

SE = Student Expectations

- 1) Provide one example of how to assess the following proficiency of student expectation (SE) or a portion of the SE with a detailed explanation:

7.1.A *The student is expected to listen actively to interpret a message and ask clarifying questions that build on others' ideas;*

- **Knowledge and Skills Statement**

Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking -- oral language. The student develops oral language through listening, speaking, and discussion.

- Watch Video: [VIDEO 1](#)

- 2) This student expectation is related to which SE from the 2009 reading/language arts TEKS?
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- 3) Provide one example of how to assess the following proficiency of student expectation (SE) or a portion of the SE with a detailed explanation:

7.2.A The student is expected to use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;

- **Knowledge and Skills Statement**

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively.

- Watch Video: [Video 2](#)

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- 4) This student expectation is related to which SE from the 2009 reading/language arts TEKS?
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- 5) Provide one example of how to assess the following proficiency of student expectation (SE) or a portion of the SE with a detailed explanation:

7.3 The student is expected to adjust fluency when reading grade-level text based on the reading purpose.

- **Knowledge and Skills Statement**

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension.

- Watch Video: [Video 3](#)

- 6) This student expectation is related to which SE from the 2009 reading/language arts TEKS?
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- 7) Provide one example of how to assess the following proficiency of student expectation (SE) or a portion of the SE with a detailed explanation:

7.4 The student is expected to self-select text and read independently for a sustained period of time

- **Knowledge and Skills Statement**

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently.

- Watch Video: [Video 4](#)
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- 8) Provide one example of how to assess the following proficiency of student expectation (SE) or a portion of the SE with a detailed explanation:

7.5.B The student is expected to generate questions about text before, during, and after reading to deepen understanding and gain information;

- **Knowledge and Skills Statement**

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.

- Watch Video: [Video 5](#)
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- 9) Provide one example of how to assess the following proficiency of student expectation (SE) or a portion of the SE with a detailed explanation:

7.6.C The student is expected to use text evidence to support an appropriate response;

- **Knowledge and Skills Statement**

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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.

- Watch Video: [Video 6](#)

10) This student expectation is related to which SE from the 2009 reading/language arts TEKS?

11) Provide one example of how to assess the following proficiency of student expectation (SE) or a portion of the SE with a detailed explanation:

7.7.B The student is expected to analyze how characters' qualities influence events and resolution of the conflict;

- **Knowledge and Skills Statement**

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.

- Watch Video: [Video 7](#)

12) This student expectation is related to which SE from the 2009 reading/language arts TEKS?

13) Provide one example of how to assess the following proficiency of student expectation (SE) or a portion of the SE with a detailed explanation:

7.8.A The student is expected to demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction;

- **Knowledge and Skills Statement**

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.

- Watch Video: [Video 8](#)
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14) Provide one example of how to assess the following proficiency of student expectation (SE) or a portion of the SE with a detailed explanation:

7.9.D The student is expected to describe how the author's use of figurative language such as metaphor and personification achieves specific purposes;

- **Knowledge and Skills Statement**

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.

- Watch Video: [Video 9](#)

15) This student expectation is related to which SE from the 2009 reading/language arts TEKS?

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- 16) Provide one example of how to assess the following proficiency of student expectation (SE) or a portion of the SE with a detailed explanation:

7.10.D.iii The student is expected to edit drafts using standard English conventions, including: conjunctive adverbs;

- **Knowledge and Skills Statement**

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.

- Watch Video: [Video 10](#)

- 17) This student expectation is related to which SE from the 2009 reading/language arts TEKS?
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- 18) Provide one example of how to assess the following proficiency of student expectation (SE) or a portion of the SE with a detailed explanation:

7.11.B The student is expected to 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;

- **Knowledge and Skills Statement**

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.

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- Watch Video: [Video 11](#)

19) This student expectation is related to which SE from the 2009 reading/language arts TEKS?

20) Provide one example of how to assess the following proficiency of student expectation (SE) or a portion of the SE with a detailed explanation:

7.12.G The student is expected to differentiate between paraphrasing and plagiarism when using source materials;

- **Knowledge and Skills Statement**

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.

- Watch Video: [Video 12](#)

21) This student expectation is related to which SE from the 2009 reading/language arts TEKS?