### Overall description of comprehensibility  
(1 = low comprehensibility; 5 = high comprehensibility)

| COMPREHENSIBILITY LEVEL | OVERALL DESCRIPTION OF COMPREHENSIBILITY  
|-------------------------|--------------------------------------------------------------------------------------|
| 5                       | **Speech is effortless to understand**  
|                         | Errors, are rare and do not interfere with the message  
|                         | **Sounding nativelike or producing hesitation- or error-free speech is not necessary to achieve a level 5 (highest level)**  |
| 4                       | **Speech requires little effort to understand**  
|                         | Errors minimally interfere with the message  |
| 3                       | **Speech requires some effort to understand**  
|                         | Errors somewhat interfere with the message  |
| 2                       | **Speech is effortful to understand**  
|                         | Errors are detrimental to the message  |
| 1                       | **Speech is painstakingly effortful to understand or indecipherable**  
|                         | Errors are debilitating to the message  
|                         | **Not enough comprehensible language is generated for coherent communication, confining the speaker to level 1**  |
| UR                      | **Unable to Rate the speech**  
|                         | No assessable speech sample is produced (e.g., unresponsive to the task, no articulation of English-like sounds)  |

<table>
<thead>
<tr>
<th>COMP</th>
<th>PRONUNCIATION</th>
<th>FLUENCY</th>
<th>VOCABULARY</th>
<th>GRAMMAR</th>
</tr>
</thead>
</table>
| 5    | - pronunciation is **effortless to understand**  
      - errors do not interfere with the message  
      - pitch variation may make the speech sound lively or engaging  
      - sounding native-like is **not expected**  
      - fluently paced, **effortless to understand**  
      - hesitation markers are used at appropriate junctures or strategically to sustain listener attention  
      - precise lexical choice relevant to the task is **effortless to understand**  
      - nuanced idiomatic expressions may be present, depending on the task  | - fluent speech, which is optimally paced, is **effortless to understand**  
      - hesitation markers are used at appropriate junctures or strategically to sustain listener attention  
      - **effortless to understand**  
      - nuanced idiomatic expressions may be present, depending on the task  | - sufficient lexical choice mostly relevant to the task requires **little effort to understand**  
      - errors minimally interfere with the message  
      - occasional gaps in vocabulary make the speech somewhat labored, although meaning is still roughly conveyed  
      - grammatical use mostly conveys general meaning, resulting in speech that requires **some effort to understand**  
      - errors somewhat interfere with the message  
      - **little effort to understand**  
      - a mix of simple and complex sentences are used  | - grammatical use conveys precise meaning or nuance, resulting in speech that is **effortless to understand**  
      - errors do not interfere with the message  
      - complex sentences may be used, depending on the task  |
| 4    | - pronunciation requires **little effort to understand**  
      - errors minimally interfere with the message  
      - speech may be characterized by too many or too few variations in pitch, sounding disjointed or monotone  
      - **little effort to understand**  
      - hesitation markers are generally used at appropriate junctures  | - mostly fluent speech, which may be slightly too fast or slow, requires **little effort to understand**  
      - hesitation markers are generally used at appropriate junctures  
      - **little effort to understand**  
      - nuanced idiomatic expressions may be used  | - sufficient lexical choice mostly relevant to the task requires **little effort to understand**  
      - errors minimally interfere with the message  
      - unusual or less familiar lexical expressions may be used  | - grammatical use mostly conveys precise meaning, resulting in speech that requires **little effort to understand**  
      - errors minimally interfere with the message  
      - **little effort to understand**  
      - a mix of simple and complex sentences are used  |
| 3    | - pronunciation requires **some effort to understand**  
      - errors somewhat interfere with the message (e.g., misplaced word stress, sound substitutions, not stressing important words in a sentence)  
      - **some effort to understand**  
      - hesitation markers are occasionally used at inappropriate junctures  | - somewhat fluent speech, which is too fast or slow, requires **some effort to understand**  
      - hesitation markers are occasionally used at inappropriate junctures  
      - **some effort to understand**  
      - occasional gaps in vocabulary make the speech somewhat labored, although meaning is still roughly conveyed  | - simple lexical choice requires **some effort to understand**  
      - errors somewhat interfere with the message  
      - occasional gaps in vocabulary make the speech somewhat labored, although meaning is still roughly conveyed  | - grammatical use conveys general meaning, resulting in speech that requires **some effort to understand**  
      - errors somewhat interfere with the message  
      - **some effort to understand**  
      - simpler sentences are used instead of more complex ones  |
| 2    | - pronunciation is **effortful to understand**  
      - errors are detrimental to the message (e.g., misplaced word stress, sound substitutions, not stressing important words in a sentence)  
      - production difficulties may obscure the meaning of a few words  
      - **effortful to understand**  
      - hesitation markers are frequently used at inappropriate junctures  
      - compensatory strategies are used to offset gaps in fluency (e.g., ideas are described in a roundabout way, self-correction)  | - speech, which is markedly dysfluent or too fast, is **effortful to understand**  
      - hesitation markers are frequently used at inappropriate junctures  
      - compensatory strategies are used to offset gaps in fluency (e.g., ideas are described in a roundabout way, self-correction)  
      - **effortful to understand**  
      - frequent gaps in vocabulary may make the speech labored or unelaborated  
      - lexical chunks may be used to compensate for limited vocabulary  | - limited lexical choice and frequent lexical errors are **effortful to understand**  
      - errors are detrimental to the message  
      - frequent gaps in vocabulary may make the speech labored or unelaborated  
      - lexical chunks may be used to compensate for limited vocabulary  | - grammatical use may obscure meaning, resulting in speech that is **effortful to understand**  
      - errors are detrimental to the message  
      - **effortful to understand**  
      - only basic sentence structures are used  |
| 1    | - pronunciation is **painstakingly effortful to understand**  
      - errors are debilitating to the message (e.g., misplaced word stress, sound substitutions, not stressing important words in a sentence)  
      - production difficulties may make words sound slurred or indistinct  
      - **painstakingly effortful to understand**  
      - hesitation markers are very frequently used at inappropriate junctures, leading to halting or “broken” speech  
      - no compensatory strategies are used to offset gaps in fluency  
      - extremely simplistic or limited lexical choice and very frequent lexical errors make the speech **painstakingly effortful to understand**  
      - frequent gaps in vocabulary make the speech unelaborated or indecipherable  
      - no lexical chunks are used to compensate for limited vocabulary  | - speech, which is extremely dysfluent or much too fast, is **painstakingly effortful to understand**  
      - hesitation markers are very frequently used at inappropriate junctures, leading to halting or “broken” speech  
      - no compensatory strategies are used to offset gaps in fluency  
      - **painstakingly effortful to understand**  
      - frequent gaps in vocabulary make the speech unelaborated or indecipherable  
      - no lexical chunks are used to compensate for limited vocabulary  | - extremely simplistic or limited lexical choice and very frequent lexical errors make the speech **painstakingly effortful to understand**  
      - frequent gaps in vocabulary make the speech unelaborated or indecipherable  
      - no lexical chunks are used to compensate for limited vocabulary  | - grammatical use obscures meaning, making the speech **painstakingly effortful to understand**  
      - errors are debilitating to the message  
      - only very basic or fragmented sentences are used  |

**UR** Unable to Rate. Speaker does not produce an assessable sample of speech (e.g., unresponsive to the task, no articulation of English-like sounds)

1 = low comprehensibility; 5 = high comprehensibility

*NOTE: The pronunciation and fluency criteria may weigh more heavily in assessments of comprehensibility than the vocabulary and grammar criteria*