<table>
<thead>
<tr>
<th>Fluency</th>
<th>Interactional competence</th>
<th>Comprehensibility/ Pronunciation</th>
<th>Grammar/ Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Speaking rate</td>
<td>• Appropriateness of response to a given situation</td>
<td>• Individual sounds/word levels</td>
<td>• Accuracy &amp; range of grammatical structures</td>
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<tr>
<td>• Repetition/ self-correction and pauses</td>
<td></td>
<td>• Stress, linking, rhythm, and intonation</td>
<td>• Accuracy &amp; range of vocabulary</td>
</tr>
<tr>
<td>• Ability to speak naturally</td>
<td></td>
<td>• Listener effort to understand</td>
<td></td>
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<td>(e.g., effective use of fillers and markers)</td>
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**4**
- Speech is **almost always** at an appropriate pace.
- Speech has **very rare** repetitions, self-corrections, or unnatural pauses.
- Speech is **almost always** natural (e.g., effective use of fillers and markers).

Response is **almost always** appropriate in any given situation, for example:
- initiating and expanding on own ideas
- connecting own ideas to a partner’s ideas
- expanding on a partner’s ideas
- making relevant comments
- taking turns appropriately
- asking appropriate questions
- (dis)agreeing politely
- answering questions in an appropriate amount of time

- Speech is **almost always** clear with well-articulated individual sounds and accurately pronounced words.
- Speech shows good control of stress and intonation; words in an utterance are almost always accurately and effectively blended.
- Speech variety does not require focused listening and does **not** interfere with comprehension.

**Grammar/ Vocabulary**
- Speech **almost always** shows a range of accurate grammatical structures.
- Speech **almost always** shows a range of accurate use of academic vocabulary.

**3**
- Speech is **usually** at an appropriate pace.
- Speech may have **a few** repetitions, self-corrections, or unnatural pauses.
- Speech is **mostly** natural (e.g., effective use of fillers and markers).

Response is **usually** appropriate in any given situation, for example:
- initiating and expanding on own ideas
- connecting own ideas to a partner’s ideas but may not fully expand on a partner’s ideas
- making relevant comments
- taking turns appropriately
- asking appropriate questions
- (dis)agreeing politely
- answering questions in a somewhat appropriate amount of time

- Speech is **usually** clear with well-articulated individual sounds and with accurately pronounced words.
- Stress and intonation patterns **may not be completely accurate**, but this **does not interfere** with communication; words in an utterance are accurately and effectively blended.
- Speech variety **may** require focused listening, but is completely comprehensible.

**Grammar/ Vocabulary**
- Speech **usually** shows a range of accurate grammatical structures.
- Speech **usually** shows a range of accurate use of academic vocabulary.
<table>
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<tr>
<th>NOT PASS</th>
<th>PASS</th>
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| ● Speech is **generally** at an appropriate pace.  
● Speech **may have some** repetitions, self-corrections, or unnatural pauses.  
● Speech is **generally** natural (e.g., a little misuse of fillers and markers). | ● Speech is **generally** appropriate in any given situation, for example:  
● initiating but may not expand on it very well  
● speaking without completely connecting own ideas to a partner’s ideas  
● making relevant comments  
● taking turns appropriately  
● may ask questions that are not completely appropriate  
● may not (dis)agree completely appropriately/politely  
● may not answer questions in a completely appropriate amount of time | ● A little mispronunciation of individual sounds and words might be present and may **slightly interfere** with communication.  
● Stress and intonation patterns may be present and may **slightly interfere** communication; words are accurately and effectively blended in an utterance to some extent.  
● Speech variety requires focused listening and may result in **slight lack** of comprehensibility. |
| ● Speech is **often too** fast or slow.  
● Speech **may have frequent** repetitions, self-corrections, or unnatural pauses.  
● Speech **may not be quite** unnatural (e.g., some misuse of fillers and markers). | ● Response is **often** not appropriate in any given situation, for example:  
● rater may assume a speaker cannot understand questions or what a partner says  
● may not initiate and develop topics  
● may not contribute much to the discussion  
● may respond minimally and irrelevantly to a partner  
● may not ask appropriate questions  
● may not (dis)agree politely  
● may not answer questions in an appropriate amount of time | ● Mispronunciation of individual sounds and words may **often interfere** with comprehensibility.  
● Stress and intonation patterns may be missing and may **often cause difficulty** for comprehension; words may not be accurately and effectively blended in an utterance.  
● Speech variety requires focused listening and may **substantially interfere** with comprehensibility. |
| ● Speech generally shows a range of grammatical structures; and **accuracy** may not be completely consistent.  
● Speech **generally** shows a range of academic vocabulary. Some **errors** in vocabulary may be present but rarely hinder communication. | ● Speech **often** presents a range of grammatical structures; **errors** may **usually present.**  
● Speech **often** shows a range of academic vocabulary. Some **errors** in vocabulary may be present and **hinder** communication **to some extent.** |