



Michigan Technological University
**International Programs
 and Services**

PLEASE NOTE PRIOR TO COMPLETION OF THIS FORM:

- English Language Proficiency is a required component of the J-1 Scholar program, pursuant to 22 CFR 62.10(a)(2) and the U.S. Department of State.
- Michigan Tech is required to test the ability, in an objective manner, of the visitor to both participate fully in the J-1 Exchange Program **AND** to function optimally in the community using English as their language.
- This interview must be conducted by at least two people within the sponsoring department and **both** individuals must agree that the prospective scholar is competent in the English Language.
- Interviews should be recorded and submitted to the International Program & Services Department until the visitor’s program is completed.
 - Even if the department has had prior interviews with the scholar to determine their qualifications for the J-1 program, OIS is unable to proceed with a J-1 request if there is no documentation of English proficiency.
- **A minimum score of 3 must be recorded in EACH of the questions in the chart.**
 - If the scholar does not receive a score of 3 **in each section**, they will not be considered proficient. In order to participate in the J-1 program, they will need to present further evidence of proficiency, such as the results from one of the six [accepted online tests](#).

J-1 English Proficiency: Interview Assessment Report

Prospective Exchange Visitor: Country of Citizenship: Interview One Name: Interviewer Two Name:
 Department: Interview Date:

Questions	Score from 0 - 4*	Assessment Comments
SCORES: 0 = No comprehension; 1 = Very limited comprehension; 2 = Fair comprehension; 3 = Good comprehension; 4 = Excellent comprehension		
Please share a little about your previous experiences traveling and/or living abroad. If you have not traveled outside your home country, please share a little about what you will do to prepare for your time in the U.S.		
What motivated you to pursue a research position at Michigan Technological University?		
What do you think will be the most challenging aspect of living and working in the U.S.?		
How do you think that the time you spend at Michigan Technological University will benefit you personally and professionally?		
Please enter additional J program content-area questions, and questions developed to gauge whether the prospective scholar will be able to function on a day-to-day basis in the U.S. and this specific program.		

Interviewer 1's Overall Assessment and Signature:

Interviewer 2's Overall Assessment and Signature:



TOEFL

**iBT/Next Generation TOEFL Test
Independent Speaking Rubrics (Scoring Standards)**

Score	General Description	Delivery	Language Use	Topic Development
4	The response fulfills the demands of the task, with at most minor lapses in completeness. It is highly intelligible and exhibits sustained, coherent discourse. A response at this level is characterized by all of the following:	Generally well-paced flow (fluid expression). Speech is clear. It may include minor lapses, or minor difficulties with pronunciation or intonation patterns, which do not affect overall intelligibility.	The response demonstrates effective use of grammar and vocabulary. It exhibits a fairly high degree of automaticity with good control of basic and complex structures (as appropriate). Some minor (or systematic) errors are noticeable but do not obscure meaning.	Response is sustained and sufficient to the task. It is generally well developed and coherent; relationships between ideas are clear (or clear progression of ideas).
3	The response addresses the task appropriately, but may fall short of being fully developed. It is generally intelligible and coherent, with some fluidity of expression though it exhibits some noticeable lapses in the expression of ideas. A response at this level is characterized by at least two of the following:	Speech is generally clear, with some fluidity of expression, though minor difficulties with pronunciation, intonation, or pacing are noticeable and may require listener effort at times (though overall intelligibility is not significantly affected).	The response demonstrates fairly automatic and effective use of grammar and vocabulary, and fairly coherent expression of relevant ideas. Response may exhibit some imprecise or inaccurate use of vocabulary or grammatical structures or be somewhat limited in the range of structures used. This may affect overall fluency, but it does not seriously interfere with the communication of the message.	Response is mostly coherent and sustained and conveys relevant ideas/information. Overall development is somewhat limited, usually lacks elaboration or specificity. Relationships between ideas may at times not be immediately clear.
2	The response addresses the task, but development of the topic is limited. It contains intelligible speech, although problems with delivery and/or overall coherence occur; meaning may be obscured in places. A response at this level is characterized by at least two of the following:	Speech is basically intelligible, though listener effort is needed because of unclear articulation, awkward intonation, or choppy rhythm/pace; meaning may be obscured in places.	The response demonstrates limited range and control of grammar and vocabulary. These limitations often prevent full expression of ideas. For the most part, only basic sentence structures are used successfully and spoken with fluidity. Structures and vocabulary may express mainly simple (short) and/or general propositions, with simple or unclear connections made among them (serial listing, conjunction, juxtaposition).	The response is connected to the task, though the number of ideas presented or the development of ideas is limited. Mostly basic ideas are expressed with limited elaboration (details and support). At times relevant substance may be vaguely expressed or repetitious. Connections of ideas may be unclear.
1	The response is very limited in content and/or coherence or is only minimally connected to the task, or speech is largely unintelligible. A response at this level is characterized by at least two of the following:	Consistent pronunciation, stress, and intonation difficulties cause considerable listener effort; delivery is choppy, fragmented, or telegraphic; frequent pauses and hesitations.	Range and control of grammar and vocabulary severely limit (or prevent) expression of ideas and connections among ideas. Some low-level responses may rely heavily on practiced or formulaic expressions.	Limited relevant content is expressed. The response generally lacks substance beyond expression of very basic ideas. Speaker may be unable to sustain speech to complete the task and may rely heavily on repetition of the prompt.
0	Speaker makes no attempt to respond OR response is unrelated to the topic.			