## **Language Assessment Sheet**

for Exchange Student applicants of the Borys Grinchenko Kyiv University

## Who fills in the Language Assessment Sheet?

- Undergraduate level applicants: the applicant and his/her language teacher
- Master level applicants: the applicant and his/her language teacher
- Doctorate level applicants: the applicant and his/her language teacher
- Post-doctorate level applicants: the applicant and his/her language teacher, if applicable
- Academic staff applicants: the applicant

## Who is qualified to fill the Language Assessment Sheet as a language teacher?

- The language teacher must be a professional language teacher of the language to be assessed.
- The teacher must have first-hand knowledge of the applicant's language skills.
- The language teacher is preferably a person engaged in practical teaching.
- The language teacher has preferably taught the applicant within the year.

## How to fill in the Language Assessment Sheet?

- Fill in parts 1-3: the language to be assessed, the information on the applicant, and the information on the language teacher (if applicable).
- Fill in part 4, the evaluation table: all skill presented vertically on the left-hand side are evaluated on a horizontal row both by the applicant and the language teacher.
  - The applicant marks 🗷 above the description that in his/her opinion describes his/her language skills the best. The applicant can choose only one description on each horizontal row.
  - The teacher marks 🗷 above the description that in his/her opinion describes the applicant's language skills the best. The teacher can choose only one description on each horizontal row.
- Both the applicant and the language teacher sign the paper. Teacher adds an official stamp.

| 1. Language to be assessed:  |                    |               |            |                      |           |                     |                      |                      |  |  |  |  |  |
|--|--------------------|---------------|------------|----------------------|-----------|---------------------|----------------------|----------------------|--|--|--|--|--|
| 2. Information on the applicant  |                    |               |            |                      |           |                     |                      |                      |  |  |  |  |  |
| Name o   | f the applicant:   |               |            |                      |           |                     |                      |                      |  |  |  |  |  |
| The level of the applicant:  |                    |               |            |                      | Doctorate | . [                 | Post-doctorate       |                      |  |  |  |  |  |
| 3. Information on the language teacher (if applicable)  Teacher's declaration: By signing this document I declare I am a qualified language teacher of the language in question, and that I have first-hand experience on the language skills of the applicant. This evaluation is my professional opinion on the applicant's language skills. |                    |               |            |                      |           |                     |                      |                      |  |  |  |  |  |
| Name of the teacher:   |                    |               |            |                      |           | Organisation:       |                      |                      |  |  |  |  |  |
| Contact information:   |                    |               |            |                      |           |                     |                      |                      |  |  |  |  |  |
|  |                    |               |            |                      |           |                     |                      |                      |  |  |  |  |  |
| 4. Evaluation table  |                    |               |            |                      |           |                     |                      |                      |  |  |  |  |  |
|  | <b>A</b> 1         | A             | .2         | B1                   |           | B2                  | C1                   | C2                   |  |  |  |  |  |
| <b>⊢</b> e   | teacher:⊡applicant | :□ teacher:□a | pplicant:□ | teacher:□applicant:□ | t         | eacher:□applicant:□ | teacher:□applicant:□ | teacher:□applicant:□ |  |  |  |  |  |

|                            |                    | I can understand familiar words and<br>very basic phrases concerning myself,<br>my family and immediate concrete<br>surroundings when people speak<br>slowly and clearly.  | I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements. | I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear. | I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.  | I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.   | I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided. I have some time to get familiar with the accent.  |
|----------------------------|--------------------|--|---|---|---|---|--|
|                            |                    | teacher:□applicant:□   | teacher: □applicant: □  | teacher:□applicant:□  | teacher:□applicant:□  | teacher:□applicant:□  | teacher:□applicant:□   |
| Speken Interaction Reading | Reading            | I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.   | I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.  | I can understand texts that consist mainly of<br>high frequency everyday or job-related<br>language. I can understand the description of<br>events, feelings and wishes in personal letters.  | I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.   | I can understand long and complex<br>factual and literary texts, appreciating<br>distinctions of style. I can understand<br>specialised articles and longer<br>technical instructions, even when they<br>do not relate to my field.   | I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.   |
|                            | _                  | teacher: □applicant: □   | teacher:□applicant:□  | teacher:□applicant:□  | teacher:□applicant:□  | teacher:□applicant:□  | teacher:□applicant:□   |
|                            | Spoken Interaction | I can interact in a simple way provided<br>the other person is prepared to repeat<br>or rephrase things at a slower rate of<br>speech and help me formulate what<br>I'm trying to say. I can ask and<br>answer simple questions in areas of<br>immediate need or on very familiar<br>topics. | I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.                   | I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).                        | I can interact with a degree of fluency<br>and spontaneity that makes regular<br>interaction with native speakers quite<br>possible. I can take an active part in<br>discussion in familiar contexts,<br>accounting for and sustaining my views.  | I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skillfully to those of other speakers. | I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it. |
| SPE                        |                    | teacher: □applicant: □   | teacher: □applicant: □  | teacher: □applicant: □  | teacher: □applicant: □  | teacher:□applicant:□  | teacher: □applicant: □   |
| ooken                      | Spoken Production  | I can use simple phrases and sentences to describe where I live and people I know.   | I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.   | I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.  | I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.  | I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.  | I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.   |
|                            |                    | teacher:□applicant:□   | teacher:□applicant:□  | teacher:□applicant:□  | teacher:□applicant:□  | teacher:□applicant:□  | teacher:□applicant:□   |
| WRITING<br>Writing         |                    | I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.  | I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.  | I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.  | I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences. | I can express myself in clear, well-<br>structured text, expressing points of<br>view at some length. I can write about<br>complex subjects in a letter, an essay<br>or a report, underlining what I consider<br>to be the salient issues. I can select a<br>style appropriate to the reader in mind. | I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.                                    |
| Ų                          | ဂ္ဂ                | Applicant's signature and dat  | te:   |   | Teacher's signature and date:   |   |  |
| SIGNATIIDES                | SIGNALOR           |  |   |   | Official stamp:   |   |  |