

LAS Links

2nd and 3rd Edition Rubrics
Forms C, D, E, and F



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Grades K–1 Scoring Rubrics for Speaking

Grades K–1, Rubric for Make Conversation

Use the descriptors for each score along with the Anticipated Response and Additional Correct Responses for all items to conduct accurate scoring. If a student does not respond to the question, please mark the response as NR instead of 0.

Score	Descriptors of Scores
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 Anticipated Response and Additional Correct Responses for all items to conduct accurate scoring. If a student does not respond to the question, please mark the response as NR instead of 0.

Score	Descriptors of Scores
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*, target responses are given in the Student Answer Book where the Examiner records the score for each item. While the nature of these items limits the range of possible answers, they are open-ended questions, and the student may word responses in a number of ways. The Examiner should determine whether a student’s response encompasses the central idea of an item and accept all reasonable responses. The target responses shown in the Student Answer Book represent common responses and are not an exhaustive list.

For some items in *Use Academic Words*, a number of different responses would be considered reasonable and should be scored as Correct. For example, a picture of a map of Plymouth Colony in Grades 4–5 that includes a peninsula and a bay could elicit a reasonable response of “peninsula” or “bay” in addition to the targeted response of “map.”

GRADES K–1 SCORING RUBRICS FOR SPEAKING

Grades K–1, Rubric for Describe and Request Information and Present and Explain Information

Score	Descriptors of Scores
0	Response displays some or all of these features: <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	The intended meaning is unclear , likely requiring a request for clarification from the listener. Response displays some or all of these features: <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	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: <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	Meaning is understood without need for clarification from the listener. Response displays some or all of these features: <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

IMPORTANT NOTE for Forms C and D items 10, 13, 15, 17, and/or Forms E and F items 6, 7, 8, 9 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).

Grades K-1, Rubric for Tell a Story

Score	Descriptors of Scores
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

Grades K–1 Scoring Rubrics for Writing

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—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 two or fewer of the following: <ul style="list-style-type: none"> • correct capitalization • all letters in each word copied in correct order • all letters in each word correctly formed • correct word spacing • correct punctuation
2	The response includes every word in the sentence AND contains three of the following: <ul style="list-style-type: none"> • correct capitalization • all letters in each word copied in correct order • all letters in each word correctly formed • correct word spacing • correct punctuation
3	The response includes every word in the sentence AND contains four or more of the following: <ul style="list-style-type: none"> • correct capitalization • all letters in each word copied in correct order • all letters in each word correctly formed • correct word spacing • correct punctuation

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 SCORING RUBRICS FOR WRITING

Grades K–1, Writing Rubric—Write to Express Ideas and Write Academic Texts

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

Grades 2–3 Scoring Rubrics for Speaking

Grades 2–3, Rubric for Make Conversation

Use the descriptors for each score along with the Anticipated Response and Additional Correct Responses for all items to conduct accurate scoring. If a student does not respond to the question, please mark the response as NR instead of 0.

Score	Descriptors of Scores
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?”/“Second”).

Grades 2–3, Rubric for Use Academic Words

Use the descriptors for each score along with the Anticipated Response and Additional Correct Responses for all items to conduct accurate scoring. If a student does not respond to the question, please mark the response as NR instead of 0.

Score	Descriptors of Scores
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*, target responses are given in the Student Answer Book where the Examiner records the score for each item. While the nature of these items limits the range of possible answers, they are open-ended questions, and the student may word responses in a number of ways. The Examiner should determine whether a student’s response encompasses the central idea of an item and accept all reasonable responses. The target responses shown in the Student Answer Book represent common responses and are not an exhaustive list.

For some items in *Use Academic Words*, a number of different responses would be considered reasonable and should be scored as Correct. For example, a picture of a map of Plymouth Colony in Grades 4–5 that includes a peninsula and a bay could elicit a reasonable response of “peninsula” or “bay” in addition to the targeted response of “map.”

GRADES 2–3 SCORING RUBRICS FOR SPEAKING

Grades 2–3, Rubric for Describe and Request Information and Present and Explain Information

Score	Descriptors of Scores
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 2–3, Rubric for Tell a Story

Score	Descriptors of Scores
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

Grades 2–3 Scoring Rubrics for Writing

Grades 2–3, 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 or predicate, but response is not necessarily a complete sentence 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

*If the response contains an error in BOTH initial capitalization and end punctuation, the score should be lowered to a 2.

Grades 2–3, 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

Grades 4–5 Scoring Rubrics for Speaking

Grades 4–5, Rubric for Make Conversation

Use the descriptors for each score along with the Anticipated Response and Additional Correct Responses for all items to conduct accurate scoring. If a student does not respond to the question, please mark the response as NR instead of 0.

Score	Descriptors of Scores
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?”/“Fourth”).

Grades 4–5, Rubric for Use Academic Words

Use the descriptors for each score along with the Anticipated Response and Additional Correct Responses for all items to conduct accurate scoring. If a student does not respond to the question, please mark the response as NR instead of 0.

Score	Descriptors of Scores
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*, target responses are given in the Student Answer Book where the Examiner records the score for each item. While the nature of these items limits the range of possible answers, they are open-ended questions, and the student may word responses in a number of ways. The Examiner should determine whether a student’s response encompasses the central idea of an item and accept all reasonable responses. The target responses shown in the Student Answer Book represent common responses and are not an exhaustive list.

For some items in *Use Academic Words*, a number of different responses would be considered reasonable and should be scored as Correct. For example, a picture of a map of Plymouth Colony that includes a peninsula and a bay could elicit a reasonable response of “peninsula” or “bay” in addition to the targeted response of “map.”

Grades 4–5, Rubric for Describe and Request Information and Present and Explain Information

Score	Descriptors of Scores
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 4–5 SCORING RUBRICS FOR SPEAKING

Grades 4–5, Rubric for Tell a Story

Score	Descriptors of Scores
0	Response displays some or all of these features: <ul style="list-style-type: none"> • Student does not respond orally • Response is in a language other than English or is unintelligible
1	Response displays some or all of these features: <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	Response displays most or all of these features: <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	Response displays most or all of these features: <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	Response displays most or all of these features: <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

Grades 4–5 Scoring Rubrics for Writing

Grades 4–5, 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 4–5, 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 4–5 SCORING RUBRICS FOR WRITING

Grades 4–5, 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

Grades 6–8 Scoring Rubrics for Speaking

Grades 6–8, Rubric for Make Conversation

Use the descriptors for each score along with the Anticipated Response and Additional Correct Responses for all items to conduct accurate scoring. If a student does not respond to the question, please mark the response as NR instead of 0.

Score	Descriptors of Scores
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 Anticipated Response and Additional Correct Responses for all items to conduct accurate scoring. If a student does not respond to the question, please mark the response as NR instead of 0.

Score	Descriptors of Scores
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*, target responses are given in the Student Answer Book where the Examiner records the score for each item. While the nature of these items limits the range of possible answers, they are open-ended questions, and the student may word responses in a number of ways. The Examiner should determine whether a student’s response encompasses the central idea of an item and accept all reasonable responses. The target responses shown in the Student Answer Book represent common responses and are not an exhaustive list.

For some items in *Use Academic Words*, a number of different responses would be considered reasonable and should be scored as Correct. For example, a picture of a map of Plymouth Colony that includes a peninsula and a bay could elicit a reasonable response of “peninsula” or “bay” in addition to the targeted response of “map.”

GRADES 6–8 SCORING RUBRICS FOR SPEAKING

Grades 6–8, Rubric for Describe and Request Information and Present and Explain Information

Score	Descriptors of Scores
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	Descriptors of Scores
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

Grades 6–8 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

Grades 9–12 Scoring Rubrics for Speaking

Grades 9–12, Rubric for Make Conversation

Use the descriptors for each score along with the Anticipated Response and Additional Correct Responses for all items to conduct accurate scoring. If a student does not respond to the question, please mark the response as NR instead of 0.

Score	Descriptors of Scores
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?”/“Ninth”).

Grades 9–12, Rubric for Use Academic Words

Use the descriptors for each score along with the Anticipated Response and Additional Correct Responses for all items to conduct accurate scoring. If a student does not respond to the question, please mark the response as NR instead of 0.

Score	Descriptors of Scores
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*, target responses are given in the Student Answer Book where the Examiner records the score for each item. While the nature of these items limits the range of possible answers, they are open-ended questions, and the student may word responses in a number of ways. The Examiner should determine whether a student’s response encompasses the central idea of an item and accept all reasonable responses. The target responses shown in the Student Answer Book represent common responses and are not an exhaustive list.

For some items in *Use Academic Words*, a number of different responses would be considered reasonable and should be scored as Correct. For example, a picture of a map of Plymouth Colony that includes a peninsula and a bay could elicit a reasonable response of “peninsula” or “bay” in addition to the targeted response of “map.”

Grades 9–12, Rubric for Describe and Request Information and Present and Explain Information

Score	Descriptors of Scores
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 9–12 SCORING RUBRICS FOR SPEAKING

Grades 9–12, Rubric for Tell a Story

Score	Descriptors of Scores
0	Response displays some or all of these features: <ul style="list-style-type: none"> • Student does not respond orally • Response is in a language other than English or is unintelligible
1	Response displays some or all of these features: <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	Response displays most or all of these features: <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	Response displays most or all of these features: <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	Response displays most or all of these features: <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

Grades 9–12 Scoring Rubrics for Writing

Grades 9–12, 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 9–12, 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 9–12 SCORING RUBRICS FOR WRITING

Grades 9–12, 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

