



LSE Assessor	Test Session: AM / PM
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Candidate Surname	jovanovic	Candidate First Name(s)	ana	Candidate No	2Z0WT4KM
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Assessor No		Interlocutor Yes / No	Recording No		Centre Name	MLS-Bournemouth	Date		Time	
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Feature of Language	ICAO Descriptors						Proficiency Rating			
	Level 1 Pre-Elementary	Level 2 Elementary	Level 3 Pre-Operational	Level 4 Operational	Level 5 Extended	Level 6 Expert	Task 1	Task 2	Task 3	Overall
Pronunciation*	Performs at a level below the elementary level	Pronunciation, stress, rhythm and intonation are heavily influenced by the first language or regional variation and <u>usually</u> interfere with understanding	Pronunciation, stress, rhythm and intonation are influenced by the first language or regional variation and <u>frequently</u> interfere with understanding	Pronunciation, stress, rhythm and intonation, though influenced by the first language or regional variation, only <u>sometimes</u> interfere with understanding	Pronunciation, stress, rhythm and intonation, though influenced by the first language or regional variation, <u>rarely</u> interfere with understanding	Pronunciation, stress, rhythm and intonation, though possibly influenced by the first language or regional variation, <u>almost never</u> interfere with understanding				
Structure**	Performs at a level below the elementary level	Shows only limited control of a few simple memorized grammatical structures and sentence patterns	Basic grammatical structures and sentence patterns associated with predictable situations are <u>not always</u> well controlled. Errors <u>frequently</u> interfere with meaning	Basic grammatical structures and sentence patterns are used creatively and are <u>usually</u> well controlled. Errors may occur, particularly in unusual or unexpected circumstances, but <u>rarely</u> interfere with meaning	Basic grammatical structures and sentence patterns are <u>consistently</u> well controlled. Complex structures are attempted but with errors which <u>sometimes</u> interfere with meaning	Both basic and complex structures and sentence patterns are <u>consistently</u> well controlled				
Vocabulary	Performs at a level below the elementary level	Limited vocabulary range consisting only of isolated words and memorized phrases	Vocabulary range and accuracy are <u>often</u> sufficient to communicate effectively on common, concrete and work related topics but range is limited and the word choice <u>often</u> inappropriate. Is <u>often</u> unable to paraphrase successfully when lacking vocabulary	Vocabulary range and accuracy are <u>usually</u> sufficient to communicate effectively on common, concrete and work related topics. Can <u>often</u> paraphrase successfully when lacking vocabulary in unusual or unexpected circumstances	Vocabulary range and accuracy are sufficient to communicate effectively on common, concrete and work related topics. Paraphrases <u>consistently</u> and successfully. Vocabulary is sometimes idiomatic	Vocabulary range and accuracy are sufficient to communicate effectively on a wide range of familiar and unfamiliar topics. Vocabulary is idiomatic, nuanced and sensitive to register				
Fluency	Performs at a level below the elementary level	Can produce very short, isolated, memorized utterances with <u>frequent</u> pausing and a distracting use of fillers to search for expressions and articulate less familiar words	Produces stretches of language, but phrasing and pausing are <u>often</u> inappropriate. Hesitations or slowness in language processing may prevent effective communication. Fillers are <u>sometimes</u> distracting	Produces stretches of language at an appropriate tempo. There may be <u>occasional</u> loss of fluency on transition from rehearsed or formulaic speech to spontaneous interaction, but this does not prevent effective communication. Can make limited use of discourse markers or connectors. Fillers are not distracting	Able to speak at length with relative ease on familiar topics, but may not vary speech flow as a stylistic device. Can make use of appropriate discourse markers and connectors	Able to speak at length with a natural effortless flow. Varies speech flow for stylistic effect, eg. to emphasise a point. Uses appropriate discourse markers and connectors spontaneously				
Comprehension	Performs at a level below the elementary level	Comprehension is limited to isolated, memorized phrases when they are carefully and slowly articulated	Comprehension is <u>often</u> accurate on common, concrete and work related topics when the accent or variety used is sufficiently intelligible for an international community of listeners. May fail to understand a linguistic or situational complication or an unexpected turn of events	Comprehension is <u>mostly</u> accurate on common, concrete and work related topics when the accent or variety used is sufficiently intelligible for an international community of listeners. When the candidate is confronted with a linguistic or situational complication or an unexpected turn of events, comprehension may be slower or require clarification strategies	Comprehension is accurate on common, concrete and work related topics and <u>mostly</u> accurate when the speaker is confronted with a linguistic or situational complication or an unexpected turn of events. Is able to comprehend a range of speech varieties (dialect and/or accent) or registers	Comprehension is <u>consistently</u> accurate in nearly all contexts and includes comprehension of linguistic and cultural subtleties				
Interactions	Performs at a level below the elementary level	Response time is slow and <u>often</u> inappropriate. Interaction is limited to simple routine exchanges	Responses are <u>sometimes</u> immediate, appropriate and informative. Can initiate and maintain exchanges with reasonable ease on familiar topics and in predictable situations. <u>Generally</u> inadequate when dealing with an unexpected turn of events	Responses are usually immediate, appropriate and informative. Initiates and maintains exchanges even when dealing with an unexpected turn of events. Deals adequately with apparent misunderstandings by checking, confirming or clarifying	Responses are immediate, appropriate and informative. Manages the speaker/listener relationship effectively	Interacts with ease in nearly all situations. Is sensitive to verbal and non-verbal cues, and responds to them appropriately				

*Assumes a dialect and/or accent intelligible to the aeronautical community

**Relevant grammatical structures and sentence patterns are determined by language functions appropriate to the task

Print Name _____

Sign _____

Date _____