Study Abroad Programs
Language Proficiency Report

Student Name: ___________________  Islander ID/A#: ___________________
Program Name/Location: ___________________  Program Term: ___________________

Please return by ___________________ to: Office of International Education (University Center, 226)
Completed copies can be scanned/mailed to: Study.Abroad@tamucc.edu

Note to Professional Language Instructor:
Exchange 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 exchange 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.

To be completed by a Professional Language Instructor:

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

   a. Aural Comprehension

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

   b. Writing Ability

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

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

<table>
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<th>ACTFL</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;A1</td>
<td>Novice Mid-Low</td>
<td>None</td>
</tr>
<tr>
<td>A1</td>
<td>Novice High</td>
<td>Limited to simple phrases and sentence structure</td>
</tr>
<tr>
<td>A2</td>
<td>Intermediate Low-Intermediate Mid</td>
<td>Able to read simple sentences and understand main ideas on familiar topics.</td>
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<tr>
<td>B1</td>
<td>Intermediate High</td>
<td>Able to read simple texts on conventional topics and understand the main ideas.</td>
</tr>
<tr>
<td>B2</td>
<td>Intermediate High-Advanced</td>
<td>Able to understand the main ideas of complex text on both concrete and abstract conventional topics.</td>
</tr>
<tr>
<td>C1</td>
<td>Advanced Plus-Superior</td>
<td>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.</td>
</tr>
<tr>
<td>C2</td>
<td>Superior-Distinguished</td>
<td>Understands everything read, including details of a nuanced academic text.</td>
</tr>
</tbody>
</table>

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