

## Appendix 6 – ISE II Speaking and listening rating scale

Score	Communicative effectiveness	Interactive listening	Language control	Delivery
	<ul style="list-style-type: none"> <li>▶ Task fulfilment</li> <li>▶ Appropriacy of contributions /turn-taking</li> <li>▶ Repair strategies</li> </ul>	<ul style="list-style-type: none"> <li>▶ Comprehension and relevant response</li> <li>▶ Level of understanding</li> <li>▶ Speech rate of examiner interventions</li> <li>▶ Speed and accuracy of response</li> </ul>	<ul style="list-style-type: none"> <li>▶ Range</li> <li>▶ Accuracy/precision</li> <li>▶ Effects of inaccuracies</li> </ul>	<ul style="list-style-type: none"> <li>▶ Intelligibility</li> <li>▶ Lexical stress/intonation</li> <li>▶ Fluency</li> <li>▶ Effects on the listener</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>▶ Fulfils the task very well</li> <li>▶ Initiates and responds with effective turn-taking</li> <li>▶ Effectively maintains and develops the interaction</li> <li>▶ Solves communication problems naturally, if any</li> </ul>	<ul style="list-style-type: none"> <li>▶ Understands all interventions on a first hearing</li> <li>▶ Interprets examiner's aims and viewpoints accurately by making links with earlier information</li> <li>▶ Makes immediate and relevant responses</li> </ul>	<ul style="list-style-type: none"> <li>▶ Uses a wide range of grammatical structures/lexis flexibly to deal with topics at this level</li> <li>▶ Consistently shows a high level of grammatical accuracy and lexical precision</li> <li>▶ Errors do not impede communication</li> </ul>	<ul style="list-style-type: none"> <li>▶ Clearly intelligible</li> <li>▶ Uses focal stress and intonation effectively</li> <li>▶ Speaks promptly and fluently</li> <li>▶ Requires no careful listening</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>▶ Fulfils the task appropriately</li> <li>▶ Initiates and responds appropriately</li> <li>▶ Maintains and develops the interaction appropriately (eg expanding and developing ideas, and showing understanding of what the examiner said)</li> <li>▶ Deals with communication problems well</li> </ul>	<ul style="list-style-type: none"> <li>▶ Understands most interventions on a first hearing</li> <li>▶ Interprets examiner's aims and viewpoints accurately</li> <li>▶ Makes prompt and relevant response</li> </ul>	<ul style="list-style-type: none"> <li>▶ Uses an appropriate range of grammatical structures/lexis to deal with topics at this level</li> <li>▶ Shows a relatively high level of grammatical accuracy and lexical precision</li> <li>▶ Errors do not impede communication</li> </ul>	<ul style="list-style-type: none"> <li>▶ Clearly intelligible despite some use of non-standard phonemes</li> <li>▶ Uses focal stress and intonation appropriately</li> <li>▶ Generally speaks promptly and fluently – occasionally affected by some hesitancy</li> <li>▶ Requires almost no careful listening</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>▶ Fulfils the task acceptably with support</li> <li>▶ Initiates and responds acceptably</li> <li>▶ Maintains and develops the interaction, but contributions are not always appropriate and/or are somewhat dependent on the examiner</li> <li>▶ Manages to solve communication problems, but requires more than one attempt and/or does not always do this naturally (eg 'What?')</li> </ul>	<ul style="list-style-type: none"> <li>▶ Usually understands interventions; occasionally needs clarification</li> <li>▶ Shows occasional uncertainty about examiner's aims or viewpoints</li> <li>▶ Makes relatively prompt responses</li> </ul>	<ul style="list-style-type: none"> <li>▶ Uses an acceptable range of grammatical structures/lexis to manage topics at this level, but grammatical/lexical gaps still cause hesitation and circumlocution</li> <li>▶ Shows an acceptable level of grammatical accuracy and lexical precision</li> <li>▶ Most errors do not impede communication</li> </ul>	<ul style="list-style-type: none"> <li>▶ Intelligible despite some use of non-standard phonemes</li> <li>▶ Uses focal stress and intonation acceptably</li> <li>▶ Speaks promptly and fluently enough to follow</li> <li>▶ Requires some careful listening</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>▶ Does not fulfil the task even with support</li> <li>▶ Does not initiate or respond adequately</li> <li>▶ Does not maintain and develop the interaction sufficiently</li> <li>▶ Contributions are inappropriate and/or overly dependent on the examiner</li> <li>▶ Has some difficulty in resolving communication problems</li> </ul>	<ul style="list-style-type: none"> <li>▶ Has difficulty in understanding interventions</li> <li>▶ Frequently misinterprets examiner's aims and viewpoints</li> <li>▶ Responds slowly due to difficulty in understanding input</li> </ul>	<ul style="list-style-type: none"> <li>▶ Uses a limited range of grammatical structures/lexis that is not always adequate to deal with topics at this level</li> <li>▶ Does not show an adequate level of grammatical accuracy and lexical precision</li> <li>▶ Some errors impede communication</li> </ul>	<ul style="list-style-type: none"> <li>▶ Generally intelligible or sometimes unintelligible – use of non-standard phonemes is sometimes or frequently evident</li> <li>▶ Sometimes or often misuses focal stress and intonation</li> <li>▶ Speaks slowly, sometimes or often halted by hesitancy</li> <li>▶ Requires (some) careful listening</li> </ul>
<b>0</b>	No performance to assess (candidate does not speak, or does not speak in English).			