



Texas English Language Proficiency Assessment System

**TELPAS Writing
Scoring Guide
Grade 2**

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 2. 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

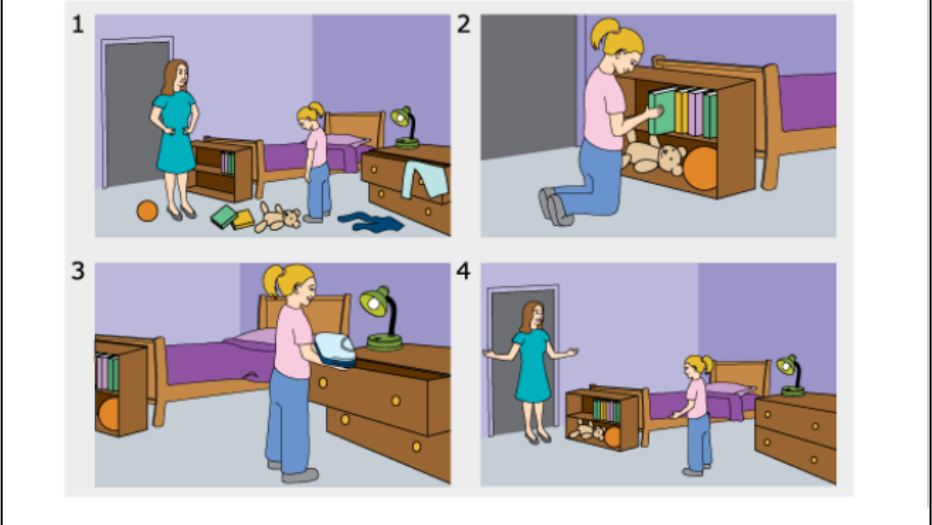
TELPAS Four-Point Writing Rubric for Grades 2 and 3

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 2 Writing Question and Scored Responses

Look at the pictures. Use the pictures to write a story. Your story should have a beginning, a middle, and an end. Write about each picture in order. Include as many details as you can.



Prompt

- Explain who the people were and how they felt at the beginning.
- Describe what the girl had to do and why she had to do it.
- Tell how the girl felt at the end and why she felt that way.

Score Point 1s

Response 1

fresis mesi then you orgenis your room and done

This response reflects minimal ability to use English to address the task. Most notably, the response contains widespread spelling errors that significantly impede comprehensibility (“fresis mesi,” “orgenis”) with only the high frequency words being spelled correctly (“then you,” “your room”). The response contains only a simple sentence that is written in the simple present tense. Grammatical errors are sometimes hard to ascertain due to a lack of comprehensibility, but some are still notable regardless, such as not including a verb for the final thought of the response (“and done”). Overall, the writer lacks the ability to appropriately respond to the task in the English language.

Response 2

she is sad why her room is mese

Overall, this response reflects a minimal ability with using English and contains only a handful of very short and simplistic sentences. The sentence structures are overly simple and are somewhat unclear due to the lack of punctuation. While “why” may be intended to stand on its own as a question, without punctuation it is not clear if it belongs with the sentence “her room is mese.” The vocabulary in this response consists of only high-frequency words and phrases, showing effectively no range or variety in word choice. Spelling errors are somewhat limited although still present even in such a brief response (“mese”). Overall, the writer attempts to respond to the prompt, but the effort is too minimal to receive anything higher than a score point 1.

Score Point 2s

Response 1

first the little girl made a mess then she puted her books
away then she cleaned the clothes then put them in aher desl
then she was done

In this response, the writer demonstrates a limited ability to respond to the task. The response consists of a few simple sentences back-to-back in a repetitive fashion. The response is written in past tense although the writer is sometimes inconsistent with using the correct form of the verb ("then she puted," "then put them"). The writer uses repetitive and limited words and phrases to sequence the events in a simple way, primarily relying on repeated use of the word "then." The vocabulary is also limited in range with the most precise word choice being the inclusion of a few specific items from the stimulus ("books," "clothes," "desl").

Response 2

Her mom got mad because she did not clean her room.then
she was cleanig her room. Then she put her pants away.
Last her room is clean

Overall, the writer demonstrates a limited ability to respond to the task. While the response features few spelling or grammar errors, it also shows limited and simple vocabulary. The vocabulary in this response consists of largely high-frequency words that are frequently repeated ("clean," "then," "room"). The sentence structures are mostly simple and repetitive past the first sentence. The writer provides some limited detail in the narrative but not enough to appropriately elaborate on the stimulus. Similarly, there is a limited form of sequencing that is quite repetitive. While this response contains few errors, the development is still too limited and repetitive for a higher score.

Score Point 3s

Response 1

First the girl had a mess in her room and her mom was angry and told the girl to clean her room. Next the girl was putting her books and toys in her shelf. Then she was putting her clothes in her droor. finally her room was clean and her mom was proud of her.

The writer responds to the task in an appropriate manner and uses some sequencing words and phrases to connect the events of the response without being overly repetitive (“First,” “Next,” “Then,” “finally”). The overall level of the vocabulary displays moderate variety of grade-appropriate language (“had a mess,” “angry,” “books and toys in her shelf,” “clothes in her droor”). The specificity and detail given to the act of cleaning the room plays a large part in the relative strength of the vocabulary. While there are occasional spelling errors, they generally do not interfere with understanding. The sentence structures are usually correct although they also tend to be repetitive. The writer uses the past tense throughout the response, including attempting to use more complex forms (“had a mess,” “was putting”) with some success.

Response 2

A girl named Lily had a very messy room her mom got her in trouble and Lily was sad. She didn't want to get grounded so she stared cleaning. After she cleaned the floor she folded clothing. When she finished cleaning mom was proud of Lily.

In this response, the writer demonstrates the ability to appropriately respond to the given task in English and includes some detail that elaborates on the stimulus without overly relying on it to produce a workable narrative. These details include things that are not directly in the stimulus images, such as character feelings and motivations (“Lily was sad”; “She didn’t want to get grounded”; “mom was proud of Lily”). These additions help to develop the narrative more fully. The vocabulary displays some appropriate variety which is shown primarily through the details of the narrative. The writer also demonstrates an ability to use some more complex sentence structures as well as some more complex tenses (“She didn’t want to get grounded so she stared cleaning”). A particular strength of this response is the use of words and phrases to not only sequence events but to show the relationship between parts of sentences (“When she finished cleaning mom was proud of Lily”; “She didn’t want . . . so she stared cleaning”). Overall, the writer displays skill in some facets of writing but not consistently across all areas.

Score Point 4s

Response 1

The girl Sheila has her room mesi her mom comes in and says "Sheila why havent you cleaned your room yet" Sheila says:"Oh right I forgot" "Alright then get to work!" Sheila cleans her room and calls her mom and tell's her that she's done her mom is very proud of her and tell's her that she can go to the park.

The writer addresses the task in detail throughout this response, demonstrating an ability to respond in English comparable to that of native English-speaking peers. While errors in spelling and grammar are present, they are infrequent and do not impede understanding. The response contains some more complex sentences along with successful use of more complicated grammatical features such as dialogue. The dialogue specifically helps to add detail and character by giving the reader more insight into the personalities of the two characters. The writer primarily communicates in the present tense though with a few errors. The response contains appropriate and relevant details throughout which helps to form a fuller narrative ("her mom is very proud of her and tell's her that she can go to the park").

Response 2

the mom is the lady with blue dress and with gray slippers
the kid is the girl with the pink shirt and blue jeans with
gray shoes. one time there was a girl a lady that were a
famliy, one evening, the mom walked in her room and said
"what a messy room you have!" the mom said. the mom
says "clean your room for a suprise!" the mom said. so *the
girl notted and got to work. she first started organizing her
books 10 minutes passed and she was done organizing her
books! she put her bear under the books with her
basketball. she put her clothes in drawer in order. only took
16 mintues and the room was spotless! the girl shouted
"mom i am done!!" she said. her mom looked shocked she
loved it! and gave a hug and a lollipop! the end.*

The writer addresses the task in detail and demonstrates a range and variety of grade-appropriate language. The writer shows a breadth of vocabulary through both description ("blue dress and with gray slippers"; "the room was spotless!") and through the inclusion of different items throughout the narrative ("put her clothes in drawer"; "gave a hug and a lollipop!"). Spelling errors are uncommon and do not interfere with understanding. The writer also demonstrates a command of English grammar. The sentence structures are varied and generally clear with few errors. This is partially accomplished by the writer's successful use of quotation marks and dialogue throughout the response ("what a messy room you have!"; "mom i am done!"). The response also contains a strong progression of ideas as the writer includes appropriate words and phrases to sequence the events of the narrative, often through marking the passage of time ("10 minutes passed"; "only took 16 mintues and the room was spotless!"). Overall, the writer crafts a complete and successful response.