TOEIC Speaking Spring 2016: Midterm Speaking Exam

Your Midterm Speaking Exam has three parts. The questions are taken from the <u>Practice Tests</u> (found on the <u>TOEIC website</u>).

□ Part 1: Read Aloud

You will read ONE text.

45 seconds to prepare

45 seconds to respond

□ Part 2: Describe a Picture

You will describe ONE picture.

30 seconds to prepare

45 seconds to respond

□ Part 3: Respond to Questions

You will answer <u>THREE</u> questions. 15 seconds, 15 seconds, 30 seconds (No preparation time)

Evaluation Criteria:

□ Part 1: Read Aloud

- Pronunciation
- Intonation and Stress

□ Part 2: Describe a Picture

- Pronunciation
- Intonation and Stress
- Vocabulary
- > Grammar
- Cohesion

□ Part 3: Respond to Questions

- Pronunciation
- Intonation and Stress
- Vocabulary
- Grammar
- Cohesion
- Relevance of Content
- Completeness of Content



Here are some things to remember when you're taking the test...

- Relax and try to speak naturally.
- Your answers will be recorded –speak loudly and clearly. ENUNCIATE.
- ☑ Use COMPLETE sentences.
- EXPLAIN your answers. Give as much detail as possible (reasons and examples; advantages and disadvantages).

SPEAKING TEST SCORE CARD	Far-Below Target	Below Target	Good 5–6 points	7–8 points	9–10 points	SCORE
	1–2 point(s)	3–4 points				
Part 1						
Part2	1					
Part 3						
COURSE NUM	BER FULL NA	ME STUDE	Subtotal		x 2	
		•		SPEAKING TEST		/60
TOEIC 121	2 May F	<u> 123</u>	5678	voc	ABULARY TEST	/40

Speaking Test RUBRIC	0 points	1–2 point(s)	3–4 points	5–6 points	7–8 points	9–10 points
PART 1 Read a Text Aloud	 ✓ No response despite frequent prompting and examples. ✓ No English in the response. ✓ Response is completely unrelated to the task. 	 ✓ Pronunciation is highly unintelligible ✓ Significant other language influence greatly interferes with appropriate delivery of the text. ✓ Frequent problems with intonation and stress make it very difficult to understand the student. 	 ✓ Pronunciation is generally unintelligible. ✓ Other language influence sometimes interferes with delivery of the text. ✓ Errors with intonation and stress sometimes make it difficult to understand the student. 	 ✓ Pronunciation is sometimes intelligible. ✓ Some lapses and/or other language influence. ✓ Intonation and stress are generally accurate with a few problem areas. 	 ✓ Pronunciation is generally intelligible. ✓ Minor lapses and/or other language influence. ✓ Intonation and stress are usually accurate. 	 ✓ Clear, precise pronunciation. ✓ No other language influence. ✓ Intonation and stress are always very clear and accurate.
PART 2 Describe a Picture	 ✓ No response despite frequent prompting and examples. ✓ No English in the response 	 ✓ Several errors in pronunciation, intonation, and stress ✓ Student made little attempt. ✓ Critical structure/grammar errors make comprehension extremely difficult, if not impossible. ✓ Vocabulary usage is highly inaccurate. ✓ Incoherent ideas and/or one-word response. 	 ✓ Some errors in pronunciation, intonation, and stress. ✓ Several long pauses. ✓ Structure/grammar errors make comprehension somewhat difficult. ✓ Vocabulary is very limited, frequently incorrect, and/or redundant. ✓ Somewhat incoherent; very little description. 	 ✓ Good pronunciation, intonation, and stress ✓ Some hesitation is evident. ✓ Structure/grammar errors begin to hinder comprehension. ✓ Limited vocabulary and may be incorrect; at times redundant. ✓ Coherent ideas with little descriptions. 	 ✓ Very good pronunciation, intonation, and stress. ✓ Usually flows naturally, with little hesitation. ✓ Some grammar errors but don't hinder overall comprehension. ✓ Adequate vocabulary with few errors. ✓ Coherent ideas with some descriptions. 	 ✓ Excellent pronunciation, intonation, and stress; no listener effort required. ✓ Very natural flow, appropriate transition, no hesitation. ✓ Structure/grammar errors are minimal; listener is not distracted from the content. ✓ Vocabulary exhibits an extensive range with minimal errors. ✓ Coherent ideas with very detailed descriptions (includes a brief introduction, student's opinions, and conclusion).
PART 3 Respond to Questions	 ✓ No response despite frequent prompting and examples. ✓ No English in the response 	 ✓ Several errors in pronunciation, intonation, and stress ✓ Student made little attempt. ✓ Critical structure/grammar errors make comprehension extremely difficult, if not impossible. ✓ Vocabulary usage is highly inaccurate. ✓ One-word responses; difficult to follow. 	 ✓ Some errors in pronunciation, intonation, and stress ✓ Several long pauses. ✓ Structure/grammar errors make comprehension somewhat difficult. ✓ Vocabulary is very limited, frequently incorrect, and/or redundant. ✓ Disorganized, often incomplete responses; repetitive. 	 ✓ Good pronunciation, intonation, and stress ✓ Some hesitation is evident. ✓ Structure/grammar errors begin to hinder comprehension. ✓ Limited vocabulary and may be incorrect; at times redundant. ✓ Organized but simple responses –includes mostly minor details. 	 ✓ Very good pronunciation, intonation, and stress. ✓ Usually flows naturally, with little hesitation. ✓ Some grammar errors but don't hinder overall comprehension. ✓ Adequate vocabulary with few errors. ✓ Coherent, mostly complete and relevant response with some detail/ important content. 	 ✓ Excellent pronunciation, intonation, and stress; no listener effort required. ✓ Very natural flow, appropriate transition, no hesitation. ✓ Structure/grammar errors are minimal; listener is not distracted from the content. ✓ Vocabulary exhibits an extensive range with minimal errors. ✓ Coherent ideas; complete, developed, and relevant responses with very detailed descriptions.