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## Assessment Guide for ELPT K-12

This guide includes the following sections:

- Purpose
- Introduction
- Participation Criteria
- About the Standards
- Reporting Categories
- Assessment Design
- Test Administration
- Resources
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### UPDATES INCLUDED

- ❖ [Online Tools Training Link](#)
- ❖ [Updated Reporting Categories](#)
- ❖ [Link to Parent Guides](#)
- ❖ [Link to ELPT Portal](#)

### PURPOSE

This document is designed to assist Louisiana educators in understanding the English Language Proficiency Test (ELPT) for English Learners (ELs) in grades K-12.

### INTRODUCTION

The English Language Proficiency Test (ELPT) is designed to measure the performance of students who meet the [participation criteria](#) (page 3) for English Learners (ELs) as they progress through their K–12 education and achieve college and career readiness. In pursuit of this, ELPT draws upon emerging technologies and innovative methods to measure progress, encourage reclassification relative to grade-appropriate performance, and determine which districts are meeting accountability targets for English Learners.

The assessment items are designed to gather evidence that demonstrates how students are progressing toward full language proficiency and meeting the new [LA Connectors for ELs](#). The standards describe how language is used to meet the rigorous content demands in each grade through the integration of academic language and content. The test presents a range of items in the four language domains of: reading, writing, speaking, and listening and results are reported individually for each category. Progress in the domains is measured by increases in:

- the amount or sophistication of words or ways of combining words
- repertoire of use and expansion of the types of relationships students can construct between ideas – e.g., additive, causal, conditional, contrastive – as well as the number of ways students are able to construct those relationships between ideas
- accuracy in constructing precise meanings

- contextualization, the ability to tailor the use of language functions to fit a variety of sociocultural contexts
- autonomy, which is observed by the need for fewer language supports and scaffolds as proficiency increases

With each grade level, students are presented with age-appropriate language to measure the performance level of those individuals who are just beginning to learn English to those who are fully English proficient. All identified English Learners in grades K-12 will take ELPT in spring of their school year.

**General Overview of ELPT K-12**

<b>Tested Content Areas</b>	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Reading</li> <li>• Writing</li> <li>• Speaking</li> </ul>
<b>Test Content Alignment</b>	<a href="#">LA Connectors for ELs</a>
<b>Tested Grades</b>	K, 1, 2-3, 4-5, 6-8, 9-12
<b>Test Delivery Method</b>	Trained test administrators will provide test administration in all grade levels using the <b>online</b> test platform and the Test Administrator Manual.
<b>Testing Time</b>	Untimed— <b>Approximate</b> time students will take to complete the assessment: K-1 65-70 minutes 2-3 65 minutes 4-5 90 minutes 6-8 100 minutes 9-12 155 minutes
<b>Test Window</b>	February 5-March 16, 2018

## PARTICIPATION CRITERIA

All students identified as eligible English Learners are required to take ELPT. To determine eligibility, all students aged 5 through 21 who are enrolling in an English-speaking elementary/primary, middle or high school are given a home language survey. That survey should contain evidence of **at least one** of the following to begin placement testing:

- Student was not born in the United States **and** whose native language is a language other than English.
- Student is Native American or Alaska Native or a native resident of the outlying areas **and** comes from an environment where a language other than English has had a significant impact on his/her level of English language proficiency.
- Student is migratory **and** whose native language is a language other than English.
- Student comes from an environment where a language other than English is dominant.

Once the above criteria has been met, the student takes a placement/screener\* to determine participation in an EL program. If he/she does not score “proficient” on the screener, then the student is identified as EL and evaluated for appropriate content area accommodations. A letter is sent home to the student’s family asking permission to place the student in the EL program. All students, even if they have refused services, must take ELPT.

Consistent with federal law, all English Learners, including students with disabilities, should have an equal opportunity to learn English language skills and participate in the statewide language proficiency assessment.

\*Districts will continue to use their selected screeners until a state-wide screener becomes available in 2018-2019.

## ABOUT THE STANDARDS

The [LA Connectors for ELs](#) are a set of fully integrated standards that provide a connection between language and content acquisition. These standards highlight and amplify the critical aspects of language, knowledge about language, and skills using language that are needed by ELs as they develop competence in each grade. The [LA Connectors for ELs](#) allow students to participate in the same content and curriculum as native speakers by providing opportunities to take on complex texts and challenging activities while developing language necessary to master each subject and to effectively participate in the classroom.

## REPORTING CATEGORIES

The ELPT assessment measures and reports on students' English language proficiency overall, as well as in reading, writing, speaking, listening, and comprehension. Students will receive a comprehension score derived from a combination of their listening and reading score (but will not have its own achievement level.) Scores are reported by domain, and then these scores are compiled into a profile.

The ELPT has 5 Performance Levels and 3 Proficiency Determinations as described in the tables that follow:

Achievement Level	Description	Definition
<b>Level 1</b>	Beginning	Displays few grade-level English skills and will benefit from EL program support.
<b>Level 2</b>	Early Intermediate	Presents evidence of developing grade-level English language skills and will benefit from EL program support
<b>Level 3</b>	Intermediate	Applies some grade-level English language skills and will benefit from EL program support
<b>Level 4</b>	Early Advanced	Demonstrates English language skills required for engagement with grade level academic content instruction at a level comparable to non-ELs.
<b>Level 5</b>	Advanced	Exhibits superior English language skills as measured by ELPT.

Proficiency Determination	Rules	Definition	Sample Profile
<b>Emerging</b>	A profile of 1s and 2s	Students are Emerging when they have not yet attained a level of English language skill necessary to produce, interpret, and collaborate on grade-level content-related academic tasks in English. Students scoring Emerging are eligible for ongoing program support.	<b>2 1 1 2</b>
<b>Progressing</b>	A profile with one or more domain scores above Level 2 that	Students are Progressing when, with support, they approach a level of English language skill necessary to produce, interpret, and collaborate, on grade-level	<b>3 3 2 1</b>

	does not meet the requirements to be Proficient.	content-related academic tasks in English. Students scoring Progressing re eligible for ongoing program support.	
<b>Proficient</b>	A profile of 4s and 5s indicates overall proficiency.	Students have attained a level of English language skills necessary to independently produce, interpret, collaborate on, and succeed in grade-level content-related academic tasks in English.	<b>5 5 4 4</b>

**Proficiency requires meeting a combination of expectations across all four domains.**

Additionally:

- ELPT is developed by grade-band, but scores are reported at grade-level, and as a result, different profiles may indicate proficiency in different grades.
- Because of this, students at different grades within the same grade-band who earn identical scores may fall into different achievement levels and receive different proficiency determinations.
- This is because the expectation (e.g., cut score, or standard for proficiency) increases for each grade.

### Achievement Level Descriptors

[Achievement Level Descriptors](#) (ALDs) describe the knowledge, skills, and abilities a typical student at each level should be able to demonstrate based on his or her command of grade-level English.

### Exit Criteria

To exit the EL program and be reclassified as “monitored,” students will need to have an achievement level in the **Proficient** range for their grade level.

### ASSESSMENT DESIGN

The ELPT is a computer-based test that is designed to be engaging and interactive. It includes innovative questions that reflect classroom and real-world scenarios in all four language domains. No sessions are scored by site-based teachers. The online platform allows all responses to be collected (even speaking) and sent off-site for scoring.

## ELPT Design by Grade Band

Grade Band	Domain	#Tasks	#Questions
K	Listening	15	29
	Reading	13	23
	Speaking	6	25
	Writing	13	9
1	Listening	14	25
	Reading	21	29
	Speaking	5	14
	Writing	14	10
2-3	Listening	14	24
	Reading	16	28
	Speaking	5	11
	Writing	14	14

Grade Band	Domain	#Tasks	#Questions
4-5	Listening	16	27
	Reading	11	27
	Speaking	5	11
	Writing	11	13
6-8	Listening	19	33
	Reading	8	28
	Speaking	4	7
	Writing	6	8
9-12	Listening	12	24
	Reading	9	36
	Speaking	4	7
	Writing	6	8

Tasks contain technology-enhanced items (TEI), selected response (SR) items, and constructed response (CR) items. Reading and listening tests contain machine-scored selected response (SR) and technology-enhanced items (TEI). Writing tests contain machine-scored SR and CR items, and speaking tests contain all machine-scored constructed response (CR) items.

Grades K-1 include a writing supplement that will be administered via paper and pencil. The kindergarten supplement contains 5 constructed-response writing items, and Grade 1 contains 4. This section of the test will be collected and graded at a central site.

Rubrics for both the speaking and writing tests for all grade levels can be found in the [Appendix](#).

Field tested items will be included on this year’s (2017-2018) assessment but will **not** count toward students’ operational score. These include Short Speaking Response items and others in the remaining 3 domains.

Students may encounter the following types of tasks in the ELPT.

### ELPT Tasks by Grade Band and Domain

Grade Band	Listening	Reading	Speaking	Writing
<b>K</b>	<ul style="list-style-type: none"> <li>Follow Instructions</li> <li>Listen and Match Phrase Sentence Word</li> <li>Long Conversation</li> <li>Read Aloud Story</li> <li>Short Conversation</li> <li>Teacher Presentation</li> </ul>	<ul style="list-style-type: none"> <li>Informational Set</li> <li>Read and Match Phrase Sentence Word</li> <li>Read-Along Story</li> <li>Short Correspondence</li> <li>Word Wall</li> </ul>	<ul style="list-style-type: none"> <li>Classroom Tableau</li> <li>Observe and Report</li> <li>Picture Description</li> <li>Show and Share Presentation</li> <li>Show and Share Questions</li> </ul>	<ul style="list-style-type: none"> <li>Complete the Story</li> <li>Sentence Builder</li> <li>Word Builder Phrase Sentence Word</li> <li>Complete a Word</li> <li>Copy a Word</li> <li>Opinion</li> <li>Write a Sentence</li> <li>Write a Word</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>Follow Instructions</li> <li>Listen and Match Sentence Word</li> <li>Long Conversation</li> <li>Read Aloud Story</li> <li>Short Conversation</li> <li>Teacher Presentation</li> </ul>	<ul style="list-style-type: none"> <li>Informational Set</li> <li>Literary Set</li> <li>Procedural Text</li> <li>Read and Match Sentence Word</li> <li>Read for Details</li> <li>Read-Along Sentence</li> <li>Short Correspondence</li> </ul>	<ul style="list-style-type: none"> <li>Classroom Tableau</li> <li>Conversation</li> <li>Observe and Report</li> <li>Opinion</li> <li>Picture Description</li> </ul>	<ul style="list-style-type: none"> <li>Sentence Builder</li> <li>Word Builder</li> <li>Copy a Word</li> <li>Storyboard</li> <li>Write a Sentence</li> <li>Write a Word</li> </ul>

Grade Band	Listening	Reading	Speaking	Writing
2-3	<ul style="list-style-type: none"> <li>• Follow Instructions</li> <li>• Listen and Match</li> <li>• Long Conversation</li> <li>• Read Aloud Story</li> <li>• Short Conversation</li> <li>• Teacher Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Informational Set</li> <li>• Literary Set</li> <li>• Procedural Text</li> <li>• Read and Match Sentence Word               <ul style="list-style-type: none"> <li>• Read for Details</li> <li>• Read-Along Sentence</li> <li>• Short Correspondence</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Tableau</li> <li>• Compare Pictures</li> <li>• Conversation</li> <li>• Observe and Report</li> <li>• Opinion</li> </ul>	<ul style="list-style-type: none"> <li>• Opinion</li> <li>• Picture Caption</li> <li>• Sentence Builder</li> <li>• Storyboard</li> <li>• Word Builder</li> </ul>
4-5	<ul style="list-style-type: none"> <li>• Follow Instructions</li> <li>• Interactive Student Presentation</li> <li>• Listen and Match Sentence Word</li> <li>• Listen for Information</li> <li>• Short Conversation</li> <li>• Student Discussion</li> <li>• Teacher Presentation: Read Aloud</li> </ul>	<ul style="list-style-type: none"> <li>• Extended Informational Set</li> <li>• Extended Literary Set</li> <li>• Match Picture to Word and Sentence</li> <li>• Short Correspondence Set</li> <li>• Short Informational</li> <li>• Short Literary Set</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze a Visual</li> <li>• Compare Pictures</li> <li>• Conversation</li> <li>• Language Arts Presentation</li> <li>• Observe and Report</li> </ul>	<ul style="list-style-type: none"> <li>• Discrete Editing Tasks</li> <li>• Sentence Builder</li> <li>• Storyboard</li> <li>• Word Builder</li> <li>• Write an Opinion</li> <li>• Writing Questions Task</li> </ul>



Grade Band	Listening	Reading	Speaking	Writing
6-8	<ul style="list-style-type: none"> <li>• Academic Debate</li> <li>• Academic Lecture or discussion</li> <li>• Follow Instructions</li> <li>• Interactive Student Presentation</li> <li>• Listen and Match Sentence Word</li> <li>• Listen for Information</li> <li>• Short Conversation</li> </ul>	<ul style="list-style-type: none"> <li>• Argument and Support Essay Set</li> <li>• Extended Informational Set</li> <li>• Extended Literary Set</li> <li>• Short Informational Set</li> <li>• Short Literary Set</li> <li>• Short Paragraph</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze a Visual and a Claim</li> <li>• Compare Pictures</li> <li>• Conversation</li> <li>• Language Arts Presentation</li> <li>• Observe and Report</li> </ul>	<ul style="list-style-type: none"> <li>• Construct a claim</li> <li>• Discrete Editing Tasks</li> <li>• Respond to Peer Email</li> <li>• Storyboard</li> <li>• Writing Questions Task</li> </ul>
9-12	<ul style="list-style-type: none"> <li>• Academic Debate</li> <li>• Academic Lecture or discussion</li> <li>• Follow Instructions</li> <li>• Interactive Student Presentation</li> <li>• Listen and Match Sentence Word</li> <li>• Listen for Information</li> <li>• Short Conversation</li> </ul>	<ul style="list-style-type: none"> <li>• Argument and Support Essay Set</li> <li>• Discrete Items</li> <li>• Extended Informational Set</li> <li>• Extended Literary Set</li> <li>• Short Informational Set</li> <li>• Short Literary Set</li> <li>• Short Paragraph</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze a Visual and a Claim Argument</li> <li>• Compare Pictures</li> <li>• Language Arts Presentation</li> <li>• Observe and Report</li> </ul>	<ul style="list-style-type: none"> <li>• Construct a claim</li> <li>• Discrete Editing Tasks</li> <li>• Respond to Peer Email</li> <li>• Storyboard</li> <li>• Writing Questions Task</li> </ul>

Items in the writing and speaking domains are scored against rubrics for each task type. Sample items and examples of rubrics can be found in the [Appendix](#). Tasks in the speaking domain will be recorded and hand-scored at a central location and not by the teacher or test administrator.

## Description of Question Types

**Selected Response (SR)**-Students are presented with questions followed by 3-4 answer choices.

**Constructed Response (CR)**-Students are presented with a task and must respond by writing or by speaking.

**Technology-Enhanced Items (TEI)**-Students use technology to capture their response. These may include drag and drop, dropdown menus, and text highlight.

Rubrics for speaking and CR writing questions can be found in the [Appendix](#).

## TEST ADMINISTRATION

Students taking the ELPT utilize an online platform to enter their answers into the online testing system. The way each answer is entered depends on the item type (e.g., selected response, drag and drop, spoken response, etc.). School test coordinators will receive training prior to administration. District Test Coordinators will be provided information with specific dates.

K-1 includes a writing supplement that is conducted via paper and pencil. Additional details about how to administer this section will be included in the Test Administrator Manual.

Students taking the ELPT will need specific headphones (with microphones) for interacting with the online platform. Specifications for headsets are located in the [Technology Guidance document](#) in the Assessment Library.

**All students should work through the [Online Tools Training](#) to practice using the online tools, so they are well prepared to navigate the online testing system.**

## Administration Schedule

The ELPT is administered February 5-March 16, 2018.

## Test Accommodations

Accommodations are changes in procedures or materials that increase equitable access during the ELPT assessments and generate valid assessment results for students who need them. Accommodations are for students for whom there is documentation of need on an IEP or 504 accommodation plan so that these students show what they know and can do on the ELPT.

Test accommodations provided to students on content assessments due to limited English proficiency are **not allowed** on ELPT. Such accommodations would subvert the purpose of the ELPT to measure the student's proficiency in English.

## RESOURCES

- ¡Colorín colorado!: A Bilingual Site for Educators and Families of English Language Learners: <http://www.colorincolorado.org/>
- [ELA Guidebooks 2.0](#): a whole-class curriculum made by teachers for teachers and focused on real learning grounded in a collection of texts. Includes scaffolding ideas for ELs
- [LA Connectors for ELs](#) the comprehensive list of standard connectors for English Learners for each grade level
- [ELA Guidebooks 2.0: Diverse Learners](#) Embedded within this document are strategies and materials to support all learners, including ELs who need additional language supports
- [Louisiana Believes: English Learners](#): LDOE website that contains many other resources and helpful links for teachers of ELs.
- [ELPT Online Tools Training](#): provides students and teachers opportunities to become familiar with tools available in the online testing platform
- [ELPT Portal](#): access to manuals and supporting materials for the ELPT
- [Parent Guide to ELPT](#): a guide to the assessment for parents; also available in [Arabic](#), [Spanish](#), and [Vietnamese](#)

## APPENDIX

### Achievement Level Scores Grades K-12

#### Kindergarten

Domain	Level 1	Level 2	Level 3	Level 4	Level 5
Listening	466 or below	467-506	507-612	613-644	645 or above
Speaking	486 or below	487-534	535-597	598-624	625 or above
Reading	472 or below	473-513	517-591	592-626	627 or above
Writing	496 of below	497-561	562-650	651-672	673 or above

#### Grade One

Domain	Level 1	Level 2	Level 3	Level 4	Level 5
Listening	434 or below	435-466	467-548	549-593	594 or above
Speaking	527 or below	528-576	577-592	593-618	619 or above
Reading	478 or below	479-514	515-583	584-628	629 or above
Writing	497 or below	498-547	548-612	613-640	641 or above

### Grade Two

Domain	Level 1	Level 2	Level 3	Level 4	Level 5
Listening	407 or below	408-437	438-511	512-563	564 or above
Speaking	489 or below	490-528	529-554	555-587	588 or above
Reading	456 or below	457-488	489-554	555-594	595 or above
Writing	451 or below	454-492	493-554	555-590	591 or above

### Grade Three

Domain	Level 1	Level 2	Level 3	Level 4	Level 5
Listening	408 or below	409-447	448-535	536-597	598 or above
Speaking	499 or below	500-537	538-571	572-611	612 or above
Reading	494 or below	495-540	541-609	610-643	644 or above
Writing	497 or below	498-541	542-602	603-635	636 or above

#### Grade Four

Domain	Level 1	Level 2	Level 3	Level 4	Level 5
Listening	397 or below	398-430	431-491	492-562	563 or above
Speaking	461 or below	462-505	506-543	544-583	584 or above
Reading	452 or below	453-487	488-549	550-593	594 or above
Writing	436 or below	437-480	481-567	568-599	600 or above

#### Grade Five

Domain	Level 1	Level 2	Level 3	Level 4	Level 5
Listening	412 or below	413-454	455-497	498-580	581 or above
Speaking	482 or below	483-525	526-572	573-606	607 or above
Reading	467 or below	468-510	511-587	588-626	627 or above
Writing	437 or below	438-485	486-597	598-627	628 or above

### Grade Six

Domain	Level 1	Level 2	Level 3	Level 4	Level 5
Listening	409 or below	410-439	440-497	498-564	565 or above
Speaking	464 or below	465-510	511-561	562-594	595 or above
Reading	460 or below	461-495	496-564	565-603	604 or above
Writing	424 or below	425-471	472-563	564-593	594 or above

### Grade Seven

Domain	Level 1	Level 2	Level 3	Level 4	Level 5
Listening	429 or below	430-472	473-552	553-596	597 or above
Speaking	474 or below	475-526	527-581	582-610	611 or above
Reading	485 or below	486-533	534-608	609-641	642 or above
Writing	473 or below	474-519	520-596	597-624	625 or above

### Grade Eight

Domain	Level 1	Level 2	Level 3	Level 4	Level 5
Listening	431 or below	432-477	478-564	565-612	613 or above
Speaking	475 or below	476-527	528-589	590-618	619 or above
Reading	493 or below	494-546	547-639	640-668	669 or above
Writing	483 or below	484-532	533-618	619-646	647 or above

### Grade Nine-Twelve

Domain	Level 1	Level 2	Level 3	Level 4	Level 5
Listening	450 or below	451-490	491-570	571-612	613 or above
Speaking	480 or below	481-535	536-592	593-618	619 or above
Reading	487 or below	488-538	539-630	631-661	662 or above
Writing	484 or below	485-532	533-614	615-640	641 or above

Achievement Level Descriptors are available in the [Assessment Guidance Library](#).



## SAMPLE TEST ITEMS

Grade 9-12 Listening

Task: Interactive Student Presentation

LA Connector: 2



Here a student is listening to a student present about the rainforest and will answer questions.

C-1. P □



**What is the main topic of the student's presentation?**


- (A) a comparison of different habitats
- (B) different climates around the world
- (C) the characteristics of a specific habitat
- (D) how animals survive in different habitats

Grades 9-12 Listening Continued

C-3.    


Place the correct labels to the four layers of the rainforest.

Rain Forest Layers



Canopy
Emergent Layer
Equator
Forest Floor
Umbrella
Understory

This is a drag and drop question.

**Grade 4-5 Writing: Constructed Response**  
**Task: Writing Questions**  
**LA Connector: 2**



Listen to an announcement from the school principal. Follow the speaker's directions for a writing task.



I have great news everyone. A famous journalist is going to come to our school. His name is Jose Medina. He is going to visit next week! I am collecting questions from students before Mr. Medina visits. Mr. Medina has traveled all over the world covering news stories. He currently writes for a very popular news magazine.

**Write three questions that you want to ask the visitor. Be sure to write in complete sentences.**

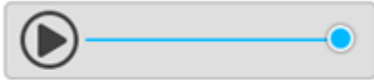
I-1.



Now write the first question for the visitor here.

Blank area for writing the first question.

**Select the correct words to complete the sentences.**



The rocks on Mars form a  variety of impressive landforms on its surface. Mars has mountains and valleys just like Earth. , the atmosphere on Mars is very different. The air is thin and cold, which would make it difficult for life to survive on the surface. Scientists have still not found a way for humans to make their way to the Red Planet, but they have been able to send robots  the surface. This is one of the reasons why we know so much about this fascinating planet.



Students will use the drop down menu to select the word that correctly completes the sentence.

**Grade 2-3 Speaking Item**  
**Task: Compare Pictures**  
**LA Connector: 2, 10**

**Look carefully at the two pictures. Describe what is the same and what is different. Use as many details as you can.**



Student would then record his/her response into the test platform.

Grade 2-3 Reading  
Task: Read-Along Sentence  
LA Connector: 9

E-1. 



**Move the words to make the sentence.**



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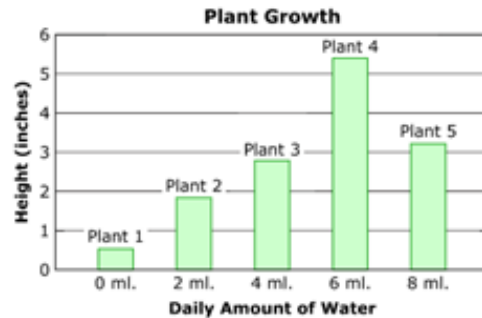
flowers	girl	planting	is
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This is a drag and drop question.

Grade 9-12 Reading  
Task: Short Informational Set  
LA Connector: 5

A student did an experiment to find out how different amounts of water affect the growth of plants. Read the summary of the experiment. Then answer the questions.

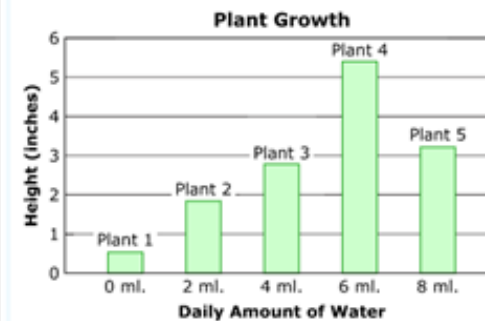


**Student summary of the experiment**

Five plants were given different amounts of water each day over a six-week period. At the end of the six weeks, all the plants were measured for vertical growth. The plants that received less than 6 milliliters (ml.) of water each day grew less than 2 inches. The plants that received 6 or more milliliters of water each day grew more than 3 inches. The plant that grew the most received 6 milliliters of water each day.

8

Select the bar that shows the height of the plant that received 4 milliliters of water each day.



A student reads and clicks directly on the bar that displays the information requested.

## Speaking Rubrics K-12

### Speaking-Classroom Tableau: Grade Kindergarten

Score	Descriptors
2	Responses at the 2 level are typically characterized by: <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 successfully answers the prompt and the response is consistent with the stimulus.</li></ul>
1	Responses at the 1 level are typically characterized by: <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	The response does not address the communicative demands of the task. Responses at the 0 level are typically characterized by: <ul style="list-style-type: none"><li>• Only in a language other than English</li><li>• Refusal</li><li>• Off Task/Topic</li><li>• Unintelligible</li></ul>

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



### Speaking-Observe and Report: Grade Kindergarten

Score	Descriptors
3	Responses at the 3 level are typically characterized by: <ul style="list-style-type: none"><li>• The student effectively uses appropriate vocabulary and grammatical structures that are relevant to the stimulus and prompt. The response may contain minor errors that do not interfere with meaning.</li><li>• When prompted, the student retells the sequence of events accurately, using information from the stimulus.</li></ul>
2	Responses at the 2 level are typically characterized by: <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>• When prompted, the student retells the sequence of events, though some information may be incomplete, or missing, or out of order.</li></ul>
1	Responses at the 1 level are typically characterized by: <ul style="list-style-type: none"><li>• The response may include words and phrases connected to the pictures, 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	The response does not address the communicative demands of the task. Responses at the 0 level are typically characterized by: <ul style="list-style-type: none"><li>• Only in a language other than English</li><li>• Refusal</li><li>• Off Task/Topic</li><li>• Unintelligible</li></ul>

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

### Speaking-Picture Description: Grade Kindergarten

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 successfully 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>• Only in a language other than English</li> <li>• Refusal</li> <li>• Off Task/Topic</li> <li>• Unintelligible</li> </ul>

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

### Speaking-Read-Aloud Story: Grade Kindergarten

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 and grammatical structures that are relevant to the stimulus and prompt. The response may contain minor errors that do not interfere with meaning.</li> <li>• The student successfully addresses the prompt.</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 addresses the prompt, 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 pictures, 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>• Only in a language other than English</li> <li>• Refusal</li> <li>• Off Task/Topic</li> <li>• Unintelligible</li> </ul>

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

### Speaking-Show and Share Presentation: Grade Kindergarten

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 and grammatical structures that are relevant to the stimulus and prompt. The response may contain minor errors that do not interfere with meaning.</li> <li>• The student successfully addresses the prompt.</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 addresses the prompt, 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 pictures, 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>• Only in a language other than English</li> <li>• Refusal</li> <li>• Off Task/Topic</li> <li>• Unintelligible</li> </ul>

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

### Speaking-Show and Share Question: Grade Kindergarten

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 and grammatical structures that are relevant to the stimulus and prompt. The response may contain minor errors that do not interfere with meaning.</li> <li>• The student successfully addresses the prompt</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 addresses the prompt, 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 pictures, 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>• Only in a language other than English</li> <li>• Refusal</li> <li>• Off Task/Topic</li> <li>• Unintelligible</li> </ul>

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

### Speaking-Classroom Tableau Grade 1

Score	Descriptors
2	Responses at the 2 level are typically characterized by: <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	Responses at the 1 level are typically characterized by: <ul style="list-style-type: none"><li>• The response may include words and phrases connected to the pictures, 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	The response does not address the communicative demands of the task. Responses at the 0 level are typically characterized by: <ul style="list-style-type: none"><li>• Only in a language other than English</li><li>• Refusal</li><li>• Off Task/Topic</li><li>• Unintelligible</li></ul>

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

## Speaking-Conversation 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 task.</li> <li>• Use of grammar and structures is effective, though the response may contain isolated minor errors that do not interfere with meaning.</li> <li>• The student effectively answers the question and provides relevant information as required by the task.</li> </ul>
2	<p>Responses at the 2 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• The use of grammatical structures and vocabulary may be limited or noticeably inaccurate but do not obscure the student's overall meaning.</li> <li>• The student partially addresses the topic and task, but the response is not fully relevant to the task or is otherwise incomplete.</li> </ul>
1	<p>Responses at the 1 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• Errors in use of grammatical structures and vocabulary interfere with the speaker's meaning most of the time.</li> <li>• The response includes some words and phrases relevant to the topic and task, but is otherwise unconnected to the question.</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>• Only in a language other than English</li> <li>• Refusal</li> <li>• Off Task/Topic</li> <li>• Unintelligible</li> </ul>

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

## Speaking-Observe and Report Grade 1

Score	Descriptors
5	<p>Responses at the 5 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 isolated minor errors in language that do not obscure meaning.</li> <li>• When prompted, the student presents an accurate summary of the sequence of events, using clearly appropriate information and specific details. Organization among ideas is clear, and use of linking words to signal sequence and order of events is appropriate.</li> </ul>
4	<p>Responses at the 4 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• The student uses simple and/or complex structures that are appropriate. The use of vocabulary is generally accurate and appropriate. Some grammar and vocabulary may be inaccurate or imprecise, but these few errors do not obscure meaning.</li> <li>• When prompted, the student provides a largely accurate summary of the sequence of a few events using relevant information and details. Though generally good, the development of ideas in the response may not be consistent, including occasional redundancy, digression, or omission of a couple of minor details. Organization among ideas is largely clear, though there may be an occasional lapse in the use of linking words.</li> </ul>
3	<p>Responses at the 3 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• The student exhibits control of appropriate simple structures and vocabulary, though the range of structures and vocabulary may be limited. Errors in usage may occasionally obscure meaning.</li> <li>• When prompted, the student provides a partially successful summary of the sequence of a couple of events. The response includes main ideas and some relevant information from the stimulus but some details may be incomplete, irrelevant, erroneous, or missing. The events may be recounted in the correct order, though connections between some ideas may be missing or obscured.</li> </ul>
2	<p>Responses at the 2 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• Control of structures and vocabulary may be limited, and frequent errors may interfere with meaning.</li> <li>• When prompted, the student provides a limited summary of the stimulus. One event may be described, but other essential information may be omitted, vague, unclear, or incorrect. Some frequently occurring linking words may be used, but otherwise missing or unclear connections between ideas obscure the meaning.</li> </ul>
1	<p>Responses at the 1 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• The response is limited to reading the prompt or directions aloud.</li> <li>• The response consists of a few isolated English words and phrases related to the prompt or stimulus.</li> </ul>
0	The response does not address the communicative demands of the task.



	Responses at the 0 level are typically characterized by:
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- Only in a language other than English
- Refusal
- Off Task/Topic
- Unintelligible

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

## 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>• Only in a language other than English</li> <li>• Refusal</li> <li>• Off Task/Topic</li> <li>• Unintelligible</li> </ul>

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

### Speaking-Picture Description Grade 1

Score	Descriptors
3	Responses at the 3 level are typically characterized by: <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	Responses at the 2 level are typically characterized by: <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	Responses at the 1 level are typically characterized by: <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	The response does not address the communicative demands of the task. Responses at the 0 level are typically characterized by: <ul style="list-style-type: none"><li>• Only in a language other than English</li><li>• Refusal</li><li>• Off Task/Topic</li><li>• Unintelligible</li></ul>

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

### Speaking-Read-Aloud Story Grade 1

Score	Descriptors
3	Responses at the 3 level are typically characterized by: <ul style="list-style-type: none"><li>• The student effectively uses appropriate vocabulary that is relevant to the task.</li><li>• Use of grammar and structures is effective, though the response may contain isolated minor errors that do not interfere with meaning.</li><li>• The student effectively answers the question and provides relevant information as required by the task.</li></ul>
2	Responses at the 2 level are typically characterized by: <ul style="list-style-type: none"><li>• The use of grammatical structures and vocabulary may be noticeably inaccurate but do not interfere with the student's overall meaning.</li><li>• The student partially addresses the topic and task, but the response is not fully relevant to the task or is otherwise incomplete.</li></ul>
1	Responses at the 1 level are typically characterized by: <ul style="list-style-type: none"><li>• Errors in use of grammatical structures and vocabulary interfere with the speaker's meaning most of the time.</li><li>• The response includes some words and phrases relevant to the topic and task, but is otherwise unconnected to the question.</li></ul>
0	The response does not address the communicative demands of the task. Responses at the 0 level are typically characterized by: <ul style="list-style-type: none"><li>• Only in a language other than English</li><li>• Refusal</li><li>• Off Task/Topic</li><li>• Unintelligible</li></ul>

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

### Speaking-Read-Aloud Story 2 Grade 1

Score	Descriptors
2	Responses at the 2 level are typically characterized by: <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	Responses at the 1 level are typically characterized by: <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	The response does not address the communicative demands of the task. Responses at the 0 level are typically characterized by: <ul style="list-style-type: none"><li>• Only in a language other than English</li><li>• Refusal</li><li>• Off Task/Topic</li><li>• Unintelligible</li></ul>

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

### Speaking-Classroom Tableau Grades 2-3

Score	Descriptors
2	Responses at the 2 level are typically characterized by: <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	Responses at the 1 level are typically characterized by: <ul style="list-style-type: none"><li>• The response may include words and phrases connected to the pictures, 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	The response does not address the communicative demands of the task. Responses at the 0 level are typically characterized by: <ul style="list-style-type: none"><li>• Only in a language other than English</li><li>• Refusal</li><li>• Off Task/Topic</li><li>• Unintelligible</li></ul>

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

### Speaking-Compare Pictures (Grades 2-3)

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 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.</li> <li>• The student effectively describes the main features of the pictures.</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 features of the pictures, but the response may not be fully complete and errors may occasionally interfere with meaning.</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 pictures, but limitations in grammar and vocabulary may significantly interfere with comprehension.</li> <li>• Errors in vocabulary and grammar obscure the speaker's meaning most of the time.</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>• Only in a language other than English</li> <li>• Refusal</li> <li>• Off Task/Topic</li> <li>• Unintelligible</li> </ul>

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

### Speaking-Conversation Grades 2-3

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 task.</li> <li>• Use of grammar and structures is effective, though the response may contain isolated minor errors that do not interfere with meaning.</li> <li>• The student effectively answers the question and provides relevant information as required by the task.</li> </ul>
2	<p>Responses at the 2 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• The use of grammatical structures and vocabulary may be limited or noticeably inaccurate but do not interfere with the student's overall meaning.</li> <li>• The student partially addresses the topic and task, but the response is not fully relevant to the task or is otherwise incomplete.</li> </ul>
1	<p>Responses at the 1 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• Errors in use of grammatical structures and vocabulary interfere with the speaker's meaning most of the time.</li> <li>• The response includes some words and phrases relevant to the topic and task, but is otherwise unconnected to the question.</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>• Only in a language other than English</li> <li>• Refusal</li> <li>• Off Task/Topic</li> <li>• Unintelligible</li> </ul>

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



### Speaking-Observe and Report Grades 2-3

Score	Descriptors
5	<p>Responses at the 5 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 isolated minor errors in language that do not obscure meaning.</li> <li>• The student presents an accurate summary of the sequence of events, using clearly appropriate information, specific details, and explanations. Relationships among ideas is clear, demonstrating organizational logic and/or use of appropriate linking words.</li> </ul>
4	<p>Responses at the 4 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• The student uses simple, compound and/or complex structures the use of vocabulary is generally accurate and appropriate. Some grammar and vocabulary may be inaccurate, but these few errors do not obscure meaning.</li> <li>• The student provides a largely accurate summary of the sequence of events using relevant information and details. Though generally good, the development of ideas in the response may not be consistent, including occasional redundancy, digression, or omission of a couple of minor details. Relationships among ideas are largely clear, though there may be an occasional lapse in organization logic and/or linking words.</li> </ul>
3	<p>Responses at the 3 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• The student exhibits control of appropriate simple structures and vocabulary, though the range of structures and vocabulary may be limited. Errors in usage may occasionally obscure meaning.</li> <li>• The student provides a partially successful summary of the sequence of events. The response includes main ideas and some relevant information from the stimulus but some details may be incomplete, irrelevant, erroneous, or missing. The student displays some organizational logic and/or use of linking words, though connections between some ideas may be missing or obscured.</li> </ul>
2	<p>Responses at the 2 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• Control of structures and vocabulary may be limited and frequent errors may interfere with meaning.</li> <li>• The student provides a limited summary of the stimulus. A couple of main ideas may be recounted in order, but other essential information may be omitted, vague, unclear, incorrect, or out of sequence. Some frequently occurring linking words may be used, but otherwise missing or unclear connections between ideas obscure the student's meaning.</li> </ul>
1	<p>Responses at the 1 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• The response is limited to reading the prompt or directions aloud.</li> <li>• The response consists of a few isolated English words and phrases related to the prompt or stimulus.</li> </ul>
0	The response does not address the communicative demands of the task.

	Responses at the 0 level are typically characterized by:
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- Only in a language other than English
- Refusal
- Off Task/Topic
- Unintelligible

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

### Speaking-Opinion Grades 2-3

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, compound, and complex). Vocabulary use 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 three reasons.</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 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 partially addresses the topic and task, and one of the elements required by the prompt may be missing, incomplete, 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 student's control of language is inconsistent. Though the student's 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, and two of the required elements may be missing, incomplete, 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>• Three of the tasks required by the prompt may be missing, incomplete, or otherwise unsuccessful.</li> <li>• The response may consist of a few isolated English words and phrases related to the 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>• Only in a language other than English</li> <li>• Refusal</li> <li>• Off Task/Topic</li> <li>• Unintelligible</li> </ul>

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

### Speaking-Read-Aloud Story Grades 2-3

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 task.</li> <li>• Use of grammar and structures is effective, though the response may contain isolated minor errors that do not interfere with meaning.</li> <li>• The student effectively answers the question and provides relevant information as required by the task.</li> </ul>
2	<p>Responses at the 2 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• The use of grammatical structures and vocabulary may be limited or noticeably inaccurate but do not interfere with the student's overall meaning.</li> <li>• The student partially addresses the topic and task, but the response is not fully relevant to the task or is otherwise incomplete.</li> </ul>
1	<p>Responses at the 1 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• Errors in use of grammatical structures and vocabulary interfere with the speaker's meaning most of the time.</li> <li>• The response includes some words and phrases relevant to the topic and task, but is otherwise unconnected to the question.</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>• Only in a language other than English</li> <li>• Refusal</li> <li>• Off Task/Topic</li> <li>• Unintelligible</li> </ul>

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

### Speaking-Analyze a Visual and a Claim Grades 4-5

Score	Descriptors
5	<p>Responses at the 5 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>
4	<p>Responses at the 4 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>
3	<p>Responses at the 3 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>
2	<p>Responses at the 2 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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 inaccurate.</li> </ul> <p><u>For prompt 1</u>, the student communicates only irrelevant or inaccurate information from the stimulus.</p>

	For <u>prompt 2</u> , 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: <ul style="list-style-type: none"> <li>• Only in a language other than English</li> <li>• Refusal</li> <li>• Off Task/Topic</li> <li>• Unintelligible</li> </ul>

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

### Speaking-Classroom Tableau Grades 4-5

Score	Descriptors
2	Responses at the 2 level are typically characterized by: <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	Responses at the 1 level are typically characterized by: <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	The response does not address the communicative demands of the task. Responses at the 0 level are typically characterized by: <ul style="list-style-type: none"><li>• Only in a language other than English</li><li>• Refusal</li><li>• Off Task/Topic</li><li>• Unintelligible</li></ul>

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

### Speaking-Compare Pictures Grades 4-5

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 pictures 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 features of the pictures.</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 features of the pictures, but the response may not be fully complete and errors may occasionally interfere with meaning.</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 pictures, but limitations in grammar and vocabulary may significantly interfere with comprehension.</li> <li>• Errors in vocabulary and grammar obscure the speaker's meaning most of the time.</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>• Only in a language other than English</li> <li>• Refusal</li> <li>• Off Task/Topic</li> <li>• Unintelligible</li> </ul>

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



## Speaking-Conversation Grades 4-5

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 task.</li> <li>• Use of grammar and structures is effective, though the response may contain isolated minor errors that do not interfere with meaning.</li> <li>• The student effectively answers the question and provides relevant information as required by the task.</li> </ul>
2	<p>Responses at the 2 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• The use of grammatical structures and vocabulary may be limited or noticeably inaccurate but do not obscure the student's overall meaning.</li> <li>• The student partially addresses the topic and task, but the response is not fully relevant to the task or is otherwise incomplete.</li> </ul>
1	<p>Responses at the 1 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• Errors in use of grammatical structures and vocabulary interfere with the speaker's meaning most of the time.</li> <li>• The response includes some words and phrases relevant to the topic and task, but is otherwise unconnected to the question.</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>• Only in a language other than English</li> <li>• Refusal</li> <li>• Off Task/Topic</li> <li>• Unintelligible</li> </ul>

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

### Speaking-Language Arts Presentation Grades 4-5

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 task.</li> <li>• Use of grammar and structures is effective, though the response may contain minor errors that do not interfere with meaning.</li> <li>• The student effectively answers the prompt and provides relevant information as required by the task.</li> </ul> <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"> <li>• The use of grammatical structures and vocabulary may be limited or noticeably inaccurate but do not interfere with the student's overall meaning.</li> <li>• The student partially addresses the topic and task, and the response is not complete or fully appropriate.</li> </ul> <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"> <li>• Errors in use of grammatical structures and vocabulary interfere with the speaker's meaning most of the time.</li> <li>• The response includes some words and phrases relevant to the topic and task, but is otherwise unconnected to the question.</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>• Only in a language other than English</li> <li>• Refusal</li> <li>• Off Task/Topic</li> <li>• Unintelligible</li> </ul>

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

## Speaking-Observe and Report Grades 4-5

Score	Descriptors
5	<p>Responses at the 5 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• 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 isolated minor errors in language that do not obscure meaning.</li> <li>• The student presents an accurate summary of the sequence of events, using clearly appropriate information, specific details, and explanations. Relationships among ideas are clear, demonstrating organizational logic and/or use of appropriate linking words and phrases.</li> </ul>
4	<p>Responses at the 4 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• The student uses simple, compound, and/or complex structures and the use of vocabulary is generally accurate and appropriate. Some grammar and vocabulary may be inaccurate or imprecise, but these few errors do not obscure meaning.</li> <li>• The student provides a largely accurate summary of the sequence of events using relevant information and details. Though generally good, the development of ideas in the response may not be consistent, including occasional redundancy, digression, or omission of a couple of minor details. 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.</li> </ul>
3	<p>Responses at the 3 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• The student exhibits control of simple and some compound structures and vocabulary, though the range of structures and vocabulary may be limited. Errors in usage may occasionally obscure meaning.</li> <li>• The student provides a partially successful summary of the sequence of events. The response includes main ideas and some relevant information from the stimulus but some details may be incomplete, irrelevant, erroneous, or missing. The student displays some organizational logic and/or use of linking words, though connections between some ideas may be missing or obscured.</li> </ul>
2	<p>Responses at the 2 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• Control of structures and vocabulary may be limited, and frequent errors may interfere with meaning.</li> <li>• The student provides a limited summary of the stimulus. Some main ideas may be recounted in order, but other essential information may be omitted, vague, unclear, incorrect, or out of sequence. Some frequently occurring linking words may be used, but otherwise missing or unclear connections between ideas obscure the student's meaning.</li> </ul>
1	<p>Responses at the 1 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• The response is limited to reading the prompt or directions aloud.</li> <li>• The response consists of a few isolated English words and phrases 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>• Only in a language other than English</li><li>• Refusal</li><li>• Off Task/Topic</li><li>• Unintelligible</li></ul>
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**Nonscoreable codes: A = Blank B = Technological Issue**

## Speaking-Student Discussion Grades 4-5

Score	Descriptors
5	<p>Responses at the 5 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• The student addresses the topic and task well, constructing an effective answer supported by relevant information and specific details from the stimulus and at least two appropriate reasons. The response is coherently developed, with clear relationships among ideas, demonstrating organizational logic and/or use of appropriate linking words and phrases.</li> </ul>
4	<p>Responses at the 4 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• The student largely addresses the task, using at least two 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.</li> </ul>
3	<p>Responses at the 3 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>
2	<p>Responses at the 2 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• Range of structures and vocabulary may be limited and frequent errors may interfere with meaning.</li> <li>• 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.</li> </ul> <p>o For prompt 1, the student communicates only irrelevant or inaccurate information from the stimulus.</p> <p>o For prompt 2, the student provides no relevant reason or may only provide irrelevant reasons to support the opinion.</p>
1	<p>Responses at the 1 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• The response is limited to reading the prompt or directions aloud.</li> <li>• The response consists of a few isolated English words and phrases 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>• Only in a language other than English</li><li>• Refusal</li><li>• Off Task/Topic</li><li>• Unintelligible</li></ul>
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**Nonscoreable codes: A = Blank B = Technological Issue**

## Speaking-Academic Debate Grades 6-8

Score	Descriptors
5	<p>Responses at the 5 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• The student addresses the topic and task well, constructing an effective answer supported by relevant information and specific details from the stimulus and at least two appropriate reasons. The response is coherently developed, with clear relationships among ideas, demonstrating organizational logic and/or use of appropriate linking words and phrases.</li> </ul>
4	<p>Responses at the 4 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• The student largely addresses the task, using at least two 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.</li> </ul>
3	<p>Responses at the 3 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>
2	<p>Responses at the 2 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• Range of structures and vocabulary may be limited and frequent errors may interfere with meaning.</li> <li>• 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"> <li>o For prompt 1, the student communicates only irrelevant or inaccurate information from the stimulus.</li> <li>o For prompt 2, the student provides no relevant reason or may only provide irrelevant reasons to support the opinion.</li> </ul> </li> </ul>
1	<p>Responses at the 1 level are typically characterized by:</p>

	<ul style="list-style-type: none"> <li>• The response is limited to reading the prompt or directions aloud.</li> <li>• The response consists of a few isolated English words and phrases 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>• Only in a language other than English</li> <li>• Refusal</li> <li>• Off Task/Topic</li> <li>• Unintelligible</li> </ul>

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



### Speaking-Analyze a Visual and a Claim Grades 6-8

Score	Descriptors
5	<p>Responses at the 5 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>
4	<p>Responses at the 4 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>
3	<p>Responses at the 3 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>
2	<p>Responses at the 2 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• Range of structures and vocabulary may be limited and frequent errors may interfere with meaning.</li> <li>• 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.</li> </ul> <p>o For prompt 1, the student communicates only irrelevant or inaccurate information from the stimulus.</p> <p>o For prompt 2, the student provides no relevant reason or may only provide irrelevant reasons to support the opinion.</p>
1	<p>Responses at the 1 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• The response is limited to reading the prompt or directions aloud.</li> </ul>

	<ul style="list-style-type: none"> <li>• The response consists of a few isolated English words and phrases 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>• Only in a language other than English</li> <li>• Refusal</li> <li>• Off Task/Topic</li> <li>• Unintelligible</li> </ul>

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

### Speaking-Classroom Tableau Grades 6-8

Score	Descriptors
2	<p>Responses at the 2 level are typically characterized by:</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>Responses at the 1 level are typically characterized by:</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>Responses at the 0 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• Only in a language other than English</li> <li>• Refusal</li> <li>• Off Task/Topic</li> <li>• Unintelligible</li> </ul>

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

### Speaking-Compare Pictures Grades 6-8

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 pictures 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 features of the pictures.</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 features of the pictures, but the response may not be fully complete and errors may occasionally interfere with meaning.</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 pictures, but limitations in grammar and vocabulary may significantly interfere with comprehension.</li> <li>• Errors in vocabulary and grammar obscure the speaker's meaning most of the time.</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>• Only in a language other than English</li> <li>• Refusal</li> <li>• Off Task/Topic</li> <li>• Unintelligible</li> </ul>

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

### Speaking-Language Arts Presentation Grades 6-8

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 task.</li> <li>• Use of grammar and structures is effective, though the response may contain minor errors that do not interfere with meaning.</li> <li>• The student effectively answers the prompt and provides relevant information as required by the task.</li> </ul> <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"> <li>• The use of grammatical structures and vocabulary may be limited or noticeably inaccurate but do not interfere with the student's overall meaning.</li> <li>• The student partially addresses the topic and task, and the response is not complete or fully appropriate.</li> </ul> <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"> <li>• Errors in use of grammatical structures and vocabulary interfere with the speaker's meaning most of the time.</li> <li>• The response includes some words and phrases relevant to the topic and task, but is otherwise unconnected to the question.</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>• Only in a language other than English</li> <li>• Refusal</li> <li>• Off Task/Topic</li> <li>• Unintelligible</li> </ul>

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

## Speaking-Observe and Report Grades 6-8

Score	Descriptors
5	<p>Responses at the 5 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• 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 isolated minor errors in language that do not obscure meaning.</li> <li>• The student presents an accurate summary of the sequence of events, using clearly appropriate information, specific details, and explanations. Relationships among ideas are clear, demonstrating organizational logic and/or use of appropriate linking words and phrases.</li> </ul>
4	<p>Responses at the 4 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• The student uses simple, compound, and/or complex structures and the use of vocabulary is generally accurate and appropriate. Some grammar structures and vocabulary may be inaccurate or imprecise, but these few errors do not obscure meaning.</li> <li>• The student provides a largely accurate summary of the sequence of events using relevant information and details. Though generally good, the development of ideas in the response may not be consistent, including occasional redundancy, digression, or omission of a couple of minor details. 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.</li> </ul>
3	<p>Responses at the 3 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• The student exhibits control of simple and compound structures and vocabulary, though the range of structures and vocabulary may be limited. Errors in usage may occasionally obscure meaning.</li> <li>• The student provides a partially successful summary of the sequence of events. The response includes main ideas and some relevant information from the stimulus but some details may be incomplete, irrelevant, erroneous, or missing. The student displays some organizational logic and/or use of linking words, though connections between some ideas may be missing or obscured.</li> </ul>
2	<p>Responses at the 2 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• Control of structures and vocabulary may be limited, and frequent errors may interfere with meaning.</li> <li>• The student provides a limited summary of the stimulus. Some main ideas may be recounted in order, but other essential information may be omitted, vague, unclear, incorrect, or out of sequence. Some frequently occurring linking words may be used, but otherwise missing or unclear connections between ideas obscure the student's meaning.</li> </ul>
1	<p>Responses at the 1 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• The response is limited to reading the prompt or directions aloud.</li> <li>• The response consists of a few isolated English words and phrases related to the prompt or stimulus.</li> </ul>
0	The response does not address the communicative demands of the task.

	Responses at the 0 level are typically characterized by:
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- Only in a language other than English
- Refusal
- Off Task/Topic
- Unintelligible

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

## Speaking-Academic Debate Grades 9-12

Score	Descriptors
5	<p>Responses at the 5 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• The student addresses the topic and task well, constructing an effective answer supported by relevant information and specific details from the stimulus and at least two appropriate reasons. The response is coherently developed, with clear relationships among ideas, demonstrating organizational logic and/or use of appropriate linking words and phrases.</li> </ul>
4	<p>Responses at the 4 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• The student largely addresses the task, using at least two 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.</li> </ul>
3	<p>Responses at the 3 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>
2	<p>Responses at the 2 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• Range of structures and vocabulary may be limited and frequent errors may interfere with meaning.</li> <li>• 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.</li> </ul> <ul style="list-style-type: none"> <li>o For prompt1, the student communicates only irrelevant or inaccurate information from the stimulus.</li> <li>o For prompt 2, the student provides no relevant reason or may only provide irrelevant reasons to support the opinion.</li> </ul>
1	<p>Responses at the 1 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• The response is limited to reading the prompt or directions aloud.</li> </ul>

	<ul style="list-style-type: none"> <li>• The response consists of a few isolated English words and phrases related to the prompt or stimulus.</li> </ul>
0	<p>The response does not address the communicative demands of the task. Responses at the 0 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• Only in a language other than English</li> <li>• Refusal</li> <li>• Off Task/Topic</li> <li>• Unintelligible</li> </ul>

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



## Speaking-Analyzing a Visual and a Claim Grades 9-12

Score	Descriptors
5	<p>Responses at the 5 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>
4	<p>Responses at the 4 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>
3	<p>Responses at the 3 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>
2	<p>Responses at the 2 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• Range of structures and vocabulary may be limited and frequent errors may interfere with meaning.</li> <li>• 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.</li> </ul> <p>o For prompt 1, the student communicates only irrelevant or inaccurate information from the stimulus.</p> <p>o For prompt 2, the student provides no relevant reason or may only provide irrelevant reasons to support the opinion.</p>
1	<p>Responses at the 1 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• The response is limited to reading the prompt or directions aloud.</li> <li>• The response consists of a few isolated English words and phrases 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>• Only in a language other than English</li> <li>• Refusal</li> <li>• Off Task/Topic</li> <li>• Unintelligible</li> </ul>
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**Nonscoreable codes: A = Blank B = Technological Issue**

### Speaking-Classroom Tableau Grades 9-12

Score	Descriptors
2	<p>Responses at the 2 level are typically characterized by:</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>Responses at the 1 level are typically characterized by:</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>Responses at the 0 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• Only in a language other than English</li> <li>• Refusal</li> <li>• Off Task/Topic</li> <li>• Unintelligible</li> </ul>

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

### Speaking Compare Pictures Grades 9-12

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 pictures 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 features of the pictures.</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 features of the pictures, but the response may not be fully complete and errors may occasionally interfere with meaning.</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 pictures, but limitations in grammar and vocabulary may significantly interfere with comprehension.</li> <li>• Errors in vocabulary and grammar obscure the speaker's meaning most of the time.</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>• Only in a language other than English</li> <li>• Refusal</li> <li>• Off Task/Topic</li> <li>• Unintelligible</li> </ul>

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

### Speaking-Language Arts Presentation (Grades 9-12)

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 task.</li> <li>• Use of grammar and structures is effective, though the response may contain minor errors that do not interfere with meaning.</li> <li>• The student effectively answers the question and provides relevant information as required by the task.</li> </ul> <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"> <li>• The use of grammatical structures and vocabulary may be limited or noticeably inaccurate but do not interfere with the student's overall meaning.</li> <li>• The student partially addresses the topic and task, and the response is not complete or fully appropriate.</li> </ul> <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"> <li>• Errors in use of grammatical structures and vocabulary interfere with the speaker's meaning most of the time.</li> <li>• The response includes some words and phrases relevant to the topic and task, but is otherwise unconnected to the question.</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>• Only in a language other than English</li> <li>• Refusal</li> <li>• Off Task/Topic</li> <li>• Unintelligible</li> </ul>

**Non-scoreable codes: A = Blank B = Technological Issue**

### Speaking-Observe and Report (Grades 9-12)

Score	Descriptors
5	<p>Responses at the 5 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• 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 isolated minor errors in language that do not obscure meaning.</li> <li>• The student presents an accurate summary of the sequence of events, using clearly appropriate information, specific details, and explanations. Relationships among ideas are clear, demonstrating organizational logic and/or use of appropriate linking words and phrases.</li> </ul>
4	<p>Responses at the 4 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• The student uses simple, compound, and/or complex structures and the use of vocabulary is generally accurate and appropriate. Some grammar and vocabulary may be inaccurate or imprecise, but these few errors do not obscure meaning.</li> <li>• The student provides a largely accurate summary of the sequence of events using relevant information and details. Though generally good, the development of ideas in the response may not be consistent, including occasional redundancy, digression, or omission of a couple of minor details. 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.</li> </ul>
3	<p>Responses at the 3 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• The student exhibits control of simple and compound structures and vocabulary, though the range of structures and vocabulary may be limited. Errors in usage may occasionally obscure meaning.</li> <li>• The student provides a partially successful summary of the sequence of events. The response includes main ideas and some relevant information from the stimulus but some details may be incomplete, irrelevant, erroneous, or missing. The student displays some organizational logic and/or use of linking words, though connections between some ideas may be missing or obscured.</li> </ul>
2	<p>Responses at the 2 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• Control of structures and vocabulary may be limited, and frequent errors may interfere with meaning.</li> <li>• The student provides a limited summary of the stimulus. Some main ideas may be recounted in order, but other essential information may be omitted, vague, unclear, incorrect, or out of sequence. Some frequently occurring linking words may be used, but otherwise missing or unclear connections between ideas obscure the student's meaning.</li> </ul>
1	<p>Responses at the 1 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• The response is limited to reading the prompt or directions aloud.</li> <li>• The response consists of a few isolated English words and phrases 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>• Only in a language other than English</li><li>• Refusal</li><li>• Off Task/Topic</li><li>• Unintelligible</li></ul>
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**Nonscoreable codes: A = Blank B = Technological Issue**

## Writing Rubrics Grades K-12

### Writing-Copy a Word (Grade Kindergarten)

Score	Descriptors
<b>2</b>	The response is recognizable as the correct word. Responses at the 2 level are typically characterized by: <ul style="list-style-type: none"><li>• All letters are copied legibly and in the correct order.</li><li>• No letters are reversed.</li></ul>
<b>1</b>	The response is partially recognizable as the correct word. Responses at the 1 level are typically characterized by: <ul style="list-style-type: none"><li>• At least half of the letters in the response are copied legibly.</li><li>• Letters may be reversed.</li></ul>
<b>0</b>	The response does not address the demands of the task. Responses at the 0 level are typically characterized by: <ul style="list-style-type: none"><li>• illegible</li><li>• only in a language other than English</li><li>• Refusal</li></ul>

**Nonscoreable code:**

**A = Blank**

**Writing-Complete a Word (Grade Kindergarten)**

Score	Descriptors
<b>2</b>	The response is recognizable as the correct word. Responses at the 2 level are typically characterized by: <ul style="list-style-type: none"><li>• The chosen letter demonstrates an awareness of phonics.</li><li>• Letters may be uppercase, lowercase, or reversed.</li></ul>
<b>1</b>	The response is partially recognizable as the correct word. Responses at the 1 level are typically characterized by: <ul style="list-style-type: none"><li>• The chosen letter is a letter of the English alphabet.</li><li>• Letters may be uppercase, lowercase, or reversed.</li></ul>
<b>0</b>	The response does not address the demands of the task. Responses at the 0 level are typically characterized by: <ul style="list-style-type: none"><li>• illegible</li><li>• only in a language other than English</li><li>• Refusal</li></ul>

**Nonscoreable code:**

**A = Blank**



### Writing-Opinion (Grade Kindergarten)

Score	Descriptors
3	Responses at the level 3 are typically characterized by: <ul style="list-style-type: none"><li>• The grammar and word choice are largely accurate.</li><li>• Words may be spelled phonetically, but when read aloud the meaning of the response is clear.</li><li>• The response indicates a choice and supports the opinion with rationale</li></ul>
2	Responses at the 2 level are typically characterized by: <ul style="list-style-type: none"><li>• Through the student's overall message may be understood, an error in grammar or word choice may be spelled phonetically. One word may be unrecognizable and interfere with meaning in that part of the response.</li><li>• The response indicates a choice and expresses an opinion that may be only broadly related to the choice.</li></ul>
1	Responses at the 1 level are typically characterized by: <ul style="list-style-type: none"><li>• Errors in grammar and word choice obscure the overall meaning of the response.</li><li>• The response contains at least one recognizable word spelled conventionally or phonetically.</li><li>• The response may be unconnected to the prompt. It may be unclear whether the student has made a choice.</li></ul>
0	The response does not address the communicative demands of the task. Responses at the 0 level are typically characterized by: <ul style="list-style-type: none"><li>• illegible</li><li>• Only in a language other than English</li><li>• Refusal</li><li>• Off Task/Topic</li><li>• Incomprehensible</li></ul>

**Nonscoreable code:**

**A = Blank**

**Writing-Write a Sentence (Grade Kindergarten)**

Score	Descriptors
3	<p>Responses at the level 3 are typically characterized by:</p> <ul style="list-style-type: none"> <li>• The grammar and word choice are largely accurate.</li> <li>• Words may be spelled phonetically, but when read aloud the meaning of the response is clear.</li> <li>• The response indicates a choice and supports the opinion with rationale</li> </ul>
2	<p>Responses at the 2 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• Through the student’s overall message may be understood, an error in grammar or word choice may be spelled phonetically. One word may be unrecognizable and interfere with meaning in that part of the response.</li> <li>• The response indicates a choice and expresses an opinion that may be only broadly related to the choice.</li> </ul>
1	<p>Responses at the 1 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• Errors in grammar and word choice obscure the overall meaning of the response.</li> <li>• The response contains at least one recognizable word spelled conventionally or phonetically.</li> <li>• The response may be unconnected to the prompt. It may be unclear whether the student has made a choice.</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>• illegible</li> <li>• Only in a language other than English</li> <li>• Refusal</li> <li>• Off Task/Topic</li> <li>• Incomprehensible</li> </ul>

**Non-scoreable code:**

**A = Blank**

**Writing-Write a Word (Grade Kindergarten)**

Score	Descriptors
2	<p>The response is recognizable as the correct word.</p> <p>Responses at the 2 level are typically characterized by:</p> <ul style="list-style-type: none"><li>• All consonant sounds in the word are represented in the correct order.</li><li>• Letters may be uppercase, lowercase, or reversed.</li></ul>
1	<p>The response is recognizable as the correct word.</p> <ul style="list-style-type: none"><li>• Responses at 1 level are typically characterized by:</li><li>• The chosen letters demonstrate an awareness of phonics. At least half of the sounds in the word are represented with a phonemically logical letter.</li><li>• Letters may be uppercase, lowercase or reversed.</li></ul>
0	<p>The response does not address the demands of the task.</p> <p>Responses at the 0 level are typically characterized by:</p> <ul style="list-style-type: none"><li>• illegible</li><li>• Only in a language other than English</li><li>• Refusal</li><li>• Predominantly incorrect letters that do not show phonemic awareness</li></ul>

**Nonscoreable code:**

**A = Blank**

### Writing-Write a Word (Grade 1)

Score	Descriptors
2	<p>The response is recognizable as the correct word.</p> <p>Responses at the 2 level are typically characterized by:</p> <ul style="list-style-type: none"><li>• All consonant and vowel sounds in the word are represented with the correct letters in the correct order.</li><li>• Letters may be uppercase, lowercase, or reversed.</li></ul>
1	<p>The response is partially recognizable as the correct word.</p> <p>Responses at the 1 level are typically characterized by:</p> <ul style="list-style-type: none"><li>• The chosen letters demonstrate an awareness of phonics. At least half of the sounds in the word are represented with a phonemically logical letter.</li><li>• Letters may be uppercase, lowercase, or reversed.</li></ul>
0	<p>The response does not address the demands of the task.</p> <p>Responses at the 0 level are typically characterized by:</p> <ul style="list-style-type: none"><li>• The response contains predominantly incorrect letters that do not show phonemic awareness</li><li>• Illegible</li><li>• Only in a language other than English</li><li>• Refusal</li></ul>

**Nonscoreable code:**

**A = Blank**

### Writing-Copy a Word (Grade 1)

Score	Descriptors
2	<p>The response is recognizable as the correct word.</p> <p>Responses at the 2 level are typically characterized by:</p> <ul style="list-style-type: none"><li>• All letters are copied legibly and in the correct order.</li><li>• No letters are reversed.</li></ul>
1	<p>The response is partially recognizable as the correct word.</p> <p>Responses at the 1 level are typically characterized by:</p> <ul style="list-style-type: none"><li>• At least half of the letters in the response are copied legibly.</li><li>• Letters may be reversed.</li></ul>
0	<p>The response does not address the demands of the task.</p> <p>Responses at the 0 level are typically characterized by:</p> <ul style="list-style-type: none"><li>• illegible</li><li>• only in a language other than English</li><li>• Refusal</li></ul>

**Nonscoreable code:**

**A = Blank**

## Writing-Storyboard (Grade 1)

Score	Descriptors
4	<p>Responses at the 4 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Though many words in the response are spelled correctly, challenging or infrequent words may be spelled phonetically.</li> <li>• The student successfully responds to the topic and task by composing a narrative that recounts a coherent sequence of events. The response is organized, and uses temporal words and conjunctions to connect events in sequence.</li> </ul>
3	<p>Responses at the 3 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• The response contains vocabulary and sentence structures that are appropriate, though the range may be somewhat narrow and errors may occasionally obscure meaning.</li> <li>• The response contains a mix of correctly and phonetically spelled words.</li> <li>• The narrative partially addresses the task, using information from the stimulus to describe a sequence of events. However, some details from the stimulus may be absent or incorrectly described in the response. There is organizational logic in part of the response, though the use of connecting or temporal words may be limited.</li> </ul>
2	<p>Responses at the 2 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• The response may contain a mix of correctly and phonetically spelled words as well as one or two unrecognizable words.</li> <li>• The narrative is limited in addressing the task and may be limited to the most basic information from the stimulus. Details are missing or irrelevant. Connections between ideas are missing or obscure.</li> </ul>
1	<p>Responses at the 1 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• The response consists of a few isolated English words related to the prompt or stimulus other than those included in the word bank. The words may be spelled phonetically.</li> <li>• Frequent and serious errors obscure meaning most of the time.</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>• Illegible</li> </ul>

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• Only in a language other than English</li><li>• Refusal</li><li>• Off Task/Topic</li><li>• Incomprehensible</li></ul> |
|--|---|

**Nonscoreable code:**

**A = Blank**

### Writing-Write a Sentence (Grade 1)

Score	Descriptors
3	Responses at the 3 level are typically characterized by: <ul style="list-style-type: none"><li>• The grammar and word choice are largely accurate.</li><li>• Though many words in the response are spelled conventionally, challenging or infrequent words may be spelled phonetically.</li><li>• The response is consistent with the picture.</li></ul>
2	Responses at the 2 level are typically characterized by: <ul style="list-style-type: none"><li>• 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.</li><li>• The response contains a mix of conventionally and phonetically spelled words.</li><li>• The response may be only broadly related to the picture.</li></ul>
1	Responses at the 1 level are typically characterized by: <ul style="list-style-type: none"><li>• Errors in grammar and word choice obscure the overall meaning of the response.</li><li>• The response contains at least one recognizable word spelled conventionally or phonetically that is not included in the word bank.</li><li>• The response may be unconnected to the picture.</li></ul>
0	The response does not address the communicative demands of the task. Responses at the 0 level are typically characterized by: <ul style="list-style-type: none"><li>• Illegible</li><li>• Only in a language other than English</li><li>• Refusal</li><li>• Off Task/Topic</li><li>• Incomprehensible</li></ul>

**Nonscoreable code:**

**A = Blank**



## Writing-Opinion Grades 2-3

Score	Descriptors
4	<p>Responses at the 4 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>
3	<p>Responses at the 3 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>
2	<p>Responses at the 2 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>
1	<p>Responses at the 1 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• The response consists of a few isolated English words and phrases related to the prompt or stimulus.</li> <li>• Frequent and serious errors obscure meaning most of the time.</li> </ul>
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>

**Nonscoreable code:**

**A=Blank**

### Writing-Picture Caption Grades 2-3

Score	Descriptors
3	Responses at the 3 level are typically characterized by: <ul style="list-style-type: none"><li>• The grammar and word choice are largely accurate. The response may contain isolated errors and typos that do not interfere with meaning.</li><li>• The response is consistent with the picture.</li></ul>
2	Responses at the 2 level are typically characterized by: <ul style="list-style-type: none"><li>• 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.</li><li>• The response may be related to the picture.</li></ul>
1	Responses at the 1 level are typically characterized by: <ul style="list-style-type: none"><li>• Errors in grammar and word choice obscure the overall meaning of the response.</li><li>• The response is unconnected to the picture.</li></ul>
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.

**Nonscoreable code:**

**A=Blank**

### Writing-Storyboard Grades 2-3

Score	Descriptors
4	<p>Responses at the 4 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• The response contains vocabulary and sentence structures (simple and compound) that are appropriate to the pictures. Word choice and grammar are generally accurate, but the response may contain a few noticeable errors that do not interfere with meaning.</li> <li>• The student successfully responds to the topic and task by composing a narrative that recounts a coherent sequence of events. The response is organized, and uses transitional and temporal words to connect events in sequence.</li> </ul>
3	<p>Responses at the 3 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• The response contains vocabulary and sentence structures (simple and some compound) that are appropriate to the pictures, though the range may be somewhat narrow and errors may occasionally obscure meaning.</li> <li>• The narrative partially addresses the task, using information from the stimulus to describe a sequence of events. However, some details from the stimulus may be absent or incorrectly described in the response. There is organizational logic in part of the response, though the range of connecting or temporal words may be limited.</li> </ul>
2	<p>Responses at the 2 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• The narrative is limited in addressing the task and may be limited to the most basic information from the stimulus. Details are missing or irrelevant. Connections between ideas are missing or obscure.</li> </ul>
1	<p>Responses at the 1 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• The response consists of a few isolated English words and phrases related to the prompt or stimulus.</li> <li>• Frequent and serious errors obscure meaning most of the time.</li> </ul>
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>

**Nonscoreable code:**

**A=Blank**

## Writing Literary Set Grades 4-5

Score	Descriptors
5	<p>Responses at the 5 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• The response contains a variety of syntactic structures, such as simple, compound, and complex sentences, and vocabulary that are appropriate or higher. 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.</li> <li>• The student addresses the topic and task very well, developing an opinion and supporting it effectively with at least two compelling reasons and examples from the reading passage. The response is coherent, demonstrating organizational logic and an effective use of a variety of transitional words and phrases to connect ideas.</li> <li>• The student’s message is easily understood on a first reading.</li> </ul>
4	<p>Responses at the 4 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• The response contains vocabulary and simple, compound, and complex sentence structures that are appropriate. Word choice and grammar are generally accurate, but the response likely has several noticeable errors that do not obscure meaning.</li> <li>• The student successfully addresses the topic and task by constructing an opinion and supporting it with at least two sufficient reasons and examples from the reading passage. 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 ideas, though occasionally connections between ideas may be unclear.</li> <li>• The student’s message is generally clear.</li> </ul>
3	<p>Responses at the 3 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• The response partially addresses the task, providing reasons or examples to support an opinion. However, some ideas may be underdeveloped, irrelevant, or redundant. 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 common linking words.</li> <li>• The student’s overall message is understood, but some reader effort is required.</li> </ul>
2	<p>Responses at the 2 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• A limited range of vocabulary and structures and/or frequent errors in usage obscure meaning in the response.</li> <li>• The response is limited in addressing the task. Reasons and examples may be insufficient and provide inadequate support for the student’s opinion. The organization is generally unclear, and connections between ideas are often obscured or missing.</li> </ul>

	<ul style="list-style-type: none"> <li>• Considerable reader effort is needed.</li> </ul>
1	<p>Responses at the 1 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• Errors in vocabulary and syntax seriously obscure meaning.</li> <li>• The response is seriously underdeveloped and lacks coherence.</li> </ul>
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.

**Nonscoreable code:**

**A=Blank**

## Writing-Opinion Grades 4-5

Score	Descriptors
4	<p>Reponses at the 4 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• The response contains vocabulary and sentence structures (simple, compound, and some complex) 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.</li> <li>• 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.</li> </ul>
3	<p>Reponses at the 3 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• The response contains vocabulary and sentence structures (simple and compound) that are appropriate, though the range may be somewhat narrow and errors may occasionally obscure meaning.</li> <li>• 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.</li> </ul>
2	<p>Reponses at the 2 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>
1	<p>Reponses at the 1 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• The response consists of a few isolated English words and phrases related to the prompt or stimulus.</li> <li>• Frequent and serious errors obscure meaning most of the time.</li> </ul>
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>

**Nonscoreable code:**

**A=Blank**

## Writing-Storyboard Grades 4-5

Score	Descriptors
5	<p>Responses at the 5 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• The student's message is easily understood on a first reading.</li> </ul>
4	<p>Responses at the 4 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• The student's message is generally clear.</li> </ul>
3	<p>Responses at the 3 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• The student's overall message is understood, but some reader effort is required.</li> </ul>
2	<p>Responses at the 2 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• A limited range of vocabulary and structures and/or frequent errors in usage obscure meaning in the response.</li> <li>• 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.</li> <li>• Considerable reader effort is needed.</li> </ul>
1	<p>Responses at the 1 level are typically characterized by:</p>

	<ul style="list-style-type: none"> <li>• Errors in vocabulary and syntax seriously obscure meaning.</li> <li>• The narrative is seriously underdeveloped and lacks coherence.</li> </ul>
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.

**Nonscoreable code:**

**A=Blank**

### Writing-Writing Questions Grades 4-5

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

**Nonscoreable code:**

**A=Blank**



## Writing-Construct a Claim Grades 6-8

Score	Descriptors
5	<p>Responses at the 5 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• The response contains a variety of syntactic structures, such as simple, compound, and complex sentences, and vocabulary that are appropriate or higher. 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.</li> <li>• The student addresses the topic and task very well, developing an opinion and supporting it effectively with compelling reasons and examples. The response is coherent, demonstrating organizational logic and an effective use of a variety of transitional words and phrases to connect ideas.</li> <li>• The student’s message is easily understood on a first reading.</li> </ul>
4	<p>Responses at the 4 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• The response contains vocabulary and simple, compound, and complex sentence structures that are appropriate. Word choice and grammar are generally accurate, but the response likely has several noticeable errors that do not obscure meaning.</li> <li>• The student successfully addresses the topic and task by constructing an opinion and supporting it with sufficient reasons and examples. 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 ideas, though occasionally connections between ideas may be unclear.</li> <li>• The student’s message is generally clear.</li> </ul>
3	<p>Responses at the 3 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• The response partially addresses the task, providing reasons or examples to support an opinion. However, some ideas may be underdeveloped, irrelevant, or redundant. 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 common linking words.</li> <li>• The student’s overall message is understood, but some reader effort is required.</li> </ul>
2	<p>Responses at the 2 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• A limited range of vocabulary and structures and/or frequent errors in usage obscure meaning in the response.</li> <li>• The response is limited in addressing the task. Reasons and examples may be insufficient and provide inadequate support for the student’s opinion. The organization is generally unclear, and connections between ideas are often obscured or missing.</li> <li>• Considerable reader effort is needed.</li> </ul>

1	Responses at the 1 level are typically characterized by: <ul style="list-style-type: none"><li>• Errors in vocabulary and syntax seriously obscure meaning.</li><li>• The response is seriously underdeveloped and lacks coherence.</li></ul>
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.

**Nonscoreable code:**

**A=Blank**

## Writing-Extended Literature Set 6-8

Score	Descriptors
5	<p>Responses at the 5 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• The response contains a variety of syntactic structures, such as simple, compound, and complex sentences, and vocabulary that are appropriate or higher. 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.</li> <li>• The student addresses the topic and task very well, developing an opinion and supporting it effectively with compelling reasons and examples. The response is coherent, demonstrating organizational logic and an effective use of a variety of transitional words and phrases to connect ideas.</li> <li>• The student’s message is easily understood on a first reading.</li> </ul>
4	<p>Responses at the 4 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• The response contains vocabulary and simple, compound, and complex sentence structures that are appropriate. Word choice and grammar are generally accurate, but the response likely has several noticeable errors that do not obscure meaning.</li> <li>• The student successfully addresses the topic and task by constructing an opinion and supporting it with sufficient reasons and examples. 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 ideas, though occasionally connections between ideas may be unclear.</li> <li>• The student’s message is generally clear.</li> </ul>
3	<p>Responses at the 3 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• The response partially addresses the task, providing reasons or examples to support an opinion. However, some ideas may be underdeveloped, irrelevant, or redundant. 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 common linking words.</li> <li>• The student’s overall message is understood, but some reader effort is required.</li> </ul>
2	<p>Responses at the 2 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• A limited range of vocabulary and structures and/or frequent errors in usage obscure meaning in the response.</li> <li>• The response is limited in addressing the task. Reasons and examples may be insufficient and provide inadequate support for the student’s opinion. The organization is generally unclear, and connections between ideas are often obscured or missing.</li> <li>• Considerable reader effort is needed.</li> </ul>

1	Responses at the 1 level are typically characterized by: <ul style="list-style-type: none"><li>• Errors in vocabulary and syntax seriously obscure meaning.</li><li>• The response is seriously underdeveloped and lacks coherence.</li></ul>
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.

**Nonscoreable code:**

**A=Blank**

### Writing-Respond to a Peer Email Grades 6-8

Score	Descriptors
3	<p>Responses at the 3 level are typically characterized by:</p> <ul style="list-style-type: none"><li>• The response contains vocabulary and simple, compound, and complex sentence structures that are appropriate. Word choice and grammar are accurate, though the response may contain a few noticeable errors that do not obscure the student's meaning.</li><li>• The student successfully addresses the topic and task by stating an opinion and supporting it effectively with at least TWO sufficient reasons. Organizational logic is clear throughout the response, and transitional words and phrases are used appropriately.</li></ul>
2	<p>Responses at the 2 level are typically characterized by:</p> <ul style="list-style-type: none"><li>• The response contains a narrow range of vocabulary and simple and compound sentence structures that are largely appropriate. Errors in word choice and grammar may occasionally obscure meaning.</li><li>• The response is partially successful in addressing the topic and task. Reasons supporting the student's opinion may be somewhat developed, occasionally redundant, or unclearly connected to the main idea. Organizational logic and transitional words are used in parts of the response, but some may be missing or obscure.</li></ul>
1	<p>Responses at the 1 level are typically characterized by:</p> <ul style="list-style-type: none"><li>• Limitations in vocabulary and sentence structures obscure meaning throughout the response, though the response may contain some content relevant to the stimulus.</li><li>• The response is underdeveloped and reasons are insufficient to support the student's opinion. Connections among ideas are missing or obscure throughout the response, interfering with meaning.</li></ul>
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>

**Nonscoreable code:**

**A=Blank**

## Writing-Short Literature Set Grades 6-8

Score	Descriptors
5	<p>Responses at the 5 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• The response contains a variety of syntactic structures, such as simple, compound, and complex sentences, and vocabulary that are consistent with the stimulus. 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.</li> <li>• 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 relevant to the reading stimulus. The response is well-organized, using a variety of transitional words and phrases to connect events and ideas in a logical sequence.</li> <li>• The student’s message is easily understood on a first reading.</li> </ul>
4	<p>Responses at the 4 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• The response contains vocabulary and simple, compound, and complex sentence structures that are consistent with the stimulus. Word choice and grammar are generally accurate, but the response likely has several noticeable errors that do not obscure meaning.</li> <li>• 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 or reading stimulus. 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.</li> <li>• The student’s message is generally clear.</li> </ul>
3	<p>Responses at the 3 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• The narrative partially addresses the task, using a few pieces of information or details from the prompt or reading 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.</li> <li>• The student’s overall message is understood, but some reader effort is required.</li> </ul>
2	<p>Responses at the 2 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• A limited range of vocabulary and structures and/or frequent errors in usage obscure meaning in the response.</li> <li>• The narrative is limited in response to the task. Development may be limited to the most basic information, and details are irrelevant to the prompt or reading stimulus or are missing. The organization is generally unclear, and connections between ideas are often obscured or missing.</li> </ul>

	<ul style="list-style-type: none"> <li>• Considerable reader effort is needed.</li> </ul>
1	<p>Responses at the 1 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• Errors in vocabulary and syntax seriously obscure meaning.</li> <li>• The narrative is seriously underdeveloped and lacks coherence.</li> </ul>
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.

**Nonscoreable code:**

**A=Blank**

## Writing-Storyboard (Grades 6-8)

Score	Descriptors
5	<p>Responses at the 5 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• The student's message is easily understood on a first reading.</li> </ul>
4	<p>Responses at the 4 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• The student's message is generally clear.</li> </ul>
3	<p>Responses at the 3 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• The student's overall message is understood, but some reader effort is required.</li> </ul>
2	<p>Responses at the 2 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• A limited range of vocabulary and structures and/or frequent errors in usage obscure meaning in the response.</li> <li>• 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.</li> <li>• Considerable reader effort is needed.</li> </ul>
1	<p>Responses at the 1 level are typically characterized by:</p>



	<ul style="list-style-type: none"><li>• Errors in vocabulary and syntax seriously obscure meaning.</li><li>• The narrative is seriously underdeveloped and lacks coherence.</li></ul>
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.

**Nonscoreable code:**

**A=Blank**

### Writing-Writing Questions Grades 6-8

Score	Descriptors
3	Responses at the 3 level are typically characterized by: <ul style="list-style-type: none"><li>• The grammar and word choice are largely accurate. The response may contain isolated errors and typos that do not interfere with meaning.</li><li>• The response successfully addresses the prompt and is consistent with the stimulus.</li></ul>
2	Responses at the 2 level are typically characterized by: <ul style="list-style-type: none"><li>• 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.</li><li>• Content may be related to the stimulus, but the response does not complete the required task.</li></ul>
1	Responses at the 1 level are typically characterized by: <ul style="list-style-type: none"><li>• Errors in vocabulary and syntax seriously obscure meaning.</li><li>• The narrative is seriously underdeveloped and lacks coherence.</li></ul>
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.

**Nonscoreable code:**

**A=Blank**

## Writing-Construct a Claim Grades 9-12

Score	Descriptors
5	<p>Responses at the 5 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• The response contains a variety of syntactic structures, such as simple, compound, and complex sentences, and vocabulary that are appropriate or higher. 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.</li> <li>• The student addresses the topic and task very well, developing an opinion and supporting it effectively with compelling reasons and examples. The response is coherent, demonstrating organizational logic and an effective use of a variety of transitional words and phrases to connect ideas.</li> <li>• The student's message is easily understood on a first reading.</li> </ul>
4	<p>Responses at the 4 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• The response contains vocabulary and simple, compound, and complex sentence structures that are appropriate. Word choice and grammar are generally accurate, but the response likely has several noticeable errors that do not obscure meaning.</li> <li>• The student successfully addresses the topic and task by constructing an opinion and supporting it with sufficient reasons and examples. 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 ideas, though occasionally connections between ideas may be unclear.</li> <li>• The student's message is generally clear.</li> </ul>
3	<p>Responses at the 3 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• The response partially addresses the task, providing reasons or examples to support an opinion. However, some ideas may be underdeveloped, irrelevant, or redundant. 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 common linking words.</li> <li>• The student's overall message is understood, but some reader effort is required.</li> </ul>
2	<p>Responses at the 2 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• A limited range of vocabulary and structures and/or frequent errors in usage obscure meaning in the response.</li> <li>• The response is limited in addressing the task. Reasons and examples may be insufficient and provide inadequate support for the student's opinion. The organization is generally unclear, and connections between ideas are often obscured or missing.</li> <li>• Considerable reader effort is needed.</li> </ul>

1	Responses at the 1 level are typically characterized by: <ul style="list-style-type: none"><li>• Errors in vocabulary and syntax seriously obscure meaning.</li><li>• The response is seriously underdeveloped and lacks coherence.</li></ul>
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.

**Nonscoreable code:**

**A=Blank**

## Writing-Extended Literary Set Grades 9-12

Score	Descriptors
5	<p>Responses at the 5 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• The response contains a variety of syntactic structures, such as simple, compound, and complex sentences, and vocabulary that are appropriate and relevant. 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.</li> <li>• 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 relevant to the reading stimulus. The response is well organized, using a variety of transitional words and phrases to connect events and ideas in a logical sequence.</li> <li>• The student’s message is easily understood on a first reading.</li> </ul>
4	<p>Responses at the 4 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• The response contains vocabulary and simple, compound, and complex sentence structures that are appropriate. Word choice and grammar are generally accurate, but the response likely has several noticeable errors that do not obscure meaning.</li> <li>• 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 or reading stimulus. 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.</li> <li>• The student’s message is generally clear.</li> </ul>
3	<p>Responses at the 3 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• The narrative partially addresses the task, using a few pieces of information or details from the prompt or reading 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 common linking words.</li> <li>• The student’s overall message is understood, but some reader effort is required.</li> </ul>
2	<p>Responses at the 2 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• A limited range of vocabulary and structures and/or frequent errors in usage obscure meaning in the response.</li> <li>• The narrative is limited in response to the task. Development may be limited to the most basic information, and details are irrelevant to the prompt or reading stimulus or are missing. The organization is generally unclear, and connections between ideas are often obscured or missing.</li> <li>• Considerable reader effort is needed.</li> </ul>

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

**Nonscoreable code:**

**A=Blank**

### Writing-Respond to a Peer E-mail Grades 9-12

Score	Descriptors
3	Responses at the 3 level are typically characterized by: <ul style="list-style-type: none"><li>• The response contains vocabulary and simple, compound, and complex sentence structures that are appropriate. Word choice and grammar are accurate, though the response may contain a few noticeable errors that do not obscure the student’s meaning.</li><li>• The student successfully addresses the topic and task by stating an opinion and supporting it effectively with at least TWO sufficient reasons. Organizational logic is clear throughout the response, and transitional words and phrases are used appropriately.</li></ul>
2	Responses at the 2 level are typically characterized by: <ul style="list-style-type: none"><li>• The response contains a narrow range of vocabulary and simple and compound sentence structures that are appropriate. Errors in word choice and grammar may occasionally obscure meaning.</li><li>• The response is partially successful in addressing the topic and task. Reasons supporting the student’s opinion may be somewhat developed, occasionally redundant, or unclearly connected to the main idea. Organizational logic and transitional words are used in parts of the response, but some may be missing or obscure.</li></ul>
1	Responses at the 1 level are typically characterized by: <ul style="list-style-type: none"><li>• Limitations in vocabulary and sentence structures obscure meaning throughout the response, though the response may contain some content relevant to the stimulus.</li><li>• The response is underdeveloped and reasons are insufficient to support the opinion. Connections among ideas are missing or obscure throughout the response, interfering with meaning.</li></ul>
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.

**Nonscoreable code:**

**A=Blank**

## Writing-Short Literary Set Grades 9-12

Score	Descriptors
5	<p>Responses at the 5 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• The response contains a variety of syntactic structures, such as simple, compound, and complex sentences, and vocabulary that are appropriate and relevant. 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.</li> <li>• 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 relevant to the reading stimulus. The response is well organized, using a variety of transitional words and phrases to connect events and ideas in a logical sequence.</li> <li>• The student’s message is easily understood on a first reading.</li> </ul>
4	<p>Responses at the 4 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• The response contains vocabulary and simple, compound, and complex sentence structures that are appropriate. Word choice and grammar are generally accurate, but the response likely has several noticeable errors that do not obscure meaning.</li> <li>• 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 or reading stimulus. 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.</li> <li>• The student’s message is generally clear.</li> </ul>
3	<p>Responses at the 3 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• The narrative partially addresses the task, using a few pieces of information or details from the prompt or reading 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 common linking words.</li> <li>• The student’s overall message is understood, but some reader effort is required.</li> </ul>
2	<p>Responses at the 2 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• A limited range of vocabulary and structures and/or frequent errors in usage obscure meaning in the response.</li> <li>• The narrative is limited in response to the task. Development may be limited to the most basic information, and details are irrelevant to the prompt or reading stimulus or are missing. The organization is generally unclear, and connections between ideas are often obscured or missing.</li> <li>• Considerable reader effort is needed.</li> </ul>



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

**Nonscoreable code:**

**A=Blank**

## Writing-Storyboard Grades 9-12

Score	Descriptors
5	<p>Responses at the 5 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• The response contains a variety of syntactic structures, such as simple, compound, and complex sentences, and vocabulary that are appropriate and relevant. 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.</li> <li>• 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 relevant to the reading stimulus. The response is well organized, using a variety of transitional words and phrases to connect events and ideas in a logical sequence.</li> <li>• The student’s message is easily understood on a first reading.</li> </ul>
4	<p>Responses at the 4 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• The response contains vocabulary and simple, compound, and complex sentence structures that are appropriate. Word choice and grammar are generally accurate, but the response likely has several noticeable errors that do not obscure meaning.</li> <li>• 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 or reading stimulus. 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.</li> <li>• The student’s message is generally clear.</li> </ul>
3	<p>Responses at the 3 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• The narrative partially addresses the task, using a few pieces of information or details from the prompt or reading 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 common linking words.</li> <li>• The student’s overall message is understood, but some reader effort is required.</li> </ul>
2	<p>Responses at the 2 level are typically characterized by:</p> <ul style="list-style-type: none"> <li>• A limited range of vocabulary and structures and/or frequent errors in usage obscure meaning in the response.</li> <li>• The narrative is limited in response to the task. Development may be limited to the most basic information, and details are irrelevant to the prompt or reading stimulus or are missing. The organization is generally unclear, and connections between ideas are often obscured or missing.</li> <li>• Considerable reader effort is needed.</li> </ul>

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

**Nonscoreable code:**

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### Writing-Writing Questions Grades 9-12

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

**Nonscoreable code:**

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