

## ELPA21 SCREENER

## GRADES K-12

### STEP TWO SPEAKING SCORING DOCUMENT

**Rubric and Supporting Materials**  
for test administrator on-the-fly scoring of  
the Step Two speaking task, all grades (K-12)

#### Speaking Domain

- Classroom Tableau/Oral Vocabulary Task

This document was created to assist school and district personnel with the immediate (“on-the-fly”) scoring of the first operational speaking task on the ELPA21 Screener. During the administration of the screener, the secure task is required to be immediately scored by all TAs.

The screener test stops for the scoring of this speaking task and cannot continue until scores for each item in the task have been entered in the scoring screens.

In this document, you will find:

- ▶ The Classroom Tableau/Oral Vocabulary task rubric for all grade bands.
- ▶ The Notes Sheet for the TA to use during testing. This can be printed as needed prior to testing. Using the Notes Sheet is not required.
- ▶ A listing of general and special scoring notes for the Classroom Tableau/Oral Vocabulary tasks.
- ▶ A practice Classroom Tableau/Oral Vocabulary task set with five questions and sample responses for the 2- and 1-point scores.

Please note: the sample responses included for each score point on the practice task in this document are not intended to be all-inclusive. They are shown as a guide for the test administrator and illustrate some student examples for the score points.

## **SCREENER RUBRIC K-12**

### **SPEAKING – CLASSROOM TABLEAU/ORAL VOCABULARY TASK**

SCORE	DESCRIPTORS
2	<p>Typical characteristics of a 2-point response:</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>Typical characteristics of a 1-point response:</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>Typical characteristics of a 0-point response:</p> <ul style="list-style-type: none"> <li>• Refusal/no response</li> <li>• Only in a language other than English</li> <li>• Response of "Yes; no; I don't know."</li> <li>• Off-task/off-topic</li> <li>• Unintelligible</li> </ul>

## SPEAKING ON-THE-FLY SCORING

### STEP TWO - SCREENER NOTES SHEET (ONE SHEET PER STUDENT)

TAs may use this sheet and the Classroom Tableau/Oral Vocabulary Task Rubric to take notes and score the first speaking task in Step Two while the student is speaking. For all grade bands, the students will be given the opportunity to record responses to four individual items in the task. If the TA needs to review the student's recordings, there is an opportunity to do so immediately following the student's completion of the fourth recording. The instructions for doing this review are outlined in the TAM and DFA documents.

Once written upon, this sheet becomes **secure** and **must be securely destroyed immediately** after the test session, just as a TA might do for any scratch paper the student may use during the test. **Do not reuse this sheet** for another student's responses. **Do not retain these notes.**

Classroom Tableau Task	Oral Vocabulary Task
Grade Bands: Kindergarten, 1st, 2-3	Grade Bands: 4-5, 6-8, 9-12
<p>Typical characteristics of a 2-point response:</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> <p>Typical characteristics of a 1-point response:</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>	
<p>Secure once written upon. Destroy immediately after screening is complete.</p>	

## **Speaking – Classroom Tableau/Oral Vocabulary**

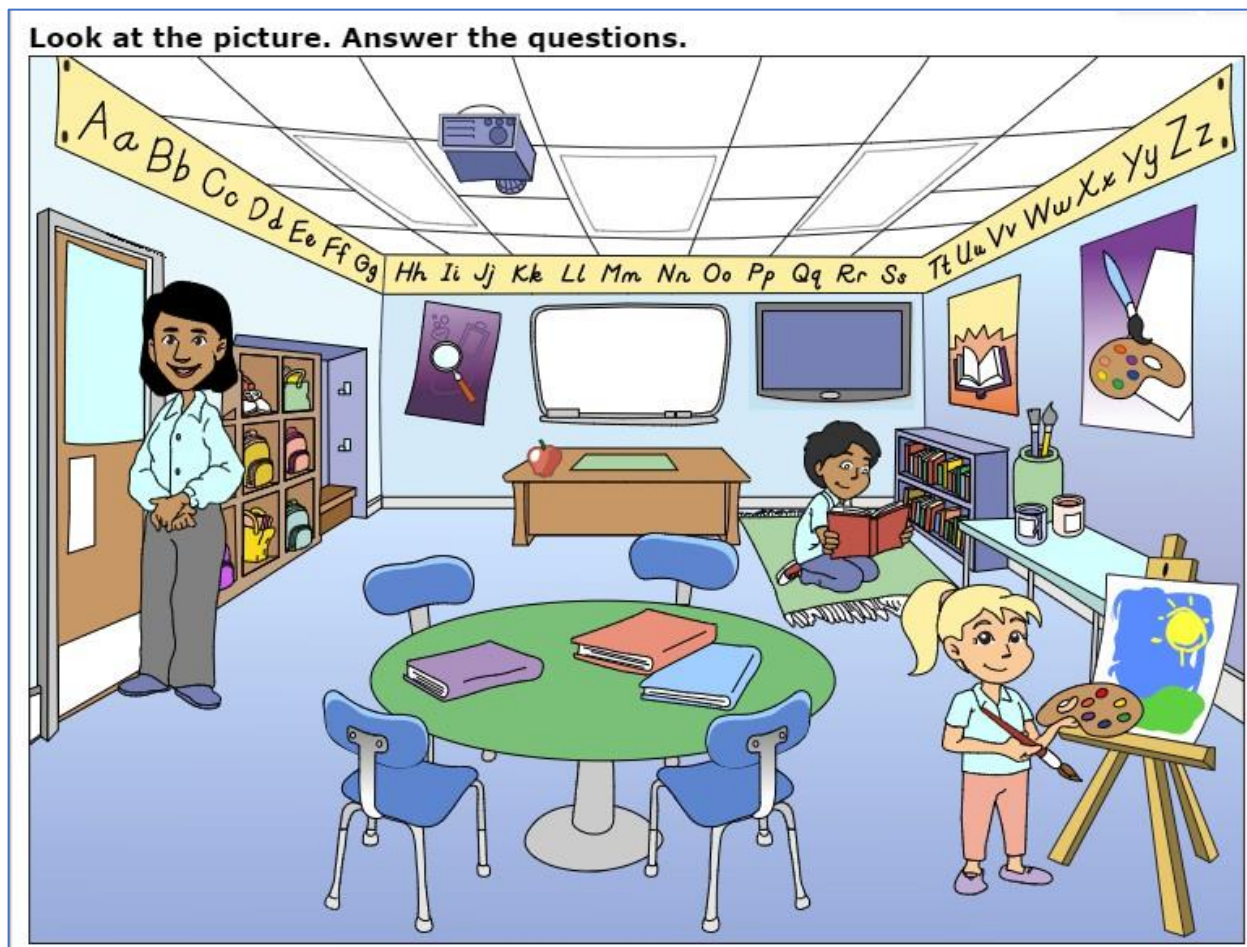
### **(Rubric is identical for all grades K-12)**

#### **Scoring Notes:**

- Students must meet all criteria outlined to earn a given score (other than zero).
- When a student responds with a word or phrase that can be tied to the stimulus, it can receive a score point of 1.
- If no words are spoken by the student, it is a blank and receives a 0 score.
- If the TA is unsure whether or not the response addresses “the communicative demands of the task,” review the 1-point rubric. If the response doesn’t, at minimum, meet the rubric for 1-point, then the response does not address the communicative demands of the task.
- A 1-point response may relate to the picture but not specifically to the question.
- A one-word answer can receive a full score point of 2 when that word effectively answers the prompt and is consistent with the stimulus.
- For Kindergarten through Grade 3, there’s an item in the task set that asks, “What will happen next?” The TA should allow for leniency in interpreting the word “next,” which could mean any future time in that school day, immediate or later.
- Some items in this task may elicit responses with school jargon. Some examples are: warm up/daily 5/seat work/bell work, centers, IXL, do calendar, do math, do reflections, self-read. Jargon can be considered within the context of the task as long as the TA perceives that the response is connected to the stimulus— even if the TA is not familiar with the specific activity referenced.

## CLASSROOM TABLEAU/ORAL VOCABULARY PRACTICE TASK

### Stimulus/Graphic



#### Practice Task questions\*

Item 1: What is the girl doing?

Item 2: Where is the boy sitting?

Item 3: What do you see on the table?

Item 4: Who else is in the room?

Item 5: School is almost over. What do you think will happen next?

\*Please note that the actual screener test includes four questions for each grade band rather than five. This practice document includes five items so that TAs may see the available test samples for practicing the scoring.

## SAMPLE RESPONSES AND SCORING NOTES

### 1. What is the girl doing?

#### **Sample basic 2-point responses**

Art/Doing art.

Painting/Coloring.

Standing.

Smiling.

Holding paint.

Holding brush.

She is painting.

She is at school.

Painting a picture.

She is thinking about painting.

#### **Sample 1-point responses**

Paint/Painted/Colored/Drew.

Stands.

School.

Classroom/Room.

Yellow/Blue/Green.

## 2. Where is the boy sitting?

### **Sample basic 2-point responses:**

In back/In the back.

In class/In a class/In a classroom/In a room/In the class.

On a rug/On the rug/On a green rug/On carpet.

By a desk/By the desk.

Near books/Near some books/Near the books.

### **Sample 1-point responses**

School.

Class.

Room.

Rug.

Books.

Desk.

Back.

Floor.

Green.

Reading books.



### 3. What do you see on the table?

**Sample basic 2-point responses:**

Books.

Three books.

Orange book.

Green top.

Green circle.

Student notebooks/Notebooks.

Paint.

Paints.

Brushes.

**Special note**

- To receive a score point of 2, the response should include items specific to one of the two tables (not the teacher desk or the top of the bookshelf).

**Sample 1-point responses**

Stuff.

Things.

Green.

Apple.

#### 4. Who else is in the room?

**Sample basic 2-point responses:**

Teacher/A teacher/The teacher/Teacher/A tutor.

Woman/A woman/Lady/A lady/Girl/A girl.

Principal/A principal.

Mom/A mom/Mother.

Two students/Two students and a teacher.

**Special note**

- To receive a score point of 2, the response should include only those people in the room, but the student may interpret that the older person in the room is an older student, a mom, or could include all the people in the room. The student may use a derivative of “teacher,” such as coach, tutor, etc.

**Sample 1-point responses:**

Peoples.

Apple/Desk/Backpack

5. School is almost over. What do you think will happen next?
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**Sample basic 2-point responses:**

They go/They go home/Next they go/They are out.

Clean up.

School is over/Bell rings/Then they leave/Then students leave.

He puts the book on the shelf.

She cleans up/She cleans the brush.

The teacher will open the door.

Students get the backpacks/Students pack up.

**Sample 1-point responses:**

They out/School out/School over/School is fun.

Cleaning up.

Door.

Bye/Bye-bye!

Home/Dinner.

Standing/Waiting/Cleaning/Packing (up).