

TELPAS Twelve-Point Writing Rubric for Grades 4 through 12

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 |
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| Vocabulary | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Contains mostly simple sentences using present tense; other tenses used inconsistently or inaccurately Includes frequent grammar usage errors that sometimes interfere with comprehensibility | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 |

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| <p>Completeness</p> | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 |
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