

Ivanhoe International Center South Dakota School of Mines and Technology 501 East Saint Joseph Street Rapid City, SD 57701 **DAKOTA** <u>international@sdsmt.edu</u>

(605) 394-6884

English Proficiency Evaluation Form

To the applicant:

Complete this section and give it to an advisor/faculty member who is in a position to evaluate your potential for success at the South Dakota School of Mines & Technology

Family name	e: First name:
Degree sou	ght at current university:
Intended ac	ademic area of study:
How long ha	ave you received instruction in the language?
To the Evalu	uator:
determine t carefully co	or your willingness to help us evaluate this candidate for our university. We wish to he applicant's probability of success in the chosen academic field. Your comments will be assidered as one part of the admission evaluation process. If you wish to address additional overed here, please attach a separate letter.
Evaluator's	name: Evaluator's Position:
Listening Co	omprehension - Check the one that applies most
	Understands complex general listening texts as well as listening texts relevant to above subject without any difficulty.
	Understands demanding general listening texts and listening texts in above subject, e.g. lectures.
	Understands main content of a variety of listening texts pertaining to general situations and in the context of work and studying in above subject.
	Understands the main information in clear standard language on familiar topics.
	Can usually only understand simple expressions with some effort. Help needed with repetition and translation.
	Has great difficulty in understanding simple expressions.
Spoken Lan	guage - Check the one that applies most
	Has no problem in speaking in general situations and in context of subject named above using appropriate register.
	Speaks fluently but makes occasional errors in general situations and on subject named above, e.g. in academic discussions.
	Speaks comprehensibly, despite errors, with a degree of fluency and uses a limited range of vocabulary on general topics and in the context of work and studying in above subject.
	Can speak about everyday topics using simple structures and a limited range of vocabulary but lacks fluency and makes mistakes.
	Can make use of a number of common expressions relevant to everyday situations.

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Н	as great difficulty in making himself/herself understood
	uage - Check the one that applies most
	as no difficulty in writing in general situations and in context of subject named above
	sing appropriate stylistic register.
	/rites fluently on general topics and on topics relevant to subject named above, e.g.
	ssignments, but makes occasional errors.
	an write comprehensible texts with a limited range of vocabulary on general topics and in
	ne context of work and studying in the above subject.
	an write simple texts with limited vocabulary but makes grammatical errors.
	an write brief statements on personal matters but makes numerous errors.
Н	as great difficulty in formulating thoughts in written form.
Reading Com	prehension - Check the one that applies most
	nderstands complex general texts and texts relevant to above subject without any
	ifficulty.
	nderstands demanding general texts as well as written texts on above subject, e.g.
	eriodicals.
U	nderstands the main content of demanding written texts on general topics and within
	ne context of work and studying in above subject.
	nderstands the most important information in written texts on familiar topics.
	an select specific, predictable information from simple texts.
	as great difficulty in understanding even simple texts.
Reference and (a) et (b) et (c) et	with the levels of language competence of the Common European Framework of d the UNicert System: wa C2/ UNicert-Stufe IV/ (a) approx. C21 UNicert level IV; wa C1 I UNicert-Stufe III/ (b) approx. C11 UNicert III; wa 82 / UNicert-Stufe II/ (c) approx. 821 UNicert level//: (d) etwa 81 /UNicert-Stufe 1/ prox. 811 UNicert level/ mments:
Evaluator's si	gnature: Date:

Once completed, please email this form to international@sdsmt.edu. Thank you again for your help.

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