

General assessment scales for summer school placement speaking tests

Score	Communication	Language
0	<p>Little or no communication.</p>	<p>Little or no communicable language.</p>
1	<p>Displays limited fluency.</p> <p>Can talk about topics covering personal and familiar themes. More abstract and unfamiliar topics are beyond the speaker's scope.</p> <p>Noticeable long pauses, hesitation, reformulation, and repetition between words, while preparing the next utterance impedes cohesion, creates disfluency, and/or hinders understanding.</p> <p>Requires the interlocutor to reformulate, simplify, add redundancy and/or use non-verbal communication to assist understanding.</p> <p>Conversation is completely driven by the interlocutor.</p>	<p>Language resource is limited, and most utterances are short. The interlocutor may be required to supply language to the speaker to sustain the conversation.</p> <p>Produces some simple sentences.</p> <p>Reliant on some memorised utterances.</p>
2	<p>Displays some fluency.</p> <p>Can talk about a range of topics covering personal and familiar themes. More abstract and unfamiliar topics are limited in scope.</p> <p>Noticeable hesitation, reformulation, and repetition between words, while preparing the next utterance or when attempting more complex language impedes cohesion, creates disfluency, and/or hinders understanding.</p> <p>Requires the interlocutor to reformulate and/or add redundancy to assist understanding.</p> <p>Conversation is mostly driven by the interlocutor.</p>	<p>Errors in syntax, word choice, and grammatical tense are frequent, requiring the interlocutor to focus more and may hinder understanding.</p> <p>Produces a range of simple sentences. Complex sentences are attempted but limited in scope.</p> <p>May rely on some memorised utterances.</p>
3	<p>Displays a degree of fluency.</p> <p>Can talk about a range of familiar and unfamiliar topics.</p> <p>Some noticeable hesitation, reformulation, and repetition between words, while preparing the next utterance or when attempting more complex language may impede cohesion, create disfluency, and/or hinder understanding.</p> <p>May require the interlocutor to reformulate prompts and/or add redundancy to assist understanding.</p> <p>Conversation feels fairly natural and could continue without standard prompts from the interlocutor.</p>	<p>Errors in syntax, word choice, and grammatical tense are frequent but only occasionally hinder understanding.</p> <p>Produces a range of simple as well as complex sentences.</p>
4	<p>Displays a high degree of fluency.</p> <p>Can flexibly talk about a range of familiar and unfamiliar topics.</p> <p>Occasional noticeable hesitation, reformulation, and repetition between words, while preparing the next utterance, or when attempting more complex language rarely impede cohesion, create disfluency, and/or hinder understanding.</p> <p>Rarely requires the interlocutor to reformulate prompts to assist understanding.</p> <p>Conversation feels natural and would continue without standard prompts from the interlocutor.</p>	<p>Errors in syntax, word choice, and grammatical tense are infrequent but rarely hinder understanding.</p> <p>Flexibly produces a range of simple as well as complex sentences.</p>
5	<p>Fluent.</p> <p>Can flexibly talk about a range of familiar and unfamiliar topics. Responses are qualitative, relevant, and appropriate.</p> <p>Any hesitation, reformulation, and repetition do not disturb the flow of the conversation or act as a barrier to communication.</p> <p>Conversation feels spontaneous, natural, and authentic.</p>	<p>Errors in syntax, word choice, and grammatical tense are rare but do not hinder understanding.</p> <p>Produces an extensive range of simple as well as complex language.</p>