ELPA21 Screener   Grade Band 4-5

Step Three

Handscoring Rubrics and Guide

2018-19

Speaking domain

- Analyze a Visual and a Claim
- Compare Pictures

Writing domain

- Storyboard task

Across All Speaking Rubrics for <u>Step Three</u>:
- 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 – Analyze a Visual and a Claim (Grade Band 4–5)

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.
	    ○ For prompt 1, the student communicates only irrelevant or inaccurate information from the stimulus.
	    ○ 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**

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

Speaking - Analyze a Visual and a Claim   Scoring Notes

Key details for this task set: Each item (recording) in the task is scored individually. Important note: For the 2-point rubric, both **Prompts 1 and 2** have specific descriptions outlined in the rubric.

- To earn 5 points, the response should include a variety of grammatical structures and the vocabulary should be <u>accurate and appropriate</u>.
  - The response to the prompt needs to be effective and relevant, with details from the stimulus; it should have appropriate reasons for the "why" portion of the response.
  - The overall response should be coherent and the relationship of the ideas should be clear. Linking words and phrases should be present in the response.
  - For 5 points, the response may contain minor errors but those errors should not interfere with meaning.

- To earn 4 points, the student should use <u>some variety</u> of grammatical structures in an appropriate manner. The vocabulary is <u>generally</u> accurate and appropriate.
  - The response should address the prompt overall, but not as effectively as described in the 5-point rubric. The response will have some ideas for the "why" portion, but they are not fully developed.
  - The overall response may be relevant but is less coherent than the 5-point rubric. Relevant but some incomplete information is included. There is some organizational logic and some use of linking words but the connection between ideas may be missing.
  - For 4 points, the response may contain occasional errors than don't obscure meaning

- To earn 3 points, the student uses <u>simple and compound</u> structures and vocabulary with control, but the <u>range is limited</u> (i.e., no complex sentences in the response).
  - The student partially addresses the task in the stimulus, but some ideas are not fully developed. There is some relevant information, but it is incomplete or copies the stimulus. There is some organizational logic and some linking words, but the connections between ideas are missing or obscured.
  - For 3 points, the response may contain errors that obscure meaning.

- To earn 2 points, the range of structure and vocabulary is limited, with errors in usage.
  - The student's response to the task is limited. There are missing connections in the ideas and support. There are some frequently occurring linking words, but the information and reasons in the logic may be irrelevant or inaccurate. For <u>Prompt 1</u>, there is only irrelevant or inaccurate information from the stimulus. For <u>Prompt 2</u>, there is no relevant reason to support an opinion expressed in the response.
  - For 2 points, the response has errors that interfere with meaning.

- To earn 1 point, the response re-reads the stimulus or directions, and/or may consist of isolated words or phrases that are related to the prompt or to the stimulus.

- If a scorer is unsure whether or not the response addressed "the communicative demands of the task," the scorer should review the 1-point rubric description. If the students did not meet the 1-point demands as described, the response did not meet the communicative demands of the task.

Special Notes for **Analyze a Visual and a Claim** task scoring:

1. A response needs to provide <u>at least two</u> appropriate and relevant reasons to support the opinion to receive a score point <u>above</u> 3.
2. If students do not provide any relevant reason or information from the stimulus, they should receive a <u>max score point of 2</u>.

Speaking – Compare Pictures (Grade Band 4–5)

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**

Nonscoreable codes:　　　**A = Blank**　　　**B = Technological Issue**

Speaking – Compare Pictures   Scoring Notes

Key details for this task set:

➢ All items (recording) 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.

Compare Pictures:

• Students need to compare the pictures to receive the max score point.

Writing – Storyboard (Grade Band 4–5)

Score	Descriptors
5	Responses at the 5 level are typically characterized by: • The response contains a variety of syntactic structures, such as simple, compound, and complex sentences, and vocabulary that are appropriate to the pictures. Word choice and grammar are effective and accurate, though the response may contain a few minor and isolated errors that do not interfere with meaning. • The student addresses the topic and task very well by composing a narrative that is coherent and well developed, using relevant information and specific details. The response is well-organized, using a variety of transitional words and phrases to connect events and ideas in a logical sequence. • The student's message is easily understood on a first reading.
4	Responses at the 4 level are typically characterized by: • The response contains vocabulary and simple, compound, and complex sentence structures that are appropriate to the pictures. Word choice and grammar are generally accurate, but the response likely has several noticeable errors that do not obscure meaning. • The student successfully addresses the topic and task by composing a narrative that is coherent and developed but occasional details may not be fully elaborated or clearly relevant to the prompt. The response is organized and uses transitional words and phrases to connect events and ideas in sequence, though occasionally connections between ideas may be unclear. • The student's message is generally clear.
3	Responses at the 3 level are typically characterized by: • The response contains vocabulary and simple sentence structures that are appropriate, though the range may be moderately limited. Errors in word choice or grammar may occasionally obscure meaning. • The narrative partially addresses the task, using a few pieces of information or details from the stimulus. However, some details may be underdeveloped, irrelevant, or missing from the response. The response demonstrates some organizational logic, but connections between ideas may be unclear or obscured at times. Transitional words and phrases used may be inaccurate or may be limited to simple linking words. • The student's overall message is understood, but some reader effort is required.
2	Responses at the 2 level are typically characterized by: • A limited range of vocabulary and structures and/or frequent errors in usage obscure meaning in the response. • The narrative is limited in response to the task. Development may be limited to the most basic information, and details are irrelevant or missing. The organization is generally unclear, and connections between ideas are often obscured or missing. • Considerable reader effort is needed.
1	Responses at the 1 level are typically characterized by: • Errors in vocabulary and syntax seriously obscure meaning. • The narrative is seriously underdeveloped and lacks coherence.
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 - Storyboard Task   Scoring Notes

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

- To earn 5 points, there will be a variety of structures in the response, and grammar and word choice will be <u>effective</u> and <u>accurate</u>.
  - The topic is addressed <u>very well</u>. The narrative is <u>coherent and well developed</u>. The response contains relevant information and specific details and is well organized.
  - Events and ideas are connected in a logical manner, using a variety of transition words and phrases
  - The message is <u>easily understood</u> after one reading. There are few word choice or grammatical errors and those minor or isolated errors do not interfere with meaning.

- To earn 4 points, there is a variety of structures used in the response that are <u>appropriate</u> to the stimulus graphics. Grammar and word choice are <u>generally accurate</u>.
  - The topic and task are addressed successfully. There is a narrative that is coherent and developed but may have some missing details. The response is organized and uses transition words and phrases to connect events and ideas in sequence, though some connections may be unclear.
  - The message is generally clear. Any errors in grammar or word choice are noticeable but do not obscure the meaning.

- To earn 3 points, there are simple structures and vocabulary in the response, but the range is moderately limited. There is a narrative that partially addresses the task, using some information or details from the stimulus. Details may be undeveloped, irrelevant, or missing.
  - The response has some organizational logic, but connections are unclear or obscured at times. Transition words and phrases may be inaccurate or limited to simple words.
  - The overall message is understood, but with reader effort. The errors in grammar or word choice may occasionally obscure meaning.

- To earn 2 points, there is a limited range of vocabulary and structures in the response, and the narrative is limited in response to the task. Development is limited to basic information. Details are irrelevant or missing. Organization is generally unclear. Connections between ideas are mostly obscured or missing.
  - The message requires reader effort to be understood. Frequent grammar and word choice errors obscure meaning.

- To earn 1 point, <u>there is a narrative</u>, but it is underdeveloped and missing coherence. The errors in vocabulary and grammar seriously obscure any meaning.

Special Notes for **Storyboard** task scoring:

1. Response is not required to be in "story" form, descriptive form is acceptable. Writing in "numbered" or "bulleted" formats were acceptable but rarely demonstrate enough development and organization to receive a score point 4 or 5.
2. Wide latitude should be given to the "narrative' that is created. The "narrative" did not have to follow the pictured storyboards; factual inaccuracies did not affect scores.
3. Response does not need to address all pictures to receive a score point of "4." Also, addressing all pictures does not automatically receive a score point of "4."
4. The story can start before pictures or end after pictures. The student can also add to the story.
5. The student is allowed to respond in the third person.
6. Responses consisting of words only from the word bank are classified as not addressing the communicative demands of the task and earn a score point of "0."
7. Grammatically, gender agreement is a major error at this level and can affect earned score depending upon entire response.