

Overall Score

The Overall Score of the test represents the ability to understand spoken English (or Spanish) and speak it intelligibly at a native conversational pace on everyday topics. Scores are based on a weighted combination of four diagnostic sub-scores. Scores are reported in the range from 20 to 80.

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| 72 - 80 | Test-taker speaks and understands effortlessly at native-speaker speeds, and can contribute readily to a native-paced discussion at length, maintaining the colloquial flow. Speech is completely fluent and intelligible; test-taker has consistent mastery of complex language structures. |
| 63 - 71 | Test-taker easily handles a wide variety of discourse and speaking styles, and can contribute to a native-paced discussion. Speech is fluent, smooth and intelligible; test-taker controls appropriate language structure for speaking about complex material. |
| 46 - 62 | Test-taker can handle many utterances using a variety of words and structures, and can follow and sometimes participate in a native-paced conversation. Pronunciation is generally intelligible; test-taker can express some composite information on familiar topics to a cooperative listener. |
| 37 - 45 | Test-taker can handle short utterances using common words and simple structures, but has difficulty following a native-paced conversation. Pronunciation may sometimes not be intelligible; test-taker speaks slowly and pauses, but can convey basic information to a cooperative listener. |
| 28 - 36 | Test-taker can manage some slow, short, isolated utterances, or spoken formulas, but has difficulty following any native conversation; test-taker may often pause to search for words and may be difficult to understand. |
| 20 - 27 | Test-taker has very limited speaking and listening skills in English (or Spanish). |

Sentence Mastery

Sentence Mastery reflects the ability to understand, recall and produce English phrases and clauses in complete sentences. Performance depends on accurate syntactic processing and appropriate usage of words, phrases and clauses in meaningful sentence structures.

- 72 - 80** Test-taker can understand, recall and produce a wide range of English (or Spanish) phrases and clauses in sentence context. Test-taker can consistently produce accurate and meaningful complex sentences.
- 60 - 71** Test-taker can understand, recall and produce a variety of English (or Spanish) phrases and clauses in sentence context. Test-taker generally produces accurate and meaningful sentences.
- 47 - 59** Test-taker can understand, recall and produce many English (or Spanish) phrases and clauses in sentence context. Test-taker produces a range of meaningful sentences.
- 31 - 46** Test-taker can understand, recall and produce some English (or Spanish) phrases and clauses in sentence context. Test-taker produces some simple meaningful sentences.
- 21 - 30** Test-taker has difficulty understanding, recalling or producing English (or Spanish) sentences, even with simple phrases and/or clauses.
- 20** Test-taker provided few if any correct spoken responses to the relevant items; or the test-taker was silent or spoke too softly in response to these items.

Vocabulary

Vocabulary reflects the ability to understand common everyday words spoken in sentence context and to produce such words as needed. Performance depends on familiarity with the form and meaning of everyday words and their use in connected speech.

- 69 - 80** Test-taker understands and produces a wide range of everyday English (or Spanish) words as they are used in fluent colloquial speech.
- 57 - 68** Test-taker generally understands and can produce most everyday English (or Spanish) words as they are used in clear colloquial speech.
- 45 - 56** Test-taker usually understands and can produce everyday English (or Spanish) words when they are used in clear speech.
- 33 - 44** Test-taker has a limited understanding of basic spoken English (or Spanish) words, even when they are used in clear, simple speech.
- 21 - 32** Test-taker may understand some very basic words in spoken English (or Spanish), especially if the words are used in slow, clear, simple speech.
- 20** Test-taker provided few if any correct spoken responses to the relevant items; or the test-taker was silent or spoke too softly in response to these items.

Fluency

Fluency reflects the rhythm, phrasing and timing evident in constructing, reading and repeating sentences.

- 75 - 80** Test-taker speaks with good rhythm, phrasing, and overall timing. Speech is generally smooth with few, if any, hesitations, omissions, or repetitions.
- 56 - 74** Test-taker speaks with acceptable rhythm and generally appropriate phrasing; some units may be too fast or too slow. Occasional hesitation, repetition, and/or imperfect word-linking may produce an uneven phrasing.
- 38 - 55** Test-taker speaks with adequate rhythm and some inappropriate phrasing and pausing. Hesitations and possible repetitions or omissions of words result in an irregular speech rate and some disconnected phrases.
- 20 - 37** Test-taker speaks in a slow manner with hesitations, false starts, long pauses, and/or omissions. Spoken words are often not linked and/or not grouped according to their sense.

Pronunciation

Pronunciation reflects the ability to produce consonants, vowels and stress in a native-like manner in sentence context. Performance depends on knowledge of the phonological structure of everyday words.

- 75 - 80** Test-taker produces vowels and consonants that are clear and unambiguous; any minor irregularities do not affect intelligibility. Stress is placed correctly in all common words, and sentence level stress is reasonable. Pronunciation is consistent with fluent speech patterns.
- 55 - 74** Test-taker produces most vowels and consonants in a clear manner, although an occasional word may be unclear. Stress is placed correctly in most words, although some unreduced vowels may render stress placement unclear. Speech is generally intelligible.
- 38 - 54** Test-taker consistently mispronounces certain consonants and vowels. Speech is mostly intelligible, but some listeners will need to adjust to the accent. Stress may be placed incorrectly in some words, or stress placement may be ambiguous.
- 25 - 37** Test-taker mispronounces many consonants and vowels, resulting in a strong, intrusive non-English accent. Listeners may have difficulty understanding a significant portion of the words. Stress placement is often unclear, and syllables may sometimes be added or skipped.
- 20 - 24** Test-taker's pronunciation is strongly non-English (or non-Spanish) in character. Many consonants and vowels are mispronounced, misplaced, or omitted, and some listeners may find the speech mostly unintelligible. Stressed and unstressed syllables are not clearly distinguished and words may have the wrong number of syllables.