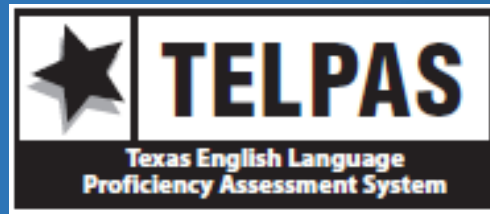


Writing Collection Overview Grades 2–12



2021-2022

Texas Education Agency
Student Assessment Division

Grades 2–12

Writing Assessment Approach

- Teachers 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.

Goal in Assembling Writing Collections

To ensure writing collections portray the students' overall English language writing proficiency

Writing Activities

TELPAS writing samples should be taken from authentic classroom activities grounded in

- content area TEKS
- ELPS

February 7, 2022

- Writing assigned on or after February 7, 2022 may be considered.
- Writing samples may continue to be gathered until the date designated by the district as the deadline for completing the collections in order to submit the ratings.

Samples Required

- At least **5 total samples** are required in each collection.
- In each collection there must be
 - at least **1** writing sample that **elicits the use of past tense**
 - 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
- Writing that elicits the use of past tense
- 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

Papers Not to Include

- Papers containing copied language
- Papers in which student relies heavily on resources (dictionary, thesaurus, etc.)
 - Writing assignments in which students used a dictionary or thesaurus occasionally as an instructional support to scaffold their writing are acceptable.
- Papers showing teacher comments and corrections
- Papers in which the student relies heavily on word walls, word banks, and student spelling lists
 - Writing assignments in which students used word walls, word banks, and spelling lists occasionally as instructional supports to scaffold their writing are acceptable.

Papers Not to Include (continued)

- Worksheets and question-answer assignments
- Papers that have been polished through editing with help from peers or teachers
- Papers written primarily in student's native language
- Papers that are brief, incomplete, or rushed

Building Writing 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 the student.

Building Collections

- Collections should contain some papers in which students showcase the 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 (continued)

- The papers you assemble need to help determine and justify ratings. They must give evidence to support the rater in saying, “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 considered must come from the PLDs.

Beginning Level

- The ELPS require ELs 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.
 - In rare circumstances, for a recently arrived newcomer with little to no English ability, samples written primarily in the native language of the student may be used. However, all efforts should be made to collect writing samples in English through the designated collection window.
- 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

- 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.

Summarizing Tips (continued)

- 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.

Campuses follow procedures outlined in the [*TELPAS Rater Manual*](#) to ensure that the writing collections are assembled correctly and include the necessary number and types of writing.

Resources with More Details

- *District and Campus Coordinator Resources*
 - Updated annually and available from TEA's Student Assessment website
- *TELPAS Rater Manual*
 - Updated annually and available in the fall from TEA's Student Assessment website
 - Available only online
- Online course titled *Assembling and Verifying Grades 2–12 Writing Collections*
 - Available online on January 10th in the [Texas Assessment Learning Management System](#)

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