Grades 2–12 Writing Collection Overview
2013–2014

Texas Education Agency
Student Assessment Division

Grades 2–12 Assessment Approach Writing

- Raters assemble a collection of each student’s writing from a variety of content areas.
- Raters base the English writing proficiency ratings on the contents of the collections.
- Additional classroom observations are not used.

TEA 2
Goal in Assembling Writing Collections

To make sure the collections portray the students’ overall English language writing proficiency

Important!

Writing Activities

TELPAS writing samples should be taken from AUTHENTIC CLASSROOM ACTIVITIES grounded in

• content area TEKS
• ELPs
New for 2014

• Writing score weight has doubled this year; therefore, it is VERY IMPORTANT that writing samples are the best quality possible.

February 17, 2014

• Writing assigned on or after February 17, 2014, may be considered.

• Writing samples are due by the date designated by your campus testing coordinator.
Samples Required

- At least 5 total samples are required in each collection.
- In each collection there must be
  - at least 1 narrative about a past event
  - at least 2 writing samples from math, science, or social studies

Some Eligible Types of Writing

- Descriptive writing on a familiar topic
- Writing about a familiar process
- Narrative writing about a past event
- Personal narratives and reflective pieces
- Expository and other extended writing from language arts classes
- Expository or procedural writing from science, math, and social studies classes
Writing Ideas - Descriptive

Examples:
• Writing about yourself, your family, your best friend, your school, etc.
• Describing what you see in this picture, photo, piece of art, etc.
• Comparing yourself to a friend or relative by describing how you are alike and how you are different
• Comparing two friends, two pictures, two photos, two places you’ve lived or houses you’ve lived in, etc.

Encourage students to include biographical information, physical traits, and personality traits. The writing collection should include a copy of any pictures used.

Writing Ideas – Familiar Process

Examples:
• A daily routine (getting ready for school, what you do after school or on weekends)
• How to prepare a familiar food or recipe (sandwich, taco, fruit drink, scrambled eggs)
• How to play a familiar game or sport
Writing Ideas – A Past Event

Examples:
• Stories based on something shown in a picture or pictures
• Narratives about something that happened or that you did that was disappointing, unforgettable, surprising, interesting, unexpected, funny, unfair, etc.
• Original stories composed in creative writing activities
• Narratives about what you did this morning, yesterday, this weekend

Remember that narrative writing about a past event is required in each collection.

Writing Ideas - Reflective

Examples:
• A time when you learned a lesson, resolved a problem with another person, etc.
• What true friendship is, the importance of believing in yourself, setting goals, etc.
• What you like, don’t like, or would like to see changed about certain school rules or policies
• A person you admire, a person who has influenced your life, etc.
• How first impressions of people can change
• What it was like to move to the United States, learn a new language, etc.
• What you thought about the United States or Texas before you moved here compared to what you think now
Academic Writing - Science

• Explaining a scientific process you have learned about
• Explaining the steps and conclusions of an experiment or scientific investigation
• Writing about something you are learning in your science class
• Writing about why lab rules are important
• Writing about how to use a certain device or piece of science equipment

Academic Writing - Math

• Writing about a way you have used mathematics outside of school
• Explaining the steps you use in a mathematical process
• Writing about something you are learning in your math class
• Writing to reflect the thinking you do to solve a problem
Academic Writing – Social Studies

• Writing about a historical figure, the person's contributions or significance, etc.
• Writing an expository piece about an important historical or current event
• Writing about something you are learning in your social studies class
• Defending a point of view about a governmental policy or controversial issue
• Writing a persuasive piece to influence a change in policy or law

Papers Not to Include

• Papers containing copied language
• Papers in which student relies heavily on resources (dictionary, thesaurus, etc.)
• Papers showing teacher comments and corrections
• Worksheets and question-answer assignments
• Papers that have been polished with help from peers or teachers
• Papers written primarily in student’s native language
• Papers that are brief, incomplete, or rushed
Building Collections

• Strive to gather more than 5 writing samples for each student.

• Choose at least 5 samples that meet the criteria and do the best job of portraying the student’s current proficiency level.

• If a student is near the border between two proficiency levels, consider including samples written in the latter part of the TELPAS assessment window. The more recent the writing samples, the more accurately they will reflect the proficiency level of these students.

Building Collections

• Collections should contain some papers in which students showcase English they know and feel comfortable using. “Comfort zone” writing is especially important for students at lower proficiency levels.

• Collections should also include papers in which students are stretched and pushed beyond their comfort zone so the collection shows that a student has not yet reached the next level (the student is beginning but not yet intermediate, intermediate but not yet advanced, advanced but not yet advanced high).
Building Collections

• The papers you assemble need to help you determine and justify your ratings. They must give you evidence to say, “I know the student is at least at X proficiency level because of these characteristics in his or her writing. I know the student is not yet at the next proficiency level because of these other characteristics in his or her writing.”

Reminder: The characteristics you consider must come from the PLDs.

Beginning Level

• The ELPS require ELLs of all proficiency levels to learn to write in English.

• It is not acceptable for writing collections of students at the beginning level to include samples written primarily in the native language. Such samples do not provide evidence of English writing proficiency.

• Writing tasks of these students should be adapted to their needs. Their writing in English will likely be formulaic or memorized, include recently practiced vocabulary, lack detail, etc.
Summarizing Tips

- Consider students’ English-language proficiency levels in determining whether papers are too brief to be included.
- Build writing collections that have a balance of writing from language arts and other core content areas.
- Collections should show what the student knows and can do as well as what the student struggles with in second language acquisition.
- Remember, build the collections to portray the student’s overall ability to communicate in writing in English.

Verification of Collection Contents

Campuses follow procedures outlined in the TELPAS test administration manual to ensure that the writing collections are assembled correctly and include the necessary number and types of writing.
Local Resources

- Paris ISD TELPAS Webpage
  - [http://www.parisisd.net/page/35188_3](http://www.parisisd.net/page/35188_3)
  - [www.parisisd.net](http://www.parisisd.net) / Staff Resources / TELPAS
- Writing Collection Resources
  - Writing Sample Guidelines
  - Annotated Examples of Student Writing
  - Writing Practice Collections
  - Writing Collections Overview PPT

Resources with More Details

- District and Campus Coordinator Manual
  - Updated annually and available in late fall from the Assessment A–Z Directory at [http://www.tea.state.tx.us/student.assessment](http://www.tea.state.tx.us/student.assessment)
  - Shipped to districts in January
- TELPAS Manual for Raters and Test Administrators
  - Updated annually and available in December at [http://www.tea.state.tx.us/student.assessment/ell/telpas/](http://www.tea.state.tx.us/student.assessment/ell/telpas/)
  - Shipped to districts in late January
- Online course titled Assembling and Verifying Grades 2–12 Writing Collections
  - Available online in mid January at [http://www.texasassessment.com/TexasTrainingCenter](http://www.texasassessment.com/TexasTrainingCenter)
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Summarizing Tips

• Students who are capable of expressing themselves in English in a detailed, extended way should do so. Do not include brief responses from students who know enough English to respond to writing tasks in extended ways.

• In other words, consider students’ English-language proficiency levels in determining whether papers are too brief to be included.