



**Texas English Language Proficiency Assessment System**

# **TELPAS Speaking Scoring Guide Grades 6–8**

**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 (for example, 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><b>These students:</b></p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>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</li> <li>exhibit second language acquisition errors that may hinder overall communication, particularly when trying to convey information beyond memorized, practiced, or highly familiar material</li> <li>typically use pronunciation that significantly inhibits communication</li> </ul>	<p>Intermediate ELs have the ability to speak in a simple manner using English commonly heard in routine academic and social settings.</p> <p><b>These students:</b></p> <ul style="list-style-type: none"> <li>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</li> <li>speak simply using basic vocabulary needed in everyday social interactions and routine academic contexts; rarely have vocabulary to speak in detail</li> <li>exhibit an emerging awareness of English grammar and speak using mostly simple sentence structures and simple tenses; are most comfortable speaking in present tense</li> <li>exhibit second language acquisition errors that may hinder overall communication when trying to use complex or less familiar English</li> <li>use pronunciation that can usually be understood by people accustomed to interacting with ELs</li> </ul>	<p>Advanced ELs have the ability to speak using grade-appropriate English, with second language acquisition support, in academic and social settings.</p> <p><b>These students:</b></p> <ul style="list-style-type: none"> <li>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</li> <li>discuss familiar academic topics using content-based terms and common abstract vocabulary; can usually speak in some detail on familiar topics</li> <li>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</li> <li>make errors that interfere somewhat with communication when using complex grammar structures, long sentences, and less familiar words and expressions</li> <li>may mispronounce words, but use pronunciation that can usually be understood by people not accustomed to interacting with ELs</li> </ul>	<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><b>These students:</b></p> <ul style="list-style-type: none"> <li>are able to participate in extended discussions on a variety of social and grade-appropriate academic topics with only occasional disruptions, hesitations, or pauses</li> <li>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</li> <li>can use English grammar structures and complex sentences to narrate and describe at a level nearly comparable to native English-speaking peers</li> <li>make few second language acquisition errors that interfere with overall communication</li> <li>may mispronounce words, but rarely use pronunciation that interferes with overall communication</li> </ul>

## 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
<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>	<ul style="list-style-type: none"> <li>address the task somewhat successfully by generally communicating comfortably on common social and grade-appropriate academic topics</li> </ul>	<ul style="list-style-type: none"> <li>address the task completely by communicating, with or without elaboration, on a variety of social and grade-appropriate academic topics</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>	<ul style="list-style-type: none"> <li>generally include the correct verb tense for the task, but have some errors, especially when using irregular or complex tenses</li> <li>demonstrate overall familiarity using basic grammar features and may include some complex grammatical structures</li> <li>include grammar errors when using less common language structures, which interfere somewhat with communication</li> </ul>	<ul style="list-style-type: none"> <li>generally include complex sentences and grammar structures nearly comparable to native English-speaking peers</li> <li>include grammar errors which rarely interfere with 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> </ul>	<ul style="list-style-type: none"> <li>rely mostly on high-frequency or basic vocabulary, but still convey an original message</li> </ul>	<ul style="list-style-type: none"> <li>include common abstract and academic vocabulary words</li> <li>include some details on familiar topics</li> </ul>	<ul style="list-style-type: none"> <li>feature vocabulary at a level nearly comparable to their native English-speaking peers</li> </ul>

	(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
<b>Pronunciation and Fluency</b>	<ul style="list-style-type: none"> <li>be mostly limited to simple, high-frequency words and phrases</li> <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>rarely include details because of the student's limited vocabulary</li> <li>include pauses to search for words</li> <li>include some pronunciation errors that limit understanding</li> </ul>	<ul style="list-style-type: none"> <li>include brief pauses when searching for words or attempting to restate or clarify</li> <li>include pronunciation errors but generally still be understandable</li> </ul>	<ul style="list-style-type: none"> <li>include idioms or colloquialisms used by native English-speaking peers</li> <li>include abstract and academic vocabulary with minor, infrequent errors; word choice may occasionally still be awkward or imprecise</li> <li>include few brief pauses</li> <li>include few pronunciation errors; these errors rarely interfere with 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>		

# Grades 6-8 Speaking Questions and Scored Responses

## Question 8

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 build a birdhouse.



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Microphone icon  
Play button icon  
90s  
Remaining Attempts: 2

## Score Point 2

### Response 1

**First you need to get wood. [...] Nail the wood together. [...] Once you get the house you need paint it and put it on a tree. [...] That's it.**

The student describes a process in a very brief, limited manner. The response consists of simple sentences in the present tense with a grammatical error ("you need paint it and put it on a tree"). The vocabulary includes only basic and high-frequency words and provides limited details ("First you need to get wood." "Once you get the house"). Lengthy pauses between sentences and pronunciation errors limit understanding.

### Response 2

**First you need wood, a hammer, and nails and paint and know where you want to put it. So first is to create and then place it on the right place.**

The student addresses the task in a very brief and limited way. The response includes both simple grammar with an error ("So first is to create and then place it") and complex grammar with an error ("First you need wood, a hammer, and nails and paint and know where you want to put it"). The vocabulary includes only basic and high-frequency words with few details ("paint," "wood," "place"). The grammar, vocabulary, and the brevity of the response do not provide enough linguistic evidence to justify a higher score point. The student speaks confidently and without pronunciation errors.

## Score Point 3

### Response 1

**To build a bird house you need wood, hammer, and nails. After a brush and paint last you will need a tree. Then when you have all that, you could start putting the wood together to make the shape of the bird house. And to put together you will use hammer, the wood, with nails. After that you could start painting the bird house with paint that you use. You go and hammer the bird house on the tree.**

The student addresses the task somewhat successfully and generally employs the correct tense for the task, including a conditional verb (“After that you could start painting the bird house”). The response reflects an overall familiarity with basic grammar features. The student generates some more-complex sentences but also makes some errors (“And to put together you will use hammer, the wood, with nails”). The response includes details about materials and sequence, using mainly high-frequency vocabulary (“wood, hammer, and nails,” “to make the shape of the bird house,” “put together,” “hammer the bird house on the tree”). The brief pauses when the student searches for words and pronunciation errors do not interfere with comprehension.

### Response 2

**You can build a bird house with this material. You will need wood that you can build the house. Then you will need nails and a hammer to put the house together. Then you will need paint to paint your bird house. Then the last step will be to hang it in a tree. And that’s all you need to build a bird house.**

The student responds to the task somewhat successfully and generally employs the correct present and future tenses and auxiliary verbs (“you can build,” “Then the last step will be to hang it in a tree”). “You will need wood that you can build” is awkward, and the vocabulary is somewhat limited and repetitive. However, the response contains some details (“Then you will need nails and a hammer to put the house together”), and the student clearly sequences the process and uses “then” and “and” to transition between sentences. Overall, the student seems comfortable speaking and does so without any pronunciation errors or pauses.

### Response 3

**First you want to buy some wood to build off the bird house. Then look for a hammer and nails to keep the bird house in place. After build that paint it with whatever colors you like. And finally hang it on a tree.**

The student addresses the task somewhat successfully and mostly uses the present tense to explain the process and give instructions (“buy some wood,” “look for a hammer”). A few grammatical errors somewhat obscure meaning in some places (“After build that paint it,” “build off the bird house”). The brevity of the response and limited vocabulary and detail do not provide sufficient linguistic evidence to consider it for a higher score point. The speaker makes occasional brief pauses, but there are no pronunciation errors.



**Response 4**

**To build a bird house you need to look for wood. After you've found that you can start building the house. When you, when you're done building the house you can go buy paint and paint it what color you want. After you're done doing that, doing the house, hang it up in a tree where the birds can go eat on that.**

The student responds to the task somewhat successfully and demonstrates an overall familiarity with basic grammar features, including some complex grammar structures. Verb tenses are used correctly ("you need to look," "After you've found that," "when you're done building"), and there are some longer, more-complex sentences ("After you're done doing that, doing the house, hang it up in a tree where the birds can go eat on that"). The student uses common, high-frequency vocabulary to provide details. Some phrasing is awkward ("you can go buy paint and paint it what color you want"). There are a few very brief hesitations at the start. Despite some pronunciation errors, the response is comprehensible.

**Response 5**

**How to build a bird house. To build a bird house you must need wood, hammer, nails, paint, and a tree. First, you construct the wood pieces to look like a house. Then you hammer nails into wood so it can look like a house. Then you paint it with whatever color of paint you want. Then you nail the bird house to a tree so birds can have somewhere to live.**

The student addresses the task in a somewhat successful manner and shows an overall familiarity with basic grammar features, including some more-complex grammar structures ("Then you nail the bird house to a tree so birds can have somewhere to live"). There are some grammatical errors ("you must need wood, hammer"), as well as some awkwardness when the speaker uses less-common vocabulary ("construct the wood pieces to look like a house"). The student pauses rarely, and there are no pronunciation errors.

## Score Point 4

### Response 1

**I'm going to tell you how to build a bird house. Bird houses can be made in different types of ways, shapes, and sizes, and even colors. You begin by getting your wood or whatever you will use for the structure. You build it all up and you paint. You can paint it in different colors like blue, red, green, or purple, whatever color you like. You decorate it in different types of ways and shapes and sizes. It can be big, small, large, or medium, whatever you prefer. You can get tools and place it on the designated tree that you have chosen. Then you add a tiny seat to, to the bird house for the bird. You place it on the tree, and you wait to see what types of birds fly there.**

The student addresses the task completely and with a substantial amount of elaboration. The student's ability to use complex grammar structures such as passive voice ("can be made"), adjectival clauses, and irregular past participles ("that you have chosen") is nearly comparable to that of native English-speaking peers. The blend of common and higher-level vocabulary helps communicate with clarity and precision ("structure," "decorate it in different types of ways," "place it on the designated tree," "add a tiny seat"). In addition, there are very few pauses or hesitations.

### Response 2

**To build a bird house you need wood, a hammer, paint, and a tree to place the bird house. First you need to make the wood into a size you want the bird house to be. The shape can be square or rectangle. You can even make it small, big, and long. One piece of wood needs to have a hole for the birds. The hole will be like a door for them. Second step is getting the wood and making it into a house. You can use hammers or Super Glue to make the bird house stable. Painting is the third step, but it can also be a decision on whether you would like to paint it. As soon as your bird house dries up you can finally find a tree for your house. Right when you find your tree you place your bird house in a strong branch, so it doesn't fall when you hammer it down.**

The student responds to the task completely and with elaboration. The response contains complex sentences and grammar structures nearly comparable to the speech of native English-speaking peers ("a size you want the bird house to be," "Right when you find your tree you place your bird house in a strong branch, so it doesn't fall when you hammer it down"). The student uses some higher-level and academic vocabulary to describe and communicate significant details ("can be square or rectangle," "You can use hammers or Super Glue to make the bird house stable"). A few minor errors in word choice ("dries up") do not interfere with communication. Additionally, the student speaks correctly without pauses or pronunciation errors.

### **Response 3**

**Hmm, when building a bird house you should have 4 items – and for the uh last item it should be a physical object like a tree. First item should be wood that’s been cut out into specific pieces. The second items come with each other, nails and a hammer. The third one would be any choice of your paint color. And the last one is, of course, a tree. When assembling this bird house, you want to take the pieces and align them up so looks like a rectangular box or cradle. Make sure there is a breathing hole and a way for the bird to go in and out. Make sure the box is secured and won’t fall down from the tree while you are nailing it to the tree. Don’t forget to paint the box before you nail it to the tree. When nailing the box to the tree make sure the box is secured and won’t fall down in any situation. Thank you for listening to my directions.**

The student addresses the task completely with a great deal of elaboration and includes complex sentences and grammar structures in a way that is nearly comparable to English-speaking peers (“When assembling this bird house, you want to take the pieces and align them up so looks like a rectangular box or cradle,” “When nailing the box to the tree make sure the box is secured and won’t fall down in any situation”). A few minor grammar and usage errors (“align them up”) do not interfere with comprehension. The response includes numerous instances of higher-level vocabulary used naturally and accurately (“physical object,” “specific pieces,” “assembling,” “rectangular”). A few brief pauses and pronunciation errors (“specific”) do not interfere with understanding.

### **Response 4**

**Today we’ll be learning how to build a bird house. First of all you will need pieces of wood. The wood can be cut to a square or rectangular shape - it’s your opinion or option. Then you will need a hammer and nails. Now if you want to decorate it you can get different colors of paint. This is your bird house, so you are the one who gets to choose. After all that, get one piece of wood and place it on the table or floor. Then grab another piece of wood and place it on the side of the first piece. When you do that, you have to get a hammer and a nail. You will need to repeat it another three times, then you will place the two more pieces of wood on the top. If you are done, you will be able to get your paint and paint the bird house. And finally you will find a nearby tree and hang or place the bird house on the tree.**

The student responds to the task completely with substantial elaboration and demonstrates an ability to use complex sentences and grammar structures in a way that is comparable to native English-speaking peers (“The wood can be cut to a square or rectangular shape,” “This is your bird house, so you are the one who gets to choose”). The student accurately uses a range of vocabulary to communicate precise details with clarity and naturalness (“it’s your opinion or option,” “You will need to repeat it another three times”). There are a few minor pronunciation errors that do not interfere with understanding.

**Response 5**

**The first step of how to make a bird house is that you will need all of the equipment to get started on the bird house. Next, when you have everything you need, you will need six pieces of wood, one with a hole in it, and the rest will be used to make a rectangle shaped house. Then you will need to hammer the nails into the wood pieces so they will stay together. After that, you can paint the bird house any color of your choice and last but not least hang your bird house on a tree in order for a bird to make it into their new home.**

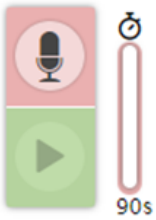
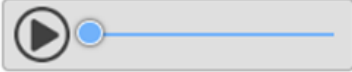
The student addresses the task completely with some elaboration, and the response contains some longer, more complex sentences and grammar structures. Overall, the usage is comparable to that of a native English-speaking peer ("Next, when you have everything you need, you will need six pieces of wood, one with a hole in it, and the rest will be used to make a rectangle shaped house"). The response features some examples of higher-register vocabulary ("the equipment to get started," "in order for") as well as some idiomatic expressions ("last but not least"), used in a natural, native-like manner. The student speaks clearly and fluently without pronunciation errors and only a few brief pauses.

## Question 23

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

Think about a time when you had to speak in front of your class.

- First tell what you had to talk about.
- Then describe how you felt.



Remaining Attempts: 2

## Score Point 2

### Response 1

**I had to talk about myself and what I like to do when I'm in my house or like what's my favorite sport, what's my favorite [...] thing to do in school, and I was very [...] embarrassed.**

In this response, the student communicates on the topic in a limited way by providing a few simple ideas ("about myself," "what I like to do when I'm in my house," "my favorite sport," "what's my favorite [...] thing to do in school"). The response includes feelings the speaker experienced in front of the class ("very [...] embarrassed"). The grammar consists of present and past verb tenses used correctly and links some independent clauses with conjunctions ("when"). Except for "embarrassed," the vocabulary is limited to mostly simple and basic words ("house," "sport," "school"). There are no pronunciation errors, and the two brief hesitations do not interfere with communication.

### Response 2

**I felt nervous because it was a science class, but I got comfortable because I know all of the people in there, they're my friends, and it was a science project, so, yes.**

The student's very brief description of speaking in class addresses the task in a limited way. The response contains some complex grammar ("I felt nervous because it was a science class, but I got comfortable") with a tense agreement error ("because I know all of the people"). There is some common abstract vocabulary ("nervous," "comfortable"). The single, grammatically incorrect sentence makes it difficult to assess the student's level of comfort speaking English. Additionally, there are some pauses to search for words, and pronunciation errors limit understanding in a few instances ("felt," "they're").

## Score Point 3

### Response 1

**When I was in class I had to go up in front of the class because we had a presentation to do. When I went up to the front of the class I felt nervous because I never talk in front of a lot of people. So what I did is just try myself to calm down and speak confidently. So when I would start to talk I will stop getting nervous and have confidence on me.**

The student addresses the task somewhat successfully with some elaboration and demonstrates a familiarity with basic grammar structures. However, there is a tense agreement error (“So when I would start to talk I will stop getting nervous and have confidence”), and there are also a few errors when attempting more complex structures (“So what I did is just try myself to calm down”). These grammatical errors only interfere somewhat with clear communication. The vocabulary ranges from fairly common words to some more abstract word choices (“nervous,” “calm down and speak confidently”). There are some brief pauses in the first half of the response, and only minor pronunciation errors occur within the response.

### Response 2

**I had to speak about a project me and my friend made, and I was really nervous because I don't, I don't normally talk to people, and especially in front of a crowd or around other people and, yeah, I was really nervous.**

This succinct response reflects a somewhat successfully addressing of the task. The student identifies the topic (“a project me and my friend made”) and the feeling engendered (“I was really nervous”) and provides some elaboration (“I don't normally talk to people, and especially in front of a crowd”). Grammar includes the coordinating conjunction “and” subordinating conjunction “because” as well as an embedded nonrestrictive clause (“especially in front of a crowd”). “Me and my friend” is simultaneously a grammatical error and a colloquialism. Grade-appropriate vocabulary includes both basic words, such as “project,” and more abstract ones (“nervous”). The speech contains no hesitations or pronunciation errors.

### **Response 3**

**The time I had to speak in front of my class was a few years ago, and I had to speak about myself so people could get to know me. I had to say my age, where I was born at, and how I felt about the people in my class. I felt scared and nervous to speak in front of my class cause I didn't know them, and I just wanted to get my speech over with and sit down because I was really nervous to speak in front of the class.**

The student addresses the task somewhat successfully. Most of the verb tenses are simple, and all are used correctly as the student moves from past to present tense (“I didn’t know them, and I just wanted to get my speech over with and sit down because I was really nervous to speak in front of the class”). The student demonstrates an overall familiarity with basic grammar features. Attempts at less common language structures are mostly successful except for a preposition error that is also common to native speakers of English (“where I was born at”). The mostly basic vocabulary includes some abstract words (“I felt scared and nervous to speak in front of my class cause I didn’t know them”). There is one brief pause; otherwise, the student speaks steadily and with only minor pronunciation errors.

### **Response 4**

**One time I had to make do a presentation and it was just a kind of random presentation. I just presented about um penguins, and I was, I was like, I was excited cause I like doing presentations and I like doing things that include me talking like being creative. Um, I enjoyed it. I felt that I was going to be nervous, but it was actually fine.**

The student addresses the task somewhat successfully. Identifying both the topic (“penguins”) and the feelings about it (“excited”), the speaker demonstrates an overall familiarity with basic grammar features and develops some complex sentence structures, including compound sentences and a relative clause (“I like doing things that include me talking”). There is a minor error when the speaker corrects a mistake (“I had to make do a presentation”). Word choice is grade appropriate (“creative,” “presentation”) and includes abstract vocabulary (“excited,” “nervous”) and a colloquial phrase (“just a kind of random presentation”). The student speaks quickly with clear pronunciation and no pauses.



**Response 5**

**The first time of me speaking to the entirety of my class was that I could recall, that I could recall was in the second grade where I wrote a poem or something of that nature. I thought it would be a piece of cake, but I was severely mistaken because I kept on stumbling over my words, and I got frustrated because of, of that but, but in the end I could read whatever it was, was supposed to do.**

The student addresses the task somewhat successfully and provides a description of speaking in front of the class for the first time. The response reflects a familiarity using basic grammar features and includes complex sentences (“I thought it would be a piece of cake, but I was severely mistaken”), but the response also contains some awkward phrasing (“the first time of me speaking to the entirety of my class”) and hesitating restatements (“that I could recall, that I could recall”; “because of, of that but, but”; “it was, was”) that interfere somewhat with clear communication. The response features some abstract word choices (“stumbling,” “frustrated”) and some idiomatic language (“piece of cake,” “severely mistaken,” “something of that nature”). The student pronounces words correctly while delivering a somewhat successful message.

## Score Point 4

### Response 1

**The first time I had to speak in front of my class was in English. We had to do a book report on a book of our choice. Whenever it was my turn to go up and tell them about the book I chose, I was very nervous and scared. My teacher told me that it would be okay, and I would do just fine. I prepared myself, and I went to the front of the classroom. I was scared because I was getting looked at by all these people, some I knew and some I didn't. I began to tell the class about my book. Then whenever I finished, I was fine. It wasn't as scary as I thought it would be and I ended up getting a 100 so.**

The student addresses the task completely with elaboration and relates a memory of speaking in front of a class. The response includes complex grammatical structures that both contain errors and are nearly comparable to native English-speaking peers ("I was scared because I was getting looked at by all these people, some I knew and some I didn't"). Word choice includes some colloquialisms ("Then whenever I finished, I was fine") and turns of phrase that amplify the elaboration ("I prepared myself, and I went to the front," "some I knew and some I didn't"). The student speaks with a high level of fluency without needing to pause and search for words and pronounces words correctly.

### Response 2

**I remember one time I was in class and I was speaking about, about a project that I had done with my group, and I was the one going up to talk. I felt, um, kind of nervous already because I was in a room full of people I knew, and I knew that, um, I was kind of scared. For like a having voice crack or something like that, But, it was easy, and I said what I had to said, and then I sat down and got my grade like everyone else.**

The student addresses the task completely with elaboration. The response includes complex sentences and grammar structures comparable to those of a native speaker of English. This includes the past participle ("was speaking") and past perfect tense ("I had done"). On occasion, there is some awkward phrasing ("For like having a voice crack or something like that," "I said what I had to said"). Vocabulary includes adverbs ("already") and abstract words ("nervous," "scared") and some native-like phrasing ("like everyone else," "a room full of people"). Pronunciation is clear, and there are no pauses in the response.

### **Response 3**

**So I used to be the best speaker when I was in my India, Indian school. All the teacher used to ask me to give speeches in front of um people giving programs and stuff. My first speech was when I was in second grade, I had to go in front of like a thousand or like more than a thousand people, and I had to talk about my school and kind of advertise what my school's doing, kind of, and I had, uh I felt really nervous before I went there. I got to the stage, and the teacher gave me the mic I was, my heart was pumping out of my chest, uh rib cage. I was really nervous. She gave me the mic. I thought I would faint and pass out over then. But then the teacher was, the teacher was really nice. She was, she was always nice to me, she was like "you can do this, you can do this." And I actually did my speech, but after I started like my first or second line I was like pretty confident, and I didn't have a paper to look and read through it. I had to just memorize everything and just say that in front of a thousand people and it was when I was in second grade, and I did a lot of speeches after that. I used to be the speech kid for the whole school, and I loved speaking in front of people, and I don't feel nervous at all.**

The student completely addresses the task and describes the experience of speaking in front of the class for the first time. The speaker uses complex sentences and grammar structures nearly comparable to native-English speaking peers. The response contains some errors ("And I actually did my speech, but after I started like my first or second line I was like pretty confident, and I didn't have a paper to look and read through it. I had to just memorize everything"). The speaker uses colloquialisms throughout the response ("I had to talk about my school and kind of advertise what my school's doing, kind of, and I had, uh I felt really nervous," "my heart was pumping out of my chest, uh rib cage"). The student makes some attempts to restate or clarify ("She was she was always nice to me," "when I was in my India, Indian school"), but these moments do not interfere with communication. Overall, the student speaks with a high level of fluency. Pronunciation errors are minor and do not interfere with comprehension.

### **Response 4**

**I, one time I had to speak in front of my class was in, I believe, still second grade where we had to do a show and tell. And then the thing that I was presenting was a little toy truck that my dad had when he was little. And he still had it in uh somewhere in the boxes up in the attic. So um we took that box and I took that car to show and tell, and I had to present it in front of the class and how it made me feel and how, and why did I bring it, and if I thought it was cool or not. And then um I was pretty nervous, that's how I felt. I was really nervous to speak in front of the class cause I don't like speaking in front of the class so that's why I was very shy and speaking very low and after I presented it, I sat down, and after that I felt relieved cause I didn't like presenting, like, yeah. That's one time I had to speak in front of my class.**

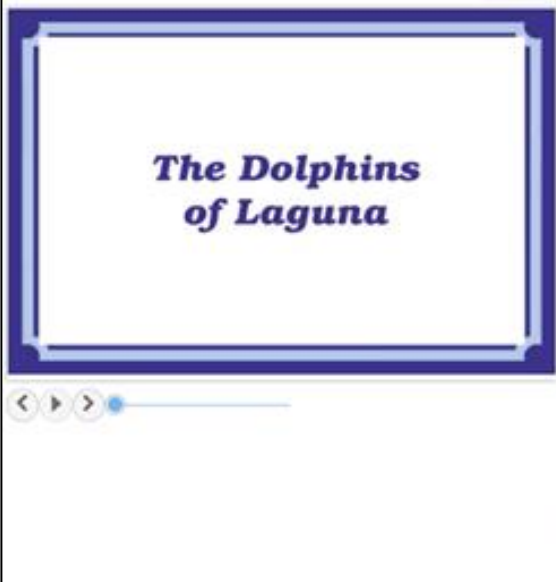
The student addresses the task completely with elaboration and describes a "show and tell." The response contains complex grammar structures comparable to native English-speaking peers ("I was very shy and speaking very low and after I presented it, I sat down, and after that I felt relieved cause I didn't like presenting"). The student elaborates on the requirements for show and tell with specific word choice and frequently employs idiomatic language ("I took that car to show and tell, and I had to present it in front of the class and how it made me feel and how, and why did I bring it, and if I thought it was cool or not"). Speech is fluent with few pauses or errors in pronunciation.

**Response 5**

**A time when I had to speak in front of my class was in Spanish class. I had to do a presentation on the country, Chile. When I first started presenting, I felt nervous like everybody was staring into my soul. But as I started talking, I got calmer, and I didn't realize that I was doing so well. I didn't feel nervous anymore, and I was proud of myself. And I'm happy that I didn't mess up in front of my entire class. I was also proud of my partner for not messing up either. Our teacher was proud of us and told us that we got a hundred on the presentation. I was overwhelmed with joy and super happy for the rest of the day.**

The student addresses the task completely and describes a presentation about Chile along with the feelings during and after the experience. Grammar and vocabulary are comparable to those of native English-speaking peers. Grammar is complex ("When I first started presenting, I felt nervous," "But as I started talking, I got calmer") and is free of errors. The response features well-chosen and higher-level vocabulary ("everybody was staring into my soul," "overwhelmed with joy") and colloquial language ("mess up," "super happy"). The student pronounces words correctly and does not hesitate.

## Question 29



**The Dolphins of Laguna**

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

Describe what you learned from this video about the dolphins and fishermen of Laguna, Brazil.

- First describe step-by-step how the dolphins and fishermen work together to catch fish.
- Then explain how both partners benefit from cooperative fishing.

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▶ 90s

Remaining Attempts: 2

## Score Point 2

### Response 1

**The fishermen catch the dolphins and when they catch dolphins they catch catch some fish. And they both compare too because they both want to catch fish.**

The student addresses the task in a very limited manner and communicates a simple original idea about dolphins and fishermen working together. The grammar includes an awkward but complex attempt to address how both dolphins and fishermen benefit (“they both compare too because they both want to catch fish”). The repeated “catch catch” and the word choice for mutual benefit (“compare”) are awkward and limit communication. Pronunciation is less clear as the response proceeds, but there are no pauses.

### Response 2

**Dolphins look for fish with sound and the fishermen wait to see poking its head. And they wait to indicate where they should throw the net. They slap their tail in a particular direction. They are bigger fish than what they’re gonna catch by the by theirself.**

The student addresses the task in a limited manner and uses the present tense with some agreement errors and awkward phrasing (“Dolphins look for fish with sound and the fishermen wait to see poking its head”). Attempts at more complex grammatical structures result in awkward structures and grammatical errors that limit clear communication (“They are bigger fish than what they’re gonna catch by the by theirself”). Vocabulary is derived primarily from the video stimulus (“dolphins,” “poking,” “tail,” “indicate,” “direction”). There are no hesitations in the response, and the pronunciation errors present do not limit understanding.

## Score Point 3

### Response 1

**So the reason, so first the fishermen looks for a dolphin's head to poke in, and then they just follow the dolphin until it slaps the water and then the fishermen then throws his net into the water as catches as much fish as they can with the net. And then the fish that escape, the dolphin gets to eat. And that's how they both get a benefit out of it.**

The student addresses the task somewhat successfully. The response reflects an overall familiarity with basic grammar features. There are also complex sentence structures that sometimes contain errors ("then they just follow the dolphin until it slaps the water and then the fishermen then throws his net into the water"). The student provides details ("slaps," "escape," "dolphin's," "net," "fishermen") based on the video stimulus and also uses a native-like phrase ("as much fish as they can"). The vocabulary is accurate and appropriate for the task. However, the response is quite brief and would have been enhanced by a wider range of advanced vocabulary. There is a restatement for clarification ("So the reason, so first") at the start of the response but no pauses or pronunciation errors. Overall, the student generally communicates comfortably at a grade-appropriate level.

### Response 2

**First the fishermen wait to see the dolphin's head before they release the net. Then they wait for the dolphin to signal before they throw the net. When the dolphin s, s, slap their fin or tail, that's their signal to throw the net. Finally, the dolphins get the fish that try to escape, and the fishermen catch the bigger fish to eat.**

The student somewhat successfully addresses the task. Aside from a pluralization error ("When the dolphin s, s, slap their fin"), the response contains complex sentence structures ("Then they wait for the dolphin to signal before they throw the net," "When the dolphin s, s, slap their fin or tail, that's their signal to throw the net"). Vocabulary comes mostly from the video stimulus ("dolphin," "net," "fishermen," "escape"). There are brief pauses between sentences, but otherwise the response flows smoothly. Pronunciation errors are few and minor.

### **Response 3**

**First the dolphin indicates where to throw the net. Then the fishermen follow the indication and cast the net. After the dolphin goes charging to the shore. Next fish go in the net. Lastly, the fishermen get the fish, and the dolphin get the escaping fish.**

In this brief response, the student addresses the task somewhat successfully and describes how dolphins and fishermen work together to catch fish. The student demonstrates familiarity with basic grammar features primarily through a series of simple and compound sentences (“Then the fishermen follow the indication and cast the net,” “Next fish go in the net”). The student uses transition words to move the response from one step to the next (“First,” “Then,” “After,” “Next,” “Lastly”). Vocabulary provides details like “dolphin,” “fishermen,” and “net.” It also includes some vivid verbs: “indicates,” “charging,” and “escaping.” There are no pauses in the response, and slight pronunciation errors do not interfere with understanding.

### **Response 4**

**First the fishermen see as the dolphins slap their fins on the water and the fishermen grabs the net and catches the fish. These explain [...] this explains partnerships because the dolphin is helping the person catch a fish, and it helps build a relationship that bonds together.**

The student somewhat successfully and succinctly addresses the task. The response reflects an overall familiarity with basic grammar features, including proper subject-verb and tense agreements (“dolphins slap their fins,” “the fishermen see”). There are also complex grammar structures (“this explains partnerships because the dolphin is helping the person catch a fish”). Vocabulary includes details like “fins,” “slaps,” “grabs,” “bonds.” A correction and a pause (“These explain [...] this explains”) for clarification are typical of language learners broadening grammar skills.

### **Response 5**

**How the fishermen and the dolphins work together is, one, the dolphins basically tell the fishermen where to throw their nets and where the fish are. Then they have to move forward towards the shore so everyone can get fish and at the end they both have a win-win and the fishermen that the dolphins just helped have to move from that spot so the other fishermen can get a chance to get fish from that dolphin too.**

The student somewhat successfully addresses the task and describes steps (“one,” “Then”) of how the dolphins and fishermen work together. Verb tenses are mostly correct (“the dolphins basically tell,” “everyone can get”). Grammar includes coordinating conjunctions (“so,” “and”) to create extended compound-complex sentences (“at the end they both have a win-win”). Although there is some repetition (“fishermen,” “have to”), there are also well-chosen details (“throw their nets,” “move forward towards,” “spot,” “get fish”), including a colloquialism (“win-win”). There are two hesitations along with a long pause, but no pronunciation errors are evident.



## Score Point 4

### Response 1

**Fishermen wait for the dolphins to show. The dolphins detect nearby fish, and afterwards indicate by slapping the water where the fish are. Dolphins charge into shore ensuring most fish get caught in the net. This is beneficial for both sides – the dolphins get a decent portion of the fish while the fishermen also get a haul in their load of fish.**

The student completely addresses the task. In describing how the dolphins of Laguna and the fishermen benefit from cooperative fishing, the student uses both simple and complex grammar structures correctly and at a level comparable to native English-speaking peers (“This is beneficial for both sides – the dolphins get a decent portion of the fish while the fishermen also get a haul in their load of fish”). The student’s vocabulary includes precise details (“detect nearby fish,” “slapping the water,” “charge into shore”). Since the student speaks without hesitation or significant pronunciation errors, speech is fluent throughout the response.

### Response 2

**Dolphins and fishermen work together by the fishermen first waiting to spot a dolphin’s head poking out of the waves. And then they stand in the water ready for a dolphin to indicate where to throw their nets. Dolphins slap their fin or tail in a particular direction and then the fishermen throw the nets. As the net spreads the dolphins help the fishermen by making the fish stay inside the net. Fishermen and dolphins both benefit from this because they both get fish.**

The student completely addresses the task. Sentences with less common grammatical structures are correct and nearly comparable to those used by native English-speaking peers (“Dolphins slap their fin or tail in a particular direction”), including one with a subordinate clause (“As the net spreads the dolphins help the fishermen by making the fish stay inside the net”). Vocabulary and word choice are appropriate for the grade level and the student describes precisely how the dolphins and fishermen work together (“first waiting to spot a dolphin’s head poking out of the waves,” “ready for a dolphin to indicate,” “Fishermen and dolphins both benefit”). The student speaks fluently with no pauses or pronunciation errors.

### **Response 3**

**The method used to catch fish relies on a team of partners and bottle nosed dolphins. The bottle nosed dolphins can hear sounds and sense the fishes. Since the water is murky and you cannot see through it, the fishermen wait for a dolphin's head to pop on the water and then they stand in the water and wait for the dolphin to indicate where they should throw the net to catch the fish. This method lets both dolphins and fishermen get fish.**

This student addresses the task completely and succinctly. Both vocabulary and grammar are comparable to that of native English-speaking peers. There are complex sentences in the present tense throughout the response ("Since the water is murky and you cannot see through it, the fishermen wait for a dolphin's head to pop on the water"). The incorrect preposition "on" instead of "out" is a minor error. Vocabulary is quite detailed ("team," "partners," "method"), precise ("bottle nosed dolphins" rather than "dolphins"), and descriptive ("murky"). Speech is also comparable to that of native English-speaking peers with no pronunciation errors or hesitations.

### **Response 4**

**Dolphins sends calls, dolphins sends calls to find fish. Then fishermen wait for a dolphin to poke its head out of the sea. Then they get in the water and stand ready for the dolphins to show where to throw their nets. Then the dolphins slap their fin or tail in a particular direction. Then fishermen follow the signal and cast their net. Then the dolphins chase the fish into the net. Now they both benefit from this because humans get more fish and dolphins get the fish that manage to escape the net.**

The student addresses the task completely and with elaboration. When describing the mutually beneficial relationship of fishermen and dolphins, the student mostly uses the correct verb tenses other than some exceptions ("Then the dolphins slap their fin or tail"). The student uses complex grammar structures ("Then they get in the water and stand ready for the dolphins to show where to throw their nets"). Most of the vocabulary is grade-appropriate ("sea," "chase," "fin," "particular," "benefit"). There is an instance of repetition at the beginning of the response ("dolphins sends calls dolphins sends calls"). There are also some idiomatic expressions in the response ("stand ready," "cast their net"). The student speaks clearly, and most of the words are pronounced correctly with only a few minor errors.

**Response 5**

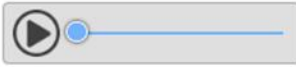
**What I've learned from the cooperation from the humans and dolphins from Laguna Brazil is that whenever they start fishing is that first the humans will look for dolphins and once they spot them they would like show, the dolphins will give them a signal for where the fish are. After this they will, the fishermen will throw their nets into, to a certain location to whichever, to whichever side the dolphins show them. After that the dolphins will scare the fish into the net, and whichever fish escape goes to the dolphins and if not the rest will go to the fishermen.**

The student completely addresses the task and describes the relationship between fishermen and dolphins. Grammar is generally complex with only a few errors which do not interfere with communication (“and whichever fish escape goes to the dolphins”). Lengthy sentences contain multiple complex clauses. Despite some awkward phrasing, the response features vocabulary nearly comparable to native English-speaking students at the 6-8 grade level (“cooperation,” “give them a signal,” “a certain location”). There are brief hesitations in one sentence due to a restatement (“the fishermen will throw their nets into, to a certain location to whichever, to whichever side”) and no pronunciation errors.

## Question 30

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

- First describe these two pictures.
- Next tell all the ways the pictures are similar.
- Then tell all the ways the pictures are different.



90s

Remaining Attempts: 2

## Score Point 2

### Response 1

**In the first picture I see a cowgirl in with a horse. In the second picture I see four mens with horses.**

In this limited response, the student provides two sentences that describe one thing about each picture ("cowgirl in with a horse," "mens with horses"). There are grammatical errors, like the preposition error in the first sentence ("in" rather than "on") and the irregular plural noun error in the second sentence ("mens" rather than "men"). These indicate the speaker may have some second-language acquisition challenges and an emerging awareness of grammar despite the dependent clause in each sentence. Word choice is very limited ("cowgirl," "horse," "four mens"). There are no hesitations, but pronunciation errors limit understanding of some parts of the response.

### Response 2

**Similar thing that there are horses. Different thing is that one picture it's doing a race and the other practicing the horse.**

The student addresses the task in a limited way with an original message about one similarity and one difference between the pictures. Grammatical errors occur when prepositions and parts of verb phrases are omitted ("Similar thing that there are horses," "Different thing is that one picture it's doing a race"). The student's vocabulary is limited and awkward ("doing a race," "practicing the horse"). The response includes pauses to search for words or restate a word, and some pronunciation errors limit understanding.

## Score Point 3

### Response 1

**The similarities of both pictures are that they are both riding horses and they are both doing some activity with the horses. The difference are that it is by herself and the other has friends with them.**

The student addresses the task somewhat successfully. The response includes complex grammar structures made up of a mix of clauses, compound statements, and prepositions (“and they are both doing some activity with the horses”). The second sentence contains a subject-verb agreement error (“The difference are that it is by herself”) that only somewhat interferes with communication. Limited elaboration could be due to language constraints. The student incorporates some vocabulary (“similarities,” “difference”) from prompt language into the response and adds a few details (“riding,” “horses,” “friends”). Overall, the student demonstrates the ability to communicate an original message somewhat successfully.

### Response 2

**These two pictures are people riding horses and (?) Two ways these pictures are similar is that two people are riding the horses, and the way they are different is that they’re-the first picture there is only one person when in the second one there is multiple people.**

The student somewhat successfully addresses the task and describes how the pictures are similar and different. The student demonstrates familiarity with basic grammar features and correctly uses a complex sentence (“when in the second one there is multiple people”). The response includes a fragment as the student initially attempts to address the second part of the task (“and the way they are different is that they’re”). The response includes some details (“riding the horses,” “multiple people”). At the end of the first sentence, there is a pronunciation error that interferes with understanding (“(?)”). Otherwise, the remainder of the response is clear.

### Response 3

**Well, those pictures are trying to win a competition. Similar ways are they are both compet – they `re both doing a competition with horses, trying to win. And the differences is they are both different competitions like ones in skill, one’s racing.**

The student addresses the task and compares two pictures somewhat successfully. Verb tenses are generally correct with the exception of “the differences is.” However, complex grammar structures used to point out similarities and differences contain some errors (“Similar ways are they are both”). Vocabulary is sometimes repetitive but contains details (“win,” “skill,” “racing”) and includes the abstract “competition.” The student makes a restatement after a brief hesitation: “doing a competition” rather than “competing.” Pronunciation is otherwise correct and comprehensible.

**Response 4**

**In the first picture the horse is going around the poles one by one. In the second picture there is horses racing to finish first. These two pictures are similar because they both contain horses running and doing challenges. The difference is that one is racing to the finish and the other is doing an obstacle course.**

The student addresses the task somewhat successfully and alternates between the two images. The student uses compound sentence structures linked by conjunctions (“one is racing to the finish and the other is doing an obstacle course”). There are also complex sentences with dependent clauses (“In the second picture there is horses”), and minor errors do not interfere with communication. Grade-appropriate abstract and academic vocabulary (“poles,” “contain,” “challenges,” “obstacle course”) demonstrates the speaker can communicate somewhat comfortably about the images. An idiomatic expression (“racing to the finish”) is also used. The student’s speech pronunciation is clear and understandable.

**Response 5**

**The way the pictures are both similar it’s cause they are both riding a horse and they are trying to get to the end. The first picture shows like the way they are different. The first picture shows doing obstacles, but the other one shows that they are just racing to the end.**

Overall, the student addresses the task somewhat successfully. The student demonstrates some familiarity with basic grammar features and the ability to generate a complex sentence (“The first picture shows doing obstacles, but the other one shows that they are just racing to the end”). The student uses mostly simple vocabulary (“they are,” “The first picture shows,” “the other one shows”) and provides some basic details (“riding a horse,” “doing obstacles,” “racing to the end”), but does not elaborate beyond that. There are no hesitations or pronunciation errors.

## Score Point 4

### Response 1

**The first picture shows a woman riding a horse. She is wearing normal clothes and a cowboy hat. She is practicing with the red, blue, and white poles. There are five poles like this. The second picture shows seven men, and each of them is riding a horse. I think they are wearing jerseys or a special type of attire. They are wearing dome-shaped shaped hats. And they look like they are racing. Both pictures show at least a horse and someone riding a horse. Both pictures are taken when the horse is moving.**

In this well-elaborated response, the student completely addresses the task and compares the two pictures with elaboration. The student demonstrates an overall familiarity with basic grammar and includes complex sentence structures (“Both pictures are taken when the horse is moving,” “The second picture shows seven men, and each of them is riding a horse”). Elaboration features vocabulary at a level nearly comparable with native English-speaking peers (“I think they are wearing jerseys or a special type of attire,” “dome-shaped shaped hats”). There are no hesitations and no pronunciation errors.

### Response 2

**It’s like both of these take place on like a ranch or like something like that, you know those kind of places that like you know those, the ranch places, and stuff like that, let’s see. And just like, for example, the first image, number one, has a, is a solo. It’s a girl riding a horse and then the second image has, like, six people riding, yeah, no, six, seven people riding horses. Now, these two pictures are similar because they’re both on a ranch, and they are both riding a horse. Now, these two pictures are also different in that in picture one is a solo ride meaning that only have, one person was riding it as in picture two there’s multiple people riding it. And not only that picture number one looks like a cowgirl and picture number two looks like professional horse riders, so yeah.**

The student completely addresses the task with some elaboration. There is an overall familiarity with basic grammar features and at least one complex sentence (“they’re both on a ranch, and they are both riding a horse”). Vocabulary goes beyond details like “ranch,” “horse,” and “riding” to include elaboration like “solo,” “professional,” and “image.” The student’s ability to speak English is comparable to native English-speaking peers. The style is conversational and includes colloquialisms (“both of these take place on like a ranch or like something like that”) akin to native English-speaking peers. There are no hesitations or pronunciation errors.



### **Response 3**

**In these two pictures competitive horse riding is shown. On the left side is a woman and her horse doing an obstacle. The picture on the right shows seven individuals horse riding against each other. Some similarities are that they both have an item on the riders' head. Both also have a loose ground and you can see dust and dirt being kicked up by the galloping horses. They are also both outside with the sun shining. However they also can be very different. The headgear worn on the right is proper is proper, but the left is simply wearing an hat. Riding on the left in photo you see practicing, but the right is racing in a competition since there are multiple horses on the right side. Both are similar yet very, yet these photos show there can be very different.**

The student addresses the task completely and with elaboration. The student demonstrates the ability to use complex grammar features and to connect a series of ideas with longer sentences ("Both also have a loose ground and you can see dust and dirt being kicked up by the galloping horses"). The second clause elaborates on the first ("dust and dirt being kicked up by galloping horses"). The student includes precise vocabulary, nearly comparable to that used by native English-speaking peers ("The headgear worn on the right is proper," "but the right is racing in a competition since there are multiple horses on the right side"). There is a minor hesitation ("sun shining"), but it does not interfere with communication.

### **Response 4**

**These two pictures are similar and different in many ways. The first picture is a cowgirl on a horse practicing. Second picture shows men on horses. The similarities I see from these two pictures is that I can see horses, people riding horses, horses running, people with hats on or things on their heads in both images. The differences I see are that in the first photo it's a girl riding the horse and in the second photo it's other men, its many men riding the horses. Another difference I see is that in the first photo the ground is, the dirt in the ground is brown, and in the second photo the dirt on the ground is white, and it can also be sand.**

The student completely addresses the task and describes the similarities and differences between the pictures with elaboration. The speaker lists many details of the photos, which produces complex sentences and grammar structures. For example, the student demonstrates the ability to use parallel structure ("in the first photo the ground is, the dirt in the ground is brown, and in the second photo the dirt on the ground is white"). A missing article and one error in tense agreement are present but do not interfere with communication ("Second picture shows men on horses," "in the second photo the dirt on the ground is white, and it can also be sand"). Word choice is sometimes imprecise but still provides elaboration. The speaker describes the pictures at a quick pace without pronunciation errors and only one slight pause to make a clarification ("the ground is, the dirt on the ground is brown").

**Response 5**

**These two pictures look like they are having a race only I'm going to describe what the first image looks like. The first image is that a girl is riding a horse and going around these sticks. The second image is people racing and turning over with their horses. These two pictures are both similar because they are on a sunny day and on a sandy area. They are also people riding the horses and running with them. They also both have fences where the horses cannot run out. These two pictures are different because the first set of images there are there is a girl riding a horse hat on. The second image there is a boy riding a horse. They are also different because they, the first image the girl and the horse are training in the second image are racing with a lot of people.**

The student addresses the task completely. Most of the sentences are complex, and many include dependent clauses ("The first image is that a girl is riding a horse and going around these sticks," "These two pictures are both similar because they are on a sunny day and on a sandy area," "They also both have fences where the horses cannot run out"). The vocabulary provides specific details that elaborate on the rest of the response ("sticks," "hat," "racing," "fences," "training," "images"). The student creates an awkwardly phrased statement ("These two pictures are different because the first set of images there are there is a girl") but then tries to restate and clarify. Overall, the response reflects that the student can craft an original message comparable to native English-speaking peers. The student pronounces most words clearly although at times some of the words run so close together as to be jarring.