

**Student:** \_\_\_\_\_

This student is applying for admission into the High School Programme in Canada. To assist us in the evaluation process, we would very much appreciate your assessment of this student's character and English proficiency. Thank you.

**English Teacher's Name:** \_\_\_\_\_

**School:** \_\_\_\_\_

How many years have you known this student? \_\_\_\_\_ Taught this student? \_\_\_\_\_

Please give your general assessment of this student's English abilities:

How well do you think the student will fare in an all-English academic environment with regard to: course comprehension, essay writing, assignments and examinations?

Please advise on the level of supplementary ESL the student will require during their programme in Canada.

In your opinion, what are the applicant's two greatest personal qualities?

Please rate the student in the following areas, as compared to his/her classmates:

	Excellent	Good	Average	Poor
Independence				
Academic potential				
Personal study habits				
Responsibility				
Participation in class				
Self Esteem				
Leadership				
Co-operation with others				
Attendance				
Ability to adjust to new situations				

Further comments: \_\_\_\_\_

\_\_\_\_\_

**ENGLISH LANGUAGE SKILLS ASSESSMENT****READING:**

Given a newspaper or general magazine article of 2-3 paragraphs, his/her reading skills are:

Excellent	Reads aloud with very few errors; explains the meaning clearly and completely (comprehension: 90%)
Good	Reads aloud with few errors, deals with all except difficult terms and strange names, explains most of the meaning (comprehension: 70-80%)
Fair	Reads most of the basic vocabulary and explains the basic ideas (comprehension: 50-60%)
Poor	Reads and understands only the simplest words. Explains very little of the meaning

**WRITING:**

Given a short essay, asking for opinions of school or town views, sports or interests, his/her writing skills are:

Excellent	Writes almost perfectly using long sentences, abstract terms and vocabulary. Uses English grammar structure rather than composing in native grammar and translating
Good	Uses good vocabulary with long sentences, but sentence structure and grammar usage is somewhat irregular
Fair	Uses only simple sentences with limited vocabulary. Grammar usage is irregular, although understandable.
Poor	Does not use complete sentences. Sentences are short with basic grammar. Difficult to understand meaning

**SPEAKING AND LISTENING:**

Conversation - after a minimum of 15 minutes active English conversation discussing both teacher and student views on current issues (and introducing both abstract terms and idiomatic expressions), his/her ability to speak and understand English conversation are:

1. No ability to communicate in English
2. Very little ability to communicate - understands a few words, but has no ability to communicate beyond a few words.
3. Fair ability to communicate - understands words or phrases, but not sentence thoughts. Speaking is limited to a few words or phrases.
4. Understands basic English sentences and is able to respond in words or phrases. Grammar and sentence structure is poor but understandable. Can use everyday expressions. Can answer basic questions about personal details.
5. Can understand more than can communicate - but tries. Can respond in sentence form even if grammar and sentence structure are not perfect. He/she is understandable.
6. Understands basic English. Vocabulary includes most common terms but does not understand abstract terms. Makes mistakes but is able to carry on basic conversation. Obvious he/she is still translating.
7. Can understand most conversations. Speaking ability is good but needs practice. Responses and sentence structure are more complex. Has good vocabulary but needs to think before responding.
8. English response and communication come naturally even if they are not perfect. Has good vocabulary and understands almost everything. Can respond intelligently but needs practice.
9. Near fluency. Sentence structure is almost perfect. Can understand and respond to difficult questions and can use abstract terms. Should have no trouble communicating in an English speaking country and school.
10. Absolute fluency and proficiency. Can understand and converse using sophisticated vocabulary and clear, correct sentence structure. Has no trouble with abstract subjects or most idioms. Can think in English.

SCORE:

English Teacher's Name OR signature

By initialing this box, I confirm this assessment is a true and accurate representation of this student.

Date