Rubric

Speaking – Academic Debate (Grades 6–8)

Score	Descriptors
5	Responses at the 5 level are typically characterized by: • The student accurately uses a variety of structures (simple, compound, and complex) and the use of vocabulary and word choice is accurate and appropriate. The response may contain occasional minor errors in language that do not obscure meaning. • The student addresses the topic and task well, constructing an effective answer supported by relevant information and specific details from the stimulus and at least two appropriate reasons. The response is coherently developed, with clear relationships among ideas, demonstrating organizational logic and/or use of appropriate linking words and phrases.
4	Responses at the 4 level are typically characterized by: • The student uses simple, compound, and/or complex structures that are appropriate. The use of vocabulary is generally accurate and appropriate. Some grammatical structures and vocabulary may be inaccurate or imprecise, but these few errors do not interfere with meaning. • The student largely addresses the task, using at least two appropriate and relevant reasons and information from the stimulus to support the answer. However, some points may digress, be redundant, or partially developed. Relationships among ideas are largely clear, though there may be an occasional lapse in the use of organizational logic and/or linking words and phrases.
3	Responses at the 3 level are typically characterized by: • The student exhibits control of appropriate simple and compound structures and vocabulary, though the range of structures and vocabulary may be limited. Errors in usage may occasionally obscure meaning. • The student partially addresses the task, and some points are not fully developed. Some relevant but incomplete information from the stimulus may be included. The student displays some organizational logic and/or use of linking words, but connections between some ideas may be missing or obscured.

2	Responses at the 2 level are typically characterized by:
	• Range of structures and vocabulary may be limited and frequent errors may interfere with meaning.
	• The student is limited in addressing the required task. Some frequently occurring linking words may be used, but otherwise missing or unclear connections between ideas obscure the student's meaning. Information and reasons used to support the student's answer may be irrelevant or inaccurate.
	  o For prompt 1, the student communicates only irrelevant or inaccurate information from the stimulus.
	  o For prompt 2, the student provides no relevant reason or may only provide irrelevant reasons to support the opinion.

1	Responses at the 1 level are typically characterized by: • The response is limited to reading the prompt or directions aloud. • The response consists of a few isolated English words and phrases related to the prompt or stimulus.
0	The response does not address the communicative demands of the task. Responses at the 0 level are typically characterized by: • **Only in a language other than English** • **Refusal** • **Off Task/Topic** • **Unintelligible**

Nonscoreable codes:
A = Blank
B = Technological Issue

Rubric

Speaking – Analyze a Visual and a Claim (Grades 6–8)

Score	Descriptors
5	Responses at the 5 level are typically characterized by: • The student accurately uses a variety of structures (simple, compound, and complex) and the use of vocabulary and word choice is accurate and appropriate. The response may contain occasional minor errors in language that do not obscure meaning. • The student addresses the topic and task well, constructing an effective answer supported by relevant information and specific details from the stimulus and appropriate reason(s). The response is coherently developed, with clear relationships among ideas, demonstrating organizational logic and/or use of appropriate linking words and phrases.
4	Responses at the 4 level are typically characterized by: • The student uses simple, compound, and/or complex structures that are appropriate. The use of vocabulary is generally accurate and appropriate. Some grammatical structures and vocabulary may be inaccurate or imprecise, but these few errors do not interfere with meaning. • The student largely addresses the task, using appropriate and relevant reason(s) and information from the stimulus to support the answer. However, some points may digress, be redundant, or partially developed. Relationships among ideas are largely clear, though there may be an occasional lapse in the use of organizational logic and/or linking words and phrases.
3	Responses at the 3 level are typically characterized by: • The student exhibits control of appropriate simple and compound structures and vocabulary, though the range of structures and vocabulary may be limited. Errors in usage may occasionally obscure meaning. • The student partially addresses the task, and some points are not fully developed. Some relevant but incomplete information from the stimulus may be included. The student displays some organizational logic and/or use of linking words, but connections between some ideas may be missing or obscured.

2	Responses at the 2 level are typically characterized by:
	• Range of structures and vocabulary may be limited and frequent errors may interfere with meaning.
	• The student is limited in addressing the required task. Some frequently occurring linking words may be used, but otherwise missing or unclear connections between ideas obscure the student's meaning. Information and reasons used to support the student's answer may be irrelevant or inaccurate.
	  o For prompt 1, the student communicates only irrelevant or inaccurate information from the stimulus.
	  o For prompt 2, the student provides no relevant reason or may only provide irrelevant reasons to support the opinion.

1	Responses at the 1 level are typically characterized by: • The response is limited to reading the prompt or directions aloud. • The response consists of a few isolated English words and phrases related to the prompt or stimulus.
0	The response does not address the communicative demands of the task. Responses at the 0 level are typically characterized by: • **Only in a language other than English** • **Refusal** • **Off Task/Topic** • **Unintelligible**

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Rubric

Speaking – Classroom Tableau (Grades 6–8)

Score	Descriptors
2	Responses at the 2 level are typically characterized by: • 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. • The student effectively answers the prompt and the response is consistent with the stimulus.
1	Responses at the 1 level are typically characterized by: • The response may include words and phrases related to the stimulus, but frequent errors in grammar and vocabulary may significantly interfere with listener comprehension. • The response partially addresses the prompt, though some content may be inaccurate or otherwise unconnected to the stimulus.
0	The response does not address the communicative demands of the task. Responses at the 0 level are typically characterized by: • **Only in a language other than English** • **Refusal** • **Off Task/Topic** • **Unintelligible**

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Rubric

Speaking – Compare Pictures (Grades 6–8)

Score	Descriptors
3	Responses at the 3 level are typically characterized by: • The student effectively uses appropriate vocabulary that is relevant to the pictures and effectively uses grammar and structures, though the response may contain minor errors that do not interfere with meaning. • The student effectively describes the main features of the pictures.
2	Responses at the 2 level are typically characterized by: • The use of vocabulary or grammar may be limited or inaccurate at times, occasionally interfering with meaning. • The student partially describes some main features of the pictures, but the response may not be fully complete and errors may occasionally interfere with meaning.
1	Responses at the 1 level are typically characterized by: • The response may include words and phrases connected to the pictures, but limitations in grammar and vocabulary may significantly interfere with comprehension. • Errors in vocabulary and grammar obscure the speaker's meaning most of the time.
0	The response does not address the communicative demands of the task. Responses at the 0 level are typically characterized by: • **Only in a language other than English** • **Refusal** • **Off Task/Topic** • **Unintelligible**

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Rubric

Speaking – Language Arts Presentation (Grades 6–8)

Score	Descriptors
3	Responses at the 3 level are typically characterized by: • The student effectively uses appropriate vocabulary that is relevant to the task. • Use of grammar and structures is effective, though the response may contain minor errors that do not interfere with meaning. • The student effectively answers the prompt and provides relevant information as required by the task. For prompt 3, the student effectively uses appropriate linking word(s) to connect ideas and provides at least ONE reason to support the opinion.
2	Responses at the 2 level are typically characterized by: • The use of grammatical structures and vocabulary may be limited or noticeably inaccurate but do not interfere with the student's overall meaning. • The student partially addresses the topic and task, and the response is not complete or fully appropriate. For prompt 3, the student connects ideas in at least part of the response, but the linking word(s) used may be used inaccurately. The student may unsuccessfully propose a reason to support the opinion.
1	Responses at the 1 level are typically characterized by: • Errors in use of grammatical structures and vocabulary interfere with the speaker's meaning most of the time. • The response includes some words and phrases relevant to the topic and task, but is otherwise unconnected to the question.
0	The response does not address the communicative demands of the task. Responses at the 0 level are typically characterized by: • **Only in a language other than English** • **Refusal** • **Off Task/Topic** • **Unintelligible**

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Rubric

Speaking – Observe and Report (Grades 6–8)

Score	Descriptors
5	Responses at the 5 level are typically characterized by: • The student accurately uses a variety of structures (simple, compound, and complex) and the use of vocabulary and word choice is accurate and appropriate. The response may contain isolated minor errors in language that do not obscure meaning. • The student presents an accurate summary of the sequence of events, using clearly appropriate information, specific details, and explanations. Relationships among ideas are clear, demonstrating organizational logic and/or use of appropriate linking words and phrases.
4	Responses at the 4 level are typically characterized by: • The student uses simple, compound, and/or complex structures and the use of vocabulary is generally accurate and appropriate. Some grammar structures and vocabulary may be inaccurate or imprecise, but these few errors do not obscure meaning. • The student provides a largely accurate summary of the sequence of 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. Relationships among ideas are largely clear, though there may be an occasional lapse in the use of organizational logic and/or linking words and phrases.
3	Responses at the 3 level are typically characterized by: • The student exhibits control of simple and compound structures and vocabulary, though the range of structures and vocabulary may be limited. Errors in usage may occasionally obscure meaning. • The student provides a partially successful summary of the sequence 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 student displays some organizational logic and/or use of linking words, though connections between some ideas may be missing or obscured.
2	Responses at the 2 level are typically characterized by: • Control of structures and vocabulary may be limited, and frequent errors may interfere with meaning. • The student provides a limited summary of the stimulus. Some main ideas may be recounted in order, but other essential information may be omitted, vague, unclear, incorrect, or out of sequence. Some frequently occurring linking words may be used, but otherwise missing or unclear connections between ideas obscure the student's meaning.
1	Responses at the 1 level are typically characterized by: • The response is limited to reading the prompt or directions aloud. • The response consists of a few isolated English words and phrases related to the prompt or stimulus.
0	The response does not address the communicative demands of the task. Responses at the 0 level are typically characterized by: • **Only in a language other than English** • **Refusal** • **Off Task/Topic** • **Unintelligible**

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