

Rubric

Speaking – Classroom Tableau (Kindergarten)

Score	Descriptors
2	<p>Responses at the 2 level are typically characterized by:</p> <ul style="list-style-type: none"> 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. The student successfully answers the prompt and the response is consistent with the stimulus.
1	<p>Responses at the 1 level are typically characterized by:</p> <ul style="list-style-type: none"> The response may include words and phrases related to the stimulus, but frequent errors in grammar and vocabulary may significantly interfere with listener comprehension. The response partially addresses the prompt, though some content may be inaccurate or otherwise unconnected to the stimulus.
0	<p>The response does not address the communicative demands of the task.</p> <p>Responses at the 0 level are typically characterized by:</p> <ul style="list-style-type: none"> Only in a language other than English Refusal Off Task/Topic Unintelligible

Nonscoreable codes:

A = Blank

B = Technological Issue

Rubric

Speaking – Observe and Report (Kindergarten)

Cluster-Scored Task

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

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Speaking – Picture Description (Kindergarten)

Cluster-Scored Task

Score	Descriptors
3	<p>Responses at the 3 level are typically characterized by:</p> <ul style="list-style-type: none"> The student effectively uses appropriate vocabulary that is relevant to the picture and effectively uses grammar and structures, though the response may contain minor errors that do not interfere with meaning. The student successfully describes the main feature(s) of the picture.
2	<p>Responses at the 2 level are typically characterized by:</p> <ul style="list-style-type: none"> The use of vocabulary or grammar may be limited or inaccurate at times, occasionally interfering with meaning. 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.
1	<p>Responses at the 1 level are typically characterized by:</p> <ul style="list-style-type: none"> The response may include words and phrases connected to the picture, but limitations in grammar and vocabulary may significantly interfere with comprehension. The response consists of a few isolated English words that may be related to the prompt or stimulus.
0	<p>The response does not address the communicative demands of the task.</p> <p>Responses at the 0 level are typically characterized by:</p> <ul style="list-style-type: none"> Only in a language other than English Refusal Off Task/Topic Unintelligible

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Speaking – Show and Share Presentation (Kindergarten)

Cluster-Scored Task

Score	Descriptors
3	<p>Responses at the 3 level are typically characterized by:</p> <ul style="list-style-type: none"> The student effectively uses appropriate vocabulary and grammatical structures that are relevant to the stimulus and prompt. The response may contain minor errors that do not interfere with meaning. The student successfully addresses the prompt.
2	<p>Responses at the 2 level are typically characterized by:</p> <ul style="list-style-type: none"> The use of vocabulary or grammar may be limited or inaccurate at times, occasionally interfering with meaning. 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.
1	<p>Responses at the 1 level are typically characterized by:</p> <ul style="list-style-type: none"> The response may include words and phrases connected to the pictures, but limitations in grammar and vocabulary may significantly interfere with comprehension. The response consists of a few isolated English words that may be related to the prompt or stimulus.
0	<p>The response does not address the communicative demands of the task.</p> <p>Responses at the 0 level are typically characterized by:</p> <ul style="list-style-type: none"> Only in a language other than English Refusal Off Task/Topic Unintelligible

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Speaking – Show and Share Question (Kindergarten)

Cluster-Scored Task

Score	Descriptors
3	<p>Responses at the 3 level are typically characterized by:</p> <ul style="list-style-type: none"> The student effectively uses appropriate vocabulary and grammatical structures that are relevant to the stimulus and prompt. The response may contain minor errors that do not interfere with meaning. The student successfully addresses the prompt.
2	<p>Responses at the 2 level are typically characterized by:</p> <ul style="list-style-type: none"> The use of vocabulary or grammar may be limited or inaccurate at times, occasionally interfering with meaning. 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.
1	<p>Responses at the 1 level are typically characterized by:</p> <ul style="list-style-type: none"> The response may include words and phrases connected to the pictures, but limitations in grammar and vocabulary may significantly interfere with comprehension. The response consists of a few isolated English words that may be related to the prompt or stimulus.
0	<p>The response does not address the communicative demands of the task.</p> <p>Responses at the 0 level are typically characterized by:</p> <ul style="list-style-type: none"> Only in a language other than English Refusal Off Task/Topic Unintelligible

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