Consult Chapter 10, For ITAs: Solving Communication Breakdowns, and follow the directions on: (1) predicting key terms, (2) predicting student questions, (3) listing which key terms you will write on the board, and (4) practicing your talk (pp. 151–152).

As you give your presentation, your instructor will grade your performance using the ITA Performance Test.

**ITA Performance Test 9.0**

As you give your presentation, your instructor will grade your performance using the ITA Performance Test. The purpose of the test is to evaluate your competence in a variety of areas (grammatical, textual, sociolinguistic, and functional). This critique will pinpoint areas that are outstanding, acceptable, or require additional practice, which will provide guidelines for your use when developing future presentations. Your partner can also use the test to provide their comments and scores. More information about the test can be found in Chapter 12, along with a form that can be torn out or photocopied for future presentations.

**Grammatical Competence**

1. The ITA candidate pronounces sounds clearly enough at the word level that the listener can understand what word is intended.

   1 2 3 4 5 *Occasional difficulty, but usually understandable.

   Low * High

2. ITA uses word stress (*expectation, similar*) and does not add or drop syllables.

   1 2 3 4 5 *Multisyllabic words usually understandable.

   Low * High

3. ITA candidate uses thought groups effectively.

   1 2 3 4 5 *Generally listeners not aware of whether thought groups are used.

   Low * High

4. ITA uses grammatical structures effectively.

   1 2 3 4 5 *Listeners not confused by ungrammatical propositions.

   Low * High

**Textual Competence**

5. ITA uses transitional phrases effectively to provide cohesion to the content ("First . . . .", "Second . . . .", "OK, my next point is . . . .").

   1 2 3 4 5 *Listeners can follow the logic of the talk.

   Low * High
6. ITA gives clear definitions and examples based on audience awareness.
1 2 3 4 5  *Candidate frequently inserts definitions and examples.
Low     High

Sociolinguistic Competence
7. ITA uses prominence.
1 2 3 4 5  *Listeners are aware of important words.
Low     High

8. ITA is aware of listener noncomprehension by performing techniques such as eye contact, wait time, and checking for comprehension (“Does everybody understand so far?”).
1 2 3 4 5  *Candidate does at least two of the above.
Low     High

9. ITA varies tone choice so as to produce a variety of rising and falling tones; not a monotone.
1 2 3 4 5  *Not all rising tones, not all falling tones.
Low     High

Functional Competence
10. Candidate expands beyond audience questions by acknowledging the question, confirming understanding, repeating or paraphrasing the question, answering the question, and checking back to confirm that the question has been answered.
1 2 3 4 5  *Candidate accomplishes at least 3 of the 5 techniques.
Low     High

Recommendations for the future that the candidate can work on:

Free Practice: Transcription Work

Information about the transcription work process can be found in Chapter 11, For ITAs: Techniques for Improving Discourse Intonation, and should be reviewed after each presentation you give for Chapters 2–9 in this book. We believe this to be a main means of improvement for ITAs. After your review, complete the steps on the following page.