

## PROFICIENCY CERTIFICATION

This Certification of Proficiency form is available for the following students:

- Non-native speakers of English
- Students who have proficiency in a language OTHER than German, French, Italian or Spanish
- Students who have near-native proficiency (proficiency beyond the 3000 level) in any language including German, French, Italian or Spanish

Certification of Proficiency is possible in the following ways:

- Complete form and attach a transcript that shows participation in an educational system in a foreign language
- Complete form and submit to test in the foreign language administered by a competent and/or certified tester
  - For Arabic: the tester must be the coordinator of Arabic Studies
  - For Spanish: the tester must be a Spanish faculty member, contact the Associate Chair for a referral

### STUDENT INFORMATION (to be filled out by student)

Name:	ID#	Email:
Major:	Graduation Date:	Language:

Native Speaker:

Heritage Speaker:

Other:

### CERTIFICATION OF PROFICIENCY through

Transcript Attached: \_\_\_\_\_

Test Results Attached: \_\_\_\_\_

### TESTING INFORMATION (to be filled out by tester)

#### Tester Information:

Name:	Email:	Organization:
Education:	Position:	Date:
Address:		

#### Test Results:

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

	Superior	Advanced	Intermediate	Novice
Listening				
Speaking				
Reading				
Writing				

Signature of tester: \_\_\_\_\_

Date: \_\_\_\_\_

Department Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Level of Proficiency: \_\_\_\_\_

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Department of Languages, Cultures, and Translation, UNC Charlotte

## Instructions for Administering Language Proficiency Tests

- Keep the test as brief as possible
- Divide the test into three parts: conversation, reading, writing
- Conversation: ask general questions (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? Where do you live? What's your house/apartment like? What foods do you like? What's your typical day like? When will you finish school? What will you do then?)
- Reading: ask the student to read a text out loud and summarize it in his or her own words, the text should be short and representative of a text one would encounter when visiting the country in which the language for which you are testing is spoken
- 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.

## Language Proficiency Levels\*

- **Novice** Can communicate with formulaic and rote utterances, lists, and phrases.
- **Intermediate** Can create with language, ask and answer questions on unfamiliar topics and handle a simple situation or transaction.
- **Advanced** Can narrate and describe in all major time frames, and handle a situation with a complication.
- **Superior** Can support opinion, hypothesize, discuss topics concretely and abstractly, and handle a linguistically unfamiliar situation.

\*For more detailed descriptions of the levels in terms of Listening, Speaking, Reading and Writing see the [ACTFL Proficiency Guidelines](http://actfl.org) at actfl.org.