



Texas Assessment of Knowledge and Skills - Answer Key

Grade: Exit Level
Subject: ELA
Administration: March 2009

The letter F indicates that the student expectation listed is from the English III TEKS.

Item Number	Correct Answer	Objective Measured	Student Expectations
01	B	01	F.7 (F)
02	F	01	F.6 (B)
03	C	01	F.7 (F)
04	G	01	F.6 (E)
05	A	02	F.11 (B)
06	G	02	F.11 (C)
07	B	02	F.10 (B)
08	F	02	F.11 (F)
09	C	03	F.10 (B)
10	F	03	F.7 (G)
11	C	03	F.12 (A)
12	F	01	F.6 (B)
13	C	01	F.7 (F)
14	F	01	F.7 (F)
15	D	01	F.7 (F)
16	H	02	F.11 (D)
17	D	02	F.11 (F)
18	J	02	F.11 (C)
19	A	03	F.7 (E)
20	H	03	F.12 (A)
21	A	03	F.7 (G)
22	J	03	F.10 (B)
23	C	02	F.11 (E)
24	G	03	F.7 (G)
25	D	03	F.12 (A)
26	G	03	F.19 (B)
27	A	03	F.19 (B)
28	G	03	F.19 (B)
29	*	02	F.10 (B)
30	*	03	F.10 (B)
31	*	03	F.10 (B)
32	H	06	F.2 (C)
33	D	06	F.2 (C)
34	F	06	F.2 (C)
35	A	06	F.3 (B)
36	H	06	F.3 (B)
37	B	06	F.3 (B)
38	J	06	F.3 (B)
39	B	06	F.3 (A)
40	H	06	F.3 (A)
41	B	06	F.3 (B)
42	G	06	F.3 (B)
43	D	06	F.2 (C)
44	J	06	F.2 (C)
45	D	06	F.3 (B)
46	G	06	F.3 (B)
47	B	06	F.3 (A)
48	H	06	F.3 (A)
49	A	06	F.3 (A)
50	G	06	F.2 (C)
51	C	06	F.3 (B)
Writing Task	*	04 & 05	F.1 (B)

*A scoring guide is used to determine the scores for the written composition and short-answer items.

Exit Level English Language Arts

For a more complete description of the objectives measured, please refer to the Revised TAKS Information Booklet for Exit Level English Language Arts at <http://www.tea.state.tx.us/student.assessment/taks/booklets/index.html>.

Objective 1: The student will demonstrate a basic understanding of culturally diverse written texts.

- (6) **Reading/word identification/vocabulary development.** The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to
 - (B) rely on context to determine meanings of words and phrases such as figurative language, connotation and denotation of words, analogies, [idioms,] and technical vocabulary;
 - (C) apply meanings of prefixes, roots, and suffixes in order to comprehend; and
 - (E) use reference material such as glossary, dictionary, [thesaurus, and available technology] to determine precise meanings and usage.
- (7) **Reading/comprehension.** The student comprehends selections using a variety of strategies. The student is expected to
 - (F) produce summaries of texts by identifying main ideas and their supporting details.
- (8) **Reading/variety of texts.** The student reads extensively and intensively for different purposes and in varied sources, including American literature. The student is expected to
 - (B) read in varied sources such as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, [electronic texts, and other media]; and
 - (C) read American and other world literature, including classic and contemporary works.

Objective 2: The student will demonstrate an understanding of the effects of literary elements and techniques in culturally diverse written texts.

- (10) **Reading/literary response.** The student expresses and supports responses to various types of texts. The student is expected to
 - (B) use elements of text to defend, clarify, and negotiate responses and interpretations.
- (11) **Reading/literary concepts.** The student analyzes literary elements for their contributions to meaning in literary texts. The student is expected to
 - (A) compare and contrast varying aspects of texts such as themes, conflicts, and allusions both within and across texts;
 - (B) analyze relevance of setting and time frame to text's meaning;
 - (C) describe and analyze the development of plot and identify conflicts and how they are addressed and resolved;

Exit Level English Language Arts (continued)

- (D) analyze [the melodies of] literary language, including its use of evocative words and rhythms;
- (E) connect literature to historical contexts, current events, [and his/her own experiences]; and
- (F) understand literary forms and terms such as author, drama, biography, myth, tall tale, dialogue, tragedy and comedy, [structure in poetry, epic, ballad,] protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read.

Objective 3: The student will demonstrate the ability to analyze and critically evaluate culturally diverse written texts and visual representations.

- (6) **Reading/word identification/vocabulary development.** The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to
 - (F) discriminate between connotative and denotative meanings and interpret the connotative power of words; and
 - (G) read and understand analogies.
- (7) **Reading/comprehension.** The student comprehends selections using a variety of strategies. The student is expected to
 - (E) analyze text structures such as compare/contrast, cause/effect, and chronological ordering for how they influence understanding; and
 - (G) draw inferences such as conclusions, generalizations, and predictions and support them with text evidence [and experience].
- (8) **Reading/variety of texts.** The student reads extensively and intensively for different purposes in varied sources, including world literature. The student is expected to
 - (D) interpret the possible influences of the historical context on a literary work.
- (10) **Reading/literary response.** The student expresses and supports responses to various types of texts. The student is expected to
 - (B) use elements of text to defend, clarify, and negotiate responses and interpretations.
- (12) **Reading/analysis/evaluation.** The student reads critically to evaluate texts and the authority of sources. The student is expected to
 - (A) analyze the characteristics of clearly written texts, including the patterns of organization, syntax, and word choice;
 - (B) evaluate the credibility of information sources, including how the writer's motivation may affect that credibility; and
 - (C) recognize logical, deceptive, and/or faulty modes of persuasion in texts.
- (19) **Viewing/representing/interpretation.** The student understands and interprets visual representations. The student is expected to
 - (B) analyze relationships, ideas, [and cultures] as represented in various media; and

Exit Level English Language Arts (continued)

- (C) distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements.
- (20) **Viewing/representing/analysis.** The student analyzes and critiques the significance of visual representations. The student is expected to
 - (B) deconstruct media to get the main idea of the message's content; and
 - (C) evaluate and critique the persuasive techniques of media messages such as glittering generalities, logical fallacies, and symbols.

Objective 4: The student will, within a given context, produce an effective composition for a specific purpose.

- (1) **Writing/purposes.** The student writes in a variety of forms, including business, personal, literary, and persuasive texts, for various audiences and purposes. The student is expected to
 - (B) write in a voice and style appropriate to audience and purpose; and
 - (C) organize ideas in writing to ensure coherence, logical progression, and support for ideas.
- (2) **Writing/writing processes.** The student uses recursive writing processes when appropriate. The student is expected to
 - (B) develop drafts [both alone and collaboratively] by organizing and reorganizing content and by refining style to suit occasion, audience, and purpose; and
 - (C) proofread writing for appropriateness of organization, content, style, and conventions.
- (5) **Writing/evaluation.** The student evaluates his/her own writing and the writings of others. The student is expected to
 - (A) evaluate writing for both mechanics and content.

Objective 5: The student will produce a piece of writing that demonstrates a command of the conventions of spelling, capitalization, punctuation, grammar, usage, and sentence structure.

- (2) **Writing/writing processes.** The student uses recursive writing processes when appropriate. The student is expected to
 - (C) proofread writing for appropriateness of organization, content, style, and conventions.
- (3) **Writing/grammar/usage/conventions/spelling.** The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively. The student is expected to
 - (A) produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization [such as italics and ellipses];

Exit Level English Language Arts (continued)

- (B) demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism; and
 - (C) compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions.
- (5) **Writing/evaluation.** The student evaluates his/her own writing and the writings of others. The student is expected to
- (A) evaluate writing for both mechanics and content.

Objective 6: The student will demonstrate the ability to revise and proofread to improve the clarity and effectiveness of a piece of writing.

- (2) **Writing/writing processes.** The student uses recursive writing processes when appropriate. The student is expected to
- (C) proofread writing for appropriateness of organization, content, style, and conventions.
- (3) **Writing/grammar/usage/conventions/spelling.** The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively. The student is expected to
- (A) produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization [such as italics and ellipses];
 - (B) demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism;
 - (C) compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions; and
 - (D) produce error-free writing in the final draft.
- (5) **Writing/evaluation.** The student evaluates his/her own writing and the writings of others. The student is expected to
- (A) evaluate writing for both mechanics and content.