

Level	<b>OEPT HOLISTIC SCALE for RATERS</b> <i>the symbol / means "and or"</i> <span style="float: right;">revised 8/8/2016</span>
<b>55</b>	<p><b>MORE THAN ADEQUATE PROFICIENCY for classroom teaching. Majority of items rated 55.</b>  <i>Strong skills evident on all items. Little listener effort required to adjust to accent. <b>Consistently intelligible, comprehensible, coherent, with displays of lexico-syntactic sophistication, fluency and automaticity.</b> Speaker is capable of elaborating a complex or personalized message using a variety of tense/aspect and mood. May show minor fluency or prosodic issues but listener easily follows message. Any grammar errors are minor (e.g. omission of 3<sup>rd</sup> pers. sing. present morpheme). Good listening comprehension. Speaker has sufficient range, depth and sophistication of English to be placed in any instructional position on campus.</i></p>
<b>50</b>	<p><b>ADEQUATE PROFICIENCY for successful classroom communication without support. Majority of items 50, possibly some 55 or <u>very few 45.</u></b>  <i>Small amount of listener effort may be required to adjust to accent/prosody/intonation, but adjustment happens quickly. <b>Consistently intelligible, comprehensible, coherent.</b> Speaker may exert some noticeable effort and speed may be variable, but there are some fluent runs and no consistent disfluencies. Despite minor errors of grammar/vocab usage/stress which do not interfere with listener comprehension, message is coherent and meaning is easy to follow. Some lexico-syntactic sophistication, more than basic vocab usage and syntax. Good listening comprehension. Does not require support – is capable of consistently successful classroom communication.</i></p>
<b>45</b>	<p><b>BORDERLINE with 50 or INCONSISTENT PERFORMANCES ACROSS ITEMS – Minimally adequate for classroom teaching <u>with support.</u> Mix of 45 and 50 item scores.</b>  <i>Tolerable listener effort required to adjust to accent. <b>Consistently intelligible and coherent.</b> Strengths &amp; weaknesses, inconsistencies across other characteristics/across items. Profiles vary: Responses may require more than a little noticeable effort for speaker to compose, delivery may be slow (but not consistently disfluent); or message may be clear and expressed fluently, but vocab/syntax is somewhat basic; pronunciation/stress may need refining. Good listening comprehension. Has <u>minimally adequate</u> lexico-syntactic resources and fluency necessary for basic classroom communication, but requires support to identify weaknesses and improve in order to reach the next level of proficiency required for certification.</i></p>
<b>40</b>	<p><b>LIMITED Language resources/ability to communicate at a level necessary for classroom teaching is limited- Not ready for classroom.</b>  <b><u>Mix of 40 and 45 item scores, or majority 40 with a few 35s, if any.</u></b>  <i>Able to fulfill tasks and complete responses, but weaknesses are obvious. Profiles vary: Consistent listener effort may be needed to follow message. Speaker may be <b>occasionally</b> unintelligible/incomprehensible/incoherent. Grammar and/or vocab resources may be limited. Message may be simplistic/repetitive /unfocussed/occasionally incorrect. Speaker may have to exert noticeable efforts to build sentences/argument or to articulate sounds. Despite all their shortcomings, they are generally able to get a message across, albeit a simple, incomplete, or vague one.</i></p>
<b>35</b>	<p><b>RESTRICTED Language resources or ability to communicate is RESTRICTED – Likely to need more than one semester of support. <u>Mix of 35 and 40 item scores.</u></b>  <i>Listener may need to exert considerable effort to follow, or may not be able to follow. Profiles vary: Speaker may be more than occasionally unintelligible or incoherent OR may be restricted in several of these areas: fluency, vocabulary, grammar/syntax, listening comprehension, articulation/pronunciation, prosody (includes intonation, rhythm, stress), often resulting in difficult, frustrating or unsuccessful communication.</i></p>