



**Texas English Language Proficiency Assessment System**

# **TELPAS Speaking Scoring Guide Grades 2–3**

**Spring 2025**

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## 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 2025 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. 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 proficiency level of the student is determined by the accumulated score of the speaking responses submitted for the test.

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 Four-Point Speaking Rubric is included on the following page for additional reference.

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

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

## Grades 2–3 Speaking Questions and Sample Student Responses

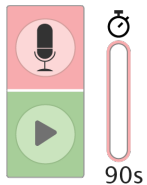
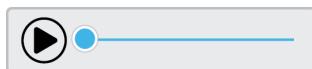
### Question 7

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



While the girls were at the park, Eva had a new idea.

- Describe the idea Eva had.
- Tell what the girls did later to get Eva's idea started.
- Describe what you think will happen after the story ends.



Remaining  
Attempts: 2

## Score Point 2

### Response 1

The girl said maybe they can make a club a club of rocks hah to make happy people.

The student demonstrates a limited proficiency with spoken English in this brief retelling of the story, forming only a single sentence. Due to a limited vocabulary, the student offers a message with minimal detail, relying on simple word choices throughout the response ("girl," "maybe," "make," "happy"). The student also introduces a grammatical error at the end of the response ("to make happy people" rather than "to make people happy"), which may be evidence of a language structure other than English. A moment of restatement to clarify ("a club a club of rocks") also occurs. Holistically, the student responds to the task in only a limited way.

### Response 2

Annika was on Eva's house. They made they make copiness copiness rocks. They paint [...] the rocks, and they say letters. One said you are loved. The other one said mmm [...] said [...] said smile, and they will other said great job.

In this limited response, the student does not seem comfortable communicating in English. The grammar is simple, and the student has difficulty maintaining the appropriate tense, moving between the past and present tense. The vocabulary is derived from the prompt ("paint," "rocks," "smile," "great job"). There are pauses and restatements as the student struggles to find something to say ("The other one said mmm [...] said [...] said smile"). In addition, the student incorrectly pronounces "happiness" as "copiness." These factors make it a challenge for listeners to understand the student's original message or ideas.

## Score Point 3

### Response 1

Eva's idea was to make a rock kindness club. Then, how the rock kindness club started, they went to the school and explain other people about the club. Other people joined. [...] At the end, all the club were making a lot of kindness rocks.

The student addresses the task somewhat successfully by narrating events in the story. In addition to demonstrating familiarity with basic grammar features, the student uses a phrase to bring the response to a conclusion ("At the end, all the club were making a lot of kindness rocks"). There is an awkward phrase when the student commits a tense error ("they went to the school and explain") and omits the preposition "to" ("explain other people about the club"), but it does not detract from understanding the student's original message. Much of the vocabulary comes from the prompt, and the student changes "kindness rock" to "rock kindness." Other than a pause, the pronunciation and fluency are good.

### Response 2

I think what happens after the story ends, is that [...] is that everybody in the park would find one one meet kindness rocks and then and then and then bring them home and then make more kindness rocks until the whole entire neighborhood makes a kindness rock getting the boys.

In this response, the student addresses the task somewhat successfully and demonstrates familiarity with basic grammar features as well as some more complex but awkward grammar structures ("what happens after the story ends, is that [...] is that everybody in the park would find one"). The word choices ("everybody," "neighborhood") come largely from the source material, but they are not limited to high-frequency words. There are a few instances of brief hesitation in the response, but these pauses do not significantly interfere with a listener's ability to comprehend the message. More colloquial language ("the whole entire neighborhood") indicates the student is generally comfortable speaking English.

### **Response 3**

Eva got the idea of making the kindness kindness um rocks, and they both um went inside a Eva's house to make kindness rocks. And after they they finish the kindness rocks, they put 'em in the park, and some kids and some teenagers were looking at them, and they were happy.

In this response, the student addresses the task somewhat successfully and is generally comfortable speaking English, demonstrating an overall familiarity with basic grammar features and including some complex sentence structures ("after they they finish the kindness rocks, they put 'em in the park"). The response contains some details ("teenagers," "happy"), but some brief pauses are present as well. There are a couple of restatements ("kindess kindess," "they they"), but these restatements only somewhat interfere with understanding.

### **Response 4**

The idea of Eva is to make a kindness rock and so she can make other people happy. The girl started to make the rocks and put them all around the park, and it made people smile. So, when they when the story is close to the end, they started to make a club called kindness club so they can make more rocks and make more people happy.

The student generally communicates comfortably in English in this somewhat successful response. The student uses mostly complex sentences ("when the story is close to the end, they started to make a club"). The student also uses prepositional phrases ("all around the park") correctly, which is another indication that the student is generally comfortable speaking English. On the other hand, "The idea of Eva" is typically "Eva's idea" in English. In addition, the student provides some details from the source material ("put them all around the park, and it made people smile").



## Score Point 4

### Response 1

Annika was at Eva's house, and Annika found a rock, a smooth rock. And she had an idea to keep it as a pet, but then Eva had an idea to make it a kindness rock, and enjoy draw messages on it. And they each picked five smooth rocks and then went inside and paint it and drew on them. And then, when they try, they write kind messages on them and put them at the park nearby. And then a boy found it at the park and smiled and ran to show it to his mom. A teenager found it and showed it to his mom. Then Eva had an idea to make a club of kindness rocks, and then they told all their friends and every and they met once a week and everybody could join.

The student addresses the task completely with language that is nearly comparable to native English-speaking peers. The response consists primarily of compound sentences with some minor tense agreement issues. A more complex sentence is also included ("when they try, they write kind messages on them and put them at the park nearby"). The vocabulary provides several details from the source material ("smooth rocks," "teenager"); "nearby" is an especially good word choice. The pronunciation and fluency are good.

### Response 2

Eva had the idea to make kindness rocks. Cool. And they decided to make them instead of pet rocks. And then Eva made kindness rock with her friend. They all and they all started painting. And her dad helped helped set up the tables for it, and they did make it with pins, crayons, decorations. And then, after that, they started hiding some of the kindness rocks, and people started finding them. And then so then Eva said, "Let's make more kindness rocks" with our friend so they all formed a kindness club on the school, and once a week, they're all meeting to make kindness kindness rocks, and everyone enjoy being in kindness rocks. And a lot of people already grabbed a lot, and then in total, 10 people to make kindness rocks, so they're gonna make thousands, and some say "be kind," "smile," "you're wild" or like there's all the other good stuff. And then I'm thinking that making people happy is great, and after after the the when the story end [1:30 cut off].

In this successful response, the student addresses the task completely with grammar and vocabulary comparable to that of native English-speaking peers. The vocabulary is highly detailed ("pins, crayons, decorations"). Some colloquial language ("all the other good stuff"), strong pronunciation, and oral fluency are additional indicators that this student is comfortable communicating in English. Some restatements ("They all and they all," "after after the the") do not interfere with understanding.

### **Response 3**

Annika was going to went to Eva's house so they could play. Annika found a smooth rock. She said, "Do you wanna make pet rocks?" Eh Eva said, "That sounds like fun, but you wanna do kindness rocks instead?" Annika said, "What's a kindness rock?" Eva was like "a kindness rock is a rock that you paint and you put a kind message, and you leave them at the park so other people could see it and they could smile." "Oh yeah," Annika said, Yeah, let's do it." They were making the rocks. When they were all painted, they they put a happy messages like "you're cool," "smile." They put it all over the park. A boy found it, and he smiled. He went to go show his mom. A teenager found one, and he took a picture of it and smiled. Then they all made a club, and they all had fun.

The student addresses the task completely. The response contains grammar and vocabulary comparable to native English-speaking peers. The sentences range from simple ("They were making the rocks") to compound ("A boy found it, and he smiled") to complex ("When they were all painted, they they put a happy messages like 'you're cool,' 'smile' "). Minor agreement errors do not affect understanding. A slight moment of restatement at the beginning of a phrase ("they they put") also does not affect the clarity of the student's message, and the student pronounces words correctly throughout the response.

### **Response 4**

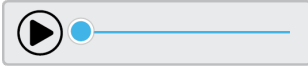
We found a soft rock and made kindness rocks. First of all, my I found a soft rock and wanted to make pet rocks, but my friend had a amazing idea. She said we could do kindness rocks. I didn't know what kindness rocks, and she explained it to me. They're rocks that you leave message on them and leave it out for other people to see them to make people happy. We had we had to make a choice, and I picked, we picked the kindness rocks. We had butterflies in our stomach. We spread the rocks out. After that, we made thousands of rocks; not literary, but it felt like it. We did a kindness club, a kindness rock club. We were working like dogs. Some time later, some time later, we were so happy, and it was all my friend's idea.

The student addresses the task completely and communicates comfortably on the topic with some elaboration. Both the grammar and the vocabulary are comparable to those of native English-speaking peers. The speaker's use of colloquialisms clearly demonstrates how well they have internalized the English language ("We had butterflies in our stomach"; "not literary, but it felt like it"; "We were working like dogs"). A restatement and a couple of repeated phrases ("Some time later, some time later") do not affect our understanding of what the student is communicating, and the student pronounces words correctly throughout the response.

## Question 28

Look at the two pictures and read the directions below. When you are ready to speak, tell as much as you can.

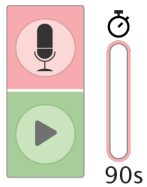
- First describe these two pictures.
- Next tell all the ways the pictures are similar.
- Then tell all the ways the pictures are different.



1



2



Remaining Attempts: 2

## Score Point 2

### **Response 1**

The first is the same is he has a home. And the different is one is a bear, and the second is a fox.

The student only demonstrates the ability to communicate with English in a simple manner, relying on simple language structures with errors that limit clear comprehension of the message ("The first is the same is he has a home"; "one is a bear"; "second is a fox"). The student's descriptions lack detail due to a limited vocabulary ("home," "bear," "fox") resulting in a cursory explanation of the similarities and differences. Some pronunciation errors and a hesitant manner of speaking also limit clarity.

### **Response 2**

They both have trees, and they, and one is snow, and one is not snow.

In this brief response, the student shows only a limited ability to communicate in English. While there are no grammatical errors, the student relies exclusively on simple language structures in the present tense to form the message ("They both have trees," "one is snow"). The vocabulary is limited to very simple word choices that do not provide detail about the student's ideas. The pronunciation is generally understandable, and the student hesitates only slightly while delivering the simple message.

## Score Point 3

### Response 1

And so, it's a bear, a polar bear, and I think those are foxes. How are they the same? They're they're both in the forest. But how are the different, not difference, the how is different. They are are in sand, and the polar bear is in snow because he couldn't he couldn't live in sand. He has to live in a cold place because he's a polar bear. [...] So that's why.

The student responds to the task of comparing and contrasting the two pictures somewhat successfully. There is a moment where grammatical errors and language use make the student's ideas harder to follow ("But how are the different, not difference, the how is different"). Overall, the student shows a general comfort with basic English and uses some complex sentences ("He has to live in a cold place because he's a polar bear"). The student draws on a range of common and basic vocabulary to provide some details to the descriptions of the pictures. The pronunciation is generally understandable throughout. There are some moments of hesitation and places where the student restates words for clarification ("it's a bear, a polar bear"; "They're they're both"; "They are are in sand"; "he couldn't he couldn't live in sand"). The frequency of these restatements begins to interfere somewhat with clear communication.

### Response 2

The they show animals that are in their normal habitat. But the different is that the polar bear lives in the snow, and the fox lives in the forest.

This student demonstrates a comfortable grasp of basic English, providing a concise yet somewhat detailed description of the pictures. The student uses a compound sentence ("the different is that the polar bear lives in the snow, and the fox lives in the forest") and incorporates a complex structure ("they show animals that are in their normal habitat"). A minor grammatical error ("the different is") does not interfere with clear communication. The student draws on a range of common vocabulary to provide some detail and more academic word choice ("normal habitat"). The brevity of the response prevents the student from demonstrating a wider range of vocabulary. Overall, the pronunciation is generally understandable, and the student speaks comfortably with only minor hesitations.

### **Response 3**

The polar bear is is in the den and in the snow. It blends in with the snow. And the foxes are in their den also, but they're out. They they kind of kind of match what the thens. And they're different because um polar bears are big, and foxes are small.

Responding somewhat successfully to the descriptive task, the student demonstrates a comfort with basic English and delivers a fairly detailed message. While a usage error interferes with clear communication ("kind of match what the thens"), overall, the student demonstrates an ability to construct a complex sentence ("they're different because um polar bears are big, and foxes are small"). The student incorporates a good range of common vocabulary and includes some precise word choices ("blends in," "kind of match") to give their descriptions some detail. The student pronounces words correctly, and restatements only interfere somewhat with comprehension.

### **Response 4**

I see that in the first photo is a bear in the snow, and in the second picture there's there are four foxes. Next, the pictures are similar because both pictures are are animals. The pictures are different because in the first photo, there is a polar bear, but, in the second picture, there are foxes in the forest.

The student responds somewhat successfully to the task of describing the similarities and differences between the pictures. Even though the sentence structures are repetitive, the student demonstrates a comfortable command of basic English with the inclusion of compound ("I see that in the first photo is a bear in the snow, and in the second picture . . . four foxes") and complex sentences ("The pictures are different because . . . there are foxes in the forest"). A grammatical error ("in the first photo is a bear") only somewhat interferes with comprehension. The student uses a good range of common vocabulary to give somewhat detailed descriptions of the pictures. A couple of restatements ("there's there," "both pictures are are animals") only slightly disrupt communication between the student and the listener. Overall, the student pronounces words in a manner that is generally understandable.

## Score Point 4

### Response 1

I can describe these two pictures by they [...] um in the first one, there's a polar bear in the snow in the Arctic, and in the second one, there's some foxes in the forest. And I can tell these are similar because they're both cute, but they um are predators, and they are very dangerous. And I can tell you they are different because they are in different habitats. And they eat different things because a polar bear eats fish, seals and a lot of things that are in that habitat. And then the foxes eat a lot of different things like rats, and yeah, very different.

The student responds to the descriptive task in a manner nearly comparable to native English-speaking peers. The student employs a variety of sentence structures, including complex structures, and one minor agreement error ("there's some foxes") does not interfere with communication. Demonstrating a good range of common and basic vocabulary, the student also uses more abstract ("dangerous") and academic word choices ("Arctic," "predators," "habitats") that provide detailed descriptions of the pictures. The student pronounces words correctly and speaks smoothly with a native-like fluency while delivering their message.

### Response 2

Three of the same things about polar bears and foxes are polar bears and fox foxes both live in dens. Polar bears and foxes eat meat. Polar bears and foxes are an animal. Three of the different things about pa polar bears and foxes are that fox that a fox cub live in dens while their parents go hunting. Not the same for polar bears! Polar bears take their children with them for hunting. Foxes live in non-cold places while polar bears live in col cold places. Some foxes hunt in packs, but polar bears don't. If polar bears had a baby with them, they will have to. Otherwise, no.

Responding successfully to the task, the student demonstrates proficiency with the English language. Infrequent agreement errors do not significantly interfere with communication ("foxes are an animal," "a fox cub live in dens"), and overall, the student shows an ability to speak comfortably with complex sentence structures ("If polar bears had a baby with them, they will have to"). While there is still an occasional imprecise word choice ("non-cold places"), the student employs a good range of vocabulary to respond with details ("live in dens," "eat meat," "go hunting," "cold places," "hunt in packs") and includes some more colloquial turns of phrase ("Otherwise, no"). The student pronounces words correctly throughout, and some slight pauses and restatements ("fox foxes") do not interfere with communication.

### **Response 3**

This first picture is of a maybe a baby polar bear, and it looks like it is in the snow, and maybe it's digging a hole for its home so it could live inside of there? And the other picture is a looks these four baby foxes. The one is inside of a hole, and three of them are outside the hole with. One's looking in a another way, and two are working in the same way. These pictures look the same because a hat are kind of similar because a polar bear and foxes are wild animals, and they live and sometimes in extreme places. And they are different because the polar bear is living in the North Pole it looks like, and the foxes are living in the cold place. Well, the polar bear is living a cold place, and the foxes are living in a hot place. Yes, the foxes are living in a hot place, and the polar bears live.

Responding completely to the task, the student demonstrates a comfortable ability to describe the pictures in detail using English. Infrequent structural errors ("they live and sometimes in extreme places") do not detract from the overall level of proficiency demonstrated in the response, as the student frequently uses complex sentences ("it's digging a hole for its home so it could live inside of there") like those of a native English-speaking peer. The student employs a good range of vocabulary to give the response detail, including some more academic word choices ("extreme places," "North Pole"). A minor pronunciation error ("hat [that]") does not significantly impact communication. Overall, the student speaks with a high-level of fluency comparable to native English-speaking peers.

### **Response 4**

The first picture has a polar bear, a baby polar bear that is out in the snow. The second picture has a family of foxes. One of the foxes is in the hole or cave that they made, and the other three are just looking at the camera or whatever. They're just looking. And, what's alike about these pictures, they were both taken outside, there is both animals inside them, there's trees inside them. And what's different about the pictures is that this one is taken in a snowy place. The second one is taken in a dry place with a lot of trees. The second one has a hole, but the first one just has a path that the polar bear made. And in the first picture, there's a polar bear, but in the second picture there's a lot of foxes. In the first picture, there's only a few trees, but, in the second picture, there's a bunch of trees. That's what I have to say.

The student responds completely to the task by describing the pictures with significant details and using English. While there are still some awkward structures and errors present ("what's alike about these pictures," "there's trees inside them"), these errors do not significantly interfere with communication. Overall, the student demonstrates comfort using compound sentences in a manner comparable to a native English-speaking peer ("One of the foxes is in the hole or cave that they made, and the other three are just looking at the camera"; "The second one has a hole, but the first one just has a path that the polar bear made"). The student employs a good range of common vocabulary to lend significant details to the descriptions and uses colloquial language ("just looking at the camera or whatever"; "bunch of trees"). The student pronounces words correctly throughout the response, and the fluency is at a level comparable to native English-speaking peers.

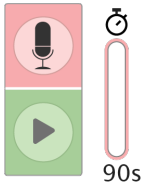
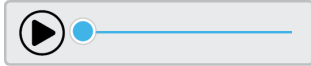


## Question 29

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

Think about the library at your school. Explain:

- what the rules of the library are
- how you check out books
- what else you do there



Remaining  
Attempts: 2

## Score Point 2

### Response 1

We get our [...] um we get our ruler to get the books. We check out with our badges.

In this brief response, the student demonstrates an ability to communicate in English in a simple manner that addresses the task in a limited way. The student communicates using simple sentences ("we get our ruler to get the books"; "We check out with our badges"). The student draws on a limited range of simple vocabulary ("ruler," "books"), and the response lacks details that might provide a more vivid description of what goes on in the library. The student pauses once but otherwise speaks smoothly while delivering this simple message.

### Response 2

At my library, I find the books I like. I check them out, and I read them.

This student communicates an original idea that addresses the task in a limited way. Even though the response begins with a prepositional phrase ("At my library"), the student uses simple sentences and basic vocabulary to explain the process of checking out books at the school's library ("I check them out, and I read them"). Although there are no pronunciation errors or pauses, the brevity of the response makes it difficult to assess the student's ability to communicate in English.

## Score Point 3

### Response 1

The rules are we have to be quiet with books and we have to have a spot to read a book. And how we check out books is we give them to the librarian, and she checks `em out. And what else we do here is read books with her, do and play with stuff, big.

The student addresses all three sections of the prompt somewhat successfully, demonstrating an ability to generally communicate comfortably in English. Some library rules are listed ("be quiet," "have a spot to read"), and the process for checking out books is explained ("we give them to the librarian, and she checks `em out") along with other activities one can do there ("read books," "play with stuff"). The response includes the correct verb tense for the task and demonstrates the ability to use compound sentences ("The rules are . . . and we have to have a spot to read a book"). The response also contains some details familiar to the student ("librarian," "counter") and includes colloquial phrases or words ("checks `em out," "a spot to read a book"). The student speaks deliberately but clearly without hesitations, pauses, or pronunciation errors.

### Response 2

The rules in the library are just be be quiet. And then, how do you check books? You just get a book, tell the librarian that you want the book and then scan it. And what else I do there? Just read.

The student addresses the task somewhat successfully by addressing each bullet point in the prompt. The response demonstrates that the student is generally comfortable communicating in English. The syntax shows an overall familiarity with basic grammar features ("get a book, tell the librarian that you want the book and then scan it"). The use of other grammar features, such as the adverb "just" ("just be be quiet," "just get a book," "Just read"), suggests a growing understanding of English. The student's overall pronunciation is very natural and includes an error common among native English-speaking peers ("libarian").

### **Response 3**

You have to be quiet in libraries. You have to tell the people what you want to buy, the book you want to buy. You have to give it to the person who scans the book so you could buy it wit your own money. And, if you don't be very quiet, you get kicked out.

In this somewhat successful response, the student addresses the task by focusing on the rules of the library and the process of checking out books. The student demonstrates an overall familiarity with basic grammar features ("You have to be quiet in libraries") and includes some complex structures ("You have to give it to the person who scans the book"), some of which contain errors ("if you don't be very quiet, you get kicked out"). The vocabulary consists of details familiar to the student. There are restatements ("what you want to buy, the book you want to buy") and some very brief pauses.

### **Response 4**

At my library rules is to be quiet, and you have to pick two books, English and Spanish. We check out books, and the library teacher scans it. And then when we check out, we we read our books that we got for a little bit.

The student addresses the task somewhat successfully in this response. The syntax demonstrates overall familiarity with basic grammar features ("We check out books, and the library teacher scans it") and includes some complex structures ("And then when we check out, we we read our books that we got for a little bit"). The vocabulary is restricted to details related to books and libraries ("quiet," "scans"). A phrase such as "a little bit" suggests the speaker is generally comfortable communicating in English. Repeating a word ("we we") does not affect understanding.

## Score Point 4

### Response 1

So, I'm going to tell you about my library at school and explain why. So, one of my rules at our library is to always raise your hand when the librarian calls you. Always be quiet. Always be quiet in the library. Um and you have to during these Covid time, you have to stay on a red dot. And you have to stay in line to check out your books. You get your books. Well, you can only have four in total. And you get the books, and [...] you give it to the lady. She'll go on your account. Then she'll scan it. Then you're good to go. It's really that easy. And what we do there is like um we study about these people, and it's very cool.

Using English in a manner comparable to native English-speaking peers, the student responds completely and comfortably to the task of identifying library rules, explaining how to check out books, and describing other activities. The style of the response is spontaneous and conversational. Some of the grammar is simple ("You get your books," "she'll scan it"), but most of it is complex ("one of my rules at our library is to always raise your hand when the librarian calls you"). The vocabulary includes idioms and colloquialisms common to native English-speaking peers ("librarian," "go on your account," "good to go," "It's really that easy," "very cool"). The pronunciation is exceptional. There are a few brief pauses as the student decides what to say next, but the student speaks English with complete confidence.

### Response 2

At my library school, I have to be quiet because the library is where you read books, and you have to be quiet. That's how you concentrate. And if you don't be quiet, you're going to disturb other peoples' reading. That's one rule, and my other rule is to not run in the library because that's a library you should just walk in and you just start checking out books and reading and having fun, too. And I check out books for once there is an example uh a uh a festival like where you can check out books, but I check out books, and I have to return them after I'm done reading or a special date. And, I like to read there, and sometimes we get to do some stations, which is very fun, and we can do whatever you want, but sometimes you need to follow the rules when they ask us to.

The student addresses the task of explaining library rules, processes, and activities successfully and completely. The student uses grammar structures nearly comparable to native English-speaking peers ("sometimes we get to do some stations, which is very fun"; "we can do whatever you want"). The word choice is also at a level comparable to that of English-speaking peers ("concentrate," "disturb," "festival"). Even with some brief hesitations, the pronunciation and fluency are exceptional.

### **Response 3**

So um, what you [...] What are the rules of the library is not to drop your book, um hug your book when you're going to go over there in line. And when you check out something, it has to be it say scanned. Because if it isn't scanned, then you're basically robbing the library because you have to scan it, and then the librarian will let you have it four days. And the other rule is you don't keep it at home for way too long, because if you put it way too long, then you're gonna get in trouble.

The student addresses the task of explaining library rules and processes and their consequences successfully and comfortably. The response features sentences and grammar structures ("when you're going to go over there in line"; "Because if it isn't scanned, then you're basically robbing the library") nearly comparable to those of native English-speaking peers. The word choices and colloquialisms ("hug your book," "way too long") reflect a good understanding of the language. The pronunciation is good, and the slower pace and occasional hesitation do not interfere with communication. The way the student emphasizes some words like "gonna" ("you're gonna get in trouble") indicates comfort communicating in English.

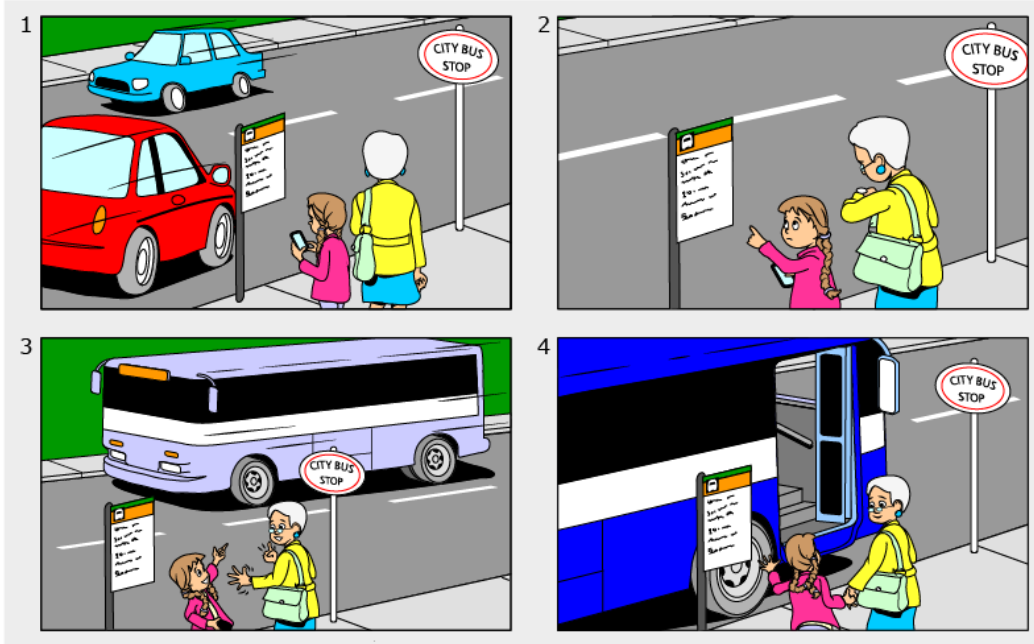
### **Response 4**

The rules our library you have to be quiet, don't tear or break the pages, and be good with the books and definitely don't break anything. And there are a lot of books here. I like to check out You Wouldn't Want to Be. It's a series. I also like to check out Wings of Fire, which is a really good dragon war. And three queens were supposed to take a throne of a super special dragon who is their mother who died by scavengers who are like us, but except for some reason a little miniature. And uh and I like to read there. We have another, an outdoor place where you can go outside and read. We have the chairs you get to chillax in. I think that's all. Bye.

In this successful response, the student demonstrates proficiency speaking English, communicating comfortably with some elaboration about library rules, enjoyable books, and where to read. Syntax, word choice, and pronunciation and fluency are all comparable to native English-speaking peers. The student shares a good range of vocabulary ("super special dragon," "scavengers") as details are added to the response along with colloquial words ("chillax").

### Question 36

Look at the pictures. You will use the pictures to tell a story. When you are ready to speak, talk about each picture in order. Tell as much as you can.



90s

Remaining Attempts: 2

## Score Point 2

### Response 1

A mom and a daughter are waiting for the bus. The mom and the daughter are been waiting. The mom and the daughter saw a bus. The mom and the daughter saw the bus, and they went in the bus.

The student demonstrates the ability to communicate in English in a simple manner, responding to the storytelling task in only a limited way. The student uses simple sentences ("A mom and a daughter are waiting for the bus") that contain grammatical errors ("The mom and the daughter are been waiting"). The student draws on a limited range of simple vocabulary, resulting in a response that lacks descriptive details. The student makes some minor pronunciation errors but speaks smoothly while delivering this simple message.

### Response 2

What's happening right now is um the daughter sees the bus, and the bus got here, and it was not that bus. And and the reason for the bus and that the bus got here, and the girl got excited.

The student demonstrates a limited proficiency with English by telling a story using simple language structures ("the daughter sees the bus," "the bus got here," "it was not that bus"). The student's story lacks details due to a limited vocabulary ("daughter," "bus," "got here," "got excited"). An issue of word choice or a structural error disrupts the clarity of communication in the middle of the response ("And and the reason for the bus and that the bus got here"). The pronunciation is generally understandable throughout the response, but there is some halting hesitation to the student's fluency while communicating.



## Score Point 3

### Response 1

And what do, what do you see? I see a little girl [...] with her her phone. Her grandmother is with her. I see the little girl pointing at a sign and looking at it. She sees a bright purple bus. She points at it, but her grandma says, "No, that's not the bus." Finally, she saw a dark blue bus. Her grandma says, "Yes, that's the bus."

In this somewhat successful response to the task, the student demonstrates a comfortable grasp of basic English grammar while telling a story with some detail, demonstrating an effective use of different types of sentences, such as an interrogative at the beginning, to tell the story. The student draws on a range of common English vocabulary to tell a somewhat detailed story. The pronunciation is generally understandable, but moments of hesitation and restatement ("And what do, what do you see?"; "little girl [...] with her her phone") interfere somewhat with clear understanding between the student and the listener.

### Response 2

On the first one, the girl is watching her phone, and the grandma's waiting. And then, the second picture, and the first one. Sorry. The first one is um the two; the girl is on the phone and the grandma is waiting for the bus and the cars to move out of the way so the bus could come. And number two is the little girl is reading the whatever it says there at the bus thing. And right there, I could see the city bus stop. And the third, and the grandma on page two is um looking at the clock as it's too late. And then the daughter is excited cause the bus is here. And the grandma "oh gee" [unclear]. And then they get on the bus happily and the day was [ends].

The student responds to the task somewhat successfully in a response that demonstrates an ability to communicate in basic English. The student is generally comfortable using English sentences and is beginning to communicate with some more advanced sentence structures ("the grandma is waiting for the bus and the cars to move out of the way so the bus could come"). However, there are some errors in tense agreement ("they get on . . . the day was") and some structural errors ("looking at the clock as it's too late") that interfere somewhat with clear comprehension. By switching to the first person ("I could see"), the student briefly steps out of the narrator role. The response contains a good range of vocabulary to give the story some detail. Pronunciation is generally understandable. However, there are some issues with fluency, particularly at the beginning of the response, when the student struggles to begin storytelling and then starts again.

### **Response 3**

At first, there is a girl waiting for her bus stop, and she was using her phone, and there was an adult next to her. She was waiting for a long time, and then she saw a sign, and then she pointed at it. The adult watched the adult saw her watch and and then she said she really liked to play with the girl. And the girl was playing with the adult, and then the bus came by. When the bus came by, the girls and her [...] and her adult went into the bus.

The student responds to the task somewhat successfully, communicating a somewhat detailed story using basic English and beginning to incorporate some complex sentences (“When the bus came by, the girls and”). Apart from a tense error in the first sentence (“there is a girl . . . she was using”), the student uses appropriate tenses for the task and maintains tense agreement throughout the response. While some word choices could be more precise (“adult”), the student demonstrates a range of common vocabulary to tell a somewhat detailed story. The pronunciation is understandable in this response; however, there are some issues with fluency as the student speaks in a halting manner with some moments of restatement (“and and then,” “and her [...] and her adult”) interfering somewhat with clear communication.

### **Response 4**

A girl and her grandma are waiting for the bus. The girl is trying to tell the time, and her grandma checks the time. The bus is going to take a long time to get there, so the girl and her grandma keep counting the birds that keep flying in the sky.

Generally communicating comfortably with basic English, the student also incorporates a complex sentence (“The bus is going to take a long time to get there, so the girl and her grandma keep counting the birds that keep flying in the sky”) in this brief, somewhat successful response. The student uses a good range of common vocabulary to give some details to their story even though some word choices are repetitive (“trying to tell the time,” “checks the time,” “take a long time”). The pronunciation is generally understandable, and the student does not have to hesitate while delivering their message. Overall, the brevity of the response prevents the student from demonstrating a range of higher-register vocabulary or a sustained ability with more complex English.

## Score Point 4

### Response 1

Grandma and Mia arrived at the city bus stop. They were going to Grandma's, Grandpa's house. So we waited and waited and waited. Since we were waiting so long, Grandma Grandma gave me her phone to play games. So then I played and played and played until I got bored. So I give back Grandma her phone. Then suddenly I notice a sign that said bus arrives at two o'clock. Then I remembered that we came at one o'clock. "We came one hour early," I shouted. Grandma heard me and said, "What?" I told her that we came one hour early. She said, "Oh, I'm so forgetful." I told her it's okay. One bus passed by, but that wasn't our bus. But after that bus, our bus finally came.

In this successful response to the task, the student communicates a detailed narrative based on the pictures in a manner nearly comparable to native English-speaking peers. The student demonstrates comfort by using a variety of sentence structures, including complex sentences ("Since we were waiting so long, Grandma Grandma gave me her phone to play games"). Grammatical errors are infrequent and minor and do not interfere with the listener's understanding of the student's message. Drawing on a wide range of vocabulary, the student uses basic and common word choices and includes more abstract ("suddenly," "forgetful") and colloquial language ("played and played and played until I got bored"; "bus passed by"). The pronunciation is correct throughout the response, and a couple of restatements do not affect the clarity of the student's storytelling.

### Response 2

It looks like here there is a little girl and her grandma waiting for the city bus stop, but then her, the little girl tells her grandma, "Grandma, look at, look at it. It says it says that the city bus stop would be here at 2:50. It's 3:50." But then, finally, but then, the little girl looked at her phone again and waited until the city bus stop was here. And then her grandma told her, "Look, oh look. The bus the city bus is here. Now we can go to where we need to go. Now we can go to the grocery store to get those groceries for your mom." And then they were both so relieved because they needed to get lots and lots of groceries cause they needed lots and lots and lots and lots of groceries so that way they could be that way they could get on the city bus stop again and get back home. Then they went to the bus, and finally, they made it to the grocery store.

Demonstrating an ability nearly comparable to native English-speaking peers, the student successfully responds to the task. The student communicates comfortably with complex structures and maintains agreement when using more complex tenses ("but then, the little girl looked at her phone again and waited until the city bus stop was here"). The student uses a range of common and basic vocabulary along with some more abstract word choices ("so relieved") to provide the response sufficient details. While there might appear to be some repetitious simple word choices, the student employs these for emphasis, which is similar to a native English-speaking peer at this grade level ("they needed lots and lots and lots and lots of groceries"). The pronunciation is correct and confident, and brief moments of restatement do not interfere with the clarity of the storytelling, as the student is able to continue speaking smoothly with a high level of proficiency.

### **Response 3**

One day, a girl and her grandma were waiting at the bus stop because they didn't know it was a actual bus stop. And they were waiting for the cars to pass by so they could walk across the road, but then the little girl sees a sign that says it's a bus stop and that they have to wait a couple of hours or minutes. So, they wait, and then the bus comes and stops for them so they can go inside and gets their destination more faster instead of walking there.

Using English in a manner comparable to native English-speaking peers, the student completely responds to the storytelling task. The student demonstrates comfort with a variety of sentence structures, including complex tenses and compound sentences ("they were waiting for the cars to pass by so they could walk across the road") that allow the student's narrative to flow naturally from one idea to the next. Some minor grammatical errors ("a actual," "gets their destination more faster") do not interfere with clear communication. While the student often relies on common vocabulary, they also include some precise and descriptive higher-register vocabulary choices ("actual bus stop," "pass by," "destination"). The student pronounces words correctly and speaks with a high level of fluency without hesitating or restating words or phrases.

### **Response 4**

One day, a girl and her grandmother went to the bus stop. The girl looked at the time on her phone. Then, she looked at the poster when the bus was coming for her school. Then, she told her grandmother, "We are early," as she pointed at the poster. They waited thirty minutes for the bus. The grandma, the grandmother said goodbye, and she went on the bus ride to go to school.

The student addresses the task completely and demonstrates an ability with English nearly comparable to native English-speaking peers. A minor structural error ("she looked at the poster when the bus was coming for her school") does not interfere with communication, and overall, the student demonstrates a comfortable grasp of compound and complex sentence structures ("Then, she told her grandmother, 'We are early,' as she pointed at the poster") and maintains appropriate tense agreement. A slight moment of restatement does not interfere with the flow of the student's message ("The grandma, the grandmother said"). Throughout the response, the student pronounces words correctly in a manner nearly comparable to native English-speaking peers.