



**Initial interview assessment  
for new pupils  
With interpretation based on the  
*Language Proficiency Benchmarks***

√ appropriate box as interview proceeds

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

		No response	Some comprehension but unsure response	Response indicating comprehension*
1	What is your name?			
2	How old are you?			
3	What language do you speak at home?			
4	Where do you live?			
5	Have you brothers and sisters?			
6	What games do you like to play?			
<b>Only proceed to 7 if the pupil has answered some or all of questions 1-6</b>				
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?			



## Interpretation of initial interview assessment

### Questions 1-7

Inability to answer a single question between 1-6 indicates that the pupil

- 1) has little or no English language proficiency or
- 2) may be passing through a non-verbal period. If you suspect that 2 may be the case, apply the *Observation checklist for the non-verbal period* over the following weeks.

Ability to answer some or all of questions 1-6 indicates some level of proficiency. Observation is necessary over the following weeks with the use of further checklists to identify the pupil's proficiency in relation to the *Language Proficiency Benchmarks*.

If the pupil is unable to proceed to question 7 the likely level of proficiency is in the A1 range in the *Language Proficiency Benchmarks*. However, it is inevitable that proficiency levels will vary across different skills areas. For example, the pupil may be at A1 level in some activities which are based on *spoken interaction*, but may not be capable of reading or producing written text. In this case, broad achievement at A1 level provides the first set of learning objectives.

### Questions 7 - 13

These questions are progressively more difficult and involve the use of past and future tenses as well as the conditional. If a pupil identifies the different tenses but replies inaccurately then he/she may have some competence at proficiency level A2 but is generally at A1 level.

If the pupil **both** identifies the tense used in the question **and** responds accurately then he/she may have spoken interaction proficiency in the A2/B1 range. It is necessary to apply further observational checklists in the following weeks to ascertain, in particular, where deficiencies exist in other skills such as reading or writing.

**It is important to remember that, for any pupil, language proficiency will not be consistent at the same level across all skills areas and units of work. Therefore learning objectives should be set in accordance with observed and noted individual strengths and weaknesses.**

