ITA’s Name/ID #: Click or tap here to enter text. Date: Click or tap to enter a date.

Department: Click or tap here to enter text. Evaluator’s initials: Click or tap here to enter text.

**INTERVIEW SCORE:** Click or tap here to enter text. (Score 1–4, in increments of 0.25)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **4****Completely Comprehensible**NO Impediments to CommunicationNO effort required by the listener to understand what is said  | **3****Generally Comprehensible** MINOR Impediments to CommunicationMINIMAL effort required by the listener to understand what is said  | **2****Partially Incomprehensible**MAJOR Impediments to CommunicationMAJOR effort required by the listener to understand what is said | **1****Not Comprehensible**Even with MAJOR effort, listener does NOT understand what is said  |
| **Pronunciation** | [ ]  Possesses clear pronunciation with *no barriers* to comprehension | [ ]  Possesses clear pronunciation with *minor lapses* that *do not obscure* comprehension | [ ]  Possesses pronunciation with *major lapses* that *obscure* comprehension | [ ]  Possesses difficulties in pronunciation that *impede* comprehension |
| **Fluency** | [ ]  Speaks with *little to no hesitation*, thereby reflecting *sustained* fluency | [ ]  Speaks with *minor and/or occasional hesitations*, thereby reflecting *sentence-level* fluency  | [ ]  Speaks with *frequent hesitations*, thereby reflecting *phrasal-level* fluency | [ ]  Speaks primarily in *single word or short utterances*, thereby reflecting *lack of* fluency |
| **Listening** | [ ]  Understands speaker’s questions with *no difficulty* | [ ]  Understands speaker’s questions with *occasional difficulty* | [ ]  *Frequently misunderstands* speaker’s questions | [ ]  *Consistently misunderstands* speaker’s questions |
| **Grammar** | [ ]  Uses *complex* grammatical structures appropriately | [ ]  Uses grammar effectively with *occasional inaccuracies* that do not prevent comprehension | [ ]  Uses grammar with *inaccuracies* that create listener *confusion* | [ ]  Uses grammar that *prevents listener comprehension* |
| **Vocabulary** | [ ]  Incorporates *precise and varied* vocabulary appropriately | [ ]  Incorporates *appropriate* vocabulary though *occasional limitations* may interfere with development of ideas | [ ]  Incorporates *limited or inaccurate* vocabulary that interferes with development of ideas | [ ]  *Lacks* vocabulary to express ideas |
| **Nonverbals** | [ ]  Exhibits *appropriate* nonverbal behavior, including eye contact and gestures | [ ]  Exhibits *generally acceptable* nonverbal behavior, though lapses in eye contact or gestures may exist | [ ]  Exhibits *distracting* nonverbal behavior | [ ]  Exhibits *unacceptable* nonverbal behavior |

Comments (Optional): Click or tap here to enter text.

**TEACHING SIMULATION SCORE:** Click or tap here to enter text. (Score 1–4, in increments of 0.25)

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|  | **4****Completely Comprehensible**NO Impediments to CommunicationLITTLE to NO effort required by the listener for comprehension | **3****Generally Comprehensible** MINOR Impediments to CommunicationListener understands most of what is said with MINIMAL effort | **2****Partially Incomprehensible**MAJOR Impediments to CommunicationListener understands some of what is said but MAJOR effort is required | **1****Not Comprehensible**GREAT effort required by the listener to understand what is said |
| **Pronunciation** | [ ]  Possesses clear pronunciation with *no barriers* to comprehension | [ ]  Possesses clear pronunciation with *minor lapses* that *do not obscure* comprehension | [ ]  Possesses pronunciation with *major lapses* that *obscure* comprehension | [ ]  Possesses difficulties in pronunciation that *impede* comprehension |
| **Fluency** | [ ]  Speaks with *little to no hesitation*, thereby reflecting *sustained* fluency | [ ]  Speaks with *minor and/or occasional hesitations*, thereby reflecting *sentence-level* fluency  | [ ]  Speaks with *frequent hesitations*, thereby reflecting *phrasal-level* fluency | [ ]  Speaks primarily in *single word or short utterances*, thereby reflecting *lack of* fluency |
| **Listening** | N/A | N/A | N/A | N/A |
| **Grammar** | [ ]  Uses *complex* grammatical structures appropriately | [ ]  Uses grammar effectively with *occasional inaccuracies* that do not prevent comprehension | [ ]  Uses grammar with *inaccuracies* that create listener *confusion* | [ ]  Uses grammar that *prevents listener comprehension* |
| **Vocabulary** | [ ]  Incorporates *precise and varied* vocabulary appropriately | [ ]  Incorporates *appropriate* vocabulary though *occasional limitations* may interfere with development of ideas | [ ]  Incorporates *limited or inaccurate* vocabulary that interferes with development of ideas | [ ]  *Lacks* vocabulary to express ideas |
| **Nonverbals** | [ ]  Exhibits *appropriate* nonverbal behavior, including eye contact and gestures | [ ]  Exhibits *generally acceptable* nonverbal behavior, though lapses in eye contact or gestures may exist | [ ]  Exhibits *distracting* nonverbal behavior | [ ]  Exhibits *unacceptable* nonverbal behavior |

Comments (Optional): Click or tap here to enter text.

**Q&A SCORE:** Click or tap here to enter text. (Score 1–4, in increments of 0.25)

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| **Pronunciation** | [ ]  Possesses clear pronunciation with *no barriers* to comprehension | [ ]  Possesses clear pronunciation with *minor lapses* that *do not obscure* comprehension | [ ]  Possesses pronunciation with *major lapses* that *obscure* comprehension | [ ]  Possesses difficulties in pronunciation that *impede* comprehension |
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| **Listening** | [ ]  Understands speaker’s questions with *no difficulty* | [ ]  Understands speaker’s questions with *occasional difficulty* | [ ]  *Frequently misunderstands* speaker’s questions | [ ]  *Consistently misunderstands* speaker’s questions |
| **Grammar** | [ ]  Uses *complex* grammatical structures appropriately | [ ]  Uses grammar effectively with *occasional inaccuracies* that do not prevent comprehension | [ ]  Uses grammar with *inaccuracies* that create listener *confusion* | [ ]  Uses grammar that *prevents listener comprehension* |
| **Vocabulary** | [ ]  Incorporates *precise and varied* vocabulary appropriately | [ ]  Incorporates *appropriate* vocabulary though *occasional limitations* may interfere with development of ideas | [ ]  Incorporates *limited or inaccurate* vocabulary that interferes with development of ideas | [ ]  *Lacks* vocabulary to express ideas |
| **Nonverbals** | [ ]  Exhibits *appropriate* nonverbal behavior, including eye contact and gestures | [ ]  Exhibits *generally acceptable* nonverbal behavior, though lapses in eye contact or gestures may exist | [ ]  Exhibits *distracting* nonverbal behavior | [ ]  Exhibits *unacceptable* nonverbal behavior |

Comments (Optional): Click or tap here to enter text.

**OFFICE HOURS ROLE PLAY SCORE:** Click or tap here to enter text. (Score 1–4, in increments of 0.25)

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| **Vocabulary** | [ ]  Incorporates *precise and varied* vocabulary appropriately | [ ]  Incorporates *appropriate* vocabulary though *occasional limitations* may interfere with development of ideas | [ ]  Incorporates *limited or inaccurate* vocabulary that interferes with development of ideas | [ ]  *Lacks* vocabulary to express ideas |
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Comments (Optional): Click or tap here to enter text.