

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, the student expectations specify 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 distinctions 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 eleventh-grade content standards is the large section of learning expectations on Viewing/Visual Representations,

which the Louisiana GLEs either imply or do not specifically address in eleventh 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, and they are mostly addressed or implied in three Louisiana Grade Level Expectations (GLEs): GLE 30, GLE 32, and GLE 33.

Assessment

Language Arts assessment methodologies in Texas and Louisiana differ in many ways. Louisiana eleventh-grade students must retake the Graduate Exit Examination (GEE) if they did not pass in Grade 10. In Texas, the Exit Level assessments required for graduation are first administered in Grade 11. The Louisiana test specifically targets the Grades 10-12 GLEs, which are quite similar, while the Texas test is a comprehensive sampling of student expectations through Grade 11. Like the GEE, the Texas Exit Level test at Grade 11 also includes a writing subtest that students must pass to graduate.

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 7 requires students to analyze and synthesize in oral and written responses the elements of a variety of literary forms, while TEKS 11.8 B simply requires students to read in varied sources. A careful review of the Grade 11 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:

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| <p>TEKS 11.6 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 11.6 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 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