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TELPAS 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.

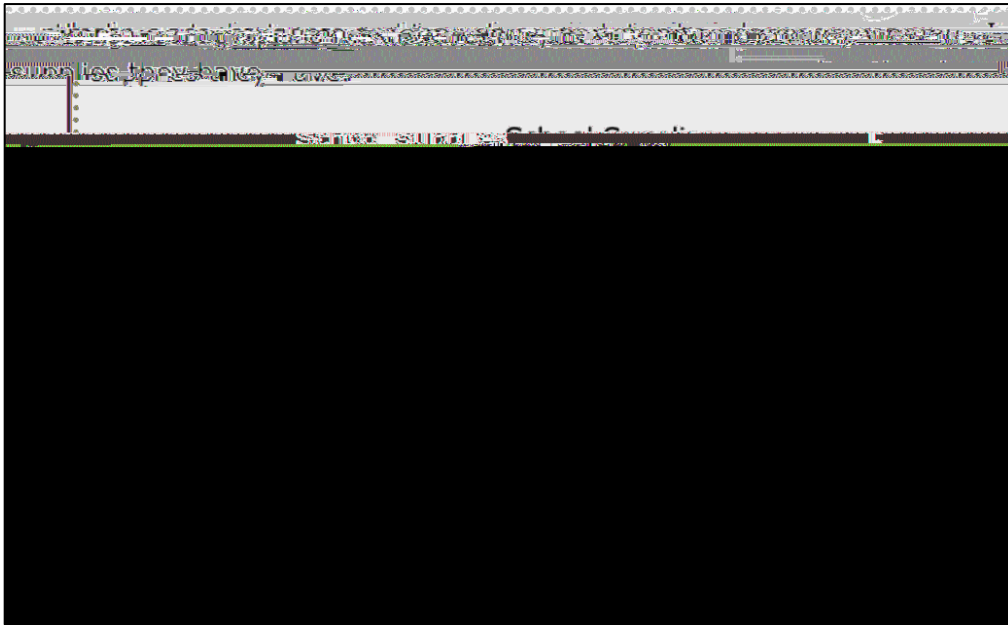
The TELPAS proficiency level descriptors (PLDs) for writing and the writing rubric are included in this guide for your reference.



TELPAS Twelve-Point Writing Rubric

	May contain some high-z 7(g)- 7(n)- 7(n)ly			

Grades 6–7 Writing Question and Scored Responses



Prompt

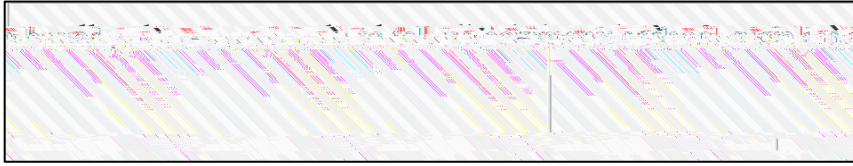
Describe this bar graph. What can you conclude from this graph?

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



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 (“school 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.

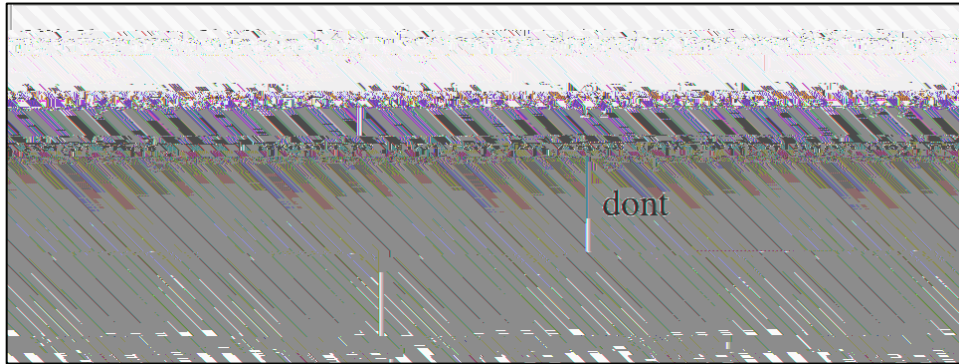
Score Point 4

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

Score Point 5



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

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,” “knlw”

Score Point 10



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.

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.

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