

# OPI RATING FACTOR GRID

	Interactive Comprehension	Structural Control <i>Texts Produced</i>	Lexical Control	Delivery	Sociolinguistic Competence	Global Tasks and Functions
<b>0+</b>	The individual understands a number of short, memorized utterances in areas of immediate needs; frequent, long pauses and repeated requests for repetition.	No control. Can only use memorized structures.  <i>Individual words and phrases.</i>	Memorized words and phrases related to immediate survival needs.	Even in memorized speech, stress, intonation, tone usually quite faulty.	Severely limited. Any knowledge of cultural appropriateness has a nonlinguistic source	Can make statements and ask questions using memorized material.
<b>1</b>	A native speaker must often use slowed speech, repetition, paraphrase, or a combination of these to be understood by this individual. Misunderstandings are frequent, but the individual is able to ask for help and to verify comprehension of native speech in face-to-face interaction.	Structural accuracy is random or severely limited. Almost every utterance has errors in basic structures. Time concepts are vague. Can formulate some questions.  <i>Discrete sentences.</i>	Very limited. Covers courtesy expressions, introductions, identification, personal and accommodation needs, daily routine.	Often speaks with great difficulty. Pronunciation, stress, intonation generally poor.	Uses greetings and courtesy expressions. Can interact with native speakers used to dealing with non-natives.	Can create sentences; begin, maintain, and close short conversations by asking and answering simple questions; satisfy simple daily needs.
<b>2</b>	The individual can get the gist of most everyday conversations, but has some difficulty understanding native speakers in situations that require a specialized or sophisticated knowledge. (May require a native speaker to adjust to his/her limitations in some way).	Discourse is minimally cohesive. Grammatical structures are usually not very elaborate and not thoroughly controlled; errors are frequent. Simple structure and basic grammatical relations are typically controlled.  <i>Full paragraphs.</i>	Sufficient to discuss high frequency concrete topics such as work, family, personal background and interests, travel, current events. Imprecise for less common topics.	Speaks with confidence but not facility. Can usually be understood by those not used to dealing with non-natives.	Satisfies routine social demands and limited work requirements. Can interact with native speakers not used to dealing with non-natives; native speakers may have to adjust to limitations.	Can describe people, places, and things; narrate current, past, and future activities in full paragraphs; state facts; give instructions or directions; ask and answer questions in the work place; deal with non-routine daily situations.
<b>3</b>	In face-to-face conversation with natives speaking the standard dialect at a normal rate of speech, comprehension is quite complete. Although cultural references, proverbs, and the implications of nuances and idiom may not be fully understood, the individual can easily repair the conversation.	Effectively combines structure and vocabulary to convey meaning. Discourse is cohesive. Use of structural devices is flexible and elaborate. Errors occur in low frequency and highly complex structures; but structural inaccuracy rarely causes misunderstanding.  <i>Extended discourse.</i>	Broad enough for effective formal and informal conversations on practical, social, and professional topics. Can convey abstract concepts.	Speaks readily and fills pauses suitably. Pronunciation may be obviously foreign. Flaws in stress, intonation, pitch rarely disturb the native speaker.	Uses cultural references. When errors are made, can easily repair the conversation.	Can converse extensively in formal and informal situations; discuss abstract topics; support opinions; hypothesize; deal with unfamiliar topics and situations; clarify points.
<b>4</b>	Can understand native speakers of the standard and other major dialects in essentially any face-to-face interaction. Can understand the details and ramifications of concepts that are culturally or conceptually different from his/her own. Understands shifts of both subject matter and tone.	Organizes discourse well, using appropriate rhetorical devices and high level discourse structures.  <i>Speeches, lectures, debates, conference discussions.</i>	Precise for representational purposes within personal and professional experience. Can elaborate concepts freely; choose appropriate words to convey nuances of meaning.	Speaks effortlessly and smoothly, but would seldom be perceived as a native speaker.	Uses and understands the details and ramifications of target cultural references. Can set and shift the tone of exchanges with a variety of native speakers.	Can tailor language to fit the audience; counsel; persuade; represent an official point of view; negotiate; advocate a position at length; interpret informally.
<b>5</b>	(No gaps in comprehension, including all details and nuances.)	Functionally equivalent to a highly articulate, well-educated native speaker.  <i>All texts controlled by a highly articulate, well-educated native speaker.</i>	Breadth of vocabulary and idiom equivalent to that of a highly articulate, well-educated native speaker.	Functionally equivalent to a highly articulate, well-educated native speaker of a standard dialect.	Speech reflects the cultural standards of country where language is natively spoken.	Functionally equivalent to a highly articulate, well-educated native speaker.

# OPI PERFORMANCE PROFILE

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SCN/TEL OPI CODE	RANK/NAME	CY	GRAD DATE	SET CODE	TEACHER/ROOM NO.	VERIFICATION
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