

|            |   | Linguistic Resources<br><i>Range and Accuracy</i>   |  | Delivery and Intelligibility   |
|------------|---|---|--|--|
|            |   | Grammar   | Vocabulary   |  |
| 5          | <b>Discourse and Interaction</b><br><i>Development, Functional Range, and Listening Comprehension</i>   |   |  |  |
|            |   |   |  |  |
| Expert     | <b>Production of Independent, Spontaneous Speech</b> <ul style="list-style-type: none"> <li>Explains concisely and accurately; little to no reliance on written material</li> <li>Provides coherent explanations without prompting on all topics</li> <li>Presents decisions persuasively and appropriately for varying contexts</li> </ul> <b>Contribution to Extended Interaction</b> <ul style="list-style-type: none"> <li>Consistently contributes appropriately to development of interaction; very aware of listener</li> <li>Recommendations are appropriate and supported with explanations</li> <li>Justifies position, regularly paraphrasing and elaborating to explain and/or clarify</li> <li>Communication breakdowns are rare</li> </ul> <b>Listening Comprehension</b> <ul style="list-style-type: none"> <li>Understands linguistic, sociolinguistic, and pragmatic information in order to engage in extended, spontaneous interaction</li> </ul>  | <ul style="list-style-type: none"> <li>Uses a wide variety of basic and complex grammatical structures accurately and effectively</li> <li>Uses a range of grammatical structures that are pragmatically appropriate</li> </ul>         | <ul style="list-style-type: none"> <li>Uses broad range of vocabulary</li> <li>Collocations, colloquial language, idiomatic expressions used accurately and appropriately</li> </ul>   | <ul style="list-style-type: none"> <li>Fluent and articulate delivery</li> <li>Often uses rate of speech and/or prosodic features to add meaning, aid listener, and/or to shift style/register appropriately</li> </ul>  |
|            |   |   |  | <ul style="list-style-type: none"> <li>"Slips of the tongue" may occur, often self-corrected; (fossilized) errors may be present throughout discourse but do not impede interaction</li> </ul>   |
| 4          | <b>Production of Independent, Spontaneous Speech</b> <ul style="list-style-type: none"> <li>Explains concisely and accurately; some reliance on written material</li> <li>Provides coherent explanations, usually without prompting, on all concrete and most abstract topics</li> <li>Usually presents decisions persuasively, and usually appropriately for context</li> </ul> <b>Contribution to Extended Interaction</b> <ul style="list-style-type: none"> <li>Usually contributes appropriately to the development of the interaction; very aware of listener</li> <li>Provides recommendations that are almost always supported with explanations and are appropriate to the context</li> <li>Justifies position, frequently paraphrasing and elaborating to explain and/or clarify statements</li> <li>Communication breakdowns usually do not occur</li> </ul> <b>Listening Comprehension</b> <ul style="list-style-type: none"> <li>Almost always understands linguistic, sociolinguistic, and pragmatic information in order to engage in extended, spontaneous interaction</li> </ul> | <ul style="list-style-type: none"> <li>Usually uses a variety of basic and complex grammatical structures accurately and usually effectively</li> <li>Usually uses grammatical structures that are pragmatically appropriate</li> </ul> | <ul style="list-style-type: none"> <li>Usually uses a broad range of vocabulary</li> <li>Collocations, colloquial language, and idiomatic expressions are often used and are usually accurate and appropriate</li> <li>Occasionally uses secondary meaning of words</li> </ul> | <ul style="list-style-type: none"> <li>Frequently fluent and articulate; may require minimal listener effort</li> <li>Usually uses rate of speech and/or prosodic features to add meaning, to aid listener, and/or to shift style/register appropriately</li> <li>Fluency may slightly decline with challenging speech events but this rarely affects the flow of discourse</li> </ul> |
|            |   |   |  | <ul style="list-style-type: none"> <li>Errors in vocabulary and/or grammar do not cause miscommunication or interrupt the flow of discourse</li> <li>Accuracy in vocabulary and/or grammar may decline with more challenging speech events</li> </ul>  |
| Consistent |   |   |  |  |

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|   |   | Grammar   | Vocabulary  |  |
| 3 | <b>Discourse and Interaction</b><br><i>Development, Functional Range, and Listening Comprehension</i>   |   |   |  |
|   |   | <b>Production of Independent, Spontaneous Speech</b> <ul style="list-style-type: none"> <li>Adequately explains; may rely on written material periodically</li> <li>Elaborates, often without prompting, and provides coherent explanations on almost all concrete and many abstract topics</li> <li>Often presents decisions clearly, appropriately; may occasionally show some limitations in ability to extend discourse and to provide convincing explanations</li> </ul> <b>Contribution to Extended Interaction</b> <ul style="list-style-type: none"> <li>Often contributes appropriately to the development of interaction; aware of listener; may occasionally rely on interlocutors for continuation of discussion</li> <li>Recommendations may require minor prompting for supporting explanations; may occasionally be awkwardness to appropriateness of word choices/phrasing</li> <li>Justifies position adequately; usually able to paraphrase; clarity of meaning may occasionally be lacking when providing supporting details</li> <li>Communication breakdowns may occur during challenging speech events; usually repaired</li> </ul> <b>Listening Comprehension</b> <ul style="list-style-type: none"> <li>Usually understands linguistic and sociolinguistic information and often understands the pragmatic information in order to engage in extended, spontaneous interaction</li> </ul> | <ul style="list-style-type: none"> <li>Often uses a variety of basic and complex grammatical structures accurately and effectively</li> <li>Often uses a variety of grammatical structures that are pragmatically appropriate</li> </ul>  | <ul style="list-style-type: none"> <li>Often uses moderate range of vocabulary accurately and appropriately</li> <li>Occasionally uses idiomatic expressions and colloquial language</li> <li>Occasionally uses incorrect collocations that may lead to vagueness</li> </ul> |
| 2 | <b>Production of Independent, Spontaneous Speech</b> <ul style="list-style-type: none"> <li>Usually explains by repeating language already provided</li> <li>Occasionally able, when prompted, to elaborate and provide explanations on most concrete topics; explanations frequently lack coherence and organization</li> <li>Usually presents decisions by repeating language already produced</li> </ul> <b>Contribution to Extended Interaction</b> <ul style="list-style-type: none"> <li>Frequently relies on other participants to initiate, develop, maintain discourse; rarely offers feedback or commentary</li> <li>Usually able to recommend; occasionally able, when prompted, to provide supporting explanations</li> <li>Attempts to justify a position are usually unclear and repetitive</li> <li>Communication breakdowns may occur during any speech event and often are not repaired</li> </ul> <b>Listening Comprehension</b> <ul style="list-style-type: none"> <li>Limitations in comprehension may often result in interruptions in exchange and in communication breakdowns</li> </ul> | <ul style="list-style-type: none"> <li>Range of vocabulary and grammatical structures extends beyond what has been provided orally and/or in writing</li> <li>Gaps and/or errors in vocabulary and/or grammar, sometimes self-corrected, frequently do not hinder communication, but may rarely cause interruptions in communication flow</li> <li>Accuracy in vocabulary and/or grammar often declines with an increase in rate of speech and/or with more challenging speech events</li> </ul>  | <ul style="list-style-type: none"> <li>Listener effort frequently required</li> <li>Delivery is often slow and halting</li> <li>Pausing and phrasing are often incorrect, negatively affecting intelligibility</li> <li>Production may be word by word, resulting in a lack of sentence rhythm and flat intonation</li> <li>L1 influence may disrupt intelligibility</li> </ul> |  |
|   |   | <ul style="list-style-type: none"> <li>Frequent use of basic structures (i.e., lack of complex sentences) that often contain errors</li> </ul>  | <ul style="list-style-type: none"> <li>Limited range of vocabulary</li> <li>Frequently uses vague and/or inaccurate vocabulary</li> </ul>   | <ul style="list-style-type: none"> <li>Vocabulary and grammar structures used are typically repetitions of what has been provided orally or in writing</li> <li>Gaps and/or errors in vocabulary and grammar may disrupt effective communication</li> </ul>                  |

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|         |   | Grammar   | Vocabulary   |   |
| 1       | <b>Discourse and Interaction</b><br><i>Development, Functional Range, and Listening Comprehension</i>   |   |  |   |
|         | <b>Production of Independent, Spontaneous Speech</b> <ul style="list-style-type: none"> <li>• Unable to explain; merely reads information provided</li> <li>• Occasionally able, when prompted, to elaborate on concrete and familiar topics; explanations usually lack organization</li> <li>• Usually able to present basic position on concrete topic; very little elaboration; usually repeats language already produced</li> </ul> <b>Contribution to Extended Interaction</b> <ul style="list-style-type: none"> <li>• Frequently unable to contribute to the development of discourse on topics that have been provided; considerable reliance on interlocutors</li> <li>• Usually able to state a recommendation or opinion but unable to provide supporting explanation</li> <li>• Rarely able to justify and defend; attempts are almost always unclear and repetitive</li> <li>• Almost always unable to repair communication breakdowns</li> </ul> <b>Listening Comprehension</b> <ul style="list-style-type: none"> <li>• Extreme limitations in comprehension result in an inability to engage in extended discourse</li> </ul> | <ul style="list-style-type: none"> <li>• Uses only basic structures that regularly contain errors</li> </ul>  | <ul style="list-style-type: none"> <li>• Very limited vocabulary</li> <li>• Regularly searches for words</li> <li>• Frequently uses vague expressions</li> </ul> | <ul style="list-style-type: none"> <li>• Slow and halting delivery</li> <li>• Production is often word by word, resulting in a lack of sentence rhythm and flat intonation</li> <li>• Errors in rhythm, stress, and intonation disrupt intelligibility, often causing considerable listener effort</li> <li>• L1 influence may disrupt intelligibility</li> </ul> |
| Limited |   | <ul style="list-style-type: none"> <li>• Regular gaps and/or errors in vocabulary, grammar, and/or delivery</li> <li>• Gaps and/or errors frequently prevent communication</li> </ul> |  |   |