

EPT ORAL COMMUNICATION ABILITY RATING SCALE

	Fluency	Interactional competence	Comprehensibility/Pronunciation	Grammar/Vocabulary
	<ul style="list-style-type: none"> ● Speaking rate ● Repetition/self-correction and pauses ● Ability to speak naturally (e.g., effective use of fillers and markers) 	<ul style="list-style-type: none"> ● Appropriateness of response to a given situation 	<ul style="list-style-type: none"> ● Individual sounds/word levels ● Stress, linking, rhythm, and intonation ● Listener effort to understand 	<ul style="list-style-type: none"> ● Accuracy & range of grammatical structures ● Accuracy & range of vocabulary
H I G H P A S S	<ul style="list-style-type: none"> ● 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). 	<ul style="list-style-type: none"> ● Response is almost always appropriate in any given situation, for example: <ul style="list-style-type: none"> ○ 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 	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Speech almost always shows a range of accurate grammatical structures. ● Speech almost always shows a range of accurate use of academic vocabulary.
P A S S	<ul style="list-style-type: none"> ● 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). 	<ul style="list-style-type: none"> ● Response is usually appropriate in any given situation, for example: <ul style="list-style-type: none"> ○ 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 	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Speech usually shows a range of accurate grammatical structures. ● Speech usually shows a range of accurate use of academic vocabulary.

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N O T P A S S	<ul style="list-style-type: none"> ● 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). 	<ul style="list-style-type: none"> ● Response is generally appropriate in any given situation, for example: <ul style="list-style-type: none"> ○ 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 	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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.
L O W N O T P A S S	<ul style="list-style-type: none"> ● 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). 	<ul style="list-style-type: none"> ● Response is often not appropriate in any given situation, for example: <ul style="list-style-type: none"> ○ 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 	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Speech often presents a range of grammatical structures; grammatical 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.