

This section contains the rubrics and explanations of score.

Scoring will be based strictly on what the student says, not on what the hand scorer might think the student meant.

Scoring Definitions and Notes

Grammatical error: Examples include errors in word choice, verb tense, verb form, subject/verb agreement, prepositions, and missing words that may or may not impede communication.

Past tense: Over-regularized past tense of irregular verbs is acceptable, as in “She putted the dish on the table.” Usage of that type by an English Language Learner should be considered acceptable and this example would receive full credit.

Precise and correct vocabulary: Vocabulary is considered precise and correct when it clearly and accurately conveys the intended meaning. For example, describing a person as “sprinting” or “running” clearly and accurately describes that action, whereas “jogging” or “walking quickly” does not. Thus, using vocabulary that would not cause a proficient speaker to ask for clarification or in some way cause a breakdown in communication should be regarded as being precise and correct.

Required major information: The required major information refers to the elements of a given prompt that are expected to be addressed by the student.

Satisfactory sentence structure: A sentence with satisfactory structure contains at least a subject and predicate (e.g., subject and verb).

Variations in speech: English is spoken with many subtle variations, and what might be a minor error to one person’s ear may be perfectly acceptable to another person’s ear. For instance, some proficient speakers say “He is brushing his teeth,” and others do not use the possessive pronoun in the sentence and say “He is brushing teeth.” Score student responses carefully, familiarizing yourself with the rubrics and all the sample responses, and then assign a final score according to what language is natural and easily recognized as fluent speech in your region.

Scoring Rubrics for Speaking

GRADES 6–8, RUBRIC FOR MAKE CONVERSATION

Use the descriptors for each score along with the Explanations of Score for all items to understand scoring. If a student does not respond to the question, response is NR instead of 0.

Score	
0	Either no response [NR], a response in a language other than English, or a response that does not satisfactorily complete the communicative act (e.g., “What grade are you in?”/“No”).
1	Response satisfactorily completes the communicative act (e.g., “What grade are you in?”/“Seventh”).

GRADES 6–8, RUBRIC FOR USE ACADEMIC WORDS

Use the descriptors for each score along with the Explanations of Score for all items to understand scoring. If a student does not respond to the question, response is NR instead of 0.

Score	
0	Either no response [NR], a response in a language other than English, vocabulary that is imprecise or incorrect, or a response where the student ONLY describes the object and does not identify it (e.g., “The thing you use to sit on” instead of “Chair”).
1	Response includes correct vocabulary for the test task.

GRADES 6–8, RUBRIC FOR DESCRIBE AND REQUEST INFORMATION, AND PRESENT AND EXPLAIN INFORMATION

Score	
0	<p>Response displays some or all of these features:</p> <ul style="list-style-type: none"> • No response in English • Response only in a language other than English • Response does not relate to the prompt, including “I don’t know”
1	<p>The intended meaning is unclear, likely requiring a request for clarification from the listener. Response displays some or all of these features:</p> <ul style="list-style-type: none"> • Response relates to the prompt but does not clearly express or describe most of the required major information; if a text prompt is given, a single-word response may not be a repetition from the prompt • Response lacks sentence structure and contains numerous errors in grammar • Word choice is limited or incorrect
2	<p>The intended meaning is somewhat clear. A comprehension-check question might be necessary to verify the meaning. Response displays some or all of these features:</p> <ul style="list-style-type: none"> • Response does not clearly express or describe some of the required major information • Response has satisfactory sentence structure but contains some serious errors in grammar • Response includes some vocabulary appropriate to the topic; meaning may be hampered by a lack of correct word choice
3	<p>Meaning is understood without need for clarification from the listener. Response displays some or all of these features:</p> <ul style="list-style-type: none"> • Response clearly expresses or describes most of the required major information • Response has satisfactory sentence structure and may contain minor errors in grammar, such as omission of a function word (e.g., preposition or article); a false start or self-correction is permissible • Response includes precise and correct vocabulary for the test task; content-specific vocabulary is used where applicable, and response is clear without redundant, indirect, or evasive language

GRADES 6–8, RUBRIC FOR TELL A STORY

Score	
0	<p>Response displays some or all of these features:</p> <ul style="list-style-type: none"> • Student does not respond orally • Response is in a language other than English or is unintelligible
1	<p>Response displays some or all of these features:</p> <ul style="list-style-type: none"> • a very limited vocabulary • speech that is generally not regarded as fluent and is marred by numerous false starts, self-corrections, or hesitations • speech that contains numerous errors in grammar that severely interfere with communication • a response that does not provide a coherent or cohesive narrative but instead describes the pictures individually • a response that provides a narrative that does not clearly express or describe a major event depicted in one or more of the pictures
2	<p>Response displays most or all of these features:</p> <ul style="list-style-type: none"> • a somewhat limited and basic vocabulary • speech that is somewhat fluent but occasionally marred by false starts, self-corrections, or hesitations • speech that contains some errors in grammar that sometimes interfere with communication • a response that provides a coherent and cohesive narrative, but one that does not clearly express or describe a major event depicted in one or more of the pictures
3	<p>Response displays most or all of these features:</p> <ul style="list-style-type: none"> • a reasonably rich vocabulary that adequately completes the task • speech that is generally fluent and rarely marred by false starts, self-corrections, or hesitations • speech that contains only a few errors in grammar that do not interfere with communication • a response that provides a coherent and cohesive narrative that includes all major events depicted in the pictures but does not provide significant elaboration or detail
4	<p>Response displays most or all of these features:</p> <ul style="list-style-type: none"> • a rich vocabulary that fully completes the task • speech that is fluent and not marred by false starts, self-corrections, or hesitations • speech that contains few, if any, errors in grammar • a response that provides a coherent and cohesive narrative that includes all major events depicted in the pictures and provides an appropriate amount of elaboration and detail

Appendix C — *Scoring Rubrics and Sample Responses for Writing*

This section of the Examiner’s Guide contains the rubrics, sample responses, and explanation of scores that the Examiner must be familiar with before scoring the test.

Use the rubric checklists to score the Write Academic Texts items (Number 11–16) and the Write to Express Ideas item (Number 17). Scoring must be done strictly on what the student writes, not on what the Examiner might think the student was attempting to write. Handwriting should not be a factor in scoring the writing items unless the response is completely illegible.

Scoring Definitions and Notes

British spellings: Correct English other than American spellings and vocabulary is acceptable.

Mechanical error: Examples include missing periods, incorrect or missing capitals, run-on sentences caused by overuse of “and,” comma splices, extra or missing commas or apostrophes, and minor spelling errors that do not confuse the meaning.

Minor errors in grammar: Examples include a missing or incorrect article, a missing or incorrect preposition, and minor errors that do not interfere with clear communication.

Past tense: Over-regularized past tense of irregular verbs is acceptable, as in “She putted the dish on the table.” Usage of that type by an English Language Learner should be considered acceptable and this example would receive full credit.

Scoring Rubrics for Writing

GRADES 6–8, WRITING RUBRIC 0–3, FOR *WRITE ACADEMIC TEXTS*

Score	Descriptors of Scores
0 Minimal or No Communication	<ul style="list-style-type: none"> • No response in English • Response does not relate to the prompt, including “I don’t know” • A clearly off-topic response • A repetition of an earlier response • Response largely, if not completely, quotes the prompt • Response is incomprehensible (vocabulary used is imprecise or incorrect) • No recognizable sentence structure
1 Beginning Communication	<ul style="list-style-type: none"> • Response minimally addresses the prompt • Response includes at least rudimentary sentence structure, e.g., subject and predicate • Response contains multiple errors in grammar and vocabulary • Word choice is limited or incorrect, and the intended meaning is unclear
2 Basic Communication	<ul style="list-style-type: none"> • Response satisfies the task in sentence form (subject and predicate) but demonstrates errors in grammar or vocabulary that interfere with clear communication • Response includes some vocabulary appropriate to the topic • The intended meaning is somewhat clear but hampered by a lack of correct word choice; a comprehension-check question might be necessary to verify the meaning
3 Effective Communication	<ul style="list-style-type: none"> • Response satisfies the task and is in sentence form, fulfilling the intended discourse function • Response includes precise and correct vocabulary for the test task (content-specific vocabulary is used where applicable) • The intended meaning is effectively communicated but may contain a few minor mechanical errors* (e.g., missing periods, incorrect or missing capitals, run-on sentences caused by overuse of “and,” comma splices, extra or missing commas or apostrophes, and minor spelling errors that do not confuse the meaning) • The intended meaning is effectively communicated but may contain minor errors in grammar that do not interfere with clear communication (e.g., a missing or incorrect article, or a missing or incorrect preposition) • Response is mostly written in the student’s own words, although some short phrases taken from the stimulus are allowed

*It is understood that in Grades 6–8 students should capitalize the first word in a sentence and use correct end punctuation to receive a full score of 3. If the response demonstrates regular errors in these areas, the score will be lowered to a 2. An occasional mistake is permissible.

GRADES 6–8, WRITING RUBRIC 0–4, FOR *WRITE TO EXPRESS IDEAS*

Score	Descriptors of Scores
0	<ul style="list-style-type: none"> • Response is entirely in a language other than English • Response is in English but does not relate to the prompt • Response has no correctly spelled English words • Response consists of a single English word or only words copied from the item prompt
1	<p>A 1-point response displays some or all of these features:</p> <ul style="list-style-type: none"> • Response attempts to satisfy the task but relates very minimally to the prompt • Response contains at least two or more correctly spelled substantive English words (noun or verb) in a phrase (a group of words related to each other that conveys some meaning or thought but is generally not expressed in a complete manner) • Response does not contain a complete sentence because subject or verb is missing or incomplete • Overall communication is unclear and unconnected; response lacks cohesion and coherence
2	<p>A 2-point response displays some or all of these features:</p> <ul style="list-style-type: none"> • Response attempts to satisfy the task but relates minimally to the prompt, with limited expression compared to a highly proficient writer of English • Response contains one or more sentences that include a subject and complete verb, although grammar may not be well-formed and numerous words may be misspelled; punctuation may also be lacking • Response may need to be read two or more times to be understood • Response may contain limited vocabulary, digressions, or repetitions • Overall communication is somewhat clear, with few features of cohesion (e.g., use of pronouns after introduction of subject) and coherence present
3	<p>A 3-point response displays some or all of these features:</p> <ul style="list-style-type: none"> • Response expresses content, description, and action clearly but with some difficulty compared to a highly proficient writer of English • Response expresses most ideas clearly but lacks the grammatical fluency of a highly proficient writer of English; for example, writer may over-rely on conjunctions (e.g., “and”) to connect thoughts • Response may feature some errors in vocabulary, grammar (such as run-ons), or punctuation, but overall, these errors do not interfere with communication • Response may contain some digressions or repetitions • Overall communication is generally clear, cohesive, and coherent
4	<p>A 4-point response displays some or all of these features:</p> <ul style="list-style-type: none"> • Response expresses ideas, content, description, and action with precise vocabulary and ease commonly associated with highly proficient writers • Response is clear and complete with few or no errors in vocabulary or grammar indicative of non-native writers • Sentences may be simple or complex with only minor errors in vocabulary, grammar, or punctuation that do not interfere with communication • Response contains few, if any, digressions or repetitions • Overall communication is clear, cohesive, and coherent