You will see excerpt videos from each of the four tasks, or stages, of this international teaching assistant speaking assessment. The first task begins with introductions and a review of the test format. It continues with a brief conversation about the test taker's background. As you watch the clip, consider the test taker's fluency and intelligibility of speech, listening comprehension, length and coherence of discourse, and willingness to participate in the conversation.

**Clip from Task 1**
Notice the test taker is a willing participant in the conversation. He provides details in his responses. His rate of speech is appropriate, and it is generally clear. He understands the evaluators’ questions well. Occasional vocabulary and grammar errors do not hinder communication, and fluency and pronunciation allow us for an uninterrupted conversation.

In the second task, the test taker begins his teaching demonstration on the disassembly index.

**Clip from Task 2**
Notice the test taker gives a coherent lesson and is able to use both general and field-specific vocabulary appropriately. He summarizes and highlights key points. He is able to paraphrase to clarify the concept of dismantling in response to an evaluator’s question. He uses questions to promote interaction. He shifts register to a more formal tone during this task, which is appropriate for the setting of teaching in a classroom. Although he makes a few usage mistakes (objection for objective), they do not impede communication.

In the third task, one evaluator acts as a student and comes to office hours to discuss an issue.

**Clip from Task 3**
Notice the test taker appropriately greets the “student” who has come to his office hours. As the “student” is explaining the problem, the test taker promotes interaction through the use of verbal responses (like uhum) and nonverbal responses (such as direct eye contact, a forward leaning body, and a nod). He elicits more information from the “student” both verbally (asking So . . .?) and nonverbally (by using a hand gesture). Following this request for more information, the test taker understands the situation and offers a possible solution. As the conversation continues, he also addresses the implied meaning of the “student’s” question about the fairness of the test. Again, his fluency and clarity of speech are quite good. Minor usage mistakes (like using demonstrate for emphasize) do not hinder communication.

In the final task, the test taker sees five videotaped questions from students. After each question, the video is paused to allow the test taker to give a short answer that makes sense as a response to the question asked. When answering the question, the test taker will talk directly to the students in the video. The questions are not repeated.

**Clips from Task 4**
Overall, the test taker’s responses to these questions indicate that his comprehension of spoken English is quite good.

In the first question the student in the video asks whether the final exam will cover material from the entire semester or only the second half. The test taker’s response—that it will cover only the second half—shows that he understood the question.

In the second question the student in the video states that he has a job interview the day of the quiz. The test taker’s response—that the test date cannot be changed—clearly indicates that he has understood the implication in the question. The test taker uses appropriate hedging to soften the undesirable response.

In the third question the student asks where the homework assignment should be put at the end of class. The test taker misunderstands this question, and explains where the homework will be posted for the students.

In the fourth question the student asks how long the research paper will be. The test taker understands the question fully. The minor usage error (using limitation for limit) does not interfere with communication.

In the final question the student asks whether only the ID number or also the students’ names should be put on the assignment. The test taker’s response that putting both the ID number and name would be helpful is appropriate and clear.

For more detailed information about the test, visit CambridgeMichigan.org