



Texas English Language Proficiency Assessment System

TEL PAS Speaking Scoring Guide Grades 9–12

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 		

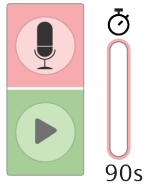
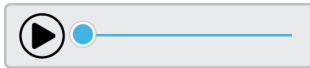
Grades 9–12 Speaking Questions and Sample Student Responses

Question 8

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

In this story, a boy needs to decide which team sport to play at his high school.

- First describe some of the team sports that students at your high school play.
- Next explain why you think high schools should, or should not, have team sports. Give at least two reasons for your opinion.



Remaining
Attempts: 2

Score Point 2

Response 1

The boy is play tennis. And the one he not play soccer in the soccer in his own high school.

This student addresses the task in a limited way with simple sentences in the present tense and basic vocabulary. There are subject-verb agreement errors ("The boy is play tennis," "he not play soccer") and awkward phrasing ("he not play soccer in the soccer in his own high school"). The vocabulary is basic. Pronunciation errors also limit understanding somewhat. The student demonstrates an emerging ability to use words to create an original message, but errors interfere with communication.

Response 2

The boy is play soccer because [indecipherable] li... like more the soccer que tennis.

The student demonstrates only a limited ability to use words to communicate an original message. The student develops a simple sentence in the present tense with grammatical errors ("The boy is play soccer"), and the vocabulary is basic. The student's pronunciation and the inclusion of a non-English word ("que") interfere with understanding.

Score Point 3

Response 1

My school has sports like soccer, football, basketball, track and volleyball. And I think high schools should have teams because it would encourage them to be a better teen of their school.

The student addresses the task somewhat successfully by generally communicating comfortably about the prompt, listing some team sports at their school and expressing a positive opinion about the value of team sports. The student demonstrates an overall familiarity with using basic grammatical features in the correct tense (“it would encourage them to be a better teen of their school”). “Should” and “would” are modal auxiliary or helping verbs. In the context of this response, “should” emphasizes the need for team sports, while “would” suggests a positive outcome. The vocabulary includes details (“soccer, football, basketball, track and volleyball”). The speaker demonstrates fluency and pronounces words well.

Response 2

In my school, they have soccer, basketball, football, volleyball and baseball. And I think highs schools should have sport teams in their schools because it’s good to be in something productive. And some people don’t have time for sports outside of school because of work or something.

In this response, the student addresses the task somewhat successfully by generally communicating comfortably about the prompt. In addition to demonstrating familiarity with using basic grammatical features, the student includes some more complex grammatical structures (“In my school, they have soccer”). The vocabulary provides relevant details about available sports (“soccer, basketball, football, volleyball and baseball”) and reasons to have them at school (“it’s good to be in something productive”; “some people don’t have time for sports outside of school”). The pronunciation does not interfere with understanding what the student is communicating in English.

Response 3

In my, in my high school there's sports like soccer, basketball and track. And it's a great idea that high schools gives you the option in doing sports. Besides, sports can be a way to help you relieve stress and do what you like. Also sports help you with physical, in a physical way, maintains you healthy and act and have activity during the day.

The student addresses the task somewhat successfully and shows general comfort communicating in English. The response features complex grammatical structures, like a dependent clause ("it's a great idea that high schools gives you the option"). There are some errors, like a subject-verb agreement error ("high schools gives you the option"). There's also a minor usage error when the student uses the preposition "in" instead of the correct "of." Additionally, the student makes some attempts to restate or clarify ideas, which can create some awkward phrasing ("sports help you with physical, in a physical way").

Response 4

Some team sports at are, that is at my high school is soccer, volleyball, football, baseball, [...] uh [...]. I, I think that high school should have team sports. Reason number one is for team bonding, and reason number two is for the kids that want to take the sport serious and play college ball. It's going to be an opportunity for them to get noticed at playing high school.

The speaker addresses the task somewhat successfully by generally communicating comfortably in English and elaborates on support for school sports ("It's going to be an opportunity for them to get noticed at playing high school"). The speaker uses both basic and more complex grammar with errors, including a subject-verb agreement error ("Some team sports at are, that is at my high school is soccer") and a minor adverb error ("take the sport serious"). The vocabulary not only lists team sports at the speaker's school ("soccer, volleyball, football, baseball") but also includes some other details ("play college ball," "opportunity," "get noticed"). Hesitations near the beginning of the response do not prevent understanding of the message the speaker is trying to communicate.

Score Point 4

Response 1

So, I personally think sports uh should um. There should be sports in high schools cuz it'll be a fun experience for you, but you can also get different scholarships, and that's really good. Meaning you could get lots of money, and you could be in varsity teams. And [...] the sports in my school are soccer, football, volleyball, and basketball. Those are like four different sports. There's also um tennis, but there's hardly any people playing it. But I do recommend that there should be um [...] sports in high school. It could be a fun experience, and you could learn other things from that sport. You could also um when um getting good grades, you could actually be in higher places. You could be on the varsity, the jb, or JV, which would be really good. Colleges will look at you. Different colleges from the United States, or from wherever you are, will be looking at you, and um you could go there. They will put you on a really good team with varsity. Depending on your sport you might get a good possibility of actual um sports like NFL NBA looking at you. They might draft you in, uh to uh their sport.

This student addresses the task completely with substantial elaboration and communicates comfortably, using an almost conversational tone as the speaker goes into some depth about the opportunities team sports can provide for college and professional careers ("you can also get different scholarships"; "sports like NFL NBA . . . might draft you in, uh to uh their sport"). This response also demonstrates that responses that earn four points are not always perfect. There are some hesitations and pauses as the student develops their response. Although the student's pronunciation indicates they are not a native speaker of English, it does not affect understanding of what is being communicated.

Response 2

Some team sports that students play at my high school are volleyball, soccer and football. I think high schools should have team sports because in the real world, at some point, people will need to work together to function, and it helps, builds a lot of teamwork skills. Another reason it benefits teamwork is motivation. When you are in a team sport, your team will encourage and praise your performance and improvement.

The student addresses the task completely and speaks with ease, using complex grammatical structures ("I think high schools should have team sports because in the real world, at some point, people will need to work together to function, and it helps, builds a lot of teamwork skills"). The student's vocabulary is at a level comparable to native English-speaking peers ("function," "motivation," "encourage and praise"). The student provides sufficient details and elaboration to persuade listeners about the benefits of team sports. There are no hesitations or pauses and no pronunciation errors, indicating the student's comfort and ability to communicate on a par with native English-speaking peers.

Response 3

Some team sports that students play at my high school is football, soccer, tennis, softball, baseball. Um [...] there's wrestling, there's track, there's cross country, there's swimming, golf. So these are all like team sports that my high school has. Next explain why you think high schools should or should not have team sports. I believe that they should have [...] sports because this is what makes students like motivated to like do their work because if you don't cut your classes, you can't play. So this like motivates the students in school to pass so they can play. And also because this brings like the students together. This brings teammates together, to play together and compete versus other schools and just have fun all together and just be together have fun and be happy because they're playing with their friends and they're having fun, when like they go and play other schools, and stuff like that.

The task is addressed completely with elaboration and demonstrates the student's ability to communicate in a manner comparable to native English-speaking peers. The student addresses each part of the prompt, providing an extensive list of the team sports at school and reasons why schools should have team sports ("So this like motivates the students in school to pass so they can play. And also because this brings like the students together"). The student's speaking style is informal and somewhat colloquial ("and stuff like that"), similar to native English-speaking peers. A few hesitations and pauses do not interfere with the listener's ability to understand what the student is communicating in English.

Response 4

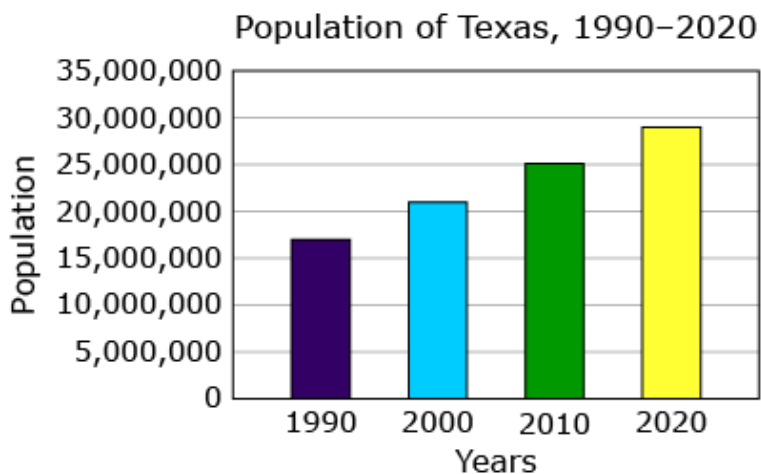
There are lots of sports like basketball, swimming, track, football, volleyball, or wrestling and so much more. I think high schools should have team sports because it gives, it gives students a deeper understanding about teamwork, and it helps students connect so they can build friendships with somebody who shares the same interests as them. I also think that schools should have team sports because because it helps people see and understand what they are capable of, what they are capable of and what they'll like to do in the near future. If they want to pursue their athletic ability and take it to the next step as in joining a football team, basketball team or whatever in the near future. Or if they see that one sport wasn't meant for them, so they switch sports. And so much more.

The student addresses the task completely and with a fairly high degree of elaboration. Overall, the student demonstrates an ability to use complex grammatical structures and vocabulary that are nearly comparable to native English-speaking peers ("it helps students connect so they can build friendships with somebody who shares the same interests as them"). The student uses vocabulary that is appropriate and accurate for the task at the 9–12 level ("deeper understanding about teamwork"; "connect"; "people see and understand what they are capable of"). Even though the student occasionally restates or repeats information ("because it gives, it gives"), they communicate comfortably, speaking quickly and fluently and without pronunciation errors that interfere with understanding.

Question 17

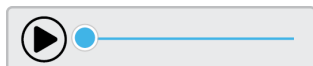
Read the directions below. When you are ready to speak, tell as much as you can.

Look at this graph and then answer the questions.



Source: U.S. Census

- How has the state's population changed since 1990? How do you predict it will change in the future?
- Why do you think people from other countries and states choose to come to Texas to live?
- What do you like and not like about living in Texas? Would you recommend that someone living in another country or state come to Texas to live? Why or why not?



Remaining
Attempts: 2

Score Point 2

Response 1

I think people prefer to come live in Texas because there is a higher population of people.

The student communicates an original idea without many details in this limited response to the prompt. The conjunction “because” separates the independent and dependent clauses in the present tense. There is a little awkwardness in the independent clause (“to come live in Texas”). The vocabulary is mostly basic. “Prefer” and “higher” are not sufficient for the response to receive a higher score point. The pronunciation is clear, and there are no pauses or hesitations.

Response 2

It increased like, double the amount.

The student’s analysis of the chart communicates an original idea with a single, simple sentence that uses the correct tense and mostly basic vocabulary. The word “like” is colloquial. There are no pronunciation or fluency issues. The student has addressed the task in a limited way.

Score Point 3

Response 1

Um the population has changed, um by a lot. And I say in the future it's going to keep growing. [...] And I say that people come to Texas because they just want to move from where they were previously. And I say they shouldn't come here because it's too hot.

The student has completed the task somewhat successfully. The verb tenses are used correctly and show familiarity with basic grammatical features. In addition, the student demonstrates an ability to use more complex forms of grammar, including auxiliary verbs like "shouldn't" and adverbs like "just" and "previously." The brevity of the response does not provide evidence of an ability to use a wider range of higher vocabulary. On the other hand, the student uses the more colloquial "it's going to keep growing" instead of the simpler "it will grow," which indicates the student is generally comfortable expressing themselves in English.

Response 2

The population has gone up every ten years. It will probably get higher. People from other countries and [...] states probably come to Texas for the hot weather. I like living in Texas because it's never too cold and I don't have to worry about snow. I don't like how it gets [...] sometimes, how hot it gets sometimes and how humid it gets after it rains. I would recommend it to someone who doesn't mind the heat.

In this somewhat successful response, the student addresses the prompt with speech that demonstrates overall familiarity with basic grammatical features. The student correctly uses an auxiliary verb and an adverb ("The population has gone up every ten years. It will probably get higher"). The vocabulary provides details focused on Texas weather ("it's never too cold"; "how humid it gets after it rains"). The student shows a general level of comfort speaking English with sentences similar to those used by native English-speaking peers ("I would recommend it to someone who doesn't mind the heat"). The response contains a couple of pauses and a restatement ("I don't like how it gets [...] sometimes, how hot it gets sometimes"), which sometimes occur as the student searches for words.

Response 3

In 1990, there was fifteen million people in Texas. And in the 2000's there was twenty million people in Texas. In the 2010, there was twenty-five million people in Texas. In 2020, there was 30 million people in Texas. And the reason why people move to Texas is there is more jobs here and better places. I believe it's a wonderful place.

This student's response addresses the task somewhat successfully. There are some minor subject-verb agreement errors ("there was [were] fifteen") and an awkward phrase ("In the 2010"). Overall, however, the student demonstrates familiarity with basic grammatical features. In addition, the student shows an emerging ability to use more complex grammatical features ("And the reason why people move to Texas is there is more jobs here and better places"). The student provides details ("jobs," "better places," "wonderful"). Minor pronunciation errors, like "der" instead of "there," do not interfere with understanding. Overall, the student generally communicates comfortably in English.

Response 4

The state's population changed since 1990 [...] um a lot! How do you think [...]? I think, I think in the future it will like change like [...] much more because many people like travel and everything. They don't stay in the same place.

The student provides direct answers to some of the questions in the prompt to convey an original message in this somewhat successful, succinct response. For example, "um a lot" tells us how the population has changed. Overall, the student demonstrates familiarity with basic grammatical features ("many people like travel"; "They don't stay in the same place"). The brevity of the response limits the student's ability to show some mastery of higher-level or more wide-ranging vocabulary. On the other hand, the student uses some colloquial language ("like," "and everything"), which shows some comfort with speaking English. There are a few pauses as the student thinks, but these pauses do not interfere with understanding.

Score Point 4

Response 1

The state's population gets bigger since 1990. I predict that the state's population gets bigger and bigger. I think people from other countries and states can choose to get to Texas because they have cuz it has different type of cultures, foods, places, jobs. The rent of apartments are low. You can get your license faster. Also, it has different opportunities for students to get scholarships. I like living in Texas because my family, my friends are in here. Also, the people are more nicer. I have the opportunity and I have the opportunity to get scholarships. One thing that I don't like about living in Texas is the weather changes. I can recommend that someone from other country or state can come to live in Texas because it is a better place to communicate with peop [...] with with different people and learn about different culture and live your life here.

In this response, the student addresses the task completely. The response contains a good range of vocabulary as the student elaborates on the benefits of living in Texas ("different type of cultures, foods, places, jobs"; "get your license faster"; "different opportunities for students to get scholarships"). The student uses complex sentence structures ("I can recommend that someone from other country or state can come to live in Texas because it is a better place . . . learn about different culture and live your life here") to convey ideas. Even though there are a few errors ("can can"; "my family, my friends are in here"), these errors rarely interfere with the listener's understanding. Overall, the student speaks clearly and fluently similar to native English-speaking peers.

Response 2

The population of Texas has increasingly grown from 1990 to 2020. Um, I think personally Texas is such a good place to live in and our population has been growing a little bit, but other than that, yeah it can be peaceful at times, and it's really nice. Um the only downside to this is that you gotta get used to Texas weather. It is crazy because it has a mind of its own. And uh, you just gotta go by [background noise]. Really, Texas is more of a better place for new beginnings. If you don't already live in Texas, if you do live in Texas, obviously I would personally say to never move out of it. Just move to another part of Texas and try a new beginning. No matter what, it's still such a good environment.

The student addresses the task completely with some elaboration. There are some complex grammatical structures ("If you don't already live in Texas, if you do live in Texas, obviously I would personally say to never move out of it"). The vocabulary includes some common word choices as well as some that are more thoughtful or abstract ("peaceful," "new beginnings"). The student has a good grasp of colloquial English, which is comparable to that of native English-speaking peers ("the only downside to this is that you gotta get used to Texas weather. It is crazy because it has a mind of its own"; "new beginnings"; "other than that"). "Gotta" may be an error, but using the word also demonstrates how well the student has internalized English language use. There are no pronunciation errors to affect understanding.

Response 3

Since 1990, the population has increased, and it'll probably continue increasing in the future. People from other countries and states choose to come to Texas to live because it is a great state with lots of work opportunities and opportunities to find homes as well as the state of Texas continuing to grow. Um, I like to live in Texas because I have been living here all my life but also because of the many things Texas has to offer like jobs, and restaurants and stores and the good schools. Um, what I don't like is the weather. The weather is very bipolar. One day it will be cold and the next, it will feel like summer in the middle of February. I would recommend, I would recommend living in Texas because it is a just a great state with lots of great schools and more opportunities and options for everything.

The student addresses the task completely and is clearly comfortable communicating in English. Both the vocabulary and grammar in the response are comparable to those of native English-speaking peers. The response contains well-developed sentences ("I like to live in Texas because I have been living here all my life but also because of the many things Texas has to offer like jobs, and restaurants and stores and the good schools"). The vocabulary, especially the colloquial or idiomatic language, indicates that the student has internalized native language use ("it'll probably continue increasing"; "living here all my life"; "the many things Texas has to offer"; "The weather is very bipolar").

Response 4

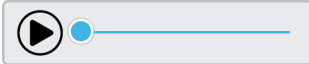
The state population in Texas has changed since 1990. Each year, people have moved to Texas which made predictions of the population of thirty-five million people which, and that is what I think I think in the future is going to be in Texas. The only reason people move from other countries to Texas, it's because everything is bigger, and Texas is highly recommended. And I think Texas would be good for people that are coming from other countries because everything is "Bigger in Texas."

The student focuses on the saying "Everything is Bigger in Texas" to address the part of the response asking why the people would or would not recommend living in Texas. The student extrapolates from information on the bar graph to predict continued population growth ("predictions of the population of thirty-five million people"). Instances of slightly awkward phrasing ("that is what I think I think in the future is going to be in Texas") do not interfere with the listener's ability to understand the intended meaning. The student does not hesitate in order to search for words. The pronunciation and fluency are both comparable to native English-speaking peers. Overall, the response addresses the task.

Question 27

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

Um, the two pictures are showing that they're building. Um, there's two people who [...] are [...] that's.....

The student communicates an original message; however, the brevity prevents the student from addressing the task in more than a limited way. The student produces a sentence in the present tense with participles and a dependent clause ("are showing that they're building"), but there is also a subject-verb agreement error ("there's two people"). The vocabulary is basic and uses common verbs ("showing," "are," "is"). There are also some hesitations and pauses. The pronunciation is clear.

Response 2

They both are playing building. One is putting bricks, and the other one is playing with blocks.

In this brief and limited response, the student produces sentences in the present tense with participles ("One is putting bricks"; "the other one is playing with blocks") but lacks elaboration beyond a few simple ideas. The vocabulary is limited, and the student relies on simple and common word choices to communicate an original message. The speaker demonstrates fluency and pronounces words well.

Score Point 3

Response 1

That ways that that they're similar is that both are constructing. Th the things that make them different, however, is that in in image number one, it's a man that that that's using bricks with [...] creating cement as well as doing actual construction. Image number two has a little girl stacking up blocks together [...], rather than actual construction.

The student addresses the task somewhat successfully with some details. In addition to demonstrating familiarity with basic grammatical features, the student also develops complex sentences with correct structures ("in image number one, it's a man that that that's using bricks"). The vocabulary provides some details that do a good job describing what's taking place in the pictures ("creating cement," "stacking up blocks," "actual construction"). Some restatements and very brief pauses do not interfere with the student's ability to communicate comfortably in English.

Response 2

In the first picture, the man [...] is using cement and bricks to build a wall. The second, the little girl is putting towers with building blocks. Similarities is they're both building something and putting bricks slash blocks together. The difference is [...] the little girl is on the inside, and the man is outside and, also, the age difference.

The student addresses the task somewhat successfully and generally communicates comfortably on the topic. The student demonstrates familiarity with basic grammatical features and produces compound sentences ("the little girl is on the inside, and the man is outside") as well as using an introductory phrase ("In the first picture, the man [...] is using cement and bricks to build a wall"). The vocabulary provides helpful details ("towers," "building blocks," "age difference"). "Bricks slash blocks," a phrase one might expect to hear from a native speaker of English, shows how comfortable the student is communicating in English. A couple of brief pauses do not interfere with understanding, and the student demonstrates fluency and pronounces words well.

Response 3

These two pictures are similar in the way that the two, the man and little kid, are really focused on what they are doing. Also both of them are [...] like building or fixing with blocks. The man is with blocks that for are made for house or made by the house, and the little kid, she uses to play toys. The two pictures are different because this man is using more [...] dangerous and [...] supplies in order to fix something or to build something in a house, and also it's more bigger than what the little kid is using. Sh...she is using little blocks [...] of colors in over the table where she is playing.

The student addresses the task somewhat successfully and demonstrates some familiarity with basic grammatical features, and the vocabulary provides some details ("dangerous," "supplies"). There are also some awkward word choices ("little blocks [...] of colors," "The man is with [uses] blocks") that indicate the student is not fully comfortable communicating in English. In addition, occasional pauses as the student searches for words occur within the response.

Response 4

The picture on the left, you see a guy outside of his home putting cement on a piece of [...] brick. The picture on the right shows a little girl in a daycare playing with blocks by herself. One similarity that these pictures have is that that they are both occupied doing something. One difference that they have is that the guy is outside, the girl is inside.

In this somewhat successful response, both the overall grammar and the vocabulary demonstrate that the student is generally comfortable communicating in English. However, the student pauses in the first sentence searching for a word ("[...] brick"). While the addition of prepositional phrases provides specificity and direction to the listener ("The picture on the right shows a little girl in a daycare"), the student omits a preposition and uses an article at the beginning of the first sentence ("The picture on the left, you see"). Some of the vocabulary is descriptive ("cement," "playing with blocks," "occupied"), but other words are more general ("doing something"). In addition, the pronunciation is generally understandable.

Score Point 4

Response 1

The similarities between these pictures are they are both very focused, and they are both constructing something. The differences between these pictures are well, on the first picture, there is a grown up, and he is using brick and concrete to construct a wall. While on the other hand, she is a little kid playing with her block toys. Also, the environment between these pictures are different. While in the first picture, he's outside doing work, but in the other, she is inside, nice and safe, playing with her toys.

The student addresses the task completely, incorporating grammatical structures and vocabulary in a way that is nearly comparable to native English-speaking peers. The student demonstrates an ability to develop complex grammatical features ("While in the first picture, he's outside doing work, but in the other, she is inside, nice and safe, playing with her toys"). The word choice is specific and helps listeners visualize the pictures ("focused," "constructing," "concrete," "environment"). A few minor errors ("on [in] the first picture"; "the environment between these pictures are [is] different") do not interfere with our ability to understand what the student is communicating. Colloquial language like "nice and safe" demonstrates the student's comfort with speaking English.

Response 2

Um, picture number one has a old, older man, um fixin' what looks like a house like a brick putting cement on a brick on a house. Uh, picture number two has a little girl fixing together those looks like block, play blocks like a [...] playroom setting or a like a school setting or something like that. And those two pictures is similar because they're both building something. Um yeah, they're both stacking something on top of each other and building it. And also, uh it looks like they're building like blocks. Picture number one is building house blocks; picture number two, they're building blocks. And um they're different because picture number one the guy is actually using like something called cement on the blocks to put the blocks together and to fix the house. Um he's building a house to fix the house and make the house. And picture number one has a older guy, like a guy and while picture number two, she's not using anything. She's just stacking up blocks on top of each other and she's not really making a house out of it; she's just stacking them on top each other. And picture number two has a little girl in it, and it has a little girl in it, and yeah it looks like she is just playing while picture number one is working, yeah.

The student addresses the task completely and communicates comfortably. Despite some minor errors, the student displays a range of vocabulary to provide details ("cement"; "school setting"; "stacking up blocks on top of each other"), and overall, this ability is comparable to that of native English-speaking peers. The style of the response is somewhat conversational, and what sounds like restatements ("older man, um fixin' what looks like a house like a brick putting cement on a brick on a house") is just the student elaborating further. The word "fixin'" is an example of how well the speaker has internalized colloquial English.

Response 3

In one image we can see a man crouched down sticking bricks on a wall. And in the other image there is a little girl putting pieces together. These images show the concentrated nature of creating something. Both pictures shown demonstrate the action of stacking up rectangular shaped blocks on top of one another. In contrast, the setting taking place in these images seem different. While the little girl is indoors, the man seems to be outdoors.

In this succinct response, the student addresses the task completely, 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 naturally and accurately ("In contrast, the setting taking place in these images seem different. While the little girl is indoors, the man seems to be outdoors"). The student's word choices are especially specific, creating a picture for listeners ("crouched down"; "stacking up rectangular shaped blocks on top of one another"). Although some language is more abstract ("These images show the concentrated nature of creating something"), the student speaks quickly and fluently with no pronunciation errors that might interfere with understanding.

Response 4

The first picture is a man that is constructing a house because it's his job, while the second picture is a child playing with and constructing her own kind of creative house. The similarities in the pictures are the man and the child are both constructing a build and are putting their effort and attention into it. The differences are that the child is using [...] her creativity into using and making whatever build she wants because she likes [...] doing that, while the man is most likely doing it because it's his job and has instructions on how to do it rather than doing it how he wants and creatively. He has to do it based on the guidelines.

The response addresses the task completely and with elaboration comparable to native English-speaking peers. The student includes complex grammatical structures ("the man and the child are both constructing a build and are putting their effort and attention into it"). The response reflects an ability to communicate with precise details that are appropriate to the task ("constructing her own kind of creative house"; "He has to do it based on the guidelines"). There is some occasional awkward phrasing ("the man . . . has instructions on how to do it rather than doing it how he wants and creatively"). The student speaks fluently without any pronunciation errors to interfere with understanding.

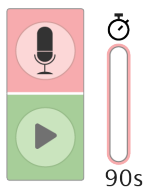
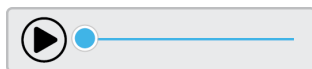
Question 36

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



Tell what you learned about underwater hockey from this video. Explain:

- how and why the sport began
- what equipment the players use and what the basic rules are
- what makes this sport fun and challenging for players



Remaining Attempts: 2

Score Point 2

Response 1

This sport is like soccer. They have the same rules.

The student addresses the prompt with an original idea in a limited way. The response uses repetitive grammatical structures that show an ability to form simple sentences. The vocabulary is basic and made up of common words ("sport," "soccer") that are familiar to students. The response contains few details due to its brevity and the student's limited vocabulary.

Response 2

In this game they have to use masks, snorkels and [...] (indecipherable) fins and gloves.

Overall, the student demonstrates a limited ability to communicate in English. The student provides a single sentence that uses an infinitive and a series of nouns ("masks, snorkels and [...] [indecipherable] fins and gloves"). Furthermore, this vocabulary is derived from the prompt language. The pause and the indecipherable portion of the response limit communication.

Score Point 3

Response 1

Invented in England, started as training for scuba divers. They use fans, masks, snorkels, and mouth guards. And it's [...] a fuuu a fun sport because more than thirty countries play it.

The student's succinct response provides some background on underwater hockey ("Invented in England," "training for scuba divers") as well as several details from the source material about equipment ("masks, snorkels, and mouth guards"). The grammar includes the correct use of tenses ("started as training," "more than thirty countries play it") and demonstrates overall familiarity with basic grammatical features. The student also provides a complex sentence ("it's . . . a fun sport because more than thirty countries play it"). Minor pronunciation errors, pauses, hesitations, and corrections ("[...] a fuuu a fun sport") do not interfere with understanding. Overall, the student addresses the task somewhat successfully.

Response 2

The sport began in England 1950 because they wanted to practice and exercise. They used sticks, fins, masks, snorkels [...] and mouth guards. What makes this sport fun and challenging is that they're underwater.

The student generally communicates comfortably about the prompt, explaining the background of underwater hockey ("England 1950"), the equipment used ("sticks," "masks," "mouth guards"), and what makes it fun and challenging ("they're underwater"). The verb tenses are correct, and the student demonstrates overall familiarity with basic grammatical features. The student also includes more complex structures, like a dependent clause ("What makes this sport fun and challenging is that they're underwater"). The vocabulary provides several details from the video ("practice and exercise," "snorkels"). The student pronounces the words well, with a brief pause. The vocabulary and grammar show the student's ability to address the task somewhat successfully.

Response 3

Underwater hockey started because of scuba divers were training. Then it became an actual sport. The equipment that the players use are fins, mask, and a mouth guard. Basic rules are same as hockey and soccer. [...] This makes, this is fun for players because they get to [...] to swim and play hockey at the same time.

The student addresses the task somewhat successfully in this response and uses the past and present tenses designated in the prompt appropriately ("scuba divers were training," "this is fun for players"), demonstrating an overall familiarity with basic grammatical features ("Then it became an actual sport"). There are some minor errors using prepositions ("because of scuba divers were training") and articles ("Basic rules are same as hockey") that may be related to second language acquisition, and the vocabulary includes details from the video. The student has the language awareness to make a self-correction ("This makes, this is fun for players"). Although there is a mispronunciation of "hockey" as "harkey" and a pause, these occurrences do not interfere with the listener's understanding.

Response 4

This sport began in the early 1950s, in England. The equipment that the players use are sticks, fins, masks, and snorkels and mouth guards. The rules are that only six players per team, and it makes it fun by scoring and winning.

In this succinct response, the student addresses the task somewhat successfully and appears generally comfortable speaking English. The student uses past and present tenses correctly ("This sport began in the early 1950s"; "The equipment that the players use are sticks") and demonstrates overall familiarity with basic grammatical features. The vocabulary provides details found in the video ("England," "snorkels," "winning"). There are no issues with either pronunciation or fluency.

Score Point 4

Response 1

The sport began because scuba divers needed, needed a training exercise to do during the winter. Um the equipment that they use, is they use a mask, fins, snorkels, and mouth guards. And to hit the puck, they use, the rules are to hit the puck into the goal. And what makes the sport fun is that you can't really communicate with your team, so it's really challenging to really communicate with them underwater since you can't really talk to them.

The student addresses the task completely in a manner that is nearly comparable to native English-speaking peers by describing the sport, its equipment, and what makes it fun. The student clearly demonstrates an ability to use complex structures ("And what makes the sport fun is that you can't really communicate with your team, so it's really challenging to really communicate with them underwater since you can't really talk to them"), verb tenses, and vocabulary accurately. The vocabulary includes details from the video ("training exercise"; "mask, fins, snorkels, and mouth guards"; "underwater"), and although there are a couple of restatements ("the equipment that they use, is they use a mask, fins, snorkels, and mouth guards"), they do not interfere with the listener's ability to understand the intended meaning. Overall, the student speaks with a high level of fluency and pronounces words correctly to deliver the message.

Response 2

Underwater hockey started as a training activity for scuba divers because, in the winter, it was too cold to be in the ocean. The players use sticks to push the pucks across the pool bottom. The puck is a small, bright-colored disc. It weights around three pounds. The players need fins, masks, snorkel and mouth guard before the games begin. They also wear a glove in one hand to protect fr [...] from cuts. Six players on each side of the pool wait for the referee to signal them to start the games. This part is described as fast paced and excitement.

The student discusses the topic completely and with a fairly high degree of elaboration. Overall, the grammar is more basic than complex, but it also demonstrates an ability to use a dependent clause ("because, in the winter, it was too cold to be in the ocean") and includes a variety of verb tenses used correctly. The student's description of the origins of the sport, its equipment, rules and challenges are nearly comparable to native English-speaking peers ("The players use sticks to push the pucks across the pool bottom"). The word choices are specific and precise ("push the pucks across the pool bottom"; "small, bright-colored disc") and reflect the speaker's ability to communicate clearly. The student speaks quickly and without pronunciation errors. The single restatement ("a glove in one hand to protect fr [...] from cuts") does not affect the listener's understanding.

Response 3

Underwater hockey began in England in the 1950's [...]. And it first started as a training activity [...], but then somebody wanted a to way to exercise when the ocean was too cold. So, they started forming teams and having competitions. And the equipment the players use are a mask, fins, a snorkel, a mouth guard, ear protectors, and they use a glove on one hand. The basic rules are that you have to move a three-pound puck across the pool's bottom into the other teams' goal. And players describe this sport as a fast paced and exciting game. And there is also a little contact which makes it a little more fun and enjoy [...] enjoyable.

The speaker begins by giving historical background, discussing equipment and rules, and concluding with how the game is played, providing a good range of vocabulary ("exercise," "equipment," "ear protectors") similar to a native English speaker. Compound sentences ("the equipment the players use are a mask, fins, a snorkel, a mouth guard, ear protectors, and they use a glove on one hand") and more advanced grammatical structures such as a noun clause acting as a subject complement ("that you have to move a three-pound puck across the pool's bottom into the other teams' goal") are used effectively to explain underwater hockey. Very brief pauses when the speaker takes a breath before talking do not interfere in any way with the listener's ability to understand the response.

Response 4

Underwater hockey was invented in England in the 1950s. It started as a training for divers in winter but soon became widespread, and by the 1980s, there were teams and competitions all over the world. The basic rules are that the players of the team try to score points by moving the small disc called a puck into the opponent's team's goal. Some of the equipments that players use in underwater hockey are sticks to push the goal, masks, and sno [...] snorkells on the face to allow them to see and breathe underwater. In addition to that, they wear fins that help them swim faster, mouth guards, ear protectors, and gloves to protect their hands from cuts. The fact that the players can't communicate makes it challenging for them. All under hockey players agree that the sport is a fast paced and exciting.

Addressing the task completely, the student speaks with ease and provides a good deal of elaboration. The response includes complex grammatical structures ("It started as a training for divers in winter but soon became widespread, and by the 1980s, there were teams and competitions all over the world"). There is a minor subject-verb agreement error: "equipment" is a noncount noun that native speakers of English sometimes struggle using. The vocabulary provides many details from the video ("competitions"; "fins that help them swim faster"; "gloves to protect their hands from cuts"). Terms like "widespread" and "fast paced" demonstrate how comfortable the speaker is communicating in English. Mispronouncing a newly acquired word like "snorkel" does not detract from the response. The student demonstrates fluency and pronounces words well.