

May 26, 2015

Jessica Snyder
Special Projects Manager
Curriculum Division
Texas Education Agency
1701 N. Congress
Austin, TX 78701

RE: 2015 Credit by Examination Audit

Dear Ms. Snyder:

Please find attached a list of the most recent Credit by Examination (CBE) audits for May 2015. There are 25 CBEs included in this audit, and these represent 20% of our currently active examinations. This is the seventh year of the audit and the second year of the current five-year cycle. This year's selections focused on elementary and middle school math, as well as middle and high school English. Where indicated, we have passed auditor feedback to our curriculum department for author review and revision as needed.

Two of this year's auditors are new—Amy Hartsell and Danielle DeLisle—and our third auditor, M. Angelica Rodriguez, is returning from our 2014 audit. All are Texas-certified instructors; they are not previously affiliated with Texas Tech University Independent School District (TTUISD) beyond serving as auditors for the current or past year.

While most of this year's CBEs (24 out of 25) received a rating of "contains appropriate breadth of coverage of TEKS," one exam—the English 1B CBE—was marked as being sufficient "with changes specified below," addressing four specific TEKS items. We have referred this exam to our Curriculum Department for review and revision, and we would like to note that our internal protocol requires these CBEs to cover a minimum of 85% of the TEKS. A copy of this protocol has been attached for your review.

If you have any questions regarding these CBEs or our audit process, please don't hesitate to contact me at (806) 834-2004 or by email at jim.taliaferro@ttu.edu.

We greatly appreciate your support.

James Taliaferro Ed.D
Superintendent, TTUISD
Texas Tech University

Detailed Results of the 2015 CBE Audit for TTUISD

CBE Title	Results	Detailed Summary of Auditor Responses	Action Taken
MATH 1 - Mathematics, Grade 1	-Aligned with TEKS with changes specified -Contains appropriate breadth of coverage of TEKS	Comments/corrections for the following questions: 21, 22, 37, 42, 52. Additional comments throughout. TEKS not assessed: 1D, 1F, 2A, 3A	Referred to Curriculum for author review/revision.
MATH 2 - Mathematics, Grade 2	-Aligned with TEKS with changes specified -Contains appropriate breadth of coverage of TEKS	Comments/corrections for the following questions: 14, 15, 20, 48, 58. Additional comments throughout. TEKS not assessed: 3A, 10A.	Referred to Curriculum for author review/revision.
MATH 3 - Mathematics, Grade 3	-Aligned with TEKS with changes specified -Contains appropriate breadth of coverage of TEKS	Comments/corrections for the following questions: 2, 42, 43. Additional comments throughout.	Referred to Curriculum for author review/revision.
MATH 4 - Mathematics, Grade 4	-Aligned with TEKS with changes specified -Contains appropriate breadth of coverage of TEKS	Comments for the following questions: 16, 18, 29, 31, 32, 46, 49, 53, 54, 60, 61, 62, 69.	Referred to Curriculum for author review/revision.
MATH 5 - Mathematics, Grade 5	-Aligned with TEKS with changes specified	Comments/corrections for the following questions: 9, 11, 47, 50, 69. Additional comments throughout.	Referred to Curriculum for author review/revision.

	-Contains appropriate breadth of coverage of TEKS	TEKS not assessed: 2C, 3B, 5	
MATH 6A - Mathematics 6A	-Aligned with TEKS -Contains appropriate breadth of coverage of TEKS	TEKS not assessed: 4A-B, 4E-F, 5C, 6A, 7B, 9C, 10B, 13B, 14A, 14D, 14F-H	None.
MATH 6B - Mathematics 6B	-Aligned with TEKS -Contains appropriate breadth of coverage of TEKS	TEKS not assessed: 4A-B, 4E-F, 5C, 6A, 7B, 9C, 10B, 13B, 14A, 14D, 14F-H	None.
MATH 7A - Mathematics 7A	-Aligned with TEKS -Contains appropriate breadth of coverage of TEKS	TEKS not assessed: 6B	None.
MATH 7B - Mathematics 7B	-Aligned with TEKS -Contains appropriate breadth of coverage of TEKS	TEKS not assessed: 6B	None.
MATH 8A - Mathematics 8A	-Aligned with TEKS -Contains appropriate breadth of coverage of TEKS	TEKS not assessed: 5H, 12B	None.

MATH 8B - Mathematics 8B	-Aligned with TEKS -Contains appropriate breadth of coverage of TEKS	TEKS not assessed: 5H, 12B	None.
ELAR 6A - English Language Arts and Reading 6A	-Aligned with TEKS -Contains appropriate breadth of coverage of TEKS	TEKS not assessed: 2C, 10A-B, 13D, 14E, 15Aiii, 15Bi-iii, 17Aiv, 18, 24A, 25A-D TEKS not applicable: 17D, 23C, 26A-C, 27, 28	None.
ELAR 6B - English Language Arts and Reading 6B	-Aligned with TEKS -Contains appropriate breadth of coverage of TEKS	TEKS not assessed: 3C, 10A-B, 12A, 15Aii-iii, 15Bi-iii, 17Aii-iv, 17C, 24A, 25A-D TEKS not applicable: 1, 13D, 14E, 17D, 23C, 26A-C, 27, 28	None.
ELAR 7A - English Language Arts and Reading 7A	-Aligned with TEKS -Contains appropriate breadth of coverage of TEKS	TEKS not assessed: 2A, 6A, 9, 10A, 10C-D, 13C-D, 15Biii, 22B, 23A-B, 25B-C TEKS not applicable: 1, 14E, 17D, 26A-C, 27, 28	None.
ELAR 7B - English Language Arts and Reading 7B	-Aligned with TEKS -Contains appropriate breadth of coverage of TEKS	TEKS not assessed: 2A, 6A, 9, 10A, 10C-D, 13C-D, 15Biii, 19B, 22B, 23A-B, 25B-C TEKS not applicable: 14E, 17D, 26A-C, 27, 28	None.
ELAR 8A - English Language Arts and Reading 8A	-Aligned with TEKS -Contains appropriate	No additional notes.	None.

	breadth of coverage of TEKS		
ELAR 8B - English Language Arts and Reading 8B	-Aligned with TEKS -Contains appropriate breadth of coverage of TEKS	No additional notes.	None.
ENG 1A - English I (ENG 1)	-Aligned with TEKS -Contains appropriate breadth of coverage of TEKS	No additional notes.	None.
ENG 1B - English I (ENG 1)	-Aligned with TEKS with changes specified -Contains appropriate breadth of coverage of TEKS with changes specified	Comments/corrections for the following questions: 56, 60-62 TEKS underrepresented: 9B, 10, 12D, 15	Questions were revised and/or added to the exam to better represent those TEKS noted as not adequately covered.
ENG 2A - English II (ENG 2)	-Aligned with TEKS -Contains appropriate breadth of coverage of TEKS	No additional notes.	None.
ENG 2B - English II (ENG 2)	-Aligned with TEKS -Contains appropriate breadth of	No additional notes.	None.

	coverage of TEKS		
ENG 3A - English III (ENG 3)	-Aligned with TEKS -Contains appropriate breadth of coverage of TEKS	No additional notes.	None.
ENG 3B - English III (ENG 3)	-Aligned with TEKS -Contains appropriate breadth of coverage of TEKS	No additional notes.	None.
ENG 4A - English IV (ENG 4)	-Aligned with TEKS -Contains appropriate breadth of coverage of TEKS	No additional notes.	None.
ENG 4B - English IV (ENG 4)	-Aligned with TEKS -Contains appropriate breadth of coverage of TEKS	No additional notes.	None.

Texas Tech University Independent School District Credit by Examination (CBE) Protocol

Texas Tech University Independent School District (TTUISD) offers Credit by Examinations (CBEs) to our school district partners and individual students. A student may utilize a CBE in lieu of a course to receive credit for the following reasons: students may take a CBE to receive credit without receiving instruction in the course in an attempt to accelerate their academic progress, or they may take a CBE after receiving instruction in order to recover credit from a failed or incomplete course.

CBEs are not final exams. A CBE is a comprehensive exam covering all assessable Texas Essential Knowledge and Skills (TEKS). According to the Texas Education Agency (TEA), “Some student expectations are not considered assessable on a standardized assessment.” The Agency continues, “Identifying these ‘non-assessable’ student expectations is up to the assessment owner.” (Kelly Callaway, Director of K-12 Foundation Education, February 9, 2010.) Physical Education (PE) is an exception to this standard because of the activity requirement established by law, according to TEA. All PE CBEs will require proof of participation in physical activity. This can include any of the following: activity logs, receipts from sports facilities (e.g., bowling alley, golf course), scorecards, etc. The specific proof required will be included with the review sheet for each CBE.

A CBE is required to be aligned with and contain appropriate breadth of coverage of the Texas Essential Knowledge and Skills for the appropriate course. **TTUISD CBEs will cover a minimum of 85% of the TEKS.** For one-semester courses (e.g., Communication Applications), the TEKS will be covered on one exam. For a two-semester course (e.g., US History), the TEKS will be covered over two exams. CBE authors will provide a reasonable justification for each TEKS not tested. In order to fulfill adequate TEKS coverage, TTUISD CBEs may include pre-exam activities that will be graded as part of the exam.

In addition, approximately 20% of the exam will be subjective in nature. This may be in the number of questions or number of points awarded. Subjective items may include short-answer questions, essay questions, or pre-exam projects.

All exam questions and activities will be written to assess the TEKS at the level of rigor as determined by TTUISD. In addition, the content of the CBE will emphasize the ability to solve problems and transfer learning to new situations. The exams will be grade-level appropriate (as noted in the TEKS), fair to the material standard, and fair to all students.

When contracted, a CBE author is responsible for the following:

- *Two versions of the exam (Set A and Set B) with at least 30% difference in the questions between the two exams;*
- *A CBE review sheet that students may use to study for the exam;*
- *Answer keys for both versions of the exam (including point values); and*
- *Completed TEKS trackers for all four exams.*

To determine if a CBE adequately covers the TEKS, TTUISD will review the CBEs using the cognitive levels defined in Bloom's Taxonomy. Questions must adequately address both the cognitive level and content of the TEKS. TTUISD will use the book *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives* as a reference tool.

References

Anderson, L. W., & Krathwohl, D. R. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. New York, NY: Longman.