

TELPAS Writing Scoring Guide Grades 10–12

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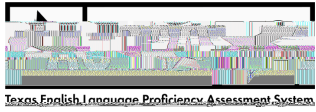
Fa 2022

General Information

This guide provides information about scoring of the Texas English Language Proficiency Assessment System (TELPAS) online writing assessment for grades 10–12. 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.



TELPAS Twelve - Point Writing Rubric

As part of the TELPAS writing assessment, rubrics were developed to determine the score points that students can achieve 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) in which the student's writing is assessed based on three traits: vocabulary, usage, and completeness. For each of the three traits, the student receives a score from 0 to 4. This rubric demonstrates how a student can achieve a total possible score of 12 points.

Grades 10–12 Writing Question and Scored Responses

Prompt

Đ, caTj 0n waTj 0t(a)2 chTj 0.ny fLblm24-2 (EMC /A9 (aDC 1 TfD 1)Tj EMC /LBoϕ()Tj EMC /H3 <</MCID 7 >>BDC1_

Score Point 3



Vocabulary D 1

This response consists of only simple and routine language. The

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Score Point 6

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Vocabulary 2

The writer mostly uses routine words and language with a limited variety to form the message. Attempts at more specific word choices remain rather general and vague (organized, clean, good habits) throughout the writing. The response contains some spelling errors (hose, or selves, develop, important, disciplin) that occasionally interfere with ease of comprehension and may show some interference from the student's primary language.

Usage 2

The writer demonstrates some control over simple tenses and grammar structures and employs punctuation somewhat effectively to break up sentences. There are still some structural issues within sentences (I would have not been tired to wake up for school; it set disciplin on the children) that interfere with comprehensibility in places.

Completeness 2

The writer communicates a message with minimal explanation that shows a limited effectiveness at responding to the task. The writer incorporates some phrases to slightly

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