

**First Grade**  
**Revised Scoring Rubrics**  
**for**  
*Moving Into English*

**English Language Learner Services**  
**Bakersfield City School District**

**Revised June 2007**

### Speaking Scoring Guide- First Grade

Use for scoring Part I Speaking/Subtest A.

**The teacher may prompt the student by saying: “I am going to ask you some questions. I will write the words as you answer each question. Don’t worry about what I’m writing. Please try to answer the questions in a sentence.”**

Points	Response
0	No verbal response. Response is in <i>another</i> language. Response is <i>not</i> a connected thought.
1	Uses one word response only.
2	Uses phrases or a <i>single</i> sentence.
3	Response is extended. Contains fluent thought and <i>multiple</i> sentences.

### Writing Scoring Guide- First Grade

Use for scoring Part VI Writing

**When scoring the writing section for Intermediate and Advanced levels, score each answer and any additional answers independently. Example:**

**1. The astronaut went \_\_\_\_\_.**

**Student answer: “up in space.” He went in a big spaceship.**

**Score: 3 pts, phrase + 4 pts independent sentence.**

**Total score for question 1: 7 pts**

Score	Response
0	No response. Response is in <i>another</i> language. Response is <i>not</i> a connected thought.
1	Writes single letters or word approximations.
2	Completes sentences with <i>single</i> words.
3	Completes sentences with <i>phrases</i> .
4	Writes a complete sentence independently.
5	Writes more than one complete sentence independently.

## Grade 1 Speaking Scoring Rubric

Use for scoring Part 1 Speaking/Subtest B

When scoring this section, choose the score that best corresponds to the characteristics of the overall response although the response may reflect some traits of the other score levels.

Level/Points	Response
<p><b>Basic – 0 Points</b></p>	<p>___ Does not or cannot respond in English</p>
<p><b>Beginning – 1 Point</b> <i>The teacher may prompt the student to speak by pointing to various objects and actions taking place in the picture and asking questions about them, such as <b>What is happening in the picture? What is this/that? Can you say that in a sentence?</b></i></p>	<p>___ Can name/label less than three things in the picture. ___ Uses some unit vocabulary words. ___ Uses one-word answers ___ Difficult to understand and has limited vocabulary.</p>
<p><b>Early Intermediate – 2 Points</b> <i>The teacher may prompt the student to speak by pointing to various objects and actions taking place in the picture and asking questions about them, such as <b>What is happening in this picture? What is the X/Y like? Where is the XY? Can you say that in a sentence?</b></i></p>	<p>___ Tells about at least three things in the picture using limited details. ___ Forms very simple sentences, and is hesitant when speaking. ___ Mispronounces some words. ___ Makes some grammatical/syntactical errors.</p>
<p><b>Intermediate – 3 Points</b> <i>The teacher may use prompts while pointing to various objects in the picture: <b>Tell me about the people in the picture. Describe what is happening. Why do you think they are doing that? Can you tell me that in a complete sentence?</b></i></p>	<p>___ Tells about the picture using at least three detailed complete sentences while applying unit vocabulary and language structures. ___ Uses sentences that are fairly extended and descriptive. ___ Makes few grammatical/syntactical mistakes. ___ Response begins to demonstrate some fluency and less hesitancy. ___ May mispronounce many words, but his or her ideas are mostly understood.</p>
<p><b>Early Advanced – 4 Points</b> <i>The teacher may use prompts such as the following: <b>Tell me everything you can about the picture. Tell me everything you can about the picture, including people, actions, setting, and other descriptions of the scene. Can you tell me that in a complete sentence?</b></i></p>	<p>___ Tells about the picture using a narrative/story format. ___ Uses complete and detailed sentences with little to no hesitation. ___ Produces an extended and mostly fluent response with little prompting from the teacher. ___ There are few errors in language structures and vocabulary usage. ___ There is mild interference from the primary language.</p>
<p><b>Advanced – 5 Points</b> <i>No additional prompts are given from the teacher. <b>Tell me everything you can about the picture.</b></i></p>	<p>___ Tells about the picture using a narrative/story format. ___ Uses complete and detailed sentences without hesitation. ___ Produces an extended and fluent response without any prompting from the teacher. ___ Makes little to not mistakes in language structures or vocabulary usage. ___ Student’s speaking ability in English (pace, fluency, pronunciation, grammar, and vocabulary) has nearly approached a typical native-speaking student of the same age and grade level.</p>

**Score:** \_\_\_\_\_