



Speaking Scoring Guide

Grades 4–5

Spring 2020

General Information

This guide provides exemplar student responses for the Texas English Language Proficiency Assessment System (TELPAS) online speaking assessment. It is intended to be used alongside the spring 2020 TELPAS listening and speaking released test. Each question is identified as it appears on the released test (question is referred to as “item” in the rubric). Questions in this guide are four-point questions only, as four-point questions provide the best model of responses at various score points. The annotation that accompanies each response is written to illustrate how the language of the rubric is applied to each response to determine a score.

A response earns a specific score point based on the speech characteristics (e.g., pronunciation, vocabulary, grammar, etc.) of that particular response. The proficiency level of the student is determined by the accumulated score of the speaking responses submitted for the test. An individual response does not necessarily reflect a student’s proficiency level but is one piece of data that contributes to the determination of the student’s proficiency level.

The exemplars in this guide are transcribed from actual student responses submitted online during the testing window. In some cases, annotations note pronunciation issues or issues when a student’s accent might have affected scoring. In addition, because capitalization is impossible to determine in spoken responses, the transcriptions reflect the appropriate capitalization. Punctuation such as commas and periods are included in transcriptions to reflect, as well as possible, the way the student spoke. Appropriate punctuation is used when the student’s intent is unclear. Transcriptions may include three dots inside a bracket [...], which indicate a pause in the student’s response.

This guide does not contain exemplars for responses that received a score point of one. Responses that receive a score point of one may contain frequent, long pauses or pronunciation that prevents understanding. Silent responses, unintelligible responses, and responses in languages other than English also receive a score point of one. Students who receive this score point may use memorized high-frequency words and phrases but do not demonstrate the ability to craft an original message in English.

The TELPAS proficiency level descriptors (PLDs) for speaking, from which the rubric was derived, and the Four-Point Speaking Rubric are included on the following pages for additional reference.

ELPS-TELPAS Proficiency Level Descriptors Grades K–12 Speaking

Beginning	Intermediate	Advanced	Advanced High
<p>Beginning English learners (ELs) have little or no ability to speak English in academic and social settings.</p>	<p>Intermediate ELs have the ability to speak in a simple manner using English commonly heard in routine academic and social settings.</p>	<p>Advanced ELs have the ability to speak using grade-appropriate English, with second language acquisition support, in academic and social settings.</p>	<p>Advanced high ELs have the ability to speak using grade-appropriate English, with minimal second language acquisition support, in academic and social settings.</p>
<p>These students:</p> <ul style="list-style-type: none"> • mainly speak using single words and short phrases consisting of recently practiced, memorized, or highly familiar material to get immediate needs met; may be hesitant to speak and often give up in their attempts to communicate • speak using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts • lack the knowledge of English grammar necessary to connect ideas and speak in sentences; can sometimes produce sentences using recently practiced, memorized, or highly familiar material • exhibit second language acquisition errors that may hinder overall communication, particularly when trying to convey information beyond memorized, practiced, or highly familiar material • typically use pronunciation that significantly inhibits communication 	<p>These students:</p> <ul style="list-style-type: none"> • are able to express simple, original messages, speak using sentences, and participate in short conversations and classroom interactions; may hesitate frequently and for long periods to think about how to communicate desired meaning • speak simply using basic vocabulary needed in everyday social interactions and routine academic contexts; rarely have vocabulary to speak in detail • exhibit an emerging awareness of English grammar and speak using mostly simple sentence structures and simple tenses; are most comfortable speaking in present tense • exhibit second language acquisition errors that may hinder overall communication when trying to use complex or less familiar English • use pronunciation that can usually be understood by people accustomed to interacting with ELs 	<p>These students:</p> <ul style="list-style-type: none"> • are able to participate comfortably in most conversations and academic discussions on familiar topics, with some pauses to restate, repeat, or search for words and phrases to clarify meaning • discuss familiar academic topics using content-based terms and common abstract vocabulary; can usually speak in some detail on familiar topics • have a grasp of basic grammar features, including a basic ability to narrate and describe in present, past, and future tenses; have an emerging ability to use complex sentences and complex grammar features • make errors that interfere somewhat with communication when using complex grammar structures, long sentences, and less familiar words and expressions • may mispronounce words, but use pronunciation that can usually be understood by people not accustomed to interacting with ELs 	<p>These students:</p> <ul style="list-style-type: none"> • are able to participate in extended discussions on a variety of social and grade-appropriate academic topics with only occasional disruptions, hesitations, or pauses • communicate effectively using abstract and content-based vocabulary during classroom instructional tasks, with some exceptions when low-frequency or academically demanding vocabulary is needed; use many of the same idioms and colloquialisms as their native English-speaking peers • can use English grammar structures and complex sentences to narrate and describe at a level nearly comparable to native English-speaking peers • make few second language acquisition errors that interfere with overall communication • may mispronounce words, but rarely use pronunciation that interferes with overall communication

Four-Point Speaking Rubric

As part of the TELPAS listening and speaking assessment, rubrics were developed to determine the score points that should be ascribed to a student’s response based on their performance on each speaking test item. The rubrics demonstrate the number of score points that a student can achieve based on their performance on each speaking test item. Two different rubrics, a two-point rubric and a four-point rubric, are used to score different types of speaking items on the TELPAS listening and speaking assessment. Both rubrics are derived from the TELPAS proficiency level descriptors (PLDs). The rubrics demonstrate how a student will be assessed for speaking; however, the rubrics should not replace the Texas English Language Proficiency Standards (ELPS) or PLDs and should not be used in isolation.

	(1) A response at score point 1 may	(2) A response at score point 2 may	(3) A response at score point 3 may	(4) A response at score point 4 may
Completeness of Response	<ul style="list-style-type: none"> be silent and not attempt to address the task attempt to address the task, but may be limited to simple, high-frequency words and phrases 	<ul style="list-style-type: none"> address the task in a limited way by communicating simple, original ideas, using sentences and occasional phrases 	<ul style="list-style-type: none"> address the task somewhat successfully by generally communicating comfortably on common social and grade-appropriate academic topics 	<ul style="list-style-type: none"> address the task completely by communicating, with or without elaboration, on a variety of social and grade-appropriate academic topics
Syntax/Sentence Structure, Grammar	<ul style="list-style-type: none"> consist of single words, short phrases and/or occasional short sentences seem memorized, formulaic and/or highly practiced include many grammar features of another language that inhibit communication 	<ul style="list-style-type: none"> contain mostly simple sentences in the present tense include simple English language structures include grammar errors that limit communication 	<ul style="list-style-type: none"> generally include the correct verb tense for the task, but have some errors, especially when using irregular or complex tenses demonstrate overall familiarity using basic grammar features and may include some complex grammatical structures include grammar errors when using less common language structures, which interfere somewhat with communication 	<ul style="list-style-type: none"> generally include complex sentences and grammar structures nearly comparable to native English-speaking peers include grammar errors which rarely interfere with communication
Vocabulary/Word Choice	<ul style="list-style-type: none"> be repetitive and not demonstrate an ability to use words to make an original message 	<ul style="list-style-type: none"> rely mostly on high-frequency or basic vocabulary, but still convey an original message 	<ul style="list-style-type: none"> include common abstract and academic vocabulary words include some details on familiar topics 	<ul style="list-style-type: none"> feature vocabulary at a level nearly comparable to their native English-speaking peers

	(1) A response at score point 1 may	(2) A response at score point 2 may	(3) A response at score point 3 may	(4) A response at score point 4 may
	<ul style="list-style-type: none"> be mostly limited to simple, high-frequency words and phrases 	<ul style="list-style-type: none"> rarely include details because of the student’s limited vocabulary 		<ul style="list-style-type: none"> include idioms or colloquialisms used by native English-speaking peers include abstract and academic vocabulary with minor, infrequent errors; word choice may occasionally still be awkward or imprecise
Pronunciation and Fluency	<ul style="list-style-type: none"> include frequent and long pauses that may indicate that the student is struggling to communicate and/or has given up include pronunciation that is extremely difficult to understand 	<ul style="list-style-type: none"> include pauses to search for words include some pronunciation errors that limit understanding 	<ul style="list-style-type: none"> include brief pauses when searching for words or attempting to restate or clarify include pronunciation errors but generally still be understandable 	<ul style="list-style-type: none"> include few brief pauses include few pronunciation errors; these errors rarely interfere with understanding
Use of L1	<ul style="list-style-type: none"> be entirely or mostly in another language 	<ul style="list-style-type: none"> include some words in another language 		

Grades 4–5 Speaking Questions and Scored Responses

Question 8

Read the directions. When you are ready to speak, tell as much as you can. You may watch the video again before you speak.

Retell what happens in this story, using your own words.



Remaining attempts: 2

Score Point 2

Response 1

When it was scared a little bit, but then she take a step and then the other one [...] the other steps, were faster. Then he jumped. Then he, he was feeling [...] he was flying, and then he throw his self to the water.

The student addresses the task in a limited way. The response is characterized by grammar errors that impede communication. For example, the student mainly uses the pronouns “it,” “he,” and “his” instead of “she” and “her” to refer to the story’s female main character. The student uses high-frequency, basic vocabulary to attempt to communicate an original message, but at times, the message is not entirely clear (*the other one [...] the other steps*). The response contains two pauses as the student searches for words.

Response 2

She [...] she was holding the [...] uh [...] the yarn [...] of tree. She telled her body to [...] uh [...] to jump off. [...] She letted go of it [...] to jump [...] and [...]

The student addresses the task in a limited way and uses simple sentences to communicate a message. There are several grammar errors (*of tree, telled, letted*). The response includes a pool of basic vocabulary (*holding, tree, body, jump*), and the student pauses frequently to search for words. The use of the word “yarn” (instead of “rope”) affects comprehension to some extent.

Score Point 3

Response 1

Janelle is scared of going to swim, jumping off the rope, so her mom convinces her to do it. So at last she does it, and at last she says, “I want to do it again.”

The student addresses the task somewhat successfully. The response consists of two complex sentences and indicates that the student has some familiarity with basic grammar features. The student includes a few instances of vocabulary that goes above the level of basic and high-frequency (*convinces her, at last*) to add some details about the story. The student speaks without pauses or pronunciation errors.

Response 2

Janelle was scared of swimming, swinging the rope in the water, and she conquered her fear.

The student, in this brief response, addresses the task of retelling the story in a somewhat successful way. The student answers in one long sentence that includes the correct verb tenses for the task. Although there are minimal details in the response, the student uses grade-appropriate vocabulary to summarize the story’s outcome (*she conquered her fear*).

Response 3

Um, there is this little boy, and he wants to run on the rope. And he's in there for a really long time, but he's really still scared. So then, he stops and think about how he's good for and [...] how he's good at this, and then he lets go of the rope. So, yeah.

The student addresses the task somewhat successfully. The response includes some details related to the topic; however, the student mainly uses basic vocabulary (*wants to run, scared, good at, lets go*). There is some slightly awkward usage, but the student pauses to correct an error (*how he's good for and [...] how he's good at this*). There is one error in verb agreement (*he stops and think*), but this does not interfere with communication. Overall, the student demonstrates an ability to communicate relatively comfortably on the topic.

Response 4

So Jareen was trying to go by the rope. So and then Aunt Maleen told her swing, run, and then drop off. So then she went to go swing. Then she remembered that her Aunt Maleen told her that she needed to let go. So then she let go. Then she came back. Then she likeded it so she wanted to go back in.

The student addresses the task of summarizing the story in a somewhat successful way. The student uses a mix of correct verb tenses and forms to communicate the message (*was trying; told; swing, run, and then drop off*) although there is one verb error (*likeded*). The student demonstrates an overall familiarity with basic grammar features (*Then she remembered that her Aunt Maleen told her that she needed to let go*). In addition, the response does not include pronunciation errors that affect a listener's understanding.

Response 5

The girl was scared to use the rope and jump on the water. She remembered she was a good swimmer and that aunt was a lifeguard in the past. Then she jump on the water, swinging in the rope, and she was not scared anymore.

The student addresses the task somewhat successfully. The student demonstrates an overall familiarity with basic grammar features and an ability to generally use the correct verb tense (*She remembered she was a good swimmer and that aunt was a lifeguard in the past*). There is an error in verb tense (*she jump*), as well as two instances of incorrect preposition usage (*on the water, in the rope*). However, these do not significantly hinder communication. The student includes some details related to the topic (*a good swimmer, aunt was a lifeguard, not scared anymore*), and utilizes repetition of more basic vocabulary (*scared, rope, jump*) in communicating the message.

Score Point 4

Response 1

In this story Janelle really wants to swing on the rope and then jump off to get in the pool, but she is too afraid to do so. Then her aunt encourages Janelle to do it and says, "Once you get on the rope, run, [inaudible] jump and let go." Then Janelle said to herself that she can do this. She thinks that when her cousins were doing this, and they had a lot of fun. Then she realized that there is nothing to be afraid of. Then Janelle looked [...] then Janelle took [...] then Janelle told her fears to go away and did what her Aunt Janelle told her to do.

The student addresses the task completely and with some elaboration using complex sentences and grammar structures at a level nearly comparable to native English-speaking peers (*In this story Janelle really wants to swing on the rope and then jump off to get in the pool, but she is too afraid to do so*). There is an occasional instance of awkward phrasing (*She thinks that when her cousins were doing this*), but overall, the response contains vocabulary at a level comparable to native English speakers, allowing the student to communicate details with precision (*her aunt encourages, she realized, nothing to be afraid of, told her fears to go away*). The response includes two brief pauses as the student searches for words, but in general, the speech is fluent and without pronunciation errors.

Response 2

Janelle doesn't want to let go of the rope and splash into the water because she is scared. All of the sudden, she got the courage and decided to do it. She started running, held onto the rope, and she let go and splashed into the water. She floated back up and started laughing and said she wanted to do it again.

The student addresses the task completely using some complex sentences and grammar structures with a level of accuracy comparable to native English-speaking peers. The student uses grade-appropriate vocabulary (*got the courage, floated back up*) although there is one instance of slightly awkward phrasing (*All of the sudden*). In addition, the student speaks without pauses or pronunciation errors.

Response 3

Janelle was afraid to go on the rope swing. Her Aunt Maureen tells her that she can do it. She is very scared to go on the rope swing, but then she finally gets the courage to, she finally gets the courage to swing and let go of the rope to fall under the water. Then, she stays under the water and pops her head out and laughs, "I want to do it again!" And that's [...] all.

The student addresses the task completely and generates a complex sentence and some complex grammar structures, although overall the response contains mostly present-tense verb forms. The student uses a range of vocabulary comparable to English-speaking peers (*very scared, but then, finally gets the courage, pops her head out*). The response includes a brief pause at the end, but this does not hinder comprehension.

Response 4

Janelle was afraid to go on the rope swing, but her Aunt Maureen told her she could do it. She wanted to do it because she feeled like she could, but then she felt very scared. Her body wouldn't move. Then she remembered that she could swim well, and her cousins were always laughing after they went on it. After she told her fear to go away, she took enough courage and took one more, and took one step. Then she went even faster, and then when she got off, when she jumped, she was just soaring in the sky, and then she remembered what her Aunt Maureen told her to do. So she jumped, so she let go of the rope, and she went sailing into the water. After that, she was laughing and having fun, and she told her Aunt Maureen she wanted to go again.

The student addresses the task completely and with substantial elaboration. The response does include one past-tense verb error (*she feeled*), which the student corrects later in the same sentence (*she felt*). There are some instances of somewhat awkward phrasing (*she took enough courage and took one more*), but overall, the student's level of vocabulary allows the student to communicate vividly and clearly about the topic (*soaring in the sky, sailing into the water*). In addition, the response does not include any pauses or pronunciation errors that interfere with understanding.

Response 5

She didn't want to grab on the rope and swing around and land on the water because her fear kept on holding her back and didn't want to go, and she didn't care about how deep it was because she was a good swimmer. She just was afraid. It was her feel, her fear that was holding her back. So her aunt kept telling her to go and cheering her to go, so she grabbed on the rope, and run, and ran and ran, and then um she went and she suddenly felt her feet up the air, supported by the rope. So then um, the aunt screamed at her, "Let go! Let go!" So she let go, and she landed on the water, and when she came out, she came out with a smiling face and said that she wanted to do it again.

The student addresses the task completely and with a great deal of elaboration. The student demonstrates an ability to speak in long, complex sentences and uses complex grammar structures at a level nearly comparable to native English-speaking peers. The student's wealth of grade-level vocabulary allows the student to relate details from the story with specificity and clarity (*her fear kept on holding her back; cheering her; suddenly felt her feet up the air, supported by the rope; screamed; with a smiling face*). There are occasional minor errors, which the student corrects (*It was her feel, her fear; and run, and ran*). Overall, the student speaks at a natural pace, without pauses, and the response does not include any pronunciation errors.

Question 26

Read the directions. When you are ready to speak, tell as much as you can. You may watch the video again before you speak.

Tell what happens in this story.

- First explain what trick Spider plays on Turtle.
- Next explain what trick Turtle plays on Spider.



Remaining attempts: 2

Score Point 2

Response 1

The turtle go to the spider house for the [...] dinner [...] and the spider tell him to wash his hands [...] and he wash his hands. He eat all the food [...] and the [...] and the turtle tell the spider to go to his house for dinner and he eat all the food.

The student addresses the task in a limited way and uses simple sentences and present-tense verbs to communicate an original message on the topic. Repeated subject-verb agreement errors interfere somewhat with communication (*The turtle go, the spider tell, he wash, He eat*), as do the multiple long pauses throughout the response. The vocabulary is basic with repetition of a few high-frequency words (*go, tell, wash, hands, eat, food, house*), restricting the student's ability to provide details.

Response 2

Spider trick Turtle to wash his hand twice. Then Turtle realize that he was tricked so [...] he did the same thing.

The student addresses the task in a limited way. The response contains mostly simple sentences and present-tense verb forms and includes some subject-verb agreement errors (*Spider trick, Turtle realize*). The student communicates an original message but relies mainly on basic, high-frequency vocabulary and provides few details. There is one significant pause in the second sentence as the student searches for words.

Score Point 3

Response 1

The spider told the turtle to wash his hands and eat all the food, but then the turtle made a trick and told the spider to take off the jacket with rocks, and the spider float up to the surface and forgot about his plan.

The student addresses the task somewhat successfully and demonstrates some familiarity with basic grammar structures. Overall, the student uses the correct verb tense for the task (*spider told, spider . . . forgot*). However, there are occasional grammar errors (*the spider float*) as well as some awkward usage (*the turtle made a trick*), which interfere to some degree with communication. The student is able to include a few details about the story's events (*eat all the food, take off the jacket with rocks, float up to the surface, his plan*). The response does not include pauses or pronunciation errors that hinder a listener's comprehension.

Response 2

The spider's trick is to tell Turtle that it is bad manners to come with dirty hands, and Turtle's trick is to tell him that it [...] that it is not polite to come with a jacket.

The student addresses the task somewhat successfully. The response is very brief, but nevertheless, the student demonstrates an overall ability to use basic grammar structures with accuracy. The student includes some vocabulary beyond a basic, high-frequency level to communicate details about the story (*bad manners, dirty hands, not polite, come with a jacket*). The response contains one brief pause and no significant pronunciation issues.

Response 3

The turtle knocks on the door, but his hands were dirty, so he went to the river, and the spider steals all of the yams. Then the turtle invited him to eat, but it was under a pond. When he went and [...] tried to get under, he can't, so he got some rocks. So when he got to the table, Turtle said to use manners, so he tooked off his [...] his jacket. He went to the surface.

The student addresses the task in a somewhat successful manner and generates several long complex sentences featuring some complex grammar features. The student employs a combination of past and present tense in the response and, in general, uses the correct verb tense and form for the task. However, there is an error with sequence of tenses (*he can't*), as well as an error in past-tense formation (*he tooked*). The student provides clear, specific details about the story using grade-appropriate vocabulary (*knocks on the door, steals all of the yams, tried to get under*). The response contains two brief pauses as the student searches for words, but overall, the speech is relatively fluent with no significant pronunciation errors.

Response 4

Spider pranked [...] um [...] Turtle for washing his hands, then Spider ate all of the cookies, and Turtle invited Spider to prank him because he saw the plate empty. Then he went and saw that he put rocks in his jacket. So he said that it's not polite to wear jackets at the table, so he needed to wear it off. Then he floated back up to the air.

The student addresses the task somewhat successfully. The student demonstrates a general familiarity with basic grammar features and an ability to use the correct verb tense for the task. Overall, the response is characterized by some instances of awkward or unclear usage (*he saw the plate empty, he needed to wear it off, floated back up to the air*) that interfere somewhat with the student's ability to communicate clearly. The response contains two brief pauses but no pronunciation errors that hinder understanding.

Response 5

The trick that um Spider played on Turtle is that the yams are maybe gonna get hot, so the spider ate all of it. And the spider told him that, to go wash his hands in the river. And then after that, the spider said, "You still not [...] you didn't wash your um hands yet." And then after that, yeah, and then so they um [...] and they [...] so and then after that they [...] the spider told him go wash his hands two times, and then so he, the spider said when the turtle come back, he said that the yams are going to get hot, better yet let me eat them. So the next trick that Turtle plays on Spider is that not polite to keep your jacket at the dinner table. And then after that, so the turtle told him to take his jacket off and then whoosh, he, he, um [...] he went up to the top, and then after that he, and he played that trick on Spider about you can't keep your jacket at the dinner table while you eating. So that's the trick they played on each other.

The student addresses the task somewhat successfully and demonstrates an overall familiarity with basic grammar features. The student speaks at length but includes a number of errors while attempting to generate complex sentences (*You still not, when the turtle come back, is that not polite, while you eating*). The student uses basic vocabulary that is repeated throughout the response (*go wash his hands, you didn't wash your um hands, go wash his hands, keep your jacket, take his jacket off, keep your jacket*). Numerous pauses to search for words and restate ideas (*so they um [...] and they [...] so and then after that they [...]*) interfere somewhat with communication and fluency.

Score Point 4

Response 1

Spider is about to eat his yams, and then Turtle comes. He doesn't want Turtle to get his food, so he plays a trick on him. He tells Turtle to go to the river and wash his hands, but whenever he comes up, back, his hands get dirty because of the mud. Then, soon, Spider eats all the food, all the yams, and then Turtle says he should invite Turtle so he can do it back to him. So Turtle invites Spider, and Spider thinks he is going to have a delicious meal. He is too light to be, to go to the bottom of the pond. So he puts rocks on his jacket. Then Turtle brought the food, and then Turtle said, "It is rude to eat food with your jacket." So he takes it off, and he floats.

The student addresses the task completely and with some elaboration. The response contains complex sentences, and overall, the student demonstrates an ability to use grammar structures at a level nearly comparable to native English-speaking peers. Although there are occasional minor usage errors (*rocks on his jacket*), the student's higher-level vocabulary allows the student to relate details about the story with clarity and specificity (*about to eat his yams, whenever he comes up, so he can do it back to him, thinks he is going to have a delicious meal, rude to eat food with your jacket*). The response includes some occasional slight hesitation and rephrasing, which do not interfere with communication.

Response 2

The spider tricked the turtle by telling the turtle to wash his hands because they were dirty, and every time the turtle went to wash his hands, the spider ate the food. Then the turtle, [...] not the turtle, the spider, because Spider had his jacket on, he put some heavy rocks so he could sink to the bottom of the pond because he was really light. Then Turtle told him to take off his jacket because it was rude to eat with one, and that's when Spider floated up, and Turtle ate all the food.

The student addresses the task completely. The student speaks in complex sentences and uses complex grammar structures in a manner nearly comparable to native English-speaking peers (*Then Turtle told him to take off his jacket because it was rude to eat with one, and that's when Spider floated up, and Turtle ate all the food*). The response features some higher-level vocabulary (*so he could sink to the bottom of the pond, he was really light, it was rude*), demonstrating the student's ability to elaborate on the story's events in some detail. The response includes a brief pause as the student corrects and restates part of the reply (*Then the turtle, [...] not the turtle, the spider*), but overall, the delivery is fluent and there are no errors in pronunciation.

Response 3

So the greedy little spider, um he, he was eating his perfect little yams. Then Turtle came by, and he came back from a trip. So um the spider told him it's bad manners to go eat with your hands dirty, so he sent him all the way to the river. And then Spider just gobbled like some of them, and then he came back, and then he sent him back to the river, and then he gobbled some more. And then, Turtle wanted to take some revenge. So what happened was that since he lived in the river, he sank completely. And then Spider, he couldn't go down because he was so light, so he tried putting um some rocks in his jacket, so that when he went down, Turtle said, "It's rude to eat with your jacket on. Can you please take it off?" And when he took it off, he went straight back to the water. So yeah, that's what you get for being greedy.

The student addresses the task completely and with substantial elaboration. The student includes some complex sentences and grammar structures, speaking in a manner nearly comparable to native English-speaking peers. Similarly, the range of vocabulary exhibited in the response is at a level comparable to native English-speaking peers, including some idioms and colloquialisms (*greedy little spider, perfect little yams, all the way to the river, he gobbled some more, take some revenge, sank completely, went straight back, that's what you get*). The student speaks without hesitation or significant pronunciation errors.

Response 4

Spider does not want share his food, so he tells the turtle to wash his hands in the river before he eats. He tells him over and over again until he is finished with the dinner. Next, Turtle lives in the pond, and Spider is not heavy enough to get to the bottom of the pond, so he needs a little bit of rock so he can be heavy enough so he can get down where the turtle is. So the turtle tells the spider to take off his jacket, but he has the rocks, and the spider doesn't get to eat dinner.

The student addresses the task completely and with some degree of elaboration. The student generates several long complex sentences, using complex grammar structures in a manner comparable to native English-speaking peers. The student communicates specific details using grade-appropriate vocabulary (*tells him over and over again, not heavy enough to get to the bottom of the pond*) and speaks without any pauses or pronunciation errors.

Response 5

Okay, first Spider put out some fresh yams, and then Turtle comes and knocks on the door, and Spider invites him for dinner. Then Turtle was about to reach the plate, but then Spider told him that his hands were dirty and he had to clean them all off. He went down the river and cleaned them off, but they were still dirty. In that time that Turtle was at the river, Spider finished all the yams. And then Turtle invited Spider to dinner. Spider couldn't come down to the lagoon, but he had a jacket on, so he put rocks and then he drowned all the way down. And then Turtle told him that it's not okay wearing a jacket at the dinner table, so when Spider takes it off and he goes all the way back to the lagoon, Turtle finishes all the food. So they both played tricks, and they both got tricked.

The student addresses the task completely and elaborates substantially on the topic. The student speaks in complex sentences and uses complex grammar structures in a manner nearly comparable to native English-speaking peers (*In that time that Turtle was at the river, Spider finished all the yams; So they both played tricks, and they both got tricked*). The response contains some minor errors (*drowned all the way down*), but overall, the student communicates clearly about the story.

Question 34

Read the directions. When you are ready to speak, tell as much as you can. You may watch the video again before you speak.

Explain at least two reasons why John Hancock is an important person in American history. Use your own words and information from the video.



Remaining attempts: 2

Score Point 2

Response 1

John Hancock [...] was in the American Revolution.

The student addresses the task in a very limited way. The response consists of one simple sentence with a pause between the subject and verb. The student conveys an original message but does so by relying entirely on basic vocabulary (*was in the*) and terms provided in the prompt and video stimulus (*John Hancock, American Revolution*).

Response 2

He paid the soldiers. He helped with the Revolutionary War. [...] Helped the soldiers. Paid them.

The student addresses the task in a limited way and uses simple sentences and sentence fragments to communicate the message. The response contains examples of correct use of simple past tense (*paid, helped*). The vocabulary in the response is restricted to some basic words (*paid, helped, soldiers*). The repetition of these few words and ideas across the response, as a whole, indicates a reliance on a small pool of basic vocabulary.

Score Point 3

Response 1

He was one of the people to [...] write on the Declaration of Independence. He wrote it big so the British king could see it. And he also paid for the soldiers. For their weapons and food.

The student demonstrates an ability to address the task somewhat successfully. Overall, the response reflects correct usage of verb tenses and basic grammar features, as well as some complex grammar structures (*He was one of the people, so the British king could see it, he also paid for*). The response does include some details (*wrote it big, their weapons and food*). Overall, the response does not exhibit any pronunciation errors that interfere with understanding.

Response 2

John Hancock was important to American history because he signed the Declaration of Independence for the U.S. freedom. But he also did more than that. He helped the U.S. Army by getting weapons for them when they needed it.

The student addresses the task relatively successfully. The response includes correct verb tenses and some complex grammar structures, with occasional errors in less-common structures (*He helped the U.S. Army by getting weapons for them when they needed it*). There is some slightly awkward phrasing (*for the U.S. freedom*), which does not interfere with overall communication. The student is able to provide some specific details (*signed the Declaration, also did more than that*) using some abstract and academic vocabulary.

Response 3

The reasons why John Hancock is important is because he was the first one to write his name on the Declaration of Independence. And another thing he did was during the Revolutionary War, he helped his men out with buying new guns.

The student addresses the task in a generally successful manner and demonstrates an ability to use the correct verb tense, as well as some basic and complex grammar structures (*he was the first one to write his name on the Declaration of Independence, he helped his men out*). Although the response contains some occasional errors (*The reasons why John Hancock is important is because*), the errors do not limit communication. The response includes some academic vocabulary, but overall, the student relies on more common, basic vocabulary (*men, buying, guns*). The response does not contain pauses, but the pronunciation of the words “write” and “during” interferes to some degree with understanding.

Response 4

John Hancock is very important because Hancock supported the colonies when the British were acting wrong. And helped the American soldiers by paying off [...] their weapons and taxes.

The student communicates somewhat successfully about a grade-appropriate academic topic. The response generally includes the correct verb tenses for the task (*supported the colonies, helped the American soldiers*). However, within this relatively brief response, there are two instances of awkward phrasing (*when the British were acting wrong, paying off [...] their weapons and taxes*), as well as a brief pause in the last sentence as the student searches for words.

Response 5

John Hancock bought his American soldiers weapons to fight for independence with his own money. John Hancock was the first to write on the Declaration of Independence. [...] He made sure it was big enough for the British to see without glasses.

The student addresses the task somewhat successfully and shows the ability to use the correct verb tense for the task (*bought, was the first to write, made sure*). Though the first sentence contains some slightly awkward syntax (*to fight for independence with his own money*), the student includes some common abstract and academic vocabulary (*fight for independence*) and is able to provide some specific details (*big enough for the British to see without glasses*). There is a noticeable pronunciation error with the word “Declaration,” but overall, the response is understandable.

Score Point 4

Response 1

He was really important because he had really good handwriting. And when he signed the Declaration of Independence you could see his handwriting was the biggest because he had the best handwriting. Another reason is nowadays people ask, if you are doing a signature, can I have your John Hancock.

The student addresses the task at a level nearly comparable to native English-speaking peers. The student demonstrates an ability to generate complex sentences and use complex grammar structures with accuracy. Additionally, the response includes some idiomatic and colloquial speech (*nowadays, can I have your John Hancock*). The student speaks without pauses or pronunciation errors that would interfere with communication.

Response 2

Two reasons why John Hancock is an important person in American history is because, during the Revolutionary War, he paid for supplies and guns that the American troops needed. They were known as militia because they were not properly trained. And also he was important because he supported the people that were mad at the British for giving them taxes.

In this response, the student addresses the task completely and demonstrates an ability to use a variety of verb tenses and complex grammar structures appropriately and accurately (*They were known as militia because they were not properly trained*). In addition, the student uses academic and abstract vocabulary at a level nearly comparable to native English-speaking peers (*supplies, troops, militia, properly, supported*) to provide details and elaboration. The response does not contain any pauses or pronunciation errors that interfere with communication.

Response 3

John Hancock was really important and he was wealthy. On the Continental Congress, he was the president for a small time. Because of his Revolution activities they thought he was dangerous, so they wanted to capture him. Paul travelled all the way to Washington, where John Hancock was [...] staying. And told him they wanted to capture him. Then he got to safety. After that the Continental Congress wanted to be independent [...] and he signed a paper, but it wasn't enough. So they had a war and he helped by buying more supplies.

The student addresses the task completely and demonstrates the ability to generate complex sentences and to use complex grammar structures with a high degree of accuracy (*Because of his Revolution activities they thought he was dangerous, so they wanted to capture him*). The response includes grade-appropriate vocabulary used to elaborate and add details (*wealthy, activities, capture, independent*). There are a few instances of awkward phrasing (*On the Continental Congress, for a small time*), as well as some brief pauses, but these do not interfere with the listener's understanding of the message.

Response 4

The reason that John Hancock was an important person to America is because he bought weapons so the Americans can win the Revolution. And another reason was because he became a governor to the United States and he was a president once for the colonists. Some information about the video was that Hancock was a very important man. He died in the late 1700s and he was in the Revolution. People said that he was dangerous and they want him in jail.

In this response, the student addresses the task in a complete and extended manner. The response does include some errors in verb tenses (*he bought weapons so the Americans can win, People said that he was dangerous and they want him in jail*), as well as an occasional awkwardness in word choice (*governor to the United States*). Overall, however, the response demonstrates the student's ability to speak using complex sentences and complex grammar structures, as well as an ability to use grade-appropriate academic vocabulary with precision (*weapons, governor, colonists*).

Response 5

John Hancock is an important figure in the American Revolution. Since Hancock was wealthy, he used his money to buy weapons for the American troops in the Battle of Lexington in 1775. He also was the first to sign the Declaration of Independence in July 4th, 1776, and was the biggest. Hancock is an important figure in the American Revolution and in history.

The student addresses the task in a complete way. The response includes complex sentences, complex grammar structures, and grade-appropriate academic vocabulary at a level comparable to native English-speaking peers (*Since Hancock was wealthy, he used his money to buy weapons for the American troops in the Battle of Lexington in 1775*). There is one example of awkward, imprecise language in the sentence relating Hancock's signing of the Declaration of Independence (*and was the biggest*). The response does not contain any pauses or pronunciation errors that interfere with communication.

Question 36

Read the directions below. When you are ready to speak, tell as much as you can.

Think about the last time you laughed a lot. Tell:

- who you were with
- what made you laugh
- how it made you feel to laugh so much



Remaining attempts: 2

Score Point 2

Response 1

I laughed when my brother fell. It was on the store.

The student addresses the task in a limited way and relies on high-frequency, basic vocabulary (*brother, store*) and simple sentence structures. There is a grammar error in the second sentence that limits understanding (*It was on the store*).

Response 2

I was with my cousin and [...] I was with my brother and he made me too.
He tickled me.

Addressing the task in a limited way, the student uses simple language structures and basic vocabulary to communicate an original message. The response contains a significant pause where the student is searching for words from a limited pool of vocabulary.

Score Point 3

Response 1

The last time that I laughed a lot was with my mom. She made me laugh by making funny faces. It felt like [...] if I was getting tickled. I never stopped laughing because it was so funny.

The student addresses the task somewhat successfully. The response includes generally correct verb tenses and basic grammar features (*She made me laugh by making funny faces*). The student includes details (*with my mom, getting tickled*) and some complex grammar structures (*I never stopped laughing because it was so funny*). The response contains a brief pause that does not interfere with communication. Overall, the student speaks comfortably on a familiar social topic.

Response 2

The last time I laughed was when I was with my best friend. He made me laugh by telling me a funny [...] joke. Then [...] I could not stop laughing because the joke was so funny.

The student communicates somewhat successfully on a familiar social topic, uses the correct verb tense, and demonstrates an overall familiarity with basic grammar features. The response does include some details (*best friend, funny [...] joke*), but the student does not elaborate beyond a few ideas. The student makes no pronunciation errors that impede understanding but briefly pauses twice while searching for words.

Response 3

I was with my brother and I laughed because he was doing a lot of funny faces. I felt happy and good.

Overall, the student addresses the task somewhat successfully. The student displays a familiarity with basic grammar features and includes some details (*with my brother, funny faces*) to craft the message. Although there is some awkward phrasing (*doing a lot of funny faces*), the student is generally able to communicate without pauses or pronunciation errors that interfere with communication.

Response 4

In the cafeteria, my friends made me laugh a lot because they were making jokes. They were so funny that they made me laugh. I felt so happy [...] because it was funny.

The student addresses the task somewhat successfully using complex sentences (*In the cafeteria, my friends made me laugh a lot because they were making jokes*) and correct verb tenses. Although the student provides some details, the vocabulary is generally restricted to basic words about laughing (*funny, happy*), and repetition (*made me laugh a lot, made me laugh, it was funny*) shows the more limited range of vocabulary. In addition, the response contains a brief pause where the student searches for words.

Response 5

I was with my brother and we were on the couch watching a movie. He was tickling me, so I was laughing a lot. I couldn't really breathe, and it felt kind of funny.

The student addresses the task in a generally successful way and demonstrates an overall familiarity with some complex grammar features (*He was tickling me, so I was laughing a lot*). The student communicates comfortably about being tickled and includes some details (*on the couch watching a movie, couldn't really breathe*). The student generally speaks without pauses or pronunciation errors that interfere with the listener's understanding.

Score Point 4

Response 1

One day I was in the car with my brother. It was so boring and there was nothing to do until my brothers and I made jokes. I laughed long and hard. I was even crying at that point. It was so funny we all laughed.

The student addresses the task completely. The response features grammatically correct language at a level nearly comparable to native English speakers (*It was so boring and there was nothing to do until my brothers and I made jokes*). The student comfortably addresses the task with details and elaborates about joking with his brother (*I laughed long and hard, I was even crying at that point*). In addition, there are no pauses or pronunciation errors that limit understanding.

Response 2

I laughed a lot with my sister because we were having a dance party on my phone. When she danced [...] she giggled like jelly. I laughed so much that I had to go to the restroom.

The student communicates completely to address the task. The response includes vocabulary and grammar structures nearly comparable to native English speakers (*having a dance party on my phone, giggled like jelly*) along with an English-language colloquialism (*giggled like jelly*). The student speaks without pronunciation errors, but there is a brief pause that does not interfere with communication.

Response 3

Last time I laughed was because I was with my little sister and it made me laugh because I pranked her. I was pranking her with balloons. One had water and I put that last. So, I told her, "Can you help me with popping these balloons?" And she was like sure. So, she was popping them. The first one. POP! Okay, nothing. The second one. POP! Nothing. But the third one [...] she popped it and she got soaked. All her clothes were soaked. I laughed so hard. It made me laugh because she was soaked. And she gasped. She was like, "Why did you do this?"

The student thoroughly addresses the task with a significant amount of elaboration. The student speaks comfortably using complex sentences (*It made me laugh because she was soaked*) and vocabulary comparable to native English speakers (*little sister, pranked, gasped*). The student thoroughly conveys information, giving the listener a clear picture of what took place. The response contains only one brief pause and no pronunciation errors that would impede the listener's understanding.

Response 4

The last time I laughed so hard, I was with my friend Michael and his cousin. We were playing Fortnite. What made me laugh were the jokes we made in Spanish. I was laughing way too much. It made me laugh so much that my stomach started hurting, and I started coughing a lot. Then I started crying.

The student completely and comfortably addresses the task with elaboration and specific details (*my friend Michael, playing Fortnite, jokes we made in Spanish*). The student uses complex grammar structures with varied tenses comparable to native English-speaking peers (*It made me laugh so much that my stomach started hurting, and I started coughing a lot*). The response does not contain any pauses or pronunciation errors that interfere with communication.

Response 5

I was with my friend, Olive. She has a hoverboard that I got on and I kept spinning and spinning like a thousand times really fast. So finally, I didn't know where I was because I was spinning so fast. I fell off the hoverboard because I was dizzy, and I almost got knocked out. After that when I wasn't dizzy anymore [...] and Olive made sure I was okay. I laughed for thirty minutes because it was really funny.

The student addresses the task completely, communicating with substantial elaboration. The response features grammar structures and vocabulary nearly comparable to native English-speaking peers (*I fell off the hoverboard because I was dizzy, and I almost got knocked out*). Colloquial phrases (*like a thousand times*) and exaggeration (*I didn't know where I was because I was spinning so fast*) show the student's command of language. There is a brief pause where the student searches for words, but the pause does not impede understanding. Overall, the student demonstrates the ability to communicate comfortably about riding a hoverboard.

