

## 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 tenth-grade content standards are the 22 expectations on Listening/Speaking that, for the most part, are either implied

or not specifically addressed in six Louisiana ninth-grade GLEs: 31, 33, 34, 35, 37, 38. Other notable differences are associated with two Louisiana Grade Level Expectations (GLEs) not addressed in the Texas Student Expectations. These include GLE 13 and GLE 22.

## Assessment

Language Arts assessment methodologies in Texas and Louisiana differ in many ways. Louisiana tenth-grade students are tested using the Graduate Exit Examination (GEE), whereas Texas tenth-grade students are given the Texas Assessment of Knowledge and Skills (TAKS). The Louisiana graduation test specifically targets Grade 10 GLEs, which are quite similar to those of Grades 11 and 12. The Texas test, however, is a comprehensive sampling of student expectations through Grade 10. Despite this difference, Grade 10 students in both states are also administered a writing subtest. Louisiana students must pass the GEE to graduate. However, those who fail the GEE in Grade 10 are given four additional opportunities to pass the test (two in Grade 11 and two in Grade 12).

Though the Texas and Louisiana English Language Arts standards are similar overall, few TEKS student expectations and corresponding TAKS objectives match perfectly with the Louisiana GLEs. For example, GLE 12 requires students to solve problems with reasoning skills by providing supporting evidence, analyzing relationships, and using technical information, while TEKS 10.7 B asks students to draw upon his/her own background to provide connection to texts. A careful review of the Grade 10 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 10.6 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 with a variety of strategies, including the use of context clues, the use of Greek and Latin roots and affixes, and the use of denotative and connotative meanings (ELA-1-H1).</p>
<p>TEKS 10.6 C The student is expected to apply meanings of prefixes, roots, and suffixes for comprehension.</p>	
<p>TEKS 10.6 F The student is expected to discriminate between connotative and denotative meanings and interpret the connotative power of words.</p>	

vocabulary, employing a variety of 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 in 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