

**English Language Certification Exam (ELCE)  
Speaking Performance Scale**

Language Skills	4 Proficient user (C1*)	3 Strong independent user (B2*)	2 Independent user (B1+*)	1 Emerging independent user (B1-*)	0 Incomplete speaking sample OR Basic user (A2*)
<b>Pronunciation - segmental</b>	Pronunciation (of individual sounds and connected phrases/sentences) rarely interferes with listener comprehension.	Pronunciation (of individual sounds and connected phrases/sentences) sometimes interferes with listener comprehension.	Pronunciation (of individual sounds and connected phrases/sentences) often interferes with listener comprehension.	Pronunciation (of individual sounds and connected phrases/sentences) impedes listener comprehension.	Not enough language produced to assess pronunciation. OR Pronunciation is most often unclear and needs significant improvement.
<b>Speech Flow - suprasegmental</b>	Can express self fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject hinders a natural, smooth flow of language. Sentence and word stress and intonation are used accurately.	Can produce stretches of language with a fairly even tempo. May be hesitant in search for patterns and expressions, but there are few noticeably long pauses. Sentence and word stress and intonation are generally accurately placed.	Can produce comprehensible stretches even though pausing for grammatical and lexical planning and repair may be evident, especially in longer stretches of free production. Has some control of accurate sentence and word stress and intonation but lapses may cause difficulty for listeners.	Can make self understood in short utterances, even though pauses, false starts, and reformulation are quite evident. Displays limited control of sentence and word stress and intonation that often cause difficulty for listeners.	Not enough language produced to assess fluency. OR Utterances are most often disconnected though they may display basic ability to express ideas and control sentence and word stress to make self understood.
<b>Vocabulary Range</b>	Has a good command of a broad range of language to express self clearly in an appropriate style on a wide range of general, academic, professional, or leisure topics without having to restrict the message.	Has a sufficient range of language to be able to give clear descriptions and express viewpoints on a range of general and academic/abstract topics without much conspicuous searching for words.	Uses a range of appropriate vocabulary for familiar topics. May have sufficient vocabulary to express self with some hesitation and circumlocutions on less familiar topics or those that are more academic, professional, or abstract.	Uses appropriate vocabulary for everyday situations, but lacks sufficient vocabulary for academic, professional, and abstract topics and explanations.	Not enough language produced to assess vocabulary range. OR May use basic vocabulary appropriately. Displays foundational ability to discuss personal but not academic or professional topics.
<b>Grammar</b>	Consistently maintains a high degree of grammatical accuracy; errors are rare, do not interfere with meaning, and are generally corrected when they do occur. Uses a full range of basic and complex structures.	Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstandings and can correct most mistakes. Uses a full range of basic structures and many high-frequency complex structures with ease.	Uses a reasonably accurate repertoire of high-frequency patterns associated with more predictable situations. Some errors may cause misunderstandings. Uses basic structures but complex ones are avoided or misused.	Uses some simple structures correctly, but still systematically makes basic mistakes, including in high-frequency patterns associated with predictable situations. Lacks ability to use complex structures. Errors frequently cause misunderstandings.	Not enough language produced to assess grammar. OR May use basic structures appropriately. Displays foundational ability to employ structural patterns with limited control of forms.
<b>Interaction and Coherence</b>	Can understand and respond to questions with ease. Produces clear, smoothly flowing, well-structured speech, showing controlled use of organizational patterns, connectors, and cohesive devices. Uses well-developed explanations with sufficient details and support.	Can understand and respond to questions appropriately. Uses a limited number of cohesive devices to link utterances into clear, coherent discourse, though there may be some "jumpiness" in a long contribution. Provides some development in explanations with some details and support.	May require clarification and/or explanation to understand and respond to questions appropriately. Can link a series of shorter, discrete simple elements into a connected, linear sequence of points, but lacks appropriate transitions, support, and/or sufficient redundancy to make a clear explanation.	May answer with unclear structure, sequence, or development of ideas, or may answer illogically despite clarification and repetition. Can ask and answer questions and respond to simple statements. Can indicate a simple answer but cannot structure an explanation with details or support.	Not enough language produced to assess interaction and coherence. OR Can engage in simple exchanges with support and prompting. May answer basic questions appropriately. Displays developing ability to organize content in response to clarification and repetition regarding everyday topics.

\*Scale adapted from: *Common European Framework of Reference*

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Score Ranges

ELCE Score	Recommendation	Eligible to TA	ELP-ii Course Required	Test Again
3.5-4.0	Pass	Yes	No	No
3.0-3.4	Pass with Conditional Certification	Yes	Yes	No
2.5-2.9	Provisional Pass	Yes	Yes	Yes
0.0-2.4	Did Not Pass	No	Yes	Yes
0.0-2.4	Did Not Pass* [no TA requirement]	No	No	Yes**

Recommendation Key:

**Pass [3.5-4.0]:** Student has met the requisite language skills for teaching. The student may accept an offer for a TAship and will not be tested again.

**Pass w/Conditional Certification [3.0-3.4]:** Student has met the requisite language skills for teaching but must improve in several areas. The student may accept an offer for a TAship but must work on targeted skills concurrently with the TAship. Upon satisfactory completion of work, student will have satisfied requirement to “pass.” Student will not be tested again.

↑ (Pass and PwCC students will not be tested again.) ↑

↓ (PP and Did Not Pass students will be tested again.) ↓

**Provisional Pass [2.5-2.9]:** Student has met most of the requisite language skills for teaching but must improve in several areas. The student may accept an offer for a TAship but must work on targeted skills concurrently with the TAship. Upon completion of work, student will be tested again to verify improved language skills.

**Did Not Pass [0.0-2.4]:** Student has not met the requisite language skills for teaching, needing to improve overall accuracy and fluency. The student may not accept an offer for a TAship and must work to improve proficiency skills before being tested again.

\*TA applicant who has no TA requirement.

\*\*If applicant wishes to apply again, then applicant must show proof of having worked on spoken English skills (e.g., course transcript with minimum course achievement of “B”) to qualify to take the ELCE again

\*\*\*MS and PhD applicants without a TA requirement, who qualify to TA with a PP or PwCC by the ELCE, but who do not receive a TA offer from the ELCE hiring department, may accept a TA offer from another hiring department, but they must also participate in language training concurrent with the TAship as required by the ELCE recommendation. MS and PhD students who achieve a “Pass” are eligible to accept any offer from a hiring department.

- **Caps on ELCE Achievement: MS No Pass—2; PhD No Pass—3** [Effective 9/2018]