



# **LAS Links Online**

## **Español B Training**

### **Module 3: Scoring and Calibration**

# Introduction to LAS Links

## Español B Academic Language

- Designed to measure students' language proficiency in correspondence with the Council of Chief State School Officers' (CCSSO) Framework for English Language Proficiency Development Standards
- Provides information about students' progress toward:
  - Meeting the demands of CCSS and CCR
  - Accessing and using academic language
  - Achieving Spanish language proficiency

# What is Academic Language?

- The language skills (e.g., vocabulary, grammar, functions, discourse, registers, and discipline practices) that students need to access and use to engage with academic content
- For example:
  - **Academic speaking and listening:**
    - Skills necessary for formal communication (classroom presentations or discussions on specific topics)
  - **Academic reading and writing:**
    - Comprehension of different genres and the ability to produce specific writing types (narrative, expository, or persuasive)

# Criteria Related to Language in Academic Settings

## 1. Strands of academic language:

- Foundational Skills (Destrezas básicas)
- Language Arts, Social Studies, and History (Artes del lenguaje, Estudios sociales, Historia)
- Mathematics, Science, and Technical Subjects (Matemáticas, Ciencias, Materias técnicas)

## 2. Linguistic complexity of receptive and expressive language:

- Word/sound recognition
- Vocabulary
- Grammar
- Discourse features

# Criteria Related to Language in Academic Settings (continued)

**3. Language function and tasks** for communicative purposes in a school context:

- Identifying
- Comprehending
- Describing
- Analyzing

# Overview of LAS Links Español B

Tests	Sections	Types of Responses
<b>Hablando</b>	Conversar Usar palabras académicas Describir y pedir información Presentar y explicar información Contar un cuento	Constructed-response
<b>Escuchando</b>	Escuchar con atención Escuchar enseñanza académica	Multiple-choice
<b>Lectura</b>	Leer palabras Leer textos Leer textos académicos	Multiple-choice and Constructed-response
<b>Escritura</b>	Usar las reglas de escritura Escribir textos académicos Escribir para expresar ideas	Multiple-choice and Constructed-response

# Hablando

# Hablando

Speaking Skill Areas	Scoring
Conversar Usar palabras académicas	Constructed-Response
Describir y pedir información Presentar y explicar información	Constructed-Response
Contar un cuento	Constructed-Response



# Conversar

Students are shown a picture of people in a school or social setting and asked to imagine that they are a participant in the scenario

Scored as Correct (1), Incorrect (0), or No Response (NR)

Score	
0	Either no response, a response in a language other than Spanish, or a response that does not satisfactorily complete the communicative act (e.g., “¿En qué grado estás?”/“No”).
1	Response satisfactorily completes the communicative act (e.g., ¿En qué grado estás?”/“Cuarto”).

The Answer Book contains an option of “NR”. If a student does not respond to the question, please mark the response as NR instead of 0.

NR does carry an effective score of zero, but we want to be able to differentiate the two response types

# Conversar

## Grade 4-5 Sample Item

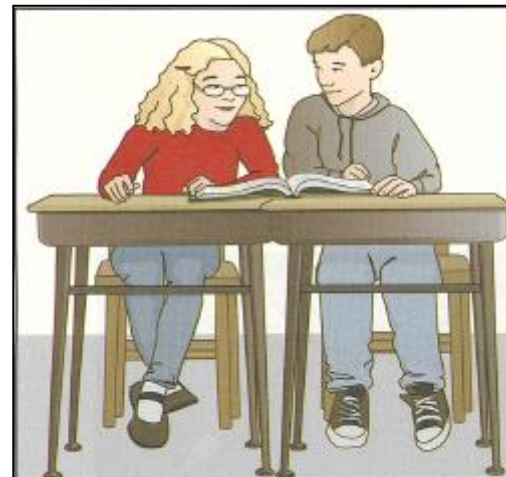
**Prompt:**

***¿Qué te gusta de la escuela?***

**“Me divierto.”**

**Score:**

**1**



# Conversar

## Grade 4-5 Sample Item

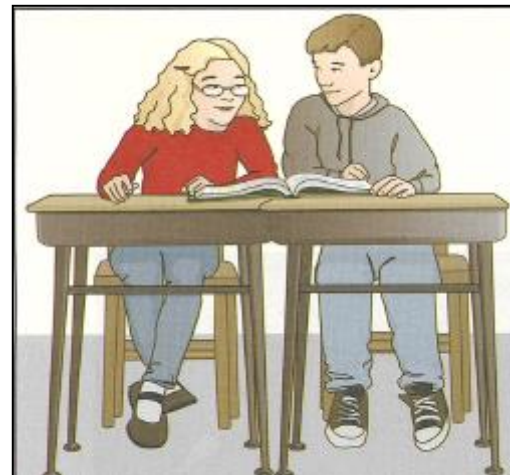
Prompt:

*¿Cuál es tu libro preferido?*

**“los libros con dibujos.”**

Score:

**1**



# Conversar

## Grade 4-5 Sample Item

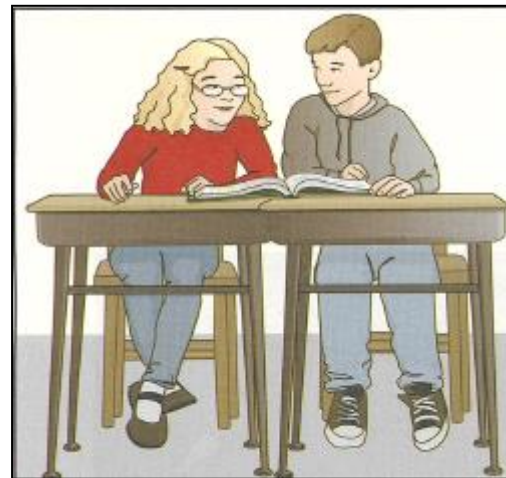
**Prompt:**

***¿Qué te gusta aprender en la clase de ciencias?***

**“Me gusta aprender sobre el espacio.”**

**Score:**

**1**



# Usar palabras académicas

Students are shown pictures of academic objects or concepts and asked to identify them

Scored as Correct (1), Incorrect (0), or No Response (NR)

Score	
0	No response [NR], a response in a language other than Spanish, vocabulary that is imprecise or incorrect, or a response where the student ONLY describes the object and does not identify it (e.g., “Lo que se usa para sentarse” instead of “Silla”).
1	Response includes correct vocabulary for the test task.

The Answer Book contains an option of “NR”. If a student does not respond to the question, please mark the response as NR instead of 0.

NR does carry an effective score of zero, but we want to be able to differentiate the two response types

# Usar palabras académicas

## Grade 4-5 Sample Item

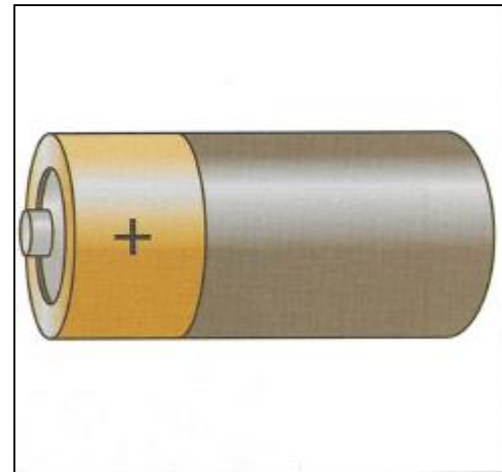
**Prompt:**

***¿Cómo se llama este objeto?***

**“batería.”**

**Score:**

**1**



# Usar palabras académicas

## Grade 4-5 Sample Item

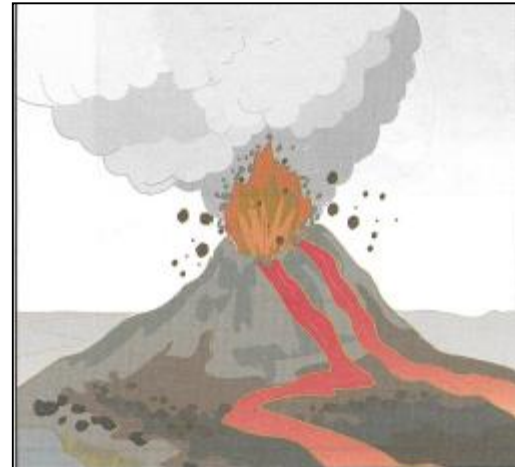
**Prompt:**

***¿Cómo se llama lo que muestra este dibujo?***

**“volcán”**

**Score:**

**1**



# Usar palabras académicas

## Grade 4-5 Sample Item

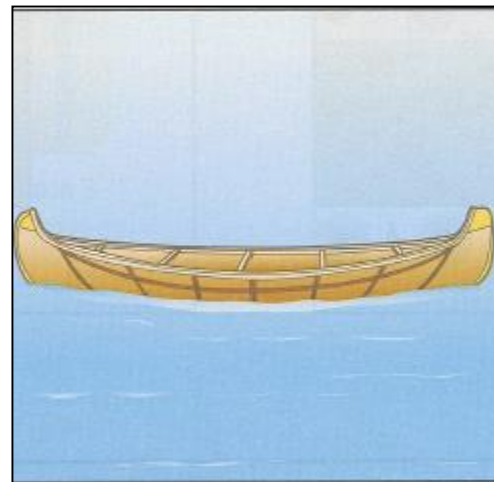
**Prompt:**

***¿Cómo se llama este objeto?***

**“canoa”**

**Score:**

**1**





# Usar palabras académicas

## Grade 4-5 Sample Item

Prompt:

*¿Cómo se llama este tipo de edificio?*

**“fábrica”**

**Score:**

**1**



# Describir y pedir información

Students are shown a picture depicting an action and asked to describe it. Then they are asked to say what they would do if they were a participant in the scenario.

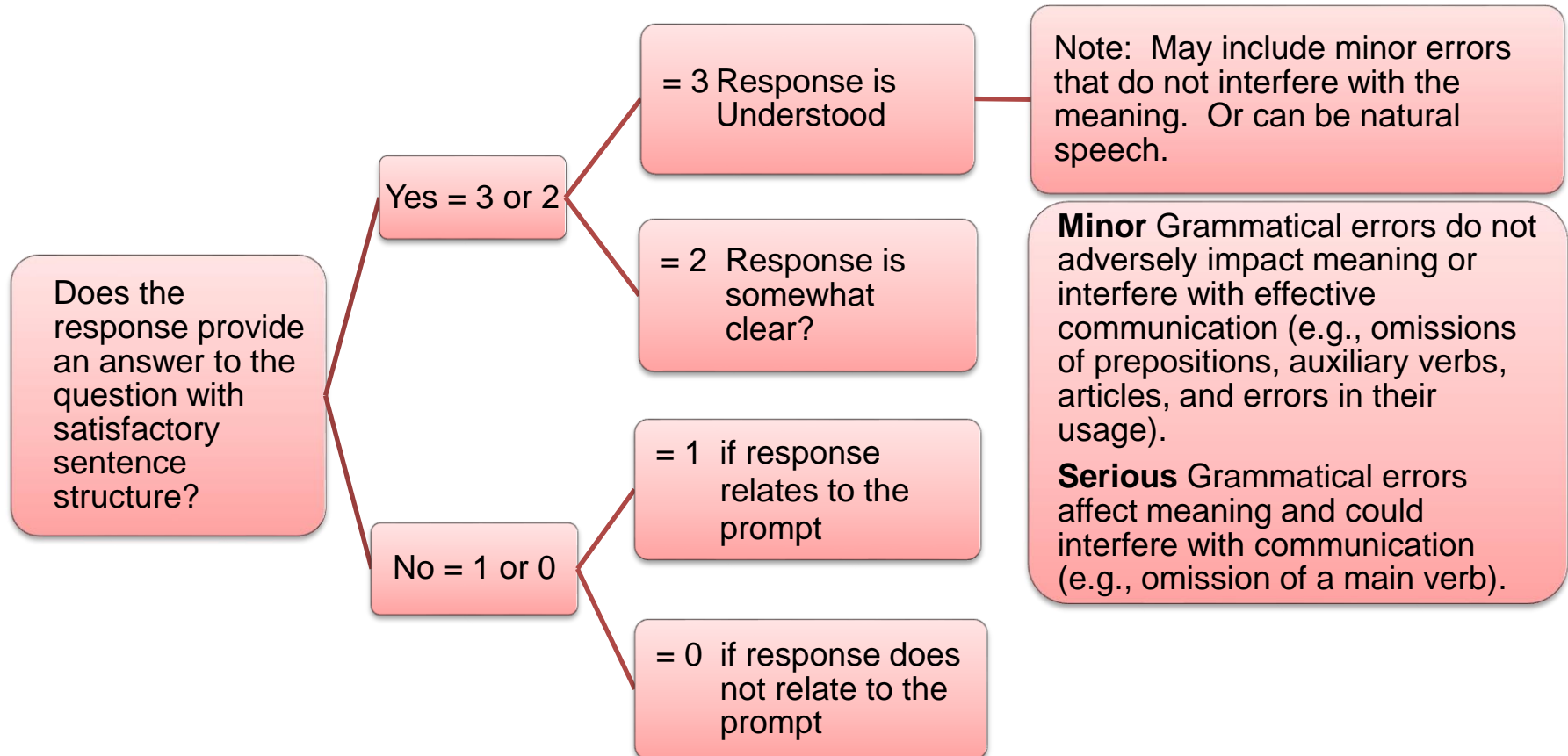
Holistically Scored on a 0-3 rubric

# Hablando Rubric 0-3

## Describir y pedir información y Presentar y explicar información

Score	Descriptors of Scores
0	<p>Response displays some or all of these features:</p> <ul style="list-style-type: none"><li>• No response in Spanish</li><li>• Response only in a language other than Spanish</li><li>• Response does not relate to the prompt, including “No sé”</li></ul>
1	<p>The <b>intended meaning is unclear</b>, likely requiring a request for clarification from the listener. Response displays some or all of these features:</p> <ul style="list-style-type: none"><li>• Response relates to the prompt but <b>does not clearly express or describe most of the required major information</b>. If a text prompt is given, a single-word response may not be a repetition from the prompt.</li><li>• Response <b>lacks sentence structure</b> and contains <b>numerous errors in grammar</b></li><li>• <b>Word choice is limited</b> or incorrect</li></ul>
2	<p>The <b>intended meaning is somewhat clear</b>. A comprehension-check question might be necessary to verify the meaning. Response displays some or all of these features:</p> <ul style="list-style-type: none"><li>• Response <b>does not clearly express or describe some of the required major information</b></li><li>• Response has satisfactory sentence structure but contains <b>some serious errors in grammar</b></li><li>• Response includes some <b>vocabulary appropriate</b> to the topic. Meaning may be hampered by a lack of correct word choice.</li></ul>
3	<p><b>Meaning is understood</b> without need for clarification from the listener. Response displays some or all of these features:</p> <ul style="list-style-type: none"><li>• Response <b>clearly expresses or describes most of the required major information</b></li><li>• Response has satisfactory sentence structure and may contain <b>minor errors in grammar</b>, such as omission of a function word (e.g., preposition or article); a false start or self-correction is permissible</li><li>• Response includes <b>precise and correct vocabulary</b> for the test task. Content-specific vocabulary is used where applicable, and response is clear without redundant, indirect, or evasive language.</li></ul>

# Scoring Tip: Process of Elimination



# Describir y pedir información

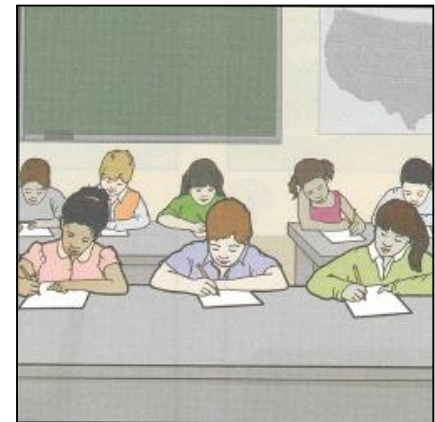
## Grade 4-5 Sample Item

**Dime lo que está sucediendo en el dibujo.**

**“salón de clases”**

Response relates to the prompt but does not clearly express or describe most of the required major intended information. Word choice is limited or incorrect. Meaning is unclear, likely requiring a request for clarification from the listener.

**Score: 1**



# Describir y pedir información

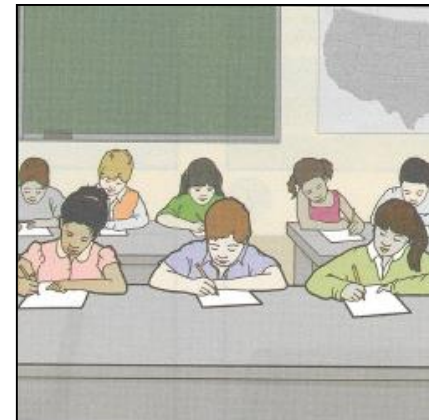
## Grade 4-5 Sample Item

**Dime lo que está sucediendo en el dibujo.**

**“Están en el salón de clases.”**

Response includes some vocabulary appropriate to the topic. The intended meaning is somewhat clear but hampered by a lack of correct word choice. A comprehension-check question might be necessary to verify the meaning.

**Score: 2**



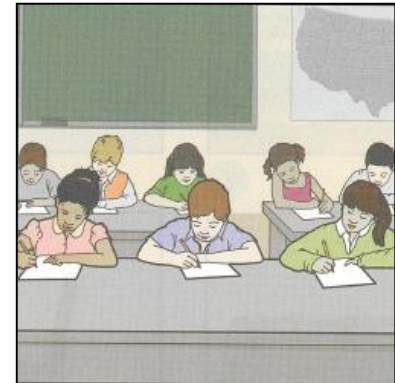
# Describir y pedir información

## Grade 4-5 Sample Item

**Dime lo que está sucediendo en el dibujo.**

**“Los alumnos se preparan para escribir. Van a presentar un examen.”**

Response clearly expresses or describes most of the required major information. Response has satisfactory sentence structure and contains minor errors in grammar, such as omission of a function word (e.g., preposition or article); a false start or self correction is permissible.



**Score: 3**

# Presentar y explicar información

**K-1:** Students are shown an illustration and asked to describe what is happening in the illustration or explain the purpose of a particular object in the illustration

**Grade 1:** Additional task: Elaborate on the same illustration

**Grade 2-3:** Students are shown an illustration and asked to describe it. Then they are shown a different yet related graphic and asked to describe it. Next, students are asked to compare the information to express their own opinion or state a preference based on the two graphics

**Grade 4-12:** Students are shown a slide, map, or other graphic depicting information, such as a chart, and asked to talk about the information in the graphic as if they were giving a presentation to his or her class. Students are then shown a different yet related graphic and asked to present that information as well. Next students are asked to compare the two graphics. Finally, students are asked to express an opinion or state a preference.

Holistically Scored on a 0-3 rubric

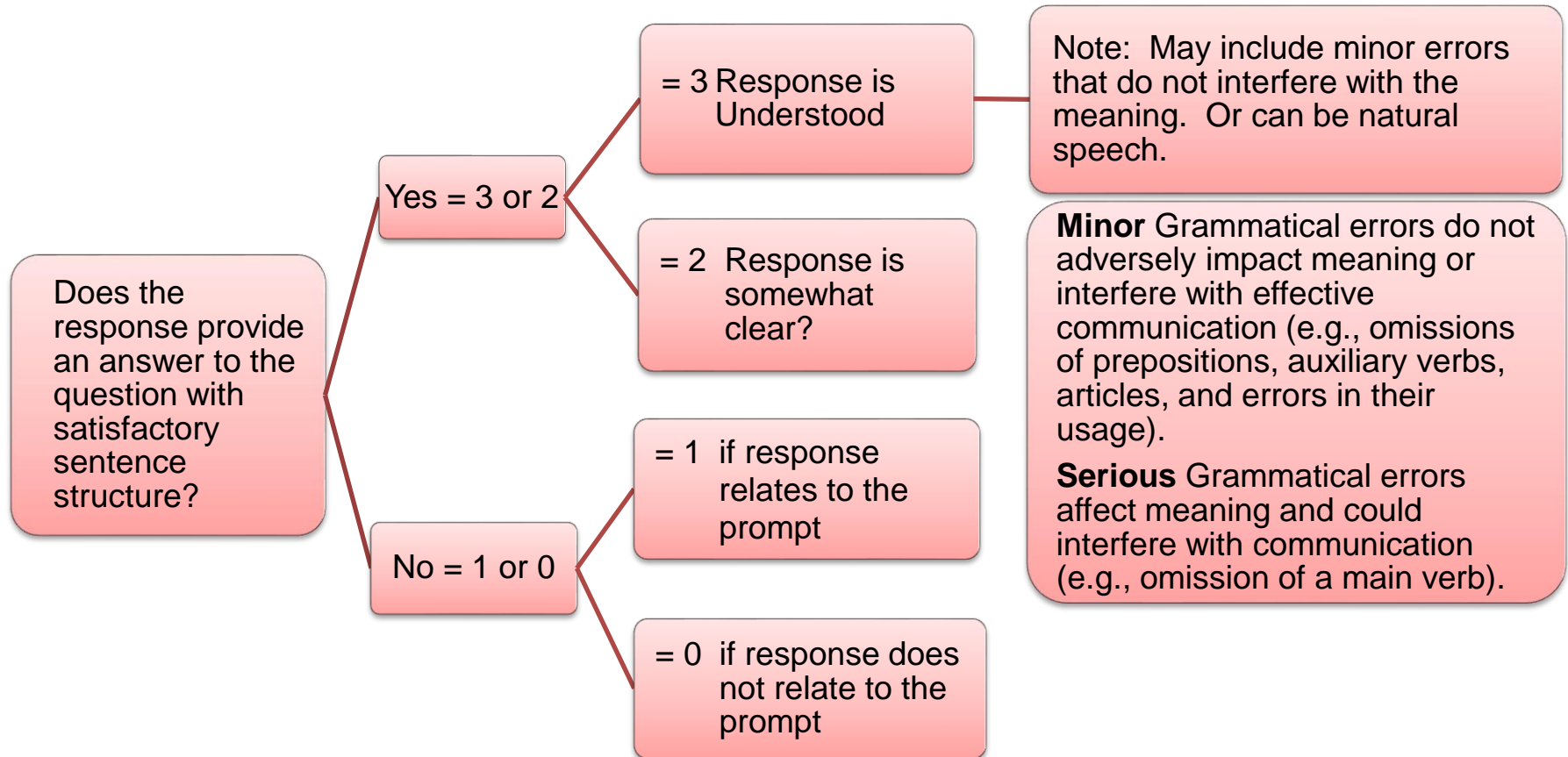


# Hablando Rubric 0-3

## Describir y pedir información y Presentar y explicar información

Score	Descriptors of Scores
0	<p>Response displays some or all of these features:</p> <ul style="list-style-type: none"><li>• No response in Spanish</li><li>• Response only in a language other than Spanish</li><li>• Response does not relate to the prompt, including “No sé”</li></ul>
1	<p>The <b>intended meaning is unclear</b>, likely requiring a request for clarification from the listener. Response displays some or all of these features:</p> <ul style="list-style-type: none"><li>• Response relates to the prompt but <b>does not clearly express or describe most of the required major information</b>. If a text prompt is given, a single-word response may not be a repetition from the prompt.</li><li>• Response <b>lacks sentence structure</b> and contains <b>numerous errors in grammar</b></li><li>• <b>Word choice is limited</b> or incorrect</li></ul>
2	<p>The <b>intended meaning is somewhat clear</b>. A comprehension-check question might be necessary to verify the meaning. Response displays some or all of these features:</p> <ul style="list-style-type: none"><li>• Response <b>does not clearly express or describe some of the required major information</b></li><li>• Response has satisfactory sentence structure but contains <b>some serious errors in grammar</b></li><li>• Response includes some <b>vocabulary appropriate</b> to the topic. Meaning may be hampered by a lack of correct word choice.</li></ul>
3	<p><b>Meaning is understood</b> without need for clarification from the listener. Response displays some or all of these features:</p> <ul style="list-style-type: none"><li>• Response <b>clearly expresses or describes most of the required major information</b></li><li>• Response has satisfactory sentence structure and may contain <b>minor errors in grammar</b>, such as omission of a function word (e.g., preposition or article); a false start or self-correction is permissible</li><li>• Response includes <b>precise and correct vocabulary</b> for the test task. Content-specific vocabulary is used where applicable, and response is clear without redundant, indirect, or evasive language.</li></ul>

# Scoring Tip: Process of Elimination

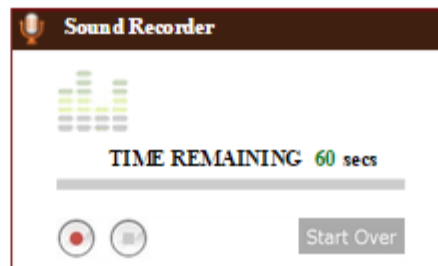
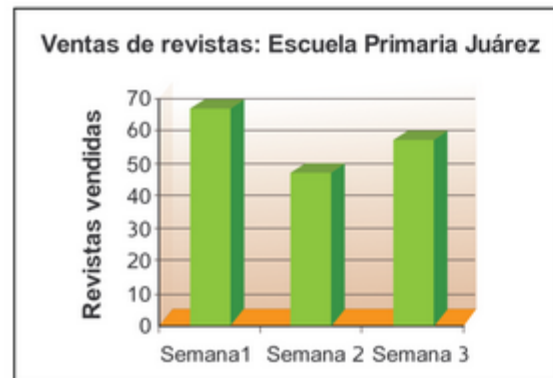


# Presentar y explicar información

## Grade 4-5 Sample Item

### HABLANDO *Presentar y explicar información*

Instrucciones: Imagina que darás una presentación sobre dos escuelas que venden revistas. Mira esta gráfica sobre una de las escuelas. ¿Cómo le explicarías esta información a tus compañeros de clase?



Repetir Instrucciones ▶

Online version of item

# Presentar y explicar información

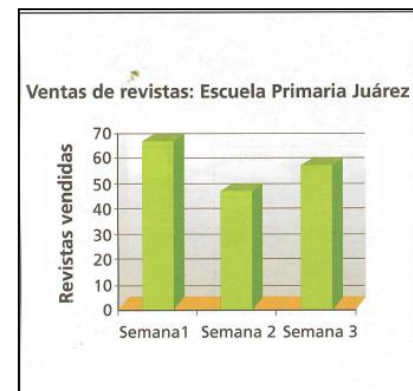
## Grade 4-5 Sample Item

Imagina que darás una presentación sobre dos escuelas que venden revistas. Mira esta gráfica sobre una de las escuelas. ¿Cómo le explicarías esta información a tus compañeros de clase?

**“En la escuela venden revistas.”**

Response relates to the prompt but does not clearly express or describe most of the required major information. Word choice is limited or incorrect. The intended meaning is unclear, likely requiring a request for clarification from the listener.

**Score: 1**



# Presentar y explicar información

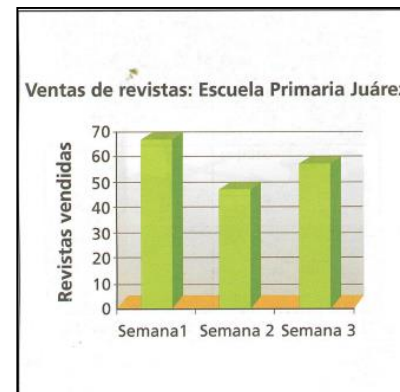
## Grade 4-5 Sample Item

Imagina que darás una presentación sobre dos escuelas que venden revistas. Mira esta gráfica sobre una de las escuelas. ¿Cómo le explicarías esta información a tus compañeros de clase?

**“La escuela vende revistas cada semana. Hay 3 semanas.”**

Response includes some vocabulary appropriate to the topic. The intended meaning is somewhat clear but hampered by a lack of correct word choice. A comprehension-check question might be necessary to verify the meaning.

**Score: 2**



# Presentar y explicar información

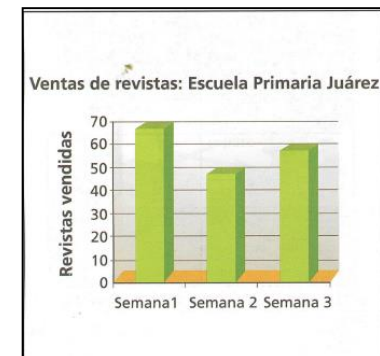
## Grade 4-5 Sample Item

Imagina que darás una presentación sobre dos escuelas que venden revistas. Mira esta gráfica sobre una de las escuelas. ¿Cómo le explicarías esta información a tus compañeros de clase?

**“Se muestra cuántas revistas vendió la escuela Juárez cada semana. En la semana 2 vendieron menos revistas que las otras dos semanas.”**

Response clearly expresses or describes most of the required major information. Response includes precise and correct vocabulary for the test task. Content-specific vocabulary is used where applicable, response is clear without redundant, indirect, or evasive language.

**Score: 3**



# Contar un cuento

Students produce multiple sentences explaining what is happening in a series of four pictures

Holistically scored on a 0-4 rubric

No practice items offered

# Hablando Rubric (K-12)

## Contar un cuento

Score	
0	Response displays some or all of these features: <ul style="list-style-type: none"><li>• Student does not respond orally</li><li>• Response is in a <b>language other than Spanish</b> or is <b>unintelligible</b></li></ul>
1	Response displays some or all of these features: <ul style="list-style-type: none"><li>• <b>Very limited vocabulary</b></li><li>• speech that is generally <u>not regarded as fluent</u> and is <b>marred by numerous false starts, self-corrections, or hesitations</b></li><li>• Speech that contains <b>numerous errors in grammar</b> that <b>severely interfere with communication</b></li><li>• <u>Does not provide a coherent or cohesive narrative</u> but instead describes the pictures individually</li><li>• Narrative that does not clearly express or describe a major event depicted in one or more of the pictures</li></ul>
2	Response displays most or all of these features: <ul style="list-style-type: none"><li>• Somewhat <b>limited and basic vocabulary</b></li><li>• Speech that is <u>somewhat fluent</u> but <b>occasionally marred by false starts, self-corrections, and hesitations</b></li><li>• Speech that contains <b>some errors in grammar</b> that sometimes interfere with communication</li><li>• <b>Coherent and cohesive narrative, but one that does not clearly express or describe a major event</b> depicted in one or more of the pictures</li></ul>



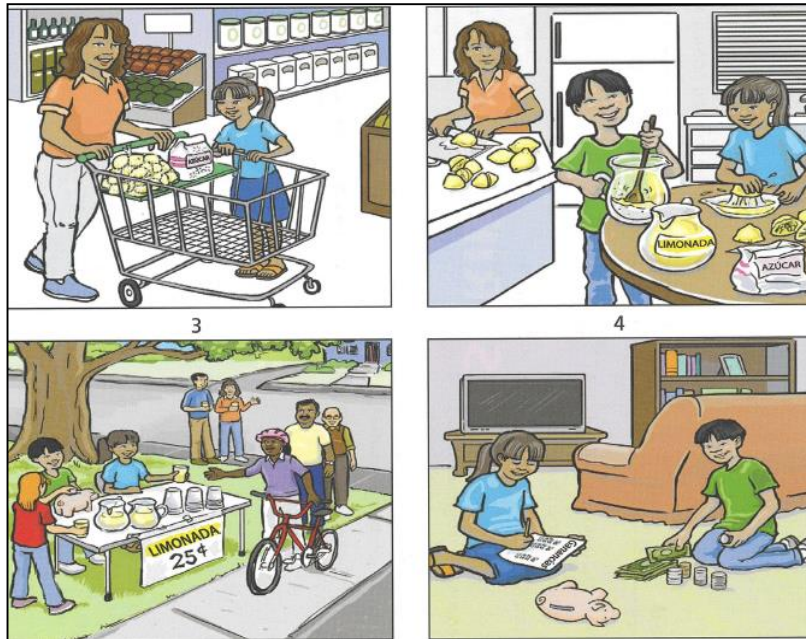
# Hablando Rubric (Grades K-12)

## Contar un cuento

Score	
3	<p>Response displays most or all of these features:</p> <ul style="list-style-type: none"><li>• A reasonably rich <b>vocabulary</b> that <b>adequately</b> completes the task</li><li>• Speech that is <b>generally fluent</b> and <b>rarely marred by false starts, self-corrections, or hesitations</b></li><li>• Speech that contains <b>only a few errors in grammar</b> that <b>do not interfere with communication</b></li><li>• A <b>coherent and cohesive narrative</b> that includes <b>all major events</b> depicted in the pictures <b>but does not provide significant elaboration or detail</b></li></ul>
4	<p>Response displays most or all of these features:</p> <ul style="list-style-type: none"><li>• A <b>rich vocabulary</b> that fully completes the task</li><li>• Speech that is <b>fluent</b> and <b>not marred by false starts, self-corrections, or hesitations</b></li><li>• Speech that contains <b>few, if any, errors in grammar</b></li><li>• A <b>coherent and cohesive narrative</b> that includes <b>all major events</b> depicted in the pictures and <b>provides an appropriate amount of elaboration and detail</b></li></ul>

# Contar un cuento

## Grade 4-5 Sample Item



**Paper/pencil version of item**

**HABLANDO** *Contar un cuento*

Instrucciones: Cuéntame un cuento completo, comenzando con el primer dibujo. Usa muchos detalles.

Repetir Instrucciones ▶

Sound Recorder

TIME REMAINING 120 secs

Start Over

**Online version of item**

# Contar un cuento

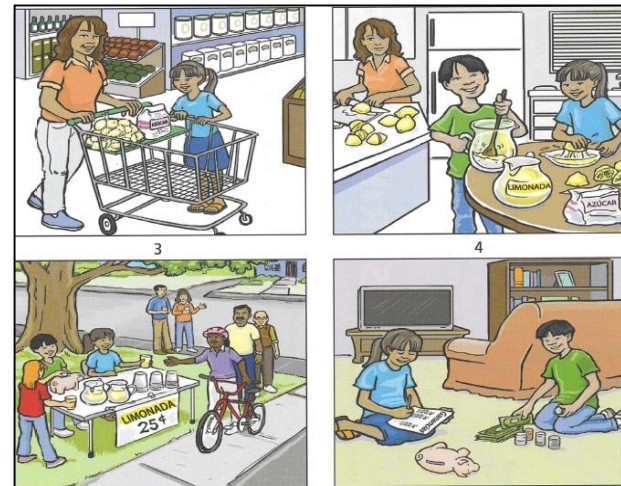
## Grade 4-5 Sample Item

**La niña está en el supermercado con su mamá.  
Cuéntame una historia completa, comenzando con  
este dibujo.**

**“Hacen limonada.”**

Response displays a very limited vocabulary. Response does not provide a coherent or cohesive narrative but instead describes the pictures individually.

**Score: 1**



# Contar un cuento

## Grade 4-5 Sample Item

**La niña está en el supermercado con su mamá.  
Cuéntame una historia completa, comenzando con  
este dibujo.**

**“Venden limonadas y ganan algo de dinero.”**

Response displays a somewhat limited and basic vocabulary. Response provides a coherent and cohesive narrative, but one that does not clearly express or describe a major event depicted in one or more of the pictures.

**Score: 2**



# Contar un cuento

## Grade 4-5 Sample Item

**La niña está en el supermercado con su mamá.  
Cuéntame una historia completa, comenzando con  
este dibujo.**

**“Ellos hacen limonada, la venden en la calle,  
y cuentan el dinero que ganaron.”**

Response displays a reasonably rich vocabulary that adequately completes the task. Response provides a coherent and cohesive narrative that includes all major events depicted in the pictures but does not provide significant elaboration or detail.

**Score: 3**



# Contar un cuento

## Grade 4-5 Sample Item

**La niña está en el supermercado con su mamá.  
Cuéntame una historia completa, comenzando con este  
dibujo.**

**“La niña y su mamá van a la tienda a comprar los  
ingredientes para hacer limonada. En su casa ella y su  
amigo y su mamá hacen jarras de limonada. Los niños  
venden la limonada en la calle. Mucha gente compra  
limonada. Luego los niños cuentan el dinero.”**

Response displays a rich vocabulary that fully completes the task. Response provides a coherent and cohesive narrative that includes all major events depicted in the pictures and provides an appropriate amount of elaboration and detail.

**Score: 4**



# Escritura

# Escritura

Writing Skill Areas	Scoring
Comenzando a escribir (K-1 only)	Constructed-Response
Escribir para expresar ideas (all grades)	Constructed-Response
Escribir textos académicos (1-12 only)	Constructed-Response
Usar las reglas de escritura (all grades)	Multiple-Choice



# Escribir para expresar ideas y Escribir textos académicos (K-1 only): Scoring Rubric 0-3

Score	
0	<ul style="list-style-type: none"><li>• No response, a response in a language other than Spanish, or a response that cannot be interpreted or identified</li><li>• “I don’t know” or a response that is a repetition of an earlier response</li><li>• A response that is unrelated to the prompt</li></ul>
1	<p>A response that is minimally related to the prompt, is not a complete sentence, and has <b>one or more</b> of the following errors:</p> <ul style="list-style-type: none"><li>• Missing subject or verb</li><li>• Lack of initial capital letter</li><li>• Incorrect use of end mark</li><li>• Missing space between words</li><li>• Word order that interferes with written communication</li></ul>

# Escribir para expresar ideas y Escribir textos académicos (K-1 only):

## Scoring Rubric 0-3

Score	
2	<p>A response that is related to the prompt, has a subject and verb, has language usage that does not create ambiguity, and contains <b>two or three</b> of the following features:</p> <ul style="list-style-type: none"><li>• Subject-verb agreement</li><li>• Correct use of initial capital letter</li><li>• Correct end mark</li><li>• Space between words</li><li>• Clear sentence structure</li></ul>
3	<p>A response that is related to the prompt, has a subject and verb, has language usage that does not create ambiguity, and contains <b>four or more</b> of the following features:</p> <ul style="list-style-type: none"><li>• Subject-verb agreement</li><li>• Correct use of initial capital letter</li><li>• Correct end mark</li><li>• Space between words</li><li>• Clear sentence structure</li></ul>

# Scoring Rubric 0-4

## Escribir para expresar ideas (2-12 only)

Score	
0	<ul style="list-style-type: none"><li>• Response is entirely in a language other than Spanish</li><li>• Response is in Spanish but does not relate to the prompt</li><li>• Response has no correctly spelled Spanish words</li><li>• Response consists of a single Spanish word or only words copied from the item prompt</li></ul>
1	<p>A 1-point response displays some or all of these features:</p> <ul style="list-style-type: none"><li>• Response attempts to satisfy the task but relates very minimally to the prompt</li><li>• Response contains at least two or more correctly spelled substantive Spanish words (noun or verb) in a phrase (a group of words related to each other that convey some meaning or thought but are generally not expressed in a complete manner)</li><li>• Response does not contain a complete sentence because subject or verb is missing or incomplete</li><li>• Overall communication is unclear and unconnected; response lacks cohesion and coherence</li></ul>
2	<p>A 2-point response displays some or all of these features:</p> <ul style="list-style-type: none"><li>• Response attempts to satisfy the task but relates minimally to the prompt, with limited expression compared to a highly proficient writer of Spanish</li><li>• Response contains one or more sentences that include a subject and complete verb, although grammar may not be well-formed and numerous words may be misspelled. Punctuation may also be lacking.</li><li>• Response may need to be read two or more times to be understood</li><li>• Response may contain limited vocabulary, digressions, or repetitions</li><li>• Overall communication is somewhat clear, with few features of cohesion (e.g., use of pronouns after introduction of subject) and coherence present</li></ul>

# Scoring Rubric 0-4

## Escribir para expresar ideas (2-12 only)

Score	
3	<p>A 3-point response displays some or all of these features:</p> <ul style="list-style-type: none"> <li>• Response expresses content, description, and action clearly but with some difficulty compared to a highly proficient writer of Spanish</li> <li>• Response expresses most ideas clearly but lacks the grammatical fluency of a highly proficient writer of Spanish; for example, writer may over-rely on conjunctions (e.g., “y”) to connect thoughts</li> <li>• Response may feature some errors in vocabulary, grammar (such as run-ons), or punctuation, but overall, these errors do not interfere with communication</li> <li>• Response may contain some digressions or repetitions</li> <li>• Overall communication is generally clear, cohesive, and coherent</li> </ul>
4	<p>A 4-point response displays some or all of these features:</p> <ul style="list-style-type: none"> <li>• Response expresses ideas, content, description, and action with precise vocabulary and ease commonly associated with highly proficient writers</li> <li>• Response is clear and complete with few or no errors in vocabulary or grammar indicative of non-native writers</li> <li>• Sentences may be simple or complex with only minor errors in vocabulary, grammar, or punctuation that do not interfere with communication</li> <li>• Response contains few, if any, digressions or repetitions</li> <li>• Overall communication is clear, cohesive, and coherent</li> </ul>

# Escribir para expresar ideas

## Grade 4-5 Sample Item

Lee el correo electrónico de Juan. Luego escribe una respuesta que conteste a sus preguntas. Asegúrate de que tu respuesta sea clara y completa. Presta atención a la gramática, las mayúsculas, la puntuación y la ortografía, así como a las palabras que elijas para expresar tus ideas.

¡Hola!

Acabo de regresar de un viaje de campamento con mi familia. Estuvimos fuera una semana. Fue muy divertido. Fuimos a las montañas. Es mi lugar favorito porque me encanta estar en lo alto y mirar el bello paisaje. ¿Cuál es el mejor lugar en el que has estado? ¿Por qué te gustó?

Juan

### Paper/pencil version of item

### ESCRITURA *Escribir para expresar ideas*

Instrucciones: Lee el correo electrónico de Juan y piensa en lo que te gustaría escribir. Organiza tus ideas. Luego escribe una respuesta que conteste a sus preguntas. Asegúrate de que tu respuesta sea clara y usa suficientes detalles y ejemplos para que tu respuesta sea completa. Presta atención a la gramática, las mayúsculas, la puntuación y la ortografía, así como a las palabras que elijas para expresar tus ideas. Pulsa u oprime en el cuadro para comenzar escribir. O pulsa u oprime el botón "Repetir Instrucciones" para escuchar estas instrucciones de nuevo.

Repetir Instrucciones ►

¡Hola!

Acabo de regresar de un viaje de campamento con mi familia. Estuvimos fuera una semana. Fue muy divertido. Fuimos a las montañas. Es mi lugar favorito porque me encanta estar en lo alto y mirar el bello paisaje. ¿Cuál es el mejor lugar en el que has estado? ¿Por qué te gustó?

Juan

### Online version of item

# Escribir para expresar ideas

## Grade 4-5 Sample Item

**Lee el correo electrónico de Juan. Luego escribe una respuesta que conteste a sus preguntas. Asegúrate de que tu respuesta sea clara y completa. Presta atención a la gramática, las mayúsculas, la puntuación y la ortografía, así como a las palabras que elijas para expresar tus ideas.**

**“el acabl de regreso de un viaje campamento con mi familia fueron a las motanas era el lugar favorito porque estar en el alto y mirar el bello.”**

Contains mostly words copied from Juan’s letter except for the beginning word el and the verbs, “fueron” and “era”.

**Score: 0**

# Escribir para expresar ideas

## Grade 4-5 Sample Item

**Lee el correo electrónico de Juan. Luego escribe una respuesta que conteste a sus preguntas. Asegúrate de que tu respuesta sea clara y completa. Presta atención a la gramática, las mayúsculas, la puntuación y la ortografía, así como a las palabras que elijas para expresar tus ideas.**

**“Me gusto esta estory a porake su famliaz se va en un biaje.”**

Attempts to satisfy the task but relates only minimally to the prompt. Does not choose a place the student likes. Instead the student tells why the letter was pleasing. Lacks cohesion and coherence (me gusto esta estory).

**Score: 1**

# Escribir para expresar ideas

## Grade 4-5 Sample Item

**Lee el correo electrónico de Juan. Luego escribe una respuesta que conteste a sus preguntas. Asegúrate de que tu respuesta sea clara y completa. Presta atención a la gramática, las mayúsculas, la puntuación y la ortografía, así como a las palabras que elijas para expresar tus ideas.**

**“A my megusta in a chicago porque es divertido.”**

Attempts to satisfy the task but relates minimally to the prompt, with limited expression. Contains limited vocabulary.

**Score: 2**



# Escribir para expresar ideas

## Grade 4-5 Sample Item

**Lee el correo electrónico de Juan. Luego escribe una respuesta que conteste a sus preguntas. Asegúrate de que tu respuesta sea clara y completa. Presta atención a la gramática, las mayúsculas, la puntuación y la ortografía, así como a las palabras que elijas para expresar tus ideas.**

**“Pransivaña porque mi madrina vive ayi y mis tios. y siempre hugamos loteria. y siempre gano dos pues me roban mi carta pero todabia gano y mi madrina vive hunto el mall. y me compra cosas y mi tio bive hunto un Walmart. y en el mall voy a un arcade con mi prima. y con mi tia vive hunto de tres tiendas hunto de su casa de poroso me gusta ir a prer sibaña.”**

Expresses most ideas clearly but lacks the grammatical fluency of a highly proficient writer of Spanish (relies too much on “y” to connect thoughts on Pennsylvania). Features some errors in vocabulary and grammar (such as run-ons) but overall these errors do not interfere with communication. Contains some repetitions (siempre, vive hunto). Overall communication is clear, cohesive, and coherent.

**Score: 3**

# Escribir para expresar ideas

## Grade 4-5 Sample Item

**Lee el correo electrónico de Juan. Luego escribe una respuesta que conteste a sus preguntas. Asegúrate de que tu respuesta sea clara y completa. Presta atención a la gramática, las mayúsculas, la puntuación y la ortografía, así como a las palabras que elijas para expresar tus ideas.**

**“Mi Favorito viaje fue ir a mexico. Yo voy a mexico cada año. casi vamos todo el tiempo en el mes mayo. A mi me gusta ir porque veo mi familia. Mi familia que vive alla siempre nos lleva a diferentes partes. Cuando vamos nos lleva un autoBus que manda el presidente porque mi tio que vive alla le pide al presidente si nos puede reoger su autoBus.”**

Expresses ideas with precise vocabulary and ease associated with highly proficient writers. Response is clear and complete with only minor errors in vocabulary and grammar. “Recoger” is misspelled as “reoger”. The last sentence would be clearer as two sentences. Overall communication, however, is clear, cohesive, and coherent.

**Score: 4**

# Escribir para expresar ideas y Escribir textos académicos (K-1 only): Scoring Rubric 0-3

Score	
0	<ul style="list-style-type: none"><li>• No response, a response in a language other than Spanish, or a response that cannot be interpreted or identified</li><li>• “I don’t know” or a response that is a repetition of an earlier response</li><li>• A response that is unrelated to the prompt</li></ul>
1	<p>A response that is minimally related to the prompt, is not a complete sentence, and has <b>one or more</b> of the following errors:</p> <ul style="list-style-type: none"><li>• Missing subject or verb</li><li>• Lack of initial capital letter</li><li>• Incorrect use of end mark</li><li>• Missing space between words</li><li>• Word order that interferes with written communication</li></ul>

# Escribir para expresar ideas y Escribir textos académicos (K-1 only):

## Scoring Rubric 0-3

Score	
2	<p>A response that is related to the prompt, has a subject and verb, has language usage that does not create ambiguity, and contains <b>two or three</b> of the following features:</p> <ul style="list-style-type: none"><li>• Subject-verb agreement</li><li>• Correct use of initial capital letter</li><li>• Correct end mark</li><li>• Space between words</li><li>• Clear sentence structure</li></ul>
3	<p>A response that is related to the prompt, has a subject and verb, has language usage that does not create ambiguity, and contains <b>four or more</b> of the following features:</p> <ul style="list-style-type: none"><li>• Subject-verb agreement</li><li>• Correct use of initial capital letter</li><li>• Correct end mark</li><li>• Space between words</li><li>• Clear sentence structure</li></ul>

# Escribir textos académicos (2-12 only): Scoring Rubric 0-3

Score	
0	<ul style="list-style-type: none"><li>• No response in Spanish</li><li>• Response does not relate to the prompt, including “No sé”</li><li>• A clearly <b>off-topic response</b></li><li>• A <b>repetition</b> of an earlier response</li><li>• Response largely, if not completely, <b>quotes the prompt</b></li><li>• Response is <b>incomprehensible</b> (vocabulary used is imprecise or incorrect)</li><li>• No recognizable sentence structure</li></ul>
1	<p>Beginning Communication</p> <ul style="list-style-type: none"><li>• Response <b>minimally addresses the prompt</b></li><li>• Response includes at least <b>rudimentary sentence structure</b>, e.g., subject and predicate</li><li>• Response contains multiple <b>errors in grammar and vocabulary</b></li><li>• <b>Word choice is limited</b> or incorrect, and the <b>intended meaning is unclear</b></li></ul>

# Escribir textos académicos (2-12 only): Scoring Rubric 0-3

Score	
2	<ul style="list-style-type: none"> <li>• Response <b>satisfies the task</b> in sentence form (subject and predicate) but demonstrates <b>errors in grammar or vocabulary</b> that <b>interfere</b> with clear <b>communication</b></li> <li>• Response includes <b>some vocabulary appropriate</b> to the topic</li> <li>• The <b>intended meaning is somewhat clear</b> but hampered by a lack of correct word choice. A comprehension-check question might be necessary to verify the meaning.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Response <b>satisfies the task</b> and is in sentence form, fulfilling the intended discourse function</li> <li>• Response includes <b>precise and correct vocabulary</b> for the test task (content-specific vocabulary is used where applicable)</li> <li>• The <b>intended meaning is effectively communicated</b> but <b>may</b> contain <b>a few minor mechanical errors*</b> (e.g., missing periods, incorrect or missing capitals, run-on sentences caused by overuse of “and,” comma splices, extra or missing commas or apostrophes, and minor spelling errors that do not confuse the meaning)</li> <li>• The intended meaning is effectively communicated but <b>may</b> contain <b>minor errors in grammar</b> that do not interfere with clear communication (e.g., a missing or incorrect article, or a missing or incorrect preposition)</li> <li>• Response is mostly written in the student’s own words, although <b>some short phrases</b> taken from the stimulus are allowed</li> </ul>

# Escribir textos académicos

## Grade 4-5 Sample Item

Lee el párrafo de "La Gran Cuenca". Luego, con tus PROPIAS palabras, escribe un breve resumen (dos a cinco oraciones) de lo que trata el párrafo.

¿Qué convierte a un lugar en un desierto? Tiene que ser seco. De hecho, en un desierto las precipitaciones son de menos de 10 pulgadas por año. Pero las precipitaciones no siempre son lluvia. En la Gran Cuenca, la mayor parte de lo que cae del cielo en invierno es nieve blanca y suave.

**Paper/pencil version of item**

Lee el párrafo de "La Gran Cuenca". Luego, con tus PROPIAS palabras, escribe un breve resumen (dos a cinco oraciones) de lo que trata el párrafo.

¿Qué convierte a un lugar en un desierto? Tiene que ser seco. De hecho, en un desierto las precipitaciones son de menos de 10 pulgadas por año. Pero las precipitaciones no siempre son lluvia. En la Gran Cuenca, la mayor parte de lo que cae del cielo en invierno es nieve blanca y suave.



**Online version of item**

# Escribir textos académicos

## Grade 4-5 Sample Item

**Lee el párrafo de “La Gran Cuenca.” Luego, con tus PROPIAS palabras, escribe un breve resumen (dos a cinco oraciones) de lo que trata el párrafo.**

**“Loco saque se bien blanca y sua be se la niebe.”**

Does not satisfy the given task of writing two to five sentences. Does not have a sentence with a predicate. Response seems incomprehensible as it is. It's possible that Loco saque is “Lo cosa que” and that “se” is actually a backwards “es,” but even so, the response still shows very little understanding of the passage.

**Score: 0**



# Escribir textos académicos

## Grade 4-5 Sample Item

**Lee el párrafo de “La Gran Cuenca.” Luego, con tus PROPIAS palabras, escribe un breve resumen (dos a cinco oraciones) de lo que trata el párrafo.**

**“Este cuento se trata de un desierto. El desierto es muy seco porque no hay pasto o comida para comer. En el desierto no mas hay sol y espinas. En el desierto hay muchos Animales.”**

Satisfies the given task of writing two to five sentences. Response minimally addresses the prompt. The student does not summarize the paragraph. All the information after “es muy seco” comes from somewhere other than the paragraph.

**Score: 1**

# Escribir textos académicos

## Grade 4-5 Sample Item

**Lee el párrafo de “La Gran Cuenca.” Luego, con tus PROPIAS palabras, escribe un breve resumen (dos a cinco oraciones) de lo que trata el párrafo.**

**“El precipitaciones miden de menos de lo plugadas por año.”**

Does not satisfy the given task of providing two to five sentences. The student uses his own words such as “miden”. No errors in content but “precipitaciones” has an incorrect definite article and “pulgadas” is misspelled.

**Score: 2**

# Escribir textos académicos

## Grade 4-5 Sample Item

**Lee el párrafo de “La Gran Cuenca.” Luego, con tus PROPIAS palabras, escribe un breve resumen (dos a cinco oraciones) de lo que trata el párrafo.**

**“Este parafo se trata de como se convierte un lugar a un desierto. Tendria que ser seco, las precipitaciones son menos de 10 pulgadas en cada año.”**

Response satisfies the given task of providing two to five sentences. Uses precise and correct vocabulary. Accurate and sufficient summary using the student's own words. A minor mechanical error is that “las precipitaciones” should be the start of a new sentence.

**Score: 3**

# Lectura

# Lectura

Reading Skill Areas	Scoring
Leer palabras (K-3 only)	Multiple-Choice
Leer textos escolares	Multiple-Choice
Leer textos académicos	Multiple-Choice and Constructed-Response

# Leer palabras (Grades K-3)

- Grades K-1 students respond to items addressing word analysis tasks:
  - identifying rhyming words
  - applying letter-sound relationships to read Spanish words
  - applying letter-sound relationships to read Spanish phonemes/graphemes
- Grades 2-3 students have the additional task of applying knowledge of morphemes and grammar to word meaning

# Leer textos escolares

- Questions are multiple-choice
- Students read a variety of short texts, such as classroom signs, school notices, letters, website postings, emails, and text messages between students
  - Texts emulate grade-span-appropriate workbook or classroom tasks and measure the student's ability to understand the text

# Leer textos académicos

- Students read grade-span-appropriate, academic passages
- Grades K-12: Each passage has related questions that measure the student's ability to identify main ideas and important details
- Grades 4-12: Two of the six items require students to complete a table, time line, or illustration with text taken directly from the passage
  - These constructed-response items are scored as incorrect or correct (0 or 1)



# Escuchando

# Escuchando

Listening Skill Areas	Scoring
Escuchar con atención	Multiple-Choice
Escuchar enseñanza académica	Multiple-Choice

# Escuchar con atención

- Students listen to directions, brief school announcements, content-based discussions, and conversations
- Then students answer questions about what they heard
- Students are tested on skills such as following common, explicit oral directions, identifying main ideas, and making inferences
- In upper-grade spans, students are also asked to comprehend idiomatic expressions and make predictions
- Each question has three answer choices:
  - **Grades K-1:** all answer choices are pictures
  - **Grades 2-3:** there is a mix of both pictures and text-based answer choices
  - **Grades 4-12:** all answer choices are text-based

# Escuchar enseñanza académica

- Students listen to longer content-based discussions led by a teacher, with comments and contributions provided by class members
- Students identify main ideas and supporting details and make inferences
- In upper-grade spans, students also make predictions
- Each question has three answer choices:
  - **Grades K-1:** all answer choices are pictures
  - **Grades 2-3:** there is a mix of both pictures and text-based answer choices
  - **Grades 4-12:** all answer choices are text-based