

## RLL Graduate Student Language Assessment Form

Name: ..... Date: .....

Language: ..... Evaluator: .....

Graduate Adviser: .....

### **ASSESSMENT**

#### **Academic writing**

Sample: .....

Assessment: .....

.....  
.....

#### **Speaking**

Sample: .....

Assessment: .....

.....  
.....

#### **Correcting student writing samples**

Sample: .....

Assessment: .....

.....  
.....

### **RECOMMENDATIONS**

**1-on-1 tutoring (i.e., for writing)**  .....

.....  
.....

**Course(s) on campus**  .....

.....  
.....

**Target language immersion program**  .....

.....  
.....

### **QUALIFIED LINGUISTICALLY to teach the following courses:<sup>1</sup>**

SPANISH 101 102 103 201 202 203 204 205 20202 20302 20402 20602

FRENCH 101 102 103 201 202 203 205 206

ITALIAN 101 102 103 201 202 203 204

<sup>1</sup>The coordinator will do her best to give qualified students teaching opportunities at more than one level, contingent on course availability.

# RLL Graduate Student Language Assessment

## General

Given the importance of strong linguistic proficiency for both the classes that graduate students will take and the classes they will eventually teach, the language coordinators will assess their spoken and written skills before the year begins and will make recommendations regarding skill areas in need of further development.

## Assessment Dates

Language assessments will take place during Orientation week each year.

## Procedure

- 1) The language coordinator will assess students during O-week and will review the spoken and written assessment samples and the assessment form with each student.
- 2) The language coordinator will then meet with the graduate adviser to go over the assessments and recommendations.
- 3) The graduate adviser will meet with each student to go over the application of the language coordinator's recommendations and will give a copy of the completed assessment form to the student.
- 4) Students are expected to confer with the language coordinator before finalizing any language course or program plans (to make sure that the language coordinator feels that the course or program is an effective one).
- 5) Students must be deemed linguistically proficient to be a language assistant for at least the beginning language level before their language assistant duties begin (depending on the language, in winter or spring of year 2 of their fellowship). Students who do not meet the linguistic requirement for beginning-level teaching in year 1 will be reassessed during O-week of year 2. If the student does not meet this requirement after the second assessment, there will be a meeting regarding the student's fellowship package.

Students may teach a second-year literature or culture workshop as a language assistant if they are assessed to be linguistically qualified to teach that level.

- 6) Students who would like to teach additional course levels than those indicated on their original assessment form may work on their linguistic skills and then petition to retake the assessment test. Assignment to additional course levels, however, will depend on course availability.