

# Speaking

## Transcriptions, Score Points, and Justifications

### NYSESLAT 2016

These transcriptions are intended for use only by trainers to help group participants understand the audio recordings. Transcriptions should be read to participants only after they have heard the recording at least once, so that participants first hear the rhythms and intonations of the students.

## Speaking: Transcriptions, Score Points, and Justifications

Track	PLD/ Slide or Page Number	Transcription	Score	Justification
1	<b>Emerging/Slide 14</b>	student says nothing	0	Student does not respond to any questions, despite the examiner giving adequate wait time. Student went on to score zero on all items.
2	<b>Emerging/Slide 17</b>	"Racing? Um... I don't understand."	0	One-word response qualifies as a "0." However, the rephrasing should have been used as the DFA specifies when a student does not understand the question.
3	<b>Emerging/Slide 17</b>	"Um... it is going to ask(?)..." [rephrasing] "She is talk. She talk."	1	Responds with a short sentence with grammatical errors. This is rated a "1" at the Emerging level. Note that after an incomprehensible response, the examiner correctly uses the rephrasing.
4	<b>Emerging/Slide 17</b>	[Spanish] [Rephrasing] [Spanish]	FL	This student did not respond in English. As the DFA states, rephrasing is appropriate in such cases, as modeled by the examiner.
5	<b>Emerging/Slide 25</b>	"Flower."	0	A one word response is rated a "0" at the Emerging level. Good example of a patient examiner giving appropriate wait time for student to respond.
6	<b>Emerging/Slide 25</b>	"A flower? A boat."	1	Responds with multiple words. This qualifies as a "1" at the Emerging level.
7	<b>Transitioning/Slide 28</b>	"The mother... eh... I don't know, miss."	0	Responds with "the mother," which does not convey a complete thought or idea, followed by "I don't know." This is rated a "0" at the Transitioning level.
8	<b>Transitioning/Slide 28</b>	"Um (mumbles), uh...looking the photo? Photo."	1	Responds with multiple words, which is consistent with "1" at the Transitioning level.
9	<b>Transitioning/Slide 28</b>	"They are... read the story about India... Indian... family?"	2	Although hesitant, student responds in a simple sentence that conveys a complete idea, which qualifies as a "2" at the Transitioning level. There are some errors, which are permissible at the Transitioning level.
10	<b>Expanding/Slide 31</b>	"He... was... ended up with a... with.. uh... I don't know."	0	Responds with multiple words with incomplete thought. At the Expanding level, this is rated a "0." This is also a great example of a good administrator who lets the student finish!

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Track	PLD/ Slide or Page Number	Transcription	Score	Justification
11	<b>Expanding/Slide 31</b>	"Um, he, he watered the plants and put soil in... (mumbles)."	1	Responds with one complete sentence. At the Expanding level, a response with a simple sentence qualifies as a "1." Student expresses a complete thought, but does not produce multiple oral sentences. Examiner did a good job of waiting after the response before continuing to the next question.
12	<b>Expanding/Slide 31</b>	"He, he dugged the ground. He put some, some leaves, then he put some water, and then he just showed their class."	2	Responds with connected simple sentences. Some grammatical mistakes, but the meaning is clear. This qualifies as a "2" at the Expanding level.
13	<b>Commanding/Slide 34</b>	"Because those persons already experienced those events."	0	Responds with a single sentence—a "0" at the Commanding level.
14	<b>Commanding/Slide 34</b>	"Um... to help you, to help you the past, like, understanding the past, and then gain information about historic events?"	1	Responds with connected simple sentences, but with some lack of fluidity and some errors that slightly impede comprehension. This combination is consistent with a "1" at the Commanding level.
15	<b>Commanding/Slide 34</b>	"Because it's not like a book, you can get more information from a person personally than from reading it from a book because sometimes in a book they don't say all of it."	2	The student responds with multiple expanded sentences that build on each other fluidly. This response is a "2" at the Commanding level.
16	<b>Expanding/Slide 38</b>	"Sign books."	0	Responds with two words, which is a "0" at the Expanding level. This examiner is reading more quickly than is recommended. Passages should be read with natural intonation.
17	<b>Expanding/Slide 38</b>	"They need to do, um, to, um, to read in the library and mix(?) videos and games?"	1	Responds with a simple sentence to express ideas relevant to the topic. Part of the response is unintelligible due to other noise and mumbling, but enough language can be understood to assign a rating of 1. Not quite sure what the word before 'videos and games' is due to mumbling/typing sound.

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18	<b>Expanding/Slide 38</b>	"I think what Dion needs to do is go to the community center to get to know friends and learn about art and sports and he needs to go to school because that's the educational thing to go so you can go to college. He can go to college one day and they have to visit city hall so they can get a dog tag so that if like if one day he is he taking out the dog and he runs away people will know look at his tag and know how to he where he comes from and where they came home. And they need to go to the library to learn about history and also sign books out to read at home videos of history and games."	2	The student responds with a series of sentences made up partly of information from the text and partly from her own language. The student provides enough of her own language to provide a rating of a "2" at the Expanding level.
19	<b>Commanding/Slide 40</b>	"It comes from a city(?)"	0	Responds with a simple sentence, which is rated a "0" at the Commanding level.
20	<b>Commanding/Slide 40</b>	"Tango makes... makes... it easier for dancers to learn it and perform it easier, and it started making a movie about it?"	1	Responds with connected simple sentences that are relevant to the topic. Rated a "1" at the Commanding level.
21	<b>Commanding/Slide 40</b>	"Like, lot of like, lot of people like started... tango dancing in Bu-Buenos Aires in late 19th century, so it became popular, uh, in nine-nine-late nineteens, so it spread in Europe, Argentina, Europe to Argentina."	1	Very hesitant response, but uses connected simple sentences to express connected ideas that are relevant. Not a lot of grammatical "errors" per se, but many instances of stuttering and hesitation. Rated a "1" at the Commanding level.
22	<b>Commanding/Slide 40</b>	"Um... it became a popular dance because um, a lot of people started doing it, and um, so and movie actors started doing it so everybody said maybe like, oh let's do this, and then so it became, it spreaded out everywhere."	2	Hesitant, but once the student thought of what to say, his production became quite fluid. He responds with connected, expanded sentences, which is rated a "2" at the Commanding level.
23	<b>Emerging/Slide 50</b>	"Um... it is going to ask(?)... "[rephrasing] "She is talk. She talk."	1	Responds with a short sentence with grammatical errors. This is rated a "1" at the Emerging level. Note that after an incomprehensible response, the examiner correctly uses the rephrasing.

## Speaking: Transcriptions, Score Points, and Justifications

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24	<b>Emerging/Slide 50</b>	"Puter... computer?"	0	Student talks softly, but his one-word response is a "0" at the Emerging level.
25	<b>Emerging/Slide 51</b>	"Exercise."	0	Responds with only one word, which is rated a "0" at the Emerging level.
26	<b>Emerging/Slide 51</b>	"Chopping on food."	1	Responds with a short phrase, which qualifies as a "1" at the Emerging level. Meaning is somewhat obscured by accuracy of vocabulary choice, but this is acceptable at the Emerging level.
27	<b>Transitioning/Slide 53</b>	"Um, this and the, the woman. This and the, the iPhone. This people using the computer. This people (mumbles)."	2	Uses multiple words and a simple sentence to respond. There are hesitations and inaccuracies, some of which obscure some meaning, but this is allowable at the Transitioning level. This is rated a "2" at the Transitioning level.
28	<b>Transitioning/Slide 53</b>	"Text, um, by computer, and note."	1	Responds by listing multiple words. This is a "1" at the Transitioning level. Note that the examiner continues to complete the question despite the student's attempt to begin responding too early.
29	<b>Transitioning/Slide 54</b>	"Um, by, by hand and by stamps."	2	Responds with connected phrases, which qualifies as a "2" at the Transitioning level.
30	<b>Transitioning/Slide 54</b>	"Typing. Typing"	0	Responds with one word that is said twice, which is rated "0" at the Transitioning level.
31	<b>Transitioning/Slide 54</b>	"Mmm... this just, uh, spell the... but this is... ready, ready, uh... this."	1	Responds with multiple words to partially express thoughts, but frequent errors obscure the meaning. This is rated a "1" at the Transitioning level.
32	<b>Expanding/Slide 56</b>	"Um, it looks like this man is inventing(?) the phone, and he trying to make a phone and help people could talk to each other. And stuff like that."	2	Responds with connected simple sentences. There are a few grammatical mistakes that minimally hinder comprehension, this qualifies as a "2" at the Expanding level.
33	<b>Expanding/Slide 56</b>	"The... the telegraph ma... machine... invented by someone... (mumbles)."	0	Uses multiple words that do not form a complete sentence. Although the response includes multiple words, they are discrete and do not constitute a complete thought. This is rated a "0" at the Expanding level.

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34	<b>Expanding/Slide 57</b>	"Uh... the... using the papyrus for... writing... but... and... use the papyrus for fishing (mumbles)."	1	Responds using connected phrases. Note that the student does not specifically answer the question of how papyrus is made, but the response is relevant to the topic of papyrus, so the student does not get marked down for relevancy. This is rated a "1" at the Expanding level. Good example of the administrator allowing the student to complete the response. Although the response is somewhat halting, fluidity is not required for a "1" performance at the Expanding level.
35	<b>Expanding/Slide 57</b>	"The ancient Egyptians made papyrus... by... getting plants that grew along the river, and... cutting them to strips, and so it was made." This is a very fluid response with relative clauses and expanded sentences."	2	Responds with connected simple sentences, which qualifies as a "2" at the Expanding level. Note some pauses while the student responds, but this does not interfere with his fluidity.
36	<b>Expanding/Slide 57</b>	"Cutting it?"	0	Responds with a short phrase, which is rated a "0" at the Expanding level.
37	<b>Expanding/Slide 57</b>	Mmm. No, I don't know [Spanish]	FL=0	Student responds with "I don't know" but does provide a response that is content-accurate in Spanish. He indicates that he doesn't know how to respond in Spanish.
38	<b>Expanding/Slide 58</b>	"Two people need to dance."	1	Responds with a simple sentence, which is rated a "1" at the Expanding level.
39	<b>Expanding/Slide 58</b>	"Tango is a dance from Argentina designed for two people. Tango started in the outer neighborhoods of the city of Buenos Aires, in the late nineteen, nineteen century and quickly became popular among the city residents... among all of the city residents."	0	Response is read directly from the text with no original language. This is rated a "0" at the Expanding level.
40	<b>Expanding/Slide 58</b>	"What I can say about tango dancing is that it, it comes from Argentina, two people can dance it, and it's performed and learned."	2	Responds with connected simple sentences embedded in an expanded sentence. This qualifies as a "2" at the Expanding level.

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41	<b>Expanding/Slide 58</b>	"Um, tango dancing is from Argentina designed with two people. And, um, it started from a neighborhood, like a little small neighborhood from the city of Buenos Aire... Aires. And in the late 19th century, and it quickly became popular, so everyone started doing it."	1	Good example of a student who uses direct parts from the text, but also combines it with her own structures and language.
42	<b>Commanding/Slide 60</b>	"The principal is so tired because, um, it was tired by doing a lot of things that, that made him, um, um sweaty and when people... and when two boys were playing, he start, he stand there for, he standed there while for, for ten hours, then he started get tired then, then he started get tired."	2	Responds with connected expanded sentences, which qualifies as a "2" at the commanding level. Although there were grammatical mistakes and a lot of stuttering, the student gets his meaning across and responds to the question with relevant ideas.
43	<b>Commanding/Slide 61</b>	"Um, the first, the... no people, and the next is, like, there are chatting, and the third one, they're standing up and clapping hands."	2	Responds fluidly with connected expanded sentences to convey relevant ideas. At the Commanding level, this qualifies as a "2".
44	<b>Commanding/Slide 61</b>	"The different thing that the audience does is... mmm... there are no people there. There are people. People are clapping."	0	Student responds with two original sentences "There are people" and "People are clapping" but there is no connection between them. The initial statement is repeated from the examiner/test booklet.
45	<b>Commanding/Slide 62</b>	"They use braille to read because cause they feel the pattern of the dots changing beneath their finger tips... and... mm, cause they have a lot of different dots, so they can tell which one, wh- what the dots, which dots are."	2	Student responds with connected expanded sentences. Although hesitant at some points, this is rated a "2" at the Commanding level.
46	<b>Commanding/Slide 62</b>	"Mm... maybe they don't know how to read, or maybe they like to practice how it's like, how to feel and see which one is the letters."	1	Responds with connected simple sentences, several errors do obscure some meaning, which is a "1" at the Commanding level.
47	<b>Commanding/Slide 63</b>	"It helped them do stuff for, for them."	0	Responds with a single sentence, which is a "0" at the Commanding level.

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48	<b>Commanding/Slide 63</b>	"Well, the, the sandal can, can, can protect by his feet, and that, and the, they have a map to see what way, what way he can go."	1	Student has some issues with fluidity of speech, but responds with connected simple sentences, which qualifies as a "1" at the Commanding level.
49	<b>Commanding/Slide 64</b>	"First, Dion is not old enough to not go to school, so he needs to register for new school. They need to get, they need to make card in library because he will need to search for school in the library. And they need a tag for their dog, if he get lost, people can find him."	2	Uses connected, expanded sentences. Sounds like the student is rushing to get words out, which causes some stuttering, but his sentences qualify as a "2" at the Commanding level.
50	<b>Commanding/Slide 64</b>	"Because they need to find a home that's big and nice, so, and... th-that house has a dog house, so the dog can sleep there, and the family could rest and watch TV."	1	Responds with multiple connected simple sentences to express connected ideas relevant to the topic. While the response does not directly respond to the question using the text, it is relevant to the topic. The response is not adequately connected and fluid to merit a "2", so this is rated a "1" at the Commanding level.
51	<b>Commanding/Slide 64</b>	"To know all the um places, like, like all the places... and to know new things."	0	Responds with connected phrases, which is rated a "0" at the Commanding level.
52	<b>Commanding/Slide 64</b>	"Dion and his family... it is important for Dion's family to visit all these places in their new city because they had just moved there... and... maybe Dion's dad just got his new job."	2	Uses an expanded sentence that contains connected sentences. This is rated a "2" at the Commanding level.
53	<b>Emerging/Page 22</b>	"Mm..." [teacher reads rephrasing] "Mm... something."	0	One word response. Appropriate example of wait time from examiner before rephrasing. Examiner exemplifies appropriate wait time and rephrasing.
54	<b>Emerging/Page 22</b>	"(H)is water fall down."	1	Responds with a short phrase (multiple words), which is consistent with a "1" at the Emerging level. Errors in word choice make it somewhat difficult to understand the meaning, but that is acceptable at Emerging.
55	<b>Transitioning/Page 23</b>	"Play?"	0	One word response is rated a "0" at Transitioning.



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56	<b>Transitioning/Page 23</b>	"Um, play? Jump? Play with the ball."	1	Responds with multiple words. At the Transitioning level, a multiple-word response is rated a "1".
57	<b>Transitioning/Page 23</b>	"Um, some, a boy and a girl kicking the ball. A girl is playing a swing?"	2	Responds with simple sentences. Although there are some grammatical errors, the student expresses relevant ideas. This is rated a "2" at the Transitioning level. The administrator does a great job of waiting for the student to respond.
58	<b>Expanding/Page 24</b>	"Um, by sharing the blocks?"	0	Responds with a multiple-word phrase. This does not qualify as a "1" at the Expanding level, even though it does express a complete thought. A response of a single phrase is rated a "0".
59	<b>Expanding/Page 24</b>	"They could build the things together?"	1	Responds with a complete simple sentence. This qualifies as a "1" at the Expanding level.
60	<b>Expanding/Page 24</b>	"Um, um, the boy should say 'please,' and then and then they will play together."	2	Responds with connected simple sentences to express a complete thought. The child occasionally speaks in a halting manner, and this response fulfills a "2" at the Expanding level.
61	<b>Commanding/Page 25</b>	"I think they're quiet."	0	Responds with a complete simple sentence. This would be rated a "0" in Commanding.
62	<b>Commanding/Page 25</b>	"When they're raising... when they're raising their hands... and when they're looking at the teacher."	1	Responds with connected simple sentences. This qualifies as a "1" at the Commanding level. Note that the administrator allows the student to respond fully to the question and that her pacing permits the student to complete the response.
63	<b>Commanding/Page 25</b>	"Because they could see and hear and he could look and feel that he, that the students are are doing right what they're supposed to do."	2	Responds with connected, expanded sentences with fluidity. Student makes an interesting word choice "students ...are doing right what they're supposed to do." Such wording is not atypical of a K student, because there is still flexibility at this level for a student to make a minor error that does not obscure meaning.

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64	<b>Emerging/Page 26</b>	"Flower."	0	A one word response is rated a "0" at the Emerging level. Good example of a patient examiner giving appropriate wait time for student to respond.
65	<b>Emerging/Page 26</b>	"A flower? A boat."	1	Responds with multiple words. This qualifies as a "1" at the Emerging level.
66	<b>Transitioning/Page 27</b>	"Quiet?"	0	Responds with one word, which is a "0" at the Transitioning level.
67	<b>Transitioning/Page 27</b>	"They have to, the answer?"	1	Responds with multiple words, but does not convey a complete thought. This qualifies as a "1" at the Transitioning level.
68	<b>Transitioning/Page 27</b>	"When they listen, they sit quietly and listen to teacher. When they when the teacher asks them a question, they raise their hand."	2	A response with connected phrases (or a simple sentence) qualifies as a "2" at the Transitioning level.
69	<b>Expanding/Page 28</b>	"He... was... ended up with a... with.. uh... I don't know."	0	Responds with multiple words with incomplete thought. At the Expanding level, this is rated a "0". This is also a great example of a good administrator who lets the student finish!
70	<b>Expanding/Page 28</b>	"Um, he, he watered the plants and put soil in... (mumbles)."	1	Responds with one complete sentence. At the Expanding level, a response with a simple sentence qualifies as a "1". Student expresses a complete thought, but does not produce multiple oral sentences. Examiner did a good job of waiting after the response before continuing to the next question.
71	<b>Expanding/Page 28</b>	"He, he digged the ground. He put some, some leaves, then he put some water, and then he just showed their class."	2	Responds with connected simple sentences. Some grammatical mistakes, but the meaning is clear. This qualifies as a "2" at the Expanding level.
72	<b>Commanding/Page 29</b>	"Because he seen every kid?"	0	Responds with a simple sentence, which, even though it expresses a complete thought, qualifies as a "0" at the Commanding level.
73	<b>Commanding/Page 29</b>	"Probably because he has to, like, show the kids stuff, and he doesn't get so much sleep."	1	Responds with connected simple sentences to express complete thoughts. At the commanding level, this is rated a "1".

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74	<b>Commanding/Page 29</b>	"Because um, uhm, the principal is tired because because he, he meet children at the school bus and have a speech with the kids, then he watched kids play at play soccer, then he was very tired."	2	Responds with expanded connected sentences to respond to the question. There is some hesitation as the student gathers his thoughts, but student clearly communicates his thoughts with fluidity.
75	<b>Emerging/Page 30</b>	"Um, uh dress?"	0	Responds with one word, which is a "0" at the Emerging level.
76	<b>Emerging/Page 30</b>	"Bad boy and queen. And the cope queen... (mumbles)."	1	A response with multiple words (or short phrases/sentences) qualifies as a "1" at the Emerging level. At this level, frequent errors may still occur and may obscure meaning.
77	<b>Transitioning/Page 31</b>	"Costumes... (mumbles)... costumes."	0	Responds with one word. At the Transitioning level, this is rated a "0".
78	<b>Transitioning/Page 31</b>	"Fat... big... (mumble)"	1	Responds with multiple words ("fat.. big... "big"). At the Transitioning level, this is rated a "1". Note that this performance just meets the threshold of a "1" and is quite minimal.
79	<b>Transitioning/Page 31</b>	"The Juan costume is short. The... another one costume was long."	2	Responds with simple sentences that express a complete idea. There are some errors, but this is acceptable at the Transitioning level. This qualifies as a "2" at the Transitioning level.
80	<b>Expanding/Page 32</b>	"Um, a king, um, queen, a horse, and woman."	0	Responds with multiple words (no connected phrases or simple sentences) and the response does not express any complete ideas. At the Expanding level, a response with just multiple words is rated a "0".
81	<b>Expanding/Page 32</b>	"This is different... mm... this and this. The people is not here. Mm this... mm..."	1	Responds with phrases and a simple sentence with some grammatical errors. This qualifies as a "1" at the Expanding level.
82	<b>Expanding/Page 32</b>	"The plays are different cause they're in different places, and they have different costumes."	2	Responds with connected simple/complex sentences. At the Expanding level, this qualifies as a "2".
83	<b>Commanding/Page 33</b>	"Like, run, play this house, house, play seat . . . stick a seats? Mhmm."	0	Responds with connected phrases that do not clearly express a complete idea. Rated "0" at the Commanding level. Note that the examiner continues to administer the question despite the interruption from the student.

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84	<b>Commanding/Page 33</b>	"The... the people are p... organizing the play, and the other picture has men and womans dancing, and the third one are they're bowing?"	1	Responds with connected simple sentences. At the Commanding level, this qualifies as a "1".
85	<b>Commanding/Page 33</b>	"Number one, um, the the audience are not there because they're setting up the play. Um number two, they're sitting down watcing the play. And in number three, when they bow, they stand up and clap. "	2	Responds fluidly with connected expanded sentences. Uses linking words to describe the phases of the play in a very organized manner. This qualifies as a "2" at the Commanding level.
86	<b>Emerging/Page 34</b>	"Puter... computer?"	0	Student talks softly, but his one-word response is a "0" at the Emerging level.
87	<b>Emerging/Page 34</b>	"Um... it is going to ask(?)... " [rephrasing] "She is talk. She talk."	1	Responds with a short sentence with grammatical errors. This is rated a "1" at the Emerging level. Note that after an incomprehensible response, the examiner correctly uses the rephrasing.
88	<b>Transitioning/Page 35</b>	"Um... texting? And . . . and uh..."	0	Responds with a single word, which is a "0" at the Transitioning level.
89	<b>Transitioning/Page 35</b>	"Text, um, by computer, and note."	1	Responds by listing multiple words. This is a "1" at the Transitioning level. Note that the examiner continues to complete the question despite the student's attempt to begin responding too early.
90	<b>Transitioning/Page 35</b>	"Um, this and the, the woman. This and the, the iPhone. This people using the computer. This people (mumbles)."	2	Uses multiple words and a simple sentence to respond. There are hesitations and inaccuracies, some of which obscure some meaning, but this is allowable at the Transitioning level. This is rated a "2" at the Transitioning level.
91	<b>Expanding/Page 36</b>	"The... the telegraph ma... machine... invented by someone... (mumbles)."	0	Uses multiple words that do not form a complete sentence. Although the response includes multiple words, they are discrete and do not constitute a complete thought. This is rated a "0" at the Expanding level.

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92	<b>Expanding/Page 36</b>	"Uh, the telegraph is... you touch it and make noise in the other side? And..."	1	Although hesitant, the student responds with a simple sentence. There are errors throughout the utterance that obscure some meaning. This response qualifies as a "1" at the Expanding level.
93	<b>Expanding/Page 36</b>	"Um, it looks like this man is inventing(?) the phone, and he trying to make a phone and help people could talk to each other. And stuff like that."	2	Responds with connected simple sentences. There are a few grammatical mistakes that minimally hinder comprehension, this qualifies as a "2" at the Expanding level.
94	<b>Commanding/Page 37</b>	"They touch and they think is that they(?) is like that... numbers."	0	Responds with a series of phrases that do not successfully convey a complete idea; this is scored as a "0" at the Commanding level.
95	<b>Commanding/Page 37</b>	"Mm... maybe they don't know how to read, or maybe they like to practice how it's like, how to feel and see which one is the letters."	1	Responds with connected simple sentences, several errors do obscure some meaning, which is a "1" at the Commanding level.
96	<b>Commanding/Page 37</b>	"Because like, the the dots are significant like letters and numbers, so like if there is one dot, it could mean like a letter A, and then if there's like two dots, it could be like letter B."	2	Responds with connected expanded sentences (if-then) in a very fluid manner, and she even uses examples to explain her relevant ideas. Rated "2" at Commanding level.
97	<b>Emerging/Page 38</b>	"Exercise."	0	Responds with only one word, which is rated a "0" at the Emerging level.
98	<b>Emerging/Page 38</b>	"Chopping on food."	1	Responds with a short phrase, which qualifies as a "1" at the Emerging level. Meaning is somewhat obscured by accuracy of vocabulary choice, but this is acceptable at the Emerging level.
99	<b>Transitioning/Page 39</b>	"Typing. Typing"	0	Responds with one word that is said twice, which is rated "0" at the Transitioning level.
100	<b>Transitioning/Page 39</b>	"Mmm... this just, uh, spell the... but this is... ready, ready, uh... this."	1	Responds with multiple words to partially express thoughts, but frequent errors obscure the meaning. This is rated a "1" at the Transitioning level.
101	<b>Transitioning/Page 39</b>	"Um, by, by hand and by stamps."	2	Responds with connected phrases, which qualifies as a "2" at the Transitioning level.

## Speaking: Transcriptions, Score Points, and Justifications

Track	PLD/ Slide or Page Number	Transcription	Score	Justification
102	<b>Expanding/Page 40</b>	"Cutting it?"	0	Responds with a short phrase, which is rated a "0" at the Expanding level.
103	<b>Expanding/Page 40</b>	"Uh... the... using the papyrus for... writing... but... and... use the papyrus for fishing (mumbles)."	1	Responds using connected phrases. Note that the student does not specifically answer the question of how papyrus is made, but the response is relevant to the topic of papyrus, so the student does not get marked down for relevancy. This is rated a "1" at the Expanding level. Good example of the administrator allowing the student to complete the response. Although the response is somewhat halting, fluidity is not required for a "1" performance at the Expanding level.
104	<b>Expanding/Page 40</b>	"The ancient Egyptians made papyrus... by... getting plants that grew along the river, and... cutting them to strips, and so it was made." This is a very fluid response with relative clauses and expanded sentences.	2	Responds with connected simple sentences, which qualifies as a "2" at the Expanding level. Note some pauses while the student responds, but this does not interfere with his fluidity.
105	<b>Commanding/Page 41</b>	"It helped them do stuff for, for them."	0	Responds with a single sentence, which is a "0" at the Commanding level.
106	<b>Commanding/Page 41</b>	"Well, the, the sandal can, can, can protect by his feet, and that, and the, they have a map to see what way, what way he can go."	1	Student has some issues with fluidity of speech, but responds with connected simple sentences, which qualifies as a "1" at the Commanding level.
107	<b>Commanding/Page 41</b>	"Because that was the only material they could use in the desert. Because there was mostly nothing to make with, so that's why it was really important and rare."	2	Responds with connected expanded sentences in a fluent manner. The content of the student response is not entirely derived from the input, and may or may not be accurate, but the response is relevant to the question, and so the focus is on the quality of language. This qualifies as a "2" at the Commanding level.
108	<b>Emerging/Page 42</b>	"Racing? Um... I don't understand."	0	One word response qualifies as a "0". However, the rephrasing should have been used, as the DFA specifies when a student does not understand the question.
109	<b>Emerging/Page 42</b>	"Mm, using computers or books."	1	Responds with a phrase, which is rated a "1" at the Emerging level.

## Speaking: Transcriptions, Score Points, and Justifications

Track	PLD/ Slide or Page Number	Transcription	Score	Justification
110	<b>Transitioning/Page 43</b>	"The mother... eh... I don't know, miss."	0	Responds with "the mother," which does not convey a complete thought or idea, followed by "I don't know." This is rated a "0" at the Transitioning level.
111	<b>Transitioning/Page 43</b>	"Um (mumbles), uh...looking the photo? Photo."	1	Responds with multiple words, which is consistent with "1" at the Transitioning level.
112	<b>Transitioning/Page 43</b>	"They are... read the story about India... Indian... family?"	2	Although hesitant, student responds in a simple sentence that conveys a complete idea, which qualifies as a "2" at the Transitioning level. There are some errors, which are permissible at the Transitioning level.
113	<b>Expanding/Page 44</b>	"Because they going to know how this cree, cree, I don't know how you say this in English... cree, um... cree? I don't know."	0	Responds with multiple words, but it is not quite a full sentence because student doesn't know how to say a word in English. Student does not express complete thought. This is rated a "0" at the Expanding level.
114	<b>Expanding/Page 44</b>	"So people can understanding more, I guess?"	1	Responds with a simple sentence, which qualifies as a "1" at the Expanding level. The student also said, "I guess" but this does not constitute a connected sentence as part of the response.
115	<b>Expanding/Page 44</b>	"Um, it's important because it tells you everything about the boat, and where it goes and went in the past."	2	Responds with connected simple sentences and a limited expanded sentence. This qualifies as a "2" at the Expanding level.
116	<b>Commanding/Page 45</b>	"Because those persons already experienced those events."	0	Responds with a single sentence -- a "0" at the Commanding level.
117	<b>Commanding/Page 45</b>	"Um... to help you, to help you the past, like, understanding the past, and then gain information about historic events?"	1	Responds with connected simple sentences, but with some lack of fluidity and some errors that slightly impede comprehension. This combination is consistent with a "1" at the Commanding level.
118	<b>Commanding/Page 45</b>	"Because it's not like a book, you can get more information from a person personally than from reading it from a book because sometimes in a book they don't say all of it."	2	The student responds with multiple expanded sentences that build on each other fluidly. This response is a "2" at the Commanding level.