

ISE A1 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 ▶ Speech rate of examiner interventions ▶ Speed and accuracy of response 	<ul style="list-style-type: none"> ▶ Range ▶ Accuracy and 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 ▶ Asks and responds appropriately to questions ▶ Effectively says or signals in basic ways with words and gestures that he/she did not follow 	<ul style="list-style-type: none"> ▶ Understands short and simple interventions but may need repetition ▶ Follows conversational speech delivered slowly and clearly ▶ May make slow responses due to the need to make sense of the input 	<ul style="list-style-type: none"> ▶ Uses a good range of basic grammatical structures/lexis and memorised phrases for topics at this level ▶ Shows a good level of grammatical accuracy and lexical precision for simple exchanges ▶ Makes basic mistakes, but most errors do not impede communication 	<ul style="list-style-type: none"> ▶ High frequency lexical items are intelligible despite noticeable use of non-standard phonemes ▶ Uses basic lexical stress and intonation enough to follow ▶ May speak slowly with frequent pausing and hesitation ▶ May require some careful listening
3	<ul style="list-style-type: none"> ▶ Fulfils the task appropriately, may need some support ▶ Maintains simple exchanges by answering questions with some examiner support, and asking a question when prompted ▶ Attempts to say or signal in basic ways that he/she did not follow 	<ul style="list-style-type: none"> ▶ Does not always understand interventions, may need repetition and or rephrasing ▶ Follows conversational speech delivered slowly and clearly but may need interventions repeated at a slower rate ▶ Often makes slow responses due to the need to make sense of the input 	<ul style="list-style-type: none"> ▶ Uses a satisfactory range of basic grammatical structures/lexis and memorised phrases for topics at this level ▶ Shows a satisfactory level of grammatical accuracy and lexical precision for simple exchanges, but there may be omission of grammatical elements and gaps in the lexical range ▶ May make basic mistakes that do not affect meaning ▶ Makes major errors that occasionally impede communication 	<ul style="list-style-type: none"> ▶ High frequency lexical items are generally intelligible despite noticeable use of non-standard phonemes ▶ Uses basic lexical stress and intonation enough to follow in most turns ▶ Speaks slowly with frequent and extended pausing and hesitation ▶ Requires careful listening and may need support from the listener
2	<ul style="list-style-type: none"> ▶ Fulfils the task acceptably with support ▶ Interaction is dependent on examiner support to answer simple questions – this is not always successful ▶ May attempt to say or signal in a basic way that he/she did not follow 	<ul style="list-style-type: none"> ▶ Does not always understand interventions, quite often needs repetition and or rephrasing and this is not always successful ▶ Follows some conversation delivered slowly and clearly but may not understand several interventions even when repeated at a slower rate ▶ Responses are delayed due to difficulty making sense of the input 	<ul style="list-style-type: none"> ▶ Uses some basic grammatical structures/lexis and memorised phrases relevant for topics at this level ▶ Shows a basic level of grammatical accuracy and lexical precision – just enough to follow with support from the listener ▶ Makes basic mistakes that do not affect meaning ▶ Makes major errors that impede communication 	<ul style="list-style-type: none"> ▶ High frequency lexical items may be unintelligible due to use of non-standard phonemes ▶ May use some basic lexical stress and intonation ▶ Speaks slowly with frequent and noticeable pausing and hesitation ▶ Requires careful listening, sometimes difficult to follow even with support from the listener
1	<ul style="list-style-type: none"> ▶ Does not fulfil the task even with support ▶ Has consistent difficulty in responding appropriately to simple questions ▶ May attempt to say or signal in a basic way that he/she did not follow, these attempts may not be successful 	<ul style="list-style-type: none"> ▶ Understands few or no examiner interventions even with support ▶ Has difficulty in following most interventions when delivered slowly and clearly ▶ May at times be unable to respond due to failure making sense of the input 	<ul style="list-style-type: none"> ▶ May only use isolated words and simple memorised phrases and cannot deal with topics at this level ▶ May be unable to give information or take part in simple exchanges due to a lack of grammatical accuracy and lexical precision ▶ Makes frequent basic and major errors which impede communication 	<ul style="list-style-type: none"> ▶ High frequency lexical items are often unintelligible ▶ Does not use basic lexical stress or intonation ▶ Speaks very slowly with frequent and extended pausing and hesitation ▶ Requires careful listening, often difficult to follow even with support from the listener
0	No performance to assess (candidate does not speak, or does not speak in English).			