



**Initial interview assessment for new students:  
with interpretation related to the  
*Language Proficiency Benchmarks***

**For use with students who are newly arrived  
in the school**

✓ appropriate box as interview proceeds

\* response may not be accurate but indicates a reasonable level of comprehension

		No response	Some comprehension but unsure response	Response indicating comprehension*
<b>1</b>	What is your name?			
<b>2</b>	How old are you?			
<b>3</b>	What language do you speak at home?			
<b>4</b>	Where do you live?			
<b>5</b>	Have you brothers and sisters?			
<b>6</b>	What games do you like to play?			

**Only proceed to 7 if the student has answered some or all of questions 1-6**

<b>7</b>	How did you come to school today?			
<b>8</b>	Did you go to school in another place? (if applicable)			
<b>9</b>	Tell me about your last school			
<b>10</b>	What was your best subject?			
<b>11</b>	What did you not like in school?			
<b>12</b>	What will you do today after school?			
<b>13</b>	What would you like to be when you finish school?			

## **Interpretation of initial interview assessment**

### **Questions 1-7**

Inability to answer a single question between 1-6 indicates that the student

- 1) has little or no English language proficiency or
- 2) may lack confidence in replying at an early stage following admission to the school.

Ability to answer some or all of questions 1-6 indicates some level of proficiency. Observation is necessary over the following weeks with the use of further checklists to identify the student's proficiency in relation to the ***Language Proficiency Benchmarks***.

If the student is unable to proceed to question 7 the likely level of proficiency is in the A1 range in the ***Language Proficiency Benchmarks***. However, it is inevitable that proficiency levels will vary across different skills areas. For example, the student may be at A1 level in some activities which are based on *spoken interaction*, but may not be capable of reading or producing written text. In this case, broad achievement at A1 level provides the first set of learning objectives.

### **Questions 7 - 13**

These questions are progressively more difficult and involve the use of past and future tenses as well as the conditional. If a student identifies the different tenses but replies inaccurately then he/she may have some competence at proficiency level A2 but is generally at A1 level.

If the student **both** identifies the tense used in the question **and** responds accurately then he/she may have spoken interaction proficiency in the A2/B1 range. It is necessary to apply further observational checklists in the following weeks to ascertain, in particular, where deficiencies exist in other skills such as reading or writing.

**It is important to remember that, for any student, language proficiency will not be consistent at the same level across all skills areas and units of work. Therefore learning objectives should be set in accordance with observed and noted individual strengths and weaknesses.**