

| Level | Draft of Revised OEPT HOLISTIC SCALE for RATERS <i>the symbol / means “and or”</i> Draft 2/5/2020 |
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| 55 | MORE THAN ADEQUATE PROFICIENCY for classroom teaching. At least half of items rated 55. Strong skills evident on all items. Little listener effort required to adjust to accent/ prosody/ intonation. Consistently intelligible, comprehensible, coherent, with displays of lexico-syntactic sophistication, fluency and automaticity. Speaker is capable of elaborating a complex or personalized message/argument using a variety of tense/aspect and mood. May show minor fluency or prosodic issues (e.g. occasional misplaced stress, hesitations, filled pauses, occasionally speaks too fast). Any grammar errors are minor (e.g. omission of 3 rd pers. sing. present morpheme). Good listening comprehension. Speaker has sufficient range, depth and sophistication of English to communicate successfully in any instructional position. |
| 50 | ADEQUATE PROFICIENCY for successful classroom communication without support. At least half of items 50 or above. Small amount of listener effort may be required to adjust to accent/prosody/ intonation, but adjustment happens quickly. Consistently intelligible, comprehensible, coherent. Capable of elaborating beyond the prompt with some detail and specificity. Elaborates coherent messages/arguments. Speaker may exert some noticeable effort, and speed may be variable, but there are some fluent runs and no pattern of 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, ability to paraphrase. Good listening comprehension. Is currently capable of consistently successful classroom communication without support. |
| 45 | NOT QUITE ADEQUATE or INCONSISTENT PERFORMANCE ACROSS ITEMS – Majority of items 45. Capable of classroom communication but, due to weaknesses, speaker requires support. Tolerable listener effort required to adjust to accent. Consistently intelligible and coherent. Strengths & weaknesses, inconsistencies across other characteristics of speech or across items. Profiles vary: Responses may require more than a little noticeable effort for speaker to compose, delivery may be slow and hesitant (but not disfluent); Message may be generally clear and expressed fluently, but vocab/syntax may be somewhat basic or often inaccurate; responses/messages may tend to be general/generic rather than specific or detailed; pronunciation/stress/prosody may need refining in order for speaker to be easily understood/followed. Good listening comprehension but may simply repeat information verbatim without paraphrasing. Has <u>minimally adequate</u> lexico-syntactic resources and fluency necessary for classroom communication and interaction, but requires support to identify weaknesses and improve in order to reach the next level of proficiency required for certification. List specific areas that speaker would need to improve in order to be certified. |
| 40 | LIMITED Language resources/ability to communicate at a level necessary for classroom teaching is limited - Not ready for classroom teaching. <u>Mix of 40 and 45 item scores, or majority 40 with a few 35s, if any.</u> Able to fulfill most tasks, but weaknesses are obvious. Profiles vary: Consistent listener effort may be needed to follow message. Speaker may be occasionally 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, these speakers are generally able to get the message across, albeit a simple, incomplete, generic or vague one. |
| 35 | 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> 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. May not be able to adequately fulfill tasks. Not ready for ENGL 620. Explain specific issues that make the speaker unprepared for ENGL 620. |