

Anexa 18

LPT Rating Sheet

Candidate family and first name(s): _____ Test number: _____

Date of assessment: _____ Level: _____

LPT number:

PART 1 – INTRODUCTION

PICTURE 1 IDENTIFIER: _____ **PICTURE 2 IDENTIFIER:** _____

Level awarded/Evidence (according to AMC2 FCL 055, Doc ICAO 9835)

| ICAO level | Pronunciation Evidence | Structure Evidence | Vocabulary Evidence | Fluency Evidence | Comprehension Evidence | Interactions Evidence |
|------------|--|---|--|--|--|---|
| 6 | Never interferes 1 <input type="checkbox"/> 2 <input type="checkbox"/> | Consistently well-controlled 1 <input type="checkbox"/> 2 <input type="checkbox"/> | Idiomatic, nuanced, sensitive to register. Sufficient to communicate on a wide variety of topics 1 <input type="checkbox"/> 2 <input type="checkbox"/> | Speaks at length, varies speech flow, connectors used spontaneously 1 <input type="checkbox"/> 2 <input type="checkbox"/> | Consistently accurate 1 <input type="checkbox"/> 2 <input type="checkbox"/> | Interacts with ease in nearly all situations 1 <input type="checkbox"/> 2 <input type="checkbox"/> |
| 5 | Rarely interferes 1 <input type="checkbox"/> 2 <input type="checkbox"/> | Basic structures well-controlled, complex are attempted 1 <input type="checkbox"/> 2 <input type="checkbox"/> | Sometimes idiomatic, sufficient on work related topics 1 <input type="checkbox"/> 2 <input type="checkbox"/> | Speaks at length on familiar topics, uses connectors 1 <input type="checkbox"/> 2 <input type="checkbox"/> | Mostly accurate, comprehends a range of speech varieties 1 <input type="checkbox"/> 2 <input type="checkbox"/> | Responses are immediate and informative 1 <input type="checkbox"/> 2 <input type="checkbox"/> |
| 4 | Sometimes interferes 1 <input type="checkbox"/> 2 <input type="checkbox"/> | Basic structures usually well-controlled, local errors present 1 <input type="checkbox"/> 2 <input type="checkbox"/> | Usually sufficient on work related topics, often paraphrases successfully 1 <input type="checkbox"/> 2 <input type="checkbox"/> | Limited use of connectors, occasional loss of fluency, fillers not distracting 1 <input type="checkbox"/> 2 <input type="checkbox"/> | Mostly accurate on common topics, may seek clarification 1 <input type="checkbox"/> 2 <input type="checkbox"/> | Responses are usually immediate and informative. Checks, confirms and clarifies 1 <input type="checkbox"/> 2 <input type="checkbox"/> |
| 3 | Often interferes 1 <input type="checkbox"/> 2 <input type="checkbox"/> | Basic structures not always well-controlled, frequent global errors 1 <input type="checkbox"/> 2 <input type="checkbox"/> | Often sufficient on work related topics, limited range, word choice inappropriate 1 <input type="checkbox"/> 2 <input type="checkbox"/> | Inappropriate pausing, distracting fillers and hesitations 1 <input type="checkbox"/> 2 <input type="checkbox"/> | Often accurate on common topics, may fail to understand 1 <input type="checkbox"/> 2 <input type="checkbox"/> | Responses are sometimes immediate and informative. Generally inadequate 1 <input type="checkbox"/> 2 <input type="checkbox"/> |

Evidence:

PART 2 –LISTENING COMPREHENSION

FIRST EXAMINER:

Report: accurate/ partially accurate/ inaccurate

SECOND EXAMINER:

Report: accurate/ partially accurate/ inaccurate

EXTENSION QUESTION(s)

Level awarded/Evidence (according to AMC2 FCL 055, Doc ICAO 9835)

| ICAO level | Pronunciation Evidence | Structure Evidence | Vocabulary Evidence | Fluency Evidence | Comprehension Evidence | Interactions Evidence |
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| 5 | Rarely interferes 1 <input type="checkbox"/> 2 <input type="checkbox"/> | Basic structures well-controlled, complex are attempted 1 <input type="checkbox"/> 2 <input type="checkbox"/> | Sometimes idiomatic, sufficient on work related topics 1 <input type="checkbox"/> 2 <input type="checkbox"/> | Speaks at length on familiar topics, uses connectors 1 <input type="checkbox"/> 2 <input type="checkbox"/> | Mostly accurate, comprehends a range of speech varieties 1 <input type="checkbox"/> 2 <input type="checkbox"/> | Responses are immediate and informative 1 <input type="checkbox"/> 2 <input type="checkbox"/> |
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| 3 | Often interferes 1 <input type="checkbox"/> 2 <input type="checkbox"/> | Basic structures not always well-controlled, frequent global errors 1 <input type="checkbox"/> 2 <input type="checkbox"/> | Often sufficient on work related topics, limited range, word choice inappropriate 1 <input type="checkbox"/> 2 <input type="checkbox"/> | Inappropriate pausing, distracting fillers and hesitations 1 <input type="checkbox"/> 2 <input type="checkbox"/> | Often accurate on common topics, may fail to understand 1 <input type="checkbox"/> 2 <input type="checkbox"/> | Responses are sometimes immediate and informative. Generally inadequate 1 <input type="checkbox"/> 2 <input type="checkbox"/> |

Evidence:

PART 3 – LISTENING FOR SPECIFIC INFORMATION

FIRST EXAMINER:

| | | | |
|-------------|----|----|----|
| Recording 1 | Q1 | Q2 | Q3 |
| Recording 2 | Q1 | Q2 | Q3 |
| Recording 3 | Q1 | Q2 | Q3 |

SECOND EXAMINER:

| | | | |
|-------------|----|----|----|
| Recording 1 | Q1 | Q2 | Q3 |
| Recording 2 | Q1 | Q2 | Q3 |
| Recording 3 | Q1 | Q2 | Q3 |

**Put a tick if the answer is correct, a cross if it is incorrect and a slash (/) if the answer is partially correct*

EXTENSION QUESTION(s)

Level awarded/Evidence (according to AMC2 FCL 055, Doc ICAO 9835)

| ICAO level | Pronunciation Evidence | Structure Evidence | Vocabulary Evidence | Fluency Evidence | Comprehension Evidence | Interactions Evidence |
|-------------------|--|---|--|--|--|---|
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| 5 | Rarely interferes 1 <input type="checkbox"/> 2 <input type="checkbox"/> | Basic structures well-controlled, complex are attempted 1 <input type="checkbox"/> 2 <input type="checkbox"/> | Sometimes idiomatic, sufficient on work related topics 1 <input type="checkbox"/> 2 <input type="checkbox"/> | Speaks at length on familiar topics, uses connectors 1 <input type="checkbox"/> 2 <input type="checkbox"/> | Mostly accurate, comprehends a range of speech varieties 1 <input type="checkbox"/> 2 <input type="checkbox"/> | Responses are immediate and informative 1 <input type="checkbox"/> 2 <input type="checkbox"/> |
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Evidence:

PART 4 – INCIDENT SUMMARY & EXTENSION QUESTION(s)

Level awarded/Evidence (according to AMC2 FCL 055, Doc ICAO 9835)

| ICAO level | Pronunciation Evidence | Structure Evidence | Vocabulary Evidence | Fluency Evidence | Comprehension Evidence | Interactions Evidence |
|------------|--|---|--|--|--|---|
| 6 | Never interferes 1 <input type="checkbox"/> 2 <input type="checkbox"/> | Consistently well-controlled 1 <input type="checkbox"/> 2 <input type="checkbox"/> | Idiomatic, nuanced, sensitive to register. Sufficient to communicate on a wide variety of topics 1 <input type="checkbox"/> 2 <input type="checkbox"/> | Speaks at length, varies speech flow, connectors used spontaneously 1 <input type="checkbox"/> 2 <input type="checkbox"/> | Consistently accurate 1 <input type="checkbox"/> 2 <input type="checkbox"/> | Interacts with ease in nearly all situations 1 <input type="checkbox"/> 2 <input type="checkbox"/> |
| 5 | Rarely interferes 1 <input type="checkbox"/> 2 <input type="checkbox"/> | Basic structures well-controlled, complex are attempted 1 <input type="checkbox"/> 2 <input type="checkbox"/> | Sometimes idiomatic, sufficient on work related topics 1 <input type="checkbox"/> 2 <input type="checkbox"/> | Speaks at length on familiar topics, uses connectors 1 <input type="checkbox"/> 2 <input type="checkbox"/> | Mostly accurate, comprehends a range of speech varieties 1 <input type="checkbox"/> 2 <input type="checkbox"/> | Responses are immediate and informative 1 <input type="checkbox"/> 2 <input type="checkbox"/> |
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Evidence:

1 ☐ – FIRST EXAMINER

2 ☐ – SECOND EXAMINER

FINAL ASSESSMENT (to be filled in by Second Examiner)

| Pronunciation | Structure | Vocabulary | Fluency | Comprehension | Interactions |
|---------------|-----------|------------|---------|---------------|--------------|

FIRST EXAMINER NAME and SIGNATURE: _____

SECOND EXAMINER NAME and SIGNATURE: _____

DATE OF ASSESSMENT: _____

***THIRD ASSESSMENT** (*to be filled in by THIRD EXAMINER*)

| | | | | | |
|----------------------|------------------|-------------------|----------------|----------------------|---------------------|
| | | | | | |
| Pronunciation | Structure | Vocabulary | Fluency | Comprehension | Interactions |

THIRD EXAMINER'S NAME and SIGNATURE: _____

DATE OF ASSESSMENT: _____

** to be used in case of appeals also*

** Third examiner and examiner used in case of appeals shall tick the boxes for Part 1,2,3, and 4 allocated for First examiner*