Testing for Proficiency

About the ACTFL OPI

The ACTFL Oral Proficiency Interview, or ACTFL OPI as it is often called, is a standardized procedure for the global assessment of functional speaking ability. It is a **face-to-face or telephonic interview between a certified ACTFL tester and an examinee that determines how well a person speaks** a language by comparing his or her performance of specific communication tasks with the criteria for each of ten proficiency levels described in the ACTFL Proficiency Guidelines - Speaking (Revised 1999). The ten proficiency levels are:

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**Superior**

Speakers at the Superior level are able to communicate in the language with accuracy and fluency in order to participate fully and effectively in conversations on a variety of topics in formal and informal settings from both concrete and abstract perspectives. They discuss their interests and special fields of competence, explain complex matters in detail, and provide lengthy and coherent narrations, all with ease, fluency, and accuracy. They explain their opinions on a number of topics of importance to them, such as social and political issues, and provide structured argument to support their opinions. They are able to construct and develop hypotheses to explore alternative possibilities. When appropriate, they use extended discourse without unnaturally lengthy hesitation to make their point, even when engaged in abstract elaborations. Such discourse, while coherent, may still be influenced by the Superior speakers' own language patterns, rather than those of the target language.

Superior speakers command a variety of interactive and discourse strategies, such as turn-taking and separating main ideas from supporting information through the use of syntactic and lexical devices, as well as intonational features such as pitch, stress and tone. They demonstrate virtually no pattern of error in the use of basic structures. However, they may make sporadic errors, particularly in low-frequency structures and in some complex high-frequency structures more common to formal speech and writing. Such errors, if they do occur, do not distract the native
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<td><strong>Advanced High</strong></td>
<td>Speakers at the Advanced-High level perform all Advanced-level tasks with linguistic ease, confidence and competence. They are able to consistently explain in detail and narrate fully and accurately in all time frames. In addition, Advanced-High speakers handle the tasks pertaining to the Superior level but cannot sustain performance at that level across a variety of topics. They can provide a structured argument to support their opinions, and they may construct hypotheses, but patterns of error appear. They can discuss some topics abstractly, especially those relating to their particular interests and special fields of expertise, but in general, they are more comfortable discussing a variety of topics concretely. Advanced-High speakers may demonstrate a well-developed ability to compensate for an imperfect grasp of some forms for limitations in vocabulary by the confident use of communicative strategies, such as paraphrasing, circumlocution, and illustration. They use precise vocabulary and intonation to express meaning and often show great fluency and ease of speech. However, when called on to perform the complex tasks associated with the Superior level over a variety of topics, their language will at times break down or prove inadequate, or they may avoid the task altogether, for example, by resorting to simplification through the use of description or narration in place of argument or hypothesis.</td>
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<td><strong>Advanced Mid</strong></td>
<td>Speakers at the Advanced-Mid level are able to handle with ease and confidence a large number of communicative tasks. They participate actively in most informal and some formal exchanges on a variety of concrete topics relating to work, school, home, and leisure activities, as well as to events of current, public, and personal interest or individual relevance. Advanced-Mid speakers demonstrate the ability to narrate and describe in all major time frames (past, present, and future) by providing a full account, with good control of aspect, as they adapt flexibly to the demands of the conversation. Narration and description tend to be combined and interwoven to relate relevant and supporting facts in connected, paragraph-length discourse. Advanced-Mid speakers can handle successfully and with relative ease the linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine situation or communicative task with which they are otherwise familiar. Communicative strategies such as circumlocution or rephrasing are often employed for this purpose. The speech of Advanced-Mid speakers</td>
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performing Advanced-level tasks is marked by substantial flow. Their vocabulary is fairly extensive although primarily generic in nature, except in the case of a particular area of specialization or interest. Dominant language discourse structures tend to recede, although discourse may still reflect the oral paragraph structure of their own language rather than that of the target language.

Advanced-Mid speakers contribute to conversations on a variety of familiar topics, dealt with concretely, with much accuracy, clarity and precision, and they convey their intended message without misrepresentation or confusion. They are readily understood by native speakers unaccustomed to dealing with non-natives. When called on to perform functions or handle topics associated with the Superior level, the quality and/or quantity of their speech will generally decline.

Advanced-Mid speakers are often able to state an opinion or cite conditions; however, they lack the ability to consistently provide a structured argument in extended discourse. Advanced-Mid speakers may use a number of delaying strategies, resort to narration, description, explanation or anecdote, or simply attempt to avoid the linguistic demands of Superior-level tasks.

Speakers at the Advanced-Low level are able to handle a variety of communicative tasks, although somewhat haltingly at times. They participate actively in most informal and a limited number of formal conversations on activities related to school, home, and leisure activities and, to a lesser degree, those related to events of work, current, public, and personal interest or individual relevance.

Advanced-Low speakers demonstrate the ability to narrate and describe in all major time frames (past, present and future) in paragraph length discourse, but control of aspect may be lacking at times. They can handle appropriately the linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine situation or communicative task with which they are otherwise familiar, though at times their discourse may be minimal for the level and strained. Communicative strategies such as rephrasing and circumlocution may be employed in such instances. In their narrations and descriptions, they combine and link sentences into connected discourse of paragraph length. When pressed for a fuller account, they tend to grope and rely on minimal discourse. Their utterances are typically not longer than a single paragraph. Structure of the dominant language is still evident in the use of false cognates, literal translations, or the oral paragraph structure of the speaker's own language rather than that of the target language.
While the language of Advanced-Low speakers may be marked by substantial, albeit irregular flow, it is typically somewhat strained and tentative, with noticeable self-correction and a certain 'grammatical roughness.' The vocabulary of Advanced-Low speakers is primarily generic in nature.

Advanced-Low speakers contribute to the conversation with sufficient accuracy, clarity, and precision to convey their intended message without misrepresentation or confusion, and it can be understood by native speakers unaccustomed to dealing with non-natives, even though this may be achieved through repetition and restatement. When attempting to perform functions or handle topics associated with the Superior level, the linguistic quality and quantity of their speech will deteriorate significantly.

Intermediate-High speakers are able to converse with ease and confidence when dealing with most routine tasks and social situations of the Intermediate level. They are able to handle successfully many uncomplicated tasks and social situations requiring an exchange of basic information related to work, school, recreation, particular interests and areas of competence, though hesitation and errors may be evident.

Intermediate-High speakers handle the tasks pertaining to the Advanced level, but they are unable to sustain performance at that level over a variety of topics. With some consistency, speakers at the Intermediate High level narrate and describe in major time frames using connected discourse of paragraph length. However, their performance of these Advanced-level tasks will exhibit one or more features of breakdown, such as the failure to maintain the narration or description semantically or syntactically in the appropriate major time frame, the disintegration of connected discourse, the misuse of cohesive devises, a reduction in breadth and appropriateness of vocabulary, the failure to successfully circumlocute, or a significant amount of hesitation.

Intermediate-High speakers can generally be understood by native speakers unaccustomed to dealing with non-natives, although the dominant language is still evident (e.g. use of code-switching, false cognates, literal translations, etc.), and gaps in communication may occur.

Speakers at the Intermediate-Mid level are able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture; these include personal information covering self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel and lodging.
Intermediate-Mid speakers tend to function reactively, for example, by responding to direct questions or requests for information. However, they are capable of asking a variety of questions when necessary to obtain simple information to satisfy basic needs, such as directions, prices and services. When called on to perform functions or handle topics at the Advanced level, they provide some information but have difficulty linking ideas, manipulating time and aspect, and using communicative strategies, such as circumlocution.

Intermediate-Mid speakers are able to express personal meaning by creating with the language, in part by combining and recombining known elements and conversational input to make utterances of sentence length and some strings of sentences. Their speech may contain pauses, reformulations and self-corrections as they search for adequate vocabulary and appropriate language forms to express themselves. Because of inaccuracies in their vocabulary and/or pronunciation and/or grammar and/or syntax, misunderstandings can occur, but Intermediate-Mid speakers are generally understood by sympathetic interlocutors accustomed to dealing with non-natives.

Speakers at the Intermediate-Low level are able to handle successfully a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target language culture. These topics relate to basic personal information covering, for example, self and family, some daily activities and personal preferences, as well as to some immediate needs, such as ordering food and making simple purchases. At the Intermediate-Low level, speakers are primarily reactive and struggle to answer direct questions or requests for information, but they are also able to ask a few appropriate questions.

Intermediate-Low speakers express personal meaning by combining and recombining into short statements what they know and what they hear from their interlocutors. Their utterances are often filled with hesitancy and inaccuracies as they search for appropriate linguistic forms and vocabulary while attempting to give form to the message. Their speech is characterized by frequent pauses, ineffective reformulations and self-corrections. Their pronunciation, vocabulary and syntax are strongly influenced by their first language but, in spite of frequent misunderstandings that require repetition or rephrasing, Intermediate-Low speakers can generally be understood by sympathetic interlocutors, particularly by those accustomed to dealing with non-natives.
| Novice High | Speakers at the Novice-High level are able to handle a variety of tasks pertaining to the Intermediate level, but are unable to sustain performance at that level. They are able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects and a limited number of activities, preferences and immediate needs. Novice-High speakers respond to simple, direct questions or requests for information; they are able to ask only a very few formulaic questions when asked to do so.

Novice-High speakers are able to express personal meaning by relying heavily on learned phrases or recombinations of these and what they hear from their interlocutor. Their utterances, which consist mostly of short and sometimes complete sentences in the present, may be hesitant or inaccurate. On the other hand, since these utterances are frequently only expansions of learned material and stock phrases, they may sometimes appear surprisingly fluent and accurate. These speakers' first language may strongly influence their pronunciation, as well as their vocabulary and syntax when they attempt to personalize their utterances. Frequent misunderstandings may arise but, with repetition or rephrasing, Novice-High speakers can generally be understood by sympathetic interlocutors used to non-natives. When called on to handle simply a variety of topics and perform functions pertaining to the Intermediate level, a Novice-High speaker can sometimes respond in intelligible sentences, but will not be able to sustain sentence level discourse. |

| Novice Mid | Speakers at the Novice-Mid level communicate minimally and with difficulty by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. When responding to direct questions, they may utter only two or three words at a time or an occasional stock answer. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor’s words. Because of hesitations, lack of vocabulary, inaccuracy, or failure to respond appropriately, Novice-Mid speakers may be understood with great difficulty even by sympathetic interlocutors accustomed to dealing with non-natives. When called on to handle topics by performing functions associated with the Intermediate level, they frequently resort to repetition, words from their native language, or silence. |

| Novice Low | Speakers at the Novice-Low level have no real functional ability and, because of their pronunciation, they may be unintelligible. Given adequate time and familiar cues, they may be able to exchange greetings, give their identity, and name a number of familiar objects from their immediate environment. They are unable to perform functions or handle topics |
Since the ACTFL OPI is an assessment of functional speaking ability, independent of any specific curriculum, it is irrelevant when, where, why and under what conditions the candidate acquired his/her speaking ability in the language.

The ACTFL OPI takes the form of a carefully structured conversation between a trained and certified interviewer and the person whose speaking proficiency is being assessed. The interview is interactive and continuously adapts to the speaking abilities of the individual being tested. The topics that are discussed during the interview are based on the interests and experiences of the test candidate.

Through a series of personalized questions, the interviewer elicits from the test candidate examples of his or her ability to handle the communication tasks specified for each level of proficiency in order to establish a clear 'floor' and 'ceiling' of consistent functional ability. **Often candidates are asked to take part in a role-play.** This task provides the opportunity for linguistic functions not easily elicited through the conversational format.

**Uses of the OPI**

**Official OPI Testing**

**Through a carefully structured, tape-recorded interview that can last from 10 to 30 minutes,** a trained OPI tester elicits a ratable sample of speech from an individual. The tester monitors the speech sample during the interview to pitch the 'probes' and 'level-checks' appropriately. Then, after listening to the entire tape, the tester rates the sample by comparing the candidate's performance with the criteria for ten proficiency levels described in the [ACTFL Proficiency Guidelines-Speaking (Revised 1999)](https://www.actfl.org/). The speech sample is then blindly second rated by a different certified tester.

An Official ACTFL OPI is a blind-double rated test conducted and/or rated under the supervision of the ACTFL Testing Office. It is conducted
According to the strictest ethical and professional standards of impartiality and propriety and hence may not be administered to a person with whom the tester is personally acquainted (family, friend, employee, or recent student). Official OPI's are validated and certified by ACTFL through the ACTFL Testing Office, which alone can issue an ACTFL Rating and an ACTFL OPI Certificate. Only currently Certified ACTFL OPI Testers may conduct official ACTFL OPI's.

While the terms 'OPI' or oral proficiency interview exist in academia and other testing environments, and they may even refer to the proficiency levels described in the ACTFL Proficiency Guidelines, the terms 'ACTFL OPI', 'Official ACTFL OPI', and the ACTFL Oral Proficiency Interview protocol are the property of the American Council on the Teaching of Foreign Languages and are restricted.

More than 10,000 OPIs in 37 different languages are conducted through the ACTFL Testing Program. OPI Testing is currently available in the following languages:

Arabic Greek Mandarin Swedish
Cambodian Haitian Creole Norwegian Tagalog
Cantonese Hebrew Polish Thai
Croatian Hindi Portuguese Turkish
Czech Hmong Punjabi Ukrainian
Dutch Indonesian Russian Urdu
Egyptian Italian Serbian Vietnamese
English Japanese Slovak
French Korean Spanish
German Lao Swahili

**Testing and Rating Procedure**

ACTFL OPIs are conducted and rated by ACTFL certified proficiency testers. Each interview is tape recorded and rated by one or more certified testers. Advisory OPI Ratings are assigned to those OPIs conducted within a tester's own academic institution for internal purposes. Official ACTFL OPI ratings are assigned to those OPIs
conducted under the supervision of the ACTFL Testing Office. Each Official OPI is blindly rated by a second certified tester. When a final rating is assigned, an ACTFL OPI Certificate is issued. The terms 'ACTFL OPI', 'Official ACTFL OPI', and the ACTFL Oral Proficiency Interview protocol are the property of the American Council on the Teaching of Foreign Languages and their use is restricted to those purposes intended by ACTFL.

**Language Testing International - The ACTFL Testing Office**

The ACTFL OPI Testing Program is administered by Language Testing International (LTI). Since 1992, LTI has been responsible for scheduling, archiving, and issuing ACTFL ratings and OPI certificates. Records of all official tests are kept permanently in the proficiency testing archive.

**Examples of possible phone questions taken from the Spanish ACTFL**

Cuénteme sobre su trabajo. ¿Qué hace usted?
¿Me puede hablar de un día típico en su trabajo?
¿Cómo es su rutina diaria? (se levanta, va a trabajar)
Háblame de su familia.
¿Cómo es su hermana, etc.?
Me ha dicho que su hermana es ..., ¿me puede explicar que hace una ....?
Hábleme de su casa. ¿Cómo es?
¿Qué tipo de cosas le gusta hacer en su tiempo libre?
Entiendo que poca gente tiene tiempo libre. Si tuviera tiempo libre, ¿qué cosas le gustaría hacer?
¿Cómo nació su interés en ....? ¿Cómo empezaste a ....?
¿Qué más?
¿Te acuerdas de la primera vez que hiciste...? ¿Me puede explicar como sintió usted?
¿Tiene alguna anécdota sobre alguna vez que hiciste.? 
Me ha dicho que le gusta hacer tal y tal. ¿Qué mas le interesa?
¿Me puede contar sobre alguna experiencia que ha tenido haciendo...? 
Volviendo a su trabajo, ¿cómo llegó a conseguir ese trabajo?
¿Qué hacía antes?
¿Cómo se compara tal ciudad con esta?
¿Cómo se compara tal trabajo con este que tienes actualmente?
Algunos dirían que tal, otros que tal, ¿qué opina usted?
Entiendo. También hay quien diría ....
¿Si pudiera implementar algún cambio, qué haría?
¿Y cómo lo financiaría?
¿Cómo se compara la vida de estudiante con la vida de profesional?