

International Teaching Assistant Performance Test V.10

Topic: \_\_\_\_\_

ITA Candidate Name: \_\_\_\_\_ Date: \_\_\_\_\_  
LAST NAME BOLD First name upper and lower

Rater: \_\_\_\_\_ Time: \_\_\_\_\_ Room: \_\_\_\_\_

**1. Word-level pronunciation**

1 - - - - - 2 - - - - - 3 - - - - - 4 - - - - - 5

Pre-functional	Beginner	Intermediate	Sustainably communicative
Listeners are largely unable to understand words and terms in the talk.	Listeners have some trouble understanding words and terms in the talk.	Listeners can understand words and terms in the talk but with effort.	Listeners can readily understand words and terms in the talk.

**2. Word stress**

1 - - - - - 2 - - - - - 3 - - - - - 4 - - - - - 5

Pre-functional	Beginner	Intermediate	Sustainably communicative
Listeners cannot understand words and terms with two or more syllables.	Listeners struggle to understand words and terms with two or more syllables.	Listeners are distracted by some errors in words and terms with two or more syllables.	Listeners have occasional difficulty but words and terms with two or more syllables are usually understandable.

**3. Thought groups**

1 - - - - - 2 - - - - - 3 - - - - - 4 - - - - - 5

Pre-functional	Beginner	Intermediate	Sustainably communicative
Listeners cannot extract ideas from the talk.	Listeners have trouble extracting ideas from the talk.	At times listeners are uncertain when an idea is complete and a new idea begins.	Generally listeners are not aware whether thought groups are used.

#### 4. Grammatical structures

1-----2-----3-----4-----5

Pre-functional	Beginner	Intermediate	Sustainably communicative
Listeners cannot extract information from the talk.	Listeners are confused by ungrammatical propositions, and stay confused.	Listeners are confused by some ungrammatical propositions but can sometimes pick up meaning as the talk proceeds.	Listeners are not confused by ungrammatical propositions.

#### 5. Transitional phrases

1-----2-----3-----4-----5

Pre-functional	Beginner	Intermediate	Sustainably communicative
Listeners cannot follow the logic of the talk.	Listeners cannot easily follow the logic of the talk.	Listeners experience gaps in the logic of the talk.	Listeners can follow the logic of the talk.

#### 6. Definitions and examples

1-----2-----3-----4-----5

Pre-functional	Beginner	Intermediate	Sustainably communicative
Listeners do not hear examples or definitions.	Listeners have trouble discerning when definitions or examples are given.	Listeners recognize when an example or definition is given but may be confused by it.	Listeners find the definitions and/or examples useful to grasp an idea.

## 7. Prominence

1-----2-----3-----4-----5

Pre-functional	Beginner	Intermediate	Sustainably communicative
Listeners cannot distinguish key terms or words, transitions, and/or contrasting concepts from the stream of words in the talk.	Listeners hear few key terms or words, transitions and/or contrasting concepts in the stream of the talk.	Listeners hear some key terms or words, transitions and/or contrasting concepts, but not consistently throughout the talk.	Listeners are generally clear on key terms or words, transitions and contrasting concepts used in the talk.

## 8. Audience non-comprehension awareness

1-----2-----3-----4-----5

Pre-functional	Beginner	Intermediate	Sustainably communicative
Listeners are not given chances to clear up what they do not understand. Their confusion is not recognized nor addressed by the candidate.	Listeners are seldom given chances to clear up what they do not understand. Their confusion may be recognized by the candidate, but he or she has few apparently resources for addressing it.	Listeners are sometimes given chances to clear up what they do not understand. The candidate sometimes recognizes confusion and may have some success addressing it.	Listeners have opportunities to clear up sources of confusion. The candidate can readily address and resolve the confusion.

## 9. Tone choices

1-----2-----3-----4-----5

Pre-functional	Beginner	Intermediate	Sustainably communicative
Listeners hear monotonous sounding speech and cannot extract ideas from it.	Listeners mostly hear monotonous sounding speech and can extract few ideas.	Listeners periodically hear rising and falling tones in the talk and can extract some ideas.	Listeners hear a variety of rising and falling tones and can readily extract ideas from the talk.

## 10. Handling questions

1-----2-----3-----4-----5

Pre-functional	Beginner	Intermediate	Sustainably communicative
Listeners' questions may be recognized as such but are not answered.	Listeners' questions are recognized but not necessarily answered.	Listeners' questions are recognized and are sometimes answered.	Listeners' questions are usually answered.

What can be improved: \_\_\_\_\_

### For reference:

Overall descriptors			
Pre-functional in classroom communication	Beginner in classroom communication	Intermediate in classroom communication	Sustainably fluent and communicative in the classroom
The candidate does not use appropriate Discourse Intonation, pronunciation, or classroom communication strategies while attempting to present classroom content. While the candidate may utter some recognizable phrases or short sentences, their utterances do not effectively propose content and they are hard to follow. The candidate is likely not communicative in classrooms.	The candidate rarely uses appropriate Discourse Intonation and/or pronunciation and/or classroom communication strategies while presenting classroom content. While the candidate may be able to make a few connected content ideas apparent to classroom learners, the message is not readily coherent, and thus the candidate is likely not communicative in classrooms.	The candidate may demonstrate use of appropriate Discourse Intonation and/or pronunciation and/or classroom communication strategies while presenting classroom content, but not always at the same time, and without regularity. This is particularly true of unscripted presentation and interaction in classrooms. Thus the candidate is somewhat communicative in classrooms but not consistently so, and may unpredictably fail to exchange meaning with classroom learners.	The candidate consistently uses features of Discourse Intonation, pronunciation, and classroom communication strategies while presenting classroom content. The candidate is a reasonably effective classroom communicator and is likely to exchange meaning effectively with classroom learners.