

**TITLE: Additional World Language License Fields and ACTFL Content Tests for State Licensure**

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The Hawaii Teacher Standards Board (HTSB) adds the following World Language license fields, effective as soon as the corresponding ACTFL tests below are available to license applicants:

World Language License Field	License Levels
Afrikaans	K-6, 5-9, 7-12 and K-12
Akan-Twi	K-6, 5-9, 7-12 and K-12
Albanian	K-6, 5-9, 7-12 and K-12
Amharic	K-6, 5-9, 7-12 and K-12
Arabic (Modern Standard Arabic)	K-6, 5-9, 7-12 and K-12
Azerbaijani	K-6, 5-9, 7-12 and K-12
Baluchi	K-6, 5-9, 7-12 and K-12
Bengali	K-6, 5-9, 7-12 and K-12
Bulgarian	K-6, 5-9, 7-12 and K-12
Burmese	K-6, 5-9, 7-12 and K-12
Cambodian	K-6, 5-9, 7-12 and K-12
Cantonese	K-6, 5-9, 7-12 and K-12
Cebuano	K-6, 5-9, 7-12 and K-12
Chavacano	K-6, 5-9, 7-12 and K-12
Czech	K-6, 5-9, 7-12 and K-12
Dari	K-6, 5-9, 7-12 and K-12
Dutch	K-6, 5-9, 7-12 and K-12
Gujarati	K-6, 5-9, 7-12 and K-12
Haitian Creole	K-6, 5-9, 7-12 and K-12
Hausa	K-6, 5-9, 7-12 and K-12
Hebrew	K-6, 5-9, 7-12 and K-12
Hindi	K-6, 5-9, 7-12 and K-12
Hmong/Mong	K-6, 5-9, 7-12 and K-12
Hungarian	K-6, 5-9, 7-12 and K-12
Igbo	K-6, 5-9, 7-12 and K-12
Indonesian	K-6, 5-9, 7-12 and K-12
Italian	K-6, 5-9, 7-12 and K-12
Kurdish-Kurmanji	K-6, 5-9, 7-12 and K-12

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Lao	K-6, 5-9, 7-12 and K-12
Malay	K-6, 5-9, 7-12 and K-12
Mandarin	K-6, 5-9, 7-12 and K-12
Nepali	K-6, 5-9, 7-12 and K-12
Norwegian	K-6, 5-9, 7-12 and K-12
Persian Farsi	K-6, 5-9, 7-12 and K-12
Polish	K-6, 5-9, 7-12 and K-12
Portuguese	K-6, 5-9, 7-12 and K-12
Punjabi	K-6, 5-9, 7-12 and K-12
Romanian	K-6, 5-9, 7-12 and K-12
Serbian-Croatian	K-6, 5-9, 7-12 and K-12
Sindhi	K-6, 5-9, 7-12 and K-12
Sinhalese	K-6, 5-9, 7-12 and K-12
Slovak	K-6, 5-9, 7-12 and K-12
Somali	K-6, 5-9, 7-12 and K-12
Swahili	K-6, 5-9, 7-12 and K-12
Swedish	K-6, 5-9, 7-12 and K-12
Tagalog	K-6, 5-9, 7-12 and K-12
Tajik	K-6, 5-9, 7-12 and K-12
Tamil	K-6, 5-9, 7-12 and K-12
Tausug	K-6, 5-9, 7-12 and K-12
Telugu	K-6, 5-9, 7-12 and K-12
Thai	K-6, 5-9, 7-12 and K-12
Turkish	K-6, 5-9, 7-12 and K-12
Turkmen	K-6, 5-9, 7-12 and K-12
Urdu	K-6, 5-9, 7-12 and K-12
Vietnamese	K-6, 5-9, 7-12 and K-12
Wu	K-6, 5-9, 7-12 and K-12
Yoruba	K-6, 5-9, 7-12 and K-12

Requirements for the new license fields are the same criteria as for existing Provisional, Standard and Advanced licenses.

The Hawaii Teacher Standards Board (HTSB) adopts following ACTFL tests as World Language Content Tests for State Licensure:

The ACTFL Oral Proficiency Interview tests are adopted to demonstrate oral language proficiency:

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- Oral Proficiency Interview (OPI): A telephonic interview that is interactive and adaptive to the experiences and linguistic competence of the candidate.
- Oral Proficiency Interview by Computer (OPIc): Can be delivered electronically and on demand. It is individualized to the test taker and designed to elicit a sample of ratable speech delivered via the internet.
- OPI through Academic Institutional Upgrade: An OPI conducted by a certified tester for a student within the tester’s own academic institution.
- Advanced Level Check: A truncated version of an OPI and determines whether or not the candidate meets the National Council for Accreditation of Teacher Education (NCATE) standard of Intermediate High.

The ACTFL Writing Proficiency tests are adopted to demonstrate written language proficiency:

- Writing Proficiency Test (WPT): A proctored, standardized test for global assessment of functional writing ability, measuring how well a person writes in a language.
- Advanced Level Check - Writing (AL Check): A truncated version of the WPT that measures whether a candidate meets the requirements of an Advanced-Low level of writing proficiency.

The Board adopts the NCATE minimum required levels of oral and writing proficiency for the ACTFL tests:

- Roman alphabet based languages in both oral and writing are adopted at the Intermediate/High level.
- Non-Roman based languages in both oral and writing are adopted at the Intermediate/Middle level.

The Board adopts the following ACTFL Proficiency Assessments immediately and directs the Executive Director to complete the necessary agreements with ACTFL to deploy the tests:

<b>Language</b>	<b>Tests Required</b>	<b>OPI Score Required</b>	<b>Writing Score Required</b>
French	OPI / WPT	Intermediate High	Intermediate High
German	OPI / WPT	Intermediate High	Intermediate High
Spanish	OPI / WPT	Intermediate High	Intermediate High
Latin	N/A	N/A	N/A
Chinese	OPI / WPT	Intermediate Mid	Intermediate Mid
Japanese	OPI / WPT	Intermediate Mid	Intermediate Mid
Korean	OPI / WPT	Intermediate Mid	Intermediate Mid

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Russian	OPI / WPT	Intermediate High	Intermediate Mid
Afrikaans	OPI	Intermediate High	N/A
Akan-Twi	OPI	Intermediate High	N/A
Albanian	OPI / WPT	Intermediate High	
Amharic	OPI	Intermediate High	N/A
Arabic MSA	OPI / WPT	Intermediate Mid	Intermediate Mid
Azerbaijani	OPI	Intermediate High	N/A
Baluchi	OPI	Intermediate High	N/A
Bengali	OPI	Intermediate High	N/A
Bulgarian	OPI	Intermediate High	N/A
Burmese	OPI	Intermediate High*	N/A
Cambodian	OPI	Intermediate High*	N/A
Cantonese	OPI	Intermediate Mid	[Chinese] Intermediate Mid
Cebuano	OPI	Intermediate High	N/A
Chavacano	OPI	Intermediate High	N/A
Czech	OPI	Intermediate High	N/A
Dari	OPI	Intermediate High	N/A
Dutch	OPI / WPT	Intermediate High	Intermediate High
English	OPI	Intermediate High	N/A
Gujarati	OPI	Intermediate High	N/A
Haitian Creole	OPI	Intermediate High	N/A
Hausa	OPI	Intermediate High	N/A
Hebrew	OPI	Intermediate High	N/A
Hindi	OPI / WPT	Intermediate High	Intermediate Low
Hmong/Mong	OPI	Intermediate High*	N/A
Hungarian	OPI	Intermediate High	N/A
Igbo	OPI	Intermediate High	N/A
Indonesian	OPI	Intermediate High	N/A
Italian	OPI / WPT	Intermediate High	Intermediate High
Kurdish-Kurmanji	OPI	Intermediate High	N/A
Lao	OPI	Intermediate High*	N/A
Malay	OPI	Intermediate High*	N/A
Mandarin	OPI	Intermediate Mid	[Chinese] Intermediate Mid
Nepali	OPI	Intermediate High*	N/A
Norwegian	OPI	Intermediate High	N/A
Persian Farsi	OPI / WPT	Intermediate High	Intermediate Mid
Polish	OPI / WPT	Intermediate High	Intermediate High
Portuguese	OPI / WPT	Intermediate High	Intermediate High
Punjabi	OPI	Intermediate High	N/A

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Romanian	OPI	Intermediate High	N/A
Serbian-Croatian	OPI / WPT	Intermediate High	[Latin] Intermediate High
Sindhi	OPI	Intermediate High	N/A
Sinhalese	OPI	Intermediate High	N/A
Slovak	OPI	Intermediate High	N/A
Somali	OPI	Intermediate High	N/A
Spanish	OPI	Intermediate High	N/A
Swahili	OPI	Intermediate High	N/A
Swedish	OPI	Intermediate High	N/A
Tagalog	OPI	Intermediate High*	N/A
Tajik	OPI	Intermediate High	N/A
Tamil	OPI	Intermediate High	N/A
Tausug	OPI	Intermediate High	N/A
Telugu	OPI	Intermediate High	N/A
Thai	OPI	Intermediate High*	N/A
Turkish	OPI / WPT	Intermediate High	Intermediate Mid◇
Turkmen	OPI	Intermediate High	N/A
Urdu	OPI / WPT	Intermediate High	Intermediate Mid◇
Vietnamese	OPI / WPT	Intermediate High*	Intermediate High
Wu	OPI	Intermediate Mid	N/A
Yoruba	OPI	Intermediate High	N/A

\* Indicates change from Intermediate Mid. Languages with this symbol are Category III, and therefore have NCATE recommendations of Intermediate High. States can determine final recommendations independently.

◇ Indicates change from Intermediate Low. Language with this symbol have non-romanized alphabet and therefore have NCATE recommendations of Intermediate Mid. States can determine final recommendations independently

The Hawaii Department of Education and State Approved Teacher Education Programs shall be notified within 30 days of this decision.

**Submitted by:** Terry Lynn Holck

**Referred to:** Teacher Education and Teacher Standards Committees