

1 Michael Buckhoff's 7 Step System to Pass the TOEFL iBT Copy and paste the following link into your browser: <http://www.bettertoeflscores.com/wp-content/uploads/2011/09/how-to-understand-your-intelligibility-score.wma>

Intelligibility and Speaking Diagnostic Pre-test

Based on the word readings, and the interview response questions, your speaking and intelligibility score is ??? /7.0.

Score Conversions

| | | | | | |
|---------------------|---|----------------|---------------|------------------|--------------|
| High Beginner | = | 1.1-2.0 | Low= 1.1-1.3 | Midrange=1.4-1.7 | High=1.8-2.0 |
| Low Intermediate | = | 2.1-3.0 | Low= 2.1-2.3 | Midrange=2.4-2.7 | High=2.8-3.0 |
| Intermediate | = | 3.1-4.0 | Low= 3.1-3.3 | Midrange=3.4-3.7 | High=3.8-4.0 |
| High Intermediate | = | 4.1-5.0 | Low= 4.1-4.3 | Midrange=4.4-4.7 | High=4.8-5.0 |
| Advanced | = | 5.1-6.0 | Low= 5.1-5.3 | Midrange=5.4-5.7 | High=5.8-6.0 |
| Near Native Speaker | = | 6.1-7.0 | Low = 6.1-6.3 | Midrange=6.4-6.7 | High=6.8-7.0 |

Speaking and Pronunciation Proficiency Continuum

- | | | | | | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|
-
- 1 The student is very difficult to understand.
 Constant repetition is needed.
 The student can meaningfully respond in the form of one or two word responses.
 The student can communicate personal and survival needs.
 - 2 The student is somewhat intelligible to the interviewer.
 Frequent pronunciation variations distract the interviewer and also prevent understanding.
 The student requires less reliance on repetition and slowed native speaker speech.
 The student begins to initiate conversation; retells a story or experience
 The student uses predominantly present tense verbs.
 The student demonstrates errors of omission (leaves words out, word endings off)
 The student uses limited vocabulary.
 - 3 The student is mostly intelligible to the interviewers.
 Accent and pronunciation variations are somewhat distracting during the interview but usually do not prevent understanding.
 The student can meaningfully respond to the questions at least in the form of short sentences and or connected ideas.
 The student initiates and sustains conversation with descriptors and details; exhibits

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self-confidence in social situations.

The student uses complex sentences; applies rules of grammar but lacks control of irregular forms (i.e. runned, mans, not never, more higher).

The student uses adequate vocabulary with some word usage irregularities.

4 The student has obvious accent and pronunciation variations, but these do not interfere with understanding and are rarely distracting.

The student uses a variety of grammatical structures with occasional grammatical errors.

The student can respond to questions with sustained and connected discourse.

The student uses varied vocabulary.

5 The student has a barely detectable accent.

Pronunciation is almost like that of a native speaker.

Rare isolated mispronunciations, but no evident patterns of error.

The student exhibits a mastery of grammatical structures.

The student uses extensive vocabulary, but he/she is not at the level of native speaker college students.

The student speaks fluently.

6 Near native speaking fluency

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Hello TOEFLer:

This is Michael Buckhoff, your Speak Clearly instructor.

Let me clarify a few things to help you make the best use of this service. I will give you specific feedback on three tests as you use this service:

1. The first pre-test in which case I diagnose your intelligibility problems as they relate to vowel and consonant sounds. I will make recommendations to you concerning which lessons you should focus on so that you can improve your intelligibility of American English. Master these lessons until you know them like the back of your hand, even repeating some of these exercises several times until you have mastered the content I teach. This covers the first half of the course: Day 1-26.

2. The second pre-test in which case I I diagnose your intelligibility problems as they relate to syllable division, grammatical word endings, word stress, intonation, thought groups, and blending. Again, like I did before, I will make recommendations to you concerning which lessons you should focus on so that you can improve your intelligibility of American English. Master these lessons until you know them like the back of your hand, even repeating some of these exercises several times until you absolutely have mastered the content I teach. This covers the second half of the course: Day 28-49. This part of the course will be the most challenging.

3. The post-test in which I will give you a final intelligibility score as it relates to all the content taught in this service: vowels, consonants, syllable division, grammatical word endings, word stress, intonation, thought groups, and blending. A goal you should set is to reach 5.0 by the time you have finished all your lessons. For some of you, it will be difficult to achieve this score and will take a deliberate, consistent effort on your part before you reach this standard. However, I have faith that all of you can reach this standard. You can do it!

All the best to you speaking and pronunciation success!

Michael Buckhoff, co-founder and materials writer for [Better TOEFL Scores](#), Composition and Linguistics Professor, TOEFL Specialist, ESL Master Instructor, and Placement and Testing Coordinator for California State University, San Bernardino

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