

TELPAS Writing Scoring Guide Grade 2

Constructed Response

Spring 2023

General Information

This guide provides exemplar student responses for the Texas English Language Proficiency Assessment System (TELPAS) online writing assessment for grade 2. It is intended to be used alongside the spring 2023 TELPAS reading and writing released test. Each question is identified as it appears on the released test (question is referred to as "item" in the rubric).

The responses you see in this guide are student responses to a writing prompt submitted online during the testing window. 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 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 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 the proficiency level but reflects one piece of data that contributes to the determination of the proficiency level.

The TELPAS proficiency level descriptors (PLDs) for writing and the writing rubric for grades 2 and

ELPS - TELPAS Proficiency Level Descriptors Grades 2 - 12 Writing

Beginning	Intermediate	Advanced	Advanced High
Beginning English learners (ELs) lack the English vocabulary and grasp of English language structures necessary to address grade-appropriate writing tasks meaningfully.	Intermediate ELs have enough English vocabulary and enough grasp of English language structures to address grade-appropriate writing tasks in a limited way.	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.	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.

These students:

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

Typical writing features at this level:

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

TELPAS Four -Point Writing Rubric for Grades

Grade 2 Writing Question and Scored Responses

Question 20

During social studies today, a teacher drew these pictures of landforms.



Prompt

Tell what you see in this chart.

Choose two landforms and describe them.

Write about the landforms you have seen near where you live or while on a trip.

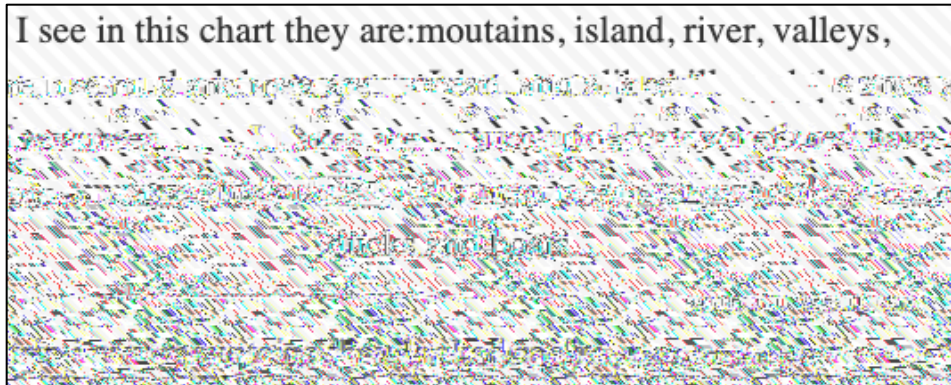
Score Point 2

Response 1

) ')),) □ , , □))
academic vocabulary comes directly from the prompt. The writer uses mostly simple tenses
with inconsistent) , ,) □ ') -)
)-)) - □)
writer does not demonstrate an ability to respond to the prompt in more than a lim ited way.

Score Point 3

Response 1



Overall, the writer demonstrates an effective use of academic language (). While some vocabulary comes from the prompt, the writer adds (). The writer uses simple tenses and constructs mostly simple sentences with an emerging ability to build complex sentences. Overall, the writer uses varied language and shows sufficient grammatical command to deliver the intended message clearly.

Response 2



In this response, the writer demonstrates a moderate variety of effective academic language. There are several minor errors in the writing. The writer uses simple tenses and combines sentences effectively. Overall, the writer conveys the intended message with some clarity.

Response 4

Response 2

Question 34

Prompt

Imagine that you woke up yesterday to find that you had wings and could fly, but only for one day. Write a story about all the things you did that day and what it felt like.

Score Point 2

Response 1

Score Point 4

Response 1

In this response, the writer demonstrates a wide variety of academic and social language with multiple instances of descriptive and ') - ,) □ ' ' ' "

