



# New York State Testing Program

2006

# NYSESLAT SPEAKING

GRADES

# K-12



## DIRECTIONS FOR ADMINISTRATION



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Dear Teacher:

Harcourt is pleased to be working in partnership with the New York State Education Department (NYSED) to produce the *New York State English as a Second Language Achievement Test* (NYSESLAT). The NYSESLAT was developed by the NYSED and is based on the New York State Learning Standards for English as a Second Language. The NYSESLAT is used to assess the progress of limited English proficient (LEP) students, as required by Title I and Title III of the *No Child Left Behind* (NCLB) Act of 2001.

The general design of the NYSESLAT is based on current research from the field of second language assessment, guidance from an English as a Second Language (ESL) expert Advisory Board, and direction from the NYSED. Review committees comprising ESL teachers from districts around New York State are responsible for providing feedback on individual forms that are administered each year. A committee reviews all the reading passages that appear in the NYSESLAT. A committee made up of several dozen teachers intensively reviews and makes revisions to the test items proposed for use in the NYSESLAT in the upcoming school year. Based on the contributions of all involved, we believe that the NYSESLAT is responsive to the needs of LEP/ELL students and their teachers.

Sincerely,  
Harcourt Assessment, Inc.

## Introduction

The NYSESLAT is a state-of-the-art assessment that addresses the unique needs of limited English proficient/English language learners (LEP/ELLs) by modeling best testing practices and critical instructional standards.

NYSESLAT's goal is to measure the English language proficiency level of students learning ESL in the United States in oral and written language—listening and speaking, reading and writing skills. The NYSESLAT is an annual assessment to measure the progress of students attaining English proficiency. The NYSESLAT can also be used as an indicator of program efficacy to determine whether LEP/ELL students are receiving the necessary instruction to meet challenging state standards.

### **New York State English as a Second Language Achievement Test**

The NYSESLAT assesses the general ability levels of students in critical English language skills through the following:

- Listening and Reading multiple-choice tests
- Writing in three sections: Writing Conventions, which is a multiple-choice test, and Pre-Writing and Writing, which are both constructed-response tests
- Speaking, an individually administered set of performance tasks scored by the teacher

The NYSESLAT incorporates attractive full-color graphics, different types of tasks and ways of scoring, appropriate vocabulary, and relevant topics that meaningfully engage and motivate LEP/ELLs to demonstrate their full potential in regard to language proficiency.

## What the NYSESLAT Assesses

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The content domains or conceptual framework underlying the NYSESLAT is presented below.

### Speaking

The Speaking subtest is made up of individually administered questions requiring students to give a short spoken response. In order to elicit as large a speaking sample as possible, as well as to elicit a variety of discourse, the Speaking subtest consists of four different speaking tasks. The test begins with three simple, unscored warm-up questions. For the first task, students repeat/read aloud a word, phrase, or sentence. The purpose of this task is to assess pronunciation, rate of speech, intonation, and general intelligibility. The second task requires students to listen to and/or read the beginning of a sentence and then complete the sentence. A picture stimulus helps the student generate ideas for an appropriate response. The third speaking task is storytelling, which elicits longer discourse from students. This task allows students to demonstrate their ability to provide more elaborate descriptions and to show relationships between ideas. Additionally, accuracy of language, lexical appropriateness, and structure are measured. The fourth speaking task, social interaction, assesses students' sociolinguistic competence. This section consists of short conversational gambits. The student hears the first part of a mini-conversation that requires a rejoinder and then responds with a single sentence.

### Writing

The Writing subtest for level K–1 has two sections: Writing Conventions and Writing. Writing Conventions is a group-administered, multiple-choice assessment. It measures students' understanding of phonemes and associated letters of the alphabet. The Writing section is a group-administered, open-ended assessment. It has several item types representing various stages of writing development, from copying sentences to extended writing. The focus is on students' ability to form letters and words at the lower proficiency levels and communicate ideas at the higher levels.

For levels 2–12, the Writing subtest comprises three sections: Writing Conventions, Pre-Writing, and Writing. Writing Conventions is a group-administered, multiple-choice assessment. It measures students' achievement in applying the principles that form effective writing, which include understanding English language structure, spelling, capitalization, and punctuation.

The Pre-Writing section is a set of group-administered questions related to the Writing prompt that requires a short written response. This section models the writing process and allows students to formulate ideas that can be used in their extended response to the Writing prompt. The focus of the Pre-Writing section is on the generation of ideas rather than form.

The Writing section is a group-administered, open-ended, direct writing assessment employing graphics-based prompts. This assessment goes beyond sentence-level skills and measures abilities that cannot easily be assessed with multiple-choice questions. These abilities include using appropriate and precise vocabulary, constructing sentences that are varied in structure and length, and organizing sentences into paragraphs.

## Reading

The Reading subtest is a group-administered, multiple-choice assessment. It is a comprehensive and balanced reading assessment that includes measures in three areas: decoding, vocabulary, and comprehension. The first section of the Reading subtest represents the most basic reading skills, simple word and sentence recognition, while the next section focuses on comprehension.

### *Reading Passages*

Reading passages, consisting of literary, informational, and functional pieces, were written by published authors of literature for children and young adults. The passages have been constructed to be accessible to second language learners. The NYSESLAT reading selections closely resemble the kinds of materials students read in school and in everyday life. Illustrations help students focus attention on the task, recall and activate prior knowledge, and set purposes for reading. Each grade span of the NYSESLAT contains a graduated difficulty of texts, with the final passage being more comparable to an on-grade text for native English speakers.

### *Reading Objectives*

The reading objectives measured are initial understanding, interpretation, and vocabulary/idioms in context. The questions in the Reading subtest are designed to mirror the developmental, process-oriented nature of good reading instruction and the kinds of materials used in exemplary programs. There are questions designed to measure students' abilities to understand directly stated details or relationships and to measure students' abilities to extend meaning and to infer relationships among the ideas suggested by the text. There are also questions in which students must predict meanings of unknown words or idioms from clues in surrounding text.

## Listening

The goal of the Listening subtest is to assess comprehension of authentic conversational English. It is a group-administered, multiple-choice assessment. The focus of comprehension begins at the word level and proceeds to the sentence level and then to longer discourse. At the K–1 level, students listen to questions and short speeches and choose the correct answer from three graphics. In addition to this kind of question, which is also employed at all the other levels, students listen to longer speeches and answer both oral and printed questions. At all levels except K–1, students also respond to task-based items. A scenario and large graphic provide a context for a set of task-based questions. Students listen to short speeches and are asked to “perform a task.” The four answer options are graphics. This process requires students to comprehend and synthesize the information they hear.

# General Directions for Administration

The person responsible for administering the NYSESLAT must be a certified teacher or administrator, able to carry out standard examination procedures, and should have special training in administering the NYSESLAT. To ensure accurate and reliable results, the examiner should become thoroughly familiar with these procedures before attempting to administer the test.

## Preliminary Planning

1. Familiarize yourself with the Speaking test booklet by reading through it and actually taking the test.
2. Read the Specific Directions for Administration (pages 14–18 of this booklet) thoroughly before administering the test to the students.
3. Prepare your LEP/ELL students for taking the test. Most students at the lower grades are inexperienced at taking standardized tests. Therefore, a pretest orientation is suggested so that students can earn scores that reflect their true ability. The NYSESLAT Test Samplers are available for this purpose. The Test Samplers can be found online at <http://www.emsc.nysed.gov/osa/nyseslat/home.shtml>. Tell students about the skills they will use in the NYSESLAT Speaking subtest. Explain that they will have the opportunity to repeat sentences aloud and to speak about pictures.
4. Students may not be familiar with taking a speaking test and may be anxious about taking it. The important thing is to be sure that students are told that the speaking task is an activity (not a test), and that they should just do their best. In all speaking test levels, three warm-up questions are given before the scored test questions are administered.
5. Make sure the physical conditions in the testing room are satisfactory. There should be adequate lighting for all students, and students should be seated so that there is enough space between them. If necessary, post a “Testing—Do Not Disturb” sign on the door. If the group is larger than a normal-sized class, there should be one assistant for every twenty-five students. Refer to your NYSESLAT School Administrator’s Manual for more information regarding testing conditions.
6. Fill in the demographic information required on the NYSESLAT answer sheet if they are not pre-filled or if you have a new entrant. Verify students’ birth dates by checking their permanent records. Be sure to use a soft-lead (No. 2) pencil to code the information.

## Directions for Coding Demographic Page

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Complete the demographic information on each student's answer sheet prior to testing.

Directions:

- Use a No. 2 pencil only.
- Darken the circle completely.
- Erase cleanly any mark you wish to change.
- Do not make any stray marks on this form.

### **Student's Name**

In the boxes labeled **Student's Last Name**, print the student's last name. Fill in the appropriate circle in the column below each letter entered. In the boxes labeled **Student's First Name**, and **MI**, print the student's first name and middle initial. Fill in the appropriate circle in the column below each letter entered.

### **Birth Date**

In the box labeled **Month**, fill in the appropriate circle to designate the student's month of birth.

In the boxes labeled **Day**, print the student's two-digit day of birth. If the student's day of birth is a single-digit number, the first box should be filled in with a zero. Fill in the appropriate circle in the column below each digit entered to designate the student's day of birth.

In the boxes labeled **Year**, print the student's four-digit year of birth. Fill in the appropriate circle in the column below each digit entered to designate the student's year of birth.

### **Test Level**

If not already completed, fill in the appropriate circle to designate the test being administered.

### **Grade**

Fill in the appropriate circle to designate the student's grade.

### **Gender**

Fill in the appropriate circle to designate the student's gender.

### **Ethnicity**

Fill in the appropriate circle to designate the student's ethnicity.

### **Home Language**

Fill in the appropriate circle to designate the student's language background.

### **Enrollment Dates**

Fill in the appropriate circle to designate the date of the student's first enrollment in a school in the United States (not including Puerto Rico).

### **For how many years has this student received LEP/ELL program services?**

Fill in the appropriate circle to designate the number of years the student has received LEP/ELL services.

**Has this student been identified by the home district CSE as having a disability?**

Fill in the appropriate circle to designate the correct answer.

**Test Accommodations**

Fill in the appropriate circle to designate the test accommodations authorized for this student by the CSE or a 504 Accommodation Plan.

**School Information**

Print the school's name and location.

**BEDS Code**

Print the 12-digit BEDS code. Fill in the appropriate circle in the column below each digit entered.

**IMPORTANT NOTE**

Make sure that you have an answer sheet for every student and that all demographic information is filled in. Failure to provide complete and accurate information for each student may cause test results to be delayed.

**Materials Required by the Examiner**

1. A copy of these directions
2. A supply of NYSESLAT Speaking test booklets, including one for demonstration
3. A supply of NYSESLAT answer sheets
4. A copy of the NYSESLAT Speaking Score Sheet for Individual Administration, located on pages 19–20 of this booklet (one per student)
5. A supply of sharpened soft-lead (No. 2) pencils with erasers. Extra pencils should be on hand.
6. A clock or a watch

**Materials Required by Each Student**

A NYSESLAT Speaking test booklet (The same booklet will be used for more than one student.)

## **Proposed Schedule for Administration**

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The NYSESLAT Speaking subtest will be administered between April 24, 2006, and May 26, 2006. Teachers must administer the Speaking subtest to students individually in locations separate from other students. Between May 8, 2006, and May 26, 2006, the Listening, Reading, and Writing subtests must be administered to classes or groups of LEP students during three separate sessions on three separate days of the school's choosing.

For all grade spans, the Department suggests that schools administer the subtests in the following sequence: Session 1—Speaking, Session 2—Listening, Session 3—Reading, and Session 4—Writing. Schools may administer the Speaking, Listening, or Reading subtests in a different sequence for some or all students if doing so will facilitate the school's completion of this testing. The Writing subtest should be administered last.

The table below shows the grade spans for the five test levels, the subtests, and the estimated testing time for each subtest. These times are for planning purposes only. The time allotment indicated for each subtest should be adequate for many students. However, if necessary, additional time should be provided for a student to complete the test. **Allow any student to have as much time as he or she needs to complete the test while working productively.**

### NYSESLAT Estimated Testing Times

| Grade Span | Subtest               | Estimated Testing Time |
|------------|-----------------------|------------------------|
| K-1        | Speaking              | 15                     |
|            | Listening             | 30                     |
|            | Reading               | 22                     |
|            | Writing               |                        |
|            | • Writing Conventions | 10                     |
|            | • Writing             | 30                     |
| 2-4        | Speaking              | 15                     |
|            | Listening             | 35                     |
|            | Reading               | 45                     |
|            | Writing               |                        |
|            | • Writing Conventions | 15                     |
|            | • Pre-Writing         | 10                     |
|            | • Writing             | 15                     |
| 5-6        | Speaking              | 15                     |
|            | Listening             | 35                     |
|            | Reading               | 50                     |
|            | Writing               |                        |
|            | • Writing Conventions | 15                     |
|            | • Pre-Writing         | 10                     |
|            | • Writing             | 15                     |
| 7-8        | Speaking              | 15                     |
|            | Listening             | 40                     |
|            | Reading               | 55                     |
|            | Writing               |                        |
|            | • Writing Conventions | 15                     |
|            | • Pre-Writing         | 10                     |
|            | • Writing             | 20                     |
| 9-12       | Speaking              | 15                     |
|            | Listening             | 40                     |
|            | Reading               | 55                     |
|            | Writing               |                        |
|            | • Writing Conventions | 15                     |
|            | • Pre-Writing         | 10                     |
|            | • Writing             | 20                     |

## After Testing

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1. Make sure the demographic page of each student's answer sheet has been filled out completely.
2. The NYSESLAT is a secure test. Teachers and administrators must carefully safeguard the test materials. The materials must be kept secure, and no one may make copies of them. Likewise, no one may make notes on or about any of the test questions. Schools must return all secure test materials to Harcourt at the conclusion of testing. These include all used and unused test booklets (regular, large-type, and Braille editions), *Directions for Administration*, scoring manuals, and pre-recorded CDs supplied by Harcourt. Refer to your School Administrator's Manual for information on returning materials.



# NYSESLAT Speaking Complete Rubrics

| Questions A–C       | WARM-UP |
|---------------------|---------|
| <b>DO NOT SCORE</b> |         |

| Questions 1–5 | REPEAT/READ ALOUD                                                                                                                                                                                                                                                                                                                       |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Score Point 2 | <ul style="list-style-type: none"> <li>• Response shows <b>Good Fluency</b>—accurate pronunciation of individual sounds; natural speech rate, intonation, and rhythm.</li> <li>• Response is linguistically accurate—no or very few minor phonemic/phonetic or grammatical errors.</li> </ul>                                           |
| Score Point 1 | <ul style="list-style-type: none"> <li>• Response shows <b>Some Fluency</b>—some problems with pronunciation of individual sounds, speech rate, intonation, and rhythm, but these do not cause serious problems in intelligibility.</li> <li>• Response contains several linguistic errors—phonemic/phonetic or grammatical.</li> </ul> |
| Score Point 0 | <ul style="list-style-type: none"> <li>• <b>No Fluency</b> or refusal to speak; speaking only in native language; insufficient information to score or unintelligible.</li> </ul>                                                                                                                                                       |

| Questions 6–10 | SENTENCE COMPLETION                                                                                                                                                                                                                                                                                                                                        |
|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Score Point 2  | <ul style="list-style-type: none"> <li>• <b>Good Structure</b> and <b>Precise Vocabulary</b>; response is informationally appropriate to the prompt.</li> <li>• Response is free of linguistic errors—pronunciation or grammatical—or contains a few minor errors.</li> </ul>                                                                              |
| Score Point 1  | <ul style="list-style-type: none"> <li>• <b>Some Structure</b> and <b>Some Vocabulary</b> although one or more words may not be precise; response is somewhat informationally appropriate to the prompt.</li> <li>• Response contains a few serious linguistic errors—pronunciation or grammatical—or several minor errors but is intelligible.</li> </ul> |
| Score Point 0  | <ul style="list-style-type: none"> <li>• <b>No Structure</b>; Unintelligible; insufficient information to score; refusal to speak; speaking only in a language other than English; only repeating prompt.</li> </ul>                                                                                                                                       |

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**Question 11**

**STORYTELLING**

|                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Score Point 4</p> | <ul style="list-style-type: none"> <li>• Shows <b>High Level of Ability</b> to produce a spoken response to a set of three pictures.</li> <li>• <b>Very Few Errors</b> (minor) in pronunciation and grammar; speech includes complex sentence structures; vocabulary is precise and varied, including idiomatic expressions.</li> <li>• Errors never distract listeners' attention or cause confusion about meaning.</li> <li>• Speech is well organized; information is plausible and precise and is presented logically and with appropriate transitions.</li> </ul>                                               |
| <p>Score Point 3</p> | <ul style="list-style-type: none"> <li>• <b>Shows Ability</b> to produce a spoken response to a set of three pictures.</li> <li>• <b>Some Errors</b> (mostly minor) in pronunciation and grammar; some variety in sentence structure; vocabulary in general is appropriate and varied, perhaps including some use of idiomatic expressions.</li> <li>• Errors generally do not distract listeners' attention or cause confusion about meaning.</li> <li>• Speech is generally well organized; information is generally plausible and precise and is presented logically and with appropriate transitions.</li> </ul> |
| <p>Score Point 2</p> | <ul style="list-style-type: none"> <li>• Shows <b>Some Ability</b> to produce a spoken response to a set of three pictures.</li> <li>• <b>Numerous Errors</b> in pronunciation, grammar, and vocabulary; heavy reliance on simple sentence structures, with almost no use of idiomatic expressions.</li> <li>• Errors are often distracting to listeners and cause confusion about meaning.</li> <li>• Speech may be insufficient and present poorly organized or disorganized information; information may be imprecise or inaccurate.</li> </ul>                                                                   |
| <p>Score Point 1</p> | <ul style="list-style-type: none"> <li>• <b>Very Limited</b> ability to respond to a set of three pictures.</li> <li>• Speech contains <b>Very Little Correct</b> pronunciation, grammar, and vocabulary; single words instead of complete thoughts.</li> <li>• Numerous and serious problems distract listeners and cause confusion about meaning; may be incoherent in places.</li> <li>• Amount of speech is minimal; information may be irrelevant or inaccurate.</li> </ul>                                                                                                                                     |
| <p>Score Point 0</p> | <ul style="list-style-type: none"> <li>• <b>Too Minimal</b> to score or <b>Unintelligible</b>; refusal to speak; no response; response in a language other than English or only repeating prompt; insufficient information to score.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                      |



| Questions 12–16 | SOCIAL INTERACTION                                                                                                                                                                                                                                        |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Score Point 2   | <ul style="list-style-type: none"> <li>• <b>Response Appropriate</b> for the prompt; vocabulary is precise.</li> <li>• Response is free of linguistic errors—pronunciation or grammar—or contains only a few very minor errors.</li> </ul>                |
| Score Point 1   | <ul style="list-style-type: none"> <li>• <b>Response Somewhat Appropriate</b> for the prompt; one or more words may not be precise.</li> <li>• Response contains a few serious linguistic errors—pronunciation or grammar—but is intelligible.</li> </ul> |
| Score Point 0   | <ul style="list-style-type: none"> <li>• <b>Response Unintelligible</b> or refusal to speak; speaking only in native language or only repeating prompt; insufficient information to score.</li> </ul>                                                     |





**NYSESLAT 2006**  
**Speaking Score Sheet for Individual Administration**  
**K-12**

Student Name: \_\_\_\_\_

Date of Administration: \_\_\_\_\_

Test Level: \_\_\_\_\_

| Warm-Up              |              |
|----------------------|--------------|
| <i>Questions A-C</i> | Do Not Score |

| Repeat/Read Aloud<br>Questions 1-5 |                                                          |
|------------------------------------|----------------------------------------------------------|
| Question Number                    | Score<br><i>(enter 2, 1, or 0<br/>for each question)</i> |
| 1                                  |                                                          |
| 2                                  |                                                          |
| 3                                  |                                                          |
| 4                                  |                                                          |
| 5                                  |                                                          |

| Repeat/Read Aloud Rubric |                                                                                                 |
|--------------------------|-------------------------------------------------------------------------------------------------|
| Score                    | Description                                                                                     |
| <b>2</b>                 | <b>Good fluency</b><br>Easy to understand<br>No errors or very few minor errors                 |
| <b>1</b>                 | <b>Some fluency</b><br>Somewhat difficult to understand<br>Several errors                       |
| <b>0</b>                 | <b>No fluency</b><br>Unintelligible<br>No response<br>Response in a language other than English |

| Sentence Completion<br>Questions 6-10 |                                                          |
|---------------------------------------|----------------------------------------------------------|
| Question Number                       | Score<br><i>(enter 2, 1, or 0<br/>for each question)</i> |
| 6                                     |                                                          |
| 7                                     |                                                          |
| 8                                     |                                                          |
| 9                                     |                                                          |
| 10                                    |                                                          |

| Sentence Completion Rubric |                                                                                                                                                               |
|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Score                      | Description                                                                                                                                                   |
| <b>2</b>                   | <b>Good structure</b><br><b>Precise vocabulary</b><br>Information appropriate<br>Error free or a few minor errors                                             |
| <b>1</b>                   | <b>Some structure</b><br><b>Some vocabulary</b><br>Information somewhat appropriate<br>A few serious errors, but intelligible                                 |
| <b>0</b>                   | <b>No structure</b><br><b>Unintelligible</b><br>Insufficient information<br>No response<br>Response in a language other than English<br>Repeating prompt only |

Student Name: \_\_\_\_\_

Date of Administration: \_\_\_\_\_

Test Level: \_\_\_\_\_

| Storytelling<br>Question 11 |                                                 | Storytelling Rubric |                                                                                                     |
|-----------------------------|-------------------------------------------------|---------------------|-----------------------------------------------------------------------------------------------------|
| <b>Question Number</b>      | <b>Score</b><br><i>(enter 4, 3, 2, 1, or 0)</i> | <b>Score</b>        | <b>Description</b>                                                                                  |
| 11                          |                                                 | <b>4</b>            | <b>High level</b><br><b>Very few errors</b>                                                         |
|                             |                                                 | <b>3</b>            | <b>Shows ability</b><br><b>Some errors</b>                                                          |
|                             |                                                 | <b>2</b>            | <b>Some ability</b><br><b>Numerous errors</b>                                                       |
|                             |                                                 | <b>1</b>            | <b>Very little correct</b>                                                                          |
|                             |                                                 | <b>0</b>            | <b>Too minimal</b><br><b>Unintelligible</b><br><b>No response</b><br><b>Response not in English</b> |

| Social Interaction<br>Questions 12–16 |                                                             | Social Interaction Rubric |                                                                                                                                                                   |
|---------------------------------------|-------------------------------------------------------------|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Question Number</b>                | <b>Score</b><br><i>(enter 2, 1, or 0 for each question)</i> | <b>Score</b>              | <b>Description</b>                                                                                                                                                |
| 12                                    |                                                             | <b>2</b>                  | <b>Response appropriate*</b><br>Vocabulary precise<br>Error free or a few minor errors<br>* A one-word response can receive a score of 2 if all criteria are met. |
| 13                                    |                                                             | <b>1</b>                  | <b>Response somewhat appropriate</b><br>Vocabulary somewhat precise<br>A few serious errors, but intelligible                                                     |
| 14                                    |                                                             | <b>0</b>                  | <b>Response unintelligible</b><br>No response<br>Response in a language other than English<br>Repeating prompt only                                               |
| 15                                    |                                                             |                           |                                                                                                                                                                   |
| 16                                    |                                                             |                           |                                                                                                                                                                   |

