



## Guide to Scoring LAS Links Speaking

## ● ● ● Speak in Sentences Rubric – pg 43



### GRADES K-12 RUBRIC FOR SPEAK IN SENTENCES AND MAKE CONVERSATION

Use the descriptors for each score along with the Sample Responses and Explanations of Score for all items to conduct accurate scoring.

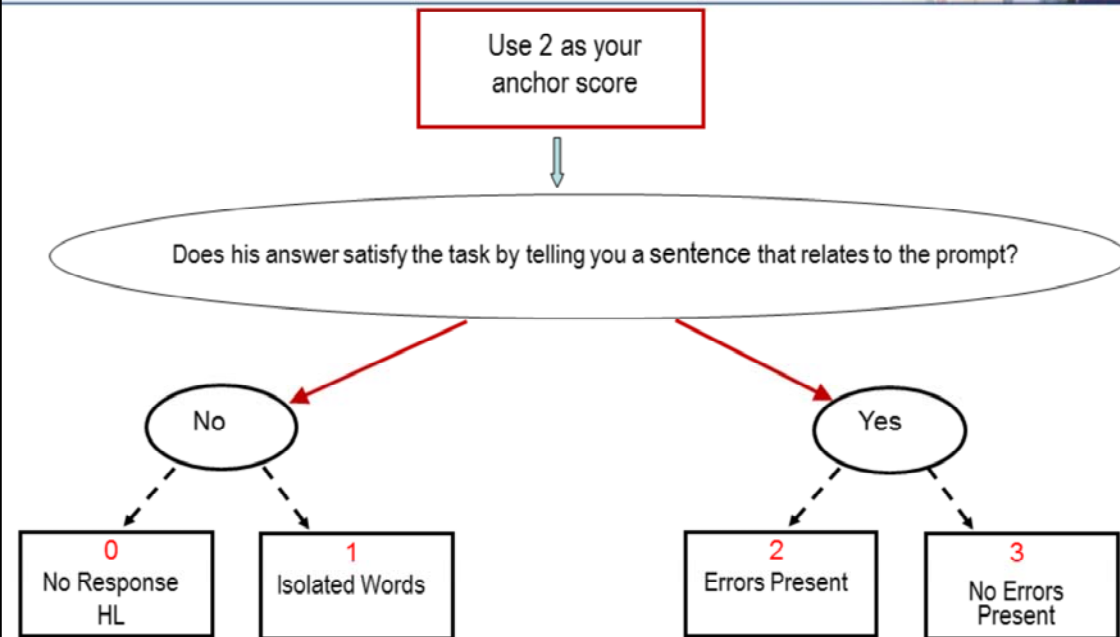
| Score |  |
|-------|--|
| 0     | No response in English (NR), response only in Home Language (HL), or response does not relate to the prompt, including "I don't know."   |
| 1     | Response relates to the prompt but does not satisfy the task. Lack of sentence form, errors in grammar and vocabulary, and insufficient vocabulary interfere with communication. Response consists of at least one on-topic English word. If a text prompt is given, a single-word response may not be a repetition from the prompt. |
| 2     | Response satisfies the task and is in sentence form (subject/predicate) with errors in grammar and/or vocabulary or insufficient vocabulary not typical of a native speaker.   |
| 3     | Response satisfies the task, is in sentence form, and is spoken with the vocabulary, grammar, and ease of expression of a native speaker.  |



The Speak in Sentences rubric can be found on page 43 of the Examiner's Guide.

Please note that this rubric applies to Speak in Sentences for grades 1 – 12. The rubric is a 0-3 scale. A zero being no response in English, response only in home language or the response does not relate to the prompt, including "I don't know". A one is the response relates to the prompt, is isolated words and does not satisfy the task. A 2, the response satisfies the task, and is in sentence form with errors in grammar and/or vocabulary or insufficient vocabulary not typical of a native speaker. A 3, the response satisfies the task, is in sentence form, and is spoken with the vocabulary, grammar, and ease of expression of a native speaker.

## ●●● Speaker Notes – Scoring: Speak in Sentences



In addition the rubric that is found in the examiner's guide, you can use this easy to use flowchart to break out the rubric into these specific questions. Use 2 as your anchor score and ask yourself the question, "does his answer satisfy the task by telling you a sentence that relates to the prompt?" If the answer to that question is yes then the student will receive either a 2 or a 3. A 2 is given when there are errors in the student's response, a 3 is when there are no errors in the student's response. Going back to the first question, "does his answer satisfy the task by telling you a sentence that relates to the prompt?" If you say, well no, he didn't give me an actual sentence, then you would go to the "no" side. Did he have isolated words that related to the prompt? If your answer is "yes" then you would give him a 1. If there was no response or the student responded entirely in his home language, or he said "I don't know", then you will give the student a 0.


## • Exemplars found in the Digital Library




**LAS Links Speaking Calibration Practice**  
Form A, Grades 1-12

**Section 2: SPEAK IN SENTENCES**


**Speak in Sentences 6-8**  
Students are asked to "Tell me what is happening in the picture".

| # | Sample Response                       | Score | Picture Prompt  |
|---|---------------------------------------|-------|---|
| 1 | She is putting the dish in the table. |       |  |
| 2 | The girl.                             |       |   |
| 3 | She has the dishes.                   |       |   |

**Speak in Sentences 2-8**  
Students are asked to "Tell me what is happening in the picture".

| # | Sample Response  | Score | Picture Prompt  |
|---|------------------|-------|---|
| 1 | She moves it up. |       |  |
| 2 | Girl, hand.      |       |   |
| 3 | She raises hand. |       |   |


**Speak in Sentences 4-5**  
Students are asked to "Tell me what is happening in the picture".

| # | Sample Response                            | Score | Picture Prompt  |
|---|--|-------|---|
| 1 | He is seeing what time it is.              |       |  |
| 2 | He looks at his watch and waits for a bus. |       |   |
| 3 | He waits.                                  |       |   |


Trainer reads each exemplar; trainees write their answer in the score box. Review each item in each set once all items are complete.

**LAS Links Speaking Calibration Practice**  
Form A, Grades 1-12

**Speak in Sentences 6-8**  
Students are asked to "Tell me what is happening in the picture".

| # | Sample Response      | Score | Picture Prompt  |
|---|----------------------|-------|---|
| 1 | He has his hair fix. |       |  |
| 2 | He has it.           |       |   |
| 3 | He makes fix.        |       |   |

**Speak in Sentences 9-12**  
Students are asked to "Tell me what is happening in the picture".

| # | Sample Response           | Score | Picture Prompt  |
|---|---------------------------|-------|---|
| 1 | He has the bread.         |       |  |
| 2 | Cut.                      |       |   |
| 3 | He is cutting some bread. |       |   |

Exemplars can be found in the Digital Library.

## ● ● ● Speak in Sentences Scoring Practice



### Speak in Sentences 4-5

Students are asked to "Tell me what is happening in the picture".

| # | Sample Response                            | Score | Picture Prompt |
|---|--|-------|----------------|
| 1 | Him seeing what time is.                   | 2     |                |
| 2 | He looks at his watch and waits for a bus. | 3     |                |
| 3 | He watch.                                  | 1     |                |

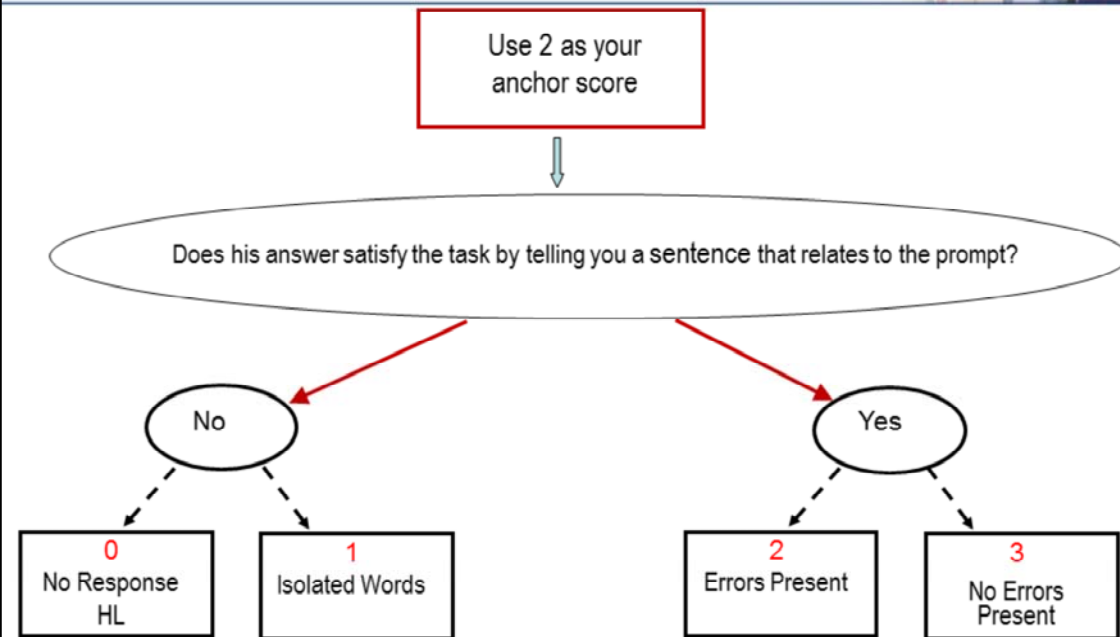


"Him seeing what time is." Does his response satisfy the task by giving you a sentence that relates to the prompt? Yes? Yes, it does. Are there errors? Yes? Yes there are so it is a 2.

Do the other two exemplars following the same process.

Choose 6 more to read to the group and have them write their answers on their papers without providing a verbal answer. Once you have read all 6 responses, then go back over each one and ask them to provide their score.

## Speaker Notes – Scoring: Make Conversation



Here again is the flowchart for scoring Make Conversation. Again you will ask the question of “does his answer satisfy the task by telling you a sentence that relates to the prompt?” If the answer is yes and there are errors present, then your student would receive a 2. If the answer is yes and there are no errors present, then your student will receive a 3. If you answer the question with a “no”, then the student will receive a 1 if he has isolated words that relate to the prompt, or a 0 if it is all in his home language, or if there is no response or the student responds with “I don’t know”.

## ● ● ● Make Conversation Scoring Practice



### Make Conversation 4-5

*Student will be asked to listen to directions and then answer the best that they can.*

| # | Sample Response                              | Score | Prompt                                     |
|---|--|-------|--|
| 1 | Bus driver, now.                             | 1     | Tell the bus driver this is your bus stop. |
| 2 | Bus driver, may you please stop here for me? | 2     |  |
| 3 | Here's my stop.                              | 3     |  |




Exemplars can be found in the Digital Library.

ONSIGHT TRAINER: Read one at a time allowing group to read each answer and have them call out their answers. Use your answer keys for the rationale for each score.

Choose 6 more to read to the group and have them write their answers on their papers without providing a verbal answer. Once you have read all 6 responses, then go back over each one and ask them to provide their score.






**GRADES K-12 RUBRIC FOR TELL A STORY**

Use the descriptors for each score along with the Sample Responses and Explanations of Score for all items to conduct accurate scoring.

| Score |   |
|-------|---|
| 0     | No response in English (NR), response only in Home Language (HL), or response does not relate to the prompt, including "I don't know."  |
| 1     | Response consists of at least one on-topic English word. If a text prompt is given, a single-word response may not be a repetition from the prompt. Response consists of only words or phrases and does not form a complete sentence. |
| 2     | Response addresses the prompt and includes one or more sentences with errors in grammar and/or vocabulary or insufficient vocabulary that make overall communication unclear.   |
| 3     | Response addresses the prompt in sentence form with errors in grammar and vocabulary that do not interfere with overall clear communication, although parts may be confusing.   |
| 4     | Response addresses the prompt with only minor errors in grammar and vocabulary that do not interfere with overall clear communication. Ideas, content, and description are expressed with ease approaching that of a native speaker.  |



The rubric for Tell a Story is found in the Examiner's guide and is the rubric used for all grades utilizing LAS Links. This is also found on the bottom of page 6 of your handouts and worksheets.

For Tell a story, the student is scored on a scale of 0-4. A zero is no response in English, response only in the student's home language, a response that does not relate to the prompt including "I don't know".

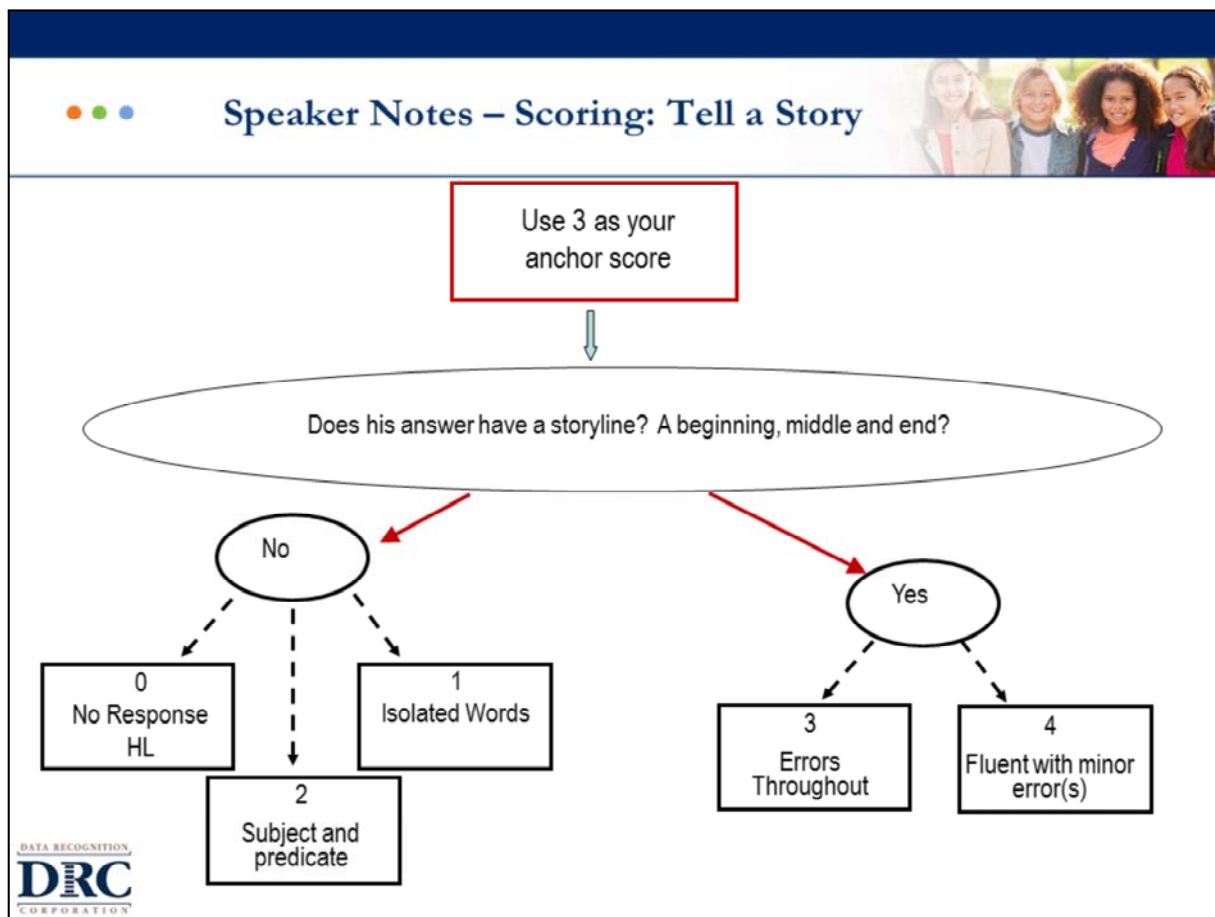
A 1 is the response consists of at least one on-topic English word.

A 2 addresses the prompt and includes one or more sentences with errors in grammar and /or vocabulary or insufficient vocabulary that make overall communication unclear.

A 3, the response addresses the prompt in sentence form with errors in grammar and vocabulary that do not interfere with overall clear communication, although parts may be confusing.

And a 4, the response addresses the prompt with only minor errors in grammar and vocabulary that do not interfere with overall clear communication.... So, what you would expect of a native speaker





Here is the flowchart for Tell a Story. This is also found on the bottom of page 7 of your handout packet.

Now you will use 3 as your anchor score and ask the question “does his answer have a storyline? A storyline being a beginning, a middle and an end. If you answered yes to this question, then the student rating will be either a 3 or a 4. So then you ask yourself the second question which is “are there errors throughout?” If you answer yes, there are errors throughout, then it will remain a 3. If you say, well, no, there are really just a few minor errors but not throughout, then that would give the student a 4, where he is fluent with minor errors.

Going back to the initial question “does his answer have a storyline? A beginning, a middle and an end.” If you answer no, then you go to the no side. A 2 is if the student has a subject and predicate together forming a sentence. A 1 is isolated words that relate to the prompt and a zero is a no response, a response entirely in the student’s home language or if they just said “I don’t know”.

## Let's Tell Stories Scoring Practice



### Tell A Story 4-5

Student is asked to tell the story that they see in the pictures.

| # | Sample Response  | Score | Prompt |
|---|--|-------|--------|
| 1 | Her and him.   | 1     |        |
| 2 | He's gets her food. He have the books. They eat. By the car.   | 2     |        |
| 3 | The girl has crutches so her friend helps her. He carries her books and her lunch. After school, her dad says "Thank you for helping my daughter." | 4     |        |
| 4 | He say "You need some help?" Then he carry her books. And he get her food. The man hold his hand.  | 3     |        |
| 5 | The boy... helping the girl. She hurt.   | 2     |        |
| 6 | The girl, she hurt. She have those things. That boy help her. He take her books and her food. Then the man, he shake hands.                        | 3     |        |



Exemplars can be found in the Digital Library.

ONSIGHT TRAINER: Read one at a time allowing group to read each answer and have them call out their answers. Use your answer keys for the rationale for each score. After working together through these exemplars, have them do the inter-rater reliability activity which starts on the next slide.

## ● ● ● Inter-Rater Reliability Activity



1. Utilize the preLAS Speaking Scoring Calibration exemplars found on pages 4 and 5 of your Worksheets and Handouts packet.
2. Divide test administration trainees into groups (no more than 6 per group).
3. Each participant should first score all speaking on their own.
4. Once each individual in the group has finished scoring the exemplars on their own, the group should discuss the scores they gave on each item.
5. Through conversation and by referencing the rubric and the flow chart, the group must decide on a consensus score for each item.
6. The trainer should travel the room and give the trainees enough time to make sure they have scored each item as a group.



In terms of scoring, 90% Inter-rater reliability among scorers is a key element to ensuring that the scores provided by the assessment are valid and reliable. We use this process for both preLAS and LAS Links. To achieve inter-rater reliability, the following activity should take place during all onsite trainings, so this is something to keep in mind if you are tasked with training others on this program.

1. Utilize the Speaking Scoring Calibration exemplars found in the handouts and worksheets
2. Divide test administration trainees into groups (no more than 6 per group)
3. Each participant should first score all speaking on their own
4. Once each individual in the group has finished scoring the exemplars on their own, the group should discuss the scores they gave on each item
5. Through conversation and by referencing the rubric and the flow chart, the group must decide on a consensus score for each item
6. The trainer should travel the room and give the trainees enough time to make sure they have scored each item as a group

## ● ● ● Inter-Rater Reliability Activity



7. Once enough time is given, the trainer should create an excel sheet on the screen and call on each group to provide their scores for each of the items. Trainer should post those scores on the excel sheet.
8. Other groups waiting their turn to provide their scores should not change their scores when they hear a different score. Be confident in your answer!

9. Any exemplar that has more than one score provided by the groups should be read aloud and worked through together as a room, with the trainer providing the correct score and its rationale.

| Group # | Item 1 | Item 2 | Item 3 | Item 4 | Item 5 | Item 6 |
|---------|--------|--------|--------|--------|--------|--------|
| 1       | 3      | 2      | 4      | 1      | 2      | 3      |
| 2       | 3      | 2      | 4      | 1      | 2      | 3      |
| 3       | 3      | 2      | 4      | 2      | 2      | 3      |
| 4       | 3      | 1      | 4      | 1      | 2      | 3      |
| 5       | 3      | 1      | 4      | 1      | 2      | 3      |
| 6       | 3      | 2      | 3      | 1      | 2      | 3      |
| 7       | 3      | 2      | 4      | 1      | 2      | 3      |



7. Once enough time is given, the trainer should create an excel sheet on the screen and call on each group to provide their scores for each of the items. Trainer should post those scores on the excel sheet.

8. Other groups waiting their turn to provide their scores should not change their scores when they hear a different score. Be confident in your answer!

9. Any exemplar that has more than one score provided by the groups should be read aloud and worked through together as a room, with the trainer providing the correct score and its rationale.