

**GROUP PROJECTS ABROAD (GPA)
LANGUAGE DIRECTOR
INSTRUCTOR EVALUATION**

CFDA NUMBER: 84.021

*IEPS REPORTING SYSTEM PROPOSED
SCREENS*

Program: GPA Institution: Project: Award #: Project Director: World Area:		
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Instructor Foreign Language Evaluation

Rate the students skills in _____.

Yes | No

Speaking and Listening

- The student can tell/ask someone how to get from here to a nearby hotel, restaurant, or post office.
- The student can order a simple meal.
- The student can arrange for a hotel room or taxi ride.
- The student can buy a needed item such as bus or train ticket, groceries, or clothing.
- The student can ask and answer simple questions about date and place of birth, nationality, marital status, occupation, etc.
- The student can make social introductions and use greeting and leave-taking expressions.
- The student can handle conversations about familiar topics in an organized way.
- The student can produce speech with some organization on familiar topics that extend beyond my daily routine.
- The student can describe my present or most recent job or activity in some detail.
- The student can give detailed information about my family, my house, and my community.
- The student can interview an employee, or arrange for special services (taking care of details such as salary, qualifications, hours, specific duties).
- The student can give a brief autobiography including immediate plans and hopes.
- You feel confident that when the student talks with native speakers on topics such as those mentioned above, they understand the student most of the time.
- The student can take and give simple messages over the telephone, or leave a message on voice mail.
- The student can describe in detail a person or place that is very familiar to me.
- The student can report the facts of what I have seen recently on television news or read in the newspaper.
- The student can talk about a trip or some other everyday event that happened in the recent past or that will happen soon.
- You feel that the student has a professional command, rather than just a practical one, of the language.
- There are few grammatical features of the language that the student tries to avoid.
- You rarely find that the student is unable to finish a sentence because of linguistic limitations (grammar or vocabulary).
- The student finds it easy to follow and contribute to a conversation among native speakers.
- The student can speak to a group of educated native speakers on a professional subject and is sure in communicating what the student wants to, without obviously irritating the group linguistically.
- The student can, on a social occasion, defend personal opinions about social and cultural topics.
- The student can cope with difficult situations such as broken-down plumbing, an undeserved traffic ticket, or a serious social or diplomatic blunder made by a colleague or himself.
- The student can use the language to speculate at length about abstract topics such as how some change in history or the course of human events would have affected my life or civilization.
- In professional discussions, the student's vocabulary is extensive and precise enough to convey an exact meaning.

- ○ The student is able to adjust their speech to suit their audience, whether they are talking to university professors, close friends, employees, or others.
- ○ The student can prepare and give a lecture at a professional meeting about their area of specialization and debate complex aspects with others.
- ○ The student naturally integrate appropriate cultural and historical references in their speech.
- ○ The student can eloquently represent a point of view other than their own.
- ○ The student can lead the direction of the discussion (friendly, controversial, collaborative).
- ○ The student's language proficiency is functionally equivalent to that of a highly articulate well-educated native speaker and reflects the cultural standards of a country where the language is natively spoken.
- ○ The student can use the language with complete flexibility and intuition, so that speech on all levels is fully accepted by well-educated native speakers in all of its features, including breadth of vocabulary and idiom, colloquialisms, and pertinent cultural references.
- ○ The student's pronunciation is typically consistent with that of well-educated, highly articulate native speakers of a standard dialect.
- ○ The student's vocabulary is extensive and precise, allowing the student to consistently convey complex ideas and details.

Reading

- ○ As appropriate for the language, the student can recognize and identify all the letters in the printed version of an alphabetic writing system (in languages like English, Spanish, Finnish, Russian, Greek, Vietnamese) or the elements of a syllable-based writing system (such as in Japanese kana, Korean hangul, Hebrew, Arabic, Amharic, Thai, or Hindi) or some commonly occurring characters in a character system (Chinese, Japanese kanji, Korean hanja.)
- ○ The student can read some isolated words and phrases, such as numbers and commonplace names, that they see on signs, menus, and storefronts, and in simple everyday material such as advertisements and timetables.
- ○ The student can understand the purpose and main meaning of very short, simple texts, such as in printed personal notes, business advertisements, public announcements, maps, etc.
- ○ The student can understand simple instructions, such as in very straightforward street directions.
- ○ The student can understand very short simple written descriptions of some familiar persons, places, and things, like those found in many tourist pamphlets.
- ○ The student can understand texts that consist mainly of straightforward factual language, such as short news reports of events, biographical information, descriptions, or simple technical material.
- ○ The student can understand the main idea and some details of clearly organized short straightforward texts about places, people, and events that they are familiar with.
- ○ The student can understand very straightforward reports about current and past events.
- ○ The student can understand simple typed correspondence in familiar contexts, including descriptions of events, feelings, wishes and future plans.
- ○ The student can usually understand the main ideas of authentic prose on topics they are familiar with, either because they pertain to their work experience or to topics they are interested in.
- ○ The student can usually read and understand all of the material in a major daily newspaper published in a city or country with which they are familiar.
- ○ In reading a newspaper or magazine that contains editorial or opinion content, the student can “read between the lines” and understand meanings that are not directly stated.
- ○ The student can understand the author’s intent and follow the line of reasoning in texts that include hypothesis, persuasion, supported opinion or argument for a position (e.g., editorials, debates, and op-ed pieces) with little or no use of a dictionary.
- ○ The student can understand contemporary expository essays and recent literary prose with little or no use of a dictionary.
- ○ The student can understand the main ideas and important details of almost all material written within my particular professional field or area of primary interest (e.g., reports, analyses, letters, arguments, etc.).

- ○ The student is able to read fluently and accurately all styles and forms of the language pertinent to professional needs or personal interest without reference to a dictionary.
- ○ The student can understand long and complex analyses, factual reports, and literary texts.
- ○ The student can understand both the meaning and the intent of most uses of idioms, cultural references, word play, sarcasm, and irony in even highly abstract and culturally “loaded” texts.
- ○ The student can understand language that has been especially adjusted for different situations, audiences or purposes, such as a political essay, humorous anecdote or joke, sermon, or inflammatory broadside, and the student can appreciate distinctions in style.
- ○ The student can read virtually all forms of the written language, including abstract, linguistically complex texts such as specialized articles, essays and literary works, including prose works from earlier periods recognized as masterpieces.
- ○ The student can read reasonably legible handwriting without difficulty

Writing

- ○ In everyday conversation with people speaking the standard dialect, the student can understand speech that is slow and clear.
- ○ The student can understand basic directions and instructions, such as how to get to a local store.
- ○ The student can understand questions and answers about basic survival needs, such as meals, lodging, transportation and time.
- ○ The student can understand routine questions about job, immediate family and themselves.
- ○ The student can understand simple statements about a person’s background and occupation.
- ○ If the student cannot understand what a speaker tells them, the student can understand the statement after it has been repeated or rephrased slowly and clearly.
- ○ When people are speaking the standard dialect at a normal rate, the student can understand their speech when it is spoken with some repetition and rephrasing, can understand speech about everyday topics, for example common personal and family news, well-known current events, and routine situations at work.
- ○ The student can understand spoken descriptions of different places, for instance the geography of a country or location that is familiar.
- ○ The student can understand uncomplicated stories about current, past and future events.
- ○ The student can understand at least some details from announcements made over a loudspeaker.
- ○ The student can usually understand the main idea and basic facts from a short news report on the radio or television.
- ○ The student can accurately follow all conversations among native speakers who are speaking at a normal rate of speech.
- ○ The student rarely, if ever, has to ask speakers to paraphrase or explain what they have said.
- ○ The student can correctly infer meanings that are not directly stated.
- ○ The student can understand discussions of ideas and concepts, including proposals and speculation.
- ○ The student can understand someone’s opinion and the points used to support the opinion.
- ○ The student can often, if not always, detect the attitudes and feelings of a speaker.
- ○ The student can understand speech in a professional setting concerning my field of expertise or some technical subjects, such as a lecture or a panel discussion.
- ○ The student can understand almost all forms and styles of speech pertinent to professional needs.
- ○ The student can fully understand all speech that involves the use of extensive and precise vocabulary, including subtle distinctions between word choices.
- ○ The student can follow arguments with unpredictable presentation, for example, in informal and formal speeches covering editorial and literary material.
- ○ The student can understand language adjusted for different audiences and for different purposes.
- ○ The student can readily and accurately infer meanings and implications.
- ○ Student is able to understand the main ideas of speech in some non-standard dialects.

- The student can fully understand spoken interactions among native speakers at public gatherings, such as meetings, seminars, task groups or conferences.
- The student can fully understand a speech, oral report or briefing given to a group of native speakers concerning any topic directed to a general audience.
- Student's comprehension is fully equivalent to that of a well-educated native listener.
- The student can fully understand all forms and styles of speech. This includes slang, jokes and puns.
- The student can understand speech even when it is distorted by other noise.
- The student can fully understand regional dialects, highly colloquial and idiomatic language.

Save

Save and Continue