



Texas English Language Proficiency Assessment System

TELPAS Writing Scoring Guide Middle School

Sentence Rewrite

Spring 2023

General Information

This guide provides exemplar student responses for the Texas English Language Proficiency Assessment System (TELPAS) online writing assessment for middle school grades. Items included in this guide are from the spring 2023 TELPAS reading and writing tests. Each question is identified as it appears on the corresponding released test (question is referred to as "item" in the rubric).

The responses you see in this guide are student responses to a writing item administered online in the spring of 2023. A variety of responses are included to show acceptable and non-acceptable responses. 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 point, based on the rubric guidelines that were met 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 this item type are included in this guide for your reference.

NOTE: For scoring purposes, each response is human scored using the Sentence Rewrite writing rubric.

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>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>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>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>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>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>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"> • 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 Sentence Rewrite Writing Rubric

As part of the TELPAS writing assessment, rubrics were developed to determine the points that should be ascribed to a student's response based on the performance on a particular item. The rubrics demonstrate the number of score points that students can achieve based on their performance on each writing test item. For Sentence Rewrite items, the rubric below was developed, and scoring will follow these guidelines:

- Punctuation and capitalization will not count.
- The correction of all errors must be spelled correctly.*
- If the student introduces new errors, these will not count against them.

Score	Description
1	The response is one or more complete sentences and corrects all the errors in the given text.
0	The response is not a complete sentence or does not correct all the errors in the given text.

*How errors are corrected may vary from student to student; however, as long as the correction is spelled correctly and is grammatically correct, the response will be acceptable.

Middle School Sentence Rewrite Questions and Scored Responses

Grades 6-7 Question 13

Read the text. The text has one or more errors.

I should arrive in their house by noon at lunch.

In the space provided, rewrite the complete text to make the text correct.

Score Point 0

Response 1

I should arrive to their house by noon at lunch.

The writer does not correct all the errors in the given text. While the writer corrects the first error by replacing the preposition "in" with "to," no attempt is made to fix the second preposition error, "at."

Response 2

I should arrived at their house by noon at lunch

The writer corrects the first error by replacing "in" with "at" but does not correct the second error in the sentence since the preposition "at" remains. Although a new error is introduced by changing the tense of the verb "arrive" to the past tense "arrived," this does not impact the score.

Response 3

I should arrive in their house at noon in lunch.

The writer does not correct the two errors in the original sentence. The attempt to use a more appropriate preposition to fix the second error by changing "at" to "in" before "lunch" is unsuccessful, and the writer does not attempt to address the first error, "in."

Response 4

I should arrive at their house by the after noon when im eating lunch.

The writer corrects only one of the two errors in the given text by replacing "in" with "at" for the first preposition error. The attempt to replace the second preposition "at" with the phrase "when im eating" does not correct the error. The writer also introduces the new error "the after" before "noon," but this does not affect the score.

Score Point 1

Response 1

I should arrive at there house by noon after lunch.

The writer successfully fixes the two preposition errors in the original sentence with the change from "in" to "at" for the first error and "at lunch" to "after lunch" for the second error. The writer's use of "there" instead of "their" does not detract from the meaning of the sentence and is a newly introduced error that does not affect the score.

Response 2

i should arrive at their house by noon for lunch.

The writer successfully corrects the errors in the given text by changing "in" to "at" to correct the first error and "at" to "for" to fix the second error. The capitalization error of "i" at the beginning of the sentence does not impact the score.

Response 3

i am going to arrive at their house by lunch at noon

The writer successfully corrects both preposition errors in the sentence. The replacement of "in" with "at" corrects the first error. Changing the latter sentence words of "by noon at lunch" to "by lunch at noon" fixes the second error and is grammatically correct.

Response 4

I should arrive at their house by noon during lunch.

The writer correctly rewrites the sentence and corrects the errors, replacing "in" with "at" and "at" with "during."

**Grades 8-9
Question 13**

Read the text. The text has one or more errors.

The Ferris wheel we waited for patiently.



In the space provided, rewrite the complete text to make the text correct.

Score Point 0

Response 1

The ferris wheel that we waited for patiently

The writer does not correct the errors in the sentence. The addition of the word “that” does not correct the separation of the preposition from its object.

Response 2

The Ferris wheel we waited patiently.

The writer does not correct the errors in the sentence. Removing the preposition “for” from the original sentence does not make it correct.

Response 3

The Ferris Wheel is where we waited for patiently.

The writer does not correct all the errors in the given text. Adding the word “where” and keeping the preposition “for” in the same place does not correct the sentence.

Response 4

The ferris wheel we waited patiently for.

The writer changes “for patiently” to “patiently for,” but this is incorrect and does not fix the original sentence. The preposition “for” needs to come after the verb and before its object, “The Ferris wheel.”

Score Point 1

Response 1

we waited patiently for the Ferris wheel.

The writer rearranges the sentence so that the preposition "for" is in front of "the Ferris wheel." The error introduced by not capitalizing "we" does not detract from the successful completion of the task.

Response 2

We waited for the Ferris wheel patiently.

The writer corrects the sentence by placing the preposition "for" in front of "the Ferris wheel." Positioning "patiently" at the end of the sentence is acceptable.

Response 3

we patiently waited for the ferris wheel

The writer rearranges the sentence by placing the preposition "for" in front of "the ferris wheel" and placing "patiently" before the verb. Introducing a capitalization error with "we", "ferris" and not ending the sentence with a period does not lower the score.

Response 4

we waited for this farris wheel with patience.

The writer successfully places the preposition "for" before the object "farris wheel" and revises "patiently" to "with patience," which in this instance, is correct. While the writer misspells and does not capitalize Ferris and we, these are newly introduced errors that do not impact the score.