

Oral Proficiency Scoring Matrix, adapted from Massachusetts English Language Assessment-Oral (MELA-O)

		Level 0	Level 1	Level 2	Level 3	Level 4	Level 5
COMPREHENSION – AURAL SKILLS		No demonstrated proficiency	Recognizes simple questions and commands; responds to more complex utterances with inappropriate or inaudible responses	Understands interpersonal conversation when spoken to slowly and with frequent repetitions; acknowledgment may be either non-verbal or in the native language or target language	Understands and is capable of responding to most interpersonal and academic discussions and interaction when frequent clarifications or repetitions are given	Understands nearly all interpersonal and academic discussions, although occasional clarifications or repetitions may be necessary	Understand interpersonal conversations and academic discussions
	PRODUCTION – ORAL SKILLS						
	FLUENCY	No demonstrated proficiency	Speech is limited to an exchange of fixed verbal formulae (e.g. commonly used sentences and phrases) or single word utterances	Uses familiar sentences with reasonable ease; long pauses or silence are common and gestures are often used to illustrate meaning	Can use novel sentences; speech in interpersonal and academic discussions is frequently interrupted by a search for the correct manner or expression	Speech in interpersonal and academic discussions is generally fluent, with occasional lapses while the speaker searches for the correct manner of expression	Speech in interpersonal conversation and in academic discussions is approximately that of a native speaker of the same age/academic background
	VOCABULARY	No demonstrated proficiency	Has limited command of isolated vocabulary for common objects and activities but comprehensibility is often difficult	Has command of words for common objects/activities but choice of words is often inappropriate for the situation/context; comprehensibility remains difficult	Has adequate vocabulary to permit somewhat limited discussion of interpersonal and academic topics; usually comprehensible	Flow of speech is rarely interrupted by inadequate vocabulary; is capable of rephrasing ideas and thoughts to express meaning	Use of vocabulary and idioms approximates that of a native speaker of the same age/academic background
	PRONUNCIATION	No demonstrated proficiency	Seldom intelligible and is strongly influenced by the primary language, including intonation and word stress; must be repeated to be understood	Sometimes intelligible; is frequently influenced by the primary language and must repeat utterances to be understood	Usually speaks intelligibly, with some sounds still influenced by the primary language; frequently uses non-native intonation patterns	Always intelligible with occasional inappropriate intonation patterns; slight influence of the primary language may still be noticeable	Pronunciation and intonation approximate those of a native speaker of the same age/academic background
	GRAMMAR	No demonstrated proficiency	Produces only memorized grammar and word order forms	Often uses basic grammar patterns correctly in simple, familiar phrases and sentences; rarely or seldom attempts complex sentences	Uses basic grammar correctly; attempts complex sentences, but complex language structures are often incorrect	May make limited, minor grammatical errors, but they do not obscure meaning	Grammatical usage approximates that of a native speaker of the same age/background