

	Overall Communicative Effectiveness	Language Control & Resources		Delivery/Intelligibility*
		Grammar	Vocabulary	
5  Exceeds Standard	<p><b>Conveys</b> information and ideas, and asserts a viewpoint very comprehensibly</p> <p><b>Expresses</b> ideas readily, including details and complexities</p> <p><b>Sustains</b> talk quite independently without interlocutor support</p> <p><b>Understands</b> interlocutor speech without grammatical or lexical simplification at normal pace</p> <p><b>Highly Interactive Participant:</b> often spontaneously elaborates on new topics and can contribute substantially to topic development; self-initiates topic commentary and easily initiates exchanges</p>	<ul style="list-style-type: none"> <li>Minor occasional errors do not impede comprehensibility</li> <li>Shows functional control of grammar</li> </ul>	<ul style="list-style-type: none"> <li>Sufficient productive vocabulary to convey ideas with some precision, though occasionally uses words not quite on target</li> <li>Range of vocabulary conveys some subtlety of expression and stance on a topic</li> </ul>	<ul style="list-style-type: none"> <li>In both interactive context and longer utterances, speaks at a reasonable rate with infrequent pauses</li> <li>Voice and intonation contribute positively to intended meaning and tone/tenor of the interaction</li> <li>Features of L1 are evident but deviations in sounds and stress rarely create misunderstandings</li> </ul>
		<ul style="list-style-type: none"> <li>Sufficient linguistic resources combine with cohesive devices to create an interactive participant with some independence</li> </ul>		
4  Exceeds Standard	<p><b>Conveys</b> information, ideas, and viewpoint comprehensibly</p> <p><b>Expresses</b> ideas generally and with some supporting details</p> <p><b>Sustains</b> talk, usually without interlocutor restating or clarifying details</p> <p><b>Understands</b> interlocutor speech at normal pace</p> <p><b>Active Participant:</b> spontaneously elaborates and contributes to topic development and shows involvement in interaction; self-initiates topic commentary and initiates exchanges</p>	<ul style="list-style-type: none"> <li>Some errors occur but rarely impede comprehensibility</li> <li>Shows functional grammatical control with pauses mainly at phrase/clause boundaries</li> </ul>	<ul style="list-style-type: none"> <li>Shows productive control of a range of vocabulary though does not always use the exact "right" word</li> <li>Self-corrects and paraphrases to convey intended meaning</li> <li>Shows some awareness of register or appropriateness of certain words</li> </ul>	<ul style="list-style-type: none"> <li>In interactive context, speaks at a reasonable rate with infrequent pauses</li> <li>In longer responses, pausing is more noticeable</li> <li>Voice and intonation contribute positively to intended meaning</li> <li>Features of L1 are evident but deviations in sounds or stress do not interfere with communication or result in many misunderstandings</li> </ul>
		<ul style="list-style-type: none"> <li>Lack of sufficient cohesive devices (grammatical and lexical) causes some awkwardness</li> </ul>		

\* Pauses (filled and unfilled) and hesitations referred to are those that appear to be due to lack of language rather than those needed occasionally by any speaker to conceptually plan what one wants to say.

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			Grammar	Vocabulary	
3	Standard	<p><b>Conveys</b> information, ideas, and viewpoint comprehensibly, though at times may struggle a bit</p> <p><b>Expresses</b> ideas generally though supporting details may not always be clear</p> <p><b>Sustains</b> talk; interlocutor occasionally needs to summarize or restate for clarification, particularly with regard to longer test-taker responses; interlocutor does not strain to understand test taker</p> <p><b>Generally Understands</b> ideas but may have to negotiate the meaning of details</p> <p><b>Active Participant:</b> spontaneously elaborates and contributes to topic development; initiates exchanges</p>	<ul style="list-style-type: none"> <li>Some errors occur but still generally comprehensible</li> <li>Shows functional grammatical control with pauses mainly at phrase/clause boundaries</li> </ul>	<ul style="list-style-type: none"> <li>Enough vocabulary to convey generally intended meaning but occasionally has errors in word choice and morphology</li> <li>Uses circumlocution and fillers to cover some vocabulary gaps</li> <li>Self-monitors and attentive to correction</li> </ul>	<ul style="list-style-type: none"> <li>In interactive context, speaks at a reasonable rate with infrequent pauses or hesitations</li> <li>In longer responses, pausing is more noticeable</li> <li>Features of L1 are evident but deviations in sounds or stress do not interfere with communication or result in many misunderstandings</li> </ul>
			<ul style="list-style-type: none"> <li>Lack of sufficient cohesive devices (grammatical and lexical) causes some awkwardness; lack of sustained clarity or some incoherence in longer responses</li> </ul>		
2	Below Standard	<p><b>Conveys</b> information, ideas, and viewpoint in a general manner but unable to say fully or exactly what he or she might want to say</p> <p><b>Attempts to Express</b> ideas, though detail may be difficult to understand due to language constraints</p> <p><b>Can Sustain</b> involvement but <b>only</b> with a patient interlocutor who must clarify ideas</p> <p><b>Understands</b> interlocutor input or support when it is clear and general, but communication breakdowns may result if interlocutor conveys too many details or complexity in restatements</p> <p><b>Somewhat Interactive Participant:</b> sustains involvement in an interaction and does some elaboration and initiation</p>	<ul style="list-style-type: none"> <li>Shows some knowledge of basic grammar and syntax, but frequent attempts at self-correction, pauses, awkward chunking, and/or missing grammatical elements disrupt communication</li> <li>Pauses and hesitations often <b>not</b> at phrase or clause boundaries</li> <li>May rely on use of phrase strings or disconnected clause units</li> </ul>	<ul style="list-style-type: none"> <li>Some vocabulary control but insufficient to express meaning beyond basic idea</li> <li>Frequency of word choice errors often obscures communication of specific details</li> <li>Some self-monitoring and self-correction</li> </ul>	<ul style="list-style-type: none"> <li>Rate of delivery (uneven or slow) together with pauses and hesitations are distracting</li> <li>L1 features may create strain on listener; certain words or phrases may need repetition or slower articulation to promote intelligibility</li> </ul>
			<ul style="list-style-type: none"> <li>High frequency of errors (grammar, syntax, morphology, vocabulary)</li> <li>Lack of sufficient grammar and/or vocabulary restricts communication beyond the basic or general idea and causes lack of sustained clarity and general coherence</li> <li>May rely on use of phrase strings or disconnected clause units so discourse produced is often not cohesive</li> </ul>		

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		Grammar	Vocabulary	
1	<p><b>Conveying</b> ideas can take time, is challenging, and usually unsuccessful</p> <p><b>Unable to Express</b> oneself</p> <p><b>Unable to Sustain</b> involvement, and needs interlocutor support for interpretation, synthesis, and restatement of ideas and to provide clarification; rarely independent in an interaction</p> <p><b>Difficulty in Understanding</b> and weak receptive skills</p> <p><b>Not an Interactive Participant:</b> elaboration and topic initiations are rarely successful</p>	<ul style="list-style-type: none"> <li>Shows knowledge of basic clauses, but many contain pauses (filled and unfilled) and are rendered as phrasal chunks</li> <li>Pauses and hesitations are <b>not</b> commonly at phrase or clause boundaries</li> </ul>	<ul style="list-style-type: none"> <li>Inadequate range of productive vocabulary restricts what can be expressed</li> <li>Inadequate range of receptive vocabulary so that interlocutor may need to reformulate and rephrase to be understood</li> </ul>	<ul style="list-style-type: none"> <li>Slow delivery of language</li> <li>High frequency of pauses (some quite lengthy and awkward) results in disfluent speech and disrupts communication</li> <li>Phonological variation due to L1 transfer may cause unintelligibility</li> </ul>
Below Standard		<ul style="list-style-type: none"> <li>High frequency of errors (grammar, syntax, morphology, vocabulary) can impede comprehensibility</li> <li>Lack of vocabulary; in particular, seems to restrict communicative effectiveness; lack of sufficient language control and resources affects comprehensibility</li> </ul>		

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