

## Grade K-1 Scoring Rubrics and Explanation for Speaking

**This section contains the rubrics and explanation of scores.**

Scoring by DRC 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 native 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 (subject and verb). IMPORTANT NOTE for items 10, 12, 14, 15 ONLY: Given the nature of the questions for these items, a response that only includes a predicate is considered “natural speech” and should be given a top score, as long as the predicate is correct (e.g., for the question “What are the children doing?”, responding “playing with blocks” is acceptable for a score point 3; however, a response with grammatical errors in the predicate, such as “play blocks,” would earn a score of 2).

**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 native 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 K-1, 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 a score of 0.

Score	Explanation
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?"/"First").

### GRADES K-1, 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 a score of 0.

Score	Explanation
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.

**NOTE:** For *Make Conversation* and *Use Academic Words*, the nature of these items limits the range of possible answers, they are open-ended questions, and the student may word their response in a number of ways. The hand scorer will determine whether a student's response encompasses the central idea of an item and accept all reasonable responses.

**GRADES K-1, RUBRIC FOR *DESCRIBE AND REQUEST INFORMATION, AND PRESENT AND EXPLAIN INFORMATION***

Score	Explanation
0	<p>Response displays some or all of these features:</p> <ul style="list-style-type: none"><li>• No response in English</li><li>• Response only in a language other than English</li><li>• Response does not relate to the prompt, including “I don’t know”</li></ul>
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"><li>• 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</li><li>• Response lacks sentence structure and contains numerous errors in grammar</li><li>• Word choice is limited or incorrect</li></ul>
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"><li>• Response does not clearly express or describe some of the required major information</li><li>• Response has satisfactory sentence structure but contains some serious errors in grammar</li><li>• Response includes some vocabulary appropriate to the topic; meaning may be hampered by a lack of correct word choice</li></ul>
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"><li>• Response clearly expresses or describes most of the required major information</li><li>• 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</li><li>• 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</li></ul>

## GRADES K-1, RUBRIC FOR *TELL A STORY*

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

## Grade K-1 Scoring Rubrics and Explanation for Writing

**This section contains the rubrics and explanation of scores.**

DRC scoring will be based strictly on what the student writes, not on what the hand scorer 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 K-1, WRITING RUBRIC – COPY WORDS

Score	Descriptors of Scores
0	The student did not copy the word correctly, either incorrect order or not the correct letters
1	The student copied the word using the correct letters in the correct order.

### GRADES K-1 WRITING RUBRIC – COPY SENTENCES

Score	Descriptors of Scores
0	Fewer than three words are copied.
1	At least three but not all the words are copied. OR the response includes every word in the sentence AND contains <b>two or fewer</b> of the following: <ul style="list-style-type: none"><li>• correct capitalization</li><li>• all letters in each word copied in correct order</li><li>• all letters in each word correctly formed</li><li>• correct word spacing</li><li>• correct punctuation</li></ul>
2	The response includes every word in the sentence AND contains <b>three</b> of the following: <ul style="list-style-type: none"><li>• correct capitalization</li><li>• all letters in each word copied in correct order</li><li>• all letters in each word correctly formed</li><li>• correct word spacing</li><li>• correct punctuation</li></ul>
3	The response includes every word in the sentence AND contains <b>four or more</b> of the following: <ul style="list-style-type: none"><li>• correct capitalization</li><li>• all letters in each word copied in correct order</li><li>• all letters in each word correctly formed</li><li>• correct word spacing</li><li>• correct punctuation</li></ul>

**GRADES K-1, WRITING RUBRIC – WRITE LETTERS**

Score	Descriptors of Scores
0	The student did not write the correct letter.
1	The student wrote the correct letter (letter reversals, lowercase, and uppercase letters are acceptable).

**GRADES K-1, WRITING RUBRIC – WRITE NUMERALS**

Score	Descriptors of Scores
0	The student did not write the correct number, or the student's attempt to spell the word representing the number is not phonetically recognizable.
1	The student wrote the correct number (number reversals are acceptable), or the student wrote the word representing the number (spelling errors are acceptable as long as the word is phonetically recognizable).

**GRADES K-1, WRITING RUBRIC – WRITE WORDS**

Score	Descriptors of Scores
0	No response, a response in a language other than English, a response that cannot be interpreted or identified (word is not phonetically recognizable), or a response that is unrelated to the picture.
1	The response correctly identifies the picture. Spelling errors are acceptable as long as meaning is conveyed (word is phonetically recognizable).

**GRADES K-1, WRITING RUBRIC – WRITE TO EXPRESS IDEAS AND WRITE ACADEMIC TEXTS**

Score	Descriptors of Scores
<p>0 Minimal or No Communication</p>	<ul style="list-style-type: none"> <li>• No response, a response in a language other than English, a response that cannot be interpreted or identified</li> <li>• “I don’t know” or a response that is a repetition of an earlier response</li> <li>• A response that is unrelated to the prompt</li> </ul>
<p>1 Rudimentary Communication with Limited Words</p>	<p>A response that is minimally related to the prompt, is not a complete sentence, and has <b>one or more</b> of the following errors:</p> <ul style="list-style-type: none"> <li>• Missing subject or verb</li> <li>• Lack of initial capital letter</li> <li>• Incorrect use of end mark</li> <li>• Missing space between words</li> <li>• Word order that interferes with written communication</li> </ul>
<p>2 Basic Communication with Sentence Structure</p>	<p>A response that is related to the prompt, has a subject and verb, has language usage that does not create ambiguity, and contains <b>two or three</b> of the following features:</p> <ul style="list-style-type: none"> <li>• Subject-verb agreement</li> <li>• Correct use of initial capital letter</li> <li>• Correct end mark</li> <li>• Space between words</li> <li>• Clear sentence structure</li> </ul>
<p>3 Effective Communication</p>	<p>A response that is related to the prompt, has a subject and verb, has language usage that does not create ambiguity, and contains <b>four or more</b> of the following features:</p> <ul style="list-style-type: none"> <li>• Subject-verb agreement</li> <li>• Correct use of initial capital letter</li> <li>• Correct end mark</li> <li>• Space between words</li> <li>• Clear sentence structure</li> </ul>