LTI Language Testing International®

EXCLUSIVE LICENSEE OF ACTFL

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「オンライン」で「120か国以上の外国語」の言語運用能力を正確に判定

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1. ACTFL及びLTI、弊社との関係性

ACTFL (American Council on the Teaching of Foreign Languages):
全米外国語教育協会

1967年に設立されたあらゆるレベルの言語教育において、あらゆる言語の教育と学習の改善および拡大を目的とした組織です。ACTFLは、初等教育から大学院教育まで、また政府や業界で13,000人を超える言語教育者と管理者からなる個人会員組織です。

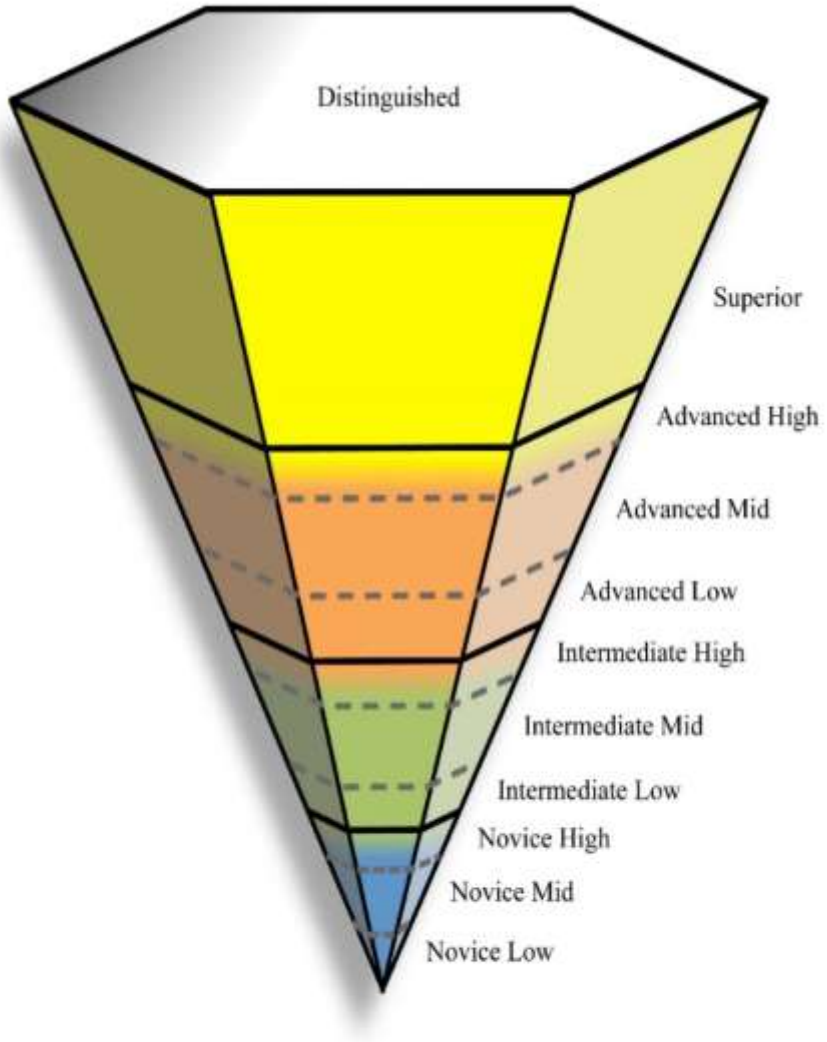
LTI (Language Testing International)

テスト開発及びACTFLテストの唯一の提供機関

米国ニューヨークに本社を置き、60か国以上で120を超える言語能力テストを実施している世界的なテスト実施プロバイダーです。ACTFLの試験の専売のテストプロバイダーです。

iGroupは、LTI社からライセンスを得て、アジアで販売活動を行っております。iGroupの日本法人として、iJapan株式会社はACTFL-LTIテストの国内販売代理店です。

2. 評価方法 - ACTFL Proficiency Guidelines 2024の簡単な説明

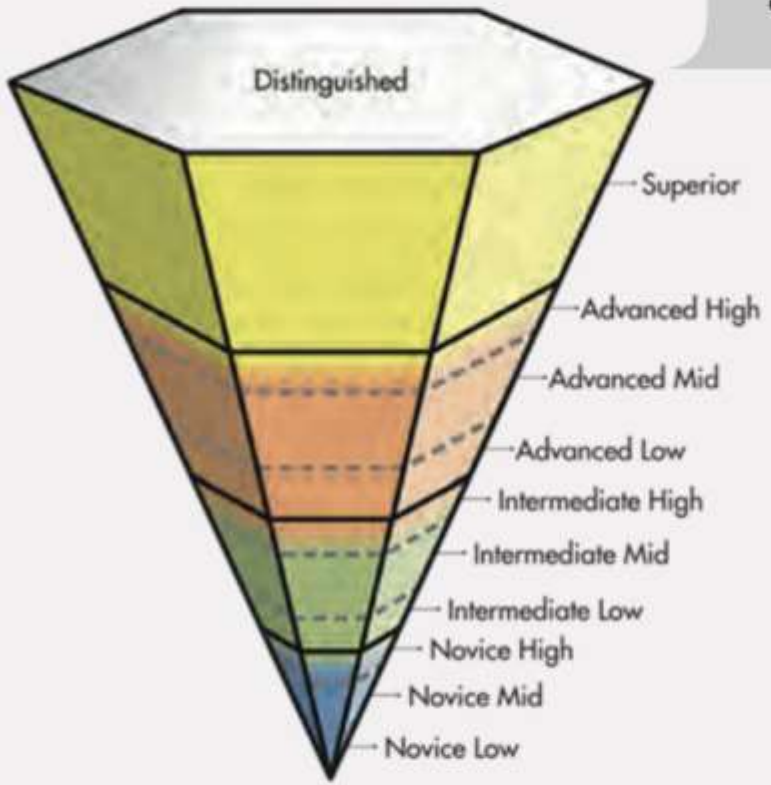


ACTFL Inverted Pyramid Representing ACTFL Rating Scale with Major Ranges and Sublevels including Distinguished

グレード	
Distinguish	卓越級
Superior	超級
Advanced High	上級の上
Advanced Mid	上級の中
Advanced Low	上級の下
Intermediate High	中級の上
Intermediate Mid	中級の中
Intermediate Low	中級の下
Novice High	初級の上
Novice Mid	初級の中
Novice Low	初級の下

米国連邦政府言語能力基準（ILR）に基づいて、アメリカ政府から許可を得て、ACTFLが中心となって、商用版の基準を開発した評価方法です。
一般的な語学テストのように語彙、文法など学習した内容の理解力、応用力を判断するだ けではなく、ネイティブスピーカーの中に 入って、相手の文化背景も理解しつつ、想定 外の出来事も多々ある現実の世界で言語を運 用する能力を総合判定するための、ACTFL Proficiency Guideline 2024に沿ってコミュニケー ション能力を判定します。
ACTFLガイドラインでは、話す、聴く、読 む、書く、の４技能のテストで、対話力、理 解力、発信力をもとに判断基準が定められております。

各レベルの大まかなイメージ



ACTFL

あなたの町はどんなところですか？

超級　複段落

私の町はきれいで静かな町です。海や山があって、自然が豊かです。公園では、波の音や鳥の声を聞くことができます。また、各種交通機関が発達しており、電車で30分程で地域の中心地に行くことができます。また、車での移動も高速道路のインターチェンジが近いので、とても便利です。

上級　段落

私の町はきれいで静かな町です。海や山があって、自然が豊かです。公園では、波の音や鳥の声を聞くことができます。

中級　短文

私の町はきれいで静かな町です。

初級　単語

きれい。しずか。

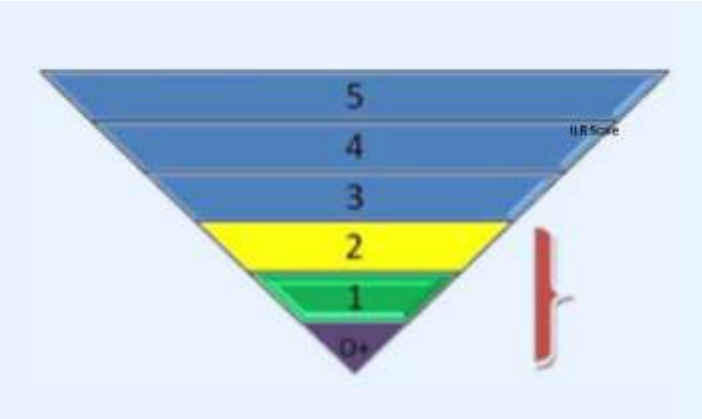
ACTFL-LTIテストは三つの基準に対応しています

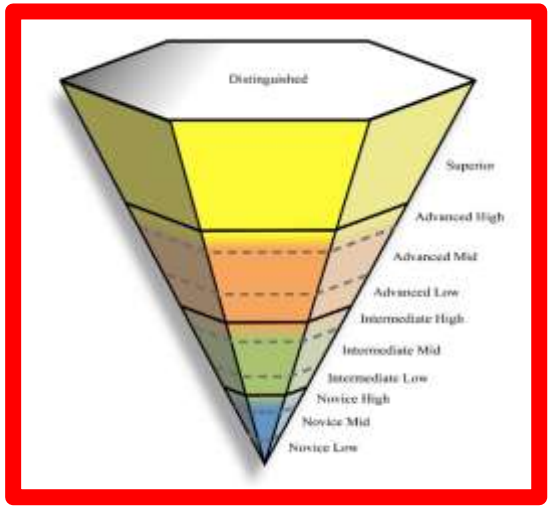
ACTFL/CEFR/ILRいずれかの1つの基準で、ACTFLの名義で証明書を発行します。

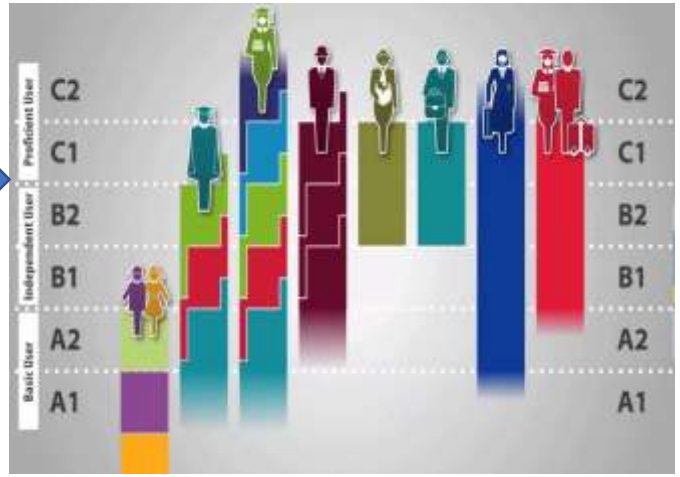
Interagency Language Roundtable (ILR*) Skill Level Descriptors

ACTFL Proficiency Guidelines

Common European Framework of Reference (CEFR)







米国連邦政府言語能力基準（ILR）

CEFR基準は、ILRとACTFLの尺度を基にヨーロッパで開発されました。

3. ACTFLとCEFRの対比表１

ACTFLとCEFRの関連性を含む研究資料です：[Assigning CEFR Ratings to ACTFL Assessments]

ONE-DIRECTIONAL ALIGNMENT: Receptive Skills – Reading and Listening		ONE-DIRECTIONAL ALIGNMENT: Productive Skills – Speaking and Writing	
Rating on ACTFL Assessment (LPT, RPT or L&Rcat)	Corresponding CEFR Rating	Rating on ACTFL Assessment (OPI, OPIc or WPT)	Corresponding CEFR Rating
Distinguished	C2		
Superior	C1.2	Superior	C2
Advanced High	C1.1	Advanced High	C1
Advanced Mid	B2	Advanced Mid	B2.2
Advanced Low	B1.2	Advanced Low	B2.1
Intermediate High	B1.1	Intermediate High	B1.2
Intermediate Mid	A2	Intermediate Mid	B1.1
Intermediate Low	A1.2	Intermediate Low	A2
Novice High	A1.1	Novice High	A1
Novice Mid	0	Novice Mid	0
Novice Low	0	Novice Low	0

LTI Language Testing International

他の試験との参照比較表　2

TOEIC, TOEFL英語テストとACTFL OPIcのスコア比較

スピーキング		TOEIC, TOEFL		
OPIc (Oral Proficiency Interview-computer)	TOEIC Speaking	TOEIC 990	TOEFL (CBT) 300	TOEFL (PBT) 677
AD (Advanced)	8(190~200)	>900	>253	>608
IH (Intermediate High)	7(160~180)	870	240	588
IM (Intermediate Mid)	6(130~150)	700	180	509
IL (Intermediate Low)	5(110~120)	620	163	489
NH (Novice High)	4(80~100)	500	133	450
NM (Novice Mid)	3(60~70)	<495	<132	<449
NL (Novice Low)	1,2(0~50)			

＃各種2次データをもとにした推測値です。

他の試験との参照比較表　3

JLPT 日本語能力テストとACTFL日本語テストのスコア比較

JLPT	ACTFL	CEFR
N1	Distinguished Advanced	B2+
N2	Advanced High Intermediate High	B2
N3	Intermediate High Intermediate Mid	B1
N4	Intermediate Low Novice High	B1 A2
N5	Novice High Novice Low	A2 A1

＃各種2次データをもとにした推測値です。

4. ACTFL-LTIテストの種類

スピーキング

スピーキング

ライティング

人間での採点 – ACTFL certified human rater

リーディング

リスニング

AIでの採点

K12向けのテスト: Grades 3 - 12

- スピーキング
- ライティング
- リーディング
- リスニング

サンプルテストURL

ACTFL OPIc ORAL PROFICIENCY INTERVIEW COMPUTER

https://opicdemo.actfltesting.org/

ACTFL WPT WRITING PROFICIENCY TEST

https://wptdemo.actfltesting.org/

ACTFL LPT LISTENING PROFICIENCY TEST

https://actfllrhtmldemo.actfltesting.org/

ACTFL RPT READING PROFICIENCY TEST

https://actfllrhtmldemo.actfltesting.org/

AAPPL ACTFL ASSESSMENT OF PERFORMANCE TOWARD PROFICIENCY IN LANGUAGES

https://www.languagetesting.com/aappl2-demo

5. ACTFL名義で発行される認定書

ACTFL

American Council on the Teaching of Foreign Languages

certifies that

Qiling Yang

Test Type	Test Date	Language
Commercial OPIc	***05/01/2019***	***Japanese***

has qualified as an Advanced Mid speaker according to the ACTFL Proficiency Guidelines

Advanced Mid

THE ACTFL LANGUAGE TESTING OFFICE LTI

Howard Berman, Executive Director, ACTFL
Date Issued: 05/01/2019
Date of Expiration: 05/01/2021
Certificate Code: 3169496-C262A7
Issued by: LTI

• Advanced Mid - ACTFL Proficiency Guidelines 2012 - Speaking

ACTFL Certified Rating System

OPIc: • Superior • Advanced High • Advanced Mid • Advanced Low • Intermediate High • Intermediate Mid • Intermediate Low • Novice High • Novice Mid • Novice Low

Advanced Mid

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 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.

ACTFL

American Council on the Teaching of Foreign Languages

certifies that

Micah Bellieu

Test Type	Test Date	Language
Commercial OPIc	***03/19/2019***	***Spanish***

has successfully completed an ACTFL/CEFR Oral Proficiency Interview - computer (OPIc) and has been rated B2 according to the Common European Framework of Reference for Languages

B2

American Council on the Teaching of Foreign Languages ACTFL

Howard Berman, Executive Director, ACTFL
Date Issued: 03/20/2019
Date of Expiration: 03/20/2021
Certificate Code: 2855200-6B22C2
Issued by: LTI

• B2 - Common European Framework of Reference for Languages - Commercial OPIc

CEFR Rating Level

OPIc: C2 C1 B2 B1 A2 A1 Below A1

B2

Speakers at B2 can handle a variety of communicative tasks and participate in most informal and some formal exchanges on a variety of concrete topics relating to school, home, and leisure activities, as well as topics relating to employment, current events, and matters of public and community interest. They can interact with native speakers with sufficient accuracy, clarity, and precision to convey their intended message without misrepresentation or confusion. They can describe and narrate in the major time frames combining and linking sentences into connected discourse of paragraph length. They can use communicative strategies and demonstrate sufficient control of basic structures and generic vocabulary.

Sample

6. ACTFL-LTIテストを利用しているお客様の一部