

## Intelligibility and Speaking Diagnostic Test

Based on the word readings, and the interview response questions, your speaking and intelligibility score is \_\_\_\_\_/7.0.

### Score Conversions

|                     |   |                |               |                  |              |
|---------------------|---|----------------|---------------|------------------|--------------|
| High Beginner       | = | <b>1.1-2.0</b> | Low= 1.1-1.3  | Midrange=1.4-1.7 | High=1.8-2.0 |
| Low Intermediate    | = | <b>2.1-3.0</b> | Low= 2.1-2.3  | Midrange=2.4-2.7 | High=2.8-3.0 |
| Intermediate        | = | <b>3.1-4.0</b> | Low= 3.1-3.3  | Midrange=3.4-3.7 | High=3.8-4.0 |
| High Intermediate   | = | <b>4.1-5.0</b> | Low= 4.1-4.3  | Midrange=4.4-4.7 | High=4.8-5.0 |
| Advanced            | = | <b>5.1-6.0</b> | Low= 5.1-5.3  | Midrange=5.4-5.7 | High=5.8-6.0 |
| Near Native Speaker | = | <b>6.1-7.0</b> | Low = 6.1-6.3 | Midrange=6.4-6.7 | High=6.8-7.0 |

### Speaking and Pronunciation Proficiency Continuum



- 1 The student is very difficult to understand.  
Constant repetition is needed.  
The student can meaningfully respond in the form of one or two word responses.  
The student can communicate personal and survival needs.
- 2 The student is somewhat intelligible to the interviewer.  
Frequent pronunciation variations distract the interviewer and also prevent understanding.  
The student requires less reliance on repetition and slowed native speaker speech.  
The student begins to initiate conversation; retells a story or experience  
The student uses predominantly present tense verbs.  
The student demonstrates errors of omission (leaves words out, word endings off)  
The student uses limited vocabulary.
- 3 The student is mostly intelligible to the interviewers.  
Accent and pronunciation variations are somewhat distracting during the interview but usually do not prevent understanding.  
The student can meaningfully respond to the questions at least in the form of short sentences and or connected ideas.  
The student initiates and sustains conversation with descriptors and details; exhibits self-confidence in social situations.  
The student uses complex sentences; applies rules of grammar but lacks control of irregular forms (i.e. runned, mans, not never, more higher).

The student uses adequate vocabulary with some word usage irregularities.

- 4 The student has obvious accent and pronunciation variations, but these do not interfere with understanding and are rarely distracting.  
The student uses a variety of grammatical structures with occasional grammatical errors.  
The student can respond to questions with sustained and connected discourse.  
The student uses varied vocabulary.
- 5 The student has a barely detectable accent.  
Pronunciation is almost like that of a native speaker.  
Rare isolated mispronunciations, but no evident patterns of error.  
The student exhibits a mastery of grammatical structures.  
The student uses extensive vocabulary, but he/she is not at the level of native speaker college students.  
The student speaks fluently.
- 6 Near-native speaking fluency
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