

**California Assessment of Student Performance and Progress**

# Speaking Rubrics for the California Spanish Assessment

October 27, 2023

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## Introduction

Scoring rubrics provide guidance to educators and test administrators who are evaluating student responses. The speaking rubrics for the California Spanish Assessment (CSA) are an essential part of the design of the CSA speaking items. This document contains the speaking rubrics for students in grades three through eight and high school who will be administered the CSA.

### Who can use the speaking rubric for the CSA?

Educators and test administrators will use the speaking rubrics to assign scores to speaking responses for the CSA. Educators may also use the speaking rubrics to assign scores to locally developed assessment responses that students write as part of their schoolwork. In addition, educators, students, and parents/guardians can access the speaking rubrics to better understand the expectations for students who take the CSA.

### What is the purpose of including speaking prompts on the CSA?

The CSA was first designed and created in 2016 as a new computer-based assessment for students in grades three through eight and high school to measure students’ competency in Spanish in reading, writing mechanics, and listening. In the 2024–25 test administration, the CSA will be expanding the assessment to include the speaking domain. The inclusion of the speaking domain along with the full-write essay items will allow the CSA to be used, in part, to achieve the State Seal of Biliteracy, as originally intended (pursuant to California *Education Code* Section 60640[j]). Once operational, the legislature can propose that the CSA be added as an option to meet the requirements of the State Seal of Biliteracy noted under California *Education Code* Section 51460 (a).

As part of the speaking expansion, the State Board of Education adopted the following speaking claim for all grade levels and the high school grade band: “Students can speak Spanish to accurately and convincingly present, describe, and explain ideas for a range of purposes and audiences.”

All items are aligned with the [*California Common Core State Standards en Español*](https://www.sdcoe.net/common-core-espanol/ca-ccss-en-espanol)*,* which is a translated and linguistically augmented version of the *California Common Core State Standards for English Language Arts and Literacy*.

## Rubric Information

The rubric is a holistic rubric. Educators should consider the rubric descriptors for each score and determine, overall, which score best fits each student response, and taking into account appropriate grade-level expectations.

The “Note” section in tables 1, 2, and 3 provides additional considerations for educators as they score student responses. For example, one bullet defines the term “effective language” as including noun and verb phrases using accurate vocabulary. This definition is provided to ensure all educators follow the same approach in scoring. The definition is listed at the top of the rubric because the presence or absence of effective language, according to the definition, is relevant in determining the appropriate score for a response at the given grade level.

The following rubrics are used to score speaking responses at grades three through eight and high school:

* CSA Speaking—Information and Evidence (0–2 Rubric)
* CSA Speaking—Opinions and Arguments (0–2 Rubric)
* CSA Speaking—Stand-Alone Prompts (0–2 Rubric)

## Speaking Rubric—Information and Evidence

In this section, table 1 shows the speaking rubric used for scoring student responses to passage-based prompts eliciting information and evidence.

### Table 1. Speaking Rubric—Information and Evidence

**Note:** An asterisk (\*) indicates the following about effective language:

* Effective language is defined as including noun and verb phrases using accurate vocabulary.
* Minor factual inaccuracies or omissions are acceptable.
* Do not penalize for mispronunciation of any word that does not interfere with meaning (e.g., *pos* versus *pues*, *haiga* versus *haya*).

|  |  |
| --- | --- |
| Score  | Information and Evidence Descriptors  |
| **2**  | **The response appropriately addresses the speaking prompt (i.e., demonstrates understanding, uses information, evidence, and details from the text to support ideas).*** The response is spoken clearly in formal Spanish and includes appropriate and effective language.\*
* Speech is generally smooth and sustained. Errors in pronunciation and intonation may be present, but they do not impede meaning.
* The response includes appropriate evidence and relevant details to support ideas and conclusions.
* Ideas are generally cohesive and connected.
* Grammar and word choice are appropriate.
* Little or no listener effort is required to interpret meaning.
 |
| **1**  | **The response partially addresses the speaking prompt (i.e., demonstrates partial understanding, uses limited information, evidence, and details from the text to support ideas).** * The response is spoken somewhat clearly. The use of Spanish language and formality is not always appropriate or effective.\*
* Speech may be slow, choppy, or halting.
* The response provides partial evidence or support for ideas and conclusions.
* Ideas are not connected in a consistent manner.
* Grammar and word choice are simple or repetitive; errors may impede meaning.
* Some listener effort is required to interpret meaning.
 |
| **0**  | **The response does not address the speaking prompt (i.e. demonstrates a lack of understanding, does not include details from the text to support ideas).*** The response is not relevant or only repeats the prompt.
* The response is in a language other than Spanish.
* The response consists only of “I don’t know” or is completely unintelligible.
* No response is provided.
 |

## Speaking Rubric—Opinions and Arguments

In this section, table 2 shows the speaking rubric used for scoring student responses to passage-based prompts eliciting opinions and arguments.

### Table 2. Speaking Rubric—Opinions and Arguments

**Note:** An asterisk (\*) indicates the following about effective language:

* Effective language is defined as including noun and verb phrases using accurate vocabulary.
* Minor factual inaccuracies or omissions are acceptable.
* Do not penalize for mispronunciation of any word that does not interfere with meaning (e.g., *pos* versus *pues*, *haiga* versus *haya*).

|  |  |
| --- | --- |
| Score  | Opinions and Arguments Descriptors  |
| **2**  | **The response appropriately addresses the speaking prompt (i.e., expresses an opinion, analyzes arguments with sufficient details and support).*** The response is spoken clearly. The use of Spanish language and formality is appropriate or effective. \*
* Speech is generally smooth and sustained. Errors in pronunciation and intonation may be present, but they do not impede meaning.
* The response includes sufficient relevant details to support opinions.
* Ideas are generally cohesive and connected.
* The explanations, examples, and arguments are generally appropriate or sufficient to support conclusions and demonstrate understanding.
* Grammar and word choice are appropriate.
* Little or no listener effort is required to interpret meaning.
 |
| **1**  | **The response partially addresses the speaking prompt (i.e., expresses an opinion with limited support, analyzes arguments with some support).*** The response is spoken somewhat clearly. The use of Spanish language and formality is occasionally inappropriate or ineffective. \*
* Speech may be slow, choppy, or halting.
* The response provides partial details to support opinions.
* Ideas are not connected in a consistent manner.
* Some of the explanations, examples, or arguments are inappropriate or insufficient to support conclusions and demonstrate understanding.
* Grammar and word choice are simple or repetitive; errors may impede meaning.
* Some listener effort is required to interpret meaning.
 |
| **0**  | **The response does not address the speaking prompt (i.e., does not express an opinion or an argument).** * The response is not relevant or only repeats the prompt.
* The response is in a language other than Spanish.
* The response consists only of “I don’t know” or is completely unintelligible.
* No response is provided.
 |

## Speaking Rubric—Stand-Alone Prompts

In this section, table 3 shows the speaking rubric used for scoring student responses to stand-alone prompts. Stand-alone prompts are test questions not associated to a passage.

### Table 3. Speaking Rubric—Stand-Alone Prompts

**Notes:** An asterisk (\*) indicates the following about effective language:

* Effective language is defined as including noun and verb phrases using accurate vocabulary.
* Minor factual inaccuracies or omissions are acceptable.
* Do not penalize for mispronunciation of any word that does not interfere with meaning (e.g., *pos* versus *pues*, *haiga* versus *haya*).

|  |  |
| --- | --- |
| Score  | Stand-Alone Prompts Descriptors  |
| **2**  | **The response appropriately addresses the speaking prompt (i.e., retelling a narrative, describing an experience or activity, expressing an opinion) with sufficient relevant support.** * The response is spoken clearly. The use of Spanish language and formality is appropriate and effective. \*
* Speech is generally smooth and sustained. Errors in pronunciation and intonation may be present, but they do not impede meaning.
* The response provides a generally clear retelling of a narrative or description of an experience relevant to the prompt using appropriate details, examples, or anecdotes.
* Ideas are generally cohesive and connected.
* Grammar and word choice are appropriate. Errors, if present, do not impede meaning.
* Little or no listener effort is required to interpret meaning.
 |
| **1**  | **The response partially addresses the speaking prompt (i.e., retelling a narrative, describing an experience or activity, expressing an opinion) with limited support.*** The response is spoken somewhat clearly. The use of Spanish language and formality is not always appropriate or effective. \*
* Speech may be slow, choppy, or halting.
* The response provides a partial or limited retelling of a narrative or of an experience related to the prompt or conveys little relevant information.
* Ideas are not connected in a consistent manner.
* Grammar and word choice are simple or repetitive; errors may impede meaning. Some listener effort is required to interpret meaning.
 |
| **0**  | **The response does not address the speaking prompt.*** The response is not relevant or only repeats the prompt.
* The response is in a language other than Spanish.
* The response consists only of “I don’t know” or is completely unintelligible.
* No response is provided.
 |