ELPA21 Screener   Grade Band 2-3

Step Three

Handscoring Rubrics and Guide

2018-19

Speaking domain

- Compare Pictures
- Conversation

Writing domain

- 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 – 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**

Non-Scoreable Codes: **A) Blank**   **B) Technological Issue**

Speaking – Compare Pictures   **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.
➤ If "Audio Missing" is noted, this means the student did not record a response for that task in the set.

Special note for this task type:
• Students need to compare the pictures to receive the max score point.

Speaking – Conversation (Grade Band 2–3)

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**

Non-Scoreable Codes: **A) Blank**   **B) Technological Issue**

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 **Conversation** task scoring:

1. A one-word response that is relevant to the prompt may obtain a score point of "2." Also, note, for a score point of 1, the rubric states, "errors . . . interfere with the speaker's meaning most of the time."
2. School jargon might be used in some responses. Jargon can be scored as acceptable. Examples include: "Centers," "Bell work/morning work/warmup," "read to self," "reflections," etc.

Writing – Opinion (Grade Band 2–3)

Score	Descriptors
4	Responses at the 4 level are typically characterized by: • The response contains vocabulary and sentence structures (simple and compound) that are appropriate. Word choice and grammar are generally accurate, but the response may contain a few noticeable errors that do not interfere with meaning. • The student successfully responds to the topic and task, by presenting an opinion supported by well-developed information and reasons. The response is organized and uses linking words and phrases to connect ideas.
3	Responses at the 3 level are typically characterized by: • The response contains vocabulary and sentence structures (simple and some compound) that are appropriate, though the range may be somewhat narrow, and errors may occasionally obscure meaning. • The response partially addresses the task, using somewhat developed information and reasons to support an opinion. There is organizational logic in part of the response, though the range of connecting words may be limited.
`2	Responses at the 2 level are typically characterized by: • Limitations in the range of vocabulary and structures as well as frequent errors obscure meaning throughout much of the response, though a few parts of the response may be clear. • The response is limited in addressing the task and information or reasons to support the opinion may be incomplete or irrelevant. Connections between ideas may be missing or obscure.
1	Responses at the 1 level are typically characterized by: • The response consists of a few isolated English words and phrases related to the prompt or stimulus. • Frequent and serious errors obscure meaning most of the time.
0	The response does not address the communicative demands of the task OR the response contains no English, OR the response is off topic and does not address the prompt.

Non-Scoreable Codes: **A) Blank**   **B) Technological Issue**

Writing Opinion Task   Scoring Notes

Key details for this task set: Each item (question) is scored individually.

Special notes for **Opinion** task scoring:

- Response does not need to be a letter format.
- Do not take typos or punctuation into account.
- A score point of 2 can be earned with an opinion only or by stating an opinion and reason with frequent errors.
- The response can have more than one opinion and earn a score point of 4 by either fully developing one or both of the opinions.
- If the task asks about a "celebration," the response does not have to be about a holiday. It can be an event, a visit to a place, a day out doing something outdoors, etc. "Celebration" is open ended for this context.