



Standardized Assessment Tasks for TAKS–Alt

**Grade 11**

**English Language Arts**

## **About the Standardized Assessment Tasks for TAKS–Alt**

The following assessment tasks have been developed by content and special education experts and reviewed by Texas educator committees. These tasks are test items rather than activities to be used for instruction. Each assessment task includes a state-selected prerequisite skill and three predetermined criteria designed to measure the student's performance as related to the skill. The prerequisite skills, assessment tasks, and predetermined criteria are components of standardized test items and cannot be revised. Additionally, the predetermined criteria must be implemented in the order presented to maintain the integrity of the assessment task.

For each essence statement, three tasks are presented in descending order of complexity. Level 3 is the most complex task and involves applying knowledge beyond basic recall. Level 2 is of moderate complexity and involves recalling information at a basic level. Level 1 assessment tasks are the least complex and involve responding to knowledge at the beginning awareness level. The verbs used in the predetermined criteria help define the complexity levels by keeping what the student is asked to do representative of the complexity level. Higher and lower level verbs may be used in the assessment tasks when they are not part of the measurable criteria the student must perform. More information about the verbs assigned to each complexity level and how students can demonstrate the verbs used in the predetermined criteria can be located on the TEA website at <http://www.tea.state.tx.us/student.assessment/resources/taksalt/index.html>.

The assessment tasks are broadly written to allow access for students of varying disabilities. Teachers can individualize the assessment tasks through the careful use of presentation supports and materials and the identification of appropriate student response modes that allow the student to demonstrate what has been learned. The supports and response modes a teacher plans to use must be routinely used with the student during classroom instruction. For each student, it is important to determine needed supports that will maintain the integrity of the complexity level. That is, the supports and materials planned cannot modify the assessment tasks so much that the complexity level becomes easier or harder than the one selected for use. The teacher should look closely at the verbs used in the predetermined criteria. If the supports and materials result in a change in how the student will demonstrate the skill, then the teacher will need to select another assessment task for that essence statement or review the necessity of the supports being provided. More information on the use of supports and materials can be found in the document "Presentation Supports and Materials" on the TEA website at the above referenced link. Additional information and examples on maintaining the integrity of complexity levels may be found in Module 2.

For each essence statement, teachers will select an assessment task at the appropriate complexity level for each student. The teacher may choose one complexity level in one essence statement and another complexity level in a different essence statement. To determine the appropriate complexity level, the teacher will need to consider the student's current level of performance and select the task that will most likely reflect student success after instruction.

| TAKS Objective 1: The student will demonstrate a basic understanding of culturally diverse written texts.  |   |
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| TEKS Knowledge & Skills Statement / TAKS-Tested Student Expectations   | Essence of TEKS Knowledge & Skills Statement / TAKS-Tested Student Expectations |
| <p><b>Eng III (6) Reading/word identification/ vocabulary development.</b> The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to</p> <p>(B) rely on context to determine meanings of words and phrases such as figurative language, connotation and denotation of words, analogies, [idioms,] and technical vocabulary;</p> <p>(C) apply meanings of prefixes, roots, and suffixes in order to comprehend; and</p> <p>(E) use reference material such as glossary, dictionary, [thesaurus, and available technology] to determine precise meanings and usage.</p> | <p>Uses strategies to identify words and build vocabulary.</p>                  |

### Level 3

**Prerequisite skill:** draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words

A grade-appropriate text that contains a simile will be read. The student will locate the simile in the text. The student will locate the words that make the comparison a simile. The student will determine what the simile compares.

Predetermined Criteria

1. The student will locate the simile in the text.
2. The student will locate the words that make the comparison a simile.
3. The student will determine what the simile compares.

## Level 2

**Prerequisite skill:** determine meanings of derivatives by applying knowledge of the meanings of root words such as *like*, *pay*, or *happy* and affixes such as *dis-*, *pre-*, or *un-*

The student will be presented with words that contain both a prefix and a suffix, for example, *unlawful*. The student will identify one prefix. The student will identify one suffix. The student will identify the meaning of one word with its prefix and suffix.

Predetermined Criteria

1. The student will identify one prefix.
2. The student will identify one suffix.
3. The student will identify the meaning of one word with its prefix and suffix.

## Level 1

**Prerequisite skill:** link new learning experiences and vocabulary to what is already known about a topic

The teacher will pair a known adjective with an object, for example, "big chair." The student will acknowledge the known adjective with the object. The student will be presented with a representation of a new vocabulary word (adjective) that is a synonym of the known adjective. The teacher will pair the new adjective with the same object, for example, "large chair." The student will acknowledge the new adjective. The student will acknowledge that the known adjective has the same meaning as the new adjective.

Predetermined Criteria

1. The student will acknowledge the known adjective in conjunction with the known object.
2. The student will acknowledge the new adjective.
3. The student will acknowledge that the known adjective has the same meaning as the new adjective.

| <b>TAKS Objective 2: The student will demonstrate an understanding of the effects of literary elements and techniques in culturally diverse written texts.</b>  |  |
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| <b>TEKS Knowledge &amp; Skills Statement / TAKS-Tested Student Expectations</b>   | <b>Essence of TEKS Knowledge &amp; Skills Statement / TAKS-Tested Student Expectations</b> |
| <p><b>Eng III (10) Reading/literary response.</b> The student expresses and supports responses to various types of texts. The student is expected to</p> <p>(B) use elements of text to defend, clarify, and negotiate responses and interpretations.</p> | <p>Uses evidence from literary text to support responses.</p>                              |

### **Level 3**

**Prerequisite skill:** support responses by referring to relevant aspects of text and his/her own experiences

The teacher will present a literary text that is focused around an experience familiar to the student. As the text is read, the student will determine a detail from the text that relates to his or her own experience. The student will determine a detail from the text that does not relate to his or her own experience. The student will determine whether his or her experience was more positive or negative than the character's experience in the text.

Predetermined Criteria

1. The student will determine a detail from the text that relates to his or her own experience.
2. The student will determine a detail from the text that does not relate to his or her own experience.
3. The student will determine whether his or her experience was more positive or negative than the character's experience in the text.

## Level 2

**Prerequisite skill:** support interpretations or conclusions with examples drawn from text

A short grade-appropriate text will be read. The student will be presented with two conclusion statements about an event in the text, one of which will be correct. The student will identify the correct conclusion about the event. The student will identify what caused the event to happen the way it did. The student will identify the text evidence that supports the conclusion.

Predetermined Criteria

1. The student will identify the correct conclusion about the event.
2. The student will identify what caused the event to happen the way it did.
3. The student will identify the text evidence that supports the conclusion.

## Level 1

**Prerequisite skill:** connect information and events in books to real-life experiences

The student will be presented with two representations symbolizing events that happened during a classroom experience. The student will explore both of the representations. The student will acknowledge the representation of the event he or she liked better. Using the representations, the student will indicate the preferred event when a summary of the classroom experience is read by the teacher.

Predetermined Criteria

1. The student will explore the representations.
2. The student will acknowledge the representation of the event he or she liked better.
3. The student will indicate the preferred event when a summary of the classroom experience is read.

| <b>TAKS Objective 3: The student will demonstrate the ability to analyze and critically evaluate culturally diverse written texts and visual representations.</b>  |  |
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| <b>TEKS Knowledge &amp; Skills Statement / TAKS-Tested Student Expectations</b>  | <b>Essence of TEKS Knowledge &amp; Skills Statement / TAKS-Tested Student Expectations</b> |
| <p><b>Eng III (8) Reading/variety of texts.</b><br/>The student reads extensively and intensively for different purposes in varied sources, including world literature. The student is expected to</p> <p>(D) interpret the possible influences of the historical context on literary works.</p> | <p>Reads and evaluates a variety of genres for different purposes.</p>                     |

**Level 3**

**Prerequisite skill:** read from a variety of genres for pleasure and to acquire information from both print and electronic sources

The student will analyze information from a print source and an electronic source on a selected research topic. After reviewing the information, the student will determine which source provided more information. The student will determine which source was easier to use.

Predetermined Criteria

1. The student will analyze information from a print source and an electronic source on a selected research topic.
2. The student will determine which source provided more information on the topic.
3. The student will determine which source was easier to use.

## **Level 2**

**Prerequisite skill:** use graphs, charts, signs, captions, and other informational texts to acquire information

The student will be provided with a newspaper article that includes a graph or table. The newspaper article will be read. The student will identify the main idea of the article. The information on the graph or table will be read. The student will identify the main idea of the graph or table. The student will identify whether the graph or table supports the main idea of the article.

Predetermined Criteria

1. The student will identify the main idea of the article.
2. The student will identify the main idea of the graph or table.
3. The student will identify whether the graph or table supports the main idea of the article.

## **Level 1**

**Prerequisite skill:** demonstrate an interest in books and reading through body language and facial expressions

The student will be presented with a text. The student will experience the text when read by the teacher. The student will experience the same text but through a different medium, for example, a computer. The student will indicate which presentation he or she would like to experience again.

Predetermined Criteria

1. The student will experience the text.
2. The student will experience the same text but through a different medium.
3. The student will indicate which presentation he or she would like to experience again.

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| <p><b>TAKS Objectives 4 and 5: The student will, within a given context, produce an effective composition for a specific purpose. The student will produce a piece of writing that demonstrates a command of the conventions of spelling, capitalization, punctuation, grammar, usage, and sentence structure.</b></p>  |   |
| <p><b>TEKS Knowledge &amp; Skills Statement / TAKS-Tested Student Expectations</b></p>  | <p><b>Essence of TEKS Knowledge &amp; Skills Statement / TAKS-Tested Student Expectations</b></p> |
| <p><b>Eng III (3) Writing/grammar/usage/conventions/spelling.</b> The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively. The student is expected to</p> <ul style="list-style-type: none"> <li>(A) produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization [such as italics and ellipses];</li> <li>(B) demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism; and</li> <li>(C) compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions.</li> </ul> | <p>Uses conventions and mechanics to write clearly and effectively.</p>                           |

**Level 3**

**Prerequisite skill:** use singular and plural forms of regular nouns and adjust verbs for agreement

The student will be presented with a three-sentence paragraph in which the forms of the subject nouns used are sometimes plural and sometimes singular. The verb forms used will not agree with the subject nouns. The student will determine the subject noun in each sentence. The student will determine whether each noun is singular or plural. The student will revise the sentences for subject-verb agreement.

Predetermined Criteria

1. The student will determine the subject noun in each sentence.
2. The student will determine whether each noun is singular or plural.
3. The student will revise the sentences for subject-verb agreement.

## **Level 2**

**Prerequisite skill:** use nouns and verbs in sentences

The student will construct a sentence when presented with a noun. The student will construct a sentence when presented with a verb. The student will construct a new sentence.

Predetermined Criteria

1. The student will construct a sentence when presented with a noun.
2. The student will construct a sentence when presented with a verb.
3. The student will construct a new sentence.

## **Level 1**

**Prerequisite skill:** write his/her own name and other important words

The teacher will write a word in the student's presence and present the word to the student. The student will acknowledge the written word. The student will acknowledge the word when used in a sentence. The student will acknowledge a representation of the word.

Predetermined Criteria

1. The student will acknowledge the written word.
2. The student will acknowledge the word when used in a sentence.
3. The student will acknowledge a representation of the word.