

## Two-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.

	<b>(1)</b>	<b>At least (2)</b>
	<b>A response at this score point may</b>	<b>A response above a score point 1 may</b>
<b>Completeness of Response</b>	<ul style="list-style-type: none"> <li>be silent and not attempt to address the task</li> <li>attempt to address the task, but may be limited to simple, high-frequency words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>address the task in a limited way by communicating simple, original ideas, using sentences and occasional phrases</li> </ul>
<b>Syntax/Sentence Structure, Grammar</b>	<ul style="list-style-type: none"> <li>consist of single words, short phrases and/or occasional short sentences</li> <li>seem memorized, formulaic and/or highly practiced</li> <li>include many grammar features of another language that inhibit communication</li> </ul>	<ul style="list-style-type: none"> <li>contain mostly simple sentences in the present tense</li> <li>include simple English language structures</li> <li>include grammar errors that limit communication</li> </ul>
<b>Vocabulary/Word Choice</b>	<ul style="list-style-type: none"> <li>be repetitive and not demonstrate an ability to use words to make an original message</li> <li>be mostly limited to simple, high-frequency words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>rely mostly on high-frequency or basic vocabulary, but still convey an original message</li> <li>rarely include details because of the student’s limited vocabulary</li> </ul>
<b>Pronunciation and Fluency</b>	<ul style="list-style-type: none"> <li>include frequent and long pauses that may indicate that the student is struggling to communicate and/or has given up</li> <li>include pronunciation that is extremely difficult to understand</li> </ul>	<ul style="list-style-type: none"> <li>include pauses to search for words</li> <li>include some pronunciation errors that limit understanding</li> </ul>
<b>Use of L1</b>	<ul style="list-style-type: none"> <li>be entirely or mostly in another language</li> </ul>	<ul style="list-style-type: none"> <li>include some words in another language</li> </ul>