

Language Assessment Sheet

for Exchange Student applicants of the Borys Grinchenko Kyiv University

Who fills in the Language Assessment Sheet?

- Undergraduate level applicants: the applicant and his/her language teacher
- Master level applicants: the applicant and his/her language teacher
- Doctorate level applicants: the applicant and his/her language teacher
- Post-doctorate level applicants: the applicant and his/her language teacher, if applicable
- Academic staff applicants: the applicant

How to fill in the Language Assessment Sheet?

- Fill in parts 1-3: the language to be assessed, the information on the applicant, and the information on the language teacher (if applicable).
- Fill in part 4, the evaluation table: all skill presented vertically on the left-hand side are evaluated on a horizontal row both by the applicant and the language teacher.
 - The applicant marks above the description that in his/her opinion describes his/her language skills the best. The applicant can choose only one description on each horizontal row.
 - The teacher marks above the description that in his/her opinion describes the applicant's language skills the best. The teacher can choose only one description on each horizontal row.
- *Both the applicant and the language teacher sign the paper. Teacher adds an official stamp.*

Who is qualified to fill the Language Assessment Sheet as a language teacher?

- The language teacher must be a professional language teacher of the language to be assessed.
- The teacher must have *first-hand knowledge* of the applicant's language skills.
- The language teacher is preferably a person engaged in practical teaching.
- The language teacher has preferably taught the applicant within the year.

1. Language to be assessed:

| | |
|--|---|
| 2. Information on the applicant | |
| Name of the applicant: | |
| The level of the applicant: | <input type="checkbox"/> Undergraduate <input type="checkbox"/> Master <input type="checkbox"/> Doctorate <input type="checkbox"/> Post-doctorate |

| | |
|---|---------------|
| <p>3. Information on the language teacher (if applicable)</p> <p>Teacher's declaration: By signing this document I declare I am a qualified language teacher of the language in question, and that I have first-hand experience on the language skills of the applicant. This evaluation is my professional opinion on the applicant's language skills.</p> | |
| Name of the teacher: | Organisation: |
| Contact information: | |

| | | | | | | |
|--|---|---|---|--|---|--|
| READING | I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly. | I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements. | I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear. | I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect. | I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort. | I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided. I have some time to get familiar with the accent. |
| | teacher: <input type="checkbox"/> applicant: <input type="checkbox"/> | teacher: <input type="checkbox"/> applicant: <input type="checkbox"/> | teacher: <input type="checkbox"/> applicant: <input type="checkbox"/> | teacher: <input type="checkbox"/> applicant: <input type="checkbox"/> | teacher: <input type="checkbox"/> applicant: <input type="checkbox"/> | teacher: <input type="checkbox"/> applicant: <input type="checkbox"/> |
| SPEAKING Spoken Interaction | I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues. | I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters. | I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters. | I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose. | I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field. | I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works. |
| | teacher: <input type="checkbox"/> applicant: <input type="checkbox"/> | teacher: <input type="checkbox"/> applicant: <input type="checkbox"/> | teacher: <input type="checkbox"/> applicant: <input type="checkbox"/> | teacher: <input type="checkbox"/> applicant: <input type="checkbox"/> | teacher: <input type="checkbox"/> applicant: <input type="checkbox"/> | teacher: <input type="checkbox"/> applicant: <input type="checkbox"/> |
| WRITING Written Production | I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics. | I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself. | I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events). | I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views. | I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skillfully to those of other speakers. | I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it. |
| | teacher: <input type="checkbox"/> applicant: <input type="checkbox"/> | teacher: <input type="checkbox"/> applicant: <input type="checkbox"/> | teacher: <input type="checkbox"/> applicant: <input type="checkbox"/> | teacher: <input type="checkbox"/> applicant: <input type="checkbox"/> | teacher: <input type="checkbox"/> applicant: <input type="checkbox"/> | teacher: <input type="checkbox"/> applicant: <input type="checkbox"/> |
| SIGNATURES | Applicant's signature and date: | | | Teacher's signature and date: | | |
| | | | | Official stamp: | | |