

Alternate ACCESS for ELLs Speaking Rubric

Level	Speech Features
P2 Emerging	<ul style="list-style-type: none"> • Phrases or short sentences. • General language related to the task; groping for vocabulary when going beyond the highly familiar is evident. • When using simple discourse, is generally comprehensible and fluent; communication may be impeded by groping for language structures or by phonological, syntactic, or semantic errors when going beyond phrases and short, simple sentences.
P1 Entering	<ul style="list-style-type: none"> • Single words or chunks of memorized oral language. • General vocabulary from school setting and related to task. • When using memorized language, is generally comprehensible; communication may be significantly impeded when going beyond the highly familiar.
A3 Engaging	<ul style="list-style-type: none"> • Single words or chunks of mimicked oral language. • Mimicked high frequency vocabulary words related to the task. • When using mimicked language, is generally comprehensible; communication may be significantly impeded when going beyond mimicked language.
A2 Exploring	<ul style="list-style-type: none"> • Single syllables or syllables of single words; speech is mimicked. • Mimicked sounds and syllables of high frequency vocabulary words related to the task • Language is minimal
A1 Initiating	<ul style="list-style-type: none"> • Communicative vocalizations, which may be imitated (e.g., grunts). • Indiscriminant sounds and syllables.

