

Initial Interview Assessment for New Pupils

On the following page there is a set of questions for initial interview assessment of a new pupil. An interpretation of this assessment is provided below.

The purpose of this interview is to gain an initial view of a pupil's proficiency in Listening and Speaking. A more detailed assessment of the pupil's language proficiency will be conducted when the pupil has become familiar with the school surroundings.

The interpretation provided allows the pupil's early performance to be graded at A1, A2 and B1. These levels may be equated to the 1, 2, and 3 previously used by Department of Education and Science (see table below) in applications for Language Support Teachers. In the case that there appears to be a complete absence of any English language proficiency, the grade 0 (zero) may be applied.

Level 1 (now Level A1)	Level 2 (now level A2)	Level 3 (now level B1)
Very poor comprehension of English and very limited spoken English.	Understands some English and can speak English sufficiently well for basic communication.	Has competent communication skills in English.

Rating and grading for initial interview assessment

Performance	Interpretation	Action
Questions 1–6 No real response	Has little or no English language proficiency	First learning target is A1 in the Language Proficiency Benchmarks
	May be passing through a non-verbal period.	Apply the Observation checklist for the non-verbal period over the following weeks.
Questions 1–6 Responses to some or all questions	Some level of proficiency at least to A1 level . More rigorous assessment after 'settling down' will clarify this.	Work at A1 level and observe the pupil's performance in different skills – reading, writing, listening and speaking.
Questions 7–13 Pupil understands the question but responds inaccurately	Some level of proficiency at A2 level. More rigorous assessment later.	Work at A1/A2 level and observe the pupil's performance in different skills – reading, writing, listening and speaking.
Questions 7–13 Pupil understands the questions and responds with general accuracy.	Proficiency in spoken interaction in the A2/B1 range. Further assessment required later.	Work at A2/B1 level and observe the pupil's performance in different skills – reading, writing, listening and speaking.

It is important to remember that language proficiency will generally not be consistent at the same level across all skills areas and units of work. Learning objectives should be set in accordance with observed individual strengths and weaknesses.

It should also be noted that it may be difficult to obtain a clear view of a pupil's proficiency at an initial interview. Many factors can influence performance including strangeness, shyness, fear, shock etc.

Initial interview assessment for new pupil

✓ appropriate box as interview proceeds

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

NAME _____ CLASS _____

		No response	Some comprehension but unsure response	Response indicating comprehension*
1	Can you say 'Hello' to me?			
2	What is your name?			
3	What is your age?			
4	Where do you live?			
5	Have you got brothers and sisters?			
6	What games do you like to play?			
Only proceed to 7 if the pupil has answered some or all of questions 1–6				
7	How did you come to school today?			
8	Did you go to school in another place? (if applicable)			
9	Tell me about your last school			
10	What was your best subject?			
11	What did you not like in school?			
12	What will you do today after school?			
13	What would you like to be when you finish school?			