

## Speaking sub-test: Assessment criteria and level descriptors

### Linguistic Criteria

Band	Intelligibility	Fluency	Appropriateness of Language	Resources of Grammar and Expression
<b>6</b>	<ul style="list-style-type: none"> <li>Pronunciation is easily understood and prosodic features (stress, intonation, rhythm) are used effectively.</li> <li>L1 accent has no effect on intelligibility.</li> </ul>	<ul style="list-style-type: none"> <li>Completely fluent speech at normal speed.</li> <li>Any hesitation is appropriate and not a sign of searching for words or structures.</li> </ul>	<ul style="list-style-type: none"> <li>Entirely appropriate register, tone and lexis for the context.</li> <li>No difficulty at all in explaining technical matters in lay terms.</li> </ul>	<ul style="list-style-type: none"> <li>Rich and flexible.</li> <li>Wide range of grammar and vocabulary used accurately and flexibly.</li> <li>Confident use of idiomatic speech.</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>Easily understood.</li> <li>Communication is not impeded by a few pronunciation or prosodic errors and/or noticeable L1 accent.</li> <li>Minimal strain for the listener.</li> </ul>	<ul style="list-style-type: none"> <li>Fluent speech at normal speed, with only occasional repetition or self-correction.</li> <li>Hesitation may occasionally indicate searching for words or structures but is generally appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Mostly appropriate register, tone and lexis for the context.</li> <li>Occasional lapses are not intrusive.</li> </ul>	<ul style="list-style-type: none"> <li>Wide range of grammar and vocabulary generally used accurately and flexibly.</li> <li>Occasional errors in grammar or vocabulary are not intrusive.</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>Easily understood most of the time.</li> <li>Pronunciation or prosodic errors and/or L1 accent at times cause strain for the listener.</li> </ul>	<ul style="list-style-type: none"> <li>Uneven flow, with some repetition, especially in longer utterances.</li> <li>Some evidence of searching for words, which does not cause serious strain.</li> <li>Delivery may be staccato or too fast/slow.</li> </ul>	<ul style="list-style-type: none"> <li>Generally appropriate register, tone and lexis for the context, but somewhat restricted and lacking in complexity.</li> <li>Lapses are noticeable and at times reflect limited resources of grammar and expression.</li> </ul>	<ul style="list-style-type: none"> <li>Sufficient resources to maintain the interaction.</li> <li>Inaccuracies in vocabulary and grammar, particularly in more complex sentences, are sometimes intrusive.</li> <li>Meaning is generally clear.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>Produces some acceptable features of spoken English.</li> <li>Difficult to understand because errors in pronunciation/stress/intonation and/or L1 accent cause serious strain for the listener.</li> </ul>	<ul style="list-style-type: none"> <li>Very uneven.</li> <li>Frequent pauses and repetitions indicate searching for words or structures.</li> <li>Excessive use of fillers and difficulty sustaining longer utterances cause serious strain for the listener.</li> </ul>	<ul style="list-style-type: none"> <li>Some evidence of appropriate register, tone and lexis, but lapses are frequent and intrusive, reflecting inadequate resources of grammar and expression.</li> </ul>	<ul style="list-style-type: none"> <li>Limited vocabulary and control of grammatical structures, except very simple sentences.</li> <li>Persistent inaccuracies are intrusive.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>Often unintelligible.</li> <li>Frequent errors in pronunciation /stress/ intonation and/or L1 accent cause severe strain for the listener.</li> </ul>	<ul style="list-style-type: none"> <li>Extremely uneven.</li> <li>Long pauses, numerous repetition and self-corrections make speech difficult to follow.</li> </ul>	<ul style="list-style-type: none"> <li>Mostly inappropriate register, tone and lexis for the context.</li> </ul>	<ul style="list-style-type: none"> <li>Very limited resources of vocabulary and grammar, even in simple sentences.</li> <li>Numerous errors in word choice.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>Almost entirely unintelligible.</li> </ul>	<ul style="list-style-type: none"> <li>Impossible to follow, consisting of isolated words and phrases and self-corrections, separated by long pauses.</li> </ul>	<ul style="list-style-type: none"> <li>Entirely inappropriate register, tone and lexis for the context.</li> </ul>	<ul style="list-style-type: none"> <li>Limited in all respects.</li> </ul>
<b>0</b>	Candidate does not provide any response.			

## Clinical Communication Criteria

In the roleplay, there is evidence of the test taker...

Indicators	
A. Indicators of <b>relationship building</b>	
A1	initiating the interaction appropriately (greeting, introductions, nature of interview)
A2	demonstrating an attentive and respectful attitude
A3	adopting a non-judgmental approach
A4	showing empathy for feelings/predicament/emotional state
B. Indicators of <b>understanding &amp; incorporating the patient's perspective</b>	
B1	eliciting and exploring the patient's ideas/concerns/expectations
B2	picking up the patient's cues
B3	relating explanations to elicited ideas/concerns/expectations
C. Indicators of <b>providing structure</b>	
C1	sequencing the interview purposefully and logically
C2	signposting changes in topic
C3	using organising techniques in explanations
D. Indicators for <b>information gathering</b>	
D1	facilitating the patient's narrative with active listening techniques, minimising interruption
D2	using initially open questions, appropriately moving to closed questions
D3	NOT using compound questions/leading questions
D4	clarifying statements which are vague or need amplification
D5	summarising information to encourage correction/invite further information
E. Indicators for <b>information giving</b>	
E1	establishing initially what the patient already knows
E2	pausing periodically when giving information, using the response to guide next steps
E3	encouraging the patient to contribute reactions/feelings
E4	checking whether the patient has understood information
E5	discovering what further information the patient needs
Scoring	
3 – Adept use	
2 – Competent use	
1 – Partially effective use	
0 – Ineffective use	