The **National Portuguese Exam (NPE)** is an online, motivational competition that recognizes, stimulates, and promotes students’ linguistic competence and proficiency in Portuguese. In addition to the contest, the NPE is a standardized online assessment for grades 6-12, that measures both content standards (vocabulary and grammar) and performance standards (reading and listening comprehension). This tool provides valuable feedback on the students’ proficiency, monitoring and tracking their progress and development each year.

Individual results are available immediately, and national results are usually released during the first week of May. Students who place above the 75th percentile at the national level can receive medals (gold, silver, bronze, honorable mention) and are eligible to apply for several types of scholarships. Medals are shipped directly to schools at no additional cost, and usually arrive within 4- 8 weeks after national results are released.

Teachers receive individual reports for each student disaggregating data in various ways so that they may identify strengths and weaknesses of individual students for specific standards, measurement categories, learner outcomes, show growth from one year to the next, and/or report other variables as needed. Teachers who administer the NPE are also eligible to apply for a variety of awards and scholarships.

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 Portuguese Exam (NPE)**, the Level Placement Guide with corresponding references to ACTFL and CEFR proficiency levels, and the **NPE Contest Categories**. 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 PORTUGUESE EXAM (NPE)

Format and Length | Updated for 2026-2027

Each level of the NATIONAL PORTUGUESE EXAM has two sections of tests:

1. CONTENT SECTION: Vocabulary in Context + Grammar in Action
2. PERFORMANCE SECTION: Reading/Interpretive Communication + Listening/Interpretive Communication

	Test 1 CONTENT (40% of Total)		Test 2 PERFORMANCE (60% of Total)		
	Time: 50 minutes (25 mins. each section) Questions: 40 Points: 40		Time: 50 minutes (25 mins. each section) Questions: 25 Points: 60		
LEVELS	VOCABULARY IN CONTEXT	GRAMMAR IN ACTION	READING/ INTERPRETIVE COMMUNICATION	LISTENING/ INTERPRETIVE COMMUNICATION	TOTAL
Level 01 Novice low/mid <A1	20 Questions 20 points	20 Questions 20 points	14 Questions 35 points	11 Questions 25 points	65 Questions 100 points
Level 1 Novice mid/high A1	20 Questions 20 points	20 Questions 20 points	14 Questions 35 points	11 Questions 25 points	65 Questions 100 points
Level 2 Novice high/Int. Low A1/A2	20 Questions 20 points	20 Questions 20 points	14 Questions 35 points	11 Questions 25 points	65 Questions 100 points
Level 3 Intermediate low/mid A2/B1	20 Questions 20 points	20 Questions 20 points	14 Questions 35 points	11 Questions 25 points	65 Questions 100 points
Level 4 Intermediate mid/high B1/B2	20 Questions 20 points	20 Questions 20 points	14 Questions 35 points	11 Questions 25 points	65 Questions 100 points
Level 5 Inter. high / Adv. Low B2	20 Questions 20 points	20 Questions 20 points	14 Questions 35 points	11 Questions 25 points	65 Questions 100 points

NATIONAL PORTUGUESE EXAM (NPE)

Level Placement Guide | Updated for 2026-2027

For the National Portuguese Exam (NPE), level placement is at the **instructor's discretion**. Students are not allowed to repeat levels. Determining the appropriate LEVEL to administer the NPE should be decided by the teacher and the student.

Please use the following chart as a guideline:

Level 1	Students where the course content is equivalent to the second-half of 1st year high school Portuguese (eg. Grade 8) or entry-level for any program where the course content is equivalent to a full year of high school Portuguese. (Grades 6-12)
Level 2	Second level of high school Portuguese. (Grades 7-12)
Level 3	Second level of high school Portuguese. (Grades 8-12)
Level 4	Second level of high school Portuguese. (Grades 9-12)
Level 5	Second level of high school Portuguese. (Grades 10-12)

NATIONAL PORTUGUESE EXAM (NPE)

Category Placement Guide | Updated for 2026-2027

The National Portuguese Exam (NPE) is used to measure the performance and achievement of students who are studying the Portuguese language in the United States. In order to allow students with like-exposure to compete against one another at the national level, **three categories of exam competition** have been defined.

Classroom Experience	A student whose only (or main) contact with Portuguese is in a classroom setting.
Outside Experience	A student who has had specific experiences with Portuguese beyond the classroom: • The student's native language is one of the following Romance languages closely related to Portuguese (Spanish, Catalan, Galician, Italian, Sicilian). These languages share substantial similarities with Portuguese, including grammatical structures, vocabulary, and phonetics, which may provide a linguistic advantage. • The student has been enrolled in a Portuguese immersion or dual language program for the <u>prior 3 years or more</u>. • The student is a heritage speaker who has had exposure to Portuguese but limited practice in their home environment. The student may hear or speak some Portuguese at home.
Bilingual	A student who comes from a home where Portuguese is the primary language, and the student can communicate in both Portuguese and English fluently and quite accurately.

National Portuguese Exam

Specifications for Vocabulary and Grammar

For Assessment Year 2026-2027

A Note on the Teaching of Vocabulary and Grammar

Vocabulary

We include vocabulary areas as a reference to support teachers with the NPE content by level. Research indicates that learning individual words without context can lead to a superficial understanding and a limited ability to use the language effectively in real-world situations. Instead, vocabulary is intended to 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

The grammar structures listed in this booklet are provided as a helpful reference to support students’ language development journey. Grammar is a natural part of language, and it can be best 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.

Specifications for Vocabulary

Level 1

Vocabulary terms can be viewed on our website at: <https://www.nationalspanishexam.org/exams/national-portuguese-exam>

World	• simple geographical divisions (country, state, city) • names of Portuguese-speaking countries
Leisure Time	• days of the week • months of the year and dates • seasons of the year • basic weather expressions • telling time and basic time divisions • simple pastimes
Family and Home	• basic temporary states • simple physical characteristics • basic personality traits • simple description of things • basic colors • immediate family • basic daily activities
School and Education	• basic places in a school • basic school subjects • basic items found in the classroom • basic people in a school (teacher, student, principal, etc.)
Travel and Transportation	• simple places in a city

Meeting personal needs	• basic introductions • common greetings and farewells • basic expressions of courtesy • expressing likes and dislikes • basic food expressions • basic clothing • basic parts of the body
World of Work	• basic professions
Other	• alphabet

Level 2

Everything from Level 1, plus:

World	• cardinal points (north, south, northeast, etc.) • basic landforms (lake, mountain, river, etc.) • nationalities of Portuguese-speaking countries and other major countries
Leisure Time	• hobbies and leisure activities at home • recreational activities • sporting events, locations, and equipment • people's roles in sports (athlete, player, coach, referee, fan, etc.) • cultural entertainment and places • extending, accepting and declining invitations
Family and Home	• temporary states (<i>expanded</i>) • physical characteristics and personality traits (<i>expanded</i>) • description of things (<i>expanded</i>) • extended family members • family and life events • parts of a home, furniture, appliances and household items • household chores
School and Education	• names of school subjects (<i>expanded</i>)
Travel and Transportation	• places in a city • directions

Meeting personal needs	• food groups: bread, vegetables, fruit, dairy, meat, fats • meals, place settings and utensils • food containers (bottle, jar, box, can, package, etc.) • buying and preparing food • items for personal use • ordering in a restaurant • eating habits • articles of clothing and accessories • clothes shopping • places to buy different items and methods of purchasing
World of Work	• telephone expressions

Level 3

Everything from Levels 1-2, plus:

World	• weather and climate (<i>expanded</i>) • landforms (<i>expanded</i>) • celestial bodies (sky, sun, moon, stars, etc.) • common plants and animals • names of major world countries and cities
Leisure Time	• technologies in daily use (laptop, tablet, cell phone, etc.) • social media
Family and Home	• human life cycle and its ceremonies • holidays and festivals • holiday traditions and customs • common typical foods from Portuguese-speaking countries
School and Education	• words associated with language (parts of speech, accent marks, punctuation marks, etc.)
Travel and Transportation	• making travel plans (itinerary, passport, luggage, tickets, etc.) • types of travel (trip, flight, cruise, tour, excursion, etc.) • modes of transportation • making airline reservations • places in an airport • traveling by airplane • bus and train travel • basic parts of a car • making hotel reservations and checking in

Meeting personal needs	• external and internal parts of the body • types of doctors • illnesses • accidents • describing physical symptoms • health-related habits
World of Work	• professions (<i>expanded</i>) • workplace roles and responsibilities • places of work • making an appointment • applying and interviewing for a job

Level 4

Everything from Levels 1-3, plus:

World	• Environmental issues (<i>poluição, desmatamento, reciclagem</i>) • Natural disasters (<i>terremoto, enchente, seca</i>) • Cultural geography and ecosystems (<i>savana, floresta tropical</i>)
Leisure time	• Online communication (<i>bate-papo, aplicativo de mensagem</i>) • Hobbies and personal interests (<i>fotografia, jardinagem</i>) • Introduction to Fine Arts (<i>pintura, escultura, teatro, concerto</i>) • Museums and cultural spaces (<i>galeria, exposição, museu</i>)
Family and home	• Extended family terms (<i>sogro, cunhado, enteado</i>) • Types of homes and house features (<i>sobrado, varanda, quintal</i>) • Household tasks and routines (<i>varrer, cozinhar, passar roupa</i>)
School and education	• Academic disciplines (<i>ciências, filosofia, arte</i>) • School levels and systems (<i>ensino médio, universidade</i>) • Basic civic education and political vocabulary (<i>voto, governo, presidente</i>)
Travel and transportation	• International travel and customs (<i>vistoria, conexão, imigração</i>) • Unexpected travel situations (<i>voo atrasado, bagagem perdida</i>)
Meeting personal needs	• Emergencies and health care (<i>hospital, receita, farmácia</i>) • Wellness and healthy habits (<i>atividade física, alimentação saudável</i>)
World of work	• Job interviews and resumes (<i>entrevista, currículo, experiência</i>) • Work conditions and expectations (<i>salário, horas extras, promoção</i>) • Workplace roles in society (<i>funcionário público, líder comunitário</i>)

Level 5

Everything from levels 1-4, plus:

World	• Global issues (<i>mudança climática, migração, globalização</i>) • Cultural diversity and world heritage (<i>tradições, patrimônio mundial</i>) • Social issues (<i>desigualdade, discriminação, justiça social</i>) • News and current events vocabulary (<i>jornal, manchete, opinião pública</i>)
Leisure time	• Advanced hobbies and cultural activities (<i>documentário, arte digital</i>) • Fine Arts in depth (<i>movimentos artísticos, crítica de arte, performance</i>) • National and international arts (<i>cinema, dança contemporânea</i>)
Family and home	• Societal roles and family dynamics (<i>igualdade de gênero, estrutura familiar</i>) • Social expectations and changing traditions (<i>casamento, papel dos avós</i>)
School and education	• Higher education and research (<i>doutorado, pesquisa, tese</i>) • Civic engagement and democracy (<i>direitos, constituição, cidadania</i>) • Historical events and social movements (<i>independência, abolição, revolução</i>)
Travel and transportation	• Intercultural communication (<i>choque cultural, costumes locais</i>) • Sustainable tourism (<i>ecoturismo, turismo comunitário</i>)
Meeting personal needs	• Mental health (<i>ansiedade, depressão, autocuidado</i>) • Preventive care and public health (<i>vacinação, check-up, sistema de saúde</i>)
World of work	• Economic terms (<i>crise, inflação, mercado de trabalho</i>) • Professional ethics (<i>responsabilidade, assédio, igualdade</i>) • Politics in the workplace and society (<i>liderança, ativismo, sindicatos</i>)

Specifications for Grammar

Nouns and articles	- gender of nouns ending in -o, -a - plural of nouns ending in a vowel, -r, or -z - definite articles (o, a, os, as) - indefinite articles (um, uma, uns, umas) - contractions of a, de, em with articles
Adjectives	- agreement of adjectives with nouns - formation of the feminine of adjectives ending in -o - placement of adjectives after nouns - possessives (meu[s], teu[s], seu[s], nosso[s], dele[s], dela[s]) - cardinal numbers 1-100
Verbs	- Note: For all verb tenses, the second person singular forms (tu) may be tested, but not the plural forms (vós). - subject-verb agreement - present tense of regular -ar, -er, and -ir verbs - present tense of common irregular verbs - expressing negation with não before the verb - ser vs. estar - simple idiomatic uses of ter, estar com, ficar com (calor, fome, sede) - use of tener + anos to express age - verb + infinitive: ter que, poder, querer, precisar, gostar de - fazer used in weather expressions - gerund and present progressive (estou falando) - future with ir + infinitive
Adverbs	adverbs of time (agora, ainda, já, logo, ontem, hoje, amanhã, antes, depois, cedo, tarde, nunca, sempre)
Pronouns	- subject pronouns - forms of address: você, tu, o senhor, a senhora
Prepositions	- simple prepositions (de, a, em, com, sem, para) - use of de + noun to express possession

Conjunctions	• simple conjunctions (<i>e, mas, ou, nem</i>)
Other	• question words (<i>quem, o que, qual, quando, onde, por que, como</i>) • prepositions with question words (<i>de quem, com quem, para onde,</i> • etc.) • asking and answering yes/no questions • telling time • expressing dates

Level 2

Everything from Level 1, plus:

Nouns and articles	• plural of nouns ending in <i>-l</i>, <i>-m</i>, <i>-s</i>, and <i>-ão</i>, including common irregulars (<i>mãos</i>, <i>irmãos</i>, <i>pães</i>, <i>alemães</i>) • use of the definite article with abstract nouns, names of languages, days of the week, body parts, people's titles • use or nonuse of the definite article with geographic names
Adjectives	• formation of the feminine of adjectives ending in <i>-es</i> and <i>-or</i> • irregular feminine forms <i>boa</i>, <i>má</i>, <i>espanhola</i> • comparisons of equality and inequality • irregular comparatives <i>melhor</i>, <i>pior</i>, <i>maior</i>, <i>menor</i> • <i>que</i>, <i>o que</i> and <i>qual</i> • ordinal numbers <i>primeiro</i> through <i>décimo</i> • cardinal numbers above 100 • demonstrative adjectives
Verbs	• <i>Note:</i> For all verb tenses, the second person singular forms (<i>tu</i>) may be tested, but not the plural forms (<i>vós</i>). • present tense <i>-ir</i> verbs with stem changes: <i>repetir</i> type, <i>dormir</i> type, • <i>subir</i> type • preterite (regular and irregular verbs): formation and basic uses • spelling adjustments with verbs ending in <i>-car</i>, <i>-çar</i>, <i>-gar</i>, <i>-ger</i> • imperfect (regular and irregular verbs): formation and basic uses • past progressive (<i>estava falando</i>) • future (regular verbs plus <i>fazer</i>, <i>dizer</i>, <i>trazer</i>) • <i>fazer</i> and <i>haver</i> to express duration of time • <i>haver</i> and <i>ter</i> used to express existence • <i>conhecer</i> vs. <i>saber</i> • reflexive verbs
Adverbs	• adverbs of place (<i>aqui</i>, <i>aí</i>, <i>ali</i>, <i>lá</i>) • adverbs of quantity (<i>pouco</i>, <i>muito</i>, <i>demais</i>, <i>quase</i>, <i>só</i>)
Pronouns	• demonstrative pronouns • reflexive pronouns • 1st and 2nd person object pronouns: <i>me</i>, <i>te</i>, <i>nos</i>

Prepositions	• prepositions related to time (<i>antes de, depois de, desde, durante, até</i>) • prepositions related to space (<i>em frente de, atrás de, em cima de, etc.</i>) • <i>por</i> vs. <i>para</i>
Conjunctions	• conclusive and explicative conjunctions (<i>porque, por isso, então</i>)
Other	• affirmative and negative expressions (<i>tudo, todo[s], algo, alguma coisa, nada, algum, nenhum, sempre, nunca, também [não]</i>)

Level 3

Everything from Levels 1-2, plus:

Nouns and articles	gender of nouns ending in <i>-ade, -ice, -ez, -agem, -ão, -r, -ema, -ama, -oma</i>
Adjectives	- formation of the feminine of adjectives ending in <i>-u, -eu, -ão</i> - past participle used as an adjective
Verbs	<i>Note:</i> For all verb tenses, the second person singular forms (<i>tu</i>) may be tested, but not the plural forms (<i>vós</i>). - verbs with a special meaning in the preterite (<i>saber, querer</i>, etc.) - imperfect vs. preterite - conditional (regular verbs plus <i>fazer, dizer, trazer</i>) - past participle (regular and irregular) - pluperfect with <i>ter</i> + past participle (<i>tinha falado</i>) - formation of the present subjunctive (regular and irregular verbs) - spelling adjustments in verbs ending in <i>-car, -çar, -cer, -gar, -ger</i> - uses of the present subjunctive - in noun clauses (with verbs of desire, influence, emotion, doubt, negation, plus impersonal expressions) - in adjective clauses (expressing doubt or non-existence) - imperative (3rd person singular and plural forms) - reflexive verbs
Adverbs	- adverbs of manner (<i>bem, mal, assim, depressa, devagar</i>) - adverbial phrases of time (<i>de manhã, de/à tarde, de/à noite, de dia, pela manhã, todo dia, uma vez por ano, de vez em quando</i>, etc.) - formation of adverbs in <i>-mente</i>
Pronouns	3rd person direct object pronouns (<i>o, a, os, as</i>) 3rd person indirect object pronouns (<i>lhe, lhes</i>) - object of preposition pronouns (<i>mim, ti, conosco/connosco</i>) - reflexive pronouns

Prepositions	• common prepositions related to concepts (<i>por causa de, sobre, em vez de, em lugar de, além de</i>) • common cases of <i>regência verbal</i>: • verb + preposition + noun (<i>casar-se com, contar com, despedir-se de, pensar em, preocupar-se com, sonhar com</i>, etc.) • verb + preposition + verb infinitive (<i>ajudar a, aprender a, depender de, ensinar a, gostar de, hesitar em</i>, etc.) • verbs not requiring a preposition before another verb (<i>conseguir, deixar, mandar, prometer, saber, tentar</i>, etc.)
Conjunctions	• alternative conjunctions: <i>ou... ou; nem... nem</i>

Level 4

Everything from Levels 1-3, plus:

Nouns and articles	• augmentative • diminutive
Adjectives	• ordinal numbers <i>décimo primeiro</i> through <i>centésimo</i>
Verbs	• <i>Note:</i> For all verb tenses, the second person singular forms (<i>tu</i>) may be tested, but not the plural forms (<i>vós</i>). • present perfect (<i>tenho falado</i>) • conditional perfect (<i>teria falado</i>) • imperfect subjunctive: formation • use in noun clauses and adjective clauses • use with the conditional tense in <i>se</i> clauses • future subjunctive: formation and use • subjunctive in adverbial clauses (all tenses) • passive voice with <i>ser</i> • passive voice with <i>se</i> • reciprocal reflexive • imperative (2nd person forms, affirmative and negative commands) • personal infinitive
Adverbs	• adverbial conjunctions • always followed by the indicative (<i>já que, dado que, visto que, porque</i>) • generally followed by the present or imperfect subjunctive (<i>a menos que, sem que, contanto que, para que, antes que, mesmo que, embora, etc.</i>) • followed by either the indicative or the present or imperfect subjunctive (<i>desde que, até que</i>) • followed by either the indicative or the imperfect or future subjunctive (<i>quando, assim que, enquanto, depois que, se, onde, como, etc.</i>)
Pronouns	• the <i>-lo</i> form of direct object pronouns • placement of object pronouns • reflexive pronouns • relative pronouns (<i>que, quem, onde, o qual/os quais, cujo</i>)

Prepositions	• prepositions related to concepts (<i>apesar de, a fim de, a favor de, contra, acerca de, a respeito de, devido a, de acordo com</i>)
Conjunctions	• conclusive conjunctions: <i>portanto, pois</i> • adversative conjunctions: <i>contudo, porém, no entanto</i>

Level 5

Everything from Levels 1 – 4, plus:

Nouns and Articles	• Abstract nouns (justiça, Liberdade, saudade) • Collective nouns (multidão, cardume, bando) • Gender exceptions and irregularities (a foto, o teorema) • Compound nouns and their pluralization (guarda-roupa – guarda-roupas)
Adjectives	• Comparative and superlative forms (melhor, pior, o mais inteligente) • Adjective position and its meaning (um funcionário alto x um alto funcionário) • Adjective as noun (“O importante é chegar cedo”)
Verbs	• Note: Second person singular forms (tu) may be tested, but not plural forms (vós). • Pluperfect (mais-que-perfeito) indicative (falara, comera) • Pluperfect subjunctive (if/when used: <i>se eu tivesse falado</i>) • Future perfect (terei falado) • Nominal use of infinitives (“o cantar dos pássaros nos emociona”) • Subjunctive in conditional sentences with nuances (se eu tivesse estudado, teria passado) • Expanded use of the personal infinitive in complex clauses • Causative constructions (“fazer alguém fazer algo”) • Verbs of perception (ver, ouvir, sentir) followed by infinitive or gerund • Sequence of tenses (concordância verbal em tempos compostos e modos)
Adverbs	• Nuanced placement of adverbs in formal/informal contexts • Adverbial locutions (de vez em quando, à medida que) • Temporal nuance and stylistic variation in adverb usage • Contrasting adverbials with different verb moods (indicative vs. subjunctive)
Pronouns	• Expanded use of indirect object pronouns (lhe, lhes) • Enclisis, proclisis, and mesocclisis in formal contexts • Ambiguity resolution with pronouns (placement of o/a after infinitive) • Pronoun use with gerunds and infinitives

Prepositions	• Advanced idiomatic prepositional phrases (em vez de, em relação a, com base em) • Preposition contraction and usage with demonstratives (nisso, àquele) • Governance of verbs requiring specific prepositions (gostar de, depender de, sonhar com)
Conjunctions	• Correlative conjunctions (tanto... quanto, não só... mas também) • Complex concessive conjunctions (mesmo que, ainda que, por mais que) • Temporal and causal relationships in complex sentences • Use of subjunctive/indicative with nuanced conjunctions (caso, como se)

RESOURCES



How To Register

To begin your registration, visit www.nationalspanishexam.org on a desktop computer or [click here](#).



Video Tutorials

Scan the code to learn more about the registration process or [click here to view](#).



Student Modifications

Scan the code to learn how to request a special modification for a student, or [click here](#).



Technical Requirements

Scan the code to learn about [technical requirements](#) and how to [disable translation features](#).



Scores vs. Percentiles

Scan the code to read about the difference between [individual scores and national results](#).



Student Report Cards

Scan the code to take a look at a sample [student report card](#) and find out what it means.



Prizes and Certificates

Scan the code to learn more about NPE about [medals and certificates](#).



Teacher & Student Awards

Scan the code to learn more about [scholarship opportunities](#) for teachers and students.



Help Center

Scan the code to access our [Help Center](#), complete with tutorials, F.A.Q.'s, and the AATSP Exams calendar.



Frequently Asked Questions

Scan the code to gather quick answers to [frequently asked questions](#) about our organization, payment, and more.



Live Chat Available

Need help with Lingco?

Click on the question mark button at the bottom-right corner of the screen to start a live chat with tech support (WEEKDAYS 8AM-4PM CT).

Student Awards and Scholarship Opportunities



The Kevin Cessna-Buscemi Global Citizen Scholarship

Apply for either on-site placement at the Concordia Language Villages or virtual placement with United Planet to participate in a language immersion summer camp.*

APPLY IF YOU...

- Are in 8th - 12th grade
- Placed at or above the 75th percentile on National Spanish Exam (NSE), National Portuguese Exam (NPE), or won "Outstanding Achievement" on the National Spanish Challenge (NSC) in the 2024-25 or 2025-2026 academic year.
- Are registered for the 2026-27 NSE, NPE, or NSC
- Are studying Spanish or Portuguese in school and agree to continue studying Spanish or Portuguese in the 2026-27 academic year

CONTACT US

219-295-1491
nse@aatsp.org
www.nationalspanishexam.org

*CAMP DATES ARE TBD

Kevin Cessna Buscemi (KCB) Global Citizen Scholarship

Students over the age of 8 who are registered to take the next National Portuguese Exam (NPE) and have won an "Outstanding Achievement" ribbon (gold, silver, or bronze) may apply for placement in the Portuguese Residential Camp at Concordia Language Villages. This week-long summer language immersion program provides students with the opportunity to develop their Portuguese language skills while experiencing the cultures of the Portuguese-speaking world in an authentic residential setting. Applications for the KCB Global Citizen Scholarship typically open in the Fall.

Specific deadlines vary by year. For specific deadlines, rules, and requirements, visit our website at: <https://nationalspanishexam.org/awards/students/global-citizen-scholarship>



2027 SENIOR SCHOLARSHIPS

SCHOLARSHIP

The Senior Scholarship will award \$1,000 to eligible graduating seniors to support their post-secondary educational expenses.

ANNOUNCEMENT

Award recipients will be notified by June.

WHO IS ELIGIBLE?

Apply if you are a graduating senior who is college-bound in the Fall and...

- You scored at or above the 75th percentile on the 2024/25 and 2025/26 NSE/NPE.
- You are taking the NSE/NPE during the 2026/27 (current) academic year.

SCAN HERE

QR code for application

nse@aatsp.org www.nationalspanishexam.org 219-295-1491

NSE/NPE Senior Scholarship

Awards a one-time \$1,000 monetary prize in support of students' post-secondary studies. Please read the rules and requirements carefully before submitting your application. Graduating high school seniors who have earned NSE or NPE medals in 2025, 2026, and are registered to take the NSE or NPE in 2026 are strongly encouraged to apply. Applications for the Senior Scholarship typically open in the Fall.

Specific deadlines vary by year. For specific deadlines, rules, and requirements, visit our website at: <https://nationalspanishexam.org/awards/students/senior-scholarship/>

Teacher Awards and Scholarship Opportunities

AATSP members who administer the National Portuguese Exam (NPE) are eligible to apply for the following awards:



AATSP Conference Stipend Award

Awards support to attend the AATSP Annual Conference, sponsored in part by Lingco Language Labs.

Applications typically open in the Fall and are due sometime in December. Specific deadlines vary by year. For specific deadlines, rules, and requirements, visit our website at: <https://nationalspanishexam.org/awards/teachers/teacher-conference-stipends/>



Teacher Travel Abroad Scholarship

An international immersion and professional development opportunity, sponsored in part by The Pulsera Project.

Applications typically open in the Fall and are due early January. Specific deadlines vary by year. For specific deadlines, rules, and requirements, visit our website at: <https://nationalspanishexam.org/awards/teachers/teacher-travel-scholarship/>



AATSP Programs Support Award

Awards stipends for regalia, ceremonies, and classroom initiatives to AATSP members who participate in other AATSP programs in addition to the AATSP Exams; sponsored in part by Xperitas Immersion Travel.

Applications typically open in the Fall and are due in Winter/Spring. Specific deadlines vary by year. For specific deadlines, rules, and requirements, visit our website at: <https://nationalspanishexam.org/awards/teachers/programs-award/>



AATSP Rising Educator Award

AATSP Members who are full-time Spanish/Portuguese teachers in the early stages of their careers and administer one of our exams are eligible to apply to complete an online professional development course with the University of Salamanca.

Applications typically open around October. For specific deadlines, rules, and requirements, visit our website at: <https://nationalspanishexam.org/awards/teachers/programs-award/>