



Examinee Score Report

Test: 190 BTLPT - SPANISH
Total Scaled Score: 251
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. Listening Comprehension	32	25
II. Reading Comprehension	40	31
III. Oral Expression	45	29
Simulated Conversation	9	7.5

Responses that receive a score of 7.5, as yours did, typically demonstrate a relatively high degree of competence in response to the Simulated Conversation prompt, but they contain very few flaws. A score of 7.5 indicates that your responses appropriately address the task and respond to almost all parts of the conversation, but they reveal **one or more** weaknesses in the following areas on which the scoring rubric is based.

Task Completion—*The degree to which the response addresses and completes the task*

- The response appropriately addresses and completes the task.
- The response replies to all or almost all parts of the conversation.

Topic Development—*The ability to construct a response that relates to the topic and includes the elements in the thread of the conversation*

- The responses relate to the topic and include all or almost all elements in the thread of the conversation.

Language Use—*The overall quality of the response, which includes organization, register, fluency, pronunciation, vocabulary, and control of structures*

- The conversation may demonstrate a moderate degree of control of a variety of structures; some grammatical errors occur.
- The conversation may demonstrate an appropriate vocabulary with occasional errors such as making up words or code switching.
- The conversation may demonstrate a moderate level of fluency with occasional hesitation; there is some successful self-correction.
- The conversation may demonstrate good pronunciation.
- The conversation responses may be organized and have some coherence.
- The conversation may usually use an appropriate register.

You are strongly encouraged to thoroughly review the pertinent sections of the Bilingual Target Language Proficiency Test (BTLPT) Spanish (190) preparation manual to better understand all aspects of this test’s constructed-response questions.

Question & Answer (1st of 2)

9

7.5

Responses that receive a score of 7.5, as yours did, typically demonstrate a relatively high degree of competence in response to the Question & Answer prompt (the first of two), but they contain very few flaws. A score of 7.5 indicates that your response appropriately addresses and completes the task, and it reveals **one or more** weaknesses in the following areas on which the scoring rubric is based.

Task Completion—*The degree to which the response addresses and completes the task*

- The response appropriately addresses and completes the task.

Topic Development—*The ability to construct a response that relates to the topic and contains supporting evidence*

- The response relates to the topic.
- Most supporting details and examples are well defined.
- All content information is accurate.

Language Use—*The overall quality of the response, which includes organization, register, fluency, pronunciation, vocabulary, and control of structures*

- The response may demonstrate a moderate degree of control of a variety of structures; some grammatical errors occur.
- The response may demonstrate an appropriate vocabulary with occasional errors such as making up words or code switching.
- The response may demonstrate a moderate level of fluency with occasional hesitance; there is some successful self-correction.
- The response may demonstrate good pronunciation.
- The response may be organized and has some coherence.
- The response may usually use an appropriate register.

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Question & Answer (2nd of 2)

9

6

Responses that receive a score of 6, as yours did, typically demonstrate a mid-high degree of competence in response to the Question & Answer prompt (the second of two), but they contain a few flaws. A score of 6 indicates that your response addresses and completes the task, and it generally corresponds to the following areas in the rubric.

Task Completion—*The degree to which the response addresses and completes the task*

- The response addresses and completes the task.

Topic Development—*The ability to construct a response that relates to the topic and contains supporting evidence*

- The response relates to the topic.
- Most supporting details and examples are well defined.
- Most content is accurate with occasional inaccurate information.

Language Use—*The overall quality of the response, which includes organization, register, fluency, pronunciation, vocabulary, and control of structures*

- The response demonstrates a moderate control of a variety of structures; some grammatical errors occur.
- The response demonstrates an appropriate vocabulary with occasional errors such as making up words or code switching.
- The response demonstrates a moderate level of fluency with occasional hesitance; there is some successful self-correction.
- The response demonstrates good pronunciation.
- The response is organized with some coherence.
- The response usually uses an appropriate register.

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Oral Presentation

9

4.5

Responses that receive a score of 4.5, as yours did, typically demonstrate some degree of competence in response to the Oral Presentation prompt, but they contain obvious flaws. A score of 4.5 indicates that your response addresses and completes the task, but it reveals **one or more** weaknesses in the following areas on which the scoring rubric is based.

Task Completion—*The degree to which the response addresses and completes the task*

- The response addresses and completes the task.

Topic Development—*The ability to construct a response that relates to the topic and contains supporting evidence*

- The response relates to the topic.
- Some supporting details and examples are vague or not well defined.
- Most content is accurate with occasional inaccurate information.

Language Use—*The overall quality of the response, which includes organization, register, fluency, pronunciation, vocabulary, and control of structures*

- The response may demonstrate a lack of control of a variety of structures; frequent grammatical errors occur.
- The response may demonstrate a limited vocabulary with frequent errors such as making up words and code-switching.
- The response may demonstrate a low level of fluency with frequent hesitance.
- The response may demonstrate fair pronunciation with interference from another language.
- The response may be disorganized and have little coherence.
- The response may use inappropriate register.

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Support a Situation or Opinion

9

3

Responses that receive a score of 3, as yours did, typically demonstrate a limited degree of competence in response to the Support a Situation/Opinion prompt and contain obvious flaws. A score of 3 indicates that your response addresses and completes the task, and it generally corresponds to the following areas in the rubric.

Task Completion—*The degree to which the response addresses and completes the task*

- The response addresses and completes the task.

Topic Development—*The ability to construct a response that relates to the topic and contains supporting evidence*

- The response moderately relates to the topic.
- Some supporting details and examples are vague or not well defined.
- Some content is accurate, but there is significant inaccurate information.

Language Use—*The overall quality of the response, which includes organization, register, fluency, pronunciation, vocabulary, and control of structures*

- The response demonstrates a lack of control of a variety of structures; frequent grammatical errors occur.
- The response demonstrates a limited vocabulary with frequent errors such as making up words and code switching.
- The response demonstrates a low level of fluency with frequent hesitance.
- The response demonstrates fair pronunciation with interference from another language.
- The response is disorganized with little coherence.
- The response uses an inappropriate register.

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Performance by Domain	Points Possible	Points Earned
IV. Written Expression	36	28
Response to Letter, Memo or E-mail	12	8

Responses that receive a score of 8, as yours did, typically demonstrate a mid–high degree of competence when replying to the Letter, Memo or E–mail prompt, but they contain a few flaws. A score of 8 indicates that your response addresses and completes the task and generally corresponds to the following areas in the rubric.

Task Completion—*The degree to which the response addresses and completes the task*

- The response addresses and completes the task.

Topic Development—*The ability to construct a response that relates to the topic and contains supporting evidence*

- Most supporting details and examples are well defined.

Writing Skills—*The overall quality of the response, which includes organization, register, and the proper use of structures, vocabulary, and grammar*

- The response is organized, but some parts are not fully developed.
- The response demonstrates a moderate control of a variety of structures.
- The response demonstrates an appropriate vocabulary with occasional errors such as making up words or code switching.
- The response contains some errors in grammar and/or conventions of the written language, but they do not impede communication.
- The response usually uses an appropriate register.

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Lesson Plan

12

10

Responses that receive a score of 10, as yours did, typically demonstrate a relatively high degree of competence in the Lesson Plan prompt, but they contain very few flaws. A score of 10 indicates that your response appropriately addresses and completes the required categories, and it reveals **one or more** weaknesses in the following areas on which the scoring rubric is based.

Task Completion—*The degree to which the response addresses and completes the required categories*

- The response appropriately addresses and elaborates all categories (school grade, vocabulary, materials, procedure, and assessment).

Content Development—*The ability to construct a response that relates to the topic and contains supporting evidence*

- All content information is accurate.
- Most teaching techniques, materials, activities, and assessment instruments are appropriate for the grade level and objective given.

Writing Skills—*The overall quality of the response, which includes organization, register, and the proper use of structures, vocabulary, and grammar*

- The response may be well organized.
- The response may demonstrate a moderate degree of control of a variety of structures.
- The response may demonstrate an appropriate vocabulary with occasional errors such as making up words or code switching.
- The response may contain some errors in grammar and/or conventions of the written language, but they do not impede communication.
- The response may usually use an appropriate register.

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Opinion or Position Essay

12

10

Responses that receive a score of 10, as yours did, typically demonstrate a relatively high degree of competence in the Opinion Essay prompt, but they contain very few flaws. A score of 10 indicates that your response appropriately addresses the task, but the response reveals **one or more** weaknesses in the following areas on which the scoring rubric is based.

- The response appropriately addresses and completes the task.

Topic Development — *The ability to construct a response that relates to the topic and contains supporting evidence*

- The response relates to the topic.
- The response provides supporting details and examples that are well defined.

Writing Skills — *The overall quality of the response, which includes organization, register, and the proper use of structures, vocabulary, and grammar*

- The response may be organized.
- The response may demonstrate a moderate control of a variety of structures.
- The response may demonstrate an appropriate vocabulary with occasional errors such as making up words or code switching.
- The response may contain some errors in grammar and/or conventions of the written language, but they do not impede communication.
- The response may usually use an appropriate register.

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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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