

Speaking Scoring Guide

Grades 2–3

Spring 2020

General Information

This guide provides exemplar student responses for the Texas English Language Proficiency Assessment System (TELPAS) online speaking assessment. It is intended to be used alongside the spring 2020 TELPAS listening and speaking released test. Each question is identified as it appears on the released test (question is referred to as “item” in the rubric). Questions in this guide are four-point questions only, as four-point questions provide the best model of responses at various score points. The annotation that accompanies each response is written to illustrate how the language of the rubric is applied to each response to determine a score.

A response earns a specific score point based on the speech characteristics (e.g., pronunciation, vocabulary, grammar, etc.) of that particular response. The proficiency level of the student is determined by the accumulated score of the speaking responses submitted for the test. An individual response does not necessarily reflect a student’s proficiency level but is one piece of data that contributes to the determination of the student’s proficiency level.

The exemplars in this guide are transcribed from actual student responses submitted online during the testing window. In some cases, annotations note pronunciation issues or issues when a student’s accent might have affected scoring. In addition, because capitalization is impossible to determine in spoken responses, the transcriptions reflect the appropriate capitalization. Punctuation such as commas and periods are included in transcriptions to reflect, as well as possible, the way the student spoke. Appropriate punctuation is used when the student’s intent is unclear. Transcriptions may include three dots inside a bracket [...], which indicate a pause in the student’s response.

This guide does not contain exemplars for responses that received a score point of one. Responses that receive a score point of one may contain frequent, long pauses or pronunciation that prevents understanding. Silent responses, unintelligible responses, and responses in languages other than English also receive a score point of one. Students who receive this score point may use memorized high-frequency words and phrases but do not demonstrate the ability to craft an original message in English.

The TELPAS proficiency level descriptors (PLDs) for speaking, from which the rubric was derived, and the Four-Point Speaking Rubric are included on the following pages for additional reference.

ELPS-TELPAS Proficiency Level Descriptors Grades K–12 Speaking

Beginning	Intermediate	Advanced	Advanced High
<p>Beginning English learners (ELs) have little or no ability to speak English in academic and social settings.</p>	<p>Intermediate ELs have the ability to speak in a simple manner using English commonly heard in routine academic and social settings.</p>	<p>Advanced ELs have the ability to speak using grade-appropriate English, with second language acquisition support, in academic and social settings.</p>	<p>Advanced high ELs have the ability to speak using grade-appropriate English, with minimal second language acquisition support, in academic and social settings.</p>
<p>These students:</p> <ul style="list-style-type: none"> • mainly speak using single words and short phrases consisting of recently practiced, memorized, or highly familiar material to get immediate needs met; may be hesitant to speak and often give up in their attempts to communicate • speak using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts • lack the knowledge of English grammar necessary to connect ideas and speak in sentences; can sometimes produce sentences using recently practiced, memorized, or highly familiar material • exhibit second language acquisition errors that may hinder overall communication, particularly when trying to convey information beyond memorized, practiced, or highly familiar material • typically use pronunciation that significantly inhibits communication 	<p>These students:</p> <ul style="list-style-type: none"> • are able to express simple, original messages, speak using sentences, and participate in short conversations and classroom interactions; may hesitate frequently and for long periods to think about how to communicate desired meaning • speak simply using basic vocabulary needed in everyday social interactions and routine academic contexts; rarely have vocabulary to speak in detail • exhibit an emerging awareness of English grammar and speak using mostly simple sentence structures and simple tenses; are most comfortable speaking in present tense • exhibit second language acquisition errors that may hinder overall communication when trying to use complex or less familiar English • use pronunciation that can usually be understood by people accustomed to interacting with ELs 	<p>These students:</p> <ul style="list-style-type: none"> • are able to participate comfortably in most conversations and academic discussions on familiar topics, with some pauses to restate, repeat, or search for words and phrases to clarify meaning • discuss familiar academic topics using content-based terms and common abstract vocabulary; can usually speak in some detail on familiar topics • have a grasp of basic grammar features, including a basic ability to narrate and describe in present, past, and future tenses; have an emerging ability to use complex sentences and complex grammar features • make errors that interfere somewhat with communication when using complex grammar structures, long sentences, and less familiar words and expressions • may mispronounce words, but use pronunciation that can usually be understood by people not accustomed to interacting with ELs 	<p>These students:</p> <ul style="list-style-type: none"> • are able to participate in extended discussions on a variety of social and grade-appropriate academic topics with only occasional disruptions, hesitations, or pauses • communicate effectively using abstract and content-based vocabulary during classroom instructional tasks, with some exceptions when low-frequency or academically demanding vocabulary is needed; use many of the same idioms and colloquialisms as their native English-speaking peers • can use English grammar structures and complex sentences to narrate and describe at a level nearly comparable to native English-speaking peers • make few second language acquisition errors that interfere with overall communication • may mispronounce words, but rarely use pronunciation that interferes with overall communication

Four-Point Speaking Rubric

As part of the TELPAS listening and speaking assessment, rubrics were developed to determine the score points that should be ascribed to a student’s response based on their performance on each speaking test item. The rubrics demonstrate the number of score points that a student can achieve based on their performance on each speaking test item. Two different rubrics, a two-point rubric and a four-point rubric, are used to score different types of speaking items on the TELPAS listening and speaking assessment. Both rubrics are derived from the TELPAS proficiency level descriptors (PLDs). The rubrics demonstrate how a student will be assessed for speaking; however, the rubrics should not replace the Texas English Language Proficiency Standards (ELPS) or PLDs and should not be used in isolation.

	(1) A response at score point 1 may	(2) A response at score point 2 may	(3) A response at score point 3 may	(4) A response at score point 4 may
Completeness of Response	<ul style="list-style-type: none"> be silent and not attempt to address the task attempt to address the task, but may be limited to simple, high-frequency words and phrases 	<ul style="list-style-type: none"> address the task in a limited way by communicating simple, original ideas, using sentences and occasional phrases 	<ul style="list-style-type: none"> address the task somewhat successfully by generally communicating comfortably on common social and grade-appropriate academic topics 	<ul style="list-style-type: none"> address the task completely by communicating, with or without elaboration, on a variety of social and grade-appropriate academic topics
Syntax/Sentence Structure, Grammar	<ul style="list-style-type: none"> consist of single words, short phrases and/or occasional short sentences seem memorized, formulaic and/or highly practiced include many grammar features of another language that inhibit communication 	<ul style="list-style-type: none"> contain mostly simple sentences in the present tense include simple English language structures include grammar errors that limit communication 	<ul style="list-style-type: none"> generally include the correct verb tense for the task, but have some errors, especially when using irregular or complex tenses demonstrate overall familiarity using basic grammar features and may include some complex grammatical structures include grammar errors when using less common language structures, which interfere somewhat with communication 	<ul style="list-style-type: none"> generally include complex sentences and grammar structures nearly comparable to native English-speaking peers include grammar errors which rarely interfere with communication
Vocabulary/Word Choice	<ul style="list-style-type: none"> be repetitive and not demonstrate an ability to use words to make an original message 	<ul style="list-style-type: none"> rely mostly on high-frequency or basic vocabulary, but still convey an original message 	<ul style="list-style-type: none"> include common abstract and academic vocabulary words include some details on familiar topics 	<ul style="list-style-type: none"> feature vocabulary at a level nearly comparable to their native English-speaking peers

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


Grades 2–3 Speaking Questions and Scored Responses

Question 8

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

At the beginning of this video, Sasha has a problem. Describe:

- what her problem is
- her idea to solve her problem
- why her idea does not work



▶ 🔊 ———▶

Remaining attempts: 2

Score Point 2

Response 1

Sasha was looking for food.

The student addresses the task in a limited way by offering one simple sentence (*Sasha was looking for food*), which lacks detail and relies on high-frequency and basic vocabulary.

Response 2

Sasha want [...] he wants love and family and food. He no want to find food. He wants the cats go to the house, and he want to live in the house too. And when the boy put the door open, the cat go outside, and Sasha go in. But the boy have something and he throw it around and in.

Addressing the task in a limited way, the student mostly relies on high-frequency and basic vocabulary (*the boy have something and he throw it around and in*). The response includes basic grammar errors, such as verb-tense errors (*no want, put the door open*), that limit communication. Despite these errors, the student demonstrates an ability to use words to craft an original message.

Score Point 3

Response 1

Sasha wants food and love. She had an idea. She went into a house, and then the boy took her out of the house because she was a skunk.

The student addresses the task somewhat successfully and is able to communicate without grammar errors, demonstrating an overall familiarity with basic grammar features. The student also includes a compound-complex sentence, indicating some understanding of complex grammar features (*She went into a house, and then the boy took her out of the house because she was a skunk*). Vocabulary consists of common words but is generally grade appropriate. Overall, the student is generally able to communicate comfortably on a familiar social topic.

Response 2

She first [...] the problem was that she was complaining about her finding food, and then she went somewhere, but the boy didn't like it, so the cat became her friend. They told stories and the cat brang him food.

The student addresses the task somewhat successfully and generally communicates comfortably, offering some details on a familiar topic. The student demonstrates a familiarity with basic grammar features and includes a compound-complex sentence (*the problem was that she was complaining about her finding food, and then she went somewhere, but the boy didn't like it, so the cat became her friend*). However, there is an error using an irregular verb form (*brang*). In addition, the response includes a brief pause to restate part of a sentence.

Response 3

Sasha's problem is to find food for her family, but she can't find her food, food for her family, and she keeps on complaining and complaining about it.

The student addresses the task somewhat successfully by generally communicating comfortably on a familiar social topic. The student demonstrates an overall familiarity with basic grammar features, providing a response free of syntax errors. The response includes grade-appropriate vocabulary (*she keeps on complaining and complaining about it*), but the student does not elaborate beyond the most basic details. Communication generally flows smoothly with few pronunciation errors.

Response 4

Her problem is that she [...] she did not want to look for food anymore, and the idea that she saw the cat in the boy's house, so she wanted to go in the boy's house so she can eat food too, and it didn't work because she was a skunk.

The student generally communicates comfortably on a familiar social topic. The response includes some details on the topic, but the vocabulary mostly consists of common words (*she wanted to go in the boy's house so she can eat food too, and it didn't work because she was a skunk*). The student demonstrates an overall familiarity using basic grammar features but makes a syntax error when attempting a long, complex sentence (*the idea that she saw the cat in the boy's house, so she wanted to go in the boy's house*). Although the student pauses briefly to search for words, communication otherwise flows smoothly.

Response 5

Her problem is that she is tired of finding food. Then she tries to solve her problem by trying to look like a cat, but it did not work. Her idea did not work because she has a little white fur, and she is a skunk.

The student addresses the task somewhat successfully. The use of a compound-complex sentence indicates some familiarity with complex grammar structures (*Her idea did not work because she has a little white fur, and she is a skunk*). The student also includes some details on the topic but does not elaborate much beyond the basic message (*she tries to solve her problem by trying to look like a cat*). Overall, the student communicates comfortably without pauses.

Score Point 4

Response 1

Her problem is that she cannot find food. Her idea to solve her problem is that she follows a cat to a house. When both of them get there, a boy opens the door because the cat was meowing outside. The boy gets the cat and takes the cat inside. The boy gave the cat food, and then the cat took a nap. Sasha watched the cat eat and take a nap. Sasha tried to get in the house, but the boy shooed her out with a broom. The boy was scared if Sasha would make him smell, and then he got food from the cat who brought him.

The student addresses the task completely, providing details (*meowing outside, make him smell*) and elaborating on a familiar social topic. Vocabulary (*the boy shooed her out with a broom*) along with complex sentences and grammar structures (*When both of them get there, a boy opens the door because the cat was meowing outside*) are at a level nearly comparable to native English-speaking peers. In addition, the student demonstrates a high degree of fluency, speaking without significant pauses and pronunciation errors.

Response 2

Sasha's problem was that she, she didn't want to get food by herself. Then one day, she was looking for food. She saw a black cat, so she followed the cat. The black cat led her to a house. She meowed a few times, and then a boy picked her up, and then Sasha watched the boy give her food and be so gentle to her. She really wanted to be a pet, so one day the black cat went outside. The boy opened the door for the black cat, then quickly went inside the, went inside the house. Then the boy saw Sasha, and then pushed her from a broom. That's why ideas doesn't work, so you should just ask someone, not just make an idea or plan. So that's the moral of the story, guys. Bye.

The student addresses the task completely, elaborating extensively on the topic. The response features vocabulary at a level nearly comparable to native English-speaking peers (*gentle, quickly, broom, moral*). The infrequent grammar errors do not interfere significantly with communication (*That's why ideas doesn't work*). Overall, the student speaks clearly and with precision in describing Sasha's problem.

Response 3

Sasha wants to find food. She sees a cat walk down the sidewalk, so she follows the cat. She sees the cat being fed and has an idea. She wants to be fed too, so she runs inside the house, but the boy does not like skunks. He thinks she is going to spray him, so he pushes her gently away from the house.

The student addresses the task completely and demonstrates an ability to communicate with some elaboration. The student uses complex grammar structures at a level comparable to native English-speaking peers (*He thinks she is going to spray him, so he pushes her gently away from the house*). The response includes the use of some specific vocabulary words to convey details (*sidewalk, spray, gently*). The student speaks at a good pace without pauses or pronunciation errors.

Response 4

Sasha has to look for food, and she did not like doing that. Then, she was not paying much attention, and she found herself in a strange place. She followed a cat to a house, and then she saw a kid caring for the cat. She wanted the same. The kid opened the door for the cat, so Sasha went running inside, but the boy shooed her away. The cat was sad for Sasha and went with Sasha, and they became friends forever.

The student addresses the task completely, communicating comfortably on a familiar social topic. The student makes use of idiomatic English expressions in a manner similar to native speakers (*she was not paying much attention, She wanted the same, the boy shooed her away*). The response includes a compound-complex sentence (*The kid opened the door for the cat, so Sasha went running inside, but the boy shooed her away*), demonstrating an ability to use complex grammar structures. Communication flows smoothly with no pauses or pronunciation errors.

Response 5

Sasha's problem was that she was tired of looking for her own food every day. She saw a kid that was taking care of a cat and feeding it, so she decided to run into the kid's house because she wanted food too. Her idea did not work because she did not know that humans do not like skunks.

The student addresses the task completely, speaking comfortably on the topic. The student uses complex sentences and grammar structures comparable to those used by native English speakers (*She saw a kid that was taking care of a cat and feeding it, so she decided to run into the kid's house because she wanted food too*) and has the vocabulary to provide details (*taking care of a cat, humans do not like skunks*). The student speaks at a good pace without pauses or pronunciation errors.

Question 17

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

Tell all about your favorite friend. Describe why that friend is your favorite and what you like to do together.



Remaining attempts: 2

Score Point 2

Response 1

My best friend is Ian. We like to play Fortnite. I like playing [...] with him basketball too.

The student uses simple English language structures and makes a basic syntax error that speakers at a higher level of proficiency would not make (*I like playing [...] with him basketball*). The student does communicate an original message but does so in a simple manner using basic vocabulary.

Response 2

My best friend favorite colors is orange, yellow, and blue. Play with her a lot time, all the time. We play a lot. Play tag at recess. I miss her because she go away, and I cry. She is my favorite person.

The student relies on high-frequency, basic vocabulary related to colors and recess activities to convey an original message. The response contains only simple sentences in present tense and includes several grammar errors (*favorite colors is orange, Play with her a lot time, she go away*).

Score Point 3

Response 1

Casey is a favorite friend because we both play Fortnite, and we both know when new seasons are coming, and we also tell each other about [...] when new things are coming.

The student demonstrates an ability to use correct verb tenses and basic grammar features. The response includes some complex grammar structures (*we both know when new seasons are coming, we also tell each other*). The student does include some details; however, the response, overall, does not demonstrate an ability to elaborate beyond a few ideas and phrases (*we both play, we both know, new seasons are coming, new things are coming*). In addition, the response includes a brief pause as the student searches for words.

Response 2

My [...] my favorite friend is my favorite friend Abby. She plays with me every single day at recess, and she [...] and we like to hang on the bars outside of our playground. She's nice. She's been my favorite [...] because she was my friend since the first day of school.

The student is generally able to communicate successfully on a familiar social topic. The student includes some details (*every single day, hang on the bars*) and demonstrates an overall familiarity with basic grammar features. When the student attempts to use a complex grammar structure, the present perfect tense, the student pauses before continuing in the past tense. The student also includes two other brief pauses when searching for words.

Response 3

They like to play with me on the PS3, and they're always at my school. I see them all day, and [...] I play with them at recess until we get tired running around the playground.

The student communicates somewhat successfully on a familiar social topic. Some complex grammar features are included (*I play with them at recess until we get tired running around the playground*). The response does include some details (*on the PS3*); however, the response is generally restricted to common words (*play, school, all day, recess, playground*).

Response 4

My best friend is Enrique, and the reason is that we like most of the same things. The thing that we like to do best is play football with other friends and some other kids at our school.

In general, the student demonstrates an ability to communicate successfully on a familiar social topic. The response includes some complex grammar features (*The thing that we like to do best is*). Overall, however, the student relies largely on basic grammar features (simple present tense) and common vocabulary (*we like, play football, other friends*) to generate the response. The student does include some details (*most of the same things*) in relaying the basic message.

Response 5

Um, Addy is my favorite friend because she invites me to a lot of stuff, her mom does too, and we're friends a lot. We have each other's back, and we're good friends. We like to do TikTok, yeah TikTok.

The student's response includes some complex grammar features, as well as some idiomatic language (*we have each other's back*). The student is able to clarify and elaborate on the message in the first sentence (*her mom does too*) in a grammatically correct way. The response is slightly awkward in places (*we're friends a lot*) but does include some details on the familiar social topic of friendship. Overall, the response most consistently reflects a score point of 3.

Score Point 4

Response 1

I like my friend because she is nice. She always plays with me, no matter what. She never talks bad about me behind my back, and she always protects me from other people. She is very kind, respectful, and very smart. Her name is Elisa.

The student communicates information about a friend using grammatically correct and idiomatic language at a level nearly comparable to native English-speaking peers (*She never talks bad about me behind my back, and she always protects me from other people*). The response demonstrates the student's ability to provide details and elaborate to communicate a message (*no matter what; very kind, respectful, and very smart*). The response does not contain any pauses or pronunciation errors that interfere with communication.

Response 2

My favorite friend is my best buddy Eric. We met since kindergarten. We are really, really best friends. He's my favorite because when I went to kindergarten, I was a new kid because I skipped Pre-K, and then the teacher said, "Everybody meet Eric." And then he, my buddy Eric, said "What's your name?" And I says, "Eric." And he said, "Hey, that's my name!" And that's when we started being friends, and then he made me laugh and stuff, and I felt better because I was crying on my first day of school. He made me feel better and then at time for recess, I was like sitting in that little blue car like in the playground just sitting, making a mountain. He said, "Hey, want to play tag?" And that's why he's my best friend. We laugh together, and we're still friends in third grade. Like, he's my really, really best friend, and he's the best I ever had. Uh, he's the best. He's a really good friend. We like met since four years ago.

The student uses complex sentences and grammar structures comparable to native English-speaking peers (*When I went to kindergarten, I was a new kid because I skipped Pre-K*) and demonstrates the ability to clearly convey a conversation that took place the first day of kindergarten (*I was a new kid . . . that's when we started being friends*). While there are some grammar errors (*We met since kindergarten*), the errors rarely interfere with communication. Overall, the student's speaking proficiency is at a level comparable to native English speakers.

Response 3

My favorite friend is Kylie because we really like to hang out. We both like to talk to each other, and our parents go to see each other almost every morning. We also like to hang out in extended day. My other friend Aubrey, on the other hand, well, she goes to a lot of places and sometimes we get left behind. We like to talk to each other and do a lot of things together.

The student successfully conveys information about two friends along with details about each (*talk to each other, goes to a lot of places, get left behind*). The use of complex sentences (*My favorite friend is Kylie because we really like to hang out*) and idioms used by native English-speaking peers (*hang out, on the other hand*) indicates a speaking proficiency comparable to native speakers.

Response 4

My favorite friend is kind, helpful, and does a lot of things. What I like about her is what she acts like and what she does. And what we like to do together is talking about what we did last weekend or what we're going to do that day. And we like games like playing tag together or recess. That is what I like about my favorite friend and what we like to do together.

The student successfully communicates information about a favorite friend, describing her (*kind, helpful*) and providing some details on what they do together (*playing tag together or recess*). The student uses complex grammar structures with varied tenses comparable to native English-speaking peers (*what we like to do together is talking about what we did last weekend or what we're going to do that day*).

Response 5


My favorite friend? Her name is Jasmine, and we like to play together a lot. We sit together at lunch time. Sometimes we separate ourselves in lunch time, but that's not a problem. So every day we play at recess and we have lots of fun. She likes, she likes cats just like I do, and we just play together in recess, and we just have lots of fun together.

The student is able to communicate in a relatively extended and elaborated way on a familiar social topic. The response features grammar and vocabulary nearly comparable to native English-speaking peers (*that's not a problem, just like I do*). The grammar errors (*we separate ourselves in lunch time*) are limited and do not interfere with communication. The student speaks without pauses and with few pronunciation errors. Overall, the response demonstrates the student's ability to communicate comfortably.

Question 25

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

Retell this story in your own words.



Remaining attempts: 2

The image shows a video player interface. On the left, there is a video player with a blue border and a play button in the center. The text "Fishing with Grandpa" is overlaid on the video. On the right, there is a control bar with a play button, a volume icon, and a progress bar. Below the video player, there is a button with a red dot and the text "Remaining attempts: 2".

Score Point 2

Response 1

Kiara and his grandfather went fishing.

The student addresses the task in a limited way. The one-sentence response consists of simple grammar structures and basic vocabulary. The response does not include any details.

Response 2

That Kiara is standing on the boat and the boat turns to the other way and Grandpa say Kiara [...] and then they go fishing on the boat and they are on the water.

The student addresses the task in a limited way. The student uses simple grammar structures and high-frequency verbs in present tense to communicate about the story. There is one subject-verb agreement error (*Grandpa say*). The vocabulary is basic (*boat, fishing, water*) with some instances of awkward word choice when the student attempts to add details (*boat turns to the other way*). There is a pause as the student searches for words.

Score Point 3

Response 1

There was a girl named Kiara. She loves going fishing with her grandpop and one day they got a boat, and they went fishing together.

The student addresses the task somewhat successfully and correctly uses a variety of verb tenses to relate events from the story. Overall, the student demonstrates familiarity with basic grammar features. The student provides some details (*loves going fishing, one day they got a boat, went fishing together*) but does not elaborate beyond the basic message. The response does not contain any pauses or pronunciation errors that interfere with communication.

Response 2

One day me and my grandpa were going fishing. My grandpa bought a boat for us. I stepped on the boat and the boat wobbled around. My grandpa said [...] you're going to lost balance.

The student addresses the task somewhat successfully and demonstrates an ability to use basic grammar features and a variety of past-tense verb forms in a generally correct manner. There is a brief pause followed by a grammar error (*to lost balance*). However, these features do not significantly interfere with understanding. The response includes some details (*One day, for us, boat wobbled around, lost balance*) that give a listener a sense of the story.

Response 3

Kiara and her grandpa went to the lake and fished some fish. They sat together and they caught a lot of fish that time [...] so they decided to go back home.

The student addresses the task of retelling the story somewhat successfully and uses several past-tense forms of common verbs (*went, fished, sat, caught, decided*), generating a long, complex sentence. There is one instance of awkward word choice (*fished some fish*), but this does not interfere with understanding. Overall, the response is characterized by the use of common, high-frequency words, but it does contain some specific details (*went to the lake, sat together, a lot of fish, decided to go back home*). The brief pause toward the end does not impede communication.

Response 4

One day grandpa and Kiara were fishing. One day grandpa bought a boat so they went riding to the lake. Kiara said this would be a good spot, so they started fishing and they got many fish. They went home.

The student addresses the task somewhat successfully. The student demonstrates an overall familiarity with basic grammar features and the ability to use some complex grammar structures (*Kiara said this would be a good spot, so they started fishing*). The response features correct use of verb tenses and verb forms (*were fishing, bought, would be*). The student includes some details (*went riding to the lake, a good spot, many fish*) and speaks without pauses or pronunciation errors that affect listener comprehension.

Response 5

Kiara and Grandpa were going fishing. Grandpa told a warning, if you step on a boat you might lose your balance [...] and then she went in the boat and she lost balance. But when Grandpa was going on, Kiara was losing her balance and then she let go of Grandpa's hand. Kiara and Grandpa fell down.

The student addresses the task of retelling the story of a fishing trip in a somewhat successful way and includes a mix of verb tenses, used correctly for the task (*were going fishing, might lose, was losing*). The student demonstrates an ability to speak using longer, complex sentences and complex grammar structures. The student uses common vocabulary to provide some details about the story (*let go of Grandpa's hand*) although there is a fair amount of repetition (*lose your balance, lost balance, losing her balance*) and one instance of awkward phrasing (*told a warning*). Overall, the student speaks without any pronunciation errors that impede understanding.

Score Point 4

Response 1

Grandpa and Kiara went fishing. Sometimes they caught a lot of fish, sometimes they didn't even catch fish. One time Grandpa got a boat. They said they should go on it. Kiara loaded the supplies into the boat. Then they stopped and Kiara said, "This is a good place to fish." They fished and they got a lot of fish. It was getting warm outside so they went back to the dock. Kiara had one more thing in the boat. She just needed one more thing [...] but her arms went around and she fell in the water. She laughed. Grandpa thought she was crying, so Grandpa jumped in the water.

The student addresses the task completely and with some elaboration. The response features some complex sentences and grammar structures nearly comparable to the speech of native English-speaking peers (*Sometimes they caught a lot of fish, sometimes they didn't even catch fish*). The student uses a range of vocabulary to relate details from the story with clarity and precision (*loaded the supplies, was getting warm outside, back to the dock, just needed one more thing*). One instance of awkward phrasing (*her arms went around*) does not interfere with understanding. The response does not contain any pronunciation errors. There is a brief pause at the end of the response as the student searches for words.

Response 2

Kiara and her grandpa went fishing. They caught a lot of fish. It was starting to get a little warm outside, so they decided to go back. While they were getting out of the boat, Kiara slipped and fell into the lake. Then her grandpa went in to save her. They both started laughing.

The student addresses the task completely and demonstrates an ability to generate complex sentences and to use complex grammar structures with accuracy (*While they were getting out of the boat, Kiara slipped and fell into the lake*). The response features a range of vocabulary as the student provides some specific details about the story (*starting to get a little warm, slipped and fell, went in to save her*). The student communicates without pauses or pronunciation errors that would limit the listener's understanding.

Response 3

Kiara and his Grandpa were fishing. Grandpa told Kiara, "I got a new boat," and Kiara was so excited about going onto the boat. So, first Grandpa told Kiara "Be careful," because the boat moves side by side. So Kiara put one foot and when she was going to put her other foot in the boat, she lost her balance. And then Kiara said, "I'm okay." She was already in the boat and then Grandpa got in and he started to paddle. And then Kiara says, "Here is a perfect place to fish." Then Grandpa stopped and decided to fish. First Kiara got a fish, then Grandpa, and they caught a lot of fish. And then it got hot and Kiara said [...] "It's really hot," and she wiped her forehead and then they went back. And then Kiara gives the supplies to Grandpa. And then Kiara lost her balance and went into the water. Grandpa thought she was crying, but she was laughing.

The student addresses the task completely with a substantial amount of elaboration. The student uses complex grammar structures to generate longer, complex sentences in a manner nearly comparable to native English-speaking peers. The response features some grade-level vocabulary as the student describes specific events and details from the story (*started to paddle, a perfect place to fish, wiped her forehead*). The minor instances of awkward phrasing (*boat moves side by side, put one foot*) do not interfere with communication.

Response 4

Grandpa and Kiara went fishing and they caught some fish and then they caught some more. Then Grandpa bought a new boat and then he took Kiara to fish and it was a very nice day outside. So they went fishing and Kiara caught a fish. And then a few minutes later Grandpa caught a fish. Then Kiara lost her balance and she fell in the lake. And then Grandpa thought she was crying, but she was actually laughing. Then Grandpa dived in the lake and saved Kiara. But Kiara started laughing, and it made her laugh more.

The student addresses the task completely and communicates about the topic using complex sentences and grammar structures with accuracy. The response includes some elaboration and specific details about the story (*then they caught some more, she was actually laughing, it made her laugh more*). In addition, the student speaks without pauses or pronunciation errors that would impede understanding.

Response 5


So first they said that Kiara and her Grandpa go fishing together. One day her Grandpa bought a boat, a rowboat. And then Kiara couldn't wait to get on it, so they did. But it moved side to side whenever she walked onto it. Then she almost lost her balance, but she went back in. Then they rowed, rowed, rowed the boat. Then Kiara said, "This is a good spot to fish." And then she caught many fish, so did Grandpa. She got lots of stuff [...] and at the end she was sweating a lot so she wiped her forehead. And then Grandpa said, "Let's go back to the dock." Kiara lost her balance then she fell into the lake and Grandpa thought she was crying. He noticed that she was laughing so he started to laugh as well.

The student addresses the task completely and with a substantial degree of elaboration. The response includes complex sentences and grammar features nearly comparable to those used by native English-speaking peers. The student employs a range of grade-level vocabulary, as well as some idiomatic and colloquial language (*couldn't wait to get on it; they rowed, rowed, rowed the boat*) to communicate specific details about the story. Apart from one pause to search for words, the student speaks at a natural pace and without pronunciation errors.

Question 35

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

Name at least two characteristics of the hippo that help it survive and explain how those characteristics are helpful.



Remaining attempts: 2

Score Point 2

Response 1

Hippos love to live in swamps, rivers, and lakes.

The student addresses the task in a limited way. In the response, the student conveys an original message with a simple English language structure and basic vocabulary.

Response 2

Hippos can hold their breath for a long time. Hippos have eyelids to look and [...] through.

The student communicates an original message with simple sentences (*Hippos can hold their breath for a long time*). There is a pause where the student is searching for words and a grammar error that impedes understanding (*to look and [...] through*).

Score Point 3

Response 1

They have webs on their legs to help them swim. They usually live near the Sahara Desert because there is water and [...] grassland there.

The student communicates somewhat successfully about the characteristics of a hippopotamus and includes some specific academic vocabulary to provide details (*Sahara Desert, grassland*). The student demonstrates the ability to produce complex grammar structures (*They usually live near the Sahara Desert because there is water and [...] grassland there*). There is a brief pause at the end of the response as the student searches for the correct word, but this pause does not interfere with the listener's understanding.

Response 2

Their teeth never stop growing and it helps them get away from predators. They have two webbed feet to help them stay in the water.

The student addresses the task in a generally successful way and demonstrates a familiarity with basic grammar features. Some details are conveyed using specific academic vocabulary (*teeth, predators, webbed feet*). Overall, the student speaks comfortably without pauses, and there are no pronunciation errors that interfere with communication.

Response 3

The hippos have two large teeth that protect them from predators. And they have four short legs to put more [...] of its body in the water.

The student addresses the task somewhat successfully and demonstrates a familiarity with basic grammar features. The response includes appropriate details about the hippopotamus (*two large teeth, four short legs*), and there is a brief pause where the student is searching for words. However, the pause does not impede the listener's understanding.

Response 4

Two characteristics of the hippo is that they have long teeth, so they can bite the predator. And that underwater they can close their ears and nose.

The student communicates comfortably and addresses the task using some complex grammar structures and academic vocabulary (*Two characteristics of the hippo is that they have long teeth, so they can bite the predator*). The response includes some details (*underwater, ears, nose*) and correct use of verb tenses. While the student speaks without pauses, the response contains a noticeable pronunciation error of the word “predator.” Yet, overall, the response is understandable.

Response 5

Hippopotamus have teeth that are very strong and pointy. It helps them get away from predators such as lions and crocodiles. Their feet is little to help them to [...] to help them swim.

The student addresses the task somewhat successfully and demonstrates familiarity using basic grammar features. The response contains some specific details about the hippopotamus (*strong, pointy, swim*), and the student notes some predators (*lions and crocodiles*). The grammar error (*Their feet is little*) interferes with the fluency of the response. There is a brief pause and some repetition at the end of the response that interfere as well, but there are no pronunciation errors that limit understanding.

Score Point 4

Response 1

One thing the hippo does is stay in the cool shallow water. It helps it survive from other predators and it helps them stay cool from the hot desert sun. The second one is their large tusks on the bottom of their mouth. It's larger than a ruler and it helps get away from predators such as the lion and the crocodile.

The student addresses the task completely by using complex sentences and grammar structures nearly comparable to native English speakers (*One thing the hippo does is stay in the cool shallow water*). The response includes precise academic vocabulary (*tusks, desert sun, predators*) and details about the hippopotamus. There is some awkward word choice (*survive from other predators*), but this error does not interfere with overall understanding. In addition, there are no pauses or pronunciation errors that impede communication.

Response 2

The hippo has some physical characteristics that help them survive because they have a hot environment. One important one is the location of their eyes, ears, and nose. They can be found on the top of a hippo's head. The reason it is important it allows them to see, hear, and smell while they are in the water.

The student addresses the task in a complete manner. The response features some long, complex sentences, as well as complex grammar structures, and academic vocabulary (*The hippo has some physical characteristics that help them survive because they have a hot environment*). The student demonstrates an ability to elaborate with some precision and clarity about the hippopotamus using grade-appropriate vocabulary (*location of their eyes, top of a hippo's head, while they are in the water*). Overall, the student speaks without pauses or pronunciation errors.

Response 3

Two characteristics that the hippo has is the location of their eyes, ears, and nose. It's helpful for the eyes so it can see above the water to keep it safe, just in case there are any predators. It's helpful for the ears because he can hear on top of the water and be under the water at the same time. Also, the location of the nose so he can breathe while he's still under the water. And the other characteristic a hippo has is webbed feet and it helps it swim in the water better that way.

The student successfully addresses the task with a significant amount of elaboration on the characteristics of hippopotamuses (*so it can see above the water, so he can breathe while he's still under the water*). The response consists of vocabulary and expressions comparable to what native English speakers might use (*just in case, better that way*). The student uses complex grammar structures and communicates comfortably without pauses or pronunciation errors.

Response 4

Two characteristics. One is their large tusks [...] on the inside bottom of their mouth, that are considered teeth. It helps them stay away from predators like lions and other predators in the Sahara Desert. Another characteristic is uh [...] their eyes. They have extra eyelids so they can see underwater. I don't think that is a real characteristic, so I am going with the other one. They go in the water to hide from predators too.

The student completely addresses the task using details and precise vocabulary (*considered teeth, Sahara Desert, extra eyelids*) as well as idiomatic expressions (*I am going with the other one*) comparable to native English speakers. The response includes advanced grammar features such as complex sentences (*They have extra eyelids so they can see underwater. I don't think that is a real characteristic, so I am going with the other one*). There are a few brief pauses where the student searches for words, but they do not interfere with overall communication. Overall, the student speaks without pronunciation errors that would limit a listener's understanding.

Response 5

One part of its body that helps it survive is its two long teeth that can grow more than a ruler. It is a way to help him not get eaten by anything—by lions and tigers and any kinds of predators that would hurt him. The other thing that will keep him safe is the cover for its eyes. The hippo will not get any water in their eyes that might hurt their eyes.

The student communicates in a complete way to address the task and demonstrates an ability to use complex grammar features to connect a series of ideas (*help him not get eaten, any kinds of predators that would hurt him, The other thing that will keep him safe*). The student elaborates on the characteristics of the hippopotamus with precise details (*two long teeth, cover for its eyes*). While the response contains some awkward word choices (*grow more than a ruler*), the student does not pause while speaking and makes no pronunciation errors that impede communication.

