

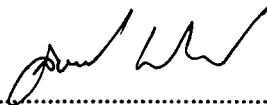
11.6) ปรับการสอบโดยเน้นการสอบผ่านระบบ Online เพิ่มมากขึ้น โดยนักวัดผล  
ประจำวิชาประสานอาจารย์เนื้อหา และจัดหาผู้คุมสอบปลายทาง (Proctor) เมื่อสอบเสร็จ  
นักศึกษาจะทราบผลสอบทันที

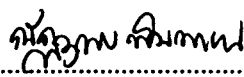
11.7) พัฒนาข้อสอบในคลังข้อสอบเป็นแบบ Adaptive Test เพื่อประหยัดเวลา และ  
สะดวกในการจัดสอบเป็นรายบุคคล เช่นการสอบเทียบความรู้

11.8) สร้างเกณฑ์การวัดผลระดับบัณฑิตศึกษาแบบ Rubric และจัดทำคู่มือการใช้  
แบบวัด

11.9) จัดสร้างแบบวัดความสนใจการเลือกอาชีพของนักศึกษา และแบบวัดด้าน  
อื่นๆ

12. นำเสนอคณะกรรมการประจำสำนัก/ผู้บริหารสำนักแล้ว โดยการเวียนขอความเห็นชอบและ  
ได้รับความเห็นชอบแล้ว เมื่อวันที่ 17 พฤศจิกายน 2552

(ลงชื่อ)..........(ผู้รับทุน)  
(รองศาสตราจารย์ ดร. ถัดดาวัตย์ เพชรโรจน์)  
ตำแหน่ง รองศาสตราจารย์ ระดับ 9

(ลงชื่อ)..........  
(รองศาสตราจารย์ ภูมิพร พิมพายน)  
ตำแหน่งผู้อำนวยการสำนักทะเบียนและวัดผล

### **ภาคผนวก**

- 1) Instructions for Administering the John and Fred Tests
- 2) Writing Sample Descriptors level 1-6
- 3) Oral skills rubric
- 4) Oral skills rubric EPrep Descriptors
- 5) Oral skills by skill area academic skills
- 6) Oral skills by skill area structural accuracy
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## Instructions for Administering the John and Fred Tests

### Welcoming the student

Within the first two or three minutes of meeting the student, you can get a general idea of his/her oral proficiency. In order to put the student at ease, as you walk with the student to the testing room, you should begin by asking a few easy questions, such as:

- Where are you from?
- How long have you been here in Eugene?
- Tell me a little about yourself.

After you arrive at the testing room, invite the student to have a seat. Then write the student's name on the back of the score sheet, asking the student how to spell it. Also, ask and record answers to these questions:

- How did you hear about the AEI?
- Why did you decide to come here?
- Why are you studying English?

The Fred/John test is intended to be a quick placement tool. Therefore, the scorer must keep in mind that the numbers on the score sheet reflect a range rather than specific and isolated language abilities.

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**Part I:** This section primarily assesses **listening** comprehension.

**Prop** the pictures so that the student can see all the pictures. Make sure the student cannot see what you are writing on the score sheet.

**Point** to John/Fred in each picture and say:

"This is the same person in each picture. His name is Fred/John. First, I am going to ask you some questions about each picture. Look at picture one."

As you move from picture to picture, remember to say: "Look at picture two (three, etc.)."

**Read** each question with normal speed and intonation.

1. Repeat the question once if the student asks for it to be repeated. Mark "R" next to the question.
2. Do not slow down, rephrase the question, or repeat a question more than once.
3. If the student hesitates for more than five seconds or asks for a second repeat, say "That's alright. Let's skip that question." (The student has obviously not understood the question, and comprehension is primarily what this section is assessing.)

### Scoring Part I

- 2** The answer is completely correct.

Note, however, that a correct answer may be only one word. If it is what a native speaker would say, it is correct. Thus, in answer to the question "Is John sitting on his bed?" correct answers would include "Yes," "Yes, he is," or "Yes, he's sitting on his bed."

Note: The student would get 1 point for "He's sitting on his bed," because although the utterance is grammatically correct, it is not a native speaker's response to a yes/no question.

Note: If a student gives an extended response but makes a minor grammatical error with an article or an "s" ending, he/she would still get 2 points.

- 1** The student understood the question, but makes one or two mistakes in the answer.
- 0** The student cannot answer the question:
- The answer indicates that he/she did not understand the question.
  - The student pauses more than five seconds in total silence (unfilled pause).
  - The student asks for a second repeat

## Oral Skills by Skill Area Strategic Competence

### EPrep: The student

- fails to use appropriate common gestures and facial expressions or uses them inappropriately.
- cannot ask questions, guess from context, or paraphrase in ways that aid communication.
- cannot communicate in simple conversations about immediate needs.
- exhibits no awareness of register or pragmatic appropriateness.

### Level 1: The student

- uses gestures and facial expressions in limited ways to aid in communication.
- has classroom practice in asking questions, guessing from context and paraphrasing.
- speaks in basic conversations about immediate needs.
- exhibits no awareness of register or pragmatic appropriateness.

### Level 2: The student

- regularly uses gestures and facial expressions to aid in communication.
- demonstrates development in other skills, including asking questions, guessing from context and paraphrasing but consistency in use is still highly variable.
- demonstrates a beginning awareness of register and pragmatic appropriateness.

### Level 3: The student

- demonstrates little awareness of audience and does not always consider register.
- uses a variety of devices, including occasional attempts at circumlocution, to get meaning across and to compensate for limited control of the language; however, these are sometimes excessive, distracting or ineffective.
- Successfully handles a variety of uncomplicated, basic and communicative tasks and social situations by asking and answering questions and participating in simple conversations extending beyond the most immediate needs.

### Level 4: The student

- increasingly uses circumlocution to communicate meaning of unknown vocabulary items.
- possesses ability to use compensation strategies such as repetition, slowing down, enunciation, hand gestures, etc. when pronunciation inhibits comprehension by classmates or native speakers.
- asks clarifying questions to compensate for limited lexicon or when interlocutor's meaning is unclear.
- demonstrates increasing awareness and partial mastery of register.

### Level 5: The student

- exhibits developing public speaking skills, including repetition and pacing.
- recognizes and applies the principles of conversational balance.
- uses structural formulas which facilitate expression and avoid conflict.
- demonstrates increasing awareness and partial mastery of register.

### Level 6: The student

- further develops skills introduced at level 5.

## LEVEL ONE: WRITING SAMPLE DESCRIPTORS

(revised 1/30/2009)

**Development:** To the extent to which the paper is comprehensible, it is severely underdeveloped or undeveloped or is not relevant to the prompt. Although it may state generalizations or details, it rarely states both in a comprehensible way. May resort to quite a bit of repetition of phrases for development.

**Content attempted:** Content attempted is usually (but not always) basic rather than abstract or analytical.

**Organization:** A paper at this level generally exhibits no recognizable organizing principles. Organizational markers may be completely absent. Any organization that is apparent must generally be inferred by the reader on the basis of content vocabulary. It may have a lot of "after the fact" organization with arrows. Organization is more like listing. Discourse connectors are more limited to "and," "but," and sometimes, "so."

**Vocabulary:** Vocabulary is extremely limited. Even the most basic words may be misused. The vocabulary is too basic to make the meaning clear. The paper may employ a few more advanced words that stand out incongruously because the paper's other vocabulary and its development, organization, and grammatical control are so basic. Similarly, vocabulary that is more advanced than most of the rest of the paper may be badly misused. Misused vocabulary is often off the semantic map and the reader cannot guess. Ex. "Houselife."

**Grammatical control:** Grammatical control is weak at the simplest level. The majority of sentences are incorrect. If sentences are completely correct they are at the SVO or SVC level and may be formulaic. Sentences may depend on content-vocabulary to convey the meaning but forms of words may be misused. Subject or verb may be lacking, or there may be inappropriately multiple subjects or verbs. There may be no discernible control of verbs, e.g. how to indicate tense or aspect. Referents may be completely obscure.

**Range and variety of sentence structure:** This descriptor does not even apply in a paper that exhibits such lack of control of basic sentence structure.

**Mechanical control:** The paper may be marked by reliance on phonological attempts at spelling based on L1-influenced pronunciation of English. Punctuation may be badly misused or absent.

**General comprehensibility:** Much or most of the paper may be incomprehensible. There may be one or two good sentences.

### LEVEL ONE: STUDENT SAMPLES

#### Essay One

My job was green tea farmer.  
Because My father, mother, grandfather, grandmother is green tea farmer.  
I think when good job is works in natural and we are income 24,000 dallrs about half years. Ather one. We can a lot of people community. Because We can about green tea sistern and "How do I make green tea."  
I study English for future.  
I want make another country frends.

#### Essay Two

I from is Ukraine. In the may country today is mach big problems.  
The ferst big problems is economic.  
The second big problems is ecolodgical problems--is Chernobil.  
The may big problems is a english, and I can't reeding problems may country.

#### Essay Three

1. I like a pesnes way win Im a estuday in the schole and the interested in this jop is good
2. pecose He is you can expelin waht you do it for a nather pepol so fast and He is a good jop and we have to be a farandle in it and to esee
3. I will study a pesnas for this jop

#### Essay Four

it is technological.  
They are very important in the live.  
I love this job.  
until I become man is very important in the country.  
also service in the world.  
The technological is need to opinoin is very more.  
I perferre the medicin more from technological.

## LEVEL TWO: WRITING SAMPLE DESCRIPTORS

(revised 1/08/08)

**Development:** Placement at Level Two may occur because of underdevelopment rather than because of grammatical control. Although a paper may state generalizations or details, it is usually too short to provide an appropriate balance of both. Such development as exists tends to be in "spurts": a general statement followed by an example or reason, then an abrupt switch to another angle of the topic. Development may rely on some repetition and/or on lists of content words. The paper may lack focus. Details are much more relevant to the prompt than level 1.

**Content attempted:** Content attempted is usually (but not always) basic rather than abstract. The paper may exhibit some simple attempts at analysis, but it generally devolves into incomprehensibility if the writer attempts much development of abstract content.

**Organization:** Such organizing principles as are exhibited tend to consist of coordinate conjunctions and time markers. There is more "online" organization than in level 1 samples, more grouping of ideas and more discourse connectors.

**Vocabulary:** Vocabulary is very limited. If more advanced content vocabulary is employed and is misused, it usually is at least appropriate to the general semantic context, though the collocation may be incorrect or the writer should have chosen a different word in the same semantic family. A paper may correctly employ memorized phrases or idioms that stand out incongruously from the rest of the paper in their appropriateness. There is less "hard guessing" from the reader.

**Grammatical control:** Most papers at this level are characterized by serious and frequent grammatical errors that may interfere with comprehensibility. The writer may repeat nouns inappropriately rather than employing pronouns for them. A paper in this category may exhibit good control of very basic complex sentences. There may be some attempts at coordination or embedding but many fragments. A paper with strong grammatical control in extremely simple sentences and exhibiting greater control of English word order may be placed in this level on the basis of underdevelopment or absence of organizational markers. (But a brief paper with more sophisticated syntactic control might result in a higher placement than Level Two.)

**Range and variety of sentence structure:** Sentences tend to be short and simple. Connectors are generally coordinate conjunctions, which are often used to initiate one-clause sentences. Such multi-clause sentences as are written are more often connected with coordinate conjunctions than in any other way.

**Mechanical control:** Punctuation may be wildly inaccurate or (almost) totally absent. Spelling may devolve into phonetical guesses to an extent that interferes with comprehensibility.

**General comprehensibility:** If the topic is basic, most of it is comprehensible at a very simple level, though comprehending it may take some effort on the reader's part. Comprehensibility breaks down if abstract topics are attempted.

### LEVEL TWO: STUDENT SAMPLES

#### Essay One

I came in Eugene on 26th Sep.  
The day is very important to me.  
I worked in Japan about for 6 years.  
I was thinking I want to talk English conversation well and I want to change my life.  
I really came in U of O.  
I started new life from the day.  
I'm going to study hardly.  
I hope I can talk English conversation.

#### Essay Two

In the future, I think I want to bilde many architectures. And I hope that everyone who live in my architecture will be happy.  
When I was a child, I saw my father's job (Bilde architecture) almost everyday. So I respect my father's job and I thought I want to be an architecture.  
Bilding (Architecture) gives everyone who live in that so many things (comfotable, angry, happy, sad, . . . .) So I hope everyone who live in my architecture will be happy. And I think I spend my life to bilde such an architecture.  
To bilde such an architecture, now, I must study Architecture.

### Essay Three

person is very important to me:

It is my wife

She is very friendly. Love people. Gentle person that everyone loves.

She like my very much, and she is taking care of the house and the children as well.

And when you sit with her, she is a good listener. And a good cooker also.

When you have a problem or sad or not feeling good she will listen to you and she will understand your feeling and will share the problem with you and will make you feel better.

My wife is the most important person in my life and I can't live without her. and she is the good side of my life. she like to help people.

And she is taking care of everything.

For example: Once I have a problem with many she helps me by cutting the shopping things and prepare many healthy foods and trying to manage our life as a family.

and that's a hard time the family go through and she was there waiting for these family a training too severe in these horrible world.

And she always training to understand my mood.

I live with her now 10 years.

and I have 4 children, she raises the children very good and helps them in school.

And she loves her family. Never fights.

### Essay Four

I lived in Japan. My country has many big pollution problems. we must stop that for future.

For example, destroying forest problems. We use chopsticks. it's OK. but, in restaurant. we use disposal (use only one time) chopsticks. I thought it is not needed. I worked at restaurant bar. they used four hundred chopsticks. a night, I couldn't believe that.

Second. trash problems. I lived in Osaka. it's big city, so many people are living now. Downtown is always dirty. Garbage is too full. Maybe. Japanese ground will become being covered trash.

Third, water pollution problems.

In Osaka, water taste so bad. the reason why water include many medicine (drug). So many people dump oil into water. Osaka port's color is brown.

Last, air pollution problems, we have cars everywhere. I sure know America has many cars. but. Japan is so smaller than America. Always downtown is heavy traffic. Some house has cars a people. Definitely it isn't needed.

I think. Japan is too rich and many people don't know doing my self. Whatever they buy. I'm ashamed of it. I will get well. I think. Japan is better than now.

## LEVEL THREE: WRITING SAMPLE DESCRIPTORS

(revised 1/8/08)

**Development:** A paper at this level is at least generally focused on a stated topic. It provides some kind of balance between generalizations and supporting detail, though in some parts of the paper the balance may be a bit skewed.

**Content attempted:** Content attempted is more often basic than abstract. Analytical or abstract papers are generally able to maintain comprehensibility, but require effort on the reader's part to follow.

**Organization:** Cohesion is provided through one or more of the following: time markers in a narrative; pronoun referents; other transition markers; coordinate conjunctions. Generally speaking, organization is simple but clear enough that it doesn't have to be inferred by the reader. Some papers at this level, however, may be formatted into one long "paragraph," or conversely may consist of a "list" of statements not formatted into paragraphs at all.

**Vocabulary:** Most vocabulary is basic and often overgeneralized. More advanced words may be misused or may employ inappropriate collocations, but they usually are at least appropriate to the general semantic context. Similarly, inappropriate forms of an appropriate content word may be used. A paper that employs a somewhat lower level of syntactic or mechanical control may be placed in this level on the basis of a somewhat higher level of vocabulary, appropriately used.

**Grammatical control:** Writers at this level give indications of the time-frame, though not always through correct tense choice. Grammatical accuracy is strongest in short simple S-V-O clauses. Grammatical errors are frequent and may be serious, but they rarely interfere with comprehensibility.

**Range and variety of sentence structure:** Writers at this level often employ dependent clauses, with varying degrees of appropriate control. They also use a great many short, simple sentences and rely heavily on coordinate conjunctions, which often initiate sentences.

**Mechanical control:** Misspelled words are often homonyms, which at least show an acquaintance with other vocabulary. However, writers at this level continue to make phonological guesses at spelling which may interfere with comprehensibility. Poor spelling should not interfere with comprehensibility. Punctuation may be badly misused or absent.

**General comprehensibility:** Writing at this level is generally comprehensible, even if on an analytical or abstract topic, but comprehension of abstractions may take some effort on the reader's part. Writers can usually compensate for grammatical and lexical inadequacies by explaining or giving examples in order to make their meaning comprehensible.

## LEVEL THREE: STUDENT SAMPLES

### Essay One

There are so many careers in the world. Every one are interested me. Especially about pilot. In my childhood. I went aboard with my parent every year by took airplain. Like America, France, Germany, Europe, etc. I like that feeling when I took airplain. That feeling I couldn't describe it very well. When the airplain took off, I could feel "I am free" or "Oh! so good" that kind of feeling. And I also like the feeling when I can control a plain. That's also a dream in my life.

Why is it a good job? When I control a plain, I have some thinking like "I must let everyone safty arrival where they want go. I feel pround when I control it. In fact, I can got a lot of money from that job. We can't think the dream only. We must think about what job can let me alive. I can get those two things from that.

I fact, I don't know what program I should study for. At first time. I must study English that let me enter collage. Than I choose the subject about it.

### Essay Two

My important day in my life was at the beginning of January in 1997. I visited to my friend who stayed in Medford, OR on business. At that time I went to Medford by myself. It was the first time all my life. I had been to many countries, though, I had never been there by myself. After visiting my friend, I went to Portland. There was a problem. The problem was that I couldn't comunicated with American. I regreted not to speak English. After the traveling I decided to join a English school where could study English during the night. If I didn't have that situation, I wouldn't come to Eugene to study English at AEI.

### Essay Three

We have big problems in Okinawa Japan. There are many American military bases and people who are on military or their families in such a small island "Okinawa". We have 75% of Japan have. Most Okinawans hate it, because they make noise and big trouble. Okinawa used to belong to America, but Americans don't move yet, and they have a plan to give back our land. The land is a heliport. People are very happy about it but America has another plan that they'll make a new heliport on the sea. There are so many beautiful fish and sea animals but they don't give a fuck, they'll do it. Most Okinawans disagree that we have bases in Okinawa, but some people think they need, for example, land owners of bases or people who are working on bases. America pays a lot of money to Okinawa. We use the money for school, hospital, city office or whatever. If we lose American bases many people are going to lose their jobs, because there are many food shops, clubs, bars, or clothes shops out of bases and main customers are American.

Okinawans don't say "We want to keep the bases" but, some people think, they want, that's big problem, we don't want to keep but we have to keep. Okinawa doesn't have big economic power. We depend on America and mainland Japan, they know that, so they don't listen to what Okinawans say.

### Essay Four

His name is Mauricio. And he is my boyfriend. We met five years ago in my cousin's house and we fell in love immediately but destiny wanted to separate us. And we met again 1 year after. Then we started to date for a time and made a promise to be together. It was like a fairytale, because both have different stories, but a same hope. He came from a traditional family. His parents married young and have three kids. Cristian (who is the oldest), Juan Pablo (who is in the middle), and Mauricio (who is the youngest). After ten years his father became ill, but his mother stayed with him for love. My parents have a different story. They met after a trip. She came from Spain and he came from Italy. They married and after a time they separated. So our family story was different, but for us these things don't matter. Now that we are separated I started to think a lot of him and I can say to you, that he is a very gentle man. He is handsome and has this Italian look that makes me crazy (he came from an Italian-???? family). Inside he is full of good intentions. He takes care of me of everything. Supports me in all that I need and (the more important things) I love him. So I hope this three months that we are going to be separated make our love stronger. I have a lot of other relationships, but I'm very sure this is the most important of all. We have this kind of synchrony (?). He starts a sentence and I finish, and when we play some guess game we always win. It's like we were part of the same persons. It's like we were destined one to the other.

## LEVEL FOUR: WRITING SAMPLE DESCRIPTORS

(revised 1/08/08)

**Development:** A paper at this level is at least fairly clearly focused on a stated topic. It generally provides a fair amount of detail to support a thesis or topic sentence. But placement at Level Four may occur because of underdevelopment of clearly expressed generalizations in a paper that employs clear organization signals and controls grammar well.

**Content attempted:** Content is somewhat more likely to be basic or narrative than abstract or analytical, but the latter is not unusual at this level. Analytical or abstract papers are (almost) entirely comprehensible, though they tend to be expressed in fairly simple language.

**Organization:** Most papers at this level provide clear (though perhaps simple) thesis statements and topic sentences, as well as a broad variety of kinds of appropriate organizational markers. Some papers at this level, however, may be fairly poorly organized but may compensate through higher-than-average syntactic control, idiomaticity, and vocabulary level.

**Vocabulary:** Among the basic and generalized vocabulary, a paper at this level employs quite a bit of topic appropriate vocabulary, and does so with mostly generally collocations. Even so, some words or phrases may be misused although appropriate to the general semantic context. Highly specific vocabulary is unusual in papers at this level.

**Grammatical control:** At this level writers attempt a much wider range of grammar than at Level Three, and many of the errors they make are made because they are attempting to express themselves with more challenging syntax. However, grammar errors generally do not interfere with comprehensibility. Papers at this level continue to exhibit lower-level basic errors, though less frequently than at the lower levels.

**Range and variety of sentence structure:** Sentences at this level are more varied in length and structure than at Level Three. There is generally a good balance between simple, compound, and complex sentences. These early attempts at more sophisticated sentence structure exhibit the predictable kinds of errors that reveal the writer's unfamiliarity with the structures.

**Mechanical control:** Spelling errors should not interfere with comprehensibility. Punctuation usually marks appropriate sentence boundaries, though a paper may exhibit some comma splices or sentence fragments.

**General comprehensibility:** Writing at this level is mostly comprehensible without particular effort on the reader's part, even if the topic is analytical or abstract.

## LEVEL FOUR: STUDENT SAMPLES

### Essay One

Before I entered the University of Oregon, my best friend named Yun held a party for me. She made some Korean food, and also bought a present. When I came to America when I was 17, I went to the school with Yun. At that time, I didn't know anything about America's education system, so I had a lots of problems about doing homeworks and projects. Yun always had a smile to help me, she never said "No" for my favors, I couldn't do well school works if I didn't have a friend like Yun. I am so happy that I have a friend named Yun.

I graduated Mountain View High School in Vancouver, WA. When I attended, I thought that there were no Koreans. About 2 months, I was alone, nobody talked to me, because of my English. Yun and I met each other in a restroom, and she asked me that I am a Korean or not. After that meeting, my school life was so good. I had a friend to eat lunch, go to library, have a chatting together. I wasn't alone anymore since I met Yun.

Honestly, It was really hard to fit into Americans. I have already lived in Korea about 17 years, so I had to learn language, and culture. Yun was a American-Korean, she was born in America, so her English skills are perfect. After school, she taught me how to talk, read, and write in English. I knew how to talk, read and write, but it wasn't good as a American. Everyday she taught me English about 2 hours. She is the best friend, and also teacher.

I think that I am so lucky. I had a chance to study in University of Oregon, and I had a great parents that loved me alot, and also I have the greatest friend named Yun.

### Essay Two

The person that is very important to me is my brother. There are several reasons why he is very important to me.

First of all, he is my best friend. We always share similar interests and activities and he gives me emotional supports

In addition, he is a good teacher and advisor to me. He always teaches me the lessons that I don't understand and he gives me the direction when I was embarrassed.

Finally, he is very intelligent. He is talented in music and industry design. I am so proud of him.

In conclusion for these reasons, my brother is the person that is very important to me.

### Essay Three

When I was a little child, I wondered I could be a doctor, of course, that just for fun. But now, I grow up, And now, I decide to be a teacher now.

Six years ago, I had a old teacher in my class when I just a little junior high school student. She's quiet old, And we can say she's too old to teacher. The way she taught just by talking to herself. Then her subject is English. And we know, English isn't a easy subject for the little children, especilly for people who is first touching, but she just read the book. After every class, she went home more faster than we're. So as you can imagine, After one year, I hated to learn Everything about English. Untile one day, our school had a new teacher, whose name was Rachel, she's a real good teacher, she spend two years to let us falling love with English. She's not only tried to let us speak English as much as we could, but also used the TV programs of U.S.A. to show how much the different life style we're.

After that, I suddent understand how different between the doctor and the teacher, We need the doctor when there's emergency somewhere, also we know the doctor can save a lot of live, but how many people could they save in one time? maybe one to five. In the other hand, how many people can the teacher help in one time? maybe one to thousands, So we could be very easy to know. To be a teacher, its responserbility is more than a doctor. So that's why

### Essay Four

China isn't a advanced country, but it's developing fast. In China, there are a lot of problems are happend because of the development. The biggest problem is the technological.

Technological is very important to anybody, whatever in the urban or in the countryside. In China, some people haven't got enough money to go to school or some people don't know how important technological is. Therefor, there are at least 20% people are no eductated. In this way. Chinese people can't help their own country to be a advanced country. This problem is difficut to solute, the first reason is: China is pool, there are no money to build school. The second is: There are too much people in China and most of them are live in the countryside people don't want to be educated. Now, technological has become a real big problem in China, if people still don't pay attention to it, China won't be developed as other advanced country. And Chinese people will always live in a world.

The way to solute the problem is: firstly, to make people know how important technological is and make them know, they must change their life. The scound is, give more money to build school or do something like that to make people have a good conditions. we must change this big problem

## LEVEL FIVE: WRITING SAMPLE DESCRIPTORS

(revised 1/08/08)

**Development:** A paper at this level is clearly focused on a stated topic. Most papers at this level provide a good amount of specific and appropriate detail supporting the thesis or topic sentences.

**Content attempted:** Content attempted is as likely to be analytical or abstract as basic or narrative. Even analytical or abstract papers should be largely comprehensible.

**Organization:** Papers at this level usually state their topic or a thesis clearly at the beginning and provide a topic sentence or controlling idea for each paragraph. They employ a broad variety of appropriate organizational markers. A paper that starts each sentence on a new line instead of "chunking" them into paragraphs may still be placed in this level if the "chunk divisions" can be recognized by the reader and if the level of language is high enough to compensate.

**Vocabulary:** Among the basic vocabulary, papers at this level employ a fair amount of advanced and highly specific vocabulary with inconsistent success in using correct collocations. They also often employ idiomatic phrases, generally appropriately and accurately.

**Grammatical control:** Papers at this level exhibit a fairly wide range of grammar with fairly strong though imperfect control. Lower-level basic errors persist, but are not pervasive. Errors are most likely to occur with vocabulary collocations, with idioms, and with higher-level grammatical constructions.

**Range and variety of sentence structure:** Papers at this level should exhibit a fairly good balance in sentence length and syntactic variety, with a fair amount of control over the more sophisticated sentence structures.

**Mechanical control:** Spelling errors should not interfere with comprehensibility. Most punctuation is correctly used.

**General comprehensibility:** Writing at this level is comprehensible with little effort on the reader's part, even if the topic is analytical or abstract.

## LEVEL FIVE: STUDENT SAMPLES

### Essay One

I would like to be a journalist in the future. Because I like mass communication so much. In my opinion, if I were a journalist I could touch every new things immediately, and it will be very cool to be a first-knowing man always.

Although my major in the university was Accounting, I still tried to get chance to close to communication. For example, I joined the "NEWS CLUB" to be an editor, and reporter. Even I was a leader in that club for one year. I enjoyed the process to get involved in news. It's very funny and exciting.

As a result, I want to go to graduate school in communication department someday to learn much knowledge about that. Besides that, language is also an important key to communication, especially English is an international language and that is the reason why I am here. Thus, for me, the first step is having a good language ability and then finding a graduate school to study. And last, I will come back to my country to make my dreams come true—to be a journalist.

### Essay Two

I believe everybody has the person who they like or respect. The person would be the president, the famous novelist, or a hero of a war. Of course, I have the role-model like others. That is my father.

His outlooking is not special or different from other people. He is 176 cm, not so handsome, and has glasses. Like these details, he is one of standard asians.

But the reason I respect him and I want to be like him is the thing about his personality. When he was born, he had lost his father already. Because when my grandmother bore my father, my grandfather was dead. So his childhood was much poorer than I thought. My father came up to Seoul with his family, and he started working anything to feed his family. That time was when he became just 15 years old. And he started his own business with little money. But unfortunately his first business and second one were failed. However he didn't give up, and finally his business became successful. He made it from nothing.

And he really takes care of his family. I want to say that he is kind, sweet, respectable, and responsible. I think if someone is good at his career, he is not good at his wife and sons. But he is not. So that is the one of reason I love him.

So far, I was saying about my father who is my role-model. I

(more)

### Essay Three

At the present, Thailand is in economic slow-down. Also, Thailand's neighbors, such as Japan, Indonesia, Hong Kong or Malaysia, are in economic crisis.

The economic problem is about devaluation of Baht. The result of devaluation affects to exporting's business, many factories, all banks, and many people. If you produce some products such as car, motorcycle, or computer, you've to import some parts for producing it. The cost of part'll increase about 30-50%. Therefore, many business in Thailand would be in economic crisis.

The reasons for the problem've happened since 1987. Many area in Thailand where it becomes factory is very expensive, many people buy the area and sell it for high profit. Although Thailand is in economic slow-down, we've a good government.

Thai's government contract to IMF, International Monetary Fund, for helping in economic by borrowing money and following to IMF's policy. That's the solution to this problem.

### Essay Four

I choose number 1.

I would like to be an psychological therapist in the future.

Because, I've worked for Japan Air Lines as a cabin crew for 12 years.

I've met a lot of people who have different culture, politics, and religion.

Judging from surface, the differences exist among the people are based on their own nationalities.

But my 12 years have made me to realize that each person has own feeling, and there are neumerous ways of thinking. How mysterious human brains are!

So, I have become interested in psychology.

Now I'm very interested in the relation between human's behavior and the system of brain.

Nowadays, Japanese education system have been changed.

This evolution, unfortunately caused many miserable insidents, especially with young generation.

They are compelled to study hard, and have many stress on their household chor.

Not only have the young stress, but also every generation are tormented by it.

Psychological therapist might be able to help them to deal their problems in logical and sympathial way. I believe so. This is why it is a good job.

After I will finish my course at AEI. I have intended to major in psychology at U of O.

## LEVEL SIX: WRITING SAMPLE DESCRIPTORS

(revised 1/08/08)

**Development:** Papers at this level are clearly focused on a stated topic. They largely support the thesis or topic sentences with specific, appropriate detail.

**Content attempted:** Content attempted is as likely to be analytical or abstract as basic or narrative. Even analytical or abstract papers are largely comprehensible.

**Organization:** Papers at this level generally state their topic or a thesis clearly at the beginning and provide a topic sentence or controlling idea for each paragraph. They employ a broad variety of appropriate organizational markers.

**Vocabulary:** Papers at this level exhibit a good variety of effective and appropriate vocabulary and register. Minor errors may persist.

**Grammatical control:** A paper at this level exhibits strong though imperfect control of a wide range of grammar. Fossilization of basic grammar errors may be present. Such errors as exist are minor and do not interfere with comprehensibility.

**Range and variety of sentence structure:** Papers at this level exhibit a good balance in sentence length and syntactic variety, with good though imperfect control over the more sophisticated sentence structures.

**Mechanical control:** Spelling errors rarely interfere with comprehensibility. There are few if any errors in punctuation.

**General comprehensibility:** Writing at this level is entirely comprehensible throughout.

## LEVEL SIX: STUDENT SAMPLES

### Essay One

I will talk about the job that I'd like to do in the future and that is social worker. Why am I interested in? Well, I worked with children who had problems at their home and these children were so cute! At the beginning they didn't trust me but after a while, they came talking with me about their family situation. I also worked with people who had a mental illness. I went with them on holiday in the French Alps. They don't seem to, but these people really care about being loved. They are not so stupid as they look because they realise when someone is laughing at them. I had these experiences as a student job and I did it because I am very concerned about people's problems. I love to help other persons, to give them some advice or just listen to their problems, so that the person knows he can count on someone.

People all over the world need to be helped and you feel so great when you know you can tell everything to a person that will not tell it to someone else.

I live in Belgium so the studies are kind of different than in the USA. You have special studies to be a social worker. You have psychology, philosophy, law, courses. After one year you begin to practice all you have learned in your courses. You can choose one place where you go working for several months and every week you have an appointment with your teachers and you talk about the problems or difficulties that you had at your work and you try to resolve them with your teachers.

But I'm not sure that I really want to be a social worker because it is very hard, physically as well as mentally. And I will not use the languages that I know. And that's too bad because I love languages. But I have one year to decide so we'll see.

### Essay Two

Coming to the United States for studying is not easy for me. I have been dreaming of studying abroad and experiencing a totally different culture, but there were many obstacles when I applied for the student visa. I've applied for the visa three times but I was rejected the first two times. The day when I got my student visa is an important day in my life.

I was depressed after the first two attempts to apply for the student visa. It was really hard for me. I tried my best to prepare for the documents that would be needed for the application. However, the consulate of the U.S. embassy didn't approve it. I was so worry during my third application for the visa.

When I was waiting to be interviewed, I was so nervous. It would not be easy for me to be successful in my third attempt. I just lost confidence at that time. When the consulate called my name, my hands were shaking. However, he smiled and said hello to me which made me feel more comfortable. He started the conversation by asking a few questions and he kept smiling all the time. He kept looking at my transcript and recommendation letter while he was talking to me. Finally, he told me to pay the fee and come back to get the visa.

### Essay Three

Indonesia has the fifth biggest population in the world. It consists a lot of islands and many kinds of people from different races. Chinese is five percent of the population. However, they own ninety-five percent of the business in Indonesia.

Since last year, Indonesia has been in a crisis situation. The economy is falling apart. There are demonstrations everywhere. The price of the goods increases due to the currency turmoil. Many companies are going bankrupt. The amount of the people who are out of jobs are increasing rapidly.

Unfortunately, the native Indonesian people blame the Chinese. They said that the Chinese causes those problem. This is understandable because the native people feel jealous of the Chinese' success in the business industry.

The demonstrations were getting bigger and bigger. The biggest and scariest was happened in May. They formed groups and attacked the big cities, such as Jakarta and Surabaya. Their target was Chinese. They burned their houses, raped the wives and daughters, robbed their things. They didn't care how old the people that were raped. There were children too. I mean, small children who are under nine years old. After they raped them, they threw them to the fire. They were so cruel and evil. Some of the victims who are still alive were taken to the hospital. They experienced a tremendous mental pressure and some of them were committed suicide or became crazy.

After those event, many Chinese people run away from Indonesia and don't want to go back. The government seems doesn't care about them. He even proclaimed that Indonesia doesn't need the Chinese if they choose to depart from the country.

Personally, I have no idea how this problem can be solved. I just can pray and hope.

### Essay Four

A career (job) I would like to have in the future

I want to be the best poet in my country and a very competent president of a good broadcasting company. The two jobs are common in that both give people dreams and joy. To be a good poet is my lifelong dream. But I have had difficulty in finding the time to think of poem and write it. In 1980s when I was university student, my country was in transition period. My countrymen were suffering from the iron-fist rule of president Chun Doo Hwan and Roh Tae-Woo with military background. As soon as I entered the university, the eagerness for poem disappeared. I must fight against dictatorship with my friends. And after graduation from university I have been engrossed in my job. Dictatorship has gone, but busy everyday life prevented me from writing poems.

Now I have some time for three years, because I am dispatched by our government to study in the U.S.A for one year and France for two years. Why didn't I write about broadcasting? I am sorry. I was a TV producer at Korea Broadcasting System five years ago and now a government official working in the Ministry of Foreign Affairs who cannot speak English except French. Thank you.

## Oral Skills Rubric

This rubric reflects exit criteria for each level of the IEP. Other rubrics, including SPEAK test standards, ACTFL proficiency guidelines and the Canadian Language Benchmarks, were consulted in developing proficiency areas and descriptors. The rubric is meant to be used holistically to assess a student's abilities rather than as a checklist.

The rubric is intended to assist in:

- making beginning-of-the-term decisions about a student's placement (i.e. has a student been misplaced?),
- developing curriculum,
- designing evaluation materials and assessing skills,
- conferencing with students about their progress,
- making end-of-term decisions about promotion/retention.

The rubric will also be a tool in adapting our curriculum to the requirements of the revised TOEFL test. Literate instructors may also find it helpful for designing oral components of their courses.

## Oral Skills Rubric EPrep Descriptors

### Fluency: The student

- uses some basic vocabulary in word strings, but without discernible structure.
- speaks without regard for current context.
- does not respond or has extremely lengthy pauses before beginning utterances.

### Listening Comprehension: The student

- understands some common words and 'chunks'.
- can follow simple greetings and instructions (e.g. "Sit here.") in immediate context.

### Pronunciation: The student

- uses excessive substitution of L1 sounds for L2 segmentals.
- lacks or inappropriately uses intonation, word and sentence stress.
- lacks or inappropriately uses grammatical endings on verbs and nouns.
- has pronunciation that frequently impedes communication.
- has no awareness of or ability to self-correct pronunciation errors.

### Vocabulary: The student

- uses a very small lexicon of basic words, chunks, and phrases; some are not useful to everyday communication.
- cannot form a basic original sentence with current lexicon.

### Structural Accuracy: The student

- exhibits little or no control in word and phrase order.
- uses known structures in ways that show little or no self-monitoring or show high uncertainty in performance.

### Academic Skills: The student

- does not have sufficient L2 proficiency to demonstrate abilities in this area.

### Strategic Competency: The student

- fails to use appropriate common gestures and facial expressions or uses them inappropriately.
- cannot ask questions, guess from context, or paraphrase in ways that aid communication.
- cannot communicate in simple conversations about immediate needs.
- exhibits no awareness of register or pragmatic appropriateness.

**Oral Skills by Skill Area  
Academic Skills**

**EPrep: The student**

- does not have sufficient L2 proficiency to demonstrate abilities in this area.

**Level 1: The student**

- can give opinion on basic topics within immediate context when asked directly.
- has limited ability to participate in group discussions.

**Level 2: The student**

- gives opinions in general discussions.
- demonstrates some skills in listening, turn-taking, and asking for clarification in group discussions.
- can give short rehearsed presentations on a topic of personal significance (2-3 minutes in length).

**Level 3: The student**

- understands and comprehends questions for discussion on selected topics.
- Takes and organizes notes on the main idea and details of a modified academic lecture.
- Shows developing awareness of gambits necessary to initiate and maintain small group discussion.
- Organizes and presents concrete information individually and/or collaboratively for a sustained period of time (5-7 minutes in length).

**Level 4: The student**

- can respond to and discuss comprehension questions on selected topics.
- successfully employs gambits commonly used in small and large group settings.
- is able to give and support opinions in small and large group settings.
- takes notes and summarizes highly structured short and medium length lectures.
- demonstrates ability to procure information necessary for academic success.

**Level 5: The student**

- understands and correctly responds to high-intermediate level academic material.
- utilizes debate tactics of agreeing and disagreeing on controversial subjects.
- takes effective notes during discussion and is able to subsequently report to the class on the results.
- successfully uses notes to respond to test questions on a previous lecture.
- demonstrates ability to effectively lead and participate in discussions.

**Level 6: The student**

- understands and correctly responds to advanced-level academic materials.
- can lead and participate in a discussion.
- is able to agree and disagree on controversial subjects and summarize his/her opinions as well as the comments of others.
- can follow and take notes during lectures and videos.
- asks clear and direct questions and answers difficult questions in a formal academic situation.
- uses Power-point to give a presentation, incorporating electronic visual aids to support explanations.

**Oral Skills by Skill Area  
Structural Accuracy**

**EPrep: The student**

- exhibits little or no control in word and phrase order.
- uses known structures in ways that show little or no self-monitoring or show high uncertainty in performance.

**Level 1: The student**

- can give opinion on basic topics within immediate context when asked directly.
- has limited ability to participate in group discussions.

**Level 2: The student**

- controls basic structures, and may use some reduced forms.
- sometimes uses correct past tense form with common regular verbs.

**Level 3: The student**

- demonstrates some control of basic structures and tenses and some structures are "reduced."
- uses correct past tense more frequently with common regular and irregular verbs.
- shows evidence of some connected discourse (but, and, because).
- uses basic time expressions (yesterday, today).

**Level 4: The student**

- more consistently uses correct basic grammar forms in simple and, occasionally, some complex constructions.
- uses repair and other compensatory strategies when grammar is inadequate or inappropriate to communicate intended meaning.
- has grammar errors which are generally local rather than global and do not interfere with communication of basic meaning.

**Level 5: The student**

- demonstrates the ability to formulate structurally correct and relevant questions as well as the ability to answer them appropriately.
- demonstrates developing ability to challenge or politely refute opposing views.

**Level 6: The student**

- demonstrates the ability to formulate structurally correct and relevant questions and answers appropriately.
- asks information and clarification questions in a live lecture/seminar situation.

### Oral Skills Rubric by Skill Area Fluency

**EPrep: The student:**

- uses some basic vocabulary in word strings, but without discernible structure.
- speaks without regard for current context.
- does not respond or has extremely lengthy pauses before beginning utterances.

**Level 1: The student**

- can usually form simple sentences with appropriate basic vocabulary although there is no evidence of connected discourse.
- occasionally lacks response; has frequent long pauses both before and during responses except for responses to basic information queries.

**Level 2: The student**

- usually shows some evidence of connected discourse.
- can connect ideas using basic transitional elements.
- pauses frequently but for shorter periods of time.

**Level 3: The student**

- relays information at a level of fluency that is understandable with some effort by the sensitive listener.
- demonstrates increased utterance length, including attempts at complex sentences, which are characterized by frequent pauses, somewhat abrupt openings and closures, and slow or choppy delivery.

**Level 4: The student**

- can speak for a sustained period of time on select topics without excessive pauses and false starts or by using verbal hesitation devices (filled pauses) to indicate thinking.
- can narrate a story or personal experience without prompting from the interlocutor, and is able to maintain extended (beyond sentence level) discourse.

**Level 5: The student**

- successfully negotiates extemporaneous speaking on topics of general interest.
- demonstrates developing confidence in speaking in front of a group, avoiding long pauses and hesitancy in speaking.

**Level 6: The student**

- can facilitate a discussion and make an effort to enhance group involvement.
- can speak extemporaneously on topics of general interest with high comprehensibility.
- demonstrates confidence speaking in front of a group using fairly rapid, flowing speech.

**Oral Skills Rubric by Skill Area**  
**Listening Comprehension**

**EPrep: The student**

- understands some common words and 'chunks'.
- can follow simple greetings and instructions (e.g. "Sit here.") in immediate context.

**Level 1: The student**

- understands basic sentences and 'chunks' with basic vocabulary.
- follows simple greetings and instructions if connected to immediate context.
- understands some basic conversations in immediate context.
- perceives the difference between some basic questions and basic statements.
- understands simple personal information questions.

**Level 2: The student**

- understands basic and some complex sentences with simplified vocabulary.
- understands many conversations in immediate context.
- understands questions related to personal experience, classroom instructions and positive/negative commands.

**Level 3: The student**

- understands sentence-length utterances that consist of re-combinations of learned utterances on a variety of topics although understanding continues to be uneven.
- frequently needs speaker assistance in the form of speech modification, explanation or demonstration.

**Level 4: The student**

- can complete assignments based on short listening tasks.
- understands classmates in both face-to-face conversations and small and large group discussions and debates (with highly structured format).

**Level 5: The student**

- understands university level lectures (about 15 minutes in length) on general academic subjects with minimal topical preparation, i.e. discussion and specialized vocabulary.
- successfully responds to questions probing comprehension and assimilation of lecture material, notes and discussion.
- shows developing familiarity with and mastery of idiomatic and natural speech.

**Level 6: The student**

- understands sufficient vocabulary, idioms and colloquial expressions to follow abstract and complex ideas on a familiar topic with prior preparation of academic vocabulary and discussion.
- successfully responds to questions that determine comprehension and assimilation of lecture material, note-taking and discussion.
- comprehends main points, details and speaker's purpose in listening to an academic guest lecturer.
- demonstrates ability to following ensuing discussion and asks relevant questions.

## Oral Skills Rubric by Skill Area

### Pronunciation

#### EPrep: The student

- uses excessive substitution of L1 sounds for L2 segmentals.
- lacks or inappropriately uses intonation, word and sentence stress.
- lacks or inappropriately uses grammatical endings on verbs and nouns.
- has pronunciation that frequently impedes communication.
- has no awareness of or ability to self-correct pronunciation errors.

#### Level 1: The student

- relies heavily on substitution of L1 sounds for L2 segmentals.
- has occasional but uncontrolled use of intonation, word and sentence stress.
- has occasional but inconsistent use of grammatical endings on verbs and nouns.
- lacks ability to self-correct pronunciation errors.
- has pronunciation frequently impedes communication.

#### Level 2: The student

- demonstrates emerging but inconsistent ability to produce L2 target segmental.
- shows increasing control of intonation, word and sentence stress in common, everyday L2 situations.
- shows increasing control of grammatical endings in high-frequency verbs and some nouns.
- demonstrates increasing awareness of pronunciation errors but little or no ability to self correct.
- has pronunciation that often impedes communication.

#### Level 3: The student

- demonstrates increased and more consistent production of L2 segmentals.
- shows increasing awareness and control of intonation, word and sentence stress in everyday L2 situations.
- produces some reductions in everyday situations.
- shows increasing awareness of pronunciation errors but little or no ability to self correct.

#### Level 4: The student

- demonstrates ability to correctly and somewhat consistently produce most English segmentals.
- demonstrates partial mastery of basic intonation patterns, stress and rhythm and some use of special prosody and sentence stress
- produces some reductions in everyday situations.
- shows increasing awareness of pronunciation errors and occasional ability to self correct.
- has pronunciation which occasionally impedes communication.

#### Level 5: The student

- is able to consistently produce most L2 segmentals.
- demonstrates increasing mastery of L2 basic intonation, stress, rhythm patterns and increasing control of principles of special stress and intonation.
- understands and applies the principles of reduction.
- is aware of pronunciation errors and is increasingly able to self correct.
- has pronunciation which rarely impedes communication.

#### Level 6: The student

- demonstrates continued progress in individual problem areas.
- demonstrates increasing mastery of basic prosody and sentence stress and is able to apply advanced principles of special stress and intonation
- applies principles of reduction in common and special situations.
- shows awareness of pronunciation errors and ability to self correct.
- has pronunciation which rarely impedes communication.

## Oral Skills by Skill Area Vocabulary

### EPrep: The student

- uses a very small lexicon of basic words, chunks, and phrases; some are not useful to everyday communication.
- cannot form a basic original sentence with current lexicon.

### Level 1: The student

- uses a small lexicon of common, everyday words for basic conversation.
- can form some basic, original sentences with current lexicon.

### Level 2: The student

- has an adequate lexicon for basic, everyday communication.
- uses common phrases and time expressions regularly.
- uses transitions and sentence connectors at times, though control varies greatly.

### Level 3: The student

- understands and uses limited number of high-frequency, concrete, personal lexical items with some inaccurate word choices.
- demonstrates limited lexicon of idioms and theme-based vocabulary with some inaccurate word choices.

### Level 4: The student

- uses a widened-range but still basic vocabulary employed in everyday situations and some higher-frequency academic vocabulary
- comprehends and occasionally uses an increasing number of idioms.
- demonstrates developing receptive and active knowledge of theme-based vocabulary on select topics.

### Level 5: The student

- frequently recognizes and produces both high frequency academic vocabulary and contemporary idiomatic language.

### Level 6: The student

- frequently recognizes and produces high-frequency academic vocabulary and contemporary idiomatic language.

## 8) Oral skills rubric level 1 Descriptors –level 6 Descriptors

### Oral Skills Rubric Level 1 Descriptors

#### Fluency: The student

- can usually form simple sentences with appropriate basic vocabulary although there is no evidence of connected discourse.
- occasionally lacks response; has frequent long pauses both before and during responses except for responses to basic information queries.

#### Listening Comprehension: The student

- understands basic sentences and 'chunks' with basic vocabulary.
- follows simple greetings and instructions if connected to immediate context.
- understands some basic conversations in immediate context.
- perceives the difference between some basic questions and basic statements.
- understands simple personal information questions.

#### Pronunciation: The student

- relies heavily on substitution of L1 sounds for L2 segmentals.
- has occasional but uncontrolled use of intonation, word and sentence stress.
- has occasional but inconsistent use of grammatical endings on verbs and nouns.
- lacks ability to self-correct pronunciation errors.
- has pronunciation frequently impedes communication.

#### Vocabulary: The student

- uses a small lexicon of common, everyday words for basic conversation.
- can form some basic, original sentences with current lexicon.

#### Structural Accuracy: The student

- has grammatical control ranging from almost zero to very limited in L2
- attempts to apply current grammar knowledge to spoken L2 use with occasional success at self-correction.

#### Academic Skills: The student

- can give opinion on basic topics within immediate context when asked directly.
- has limited ability to participate in group discussions.

#### Strategic Competency: The student

- uses gestures and facial expressions in limited ways to aid in communication.
- has classroom practice in asking questions, guessing from context and paraphrasing.
- speaks in basic conversations about immediate needs.
- exhibits no awareness of register or pragmatic appropriateness.

**Oral Skills Rubric  
Level 2 Descriptors**

**Fluency:** The student

- usually shows some evidence of connected discourse.
- can connect ideas using basic transitional elements.
- pauses frequently but for shorter periods of time.

**Listening Comprehension:** The student

- understands basic and some complex sentences with simplified vocabulary.
- understands many conversations in immediate context.
- understands questions related to personal experience, classroom instructions and positive/negative commands.

**Pronunciation:** The student

- demonstrates emerging but inconsistent ability to produce L2 target segmental.
- shows increasing control of intonation, word and sentence stress in common, everyday L2 situations.
- shows increasing control of grammatical endings in high-frequency verbs and some nouns.
- demonstrates increasing awareness of pronunciation errors but little or no ability to self correct.
- has pronunciation that often impedes communication.

**Vocabulary:** The student

- has an adequate lexicon for basic, everyday communication.
- uses common phrases and time expressions regularly.
- uses transitions and sentence connectors at times, though control varies greatly.

**Structural Accuracy:** The student

- controls basic structures, and may use some reduced forms.
- sometimes uses correct past tense form with common regular verbs.

**Academic Skills:** The student

- gives opinions in general discussions.
- demonstrates some skills in listening, turn-taking, and asking for clarification in group discussions.
- can give short rehearsed presentations on a topic of personal significance (2-3 minutes in length).

**Strategic Competency:** The student

- regularly uses gestures and facial expressions to aid in communication.
- demonstrates development in other skills, including asking questions, guessing from context and paraphrasing but consistency in use is still highly variable.
- demonstrates a beginning awareness of register and pragmatic appropriateness.

**Oral Skills Rubric  
Level 3 Descriptors**

**Fluency:** The student

- relays information at a level of fluency that is understandable with some effort by the sensitive listener.
- demonstrates increased utterance length, including attempts at complex sentences, which are characterized by frequent pauses, somewhat abrupt openings and closures, and slow or choppy delivery.

**Listening Comprehension:** The student

- understands sentence-length utterances that consist of re-combinations of learned utterances on a variety of topics although understanding continues to be uneven.
- frequently needs speaker assistance in the form of speech modification, explanation or demonstration.

**Pronunciation:** The student

- demonstrates increased and more consistent production of L2 segmentals.
- shows increasing awareness and control of intonation, word and sentence stress in everyday L2 situations.
- produces some reductions in everyday situations.
- shows increasing awareness of pronunciation errors but little or no ability to self correct.

**Vocabulary:** The student

- understands and uses limited number of high-frequency, concrete, personal lexical items with some inaccurate word choices.
- demonstrates limited lexicon of idioms and theme-based vocabulary with some inaccurate word choices.

**Structural Accuracy:** The student

- demonstrates some control of basic structures and tenses and some structures are "reduced."
- uses correct past tense more frequently with common regular and irregular verbs.
- shows evidence of some connected discourse (but, and, because).
- uses basic time expressions (yesterday, today).

**Academic Skills:** The student

- understands and comprehends questions for discussion on selected topics.
- Takes and organizes notes on the main idea and details of a modified academic lecture.
- Shows developing awareness of gambits necessary to initiate and maintain small group discussion.
- Organizes and presents concrete information individually and/or collaboratively for a sustained period of time (5-7 minutes in length).

**Strategic Competency:** The student

- demonstrates little awareness of audience and does not always consider register.
- uses a variety of devices, including occasional attempts at circumlocution, to get meaning across and to compensate for limited control of the language; however, these are sometimes excessive, distracting or ineffective.
- Successfully handles a variety of uncomplicated, basic and communicative tasks and social situations by asking and answering questions and participating in simple conversations extending beyond the most immediate needs.

**Oral Skills Rubric  
Level 4 Descriptors**

**Fluency: The student**

- can speak for a sustained period of time on select topics without excessive pauses and false starts or by using verbal hesitation devices (filled pauses) to indicate thinking.
- can narrate a story or personal experience without prompting from the interlocutor, and is able to maintain extended (beyond sentence level) discourse.

**Listening Comprehension: The student**

- can complete assignments based on short listening tasks.
- understands classmates in both face-to-face conversations and small and large group discussions and debates (with highly structured format).

**Pronunciation: The student**

- demonstrates ability to correctly and somewhat consistently produce most English segmentals.
- demonstrates partial mastery of basic intonation patterns, stress and rhythm and some use of special prosody and sentence stress
- produces some reductions in everyday situations.
- shows increasing awareness of pronunciation errors and occasional ability to self correct.
- has pronunciation which occasionally impedes communication.

**Vocabulary: The student**

- uses a widened-range but still basic vocabulary employed in everyday situations and some higher-frequency academic vocabulary
- comprehends and occasionally uses and increasing number of idioms.
- demonstrates developing receptive and active knowledge of theme-based vocabulary on select topics.

**Structural Accuracy: The student**

- more consistently uses correct basic grammar forms in simple and, occasionally, some complex constructions.
- uses repair and other compensatory strategies when grammar is inadequate or inappropriate to communicate intended meaning.
- has grammar errors which are generally local rather than global and do not interfere with communication of basic meaning.

**Academic Skills: The student**

- can respond to and discuss comprehension questions on selected topics.
- successfully employs gambits commonly used in small and large group settings.
- is able to give and support opinions in small and large group settings.
- takes notes and summarizes highly structured short and medium length lectures.
- demonstrates ability to procure information necessary for academic success.

**Strategic Competence: The student**

- increasingly uses circumlocution to communicate meaning of unknown vocabulary items.
- possesses ability to use compensation strategies such as repetition, slowing down, enunciation, hand gestures, etc. when pronunciation inhibits comprehension by classmates or native speakers.
- asks clarifying questions to compensate for limited lexicon or when interlocutor's meaning is unclear.
- demonstrates increasing awareness and partial mastery of register.

**Oral Skills Rubric  
Level 5 Descriptors**

**Fluency:** The student

- successfully negotiates extemporaneous speaking on topics of general interest.
- demonstrates developing confidence in speaking in front of a group, avoiding long pauses and hesitancy in speaking.

**Listening Comprehension:** The student

- understands university level lectures (about 15 minutes in length) on general academic subjects with minimal topical preparation, i.e. discussion and specialized vocabulary.
- successfully responds to questions probing comprehension and assimilation of lecture material, notes and discussion.
- shows developing familiarity with and mastery of idiomatic and natural speech.

**Pronunciation:** The student

- is able to consistently produce most L2 segmentals.
- demonstrates increasing mastery of L2 basic intonation, stress, rhythm patterns and increasing control of principles of special stress and intonation.
- understands and applies the principles of reduction.
- is aware of pronunciation errors and is increasingly able to self correct.
- has pronunciation which rarely impedes communication.

**Vocabulary:** The student

- frequently recognizes and produces both high frequency academic vocabulary and contemporary idiomatic language.

**Structural Accuracy:** The student

- demonstrates the ability to formulate structurally correct and relevant questions as well as the ability to answer them appropriately.
- demonstrates developing ability to challenge or politely refute opposing views.

**Academic Skills:** The student

- understands and correctly responds to high-intermediate level academic material.
- utilizes debate tactics of agreeing and disagreeing on controversial subjects.
- takes effective notes during discussion and is able to subsequently report to the class on the results.
- successfully uses notes to respond to test questions on a previous lecture.
- demonstrates ability to effectively lead and participate in discussions.

**Strategic Competence:** The student

- exhibits developing public speaking skills, including repetition and pacing.
- recognizes and applies the principles of conversational balance.
- uses structural formulas which facilitate expression and avoid conflict.
- demonstrates increasing awareness and partial mastery of register.

**Oral Skills Rubric  
Level 6 Descriptors**

*Level 6 is viewed as a continuation of Level 5. This means that, while few new skills are introduced, students are given further opportunities to develop and refine oral skills at the advanced level.*

**Fluency:** The student

- can facilitate a discussion and make an effort to enhance group involvement.
- can speak extemporaneously on topics of general interest with high comprehensibility.
- demonstrates confidence speaking in front of a group using fairly rapid, flowing speech.

**Listening Comprehension:** The student

- understands sufficient vocabulary, idioms and colloquial expressions to follow abstract and complex ideas on a familiar topic with prior preparation of academic vocabulary and discussion.
- successfully responds to questions that determine comprehension and assimilation of lecture material, note-taking and discussion.
- comprehends main points, details and speaker's purpose in listening to an academic guest lecturer.
- demonstrates ability to following ensuing discussion and asks relevant questions.

**Pronunciation:** The student

- demonstrates continued progress in individual problem areas.
- demonstrates increasing mastery of basic prosody and sentence stress and is able to apply advanced principles of special stress and intonation
- applies principles of reduction in common and special situations.
- shows awareness of pronunciation errors and ability to self correct.
- has pronunciation which rarely impedes communication.

**Vocabulary:** The student

- frequently recognizes and produces high-frequency academic vocabulary and contemporary idiomatic language.

**Structural Accuracy:** The student

- demonstrates the ability to formulate structurally correct and relevant questions and answers appropriately.
- asks information and clarification questions in a live lecture/seminar situation.

**Academic Skills:** The student

- understands and correctly responds to advanced-level academic materials.
- can lead and participate in a discussion.
- is able to agree and disagree on controversial subjects and summarize his/her opinions as well as the comments of others.
- can follow and take notes during lectures and videos.
- asks clear and direct questions and answers difficult questions in a formal academic situation.
- uses Power-point to give a presentation, incorporating electronic visual aids to support explanations.

**Strategic Competence:** The student

- further develops skills introduced at level 5.