# Ohio Test of English Language Acquisition (OTELA) Grade 3-12 Speaking Assessment: Scoring Rubrics and Sample Items, Spring 2008 Page 1 of 6

**Note:** This document contains sample items that are for training purposes only. Although they are not actual test items, they are similar in format to the types of items students will hear on the speaking prompt CD and should not be disseminated to anyone not involved in administering the OTELA Grade 3-12 Speaking Assessment.

**OTELA Grade 3-12 Speaking Scoring Rubrics** 

	OTELA Grade 5-12 Speaking Scoring Rubites			
Function	Score Point 2	Score Point 1	Score Point 0	
Connect (Questions 1, 5, 9)	Response establishes/confirms conversational connection; essential information provided (e.g., name or number of person,	Response partly establishes/confirms conversational connection; at least some essential information	Response fails to confirm conversational connection; essential information (e.g., name or number of person,	
	place, thing) clearly and without ambiguity  Errors in mechanics or conventions do not impede understanding	provided (e.g., name or number of person, place, thing); other information is missing or unclear Errors in mechanics or conventions may impede understanding	place, thing) is either not provided or is unclear/ambiguous	
<b>Tell</b> (Questions 2, 6, 10)	Response provides essential information cued for and describes/extends with specific detail and/or example Errors in mechanics or conventions do not impede understanding	Response provides essential information cued for and attempts to describe/extend with general information; OR response provides some specific detail or example without making explicit essential information cued for Errors in mechanics or conventions may impede understanding	Response fails to provide essential information cued for and/or to describe/extend with specific detail and/or example; response may include only essential information cued for with no development	
Expand (Questions 3, 7, 11)	Response provides both essential information cued for and specific ideas/information that serve to explain, elaborate, and convey order (temporal or spatial)  Errors in mechanics or conventions do not impede understanding	Response provides both essential information cued for and attempts to explain, elaborate, and convey order (temporal or spatial); information included as development may be partial or overly general Errors in mechanics or conventions may impede understanding	Response fails to provide essential information cued for and/or ideas/information that serve to explain, elaborate, and/or convey order (temporal or spatial); response may include only essential information cued for with no development	
Reason (Questions 4, 8, 12)	Response expresses a clear position (explicit or implied) and includes information to clearly support that position (personal experience or observation, fact, hearsay, etc.)  Errors in mechanics or conventions do not impede understanding	Response expresses a position (explicit or implied) and partially supports that position with information (personal experience or observation, fact, hearsay, etc.) that may be incomplete, only partially plausible, or overly general Errors in mechanics or conventions may impede understanding	Response fails to express a clear position (position cannot be inferred) or response expresses a position but lacks information that may serve as support for that position; response may include only an unsupported position statement	

**Condition Codes** (where appropriate) (to be used <u>instead of, not in addition to score points</u> - do <u>not</u> bubble 0 and a code)

- A inaudible/unclear
- **B** blank
- C refusal or excuse ("I don't want to answer; "I don't know")
- **D** off topic/off task or response is given in language other than English

Source: Ohio Department of Education, Office of Assessment, November, 2008
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# Ohio Test of English Language Acquisition (OTELA) Grade 3-12 Speaking Assessment: Scoring Rubrics and Sample Items, Spring 2008 Page 2 of 6 OTELA Grade 3-12 Speaking Scoring Notes

- Score the items in order 1 through 12
- There are 3 sets of four related questions. Each set of questions is comprised of one Connect, one Tell, one Expand, and one Reason item, in that order.
- Each set of four questions will reference two numbered pictures in the student's speaking test booklet.

#### For Connect 0-2

- If question is multi-part, responses that address only one part can receive only partial credit.
- When a specific response is not cued for, either a specific or general response is acceptable.
- In response to the cue "how long," accept specific amount of time (in hours, days, weeks, months, years) or any temporal reference (e.g., "since I was seven years old").
- One-word answers can receive only partial credit. Phrases can receive full credit.
- If a response consists of one word or a phrase derived entirely from the prompt, it can not receive a score higher than 1. If the student clarifies the response by adding her own words or forming a sentence, the response is eligible for any score, even if it is based heavily on the prompt.

#### For Tell 0-2

- Extensions, if present, may not compensate for missing essential information.
- When a specific response is not cued for, either a specific or general response is acceptable. (e.g., "what kinds" may elicit category name or specific examples).
- Responses consisting only of language from the question, in same order/placement as question, should be assigned
   0.

#### For Expand 0-2

- If question is multi-part, responses that address only one part can receive only partial credit.
- Where description is cued-for, a list alone can only receive partial credit; an additional detail (descriptive detail, "order" words, etc.) contributes to full credit response.
- A single simple sentence can only receive partial credit. (A compound sentence counts as two sentences.)

#### For Reason 0-2

- Position statement with nothing more receives a 0 (no evidence of intended function).
- A single simple sentence can only receive partial credit. (A compound sentence counts as two sentences.)

# Ohio Test of English Language Acquisition (OTELA) Grade 3-12 Speaking Assessment: Scoring Rubrics and Sample Items, Spring 2008 Page 3 of 6 SAMPLE SPEAKING QUESTIONS, ANSWERS, and SCORES

# **Connect Question**

"Some students like to listen to music in their free time. Others like to read books. Tell me in a sentence what you like to do in your free time. For example, you can talk about watching movies, listening to music, or playing with your sister or brother. Try to speak in a sentence. Tell me what you like to do in your free time."

Pause for response

#### **Score O**

"I really free time." (*Information provided is unclear*.)

#### Score 1

"Watching movies" (Phrase based solely on prompt language can not receive a score higher than 1.)

"Read" (One word from prompt receives partial credit.)

"Swim" (One word not from prompt receives partial credit.)

#### Score 2

"I play with my little sister." (essential information provided in a sentence)

"Walk my dog" (original essential information provided in a phrase)

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## **Tell Question**

"You hear different kinds of music on the radio, TV, tapes, or CDs. Choose a kind of music that you hear. Tell me one or two sentences about that kind of music. For example, you can talk about hip-hop music or country music. Now pick a kind of music that you hear and tell me one or two sentences about that kind of music."

Pause for response

#### Score 0

"I like music." (No information that addresses prompt is provided.)

#### "Score 1"

"I hear classical music." (partial credit given for choosing type of music)

"Opera" (partial credit is given for one specific, original word that conveys essential information)

## Score 2

"I hear rock music in my dad's car. It has a lot of instruments." (essential information provided in two sentences)

"Rap music sounds loud and fast." (essential information provided in one sentence)

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#### **Expand Question**

"Different people like different kinds of music. Say at least two sentences about the kind of music you like best, and why you like to listen to it. For example, you can talk about what you do or how you feel when you listen to that kind of music. Remember to tell me at least two sentences about your favorite kind of music, and why you like to listen to it." Pause for Response

#### Score 0

"The music sound the good." (Information provided is unclear.)

#### Score 1

"My favorite kind of music is rap and hip-hop." (Some essential information in a sentence receives partial credit.)

"I like to dance." (Partial credit for some essential information in a sentence.)

## Score 2

"I like to listen to Hilary Duff because it makes me happy. Me and my friends dance to it." (essential information in two sentences)

"I like country music. I always sing along." (essential information in two sentences)

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## **Reason Question**

"Some students think it's a good idea to listen to music while they do their homework. Other students think it's not a good idea. Tell me two reasons or more why you think listening to music while you do your homework is a good idea or not a good idea. For example, you might talk about whether music helps you do your homework or if it distracts you from your homework. Remember to tell me if you think listening to music while you do your homework is a good idea or not a good idea. Then give me at least two reasons for your answer." Pause for response

#### Score 0

"Yes it a good idea." (unsupported position statement)

"I like to listen to music while I do homework." (unsupported position statement)

#### Score 1

"It helps me pay attention." (Position implied; one reason receives partial credit.)

"No they shouldn't because it's too loud." (one reason receives partial credit)

#### Score 2

"It's not a good idea because I pay attention to the music too much, but on the other side I can't hear another noise." (takes two positions with one reason to support each)

"I think it's a good idea because it helps me study. Watching TV distracts me from my homework, but music doesn't." (position supported by two reasons)

"Music is too loud for homework. I won't study enough for the test." (*Position implied; two reasons provided*)