

**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:

**8.1.A** The student is expected to listen actively to interpret a message by summarizing, asking questions, and making comments;

- **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:

**8.2.C** The student is expected to determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as ast, qui, path, mand/mend, and duc.

- **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](#)

- 4) This student expectation is related to which SE from the 2009 reading/language arts TEKS?
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## TEKS ELA 8th Grade

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:

**8.3** 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:

**8.4** 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](#)

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

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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:

**8.5.D** The student is expected to create mental images to deepen understanding;

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

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

- **Knowledge and Skills Statement**

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](#)

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

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

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**8.7.B** The student is expected to analyze how characters' motivations and behaviors 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](#)

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

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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:

**8.8.D.ii** The student is expected to analyze characteristics and structural elements of informational text, including: features such as footnotes, endnotes, and citations;

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

**8.9.D** The student is expected to describe how the author's use of figurative language such as extended metaphor 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](#)

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

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

**8.10.A** The student is expected to plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests;

- **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](#)

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

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

**8.11.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.

- Watch Video: [Video 11](#)

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

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

**8.12.C** The student is expected to refine the major research question, if necessary, guided by the answers to a secondary set of questions;

## TEKS ELA 8th Grade

- **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?