

## 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 key 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 ninth-grade content standards is the large section of expectations on Viewing/Visual Representations, which Louisiana either does not address or does not specifically

address in ninth grade. Other notable differences are associated with the Listening/Speaking 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 32 and GLE 35.

## Assessment

Language Arts assessment methodologies in Texas and Louisiana differ in many ways. Louisiana ninth-grade students are tested using the iLEAP (replacing the IOWA Tests, which were administered at this grade level from 1998-2005), whereas Texas ninth-grade students are given the Texas Assessment of Knowledge and Skills (TAKS). The Louisiana test integrates a standards-based, criterion-referenced test (targeting ninth-grade GLEs) and a norm-referenced test (targeting content of nationally-used textbooks) into one program, while the Texas test is strictly criterion-referenced, a comprehensive sampling of student expectations through Grade 9.

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, GLE 12 requires students to solve problems with reasoning by providing supporting evidence, analyzing relationships, and using technical information, while TEKS 9.7 B asks students to draw upon his/her own background to provide connection to texts. A careful review of the Grade 9 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 of the Louisiana GLEs are matched to more than one Texas Student Expectation. For example:

<p>TEKS 9.6 B The student is expected to use context to determine meanings of words and phrases such as figurative language, idioms, multiple meaning words, and technical vocabulary.</p>	<p>GLE 1. The student is expected to expand basic and technical vocabulary using a variety of strategies, including the use of context clues, Greek and Latin roots and affixes, and denotative and connotative meanings (ELA-1-H1).</p>
<p>TEKS 9.6 C The student is expected to apply meanings of prefixes, roots, and suffixes in order to comprehend.</p>	
<p>TEKS 9.6 F The student is expected to identify the relation of word meanings in analogies, homonyms, synonyms/antonyms, and connotation/denotation.</p>	

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 is a reference to the Louisiana Benchmark statement. In the GLE above, for example, ELA-1-H1 refers to the English Language Arts, Standard 1: “Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes;” High School Benchmark—Using knowledge of word meaning and extending basic and technical vocabulary, employing a variety of strategies. More information about the Louisiana Benchmarks is