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

<table>
<thead>
<tr>
<th>Performance by Domain</th>
<th>Points Possible</th>
<th>Points Earned</th>
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<tbody>
<tr>
<td>I. Integrated Language Arts</td>
<td>12</td>
<td>9</td>
</tr>
<tr>
<td>Competency 001</td>
<td>3</td>
<td>2</td>
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<tr>
<td>Competency 002</td>
<td>4</td>
<td>3</td>
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<tr>
<td>Competency 003</td>
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<td>II. Literature and Reading Processes</td>
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<td>Competency 004</td>
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<td>Competency 005</td>
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<td>Competency 006</td>
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<td>Competency 007</td>
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<td>III. Written Communication</td>
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<td>Competency 008</td>
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<td>Competency 009</td>
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<td>IV. Oral Communication and Media Literacy</td>
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<td>Competency 010</td>
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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.
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
  - a significant strength of the student’s response (Task 1),
  - a significant weakness of the student’s response (Task 2), or
  - a specific, appropriate instructional activity to address the weakness you identified in Task 2 (Task 3);
- explanation of
  - how the strength contributes to the response’s overall effectiveness (Task 1),
  - how the weakness interferes with the response’s overall effectiveness (Task 2), or
  - 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
  - a significant strength of the student’s response (Task 1),
  - a significant weakness of the student’s response (Task 2), or
  - a specific, appropriate instructional activity to address the weakness you identified in Task 2 (Task 3);
- explanation of
  - how the strength contributes to the response’s overall effectiveness (Task 1),
  - how the weakness interferes with the response’s overall effectiveness (Task 2), or
  - 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.