



English Proficiency Evaluation

Applicants residing in following countries* cannot use this form.

*Japan, the United States, the United Kingdom, the Republic of Ireland, Australia, Canada, New Zealand, or the British West Indies

<Part 1> To be completed by applicant

Ask a language professional (preference given to high school / college English instructors) to complete part 2 of this form. The language professional should make a thorough assessment of the applicant’s English ability using available means (for example, the teacher might administer a test that is similar to the TOEFL). It is also helpful, though not required, if the instructor has taught the applicant for at least a year or more.

Name of applicant _____

I willingly waive my right to see this evaluation knowing that this waiver is not a condition for admission.

Signature _____

<Part 2> To be completed by evaluator

*Please make your evaluation of the applicant’s English ability as objectively and as detailed as possible. It is important to note that preference will be given to students who submit official test results. Therefore, the more thorough your assessment, and the more closely your assessment simulates an official test such as the TOEFL, the better we will be able to evaluate the applicant.

*Please return this evaluation **in a sealed envelope** with your signature over the seal to the applicant or directly mail this to: ACTS-ES Admissions Office, Tokyo Christian University, 3-301-5-1, Inzai City, Chiba, 270-1347 JAPAN.

a. Please check the appropriate boxes to indicate the applicant’s English ability. Please refer to the “Recommended Evaluation Rubric based on the TOEFL Rubric”(separate sheet) for guidelines on how to score the candidate.

	Excellent (approximately equivalent to TOEFL iBT 100 or more)	Good (approximately equivalent to TOEFL iBT 80 ~100)	Average (approximately equivalent to TOEFL iBT 60 ~ 80)	Below Average (approximately equivalent to TOEFL iBT 60 or below)
Speaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b. Please fill out the next page with a detailed explanation of your assessment of the applicant’s English abilities in each of the above areas. We also welcome you to attach any exam materials / exam results that you used in assessing the applicant.

The period you have taught the applicant _____/year _____/month ~ _____/year _____/month

Name _____ School Name _____

Position _____ Department _____

Address _____

Phone Number _____ Email _____

Date: _____/year _____/month _____/day Signature: _____

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Please write comments on the applicant's English abilities in each of the areas shown in the chart. If you need extra space, please use the back of this form.

Speaking

Listening

Writing

Reading

Recommended Evaluation Rubric based on the TOEFL Rubric

Skill	Suggested Task	Suggested rubric (Excellent Response)	Suggested Rubric (Below Average)
Speaking	Express an opinion on a familiar topic or speak based on a reading or listening task.	<ul style="list-style-type: none"> ● The response is highly intelligible and exhibits sustained coherent discourse. 	<ul style="list-style-type: none"> ● The response is limited in content and/or coherence is only minimally connected to the task or speech is largely unintelligible.
Writing	Write an essay response based on a reading or listening task. Support an opinion in writing.	<ul style="list-style-type: none"> ● Effectively addresses the topic and task. ● Is well-organized, well-developed using clearly appropriate explanation, exemplification and/or detail. ● Displays consistent facility in the use of language, though it may have grammatical errors. 	<ul style="list-style-type: none"> ● Serious disorganization or underdevelopment. ● Little or no detail or irrelevant specifics. ● Questionable responsiveness to the task. ● Serious frequent errors in sentence structure.
Reading	Read 2-3 passage from academic texts and answer questions.	<ul style="list-style-type: none"> ● Makes elaborate and valid text- to-self, text-to-text, and text-to- world connections independently. ● Explains theme or message in own words, acknowledging different interpretations, and offering supportive evidence. 	<ul style="list-style-type: none"> ● Identifies theme or message with guidance. ● Makes inferences when coached or given obvious clues from selection. ● Struggles to apply or misapplies information in text to own life or world.
Listening	Listen to a lecture, conversation, discussion and then answer questions.	<ul style="list-style-type: none"> ● The student is able to summarize every few sentences by stating main ideas 80% of the time. ● Gives clear ideas. ● Communicates effectively; almost always responds appropriately. 	<ul style="list-style-type: none"> ● The student is able to summarize every few sentences by stating main ideas if prompted. ● Ideas and purpose is not clear; usually does not respond appropriately or clearly and as a result, needs a lot of help communicating.