

Proficiency Check Form

Name: _____

Before you do the task, your Faculty Coordinator must decide the proficiency level on which you should function: Intermediate Low, Intermediate Mid, etc.

To receive points on the assignment, you will need to demonstrate to 2 fellow students for each “Can Do” task that you can do the task. Once they sign off that you can do this, you will need to demonstrate to your LF that you can do the task as well. If your LF cannot certify that you can do the task adequately, he/she will advise you how to improve. After you have followed his/her advice and improved your performance you will return to your LF for his/her approval. To get full credit, all tasks must be certified by the following week and submitted to your Faculty Coordinator who will ask you to demonstrate one task of his/her choice. If you are unable to complete all the tasks you will have 2 options: 1) you will need to determine if the reason you are not able to complete the tasks is because you are attempting tasks that are too high of a level for your current abilities. If so, then you should try to complete the tasks for the lower level during the following week. This is a one-time offer during the first week. If you can fulfill all the tasks for the following week (in addition to the new homework assignment), you will be given full points. 2) If you need more time to fulfill the tasks, you will have until the following week’s meeting to complete the tasks and demonstrate to your Faculty Coordinator that you can perform them but you will only receive partial credit. These check forms will provide you with the incentive to work on developing these skills and increase your proficiency. They will play a critical role in how you are graded in the course.

Week 2:
Theme: School

Novice High/Intermediate Low

Novice high: partial control

Intermediate Low: full control, but barely.

Can Do Task	Sign Off from Fellow Student	Sign off by LF
I can provide basic information about my school (what year I am, what classes and teachers I have, what school I attend).		
I can briefly describe my school (size, location, campus makeup, etc.)		
I can ask questions of my peers and teachers about school-related topics		
I can answer simple questions about my major, my academic interests (favorite subjects, courses I am taking, etc.), and other basic topics related to school.		
I can ask simple questions about subjects related to school (a person's major, academic interests, likes and dislikes, etc.). Bullets #3 and 5 are similar.		

Intermediate Mid

Solid control of Intermediate functions, a few peaks into Advanced-level narration and description in present, past and future time frames.

Can Do Task	Sign Off from Fellow Student	Sign off by LF
I can provide information about a familiar school-related topic that is several-sentences long.		
I can ask and answer follow-up questions about familiar school-related topics.		
I can provide basic information and some details about my school (e.g., BYU has about 30,000 students. It is located in Provo, UT. It was founded in 1875).		
I can set up an appointment with someone like a school counselor or a professor.		
I can inquire about membership in a school organization or club.		
I can narrate about and describe school events or functions in present, past, and future times SOME of the time (e.g., tell a bit about a devotional, a sporting event, or a personal experience that will happen, is happening, or has happened).		
I can talk about academic subjects of special interest to me (e.g., historical events, mathematics, technology, or a science project).		

Intermediate High/Advanced Low*Intermediate High: able to narrate and describe in present, past and future time frames in connected discourse MORE THAN HALF OF THE TIME**Advanced Low: Advanced functions ALL of the time, but barely.*

Can Do Task	Sign Off from Fellow Student	Sign off by LF
I can describe a familiar school subject with enough details to give a paragraph-length "picture."		
I can give a detailed description of academic topics of special interest to me (e.g., characteristics of an author I particularly admire the types of art I enjoy most, Einstein's physical and intellectual characteristics etc.).		
I can tell stories about memorable experiences I have had as a university student.		
I can compare BYU to another university in some detail.		
I can compare dorm lifestyle to apartment lifestyle.		
I can explain to my teacher why I was tardy or absent from class and I can arrange to make up for the absence.		
I can express my opinion on a number of intellectual topics; even though I know I make mistakes when I talk about these issues, I am not afraid to try.		
I can clear up an unforeseen misunderstanding at school.		

Advanced Mid/Advanced High

Advanced Mid: solid control of narration/description all time frames + peaks into Superior functions

Advanced High: Solid control of Advanced functions + ability to develop arguments, support opinions and hypothesize MORE THAN HALF OF THE TIME in the context of extended discourse.

Can Do Task	Sign Off from Fellow Student	Sign off by LF
I can give full descriptions and tell detailed stories in present and past time frames about my education and career plans.		
I can discuss educational issues such as affirmative action and government funding for schools.		
I can speculate at length on what the world would be like IF... (if the United States adopted the education system used in Japan, if standardized tests were abolished, if universities stopped offering classes in the Humanities etc.).		
I can talk about present challenges in my school, such as the cost of tuition, the availability of scholarships, declining enrollments in some departments, etc.		