



Washington Language Proficiency Test (WLPT-II)

TRAINING: SCORING THE SPEAKING SUBTEST



Scoring the Speaking Subtest

WORKSHOP OBJECTIVES

- **Describe the Speaking subtest and the different types of speaking items**
- **Identify the primary scoring criteria for each item type**
- **Apply and practice scoring student speaking responses using DVD**



Speaking Individually Administered

SPEAKING OBJECTIVES MEASURED

- **Phonetic and structural accuracy**
- **Informational and social appropriateness**
- **Overall intelligibility and fluency**



Speaking Individually Administered

SIMPLE TO ADMINISTER AND SCORE

- **Approximately 15 minutes per student**
- **Teacher-scored using simple scoring form**



Speaking Subtest Overview

| Item # | Activity | Description of Activity | Max Pts Per Question | Total # of Score Pts |
|-------------------------------------|-----------------------|---|----------------------|----------------------|
| 1-3 | Warm-Up | Simple questions - UNSCORED | 0 | 0 |
| 4-8 | Repeat/ Read Aloud | Student repeats a word, phrase, or sentence from a prompt that is both printed and spoken | 2 | 10 |
| 9-13 | Sentence Completion | Student completes a sentence; the first part of the sentence is both printed and spoken, and a picture suggests how the sentence should be completed. | 2 | 10 |
| 14 | Storytelling | Student tells a story based on three sequenced pictures. | 4 | 4 |
| 15 | Academic Narrative | Student describes the steps for a school-related project based on three sequenced pictures. | 4 | 4 |
| 16-20 | Social Interaction | Student responds to a question or statement that requires a rejoinder. | 2 | 10 |
| Total Number of Score Points | | | | 38 |



Detailed Speaking Rubrics

- **Refer to Detailed Speaking Rubrics handout**
- **Detailed Speaking Rubrics provide in-depth explanation of criteria for each item type**
- **Found in DFA and Speaking/Writing Training Manual**



Repeat/Read Aloud

| Questions 4–8 | REPEAT/READ ALOUD |
|---------------|--|
| Score Point 2 | <ul style="list-style-type: none">• Response shows Good Fluency—accurate pronunciation of individual sounds, natural speech rate, intonation, and rhythm.• Response is linguistically accurate—no or very few minor phonemic/phonetic or grammatical errors. |
| Score Point 1 | <ul style="list-style-type: none">• Response shows Some Fluency—some problems with pronunciation of individual sounds, speech rate, intonation, and rhythm, but these do not cause serious problems in intelligibility.• Response contains several linguistic errors—phonemic/phonetic or grammatical. |
| Score Point 0 | <ul style="list-style-type: none">• Response shows No Fluency or refusal to speak; speaking only in native language; insufficient information to score; or unintelligible. |



Repeat/Read Aloud Rubric Criteria

- **Primary criteria**

- **evaluate fluency— accurate pronunciation with no or very few minor errors**



Sentence Completion

| Questions 9–13 | SENTENCE COMPLETION |
|----------------|---|
| Score Point 2 | <ul style="list-style-type: none">• Good Structure and Precise Vocabulary: response is informationally appropriate to the prompt.• Response is free of linguistic errors—pronunciation or grammatical—or contains a few minor errors. |
| Score Point 1 | <ul style="list-style-type: none">• Some Structure and Some Vocabulary: one or more words may not be precise; response is somewhat informationally appropriate to the prompt.• Response contains a few serious linguistic errors—pronunciation or grammatical—or several minor errors, but is intelligible. |
| Score Point 0 | <ul style="list-style-type: none">• No Structure or Unintelligible: insufficient information to score; refusal to speak; speaking only in native language; only repeating prompt |



Sentence Completion Rubric Criteria

- **Primary criteria**

- **assess good sentence structure (subject/verb agreement, correct verb tense)**
- **assess precise vocabulary used to complete sentence (nouns, verbs, word choice should make sense in relation to picture)**
- **no or very minor errors**



Storytelling

| Question 14 | STORYTELLING |
|---------------|--|
| Score Point 4 | <ul style="list-style-type: none">• Shows High Level of ability to produce a spoken response to a set of three pictures.• Very Few Errors (minor) in pronunciation and grammar; speech includes complex sentence structures; vocabulary is precise and varied, including idiomatic expressions• Errors never distract listeners' attention or cause confusion about meaning.• Speech is well organized; information is plausible and precise and is presented logically and with appropriate transitions. |
| Score Point 3 | <ul style="list-style-type: none">• Shows Ability to produce a spoken response to a set of three pictures.• Some Errors (mostly minor) in pronunciation and grammar; some variety in sentence structure; vocabulary in general is appropriate and varied, perhaps including some use of idiomatic expressions• Errors generally do not distract listeners' attention or cause confusion about meaning.• Speech is generally well organized; information is generally plausible and precise and is presented logically and with appropriate transitions. |



Storytelling (cont.)

| | |
|---------------|--|
| Score Point 2 | <ul style="list-style-type: none">• Shows Some Ability to produce a spoken response to a set of three pictures.• Numerous Errors in pronunciation, grammar, and vocabulary; heavy reliance on simple sentence structures, with almost no use of idiomatic expressions• Errors are often distracting to listeners and cause confusion about meaning.• Speech may be insufficient and present poorly organized or disorganized information; information may be imprecise or inaccurate. |
| Score Point 1 | <ul style="list-style-type: none">• Shows Very Limited ability to respond to a set of three pictures.• Speech contains Very Little Correct pronunciation, grammar, and vocabulary; single words instead of complete thoughts.• Numerous and serious problems distract listeners and cause confusion about meaning; may be incoherent in places.• Amount of speech is minimal; information may be irrelevant or inaccurate. |
| Score Point 0 | <ul style="list-style-type: none">• Too Minimal to score or Unintelligible; refusal to speak; no response; response in a language other than English or only repeating prompt; insufficient information to score |



Storytelling/Academic Narrative Rubric Criteria

- **Primary criteria**
 - **evaluate quantity of the language produced and quality of the language**
 - **evaluate if speech includes complex sentence structures; if vocabulary used is precise and varied**
 - **evaluate if speech is well organized and presented logically with appropriate transitions**
 - **evaluate if minor errors in pronunciation and grammar do not cause confusion about meaning**



Social Interaction

| Questions 15–19 | SOCIAL INTERACTION |
|-----------------|---|
| Score Point 2 | <ul style="list-style-type: none">• Response Appropriate for the prompt; vocabulary is precise.• Response is free of linguistic errors—pronunciation or grammar—or contains one minor error. |
| Score Point 1 | <ul style="list-style-type: none">• Response Somewhat Appropriate for the prompt; one or more words may not be precise.• Response contains one serious or two minor linguistic errors—pronunciation or grammar—but is intelligible. |
| Score Point 0 | <ul style="list-style-type: none">• Response Unintelligible or refusal to speak; speaking only in native language or only repeating prompt; three or more errors; insufficient information to score |



Social Interaction Rubric Criteria

- **Primary Criteria**
 - **evaluate if response is appropriate to the prompt**
 - **evaluate if vocabulary is precise**
 - **no or very minor errors**
 - **Usually not just one way to respond**



Speaking Scoring Form

- **Speaking Scoring Form Handout**
- **Speaking Scoring Form is an abbreviated version of the detailed rubric**
- **Used by the test examiner for scoring student speaking responses**
- **Found in the test/response booklet and Speaking/Writing Training Manual**



Speaking Test Scoring Form

| Repeat/Read Aloud | | | |
|-------------------|----------------------------------|----------------------------------|--------------------------------|
| Question Number | GOOD FLUENCY Score Point 2 | SOME FLUENCY Score Point 1 | NO FLUENCY Score Point 0 |
| 1 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| SCORE POINT | DESCRIPTION |
|-------------|---|
| Score 2 | Good fluency Easy to understand No errors or very minor errors |
| Score 1 | Some fluency Somewhat difficult to understand Several errors |
| Score 0 | No fluency Unintelligible No response Response in a language other than English |



Training DVD

- **View Training DVD**
- **Practice scoring speaking responses on scoring form**



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Thank you!

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