



Texas English Language Proficiency Assessment System

**TEL PAS Writing
Scoring Guide
Grades 6–7**

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 6–7. 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 |
|--|---|--|--|
| <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 |

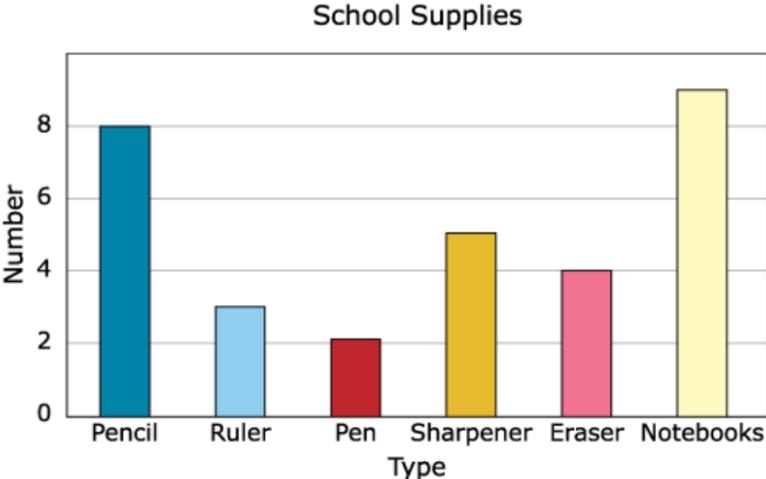
TELPAS Twelve-Point Writing Rubric

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 | <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 |
| Completeness | <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 |

Grades 6–7 Writing Question and Scored Responses

In math class, students are making a bar graph to show how many supplies they have.



Prompt

- Describe this bar graph. What can you conclude from this graph?
- Why do you think students have more pencils than pens or fewer erasers than pencil sharpeners?
- Why do you think it is important to know how to make graphs like this one?
- Explain other ways you can or have used a bar graph in class.

Score Point 3

to tell us howmany scchool supplies is buyed

Vocabulary – 1

The writer of this brief response only demonstrates the use of routine words and phrases. The writer relies heavily on prompt language in this attempt to formulate a message.

Usage – 1

This response consists of a short, fragmented phrase that demonstrates no command over basic English grammar structures and usage. The response also contains some usage errors (“scschool supplies is buyed”) that interfere with comprehensibility.

Completeness – 1

The writer attempts to respond to the task, but the attempted description of the graph remains overly vague and unclear, only offering that this is how many supplies “is buyed” as an explanation. Overall, this response lacks the detail and specific language needed to align to the task even in a limited way.

Score Point 4

Tare is graphof school supplies the higis is notebooks and the lest is pen the sbuntes hav more sharpener than eraser becuse the stundeintes ned tow harpan there pencil you need to make grahfe like tis so you now wathe stofe you have .to see how has more cats thea dog.

Vocabulary – 1

The writer relies on high-frequency vocabulary and language taken from the prompt in order to convey the message. The response contains widespread spelling errors (“Tare,” “higis,” “lest,” “sbuntes,” “harpan,” “grahfe”) that frequently interfere with comprehensibility.

Usage – 1

The writer demonstrates no significant control over basic English grammar usage. The response reads as a long run-on sentence with one period used at the end of the response with another period (“you have .to see”) used incorrectly. The writer struggles with maintaining agreement throughout the response (“higis is notebooks and the lest is pen”) and produces errors in basic structures (“you need to make grahfe like tis so you now”; “you have .to see how has more”). The frequency of errors in this response significantly interferes with the writing’s comprehensibility.

Completeness – 2

The writer offers a limited explanation related to the questions posed by the prompt. The response is organized in a minimal way and sequenced using separate thoughts that run together to address each aspect of the prompt. The response begins with a cursory description of the graph noting only that “higis is notebooks and the lest is pen.” The writer’s explanation for why students have more sharpeners than erasers is similarly limited, “becuse the stundeintes ned tow harpan there pencil.” The response attempts to offer more details in answer to the prompt’s final questions, but these details are still vague and unclear in their alignment to the task (“so you now wathe stofe you have”; “how has more cats thea dog”).

Score Point 5

this bar graph show how many thing they need for each of ther school supplies. anothere way you could youse the bar graph is like for the ones that hav glasec and the ones that dont

Vocabulary – 1

The writing consists of routine words that are vague and lack specificity (“thing,” “ones”) and a general reliance on reformulating prompt language. The response contains numerous spelling errors (“ther,” “anothere,” “glasec”) that interfere with comprehensibility.

Usage – 2

The writer demonstrates a grasp of basic English grammar usage and shows a command over simple tenses and structures. The response contains errors (“how many thing they need”) that occasionally interfere with ease of comprehension.

Completeness – 2

Although brief, the writer provides a limited description in response to the task and describes the graph (“how many thing they need for each”). However, this description provides little explanation. The writer does not fully address the prompt’s second or third question but offers a limited explanation of another way that bar graphs could be used (“for the ones that hav glasec and the ones that dont”). Overall, the writer only has the language to communicate a limited message.

Score Point 6

i can conclude that there are more notebooks than other supplies and that there are less pens than the other supplies, and i think that there are more pencil than pens because people use pencils more in school. It is important to know graphs to see if the item is bigger or smaller.

Vocabulary – 2

The writer employs a limited range of language in this response, often resorting to repetitive words (“more,” “other”) and general word choices that lack specificity (“bigger,” “smaller”). The response contains some misspellings (“thet,” “thre,” “know”) that sometimes interfere with comprehensibility.

Usage – 2

The writer demonstrates a command of simple tenses and sentence structures. Punctuation is mostly employed effectively and appropriately to break up sentences and parts of sentences. Errors in agreement and structure (“less pens than the other supplies”; “there are more pencil”; “It is important to know graphs to see”) sometimes interfere with the comprehensibility of the writing.

Completeness – 2

The writer shows a limited effectiveness at communicating an original message as intended by the task. The response lacks any real attempt to describe the graph. Instead, the writer jumps to a limited explanation of the conclusions (“there are more notebooks”; “there are less pens”). The writer’s reasoning for why the class has more of some supplies than others is simplistic and lacks depth (“because people use pencils more in school”). Similarly, the explanation of why bar graphs are important remains simplistic and overly vague (“to see if the item is bigger or smaller”).

Score Point 7

we can conclude from this bar graph that the most used school supplies used are the notebook.

I think that the students have more pencils than pens because they used more the pencils and they said that they probably used also more the sharpener more than the erasers.

I think that this graph is important because we can see the graph of the things that they use more like for example they use more the ruler more than they use a pen.

I think that in some occasions we have used a bar graph like for example when the asks us about what you rate, or what you want to use.

Vocabulary – 2

This response contains a limited variety of language that is often repetitive (“most,” “used,” “more”) and lacks specific word choices. There are some misspellings (“supplies,” “think,” “occasions,” “asks,” “rate”) that interfere with comprehension in places. The spelling errors may reflect influence from the writer's primary language.

Usage – 2

The writer demonstrates some command over simple tenses and English grammar structures. The response contains some attempts at more complex structures, but the writer is prone to frequent errors when using these less-familiar structures (“the probably used also more the sharpener more than the erasers”; “for example they use more the ruler more than they use a pen”; “we have used a bar graph”). The frequency of these structural errors interferes with the writing's comprehensibility.

Completeness – 3

The writer is mostly effective at communicating a message as intended by the task. The response is clearly organized into four sections, responding to each point of the prompt. The writer employs the repetitive phrase “I think that” to sequence the development of the argument and provide some causal links between the ideas. Overall, the writer offers some explanation on each question posed by the prompt though the response lacks the specificity and expanded detail needed to fully complete the task.

Score Point 8

The bar graph on the left is a bar graph that show how many of each supplies they have. I think they have more pencils than pen because school usually favor pencil more as they can erase and it easier to tell what the teacher wrote on student paper as teacher use pen. It important to know how to make graphs like these as it can help compare and stuff easier than look at each answer from people one paper a time. You can use bar graph to show and compare grades in a class to show how the class doing.

Vocabulary – 3

The writer employs a variety of grade-appropriate language that is sometimes precise (“favor,” “compare,” “easier”). However, there is still some occasional struggle for more appropriate word choices where the writer resorts to less clear language (“and stuff”). The response contains no notable misspellings that interfere with comprehension.

Usage – 2

The response contains frequent errors in agreement (“bar graph that show”; “pencils than pen”; “compare and stuff easier than look”; “you can use bar graph”; “how the class doing”) and sentence structuring errors. The writer only occasionally uses periods to properly break up complete thoughts, causing some sentences to run together in a confusing manner. The frequency of these errors interferes with the clarity of the writing.

Completeness – 3

The writer provides a message that is generally effective at responding to the intended task. The writer uses separate sentences to clearly address each point of the prompt and incorporates some formulaic, but appropriate, phrases to sequence these explanations (“The bar graph on the left”; “think they have”; “It important to know”; “You can use bar graph”). The writer offers a description of the graph with little explanation but does provide some specificity in the explanation of why the class has more of some supplies (“because school usually favor pencil”; “it easier to tell what the teacher wrote”). The response concludes with somewhat specific sentences addressing why bar graphs are important and how they can be used (“can help compare and stuff easier”; “compare grades in a class to show how the class doing”). Overall, the response lacks the detail and specificity to fully complete the task.

Score Point 9

This is a bar graph describing the exact amount of pencils, rulers, pens, sharpeners, erasers, and notebooks. I can conclude more people have notebooks than pencils. I believe people have more people have more pencils than pens because pens aren't used much unless for checking something. It is important to know how to make graphs like this one to extract important information. I can use a bar graph to determine what everyones' favorite sport is, what everyones' favorite period is and etc.

Vocabulary – 3

The writer uses a variety of grade-appropriate language throughout this response, and the response contains no spelling errors interfering with comprehension. The language sometimes offers specificity (“exact amount,” “unless,” “checking,” “extract,” “determine”), but in places, the word choice remains repetitious (“more,” “have,” “use”).

Usage – 3

The writer demonstrates a good control over simple English tenses and grammar structures and generally incorporates proper and appropriate punctuation to break up sentences and parts of sentences. The writer shows some emerging ability to form complex sentences though this does result in issues with properly structuring the sentence (“have more people have more pencils than pens because pens aren’t used much unless for checking something”).

Completeness – 3

The writer clearly breaks up the response into individual sentences that are clearly sequenced to correspond to each question of the prompt and shows this correlation through some appropriate sentence introductions that relate to each question (“This is a bar graph describing”; “I can conclude”; “I believe”; “It is important”; “I can use”). The writer offers some explanation in the answers, and though the section describing the graph is cursory, the amount of detail increases as the response continues. Overall, the writer is mostly effective at communicating a message as intended by the prompt.

Score Point 10

In the bar graph there are eight pencils three rulers two pens five sharpeners four erasers and nine notebooks. I think this graph is describing about how many people have this items. I think students hvae more pencis then pens because for pencils if you make a mistake you can easliy erase it off and with a pen you wil have to restart again. There are fewer erasers than pencil's sharpeners because students need to sharpen there pencil if it breaks. I think students have fewer erasers because we already have erasers on our pencil's. It is important to know how to make graphs because it will become useful one day. Like you will probably need to know how to use and read graphs because in the future when you are working you may need this. you can also make different tyoe of graphs like you can make a graph of how many people have red shirts, blue shirts, black shirts, and green shirts.

Vocabulary – 3

The writer uses a variety of grade-appropriate vocabulary that is sometimes precise (“mistake,” “restart,” “fewer,” “breaks,” “already,” “future”). Word choice is occasionally still awkward (“erase it off” rather than the more appropriate “erase it”) and may be from only minor interference from the student’s primary language. The response contains some spelling errors (“hvae,” “wil,” “tyoe”), but they do not significantly interfere with comprehension.

Usage – 3

The writer demonstrates control over simple tenses and English structures and also shows an emerging ability to use more complex structures (“I think students have fewer erasers because we already have erasers on our pencil’s”). The writer incorporates some proper punctuation throughout their response, but the application lacks the consistency needed to appropriately structure all the parts of the sentences. Some minor errors, such as the improper use of the possessive (“pencil’s”), do not significantly interfere with the writing’s comprehensibility.

Completeness – 4

The writer’s thoughts progress in a clear and organized way, and the response incorporates appropriate words and phrases to logically sequence the progression of the explanation. The writer fully addresses each aspect of the prompt. Beginning with a detailed description of the graph, the writer notes each item and their amounts and continues to offer some specific reasoning for why some items have greater amounts. The response concludes with some explanation of how bar graphs can be useful in the future. Overall, the writer communicates an original message with sufficient detail and specificity to fully address the intended task.

Score Point 11

The bar-graph has six things needed in school it also has how many supplies the student have . I can conclude that the notebooks are used more than any other school supplie. I think students have more pencils than pen because you always need a pencil to write your notes and to do your work while a pen you only use it to check or sometimes the teacher is the one who checks the work. Students also have fewer eraser than pencil sharpener because students may think " why buy erasers when a pencil already has one ," and the pencil sharpener has more number of students than an eraser because if your pencil breaks you won't be able to do your work so it's important to always have a pencil sharpener. It is important to be able to draw a graph like that because is a way faster and easier way to keep track of information . Another way i have used a bar-graph is finding out how many people like chocolate ice- cream than strawberry ice- cream . You can use a bar- graph in many different ways wether is in reading or math.

Vocabulary – 4

This response consistently features a good range of grade-appropriate academic and social language. Word choice throughout the response is frequently precise and specific to the task (“way faster and easier way to keep track of information”). The response features only minor spelling errors (“supplie,” “wether”) that do not interfere with comprehension and are comparable to errors made by native English-speaking peers.

Usage – 3

The writer demonstrates control over simple tenses and grammar structures and shows an emerging ability to use complex sentences. However, errors can occur within these less-familiar structures that sometimes interfere with clear comprehension of the writing (“because is a way faster”; “wether is in reading or math”).

Completeness – 4

In this response, the writer’s ideas progress logically, and the writing clearly addresses all points of the prompt in sufficient detail. The writer makes consistent use of words and phrases to appropriately sequence the flow of their explanation and show causal links between sentences (“I can conclude,” “I think,” “while,” “because if”). The writer’s descriptions of the graph and conclusions are relatively brief, but their explanations to the prompts subsequent questions offer thorough explanation with sufficient detail and specificity to fully complete the task.

Score Point 12

I can conclude from this bar graph that the school supplies students have the most is the notebooks, which are 8-9 and the least amount of school supplies is the pens, which there are only 3. I think there are more pencils than pens since if anyone makes a mistake or are doubting anything it can be fixed, while with pen it cannot unless you use whiteout but there most likely isn't any. There are more sharpeners than erasers since they probably write a lot meaning they need sharpeners more and they make less mistakes, but if they do there is an eraser at the top of the pencils. It is important to make these graphs to know the amount of a specific school supply. Another way bar graphs can be used is when there are going to vote or makes decisions, in order to make a choice and agree they'll need to ask the students and their response will be put in the graph to see which choice has the most votes.

Vocabulary - 4

The writer consistently uses a wide range of grade-appropriate academic and social language throughout the response. Word choice is frequently precise and specific to the task intended by the prompt (“anyone,” “mistake,” “doubting,” “most likely,” “at the top”). The response contains one minor spelling error (“importaqt”) that does not interfere with comprehension.

Usage - 4

The writer demonstrates a consistent ability to form expanded compound and complex sentences. There is an agreement error at the beginning of the response (“the school supplies students have the most is the notebooks”), but this error does not interfere with comprehension. As the response progresses, the writer consistently uses more complex structures and tenses effectively at a level comparable to a native English-speaking peer.

Completeness – 4

The writer uses a series of substantial compound-complex sentences to address each point of the prompt and incorporates a variety of appropriate language to give the explanation a logical progression and to show clear causal links between parts of sentences. The response begins with a description of the graph that notes some specific details. The writer proceeds to include an expansive explanation of why there are more of some supplies than others. The response concludes with a similarly sufficient and detailed description of other ways that bar graphs can be used. Overall, the writer communicates a message that fully completes the task by expanding on all aspects of the prompt with a degree of detail and specificity.