

J-1 English Proficiency Interview Assessment Report

PROSPECTIVE EXCHANGE VISITOR				
SURNAME	GIVEN NAME			
EMAIL ADDRESS	PHONE NUMBER			
HOSTING FACULTY				
FULL NAME	EMAIL	PHONE		
DATE OF INTERVIEW				
INTERVIEW METHOD	IN PERSON	ENGLISH3	TELEPHONE	VIDEOCONFERENCE

Question	Score	Assessment Comments
Please share a little about your previous experiences traveling and/or living abroad. If you have not traveled outside your home country, please share a little about what you will do to prepare for your time in the U.S.		
What motivated you to pursue a research position at the Southern Methodist University?		
What do you think will be the most challenging aspect of living and working in the U.S.?		
How do you think that the time you spend at the Southern Methodist University will benefit you personally and professionally?		
Please enter additional J program content-area questions and questions developed to gauge whether the prospective scholar will be able to function on a day to day basis in the U.S. and this specific J program.		

INDEPENT SPEAKING RUBRIC

Score	General Description	Delivery	Language Use	Topic Development
4	The response fulfills the demands of the task, with at most minor lapses in completeness. It is highly intelligible and exhibits sustained, coherent discourse.	Generally well-paced flow (fluid expression). Speech is clear. It may include minor lapses, or minor difficulties with pronunciation or intonation patterns,	The response demonstrates effective use of grammar and vocabulary. It exhibits a fairly high degree of automaticity	Response is sustained and sufficient to the task. It is generally well developed and coherent; relationships between ideas are clear (or clear progression of ideas).

	A response at this level is characterized by all of the following:	which do not affect overall intelligibility.	with good control of basic and complex structures (as appropriate). Some minor (or systematic) errors are noticeable but do not obscure meaning.	
3	The response addresses the task appropriately but may fall short of being fully developed. It is generally intelligible and coherent, with some fluidity of expression, though it exhibits some noticeable lapses in the expression of ideas. A response at this level is characterized by at least two of the following:	Speech is generally clear, with some fluidity of expression, though minor difficulties with pronunciation, intonation, or pacing are noticeable and may require listener effort at times (though overall intelligibility is not significantly affected).	The response demonstrates fairly automatic and effective use of grammar and vocabulary, and fairly coherent expression of relevant ideas. Response may exhibit some imprecise or inaccurate use of vocabulary or grammatical structures or be somewhat limited in the range of structures used. This may effect overall fluency, but it does not seriously interfere with the communication of the message.	Response is mostly coherent and sustained and conveys relevant ideas/information. Overall development is somewhat limited, usually lacks elaboration or specificity. Relationships between ideas may at times not be immediately clear.
2	The response addresses the task, but development of the topic is limited. It contains intelligible speech, although problems with delivery and/or overall coherence occur; meaning may	Speech is basically intelligible, though listener effort is needed because of unclear articulation, awkward intonation, or choppy rhythm/pace; meaning may be obscured in places.	The response demonstrates limited range and control of grammar and vocabulary. These limitations often prevent full expression of ideas. For the	The response is connected to the task, though the number of ideas presented or the development of ideas is limited. Mostly basic ideas are expressed with limited elaboration (details and support). At times relevant substance may be vaguely expressed or repetitious.

	be obscured in places. A response at this level is characterized by at least two of the following:		most part, only basic sentence structures are used successfully and spoken with fluidity. Structures and vocabulary may express mainly simple (short) and/or general propositions, with simple or unclear connections made among them (serial listing, conjunction, juxtaposition).	Connections of ideas may be unclear.
1	The response is very limited in content and/or coherence or is only minimally connected to the task, or speech is largely unintelligible. A response at this level is characterized by at least two of the following:	Consistent pronunciation, stress, and intonation difficulties cause considerable listener effort; delivery is choppy, fragmented, or telegraphic; frequent pauses and hesitations.	Range and control of grammar and vocabulary severely limit or prevent expression of ideas and connections among ideas. Some low-level responses may rely heavily on practiced or formulaic expressions.	Limited relevant content is expressed. The response generally lacks substance beyond expression of very basic ideas. Speaker may be unable to sustain speech to complete the task and may rely heavily on repetition of the prompt.
0	Speaker makes no attempt to respond OR response is unrelated to the topic.			

HOST FACULTY OVERALL ASSESSMENT

DOES THE PROSPECTIVE EXCHANGE VISITOR HAVE THE SUFFICIENT ENGLISH PROFICIENCY TO PARTICIPATE FULLY IN THE PROPOSED PROGRAM AND FUNCTION ON A DAY-TO-DAY BASIS?	YES	NO
HOST FACULTY OVERALL ASSESSMENT (SCORE)		
HOST FACULTY SIGNATURE	DATE	