

Speaking Scoring Guide

Grades 9–12

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 9–12 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.

Many Greek myths contain a lesson. In this myth, what lesson can be learned from the experiences of Icarus? Explain, using details from the video.



Remaining attempts: 2

Score Point 2

Response 1

I don't understand how to say that, but it's like, don't be like a person who think um he is the best [...] the best one perhaps, by her [...] by himself.

The student addresses the task in a limited way and is able to communicate simple ideas without providing details. The student's vocabulary is limited to basic, high-frequency words. In addition, some grammar errors limit communication (*don't be like a person who think um he is the best*).

Response 2

A lesson we could learn like the experiences of Icarus can be that [...] um [...] that [...] risking [...] risking your life for something will might, will might pay off.

Addressing the task in a limited way, the student demonstrates an ability to use words to make an original message. However, several pauses (*that [...] um [...] that [...] risking [...]*) and grammar errors (*will might pay off*) interfere with communication.

Score Point 3

Response 1

I believe the lesson is to always follow directions and to pay attention to what you're doing. That way, you don't get in trouble or anything bad happens.

The student addresses the task somewhat successfully and communicates comfortably with no pauses. The student demonstrates familiarity with basic grammar features (*I believe the lesson is to always follow directions and to pay attention to what you're doing*), although one grammar error slightly interferes with communication (*you don't get in trouble or anything bad happens*).

Response 2

The lesson that he learned was to listen to instructions. They told him not to fly too high because of the sun and too low because of the ocean, and it's better to fall. And he didn't listen, and he ended up losing his feathers and falling into the water.

The student addresses the task somewhat successfully and provides some details on the topic (*They told him not to fly too high because of the sun and too low because of the ocean*). The student demonstrates familiarity with basic grammar features as the response is free of grammar errors. The response includes some pronunciation errors, but it is still generally understandable.

Response 3

You always have to listen to the adults because they know the risk that you're taking by not listening to them. They know that it can be dangerous not to listen, or they know that something bad may happen if you don't listen to what they tell you because they have experience.

The student addresses the task somewhat successfully and provides a response free of grammar errors. The student demonstrates familiarity with basic grammar structures and the ability to form complex sentences correctly (*You always have to listen to the adults because they know the risk that you're taking by not listening to them, they know that something bad may happen if you don't listen to what they tell you because they have experience*). The response includes some pronunciation errors, but this does not interfere with understanding.

Response 4

This myth shows us that, like, every darkness has a light, and you gotta strive for the light. If you're trapped in somewhere, then there's always a way out. You have to be more creative.

The student addresses the task somewhat successfully by providing some details and generally communicating comfortably on the topic with few pronunciation errors. The student correctly uses a complex sentence (*If you're trapped in somewhere, then there's always a way out*) and grade-appropriate vocabulary (*myth, strive, creative*).

Response 5

We can learn that if someone tells us something important, we have to follow. For example, if Icarus had listened to his father by not flying too high, he would be alive now.

Addressing the task somewhat successfully, the student demonstrates some familiarity with complex grammar structures, including a conditional statement (*For example, if Icarus had listened to his father by not flying too high, he would be alive now*). The student generally communicates comfortably with few pronunciation issues.

Score Point 4

Response 1

First that I ought to be careful and to know who you are going to work with because you never know their intentions, like in this myth, that the King Minos imprisoned Daedalus with his son Icarus. The time passed, and Daedalus saw his son convert into a young man. Icarus would see the birds fly by every day since they were locked up in the tower. So Daedalus decided to create wings for him and his son to escape together to be happy and enjoy their freedom, but Icarus got so excited and did not follow the advices of his father, and he drowned into the sea. He never could be found, causing in his death sadness and regret for Daedalus and his invention that caused the loss of his son.

The student addresses the task completely and communicates comfortably. Despite some minor errors (*advices*), the student uses vocabulary comparable to native English-speaking peers (*imprisoned, convert, invention*). The student also demonstrates correct use of complex sentences (*Icarus would see the birds fly by every day since they were locked up in the tower*) and provides sufficient details to address the prompt.

Response 2

Many lessons can be learned from that can be learned from this myth, but one lesson that can be learned no matter if you're Greek or if you believe in mythology is that you should heed the warning of your parents. Icarus didn't listen to his father because he was overcome by excitement and his own desire to be free of the tower. Because of this, he flew too close to the sun, and his wings melted off. If he had listened to his father, he probably would have lived and would have saved his father a lot of grief.

The student addresses the task completely and speaks with ease, using complex grammar structures (*Icarus didn't listen to his father because he was overcome by excitement and his own desire to be free of the tower*). The student speaks using abstract vocabulary at a level comparable to native English-speaking peers (*mythology, heed, overcome, grief*). The student provides sufficient details and elaboration to communicate the lesson and what took place.

Response 3

Based on this Greek myth, a very important lesson is explained. I believe that the main, the lesson that is trying to be stated here is that people should not be too ambitious. Icarus, when he saw the sun, he wanted to rise and fly as high as he could without realizing that, because of his ambition, because he wanted to fly too high, that is why he fell. And at the end of the day, I feel like that is what this myth is trying to let the listener or reader know.

The student addresses the task completely and communicates comfortably on the topic with few pronunciation errors. The student includes some abstract vocabulary (*ambition*) and uses grammar at a level comparable to native English-speaking peers. The student successfully communicates the lesson with sufficient detail about what happened to Icarus.

Response 4

A lesson that you should learn from this is to follow the rules every time. It doesn't matter if you think you can do it by yourself. You never know what you're going to do. You could be in danger. You could cause trouble. In this case, Icarus didn't listen to his father's directions, and he went too high when he followed the seagull. And when he went too high, the wax melted, and that's when the feathers started to fall off, and that's when he fell into the water, and he was never seen again. That's why should follow directions. Follow whoever's in charge or whoever has good advice because if you don't listen, you could have bad consequences.

The student addresses the task completely and demonstrates the ability to use grammar comparable to native English-speaking peers by correctly forming compound-complex sentences (*In this case, Icarus didn't listen to his father's directions, and he went too high when he followed the seagull*). The student uses specific vocabulary with precision (*directions, seagull, melted, consequences*) and elaborates with specificity to provide a clear description of what happened and the lesson.

Response 5

A lesson that can be learned from the experiences of Icarus is that it is better to be humble and cautious despite gaining freedom because the atrocities of nature will bring you down, and that is best shown through the melting of the wax because he decided to be ignorant and not listen to his father's warnings about being too high. So therefore it destroyed his ability to maintain the wings and for them to be stable, so he ended up losing his life.


Addressing the task completely, the student demonstrates a command of abstract and academic vocabulary comparable to native English speakers (*humble, cautious, atrocities, ignorant, maintain, stable*). The response includes complex grammar structures (*A lesson that can be learned from the experiences of Icarus is that it is better to be humble and cautious despite gaining freedom because the atrocities of nature will bring you down*), and the student speaks fluently without mispronunciations.

Question 18

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

Talk about the Plain of Jars in Laos. Explain:

- what it is
- what researchers have found there



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● Remaining attempts: 2

Score Point 2

Response 1

The found bones [...] bowls of bronze and all type of stuff that was [...] in there back then.

The student addresses the task in a limited way, communicating an original message in a simple manner. The response contains few details due to the student's limited vocabulary, resulting in a somewhat vague response (*all type of stuff that was [...] in there back then*). A basic grammar error (*all type of stuff*) and two long pauses interfere with communication.

Response 2

They say that like giants used them like to drink [...] like as a cups [...] and they found out that like tigers or [...] humans can be in there.

The student is able to communicate an original idea but does so in a simple manner. The student offers few details and makes a basic syntax error (*as a cups*). The response includes multiple long pauses to search for words, which interrupts the flow of communication, as well as pronunciation errors that limit understanding.

Score Point 3

Response 1

Researchers have found out that there are thousands of jars in Laos. They were found in the early 1900s. Each jar weighs about several tons.

The student addresses the task somewhat successfully and demonstrates a command of basic grammar features, providing a response without major syntax errors. The student uses some specific vocabulary words to convey basic details (*researchers, weighs, tons*). The response does not contain any pauses or pronunciation errors that interfere with fluency. Overall, the student communicates somewhat comfortably on the topic.

Response 2

The Plain of Jars is like [...] just a bunch of big rocks. They say that giants used them to drink. Researchers have found that there are like bones [...] and swords and axes in them.

The student addresses the task somewhat successfully, providing some details on an academic topic. The student demonstrates a familiarity with basic grammar features (*Researchers have found that there are like bones [...] and swords and axes in them*) and is able to convey some details. The response includes some brief pauses to search for words, but the student is generally able to communicate comfortably.

Response 3

Um according to a legend researcher, apparently um they were jars used by the giants to drink water or something. Um the research [...] the research [...] the researchers have found bones in there and some like axe or whatever, some like human materials.

The student addresses the task somewhat successfully, demonstrating an overall familiarity with basic grammar features (*according to a legend researcher, apparently um they were jars used by the giants to drink water*). The response includes some details on the topic as well as grade-appropriate abstract and academic vocabulary (*according to, legend, researcher, apparently, giants, axe, human materials*). Brief pauses to search for words and the use of “um” throughout interfere somewhat with fluency, but overall, the student is generally able to communicate comfortably.

Response 4

The Plain of Jars is a container that was used back in like 2000 years ago. Researchers found out that they used it as a tombstone and some containers for like axes, weapons, and other stuff. And researchers don't know who made it and why did they make it.

The student addresses the task somewhat successfully by generally communicating comfortably on a grade-appropriate academic topic. The student uses some specialized vocabulary to convey details (*container, researchers, tombstone, axes, weapons*). The response includes some syntactic awkwardness in places (*they used it as a tombstone and some containers, researchers don't know who made it and why did they make it*) but still demonstrates the student's overall familiarity with basic grammar features. Fluency is not hindered by any pauses or pronunciation errors that limit understanding.

Response 5

The Plain of Jars in Laos were jars that were built a long time ago, up to 2000 years ago. Researchers have found that they're probably tombs because there's bones of humans in there.

The student addresses the task somewhat successfully, providing some details on the topic. The student demonstrates some familiarity with complex grammar structures (*Researchers have found that they're probably tombs because there's bones of humans in there*). The response includes some minor grammar errors, but they do not significantly impede understanding (*The Plain of Jars in Laos were jars, there's bones of humans in there*). Overall, the student generally speaks comfortably.

Score Point 4

Response 1

The Plain of Jars: it's in the name, "The Plain of Jars." The jars are just [...] everywhere, it seems like. These sculptures, you could say, have been there for over thousands of years, and there are some jars that are up to 10 feet tall. And there's a little platform [...] a disc that some may believe are like lids. Now these jars are unique because you can't really tell what they were used for. It's kind of all a mystery. However, some jars contained axes and weapons and bronze, while others contained dead bodies such as like skeletons, meaning they could have been tombs. They could have been containers to hold things. There's also an idea, you could say, that giants used to use them kind of as like cups.

The student addresses the task completely, elaborating extensively on the topic. The student uses complex grammar structures in a manner similar to native English speakers (*However, some jars contained axes and weapons and bronze, while others contained dead bodies such as like skeletons, meaning they could have been tombs*). The response includes grade-level academic vocabulary (*sculptures, platform, disc, bronze, skeletons, tombs*) as well as some idiomatic and colloquial forms of expression (*it's in the name, it seems like, you could say*). The student pauses briefly in two places, but overall, the fluency is comparable to a native speaker.

Response 2

The Plain of Jars has been studied by archaeologists since the early 1900s. In the northern part of Laos, thousands of stone vessels resembling giant jars are scattered across. Each weighed several tons, and some are 10 feet high. Some have carvings resembling humans, tigers. Archaeologists know that some jars are 2000 years old and that they were used as containers.

The student addresses the task completely, communicating comfortably on an academic topic. The student demonstrates a command of advanced grammar features despite some awkward phrasing in places (*stone vessels resembling giant jars are scattered across; carvings resembling humans, tigers*). The response features abstract and academic vocabulary at a level comparable to native English-speaking peers (*archaeologists, vessels, resembling, scattered, carvings*). The student speaks without any hesitancy or pronunciation errors that would interfere with understanding.

Response 3

The Plain of Jars is a site located in Laos. It consisted of many jars that are 2000 years old. When archaeologists discovered them, they found pots, axes, bronze, glass beads, and some of them contained human bones. This suggested the jars may have been used as tombs.

The student demonstrates the ability to address the topic in a generally complete manner. The student is able to form complex grammar structures such as a compound-complex sentence (*When archaeologists discovered them, they found pots, axes, bronze, glass beads, and some of them contained human bones*). The student incorporates abstract and academic vocabulary words at a level comparable to native English-speaking peers (*site, located, consisted, archaeologists, bronze, suggested, tombs*). Communication flows smoothly without any pauses to interrupt the fluency of the response.

Response 4

The Plain of Jars is a man-made structure made many years ago that resembles a bunch of jars. Many researchers have found many interesting items such as bows, axes, bronze bowls, and glass beads, and also they have found human bones in some of them.

The student addresses the task in a relatively complete manner. The student demonstrates a command of grammar similar to native English-speaking peers (*The Plain of Jars is a man-made structure made many years ago that resembles a bunch of jars*). Grade-level vocabulary is used to convey details on the topic (*man-made, structure, resembles, researchers, bows, bronze bowls, glass beads*). The student speaks without any pauses or hesitation to interrupt the flow of communication. Pronunciation is at a level comparable to native speakers.

Response 5


Plain of Jars is a place where stone vessels resemble giant jars. Researchers have found lids with carvings that represent humans, tigers, or monkeys. Nobody knows what the jars are and how they got there, but there is a legend that giants used to use them as drinking utensils. Some jars were used as containers. Pots, axes, and bronze coins were found there, as well as human bones, which means that the jars might have been used as tombs as well.

The student addresses the task completely, communicating comfortably on an academic topic with a significant amount of elaboration. The response includes complex grammar structures used by native English-speaking peers (*Nobody knows what the jars are and how they got there, but there is a legend that giants used to use them as drinking utensils*). The student demonstrates a strong grasp of English vocabulary, utilizing a variety of abstract and academic terms to convey details about the topic (*vessels, resemble, researchers, carvings, represent, legend, utensils*). The response does not contain any pauses or pronunciation errors that would limit understanding.

Question 27

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 describe the problem that Sophie discovers at the beginning of the story.
- Next explain two things that Sophie does or will do to solve the problem.



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Remaining attempts: 2

Score Point 2

Response 1

Two volunteers found a trash on a park.

The student addresses the task in a very limited way. The response consists of one short, simple sentence, which contains two errors (*found a trash on a park*). The student relies entirely on basic vocabulary and language structures to communicate the message.

Response 2

She found trash in the floor. She need to pick it up and [...] tell Walter later.
She pick it up the trash.

The student is able to communicate an original message but does so using basic vocabulary and simple language structures. The response mostly includes sentences in the present tense. Within this brief response, there are a number of grammar errors (*found trash in the floor, She need to pick it up, She pick it up the trash*) that limit understanding somewhat. The use of the word “floor” instead of “ground” in the first sentence, as well as the repetition and overall lack of details (*pick it up, pick it up*), demonstrates the student’s fairly limited vocabulary. There is a pause in the second sentence as the student searches for words.

Score Point 3

Response 1

The problem that Sophie discovers at the beginning of the story is that she found some trash [...] in the middle of the campsites. So, what she does is basically she pick it up and clean the spot. And then she saw the log in the computer to check who has entered the park and their license plate to report it to the police.

The student demonstrates an ability to address the task somewhat successfully. The response generally includes the correct verb tense for the task, but there are some verb errors (*she pick it up and clean the spot*). The student is generally able to communicate comfortably and includes some specific details using specialized words (*campsites, computer, license plate*). There is a brief pause at the beginning of the response as the student searches for words, but this does not interfere with the fluency of the response.

Response 2

The problem is that Sophie [...] finds a lot of trash in the park. And two things that she does to help solve the problem is to take pictures of the trash and to keep her eyes open to see for any more trash.

The student addresses the task somewhat successfully. The response contains a complex sentence and reflects a generally correct use of verb tenses. The student includes a few details and an idiomatic expression (*keep her eyes open*), but the student does not demonstrate an ability to elaborate beyond the basic message. The response includes a language error in the last sentence (*to see for any more trash*), as well as a pause in the first sentence.

Response 3

Sophie discovered that people were dumping and littering waste in parks. Sophie took picture of the trash and showed it at the headquarters. And she gave an idea to match her photos and the video footage to find the license plates of the dumpers.

Overall, the student addresses the task successfully. The student includes a few specific details and uses some specialized vocabulary (*dumping and littering, headquarters, video footage*). The response contains some complex language structures; however, there are some errors (*littering waste, took picture*), including one error (*gave an idea*) that interferes somewhat with communication.

Response 4

The problem in the story is that Sophie discovers that people are throwing trash in the park. To solve the problem, she is going to take a picture for evidence and she is going to find the information of the people who threw the trash.

The student demonstrates an ability to address the task somewhat successfully, generally uses correct verb tenses, and produces complex grammar structures. The student provides some details (*picture for evidence, find the information*). The student generally speaks without pauses but mispronounces the words "solve" and "threw," which somewhat limits understanding.

Response 5

The problem is that Sophia finds, um, a lot of trash [...] dumped at the park. And the two things she does to solve the problem is [...] to take pictures and then she wants to [...] detect who it is that dumped the trash.

The student addresses the task in a generally successful way. The beginning of the response includes a brief pause to search for words, as well as two additional pauses later. The student uses correct verb tenses and some complex grammar structures (*who it is that dumped the trash*). However, the student repeats two basic words and ideas (*trash, dumped*), and overall does not demonstrate an ability to elaborate beyond this basic message. The response does not contain any pronunciation errors that significantly interfere with communication.

Score Point 4

Response 1

In the beginning of the story, Sophie and her other friend find garbage in the park. She later goes to Walter, who is a supervisor of her and her friend, and she tells him about it. They talk about solutions to fix the pollution and all the trash being thrown in the park. And Sophie is told [...] that there is a written log with all the license plates, and she tries to find out who threw the trash.

The student addresses the task completely and without errors. The response reflects the student's ability to use complex grammar structures in a manner that is nearly comparable to native English-speaking peers (*who is a supervisor of her and her friend, all the trash being thrown in the park, Sophie is told*). Additionally, the student is able to use specialized and abstract vocabulary to elaborate and provide details (*talk about solutions, a written log*). There is a brief pause where the student is searching for words, but this pause does not interfere with communication.

Response 2

Sophie sees that there is a lot of trash in the park like a broken TV, glass, plastic, and she is really upset about it. Sophie takes a video of the trash so she can show her boss. And then she has a camera of these recordings of who comes into the park. She also finds the license plates so they could get a ticket because throwing trash away in the streets is really bad and you could get a ticket for it.

The student communicates in a relatively complete way to address the task. The response features some complex sentences and complex grammar structures. The response includes a couple of awkward word choices (*takes a video, has a camera of these recordings*), but these errors do not interfere with overall understanding. In general, the student uses vocabulary that demonstrates an ability to elaborate with some precision and clarity (*recordings of who comes into the park, finds the license plates, could get a ticket for it*). The student speaks without pauses or pronunciation errors.

Response 3

Sophie has found out that someone is leaving trash in the park, like plastic chairs with missing legs and plastic trash bags. Animals had reopened the bags and made up a mess. What she is going to do to solve it is match the photos she took at the beginning to the video footage of cars and trucks entering the park and find out who did it by looking at the date and time.

The student addresses the task completely and communicates with substantial elaboration. The student includes precise vocabulary, nearly comparable to that used by native English-speaking peers (*plastic chairs with missing legs, reopened the bags, video footage*), as well as complex verb tenses and grammar structures (*had reopened, find out who did it by looking at the date and time*). There is one instance of somewhat awkward phrasing in the student's attempt to use an English idiom (*made up a mess*), but this minor error does not interfere with communication. The student speaks without pauses or pronunciation errors that would limit a listener's understanding.

Response 4

The problem that Sophie sees is that people are treating the park like a dump. There is so much trash that they want to find out who would do something like that. Sophie, what she does about this is, first she talks to their boss and then the boss tells them that they can do something about it. Sophie tells him that she can match the logs to the video that the security camera took and find the license plate numbers to find out who it was and then give the information to the police.

The student is able to completely address the task with a significant amount of elaboration. The student uses complex grammar features with accuracy and connects a series of ideas within longer, complex sentences. The response includes vocabulary and idiomatic expressions comparable to what native English-speaking peers might use (*treating the park like a dump, security camera, license plate numbers*) and includes details about how Sophie would solve the problem (*she talks to their boss, match the logs to the video*). The student speaks without any pauses or pronunciation errors.

Response 5

Sophie found a whole bunch of trash in the park and that's illegal. So she took pictures of the trash and she reported it back to her boss, and her boss told her we have footage of everyone's license plate that comes in. So she's reviewing the footage and trying to see if any of the trash matches any of the cars that came in.

The student addresses the task in a generally complete manner. The student uses complex sentences and grammar structures, and demonstrates the ability to switch accurately between different verb tenses. The student uses idiomatic language (*a whole bunch, reported it back*) as well as more abstract language (*illegal, reviewing the footage*) to elaborate with some precision.

Question 37

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

Describe a special dish you like to eat. Explain:

- what the dish is
- what ingredients are in the dish
- how the dish is prepared
- why you like this dish and what makes it special



Remaining attempts: 2

Score Point 2

Response 1

My favorite dish are tacos.

The student addresses the task of describing a special dish in a very limited way. The response consists of a single simple sentence. The student relies entirely on basic vocabulary (*favorite, dish, tacos*) to communicate the message.

Response 2

My favorite dish to have is rice with chicken. The ingredients are rice, chicken, and vegetables.

The student addresses the task in a limited way. The response contains simple sentences and grammar structures and verbs in the present tense. The student uses basic vocabulary to communicate an original message with few details. The student does not include pauses in the response but does mispronounce the word “vegetables.”

Score Point 3

Response 1

The special dish is scrambled eggs. It's eggs. You put [...] them to cook. You get salt and pepper and sprinkle it on top of the eggs. This dish is special because my mom makes it for me.

The student addresses the task somewhat successfully. The student uses the correct verb tense for the task and demonstrates an overall familiarity with basic grammar structures. The student includes some language beyond basic, high-frequency vocabulary to provide a few details about the topic (*scrambled, salt and pepper, sprinkle*). There is one brief pause that does not interfere with communication.

Response 2

The dish would be hamburger. It has meat, cheese, tomato, and mustard [...] You have to cook the meat first, then put the bread and prepare it however you like with vegetables. And I like this dish because it has my favorite vegetable.

The student addresses the task somewhat successfully and demonstrates a generally correct use of verb tenses as well as an ability to speak in longer, complex sentences. The inclusion of some common abstract and academic vocabulary allows the student to provide a few details (*prepare it however you like with vegetables*). There is one brief pause as the student searches for words, but it does not impede understanding.

Response 3

The dish would be mac and cheese. The ingredients are cheese and eggs. It's prepared by being in the oven for thirty minutes or so. This dish is special because it tastes good with cheese.

The student addresses the task somewhat successfully by talking about mac and cheese. The student uses the correct verb tense (*dish would be, ingredients are, It's prepared by, it tastes good*) and shows an overall familiarity with basic and some complex grammar features. The student uses some vocabulary beyond a high-frequency level, which allows for the inclusion of some specific details (*mac and cheese, in the oven, thirty minutes or so*). Word choice is slightly awkward in one instance (*prepared by being in the oven*), but this does not interfere with overall understanding.

Response 4

I like pizza. The ingredients are tomato, pepperoni, bread, and cheese [...] and oil. You make the bread and then you put tomato sauce on it and then cheese and pepperoni. Then you put it in the oven to bake. I like this dish because it's good and especially because I eat it with my family a lot.

The student addresses the task of describing a special dish somewhat successfully and includes a few complex grammar structures (*I like this dish because it's good and especially because I eat it with my family a lot*). The student uses the correct verb tense although all the verbs are in present tense and are basic, high-frequency words (*like, are, make, put*). Similarly, although the student includes some details the vocabulary is largely restricted to common words (*pizza, bread, good, family*). There is a brief pause in the response, but there are no pronunciation errors that affect understanding.

Response 5

A special dish that I like to eat is [...] spaghetti. The ingredients are noodles, butter, tomato sauce, and meat. This dish is prepared first with the noodles, then you mix in the butter and then the tomato sauce and the meat. I like the dish because it's good and what makes it special is the noodles.

The student addresses the task in a somewhat successful way and includes the correct verb tenses, generating some long complex sentences (*I like the dish because it's good and what makes it special is the noodles*). The response consists mainly of common words with some repetition and includes some details although there is an instance of slightly awkward usage (*dish is prepared first with the noodles*). There is a brief pause in the first sentence, but the student has no issues with pronunciation that hinder comprehension.

Score Point 4

Response 1

The dish I like to eat is spaghetti. The ingredients it has is cream cheese, tomato sauce, butter, and ground beef. The dish is prepared by putting a pot with water and noodles in it. Let it boil till the noodles are not as hard as a stick anymore. Then you get a pan. Grab a spoon and get a spoon of butter. Put it in the pan and let it melt. After the butter melts, take the noodles off the pot and apply cream cheese and tomato sauce. Mix it very well. Add one half of the cup into the spaghetti and let it cook for at least ten minutes. While the spaghetti is cooking for ten minutes, get another pan and put the ground beef in the pan. Let the ground beef cook for at least seven minutes. Once it's cooked well, toss it in the spaghetti and mix it very well. Let it cook for six more minutes, and then the spaghetti is ready. I like this dish because it's very delicious and it's very special because it's made at home.

The student addresses the task completely and with substantial elaboration. The student provides a step-by-step recipe for a favorite dish and, in the process, produces sentences with some complex grammar structures (*Let it boil till the noodles are not as hard as a stick anymore*). There is a grammar error (*The ingredients it has is*), which does not interfere with understanding. The student incorporates a range of specialized cooking vocabulary at a level nearly comparable to native English-speaking peers, allowing the student to provide specific, precise details (*ground beef, boil, at least, toss it*). The student speaks at a natural pace without pauses or pronunciation errors that limit understanding.

Response 2

The dish that I would like to eat is a healthy sandwich with [...] some chips on the side. Not the ones that are really [...] spicy. I like Lay's. The sandwich has mayonnaise and mustard, lettuce, tomatoes, and cheese. The dish is prepared by putting the mayo on the bread first and then the cheese, tomatoes, and lettuce. You can also have avocado on the sandwich, if you want. The dish is special because it's healthy for me and also an easy way to eat.

The student addresses the task completely and with some degree of elaboration using complex sentences and grammar structures accurately. The response contains some idiomatic language (*chips on the side*) as well as a level of vocabulary that allows the student to communicate specific details about the dish (*Not the ones that are really [...] spicy, mayonnaise and mustard, avocado*). There are two brief pauses as the student searches for words, but overall, the speech is quite fluent with no pronunciation errors.

Response 3

I really don't have a favorite dish. I like to cook hot dogs because they are easy to make. The way I make them is by just getting some bread and then putting some mayo on the bread. Then get a weenie, put it in there too. Put some ketchup on top and that's it. There you have it. This is a special dish for me because it is easy to make. Whenever I am too lazy to cook anything, I just make a hot dog. So that is the reason why.

The student addresses the task completely and incorporates some complex sentences and grammar structures. Overall, the response is comparable to what native English-speaking peers might produce (*Whenever I am too lazy to cook anything, I just make a hot dog*). The student communicates with some specificity about the topic of a special food, using some idiomatic and colloquial language (*weenie, and that's it, There you have it*). The response does not contain any pauses or issues with pronunciation that interfere with the listener's understanding.

Response 4

My favorite dish is potato salad. The ingredients are boiled potatoes, carrots, lemon, peas and mushrooms. In order to prepare the dish, first peel the potatoes and leave them to boil for fifteen minutes. While the potatoes are boiling, we cut the carrots carefully into small pieces along with the mushrooms. When the potatoes are [...] done boiling we mix everything [...] in a bowl. At the very end, we add in the peas and put some lemon on top of it and start mixing everything together. When it's mixed, we add some salt on it and then the dish is ready. The reason I like this dish is it's very practical to make and it is very tasty.

The student addresses the task completely and with extensive elaboration. The response contains complex sentences and grammar structures, comparable to those used by native English-speaking peers (*In order to prepare the dish, first peel the potatoes and leave them to boil for fifteen minutes*). The student includes a wide range of specialized cooking vocabulary, speaking with clarity and precision to communicate on the topic (*While the potatoes are boiling, we cut the carrots carefully into small pieces; start mixing everything together; practical to make; very tasty*). There are no pronunciation errors and only a few brief pauses that do not interfere with communication.

Response 5

The dish I like most is my mom's pasta. The ingredients in the dish are two alfredo sauces, and it has butter in it and, of course, pasta. The dish is prepared by putting the two sauces in one bowl and combining them. Then put in the butter and spread it around, and then you put the pasta to cook. I like this dish because it tastes good and the flavors are impeccable. It's special because it's my mom's famous pasta.

The student addresses the task completely and showcases some examples of complex sentences and grammar structures. The student includes some grade-level vocabulary (*combining, impeccable*) and an instance of awkward usage (*then you put the pasta to cook*), which does not interfere with communication. The student speaks at a natural, fluent pace without pauses or pronunciation errors.

