

*March 2005*

## **Language Proficiency Requirements of Paraprofessionals Who Assist in Instruction in Districts Receiving Title III Funds**

Paraprofessionals in districts receiving Title III funds assisting in instruction must be proficient in English and any language used for instruction, including having reading, written and oral communication skills.

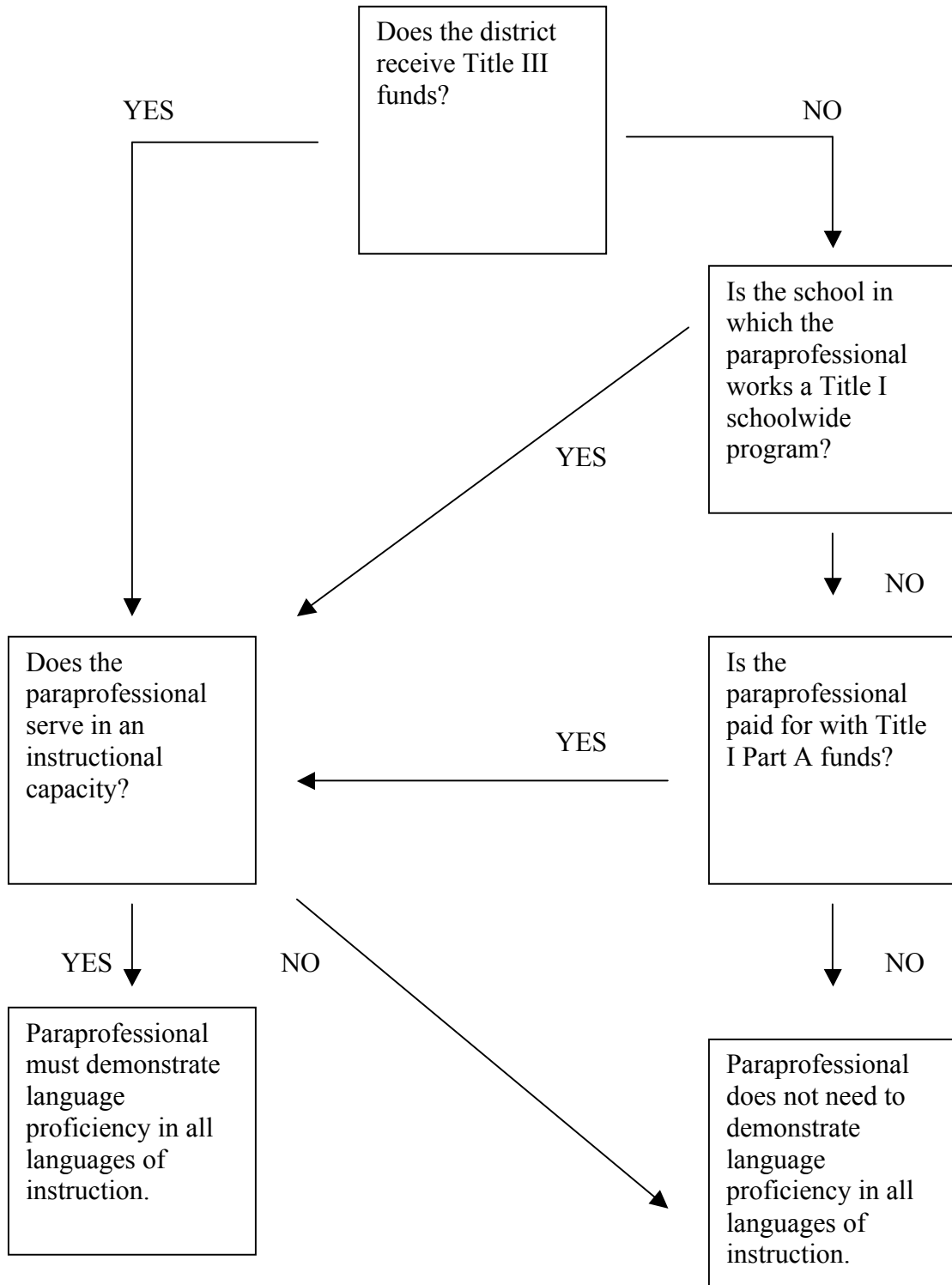
Districts must demonstrate that paraprofessionals who assist in instruction are proficient in English and any language of instruction in reading, writing, speaking and listening skills. Districts must have a procedure in place for assessing the language proficiencies of their paraprofessionals. A new paraprofessional hired to assist in instruction should meet the requirements upon hiring. For paraprofessionals already employed but who did not meet the requirements, the district should establish a reasonable timeline for them to fulfill the requirements.

As a benchmark, districts should establish language proficiency standards that, at the minimum, meet the advanced level of the ACTFL Guidelines to assess paraprofessionals in order to meet the Title III requirements. ACTFL Guidelines are referenced below.

ParaPro is another assessment instrument districts may adopt in order to meet the Title III English proficiency requirements. However, ParaPro is a higher assessment bar for determining the English proficiency of a paraprofessional than is required by Title III because it tests content areas in addition to English.

If you have questions, please contact Bounlieng Phommasouvanh at (651) 582-8487, email: [bounlieng.phommasouvanh@state.mn.us](mailto:bounlieng.phommasouvanh@state.mn.us).

### Must Title III and Title I paraprofessionals demonstrate proficiency in the language of instruction?



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**ACTFL Proficiency Guidelines**  
**by American Council for the Teaching of Foreign Languages**  
Originally published as: American Council for the Teaching of Foreign Languages. 1983. *ACTFL Proficiency Guidelines*. Revised 1985. Hastings-on-Hudson, NY: ACTFL Materials Center.  
***In the public domain.***

Summary: This book contains descriptions of different levels of language proficiency identified by the American Council for the Teaching of Foreign Languages, based on the five levels originally defined by the US Foreign Service Institute. ACTFL provides a detailed description of the kinds of communication functions, range of vocabulary, degree of accuracy and flexibility that learners of a language are able to control at different levels in each of the four major language skills (listening, speaking, reading and writing). These descriptions can be helpful in setting language learning goals, in planning learning activities and in evaluating proficiency.

**[The ACTFL guidelines](#)**

**[ACTFL guidelines: Listening](#)**

[ACTFL guidelines: Listening--Novice](#)  
[ACTFL guidelines: Listening--Intermediate](#)  
[ACTFL guidelines: Listening--Advanced](#)  
[ACTFL guidelines: Listening--Superior](#)  
[ACTFL guidelines: Listening--Distinguished](#)

**[ACTFL guidelines: Speaking](#)**

[ACTFL guidelines: Speaking--Novice](#)  
[ACTFL guidelines: Speaking--Intermediate](#)  
[ACTFL guidelines: Speaking--Advanced](#)  
[ACTFL guidelines: Speaking--Superior](#)

**[ACTFL guidelines: Reading](#)**

[ACTFL guidelines: Reading--Novice](#)  
[ACTFL guidelines: Reading--Intermediate](#)  
[ACTFL guidelines: Reading--Advanced](#)  
[ACTFL guidelines: Reading--Superior](#)  
[ACTFL guidelines: Reading--Distinguished](#)

**[ACTFL guidelines: Writing](#)**

[ACTFL guidelines: Writing--Novice](#)  
[ACTFL guidelines: Writing--Intermediate](#)  
[ACTFL guidelines: Writing--Advanced](#)  
[ACTFL guidelines: Writing--Superior](#)

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**Context for this page:**

- Modular book: [ACTFL Proficiency Guidelines](#), by American Council for the Teaching of Foreign Languages
- In document collection: Other Resources
- In bookshelf: [Language Learning](#)

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