

## Phonological competence in spoken academic discourse

### Scoring sheet

Presenter:

Topic:

Observed section (min/sec. on tape):

#### Overall SAD phonological competence

Very high	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	Very low
<b>Intelligibility</b>						
Very intelligible	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	Unintelligible
<b>Phonological fluency</b>						
Very fluent	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	Disfluent

#### Detailed assessment

<b>Prosodic cohesion</b>						
Consistently used	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	Not evident/ inappropriate
<b>Thought group marking</b>						
Consistently appropriate	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	Consistently inappropriate
<b>Peak syllable stress</b>						
Consistently appropriate	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	Consistently inappropriate
<b>Word stress in key terms</b>						
Consistently accurate	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	Consistently inaccurate
<b>Weak form reduction / elision / linking</b>						
Consistently used	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	Not evident
<b>Hesitation fillers</b>						
Not intrusive	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	Very intrusive
<b>Unexpected pauses</b>						
Virtually non-existent	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	Very intrusive

*Additional comments:*

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