



Texas English Language Proficiency Assessment System

TELPAS Speaking Scoring Guide Grades 6–8

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 | | |

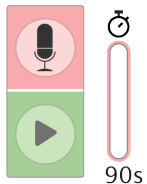
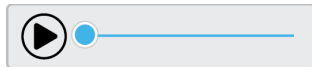
Grades 6–8 Speaking Questions and Sample Student Responses

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.



Describe how Garrett feels at the beginning of the story. Then explain how his feelings change toward the end of the story.



Remaining
Attempts: 2

Score Point 2

Response 1

In the beginning he felt like his brother was loud, then he went to his aunt's, and learned how to bake, and he enjoyed it.

This brief response demonstrates a limited command of spoken English. The student relies exclusively on simple structures to form the message ("he felt like his brother was loud"; "then he went to his aunt's"; "he enjoyed it") and demonstrates only a limited range of simple vocabulary ("beginning," "brother," "loud," "aunt's," "learned," "enjoyed"), resulting in a response that lacks detail. Some pronunciation errors and moments of hesitation also limit clear communication in this response.

Response 2

Garrett felt overwhelmed with his brother because he was being rowdy. Towards the end of the story he got relaxed and at peace.

The student responds to the task of describing the change in Garrett's feelings in only a limited way. The student forms a complex sentence, though there are also some moments of awkward phrasing ("felt overwhelmed with his brother," "he got relaxed and at peace"). The errors and overall brevity of the response prevent this student from demonstrating more than a minimal grasp of appropriate English grammar. The student does incorporate some precise word choices in the response ("overwhelmed," "rowdy"). However, the student does not present a sufficient range of vocabulary to rise above a limited command of the language. No pronunciation errors interfere with communication, and the student does not hesitate when delivering the brief original idea.

Score Point 3

Response 1

At the beginning of the story he was all stressed out because his little brother had so much energy and he was so loud. He took his little brother to his aunt's so then he could calm down. At the end of the story he was good, he went to bake with his aunt.

The student's response to the task is somewhat successful. While no grammatical errors interfere with communication, the student relies on basic grammatical structures and does not include a more expansive demonstration of complex structures typical of a native English speaker ("He took his little brother to his aunt's so then he could calm down"). The student makes use of a colloquial turn of phrase ("all stressed out"), but overall, relies primarily on simple and common vocabulary choices ("little brother," "energy," "loud"). There are no pronunciation errors, and the student does not hesitate when speaking.

Response 2

Garrett at the beginning of the story he was frustrated because his little brother was just running around was scared because there was a rain storm. And then he took, he ran with his little brother to Aunt Rosa's house and they were just there then making fresh bread and Garrett he started to feel more calm and with his little brother and he got happier at the end of the story cause he got relieved.

In this somewhat successful response, the student demonstrates command of basic English grammar while providing some elaboration about Garrett's feelings in the story. The student is beginning to include some complex sentences ("he was frustrated because his little brother was just running around"). Grammatical errors interfere only somewhat with ease of comprehension ("more calm," "he got happier," "he got relieved"). The student demonstrates comfort with a range of basic and common vocabulary ("little brother," "scared," "rain storm," "fresh bread," "relieved") to provide some detail to the description of events. There are no pronunciation errors interfering with communication. However, there are fluency issues such as some minor hesitations and a moment of restatement ("And then he took, he ran").

Response 3

At the start of the story Garrett feels annoyed with his little brother making lots of noise but towards the end his feelings change and realize it feels relaxing when baking. So he feels satisfied and happy.

The student responds somewhat successfully to the task of describing Garrett's feelings in this succinct response. The student demonstrates a comfortable grasp of basic English grammar with grammatical errors ("feelings change and realize") interfering only somewhat with clear comprehension. Though speaking briefly, the student does incorporate a range of common vocabulary ("feels annoyed," "making lots of noise," "relaxing," "satisfied") to elaborate somewhat on the transformation of Garrett's feelings. Pronunciation is understandable, and the student does not have to hesitate to search for words or pause to correct or clarify ideas.

Response 4

At the beginning of the story Garrett feels overwhelmed because of his brother being hyperactive, but as the story goes on his feelings start to change because he started to realize that he enjoys baking, and it makes him feel relaxed. Towards the end of the story he is more calm and positive.

The student describes the change in Garrett's feelings by providing some details and generally communicating comfortably in basic English. The student demonstrates some emerging ability to use complex sentences but also includes grammatical errors while using these less-familiar structures. These errors include awkward, inappropriate structures ("because of his brother being") and issues with tense agreement ("his feelings start . . . because he started"). The response contains some common vocabulary to provide some detail ("realize," "enjoys baking," "relaxed," "positive"), including a couple of more abstract vocabulary choices ("overwhelmed," "hyperactive"). The pronunciation is understandable throughout the response, and there are no hesitant pauses disrupting communication.

Score Point 4

Response 1

Garrett was very annoyed at the beginning of the story because of his little brother kept on annoying him but then he went to his aunt's house because when Garrett's little brother was at his aunt's house he would calm down and stop acting up and getting Garrett annoyed and when Garrett was at his aunt's house he ended up getting relaxed and he ended up helping his aunt and his little brother make, uh, I think bread. And at the very end of the story he was happy he was surprised and he was hungry.

The student completely responds to the task of describing the transformation of Garrett's feelings, using English grammar and vocabulary choices comparable to a native English-speaking peer. The student demonstrates comfort using complex sentences and structures throughout this response ("Garrett was very annoyed . . . because of his little brother kept on annoying him"; "when Garrett was at his aunt's house he ended up getting relaxed"). Grammatical errors are minor and infrequent, and these errors do not interfere with clearly understanding the student's meaning. Demonstrating comfort with a range of common vocabulary, the student also incorporates some more native-like word choices ("stop acting up and getting Garrett annoyed"; "ended up getting relaxed") leading to a detailed description of events. Pronunciation is comparable to a native English-speaking peer, and there is only a slight moment of hesitation ("his little brother make, uh, I think bread") that does not interfere with communication.

Response 2

At the beginning of the story Garrett felt kind of annoyed that his little brother, Daniel, wouldn't stop jumping and running around on a rainy day. He loved his brother but he had difficulty calming down. They went to Aunt Rosa's apartment below because baking with her helped calm down his little brother although Garrett wanted to enjoy his afternoon reading his book. Seeing Aunt Rosa's smile while baking made him feel happy and he didn't want to be rude by reading instead of baking. At the end of the story Garrett was delighted that he had spent his time baking instead of reading his book. He enjoyed baking and spending time with his family.

The student addresses the task completely using language in a manner comparable to a native English-speaking peer. The student demonstrates a consistent comfort using complex structures ("They went to Aunt Rosa's . . . because baking with her helped calm down his little brother although Garrett wanted") with no errors interfering with communication. Demonstrating a wide range of appropriately used vocabulary, the student employs specific word choices and abstract vocabulary ("jumping and running around," "difficulty calming down," "rude," "delighted") as well as some more colloquial and idiomatic word choices ("kind of annoyed," "spending time"). There are no pronunciation errors, and the student speaks smoothly with a level of fluency comparable to a native English-speaking peer.

Response 3

At the beginning of the story Garrett feels annoyed and stressed because he has to take care of his little brother, but his little brother is screaming, yelling and playing and there's a storm outside. So after he takes his little brother to his aunt's house to calm down he feels better and his aunt invites them to make bread he decides to join in so he wouldn't be rude and then he had, he had a fun time. He then learned that he should spend more time with people and with his family instead of just sitting down doing nothing most of most of the time.

In this successful response to the task, the student demonstrates a comfortable command of complex sentences and structures, allowing the ideas to flow smoothly and naturally while speaking. No grammatical errors interfere with understanding the message. The student employs a wide range of specific word choices ("annoyed," "screaming," "yelling," "rude"), including abstract vocabulary ("stressed," "take care," "calm down," "invites") and colloquial language comparable to native English-speaking peers ("join in," "spend more time," "sitting down doing nothing"). The student pronounces words correctly throughout the response. A couple moments of restatement are minor and do not interfere with the clarity of communication ("he had, he had a fun time"; "most of most of the time"). Holistically, the student completely addresses the task of describing Garrett's feelings.

Response 4

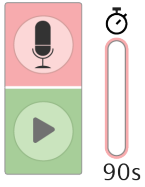
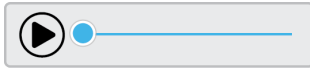
Garrett feels distressed because he can't read his book because his brother was being really loud on a rainy day but he wanted to read on a rainy day. But then he found out that his aunt was going to bake bread so he went to take his little brother to his aunt's house so he could calm down and stop being loud and read his book. Then the aunt asked Garrett to join them into baking the loafes, the bread, and she said okay because she didn't know what he wants to do. So they both baked and he discovered that he also like to bake so he felt like not mad anymore and he felt relaxed like his brother.

Addressing the task of describing Garrett's feelings completely, the student demonstrates a comfortable command of English at a level nearly comparable to a native English-speaking peer. Consistent comfort using complex sentences and structures ("Garrett feels distressed because he can't read his book because his brother was being") allows the student's thoughts to progress in a natural, native-like manner. Infrequent grammatical errors ("join them into baking") do not interfere with the clarity of the message. The student uses a wide range of vocabulary to provide specific details when describing the story, including abstract ("distressed," "calm down," "join them," "relaxed") and more colloquial language ("he felt like not mad anymore"). Pronunciation is correct throughout the response, and the student does not hesitate when speaking.

Question 9

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

Should all weekends be three days long? First tell whether you like this idea. Then explain at least three reasons why or why not.



Remaining
Attempts: 2

Score Point 2

Response 1

I think it's a good idea because you will be able to rest, and be ready to go back and learn.

The student communicates simple, original ideas, addressing the task in a limited way. The student uses a complex sentence ("I think it's a good idea because you will be able to rest"), and overall, no grammatical errors interfere with comprehension. However, the brevity of the response does not provide sufficient, consistent evidence of an ability to use more advanced English grammar. When communicating on this familiar topic, the student shows a limited vocabulary, relying on simple word choices ("good idea," "rest," "go back," "learn"). Pronunciation is understandable, and there is only slight hesitation. Holistically, the simplicity of word choice and brevity of this response demonstrates only a limited proficiency with the language.

Response 2

I think that weekends should be three days long because you have more time to do the things you like or do things important that you have to get done.

The student addresses the task in a limited way, providing a response that lacks detail and demonstrates only a minimal command of English grammar. The student shows some ability with complex structures ("I think that weekends should be three days long because you have more time") but also includes a grammatical error ("things important"). Overall, the brevity of the response keeps the student from demonstrating more than a minimal command of appropriate grammar use. The student employs simple vocabulary to provide limited descriptions of the familiar topic. Word choices are vague and often repetitive ("things you like," "things important"). The student makes errors when pronouncing some words, but the response is generally understandable and spoken without hesitation.

Score Point 3

Response 1

I think having three-day-long weekends is a good idea because you've got to have a lot of time studying, and spending time with friends, instead of putting pressure on your schoolwork too much.

In this somewhat successful response, the student demonstrates a command of basic English grammar and can provide some details on a familiar subject. The student communicates with basic English grammar, generally using the correct verb tense. Some awkward phrasing interferes only somewhat with clear communication ("got to have a lot of time studying"). Incorporating a range of common vocabulary, the student provides some detail in their message about the familiar topic of three-day weekends ("time studying," "spending time," "putting pressure," "schoolwork"). Pronunciation is generally understandable throughout, and there is only some slight hesitation in the student's speech. Holistically, this student's response demonstrates some command of spoken English.

Response 2

I would say, um, yes cause, um, I do like the idea and there should be because like you could have two days having fun, one day preparing and studying, doing all your homework, so the next thing you would already be ready for school.

The student responds to the task somewhat successfully by providing some basic details about the familiar topic of three-day weekends. The student employs the correct verb tense for the task and maintains agreement throughout this response while demonstrating a comfortable grasp of basic English grammar ("I do like the idea and there should be because like you could have two days having fun"). A moment of awkward phrasing ("so the next thing you would already be ready") only interferes somewhat with clear communication. Using a range of basic and common vocabulary, the student provides some elaborating details for their original message ("preparing," "studying," "all your homework," "ready for school"). Pronunciation is understandable, although the student does hesitate in places while speaking ("I would say, um, yes cause, um"). These moments of hesitation only interfere somewhat with clear communication, and overall, the student's response demonstrates some command of the language.

Response 3

Yes, our weekend should be three days long because uh, I really like this idea because that way we could relax better, maybe we can learn some different activities, and spend more time with our family and friends.

In this somewhat successful response, the student demonstrates a command of basic English grammar and is beginning to incorporate complex grammatical structures. However, some errors in tense agreement occur when using these less familiar structures ("we could relax better, maybe we can learn"). The student provides some detail with a range of basic and common vocabulary ("relax better," "different activities," "spend more time," "family and friends"). While pronunciation is understandable, the student does have some areas of hesitation that interfere somewhat with the message's clarity. For instance, the student pauses soon after starting the response to restate the beginning of a thought more clearly ("our weekend should be three days long because uh, I really like this idea because"). Holistically, this student's response addresses the task somewhat successfully.

Response 4

Yes I like this idea and the reason is because one, we get to relax more days, two, we get to see our family more like each day, each day we are in the school like eight hours and we see like five, six hours our parents and we could see them more and the last one we get to relax more.

In this response, the student shows some proficiency speaking in English. Overall, the student demonstrates a command of basic English grammar, though grammatical errors do interfere somewhat with communication ("we see like five, six hours our parents"). The student employs a range of basic and common vocabulary to give their message some elaboration while still relying on some repetitive word choices ("more days," "more like," "them more," "relax more"). There are slight pronunciation errors, but the student's speech is still generally understandable. Some hesitation throughout the response, including a moment where the student must restate the beginning of an idea ("each day, each day we are in the school"), interferes somewhat with clear communication.

Score Point 4

Response 1

I think a three-day weekend sounds like a great idea. My first reason is that we work really hard during the week and deserve extra free time. My second reason is we could spend more time with the people we cherish, and finally, my third reason is you would have a better chance of your birthday being on a weekend instead of a weekday.

Using language in a manner nearly comparable to native English-speaking peers, this student fully addresses the task of discussing the possibility of three-day weekends. The student demonstrates the ability to use basic and complex grammatical structures correctly. Using a range of common vocabulary ("great idea," "work really hard"), more abstract vocabulary, and native-like word choices ("deserve extra free time," "spend more time," "cherish," "have a better chance"), this student elaborates on ideas with precise descriptive language. The student pronounces words correctly while delivering the message, and there are no moments of hesitation.

Response 2

As much as I love being home and relaxing, I don't think we should have a three-day weekend. You see our students should keep learning and learning. During this particular time, we certainly have to be at school. Learning is a great time to expand our knowledge. Losing one day of school is losing a learning opportunity. Although you may have a different opinion, that is my personal opinion. In conclusion, I think we shouldn't have a three-day weekend.

Using language in a manner nearly comparable to native English-speaking peers, this student fully addresses the task by making a well-developed argument rebutting the idea of a three-day weekend. The student demonstrates the ability to use basic and complex grammatical structures correctly although a sentence could be clearer ("Learning is a great time to expand our knowledge"). Overall, the student's points are clearly stated using sentence structures and vocabulary nearly comparable to a native English-speaking peer ("Although you may have a different opinion, that is my personal opinion"). The student pronounces words correctly and speaks with a native-like fluency.

Response 3

I believe all weekends should be three days long. A two-day weekend is not good, it's not work well. To start off, a two-day weekend only feels like a one-day weekend and the only day you feel like you are really on break is being ruined by Monday. A two-day weekend doesn't work because the first day of the week, of the weekend is just spend repairing or recharging and the second day is in resting. If we were to have a three-day weekend it would be twice as effective not just because we can spend the second day of the weekend for our pastime while the third day is still moderately okay and the first day can be spent re-charging the batteries after a uh, week.

In this response, the student fully addresses the task, elaborating with precise details and demonstrating a comfort with English grammar at a level nearly comparable to native English-speaking peers. The student communicates comfortably with basic and complex grammatical structures ("A two-day weekend doesn't work because the first day of the week, of the weekend is just spend repairing or recharging and the second day is in resting"). Minor grammatical errors do not interfere with communication ("it's not work well"). Word choices are specific and purposeful, and overall, the student demonstrates a range of vocabulary and language use comparable to native English-speaking peers ("break is being ruined"; "twice as effective"; "the first day can be spent re-charging the batteries after a uh, week"). There are brief hesitations and restatements, but they do not interfere with effective communication.

Response 4

Our weekends should be three days long because we can get more rest. I like this idea because it's more time we could stay home. One reason it would be good to have a three-day weekend is because we've got more time to relax. My second reason is we can hang out with our friends more. My last reason is you have one more day to get everything ready for the next week.

Using language in a manner nearly comparable to native English-speaking peers, this student fully addresses the task of discussing the possibility of three-day weekends. The student utilizes complex sentences and descriptive language to communicate a response that accurately addresses the task ("I like this idea because it's more time we could stay home"). The student relies more on some basic and common word choices ("get more rest," "more time to relax") but also includes more colloquial language ("hang out with our friends more," "get everything ready"). There are no instances of hesitation or mispronunciation to impede understanding.

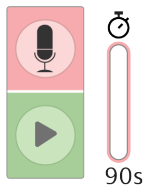
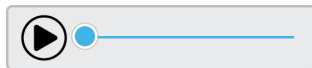
Question 17

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



Describe what you learned from this video about the discovery of the new coral reef.

- First, describe where and how the coral reef was found.
- Then, explain why the new coral reef is an important discovery.



90s

Remaining Attempts: 2

Score Point 2

Response 1

A team of scientists was doing 3-D mapping on the ocean floor. Then [...] it's going to help the fish to come new home and help the earth.

The response to the task uses high-frequency vocabulary taken from the prompt ("scientists," "3-D mapping," "ocean floor") and simple sentences ("Then [...] it's going to help the fish to come new home and help the earth"). There are omitted words ("it's going to help the fish to come [to a] new home") that limit understanding. There is one long pause as the student starts a new idea, but nevertheless the student conveys an original message.

Response 2

The coral reef was found due to scientists 3-D mapping the ocean floor and the discovery is very important because it contains minerals that can save other coral reefs.

While this response conveys an original message, the student does not display enough of an ability with more complex sentences and higher-register vocabulary to warrant a higher score point. The student forms only one complex sentence, relying mostly on vocabulary from the prompt. The word "minerals" is the only word not derived from the prompt. Holistically, this student addresses the task in only a limited way.

Score Point 3

Response 1

Well the new reef was found by the Great Barrier Reef and it's really important to any oceanic life and the earth more importantly because there is minerals you have to have to keep habitats for [indistinct word] so it is really important for life on earth in general which is why I think we should start finding some more.

The student responds somewhat successfully to the task, using complex sentences and common vocabulary ("it's really important to any oceanic life and the earth more importantly because there is minerals you have to have") to accurately express their meaning. There is a subject-verb agreement error ("because there is minerals you have to have"), but this does not significantly impede communication. Overall, the student is somewhat successful at addressing the task and generally communicates comfortably in English.

Response 2

The new coral reef was found by the Great Barrier Reef. It was discovered in October 2020 by a group of Australian scientists who were in midst of 3-D mapping the ocean floor. It is an important discovery because scientists hope that the new reef will provide homes for marine life from nearby areas of dead coral.

The student uses complex sentences and vocabulary to somewhat successfully address the prompt. There are no grammatical errors in this succinct response, and precise wording ("were in midst of 3-D mapping") shows a comfort in using English to communicate. The student's conclusion ("It is an important discovery because scientists hope that the new reef will provide homes for marine life from nearby areas of dead coral") highlights an overall somewhat successful response to the prompt.

Response 3

The coral reef was found by Australian scientists. The coral reef was found by the Great Barrier Reef. Because of its size and structure they were doing an [...] three-dimensional mapping on the ocean floor. Scientists believe that this is a very important discovery because it will provide homes for marine life.

The student responds somewhat successfully to the task, demonstrating a grasp of basic English grammar features with some errors. There is an error where the incorrect form of an article is used ("they were doing an [...] three-dimensional mapping on the ocean floor"). There is a long pause after the word "an" in response to the student recognizing this error. Overall, the response is generally understandable.

Response 4

The new coral reef was found at least 4 miles from the Great Barrier Reef. It was found by scientists using a robot named Sabastian. The thing they were doing was they were doing a 3-D map of the ocean floor. The new reef is important because it's alive and it's spreading and it can make new homes for animal life.

The student responds somewhat successfully to the task. Details are specific ("doing a 3-D map of the ocean floor"), and there are some complex grammatical structures ("The new reef is important because it's alive and it's spreading and it can make new homes for animal life"). There is one moderately awkward sentence ("The thing they were doing was they were doing a 3-D map"), but it does not impede communication. The student generally pronounces words correctly, and no hesitations interfere with understanding.

Score Point 4

Response 1

A group of scientists were on a yearlong voyage when they ran into the coral reef. They were astounded, a new barrier reef and due to its size and structure is great news. It was found by a group of scientists who were doing a 3-D of the ocean floor when they ran into it. This was big news and was very exciting to scientists. This was important because throughout the years the Great Barrier Reef has died and marine life needed a new coral reef to survive. A lot of marine life is dying and since we found this new coral reef marine life percentages can go higher.

In this response, the student's speech is indistinguishable from that of a native English-speaking peer. The student uses complex sentence structures ("This was important because throughout the years the Great Barrier Reef has died and marine life needed a new coral reef to survive"). The issue with the form of "had" in the preceding sentence does not affect understanding. Pronunciation and fluency are comparable to native English-speaking peers.

Response 2

So this new reef was found close to the Great Barrier Reef, specifically at the northern tip of the Great Barrier Reef. Um, it was found, how it was found by a team of Australian scientists who were doing some three-dimensional mapping of the ocean floor and around the Great Barrier Reef. It's very important that this new coral reef was found because the Great Barrier Reef, because it was so hot, all the coral was dying. All those fish will have to find a new home, and the new coral reef is only four miles away so they will have a new home so the scientists are very happy.

The grammar and vocabulary the student uses in this response are comparable to those of a native English-speaking peer. The student uses complex sentences ("It's very important that this new coral reef was found because the Great Barrier Reef, because it was so hot, all the coral was dying") and precise language ("this new reef was found close to the Great Barrier Reef, specifically at the northern tip of the Great Barrier Reef"). Pronunciation and fluency are also comparable to native English-speaking peers.

Response 3

The new coral reef was found near the Great Barrier Reef which is in the coast of Australia. The coral reef was found because a group of Australian divers and crew were going to make a 3-D mapping of the ocean floor when they ran into the coral reef. Coral reef is an important discovery because it holds so many million animals that it's very good for the earth. It was so, it was also because there is a lot of coral reefs dying cause of warm water and water temperatures changing.

The student addresses the task completely with grammar and vocabulary comparable to a native English-speaking peer. The student demonstrates an ability to link ideas together to form complex sentences naturally and accurately ("Coral reef is an important discovery because it holds so many million animals that it's very good for the earth"). Word choice demonstrates vocabulary comparable to native English-speaking peers ("The coral reef was found because a group of Australian divers and crew were going to make a 3-D mapping of the ocean floor when they ran into the coral reef"). The student's pronunciation of words in the response is accurate.

Response 4

The new coral reef that was discovered in the area of the Great Barrier Reef. It was discovered in October 2020 by a team of Australian sci, scientists. The team was on a yearlong voyage to do three-dimensional mapping of the ocean floor within the Great Barrier Reef. At the Great Barrier Reef while at the norther tip of the reef the scientists had discovered the reef de-attached. They found it with a large mass of the animals. The discovery was important because it was a really big part of the coral reef. There was all kinds of, [...] all kinds of marine life living in the area of the new discovered coral reef. Scientists could do a lot of research on there which is a benefit for the scientists.

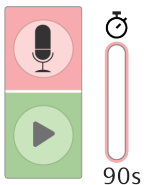
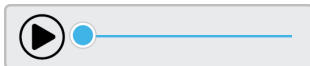
The grammar and vocabulary that the student uses in this response are comparable to those of native English-speaking peers ("The team was on a yearlong voyage to do three-dimensional mapping of the ocean floor within the Great Barrier Reef"). There is a misuse of "new" as an adverb instead of "newly" ("in the area of the new discovered coral reef"), but this does not interfere with understanding. There are slight pauses and re-wordings, but they do not impede communication. Holistically, the student fully addresses the task.

Question 37

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.



Remaining
Attempts: 2

Score Point 2

Response 1

Both pictures are the same because they have um, I can see, um other kids, and also, um, playing a game [...] and they are different because one is playing basketball and the other is playing volleyball.

The student's response to this task demonstrates a limited range of vocabulary and only shows the ability to form simple sentences ("they are different because one is playing basketball and the other is playing volleyball"). An awkward grammatical structure ("Both pictures are the same because they have um, I can see, um other kids, and also, um, playing a game") limits understanding. Overall, the response does not demonstrate the ability to provide details or expanded vocabulary for this prompt.

Response 2

The first picture they are playing volleyball. The second one they are playing basketball. How they are similar, they are playing a game. The different was is that one is playing volleyball and the other is playing basketball and they are going to see each other.

The student addresses the task in a limited way with high-frequency vocabulary ("volleyball," "basketball," "game") and simple sentences ("The second one they are playing basketball"). The student consistently uses the correct form of the verb "to be" but does not demonstrate the vocabulary to provide necessary details in response to the prompt.

Score Point 3

Response 1

In the first picture it is um many there is many girls playing volleyball, and the next picture shows the boys playing basketball. The similar thing in both pictures is they're playing sports, the sports use balls, and then people. The difference of both picture the first picture the people who play volleyball is girls the second picture is not. And the second picture the boys are wearing uniforms but the girls is not. That's difference.

The student responds somewhat successfully to the task. There are some subject-verb agreement errors, particularly with forms of the verb "to be" ("the people who play volleyball is girls"). There are some awkward sentences ("The similar thing in both pictures is they're playing sports, the sports use balls, and then people"; "That's difference"). Pronunciation is generally correct, and the single hesitation does not affect understanding. Overall, the student is somewhat successful in addressing the task and generally communicates comfortably with basic English vocabulary and grammar.

Response 2

In the first picture I can see girls playing volleyball outside. In the second picture I see boys playing basketball inside. One similarity is that both games are sports. Next both pictures are different, in pic one there are girls and pic two there are boys. Pic one, picture one is outside while picture two is inside net.

The student responds somewhat successfully to the task using rather simple vocabulary ("volleyball," "outside," "basketball," "pictures") to furnish details, while demonstrating an ability to use some more complex sentence structures ("Next both pictures are different, in pic one there are girls and pic two there are boys"). There is one brief hesitation when the student makes a clarification ("Pic one, picture one"). Pronunciation and fluency are generally understandable.

Response 3

The first picture is a bunch of girls playing volleyball outside, um, on a volleyball court. And in the second picture is a bunch of boys playing basketball inside the basketball court, and the reason that both pictures are similar is they are both playing a sport with a ball and they are different because different genders and they're different sports.

The student responds somewhat successfully to the task. Vocabulary is simple ("volleyball," "outside," "basketball," "pictures"). Sentences are composed of more complex elements ("and the reason that both pictures are similar is they are both playing a sport with a ball"). There is some awkward wording ("they are different because different genders and they're different sports"), but communication is generally successful.

Response 4

The first picture is a team of girls versing each other in volleyball. The second picture, however, is a team of boys versing each other in basketball. Both pictures are the same because both sports involve a ball and for you to throw it. The way they are different is they are different genders and instead of throwing the ball over the net you throw the ball into the net in picture two.

This student is somewhat successful in responding to the task. The student tries unsuccessfully to use more complex vocabulary, which results in some incorrect word choices ("a team of girls versing each other"). There are also some awkward sentence structures ("both sports involve a ball and for you to throw it"), but overall the student addresses the task and generally communicates comfortably with the basic elements of English.

Score Point 4

Response 1

In the first picture there is girls playing volleyball and in the second picture I see, um, boys playing basketball. In the first picture, in both of the pictures they are both playing sports and in both pictures you can see in the first one they are all girls the second one they are all boys. It will make different that in the second picture the boys are playing basketball and in the first picture they are playing volleyball. In the first picture they are outside of the building and in the second picture they are inside of the building. In the second picture it looks like they are playing or practicing and in the first picture it looks like they are just having fun because they aren't using any uniforms.

The grammar and vocabulary in this response are indistinguishable from that of a native English-speaking peer. The student uses complex grammatical structures ("In the second picture it looks like they are playing or practicing and in the first picture it looks like they are just having fun because they aren't using any uniforms") and descriptive language ("In the first picture they are outside of the building and in the second picture they are inside of the building"). Pronunciation is clear and the one hesitation does not interfere with understanding.

Response 2

Picture one shows some girls playing volleyball outside. The second picture shows boys playing basketball and in a gymnasium. Both pictures are similar to each other because they both have people playing sports. They also have teams on both pictures and both pictures also contain a ball. The way these pictures are different is because picture one only has girls and picture two only has boys. Picture one the girls are playing volleyball, in picture two the boys are playing basketball. They're also wearing jerseys while the girls are wearing normal clothes.

The student addresses the task completely with grammar and vocabulary comparable to a native English-speaking peer. The grammar seems somewhat simple, but there is a variety of sentence types reflecting comfort in linking ideas together to form complex sentences naturally and accurately ("They're also wearing jerseys while the girls are wearing normal clothes"). The student pronounces words correctly and does not have to hesitate to search for words.

Response 3

I can see in picture one that the girls are playing volleyball. And in picture two that the boys are playing basketball. In picture one it shows that the girls are playing casually, and in picture two the boys are playing competitive. I see that they are wearing their team jerseys. Also, in picture one the girls are playing outside while the boys are playing outside. One similarity are they both playing a sport where you have to use your hands.

In this response, the student's speech is indistinguishable from that of a native English-speaking peer. The use of more complex vocabulary ("In picture one it shows that the girls are playing casually, and in picture two the boys are playing competitive") and additional descriptive word choices ("I see that they are wearing their team jerseys") helps create an accurate recreation of the picture. There is one instance of a subject-verb agreement error ("One similarity are they both playing a sport"), but this does not impede understanding. The student pronounces words correctly throughout the response and speaks smoothly and fluently.

Response 4

So in the first picture there's these girls playing volleyball outside and basically it looks like daytime outside. And for the second picture there is boys playing basketball and they are not outside either and they all have jerseys. And the difference between these pictures is that there's only females in the first one, and they're outside, and they are not wearing any jerseys. And another different thing is that the first picture they are playing volleyball. In the second picture they are just all males and they are inside a building, and it's also a different sport which is basketball. The other things is that they all have jerseys.

The student uses grammar and vocabulary comparable to a native English-speaking peer to address this task. Some colloquial language slips into the student's description ("there's these girls playing volleyball"; "and basically it looks like daytime outside"), but these are elements of everyday communication and do not impede understanding. There is an issue with subject-verb agreement in one instance ("The other things is that they all have jerseys"), but it does not affect understanding. Pronunciation and fluency are what would be expected from native English-speaking peers.