



Texas English Language Proficiency Assessment System

TELPAS Speaking Scoring Guide Grades 4–5

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

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

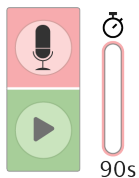
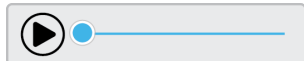
Grades 4–5 Speaking Questions and Sample Student Responses

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.



Retell this story, using your own words.



Remaining
Attempts: 2

Score Point 2

Response 1

The dog's tail wagged hard and got a cup of water for the dog. They can't play ball. They raced around.

Overall, this student responds to the task in only a limited way. The pronunciation is readily understandable throughout this response, and the student does not pause to search for words. However, the student only demonstrates a limited range of ability with English in this brief response. The student only shows the ability to form simple sentences ("They can't play ball," "They raced around"). A missing word creates a structural error that limits clear understanding of the first sentence ("The dog's tail wagged hard and [he] got a cup of water"). The student's vocabulary is similarly limited to mostly simple word choices ("dog's tail," "cup of water," "play ball," "raced"), resulting in narration with minimal detail.

Response 2

First it happened when Danny [...] he went to the park [...] when he, when he went to the park, and he forgot [...] uhh. When he, when he forgot the ball and it was missing. Then [...] he got them sticks to [...] to play with [...] his dog.

In a limited response to the task, the student demonstrates only a minimal proficiency in narrating a series of events. The student speaks mostly in simple sentences with some usage errors ("he got them sticks"). There is a minimal range of vocabulary as the student relies on simple and common word choices to form their message ("park," "forgot," "missing," "sticks," "dog"). The student frequently pauses and restates to ensure they are proceeding correctly, which limits clear communication ("he went to the park [...] when he, when he went to the park"; "When he, when he forgot"). Frequent pronunciation errors also interfere significantly with comprehending the student.

Score Point 3

Response 1

The boy had a backpack, and he could not find the ball, so that [...] so that he can play with Mingo. And when he got home, his dad told him to help cutting [...] the branches. He put sticks in the wagon so that dogs could play with that.

The student addresses the task of retelling the story somewhat successfully. The student demonstrates a command over basic English grammar and incorporates some more complex structures. However, there are also some grammatical errors that occur when speaking with these less familiar structures ("when he got home, his dad told him to help cutting"). While speaking briefly, the student does demonstrate some range of basic and common vocabulary words ("backpack," "ball," "cutting," "branches," "wagon") to provide some detail to their narration. Pronunciation is generally understandable, and the student only pauses occasionally to search for words ("so that [...] so that he can," "help cutting [...] the branches"). Overall, the student is generally comfortable communicating with the basic elements of English.

Response 2

Danny and Mingo were at the park. Danny untied Mingo [...] Mingo's umm [...] thing, and [...] and he went to Mingo's backpack to see if there, if there was a ball there, but there wasn't, so he had to go back to the house. And he saw his dad cutting dead branches. So, dad told him to [...] join him, and he joins him, so then he joins him.

The student addresses the task of narrating events somewhat successfully and with some detail. The student demonstrates a comfortable grasp on basic English grammar, maintaining appropriate tense and subject-verb agreement. While the word choice can be vague ("thing") and repetitive ("join him, and he joins him . . . he joins him"), overall, the student incorporates a range of basic and common vocabulary to give their narration some detail ("untied," "backpack," "cutting dead branches"). The student's pronunciation is understandable throughout, and there are only a few pauses to search for words ("Mingo [...] Mingo's umm [...] thing, and [...] and he").

Response 3

The story is about Danny and his dog that they went to the park, but they didn't have [...] the ball, so they went [...] so they went back home. Then he helped his dad. While, while he was getting all those sticks, he threw one, and the dog got it and brought it back to him, so he thought he could use that as a ball. So then he took it, he took it home. I mean he took it to a park. And was selling them for free, so they can use it as a [...] uhh ball [...] to throw to the dogs.

The student responds to the task of retelling the story successfully, providing a somewhat detailed narrative of events. Some grammatical errors are present in the student's message ("Danny and his dog that they went to the park") that only interfere somewhat with communication. Overall, the student demonstrates a general comfort with basic grammar. The student implements a range of basic and common vocabulary to lend the narration some detail ("park," "helped," "all those sticks," "brought," "selling"). While the student's pronunciation is generally understandable throughout, some hesitation and moments of restatement do interfere somewhat with clearly understanding the student ("they didn't have [...] the ball, so they went [...] so they went back home").

Response 4

They were at the park, and [...] they lost their ball. They, so they went home. And [...] Danny started to cut the tree down with some branches on it. And then Mingo saw it, and then gave Danny the idea to play catch with, with umm, a stick. And [...] umm, Danny put them all in a cart. And then used them for all the other neighbors around.

Overall, the student demonstrates the ability to use basic grammatical structures and common vocabulary to somewhat appropriately respond to the task. The sentence structures are mostly repetitive ("They were at the park," "they lost their ball," "they went home," "then Mingo saw it"), but the grammar is generally correct. The student provides some details in their narration by using a range of basic and common vocabulary ("ball," "home," "branches," "cart," "neighbors") and is beginning to incorporate some more precise word choices in their narration ("cut the tree down," "gave Danny the idea," "play catch"). The pronunciation is understandable, and the student only pauses a few times to search for words ("and [...] they lost their ball," "And [...] umm, Danny"), and a brief restatement ("They, so they") only interferes somewhat with clear communication.

Score Point 4

Response 1

Danny and his dog, named Mingo, go to the park hoping to play all day long. When Danny realizes he doesn't have his ball, he improvised. He decides to run laps around the park with Mingo. Though after a few rounds, Danny was out of breath and Mingo was bored. They decided to go home as they had nothing else to do. They see their dad cutting branches, and Danny gets pulled into do so as well, as he isn't playing with Mingo. While cutting, Danny is introduced to a chopper to cut off small sticks from off the big branches. While Danny cuts, Mingo enjoyed and starts picking up the sticks to play fetch with them. Soon after, Danny realizes what Mingo was doing and starts to take the pile of sticks in a wagon to the park, so other dog owners could enjoy these sticks as well. After setting everything up, he decides to play fetch with Mingo with their new stick.

The student forms a complete and detailed response comparable to an English-speaking peer. The student successfully uses abstract ideas ("hoping to play all day long," "could enjoy these sticks as well") and complex sentences in combination with varied vocabulary. Minor grammatical errors ("When Danny realizes . . . he improvised," "Mingo enjoyed and starts picking up") do not interfere with understanding.

Response 2

Danny's on a walk with his dog. He takes out a dog dish and a water bottle. Then, he forgot to bring a ball. Danny thought he could just get a ball someone left at the park. Mingo was so excited and wants to play ball. They race instead. After a while, they are both tired and bored. They go home. Danny's dad was cutting trees down. Danny talks about the missing ball. Danny's dad makes Danny help him. Mingo still wanted Danny to play with him. Mingo took a stick and Danny tossed it. They played and they went back to the park with a wagon full of branches. They played with it until it was time to go home. Danny placed sticks from the tree next to a bench. Now, every dog will have something to play with.

The student addresses the task completely and narrates a clear progression of events, incorporating grammatical structures and vocabulary in a way that is nearly comparable to native English-speaking peers. The student includes some higher-level vocabulary and idiomatic phrases ("Danny thought he could just get a ball"; "wagon full of branches"), which add specificity and detail. The student pronounces words correctly and does not pause to search for words while delivering the response.

Response 3

Danny comes to the park after school as always. He starts to get his water bottle and his dog's ball. He starts to realize that he forgot the ball to play fetch with. Mingo and Danny are upset, so they both have to return home. As soon as he gets there, his dad asks if he can help him cut some branches into smaller pieces. In the middle of that, they both think of a way to play fetch with a stick. They thought it would be a good idea to give more out for other people in case they also forget their ball.

The student addresses the task successfully, incorporating grammatical structures and vocabulary in a way that is nearly comparable to native English-speaking peers. The student demonstrates an ability to link ideas together to form complex sentences naturally and accurately ("Mingo and Danny are upset, so they both have to return home"; "They thought it would be a good idea to give more out for other people in case they also forget their ball"). The student pronounces words correctly and does not pause to search for words while delivering the response.

Response 4

First, Danny looks in his backpack to find Mingo's ball so they can play fetch. However, he forgets to bring Mingo's ball. He tries looking for spare balls in the park, but there weren't any. Danny and Mingo race around the park, but Mingo gets bored. They go home. When Danny arrives home, he finds his dad standing next to a tree with a chainsaw. Dad asks Danny to help him clear the dead branches from the trees and bushes. While Danny is busy cutting branches, Mingo goes through the pile of branches Danny made and picks up a stick. Danny takes the stick and tosses it. Mingo starts to chase after the stick. Then, Danny got an idea. After Danny and Dad were done working, he filled up a wagon with sticks. Danny and Mingo went back to the park with the wagon. They spent an hour playing fetch with sticks. Mingo was very joyful. When it was time for them to head home, Danny placed the sticks in the wagon near a bench. He also placed a sign that said, "Free Tossing Sticks." Finally, Danny and Mingo walked home with the now empty wagon.

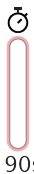
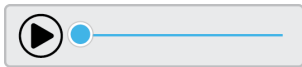
This student addresses the task successfully. The response is free of grammatical errors and includes complex grammatical structures ("After Danny and Dad were done working, he filled up a wagon with sticks"; "Danny and Mingo walked home with the now empty wagon"). Vocabulary is also comparable to native English-speaking peers and includes abstract ideas ("Mingo was very joyful").

Question 19

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



- Tell where this family is and what you think everyone was doing a few minutes ago.
- Describe what is happening now and what the mother is thinking.
- Tell what you think will happen next and why.



90s

Remaining
Attempts: 2

Score Point 2

Response 1

They were at their house, and they were cooking.

The student's response to this task demonstrates a limited range of vocabulary and only shows the ability to combine simple sentences with the same subject ("They were at their house," "they were cooking"). Overall, the response does not demonstrate the ability to provide details or expanded vocabulary for this prompt.

Response 2

The mom and [...] and his dad [...] he was playing with the [...] with the mess.
[...] Umm. [...] The mom is [...] the mom is happy. Umm.

The student addresses the task in a limited way with high-frequency vocabulary ("mom," "dad," "playing," "happy") and simple sentences ("the mom is happy"). There are also frequent pronunciation errors that limit communication, and multiple pauses to search for words affect fluency. Nevertheless, the student conveys an original message.

Score Point 3

Response 1

The mother wanted to bake a cake with her family. Then, the mother's, uhh, the mother is covered in flour, and now, the whole family is covered in flour. The mother is thinking to shower in the future because of that. Next, she will [...] Next, they will all shower and reset, or all restart trying to bake again, a cake.

The student responds somewhat successfully to the task. The details are specific ("covered in flour," "to shower," "restart"), although sometimes phrased a bit awkwardly ("The mother is thinking to shower in the future"; "they will . . . restart trying to bake again, a cake"). The tense shifts appropriately from what "the mother wanted" in the past, to what is happening now ("the whole family is covered in flour"), to what they will do next ("they will all shower"). The student attempts a clarification ("Next, they will all shower and reset, or all restart"), which adds some additional information. Overall, the student's pronunciation is good, and one pause does not affect understanding.

Response 2

The family were cooking in the kitchen before they all got dirty. The family are throwing flour at each other. The mom is thinking that it is a lot of mess to clean up, but it is fun. They will clean up the kitchen and take a shower after they're done cleaning the kitchen because they're [...] they're full with flour on them.

The student generally uses the correct tense but makes a subject-verb agreement error ("The family were cooking," "The family are throwing"). There are more complex grammatical structures, such as a subordinating conjunction that introduces a dependent clause ("after they're done cleaning the kitchen") with an occasional error ("they're full with flour on them"). The vocabulary includes some details about familiar topics ("cooking," "kitchen," "flour," "shower") as well as a colloquialism ("a lot of mess to clean up"). The pronunciation is good, and the single hesitation does not affect understanding. Overall, the student is somewhat successful addressing the task and generally communicates comfortably in English.

Response 3

The family's in the kitchen. Everyone was probably trying to bake something. And then, they spilt the batter. And then, they started pouring it on the mom. And then, they probably washed their face afterwards.

The student employs the adverbs "probably" and "afterwards" in a succinct response to the prompt that addresses the task somewhat successfully. Even though the student demonstrates overall familiarity with basic grammar features, there is an error with the singular direct object ("their face"). On the other hand, there is also a more complex infinitive phrase ("Everyone was probably trying to bake something"). We hear details on familiar topics like "kitchen," "spilt," and "batter." The pronunciation and fluency are good.

Response 4

Family is going to, to cook the cake. First, the baby put flour on everybody. They were playing with the food, and [...] putting on some on baby's face. After [...] they made the mess, they cleaned up the mess, and they both, they all took a shower because they had so much flour on them.

The student responds somewhat successfully to the task, demonstrating a grasp of basic English grammar with some errors, such as omitting the definite article ("Family is going to, to cook the cake"). Even though the student does not provide abstract or academic terms, we hear some details on familiar topics ("cake," "baby," "flour"). The student adds more precise wording when referencing people in the picture ("they both, they all took a shower"). Occasional pauses only somewhat interfere with communication. Overall, the student is generally understandable.

Score Point 4

Response 1

One day, the mom wanted to bake cookies with the family. She sat out the things and called out everyone's name. Everyone came to the kitchen and helped. Then, they were done. The mom put some flour on the boy's hair, and the boy grabbed a handful and put it on his mom. A few minutes later, it was a mess, and they kept playing. After they were done playing, they cleaned up everything and made cookies, and the mom was happy.

The student addresses the task completely with grammar and vocabulary comparable to that of native English-speaking peers. The grammar seems somewhat simple, but there are introductory phrases ("A few minutes later") and dependent clauses ("After they were done playing"). The word choice consists mostly of details on familiar topics, but there are some colloquialisms: "One day" is a colloquial term that refers to the past in a story (similar to "once upon a time"). The phrases "called out" (versus "called") and "grabbed a handful" are comparable to native English-speaking peers. The pronunciation is clear, and there are no pauses.

Response 2

This family is in the kitchen. I think everyone was making cookies. Then, mother dropped the dropped the flour, and the boy pulled a joke by taking the dough and smashing it in mother's face. Mother is probably surprised by the dough in her face and a bit sad that the flour fell. Well, what I think will happen next is the family will clean up the mess and clean themselves by changing. I think the family will do this project next time. That's it.

The grammar and vocabulary the student uses in this response are comparable to that of native English-speaking peers and address the task completely. The sentence structures include many simple sentences as well as a compound and a complex sentence. The word choice is not abstract or academic, but speakers are not required to do this. This student's use of colloquial phrases ("surprised by the dough in her face"; "That's it") are much like phrases native speakers of English might use. There are no pronunciation errors to interfere with understanding.

Response 3

This family is at home in the kitchen. A few minutes ago, they were probably making something until the young daughter splattered the flour on her mom's face. "This is crazy," she thought. Then, it becomes a flour of fun. They all have smiles on their faces. They will probably get back to making the food that they were making. They sure don't want to miss lunch or dinner.

The student's speech is indistinguishable from that of a native English-speaking peer. For example, the student provides an introductory phrase to set out what happened in the past ("A few minutes ago, they were probably making something"), strong word choices ("splattered the flour," "flour of fun"), and casual expressions ("get back to," "sure don't want to"). The student pronounces words well and displays a strong fluency when speaking English.

Response 4

So, we can see here that a few minutes ago, they were cooking and having so much fun. They were probably thinking to bake something. Then, what's happening now, as we can see, is that they are playing around with the, with the dough. And the mother's probably thinking that, "This is really a disaster." But she's happy. She's really happy for them that they are having so much fun to bake with them. But it happened to be a disaster. And I think what's going to happen next is that they are going to shower or change clothes because they are really filled with dough.

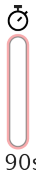
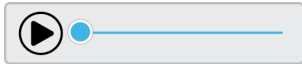
This student addresses the task successfully, incorporating grammatical structures and vocabulary in a way that is nearly comparable to native English-speaking peers. The student demonstrates an ability to link ideas together to form complex sentences naturally and accurately ("we can see here that a few minutes ago, they were cooking and having so much fun"). The word choices demonstrate vocabulary comparable to native English-speaking peers ("And I think what's going to happen next is that they are going to shower or change clothes because they are really filled with dough"). The student pronounces words correctly and does not have to pause to search for words while delivering the response.

Question 28

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

Imagine that you could switch places with your teacher for the day. Describe what the school day would be like. Talk about —

- what you would teach
- the rules that you would have in the classroom
- your favorite part of the day



Remaining
Attempts: 2

Score Point 2

Response 1

Umm [...] I would teach Math [...] and the rules [...] to be [...] kind [...] and [...] that's it.

Overall, this student responds to the task in only a limited way and demonstrates a limited range of ability to communicate in English. The student only shows the ability to connect simple ideas and to use mostly basic vocabulary. Frequent pauses and grammatical errors (“and the rules [...] to be [...] kind”) limit communication.

Response 2

What I will teach is Math. The rules I would have is no talking, no playing, raise your hand to do something. My favorite subject is Math.

The student’s pronunciation is good and understandable in this response. However, this student only demonstrates an ability to communicate with very simple and repetitive grammatical structures. The response also lacks detail due to the student’s limited vocabulary and reliance on repetitive word choices. Grammatical errors further inhibit communication (“The rules I would have is,” “raise your hand to do something”).

Score Point 3

Response 1

So, I will teach Math or Spelling. Spelling means like, words and that kind of stuff. And my rules are: ask for permission, don't talk while I'm talking, and don't distract others. And my favorite part will be the games that I will play with my class.

The student addresses the prompt with some good word choices ("permission," "distract") and demonstrates some comfort and familiarity with basic English grammar, maintaining appropriate tense and subject-verb agreement. Some slight pronunciation errors may interfere with communication.

Response 2

If I switch with my teacher, I would teach Math because it's my favorite subject. And the rules is they can play games while learning, no test. And the favorite part of the day would be recess because I could play, I could play soccer with my students just score goals, could have so much fun. And that's why I, my favorite part of the day is when we go to recess. And we have so much fun.

The student addresses the task somewhat successfully and demonstrates an overall familiarity using basic grammar, but some errors and awkward phrasing ("the rules is"; "the favorite part of the day"; "play soccer with my students just score goals, could have so much fun") occur. Some details ("play games," "no test," "play soccer") provide the listener an idea of what the day would be like.

Response 3

Umm. I would teach Math and Reading and fun stuff. I would make fun stuff for the children to make. And I would have, the rules would be no eating in the classroom, well not when [...] not when I'm teaching, no screaming, no running, and they need to be kind. And my favorite part of the day would be computer. I will show them to use the computer.

The student addresses the task somewhat successfully. The response demonstrates an overall familiarity using basic grammar and includes some auxiliary verbs, but a minor tense agreement error occurs when the student switches from "would" to "will" in the final sentence. The response includes some basic vocabulary ("fun stuff") along with some other details ("classroom," "computer"). There is a pause as well as the rephrasing that sometimes occurs as the student searches for additional details ("not when [...] not when I'm teaching").

Response 4

I will, umm, teach, I think band or music, or like [...] music stuff, or sports. And, umm, my rules will be, umm [...] like you can talk with your friends, and you can, uhh, talk about all that you're learning and all of that stuff, but you can, you can't be rude to people. You can't be rude to no one. And, my favorite part of the day will be [...] recess because everything I teach on sports or music they will use it in recess, in recess so, if you're playing football, you'll play football good. If you're playing soccer, you will play soccer good. And, yeah.

The student addresses the task somewhat successfully, and includes plenty of details ("sports," "rude," "recess," "music," "football"). The response contains some pausing, rephrasing, and some grammatical errors that interfere somewhat with understanding ("You can't be rude to no one"; "you'll play football good").

Score Point 4

Response 1

I would probably teach Math because I'm really good at Math, and I can do Math pretty well. The rules I would have in the classroom would just be as normal as my teachers because if I made the rules, everybody would probably not like the rules, and the school might not like it either. My favorite part of the day would be dismissal like I am as a kid because, as a teacher, you would probably be tired from teaching all of your students. So, then, dismissal would be your most favorite part since you get to go home and relax.

In this response, the student addresses the task completely with some elaboration and complex grammatical structures that are comparable to native English-speaking peers. There are a few minor errors and restating phrases that lead to repetition but not enough to impact the score ("like I am as a kid").

Response 2

If I could switch places with my teacher for one whole day, then I would probably teach Math all day because Math is my favorite subject in school, and I love doing it because there are lots of equations, and it helps my brain work. The rules that I would have in my classroom would probably be no messy stacks because if there were messy snacks, then the floor would get messy, and I would have to clean it up. And, no loud screaming because everyone needs to concentrate on their math. And my favorite part of the day is Math because it helps me solve equations and my favorite part of Math is multiplication.

The student addresses the task completely with a fair degree of elaboration. The response includes some longer sentences with complex structures ("The rules that I would have in my classroom would probably be no messy stacks because if there were messy snacks, then the floor would get messy, and I would have to clean it up"). The student demonstrates an ability to make comparisons and give explanations in a way that is comparable to native English-speaking peers. The student uses specific academic vocabulary which is appropriate for the prompt ("solve equations," "multiplication").

Response 3

If I was a teacher, I would teach mostly Math and Science, but advanced math and Science. I want my students to be knowledgeable and top-notch in the two subjects. Especially Math. My rules would be simple, such as pay attention in class, behave, raise your hand and do not stand up in class. My favorite part of the day would be the middle of the day because that would be when we start our games and activities and many fun things. The school day would be very fun and active with fun activities and more.

The student forms a complete and detailed response comparable to a native English-speaking peer. The response contains specific, advanced vocabulary ("top-notch") and complex sentence structures ("My favorite part of the day would be the middle of the day because that would be when we start our games and activities and many fun things"), and the student speaks without any pronunciation errors or pauses to search for words.

Response 4

If I was my teacher for a day, I would teach dividing fractions and Science, mostly. The rules I would have in my class would be no candy, no yelling, and that only one person can talk at a time. And if they don't listen to those rules, they would have to owe the entire recess because those are very important rules to me. And if they don't use appropriate hand-signals, well guess what, they won't be able to go do what they have to do. They have to use the right signals to do it. And if those kids don't listen to me, they will have to owe a lot of minutes in recess. Another rule is that if I catch anybody talking to their friends, they will have to get moved right away no matter what, no warning. And my favorite part of the day would be everything I get to tell the kids to do because I like being in charge and being a good role model. Sometimes. It depends.

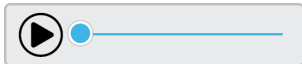
The student addresses the task successfully, incorporating grammatical structures and vocabulary in a way that is nearly comparable to native English-speaking peers. The student demonstrates an ability to link ideas together to form complex sentences naturally and accurately ("And if they don't use appropriate hand-signals, well guess what, they won't be able to go do what they have to do"; "if I catch anybody talking to their friends, they will have to get moved right away no matter what, no warning"). The student pronounces words correctly and does not have to pause to search for words while delivering the response.

Question 36

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.



90s

Remaining Attempts: 2

Score Point 2

Response 1

Both people, people are painting [...] a wall. The pictures are the same is that because are both painting. And how they are different is that there is two men on two and there is one guy on one.

In a limited response to the task, the student demonstrates only a minimal proficiency in addressing the prompt with a heavy reliance on the prompt language. The student speaks with some grammatical errors ("The pictures are the same is that"; "is that there is two"), and there is a minimal range of vocabulary as the student relies on simple and common word choices to form the message ("two men on two and there is one guy on one").

Response 2

In this two picture, a man is painting a house. And, and uhh, and a similar things are the, are the two, people are painting a house. And the differences, in the second one is two people and a difference one is one people.

The student responds to the task in a limited way with simple and repetitive structures, and there are frequent grammatical errors that limit clear communication ("and a similar things are the"; "in the second one is two people"). The response contains few details, reflecting the limited vocabulary of the speaker. While the student does not pause often ("and uhh, and") when delivering this message, consistent pronunciation errors throughout the brief response interfere with comprehension.

Score Point 3

Response 1

Both of these pictures are about men painting a building. A way that these images are similar is how they are about painting. Ways that they are different are their clothes, color paint, one person in picture one, two people in picture two, and different materials.

The student demonstrates a grasp of basic English grammar with some errors that interfere only somewhat with communication ("how they are about painting"). The student provides some details using English vocabulary and is generally comfortable communicating with the basic elements of English.

Response 2

The first picture one man is painting the wall white with a long brush. In the second pictures, there is two mans painting a wall by hanging and painting it green. Two, all the ways the two pictures are similar is that [...] the both pictures [...] show that [...] they are painting it. And one, the other difference is in the two pictures are that [...] one is, one is [...] the man is painting it white and the other two mans are painting it green.

The student shows a good grasp and understanding of the prompt, and this response shows the student's ability to create complex statements with appropriate tense agreement. Repeated grammatical errors ("there is two mans," "the other two mans") show an unfamiliarity with pluralization that is not comparable to a native English speaker. The student also pauses and repeats words while searching for phrases to expand on the ideas presented. Overall, the student has addressed the task somewhat successfully.

Response 3

The first picture is showing me that a man is painting the wall color grey with nobody's help. The first picture, a man who is painting a big wall. He will try hard. The second picture is showing me that a mans is painting a huge wall with a paint brush. They are painting the wall green. The two pictures are similar because they are painting. The two pictures are different because they, the, they are not painting with the same color.

The student successfully addresses the prompt and provides a response demonstrating the ability to use different tenses appropriately, although a subject-verb agreement error and pluralization error occur ("mans is"). Missing words ("the wall [the] color grey") affect comprehension somewhat, but the student's pronunciation is understandable throughout with minimal pauses to search for words ("they, the, they"). In addition, the student provides some details ("nobody's help," "paint brush," "green"), demonstrating a broader range of vocabulary.

Response 4

Picture number one is one guy painting the wall with white paint. Picture number two is two guys with helmets on a string with two buckets on each side painting a green wall with grey paint. These pictures are similar because they are both painting and they are both using rulers, to, the rule thingy. Then, they are different because, picture number one the guy is standing up. Picture number two the guys are on a [...] string. Picture number one, he is have a long one, a long stick. And picture number two has a small one, and they're going a little bit by a little bit. And those are the ways that they are similar and different.

The student addresses the task somewhat successfully and demonstrates the ability to form comparative sentences with a minor grammatical error ("he is have a long one") and awkwardness ("because they are both painting and they are both using rulers, to, the rule thingy"); however, the student begins to lose confidence, mumbles, and has trouble finding the correct and appropriate vocabulary to communicate their ideas ("to, the rule thingy"; "he is have a long one, a long stick") beyond basic comparisons.

Score Point 4

Response 1

The way both of these pictures are similar are that the first one is painting outside, and with paint, and on a wall, and is also wearing gloves and a long sleeve sweater with a paint roller, and the wall used to be grey-type color, and those are the things that are similar. The difference is that on the second picture the people painting are two, unlike the first picture. And the paint in the second one is green, and the roller are smaller than the man using it on the first one. And the man on the first one isn't wearing a helmet or using a chair type and doesn't have two buckets of paint on both sides of the chair. Both of the men on the second picture are painting a building. The man on the first picture is painting a house.

The student completely addresses the task with some elaboration, correctly constructs compound sentences, and uses tenses that allow ideas to flow together naturally in a manner comparable to native English-speaking peers ("on a wall, and is also wearing gloves"; "and the wall used to be grey-type color"). The response features appropriate use of specific vocabulary ("roller," "helmet"). Minor usage errors that occur ("used to be grey-type color," "the men on the second picture") do not interfere with comprehension.

Response 2

So, one of these pictures is a man painting a wall and the other picture is a bunch of men, men on like little posters with buckets of paint, painting a really, really huge wall. I think. They are similar because they are both painting one color to another. And they are different because there are two men painting in one, and only one man painting in the other. And in one they are basically sitting on swings that are like lowering them down so they can stay safe. And in the other, the man is literally standing on the ground so they don't need to do any of that.

The student responds with grammar and vocabulary at a level nearly comparable to native English-speaking peers. There is a lot of detail and colloquial language that suggests comfort and familiarity with common phrases ("basically sitting on swings"; "literally standing on the ground so they don't need to do any of that"). There are no issues with pronunciation or fluency that interfere with communication.

Response 3

The first picture and the second picture are similar because they are both painters. It is taken outside, the pictures. But there are also differences because the first picture is only one man doing it, and in the second picture, it is two people doing it. One picture is painting a house, and the other one is painting a building. One picture is a greyish color, and the other one is a greenish color. Last, but not least, one is on the ground and the other is floating in the air with helmets on their heads.

The student addresses the task completely and concisely and uses appropriate grammar with subject-verb and verb tense agreement in ways comparable to native English-speaking peers. Even though this concise response does not contain much elaboration, the student uses advanced vocabulary appropriately to provide specific details ("painters," "greyish," "greenish," "floating in the air"). The student speaks with a high level of fluency without pausing to search for words and pronounces words confidently and correctly.

Response 4

First picture shows a man painting a house with a long stick, and it is daytime. The second picture shows two workers painting a building with a paint brush, and they are hanging from a string, and the man on the left has two buckets on his waist while the man on the right has one bucket on his waist. The two pictures are pretty similar because they are both painting with paint. The two pictures are pretty different because the second picture has two people while the first picture has one. In the first picture, the guy is using a long stick while the second picture the man are using paint brushes. And for the second picture, the man are hanging down the building, while the first picture, the guy is painting from the floor and he is not hanging from anything.

The student completely addresses the task with some elaboration ("long stick," "hanging from a string," "two buckets on his waist") and correctly uses complex sentences and tenses that allow ideas to flow together naturally in a manner comparable to native English-speaking peers ("pretty different because the second . . . while the first"). In addition, minor usage errors ("First picture shows," "man are") do not interfere with communication.