

## English Proficiency Assessment for Prospective J-1 Scholars

The following assessment will help determine whether a prospective J-1 scholar has the necessary English proficiency for J-1 immigration status. The candidate is choosing to submit this assessment in place of a score on a standardized test of English proficiency such as the TOEFL. Please answer all five of the questions below and complete the English Proficiency Checklist on the following page.

1. What is your basis for assessing the candidate's listening and speaking skills (e.g., 20-minute face-to-face conversation)?
2. What is your basis for assessing the candidate's reading and writing skills (e.g., a research paper)?
3. How long have you known the candidate, and in what capacity?
4. If you were not acquainted with the candidate before administering this assessment, how did you verify the candidate's identity?
5. In terms of English proficiency, what do you think would be the candidate's biggest strengths and weaknesses when living and studying in the United States?

## English Proficiency Checklist

According to your best judgment, check the appropriate box for each numbered statement.

**“Sufficient proficiency”** indicates that the candidate *would function effectively* in English in the academic setting and in the community *without English support*.

**“Limited proficiency”** indicates that the candidate *would most likely function effectively* in English in the academic setting and in the community *with English support* through WashU's English Language Programs or other university/community resources.

**“Insufficient proficiency”** indicates that the candidate *would not function effectively* in English in the academic setting and in the community.

1. The candidate demonstrated understanding of questions asked.

Sufficient proficiency	Limited proficiency	Insufficient proficiency

2. The candidate spoke clearly and fluently (without pauses that interfered with communication) about everyday topics and academic topics.

Sufficient proficiency	Limited proficiency	Insufficient proficiency

3. The candidate developed answers at least two or three minutes long in response to multiple open-ended questions about academic topics.

Sufficient proficiency	Limited proficiency	Insufficient proficiency

4. The candidate demonstrated sufficient proficiency in academic- or research-oriented writing (excluding emails) to function independently on writing projects.

Sufficient proficiency	Limited proficiency	Insufficient proficiency

5. The candidate demonstrated sufficient proficiency in academic- or research-oriented reading to function independently.

Sufficient proficiency	Limited proficiency	Insufficient proficiency

6. The candidate demonstrated appropriate communication strategies for resolving misunderstandings as needed.

Sufficient proficiency	Limited proficiency	Insufficient proficiency

Comments (optional):

This checklist reflects the assessment I conducted for \_\_\_\_\_

*Name of candidate*

on \_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Name and title of department interviewer*

\_\_\_\_\_  
*Signature of department interviewer*

\_\_\_\_\_  
*University email address or phone number of interviewer*