WIDA Kindergarten Scoring Rubric for Speaking

Use this rubric to score speaking responses on **WIDA ACCESS for Kindergarten only**. The score points described below are aligned to the *Kindergarten Proficiency Level Descriptors* in the WIDA English Language Development Standards Framework, 2020 Edition.

Score Point	Descriptors
6	• Response communicates several connected ideas and related details using a clear organizational pattern. • Response includes clear and fluent delivery of simple, connected oral sentences and emerging use of compound sentences with consistent language control. • Response includes a variety of words and expressions, which go beyond language from the stimulus.
5	• Response communicates connected ideas and related details using a recognizable organizational pattern. • Response includes clear delivery of simple, connected oral sentences with general language control. • Response includes a variety of words and expressions, some of which may be drawn from the stimulus.
4	• Response communicates connected ideas and related details using an attempted organizational pattern. • Response includes clear delivery of simple oral sentences, some of which may be connected, with variable language control. • Response includes repetitive use of frequently used words and expressions, some of which may be drawn from the stimulus.
3	• Response communicates connected ideas and some details. • Response includes phrases or attempts at short, simple oral sentences. • Response includes frequently used words and expressions that may be drawn from the stimulus.
2	• Response communicates ideas. • Response includes at least two short phrases. • Response includes frequently used words that may be drawn from the stimulus.
1	• Response communicates an idea. • Response includes at least two single words. • Response includes words produced with support from the stimulus.
0	• No spoken response provided, or the response is entirely in a language other than English.

For additional scoring support, see **Speaking Scoring Notes** and **Glossary** on the next page.

Speaking Scoring Notes

- **Languages other than English:** Responses may combine English and one or more other languages. When scoring, test administrators should consider only the English language used in the response but should not penalize or award a lower score if the response also uses another language.
- **Off-topic responses:** If the student produces spoken English, score the response according to the EXPECT box and rubric, even if the student's answer is inaccurate or reflects a misinterpretation of the question you asked. Students should not be penalized, in terms of the score awarded, for a misunderstanding of the question.
- **Scoring process:** The Test Administrator Script includes EXPECT boxes that provide spoken language expectations for each Speaking task. Kindergarten ACCESS Speaking tasks are scored in real-time as they are administered, and all tasks are scored as either *Meets* or *Approaches* expectations using the relevant EXPECT box. The purpose of this *Kindergarten Scoring Rubric for Speaking* is to provide more detailed descriptions of the spoken language expectations that appear in the EXPECT boxes.
  - It is optional to refer to this rubric while administering the Speaking test. However, **WIDA recommends that test administrators familiarize themselves with the rubric before administering the test.**

Glossary

- **Connected ideas/sentences:** Ideas and sentences are often connected using conjunctions, which include coordinating conjunctions, such as *and*, *but*, *or*, and *so*, and subordinating conjunctions such as *because*.
  - Other ways ideas and sentences may be connected are through the use of pronoun references; repetition; discourse markers, such as *first*, *next*, *then*, and *last*; and demonstratives, such as *this*, *that*, *these*, and *those*.
- **Organizational pattern:** Common ways that speakers use words, phrases, and sentences to build meaning across larger stretches of language. Speakers use organizational patterns to advance a specific communicative purpose (e.g., a Key Language Use). Common purposes include sharing personal experiences or stories (narrate), providing information about something or how to do something (inform), explaining how or why something works (explain), or justifying one's position (argue).
- **Sentences**
  - **oral sentence:** An utterance appropriate to the verbal context that includes a verb and expresses a complete thought. An oral sentence does not necessarily need all of the grammatical components of a written sentence. For example, missing subjects are a natural feature of oral sentences (e.g., *Go in the water and walk everywhere* in response to the prompt, *Tell me what the duck and its babies do when it rains*; or *Pour water and make it bigger* in response to the prompt, *Tell me how the flower changes*).
  - **simple sentence:** A simple sentence contains a single independent clause. Simple sentences can be short (e.g., *He fall down*) or long (e.g., *They're trying to find a place to hide from the wind*).
  - **compound sentence:** A compound sentence contains two or more independent clauses, often linked with coordinating conjunctions such as *and*, *so*, and *but* (e.g., *The girl sees trash, so she's putting it away in the garbage*; or *This one looks like they're hot, and this one looks like they're bananas* [from a student comparing flowers]).
- **Stimulus:** In Kindergarten test materials, this refers to elements depicted in the graphics and to text that appears in front of the student.