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To: Jack Campbell, Ronna Morse, & Don Peters
From: slg
Re: Language proficiency
Date: January 26, 2015

The regulations for youth exchange that were adopted on October 6, 2014 and became effective on January 5, 2015 contain the following language:

22 CFR §62.10 Program Administration

(2) The exchange visitor possesses sufficient proficiency in the English language, as determined by an objective measurement of English language proficiency, to successfully participate in his or her program and to function on a day-to-day basis. A sponsor must verify an applicant's English language proficiency through a recognized English language test, by signed documentation from an academic institution or an English language school, or through a documented interview by the sponsor either in-person or by videoconferencing, or by telephone if video conferencing is not a viable option.

This regulation recognizes four ways to meet this requirement. The best approach for most districts will be for the district to ask the foreign YEO to get an official from the student's school to complete the form that I have drafted.

Another approach is through testing. Some school districts that accept exchange students have established cut-off scores. The most explicit comes from Clark County, Nevada. It is set out below. A Rotary district could meet the proficiency requirement of the regulations by setting its own standards. Anything that is within reason should be acceptable. The cut-off scores are set out for reference for districts that want to follow this approach or for districts that are required to take this approach by one of their school districts.

Test Name	Minimum Score
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English Language Test for International Students (ELTiS)	222
Test of English as a Foreign Language Junior Standard (TOEFL Jr. for students 11-15)	750
Test of English as a Foreign Language Internet Based Test (TOEFL iBT)	65
Secondary Level English Proficiency (SLEP) Test ——— (discontinued June 2012)	50
Michigan Test of English Language Proficiency (MTELP)	70
American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview (OPI) and Written Proficiency Test (WPT)	Intermediate Mid (on both tests)
International Test of English Proficiency Secondary Level Assessment Test of English (iTEP SLATE)	4
General Test of English Language Proficiency (GTELP) Level 3	75% (on each skill area)
International English Language Testing System (IELTS) Academic Format	3.5

The SLEP test is no longer offered.

Cut-off scores on the TOEFL for *high school students* were not available. Cut-off scores for bachelor's programs ranged from 500 to 600; a school that offered Associate's Degree programs had a cut-off score of 480; a community college had a cut-off score of 450; an intensive English language program had a cut off score of 430. *For a high school exchange student, a score of 450 should be acceptable and a score of 430 may even be acceptable.*

Attached to this memo are four forms:

- Rotary District Certification of Language Proficiency
- Certification of English Language Proficiency by Academic Institution
- Certification of English Language Proficiency by English Language School
- Certification of English Language Proficiency by Interview of Inbound Student

The first form should be completed regardless of method used to confirm proficiency. If the district chooses to test a student, the score is recorded on the first form and written confirmation of the score is attached. In all other cases, one of the three other forms should be attached to the first form.

Rotary District Certification of Language Proficiency

This certifies that District 1000 has determined that Inbound Exchange Student possesses sufficient proficiency in in the English language, as determined by an objective measurement of English language proficiency, to successfully participate in his or her program and to function on a day-to-day basis. This determination was based on:

Test result from a recognized English language test, which is attached.

Signed statement from an academic institution, which statement is attached.

Signed statement from an English language school, which statement is attached.

A documented interview by Interviewer, who is a representative of District 1000. The interview was conducted:

In-person;

By videoconferencing

By telephone. This method was chosen only because video conferencing was not a viable.

The interviewer's certification is attached.

Certification of English Language Proficiency by Academic Institution

Academic institution is a publicly or privately operated primary, secondary, or post-secondary institution in the United States or abroad that offers primarily academic programs. It does not offer primarily vocational or technical programs. This certifies that Academic institution has determined that Inbound Exchange Student has sufficient proficiency in the English language to successfully participate in his or her program and to function on a day-to-day basis.

Academic institution

By _____
Signature

Position of person certifying on behalf of
academic institution

**Certification of English Language Proficiency by
English Language School**

English language school is an English language school located outside the United States. This certifies that English language school has determined that Inbound Exchange Student has sufficient proficiency in the English language to successfully participate in his or her program and to function on a day-to-day basis.

English language school

By _____

Signature

Position of person certifying on behalf of
English language school

**Certification of English Language Proficiency
by Interview of Inbound Student**

Interviewer, who is a representative of District _____ interviewed Inbound Exchange Student on 1/1/2015. On the basis of this interview, I have determined that Inbound Exchange Student has sufficient proficiency in the English language to successfully participate in his or her program and to function on a day-to-day basis.

Interviewer,

Signature

Representative of District