

**California Assessment of Student Performance and Progress**

# Speaking Rubric for the California Spanish Assessment

May 14, 2024

Prepared by:



660 Rosedale Road Princeton, NJ 08541

Table of Contents

[Introduction 1](#_Toc165542995)

[Who can use the speaking rubric for the CSA? 1](#_Toc165542996)

[What is the purpose of including speaking prompts on the CSA? 1](#_Toc165542997)

[Rubric Information 2](#_Toc165542998)

[Table 1. Speaking Rubric 3](#_Toc165542999)

Copyright © 2024 by the California Department of Education (CDE). All rights reserved. These materials may not be edited or altered and must remain unchanged as published by the CDE.

## Introduction

Scoring rubrics provide guidance to educators and test administrators who are evaluating student responses. The speaking rubric for the California Spanish Assessment (CSA) is an essential part of the design of the CSA speaking items. This document contains the speaking rubric for students in 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 rubric to assign scores to speaking responses for the CSA. Educators may also use the speaking rubric 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 rubric 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[b][5][C]). 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 California State Board of Education adopted the following speaking claim for 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, taking into account appropriate grade-band expectations.

The “Note” section preceding table 1 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 high school grade band.

The following rubric is used to score speaking responses for students in high school.

### Table 1. Speaking Rubric

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, taking into account appropriate grade-band expectations.

**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.
* Mispronunciation of any word that does not interfere with meaning (e.g., *pos* versus *pues*, *haiga* versus *haya*) should not be penalized.

|  |  |  |  |
| --- | --- | --- | --- |
| Score | 2 | 1 | 0 |
| **Descriptors** | The response successfully answers the prompt.   * Response addresses the speaking prompt with appropriate details and support. Little or no listener effort is required to interpret meaning. * Ideas are generally cohesive and connected. * Response is spoken clearly in formal Spanish and includes appropriate and effective language.\* * Grammar and word choice are appropriate. * Speech is generally smooth and sustained. * Errors in pronunciation or intonation do not impede meaning. | The response attempts to answer the prompt.   * Response partially addresses the speaking prompt with limited details or support. Some listener effort is required to interpret meaning. * Ideas are not connected in a consistent manner. * Grammar and word choice are simple or repetitive; errors may impede meaning; Spanish language is occasionally inappropriate or ineffective.\* * Speech may be slow, choppy, or halting. * Pronunciation or intonation may impede meaning. | The response falls into one of the following categories:   * Response is not on topic. * Response only repeats the prompt. * Response is in a language other than Spanish. * Response consists only of “No sé,” is completely unintelligible, or provides no response. |