



Speaking Scoring Guide

Grades 6–8

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 6–8 Speaking Questions and Scored Responses

Question 9

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

First explain why Jack stops during the race and helps his younger brother Toby. Then tell what happens right after he does that.



Remaining attempts: 2

Score Point 2

Response 1

Jack stop his little brother during the race because he miss the second cone. And Jack don't want him to feel sad. And by the time [...] the other girl win the match.

The student addresses the task in a limited way and uses mostly simple sentences in the present tense to communicate the message. Within this relatively brief response, there are consistent subject-verb agreement errors (*Jack stop, he miss, Jack don't want, girl win*) as well as a long pause to search for words. The student is able to provide a few details (*second cone, feel sad, win the match*) but relies mostly on basic vocabulary.

Response 2

He helped [...] he helped his brother because he is going to be lost anyways.
So he stop and [...] he help out his brother.

The student uses simple vocabulary and grammar structures to address the task in a limited way. The response includes some errors in verb tense and subject-verb agreement (*he stop, he help*), as well as some awkward phrasing (*he is going to be lost*). The response includes mostly high-frequency, basic vocabulary (*helped, brother, stop*), which the student repeats in an attempt to communicate the message. The response contains two long pauses to search for words.

Score Point 3

Response 1

Jack stops to help his little brother Kobe because he was doing stuff wrong.
That's how [...] um [...] Jack got delayed and probably ended like last place.

The student addresses the task relatively successfully and provides a few details (*help his little brother, doing stuff wrong, last place*). Overall, the student demonstrates a familiarity with basic grammar features and an ability to use the correct verb tense for the task (*Jack stops, he was doing*). The response contains complex sentences and some examples of vocabulary beyond a basic, high-frequency level (*Jack got delayed and probably ended like last place*) and includes two brief pauses as the student searches for words.

Response 2

Jack stops his brother because he didn't cross the second cone, and then he tells his brother that he doesn't care about the race, and he can go [...] do another race.

The student addresses the task somewhat successfully. The response consists of one long, compound sentence and includes different verb tenses used correctly for the task (*Jack stops, he didn't, he can go*). The student provides some details using vocabulary that goes beyond a basic, high-frequency level (*cross the second cone, doesn't care about*). The response contains one brief pause to search for words as well as minor pronunciation errors of the words "brother" and "another."

Response 3

He tells him like [...] what he's doing wrong and like [...] how he can fix it. Then once he does that, Toby fixes it, but then Jack loses the race. Two other people finish the finish line.

Overall, the student addresses the task somewhat successfully. The student demonstrates some familiarity with basic grammar features and an ability to generate a complex sentence with accuracy (*Then once he does that, Toby fixes it, but then Jack loses the race*). However, there is some slightly awkward phrasing (*finish the finish line*). In addition, the response consists largely of basic vocabulary (*tells, loses, race, people*) and the student repeats ideas expressed in a simple manner (*fix it, fixes it*) without further elaboration.

Response 4

Jack stopped during the race to help his younger brother Toby because he knew that if Toby got disqualified, he would run away and cry and [...] want to be alone.

The student addresses the task of communicating in a generally successful way. The student generates a long complex sentence that includes complex grammar structures (*he knew that if Toby got disqualified, he would run away*). There are a few instances of advanced or abstract vocabulary (*disqualified, run away, want to be alone*). The student briefly pauses near the end of the response to search for words.

Response 5

Jack stops during the race to help his younger brother Toby because he forgot to go around the second cone, and the girl wins right after.

The student addresses the task somewhat successfully. The student uses the correct verb tenses (*he forgot, the girl wins*) and demonstrates an ability to form a complex sentence. Overall, the response includes a few details, and the details that are provided are communicated using mainly basic, simple vocabulary.

Score Point 4

Response 1

Jack and Toby are doing a watermelon race. Jack is mostly in the lead. Jack looks back to see what, what's up with Toby. Toby just missed his second cone, and he will be disqualified if he doesn't go back and come around it. He yells to Toby, "Go back and come around the cone!" And then Toby says [...] what he says, but Jack looks back toward race when he realizes that he is not first anymore because the girl went right past him and ran through the to the finish line.

The student addresses the task completely and with substantial elaboration. The student uses both simple and complex sentences and demonstrates an ability to communicate using grammar structures at a level nearly comparable to native English-speaking peers. The student's level of vocabulary allows the student to provide precise details (*mostly in the lead, just missed, went right past him*). In addition, the response includes a colloquialism, used in a native-like manner (*to see what, what's up with Toby*). There is one instance of somewhat awkward phrasing (*looks back toward race*), but this does not interfere with communication. Overall, the student speaks fluently with one brief pause and no pronunciation errors.

Response 2

Jack stops in the race because he knew his brother did something wrong, and he was going to probably get disqualified. So he told his brother he didn't want him to feel bad, so he decided to take the time to tell him what was wrong. And then after that, he lost the race because he was focused on his brother and not on moving forward to the finish line.

The student addresses the task completely. The student speaks in complex sentences and uses complex grammar structures with accuracy, at a level comparable to native English-speaking peers (*Jack stops in the race because he knew his brother did something wrong, and he was going to probably get disqualified*). The student includes grade-appropriate vocabulary to relate events with precision and elaboration (*didn't want him to feel bad, decided to take the time, he was focused on his brother*). The student speaks without hesitation or significant pronunciation errors.

Response 3

Jack helped his younger brother Toby because he thought that if he got disqualified, he would have a red flash bloom on his face. So after that he helped him, and then Toby went back behind the second cone and completed that, but the girl still won, and she had gotten first place. After that, Toby and Jack decided to sit on a bench and ate some watermelon together. At the end of the race, Toby asked Jack why did he help him. Jack said it didn't really matter because it was just this race, not a real race.

The student addresses the task completely and with extensive elaboration. The student uses grammar structures at a level comparable to native English-speaking peers (*he thought that if he got disqualified, he would have*). The student demonstrates the ability to use grade-appropriate and abstract vocabulary with precision (*a red flash bloom, back behind, still won, it didn't really matter, not a real race*). There are no pronunciation errors or pauses to hinder communication.

Response 4

Jack wants to help Toby because he will be disqualified, and if that happens, a red flush would bloom on his cheeks and his bottom lip would start quivering. Then he'd rush off to be alone. So Jack helps him go back, and all of the sudden a girl won, but they didn't care. Although Toby thought Jack lost because of him, he said no matter, that that does not matter, and there's another watermelon challenge that they can do.

Overall, the student addresses the task in a complete way. The response includes some complex sentences and complex grammar structures. The student incorporates some language from the video stimulus and combines it with original speech to communicate on the topic (*Although Toby thought Jack lost because of him, he said no matter, that that does not matter, and there's another watermelon challenge that they can do*). The student speaks without hesitation, and there are no pronunciation errors that interfere with communication.

Response 5

Even though Jack wanted to win the race, he kept thinking about his brother Toby. After seeing Toby forgetting to weave around the second cone, Toby would have been disqualified, and Jack believes that that would make Toby embarrassed about himself, running off with a red face. Jack gave, Jack gave up his first place and helped Toby instead, as Jack cared about Toby.

The student addresses the task completely and with significant elaboration. The student includes complex grammar structures that are comparable to the language of native English-speaking peers and uses some less-common tenses and structures with accuracy (*Toby would have been disqualified, and Jack believes that that would make Toby embarrassed about himself*). The student uses abstract vocabulary to relate details with clarity (*weave, disqualified, believes, embarrassed*). The student speaks at a natural, fluent pace with only one instance of restating an idea (*Jack gave, Jack gave up*).

Question 18

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

Think about the characters in books you have read or shows you have watched. Tell the name of the character you would most like to meet. Then explain:

- why you want to meet this character
- what you would ask this character



Remaining attempts: 2

Score Point 2

Response 1

The character I would like to meet is Kevin Hart. My question is [...] how he became an artist.

The student relies on basic vocabulary to communicate an original message. A pause to search for words and pronunciation errors, especially a notable error pronouncing the word “character,” limits understanding.

Response 2

I would like to meet Dr Seuss [...] and looks fun.

The student uses simple language structures to communicate in a limited way. The response consists of a simple but original message with basic vocabulary, a pause, and a grammar error (*and looks fun*) that limits communication.

Score Point 3

Response 1

I would like to meet the character Batman. I want to meet him because of his fighting skills. I would ask him [...] about super villains.

The student addresses the task somewhat successfully. The lack of grammar errors reflects a familiarity with basic grammar features (*I want to meet him because of his fighting skills*). The student provides some specific details (*fighting skills, super villains*) but does not elaborate beyond the basic message. Overall, the student generally communicates comfortably and only pauses briefly at the end of the response to search for words.

Response 2

I would like to meet Dora because she is an inspiration to me. She is super smart. And I would ask her why she has a pet monkey.

The student addresses the task somewhat successfully. The response includes some complex grammar features as well as some abstract vocabulary (*I would like to meet Dora because she is an inspiration to me*). The student uses the correct verb tenses for the task, including conditionals (*I would ask her why she has a pet monkey*). Overall, the student is generally able to communicate comfortably without pauses or pronunciation errors that interfere with understanding.

Response 3

From the show The Arrow, I want to meet the guy Arrow because he is cool. He shoots arrows, like a bow and arrow. I like him because my dad likes to hunt [...] for animals, and he just helps people. My dad just helps people like the Green Arrow.

The student demonstrates an ability to address the task somewhat successfully. The response includes some specific details and specialized vocabulary (*bow and arrow, hunt [...] for animals*). The student shows a familiarity with basic grammar features and correctly uses a compound-complex sentence (*I like him because my dad likes to hunt [...] for animals, and he just helps people*). However, there is a brief pause in the middle of the response as the student searches for words, which disrupts the student's fluency.

Response 4

My favorite book is Wonder. I would like to meet Austin because he is a very special character, and he stands out and doesn't care what other people say about him.

The student addresses the task in a somewhat successful way and includes some complex grammar features (*I would like to meet Austin because he is a very special character*). The response includes few details and uses abstract language (*he stands out*). The student speaks with few pronunciation errors and, overall, is generally able to communicate comfortably.

Response 5

I would like to meet Jake Paulson because I like him. I would like to ask him how it feels to be a millionaire. He lives in a mansion and he has a Lamborghini.

The student communicates somewhat successfully about a character she would like to meet. The response includes some complex grammar structures and correct verb tenses (*I would like to meet Jake Paulson because I like him*). The student uses specific vocabulary to provide some details on the topic (*mansion, Lamborghini*). While the student generally speaks without pauses, there is a pronunciation error of the word "millionaire" that somewhat limits understanding.

Score Point 4

Response 1

There is a book that I am reading, and it is called, A Fish in a Tree. There is a character named Ellie, and I would like to meet her because she talks about how she has dyslexia. She also talks about how much trouble it causes her at school. I would like to ask her how it feels to have dyslexia.

The student addresses the task completely and makes use of some complex sentences in a manner similar to native English-speaking peers (*There is a character named Ellie, and I would like to meet her because she talks about how she has dyslexia*). The response does not contain any pauses or grammar errors. There is a pronunciation error at the end of the response of the word "dyslexia" that does not interfere with understanding. Overall, the student has little difficulty speaking on this familiar topic.

Response 2

I would like to meet the characters from the Maze Runners because they are amazing. They have this action [...] movie and it's pretty cool because there are going through a lot of obstacles and challenges. They are trying to save their team. I would ask these characters how they made the movie because it looks so real, but it's not.

The student successfully conveys information about characters he would like to meet and provides some details (*they are amazing, they have this action [...] movie, obstacles and challenges*). The student uses complex grammar structures with varied tenses comparable to native English speakers (*I would ask these characters how they made the movie because it looks so real, but it's not*). There is a brief pause in the second sentence where the student searches for words. The response contains no pronunciation errors that interfere with communication. Overall, the student speaks comfortably on a social topic.

Response 3

I want to meet this character called Goku from Dragon Ball. I want to ask him how he became strong because I want to be strong like him so I can defend myself from bad guys and bullies. I want to become strong so I can protect myself from dangerous danger. I want to ask him how he protects himself and what he uses.

The student completely addresses the task with some elaboration. The response demonstrates the student's ability to connect a series of ideas using complex sentences (*I want to ask him how he became strong because I want to be strong like him so I can defend myself from bad guys and bullies*). The student includes details nearly comparable to what native English speakers might use (*strong like him, defend myself, bad guys and bullies*). There is an awkward word choice (*dangerous danger*) that does not limit understanding. Overall, the student speaks quite comfortably without any pauses or pronunciation errors.

Response 4

There is a show that I really like to watch. It's on Netflix and it is called Full House. My favorite character is DJ Fuller. She is an amazing actor, and I really want to meet her because she is just amazing. I would ask her if she really loves doing what she does. Like acting and doing shows [...] and participating with the people she acts with on the shows.

The student addresses the task completely using precise, grade-appropriate vocabulary (*amazing actor, loves doing what she does*). The response includes a compound-complex sentence (*She is an amazing actor, and I really want to meet her because she is just amazing*). In addition, the student speaks without pronunciation errors and pauses briefly at the end of the response, which does not interfere with the listener's understanding. Overall, the student speaks at a level nearly comparable to native English-speaking peers.

Response 5

I would like to meet this character named Santiago Muñoz. He is a soccer player in the movie Goal. When he was little his dad did not want him to become a soccer player because he didn't think it was his passion, and he stole all his money for the training camps. His dad was a bad guy who was wanted by the cops. But Santiago did not listen to him so he moved on and went to England so he could play soccer. Two weeks after he was in England, he got a call from his mom that his dad had been shot by the police. He dedicated a bunch of games to his dad and became a really good player and inspired others.

The student communicates in an extended and elaborate way about Santiago Muñoz. The response features advanced grammar structures and complex sentences (*When he was little his dad did not want him to become a soccer player because he didn't think it was his passion, and he stole all his money for the training camps*). The student uses abstract vocabulary nearly comparable to native English speakers (*passion, dedicated, inspired*). The response demonstrates the student's ability to provide details and communicate a message free of grammar errors and pauses. Overall, the student speaks at a level comparable to native English-speaking peers.

Question 25

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

Describe what happens during Tina's day with Belle Soleil. Then describe how Tina changes after the experience.



Remaining attempts: 2

Score Point 2

Response 1

She feel bad because they don't like the picture of them [...] and then [...] Stephanie laugh about it.

The student demonstrates an ability to communicate an original message but does so in a very limited manner. The response contains few details using limited vocabulary, and as a result, the message conveyed is somewhat vague (*She feel bad because they don't like the picture of them*). Subject-verb agreement errors interfere with communication (*She feel bad, Stephanie laugh about it*). In addition, the response includes pauses as the student searches for words.

Response 2

She did not have her picture tooken. Then she got really mad. Then she not have her name on the news for the school [...] and then she [...] got mad.

The student addresses the task in a limited way, communicating original ideas using simple English language structures. Communication is limited by basic grammar errors (*tooken, she not have*). The response includes few details on the topic and is somewhat repetitive (*Then she got really mad, and then she [...] got mad*). Pauses to search for words interrupt the fluency of the response.

Score Point 3

Response 1

She got a photograph of herself, and Tina started laughing because her name was wrong.

The student uses a properly constructed compound-complex sentence, indicating a familiarity with complex grammar features (*She got a photograph of herself, and Tina started laughing because her name was wrong*). The response includes specific, grade-appropriate vocabulary (*photograph*), and there are no pauses or pronunciation errors. Although the response is rather brief, overall, the student demonstrates an ability to communicate comfortably on a familiar social topic.

Response 2

They went to go eat lunch, and everyone knew that she was going to be there, so everyone wanted to take a picture with her.

The student demonstrates some familiarity with advanced grammar features, including a compound-complex sentence (*They went to go eat lunch, and everyone knew that she was going to be there, so everyone wanted to take a picture with her*). The student provides a few details but does not demonstrate an ability to elaborate beyond the basic message. The response mostly consists of common vocabulary. The student is generally able to communicate comfortably without any pauses or pronunciation errors that interfere with fluency.

Response 3

Um [...] first she won the contest, and then she went to go eat with her, and then Belle Soleil gave her [...] she ended up with the wrong name. So I guess everyone mixes up some things. Like, she had a real bad day today, or a weird day. Okay?

The student addresses the task somewhat successfully by communicating comfortably on a familiar social topic. The student demonstrates an ability to use basic grammar features and past-tense verb forms in a generally correct manner. Vocabulary mostly consists of common words but includes some idiomatic English expressions (*she ended up with, everyone mixes up some things*). The response includes some brief pauses to search for words and to restate or clarify.

Response 4

Tina was disappointed because she didn't get to spend more time with Belle Soleil. Then she says how everything changed for her because she didn't expect it to be like that.

The student provides a response free of syntax errors and demonstrates some familiarity with complex grammar structures (*Then she says how everything changed for her because she didn't expect it to be like that*). The student provides some basic details (*Tina was disappointed because she didn't get to spend more time with Belle Soleil*) but does not elaborate further. There are no pauses or pronunciation errors that interfere with fluency.

Response 5

Tina's day with Belle Soleil is that [...] it was awkward because they could barely eat, and they barely talked because Belle Soleil was so busy, [...] and after the experience Tina changed by [...] because she was happier.

The student addresses the task somewhat successfully. The response includes some specific vocabulary to convey details (*awkward, barely, experience*). The student demonstrates some familiarity with complex grammar features (*it was awkward because they could barely eat, and they barely talked because Belle Soleil was so busy*), but the response includes a few brief pauses to search for words. Overall, the student is generally able to communicate comfortably on a familiar social topic.

Score Point 4

Response 1

Tina did not get to spend time with Belle at all because she was way too busy and crowded by her fans the whole time. Tina didn't really enjoy it as much, but she did get an autograph from Belle, and it didn't even have the right name. So it changed her because she said she doesn't want to be known by everybody, so she'd rather be known by nobody than everybody because she did not want to be crowded and have the life that Belle did.

The student addresses the task in a complete manner, communicating comfortably on the topic with some elaboration. The student uses compound and complex sentences in a manner similar to native English-speaking peers (*Tina did not get to spend time with Belle at all because she was way too busy and crowded by her fans the whole time*). The response includes specific vocabulary to convey details (*crowded, autograph*). In addition, fluency is not hindered by any pauses or pronunciation errors.

Response 2

When Tina first arrived at the station, Belle's security took control. Then, Belle had a radio show. After that, when they finally got to eat lunch, a bunch of Belle's fans were at the restaurant. When Tina finally got back, she came and talked to her friends. Then she realized that being so popular and accepted is not the best thing because it's overwhelming sometimes.

The student demonstrates an ability to address the task completely with some elaboration. The student uses specific vocabulary to convey details in a manner nearly comparable to native English-speaking peers (*station, security, overwhelming*). The student is able to use complex grammar constructions without errors (*Then she realized that being so popular and accepted is not the best thing because it's overwhelming sometimes*). The student delivers the response at a good pace without pauses or pronunciation errors.

Response 3

One day Stephanie shows Tina the new newspaper and the picture of the class. Tina didn't like it because they didn't put her name. That day, they went to Stephanie's house and turned on the radio. They were offering a lunch with Belle if they guessed the [...] singer. Tina remembered the answer, and Stephanie called and gave the phone to Tina. She was excited that she won. Then she had the lunch with Belle. She was surprised because the fans knew where they were going to have lunch and wanted a picture of Belle. She was surprised because she didn't pass any time with Belle. [...] Now she knew that she didn't want to be that famous anymore because then she would be like Belle.

The student communicates comfortably and elaborates extensively on the topic. The student demonstrates an ability to use compound and complex sentences in a manner similar to native English speakers (*She was surprised because the fans knew where they were going to have lunch and wanted a picture of Belle*). Aside from two brief pauses, the student generally speaks with a level of fluency nearly comparable to native speakers. Overall, the student addresses the task completely.

Response 4

Tina wants people to recognize her and not confuse her for anyone else. Then she goes on a little dinner with this famous person, and she sees that the famous person was mobbed by a group of people, and then she realizes she doesn't want that type of life. She'd rather be just fine by herself.

The student addresses the task in a relatively complete manner, communicating comfortably on a social topic. The student uses complex grammar structures without significant errors. The response includes specific vocabulary to convey details (*recognize, confuse, mobbed*) as well as colloquial forms of expression (*she goes on a little dinner*). The student speaks at a good pace without hesitation, indicating a level of fluency nearly comparable to native speakers.

Response 5

Tina's day with Belle Soleil was exciting but annoying. As they got to the restaurant to eat, there were tons of fans waiting for them to arrive. Everyone wanted a picture and/or autograph from her. Tina explains how she didn't even get to take a bite of her food because her fans were begging her the entire meal through. Tina was grateful that Belle was able to sign her name on a picture she had for her. Sadly, she made it out to the wrong name.

The student addresses the task completely, communicating comfortably on the topic and providing details and elaboration. The response features precise vocabulary choices (*autograph, begging, grateful, sadly*) and idiomatic phrases (*tons of fans, the entire meal through, made it out*) similar to native speakers. The student demonstrates a command of advanced grammar, using complex sentences and grammar structures without errors (*Tina explains how she didn't even get to take a bite of her food because her fans were begging her the entire meal through*). Overall, the student speaks fluently with no pausing or pronunciation errors.

Question 36

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

Imagine that your friend is afraid of spiders. How would you help your friend become less afraid?



Remaining attempts: 2

Score Point 2

Response 1

I would help her [...] by letting her know more [...] about spiders.

The student addresses the task in a limited way but still conveys an original message. The response includes no details and is limited to basic vocabulary (*help, spiders*). Pauses to search for words interfere with the fluency of the response.

Response 2

I would help my friend become less afraid by telling him the good things spider do. And they not bite them. So they became less afraid of spider.

The student uses simple sentences and phrases to communicate an original message. There is a pronunciation error and some grammar errors that limit understanding (*the good things spider do, they not bite them, became less afraid of spider*). Overall, the student addresses the task in a limited manner.

Score Point 3

Response 1

I would help by telling them how good spiders [...] are for the world. I would also show them something beautiful about a spider.

The student communicates somewhat successfully about the topic of spiders. Some complex grammar features are included (*I would help by telling them how good spiders [...] are*). The response contains details (*the world, something beautiful*), but the student does not elaborate beyond the basic message. There is a brief pause that does not interfere with communication, and there are no pronunciation errors.

Response 2

I would probably help them by telling them that [...] spiders help us and that they are harmless. I would also tell them that spiders just eat flies.

The student demonstrates the ability to address the task somewhat successfully. The response includes correct use of verb tenses and overall familiarity using basic grammar features (*I would also tell them that spiders just eat flies*). Appropriate details are included using common vocabulary (*help them, they are harmless*). Overall, the student generally communicates comfortably with only one brief pause that does not limit communication.

Response 3

I would help my friend by giving her a spider. Then she can see that spiders are not as harmful as she thought.

The student addresses the task in a somewhat successful way and demonstrates a familiarity with complex grammar structures (*not as harmful as she thought*). The student uses the correct verb tenses, including conditionals (*I would help my friend by giving her a spider*). The student speaks without pauses or pronunciation errors that would limit a listener's understanding.

Response 4

I would tell my friend how harmless spiders can be, if you leave them alone. And teach her how spiders can be great into the world.

The student demonstrates an ability to address the task somewhat successfully. The student includes some specific details and complex grammar structures (*I would tell my friend how harmless spiders can be, if you leave them alone*). There is a grammar error that interferes somewhat with communication (*how spiders can be great into the world*). Overall, the student generally speaks without pauses or pronunciation errors.

Response 5

If my friend was afraid of spiders, I would help her and tell her that they are harmless. I would tell her that they also help us to get rid of flies.

The student addresses the task somewhat successfully. The response includes some details (*harmless, get rid of flies*) and some complex grammar structures (*If my friend was afraid of spiders, I would help her and tell her that they are harmless*). The student communicates comfortably without pauses. The response does not contain any pronunciation errors that significantly interfere with communication.

Score Point 4

Response 1

If my friend was afraid of spiders, I would tell her how spiders are really helpful by spinning their webs. Like when spiders spin their webs [...] I would tell her how they catch annoying flies and other bugs that get in the way like mosquitos or cockroaches. And they won't ever come back to your house again.

The student addresses the task completely and demonstrates the student's ability to communicate with elaboration. The response includes vocabulary and grammar structures at a level comparable to native English-speaking peers (*spin their webs, catch annoying flies, come back to your house*). The student speaks without any pronunciation errors, and there is only one brief pause, which does not interfere with understanding.

Response 2

Basically, I would tell my friend, what spiders are dangerous and poisonous and what spiders are harmless to humans. Then show her a spider with making my friend hold it in her hand without getting afraid. I would tell her that it won't do anything because the spider, itself, is afraid of us. And the spider will try to run away.

The student successfully addresses the task and uses complex grammar structures nearly comparable to native English speakers (*Basically, I would tell my friend, what spiders are dangerous and poisonous and what spiders are harmless to humans*). The student uses appropriate vocabulary to elaborate with precision and clarity and communicates without pauses or pronunciation errors. There is a minor grammar error (*with making my friend hold it*), but it does not interfere with the listener's overall understanding.

Response 3

I would tell my friend to calm down and that everything is fine. Take a deep breath, count to three, and pretend like the spider is not there. Then search up on Google about how some spiders sometimes don't bite and won't kill you. And then to just leave the spider alone and not to bother it.

The student communicates in a relatively complete way and addresses the task. The student uses vocabulary and idiomatic expressions comparable to what native English speakers might use (*Take a deep breath, count to three, and pretend like the spider is not there*). There are minor errors such as awkward word choice (*search up on Google*) that do not impede understanding. The response does not contain any pauses or pronunciation errors. Overall, the student speaks fluently and is easily understood.

Response 4

I would help my friend get over their fear of spiders by telling him how useful they can be, such as to eat flies. And I would also tell them all the wonderful things that spiders can do such as spin their webs, which they would probably find impressive. Also, I would make them hold the spider to know that they are not really gonna do anything. Well, most spiders won't. Just to help them get over their fear of such a tiny insect.

The student thoroughly addresses the task and communicates with substantial elaboration. The student demonstrates an ability to use complex grammar features with accuracy and to connect a series of ideas with longer sentences (*And I would also tell them all the wonderful things that spiders can do such as spin their webs, which they would probably find impressive*). The student includes precise vocabulary, nearly comparable to that used by native English-speaking peers (*how useful they can be, such a tiny insect*). In addition, the student speaks without pauses or pronunciation errors that interfere with communication.

Response 5

If my friend was afraid of spiders, I would give him a book about spiders. I would teach him about dangers of the spider. And I would help him get over that fear and to face that fear. And show them that spiders are actually innocent [...] It just depends on the species, like a black widow or a tarantula.

The student addresses the task in a complete manner. The response reflects the student's ability to use complex grammar structures as well as an ability to switch accurately between verb tenses (*If my friend was afraid of spiders, I would give him a book about spiders*). The student includes precise vocabulary nearly comparable to native English-speaking peers (*face that fear, depends on the species*). There is an awkward word choice (*about dangers of the spider*) that does not interfere with overall communication. Overall, the student speaks without pauses or pronunciation errors that would limit a listener's understanding.

