

Provide one sample assessment for each of the following expectancies:

English I

- 1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion.
- 2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively.
- 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.
- 4) 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

English II

- 5) 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.
- 6) 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.
- 7) 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.

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- 8) 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.

English III

- 9) 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.
- 10) 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.
- 11) The student inquires through reading literature and researching self-selected and assigned topics.
- 12) The student uses writing as a tool for learning and research. The student produces visual representations that communicate with others.

Reading I, II, III

- 1) The student uses a variety of word recognition strategies.
- 2) The student acquires an extensive vocabulary through reading and systematic word study.
- 3) The student reads for a variety of purposes with multiple sources, both narrative and expository.
- 4) The student comprehends texts using effective strategies.
- 5) The student draws complex inferences and analyzes and evaluates information within and across texts of varying lengths.
- 6) The student reads critically to evaluate texts in order to determine the credibility of the sources.
- 7) The student reads with fluency and understanding in increasingly demanding and varied texts.
- 8) The student formulates and supports responses to a wide variety of texts.
- 9) The student reads and responds to informational texts.

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- 10) The student reads to increase knowledge of one's own culture, the culture of others, and the common elements of cultures.

College Readiness and Study Skills

- 1) The student reads widely for a variety of purposes from numerous sources and cultures
- 2) The student builds an extensive vocabulary through reading and systematic word study.
- 3) The student comprehends texts using a variety of strategies.
- 4) The student reads critically to evaluate texts and the authority of sources.
- 5) The student uses study strategies to learn from a variety of texts
- 6) The student expresses and supports responses to various types of texts

Visual Media Analysis and Production

- 1) The student recognizes/interprets visual representations as they apply to visual media
- 2) The student analyzes and critiques the significance of visual representations
- 3) The student produces visual representations that communicate with others.

Contemporary Media

- 1) The student identifies the history and evolution of media used for mass communication.
- 2) The student recognizes the types and functions of mass media
- 3) The student identifies and analyzes regulations that govern media.

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- 4) The student analyzes the influence of media
- 5) The student analyzes, creates, and evaluates visual and auditory messages

Literary Genres

- 1) The student builds an extensive vocabulary through reading and systematic word study.
- 2) The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts
- 3) The student reads critically to evaluate texts and the authority of sources.
- 4) The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures.
- 5) The student uses writing as a tool for learning and researching literary genres.

Creative Writing

- 1) The student writes for a variety of audiences and purposes to develop versatility as a writer
- 2) The student selects and uses recursive writing processes for self-initiated and assigned writing.
- 3) The student applies the conventions of usage and the mechanics of written English to communicate clearly and effectively.
- 4) The student evaluates his/her own writing and the writings of others.

Research and Technical Writing

- 1) The student writes for a variety of purposes and audiences.
- 2) The student selects and uses recursive writing processes for self-initiated and assigned writing.

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- 3) The student writes to investigate self-selected and assigned topics.
- 4) The student applies the conventions of usage and mechanics of written English.
- 5) The student evaluates his/her own writing and the writing of others

Practical Writing Skills

- 1) The student uses the conventions and mechanics of written English to communicate clearly.
- 2) The student uses recursive writing processes as appropriate for self-initiated and assigned writing
- 3) The student reads and writes for a variety of audiences and purposes
- 4) The student evaluates his/her own writing and the writing of others.
- 5) The student analyzes informational text.
- 6) The student understands new vocabulary and concepts and uses them accurately in reading, speaking, and writing.

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.

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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.

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- 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

- 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.

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- 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.

Journalism

- 1) The student demonstrates an understanding of media development, press law, and responsibility.
- 2) The student demonstrates an understanding of the different forms of media and the different types of journalistic writing.
- 3) The student reports and writes for a variety of audiences and purposes and researches self-selected topics to write journalistic texts.
- 4) The student demonstrates understanding of the principles of publishing through design using available technologies.
- 5) The student demonstrates an understanding of the economics of publishing.

Independent Study in Journalism

- 1) The student refines and enhances journalistic skills
- 2) The student produces visual representations that communicate with others

Advanced Broadcast Journalism I, II, III

- 1) The student demonstrates an understanding of broadcast media development, law, and responsibility to cover subjects of interest and importance to the audience.
- 2) The student understands how broadcast productions are created and disseminated.

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- 3) The student produces programming such as newscasts, interviews, and public service announcements.
- 4) The student demonstrates leadership and teamwork abilities.

Photojournalism

- 1) The student interprets/critiques visual representations
- 2) The student produces visual representations that communicate with others.
- 3) The student incorporates photographs into journalistic publications.

Advanced Journalism: Yearbook I, II, III/Newspaper I, II, III/Literary Magazine

- 1) The student understands individual and staff responsibilities of coverage appropriate for the publication's audience.
- 2) The student understands media law and journalistic ethics and standards and the responsibility to cover subjects of interest and importance to the audience
- 3) The student understands all aspects of a publication and the means by which that publication is created.
- 4) The student produces publications.
- 5) The student demonstrates leadership and teamwork abilities.

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