



ISE I Speaking and listening rating scale

Score	Communicative effectiveness	Interactive listening	Language control	Delivery
	<ul style="list-style-type: none"> ▸ Task fulfilment ▸ Appropriacy of contributions /turn-taking ▸ Repair strategies 	<ul style="list-style-type: none"> ▸ Comprehension and relevant response ▸ Level of understanding ▸ Speech rate of examiner interventions ▸ Speed and accuracy of response 	<ul style="list-style-type: none"> ▸ Range ▸ Accuracy/precision ▸ Effects of inaccuracies 	<ul style="list-style-type: none"> ▸ Intelligibility ▸ Lexical stress/intonation ▸ Fluency ▸ Effects on the listener
4	<ul style="list-style-type: none"> ▸ Fulfils the task very well ▸ Initiates and responds appropriately, both actively and receptively ▸ Maintains and contributes to the interaction by elaborating his/her utterances spontaneously ▸ Says or signals in basic ways that he/she did not follow and these signals are always effective 	<ul style="list-style-type: none"> ▸ Understands interventions with little repetition or rephrasing ▸ Identifies factual information accurately ▸ Has little difficulty in following speech at a normal conversational rate ▸ Sometimes responds slowly to consider examiner input 	<ul style="list-style-type: none"> ▸ Uses a good range of grammatical structures/lexis to deal with topics at this level ▸ Shows a relatively high level of grammatical accuracy and lexical precision to deal with most familiar topics ▸ Errors occur, but they do not impede communication 	<ul style="list-style-type: none"> ▸ Intelligible despite some noticeable use of non-standard phonemes ▸ Uses lexical stress and intonation appropriately ▸ Speaks relatively slowly with some pausing and hesitation ▸ Requires some careful listening
3	<ul style="list-style-type: none"> ▸ Fulfils the task appropriately ▸ Initiates and responds appropriately when prompted ▸ Manages to maintain the interaction, but topic development is somewhat dependent on the examiner ▸ Says or signals in basic ways that he/she did not follow – although sometimes awkward, these signals are effective 	<ul style="list-style-type: none"> ▸ Understands interventions but may need some repetition or rephrasing ▸ Identifies factual information though it may be short on detail ▸ Sometimes needs examiner speech slowed down ▸ Responds slowly due to some uncertainty about examiner input 	<ul style="list-style-type: none"> ▸ Uses an appropriate range of grammatical structures/lexis to deal with topics at this level ▸ Shows a reasonable level of grammatical accuracy and lexical precision to deal with most familiar topics ▸ Errors are frequent (eg tenses, agreement-markers) but they do not usually impede communication 	<ul style="list-style-type: none"> ▸ Intelligible despite some noticeable use of non-standard phonemes ▸ Generally uses lexical stress and intonation appropriately ▸ Generally speaks slowly with some pausing and hesitation ▸ Requires some careful listening
2	<ul style="list-style-type: none"> ▸ Fulfils the task acceptably with support ▸ Acceptably initiates and responds when prompted ▸ Manages to maintain the interaction, but topic development is overly dependent on the examiner ▸ Says or signals in basic ways that he/she did not follow. Sometimes awkward, and these signals are not always effective 	<ul style="list-style-type: none"> ▸ Understands short interventions but may need repetition or rephrasing ▸ Identifies some factual information, possibly incomplete ▸ Has difficulty following speech at a normal conversational rate ▸ Responds quite slowly due to uncertainty about input 	<ul style="list-style-type: none"> ▸ Uses an acceptable range of grammatical structures/lexis to manage topics at this level, but grammatical/lexical gaps cause some noticeable hesitation and circumlocution ▸ Shows an acceptable level of grammatical accuracy and lexical precision to deal with most familiar topics ▸ Errors are frequent but they do not usually impede communication 	<ul style="list-style-type: none"> ▸ Mostly intelligible despite some noticeable use of non-standard phonemes ▸ Uses lexical stress and intonation acceptably ▸ Generally speaks slowly with frequent pausing and hesitation ▸ Requires careful listening
1	<ul style="list-style-type: none"> ▸ Does not fulfil the task even with support ▸ Does not initiate or respond adequately ▸ Does not maintain the interaction sufficiently ▸ Contributions are inappropriate and/or overly dependent on the examiner ▸ Has difficulty in resolving communication problems 	<ul style="list-style-type: none"> ▸ Has difficulty understanding interventions ▸ Identifies some random factual information but without an overall context ▸ Does not follow any speech at a normal conversational rate ▸ Consistently responds slowly due to difficulty in understanding input 	<ul style="list-style-type: none"> ▸ Uses a limited range of grammatical structures/lexis that is not always adequate to deal with topics at this level ▸ Does not show an adequate level of grammatical accuracy and lexical precision ▸ Some or many errors impede communication 	<ul style="list-style-type: none"> ▸ Generally intelligible or sometimes unintelligible – use of non-standard phonemes is evident ▸ Uses lexical stress and intonation enough to follow ▸ Speaks slowly with frequent and noticeable pausing and hesitation ▸ Requires careful listening – may be difficult to follow
0	No performance to assess (candidate does not speak, or does not speak in English).			