

ESL ORAL ASSESSMENT PROFILE

04/22/08

/ DATE: / / RATERS:

Last name	First name		
EPI ID 600-0 -		CRITERIA	SCORES
FLUENCY**			
NEAR NATIVE — SUPERIOR: States and supports opinions in detail. Topics ranging from simple areas to abstract ideas. Converses easily and participate in in-depth discussions.		16	17
EXCELLENT — VERY GOOD: Handles conversations about current events, work, family, and autobiographical information with confidence. States and gives some support for opinions. Often shows remarkable fluency and ease of speech. [Paragraph Discourse]		13	14 15
GOOD — AVERAGE: Easily participates in everyday conversations. Consistent ability to describe and narrate. States opinions but lacks ability to give adequate support.		10	11 12
ADEQUATE — SURVIVAL: Spontaneity in language production. Initiates and sustains short conversations about familiar topics (weather, routines). Fluency is uneven. Series of short, discrete utterances. Some ability to describe and narrate but lacks details.		7	8 9
POOR — VERY POOR: Answers simple questions in areas of immediate need. Responds to simple statements and maintains very simple conversations on survival topics.		4	5 6
NON-COMMUNICATIVE: Utterances do not show evidence of creating with language. Can't cope with simple situations. Telegraphic utterances. Slow and strained speaking.		1	2 3
PRONUNCIATION**			
NEAR NATIVE — SUPERIOR: Accent is near native and does not interfere with comprehension.		16	17
EXCELLENT — VERY GOOD: Accent, though noticeable, <u>rarely</u> interferes with comprehension. Has control of vowels and consonants. Stress, intonation, and rhythm patterns are accurate.		13	14 15
GOOD — AVERAGE: Can be understood without repetition <u>though accent is noticeable and sometimes interferes with comprehension</u> . Consistently produces most vowels and consonants. Development of normal stress, intonation, and rhythm is evident.		10	11 12
ADEQUATE — SURVIVAL: <u>Can be understood with repetition</u> . Can combine most vowels and consonants, but has difficulty producing certain sounds in specific situations. Little evidence of normal stress, intonation, rhythm patterns.		7	8 9
POOR — VERY POOR: Can be understood only with difficulty. Frequently unintelligible. Limited ability to produce discrete sounds.		4	5 6
NON-COMMUNICATIVE: Oral production is limited to the extent that pronunciation is extremely difficult to evaluate.		1	2 3
GRAMMAR**			
NEAR NATIVE — SUPERIOR: Equivalent to Native Speaker. Performs all features identified below.		16	17
EXCELLENT — VERY GOOD: No <u>patterns</u> of errors; errors almost never interfere with understanding. Prepositions, all verb tenses, word <u>forms/endings</u> , dependent clauses; some modals.		13	14 15
GOOD — AVERAGE: Some, but not thorough or confident control of language. Simple past and future verbs, <u>Subject/verb agreement</u> , question/negation formation, modifiers, comparative structures, pronouns, articles, some dependent clauses, <u>some word endings</u> .		10	11 12
ADEQUATE — SURVIVAL: Errors frequent but intelligible. Basic word order; some subject/verb agreement; some pronouns, articles, and modifiers; <u>word endings</u> usually omitted.		7	8 9
POOR — VERY POOR: Barely comprehensible. fragmented syntax, improper word order <u>and tenses</u> .		4	5 6
NON-COMMUNICATIVE: Memorized phrases, single-word utterances; totally wrong or non-existent.		1	2 3

** Probing Example for Fluency, Pronunciation, and Grammar Assessment:

7- Performs items in category more than half the time, but less than all the time.

8- Performs items in category virtually all the time, with no patterns of errors.

9- Performs items in category virtually all the time, and performs some items of next category.