



ELPA Initial Screening Writing and Speaking Rubrics for Levels I - V



Contact the Office of Standards and Assessment for more information about ELPA administration procedures, content, scheduling, and appropriate accommodations for English Language Learners: **Phone: 887-560-8378**
Website: www.michigan.gov/elpa **Email: BAA@michigan.gov**

Writing Test Scoring Form

Extended Response to Visual Prompt

Question Number 6

SCORE POINT	DESCRIPTION
Score 4	<p>Demonstrates near mastery of response</p> <ul style="list-style-type: none"> * Response contains at least two focused sentences that are completely appropriate to prompt. (W.1) * Well-developed ideas include many narrative or descriptive elements. (W.6) * Coherent and organized, with a central ideas supported by relevant details. (W.4) * Response demonstrates a descriptive vocabulary, with accurate word choice that clarifies details. (W.3) * May have occasional errors in capitalization and punctuation or may feature some developmental/phonetic spelling or grammar, but these do not cause confusion in meaning. (W.2)
Score 3	<p>Demonstrates general competency in response</p> <ul style="list-style-type: none"> * Response contains one or more sentences that are mostly appropriate to prompt. (W.1) * Ideas are somewhat developed and include some narrative or descriptive elements. (W.6) * Usually coherent, although may contain some hesitations in fluency; central idea is present, supported by simple detail. (W.4) * Vocabulary is descriptive, but word choice may not always support clarity of response. (W.3) * May have several errors in capitalization, punctuation, grammar, or developmental/phonetic spelling, but these do not cause overall confusion in meaning. (W.2)
Score 2	<p>Demonstrates partial competency in response</p> <ul style="list-style-type: none"> * Response contains at least one sentence, but may not be appropriate to prompt. (W.1) * Ideas may be partially developed with only simple or limited evidence of narrative or descriptive elements. (W.6) * May sometimes be incoherent, with errors that disrupt the fluency; central idea may not be supported by details. (W.4) * May feature only a basic vocabulary used to communicate idea(s) with inconsistent clarity. (W.3) * May contain multiple errors in capitalization, or punctuation, grammar, or developmental/phonetic spelling that cause significant confusion in meaning or distract the reader. (W.2)
Score 1	<p>Demonstrates minimal competency in response</p> <ul style="list-style-type: none"> * Response may only be one word or fragment, or may show little evidence of being appropriate to the prompt. (W.8) * May feature little or no development of ideas; may include only one narrative or descriptive element. (W.6) * May seem incoherent, with only a central idea and no supporting details. (W.4) * May feature vocabulary restricted to one or two concepts; idea(s) may be unclear due to lack of vocabulary. (W.3) * May contain numerous errors across multiple categories (grammar, capitalization, punctuation, or spelling) causing significant confusion in meaning. (W.2)
Score 0	<p>Demonstrates no competency at all</p> <ul style="list-style-type: none"> * Very minimal; does not present enough information to score. * Ideas are incomplete or insufficient, to the extent that scoring ideas is not possible; features no narrative or descriptive elements. * Incoherent and confusing, with no central idea evident.
Score 0	<p>Invalids:</p> <ul style="list-style-type: none"> * Blank * Illegible * Copy of Prompt * Only in foreign language * Incomprehensible * Refusal to respond

Level I - Speaking Rubric

Speaking Test Scoring Form

Short Conversation

Question Number 1

SCORE POINT	DESCRIPTION
Score 2	<ul style="list-style-type: none"> * Provides and exchanges information fluently * Uses expanded vocabulary * Free of errors that block comprehensibility
Score 1	<ul style="list-style-type: none"> * Provides and exchanges information indirectly or incompletely * Uses basic vocabulary * Contains some errors that limit comprehensibility
Score 0	<ul style="list-style-type: none"> * Does not provide enough information; or * Errors block comprehensibility; or * No response or response in language other than English

Speaking Test Scoring Form

Storytelling

Question Number 2

High Level/Very few Errors	Shows Ability/Some Errors	Some Ability/Numerous Errors	Very Little Correct	Too Minimal/Unintelligible/No Response/Response not in English
Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0

Speaking Test Scoring Form

Story Retell

Question Number 3

SCORE POINT	DESCRIPTION
Score 4	<ul style="list-style-type: none"> * Response is fluent * Story sequence and details enhanced by vocabulary and correct use of complex grammar * Response is free of errors that cause confusion
Score 3	<ul style="list-style-type: none"> * Response is mostly fluent * Story sequence and details provided by basic vocabulary and simple grammar * Response may have some errors, but these cause only limited confusion
Score 2	<ul style="list-style-type: none"> * Response has lapses or hesitations that interfere with story flow * Minimum of story sequence and details provided by basic use of vocabulary and grammar * Response has errors that cause confusion
Score 1	<ul style="list-style-type: none"> * Response has many lapses or hesitations that interfere with story flow * Response may be only one word or sentence * Response may have little or no grammatical structure
Score 0	<ul style="list-style-type: none"> * Response is unintelligible; or * Response is in native language; or * Student refuses to speak

Level II - Writing Rubric

Writing Test Scoring Form

Word Writing with Aural Stimulus

Question Number 3

SCORE POINT	DESCRIPTION
Score 2	<p>Demonstrates mastery of response</p> <ul style="list-style-type: none"> * Response is the same English word as dictated. * Legible letters and correct letter spacing allow for easy reading of word.
Score 1	<p>Demonstrates partial competency in response</p> <ul style="list-style-type: none"> * Response is the same English word as dictated with developmental or phonetic spelling. * Response may contain some errors in letter formation or spacing.
Score 0	<p>Demonstrates no competency at all</p> <ul style="list-style-type: none"> * Response is not a recognizable copy of the English word as dictated due to errors in spelling or letter formation. * Word is a different word than the one as dictated.
Score 0	<p>Invalids:</p> <ul style="list-style-type: none"> * Blank * Off topic, off task, or not appropriate to prompt * Illegible * Incomprehensible * Refusal to respond * Copy of Prompt * Only in foreign language

Writing Test Scoring Form

Sentence Writing with Visual Stimulus

Question Number 4

SCORE POINT	DESCRIPTION
Score 2	<p>Demonstrates mastery of response</p> <ul style="list-style-type: none"> * Response is a complete but simple English sentence that demonstrates correct capitalization and punctuation. * Response is an appropriate caption or label that tell something about the illustration. * Linguistically accurate: free of other errors (such as syntax or grammar) that may cause confusion in meaning or may distract the reader.
Score 1	<p>Demonstrates partial competency in response</p> <ul style="list-style-type: none"> * Response is a complete but simple English sentence that may include one error in capitalization and punctuation. * Response is a caption or label that is somewhat appropriate to the illustration; it may tell something about the illustration, but in an unclear or limited way. * May contain errors (such as syntax or grammar) that cause confusion in meaning or distract the reader.
Score 0	<p>Demonstrates no competency at all</p> <ul style="list-style-type: none"> * Response is not a complete English sentence, or may be a complete sentence but lacks both correct capitalization and punctuation. * Response is not appropriate to prompt. * Due to severe errors in spelling or letter formation, response is incomprehensible.
Score 0	<p>Invalids:</p> <ul style="list-style-type: none"> * Blank * Off topic, off task, or not appropriate to prompt * Illegible * Incomprehensible * Refusal to respond * Copy of Prompt * Only in foreign language

Writing Test Scoring Form

Extended Response to Visual Prompt

Question Number 5

SCORE POINT	DESCRIPTION
Score 4	<p>Demonstrates near mastery of response</p> <ul style="list-style-type: none"> * Response contains at least two focused sentences that are completely appropriate to prompt. (W.1) * Well-developed ideas include many narrative or descriptive elements. (W.6) * Coherent and organized, with a central ideas supported by relevant details. (W.4) * Response demonstrates a descriptive vocabulary, with accurate word choice that clarifies details. (W.3) * May have occasional errors in capitalization and punctuation or may feature some developmental/phonetic spelling or grammar, but these do not cause confusion in meaning. (W.2)
Score 3	<p>Demonstrates general competency in response</p> <ul style="list-style-type: none"> * Response contains one or more sentences that are mostly appropriate to prompt. (W.1) * Ideas are somewhat developed and include some narrative or descriptive elements. (W.6) * Usually coherent, although may contain some hesitations in fluency; central idea is present, supported by simple detail. (W.4) * Vocabulary is descriptive, but word choice may not always support clarity of response. (W.3) * May have several errors in capitalization, punctuation, grammar, or developmental/phonetic spelling, but these do not cause overall confusion in meaning. (W.2)
Score 2	<p>Demonstrates partial competency in response</p> <ul style="list-style-type: none"> * Response contains at least one sentence, but may not be appropriate to prompt. (W.1) * Ideas may be partially developed with only simple or limited evidence of narrative or descriptive elements. (W.6) * May sometimes be incoherent, with errors that disrupt the fluency; central idea may not be supported by details. (W.4) * May feature only a basic vocabulary used to communicate idea(s) with inconsistent clarity. (W.3) * May contain multiple errors in capitalization, or punctuation, grammar, or developmental/phonetic spelling that cause significant confusion in meaning or distract the reader. (W.2)
Score 1	<p>Demonstrates minimal competency in response</p> <ul style="list-style-type: none"> * Response may only be one word or fragment, or may show little evidence of being appropriate to the prompt. (W.8) * May feature little or no development of ideas; may include only one narrative or descriptive element. (W.6) * May seem incoherent, with only a central idea and no supporting details. (W.4) * May feature vocabulary restricted to one or two concepts; idea(s) may be unclear due to lack of vocabulary. (W.3) * May contain numerous errors across multiple categories (grammar, capitalization, punctuation, or spelling) causing significant confusion in meaning. (W.2)
Score 0	<p>Demonstrates no competency at all</p> <ul style="list-style-type: none"> * Very minimal; does not present enough information to score. * Ideas are incomplete or insufficient, to the extent that scoring ideas is not possible; features no narrative or descriptive elements. * Incoherent and confusing, with no central idea evident.
Score 0	<p>Invalids:</p> <ul style="list-style-type: none"> * Blank * Only in foreign language * Illegible * Incomprehensible * Copy of Prompt * Refusal to respond

Level II - Speaking Rubric

Speaking Test Scoring Form

Short Conversation

Question Number 1

SCORE POINT	DESCRIPTION
Score 2	<ul style="list-style-type: none"> * Provides and exchanges information fluently * Uses expanded vocabulary * Free of errors that block comprehensibility
Score 1	<ul style="list-style-type: none"> * Provides and exchanges information indirectly or incompletely * Uses basic vocabulary * Contains some errors that limit comprehensibility
Score 0	<ul style="list-style-type: none"> * Does not provide enough information; or * Errors block comprehensibility; or * No response or response in language other than English

Speaking Test Scoring Form

Storytelling

Question Number 2

High Level/Very few Errors	Shows Ability/Some Errors	Some Ability/Numerous Errors	Very Little Correct	Too Minimal/Unintelligible/No Response/Response not in English
Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0

Speaking Test Scoring Form

Story Retell

Question Number 3

SCORE POINT	DESCRIPTION
Score 4	<ul style="list-style-type: none"> * Response is fluent * Story sequence and details enhanced by vocabulary and correct use of complex grammar * Response is free of errors that cause confusion
Score 3	<ul style="list-style-type: none"> * Response is mostly fluent * Story sequence and details provided by basic vocabulary and simple grammar * Response may have some errors, but these cause only limited confusion
Score 2	<ul style="list-style-type: none"> * Response has lapses or hesitations that interfere with story flow * Minimum of story sequence and details provided by basic use of vocabulary and grammar * Response has errors that cause confusion
Score 1	<ul style="list-style-type: none"> * Response has many lapses or hesitations that interfere with story flow * Response may be only one word or sentence * Response may have little or no grammatical structure
Score 0	<ul style="list-style-type: none"> * Response is unintelligible; or * Response is in native language; or * Student refuses to speak

Level III - Writing Rubric

Writing Test Scoring Form

Sentence Writing

Question Number 3

SCORE POINT	DESCRIPTION
Score 2	Demonstrates mastery of response: * Response is a complete English sentence; * control over capitalization and punctuation creates a complex sentence that expresses a complex thought; * response contains one coherent main idea that responds appropriately to both parts of the prompt; * response is linguistically accurate; * Response is free from errors (such as syntax, grammar, or spelling) that may cause confusion in meaning or may distract the reader.
Score 1	Demonstrates partial competency of response: * Response is a complete English sentence: * Errors in capitalization or punctuation do not prevent the production of a complex sentence that expresses a complex thought; * response contains one coherent main idea but may respond only to one part of prompt; * may contain other errors (such as syntax, grammar, or spelling) that cause some confusion in meaning or distract the reader.
Score 0	* No control of writing conventions of structure, mechanics, and spelling * Incoherent and confusing * Insufficient information to score Invalids: * Blank * Off topic, off task, or not appropriate to prompt * Illegible * Incomprehensible * Refusal to respond * Copy of Prompt * Only in foreign language

Writing Test Scoring Form

Extended Writing

Question Number 4

SCORE POINT	DESCRIPTION
Score 4	<ul style="list-style-type: none"> * Near Mastery of writing conventions * Occasional errors in spelling or structure do not cause confusion about meaning * Writing is of sufficient length and complexity * Vocabulary is appropriate
Score 3	<ul style="list-style-type: none"> * General Control of writing conventions * May still have a number of structure and spelling errors that do not cause confusion about the meaning * Writing is generally of sufficient length and shows some evidence of complex ideas * Vocabulary is generally appropriate
Score 2	<ul style="list-style-type: none"> * Some control of writing conventions * Errors in structure, mechanics, and spelling may be numerous and may cause confusion about meaning * Writing may not be sufficient in length and consists of simple sentence structures * Vocabulary is basic
Score 1	<ul style="list-style-type: none"> * Little control of writing conventions * Serious errors in structure, mechanics, and spelling cause confusion about meaning * Writing may be insufficient or minimal (one or two words) and incoherent * Writing might contain some correct words
Score 0	<ul style="list-style-type: none"> * No control of writing conventions of structure, mechanics, and spelling * Incoherent and confusing * Insufficient information to score
Score 0	<p>Invalids:</p> <ul style="list-style-type: none"> * Blank * Off topic, off task, or not appropriate to prompt * Illegible * Incomprehensible * Copy of Prompt * Only in foreign language * Refusal to respond

Level III - Speaking Rubric

Speaking Test Scoring Form

Short Conversation

Question Number 1

SCORE POINT	DESCRIPTION
Score 2	<ul style="list-style-type: none"> * Provides and exchanges information fluently * Uses expanded vocabulary * Free of errors that block comprehensibility
Score 1	<ul style="list-style-type: none"> * Provides and exchanges information indirectly or incompletely * Uses basic vocabulary * Contains some errors that limit comprehensibility
Score 0	<ul style="list-style-type: none"> * Does not provide enough information; or * Errors block comprehensibility; or * No response or response in language other than English

Speaking Test Scoring Form

Storytelling

Question Number 2

High Level/Very few Errors	Shows Ability/Some Errors	Some Ability/Numerous Errors	Very Little Correct	Too Minimal/Unintelligible/No Response/Response not in English
Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0

Speaking Test Scoring Form

Story Retell

Question Number 3

SCORE POINT	DESCRIPTION
Score 4	<ul style="list-style-type: none"> * Response is fluent * Story sequence and details enhanced by vocabulary and correct use of complex grammar * Response is free of errors that cause confusion
Score 3	<ul style="list-style-type: none"> * Response is mostly fluent * Story sequence and details provided by basic vocabulary and simple grammar * Response may have some errors, but these cause only limited confusion
Score 2	<ul style="list-style-type: none"> * Response has lapses or hesitations that interfere with story flow * Minimum of story sequence and details provided by basic use of vocabulary and grammar * Response has errors that cause confusion
Score 1	<ul style="list-style-type: none"> * Response has many lapses or hesitations that interfere with story flow * Response may be only one word or sentence * Response may have little or no grammatical structure
Score 0	<ul style="list-style-type: none"> * Response is unintelligible; or * Response is in native language; or * Student refuses to speak

Level IV - Writing Rubric

Writing Test Scoring Form

Sentence Writing

Question Number 3

SCORE POINT	DESCRIPTION
Score 2	*The response is a complete sentence that includes all pertinent information and uses sentence structure and correct punctuation.
Score 1	*The response is a complete sentence that includes some pertinent information or may have errors in sentence structure or punctuation.
Score 0	*The response is incorrect or inappropriate.
Score 0	Invalids: * Blank * Off topic, off task, or not appropriate to prompt * Illegible * Incomprehensible * Refusal to respond * Copy of Prompt * Only in foreign language

Writing Test Scoring Form

Paragraph Writing

Question Number 4

SCORE POINT	DESCRIPTION
Score 4	The writing contains a clear central idea that is supported by development of relevant ideas. Information flows across sentences and paragraphs, creating unified text that approaches the level of fluency of a skilled native speaker of English. Control of the surface features of writing enhances overall quality: sentence formation is correct; sentences are varied in form; and forms and meanings of words are correct and complement the writer's sense of audience and task. Minor errors in conventions may appear, but do not interfere with meaning.
Score 3	A central idea is reasonably clear and appropriate to the audience and task. There are few digressions from the topic. The writing is sufficiently coherent and focused and is reasonably fluent. Supporting details are relevant, but may not be fully developed. Paragraphing is somewhat effective. Sentences are generally correct and varied in form. Forms and meanings of words are generally correct: high frequency words are used correctly; but knowledge of content and topic specific terms may be inconsistent. Major errors in conventions may appear, but do not interfere with meaning in text.
Score 2	A central idea is emerging, but not clear. The writer attempts to organize text and shows a limited sense of audience and task. There is some evidence of unity despite limited sentence-to-sentence coherence, some inappropriate paragraphing, or frequent digressions from the main point. Supporting details may be minimally developed or irrelevant. Errors in sentence formation, grammar and word choice, and conventions cause some interference with meaning. Some words may be in a language other than English.
Score 1	Limited facility of language impedes development of a focused central idea. The writing is minimally appropriate to the audience or task. Coherence is weak, as is fluency. Idea development at this score point may seem a "sensible list" of words. Incorrect (or no) paragraphing and numerous errors in sentence formation (when sentences are included), grammar and word choice, and conventions cause interference with meaning. Some words may be in a language other than English.
Score 0	The writing does not address the task: The response is undeveloped and does not provide sufficient text to reveal evidence of control in compositional and surface feature criteria.
Score 0	Invalids: * Blank * Only in foreign language * Illegible * Incomprehensible * Copy of Prompt * Refusal to respond

Level IV - Speaking Rubric

Speaking Test Scoring Form

Short Conversation

Question Number 1

SCORE POINT	DESCRIPTION
Score 2	<ul style="list-style-type: none"> * Provides and exchanges information fluently * Uses expanded vocabulary * Free of errors that block comprehensibility
Score 1	<ul style="list-style-type: none"> * Provides and exchanges information indirectly or incompletely * Uses basic vocabulary * Contains some errors that limit comprehensibility
Score 0	<ul style="list-style-type: none"> * Does not provide enough information; or * Errors block comprehensibility; or * No response or response in language other than English

Speaking Test Scoring Form

Storytelling

Question Number 2

High Level/Very few Errors	Shows Ability/Some Errors	Some Ability/Numerous Errors	Very Little Correct	Too Minimal/Unintelligible/No Response/Response not in English
Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0

Speaking Test Scoring Form

Story Retell

Question Number 3

Clearly Explains	Generally Explains	Partially Explains	Minimal Understanding	Does not address question/Response not in English
Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0

Level V - Writing Rubric

Writing Test Scoring Form

Sentence Writing

Question Number 3

SCORE POINT	DESCRIPTION
Score 2	*The response is a complete sentence that includes all pertinent information and uses sentence structure and correct punctuation.
Score 1	*The response is a complete sentence that includes some pertinent information or may have errors in sentence structure or punctuation.
Score 0	*The response is incorrect or inappropriate.
Score 0	Invalids: * Blank * Off topic, off task, or not appropriate to prompt * Illegible * Incomprehensible * Refusal to respond * Copy of Prompt * Only in foreign language

Writing Test Scoring Form

Paragraph Writing

Question Number 4

SCORE POINT	DESCRIPTION
Score 4	<ul style="list-style-type: none"> * Near Mastery of writing conventions * Occasional errors in spelling or structure do not cause confusion about meaning * Writing is of sufficient length and complexity * Vocabulary is appropriate
Score 3	<ul style="list-style-type: none"> * General Control of writing conventions * May still have a number of structure and spelling errors that do not cause confusion about the meaning * Writing is generally of sufficient length and shows some evidence of complex ideas * Vocabulary is generally appropriate
Score 2	<ul style="list-style-type: none"> * Some control of writing conventions * Errors in structure, mechanics, and spelling may be numerous and may cause confusion about meaning * Writing may not be sufficient in length and consists of simple sentence structures * Vocabulary is basic
Score 1	<ul style="list-style-type: none"> * Little control of writing conventions * Serious errors in structure, mechanics, and spelling cause confusion about meaning * Writing may be insufficient or minimal (one or two words) and incoherent * Writing might contain some correct words
Score 0	<ul style="list-style-type: none"> * No control of writing conventions of structure, mechanics, and spelling * Incoherent and confusing * Insufficient information to score
Score 0	<p>Invalids:</p> <ul style="list-style-type: none"> * Blank * Off topic, off task, or not appropriate to prompt * Illegible * Incomprehensible * Refusal to respond * Copy of Prompt * Only in foreign language

Level V - Speaking Rubric

Speaking Test Scoring Form

Short Conversation

Question Number 1

SCORE POINT	DESCRIPTION
Score 2	<ul style="list-style-type: none"> * Provides and exchanges information fluently * Uses expanded vocabulary * Free of errors that block comprehensibility
Score 1	<ul style="list-style-type: none"> * Provides and exchanges information indirectly or incompletely * Uses basic vocabulary * Contains some errors that limit comprehensibility
Score 0	<ul style="list-style-type: none"> * Does not provide enough information; or * Errors block comprehensibility; or * No response or response in language other than English

Speaking Test Scoring Form

Storytelling

Question Number 2

High Level/Very few Errors	Shows Ability/Some Errors	Some Ability/Numerous Errors	Very Little Correct	Too Minimal/Unintelligible/No Response/Response not in English
Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0

Speaking Test Scoring Form

Story Retell

Question Number 3

Clearly Explains	Generally Explains	Partially Explains	Minimal Understanding	Does not address question/Response not in English
Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0