ENGLISH LANGUAGE RECOMMENDATION FORM

Student Name_____

Name of instructor:_____ School or Institute affiliated with:_____

Length of time this student has been in your English class:_____ Average number of hours per week:_____

Please place a check mark next to the level which best describes this student's abilities in the following skill areas.

PART I : ORAL/AURAL

_____**Level 1**: Understands simple questions and statements regarding simple personal information such as age, nationality, family members, daily routines, etc. if spoken slowly and distinctly. Asks and answers simple questions and statements. However, vocabulary is inadequate to express anything but the most elementary needs. Errors in grammar and pronunciation are frequent.

_____**Level 2**: Understands, asks and answers most questions and statements. The student can get the main idea of most conversations at normal speed on familiar topics. Able to converse in most social situations on topics such as school, work, family, but without complete control of structure. Can understand and follow simple oral instruction given in a classroom setting.

_____**Level 3**: Understands most informal questions, statements and conversations at normal speed. Understands classroom lectures on familiar topics. Participates effectively in social conversations and classroom discussions making only occasional errors. Control of grammar is good and errors never interfere with ability to be understood. Can make 2-3 minute presentations on a pre-assigned topic in a classroom setting.

_____**Level 4**: Understands and participates effectively in any conversation with an advanced degree of fluency. Errors are rare and informal interpreting to and from the language can be handled. Understands classroom lectures at normal speed and takes notes effectively. Understands the main idea of news reports on television or radio. Can make presentations of 10-15 minutes.

_____**Level 5**: Speaking proficiency is near equivalent to that of a native speaker. Can give full presentations of varying lengths in a classroom setting and answer questions from the audience with ease. Can participate effectively in classroom debates.

PART II : READING

_____**Level 1**: Reads and understands short elementary level materials for non-native speakers of a narrative, descriptive, or process nature with a vocabulary of approximately 200 words.

_____**Level 2**: Reads and understands most narrative and descriptive texts of varying lengths. Reads and understands elementary expository writing such as short texts on science, history, current events; information from the Internet and short newspaper and magazine articles with frequent use of a bi-lingual dictionary.

_____**Level 3**: Reads and understands most expository materials and specialized materials with frequent use of a bilingual dictionary. Can read short stories with good comprehension of plot when given cultural explanations. Can read short magazine and newspaper articles.

_____**Level 4**: Reads and understands general expository material and specialized texts with use of an all-English dictionary. Can understand figurative language and recognize an author's purpose in writing. Can read all magazines and newspapers.

_____**Level 5**: Reads and understands general expository material from all sources, displays ability to extract salient elements and rarely needs a dictionary. Can read and analyze literature written in English (short stories, novels, plays, and poetry) in terms of plot, character, mood, setting, and theme.

PART III: WRITING

_____**Level 1**: Writes statements and questions on simple personal topics such as age, nationality, family members, daily routines, etc. with minimum control of basic patterns.

_____**Level 2**: Can write organized descriptive or narrative paragraphs and can produce short compositions (2-3 paragraphs) when given a model. Can write short letters to friends and fill out simple forms requesting personal information such as customs cards, hotel registration form, etc.

_____**Level 3**: Can write a 4-6-paragraph narrative, descriptive, or expository composition with good organization including introduction and conclusion and relatively few errors in structure and language use. Can write formal/business letters to request information, or respond to requests.

_____**Level 4**: Can write persuasive, argumentative, compare and contrast essays with only occasional errors and good control of organization. Can outline, draft and revise essays with minimal guidance.

_____**Level 5**: Can handle all forms of written expression. Writes with only occasional errors in idiom and demonstrates excellent control of organization.

PART IV: WRITING SAMPLE

Please have the student write a short composition in response to one of the three questions below. Please ensure that the student writes this composition by him or herself without assistance from others. **All compositions must be hand written**. (A dictionary can be used) Student can attach an additional piece of paper if necessary.

1. What is your favorite subject at school? Why?
2. Describe your plans for your future after you finish your studies. What would you like to be? What do you hope to achieve?
3. Who has had the greatest influence on your life and your development? Why?

Instructor Signature   Print Name   Date

*Please be advised that some high schools in the United States require that students submit their score on the SLEP (Secondary Level English Proficiency) Test in addition to this recommendation form.

Student Signature   Print Name   Date