# OEPT2  Holistic Scale

<table>
<thead>
<tr>
<th>Old Score Level</th>
<th>Level</th>
<th>Performance is...</th>
<th>Response Characteristics</th>
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</table>
| 6 60            | **Excellent** and consistent. All items are, or almost all are 60s – displays of elegance and sophistication. No listener effort required. | • 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. | • 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 50            | **Adequate.** May be a mix of 55s and 50s – few if any 45s. Listener effort seldom required. | • 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. | • 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. | • 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 noticeable systematic errors |
| 3 35            | **Restricted.** Lack of resources confound and confuse; listening requires considerable effort, and attempts to understand may be abandoned. | • 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 |