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)

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|  | **4**  **Completely Comprehensible**  NO Impediments to Communication  NO effort required by the listener to understand what is said | **3**  **Generally Comprehensible**  MINOR Impediments to Communication  MINIMAL effort required by the listener to understand what is said | **2**  **Partially Incomprehensible**  MAJOR Impediments to Communication  MAJOR 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 Communication  LITTLE to NO effort required by the listener for comprehension | **3**  **Generally Comprehensible**  MINOR Impediments to Communication  Listener understands most of what is said with MINIMAL effort | **2**  **Partially Incomprehensible**  MAJOR Impediments to Communication  Listener 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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|  | **4**  **Completely Comprehensible**  NO Impediments to Communication  LITTLE to NO effort required by the listener for comprehension | **3**  **Generally Comprehensible**  MINOR Impediments to Communication  Listener understands most of what is said with MINIMAL effort | **2**  **Partially Incomprehensible**  MAJOR Impediments to Communication  Listener 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** | 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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|  | **4**  **Completely Comprehensible**  NO Impediments to Communication  LITTLE to NO effort required by the listener for comprehension | **3**  **Generally Comprehensible**  MINOR Impediments to Communication  Listener understands most of what is said with MINIMAL effort | **2**  **Partially Incomprehensible**  MAJOR Impediments to Communication  Listener 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 |
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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.