

WIDA Speaking Scoring Rubric

Grades 1–12

Use this rubric to score speaking responses for **WIDA ACCESS** only.

To score **WIDA Screener** and the **WIDA ACCESS Braille Speaking** test, refer to the WIDA Speaking Scoring Scale Grades 1–12.

Score point	Response characteristics
Exemplary use of oral language to provide an elaborated response	<ul style="list-style-type: none">• Language use comparable to or going beyond the model in sophistication• Clear, automatic, and fluent delivery• Precise and appropriate word choice
Strong use of oral language to provide a detailed response	<ul style="list-style-type: none">• Language use approaching that of model in sophistication, though not as rich• Clear delivery• Appropriate word choice
Adequate use of oral language to provide a satisfactory response	<ul style="list-style-type: none">• Language use not as sophisticated as that of model• Generally comprehensible use of oral language• Adequate word choice
Attempted use of oral language to provide a response in English	<ul style="list-style-type: none">• Language use does not support an adequate response• Comprehensibility may be compromised• Word choice may not be fully adequate
No response (in English)	<ul style="list-style-type: none">• Does not respond (in English)

Scoring processes

Select the score point that best describes the overall response relative to the qualities of the model

- Check to ensure each bullet point is met
- If not, check one level below

Scoring notes and rules

- For P1 tasks
 - All grade-level clusters: Assign a score of Attempted if the response is composed of one word in English, including words repeated verbatim from the model.
 - All grade-level clusters: Assign a score of Adequate if the response is composed of two or more words in English, including words repeated verbatim from the model.
 - For Grades 1–3: Assign a score of Strong and above if the response is composed of an original simple oral sentence.
 - For Grades 4–12: Assign a score of Strong and above if the response is composed of at least two original simple oral sentences or one original oral sentence with sophistication comparable to the model.

- For P3 and P5 tasks, students may take up and use language from the model and should not be penalized for this. This is particularly relevant for personal-preference tasks.
- At all task levels, simply repeating or reading all or part of the task question should be scored **Attempted**
- At all task levels, responses of “I don’t know” should be scored **Attempted**.

Off-task response: The response shows no understanding of or interaction with the prompt. It may answer another, unrelated task. A response that is entirely off task receives a score of Attempted.

Off-topic response: The response shows a misinterpretation of the instructions. An off-topic response is *related* to the prompt, but does not address it. (Note that this does not refer to task completion—for example, if a student is asked for 3 reasons and gives 1, this should be scored based on language use and is not considered off topic.) The maximum score for an off-topic response is Adequate. If any part of the response is on topic, the entire response is scored as on topic.