

ELPA21 Screener

Grade Band 9-12

Step Three

Handscoring Rubrics and Guide

2018-19

Speaking domain

- Language Arts Presentation
- Analyze a Visual and a Claim

Writing domain

- Writing Questions task
- Storyboard task

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 – Language Arts Presentation (Grade Band 9–12)

Score	Descriptors
3	<p>Responses at the 3 level are typically characterized by:</p> <ul style="list-style-type: none"> • The student effectively uses appropriate vocabulary that is relevant to the task. • Use of grammar and structures is effective, though the response may contain minor errors that do not interfere with meaning. • The student effectively answers the question and provides relevant information as required by the task. <p>For prompt 3, the student effectively uses appropriate linking word(s) to connect ideas and provides at least ONE reason to support the opinion.</p>
2	<p>Responses at the 2 level are typically characterized by:</p> <ul style="list-style-type: none"> • 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, and the response is not complete or fully appropriate. <p>For prompt 3, the student connects ideas in at least part of the response, but the linking word(s) used may be used inaccurately. The student may unsuccessfully propose a reason to support the opinion.</p>
1	<p>Responses at the 1 level are typically characterized by:</p> <ul style="list-style-type: none"> • 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	<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"> • Only in a language other than English • Refusal • Off Task/Topic • Unintelligible

Non-Scoreable Codes:

A) Blank

B) Technological Issue

Speaking - Language Arts Presentation

Scoring Notes

Key details for this task set:

- Each item (recording) in the task is scored individually.

Important note: **Prompt 3** (3rd item in set) has a specific requirement for linking words and requires a supporting reason.

- To earn 3 points, the vocabulary, grammar, and answer to the prompt needs to be effective and relevant to the task. The response may contain minor errors but those errors should not interfere with meaning.
- Comparatively, to earn 2 points rather than 3, vocabulary and grammar are limited or inaccurate (but still not enough to interfere with meaning), and the answer to the prompt only partially addresses the topic/task. The response may be somewhat incomplete or not fully appropriate.
- To earn 1 point, the errors in grammar and vocabulary interfere with meaning. The response has some related words from or about the prompt but is unconnected.
- 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 note for **Language Arts Presentation** task scoring:

1. To receive a score point of 3, the student must include both first and last names if there is a question about the main character in a story.

Speaking – Analyze a Visual and a Claim (Grade Band 9–12)

Score	Descriptors
5	<p>Responses at the 5 level are typically characterized by:</p> <ul style="list-style-type: none"> 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	<p>Responses at the 4 level are typically characterized by:</p> <ul style="list-style-type: none"> 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 reasons 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	<p>Responses at the 3 level are typically characterized by:</p> <ul style="list-style-type: none"> 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	<p>Responses at the 2 level are typically characterized by:</p> <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> 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	<p>Responses at the 1 level are typically characterized by:</p> <ul style="list-style-type: none"> 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	<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"> 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 accurate and appropriate.
 - 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 some variety of grammatical structures in an appropriate manner. The vocabulary is generally 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 simple and compound structures and vocabulary with control, but the range is limited (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 Prompt 1, there is only irrelevant or inaccurate information from the stimulus. For Prompt 2, 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 at least two appropriate and relevant reasons to support the opinion to receive a score point above a “3.”
2. If students do not provide any relevant reason or information from the stimulus, they should receive a max score point of “2.”

Writing – Writing Questions (Grade Band 9–12)

Score	Descriptors
3	<p>Responses at the 3 level are typically characterized by:</p> <ul style="list-style-type: none"> • The grammar and word choice are largely accurate. The response may contain isolated errors and typos that do not interfere with meaning. • The response successfully addresses the prompt and is consistent with the stimulus.
2	<p>Responses at the 2 level are typically characterized by:</p> <ul style="list-style-type: none"> • Though the student’s overall message may be understood, an error in grammar or word choice may interfere with meaning in part of the response. • Content may be related to the stimulus, but the response does not complete the required task.
1	<p>Responses at the 1 level are typically characterized by:</p> <ul style="list-style-type: none"> • Errors in grammar and word choice obscure the overall meaning of the response. • The response consists of a few isolated English words and phrases related to the prompt or stimulus.
0	<p>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.</p>

Non-Scoreable Codes:

A) Blank

B) Technological Issue

Writing Questions Task

Scoring Notes

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

- To earn 3 points, the grammar and word choice should be largely accurate. The response might contain some errors or typos, but the meaning is not obscured.
 - The response successfully addresses the prompt and is consistent with the stimulus (scenario).
- To earn 2 points, the grammar and word choice may be inaccurate in a manner that interferes with some meaning.
 - The response may be related to the stimulus but doesn't complete the required task.
- To earn 1 point, a response was attempted but the errors interfere with overall meaning. There are some isolated English words and/or phrases that are related to the prompt or stimulus.

Special Notes for **Writing Questions Task** scoring:

1. Lack of a question mark does not affect score.
2. To get a score point of 3, the response must be in the form of a question. The question must be for the visitor but does not need to be asked of the visitor (i.e., written in 3rd person vs. "you"). Wide latitude is given in terms of what questions are asked. It does not need to relate to the visitor's background, career, or field of expertise. Any reasonable, general question is acceptable.
3. If the response contains two or more questions, score the best sentence within the response rather than scoring them all holistically. Responses worded as a statement cannot earn a score higher than score point 2.
4. A score point 1 response may be written as a question with errors obscuring the overall meaning (i.e. "When do you stirp?") or consist of a few isolated English words or phrases that tie back to the prompt or stimulus (i.e. "you are animals").

Writing – Storyboard (Grade Band 9-12)

Score	Descriptors
5	<p>Responses at the 5 level are typically characterized by:</p> <ul style="list-style-type: none"> • 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	<p>Responses at the 4 level are typically characterized by:</p> <ul style="list-style-type: none"> • 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	<p>Responses at the 3 level are typically characterized by:</p> <ul style="list-style-type: none"> • 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	<p>Responses at the 2 level are typically characterized by:</p> <ul style="list-style-type: none"> • 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	<p>Responses at the 1 level are typically characterized by:</p> <ul style="list-style-type: none"> • Errors in vocabulary and syntax seriously obscure meaning. • The narrative is seriously underdeveloped and lacks coherence.
0	<p>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.</p>

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 effective and accurate.
 - The topic is addressed very well. The narrative is coherent and well developed. 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 easily understood 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 appropriate to the stimulus graphics. Grammar and word choice are generally accurate.
 - 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, there is a narrative, 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.