



Texas English Language Proficiency Assessment System

**TELPAS Writing
Scoring Guide
Grade 3**

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 grade 3. 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 for grades 2–3 are included in this guide for your reference.

NOTE: For scoring purposes, a student's constructed responses will be human scored by two scorers using the 4-point writing rubric, and both of the student's scores for each constructed response will be added to calculate the student's raw score (2–8) for that item.

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

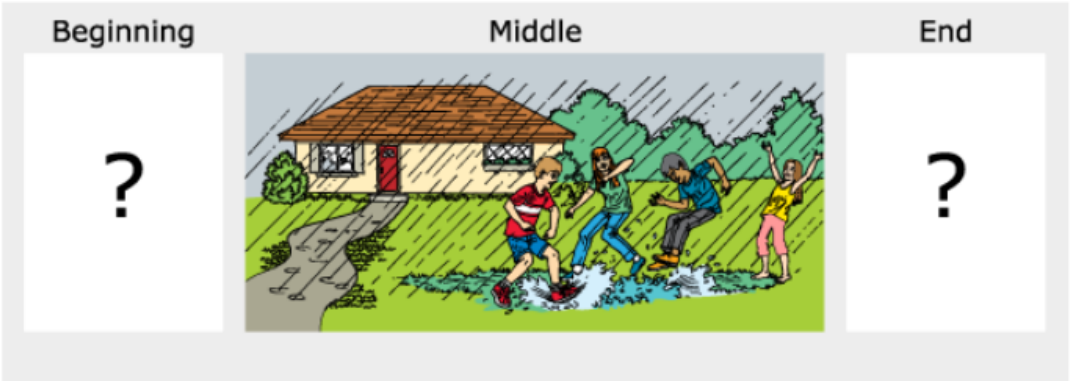
TELPAS Four-Point Writing Rubric for Grades 2 and 3

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.

<p>(1) Writing that receives a score point 1 may</p>	<p>(2) Writing that receives a score point 2 may</p>	<p>(3) Writing that receives a score point 3 may</p>	<p>(4) Writing that receives a score point 4 may</p>
<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

Grade 3 Writing Question and Scored Responses

Look at the picture. It shows what happened in the middle of a story. You will use this picture to write a story with a beginning, a middle, and an end.



Prompt

- First, write about what you think happened before what you see in the picture.
- Then, write about what is happening in the picture.
- Finally, write what will happen after what you see in the picture.

Score Point 1s

Response 1

Beginning . all the pepolo the uan go a to plel . middle . the se
uane . End. the ra wete

This response reflects no proficiency with the English language needed to communicate a message appropriate for the prompt. The writer relies only on high-frequency words ("Beginning," "all," "the," "go," "middle," "End") in an attempt to form a story. The writing features widespread spelling errors that significantly interfere with comprehension of the writing. Many of these misspellings are due to interference from the writer's native language ("pepolo," "uan," "plel"). The writer demonstrates no command over English grammar usage. Attempts to form sentences ("all the pepolo the uan go a to plel"; "the ra wete") result in frequent errors that impede comprehension. Overall, the writer lacks the English-language proficiency required to communicate even a limited message intended by the task.

Response 2

How is da bord for what beause is da boy and girl was in the
debajo de la lluvia and was has llarco and was .

This response reflects no ability to use the English language to communicate an appropriate message for the task. The writer relies on high frequency words ("How," "what," "boy," "girl") in attempts to communicate. Significant interference from the writer's native language results in spelling errors ("da," "bord") that interfere with comprehension. The writer struggles to find appropriate words for the task and occasionally resorts to including words from their native language ("debajo," "Lluvia," "llarco"). The writer lacks control over English grammar usage. Grammar errors ("How is da bord for what beause"; "is da boy and girl was in") and interference from the writer's native language impede comprehension throughout the brief response. Overall, the writer lacks the English-language proficiency to communicate even a limited message with simple grammar structures.

Score Point 2s

Response 1

first they were kids bord then they saw outside that it was raining then at the middle the kids were aut playng in a puddle end they sower

The writer demonstrates a limited proficiency with the English language by communicating a minimally appropriate message for the task and provides a minimal description of what occurs before, during, and after the picture though the narration lacks detail (“kids bord,” “it was raining,” “aut playng in a puddle,” “they sower”) and remains vague. Without proper punctuation, the response reads as a run-on sentence which interferes somewhat with the writing’s comprehensibility. However, the writer does demonstrate some control over simple English grammar structures and maintains control over simple tenses. The writer includes some of the language needed to appropriately sequence the events of the minimal narrative (“first,” “then,” “at the middle,” “end”) though their use is formulaic and cursory. The writer relies mostly on routine and high frequency language throughout the response, and some spelling errors (“bord,” “sutside,” “aut,” “playng,” “sower”) interfere with comprehension. Overall, the writer demonstrates only a limited ability to communicate a minimally appropriate message, using simple written English comprised of high-frequency and routine word choices.

Response 2

It was raining and the kids went outside they started playing outside and then they whent inside and drayd them selfs.

The writer displays only a limited English-language proficiency, communicating a minimal message in response to the prompt, and uses a limited range of mostly high-frequency language to form the message. The word choice can be repetitive. Attempts to use less-familiar language result in spelling and grammar errors (“drayd them selfs”) that interfere somewhat with comprehension. The writer shows only a limited command of simple English grammar structures. Without more appropriate punctuation, the response reads as a run-on sentence comprised of the same repeated structure (“It was raining,” “the kids went outside,” “they started playing outside”) and offers no variance to show any more than a limited proficiency with written English grammar usage. The writer offers a minimal narrative that describes events that occur before, during, and after the picture. However, the writer offers little explanation on these events (“was raining,” “started playing outside,” “whent inside,” “drayd them selfs”) and lacks the appropriate language needed to be more specific with the details. In addition, the writer makes infrequent use of words and phrases needed to sequence events (“then”). Overall, the writer lacks the language necessary to align to the task in more than a limited way.

Score Point 3s

Response 1

I think first they were just playing in the front of their house until it started raining, then they all got wet but they kept on playing. In the middle they saw a puddle with water and they were jumping on it, after they were done they asked for towels and went back inside to take a shower.

The writer demonstrates the English-language proficiency to communicate a message appropriate for the prompt with some detail and emerging clarity. The writer provides a narrative describing what occurs before, during and after the events of the picture. This narration includes some details (“playing in the front of their house”; “got wet”; “kept on playing”; “a puddle with water”; “jumping on it”; “asked for towels”; “take a shower”), and the writer uses some appropriate words and phrases to sequence events (“first,” “until,” “then,” “In the middle,” “after”) although some of this language is used unnaturally. The writer employs a moderate range of grade-appropriate social language to craft the message, and word choices are sometimes precise (“kept on playing,” “jumping on it”). Occasionally, the writer still shows some struggle for the most appropriate word (“puddle with water”). The response reflects a control over basic English grammar structures and tenses as the writer also shows a developing ability to craft complex sentences (“I think first they were just playing in the front of their house until it started raining”). Overall, the writer demonstrates the ability to craft a message that is most effective at responding to the prompt with some detail, emerging clarity, and complexity.

Response 2

It was a sunny day when 4 kids where bord,they already did everything,but then it looked cloudy and really kinda dark they taught about playing in the puddles of water they putted on dirty clothes so that they could get the new clothes wet they went out side and looked for a mudiem puddle they found one and went throught it and jump on the puddle they did many game on the rain and hade fun.At the end the 4 kids where sad and at the same time happy they took a shower in each house of them,the next morning they where waiting for a nother rainy day to come out.

The writer demonstrates the ability to communicate a message appropriate for the prompt with some detail and emerging clarity and provides a narrative of events before, during, and after the picture. The narration includes some details about the events and is sometimes specific (“really kinda dark”; “playing in the puddles of water”; “mudiem puddle”; “sad and at the same time happy”; “waiting for a nother rainy day to come out”). There are still some issues with always choosing the most appropriate word (“4 kids where bord,” “4 kids where sad”) though this issue only slightly interferes with comprehension. The writer employs a moderate range of grade-appropriate social language throughout the response. Sometimes the language use is still repetitious, but the writer does incorporate some more precise word choices (“sunny,” “really kinda dark,” “mudiem,” “each house”). The writing still features some occasional errors in tense and agreement, but overall, the writer shows a good command of basic English grammar. There is some minor interference from the writer’s primary language in the form of misspellings and structural errors (“they taught about playing”; “they putted on dirty clothes”; “did many game on the rain”; “4 kids where sad”; “each house of them”) that only occasionally interfere with the clarity of the writing. Overall, the writer demonstrates the English-language proficiency required to craft a message that responds to the task with some detail and clarity.

Score Point 4s

Response 1

I heard a BOOM and a BANG and the crackle of thunder. "Oh boy " I thought "I'm gonna call my friends to come over and splash and jump in the rainy puddles." . I raced to the kitchen, grabbed the phone and started clicking the phone number of my best friend, Miguel. But the nanosecond before I could hit the "call" button, Miguel came on the phone, yelling "THERE IS RAIN!!!!!! COME OVER TO MY HOUSE TO SPLASH IN THE PUDDLES!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!". Well, THAT scared the living daylights out of me. I was so scared that I thought that I was going to die by heart attack. But, that was the fourth time this he yells at me throught the phone when it comes to the rain. "UUUUUUUUUUUUUGGGGHHHHTTTTTTTT" I said for what felt like the fiftyeth time this week. "can you EVER stop LITELATLY YELLING at me throught the phone?????!!!!!!" I said. "Sorry, no exep-". I cut him of by saying, " I know what you are going to say. Just call call your other friends." . "aye, aye Captain!" he said like if I were Noah or something. So thats how we ended up so wet and so dirty that we spent the next hour taking a bath and 30 minute scrubing clean the soles of our shoes.

The writer communicates a message with a significant amount of detail and complexity to fully complete the intended task, demonstrating an English-language proficiency comparable to grade-level English-speaking peers. The response features an expanded narration of events that occur before, during, and after the picture. The writer effectively incorporates dialogue into the narrative and expands on more abstract elements, such as the feelings involved in the story ("I was so scared that I thought that I was going to die by heart attack"; "for what felt like the fiftyeth time this week"). The writer makes consistent use of appropriate words and phrases needed to clearly sequence the narrative and show the causal relations between parts of sentences. The response features a good variety of grade-appropriate social and academic language. The writer frequently employs precise word choices and uses evocative language to communicate the message ("BOOM," "BANG," "crackle," "raced," "clicking") and includes some idiomatic and colloquial language comparable to native English-speaking peers ("gonna," "living daylights"). The writer demonstrates a good control over basic English grammar structures and tenses, consistently using more expanded compound and complex sentences. Some minor usage and spelling errors in the response do not interfere with comprehension. Overall, the writer demonstrates the English-language proficiency needed to fully address the prompt with a wide array of language and complexity comparable to native English-speaking peers.

Response 2

"Can we go outside?", asked Sam . "No", said mom . "But why?", said Sophie. "Because it is raining", said mom. "What do we need to do to go outside?", said Michelle. "Each one of you clean one part of the house and we will see.", said mom. "What do I clean?", said Zoe. "O.K, Sam you will clean the sleeping room, Sophie, you will clean the kitchen, Michelle, you will clean the landuary, and Zoe you will clean the living room but all of you are going to clean two places one is the one that I gave to you and the other one is going to be the ATTIC ", said mom. "WHAT!!, everyone knows that cleaning the atic is inpossible", said all the kids. "That is your choise", said mom. Five whole hours passed, the kids had already cleaned the rooms that their mom had told them and half of the atic, one whole hour passed they had finally they are done with everything but it was already 6:30, ther just had ten minutes to go to play but the bad thing is that it was raining stronger. Until the next day it was still raining and they had the hole day to play in the rain. Then it was night time and there were super awake and also wet . "Next time that it rains mom is going to jump whith up and have a lot of fun because with your mom it is more funnier!!!

The writer displays an ability to communicate a message with written English that is significantly detailed and complex in order to fully respond to the prompt. The writer provides a narrative about events occurring before, during, and after the picture and offers significant and detailed explanation about these events, appropriately and effectively incorporating dialogue into the narrative. The response consistently includes a variety of appropriate words and phrases needed to sequence events and show causal relationships between parts of sentences ("because," "Five whole hours passed," "one whole hour passed," "Until the next day," "then," "next time"). The writer uses a wide variety of grade-appropriate social and academic language in crafting the message, and this language is frequently precise and appropriate for the task. The writer demonstrates good control over expanded compound and complex sentence structures and incorporates effective punctuation to break up the sentences. Some minor grammar usage errors do not interfere with comprehension and are comparable to errors made by native English-speaking peers ("raining stronger," "is more funnier"). The response contains only minor interference from the writer's primary language ("to go to play") that does not interfere with the clarity of the writing. Overall, the writer demonstrates a level of English-language proficiency comparable to their native English-speaking peers by composing a message with sufficient detail and complexity to fully complete the task.