



# English Language Instructor Referral Form

for International Students Applying for Admission to The Park School of Baltimore

ENGLISH LANGUAGE INSTRUCTOR REFERRAL FORM

## General Information

name of student current grade

name of instructor completing this form name of school or English language program

length of time this student has been in your English class average number of instructional hours per week in English

## Part I: Personal Attributes

1. Please comment on this student's stance toward learning and using the English language:

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2. Please comment on this student's confidence in speaking English:

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3. Please note your observations about this student's study habits and ability to persevere when met with academic challenges:

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Please check the box next to the level which best describes the student's abilities in the following skill areas:

## Part II: Oral/Aural

- Level 1:** Understands simple questions and statements regarding simple personal information such as age, nationality, family members, daily routines, etc. if spoken slowly and distinctly. Asks and answers simple questions and statements. However, a vocabulary is inadequate to express anything but the most elementary needs. Errors in grammar and pronunciation are frequent.
- Level 2:** Understands, asks and answers most questions and statements. The student can get the main idea of most conversations at normal speed on familiar topics. Able to converse in most social situations on topics such as school, work, and family but without complete control of structure. Can understand and follow simple oral instruction given in a classroom setting.
- Level 3:** Understands most informal questions, statements, and conversations at normal speed. Understands classroom lectures on familiar topics. Participates effectively in social conversations and classroom discussions making only occasional errors. Control of grammar is good and errors never interfere with ability to be understood. Can make 2-3 minute presentation on a pre-assigned topic in a classroom setting.

## Part II: Oral/Aural, *cont'd.*

- Level 4:** Understands and participates effectively in any conversation with an advanced degree of fluency. Errors are rare and informal interpreting to and from the language can be handled. Understands classroom lectures at normal speed and takes notes effectively. Understands the main idea of news reports on television or radio. Can make presentations of 10-15 minutes.
- Level 5:** Speaking proficiency is near equivalent to that of a native speaker. Can give full presentations of varying lengths in a classroom setting and answer questions from the audience with ease. Can participate effectively in classroom debates.

*Please check the box next to the level which best describes the student's abilities in the following skill areas:*

## Part III: Reading

- Level 1:** Reads and understands short elementary level material for non-native speakers of a narrative, descriptive, or process nature with a vocabulary of approximately 200 words.
- Level 2:** Reads and understands most narrative and descriptive texts of varying lengths. Reads and understands elementary expository writing such as short texts on science, history, current events; information from the Internet, and short newspaper and magazine articles with frequent use of a bilingual dictionary.
- Level 3:** Reads and understands most expository materials and specialized materials with frequent use of a bilingual dictionary. Can read short stories with good comprehension of plot when given cultural explanations. Can read short magazine and newspaper articles.
- Level 4:** Reads and understands general expository material and specialized texts with use of an all-English dictionary. Can understand figurative language and recognize an author's purpose in writing. Can read all magazines and newspapers.
- Level 5:** Reads and understands general expository material from all sources, displays ability to extract salient elements and rarely needs a dictionary. Can read and analyze literature written in English (short stories, novels, plays, and poetry) in terms of plot, character, mood, setting, and theme.

*Please check the box next to the level which best describes the student's abilities in the following skill areas:*

## Part IV: Writing

- Level 1:** Writes statements and questions on simple personal topics such as age, nationality, family members, daily routines, etc. with minimum control of basic patterns.
- Level 2:** Can write organized descriptive or narrative paragraphs and can produce short compositions (2-3 paragraphs) when given a model. Can write short letters to friends and fill out simple forms requesting personal information such as customs cards, hotel registration form, etc.
- Level 3:** Can write 4-6 paragraph narrative, descriptive, or expository composition with good organization including introduction and conclusion and relatively few errors in structure and language use. Can write formal/business letters to request information or respond to requests.
- Level 4:** Can write persuasive, argumentative, compare, and contrast essays with only occasional errors and good control of organization. Can outline, draft, and revise essays with minimal guidance.
- Level 5:** Can handle all forms of written expression. Writes with only occasional errors in idiom and demonstrates excellent control of organization.