

## **CELC Speaking Test**

10-12 minutes total (one unrated warm-up; 6 rated tasks)

Guided interview, two testers per candidate—one takes the lead; both discretely assign ratings \*independently\* after each of the candidate's 6 responses; the testers switch roles every candidate or two.

Note: For tasks 1-3, the examiner should briefly model a response to the task, but try to elicit a more elaborated response from the candidate by asking for more information when the answer is not adequately elaborate.

Warm-up Phase (1 minute) –Exchange greetings, verify identify, brief introduction...

Task 1: Description (1 minute) (e.g., exchange descriptions of home, well-known building or monument, family car, or some possession familiar to the student)

Task 2: Description (1 minute) (e.g., exchange description of hometown or city, neighborhood, local market or grocery store, local department store, or favorite beach or vacation spot)

Task 3: Narration (1 minute) (Examiner asks about a recent trip that the candidate has taken, with a focus on a particular event or two that occurred during the trip—this could be a vacation or visiting relatives; or examiner asks about an experience such as a shopping trip, a trip across town to a restaurant, something that happened at the restaurant, etc.)

Task 4: Narration involving a complication (2 minutes) (Examiner asks examinee to tell him/her about a time when they had a problem such as getting lost, losing money, getting locked out of a building or car, arriving late for an appointment or class or exam, ...)

Task 5 Supported opinion on educational topic (2-3 minutes). (Examiner asks the candidate to state an opinion on a current topic, and to give reasons for that opinion). Topic examples include use of computers in class, length of school year, importance of field trips, and homework.

Task 6 Supported opinion on medical or ethical topic (2-3 minutes).(Examiner asks the candidate to state an opinion on a current topic, and to give reasons for that opinion). Topic examples include use of sun screen protection, care of elderly, care of younger siblings, and pet care.

Example: I would like to know your opinion on an important topic. What are your views on how strictly the police should enforce safety laws regarding matters such as how fast we drive and whether we should wear seat belts all of the time--is that restricting our personal freedom too much, or is that a good idea?

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Task fulfillment/language control/intelligibility

“Task fulfillment” is overall functional accomplishment of description, narration or supporting opinion through language

“language control” is part of task fulfillment and refers to the candidate

“intelligibility” refers to testers’ impression of how much effort is required to understand the candidate

4	All aspects of B2 task fulfilled effortlessly, and listener has virtually no problem interacting and comprehending the candidate; overall impression of “Honors Pass”
3	Most of the requirements of B2 task fulfilled at B2 level based on adequate control of language by the candidate and minimal effort required on the part of the listeners (testers) to understand the candidate; candidate exhibits awareness of errors and self corrects; overall impression of either “Marginal Pass” or “Clear Pass”
2	Considerable evidence of ability to perform B2 task at the B2 level (some relevant language controlled) but key parts of task still incomplete (and/or significant effort is required to understand the candidate); candidate not always aware of errors; little self correction; overall impression of “Narrow Fail”
1	minimal evidence of ability to perform B2 task (minimal relevant language control), but task not completed (and/or not intelligible); overall impression of “Clear Fail”
0	Response not attempted, or little or no evidence of ability to fulfill the task

\*Choose the rating for each task and for overall pass/fail; record discretely on rating sheet

TASK 1	TASK 2	TASK 3	TASK 4	TASK 5	TASK 6	Overall impression of pass/fail at B2 level
0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1

\*NOTE: Raters will have scannable rating sheets and darken spaces that correspond to the number of the rating that they choose to award. Raters should \*not\* total the scores—the computer will do that later. Raters must rate independently—\*not\* by conferring with their partner. Please note that one point is available at the end of the test to represent the rater’s holistic assessment of whether or not the candidate is at least at the low end of the B2 range. This point is important because it will decide borderline cases.