



Texas English Language Proficiency Assessment System

**TELPAS Writing
Scoring Guide
High 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 high 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.

High School Sentence Rewrite Questions and Scored Responses

Grades 8-9 Question 12

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

I saw a packs of wolfs not very far from here.

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

Score Point 0

Response 1

I saw a pack of wolfs not very far away from here.

The writer does not correct all of the errors in the sentence. The writer successfully changes “packs” to “pack” but does not attempt to correct the error “wolfs.”

Response 2

I saw a group of wolf's not too far from here

The writer corrects one of the two errors in the sentence. When addressing the first error, the writer changes “packs” to “group” which is acceptable. However, the writer attempts to correct the second error by changing “wolfs” to “wolf's,” but this is not a grammatically correct revision.

Response 3

i seen many packs of wolfs, not very far from here

The writer does not successfully correct all the errors in the rewritten sentence. The writer addresses the first error by replacing “a packs” with “many packs,” which is a suitable correction. However, the second error, “wolfs,” is left the same as it was in the original sentence. The writer does not capitalize “i” and introduces the new error “seen” at the beginning of the sentence, but these mistakes do not impact the score.

Response 4

I saw a packs of wolves not very far from here.

The writer correctly revises the second error by changing “wolfs” to “wolves.” However, no attempt is made to correct the first error, leaving “packs” in the plural when the singular is needed.

Score Point 1

Response 1

i saw a pack of wolves not far from here.

The writer crafts a new sentence that corrects all the errors in the given text. Changing “a packs” to “a pack” and “wolfs” to “wolves” are acceptable corrections that fix the mistakes in the original sentence. The removal of “very” from the sentence does not change the meaning of the sentence and does not impact the score.

Response 2

I saw a pack of wolves,not very far from here.

The writer successfully corrects all the errors in the sentence by changing “a packs” to “a pack” and “wolfs” to “wolves.” The erroneous insertion of a comma after “wolves” does not impact the score.

Response 3

I saw packs of wolves not very far from here.

The writer corrects all the errors in the given text. The pluralization of “packs” is grammatically correct in this case since the writer removes the singular word “a” and correctly changes “wolfs” to “wolves.”

Response 4

Not very far from here, I saw a pack of wolves.

This response contains suitable corrections for both errors in the original sentence. The writer correctly changes “a packs” to “a pack” and “wolfs” to “wolves.” Moving “not very far from here” to the beginning of the sentence is still grammatically correct and does not detract from the meaning of the original sentence.

Grades 10-12
Question 14

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

One time I was checking my brothers homework because he don't know how to do it.

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

Score Point 0

Response 1

One time i checked my brothers homework because he didnt know how to do it.

In this rewritten sentence, the writer does not correct the possessive noun error “brothers” and unsuccessfully attempts to correct the negative verb contraction by changing “don’t” to “didn’t.” However, the correction needs to be spelled correctly to receive credit.

Response 2

Once i was checking my brothers homework because he didn't know how to do it.

The writer correctly changes “don’t” to “didn’t” in the latter half of the rewritten sentence. However, the error “brothers” remains incorrect. With at least one error still present, this rewritten sentence cannot earn anything higher than a score point 0.

Response 3

Once I was checking my brother's homework because he doesn't know how to do it.

The writer does not correct all the errors in the sentence. The possessive “brother's” is the correct replacement for “brothers.” However, “he doesn't know” is in the present tense while “I was checking” is in the past tense. The correct past tense negative verb contraction is “he didn't know.” Alternatively, the writer could have written “I check” to replace “I was checking,” which would result in a tense agreement.

Response 4

One time I was checking my brother homework, because he don't know how to do it

The writer did not successfully correct either of the original sentence's errors. The change of “brothers” to the singular form “brother,” in this instance, is incorrect, and the error “he don’t know” is not addressed.

Score Point 1

Response 1

One day I was checking my brother's homework, because he didn't know how to do it.

The writer corrects all the errors in the given text by changing “brothers” to “brother’s” and “he don’t know” to “he didn’t know.”

Response 2

One time, I was checking my brother’s homework because he did not know how to do it.

The response is a complete sentence that reflects the correction of all errors in the original sentence. The writer changes “brothers” to “brother’s,” and “don’t know” to “did not know,” which is an acceptable correction.

Response 3

I check my brother's homework because he doesn't know how to do it.

The writer changes the sentence’s meaning slightly, but the revision is still appropriate to the task. The present tense verb “doesn’t” is correct here since the change to “I check” is also in the present tense. “Brother’s” is a correct replacement for the possessive error “brothers.”

Response 4

My brother didn't know how to do his homework so I checked it for him.

With this sentence, the writer reverses the sentence clauses acceptably while successfully correcting the errors, changing “my brothers” to “My brother,” adding the possessive word “his” in front of “homework,” and changing “don’t” to “didn’t.”