

ECPE Speaking Scoring Rubric (Condensed Version)

	Discourse and Interaction (Development, Functional Range, and Listening Comprehension)	Linguistic Resources (Range and Accuracy)		Delivery And Intelligibility
		Vocabulary	Grammar	
A LEVEL EXPERT	<p>Production of Independent, Spontaneous Speech</p> <ul style="list-style-type: none"> Summarizes concisely and accurately; little to no reliance on written material Provides coherent explanations without prompting on all topics Presents decisions persuasively and appropriately for varying contexts <p>Contribution to Extended Interaction</p> <ul style="list-style-type: none"> Consistently contributes appropriately to development of interaction; very aware of listener Recommendations are appropriate and supported with explanations Justifies position, regularly paraphrasing and elaborating to explain and/or clarify Communication breakdowns are rare <p>Listening Comprehension</p> <ul style="list-style-type: none"> Understands linguistic, sociolinguistic, and pragmatic information in order to engage in extended, spontaneous interaction 	<ul style="list-style-type: none"> Uses broad range of vocabulary Collocations, colloquial language, idiomatic expressions used accurately and appropriately 	<ul style="list-style-type: none"> Uses a wide variety of basic and complex grammatical structures accurately and effectively Uses a range of grammatical structures that are pragmatically appropriate 	<ul style="list-style-type: none"> Fluent and articulate delivery Often uses rate of speech and/or prosodic features to add meaning, aid listener, and/or to shift style/register appropriately
B LEVEL CONSISTENT	<p>Production of Independent, Spontaneous Speech</p> <ul style="list-style-type: none"> Summarizes concisely and accurately; some reliance on written material Provides coherent explanations, usually without prompting, on all concrete and most abstract topics Usually presents decisions persuasively, and usually appropriately for context <p>Contribution to Extended Interaction</p> <ul style="list-style-type: none"> Usually contributes appropriately to the development of the interaction; very aware of listener Provides recommendations that are almost always supported with explanations and are appropriate to the context Justifies position, frequently paraphrasing and elaborating to explain and/or clarify statements Communication breakdowns usually do not occur <p>Listening Comprehension</p> <ul style="list-style-type: none"> Almost always understands linguistic, sociolinguistic, and pragmatic information in order to engage in extended, spontaneous interaction 	<ul style="list-style-type: none"> Usually uses a broad range of vocabulary Collocations, colloquial language, and idiomatic expressions are often used and are usually accurate and appropriate Occasionally uses secondary meaning of words 	<ul style="list-style-type: none"> Usually uses a variety of basic and complex grammatical structures accurately and usually effectively Usually uses grammatical structures that are pragmatically appropriate 	<ul style="list-style-type: none"> Frequently fluent and articulate; may require minimal listener effort Usually uses rate of speech and/or prosodic features to add meaning, to aid listener, and/or to shift style/register appropriately Fluency may slightly decline with challenging speech events but this rarely affects the flow of discourse
C LEVEL EFFECTIVE	<p>Production of Independent, Spontaneous Speech</p> <ul style="list-style-type: none"> Adequately summarizes; may rely on written material periodically Elaborates, often without prompting, and provides coherent explanations on almost all concrete and many abstract topics Often presents decisions clearly, appropriately; may occasionally show some limitations in ability to extend discourse and to provide convincing explanations <p>Contribution to Extended Interaction</p> <ul style="list-style-type: none"> Often contributes appropriately to the development of interaction; aware of listener; may occasionally rely on interlocutors for continuation of discussion Recommendations may require minor prompting for supporting explanations; may occasionally be awkwardness to appropriateness of word choices/phrasing Justifies position adequately; usually able to paraphrase; clarity of meaning may occasionally be lacking when providing supporting details Communication breakdowns may occur during challenging speech events; usually repaired <p>Listening Comprehension</p> <ul style="list-style-type: none"> Usually understands linguistic and sociolinguistic information and often understands the pragmatic information in order to engage in extended, spontaneous interaction 	<ul style="list-style-type: none"> Often uses moderate range of vocabulary accurately and appropriately Occasionally uses idiomatic expressions and colloquial language Occasionally uses incorrect collocations that may lead to vagueness 	<ul style="list-style-type: none"> Often uses a variety of basic and complex grammatical structures accurately and effectively Often uses a variety of grammatical structures that are pragmatically appropriate 	<ul style="list-style-type: none"> Often fluent, usually articulate; may require some listener effort Pace usually consistent; may occasionally be relatively slow Occasionally uses rate of speech, and/or prosodic features to add meaning, aid listener, and/or to shift style/register appropriately An increase in rate of delivery may occasionally lead to a decrease in clarity of speech or comprehensibility Fluency may decline with more challenging speech events but this does not stop the flow of discourse

	Discourse and Interaction (Development, Functional Range, and Listening Comprehension)	Linguistic Resources (Range and Accuracy)		Delivery And Intelligibility
		Vocabulary	Grammar	
D ↑ LEVEL DEPENDENT	Production of Independent, Spontaneous Speech <ul style="list-style-type: none"> Usually summarizes by repeating language already provided Occasionally able, when prompted, to elaborate and provide explanations on most concrete topics; explanations frequently lack coherence and organization Usually presents decisions by repeating language already produced Contribution to Extended Interaction <ul style="list-style-type: none"> Frequently relies on other participants to initiate, develop, maintain discourse; rarely offers feedback or commentary Usually able to recommend; occasionally able, when prompted, to provide supporting explanations Attempts to justify a position are usually unclear and repetitive Communication breakdowns may occur during any speech event and often are not repaired Listening Comprehension <ul style="list-style-type: none"> Limitations in comprehension may often result in interruptions in exchange and in communication breakdowns 	<ul style="list-style-type: none"> Limited range of vocabulary Frequently uses vague and/or inaccurate vocabulary 	<ul style="list-style-type: none"> Frequent use of basic structures (i.e., lack of complex sentences) that often contain errors 	<ul style="list-style-type: none"> Listener effort frequently required Delivery is often slow and halting Pausing and phrasing are often incorrect, negatively affecting intelligibility Production may be word by word, resulting in a lack of sentence rhythm and flat intonation L1 influence may disrupt intelligibility
E ↑ LEVEL LIMITED	Production of Independent, Spontaneous Speech <ul style="list-style-type: none"> Unable to summarize; merely reads information provided Occasionally able, when prompted, to elaborate on concrete and familiar topics; explanations usually lack organization Usually able to present basic position on concrete topic; very little elaboration; usually repeats language already produced Contribution to Extended Interaction <ul style="list-style-type: none"> Frequently unable to contribute to the development of discourse on topics that have been provided; considerable reliance on interlocutors Usually able to state a recommendation or opinion but unable to provide supporting explanation Rarely able to justify and defend; attempts are almost always unclear and repetitive Almost always unable to repair communication breakdowns Listening Comprehension <ul style="list-style-type: none"> Extreme limitations in comprehension result in an inability to engage in extended discourse 	<ul style="list-style-type: none"> Very limited vocabulary Regularly searches for words Frequently uses vague expressions 	<ul style="list-style-type: none"> Uses only basic structures that regularly contain errors 	<ul style="list-style-type: none"> Slow and halting delivery Production is often word by word, resulting in a lack of sentence rhythm and flat intonation Errors in rhythm, stress, and intonation disrupt intelligibility, often causing considerable listener effort L1 influence may disrupt intelligibility

LISTENING

The listening section of the ECPE is delivered via audio recording. It has three parts for a total of 50 questions. Examinees hear segments and questions only once.

Part 1

In Part 1 of the listening section, examinees hear short conversations. From the three printed answer choices, they choose the answer that means about the same thing as what was heard or that is true based upon what was heard.

Male Voice: Have you been to this restaurant before?
Female Voice: No, but I've heard the food is very good.
Male voice: Yeah, I've also heard the service is amazing.

1. a. They have been there before.
b. They like the food.
c. This is their first visit.

Female Voice: Oh, that's such a cute dress! I'm going to buy it right away!
Male Voice: Hadn't you better try it on first? Dress sizes do vary.

2. a. He thinks she should buy it.
b. It might not fit.
c. He likes it, too.

Male Voice: I can't believe it's only two o'clock. I wish I could go home now.
Female Voice: I know how you feel, but we've still got three more hours to go.

3. a. They'll leave at three.
b. They'll both go home at two.
c. They're both tired of work.

Female Voice: Where have you been? I've been waiting here for half an hour.
Male Voice: You didn't get my message? I told John to tell you I had an appointment.

4. a. She met John thirty minutes ago.
b. John didn't give her the message.
c. John gave her the message.

Male Voice: Are you an English teacher at this school?
Female Voice: Years ago. I'm visiting today.
Male Voice: Oh . . . d'you think you can help me find my class?

5. a. She works there.
b. She never taught.
c. She doesn't work there anymore.

Part 2

In Part 2 of the listening section, examinees hear a question. From the three answer choices given, examinees choose the best answer to the question.

Male Voice: There you are. I've been looking all over for you. What took you so long?

1. a. I took some books.
b. As long as you want.
c. I missed the bus.

Male Voice: Does that shop on State Street repair anything besides TVs?

2. a. They fix everything.
b. They fix TVs too.
c. It's next door.

Female Voice: Do you know what would happen if she canceled her trip?

3. a. She'd lose her deposit.
b. She didn't have enough money.
c. She can still go.

Male Voice: Does this medicine have any side effects that you know of?

4. a. No, it helps your sight.
b. No, it's quite safe.
c. Yes, it's very effective.

Female Voice: Do you know who might have left all these papers lying around?

5. a. We have only unlined paper.
b. Well, Tom and Mary were working in here.
c. He might have left already.

Part 3

In Part 3 of the listening section, examinees hear three short segments from a radio program. The program is called Learning from the Experts. Examinees hear what three different radio guests have to say about three different topics. Each talk lasts about three minutes. Examinees are encouraged to take notes in their test booklets while listening to the segments. After each segment, examinees are asked questions about what was heard. They must select, from the printed answer choices, the best answers to the questions. Here is an example of one segment.

News Anchor: Magnets are an important component in many technological inventions today. They have many uses in computers and medical devices, and you probably even have some on your refrigerator. Recently, several groups of scientists have been working on developing a new special kind of magnet. Jim Hawkins reports:

Jim Hawkins: In the past, magnets have always been made out of metal. But a few years ago, a group of American chemists was able to develop one made of plastic, instead. Unfortunately, it had one very serious drawback: it only functioned at extremely low temperatures—ones that can only be created inside of a special lab—so it wasn't much use for everyday products. But now a British-based team has developed a plastic magnet that actually works at room temperature. Elizabeth Spenser, a materials scientist, explains the development process.

Elizabeth Spenser: Well, magnetism in metals is caused by a special alignment of electrons. In a plastic magnet, though, it is not the alignment of electrons that creates the magnetism. In plastic magnets, there are what are known as free radicals that create the magnetism. Free radicals are atoms that are usually strongly bonded to other atoms to form larger molecules, but the team has engineered these free radicals so that they are only attracted to specific kinds of metal, in the same way that a metal magnet would be. The research team had been trying for several months to get the right ingredients in the right proportions. They were just about to give up when they decided to double-check some of the earlier models that they'd made. To their great surprise, the magnets actually worked the second time around, and the researchers were able to pick up pieces of iron with their plastic magnet.

Jim Hawkins: It turns out that the team had been on the right track from the start, it was just that it took some time for the free radicals in the original samples to become magnetically aligned in a way that produced a magnetic effect.

Elizabeth Spenser: That's right. However, there is still a long way to go before plastic magnets will have any important commercial uses. The main problem is that their power is still fairly weak, compared to conventional metal magnets. After this breakthrough, scientists now know which chemicals we need to make the plastics out of, but we're still trying to figure out what the most ideal proportions should be. Once we have all the ratios right, the plastic magnets should become much stronger. This also means that eventually we may be able to create customized magnets, ones that are made to have a specific, precise level of strength, depending on how the magnet is going to be used.

Jim Hawkins: So scientists are excited, because plastic magnets have several important advantages over metal ones. First, they weigh less, which is important for things like portable computers. Also, many medical devices use magnets, including those implanted into the human body. Previous research has revealed that plastic components are much less likely than metal ones to be rejected by the body's immune system.

1. What was the problem with the magnets created by the American scientists?
 - a. They worked only at low temperatures.
 - b. They didn't work at low temperatures.
 - c. They had to be created inside a special lab.
2. How did the British-based team modify their earlier models?
 - a. They added more free radicals.
 - b. They did not modify them.
 - c. They changed the proportions of the ingredients.
3. What is the main disadvantage of plastic magnets so far?
 - a. They don't work at room temperature.
 - b. They are not powerful enough.
 - c. They lose their strength over time.
4. What do scientists still need to find out in order to improve plastic magnets?
 - a. at which temperatures they work the best
 - b. which chemicals to use
 - c. the best chemical ratios
5. According to the speakers, what is one reason that scientists want to develop plastic magnets?
 - a. They want to improve medical devices.
 - b. There is a shortage of metal magnets.
 - c. Plastics are inexpensive to make.

GRAMMAR

In the grammar portion of the ECPE, examinees choose the word or phrase that produces a grammatically correct sentence. There are 40 grammar questions in the ECPE.

1. The company's proposal _____ funding for new energy technologies for the next three years will be very interesting.
 - a. we increase
 - b. we will increase
 - c. what we increase
 - d. that we increase
2. Attending every class and completing all homework assignments is important _____ in college.
 - a. succeeding
 - b. to be succeeding
 - c. for the success
 - d. for success
3. Nancy couldn't find a phone nearby, so she asked _____ at the front desk of the hotel.
 - a. for assisting
 - b. for assistance
 - c. to assist
 - d. for an assist
4. My father said that he ought to _____ me to play the piano when I was younger.
 - a. teach
 - b. taught
 - c. had taught
 - d. have taught
5. I'm sure the students' Spanish would improve if they _____ a semester in Spain.
 - a. are to spend
 - b. were to spend
 - c. had spent
 - d. had been spending
6. Since he started saving money for college, Sam cannot afford many of the products that he _____ regularly.
 - a. used to buy
 - b. was used to buy
 - c. was used to buying them
 - d. had used to buying
7. Dr. Fisher should be here soon because I called the airport this morning and confirmed _____ be on time.
 - a. with the flight that
 - b. his flight to
 - c. that his flight would
 - d. about his flight to
8. I wish we _____ the scenic route, but we had to get back home quickly.
 - a. have taken
 - b. will have taken
 - c. could have taken
 - d. could take
9. There were four people on the interview committee, _____ representing a different department of the entire office.
 - a. each
 - b. which
 - c. that
 - d. who
10. I came home from vacation only _____ my neighbors had moved to a new city.
 - a. having found
 - b. having been found
 - c. finding
 - d. to find that

CLOZE

The cloze section of the ECPE is a passage from which words have been deleted. Examinees must choose, from four printed answer choices, the best word to fill in the blank in both grammar and meaning. There is one cloze passage with 20 questions in the ECPE.

A recent study on possible health risks of cell phone use found that when cell phones operate at radiation levels within current safety limits, they can have a physiological effect on the brain. As a result, the report recommends that children avoid (1) cellular phones for all (2) essential calls. Because of the (3) for harm, the report recommends that the mobile phone industry refrain from promoting phone use (4) children, and (5) labeling phones with information on the amount of radiation (6) emit. Since we (7) fully understand the effects of radiation from cell phones on humans, the government should adopt a precautionary approach, particularly in (8) to children. Children's nervous systems are still developing, which means they are more vulnerable to the effects of radiation than adults are. Children have less tissue and bone to (9) their brains, thus making them more vulnerable to increased levels of radiation as (10) to adults. Therefore, if phones do prove to be hazardous—which they haven't yet—it makes sense to take precautions.

1. a. from
b. using
c. applying
d. on
2. a. very
b. of
c. the
d. but
3. a. threat
b. fear
c. potential
d. effect
4. a. by
b. from
c. in
d. with
5. a. supply
b. by
c. to
d. start
6. a. that
b. they
c. being
d. levels
7. a. don't
b. can
c. might
d. won't
8. a. relating
b. aiming
c. regard
d. order
9. a. support
b. affect
c. prevent
d. protect
10. a. same
b. compared
c. much
d. done

VOCABULARY

In the vocabulary portion of the ECPE, examinees choose the word or phrase that most appropriately completes the sentence. There are 40 vocabulary questions in the ECPE.

1. The new police chief promised to end business _____.
 - a. deformation
 - b. ventilation
 - c. compilation
 - d. corruption
2. The company's sales increased after its shoes were _____ by a famous athlete.
 - a. negotiated
 - b. endorsed
 - c. activated
 - d. accelerated
3. Most packaged food today is full of _____ to keep it fresh.
 - a. preservatives
 - b. conservatives
 - c. violations
 - d. adaptations
4. The president has recently _____ an increase in funding for humanitarian aid.
 - a. entitled
 - b. accredited
 - c. authorized
 - d. empowered
5. When the city reduced spending, the public park system went _____.
 - a. downhill
 - b. downstairs
 - c. downtown
 - d. downstream
6. Although I like Adam, I'd be _____ to let him take care of my plants while I'm abroad.
 - a. redundant
 - b. reluctant
 - c. rebellious
 - d. responsible
7. The idea just _____ into my head.
 - a. gathered
 - b. grasped
 - c. popped
 - d. located
8. Mary always tells her children to be _____ of strangers.
 - a. shrewd
 - b. distinctive
 - c. wary
 - d. sensational
9. The manager made his _____ on the issue clear.
 - a. notch
 - b. state
 - c. stance
 - d. location
10. The train went by so fast that it was just _____.
 - a. a blur
 - b. a fuse
 - c. a muffle
 - d. an outburst

READING

The reading portion of the ECPE is a reading passage followed by comprehension questions. The reading passage is always more than 250 words long. There are four reading passages in the ECPE, each followed by five comprehension questions.

This passage about salmon comes from a newspaper article.

Lately, annual runs of wild coho on the Rogue River have been about 80 percent below average. In fact, most strains of Pacific salmon are in deep trouble as a result of overfishing at sea and destruction of freshwater streams where the big fish spawn and their offspring grow large enough to return to the ocean. The deteriorating condition of streams has seriously limited the ability of wild salmon, namely coho and chinook, to recover from record low numbers. To reproduce, salmon require clean beds of stones in which to lay eggs. And the hatchlings need deep pools of clean water with many nooks where they can hide from predators while waiting to seize aquatic insects, their main food.

Trees are important in creating a good environment and an ample food supply for the coho. But over the years, people have removed fallen trees from streams, transforming the deep pools into shallow channels. In addition, the cutting of trees along stream banks has deprived some aquatic insects of the leaf material on which they feed. Furthermore, tree removal, by eliminating shade, has allowed stream water to warm, reducing the number of microorganisms that other aquatic insects eat. Salmon numbers plummet under these conditions and require decades to recover after shoreline trees reappear.

Nevertheless, measures can be taken to improve the situation. Tree trunks can be reintroduced into the freshwater habitats. Within a very short period of time, the movement of water under and around the logs transforms the shallow spots into deep pools. Tests of this strategy have resulted in a thousand-fold increase in the number of young salmon that survive.

1. According to the author, what is causing the decrease in the number of wild salmon?
 - a. pollution in freshwater streams
 - b. too much fishing in freshwater streams
 - c. a worsening of the young salmon's environment
 - d. an increase in competition between chinook and coho salmon
2. How do fallen trees affect a salmon stream?
 - a. They can change deep pools into shallow channels.
 - b. They become a valuable food source.
 - c. They can create a good spawning bed.
 - d. They can create a suitable home for young salmon.
3. What does the author say about microorganisms?
 - a. They cause disease in salmon.
 - b. They are a food source for insects.
 - c. They are an important food source for salmon.
 - d. They help keep the water clean.
4. How would cooler stream water affect the Rouge River?
 - a. It would benefit the microorganisms.
 - b. It would harm the young salmon.
 - c. It would cause the aquatic insects to decrease.
 - d. It would discourage salmon from laying eggs.
5. According to the passage, how might the salmon population be increased?
 - a. by planting trees on the shoreline
 - b. by putting dead trees in the streams
 - c. by eliminating predators
 - d. by reducing the number of microorganisms in the water

ANSWER KEY FOR SAMPLE QUESTIONS

Listening, Part 1

1. C
2. B
3. C
4. B
5. C

Cloze

1. B
2. D
3. C
4. A
5. D
6. B
7. A
8. C
9. D
10. B

Listening, Part 2

1. C
2. A
3. A
4. B
5. B

Vocabulary

1. D
2. B
3. A
4. C
5. A
6. B
7. C
8. C
9. C
10. A

Listening, Part 3

1. A
2. B
3. B
4. C
5. A

Grammar

1. D
2. D
3. B
4. D
5. B
6. A
7. C
8. C
9. A
10. D

Reading

1. C
2. D
3. B
4. A
5. B