



TEXAS TECH UNIVERSITY
TTU K-12™

May 28, 2021

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Curriculum Standards and Student Support Division
Texas Education Agency
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Austin, TX 78701

RE: 2021 Credit by Examination Audit

Please find attached a list of the most recent Credit by Examination (CBE) audits for May 2021. There are 24 CBEs included in this audit, and these represent 20% of our currently active examinations. This is the thirteenth year of the audit and thus the third year of the current five-year cycle. This year's selections focused on LOTE (Spanish and German) and social studies (primarily K-8, with high school government and economics). Where indicated, we have passed auditor feedback to our curriculum department for author review and revision.

As in previous years, our auditors are all Texas-certified instructors who are not otherwise affiliated with Texas Tech University Independent School District (TTUISD / TTU K-12). Maria Arciniega audited the Spanish exams, and the German exams were audited by Greg Ball (who has audited for us in previous cycles). The social studies exams were audited by Emily Garton, Kaleb Martin, and Tanner Pylant.

Similar to last year, this year's audit was performed during the ongoing response of ISDs to the challenges of teaching amidst COVID-19. The audit process was not directly affected by this, as our auditors act as independent evaluators and routinely conduct their reviews asynchronously and off-site. However, given that our auditors have teaching positions and face the same personal and professional challenges that we all have encountered, we ensured that all auditors were given as much time as they needed to fully complete their assigned reviews.

If you have any questions regarding these CBEs or our audit process, please don't hesitate to contact me at (806) 742-7227 or by email at Justin.Louder@ttu.edu.

We greatly appreciate your support.

A handwritten signature in blue ink that reads "Justin R. Louder".

Justin R Louder, EdD
Associate Vice Provost
Interim Superintendent, TTU K-12
Texas Tech University



Detailed Results of the 2021 CBE Audit for TTUISD/K-12

CBE Title	Results	Detailed Summary of Auditor Responses	Action Taken
<p>KIND SOCS K – Social Studies, Kindergarten</p>	<ul style="list-style-type: none"> -Aligned with TEKS with changes specified -Contains appropriate breadth of coverage of TEKS with changes specified -Contains appropriate level of rigor for TEKS covered with changes specified 	<p>Specific comments provided for the following questions: 6, 8, 10, 20, 21, 22, 25, 31, 33, 34, 38, 43, 49, 50.</p> <p>Comments provided for the following TEKS (some evaluated as “not assessed”): 1A, 2, 3C, 4A, 4B, 5B, 7A, 8B, 9B, 10, 11A, 11B, 12A, 13A, 14B, 14C, 15.</p>	<p>Referred to Curriculum for author review/revision.</p>
<p>ELEM SOCS 1 – Social Studies, Grade 1</p>	<ul style="list-style-type: none"> -Aligned with TEKS with changes specified -Contains appropriate breadth of coverage of TEKS with changes specified -Contains appropriate level of rigor for TEKS covered with changes specified 	<p>Specific comments provided for the following questions: 8, 16, 19, 20, 23, 27, 28, 32, 34, 36, 38, 49, 50.</p> <p>Comments provided for the following TEKS (some evaluated as “not assessed”): 1A, 1B, 2A, 2B, 3A, 4A, 4B, 5A, 5B, 6A, 6B, 7A, 8A, 8B, 9A, 10A, 11A, 12B, 13A, 13B, 13C, 13E, 14A, 14B, 15B, 15C, 16A, 16B, 17A, 17C, 18.</p>	<p>Referred to Curriculum for author review/revision.</p>

<p>ELEM SOCS 2 – Social Studies, Grade 2</p>	<ul style="list-style-type: none"> -Aligned with TEKS with changes specified -Contains appropriate breadth of coverage of TEKS with changes specified -Contains appropriate level of rigor for TEKS covered with changes specified 	<p>Specific comments provided for the following questions: 4-8, 11, 22, 23, 25, 29, 33, 34, 38-39, 41-43, 47-49, 54, 55.</p> <p>Comments provided for the following TEKS (some evaluated as “not assessed”): 1A, 2A, 2B, 3A, 4A, 4B, 5A, 5B, 6B, 8B, 9A, 9B, 9C, 9D, 10A, 10B, 10C, 11A, 11C, 11D, 12A, 12B, 13A, 13B, 14, 15A, 15B, 16A, 16B, 16E, 16F, 17.</p>	<p>Referred to Curriculum for author review/revision.</p>
<p>ELEM SOCS 3 – Social Studies, Grade 3</p>	<ul style="list-style-type: none"> -Aligned with TEKS with changes specified -Contains appropriate breadth of coverage of TEKS with changes specified -Contains appropriate level of rigor for TEKS covered with changes specified 	<p>Specific comments provided for the following questions: 1, 3, 4, 7-10, 20, 22, 24, 31-34, 37-38, 40, 42-44, 50, 61-64, 66-68, 71-74, 80.</p> <p>Comments provided for the following TEKS (some evaluated as “not assessed”): 1A, 1C, 2A, 2B, 3A, 3B, 3C, 4A, 4C, 6A, 6B, 6D, 7A, 7B, 7C, 8A, 9A, 9B, 9C, 10A, 10B, 11A, 11B, 12, 13A, 13B, 14A, 14B, 14C, 15C, 15D, 15E, 16.</p>	<p>Referred to Curriculum for author review/revision.</p>
<p>ELEM SOCS 4 – Social Studies, Grade 4</p>	<ul style="list-style-type: none"> -Aligned with TEKS with changes specified -Contains appropriate breadth of coverage of TEKS -Contains appropriate level of rigor for TEKS covered 	<p>Specific comments provided for the following questions: 24, 51, 65, 78, 79.</p>	<p>Referred to Curriculum for author review/revision.</p>

<p>ELEM SOCS 5 – Social Studies, Grade 5</p>	<ul style="list-style-type: none"> -Aligned with TEKS with changes specified -Contains appropriate breadth of coverage of TEKS -Contains appropriate level of rigor for TEKS covered 	<p>Specific comments provided for the following questions: 32, 49, 50, 51, 69, 84-95.</p>	<p>Referred to Curriculum for author review/revision.</p>
<p>MID SOCS 6A – Social Studies, Grade 6, first semester</p>	<ul style="list-style-type: none"> -Aligned with TEKS -Contains appropriate breadth of coverage of TEKS -Contains appropriate level of rigor for TEKS covered 	<p>General comments provided. Specific comments provided for the following questions: 7, 15, 48-49, 51.</p>	<p>Referred to Curriculum for author review/revision.</p>
<p>MID SOCS 6B – Social Studies, Grade 6, second semester</p>	<ul style="list-style-type: none"> -Aligned with TEKS -Contains appropriate breadth of coverage of TEKS -Contains appropriate level of rigor for TEKS covered 	<p>Specific comments provided for the following questions: 10, 21.</p>	<p>Referred to Curriculum for author review/revision.</p>
<p>MID SOCS 7A – Social Studies, Grade 7, first semester</p>	<ul style="list-style-type: none"> -Aligned with TEKS with changes specified -Contains appropriate breadth of coverage of TEKS -Contains appropriate level of rigor for TEKS covered 	<p>Specific comments provided for the following questions: 24, 46, 69, 82, 88, 92, 97, 99, 115.</p>	<p>Referred to Curriculum for author review/revision.</p>
<p>MID SOCS 7B – Social Studies, Grade 7, second semester</p>	<ul style="list-style-type: none"> -Aligned with TEKS with changes specified -Contains appropriate breadth of coverage of TEKS -Contains appropriate level of rigor for TEKS covered 	<p>Specific comments provided for the following questions: 2, 4, 7, 35, 62, 71, 77, 80, 83, 92, 93, 95.</p>	<p>Referred to Curriculum for author review/revision.</p>

MID SOCS 8A – Social Studies, Grade 8, first semester	<ul style="list-style-type: none"> -Aligned with TEKS with changes specified -Contains appropriate breadth of coverage of TEKS -Contains appropriate level of rigor for TEKS covered 	Specific comments provided for the following question: 30.	Referred to Curriculum for author review/revision.
MID SOCS 8B – Social Studies, Grade 8, second semester	<ul style="list-style-type: none"> -Aligned with TEKS with changes specified -Contains appropriate breadth of coverage of TEKS -Contains appropriate level of rigor for TEKS covered 	Specific comments provided for the following questions: 82, 95.	Referred to Curriculum for author review/revision.
HIGH ECO-FE - Economics (with Emphasis on the Free Enterprise System and Its Benefits)	<ul style="list-style-type: none"> -Aligned with TEKS -Contains appropriate breadth of coverage of TEKS -Contains appropriate level of rigor for TEKS covered 	General comments provided. Specific comments provided for the following question: 46.	Referred to Curriculum for author review/revision.
HIGH GOVT - United States Government	<ul style="list-style-type: none"> -Aligned with TEKS with changes specified -Contains appropriate breadth of coverage of TEKS -Contains appropriate level of rigor for TEKS covered 	Specific comments provided for the following questions: 7, 30, 46, 71-88, 90, 114	Referred to Curriculum for author review/revision.
HIGH GERM 1A – German, Level I, first semester	<ul style="list-style-type: none"> -Aligned with TEKS -Contains appropriate breadth of coverage of TEKS -Contains appropriate level of rigor for TEKS covered 	Analysis mapping questions to TEKS provided.	No action necessary.
HIGH GERM 1B – German, Level I, second semester	<ul style="list-style-type: none"> -Aligned with TEKS -Contains appropriate breadth of coverage of TEKS -Contains appropriate level of rigor for TEKS covered 	Analysis mapping questions to TEKS provided.	No action necessary.

HIGH GERM 2A – German, Level II, first semester	-Aligned with TEKS -Contains appropriate breadth of coverage of TEKS -Contains appropriate level of rigor for TEKS covered	Analysis mapping questions to TEKS provided.	No action necessary.
HIGH GERM 2B – German, Level II, second semester	-Aligned with TEKS -Contains appropriate breadth of coverage of TEKS -Contains appropriate level of rigor for TEKS covered	Analysis mapping questions to TEKS provided.	No action necessary.
HIGH SPAN 1A – Spanish, Level I, first semester	-Aligned with TEKS -Contains appropriate breadth of coverage of TEKS -Contains appropriate level of rigor for TEKS covered	General comments provided. Specific comments provided for the following questions: 38, 57, 67. Comments provided for the following TEKS: 2A, 2B, 2C, 2D.	Referred to Curriculum for author review/revision.
HIGH SPAN 1B – Spanish, Level I, second semester	-Aligned with TEKS -Contains appropriate breadth of coverage of TEKS -Contains appropriate level of rigor for TEKS covered	General comments provided. Specific comments provided for the following questions: 4, 29, 51, 53. Comments provided for the following TEKS: 2A, 2B, 2C, 2D.	Referred to Curriculum for author review/revision.
HIGH SPAN 2A – Spanish, Level II, first semester	-Aligned with TEKS -Contains appropriate breadth of coverage of TEKS -Contains appropriate level of rigor for TEKS covered	General comments provided. Specific comments provided for the following questions: 6, 18, 24, 29, 30, 61. Comments provided for the following TEKS: 2A, 2B, 2C, 2D.	Referred to Curriculum for author review/revision.

<p>HIGH SPAN 2B – Spanish, Level II, second semester</p>	<p>-Aligned with TEKS -Contains appropriate breadth of coverage of TEKS -Contains appropriate level of rigor for TEKS covered</p>	<p>General comments provided. Specific comments provided for the following questions: 1, 23, 33, 55, 57, 62.</p> <p>Comments provided for the following TEKS: 2A, 2B, 2C, 2D.</p>	<p>Referred to Curriculum for author review/revision.</p>
<p>HIGH SPAN 3A – Spanish, Level III, first semester</p>	<p>-Aligned with TEKS -Contains appropriate breadth of coverage of TEKS -Contains appropriate level of rigor for TEKS covered</p>	<p>General comments provided. Specific comments provided for the following questions: 3, 5, 8, 19, 27, 30, 32, 44, 48, 55.</p> <p>Comments provided for the following TEKS: 2A, 2B, 2C, 2D.</p>	<p>Referred to Curriculum for author review/revision.</p>
<p>HIGH SPAN 3B – Spanish, Level III, second semester</p>	<p>-Aligned with TEKS -Contains appropriate breadth of coverage of TEKS -Contains appropriate level of rigor for TEKS covered</p>	<p>General comments provided. Specific comments provided for the following questions: 6, 10, 18, 30, 31, 41.</p> <p>Comments provided for the following TEKS: 2A, 2B, 2C, 2D.</p>	<p>Referred to Curriculum for author review/revision.</p>



Notes on TEKS (by course)

KIND SOCS K – Social Studies, Kindergarten

Comments provided for the following TEKS: 1A, 2, 3C, 4A, 4B, 5B, 7A, 8B, 9B, 10, 11A, 11B, 12A, 13A, 14B, 14C, 15.

The auditor's comments fall into three general areas:

- A. items which cannot be tested on a written and/or multiple-choice exam
- B. items which are partially covered on the exam
- C. items which might be covered by using the auditor's suggestions

Specific comments for each area follow, with each TEKS item quoted for reference.

A. items which cannot be tested on a written and/or multiple-choice exam

TEKS: 9B, 13A, 14C, 15

9B: "The student understands important symbols, customs, and responsibilities that represent American beliefs and principles and contribute to our national identity. The student is expected to:" **"recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag"**

Auditor comment: Reciting the pledges is not possible on a multiple-choice test.

13A: "The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:" **"gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance"**

Auditor comment: This TEK requires adult assistance and gathering of data. Would not be possible on a multiple-choice exam.

14C: "The student communicates in oral and visual forms. The student is expected to:" **"express ideas orally based on knowledge and experiences"**

Auditor comment: Students cannot express ideas orally on a written exam.

15: "The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to **use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and**

disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.”

Auditor comment: This TEK is complex and in order for the TEK to be covered in its entirety, students must gather information and work with a partner. However, pieces of the TEK could be covered if the proctor read a short story to students and students were then required to: identify the problem, ways to solve the problem, consider options, the effectiveness of the solution, and evaluate the solution.

B. items which are partially covered on the exam

TEKS: 1A, 2.

1A: “The student understands that holidays are celebrations of special events. The student is expected to:” **“identify national patriotic holidays such as Constitution Day, Presidents' Day, Veterans Day, and Independence Day”**

Auditor comment: Not every holiday listed in the TEK is covered on this assessment.

2: “The student understands how historical figures helped shape the state and nation. The student is expected to **identify contributions of historical figures, including Stephen F. Austin, George Washington, Christopher Columbus, and José Antonio Navarro, who helped to shape the state and nation.**”

Auditor comment: Not every historical figure listed in the TEK is covered on the assessment.

C. items which might be covered by using the auditor’s suggestions

TEKS: 3C, 4A, 4B, 5B, 7A, 8B, 10, 11A, 11B, 12A, 14B

3C: “The student understands the concept of location. The student is expected to:” **“identify and use geographic tools that aid in determining location, including maps and globes”**

Auditor comment: Students were not required to identify a map or a globe. Students did find the smallest and largest countries on a map. Perhaps ask students to identify a tool that could help them to get somewhere.

4A: “The student understands physical and human characteristics of place to better understand self, home, family, classroom, and the world around them. The student is expected to:” **“identify the physical characteristics of place such as landforms, bodies of water, Earth's resources, and weather”**

Auditor comment: Students could be required to draw what it looks like outside their window or look at a photo and describe what they see.

4B: “The student understands physical and human characteristics of place to better understand self, home, family, classroom, and the world around them. The student is expected to:”

“identify how geographic location influences human characteristics of place such as shelter, clothing, food, and activities”

Auditor comment: A matching activity could be used here. Perhaps a description of a place could be read and students could then explain why the food, clothing, shelter and activities occur there.

5B: “The student understands the difference between human needs and wants and how they are met. The student is expected to:” **“explain the difference between needs and wants”**

Auditor comment: Students need to directly explain the difference between a want and a need. A story could be read and students could explain why one item was a need and one was a want.

7A: “The student understands the purpose of rules. The student is expected to:” **“identify purposes for having rules”**

Auditor comment: Questions 7 & 23 each have the purpose for having rules written in the question. Therefore, students are not identifying the purpose for the rule. Rewording the question to say something like “The rule at school is to not run in the hallway. Why do we have this rule?” could be more beneficial.

8B: “The student understands the role of authority figures. The student is expected to:” **“explain how authority figures enforce rules”**

Auditor comment: In the test, students identify people that enforce rules, but not how the rules are enforced. Perhaps as how the policeman enforces rules.

10: “The student understands similarities and differences among individuals. The student is expected to **identify similarities and differences among individuals such as kinship and religion.**”

Auditor comment: Students are asked to identify similarities and differences among people – such as kinship and religion. A Venn Diagram could be used, or photos to show the similarities and differences between 2 families.

11A: “The student understands the importance of family traditions. The student is expected to:” **“describe and explain the importance of family traditions”**

Auditor comment: Why are family traditions important? What is a tradition you have in your family?

11B: “The student understands the importance of family traditions. The student is expected to:” **“compare traditions among families”**

Auditor comment: Venn Diagram could be used here. Show two families celebrating a holiday. What do they do that is the same and different?

12A: “The student understands ways technology is used in the home and school and how technology affects people's lives. The student is expected to:” **“identify examples of technology used in the home and school”**

Auditor comment: What technology do you use at home that is helpful? What technology do you use at school that is helpful?

14B: “The student communicates in oral and visual forms. The student is expected to:” **“use social studies terminology related to time and chronology correctly, including before, after, next, first, last, yesterday, today, and tomorrow”**

Auditor comment: Student could place events in order using this terminology on a timeline or just when sequencing.

ELEM SOCS 1 – Social Studies, Grade 1

Comments provided for the following TEKS: 1A, 1B, 2A, 2B, 3A, 4A, 4B, 5A, 5B, 6A, 6B, 7A, 8A, 8B, 9A, 10A, 11A, 12B, 13A, 13B, 13C, 13E, 14A, 14B, 15B, 15C, 16A, 16B, 17A, 17C, 18.

The auditor’s comments fall into three general areas:

- A. items which cannot be tested on a written and/or multiple-choice exam
- B. items which are partially covered on the exam
- C. items which might be covered by using the auditor’s suggestions

Specific comments for each area follow, with each TEKS item quoted for reference.

A. items which cannot be tested on a written and/or multiple-choice exam

TEKS: 3A, 9A, 13B, 16A, 17C, 18.

3A: “The student understands the relative location of places. The student is expected to:” **“describe the location of self and objects relative to other locations in the classroom and school using spatial terms”**

Auditor comment: This TEK is not assessable because it is a multiple-choice exam and students would not be able to write a description due to their age.

9A: “The student understands the value of work. The student is expected to:” **“describe the tools of various jobs and the characteristics of a job well performed”**

Auditor comment: This TEK requires students to describe tools of a job and the characteristics of a job well done. Students could draw a picture of a tool that at teacher might use, but it would not be possible for students to create a representation to describe the characteristics of a job well done.

13B: “The student understands important symbols, customs, and celebrations that represent American beliefs and principles that contribute to our national identity. The student is expected to:” **“recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag”**

Auditor comment: Students cannot recite the pledges on a written exam.

16A: “The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:” **“gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance”**

Auditor comment: Not assessable on a standard CBE due to the nature of the item and time limitations. This TEK requires adult assistance.

17C: “The student communicates in oral, visual, and written forms. The student is expected to:” **“express ideas orally based on knowledge and experiences”**

Auditor comment: Not assessable due to the nature of the item.

18: “The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to **use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.**”

Auditor comment: Not assessable due to the nature of the item and time limitations.

B. items which are partially covered on the exam

TEKS: 1A, 2A, 4B, 5A, 6B, 12B, 13C, 15C.

1A: “The student understands the origins of customs, holidays, and celebrations. The student is expected to:” **“describe the origins of customs, holidays, and celebrations of the community, state, and nation such as Constitution Day, Independence Day, and Veterans Day”**

Auditor comment: Not every holiday listed in the TEK was covered in the exam. Independence Day was covered, but only the origin.

2A: “The student understands how historical figures helped shape the state and nation. The student is expected to:” **“identify contributions of historical figures, including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr., who have influenced the state and nation”**

Auditor comment: Only George Washington and Abraham Lincoln were assessed in the exam, adding questions about Sam Houston and Martin Luther King, Jr.

4B: "The student understands the purpose of geographic tools, including maps and globes. The student is expected to:" **"locate and explore the community, Texas, and the United States on maps and globes"**

Auditor comment: The United States was recognized on a map, but Texas and communities were not. Students could recognize Texas on the map, but if students are from different communities, locating more than one city would be difficult. However, Texas and the United States could also be explored on a map. Locate the capitol of Texas on the map, etc.

5A: "The student understands physical and human characteristics of place to better understand their community and the world around them. The student is expected to:" **"identify and describe the physical characteristics of place such as landforms, bodies of water, Earth's resources, and weather"**

Auditor comment: This TEK was covered, but not in its entirety. Some resources, landforms, and bodies of water were discussed, but weather was not. Students are also asked to describe and not just identify.

6B: "The student understands how families meet basic human needs. The student is expected to:" **"describe similarities and differences in ways families meet basic human needs"**

Auditor comment: Venn Diagram of two different families. Compare the types of homes, meals, etc.

Not all basic needs were covered on the assessment, but clothing was covered.

12B: "The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to:" **"identify historical figures and other individuals who have exemplified good citizenship such as Benjamin Franklin and Eleanor Roosevelt"**

Auditor comment: Ben Franklin and Eleanor Roosevelt were not directly discussed on this assessment, but are directly listed. Perhaps asking a question about each of their accomplishments would be beneficial.

13C: "The student understands important symbols, customs, and celebrations that represent American beliefs and principles that contribute to our national identity. The student is expected to:" **"identify anthems and mottoes of Texas and the United States"**

Auditor comment: Only mottoes were identified on the exam.

15C: "The student identifies individuals who created or invented new technology and understands how technology affects daily life, past and present. The student is expected to:" **"identify the contributions of scientists and inventors such as Alexander Graham Bell, Thomas Edison, and Garrett Morgan"**

Auditor comment: Only Alexander Graham Bell was assessed.

C. items which might be covered by using the auditor's suggestions

TEKS: 1B, 2B, 4A, 5B, 6A, 7A, 8A & 8B, 10A, 11A, 13A, 13E, 14A, 14B, 15B, 16B, 17A.

1B: "The student understands the origins of customs, holidays, and celebrations. The student is expected to:" **"compare the observance of holidays and celebrations"**

Auditor comment: A Venn Diagram could be used to compare two different United States Holidays.

2B: "The student understands how historical figures helped shape the state and nation. The student is expected to:" **"compare the lives of historical figures who have influenced the state and nation"**

Auditor comment: A Venn Diagram could be used or a T chart could be used to describe show differences and similarities.

4A: "The student understands the purpose of geographic tools, including maps and globes. The student is expected to:" **"create and use simple maps such as maps of the home, classroom, school, and community"**

Auditor comment: Students could create a map of their home on the assessment. However, the TEK does state home, classroom, school and community.

5B: "The student understands physical and human characteristics of place to better understand their community and the world around them. The student is expected to:" **"identify and describe how geographic location influences the human characteristics of place such as shelter, clothing, food, and activities"**

Auditor comment: Bill lives in Antarctica, what type of clothing would Bill wear, why?

Susie lives near the ocean, what type of food do you think she eats and why?

Collin lives where there are tornadoes, what do you think Collin might have at his house to keep him safe?

What type of activities do you think kids that live near the ocean get to do that kids that don't live near water get to? Why?

6A: "The student understands how families meet basic human needs. The student is expected to:" **"describe ways that families meet basic human needs"**

Auditor comment: Students could draw a picture of what their home looks like, their favorite meal, and their favorite shirt.

7A: "The student understands the concepts of goods and services. The student is expected to:" **"identify examples of goods and services in the home, school, and community"**

Auditor comment: Which of these is an example of something you could buy at the grocery store?

Which of these is a job that is done in your town?

Which of these is a job you do at home?

8A: "The student understands the condition of not being able to have all the goods and services one wants. The student is expected to:" **"identify examples of people wanting more than they can have"**

8B: "The student understands the condition of not being able to have all the goods and services one wants. The student is expected to:" **"explain why wanting more than they can have requires that people make choices"**

Auditor comment (for both 8A & 8B): Bill wants to eat his lunch that his mom packed and pizza in the cafeteria. – Bill wants more than he needs, he needs to choose one meal.

Why does Bill need to choose one meal?

-It would not be a healthy choice for Bill to get 2 different meals at lunch.

10A: "The student understands the purpose of rules and laws. The student is expected to:" **"explain the purpose for rules and laws in the home, school, and community"**

Auditor comment: Students should explain why we have rules- What is 1 reason we have rules?

11A: "The student understands the role of authority figures and public officials. The student is expected to:" **"identify the responsibilities of authority figures in the home, school, and community"**

Auditor comment: What is a teacher's job?

What is your parent's job at home?

What do police officers do in your town?

13A: "The student understands important symbols, customs, and celebrations that represent American beliefs and principles that contribute to our national identity. The student is expected to:" **"explain state and national patriotic symbols, including the United States and Texas flags, the Liberty Bell, the Statue of Liberty, and the Alamo"**

Auditor comment: Students are asked to explain national and state patriotic symbols.

The Alamo is a Texas symbol because....

What do the stars and stripes represent on the United States flag? The Texas flag? Match the symbol to its meaning.

13E: “The student understands important symbols, customs, and celebrations that represent American beliefs and principles that contribute to our national identity. The student is expected to:” **“explain how patriotic customs and celebrations reflect American individualism and freedom”**

Auditor comment: We celebrate the 4th of July because... -This holiday represents the United States becoming its own country and giving its people freedom to be himself or herself.

14A: “The student understands the importance of family and community beliefs, language, and traditions. The student is expected to:” **“describe and explain the importance of beliefs, language, and traditions of families and communities”**

Auditor comment: Students could listen to a short description and compare how two different families have different language, beliefs and traditions. Students could identify how they affect the community.

14B: “The student understands the importance of family and community beliefs, language, and traditions. The student is expected to:” **“explain the way folktales and legends reflect beliefs, language, and traditions of communities”**

Auditor comment: Why is _____ folktale important?

15B: “The student identifies individuals who created or invented new technology and understands how technology affects daily life, past and present. The student is expected to:” **“describe how technology has affected communication, transportation, and recreation”**

Auditor comment: How have computers made learning easier?

How have cars made it easier to travel?

Compare games kids used to play to video games now. How have things changed?

16B: “The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:” **“sequence and categorize information”**

Auditor comment: Students listen to a short story and sequence the events.

17A: “The student communicates in oral, visual, and written forms. The student is expected to:” **“use a simple timeline to distinguish among past, present, and future”**

Auditor comment: Look at the timeline. What happened in the past? What is happening now in the present, and what will happen later in the future?

ELEM SOCS 2 – Social Studies, Grade 2

Comments provided for the following TEKS: 1A, 2A, 2B, 3A, 4A, 4B, 5A, 5B, 6B, 8B, 9A, 9B, 9C, 9D, 10A, 10B, 10C, 11A, 11C, 11D, 12A, 12B, 13A, 13B, 14, 15A, 15B, 16A, 16B, 16E, 16F, 17.

The auditor's comments fall into three general areas:

- A. items which cannot be tested on a written and/or multiple-choice exam
- B. items which are partially covered on the exam
- C. items which might be covered by using the auditor's suggestions

Specific comments for each area follow, with each TEKS item quoted for reference.

A. items which cannot be tested on a written and/or multiple-choice exam

TEKS: 2B, 9A, 11A, 15A, 16E, 16F, 17.

2B: "The student understands how historical figures helped shape the community, state, and nation. The student is expected to:" **"describe how people and events have influenced local community history"**

Auditor comment: Cannot be assessed due to the nature of the item (not conventionally testable) and time limitations.

9A: "The student understands the role of public officials. The student is expected to:" **"name current public officials, including mayor, governor, and president"**

Auditor comment: If students are from different cities, assessing each student's mayor may not be possible. However, students can name the president.

11A: "The student understands important symbols, customs, and celebrations that represent American beliefs and principles that contribute to our national identity. The student is expected to:" **"recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag"**

Auditor comment: Not assessable on a standard CBE due to the nature of the item (not conventionally testable)

15A: "The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:" **"gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts"**

Auditor comment: Not assessable on a standard CBE due to nature of the item and time restraints. Information can be gathered from visual sources on a CBE and applied to questions on the exam.

16E: “The student communicates in written, oral, and visual forms. The student is expected to:”
“express ideas orally based on knowledge and experiences”

Auditor comment: Cannot be assessed on a standard CBE due to the nature of the item and time limitations.

16F: “The student communicates in written, oral, and visual forms. The student is expected to:”
“create written and visual material such as stories, maps, and graphic organizers to express ideas”

Auditor comment: Students could create maps and graphic organizers, however stories would not be conventionally testable.

17: “The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to **use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.**”

Auditor comment: Pieces of this TEK can be assessed, however this TEK is not assessable on a standard CBE due to time limitations, and pieces of this TEK are not conventionally testable.

B. items which are partially covered on the exam

TEKS: 1A, 3A, 4A, 4B, 5A, 6B, 8B, 10A, 10B, 11D, 13A, 13B, 14, 15B, 16B.

1A: “The student understands the historical significance of landmarks and celebrations in the community, state, and nation. The student is expected to:” **“explain the significance of various community, state, and national celebrations such as Veterans Day, Memorial Day, Independence Day, and Thanksgiving”**

Auditor comment: Not every holiday listed was covered in the exam.

3A: “The student uses simple geographic tools, including maps and globes. The student is expected to:” **“identify and use information on maps and globes using basic map elements such as title, cardinal directions, and legend”**

Auditor comment: Title and legend were not used on the assessment.

4A: “The student understands the location of places in their community, state, country, and the world. The student is expected to:” **“identify major landforms and bodies of water, including each of the seven continents and each of the oceans, on maps and globes”**

Auditor comment: Students are asked to identify the 7 continents and oceans on maps and globes.

4B: "The student understands the location of places in their community, state, country, and the world. The student is expected to:" **"locate places, including the local community, Texas, the United States, the state capital, the U.S. capital, and the bordering countries of Canada and Mexico on maps and globes"**

Auditor comment: Each element of this TEK was not identified on maps and globes in the assessment. One map could be used and students could identify each piece by matching the letters.

5A: "The student understands how humans use and modify the physical environment. The student is expected to:" **"identify ways in which people have modified the physical environment such as clearing land, building roads, using land for agriculture, and drilling for oil"**

Auditor comment: Clearing land by cutting down trees was identified, but not the other elements included in the TEKs.

6B: "The student understands the value of work. The student is expected to:" **"explain the choices people can make about earning, spending, and saving money"**

Auditor comment: Explain choices for earning and saving, not only spending money.

8B: "The student understands the purpose of governments. The student is expected to:" **"identify governmental services in the community such as police and fire protection, libraries, schools, and parks and explain their value to the community"**

Auditor comment: Not all governmental services in the TEK were covered on the assessment- fire protection, libraries, and police officers were.

10A: "The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to:" **"identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting"**

Auditor comment: Each of the characteristics mentioned in the TEK were not assessed. However, each of them could be. Perhaps by asking students to circle all the ways one could be a good citizen and cross out the ways to not.

10B: "The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to:" **"identify historical figures and other individuals who have exemplified good citizenship such as Paul Revere, Abigail Adams, World War II Women Airforce Service Pilots (WASPs), Navajo Code Talkers, and Sojourner Truth"**

Auditor comment: Each individual in the TEK was not identified on the assessment, but could be included in a matching activity.

11D: “The student understands important symbols, customs, and celebrations that represent American beliefs and principles that contribute to our national identity. The student is expected to:” **“identify how selected symbols, customs, and celebrations reflect an American love of individualism, inventiveness, and freedom”**

Auditor comment: Freedom was discussed.

Many Americans invented many different types of technology. Why do you think this happened? –Americans love to create new things.

Question 51 could also apply to individualism

13A: “The student understands how science and technology have affected life, past and present. The student is expected to:” **“describe how science and technology have affected communication, transportation, and recreation”**

Auditor comment: Communication was discussed. Add transportation and recreation in order to fulfill the entire TEK.

13B: “The student understands how science and technology have affected life, past and present. The student is expected to:” **“explain how science and technology have affected the ways in which people meet basic needs”**

Auditor comment: Question 54 compares modern times, but perhaps add how technology has changed this experience.

14: “The student identifies individuals who exhibited individualism and inventiveness. The student is expected to **identify individuals who have exhibited individualism and inventiveness such as Amelia Earhart and George Washington Carver.**”

Auditor comment: Each individual listed in the TEK was not covered in the exam.

15B: “The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:” **“interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting”**

Auditor comment: Some elements of this TEK were covered on the exam, but each piece was not covered.

16B: “The student communicates in written, oral, and visual forms. The student is expected to:” **“apply vocabulary related to chronology, including past, present, and future”**

Auditor comment: “Present” was not a term that was assessed, future and past were.

C. items which might be covered by using the auditor's suggestions

TEKS: 2A, 5B, 9B, 9C, 9D, 10C, 11C, 12A, 12B, 16A.

2A: "The student understands how historical figures helped shape the community, state, and nation. The student is expected to:" **"identify contributions of historical figures, including Thurgood Marshall, Irma Rangel, and Theodore Roosevelt, who have influenced the state and nation"**

Auditor comment: Students could match the person to their contribution.

5B: "The student understands how humans use and modify the physical environment. The student is expected to:" **"identify consequences of human modification of the physical environment"**

Auditor comment: Venn Diagram of a farmer and someone at the grocery store buying vegetables.

9B: "The student understands the role of public officials. The student is expected to:" **"compare the roles of public officials, including mayor, governor, and president"**

Auditor comment: What is something that the mayor, governor and president all do, even though they each are different?

9C: "The student understands the role of public officials. The student is expected to:" **"identify ways that public officials are selected, including election and appointment to office"**

Auditor comment: What does it mean to be appointed to an office? What does it mean to be elected to an office?

9D: "The student understands the role of public officials. The student is expected to:" **"identify how citizens participate in their own governance through staying informed of what public officials are doing, providing input to them, and volunteering to participate in government functions"**

Auditor comment: Circle all of the ways that citizens can participate in their own government.

10C: "The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to:" **"identify ways to actively practice good citizenship, including involvement in community service"**

Auditor comment: Bill went with a group of friends to pick up trash at the park. Bill was participating in community service in order to benefit his community, True or False?

11C: "The student understands important symbols, customs, and celebrations that represent American beliefs and principles that contribute to our national identity. The student is expected to:" **"identify symbols such as state and national birds and flowers and Uncle Sam"**

Auditor comment: Circle each of the symbols. Cross out the ones that are not state or national symbols.

12A: “The student understands ethnic and/or cultural celebrations. The student is expected to:”
“**identify the significance of various ethnic and/or cultural celebrations**”

Auditor comment: Why is ___ holiday important? What is being celebrated?

12B: “The student understands ethnic and/or cultural celebrations. The student is expected to:”
“**compare ethnic and/or cultural celebrations**”

Auditor comment: Venn Diagram of 2 separate celebrations.

16A: “The student communicates in written, oral, and visual forms. The student is expected to:”
“**describe the order of events by using designations of time periods such as historical and present times**”

Auditor comment: Students could draw lines to events that occur in “historical” or “present” times.

ELEM SOCS 3 – Social Studies, Grade 3

Comments provided for the following TEKS: 1A, 1C, 2A, 2B, 3A, 3B, 3C, 4A, 4C, 6A, 6B, 6D, 7A, 7B, 7C, 8A, 9A, 9B, 9C, 10A, 10B, 11A, 11B, 12, 13A, 13B, 14A, 14B, 14C, 15C, 15D, 15E, 16.

The auditor’s comments fall into three general areas:

- A. items which cannot be tested on a written and/or multiple-choice exam
- B. items which are partially covered on the exam
- C. items which might be covered by using the auditor’s suggestions

Specific comments for each area follow, with each TEKS item quoted for reference.

A. items which cannot be tested on a written and/or multiple-choice exam

TEKS: 14A, 14B, 15D, 16.

14A: “The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:” “**gather information, including historical and current events and geographic data, about the community using a variety of resources**”

Auditor comment: Not assessable on standard CBE due to the nature of the item and time.

14B: “The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:” “**interpret oral,**

visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting”

Auditor comment: Aspects of this TEK are not conventionally testable. However, students can interpret print and visual material. Students participated in sequencing, main idea, and compare and contrast. Not all aspects of the TEK were assessed.

15D: “The student communicates in written, oral, and visual forms. The student is expected to:” **“express ideas orally based on knowledge and experiences”**

Auditor comment: This TEK is not assessable on a standard CBE due to the nature of the item and time.

16: “The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to **use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.**”

Auditor comment: This TEK is not conventionally assessable due to the nature of the item and time- students do not work with a partner on the assessment. Pieces of this TEK are assessable, but some aspects require time.

B. items which are partially covered on the exam

TEKS: 2A, 3B, 4C, 6B, 6D, 7B, 7C, 9A, 9B, 12, 13A, 13B, 14C.

2A: “The student understands common characteristics of communities, past and present. The student is expected to:” **“identify reasons people have formed communities, including a need for security and laws, religious freedom, and material well-being”**

Auditor comment: Each reason for forming a community was not assessed. Question 48 discussed why the 13 Colonies were formed.

3B: “The student understands how humans adapt to and/or modify the physical environment. The student is expected to:” **“identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains”**

Auditor comment: Mountains were discussed, but not other aspects of the physical environment.

4C: “The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to:” **“identify, create, and interpret maps of places that contain map elements, including a title, compass rose, legend, scale, and grid system”**

Auditor comment: Grid system was not addressed.

6B: "The student understands the concept of the free enterprise system and how businesses operate in the U.S. free enterprise system. The student is expected to:" **"define and identify examples of scarcity"**

Auditor comment: Define scarcity

6D: "The student understands the concept of the free enterprise system and how businesses operate in the U.S. free enterprise system. The student is expected to:" **"identify individuals, past and present, such as Henry Ford and Sam Walton who have started new businesses"**

Auditor comment: Sam Walton was not assessed.

7B: "The student understands the basic structure and functions of various levels of government. The student is expected to:" **"identify local, state, and national government officials and explain how they are chosen"**

Auditor comment: Elected officials were not identified.

7C: "The student understands the basic structure and functions of various levels of government. The student is expected to:" **"identify services commonly provided by local, state, and national governments"**

Auditor comment: Services provided by the local government were identified.

9A: "The student understands characteristics of good citizenship as exemplified by historical and contemporary figures and organizations. The student is expected to:" **"identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting"**

Auditor comment: Several aspects of good citizenship were discussed, but each aspect was not assessed.

9B: "The student understands characteristics of good citizenship as exemplified by historical and contemporary figures and organizations. The student is expected to:" **"identify figures such as Helen Keller, Clara Barton, and Ruby Bridges who exemplify good citizenship"**

Auditor comment: Ruby bridges and Clara Barton were not assessed.

12: "The student understands the importance of writers and artists to the cultural heritage of communities. The student is expected to **identify how various writers and artists such as Kadir Nelson, Tomie dePaola, Carmen Lomas Garza, and Laura Ingalls Wilder and their stories, poems, statues, and paintings contribute to the cultural heritage of communities."**

Auditor comment: Statues were identified, but the writers and artists in the TEK were not discussed.

13A: "The student understands how individuals have created or invented new technology and affected life in various communities, past and present. The student is expected to:" **"identify individuals who have discovered scientific breakthroughs or created or invented new technology such as Jonas Salk, Cyrus McCormick, Bill Gates, Louis Pasteur, and others"**

Auditor comment: Jonas Silk was discussed, but the others listed in the TEK were not identified.

13B: "The student understands how individuals have created or invented new technology and affected life in various communities, past and present. The student is expected to:" **"describe the impact of scientific breakthroughs and new technology in computers, pasteurization, and medical vaccines on various communities"**

Auditor comment: Vaccines were discussed.

What did pasteurization do to improve your life today?

Without computers, what is something we would not be able to do?

14C: "The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:" **"interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps"**

Auditor comment: Illustrations were not assessed.

C. items which might be covered by using the auditor's suggestions

TEKS: 1A, 1C, 2B, 3A, 3C, 4A, 6A, 7A, 8A, 9C, 10A, 10B, 11A, 11B, 15C, 15E.

1A: "The student understands how individuals, events, and ideas have influenced the history of various communities. The student is expected to:" **"describe how individuals, events, and ideas have changed communities, past and present"**

Auditor comment: Students could write a list to describe ways that someone could impact the community.

Students could match the event, ideas, and individual to the impact or change that was made.

1C: "The student understands how individuals, events, and ideas have influenced the history of various communities. The student is expected to:" **"describe how individuals, including Daniel Boone and the Founding Fathers have contributed to the expansion of existing communities or to the creation of new communities"**

Auditor comment: What did Daniel Boone do to help Texas?

Match the Founding Father to their accomplishment.

2B: "The student understands common characteristics of communities, past and present. The student is expected to:" **"compare ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation"**

Auditor comment: A Venn Diagram could be made comparing two communities.

3A: "The student understands how humans adapt to and/or modify the physical environment. The student is expected to:" **"describe similarities and differences in the physical environment, including climate, landforms, natural resources, and natural hazards"**

Auditor comment: Provide a list or photo of two different places. Students could list what is similar and different about the two places. Students could create Venn Diagram.

3C: "The student understands how humans adapt to and/or modify the physical environment. The student is expected to:" **"describe the effects of human processes such as building new homes, conservation, and pollution in shaping the landscape"**

Auditor comment: Using the photo above, describe how these things affect the world.

How is conservation helpful?

4A: "The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to:" **"use cardinal and intermediate directions to locate places on maps and globes in relation to the local community"**

Auditor comment: Give a list of directions to locate a place on the map in relation to the local community.

Students identified information, interpreted and created a map. However, title, compass, legend, scale and grid were not included with each.

6A: "The student understands the concept of the free enterprise system and how businesses operate in the U.S. free enterprise system. The student is expected to:" **"explain how supply and demand affect the price of a good or service"**

Auditor comment: Apples are a delicious snack and many people love to eat them. There is a shortage of apples, and many people still want them. What will happen to the price of apples?

7A: "The student understands the basic structure and functions of various levels of government. The student is expected to:" **"describe the basic structure of government in the local community, state, and nation"**

Auditor comment: Complete the chart with the basic structure of government in the community, state, nation

8A: "The student understands important ideas in historical documents at various levels of government. The student is expected to:" **"identify the purposes of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights"**

Auditor comment: Identify the purposes of the Declaration of Independence, Constitution and Bill of Rights

9C: "The student understands characteristics of good citizenship as exemplified by historical and contemporary figures and organizations. The student is expected to:" **"identify and describe individual acts of civic responsibility, including obeying laws, serving and improving the community, serving on a jury, and voting"**

Auditor comment: Fill in the chart of ways to have civic responsibility.

10A: "The student understands ethnic and/or cultural celebrations of the local community and other communities. The student is expected to:" **"explain the significance of various ethnic and/or cultural celebrations in the local community and other communities"**

Auditor comment: Why is _____ celebration important?

10B: "The student understands ethnic and/or cultural celebrations of the local community and other communities. The student is expected to:" **"compare ethnic and/or cultural celebrations in the local community with other communities"**

Auditor comment: Students read two scenarios with two different cities' celebrations and students complete a chart.

11A: "The student understands the role of heroes in shaping the culture of communities, the state, and the nation. The student is expected to:" **"identify and describe the heroic deeds of state and national heroes and military and first responders such as Hector P. Garcia, James A. Lovell, and the Four Chaplains"**

Auditor comment: Match the hero to their deed.

11B: "The student understands the role of heroes in shaping the culture of communities, the state, and the nation. The student is expected to:" **"identify and describe the heroic deeds of individuals such as Harriet Tubman, Todd Beamer, and other contemporary heroes"**

Auditor comment: Harriet Tubman is famous for _____

Todd Beamer is famous for _____

How did these heroes help others?

15C: "The student communicates in written, oral, and visual forms. The student is expected to:" **"apply the terms year, decade, and century to describe historical times"**

Auditor comment: Students could read a small story and apply these terms based on the story.

15E: “The student communicates in written, oral, and visual forms. The student is expected to:”
“create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas”

Auditor comment: Each of these items in the TEK could be used on the assessment to assess knowledge. Create a map, picture, chart, or short story...

HIGH SPAN 1A – Spanish, Level I, first semester

HIGH SPAN 1B – Spanish, Level I, second semester

HIGH SPAN 2A – Spanish, Level II, first semester

HIGH SPAN 2B – Spanish, Level II, second semester

HIGH SPAN 3A – Spanish, Level III, first semester

HIGH SPAN 3B – Spanish, Level III, second semester

Comments provided for the following TEKS: 2A, 2B, 2C, 2D.

Overall comments follow, with each TEKS item quoted for reference.

2: “The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:”

2A: “demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts”

2B: “identify key words and details from fiction and nonfiction texts and audio and audiovisual materials”

2C: “infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials”

2D: “identify cultural practices from authentic print, digital, audio, and audiovisual materials”

Auditor comment: These exams are appropriate for CBE (Credit by Exam). They all cover the main components of Spanish levels I, II and III. All the questions on the exam are aligned with the Texas Essential Knowledge and Skills (TEKS). The questions on the exam have an appropriate

breadth of coverage and rigor. However, TEKS 2(A-D) are absent on these exams since is not a conventional assessment.

My recommendation to target TEKS 2(A-D) would be to add a cultural reading passage. Then have comprehension questions where students can identify the main idea of the passage, answer questions and identify key words and details from the reading.