EPI Rubric

	Levels				
EPI Rubric	**4**	**3**	**2**	**1**	**Not Ratable**
Overall features	Communication almost always effective; task performed very competently	Communication generally effective; task performed competently	Communication somewhat effective; task performed somewhat competently	Communication generally not effective; task generally performed poorly	No effective communication; no evidence of ability to perform task.
	Speaker volunteers information freely, with little or no effort, and may go beyond the task by using additional appropriate functions. ● Native-like repair strategies ● Sophisticated expressions ● Very strong content ● Almost no listener effort required	Speaker volunteers information, sometimes with effort ● Linguistic weaknesses may necessitate some repair strategies that may be slightly distraction ● Expressions sometimes awkward ● Generally strong content ● Little listener effort required	Speaker responds with effort; sometimes provided limited speech sample ●Sometimes excessive, distracting, and ineffective repair strategies used to compensate for linguistic weaknesses (e.g., vocabulary and/or grammar) ●Adequate content ●Some listener effort required	Speaker responds with much effort; provides limited speech sample ● Repair strategies excessive, very distracting, and ineffective ●Much listener effort required ●Difficult to tell if task is fully performed because of linguistic weaknesses, but function can be identified	Extreme speaker effort is evident; speaker may repeat prompt, give up on task or be silent. ● Attempts to perform task end in failure ● Only isolated words or phrases intelligible, even with much listener effort ● Function cannot be identified
Functional Competence is the speaker's ability to select functions to reasonably address the task and to select the language needed to carry out the function.	Functions performed clearly and effectively	Functions generally performed clearly and effectively	Functions performed somewhat clearly and effectively	Functions generally performed unclearly and ineffectively	No evidence that functions were performed
	Speaker is highly skillful in selecting language to carry out intended functions that reasonably address the task.	Speaker is able to select language to carry out functions that reasonably address the task	Speaker may lack skill in selecting language to carry out functions that reasonably address the task.	Speaker often lacks skill in selecting language to carry out functions that reasonably address the task.	Speaker is unable to select language to carry out the functions.
Sociolinguistic Competence is the speaker's ability to demonstrate an awareness of audience and situation by selecting language, register, and tone that is appropriate.	Appropriate response to audience/situation	Generally appropriate response to audience/situation	Somewhat appropriate response to audience/situation	Generally inappropriate response to audience/situation	No evidence that functions were performed
	Speaker almost always considers register and demonstrates audience awareness ● Understanding of context, and strength in discourse and linguistic competence, demonstrate sophistication	Speaker generally considers register and demonstrates sense of audience awareness. ● Occasionally lacks extensive range, variety, and sophistication; response may be slightly unpolished	Speaker demonstrates some audience awareness, but register is not always considered. ● Lack of linguistic skills that would demonstrate sociolinguistic sophistication	Speaker usually does not demonstrate audience awareness since register is often not considered. ●Lack of linguistic skills generally masks sociolinguistic skills	Speaker is unable to demonstrate sociolinguistic skills and fails to acknowledge audience or consider register.
Discourse Competence is the speaker's ability to develop and organize information in a coherent manner and to make effective use of cohesive devices to help the listener follow the organization of the response.	Coherent, with effective use of cohesive devices	Coherent, with effective use of cohesive devices	Somewhat coherent, with some use of cohesive devices	Generally incoherent, with little use of cohesive devices	Incoherent, with no use of cohesive devices
	Response is coherent, with logical organization and clear development ● Contains enough details to almost always be effective ● Sophisticated cohesive devices result in smooth connection of ideas.	Response is generally coherent, with generally clear, logical organization and adequate development. ● Contains enough details to be generally effective ● Some lack of sophistication in use of cohesive devices may detract from smooth connection of ideas	Coherence of the response is sometimes affected by lack of development and/or somewhat unclear organization, sometimes leaving the listener confused. ● May lack details ● Mostly simple cohesive devices ● Somewhat abrupt openings and closures	Response is often incoherent; loosely organized and inadequately developed or disjointed discourse often leaves the listener confused. ●Often lacks details ●Simple conjunctions used as cohesive devices, if at all ●Abrupt openings and closures	Response is incoherent. ● Lack of linguistic competence interferes with listener's ability to assess discourse competence.
Linguistic Competence is the effective selection of vocabulary, control of grammatical structures, and accurate pronunciation along with smooth delivery in order to produce intelligible speech. **Modified from the SPEAK Band Descriptor Chart, developed/published by Educational Testing Service**	Use of linguistic features almost always effective; communication not affected by minor errors	Use of linguistic features generally effective; communication errors generally not effected by errors	Use of linguistic features somewhat effective; communication sometimes affected by errors	Use of linguistic features generally poor; communication often impeded by major errors	Use of linguistic features poor; communication ineffective due to major errors
	● Errors not noticeable ● Speaker is highly intelligible ● Range in grammatical structures and vocabulary ● Delivery often has native-like smoothness	● Errors not unusual, but rarely major ● Speaker is usually intelligible ● Some range in vocabulary and grammatical structures, which may be slightly awkward or inaccurate ● Delivery generally smooth, with some hesitancy and pauses	● Minor and major errors present ● Speaker is sometimes intelligible ● Simple structures accurate, but errors in more complex structures common ● Limited ranges in vocabulary; some inaccurate word choices ● Delivery is often slow or choppy; hesitancy and pauses common	● Limited linguistic control; major errors present ● Speaker is occasionally intelligible ● Speech contains numerous sentence fragments/ errors in simple structures ● Frequent inaccurate word choices; general lack of vocabulary for task completion ● Delivery is plodding, choppy, and repetitive; with hesitancy and pauses	● Lack of linguistic control ● Speaker is rarely intelligible ● Speech contains mostly sentence fragments, repetition of vocabulary, and simple phrases ● Delivery so plodding that only few words are produced