

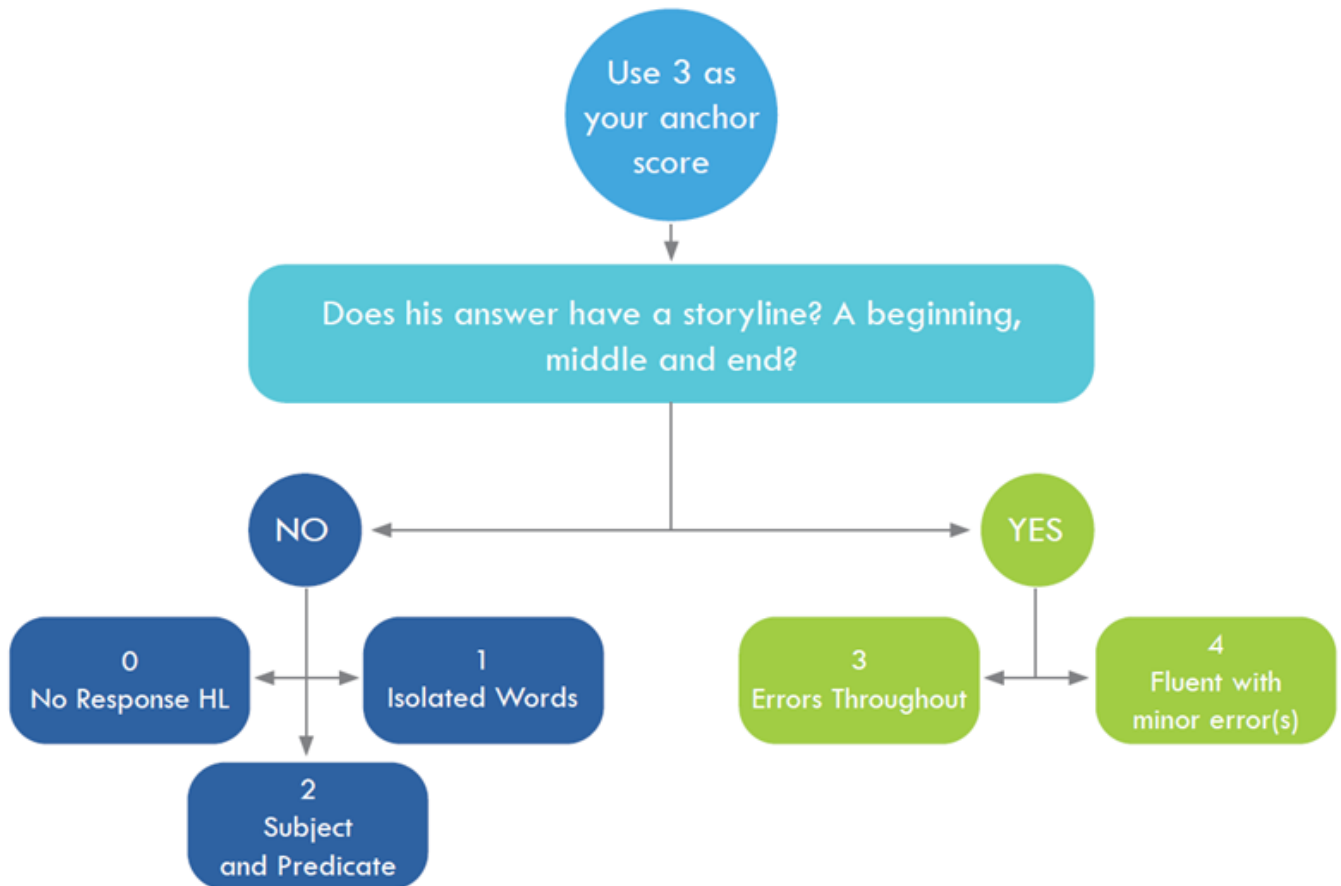
preLAS
Paper Administration Training
Handouts & Worksheets

Table 2

Description of Scoring Levels for Let's Tell Stories

Score	Characteristics of the Story Response
0	- No response. - No response in English. - Entire response is in a language other than English.
1	- Response may be only one word in English. - Response may be only isolated words, phrases, or verbal expressions such as "Good morning" or "How are you?" - Response has no sentence structure. - Response may include some non-English words.
2	- Response contains at least one sentence. - Response is in phrases or simple sentences (with a subject and a predicate) that are difficult to associate with a story line. - Response is often full of repetitions and unconnected ideas. - Response may include some non-English words.
3	- Response contains a recognizable story line or string of connected thoughts, although detail may be minimal. - Response, no matter how skillfully constructed or complete in detail, contains errors in grammar, syntax, vocabulary, or usage not likely to be made by proficient speakers of Standard American English. (See endnote 2.) - Sentences are longer and more coherent than Score 2 responses. - Response may contain many hesitations. - Response may include some non-English words.
4	- Response is a recognizable version of a story in coherent, fluent sentences. - Sentence construction is usually simple, often a list of events told in plain vocabulary. - Response may include hesitations or digressions that do not impede the narrative. - Errors made are typical among proficient speakers of Standard American English and do not detract from basic fluency. - Clauses are often joined by "and," "then," or "and then." - Response may include an occasional non-English word.
5	- Response is fluent, articulate, and elaborated with detailed sequence, vivid vocabulary, and complex constructions. - Response includes a variety of adverbs and transitional signals ("First," "So then," "and after that," "because," "Finally," etc.). - Response may contain one or two minor errors commonly heard in speech of articulate, proficient speakers of Standard American English. - Response may include an occasional non-English word.

*pre*LAS Scoring Flow Chart

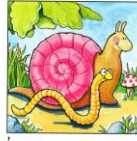




preLAS Speaking Scoring Calibration Practice Grades preK3 - Kindergarten

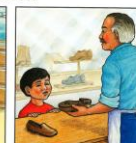
Story: RAINSTORM

Students are asked to listen to a story then tell what happened in the story.

#	Sample Response	Score	Prompt
1	It rain. The snail say, "Why it was a rainbow?" (Porque estaba lloviendo.)		Rainstorm    
2	One day the snail and the snake went for a walk. Then it was raining and they walk and the snail say, "Why is there a rainbow?" "Because there is rain." And that's the end.		
3	It rained and rainbow come. Sun just drop.		
4	They see a rainbow and they walk and they can look and they head to the wall.		
5	They were walking...There were rain...Then they were rainbow and then they played.		
6	One day they go to play then was a rain coming they, they don't know where to go. They color in a shovel and they said he they saw a colors and they said, "Why does a rainbow on here?" "Because the rain and the sun are both and they make a rainbow."		

Story: BOBBY AND THE SHOEMAKER

Students are asked to listen to a story then tell what happened in the story.

#	Sample Response	Score	Prompt
1	Black shoe, blue, red. Good morning. Thank you.		Bobby and the Shoemaker    
2	Bobby's shoe have a, what? Hole in it. He go to the fake to her to him he help it and he fix the shoe and he was very happy he help him clean his house. He fix his shoe. He was very happy.		
3	One day is boy, oh is my shoes. And Bobby, "No, I can't do it to you." Bobby in house is clean-up time and Bobby, is your shoes good, Bobby.		
4	One day Bobby sat. He looked on his shoe was a hole in it, so he go to the fixer and he say, "I don't have time to..." I forgot. He say, "I can help you do my shoe." Then when it was lunchtime he look on his shoe was brand new and was the same when he have.		
5	I am holding my shoes. I'm gonna help you.		
6	One day when Bobby woke up, he said, "Oh, oh, I have a hole in my shoe." So Bobby went to the shoemaker and the shoemaker said, "I can't help you now." So Bobby went home and he had to clean, and then after dinner his shoe was fit.		



preLAS Speaking Scoring Calibration Practice Grades preK3 - Kindergarten

BUTTERFLY – this story is not found on preLAS form C but provides additional practice if desired.

Students are asked to listen to a story then tell what happened in the story.

#	Sample Response	Score	Prompt
1	Butterfly he catch it.		
2	Be friends. He caught the butterfly, take in both hands, then he free and take him.		
3	Catch it. Catch butterfly. Go by, butterfly.		
4	The boy saw a beautiful butterfly. The butterfly was on the fence. Then the butterfly say, "I will come at your house so you can watch me fly." The butterfly run.		
5	Johnny went to see something and then he see a beautiful butterfly and he try to catch it and Johnny she could catch it and run away. He catch it and he said, "I can be your friend, you let me go." He let go and he stays.		
6	One day butterfly free saw a butterfly. He caught it. He was going to catch it. "Please, if you let me go, I'll be your best friend. I'll let you watch me fly away in the blue sky." And he let it go and it fly in the blue sky.		