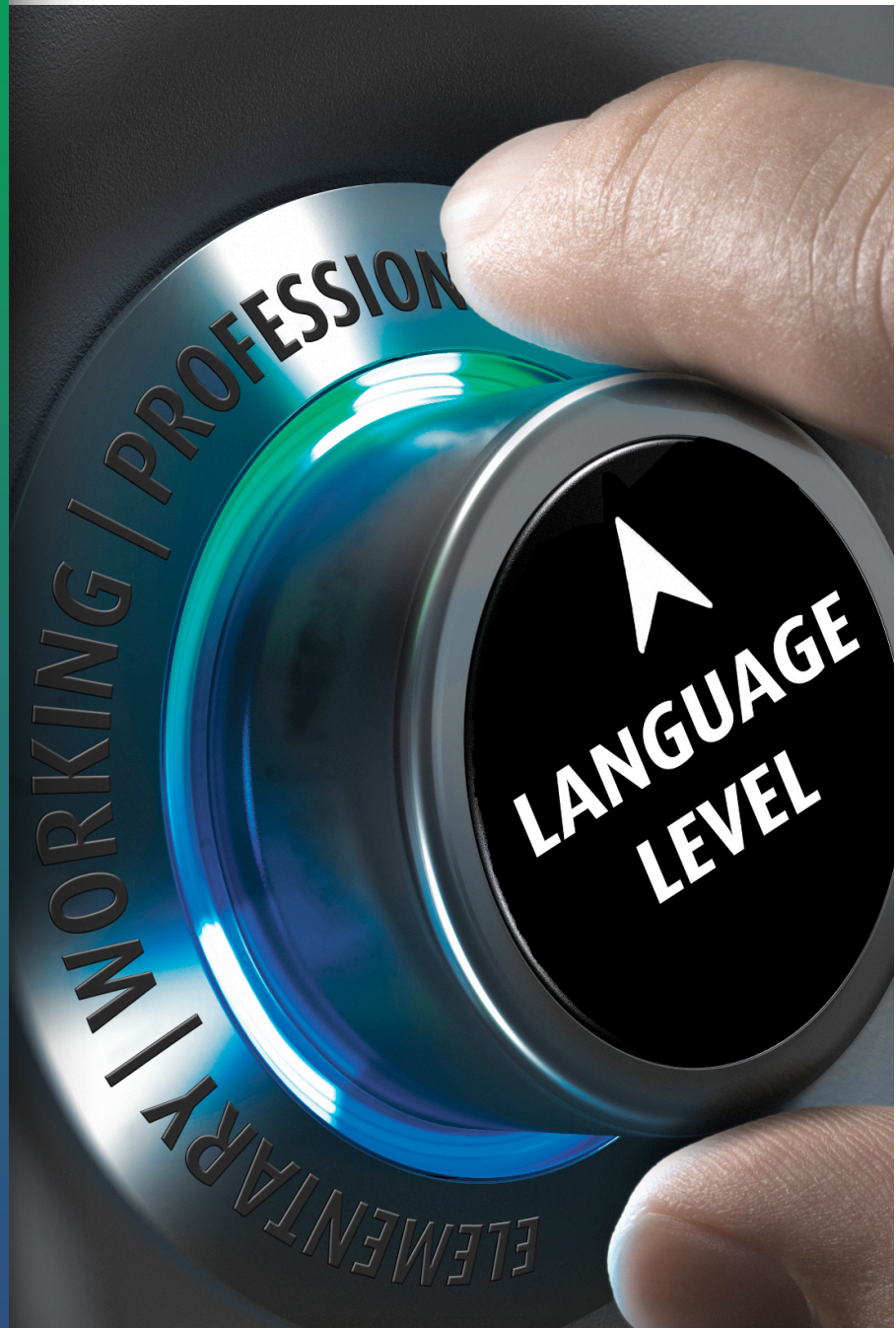


LANGUAGE PROFICIENCY ASSESSMENT



Connecting People Across
Language and Culture®

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GENERAL CONSIDERATIONS

The Language Proficiency Examination tests a person's ability to communicate in a particular language in four skill areas: listening, reading, grammar, and oral expression. The assessment measures proficiency as defined by the Interagency Language Roundtable (ILR) Skill Level Descriptions.

STRUCTURE

The four skill areas tested in each assessment are divided into two modules:

Module One consists of 63 multiple-choice questions that test listening, reading, and grammar. The listening and reading components contain 6 exercises with up to 4 corresponding questions each. All three components are tested at each of the levels described in Figure 1.

Module Two, which tests oral expression, is divided into three sections and is evaluated according to the Oral Expression Rubric. (See [Appendix A](#))

- Section 1* – The examinee is required to read a paragraph out loud, and is evaluated on his / her pronunciation according to the Oral Expression Rubrics.
- Section 2 – The examinee listens to five questions, and is instructed to answer orally using complete sentences.
- Section 3 – The examinee is presented with a picture, and is instructed to tell a two-minute long story.

* The pronunciation section of the Oral Expression Rubrics is only applied to the first section. The remaining components of the rubric (vocabulary, grammar, structure, fluency, and task completion) are applied to the second and third sections as a whole.

The assessment evaluates proficiency which is further broken down to **accuracy and fluency**. One of the variables in the measure of fluency is a 60 minute time limit for the entire assessment (modules one and two). For the test to remain valid, an examinee may not be allowed to extend the time limit or request a re-take due to not completing the entire assessment within the allotted time.

The proficiency level is determined and reported (see [Appendix B](#)) based on the portion of the assessment completed. Each module of the assessment is graded individually and then combined to determine an overall proficiency level.

PROFICIENCY LEVEL (ILR SKILL LEVEL)

POINTS

Elementary (Level 1)	0-69
Elementary, Plus (Level 1+)	70-98
Limited Working (Level 2)	99-120
Limited Working, plus (Level 2+)	121-135
General Professional (Level 3)	136-150

PROFICIENCY LEVELS DEFINED

Elementary Proficiency

Individual is able to communicate minimally with difficulty, understanding short utterances and non-complex written language; particularly where context strongly supports understanding. Can understand simple questions and statements about topics that refer to basic personal information, the immediate physical setting or familiar activities, and is only able to comprehend isolated words and phrases. Fluency is very limited because of hesitations, lack of vocabulary, inaccuracy, or failure to respond appropriately. Understanding is often uneven; some misunderstanding is possible due to passive grammar and lack of vocabulary.

Elementary Proficiency, plus

Individual is able to communicate and understand sentence-length utterances, main ideas and facts pertaining to highly familiar, everyday situations and basic social needs. Content continues to refer primarily to basic personal background and needs, social conventions, and familiar activities. Their utterances are often filled with hesitancy and inaccuracies; characterized by frequent pauses and self-corrections as they search for appropriate grammar and vocabulary, which is highly influenced by their first language. The individual can sometimes understand spontaneous face-to-face conversations, short routine telephone calls, and short paragraphs in familiar topics dealing with factual information.

Limited Working Proficiency

Individual is able to sustain understanding of connected discourse relevant to most situations and describe them through a wider range of vocabulary. In addition to understanding spontaneous and routine conversations, can also understand the main ideas and most details from short narratives pertaining to a variety of topics in different time frames or aspects; sometimes having to read material several times for understanding. Individuals at this level can express own ideas (although inconsistent) and sustain a semi-fluent conversation about a familiar topic.

Limited Working Proficiency, plus

Individual is able to understand main ideas and most details of most speech in a standard dialect; however, may not be able to sustain comprehension of propositionally and linguistically complex content. At this level there is better control of general vocabulary and structure, and therefore are almost always able to match the meanings derived from extra-linguistic knowledge with meanings derived from knowledge of the language. Can express all thoughts at a higher register through long sentences and ample vocabulary and maintain fluent conversation at a higher level. Occasional misunderstandings may still occur; however, repetition is rarely necessary, and misreading is rare.

General Professional Proficiency

Individual is able to read and speak fluently and accurately; understanding all forms and styles of speech in any setting, both familiar and unfamiliar. Shows strong cultural framework and is able to grasp socio-cultural nuances of the message. Can relate inferences to real-world knowledge and understand almost all sociolinguistic and cultural references. Can participate and initiate all communication in any subject/situation, both familiar and unfamiliar, without difficulty.





GETTING STARTED

Designate A Testing Area

This assessment requires a computer with access to high-speed internet and speakers or headphones and a telephone nearby. The assessment should be completed in a quiet area without interruptions. Before accessing the assessment, all other programs and browser windows should be closed.

Technical Requirements

Browser requirements are as follow:

BROWSER	MINIMUM VERSION	RECOMMENDED VERSION
 Google Chrome	30.0	Latest
 Modzila FireFox	25.0	Latest
 Apple Safari	6	Latest
 Microsoft Internet Explorer	9	Latest

Schedule a Mock Assessment

Before starting the first assessment, schedule a mock assessment to ensure that no technical or security features will interfere with the assessment. To schedule simply email tad@masterword.com with the date and time you would like to complete the mock assessment.

Designate A Points of Contact

Before testing, it is imperative that we identify who can authorize assessments, who will receive the login information, and who will receive the [assessment results](#).

Schedule an Assessment

Assessments may be scheduled online or by emailing TAD@masterword.com. At a minimum, the request must include the language, assessment type (language proficiency), examinee's name, email address, and the time and date for the assessment. Any assessment scheduling requests with less than a 24 hour notice must be made by calling 281-589-0810.

Appendix A

ORAL EXPRESSION RUBRIC

	0	Elementary (1)	Elementary, plus (2)	Limited Working (3)	Limited Working, plus (4)	General Professional (5)
Vocabulary	no response	Inaccurate and insufficient vocabulary; constant English language interference impedes comprehension.	Limited vocabulary; frequent English language interference.	Appropriate vocabulary, but may have occasional English language interference.	Considerable variety of vocabulary used with few mistakes.	Rich, precise and accurate vocabulary used.
Grammar	no response	Numerous grammatical errors occur, making communication difficult. Time concepts are vague. More than 75% of the message is obscured.	Limited control of simple structures, with errors throughout. More than 50% of the message is obscured.	Control of at least three simple structures with few errors; may use complex structures with little or no control. Grammatical errors that occur do not interfere with delivery of speech. Less than 25% of the message is obscured.	Use of complex structures; although a few errors may occur in these structures, there is generally good to very good control of elementary structures. Makes few mistakes that do not obscure the rendition significantly.	Use and control of a variety of structures; occasional errors may occur, but there is no pattern to the type of error committed. Shows native/near-native usage.
Structure	no response	Only uses words, simple phrases and chunks of language. More than 75% of the meaning is frequently obscured by mistakes.	Demonstrates poor grammatical and structural control. More than 50% of syntax is influenced by their first language.	Less than 25% of grammatical errors. These errors do not interfere with delivery of speech. Rarely uses complex sentences.	Demonstrates good grammatical and structural control.	Demonstrates exceptional grammatical and structural control. Use of structural devices is flexible and elaborate. Native to near-native usage.
Fluency	no response	Continual hesitation. Fluency is very limited, and pauses disrupt the communication process.	The individual hesitates frequently and self-corrects. Problems with pronunciation distort meaning and inhibit communication in some instances. Labored Fluidity.	Individual speaks with some hesitation, but is overall able to sustain a fluent conversation. Problems with pronunciation do not prevent communication.	Individual speaks very clearly without hesitation. Pronunciation and intonation sound natural.	Steady, fluid speech. Typical of an educated, native speaker.
Task Completion	no response	Inadequate task and idea development and vocabulary usage.	Minimal vocabulary usage with poor task and idea development.	Completes the task, relevantly covers the topic. May omit some information, but message is essentially intact.	Appropriately completes the task, covers the topic well.	Fully completes the task, thoroughly covers the topic. Ideas are well developed.
Pronunciation (Section 1 only)	no response	Barely intelligible. Was able to correctly pronounce no more than 20% of the words.	Numerous errors, difficult to understand because of mispronunciation and/or excessive native language interference. Pronunciation errors in more than 60% of the words.	Pronunciation is understandable despite much native language interference. Comprehensible with a slight effort. Pronunciation errors in more than 40% but less than 60% of the words.	Understandable, minimum native language interference. Pronunciation and intonation that is close to native in most respects. Pronunciation errors in more than 20% but less than 40% of the words.	Easily understood. Typical of a native speaker.

Appendix B

LANGUAGE PROFICIENCY ASSESSMENT RESULTS

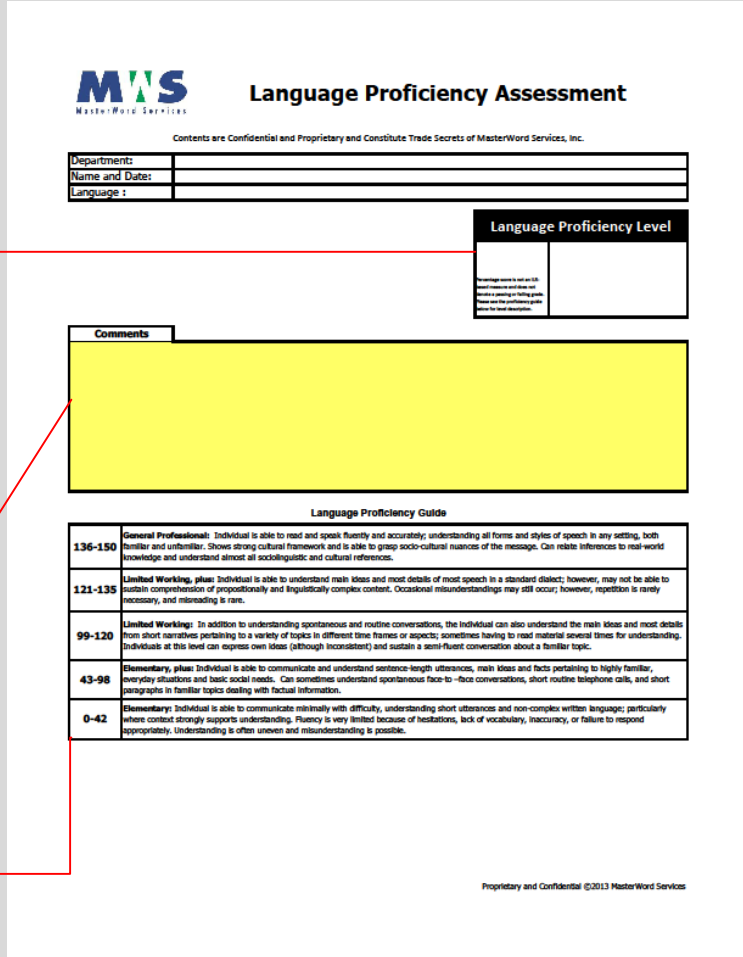
All Language Proficiency Assessment results are reported in the following format. The language proficiency score is represented according to the guide at the bottom of the report: General Professional, Limited Working (plus) or Elementary (plus). The report also includes the individual's raw score and detailed comments from a language expert regarding the individual's performance on the oral expression component of the assessment.

MasterWord Services does not determine what level of performance is required for a person to be eligible to speak directly to clients in the foreign language. However, we provide a brief description of each level of performance and allow each organization to determine what level of performance to require of its employees.

The "Language Proficiency Level" contains the performance level of the examinee based on the ILR standard correspondent to his/her raw score on the assessment. This Score can be used to determine whether or not the individual has met the organization's performance requirements. We have also included the percentage score which is NOT an ILR based measure and does not denote a passing or failing grade.

The "Comment" section contains detailed comments regarding his/her oral performance.

This guide provides a brief description of each score.



MWS
MasterWord Services

Language Proficiency Assessment

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Department:	
Name and Date:	
Language :	

Language Proficiency Level	
Raw Score	
Percentage Score	

Comments

Language Proficiency Guide

136-150	General Professional: Individual is able to read and speak fluently and accurately, understanding all forms and styles of speech in any setting, both familiar and unfamiliar. Shows strong cultural framework and is able to grasp socio-cultural nuances of the message. Can relate inferences to real-world knowledge and understand almost all sociolinguistic and cultural references.
121-135	Limited Working, plus: Individual is able to understand main ideas and most details of most speech in a standard dialect; however, may not be able to sustain comprehension of propositionally and linguistically complex content. Occasional misunderstandings may still occur; however, repetition is rarely necessary, and misreading is rare.
99-120	Limited Working: In addition to understanding spontaneous and routine conversations, the individual can also understand the main ideas and most details from short narratives pertaining to a variety of topics in different time frames or aspects; sometimes having to read material several times for understanding. Individuals at this level can express own ideas (although inconsistent) and sustain a semi-fluent conversation about a familiar topic.
43-98	Elementary, plus: Individual is able to communicate and understand sentence-length utterances, main ideas and facts pertaining to highly familiar, everyday situations and basic social needs. Can sometimes understand spontaneous face-to-face conversations, short routine telephone calls, and short paragraphs in familiar topics dealing with factual information.
0-42	Elementary: Individual is able to communicate minimally with difficulty, understanding short utterances and non-complex written language; particularly where context strongly supports understanding. Fluency is very limited because of hesitations, lack of vocabulary, inaccuracy, or failure to respond appropriately. Understanding is often uneven and misunderstanding is possible.

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