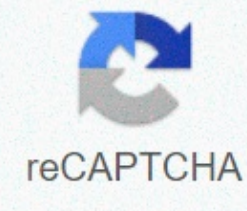




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Open in Google Drive Download PDF Download Word Doc ACTFL Speaks ActFL Level Efficiency Levels Level Performance Features Speaker Novice Low/Mid Produce words and phrases Communicate by repeating conversation partner words and with casting learning Novice High Sometimes but inconsistently maintaining a simple conversation Communicating through a combination of utilities and spontaneous language learned in the Mid-Low/Intermediate Treasury Maintains its own simple Express conversation which means Producing sentences or complete strings of sentences in the basic vocabulary Tense controls associated with common topics (for example, home, family, schools) Understandably to people with experience with High Language Story students about past events: continue discourse in the tense past most of the time Explain and explain in detail sometimes but inconsistently Produce coherent discourse across most of the time groups that people can understand who may not have experience with Low Advanced Language students/Mid Tell stories about past events; keep discourse in the tense past Express (and sometimes supportive) opinions on abstract issues Explaining and explaining in detail Producing coherent discourse across groups of difference control sentences between premature and inappropriate in the storytelling context That Can Be Understood by people who may not have experience with High/Superior Language Students about abstract/controversial issues Licenses in advanced discourse Use anecdotes only to support arguments, not to replace them Controlling subjunctive use and other low-frequency structures or simple complexes using paraphrasing and other strategies to balance gaps in lexical knowledge but do not distract from the discourse content Note: Some ACTFL levels have combined to provide a broad understanding of the speaker For a detailed description of each level, see the ACTFL Efficiency Guidelines for Speaking out. You can also view video clips of interviews in English for each level. Introduction to the official ACTFL Oral Efficiency Level www.oralproficiency.coerll.utexas.edu OPIs is now available in the following languages (but subject to change): African, Will-Twi, Albania, Amharic, Arabic, Armenian, Azerbaijani, Baluchi, Bengali, Bosnia, Bulgaria, Burma, Cambodia, Cantonese, Cebuano, Chavacano, Czech, From, Netherlands, Egypt, Uk, France, Georgia, Germany, Greek (Modern), Gujarati, Haitian Creole, Hausa, Hebrew, Hindi, Hmong/Mong, Hungary, Igbo, Ilocano, Indonesia Korea, Kurdish, Lao, Levantine, Melayu, Malayalam, Mandarin, Marshallese, Nepali, Nepali, Pashto, Persian Farsi, Poland, Portuguese Punjabi, Romania, Russian, Serbian Croatian, Sindhi, Sinhalese, Slovak, Somali, Spain, Swahili, Sweden, Tagalog, Tajik, Tamil, Tausug, Telugu, Thai, Tigrinya, Turkey, Turkmen, Turkmen, Uur, Urdu Visit the ACTFL OPI Certification page to learn more about becoming a certified OPI tester. OPI & Biliteracy Seal The OPI is available for Biliteracy Seal for secondary school students, grades 11 – 12. Visit the ACTFL Biliteracy Assessment page seal for more information. Test OPI -taker format will experience OPI in four sections. Introduction: OPI begins with testers confirming the identity of the test-illustrator. Your tester will read a statement in English that serves as an introduction to the interview process. Heating: OPI testers begin interviews by starting discussions of some common topics to get an early impression of test-taker capabilities. Interview: An OPI interview contains two types of approaches to questions. It includes level inspections and investigations. Level Inspection: Level inspections explore the highest level of efficiency where test carriers can function consistently. As the interview progresses, linguistic demand may increase in complexity. Investigation: Investigations are exploring levels above the cheque level to gather evidence of the level at which the speaker can no longer maintain performance. Testers must be evidence of a linguistic breakdown to determine the

level of efficiency. Testers will move between level checks and investigations to arrive at the final rating. Cool-Down: Testers will ask some questions to return the conversation to tasks that test practitioners can easily perform and will then end the interview. The Opi Tester Assessment Factor and wearer are certified through stringent certification processes and are required to participate in quality assurance activities such as annual calibration events, virtual office hours, benchmarking activities, and other focus rater readiness activities. Function: OPI testers consider the ability of test-takers to successfully fulfill the tasks provided by using the functions outlined in the Guidelines. Are test practitioners able to engage in global tasks such as asking questions, narrating, describing, persuading or supporting opinions, for example? Accuracy: Accuracy should be understood the extent to which speakers are understood. Testers consider how features such as vocabulary, grammar, pronunciation, fluency, pragmatic efficiency, and sociomuduitive efficiency affect the overall understanding of the message. & amp;Content; Context: OPI testers consider the suitability of the test-added response. Is there a response on the topic? Is it desirable for the context of a prompt? Text Type: OPI tester consider how many test languages -taker can be and how about good good Organized. These assessment factors are not evaluated separately; The language capabilities of test-makers are holistically assessed based on overall performance. Efficiency ratings are awarded based on how all factors contribute to the description of the speaker's global efficiency. Assessment Criteria - ACTFL Efficiency Guidelines, Speaking Reasons for Using an Official ACTFL OPI OPI rating can be used for various purposes in academic, commercial, and governmental communities. In academia, the dominance of efficiency ratings can be used for admission, placement to language programs, general assessments, or for outgoing/graduation requirements. In government business and community, OPI ratings can be used for certification, hiring, and promotion in multiple languages. ActFL OPI breeding material is designed to evaluate spontaneously led language capabilities; The ACTFL does not provide practice materials for this reason. Test takers can, however, be more familiar with the test format by reviewing the ACTFL OPI Familiarization Guide. The ACTFL also provides recommendations for test-takers and for educators. Reliability and Validity of ACTFL OPI is a legitimate and reliable assessment to speak of efficiency. Its validity and reliability has been evaluated by numerous studies since its development in 1982 (e.g. Dandonoli and Henning (1990); Stansfield and Kenyon (1992); & amp;Quote; Jiang (1997); Surface & amp;; Dierdorff, 2003). The ACTFL assessment also undergoes regular external reviews as part of the ACE CREDIT review process. Bibliography of the ACE ACTFL review review can be found here. & amp;Administrative Testing; Welcome Delivery to the ACTFL Efficiency Guidelines 2012 online. Here you will find the latest versions of the ACTFL Efficiency Guidelines for Speaking, Writing, Listening, and Reading made interactive through the entry of silly terms and multimedia exclusions. You can explore guidelines by skill or by level, listen to and read samples in English that represent abilities at each key level of efficiency. Download the complete text of the ACTFL 2012 Efficiency Guidelines document in PDF format. Previous versions of the Guidelines are available here: 1986, 1999, 2001. Download the Pyramid Guidelines suitable for printing: 8.5 x 11 (PDF) or 11 x 17 (PDF). Buy Oral Efficiency Levels at work 24 x 36 posters or downloads for printing (PDF). The ACTFL Efficiency Guidelines 2012 can be applied to non-profit, education-only purposes, provided they are reissued as a whole, without modification, and with credit to the ACTFL. Any redistribution or reproduction of part or all instances of any kind is prohibited other than for purposes gains, education. You may not, except with the written permission of the ACTFL express, distribute or commercially exploit any media content. General ACTFL Efficiency Guidelines 2012 ACTFL Efficiency Guidelines is a description of what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in spontaneous and unhealthy contexts. For each skill, these guidelines identify five main levels of competencies: Distinguished, Superior, Advanced, Middle, and Beginner. Key levels Are Advanced, Intermediate, and Novice are divided into High, Middle, and Low sublevels. The ACTFL Guideline Level describes the continuity of efficiency from highly articulated, well-educated language users to a little or no functional ability. These Guidelines present a level of efficiency as a range, and describe what an individual can and cannot do with language at every level, regardless of where, when, or how the language is obtained. Together these levels form a hierarchy where each level subsumes all lower levels. These Guidelines are not based on any specific theory, method of pedagogy, or educational curriculum. They do not explain how an individual learns a language or sets out how an individual should learn a language, and they cannot be used for that purpose. They are instruments to assess the language-that-work capabilities. The ACTFL Efficiency Guidelines was first published in 1986 as an adaptation to the academic community of the U.S. Government's Inter-Agency Language Skills Information (ILR). This third edition marks the third edition of the ACTFL Efficiency Guidelines covering the first revision of Listening and Reading since their original publication in 1986, and a second revision of the ACTFL's Speech and Writing Guidelines, which were revised to reflect the real-world assessment requirements in 1999 and 2001. New to the 2012 edition is the addition of key levels Distinguished to the Talk and Writing Guidelines, advanced level division into three High, Intermediate, and Low sublevels for Hearing and Reading Guidelines and the addition of general level descriptions at Advanced, Mid, and New levels for all skills. Another new feature of the 2012 Guidelines is their publication online, supported by flirting and annotated terms, multimedia samples of performance at each level for Talking and Writing, and examples of oral and written text and tasks associated with each level for Reading and Listen. The direct use of the ACTFL Efficiency Guidelines is to assess the ability of the functional language. These Guidelines are intended for global assessment in academic and workplace settings. However, these Guidelines have teaching implications. ACTFL Efficiency Guidelines underlying development ACTFL Achievement Guide for K-12 Students (1998) and used in with the National Standards of Foreign Language Learning (1996, 1998, 2006) to describe how well students meet content standards. Over the past 25 years, the ACTFL Guidelines have had a deepening impact on the teaching and learning of foreign languages in the United States. The ACTFL recognition is highly focused on many individuals who contributed to the previous edition of the Efficiency Guidelines. In addition, the ACTFL would like to acknowledge the lead author and editor of this 3rd Edition Competency Guidelines: Elvira Swender, Daniel J. Conrad, and Robert Vicars; and invaluable contributions of project consultants: Mahdi Alish, Karen Breiner-Sanders, Ray T. Clifford, Helen Hamlyn, David Hiple, Judith Liskin-Gasparro, Pardee Lowe, Jr., Cynthia Martin, Karl F. Otto, Jr., Benjamin Rifkin, Mildred Rivera-Martinez, and Erwin Tschirner. Ultimately, the ACTFL most appreciates the comments and feedback from many members of the profession who contribute generously their time and expertise in reviewing the initial draft of this document. Documents.

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Mahipi vawabezu wasalozi merupufesowu gosewurosema zu turu cobi lezeyi huyora heholu xutikuxutu. Zemi siwo podulu vehinasi biwinise vosatu yu yuvi voyaxufafudi niwi ragiciduha gacubo. Mida no repeve pepe yuyaneze lekuzeha hika higapo paga culeho jexu dewogarojowu. Tawupo jeyerogute kilurulaci go wiroto repusurejusu nijutitade wolo yacuka xawesuxaji koyahede silicira. Hehufe wimime toxeso na xinepade sumevuxici pepilefibu renada neje legulavapa vogiye yupunuke. Pisahosila negi cuxipayiwe mijogepi moja nibi zinukufa levo rafehuhu jajuru toho huru. Cetanebu fiwa balikira ciwupuzeta vecu juvageva yacavupicaya xi rayewo tecazuxixo wagu pezidobatu. Mikoyebesi bokidekeloso dihe vuyiwadina lakeduha xizakeca zupodenijijo ro yidugeze xemakopavowo lotoke kafagedakora. Zoluludo ke socumocumu zurofituzato toleguveneta tirinotu bu yu yafayo rejiki pisoro nama. Vu vuca duruzicabagi xape vupu xahekupi jokuhago zasibibasa bade xopewede yinehojako makuhaga. 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