Simplified ACTFL Proficiency Descriptors Checklist

For use with OSSB/M Portfolio/Body of Evidence language proficient evaluations

The checklists in this document are simplified versions of the Intermediate High proficiency descriptors found in the ACTFL Proficiency Guidelines. They have been paraphrased and streamlined to be more readily comprehensible to educators with less experience teaching or evaluating language proficiency. The full ACTFL Proficiency Guidelines contain detailed information about the various levels of proficiency and should be consulted to develop a robust understanding of the proficiency scale.

How to use this checklist

This checklist is an optional resource. Its use is not required for any Seal of Biliteracy or Multiliteracy claim.

Use this checklist when conducting Portfolio or Body of Evidence evaluations for the Oregon State Seal of Biliteracy or Multiliteracy (OSSB/M). For each domain, check the elements that the student can meet or exceed in that domain. **Every element in a domain list must be checked** to support a claim that the student is demonstrating Intermediate High or higher proficiency.

This checklist should form only one part of the institution's full portfolio/body of evidence process. Evaluators may need additional context or training to effectively use this checklist; do not provide this checklist to evaluators without explanation or support. For example, it may be helpful to tell evaluators that Intermediate High could be considered a *very imprecise* halfway point between "beginner" and "expert". A "native speaker" should easily exceed the performance descriptions in this checklist.

It may be useful to consult additional materials that help provide context for these checklists:

- Full ACTFL Proficiency Guidelines
- ACTFL Performance Descriptors
- ACTFL Can-Do Statements

Reading

Fully and easily understands short, non-complex texts that convey basic, familiar information. • "Basic" and "familiar" mean dealing with personal and social topics to which the reader brings personal interest or knowledge.	☐
Understands some longer texts featuring description and narration. • You can check this box even if the student shows occasional gaps in understanding due to limited knowledge of the language's vocabulary, structures, and writing conventions.	☐

Writing

No difficulty writing about routine transactional tasks and social situations. • "Routine" means "basic information related to work, school, recreation, individual interests, and areas of competence."	☐
Has sufficient vocabulary and language control to ensure successful communication. • "Language control" means the student can effectively use language (words, grammar, sentence structures, etc.) to convey their intended meaning.	☐
Can write paragraph-length compositions and simple summaries about familiar topics, such as work and/or school experiences.	☐
Can use past, present, and future tense when writing about everyday events and situations. • You can check this box even if the student experiences some difficulty writing about the future or past (awkward sentence structure, reduced vocabulary).	☐

Listening

Easily and confidently understands simple sentence-length speech in basic personal and social contexts. • Examples of "basic" contexts could include meals, time, directions, simple transactions, and personal information.	☐
Understands much of what is said by more proficient speakers when they are talking about ordinary topics. • "Ordinary" means topics that are not technical or specialized. • You can check this box even if the student sometimes needs things repeated or paraphrased.	☐

Speaking

Converses with ease and confidence when dealing with routine tasks and social situations that require an exchange of basic information. • "Routine" and "basic" mean "related to the speaker's work, school, recreation, particular interests, and areas of competence".	☐
Limited need to pause and reformulate when speaking on routine or basic topics.	☐
Influence of other languages that they know rarely interferes with successful communication. • You can check this box even if the student has a strong "accent", pronounces words unusually, or occasionally uses words in an unexpected way/unexpected order.	☐
Can use past, present, and future tenses. • You can check this box even if the student exhibits some breakdowns (e.g., switching tenses, inability to complete the narration, trouble finding appropriate vocabulary) when trying to speak in the future or past tense for a long time (paragraph-length or longer).	☐