

ISE II Speaking and listening rating scale

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 ▶ Initiates and responds with effective turn-taking ▶ Effectively maintains and develops the interaction ▶ Solves communication problems naturally, if any 	<ul style="list-style-type: none"> ▶ Understands all interventions on a first hearing ▶ Interprets examiner's aims and viewpoints accurately by making links with earlier information ▶ Makes immediate and relevant responses 	<ul style="list-style-type: none"> ▶ Uses a wide range of grammatical structures/lexis flexibly to deal with topics at this level ▶ Consistently shows a high level of grammatical accuracy and lexical precision ▶ Errors do not impede communication 	<ul style="list-style-type: none"> ▶ Clearly intelligible ▶ Uses focal stress and intonation effectively ▶ Speaks promptly and fluently ▶ Requires no careful listening
3	<ul style="list-style-type: none"> ▶ Fulfils the task appropriately ▶ Initiates and responds appropriately ▶ Maintains and develops the interaction appropriately (eg expanding and developing ideas, and showing understanding of what the examiner said) ▶ Deals with communication problems well 	<ul style="list-style-type: none"> ▶ Understands most interventions on a first hearing ▶ Interprets examiner's aims and viewpoints accurately ▶ Makes prompt and relevant response 	<ul style="list-style-type: none"> ▶ Uses an appropriate range of grammatical structures/lexis to deal with topics at this level ▶ Shows a relatively high level of grammatical accuracy and lexical precision ▶ Errors do not impede communication 	<ul style="list-style-type: none"> ▶ Clearly intelligible despite some use of non-standard phonemes ▶ Uses focal stress and intonation appropriately ▶ Generally speaks promptly and fluently – occasionally affected by some hesitancy ▶ Requires almost no careful listening
2	<ul style="list-style-type: none"> ▶ Fulfils the task acceptably with support ▶ Initiates and responds acceptably ▶ Maintains and develops the interaction, but contributions are not always appropriate and/or are somewhat dependent on the examiner ▶ Manages to solve communication problems, but requires more than one attempt and/or does not always do this naturally (eg 'What?') 	<ul style="list-style-type: none"> ▶ Usually understands interventions; occasionally needs clarification ▶ Shows occasional uncertainty about examiner's aims or viewpoints ▶ Makes relatively prompt responses 	<ul style="list-style-type: none"> ▶ Uses an acceptable range of grammatical structures/lexis to manage topics at this level, but grammatical/lexical gaps still cause hesitation and circumlocution ▶ Shows an acceptable level of grammatical accuracy and lexical precision ▶ Most errors do not impede communication 	<ul style="list-style-type: none"> ▶ Intelligible despite some use of non-standard phonemes ▶ Uses focal stress and intonation acceptably ▶ Speaks promptly and fluently enough to follow ▶ Requires some careful listening
1	<ul style="list-style-type: none"> ▶ Does not fulfil the task even with support ▶ Does not initiate or respond adequately ▶ Does not maintain and develop the interaction sufficiently ▶ Contributions are inappropriate and/or overly dependent on the examiner ▶ Has some difficulty in resolving communication problems 	<ul style="list-style-type: none"> ▶ Has difficulty in understanding interventions ▶ Frequently misinterprets examiner's aims and viewpoints ▶ Responds slowly due to difficulty in understanding input 	<ul style="list-style-type: none"> ▶ Uses a limited range of grammatical structures/lexis that is not always adequate to deal with topics at this level ▶ Does not show an adequate level of grammatical accuracy and lexical precision ▶ Some errors impede communication 	<ul style="list-style-type: none"> ▶ Generally intelligible or sometimes unintelligible – use of non-standard phonemes is sometimes or frequently evident ▶ Sometimes or often misuses focal stress and intonation ▶ Speaks slowly, sometimes or often halted by hesitancy ▶ Requires (some) careful listening
0	No performance to assess (candidate does not speak, or does not speak in English).			