A ranking system of Superior to Novice is used to describe the student’s speaking proficiency. Based on the score attained, a **graduate student** may be required to take ELSP support courses during his or her first year at Emory. **Emory employees** will be advised into a speaking or writing sequence of classes based on their scores.

### English Language Proficiency Assessment Speaking Score

<table>
<thead>
<tr>
<th>Score Description</th>
<th>Course Requirements &amp; Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superior (4) – Communicates effectively in extended discourse on a wide range of topics from both concrete and abstract perspectives. Supports opinions and hypothesizes, and can handle linguistically unfamiliar topics and situations using native-like strategies. Sporadic errors may appear; however, listeners are not distracted from the message.</td>
<td>No Requirement</td>
</tr>
</tbody>
</table>
| Advanced High (3.7-3.9) – Handles at least 50% of superior tasks, though patterned errors may appear. With some consistency can support opinion with structured arguments; however, performance will feature breakdown such as discussing topics more comfortably concretely, resorting to description or narration in place of argument, or lacking the precise language needed to adequately address the task. | ELSP 520 Fall Recommended  
ELSP 597 Spring Recommended |
| Advanced Mid (3.3-3.6) – Handles a large number of communicative tasks in paragraph length discourse with ease and confidence. Can discuss topics of personal and public interest, providing full accounts though with occasional difficulty and awkwardness. Can support an opinion or cite conditions but may lack the language to consistently provide a structured argument in extended discourse. | ELSP 517 Fall Required  
ELSP 518 Spring Required |
| Advanced Low (3.0-3.2) – Handles a variety of communicative tasks in paragraph length discourse though haltingly at times. Can discuss topics of personal and, to a lesser degree, public interest, and demonstrates ability to narrate and describe in major time frames, perhaps with self-correction and “grammatical roughness.” Conveys the message without confusion, and can be understood by listeners not accustomed to non-native speakers; however, repetition may be needed. | ELSP 517 Fall Required  
ELSP 518 Spring Required |
| Intermediate High (2.7-2.9) – Handles at least 50% of advanced tasks, though errors and hesitation may occur. With some consistency can narrate and describe in major time frames; however, performance will feature breakdown such as the failure to maintain narration in the appropriate time frame, disintegration of connected discourse, or inability to be understood by listeners not accustomed to non-native speakers. | ELSP 505 Fall Required  
ELSP 515 Spring Required  
ELSP 516 Summer Required |
| Intermediate Mid (2.3-2.6) – Handles a variety of communicative tasks in predictable social and work-related situations with strings of sentences and some paragraphing. With the advanced level tasks of narration and description, can provide information but may have difficulty linking ideas, maintaining appropriate time frame, and using communicative strategies, such as circumlocution. | ELSP 505 Fall Required  
ELSP 515 Spring Required  
ELSP 516 Summer Required |
| Intermediate Low (2.0-2.2) – Handles a limited number of communicative tasks in predictable social and work-related situations with strings of sentences. Creates meaning with language, though often filled with hesitancy and inaccuracies while searching for appropriate grammatical structures and vocabulary. Can generally be understood by sympathetic listeners, especially those accustomed to non-native speakers. | ELSP 505 Fall Required  
ELSP 515 Spring Required  
ELSP 516 Summer Required |
| Novice High (1.7-1.9) - Handles at least 50% of intermediate tasks, but unable to sustain performance. Conversation restricted to a few topics. **Mid (1.3-1.6) / Low (1.0-1.2)** - Communicates minimally and with difficulty. Student needs intensive language instruction. | Students not anticipated; intensive language instruction not provided |

For students who will participate in TATTO, the teaching recommendations are:

- **Full Teaching** ............... Superior
- **Supervised Teaching** ... Advanced – all sublevels
- **Restricted Teaching** ..... Intermediate High
- **No Teaching** ............... Intermediate Mid and Low