Avant STAMP Annual Averages 2025-2026

Avant STAMP (STAndards-based Measurement of Proficiency) is an online, computer-adaptive test that assesses students' language proficiency aligned to the information in the ACTFL Proficiency Guidelines at the Novice, Intermediate, and Advanced levels. **STAMP 4S** (grades 7/age 13 and above) and **STAMP 4Se** (up to grade 6/age 12) tests measure Reading, Writing, Listening and Speaking skills in both Interpretive and Presentational modes of communication. **STAMP for ASL** assesses Receptive and Expressive skills in American Sign Language, whereas **STAMP for Latin** assesses Reading proficiency. All these Avant tests are accredited by the American Council on Education (ACE) and recommended for college credit. Currently, Avant STAMP 4S is available in – Arabic (Modern Standard), Chinese (Simplified and Traditional), English, French, German, Hebrew, Hindi, Italian, Japanese, Korean, Polish, Portuguese (Brazilian), Russian, Spanish, and Spanish Monolingual. Additionally, Avant STAMP 4Se is available in – Arabic (Modern Standard), Cantonese, English, French, German, Hawaiian (Ōlelo Hawai'i), Hebrew[1], Japanese, Korean, Chinese (Simplified and Traditional), Portuguese (Brazilian), Russian, Spanish, and Yup'ik. Since 2002, STAMP has been delivered to millions of test takers. Educators have used the individual student and aggregated results to guide classroom instruction, implement program improvements and award credit or a State Seal of Biliteracy or Global Seal of Biliteracy to students who attain established levels on the test.

One of the frequent questions asked by educators is "how do our Avant STAMP scores compare to others?". This report presents averages of data aggregated from test takers around the world for the **2025-2026 school year (July 2025 to June 2026)** and is intended to provide a perspective of how large groups of test takers perform on the Avant STAMP tests. The group proficiency averages you will find here represent diverse testing groups and school/student populations across the United States and internationally. These data can be used to give some basic points of comparison as you compare these levels to the levels of students in your testing groups and will serve to help establish meaningful expectations of proficiency after an established number of years of instruction or grade levels. Critical questions to consider about these charts are found in the **Points to Ponder** section at the conclusion of this report.

The **Avant STAMP Annual Averages** from the **2025-2026** academic year represent tens of thousands of test takers from schools across the United States and several international schools around the world for which we had adequate data on years of study to use in this report. The "years of study" is based upon teacher or school roster management system identification of each testing class/group registered in the STAMP system. For middle and high school programs, each year of study is generally equal to 120–140 instructional hours. Please use that calculation when comparing your students/courses with the levels outlined in the following data tables and charts. The data for results in Reading, Writing, Listening, and Speaking (as well as Receptive and Expressive in the case of American Sign Language) are included in this report and organized by educational level and by language in alphabetical order. We have also included in this report the "Composite" score or average

[1] The STAMP for Hebrew test for elementary students is referred to as STAMP 4S Hebrew grades 2 – 6 (lower band) but is listed here under STAMP 4Se for organizational purposes.

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of all four skills combined[2] to provide one more view into overall ability across all domains.

For this 2025-2026 report, only those languages, as well as years of study/grade levels for which we had enough test takers have been included below:

- **Avant STAMP 4Se (Elementary School Level) Charts** Page 5
  Data available for – Arabic, Chinese (Simplified), Chinese (Traditional), English, French, German, Hebrew, Japanese, Korean, Portuguese (Brazilian), Russian, and Spanish

- **Avant STAMP 4S (Secondary School Level) Charts** Page 12
  Data available for – Arabic, Chinese (Simplified), French, German, Hebrew, Italian, Japanese, Korean, Russian, and Spanish

- **Avant STAMP for ASL (Secondary School Level) Chart** Page 18

- **Avant STAMP for Latin (Secondary School Level) Chart** Page 19

- **Avant STAMP 4S (Tertiary/Higher-Ed Level) Charts** Page 20
  Data available for –Chinese (Simplified), French, German, Japanese, and Spanish

- **Avant STAMP for ASL (Tertiary/Higher-Ed Level) Chart** Page 23

- **Points to Ponder – Data Review Patterns and Guidelines** Page 23

Important Points About the 2025-2026 Data:

General:

- The data presented here does **not** include any testing instance related to the Seal of Biliteracy (whether a State Seal or the Global Seal of Biliteracy), Credit-By-Exam, Placement testing, or testing data from students in an Honors class.

- The number of test takers per academic year differs from one STAMP language to the other, as does the clarity of the grade or year naming conventions used by different schools and districts. Avant only tags testing data that has very clearly defined grades and levels, meaning that at

[2] In the case of STAMP for ASL, the Composite score is calculated as the average of the Receptive and Expressive scores for each examinee. For STAMP 4Se languages, composite scores for Kindergarten and Grade 1 are not included since the majority of 4Se examinees for these do not take all four skills.

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times a large amount of data is deemed unsuitable for these reports to guarantee the integrity of our yearly averages.

- Some level of inversion, which is when a higher grade or year of study shows an average that is lower than the average for the grade or year of study right above it on the chart, is to be expected in cases when:

  (a) An honors class is offered at a given grade or year of study (YOS) level. The effect of the honors class is that the students that move on to the non-honors version of a class the following grade (year) tend to be the less skilled ones, who did not make it into the honors class.

  (b) An AP-level class is offered. In a similar manner as in the scenario above, students who stay in classes tagged as year 5 when there is an AP level of the course, tend to be the less skilled ones among those who were in year 4.

Important Note:

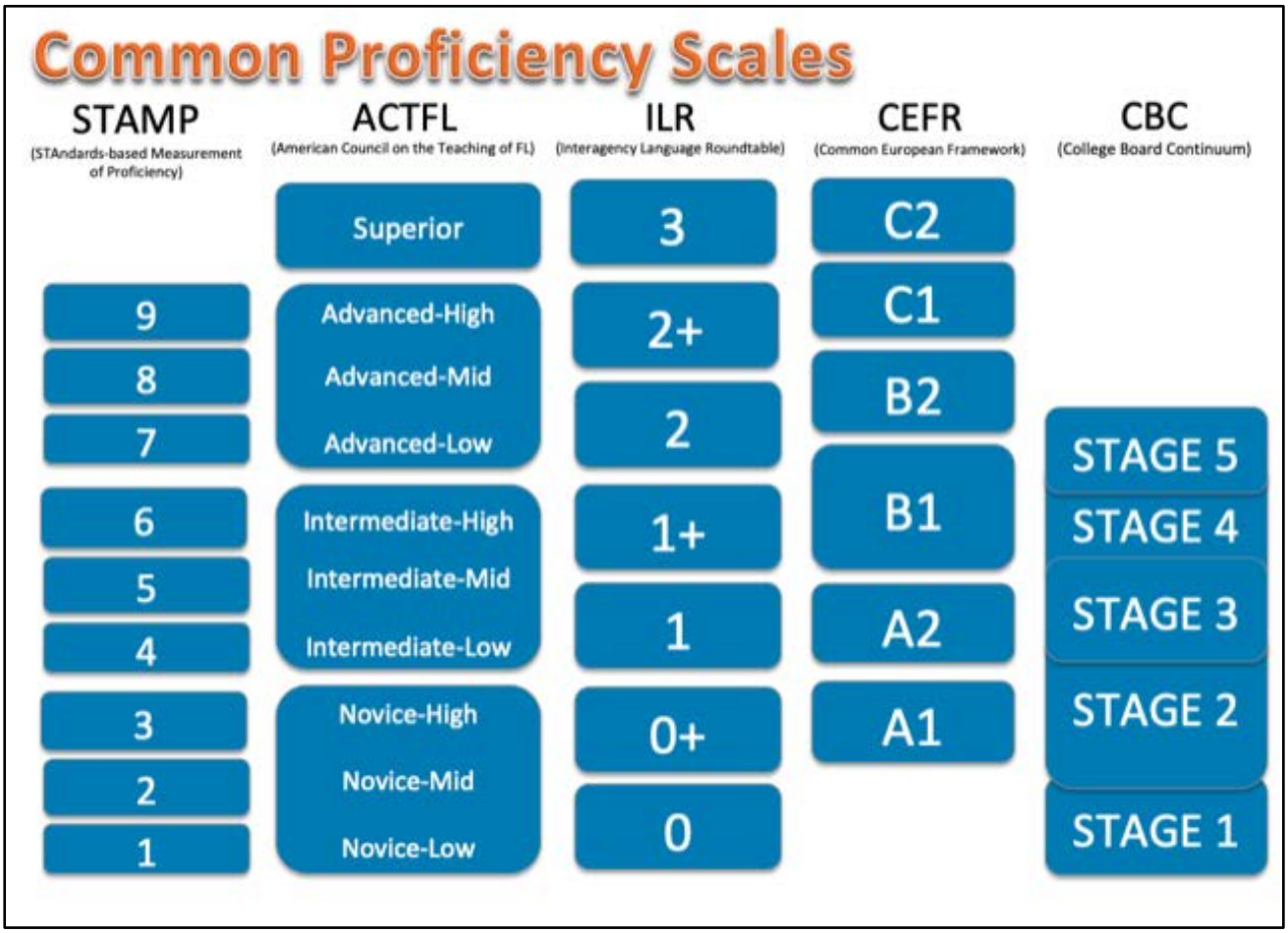
The academic year 2021-2022 saw the introduction of STAMP scores of zero (STAMP 0) for Writing and Speaking, which indicates no demonstrated knowledge/proficiency at all. Prior to the 2021-2022 academic year, these were treated as NRs (Not Ratable), therefore not affecting the averages. Since then and including in this 2025-2026 academic year, however, they do affect the averages when present in the data.

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Scales and Levels

Following is a basic chart that shows the relationships/correlations of Avant STAMP levels to several common proficiency systems. These correlations are general and are shown here to give some general idea of how STAMP scores relate to other scales in use. More detailed correlations and research of these correlations are available through other sources as well.



Swender, E., Tschirner, E. & Bärenfänger, O. (2012). Comparing ACTFL/ILR and CEFR Based Reading Tests. In E. Tschirner, ed., Aligning frameworks of reference in language testing: The ACTFL Proficiency Guidelines and the Common European Framework of Reference, Tübingen: Stauffenburg, 123-138.

American Council on the Teaching of Foreign Languages (2016). Assigning CEFR Ratings to ACTFL Assessments.

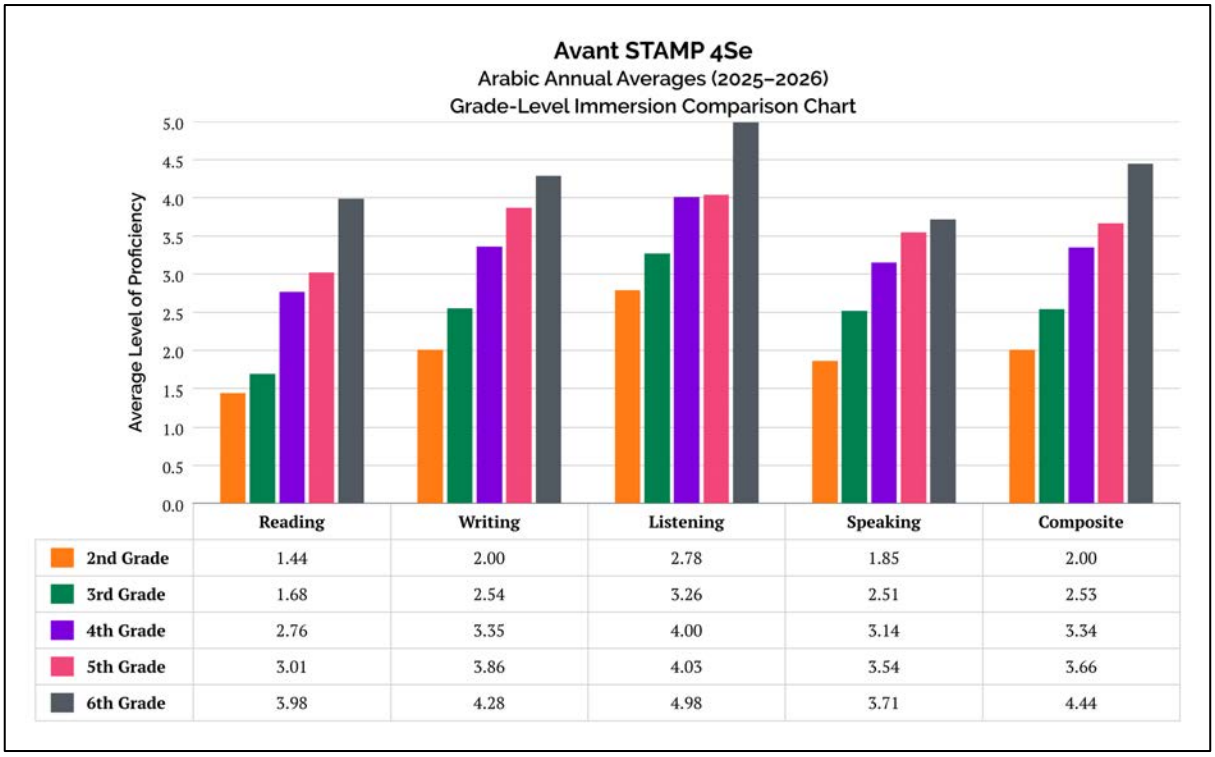
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Avant STAMP 4Se

The following charts represent Immersion Program Data. We have not separated different immersion models in these data sets. The most prominent program model, however, is the 50/50 dual language model.

KEY: The numbers for each skill are averages for that particular test group/grade and indicate the average level of achievement for that group. A "2.7" for example, would indicate that this group is approaching Novice-High "3".

1	2	3	4	5	6	7	8	9
Novice			Intermediate			Advanced		
Low	Mid	High	Low	Mid	High	Low	Mid	High



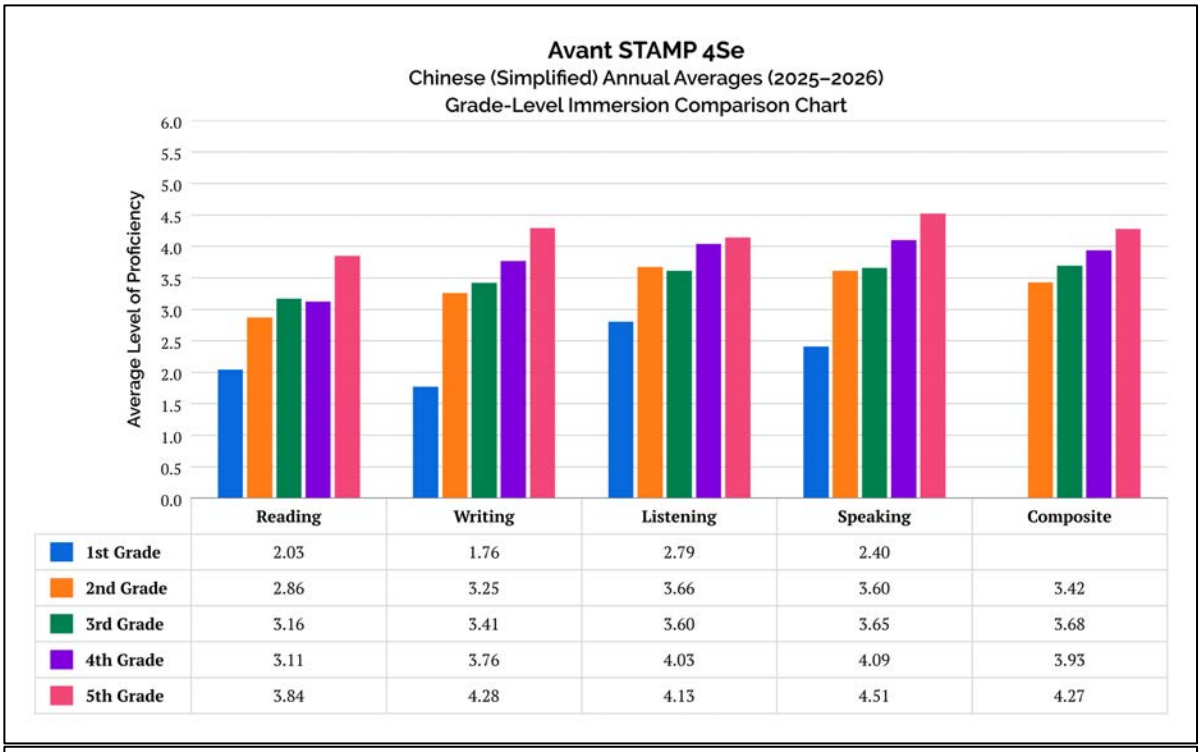
	Reading	Writing	Listening	Speaking	Composite
2nd Grade	1.44	2.00	2.78	1.85	2.00
3rd Grade	1.68	2.54	3.26	2.51	2.53
4th Grade	2.76	3.35	4.00	3.14	3.34
5th Grade	3.01	3.86	4.03	3.54	3.66
6th Grade	3.98	4.28	4.98	3.71	4.44

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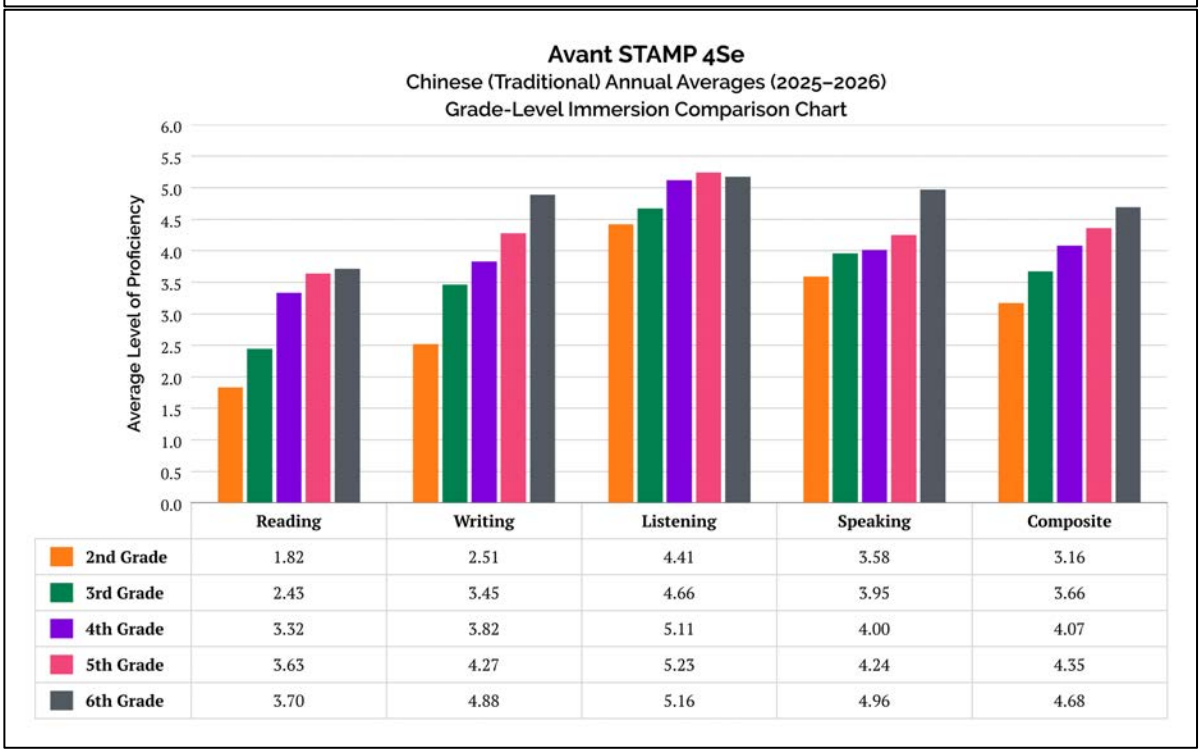
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1	2	3	4	5	6	7	8	9
Novice			Intermediate			Advanced		
Low	Mid	High	Low	Mid	High	Low	Mid	High



	Reading	Writing	Listening	Speaking	Composite
1st Grade	2.03	1.76	2.79	2.40	
2nd Grade	2.86	3.25	3.66	3.60	3.42
3rd Grade	3.16	3.41	3.60	3.65	3.68
4th Grade	3.11	3.76	4.03	4.09	3.93
5th Grade	3.84	4.28	4.13	4.51	4.27

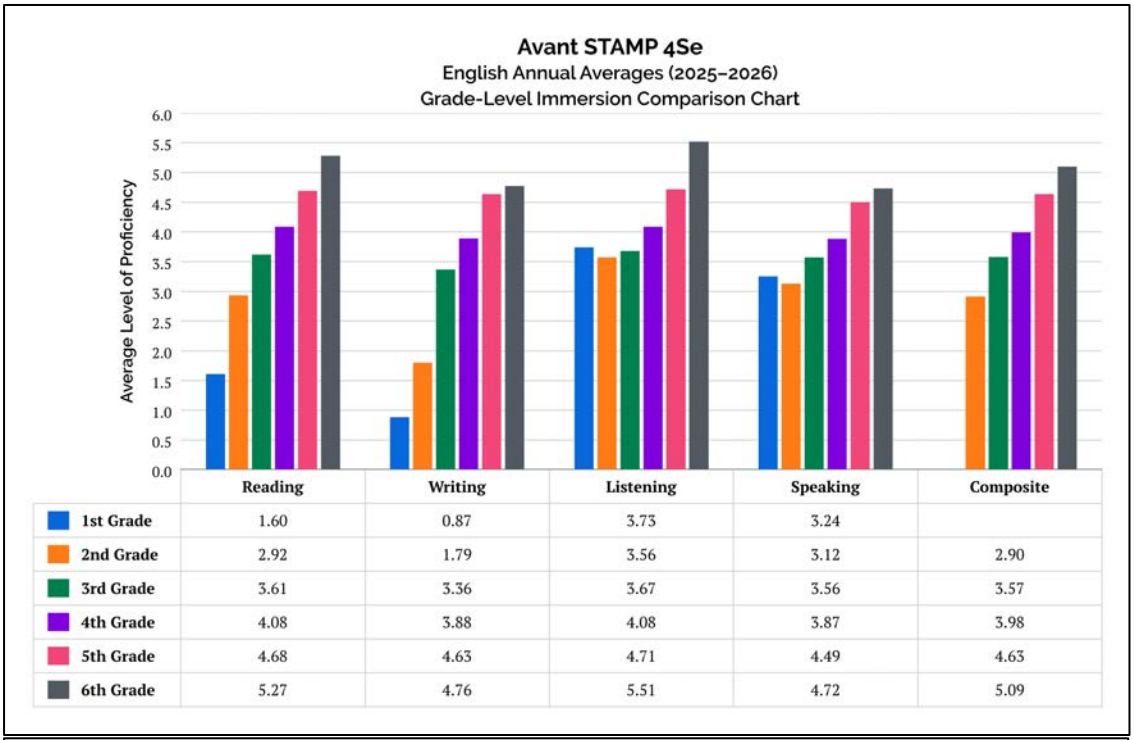


	Reading	Writing	Listening	Speaking	Composite
2nd Grade	1.82	2.51	4.41	3.58	3.16
3rd Grade	2.43	3.45	4.66	3.95	3.66
4th Grade	3.32	3.82	5.11	4.00	4.07
5th Grade	3.63	4.27	5.23	4.24	4.35
6th Grade	3.70	4.88	5.16	4.96	4.68

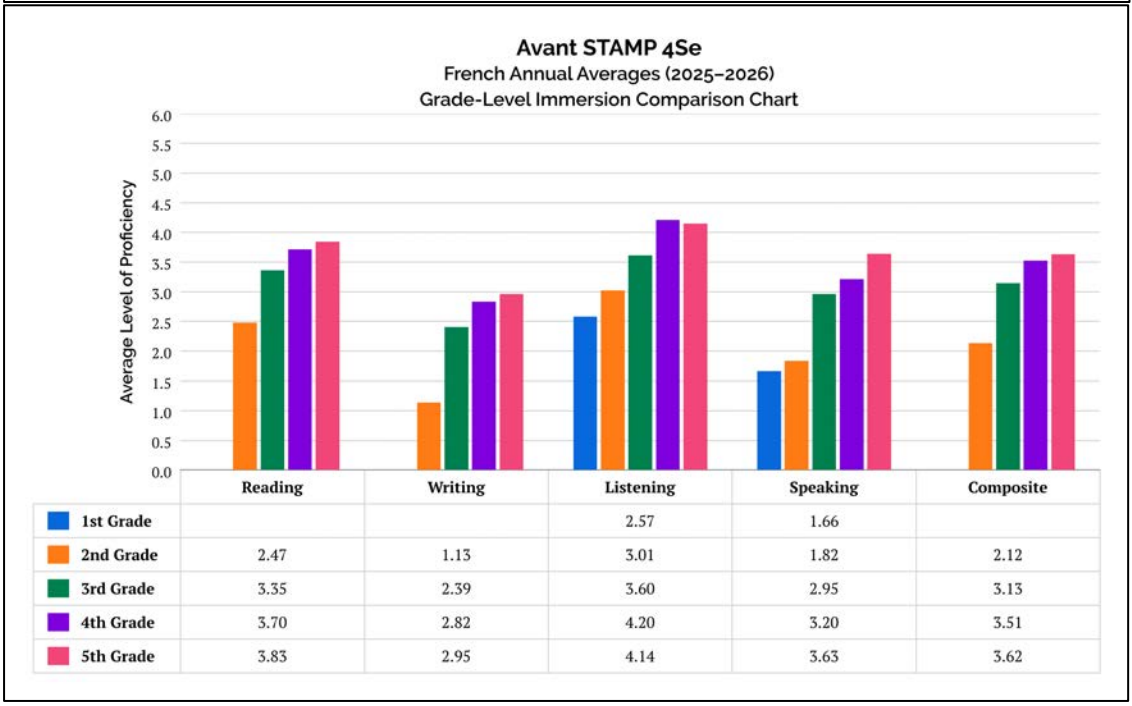
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1	2	3	4	5	6	7	8	9
Novice			Intermediate			Advanced		
Low	Mid	High	Low	Mid	High	Low	Mid	High



	Reading	Writing	Listening	Speaking	Composite
1st Grade	1.60	0.87	3.73	3.24	
2nd Grade	2.92	1.79	3.56	3.12	2.90
3rd Grade	3.61	3.36	3.67	3.56	3.57
4th Grade	4.08	3.88	4.08	3.87	3.98
5th Grade	4.68	4.63	4.71	4.49	4.63
6th Grade	5.27	4.76	5.51	4.72	5.09



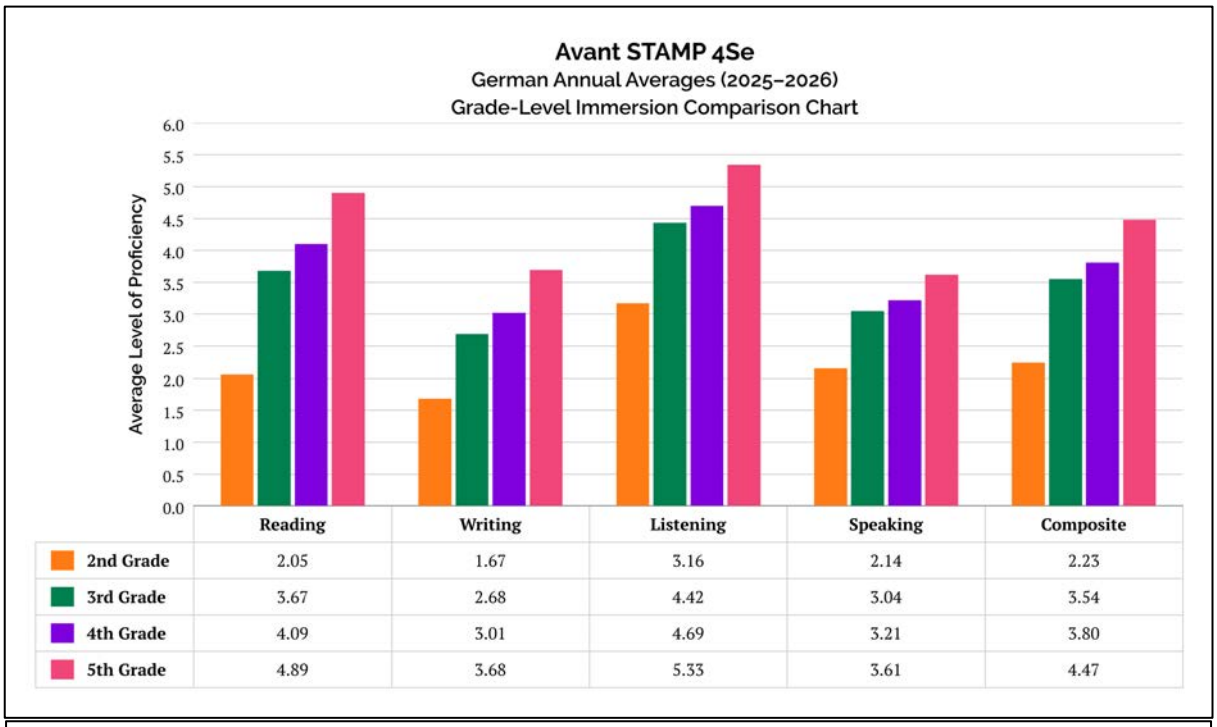
	Reading	Writing	Listening	Speaking	Composite
1st Grade			2.57	1.66	
2nd Grade	2.47	1.13	3.01	1.82	2.12
3rd Grade	3.35	2.39	3.60	2.95	3.13
4th Grade	3.70	2.82	4.20	3.20	3.51
5th Grade	3.83	2.95	4.14	3.63	3.62

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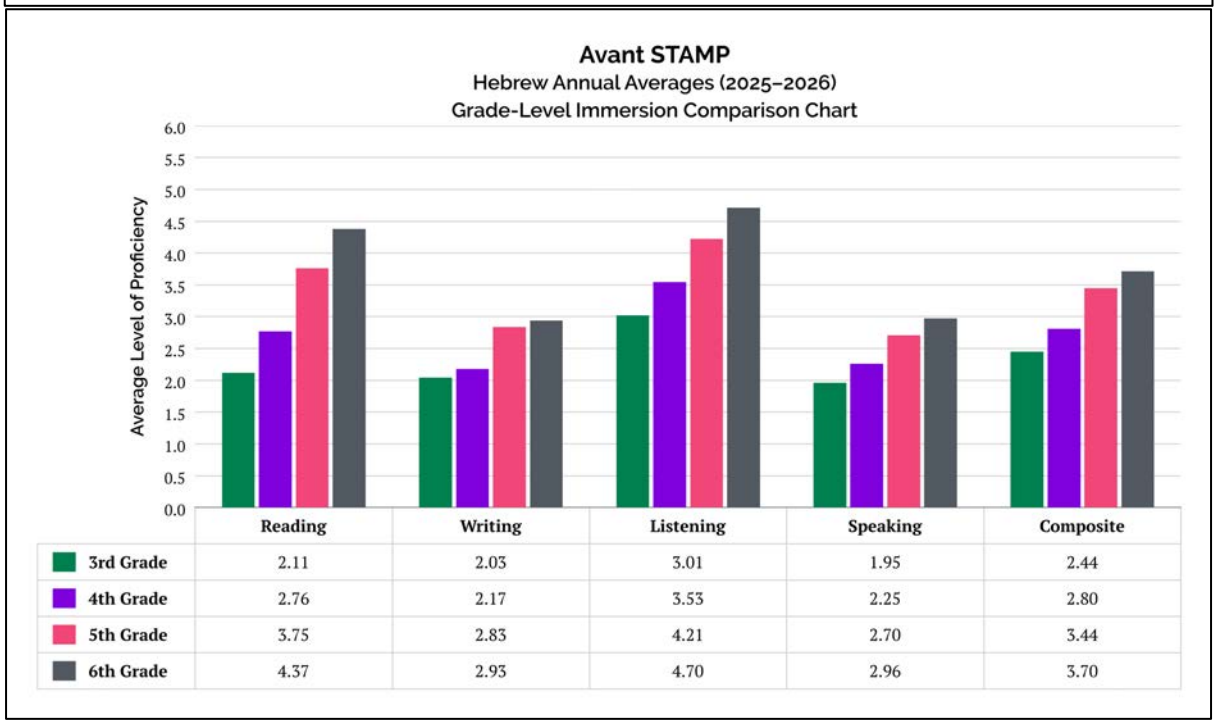
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1	2	3	4	5	6	7	8	9
Novice			Intermediate			Advanced		
Low	Mid	High	Low	Mid	High	Low	Mid	High



	Reading	Writing	Listening	Speaking	Composite
2nd Grade	2.05	1.67	3.16	2.14	2.23
3rd Grade	3.67	2.68	4.42	3.04	3.54
4th Grade	4.09	3.01	4.69	3.21	3.80
5th Grade	4.89	3.68	5.33	3.61	4.47



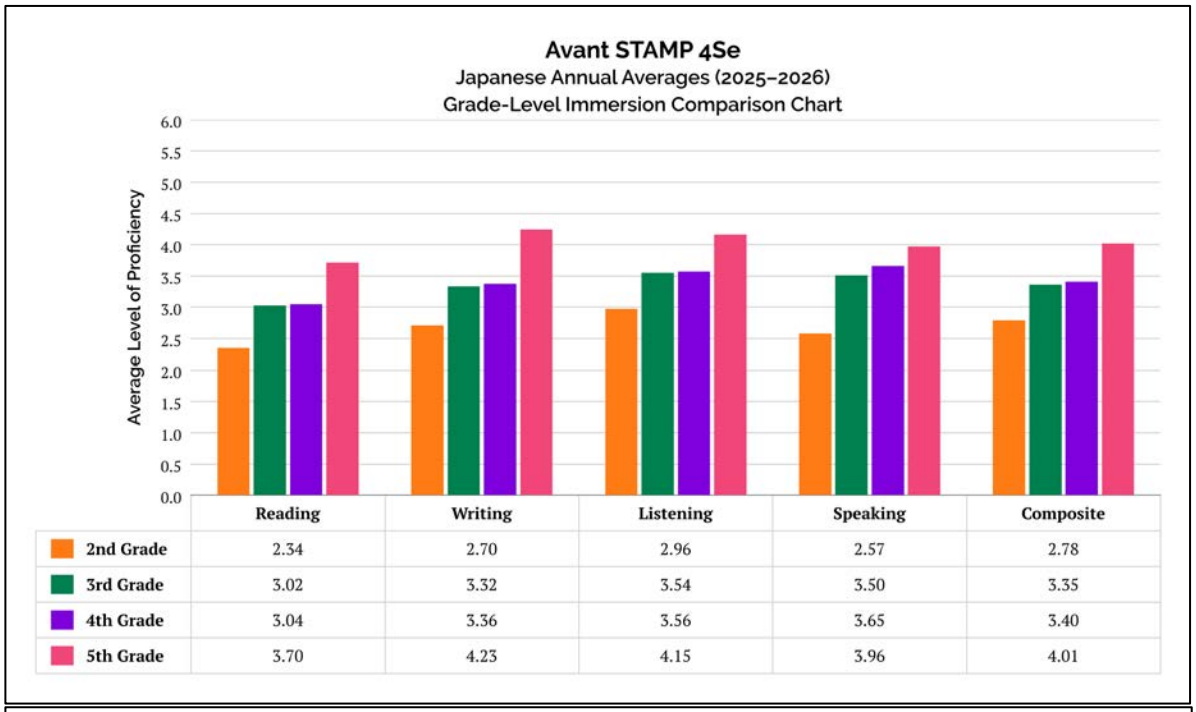
	Reading	Writing	Listening	Speaking	Composite
3rd Grade	2.11	2.03	3.01	1.95	2.44
4th Grade	2.76	2.17	3.53	2.25	2.80
5th Grade	3.75	2.83	4.21	2.70	3.44
6th Grade	4.37	2.93	4.70	2.96	3.70

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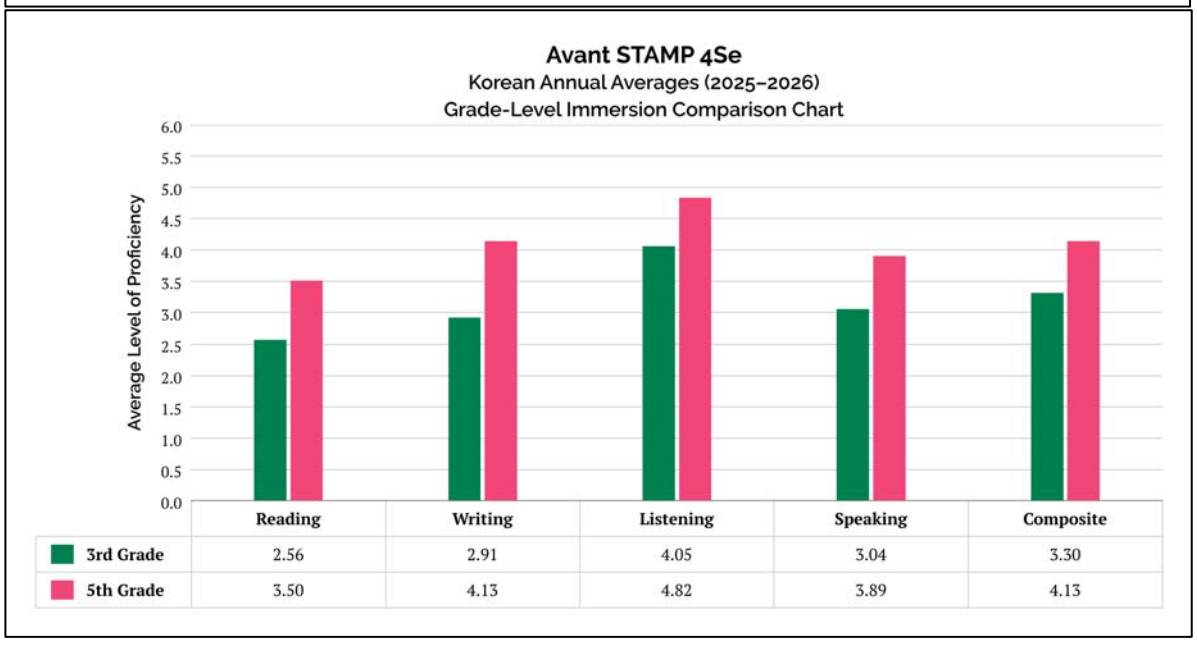
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1	2	3	4	5	6	7	8	9
Novice			Intermediate			Advanced		
Low	Mid	High	Low	Mid	High	Low	Mid	High



	Reading	Writing	Listening	Speaking	Composite
2nd Grade	2.34	2.70	2.96	2.57	2.78
3rd Grade	3.02	3.32	3.54	3.50	3.35
4th Grade	3.04	3.36	3.56	3.65	3.40
5th Grade	3.70	4.23	4.15	3.96	4.01

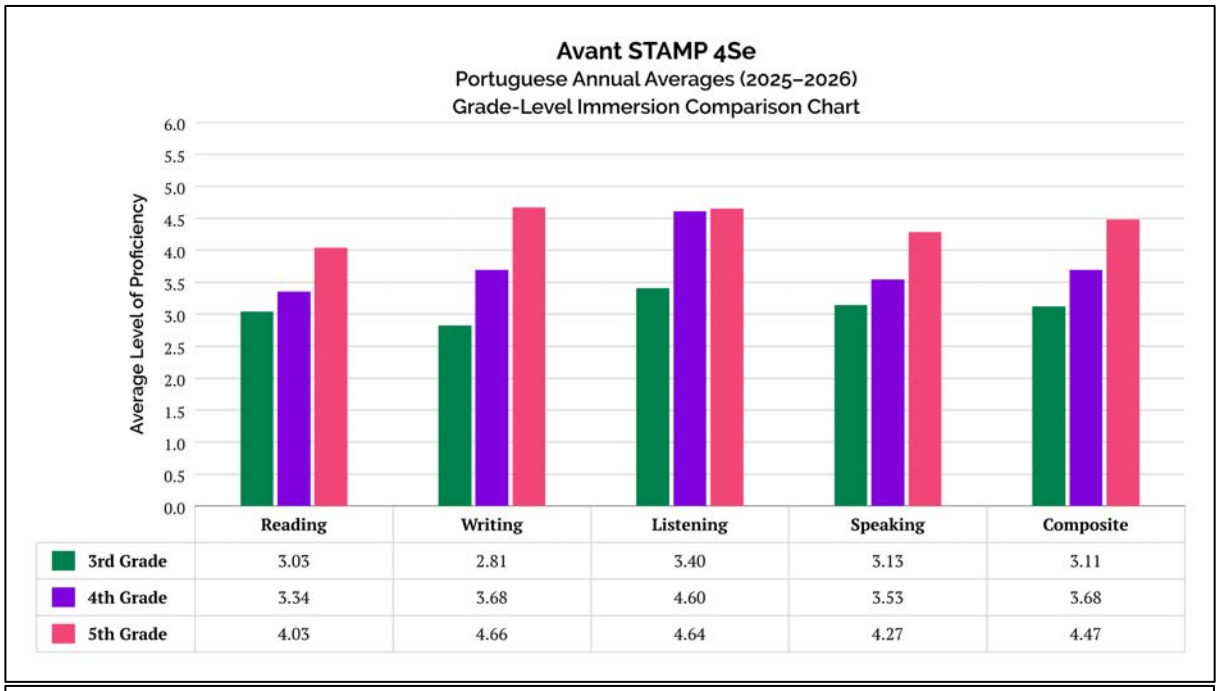


	Reading	Writing	Listening	Speaking	Composite
3rd Grade	2.56	2.91	4.05	3.04	3.30
5th Grade	3.50	4.13	4.82	3.89	4.13

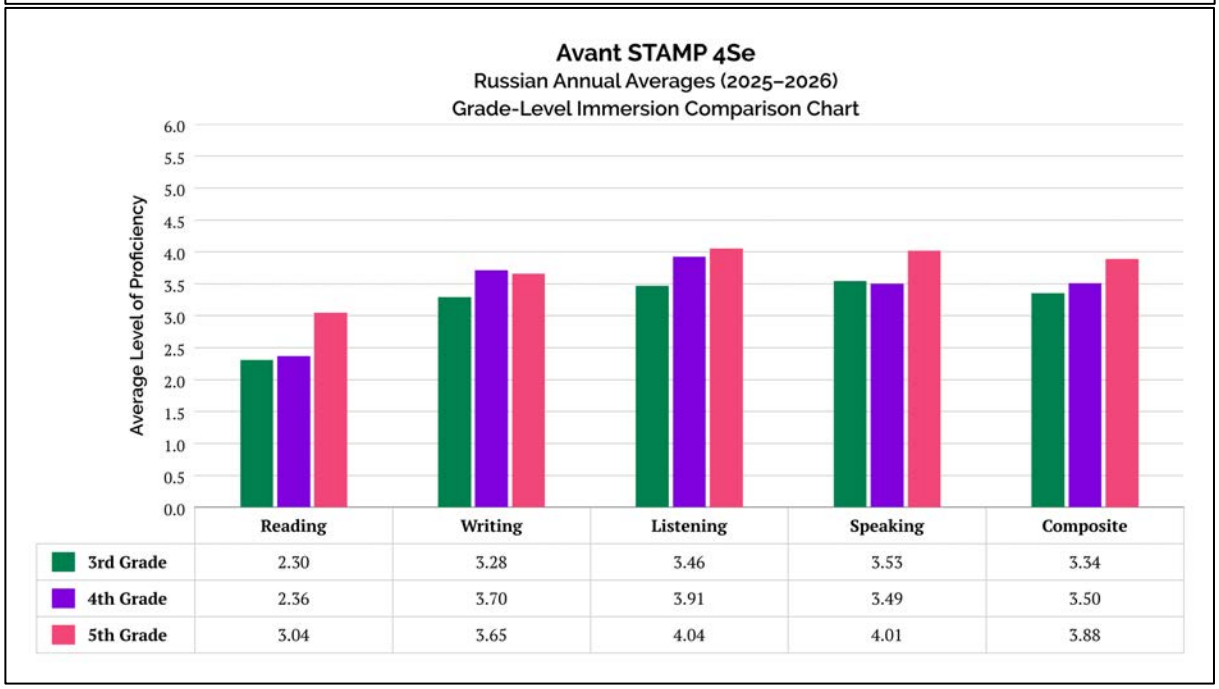
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1	2	3	4	5	6	7	8	9
Novice			Intermediate			Advanced		
Low	Mid	High	Low	Mid	High	Low	Mid	High



	Reading	Writing	Listening	Speaking	Composite
3rd Grade	3.03	2.81	3.40	3.13	3.11
4th Grade	3.34	3.68	4.60	3.53	3.68
5th Grade	4.03	4.66	4.64	4.27	4.47

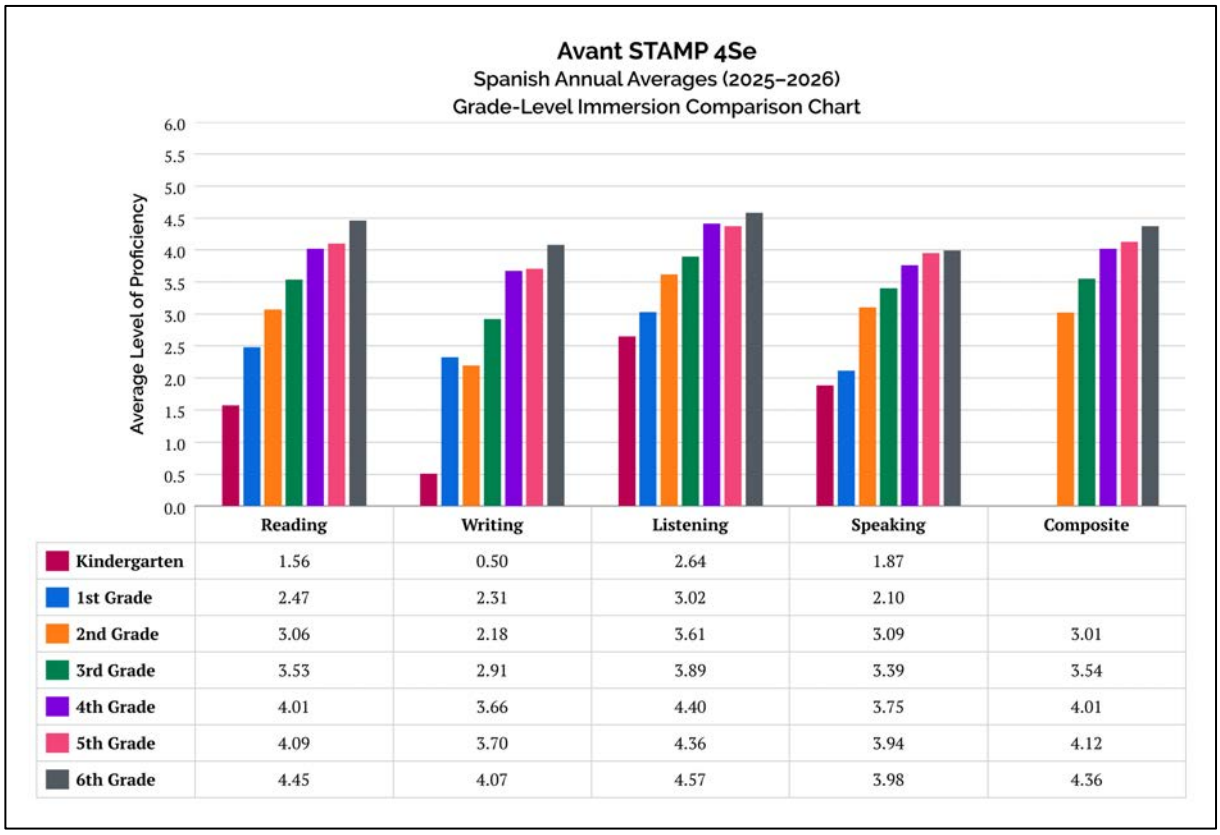


	Reading	Writing	Listening	Speaking	Composite
3rd Grade	2.30	3.28	3.46	3.53	3.34
4th Grade	2.36	3.70	3.91	3.49	3.50
5th Grade	3.04	3.65	4.04	4.01	3.88

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1	2	3	4	5	6	7	8	9
Novice			Intermediate			Advanced		
Low	Mid	High	Low	Mid	High	Low	Mid	High



	Reading	Writing	Listening	Speaking	Composite
Kindergarten	1.56	0.50	2.64	1.87	
1st Grade	2.47	2.31	3.02	2.10	
2nd Grade	3.06	2.18	3.61	3.09	3.01
3rd Grade	3.53	2.91	3.89	3.39	3.54
4th Grade	4.01	3.66	4.40	3.75	4.01
5th Grade	4.09	3.70	4.36	3.94	4.12
6th Grade	4.45	4.07	4.57	3.98	4.36

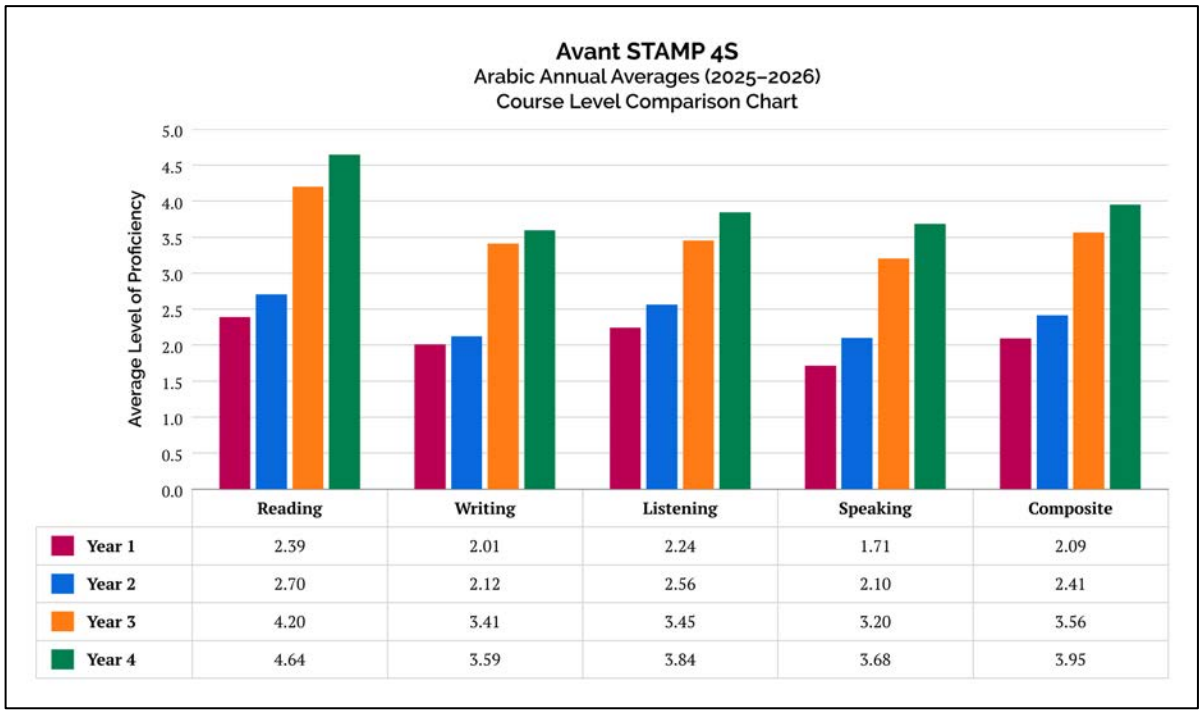
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Avant STAMP 4S (Middle and High School)

The following charts represent traditional program models only. Immersion data has been excluded from these data sets.

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1	2	3	4	5	6	7	8	9
Novice			Intermediate			Advanced		
Low	Mid	High	Low	Mid	High	Low	Mid	High

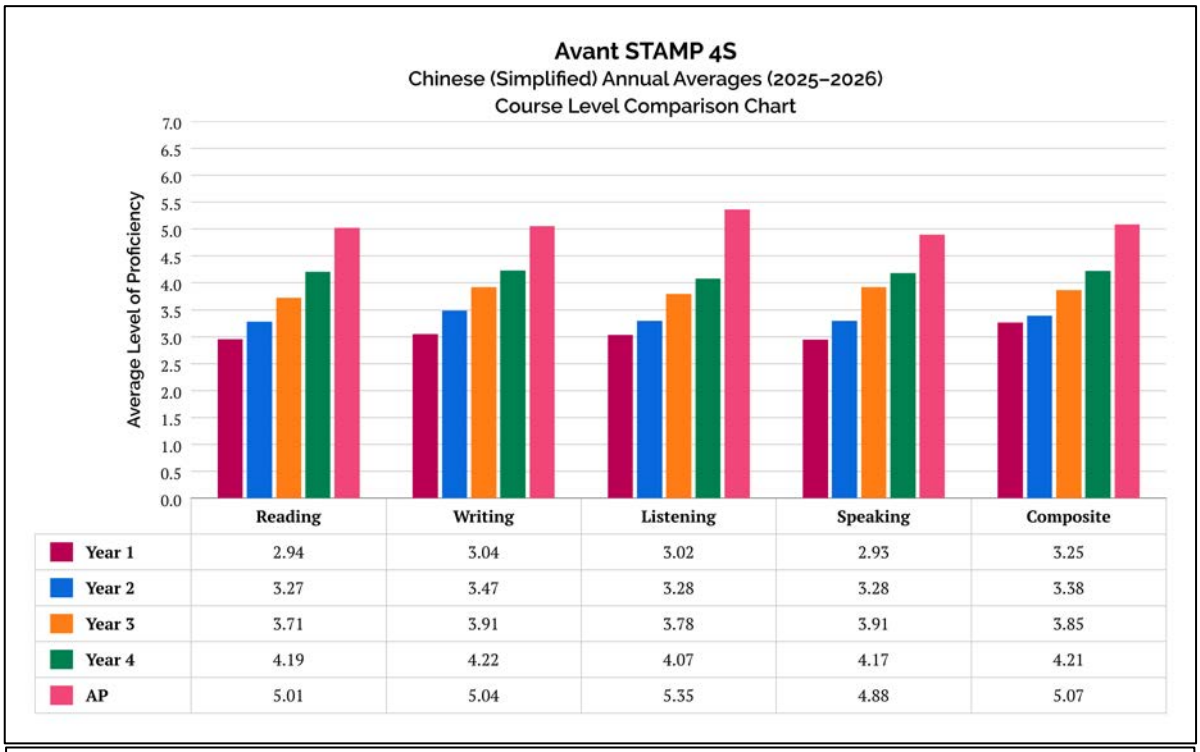


	Reading	Writing	Listening	Speaking	Composite
Year 1	2.39	2.01	2.24	1.71	2.09
Year 2	2.70	2.12	2.56	2.10	2.41
Year 3	4.20	3.41	3.45	3.20	3.56
Year 4	4.64	3.59	3.84	3.68	3.95

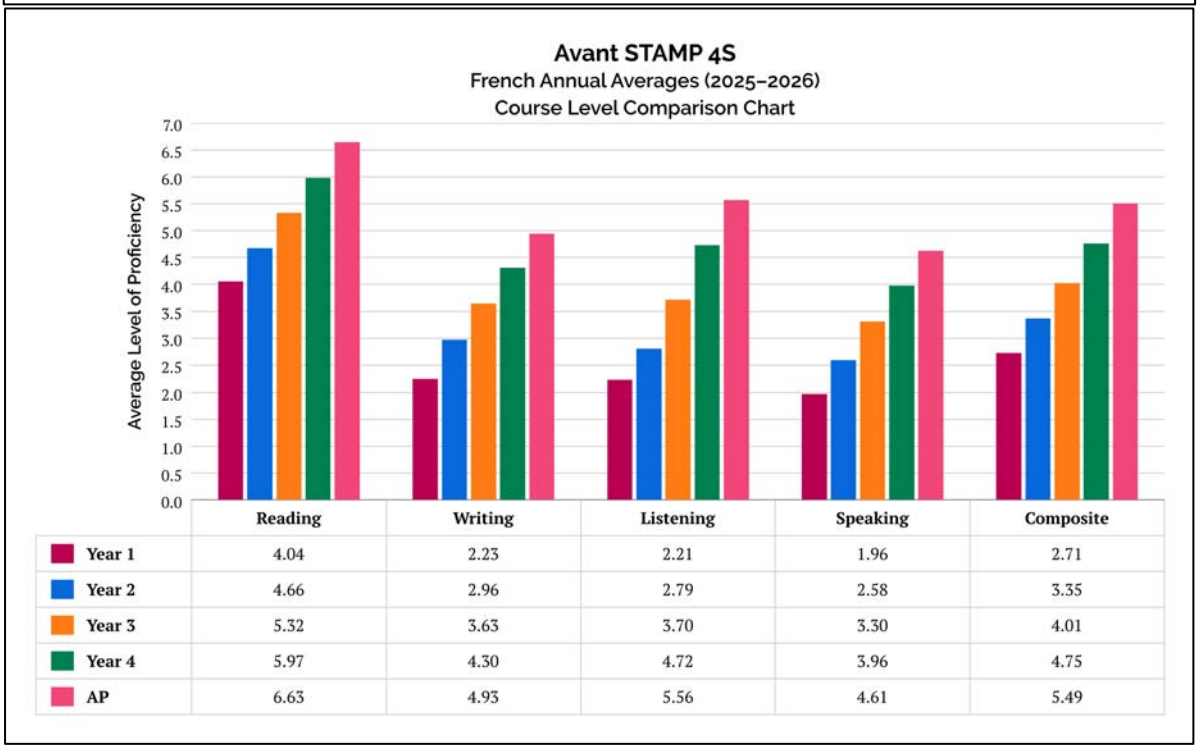
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KEY: The numbers for each skill are averages for that particular test group/grade and indicate the average level of achievement for that group. A "2.7" for example, would indicate that this group is approaching Novice-High "3".

1	2	3	4	5	6	7	8	9
Novice			Intermediate			Advanced		
Low	Mid	High	Low	Mid	High	Low	Mid	High



	Reading	Writing	Listening	Speaking	Composite
Year 1	2.94	3.04	3.02	2.93	3.25
Year 2	3.27	3.47	3.28	3.28	3.38
Year 3	3.71	3.91	3.78	3.91	3.85
Year 4	4.19	4.22	4.07	4.17	4.21
AP	5.01	5.04	5.35	4.88	5.07

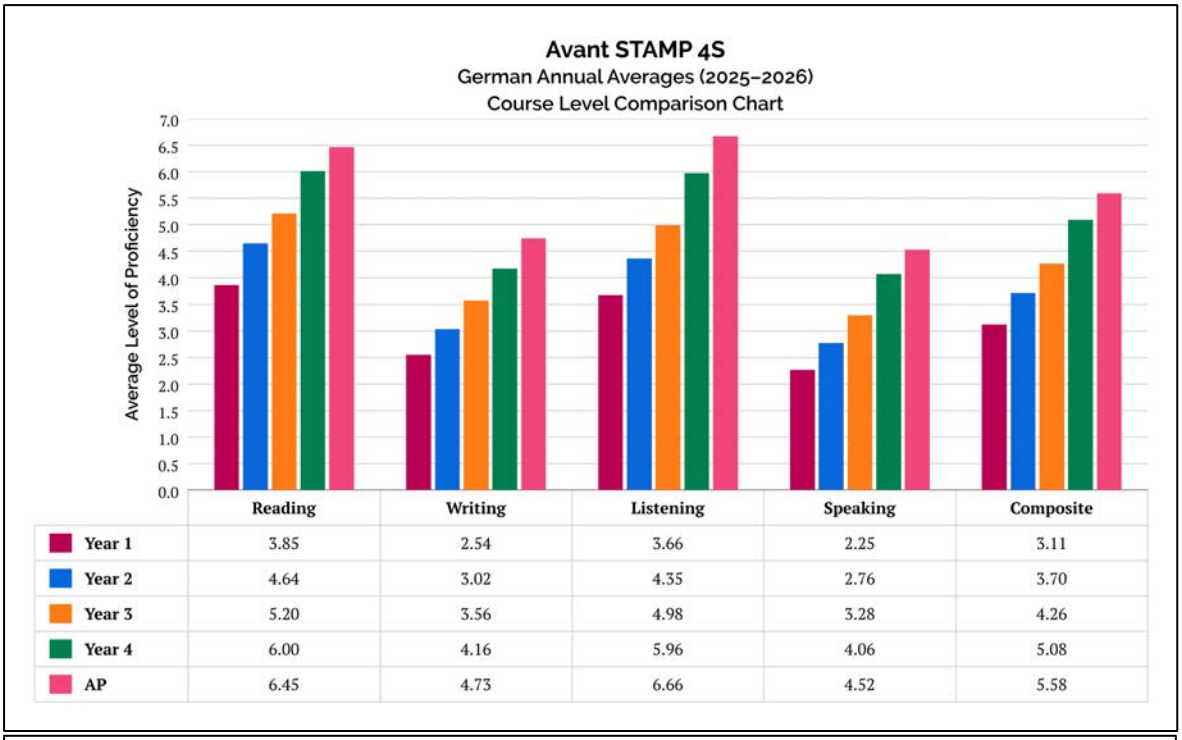


	Reading	Writing	Listening	Speaking	Composite
Year 1	4.04	2.23	2.21	1.96	2.71
Year 2	4.66	2.96	2.79	2.58	3.35
Year 3	5.32	3.63	3.70	3.30	4.01
Year 4	5.97	4.30	4.72	3.96	4.75
AP	6.63	4.93	5.56	4.61	5.49

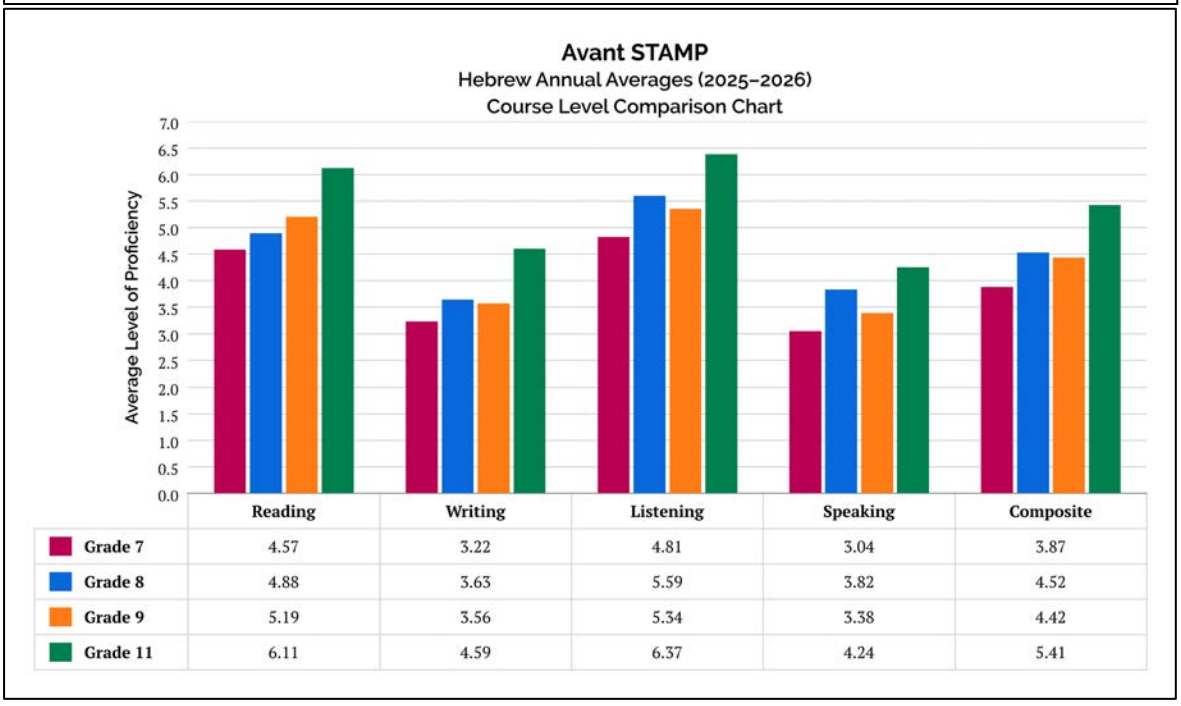
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1	2	3	4	5	6	7	8	9
Novice			Intermediate			Advanced		
Low	Mid	High	Low	Mid	High	Low	Mid	High



	Reading	Writing	Listening	Speaking	Composite
Year 1	3.85	2.54	3.66	2.25	3.11
Year 2	4.64	3.02	4.35	2.76	3.70
Year 3	5.20	3.56	4.98	3.28	4.26
Year 4	6.00	4.16	5.96	4.06	5.08
AP	6.45	4.73	6.66	4.52	5.58



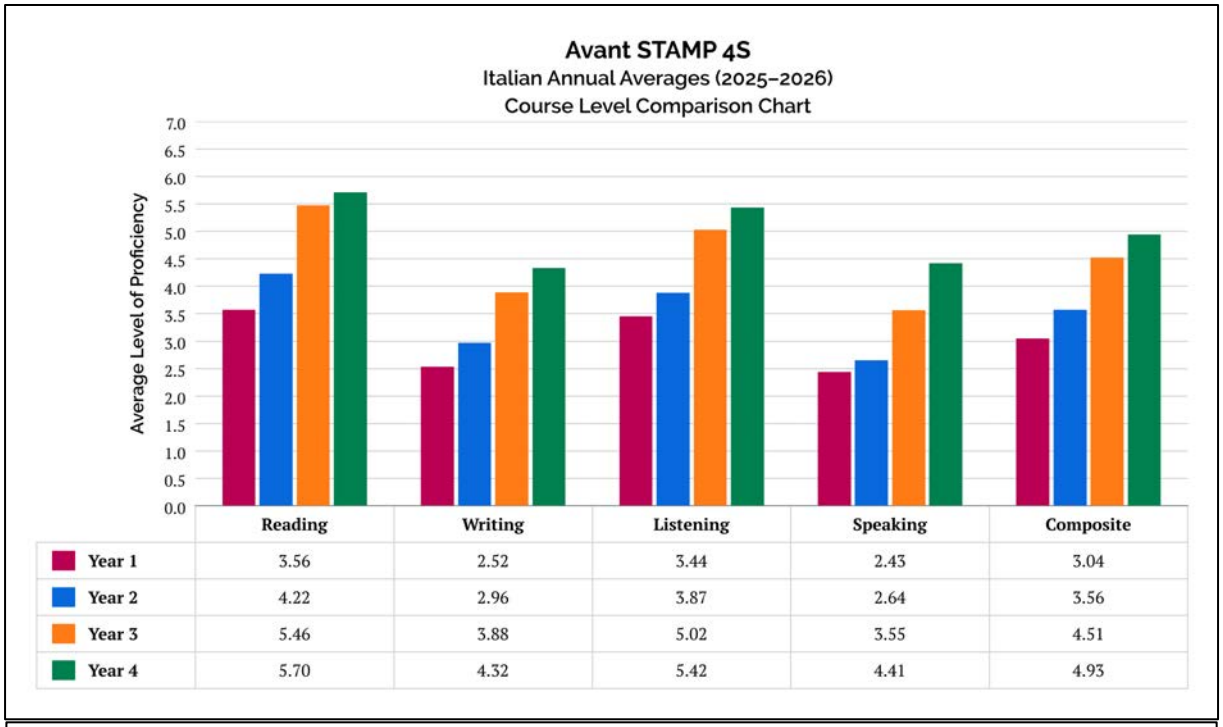
	Reading	Writing	Listening	Speaking	Composite
Grade 7	4.57	3.22	4.81	3.04	3.87
Grade 8	4.88	3.63	5.59	3.82	4.52
Grade 9	5.19	3.56	5.34	3.38	4.42
Grade 11	6.11	4.59	6.37	4.24	5.41

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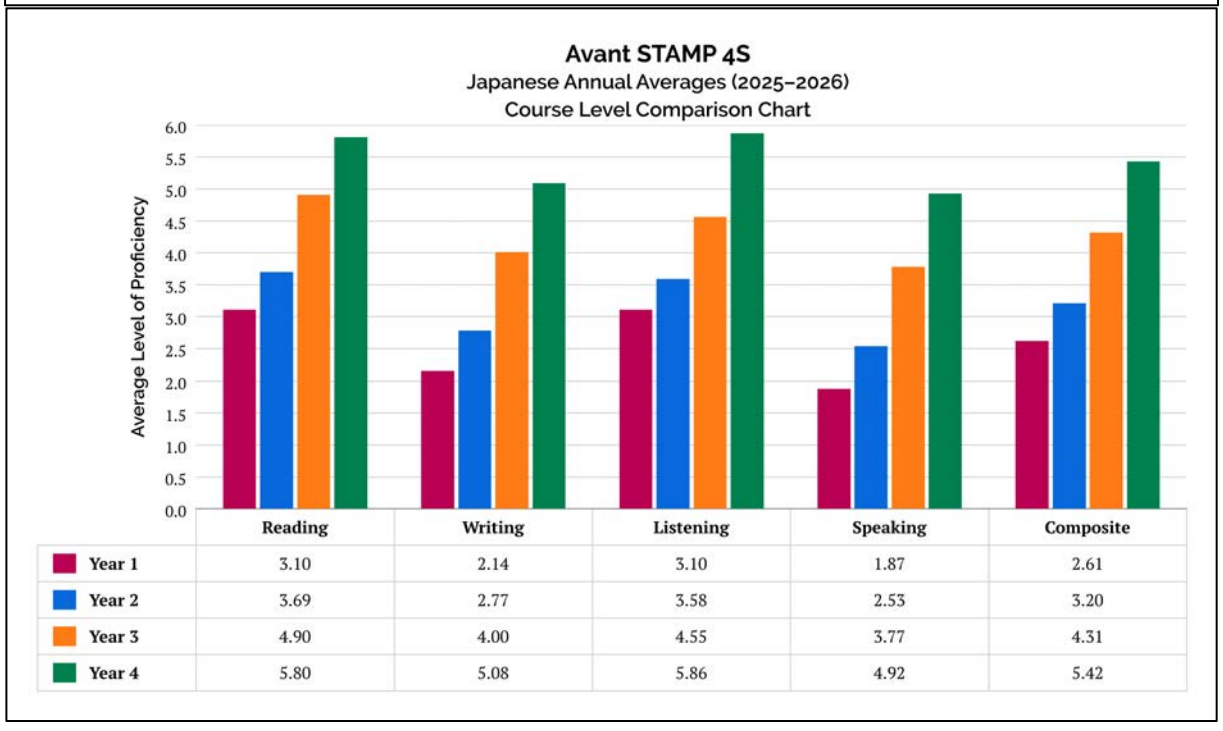
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1	2	3	4	5	6	7	8	9
Novice			Intermediate			Advanced		
Low	Mid	High	Low	Mid	High	Low	Mid	High



	Reading	Writing	Listening	Speaking	Composite
Year 1	3.56	2.52	3.44	2.43	3.04
Year 2	4.22	2.96	3.87	2.64	3.56
Year 3	5.46	3.88	5.02	3.55	4.51
Year 4	5.70	4.32	5.42	4.41	4.93



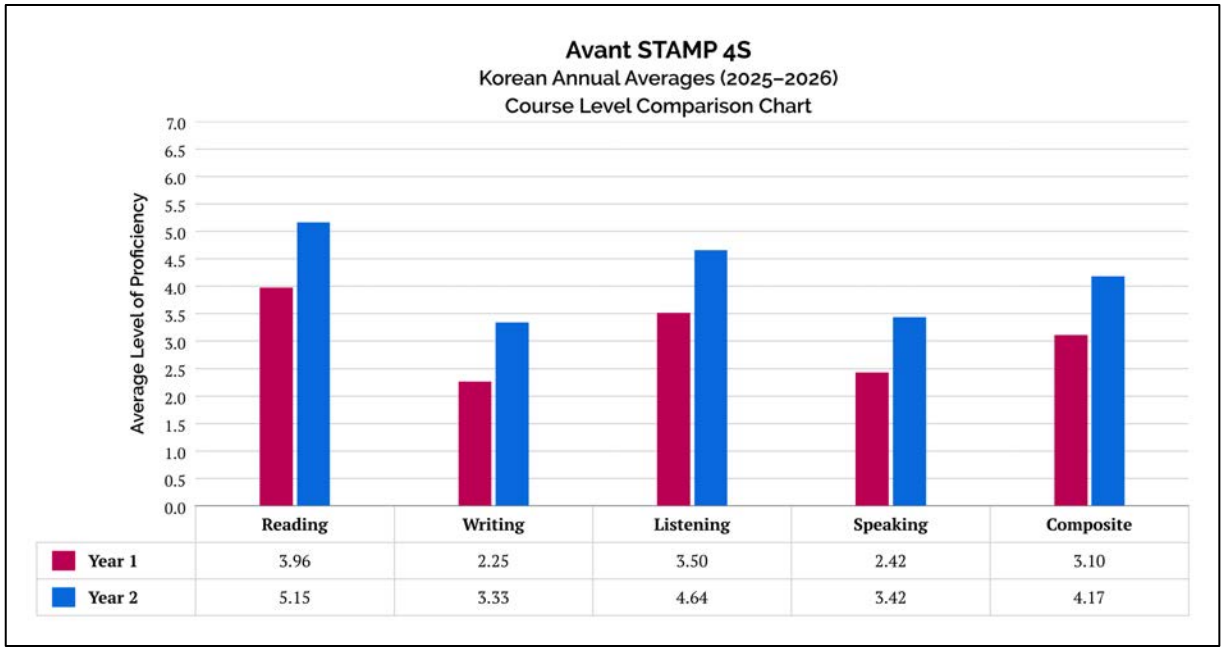
	Reading	Writing	Listening	Speaking	Composite
Year 1	3.10	2.14	3.10	1.87	2.61
Year 2	3.69	2.77	3.58	2.53	3.20
Year 3	4.90	4.00	4.55	3.77	4.31
Year 4	5.80	5.08	5.86	4.92	5.42

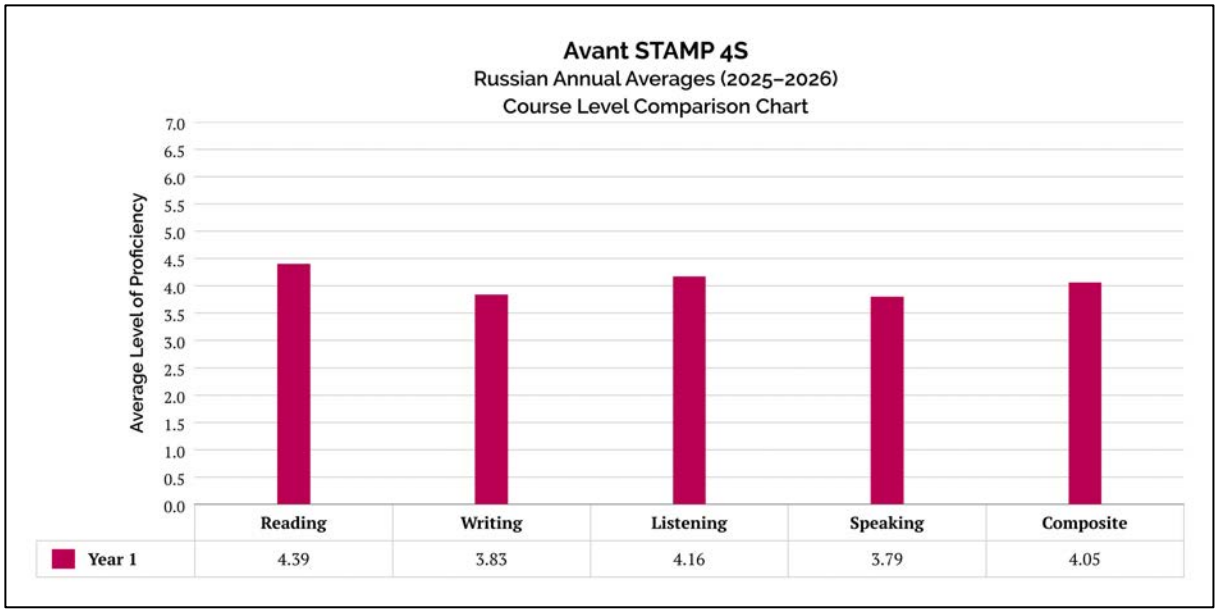
Avant STAMP Annual Averages 2025-2026

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KEY: The numbers for each skill are averages for that particular test group/grade and indicate the average level of achievement for that group. A "2.7" for example, would indicate that this group is approaching Novice-High "3".

1	2	3	4	5	6	7	8	9
Novice			Intermediate			Advanced		
Low	Mid	High	Low	Mid	High	Low	Mid	High



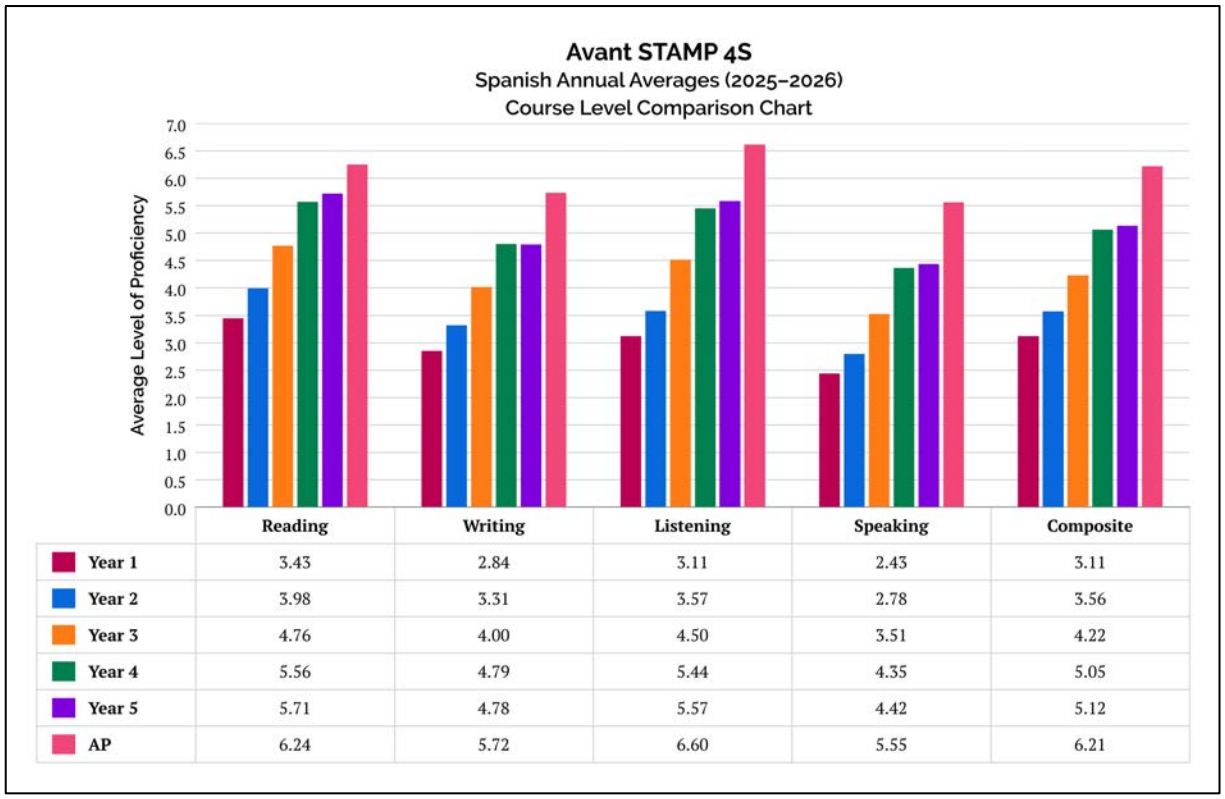


Avant STAMP Annual Averages 2025-2026

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KEY: The numbers for each skill are averages for that particular test group/grade and indicate the average level of achievement for that group. A "2.7" for example, would indicate that this group is approaching Novice-High "3".

1	2	3	4	5	6	7	8	9
Novice			Intermediate			Advanced		
Low	Mid	High	Low	Mid	High	Low	Mid	High



	Reading	Writing	Listening	Speaking	Composite
Year 1	3.43	2.84	3.11	2.43	3.11
Year 2	3.98	3.31	3.57	2.78	3.56
Year 3	4.76	4.00	4.50	3.51	4.22
Year 4	5.56	4.79	5.44	4.35	5.05
Year 5	5.71	4.78	5.57	4.42	5.12
AP	6.24	5.72	6.60	5.55	6.21

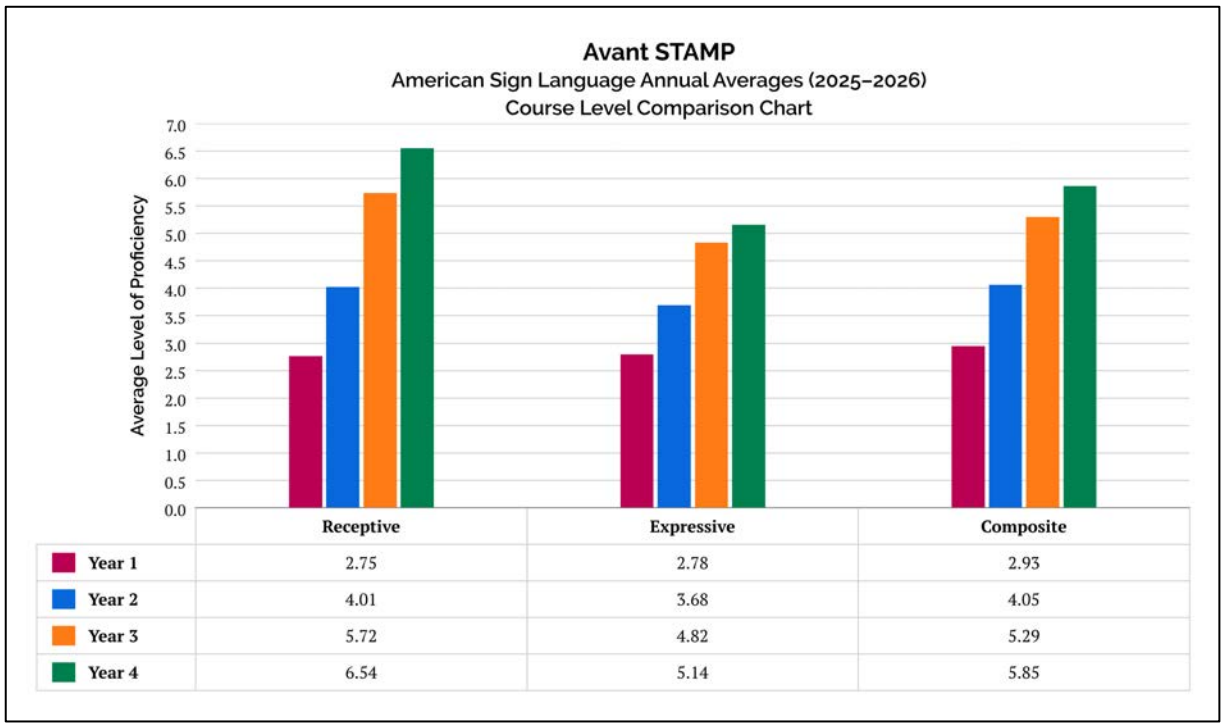
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Avant STAMP for ASL (Middle and High School)

The following chart represents traditional program models only. Immersion data has been excluded from this data set.

KEY: The numbers for each skill are averages for that particular test group/grade and indicate the average level of achievement for that group. A "2.7" for example, would indicate that this group is approaching Novice-High "3".

1	2	3	4	5	6	7	8	9
Novice			Intermediate			Advanced		
Low	Mid	High	Low	Mid	High	Low	Mid	High



	Receptive	Expressive	Composite
Year 1	2.75	2.78	2.93
Year 2	4.01	3.68	4.05
Year 3	5.72	4.82	5.29
Year 4	6.54	5.14	5.85

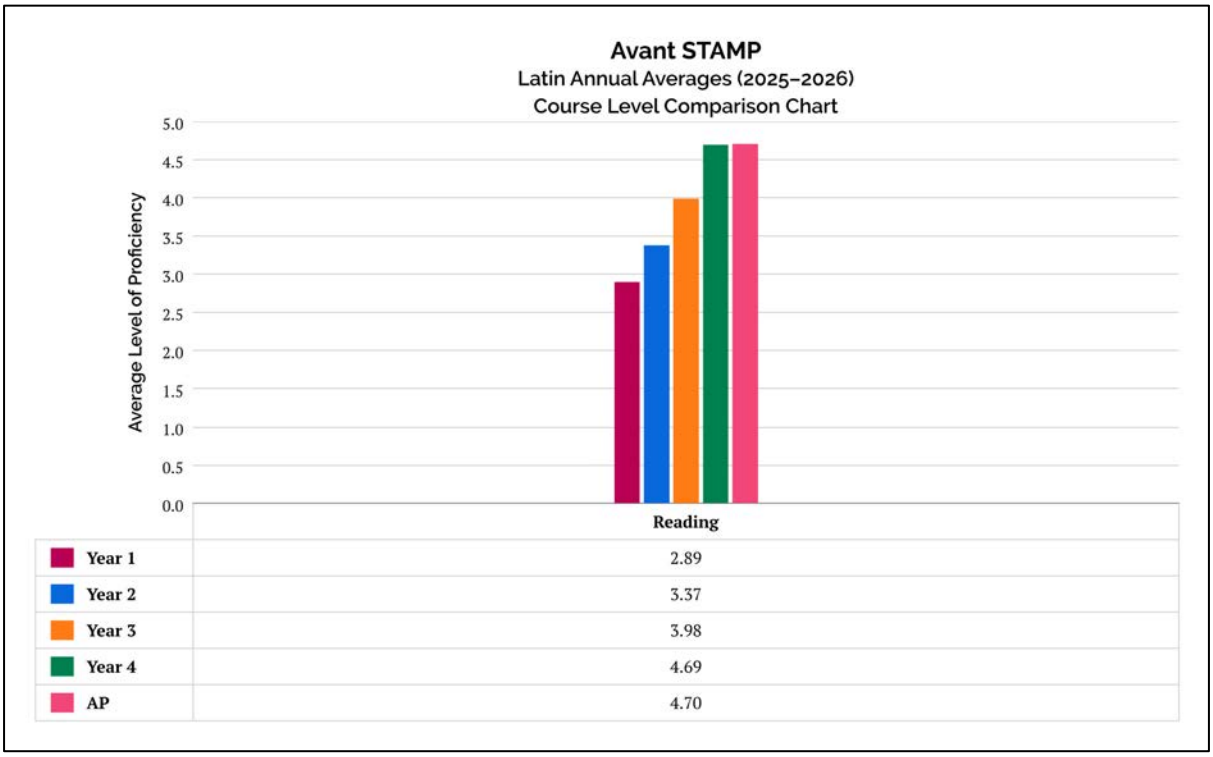
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Avant STAMP for Latin (Middle and High School)

The following chart represents traditional program models only. Immersion data has been excluded from this data set.

KEY: The numbers for each skill are averages for that particular test group/grade and indicate the average level of achievement for that group. A "2.7" for example, would indicate that this group is approaching Novice-High "3".

1	2	3	4	5	6	7	8	9
Novice			Intermediate			Advanced		
Low	Mid	High	Low	Mid	High	Low	Mid	High

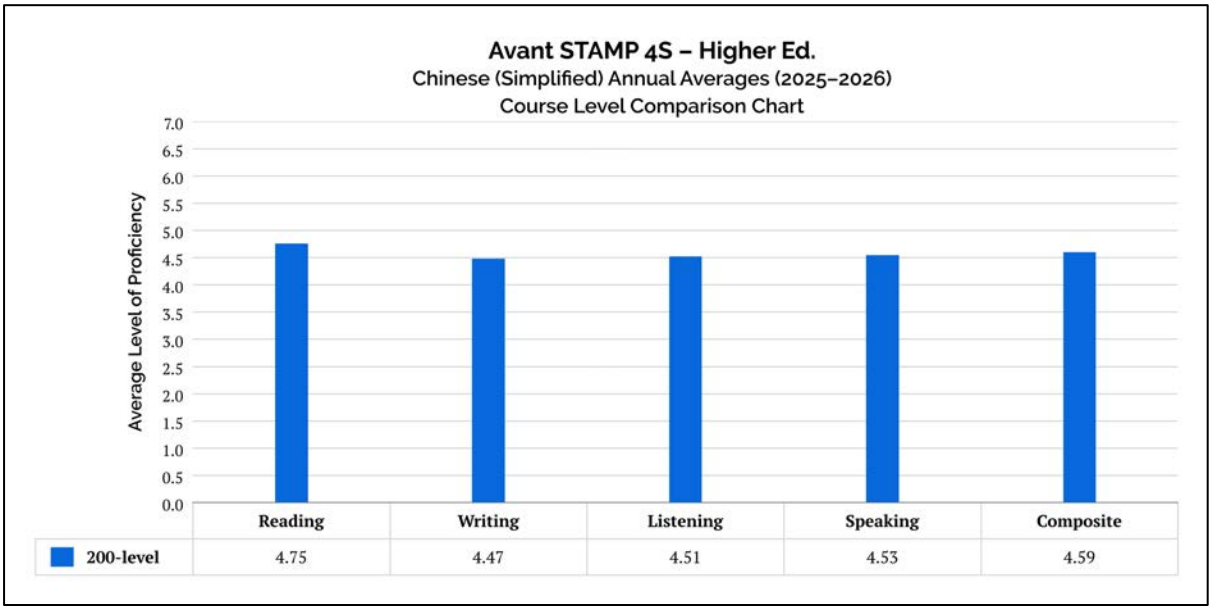


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Avant STAMP 4S (Higher Education)

KEY: The numbers for each skill are averages for that particular test group/grade and indicate the average level of achievement for that group. A "2.7" for example, would indicate that this group is approaching Novice-High "3".

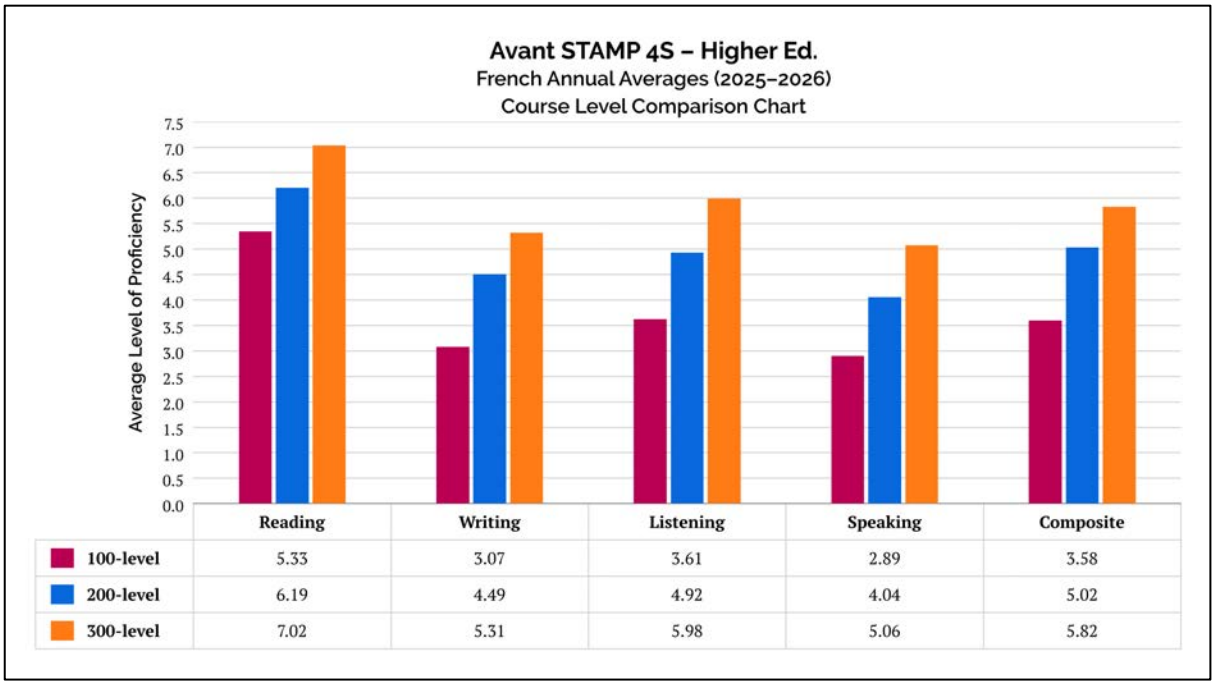
1	2	3	4	5	6	7	8	9
Novice			Intermediate			Advanced		
Low	Mid	High	Low	Mid	High	Low	Mid	High



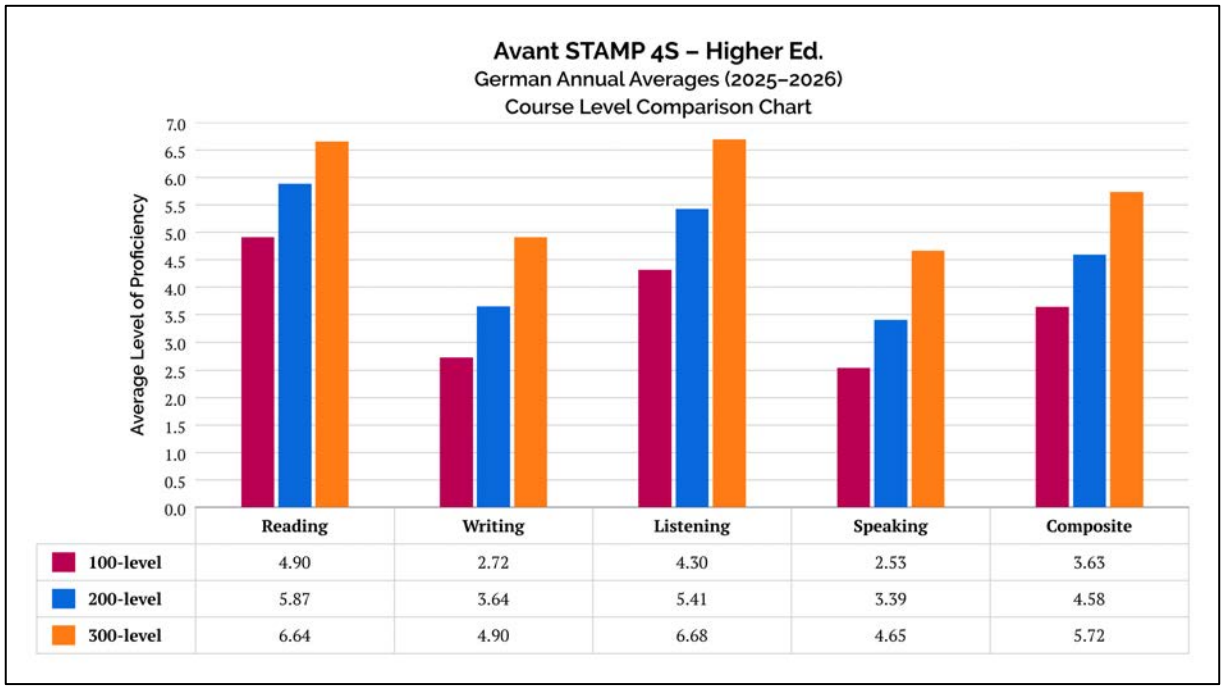
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KEY: The numbers for each skill are averages for that particular test group/grade and indicate the average level of achievement for that group. A "2.7" for example, would indicate that this group is approaching Novice-High "3".

1	2	3	4	5	6	7	8	9
Novice			Intermediate			Advanced		
Low	Mid	High	Low	Mid	High	Low	Mid	High



	Reading	Writing	Listening	Speaking	Composite
100-level	5.33	3.07	3.61	2.89	3.58
200-level	6.19	4.49	4.92	4.04	5.02
300-level	7.02	5.31	5.98	5.06	5.82

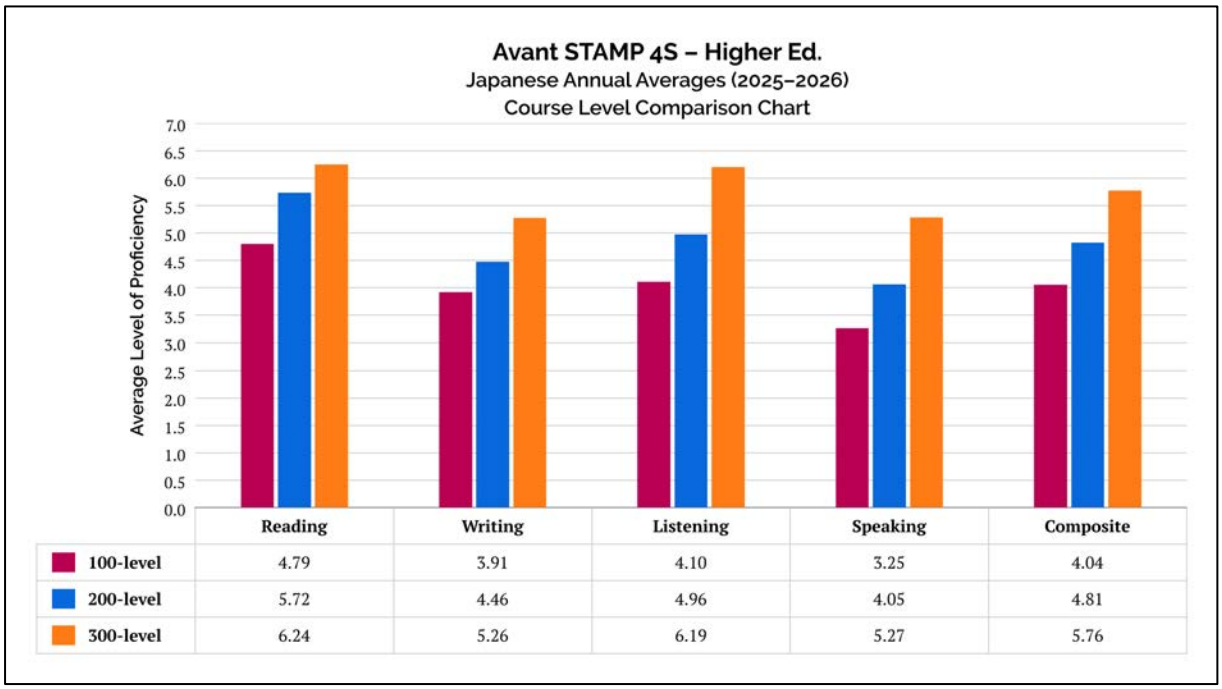


	Reading	Writing	Listening	Speaking	Composite
100-level	4.90	2.72	4.30	2.53	3.63
200-level	5.87	3.64	5.41	3.39	4.58
300-level	6.64	4.90	6.68	4.65	5.72

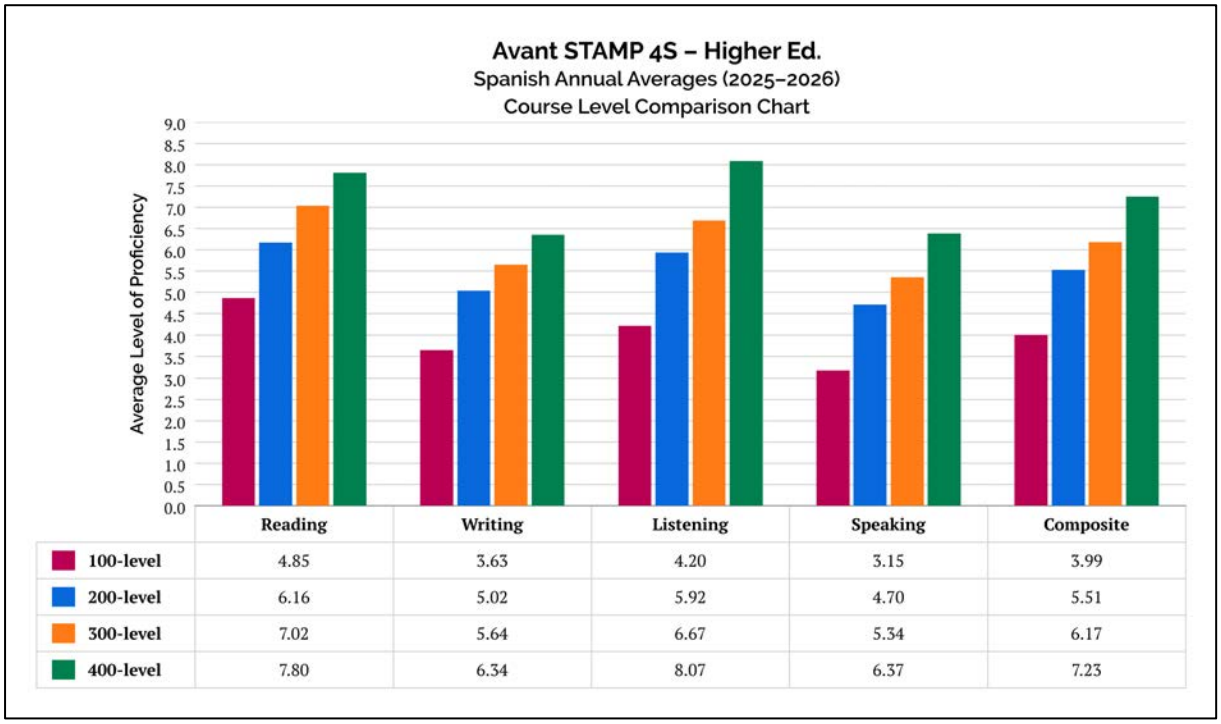
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KEY: The numbers for each skill are averages for that particular test group/grade and indicate the average level of achievement for that group. A "2.7" for example, would indicate that this group is approaching Novice-High "3".

1	2	3	4	5	6	7	8	9
Novice			Intermediate			Advanced		
Low	Mid	High	Low	Mid	High	Low	Mid	High



	Reading	Writing	Listening	Speaking	Composite
100-level	4.79	3.91	4.10	3.25	4.04
200-level	5.72	4.46	4.96	4.05	4.81
300-level	6.24	5.26	6.19	5.27	5.76



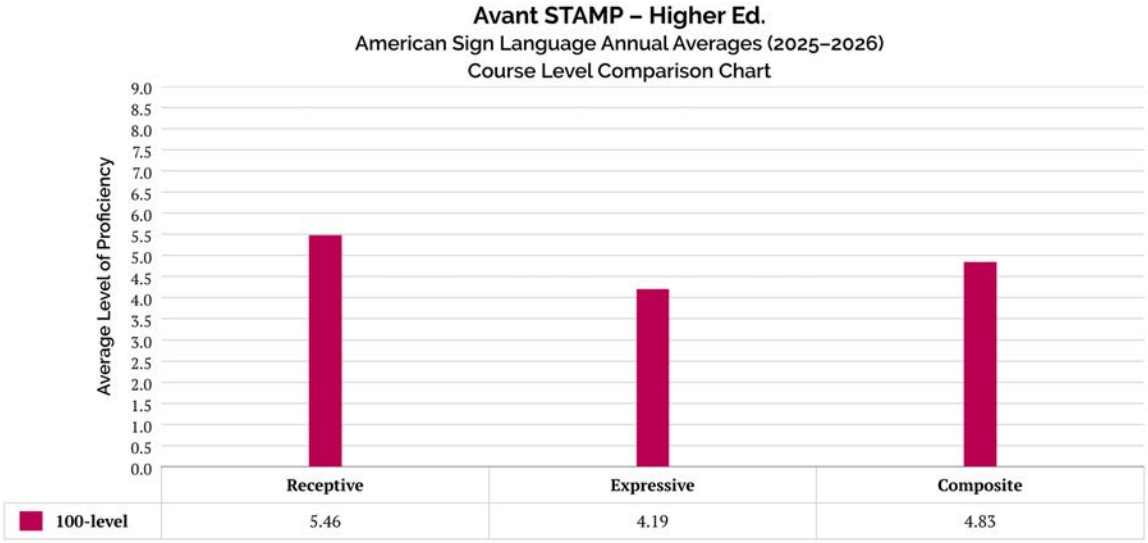
	Reading	Writing	Listening	Speaking	Composite
100-level	4.85	3.63	4.20	3.15	3.99
200-level	6.16	5.02	5.92	4.70	5.51
300-level	7.02	5.64	6.67	5.34	6.17
400-level	7.80	6.34	8.07	6.37	7.23

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Avant STAMP for ASL (Higher Education)

KEY: The numbers for each skill are averages for that particular test group/grade and indicate the average level of achievement for that group. A "2.7" for example, would indicate that this group is approaching Novice-High "3".

1	2	3	4	5	6	7	8	9
Novice			Intermediate			Advanced		
Low	Mid	High	Low	Mid	High	Low	Mid	High



Points to Ponder

Guiding questions and observations to consider as you review and compare these averages with your own data:

- **Why do the averages show changes at some levels/grades/years of study year to year?**

Consideration of several critical factors provide insights to answer this question:

- More repeat test takers are participating each year and increased readiness for the test may affect the levels slightly each year.
- Teachers may have adjusted their instruction to provide more "proficiency-based" activities for their students.
- Some languages may have larger test numbers year to year, and increased numbers of test takers may influence the averages each year.

- **Why do Writing and Speaking scores differ?**

Consideration of several critical factors provide insights to answer this question:

- Are teachers focusing more on writing than speaking?
- Are students shy about speaking in public?
- How is Presentational mode different than Interpersonal mode?
- How did the technology work for your group?

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- What types of speaking opportunities do your students have in class on a regular basis?
- Do you use a proficiency-based rubric and criteria with your students?
- Did the students have access to the rubric/scoring criteria before testing?

- **When is the best time to administer Avant STAMP?**
  - For programs serving grades 7–12, administration of Avant STAMP at the end of the 1st year provides a solid benchmark. Administration of STAMP towards the end of the 3rd year provides a solid measure of the impact of the program and readiness for AP courses or the AP exam. Second year administration provides deeper understanding of programs as many students exit the program at this point, and 4th year administration may help some students be placed more appropriately in college programs.
  - For Higher Education programs, administration of Avant STAMP (excluding for enrollment placement) in the second year demonstrates progress of languages majors and teacher prep readiness.

- **At what level can students really start to communicate in the target language?**
  - The level at which speakers have acquired skills such that they can communicate at a "survive and cope" level in the target language is consistent with Intermediate-low to Intermediate-mid (STAMP Levels 4 and 5).

- **How do the Avant STAMP Results levels relate to ILR and ACTFL scales?**
  - Avant STAMP Levels 1 through 9 are related to levels of proficiency from Novice-Low through Advanced-High and are related to the ILR levels 0 through 2+ (see chart on page 4). The transition from Level 3 to Level 4 marks the beginning of the "survive and cope" level where students have the ability to actually communicate with the ability to accomplish basic survival tasks in the language they are learning.

- **Where should my students be?**
  - The purpose of generating the STAMP Annual Averages is to help answer this question. By looking at the averages of each year of study, this document should help identify these levels and help to establish realistic expectations of proficiency after each year of study.

- **What is an acceptable amount of growth for each year?**
  - This is always a tricky question to address since each student will progress through the different domains in different ways and at different rates of growth. Also, it is important to note that you will observe higher rates of growth through the Novice levels. However, for growth purposes, if a student achieves average growth for all domains (an average of all domains combined into a composite score) at 0.4 to 0.7 each year, which would indicate normal growth and progress patterns. If a program can consistently show this for each student, each year, that would indicate adequate average growth and represent a "healthy" well-structured program.

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