

Level Check Interview

Evaluate your new student's level.

Student name: Date:

Email address:

1. Beginner: A1

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|--|---|---|---|---|---|
| a. Giving personal information | 1 | 2 | 3 | 4 | 5 |
| What's your name? How do you spell your name? | | | | | |
| What's your email address? | | | | | |
| b. Talking about family | 1 | 2 | 3 | 4 | 5 |
| How many people are there in your family? | | | | | |
| Do you have any brothers or sisters? | | | | | |
| c. Talking about routines | 1 | 2 | 3 | 4 | 5 |
| Tell me about your day. What time do you usually get up? | | | | | |
| What do you have for breakfast? | | | | | |
| d. Describing living situation | 1 | 2 | 3 | 4 | 5 |
| Do you live in a house or an apartment? | | | | | |
| How many rooms are there? | | | | | |
| What things are there in your living room? | | | | | |
| e. Talking about work | 1 | 2 | 3 | 4 | 5 |
| Do you have a job? | | | | | |
| What do you do? | | | | | |
| What do you want to do? | | | | | |

Notes:

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2. Elementary: A2

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| a. Describing people | 1 | 2 | 3 | 4 | 5 |
| Tell me about your brother or sister or a friend. What does he or she look like? | | | | | |
| How tall or short is he/her? What is his/her hair color? What is his/her eye color? | | | | | |
| b. Describing feeling | 1 | 2 | 3 | 4 | 5 |
| If a woman yawns, how does she feel? If a man laughs, how does he feel? | | | | | |
| If a boy cries, how does he feel? | | | | | |
| c. Talking about body and health | 1 | 2 | 3 | 4 | 5 |
| Have you ever felt sore from playing a sport? What part of your body hurt? | | | | | |
| What did you do to feel better? | | | | | |
| d. Describing the future | 1 | 2 | 3 | 4 | 5 |
| What are you going to do this weekend? | | | | | |
| Describe your plans using 'be going to.' | | | | | |

Notes:

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3. Intermediate: B1

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|--|---|---|---|---|---|
| a. Talking about cooking | 1 | 2 | 3 | 4 | 5 |
| Do you like to cook? | | | | | |
| What meals can you make? | | | | | |
| Do you like to try new recipes? | | | | | |
| b. Describing the community | 1 | 2 | 3 | 4 | 5 |
| What city or town do you live in? | | | | | |
| Tell me about your neighborhood. | | | | | |
| c. Describing skills | 1 | 2 | 3 | 4 | 5 |
| What is your dream job? | | | | | |
| What skills do you need for that job? | | | | | |
| d. Agreeing and disagreeing | 1 | 2 | 3 | 4 | 5 |
| Many people believe it is important to use social media. | | | | | |
| Do you agree or disagree? | | | | | |
| Why? | | | | | |

Notes:

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4. Upper-Intermediate: B2

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|---|---|---|---|---|---|
| a. Talking about memory | 1 | 2 | 3 | 4 | 5 |
| Do you usually remember the names of people you meet? | | | | | |
| Is it easier for you to remember a person's name or face? | | | | | |
| How do you remember new vocabulary? | | | | | |
| b. Giving approximations | 1 | 2 | 3 | 4 | 5 |
| How many people live in your city, town or your country? | | | | | |
| How do you know? | | | | | |
| c. Making complaints | 1 | 2 | 3 | 4 | 5 |
| Have you ever complained about a problem? | | | | | |
| What was the problem? | | | | | |
| What was the outcome? | | | | | |
| d. Providing reasons why | 1 | 2 | 3 | 4 | 5 |
| Do you think social media is a positive thing? | | | | | |
| Why or why not? Explain. | | | | | |

Notes:

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5. Assessment

Suggested level:

Recommendations:

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Level Check Interview



- Level: n/a
- Updated: Feb 3, 2023
- Target: A guide to assess new students' English speaking ability.
- Target time: 30 minutes.
- Overview: This level check interview is suitable for private English teachers and consists of conversational prompts and open-ended questions to be read by you, the interviewer. Use the Interview Assessment Guidelines to help determine the approximate level of your new student. This document can be used by you if the English teaching organization you are affiliated with doesn't provide something suitable.

1. INTERVIEW AND SCORING

Interview your new student by asking the questions provided. Note that the student's name and email address can be recorded when the student answers questions in Part 1a.

- Circle an appropriate score for the student's answers based on the 'Interview Assessment Guidelines' below. Consider a variety of factors when evaluating answers, including whether the student is able to:
 1. Speak fluently without hesitation.
 2. Use conversational expressions appropriately.
 3. Use complete sentences and phrases appropriately.
 4. Pronounce words and phrases clearly.
- Consider the following scoring method:
 1. If the student consistently scores 3 or 4 in a level, progress steadily through the interview.
 2. If the student consistently scores 4 or 5 in a particular level, feel free to start questioning from the next level.
 3. Continue asking the questions until the student shows difficulty responding. When the student begins to consistently score 2 in any given level, this may be the recommended level for that student.

2. INTERVIEW ASSESSMENT GUIDELINES

Use the following guidelines to score a student's speaking ability on the scale for each question group..

1. Low

- a. Speaks with hesitation; occasionally does not respond verbally.
- b. Rarely responds with confidence; doesn't use much English.
- c. Speech is usually not easily understood.
- d. Rarely uses complete sentences and phrases appropriately.
- e. Rarely uses appropriate and varied vocabulary.
- f. Makes numerous errors in form or function.

2. Fair

- a. Speaks with hesitation.
- b. Rarely responds with confidence; often doesn't use English.
- c. Speech is not easily understood.
- d. Uses very few conversational expressions appropriately.
- e. Occasionally uses appropriate and varied vocabulary.
- f. Makes frequent errors in form or function.

3. Good

- a. Speaks fluently with a little hesitation.
- b. Usually responds with confidence.
- c. Speech is usually easily understood.
- d. Uses a few conversational expressions appropriately.
- e. Generally uses complete sentences and phrases appropriately.
- f. Uses appropriate and varied vocabulary on most occasions.
- g. Makes occasional errors in form or function.

4. Very good

- a. Speaks fluently without much hesitation.
- b. Speech is always clear and easily understood.
- c. Uses most conversational expressions appropriately.
- d. Almost always uses complete sentences and phrases appropriately.
- e. Almost always uses appropriate and varied vocabulary.
- f. Very few errors in form or function.

5. Excellent

- a. Speaks fluently without hesitation.
- b. Responds with confidence.
- c. Speech is clear and easily understood.
- d. Uses conversational expressions appropriately.
- e. Uses appropriate and varied vocabulary.
- f. Very few errors in form or function.