



May 11, 2022

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RE: 2022 Credit by Examination Audit

Please find attached a list of the most recent Credit by Examination (CBE) audits for May 2022. There are 24 CBEs included in this audit, and these represent 20% of our currently active examinations. This is the fourteenth year of the audit and thus the fourth year of the current five-year cycle. This year's selections focused on ELAR K-8, ENG 1-4, and Creative Writing, Psychology, Sociology, Communications Applications, and Public Speaking. Where indicated, we have passed auditor feedback to our curriculum department for author review and revision.

As in previous years, our auditors are all Texas-certified instructors who are not otherwise affiliated with Texas Tech University Independent School District (TTUISD / TTU K-12):

- ELAR K-3: Whitney Lamming, Meadow ISD
- ELAR 4-6B: Audrey Jones, Laura Bush Middle School
- ELAR 7A-8B: Lauren Hyatt, New Hope Academy
- ENG 1A-2B: Valorie Poirier, Lubbock-Cooper HS
- ENG 3A-4B: Elizabeth Jackson, Southland ISD
- Creative Writing, Psychology, Sociology: Melissa Kramer, Levelland ISD
- Communications Applications, Public Speaking 3A: Michele Cook, Laura Bush Middle School

If you have any questions regarding these CBEs or our audit process, please don't hesitate to contact me at (806) 742-7227 or by email at Justin.Louder@ttu.edu.

We greatly appreciate your support.

Justin R Louder, EdD
Associate Vice Provost
Interim Superintendent, TTU K-12
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Detailed Results of the 2022 CBE Audit for TTU K-12

CBE Title	Results	Detailed Summary of Auditor Responses	Action Taken
KIND ELAR K – English Language Arts and Reading, Kindergarten	-Aligned with TEKS with changes specified -Contains appropriate breadth of coverage of TEKS with changes specified -Contains appropriate level of rigor for TEKS covered with changes specified	Specific comments provided for the following questions: 8, 50 Comments provided for the following TEKS (evaluated as “not assessable”): 1(A-E), 4, 8, 9, 10, 11B, 12	Referred to Curriculum for author review/revision.
ELEM ELAR 1 – English Language Arts and Reading, Grade 1	-Aligned with TEKS -Contains appropriate breadth of coverage of TEKS with changes specified -Contains appropriate level of rigor for TEKS covered	Specific comments provided for the following questions: Comments provided for the following TEKS (some evaluated as “not assessable”): 1, 2, 4, 5, 6, 7, 10, 12	Referred to Curriculum for author review/revision.
ELEM ELAR 2 – English Language Arts and Reading, Grade 2	-Aligned with TEKS -Contains appropriate breadth of coverage of TEKS -Contains appropriate level of rigor for TEKS covered	Comments provided for the following TEKS (some evaluated as “not assessable”): 1, 4, 5, 10, 13	Referred to Curriculum for author review/revision.
ELEM ELAR 3 – English Language Arts and Reading, Grade 3	-Aligned with TEKS -Contains appropriate breadth of coverage of TEKS -Contains appropriate level of rigor for TEKS covered	Comments provided for the following TEKS (evaluated as “not assessable”): 1, 13	No action necessary.

<p>ELEM ELAR 4 – English Language Arts and Reading, Grade 4</p>	<p>-Aligned with TEKS with changes specified -Contains appropriate breadth of coverage of TEKS -Contains appropriate level of rigor for TEKS covered</p>	<p>Specific comments provided for the following questions: 50, 61, 71, 72, 74, 76</p> <p>Comments provided for the following TEKS (some evaluated as “not assessable”): 1, 2(A(i-iii, v), B(i-iv), C), 3D, 5, 6(A, C, D, E, H, I), 7(A, B, D-G), 8(A, D), 9E(i, iii), 10(B, D-G), 12(A, B, D), 13(B-D, F, G)</p>	<p>Referred to Curriculum for author review/revision.</p>
<p>ELEM ELAR 5 – English Language Arts and Reading, Grade 5</p>	<p>-Aligned with TEKS with changes specified -Contains appropriate breadth of coverage of TEKS -Contains appropriate level of rigor for TEKS covered</p>	<p>Specific comments provided for the following questions: 2, 13, 15, 18, 34.</p> <p>Comments provided for the following TEKS (some evaluated as “not assessable”): 1, 2(A, B (i, iii-v), C), 3D, 4, 5, 6(A- E, H, I), 7(A, E-G), 8(A, B), 9(A, C, D(iii), E(i-iii)), 10(C, D, F, G), 11E, 12D, 13</p>	<p>Referred to Curriculum for author review/revision.</p>
<p>MID ELAR 6A – English Language Arts and Reading, Grade 6, first semester</p>	<p>-Aligned with TEKS with changes specified -Contains appropriate breadth of coverage of TEKS -Contains appropriate level of rigor for TEKS covered</p>	<p>General comments provided. Specific comments provided for the following questions: 1-3, 6-8, 13, 14, 28, 29, 30, 31-38, 64-69, 74, 76.</p> <p>Comments provided for the following TEKS (some evaluated as “not assessable”): 1, 3, 4, 5(A-C, E, H, I), 6(A, B, D-G, I), 7D, 8(A, C, D-F), 9(B, G), 11(B, C, D), 12</p>	<p>Referred to Curriculum for author review/revision.</p>

<p>MID ELAR 6B – English Language Arts and Reading, Grade 6, second semester</p>	<p>-Aligned with TEKS with changes specified -Contains appropriate breadth of coverage of TEKS -Contains appropriate level of rigor for TEKS covered</p>	<p>Specific comments provided for the following questions: 5, 12, 18, 20, 25, 27, 28, 38, 39, 48-54, 69-70, 71, 84-86, 94-97, 99</p> <p>Comments provided for the following TEKS (some evaluated as “not assessable”): 1, 3, 4, 5(A, B, D, E, I), 6(A, B, D-G, I), 7(B, D), 8C, 11(C, D), 12(A- C, F, H-J)</p>	<p>Referred to Curriculum for author review/revision.</p>
<p>MID ELAR 7A – English Language Arts and Reading, Grade 7, first semester</p>	<p>-Aligned with TEKS with changes specified -Contains appropriate breadth of coverage of TEKS -Contains appropriate level of rigor for TEKS covered with changes specified</p>	<p>Specific comments provided for the following questions: 6-10, 19, 20, 27- 31, 32-38, 39-44, 47, 57-59</p>	<p>Referred to Curriculum for author review/revision.</p>
<p>MID ELAR 7B – English Language Arts and Reading, Grade 7, second semester</p>	<p>-Aligned with TEKS with changes specified -Contains appropriate breadth of coverage of TEKS -Contains appropriate level of rigor for TEKS covered with changes specified</p>	<p>Specific comments provided for the following questions: 7-8, 19-22, 25-30, 31-33, 38-39, 40-42, 51-52, 62-63</p> <p>Comments provided for the following TEKS (evaluated as “not assessable”): 12(B-D, F, H(i, ii), J)</p>	<p>Referred to Curriculum for author review/revision.</p>
<p>MID ELAR 8A – English Language Arts and Reading, Grade 8, first semester</p>	<p>-Aligned with TEKS with changes specified -Contains appropriate breadth of coverage of TEKS -Contains appropriate level of rigor for TEKS covered with changes specified</p>	<p>Specific comments provided for the following question: 15, 16, 17, 18, 22, 23, 24, 25, 29, 30, 31, 33, 34, 35, 42, 43, 44, 45, 46, 47, 49, 50, 53, 54, 60, 61, 62, 66</p>	<p>Referred to Curriculum for author review/revision.</p>

<p>MID ELAR 8B – English Language Arts and Reading, Grade 8, second semester</p>	<p>-Aligned with TEKS with changes specified -Contains appropriate breadth of coverage of TEKS -Contains appropriate level of rigor for TEKS covered with changes specified</p>	<p>Specific comments provided for the following questions: 1-6, 7-13, 18-21, 32-35, 36-38, 40, 42, 45-47, 51-54, 57-60</p> <p>Comments provided for the following TEKS (evaluated as “not assessable”): 12(A-J)</p>	<p>Referred to Curriculum for author review/revision.</p>
<p>HIGH ENG 1A – English, Level I, first semester</p>	<p>-Aligned with TEKS -Contains appropriate breadth of coverage of TEKS -Contains appropriate level of rigor for TEKS covered</p>	<p>Analysis mapping questions to TEKS provided.</p>	<p>No action necessary.</p>
<p>HIGH ENG 1B – English, Level I, second semester</p>	<p>-Aligned with TEKS -Contains appropriate breadth of coverage of TEKS -Contains appropriate level of rigor for TEKS covered</p>	<p>Analysis mapping questions to TEKS provided.</p>	<p>No action necessary.</p>
<p>HIGH ENG 2A – English, Level II, first semester</p>	<p>-Aligned with TEKS -Contains appropriate breadth of coverage of TEKS -Contains appropriate level of rigor for TEKS covered</p>	<p>Analysis mapping questions to TEKS provided.</p>	<p>No action necessary.</p>
<p>HIGH ENG 2B – English, Level II, second semester</p>	<p>-Aligned with TEKS -Contains appropriate breadth of coverage of TEKS -Contains appropriate level of rigor for TEKS covered</p>	<p>Analysis mapping questions to TEKS provided.</p>	<p>No action necessary.</p>

<p>HIGH ENG 3A – English, Level III, first semester</p>	<ul style="list-style-type: none"> -Aligned with TEKS with changes specified -Contains appropriate breadth of coverage of TEKS with changes specified -Contains appropriate level of rigor for TEKS covered with changes specified 	<p>General comments provided. Specific comments provided for the following questions: 42-50, 61-69</p> <p>Comments provided for the following TEKS (some evaluated as “not assessable”): 1(A-D), 2A, 3, 4(A-C, E, I), 5(A, E, I, J), 7F, 9E, 11(E, G)</p>	<p>Referred to Curriculum for author review/revision.</p>
<p>HIGH ENG 3B – English, Level III, second semester</p>	<ul style="list-style-type: none"> -Aligned with TEKS with changes specified -Contains appropriate breadth of coverage of TEKS with changes specified -Contains appropriate level of rigor for TEKS covered with changes specified 	<p>General comments provided. Specific comments provided for the following questions: 5, 15</p>	<p>Referred to Curriculum for author review/revision.</p>
<p>HIGH ENG 4A – English, Level IV, first semester</p>	<ul style="list-style-type: none"> -Aligned with TEKS with changes specified -Contains appropriate breadth of coverage of TEKS with changes specified -Contains appropriate level of rigor for TEKS covered with changes specified 	<p>General comments provided. Specific comments provided for the following questions: 46-50, 59-63</p> <p>Comments provided for the following TEKS (evaluated as “not assessable”): 1(A-D), 2A, 3, 4(A-E), 5(A, C, E, I, J), 7F, 9E, 10A, 11(A-D, I)</p>	<p>Referred to Curriculum for author review/revision.</p>
<p>HIGH ENG 4B – English, Level IV, second semester</p>	<ul style="list-style-type: none"> -Aligned with TEKS with changes specified -Contains appropriate breadth of coverage of TEKS with changes specified -Contains appropriate level of rigor for TEKS covered with changes specified 	<p>General comments provided. Specific comments provided for the following questions: 9, 31-34, 40-44, 59-63</p>	<p>Referred to Curriculum for author review/revision.</p>

<p>HIGH Creative Writing –</p>	<p>-Aligned with TEKS with changes specified -Contains appropriate breadth of coverage of TEKS with changes specified -Contains appropriate level of rigor for TEKS covered with changes specified</p>	<p>General comments provided. Specific comments provided for the following questions: 1, 5, 6, 10, 25, 27, 37, 45</p> <p>Comments provided for the following TEKS (evaluated as “not assessable”): 1(A, E), 2(C, F, G),4(B, C)</p>	<p>Referred to Curriculum for author review/revision.</p>
<p>HIGH Psychology –</p>	<p>-Aligned with TEKS -Contains appropriate breadth of coverage of TEKS -Contains appropriate level of rigor for TEKS covered</p>	<p>Analysis mapping questions to TEKS provided.</p>	<p>No action necessary.</p>
<p>HIGH Sociology –</p>	<p>-Aligned with TEKS -Contains appropriate breadth of coverage of TEKS -Contains appropriate level of rigor for TEKS covered</p>	<p>Specific comments provided for the following questions: 43, 48</p>	<p>Referred to Curriculum for author review/revision.</p>
<p>HIGH Communication Applications –</p>	<p>-Aligned with TEKS with changes specified -Contains appropriate breadth of coverage of TEKS with changes specified -Contains appropriate level of rigor for TEKS covered</p>	<p>Comments provided for the following TEKS (some evaluated as “not assessable”): 2(C, D, H), 3(C, D, E, G), 4L</p>	<p>Referred to Curriculum for author review/revision.</p>
<p>HIGH Public Speaking 3A –</p>	<p>-Aligned with TEKS with changes specified -Contains appropriate breadth of coverage of TEKS with changes specified -Contains appropriate level of rigor for TEKS covered with changes specified</p>	<p>Comments provided for the following TEKS (some evaluated as “not assessable”): 1(B, C), 4E, 5B, 6(A, B, E), 7(B, D), 8(A, B)</p>	<p>Referred to Curriculum for author review/revision.</p>



Notes on TEKS (by course)

KIND ELAR K – English Language Arts and Reading, Kindergarten

Comments provided for the following TEKS: 1(A-E), 4, 8, 9, 10, 11B, 12.

The auditor's comments fall into this area: items which cannot be tested on a written and/or multiple-choice exam.

Specific comments follow, with each TEKS item quoted for reference.

TEKS: 1(A-E), 4, 8, 9, 10, 11B, 12

1(A-E): “Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: (A) **listen actively and ask questions to understand information and answer questions using multi-word responses;**” (B) **restate and follow oral directions that involve a short, related sequence of actions;**” (C) **share information and ideas by speaking audibly and clearly using the conventions of language;**” (D) **work collaboratively with others by following agreed-upon rules for discussion, including taking turns; and**” (E) **develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.”**

Auditor comment: Cannot be assessed due to the nature of the item (not conventionally testable).

4: “Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. **The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.”**

Auditor comment: Cannot be assessed due to the nature of the item (not conventionally testable).

8: “Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: (A) **demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;** (B) **discuss rhyme and rhythm in nursery rhymes and a variety of poems;** (C) **discuss main characters in drama;** (D) **recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance; (ii) titles and simple graphics to gain information; and (iii) the steps in a sequence with adult assistance;**

(E) **recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do;** and (F) **recognize characteristics of multimodal and digital texts.”**

Auditor comment: Cannot be assessed due to time limitations (and/or item has secondary importance).

9: “Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to: (A) **discuss with adult assistance the author's purpose for writing text;** (B) **discuss with adult assistance how the use of text structure contributes to the author's purpose;** (C) **discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;** (D) **discuss with adult assistance how the author uses words that help the reader visualize;** and (E) **listen to and experience first- and third-person texts.”**

Auditor comment: Cannot be assessed due to the nature of the item (not conventionally testable).

10: “Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. **The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.** The student is expected to: (A) **plan by generating ideas for writing through class discussions and drawings;** (B) **develop drafts in oral, pictorial, or written form by organizing ideas;** (C) **revise drafts by adding details in pictures or words;** (D) **edit drafts with adult assistance using standard English conventions,** including: (i) complete sentences; (ii) verbs; (iii) singular and plural nouns; (iv) adjectives, including articles; (v) prepositions; (vi) pronouns, including subjective, objective, and possessive cases; (vii) capitalization of the first letter in a sentence and name; (viii) punctuation marks at the end of declarative sentences; and (ix) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and (E) share writing.”

Auditor comment: Cannot be assessed due to the nature of the item (not conventionally testable).

11B: “Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. (B) **The student is expected to: dictate or compose informational texts.”**

Auditor comment: Cannot be assessed due to the nature of the item (not conventionally testable).

12: “Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. **The student engages in both short-term and sustained recursive inquiry processes for a variety**

of purposes. The student is expected to: (A) generate questions for formal and informal inquiry with adult assistance; (B) develop and follow a research plan with adult assistance; (C) gather information from a variety of sources with adult assistance; (D) demonstrate understanding of information gathered with adult assistance; and (E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.”

Auditor comment: Cannot be assessed due to the nature of the item (not conventionally testable).

ELEM ELAR 1 – English Language Art and Reading, Grade 1

Comments provided for the following TEKS: 1, 2, 4, 5, 6, 7, 10, 12.

The auditor’s comments fall into two general areas:

- A. items which cannot be tested on a written and/or multiple-choice exam
- B. items which might be covered by using the auditor’s suggestions

Specific comments for each area follow, with each TEKS item quoted for reference.

A. items which cannot be tested on a written and/or multiple-choice exam

TEKS: 1, 4, 5, 6, 7, 12

1: “Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: (A) **listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;** (B) **follow, restate, and give oral instructions that involve a short, related sequence of actions;** (C) **share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;** (D) **work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions;** and (E) **develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.”**

Auditor comment: Cannot be assessed due to the nature of the item (not conventionally testable).

4: “Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. **The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade level text.”**

Auditor comment: Cannot be assessed due to the nature of the item (not conventionally testable).

5: “Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. **The student reads grade-appropriate texts independently.** The student is **expected to self-select text and interact independently with text for increasing periods of time.**”

Auditor comment: Cannot be assessed due to the nature of the item (not conventionally testable).

6: “Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (A) **establish purpose for reading assigned and self-selected texts with adult assistance;** (B) **generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;** (C) **make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance;** (D) **create mental images to deepen understanding with adult assistance;** (E) **make connections to personal experiences, ideas in other texts, and society with adult assistance;** (F) **make inferences and use evidence to support understanding with adult assistance;** (G) **evaluate details to determine what is most important with adult assistance;** (H) **synthesize information to create new understanding with adult assistance;** and (I) **monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.**”

Auditor comment: Cannot be assessed due to the nature of the item (not conventionally testable).

7: “Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (A) **describe personal connections to a variety of sources;** (B) **write brief comments on literary or informational texts;** (C) **use text evidence to support an appropriate response;** (D) **retell texts in ways that maintain meaning;** (E) **interact with sources in meaningful ways such as illustrating or writing;** and (F) **respond using newly acquired vocabulary as appropriate.**”

Auditor comment: Cannot be assessed due to the nature of the item (not conventionally testable).

12: “Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. **The student uses genre characteristics and craft to compose multiple texts that are meaningful.** The student is expected to: (A) **dictate or compose literary texts, including personal narratives and poetry;** (B) **dictate or compose informational texts, including procedural texts;** and (C) **dictate or compose correspondence such as thank you notes or letters.**”

Auditor comment: Cannot be assessed due to time limitations (and/or item has secondary importance).

C. items which might be covered by using the auditor's suggestions

TEKS: 2, 10.

2: "Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to: (A) **demonstrate phonological awareness** by: (i) producing a series of rhyming words; (ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound; (iii) distinguishing between long and short vowel sounds in one-syllable words; (iv) recognizing the change in spoken word when a specified phoneme is added, changed, or removed; (v) **blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends**; (vi) **manipulating phonemes within base words**; and (vii) **segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends**;"

Auditor comment: Can be assessed using the suggestions: adding questions specifically for rhyming and phonom skills (manipulation, blending, segmenting).

10: "Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to: (A) **discuss the author's purpose for writing text**; (B) **discuss how the use of text structure contributes to the author's purpose**; (C) **discuss with adult assistance the author's use of print and graphic features to achieve specific purposes**; (D) **discuss how the author uses words that help the reader visualize**; and (E) **listen to and experience first- and third-person texts.**"

Auditor comment: Can be assessed using the suggestions: can include questions with story about author's purpose.

ELEM ELAR 2 – English Language Art and Reading, Grade 2

Comments provided for the following TEKS: 1, 4, 5, 10, 13.

The auditor's comments fall into two general areas:

- A. items which cannot be tested on a written and/or multiple-choice exam
- B. items which might be covered by using the auditor's suggestions

Specific comments for each area follow, with each TEKS item quoted for reference.

A. items which cannot be tested on a written and/or multiple-choice exam

TEKS: 1, 4, 5, 13

1: “Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. **The student develops oral language through listening, speaking, and discussion.** The student is expected to: (A) **listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;** (B) **follow, restate, and give oral instructions that involve a short, related sequence of actions;** (C) **share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;** (D) **work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others;** and (E) **develop social communication such as distinguishing between asking and telling.”**

Auditor comment: Cannot be assessed due to the nature of the item (not conventionally testable).

4: “Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. **The student reads grade-level text with fluency and comprehension.** The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.”

Auditor comment: Cannot be assessed due to time limitations (and/or item has secondary importance).

5: “Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. **The student is expected to self-select text and read independently for a sustained period of time.”**

Auditor comment: Cannot be assessed due to time limitations (and/or item has secondary importance).

13: “Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. **The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.** The student is expected to: (A) **generate questions for formal and informal inquiry with adult assistance;** (B) **develop and follow a research plan with adult assistance;** (C) **identify and gather relevant sources and information to answer the questions;** (D) **identify primary and secondary sources;** (E) **demonstrate understanding of information gathered;** (F) **cite sources appropriately;** and (G) **use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.”**

Auditor comment: Cannot be assessed due to time limitations (and/or item has secondary importance).

B. items which might be covered by using the auditor’s suggestions

TEKS: 10

10: “Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. **The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.** The student is expected to: (A) **discuss the author's purpose for writing text;** (B) **discuss how the use of text structure contributes to the author's purpose;** (C) **discuss the author's use of print and graphic features to achieve specific purposes;** (D) **discuss the use of descriptive, literal, and figurative language;** (E) **identify the use of first or third person in a text;** and (F) **identify and explain the use of repetition.”**

Auditor comment: Can be assessed using the suggestions: There were a small amount of author’s purpose questions on exam. I would suggest adding questions of figurative language, point of view and repetition.

ELEM ELAR 3 – English Language Art and Reading, Grade 3

Comments provided for the following TEKS: 1, 13.

The auditor’s comments fall into this area: items which cannot be tested on a written and/or multiple-choice exam.

Specific comments follow, with each TEKS item quoted for reference.

TEKS: 1, 13

1: “Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. **The student develops oral language through listening, speaking, and discussion.** The student is expected to: (A) **listen actively, ask relevant questions to clarify information, and make pertinent comments;** (B) **follow, restate, and give oral instructions that involve a series of related sequences of action;** (C) **speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively;** (D) **work collaboratively with others by following agreed-upon rules, norms, and protocols;** and (E) **develop social communication such as conversing politely in all situations.”**

Auditor comment: Cannot be assessed due to the nature of the item (not conventionally testable).

13: “Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. **The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.** The student is expected to: (A) **generate questions on a topic for formal and informal inquiry;** (B) **develop and follow a research plan with adult assistance;** (C) **identify and gather**

relevant information from a variety of sources; (D) identify primary and secondary sources; (E) demonstrate understanding of information gathered; (F) recognize the difference between paraphrasing and plagiarism when using source materials; (G) create a works cited page; and (H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.”

Auditor comment: Cannot be assessed due to time limitations (and/or item has secondary importance).

ELEM ELAR 4 – English Language Art and Reading, Grade 4

Comments provided for the following TEKS: 1, 2(A(i-iii, v), B(i-iv), C), 3D, 5, 6(A, C, D, E, H, I), 7(A, B, D-G), 8(A, D), 9E(i, iii), 10(B, D-G), 12(A, B, D), 13(B-D, F, G).

The auditor’s comments fall into two general areas:

- A. items which cannot be tested on a written and/or multiple-choice exam
- B. items which might be covered by using the auditor’s suggestions

Specific comments for each area follow, with each TEKS item quoted for reference.

A. items which cannot be tested on a written and/or multiple-choice exam

TEKS: 1, 2C, 5, 6(A, I), 13(B-D, F, G).

1: “Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: (a) **listen actively, ask relevant questions to clarify information, and make pertinent comments;** (b) **follow, restate, and give oral instructions that involve a series of related sequences of action;** (c) **express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively;** and (d) **work collaboratively with others to develop a plan of shared responsibilities.”**

Auditor comment: Cannot be assessed due to the nature of the item (not conventionally testable).
“Not assessable due to oral language and collaboration.”

2C: “Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to: (c) **write legibly in cursive to complete assignments.”**

Auditor comment: Cannot be assessed due to the nature of the item (not conventionally testable).
“Writing legibly in cursive.”

5: “Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. **The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.**”

Auditor comment: Cannot be assessed due to the nature of the item (not conventionally testable).
“Sustained reading of a self-selected text.”

6(A, I): “Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (A) **establish purpose for reading assigned and self-selected texts;**” and (I) **monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.**”

Auditor comment: Cannot be assessed due to the nature of the item (not conventionally testable).
6A: “self-selected reading pieces”

13(B-D, F, G): “Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: (B) **develop and follow a research plan with adult assistance;**” (C) **identify and gather relevant information from a variety of sources;**” (D) **identify primary and secondary sources;**” (F) **recognize the difference between paraphrasing and plagiarism when using source materials;**” (G) **develop a bibliography;**

Auditor comment: Cannot be assessed due to the nature of the item (not conventionally testable).

B. items which might be covered by using the auditor’s suggestions

TEKS: 2(A(i-iii, v), 2B (i-iv), 3D, 6(C-E, H), 7(A, B, D-G), 8(A, D), 9E(i, iii), 10(B, D-G), 12(A, B, D).

2(A(i-iii,v), B(i-iv)): “Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to: (A) **demonstrate and apply phonetic knowledge by: (i) decoding words with specific orthographic patterns and rules, including regular and irregular plurals; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding words using advanced knowledge of syllable division patterns such as VV; (v) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants;**” (B) **demonstrate and apply spelling knowledge by: (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (ii) spelling homophones; (iii) spelling multisyllabic words with multiple sound-spelling patterns; (iv) spelling words using advanced knowledge of syllable division patterns;**”

Auditor comment: "No questions present"

3D: "Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: (D) **identify, use, and explain the meaning of homophones such as reign/rain.**"

Auditor comment: "No questions present"

6(C-E, H): "Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (C) **make and correct or confirm predictions using text features, characteristics of genre, and structures;**" (D) **create mental images to deepen understanding;**" (E) **make connections to personal experiences, ideas in other texts, and society;**"(H) **synthesize information to create new understanding;**"

Auditor comment: "No questions present"

7(A, B, D-G): "Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (A) **describe personal connections to a variety of sources, including self-selected texts;**"(B) **write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;**" (D) **retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;**" (E) **interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;**" (F) **respond using newly acquired vocabulary as appropriate;**" (G) **discuss specific ideas in the text that are important to the meaning.**"

Auditor comment: "No written response questions to cover these TEKS."

8(A, D): "Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: (A) **infer basic themes supported by text evidence;**" (D) **explain the influence of the setting, including historical and cultural settings, on the plot.**"

Auditor comment: "No questions present."

9E (i, iii): "Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: (E) **recognize characteristics and structures of argumentative text by: (i) identifying the claim; (iii) identifying the intended audience or reader; and"**

Auditor comment: “No questions present.”

10(B, D – G): “Author’s purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances. The student is expected to: (B) **explain how the use of text structure contributes to the author’s purpose;**” (D) **describe how the author’s use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes;**” (E) **identify and understand the use of literary devices, including first- or third-person point of view;**” (F) **discuss how the author’s use of language contributes to voice;**” (G) **identify and explain the use of anecdote.**”

Auditor comment: “No questions present.”

12(A, B, D): “Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: (A) **compose literary texts such as personal narratives and poetry using genre characteristics and craft;**” (B) **compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;**” (D) **compose correspondence that requests information.**”

Auditor comment: “No written prompts in these genres present.”

ELEM ELAR 5 – English Language Art and Reading, Grade 5

Comments provided for the following TEKS: 1, 2(A, B (i, iii-v), C), 3D, 4, 5, 6(A- E, H, I), 7(A, E-G), 8(A, B), 9(A, C, D(iii), E(i-iii)), 10(C, D, F, G), 11E, 12D, 13.

The auditor’s comments fall into two general areas:

- A. items which cannot be tested on a written and/or multiple-choice exam
- B. items which might be covered by using the auditor’s suggestions

Specific comments for each area follow, with each TEKS item quoted for reference.

A. items which cannot be tested on a written and/or multiple-choice exam

TEKS: 1, 2(A, C), 4, 5, 6(A- E, H, I), 7(E-G), 11E, 12D, 13A(ii).

1: “Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: (A) **listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments;** (B) **follow, restate, and give oral instructions that include multiple action steps;** (C) **give an organized presentation employing eye**

contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; and (D) work collaboratively with others to develop a plan of shared responsibilities.”

Auditor comment: Cannot be assessed due to the nature of the item (not conventionally testable).
“Oral language TEKS.”

2(A, C): “Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to: (A) **demonstrate and apply phonetic knowledge** by: (i) **decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician;** (ii) **decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;** (iii) **decoding words using advanced knowledge of syllable division patterns;** (iv) **decoding words using advanced knowledge of the influence of prefixes and suffixes on base words;** and (v) **identifying and reading high-frequency words from a research-based list;”** (C) **write legibly in cursive.”**

Auditor comment: Cannot be assessed due to the nature of the item (not conventionally testable).
2A: “Decoding/basic reading/phonics TEKS.” 2C: “Writing legibly in cursive.”

4: “Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. **The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.”**

Auditor comment: Cannot be assessed due to the nature of the item (not conventionally testable).
“Fluency.”

5: “Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. **The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.”**

Auditor comment: Cannot be assessed due to the nature of the item (not conventionally testable).
“Self-selected, self-sustained reading.”

6(A-E, H, I): “Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (A) **establish purpose for reading assigned and self-selected texts;”** (B) **generate questions about text before, during, and after reading to deepen understanding and gain information;”** (C) **make and correct or confirm predictions using**

text features, characteristics of genre, and structures;” (D) create mental images to deepen understanding;” (E) make connections to personal experiences, ideas in other texts, and society;” (H) synthesize information to create new understanding;” (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.”

Auditor comment: Cannot be assessed due to the nature of the item (not conventionally testable). 6(A-E):“Personal comprehension skills.” 6(H, I): “Synthesizing and monitoring personal comprehension.”

7(E-G): “Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (E) **interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;**” (F) **respond using newly acquired vocabulary as appropriate;** and” (G) **discuss specific ideas in the text that are important to the meaning.**”

Auditor comment: Cannot be assessed due to the nature of the item (not conventionally testable). “Interactions with the text, response, and discussion.”

11E: “Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: **publish written work for appropriate audiences.**”

Auditor comment: Cannot be assessed due to time limitations (and/or item has secondary importance). “Publishing a written work.”

12D: “Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: (D) **compose correspondence that requests information.**”

Auditor comment: Cannot be assessed due to time limitations (and/or item has secondary importance). “Composing correspondence that requests information.”

13: “Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: (A) **generate and clarify questions on a topic for formal and informal inquiry;** (B) **develop and follow a research plan with adult assistance;** (C) **identify and gather relevant information from a variety of sources;** (D) **understand credibility of primary and secondary sources;** (E) **demonstrate understanding of information gathered;** (F) **differentiate between paraphrasing and plagiarism when using source materials;** (G) **develop a bibliography;**

and (H) **use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.**”

Auditor comment: Cannot be assessed due to time limitations (and/or item has secondary importance). “Inquiries and research.”

B. items which might be covered by using the auditor’s suggestions

TEKS: 2B(i, iii-v), 3D, 7A, 8(A, B), 9(A, C, D(iii), E(i-iii)), 10(C, D, F, G).

2B(i, iii-v): “Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to: (B) **demonstrate and apply spelling knowledge** by: (i) **spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;** (iii) **spelling multisyllabic words with multiple sound-spelling patterns;** (iv) **spelling words using advanced knowledge of syllable division patterns;** (v) **spelling words using knowledge of prefixes;**”

Auditor comment: “Questions could easily be added in order to assess these TEKS (choose the correct spelling) – prefixes, -multi-syllabic words.”

3D: “Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: (D) **identify, use, and explain the meaning of adages and puns.**”

Auditor comment: “A question about an adage or pun could easily be added. (Which of the following is a pun?)”

7A: “Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (A) **describe personal connections to a variety of sources, including self-selected texts;**”

Auditor comment: “A writing prompt asking the student to share a personal connection to a self-selected text they’ve read over the course of the class period.”

8(A, B): “Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student

is expected to: (A) **infer multiple themes within a text using text evidence;** (B) **analyze the relationships of and conflicts among the characters;**

Auditor comment: "Using a fiction piece, have students identify the conflict among characters; have students identify a possible theme or message within the same text."

9(A, C, D(iii), E(i-iii)), :: "Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: (A) **demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales;** (C) **explain structure in drama such as character tags, acts, scenes, and stage directions;** (D) **recognize characteristics and structures of informational text, including: (iii) organizational patterns such as logical order and order of importance;** (E) **recognize characteristics and structures of argumentative text by: (i) identifying the claim; (ii) explaining how the author has used facts for or against an argument; and (iii) identifying the intended audience or reader; and"**

Auditor comment: 9A: "A question identifying characteristics of a folk tale, fable, etc could easily be added." 9C: "A drama piece with relevant questions regarding characteristics could easily be added." 9D(iii): "No questions present." 9E(i-iii): "An argumentative piece with relevant questions could easily be added."

10(C, D, F, G): "Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to: (C) **analyze the author's use of print and graphic features to achieve specific purposes;** (D) **describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes;** (F) **examine how the author's use of language contributes to voice; and** (G) **explain the purpose of hyperbole, stereotyping, and anecdote."**

Auditor comment: "No questions present."

ELEM ELAR 6A – English Language Art and Reading, Grade 6

Comments provided for the following TEKS: 1, 3, 4, 5(A-C, E, H, I), 6(A, B, D-G, I), 7D, 8(A, C-F), 9(B, G), 11(B-D), 12.

The auditor's comments fall into two general areas:

- A. items which cannot be tested on a written and/or multiple-choice exam

B. items which might be covered by using the auditor's suggestions

Specific comments for each area follow, with each TEKS item quoted for reference.

A. items which cannot be tested on a written and/or multiple-choice exam

TEKS: 1, 3, 4, 5(A-C, E, H, I), 11(B-D), 12.

1: "Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The **student is expected to: (A) listen actively to interpret a message, ask clarifying questions, and respond appropriately; (B) follow and give oral instructions that include multiple action steps; (C) give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; and (D) participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement.**"

Auditor comment: Cannot be assessed due to the nature of the item (not conventionally testable). "Oral language TEKS."

3: "Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. **The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose.**"

Auditor comment: Cannot be assessed due to the nature of the item (not conventionally testable). "Fluency & comprehension TEKS."

4: "Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. **The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.**"

Auditor comment: Cannot be assessed due to the nature of the item (not conventionally testable). "Self-selected/self-sustained reading."

5(A - C, E, H, I): "Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. **The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.** The student is expected to: (A) **establish purpose for reading assigned and self-selected text; (B) generate questions about text before, during, and after reading to deepen understanding and gain information; (C) make and correct or confirm predictions using text features, characteristics of genre, and structures; (E) make connections to personal experiences, ideas in other texts, and society; (H) synthesize information to create new understanding; and (I) monitor comprehension and make**

adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.”

Auditor Comment: Cannot be assessed due to the nature of the item (not conventionally testable). “Comprehension skills.”

11(B - D): “Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. **The student is expected to: (B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft; (C) compose multi-paragraph argumentative texts using genre characteristics and craft ; and (D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.”**

Auditor comment: Cannot be assessed due to time limitations. “Composing correspondence and/or multi-paragraph essays.”

12: “Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. **The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: (A) generate student-selected and teacher-guided questions for formal and informal inquiry; (B) develop and revise a plan; (C) refine the major research question, if necessary, guided by the answers to a secondary set of questions; (D) identify and gather relevant information from a variety of sources; (E) differentiate between primary and secondary sources; (F) synthesize information from a variety of sources; (G) differentiate between paraphrasing and plagiarism when using source materials; (H) examine sources for: (i) reliability, credibility, and bias; and (ii) faulty reasoning such as hyperbole, emotional appeals, and stereotype; (I) display academic citations and use source materials ethically; and (J) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.”**

Auditor comment: Cannot be assessed due to the nature of the item (not conventionally testable). “Inquiry and research TEKS.”

B. items which might be covered by using the auditor’s suggestions

TEKS: 6(A, B, D-G, I), 7D, 8(A, C-F), 9(B, G).

6(A, B, D - G, I): “Response skills: listening, speaking, reading, writing, and thinking using multiple texts. **The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (A) describe personal connections to a variety of sources, including self-selected texts; (B) write responses that demonstrate understanding of texts, including comparing sources within and across genres; (D) paraphrase and summarize texts in ways that maintain meaning and logical order; (E) interact with sources in meaningful**

ways such as notetaking, annotating, freewriting, or illustrating; (F) respond using newly acquired vocabulary as appropriate; (G) discuss and write about the explicit or implicit meanings of text; (I) reflect on and adjust responses as new evidence is presented.”

Auditor comment: “Any type of reading passage that would then ask for a written response could assess these TEKS.”

7D: “Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. **The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.** The student is expected to: (D) **analyze how the setting, including historical and cultural settings, influences character and plot development.”**

Auditor comment: “No question/applicable passage.”

8(A, C, D-F): “Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. **The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.** The student is expected to: (A) **demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths;** (C) **analyze how playwrights develop characters through dialogue and staging;** (D) **analyze characteristics and structural elements of informational text, including: (i) the controlling idea or thesis with supporting evidence; (ii) features such as introduction, foreword, preface, references, or acknowledgements to gain background information;** and (E) **analyze characteristics and structures of argumentative text by: (i) identifying the claim; (iii) identifying the intended audience or reader;** and (F) **analyze characteristics of multimodal and digital texts.”**

Auditor comment: “Questions addressing knowledge of literary genre characteristics, drama, text features, and certain characteristics of argumentative texts could be added.”

9(B, G) : “Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. **The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.** The student is expected to: (B) **analyze how the use of text structure contributes to the author's purpose;”** (G) **explain the differences between rhetorical devices and logical fallacies.”**

Auditor comment: 9B: “No text structure/author’s purpose questions.” 9G: “An opportunity to explain the difference between a rhetorical device and a logical fallacy.”

ELEM ELAR 6B – English Language Art and Reading, Grade 6

Comments provided for the following TEKS: 1, 3, 4, 5(A, B, D, E, I), 6(A, B, D-G, I), 7(B, D), 8C, 11(C, D), 12(A-C, F, H-J).

The auditor's comments fall into two general areas:

- A. items which cannot be tested on a written and/or multiple-choice exam
- B. items which might be covered by using the auditor's suggestions

Specific comments for each area follow, with each TEKS item quoted for reference.

A. items which cannot be tested on a written and/or multiple-choice exam

TEKS: 1, 3, 4, 11(C, D), 12(A-C, F, H-J).

1: "Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. **The student develops oral language through listening, speaking, and discussion.** The student is expected to: (A) **listen actively to interpret a message, ask clarifying questions, and respond appropriately;** (B) **follow and give oral instructions that include multiple action steps;** (C) **give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively;** and (D) **participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement."**

Auditor comment: Cannot be assessed due to the nature of the item (not conventionally testable). "Oral language TEKS."

3: "Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. **The student reads grade-level text with fluency and comprehension.** The student is **expected to adjust fluency when reading grade-level text based on the reading purpose."**

Auditor comment: Cannot be assessed due to the nature of the item (not conventionally testable). "Fluency TEKS."

4: "Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. **The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time."**

Auditor comment: Cannot be assessed due to the nature of the item (not conventionally testable). "Self-sustained, self-selected reading TEKS."

11(C, D): "Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: (C) **compose multi-paragraph argumentative texts using genre characteristics and craft** ; and (D) **compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure."**

Auditor comment: Cannot be assessed due to the nature of the item (not conventionally testable). "Correspondence and argumentative composition."

12(A-C, F, H-J): "Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The **student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.** The student is expected to: (A) **generate student-selected and teacher-guided questions for formal and informal inquiry;** (B) **develop and revise a plan;** (C) **refine the major research question, if necessary, guided by the answers to a secondary set of questions;** (F) **synthesize information from a variety of sources;** (H) **examine sources for: (i) reliability, credibility, and bias; and (l) display academic citations and use source materials ethically;** and (J) **use an appropriate mode of delivery, whether written, oral, or multimodal, to present results."**

Auditor comment: Cannot be assessed due to time limitations. "Hard to assess research TEKS."

B. items which might be covered by using the auditor's suggestions

TEKS: 5(A, B, D, E, I), 6(A, B, D-G, I), 7(B, D), 8C.

5(A, B, D, E, I): "Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (A) **establish purpose for reading assigned and self-selected text;**" (B) **generate questions about text before, during, and after reading to deepen understanding and gain information;**" (D) **create mental images to deepen understanding;**" (E) **make connections to personal experiences, ideas in other texts, and society;**" (I) **monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down."**

Auditor comment: 5A: "Self-selected text TEKS." 5B: "Comprehension TEKS." 5D and E: "No questions." 5I: "Comprehension TEKS."

6(A, B, D-G, I): "Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (A) **describe personal connections to a variety of sources, including self-selected texts;** (B) **write responses that demonstrate understanding of texts, including comparing sources within and across genres;** (D) **paraphrase and summarize texts in ways that maintain meaning and logical order;** (E) **interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;** (F) **respond using newly acquired vocabulary as appropriate;** (G) **discuss and write about the explicit or implicit meanings of text;** (I) **reflect on and adjust responses as new evidence is presented."**

Auditor comment: "Any type of reading passage that then asks for a written response could assess these TEKS."

7(B, D): “Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-- literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: (B) **analyze how the characters' internal and external responses develop the plot;** (D) **analyze how the setting, including historical and cultural settings, influences character and plot development.”**

Auditor comment: “No questions present, but could be added with an appropriate reading passage.”

8C: “Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-- genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: (C) **analyze how playwrights develop characters through dialogue and staging;”**

Auditor comment: “Questions with applicable passages could be added in order to assess these TEKS.”

MID ELAR 7B – English Language Arts and Reading, Grade 7, Semester 2

Comments provided for the following TEKS: 12(B-D, F, H(i, ii), J).

The auditor’s comments fall into this area: items which cannot be tested on a written and/or multiple-choice exam.

Specific comments follow, with each TEKS item quoted for reference.

TEKS: 12(B-D, F, H(i, ii), J).

12(B-D, F, H(i, ii), J): “Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: (B) **develop and revise a plan;** (C) **compose multi-paragraph argumentative texts using genre characteristics and craft;** and” (D) **identify and gather relevant information from a variety of sources;”** (F) **synthesize information from a variety of sources;”** (H) **examine sources for: (i) reliability, credibility, and bias; and (ii) faulty reasoning such as hyperbole, emotional appeals, and stereotype;”** (J) **use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.”**

Auditor comment: Cannot be assessed due to the nature of the item (not conventionally testable).

MID ELAR 8B – English Language Arts and Reading, Grade 8, Semester 2

Comments provided for the following TEKS: 12.

The auditor's comments fall into this area: items which cannot be tested on a written and/or multiple-choice exam.

Specific comments follow, with each TEKS item quoted for reference.

TEKS: 12.

12: "Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: (A) **generate student-selected and teacher-guided questions for formal and informal inquiry**; (B) **develop and revise a plan**; (C) **refine the major research question, if necessary, guided by the answers to a secondary set of questions**; (D) **identify and gather relevant information from a variety of sources**; (E) **differentiate between primary and secondary sources**; (F) **synthesize information from a variety of sources**; (G) **differentiate between paraphrasing and plagiarism when using source materials**; (H) **examine sources for: (i) reliability, credibility, and bias, including omission; and (ii) faulty reasoning such as bandwagon appeals, repetition, and loaded language**; (I) **display academic citations and use source materials ethically**; and (J) **use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.**"

Auditor comment: Cannot be assessed due to the nature of the item (not conventionally testable).

HIGH ENG 3A – English Level III, Semester 1

Comments provided for the following TEKS: 1(A-D), 2A, 3, 4(A-C, E, I), 5(A, E, I, J), 7F, 9E, 11(E, G).

The auditor's comments fall into two general areas:

- A. items which cannot be tested on a written and/or multiple-choice exam
- B. items which might be covered by using the auditor's suggestions

Specific comments for each area follow, with each TEKS item quoted for reference.

A. items which cannot be tested on a written and/or multiple-choice exam

TEKS: 1(A-D), 2A, 3, 4(A-C, E, I), 5(A, E, I, J), 7F, 9E, 11E.

1(A-D): "Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: (A) **engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message and critiquing the impact of a speaker's use of diction and syntax**; (B) **follow and give complex instructions, clarify meaning by asking pertinent questions, and respond appropriately**; (C) **give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas**

effectively; and (D) participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed-upon criteria.”

Auditor comment: Cannot be assessed due to the nature of the item (not conventionally testable) and/or time limitations (and/or item has secondary importance).

2A: “Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: **use print or digital resources to clarify and validate understanding of multiple meanings of advanced vocabulary;”**

Auditor comment: Cannot be assessed due to the nature of the item (not conventionally testable) and/or time limitations (and/or item has secondary importance).

3: “Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. **The student is expected to self-select text and read independently for a sustained period of time.”**

Auditor comment: Cannot be assessed due to the nature of the item (not conventionally testable) and/or time limitations (and/or item has secondary importance).

4(A-C, E): “Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (A) **establish purpose for reading assigned and self-selected texts; (B) generate questions about text before, during, and after reading to deepen understanding and gain information; (C) make and correct or confirm predictions using text features, characteristics of genre, and structures; (E) make connections to personal experiences, ideas in other texts, and society;”**

Auditor Comment: Cannot be assessed due to the nature of the item (not conventionally testable) and/or time limitations (and/or item has secondary importance).

5(A, E, I, J): “Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (A) **describe personal connections to a variety of sources, including self-selected texts; (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; (I) reflect on and adjust responses when valid evidence warrants; and (J) defend or challenge the authors' claims using relevant text evidence.”**

Auditor comment: Cannot be assessed due to the nature of the item (not conventionally testable) and/or time limitations (and/or item has secondary importance).

7F: “Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: **analyze the effectiveness of characteristics of multimodal and digital texts.**”

Auditor comment: Cannot be assessed due to the nature of the item (not conventionally testable) and/or time limitations (and/or item has secondary importance).

9E: “Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: **publish written work for appropriate audiences.**”

Auditor comment: Cannot be assessed due to the nature of the item (not conventionally testable) and/or time limitations (and/or item has secondary importance).

11E: “Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: **(E) locate relevant sources;**”

Auditor comment: Cannot be assessed due to the nature of the item (not conventionally testable) and/or time limitations (and/or item has secondary importance).

B. items which might be covered by using the auditor’s suggestions

TEKS: 11G.

11G: “Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: **(G) examine sources for: (i) credibility, bias and accuracy; and (ii) faulty reasoning such as post hoc-ad hoc, circular reasoning, red herring, and assumptions;**”

Auditor comment: Can be assessed using the following suggestions: Include questions about correct citations, paraphrasing, quoted texts, avoiding plagiarism.

HIGH ENG 4A – English Level IV, Semester 1

Comments provided for the following TEKS: 1(A-D), 2A, 3, 4(A-E), 5(A, C, E, I, J), 7F, 9E, 10A, 11(A-D, I).

The auditor’s comments fall into this area: items which cannot be tested on a written and/or multiple-choice exam.

Specific comments follow, with each TEKS item quoted for reference.

TEKS: 1(A-D), 2A, 3, 4(A-E), 5(A, C, E, I, J), 7F, 9E, 10A, 11(A-D, I).

1(A-D): “Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:(A) **engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message and critiquing the impact of a speaker's use of diction, syntax, and rhetorical strategies;** (B) **follow and give complex instructions, clarify meaning by asking pertinent questions, and respond appropriately;** (C) **formulate sound arguments and present using elements of classical speeches such as introduction, first and second transitions, body, conclusion, the art of persuasion, rhetorical devices, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively;** and (D) **participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed-upon criteria.”**

Auditor comment: Cannot be assessed due to the nature of the item (not conventionally testable).

2A: “Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: (A) **use print or digital resources to clarify and validate understanding of multiple meanings of advanced vocabulary;”**

Auditor comment: Cannot be assessed due to the nature of the item (not conventionally testable).

3: “Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. **The student is expected to self-select text and read independently for a sustained period of time.”**

Auditor comment: Cannot be assessed due to the nature of the item (not conventionally testable) and/or time limitations (and/or item has secondary importance).

4(A-E): “Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (A) **establish purpose for reading assigned and self-selected texts;** (B) **generate questions about text before, during, and after reading to deepen understanding and gain information;** (C) **make and correct or confirm predictions using text features, characteristics of genre, and structures;** (D) **create mental images to deepen understanding;** (E) **make connections to personal experiences, ideas in other texts, and society;”**

Auditor Comment: Cannot be assessed due to the nature of the item (not conventionally testable) and/or time limitations (and/or item has secondary importance).

5(A, C, E, I, J): “Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (A) **describe personal connections to a variety of sources, including self-selected texts;** (C) **use text evidence and original commentary to support an evaluative response;** (E) **interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;** (I) **reflect on and adjust responses when valid evidence warrants;** and (J) **defend or challenge the authors' claims using relevant text evidence.”**

Auditor comment: Cannot be assessed due to the nature of the item (not conventionally testable) and/or time limitations (and/or item has secondary importance).

7F: “Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: (F) **critique and evaluate the effectiveness of characteristics of multimodal and digital texts.”**

Auditor comment: Cannot be assessed due to the nature of the item (not conventionally testable) and/or time limitations (and/or item has secondary importance).

9E: “Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: (E) **publish written work for appropriate audiences.”**

Auditor comment: Cannot be assessed due to the nature of the item (not conventionally testable) and/or time limitations (and/or item has secondary importance).

10A: “Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: (A) **compose literary texts such as fiction and poetry using genre characteristics and craft;”**

Auditor comment: Cannot be assessed due to the nature of the item (not conventionally testable) and/or time limitations (and/or item has secondary importance).

11(A-D, I): “Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: (A) **develop questions for formal and informal inquiry;** (B) **critique the research process at each step to implement changes as needs occur and are identified;** (C) **develop and revise a plan;** (D) **modify the major**

research question as necessary to refocus the research plan; (I) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.”

Auditor comment: Cannot be assessed due to the nature of the item (not conventionally testable) and/or time limitations (and/or item has secondary importance).

HIGH – Creative Writing

Comments provided for the following TEKS: 1(A, E), 2(C, F, G),4(B, C).

The auditor’s comments fall into this area: items which might be covered using the auditor’s suggestions

Specific comments follow, with each TEKS item quoted for reference.

TEKS: 1(A, E), 2(C, F, G),4(B, C)

1(A, E): “The student writes for a variety of audiences and purposes to develop versatility as a writer. The student is expected to: (A) **write expressive, informative, and persuasive literary texts effectively;**” (E) **choose topics and forms to develop fluency and voice;”**

Auditor comment: Can be assessed using the suggestions: 1A: “Have students create multiple short writing samples using various genres. Use a rubric for each, this would cover TEKS 1A plus others.” 1E: “This TEKS would be better assessed using multiple short writing samples.”

2(C, F, G): “The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to: (C) **use vocabulary, sentence structure, organization, and rhetorical devices appropriate to audience and purpose;**” (F) **frequently refine selected pieces to publish for general and specific audiences;** and” (G) **write both independently and collaboratively.”**

Auditor comment: Can be assessed using the suggestions: 2C: “This TEKS would be best assessed using writing samples.” 2F: “This TEKS would be best addressed through either multiple short writing samples, and/or revising/editing a short passage.” 2G: “This TEKS can be partially assessed through writing samples however, the collaborative portion is not able to be assess in this format.”

4(B, C): “The student evaluates his/her own writing and the writings of others. The student is expected to: (B) **generate and apply peer and self-assessment;**” (C) **accumulate, review, and evaluate his/her own written work to determine its strengths and weaknesses and to set goals as a writer.”**

Auditor comment: Can be assessed using the suggestions: 4B: “This TEKS requires a collaborative peer review portion that is not assessable in this format, but students could complete the individual assessment portion through the use of writing samples.” 4C: “This TEKS can be best assessed through writing several short passages and using a rubric to evaluate them.”

HIGH – Communication Applications

Comments provided for the following TEKS: 2C, 2D, 2H, 3C, 3D, 3E, 3G, 4L.

The auditor's comments fall into two general areas:

- A. items which cannot be tested on a written and/or multiple-choice exam
- B. items which might be covered by using the auditor's suggestions

Specific comments for each area follow, with each TEKS item quoted for reference.

A. items which cannot be tested on a written and/or multiple-choice exam

TEKS: 2(C, D), 3E, 4L.

2(C, D): "Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to: (C) **use communication management skills to develop appropriate assertiveness, tact, and courtesy;**" (D) **use professional etiquette and protocol in situations such as making introductions, speaking on the telephone, and offering and receiving criticism;"**

Auditor comment: Cannot be assessed due to the nature of the item (not conventionally testable).

3E: "Group communication. The student communicates effectively in groups in professional and social contexts. The student is expected to: (E) **use appropriate verbal, nonverbal, and listening skills to promote group effectiveness;"**

Auditor comment: Cannot be assessed due to the nature of the item (not conventionally testable).

4L: "Presentations. The student makes and evaluates formal and informal professional presentations. The student is expected to: (L) **participate in question-and-answer sessions following presentations;"**

Auditor comment: Cannot be assessed due to the nature of the item (not conventionally testable).

B. items which might be covered using the auditor's suggestions

TEKS: 2H, 3(C, D, G).

2H: "Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to: (H) **identify and use appropriate strategies for dealing with differences, including gender, ethnicity, and age;"**

Auditor comment: Can be assessed using the suggestions: An appropriate multiple-choice question can be made for this standard.

3(C, D, G): “Group communication. The student communicates effectively in groups in professional and social contexts. The student is expected to: (C) **identify and analyze the roles of group members and their influence on group dynamics;**” (D) **demonstrate understanding of group roles and their impact on group effectiveness;**” (G) **use effective communication strategies in leadership roles;**”

Auditor comment: Can be assessed using the suggestions: An appropriate multiple-choice question can be made for this standard.

HIGH – Public Speaking 3A

Comments provided for the following TEKS: 1(B, C), 4E, 5B, 6(A, B, E), 7(B, D), 8(A, B).

The auditor’s comments fall into three general areas:

- A. items which cannot be tested on a written and/or multiple-choice exam
- B. items which are partially covered on the exam
- C. items which might be covered by using the auditor’s suggestions

Specific comments for each area follow, with each TEKS item quoted for reference.

A. items which cannot be tested on a written and/or multiple-choice exam

TEKS: 4E, 5B, 6B, 7(B, D), 8A.

4E: “Organization. The student organizes speeches. The student is expected to: (E) **analyze and evaluate the organization of oral or written speech models.**”

Auditor comment: Cannot be assessed due to the nature of the item (not conventionally testable).

5B: “Proofs and appeals. The student uses valid proofs and appeals in speeches. The student is expected to: (B) **choose logical proofs and appeals that meet standard tests of evidence;**”

Auditor comment: Cannot be assessed due to time limitations (and/or item has secondary importance).

6B: “Style. The student develops skills in using oral language in public speeches. The student is expected to: (B) **write manuscripts to facilitate language choices and enhance oral style;**”

Auditor comment: Cannot be assessed due to time limitations (and/or item has secondary importance).

7B: "Delivery. The student uses appropriate strategies for rehearsing and presenting speeches. The student is expected to: (B) **rehearse and employ a variety of delivery strategies;**" (D) **use notes, manuscripts, rostrum, visual aids, and/or electronic devices;"**

Auditor comment: Cannot be assessed due to the nature of the item (not conventionally testable).

8A: "Evaluation. The student analyzes and evaluates speeches. The student is expected to: (A) **use critical, deliberative, and appreciative listening skills to evaluate speeches;**"

Auditor comment: Cannot be assessed due to the nature of the item (not conventionally testable).

B. items which are partially covered on the exam

TEKS: 1(B, C).

1(B, C): "Rhetoric. The student traces the development of the rhetorical perspective. The student is expected to: (B) **explain and use the classical rhetorical canons of invention, organization, style, memory, and delivery;**" (C) **analyze how modern public address influences public opinion and policy in a democratic republic;"**

Auditor comment: The questions that pertain to this standard are all lower-level rote memory questions with no opportunity for application of knowledge.

C. items which might be covered using the auditor's suggestions

TEKS: 6(A, E), 8B.

6(A, E): "Style. The student develops skills in using oral language in public speeches. The student is expected to: (A) **distinguish between oral and written language styles;**" (E) **employ previews, transitions, summaries, signposts, and other appropriate rhetorical strategies to enhance clarity;"**

Auditor comment: 6A: "Can be assessed using the suggestions: Students can be given excerpts of speeches to assess style." 6E: "Can be assessed using the suggestions: Students can be given excerpts of speeches to assess/identify signposts, etc."

8B: "Evaluation. The student analyzes and evaluates speeches. The student is expected to: (B) **critique speeches using knowledge of rhetorical principles."**

Auditor comment: Can be assessed using the suggestions: Students can analyze excerpts of speeches in a multiple-choice format.

