

Texas Assessment of Knowledge and Skills Performance Level Descriptors

Reading Grade 9

Did Not Meet the Standard	Met the Standard	Commended Performance
Unsatisfactory performance; below state passing standard; insufficient understanding of the TEKS reading curriculum	Satisfactory performance; at or above state passing standard; sufficient understanding of the TEKS reading curriculum	High academic achievement; considerably above state passing standard; thorough understanding of the TEKS reading curriculum
Students Who Did Not Meet the Standard	Students Who Met the Standard	Students Who Achieved Commended Performance
<ol style="list-style-type: none"> 1. Have difficulty understanding unfamiliar words and phrases 2. Struggle to summarize texts and understand main ideas 3. Can rarely identify themes 4. Can sometimes answer straightforward questions but have difficulty supporting answers with evidence from the text 5. Can sometimes comprehend fiction but struggle to understand nonfiction 6. Have difficulty understanding how the author uses language to convey meaning 7. Can sometimes identify elements of fiction, such as characterization, conflict, point of view, and setting, but have difficulty understanding how they contribute to the development of the story 8. Can sometimes identify literary techniques, such as symbolism, foreshadowing, and flashback, but have difficulty understanding how they contribute to the development of a story 9. Struggle to draw conclusions and make generalizations about texts 10. Have difficulty understanding the purposes of different media messages, such as advertisements, photographs, posters, and cartoons 11. Rarely recognize similarities and differences across texts 	<ol style="list-style-type: none"> 1. Can use basic strategies to understand unfamiliar words and phrases 2. Can summarize texts and understand main ideas most of the time 3. Can identify easily recognizable themes most of the time 4. Can answer straightforward questions and support those answers with evidence from the text 5. Are developing the ability to use appropriate strategies to comprehend both fiction and nonfiction 6. Are beginning to understand how an author uses language to convey meaning 7. Are beginning to understand how elements of fiction, such as characterization, conflict, point of view, and setting, contribute to the development of a story 8. Are beginning to understand how literary techniques, such as symbolism, foreshadowing, and flashback, contribute to the development of a story 9. Are able to draw conclusions and make generalizations about texts some of the time 10. Are beginning to understand the purposes of different media messages, such as advertisements, photographs, posters, and cartoons 11. Can recognize similarities and differences across texts some of the time 	<ol style="list-style-type: none"> 1. Possess a large reading vocabulary 2. Can summarize texts and understand main ideas in a variety of reading materials 3. Can identify and understand themes most of the time 4. Can answer questions of varying levels of difficulty and support those answers with evidence from the text 5. Use appropriate strategies to comprehend both fiction and nonfiction 6. Have some understanding of how an author uses language to convey meaning 7. Understand, for the most part, how elements of fiction, such as characterization, conflict, point of view, and setting, contribute to the development of a story 8. Understand, for the most part, how literary techniques, such as symbolism, foreshadowing, and flashback, contribute to the development of a story 9. Are able to draw conclusions and make generalizations most of the time to develop an understanding of a text 10. Have some understanding of the purpose of different media messages, such as advertisements, photographs, posters, and cartoons 11. Can recognize similarities and differences across texts most of the time 12. Read and comprehend more difficult texts independently

Texas Assessment of Knowledge and Skills Performance Level Descriptors

English Language Arts Grade 10

Did Not Meet the Standard	Met the Standard	Commended Performance
Unsatisfactory performance; below state passing standard; insufficient understanding of the TEKS English language arts curriculum	Satisfactory performance; at or above state passing standard; sufficient understanding of the TEKS English language arts curriculum	High academic achievement; considerably above state passing standard; thorough understanding of the TEKS English language arts curriculum
Students Who Did Not Meet the Standard	Students Who Met the Standard	Students Who Achieved Commended Performance
<ol style="list-style-type: none"> 1. Have difficulty understanding unfamiliar words and phrases 2. Struggle to summarize texts and understand main ideas 3. Can rarely identify themes 4. Can sometimes answer straightforward questions but have difficulty supporting answers with evidence from the text 5. Can sometimes comprehend fiction but struggle to understand nonfiction 6. Have difficulty understanding how the author uses language to convey meaning 7. Can sometimes identify elements of fiction, such as characterization, conflict, point of view, and setting, but have difficulty understanding how they contribute to the development of the story 8. Can sometimes identify literary techniques, such as symbolism, foreshadowing, and flashback, but have difficulty understanding how they contribute to the development of a story 9. Struggle to draw conclusions and make generalizations about texts 10. Have difficulty understanding the purposes of different media messages, such as advertisements, photographs, posters, and cartoons 11. Rarely recognize similarities and differences across texts 12. Rarely use prewriting strategies to 	<ol style="list-style-type: none"> 1. Can use a variety of strategies to understand unfamiliar words and phrases 2. Can summarize texts and understand main ideas in a variety of reading materials 3. Can identify themes most of the time 4. Can answer questions and support those answers with evidence from the text 5. Use appropriate strategies to comprehend both fiction and nonfiction some of the time 6. Have some understanding of how an author uses language to convey meaning 7. Show some understanding of how elements of fiction, such as characterization, conflict, point of view, and setting, contribute to the development of a story 8. Show some understanding of how literary techniques, such as symbolism, foreshadowing, and flashback, contribute to the development of a story 9. Are able to draw conclusions and make generalizations about texts most of the time 10. Show some understanding of the purposes of different media messages, such as advertisements, photographs, posters, and cartoons 11. Are developing the ability to analyze ideas across texts 	<ol style="list-style-type: none"> 1. Are able to use an enriched vocabulary to improve reading comprehension and to enhance writing 2. Can identify and interpret themes in a variety of texts 3. Can answer questions of varying levels of difficulty and support those answers with evidence from the text 4. Use appropriate strategies to analyze both fiction and nonfiction most of the time 5. Understand, for the most part, how an author uses language to convey meaning 6. Understand, for the most part, how elements of fiction, such as characterization, conflict, point of view, and setting, contribute to the development of a story 7. Understand, for the most part, how literary techniques, such as symbolism, foreshadowing, and flashback, contribute to the development of a story 8. Are able to draw insightful conclusions and make meaningful generalizations to develop a thorough understanding of a text 9. Understand, for the most part, the purpose of different media messages, such as advertisements, photographs, posters, and cartoons 10. Are able to analyze ideas across

<p>generate and organize ideas</p> <p>13. Struggle to organize ideas in a logical way</p> <p>14. Have a limited ability to vary written responses to accomplish specific purposes</p> <p>15. Have little awareness of personal strengths and weaknesses as a writer</p> <p>16. Have difficulty making stylistic choices when writing</p> <p>17. Have difficulty focusing on a writing topic and often include information that does not contribute to the piece of writing</p> <p>18. Struggle to develop ideas</p> <p>19. Struggle to make writing engaging and authentic</p> <p>20. Have difficulty using revision strategies to improve the quality of a piece of writing</p> <p>21. Have little ability to apply English language conventions, such as correct sentence structure, grammar, usage, spelling, capitalization, and punctuation</p>	<p>12. Use some prewriting strategies to generate and organize ideas</p> <p>13. Have some ability to organize ideas in a logical way</p> <p>14. Have some ability to vary written responses to accomplish specific purposes</p> <p>15. Have some awareness of personal strengths and weaknesses as a writer</p> <p>16. Have some ability to make stylistic choices when writing</p> <p>17. Focus on the writing topic most of the time</p> <p>18. Have some ability to develop ideas that contribute to the meaning of a piece of writing</p> <p>19. Have some ability to make writing engaging and authentic</p> <p>20. Use some revision strategies to improve the quality of a piece of writing</p> <p>21. Have some ability to apply English language conventions, such as correct sentence structure, grammar, usage, spelling, capitalization, and punctuation</p>	<p>texts most of the time</p> <p>11. Read and comprehend more difficult texts independently</p> <p>12. Consistently use prewriting strategies to generate and organize ideas</p> <p>13. Organize ideas in a logical way to enhance the effectiveness of a piece of writing</p> <p>14. Are able to vary written responses to accomplish specific purposes</p> <p>15. Have a strong awareness of personal strengths and weaknesses as a writer</p> <p>16. Make effective stylistic choices when writing</p> <p>17. Focus on the topic to strengthen the coherence of a piece of writing</p> <p>18. Develop ideas in depth and take compositional risks that contribute to the meaning of a piece of writing</p> <p>19. Produce writing that is engaging and authentic</p> <p>20. Use effective revision strategies to improve the quality of a piece of writing</p> <p>21. Consistently apply English language conventions, such as correct sentence structure, grammar, usage, spelling, capitalization, and punctuation</p>
--	--	---

Texas Assessment of Knowledge and Skills Performance Level Descriptors

English Language Arts Grade 11

Did Not Meet the Standard	Met the Standard	Commended Performance
Unsatisfactory performance; below state passing standard; insufficient understanding of the TEKS English language arts curriculum	Satisfactory performance; at or above state passing standard; sufficient understanding of the TEKS English language arts curriculum	High academic achievement; considerably above state passing standard; thorough understanding of the TEKS English language arts curriculum
Students Who Did Not Meet the Standard	Students Who Met the Standard	Students Who Achieved Commended Performance
<ol style="list-style-type: none"> 1. Have difficulty understanding unfamiliar words and phrases 2. Struggle to summarize texts and understand main ideas 3. Can rarely identify themes 4. Can sometimes answer straightforward questions but have difficulty supporting answers with evidence from the text 5. Can sometimes comprehend fiction but struggle to understand nonfiction 6. Have difficulty understanding how the author uses language to convey meaning 7. Can sometimes identify elements of fiction, such as characterization, conflict, point of view, and setting, but have difficulty understanding how they contribute to the development of the story 8. Can sometimes identify literary techniques, such as symbolism, foreshadowing, and flashback, but have difficulty understanding how they contribute to the development of a story 9. Struggle to draw conclusions and make generalizations about texts 10. Have difficulty understanding the purposes of different media messages, such as advertisements, photographs, posters, and cartoons 11. Rarely recognize similarities and differences across texts 12. Rarely use prewriting strategies to 	<ol style="list-style-type: none"> 1. Can use effective strategies to understand unfamiliar words and phrases 2. Can summarize texts and understand main ideas in increasingly complex reading materials 3. Can identify themes in increasingly complex reading materials 4. Can answer increasingly complex questions and support those answers with evidence from the text 5. Use appropriate strategies to comprehend both fiction and nonfiction most of the time 6. Understand, for the most part, how an author uses language to convey meaning 7. Understand, for the most part, how elements of fiction, such as characterization, conflict, point of view, and setting, contribute to the development of a story 8. Understand, for the most part, how literary techniques, such as symbolism, foreshadowing, and flashback, contribute to the development of a story 9. Are able to draw conclusions and make generalizations about increasingly complex texts most of the time 10. Understand, for the most part, the purposes of different media 	<ol style="list-style-type: none"> 1. Are able to use an extensive vocabulary to improve reading comprehension and to enhance writing 2. Can interpret and evaluate themes in a variety of texts and can connect these themes to themselves and to real life 3. Can answer questions of varying levels of difficulty and support those answers with evidence from the text 4. Use appropriate strategies to analyze both fiction and nonfiction 5. Understand, for the most part, how an author uses language to convey meaning in increasingly complex texts 6. Understand, for the most part, how elements of fiction, such as characterization, conflict, point of view, and setting, contribute to the development of a story 7. Understand, for the most part, how literary techniques such as symbolism, foreshadowing, and flashback, contribute to the development of a story 8. Are able to draw insightful conclusions and make meaningful generalizations to develop a thorough understanding of a text 9. Understand the purpose of different media messages such as advertisements, photographs,

<p>generate and organize ideas</p> <ol style="list-style-type: none"> 13. Struggle to organize ideas in a logical way 14. Have a limited ability to vary written responses to accomplish specific purposes 15. Have little awareness of personal strengths and weaknesses as a writer 16. Have difficulty making stylistic choices when writing 17. Have difficulty focusing on a writing topic and often include information that does not contribute to the piece of writing 18. Struggle to develop ideas 19. Struggle to make writing engaging and authentic 20. Have difficulty using revision strategies to improve the quality of a piece of writing 21. Have little ability to apply English language conventions such as correct sentence structure, grammar, usage, spelling, capitalization, and punctuation 	<p>messages, such as advertisements, photographs, posters, and cartoons</p> <ol style="list-style-type: none"> 11. Show some ability to analyze ideas across texts 12. Use some prewriting strategies to generate and organize ideas 13. Have the ability to organize ideas in a logical way 14. Have some ability to vary written responses to accomplish specific purposes 15. Have some awareness of personal strengths and weaknesses as a writer 16. Have some ability to make stylistic choices when writing 17. Focus on the writing topic most of the time 18. Have some ability to develop ideas that contribute to the meaning of a piece of writing. 19. Have some ability to make writing engaging and authentic 20. Use some revision strategies to improve the quality of a piece of writing 21. Have some ability to apply English language conventions, such as correct sentence structure, grammar, usage, spelling, capitalization, and punctuation 	<p>posters, and cartoons</p> <ol style="list-style-type: none"> 10. Are able to analyze ideas across texts 11. Read and comprehend more difficult texts independently 12. Consistently use prewriting strategies to generate and organize ideas 13. Organize ideas in a logical way to enhance the effectiveness of a piece of writing 14. Are able to vary written responses to accomplish specific purposes 15. Have a strong awareness of personal strengths and weaknesses as a writer 16. Make effective stylistic choices when writing 17. Focus on the topic to strengthen the coherence of a piece of writing 18. Develop ideas in depth and take compositional risks that contribute to the meaning of a piece of writing 19. Produce writing that is engaging and authentic 20. Use effective revision strategies to improve the quality of a piece of writing 21. Consistently apply English language conventions, such as correct sentence structure, grammar, usage, spelling, capitalization, and punctuation
--	--	---

Texas Assessment of Knowledge and Skills Distinguishing Features

Reading/English Language Arts

GRADE 9	GRADE 10	GRADE 11
Did Not Meet the Standard vs. Met the Standard	Did Not Meet the Standard vs. Met the Standard	Did Not Meet the Standard vs. Met the Standard
Students Who Met the Standard 1. Can answer straightforward questions and support those answers with evidence from the text 2. Are developing the ability to use appropriate strategies to comprehend both fiction and nonfiction 3. Are able to draw conclusions and make generalizations about texts some of the time	Students Who Met the Standard 1. Can answer questions and support those answers with evidence from the text 2. Are able to draw conclusions and make generalizations about texts most of the time. 3. Have the ability to organize ideas in a logical way most of the time 4. Have some ability to develop ideas that contribute to the meaning of a piece of writing	Students Who Met the Standard 1. Can answer increasingly complex questions and support those answers with evidence from the text 2. Are able to draw conclusions and make generalizations about increasingly complex texts most of the time 3. Have the ability to organize ideas in a logical way 4. Have the ability to develop ideas that contribute to the meaning of a piece of writing
GRADE 9	GRADE 10	GRADE 11
Met the Standard vs. Commended Performance	Met the Standard vs. Commended Performance	Met the Standard vs. Commended Performance
Students Who Achieved Commended Performance 1. Can answer questions of varying levels of difficulty and support those answers with evidence from the text 2. Can recognize similarities and differences across texts most of the time 3. Read and comprehend more difficult texts independently	Students Who Achieved Commended Performance 1. Are able to draw insightful conclusions and make meaningful generalizations to develop a thorough understanding of a text 2. Are able to analyze ideas across texts most of the time 3. Develop ideas in depth and use organizational strategies that contribute to the effectiveness of a piece of writing 4. Produce writing that is engaging and authentic	Students Who Achieved Commended Performance 1. Are able to draw insightful conclusions and make meaningful generalizations to develop a thorough understanding of a text 2. Are able to analyze ideas across texts most of the time 3. Develop ideas in depth and use organizational strategies that contribute to the effectiveness of a piece of writing 4. Produce writing that is engaging and authentic