met michigan english test

Speaking Rating Scale

	Task Completion • *Relevance of response to task* • *Quantity of language produced* • *Ability to elaborate and provide relevant supporting detail*	Language Resources • *Vocabulary range and appropriacy to task* • *Grammatical accuracy and complexity*	Intelligibility / Delivery • *Fluency* • *Pronunciation* • *Hesitation* • *Rhythm*
4	Response is directly relevant to the task. Response fully completes the task and provides extensive supporting detail.	Speaker demonstrates use of complex sentences and this language is usually controlled. Overall, errors are infrequent and not distracting. Response contains a broad range of vocabulary that is appropriate to the task.	Delivery is usually smooth with little hesitation. Speech is clear and easy to understand.
3	Response is directly relevant to the task. Response completes the task and provides general details but not original or extensive supporting detail.	Can produce some complex structures but not with consistent control. Response does not contain mistakes that cause misunderstanding. Uses vocabulary that is directly appropriate to the task.	Some hesitation in speech but no long pauses. Speech is generally clear and understandable with only a few individual words being unclear.
2	Response is generally relevant and some detail is provided to address most aspects of the task. May have some difficulty completing the task.	Simple sentence patterns are generally controlled. Speech may contain noticeable errors but the mistakes tend not to interfere with intended meaning. Uses some relevant vocabulary to respond to the task.	Response is sometimes hesitant and there are pauses or reformulations as the speaker searches for words or ideas. Speech is generally clear and understandable but listener effort may be required in some stretches.
1	Response may be somewhat relevant to the task but is often very short and simple. Has difficulty completing the task.	Communicates in simple or short sentences. Makes basic grammar and word choice errors. Vocabulary range is very limited.	Pauses, false starts, and reformulations are frequent. Response contains many hesitations. Speech requires listener effort.
0	Little to no response is produced or the response is not at all relevant to the task.	Insufficient language resources to produce any meaningful response.	Response is not comprehensible even to a sympathetic listener.

CaMLA