

## 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.

	<b>(1)</b> A response at score point 1 may	<b>(2)</b> A response at score point 2 may	<b>(3)</b> A response at score point 3 may	<b>(4)</b> 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>

	<b>(1)</b> A response at score point 1 may	<b>(2)</b> A response at score point 2 may	<b>(3)</b> A response at score point 3 may	<b>(4)</b> A response at score point 4 may
	<ul style="list-style-type: none"> <li>be mostly limited to simple, high-frequency words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>rarely include details because of the student's limited vocabulary</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> </ul>
<b>Pronunciation and Fluency</b>	<ul style="list-style-type: none"> <li>include frequent and long pauses that may indicate that the student is struggling to communicate and/or has given up</li> <li>include pronunciation that is extremely difficult to understand</li> </ul>	<ul style="list-style-type: none"> <li>include pauses to search for words</li> <li>include some pronunciation errors that limit understanding</li> </ul>	<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 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>		