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Constructed Response

Spring 2023

This guide provides exemplar student responses for the Texas English Language Proficiency Assessment System (TELPAS) online writing assessment for grade 3. 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

A L E I E A

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 ideas) in English

Typical writing features at this level:

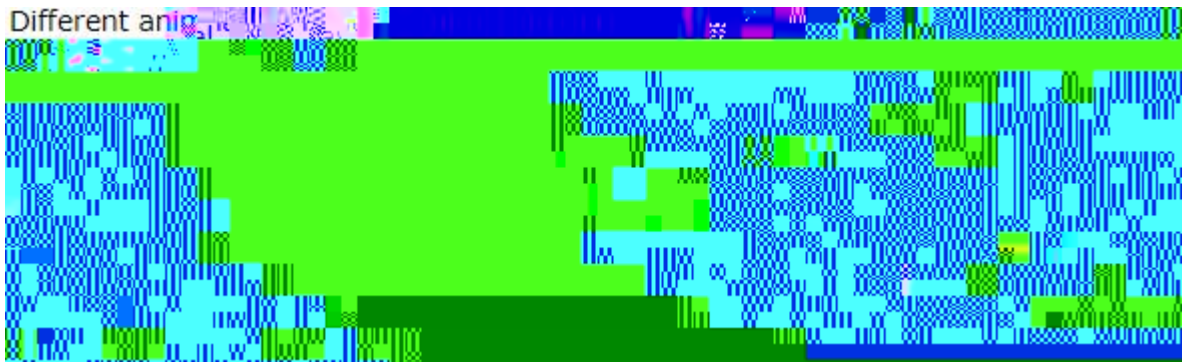
- inability to label, list, and copy
- high frequency words/phrases in short simple sentences (or even short paragraphs) based primarily on recently practiced, memorized, highly familiar material; this type of writing

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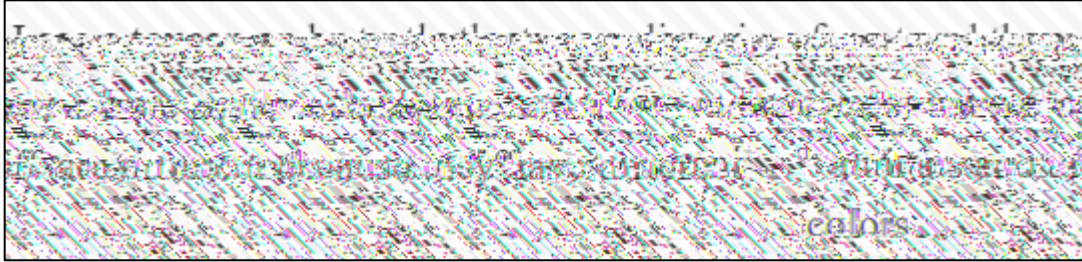


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- x Describe each of the animals you see.
- x Write about where and how these animals live.
- x Explain the ways these animals are the same and the ways they are different.

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In this response, the writer shows a limited ability to respond to the prompt. The vocabulary is simple DQG UHSHWLWLYH DV DUH WKH VHQWHQFH VWUXFWXUWKH UH WDRXFDQ WKH VDPH WKHUH DUH GLIIHUHQW' (UURUV LQ VSHOOLQJ DQG JUD RYHUO\ LQWHUIHUH ZLWK FRPSUHKHQVLRQ VXEH DQW KH ZGLW H W KH L QJ 7KH ODFN RI WUDQVLWLRQDO ZRUGV RU SKUDVHV FDXVHV WKH UHVSRO attempts to include some relevant details do not go beyond simple answers to the prompt directives.

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In this respo QVH WKH ZULWHU V YRFDEXODU\ LV PRVWO\ VLP SOH DQG ODFN academic language, and the writer occasionally struggles to find the correct word, for example, 'DERXW' LQVWHDG RI 'EHWZHHQ' LQ WKH ILUVW VHQWHQFH 6SHOOLQJ sometimes impede understanding, and grammar and usage errors are similarly present but do QRW LPSDFW WKH UH DGHU V XQGHUVWDQGLQJ RI WKH ZULWLQJ 7KH ZU KHDY\ UHOLDQFH RQ D IHZ EDVLF YHUEV 'LV ility For a aft com and EXW GLVSOD\ V W sentences. In addition, the writer provides a few simple sequencing words to help form some cohesion between ideas ('DQRWKH GLPDQWKHU WKLQJ' EXW SURYLGHV IHZ GHV the writer communicates in a limited manner, earning a score point 2.

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The writer of this response shows a moderate variety and range of grade-appropriate social language and uses rhetorical questions to engage the reader. However, the writer does not offer much precise or academic language. The spelling is not problematic, and the response contains a few grammatical and usage errors that, while distracting, do not impede the

UHDGHU¶V XQGHUVWDQGLQJ RI WKH ZULWLQJ 7KH ZULWHU¶S XVHV FRPSR
HIIHFWLYHO\ DQG RFFDVLRQDOO\ DWWHPSWV WR DGG VRPH VLPSOH WU
WKH\` WR FRQQHFW LGHDV 7KH ZULWHU LQFOXGHV VRPH GHWDLOV WR
SUHVHQWDWLRQ FDQ EH UHSHWLWLYH DW KLPHOLPHD LQXWPHQWV HQGV F
WXUWOH OLYHV ,LQ WKH ZDWHU LQ WKH ZDWHU ULJKW"´ 2YHUDOO W
ZULWHU¶V HPHUJLQJ DELOLW\ WR FUDIW DQ RULJLQDO PHVVDJH

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In this response, the writer shows a moderate range of language, including some academic
ODQJXDJH 36XQ =RQH IORRU ´ 3IRUHVWV DQG MXQJOHV´ 6SHOOLQJ DQ
uncommon, and the ones that occur do not impede understanding. The writer has produced

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In this response, the writer shows a clear ability to respond to the writing task appropriately.

The response contains a variety and range of grade-appropriate language, including some

GHVFULSWLYH ³GU\ ODQG´ DQG DFDGHPLF ³VSHFLHV´ ³HFRV\ VWHP´ C
PLQRU VSHOOLQ\$HHWUREVHÐWIK´ LQVWHDG RI EUHDWKH EXW WKH\ GR C
XQGHUVWDQGLQJ :KLOH VRPH ZRUG FKRLFH DQG JUDPPDWLFD O HUURU
SODFHV´ ³PDNHU WR O

words a QG SKUDVHV WKURXJKRXW WKH UHVSQVH ³)RU H[DPSOH´ ³\$OVR´

flow of ideas. The sentence structures show complexity and variety. The writer provides specific details throughout the response and occasionally elaborates to fully explain the idea.

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Look at the pictures. Use the pictures to write a story. Your story should have a beginning, a middle, and an end. Write about each picture in order. Include as many details as you can.

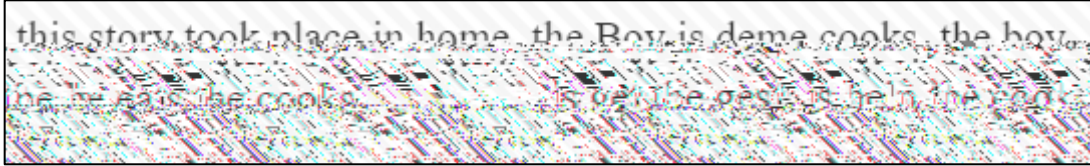


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- x Describe when and where this story took place.
- x Tell about what the characters did in each picture and how they did it.

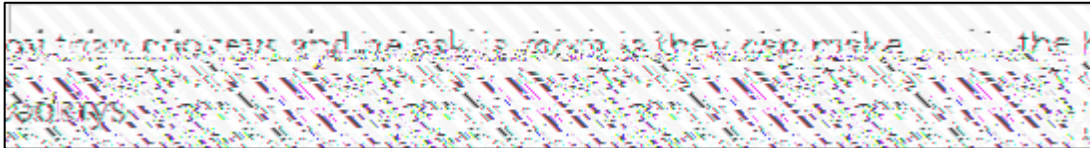
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In this response, the writer is only able to demonstrate a minimal ability to respond to the writing task. The response contains frequent errors in grammar and usage that interfere with WKH UHDGHU¶V XQGHUVWDQGLQJ LQFOXGLQJ³ILQ KRLOUSH F W7 K HI UEH QRUHQ/F structures in the response are very simple and repetitive. The writer displays only a very limited and minimal range of vocabulary, which is further hampered by certain words being difficult to understand due to spelling errors and RU ERUURZLQJ IURP WKH ZULWHU¶V ILU ³GHPH FRRNV ´ ³JHW WKH JHVW´ \$ VWUHQJWK RI WKLV UHVSQVH LV V detail and sequencing. This is not enough, however, to elevate the response to a higher score point.

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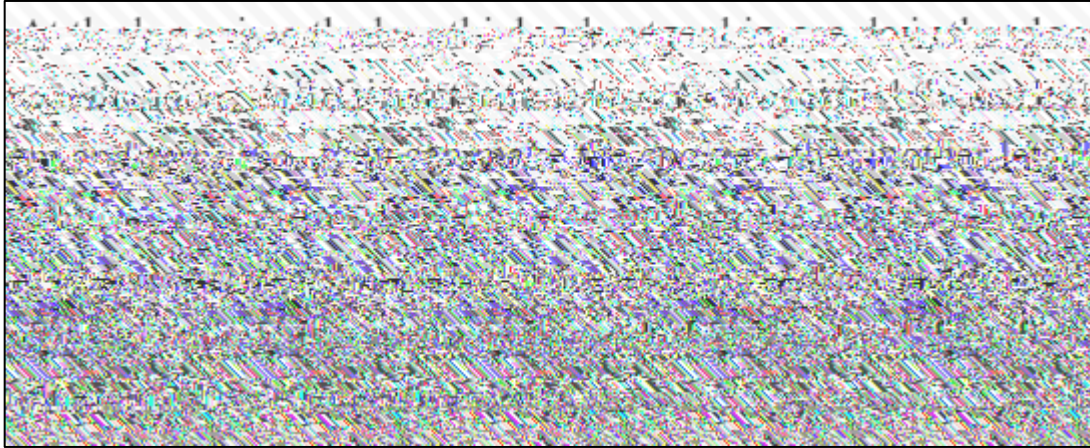
The writer of this response demonstrates only a minimal ability to respond to the writing task using English. The response consists of mostly high-frequency words and phrases, and errors occur throughout the response, interfering significantly with u QGHUVWDQGLQJ WKH ZULWHU¶V LQWHQGHG PHVVDJH ³KH DVN LV PRP LV WKH\ FDQ PDNH FRRNL\´ \$G structures are simple, and the writer provides minimal detail. Overall, the weight of the errors in this minimal response is too great to assign a higher score point.

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In this response, the writer addresses

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The writer demonstrates the ability to expand the narrative more fully beyond the basic elements in the prompt by using a moderate range of vocabulary throughout the response and **VXFFHVIXOO\ LQFRUSRUDWLQJ SUHFLVH YRFDEXODU\ WR DGG FODULWV** Spelling errors are somewhat common but do not interfere much with comprehension, and grammar errors are less frequent, though still present, and do not impede understanding. The sentence structures are varied and include some more complex sentences, which help show the connections between ideas. Evidence of sequencing and organization is also present not only through the use of sequencing words **3EHJHQLQJ 3PLGGHO 3HGG EXW DOVR WKU** **VRPH WUDQVLWLRQDO ZRUGV 37KHQ WKH** displays an emerging ability to use written English to craft an original message. **WKH ZULWH**

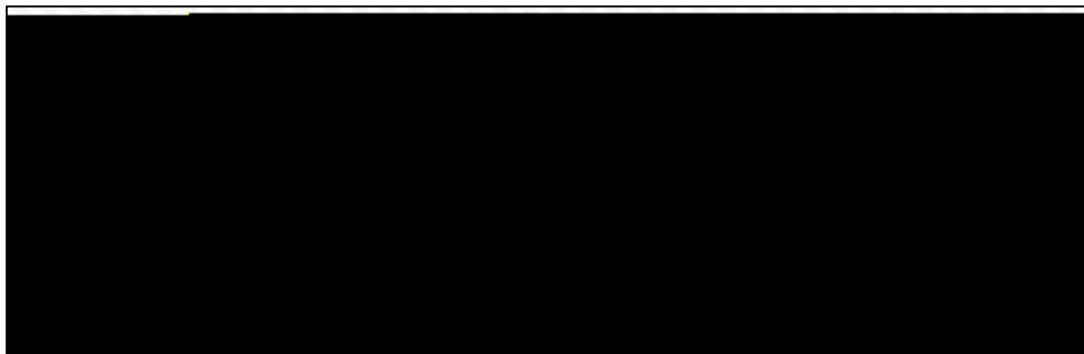
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In this response, the writer uses grade-appropriate social language to address the writing task. The word choice reflects a moderate range of language with some precise language on occasion

FRQWLQXH VPHOO VR JRRG DQG UDUHOCCUGRHOCCURUV LQ VSHOOC
 structures are clear and concise, though they do not show much complexity. The writer
SURYLGHV VRPH UHOHYDQW GHWDLOV 6DP DQG 6DUDK 6DP LV KXQJU
 the story and appropriately sequences events through the use of transitional words and
SKUDVHV WKHQ JR VR JRRG WKDW WKH DVN LQDOO KHQ WKH
 demonstrates the ability to use written English to tell an original story about making cookies.

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The writer of this response uses a moderate range of vocabulary with some precise word choice

GHOLFLRXV WUHDW DQG PRVW ZRUGV DUH VSHOONG FRUHFHWO 7K
WKH ZULWHU TV GHYHORELDO more complex sentences. The story is written in the
 past tense, but errors in some past tense forms of verbs are quite noticeable though they do
QRW LQWHUIHUH ZLWK FRPSUHKHQVLRQ PDNHG WRRNHG 7KH VHQ
 between ideas and help to progress the story through the appropriate use of sequencing words
DQG SKUDVHV 6R ZKHQ 2YHODOO WKH ZULWHU GLVSODV WKH DE
 an original story about making cookies.

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The writer shows a moderate range of language with some precise YRFDEXODU\ ³FKRFRODWH
FKLSV ´ ³\XPP\´ 6SHOOLQJ HUURUV DUH XQFRPPRQ DQG WKH XVDJH HU
UHDGHU¶V XQGHUVWDQGLQJ RI WKH ZULWLQJ 7KHUH LV VRPH LQFRQVL
writer starts in past tense but does not maintain this t HQVH ³ZDV KXQJU\ DQG KH ZDQWV ´
FRRNLHV´ 7KH VHQWHQFH VWUXFWXUHV DUH FOHDU DQG VKRZ DQ HPH
sentences. The writer uses some simple words and phrases to sequence the events of the story
³)LUVW ´ ³\$IWHU WKDW´ ´DQG WRHVVR HIIHFWLYHO\ 7KH ZULWHU LQFO
DGG VRPH FODULW\ WR WKH ZULWLQJ ³PL[LQJ XS WKH EXWWHU ´ ³RQ W
displays the ability to use written English to tell an original story about making cookies.

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In this response, the writer demonstrates an appropriate range of language including some **PRUH SUHFLVH ODQJXDJH UHODWHG WR EDNLQJ ³EDWWHU ´ ³FKRFODWH** adds a level of detail to the story that allows the writer to narrate the events more clearly. The writing, as a whole, is fluent and contains few errors in spelling or grammar. The sentence structures contribute to this through their clarity and complexity. The writer uses both the future tense and past tense, switching between them at a logical point, the beginning of the story, and uses the correct forms of verbs throughout the rest of the response. Similarly, the **DSSURSULDWH XVH RI WUDQVLWLRQDO ZRUGV DQG SKUDVHV ³2QH GD** events of the story clearly and smoothly. Overall, the writer performs at a level comparable to native English-speaking peers.

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In this response, the writer displays a wide range of language, mostly social, which establishes a voice and tone for the characters and the story. The few errors in spelling and grammar do not detract from the overall quality of the writing. The writer uses a variety of sentence structures and complex sentences to convey the story. This includes the relatively advanced task of incorporating large portions of dialogue into the story without the dialogue becoming confusing. The story contains descriptive details throughout that forms a full narrative. The writer includes appropriate transitional words and phrases, giving the story clear sequencing and a sense of action. Overall, this writer shows a strong proficiency with written English comparable to native English-speaking peers.

