



Texas English Language Proficiency Assessment System

TEL PAS Speaking Scoring Guide Grades 9–12

Spring 2023

General Information

This guide provides exemplar student responses for the Texas English Language Proficiency Assessment System (TELPAS) online speaking assessment. It is intended to be used alongside the spring 2023 TELPAS listening and speaking released test. Each question is identified as it appears on the released test (question is referred to as “item” in the rubric). Questions in this guide are four-point questions only, as four-point questions provide the best model of responses at various score points. The annotation that accompanies each response is written to illustrate how the language of the rubric is applied to each response to determine a score.

A response earns a specific score point based on the speech characteristics (e.g., pronunciation, vocabulary, grammar, etc.) of that particular response. The proficiency level of the student is determined by the accumulated score of the speaking responses submitted for the test. An individual response does not necessarily reflect a student’s proficiency level but is one piece of data that contributes to the determination of the student’s proficiency level.

The exemplars in this guide are transcribed from actual student responses submitted online during the testing window. In some cases, annotations note pronunciation issues or issues when a student’s accent might have affected scoring. In addition, because capitalization is impossible to determine in spoken responses, the transcriptions reflect the appropriate capitalization. Punctuation such as commas and periods are included in transcriptions to reflect, as well as possible, the way the student spoke. Appropriate punctuation is used when the student’s intent is unclear. Transcriptions may include three dots inside a bracket [...], which indicate a pause in the student’s response.

This guide does not contain exemplars for responses that received a score point of one. Responses that receive a score point of one may contain frequent, long pauses or pronunciation that prevents understanding. Silent responses, unintelligible responses, and responses in languages other than English also receive a score point of one. Students who receive this score point may use memorized high-frequency words and phrases but do not demonstrate the ability to craft an original message in English.

The TELPAS proficiency level descriptors (PLDs) for speaking, from which the rubric was derived, and the Four-Point Speaking Rubric are included on the following pages for additional reference.

ELPS-TELPAS Proficiency Level Descriptors Grades K–12 Speaking

Beginning	Intermediate	Advanced	Advanced High
<p>Beginning English learners (ELs) have little or no ability to speak English in academic and social settings.</p> <p>These students:</p> <ul style="list-style-type: none"> mainly speak using single words and short phrases consisting of recently practiced, memorized, or highly familiar material to get immediate needs met; may be hesitant to speak and often give up in their attempts to communicate speak using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts lack the knowledge of English grammar necessary to connect ideas and speak in sentences; can sometimes produce sentences using recently practiced, memorized, or highly familiar material exhibit second language acquisition errors that may hinder overall communication, particularly when trying to convey information beyond memorized, practiced, or highly familiar material typically use pronunciation that significantly inhibits communication 	<p>Intermediate ELs have the ability to speak in a simple manner using English commonly heard in routine academic and social settings.</p> <p>These students:</p> <ul style="list-style-type: none"> are able to express simple, original messages, speak using sentences, and participate in short conversations and classroom interactions; may hesitate frequently and for long periods to think about how to communicate desired meaning speak simply using basic vocabulary needed in everyday social interactions and routine academic contexts; rarely have vocabulary to speak in detail exhibit an emerging awareness of English grammar and speak using mostly simple sentence structures and simple tenses; are most comfortable speaking in present tense exhibit second language acquisition errors that may hinder overall communication when trying to use complex or less familiar English use pronunciation that can usually be understood by people accustomed to interacting with ELs 	<p>Advanced ELs have the ability to speak using grade-appropriate English, with second language acquisition support, in academic and social settings.</p> <p>These students:</p> <ul style="list-style-type: none"> are able to participate comfortably in most conversations and academic discussions on familiar topics, with some pauses to restate, repeat, or search for words and phrases to clarify meaning discuss familiar academic topics using content-based terms and common abstract vocabulary; can usually speak in some detail on familiar topics have a grasp of basic grammar features, including a basic ability to narrate and describe in present, past, and future tenses; have an emerging ability to use complex sentences and complex grammar features make errors that interfere somewhat with communication when using complex grammar structures, long sentences, and less familiar words and expressions may mispronounce words, but use pronunciation that can usually be understood by people not accustomed to interacting with ELs 	<p>Advanced high ELs have the ability to speak using grade-appropriate English, with minimal second language acquisition support, in academic and social settings.</p> <p>These students:</p> <ul style="list-style-type: none"> are able to participate in extended discussions on a variety of social and grade-appropriate academic topics with only occasional disruptions, hesitations, or pauses communicate effectively using abstract and content-based vocabulary during classroom instructional tasks, with some exceptions when low-frequency or academically demanding vocabulary is needed; use many of the same idioms and colloquialisms as their native English-speaking peers can use English grammar structures and complex sentences to narrate and describe at a level nearly comparable to native English-speaking peers make few second language acquisition errors that interfere with overall communication may mispronounce words, but rarely use pronunciation that interferes with overall communication

Four-Point Speaking Rubric

As part of the TELPAS listening and speaking assessment, rubrics were developed to determine the score points that should be ascribed to a student's response based on their performance on each speaking test item. The rubrics demonstrate the number of score points that a student can achieve based on their performance on each speaking test item. Two different rubrics, a two-point rubric and a four-point rubric, are used to score different types of speaking items on the TELPAS listening and speaking assessment. Both rubrics are derived from the TELPAS proficiency level descriptors (PLDs). The rubrics demonstrate how a student will be assessed for speaking; however, the rubrics should not replace the Texas English Language Proficiency Standards (ELPS) or PLDs and should not be used in isolation.

	(1) A response at score point 1 may	(2) A response at score point 2 may	(3) A response at score point 3 may	(4) A response at score point 4 may
Completeness of Response	<ul style="list-style-type: none"> be silent and not attempt to address the task attempt to address the task, but may be limited to simple, high-frequency words and phrases 	<ul style="list-style-type: none"> address the task in a limited way by communicating simple, original ideas, using sentences and occasional phrases 	<ul style="list-style-type: none"> address the task somewhat successfully by generally communicating comfortably on common social and grade-appropriate academic topics 	<ul style="list-style-type: none"> address the task completely by communicating, with or without elaboration, on a variety of social and grade-appropriate academic topics
Syntax/Sentence Structure, Grammar	<ul style="list-style-type: none"> consist of single words, short phrases and/or occasional short sentences seem memorized, formulaic and/or highly practiced include many grammar features of another language that inhibit communication 	<ul style="list-style-type: none"> contain mostly simple sentences in the present tense include simple English language structures include grammar errors that limit communication 	<ul style="list-style-type: none"> generally include the correct verb tense for the task, but have some errors, especially when using irregular or complex tenses demonstrate overall familiarity using basic grammar features and may include some complex grammatical structures include grammar errors when using less common language structures, which interfere somewhat with communication 	<ul style="list-style-type: none"> generally include complex sentences and grammar structures nearly comparable to native English-speaking peers include grammar errors which rarely interfere with communication
Vocabulary/Word Choice	<ul style="list-style-type: none"> be repetitive and not demonstrate an ability to use words to make an original message 	<ul style="list-style-type: none"> rely mostly on high-frequency or basic vocabulary, but still convey an original message 	<ul style="list-style-type: none"> include common abstract and academic vocabulary words include some details on familiar topics 	<ul style="list-style-type: none"> feature vocabulary at a level nearly comparable to their native English-speaking peers

	(1) A response at score point 1 may	(2) A response at score point 2 may	(3) A response at score point 3 may	(4) A response at score point 4 may
Pronunciation and Fluency	<ul style="list-style-type: none"> be mostly limited to simple, high-frequency words and phrases include frequent and long pauses that may indicate that the student is struggling to communicate and/or has given up include pronunciation that is extremely difficult to understand 	<ul style="list-style-type: none"> rarely include details because of the student's limited vocabulary include pauses to search for words include some pronunciation errors that limit understanding 	<ul style="list-style-type: none"> include brief pauses when searching for words or attempting to restate or clarify include pronunciation errors but generally still be understandable 	<ul style="list-style-type: none"> include idioms or colloquialisms used by native English-speaking peers include abstract and academic vocabulary with minor, infrequent errors; word choice may occasionally still be awkward or imprecise include few brief pauses include few pronunciation errors; these errors rarely interfere with understanding
Use of L1	<ul style="list-style-type: none"> be entirely or mostly in another language 	<ul style="list-style-type: none"> include some words in another language 		

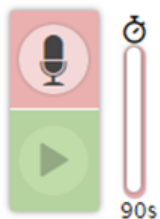
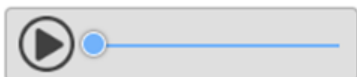
Grades 9-12 Speaking Questions and Scored Responses

Question 26

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

This story describes a hobby that a young man and his grandfather share. Talk about a hobby that you like to do in your free time. Explain:

- what the hobby is
- why you like this hobby
- when and with whom you do this hobby



Remaining Attempts: 2

Score Point 2

Response 1

I like to clean [...]. Um I like to clean because [...] it's just, it's just better when everything is clean. And yeah that's why I like to clean.

The response addresses the task in a brief and limited manner. The response is constructed from a few simple English language structures, and the vocabulary is basic and high-frequency. Within this very brief response, there is a large amount of repetition (the phrase "I like to clean" is used three times). The response includes pauses to search for words. There are no major pronunciation errors.

Response 2

Playing a game because it's fun. I play with my friends.

The response addresses the task in a very brief and limited way. It consists of one sentence fragment ("Playing a game because it's fun."), which creates some confusion, followed by one simple sentence. The response includes only basic, high-frequency vocabulary ("playing," "game," "fun," "friends") and communicates simple ideas with almost no details. The student speaks clearly without pronunciation errors.

Score Point 3

Response 1

Reading is my hobby. I like to do it when in my free time because it's something calm and helps you to focus. I do it with my cousins every time when we play around. They tell me to read a book to them, so I do, because I like to read them.

The response addresses the task somewhat successfully. The student generally employs the correct verb tense for the task, and the response demonstrates some familiarity with basic grammar features. The student generates some longer sentences with more-complex grammar structures ("I like to do it when in my free time because it's something calm and helps you to focus."), but also makes some usage errors ("I like to read them"). The response includes a couple of instances of common abstract words ("calm," "focus"), which provide more details about the student's favorite hobby. There are no hesitations or pronunciation errors in the delivery.

Response 2

My hobby is painting. I love painting with many colors. I like paint flowers in a garden. This because I love the flowers. I love the little things in the world. I can give life a little joy with colors. My momma likes paint flowers, too. Good thing she help me to learn more of this.

The response addresses the task somewhat successfully. The response is constructed entirely of simple sentences using present tense, and contains multiple grammar errors ("This because," "I like paint flowers," "My momma likes paint flowers," "she help me"). The frequency and type of errors in the response suggest a familiarity with basic grammar features that is still at a developing or emerging stage. There are a couple of instances where the student goes beyond basic, high-frequency vocabulary and communicates more abstract thoughts and details ("I love the little things in the world. I can give life a little joy with colors"). The student speaks at a steady pace. There are some pronunciation errors ("world," "joy"), but these do not interfere significantly with comprehensibility.

Response 3

A hobby I have is collecting classic ca.. tru.. cars or trucks, toys. I like this hobby because it's very interesting and cool [...]experience. It is also fun. I do this with my grandpa and I like doing this with my grandpa because classic [...] cars and trucks are like our little thing that we both like, that we're both in common on.

The response addresses the task somewhat successfully. It demonstrates an overall familiarity with basic grammar features and includes some complex grammar structures. ("I do this with my grandpa and I like doing this with my grandpa because classic [...] cars and trucks are like our little thing that we both like"). There are some usage errors ("that we're both in common on") that interfere somewhat with communication. The speaker uses some common abstract words and idiomatic expressions to provide details about the hobby ("collecting," "classic [...] cars and trucks," "interesting and cool," "trucks are like our little thing"). There are a few pauses as the speaker searches for words, as well as some pronunciation errors, but these do not impede understanding.

Response 4

The hobby is that I play volleyball. What I like this hobby is because when I was younger I would play always with my grandma outside. We [...] we play it when the sun is going away. I do this hobby with my grandma every other day.

This response addresses the task in a somewhat successful manner. It contains multiple usage errors (“The hobby is that I play volleyball,” “What I like this hobby,” “I would play always”), which interfere somewhat with communication and suggest that the speaker’s familiarity with basic grammar features is still emerging. The response does include some details about when, where, and with whom the speaker plays volleyball, but it mostly relies on high-frequency, everyday language (“play,” “grandma,” “outside,” “day”) to do so. At one point, the speaker appears unable to remember or produce the word for “sunset,” and instead resorts to the paraphrase of “when the sun is going away.” The student speaks carefully and pauses a few times to search for words. Pronunciation is clear and understandable.

Response 5

Uhh, my favorite hobby to do is probably play uhh [...] soccer [...] because soccer is cool. Soccer is fun especially when you play with your friends. Uhh, I like to watch soccer [...] and [...] I like this uhh sport because I like this hobby because uhh I don’t know it just feels good doing it. [...] Uhh I do this hobby with my friends and family.

The response addresses the task somewhat successfully, but in a brief and repetitive manner. The response mostly consists of a series of phrases and fragments, connected by “and” or “because.” There is one instance of a longer, more complex sentence. (“Soccer is fun especially when you play with your friends”). The response relies almost entirely on basic, high-frequency vocabulary (“favorite,” “fun,” “friends,” “sport,” “family”). The basic, repetitive quality of the response does not provide evidence of an ability to use complex sentences and grammar structures in an extended, consistent way, or to draw from a wider pool of vocabulary to communicate in detail. There are numerous brief pauses and hesitations (“Uhh”) when the speaker searches for words. The speaker’s pronunciation is clear.

Score Point 4

Response 1

A hobby that I like doing everyday is working out and playing football because it helps me relieve stress and [...] makes me focus on my life by being healthy and [...] by making me feel good. It brings confidence to me [...] and it makes me feel powerful. I practice football everyday and I work out six days a week with my teammates and my friends.

The response addresses the task in a fairly complete manner. The speaker uses some complex sentences and grammar structures in ways that are nearly comparable to native English-speaking peers (“because it helps me relieve stress and [...] makes me focus on my life by being healthy”). The response features some higher-level, abstract vocabulary, which allows the speaker to communicate with some elaboration (“It brings confidence to me [...] and it makes me feel powerful”). There are some brief pauses, as well as a few pronunciation errors, but these do not interfere with understanding.

Response 2

A hobby that I like to do on my free time is painting, is painting. I enjoy paintings [...] because [...] like you you’re able to like make nothing [...]out of something which is paints. You know, like, anyone could just have the paint right there but it really takes someone to make that painting into something. And I find it kind of relaxing, in a way [...] when painting, I find it relaxing painting because when I’m painting I just forget about all my problems and just focus on what I’m making and just that. It helps me not feel so stressed all the time. Um [...] I do this hobby every like month every month on a weekend. Uh recently, I painted a room of mine. It was really fun and I didn’t have anything else to do it and was fun just to like paint, you know. But my dad is who I do this hobby with since we both like painting. And yeah.

The response addresses the task in a generally complete manner and with some elaboration. The response features a few complex sentences and grammar structures used accurately and naturally (“You know, like, anyone could just have the paint right there but it really takes someone to make that painting into something”), but it also contains some errors (“on my free time”). While the response is relatively long, it is also fairly repetitive. It includes occasional higher-level vocabulary and idiomatic language (“make nothing [...] out of something,” “I find it relaxing,” “recently”), but overall, the speaker draws from a pool of common vocabulary. In some parts of the response, the ideas are not expressed fully or clearly (“just focus on what I’m making and just that”), which interferes with communication to some degree. There are some hesitations, but no pronunciation errors that affect comprehension.

Response 3

A hobby that I like to do in my free time is boxing. [...] The reason I [...] do this hobby and why I like it is because it made me into a better person [...] and I feel like I became more fit and athletic [...] why I started boxing. But [...] um, boxing is like, distracts me from a lot of things, into a good way like it turns like my anger into relief and [...] it's a fun sport to do. I like the sport, and it's very interesting. [...] Uh, I go to boxing everyday after school [...] from 6-9 p.m. and the people that I hang around with um are boxing teammates that I consider friends because we're always there together training hard. And we're just putting in work [...] into becoming better boxers. And we go out and compete. [...] Um, it's a relief I recommend it to many other people that would like to try it.

The response addresses the task completely and with some elaboration. The student employs present tense, past tense, and conditional accurately and appropriately and generates compound and complex sentences in a way that is nearly comparable to native English-speaking peers (“The reason I [...] do this hobby and why I like it is because it made me into a better person,” “the people that I hang around with um are boxing teammates that I consider friends because we’re always there together training hard”). Higher-level vocabulary, as well as some idiomatic expressions, are used effectively and naturally to convey precise details (“fit and athletic,” “distracts,” “relief,” “hang around with,” “putting in work”). There are a few pauses; there are no pronunciation errors that interfere with understanding.

Response 4

I don't have a lot, me personally, I don't have a lot of hobbies, Um [...] but I do have one that I occasionally [...] like to do, which is photography. Um, I like to take pictures because it captures really good moments. Me, personally, I like to take sceneries of areas that I go to anytime that I have to travel because it's nice to be able to see those sceneries again, especially whenever it's something that you're only going to be able to see a couple of times. [...] Um, I only do this like I said whenever I am traveling or if I see, see something I haven't seen before or visit something. Um, usually I do this hobby by myself. My mom likes to take pictures, too, sometimes but I'm just a lot better than her at taking photos. But I won't tell her that because I like to spend time with those people.

The response addresses the task completely and with substantial elaboration. It includes multiple instances of complex sentences and complex grammar structures, which the speaker employs in a way that is comparable to native English-speaking peers (“Me, personally, I like to take sceneries of areas that I go to anytime that I have to travel because it’s nice to be able to see those sceneries again, especially whenever it’s something that you’re only going to be able to see a couple of times”). There are a few imprecise word choices (“sceneries”), but overall, the response demonstrates an ability to use higher-level and abstract vocabulary (“occasionally,” “captures”), as well as some informal expressions (“Me, personally,” “a couple of times,” “like I said”), with accuracy and naturalness. The student speaks with a high level of fluency, without pronunciation errors and only a few brief pauses.

Response 5

A hobby I like doing [...] is uh building Legos. And uh what the hobby is? Is basically just like building like little figures just building like little stuff that you could like [...] building I don't know like a school building or truck or something like that with using like little plastic basically. And the reason I like this I feel like [...] it's just calming and I feel like it makes me relax and I think it's just a fun way to, you know, using my time and money, obviously too. Ha, and I don't know, I just I just feel like it's a bunch of fun and the way I honestly I just feel like accomplished when I finish the uh building the LEGO. And when I do this? Is whenever I have money and whenever I feel like ordering a LEGO. When whenever I go to the store and you know I might buy a LEGO there if I feel like it. And who do I do this hobby with? I mostly do it by myself but it helps to do it with someone. I probably do it with um, uh [...] my girlfriend or I'll probably do it with my friends. Uh, they're really not that into LEGO but you know I'll still do it with them if they want to, you know build a LEGO. And um yeah, but the hobby is pretty it's pretty relaxing. I think it's pretty fun for like everyone can do it at like any age. And umm [...] anyone can get into building Legos. And I feel like it's something fun that anyone can do at any age. So yeah, I think I think that it's a pretty fun hobby that anyone can get into.

The response addresses the task completely and with some elaboration. The student includes the questions from the prompt within the answer, producing a response with a more conversational, informal style. There are a few complex sentences and grammar structures ("they're really not that into LEGO but you know I'll still do it with them if they want to"), with occasional errors ("a fun way to, you know, using my time and money," "And when I do this? Is whenever I have money"). There are some instances of abstract and higher-level words ("figures," "basically," "calming," "accomplished"), as well as some colloquialisms ("not that into," "at like any age"), used accurately and with naturalness. Despite some hesitations and clarifications, the speech is evenly paced, and the pronunciation is comparable to native English-speaking peers.

Question 35

The screenshot shows a digital assessment interface. On the left, a video player displays the title "The Story of Chocolate" in a large, bold, black serif font. Below the video player are navigation arrows and a progress bar. On the right, the interface includes a question ID "7193" and the name "Ashley Whitmore". A grey instruction box contains the text: "Read the directions. When you are ready to speak, tell as much as you can. You may watch the video again before you speak." Below this is the question prompt: "Using your own words, identify at least three steps people follow today to process cacao. Describe what happens in each step. Include as many details as you can." The interface also features a play button, a microphone icon, a timer showing "90s", and a "Remaining Attempts: 2" indicator.

7193

Ashley Whitmore

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

Using your own words, identify at least three steps people follow today to process cacao. Describe what happens in each step. Include as many details as you can.

90s

Remaining Attempts: 2

Score Point 2

Response 1

Chocolate candy it is from Brazil, Mexico, Ghana. One workers, two beans and boom ! A cacao is original from this America. They have the [...], is the first [...] and have cho-chocolate then spend to Spain. Then.

The student addresses the task in a brief and limited manner and describes the process of making and distributing chocolate. The response consists of one simple sentence (“Chocolate candy it is from Brazil, Mexico, Ghana”) and some awkward fragments. Other sentences and fragments contain errors (“A cacao is original from this America,” “chocolate then spend to Spain”). Vocabulary is a mixture of proper nouns, high-frequency words (“workers,” “beans”), and a colloquialism (“boom”). Pauses between sentences are lengthier than natural hesitations, and the student occasionally appears to have trouble finding the right word (“They have the [...], is the first [...]”). Pronunciation is clear.

Response 2

First you planted the cacao tree and and then you need to pick up the good cacaos that are ready to be picked on.

The student addresses the task in a very brief and limited way. The response consists of one compound sentence. There is an error in tense agreement (“First you planted the cacao tree and and then you need to pick up”). The speaker also uses a preposition unnecessarily (“ready to be picked on”). Vocabulary provides limited details (“planted,” “cacao,” “tree,” “pick”). Pronunciation does not hinder understanding, but the brevity of response makes it difficult to determine fluency at a higher score point.

Score Point 3

Response 1

You pick a cacao tree from the tree. You open it up. You grab the seeds. You ferment them. You dry them out by the sun then as you dry them out in the sun they get shipped out to another company or a factory where in which they [...] ah re [...] redry it and ferment it more, and get and have taste tests on it, and bake it again. So the cacao trees can stay fermented and tastes good while in the long run.

The student describes a process somewhat successfully. The speaker generally employs the correct verb tense for the task, and the response demonstrates some familiarity with basic grammar features. The response consists of mostly simple sentences (“You open it up. You grab the seeds. You ferment them.”) and attempts more complex structures (“then as you dry them out in the sun they get shipped out to another company or a factory”). The response provides details (“grab,” “shipped,” “company,” “factory”) and the more academic term “ferment.” The response includes a few brief pauses as the speaker searches for words (“in which they [...] ah re [...] redry it”). Some pronunciation errors occur when the student speaks quickly. However, speech is still generally understandable.

Response 2

After workers shake the beans to the ground, they roast the beans [...] at the roasting [...] the outfit them being removed [...] coffee. Then a great machine smashes the nib and then a pressure machine smashes [...] into paste into cocoa powder and cocoa butter.

The student somewhat successfully completes the task and describes steps to process cacao. The response demonstrates some familiarity with basic grammar features (“a great machine smashes the nib”). The student demonstrates the ability to use complex grammatical structures with dependent clauses (“After workers shake the beans to the ground, they roast the beans”). Vocabulary contains details on familiar topics (“shake,” “beans,” “machine,” “cocoa powder and cocoa butter”). The response also includes more academic words (“paste,” “nib,” “smashes”). There are a few brief pauses when the speaker searches for words or attempts to restate or clarify. Pronunciation is clear. The student generally communicates comfortably on grade-appropriate topics.

Response 3

The three steps people follow today to process cocoa [...] is the first step is disintegrating so that the seeds and the chocolates will [...] be gone. The second step is uh the way they would make the cocoa nibs. And the third is [...], the ways they shape it or make it type of way.

The student somewhat successfully addresses the task in this response and demonstrates some familiarity with basic grammar features (“And the third is [...], the ways they shape it or make it type of way”). Grammatical structures are sometimes complex and awkward (“the first step is disintegrating so that the seeds and the chocolates will [...] be gone”). Some vocabulary details are specific (“disintegrating,” “nibs”), but some are not (“they shape it or make it type of way”). Pronunciation is clear, and the pauses are brief and comparable to native speakers of English. Overall, the student is generally comfortable communicating in English.

Response 4

They're gonna find the cacao on the tree and cut it. And then they're gonna cut it open and take out the [...] bean/seeds it has inside of it. And then they're gonna crush it so it turns into this cocoa powder.

In this concise response, the student somewhat successfully addresses the task and describes chocolate production. The speaker demonstrates overall familiarity with basic grammar features. The structure of the mostly simple and correct sentences is somewhat repetitive in structure ("And then they're gonna cut it open," "then they're gonna crush it"). The response includes some details ("seeds," "crush," "cocoa powder"). "Gonna" is a grammatical error that is also a colloquialism. Words are sometimes enunciated carefully and are understandable. Any pauses are brief and do not interfere with communication.

Response 5

People use uh cocoa. They usually extract the seed from the inside and then crush it. [...] And then the go up with machines and start pressing all the cocoa, adding water. I don't know what is added to it, sugar, [...] make it a little bit less bitter. Uh and then, they start processing it, putting it into the plastic bags. Well, [...] well to the with ah, [...] I don't know what it's called, wrapper I think, put in the wrapper for it just to stay stable.

The student addresses the task somewhat successfully with elaboration and demonstrates an overall familiarity with basic grammar features. The student uses more complex structures such as present participles ("they start processing it," "pressing all the cocoa," "putting it into the plastic bags"). There are also grammar errors ("And then the go up with machines"). Vocabulary provides academic details about chocolate making ("extract," "pressing," "bitter," "processing," "wrapper"). The student speaks quickly but pauses briefly multiple times to search for words, which interferes somewhat with clear communication. Overall, the student is generally comfortable speaking English.

Score Point 4

Response 1

Ok so, three steps I know about the process of of cacao is um they harvest the cacao pods and pick them out once they see they're ripe. But they don't use any machine cause the machine can't, like assume when they're ready. And then [...] also, I know that they open the pods and take the beans out and ferment them and then once they're fermented for like a couple, I don't know weeks or days I mean, ummm [...] they're gonna be dry and then also they roast them to kill the bacteria and all that bad stuff that it brings with because you don't wanna get sick or anything.

The student addresses the task completely and with elaboration. The response features complex sentences and grammar structures used accurately and naturally throughout (“once they’re fermented for like a couple, I don’t know weeks or days I mean, ummm [...] they’re gonna be dry”). The student demonstrates an ability to use higher-level and abstract vocabulary (“assume,” “ferment,” “bacteria,” “harvest,” “pods”), as well as some informal expressions (“gonna,” “wanna,” “all that bad stuff,” “the machine can’t, like assume when they’re ready”), with accuracy and naturalness. The student’s command of grammar and vocabulary is comparable to native English-speaking peers. The student’s pauses to recall information from the stimulus are brief and consistent with native English speakers. A few minor pronunciation errors do not interfere with communication.

Response 2

According to story there’s actually three steps to get the actual chocolate done. Cocoa trees produce pods and have large [...] along with the branches. Harvesting must be the first step. Harvesting must done by hands. No machines are allowed. The pods and the next step is to remove the pods. [...] The pods do not open by itself. People have to remove by their hands. That’s why people they put um people for labor to remove the pods in speciality way in special way and pods must removed by carefully because not only that another pods can grow because if you remove by the machine than pods than another pods cannot be uh moved. Opening must be the next step, contains 40 beans and includes in the pulp. And fermentation will be the last step of the process of making chocolate.

The student addresses the task in a fairly complete manner and describes the chocolate-making process. The response includes simple and complex sentences and grammar features (“According to story there’s actually three steps”). There are multiple usage errors, including subject-pronoun agreement (“The pods do not open by itself”), prepositions (“pods must removed by carefully”), and overgeneralization (“hands”). They create some awkwardness but only interfere somewhat with communication (“The pods do not open by itself. People have to remove by their hands”). The student’s vocabulary is grade appropriate and approaching a level close to native English-speaking peers (“along with the branches,” “No machines are allowed,” “fermentation will be the last step of the process”). However, word choice is occasionally imprecise (“remove the pods in speciality way”). The response includes corrections and brief pauses. Pronunciation errors rarely interfere with understanding.

Response 3

First cocoa tree [...] is grown in the cocoa belt and the cocoa pods have to be picked by hand, carefully, as to let new pods grow and they can only be ripped. So it cannot be done by a machine. Uh, the second step it to open the pods. And the beans and pulp are scooped out and left to ferment for a long period of time. After it's done fermenting, they pick the beans and they dry `em out. In the wet areas it's done by a machine. In dry areas it's spread out [...] outside and raked occasionally. After it is done drying, they are sent to a factory to be roasted. And [...] after they are done roasting they are ground into a fine powder which can be used to make different types of treats and chocolates.

This response addresses the task completely and with good elaboration about the chocolate production process. Grammar structures are generally complex throughout the response (“the cocoa pods have to be picked by hand, carefully, as to let new pods grow,” “After it’s done fermenting, they pick the beans,” “they are ground into a fine powder which can be used to make different types of treats and chocolates”). The response features some higher-level, academic vocabulary, which allows the speaker to communicate with some elaboration (“fermenting,” “raked occasionally,” “cocoa belt,” “factory”). Errors are minor and rarely interfere with communication. The student demonstrates a command of English comparable to grade-level native speakers.

Response 4

The steps of um processing chocolate. First I need to take the cacao pod and and then carefully take it so more cacao pods will grow later. Next, I need to um, [...] dry a cacao pod, [...] which sets off a chemical reaction which changes the flavor. Next I also need to ferment it, which which helps and help [...] them makes that flavor again, helps with the flavor. Then they roast it to kill any bacteria and it in - intensify the chocolate flavor. After that, the outer shell comes off and what is left is nibs. Those nibs are pressed into a paste and that paste is um [...] dried and what is left is cocoa powder and cocoa butter. Cocoa powder is used for cakes, cookies, and etc [...] And cocoa butter [...] is ah processed for and made into chocolate.

The student’s original message completely addresses the task with substantial elaboration. The complexity of grammar and sentence structures is nearly comparable to native English-speaking peers (“Next, I need to um, [...] dry a cacao pod, [...] which sets off a chemical reaction which changes the flavor,” “After that, the outer shell comes off and what is left is nibs”). There is a minor agreement error that does not affect understanding (“help [...] them makes that flavor again”). The response features some higher-level, academic vocabulary which is nearly comparable to native English-speaking peers (“Then they roast it to kill any bacteria and it in - intensify the chocolate flavor”). Speech includes brief pauses, and a few minor pronunciation errors that do not interfere with understanding.

Response 5

The first step that people do is pick the pods off the cacao trees. Most of the people use their hand and not machinery or any contraptions to take the ch pods of the cacao trees. Another step people still do today is scooping the beans out. In order to make chocolate you need to have the beans out of the pod. Last step that people do is dry them. It depends on where you live in the world. If you live in a wet area then you will most likely be using a machine or contraption to dry them off. If you live in a hot sunny place mo most people would put it outside and let it dry.

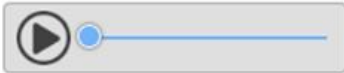
This response completely addresses the task with some elaboration and describes chocolate production. The student demonstrates the ability to use complex sentence structures with multiple dependent clauses (“In order to make chocolate you need to have the beans out of the pod”) and relative clauses (“Most of the people use their hand and not machinery”). A minor error (“Most of the people use their hand”) does not interfere with communication. The response features some higher-level, academic vocabulary, which allows the speaker to communicate with some elaboration (“If you live in a wet area then you will most likely be using a machine”) as well as some informal expressions (“or any contraptions,” “scooping”). The student pronounces words correctly and speaks smoothly without hesitation in a manner comparable to native English-speaking peers. The response is not without errors, but the student is able to converse in English on grade-appropriate topics.

Question 8

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

Some schools do not allow students to use their cell phones during the school day. What is your opinion about this?

- First say whether you think students should be able to use cell phones at school or not.
- Next explain at least two reasons that support your opinion. Imagine you are trying to convince someone to agree with your point of view.



Remaining Attempts: 2

Score Point 2

Response 1

I think it's ok for students to use their phones at school but only for emergencies so.

The response addresses the task in a very brief, limited way and offers an opinion about cell phone use at school. The student only demonstrates the ability to form a simple sentence in the present tense. Except for the phrase "only for emergencies," the student relies on simple vocabulary to communicate only a simple message that lacks detail. There are no moments of hesitation in the response, but pronunciation errors limit clear communication.

Response 2

I'll say phones are allowed in school because students can call their parents if there is emergency and now everything is online.

This response addresses the task in a limited way with a single sentence. The student attempts to create a complex sentence structure with a subordinate conjunction ("because"), but the brevity of the response offers only a limited demonstration of English grammar use. The response includes basic, high-frequency vocabulary for this grade level ("school," "students," "parents," "online"), communicating only simple ideas that lack detail. The response includes some pronunciation and fluency errors that also limit communication.

Score Point 3

Response 1

I think students should not be allowed to use their cell phones in class because it is holding them from learning in school. When they always play on their phones they will never learn something and will never get a job later. I also think [...] it's not nice for the teacher because they only do their job when no one is listening.

The student addresses the task somewhat successfully and gives an opinion about cell phone use in school. The response reflects familiarity with basic grammar features and tenses and includes some complex sentences (“it’s not nice for the teacher because they only do their job”). The student uses basic vocabulary to provide some supporting details. Some language use is still imprecise and interferes somewhat with clear communication (“holding them from learning,” “they only do their job when no one is listening”). The student generally speaks comfortably with only one hesitation, and there are no significant pronunciation errors.

Response 2

I think the students should be able to use their cell phones at school as long they finished all their work. And [...] as for method reasons because it gives people an incentive to want to finish. Plus it takes people’s minds off of other stuff once they’re done.

The student addresses the task somewhat successfully with a concise response. The student demonstrates an ability to communicate with basic English grammar and generates some complex sentences, but there is also an error in tense agreement when using these less familiar structures (“as long they finished all their work”). The response features vocabulary that is both basic (“stuff”) and academic (“method,” “incentive”). The brevity of the response does not provide evidence of an ability to use a wider range of higher-register vocabulary. The student pauses briefly only once and pronounces words correctly while delivering the message.

Response 3

I think that we should use phones in school but only on our breaks as like a free time and during school independent work for music to help focus. [...] Instead of focus on our work instead of around sounds that are happening.

The student addresses the task somewhat successfully and defends cell phone use at school. The response demonstrates the ability to use simple verb tenses correctly, though an attempt at a more complex sentence contains errors that interfere somewhat with communication (“Instead of focus on our work instead of around sounds that are happening”). The response includes appropriate use of common grade-appropriate vocabulary (“free time,” “independent work,” “on our breaks,” “music to help focus”). The student speaks with slight hesitation and makes a few pronunciation errors that only interfere somewhat with comprehension.

Response 4

I think students should be able to use their phone during school hours because [...] um, it's one way to connect to people because that's like the main connection is like everyone's phone and everyone likes to take photos. And another reason is like what if you need help with something? Like what if you needed to call your friend across the school to see if you left something in their class that they're in right now? Yeah.

The response somewhat successfully addresses the task. The student demonstrates the ability to communicate with basic English grammar features and attempts more complex sentence structures ("Like what if you needed to call your friend across the school to see if you left something in their class"). The response features common vocabulary choices for the grade level ("everyone," "something," "phone," "class"). Pronunciation is correct, and there is one hesitation. Overall, the student generally communicates comfortably.

Response 5

Students should not be allowed to use phone at school because it is a distraction. And [...] students will not be able to focus on the lesson. Instead, they are just going to be on their phone all the time.

The response addresses the task somewhat successfully and provides an opinion about cell phones at school with a few details. The student uses a few complex grammar structures with correct tense and syntax ("Students should not be allowed to use phone at school because it is a distraction"). Vocabulary includes a small array of common words ("focus on the lesson," "distraction"). While the vocabulary is accurate and appropriate for the task, the response is very brief and would be enhanced by a wider range of vocabulary use. The response includes a brief pause, and no pronunciation errors affect communication.

Score Point 4

Response 1

I think students should be able to use cell phones at school. The first reason I think cell phones should be used in school because most of the time students need to get their own personal time, socialize and cell phones are one of the ways to make students less stressed from all the work in school. It's important that students get their personal times because school can be stressing sometimes. They can listen to music, [...] watching YouTube, playing video games, to slow down from all the stress in school. The second reason I think cell phones should be used in school is for educational purposes like searching up things online for the school works or using cell phones apps for edu-edu educational purpose too, like calculator or translator and, etc. for their math or for another class.

The student addresses the task completely with elaboration and uses complex grammar structures to connect ideas clearly and naturally in a way that is comparable to native English-speaking peers ("The first reason I think cell phones should be used in school because most of the time students need to get their own personal time, socialize and cell phones are one of the ways to make students less stressed from all the work in school"). The response features a wide range of vocabulary to convey specific details ("personal time," "playing video games," "educational purpose," "calculator or translator"). A few moments of hesitation and pausing do not interfere with clear communication, and the student pronounces words correctly while delivering the message.

Response 2

I think we should be able to use our phones because we never know if there's going to be an emergency to a family member or to us or maybe a friend. And we might need to communicate with someone as fast as we can with someone so they can bring in help. Or just to distract ourselves sometimes because like learning is important, then again, we are all stressed out and I think we should be able to just have some breaks and be able to like communicate with our friends and our parents or just do something fun instead of just sitting in a desk for an hour, or being in school eight hours without having any fun things to do.

The student completely addresses the task with some elaboration and provides an opinion on cell phone use in school. The student demonstrates a command of grammar comparable to native English-speaking peers ("I think we should be able to use our phones because we never know if there's going to be an emergency to a family member or to us or maybe a friend"). The response includes common, grade-level vocabulary to convey details on the topic ("family member," "parents," "sitting in a desk," "eight hours") along with specific, abstract word choices ("emergency," "distract," "stressed out"). Throughout the response, the student pronounces words correctly and is able to speak naturally and in a fluid manner, without needing to pause and search for words.

Response 3

For me, it's really important to allow cell phones during high school because sometimes we are gonna need to look on Safari or on Google some information to support the stuff we're looking in class. Also when if we have an emergency or we need to talk with mom or dad, we're gonna need the phones. Cell phones are really productive if we know how to use it. So for me [...] it's not bad if you have your cell phone with you. It's just bad if you use it without control during class and being disrespectful with your teacher and your friends. So if you're using your phone to communicate something or looking for some information and getting resources from internet, you're going to do really good during school. That is why some schools need to start to allow cell phones but with some rules so they are not gonna have just [...] students without control using the phones [...] just talking with their friends and they are gonna use it in a good way.

The student completely addresses the task with a fair degree of elaboration and offers an opinion on cell phone use in school, demonstrating an ability to use grammar and vocabulary in a manner nearly comparable to native English-speaking peers. The response demonstrates an ability to correctly use complex sentences ("For me, it's really important to allow cell phones"; "It's just bad if you use it without control during class"; "schools need to start to allow cell phones but with some rules"). Word choices include grade-appropriate academic and abstract vocabulary ("communicate," "resources," "emergency," "control," "disrespectful") and colloquial language ("gonna," "Google"). Pronunciation errors are minor, and a few brief pauses do not interfere with communication.

Response 4

And as cool as it would be to have phones in class, I think it would be better if we didn't have phones in class. Because the first off, because phones are really to be used as distractions, like when the teacher is talking you'll wanna have your phone out cuz then you would look at your phone and not listen to the teacher, or whatever. Um, and the second reason cuz since they're connected to the internet they could be used for like cheating. And since they're smaller than like laptops and less visible uh, teachers can't really be tell what if you're seeing is like regular stuff or if you're actively cheating. So yeah those are my reasons on why you shouldn't, you shouldn't use phones in class.

The response completely addresses the task. The student demonstrates an ability to use complex sentences and grammar structures ("And as cool as it would be to have phones in class, I think it would be better if we didn't have phones in class"). There is still some awkward usage that does not interfere significantly with communication ("teachers can't really be tell"). The response features precise vocabulary choices when elaborating ("when the teacher is talking," "they're connected to the internet," "smaller than like laptops and less visible," "actively cheating") and colloquial language comparable to native English-speaking peers ("cuz," "wanna"). The student pronounces words correctly and does not hesitate while delivering the message.

Response 5

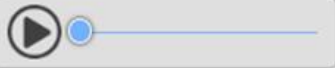
As being a student myself I see some students that have their phone out during class with or without teacher permission. A question should students be allowed to use their phones during the school day is an interesting question because both sides, for and against, students using their phones during class have arguments defending both their sides [...]. In my opinion I feel that students students should be able to use their phones in class to facilitate student life. One reason being note taking. Note taking can be sometimes [...] overwhelming in a sense that you won't be fast enough to complete your notes and, well, you'll be left without notes and without an understanding of the topic that you were learning in school. And being able to have your phone out and take a picture of said notes and keep it on your phone whenever you need is such an improvement for student quality of life. And it it could also be, and secondly, if the student doesn't understand the topic they could record the class and listen to today's, that day's, lesson for as many times as they need to look up said topic of one for assistance.

The student completely addresses the task with grammar and vocabulary comparable to that of native English-speaking peers. The response demonstrates an ability to correctly use complex sentences and structures (“As being a student myself I see some students that have their phone out during class with or without teacher permission”; “Note taking can be sometimes [...] overwhelming in a sense that you won't be fast enough to complete your notes and, well, you'll be left without notes”). Some usage is still awkward but does not significantly interfere with communication (“they could record the class and listen to today's, that day's, lesson for as many times as they need to look up said topic of one for assistance”). The response features a wide range of grade-appropriate vocabulary to provide specific details (“interesting,” “arguments,” “improvement,” “facilitate,” “said topic”). The student pronounces words correctly and only pauses a couple of times while delivering the message.

Question 36

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

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



90s

Remaining Attempts: 2

Score Point 2

Response 1

In each picture there is a couple [...] and difference is that one of them that they're on their [...] phones and the other one is talking to each other.

The response addresses the task in a brief, limited manner. The student only demonstrates an ability to communicate with simple English grammar structures in the present tense with some grammar and structural errors (“difference is that one of them that they’re on their [...] phones”) limiting clear communication. The response features only a small pool of simple, high-frequency vocabulary when comparing the pictures (“couple,” “phones,” “talking”), resulting in a response that lacks detail. Pronunciation is generally understandable, but the student speaks with frequent hesitations, including a longer pause to search for words (“they’re on their [...] phones”), that limit communication.

Response 2

There's two couples and they're eating together. [...] There are different places. Difference [...] one is inside and one is outside.

The response addresses the task in a very limited way. The student does not demonstrate an ability to use English grammar beyond simple sentences in the present tense to convey an original message. Grammar errors within these simple structures limit communication (“There’s two couples”; “There are different places”). The response lacks detail as it features only a small pool of high-frequency and often repetitive vocabulary (“places,” “one,” “inside,” “outside”). Pronunciation errors and some hesitation as the student searches for words also limit communication.

Score Point 3

Response 1

These are similar in the way that there's girl and a boy in both pictures in like I'm guessing they're like relationships. [...] And in one of the pictures, they seem to be very social. They're very loving, very touching, um [...] I make sure. In the other one, they seem to be [...] very distant, very in their own worlds. [...] Um, they're just not interacting like the other couple was.

The response addresses the task in a somewhat successful way. The student demonstrates an overall familiarity with basic English grammar features with errors only interfering somewhat with communication ("there's girl"). The response features some appropriate abstract vocabulary choices ("relationships," "social," "distant," "in their own worlds," "interacting"), but there are also some phrases where the student's meaning is less clear ("very touching," "I make sure"). The student pronounces words correctly and generally communicates comfortably with only a few pauses while delivering the message.

Response 2

The two pictures are similar in that they both focus [...] on two people that carry items in their hands. [...] These pictures are different in that [...] uh the people in the pictures hold different items. Additionally they take place in different settings.

The student addresses the task somewhat successfully and compares the two pictures. The student demonstrates a familiarity communicating with basic grammar features without errors ("The two pictures are similar in that they both focus [...] on two people that carry items in their hands"). The student conveys some details using common vocabulary ("people in the pictures hold different items"). The vocabulary choices are accurate and appropriate for the task. However, the response is quite brief and features a small pool of word choices that are often repeated ("in that," "different"). Evidence of an ability to use a wider range of academic and abstract vocabulary would have enhanced the response. The response includes some brief pauses to search for words, but the student is generally able to communicate comfortably and pronounce words in a way that is understandable.

Response 3

Two similarities that these pictures have is that in both pictures there's a guy and a girl and they're both out in a place. And then two differences is that in the first picture the people aren't like talking and there is a girl like in the background. And then in the second picture they're talking. Umm they're at a beach.

The student addresses the task in a somewhat successful way and describes ways the pictures are similar and different. The student demonstrates familiarity with basic English grammar structures and the emerging ability to form complex sentences (“And then two differences is that in the first picture the people aren't like talking and there is a girl like in the background”). However, some errors in subject verb agreement interfere somewhat with communication (“these pictures have is,” “two differences is”). The response features common vocabulary on the familiar topic to provide some details (“people aren't like talking,” “there is a girl like in the background,” “they're at a beach”), but the brief response would be enhanced by demonstrating a wider range of more advanced vocabulary. Apart from a single use of “umm” that interferes somewhat with fluency, the student generally speaks comfortably and pronounces words in a way that is understandable.

Response 4

Two things are similar there there's two couples in both pictures and they're both sitting next to each other talking. Two differences is one is in the beach, one's in the coffee shop. And then one's one of the couple is eating and the others are on their phone.

The student somewhat successfully addresses the task and describes how the pictures are similar and different. The student demonstrates familiarity with basic grammar features (“there's two couples in both pictures and they're both sitting next to each other talking”) with some errors (“there's two couples,” “Two differences is”) interfering only somewhat with clear communication. The response features appropriate use of common vocabulary to provide some details (“two couples,” “sitting next to each other talking,” “beach,” “coffee shop”). While the vocabulary is appropriate for the task, the response is quite brief and does not demonstrate a wider range of abstract or academic vocabulary to provide more specific detail. The student does not hesitate while speaking and pronounces words in a way that is generally understandable.

Response 5

Two ways these pic this pictures are similar are they both include a boy and a girl and they're both doing something together. Two differences they both have is in one they're enjoying each other's presence well the in the other one [...] they are together [...] inside while being on their phones or on a tablet not really paying attention to each other.

The response somewhat successfully addresses the task and compares the similarities and differences between the two pictures. Some of the vocabulary choices are less specific, high-frequency language (“doing something”), but the student also includes some higher-register vocabulary that adds elaboration (“enjoying each other’s presence,” “not really paying attention to each other”). The student introduces a grammar error in a moment of restatement (“Two ways these pic this pictures”), but the response generally demonstrates appropriate use of basic English grammar features with errors interfering only somewhat with communication. The response includes pronunciation that is generally understandable and minimal hesitation while delivering the message.

Score Point 4

Response 1

Two ways in which these two pictures are similar are that both of them they have a couple um the couple in the left uh they are both in a public space and the couple on the right too. Both of the girls are uh doing something like drinking coffee and eating an apple. Uh but the difference is we can see how the guys are doing different things. Because the guy in the left is not really paying attention and he is on his phone and they're not really talking or doing anything. They actually look mad at each other. And the couple in the right are actually uh talking and they seem happy um and they are just enjoying the time. Um we can also see they are in different places um like a coffee place and a beach.

The student addresses the task completely, using language nearly comparable to a native English-speaking peer and compares the two pictures. Specific vocabulary and prepositions (“the couple in the left,” “drinking coffee and eating an apple,” “beach”) create clear distinctions between the photos. The response includes abstract vocabulary and idiomatic language (“paying attention,” “They actually look mad at each other,” “they seem happy um and they are just enjoying the time”) that demonstrates an ability to elaborate on the topic in a manner comparable to a native English-speaking peer. A few moments of hesitation and minor pronunciation errors do not interfere with comprehension.

Response 2

So these two pictures are similar cause there is what I believe to be a couple in both pictures. They're both sitting down. Then the differences are that one couple on the right are outside they're laughing they're smiling they're spending quality time. Then the other picture with the couple sitting inside they're both on their phones or at least not paying attention to each other not even looking at each other they're not talking they're not doing anything at all. Then they're inside, too. There's somebody else in the background so it seems like they're around more people. So these pictures are similar cause it represents two different kinds of couple. One of them are talking to each other they're being outside they're smiling, looks like they're having fun. You can tell by their body language. And the other picture they're just to themselves they're not not even really sitting that close. They're just in their own business.

The student addresses the task completely and with a fair degree of elaboration. The student demonstrates an ability to use complex structures and sentences correctly with only some minor errors that do not interfere with comprehension. The response features specific, higher-register vocabulary including appropriate use of abstract vocabulary (“believe,” “not paying attention,” “background,” “represents,” “body language”) and idiomatic language (“they’re spending quality time,” “they’re just to themselves,” “in their own business”) to communicate in a manner comparable to native English-speaking peers. The student speaks smoothly without hesitation and pronounces words correctly while speaking.

Response 3

Well two ways that this pictures are similar is that they are both in a date and they are both couple. And two differences between them is that w in one of them they look happy and in another one they look sad. In one of them they are talking they're having a conversation and in the other one they are not even looking at each other and one of them is in that phone and the other one is just doing some work. While the other couple in the second picture are talking to each other smiling and leaving leaving their date having the best date ever.

The student addresses the task completely and with some elaboration and compares the similarities and differences of the two pictures. The response has a couple of minor grammatical errors (“are both couple,” “in that phone”) that do not interfere with comprehension. Overall, the student demonstrates an ability to communicate with grammar structures and sentences nearly comparable to native English-speaking peers. While the response generally features more basic vocabulary choices, the student demonstrates an ability to use language to form descriptions in a native like way (“having a conversation,” “not even looking at each other,” “just doing some work,” “having the best date ever”). The student speaks fluidly and without hesitation while delivering the message and generally pronounces words correctly.

Response 4

So um ways that two ways these images are similar is that there's two people in both images obviously and they're both um all of them are either eating or drinking something. Umm the guy in the first image uh doesn't seem to have any food or drink in his hand but there's clearly another cup on the table which uh I think is his. Um two ways these are different is that [...] uh in image one you can clearly see that the man and the woman are facing away from each other. The woman is uh reading some type of book or on a tablet I believe and and uh the man is on his phone. Both of them are on a device not really sharing or anything. While in picture two you can clearly see it is two maybe friends or even a couple uh just bonding and having a good time. Um uh another difference is the location of course uh. I think they this couple might be on a beach beach and um uh in image one they could be at like maybe at a coffee shop.

The student completely addresses the task, using grammar and vocabulary in a manner comparable to native English-speaking peers. The student communicates comfortably with a conversational tone and demonstrates an ability to use longer complex sentences correctly as the response draws clear comparisons between ideas. The response features a significant range of specific and precise vocabulary choices (“obviously,” “image,” “bonding”) and descriptive language is used comparably to native speaking peers (“you can clearly see,” “facing away from each other,” “not really sharing or anything,” “bonding and having a good time”). A few brief pauses and minor pronunciation errors do not interfere with clear communication as the student delivers the message.

Response 5

These two pictures are similar because they are both on a date um with their significant other. And [...] they are also um you know at a place where they can eat something and they're at each other's company. And two ways that it's different is that the first one you can see that it is an [...] older couple and a couple that has been together for a while now. And in the second one they're like a younger couple and they're just starting their relationship. And and they are also on the first one they are not paying that much attention to each other and the second one you can see they're enjoying the time that they're together and like [...] having one on one moments with each other.

The student addresses the task completely and with a fair degree of elaboration. The response consistently demonstrates an ability to correctly use complex structures to draw clear comparisons between ideas in a manner comparable to native English-speaking peers. Some minor errors like the use of an awkward preposition (“at each other’s company”) and an error in subject verb agreement (“And two ways that it’s different”) do not interfere with communication. When providing details, the student uses specific word choices and phrases that are comparable to language used by native speaking peers (“their significant other,” “been together for a while now,” “just starting their relationship,” “one on one moments with each other”). The few brief pauses in the response do not interfere with comprehension, and the student pronounces words correctly while delivering the message.