



## Four-Point Speaking Rubric

As part of the TELPAS assessment derived from the TELPAS proficiency level descriptors (PLDs). The rubrics demonstrate how a student will be assessed for speaking; however, the rubrics should not replace the Texas English Language Proficiency Standards (ELPS) or PLDs and should not be used in isolation.

	(1) A response at score point 1 may	(2) A response at score point 2 may	(3) A response at score point 3 may	(4) A response at score point 4 may
<b>Completeness of Response</b>	<ul style="list-style-type: none"> <li>be silent and not attempt to address the task</li> <li>attempt to address the task, but may be limited to simple, high-frequency <del>uh</del> by communicating simple, original ideas, using sentences and occasional phrases</li> </ul>		<ul style="list-style-type: none"> <li>address the task somewhat successfully by generally communicating comfortably on</li> </ul>	



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