



Texas English Language Proficiency Assessment System

TEL PAS Writing
Scoring Guide
Elementary School

Sentence Rewrite

Spring 2023

General Information

This guide provides exemplar student responses for the Texas English Language Proficiency Assessment System (TELPAS) online writing assessment for elementary grades. Items included in this guide are from the spring 2023 TELPAS reading and writing tests. Each question is identified as it appears on the corresponding released test (question is referred to as "item" in the rubric).

The responses you see in this guide are student responses to a writing item administered online in the spring of 2023. A variety of responses are included to show acceptable and non-acceptable responses. The response images are as the students typed them.

The annotation that accompanies each response is written to illustrate how the language of the rubric is applied to each response to determine a score. 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 for this item type are included in this guide for your reference.

NOTE: For scoring purposes, each response is human scored using the Sentence Rewrite writing rubric.

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>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>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>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>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>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>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"> • 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.

Elementary School Sentence Rewrite Questions and Scored Responses

Grade 2 Question 14

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

Why the towel did not get wet?

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

Score Point 0

Response 1

theres no wather

The writer does not correct the error in the given text and receives no credit because the writer misinterprets the task. Instead of rewriting the sentence, the writer attempts to answer the question of why the towel did not get wet (“theres no wather”).

Response 2

why did the towel did'nt get wet

The writer does not correct the error in the given text and receives no credit. The writer inserts the additional verb “did” to follow the interrogative (question) word “why,” but then also keeps the original placement of “did not” and further alters it into the negative contraction “did’nt.” Collectively, this rewritten sentence does not appropriately demonstrate the writer’s ability to correct the error in the original sentence.

Response 3

why didit the towel get wet ?

The writer does not correct the error in the given text and receives no credit. The attempt to fix the sentence by placing the verb “didn’t” after the interrogative word “why,” is unsuccessful because “didit” is misspelled. Since the writer does not spell the correction successfully, the response does not receive a point.

Response 4

why the towel didnt get wet

The writer does not correct the error in the given text and receives no credit. The writer attempts to fix the error “did not” with the contraction “didn’t.” However, the contraction does not contain the correct spelling, and the writer also places it incorrectly after the subject noun “towel.”

Score Point 1

Response 1

How did the towel not get wet?

The writer corrects the error in the given text by moving the verb “did” to the correct position right after the question word “How.” It is acceptable for the writer to change the nature of the question from “Why” to “How” since the response is still a complete sentence free of errors.

Response 2

Why didn't the towat get wet?

The writer provides a suitable correction for the error in the given text, using the contraction “didn’t” by combining the verb “did” with the word “not” and then moving it to the correct position right after the question word “Why.” Although the writer introduces a new error with the misspelling of “towel” as “towat,” it has no impact on the overall score since this is not one of the errors that the writer needs to correct, and so the misspelling rule does not apply.

Response 3

why did the towel not get wet

The writer corrects the error in the given text by correctly placing the verb “did” following the question word “why.” The lack of capitalization and punctuation does not impact the score.

Response 4

Why is the towel not wet?

The writer corrects the error in the given text by changing the sentence tense from past tense ("did") to present tense ("is") and correctly moving the placement of the verb ("is") to follow the interrogative word ("Why").

**Grade 3
Question 13**

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

One of the rule of school is respect to the others.

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

Score Point 0

Response 1

Tha rule of school is respect to the others

The writer does not correct all the errors in the given text and receives no credit. The writer attempts to correct the first error with the subject "Tha rule," so there is subject-verb agreement, but the correction is misspelled. However, the writer does not try to fix the second error, "respect to the others."

Response 2

The school rule one is to respect the others

The writer does not correct any of the errors in the given text and receives no credit. The writer alters the word order of the original sentence and moves the word "one" from the beginning to after the word "rule," but this does not fix the first error. The second error contains an article usage error with the word "the" in "the others." Ultimately, the error "to the others" contains an incomplete attempt at a possible correction.

Response 3

one of the schools rule is to be kind to others

The writer does not correct all the errors in the given text and receives no credit. The writer attempts to correct the error and keeps the singular word error "rule" in the rewritten sentence, which is inappropriate alongside "schools" and creates a new error. The second error does not count against the student, but it is not grammatically correct with the use of "schools". The response contains a suitable fix, with "respect to the others" becoming "be kind to others."

Response 4

One of the school rules are to respect to the other kids

There are no corrections for either of the two errors in this sentence. The writer changes "rules of school" to "school rules," but this results in the plural verb "are" not agreeing with the subject "one." Additionally, the writer keeps the improper article "to the" when changing "respect to the others" to "respect to the kids."

Score Point 1

Response 1

one of the rules in school is to respect others.

The writer corrects all the errors in the given text and receives credit by correctly changing the singular “rule” to the plural “rules,” which fully corrects the first error and adjusting the already correct preposition “of” to “in,” which is an alternative and proper fix but not one of the original errors. The writer then pinpoints the issue with the article “to the others” and correctly changes it to read “to respect others.”

Response 2

one of the school rules is to respect others.

The writer makes the appropriate corrections for all the errors in the sentence and receives credit by reordering the words and moving “rule” to follow “school” while correctly making it plural. For the second error, “respect to the others,” the writer removes the article “the” and moves “to” to just before “respect,” which produces a suitable correction.

Response 3

One rule of school is to respect others.

The writer corrects all the errors in the given text and receives credit by correctly changing “One of the rule of school” to “One rule of school,” allowing subject-verb agreement. The writer also correctly changes “respect to the others” to read “to respect others.”

Response 4

One school rule is to respet others.

The writer's revised sentence contains corrections for all of the given text's errors and earns credit. The writer keeps the placement of "rule" but moves "school" in front of it, which is acceptable. The second error, "respect to the others," now has the proper wording "respect others." The misspelling of respect is a new error that does not result in a penalty to the score as the writer successfully demonstrates the ability to locate and fix the errors in the original sentence.

**Grades 4-5
Question 14**

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

My favorite kind a dog are poodle.

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

Score Point 0

Response 1

My favorite kinda dogs are poodles

The writer does not correct all the errors in the sentence. The writer successfully corrects the noun errors ("dogs" and "poodles"), but the attempt at correcting the preposition error ("kind a" with "kinda") is unsuccessful.

Response 2

My favorite kind off dogs are poodles.

The writer does not correct all the errors in the given text. The writer converts the subject noun "poodles" to agree with the verb "are" and then tries to fix the preposition mistake "kind a" with "kind off." However, "of" is misspelled, so the correction is unsuccessful. Because the misspelling results from an attempt to fix an error in the original sentence, the writer does not receive credit.

Response 3

My favorite tips of dog's are poolde's.

The writer does not correct any of the errors in the sentence. The writer attempts to correct the mistake "kind a" by replacing it with "tips (types) of dog's," but the attempt contains a misspelling. Additionally, the possessives "dog's" and "poolde's" remain grammatically incorrect after the writer ineffectively changes them from "dog" and "poodle."

Response 4

my favorite kind of dog is poodles

The writer does not correct one of the two errors in the given text. The writer identifies and corrects the first error by replacing "kind a" with "kind of." However, the writer does not fix the subject-verb agreement mistake in "poodles" since there is an absence of an article before the subject noun (such as "a" or "the").

Score Point 1

Response 1

My favorite kind of dog is the poodle.

The writer corrects all the errors in the sentence by correctly changing the preposition error "a" to "of" and the subject-verb agreement error "are" to "is the."

Response 2

my favorite dog is a poodle

The writer provides appropriate corrections for all the errors in the given text by removing "kind of" and replacing "are" with "is a." The resulting sentence demonstrates the writer's ability to pinpoint and correct the errors in the original sentence.

Response 3

Poodles are my favorite kind of dog.

All the errors from the original sentence have been corrected. The writer changes "poodle" to "poodles" and makes it the subject and then replaces "kind a" with "kind of," demonstrating the ability to identify and properly correct the errors in the original sentence.

Response 4

My favorite kind of dog is a pooldle.

The writer corrects all the errors in the given text. The writer successfully locates and changes “kind a” to “kind of.” While “pooldle” contains a misspelling, the writer is still able to fix the subject-verb agreement error with “dog is a pooldle.” The writer’s misspelling of “poodle” is a new error that does not count against the score.