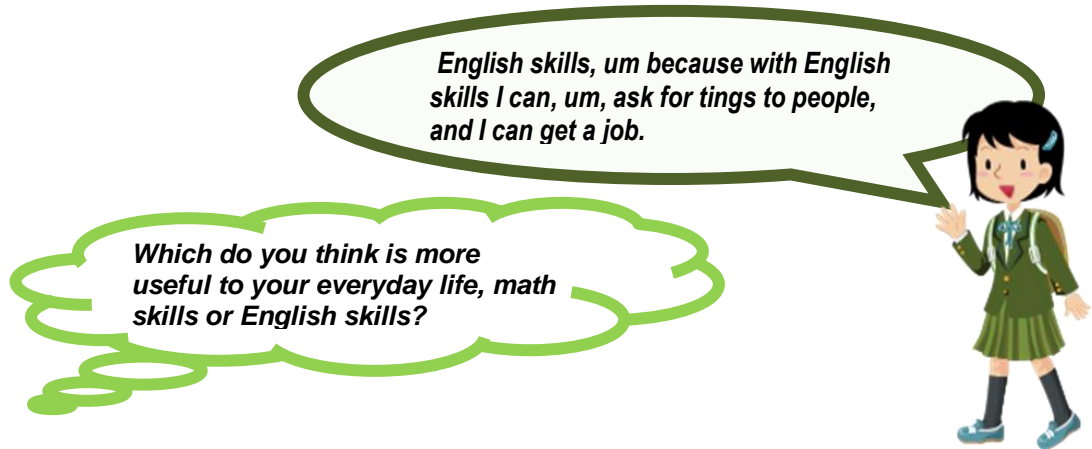


CELDT Speaking: Choose and Give Reasons

Score	CELDT Scoring Rationale
0	<ul style="list-style-type: none"> • Student does not make a choice. • Student does not support the choice with a relevant reason. • No response. • Response is entirely in another language.
1	<ul style="list-style-type: none"> • Student makes choice and supports it with at least one relevant reason. • Errors in grammar, vocabulary, and/or pronunciation are significant enough to interfere with communication.
2	<ul style="list-style-type: none"> • Student makes choice and supports it with at least two relevant reasons. • Speech is generally accurate (i.e., minor grammatical, vocabulary, and/or pronunciation errors may occur, but they do not affect communication).

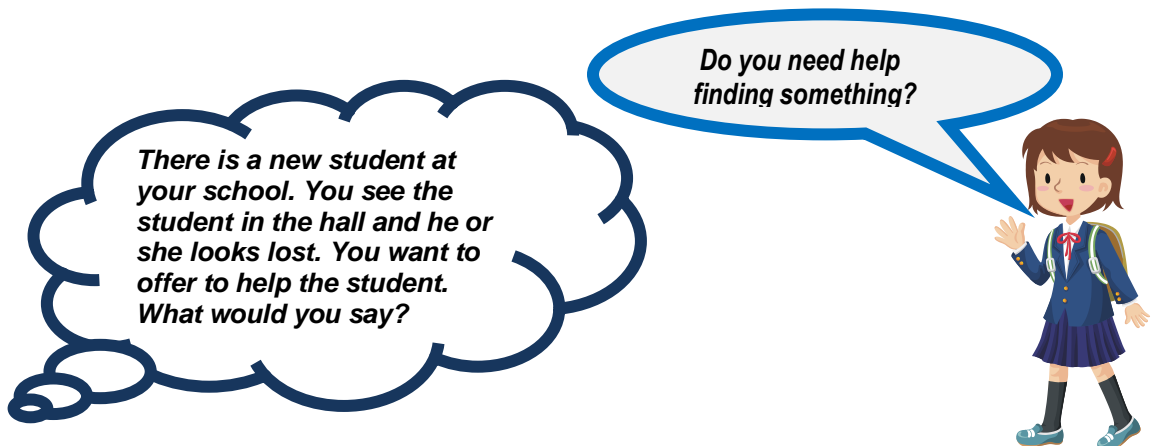
**SAMPLE RESPONSE
(2 POINTS)**



CELDT Speaking: Speech Functions

Score	CELDT Scoring Rationale
0	<ul style="list-style-type: none"> • Does not perform the language function. • No response. • In another language.
1	<ul style="list-style-type: none"> • Performs the language function. • Errors in grammar, vocabulary, and/or pronunciation interfere with communication.
2	<ul style="list-style-type: none"> • Performs the language function required. • Speech is accurate enough not to interfere with communication.

**SAMPLE RESPONSE
(2 POINTS)**



CELDT Speaking: 4-Picture Narrative

Score	CELDT Scoring Rationale
0	<ul style="list-style-type: none"> • No response. • In another language. • Unintelligible. • "I don't know" or "I forget."
1	<ul style="list-style-type: none"> • Does not construct a coherent narrative. • Limited vocabulary. • Grammatical errors interfere with communication. • Speech is difficult to understand.
2	<ul style="list-style-type: none"> • Story is based on pictures but does not clearly express some major event. • Some of the necessary vocabulary. • Control of basic grammatical structures but includes numerous errors. • Sometimes difficult to understand.
3	<ul style="list-style-type: none"> • Includes explanation of major events, but does not provide explanations of details. • Vocabulary is adequate to perform the task. • Response uses adequate grammar. • Pronunciation is generally accurate and usually does not interfere with communication.
4	<ul style="list-style-type: none"> • Story is coherent and effective, including explanation of major events. • Explanations of details and context. • Contains more complex sentence structure. • Uses precise word choice. • Response displays few grammatical errors and contains varied grammatical and syntactical structures. • Pronunciation and intonation are generally accurate.

**SAMPLE RESPONSE
(4 POINTS)**



The teacher is showing the science class a picture of a starfish on the board. Then the class takes a bus to the beach to look for sea animals. The kids walking around the rocks looking for sea animals. Then the teacher finds a little starfish and calls the kids to come look at it.



CELDT Writing: Sentences

Score	CELDT Scoring Rationale
0	<ul style="list-style-type: none"> • Subject or predicate is missing. • Not related to the prompt. • Response consists of single words or simple phrases and is not meaningful. • Grammar and syntax distort meaning. • Articles, possessives, prepositions, and plural endings are missing and/or incorrect. • Vocabulary is severely limited. • Spelling errors interfere with comprehensibility. • Punctuation and capitalization errors distort meaning
1	<ul style="list-style-type: none"> • Simple subject and a simple predicate are evident and in the correct word order. • Content is reasonably related to the prompt. • Response contains awkward clauses or non-standard wording that affect meaning. • Grammar and syntax contain errors that may interfere with meaning. • Articles, possessives, prepositions, and plural endings are often missing or incorrect. • Vocabulary is vague (primarily uses words such as “fun,” “nice,” “cool,” “good”). • At least one word is correctly spelled (other than “a,” “I,” or “the”). • Punctuation and/or capitalization errors may interfere with meaning.
2	<ul style="list-style-type: none"> • Subject and predicate are in the correct word order. • Content is clear and appropriate to the prompt. • Response is communicative but simple. • Grammar and syntax contain minor errors that do not interfere with meaning. • Articles, possessives, prepositions, and plural endings may be missing or incorrect. • Vocabulary adequately addresses the prompt. • Spelling errors do not interfere with meaning. • Punctuation and/or capitalization have few errors that do not interfere with meaning.
3	<ul style="list-style-type: none"> • Subject and predicate have some syntactical complexity. • Content is clear and appropriate to the prompt. • Grammar and syntax contain no errors. • Articles, possessives, prepositions, and plural endings are correct. • Vocabulary is detailed and precise with descriptive adjectives and adverbs. • Spelling contains no errors. • Response may contain only one error in either capitalization at the beginning of the sentence or punctuation at the end of the sentence.

**SAMPLE RESPONSE
(3 POINTS)**



Sample #1

The man and the woman are looking at a truck they might buy.

Sample #2

The couple looked at the paper that was on the truck's window.

CELDT Writing: Short Composition

Score	CELDT Scoring Rationale
0	<ul style="list-style-type: none"> • May or may not be related to the prompt. • Isolated words with no comprehensible phrases. • Grammar and syntax contain errors that distort meaning. • Vocabulary is severely limited (student uses random words). • Spelling and mechanics errors interfere with comprehensibility.
1	<ul style="list-style-type: none"> • Content is somewhat related to the prompt. • Some recognizable phrases. • Subject or predicate may be recognizable. • Grammar and syntax often interfere with meaning. • Vocabulary is basic. • At least one word is spelled correctly (other than “a”, “I”, or “the”).
2	<ul style="list-style-type: none"> • Content is clearly related to the prompt. • Response is mostly comprehensible but may also contain fragments or run-ons. • Subject and predicate are evident in at least one sentence. • Capitalization at the beginning of the sentence and punctuation at the end of the sentence. • Grammar and syntax contain numerous errors, sometimes interfering with meaning. • Vocabulary is general (words such as “fun”, “nice,” “cool”, “good”). • Spelling and mechanics errors may interfere with meaning.
3	<ul style="list-style-type: none"> • Content reasonably addresses the prompt. • Recognizable as a paragraph; contains logical sequencing. • At least three sentences contain a subject and predicate in correct word order. • Capitalization at the beginning of the sentence and punctuation at the end of the sentence. • Grammar and syntax contain few errors that occasionally interfere with meaning. • Vocabulary adequately addresses the prompt. • Spelling and mechanics errors occasionally interfere with meaning.
4	<ul style="list-style-type: none"> • Content fully addresses the prompt. • Response is paragraph form with sentences that support the topic sentence. • May contain a concluding sentence. • Well-organized events or ideas as well as a few effective details and transitional devices. • At least three complete sentences, one or more of which is syntactically complex. • Capitalization at the beginning of the sentence and punctuation at the end of the sentence. • Grammar and syntax contain minimal errors that do not interfere with meaning. • Vocabulary is precise and may include idioms or figurative language. • Spelling and mechanics errors are minimal and do not interfere with meaning.

PROMPT: Write a paragraph about something you would like to learn to do and explain why.

**SAMPLE RESPONSE
(4 POINTS)**

Who's the greatest in basketball? Who dunks? Who wants to be like Mike? What I would like to learn is to play basketball and be like Michael Jordan. I would want to learn how he plays defense because defense is hard work and to be able to win games is defense. I want to learn how he shoots the ball, the reason of that is because he can shoot in any perimeter he wants and makes the shoot. I want to learn his dripping skills because I want to juke players on the court. I would like to learn about Michael Jordan's basketball skills because he does everything well like; defense, ball handles, shot, and being a leader on the team.