

Student Expectations

Both Texas and Louisiana used the *Standards for the English Language Arts* defined by the International Reading Association and the National Council of Teachers to develop comprehensive plans for K-12 English Language Arts. These common origins are reflected in very similar standards. For example, expectations include clear and specific statements about what students should learn in six English Language Arts areas—reading, writing, listening, speaking, viewing, and visually representing.

These six areas are notably different, but with important connections that are central to English language arts plans in Texas and Louisiana. One way both states link the language arts, for example, is to pair them by medium: reading and writing involve written language, listening and speaking involve spoken communication, and viewing and visually representing involve visual language.

In developing the standards and student expectations, both states use some terms that have multiple meanings. For example, Louisiana broadly uses the term *text* to refer not only to printed texts, but also spoken language, graphics, and technological communications. In Texas, *language* encompasses visual communication as well as spoken and written forms of expression. And in both states, *reading* refers to listening and viewing in addition to print-oriented reading.

One distinction in the Texas seventh-grade content standards is the large section of expectations on Reading Fluency, which Louisiana does

not address in seventh grade. Other notable differences are associated with the Listening/Speaking learning expectations. For example, the Texas Listening and Speaking Student Expectations are quite specific and numerous, but they are mostly implied in two Louisiana Grade Level Expectations (GLEs): GLE 34 and GLE 37.

Assessment

Language Arts assessment methodologies in Texas and Louisiana differ in many ways. Louisiana seventh-grade students are tested using the iLEAP (replacing The IOWA Tests, which were administered at this grade level from 1998-2005), whereas Texas seventh-grade students are given the Texas Assessment of Knowledge and Skills (TAKS). The Louisiana test integrates a standards-based, criterion-referenced test (targeting seventh-grade GLEs) and a norm-referenced test (targeting content of nationally-used textbooks) into one program, while the Texas test is strictly criterion-referenced, with a comprehensive sampling of student expectations through Grade 7.

Texas seventh graders are also administered a writing test, whereas Louisiana seventh graders are not.

Though the Texas and Louisiana English Language Arts standards are similar overall, few of the TEKS student expectations and corresponding TAKS objectives match perfectly with the Louisiana GLEs. For example, TEKS 7.10 K requires students to answer different types and levels of questions such as open-ended, literal, interpretive, and test-like questions, while the corresponding Louisiana GLE 4 asks students to draw conclusions and

make inferences in general. A careful review of the Grade 7 side-by-side analysis will provide more information about such variations.

Coding in the Side-by-Side Analysis

Due to the degree of specificity of the Texas standards, some Louisiana GLEs are matched to more than one Texas Student Expectation. For example:

TEKS 7.10.G The student is expected to paraphrase and summarize text to recall, inform, or organize ideas.

TEKS 7.10.H The student is expected to draw inferences such as conclusions or generalizations and support them with text evidence and experience.

TEKS 7.10.I The student is expected to find similarities and differences across texts such as in treatment, scope, or organization.

GLE 9. The student is expected to demonstrate understanding of information in grade appropriate texts using a variety of strategies, including:

- sequencing events and steps in a process
- summarizing and paraphrasing information
- identifying stated or implied main ideas and supporting details
- comparing and contrasting literary elements and ideas
- making simple inferences and drawing conclusions
- predicting the outcome of a story or situation
- identifying literary devices (ELA-7-M1).

7: “Students apply reasoning and problem solving skills to their reading, writing, speaking, listening, viewing, and visually representation,” Middle School Benchmark—Using comprehension strategies. More information about the Louisiana Benchmarks is available from the Louisiana State Department of Education: <http://www.doe.state.la.us/lde/uploads/2909.pdf>.

Regarding the codes and content in the middle column on the document:

- *Implied* refers to components of concepts that are implicit within the context of the statement.
- *Approximates* means the concept is worded differently.
- *Not specifically addressed* refers to concepts that may be covered, but not necessarily addressed in all classrooms by all teachers.

The number in parentheses following each GLE statement refers to the Louisiana Benchmark statement. In the GLE above, for example, ELA-7-M1 refers to the English Language Arts, Standard