

Las Links Form C and D

Speaking Scoring Practice

Describe and Request Information

Prompt: A student is standing in line at the cafeteria.

Q1: What is happening in the picture?

Correct Score

1	In cafeteria. Boy deciding to having which kind of pizza. Meaning somewhat clear, intended meaning in hampered by word choice	2
2	Boy point pizza. Meaning unclear, does relate to the prompt	1
3	Boy in jeans is say what the pizza he wants. Meaning is somewhat clear, intended meaning hampered by word choice	2
4	Stand, speaking, uhhh... boy and pizza Meaning is unclear, does relate to the prompt	1
5	The boy is ordering pizza in the cafeteria. Meaning is clear, has satisfactory sentence structure	3

Prompt: A student is standing in line at the cafeteria.

Q2: Now imagine you are the student in the picture. What would you ask the woman?

Correct Score

1	Have two piece pizza. Meaning somewhat clear, but could be request or a statement	2
2	Pizza, please. I'd like a piece of pepperoni pizza please. satisfactory sentence structure, false start is okay	3
3	I liking to have piece of pizza please Sentence structure, grammar, syntax errors	2
4	Pizza? lacks language for making request, relates to prompt	1
5	Is OK me have pizza? satisfactory sentence structure, serious grammar errors	2

Present & Explain Information

Prompt 1: Map of Museum's first floor & Museum Exhibit

Q1: How would you present this information to your class?

Correct Score

1	<p><i>This about my day at museum. It looking like this. There are many things to see. I learn about the first ladies of the United States and the main gallery. Thank you</i></p> <p>Meaning somewhat clear. Satisfactory sentence structure. Serious grammar errors. Response does not clearly express or describe some of the required major information.</p>	2
2	<p><i>Hi class. I going to Pleasant Valley Museum of History, first floor only. We are look for of the United States. . Main gallery, main entrance.</i></p> <p>Meaning is unclear. Response relates to the prompt but does not clearly express or describe most of the required major information.</p>	1
3	<p><i>Today I went to the Pleasant Valley Museum of History. There were three good, rooms where they had stuff to look at . . . displays. On the first floor was First Ladies of the United States. The second was on urban growth. Around the turn of the century. The third was Native Americans. Also there was a main gallery with cool stuff. Well, my favorite was urban growth. You can see where all the displays were because here's the entrance.</i></p> <p>Response clearly expresses or describes most of the required major information. Response has satisfactory sentence structure; a false start is permissible. Meaning is understood.</p>	3
4	<p><i>I imagine I would bring a projector. Prepare a speech. I would tell my class where each exhibit was and the name of each exhibit. And the name of the museum.</i></p> <p>Response does not describe some of the required major information/discourse functions. Examinee focuses on explaining how to give the presentation instead of playing the role of presenter as directed.</p>	2
5	<p><i>I like to go to the museums.. I want my class to go see the displays too.</i></p> <p>Response relates to the prompt but does not clearly express or describe most of the required major information.</p>	1

Prompt 1: Map of Museum’s first floor & Museum Exhibit

Q2: How is the information in the slides different?

Correct Score

1	<p><i>One of the exhibits in the museum is on urban growth in the United States in the turn of century. In those times, they developed quickly trolleys, subways, elevated trains for transportation. They built skyscrapers. Because of all this development, there were lots of factory jobs. The other slide shows a map of the museum so that visitors will know where the exhibits are located.</i></p> <p>Response clearly expresses or describes most of the required major information. Response has satisfactory sentence structure and contains minor errors in syntax (e.g., <i>developed quickly trolleys</i>). Response includes precise and correct vocabulary for the test task.</p>	3
2	<p><i>United States. Bus. Train. Tall building. Smoke, people</i></p> <p>Response relates to the prompt but does not clearly express most of the required major information. Response lacks sentence structure.</p>	1
3	<p><i>I went to this really cool exhibit. The exhibit name Urban Growth in United States, information about transportation, job,</i></p> <p>Meaning somewhat clear. Response does not clearly express some of the required major information (i.e., details about development). Response has satisfactory sentence structure.</p>	2
4	<p><i>The first slide showing what is on the first floor of museum. The second slide make information about just a part of it, one of the museum’s displays.</i></p> <p>Meaning is somewhat clear. Response does not clearly express or describe most of the required major information. Response has satisfactory sentence structure but contains some serious errors in grammar.</p>	2
5	<p><i>I tell them about the museum first, everything that’s there. Then I talk about this one, this Urban Growth in United States and what it was all about and what I learned by it.</i></p> <p>Meaning somewhat clear. Response does not describe some of the required major information. Examinee focuses on explaining how to give the presentation instead of playing the role of presenter as directed.</p>	2

Prompt 2: Two different birds

Q1: Look at this slide about the bald eagle. How would you present this information to your class?

Correct Score

1	<i>Well, I'll like tell you bout bald eagle. Is size is eight to fourteen pound. Is six-foot to seven-foot wings. It live forty years. eat fish, small birds and mammals. In nineteen sixty three, the bald eagle nine hundred seventy.</i> Meaning somewhat clear. Satisfactory sentence structure. Serious syntax errors. Response does not clearly express or describe some of the required major information.	2
2	<i>Key facts about the bald eagle. Lifespan forty years. It diet fish, small birds.</i> Meaning is unclear. Response relates to the prompt but does not clearly express or describe most of the required major information.	1
3	<i>The bald eagle is very special bird. It weighs eight to fourteen pounds and has a six to seven foot wingspan. This bird live for about forty years. It eat . . . fish, small birds, and mammals . . . It . . . In nineteen sixty three there was nine hundred seventy four bald eagles in the lower forty eight states, but by the year two thousand we had almost thirteen thousand bald eagle . . . so, now they doing a lot</i> Response clearly expresses or describes most of the required major information. Response has satisfactory sentence structure; minor grammar error. Meaning is understood.	3
4	<i>I ask student what they knowed about bald eagle, where they see it, , then I showing them the slide and talk about it, the eagles. Then I say 'thank you for listening to me.'</i> Response does not describe some of the required major information/discourse functions. Examinee focuses on explaining how to give the presentation instead of playing the role of presenter as directed.	2

Prompt 2: Two different birds

Q2: Look at this slide about the California condor. How would you present this information to your class?

Correct Score

<p>1</p>	<p><i>California Condor weighs almost twenty pounds and has a wingspan of eight feet. It can live to forty-five years. Its diet is dead mammals. It's called scavenger. In nineteen eighty-seven there were only twenty-seven condors in the world. In two thousand and nine, that number go up to three hundred and fifty six . . . which is still not many.</i></p> <p>Response clearly expresses or describes most of the required major information. Response has satisfactory sentence structure and contains minor errors in syntax.</p>	<p>3</p>
<p>2</p>	<p><i>I to talk about bird call condor. Condor is have brown hair. It live forty-five.</i></p> <p>Meaning unclear. Response relates to the prompt but does not clearly express most of the required major information.</p>	<p>1</p>
<p>3</p>	<p><i>California condor is the weight is nineteen pounds and eight foot wingspan. Condor can live up to forty five years. It like to eat the scavenger of dead animals. In nineteen eighty seven, there were twenty seven condor only. Umm, in two thousand and nine they became three hundred fifty six the worldwide. So condor is not instinct.</i></p> <p>Meaning somewhat clear. Response does not clearly express some of the required major information (i.e., details about development). Response has satisfactory sentence structure.</p>	<p>2</p>
<p>4</p>	<p><i>I bring the book with the pictures of California condor to show the students about it. Then I tell them the facts about it, like how long it lives and what it eats. Then I ask them if they have a questions for me.</i></p> <p>Meaning somewhat clear. Response does not describe some of the required major information. Examinee focuses on explaining how to give the presentation instead of playing the role of presenter as directed.</p>	<p>2</p>
<p>5</p>	<p><i>California condor is another special bird. It weighs nineteen pounds. It has eight foot wingspan. It can live to forty-five years. And it eats dead animals that it scavenging already dead. In nineteen eighty seven, there were only twenty seven California condors in the world, but in two thousand and nine, the total was three hundred . . . sixty five. So getting to be more condors than before but still not so many.</i></p> <p>Meaning is clear. Response clearly expresses or describes most of the required major information. Response has satisfactory sentence.</p>	<p>3</p>

Minor grammar errors.

Tell A Story

Prompt: There is something Ben wants very badly.

Q: Tell me the story.

Correct Score

1	<p><i>Ben wanted a new laptop so he needed to get the money. Ben started to look for a job. After walking around the neighborhood all day, he saw a help wanted poster in the window of a grocery store. He went and talked to the owner and told him how he would work real hard and about his goal to have a laptop computer. The store owner was impressed and gave him the job. Ben worked hard at the grocery store, and he saved all his money. Finally, Ben bought the computer. He did all his homework on it.</i></p> <p>Fluent. Provides coherent and cohesive narrative.</p>	4
2	<p><i>Ben go to the store and looked at many computer. Computer very expensive. do the homework, the new computer.</i></p> <p>. Provides coherent and cohesive narrative but does not include a major event in one or more pictures. Lacks communication</p>	2
3	<p><i>He . . . wanting a computer. So he, uh . . . goto the store and looks. He . . . don't have no have money, enough money, so he goes to apply for job. He works as cleaner, sweeper, he gets paid . . . and then gets to buy his computer He is happy.</i></p> <p>Generally fluent. Provides coherent and cohesive narrative. Lacking significant elaboration or detail.</p>	3
4	<p><i>Ben want the computer. But no money.</i></p> <p>Related to the prompt. Not coherent and cohesive narrative.</p>	1
5	<p><i>Ben had a dream. Someday he wanted to have his own laptop computer. He spent so many days at the store looking at his favorite one. So one day he saw a help wanted sign at the grocery store, and he applied for this job. Ben got the job and worked very hard. It was lots of work for a low wage. But he saved and saved and saved until he had one thousand dollars. By the end of the year he had saved enough to buy his own laptop computer. He was proud.</i></p> <p>Fluent. Provides coherent and cohesive narrative with few errors of grammar and vocabulary.</p>	4