



New York State Testing Program

2007

NYSESLAT SCORING GUIDE FOR SPEAKING

PEARSON

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Description of the Speaking Test

The Speaking test is individually administered in approximately 15 minutes and consists of 16 questions. The questions are read to the student by the test administrator from the *Directions for Administration (DFA)*. The Speaking test questions, along with graphics, are also printed in the test booklet for each student to read while the test administrator is dictating the test.

The table below gives a detailed description of the types of activities in the Speaking test.

SPEAKING TEST			
Question Numbers	Activity	Description of Activity	Maximum Points for Each Question
A–C	Warm-up	Simple questions—UNSCORED	0
1–5	Sentence Completion	Student completes a sentence; the first part of the sentence is both printed and spoken, and a picture suggests how the sentence should be completed.	2
6	Storytelling	Student tells a story based on three sequenced pictures.	4
7–11	Picture Description	Student responds to a two-part question (or two separate questions in the K–1 test) about a photograph.	2
12–16	Social Interaction	Student responds to a question or statement that requires a rejoinder.	2

The Speaking Rubrics

Questions A–C	Warm-Up
DO NOT SCORE	

NOTE: During questions A–C, encourage each student to speak as loud as is necessary for all responses to be easily scored, and help the student feel as comfortable as possible speaking. Be very positive—no response is incorrect.

Questions 1–5	Sentence Completion
Score Point 2	<p>Relevant response free of linguistic errors*</p> <ul style="list-style-type: none"> • Approximates native-like fluency • Precise vocabulary • Grammatically correct (e.g., in subject-verb agreement, correct verb tense, etc.)
Score Point 1	<p>Relevant response with some linguistic errors</p> <ul style="list-style-type: none"> • Intelligible • Appropriate vocabulary • Some grammatical errors (e.g., in subject-verb agreement, verb tense, etc.)
Score Point 0	<p>Irrelevant or invalid response</p> <ul style="list-style-type: none"> • Unintelligible • In a language other than English • Only repeating the prompt** • No response

* A one-word response can receive a score of 2 if all criteria are met.

** Student may repeat the prompt as part of his or her response.

DIRECTIONS FOR SCORING: Questions 1–5 assess the student’s ability to create an original short sentence based on a picture. Part of a sentence is provided in print and orally, and the remaining part that each student creates should complete this sentence. You will be evaluating the sentence as to whether it contains the necessary features—a subject and a verb, which should agree (she is running, they are running). In addition, the printed part of the sentence may require a specific verb tense, so you will also be scoring the sentence as to whether the verb tense is appropriate. For example, “Yesterday . . . (plus a picture of a boy and girl at a zoo)” requires a sentence in the past tense. A student would be expected to say something like this: “Yesterday the boy and girl were at the zoo.” Both the subject and verb are plural and in agreement, and the verb is in the past tense, as indicated by “yesterday.”

The picture provided suggests the kind of nouns and verbs to be used in the completed sentence. The student’s response should make sense in relation to the situation portrayed. Choice of vocabulary (preciseness of vocabulary) is to be assessed.

Question 6	Storytelling
<p>Score Point 4</p>	<p>Shows native-like fluency to produce a spoken narrative as a response to a set of three pictures; very few errors</p> <ul style="list-style-type: none"> • Narrative includes complex sentence structures • Precise and varied vocabulary; may include idiomatic expressions • Errors do not distract listener's attention or cause confusion about meaning • Narrative is well-organized • Information is plausible, precise, and presented logically using appropriate transitions
<p>Score Point 3</p>	<p>Shows strong ability to produce a spoken narrative as a response to a set of three pictures; some errors</p> <ul style="list-style-type: none"> • Narrative includes some variety in sentence structure • Generally appropriate and varied vocabulary • Errors generally do not distract listener's attention or cause confusion about meaning • Narrative is generally well-organized • Information is generally comprehensible and presented logically
<p>Score Point 2</p>	<p>Shows some ability to produce a spoken narrative as a response to a set of three pictures; numerous errors</p> <ul style="list-style-type: none"> • Heavy reliance on simple sentence structures • Appropriate but simple vocabulary • Errors can distract the listener and cause confusion about meaning • Narrative is poorly organized • Information may be imprecise or inaccurate
<p>Score Point 1</p>	<p>Shows very limited ability to produce a spoken narrative as a response to a set of three pictures; numerous and serious errors</p> <ul style="list-style-type: none"> • Very simple sentence structure or single word utterances • Limited vocabulary • Errors seriously distract the listener and cause confusion about meaning • Narrative is not organized • Information may be inaccurate
<p>Score Point 0</p>	<p>Shows no ability to produce a spoken narrative as a response to a set of three pictures</p> <ul style="list-style-type: none"> • Unintelligible • In a language other than English • Irrelevant • No response

Question 6	Storytelling (Abbreviated Rubric)
Score Point 4	Shows native-like fluency <ul style="list-style-type: none"> • Complex and organized structures and precise vocabulary • Very few errors
Score Point 3	Shows strong ability approaching native-like fluency <ul style="list-style-type: none"> • Varied structure and vocabulary • Some errors that do not impede communication
Score Point 2	Shows some ability <ul style="list-style-type: none"> • Basic structures and simple vocabulary • Numerous errors impede communication or cause confusion
Score Point 1	Shows very limited ability <ul style="list-style-type: none"> • Limited structures and vocabulary • Numerous and/or serious errors impede communication
Score Point 0	Shows no ability <ul style="list-style-type: none"> • Unintelligible • In a language other than English • Irrelevant • No response

DIRECTIONS FOR SCORING: Question 6 consists of a single storytelling task based on a set of three sequential pictures. This type of task elicits an extended response, which is expected to be longer than any of the other tasks in the Speaking test. The amount and the quality of language produced will be assessed.

Pronunciation, rate of speech, intonation, and rhythm might be considered in scoring this item type, but only if they seriously impede comprehension. Grammar and the ability to choose appropriate and precise vocabulary are important in scoring this item type. In addition, organization is evaluated since the set of pictures support the use of organizational devices, such as first, next, then, and last.

Questions 7–11	Picture Description
<p style="text-align: center;">Score Point 2</p>	<p>Relevant response that approximates native-like fluency</p> <ul style="list-style-type: none"> • Addresses both parts of the prompt • Complex and varied structure and vocabulary • No or very few minor errors that do not impede communication • Demonstrates strong inference skills • Well-organized, coherent, and cohesive
<p style="text-align: center;">Score Point 1</p>	<p>Somewhat relevant response</p> <ul style="list-style-type: none"> • May address only one part of the prompt • Somewhat varied structure and vocabulary • Serious errors, but intelligible • May demonstrate basic inference skills • Somewhat organized and plausible
<p style="text-align: center;">Score Point 0</p>	<p>Irrelevant or invalid response</p> <ul style="list-style-type: none"> • Unintelligible • In a language other than English • Only repeating the prompt • No response

DIRECTIONS FOR SCORING: Questions 7–11 assess both the student’s ability to describe what is happening in a photograph and the ability to make an inference about the scene. In the K–1 test, two separate questions are given, in print and orally, for each test item, and the student gives two separate responses that must be scored as a whole. In the other grade spans, the student hears and sees in print one two-part question for each test item.

A complete response to each Picture Description item is expected to address both questions (K–1) or both parts of the two-part question (2–12), though completeness does not guarantee a score of 2. In addition to whether or not the response is complete, you will assess the response as to its structure, vocabulary, and organization, as well as the student's ability to make a relevant inference.

Questions 12–16	Social Interaction
<p align="center">Score Point 2</p>	<p>Response addresses the prompt*</p> <ul style="list-style-type: none"> • Vocabulary is context-related and precise • Free of grammatical errors
<p align="center">Score Point 1</p>	<p>Response somewhat addresses the prompt</p> <ul style="list-style-type: none"> • Some appropriate vocabulary that is somewhat context-related • Some grammatical errors, but intelligible
<p align="center">Score Point 0</p>	<p>Response does not address the prompt</p> <ul style="list-style-type: none"> • Unintelligible • In a language other than English • Only repeating the prompt • No response

* A one-word response can receive a score of 2 if all criteria are met.

DIRECTIONS FOR SCORING: Questions 12–16 assess the ability to respond in a socially appropriate manner to a short conversation opener, which typically would elicit a brief rejoinder from a native English speaker. You will assess the appropriateness of the response. While appropriate and precise vocabulary are important to the response, there is usually not just one way to respond. For example, to the question “Hi, how are you?” there are different acceptable responses:

- I’m fine, thanks.
- Fine, thanks. How are you?
- Great. What about you?
- Great!
- I’ve been better.
- Not doing so well.

In addition to different content, responses can also differ in structure, as shown in the sample responses above. A response can be a complete sentence, but it does not need to be. A sentence fragment or a single word might also be considered completely appropriate responses.

Turnkey Training Speaking Exemplars CD Guidelines

Included with this training manual is a CD of actual student responses. The CD contains responses from all grade spans and ability levels, representing a varied range of score points from each of the rubrics. Score points, transcriptions, and commentary for students' responses are included in this manual. Listen to the CD in its entirety after doing the Speaking Scoring Training Activities in order to reinforce the activities.

Guidelines for using the CD:

1. Trainees should first review the Speaking Test table on page 1 in this manual, and read and review the rubrics on pages 2–6 before listening to the CD. Trainees should have a good understanding of what is being measured in each speaking activity and of the criteria that are used to evaluate student responses.
2. Insert the Turnkey Training Speaking Exemplars CD into a CD player and begin listening to the audio.
3. The CD corresponds with pages 43-54 of this manual. The sample items are shown with the scoring rubrics and with the scores given by Pearson's Performance Assessment Scoring Center (PASC).

Speaking Exemplars Score Points and Explanations

Grades K–1

Sentence Completion



Samples 4–6	Sentence Completion
Score Point 2	Relevant response free of linguistic errors* <ul style="list-style-type: none">• Approximates native-like fluency• Precise vocabulary• Grammatically correct (e.g., in subject-verb agreement, correct verb tense, etc.)
Score Point 1	Relevant response with some linguistic errors <ul style="list-style-type: none">• Intelligible• Appropriate vocabulary• Some grammatical errors (e.g., in subject-verb agreement, verb tense, etc.)
Score Point 0	Irrelevant or invalid response <ul style="list-style-type: none">• Unintelligible• In a language other than English• Only repeating the prompt**• No response

* A one-word response can receive a score of 2 if all criteria are met.

** Student may repeat the prompt as part of his or her response.

Audio CD Track	Item Type	Prompt	Score Point
04	Sentence Completion	When Joseph pulled the wagon...	
05	Sentence Completion	When Joseph pulled the wagon...	
06	Sentence Completion	When Joseph pulled the wagon...	

Storytelling

First
1



Next
2



Last
3



Samples 7-9	Storytelling (Abbreviated Rubric)
Score Point 4	Shows native-like fluency <ul style="list-style-type: none"> • Complex and organized structures and precise vocabulary • Very few errors
Score Point 3	Shows strong ability approaching native-like fluency <ul style="list-style-type: none"> • Varied structure and vocabulary • Some errors that do not impede communication
Score Point 2	Shows some ability <ul style="list-style-type: none"> • Basic structures and simple vocabulary • Numerous errors impede communication or cause confusion
Score Point 1	Shows very limited ability <ul style="list-style-type: none"> • Limited structures and vocabulary • Numerous and/or serious errors impede communication
Score Point 0	Shows no ability <ul style="list-style-type: none"> • Unintelligible • In a language other than English • Irrelevant • No response

Audio CD Track	Item Type	Prompt	Score Point
07	Storytelling	Look at the three pictures. Tell a story about what you see...	
08	Storytelling	Look at the three pictures. Tell a story about what you see...	
09	Storytelling	Look at the three pictures. Tell a story about what you see...	

Picture Description

What is the child doing and why?



Samples 10–11	Picture Description
<p>Score Point 2</p>	<p>Relevant response that approximates native-like fluency</p> <ul style="list-style-type: none"> • Addresses both parts of the prompt • Complex and varied structure and vocabulary • No or very few minor errors that do not impede communication • Demonstrates strong inference skills • Well-organized, coherent, and cohesive
<p>Score Point 1</p>	<p>Somewhat relevant response</p> <ul style="list-style-type: none"> • May address only one part of the prompt • Somewhat varied structure and vocabulary • Serious errors, but intelligible • May demonstrate basic inference skills • Somewhat organized and plausible
<p>Score Point 0</p>	<p>Irrelevant or invalid response</p> <ul style="list-style-type: none"> • Unintelligible • In a language other than English • Only repeating the prompt • No response

Audio CD Track	Item Type	Prompt*	Score Point
10	Picture Description	What is the child doing and why?	
11	Picture Description	What is the child doing and why?	

***Note: On the operational test, this item type will be two separate questions at the K–1 level.**

Social Interaction

What did you do before you came to school today?

Samples 12–14	Social Interaction
Score Point 2	Response addresses the prompt* <ul style="list-style-type: none"> Vocabulary is context-related and precise Free of grammatical errors
Score Point 1	Response somewhat addresses the prompt <ul style="list-style-type: none"> Some appropriate vocabulary that is somewhat context-related Some grammatical errors, but intelligible
Score Point 0	Response does not address the prompt <ul style="list-style-type: none"> Unintelligible In a language other than English Only repeating the prompt No response

* A one-word response can receive a score of 2 if all criteria are met.

Audio CD Track	Item Type	Prompt	Score Point
12	Social Interaction	What did you do before you came to school today?	
13	Social Interaction	What did you do before you came to school today?	
14	Social Interaction	What did you do before you came to school today?	

Grades 2–4

Sentence Completion

When Marco is hungry for a snack . . .



Samples 17–19	Sentence Completion
Score Point 2	Relevant response free of linguistic errors* <ul style="list-style-type: none">• Approximates native-like fluency• Precise vocabulary• Grammatically correct (e.g., in subject-verb agreement, correct verb tense, etc.)
Score Point 1	Relevant response with some linguistic errors <ul style="list-style-type: none">• Intelligible• Appropriate vocabulary• Some grammatical errors (e.g., in subject-verb agreement, verb tense, etc.)
Score Point 0	Irrelevant or invalid response <ul style="list-style-type: none">• Unintelligible• In a language other than English• Only repeating the prompt**• No response

* A one-word response can receive a score of 2 if all criteria are met.

** Student may repeat the prompt as part of his or her response.

Audio CD Track	Item Type	Prompt	Score Point
17	Sentence Completion	When Marco is hungry for a snack...	
18	Sentence Completion	When Marco is hungry for a snack...	
19	Sentence Completion	When Marco is hungry for a snack...	

Storytelling

First
1



Next
2



Last
3



Samples 20–23	Storytelling (Abbreviated Rubric)
Score Point 4	Shows native-like fluency <ul style="list-style-type: none"> • Complex and organized structures and precise vocabulary • Very few errors
Score Point 3	Shows strong ability approaching native-like fluency <ul style="list-style-type: none"> • Varied structure and vocabulary • Some errors that do not impede communication
Score Point 2	Shows some ability <ul style="list-style-type: none"> • Basic structures and simple vocabulary • Numerous errors impede communication or cause confusion
Score Point 1	Shows very limited ability <ul style="list-style-type: none"> • Limited structures and vocabulary • Numerous and/or serious errors impede communication
Score Point 0	Shows no ability <ul style="list-style-type: none"> • Unintelligible • In a language other than English • Irrelevant • No response

Audio CD Track	Item Type	Prompt	Score Point
20	Storytelling	Look at the three pictures. Tell a story about what you see...	
21	Storytelling	Look at the three pictures. Tell a story about what you see...	
22	Storytelling	Look at the three pictures. Tell a story about what you see...	
23	Storytelling	Look at the three pictures. Tell a story about what you see...	

Picture Description

What is happening in the picture, and what will happen next?



Samples 24–26	Picture Description
<p>Score Point 2</p>	<p>Relevant response that approximates native-like fluency</p> <ul style="list-style-type: none"> • Addresses both parts of the prompt • Complex and varied structure and vocabulary • No or very few minor errors that do not impede communication • Demonstrates strong inference skills • Well-organized, coherent, and cohesive
<p>Score Point 1</p>	<p>Somewhat relevant response</p> <ul style="list-style-type: none"> • May address only one part of the prompt • Somewhat varied structure and vocabulary • Serious errors, but intelligible • May demonstrate basic inference skills • Somewhat organized and plausible
<p>Score Point 0</p>	<p>Irrelevant or invalid response</p> <ul style="list-style-type: none"> • Unintelligible • In a language other than English • Only repeating the prompt • No response

Audio CD Track	Item Type	Prompt	Score Point
24	Picture Description	What is happening in the picture, and what will happen next?	
25	Picture Description	What is happening in the picture, and what will happen next?	
26	Picture Description	What is happening in the picture, and what will happen next?	

Social Interaction

What kind of stories do you like to read?

Samples 27–28	Social Interaction
Score Point 2	Response addresses the prompt* <ul style="list-style-type: none"> Vocabulary is context-related and precise Free of grammatical errors
Score Point 1	Response somewhat addresses the prompt <ul style="list-style-type: none"> Some appropriate vocabulary that is somewhat context-related Some grammatical errors, but intelligible
Score Point 0	Response does not address the prompt <ul style="list-style-type: none"> Unintelligible In a language other than English Only repeating the prompt No response

* A one-word response can receive a score of 2 if all criteria are met.

Audio CD Track	Item Type	Prompt	Score Point
27	Social Interaction	What kind of stories do you like to read?	
28	Social Interaction	What kind of stories do you like to read?	

Grades 5–6

Sentence Completion

Ravi went to the edge of the pool . . .



Samples 32–34	Sentence Completion
<p>Score Point 2</p>	<p>Relevant response free of linguistic errors*</p> <ul style="list-style-type: none"> • Approximates native-like fluency • Precise vocabulary • Grammatically correct (e.g., in subject-verb agreement, correct verb tense, etc.)
<p>Score Point 1</p>	<p>Relevant response with some linguistic errors</p> <ul style="list-style-type: none"> • Intelligible • Appropriate vocabulary • Some grammatical errors (e.g., in subject-verb agreement, verb tense, etc.)
<p>Score Point 0</p>	<p>Irrelevant or invalid response</p> <ul style="list-style-type: none"> • Unintelligible • In a language other than English • Only repeating the prompt** • No response

* A one-word response can receive a score of 2 if all criteria are met.

** Student may repeat the prompt as part of his or her response.

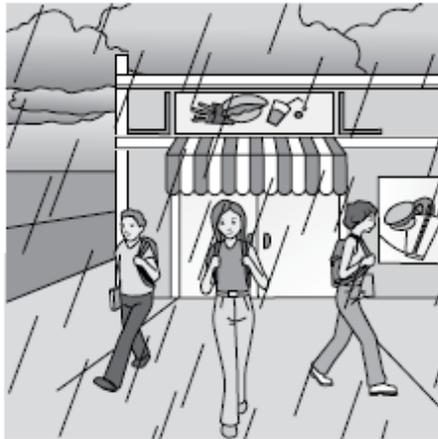
Audio CD Track	Item Type	Prompt	Score Point
32	Sentence Completion	Ravi went to the edge of the pool...	
33	Sentence Completion	Ravi went to the edge of the pool...	
34	Sentence Completion	Ravi went to the edge of the pool...	

Storytelling

First
1



Next
2



Last
3



Storytelling

Samples 35–38	Storytelling (Abbreviated Rubric)
Score Point 4	Shows native-like fluency <ul style="list-style-type: none"> Complex and organized structures and precise vocabulary Very few errors
Score Point 3	Shows strong ability approaching native-like fluency <ul style="list-style-type: none"> Varied structure and vocabulary Some errors that do not impede communication
Score Point 2	Shows some ability <ul style="list-style-type: none"> Basic structures and simple vocabulary Numerous errors impede communication or cause confusion
Score Point 1	Shows very limited ability <ul style="list-style-type: none"> Limited structures and vocabulary Numerous and/or serious errors impede communication
Score Point 0	Shows no ability <ul style="list-style-type: none"> Unintelligible In a language other than English Irrelevant No response

Audio CD Track	Item Type	Prompt	Score Point
35	Storytelling	Look at the three pictures. Tell a story about what you see...	
36	Storytelling	Look at the three pictures. Tell a story about what you see...	
37	Storytelling	Look at the three pictures. Tell a story about what you see...	
38	Storytelling	Look at the three pictures. Tell a story about what you see...	

Picture Description

What is the woman doing and why?



Samples 39–41	Picture Description
<p>Score Point 2</p>	<p>Relevant response that approximates native-like fluency</p> <ul style="list-style-type: none"> • Addresses both parts of the prompt • Complex and varied structure and vocabulary • No or very few minor errors that do not impede communication • Demonstrates strong inference skills • Well-organized, coherent, and cohesive
<p>Score Point 1</p>	<p>Somewhat relevant response</p> <ul style="list-style-type: none"> • May address only one part of the prompt • Somewhat varied structure and vocabulary • Serious errors, but intelligible • May demonstrate basic inference skills • Somewhat organized and plausible
<p>Score Point 0</p>	<p>Irrelevant or invalid response</p> <ul style="list-style-type: none"> • Unintelligible • In a language other than English • Only repeating the prompt • No response

Audio CD Track	Item Type	Prompt	Score Point
39	Picture Description	What is the woman doing and why?	
40	Picture Description	What is the woman doing and why?	
41	Picture Description	What is the woman doing and why?	

Social Interaction

What will you do after lunch?

Samples 42–44	Social Interaction
Score Point 2	Response addresses the prompt* <ul style="list-style-type: none"> Vocabulary is context-related and precise Free of grammatical errors
Score Point 1	Response somewhat addresses the prompt <ul style="list-style-type: none"> Some appropriate vocabulary that is somewhat context-related Some grammatical errors, but intelligible
Score Point 0	Response does not address the prompt <ul style="list-style-type: none"> Unintelligible In a language other than English Only repeating the prompt No response

* A one-word response can receive a score of 2 if all criteria are met.

Audio CD Track	Item Type	Prompt	Score Point
42	Social Interaction	What will you do after lunch?	
43	Social Interaction	What will you do after lunch?	
44	Social Interaction	What will you do after lunch?	

Grades 7–8

Sentence Completion

Mary's grandmother came for a visit and . . .



Samples 48–50	Sentence Completion
Score Point 2	Relevant response free of linguistic errors* <ul style="list-style-type: none">• Approximates native-like fluency• Precise vocabulary• Grammatically correct (e.g., in subject-verb agreement, correct verb tense, etc.)
Score Point 1	Relevant response with some linguistic errors <ul style="list-style-type: none">• Intelligible• Appropriate vocabulary• Some grammatical errors (e.g., in subject-verb agreement, verb tense, etc.)
Score Point 0	Irrelevant or invalid response <ul style="list-style-type: none">• Unintelligible• In a language other than English• Only repeating the prompt**• No response

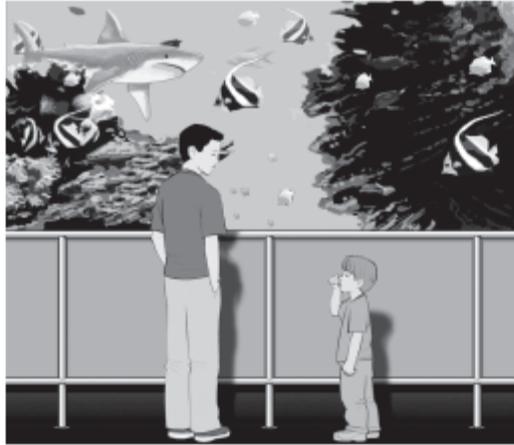
* A one-word response can receive a score of 2 if all criteria are met.

** Student may repeat the prompt as part of his or her response.

Audio CD Track	Item Type	Prompt	Score Point
48	Sentence Completion	Mary's grandmother came for a visit and...	
49	Sentence Completion	Mary's grandmother came for a visit and...	
50	Sentence Completion	Mary's grandmother came for a visit and...	

Storytelling

First
1



Next
2



Last
3



Samples 51–55	Storytelling (Abbreviated Rubric)
Score Point 4	Shows native-like fluency <ul style="list-style-type: none"> • Complex and organized structures and precise vocabulary • Very few errors
Score Point 3	Shows strong ability approaching native-like fluency <ul style="list-style-type: none"> • Varied structure and vocabulary • Some errors that do not impede communication
Score Point 2	Shows some ability <ul style="list-style-type: none"> • Basic structures and simple vocabulary • Numerous errors impede communication or cause confusion
Score Point 1	Shows very limited ability <ul style="list-style-type: none"> • Limited structures and vocabulary • Numerous and/or serious errors impede communication
Score Point 0	Shows no ability <ul style="list-style-type: none"> • Unintelligible • In a language other than English • Irrelevant • No response

Audio CD Track	Item Type	Prompt	Score Point
51	Storytelling	Look at the three pictures. Tell a story about what you see...	
52	Storytelling	Look at the three pictures. Tell a story about what you see...	
53	Storytelling	Look at the three pictures. Tell a story about what you see...	
54	Storytelling	Look at the three pictures. Tell a story about what you see...	
55	Storytelling	Look at the three pictures. Tell a story about what you see...	

Picture Description

What is the woman doing, and what might she be thinking?



Samples 56–58	Picture Description
<p>Score Point 2</p>	<p>Relevant response that approximates native-like fluency</p> <ul style="list-style-type: none"> • Addresses both parts of the prompt • Complex and varied structure and vocabulary • No or very few minor errors that do not impede communication • Demonstrates strong inference skills • Well-organized, coherent, and cohesive
<p>Score Point 1</p>	<p>Somewhat relevant response</p> <ul style="list-style-type: none"> • May address only one part of the prompt • Somewhat varied structure and vocabulary • Serious errors, but intelligible • May demonstrate basic inference skills • Somewhat organized and plausible
<p>Score Point 0</p>	<p>Irrelevant or invalid response</p> <ul style="list-style-type: none"> • Unintelligible • In a language other than English • Only repeating the prompt • No response

Audio CD Track	Item Type	Prompt	Score Point
56	Picture Description	What is the woman doing, and what might she be thinking?	
57	Picture Description	What is the woman doing, and what might she be thinking?	
58	Picture Description	What is the woman doing, and what might she be thinking?	

Social Interaction

How would you make the school lunch better?

Samples 59–61	Social Interaction
Score Point 2	Response addresses the prompt* <ul style="list-style-type: none"> Vocabulary is context-related and precise Free of grammatical errors
Score Point 1	Response somewhat addresses the prompt <ul style="list-style-type: none"> Some appropriate vocabulary that is somewhat context-related Some grammatical errors, but intelligible
Score Point 0	Response does not address the prompt <ul style="list-style-type: none"> Unintelligible In a language other than English Only repeating the prompt No response

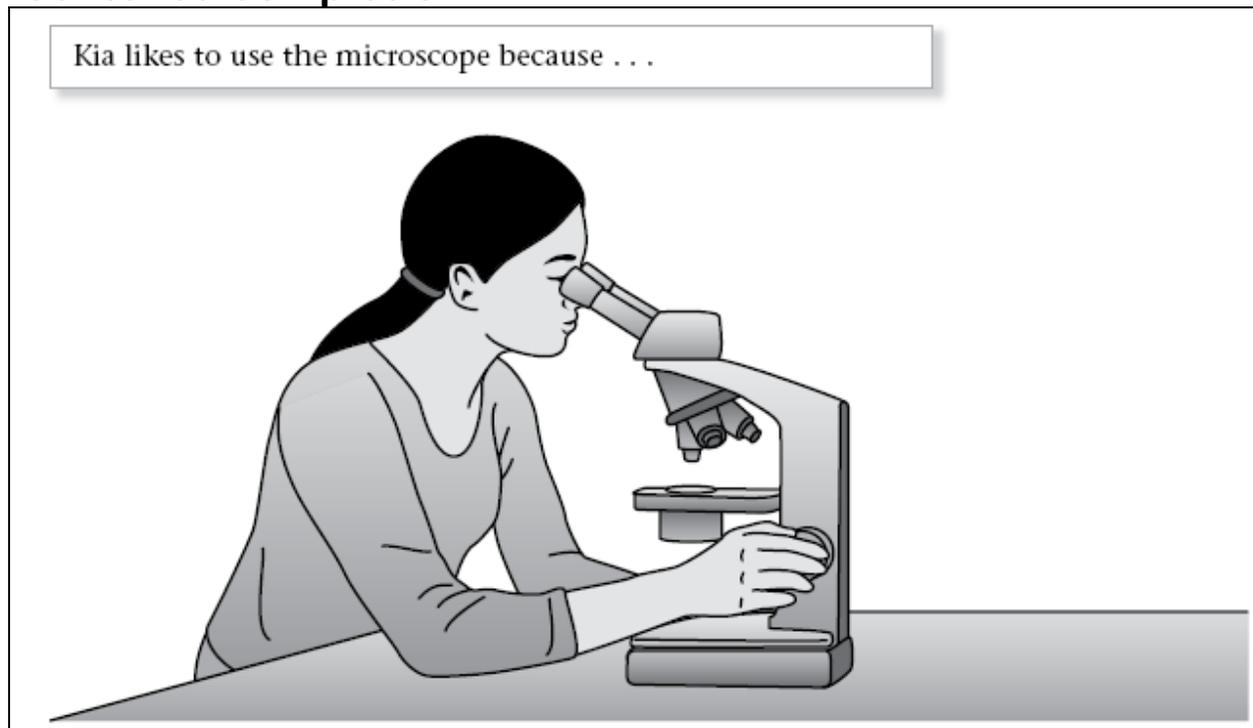
* A one-word response can receive a score of 2 if all criteria are met.

Audio CD Track	Item Type	Prompt	Score Point
59	Social Interaction	How would you make the school lunch better?	
60	Social Interaction	How would you make the school lunch better?	
61	Social Interaction	How would you make the school lunch better?	

Grades 9–12

Sentence Completion

Kia likes to use the microscope because . . .



Samples 64–66	Sentence Completion
Score Point 2	Relevant response free of linguistic errors* <ul style="list-style-type: none">• Approximates native-like fluency• Precise vocabulary• Grammatically correct (e.g., in subject-verb agreement, correct verb tense, etc.)
Score Point 1	Relevant response with some linguistic errors <ul style="list-style-type: none">• Intelligible• Appropriate vocabulary• Some grammatical errors (e.g., in subject-verb agreement, verb tense, etc.)
Score Point 0	Irrelevant or invalid response <ul style="list-style-type: none">• Unintelligible• In a language other than English• Only repeating the prompt**• No response

* A one-word response can receive a score of 2 if all criteria are met.

** Student may repeat the prompt as part of his or her response.

Audio CD Track	Item Type	Prompt	Score Point
64	Sentence Completion	Kia likes to use the microscope because...	
65	Sentence Completion	Kia likes to use the microscope because...	
66	Sentence Completion	Kia likes to use the microscope because...	

Storytelling

First
1



Next
2



Last
3



Samples 67–69	Storytelling (Abbreviated Rubric)
Score Point 4	Shows native-like fluency <ul style="list-style-type: none"> • Complex and organized structures and precise vocabulary • Very few errors
Score Point 3	Shows strong ability approaching native-like fluency <ul style="list-style-type: none"> • Varied structure and vocabulary • Some errors that do not impede communication
Score Point 2	Shows some ability <ul style="list-style-type: none"> • Basic structures and simple vocabulary • Numerous errors impede communication or cause confusion
Score Point 1	Shows very limited ability <ul style="list-style-type: none"> • Limited structures and vocabulary • Numerous and/or serious errors impede communication
Score Point 0	Shows no ability <ul style="list-style-type: none"> • Unintelligible • In a language other than English • Irrelevant • No response

Audio CD Track	Item Type	Prompt	Score Point
67	Storytelling	Look at the three pictures. Tell a story about what you see...	
68	Storytelling	Look at the three pictures. Tell a story about what you see...	
69	Storytelling	Look at the three pictures. Tell a story about what you see...	

Picture Description

What is the woman doing, and what might she be thinking?



Sample 70	Picture Description
<p>Score Point 2</p>	<p>Relevant response that approximates native-like fluency</p> <ul style="list-style-type: none"> • Addresses both parts of the prompt • Complex and varied structure and vocabulary • No or very few minor errors that do not impede communication • Demonstrates strong inference skills • Well-organized, coherent, and cohesive
<p>Score Point 1</p>	<p>Somewhat relevant response</p> <ul style="list-style-type: none"> • May address only one part of the prompt • Somewhat varied structure and vocabulary • Serious errors, but intelligible • May demonstrate basic inference skills • Somewhat organized and plausible
<p>Score Point 0</p>	<p>Irrelevant or invalid response</p> <ul style="list-style-type: none"> • Unintelligible • In a language other than English • Only repeating the prompt • No response

Audio CD Track	Item Type	Prompt	Score Point
70	Picture Description	What is the woman doing, and what might she be thinking?	

Social Interaction

My brother is getting married this summer.

Samples 71–73	Social Interaction
Score Point 2	Response addresses the prompt* <ul style="list-style-type: none"> Vocabulary is context-related and precise Free of grammatical errors
Score Point 1	Response somewhat addresses the prompt <ul style="list-style-type: none"> Some appropriate vocabulary that is somewhat context-related Some grammatical errors, but intelligible
Score Point 0	Response does not address the prompt <ul style="list-style-type: none"> Unintelligible In a language other than English Only repeating the prompt No response

* A one-word response can receive a score of 2 if all criteria are met.

Audio CD Track	Item Type	Prompt	Score Point
71	Social Interaction	My brother is getting married this summer.	
72	Social Interaction	My brother is getting married this summer.	
73	Social Interaction	My brother is getting married this summer.	

Answer Key

Grades K–1

Sentence Completion

Audio CD Track	Item Type	Prompt	Transcript	Score Point	Comment
04	Sentence Completion	When Joseph pulled the wagon...	...some toy, some toys fell outa of the wagon.	2	This response is appropriate to the prompt, and the vocabulary and grammar are correct.
05	Sentence Completion	When Joseph pulled the wagon...	...there are falling the toys.	1	This response is appropriate to the prompt and it is intelligible, but it contains a sentence structure error.
06	Sentence Completion	When Joseph pulled the wagon...	[In Spanish]	0	This response is entirely in Spanish.

Storytelling

Audio CD Track	Item Type	Prompt	Transcript	Score Point	Comment
07	Storytelling	Look at the three pictures. Tell a story about what you see...	The man was raking the leaves. Next he pulled all the leaves by a tree. Next he put the rake down.	4	This response is a well-organized narrative presented logically with appropriate transitions. It includes precise and varied vocabulary and correctly includes an idiom/phrasal verb— <i>puts the rake down</i> .
08	Storytelling	Look at the three pictures. Tell a story about what you see...	First he sta-, start to clean up the leaves. Then he got lots of. Then he finish.	3	This response shows ability to respond logically using appropriate transitions. It is generally comprehensible, though it contains grammatical errors.
09	Storytelling	Look at the three pictures. Tell a story about what you see...	The first one is [pause] he's taking, he's cleaning some leaves. The se- the second one is he's cleaning more leaves. The third one is he's standing the [pause] r- rake on the tree.	2	This response seems to present a logical narrative, but there is very little information given. Much of the vocabulary and sentence structure are repetitions. The transitions are not native-like.

Picture Description

Audio CD Track	Item Type	Prompt	Transcript	Score Point	Comment
10	Picture Description	What is the child doing and why?	She's raising her hand, because she needs to tell the teacher something.	2	This response shows native-like fluency. It is coherent and shows inferential skills.
11	Picture Description	What is the child doing and why?	It's raising his hand for a, for [pause] it's raising his hand 'cause it has the a question.	1	This response addresses both parts of the response and is intelligible; however, serious errors make it difficult to understand.

Social Interaction

Audio CD Track	Item Type	Prompt	Transcript	Score Point	Comment
12	Social Interaction	What did you do before you came to school today?	I played games.	2	This response is free of errors and the vocabulary is precise.
13	Social Interaction	What did you do before you came to school today?	Uh I do homework first, and then I eat. Then I play with my sister and my brother.	1	This response is not completely relevant to the prompt because of the problem with verb tense—the student could be responding to the question “What do you do before you come to school?”
14	Social Interaction	What did you do before you came to school today?	[Unintelligible]	0	This response is unintelligible.

Grades 2–4

Sentence Completion

Audio CD Track	Item Type	Prompt	Transcript	Score Point	Comment
17	Sentence Completion	When Marco is hungry for a snack...	...he eats an apple.	2	This response is native-like with no errors.
18	Sentence Completion	When Marco is hungry for a snack...	...I eat an a apple.	1	This response is intelligible and has some appropriate vocabulary, but contains grammatical errors.
19	Sentence Completion	When Marco is hungry for a snack...	...black	0	This response is not relevant to the prompt.

Storytelling

Audio CD Track	Item Type	Prompt	Transcript	Score Point	Comment
20	Storytelling	Look at the three pictures. Tell a story about what you see...	Umm, John was reading a great story that was about a fairy tale. Umm, when he was reading it he took like two days. After that when he got to class the next morning he was writing an essay about it [pause] ah about it and how it was a great story and everything. He loved almost everything. But the next—yeah, but the next day he had a, ummm read it out loud in cla- in front of the class. He did a great job and everything but...he got a little nervous. But he still got an A.	4	This response is a well-organized, coherent narrative that contains complex sentences and appropriate transitions. The vocabulary is precise and sophisticated for this grade level.
21	Storytelling	Look at the three pictures. Tell a story about what you see...	Tommy was reading a book. He needed to write about it. Then he write about it. Then he, he told the story to, to everyone.	3	This response is generally well-organized but uses only basic transitions and simple sentence structures.

Storytelling (continued)

Audio CD Track	Item Type	Prompt	Transcript	Score Point	Comment
22	Storytelling	Look at the three pictures. Tell a story about what you see...	The boy first he read the story. Next he write about the story. Then last he he read the story for the people.	2	In this response, the speaker uses very basic vocabulary and only simple sentence structures. There are errors in all sentences, though they don't impede intelligibility.
23	Storytelling	Look at the three pictures. Tell a story about what you see...	I think the boyn is writing a story. Uh, and she write the, how how about the story. Nek, um next sh- he write to every one. Her class- uh his classmates.	1	This response has many errors, making parts of the narrative incomprehensible. Several simple sentences are intelligible. Vocabulary is limited.

Picture Description

Audio CD Track	Item Type	Prompt	Transcript	Score Point	Comment
24	Picture Description	What is happening in the picture, and what will happen next?	What's happening in the picture is their mother is taking off the clothes so they can swim. And then they're gonna jump in the water.	2	This response answers both parts of the prompt, is well-organized, shows good inferential skills, and approximates native-like speech.
25	Picture Description	What is happening in the picture, and what will happen next?	Umm, the boy is trying to swim, um and and then um [pause]... she's m-, she's mother is going to, um [pause] oh, she's mother is going to um, show her how to swim—the two boys. Because they do not know how to swim.	1	This response is a somewhat organized and plausible answer to the prompt. Numerous errors make it difficult to comprehend at times, but it is intelligible overall.
26	Picture Description	What is happening in the picture, and what will happen next?	Mommy [pause] the beach.	0	There is not enough relevant language in the response.

Social Interaction

Audio CD Track	Item Type	Prompt	Transcript	Score Point	Comment
27	Social Interaction	What kind of stories do you like to read?	I like to read fiction books and mys- mysteries.	2	This response addresses the prompt and is near-native English.
28	Social Interaction	What kind of stories do you like to read?	Different kind of stories, like chapters.	1	This response only somewhat answers the question.

Grades 5–6

Sentence Completion

Audio CD Track	Item Type	Prompt	Transcript	Score Point	Comment
32	Sentence Completion	Ravi went to the edge of the pool...	Ravi went to the edge of the pool and jumped in the water.	2	This response is near native-like and completes the prompt appropriately.
33	Sentence Completion	Ravi went to the edge of the pool...	...and swim down.	1	This response is relevant, and the vocabulary is appropriate. Verb tense is incorrect.
34	Sentence Completion	Ravi went to the edge of the pool...	...and he [unintelligible] um he water [pause] um he water [unintelligible].	0	The student tries, but the response is unintelligible.

Storytelling

Audio CD Track	Item Type	Prompt	Transcript	Score Point	Comment
35	Storytelling	Look at the three pictures. Tell a story about what you see...	Jesse and Becky and Dawn were coming out of school. Then it started raining, and they went under a tent, so they won't get wet.	4	This response is a well-organized narrative with mostly precise vocabulary, good use of transitions, and only one grammar error.
36	Storytelling	Look at the three pictures. Tell a story about what you see...	Um they went to the movies and the movie ended, and they got out. And then it started raining. And then they have to, they have to wait because it was raining. They couldn't go home because they would get wet.	3	This response is a logically organized narrative but repeats the same simple sentence structure. Some fluency problems distract the listener's attention.
37	Storytelling	Look at the three pictures. Tell a story about what you see...	I see two girls and one boy. [long pause] I don't know.	1	This response shows very limited ability to produce a narrative.
38	Storytelling	Look at the three pictures. Tell a story about what you see...	I don't know.	0	The student does not respond to the prompt.

Picture Description

Audio CD Track	Item Type	Prompt	Transcript	Score Point	Comment
39	Picture Description	What is the woman doing and why?	She's shopping at a food, at a supermarket and, 'cause she wants to get some food to cook.	2	This response is relevant and accurate. Other than some problems with fluency, it is near native-like.
40	Picture Description	What is the woman doing and why?	The woman is uh buy, buy food uh because uh uh he need eating lunch.	1	This response is relevant to the prompt, but several grammatical errors and the limited vocabulary make it difficult to understand.
41	Picture Description	What is the woman doing and why?	[Unintelligible] vegetable.	0	This one-word response is not sufficient to be considered relevant to the prompt.

Social Interaction

Audio CD Track	Item Type	Prompt	Transcript	Score Point	Comment
42	Social Interaction	What will you do after lunch?	I will go to my homeroom class.	2	This is an accurate and appropriate response. It is free of grammar errors and uses appropriate vocabulary.
43	Social Interaction	What will you do after lunch?	Go to walk.	1	This response includes appropriate vocabulary, but it has a grammatical error that affects intelligibility.
44	Social Interaction	What will you do after lunch?	What ah do you have lunch.	0	This is a repetition of the prompt.

Grades 7–8

Sentence Completion

Audio CD Track	Item Type	Prompt	Transcript	Score Point	Comment
48	Sentence Completion	Mary's grandmother came for a visit and...	...and they looked at the photo album, looking at all pictures.	2	This response is relevant and contains precise vocabulary.
49	Sentence Completion	Mary's grandmother came for a visit and...	...show her picture.	1	This response is intelligible but has problems with grammatical structure.
50	Sentence Completion	Mary's grandmother came for a visit and...	She...	0	There is not enough speech to be a relevant response.

Storytelling

Audio CD Track	Item Type	Prompt	Transcript	Score Point	Comment
51	Storytelling	Look at the three pictures. Tell a story about what you see...	The big brother took the little brother to the aqua- aquarium, but he couldn't see the fish so he picked him up, and then they both were watching the fishes, I mean looking at the fish.	4	This response is a short, but well-organized narrative. There are very few errors, and these do not interfere with intelligibility.
52	Storytelling	Look at the three pictures. Tell a story about what you see...	Miguel is the guy, Bobby is the boy. Miguel was looking they were in the aquarium looking at the fishes. Bobby came. He could not see. Next, Miguel pick up the little boy. Miguel and Bobby started seeing the fishes, and they were having a good time.	3	This response is a logical, well-ordered narrative, though it lacks transitions. The vocabulary is appropriate. There are grammatical errors, but these do not cause confusion for the listener.
53	Storytelling	Look at the three pictures. Tell a story about what you see...	The father uh the boy is talking to the father, and next the father [Spanish word] and then the father is looking the fish.	2	This response is a narrative related to the three pictures. It is made up of only simple sentences. Errors make it difficult to understand at times.

Storytelling (continued)

Audio CD Track	Item Type	Prompt	Transcript	Score Point	Comment
54	Storytelling	Look at the three pictures. Tell a story about what you see...	The chil- the children no look the fish uh next your father is, is up because she um bad look the fish. And the children look the fish.	1	This response contains several simple sentences that are related to the prompt. Some words in these sentences are incomprehensible, making it very difficult to understand the narrative as a whole.
55	Storytelling	Look at the three pictures. Tell a story about what you see...	[pause] I don't know.	0	The student does not respond to the prompt.

Picture Description

Audio CD Track	Item Type	Prompt	Transcript	Score Point	Comment
56	Picture Description	What is the woman doing, and what might she be thinking?	I think the woman is doing, doing her homework because she's so focus on the computer. And I think she's like thinking what's gonna, what do I gonna write next?	2	This response shows strong inferential skills and good vocabulary. It is well-organized.
57	Picture Description	What is the woman doing, and what might she be thinking?	The woman is sitting down on her laptop thinking for her next appointment.	1	This response shows basic inference skills and no variety in sentence structure. The grammar error <i>sits down on</i> could cause confusion.
58	Picture Description	What is the woman doing, and what might she be thinking?	She is a student um and a computer uh information uh school.	0	Some words are relevant to the prompt, but on the whole the response is unintelligible.

Social Interaction

Audio CD Track	Item Type	Prompt	Transcript	Score Point	Comment
59	Social Interaction	How would you make the school lunch better?	I would make the school lunch better by giving seconds every day.	2	This response addresses the prompt and is like that of a native speaker.
60	Social Interaction	How would you make the school lunch better?	I will be uh, I will make the school better if, if, if the school have more chair.	1	This response is somewhat context-related. Basic vocabulary and grammar are used.
61	Social Interaction	How would you make the school lunch better?	[No response]	0	The student does not respond to the prompt.

Grades 9–12

Sentence Completion

Audio CD Track	Item Type	Prompt	Transcript	Score Point	Comment
64	Sentence Completion	Kia likes to use the microscope because...	Because she, she knows the microscope gives a lot of um, how you say, informations and, and details of, of what she's looking for like the uh fungus um [pause] microbes, and stuff like that, and one day she would like to be a scientist.	2	This response is relevant, and has excellent vocabulary and grammatically correct sentence structure.
65	Sentence Completion	Kia likes to use the microscope because...	She estudy li- uh biology.	1	This response is relevant and intelligible. There is a pronunciation error and a grammar error, and the grammatical structure is not clearly accurate.
66	Sentence Completion	Kia likes to use the microscope because...	Kia likes to to use the microscope because, because, como se dice [continues in Spanish]	0	The student uses English only to repeat the prompt. The student then continues in Spanish.

Storytelling

Audio CD Track	Item Type	Prompt	Transcript	Score Point	Comment
67	Storytelling	Look at the three pictures. Tell a story about what you see...	In my point of view on those three pictures, the first picture showed two girls who want to joi-, who want to join the science club. The girl with her um the book in her hand her name is Lily. And the second one who had the back- uh backpack, her name is Cynthia. So next, um Lily first Lily asked Cynthia if she wants to join. Um, in my point of view, uh, in my point of view, the first picture showed um two girls who were standing by, who were standing to join the science club. So the first girl with her books in her hands her name is Lily and the second one who got a backpack her name is Cynthia so um Cynthia asked Lily if she want to join the science club. So next um Lily decided to ask Cynthia a pencil so she wanted to and she uh and last she signed the science club. And Lily is in the science club.	4	This response is a well-organized narrative which includes transitions and idiomatic expressions. The speaker has some problems with fluency, but these do not interfere with comprehension. The response includes varied sentence structures with many complex sentences.
68	Storytelling	Look at the three pictures. Tell a story about what you see...	The girl (oh man) a girl was, two girls was walking down the hall and they uh they ran into each other. No. A teacher was taking the kids' name for a science, for a science club and she met a student and then she asked the student do she want to do she want to join the club. And the student said yes and she told her to take out a pencil to put her name on the [pause] on the list, so she could join the club.	3	This response includes complex sentences. The vocabulary is appropriate and includes some idiomatic phrases. Although it contains grammatical errors, these errors do not cause confusion about meaning. Although the speaker has some trouble organizing his thoughts at the beginning, the narrative is generally well-organized once he establishes the setting.

Storytelling (continued)

Audio CD Track	Item Type	Prompt	Transcript	Score Point	Comment
69	Storytelling	Look at the three pictures. Tell a story about what you see...	OK. This is some girls in their school. They looking at the, science, they looking at the science club bulletin board. And they— Number 2, they about to join the, to write their names and join the club. She's taking out a pencil out of a, out of her book bag. Then number 3, she's sign, one of them is signing her name.	2	This response is composed of mostly simple sentences. The vocabulary is appropriate, though simple. Errors distract the listener.

Picture Description

Audio CD Track	Item Type	Prompt	Transcript	Score Point	Comment
70	Picture Description	What is the woman doing, and what might she be thinking?	She, she did the esperiment? Um [pause] um the other esperiments?	1	This response addresses only the first part of the prompt— <i>What is the woman doing?</i>

Social Interaction

Audio CD Track	Item Type	Prompt	Transcript	Score Point	Comment
71	Social Interaction	My brother is getting married this summer.	Oh that's great! I wish him luck.	2	This response is accurate and appropriate to the prompt. It is free of grammatical errors.
72	Social Interaction	My brother is getting married this summer.	My brother is not getting married this summer, because he's not the right, he don't have the right age right now to get married. My brother's only seventeen. He's not getting married.	1	This response contains some appropriate vocabulary that is somewhat context-related, but it reflects a misunderstanding of the prompt, and it contains many grammatical errors.
73	Social Interaction	My brother is getting married this summer.	[In Spanish] My brother is, is, is [continues in Spanish].	0	The student repeats part of the prompt and speaks almost entirely in Spanish.

Frequently Asked Questions About the Speaking Test

Who can administer the NYSESLAT Speaking test?

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

What should I do during the Warm-Up questions?

As each student answers the Warm-Up questions, the teacher or test administrator can take the opportunity to coach the student to speak up and do his or her best. It is important to present the Warm-Up questions in a friendly and relaxed manner so the student feels comfortable speaking aloud.

If the test is untimed, why are there suggested times for pauses between items?

The Speaking test is untimed, but there is a suggested pause time for each item, which is an estimated time that should be adequate for most students to respond. Usually, if a student cannot respond within the suggested time, adding more time does not generally increase the likelihood of the student being able to respond. However, students should never be rushed. Therefore, a student should be given more time to respond if it appears that the student might be able to answer.

Should I look at the rubric while a student is speaking?

No. If you are reading the rubric, you might miss something important about the student's response. However, you should study the Speaking rubrics and examples carefully before you administer the test. During the test administration, you should look primarily at the key words on the rubrics.

Why are there more points for the Storytelling activity?

For the Storytelling activity, each student is allowed a minute to prepare and then respond. The three pictures allow each student the opportunity to create a longer piece of discourse. Therefore, with a range of four points, those students who tell a story in greater detail can be awarded an appropriate score for their efforts.

What if the student has a one-word response for one of the Social Interaction items?

We are aware that a few of the Social Interaction Speaking items can elicit a one-word response, although we generally tried to limit this kind of item. In the directions for scoring the Social Interaction items, there is an example of a correct one-word response, "Great!" to the question, "Hi, how are you?"

However, if a student response is a simple "yes" or "no," the full 2 points should not be given, even though this answer might be appropriate. With ESL students, plain yes-no responses are often an evasion from using the language. However, an enthusiastic "Great!" can be viewed as idiomatic, and therefore, something quite different, for which the full 2 points can be given.