Rubric

Speaking – Classroom Tableau (Grade Band 2–3)

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**

Nonscoreable codes:
A = Blank
B = Technological Issue

Rubric

Speaking – Compare Pictures (Grade Band 2–3)

Score	Descriptors
3	Responses at the 3 level are typically characterized by: • The student effectively uses 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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Speaking – Conversation (Grade Band 2–3)   **Cluster-Scored Task**

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 isolated minor errors that do not interfere with meaning. • The student effectively answers the question and provides relevant information as required by the task.
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, but the response is not fully relevant to the task or is otherwise incomplete.
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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Speaking – Observe and Report (Grade Band 2–3)

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.
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 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.
3	Responses at the 3 level are typically characterized by: • The student exhibits control of simple and some 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. A couple of 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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Speaking – Opinion (Grade Band 2–3)

Score	Descriptors
4	Responses at the 4 level are typically characterized by: • The student accurately uses a variety of structures (simple, compound, and complex). Vocabulary use is accurate, and word choice is appropriate. The response may contain occasional errors in language that do not obscure meaning. • The student effectively addresses the required task, successfully stating an opinion and supporting it with three reasons.
3	Responses at the 3 level are typically characterized by: • The student uses simple and compound structures and vocabulary that are appropriate. Noticeable errors in language use may be present and may occasionally interfere with the speaker's meaning. • The response partially addresses the topic and task, and one of the elements required by the prompt may be missing, incomplete, or otherwise unsuccessful.
2	Responses at the 2 level are typically characterized by: • The student's control of language is inconsistent. Though the student's overall message may be discerned, frequent errors and limitations in grammar and word choice obscure meaning. • The response is limited in addressing the topic and task, and two of the required elements may be missing, incomplete, or otherwise unsuccessful.
1	Responses at the 1 level are typically characterized by: • Meaning is obscured most of the time. • Three of the tasks required by the prompt may be missing, incomplete, or otherwise unsuccessful. • The response may consist of a few isolated English words and phrases related to the prompt.
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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