



ECCE-Speaking Sample Test Commentary

About the Test

The ECCE Speaking test measures test takers at the B2 level of English on the Common European Framework of Reference (CEFR). The test takes about 10-15 minutes and is comprised of four different stages designed to give test takers the opportunity to ask and answer questions, provide suggestions or recommendations, present and justify a decision and discuss a topic in detail.

- Stage 1: Introduction and warm-up (unscored)
- Stage 2: Elicit information about a situation
- Stage 3: Present and defend a choice about the situation in Stage 2
- Stage 4: Answer some questions in the same topic area as the Stage 2 situation

How to Practice

To practice for the ECCE Speaking test, use the additional prompts provided. The sample test cards below give an example of how these prompts appear. You'll need the Test Taker Card for the person practicing the test and the Examiner Card for the person helping you practice.

To evaluate your performance, please refer to the Scoring Criteria and Sample Test Commentary below. Please refer to the additional speaking prompts provided when listening to the tests.

Sample Test Cards

Test Taker Card

ECCE Speaking Test
prompt A

Help Solve a Problem

Situation
I am the director of a library and I have a problem. Find out what my problem is and offer me some good advice.


First
You should look at the pictures below and ask:

- What is the problem?
- What are the options?
- What are the disadvantages of each option?


Then
When you have all the information you need, explain which option you think is best and why. Be ready to explain why you didn't choose the other option. Remember to use information you learn from asking questions to explain your final choice.

Finally
After you have shared your decision, you will be asked more questions about the topic.

Option 1



Option 2



Examiner Card

ECCE Speaking Test
prompt A

Examinee Information

Help Solve a Problem

Situation
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Option 1



Option 2



Examiner Information								
What is the problem? I need to create a new monthly event for the library. I have two options in mind but I'm not sure which one to choose.								
What are the options?	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="background-color: #eee; padding: 2px;">Option 1</th> <th style="background-color: #eee; padding: 2px;">Option 2</th> </tr> <tr> <td style="font-size: 0.8em; padding: 2px;"><i>library book club</i></td> <td style="font-size: 0.8em; padding: 2px;"><i>woman writing</i></td> </tr> <tr> <td style="font-size: 0.8em; padding: 2px;">The first option is to have a book discussion club. People would read a different book each month and meet to talk about it.</td> <td style="font-size: 0.8em; padding: 2px;">The second option is to have poetry competitions. People would write a different type of poem each month and the library staff could select a winner.</td> </tr> </table>	Option 1	Option 2	<i>library book club</i>	<i>woman writing</i>	The first option is to have a book discussion club. People would read a different book each month and meet to talk about it.	The second option is to have poetry competitions. People would write a different type of poem each month and the library staff could select a winner.	
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<i>library book club</i>	<i>woman writing</i>							
The first option is to have a book discussion club. People would read a different book each month and meet to talk about it.	The second option is to have poetry competitions. People would write a different type of poem each month and the library staff could select a winner.							
What are the disadvantages of each option?	The first disadvantage of the first option is that the library will have to buy many copies of the book that will be discussed each month. The meetings will also take up the library's only meeting room.	The disadvantage of the second option is that the library will have to buy prizes each month. A library employee will also have to spend time reading the poems to choose a winner.						

Elaboration Questions

1. Tell me about a time you visited a library. What did you enjoy about it?	2. What are some ways that libraries are important in a community?
3. Some people think that it is better for the imagination to read books than to watch television or movies. To what extent do you agree?	

Test 1

- Overall, the test taker expresses ideas generally and with some supporting ideas. She self-corrects and paraphrases to convey intended meaning (e.g., “I think that having friends it’s a good friend –it’s a good thing.”). She generally understands the interlocutor’s speech at a normal pace but at times asks the examiner to repeat the questions (e.g., Elaboration Question 3).
 - Some grammatical errors occur but rarely impede comprehensibility. The test taker shows productive control of a range of vocabulary though does not always use the exact “right” word, such as in Stage 4 (e.g., “Sometimes I get hmmm, not ‘focused...’ I forgot the word.”).
 - The test taker’s delivery and intelligibility show some features of L1, but deviations in sounds and stress rarely create misunderstandings. In longer responses, some pausing is more noticeable.
- ▶ **This test taker is well prepared to take the ECCE Speaking section.**

Test 2

- The test taker is generally an active participant who spontaneously elaborates and contributes to topic development, such as when he is explaining his choice in Stage 3. The test taker self-corrects and paraphrases to convey intended meaning (e.g., “sound, very, eh, sounds very good”).
 - The test taker shows functional control of grammar and demonstrates that he has enough vocabulary to convey intended meaning (e.g., “The fact that they, eh, may have homework for school and lose some time prevents me from choosing it,” “it is more practical for them to have free time”). However, the test taker shows lack of sustained clarity and some incoherence in longer responses.
 - Pausing is more noticeable in the test taker’s delivery and intelligibility in longer responses (e.g., “Although, eh, although, eh, giving them balls and others – and other things play, eh...”).
- ▶ **This test taker is adequately prepared to take the ECCE Speaking section.**

Test 3

- The test taker conveys information, ideas and viewpoint comprehensibly, such as clarifying why she didn’t choose the second option (e.g., “although having fun with their friends eh, eh, will help them to have a better friend situation, I didn’t choose it because eh, in my opinion it’s better to have free time at home”). Overall, the test taker understands interlocutor speech at a normal rate.
 - The test taker uses enough vocabulary to convey generally intended meaning but occasionally has errors in word choice or morphology (e.g., “They can do their homework. And because, eh, they can have more time with the home play, at the home play.”).The test taker self-monitors and makes corrections as needed (e.g., “I like this because we have to discuss... we have time to discuss our problems in school.”).
 - Some features of L1 are evident, but deviations in sounds or stress do not interfere with communication or result in many misunderstandings. While the test taker speaks at a reasonable rate in interactive context, in longer responses, pausing is more noticeable.
- ▶ **This test taker is adequately prepared to take the ECCE Speaking section.**

Test 4

- Overall, the test taker expresses ideas generally though supporting details may not always be clear (e.g., “I think the best option is the first one because em, people who read different kinds of books and it will be more interesting, and the second option wouldn’t be as interesting as the first one because maybe some people don’t like poets.”).
- While some grammatical errors occur, (e.g., “and don’t have a talent at making poets,” “people will be more close each other because they will be as a team,” “I have never visit the library.”) the test taker is still generally comprehensible. The test taker uses enough vocabulary to convey generally intended meaning

but occasionally has errors in word choice (e.g., “people will have the chance to lend the book from there”). She self-monitors and makes corrections as needed (e.g., “your imagination improve, will be improved”).

- Pausing is more noticeable in the test taker’s delivery and intelligibility in longer responses, for example, in Stage 4 (e.g., “From books and television?... I think better is television because you see in the picture and acting people. So... it will be more...will give you more pictures and you will understand...eh...more things.”).

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Test 5

- Overall, the test taker conveys her information and ideas, and viewpoint comprehensively (e.g., “It’s a, it’s a good financial option and... mmm, people from club can practice the writing skills and get corrections from them,” “I also chose the second option, eh, because it would be a good example for, em, starting a career, eh...at writing.”).
- The test taker shows functional grammatical control with pauses mainly at phrase/clause boundaries. The test taker shows productive control of a range of vocabulary though does not always use the “right” word (e.g., “you can open your horizons”).
- In interactive context, the test taker speaks at a reasonable rate with infrequent pauses, though in longer responses pausing is more noticeable. Some features of L1 are evident, but deviations in sounds or stress do not interfere with communication or result in many misunderstandings.

▶ **This test taker is well prepared to take the ECCE Speaking section.**

Test 6

- The test taker expresses ideas generally and with some supporting details (e.g., “The last time I went to a library was at my school. I really like the books they had there because they were very interesting and they were about the subjects we were doing.”).
- Some errors occur (e.g., “sometimes help them,” “and you can see with more details”), but the test taker is still generally comprehensible. He self-monitors and is attentive to correction (e.g., “because I think that buying prizes every month, it will cost many...much money”).
- In the interactive context, the test taker speaks at a reasonable rate with infrequent pauses. In longer responses, pausing is more noticeable, such as in Stage 3 when the test taker is explaining his choice of options. Some features of L1 are evident, but deviations in sounds or stress do not interfere with communication or result in many misunderstandings.

▶ **This test taker is adequately prepared to take the ECCE Speaking section.**