



Spring 2023

General Information

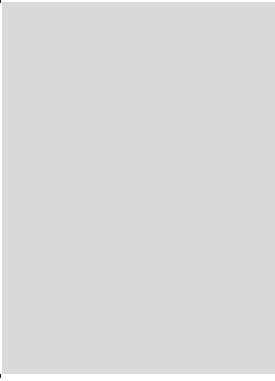
This guide provides exemplar student responses for the Texas English Language Proficiency Assessment System (TELPAS) online speaking assessment. It is intended to be used alongside the spring 2023 TELPAS listening and speaking released test. Each question is identified as it appears on the released test (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

ELPS-TELPAS Proficiency Level Descriptors
Grades K- 12 Speaking

Beginning

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.

	<ul style="list-style-type: none"> • be mostly limited to simple, high-frequency words and phrases 	<ul style="list-style-type: none"> • rarely include details because of the student's limited vocabulary 		<ul style="list-style-type: none"> • include idioms or colloquialisms used by native English-speaking peers • include abstract and
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Score Point 2

Response 1

The boy was playing soccer. [...] And he boy [...] has the ball [...] and the
ground [...] by his falling [...] 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 falling" limit communication), but the message is still understandable. To f

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 welh 9ponse, as welh 9ponse

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

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.

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

Response 3

The Bluebird succeeds reaching his goal by going to the lake and singing every day without

©

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, somethings 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 clearly.

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.

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 so 0 vCBTtETQq0 0 5,BT(t)-5 (s33q0

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.

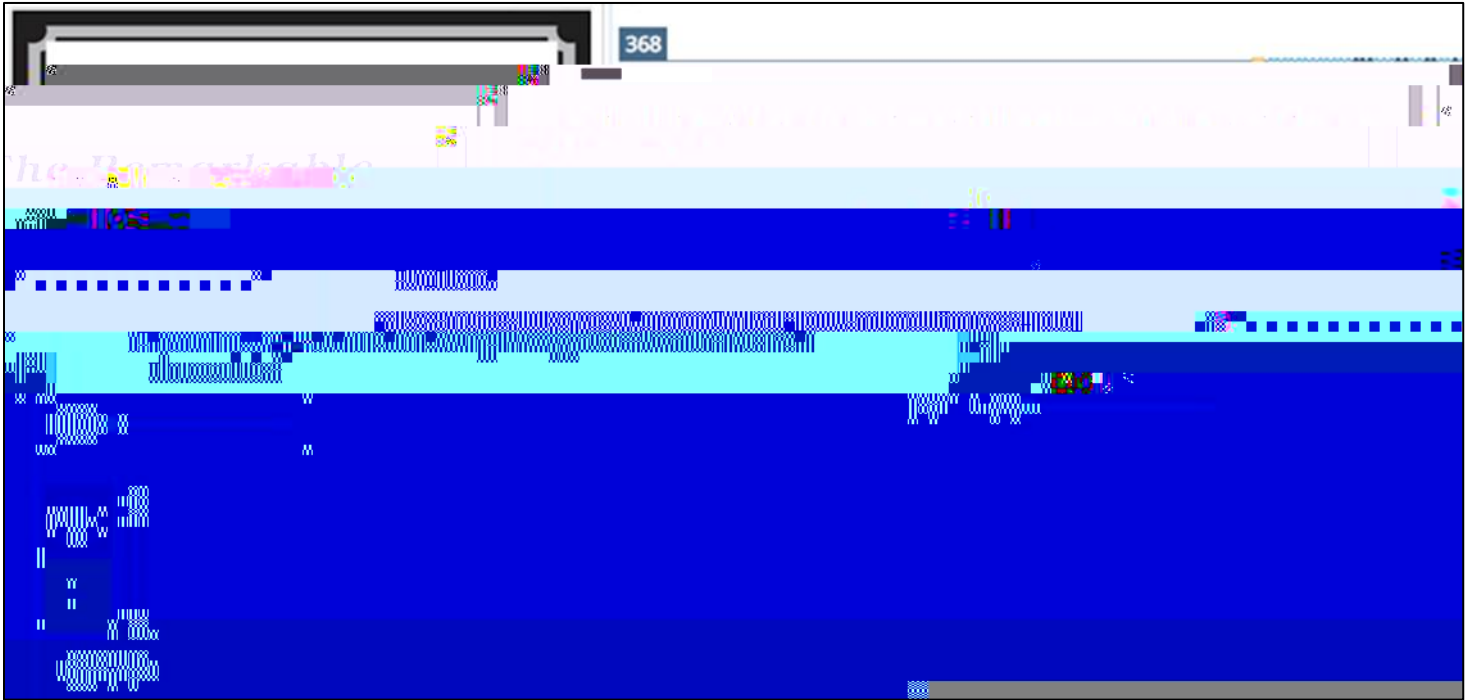
The student addresses the task completely and with a fair degree of elaboration on how to complete a school project, consistently demonstrating an ability to use complex structures and tenses accurately to connect ideas naturally and explain thoughts in a manner comparable to native English-speaking 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,"

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,

Question 35



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.

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

Score Point 4

Response 1

Response 3

