



LAS Links

Paper Administration Training

Handouts & Worksheets

Scoring Rubrics for Speaking

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.

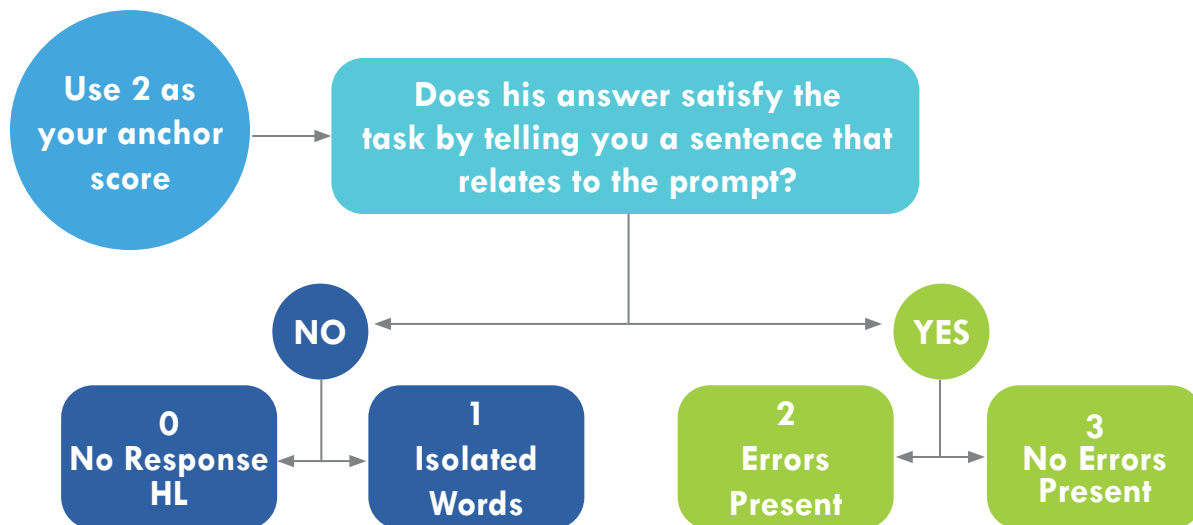
SCORE	
0	No response in English (NR), response only in Home Language (HL), or response does not relate to the prompt, including “I don’t know.”
1	Response relates to the prompt but does not satisfy the task. Lack of sentence form, errors in grammar and vocabulary, and insufficient vocabulary interfere 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.

GRADES K–12, RUBRIC FOR TELL A STORY

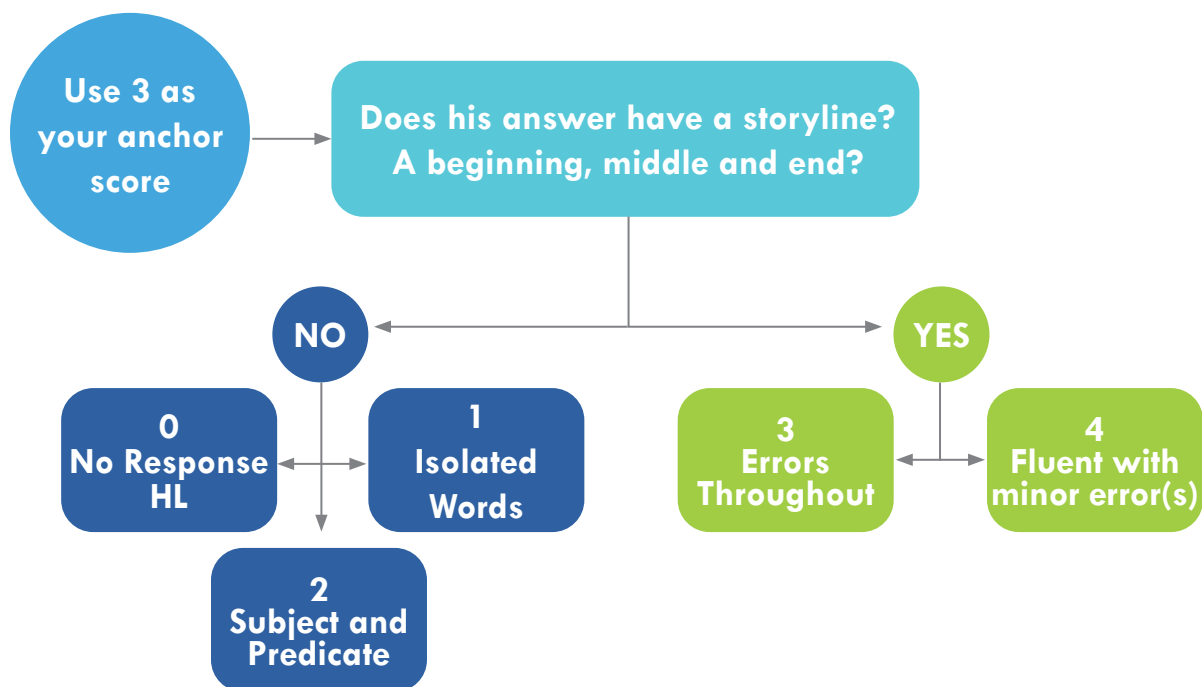
Use the descriptors for each score along with the Sample Responses and Explanations of Score for all items to conduct accurate scoring.

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 maybe 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.

Scoring: Speak in Sentences and Make Conversation



Scoring: Tell A Story






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

Section 2: SPEAK IN SENTENCES

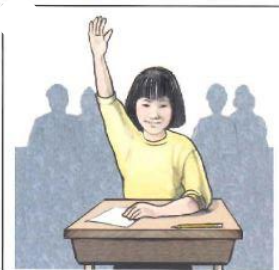
Speak in Sentences K-1

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

#	Sample Response	Score	Picture Prompt
1	Her is putted the dish in the table.		
2	The girl.		
3	She have the dishes.		


Speak in Sentences 2-3

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 raise hand.		

Speak in Sentences 4-5

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

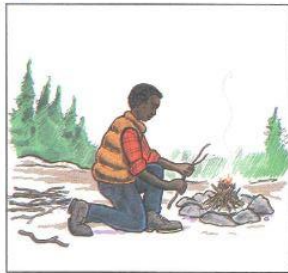
#	Sample Response	Score	Picture Prompt
1	Him seeing what time is.		
2	He looks at his watch and waits for a bus.		
3	He watch.		



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

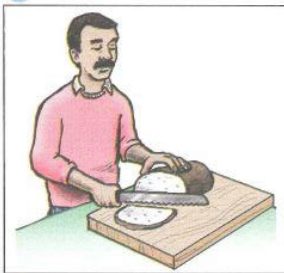
Speak in Sentences 6-8

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

#	Sample Response	Score	Picture Prompt
1	Her fixes her fire.		
2	He has it.		
3	He makes fire.		

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.		

Section 3: MAKE CONVERSATION

Make Conversation K-1

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

#	Sample Response	Score	Prompt
1	At school, I like best the play.		Tell me what you like about school.
2	I to school.		
3	Is good when we read.		



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

Make Conversation 2-3

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

#	Sample Response	Score	Prompt
1	I saying "What time it is?"		Tell me how you find out what time it is.
2	You ask, "What time is it?"		
3	Time, know?		

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.		Tell the bus driver this is your bus stop.
2	Bus driver, may you please stop here for me?		
3	Here's my stop.		

Make Conversation 6-8

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

#	Sample Response	Score	Prompt
1	Game 6 PM.		Tell your friend the play starts at 6:00pm in the auditorium.
2	The play.		
3	Play being at 6:00.		



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

Make Conversation 9-12

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

#	Sample Response	Score	Prompt
1	I go ... the dentist 2:00.		Tell your teacher you have a dentist appointment at 2:00pm.
2	To dentist.		
3	Me having the dentist time at 2:00.		

Section 4: TELL A STORY

Tell A Story K-1

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

#	Sample Response	Score	Prompt
1	His mom and him... look the dog. His mom and his say "The dog" Him and his mom put the dog in the, the chair. Him and him. Mom... the girl and dog.		
2	The boy and his mama see the picture of the dog. They see the dog. She calls. The girl, she, she gets the dog. She is happy.		
3	His mom and him, the dog. Him and his mom and the dog... the girl and dog.		
4	His mom and him... look the dog. His mom and his say "The dog" Him and his mom put the dog in the, the chair. Him and him. Mom... the girl and dog.		
5	They see the picture of a lost dog. Then they see the dog. The boy, he points to the dog. The mom calls. The girl comes. She gets the dog and she takes him.		
6	The mom and boy look at the dog. The boy say, "Look! Here is that dog." The mom tells to the girl. The boy, he petted the dog. The mom and boy wave at the girl. The girl, she holded the dog.		



LAS Links Speaking Calibration Practice

Form A, Grades 1-12

Tell A Story 2-3

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

#	Sample Response	Score	Prompt
1	Them go in car. They Grandma and Grandpa. Eat the cakes.		<div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> </div> <div style="width: 50%;"> </div> <div style="width: 50%;"> </div> <div style="width: 50%;"> </div> </div>
2	The girls and the mom made a pie and went to see their grandparents. The grandma and grandpa are happy to see them and give them hugs. Then they make the food and eat dinner.		
3	Girl. Mom. Car.		
4	The girls and Mother make the dessert of pie for present Grandma and Grandpa. They take it at their house and hug and then eating.		
5	Two students are cooking a pie. They go with the mom, to grandma and grandpa's house. They say hello and are happy. Then they eat that special sweets.		
6	They and Mama...car. See Grandma and Grandpa.		



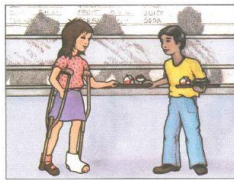



LAS Links Speaking Calibration Practice

Form A, Grades 1-12

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.		<div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;">  </div> <div style="width: 50%;">  </div> <div style="width: 50%;">  </div> <div style="width: 50%;">  </div> </div>
2	He's gets her food. He have the books. They eat. By the car.		
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	He say "You need some help?" Then he carry her books. And he get her food. The man hold his hand.		
5	The boy... helping the girl. She hurt.		
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.		



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

Tell A Story 6-8

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

#	Sample Response	Score	Prompt
1	The person and the trashes for that place of the school.		
2	The class have a lesson. They seed the cans. Boy say to them "Recycle" She throwed that food there and puts the bottle to a different place.		
3	It's a class. They see apples and cans.		
4	Lesson, students		
5	The class has a lesson about recycling. Then they eat their lunches. They think about where they should put the garbage from their lunches and they recycle it.		
6	The boy tell. Then the kid say... "What?"		



LAS Links Speaking Calibration Practice

Form A, Grades 1-12

Tell A Story 9-12

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

#	Sample Response	Score	Prompt
1	Car is no work. He call. The man fix. They go.		<div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> </div> <div style="width: 50%;"> </div> <div style="width: 50%;"> </div> <div style="width: 50%;"> </div> </div>
2	The car not work, so they call. A man comes to help them and he fixed it. Now they car work.		
3	The boy and girl. Stop.		
4	Their car is not working. The man calls for a tow truck and after a while the tow truck gets to them, and the driver fixes the car. Then they drive away and wave good-bye to the tow truck driver.		
5	He don't know and his is wait. And she say and a help. And look in ... and going		
6	The man calls. He say, "My car broke." That guy come in a truck to fix. Now the car not broke.		

Scoring Rubrics for Writing

GRADES 2–12, WRITING RUBRIC 0–3

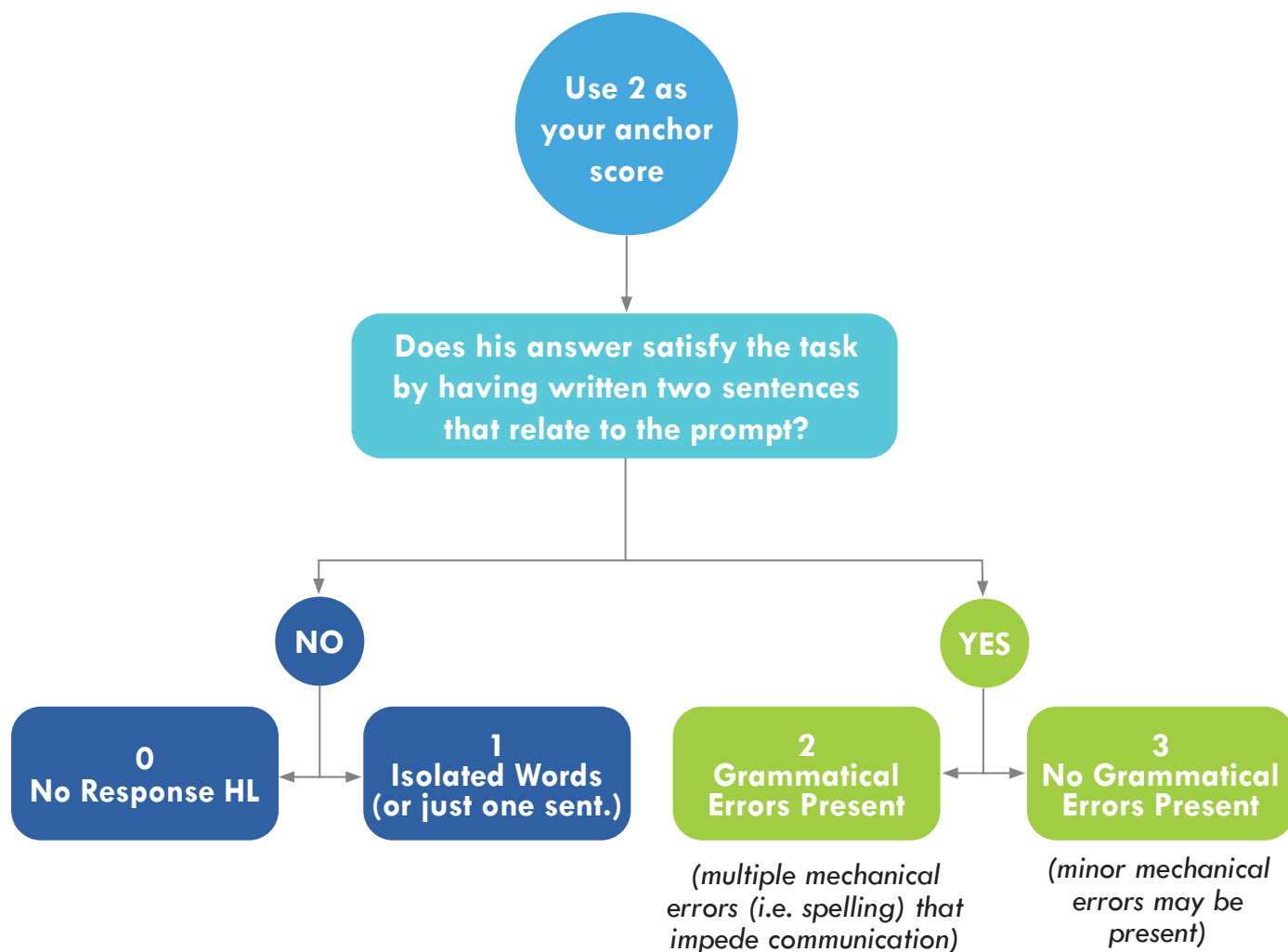
Write About—Student will write two sentences to describe who/what is in a picture and what is happening.

Write Why—Student will make a choice and write two reasons in support of that decision.
(Do you prefer rain or snow?)

SCORE	DESCRIPTORS OF SCORES
0 Minimal or No Communication	ERRORS PREVENT COMMUNICATION
	No English word
	"I don't know"
	A repetition of an earlier response
	The only clear English word(s) are copied from the item prompt or environmental print
	Isolated English words in a response that is otherwise incomprehensible
	A clearly off-topic response
	Response is incomprehensible
1 Beginning Communication	For Write About : no recognizable sentence structure
	ERRORS INTERFERE WITH COMMUNICATION
	For Write About : Response includes at least rudimentary sentence structure subject verb ("The 3 student is") ("The teacher explication a student)
	For Write Why : Response provides at least one reasonable answer to the question why?" not necessarily in a full sentence
	Only one response written (may be a general response) and it satisfies the task with or without error
	Two responses written, and one or both satisfy the task but with serious errors that interfere with communication (spelling, missing words, incorrect words
	May also be two general responses
2 Basic Communication	Response may be in rudimentary sentence structure
	ERRORS DO NOT IMPEDE UNDERSTANDING
	Two responses that clearly satisfy the task with one or more grammatical errors
3 Effective Communication	Two fluent responses that both satisfy the task and contain numerous mechanical errors (may include one general response
	FLUENT COMMUNICATION
	Two fluent responses that effectively communicate and may contain only a few minor mechanical errors (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
	For Write About : Complete sentence required
	For Write Why : No complete sentence required

NOTE: It is highly recommended that you become proficient in the rubric prior to utilizing these flow charts.

Scoring: Write About, Write Why






LAS Links Writing Calibration Practice

Form A, Grades 2-12

Section 1: WRITE ABOUT


Write About 2-3

Student will write two sentences to describe who/ what is in a picture and what is happening.

#	Sample Response	Score	Picture Prompt
1	the boy is at lunch. He wait his turn.		
2	The children are geting food. The boy has popcorn.		
3	The boy is have milk.		


Write About 4-5

Student will write two sentences to describe who/ what is in a picture and what is happening.

#	Sample Response	Score	Picture Prompt
1	They taking a parctor. they sing and a char		
2	A family is taking a picuture A family is getting a picture taken whith a pirrot.		
3	The family are taking picturs in Florida. The family want to remembe the fun time by taking a picture.		

Write About 6-8

Student will write two sentences to describe who/ what is in a picture and what is happening.

#	Sample Response	Score	Picture Prompt
1	People trying to write the flowers. The people wearing some apron.		
2	The children are painting a picture The children are painting a picture of a plant.		
3	The tree peplo is driing. The person is draing I flavor.		



LAS Links Writing Calibration Practice

Form A, Grades 2-12

Write About 9-12

Student will write two sentences to describe who/ what is in a picture and what is happening.

#	Sample Response	Score	Picture Prompt
1	she pay, the lunch she the change as the madam.		
2	The girl works at the store The woman is looking for money.		
3	The women have milk in you hand. The women sopping in the market.		

Section 2: WRITE WHY

Write Why 2-3

Student will make a choice and write two reasons in support of that decision.

#	Sample Response	Score	Prompt
1	I like zoo. I like in the zoo.		<p>Where would you rather go on a field trip? Circle one.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>the zoo</p> </div> <div style="text-align: center;"> <p>the aquarium</p> </div> </div> <p>Why did you choose that place? Write <u>two</u> reasons.</p>
2	An aquarium, because they have sharcks. Sarcks are fast.		
3	I like fish aquarium is fun		

Write Why 4-5

Student will make a choice and write two reasons in support of that decision.

#	Sample Response	Score	Prompt
1	the gitar is a good is a good interment that why I pick it. Because I like it and the Drums I dont lik them.		<p>If you could learn how to play one of these musical instruments, which one would you choose? Circle one.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> guitar drums </div> <p>Why did you choose that instrument? Write <u>two</u> reasons.</p>
2	It make a better music than a Guitar. It is more funer.		
3	Guita the father sing the Guita My Fanther sing Guita		



LAS Links Writing Calibration Practice Form A, Grades 2-12

Write Why 6-8

Student will make a choice and write two reasons in support of that decision.

#	Sample Response	Score	Prompt
1	Listen to music because is coul. Because the music is very very crisi.		Which activity would you rather do? Circle one. exercise listen to music Why did you choose that activity? Write <u>two</u> reasons.
2	I chose to exercise because its good for your body. Il chose exercise because I like sports.		
3	We listen to music can relx ourselves Listening to music can broaden our minds		

Write Why 9-12

Student will make a choice and write two reasons in support of that decision.

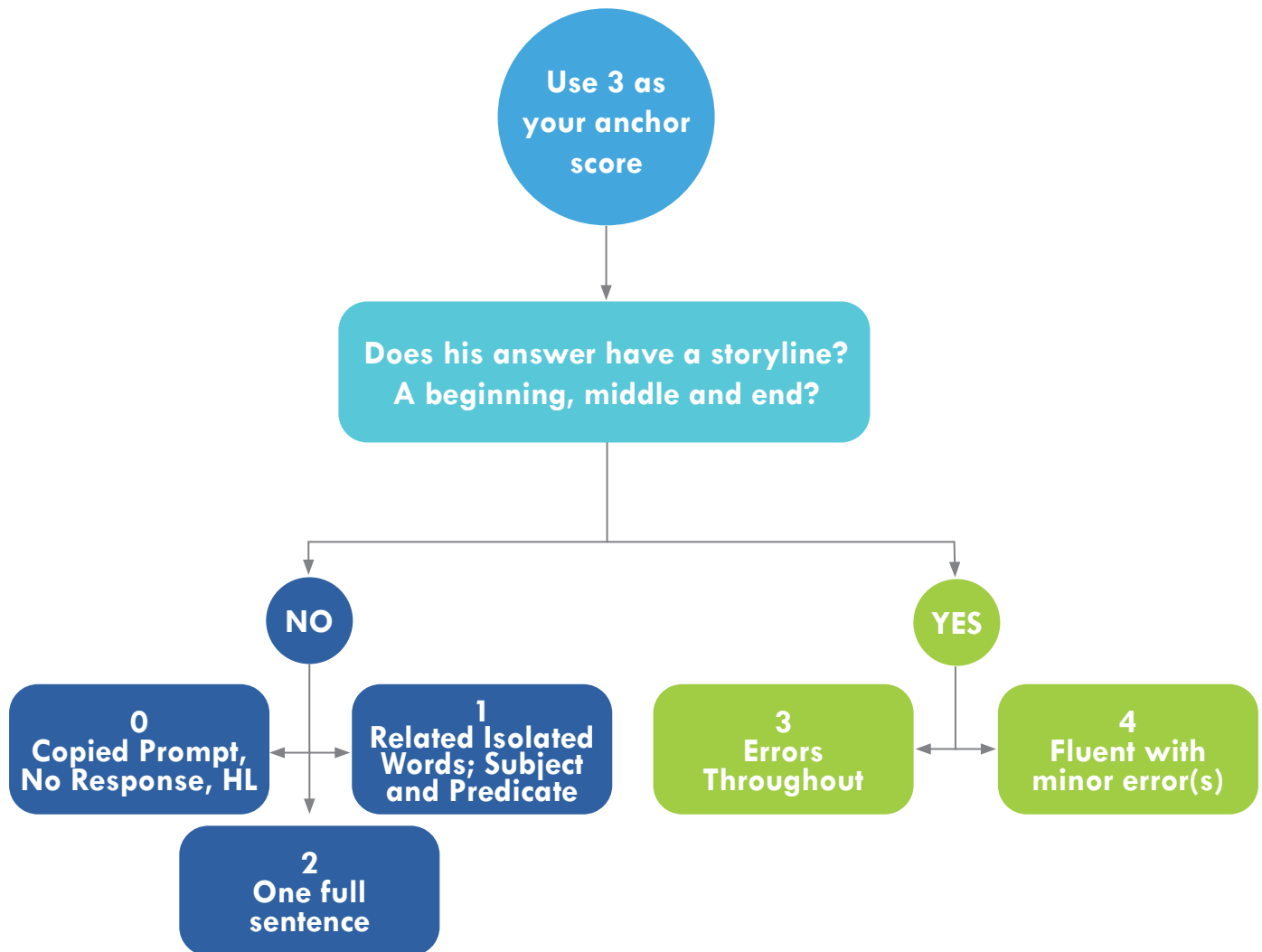
#	Sample Response	Score	Prompt
1	I want to be an actor cause I like the Action. I like the movies and the Novels.		Which career would you like to have when you are older? Circle one. actor architect Why did you choose that career? Write <u>two</u> reasons.
2	I like to act I thing is easier from Architect		
3	The actor Hamson and romantic. Have body beautiful		

GRADES 2–12, WRITING RUBRIC 0–4

Write in Detail—Student will write a short composition.

SCORE	DESCRIPTORS OF SCORES
0	ONE OF THE FOLLOWING:
	Response entirely in a language other than English (HL)
	Response in English that does not relate to the prompt, including “I don’t know”
	Response with no correctly spelled English word
	A single English word or only words copied from the item prompt or environmental print
	An off-topic response
1 Limited Words	Response is an attempt to satisfy the task and relates very minimally to the prompt
	Response contains at least one or more correctly spelled substantive English words (noun or verb) in phrases (a group of words related to each other that convey some meaning or thought but are not expressed in a complete manner)
	Response contains no complete sentence because subject or verb is missing or incomplete
	Overall communication is unclear and unconnected, typical of a student who has emergent vocabulary
2 Sentence Structure	Response is an attempt to satisfy the task and relates at least minimally to the prompt with limited expression compared to a native writer
	Response contains at least one or more English sentences that include subject and complete verb although grammar and spelling maybe incorrect and punctuation maybe lacking
	Response may need to be read several times to be understood
	Response may contain digressions, repetitions, limited vocabulary, or errors in grammar, word choice, spelling, and punctuation that interfere with all or part of the communication
3 Basic Communication	Expresses content, description, action, and/or dialog clearly and yet with difficulty compared to a native writer
	Expresses most ideas clearly but lacks the grammatical fluency of a mainstream writer
	Response may contain digressions, repetitions, missing words, or errors in vocabulary, grammar, spelling, and punctuation that do not impede overall communication
	Sentences may be run-on and connected by “and” or “and then”
4 Native-like Writing	Communication is clear and complete throughout with no errors in vocabulary or grammar that identify a non-native writer. Expresses ideas, content, description, action, and/or dialog with precise vocabulary and ease approaching a native writer
	Sentences may be simple or complex with only minor digressions, repetitions, or mechanical and grammatical errors which are acceptable in first-draft work
	Any minor errors or digressions do not interfere with the overall ease of expression or clarity of thought
	Differences in handwriting do not interfere with clarity of communicative intent

Scoring: Write In Detail









LAS Links Writing Calibration Practice Form A, Grades 2-12

Section 3: WRITE IN DETAIL

Write in Detail 2-3

Look at the pictures. Write the story that they tell. Be sure your story tells who and where.

#	Sample Response	Score	Prompt
1	Toby has a flower on his hand and walking in to class. 3. Toby gave a flower to the teacher and grab it. 4 Then she puted it in a vase and puted it on her table.		  <p>1 2</p>   <p>3 4</p> <p>It was Toby's first day of school.</p>
2	He was so nervous he could hardly walk! When he came in the classroom he found the and gave her flowers. Then the teacher was really, really happy!		
3	Toby do school flor. do clas and give flor tehr. tehr putflorinvas.		
4	The boy is saying by to his mom and his mom is saying by to hem to. The boy is taking roses'es to his teacher. When he got to the classroom he gave the rose'es to his teacher. The teacher put it on her desk.		
5	the boy take Flawrs to his tisre. his tisreis is happy to have a swiatt ittele boy.		
6	Toby hos a floower for hes techter Toby geav her a flower. Toby is looking ot his techer.		



LAS Links Writing Calibration Practice Form A, Grades 2-12

Write in Detail 4-5

Student will write a short composition.

#	Sample Response	Score	Prompt
1	My favorite activity is to play soccer. I like soccer because you have to run, and I like to run. Also because I have to play with my friends. In soccer you can't play by your self you have to pass. Also I like to slide for the ball. I play soccer because it's a little rough sport. I don't like football because it very roughs sport and some people can get hurt. I enjoy playing soccer because I'm with my friends. In soccer you have to use your brain to trick other players. Also I like to practis my kicking. And check how powerful by kick is.		"Think about your favorite activity. Write some sentences to explain why it is your favorite activity and why you enjoy doing the activity. Use details and check your work."
2	My favorite activity is singing and dancing. Because my other wants I like singing and dancing.		
3	My favorite activity is doing Math. I like when we do adding, sub, moutian, and dividing. The most one I like is adding, and sub. I like school because we do math at school so I rilley like math for I can get a egecashan and a diploma for I can get a go jod. On all the jobs you need to now your math fakes. For you can add all the mony or the things they oll you. You need to now the told for every thing the tell you. The best thing you need to now is to now how the do math. As you can see I relly like math.		
4	My favorite activity is making volcanos because it was fun and we can make a volcano explote and when you took the volcano home if your Parents let you can make your volcano explote and when I got home I made my volcano explote. I used different colors when my volcano explote I used blue Green and Red.		
5	pent is art. I make pentin		
6	My favorite activity is swimming because when it is hot you can go to the pool, and it is not that you have to take a bath. It feels goof when you go to the pool. You have to get hot water and cold water because, it is cold when you don't have a swimming suit on. Also it is fun to swim in the swimming pool and it's not fun to swim when you are taking a bath because you don't have any room to swim in the bath. You can fall when you are at the pool, and you can't fall when you are taking a bath, because you will hurt yourself, and that is not a good Idea, and you will end up in the hospital, and your mom has to pay money to doctor too, and because you will waste money.		



LAS Links Writing Calibration Practice Form A, Grades 2-12

Write in Detail 6-8

Student will write a short composition.

#	Sample Response	Score	Prompt
1	I would be myself. I don't want to be in anyone else's shoes. I love my life now. It's not too boring but it isn't crazy and hectic. Unlike most people I don't want to be someone famous because they have everyone poking in their lives. I can make mistakes and not have to be watched by millions. I don't mind my life not being perfect, that's okay with me. I like the fact that I'm carving my own future. Sure I won't end up a millionaire with thousands of adoring fans. That's just fine with me. I love, my life and the people in it.		"If you could be anyone who has ever lived, who would you be? Write some sentences to explain why you chose this person. Use details and check your work."
2	I want to be a teacher because I like the little kids. And a teacher is cool like the kids want to play you play we play. And when is a problem you can help in the problem.		
3	my grandma because I love my grandma and she is nice. She has her family she helps me she gives me many		
4	If I could be anyone who has ever lived, I would be myself because I'm happy to be how Jesus made you it doesn't matter. All of you are something.		
5	It would be Chalina Sanchez because he is my favorite singer. Because he is my family's favorite singer I think he was nice and he is cool I wish I could be him but it would be sad if I died and left my family behind. Because they would miss you but I wish I could be him for some reason. Because he is cool.		
6	<p>I would like to be Rosa Parks because although she was not rich and glamorous she was an outstanding figure. Rosa Parks was an African-American woman who refused to move for the white people on the bus. She had to have had plenty of courage knowing that once apprehended she could go to jail or even be killed. But she did not let any of the threats get to her because she knew that what she was doing was right. From her actions, other African-Americans arose from the darkness and finally decided to do something about it.</p> <p>Martin Luther King Jr. did something by standing out and protesting against all the segregation and for that he was assassinated by someone who did not agree with his thoughts. So, he was "punished" for doing what he thought was right which was not good at all.</p> <p>Rosa Parks and Martin Luther King Jr. were only two people who might have started a revolution and taken a step towards the advancement of man-kind. There were</p>		



LAS Links Writing Calibration Practice Form A, Grades 2-12

	others who helped the cause as well and if they didn't thing might have never changed
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Write in Detail 9-12

Student will write a short composition.

#	Sample Response	Score	Prompt
1	My the music because is beatubul and not ever y one the people the like. My like the pop, rock and romantic. Listen music every the day. Listen, cd o my estation.		"Think about the music you listen to and the music older people like. In some ways it is similar, and in some ways it is different. Write some sentences explaining how the music you listen to is similar to and different from the music older people like. Use details and check your work."
2	The music from old people is boring they don't talk about girls they talk about boring stuff		
3	I have defnepes Perients, and I have Mexicans Americans and that es I lub comieous food. Like me I like country Music And May mom she loved Rock and Rooll. May Perients hous living en Mexico that Like Mexican Music. Boot and Christian Music May mom She have different stillo and that es different End Me I have. New estilo. I like New Country. I see Much Peoples hauos has diferents estilos the Music I duno more.		
4	The music that I listen to is different from the music older people listen to because it has a faster beat. I think that older people listen to music that is smoothen in rythem. In ways our music is fairly the same because younger people sample music from older singers. The only difference is that we change some of the wording and the tempo.		
5	because the music I like is new and the old people like the old music like my dad and my mom they don't like the music I hear cause they said its not like they want they like the old songs an I like the reggeaton, romantic and Country some of this are old just romantics and country the reggeaton is new.		
6	I think there is a big difference between that music. Before the songs had more messages and now they say bad words and other things. The old music was popular, country or rock and now the same, well the rock is more ugly now. One similarity that both have is that most of the songs are of love, and most of the people get in love between the songs. I think the music is going to be always the base of the life.		

LAS Links™ Student Profile Sheet

1 Complete the following information for each student.

Student Name _____ Student ID Number _____ - _____ - _____
 Birth Date ____ / ____ / ____ Grade _____
 Form _____ Test Date ____ / ____ / ____ Test Book ID _____
 Teacher _____ School _____ District _____

The LAS Links Student Profile Sheet is used for tabulating the student's score. This profile sheet should be used with the LAS Links Interpretation Guide. Once completed, this form can be included in the student's school records. Because the validity of these scores depends on the accuracy of scoring individual items, Examiners must be familiar with the test and the scoring information contained in the Examiner's Guide.

2 Tabulate the Number Correct for each skill area. Use the answer keys in the Interpretation Guide to determine the Number Correct for each sub-test (i.e., Speak in Words). Enter the Number Correct in each box. Then add these numbers to determine the total of each skill area (i.e., Speaking).

Speaking

Speak in Words
 Speak in Sentences
 Make Conversation
 Tell a Story

Number Correct

Total Speaking

Listening

Listen for Information
 Listen in the Classroom
 Listen and Comprehend

Number Correct

Total Listening

Reading

Analyze Words
 Read Words
 Read for Understanding

Number Correct

Total Reading

Writing

Use Conventions
 Write About
 Write Why
 Write in Detail

Number Correct

Total Writing

4 Tabulate the Oral Score. To find the Oral Scale Score, enter the Number Correct for Total Listening and Total Speaking (from Number 2) in the appropriate boxes below. Find the corresponding Oral Scale Score in the Interpretation Guide.

Oral

Total Listening
 Total Speaking
Total Oral

Number Correct

Oral Scale Score

5 Calculate the Comprehension Score. Use the Comprehension scoring keys in the Interpretation Guide to determine the Number Correct for Comprehension. Enter the Number Correct for the subtests for Listening and Reading. Add these numbers for Total Comprehension. Then use the conversion table in the Interpretation Guide to find the Comprehension Scale Score.

Comprehension

LI-Listen for Information
 LI-Listen in the Classroom
 LI-Listen and Comprehend
 RD-Analyze Words
 RD-Read Words
 RD-Read for Understanding

Number Correct

Total Comprehension

Comprehension Scale Score

3 Convert Totals to Overall Scale Scores. Refer to the conversion table in the Interpretation Guide to find the Scale Scores for each skill area. Enter the Scale Score in the box adjacent to each Total. Divide the sum of all Scale Scores by 4 to find the Overall Scale Score. Disregard any fraction or decimal—do not round—and enter the Overall Scale Score. Then find the Overall Proficiency Level in the Interpretation Guide for the corresponding Overall Scale Score.

Overall Score

Total Speaking
 Total Listening
 Total Reading
 Total Writing

Totals	Scale Scores	Proficiency Levels

Overall Scale Score

Scale Score Total

÷ 4 =

Overall Proficiency Level

Comments: _____

Form A

Grade 4 Proficiency Tables

Grade 4	1 Beginning	2 Early Intermediate	3 Intermediate	4 Proficient	5 Above Proficient
Overall	330–451	452–489	490–524	525–577	578–656
Listening	350–456	457–483	484–524	525–580	581–630
Speaking	320–448	449–474	475–509	510–558	559–635
Reading	360–467	468–503	504–534	535–587	588–680
Writing	290–433	434–497	498–532	533–583	584–680

Listening

NC	SS	PL
0	350	Level 1
1	350	
2	350	
3	350	
4	350	
5	376	
6	403	
7	420	
8	434	
9	447	
10	458	Level 2
11	470	
12	482	
13	494	Level 3
14	508	
15	523	
16	539	Level 4
17	557	
18	580	
19	617	Level 5
20	630	

Speaking

NC	SS	PL
0	320	Level 1
1	342	
2	368	
3	383	
4	394	
5	404	
6	411	
7	418	
8	424	
9	430	
10	435	Level 2
11	440	
12	444	
13	448	Level 2
14	452	
15	456	
16	460	Level 2
17	464	
18	467	
19	471	Level 2
20	474	
21	478	Level 2
22	481	
23	485	
24	488	Level 3
25	492	
26	496	
27	500	Level 3
28	504	
29	508	
30	513	Level 3
31	517	
32	522	
33	528	Level 4
34	534	
35	541	
36	549	Level 4
37	559	
38	571	
39	588	Level 5
40	616	
41	635	

Reading

NC	SS	PL
0	360	Level 1
1	360	
2	360	
3	360	
4	360	
5	360	
6	360	
7	360	
8	360	
9	382	
10	411	Level 2
11	428	
12	440	
13	450	Level 2
14	458	
15	466	
16	473	Level 2
17	479	
18	485	
19	491	Level 2
20	497	
21	503	
22	509	Level 3
23	514	
24	521	
25	527	Level 3
26	534	
27	541	
28	549	Level 4
29	557	
30	567	
31	578	Level 4
32	593	
33	613	
34	648	Level 5
35	680	

Writing

NC	SS	PL
0	290	Level 1
1	290	
2	290	
3	290	
4	290	
5	290	
6	290	
7	326	
8	357	
9	375	
10	389	Level 2
11	400	
12	410	
13	419	Level 2
14	428	
15	435	
16	443	Level 2
17	450	
18	457	
19	463	Level 2
20	470	
21	476	
22	482	Level 2
23	488	
24	494	
25	501	Level 3
26	507	
27	514	
28	521	Level 3
29	530	
30	539	
31	549	Level 4
32	562	
33	578	
34	599	Level 5
35	634	
36	680	

Key

NC = Number Correct

SS = Scale Score

PL = Proficiency Level

Form A

Grade 4 Proficiency Tables

Grade 4	1 Beginning	2 Early Intermediate	3 Intermediate	4 Proficient	5 Above Proficient
Comprehension	340–484	485–505	506–525	526–562	563–670
Oral	300–449	450–477	478–513	514–574	575–680

Comprehension

NC	SS	PL
0	340	Level 1
1	340	
2	340	
3	340	
4	340	
5	340	
6	340	
7	340	
8	340	
9	340	
10	340	
11	340	
12	340	
13	382	
14	403	
15	418	
16	429	
17	438	
18	446	
19	453	
20	460	
21	465	
22	471	
23	476	
24	481	
25	486	Level 2
26	491	
27	496	
28	501	
29	505	Level 3
30	510	
31	515	
32	520	
33	525	Level 4
34	530	
35	536	
36	542	
37	549	
38	556	Level 5
39	564	
40	573	
41	584	
42	598	
43	618	
44	652	
45	670	

Oral

NC	SS	PL	NC	SS	PL
0	300	Level 1	45	516	Level 4
1	300		46	521	
2	300		47	525	
3	300		48	529	
4	300		49	534	
5	300		50	539	
6	300		51	545	
7	300		52	551	
8	339		53	557	Level 5
9	360		54	564	
10	374		55	572	
11	384		56	582	
12	393		57	593	
13	400		58	607	
14	407		59	627	
15	413		60	662	
16	418		61	680	
17	423	Level 2			
18	427				
19	431				
20	435				
21	439				
22	442				
23	446				
24	449				
25	452				
26	456				
27	459				
28	462				
29	465				
30	468				
31	471				
32	474				
33	477				
34	480	Level 3			
35	483				
36	486				
37	489				
38	492				
39	495				
40	498				
41	502				
42	505				
43	509				
44	513				

Key

NC = Number Correct

SS = Scale Score

PL = Proficiency Level