

ARIZONA STATE UNIVERSITY

LANGUAGE PROFICIENCY FORM

TO THE EVALUATOR: the student mentioned below is applying for a Teaching Assistantship to teach Spanish in the School of International Letters & Cultures at ASU. We would appreciate your assessment of his/her oral language proficiency in the following five areas: accent, grammar, vocabulary, fluency and comprehension. Scores for each of these five areas range from a minimum score of one (1) to a maximum of six (6) – from non-functional abilities to near native mastery. The descriptions contained in the boxes (on the reverse of this page) are suggestive of what is meant by a numerical rating in a given parameter. To indicate your judgments, just place a large, clearly visible X over the appropriate description.

Please return the completed form to:

Monica Hopkins
Student Services Support Coordinator
Graduate Programs
School of International Letters & Cultures
Arizona State University
Monica.Hopkins@asu.edu
Telephone: (480) 965-6281

We appreciate your assistance with this evaluation.

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- Name of Student: _____
 - Program applied for: _____ (Ph.D.) _____ (M.A.)
 - Area of Specialization: _____ (literature, linguistics, language & culture)
 - Waiver* (*optional): I hereby waive my right to access this confidential recommendation as provided in the Educational Rights Privacy Act of 1974.

Student Signature

Date

- Name of Evaluator: _____
- Address: _____

	ACCENT	GRAMMAR	VOCABULARY	FLUENCY	COMPREHENSION
1	Pronunciation frequently unintelligible	Grammar almost entirely inaccurate except in stock phrases.	Vocabulary inadequate for even the simplest conversation.	Speech is so halting that conversation is virtually impossible.	Understands too little for simplest type of conversation.
2	Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.	Constant errors showing control of very few major patterns and frequently preventing communication.	Vocabulary limited to basic personal needs and survival (time, food, transportation, family, etc.)	Speech is very slow and uneven except for short or routine sentences.	Understands only slow, very simple speech on common or touristic topics, requires constant repetition and rephrasing.
3	“Foreign accent” requires concentrated listening, and mispronunciations lend to occasional misunderstandings and apparent errors in grammar or vocabulary.	Frequent errors showing some major patterns uncontrolled and causing occasional limitation and misunderstanding.	Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.	Speech is frequently hesitant and jerky; sentences may be left uncompleted.	Understands careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.
4	Marked “foreign accent” and occasional mispronunciations which do not interfere with understanding.	Occasional errors showing imperfect control of some patterns, but no weakness that causes misunderstanding.	Professional vocabulary adequate to discuss special interests; general vocabulary permits discussion of any non-technical subject with some circumlocution.	Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words.	Understands quite well with normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing.
5	No conspicuous mispronunciation, but wouldn’t be taken for a native speaker.	Few errors, with no patterns of failure.	Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.	Speech is effortless and smooth, but perceptibly non-native in speech and evenness.	Understands everything in normal educated conversation except for very colloquial or low-frequency terms, or exceptionally rapid or slurred speech.
6	Native pronunciation, with no trace of “foreign accent.”	No more errors than an occasional error in longer conversation.	Vocabulary apparently as accurate and extensive as that of an educated speaker.	Speech on all professional and general topics as effortless and smooth as a native speaker’s.	Understands everything in both formal and colloquial speech to be expected from an educated native speaker.

(Adapted from FSI materials)

Signature: _____ Institution: _____ Date: _____

Print Name: _____ Position/Title: _____ Address: _____