

OEPT2 Holistic Scale

Old Score Level	Level	Performance is...	Response Characteristics
6	60	Excellent and consistent. All items are, or almost all are 60s –displays of elegance and sophistication. No listener effort required.	<ul style="list-style-type: none"> • Effortless delivery, excellent prosody – at ease w/ all tasks • Wide range of vocabulary with idiomatic expressions • Syntax, tense varied – appropriate use of modality • Arguments that express audience awareness (framing, contextualization) and display individual perspective
6	55	Very good -- strong skills across items and some item-level 60s. No listener effort required.	<ul style="list-style-type: none"> • Good delivery w/ acceptable prosody, some stress errors • May have marked L1 characteristics, however, no difficulty with intelligibility or comprehensibility • Variety and range of vocabulary with idiomatic expressions • Clearly expressed argument that goes beyond prompt • Errors minor, infrequent, barely noticeable
5			
5	50	Adequate. May be a mix of 55s and 50s – few if any 45s. Listener effort seldom required.	<ul style="list-style-type: none"> • Adequate delivery, noticeable but acceptable pausing • Phrasal & syllable stress occasionally lost but regained • Adequate vocabulary w/ occasional idiomatic expressions • Clearly expressed argument some elaboration beyond prompt • Few false starts accompanied by successful restarts • Fewer systematic errors usually limited to a limited set or type (omission of -3rd per. Sing, articles), not disruptive to listener
4.5	45	Borderline. 50s and 45s, systematic strengths & weaknesses across aspects of performance or item types. Effort required, but tolerable.	<ul style="list-style-type: none"> • Some noticeable and unexpected hesitation and pausing • Phrase-level stress assignment missing or inconsistent (e.g., flat) • Basic vocabulary • Arguments ok, but limited and bound to prompt, may digress • Few false starts but may seem risk averse, conservative • Less intrusive systematic errors
4	40	Not ready for the classroom. Limited across most aspects of performance. Disruptions require consistent listener effort.	<ul style="list-style-type: none"> • Marked unexpected hesitations –difficulties w/ pronunciation, prosody, or stress that create listener effort and impatience • Limited, basic vocabulary • Argument dependent on repetition, sometimes digressions • False starts, some successful restarts • A variety of <i>noticeable</i> systematic errors
3	35	Restricted. Lack of resources confound and confuse; listening requires considerable effort, and attempts to understand may be abandoned.	<ul style="list-style-type: none"> • Problematic delivery w/ respect to fluency and/or pronunciation • Often unintelligible and/or incoherent • Argument difficult to identify or recognize • Restricted range of vocabulary and grammar • False starts with unsuccessful restarts, topics abandoned • Errors diffuse, unsystematic, difficult to classify