TELPAS Writing Scoring Guide Grades 4–5 Writing

Constructed Response

Fall 2022

General Information

This guide provides information about scoring of the Texas English Language Proficiency Assessment System (TELPAS) online writing assessment for grades 4–5. Items included in this guide are from the Spring 2022 TELPAS Writing Field Test.

The responses you see in this guide are student responses to a writing prompt administered online in the spring of 2022. A range of responses are included to show the progression of student writing from lower score points to higher score points. The response images are as the students typed them.

The annotations focus on the specific responses. A response earns a specific score point, based on the characteristics in that particular response. The proficiency level of the student is determined by the accumulated score across a series of multiple choice and written responses. The annotation establishes the link between a response and the associated score point. An individual response does not necessarily reflect a student's proficiency level but reflects one piece of data that contributes to the determination of the student's proficiency level.

The TELPAS proficiency level descriptors (PLDs) for writing and the writing rubric are included in this guide for your reference.

ELPS-TELPAS Proficiency Level Descriptors
Grades 2-12 Writing

| Beginning	Intermediate	Advanced	Advanced High
Beginning English learners (ELs) lack the English vocabulary and grasp of English language structures necessary to address grade-appropriate writing tasks meaningfully.	Intermediate ELs have enough English vocabulary and enough grasp of English language structures to address grade-appropriate writing tasks in a limited way.	Advanced ELs have enough English vocabulary and command of English language structures to address grade-appropriate writing tasks, although second language acquisition support is needed.	Advanced high ELs have acquired the English vocabulary and command of English language structures necessary to address grade-appropriate writing tasks with minimal second language acquisition support.
These students: • have little or no ability to use the English language to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction • lack the English necessary to develop or demonstrate elements of grade-appropriate writing (e.g., focus and coherence, conventions, organization, voice, and development of ideas) in English **Typical writing features at this level:** • ability to label, list, and copy • high-frequency words/phrases and short, simple sentences (or even short paragraphs) based primarily on recently practiced, memorized, or highly familiar material; this type of writing may be quite accurate • present tense used primarily • frequent primary language features (spelling patterns, word order, literal translations, and words from the student's primary language) and other errors associated with second language acquisition may significantly hinder or prevent understanding, even for individuals accustomed to the writing of ELs	These students: • have a limited ability to use the English language to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction • are limited in their ability to develop or demonstrate elements of grade-appropriate writing in English; communicate best when topics are highly familiar and concrete, and require simple, high-frequency English **Typical writing features at this level:** • simple, original messages consisting of short, simple sentences; frequent inaccuracies occur when creating or taking risks beyond familiar English • high-frequency vocabulary; academic writing often has an oral tone • loosely connected text with limited use of cohesive devices or repetitive use, which may cause gaps in meaning • repetition of ideas due to lack of vocabulary and language structures • present tense used most accurately; simple future and past tenses, if attempted, are used inconsistently or with frequent inaccuracies • descriptions, explanations, and narrations lacking detail; difficulty expressing abstract ideas • primary language features and errors associated with second language acquisition may be frequent • some writing may be understood only by individuals accustomed to the writing of ELs; parts of the writing may be hard to understand even for individuals accustomed to the writing of ELs	These students: • are able to use the English language, with second language acquisition support, to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction • know enough English to be able to develop or demonstrate elements of grade-appropriate writing in English, although second language acquisition support is particularly needed when topics are abstract, academically challenging, or unfamiliar **Typical writing features at this level:** • grasp of basic verbs, tenses, grammar features, and sentence patterns; partial grasp of more complex verbs, tenses, grammar features, and sentence patterns • emerging grade-appropriate vocabulary; academic writing has a more academic tone • use of a variety of common cohesive devices, although some redundancy may occur • narrations, explanations, and descriptions developed in some detail with emerging clarity; quality or quantity declines when abstract ideas are expressed, academic demands are high, or low-frequency vocabulary is required • occasional second language acquisition errors • communications are usually understood by individuals not accustomed to the writing of ELs	These students: • are able to use the English language, with minimal second language acquisition support, to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction • know enough English to be able to develop or demonstrate, with minimal second language acquisition support, elements of grade-appropriate writing in English **Typical writing features at this level:** • nearly comparable to writing of native English-speaking peers in clarity and precision with regard to English vocabulary and language structures, with occasional exceptions when writing about academically complex ideas, abstract ideas, or topics requiring low-frequency vocabulary • occasional difficulty with naturalness of phrasing and expression • errors associated with second language acquisition are minor and usually limited to low-frequency words and structures; errors rarely interfere with communication

TELPAS Twelve-Point Writing Rubric

As part of the TELPAS writing assessment, rubrics were developed to determine the score points that should be ascribed to a student's response based on their performance on a particular item. The rubrics demonstrate the possible number of score points that students can achieve on each writing test item. There is one rubric for grades 2–3 and one rubric for grades 4–12. The twelve-point rubric for grades 4 through 12 is based on the TELPAS proficiency level descriptors (PLDs). Using the twelve-point rubric the student's writing is assessed based on the following three traits: vocabulary, usage, and completeness. For each of the three traits, the student receives a score from 1 to 4 for a total possible score of 12 points. This rubric demonstrates how a student will be assessed for writing; however, the rubric should not replace the Texas English Language Proficiency Standards (ELPS) or PLDs and should not be used in isolation.

	(1) Writing that receives a score point 1 per characteristic	(2) Writing that receives a score point 2 per characteristic	(3) Writing that receives a score point 3 per characteristic	(4) Writing that receives a score point 4 per characteristic
Vocabulary	• May contain some high-frequency or routine words and phrases; may even contain a small number of very simple formulaic sentences • May include vocabulary from the student's native language • Contains widespread spelling errors that significantly interfere with comprehensibility even with common, high-frequency words; spelling errors reflect frequent borrowing from the student's native language	• Uses vocabulary that is repetitive or limited in range and variety, particularly when writing is academic • May circumlocute when the precise word is unknown or struggle to use words correctly • Contains some spelling errors that may interfere with comprehensibility; spelling errors may reflect some borrowing from the native language	• Generally uses a variety and range of grade-appropriate social language; may struggle to use vocabulary that is academic or newly introduced • Sometimes uses vocabulary that is precise; may not always have the right word(s) for the task • Contains occasional spelling errors that do not significantly interfere with comprehensibility; errors do not represent a significant level of interference from the native language	• Consistently uses a variety and range of grade-appropriate academic and social language • Consistently uses precise vocabulary; employs the right word(s) for the task • Contains infrequent spelling errors that do not interfere with comprehensibility, similar to those made by native English-speaking peers; errors are only rarely due to interference from the native language
Usage	• May contain some simple sentences using present tense or memorized past tense verbs but with errors and inaccuracies • Includes significant grammar usage errors that interfere with comprehensibility	• Contains mostly simple sentences using present tense; other tenses used inconsistently or inaccurately • Includes frequent grammar usage errors that sometimes interfere with comprehensibility	• May still contain many simple sentences but shows ability to use simple tenses successfully and a developing ability to use complex tenses • Demonstrates an emerging ability to write compound and/or complex sentences • Includes some grammar usage errors that do not significantly interfere with comprehensibility	• Consistently demonstrates ability to correctly use both simple and complex tenses • Contains some expanded compound and/or complex sentences • Demonstrates grammar usage that is generally correct and comparable to that of grade-level native English-speaking peers • Includes infrequent grammar usage errors which do not interfere with comprehensibility; errors may be similar to those made by native English-speaking peers or be limited to complex grammar structures
Completeness	• May copy the prompt or contain no English • Contains simple sentences lacking details or language needed to align to the task • Is minimally effective in communicating intended message	• May include limited or repetitive use of words and phrases needed to sequence events and show relationships between sentences (cohesive devices) • Narrates, describes, or explains in a limited way with few details; lacks language needed to align to the task • Shows limited effectiveness in communicating intended message	• Includes some of the appropriate words and phrases needed to sequence events and show the relationship between sentences but does so inconsistently and with some repetition or unnaturalness • Narrates, describes, or explains in some detail but shows a decline when topics are more academic or abstract • Is mostly effective in communicating intended message but lacks some specificity needed to complete the task	• Includes the appropriate words, phrases, and/or clauses needed to sequence events and show the relationship between sentences or parts of sentences • Reflects a clear alignment to the specific genre (narration, description, explanation, etc.) • Mostly achieves the intended goal and contains a degree of specificity and detail needed to address the task completely

Grades 4–5 Writing Question and Scored Responses

Andrea asked her dad how much electricity their family used. Together they looked at this month's electricity bill. Andrea noticed a bar graph on the bill.

Electricity Usage for the Last Six Months
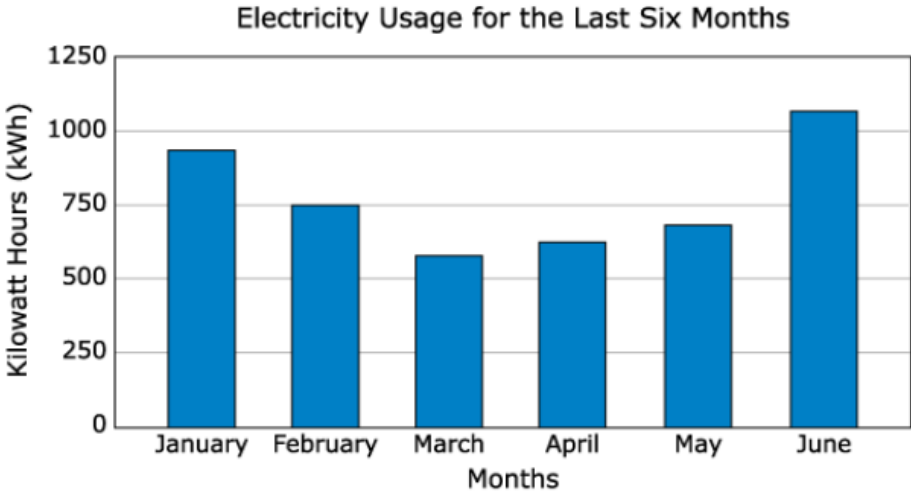
Prompt

- Describe the graph. What can you conclude from the graph?
- Why do you think the amount of electricity usage changes from month to month? Explain at least two reasons.
- Do you predict that Andrea's family will use more or less electricity in July? Explain why.
- Tell some ways that a family can save electricity at home.

Score Point 3

In the chart it hau mani electricity is usage in this six
months in june they usage alot of electricity.

Vocabulary – 1

This response contains multiple spelling errors that interfere with comprehension.
Additionally, the response includes other vocabulary errors, such as missing some words
entirely or using the wrong word repeatedly ("usage"). The writer relies on the verbiage in
the prompt without being able to use the words correctly.

Usage – 1

The response consists of only a couple of sentence fragments placed together and lacks
verbs altogether, misusing "usage" in place of "used."

Completeness – 1

The writer is minimally effective in responding to the task. The response lacks meaningful
detail to align it to the task, and it consists of only simple sentence fragments.

Score Point 4

> The elctricity is chage because is so much ligh in the hause. And because is using so much light. More because ther usinng so much ligth to thre house.They can save don't turn in much litgh.

Vocabulary – 1

This response contains only high-frequency vocabulary that is repeated heavily throughout the short response. Additionally, the response features numerous errors that interfere with comprehension.

Usage – 1

The sentence structures in this response are often incomplete, resulting in simple sentence fragments instead of full sentences. In addition, other grammatical errors, such as using the incorrect preposition ("They can save don't turn in much litgh"), interfere with the reader's understanding of the writing.

Completeness – 2

The writer responds to the task in a limited fashion. The response contains limited detail that is repetitive ("so much ligh in the hause"; "usinng so much ligth"). Despite attempting to address more aspects of the prompt, the writer simply repeats the same idea.

Score Point 5

> june has more than march becuse june have more becuse es
> summer and we go to like water park and beach march es
> the end of the school but we have a star test and es going to
> take like 2 houers.

Vocabulary – 2

This response contains a limited range of vocabulary with some original wording as opposed to relying on the prompt language ("summer," "water park and beach march," "star test"). There is likely some interference from the writer's first language, but it is relatively minor as are other spelling errors.

Usage – 1

The response consists primarily of a string of simple sentences or, occasionally, sentence fragments that run together through repeated use of conjunctions. Significant grammar usage errors are frequent throughout the response.

Completeness – 2

The writer addresses the task in a limited manner. The response contains limited detail that is meant to address the various questions in the prompt, but also contains numerous irrelevant details that confuse the matter and show that the writer is not consistently addressing the task ("we have a star test and es going to take like 2 houers").

Score Point 6

> I can see from the graph the different amounts in the
> months. and the electricty usage changes is because it leads
> to different amounts. I predict on july they will use less
> electricity. some ways they can save less electricity is by
> turning off faucets and less videogames.

Vocabulary – 2

The writer uses a limited range of language and includes some repetitious word choices ("different amounts," "less"). There are some struggles to find the most appropriate word, "some ways they can save less electricity" as opposed to "can save more electricity." There are no misspellings that interfere with comprehensibility, but the writer still relies on some language from the prompt to form the message.

Usage – 2

The writer demonstrates some limited ability with English grammar structures by forming simple sentences with some errors that interfere with comprehensibility. Attempts at more complex and less familiar structures produce errors that interfere with understanding the writer's message, such as "electricty usage changes is because it leads to different amounts."

Completeness – 2

The writer shows limited effectiveness in responding to the prompt and offers a minimal description of the graph and a limited conclusion of what it represents ("different amounts in the months"; "because it leads to different amounts"). The writer answers the last two questions posed by the prompt in two brief sentences without further explanation. Overall, the writer lacks the language required to more effectively align to the task.

Score Point 7

> that the cost of all the electricety they are using gets higher and lower i think that why it goes up and down is because they use alot one month and a little a other monthi think that they will use less now that they saw how much electricity they use each month by not using your phone much so you dont have to charge it use a little bit of the tv and dont plug in things that long to not waste alot of electricity that what i do at home.

Vocabulary – 2

The writer uses vocabulary that is repetitive and limited in range, incorporating some more of their own language ("phone," "charge it," "little bit of the tv") and relying less on reformulated prompt language. However, the language employed remains quite basic overall.

Usage – 2

This response lacks punctuation apart from one period at the end, coming across as a long run-on sentence. Issues with properly structuring individual sentences and some grammar errors ("a other monthi," "that what i do") interfere with the writing's comprehensibility. Overall, the writer demonstrates a limited command over tenses and basic grammar usage.

Completeness – 3

The writer is mostly effective at responding to the prompt and offers a description with some details that explains how the graph relates to energy use from month to month. The response concludes with a somewhat detailed explanation of how the family can save money on their electricity bill. Overall, the response lacks further explanation and consistent specificity of detail to fully complete the task.

Score Point 8

> How much they have used electricity over the past few months. The diagram shows that they used it a lot and its goes low, but in the end its past 1000 in June. Andrea's family use up all their electricity, and doesnt save up cause january, february and jue is high in the diagram. They can turn the lights off when they arent in that room or they have windows so they can open the window and the brightness give light, so they can conserve light and not waste.

Vocabulary – 3

The writer employs a variety of grade-appropriate language that is sometimes specific ("save up," "conserve," "waste") but still struggles to incorporate more academic vocabulary, relying mostly on less specific terms ("low," "use," "high"). The response contains only minor and infrequent spelling errors ("january," "february," "jue") that do not interfere with comprehensibility of the writing.

Usage – 2

This response features frequent errors within simple structures ("its goes low"; "family use"; "january, february and jue is high"; "the brightness give light"). While the writer includes some attempts at more complex structures, these attempts result in frequent agreement errors between parts of the sentences, and the errors often interfere with the writing's comprehensibility and detract from the clarity of the writer's ideas.

Completeness – 3

The writer addresses the prompt with a mostly logical development of ideas. The response begins with an analysis of the graph ("they used it a lot . . . but in the end its past 1000 in June") and offers some explanation on this description by saying that the family "use up all their electricity, and doesnt save up" because some months are "high in the diagram." The writer concludes with a section addressing some ways the family can save electricity by turning lights off and opening windows for light. This section shows some specificity, but the degree of detail declines as the topic becomes more academic with the writer relying on general ideas without further explanation ("conserve light and not waste"). Overall, the response lacks additional detail in its descriptions and increased specificity in its analysis to fully complete the task.

Score Point 9

> It looks like the chart shouse you how much electrisity they used each month.I think that the reason the electricity use changes is beacause, they pobable had more or less lite in each moth, or probable because they were in home more ofen, or they were on vacation.I think that they wode use lless electricity in july, than in june because if you look at the chart ther is patern.Away that the family coud sabe eletricity is,if ebre time they leab a room they shoud turn of the lite until they come back.

Vocabulary – 3

The writer uses a range of grade-appropriate language that is sometimes precise ("probable," "vacation," "patern") with minimal reliance on prompt language but struggles to produce more specific language as the topic becomes more academic. The response contains some spelling errors ("lite," "moth," "wode," "patern," "ebre") and some misused words ("probable" instead of probably), but these errors only occasionally interfere with comprehensibility.

Usage – 3

The writer demonstrates a command over basic English grammar structures, a command over basic tenses, and an emerging ability at more complex structures, showing a developing ability to use more complex tenses while maintaining agreement. While there are unsuccessful attempts to include appropriate commas within sentences, these errors do not significantly interfere with the writing's comprehensibility.

Completeness – 3

The writer is mostly effective at addressing the intended task by offering a clear and logical progression of ideas. The response begins with an appropriate description of the graph that offers some detailed description ("pobable had more or less lite"; "they were in home more ofen, or they were on vacation"). The writer proceeds to answer the prompt's final questions, but there is some decline in detail when analyzing the more academic aspects of the prompt. The explanation of the writer's prediction remains quite general, noting only that "ther is patern." The writer does provide some more depth about how the family can save money ("if ebre time they leab a room they should turn of the lite until they come back), but overall, the writing lacks the additional specificity required to fully complete the task.

Score Point 10

> The electricity changes from month to month because maybe andreas family uses more light than usual and sometimes they use less thats why it goes up because they use more electricity and then it goes down because they use less electricity. I predict that they will use less electricity because since you go up and down every month then you might just go like this; January up, February down, March down, April up, May up, June up July down. Some of the ways the family can use to save some electricity is turning off lights that nobody is using and once you are done with using a light make sure to turn it off, when you are playing/using your phone or any other device make sure that when your done using it make surento turn if off and if ur in a car and you dad or mom pays the data on your phone dont leave your data on because you will waste it and they have to keep paying for the data thats on your device.

Vocabulary – 3

The writer generally employs a range of grade-appropriate language. In places, the writer does rely on some repetitious language ("up," "down," "less"), but as the response progresses, the word choice becomes more precise ("nobody," "make sure," "device," "data," "waste"). The response contains only some minor spelling errors ("surento," "ur") that do not significantly interfere with comprehensibility.

Usage – 3

The writer demonstrates a good command over basic English grammar usage and simple tenses with some control over more complex tenses. Although there are some grammar usage errors present ("when your done," "you dad"), they do not significantly interfere with comprehensibility. The writer also shows an emerging ability to write expanded compound and more complex sentences. The writer makes occasional use of appropriate punctuation, but some errors in appropriately punctuating expanded compound and complex structures interfere somewhat with the clarity of the writer's thoughts.

Completeness – 4

The writer's thoughts progress clearly, and there are clear causal connections between each of the ideas. The response begins with a sufficiently in-depth description and analysis of what the graph represents and moves smoothly into the writer's own prediction about the family's future energy use, concluding with a well-organized progression of sentences detailing ways that the family can save electricity. This description is clearly aligned to the task and offers a consistent explanation of the writer's ideas. Overall, the writer addresses the task completely by providing a specific and detailed response.

Score Point 11

> The graph is a common thing to use when you to mark something over the days/months/years this graph is marking gow much electricity they have used and what I can counclude is that they are using a bit too much in Januery and June.I think the electricity is changing is because it is new year when we pass to Januery and they use a lot of lights,chargers because of video calling and photos, even using the TV.I think it is changing from month to month is because they leave lights on or the toaster on every little thing is causing a lot of electricity usage.I predict that in July they will use less so they can save more electricity and save more money, they can always watch a movie but not too much TV because they will need the money.Some ways Andreas\'s family can save the electricity is turn off the lights, turn the TV off, etceteral.Also they can spend more time together outdoors and be in bicycle even learn new things like math, science, algebra, there are a lot of possibilities.

Vocabulary – 4

The writer uses an appropriate variety and range of both social and more academic language throughout the response. The inclusion of different types of energy using devices ("lights," "chargers," "toaster") and different things the family could learn ("like math, science, algebra, there are a lot of possibilities.") demonstrates the range of vocabulary. While there are occasional spelling errors, they do not interfere with comprehension.

Usage – 3

While this writer is generally able to use various tenses correctly, there are notable errors. The writer is able to navigate present and future tense throughout this response with competence, though they do not use much by the way of complicated tenses. The sentence structures are often clear, though the writer tends to let sentences meander and run-on. Occasionally the writer runs into more substantial difficulty in formulating a sentence ("I think the electricity is changing is because it is new year").

Completeness – 4

The writer fully addresses the prompt and provides ample detail to answer the questions asked in the prompt. The response contains appropriate sequencing as the writer generally addresses one question at a time and moves between them in a logical manner. Though the transitions between each section are somewhat thin, the writer provides cohesive devices while answering each individual section of the prompt.

Score Point 12

In the graph, the family used electricity the least in March, and the most in June. I think that the amount of electricity usage changes from month to month because as the season changes in june when the family uses the most electricity, the season gets to Spring and summer which then the weather would be more warmer and especially hotter in Summer as then the famliy would need to use the air conditioner more which uses electricity. You can also see the electricity the family uses in January is almost the same amount as June, I think its because during January its cold in winter which then the family uses electricity to warm up the house. I predict the family will still use more electricity in July as it would still be hot and theywould need to use electricity for the air conditioner, but the family will use less electricity than in June as the family has seen how much money they spend on electricity. A few ways you can save electricity is to unplug chargers and plugs when not being used, and when cold you dont have to warm up the house with electricity you can instead jog around the house or exercise to warm up your body.

Vocabulary – 4

The writer consistently uses a variety and range of grade-appropriate language, including being able to consistently use more academic language successfully ("used electricity the least in March, and the most in June"; "the amount of electricity usage changes from month to month"). Spelling errors are infrequent and do not interfere with comprehensibility.

Usage – 4

The writer demonstrates the ability to use different tenses correctly, capably moving between present tense when describing the graph itself ("the electricity the family uses in January is almost the same amount as June"), future tense (I predict the family will still use more electricity"), and perfect past tense (the family has seen"). The writer also uses the appropriate structures for speculating on the future ("as it would still be hot"). While errors are present in the response, they are relatively infrequent given the totality of the response and do not interfere with comprehension.

Completeness – 4

The writer addresses the task completely with a strong degree of specificity and detail. In addressing the multiple aspects of the prompt, the writer can not only answer the questions but also provides the answers with specific detail and reasoning. The response contains appropriate words and phrases needed to relate ideas together and internal sequencing to show the relationship between sentences.