

9. ACTFL OPI (Oral Proficiency Interview)

All language teaching majors and minors must **take and pass*** the OPI prior to submitting student teaching application. The OPI is a requirement for **graduation and licensing**. To register for the OPI, contact the Center for language Studies in 3086 JFSB or at 801-422-1201.

Include a copy of your OPI test results with your application.

*OPI Passing Scores for each major & minor:


Advance-Low (or higher)

French Teaching
 German Teaching
 Portuguese Teaching
 Spanish Teaching

Chinese Teaching
 Japanese Teaching
 Russian Teaching

Advance-Mid (or higher)

*All Dual Immersion Minors




American Council on the Teaching of Foreign Languages
 certifies that

Kayl Mustard

Text Type <i>Oral Proficiency Interview</i>	Text Date <i>09/28/2009</i>	Language <i>Spanish</i>
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has successfully completed an ACTFL Oral Proficiency Interview (OPI) and has been rated, using ACTFL Proficiency Guidelines - Speaking, as

Advanced High




 Director of Professional Programs
 Date Issued 05/03/2010
 LTI - The ACTFL Testing Office

• Advanced High - ACTFL Proficiency Guidelines - Speaking (1999)

ACTFL Certified Rating System

OPI

- Superior
- Advanced High
- Advanced Mid
- Advanced Low
- Intermediate High
- Intermediate Mid
- Intermediate Low
- Novice High
- Novice Mid
- Novice Low

Advanced High

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 or 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.