



ISE Foundation Speaking and listening rating scale

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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 ▶ Maintains simple exchanges ▶ Says or signals in basic ways that he/she did not follow (eg 'Can you repeat?') 	<ul style="list-style-type: none"> ▶ Understands short and simple interventions with little repetition ▶ Identifies factual information ▶ Follows conversational speech, sometimes slowed ▶ Sometimes responds slowly 	<ul style="list-style-type: none"> ▶ Uses a sufficient range of basic grammatical structures/lexis and memorised phrases to deal with topics at this level ▶ Shows a sufficient level of grammatical accuracy and lexical precision to deal with simple exchanges ▶ Makes basic mistakes, but most errors do not impede communication 	<ul style="list-style-type: none"> ▶ Mostly intelligible despite noticeable use of non-standard phonemes ▶ Uses basic lexical stress and intonation appropriately ▶ Speaks slowly with frequent pausing and hesitation ▶ Requires some careful listening
3	<ul style="list-style-type: none"> ▶ Fulfils the task appropriately ▶ Maintains simple exchanges, despite some difficulty, some examiner support is necessary ▶ Attempts to say or signal in basic ways that he/she did not follow (eg 'Repeat?', 'Mm?' with a facial expression) 	<ul style="list-style-type: none"> ▶ Understands short and simple interventions but may need repetition ▶ Identifies factual information, sometimes incomplete ▶ Follows slow conversational speech ▶ May make slow responses due to the need to make sense of the input 	<ul style="list-style-type: none"> ▶ Uses a range of basic grammatical structures/lexis and memorised phrases to deal with topics at this level ▶ Shows a basic level of grammatical accuracy and lexical precision to deal with simple exchanges ▶ Makes basic mistakes – major errors occasionally impede communication 	<ul style="list-style-type: none"> ▶ Mostly intelligible despite noticeable use of non-standard phonemes ▶ Uses basic lexical stress and intonation enough to follow ▶ Speaks slowly with frequent and extended pausing and hesitation ▶ Requires careful listening
2	<ul style="list-style-type: none"> ▶ Fulfils the task acceptably with support ▶ Examiner support is necessary to keep the interaction going ▶ Attempts to signal in basic ways that he/she did not follow 	<ul style="list-style-type: none"> ▶ Does not always understand interventions, quite often needs repetition ▶ Identifies factual information just enough to respond ▶ Follows slow conversational speech in places ▶ Makes slow responses due to difficulty in making sense of the input 	<ul style="list-style-type: none"> ▶ Uses an acceptable range of basic grammatical structures/lexis and memorised phrases to deal with topics at this level ▶ Shows a basic level of grammatical accuracy and lexical precision – just enough to follow ▶ Makes basic mistakes – major errors sometimes impede communication 	<ul style="list-style-type: none"> ▶ Sometimes unintelligible ▶ Use of non-standard phonemes is very evident ▶ Uses some basic lexical stress and intonation ▶ Speaks slowly with frequent and noticeable pausing and hesitation ▶ Requires careful listening, sometimes difficult to follow
1	<ul style="list-style-type: none"> ▶ Does not fulfil the task even with support ▶ Difficult to keep the interaction going even with examiner support ▶ May attempt to signal in basic ways that he/she did not follow 	<ul style="list-style-type: none"> ▶ Understands few or no examiner interventions ▶ Does not identify factual information ▶ Has difficulty in following even slow conversational speech ▶ Makes slow responses due to failure to understand input 	<ul style="list-style-type: none"> ▶ Uses some basic grammatical structures/lexis, but does not manage to deal with topics at this level ▶ Does not show an adequate level of grammatical accuracy and lexical precision for simple exchanges ▶ Makes basic mistakes, and major errors often impede communication 	<ul style="list-style-type: none"> ▶ Sometimes or often unintelligible ▶ Does not use basic lexical stress or intonation ▶ Speaks very slowly with frequent and noticeable pausing and hesitation ▶ Requires careful listening, often difficult to follow
0	No performance to assess (candidate does not speak, or does not speak in English).			