## EPT ORAL COMMUNICATION ABILITY RATING SCALE

<table>
<thead>
<tr>
<th>Fluency</th>
<th>Interactional competence</th>
<th>Comprehensibility/ Pronunciation</th>
<th>Grammar/ Vocabulary</th>
</tr>
</thead>
</table>
| ● Speaking rate  
● Repetition/self-correction and pauses  
● Ability to speak naturally (e.g., effective use of fillers and markers) | ● Appropriateness of response to a given situation | ● Individual sounds/word levels  
● Stress, linking, rhythm, and intonation  
● Listener effort to understand | ● Accuracy & range of grammatical structures  
● Accuracy & range of vocabulary |
| 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. | • 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. | • Speech **usually** shows a range of accurate grammatical structures.  
• Speech **usually** shows a range of accurate use of academic vocabulary. |
| NOT | 2 | ● 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).  

| PASS | 1 | ● Speech is **often too** fast or slow.  
   ● Speech **may have frequent** repetitions, self-corrections, or unnatural pauses.  
   ● Speech **may not be quite** natural (e.g., some misuse of fillers and markers).  

|   |   | Response 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  

|   |   | 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  

|   |   | ● 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.  

|   |   | ● 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; grammatical **errors** may **usually be present**.  
   ● Speech **often** shows a range of academic vocabulary. Some **errors** in vocabulary may be present and **hinder** communication to **some extent**.