



TELPAS Speaking Scoring Guide Grades 9 12

Spring 2023

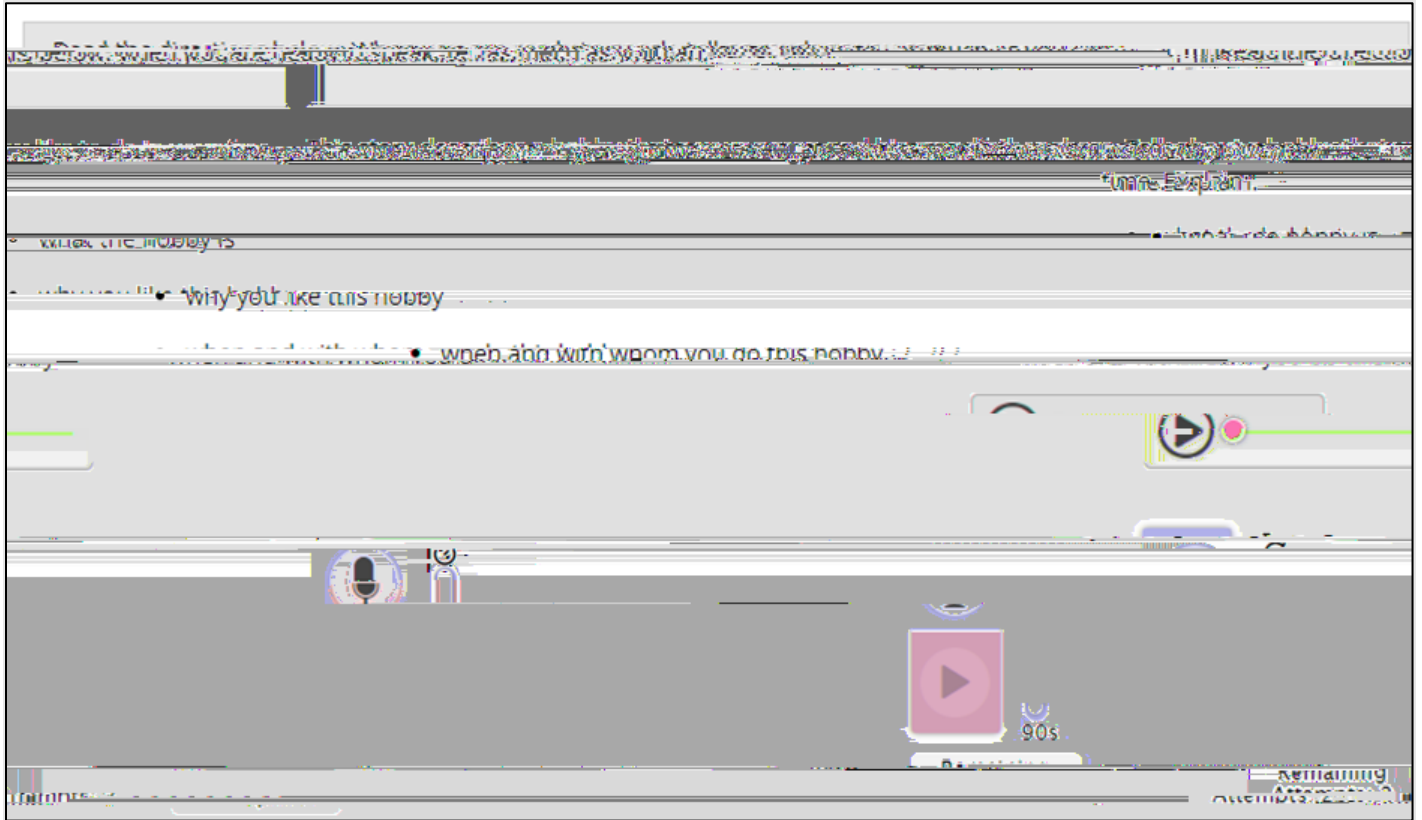
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ELPS - TELPAS Proficiency Level Descriptors
Grades K

	(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 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



Score Point 2

Response 1

I like to clean [. . .]. Um I like to clean because [. . .]

Score Point 3

Response 1

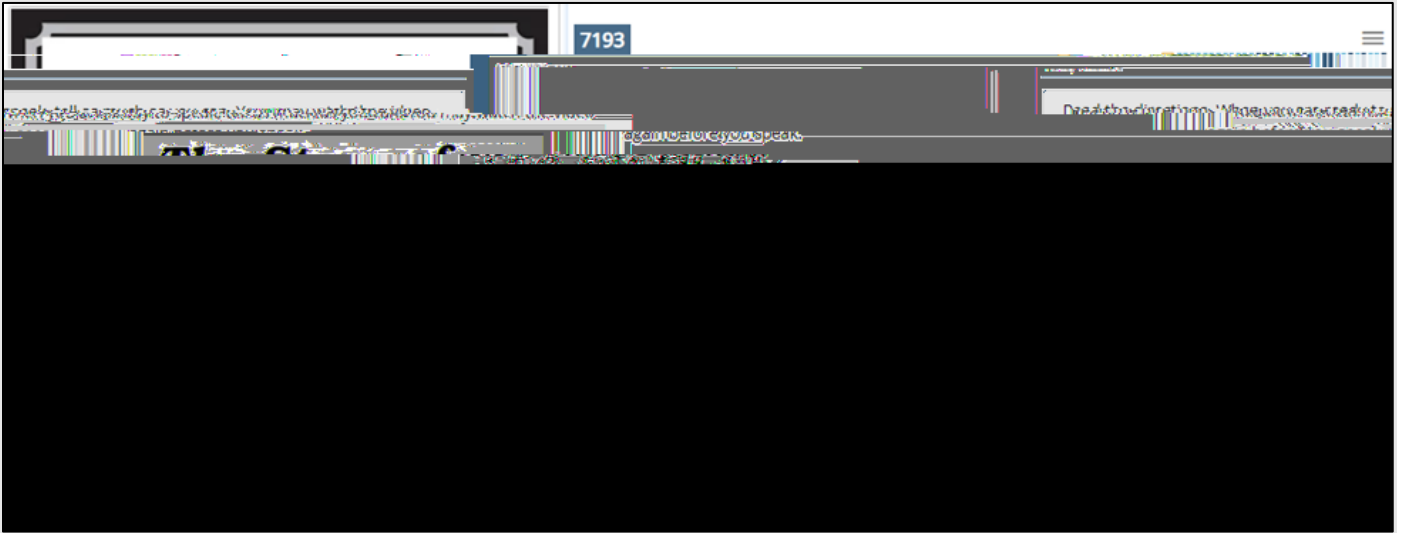
Reading is my hobby. I like to do it when in my free
calm and helps you to focus. I do it with my cousins every time when we play
around. They tell me to read a book to them, so I do, because I like to read them.

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

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.

Question 35



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.

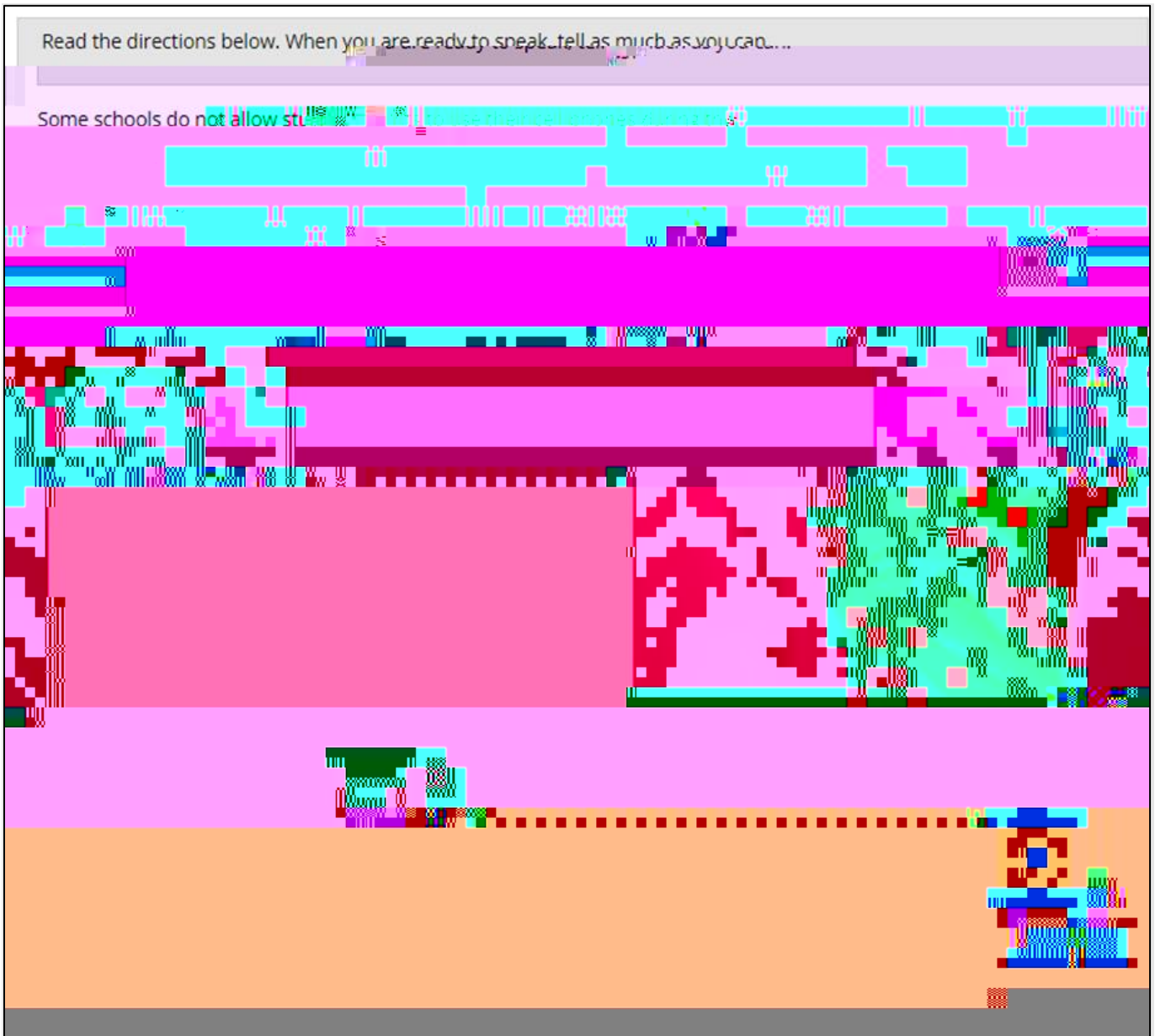
The student addresses the task in a brief and limited manner and describes the process of making and distributing chocolate. The response consists of one simple sentence and some awkward fragments. Other sentences and fragments contain errors

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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 cell phones at school.



The photograph shows a school building with a prominent sign that says "SCHOOL". The building is a two-story structure with a light-colored facade. There are several trees in front of the building, and a paved area with a dashed line, possibly a parking lot or a walkway, is visible in the foreground. The sky is clear and blue.

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

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 interesti-12 (n)12 (e)-he.e.e sduen sr bth

Score Point 2

Response 1

In each picture there is a couple [...] and difference is that one of them that [...] 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 limiting clear communication. The response features only a small pool of simple, high-frequency vocabulary when comparing the pictures

Response 3

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. An d 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

in subject verb agreement interfere somewhat with communication. The response features common vocabulary on the familiar topic to provide some details like , but the brief response would be enhanced by demonstrating a wider range of more advanced vocabulary. 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 their phone.

The student somewhat successfully addresses the task and describes how the pictures are similar and different.

with some errors (interfering only somewhat with clear communication. The response features appropriate use of common vocabulary to provide some details 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 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 together [...] inside while being on their phones or on a tablet not really paying attention to each other.

The response

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. U h 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 t he coupl e in the right are actually uh talking and they seem happy um and they are just enjoying the time. Um w e 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) create clear distinctions between the photos. The response includes abstract vocabulary and idiomatic language 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 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 g 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 the ir 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 couple i 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 liy eW*nB7T0 135 (n)8 (at)-40(e)-3Qq0

Response 5

These two pictures are similar because they are both on a date um with their significant other. And [.