

Speaking Sample Test Score and Commentary

The ECPE speaking section is scored analytically. This means that an ECPE speaking performance is awarded a numeric score derived from scores assigned by the two examiners, who will assign six independent scores—one score for each of the evaluation criteria for Stages 1, 2, and 3 combined and three more scores for Stages 4 and 5 combined.

In other words, the test takers' Discourse and Interaction in Stages 1, 2, and 3 will be awarded one score; their Linguistic Resources in the first three stages will be awarded one score; and their Delivery and Intelligibility in the first three stages will be awarded one score. The test takers' Discourse and Interaction in Stages 4 and 5 will also be awarded one score, as will their Linguistic Resources in Stages 4 and 5, and their Delivery and Intelligibility in Stages 4 and 5.

Sample of the ECPE Speaking Score Collection Sheet

	Discourse and Interaction	Linguistic Resources	Delivery and Intelligibility
Stages 1, 2, & 3 1. Introduction 2. Explaining and Recommending 3. Consensus Reaching	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤
Stages 4 & 5 4. Presenting and Convincing 5. Justifying and Defending	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤

As in the other sections of the ECPE, the total score will be converted to allow the final speaking score to be reported on a scale of 0–1000.

The following pages include examples of the marks on the ECPE Speaking Score Collection Sheet for Stefanos and David, the two test takers in the sample video available online, as well as commentary on their performance on the test.

Examples of the marks on the ECPE Speaking Score Collection Sheet for Stefanos and David

		Discourse and Interaction	Linguistic Resources	Delivery and Intelligibility
Test Taker 1 Stefanos	Stages 1, 2, & 3 1. Introduction 2. Explaining and Recommending 3. Consensus Reaching	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤
	Stages 4 & 5 4. Presenting and Convincing 5. Justifying and Defending	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤
Test Taker 2 David	Stages 1, 2, & 3 1. Introduction 2. Explaining and Recommending 3. Consensus Reaching	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤
	Stages 4 & 5 4. Presenting and Convincing 5. Justifying and Defending	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤

ECPE Speaking Sample Test Commentary – Stefanos

The following commentary is for the sample speaking test available at www.CambridgeMichigan.org/EnhancedResults

	Discourse and Interaction	Linguistic Resources	Delivery and Intelligibility
Stages 1, 2, & 3			
<p>Introduction</p> <p>Explaining and Recommending</p> <p>Consensus Reaching</p>	<p>The TT is able to explain the provided information concisely and accurately with little to no reliance on the written material. His explanations are well organized and coherent and require minimal prompting.</p> <p>He presents decisions persuasively and appropriately and regularly paraphrases and elaborates to explain or clarify: <i>but there are many, I think, advantages involved with this decision because it's spring break; after all, we need the warm weather; 16 Celsius is not bad, for sure, but 31 is, I think, everyone will enjoy that.</i> He is an interactive participant throughout and consistently contributes to the conversation.</p> <p>SCORE 5</p>	<p>A broad range of lexical resources is used. The TT can flexibly use collocations: <i>cost effective</i>, colloquial language: <i>stick with my choice</i>, and idiomatic expressions: <i>bear in mind</i>. These are used accurately and appropriately. Native-like expressions, <i>I'll give you that</i>, were also common throughout. The TT uses a wide variety of basic and complex grammatical structures effectively: <i>I have to say that the activities that you can do in Orlando are much more diverse, I would say, than the ones you can do in Aspen; For example, as opposed to Washington D.C., which we disregarded with the high crime rate, is of low importance, for sure.</i> The TT occasionally uses incorrect collocations or grammar but meaning is not impeded by these: <i>I think both our destinations, at least the disadvantages, are not really important.</i></p> <p>SCORE 5</p>	<p>The TT speaks clearly and fluently; no listener effort is needed. While his rate of speech is fast, he is able to effectively use rhythm and stress to add meaning. <i>So</i> and <i>but</i> are emphasized to clarify the TT's intended meaning: <i>So, it's not that far, but it does involve a flight.</i> Similarly, the TT uses rate of speech and prosodic features such as pausing and emphasis to add meaning: <i>I think you made some very good points, but I think that [pause] Orlando is actually a better destination to visit.</i></p> <p>SCORE 5</p>
Stages 4 & 5			
<p>Presenting and Convincing</p> <p>Justifying and Defending</p>	<p>The TT presents his decision concisely and accurately. In Stage 4, his recommendations are appropriate for the context and well supported. In Stage 5, his response to the examiner's question is appropriate, and he is able to justify his position. Also in Stage 5, the TT understands linguistic, sociolinguistic, and pragmatic information in order to engage in extended interaction when he recognizes the veiled challenge in the second examiner's question about the difficulty of organizing a large group: <i>I think that's a very valid point. This is a concern but I think...</i></p> <p>SCORE 5</p>	<p>Vocabulary is used accurately to convey finer shades of meaning. Collocations—<i>suffer from extreme heat, weather change, valid point</i>—colloquial language, and idiomatic expressions are frequent. The TT often uses a wide variety of basic and complex grammatical structures as well as collocations effectively: <i>We also have given... we have been provided with some very excellent opportunities to do there; we maximize our chances of satisfying everyone; They can monitor the situation should something go wrong.</i> Minor errors in subject-verb agreement and preposition use do not impede communication.</p> <p>SCORE 5</p>	<p>The TT's language is fluent and articulate. In Stage 4, he uses prosodic features—such as slower speech rate and more frequent pauses—to shift style/register appropriately and to accentuate his message: <i>Yes, we have. Yes, we have. [pause] So, we decided [pause] to take our class trip to Orlando, Florida [pause] and we have some very interesting advantages for this plan to present to you...</i> In Stage 5, the TT uses speech rate (slowing down to articulate clearly), stress, and intonation to aid listener understanding: <i>I personally don't have any concern with that, because I think that even though the weather is warm, it not warm to a level that may cause problems to students...</i></p> <p>SCORE 5</p>

ECPE Speaking Sample Test Commentary – David

The following commentary is for the sample speaking test available at www.CambridgeMichigan.org/EnhancedResults

	Discourse and Interaction	Linguistic Resources	Delivery and Intelligibility
Stages 1, 2, & 3			
<p>Introduction</p> <p>Explaining and Recommending</p> <p>Consensus Reaching</p>	<p>The TT is able to concisely and accurately explain the information provided with some reliance on the written material. Good use of transitional markers—<i>besides that, as well, in spite of that, and however</i>—aid listener understanding. His explanations are well-organized and coherent: <i>We have two choices here. The first one...</i></p> <p>The TT usually contributes appropriately to the development of the interaction, and his recommendations are almost always supported with explanations: <i>We are all young people so I think the cost to go one of these is real important. Orlando, Florida is more important than Aspen, Colorado, right?</i></p> <p>SCORE 4</p>	<p>The TT's range of vocabulary and grammatical structures extends beyond what has been provided: <i>do activities that we cannot do in cities; this is in the mountains, and if any of us has a problems with altitude, that's not a good choice.</i> Idiomatic expressions and collocations are also present, but with some inaccuracies: <i>spend a good time with our friends and you can reach that (the cost).</i> His grammatical accuracy declines in Stage 3 due to its difficulty, but communication is not hindered: <i>The advantages of to go here...</i></p> <p>SCORE 3</p>	<p>The TT is frequently fluent and minimal effort is needed from the listener due to some pronunciation errors: <i>museum; Broadway; statue; young.</i> He is able to use prosodic features in his speech to add meaning: <i>So I would say that it's an investment, so if you want to enjoy more, just spend money.</i> As the test progresses, fluency slightly declines, but this doesn't affect communication.</p> <p>SCORE 4</p>
Stages 4 & 5			
<p>Presenting and Convincing</p> <p>Justifying and Defending</p>	<p>The TT presents his opinion persuasively and he usually, but not always, contributes to the interaction. In Stage 4, he justifies his position appropriately for the context, by paraphrasing and elaborating: <i>I see this more than an investment; the advantages are more important than the disadvantages.</i> Use of transitional phrases—<i>also, ...in particular, with that</i>—contribute to the coherence of his speech. In Stage 5, he appropriately answers the examiner's question and justifies his position. The TT is aware of the listener and is almost always able to understand information to engage in extended interaction.</p> <p>SCORE 4</p>	<p>The TT often uses a range of vocabulary and grammatical structures that extend beyond what has been provided: <i>Although we can, we have discounts to go to the Disney World, there's a problem with the money.</i> He uses a satisfactory range of vocabulary to convey his intended meaning. Some collocations are present, but are not always correct: <i>get an agreement.</i> Errors in grammar and vocabulary are present but do not hinder communication: <i>can go to Disney World, people who like toys, roller coasters...</i> Inaccuracies in vocabulary and grammar do not interrupt the flow of communication.</p> <p>SCORE 3</p>	<p>The TT's language is frequently fluent and his speech rate is consistent. His speech is articulate and only minimal listener effort is needed. The TT's fluency declines slightly with more challenging speech events during Stage 5, but this does not affect the flow of discourse. The TT occasionally uses prosodic features such as pitch to aid the listener: <i>people want to do one thing [rising intonation], people want to do other things [falling intonation].</i></p> <p>SCORE 4</p>