



Examinee Score Report

Test: 231 ENG LANGUAGE ARTS AND READING 7-12
Total Scaled Score: 256
Status*: Passed
Scaled Score Range: 100-300
Passing Score: 240

Test Date: MM/DD/YYYY
FIRSTNAME M LASTNAME
123 EXAMPLE LANE
EXAMPLE, TX, 12345

TEA ID: 1234567

Performance by Domain	Points Possible	Points Earned
I. Integrated Language Arts	12	9
Competency 001	3	2
Competency 002	4	3
Competency 003	5	4
II. Literature and Reading Processes	32	21
Competency 004	8	5
Competency 005	7	4
Competency 006	11	9
Competency 007	6	3
III. Written Communication	24	14
Competency 008	10	4
Competency 009	14	10
IV. Oral Communication and Media Literacy	12	9
Competency 010	4	3
Competency 011	8	6
Constructed Responses	20	12
 Literary Analysis	 8	 8

Responses to the Literary Analysis constructed-response question that receive a score of 8, as yours did, typically demonstrate a thorough understanding of the content knowledge addressed in the assignment.

Writing Assessment and Pedagogy

12

4

A score of 4 on the Writing Assessment and Pedagogy constructed–response question indicates that your responses to the three tasks demonstrate a seriously limited overall understanding of the content knowledge addressed in the assignment. Because this combined score is determined by adding the scores for each of the question’s three tasks together, it does not indicate your level of proficiency on any individual task response. A combined score of 4 does indicate that at least two of your three responses are weak or deficient in addressing the components of the assigned task and /or meeting the **Performance Characteristics** on which the scoring rubrics are based.

A score of 4 may indicate WEAKNESSES in ONE OR MORE of your task responses. Typical weaknesses for each Performance Characteristic are described below.

Purpose: Typical weaknesses include vague, limited, or somewhat inaccurate

- identification/description of
 - o a significant strength of the student’s response (Task 1),
 - o a significant weakness of the student’s response (Task 2), or
 - o a specific, appropriate instructional activity to address the weakness you identified in Task 2 (Task 3);
- explanation of
 - o how the strength contributes to the response’s overall effectiveness (Task 1),
 - o how the weakness interferes with the response’s overall effectiveness (Task 2), or
 - o how the instructional activity addresses the weakness you identified in Task 2 and/or why you think the activity would be effective (Task 3).

Demonstration of Knowledge : Typical weaknesses include vague, limited, or partially inaccurate

- assessment and identification of the strengths and/or weaknesses of student writing,
- explanation of how particular features contribute to the overall effectiveness of student writing,
- application of appropriate instructional and pedagogical activities to address weaknesses in student writing, and
- explanation of how specific instructional activities support student learning.

Support : Typical weaknesses include limited, somewhat ineffective, and/or somewhat inaccurate

- supporting details or examples and
- citations of examples from the student response.

Rationale : Typical weaknesses include

- limited reasoning and
- only a partial understanding of the assigned task.

Written Expression: Typical weaknesses include distracting errors in the conventions of standard English for paragraphing, sentence structure, usage, and mechanical conventions that result in a lack of clarity and/or impede effectiveness.

A score of 4 also indicates DEFICIENCIES in ONE OR MORE of your task responses. Typical deficiencies for each Performance Characteristic are described below.

Purpose: Typical deficiencies include missing, incorrect, or largely incomprehensible

- identification/description of
 - o a significant strength of the student’s response (Task 1),
 - o a significant weakness of the student’s response (Task 2), or
 - o a specific, appropriate instructional activity to address the weakness you identified in Task 2 (Task 3);
- explanation of
 - o how the strength contributes to the response’s overall effectiveness (Task 1),
 - o how the weakness interferes with the response’s overall effectiveness (Task 2), or
 - o how the instructional activity addresses the weakness you identified in Task 2 and/or why you think the activity would be effective (Task 3).

Demonstration of Knowledge : Typical deficiencies include missing, insufficient, or inaccurate

- assessment and identification of the strengths and/or weaknesses of student writing,
- explanation of how particular features contribute to the overall effectiveness of student writing,
- explanation of how to apply appropriate instructional and pedagogical activities to address weaknesses in student writing, and
- explanation of how specific instructional activities support student learning.

Support : Typical deficiencies include

- little or no relevant support and
- no citation of relevant examples from the student response.

Rationale : Typical deficiencies reflect

- weak reasoning and
- little or no understanding of the assigned task.

Written Expression: Typical deficiencies include severe errors in the conventions of standard English for paragraphing, sentence structure, usage, and mechanical conventions that interfere with meaning.

You are strongly encouraged to thoroughly review the pertinent sections of the Test Preparation Manual to better understand all aspects of this test's Writing Assessment and Pedagogy constructed–response question.

You are limited to five attempts to take a certification exam under Texas Education Code §21.048 (<https://statutes.capitol.texas.gov/Docs/ED/htm/ED.21.htm#21.048>). The five attempts include any of the exam approval methods (PACT, EPP, out of state, charter, and CBE). If you choose to register again for the same exam after completion of the fifth testing attempt or an approved waiver attempt, your scores will not be counted towards certification and you will assume responsibility for exam fees paid.

For information about the scoring of the exam, select Scores in the top navigation of the Texas Educator Certification Examination Program website, <http://www.tx.nesinc.com>, and review the additional information provided about how to read your score report.

Print a copy of this score report for your records.

Note: Please allow 7 to 10 business days after the score reporting date for your exam scores to be posted in your Educator Certification Online System (ECOS) account accessed through TEA Login (TEAL) (<https://tealprod.tea.state.tx.us/TSP/TEASecurePortal/Access/LogonServlet>) before submitting your online application for certification. Application for certification does not proceed automatically based upon receipt of your scores by TEA. To apply for certification, you must access your ECOS account, click on "Applications," and complete the appropriate application.

* Passed/Not Passed status is based on the total scaled score for each exam. Refer to the Scores section and the Preparation Manual on the testing program website, at <http://www.tx.nesinc.com>, to learn more about the performance information included on your score report.

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