

Examples of Rating Scales

Example 1: Expert/Experiential – the ACTFL Guidelines

NOVICE MID

NOVICE MID Speakers at the Novice-Mid level communicate minimally and with difficulty by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. When responding to direct questions, they may utter only two or three words at a time or an occasional stock answer. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor's words. Because of hesitations, lack of vocabulary, inaccuracy, or failure to respond appropriately, Novice-Mid speakers may be understood with great difficulty even by sympathetic interlocutors accustomed to dealing with non-natives. When called on to handle topics by performing functions associated with the Intermediate level, they frequently resort to repetition, words from their native language, or silence.

NOVICE LOW

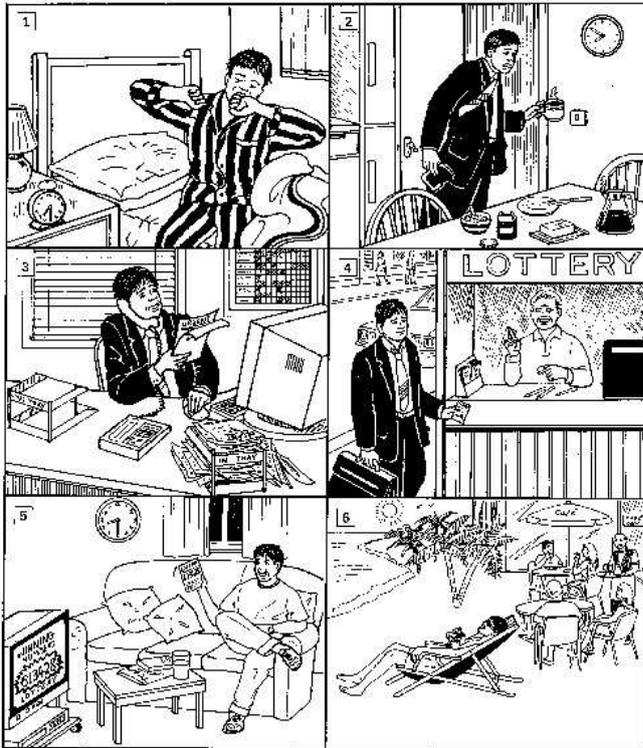
NOVICE LOW Speakers at the Novice-Low level have no real functional ability and, because of their pronunciation, they may be unintelligible. Given adequate time and familiar cues, they may be able to exchange greetings, give their identity, and name a number of familiar objects from their immediate environment. They are unable to perform functions or handle topics pertaining to the Intermediate level, and cannot therefore participate in a true conversational exchange.

Example 2: Scaling 'can do' statements – the CEFR (obtaining goods and services)

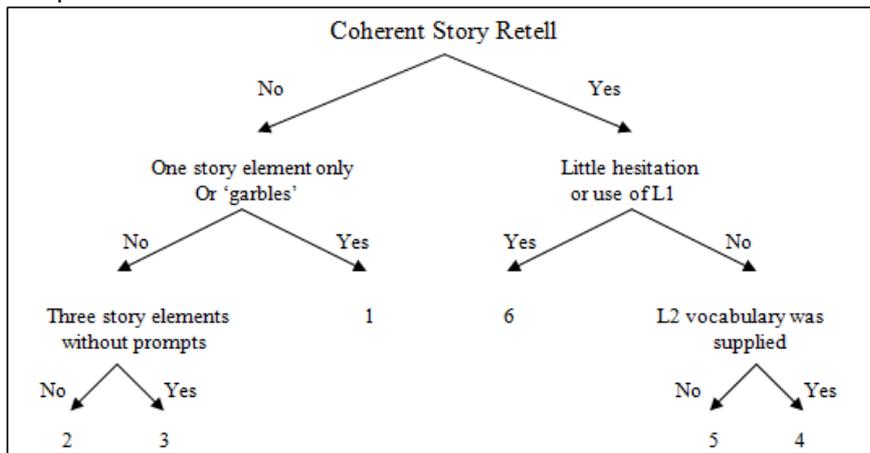
TRANSACTIONS TO OBTAIN GOODS AND SERVICES	
C2	As B2
C1	As B2
B2	<p>Can cope linguistically to negotiate a solution to a dispute like an undeserved traffic ticket, financial responsibility for damage in a flat, for blame regarding an accident.</p> <p>Can outline a case for compensation, using persuasive language to demand satisfaction and state clearly the limits to any concession he/she is prepared to make.</p> <p>Can explain a problem which has arisen and make it clear that the provider of the service/customer must make a concession.</p>
B1	<p>Can deal with most transactions likely to arise whilst travelling, arranging travel or accommodation, or dealing with authorities during a foreign visit.</p> <p>Can cope with less routine situations in shops, post offices, banks, e.g. returning an unsatisfactory purchase. Can make a complaint.</p> <p>Can deal with most situations likely to arise when making travel arrangements through an agent or when actually travelling, e.g. asking passenger where to get off for an unfamiliar destination.</p>
A2	<p>Can deal with common aspects of everyday living such as travel, lodgings, eating and shopping.</p> <p>Can get all the information needed from a tourist office, as long as it is of a straightforward, non-specialised nature.</p> <p>Can ask for and provide everyday goods and services.</p> <p>Can get simple information about travel, use public transport: buses, trains, and taxis, ask and give directions, and buy tickets.</p> <p>Can ask about things and make simple transactions in shops, post offices, or banks.</p> <p>Can make simple purchases by stating what is wanted and asking the price.</p> <p>Can order a meal.</p>
A1	<p>Can ask people for things and give people things.</p> <p>Can handle numbers, quantities, cost and time.</p>

Example 3: Empirically derived, binary-choice, boundary definition scales – Upshur and Turner

Sample story telling task



Sample EBB



Example 4: Data-Based Scales – Fulcher

Band 2

A band 2 candidate will almost always be able to complete the propositional intention of an utterance once started, causing no strain on the interviewer by expecting him/her to maintain the interaction [category 8]. However, just like a band 1 candidate, a band 2 candidate will frequently misunderstand the interviewer's question or be completely unable to respond to the interviewer's question, requiring the interviewer to repeat the question or clarify what he/she wishes the candidate to do [category 8]. Similarly, (single word responses are common), forcing the interviewer to encourage further contribution.

Although the candidate will spend less time pausing to plan the grammar of an utterance, it will be observed that there are many occasions on which the candidate will reformulate an utterance having begun using one grammatical pattern and conclude with a different form [categories 3 and 6]. Similarly, with lexis, there will be evidence that the candidate pauses to search for an appropriate lexical item and, if it is not available, will make some attempt to circumlocute even if this is not very successful [categories 5 and 6]. From time to time a band 2 candidate may pause to consider giving an example, counter example, or reason for a point of view. However, this will be infrequent and when it does occur the example or reason may be expressed in very simplistic terms and may lack relevance to the topic [category 4].

Band 3

A candidate in band 3 will hardly ever misunderstand a question or be unable to respond to a question from the interviewer. On the odd occasion when it does happen a band 3 candidate will almost always ask for clarification from the interviewer [category 8].

Most pauses in the speech of a band 3 candidate will occur when they require "thinking time" in order to provide a propositionally appropriate utterance [category 2]. Time is sometimes needed to plan a sentence grammatically in advance, especially after making an error which the candidate then rephrases [category 3].

A band 3 candidate is very conscious of his/her use of lexis, and often pauses to think about the word which has been used, or to select another which they consider to be better in the context. The candidate may even question the interviewer overtly regarding the appropriacy of the word which has been chosen [category 5].

Often candidates in this band will give examples, counter examples or reasons to support their point of view [category 4].

(At band 3 and above there is an increasing tendency for candidates to use "backchanneling" - the use of "hm" or "yeah" - when the interviewer is talking, giving the interview a greater sense of normal conversation, although many better candidates still do not use this device).

Example 5: Performance Decision Trees – Fulcher, Davidson and Kemp

Sample Task

One student is the travel agent and one is the customer. The customer wants to know the price and availability of seats. Both students need to write down 5 pieces of information. The customer will receive a role card stating the destination, preferred travel day, and class of ticket. The travel agent will receive one of the following flight information tables.

Travel Agent

City	Travel date	Round trip/one way	Class	Companions
e.g. Osaka	Wednesday	Round trip	business	No

Customer

Flight Days	Direct or stopover	Departure time	Arrival Time	Price
e.g. Monday Wednesday Friday	Direct Stopover Direct	11:20am	6:40pm	\$750

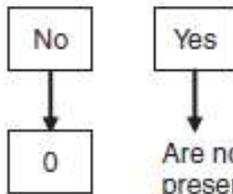
Destination		Schedule	Stopover	Departs	Arrives	Price (Economy/Business/First Class)	
						One way	Return
South Korea	Incheon	Monday	no	9:20 AM	4:30 PM	\$477 / \$753 / \$1240	\$877 / \$1453 / \$2240
	Incheon	Wednesday	Beijing	9:20 AM	6:30 PM	\$427 / \$723 / \$1140	\$827 / \$1383 / \$2140
	Incheon	Friday	no	9:20 AM	4:30 PM	\$477 / \$753 / \$1240	\$877 / \$1453 / \$2240
Japan	Osaka	Tuesday	no	10:15 AM	5:40 PM	\$476 / \$752 / \$1100	\$776 / \$1352 / \$2100
	Osaka	Thursday	no	10:15 AM	5:40 PM	\$476 / \$752 / \$1100	\$776 / \$1352 / \$2100
	Osaka	Saturday	Tokyo	10:15 AM	7:40 PM	\$426 / \$722 / \$1100	\$726 / \$1252 / \$2000

Destination		Schedule	Stopover	Departs	Arrives	Price (Economy/Business/First Class)	
						One way	Return
South Korea	Incheon	Tuesday	no	7:50 AM	3:00 PM	\$480 / \$800 / \$1400	\$880 / \$1500 / \$2700
	Incheon	Wednesday	Manila	7:50 AM	4:10 PM	\$460 / \$780 / \$1300	\$860 / \$1450 / \$2600
	Incheon	Friday	no	7:50 AM	3:00 PM	\$480 / \$800 / \$1400	\$880 / \$1500 / \$2700
Japan	Osaka	Monday	no	9:40 AM	4:10 PM	\$515 / \$780 / \$1540	\$915 / \$1480 / \$2540
	Osaka	Thursday	Hong Kong	9:40 AM	5:30 PM	\$505 / \$780 / \$1540	\$905 / \$1420 / \$2500
	Osaka	Friday	no	9:40 AM	4:10 PM	\$515 / \$780 / \$1540	\$915 / \$1480 / \$2540

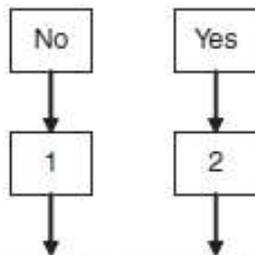
Sample PDT

Discourse Competence

Are obligatory elements present?

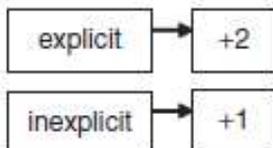


Are non-obligatory elements present (relational management)?

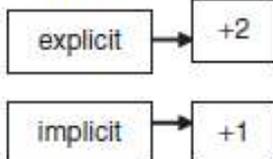


How well is the discourse managed?

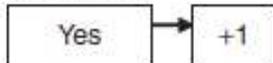
Is there clear Identification of purpose?



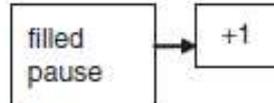
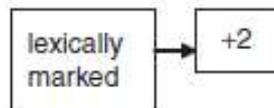
Are participant roles clearly identified?



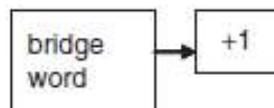
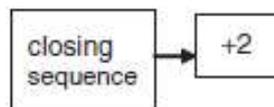
Is backchannelling used effectively?



Are topic transition boundaries marked?



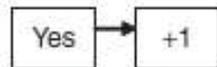
Is the interaction closed well?



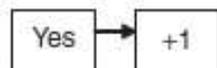
Pragmatic Competence

Rapport

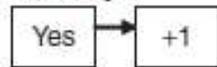
Is the interaction personalized?



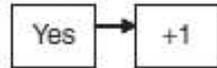
Are details clearly explained?



Does the participant listen and respond to their interlocutor carefully?

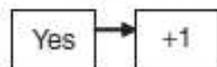


Is there humour and warmth?



Affective factors (rituality)

Is the participant courteous, confident & competent?



Non-verbal elements

Does the participant use appropriate eye contact, facial expressions and posture?

