

TELPAS Four-Point Writing Rubric for Grades 2 and 3

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 four-point rubric for grades 2 and 3 is derived from the TELPAS proficiency level descriptors (PLDs). A single score ranging from 1 to 4 is assigned to a single response based on the characteristics the student demonstrates most consistently. 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 may	(2) Writing that receives a score point 2 may	(3) Writing that receives a score point 3 may	(4) Writing that receives a score point 4 may
<ul style="list-style-type: none"> • May contain some high-frequency or routine words and phrases • May include vocabulary from the student’s native language • Contains widespread spelling errors that are not typical of grade-level native English-speaking peers and that significantly interfere with comprehensibility even with common, high-frequency words; spelling errors may reflect frequent borrowing from the student’s native language • May contain some simple sentences using present tense or memorized past tense verbs but with errors and inaccuracies • Includes significant grammar and/or usage errors that interfere with comprehensibility • May copy the prompt or contain no English 	<ul style="list-style-type: none"> • Contains vocabulary that is repetitive or limited in range and variety • May include circumlocution in place of an unknown word or show a struggle to use words correctly • Contains some spelling errors that are not typical of grade-level English-speaking peers and that may interfere with comprehensibility; spelling errors may reflect some borrowing from the native language • Contains mostly simple sentences using present tense; other tenses used inconsistently or inaccurately • Includes frequent grammar and/or usage errors that do not significantly interfere with comprehensibility; errors represent some interference from the native language • May include limited or repetitive use of words and phrases needed to sequence events and compare or connect ideas • Narrates, describes, or explains with few details; lacks language to communicate intended message in more than a limited way 	<ul style="list-style-type: none"> • Contains a moderate variety and range of grade-appropriate social language; may show a struggle to use vocabulary that is academic or newly introduced • May include some vocabulary that is precise; may not always include the right word(s) for the task • Contains occasional spelling errors that may sometimes interfere with comprehensibility; spelling errors may represent slight interference from the native language • May contain mostly simple sentences, but shows the ability to use simple tenses successfully and a developing ability to use compound and/or complex tenses • May include some grammar and/or usage errors which do not significantly interfere with comprehensibility • Includes some grade-appropriate words and phrases needed to sequence events and compare or connect ideas, but inconsistently and with some repetition or unnaturalness • Narrates, describes, or explains in some detail with emerging clarity of intended message 	<ul style="list-style-type: none"> • Generally uses a variety and range of grade-appropriate academic and social language • Mainly uses precise vocabulary and 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; spelling errors are only rarely due to interference from the native language • Generally shows the ability to correctly use both simple and complex tenses • Contains some expanded compound and/or complex sentences • Contains grammar and/or usage that is generally correct and comparable to that of grade-level native English-speaking peers • May include infrequent grammar and/or usage errors, which do not interfere with comprehensibility; errors may be similar to those made by grade-level native English-speaking peers or limited to complex grammar structures • Generally includes grade-appropriate words, phrases, and/or clauses needed to sequence events and compare or connect ideas • Narrates, describes, or explains in detail, comparable to grade-level native English-speaking peers