



**Texas English Language Proficiency Assessment System**

**TELPAS Speaking  
Scoring Guide  
Grades 4–5**

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><b>Beginning English learners (ELs) have little or no ability to speak English in academic and social settings.</b></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><b>Intermediate ELs have the ability to speak in a simple manner using English commonly heard in routine academic and social settings.</b></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><b>Advanced ELs have the ability to speak using grade-appropriate English, with second language acquisition support, in academic and social settings.</b></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><b>Advanced high ELs have the ability to speak using grade-appropriate English, with minimal second language acquisition support, in academic and social settings.</b></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 – 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>

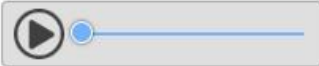
	(1) A response at score point 1 may	(2) A response at score point 2 may	(3) A response at score point 3 may	(4) A response at score point 4 may
<b>Pronunciation and Fluency</b>	<ul style="list-style-type: none"> <li>be mostly limited to simple, high-frequency words and phrases</li> <li>include frequent 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 4-5 Speaking Questions and Scored Responses

## Question 9

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

- Explain what the boys were probably doing earlier and what probably happened.
- Describe what the boys look like now and how you think they feel.
- Tell what you think the boys will do next and why you think that.



Remaining Attempts: 2

## Score Point 2

### Response 1

**The boy was playing soccer. [...] And the boy [...] that has [...] the ball [...] fell in the ground [...] by his felling [...] and [...] they are friends.**

The student addresses the task and narrates and describes in a limited manner. The response contains a few simple sentences and phrases (“The boy was playing soccer,” “they are friends”). Some awkward phrasing (“fell in the ground”) and grammar errors (“by his felling”) limit communication, but overall, the message is still understandable. The response features a limited range of simple vocabulary (“boy,” “ball,” “ground,” “friends”), but does convey an original message. The student pauses frequently to search for words; however, these pauses do not entirely inhibit comprehension.

### Response 2

**This boys was play soccer [...] soccer team [...] and he [...] one boy fell [...] and [...] he need wash he hand [...] he need [...] wash [...] he clothes [...] because [...] he so ugly now.**

In this response, the student addresses the task in a limited way and communicates some original ideas, but the response contains numerous grammar errors. Errors with basic verb formation and usage (“boys was play soccer,” “he need wash,” “he so ugly”), as well other grammar errors (“This boys,” “wash he hand,” “wash [...] he clothes”) limit communication. The student relies on simple, repetitive vocabulary to convey a message. Throughout the response, there are pronunciation errors and frequent pauses as the student searches for words.

## Score Point 3

### Response 1

**The boys were playing soccer [...] soccer earlier and played a rough match. It looks like the [...] the boy on the right got [...] mud all over him. He feels happy and excited at the end [...] with the other teammate. They will probably wash off the dirt and mud after.**

The student addresses the task somewhat successfully, demonstrates an ability to use the correct verb tense for the task, and shifts appropriately between past, present, and future tenses (“played a rough match,” “He feels happy,” “will probably wash off”). The response contains some common vocabulary (“soccer,” “played,” “happy”), but also features some abstract language and provides some details (“a rough match,” “boy on the right,” “excited at the end,” “teammate”). The student hesitates briefly in some places and repeats a word when beginning the response (“soccer [...] soccer”). There are some pronunciation errors, but the response is generally understandable.

### Response 2

**The boys are [...] were probably playing soccer. Then, the boys slipped and fell into a mud of [...] a mud puddle. And now, they are probably adults and they probably feel like funny and they are laughing at how they fell. And, the next time, they will look for [...] for a mud puddle because they don't want to get mud [...] everywhere on their clothes.**

This student’s response addresses the task and narrates a sequence of events and describes them somewhat successfully and in some detail, demonstrating an ability to communicate using basic grammar structures and to employ the correct verb tense for the task (“were probably playing,” “slipped and fell,” “now, they are probably adults,” “they will look for”). Additionally, the student shows an emerging ability to form more complex sentences (“And, the next time, they will look for [...] for a mud puddle because they don’t want to get mud [...] everywhere on their clothes”). Occasionally, the student pauses briefly to search for words or to correct an error or awkward phrase (“The boys are [...] were probably playing,” “fell into a mud of [...] a mud puddle”). These fluency issues interfere only somewhat with comprehension. Overall, the student generally communicates comfortably and pronounces words in a way that is understandable.



### **Response 3**

**The boys are playing football because he got the ball [...] of the football in his hand. And I think the boy looks like [...] that because he fell, and when he gets home, he will take a shower, and he will be so happy that they win. And [...] I think they [...] they will go home and celebrate with family.**

In this response, the student addresses the task somewhat successfully and demonstrates a general ability to use basic grammar structures and common vocabulary when communicating about familiar topics (“boys are playing football,” “when he gets home, he will take a shower”). The response features some attempts to speak in longer, more complex sentences; however, these attempts do contain errors (“he got the ball [...] of the football in his hand,” “he will be so happy that they win”). These errors interfere only somewhat with communication. There are a few instances of brief hesitation in the response, but these pauses do not significantly interfere with a listener’s ability to comprehend the message.

### **Response 4**

**The boys were probably playing soccer, and then, one of them fell in mud. And now, all their [...] all their clothes are dirty. And [...] the boys will probably go to their house next, and then [...] they will get theirself cleaned up.**

Overall, the student demonstrates an ability to use basic grammar structures and common vocabulary to address the task. The response features some compound sentences with repetitive linking language (“and then,” “And now”) to help sequence events. The response is brief but does demonstrate some ability to shift accurately between past, present, and future tenses. There is one error related to the correct formation of a reflexive pronoun (“get theirself cleaned up”), but this error interferes only somewhat with comprehension. The high-frequency, everyday vocabulary included in the response is appropriate to the task and provides some detail. However, the brevity of the response does not provide evidence of an ability to use a wider range of higher-register vocabulary. The student pronounces words correctly and pauses briefly just a few times to search for words while delivering the response.

**Response 5**

**First [...] First, the boys look like [...] look like they were playing soccer, and then they tripped and fell down in mud. Then, the boys look like the clothes were dirty because when they fell in the mud. Last, I think the boys will go back to their home and change because it will [...] their clothes will feel like they were wet [...] so they will maybe change their clothes to another.**

The student addresses the task somewhat successfully with some detail and narrates a sequence of events. The student employs the correct verb tense for the task, shifting accurately between past, present, and future. The portion of the response where the student speculates about what the boys will do next demonstrates an emerging ability to use more complex structures and speak in longer, more complex sentences (“Last, I think the boys will go back to their home and change because it will [...] their clothes will feel like they were wet [...] so they will maybe change their clothes to another”). There are some grammar errors in the response, as well as omitted words, which interfere somewhat with communication (“the clothes were dirty because when they fell in the mud”). The response features vocabulary that is appropriate for the task and generally accurate; however, there are some instances of awkward word choice (“the boys look like the clothes were dirty,” “change their clothes to another”). The student speaks with some brief pauses to search for words and restates to correct part of a sentence (“it will [...] their clothes will”). There are also some minor pronunciation errors, but the response is generally understandable.

## Score Point 4

### Response 1

**What the boys were probably doing earlier is that they were most likely playing soccer and maybe it rained, so now the grass is wet which means there is mud. They probably slipped and fell in the mud. Since they most likely slipped and fell in the mud several times, both boys look full of mud everywhere. But I think [...] they might feel happy because their team probably won a game because they are smiling. What they would do next is most likely go change their clothes, and when they get home, they can go shower. I think this because, since they are dirty, they need to go get themselves cleaned up first because they can't just walk in anywhere because they'll get the dirt [...] the inside dirty.**

The student addresses the task in a manner that is nearly comparable to native English-speaking peers by narrating and describing in a complete way and clearly demonstrating an ability to use complex structures, verb tenses, and vocabulary. One instance of slightly awkward phrasing (“both boys look full of mud everywhere”) does not interfere with the listener’s ability to understand the intended meaning. The student includes a wide range of vocabulary, including some abstract and idiomatic language, to convey details (“most likely,” “slipped,” “go get themselves cleaned up,” “they can’t just walk in anywhere”). There is one brief pause for thought (“But I think [...] they might feel happy”) and a restatement to correct the phrasing at the end of a sentence (“they’ll get the dirt [...] the inside dirty”), but these pauses and restatements do not interfere with communication. Overall, the student speaks with a high level of fluency and pronounces words correctly to deliver the message.

### Response 2

**While playing soccer, the second boy probably fell into a muddy puddle and got all muddy. The boy in the blue probably helped him get out since he looks less muddy. The second boy feels grateful for the first boy to come help him. As for the first boy, he feels happy that the second boy is okay. The thing the boys will probably do next is finish the soccer game. Since they are both on two different teams, they will probably go against each other. The reason I think that is because they are both wearing two different team colors.**

The student addresses the task completely and narrates a clear progression of events, incorporating grammar structures and vocabulary in a way that is nearly comparable to native English-speaking peers. The student demonstrates an ability to link ideas together to form complex sentences naturally and accurately (“The boy in the blue probably helped him get out since he looks less muddy”). The response contains one sentence with awkward phrasing (“The second boy feels grateful for the first boy to come help him”), but this does not affect the clarity of the message. The student includes some higher-level vocabulary and idiomatic phrases (“less muddy,” “feels grateful,” “go against each other,” “different team colors”) which add specificity and detail. The student pronounces words correctly and does not have to pause to search for words while delivering the response.

### **Response 3**

**What these boys were probably doing earlier was play soccer. I believe that they could have fell on mud, or the mud was splashed onto them. The boys look muddy and repulsive. Even though they are very dirty, I can tell by their facial expressions they are happy and proud, which makes me infer that they could have won the game. After celebrating their victory, they will most likely go home to bathe, and I know that because I know nobody likes being dirty.**

In this response, the student addresses the task completely and with some elaboration, using a variety of complex grammar structures accurately in a way that is comparable to native English-speaking peers (“mud was splashed onto them,” “they could have won the game,” “I know that because I know nobody likes being dirty”). There are a few minor errors (“they could have fell on mud”), which do not interfere with comprehension. The response features a wide range of vocabulary used appropriately to describe, narrate, and explain, and demonstrates an ability to communicate vividly with precision and detail (“splashed,” “muddy and repulsive,” “facial expressions,” “which makes me infer,” “go home to bathe”).

### **Response 4**

**The boys were at a soccer game playing against others. The boys were playing pretty hard, and they were playing too fast, and they accidentally slipped in the mud and got mud everywhere. Like his arms, his hands, his pants, his whole entire shirt, the ball, his face, basically just everywhere. So now they both probably went home, and both took a long nice comfy shower after getting mud everywhere on their body. After the shower, they probably change into regular PJs or clothes, and when it became night, they went to sleep. After they woke up, they probably changed into their soccer jerseys or outfit and started practicing and come back inside when they have no more energy to play anymore. I think they would do this because they just had a soccer game, so they might have one soon and be practicing, or they could just be playing for fun if they feel bored.**


The student addresses the task completely and with a fairly high degree of elaboration. Overall, the student demonstrates an ability to use complex grammar structures, (including a variety of verb tenses) and to narrate a sequence of events in a way that is nearly comparable to native English-speaking peers (“they were playing too fast, and they accidentally slipped . . . and got mud everywhere”; “I think they would do this because they just had a soccer game”). When attempting to narrate a long, complex sequence of events from the perspective of the past, the student does make some errors in verb tense usage (“After they woke up, they probably changed . . . and started practicing and come back inside when they have no more energy to play anymore”). The response reflects an ability to communicate with detail, specificity, and precision. It features vocabulary that is appropriate and accurate for the task (“playing pretty hard,” “basically just everywhere,” “regular PJs,” “soccer jerseys,” “no more energy”), as well as some idiomatic language (“nice comfy shower”). The student speaks quickly and fluently with no significant pronunciation errors that interfere with understanding.

**Response 5**

**The boys were probably doing a soccer match, and both of the boys fell in the dirt while trying to get the soccer ball in the goal. The boys look dirty now and both of them are covered in a lot of dirt. And I think they feel happy because they both have a smile on their face and are happy about the soccer match. I think they will both go home and wash up because both of them are covered in dirt, and they will both meet up to practice their soccer for their next soccer match.**

The student addresses the task completely and includes some elaboration. The response includes some complex grammar structures, a variety of tenses, and longer, more complex sentences, comparable to language used by native English-speaking peers (“The boys were probably doing a soccer match, and both of the boys fell in the dirt while trying to get the soccer ball in the goal”). One awkward word choice (“doing a soccer match”) is a minor error that does not interfere with understanding. The response features some common vocabulary that is used accurately and appropriately, as well as some idiomatic phrases (“have a smile on their face,” “wash up”). The student pronounces words correctly and does not have to pause to search for words.

## Question 28



*Bluebird  
and Coyote*

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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.

In this story, Bluebird is able to get something that he really wants.

- First explain how Bluebird succeeds at reaching his goal.
- Next explain at least two things you do to reach your goals at school.

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Remaining Attempts: 2

## Score Point 2

### Response 1

**Umm [...] he [...] he [...] he, he take a shower every day. Bluebird [...] Bluebird take a shower every day [...] and [...] and I read two times at home [...] to read better.**

In this response, the student addresses the task in a brief, limited manner, using very simple structures and a small pool of basic, high-frequency vocabulary to convey a message. The errors in subject-verb agreement (“he take a shower every day”) and repetition of language significantly limit communication. The student’s pronunciation is generally understandable, but there are frequent pauses which interfere with comprehension. This is particularly noticeable at the beginning of the response where the student searches for the correct words to begin the message (“he [...] he [...] he, he take a shower every day”).

### Response 2

**Coyote want to be [...] want to be [...] blue [...] and [...] she is sleep in the [...] river and [...] then [...] she came blue [...] and [...] she was happy.**

The student addresses the task in a very limited way. The response contains subject-verb agreement and word choice errors (“she is sleep in the [...] river,” “she came blue”) that interfere with comprehension. In this response, the student does not demonstrate an ability to go beyond using simple sentences and present tense to convey a message. The response includes only high-frequency, common words, and it lacks detail. The pausing, repetitive rephrasing, and frequent pronunciation errors also limit communication.

## Score Point 3

### Response 1

**Bluebird succeeds to get the [...] to get the color blue because he went to the blue lake and sang [...] and sang a song. And he bathed in it for five days until he got his color and then he became blue. Two things I need to do to reach my goals is to study and listen to what teachers say so I can get smarter and get good grades.**

The student addresses the task in a somewhat successful way and retells a story and explains a personal goal, using mostly the correct verb tense for the task and including some complex structures and sentences (“he bathed in it for five days until he got his color and then he became blue”). However, there are occasional language errors (“Bluebird succeeds to get,” “Two things I need to do to reach my goals is”). The response features common, everyday vocabulary with a few details (“study,” “listen,” “teachers,” “smarter,” “good grades”). In the response, the student makes brief pauses and some pronunciation errors. For example, the words “need to do” run together. Despite these issues, the response is generally understandable.

### Response 2

**In the story, Bluebird is able to [...] change colors from [...] a dusty, gray, rock color to [...] a nice light. She [...] A Bluebird reached its goal by going into the lake [...] the blue lake of water and singing a special song, which at [...] in the fifth day of doing that [...] his feathers were able to turn blue.**

The student addresses the task somewhat successfully and focuses solely on summarizing events from the story. The language the student provides demonstrates an overall ability to use the correct verb tense for the task and a familiarity with basic grammar structures (“Bluebird is able to [...] change colors,” “Bluebird reached its goal by going into the lake”). There are some errors and awkward phrasing (“the blue lake of water,” “in the fifth day of doing that”) which interfere only somewhat with communication. The vocabulary usage is generally accurate and appropriate. However, the response is relatively short, with just a few instances of vocabulary that adds specificity and detail (“dusty, gray, rock color”). The student’s pronunciation is generally understandable. The student pauses briefly several times to search for words or offer clarifying restatements (“into the lake [...] the blue lake of water”), but these moments only interfere somewhat with the listener comprehending the student’s message.



### **Response 3**

**The Bluebird succeeds reaching his goal by going to the lake and singing every day without giving up, and five days later, he turned blue. One of the goals I've reached is getting my grades better, and my other goal I've reached is to never give up.**

The student addresses the task somewhat successfully and offers two compound sentences that demonstrate an overall familiarity with basic grammar features and an ability to use the correct verb tense for the task ("by going to the lake," "without giving up," "five days later, he turned blue"). The student omits some words, such as "at" and "that", which would have made the response more grammatically correct ("The Bluebird succeeds reaching his goal," "One of the goals I've reached," "my other goal I've reached"). There is also an instance of awkward phrasing ("getting my grades better"). These issues interfere only somewhat with comprehension of the message. The vocabulary is accurate and appropriate for the task. However, the response is quite brief and features a small pool of repeated words and phrases. The response does not provide evidence of an ability to use a wider range of academic or abstract vocabulary to add detail. The student pronounces words correctly and speaks smoothly without pausing to search for words.

### **Response 4**

**What Bluebird does to [...] to reach his goal is to sing the song on the lake every single day, so he can turn blue. And what I do to reach my goals is [...] to do good in class and [...] to not give up, so that's what I do in class to not give up and [...] do my best.**

The student is somewhat successful at addressing the task and demonstrates an ability to accurately use some basic grammar features and to communicate in somewhat longer, more complex sentences. The vocabulary, while accurate, mainly consists of a rather limited pool of fairly common words, used in a repetitive way ("to reach his goal," "to reach my goals," "not give up"). The response is quite brief. Inclusion of more details about the events of the story, more elaboration about the student's personal goal, and a wider range of vocabulary would have significantly enhanced this response.

**Response 5**

**First, Bluebird was a dark color. Then, he dreamed a song. The next day, he went to the river and bathed singing the song. After five days, he was [...] he was as blue as he wanted. What I do [...] two things [...] what I do, at least two things to reach my goals at school, is behave and pay attention in class that way I can have better grades.**

In this response, the student addresses the task in a somewhat successful way and demonstrates an ability to generally use correct verb tenses and basic grammar features to narrate a sequence of events in the past and to explain a personal goal. There is some evidence of an emerging ability to use more complex grammatical structures (“he went to the river and bathed singing the song”). However, there are also some grammar errors that interfere somewhat with communication (“what I do, at least two things to reach my goals at school, is behave”). To communicate about the familiar topic of school success, the student uses familiar, common vocabulary that is appropriate and accurate for the task (“at least two things to reach my goals at school,” “behave and pay attention”). The student pauses occasionally to search for words. Pronunciation is generally understandable and does not hinder understanding.

## Score Point 4

### Response 1

**I think Bluebird was able to succeed in his goal because he was always positive about it. Also, he showed his determination by going every morning to go sing the song in the lake because he really wanted to get his blue fur. Lastly, I think he succeeded in reaching his goal because he always did it for himself, and he never did it for others, and he actually never bragged about it. Next, some things I do to reach my goals at school are to always pay attention when my teachers are speaking, and I [...] and I also do extra work to keep growing. Extra work means like homework and try to always finish my work on time, so my teachers are proud of me. These are just some things I do to keep my goals going.**

The student addresses the task completely and with a fair degree of elaboration, demonstrating an ability to communicate using complex sentences and grammar structures in a way that is nearly comparable to native English-speaking peers (“Lastly, I think he succeeded in reaching his goal because he always did it for himself, and he never did it for others, and he actually never bragged about it”). In addition to employing a wide range of basic vocabulary, the student incorporates some abstract, higher-level words and phrases and idiomatic language (“positive,” “showed his determination,” “bragged,” “keep my goals going”), comparable to how native English-speaking peers communicate. The student pronounces words correctly throughout the response. There is only one brief pause for thought (“and I [...] and I also”), which does not interfere with communication.

### Response 2

**Bluebird succeeds at reaching his goal by going to the lake every single day for five days in a row and singing a special song while he is there. One thing I do to reach my goal is ask for help. If you don't understand something and you don't ask for help, you won't get far in what you're doing. Another thing I do to reach my goal is try my best. If you give something everything you've got, that's all that matters because you did your best. If you don't do your best, then that's not giving everything you've got.**

The student in this response addresses the task completely and with elaboration, incorporating complex grammar structures and sentences used in ways that are comparable to native English-speaking peers (“Bluebird succeeds at reaching his goal by going to the lake every single day for five days in a row and singing a special song while he is there”). The response features specific, precise vocabulary (“every single day,” “five days in a row”) and idiomatic language (“you won't get far,” “give something everything you've got”). Throughout the response, the student pronounces words correctly. The student is able to speak naturally and in a fluid manner, without needing to pause and search for words.

### **Response 3**

**Bluebird succeeds at his goal by going to the lake and singing a song about the lake. He did not acknowledge the other animals that made fun of him and chuckled at him. He ignored them. And, instead of paying attention to what they think of what he's doing, he stays on track and does not get distracted by them and actually gets his blue color. I could reach my goal at my school by focusing more on the teacher and less on the noises that keep going on inside the classroom, and I could also expand my vocabulary to learn more words.**

The student addresses the task completely and with substantial elaboration, demonstrating an ability to speak at a level comparable to native English-speaking peers. The student uses complex structures and sentences without errors ("And, instead of paying attention to what they think of what he's doing, he stays on track and does not get distracted by them and actually gets his blue color"). The response reflects evidence of a wide range of vocabulary, and an ability to combine and interweave common, high-frequency words with higher-level, abstract language in an accurate, natural way ("He did not acknowledge the other animals that made fun of him and chuckled at him"). In addition to completely addressing the task, the response also includes a moment of reflection that connects back to the story and compares the speaker's situation to that of Bluebird. The student speaks with a high level of fluency without needing to pause and search for words and pronounces words correctly.

### **Response 4**

**In this story, Bluebird and Coyote, Bluebird is able to get the blue color he wanted because he never gave up trying to get the blue color. Every day, he takes a bath in the blue lake for five days and sings a very special song. The other animals laugh at him, but he does not care. I can reach my goals in school by listening to the teacher when they are speaking. I can also reach my goals by studying and doing homework after school. During school, if you pay attention, you should get good grades. Just like Bluebird got the blue color he wanted, if I keep trying, I can get the good grades I want.**

The student addresses the task completely and with a fair degree of elaboration. The response includes some longer sentences with complex structures, and the student demonstrates an ability to narrate past events, make comparisons, and give explanations in a way that is comparable to native English-speaking peers ("Just like Bluebird got the blue color he wanted, if I keep trying, I can get the good grades I want"). The response features appropriate vocabulary to describe both Bluebird's actions and the student's goal, and there is some evidence of an ability to use idiomatic language ("he never gave up trying"). The student speaks fluently without hesitation or pronunciation errors to deliver the message.

**Response 5**

**Bluebird reaches his goal by being persistent and not caring what the other animals think about her doing this. Even though they laugh at her, she doesn't care, and she keeps on bathing and bathing. She was also very persistent by doing this every single day. Two things I do to reach my goals in school is read a lot at home and study. Another thing I do is never give up like when an assignment is too hard. I never give up and I keep on trying until I can get a good grade and I am satisfied with my work.**

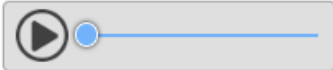
The student addresses the task completely with some elaboration, consistently demonstrating an ability to use complex structures accurately and to connect ideas clearly and naturally in a way that is comparable to native English-speaking peers. There is one error in pronoun agreement in the first sentence, where the student first uses "his" to refer to Bluebird before later using "her." The response also contains one error in subject-verb agreement ("Two things I do to reach my goals in school is"). However, these minor errors do not interfere with comprehension. The response features examples of abstract and higher-level vocabulary ("persistent," "satisfied"). The student pronounces words correctly and does not have to pause to search for words while delivering the message.

## Question 29

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

Your class has two choices for a school project. The first choice is to clean up the trash, leaves, and branches around the playground and school garden. The second choice is to sort all the school's recycling into different containers for paper, plastic, and metal.

- First say which project you would like to do and explain why.
- Then describe what you and your class would need to do to complete that project.



Remaining Attempts: 2

## Score Point 2

### Response 1

**Clean the trash because more easier. And my group take [...] everything to trash and me too.**

The student addresses the task in a brief, limited manner and uses very simple structures and a small pool of basic, high-frequency vocabulary to form the message. The grammatical and structural errors (“because more easier,” “my group take”) and repetition of language significantly limit communication. Pronunciation is generally understandable, but there is one pause in the brief response (“my group take [...] everything to trash”) where the student searches for words.

### Response 2

**For me [...] it will be more better recycling because [...] that [...] will be [...] a lot more easier [...] than [...] doing more things [...] that are hard [...] so [...] so [...] we will do [...] because [...] to keep our class [...] clean and nice.**

In this response, the student responds to the task in a very limited way and uses only high-frequency and simple vocabulary to convey a message. The response includes attempts at forming complex sentences, but frequent grammar errors (“it will be more better,” “because [...] to keep our class”), pauses, and restatements limit communication. There are also frequent pronunciation errors in the response that interfere with comprehension.

## Score Point 3

### Response 1

**I want to do a class project like clean up in the playground and the track because I don't like ugly places. I would need a trash can and some bags to get all the trash.**

The student addresses the task and picks and describes a school project somewhat successfully, using the appropriate verb tense and including some complex structures (“I want to do a class project like clean up in the playground and the track because I don’t like ugly places”). The response features common vocabulary with a few details (“ugly,” “trash can,” “some bags”). The vocabulary is accurate and appropriate. However, the response is quite brief and does not provide evidence of an ability to use a wider range of academic or abstract vocabulary to add detail. The student pronounces words correctly and does not pause while delivering the response.

### Response 2

**I will pick the second choice because you will need [...] umm trash cans to [...] for you can throw each one for paper, plastic, and metal. Because it will be easy. You just have to separate the trash. And for what we need for complete [...] for we can complete the project [...] is that we need to take notes on what trash can [...] what trash goes to which trash can.**

The student speaks to the task in a somewhat successful way and demonstrates an ability to generally use correct verb tenses and basic grammar features to describe a class project. There is some evidence of an emerging ability to use more complex grammatical structures. However, there are also grammar errors that interfere somewhat with communication (“for you can throw each one,” “for we can complete the project”). To communicate on the familiar topic of a school project, the student appropriately uses common vocabulary (“trash cans,” “throw,” “take notes”). The response includes pronunciation that is generally understandable, and the student only pauses a few times when delivering the message.

### Response 3

**Me and my class would do [...] recycling cause it harms [...] it harms the earth and the air. So, we're gonna have to have three different containers of trash bins, and what we need is a grabber for trash, metal, and plastic.**

The student addresses the task somewhat successfully and is generally comfortable with basic English grammar structures, demonstrating an emerging ability to use more complex structures with some errors (“Me and my class would do [...] recycling cause . . . it harms the earth and the air”). The student appropriately uses common vocabulary on the familiar topic of a school project and includes some more specific word choices (“harms,” “grabber”). However, the brevity of the response does not provide evidence of an ability to use a wider range of higher-register vocabulary. The response includes pronunciation that is generally understandable, and there are only a couple of pauses that somewhat disrupt the fluency of the message.



#### **Response 4**

**Hmm, I think we can sort [...] all the school recycling into different containers, plastic, paper, and metal because it is [...] more [...] better than picking it up, all that stuff, and putting it into other recycle bags. And we can make it all into one full trash can. So I think [...] I think recycling into different containers is best.**

The student's response is a somewhat successful attempt to address the task. The student demonstrates an ability to accurately use some basic grammar features. Some awkward phrasing and grammar errors still occur ("because it is [...] more [...] better," "we can make it all into one full trash can") but interfere only somewhat with communication. The vocabulary, while mostly accurate, mainly consists of a rather limited pool of fairly common words ("plastic, paper, and metal"). Inclusion of more details about how to carry out the school project and a more varied range of vocabulary would have enhanced this response. There are a few brief pauses, but these do not limit communication, and the student generally pronounces words correctly.

#### **Response 5**

**The project I would like to [...] to do would be the first choice because I [...] I [...] it sounds easy and fun because you get to be in the nature. For me and my class to complete this project, I would need trash bags, gloves, something to get the trash with.**

The student addresses the task of describing a school project in a somewhat successful way, demonstrating an ability to generally use basic grammar features correctly and an emerging ability to use complex structures. However, there are also occasional grammar errors that interfere somewhat with communication ("you get to be in the nature," "For me and my class to complete this project"). To communicate about the familiar topic of a school project, the student uses common, everyday vocabulary with a few details ("sounds easy and fun," "nature," "trash bags," "gloves"). The student only pauses briefly a few times and pronounces words correctly.

## Score Point 4

### Response 1

**I would like to do the fourth choice, which is to clean up the trash, leaves, and branches around the playground and school garden, because I like to help out more, 'cause recycling doesn't take that long to pick up, but trash and leaves takes really long because it's really hard to pick up, and I would rather not have anyone else have to go through that. And what me and my class would need to do to complete this project is we need hands helping. We need gloves. We need trash bags. We need maybe even things to pick up trash off the floor. But, if we [...] if we don't get the picks, we can just use our hands to put 'em in the trash bags. And we pick up all the trash and recycling and put it in the trash bin and leave.**

The student responds to the task completely with some elaboration and consistently demonstrates an ability to use complex structures accurately and to connect ideas clearly and naturally in a way that is comparable to native English-speaking peers (“if we don’t get the picks, we can just use our hands to put ‘em in the trash bags”). The response features examples of abstract and higher-level vocabulary and idiomatic language (“doesn’t take that long,” “I would rather not have anyone else have to go through that”). The student pauses briefly to restate the beginning of one sentence (“if we [...] if we don’t get...”), but this does not interfere with comprehension. Overall, the student speaks with a high level of fluency and pronounces words correctly.

### Response 2

**The project that I would like to do is sort all of the school's recycling into paper, plastic, and metal. I would like to do this because I like to help the environment stay cleaner and I like to sort things, so I would really like this project. Me and my class will need to get all the trash and get three containers. Then, we will divide the whole class into three groups. So, since I have twenty-four people in my class, I would put eight kids into each of the three groups. So, one group will work on paper, one will work on plastic, and one will work on metal, so then we will work smarter not harder. The number one thing we need is for my class to work very hard to get to our goal to sort those bins, and we need to have patience.**

The student addresses the task completely and with a fair degree of elaboration on how to complete a school project, consistently demonstrating an ability to use complex structures and tenses accurately to connect ideas naturally and explain thoughts in a manner comparable to native English-speaking peers (“since I have twenty-four people in my class, I would put eight kids into each of the three groups”). One awkward phrase in the response (“stay cleaner”) does not interfere with communication. The response features appropriate academic and abstract word choices (“environment,” “divide,” “patience”) and idiomatic language (“work smarter not harder”). The student pronounces words correctly and does not have to pause to search for words while delivering the message.

### **Response 3**

**The project that I want to do is to clean up trash and branches around the playground and school garden because [...] I don't think littering is a good thing, and I would want to clean up the place a little bit more. And so like, also if there were sticks and branches everywhere, someone could probably get hurt, especially if they were pretty big. And, I just [...] cleaning up trash would be pretty good for the school. And [...] umm, how I would complete this task with my class is, we would just go outside every day because we already do that to go to recess, and we would just have extra time to just pick everything up that we see or like need to pick up.**

The student addresses the task completely and with elaboration, incorporating complex grammar structures, sentences, and tenses correctly and in ways that are comparable to native English-speaking peers ("also, if there were sticks and branches everywhere, someone could probably get hurt, especially if they were pretty big"). The student also demonstrates an ability to use word choices and language in a manner nearly comparable to native English-speaking peers ("I don't think littering is a good thing," "cleaning up trash would be pretty good for the school," "just go outside every day because we already do that"). Some brief pauses in the response do not interfere with communication. Overall, the student is able to speak naturally and in a fluid manner and pronounce words correctly.

### **Response 4**

**I would choose to clean up the trash, leaves, and branches around the school playground and garden. We will only have to clean the school and playground because we don't have a garden at our school. We will have an easier job plus it will help the environment. The supplies that we will need for this is [...] are many trash bags because twenty-three kids will be picking up trash and other stuff on the floor. Also, we will need a claw picker upper thingy, not a claw-machine, and also we will need some gloves to keep protection on our hands.**

In this response, the student addresses the task completely with some elaboration, consistently demonstrating an ability to use complex sentences correctly connecting ideas naturally in a manner comparable to native English-speaking peers ("Also, we will need a claw picker upper thingy, not a claw-machine, and also we will need some gloves to keep protection on our hands"). The student uses a range of higher-register vocabulary ("plus it will help the environment," "not a claw-machine") and incorporates colloquial language into the response ("claw picker upper thingy"). One instance of awkward phrasing does not interfere with comprehension ("gloves to keep protection on our hands"). The student takes one brief pause to correct a verb ("what we will need for this is [...] are many trash bags"), but otherwise speaks with a high level of fluency and pronounces words correctly.

**Response 5**

**The project that I would like to do is to clean up the pitiful trash around the playground and school garden. I have many reasons for being eager to clean the playground and as well the wonderful garden. One reason I want to clean up the playground and the garden is because, with all the absurd trash around these two areas, students aren't able to actually experience the particular place. If I do contribute and clean up these two features at school, it would make a phenomenal impact at school. The class and I would need to all contribute every single school day and have the momentum to complete our sacred project.**

The student responds to the task completely with a fair degree of elaboration and consistently demonstrates the correct use of complex sentences and tenses to deliver explanations in a manner comparable to native English-speaking peers. One moment of slightly awkward phrasing does not interfere with communication ("and as well the wonderful garden"). The response features a wide range of abstract and academic vocabulary to lend significant detail to the student's explanation ("pitiful," "eager," "absurd," "contribute," "phenomenal impact," "momentum," "sacred"). The student pronounces words correctly and speaks with a high level of fluency allowing ideas to flow naturally throughout the successful response.

## Question 35

***The Remarkable  
Red-Eyed Tree Frog***

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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.

In this video, the author compares red-eyed tree frogs to superheroes.

- First describe two characteristics the red-eyed tree frog has that make this animal similar to a superhero.
- Next imagine that you are a superhero. Tell which of the red-eyed tree frog's special characteristics you would like to have. Explain why you would want to have those characteristics.

Remaining Attempts: 2

## Score Point 2

### Response 1

**They jump [...] and [...] distract her preys and I like [...] to change [...] my color.**

The student addresses the task in a brief, limited manner and uses only very simple structures and a small range of vocabulary. The response features grammar errors in maintaining pronoun agreement (“they . . . her”) and improperly pluralizing a less familiar word (“preys”) which limits communication. The response includes a couple of abstract and academic word choices (“distract,” “preys”), but overall, the brief response lacks detail due to the student’s limited vocabulary. There is a pronunciation error in the response (“preys”), and the student must pause several times to search for words.

### Response 2

**Umm [...] the red-eye [...] tree frog has [...] two characteristics [...] are [...] are stick to walls and camouflaged. I use [...] them like a superhero [...] to help people. That is like to be like a superhero.**

The student responds to the task in a very limited way and only demonstrates the ability to form simple grammar structures in the present tense to convey a message. The response features grammar errors (“That is like to be like a superhero”) and frequent pauses as the student searches for words, and these limit communication. Apart from some prompt language that the student is able to repeat, the response includes only simple high-frequency words (“use,” “help people”), and it lacks detail. Frequent pronunciation errors in the response also limit communication.

## Score Point 3

### Response 1

**The two characteristics the red-eyed tree frog has alike to a superhero is that it can stick to leaves and jump really high like [...] Spiderman. One of the characteristics the frog has I would want [...] is camouflage because you can hide good.**

The student addresses the task and compares the red-eyed tree frog to a superhero in a somewhat successful way, demonstrating control of common verb tenses and uses a complex tense successfully (“One of the characteristics the frog has I would want [...] is camouflage”). The student also demonstrates an ability to use basic grammar features correctly with only some errors (“you can hide good”). The response includes common and abstract vocabulary (“alike,” “stick to,” “really”), and the student is comfortable providing details on the familiar grade-level topic of superheroes (“jump really high like [...] Spiderman,” “camouflage”). The vocabulary is accurate and appropriate for the task. However, the response is quite brief and does not provide evidence of an ability to use a wider range of academic or abstract vocabulary to add detail. The student generally pronounces words correctly and speaks carefully but steadily except for a few hesitations before less-familiar words.

### Response 2

**The red-eyed frog is similar to a superhero because it can scare off predators [...] from its [...] eyes. And the second reason that makes it a superhero because [...] it can eat bugs that do harm to humans. And, if I were the red-eyed [...] frog, I would have the ability to camouflage into the environment.**

The student is somewhat successful at addressing the task and demonstrates an ability to generally communicate accurately with basic English grammar features. The response features an emerging ability to use complex structures (“The red-eyed frog is similar to a superhero because it can scare off predators”), but there are also grammar errors and awkward phrases that interfere somewhat with communication (“scare off predators [...] from its [...] eyes,” “bugs that do harm to humans”). The student provides some details using academic and abstract word choices (“predators,” “harm,” “ability,” “camouflage,” “environment”), but the brief response would be enhanced by demonstrating a wider range of vocabulary. The student pauses briefly to search for words a few times, and pronunciation is generally understandable in the response.

### **Response 3**

**Superheroes can camouflage anywhere and [...] red-eyed tree frogs can have [...] red eyes and can camouflage [...] which helps them survive. I would really like to be camouflaged because I will fit anywhere in the environment and natural.**

The student responds to the task somewhat successfully, demonstrating an ability to accurately use some basic grammar features and showing an emerging ability to use complex structures. However, there are some awkward phrases that interfere somewhat with communication (“I would really like to be camouflaged because I will fit anywhere in the environment and natural”). The response features some academic and abstract vocabulary choices (“camouflage,” “survive,” “environment”). These vocabulary choices are accurate and appropriate for the task. However, the brief response does not provide evidence of an ability to use a wider range of higher-register vocabulary to add more detail. The student pronounces words correctly throughout the response and pauses briefly a few times to search for words.

### **Response 4**

**The red-eyed tree frog has [...] at least two characteristics that makes it similar to a superhero. Number one, it can change color. It can camouflage. Number two [...] it can sense danger. I would like to have the sense of danger and how they can camouflage.**

The student addresses the task in a somewhat successful way and demonstrates an ability to use basic grammar correctly with some awkward phrasing that interferes somewhat with communication (“the sense of danger”). The student uses some academic and abstract vocabulary (“change color,” “camouflage,” “sense,” “danger”) to give the response some detail, but the response would benefit from demonstrating a wider range of advanced vocabulary. The student mispronounces some words (“characteristics,” “superhero”), but pronunciation is generally understandable. The student only pauses briefly a couple of times while delivering the message.



**Response 5**

**Two things that the [...] red-eyed tree frog can do is that [...] they can camouflage with the leaves [...] and they can scare like other [...] animals when they are gonna attacked [...] by jumping, spreading out, stretching on his body. Umm, something I will wanna have too [...] the same as the red-eyed tree frog is that to camouflage because [...] because like what if something bad happens, something ever.**

The student addresses the task and explains how the red-eyed tree frog is similar to a superhero in a somewhat successful way. The response generally includes the correct verb tense for the task but contains some errors (“when they are gonna attacked”). The student demonstrates an ability to correctly use basic English grammar features and an emerging ability to use complex structures. However, grammar errors that interfere somewhat with communication also occur in the response (“stretching on his body,” “is that to camouflage”). The student uses common vocabulary appropriately to discuss familiar topics (“jumping, spreading out, stretching on his body”). The response includes several brief pauses as the student searches for words that interfere somewhat with communication. Pronunciation errors are minimal and do not interfere with understanding.

## Score Point 4

### Response 1

**So, one of the characteristics that the tree frog has is, umm, they have camouflage. They can camouflage, so they can get away from predators. And the other one is that they have red eyes, and red eyes can like scare the predators away, so they won't do harm to the red-eyed tree frog. And, if I were a superhero and I had one of the characteristics of the tree frogs, red-eyed tree frog's characteristics, I would like to have the camouflage, because people could just like walk right past me, and they wouldn't even notice me.**

The student completely addresses the task with some elaboration and correctly uses complex sentences and tenses that allow ideas to flow together naturally in a manner comparable to native English-speaking peers ("They can camouflage, so they can get away from predators"). The response features appropriate use of academic and abstract vocabulary ("camouflage," "predators," "harm"), and the student also incorporates idiomatic language ("walk right past me," "wouldn't even notice me"). There is one brief restatement for clarity in the response ("tree frogs, red-eyed tree frog's characteristics"), but this does not interfere with communication. The student speaks with a high level of fluency and pronounces words correctly while delivering the message.

### Response 2

**Two characteristics that make the red-eyed tree frog similar to a superhero is that it is able to stick to walls, or in their case, leaves and trees. And that it can also camouflage into any like, it can camouflage into anything or most things that are green. If I was a superhero and had to pick one of the abilities of a red eyed tree frog, it would probably be umm [...] it would probably be their ability to be able to stick onto things, cause then I could be able to, like for example, if let's say an earthquake was happening, I could just get, like stick onto something that was really sturdy and wouldn't move, and I would be okay. Or in other scenarios, I could hide while sticking to the roof or something like that.**

The student responds to the task completely with a fair degree of elaboration and demonstrates a consistent ability to use complex structures and tenses correctly ("if . . . an earthquake was happening, I could . . . stick onto something"). The student draws on a wide range of appropriate abstract and academic vocabulary ("camouflage," "abilities," "earthquake," "sturdy," "scenarios") to provide specific details. At one point, the student pauses before restating part of a sentence ("it would probably be umm [...] it would probably be their ability"), but this restatement does not interfere with communication. The student pronounces words correctly and speaks with a high level of fluency throughout the successful response.

### **Response 3**

**Characteristics the red-eyed tree frog has to make it similar to a superhero include bulging red eyes that scare away predators and tree climbing abilities. If I was a superhero, I would want tree climbing abilities because I think it's cool to climb trees. You can see everything from up there, and you can reach what you couldn't reach before.**

The student addresses the task completely, concisely, and consistently incorporates complex grammar structures and sentences correctly ("If I was . . . I would . . . because"). These are used in ways comparable to native English-speaking peers. Even though this concise response does not contain much elaboration, the student uses advanced vocabulary appropriately to provide specific details. The response features academic and abstract vocabulary ("bulging," "scare," "predators," "tree climbing abilities") and a colloquial expression ("it's cool"). The student speaks with a high level of fluency without having to pause to search for words and pronounces words confidently and correctly.

### **Response 4**

**I think that two characteristics that the red-eyed tree frog has in common with a superhero is that this frogs can actually fly to scare predators like superheroes fly and can catch bad guys in this story. I know this frog can also camouflage. I know that not every superhero uses camouflage, but maybe some superheroes do. I think it's a great way to hide. Lastly, if I were a superhero, I would love to have camouflage like the red-eyed frog. I would like this because I could hide from bad people and, when I reappear, I could definitely save the day. It's also pretty good because camouflage helps you hide as I just said. But I could just not hide from bad people if I was a superhero, as I just said, I could also help people camouflage, so if they are in a bad situation, I could help them.**

The student addresses the task completely with a fair degree of elaboration. The response includes some longer sentences with complex structures, demonstrating the student's ability to make comparisons and give explanations in a way that is comparable to native English-speaking peers. The response contains only minor and infrequent grammar errors that do not interfere with communication ("this frogs," "I could just not hide"). The student uses a wide range of appropriate and specific vocabulary along with some idiomatic language ("save the day," "as I just said") and colloquial terms ("bad guys"). The student speaks fluently and naturally without pauses, and a few minor pronunciation errors of less familiar words do not interfere with understanding.

**Response 5**

**The red-eye tree frog jumps far and climbs trees which is similar to a superhero. If I were a superhero, two characteristics I would love to have just like the red-eyed tree frog is to camouflage and have bulging red eyes. I would love to have both of these characteristics because if I could camouflage, bad people wouldn't notice me and I can catch them surprisingly. I would also prefer having bulging eyes because if bad guys or girls don't listen to me, I could give them a huge red stare at them and scare them. Bad people can actually turn into good people after I give them a red-eye stare that's why I prefer those two characteristics.**

The student responds to the task completely and with elaboration, consistently demonstrating an ability to use complex structures accurately and to connect ideas clearly and naturally in a way that is comparable to native English-speaking peers. There is one instance of awkward phrasing in the response ("I can catch them surprisingly"), but this is a minor error that does not interfere with communication. The response features academic and abstract language used appropriately ("camouflage," "bulging," "notice," "prefer") and idiomatic language ("Bad people can actually turn into good people"). Throughout the successful response, the student pronounces words correctly and does not need to pause to search for words or restate to clarify ideas.