



CELLA

Comprehensive English Language Learning Assessment



Scoring Guide *for the* ONE-ON-ONE Section

Listening.
Learning.
Leading.

A



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Scoring Guide For One-on-One Section (Level A)

I. Overview

The *Scoring Guide for the One-on-One Section*, including the Speaking Training CD, has been developed to prepare you to score student responses for the Speaking items within the One-on-One Section. Because you will need to score the Speaking items “in the moment”—that is, as the student responds to each test item—it is important to complete these training exercises before beginning to administer the Speaking questions in the test so that you are able to score student responses accurately and consistently.

There are three steps to completing these training materials:

- Step 1:** Review the student test book pages and the One-on-One script for the training items.
- Step 2:** Listen to the training CD and practice scoring.
- Step 3:** Check your scores.

Step 1: Review the student test book pages and the One-on-One script for the training items.

Start by reading through the student test book pages and the script in these training materials to familiarize yourself with the items that will be used for the training. The script and the test book pages are interdependent and a full understanding of the items can be gained only by reading both together.

The One-on-One Section of the test consists of seven item types:

1. Listening Vocabulary
2. Oral Vocabulary
3. Speech Functions
4. Personal Opinion
5. Story Retelling
6. Print Concepts
7. Reading Aloud for Fluency

The item types called Listening Vocabulary, Oral Vocabulary, and Print Concepts are not included in these training materials. Acceptable answers for these items, each of which is scored on a 0-1 scale (i.e., incorrect or correct), are included in the scripts themselves.

You will find a total of 5 training items in this scoring guide. They appear in the following order:

Question No.	Item Type
1-2	Speech Functions
3	Personal Opinion
4	Story Retelling
5	Reading Aloud for Fluency

Notes:

- The items in this scoring guide were developed for training purposes. They are parallel to the items included in Forms A1 and A2, but the training materials do not feature the same items as the test itself.
- Before giving the test, be sure to read the information on administering the One-on-One Section in the *Directions for Administration* manual. Carefully review the script and test book for the form or forms that you will be administering.

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Scoring Guide For One-on-One Section (Level A)

Step 2: Listen to the training CD and practice scoring.

After reading through the test book pages and script for the training items, you are ready to begin working with the Speaking Training CD. For each of the training items included on the CD, you should:

- Review the rubric for each of the One-on-One items (and the accompanying checklist for the Story Retelling item);
- Listen to the prompt and the benchmark responses on the CD for each score;
- Listen to the sample responses on the CD and use the “Worksheet for Scoring Sample Responses” on page 14 to assign a score for each.

Speech Function items and **Personal Opinion** items are each scored on a 0-1-2 scale. The rubrics for these items are included in this document. **Story Retelling** items and **Reading Aloud for Fluency** items are scored on a 0-1-2-3-4 scale. An additional checklist for **Story Retelling** is included. This checklist gives guidance on specific ways in which the rubric should be applied to the **Story Retelling** item.

Scoring scales for the open-ended items in the One-on-One Section are as follows:

Question No.	Item Type	Scoring Scale
1-2	Speech Functions	NR, 0-1-2
3	Personal Opinion	NR, 0-1-2
4	Story Retelling	NR, 0-1-2-3-4
5	Reading Aloud for Fluency	NR, 0-1-2-3-4

Note: A score of No Response (NR) is given only when a student does not provide any verbal response to a question.

Step 3: Check your scores.

When you have finished assigning practice scores, check the scores you gave against the scores given in the “Answer Key for Training Items” on page 22. If there are any discrepancies in the scores, listen to those responses again and review the rubrics more thoroughly.

Scoring Guide For One-on-One Section (Level A)

II. Test Book Pages for Training Items

These pages show the format of the test book that students will use when taking the Speaking section of the test. Names of item types are provided in parentheses for your reference.

Reminders:

- These test book pages should be reviewed in conjunction with the “Script for Training Items” which begins on page 8 of this document.
- In the actual student test books, the One-on-One Section will begin with Listening Vocabulary items, which are not included among the training items.

(Speech Functions)

1.



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Scoring Guide For One-on-One Section (Level A)

2.

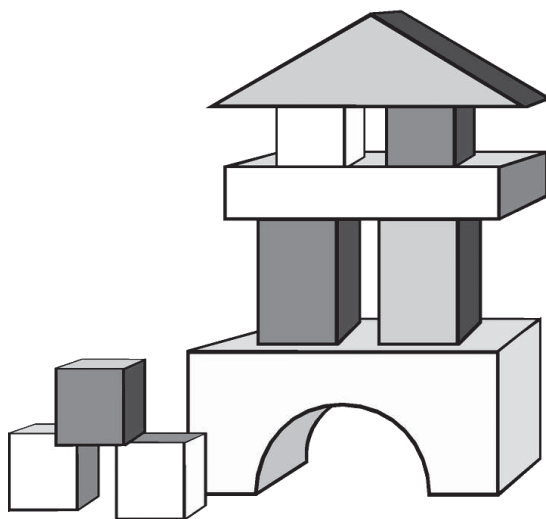
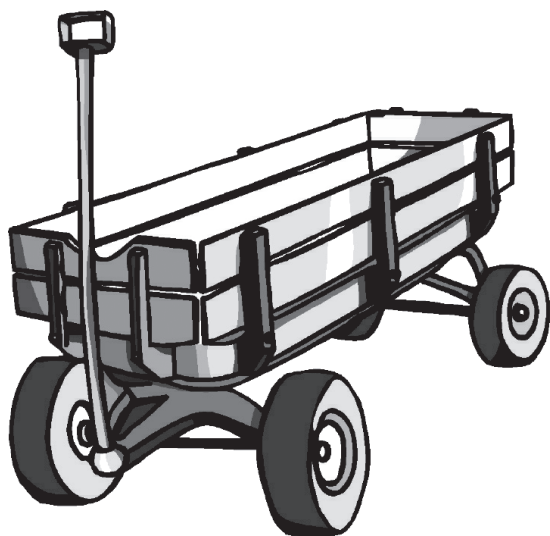


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Scoring Guide For One-on-One Section (Level A)

(Personal Opinion)

3.



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(Story Retelling)

4.



1



2



3



4

Scoring Guide For One-on-One Section (Level A)

(Reading Aloud for Fluency)

The brown bear lives in the woods. She looks for
nuts and berries in the fall. She must eat a lot of food.

In the winter, there will not be much food for her.

When it gets cold, the bear goes into a cave. She will
sleep for most of the winter. When she comes out in
the spring, the first thing she will do is look for food.



Scoring Guide For One-on-One Section (Level A)

III. Script for Training Items

This script shows the format of the script that you will use in administering the One-on-One Section.

To administer the Speaking section you will read the **bold** text aloud to the student. Text that appears in normal print (not bold) explains what you should do while administering the test. Text that appears in *italics* represents possible student responses.

Speech Functions (Questions 1-2)

The rubric for the Speech Functions items is included here for your reference:

Score	Rubric for <i>Speech Functions</i>
2	The student's response: <ul style="list-style-type: none">• solicits the appropriate information• is mostly grammatically accurate• may display mistakes common to native speakers of English
1	The student's response: <ul style="list-style-type: none">• partially solicits information, but it may not be relevant; and/or• is not grammatically accurate
0	The student's response: <ul style="list-style-type: none">• is very incomplete; or• is not understandable in English
NR	No Response

Now we're going to look at some pictures of a person talking to someone. For each one, tell me what question the person should ask.

Notes:

- There is no sample Speech Function item in the Level A *Scoring Guide for the One-on-One Section*. There is a sample item in the Level A test.
- If the student does not understand a prompt, repeat the prompt, varying speed and intonation as appropriate.
- Two possible responses to each Speech Function item are provided. They are examples and do not represent the only possible correct answers.

Question 1. **Look at this picture.** Point to girl. **This is Kim. Kim is thirsty. She wants to ask her teacher if she can get a drink of water. What question should Kim ask him?**

[Possible Responses: "Can I get a drink?" or "May I get a drink of water, please?"]

Question 2. **Look at this picture.** Point to boy. **This is Jacob. Jacob can't find the glue. What question should he ask his friend?**

[Possible Responses: "Where is the glue?" or "Do you know where the glue is?"]

Go on to the next page.

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Scoring Guide For One-on-One Section (Level A)

Personal Opinion (Question 3)

The rubric for the Personal Opinion item is included here for your reference:

Score	Rubric for <i>Personal Opinion</i>
2	<ul style="list-style-type: none">• The student states the opinion clearly and provides adequate support for the opinion, often with elaboration.• The listener understands why the student holds the opinion.• The response displays good control of grammar and adequate vocabulary.
1	<ul style="list-style-type: none">• The student states the opinion but provides minimal support for it; the connection between the opinion and the support given may not be clear.• The listener may be unclear as to why the student holds the opinion.• The response displays numerous grammatical errors and a basic vocabulary.
0	<ul style="list-style-type: none">• The student does not provide an opinion, or responds with only a single word or short phrase.• The student has difficulty constructing sentences and very limited vocabulary.
NR	No Response

Question 3. Now I'm going to ask your opinion about something. When you give me your answer, tell me at least one good reason why.

Point to the wagon. **This is a wagon.** Point to the blocks. **These are some blocks.**
Which toy would you like to play with?

[Pause for the student to respond.]

If the student does not understand, repeat the prompt, varying speed and intonation as appropriate.

Some Probing questions (no need to ask all three):

Why do you like it?

Why do you like it better than the other one?

What could you do with that toy?

If the student responds but does not give any reasons, ask the question, "Why would you like (student response)?"

Go on to the next page.

Scoring Guide For One-on-One Section (Level A)

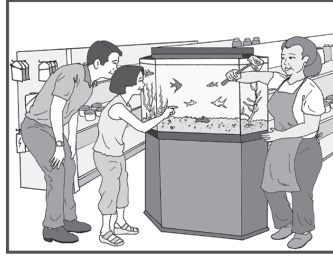
Story Retelling (Question 4)

The rubric for the Story Retelling item is included here for your reference:

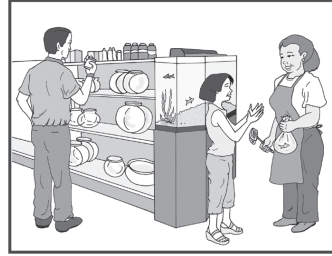
Score	Rubric for <i>Story Retelling</i>
4	<p>The student's response:</p> <ul style="list-style-type: none"> • is full and satisfactory • shows well-developed vocabulary resources (i.e., the student can generally find the right word and use it appropriately) • shows good control of grammar, though it may include an occasional minor error that does not interfere with communication • may display an accent, but any errors of pronunciation or intonation do not interfere with communication • is produced at an appropriate rate of speed and with sufficient fluency for effective communication
3	<p>The student's response:</p> <ul style="list-style-type: none"> • is satisfactory in completing the task • shows adequate vocabulary resources • may display some grammatical errors that may interfere with communication • may display an accent, but errors of pronunciation and intonation only occasionally interfere with communication
2	<p>The student's response:</p> <ul style="list-style-type: none"> • does not fully complete the task • displays a basic, but not extensive vocabulary (i.e., the student sometimes cannot find the right word) • displays numerous grammatical errors that often interfere with communication • may display errors in pronunciation and/or intonation that often interfere with communication
1	<p>The student's response:</p> <ul style="list-style-type: none"> • does not complete the task • shows limited vocabulary resources • makes numerous grammatical errors that frequently impede communication • displays numerous errors in pronunciation, intonation, or stress that interfere with communication
0	<p>The student's response:</p> <ul style="list-style-type: none"> • shows very limited vocabulary resources • does not demonstrate an understanding of English • is not comprehensible in English
NR	No Response

Scoring Guide For One-on-One Section (Level A)

Note: When administering this item, you should point to each picture in the student's test book when instructed to do so. The thumbnail version of the pictures provided below is included in the script for your reference.



1



2



3



4

Look at these pictures. They tell a story. First, I'm going to tell you the story that the pictures tell. Then you are going to tell the story back to me. Don't worry about remembering every word I say; you can use your own words when you tell the story. Do you have any questions about what you are supposed to do? [Pause to answer any questions the student may have.]

Here's the story:

Point to Picture 1. **Jessica and her father went to a pet store to buy a fish. Jessica was excited to see so many different kinds of fish.**

Point to Picture 2. **Jessica finally decided which fish she wanted. The woman at the store put the fish in a plastic bag full of water so Jessica could carry it home.**

Point to Picture 3. **Jessica's dad bought three things: a fish, a fish bowl, and a container of food. The woman at the store also gave Jessica a book about fish.**

Point to Picture 4. **At home, Jessica put the fish into the fish bowl. She wanted to know how much food to give the fish. Her dad wasn't sure, so Jessica looked up the answer in the book she got from the lady.**

Now, it's your turn to tell the story. Start with picture one and tell about what happens in every picture.

If the student gives only a brief explanation and/or leaves out entire pictures, ask the student about what is going on in some of the pictures he or she did not discuss.

Go on to the next page.

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Scoring Guide For One-on-One Section (Level A)

Reading Aloud for Fluency (Question 5)

The rubric for the Reading Aloud for Fluency item is included here for your reference:

Score	Rubric for <i>Reading Aloud for Fluency</i>
4	The student: <ul style="list-style-type: none"> • read at least 60 words correctly in 30 seconds • most often grouped words in meaningful phrases • heeded punctuation • used intonation and expression
3	The student: <ul style="list-style-type: none"> • read between 45 and 59 words correctly in 30 seconds • usually grouped words in meaningful phrases • usually heeded punctuation
2	The student: <ul style="list-style-type: none"> • read between 21 and 44 words correctly in 30 seconds • may have read haltingly, from word to word, or without meaningfully grouped phrases • may not have indicated punctuation in response
1	The student: <ul style="list-style-type: none"> • read between 10 and 20 words correctly in 30 seconds • frequent long pauses between words • may not have indicated punctuation in response
0	The student: <ul style="list-style-type: none"> • read fewer than 10 words correctly in English in 30 seconds • responded in a language other than English
NR	No Response

Scoring Guide For One-on-One Section (Level A)

Now I'm going to ask you to read something out loud. When I say "start," begin reading at the top of the page. Try to read each word, and do the best that you can. If you don't know a word, I will tell you the word. Do you have any questions? [Pause to answer any questions the student may have.]

⌚ Start timing when the student reads the first word.

As the student reads, tally any student errors. Repetitions and self-corrections are not counted as errors. There are three types of errors:

1. substitutions (e.g., *bird* instead of *bear*)
2. mispronunciations (e.g., *fell* instead of *fall*) Note: Words pronounced with an accent are counted as correct if they cannot be confused with other English words.
3. omissions (i.e., skipped words)

⌚ At 30 seconds, mark the last word that the student has read.

OK, start.

The brown bear lives in the woods. She looks for	10
nuts and berries in the fall. She must eat a lot of food.	23
In the winter, there will not be much food for her.	34
When it gets cold, the bear goes into a cave. She will	46
sleep for most of the winter. When she comes out in	57
the spring, the first thing she will do is look for food.	69

When 30 seconds are up, say: **Stop. We are finished with the test. Thank you for speaking with me today.**

Scoring Guide For One-on-One Section (Level A)

IV. Worksheet for Scoring Sample Responses

The Speaking Training CD contains five items: two Speech Function items and then one each of Personal Opinion, Story Retelling, and Reading Aloud for Fluency items.

Questions 1-2: Speech Functions

Directions: First review the rubric for this item type. Then listen to the CD as you work with the training items that follow.

Note: For each training item, the first track on the CD gives the prompt (i.e., the part that you will say to the student). Then, a benchmark response for each score point is given. (A benchmark is a clear example of a typical response at a given score point.) Next comes a series of sample responses. Listen to each sample response carefully and record the score that you think is appropriate in the column labeled “Practice Score.”

Score	Rubric for <i>Speech Functions</i>
2	The student’s response: <ul style="list-style-type: none">• solicits the appropriate information• is mostly grammatically accurate• may display mistakes common to native speakers of English
1	The student’s response: <ul style="list-style-type: none">• partially solicits information, but it may not be relevant; and/or• is not grammatically accurate
0	The student’s response: <ul style="list-style-type: none">• is very incomplete; or• is not understandable in English
NR	No Response

Scoring Guide For One-on-One Section (Level A)

Speech Functions Training Items

Question 1	Track		Practice Score	Response begins with
“Look at this picture. This is Kim. Kim is thirsty. She wants to ask her teacher if she can get a drink of water. What question should Kim ask him?”	1.	Question 1	--	--
	2.	A Score of 2	--	Can I get a drink of water?
	3.	A Score of 1	--	Can I drink of water?
	4.	A Score of 0	--	[Response not in English]
	5.	Example A		Umm, to give her a water
	6.	Example B		Can I taking the water?
	7.	Example C		May I drink water?
	8.	Example D		Could I, could I go drink water please?
	9.	Example E		Please I can go to drink water?
	10.	Example F		Can I drink the water?
Question 2	Track		Practice Score	Response begins with
“Look at this picture. This is Jacob. Jacob can’t find the glue. What question should he ask his friend?”	11.	Question 2	--	--
	12.	A Score of 2	--	Have you seen the glue?
	13.	A Score of 1	--	Uh, friend, are you see the glue?
	14.	A Score of 0	--	[Response not in English]
	15.	Example A		To use his glue.
	16.	Example B		To find the glue.
	17.	Example C		Where have you seen the . . . the glue?
	18.	Example D		Where is the glue?
	19.	Example E		Do you know where’s the glue?
	20.	Example F		Can I use your glue?
	21.	Example G		Umm, please can I use the glue?
	22.	Example H		Please you can help me to find the glue?

Scoring Guide For One-on-One Section (Level A)

Question 3: Personal Opinion

Directions: First review the rubric for this item type. Then listen to the CD as you work with the training item that follows.

Score	Rubric for <i>Personal Opinion</i>
2	<ul style="list-style-type: none"> The student states the opinion clearly and provides adequate support for the opinion, often with elaboration. The listener understands why the student holds the opinion. The response displays good control of grammar and adequate vocabulary.
1	<ul style="list-style-type: none"> The student states the opinion but provides minimal support for it; the connection between the opinion and the support given may not be clear. The listener may be unclear as to why the student holds the opinion. The response displays numerous grammatical errors and a basic vocabulary.
0	<ul style="list-style-type: none"> The student does not provide an opinion, or responds with only a single word or short phrase. The student has difficulty constructing sentences and very limited vocabulary.
NR	No Response

Personal Opinion Training Item

Question 3	Track		Practice Score	Response begins with
“This is a wagon. These are some blocks. Which toy would you like to play with?”	23.	Question 3	--	--
	24.	A Score of 2	--	The blocks. [And why?] Why . . . I can make a . . . with the blocks I can make a castle.
	25.	A Score of 1	--	All . . . All kids play blocks . . . [OK] . . .
	26.	A Score of 0	--	Toy . . . [prompting]
	27.	Example A		Blocks. [prompting] I could do a . . . a . . . a house.
	28.	Example B		Blocks . . . Because you could build things . . .
	29.	Example C		Block. [Why do you like those the best?] Because I play with it . . .
	30.	Example D		With them . . . them . . . them I like it . . .
	31.	Example E		With the wagon . . . [Why?] Because I like moving it with stuff in it.

Scoring Guide For One-on-One Section (Level A)

Question 4: Story Retelling

Directions: First review the rubric below and the accompanying checklist on the next page for this item type. Then listen to the CD as you work with the training item that follows.

Score	Rubric for <i>Story Retelling</i>
4	<p>The student's response:</p> <ul style="list-style-type: none"> • is full and satisfactory • shows well-developed vocabulary resources (i.e., the student can generally find the right word and use it appropriately) • shows good control of grammar, though it may include an occasional minor error that does not interfere with communication • may display an accent, but any errors of pronunciation or intonation do not interfere with communication • is produced at an appropriate rate of speed and with sufficient fluency for effective communication
3	<p>The student's response:</p> <ul style="list-style-type: none"> • is satisfactory in completing the task • shows adequate vocabulary resources • may display some grammatical errors that may interfere with communication • may display an accent, but errors of pronunciation and intonation only occasionally interfere with communication
2	<p>The student's response:</p> <ul style="list-style-type: none"> • does not fully complete the task • displays a basic, but not extensive vocabulary (i.e., the student sometimes cannot find the right word) • displays numerous grammatical errors that often interfere with communication • may display errors in pronunciation and/or intonation that often interfere with communication
1	<p>The student's response:</p> <ul style="list-style-type: none"> • does not complete the task • shows limited vocabulary resources • makes numerous grammatical errors that frequently impede communication • displays numerous errors in pronunciation, intonation, or stress that interfere with communication
0	<p>The student's response:</p> <ul style="list-style-type: none"> • shows very limited vocabulary resources • does not demonstrate an understanding of English • is not comprehensible in English
NR	No Response

Scoring Guide For One-on-One Section (Level A)

Story Retelling Checklist: This checklist provides guidance on specific ways in which the rubric should be applied to this item type. The checklist is not included as part of the Speaking script, but is provided here as an aid to focus your listening as you practice scoring student sample responses. The Story Retelling checklist includes five criteria on which to base your judgment: task completion, vocabulary, grammar, fluency, and pronunciation. As you score the sample responses on Tracks 33-47, refer as needed to both the checklist and the rubric.

Story Retelling Checklist					
Score	Task Completion	Vocabulary	Grammar	Fluency	Pronunciation
4	provides a <u>coherent story</u> with elaboration and details	well-developed	very accurate; errors do not interfere with understanding	fluent, good rate; very easy to understand	errors do not interfere
3	provides <u>most</u> of the information about each picture to make a <u>story</u>	adequate	somewhat accurate; some errors may interfere with understanding	adequate; generally easy to understand	can <u>generally</u> be comprehended
2	provides <u>some information</u> about each picture	basic	errors sometimes interfere with understanding	hesitant; somewhat confusing and/or difficult to understand	can <u>sometimes</u> be comprehended
1	provides <u>minimal</u> information about most pictures	limited	errors frequently impede understanding	frequent long pauses; confusing/very difficult to understand	can <u>rarely</u> be comprehended
0	provides <u>almost no information</u> about the pictures	very limited	disconnected; very short phrases	none; unable to retell story, even with prompting	not comprehensible

Scoring Guide For One-on-One Section (Level A)

Story Retelling Training Item

Question 4	Track		Practice Score	Response begins with
"Buying a Pet Fish"	32.	Question 4	--	--
	33.	A Score of 4	--	Jessica went . . . to the pet store . . .
	34.	A Score of 3	--	Jessica and her dad went right here . . .
	35.	A Score of 2	--	Fish. [What is Jessica doing?] She and the fish . . .
	36.	A Score of 1	--	She wanted a fish! . . .
	37.	A Score of 0	--	[Response not in English]
	38.	Example A		Jessica wanted a pet . . .
	39.	Example B		She wanted a fish . . .
	40.	Example C		Jessica and his father went to buy a fish . . .
	41.	Example D		He picks the thish food picks . . .
	42.	Example E		He is with the fish . . .
	43.	Example F		Jessica want . . . went to the pet store . . .
	44.	Example G		[Mumbles] . . . a fish . . .
	45.	Example H		Jessica want that fish . . .
	46.	Example I		Umm, the girl got a fish . . .
	47.	Example J		She's name is Kelly and she wants . . .

Scoring Guide For One-on-One Section (Level A)

Question 5: Reading Aloud for Fluency

Directions: First review the rubric for this item type. Then listen to the CD as you work with the training item that follows.

Score	Rubric for <i>Reading Aloud for Fluency</i>
4	The student: <ul style="list-style-type: none"> • read at least 60 words correctly in 30 seconds • most often grouped words in meaningful phrases • heeded punctuation • used intonation and expression
3	The student: <ul style="list-style-type: none"> • read between 45 and 59 words correctly in 30 seconds • usually grouped words in meaningful phrases • usually heeded punctuation
2	The student: <ul style="list-style-type: none"> • read between 21 and 44 words correctly in 30 seconds • may have read haltingly, from word to word, or without meaningfully grouped phrases • may not have indicated punctuation in response
1	The student: <ul style="list-style-type: none"> • read between 10 and 20 words correctly in 30 seconds • frequent long pauses between words • may not have indicated punctuation in response
0	The student: <ul style="list-style-type: none"> • read fewer than 10 words correctly in English in 30 seconds • responded in a language other than English
NR	No Response

Student reads:

The brown bear lives in the woods. She looks for	10
nuts and berries in the fall. She must eat a lot of food.	23
In the winter, there will not be much food for her.	34
When it gets cold, the bear goes into a cave. She will	46
sleep for most of the winter. When she comes out in	57
the spring, the first thing she will do is look for food.	69

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Scoring Guide For One-on-One Section (Level A)

You should begin timing when the student says the first word. Repetitions and self-corrections are not counted as errors. There are three types of errors:

1. substitutions (e.g., *bird* instead of *bear*)
2. mispronunciations (e.g., *fell* instead of *fall*) Note: Words pronounced with an accent are counted as correct if they cannot be confused with other English words.
3. omissions (i.e., skipped words)

As you listen, practice timing the student response. Tally the student's errors and note the last word the student reads in 30 seconds. Use the numbers in the right-hand margin to calculate the number of words read. Subtract the number of errors to get the total number of words read correctly. Use the rubric to assign a score.

Reading Aloud for Fluency Training Item

Question 5	Track		Number of Words Read	Number of Errors	Total Number of Words Read Correctly	Score
"The Brown Bear"	48.	Question 5	--	--	--	--
	49.	A Score of 4	69	0	69	4
	50.	A Score of 3	52	0	52	3
	51.	A Score of 2	36	2	34	2
	52.	A Score of 1	17	3	14*	1
	53.	A Score of 0	6	2	4	0
	54.	Example A				
	55.	Example B				
	56.	Example C				
	57.	Example D				
	58.	Example E				
	59.	Example F				
	60.	Example G				
	61.	Example H				
	62.	Example I				
	63.	Example J				

* If a student reads the first sentence with great difficulty, it may be more useful to count the number of words read correctly rather than tallying the errors.

Scoring Guide For One-on-One Section (Level A)

V. Answer Key for Training Items

When you have scored each sample response, check your scores against those given below. If there are any discrepancies between your scores and the assigned scores, listen again to those responses. Scoring rationales are provided for scores that may require explanation.

Question 1	Track		Score	Rationale
(Speech Function) “Look at this picture. This is Kim. Kim is thirsty. She wants to ask her teacher if she can get a drink of water. What question should Kim ask him?”	1.	Question 1	--	--
	2.	A Score of 2	--	The student’s response is grammatically correct and fluent.
	3.	A Score of 1	--	The student’s response is not grammatically correct.
	4.	A Score of 0	--	The student’s response is not comprehensible in English.
	5.	Example A	1	Although the grammar is incorrect, the answer is still comprehensible and exhibits understanding on part of the student.
	6.	Example B	1	The student’s response is comprehensible and exhibits understanding on part of the student, although grammatically incorrect.
	7.	Example C	2	The student’s response is grammatically correct, fluent, and appropriate.
	8.	Example D	2	The student’s response is grammatically correct and appropriate.
	9.	Example E	1	The student’s response is hesitant and grammatically incorrect.
	10.	Example F	2	--
Question 2	Track		Score	Rationale
(Speech Function) “Look at this picture. This is Jacob. Jacob can’t find the glue. What question should he ask his friend?”	11.	Question 2	--	--
	12.	A Score of 2	--	--
	13.	A Score of 1	--	The student’s response is comprehensible, but grammatically incorrect.
	14.	A Score of 0	--	--
	15.	Example A	1	--
	16.	Example B	1	The student’s response is relevant, but not formed as a question.
	17.	Example C	2	Student self-corrected and responded correctly.
	18.	Example D	2	--
	19.	Example E	1	The student’s response is appropriate, but displays a grammatical error.
	20.	Example F	2	--
	21.	Example G	2	--
	22.	Example H	1	The student’s response displays grammatical errors.

Scoring Guide For One-on-One Section (Level A)

Question 3	Track		Score	Rationale
(Personal Opinion) “This is a wagon. These are some blocks. Which toy would you like to play with?”	23.	Question 3	--	--
	24.	A Score of 2	--	--
	25.	A Score of 1	--	The student’s response displays limited vocabulary and requires teacher prompting and support for opinion.
	26.	A Score of 0	--	The student’s response is very limited. He could not express his opinion.
	27.	Example A	1	The student response displays limited vocabulary (e.g., “do” a house).
	28.	Example B	2	The student’s opinion is stated clearly.
	29.	Example C	2	Although the response exhibits some minor grammatical errors, these do not impede communication. The student communicates why he has that opinion.
	30.	Example D	1	The student’s response displays limited vocabulary, lack of fluency (hesitant and halting), and poor pronunciation. However, there is evidence of ability to construct sentences (e.g., “I like it,” “I mix them up”).
	31.	Example E	2	The student response is clearly stated, fluent, and grammatically correct with age-appropriate vocabulary.
Question 4	Track		Score	Rationale
(Story Retelling) “Buying a Pet Fish”	32.	Question 4	--	--
	33.	A Score of 4	--	The student’s response is complete and very easy to understand. Her grammar is very accurate (e.g., “The dad bought . . .,” “The lady gave . . .,” “The dad didn’t know . . .”).
	34.	A Score of 3	--	The student tells most of the story. She can be understood, but some grammar and pronunciation errors make understanding difficult. Her vocabulary is adequate (e.g., “excited,” “container”).
	35.	A Score of 2	--	The student’s response is comprehensible but very basic with numerous grammar errors (e.g., “she is doing the fish,” “she is giving fish book”).
	36.	A Score of 1	--	The student provides minimal information about the pictures. Her limited vocabulary and halting fluency make it often difficult to comprehend.
	37.	A Score of 0	--	With the exception of the word “fish,” this response is not in English.
	38.	Example A	4	Although her story is not completely coherent, the student speaks at a good rate and is very easy to understand. Her grammar is very accurate (e.g., “She decided what fish she wanted,” “The dad bought . . .”).

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Scoring Guide For One-on-One Section (Level A)

Question 4 (continued)	Track		Score	Rationale
	39.	Example B	3	The student's story is adequate and provides most of the information. Although some grammar errors may interfere with comprehension at times (e.g., "bag of plastic," "The lady give . . .," "give the food of the fish"), the response generally displays accurate grammar (e.g., "She wanted a fish," "didn't know") that makes her story fairly easy to understand.
	40.	Example C	3	The student retells most of the story. His vocabulary is adequate for the task (e.g., "fish," "food," "fish bowl"). He is generally easy to understand even though some grammar errors may interfere with understanding (e.g., "Jessica choose . . ." "lady give").
	41.	Example D	1	The student can rarely be comprehended. The isolated words demonstrate a limited vocabulary. Pronunciation errors impede understanding.
	42.	Example E	2	Although the student retells the story using the pictures, he makes numerous grammar and pronunciation errors that impede understanding.
	43.	Example F	3	The student's response is adequate with regard to details, vocabulary and fluency. Some grammar errors may interfere with understanding (e.g., "Jessica wanted to know that how much food she thinks to put in the fish," "she father"), but it is generally easy to understand.
	44.	Example G	1	The student's response is very limited. Although she may understand the story, she does not have sufficient language to tell it.
	45.	Example H	1	The student's response has limited vocabulary and grammar and is very difficult to comprehend. She could not successfully address and complete the task.
	46.	Example I	3	Although the student's response requires prompting and is somewhat incomplete, it is fairly easy to understand for a speaker of this age. The vocabulary is adequate for the task. Grammar errors are minimal and generally do not interfere with understanding.
	47.	Example J	2	The student requires much prompting and cannot retell story independently with details and fluency. Grammar errors interfere with understanding.

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Scoring Guide For One-on-One Section (Level A)

Question 5	Track		Score	Some Words Counted as Errors
(Reading Aloud for Fluency) “The Brown Bear”	48.	Question 5	--	--
	49.	A Score of 4	--	--
	50.	A Score of 3	--	0 errors (self-corrected)
	51.	A Score of 2	--	woods, winter
	52.	A Score of 1	--	lives, and, fall
	53.	A Score of 0	--	brown, lives
	54.	Example A	3	0 errors (self-corrected)
	55.	Example B	2	0 errors (self-corrected)
	56.	Example C	2	lives, berries, gets
	57.	Example D	1	lives, woods
	58.	Example E	4	and
	59.	Example F	0	brown, bear, lives
	60.	Example G	2	goes
	61.	Example H	1	bear
	62.	Example I	0	brown, bear
	63.	Example J	3	goes

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