

ELPA21 Screener

Grade Band 1

# Step Three

## Handscoring Rubrics and Guide

2018-19

### Speaking domain

- Picture Description
- Opinion

**Across All Speaking Rubrics for Step Three:**

- When a student responds with a word or phrase that can be tied to the stimulus, it can receive a score point of “1.” The “0” score point responses follow the bulleted list contained in the rubric.
- If no words are spoken by the student, it is considered a zero score.
- A teacher voice is not necessarily interpreted as interference; if the teacher is heard telling the student to speak but not telling them what to say, the scorer scores the student’s response.
- A student response of, “Yes, No, I don’t know,” is considered a refusal and should be scored a “0.”

A non-score code of “B” should be given for responses with technical difficulty (e.g. speaking too close to microphone causing unintelligible speech, broken recording with speech cut up, etc.).

**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>   |

**Non-Scoreable Codes:**

**A) Blank**

**B) Technological Issue**

## Speaking – Picture Description

## Scoring Notes

Key details for this task set:

- All items (recordings) in the task are scored individually.

Special notes for **Picture Description** task scoring:

1. For a higher score point, students need to answer the two “Why” questions appropriately rather than just saying something is silly.
2. Responding to all 5 questions with one word would not earn a score point “3”; responses that are appropriate but with multiple grammar errors may earn a “3” depending on understanding of the scorer.
3. Responses that include, “I don’t know” or another type of refusal may still get up to a “2” if the other responses are good, but a “3” would be difficult.

## Speaking – Opinion (Grade 1)

| 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>  |

**Non-Scoreable Codes:**

**A) Blank**

**B) Technological Issue**

## Speaking - Opinion

## Scoring Notes

Key details for this task set:

- All items (recordings) in the task are cluster scored.

### Holistic Scoring of Clustered tasks:

- Responses should be scored holistically across all parts. If one or more responses out of the set is an “I don’t know” or “because,” it should not preclude the response from receiving a higher score. It depends somewhat on how many responses are in a set (2-5). The more responses available, the more there is to apply the rubric to and to deem scorable.
- Significant grammatical errors in some responses in the set could reduce the overall score based on the degree to which it interferes with scorer understanding.
- When “Audio Missing” is noted, this means the student did not record a response for that task in the set.

Special notes for **Opinion** task scoring:

1. In this grade band, the question asks for an opinion and three reasons.
  - Generally, students must give an opinion and three reasons to merit a score point of 4;
  - an opinion and two reasons would merit a score point of 3;
  - an opinion and one reason would merit a score point of 2.
  - Only responding with an opinion would merit a score point of 1.

However, this formula doesn’t fit all responses. No opinion and three reasons can merit a score point of 3, and three opinions and no reason can merit a score point of 1, for example.