American Council on the Teaching of Foreign Languages

ACTFL

certifies that

Chelsea Armstrong

Test Type	Test Date	Language
Oral Proficiency Interview	***10/02/2017***	***Portuguese***

has successfully completed the ACTFL Oral Proficiency Interview (OPI) and has been rated according to the ACTFL Proficiency Guidelines 2012 – Speaking

Intermediate High

American Council on the Teaching of Foreign Languages
ACTFL

Martha S. Abbott

Executive Director, ACTFL
Date Issued: 10/09/2017
Date of Expiration: 10/09/2019
Certificate Code: 1819956-32433A
Issued by: LTI

• Intermediate High - ACTFL Proficiency Guidelines 2012 - Speaking

ACTFL Certified Rating System

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

Intermediate High

Intermediate High speakers are able to converse with ease and confidence when dealing with the routine tasks and social situations of the Intermediate level. They are able to handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to their work, school, recreation, particular interests and areas of competence.

Intermediate High speakers can handle a substantial number of tasks associated with the Advanced level, but they are unable to sustain performance of all of these tasks all of the time. Intermediate High speakers can narrate and describe in all major time frames using connected discourse of paragraph length, but not all the time. Typically, when Intermediate High speakers attempt to perform Advanced-level tasks, their speech exhibits one or more features of breakdown, such as the failure to carry out fully the narration or description in the appropriate major time frame, an inability to maintain paragraph-length discourse, or a reduction in breadth and appropriateness of vocabulary.

Intermediate High speakers can generally be understood by native speakers unaccustomed to dealing with non-natives, although interference from another language may be evident (e.g., use of code-switching, false cognates, literal translations), and a pattern of gaps in communication may occur.