



Texas English Language Proficiency Assessment System

**TELPAS Speaking
Scoring Guide
Grades 2–3**

Spring 2023

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 2023 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>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>Intermediate ELs have the ability to speak in a simple manner using English commonly heard in routine academic and social settings.</p> <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>Advanced ELs have the ability to speak using grade-appropriate English, with second language acquisition support, in academic and social settings.</p> <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>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"> 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
Pronunciation and Fluency	<ul style="list-style-type: none"> be mostly limited to simple, high-frequency words and phrases 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"> rarely include details because of the student's limited vocabulary 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 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 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 35

The screenshot shows a digital interface for a speaking question. On the left, a video player displays the title ***Nia's Bracelet***. Below the video are navigation controls: a left arrow, a play button, a right arrow, and a progress bar. On the right side of the interface, the number **222** is displayed in a blue box. Below this, a grey instruction box reads: "Read the directions. When you are ready to speak, tell as much as you can. You may watch the video again before you speak." The main question text is: "Explain the lesson Nia learns in this story and how she learns the lesson." Below the question is a play button and a progress bar. To the right of these are icons for a microphone and a timer. The timer shows a vertical bar and the number **90s**. At the bottom right, a grey box indicates "Remaining Attempts: 2".

Score Point 2

Response 1

The lesson Nia learned was [...] that she needs to listen to her parents.

This very succinct and well-spoken response addresses the task in a limited way. The student begins with mostly prompt language ("The lesson Nia learned"), so the original message of this response is "she needs to listen to her parents." The response includes a single pause, but overall, there just is not enough material here to be able to assess the student's speaking ability in English since the student only spoke for 8 seconds. There is not sufficient language produced to demonstrate a level of grammar and vocabulary that would warrant a higher score point.

Response 2

She does she should listen to parents because she gonna lose something or happen that think thing he didn't listen to.

The student expresses a simple, original message that addresses the task in a limited way. The response contains a sentence with grammar errors that limit communication. There is a pronoun disagreement of "he" and "she." In addition, clauses like "She does she should listen to parents" and "happen that think thing he didn't listen to" require some effort on the part of the listener to understand. On the other hand, it should be noted that the student connects two clauses with the conjunction "because" to explain how Nia learned her lesson ("she should listen to parents because she gonna lose something"). The student omits the adjective "her" before "parents" but internalizes the colloquial error "gonna." Both examples indicate an emerging awareness of English that is in flux. Overall, the student needed more than "because" for this response to develop an original message that is more than limited.

Score Point 3

Response 1

The lesson that the lesson that Nina learns in this story is she [...] has to obey her parents. She learns the lesson by losing her bracelet because she was showing a fourth grader and the fourth grader warned her but it fell out of her backpack [...] in the bus.

The student addresses the task somewhat successfully and is comfortable relaying a brief sequence of events (“losing her bracelet,” “the fourth grader warned her,” “it fell out of her backpack”). Overall familiarity with basic grammar structures is demonstrated. The student uses the correct verb tenses for the task, including a shift from present to past tense when going back in time to describe how Nia’s lesson was learned (“the fourth grader warned her,” “it fell out of her backpack”). Omission of a pronoun in the second sentence is an error comparable to native speakers at this grade level (e.g., “she was showing a fourth grader” rather than “she was showing it to a fourth grader”). Mostly common vocabulary includes details like “bracelet,” “parents,” “backpack,” “fourth grader,” and “bus.” There are a few points of hesitation when the student initiates the story (“she [...] has to obey her parents”) or in attempts to elaborate (“fell out of her backpack [...] in the bus”).

Response 2

Nia got a new bracelet from [...] from her dad and she wanted she wanted to bring it to school. Her mom said no. She lied to her mom and [...] and lost the bracelet her dad gave her.

The student is somewhat successful and generally comfortable sequencing the explanation of what happened in the story (“Nia got a new bracelet from [...] from her dad,” “she wanted to bring it to school,” “mom said no,” “She lied,” “lost the bracelet”). Overall, the student demonstrates familiarity using basic grammar features, including correct verb tenses, and uses more complex grammatical structures (“She lied to her mom and [...] and lost the bracelet her dad gave her”). The student occasionally pauses briefly to clarify and add some details (“Nia got a new bracelet from [...] from her dad”) and uses basic vocabulary in part of the response (“mom,” “school,” “lied”). There are no pronunciation errors that interfere with clarity. Overall, the student addresses the task somewhat successfully.

Response 3

Nia learns that it is best to um listen to your parents. She learns the lesson after she lost her bracelet after she didn't listen to her mom after leave the bracelet in her room.

The student indicates some general comfort communicating in English by correctly identifying the events that caused Nia to learn her lesson: "she didn't listen to her mom" and "she lost her bracelet." The response demonstrates familiarity with basic grammar features and uses some complex structures. For example, the conjunction "that" utilizes a relative clause ("it is best to um listen to your parents"). The somewhat successful response also uses the preposition "after" to create a more complex sentence that sequences events in the story accurately ("after she lost her bracelet after she didn't listen to her mom"). The final clause of the second sentence, "after leave the bracelet in her room," lacks a subject and uses an incorrect tense that only interferes somewhat with communication.

Response 4

The lesson that Nia learns is to be true to her parents and listen because she lost her bracelet and she's sad because his dad work so hard for it and [...] and so that so that's how and she took it to school and she didn't listen to her mom [...] and the dad said that that he's happy that she learned her lesson.

Although the response contains a pronoun disagreement ("she's sad because his dad work so hard") and some repetition, the student somewhat successfully addresses the task. In multiple instances, the student uses "that" to create complex grammar structures with dependent clauses, e.g., "The lesson that Nia learns" and "dad said that that he's happy." Although the vocabulary includes mostly common terms from everyday language ("parents," "listen," "school," "lesson"), there are also some basic abstract words ("sad," "happy"). There are enough details present for the listener to have a sense of the original message the student is intending to convey about the lesson Nia learned.

Response 5

She learned the lesson of not taking her bracelet to school and showing her friends. She might have left it at the bus or the bus driver have collect it and went to her house [...] to get if for her.

The student demonstrates some success in addressing the task and is generally comfortable reusing prompt vocabulary as the starting point to explain the lesson learned ("She learned the lesson"). Grammar in this response includes errors when using less common grammar structures. For example, the second sentence includes correct tense use, including the modal verb "might" to indicate possibility ("She might have left it at the bus"). It also contains incorrect tense use ("or the bus driver have collect it and went to her house") in a complicated grammatical structure. When imagining what could have happened, the student provides details that show familiarity with basic word choices ("bracelet," "friends," "bus driver") and a less basic word choice ("collect").

Score Point 4

Response 1

Nia learns a lesson to be listening to parents because she learns the lesson because she took it to school and showed her friends. Then she went back on the bus so she could go home whenever school was finished. Then she showed a fourth grader and the fourth grader was sitting next to her. She showed it, being so proud, and she said where did you get it? And then um she said like my dad got it for me in Hong Kong at work. And then she lost it cause she dropped it in her backpack, but she didn't look. She unzipped her backpack, she dropped it in there and then she opened it at home and she unlocked every single zipper because she couldn't find it. Then she told her mom and her dad, and her dad said anyways I'm going to Hong Kong next uh month and what if it's still lost and the bus driver doesn't find it? I'll buy you a new one and she learned her lesson by losing her bracelet.

In this response, the student shows the ability to communicate effectively and address the task completely by using grammar and vocabulary nearly comparable to that of native English-speaking peers. The student can narrate and describe the sequence of events in the story: Nia receives the bracelet, takes it to school, shows it to others, then loses it, and is told that she may receive a replacement. Grammar is complex in places ("she went back on the bus so she could go home whenever school was finished"). We hear the student's ability to speak comfortably, to provide details ("fourth grader," "backpack," "bracelet"), and to elaborate on a familiar topic. The response also includes abstract vocabulary like "proud," proper nouns ("Hong Kong") and native-like use of words or phrases, such as "cause" and "every single zipper." There are no pronunciation errors or hesitations.

Response 2

Nia wants to take her jade bracelet with her to school. Her mom says you might lose it. She says I won't. Just trust me. On the bus that she rides home she loses it. Now she knows she has to tell her mom about it. Now that she told her mom she has to figure out a way to tell her dad. So she confesses to her dad that she lost her jade bracelet. Then he says it I'm going to uh Hong Kong so I might bring one if you if the bus driver says he can't find it [...] but it's good that you learned your lesson.

The student completely addresses the task and uses complex sentences with varied tenses to elaborate on events in the story ("Now that she told her mom she has to figure out a way to tell her dad"). Vocabulary throughout the response is precise and comparable to native English-speaking peers ("figure out a way," "Just trust me," "rides home," "confesses"). There are no grammatical errors or pauses that interfere with clarity. In fact, the modal verb "might" indicates an advanced knowledge of English comparable to that of native English-speaking peers. The student communicates comfortably and delivers an effective explanation that is clearly sequenced and appropriately detailed. Lack of pronunciation errors and few pauses also indicate that the student is comfortable speaking English.

Response 3

The lesson Nia learned in the story is to always listen to your parents. How she learned it is because she the only reason she lost it is because she brought it to school and she wasn't careful with it. She might have dropped it on the floor. She learned a lesson when she found out her bracelet was missing. When she got home after she plopped it in her backpack. I think the bus driver might have found the bracelet or not, but she learned that um listening to your parents is the always best way to go.

The student not only completes the task but also hypothesizes as to how the bracelet was lost with the original statement, "I think the bus driver might have found the bracelet." The response not only addresses the task completely but also elaborates successfully on the topic. Nia hypothesizes as to how the bracelet was lost with an original statement: "she brought it to school and she wasn't careful with it. She might have dropped it on the floor." She also wonders whether "the bus driver might have found the bracelet or not." The student uses vivid vocabulary and idiomatic expressions ("plopped," "way to go") comparable to a native English-speaking peer. The response contains some complex grammar structures with minimal pauses and errors. For example, "when she found out her bracelet was missing" and "the only reason she lost it is because she brought it to school." Pronunciation is comparable to native English-speaking peers.

Response 4

Her mom told her do not NO do not bring the bracelet to school and guess what she did? She brought the bracelet to school. She went on the bus when it was time to go home. Nia showed it to a fourth grader and guess what happened? Nia grabbed her and she took it off and said I hope Mommy I hope my mom doesn't find it so she throws it throw THROWS IT in in her backpack and when she gets home, she can't find it. Dunh Dunh Dunh Duh At and dinner [...] they talked about Nia told her dad Dad I lost the bracelet. I'm very sorry. That's why you should always listen to parents. It's very good to listen to parents because it's actually true what they say so be very good to your parents.

The student addresses the task completely by communicating the story of Nia's bracelet with elaboration and awareness of audience. Sentences include correct grammar structures that compare well with those of native English-speaking peers ("and when she gets home, she can't find it"). The response incorporates dialog from characters in the story with natural ease ("Her mom told her do not NO do not bring the bracelet to school and guess what she did?"). Vocabulary is also at a level nearly comparable with English speakers in grades 2 and 3 and includes colloquialisms and idioms ("Dunh Dunh Dunh Duh," "it's actually true what they say"). Pauses are generally for dramatic effect—for example, there are brief pauses after rhetorical questions—and these do not interfere with fluency.

Response 5

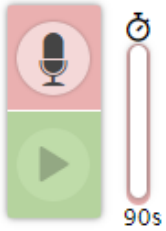
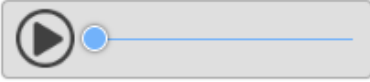
Nia’s dad brought her a beautiful jade bracelet from Hong Kong. Her dad went to a Hong to Hong Kong for a business trip. The next day Nia wanted to take her bracelet to school but her mom told her no because she was going to lose it. Nia didn’t listen and put put it in her back anyway. When she got to school she got out her bracelet and showed it to her friends. While when she got on the bus she sat next to a fourth grader and showed it her the bracelet. Then they got to her stop so she drops her jade bracelet in her backpack so that mom didn’t know she took it to school but when she got home she looked in it and looked for her bracelet. She he couldn't find it. She looked in all of her backpack all but she couldn’t find it. Nia learned to listen to her parents.

The student comfortably uses a variety of social language and complex sentences (“The next day Nia wanted to take her bracelet to school but her mom told her no because she was going to lose it”) to address the task completely. Occasionally, grammar errors cause awkwardness (“She looked in all of her backpack all but she couldn’t find it”) but do not interfere with communication. The student successfully conveys an effective message with English grammar structures and vocabulary (“jade,” “Hong Kong,” “fourth grader,” “backpack”) comparable to native English-speaking peers. There are no significant pauses or pronunciation errors.

Question 27

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

Think about the things you learn in school. Tell about your favorite thing to study and why it is your favorite.



Remaining Attempts: 2

Score Point 2

Response 1

My favorite thing to my favorite thing to study at school is math and it's my favorite cause it's like easier for me and I understand it more than some other stuff.

The student exhibits an emerging awareness of English grammar with mostly simple clauses in the present tense. The prompt is addressed in a limited way with a compound sentence comprising three independent clauses that are linked by the conjunction "and." The response uses prompt language ("my favorite thing to study," "it's my favorite cause") as a jumping off point for the rest of the response. The student identifies math as the favorite subject and provides the reason why: "it's like easier for me and I understand it more than some other stuff." The student also uses the conjunction "than" to make a comparative statement ("I understand it more than some other stuff"). The vocabulary is mostly basic, including words used in routine academic subjects ("math") without much detail ("stuff"). Overall, the student creates a limited but original message.

Response 2

It is science because the teacher does so much things. That one time um we build a big old block tower and um we won.

The student creates an original message using mostly high-frequency words like "teacher," "things," and "won." The limited response relies on present tense phrasing ("does so much," "we build") and includes some errors. "Does so much things" is a verb agreement error that demonstrates the student may be familiar with creating sentences but sometimes lacks the ability to form them properly. The fragmented nature of the message could cause confusion or further need of explanation if the topic was not known to the listener. There is one minor pronunciation error ("things").

Score Point 3

Response 1

My favorite thing to do is math. In class and why it's cause you getta learn more and when you grow up when you want a when you get a job you have to know math cause everything you have to know math and it makes you even smarter and smarter.

The student addresses the task somewhat successfully. The correct verb tense is used throughout, including use of continuous tense ("when you get a job you have to know math"). Overall familiarity with basic grammar features is exhibited, though grammatical structures are slightly repetitive. The student makes an error when using more complex grammar ("when you get a job you have to know math"). Vocabulary includes common words and basic descriptors in the few details given ("learn," "job," "math," "smarter"). It also includes native-like use of words or phrases ("it makes you even smarter and smarter"). Pronunciation is careful but not overly hesitant, and pauses are very brief.

Response 2

Math is my favorite thing to do because it is fun and it's easy. Sometimes it is interesting thing to do and [...] if I need help I tell my teacher

The student is able to respond to the prompt ("Math is my favorite thing to do") in a comfortable way and elaborate on why math is their favorite subject with some basic descriptors ("it is fun and it's easy"). Although there is a brief pause and the indefinite article of "an" is not present before "interesting," the student shows an emerging ability to use proper grammar structures. There is additional complex grammar at the end of the response: "if I need help I tell my teacher." The response is clearly spoken and understandable, demonstrating comfort when discussing familiar topics.

Response 3

My favorite thing to do is science cause I like studying science even at my home. I like to do like stuff there from science [...] I like to go outside and [...] talk about talk about experiments to myself that I would do if I was in a classroom in science.

In this succinct response, the student addresses the task somewhat successfully. Science is identified as the student's "favorite thing to do." The elaboration that follows demonstrates some familiarity with basic grammar features and includes the more complex conditional ("if I was in a classroom in science"). Phrasing is sometimes awkward. For example, in "studying science even at my home," the determiner "my" is unnecessary. On the other hand, the student uses the reflexive pronoun "myself" correctly. Vocabulary also includes the grade-appropriate academic term "experiments." The few brief hesitations and correct pronunciation indicate the student is generally comfortable speaking English.

Response 4

My favorite subject is science because in science you can make new things experiment a lot of different things. Plus you can show those things to your folks and you can also find fossils and things you make.

The student speaks comfortably and elaborates somewhat on a favorite school subject ("My favorite subject is science"). The student addresses the task somewhat successfully and is able to communicate without grammar errors, which demonstrates an overall familiarity with basic grammar features. The student also includes a compound-complex sentence, indicating some understanding of complex grammar features ("My favorite subject is science because in science you can make new things experiment a lot of different things"). "Things you make" is a bit awkward, but the message is still conveyed. Vocabulary consists of several grade-appropriate academic words ("experiment," "fossils," "folks"). Overall, the student is generally able to communicate comfortably on a familiar topic.

Response 5

My favorite subject um in school is math because like there's different like equations and different like stuff that you can learn and like [...] math can sometimes be hard but you can make it up and make it fun.

The student somewhat successfully addresses the favorite subject as math. Although there is little variety in verb tenses, those that are used are correct. The speaker demonstrates overall familiarity with basic grammar features such as the correct use of both restrictive ("stuff that you can learn") and nonrestrictive clauses ("but you can make it up and make it fun"). Common abstract words such as "different" and "hard" are included, as well as the academic word "equations." Some verbal pauses ("um" and "like") are heard, but otherwise, the student pauses only once to clarify why math is liked.

Score Point 4

Response 1

My favorite thing to study in school is writing in writing I can write whatever I want and be creative. I especially would like to write fantasy stories about magical creatures. I think that is the best of all because I can get extra creative. I also like to write spooky stories such as haunted houses and creepy evil things. One day I really wanna be the one of the best writers alive.

The student completely addresses the task and elaborates with vocabulary comparable to native English-speaking peers (“I especially would like to write fantasy stories about magical creatures”). Complex sentences are included (“I think that is the best of all because I can get extra creative”), and word choice is precise (“haunted houses,” “creepy”) throughout the response. There are no grammar or pronunciation errors that interfere with understanding. The student effectively uses English grammar structures to clearly communicate a cohesive message.

Response 2

My favorite thing is science. It’s so much fun cause like it can be useful for the future like if you want to be a doctor. It’s also useful for the future and we can do fun experiments like we did on Valentine’s Day when we changed the color of the flower to a blue flower but it blue dyed it. And do other types of experiments at home can also be fun and you can learn like oh science also includes technology. Ooh like this. Okay, let’s say you’re working on a draft and it’s about the planets. The planets are you know science cause scientists study the different planets. You’re a scientist if you know science. You can explore the solar system and an astronaut needs to know science too cause there’s a lot of machines on the ship that they can use that that need science education.

The student addresses the task completely in this extended discussion on an academic topic. Pronunciation, grammar, and vocabulary are all comparable to that of native English-speaking peers. The student identifies science as their favorite subject and provides a great deal of elaboration to explain what makes it their favorite (“so much fun,” “useful for the future,” “fun experiments”). The response contains correct tenses with complex grammar (“we can do fun experiments like we did on Valentine’s Day when we changed the color of the flower”). Vocabulary includes academic words like “technology,” “experiments,” “astronaut,” and “solar system.” Conversational tone or style in places suggests the ability to communicate comfortably: “Ooh like this. Okay, let’s say you’re working on a draft.” There is some repetition of both “science” and “scientist.” The few and very brief hesitations do not affect understanding, and there are no pronunciation errors.

Response 3

Okay my favorite thing in school is PE and Art because in PE you get to play games, you get to learn new things, and you do exercise there, and you can play games, and you can have free time, and they teach you, and sometimes we play like um [...] Spaceball. I think that that's what it's called. And my second favorite thing at school is Art because you get to draw, you get to imagine, and you get to make your own creations with shapes that could be rectangles, triangles, squares, circles, rec I mean pentagons and more stuff. And my third and final thing is Science because you get to learn new things and you get to experience what type of soil holds water and what type of soil does not and what type of soil turns muddy and which one does not. That's why I like Science too.

The student speaks comfortably and addresses the task completely, identifying PE, Art, and Science as favorite subjects and elaborating on why: "you do exercise there, and you can play games" and "you get to imagine, and you get to make your own creations." Although much of the grammar consists of independent clauses connected with the coordinating conjunction "and" ("and you can play games, and you can have free time, and they teach you"), other sentences use the subordinating conjunction "because" ("because in PE you get to play games," "because you get to draw," "because you get to learn new things"). The response contains more complex grammar as well: "what type of soil turns muddy and which one does not." Vocabulary is detailed and often academic: "creations," "rectangles," "pentagons." There is a pause when the student tries to remember the name of a game and only one mispronunciation ("since" instead of "science") in the response.

Response 4

In school I learned about fractions tables and number lines and rays and so and and skipping numbers multiplying division yeah and there's a app on the computer called Zearn and we do that and I'm I'm in like mission six and it's my favorite thing to study cause it's Zearn is fun. [...] Literally it's it's fun. That's why I I'm in mission six and my favorite subject is um math and science because I'm [...] good. Science is is cool and it has it has it's very cool. And math is math is also cool. That's how you like learn and like that's how you learn in like 10 seconds. Math is very easy to learn. Science you it's gonna like 10 days to like learn science. um I mean to learn a little bit science I mean yeah to learn a little bit of science is in like 10 days but like like science has like rocket ships and space and stuff like that plan.

The student speaks about math and emphasizes software applications used to learn it. While some words are repeated for clarification, the words are still easily understandable, and the message is clearly conveyed. There are several instances where the response is like that of a native speaker ("Literally it's it's fun. That's why I I'm in mission six"). The student is very conversational, and the response contains several complex grammar structures such as items in a series ("I learned about fractions tables and number lines and rays"). The few pauses within the response do not detract from the student's speaking performance. At the end, the student briefly contrasts how science is more difficult to learn compared to math, and while this is not as well elaborated, the student still meets the performance criteria for a score point 4.

Response 5

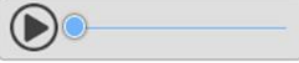
My favorite subject to learn in school is math. I love to study math because multiplication is fun. It is always fun when it comes to games like for example IXL has math on it. I really like it because there is a game on it that has parallelograms and quadrilaterals. [...] If like for example it says you can draw on dots. It has one question that says draw a parallelogram. That is why I like the IXL but on ABCya.com it has Bingo on it but multiplication like five times five seven times two eight times three. Math is a really fun subject to play and study. The end.

The student addresses the task completely by elaborating on the fun of studying math. Some sentences and grammar structures are complex, and the grammar errors are grade-typical and do not interfere with communication (“but on ABCya.com it has Bingo on it”). Vocabulary features frequent and comfortable use of academic words at a level comparable to native English-speaking peers (“multiplication,” “parallelograms,” “quadrilaterals”). Pronunciation has only one error: the speaker struggles slightly to enunciate all the syllables in “parallelogram/s.” Fluency is also very close to that of native-English speaking peers with only one brief pause to clarify the fun features of a game (“[...] If like for example it says you can draw on dots”).

Question 28

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

- First describe at least two ways these pictures are similar.
- Next describe at least two ways these pictures are different.



Remaining Attempts: 2

Score Point 2

Response 1

The girl you in the first picture you can use the hands in the other you can use the feets. The the two have same goals.

The student addresses the task in a limited way with simple sentences in the present tense (“The girl you in the first picture you can use the hands in the other you can use the feets”) that can be confusing. There are grammar errors that limit understanding when vocabulary becomes less familiar, but the student conveys an original message with few details and a reliance on high-frequency words. The use of “feets” instead of the irregular “feet” is an example of overgeneralization, which is common in English-language acquisition. There are some slight pronunciation errors (e.g., “feets” sounds like “fits”).

Response 2

They both play with a ball, but number one you play with your hand, and number two you have to play with your foot.

This simple original message comprised of a single sentence contains three independent clauses separated by conjunctions (“but,” “and”). The student addresses the task in a limited way by identifying a difference between the two pictures (“number one you play with your hand, and number two you have to play with your foot”). Vocabulary is simple and basic, focused on everyday topics (“play”) and details (“ball,” “hand,” “foot”). There are no pronunciation errors or hesitations.

Score Point 3

Response 1

There's two the two ways that they're similar is that they're playing with the ball and they are playing and they're playing with the ball they have a ball and they're playing. Two differences is that they're in an inside place and one is an outside place and one is using a yellow outfit and other people are using red and blue outfits.

The student addresses the task somewhat successfully. The topic may not be familiar to the student, and the response contains multiple instances of repetition ("playing," "ball"), thus creating awkward word placement and choices. The response lacks specific details but is able to provide enough general description of the two photos presented, that they can be identified with the words chosen "inside place" instead of court, "outfits" instead of uniforms.

Response 2

Two things these are similar is they are both playing sports other way is they're both playing with a ball. Two things these are different is one is playing soccer and the other basketball. They're different because one is playing inside and the other one is outside.

The student addresses the task somewhat successfully by comfortably communicating a similarity and a difference in the two pictures. Overall familiarity with basic grammar features is demonstrated: for example, correct tenses are used, and the speaker successfully employs simple parallelism ("one is playing soccer and the other basketball" and "one is playing inside and the other one is outside"). Less common language structures include a grammar error: the omission of the relative pronoun "that" between "is" and "they" ("Two things these are similar is they are both playing sports"). This construction also includes a diction error, using the word "things" rather than "ways" ("Two things these are different is one is playing soccer"). Overall, vocabulary correctly includes enough common abstract and academic words to allow a comparison between two sports ("soccer," "basketball," and "inside," "outside"). The student speaks steadily and with general fluency. Pronunciation errors are slight and do not limit understanding.

Response 3

These pictures are similar because they are both playing sports, and they are both people and the other one the other one is because the other one is playing soccer, and the other and the other one is playing basketball. And there's more people in the first picture than in the other picture. In the other picture there's equal people blocking the ball. That's why the first one is um more similar than the other one.

The student communicates comfortably and identifies both similarities in the pictures (“they are both playing sports”) and differences (“one is playing soccer, and the other and the other one is playing basketball”). In this somewhat successful response, verb tenses are correct, and there is some familiarity with complex grammatical structures (“And there’s more people in the first picture than in the other picture”). The student adds appropriate academic vocabulary (“sports,” “basketball,” “soccer”) and attempts to restate and clarify details do not interfere with understanding. Very slight pronunciation errors do not interfere with understanding.

Response 4

These two pictures are different because [...] the number one is playing basketball. Number two is playing soccer. And [...] number one [...] is they shoot the ball but number two you use ha- you use your legs to kick the ball.

The student speaks somewhat comfortably on a familiar topic. The response addresses the task somewhat successfully with an original idea that identifies the different sports of basketball and soccer and how they are played (“shoot the ball,” “kick the ball”). In addition to providing details (“basketball,” “soccer,” “shoot,” “kick”), the response also demonstrates overall familiarity with basic grammar features. It also includes a compound sentence linked by the conjunctions “but” and “and” in the present tense (“And [...] number one [...] is they shoot the ball but number two you use ha- you use your legs to kick the ball”). “The number one” may be a second language acquisition error but does not interfere with overall communication. There are some hesitations when searching for words that do not limit understanding.

Response 5

Something that is similar to these pic pictures is that they're both using balls and so something that is different is one is using their hands called basketball. Basketball you can only use your hands not feet. Soccer you can't use your hands. You have to use your feet.

The student addresses the task somewhat successfully. The response contains minimal errors and pauses. In addition to using basic grammar features, the student speaks in a complex manner (“Something that is similar to these pic pictures is that they’re both using balls”) and successfully uses two independent clauses to provide details about the student’s knowledge of the rules of the games (“Basketball you can only use your hands not feet. Soccer you can’t use your hands. You have to use your feet”). The speaker is generally comfortable speaking on the topic, expressing original statements, and providing general details (“balls,” “hands,” “feet”). There are no hesitations or pronunciation errors present.

Score Point 4

Response 1

In the first picture it looks like um there are two teams because I see someone wearing a red jersey and a blue jersey. Actually two people wearing blue jerseys. And I can see that um someone scored or maybe not maybe like the blue team tried to score but it didn't really go in. And then the second thing I noticed is that uh the uh that on the second picture they're playing soccer and two ways they're the same are they're both playing sports they're both uh trying to get goals but failed and a thing that's different is that in the first picture there are kids trying to score and the second picture there's adults trying to protect it.

The student addresses the task completely, communicating comfortably with extensive elaboration on the similarities and differences between the two pictures ("they're both playing sports" and "in the first picture there are kids trying to score and the second picture there's adults trying to protect it"). Complex sentences and grammar structures are demonstrated as the speaker narrows in on details of the pictures ("they're both uh trying to get goals but failed and a thing that's different is that in the first picture there are kids"). A mix of verb tenses is used correctly, and the speaker moves confidently between present and past tense as well as simple and continuous tense ("Actually two people wearing blue jerseys. And I can see that um someone scored or maybe not maybe like the blue team tried to score"). Word choice includes idioms used by native-English speakers ("maybe not maybe like the blue team tried to score"). The student speaks fluently, with a conversational tone and without pronunciation errors.

Response 2

These two pictures are different because the first one um it's a goalie, and the goalie is catching the ball, and he's standing in a soccer field in front of a goal, and and there is his head, and someone kicked the ball and the ball is aloft, and he has goalie gloves on, and he's wearing yellow and he's wearing yellow socks, and there's no no one there. There's just him in the picture, and the first one is different because there's a lot a different pictures, and there's just two girls, and it looks like the boy with the red shirt threw the ball almost in the hoop, and it might have falled down because it's balancing on the edge of the hoop so the other player might have caught it and made a goal for them cause it's different cause you can use your hands in that one but in soccer you can't just the goalie and there's a lot more people than the other one the other one just has one that one has [...] seven people in the picture so, and there's just one boy wearing red and two boys and one boy and girl wearing blue.

The student speaks comfortably and in great detail about differences between the pictures. The response addresses the task completely with elaboration on a grade-appropriate topic. There are instances of overgeneralization, which usually occurs when native and nonnative English language learners use irregular verbs, e.g., "threw" instead of "threw," "atched" instead of "caught," "falled" instead of "fell." Vocabulary includes many specific details ("goalie gloves," "soccer field," "hoop"). The student's vocabulary is comparable to that of native English-speaking peers, including the adverb "aloft" and native-like use of words or phrases, such as "balancing on the edge of the hoop." The only hesitation occurs while the student is counting the number of people in the first picture and comes up with seven. There are no pronunciation errors.

Response 3

Two of these pictures are similar is that so they're both playing a sport, and they both have to use parts of their body to do to do that sport, [...] and and um they're different because two ways they're different because [...] um one you have to throw, and one you have to kick, and one one you have to block and you just and the other you have to all you do is like make sure the other team doesn't um doesn't get the ball most of the times, cause if it gets the ball, most of the times then they can throw it in and make it.

The student successfully addresses the task by identifying similarities between basketball and soccer ("both playing a sport," "use parts of their body") as well as differences ("one you have to throw, and one you have to kick, and one one you have to block ... and the other you have to ... make sure the other team doesn't um doesn't get the ball"). The response includes a complex sentence ("cause if it gets the ball, most of the times then they can throw it in and make it"). Vocabulary provides details ("throw," "kick," "block") and includes native-like use of words or phrases, such as "all you do," "cause," and "throw it in and make it." There are a few hesitations and clarifications, but no pronunciation errors are present.

Response 4

Basketball and soccer are both great sports. These pictures are similar because both of these are sports. They both have a ball they're both practicing and people are playing in both pictures. What's different in these pictures is in one picture they are inside the other they're outside. In one picture they are blocking the ball the other they are getting a point and in picture one there's five people and picture two there's one person. These two sports are awesome. What's your favorite?

The student expounds comfortably on grade-level subject matter about similarities ("Basketball and soccer are both great sports") and differences ("In one picture they are blocking the ball the other they are getting a point") in the two pictures. The response uses topic-specific vocabulary ("sports," "practicing," "blocking"). These descriptors enhance the message, creating better identifying characteristics of the photos provided. The correct use of definite numerical adjectives ("five people") and prepositions ("In one picture") used within proper grammar structures gives the response greater clarity. A good pace and cadence of speech is used throughout the response. At the conclusion, the student employs an interrogative sentence that addresses the listener directly. This might suggest they know someone will eventually hear it, which makes the question possibly abstract and suppositive.

Response 5

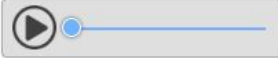
These two are similar because they both are sports and there is people trying to protect it from getting it shot. They're different because that is basketball. Basketball you use your hands and you throw it and this is an air ball I think air ball but that is you have to wait until like the ball comes down and you grab it and shoot it to the other hoop. This is soccer and the goalie is protecting the ball from getting into the net and I like I think froze it I don't really know much about soccer but I love soccer to a teammate and their team.

The student addresses the task completely, providing a variety of details (“sports,” “hoop,” “goalie”). When delineating the differences between sports, the speaker utilizes multiple complex grammar and sentence structures without confusion, such as nonrestrictive clauses (“this is an air ball I think air ball but that is you have to wait until like the ball comes down and you grab it and shoot it”). The response features vocabulary and word choice at a level nearly comparable to native-English speakers, including precise verb and preposition choices (“you grab it and shoot it to the other hoop,” “protecting the ball from getting into the net”). Aside from stumbling over the word “airball” when making a quick clarification, the student speaks readily without pronunciation errors or unnatural pauses.

Question 36

Look at the pictures and read the directions below. You will use the pictures to explain each step in a process. When you are ready to speak, tell as much as you can.

Tell how to make this craft project.



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Remaining Attempts: 2

Score Point 2

Response 1

First you cut paper second uh roll paper roll [...] I think paper [...] glue and then googly eyes and then different colors of paper.

The response addresses the task in a limited way to create an original message. The student uses the present tense and the second-person imperative (“First you cut paper”) to instruct the listener about the process to make this craft project. Vocabulary comes from details pictured in the stimulus (“paper roll,” “glue,” “googly eyes,” “paper”), but the student shows an emerging awareness of English grammar by using the adverb “different.” In addition, the student pauses to search for words, impacting the overall fluency of the response.

Response 2

You will need paper. Then you get a tube. Then you will need googly eyes and colorful paper strips, and glue them on the tube.

The student is able to express an original message within a limited response that has a few details. The response contains simple sentences (“You will need paper. Then you get a tube.”) that instruct the listener about the materials required to make the mouse. Two of the sentences show some complexity and include the modal verb “will” to indicate a necessity (“you will need googly eyes”). The grammar also includes a second-person imperative (“glue them on the tube”). Vocabulary is mostly basic and derived from the pictures in the stimulus material and includes few details, such as “googly eyes” and “colorful paper strips.” There are no hesitations or pronunciation errors. Overall, the student addresses the task in a limited way, relying on basic vocabulary and simple sentences.

Score Point 3

Response 1

First you will need the [...] napkin and you have to put it empty. Then you uhh the glue [...] and the two googly eyes and the colored papers to make a mouth and get some string so it can be like whiskers and a nose.

The student addresses the task somewhat successfully and communicates comfortably in spoken English. The response features several transitions to move the instructions forward (“First you will need,” “Then you”). Some moderating descriptions, such as adjectives, enhance the response (“colored papers,” “two googly eyes”). The student appears comfortable communicating on a familiar grade-level topic by providing directions on making a craft. Parts of the response sound akin to native speaking peers (“be like whiskers”). Overall, the student addresses the task somewhat completely and speaks clearly. The pauses do not interfere with communication.

Response 2

First you will have to cut the paper into the shape you want then grab a tube then glue the shapes to the top of your tube. Lastly, get some pipe cleaners and make arms and legs. You can also color to make it more pretty.

The student addresses the task somewhat successfully by comfortably relaying the steps of a short process that describes the pictured objects and the accompanying actions needed to make a craft project. The succinct response demonstrates overall familiarity with basic grammar and use of common sentence structures (“You can also color to make it more pretty”). The student uses mostly simple and future simple verb tenses correctly (“First you will have to cut the paper”). Common abstract words and common academic vocabulary words are used appropriately (“shapes,” “tube,” “pipe cleaners,” “color”). The student speaks at a careful, steady pace, and there are no pronunciation errors that impede understanding.

Response 3

First, you’re gonna have to cut some paper, and you’re gonna need an ep an empty roll of some paper of some [...] yeah paper. And then you’re gonna need some glue. And then you’re gonna need your googly eyes and you’re gonna need some string. And then that’s how you can make a little piece of craft a little piece like a little piece of rat or cat or anything you want to do.

The student addresses the task somewhat successfully and with some elaboration. The response outlines what materials someone needs to complete this project and the steps for doing it. For the most part, the grammatical structure consists primarily of independent clauses connected by the coordinating conjunction “and.” The process outlined uses transition words (“First, you’re gonna,” “And then you’re gonna”). There is additional complexity near the end of the response (“And then that’s how you can make a little piece of craft,” “anything you want to do”). The vocabulary also indicates the speaker is generally comfortable speaking English, especially the colloquial “gonna.” In addition to providing details on familiar topics (“paper,” “glue,” “string”), the student includes adjectives, which contribute to the development of the response (“empty roll of some paper,” “a little piece of rat or cat”).

Response 4

Make the craft project with paper um paper roll. Glue googly eyes and some hairy strings. Then you cut the paper and you ma- and you put and you get the googly eyes as the mouth [...] as the eyes. And you also cut out some um circles if you're going to make a mouse and you stick them.

The student generally communicates comfortably and addresses the task somewhat successfully by instructing the listener on the materials and steps needed to construct a mouse. Instructions are provided in the second person ("Make the craft project," "Glue googly eyes," "cut the paper"). In addition to demonstrating familiarity with basic grammar features, the student uses the conditional tense correctly ("you also cut out some um circles if you're going to make a mouse"). Vocabulary provides details derived primarily from the photos in the stimulus: "paper roll," "googly eyes," "hairy strings," "circles." A pause is used when attempting to restate "get the googly eyes as the mouth [...] as the eyes."

Response 5

To make this craft project, you first need to cut the paper into a animal ear shape. Next, you need to get a toilet paper bowl. Then, you glue the ears into a toilet paper bowl. Then you glue the eyes into the toilet paper bowl. Finally, tie the strings around the toilet paper bowl. Then you will have your own animal dar- doll.

The student generally speaks comfortably and with confidence about creating a craft project out of everyday material ("glue," "paper," "eyes"). While most of the vocabulary words are generally used correctly, the substitution of the word "bowl" for "roll" may indicate that the student is identifying the object with an incorrect word. The response contains complex grammar structures ("To make this craft project, you first need to cut the paper"), and the student speaks consistently in the present tense throughout the response and adds some details ("animal ear shape"). Overall, the student addresses this grade-appropriate task somewhat successfully.

Score Point 4

Response 1

So first you get a paper then you get scissors then you get a stick then you get glue the liquid glue then you get googly eyes but they have to be big and then some little strings. So the paper you are going to cut the paper but it could be like whatever shape you want it can be a circle, the triangle, a square it can be whatever form you want. So then you are gonna get the glue and you are gonna get the paper of the of the um thing you cut and then you are gonna roll it on the stick then you are gonna first put glue on the paper then you're gonna roll it on the stick then you're gonna get the glue and you're gonna put the little ears and then you're gonna get the googly eyes and you're gonna glue them and then you get finally the string and cut the little whiskers or or also with the uh you can do whiskers or whatever you want. Have fun!

The student addresses the task completely by communicating comfortably on the step-by-step process of making an animal out of craft supplies. Although the same verb phrase, “gonna” is used frequently, it appears among complex grammar structures used to add details and to elaborate on instructions. It is also a colloquialism used by native English-speaking peers. Although the student uses string instead of pipe cleaners, the overall word choice includes abstract and academic words (“it can be a circle, the triangle, a square it can be whatever form you want”). Vocabulary, despite some repetition, approaches that of native English-speaking students in the same grades and includes the ability to add adjectives to details (“liquid glue,” “googly eyes,” “little ears,” “little whiskers”). A few searches for unfamiliar words are handled with ease, and do not affect fluency. Pronunciation is clear and without any errors that interfere with understanding.

Response 2

First you get some paper. Then you get a uh paper roll uh um of napkins, and then you uh get some glue and some googly eyes and some pipe cleaners. So you cut some paper, and you get the roll. You glue on some googly eyes, and glue on the uh the uh paper, and then you can put um you can get some get the scissors, and you cut a circle and then cut another circle on the bottom. On the other side, you can put a pipe cleaner through so it's like a tail and a little uh little nose horn like an elephant. And you can make an elephant, or you can make any type of animal.

Despite some brief pauses and hesitations, which do not detract from the response, the student is very comfortable communicating in English. The response identifies materials needed for the craft project and provides instructions on how to construct it. The student includes complex grammar features when using the modal auxiliary verb “can” (“you can put a pipe cleaner through so it’s like a tail,” “you can make any type of animal”). The grammar also contains independent clauses connected by the coordinating conjunction “and.” Vocabulary includes details from the stimulus material (“glue,” “paper,” “roll,” “scissors”). The student is able to correctly identify pipe cleaners and to devise an idiomatic way to describe an elephant trunk (“little nose horn like an elephant”). There are no pronunciation errors. Overall, the student addresses the task completely.

Response 3

So first you will need the materials. You will need you will need paper, scissors, uh construction paper, colored paper, glue, eyeballs, paper and scissors and straws. So first I'm gonna make get your googly eyes and then get any roll like toilet paper a big thick toilet paper. Put the eyes on it. Then! Then you can use glues to stick them on. Then you gotta use paper to cut out the perfect-shaped ears so then it can work good. Then you will need uh you will need to use marker to draw his mouth then for his for his mouth. Then you will have whiskers for him so you then will need straws colored straws. For his nose, you can use marker or you can use colored paper. Then you can put whiskers color it out. Then you have perfect a perfect place to do it and cut it out. That's how you have your perfect thing with all the papers, and don't forget to clean up the mess!

The student addresses the task completely, demonstrating the ability to elaborate with both grammar structures and vocabulary at a level comparable to native English-speaking peers. They walk the listener through the process from materials needed, to steps to produce the object, and on to the end result ("your perfect thing"). The highly detailed response ("paper, scissors, uh construction paper, colored paper, glue, eyeballs, paper and scissors and straws") also includes less common words or terms ("whiskers" "perfect-shaped ears"). There are also instances of colloquial speech ("gonna," "gotta," "don't forget to clean up the mess") that indicate just how comfortable the student is speaking English.

Response 4

Ok so the first thing you do you cut the paper, I don't know how, but you cut the paper you get the paper roll and you like get the glue then you get little eyeballs then you get some stringy things and markers of course. Of course markers and strings. Then you cut the paper in to whatever you want then you put it in the towel roll and then you get glue then you put the glue on then you add like the eyes then you add the strings and that's how you make it. And if you make a little mustache and the eyes too. Which is like also another thing you can do so you have to like oh and also another fun thing is that you can just add a lot of décor to it. Yeah you know. Oh and uh you can use markers like it says that the last one is true you can just you can also use markers and not just use these you can use the other markers. But see the little kid is using markers and you can make it in to like a snowman or something I guess. You can do a lot of cool stuff with that. And you can even make two you can even make a house out of it. You can get a lot of paper towels and make a house.

The student speaks in a conversational in style and sounds comparable to native English-speaking peers. Colloquial phrases such as "Of course markers and string," "Yeah, you know," and "I guess" enhance the response. There are minimal pauses, and hesitations occur only when the student is pondering other uses of materials. There is a good flow of speech throughout the entire response as the student balances the use of complex grammatical structures within the conversation with the listener. The student pulls from a bank of vocabulary words to provide descriptions at an advanced level ("mustache," "like a snowman," "décor"). The additional use of materials demonstrates abstract thought and the ability to communicate a clear message of classroom instructional tasks ("You can get a lot of paper towels and make a house").

Response 5

First, draw a long rectangle not so skinny but a little bit thick. Then cut the cut a rectangle out. Then get a roll of napkins that has no more napkins. Then make sure the rectangle is close to the size of the napkin roll. If it is not, you can just try again. If it is close enough then you can glue it then wait for a few minutes. After that you sketch two circles whatever size you want them to be. The circles are going to be for the ears. Next find some googly eyes and glue them on. Then find string and it the string will be for the tail hands feet and whiskers.

The student addresses the task completely by thoroughly communicating a sequence of instructions with added details. Grade-level vocabulary and word choice are featured in the carefully specific directions (“First, draw a long rectangle not so skinny but a little bit thick”). The careful explanations come with reassurances that give the speaker a chance to demonstrate use of complex sentences and grammar structures (“make sure the rectangle is close to the size of the napkin roll. If it is not, you can just try again”). A few minor syntax errors do not interfere with communication (“then find the string and it the string will be for the tail”); nor do the brief pauses affect overall fluency. No pronunciation errors interfere with understanding.