



# Speaking Sample Test and Commentary

The ECCE speaking section is scored analytically. This means that an ECCE speaking performance is awarded a **numeric score** derived from scores assigned to each of the three ECCE speaking scoring criteria: *Overall Communicative Effectiveness*, *Language Control & Resources*, and *Intelligibility/Delivery*.

- Stage 1 is unscored; it is as a warm-up activity to help establish rapport between the test taker and the examiner.
- Speaking examiners assign independent scores for stages 2, 3, and 4 of the test using the three scoring criteria.

The table below shows how the eight individual scores are awarded during an ECCE Speaking Test. As in the other sections of the ECCE, the total score is converted to allow the final speaking score to be reported on a scale of 0–1000.

	Overall Communicative Effectiveness	Language Control & Resources	Intelligibility/Delivery
Stage 1	<i>Unscored Warm-Up</i>		
Stages 2 & 3	✓	✓	✓
Stage 4*			
Question 1	✓		
Question 2	✓	✓	✓
Question 3	✓		

\* Because each of the elaboration questions for for Stage 4 is a distinct task, a separate score is awarded for *Overall Communicative Effectiveness*. However, *Language Control/Resources* and *Intelligibility/Delivery* scores is awarded based on the test taker's overall performance during Stage 4.

The complete speaking scale can be found at [www.cambridgemichigan.org/resources/ecce](http://www.cambridgemichigan.org/resources/ecce). The page also contains a video of a complete speaking test.

If you have any questions or comments, please email [info@cambridgemichigan.org](mailto:info@cambridgemichigan.org)



# Speaking Sample Test Commentary

The following commentary is for the sample speaking test available at [www.cambridgemichigan.org/resources/ecce](http://www.cambridgemichigan.org/resources/ecce)

	Overall Communicative Effectiveness	Language Control & Resources	Intelligibility/Delivery ®
Stage 1	<i>Unscored Warm-Up</i>		
Stages 2 & 3	<p>The test taker is an active participant who conveys information with ease. She understands the examiner's speech, which is delivered at a normal pace, and asserts her opinion comprehensibly. She is able to sustain her contribution with minimal prompting from the examiner.</p> <p>The response is adequate but does not include any complexity. She provides some supporting detail but much of her response relies on information provided in the prompt.</p> <p><b>SCORE 4</b></p>	<p>The test taker demonstrates functional grammatical control; however, several awkward linguistic errors interfere with the delivery of her intended message, such as <i>He's too much young to have a phone . . . He has finish his homeworks . . .</i></p> <p>The vocabulary she uses sufficiently conveys a general viewpoint, though the test taker employs circumlocution to compensate for some vocabulary gaps (<i>He's going to school near and he doesn't have any problem . . .</i>)</p> <p><b>SCORE 3</b></p>	<p>The test taker speaks at a reasonable rate and pauses appropriately after clauses.</p> <p>Features of the test taker's native language are evident in her pronunciation (<i>young, phone, distraction</i>), but these deviations do not typically cause misunderstanding for the listener. The test taker's intonation when responding to the examiner's thanks (<i>You're welcome!</i>) contributes positively to her meaning.</p> <p><b>SCORE 4</b></p>
<b>Stage 4</b>			
Question 1	<p>The test taker is actively involved in the interaction. When asked what she texts about, her response (<i>Absolutely nothing!</i>) is communicatively successful. She spontaneously elaborates by offering personal reasons for her response (<i>We don't have the necessity of texting; we just do it cause we have fun talking</i>). She is also able to convey her viewpoint and explain in a general way why and when other people send text messages.</p> <p><b>SCORE 4</b></p>	<p>The test taker shows awareness of register and her pauses are appropriate and sound natural (<i>I agree. I totally agree</i>). She is conscious of errors and self corrects (<i>we doesn't have, we don't have . . .</i>). The errors that she makes do not interfere with her ability to express her ideas but there is a sufficient quantity of error to occasionally detract from her comprehensibility.</p> <p>There is some lexical awkwardness (<i>I cannot have an idea . . .</i>) and she doesn't always use the "right word" (<i>adults people</i>), but her errors in word choice do not impede comprehensibility. However, there is a lack of precision in her speech that stems from not having a very broad vocabulary.</p> <p><b>SCORE 4</b></p>	<p>The test taker has an engaging delivery. She seems to have a good grasp of informal/colloquial speech. Her speech rate and use of intonation contribute very positively to the interaction. There are no misunderstandings between the interlocutors.</p> <p><b>SCORE 5</b></p>
Question 2	<p>The test taker understands the question, but because she has grown up with technology, she can't imagine a life without it. Despite this, she is able to sustain comprehensible flow when explaining how she was <i>born in the technology century and uses the phone almost for everything</i>.</p> <p>She demonstrates an inability to provide supporting details, or to speculate or hypothesize, expressing her ideas in more general terms.</p> <p><b>SCORE 4</b></p>		
Question 3	<p>When asked elaboration question #3, the test taker is able to state a very clear opinion and support it with extensive detail. She spontaneously expands on the question independently by providing specific details (<i>check calendars . . . take notes . . . keep all our information on iPhone, iPad, computer, laptop</i>) to support her viewpoint. The conciseness of her response, coupled with the degree of supporting detail provided merits a high rating.</p> <p><b>SCORE 5</b></p>		