

Provide one sample assessment for each of the following expectancies:

Humanities .

- 1) The student reads and views varied literary and art form
- 2) The student expresses and supports responses to various types of texts and compositions
- 3) The student uses writing as a tool for learning and research. The student speaks and writes clearly and presents effectively to audiences for a variety of purposes.
- 4) The student understands and interprets creativity. The student is expected to participate in discussions that lead to understanding, appreciation, and enjoyment of creative achievements
- 5) The student analyzes and critiques the significance of visual representations.

Public Speaking I, II, III

- 1) Rhetoric. The student traces the development of the rhetorical perspective.
- 2) Speech forms. The student recognizes and analyzes varied speech forms
- 3) Invention. The student plans speeches
- 4) Organization. The student organizes speeches.
- 5) Proofs and appeals. The student uses valid proofs and appeals in speeches
- 6) Style. The student develops skills in using oral language in public speeches
- 7) Delivery. The student uses appropriate strategies for rehearsing and presenting speeches.
- 8) Evaluation. The student analyzes and evaluates speeches

Communication Applications

- 1) Communication process. The student demonstrates knowledge of various communication processes in professional and social contexts.
- 2) Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts.
- 3) Group communication. The student communicates effectively in groups in professional and social contexts
- 4) Presentations. The student makes and evaluates formal and informal professional presentations.

Oral Interpretation I, II, III

- 1) Definition and theory. The student recognizes oral interpretation as a communication art.
- 2) Selection. The student selects literature for performance.
- 3) Research. The student uses relevant research to promote understanding of literary works.
- 4) Analysis. The student analyzes the chosen text to assess its implications for adaptation, interpretation, and performance
- 5) Adaptation. The student adapts written text for individual or group performance based on appropriate research and analysis
- 6) Interpretation. The student applies research and analysis to make appropriate performance choices
- 7) Rehearsal and performance. The student uses insights gained from research and analysis to rehearse and perform literature for a variety of audiences and occasions.
- 8) Evaluation. The student uses critical and appreciative listening to evaluate individual and group performances.

Debate I, II, III

TEKS ELA 9th-12th Grade

- 1) Role in society. The student examines the historical and contemporary contributions of debate in decision-making and democratic processes.
- 2) Analysis of issues. The student analyzes controversial issues.
- 3) Propositions of value. The student develops and demonstrates skills for debating propositions of value.
- 4) Propositions of policy. The student develops and demonstrates skills for debating propositions of policy.
- 5) Logic. The student applies critical thinking, logic, and reasoning in debate.
- 6) Proof. The student utilizes research and proof in debate.
- 7) Case construction. The student identifies and applies the basic concepts of debate case construction.
- 8) Refutation. The student identifies and applies the basic concepts of argumentation and refutation
- 9) Delivery. The student uses effective communication skills in debating.
- 10) Evaluation. The student evaluates and critiques debates.

Independent Study in Speech

- 1) Propose. The student plans and designs an independent study project.
- 2) Research. The student conducts research to support and develop the approved project
- 3) Produce. The student produces the final product for the project.
- 4) Rehearse and present. The student presents the final product
- 5) Evaluate. The student and designated individuals evaluate the project.