



To the Parent(s)

After registration is complete and the proctor has been approved, your child may take the Kindergarten Language Arts Credit by Examination to assess mastery over the Texas Essential Knowledge and Skills.

WHAT TO BRING

- several sharpened No. 2 pencils

ABOUT THE EXAM

The examination for Kindergarten Language Arts consists of 50 questions and is based on the Texas Essential Knowledge and Skills (TEKS) for this subject. The full list of TEKS is included at the end of this document (it is also available online at the Texas Education Agency website, <http://www.tea.state.tx.us/>). The TEKS outline specific topics covered in the exam, as well as more general areas of knowledge and levels of critical thinking. Use the TEKS to focus your study in preparation for the exam. TEKS covered in this exam are indicated by a checkmark; the exam will focus on the checkmarked TEKS, but may touch on any of the full list.

The examination will take place under supervision, and the recommended time limit is three hours. Check to see that the student has several pencils. A percentage score from the examination will be reported to the official at your school.

Because of the amount of reading on this exam, the administrator will read all of the directions, questions, and answer choices.

This exam does not assess all of the Language Arts TEKS. Because 22 of the Kindergarten Language Arts Essential Knowledge and Skills cannot be effectively tested by a traditional written examination, mastery of these elements must be assessed by the student's current or most recent teacher (or a teacher who is able to observe the student). The Texas Education Agency (TEA) strongly recommends that the student's school district use both the Teacher Evaluation Form (which will be sent to the proctor) to assess mastery of TEKS that cannot be tested by a paper-and-pencil test *and* the Credit by Examination that tests TEKS by a paper-and-pencil test before making a decision about acceleration. By combining these two assessments, mastery of the kindergarten language arts TEKS can be determined.

The assessment to test TEKS that *cannot* be tested by a paper-and-pencil exam is a checklist for the student's current or most recent teacher to administer.

The assessment to test TEKS that *can* be tested by a paper-and-pencil exam is the Credit by Examination comprised of 50 questions and administered by a proctor.

When the Kindergarten Language Arts Credit by Exam is ordered, the following components will be included:

- The Credit by Exam will be sent to the requested proctor.
- The TEKS Teacher Evaluation Form will be sent to the proctor to forward to the student's current or most recent teacher to administer.

There is a sample examination included with this letter. The sample exam will give you a model of the types of questions that will be asked on the examination. It is not a duplicate of the actual examination. It is provided to illustrate the format of the exam, not to serve as a review sheet.

For more information about CBE policies, visit <http://www.ode.ttu.edu/takeacbe/>.

CBE Test Preparation

In kindergarten language arts, there are no state-adopted textbooks. Therefore, review the TEKS and work through the sample questions at the end of this document to familiarize your child with the basic format of the exam. It is important to prepare adequately.

LANG K CBE Sample Questions

These questions are meant to provide insight into the format of the test. **They are not the actual test questions.** Choose the correct answer to each question by coloring in the circle in front of the answer choice.

1. A person who writes a book is the
 - A. author.
 - B. illustrator.
 - C. publisher.

2. How many syllables are in **doghouse**?
 - A. one
 - B. two
 - C. three

3. Which word rhymes with **sock**?
 - A. sack
 - B. soak
 - C. clock

4. A story about tadpoles will be
 - A. nonfiction.
 - B. fiction.
 - C. silly.

5. Write a sentence about your favorite food.

Answer Key for Sample Questions

1. A
2. B
3. C
4. A
5. The answer will vary. Each sentence should begin with a capital letter, include a subject and a verb, and have ending punctuation.

TTU: Kindergarten - Language Arts CBE-Semester	
TEKS: §110.2. Language Arts, Kindergarten.	
Question #	TEKS Requirement (Kindergarten)
	§110.2. English Language Arts and Reading, Kindergarten.
	(a) Introduction.
	(1) In Kindergarten, students engage in many activities that help them develop their oral language skills and help them begin to read and write. Kindergarten students take part in language activities that extend their vocabulary and conceptual knowledge. Students learn to follow directions and develop the language of schooling. Students discuss the meanings of words from familiar and conceptually challenging selections read aloud. Students express themselves in complete thoughts. In Kindergarten, students listen to a wide variety of children's literature, including selections from classic and contemporary works. Students also listen to nonfiction and informational material. Students learn to listen attentively and ask and respond to questions and retell stories. Students know simple story structure and distinguish fiction from nonfiction.
	Kindergarten students identify and write the letters of the alphabet. Students learn that individual letters are different from printed words, that words have spaces between them, and that print is read from left-to-right and from top-to-bottom. Through meaningful and organized activities, Kindergarten students learn that spoken language is composed of sequences of sounds. Students learn to segment and identify the sounds in spoken words. Students name each letter of the alphabet, begin to associate spoken sounds with the letter or letters that represent them, and begin to use this knowledge to read words and simple stories. In Kindergarten, students write the letters of the alphabet, their names, and other words. Initially, students dictate messages and stories for others to write. Students begin to use their knowledge of sounds and letters to write by themselves.
	(2) For Kindergarten students whose first language is not English, the students' native language serves as a foundation for English language acquisition.
	(3) The essential knowledge and skills as well as the student expectations for Kindergarten are described in subsection (b) of this section. Following each statement of a student expectation is a parenthetical notation that indicates the additional grades at which these expectations are demonstrated at increasingly sophisticated levels.
	(4) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge and skills as well as the student expectations at Kindergarten as described in subsection (b) of this section.
	(5) To meet Texas Education Code, §28.002(h), which states, ". . . each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.
	(b) Knowledge and skills.
	(1) Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences. The student is expected to:
✓	(A) determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate (K-3);
✓	(B) respond appropriately and courteously to directions and questions (K-3);
✓	(C) participate in rhymes, songs, conversations, and discussions (K-3);
✓	(D) listen critically to interpret and evaluate (K-3);
✓	(E) listen responsively to stories and other texts read aloud, including selections from classic and contemporary works (K-3); and
✓	(F) identify the musical elements of literary language such as its rhymes or repeated sounds (K-1).
	(2) Listening/speaking/culture. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:
✓	(A) connect experiences and ideas with those of others through speaking and listening (K-3); and
✓	(B) compare language and oral traditions (family stories) that reflect customs, regions, and cultures (K-3).
	(3) Listening/speaking/audiences/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions. The student is expected to:
✓	(A) choose and adapt spoken language appropriate to the audience, purpose, and occasion, including use of appropriate volume and rate (K-3);

✓	(B) use verbal and nonverbal communication in effective ways when making announcements, giving directions, or making introductions (K-3);
✓	(C) ask and answer relevant questions and make contributions in small or large group discussions (K-3);
✓	(D) present dramatic interpretations of experiences, stories, poems, or plays (K-3); and
✓	(E) gain increasing control of grammar when speaking such as using subject-verb agreement, complete sentences, and correct tense (K-3).
	(4) Listening/speaking/communication. The student communicates clearly by putting thoughts and feelings into spoken words. The student is expected to:
✓	(A) learn the vocabulary of school such as numbers, shapes, colors, directions, and categories (K-1);
✓	(B) use vocabulary to describe clearly ideas, feelings, and experiences (K-3);
✓	(C) clarify and support spoken messages using appropriate props such as objects, pictures, or charts (K-3); and
✓	(D) retell a spoken message by summarizing or clarifying (K-3).
	(5) Reading/print awareness. The student demonstrates knowledge of concepts of print. The student is expected to:
✓	(A) recognize that print represents spoken language and conveys meaning such as his/her own name and signs such as Exit and Danger (K-1);
✓	(B) know that print moves left-to-right across the page and top-to-bottom (K-1);
✓	(C) understand that written words are separated by spaces (K-1);
✓	(D) know the difference between individual letters and printed words (K-1);
✓	(E) know the difference between capital and lowercase letters (K-1);
✓	(F) recognize how readers use capitalization and punctuation to comprehend (K-1);
✓	(G) understand that spoken words are represented in written language by specific sequences of letters (K-1); and
✓	(H) recognize that different parts of a book such as cover, title page, and table of contents offer information (K-1).
	(6) Reading/phonological awareness. The student orally demonstrates phonological awareness (an understanding that spoken language is composed of sequences of sounds). The student is expected to:
✓	(A) demonstrate the concept of word by dividing spoken sentences into individual words (K-1);
✓	(B) identify, segment, and combine syllables within spoken words such as by clapping syllables and moving manipulatives to represent syllables in words (K-1);
✓	(C) produce rhyming words and distinguish rhyming words from non-rhyming words (K-1);
✓	(D) identify and isolate the initial and final sound of a spoken word (K-1);
✓	(E) blend sounds to make spoken words such as moving manipulatives to blend phonemes in a spoken word (K); and
✓	(F) segment one-syllable spoken words into individual phonemes, clearly producing beginning, medial, and final sounds (K-1).
	(7) Reading/letter-sound relationships. The student uses letter-sound knowledge to decode written language. The student is expected to:
✓	(A) name and identify each letter of the alphabet (K-1);
✓	(B) understand that written words are composed of letters that represent sounds (K-1); and
✓	(C) learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1).
	(8) Reading/vocabulary development. The student develops an extensive vocabulary. The student is expected to:
✓	(A) discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2);
✓	(B) develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud (K-3); and

✓	(C) identify words that name persons, places, or things and words that name actions (K-1).
	(9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud. The student is expected to:
✓	(A) use prior knowledge to anticipate meaning and make sense of texts (K-3);
✓	(B) establish purposes for reading or listening such as to be informed, to follow directions, and to be entertained (K-3); and
✓	(C) retell or act out the order of important events in stories (K-3).
	(10) Reading/literary response. The student responds to various texts. The student is expected to:
✓	(A) listen to stories being read aloud (K-1);
✓	(B) participate actively (react, speculate, join in, read along) when predictable and patterned selections are read aloud (K-1);
✓	(C) respond through talk, movement, music, art, drama, and writing to a variety of stories and poems in ways that reflect understanding and interpretation (K-1); and
✓	(D) describe how illustrations contribute to the text (K-1).
	(11) Reading/text structures/literary concepts. The student recognizes characteristics of various types of texts. The student is expected to:
✓	(A) distinguish different forms of texts such as lists, newsletters, and signs and the functions they serve (K-3);
✓	(B) understand simple story structure (K-1);
✓	(C) distinguish fiction from nonfiction, including fact and fantasy (K-3);
✓	(D) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, and information books (K-2); and
✓	(E) understand literary terms by distinguishing between the roles of the author and illustrator such as the author writes the story and the illustrator draws the pictures (K-1).
	(12) Reading/inquiry/research. The student generates questions and conducts research about topics introduced through selections read aloud and from a variety of other sources. The student is expected to:
✓	(A) identify relevant questions for inquiry such as "Why did knights wear armor?" (K-3);
✓	(B) use pictures, print, and people to gather information and answer questions (K-1);
✓	(C) draw conclusions from information gathered (K-3); and
✓	(D) locate important areas of the library/media center (K-1).
	(13) Reading/culture. The student reads or listens to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:
✓	(A) connect his/her own experiences with the life experiences, language, customs, and culture of others (K-3); and
✓	(B) compare experiences of characters across cultures (K-3).
	(14) Writing/spelling/penmanship. The student develops the foundations of writing. The student is expected to:
✓	(A) write his/her own name and other important words (K-1);
✓	(B) write each letter of the alphabet, both capital and lowercase (K);
✓	(C) use phonological knowledge to map sounds to letters to write messages (K-1);
✓	(D) write messages that move left-to-right and top-to-bottom on the page (K-1); and
✓	(E) gain increasing control of penmanship such as pencil grip, paper position, and beginning stroke (K).
	(15) Writing/composition. The student composes original texts. The student is expected to:
✓	(A) dictate messages such as news and stories for others to write (K-1);
✓	(B) write labels, notes, and captions for illustrations, possessions, charts, centers (K-1);

✓	(C) write to record ideas and reflections (K-3);
✓	(D) generate ideas before writing on self-selected topics (K-1);
✓	(E) generate ideas before writing on assigned tasks (K-1); and
✓	(F) use available technology to compose text (K-3).
	(16) Writing/inquiry/research. The student uses writing as a tool for learning and research. The student is expected to:
✓	(A) record or dictate questions for investigating (K-1); and
✓	(B) record or dictate his/her own knowledge of a topic in various ways such as by drawing pictures, making lists, and showing connections among ideas (K-3).
	<i>Source: The provisions of this §110.2 adopted to be effective September 1, 1998, 22 TexReg 7549.</i>