

ELPS

GRADES K-12

STEP TWO SPEAKING SCORING DOCUMENT

Rubric and Supporting Materials

For Test Administrator “on the fly” scoring
of the Step Two Speaking task, all grades
Kindergarten through 12th

2018-20

This document was created to assist school and school system personnel with the immediate (“on the fly”) scoring of the first operational Speaking task on the ELPS. During the administration of the screener, the secure task is required to be immediately scored by all Test Administrators (TAs).

The screener test stops for the scoring of this Speaking task after the four responses are recorded and cannot continue until scores for each item in the task have been entered in the scoring screens.

In this document, you will find:

- The rubric for all grade bands.
- The Notes Sheet for the TA to use during testing. This can be printed as needed prior to testing. Using the Notes Sheet is not required.
- A listing of scoring notes for the task type.
- A practice task set with five questions and sample responses for the 2- and 1-point scores.

Please note: the sample responses included for each score point on the practice task in this document are not intended to be “all inclusive.” They are shown as a guide for the test administrator, to illustrate some student examples for the score points.

SCREENER RUBRIC K-12

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 effectively 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"> • Refusal/no response • Only in a language other than English • Response of “Yes; no; I don’t know.” • Off Task/Topic • Unintelligible

SPEAKING ON-THE-FLY SCORING

STEP TWO - SCREENER NOTES SHEET (ONE SHEET PER STUDENT)

Test Administrator,

You may use this sheet and the task rubric to take notes and score the first Speaking task in Step Two, while the student is speaking. For all grade bands, the students will be given the opportunity to record responses to four individual items in the task. If the TA needs to review the student's recordings, there is an opportunity to do so immediately following the student's completion of the 4th recording. The instructions for doing this review are outlined in the Test Administration Manual (TAM) and the Directions for Administration (DFA) documents.

Once written upon, this sheet becomes **secure**, and **must be securely destroyed immediately** after the test session just as you might do for any scratch paper the student may use during the test. **Do not reuse this sheet** for another student's responses. **Do not retain these notes.**

Responses at the 2 level are typically characterized by:

- 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 effectively answers the prompt and the response is consistent with the stimulus.

Responses at the 1 level are typically characterized by:

- 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.

Responses at the 0 level do not meet the communicative demands of the task.

- This is characterized by: Refusal/No response; only in a language other than English; response of "Yes; No; I don't know"; off task/topic, unintelligible.

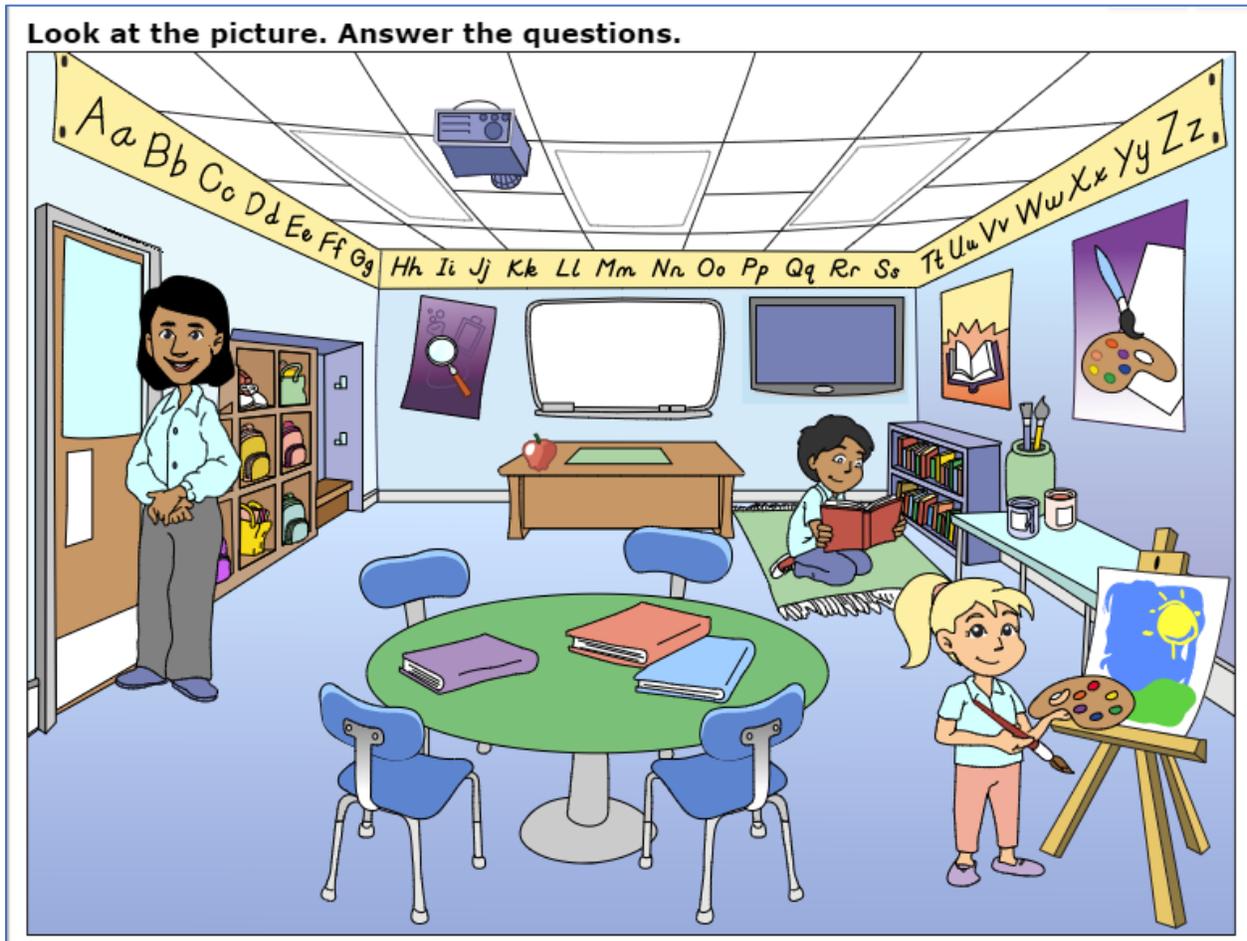
Secure once written upon. Destroy immediately after screening is complete.

SCORING NOTES

- Students must meet all of the outlined criteria to earn a given score (other than zero).
- When a student responds with a word or phrase that can be tied to the stimulus, it can receive a score point of 1.
- If no words are spoken by the student, it is a blank and receives a 0 score.
- If the TA is unsure whether or not the response addresses “the communicative demands of the task,” review the 1-point rubric. If the response doesn’t, at minimum, meet the rubric for 1-point, then the response does not address the communicative demands of the task.
- A 1-point response may relate to the picture but not specifically to the question.
- A one-word answer can receive a full score point of 2 when that word effectively answers the prompt and is consistent with the stimulus.
- For Kindergarten through Grade 3, there is an item in the task set that asks “What will happen next?” The TA should allow for leniency in interpreting the word “next,” which could mean any future time in that school day, immediate or later.
- Some items in this task may elicit responses with school jargon. Some examples are: warm up/daily 5/seat work/bell work, centers, IXL, do calendar, do math, do reflections, self-read. Jargon can be considered within the context of the task as long as the TA perceives that the response is connected to the stimulus— even if the TA is not familiar with the specific activity referenced.

PRACTICE/TRAINING TASK

Stimulus/Graphic



Practice Task questions*

Item 1: What is the girl doing?

Item 2: Where is the boy sitting?

Item 3: What do you see on the table?

Item 4: Who else is in the room?

Item 5: School is almost over. What do you think will happen next?

*Please note that the actual screener Speaking task includes four questions for each grade band rather than five. This practice document includes five items so that TAs may see all available test sample items for practicing the scoring.

SAMPLE RESPONSES AND SCORING NOTES

1. What is the girl doing?

Sample basic 2-point responses	Reason	Sample 1-point responses	Reason
Art/Doing art.	The response uses appropriate vocabulary relevant to the picture, and the student's meaning is clear. The response may show an attempt to use effective grammatical structure.	Paint/Painted/Colored/Drew.	The response may include words/phrases related to the picture, but grammatical errors are present. The response represents the most basic answer from a student.
Painting/Coloring.		Stands.	
Standing.		School.	
Smiling.		Classroom/Room.	
Holding paint.		Yellow/Blue/Green.	
Holding brush.		Sample 1-point responses	
She is painting.			
She is at school.			
Painting a picture.			
She is thinking about painting.			

2. Where is the boy sitting?

Sample basic 2-point responses:	Reason	Sample 1-point responses	Reason
In back/In the back.	The response uses appropriate vocabulary relevant to the picture, and the student's meaning is clear.	School.	The response may include words/phrases related to the picture, but grammatical errors are present. The response represents the most basic answer from a student.
In class/In a class/In a classroom/In a room/In the class.		Class.	
On a rug/On the rug/On a green rug/On carpet.		Room.	
By a desk/By the desk.		Rug.	
Near books/Near some books/Near the books.		Books.	
	Desk.		
	Back.		

3. What do you see on the table?

Sample basic 2-point responses:	Reason	Sample 1-point responses	Reason
Books.	The response should include items specific to one of the two tables (not the teacher desk or the top of the bookshelf).	Stuff.	The response is too general or does not refer to objects on one of the two tables .
Three books.		Things.	
Orange book.		Green.	
Green top.		Apple	
Green circle.			
Student notebooks/Notebooks.			
Paint.			
Paints.			
Brushes.			

4. Who else is in the room?

Sample basic 2-point responses:	Reason	Sample 1-point responses:	Reason
Teacher/A teacher/The teacher/Teacher/A Tutor.	To receive a score point of 2, the response should include only those people in the room, but the student may interpret that the older person in the room is an older student, a mom, or could include all the people in the room. The student may use a derivative of "teacher," such as coach, tutor, etc.	Peoples.	The response is too general or does answer the question directly.
Woman/A woman/Lady/A lady/Girl/A girl.		Apple/Desk/Back pack.	
Principal/A principal.			The student may identify objects instead of people in the room.
Mom/A mom/mother.			
Two students/Two students and a teacher.			

5. School is almost over. What do you think will happen next?

Sample basic 2-point responses:	Reason	Sample 1-point responses:	Reason
They go/They go home/Next they go/They are out.	The response uses appropriate vocabulary relevant to what will happen next, and the student's meaning is clear.	They out/School out/School over/School is fun.	The response may include words/phrases related to what will happen next, but grammatical errors are present. The response represents the most basic answer from a student.
Clean up.		Cleaning up.	
School is over/Bell rings/Then they leave/Then students leave.	The response may show an attempt to use effective grammatical structure.	Door.	
He puts the book on the shelf.		Bye/Bye bye!	
She cleans up/She cleans the brush.		Home/Dinner.	
The teacher will open the door.		Standing/waiting/cleaning/packing (up).	
Students get the backpacks/Students pack up.			