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PART 1 Introduction

Prepare to Score During Testing

This guide explains the criteria, item types, and administration procedures for the Speaking items in the *TABE Complete Language Assessment System—English™* test books, Forms A and B, at all four proficiency levels. It supplements the directions for the Speaking test items. The guide also provides rubrics, sample responses, and explanations of scores at each proficiency level.

The Speaking items require the examinee to orally respond to test prompts. Each test item is scored by using a rubric and comparing examinee responses to the sample responses provided in this guide.

Before administering the test, the examiner must be trained to score the examinee's oral responses in order to provide correct, reliable, and valid scores.

Three Criteria: *Grammar, Meaning, and Appropriateness*

Depending on the particular item type, examinee responses are scored as either *Incorrect*, *Partially Correct*, or *Correct*, or rated by up to three criteria: *Grammar*, *Meaning*, and *Appropriateness*.

Grammar: When scoring a response for this criterion, the examiner should consider only the examinee's sentence-level speaking abilities. Sentence-level components include word formation (morphology); tense and aspect; word combining (collocation); and word order (syntax). The examinee's response should be grammatical, but, depending on the item context, the response does not necessarily have to be a complete sentence. If an item prompt specifically requests a complete sentence, however, the examinee must provide one in his/her response in order to earn a top score.

Meaning: When scoring a response for this criterion, the examiner should consider only the examinee's word choice (i.e., vocabulary) as it relates to the core components of the response, such as subject, verb, or object. The examiner should assess the degree to which the examinee has successfully communicated his or her intended idea or message. Keep in mind that the examinees are adults who would likely have no problem completing the assigned speaking task in their native language. The focus of this criterion, however, is how successful examinees are in conveying their intended message in English. Also note that although the examinee has some freedom of expression when responding to prompts, the items and pictures have been carefully designed to limit the number of reasonable responses. Thus an examinee's "intended response" (what the examinee wants to say) and an examiner's "anticipated response" (what the examiner expects to hear) should be closely aligned.

Appropriateness: When scoring this criterion, the examiner should consider only the overall suitability of the examinee's response to the picture and prompt in the given item. This suitability, or language appropriateness, should be viewed in light of the topic, audience, relationships, and purpose of communication. The examiner should take into account the social and cultural aspects of the examinee's response, including formality and politeness. The examiner should score the response while considering the question "Would it be suitable for a proficient or native speaker to use a similar utterance in a similar situation?"

Samples for scoring appropriateness are provided at four score bands (0, 1, 2, and 3). However, scoring for appropriateness is highly subject to context and other language factors, such as body language, facial expressions, gestures, and phonology. Therefore, when scoring for appropriateness, examiners should use their expert judgment and personal experience in awarding scores.



One key advantage of the multiple-criterion rubric is that it helps the examiner or institution pinpoint an examinee's particular strengths and weaknesses in the areas of grammar, meaning, and appropriateness.

In this example, the speaker is sitting in a restaurant and would like to order lunch. But he/she does not have a menu. Below are possible requests the speaker could make of the waitress.

Response/ Criterion	Grammar	Meaning	Appropriateness
<i>Excuse me. Can I have a menu, please?</i>	✓	✓	✓
<i>Lady, I need a menu now!</i>	✓	✓	✗
<i>Can give me menu, please?</i>	✗	✓	✓
<i>Miss? I'd like to see your food now, please.</i>	✓	✗	✓

The example illustrates how a response can be ideal in some areas (indicated by ✓ above), but lacking in others (indicated by ✗ above), and how an examiner or institution might use the information to make informed diagnostic, curricular, or instructional decisions.

Item Types

Each level of the Speaking test is organized in roughly the same manner. Items appear in the following order: *Quantitative Literacy*, *Instructions*, *Narrative*, and *Role-Play*. At Level 4, there are no Narrative items, but, instead, Description and Opinion items.

Quantitative Literacy:

In this section, the examiner points to each picture in the test book and asks the examinee open-ended questions such as "How much?" or "How far?" The examinee's correct response uses cardinal and ordinal numbers and units of measurement (objects, dates, time, money, temperature, etc.).

Instructions:

Instructions items appear in a series of either three or four pictures and depict events in a process. In this section, the examiner points to a picture in the test book and asks an open-ended question such as "What do you do next?" or "How do you get from here to there?" The examinee's correct response is to give a command, provide directions to a location, or give instructions to carry out daily activities.

Narrative:

Narrative items appear in a series of either three or four pictures that depict a short story. In this section, the examiner points to a picture in the test book and asks an open-ended question such as "What is happening?" or "What happened next?" The examinee's correct response is to narrate a sequence of events, using appropriate vocabulary and verb tense.

Role-Play:

In this section, the examiner points to a picture in the test book, describes a social situation that presents an opportunity for communication, and assigns a role to the examinee ("This is you"). The examinee's task is to greet others, use appropriate phone language, make requests, ask for permission or information, indicate preference, offer advice, express dissatisfaction, apologize, or ask for clarification or explanation to gain greater understanding.



“Other”:

There are two other types of items that appear in Level 4 in place of Narrative items.

Opinion:

In this section, the examiner points to a picture and asks an open-ended question such as “What should she do?” or “What will happen?” Opinion items prompt the examinee to state a preference, make a prediction, give advice, or recommend a change.

Description:

In this section, the examiner points to a picture in the test book and asks an open-ended question such as “What is one difference between this object and that one?” The examinee’s task is to describe an object or a person, provide details of a scene, or make comparisons.

Administer the Speaking Items

Examiners should be familiar with the procedure for administering and scoring items, and with the various criteria used to score different item types.

The goal is to assess speaking skills (not an examinee’s listening skills or ability to interpret a picture). It is therefore crucial that the examinee understand the item. This will prevent the examinee from giving a response that cannot be scored. **Therefore, the PROMPTS for both the sample items and the actual test items MAY BE REPEATED, if necessary, ONE ADDITIONAL TIME per item.** The examiner may also answer questions about the sample items or the prompts to the test items.

If the examinee requests that the prompt be stated a third time, explain that you cannot do so. Then direct the examinee to “answer the question as best as you can” and score the response as usual.

To minimize the administration time for the Speaking test, do not repeat the prompt for each item. **You should only repeat the prompt for an item if:**

- a) you are asked to do so by the examinee.
- b) you determine that the examinee did not understand the prompt for that particular item. For example, if an examinee responds to a prompt that requires the imperative (e.g., “Next, you trim the bushes”) with the indicative or declarative (“He is trimming the bushes”), repeat the instructions and the sample item to ensure that the examinee understands the task. Similarly, in a role-play item, repeat the prompt and point again to the picture if the examinee takes the role of the wrong person when giving a response.



The item types are scored accordingly:

Quantitative Literacy — Items are scored as *Incorrect*, *Partially Correct*, or *Correct*. The examinee earns 0 points if he or she does not deliver a response, delivers a response in a language other than English, or delivers a response that is incorrect. The examinee earns 1 point for an attempted response that is partially correct. The examinee earns 2 points for a correct answer.

Example:

Picture prompt: A traffic sign that reads “Speed Limit 65 mph”

Oral prompt: What is the speed limit?

Response	Score
No response / “sesenta y cinco” / “fifty-fifty”	0
“Six five”	1
“Sixty-five”	2

Instructions, Narrative, “Other” (Opinion and Description items in Level 4) — Items are scored according to two criteria: *Grammar* and *Meaning*. Each criterion is scored on a 0–3 scale, with 0 being a *No Response* and 3 being an ideal one. The examinee earns a maximum number of 6 points for an answer that is both grammatically correct and meaningful. The examinee earns 0 points if he or she does not deliver a response, or if the response is in a foreign language or does not relate to the prompt.

If, after the examiner has repeated the instructions and the sample, the examinee gives a response with incorrect grammatical structure, mark the student’s *Grammar* criterion score down by 1 point. In other words, if the examinee’s response is grammatically correct, but not the prompted grammar, mark the score down from a 3 to a 2.

Additionally, **if the examinee does not respond with a complete sentence when asked to do so** (specifically in the Instructions items and Narrative items), **repeat the instruction “You should use a complete sentence.”** If the examinee still does not use a complete sentence after the repetition of this instruction, lower the grammar score by 1 point.

Role-Play — Items are scored according to three criteria: *Grammar*, *Meaning*, and *Appropriateness*. An examinee’s response is scored for the additional criterion *Appropriateness* because an ideal response hinges on a sociocultural context. Each criterion is scored on a 0–3 scale, with 0 being either a non-response, or a rude or socially unacceptable one, and 3 being an ideal response. The examinee earns a maximum of 9 points for an answer that is grammatical, meaningful, and appropriate.



Clearly Explain “Role-Play” Items

Lower-level examinees, in particular, may have difficulty understanding the concept of “This is you” in items 9 through 16, which require them to “role-play.” It is very important to use the sample role-play item to ensure that the examinee understands what type of response to provide. Specifically, the examinee should respond using direct, first-person speech; for example, “Excuse me. Could I have more coffee?” The examinee must refrain from using reported speech—that is, telling the examiner what the person in the picture said. For example, “The man asked the woman for more coffee.”

If the examinee still does not understand the role-play concept, the examiner may wish to remind the examinee of any role-playing he or she may have practiced in class. Alternatively, the examiner may wish to provide an impromptu role-play by sketching a simple picture, such as a customer buying a book. (“I work at the store. You are the customer. You want to know the price of the book. What do you ask me?”)

As the test book indicates, the examiner should explain further or give examples of how to respond to the sample role-play item.

Additionally, it is imperative that the examinee take on the correct role indicated by the examiner. If the examinee takes on the role of the wrong person, the examiner should stop the examinee’s response, point to the correct person in the picture, and repeat with emphasis, “THIS is you. Please try again.”

Scoring Procedure

Be prepared to score while the examinee is speaking. Keep the *Speaking Scoring Guide* on the desk next to the test book during administration. You may want to keep the guide open to page 77, the *Scoring Reference Guide for Speaking*, as a convenient way to access the three scoring rubrics. The examiner may also make notes on a sheet of paper or make an audio recording of the examinee’s responses to score or analyze them at a later time.

Refer to the rubrics (Part 2) and sample responses (Part 3) in this guide to assist you in the scoring process. Do not attempt to score the Speaking items without referring to the rubrics and samples.

If the examinee does not respond to the sample items in the test book, provide the opportunity to ask questions to clarify the task. The examiner may also provide the answer to the sample item and then repeat the prompt for the examinee. For example, “One thousand, four hundred seventy-five dollars. Now you tell me. How much is the rent?”

Regardless of the examinee’s ability to answer the sample items, continue to administer the remaining items in each section. For each item, give the examinee a reasonable amount of time to begin a response (approximately five seconds). After each response, award a score. If the response is unintelligible, ask the examinee to repeat his or her utterance. If the response is again unintelligible, do not award any points—that is, score a 0 for that item. If the examinee is unable to respond, does not respond in English, or responds with an utterance that is completely unrelated to the prompt or picture, then score a 0 for that item. Thank the examinee and move on to the next item.

It is important to say “Thank you” after each test item, as directed in the test book. This expression clearly signals to the examinee that his or her response has been heard and scored. And it allows the examinee to anticipate the next item. Saying “Thank you” can also serve as an appropriate way to prevent elaborate, lengthy utterances that digress from the test item task. On the other hand, “OK” or “uh-huh” is often seen as a back-channeling cue that may encourage examinees to continue speaking after a sufficient response has been provided. This needless elaboration not only increases administration time but also may complicate scoring.



How to Use Answer Documents

Speaking test scores are recorded by the examiner immediately after the examinee response is given. There are three options for recording scores for Speaking test items.

1. For examinees using a CompuScan® answer sheet, record scores on the Speaking section at the bottom of the answer sheet.
 - For each item, write the criterion score(s) on the line(s) provided in the Score columns.
 - Fill in the corresponding circle for each score.
2. For examinees using a SCOREZE® answer sheet for the Reading, Listening, and Writing tests, record Speaking test scores on a separate *Speaking Scoring Sheet** for the examinee.
 - For each item, write the criterion score(s) on the line(s) provided in the Score columns.
3. For examinees who have marked their answers for the Reading, Listening, and Writing tests directly in the Level 1 Test Book, record Speaking test scores on a separate *Speaking Scoring Sheet** for the examinee.
 - For each item, write the criterion score(s) on the line(s) provided in the Score columns.

Be sure to write a score for each criterion on which an item is assessed:

- Items 1–3 are scored on the *Meaning* criterion only.
- Items 4–8 are scored on the *Grammar* and *Meaning* criteria.
- Items 9–16 are scored on the *Grammar*, *Meaning*, and *Appropriateness* criteria.

***A master copy of the *Speaking Scoring Sheet* is provided at the back of this guide. If the CompuScan answer sheet is not being used, the examiner will need to make one copy of the *Speaking Scoring Sheet* for use with each examinee prior to administering the Speaking test.**

Sum the Criterion Scores

If the TestMate TABE® for Windows software is not being used to generate score reports, the examiner must sum the scores for each of the individual Speaking criteria on each examinee's answer document (CompuScan answer sheet or *Speaking Scoring Sheet*).

1. Grammar

Add all the numbers in the Grammar "Score" column. Place the sum of those numbers in the box labeled "Grammar Subtotal."

2. Meaning

Add all the numbers in the Meaning "Score" column. Place the sum of those numbers in the box labeled "Meaning Subtotal."

3. Appropriateness

Add all the numbers in the Appropriateness "Score" column. Place the sum of those numbers in the box labeled "Appropriateness Subtotal."



Transfer Speaking Subtotal Scores

It is desirable to have the scores from all of the tests (Reading, Listening, Writing, and Speaking) on one document prior to referring to the *TABE Complete Assessment System—English Scoring Tables* to determine meaningful scale scores.

1. CompuScan answer sheet: There is no need to transfer Speaking Subtotal scores.
2. SCOREZE answer sheet: Transfer the Speaking Subtotals from the *Speaking Scoring Sheet* to the space provided for Grammar Subtotal, Meaning Subtotal, and Appropriateness Subtotal on the SCOREZE answer sheet.
3. For examinees who have marked their answers for the Reading, Listening, and Writing tests directly in the test book (an option only for the Level 1 test book): Transfer the Speaking Subtotals from the *Speaking Scoring Sheet* to the spaces provided for the Grammar Subtotal, Meaning Subtotal, and Appropriateness Subtotal on the back of the examinee's Level 1 test book.

If TestMate TABE for Windows software is not being used to generate scoring reports, refer to the *Scoring Tables* to convert skill area (Reading, Listening, Writing, Speaking) scores on the answer sheet into usable scale scores. For each examinee, use the *Individual Diagnostic Profile* to record and compile the scale scores for each skill area and for combinations of the skill areas.

Determine Scale Scores/Criterion Percentage Scores

Note that an accurate Speaking Total score cannot be determined by summing the three Speaking subtotals on the answer document (as each criterion is weighted). You must generate an electronic score report or use the process outlined in the *Scoring Tables* to determine a meaningful Total Speaking Test Scale Score.

1. Electronic Scoring:

Use TestMate TABE for Windows software to generate scoring reports from CompuScan answer sheets.

It is important to note that if an examiner or institution desires electronic score reports generated for an entire group of examinees, each of those examinees must have a completed CompuScan answer sheet.

2. Manual Scoring:

a. Determine the Speaking Test Scale Score:

- 1) Refer to the *Scoring Tables* to convert each Speaking Subtotal score into Weighted Scale Score.
- 2) Add the three (Grammar, Meaning, Appropriateness) Weighted Scale Scores to determine the Speaking Test Scale Score.
- 3) Refer back to the *Scoring Tables* to align the Speaking Test Scale Score to the examinee's National Reporting System (NRS) ESL Educational Functioning Level.

b. Determine the Criterion Percentage scores. The Individual Diagnostic Profile (IDP) includes a chart for easy reference. If you are not using the IDP, you can determine percentage scores manually:

- 1) Divide the Grammar Subtotal by 39 to determine a percentage score.
- 2) Divide the Meaning Subtotal by 45 to determine a percentage score.
- 3) Divide the Appropriateness Subtotal by 24 to determine a percentage score.



PART 2 Scoring Rubrics

The rubrics are descriptions of key characteristics of each score for each criterion. The score bands are distinct enough that the examiner can listen for the characteristics while the examinee is speaking and then immediately assign a score.

The Training Process

1. Each examiner should complete a thorough review of the rubrics and of all sample responses in this guide, including the explanations of scores and the reasons the specific scores were assigned.
2. One lead examiner should read a few sample responses while the other examiners listen and assign scores. Actual responses also can be recorded and played back while examiners assign scores. Subsequent group discussion of each score may help the examiners to internalize the distinctions between the scoring bands. Examiners should be able to justify their scores by citing an appropriate descriptor from the rubric. In cases of disagreement, the best way to achieve reliability is to review and analyze the rubric descriptors and the sample responses provided.
3. The lead examiner then should return to reading the remaining sample responses while the other examiners assign scores. This process should be repeated until the examiners achieve a 90% reliability rate among their scores—that is, until they agree on 9 out of 10 scores. Interrater reliability of 90% is considered strong.

WARNING:

Failure to complete the training process will result in unreliable scoring. Do NOT administer the Speaking test until you have completed the process outlined in the “Training Process” section.

“0” Score and Implications

1. For all items and all criteria, these responses are scored 0:

Response Type	Explanation of Score
NR	No response.
HL (Home Language)	Response is not in English.
<i>“I don’t know”</i>	Response indicates no ability to answer the prompt.
<i>*“I am happy”</i>	English response unrelated to the prompt or picture.
<i>**“Car”</i>	English response related to picture, but not to prompt.

*This is a sample response only. If a response is completely unrelated to the picture stimulus or the prompt, then the score for each criterion would be 0. For example, see the Form A Narrative item for Level 2 on page 27, where an ideal response is “They are running to their car.” If the examinee gives a response to this item of “They baked a cake,” then both the *Grammar* and *Meaning* scores would be 0. Though “They baked a cake” is grammatically correct, it **does not relate to the picture or to the prompt** and therefore the examinee has not demonstrated competence for either the *Grammar* criterion or the *Meaning* criterion.

This is a sample response to the same Narrative item for Form A, Level 2, on page 27. “Car” does not indicate any action and it **does not address the prompt “What is happening?” It simply names an object in the picture. Therefore, *Grammar* and *Meaning* are both scored 0.



2. If a response is scored 0 for *Meaning*, it is scored 0 for all criteria.

a) If the score for *Meaning* is determined to be 0, then the *Grammar* score is 0. Otherwise, an examinee could answer each test item with a perfectly formed but irrelevant response such as “I like to eat tomatoes” and receive a high score for *Grammar*. However, since this response is irrelevant to most items (except an item that asks “What do you like to eat?”), **it does not demonstrate grammatical competence as related to the prompt.**

b) If the score for *Meaning* is determined to be 0, then the *Appropriateness* score is 0. For example, if an item prompts the examinee to request more coffee, the response “Excuse me, sir, but could you possibly tell me what time it is?” **does not relate to the prompt** and therefore is scored 0, even though it demonstrates an attempt to produce a socially acceptable utterance.

3. *Grammar* and *Appropriateness* can be scored 0, independent of other scores.

In addition to the five types of responses on page 9 that would score a 0 for all criteria, there are specific types of responses that would be scored 0 for only one specific criterion.

a) For the *Grammar* criterion only, a response is scored 0 if it is **too short for the examiner to determine grammatical knowledge.**

For example, using the Form A Narrative item on page 27 again, a response of “Leave” is scored 0. It is too short to make a judgment about grammatical knowledge. Because the response contains only a single component of grammar (for example, the subject, the verb, or the object), it does not demonstrate the examinee’s ability to form a grammatically complete sentence or utterance.

Note that the *Grammar* score is independent of the scores given to the other two criteria. The “Leave” response would be scored 1 for *Meaning*.

b) For the *Appropriateness* criterion only, a response is scored 0 if it **might be considered rude or offensive or shows a complete lack of pragmatic ability or sensitivity to common social situations.**

For example, these phrases demonstrate a lack of ability to use language appropriately (score = 0):

“Hey, you” to gain attention

“You idiot” to express dissatisfaction

“Give me more coffee now!” to make a request

“Lady, I need more coffee” to make a request

In contrast, a request for coffee such as “I need more coffee” is probably inappropriate (score = 1), but it is not clearly rude. It simply expresses a need without issuing a command. And it lacks the socially inappropriate attention-getter “Lady.”

Note that the score given to the *Appropriateness* criterion for the response “Lady, I need more coffee” is independent of the scores given to the other two criteria. Though scored 0 for *Appropriateness*, “Lady, I need more coffee” is scored 3 for *Grammar* and 3 for *Meaning*.



4. Combinations of scores:

Although an infinite variety of responses are theoretically possible, the above conditions limit the number of possible scoring options (where G=Grammar, M=Meaning, A=Appropriateness, 0=score of 0, and 1+=score of 1 or higher):

POSSIBLE SCORE COMBINATIONS:

G=0, M=1+

G=0, M=1+, A=0

G=0, M=1+, A=1+

G=1+, M=1+, A=0

IMPOSSIBLE SCORE COMBINATIONS (without a meaningful response, no other score can be assigned):

G=1+, M=0

G=0, M=0, A=1+

G=1+, M=0, A=0

G=1+, M=0, A=1+

Level-Appropriate Vocabulary and Grammar

The examiner uses the same rubrics for scoring the Speaking items at all four test levels. However, it should be noted that the rubrics are applied with a stricter standard at the higher levels.

The items in Levels 1 and 2 are less demanding. The items in Levels 3 and 4 involve more complex situations and therefore demand more linguistically challenging responses.

Similar types of items appear at each of the four levels. For example, a "Phone Competency" item in Form A, Level 1, requires the examinee to respond to a phone call from someone asking for someone who is not there. The top-score response is "I'm sorry. He's not here." A lesser response of "No here now" would be scored Grammar = 1, Meaning = 3, Appropriateness = 1.

The Form A, Level 4, "Phone Competency" item requires the examinee to offer to take a message for a supervisor who is out of the office. The top-score response is "I'm sorry. He's not here right now. Can I take a message?" Because the situation is more complex, a linguistically longer response is required to receive top scores in each of the three scoring criteria. If the examinee responds with "No here now," the item at this level is scored Grammar = 1, Meaning = 1, Appropriateness = 1. This response lacks the offer to take a message, and therefore at this higher level, the verbal prompt is only minimally addressed. The Meaning score is lowered to a 1.

In general, the grammar and vocabulary used by the examinee in his/her response must be more complex at higher levels to be awarded a top-score response.





Incorrect/Partially Correct/Correct Rubric (Quantitative Literacy)

Mark scores in the “Meaning” column on the answer documents

Score	*0	1	2
Sample Response	Response is incorrect. No response. Response is not in English. Response is “I don’t know.” Response is completely unrelated to the prompt or picture.	Partially correct response.	Correct response.

*See pages 9–11 for more details on the definition of a score of 0.

NOTES:

- a) The examiner should assess these items as being incorrect, partially correct, or correct, as indicated in the rubric. However, for scoring purposes—and summing criterion subtotals—these items are scored in the *Meaning* criterion column on the answer documents (Compuscan answer sheet or the *Speaking Scoring Sheet* provided at the back of this guide).
- b) An extra, inappropriate “s” added to a number would make the response partially correct (for example, “nineteen dollars and fifties cents”). Therefore, the response would be awarded a score of 1.
- c) An error in excluding the plural marker “s” on a unit of measurement is still a correct answer and would be awarded a score of 2. The number is being assessed, not the unit of measurement (for example, “three hundred fifty pound”).
- d) An error in stating the correct unit of measurement does not matter. If the number is correct, then the answer is correct (for example, the picture shows “500 kg,” and the response is “five hundred pounds”) and would be awarded a score of 2.



Two-Criterion Rubric (Instructions, Narrative, Other)

Score/ Criterion	*0	1	2	3
Grammar	<p>No response.</p> <p>Response is not in English.</p> <p>Response is "I don't know."</p> <p>Response is completely unrelated to the prompt or picture.</p> <p>Response is too short for examiner to determine grammatical knowledge.</p>	<p>Response shows only basic knowledge of grammatical conventions.</p> <p>There are two or more types of grammatical errors in structure or usage (e.g., missing preposition <u>and</u> use of the wrong verb form).</p>	<p>Response indicates control of basic syntax.</p> <p>However, there is one type of grammatical error (e.g., missing preposition, wrong verb form, or missing article).</p> <p>Note that if the examinee misuses or omits the article several times in the response, this indicates one <i>type</i> of error, not multiple errors.</p>	<p>Response is complete and indicates knowledge of language structure.</p> <p>There are no grammatical errors.</p>
Meaning	<p>No response.</p> <p>Response is not in English.</p> <p>Response is "I don't know."</p> <p>Response is related to the picture, but not to the prompt.</p> <p>Response is completely unrelated to the prompt or picture.</p>	<p>Word choice is limited or completely wrong, so that the intended meaning is unclear, requiring a request for clarification from the listener.</p>	<p>Response includes some vocabulary appropriate to the topic. The intended meaning is somewhat clear, but hampered by a lack of correct word choice.</p> <p>A comprehension-check question would be necessary to verify the meaning.</p>	<p>Core components of the response(s) convey the intended meaning of the situation described in the item. Although grammar errors may be present, the intended meaning is clear (and does not require further clarification).</p>

*See pages 9–11 for more details on the definition of a score of 0.



Another way to approach the *Meaning* score is for the examiner to ask himself or herself, based on the examinee's response, "Could I pick the picture described from among a group of similar ones? Does the response allow me to create a mental representation that resembles both the picture in the test book and the prompt?" Then assign the scores in this manner:

Answer	Score
Yes, definitely	3
Maybe	2
Not really	1
No, not at all	0

NOTES:

- a) The "Examples of a top-score response" in the test book represent the top scores for the *Grammar* criterion and the *Meaning* criterion. These examples are not the only answers that would merit a top score of 3 for both criteria.
- b) While the "Examples of a top-score response" in the test book represent the top score for both *Grammar* and *Meaning*, a response with far fewer words (and less grammatically correct) could still earn a score of 3 for the *Meaning* criterion.

Example: The test book shows a picture of a woman who has just opened the window, and the prompt is "What did she do?" The response "She open the window" is scored:

Grammar – 2 (The wrong verb tense is used.)

Meaning – 3

- c) At the same time, a response can be grammatically correct but not convey the correct meaning.

Example: With the same picture and prompt as above, the response "She opened the glass" is scored:

Grammar – 3

Meaning – 2 (The meaning is hampered by the lack of correct word choice.)



Three-Criterion Rubric (Role-Play)

Score/ Criterion	*0	1	2	3
Grammar	No response. Response is not in English. Response is "I don't know." Response is completely unrelated to the prompt or picture. Response is too short for examiner to determine grammatical knowledge.	Response shows only basic knowledge of grammatical conventions. There are two or more types of grammatical errors in structure or usage (e.g., missing preposition <u>and</u> use of the wrong verb form).	Response indicates control of basic syntax. However, there is one type of grammatical error (e.g., missing preposition, wrong verb form, or missing article). Note that if the examinee misuses or omits the article several times in the response, this indicates one <i>type</i> of error, not multiple errors.	Response is complete and indicates knowledge of language structure. There are no grammatical errors.
Meaning	No response. Response is not in English. Response is "I don't know." Response is related to the picture, but not to the prompt. Response is completely unrelated to the prompt or picture.	Word choice is limited or completely wrong, so that the intended meaning is unclear, requiring a request for clarification from the listener.	Response includes some vocabulary appropriate to the topic. The intended meaning is somewhat clear, but hampered by a lack of correct word choice. A comprehension-check question would be necessary to verify the meaning.	Core components of the response(s) convey the intended meaning of the situation described in the item. Although grammar errors may be present, the intended meaning is clear (and does not require further clarification).

*See pages 9–11 for more details on the definition of a score of 0.

Rubric continued on next page.



Three-Criterion Rubric (Role-Play)—continued

Score/ Criterion	*0	1	2	3
Appropriateness	<p>No response.</p> <p>Response is not in English.</p> <p>Response is “I don’t know.”</p> <p>Response is completely unrelated to the prompt or picture.</p> <p>Response may be considered rude, offensive, or socially unacceptable.</p>	<p>Response is either too abrupt or direct, or includes language that is inappropriate considering the context.</p>	<p>Response demonstrates an awareness and basic understanding of phrases appropriate for the context. However, the response lacks certain modals for politeness, or higher-level forms of address.</p>	<p>Response is appropriate for the context presented. Choice of words reflects the appropriate register in terms of subject matter, audience, occasion, or purpose of communication. Examinee makes use of appropriate phrasing (e.g., “Excuse me, may I have . . .” etc.) to convey proper formality and to ensure the maintenance of social relationships.</p>

*See pages 9–11 for more details on the definition of a score of 0.

NOTES:

The “Examples of a top-score response” which appear under each item in the test book represent the top scores for the *Grammar* criterion, the *Meaning* criterion, and the *Appropriateness* criterion. There can be variations of what a score of 3 represents for each criterion.

Example: The test book shows a picture of a customer at the counter in an electronics store. The prompt is (pointing to the customer): “This is you. You want to buy a radio. What do you ask?”

Sample Response 1: *Hey! I want buy radio.*

Score 1:

Grammar – 1 (There are two errors in grammar.)

Meaning – 3

Appropriateness – 1 (The response is not socially appropriate.)

Sample Response 2: *Hey, lady! Show me the radios!*

Score 2:

Grammar – 3

Meaning – 3

Appropriateness – 0 (The response would be considered rude or offensive.)





PART 3 Sample Responses

There are ten distinct item types which appear in all levels (except as noted):

- 1) Quantitative Literacy
- 2) Greetings/Inquiries/Leave-Taking (Only in Levels 1 and 2)
- 3) Phone Competency
- 4) Express Opinion (Only in Levels 2, 3, and 4)
- 5) Instructions/Directions/Location
- 6) Description (Only in Level 4)
- 7) Narrative (Only in Levels 1, 2, and 3)
- 8) Requests/Permission
- 9) Express Dissatisfaction/Apology
- 10) Negotiate Meaning

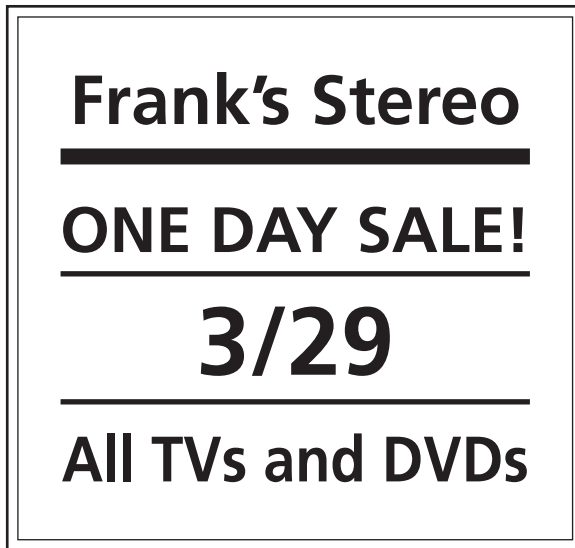
Owing to the number of items and the four score bands across three criteria, a sample response is not provided for every speaking item and score. Instead, samples of specific responses are given to certain *types of items* in both Forms A and B, at each of the Levels: 1, 2, 3, and 4. Item types are listed in the Form A Sample Response Index, to the right, and the Form B Sample Response Index on page 44.

Note that Quantitative Literacy items are listed only in the Form A Sample Response section.

Form A Sample Response Index

Level	Item Type	Page
1	• Quantitative Literacy: Date (3/29)	20
	• Instructions: Insert Money	21
	• Role-Play: Greetings (Meet in an interview.)	22
	• Role-Play: Request Location (Where is the bathroom?)	24
2	• Instructions: Give Directions	26
	• Narrative: Present Progressive Tense (Family running to their car)	27
	• Role-Play: Request Item (Can you hand me some nails?)	28
	• Role-Play: Negotiate Meaning (Which pen is yours?)	30
3	• Quantitative Literacy: Length (Mississippi River)	32
	• Narrative: Simple Past Tense (He moved to Chicago.)	33
	• Role-Play: Apology (Late for dinner)	34
	• Role-Play: Negotiate Meaning (What color is your phone?)	36
4	• Description (Compare old/new neighborhood.)	38
	• Express Opinion: Give Advice (Which carpet should he buy?)	39
	• Role-Play: Phone Competency (Take message for boss who is out.)	40
	• Role-Play: Express Dissatisfaction (The delivery man brought the wrong refrigerator.)	42

Form A, Level 1, Quantitative Literacy: Date



SAY Look at the picture.



Point to the date 3/29 in the picture.

SAY When is the sale at Frank's Stereo? (Pause.)

RESPONSE

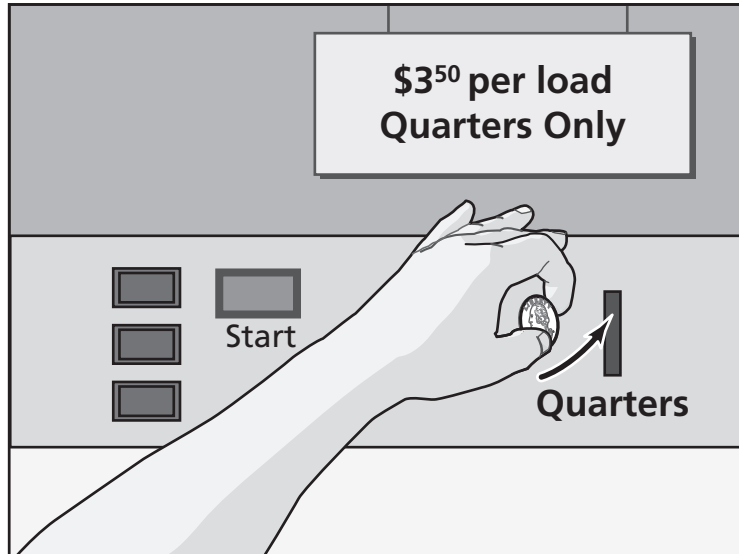
0 1 2

Correct Response: March twenty-ninth

Score*	0	1	2
Sample Response	<p>One day.</p> <p>Response is unrelated to the prompt and picture.</p> <p>Three two nine.</p> <p>Response is related, but does not satisfy the prompt.</p>	<p>The twenty-ninth.</p> <p>March.</p> <p>March two-ninth.</p> <p>Response is incomplete or states the number incorrectly.</p> <p>March twenty-nine.</p> <p>Note that omitting the ordinal number marker "th" makes the response only partially correct.</p>	<p>March twenty-ninth.</p> <p>The twenty-ninth of March.</p> <p>Response states the date correctly.</p>

*Record score for Quantitative Literacy items under the *Meaning* criterion on the CompuScan answer sheet or *Speaking Scoring Sheet*.

Form A, Level 1, Instructions: Insert Money



Point to the quarter in the picture.

SAY What do you do next? (Pause.)

GRAMMAR	MEANING
0 1 2 3	0 1 2 3

Examples of a top-score response:

- Put the quarters into the machine.
- Put in the money.

Score/ Criterion	0	1	2	3
Grammar	Money. Machine. Response is too short for examiner to determine grammatical knowledge. Ask your friend for a quarter. Response is related to the picture, but not to the prompt.	Take quarter. Response minimally addresses the prompt. Putting quarter. Put money... Response is incomplete (omits the prepositional phrase).	Put money the machine. Response omits preposition. Put quarter in. Response omits the plural marker. Money in the machine. Response omits the verb.	Put the quarters into the machine. Put in the money. Response is complete and indicates knowledge of language structure. There are no grammatical errors.
Meaning	Put... Response is too incomplete to render any clear meaning. Wash the clothes every day. Response is unrelated to the prompt and picture.	...money... Quarter... machine. Pay... Response minimally addresses the prompt.	Put it there. Put in washing machine. Subject is not specified, requiring a comprehension-check question. Put money... Response includes some vocabulary appropriate to topic, but meaning is not entirely clear.	Put quarter in machine. Quarter go in the machine. Put in money. Though the response is not grammatically well-formed, it clearly conveys its intended meaning.

Form A, Level 1, Role-Play: Greetings



Point to the man with the yellow tie in the picture.

SAY Look at the picture. This is you. You are here for a job interview. You meet this man. What do you say? (Pause.)

GRAMMAR	MEANING	APPROPRIATENESS
0 1 2 3	0 1 2 3	0 1 2 3

Examples of a top-score response:

- a) Hello. It's nice to meet you.
- b) Hello. I'm Mark. I'm glad to meet you.

Score/ Criterion	0	1	2	3
Grammar	<p>Nice.</p> <p>Response is too short for examiner to determine grammatical knowledge.</p> <p>Happy introduce.</p> <p>Response demonstrates no knowledge of basic grammatical structure.</p>	<p>I meet...</p> <p>Response omits greeting and object.</p> <p>Meet you.</p> <p>Response omits greeting, dummy "it" (It's nice to...), and auxiliary verb.</p>	<p>Good to meet.</p> <p>Response omits object.</p> <p>I happy to meet you.</p> <p>Response omits "be" verb.</p>	<p>It's nice to meet you.</p> <p>Hello. It's nice to meet you.</p> <p>Response is complete and indicates knowledge of language structure.</p> <p>There are no grammatical errors.</p>

**Form A, Level 1, Role-Play: Greetings—continued**

Score/ Criterion	0	1	2	3
Meaning	Where is the interview today? Response is unrelated to the prompt and picture. That's a big desk. Response is related to the picture, but not to the prompt.	...meet... <i>[Examinee's name]</i> Hi. Response minimally addresses the prompt.	Hi, I meet you. I like to meet you. Response includes some vocabulary appropriate to topic, but intended meaning is not entirely clear.	Hi. Nice to see you. Hey, nice meetin' ya. Though the response may be inappropriate given the context presented, there are no grammatical errors.

Score/ Criterion	0	1	2	3
Appropriate-ness	Hey. Your office is small. You have a sweaty hand. How old are you? Response may be considered rude or offensive. Where did you get that nice suit? That's a big desk. Response is related to the picture, but not to the prompt.	What's up? Nice tie, man. Response contains language that is inappropriate, considering the context presented.	Hi, there. I'm Mark. Good to see you. Response is too informal, considering the context presented.	Hello. It's nice to meet you. Hello. I'm Mark. I'm glad to meet you. Response is appropriate for the context presented.

Form A, Level 1, Role-Play: Request Location



Point to the man in the picture.

SAY Look at the picture. This is you. You want to find the bathroom.
What do you ask? (Pause.)

GRAMMAR	MEANING	APPROPRIATENESS
0 1 2 3	0 1 2 3	0 1 2 3

Examples of a top-score response:

- Excuse me. Where is the bathroom?
- Can you help me, please? I'm looking for the bathroom.

Score/ Criterion	0	1	2	3
Grammar	Bathroom? Toilet? Response is too short for examiner to determine grammatical knowledge.	Where bathroom? Response omits verb and article. Can help me? I, bathroom? Response shows only basic knowledge of grammatical conventions.	Where is bathroom? Response omits article. I'm looking the men's room. Response omits preposition.	Do you know where the bathroom is? Where is the men's room? Response is complete and indicates knowledge of language structure. There are no grammatical errors.

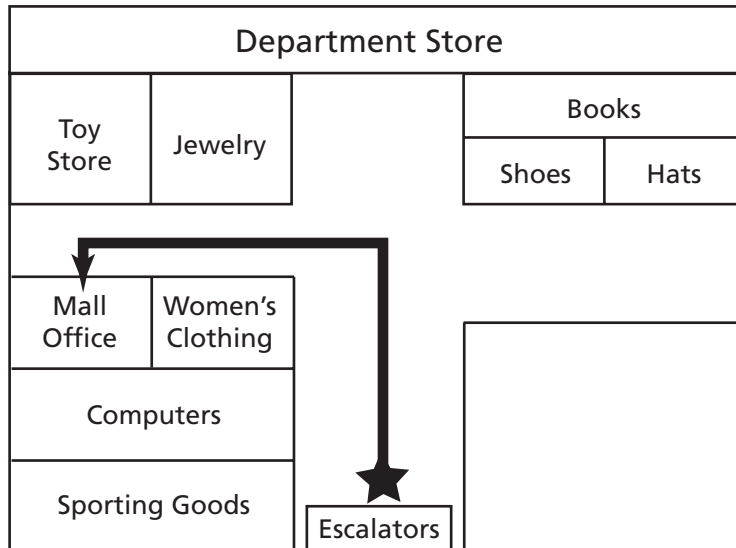


Form A, Level 1, Role-Play: Request Location—continued

Score/ Criterion	0	1	2	3
Meaning	<p>I need a table, please.</p> <p>Where can I sit?</p> <p>He's wearing a brown suit.</p> <p>Response is related to the picture, but not to the prompt.</p>	<p>Go restroom.</p> <p>Response lacks question form. Word choice is limited, requiring a request for clarification from the listener.</p>	<p>Bathroom?</p> <p>I...men's room?</p> <p>Response includes some vocabulary appropriate to the topic, but the intended meaning is not entirely clear.</p>	<p>Where bathroom?</p> <p>Though there are grammatical errors in the response, the meaning is clear.</p>

Score/ Criterion	0	1	2	3
Appropriateness	<p>Hey, lady. I need the bathroom.</p> <p>Where's the can?</p> <p>You have to tell me where the bathroom is.</p> <p>I need the bathroom now!</p> <p>Response may be considered rude or offensive.</p>	<p>Show me the bathroom.</p> <p>I have to go to the toilet.</p> <p>Response is too abrupt or too direct, and is therefore inappropriate.</p>	<p>I need the bathroom. Where is it?</p> <p>You tell me the bathroom?</p> <p>Response lacks a polite address / interrupter.</p>	<p>Can you tell me where the bathroom is?</p> <p>Miss? Where are the bathrooms?</p> <p>Response is appropriate for the context presented.</p>

Form A, Level 2, Instructions: Give Directions



Point to the red star by the escalators in the picture.

SAY How do you get from the escalators to the mall office? (Pause.)

GRAMMAR	MEANING
0 1 2 3	0 1 2 3

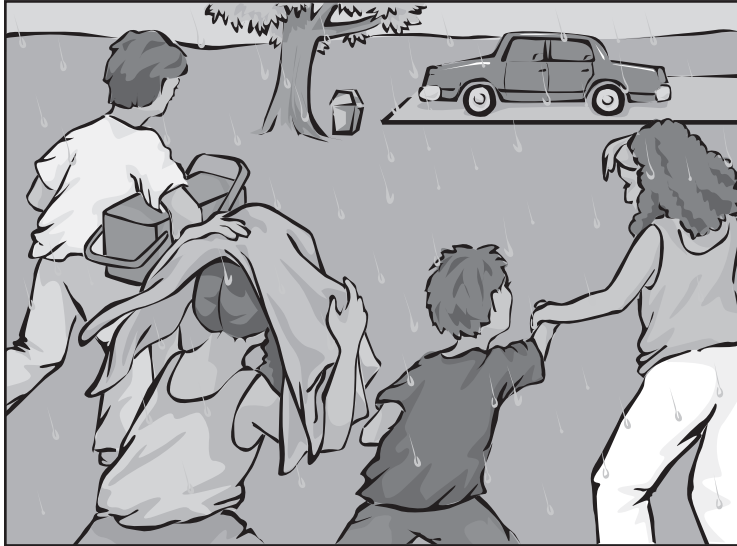
Examples of a top-score response:

- Walk straight and then turn left at the women's clothing store. You will see the mall office next to the women's clothing store.
- Walk past the sporting goods and computer stores to the women's clothing store. Then turn left. Walk a little more and you will see the mall office on the left.

Score/ Criterion	0	1	2	3
Grammar	<p>Walking... Go mall.</p> <p>Response is too short to determine grammatical knowledge.</p> <p>Walk outside to the gas station.</p> <p>Response is unrelated to the prompt and picture.</p>	<p>Walk up stop in middle. Walk left and stop at office mall.</p> <p>Go up to left to mall office.</p> <p>Response omits two or more parts of speech (e.g., verb, noun, preposition) necessary to be grammatically well-formed.</p>	<p>Straight walk to middle. Left turn. Straight go and you will see mall office.</p> <p>Response contains incorrect word order.</p> <p>Walk straight from escalator. Turn left at women's clothing store. Walk ahead to mall office.</p> <p>Response omits articles.</p>	<p>Walk past the sporting goods and computer stores to the women's clothing store. Then turn left. The mall office is on the left.</p> <p>Response is complete and indicates knowledge of language structure.</p>
Meaning	<p>Take escalator.</p> <p>Response is related to the picture, but not to the prompt.</p>	<p>At the escalator walk up. Take left turn. Walk and stop there.</p> <p>Meaning is unclear and requires clarification.</p>	<p>The mall office is next to the women's clothing store. To get there, walk straight and make left.</p> <p>Response uses appropriate vocabulary, but is incomplete.</p>	<p>Walk straight... stop at intersection. Turn left. The mall is on left side at the end.</p> <p>Though grammatical errors are present, the meaning is clear.</p>

Form A, Level 2, Narrative: Present Progressive Tense

Note that an exemplar response to the first picture in this series was given to the examinee in the present progressive tense. Therefore, the top-score response for this item should also be in the present progressive tense.



 *Point to the family in the picture.*

SAY What is happening? (Pause.)

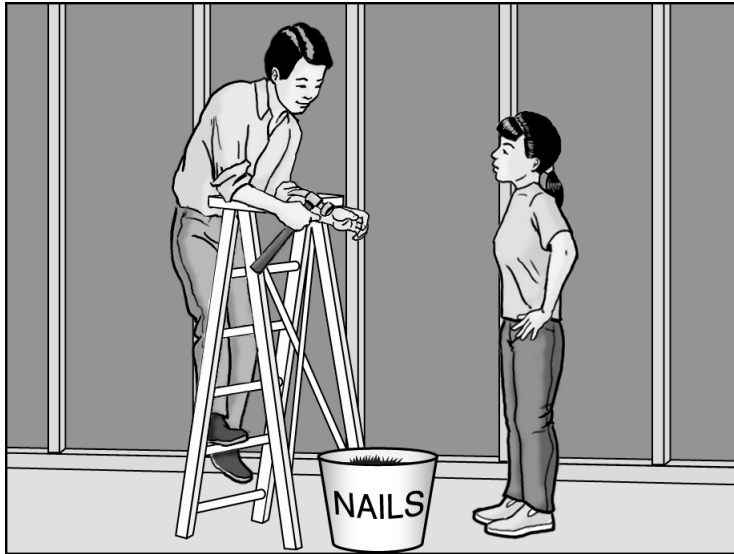
GRAMMAR	MEANING
0 1 2 3	0 1 2 3

Examples of a top-score response:

- They are running to their car.
- They are leaving to go home.

Score/ Criterion	0	1	2	3
Grammar	<p>Leave.</p> <p>Rain.</p> <p>To car.</p> <p>Response is too short for examiner to determine grammatical knowledge.</p>	<p>The family run car.</p> <p>Response omits auxiliary verb and prepositional phrase.</p> <p>Raining.</p> <p>Response omits "It is," but still demonstrates some mastery of correct form of verb.</p>	<p>The family running to the car.</p> <p>Response omits auxiliary verb.</p> <p>They ran to the car.</p> <p>Response uses a tense or aspect different from the prompt.</p>	<p>They are running to their car.</p> <p>They are leaving to go home.</p> <p>Response is complete and indicates knowledge of language structure.</p> <p>There are no grammatical errors.</p>
Meaning	<p>Car.</p> <p>Picnic.</p> <p>The car is next to the grass.</p> <p>Response is related to the picture, but not to the prompt.</p>	<p>Leave.</p> <p>They go.</p> <p>They are holding hands.</p> <p>Response minimally addresses the prompt.</p>	<p>Because rain, run.</p> <p>The family goes to a car.</p> <p>Response includes some vocabulary appropriate to topic, but the meaning is not entirely clear.</p>	<p>The picnic finished because rain.</p> <p>The family they run to car.</p> <p>Though the response is not grammatically well-formed, the meaning is clear.</p>

Form A, Level 2, Role-Play: Request Item



Point to the man standing on the ladder in the picture.

SAY Look at the picture. This is you. You need some nails. What do you ask the woman? (Pause.)

GRAMMAR	MEANING	APPROPRIATENESS
0 1 2 3	0 1 2 3	0 1 2 3

Examples of a top-score response:

- a) Can you hand me some nails, please?
- b) Could you reach those nails for me?

Score/ Criterion	0	1	2	3
Grammar	<p>Nails? Give me? Help?</p> <p>Response is too short for examiner to determine grammatical knowledge.</p>	<p>Give nails.</p> <p>Response omits modal and subject.</p> <p>The nails, please?</p> <p>Response omits verb and subject.</p>	<p>Can give me some nails?</p> <p>Response omits subject.</p> <p>Give me nails.</p> <p>Response omits indefinite article.</p>	<p>Give me some nails.</p> <p>Grab some nails for me, will you?</p> <p>Though response could be considered rude, it indicates knowledge of language structure.</p> <p>Pass me some nails, please.</p> <p>There are no grammatical errors.</p>



Form A, Level 2, Role-Play: Request Item—continued

Score/ Criterion	0	1	2	3
Meaning	<p>Where's the hammer?</p> <p>I'm too high up.</p> <p>There are some nails.</p> <p>Response is related to the picture, but not to the prompt.</p> <p>Pass?</p> <p>Response does not address the prompt.</p>	<p>Give me.</p> <p>Response omits object and preposition; thus, meaning is unclear.</p> <p>Get those to me.</p> <p>Response includes wrong verb and unclear pronoun, requiring clarification from the listener.</p>	<p>Can you carry me the nails?</p> <p>Response includes wrong verb; thus, intended meaning is unclear.</p> <p>Can you hand me some?</p> <p>Response omits clear object.</p>	<p>Give me nails.</p> <p>Though the response may be inappropriate given the context presented, the meaning is clear.</p>

Score / Criterion	0	1	2	3
Appropriateness	<p>Give me some nails now!</p> <p>Hey, I need the nails.</p> <p>Get those to me.</p> <p>Response may be considered rude or offensive.</p>	<p>Give me nails.</p> <p>Response contains language that is inappropriate, considering the context presented (more of a command than a request).</p>	<p>Hand me some nails?</p> <p>Those nails...give some to me?</p> <p>Response lacks modals for politeness.</p>	<p>Can you hand me some nails, please?</p> <p>Can you lend me a hand with some nails?</p> <p>Response is appropriate for the context presented.</p>

Form A, Level 2, Role-Play: Negotiate Meaning



Point to the woman in the picture.

SAY Look at the picture. This is you. Your boss asked you to get his pen from the table. There are two pens. What do you ask your boss? (Pause.)

GRAMMAR	MEANING	APPROPRIATENESS
0 1 2 3	0 1 2 3	0 1 2 3

Examples of a top-score response:

- Is the red pen yours? / Is the blue pen yours?
- Which pen is yours?

Score/ Criterion	0	1	2	3
Grammar	<p>Which?</p> <p>Response is too short for examiner to determine grammatical knowledge.</p> <p>Red? Blue?</p> <p>Response demonstrates no knowledge of basic grammatical structure.</p>	<p>The table two pens.</p> <p>Response shows only basic knowledge of grammatical conventions.</p>	<p>The table have two pens, red and blue. Which one?</p> <p>Response uses incorrect conjugation or wrong verb.</p> <p>Which one yours?</p> <p>Response omits verb.</p>	<p>There are two pens on the table. Which one is yours?</p> <p>Please tell me what your pen looks like. There are two on the table.</p> <p>Response is complete and indicates knowledge of language structure.</p> <p>Which pen?</p> <p>Though short, the response is grammatically accurate.</p>

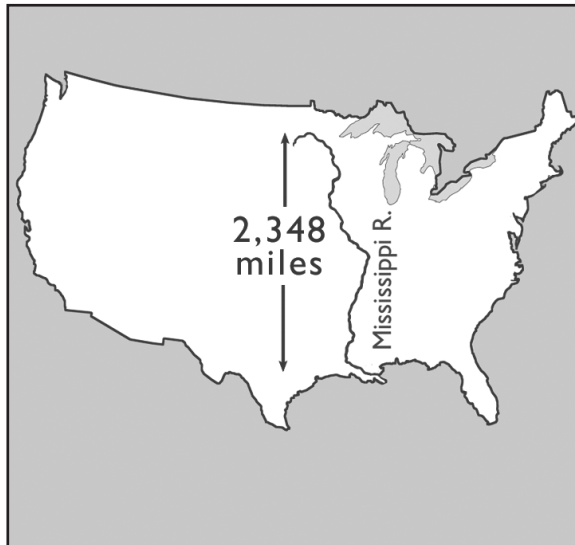


Form A, Level 2, Role-Play: Negotiate Meaning—continued

Score/ Criterion	0	1	2	3
Meaning	<p>Woman hair red.</p> <p>Response is unrelated to the prompt and picture.</p> <p>Woman point pens.</p> <p>Response is related to the picture, but not to the prompt.</p>	<p>Which?</p> <p>Response minimally addresses the prompt.</p>	<p>Which two pens is your pen?</p> <p>Response includes some vocabulary appropriate to topic, but intended meaning is not entirely clear.</p>	<p>Which pen is yours?</p> <p>There are two pens on the table. Which one is yours?</p> <p>Which pen?</p> <p>The intended meaning is clear.</p>

Score/ Criterion	0	1	2	3
Appropriateness	<p>I don't know your pen. You get it.</p> <p>Response may be considered rude or offensive.</p>	<p>You don't tell me what pen you make me get.</p> <p>Response contains language that is inappropriate, considering the context presented.</p>	<p>Which pen did you say?</p> <p>Response is too informal, considering the context presented.</p>	<p>Could you tell me which pen is yours?</p> <p>I'm sorry, but which pen is yours, the red one or the blue one?</p> <p>Response is appropriate for the context presented.</p>

Form A, Level 3, Quantitative Literacy: Length



SAY Look at the picture.

 Point to the number 2,348 in the picture.

SAY How long is the Mississippi River? (Pause.)

RESPONSE

0 1 2

Correct Response: Two thousand three hundred forty-eight miles/
Twenty-three hundred forty-eight miles

Score*	0	1	2
Sample Response	<p>Two hundred thirty-eight.</p> <p>Response is incorrect.</p> <p>Longer than the Nile.</p> <p>Very long, I think.</p> <p>Response is related to the picture, but not to the prompt.</p>	<p>Twenty thousand, three hundred forty-eight.</p> <p>Response is incomplete or only partially correct.</p>	<p>Two thousand, three hundred forty-eight.</p> <p>Response includes correct number. The missing indicator of length is of no consideration.</p>

*Record scores for Quantitative Literacy items under the *Meaning* criterion on the CompuScan answer sheet or *Speaking Scoring Sheet*.

Form A, Level 3, Narrative: Simple Past Tense

Note that an exemplar response to the first picture in this series was given to the examinee in the simple past tense. Therefore, the top-score response for this item should also be in the simple past tense.



SAY Look at the picture.

 Point to the man in the picture.

SAY What happened next? (Pause.)

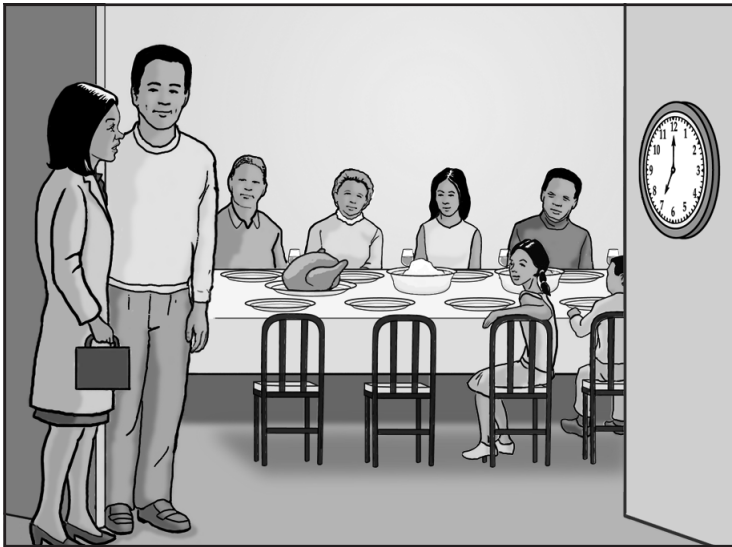
GRAMMAR	MEANING
0 1 2 3	0 1 2 3

Examples of a top-score response:

- He moved to Chicago in two thousand.
- In the year two thousand, he moved to Chicago.

Score/ Criterion	0	1	2	3
Grammar	<p>Two thousand. At Chicago. Move.</p> <p>Response is too short for examiner to determine grammatical knowledge.</p>	<p>Year two thousand, he moved Chicago.</p> <p>Response omits two or more words.</p> <p>He move to Chicago at the two thousand.</p> <p>Response includes incorrect verb tense, preposition, and article.</p>	<p>He moved in Chicago in two thousand.</p> <p>In two thousand, he moved to the Chicago.</p> <p>Response includes incorrect or missing preposition or article.</p>	<p>He moved to Chicago in two thousand.</p> <p>In the year two thousand, he moved to Chicago.</p> <p>Response is complete and indicates knowledge of language structure.</p> <p>There are no grammatical errors.</p>
Meaning	<p>He stand so proud!</p> <p>Response is related to the picture, but not to the prompt.</p> <p>Chicago has the tall sky buildings.</p> <p>Response is related, but does not satisfy prompt and picture.</p>	<p>Twenty hundred. Move Chicago.</p> <p>Response uses limited vocabulary appropriate to the topic.</p> <p>Chicago. He move.</p> <p>Response conveys an incomplete idea.</p>	<p>He moved to Chicago in date two thousand.</p> <p>Response demonstrates some knowledge of correct vocabulary. Errors in word choice interfere with clear expression of meaning.</p>	<p>In two thousand, he moved to the Chicago.</p> <p>Though there is an error in grammar, the meaning is clear.</p>

Form A, Level 3, Role-Play: Apology



Point to the woman at the front door in the picture.

SAY

Look at the picture. This is you. You were invited to dinner at a co-worker's house. You thought dinner was at 7:00 P.M. It was actually at 6:30 P.M. What do you say to the host? (Pause.)



Point to the man answering the door in the picture.

GRAMMAR	MEANING	APPROPRIATENESS
0 1 2 3	0 1 2 3	0 1 2 3

Examples of a top-score response:

- I am so sorry; I thought dinner was at seven.
- Sorry I am late. I thought we were eating at seven.

Score/ Criterion	0	1	2	3
Grammar	<p>Forgive...</p> <p>Dinner 7:00?</p> <p>Response is too short for examiner to determine grammatical knowledge.</p>	<p>My problem!</p> <p>I come too late, I didn't?</p> <p>Verb tense and tag question used incorrectly.</p> <p>I am so embarrass.</p> <p>Please to forgive me.</p> <p>Word form and infinitive incorrect.</p>	<p>I thought dinner it was at seven.</p> <p>Response repeats subject.</p> <p>Why you already eating?</p> <p>Response omits auxiliary verb.</p>	<p>I am so sorry; I thought dinner was at seven.</p> <p>Response is complete and indicates knowledge of language structure.</p> <p>I'm sorry! Did I get the wrong one?</p> <p>Though meaning is not clear, there are no grammatical errors.</p> <p>I think it's your fault—you told me seven.</p> <p>Though socially inappropriate, there are no grammatical errors.</p>

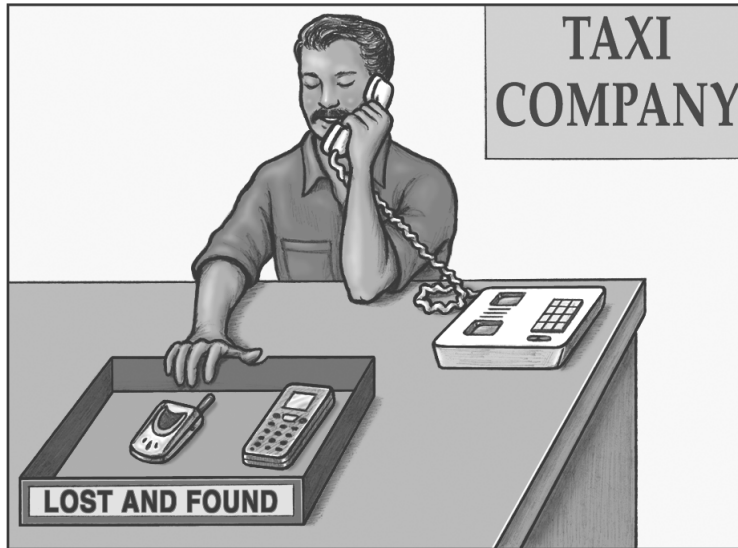


Form A, Level 3, Role-Play: Apology—continued

Score/ Criterion	0	1	2	3
Meaning	<p>I couldn't pass it up!</p> <p>Response is unrelated to the prompt and picture.</p> <p>That's a stunning dinner table!</p> <p>Response is related to the picture, but not to the prompt.</p> <p>All family together. Nice!</p> <p>Response is related, but does not satisfy the prompt and picture.</p>	<p>Time?</p> <p>Response minimally addresses the prompt and would require a comprehension-check question.</p> <p>Sorry! My think was too late. Seven?</p> <p>Word choice is limited and the response is not grammatically well-formed, making its intended meaning unclear.</p>	<p>I'm sorry! Did I get the wrong one?</p> <p>I so sorry. Is six-thirty?</p> <p>Response demonstrates some knowledge of correct vocabulary, but the intended meaning is not entirely clear.</p>	<p>Sorry I am late. I thought we were eating at seven.</p> <p>The intended meaning is clear.</p> <p>Sorry, but I think your fault—you said seven.</p> <p>Though response is abrupt and contains grammatical errors, the intended meaning is clear.</p>

Score/ Criterion	0	1	2	3
Appropriateness	<p>No biggie. Sorry, man.</p> <p>I think it's your fault—you told me seven.</p> <p>Although it is grammatically acceptable and conveys its intended meaning, the response may be rude or offensive.</p>	<p>Whoops. My bad.</p> <p>Sorry.</p> <p>Response is abrupt and may be considered inappropriate.</p>	<p>Oh, I thought seven.</p> <p>Why you already eating?</p> <p>Response does not express apology.</p> <p>Oh, I'm so sorry. I'm so embarrassed. I'm sure I will go now. Good-bye.</p> <p>Response expresses apology, but overcompensates.</p>	<p>Sorry I am late. I thought we were eating at seven.</p> <p>Response is appropriate for the context presented.</p> <p>Oh my goodness! I arrive so late. I think dinner is at seven?</p> <p>I so, so sorry! Is seven?</p> <p>Though it contains errors in grammar, the response is appropriate for the situation presented.</p>

Form A, Level 3, Role-Play: Negotiate Meaning



Point to the man in the picture.

SAY Look at the picture. This is you. You work for a taxi company. A man has called to say he left his cell phone in one of your company's taxis. You have two phones in your "Lost and Found" tray. What do you ask the man? (Pause.)

GRAMMAR	MEANING	APPROPRIATENESS
0 1 2 3	0 1 2 3	0 1 2 3

Examples of a top-score response:

- What color is your phone?
- Can you describe the phone you lost?

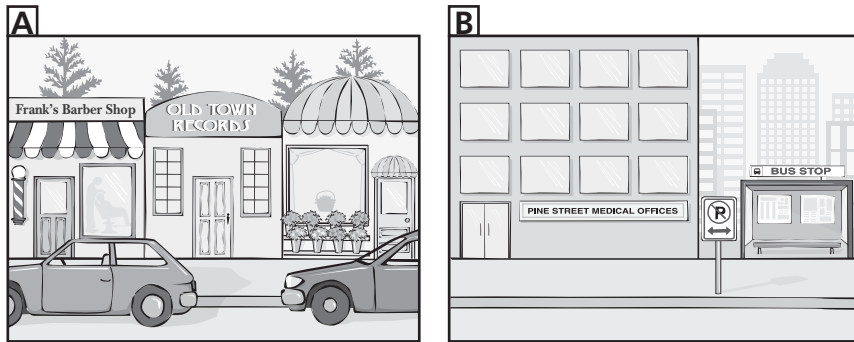
Score/ Criterion	0	1	2	3
Grammar	<p>Describe.</p> <p>Response is too short for examiner to determine grammatical knowledge.</p> <p>The phones ...big... little. Your phone.</p> <p>Response demonstrates no knowledge of basic grammatical structure.</p>	<p>What one?</p> <p>Response omits object.</p> <p>There two here.</p> <p>Response omits verb and question form.</p>	<p>There two cell phones. Please tell me about yours.</p> <p>What color your phone?</p> <p>Response omits verb.</p>	<p>I have two cell phones. Please describe your phone to me.</p> <p>Please tell me what your cell phone looks like.</p> <p>Response is complete and indicates knowledge of language structure.</p> <p>There are no grammatical errors.</p>

**Form A, Level 3, Role-Play: Negotiate Meaning—continued**

Score/ Criterion	0	1	2	3
Meaning	Man with beard. Response is unrelated to the prompt and picture. There is a "Lost and Found." Response is related to the picture, but not to the prompt.	Two cell phones on desk. Response minimally addresses the prompt.	There are two cell phones. Explain me about yours. Response includes some vocabulary appropriate to topic, but intended meaning is not entirely clear.	I have two cell phones here. Please describe yours to me. The response conveys the meaning of the situation described in the item.

Score/ Criterion	0	1	2	3
Appropriate-ness	No talk. You must come here to get. Response may be considered rude or offensive.	Huh? I've got two phones here, man. Tell me about yours. Response contains language that is inappropriate, considering the context presented.	You lost your phone? That sucks. What's it look like? Response is too informal, considering the context presented.	I've got two cell phones here. Would you please describe yours to me? Thank you. Response is appropriate for the context presented.

Form A, Level 4, Description



Point to Picture A.

SAY This was Pine Street 25 years ago. (Pause.)

Point to Picture B.

SAY Now look at Picture B. This is Pine Street today. I will tell you one thing that is different about Pine Street. (Pause.)
 There used to be trees. (Pause.)
 Now YOU will tell me something else that is different about Pine Street. You should use a complete sentence. (Pause.)

GRAMMAR	MEANING
0 1 2 3	0 1 2 3

Examples of a top-score response:

- a) There used to be parking on the street.
- b) Twenty-five years ago, there were small stores here.

Score/ Criterion	0	1	2	3
Grammar	Bigger. Empty. Response is too short for examiner to determine grammatical knowledge.	There is parking twenty-five years before. Response includes errors in tense and time expression. Today, there is many big building. Response includes error in verb agreement and plural markers.	There used to parking on Pine Street. There is parking twenty-five years ago. Response omits "be" or includes error in tense. Long ago, there was small stores on Pine Street. Response includes verb agreement error.	There used to be small stores. Response is complete and without errors in grammar. Today there are no more small stores. Though the response doesn't contain the past tense, there are no errors in grammar.
Meaning	That's like my town. Response is unrelated to the prompt and picture. There were no people. Long ago it was different. Response is related to the picture, but not to the prompt.	No more buildings. Word choice is limited so that meaning is not complete. Twenty-five years ago, stores were stacked on each other. Response minimally addresses the prompt.	No trees. There is medical office. Intended meaning is somewhat clear. Response would require a comprehension-check question (When?).	No trees now. Though there is an error in grammar, the intended meaning is clear. Now there are no small stores. The meaning is clear, even without using the past tense.

Form A, Level 4, Express Opinion: Give Advice



Point to the man in the picture.

SAY This is your friend Gary. He is asking you for advice. He wants to buy some new carpet but he can't decide which kind of carpet to buy. He thinks this shag carpet looks better.

Point to the shag carpet in the picture.

SAY But the short carpet will last longer and is a little cheaper. Which kind of carpet do you think Gary should buy? (Pause.)

If examinee's response is only one or two words, ask, "Why do you think so?"

GRAMMAR	MEANING
0 1 2 3	0 1 2 3

Examples of a top-score response:

- I think Gary should buy the carpet that he thinks looks better because he will be happier if he likes it.
- I think Gary should buy the carpet that will last longer and is cheaper. He can save money.

Score/ Criterion	0	1	2	3
Grammar	<p>Buy it.</p> <p>Decide.</p> <p>Response is too short for examiner to determine grammatical knowledge.</p> <p>Get new tile.</p> <p>Response is related, but does not address the prompt.</p>	<p>Buy shag carpet. He like it many year.</p> <p>Response omits articles and includes error in verb form.</p> <p>Gary should choosing the shag carpet. It will be more good for him.</p> <p>Response includes errors in verb form and adjective form.</p>	<p>He should buying the carpet that looks better now. He will be happy later.</p> <p>Response includes error in verb form.</p> <p>He need to buy the short carpet. It will last a long time.</p> <p>Response includes subject / verb agreement error.</p>	<p>I think Gary should buy the shag carpet because it will be comfortable.</p> <p>Response is complete and indicates knowledge of language structure.</p>
Meaning	<p>He looks worried.</p> <p>Response is not related to prompt.</p> <p>This.</p> <p>Response is incomplete.</p>	<p>Buy a purple. It's nice.</p> <p>Word choice is limited so that meaning is unclear.</p>	<p>Buy the thick carpet. That's mine.</p> <p>Intended meaning is somewhat clear, but would require a comprehension-check question.</p>	<p>He should buy thin one. It is better deal.</p> <p>The intended meaning is clear, even if there are grammatical errors present.</p>

Form A, Level 4, Role-Play: Phone Competency



Point to the woman in the upper portion of the picture.

SAY Look at the picture. This is you. You get a phone call from someone who wants to talk to your supervisor. She is in a meeting.

Put hand up to ear as if holding a phone.

SAY RING. RING. Hello. Can I speak to Mrs. Williams? (Pause.)
What do you say? (Pause.)

GRAMMAR	MEANING	APPROPRIATENESS
0 1 2 3	0 1 2 3	0 1 2 3

Examples of a top-score response:

- I'm sorry. She is in a meeting. Can I take a message?
- She can't talk right now. Do you want to leave a message?

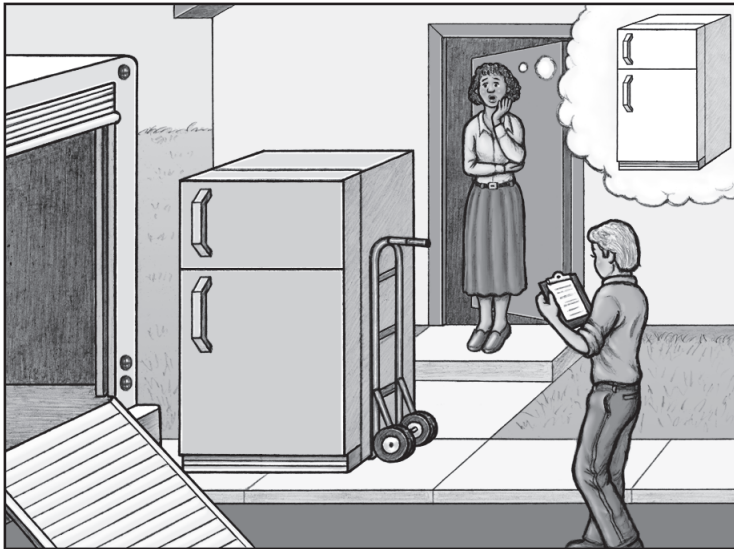
Score/ Criterion	0	1	2	3
Grammar	Meeting. Response is too short for examiner to determine grammatical knowledge. No speak. Response demonstrates no knowledge of basic grammatical structure.	No can speaking to boss. Response omits subject and uses incorrect verb tense or aspect. Supervisor busy now. Response omits verb and necessary function words (e.g., articles, prepositions).	Supervisor is busy. Can call later? Response omits subject pronoun or necessary function words (e.g., articles, prepositions). Supervisor busy now. You call later? Response omits head or auxiliary verb or necessary function words (e.g., articles, prepositions).	She is in a meeting. Can you call later? Response is complete and indicates knowledge of language structure. She is in a meeting right now. Can I take a message? There are no grammatical errors.

**Form A, Level 4, Role-Play: Phone Competency—continued**

Score/ Criterion	0	1	2	3
Meaning	<p>The superman speak to the business-people.</p> <p>Response is unrelated to the prompt and picture.</p> <p>Speak green woman to red phone woman.</p> <p>Response is related to the picture, but not to the prompt.</p>	<p>Supervisor talk phone no.</p> <p>Response minimally addresses the prompt.</p>	<p>The supervisor is meeting. Telephone again.</p> <p>Response includes some vocabulary appropriate to topic, but intended meaning is not entirely clear.</p>	<p>The supervisor is talking to the businessmen. Later she will be free. Leave a message, please.</p> <p>Though the response may be inappropriate given the context presented, the meaning is clear.</p>

Score/ Criterion	0	1	2	3
Appropriateness	<p>Don't bother now. She's busy.</p> <p>Response may be considered rude or offensive.</p>	<p>The boss busy with others. You call back later, OK?</p> <p>Response contains language that is inappropriate, considering the context presented.</p>	<p>Um, my boss is in a meeting. You want to hang on or you want her call ya back?</p> <p>Response is too informal, considering the context presented.</p>	<p>I'm sorry but she is in a meeting at the moment. Would you care to leave a message?</p> <p>She is in a meeting right now and can't come to the phone. Would you like her to call you back?</p> <p>Response is appropriate for the context presented.</p>

Form A, Level 4, Role-Play: Express Dissatisfaction



Point to the woman in the picture.

SAY Look at the picture. This is you. What do you say to the delivery man? (Pause.)

GRAMMAR	MEANING	APPROPRIATENESS
0 1 2 3	0 1 2 3	0 1 2 3

Examples of a top-score response:

- a) Excuse me. I think you brought the wrong refrigerator.
- b) I didn't order that color. Can you return it for me?

Score/ Criterion	0	1	2	3
Grammar	<p>Return. Wrong. White one.</p> <p>Response is too short for examiner to determine grammatical knowledge.</p>	<p>I order white one. I expecting white refrigerator.</p> <p>Response includes an error in verb tense and omits article.</p> <p>Can you bringing back?</p> <p>Response includes an error in verb tense and omits object.</p>	<p>I wanted white refrigerator.</p> <p>Response omits article.</p> <p>You bringing wrong color refrigerator.</p> <p>I order a white one.</p> <p>Can you returning it?</p> <p>Response includes wrong form of verb.</p>	<p>Excuse me. This is not the color I ordered.</p> <p>Response is complete and indicates knowledge of language structure.</p> <p>The color is wrong.</p> <p>I don't want it.</p> <p>Though the response is abrupt, there are no grammatical errors.</p>



Form A, Level 4, Role-Play: Express Dissatisfaction—continued

Score/ Criterion	0	1	2	3
Meaning	White. Response is related to the picture, but not to the prompt. Not me, the fridge. Mine? Not. Response is too confusing to convey meaning.	It's wrong. You're wrong. That's a bad color. Response minimally addresses the prompt.	The refrigerator is wrong. It's not the right one. That's not right. Response demonstrates some knowledge of correct vocabulary, but omission or wrong word choice makes intended meaning unclear.	I don't want this color. Though the response is abrupt, the intended meaning is clear. Wrong color fridge. I expecting white refrigerator, not green. Though the response is not grammatically well-formed, the intended meaning is clear.

Score/ Criterion	0	1	2	3
Appropriateness	Wrong. Return it now. I'm not paying for this. You didn't do it right. I want the white one now! Can't you read? I ordered a white fridge. Response may be considered rude or offensive.	I didn't want this color. Take it back. Response is either too abrupt or direct, or includes language that is inappropriate, considering the context presented.	You should have brought a white refrigerator. You are wrong. Response lacks politeness, given the social situation presented.	Excuse me. I think you brought the wrong refrigerator. Excuse me. I think you made a mistake. I didn't order that color. Can you return it for me? Response is appropriate for the social situation presented.



PART 3 Sample Responses—continued

There are ten distinct item types which appear in all levels (except as noted):

- 1) Quantitative Literacy
- 2) Greetings/Inquiries/Leave-Taking (Only in Levels 1 and 2)
- 3) Phone Competency
- 4) Express Opinion (Only in Levels 2, 3, and 4)
- 5) Instructions/Directions/Location
- 6) Description (Only in Level 4)
- 7) Narrative (Only in Levels 1, 2, and 3)
- 8) Requests/Permission
- 9) Express Dissatisfaction/Apology
- 10) Negotiate Meaning

Owing to the number of items and the four score bands across three criteria, a sample response is not provided for every speaking item and score. Instead, samples of specific responses are given to certain *types of items* in both Forms A and B, at each of the Levels: 1, 2, 3, and 4. Item types are listed in the Form B Sample Response Index, to the right, and the Form A Sample Response Index on page 19.

Note that Quantitative Literacy items are listed only in the Form A Sample Response section.

Form B Sample Response Index

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Form B, Level 1, Narrative: Simple Present Tense

Note that an exemplar response to the first picture in this series was given to the examinee in the simple present tense. Therefore, the top-score response for this item should also be in the simple present tense.



 Point to Larry in the picture.

SAY What does he do next? (Pause.)

GRAMMAR	MEANING
0 1 2 3	0 1 2 3

Examples of a top-score response:

- He watches TV.
- He relaxes on the couch.

Score/ Criterion	0	1	2	3
Grammar	<p>Sit. TV. On couch. Watches.</p> <p>Response is too short for examiner to determine grammatical knowledge.</p>	<p>Looks sports.</p> <p>Response omits subject and preposition, but still demonstrates some mastery of correct form of verb.</p> <p>Larry relax, a couch.</p> <p>Response includes an error in verb conjugation and omits a prepositional phrase.</p>	<p>Larry was watching TV.</p> <p>Response uses a tense or aspect different from the prompt.</p> <p>He sit.</p> <p>Response omits correct verb ending.</p> <p>Watches TV.</p> <p>Response omits subject. Directions are given to use a complete sentence.</p>	<p>He watches TV. He relaxes on the couch.</p> <p>Response is complete and indicates knowledge of language structure.</p> <p>There are no grammatical errors.</p>
Meaning	<p>Tree. Larry have one old TV.</p> <p>Response is related to the picture, but not to the prompt.</p>	<p>He sit. Larry watch.</p> <p>Response minimally addresses the prompt.</p>	<p>Sits on the chair, sees the TV. He doesn't work, sits down, looks the sports.</p> <p>Response includes some vocabulary appropriate to topic, but the meaning is not entirely clear.</p>	<p>He watch the TV. In living room, Larry sitting on couch, watching TV.</p> <p>Though the response is not grammatically well-formed, the meaning is clear.</p>

Form B, Level 1, Role-Play: Phone Competency



- Point to the man holding the cup of coffee in the picture.*
- SAY** Look at the picture. This is you. You want to call and ask for George.
- Examiner puts hand up to ear as if holding a phone.*
- SAY** RING. RING. Hello. (Pause.) What do you say? (Pause.)
- Point to examinee to indicate that he or she should continue the phone call.*

GRAMMAR	MEANING	APPROPRIATENESS
0 1 2 3	0 1 2 3	0 1 2 3

Examples of a top-score response:

- a) Hello. Can I speak to George?
- b) Hello, is George there?

Score/ Criterion	0	1	2	3
Grammar	<p>Talking to.</p> <p>Hello.</p> <p>Response is too short for examiner to determine grammatical knowledge.</p> <p>George?</p> <p>Response demonstrates no knowledge of basic grammatical structure.</p>	<p>Talk George?</p> <p>Response omits subject and necessary function words (e.g., articles, prepositions).</p> <p>Hello, George?</p> <p>Response omits verb and adverb, and shows only basic knowledge of grammatical conventions.</p>	<p>Want George now, please.</p> <p>Response omits subject pronoun.</p> <p>Hello, you George?</p> <p>Response omits the verb.</p> <p>Hello, is there George?</p> <p>Response includes incorrect word order.</p>	<p>Hello. Can I speak to George?</p> <p>Response is complete and indicates knowledge of language structure.</p> <p>George? Is that you?</p> <p>Get George on the line.</p> <p>Hi, I need George.</p> <p>There are no grammatical errors.</p>

**Form B, Level 1, Role-Play: Phone Competency—continued**

Score/ Criterion	0	1	2	3
Meaning	Ask. Response is unrelated to the prompt and picture. You work on the computer? Response is related to the picture, but not to the prompt. Hello. Response is unrelated to the prompt (fails to ask for George).	George? Talk George? Response minimally addresses the prompt. Hi, you help me, George? Response would require a request for clarification from the listener.	Hello, George? Is there a George? Response includes some vocabulary appropriate to topic, but intended meaning is not entirely clear.	Hello. Is George available? The meaning is clear. Hi, I need George. Though the response may be too direct, the meaning is clear.

Score/ Criterion	0	1	2	3
Appropriateness	Get George on the line. Aren't you George? Response may be considered rude or offensive.	Hello, George? Hi. I need George. Response is too direct/ abrupt.	Hello, could you hook me up with George? Response is too informal, considering the context presented. Is George there? Response demonstrates an awareness of phrases appropriate for the context. However, it lacks a greeting and is therefore somewhat too direct.	Hello. May I speak with George? Good morning. Is George there, please? Response is appropriate for the context presented.

Form B, Level 1, Role-Play: Express Dissatisfaction



Point to the man in the picture.

SAY Look at the picture. This is you. You asked for an orange juice, but the woman gave you a cola instead. What do you say to the woman? (Pause.)

GRAMMAR	MEANING	APPROPRIATENESS
0 1 2 3	0 1 2 3	0 1 2 3

Examples of a top-score response:

- Excuse me. I ordered orange juice, not cola.
- I'm sorry. This is cola. I asked for orange juice.

Score/ Criterion	0	1	2	3
Grammar	<p>Return. Wrong. Cola.</p> <p>Response is too short for examiner to determine grammatical knowledge.</p>	<p>This is not what I ask. I take juice. I expecting to orange juice.</p> <p>Response includes an error in verb tense and preposition. Can you taking back?</p> <p>Response includes an error in verb tense and omits object.</p>	<p>Want juice. Response omits subject. You gived wrong drink to me. I order orange juice.</p> <p>Response includes wrong form of verb.</p>	<p>Excuse me. This is cola. I want orange juice.</p> <p>Response is complete and indicates knowledge of language structure. Ugh. Juice, not cola. Juice. I hate cola.</p> <p>Though the response is abrupt, there are no grammatical errors.</p>



Form B, Level 1, Role-Play: Express Dissatisfaction—continued

Score/ Criterion	0	1	2	3
Meaning	<p>Please, one hot dog.</p> <p>Response is related to the picture, but not to the prompt.</p> <p>For juice? For soda?</p> <p>Response is too confusing to convey meaning.</p>	<p>This bad.</p> <p>I hate cola.</p> <p>This wrong.</p> <p>Response minimally addresses the prompt.</p>	<p>This is not what I ask. I take juice.</p> <p>I want juice. This same-same?</p> <p>Response demonstrates some knowledge of correct vocabulary, but omission or wrong word choice makes intended meaning unclear.</p>	<p>I don't want cola. Juice please.</p> <p>Though the response is abrupt, the intended meaning is clear.</p> <p>This wrong drink.</p> <p>I expecting to orange juice, not cola.</p> <p>Though the response is not grammatically well-formed, the intended meaning is clear.</p>

Score/ Criterion	0	1	2	3
Appropriate- ness	<p>Ugh. Juice, not cola. Juice.</p> <p>Lady. This bad. Take this. Give me my orange juice.</p> <p>Response may be considered rude or offensive.</p>	<p>I hate cola.</p> <p>Take this back.</p> <p>This is not what I ask. Give me juice.</p> <p>Response is either too abrupt or direct, or includes language that is inappropriate, considering the context presented.</p>	<p>You should give me the juice.</p> <p>You made a mistake.</p> <p>Response lacks politeness, given the social situation presented.</p>	<p>I'm sorry. This is cola. I asked for orange juice.</p> <p>Excuse me. I think you made a mistake.</p> <p>Response is appropriate for the social situation presented.</p>

Form B, Level 1, Role-Play: Negotiate Meaning



Point to the woman in the picture.

SAY Look at the picture. This is you. You receive a call from a customer. He says his name is Neil Jensen. You are not sure of the spelling. What do you ask? (Pause.)

GRAMMAR	MEANING	APPROPRIATENESS
0 1 2 3	0 1 2 3	0 1 2 3

Examples of a top-score response:

- a) Excuse me. How do you spell that?
- b) How do you spell your name?

Score/ Criterion	0	1	2	3
Grammar	<p>How?</p> <p>Response is too short for examiner to determine grammatical knowledge.</p> <p>Spelling?</p> <p>The spell?</p> <p>Response demonstrates no knowledge of basic grammatical structure.</p>	<p>How to spell name?</p> <p>How spelling that?</p> <p>Response shows only basic knowledge of grammatical conventions.</p>	<p>How you spell the name?</p> <p>Response omits auxiliary verb.</p> <p>What is the spell?</p> <p>Response uses incorrect form of object.</p>	<p>Excuse me. How do you spell that?</p> <p>Response is complete and indicates knowledge of language structure.</p> <p>And how do you write your name with the letters?</p> <p>Spell the name.</p> <p>The response is grammatically accurate.</p>

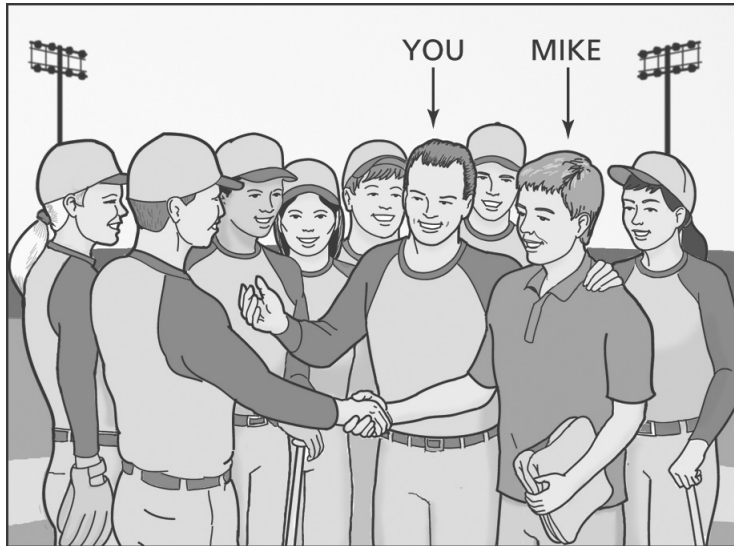


Form B, Level 1, Role-Play: Negotiate Meaning—continued

Score/ Criterion	0	1	2	3
Meaning	<p>You are sure of the spelling?</p> <p>Response is unrelated to the prompt.</p> <p>Are you having a nice day?</p> <p>She writes the name.</p> <p>Response is related to the picture, but not to the prompt.</p>	<p>How spell?</p> <p>Word choice is so limited that the response would require a request for clarification from the listener.</p>	<p>What is the spell?</p> <p>How to spell name?</p> <p>Response includes some vocabulary appropriate to topic, but intended meaning is not entirely clear.</p>	<p>How do you spell your name?</p> <p>Is it J-E-N-S-O-N?</p> <p>The intended meaning is clear.</p>

Score/ Criterion	0	1	2	3
Appropriateness	<p>I don't read the mind. How to spell the name?</p> <p>Huh? You spell it.</p> <p>Response may be considered rude or offensive.</p>	<p>I am so, so sorry, sir. I am not good speller. This my fault. Please, I ask you a favor. How do you spell the name? Thank you, so, so sorry.</p> <p>Response contains language that is overly apologetic and thus inappropriate, considering the context presented.</p> <p>Spell it for me.</p> <p>Response is too direct.</p>	<p>Spell the name?</p> <p>I don't get you. Can you spell your name?</p> <p>Response is too informal, considering the context presented.</p>	<p>Excuse me. How do you spell that?</p> <p>Could you please spell your name?</p> <p>Response is appropriate for the context presented.</p>

Form B, Level 2, Role-Play: Introductions



Point to the man labeled "YOU" in the picture.

SAY Look at the picture. This is you. How do you introduce a new member to your group? (Pause.)

GRAMMAR	MEANING	APPROPRIATENESS
0 1 2 3	0 1 2 3	0 1 2 3

Examples of a top-score response:

- a) This is Mike, our new player.
- b) I'd like you to meet our new team member.

Score/ Criterion	0	1	2	3
Grammar	<p>Mike.</p> <p>Response is too short for examiner to determine grammatical knowledge.</p> <p>Happy meet.</p> <p>Response demonstrates no knowledge of basic grammatical structure.</p>	<p>This Mike.</p> <p>Is Mike...</p> <p>You meet...</p> <p>Response shows only basic knowledge of grammatical conventions.</p>	<p>This Mike, our new player.</p> <p>George, to meet Mike. Mike, to meet George.</p> <p>Response uses incorrect conjugation or omits verb.</p> <p>Meet Mike, he is nice player.</p> <p>Response omits article.</p> <p>Team, this our new member.</p> <p>Response omits verb.</p>	<p>This is Mike, our new player.</p> <p>Response is complete and indicates knowledge of language structure.</p> <p>Hey, everyone, meet Mike.</p> <p>Though short, the response is grammatically accurate.</p> <p>You're very pleased to meet Mike, our new player.</p> <p>Though expression is inappropriate, response is grammatical.</p>



Form B, Level 2, Role-Play: Introductions—continued

Score/ Criterion	0	1	2	3
Meaning	Green shirt. Response is unrelated to the prompt and picture. These is nine baseball player. Response is related to the picture, but not to the prompt.	Mike. Meet he. Mike, this George. George out in left field. Response minimally addresses the prompt.	You're very pleased to meet Mike, our new player. Everyone, introduce to Mike. Response includes some vocabulary appropriate to topic, but intended meaning is not entirely clear.	Say hi to Mike, our new player. Meet Mike. He is nice player. The intended meaning is clear.

Score/ Criterion	0	1	2	3
Appropriateness	This is Mike. He plays ball but not so good. Response may be considered rude or offensive.	Mike, George. Let's play. Response is either too abrupt or direct, or includes language that is inappropriate, considering the context.	Hello, sir, please meet Mr. Mike. Response contains language that is overly formal, considering the context presented.	I'd like you to meet our new team member. Hey, everyone, meet Mike. Response is appropriate for the context presented.

Form B, Level 2, Role-Play: Express Opinion



Point to the man with the bag on his lap in the picture.

SAY Look at the picture. This is you. You are at an interview for a job at a copy store. The man asks if you prefer to work in the back making copies, or at the front counter with the customers. What do you say? (Pause.)

GRAMMAR	MEANING	APPROPRIATENESS
0 1 2 3	0 1 2 3	0 1 2 3

Examples of a top-score response:

- a) I prefer working out front with the customers.
- b) I like working in the back better.

Score/ Criterion	0	1	2	3
Grammar	<p>Copies.</p> <p>Response is too short for the examiner to determine grammatical knowledge.</p> <p>Prefer.</p> <p>Response is related, but does not address the prompt.</p> <p>No.</p> <p>Response does not satisfy the prompt.</p>	<p>Liking front.</p> <p>Response omits articles and includes error in verb form.</p> <p>Thank you, like better front with customers.</p> <p>Response demonstrates only basic knowledge of grammatical conventions.</p>	<p>I like work with the customers.</p> <p>Response omits infinitive marker "to."</p> <p>In the back making copies what I like.</p> <p>Response omits verb.</p>	<p>I prefer working out front with the customers.</p> <p>In the back making copies, please.</p> <p>Response is complete and indicates knowledge of language structure.</p>

**Form B, Level 2, Role-Play: Express Opinion—continued**

Score/ Criterion	0	1	2	3
Meaning	Coffees. Response is not related to prompt or picture. No. Yes, please. Response is incomplete.	Better is do the copies with the customers. Word choice is limited so that meaning is unclear. I'm good at everything. Response would require a clarification question from the listener.	The customers, please. The back is alone. Back? Front? I'm good there. Intended meaning is somewhat clear, but would require a comprehension-check question.	I like work with the customers. Thank you, like much better front counter with customers. The intended meaning is clear, even if there are grammatical errors present.

Score/ Criterion	0	1	2	3
Appropriateness	I hate customers. Put me in the back. You gotta let me work at the front! Response may be considered rude or offensive.	Give me the job in back, maybe. Response is either too abrupt or direct, or includes language that is inappropriate, considering the context.	Dude, I'm great with people. Put me up front! Response is too informal, considering the context presented. I'm good at everything. You tell me what to do. Response lacks certain higher-level forms of address.	In the back making copies, please. I like work with the customers. Response is appropriate for the context presented.

Form B, Level 2, Role-Play: Request Information



Point to the woman in the picture.

SAY Look at the picture. This is you. You need to pay for the stamps, but you don't know the price. What do you ask the man?
(Pause.)

GRAMMAR	MEANING	APPROPRIATENESS
0 1 2 3	0 1 2 3	0 1 2 3

Examples of a top-score response:

- a) How much are they?
- b) How much do the stamps cost?

Score/ Criterion	0	1	2	3
Grammar	Stamps? Give me? Price? Response is too short for examiner to determine grammatical knowledge.	How much stamps? Response omits verb and definite article. Please tell how much pay for stamps. Tell price me. Response shows only basic knowledge of grammatical structure.	How much the stamps cost? Response omits auxiliary. What is price for stamps? Response omits definite article.	You forgot to tell me how much they are. Though response could be considered inappropriate, it indicates knowledge of language structure. How much are they? There are no grammatical errors.

**Form B, Level 2, Role-Play: Request Information—continued**

Score/ Criterion	0	1	2	3
Meaning	The man is selling stamps. Response is related to the picture, but not to the prompt. Letters? Response does not address the prompt.	How much stamps? Don't know the price. Response minimally addresses the prompt and is unclear.	Can you say price of stamps? Response includes wrong verb; thus, intended meaning is unclear. Cost how much? Tell price me. Response includes some vocabulary appropriate to topic, but intended meaning is not entirely clear.	Please tell me how much I pay for stamps. Though the response may contain grammatical errors, the meaning is clear.

Score/ Criterion	0	1	2	3
Appropriateness	Are you going to tell me how much they are? Gimme the price. Response may be considered rude or offensive.	You forgot to tell me how much they are. Response contains language that is inappropriate, considering the context presented (more of a command than a request). Tell price me. Response is too direct or abrupt.	Stamps... you tell me how much for two? Response lacks modals for politeness. Will tell me the cost? Response omits subject, making response less polite.	Could you tell me the total cost, please? How much are they? Response is appropriate for the context presented.

Form B, Level 2, Role-Play: Express Dissatisfaction



Point to the woman with the glasses in the picture.

SAY Look at the picture. This is you. You should get ten dollars and fifty cents in change. But the woman gives you only FIVE dollars and fifty cents. What do you say? (Pause.)

GRAMMAR	MEANING	APPROPRIATENESS
0 1 2 3	0 1 2 3	0 1 2 3

Examples of a top-score response:

- a) I think you gave me the wrong change.
- b) Excuse me. That change is not right.

Score/ Criterion	0	1	2	3
Grammar	<p>Wrong. Ten.</p> <p>Response is too short for examiner to determine grammatical knowledge.</p>	<p>Sorry, this wrong change.</p> <p>Response omits verb and article.</p> <p>You give me five. But I get ten?</p> <p>Response includes an error in verb tense and omits modal.</p>	<p>Gave me the wrong change.</p> <p>Response omits subject.</p> <p>Excuse me, I think you have give me the wrong change.</p> <p>Response includes wrong form of verb.</p>	<p>I think you gave me the wrong change.</p> <p>Response is complete and indicates knowledge of language structure.</p> <p>You cannot add? I should get ten dollars, not five.</p> <p>Though the response is rude, there are no grammatical errors.</p>

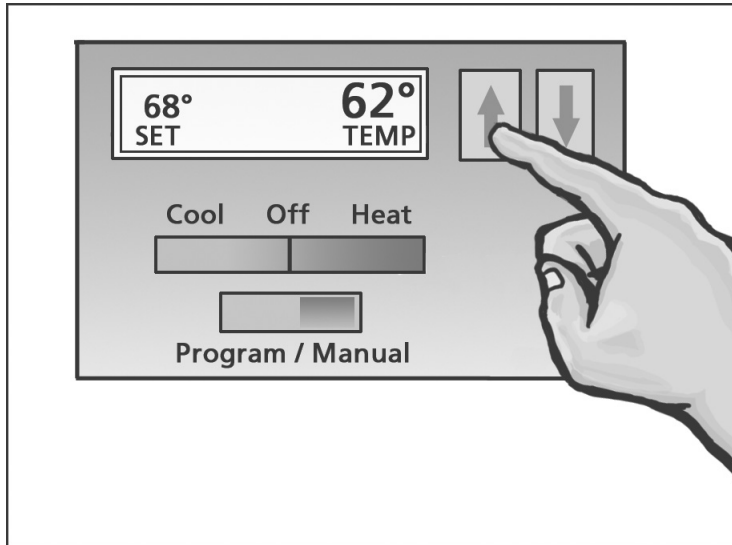
Form B, Level 2, Role-Play: Express Dissatisfaction—continued

Score/ Criterion	0	1	2	3
Meaning	<p>That a five dollars.</p> <p>Response is related to the picture, but not to the prompt.</p> <p>Five? Ten?</p> <p>Response is too confusing to convey meaning.</p>	<p>This bad.</p> <p>Wrong money.</p> <p>Response minimally addresses the prompt.</p>	<p>This is not the right money. You should give ten.</p> <p>Sorry, I think change is not very good.</p> <p>Response demonstrates some knowledge of correct vocabulary, but omission or wrong word choice makes intended meaning unclear.</p>	<p>You cannot add? I should get ten dollars, not five.</p> <p>Though the response is rude, the intended meaning is clear.</p> <p>This wrong change.</p> <p>Though the response is not grammatically well-formed, the intended meaning is clear.</p>

Score/ Criterion	0	1	2	3
Appropriateness	<p>You cannot add? I should get ten dollars, not five.</p> <p>Lady, that's wrong.</p> <p>Response may be considered rude or offensive.</p>	<p>Wrong money.</p> <p>Hey, that's highway robbery. I get ten, not five, yes?</p> <p>Response is either too abrupt or direct, or includes language that is inappropriate, considering the context presented.</p>	<p>You gave me five, not ten.</p> <p>You made a mistake.</p> <p>Response lacks politeness, given the social situation presented.</p>	<p>Excuse me. I think you have given me the wrong change.</p> <p>I think there's a mistake with my change.</p> <p>Response is appropriate for the social situation presented.</p>



Form B, Level 3, Instructions: Adjust Thermostat



Point to the arrow in the picture.

SAY What should you do next? (Pause.)

GRAMMAR	MEANING
0 1 2 3	0 1 2 3

Examples of a top-score response:

- Use the arrow to move the temperature setting to sixty-eight degrees.
- Adjust the temperature to sixty-eight with the arrow.

Score/ Criterion	0	1	2	3
Grammar	<p>Push up.</p> <p>Sixty-eight set.</p> <p>Arrow.</p> <p>Response is too short for examiner to determine grammatical knowledge.</p>	<p>Push arrow set temperature sixty-eight, temp.</p> <p>Pushing arrow up at sixty-eight.</p> <p>Response demonstrates only basic knowledge of grammatical conventions.</p>	<p>Push arrow to up the temperature.</p> <p>Move temperature at sixty-eight degrees.</p> <p>Response includes a misuse of a preposition.</p>	<p>Push the arrow to set the temperature at sixty-eight degrees.</p> <p>Use the "up" arrow to increase the temperature.</p> <p>Response is complete and indicates knowledge of language structure.</p>
Meaning	<p>He points to arrow.</p> <p>Response is related to the picture, but not to the prompt.</p> <p>Move up the finger.</p> <p>Response is related, but does not satisfy prompt and picture.</p>	<p>Set up the temperature.</p> <p>Response uses limited vocabulary appropriate to the topic.</p> <p>Push up the arrow.</p> <p>Response conveys an unclear or incomplete response.</p>	<p>Move temperature at sixty-eight degrees.</p> <p>Response demonstrates some knowledge of correct vocabulary. Errors in word choice interfere with clear expression of meaning.</p>	<p>Push arrow to increase temperature.</p> <p>Though there is an error in grammar, the meaning is clear.</p>

Form B, Level 3, Role-Play: Phone Competency



Point to the man sitting at his desk in the picture.

SAY Look at the picture. This is you. A colleague calls you. However, you are waiting for an important phone call from your boss. What do you say to your colleague? (Pause.)

GRAMMAR	MEANING	APPROPRIATENESS
0 1 2 3	0 1 2 3	0 1 2 3

Examples of a top-score response:

- I'm sorry. I can't talk right now. Can I call you back later?
- Thanks for calling. I have to call you back because I'm very busy right now.

Score/ Criterion	0	1	2	3
Grammar	<p>Hello, waiting call.</p> <p>Sorry. Boss call.</p> <p>Response is too short for examiner to determine grammatical knowledge.</p>	<p>Call you again soon.</p> <p>Response omits subject and auxiliary verb.</p> <p>I'm sorry! Can talk to you back?</p> <p>Response uses incorrect verb and omits subject.</p>	<p>I have another call. I call you back later.</p> <p>Response omits auxiliary verb.</p> <p>I need hang up now. I'm busy.</p> <p>Response omits infinitive "to."</p>	<p>Can I call you back? I need to take another call.</p> <p>Response is complete and indicates knowledge of language structure.</p> <p>Sorry, I'll call you again.</p> <p>Though meaning is not clear, there are no grammatical errors.</p>

**Form B, Level 3, Role-Play: Phone Competency—continued**

Score/ Criterion	0	1	2	3
Meaning	<p>The boss will speak to him.</p> <p>Response is unrelated to the prompt.</p> <p>Waiting for important phone call.</p> <p>Response is related, but does not satisfy prompt and picture.</p>	<p>You call back?</p> <p>Response minimally addresses the prompt and would require a comprehension-check question.</p> <p>Important call, so again I am call.</p> <p>Word choice is limited and the response is not grammatically well-formed, hindering comprehension.</p>	<p>Sorry, I'll call you again.</p> <p>There's another call.</p> <p>Response demonstrates some knowledge of correct vocabulary, but the intended meaning is not entirely clear.</p> <p>I'm sorry. Can I talk back to you?</p> <p>Response includes wrong verb and would require clarification.</p>	<p>Can I call you back? I need to take another call.</p> <p>The intended meaning is clear.</p> <p>Wait! Boss will call. I need call you back later.</p> <p>Though response is abrupt and contains grammatical errors, the intended meaning is clear.</p>

Score/ Criterion	0	1	2	3
Appropriateness	<p>Get off the phone—an important person is calling.</p> <p>Although it is grammatically acceptable and conveys its intended meaning, the response may be rude or offensive.</p>	<p>Hey, I gotta go. Bye.</p> <p>Response is abrupt and may be considered inappropriate.</p>	<p>I need to call you back.</p> <p>I'll talk to you later.</p> <p>Response lacks a polite apology, request, or reason for refusing the call.</p>	<p>Can I call you back? I need to take another call.</p> <p>Response is appropriate for the context presented.</p> <p>Oh, I sorry, I need calling you back after I talking my boss. OK?</p> <p>Though it contains errors in grammar, the response is appropriate for the situation presented.</p>

Form B, Level 3, Role-Play: Request Permission



Point to the man in the picture.

SAY Look at the picture. This is you. You want to use the phone at the front desk. What do you ask the woman? (Pause.)

GRAMMAR	MEANING	APPROPRIATENESS
0 1 2 3	0 1 2 3	0 1 2 3

Examples of a top-score response:

- a) Excuse me. Can I use this phone?
- b) Could I use the phone, please?

Score/ Criterion	0	1	2	3
Grammar	<p>The phone?</p> <p>Response is too short for examiner to determine grammatical knowledge.</p> <p>Phone... I need... please.</p> <p>Response demonstrates no knowledge of basic grammatical structure.</p>	<p>Excuse, I use phone?</p> <p>Response omits two or more words and is not in question format.</p>	<p>Can I using your phone?</p> <p>Response includes incorrect form of verb.</p> <p>Excuse me, may I use phone?</p> <p>Response omits the article or pronoun.</p>	<p>Can I use your phone, please?</p> <p>Response is complete and indicates knowledge of language structure.</p> <p>I've got to use that phone.</p> <p>Though response is abrupt, there are no grammatical errors.</p>



Form B, Level 3, Role-Play: Request Permission—continued

Score/ Criterion	0	1	2	3
Meaning	<p>He walking in office.</p> <p>Response is unrelated to the prompt and picture.</p> <p>He is going to use the phone.</p> <p>Response is related to the picture, but not to the prompt.</p>	<p>A phone, please.</p> <p>Response minimally addresses the prompt and would require a comprehension-check question.</p> <p>Pardon, you have a telephone?</p> <p>Word choice is limited and the response is incomplete, making its intended meaning unclear.</p>	<p>Excuse me. Is this phone OK?</p> <p>I need to take a phone call, please.</p> <p>Response demonstrates some knowledge of correct vocabulary, but the intended meaning is not entirely clear.</p>	<p>Can I use your phone, please?</p> <p>The intended meaning is clear.</p> <p>Excuse, I must to use this telephone, please.</p> <p>Though response is abrupt and contains grammatical errors, the intended meaning is clear.</p>

Score/ Criterion	0	1	2	3
Appropriateness	<p>Give me that phone!</p> <p>Lady, let me use the phone.</p> <p>Response may be considered rude or offensive.</p>	<p>I gotta use that phone quick.</p> <p>Response is abrupt and may be considered inappropriate.</p> <p>I'm a guest, so I'll use the phone.</p> <p>Response includes language that may be considered inappropriate.</p>	<p>Hi, I'm going to use your phone, OK?</p> <p>Your phone is OK to use, right?</p> <p>Response is too informal, considering the context presented.</p>	<p>Excuse me. I'd like to use this telephone.</p> <p>Could I borrow your phone for a minute?</p> <p>Response is appropriate for the context presented.</p>

Form B, Level 3, Role-Play: Express Dissatisfaction



Point to the woman in the picture.

SAY Look at the picture. This is you. It is your job to monitor the computer use in the library. What do you say to the man eating the hamburger? (Pause.)

GRAMMAR	MEANING	APPROPRIATENESS
0 1 2 3	0 1 2 3	0 1 2 3

Examples of a top-score response:

- Excuse me. No food or drink is allowed in the library.
- Excuse me, sir. You'll need to take your hamburger and drink outside.

Score/ Criterion	0	1	2	3
Grammar	<p>No, outside.</p> <p>Response is too short for examiner to determine grammatical knowledge.</p> <p>Please... hamburger go out...no library.</p> <p>Response demonstrates no knowledge of basic grammatical structure.</p>	<p>I sorry, food eat in library, no.</p> <p>Response demonstrates only basic knowledge of grammatical conventions.</p>	<p>Pardon me, your food is no allowed in the library.</p> <p>Response includes error in negative structure.</p> <p>I'm sorry, the hamburger must go out of the library.</p> <p>Response refers to the object as the subject.</p>	<p>Excuse me, sir. Can you please finish your food and drink outside?</p> <p>Response is complete and indicates knowledge of language structure.</p> <p>I'm sorry, you have to do that outside.</p> <p>Though meaning is not clear, there are no grammatical errors.</p>

Form B, Level 3, Role-Play: Express Dissatisfaction—continued

Score/ Criterion	0	1	2	3
Meaning	<p>She say is good hamburger? I like the cheeseburger.</p> <p>Response is related to the picture, but not to the prompt.</p> <p>You use the computer in the library, so you eat the hamburger.</p> <p>Response is too confusing to convey meaning.</p>	<p>Not allowed, please.</p> <p>Response minimally addresses the prompt.</p> <p>So sorry, you should go out to finish.</p> <p>Response would require a request for clarification from the listener.</p>	<p>Excuse me. Food is no good in the library.</p> <p>Sorry, food goes out the doors.</p> <p>Response demonstrates some knowledge of correct vocabulary, but the intended meaning is not entirely clear.</p>	<p>I'm sorry, you'll have to finish your food outside.</p> <p>The intended meaning is clear.</p> <p>Take foods outside, please.</p> <p>Though response is abrupt and contains grammatical errors, the intended meaning is clear.</p>

Score/ Criterion	0	1	2	3
Appropriateness	<p>Go out! You will spoil the computer.</p> <p>Did you see that sign? What does it say?</p> <p>Response may be considered rude or offensive.</p>	<p>You need to get this food out of here.</p> <p>Take the food outside.</p> <p>Response is abrupt and may be considered inappropriate.</p>	<p>You need to remove your food and drink.</p> <p>No food or drink is allowed in the library.</p> <p>Response demonstrates an awareness of phrases appropriate for the context, but lacks politeness or higher-level forms of address (as in "Sir" or "Excuse me").</p>	<p>Excuse me, sir. Can you please finish your food and drink outside?</p> <p>I'm sorry. Please take your food and drink outside the library.</p> <p>Response is appropriate for the context presented.</p>



Form B, Level 4, Instructions: Pay for Your Food



Point to the woman in the car in the picture.

SAY What do you do next? (Pause.)

GRAMMAR	MEANING
0 1 2 3	0 1 2 3

Examples of a top-score response:

- Pay the cashier for the food you ordered.
- Pay for your food at the window.

Score/ Criterion	0	1	2	3
Grammar	<p>Pick up. Food. Drive.</p> <p>Response is too short for examiner to determine grammatical knowledge.</p>	<p>Goes to the window get the food.</p> <p>Response includes wrong form of imperative and omits infinitive marker.</p> <p>After drive to cashier, pay for food.</p> <p>Response includes wrong object of the preposition and omits article.</p>	<p>Driving to the window and paying for your food.</p> <p>Response includes an error in the aspect of the verb.</p> <p>Pay the food at the window.</p> <p>Response omits preposition.</p>	<p>Pay for the food you ordered.</p> <p>Response is complete and indicates knowledge of language structure.</p> <p>Pay the cash worker for the food.</p> <p>Though the meaning is not entirely clear, there are no grammatical errors.</p>
Meaning	<p>Blond hair. Drive away and enjoy your food.</p> <p>Response is related to the picture, but not to the prompt.</p>	<p>Pay food. Drive to window.</p> <p>Response minimally addresses the prompt.</p>	<p>Pay the cash worker for the food. Pay up for the food to cashier.</p> <p>Response includes some vocabulary appropriate to topic, but the meaning is not entirely clear.</p>	<p>Drive to the window and pay for your food.</p> <p>The meaning is clear.</p> <p>She go to window, pay money, get food.</p> <p>Though the response is not grammatically well-formed, its meaning is clear.</p>

Form B, Level 4, Role-Play: Request Assistance



Point to the man in the picture.

SAY Look at the picture. This is you. You are staying at this hotel. You cannot get into your room. What do you ask the front desk agent? (Pause.)

GRAMMAR	MEANING	APPROPRIATENESS
0 1 2 3	0 1 2 3	0 1 2 3

Examples of a top-score response:

- a) Can you help me? I can't get into my room.
- b) Could I get a new key for my room? My key doesn't work.

Score/ Criterion	0	1	2	3
Grammar	<p>Locked.</p> <p>Response is too short for examiner to determine grammatical knowledge.</p> <p>Front desk agent.</p> <p>Response demonstrates no knowledge of basic grammatical structure.</p>	<p>Need to new key for unlock room.</p> <p>Response omits subject and uses function words inappropriately (e.g., articles, prepositions).</p> <p>Excuse me. Key is wrong. New key, I need, to unlock room.</p> <p>Response omits articles and demonstratives and uses incorrect word order.</p>	<p>I'm having trouble to get into my room.</p> <p>Response includes incorrect form of participle.</p> <p>My key isn't work. Could you give me a hand?</p> <p>Response includes incorrect form of verb.</p>	<p>Can you help me? I can't get into my room.</p> <p>Response is complete and indicates knowledge of language structure.</p> <p>Hello, there. About my room. I can't seem to get in.</p> <p>There are no grammatical errors.</p>



Form B, Level 4, Role-Play: Request Assistance—continued

Score/ Criterion	0	1	2	3
Meaning	<p>I would like to buy the plant.</p> <p>Response is unrelated to the prompt and picture.</p> <p>Can you get me a room?</p> <p>Response is related to the picture, but not to the prompt.</p>	<p>Something's wrong. Room is locked.</p> <p>Help now!</p> <p>Response minimally addresses the prompt.</p>	<p>Need to new key for unlock room.</p> <p>Response includes some vocabulary appropriate to topic, but intended meaning is not entirely clear.</p>	<p>Excuse me. Key is wrong. New key, I need, to unlock room.</p> <p>The meaning is clear.</p> <p>I bet you can help me with my room key.</p> <p>Though the response may be inappropriate, given the context presented, the meaning is clear.</p>

Score/ Criterion	0	1	2	3
Appropriate-ness	<p>What is your problem? This key is wrong.</p> <p>Hey. You better help me get into my room.</p> <p>Response may be considered rude or offensive.</p>	<p>Help me now!?</p> <p>Response contains language that is inappropriate, considering the context presented.</p> <p>I need the right key. You gave me the wrong one.</p> <p>Response is too direct and may be considered inappropriate.</p>	<p>What up? I've got a little problem here.</p> <p>You got an extra key for me?</p> <p>Response is too informal, considering the context presented.</p>	<p>Could I get a new key for my room? My key doesn't work.</p> <p>Pardon me, but I can't get into my room.</p> <p>Response is appropriate for the context presented.</p>

Form B, Level 4, Role-Play: Apology



Point to the man holding the can in the picture.

SAY Look at the picture. This is you. You work in a canning factory. Your supervisor asked you to put twenty cans into each carton, but you have been putting twelve cans into each. You now realize your mistake. What do you say to your supervisor? (Pause.)

GRAMMAR	MEANING	APPROPRIATENESS
0 1 2 3	0 1 2 3	0 1 2 3

Examples of a top-score response:

- I'm very sorry, I didn't know how many to put in.
- I'm sorry, but I made a mistake. I only put twelve cans in each carton.

Score/ Criterion	0	1	2	3
Grammar	<p>Mistake. Twelve? Twenty?</p> <p>Response is too short for examiner to determine grammatical knowledge.</p>	<p>I'm very sorry, but I thought twelve cans.</p> <p>Response omits nominal clause (subject, verb).</p> <p>Oops. Should be put in twenty?</p> <p>Response includes an error in verb tense and omits subject.</p>	<p>Twenty cans was supposed to fit in, not twelve?</p> <p>Response uses wrong passive verb form.</p> <p>I been putting twelve cans, not twenty.</p> <p>Response omits auxiliary verb.</p>	<p>I'm very sorry, I didn't know how many to put in.</p> <p>Response is complete and indicates knowledge of language structure.</p> <p>Tell me: twelve or twenty?</p> <p>Though the response is abrupt, there are no grammatical errors.</p>

**Form B, Level 4, Role-Play: Apology—continued**

Score/ Criterion	0	1	2	3
Meaning	<p>They make the bottles.</p> <p>Response is related to the picture, but not to the prompt.</p> <p>These twelve? These twenty?</p> <p>Response is too confusing to convey meaning.</p>	<p>Twelve? Twenty?</p> <p>Response minimally addresses the prompt.</p>	<p>Oops. Should be put in twenty?</p> <p>I'm sorry. I give twelve, not twenty.</p> <p>Response demonstrates some knowledge of correct vocabulary, but omission or wrong word choice makes intended meaning unclear.</p>	<p>Hey, man, did ya say twelve cans per box?</p> <p>Though the response may lack politeness, the intended meaning is clear.</p> <p>Twenty cans was supposed to fit in, not twelve?</p> <p>Though the response is not grammatically well-formed, the intended meaning is clear.</p>

Score/ Criterion	0	1	2	3
Appropriateness	<p>It's my mistake? You should give me better instructions!</p> <p>Response may be considered rude or offensive.</p>	<p>I messed it up. Somebody can fix it.</p> <p>Tell me: twelve or twenty?</p> <p>Response is either too abrupt or direct, or includes language that is inappropriate, considering the context presented.</p>	<p>Hey, man, did ya say twelve cans per box?</p> <p>I think you not say it clear. You say twelve cans?</p> <p>Response lacks politeness, given the social situation presented.</p>	<p>I'm sorry, but I made a mistake. I only put twelve cans in each carton.</p> <p>Uh, oh. Sorry, I think I do something wrong here. You say twelve cans or twenty, please?</p> <p>Response is appropriate for the social situation presented.</p>

Form B, Level 4, Role-Play: Negotiate Meaning



Point to the man sitting at the table in the picture.

SAY Look at the picture. This is you. You see an item on the menu labeled “Hot Noodles.” You know that the word HOT has two different meanings. What do you ask the waiter? (Pause.)

GRAMMAR	MEANING	APPROPRIATENESS
0 1 2 3	0 1 2 3	0 1 2 3

Examples of a top-score response:

- Excuse me. Does this mean the noodles are spicy?
- Does “hot” mean spicy, or just that the noodles are not cold?

Score/ Criterion	0	1	2	3
Grammar	<p>Spicy?</p> <p>Response is too short for examiner to determine grammatical knowledge.</p> <p>What mean?</p> <p>Response demonstrates no knowledge of basic grammatical structure.</p>	<p>Hello, sir, for the hot noodle is spice?</p> <p>Response shows only basic knowledge of grammatical conventions.</p>	<p>Pardon me. These noodles spicy?</p> <p>Response omits verb.</p> <p>What is the mean of this: spicy or not cold?</p> <p>Response uses incorrect form of the noun.</p>	<p>Excuse me. Does this mean the noodles are spicy?</p> <p>Response is complete and indicates knowledge of language structure.</p> <p>Over here. Please. Are these spicy?</p> <p>The response is grammatically accurate.</p>



Form B, Level 4, Role-Play: Negotiate Meaning—continued

Score/ Criterion	0	1	2	3
Meaning	<p>May I have the check, please?</p> <p>Response is unrelated to the prompt and picture.</p> <p>Eating at a restaurant.</p> <p>Response is related to the picture, but not to the prompt.</p>	<p>What does it mean?</p> <p>Can you help me? I don't understand.</p> <p>Response minimally addresses the prompt.</p>	<p>Do you say hot is spicy or hot is noodle is not cold?</p> <p>Does hot mean the temperature or the tasty?</p> <p>Response includes some vocabulary appropriate to topic, but intended meaning is not entirely clear.</p>	<p>All your food too spicy. This must be spicy, right?</p> <p>Excuse me, sir. This meaning is spicy? Or this meaning is not cold?</p> <p>The intended meaning is clear.</p>

Score/ Criterion	0	1	2	3
Appropriateness	<p>All your food is too spicy. This must be spicy, right?</p> <p>Response may be considered rude or offensive.</p>	<p>So, so sorry, sir. Excuse me, please. But, please to tell me, what hot mean? My English is so, so bad. I ask you help. Sorry.</p> <p>Response contains language that is overly apologetic and thus inappropriate, considering the context presented.</p> <p>I don't get it. What do you mean by hot?</p> <p>Response is too direct and may be considered inappropriate.</p>	<p>Over here. Please. Are these spicy?</p> <p>Response is too informal, considering the context presented, although it contains some language for politeness.</p>	<p>Does "hot" mean spicy, or just that the noodles are not cold?</p> <p>Pardon me: These noodles spicy?</p> <p>Response is appropriate for the context presented.</p>



PART 4 Additional Materials

Examiners should use the *Scoring Reference Guide for Speaking* on page 77 as a quick reference during test administration.

The *Speaking Scoring Sheet* on page 78 is to be used for scoring the Speaking test for those examinees who do not use the CompuScan answer sheet. The examiner will need to make one copy of the *Speaking Scoring Sheet* for use with each examinee prior to administering the Speaking test.

Scoring Reference Guide for Speaking

This reference guide is designed to assist you in scoring items during the administration of the Speaking test. This does not serve as a substitute for reading, understanding, and conducting the necessary training outlined in the *Speaking Scoring Guide*.

Rubrics

1) ITEMS 1–3 (Incorrect/Partially Correct/Correct)

Score under “Meaning” on *CompuScan* or *Speaking Scoring Sheet*:

- 0 = Incorrect / No response
- 1 = Partially correct
- 2 = Correct

2) ITEMS 4–8 (Two-Criterion Rubric)

Grammar

- 0 = No response / Response is not related to prompt or picture
- 1 = Two or more types of error in grammar
- 2 = One type of error in grammar
- 3 = No errors in grammar

Meaning

- 0 = No response / Response is not related to prompt or picture
- 1 = Meaning is unclear and requires clarification
- 2 = Meaning is somewhat clear / Some incorrect word choices
- 3 = Meaning is clear even if grammar is not entirely correct

3) ITEMS 9–16 (Three-Criterion Rubric)

Grammar: see above

Meaning: see above

Appropriateness

- 0 = No response / Response is not related to prompt or picture / Response is rude
- 1 = Response is too abrupt or direct, including some inappropriate language
- 2 = Response is somewhat appropriate, but lacks higher-level forms of address
- 3 = Response is socially appropriate

Where to Record Scores

1) **CompuScan Answer Sheet:** Record scores and fill in corresponding circles in the Speaking section.

2) **SCOREZE Answer Sheet:** Record Speaking test scores on the *Speaking Scoring Sheet*. * Transfer Speaking Subtotals to SCOREZE.

3) **Level 1 Test Book:** For examinees who have marked their answers to the Reading, Listening, and Writing tests directly in the test book, record Speaking test scores on the *Speaking Scoring Sheet*. * Transfer Speaking Subtotals to the back of the Level 1 Test Book.

*A master copy of the *Speaking Scoring Sheet* is provided in this guide. Make necessary copies prior to test administration.



Speaking Scoring Sheet

This sheet is to be used by the examiner to mark the Speaking test scores if the examinee does not use the CompuScan answer sheet. Make necessary copies prior to test administration.

EXAMINEE'S NAME	LAST	
	FIRST	
ID NUMBER		
EXAMINER'S NAME	LAST	
	FIRST	
TEST DATE	FORM	LEVEL

DIRECTIONS:

- Fill in all the information in the grid above.
- For each item, write the criterion score(s) on the line(s) provided in the Score columns. Be sure to write a score for each criterion on which the item is assessed.
- When finished scoring the test, sum the scores for each criterion:
 - Add the numbers in the Grammar Score column and place the sum in the "Grammar Subtotal" box below.
 - Add the numbers in the Meaning Score column and place the sum in the "Meaning Subtotal" box below.
 - Add the numbers in the Appropriateness Score column and place the sum in the "Appropriateness Subtotal" box below.
- Transfer each subtotal to the examinee's main answer document, where all other test scores are recorded—either to the SCOREZE answer sheet or to the back of the Level 1 Test Book if the examinee has marked scores directly in the test book (an option only for Level 1).

	Grammar	Score	Meaning	Score	Appropriateness	Score
1			0 1 2			
2			0 1 2			
3			0 1 2			
4	0 1 2 3		0 1 2 3			
5	0 1 2 3		0 1 2 3			
6	0 1 2 3		0 1 2 3			
7	0 1 2 3		0 1 2 3			
8	0 1 2 3		0 1 2 3			
9	0 1 2 3		0 1 2 3		0 1 2 3	
10	0 1 2 3		0 1 2 3		0 1 2 3	
11	0 1 2 3		0 1 2 3		0 1 2 3	
12	0 1 2 3		0 1 2 3		0 1 2 3	
13	0 1 2 3		0 1 2 3		0 1 2 3	
14	0 1 2 3		0 1 2 3		0 1 2 3	
15	0 1 2 3		0 1 2 3		0 1 2 3	
16	0 1 2 3		0 1 2 3		0 1 2 3	
Grammar Subtotal			Meaning Subtotal		Appropriateness Subtotal	

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NOTE: An accurate Speaking Total score cannot be determined by summing the three Speaking subtotals on this scoring sheet. To determine the Speaking Total score, refer to *TABE Complete Language Assessment System—English Scoring Tables*.

