

# GUIDE TO THE 2003 JAPANESE LANGUAGE PROFICIENCY TEST

(ADMINISTERED IN JAPAN)  
ASSOCIATION OF INTERNATIONAL EDUCATION, JAPAN

## 1. Objectives

The Japanese-Language Proficiency Test will be held both in Japan and abroad to evaluate and certify the proficiency in Japanese of non-native speakers.

## 2. Administrative Organization

The Association of International Education, Japan (AIEJ) administers the Test in Japan. The Japan Foundation (Interchange Association in Taiwan) will work with local host institutions to administer overseas.

## 3. Eligibility

Applicants should be non-native speakers of Japanese.

## 4. Test Date

December 7 (Sunday), 2003

## 5. Test Sites (Planned)

Hokkaido, Miyagi, Tochigi, Saitama, Chiba, Tokyo, Kanagawa, Toyama, Nagano, Shizuoka, Saitama, Aichi, Kyoto, Osaka, Hyogo, Hiroshima, Kagawa, Fukuoka, Okinawa

## 6. Contents of the Test

The test has four different levels; the examinee should choose the level that corresponds to his or her ability and training. Each test is comprised of three sections: writing and vocabulary; listening; reading and grammar. The contents and criteria of the test are as follows:

Level	Contents			Criteria
	Sections	Hours	Points	
Level 1 Pass grade 70%	Writing-Vocabulary	45 minutes	100 points	The examinee should have mastered grammar at high level, about 2,000 Kanji and 10,000 words, and have an integrated command of the language sufficient for living in Japanese society and providing a useful base for study at a Japanese university. This level is normally reached after studying Japanese for about 900 hours.
	Listening	45 minutes	100 points	
	Reading-Grammar	90 minutes	200 points	
	Total	180 minutes	400 points	
Level 2 Pass grade 60%	Writing-Vocabulary	35 minutes	100 points	The examinee should have mastered grammar at relatively high level, about 1,000 Kanji and 6,000 words, and have the ability to converse, read and write about matters of a general nature. This level is normally reached after studying Japanese for about 600 hours and finishing an intermediate course.
	Listening	40 minutes	100 points	
	Reading-Grammar	70 minutes	200 points	
	Total	145 minutes	400 points	
Level 3 Pass grade 60%	Writing-Vocabulary	35 minutes	100 points	The examinee should have mastered basic grammar, about 300 Kanji and 1,500 words, and have the ability to take part in everyday conversation and to read and write simple sentences. This level is normally reached after studying Japanese for about 300 hours and finishing an elementary course.
	Listening	35 minutes	100 points	
	Reading-Grammar	70 minutes	200 points	
	Total	140 minutes	400 points	
Level 4 Pass grade 60%	Writing-Vocabulary	25 minutes	100 points	The examinee should have mastered the elements of grammar, about 100 Kanji and 800 words, and have the ability to engage in simple conversation and to read and write short, simple sentences. This level is normally reached after studying Japanese for about 150 hours and finishing the first half of an elementary course.
	Listening	25 minutes	100 points	
	Reading-Grammar	50 minutes	200 points	
	Total	100 minutes	400 points	

# Nys Proficiency Exam Speaking Examples

**A Loxley**



## **Nys Proficiency Exam Speaking Examples:**

*Assessing Speaking in Context* M. Rafael Salaberry, Alfred Rue Burch, 2021-07-23 This edited volume investigates the nature and possible applications of an expanded and reconceptualized theoretical construct of speaking as a dynamic socially constructed endeavour It addresses both theoretical perspectives and methodological procedures to define and circumscribe the assessment of contextualized speaking The chapters focus on the complexity brought about by actual interactional competence in speaking tasks and discuss how testing and assessment models and practices can incorporate recent research findings on the inherently dynamic and situated nature of language use The volume presents research on language assessment in a variety of languages other than English including French Chinese and Japanese It also examines the role that embodied action gaze gesture orientation to materials and texts in the environment plays in assessment practices an area that has heretofore remained under explored Chapter 6 is free to download as an open access publication under a CC BY NC ND licence You can access it here <https://zenodo.org/record/5163340/files/YQvJ0lhKjcs>

**Revisiting the Assessment of Second Language Abilities: From Theory to Practice** Sahbi Hidri, 2018-01-12 This book presents an overview of revisiting the assessment of language abilities It also showcases how the measurement of such constructs can result in negative or positive washback and how outcomes might be conducive to repercussions that decide on the future of many stakeholders The 23 chapters were selected among tens of chapters received from different contexts that addressed the issue of revisiting the assessment of language abilities such as Tunisia Ukraine Algeria Russia KSA Sudan Egypt Canada Kurdistan UK USA Iran Turkey etc These contexts have highlighted the necessity to revisit the different constructs which should be assessed with a clear and straightforward foundation on students learning objectives and their actual language ability To do so most of the chapters present hands on use of relevant statistical tests that might serve in revisiting the construct definition both theoretically and operationally Perhaps the sole and intricate question that the authors of these contributions ask is what it means to revisit the assessment of the construct of individualized language ability and how In addition the book accentuates the momentousness and significance of reflecting on test fairness and validation as the mainspring and backbone for democratization of assessment This book appeals to a broad readership such as English Language Teaching ELT practitioners language teachers students testing organizations policy makers test designers writers of test specifications testing experts researchers program evaluators especially in the Middle East and North Africa MENA as well as other international contexts

**Foreign Language Assessment in Grades K-8**, 1997 The annotated bibliography describes foreign language assessment instruments currently used in elementary and middle schools The instruments are drawn from a wide variety of program models Foreign Language in the Elementary School FLES middle school sequential instruction and immersion total two way partial The bibliography has six sections assessment instruments program evaluation instruments classroom assessment activities sample assessment instruments selected related resources and selected commercially

available language tests An index of instruments according to purpose language and grade level is included Descriptions of assessment instruments and activities and sample assessments were collected from teachers schools school districts state education offices and educational research organizations In each section materials are listed in alphabetical order according to language The major emphasis is on French German Italian Japanese and Spanish Also included are Arabic Catalan Chinese Chuukese Lagoon Gallego Haitian Creole Indonesian Korean Latin Modern Greek Navajo Palauan Pohnpeian Portuguese Russian Tagalog and Welsh Each entry includes information on availability current users language program type intended grade level intended test use skills tested test author publications date test cost length test materials format scoring method a description test development and technical information parallel versions in other languages and a contact person An introductory section gives an overview of the bibliography s contents and notes on selecting an assessment instrument MSE

Handbook for Arabic Language Teaching Professionals in the 21st Century Kassem Wahba,Zeinab A. Taha,Liz England,2014-06-03 This landmark volume offers an introduction to the field of teaching Arabic as a foreign or second language Recent growth in student numbers and the demand for new and more diverse Arabic language programs of instruction have created a need that has outpaced the ability of teacher preparation programs to provide sufficient numbers of well qualified professional teachers at the level of skill required Arabic language program administrators anticipate that the increases in enrollment will continue into the next decades More resources and more varied materials are seriously needed in Arabic teacher education and training The goal of this Handbook is to address that need The most significant feature of this volume is its pioneer role in approaching the field of Arabic language teaching from many different perspectives It offers readers the opportunity to consider the role status and content of Arabic language teaching in the world today The Handbook is intended as a resource to be used in building Arabic language and teacher education programs and in guiding future academic research Thirty four chapters authored by leaders in the field are organized around nine themes Background of Arabic Language Teaching Contexts of Arabic Language Teaching Communicative Competence in Arabic The Learners Assessment Technology Applications Curriculum Development Design and Models Arabic Language Program Administration and Management and Planning for the Future of Arabic Language Learning and Teaching The Handbook for Arabic Language Teaching Professionals in the 21st Century will benefit and be welcomed by Arabic language teacher educators and trainers administrators graduate students and scholars around the world It is intended to create dialogue among scholars and professionals in the field and in related fields dialogue that will contribute to creating new models for curriculum and course design materials and assessment tools and ultimately better instructional effectiveness for all Arabic learners everywhere in both Arabic speaking and non Arabic speaking countries **Current Topics in Language and Literature** Nataša Bakić-Mirić,2019-03-25 This volume brings together 15 peer reviewed papers which discuss numerous current topics in language and literature It synthesizes various contemporary practical topics in post secondary

education written by active researchers and practitioners in their respective areas By using research methods such as mixed methods case studies discourse analysis grounded theory and the repertory grid the contributors offer insights into the ways in which higher education continuously changes and evolves to face constant challenges resulting from new instructional practices Taking this into consideration this book will help educators researchers and students to keep up with these changes and to stay aware of contemporary issues relating to post secondary education

**New York Standard Civil Practice Service Desk Book** New York (State),2013      **Testing Second Language Speaking** Glenn Fulcher,2014-10-13 The testing and assessment of second language learners is an essential part of the language learning process Glenn Fulcher s *Testing Second Language Speaking* is a state of the art volume that considers the assessment of speaking from historical theoretical and practical perspectives The book offers the first systematic comprehensive and up to date treatment of the testing of second language speaking Written in a clear and accessible manner it covers Explanations of the process of test design Costing test design projects How to put the test into practice Evaluation of speaking tests Task types for testing speaking Testing learners with disabilities It also contains a wealth of examples including task types that are commonly used in speaking tests approaches to researching speaking tests and specific methodologies that teachers students and test developers may use in their own projects Successfully integrating practice and theory this book demystifies the process of testing speaking and provides a thorough treatment of the key ethical and technical issues in speaking evaluation

*Chinese-Speaking Learners of English* Ryan Damerow,Kathleen Bailey,2019-12-05 A compendium of the latest developments in research regarding English language education for Chinese speaking learners this volume combines cutting edge research from multiple internationally known scholars The chapters offer unique insights into some of the most salient issues related to this broad topic The seventh volume in the Global Research on Teaching and Learning English series co published with The International Research Foundation for English Language Education TIRF this book features chapters with original research written by TIRF Doctoral Dissertation Grant awardees The volume addresses the crucial and growing need for research based conversations on the contexts environments goals and measures of success for Chinese speaking learners of English It includes sections on language assessment perceptions in university contexts and technology especially in relation to young learners in order to promote in depth discussion of the teaching and learning of English for native speakers of Chinese The volume s 13 research based chapters discuss topics such as the impact and implications of using emerging assessment tools the increase in English for Specific Purposes ESP courses academic speaking and writing and teaching in an online or hybrid environment Throughout the book the authors draw on their knowledge of their multiple contexts as well as their learners needs and goals This volume brings together innovative research for TESOL and TEFL students language teacher educators language policy specialists language assessment scholars and language teachers Readers will become familiar with how these issues related to Chinese speaking learners of English are being addressed in academic circles

around the world      **Davis's Q&A Review For NCLEX-RN** Kathleen A Ohman,2017-01-18 Davis s Q A Review for the NCLEX RN gives you an overview of the latest test plan and outlines the test taking strategies you need to prepare for the exam Practice questions guide you through all of the content covered on the NCLEX while two comprehensive exams test mastery of all subject areas covered on the NCLEX exam      *The New York College Proficiency Examination Program* University of the State of New York,1977      *The Rise of English* Rosemary Salomone,Rosemary C. Salomone,2022 A sweeping account of the global rise of English and the high stakes politics of languageSpoken by a quarter of the world s population English is today s lingua franca its common tongue The language of business popular media and international politics English has become commodified for its economic value and increasingly detached from any particular nation This meteoric rise of English has many obvious benefits to communication Tourists can travel abroad with greater ease Political leaders can directly engage their counterparts Researchers can collaborate with foreign colleagues Business interests can flourish in the global economy But the rise of English has very real downsides as well In Europe imperatives of political integration and job mobility compete with pride in national language and heritage In the United States and England English isolates us from the cultural and economic benefits of speaking other languages And in countries like India South Africa Morocco and Rwanda it has stratified society along lines of English proficiency In *The Rise of English* Rosemary Salomone offers a commanding view of the unprecedented spread of English and the far reaching effects it has on global and local politics economics media education and business From the inner workings of the European Union to linguistic battles over influence in Africa Salomone draws on a wealth of research to tell the complex story of English and ultimately to argue for English not as a force for domination but as a core component of multilingualism and the transcendence of linguistic and cultural borders      **Instruction and Assessment for Limited-English-proficient Adult Learners** Ronald W. Solórzano,1994      *Resources in Education* ,2000-10      **Handbook for Arabic Language Teaching Professionals in the 21st Century, Volume II** Kassem M. Wahba,Liz England,Zeinab A. Taha,2017-07-06 Drawing on the collective expertise of language scholars and educators in a variety of subdisciplines the *Handbook for Arabic Language Teaching Professionals in the 21st Century Volume II* provides a comprehensive treatment of teaching and research in Arabic as a second and foreign language worldwide Keeping a balance among theory research and practice the content is organized around 12 themes Trends and Recent Issues in Teaching and Learning Arabic Social Political and Educational Contexts of Arabic Language Teaching and Learning Identifying Core Issues in Practice Language Variation Communicative Competence and Using Frames in Arabic Language Teaching and Learning Arabic Programs Goals Design and Curriculum Teaching and Learning Approaches Content Based Instruction and Curriculum Arabic Teaching and Learning Classroom Language Materials and Language Corpora Assessment Testing and Evaluation Methodology of Teaching Arabic Skills and Components Teacher Education and Professional Development Technology Mediated Teaching and Learning Future Directions The field faces new

challenges since the publication of Volume I including increasing and diverse demands motives and needs for learning Arabic across various contexts of use a need for accountability and academic research given the growing recognition of the complexity and diverse contexts of teaching Arabic and an increasing shortage of and need for quality of instruction Volume II addresses these challenges It is designed to generate a dialogue continued from Volume I among professionals in the field leading to improved practice and to facilitate interactions not only among individuals but also among educational institutions within a single country and across different countries

**The Role of Teacher Interpersonal Variables in Students' Academic Engagement, Success, and Motivation** Ali Derakhshan, Reza Pishghadam, Anna

Mystkowska-Wiertelak, 2022-07-05

**Educating Emergent Bilinguals** Ofelia García, Jo Anne Kleifgen, Claudia

Cervantes-Soon, 2025 In this updated edition Ofelia García and Jo Anne Kleifgen are joined by Claudia Cervantes Soon to bring forth a just vision for the education of language minoritized students in the United States The authors use accessible language to introduce policies programs research and practices to equitably educate these students This widely used textbook has been expanded to explore the potential of translanguaging and the promises and pitfalls of Artificial Intelligence It also addresses the harmful role that colonialism and raciolinguistic ideologies play offering guidance for transforming policies and practices to improve the education of emergent bilinguals Updated chapters consider the theoretical constructs empirical evidence and pedagogical practices related to the five most important aspects of the education of emergent bilinguals in K 12 classrooms language and literacy considerations curriculum and pedagogy family and community engagement assessment and digital technologies and learning Readers will find innovative recommendations to help them imagine the possibilities and make changes that will transform education for some of the most disadvantaged students Book Features Highlights the importance of leveraging all the linguistic and cultural practices of emergent bilinguals Provides succinct descriptions of alternative practices for transforming our schools and students futures Uncovers the deleterious effects of not only colonialism but also capitalism patriarchy and racism Considers the social cataclysms including a global pandemic that have affected minoritized communities as well as teachers and students Explores the development of new technologies that are altering the ways in which we educate children

*Extempore Speaking Practice* Joan Morley, 1992

*Frontiers in Language Assessment and Testing* Vahid Aryadoust, Thomas Eckes, Yo In'nami, 2020-12-30 This eBook is a collection of articles from a Frontiers Research Topic Frontiers Research Topics are very popular trademarks of the Frontiers Journals Series they are collections of at least ten articles all centered on a particular subject With their unique mix of varied contributions from Original Research to Review Articles Frontiers Research Topics unify the most influential researchers the latest key findings and historical advances in a hot research area Find out more on how to host your own Frontiers Research Topic or contribute to one as an author by contacting the Frontiers Editorial Office frontiersin.org about contact

[The Concise Companion to Language Assessment](#) Antony John Kunnan, 2024-10-01 The Concise Companion to Language

Assessment provides a state of the art overview of the crucial areas of language assessment teaching and learning Edited by one of the foremost scholars in the field The Concise Companion combines newly commissioned articles on innovations in assessment with a selection of chapters from The Companion to Language Assessment the landmark four volume reference work first published in 2013 Presented in eight themes The Concise Companion addresses a broad range of language assessment methods issues and contexts Forty five chapters cover assessment conceptualization development research and policy as well as recent changes in language assessment technology learning oriented assessment teacher based assessment teacher assessment literacy plurilingual assessment assessment for immigration and more Exploring the past present and future possibilities of the dynamic field The Concise Companion to Language Assessment Contains dedicated chapters on listening speaking reading writing vocabulary pronunciation intercultural competence and other language skills Describes fundamental assessment design and scoring guidelines as well as advanced concepts in scenario based assessment and automated performance scoring Provides insights on different assessment environments such as classrooms universities employment immigration and healthcare Covers various qualitative and quantitative research methods including introspective methods classical reliability and structural equation modeling Discusses the impacts of colonialism and discrimination on the history of language assessment Explores the use of AI in writing evaluation plagiarism and cheating detection and other assessment contexts Sure to become a standard text for the next generation of applied linguistics students The Concise Companion to Language Assessment is an invaluable textbook for undergraduate and graduate courses in applied linguistics language assessment TESOL second language acquisition and language policy

**Handbook of Classroom Assessment** Gary D. Phye, 1996-11-19 The Handbook of Classroom Assessment takes a multi dimensional approach to classroom assessment A successful combination of theory and practice the book emphasizes the assessment of classroom learning within content areas and the development of standards for evaluation Most chapters are devoted to the assessment of learning and achievement and discuss current theories The book also features assessment of academic self concept and subjective well being in children and adolescents The Handbook provides successfully field tested examples of assessment techniques and strategies within the content areas of mathematics social studies foreign languages and the visual arts Contributing chapter authors share the unique distinction of having backgrounds that include both the development of assessment theory and first hand experience translating theory into practice at the classroom school site state or national level The book is divided into four sections Section I discusses the top five theories with respect to what learning is how it s related to achievement and how we assess both in the classroom setting Section II on standardized assessment briefly covers all major standardized achievement tests used in preschool K 6 and 7 12 Assessment of classroom learning Section III presents test instruments and techniques specific to the measurement of math skills social science skills and artistic talent across ages and grades Section IV on classroom practices includes an assessment of general reasoning skills and



performance and how to develop a grading philosophy Key Features Explains the why what and how of classroom assessment  
Combines theory and practice for a multidimensional approach to assessment Presents test instruments and techniques  
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