



Language Proficiency Report

International Student Exchange Programs

This report is required for applicants planning to pursue coursework in a language other than their native language(s). Applicants must submit a separate form for each language in which their courses will be taught at their requested study sites. Note: Non-native speakers of English applying to sites where English is the language of instruction must submit this form if a TOEFL is not available at the time of application. This form does not replace an official TOEFL score.

To be Completed by the Applicant

Name: _____

Home institution: _____

Native language(s): _____

Language for which this report is being submitted: _____

1. University-level Coursework: Please list all language related courses you have taken or plan to take before your ISEP Program. For courses in progress, write IP in the Final Grade column. For courses you plan to take prior to your departure, please write TBC (To Be Completed) in the Final Grade Column.

Course Number	Course Name	Institution where course was taken	Final Grade

2. Supplemental Language Experience: What other experiences have you had in this language? (e.g., spoken at home, read journals/newspapers, travel to countries where host language is spoken, listening to music, etc.)



Language Proficiency Report

International Student Exchange Programs

Name: _____ Home Institution: _____

To be Completed by a Professional Language Instructor

Please return by _____ to the ISEP Coordinator

Name: _____

Office address: _____

Telephone: _____

Email: _____

ISEP participants matriculate directly into host institutions and should be able to follow university lectures in the foreign language, participate in seminar discussions, take notes and understand written materials in their field. The willingness of host institutions to accept future ISEP participants will be determined by the performance of the participants selected. Your opinion of the applicant will be of great assistance in the selection process. It is important that your comments be detailed and frank. Thank you for your assistance.

Although references written in English are most convenient for ISEP, the reference may be completed in any major language. Please type or print clearly. Return this form by the specified date to the addressee designated above.

1. Language for which this report is being submitted: _____

2. How was the evaluation determined?

- Based on knowledge of applicant's coursework in language at this institution.
- Written examination. Name of test and date administered: _____
- Oral examination. Date administered: _____

3. Please indicate your opinion of the applicant's present language ability in each of the following categories (continued on reverse).

Key: CEFR = Common European Framework. Scale of A1 to C2.

ACTFL = American Council on the Teaching of Foreign Languages. Scale of Novice to Superior.

a. Aural Comprehension

<input type="checkbox"/>	CEFR	ACTFL	Description
<input type="checkbox"/>	<A1	Novice Low-Mid	None
<input type="checkbox"/>	A1	Novice High	Limited understanding of very basic phrases regarding everyday needs
<input type="checkbox"/>	A2	Intermediate Low-Intermediate Mid	Understands simple sentences and frequently used expressions
<input type="checkbox"/>	B1	Intermediate Mid-Intermediate High	Understands standard matters and simple academic topics
<input type="checkbox"/>	B2	Intermediate High-Advanced	Understands main ideas of complex topics
<input type="checkbox"/>	C1	Advanced Plus-Superior	Understands sophisticated topics, including implied meaning
<input type="checkbox"/>	C2	Superior-Distinguished	Understands everything heard

b. Writing Ability

<input type="checkbox"/>	CEFR	ACTFL	Description
<input type="checkbox"/>	<A1	Novice Low-Mid	None
<input type="checkbox"/>	A1	Novice High	Able to write simple, memorized expressions with frequent errors in spelling and structure
<input type="checkbox"/>	A2	Intermediate Low	Able to write simple sentences on conventional topics with some errors in spelling and structure
<input type="checkbox"/>	B1	Intermediate Mid	Able to write simple paragraphs on topics of personal interest or preference
<input type="checkbox"/>	B2	Intermediate High-Advanced	Able to write in detail about a variety of subjects. Ability to produce complex arguments is emerging.
<input type="checkbox"/>	C1	Advanced-Advanced Plus	Able to write clearly about academic topics with good structure and organizational patterns connecting ideas.
<input type="checkbox"/>	C2	Superior	Able to write with idiomatic ease of expression and feeling for the style of the language.

Name: _____ Home Institution: _____

Language for which this report is being submitted: _____

c. Speaking Ability

CEFR	ACTFL	Description
<input type="checkbox"/> <A1	Novice Low-Mid	None
<input type="checkbox"/> A1	Novice High	Able to complete short, simple phrases that have been memorized
<input type="checkbox"/> A2	Intermediate Low-Intermediate Mid	Able to produce sentences regarding topics of personal relevance
<input type="checkbox"/> B1	Intermediate Mid	Able to participate in conversation beyond basic needs with some errors
<input type="checkbox"/> B2	Intermediate High-Advanced Low	Able to use structural patterns and participate in conversation with ease
<input type="checkbox"/> C1	Advanced Low-Advanced Mid	Able to speak spontaneously with ease on a variety of complex subjects. Makes few errors when speaking.
<input type="checkbox"/> C2	Advanced High-Superior	Able to speak fluently, clearly, and denote finer meanings. Can handle a wide range of conversational situations.

d. Reading Comprehension

CEFR	ACTFL	Description
<input type="checkbox"/> <A1	Novice Mid-Low	None
<input type="checkbox"/> A1	Novice High	Limited to simple phrases and sentence structure
<input type="checkbox"/> A2	Intermediate Low-Intermediate Mid	Able to read simple sentences and understand main ideas on familiar topics.
<input type="checkbox"/> B1	Intermediate High	Able to read simple texts on conventional topics and understand the main ideas.
<input type="checkbox"/> B2	Intermediate High-Advanced	Able to understand the main ideas of complex text on both concrete and abstract conventional topics.
<input type="checkbox"/> C1	Advanced Plus-Superior	Able to understand a variety of texts, including long texts with implicit meaning. Able to understand topics of an academic nature, but may miss some detail.
<input type="checkbox"/> C2	Superior-Distinguished	Understands everything read, including details of a nuanced academic text.

4. Among other students you have taught at this level, how would you rank this student's ability in the target language?

- Top 10%
- Top 25%
- Top 50%
- Lower 50%

5. What is your opinion of the applicant's ability to pursue **university-level coursework** in this language alongside native speakers?

- Will require considerable training before necessary competence can be attained
- Will require additional training before beginning the program
- Should be able to manage adequately after a short period of adjustment abroad
- Should have no difficulty
- Not applicable (Student applying for language acquisition program)

6. Please add any additional comments relating to the applicant's linguistic ability.

7. Please mark as appropriate:

- I do not approve the applicant for study abroad in this language.
- I unconditionally approve the applicant for study abroad in this language.
- I conditionally approve the applicant for study abroad in this language.

In the case of conditional approval, what are the conditions the applicant must satisfy to receive clearance for study abroad?

Instructor's signature

Date

Name (please type or print clearly)

Position or title

Office address, telephone, and email