



ISE III Speaking and listening rating scale

ISE III 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 with effective turn-taking ▶ Contributes to effective topic maintenance and development by fully incorporating the examiner's utterances into their own contributions ▶ Solves communication problems naturally, if any 	<ul style="list-style-type: none"> ▶ Understands interventions including those that are complex in grammar or ideas ▶ Interprets examiner aims and attitude accurately, following the line of argument ▶ Responses are immediate and always to the point 	<ul style="list-style-type: none"> ▶ Uses a wide range of grammatical structures/ lexis flexibly to deal with topics at this level ▶ Consistently maintains a high level of grammatical accuracy and lexical precision effortlessly, even when using complex language ▶ Occasional minor slips may occur but difficult to spot 	<ul style="list-style-type: none"> ▶ Clearly intelligible ▶ Uses focal stress and intonation very effectively ▶ Effortlessly speaks very promptly and fluently ▶ Requires no careful listening
3	<ul style="list-style-type: none"> ▶ Fulfils the task appropriately ▶ Initiates and responds with effective turn-taking ▶ Contributes to effective topic maintenance and development by linking contributions to those of the examiner (eg summarising, indicating understanding of points made by the examiner, establishing common ground in the interaction) ▶ Solves communication problems naturally, if any 	<ul style="list-style-type: none"> ▶ Understands all examiner interventions on a first hearing ▶ Interprets examiner aims and attitude accurately, following the line of argument ▶ Immediate and relevant responses to interventions 	<ul style="list-style-type: none"> ▶ Uses an appropriate range of grammatical structures/ lexis to deal with topics at this level ▶ Consistently maintains a high level of grammatical accuracy and lexical precision ▶ Occasional minor slips occur 	<ul style="list-style-type: none"> ▶ Clearly intelligible ▶ Uses focal stress and intonation effectively ▶ Speaks promptly and fluently ▶ Requires no careful listening
2	<ul style="list-style-type: none"> ▶ Fulfils the task acceptably ▶ Initiates and responds with effective turn-taking ▶ Maintains and develops the interaction appropriately, while indicating understanding of what the examiner has said ▶ Solves communication problems naturally, if any 	<ul style="list-style-type: none"> ▶ Understands most interventions on a first hearing ▶ Interprets examiner aims and attitude by making links with earlier information ▶ Prompt responses to the examiner showing relatively quick understanding 	<ul style="list-style-type: none"> ▶ Uses an acceptable range of grammatical structures/ lexis to deal with topics at this level ▶ Consistently maintains a high level of grammatical accuracy and lexical precision ▶ Occasional minor slips occur 	<ul style="list-style-type: none"> ▶ Clearly intelligible ▶ Uses focal stress and intonation appropriately ▶ Generally speaks promptly and fluently ▶ Requires no careful listening
1	<ul style="list-style-type: none"> ▶ Does not fulfil the task ▶ Initiates and responds adequately ▶ Maintains and develops the interaction acceptably, but does not usually link contributions to those of the examiner ▶ Solves communication problems appropriately or acceptably, if any 	<ul style="list-style-type: none"> ▶ Appears to understand interventions but does not always respond appropriately ▶ Occasionally digresses from the examiner's aims ▶ Occasional hesitation in order to make sense of examiner input 	<ul style="list-style-type: none"> ▶ Uses a 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 at this level ▶ Some or many errors may occur 	<ul style="list-style-type: none"> ▶ May not always be clearly intelligible ▶ Does not always use focal stress and intonation appropriately ▶ Does not always speak promptly and fluently ▶ May require some careful listening
0	No performance to assess (candidate does not speak, or does not speak in English).			