



# 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

**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 on the following page.**

- Language for which this report is being submitted: \_\_\_\_\_
- 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: \_\_\_\_\_
- Please indicate your opinion of the applicant's present language ability in each of the following categories (continued on reverse). If you are familiar with the ACTFL proficiency guidelines, please include the estimated ranking. If not, leave blank.

### a. Aural Comprehension

- None
- Limited to slow, uncomplicated sentences
- Understands simple conversation
- Understands conversation on simple academic topics
- Understands sophisticated discussion of academic topics

ACTFL ranking \_\_\_\_\_

### b. Writing Ability

- None
- Writes simple sentences on conventional topics, with frequent errors in spelling and structure
- Writes simple sentences on conventional topics, with some errors in spelling and structure
- Writes on academic topics with few errors in structure and spelling
- Writes with idiomatic ease of expression and feeling for the style of the language

ACTFL ranking \_\_\_\_\_

### c. Speaking Ability

- None
- Able to complete structurally simple, short phrases
- Uses basic grammatical structure, speaking with limited vocabulary
- Uses structural patterns, but not with consistent accuracy; adequate to participate in conversational topics
- Has control over structural patterns; can handle a wide range of conversational situations

ACTFL ranking \_\_\_\_\_

### d. Reading Ability

- None
- Limited to simple vocabulary and sentence structure
- Understands conventional topics and non-technical subjects
- Understands materials that contain idioms and specialized terminology
- Understands sophisticated materials, including those in proposed field of study

ACTFL ranking \_\_\_\_\_

Name: \_\_\_\_\_ Home Institution: \_\_\_\_\_

Language for which this report is being submitted: \_\_\_\_\_

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
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

**Please return by \_\_\_\_\_ to the ISEP Coordinator**

**Name:**

**Office address:**

**Telephone:**

**Email:**