**[Non-English] Language Proficiency Assessment Sheet (Meiji University)**

The following assessment will be provided to the International Student Center of Meiji University to help determine whether a prospective outbound student has the necessary language proficiency to study at Meiji’s partner Universities. This assessment needs to be conducted by a faculty member in the department responsible for teaching foreign language classes at Meiji. Please answer all four of the questions below and complete the Language Proficiency Assessment Sheet in English or Japanese.

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| 1. What is your basis for assessing the candidate’s listening and speaking skills? | (e.g., 20-minute face-to-face conversation) |
| 2. What is your basis for assessing the candidate’s reading and writing skills?  | (e.g., a research paper) |
| 3. How long have you known the candidate, and in what capacity? |  |
| 4. If you were not acquainted with the candidate before administering this assessment, how did you verify the candidate’s identity? |  |

According to your best judgment, check the appropriate box for each numbered statement.

**“Sufficient proficiency”** indicates that the candidate *would function effectively* in the academic setting and in the community *without language support*.

**“Limited proficiency”** indicates that the candidate *would most likely function effectively* in the academic setting and in the community *with language support* through Language Programs or other university/community resources.

**“Insufficient proficiency”** indicates that the candidate *would not function effectively* in the academic setting and in the community.

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| 1. The candidate demonstrated understanding of the questions he/she was asked.  |

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| Sufficient proficiency | Limited proficiency | Insufficient proficiency |

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| 2. The candidate spoke clearly and fluently (without pauses that interfered with communication) about everyday topics and academic topics.  |

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| Sufficient proficiency | Limited proficiency | Insufficient proficiency |

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| 3. The candidate developed answers at least two or three minutes long in response to multiple open-ended questions about academic topics. |

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| Sufficient proficiency | Limited proficiency | Insufficient proficiency |

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| 4. The candidate demonstrated sufficient proficiency in academic- or research-oriented writing (excluding emails) to function independently on writing projects.  |

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| Sufficient proficiency | Limited proficiency | Insufficient proficiency |

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| 5. The candidate demonstrated sufficient proficiency in academic- or research-oriented reading to function independently. |

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| Sufficient proficiency | Limited proficiency | Insufficient proficiency |

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| 6. The candidate demonstrated appropriate communication strategies for resolving misunderstandings as needed.  |

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| Sufficient proficiency | Limited proficiency | Insufficient proficiency |

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| 7. CEFR Level (Please refer to the CEFR Table below and circle the student’s language level.)

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| --- | --- | --- | --- |
| Level | Proficient User | Independent User | Basic User |
| CEFR | C2 | C1 | B2 | B1 | A2 | A1 |

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| Level | CEFR | Can-do Descriptor |
| Proficient User | **Ｃ２** | Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations. |
| **Ｃ１** | Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices. |
| Independent User | **Ｂ２** | Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. |
| **Ｂ１** | Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest.  |
| Basic User | **Ａ２** | Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need. |
| **Ａ１** | Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help. |

Source: British Council CEFR (https://www.britishcouncil.jp/sites/default/files/ees-cefr-jp.pdf)

Comments (optional):

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This Assessment Sheet reflects the assessment I conducted for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Name of candidate

on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

 Date

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Name and title of department interviewer

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Signature of department interviewer University email address or phone number of interviewer