

J-1 English Proficiency Requirement

The U.S. Department of State mandated that J-1 exchange visitors including short-term scholars, research scholars, professors, specialists, and student interns have sufficient English proficiency [22 CFR §62.10(a)(2)].

Sponsors must establish and utilize a method to screen and select prospective exchange visitors to ensure that they are eligible for program participation, and that:

- (1) The program is suitable to the exchange visitor's background, needs, and experience; and,
- (2) The exchange visitor possesses sufficient English proficiency as determined by an *objective* proficiency measurement to *successfully participate in his or her program and to function successfully on a day-to-day basis*.

The host faculty must verify an applicant's English language proficiency through a recognized English language test, by signed documentation from an academic institution or English language school, or through a documented interview conducted by the sponsor either in-person or by videoconferencing, or, if videoconferencing is not possible, by telephone. If the host faculty member cannot firmly establish sufficient English proficiency, then it is not appropriate to request a DS-2019 for the J-1 exchange visitor, as s/he is not eligible for J-1 status.

To comply with this regulation, host faculty must submit documentation of a prospective J-1 scholar's English proficiency as part of the DS-2019 request process and ISSS must retain this in case of a government audit. **ISSS will not issue a DS-2019 without valid documentation.**

The English Proficiency Requirement can be satisfied by submitting documentation of at least one of the following:

- 1) Documentation that the prospective J-1 exchange visitor is a Native English speaker from Australia, Belize, Botswana, Canada (except Quebec), Commonwealth Caribbean, Ghana, Great Britain, Ireland, New Zealand, Nigeria, Scotland, Singapore, South Africa, or Zimbabwe.
- 2) Copy of diploma from U.S. institution or foreign institution where instruction occurred in English, and, if applicable, documentation that the instruction occurred in English.
- 3) Copy of official scores from one of the following English language tests taken within the last two years and meeting the stated minimum score noted below:

Language Assessment	Minimum Score	Website
TOEFL iBT	TOEFL Paper—537/ Internet-based—75	https://www.ets.org/toefl/ibt
IELTS	6.5	http://www.ielts.org/
TOEIC	785	https://www.ets.org/toEIC
PTE Academic	50	http://pearsonpte.com/
Common European Framework	B2	
CamLa (Cambridge/Michigan)	75	http://www.cambridgemichigan.org/

- 4) A signed letter from an academic institution or English language school that is internationally recognized indicating prospective exchange visitor's level of English proficiency. The letter must be: 1) dated within the last two years; 2) state the dates when the potential scholar attended the institution or school; and 3) affirm that the prospective exchange visitor achieved at least intermediate level skills.
- 5) J-1 English Proficiency Interview Assessment Report (see template on next page) from an interview conducted in English by host faculty member with the prospective exchange visitor. The interview can be conducted in person, via Skype or other videoconferencing method, or if videoconferencing is not available, telephone. The host faculty conducting the interview must be proficient in English.

The interview should address the content area of the proposed J-1 program and include the following questions:

- Please share a little about your previous experiences traveling and/or living abroad. If you have not traveled outside your home country, please share a little about what you will do to prepare for your time in the U.S.
- What motivated you to pursue a research position at the University of Colorado, Boulder?
- What do you think will be the most challenging aspect of living and working in the U.S.?
- How do you think that the time you spend at the University of Colorado Boulder will benefit you personally and professionally?

The interview should be assessed according to the TOEFL Independent Speak Rubric Scoring Standards:

https://www.ets.org/s/toefl/pdf/toefl_speaking_rubrics.pdf

J-1 English Proficiency Interview Assessment Report

Prospective Scholar: _____ Country of Citizenship: _____

Host Faculty Name: _____ Host Department: _____

Date of Interview: _____ Method: In-Person Videoconferencing Telephone

The host faculty member must assess the prospective scholar's English proficiency and submit documentation of proficiency to ISSS in order for a DS-2019 to be issued. The host faculty must 1) score each question; 2) provide an overall assessment; and 3) attest to the fact that the scholar has sufficient English proficiency to participate fully in the proposed J program and function in the U.S. on a day-to-day basis.

Question	Score	Assessment Comments
Please share a little about your previous experiences traveling and/or living abroad. If you have not traveled outside your home country, please share a little about what you will do to prepare for your time in the U.S.		
What motivated you to pursue a research position at the University of Colorado, Boulder?		
What do you think will be the most challenging aspect of living and working in the U.S.?		
How do you think that the time you spend at the University of Colorado Boulder will benefit you personally and professionally?		
Please enter additional J program content-area questions and questions developed to gauge whether the prospective scholar will be able to function on a day to day basis in the U.S. and this specific J program.		

Does the prospective J-1 exchange visitor have sufficient English proficiency to participate fully in the proposed J program and function on a day-to-day basis? Yes No

Host Faculty's Overall Assessment: Please address the extent to which you think the scholar will be able to function in the J program (e.g., collaborating with others in the department) and on a day-to-day basis (e.g., apply for a SSN, navigate public transportation, schedule a doctor's appointment, ask for directions, establish his/her life in Boulder).

Host Faculty Member's Signature: _____

Independent SPEAKING Rubrics

SCORE	GENERAL DESCRIPTION	DELIVERY	LANGUAGE USE	TOPIC DEVELOPMENT
4	The response fulfills the demands of the task, with at most minor lapses in completeness. It is highly intelligible and exhibits sustained, coherent discourse. A response at this level is characterized by all of the following:	Generally well-paced flow (fluid expression). Speech is clear. It may include minor lapses, or minor difficulties with pronunciation or intonation patterns, which do not affect overall intelligibility.	The response demonstrates effective use of grammar and vocabulary. It exhibits a fairly high degree of automaticity with good control of basic and complex structures (as appropriate). Some minor (or systematic) errors are noticeable but do not obscure meaning.	Response is sustained and sufficient to the task. It is generally well developed and coherent; relationships between ideas are clear (or clear progression of ideas).
3	The response addresses the task appropriately but may fall short of being fully developed. It is generally intelligible and coherent, with some fluidity of expression, though it exhibits some noticeable lapses in the expression of ideas. A response at this level is characterized by at least two of the following:	Speech is generally clear, with some fluidity of expression, though minor difficulties with pronunciation, intonation, or pacing are noticeable and may require listener effort at times (though overall intelligibility is not significantly affected).	The response demonstrates fairly automatic and effective use of grammar and vocabulary, and fairly coherent expression of relevant ideas. Response may exhibit some imprecise or inaccurate use of vocabulary or grammatical structures or be somewhat limited in the range of structures used. This may affect overall fluency, but it does not seriously interfere with the communication of the message.	Response is mostly coherent and sustained and conveys relevant ideas/information. Overall development is somewhat limited, usually lacks elaboration or specificity. Relationships between ideas may at times not be immediately clear.
2	The response addresses the task, but development of the topic is limited. It contains intelligible speech, although problems with delivery and/or overall coherence occur; meaning may be obscured in places. A response at this level is characterized by at least two of the following:	Speech is basically intelligible, though listener effort is needed because of unclear articulation, awkward intonation, or choppy rhythm/pace; meaning may be obscured in places.	The response demonstrates limited range and control of grammar and vocabulary. These limitations often prevent full expression of ideas. For the most part, only basic sentence structures are used successfully and spoken with fluidity. Structures and vocabulary may express mainly simple (short) and/or general propositions, with simple or unclear connections made among them (serial listing, conjunction, juxtaposition).	The response is connected to the task, though the number of ideas presented or the development of ideas is limited. Mostly basic ideas are expressed with limited elaboration (details and support). At times relevant substance may be vaguely expressed or repetitious. Connections of ideas may be unclear.
1	The response is very limited in content and/or coherence or is only minimally connected to the task, or speech is largely unintelligible. A response at this level is characterized by at least two of the following:	Consistent pronunciation, stress and intonation difficulties cause considerable listener effort; delivery is choppy, fragmented, or telegraphic; frequent pauses and hesitations.	Range and control of grammar and vocabulary severely limit or prevent expression of ideas and connections among ideas. Some low-level responses may rely heavily on practiced or formulaic expressions.	Limited relevant content is expressed. The response generally lacks substance beyond expression of very basic ideas. Speaker may be unable to sustain speech to complete the task and may rely heavily on repetition of the prompt.
0	Speaker makes no attempt to respond OR response is unrelated to the topic.			