



# **LAS Links Online Training**

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

### **Forms C/D**

# Speaking

Speaking Skill Areas	Scoring
Make Conversation	Correct, Incorrect/No Response
Use Academic Words	Correct, Incorrect/No Response
Describe and Request Information	Constructed Response
Present and Explain Information	Constructed Response
Tell a Story	Constructed Response

# Make Conversation

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), or Incorrect / No Response (0)

Score	
0	No response, a response in a language other than English, or a response that does not satisfactorily complete the communicative act (e.g., “What grade are you in?”/“No”).
1	Response satisfactorily completes the communicative act (e.g., “What grade are you in?”/“First”).


# Make Conversation Example

No.2

Question 2

Directions: Look at the picture while you listen to the question. Answer the question as best as you can. Click or tap the "Record" button and say your answer into the microphone. Click or tap "Stop" when you are finished.

How often do you go to the library?



Sound Recorder

TIME REMAINING: 45 secs

Start Over


Repeat Directions ▶

Scoring for Item No.2

Question

Response & Rubric

Answer :



Score :

1 Save

Scoring Rubric	
Score	Description
0	Either no response [NR], a response in a language other than English, or a response that does not satisfactorily complete the communicative act (e.g., "What grade are you in?"/"No").
1	Response satisfactorily completes the communicative act (e.g., "What grade are you in?"/ "First").

Exemplars		
Score	Sample Response	Explanation
0	HL (Home Language) NR Hello.	No response in English. No response. English word not related to the picture.
1	I go there every week. each week I go almost every day.	Satisfies task.

# Use Academic Words

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


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

Score	
0	No response [NR], a response in a language other than English, vocabulary that is imprecise or incorrect, or a response where the student ONLY describes the object and does not identify it (e.g., “The thing you use to sit on” instead of “Chair”).
1	Response includes correct vocabulary for the test task.

# Use Academic Words example:

**Question 4**

Directions: Look at the picture. What is this kind of boat called?



**Sound Recorder**

TIME REMAINING: 45 secs


Start Over

Repeat Directions ►

**Question**

**Response & Rubric**

Answer :



Score :

1 Save

**Scoring Rubric**

Score	Description
0	Either no response [NR], a response in a language other than English, vocabulary that is imprecise or incorrect, or a response where the student ONLY describes the object and does not identify it (e.g., "The thing you use to sit on" instead of "Chair").
1	Response includes correct vocabulary for the test task.

**Exemplars**

Score	Sample Response	Explanation
0	HL (Home Language) NR Hello.	No response in English. No response. English word not related to the picture.
1	ship sailing ship, sailboat	Satisfies task.

## Describe and Request Information

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

# Speaking Rubric 0-3 (grades K-12)

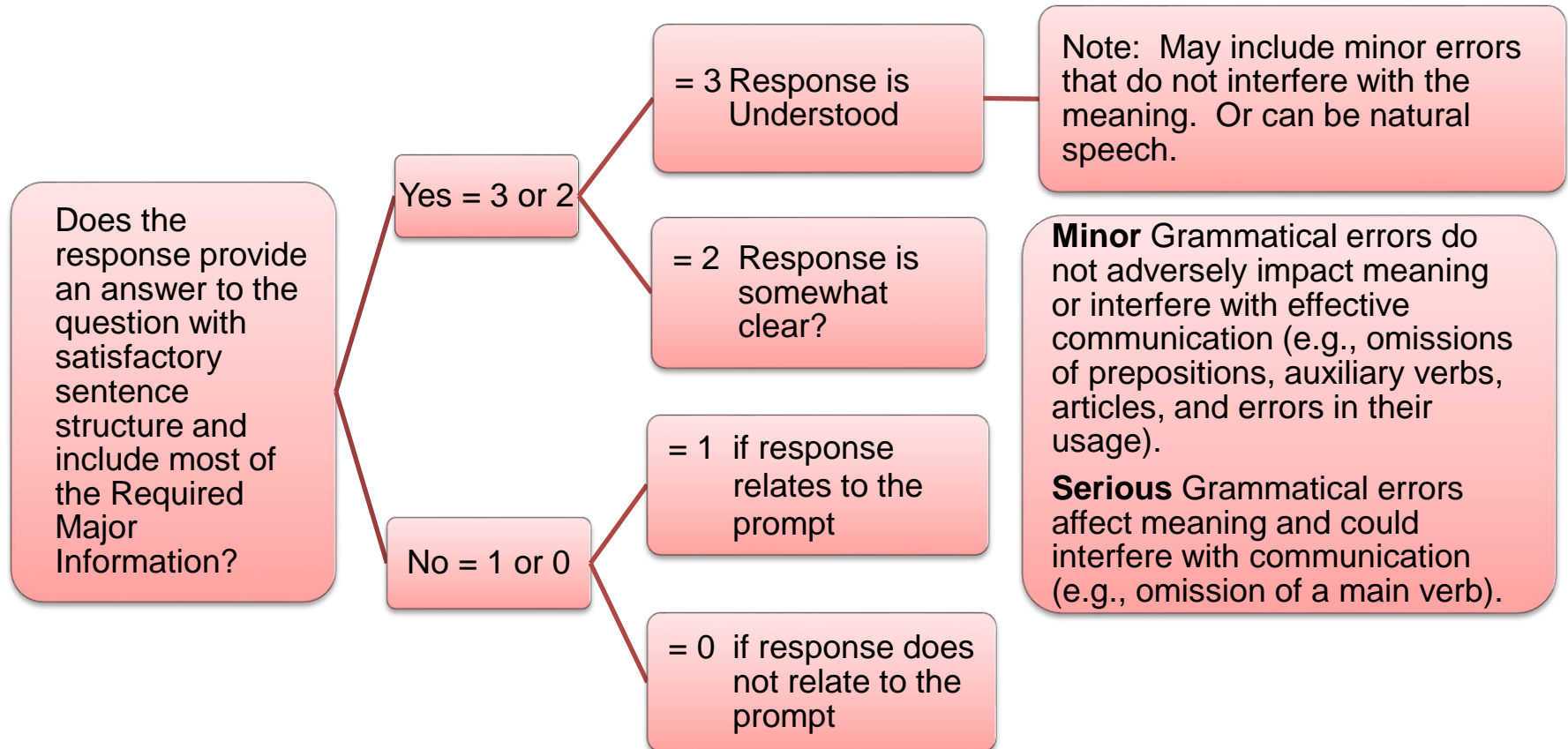
## Describe and Request Information & Present and Explain Information

Score	
0	<p>Response displays some or all of these features:</p> <ul style="list-style-type: none"> <li>• No response in English</li> <li>• Response only in a language other than English</li> <li>• Response does not relate to the prompt, including "I don't know"</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: Describe & Request Information (grades K-12)

# Process of Score Selection



# Describe and Request Information

**Tell me what's happening in this picture.**

**Student's Response: Chair**

Does the response provide an answer to the question with satisfactory sentence structure with most required major information?

Yes = 2 or 3; No = 1 or 0 (if response relates to the prompt)

Provided English word that relates to the prompt?

Yes = 1, No = 0



# Describe and Request Information

**Tell me what's happening in this picture.**

**Student's Response:**

**The boy ask he can sit in a chair**

Does the response provide an answer to the question with satisfactory sentence structure with most required major information?

Yes = 3 or 2; No = 1 or 0

Is the Meaning Somewhat clear (2) or Understood (3)?

The response is not "understood" as the response contains a serious grammatical error. **Score = 2**



# Describe and Request Information

**Tell me what's happening in this picture.**

**Student's Response:**

**The boy is asking he can sit by these kid at lunch time.**

Does the response provide an answer to the question with satisfactory sentence structure with most required major information?

Yes = 3 or 2; No = 1 or 0

Is the Meaning Somewhat clear (2) or Understood (3)?  
The response is "understood" as the response contains minor grammatical errors. **Score = 3**



## Present and Explain Information (grades K-12)

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 2-12: 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

Holistically Scored on a 0-3 rubric

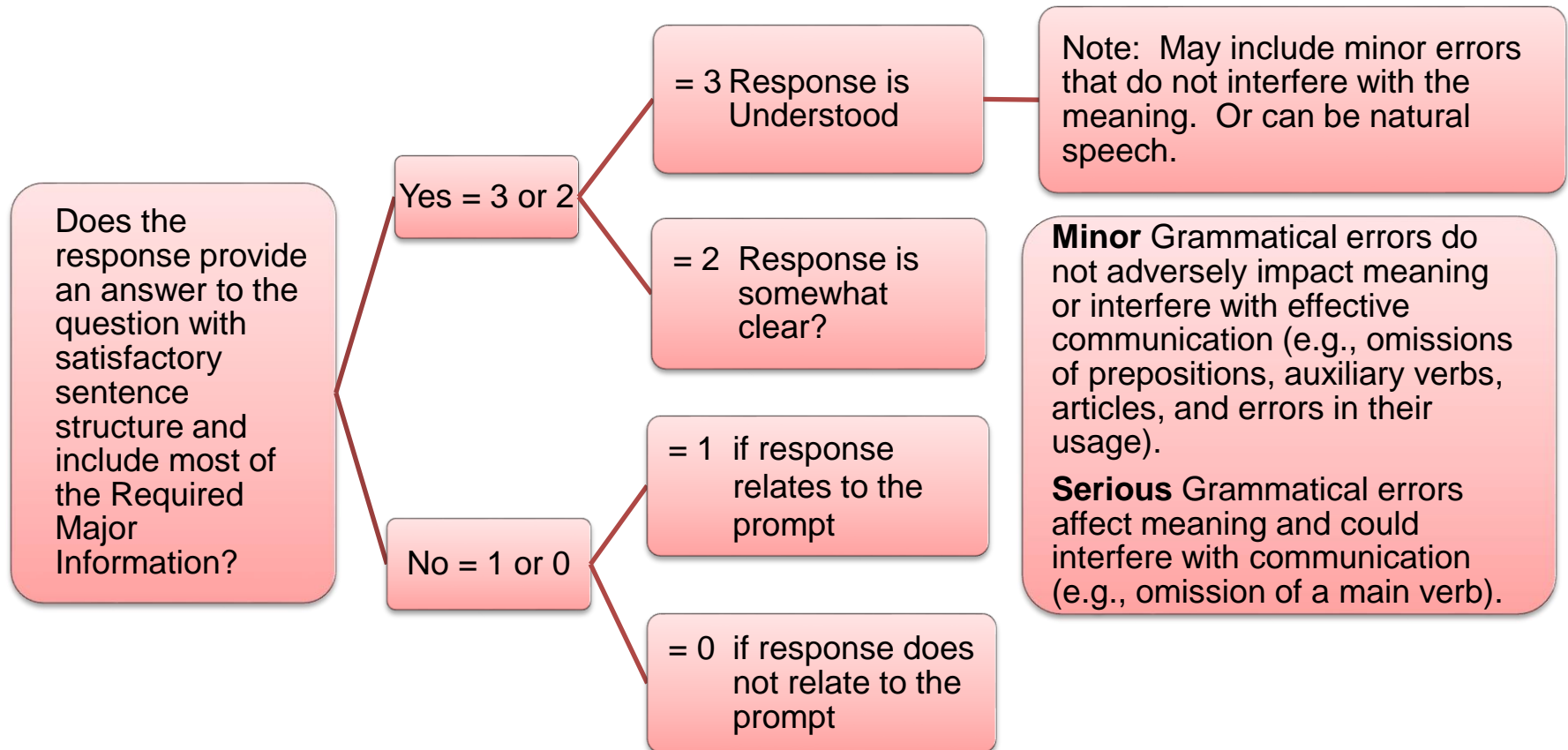
# Speaking Rubric 0-3 (grades K-12)

## Describe and Request Information & Present and Explain Information

Score	
0	<p>Response displays some or all of these features:</p> <ul style="list-style-type: none"> <li>• No response in English</li> <li>• Response only in a language other than English</li> <li>• Response does not relate to the prompt, including “I don’t know”</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: Present & Explain Information (grades K-12)

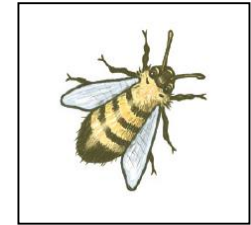
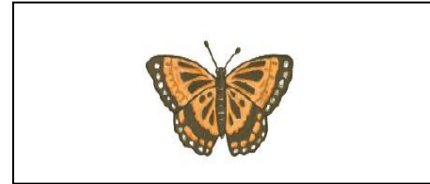
# Process of Score Selection



# Present and Explain Information

Look at these two pictures. Which of these insects is more interesting?  
Explain why.

“Yellow.”



Does not satisfy task. Meaning unclear.  
Provided words relating to prompt.

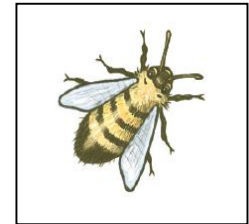
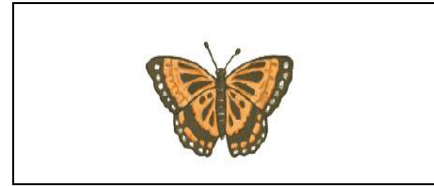
Score: 1



# Present and Explain Information

Look at these two pictures. Which of these insects is more interesting?  
Explain why.

“Bee is better. Helping flowers.”



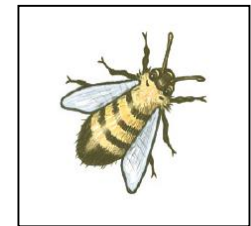
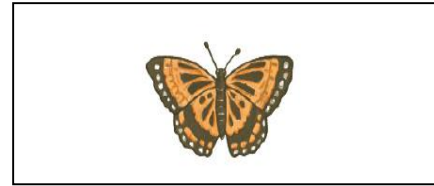
Does satisfy task. Meaning somewhat clear.  
Serious errors in grammar.

Score: 2

# Present and Explain Information

Look at these two pictures. Which of these insects is more interesting?  
Explain why.

“I like butterfly. It flies far away.”



Does satisfy task. Meaning is clear.

Minor errors in grammar.

Score: 3

# Tell a Story

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

Holistically scored on a 0-4 rubric

# Scoring Rubric (grades K-12)

## Tell a Story

Score	
0	<p>Response displays some or all of these features:</p> <ul style="list-style-type: none"> <li>• Student does not respond orally</li> <li>• Response is in a <b>language other than English</b> or is <b>unintelligible</b></li> </ul>
1	<p>Response displays some or all of these features:</p> <ul style="list-style-type: none"> <li>• <b>Very limited vocabulary</b></li> <li>• speech that is generally <b><u>not regarded as fluent</u></b> 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	<p>Response displays most or all of these features:</p> <ul style="list-style-type: none"> <li>• Somewhat <b>limited and basic vocabulary</b></li> <li>• Speech that is <b><u>somewhat fluent</u></b> but <b>occasionally <u>marred by false starts, self-corrections, and hesitations</u></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>

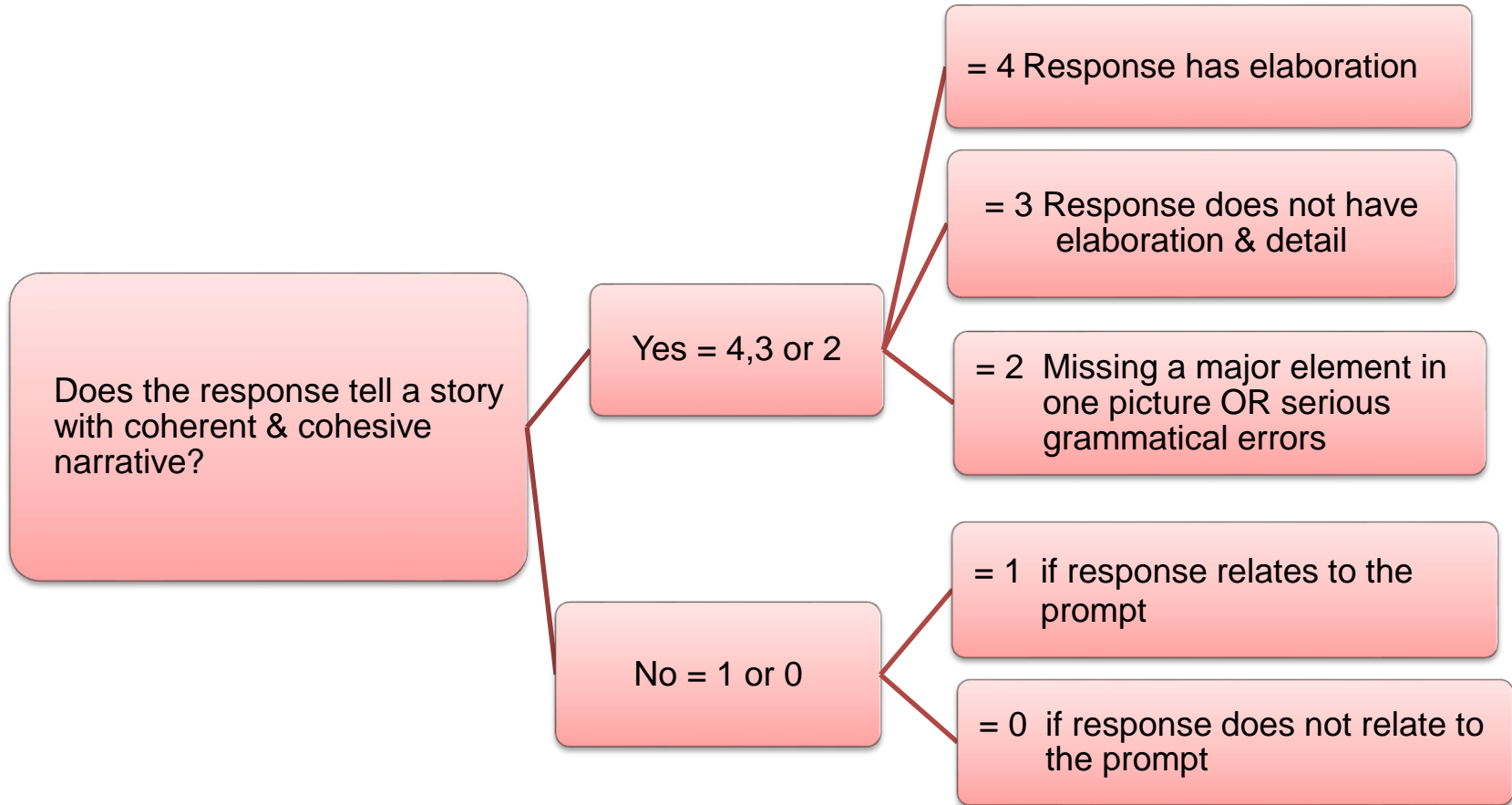
# Scoring Rubric (grades K-12)

## Tell a Story

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><u>generally fluent</u></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><u>coherent and cohesive narrative</u></b> that includes all major <b>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><u>fluent</u></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><u>coherent and cohesive narrative</u></b> that includes all major events depicted in the pictures and <b>provides an appropriate amount of elaboration and detail</b></li></ul>

# Scoring Tip: Tell a Story (grades K-12)

## Process of Score Selection



# Tell a Story: Example

“He the man, the girl and the mom.”

Does not tell a story with a coherent and cohesive narrative.  
Serious grammatical errors that interfere with communication.  
Response relates to the prompt.

Score: 1



# Tell a Story: Example

“The uncle come to the girl’s house and they eating. Then the uncle he play songs.”

Although the story satisfies the task of providing a coherent and cohesive narrative, it is missing events in one or more of the pictures.

Score: 2





# Tell a Story: Example

“Uncle Anthony comes to the Angelina’s house. First they eat. Angelina and her father are dancing. The uncle he plays songs and everyone singing. The family has a good time.”

Does tell a story with a coherent and cohesive narrative.

Story is missing elaboration and detail.

Minor errors in grammar are okay.

Score: 3



# Tell a Story: Example

“Uncle Anthony is visiting his sister, Maria, her husband, David, and their daughter, Angelina. He brought flowers for Angelina and his guitar. He just came back from a trip to Spain, and he wants to tell his family about his trip. Uncle Anthony is a music teacher. He learned some new songs in Spain. The family sits down to dinner. Uncle Anthony tells them about his trip, and Angelina tries to play the guitar. When they finish eating, Uncle Anthony begins to play some of his new songs. Maria plays the tambourine, while David and Angelina dance. Then they all sing together while Uncle Anthony plays the guitar. Everyone is happy Uncle Anthony came for a visit.”

Does tell a story with a coherent and cohesive narrative.

Story includes significant elaboration and detail.

Has a few minor errors in grammar.

Score: 4



# **LAS Links Online:**

## **Listening**

# Listening

Listening Skill Areas	Scoring
Listen for Information	Multiple-Choice
Listen for Academic Instruction	Multiple-Choice

# **LAS Links Online:**

## **Reading**

# Reading

Reading Skill Areas	Scoring
Read Words (K-3 only)	Multiple-Choice
Read School Texts	Multiple-Choice
Read Academic Texts	Multiple-Choice and Constructed Response (items 23, 24, 29, 30)

# Reading Subtest

## ■ Read Academic Texts (4-12) – items 23 & 24

### Question 23

Directions: For Questions 23 and 24, complete the table and the drawing with information from the passage. Type the exact word or words used in the passage into the box.

#### Supreme Court Judge Sotomayor

- 1 One of the qualities that a judge needs to have is impartiality. Impartiality is the ability to judge a legal case based solely on the facts presented and to apply the law equally. When Sonia Sotomayor was nominated to the Supreme Court in 2009, some people were concerned about a statement she made that could affect her impartiality.
- 2 Sotomayor grew up in public housing in New York. Her father was a factory worker with a third-grade education. He died when she was nine years old. Her mother was a nurse and raised Sotomayor and her younger brother, Juan. After her father's death, Sotomayor turned to books for comfort. She fell in love with a popular book series about a young female detective. These books inspired Sotomayor's love of learning and, ultimately, led her to the legal profession.
- 3 She graduated from Princeton University and then went on to Yale Law School, where she served as a law journal editor. She began her career as an assistant district attorney and worked her way up to the United States Court of Appeals.
- 4 The concern about her ability to be impartial stemmed from a comment she made in 2001. She said that her experiences growing up as a minority (her parents were from Puerto Rico) in the United

Look at the web.



What belongs on line 23?

# Reading Subtest

- Read Academic Texts (4-12) – items 23 & 24

Item No.23

Scoring Rubric	
Score	Description
0	No written response, written response in the native language, or vocabulary used is imprecise or incorrect.
1	Response satisfactorily completes the task.

Exemplars		
Score	Sample Response	Explanation
0	New York Was a nurse Sotomayor	Vocabulary used is imprecise or incorrect. Vocabulary used is imprecise or incorrect. Vocabulary used is imprecise or incorrect.
1	Puerto Rico	Response satisfactorily completes the task. Student wrote precise words from passage.

Cancel



# Reading Subtest

- Read Academic Texts (4-12) – items 29 & 30

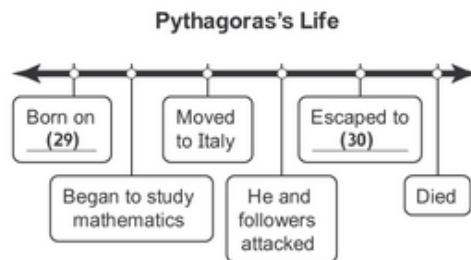
## Question 29

Directions: For Questions 29 through 30, complete the time line with information from the passage. Type the exact word or words used in the passage into the box.

### Pythagoras — A Man of Many Interests

- 1 Pythagoras was a philosopher, scientist, and mathematician who lived about 2,500 years ago. He studied many subjects, but he is most famous today for his mathematical theories.
- 2 Not much is known about his early life. He was born on the small Greek island of Samos. He remained there until the rulers of the island began to harass anyone whose thoughts and teachings differed from their own. Pythagoras then moved to Italy and started his own school.
- 3 In Italy, Pythagoras's followers formed a mysterious society. These followers, who called themselves Pythagoreans, studied and lectured throughout the region. They were also very involved in politics until some enemies of the group attacked and killed most of them. Pythagoras escaped and traveled to Metapontum, a city in southeast Italy. He lived in Metapontum until his death early in the fifth century B.C.
- 4 During the time that Pythagoras and his followers lived, mathematics and religion were very closely linked. By studying the world around them, the Pythagoreans came to believe that all life was interconnected, from the smallest plant to the most intelligent person, and that a similar life force ran through everything.

Look at the time line.



What belongs on line 29?

# Reading Subtest

- Read Academic Texts (4-12) – items 29 & 30

Item No.29

Scoring Rubric	
Score	Description
0	No written response, written response in the native language, or vocabulary used is imprecise or incorrect.
1	Response satisfactorily completes the task.

Exemplars		
Score	Sample Response	Explanation
0	Small Greek Greek island Italy	Vocabulary used is imprecise or incorrect. Vocabulary used is imprecise or incorrect. Vocabulary used is imprecise or incorrect.
1	The small Greek island of Samos Samos Small Greek island	Response satisfactorily completes the task. Student wrote precise words from passage. Response satisfactorily completes the task. Student wrote precise words from passage. Response satisfactorily completes the task. Student wrote precise words from passage.

Cancel

# **LAS Links Online:**

## **Writing**

# Writing

Writing Skill Areas	Scoring
Start Writing (K-1 only)	Constructed Response
Write to Express Ideas (all grades)	Constructed Response
Write Academic Texts (1-12 only)	Constructed Response
Use Grammar and Conventions (all grades)	Multiple-Choice

# Scoring Rubric 0-3

## Start Writing (grades K-1 only)

### GRADES K-1, WRITING RUBRIC-WRITE LETTERS

Score	
0	The student did not write the correct letter.
1	The student wrote the correct letter (letter reversals, lowercase, and uppercase letters are acceptable).

### GRADES K-1, WRITING RUBRIC-WRITE NUMERALS

Score	
0	The student did not write the correct number, or the student's attempt to spell the word representing the number is not phonetically recognizable.
1	The student wrote the correct number (number reversals are acceptable), or the student wrote the word representing the number (spelling errors are acceptable as long as the word is phonetically recognizable).

# Scoring Rubric 0-3

## Start Writing (grades K-1 only)

### GRADES K-1, WRITING RUBRIC-WRITE WORDS

Score	
0	No response, a response in a language other than English, a response that cannot be interpreted or identified (word is not phonetically recognizable), or a response that is unrelated to the picture.
1	The response correctly identifies the picture. Spelling errors are acceptable as long as meaning is conveyed (word is phonetically recognizable).

### GRADES K-1, WRITING RUBRIC-COPY WORDS

Score	
0	The student did not copy the word correctly, either incorrect order or not the correct letters.
1	The student copied the word using the correct letters in the correct order.

# Scoring Rubric 0-3

## Start Writing (grades K-1 only)

### GRADES K-1, WRITING RUBRIC—COPY SENTENCES

Score	
0	Fewer than three words are copied.
1	<p>At least three but not all the words are copied. OR  The response includes every word in the sentence AND contains <b>two or fewer</b> of the following:</p> <ul style="list-style-type: none"> <li>• correct capitalization</li> <li>• all letters in each word copied in correct order</li> <li>• all letters in each word correctly formed</li> <li>• correct word spacing</li> <li>• correct punctuation</li> </ul>
2	<p>The response includes every word in the sentence AND contains <b>three</b> of the following:</p> <ul style="list-style-type: none"> <li>• correct capitalization</li> <li>• all letters in each word copied in correct order</li> <li>• all letters in each word correctly formed</li> <li>• correct word spacing</li> <li>• correct punctuation</li> </ul>
3	<p>The response includes every word in the sentence AND contains <b>four or more</b> of the following:</p> <ul style="list-style-type: none"> <li>• correct capitalization</li> <li>• all letters in each word copied in correct order</li> <li>• all letters in each word correctly formed</li> <li>• correct word spacing</li> <li>• correct punctuation</li> </ul>

# Scoring Rubric 0-3

## Write to Express Ideas (grades K-1 only)

Score	
0	<ul style="list-style-type: none"><li>• No response, a response in a language other than English, 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>



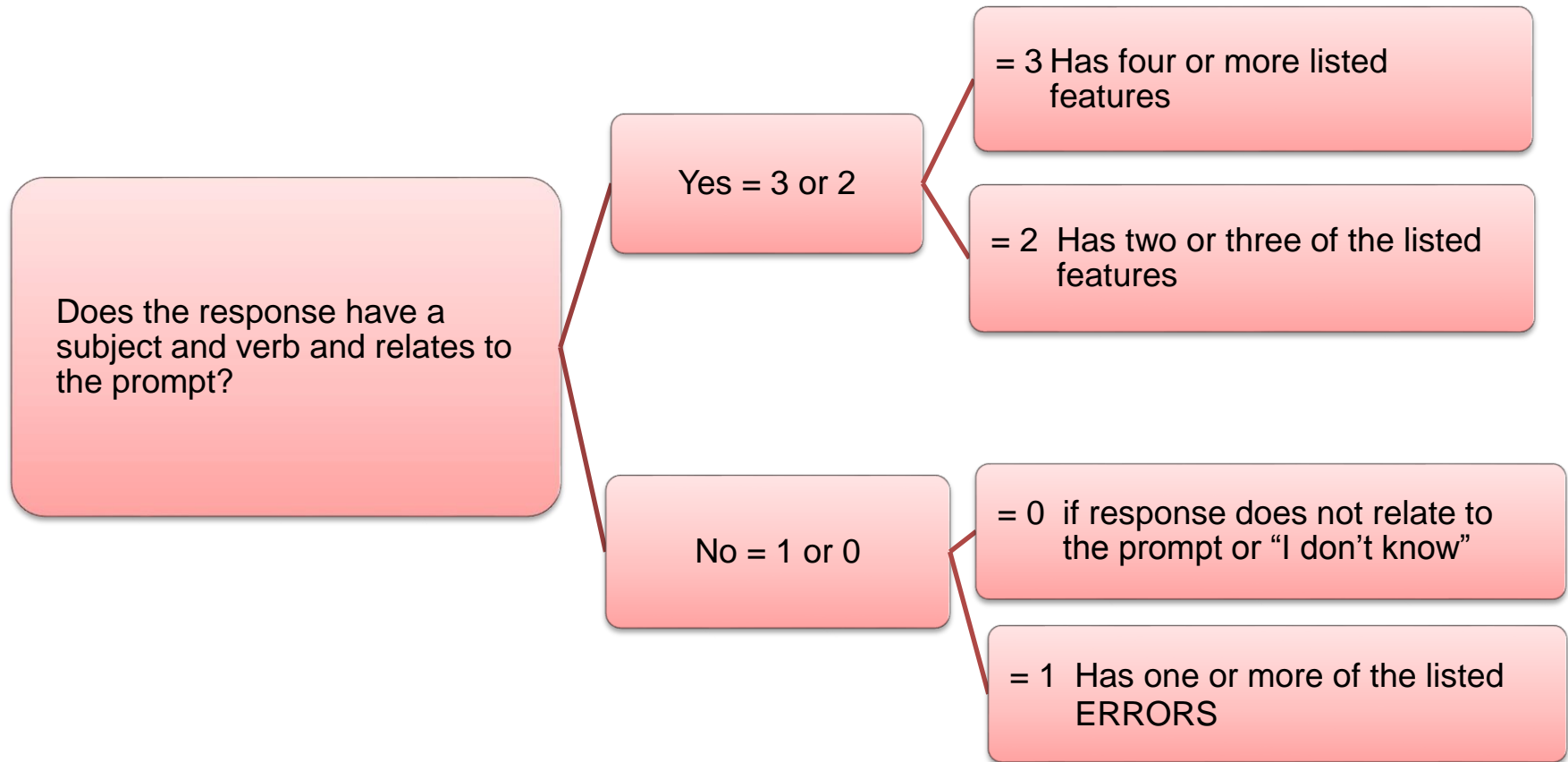
# Scoring Rubric 0-3

## Write to Express Ideas (grades K-1 only)

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 Tip: Write to Express Ideas (grades K-1 only)

# Process of Score Selection



# Scoring Rubric 0-4

## Write to Express Ideas (grades 2-12 only)

Score	
0	<p>Response displays some or all of these features:</p> <ul style="list-style-type: none"><li>• Student does not respond orally</li><li>• Response is in a <b>language other than English</b> or is <b>unintelligible</b></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 English 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 English</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>

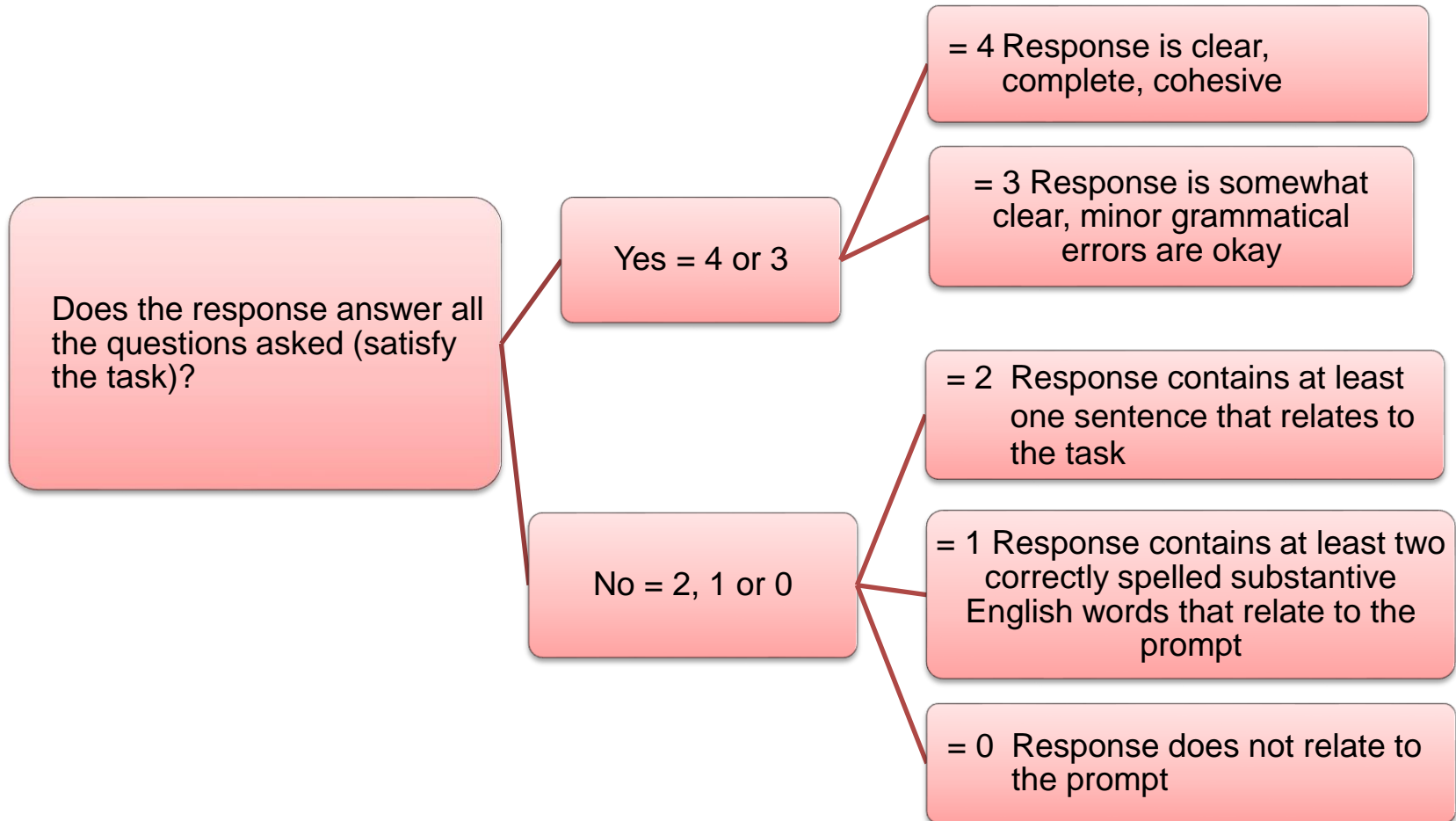
# Scoring Rubric 0-4

## Write to Express Ideas (grades 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 English</li><li>• Response expresses most ideas clearly but lacks the grammatical fluency of a highly proficient writer of English; for example, writer may over-rely on conjunctions (e.g., “and”) 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>

# Scoring Tip: Write to Express Ideas (grades 2-12)

## Process of Score Selection



# Scoring Rubric 0-3

## Write Academic Texts (Grade 1 only)

Score	
0	<ul style="list-style-type: none"><li>• No response, a response in a language other than English, 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>

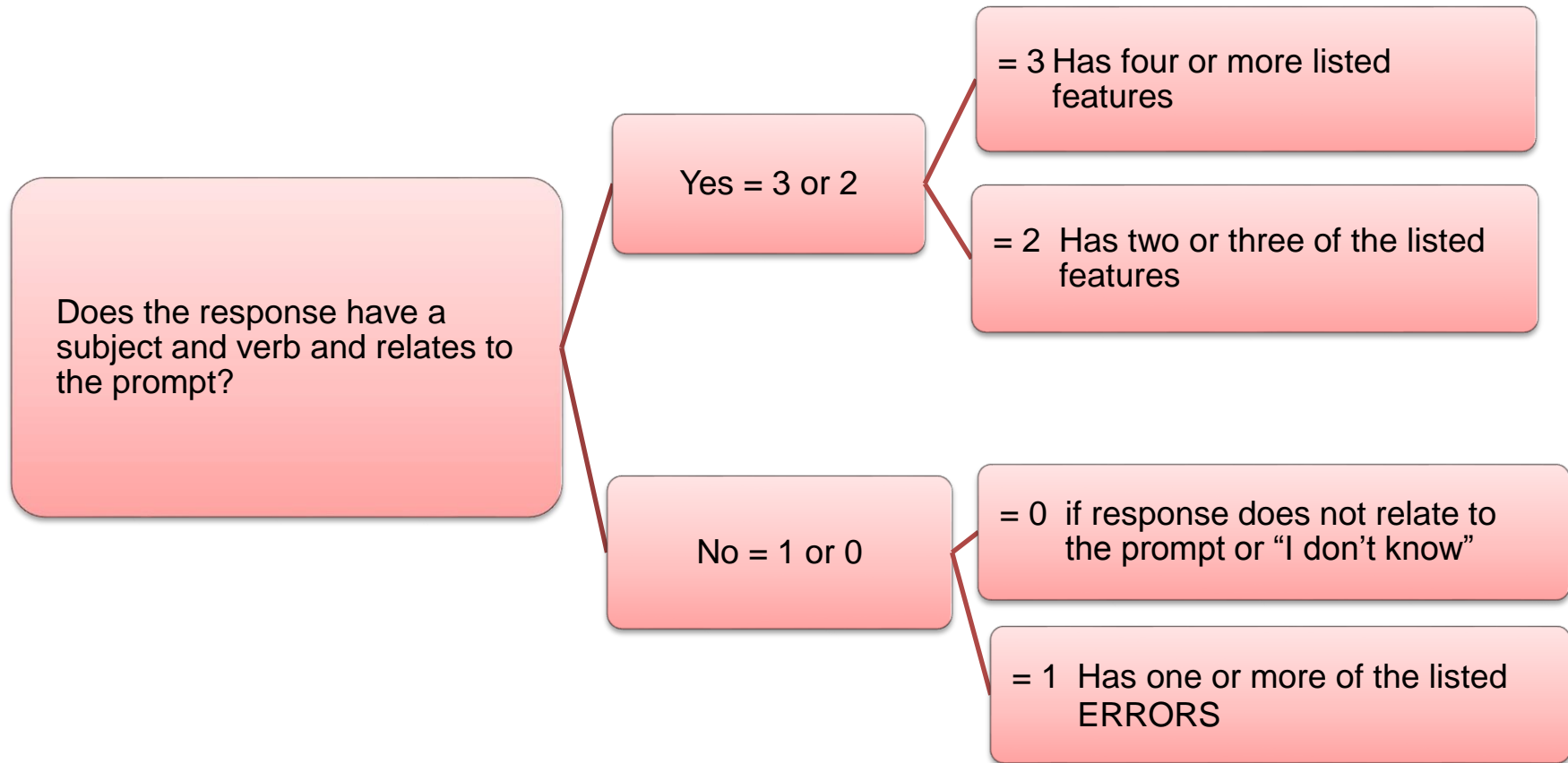
# Scoring Rubric 0-3

## Write Academic Texts (Grade 1 only)

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 Tip: Write Academic Texts (grade 1 only)

# Process of Score Selection





# Scoring Rubric 0-3

## Write Academic Texts (grades 2-12 only)

Score	
0	<ul style="list-style-type: none"><li>• No response in English</li><li>• Response does not relate to the prompt, including “I don’t know”</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>

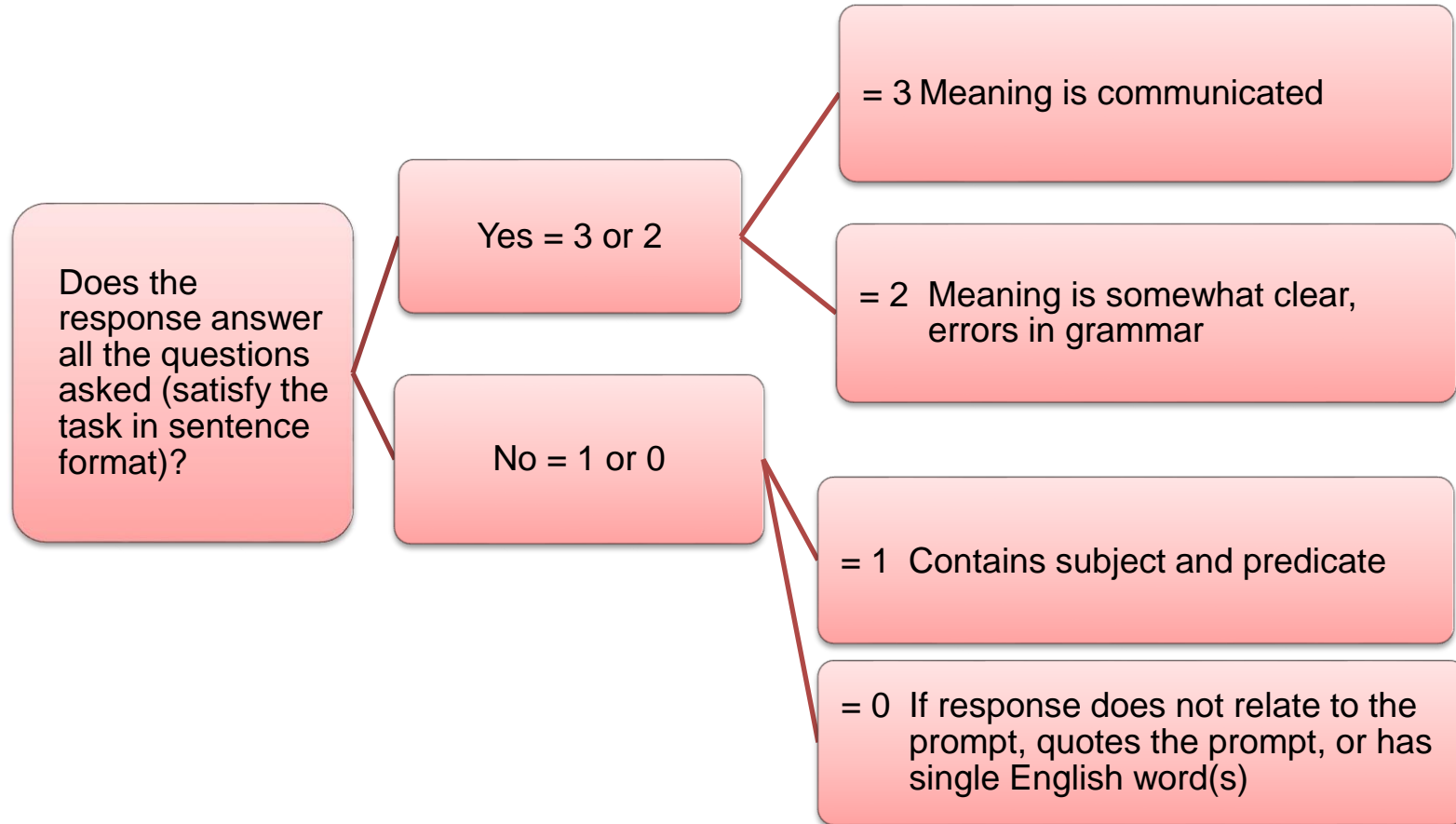
# Scoring Rubric 0-3

## Write Academic Texts (grades 2-12 only)

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>

# Write Academic Texts (grades 2-12)

## Scoring: Process of Elimination



# Technology Support

- LAS Links Help Desk:
  - 866.282.2250
  - 7:00 a.m. - 8:00 p.m. EDT
- [LASLinksHelpDesk@datarecognitioncorp.com](mailto:LASLinksHelpDesk@datarecognitioncorp.com)
  - If you already called in and have a case, provide your case number for expedited service