

## Rubric

### Speaking – Classroom Tableau (Grade 1)

Score	Descriptors
2	<p>Responses at the 2 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• The student uses appropriate vocabulary that is relevant to the stimulus and effectively uses grammar and structures. Though the response may contain a few errors in usage, the student's meaning is clear.</li> <li>• The student effectively answers the prompt and the response is consistent with the stimulus.</li> </ul>
1	<p>Responses at the 1 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• The response may include words and phrases related to the stimulus, but frequent errors in grammar and vocabulary may significantly interfere with listener comprehension.</li> <li>• The response partially addresses the prompt, though some content may be inaccurate or otherwise unconnected to the stimulus.</li> </ul>
0	<p>The response does not address the communicative demands of the task.</p> <p>Responses at the 0 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• <b>Only in a language other than English</b></li> <li>• <b>Refusal</b></li> <li>• <b>Off Task/Topic</b></li> <li>• <b>Unintelligible</b></li> </ul>

#### **Nonscoreable codes:**

**A = Blank**

**B = Technological Issue**

## Rubric

### Speaking – Conversation (Grade 1)

### Cluster-Scored Task

Score	Descriptors
3	<p>Responses at the 3 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• The student effectively uses appropriate vocabulary that is relevant to the task.</li> <li>• Use of grammar and structures is effective, though the response may contain isolated minor errors that do not interfere with meaning.</li> <li>• The student effectively answers the question and provides relevant information as required by the task.</li> </ul>
2	<p>Responses at the 2 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• The use of grammatical structures and vocabulary may be limited or noticeably inaccurate but do not obscure the student’s overall meaning.</li> <li>• The student partially addresses the topic and task, but the response is not fully relevant to the task or is otherwise incomplete.</li> </ul>
1	<p>Responses at the 1 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• Errors in use of grammatical structures and vocabulary interfere with the speaker’s meaning most of the time.</li> <li>• The response includes some words and phrases relevant to the topic and task, but is otherwise unconnected to the question.</li> </ul>
0	<p>The response does not address the communicative demands of the task.</p> <p>Responses at the 0 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• <b>Only in a language other than English</b></li> <li>• <b>Refusal</b></li> <li>• <b>Off Task/Topic</b></li> <li>• <b>Unintelligible</b></li> </ul>

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## Rubric

### Speaking – Observe and Report (Grade 1)

Score	Descriptors
5	<p>Responses at the 5 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>The student accurately uses a variety of structures (simple and compound) that are appropriate. The use of vocabulary is accurate, and word choice is appropriate. The response may contain isolated minor errors in language that do not obscure meaning.</li> <li>When prompted, the student presents an accurate summary of the sequence of events, using clearly appropriate information and specific details. Organization among ideas is clear, and use of linking words to signal sequence and order of events is appropriate.</li> </ul>
4	<p>Responses at the 4 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>The student uses simple and/or complex structures that are appropriate. The use of vocabulary is generally accurate and appropriate. Some grammar and vocabulary may be inaccurate or imprecise, but these few errors do not obscure meaning.</li> <li>When prompted, the student provides a largely accurate summary of the sequence of a few events using relevant information and details. Though generally good, the development of ideas in the response may not be consistent, including occasional redundancy, digression, or omission of a couple of minor details. Organization among ideas is largely clear, though there may be an occasional lapse in the use of linking words.</li> </ul>
3	<p>Responses at the 3 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>The student exhibits control of appropriate simple structures and vocabulary, though the range of structures and vocabulary may be limited. Errors in usage may occasionally obscure meaning.</li> <li>When prompted, the student provides a partially successful summary of the sequence of a couple of events. The response includes main ideas and some relevant information from the stimulus but some details may be incomplete, irrelevant, erroneous, or missing. The events may be recounted in the correct order, though connections between some ideas may be missing or obscured.</li> </ul>
2	<p>Responses at the 2 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>Control of structures and vocabulary may be limited, and frequent errors may interfere with meaning.</li> <li>When prompted, the student provides a limited summary of the stimulus. One event may be described, but other essential information may be omitted, vague, unclear, or incorrect. Some frequently occurring linking words may be used, but otherwise missing or unclear connections between ideas obscure the meaning.</li> </ul>
1	<p>Responses at the 1 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>The response is limited to reading the prompt or directions aloud.</li> <li>The response consists of a few isolated English words and phrases related to the prompt or stimulus.</li> </ul>
0	<p>The response does not address the communicative demands of the task.</p> <p>Responses at the 0 level are typically characterized by:</p> <ul style="list-style-type: none"> <li><b>Only in a language other than English</b></li> <li><b>Refusal</b></li> <li><b>Off Task/Topic</b></li> <li><b>Unintelligible</b></li> </ul>

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## Rubric

### Speaking – Opinion (Grade 1)

### Cluster-Scored Task

Score	Descriptors
4	<p>Responses at the 4 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>The student accurately uses a variety of structures (simple and compound) that are appropriate. The use of vocabulary is accurate, and word choice is appropriate. The response may contain occasional errors in language that do not obscure meaning.</li> <li>The student effectively addresses the required task, successfully stating an opinion and supporting it with a reason.</li> </ul>
3	<p>Responses at the 3 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>The student uses simple and some compound structures and vocabulary that are appropriate. Noticeable errors in language use may be present and may occasionally interfere with the speaker's meaning.</li> <li>The response is partially successful in completing the topic and task. The student may attempt to state an opinion or a reason, but only one is successful. The other may be incomplete, unclear, or otherwise unsuccessful.</li> </ul>
2	<p>Responses at the 2 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>The control of language is inconsistent. Though the overall message may be discerned, frequent errors and limitations in grammar and word choice obscure meaning.</li> <li>The response is limited in addressing the topic and task. Either the opinion or the reason may be missing, OR both the opinion and the reason were incomplete, unclear, or otherwise unsuccessful.</li> </ul>
1	<p>Responses at the 1 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>Meaning is obscured most of the time.</li> <li>Both the opinion and reason are missing, although there may be some content in the response that is related to the stimulus or prompt.</li> </ul>
0	<p>The response does not address the communicative demands of the task.</p> <p>Responses at the 0 level are typically characterized by:</p> <ul style="list-style-type: none"> <li><b>Only in a language other than English</b></li> <li><b>Refusal</b></li> <li><b>Off Task/Topic</b></li> <li><b>Unintelligible</b></li> </ul>

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## Rubric

### Speaking – Picture Description (Grade 1)

Score	Descriptors
3	<p>Responses at the 3 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• The student effectively uses appropriate vocabulary that is relevant to the picture and effectively uses grammar and structures, though the response may contain minor errors that do not interfere with meaning.</li> <li>• The student effectively describes the main feature(s) of the picture.</li> </ul>
2	<p>Responses at the 2 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• The use of vocabulary or grammar may be limited or inaccurate at times, occasionally interfering with meaning.</li> <li>• The student partially describes some main feature(s) of the picture, but the response may not be fully complete due to errors that occasionally interfere with meaning, such as digressions, and/or omissions.</li> </ul>
1	<p>Responses at the 1 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• The response may include words and phrases connected to the picture, but limitations in grammar and vocabulary may significantly interfere with comprehension.</li> <li>• The response consists of a few isolated English words that may be related to the prompt or stimulus.</li> </ul>
0	<p>The response does not address the communicative demands of the task.</p> <p>Responses at the 0 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• <b>Only in a language other than English</b></li> <li>• <b>Refusal</b></li> <li>• <b>Off Task/Topic</b></li> <li>• <b>Unintelligible</b></li> </ul>

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