

Table 7: Speaking Rubric of the WIDA Consortium

Task Level	Linguistic Complexity	Vocabulary Usage	Language Control
1 Entering	Single words, set phrases, or chunks of memorized oral language	Highest frequency vocabulary from school setting and content areas	Generally comprehensible and fluent when using memorized language; communication may be significantly impeded when going beyond the highly familiar
2 Emerging	Phrases, short oral sentences	General language related to the content area; groping for vocabulary when going beyond the highly familiar is evident	Generally comprehensible and fluent when using simple discourse; communication may be impeded by groping for language structures or by phonological, syntactic, or semantic errors when going beyond phrases and short, simple sentences
3 Developing	Simple and expanded oral sentences; responses show emerging complexity used to add detail	General and some specific language related to the content area; may grope for needed vocabulary at times	Generally comprehensible and fluent when communicating in sentences; communication may from time to time be impeded by groping for language structures or by phonological, syntactic, or semantic errors, especially when attempting more complex oral discourse
4 Expanding	A variety of oral sentence lengths of varying linguistic complexity; responses show emerging cohesion used to provide detail and clarity	Specific and some technical language related to the content area; groping for needed vocabulary may be occasionally evident	Generally comprehensible and fluent at all times, though phonological, syntactic, or semantic errors that don't impede the overall meaning of the communication may appear at times; such errors may reflect first language interference
5 Bridging	A variety of sentence lengths of varying linguistic complexity in extended oral discourse; responses show cohesion and organization used to support main ideas	Technical language related to the content area; facility with needed vocabulary is evident	Approaching comparability to that of English proficient peers; errors don't impede communication and may be typical of those an English proficient peer may make

Speaking Test Scoring Scale	
1	Exceeds Task Level Expectations in <i>quantity</i> and/or <i>quality</i>
1	Meets Task Level Expectations in <i>quantity</i> and <i>quality</i>
0	Approaches Task Level Expectations but falls short in <i>quantity</i> and/or <i>quality</i>
0	No response Response incomprehensible; student unable to understand task directions