## Checklists Based on Proficiency Guidelines

Here's how to use these checklists. You may want to make a photocopy of them so that more than one person can use them. You might also want to use pencil, so that you can erase your answers and use the checklist again.

1. Read each statement, and for each one circle the number which you feel best expresses how well you think you do when actually using the target language in specific, real-life situations.
2. If you feel that a statement describes something you would never want to do in the language, disregard it.
3. Go back and look at your answers for each level. For example, look at the Intermediate Level tasks. If you have marked yourself as at least adequate for nearly all of the items then you can assume that you have achieved that level of proficiency. If you have marked yourself as adequate for about half of the items, you may be in the upper range of the next lowest level.
4. Record your assessment of your level on the proficiency summary worksheet. (You may also want to photocopy that sheet and keep the original as a master copy.)

## Writing Tasks for Unwritten Languages

Using the IPA or a provisional script:

1. I can write the names for 10 or more concrete objects in each of the following areas: furniture, plants, animals, tools, machines, food items

| 1 | 2 | 3 | 4 | 5 | 6 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| not at all | barely | somewhat | adequately | well | extremely well |

2. I can write the words for various classes of people, such as men, women, boys, girls, babies

| 1 | 2 | 3 | 4 | 5 | 6 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| not at all | barely | somewhat | adequately | well | extremely well |

3. I can write the words for the major color distinctions in the target language

| 1 | 2 | 3 | 4 | 5 | 6 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| not at all | barely | somewhat | adequately | well | extremely well |

4. I can describe in writing the size or age of objects and people, such as a tall tree, or a small child

| 1 | 2 | 3 | 4 | 5 | 6 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| not at all | barely | somewhat | adequately | well | extremely well |

5. I can write down names of common food and drink items

| 1 | 2 | 3 | 4 | 5 | 6 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| not at all | barely | somewhat | adequately | well | extremely well |

6. I can write the words for common actions

| 1 | 2 | 3 | 4 | 5 | 6 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| not at all | barely | somewhat | adequately | well | extremely well |

7. I can write almost any sentence I know how to say

| 1 | 2 | 3 | 4 | 5 | 6 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| not at all | barely | somewhat | adequately | well | extremely well |

8. I can write dates and numbers

1
not at all
barely
2
3
somewhat

4
adequately

5
well

6
extremely well

## Intermediate Level Tasks

1. I can write simple descriptions of things, people or places

| 1 | 2 | 3 | 4 | 5 | 6 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| not at all | barely | somewhat | adequately | well | extremely well |

2. I can write simple paraphrases of something I hear

| 1 | 2 | 3 | 4 | 5 | 6 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| not at all | barely | somewhat | adequately | well | extremely well |

3. I can write short essays about my life, work, or experience

| 1 | 2 | 3 | 4 | 5 | 6 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| not at all | barely | somewhat | adequately | well | extremely well |

4. I can write down transcriptions of short dialogues between native speakers of the language, if they are talking about a situation or topic familiar to me.

| 1 | 2 | 3 | 4 | 5 | 6 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| not at all | barely | somewhat | adequately | well | extremely well |

## Advanced Level Tasks

1. I can write a discourse of at least several paragraphs in length on familiar topics

| 1 | 2 | 3 | 4 | 5 | 6 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| not at all | barely | somewhat | adequately | well | extremely well |

3. I can write a detailed summary, such as minutes of a meeting

| 1 | 2 | 3 | 4 | 5 | 6 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| not at all | barely | somewhat | adequately | well | extremely well |

4. I can write stories or anecdotes about things that have happened to me

| 1 | 2 | 3 | 4 | 5 | 6 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| not at all | barely | somewhat | adequately | well | extremely well |

5. I can write descriptions of persons, places, activities

| 1 | 2 | 3 | 4 | 5 | 6 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| not at all | barely | somewhat | adequately | well | extremely well |

## Superior Level Tasks

1. I can write memos or announcements

| 1 | 2 | 3 | 4 | 5 | 6 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| not at all | barely | somewhat | adequately | well | extremely well |

2. I can write a full transcription of a recording of an oral discourse without having to go back and listen many times

| 1 | 2 | 3 | 4 | 5 | 6 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| not at all | barely | somewhat | adequately | well | extremely well |

3. I can write an article for the local newspaper

| 1 | 2 | 3 | 4 | 5 | 6 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| not at all | barely | somewhat | adequately | well | extremely well |

4. I can translate a text into the target language so that it sounds natural

| 1 | 2 | 3 | 4 | 5 | 6 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| not at all | barely | somewhat | adequately | well | extremely well |

