

ISE A1 Speaking and listening rating scale

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Score	Communicative effectiveness	Interactive listening	Language control	Delivery
4	<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).			