

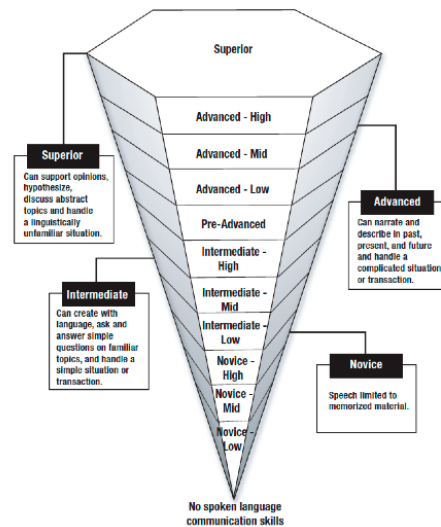
Important Assessment Scales for Intercultural Competence and Internationalization

American Council on the Teaching of Foreign Languages (ACTFL)

The ACTFL scale measures foreign language proficiency in terms of speaking, writing, listening, and reading in real-world situations. The scale is divided into five levels of language proficiency: Novice, Intermediate, Advanced, Superior, and Distinguished. The levels of Novice, Intermediate, and Advanced are further divided into three sub-levels each: Low, Mid, and High. The scale serves as a continuum on which to measure what a student is and is not able to “do” with a language in a non-rehearsed and spontaneous context.

For more information and language-specific guidelines, visit <http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012>

ACTFL Performance and Proficiency Guidelines for Language Learners



Beliefs, Events, and Values Inventory (BEVI)

According to the BEVI Project, the BEVI is a questionnaire that serves individuals to “understand better what they believe and value about themselves, others, and the world at large and to reflect upon how such beliefs and values may - or may not - be conducive to learning, personal growth, relationships, and the pursuit of life goals.” The BEVI combines four measures into one instrument, gathering data such as demographic/background information, life history, beliefs, values, worldviews, and qualitative "experiential reflection" items.

For more information, visit <http://www.thebevi.com/aboutbevi.php>

Cross-Cultural Adaptability Inventory (CCAI)

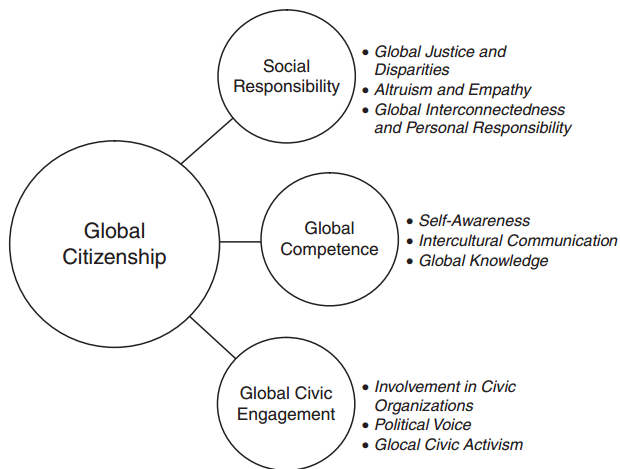
The CCAI is a 50-question self assessment tool that allows individuals to measure their strengths and weaknesses in four dimensions related to cross-cultural communication and activity: Emotional Resilience, Flexibility/Openness, Perceptual Acuity, and Personal Autonomy. The inventory is self-scored, and produces a visual grid of the individual’s profile.

For more information and other tools, visit <http://ccaiaassess.com/index.html>

GAP Test: Global Awareness Profile

The GAP test is a self-assessment tool that seeks to provide individuals with a summary of their global awareness. The test divides 126 questions across six geographic regions: Asia, Africa, North America, South America, Middle East, and Europe, with a few questions aimed at general global issues. The questions concern six primary topics or issues: Environment, Culture, Politics, Geography, Religion, and Socio-Economic. The test is taken online, and auto-generates a score.

For more information, question examples, and access to the test, visit <http://www.globalawarenessprofile.com/tests/gaptest/global-awareness-profile>



Global Citizenship Scale (GCS)

The Global Citizenship Scale measures global citizenship in terms of three dimensions consistently noted in the literature of the topic: Social Responsibility, Global Competence, and Global Civic Engagement, each with their own subcategories of inquiry.

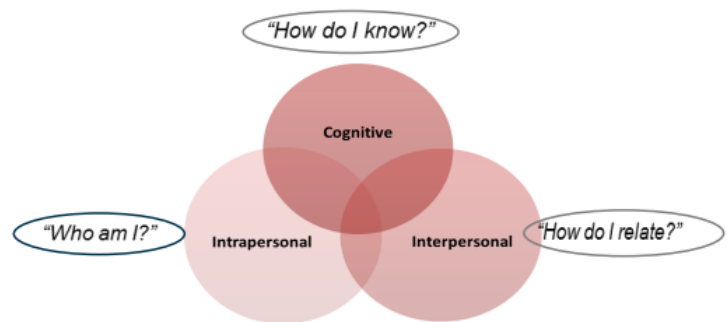
The assessment posits a series of declarative sentences, to which individuals answer using a Likert-type scale of *strongly agree*, *agree*, etc.

For more information about this scale or to see examples, please contact [Dr. Anthony Ogden](#).

Global Perspectives Inventory (GPI)

The GPI is a self-assessment tool that seeks to measure “how a student thinks, views him/herself as a person with a cultural heritage, and relates to others from other cultures, backgrounds, and values.” Thus, the inventory measures a student’s outlook related to Cognitive, Intrapersonal, and Interpersonal development in order to better design curriculum to facilitate learning and growth.

For more information, visit <https://gpi.central.edu/>



Intercultural Development Inventory (IDI)

The IDI is a 50-item questionnaire that seeks to identify an individual’s intercultural competence, defined by the IDI as “the capability to shift cultural perspective and appropriately adapt behavior to cultural differences and commonalities.” The IDI asks questions to determine an individual’s goals for cross-cultural activity, challenges encountered when navigating intercultural interactions, and ability to adapt to these challenges and situations.

For more information, visit <http://idiinventory.com/products/the-intercultural-development-inventory-idi/>

For information on these and many other assessment scales and standards, refer to:

Fantini, Alvino and Tirmizi, Aqeel, "Exploring and Assessing Intercultural Competence" (2006). *World Learning Publications*. Appendix F. http://digitalcollections.sit.edu/worldlearning_publications/1/

To learn about opportunities to teach abroad, or for additional support, contact [Dr. Anthony Ogden](#).