

**PROFICIENCY CERTIFICATION FOR LANGUAGES
NOT TESTED AT UNC CHARLOTTE**

If your native language is not English and we do not administer a placement exam for your language, you may demonstrate proficiency in your language in one of two ways: (1) by presenting a transcript showing classes taken in your language in your native country; or (2) by submitting to a test administered by someone (other than a relative) who is competent and/or certified to evaluate your ability in the language. The person conducting the test must complete the form below and forward it to the Department of Languages and Culture Studies, UNC Charlotte, Charlotte, NC, 28223.

STUDENT SHOULD COMPLETE THIS BOX:

Name of Student: _____
Student ID Number: _____
E-mail: _____ **Phone:** _____
Language: _____
Major: _____ **Expected Graduation Date:** _____

What do you consider to be your proficiency level in this language?
 _____ **Native speaker** _____ **Near-native fluency** _____ **Other**

Proficiency level this student is seeking:
 _____ **1202** _____ **2201** _____ **2202** _____ **Other (Specify)**

_____ **Transcript attached** _____ **Test results below**

Tester: _____
Tester's Address: _____
City & State: _____ **Zip Code** _____ **Phone** _____
Tester's Organization: _____ **Position:** _____
Education or Training: _____
Date of Test: _____

In the judgment of the above tester, the student's language proficiency level is as follows:

	Native	Advanced	Intermediate	Beginner
Listening				
Speaking				
Reading				
Writing				

Signature of tester: _____ **Date:** _____

Updated April 23, 2004, by Michèle Bissière

Instructions for Administering Language Proficiency Tests

We ask individuals administering language proficiency tests for the Department of Languages and Culture Studies at UNC Charlotte to adhere to the following guidelines:

1. Keep the test as brief as possible, generally not more than 30 minutes.

2. Divide the test into three parts: *conversation, reading, writing*. (The proficiency levels that apply to listening comprehension, speaking, reading, and writing are attached.)

Conversation: Check the student's listening comprehension and speaking ability by asking general questions, such as, What's your name? Where do you live? How old are you? What are you studying at UNC Charlotte? Do you have a job? If so, where do you work? What do you do? Where were you born? Where did you learn or study the language? Briefly describe your family. Where do you live? What's your house/apartment like? Do you eat your meals at school? What foods do you like? What's your typical day like? When will you finish school? What will you do then?

Reading: Show the student a written document. It may be a simple text from a newspaper or magazine, an advertisement for a restaurant, or a hotel bill. The selection is not crucial as long as the text is a representative sample of what one would likely see during a visit to the country where the language is spoken. Ask the student to read the document aloud and relay briefly in his or her own words what it is about or explain what information it contains. (Attach samples of texts used in test.)

Writing: Ask the student to write a short passage or a few brief sentences. The topics of the writing samples can vary. In some cases, they may be written answers to questions about daily life and family; they may be in a specific context, such as writing a postcard or letter; they may even be summary descriptions of events. (Attach samples of students writing.)

3. After making an assessment of the student's language proficiency, the tester is requested to return the Language Proficiency Testing form to the Department of Languages and Culture Studies, University of North Carolina at Charlotte, NC 28223. The Associate Chair of the Department will review the form and notify the Records Office in writing if the student has met the University's proficiency requirements.

Language Proficiency Levels

Listening: Able to understand sentence-length utterances which consist of recombinations of learned elements in a limited number of content areas, particularly if strongly supported by the use of situational context. Content refers to basic personal background and needs, social conventions and routine tasks, such as ordering a meal and receiving simple instructions and directions. Listening tasks pertain primarily to spontaneous face-to-face conversations. Understanding is often uneven; repetition and rewording may be necessary. Misunderstandings in both main ideas and details arise frequently.

Speaking: Able to handle successfully a limited number of interactive, task-oriented and social situations. Can ask and answer questions, initiate and respond to simple statements and maintain face-to-face conversation, although in a highly restricted manner and with much linguistic inaccuracy. Within these limitations, can perform such tasks as introducing self, ordering a meal, asking directions, and making purchases. Vocabulary is adequate to express only the most elementary needs. Strong interference from native language may occur. Misunderstandings frequently arise, but with repetition, the Intermediate - Low speaker can generally be understood by sympathetic interlocutors.

Reading: Able to understand main ideas and/or some facts from the simplest connected texts dealing with basic personal and social needs. Such texts are linguistically noncomplex and have a clear underlying internal structure, for example, chronological sequence. They impart basic information about which the reader has to make only minimal suppositions or to which the reader brings personal interest and/or knowledge. Examples include messages with social purposes or information for the widest possible audience, such as public announcements and short, straightforward instructions or newspaper articles dealing with public life. Some misunderstandings will occur.

Writing: Able to meet limited practical writing needs. Can write short messages, postcards, and take down simple notes, such as telephone messages. Can create statements or questions within the scope of limited language experience. Material produced consists of recombinations of learned vocabulary and structures into simple sentences on very familiar topics. Language is inadequate to express in writing anything but elementary needs. Frequent errors in grammar, vocabulary, punctuation, spelling, and in formation of non-alphabetic symbols, but writing can be understood by natives who are used to the writing of non-natives.

Source: American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines, 1986, Level Intermediate - Low.