



Texas English Language Proficiency Assessment System

**TELPAS Writing
Scoring Guide
High School**

Sentence Rewrite

Fall 2022

General Information

This guide provides information about scoring of the Texas English Language Proficiency Assessment System (TELPAS) online writing assessment for high school grades. 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 variety of responses are included to show acceptable and non-acceptable responses. The response images are as the students typed them.

The annotations focus on the specific responses. A response earns a point, based on the rubric guidelines that were met 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
<p>Beginning English learners (ELs) lack the English vocabulary and grasp of English language structures necessary to address grade-appropriate writing tasks meaningfully.</p>	<p>Intermediate ELs have enough English vocabulary and enough grasp of English language structures to address grade-appropriate writing tasks in a limited way.</p>	<p>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.</p>	<p>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.</p>
<p>These students:</p> <ul style="list-style-type: none"> • 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 <p>Typical writing features at this level:</p> <ul style="list-style-type: none"> • 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 	<p>These students:</p> <ul style="list-style-type: none"> • 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 <p>Typical writing features at this level:</p> <ul style="list-style-type: none"> • 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 	<p>These students:</p> <ul style="list-style-type: none"> • 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 <p>Typical writing features at this level:</p> <ul style="list-style-type: none"> • 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 	<p>These students:</p> <ul style="list-style-type: none"> • 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 <p>Typical writing features at this level:</p> <ul style="list-style-type: none"> • 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 Sentence Rewrite Writing Rubric

As part of the TELPAS writing assessment, rubrics were developed to determine the points that should be ascribed to a student's response based on the performance on a particular item. The rubrics demonstrate the number of score points that students can achieve based on their performance on each writing test item. For Sentence Rewrite items, the rubric below was developed, and scoring will follow these guidelines:

- Punctuation and capitalization will not count.
- The correction of all errors must be spelled correctly.*
- If the student introduces new errors, these will not count against them.

Score	Description
1	The response is one or more complete sentences and corrects all the errors in the given text.
0	The response is not a complete sentence or does not correct all the errors in the given text.

*How errors are corrected may vary from student to student; however, as long as the correction is spelled correctly and is grammatically correct, the response will be acceptable.

High School Sentence Rewrite Question and Scored Responses

Prompt:

Read the text. The text has one or more errors.

We need stand up to bullies and help the people that can't not defend their selfs.

In the space provided, rewrite the complete text to make the text correct.

Score Point 0s

Response 1

We need to stand up against bullies, and help the people that can't not defend their selfs.

The rewritten sentence receives no credit. The writer does not correct the double negative error of "can't not" nor the "their selfs" error.

Response 2

tell a teachers and tell people to stop with the bully phases

The rewritten sentence receives no credit. The writer provides a fragment of a sentence as the response that seems to treat the prompt as a question to be answered, misunderstanding the task.

Response 3

We need to stand up to bullies and help the people that can not defend their selfs.

The rewritten sentence receives no credit. The writer corrects the double negative but does not properly rewrite "their selfs" correctly as "themselves."

Response 4

we need to stand up to build and help the people that can't not defend their selfs.

The rewritten sentence receives no credit. The writer does not correct the double negative of "can't not" nor "their selfs" either. In addition, the writer rewrites "bullies" as "build," but this error does not impact the score.

Score Point 1s

Response 1

We need to stand up to bullies and help the people that can't defend themselves.

The writer correctly rewrites the sentence by adding the word "to" in order to correct the error of "need stand up," corrects the double negative of "can't not," and correctly reformulates "their selfs" to the appropriate "themselves."

Response 2

We need to stand up to bullies and help the people that can't fend for themselves.

The writer correctly rewrites the sentence by adding the word "to" in order to correct the error of "need stand up," corrects the double negative of "can't not," and correctly reformulates "their selfs" to the appropriate "themselves." The writer's replacement of the word "defend" with "fend for" is appropriate for the task.

Response 3

We need to stand up to bullies and help the people that cannot defend themselves.

The writer successfully rewrites the sentence, correcting all errors.

Response 4

In order to help the people who can't defend themselves, We must stand up to bullies.

The writer successfully corrects the original errors and strengthens the wording by creating clear cause and effect ("In order to help . . . must . . ."). Introducing a capitalization error does not detract from the writer's successful completion of the task.