

To the Student:

After your registration is complete and your proctor has been approved, you may take the Credit by Examination for English 3B.

WHAT TO BRING

- several sharpened No. 2 pencils
- lined notebook paper
- blue or black ink pen

ABOUT THE EXAM

The examination for the second semester of English III consists of 80 multiple-choice and matching questions, plus one essay. The test will cover reading skills, literature, mechanics and usage, and writing skills. The exam will take place under supervision, and the recommended time limit is three hours. You may not use any notes or books. A percentage score from the examination will be reported to the official at your school.

PRE-EXAM ASSIGNMENTS

You are required to complete **reading and listening assignments** outside of the testing environment *before* you take the CBE. See instructions for these assignments on page 3 of this document. **You will not be able to pass the CBE without completing these tasks.**

EXAM PREPARATION

Study topics are provided on pages 4-5 of this document. “**Tips for Good Writing**” are provided on page 6; these will help you when writing essays. The exam 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. All TEKS are assessed. Be sure to use *all* of these resources to focus your study in preparation for the exam. It is important to prepare adequately.

Since the questions on this exam are not taken from any one course, you may use literature or grammar textbooks to review the skills listed. The textbook used with our ENG 3B course is:

Glencoe Literature: Texas Treasures—American Literature, Student Edition
(2011). ISBN: 978-0-07-892781-2.

Sample questions are provided on pages 7-9 of this document; however, this is not a duplicate of the examination. The questions are only to illustrate the form of the exam. In order to be successful on the examination, you must study and review *all* of the material listed on the following pages.

Good luck on your examination!

ENG 3B Exam Prerequisite Reading and Listening Assignments

You are required to complete the following assignments outside of the testing environment *before* you take the CBE. **You will not be able to pass the CBE without completing these tasks.**

Reading Assignments

- “The Notorious Jumping Frog of Calaveras County” by Mark Twain
- *Of Mice and Men* by John Steinbeck

Listening Assignment

Listen to the audio recording of “An Occurrence at Owl Creek Bridge” at <https://archive.org/details/AmbroseBierceAnOccurenceatOwlCreekBridgereadbyCasperVidor>

ENG 3B Exam Prerequisite Study Topics

Study each of the following terms and topics *before* you take the CBE. **You will not be able to pass the CBE without studying this material.**

Literary Terms

Repetition	Alliteration	Dramatic irony
Rhyme Schemes	Characterization	Allusion
Couplet	Oxymoron	Slant Rhyme
Parallel structure	Point of view	Tone
Theme	Simile	Metaphor
Mood	Aphorism	Apostrophe
Diction	Slang	Analogy
Irony	Local color	Foreshadowing

Writing and Research

MLA Style	Research paper	In-text citation
The writing process	Business writing	Essay structure
Primary source	Secondary source	Works cited
Cliché	Thesis statement	Topic sentence

Punctuation with an in-text citation

Use of dictionary, spell check, thesaurus

Reading graphs, charts, timelines

Simple, compound, complex, and compound-complex sentences

Kinds of writing: expository, persuasive, narrative, analytical, interpretive

Grammar and Mechanics

Conventions of punctuation and capitalization

Passive/active voice

Tense shifts

Historical and Literary Information

- Jazz Age
- Major events in American history from the mid-1800s to the present
- Periods in American literature from the mid-1800s: Realism, Naturalism, Modernism
- Major American authors and trends for those periods in American literature and what the authors are known for

IMPORTANT!

Tips for Good Writing

1. An interesting title that reveals the main idea of your paper gives your reader a good first impression. If it is a title that you make up, it should not be in quotation marks or underlined.
2. Neatness counts. Remember to double space typed papers. Use blue or black ink for handwritten ones.
3. Avoid using the proverbial *you* in your writing exercises. It may put your reader on the defensive. For example, when I read, "When you use drugs, you hurt yourself and your family," my immediate reaction is to exclaim defensively that I *don't* use drugs. It's better to write, "When a person..." or "When a teenager..." than to use *you*.
4. State your opinion as fact. Avoid "I feel that..." and "I think that..."
5. Avoid referring to your essay or to any part of it. "Edgar Allan Poe uses gothic devices in many of his poems" sounds much better than "In this essay, I will prove that..." or "In the following paragraphs, I will show..."
6. Use present tense when writing about literature. The events of a story occur each time the story is read.
7. Be consistent in number. If you start out with a singular subject, the pronouns that refer to it must also be singular. Look at this example: "Everyone has their own differences that make them who they are as a person." *Everyone* is singular; *their* is plural; *them* is plural; *they* is plural; *a person* is singular. (Remember that any word ending in *-body* or *-one* is singular.) The easiest way to achieve consistency in number is to make the whole thing plural: "All individuals have their own differences that make them who they are as people." This sentence isn't profound, but it is grammatically correct.
8. Paragraph indentions should be about a thumb's width.
9. Elaborate. Give several examples and details for each topic sentence. Back up what you write (sometimes by quoting).
10. Proofread.

Sample Exam

Reading Skills

Read the following passage from Ambrose Bierce’s “An Occurrence at Owl Creek Bridge,” then answer the questions below.

A man stood upon a railroad bridge in northern Alabama, looking down into the swift water twenty feet below. The man’s hands were behind his back, the wrists bound with a cord. A rope closely encircled his neck. It was attached to a stout cross-timber above his head and the slack fell to the level of his knees. Some loose boards laid upon the ties supporting the rails of the railway supplied a footing for him and his executioners—two private soldiers of the Federal army, directed by a sergeant who in civil life may have been a deputy sheriff. At a short remove upon the same temporary platform was an officer in the uniform of his rank, armed. He was a captain. A sentinel at each end of the bridge stood with his rifle in the position known as “support,” that is to say, vertical in front of the left shoulder, the hammer resting on the forearm thrown straight across the chest—a formal and unnatural position, enforcing an erect carriage of the body. It did not appear to be the duty of these two men to know what was occurring at the center of the bridge; they merely blockaded the two ends of the foot planking that traversed it.

1. The setting of this scene is
 - A. Northern Alabama.
 - B. a bridge over Owl Creek.
 - C. during the Civil War.
 - D. All of these.
2. The tone of this passage is
 - A. matter of fact.
 - B. humorous.
 - C. impassioned.
 - D. None of these.

Of Mice and Men

3. *Of Mice and Men* takes place
 - A. in California during the Great Depression.
 - B. near the Gulf of Mexico in the 1960s.
 - C. during the Jazz Age in New England.
 - D. in colonial times in the Midwest.

4. The novel is an example of
- A. Rationalism.
 - B. Modernism.
 - C. Naturalism.
 - D. None of these.
5. Who says, “Whatever we ain’t got, that’s what you want. God a’mighty, if I was alone I could live so easy. I could go get a job an’ work, an’ no trouble. No mess at all, and when the end of the month come I could take my fifty bucks and go into town and get whatever I want”?
- A. Carlson
 - B. Candy
 - C. Lennie
 - D. George

American Authors

6. Which of the following were leading American dramatists?
- A. Herman Melville, Nathaniel Hawthorne, Edgar Allan Poe
 - B. Katherine Anne Porter, Flannery O’Connor, Eudora Welty
 - C. Alice Walker, Amy Tan, Maxine Hong Kingston
 - D. Arthur Miller, Tennessee Williams, Eugene O’Neill

Writing and Research Skills

Read the following excerpt from a literary research paper about *Of Mice and Men*. Then answer the questions below.

Man has the inalienable right to create and pursue his dreams. Steinbeck’s focus in “Of Mice and Men” is the American Dream of owning land, a dream that first drew colonists to America and later propelled pioneers across the continent. In his novel, Steinbeck criticizes the fact that the nation’s economic upheaval has dire consequences for each individual because it destroys the innate dream to “live off the fatta the land” (Steinbeck 14) and leads to rootlessness and hopelessness.

One character in the novel who has faced the destruction of a dream is Curley’s wife. She could have “went with shows” (Steinbeck 78), but instead, she performs for all the men on the ranch. “Much has been written about this enigmatic character who consistently performs any role other than herself. She does not even have a name” (McMurray 1).

7. An appropriate title for this paper is
 - A. Living the American Dream.
 - B. Criticism of Steinbeck.
 - C. George and Lennie's Farm.
 - D. *Of Mice and Men*: The Death of Dreams.

8. The in-text citations are in parentheses. They follow MLA style and are properly punctuated.
 - A. True
 - B. False

9. The thesis statement of this excerpt is the
 - A. first sentence of the first paragraph.
 - B. first sentence of the second paragraph.
 - C. last sentence of the first paragraph.
 - D. second and third sentences of the first paragraph.

10. Identify the error in the underlined section of this excerpt.
 - A. no apostrophe
 - B. capitalization error
 - C. no quotation marks
 - D. no italics

Essay

Write a well-constructed 5-paragraph essay on the following topic. Be certain to support your ideas, and be specific. Also, remember that this essay will be graded for content, organization, grammar, and mechanics. Be sure that your essay has an original and appropriate title. **During the actual exam, you will turn in all of your brainstorming and prewriting, including mapping or some other form of graphic organization.**

Discuss how Lennie and George's dream and/or relationship affects at least three characters in *Of Mice and Men*. If you desire, consider in your discussion the social dynamics and economy of the novel's setting and what personal impact they have on the characters. Include in your introductory paragraph a very brief summary of the main idea of the novel.

Sample Exam Answer Key

1. D
2. A
3. A
4. C
5. D
6. D
7. D
8. A
9. C
10. C

Texas Essential Knowledge and Skills ENG 3 – English III

§110.33. English Language Arts and Reading, English III (One Credit), Beginning with School Year 2009-2010.

(a) Introduction.

(1) The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In English III, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.

(2) For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.

(A) English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.

(B) For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.

(C) During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.

(3) 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, skills, and student expectations in English III as described in subsection (b) of this section.

(4) 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) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:

(A) determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;

(B) analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings;

(C) infer word meaning through the identification and analysis of analogies and other word relationships;

(D) recognize and use knowledge of cognates in different languages and of word origins to determine the meaning of words; and

(E) use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (printed or electronic) as needed.

(2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

(A) analyze the way in which the theme or meaning of a selection represents a view or comment on the human condition;

(B) relate the characters and text structures of mythic, traditional, and classical literature to 20th and 21st century American novels, plays, or films; and

(C) relate the main ideas found in a literary work to primary source documents from its historical and cultural setting.

(3) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze the effects of metrics, rhyme schemes (e.g., end, internal, slant, eye), and other conventions in American poetry.

(4) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to analyze the themes and characteristics in different periods of modern American drama.

(5) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

(A) evaluate how different literary elements (e.g., figurative language, point of view) shape the author's portrayal of the plot and setting in works of fiction;

(B) analyze the internal and external development of characters through a range of literary devices;

(C) analyze the impact of narration when the narrator's point of view shifts from one character to another; and

(D) demonstrate familiarity with works by authors in American fiction from each major literary period.

(6) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze how rhetorical techniques (e.g., repetition, parallel structure, understatement, overstatement) in literary essays, true life adventures, and historically important speeches influence the reader, evoke emotions, and create meaning.

(7) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to analyze the meaning of classical, mythological, and biblical allusions in words, phrases, passages, and literary works.

(8) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze how the style, tone, and diction of a text advance the author's purpose and perspective or stance.

(9) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

(A) summarize a text in a manner that captures the author's viewpoint, its main ideas, and its elements without taking a position or expressing an opinion;

(B) distinguish between inductive and deductive reasoning and analyze the elements of deductively and inductively reasoned texts and the different ways conclusions are supported;

(C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns; and

(D) synthesize ideas and make logical connections (e.g., thematic links, author analyses) between and among multiple texts representing similar or different genres and technical sources and support those findings with textual evidence.

(10) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:

(A) evaluate how the author's purpose and stated or perceived audience affect the tone of persuasive texts; and

(B) analyze historical and contemporary political debates for such logical fallacies as non-sequiturs, circular logic, and hasty generalizations.

(11) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:

(A) evaluate the logic of the sequence of information presented in text (e.g., product support material, contracts); and

(B) translate (from text to graphic or from graphic to text) complex, factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.

(12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:

(A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts;

(B) evaluate the interactions of different techniques (e.g., layout, pictures, typeface in print media, images, text, sound in electronic journalism) used in multi-layered media;

(C) evaluate the objectivity of coverage of the same event in various types of media; and

(D) evaluate changes in formality and tone across various media for different audiences and purposes.

(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:

- (A) plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;
- (B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and rhetorical devices to convey meaning;
- (C) revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases;
- (D) edit drafts for grammar, mechanics, and spelling; and
- (E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.

(14) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:

- (A) write an engaging story with a well-developed conflict and resolution, complex and non-stereotypical characters, a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot, and sensory details that define the mood or tone;
- (B) write a poem that reflects an awareness of poetic conventions and traditions within different forms (e.g., sonnets, ballads, free verse); and
- (C) write a script with an explicit or implicit theme, using a variety of literary techniques.

(15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:

- (A) write an analytical essay of sufficient length that includes:
 - (i) effective introductory and concluding paragraphs and a variety of sentence structures;
 - (ii) rhetorical devices, and transitions between paragraphs;
 - (iii) a clear thesis statement or controlling idea;
 - (iv) a clear organizational schema for conveying ideas;
 - (v) relevant and substantial evidence and well-chosen details; and
 - (vi) information on multiple relevant perspectives and a consideration of the validity, reliability, and relevance of primary and secondary sources;
- (B) write procedural or work-related documents (e.g., résumés, proposals, college applications, operation manuals) that include:
 - (i) a clearly stated purpose combined with a well-supported viewpoint on the topic;
 - (ii) appropriate formatting structures (e.g., headings, graphics, white space);
 - (iii) relevant questions that engage readers and consider their needs;
 - (iv) accurate technical information in accessible language; and
 - (v) appropriate organizational structures supported by facts and details (documented if appropriate);
- (C) write an interpretation of an expository or a literary text that:
 - (i) advances a clear thesis statement;
 - (ii) addresses the writing skills for an analytical essay, including references to and commentary on quotations from the text;
 - (iii) analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices;
 - (iv) identifies and analyzes the ambiguities, nuances, and complexities within the text; and
 - (v) anticipates and responds to readers' questions or contradictory information; and
- (D) produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that appeals to a specific audience and synthesizes information from multiple points of view.

(16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:

- (A) a clear thesis or position based on logical reasons supported by precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs;
- (B) accurate and honest representation of divergent views (i.e., in the author's own words and not out of context);
- (C) an organizing structure appropriate to the purpose, audience, and context;
- (D) information on the complete range of relevant perspectives;
- (E) demonstrated consideration of the validity and reliability of all primary and secondary sources used; and

(F) language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs).

(17) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:

- (A) use and understand the function of different types of clauses and phrases (e.g., adjectival, noun, adverbial clauses and phrases); and
- (B) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).

(18) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to correctly and consistently use conventions of punctuation and capitalization.

(19) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.

(20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:

- (A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and
- (B) formulate a plan for engaging in in-depth research on a complex, multi-faceted topic.

(21) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:

- (A) follow the research plan to gather evidence from experts on the topic and texts written for informed audiences in the field, distinguishing between reliable and unreliable sources and avoiding over-reliance on one source;
- (B) systematically organize relevant and accurate information to support central ideas, concepts, and themes, outline ideas into conceptual maps/timelines, and separate factual data from complex inferences; and
- (C) paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number), differentiating among primary, secondary, and other sources.

(22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:

- (A) modify the major research question as necessary to refocus the research plan;
- (B) differentiate between theories and the evidence that supports them and determine whether the evidence found is weak or strong and how that evidence helps create a cogent argument; and
- (C) critique the research process at each step to implement changes as the need occurs and is identified.

(23) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into an extended written or oral presentation that:

- (A) provides an analysis that supports and develops personal opinions, as opposed to simply restating existing information;
- (B) uses a variety of formats and rhetorical strategies to argue for the thesis;
- (C) develops an argument that incorporates the complexities of and discrepancies in information from multiple sources and perspectives while anticipating and refuting counter-arguments;
- (D) uses a style manual (e.g., *Modern Language Association*, *Chicago Manual of Style*) to document sources and format written materials; and
- (E) is of sufficient length and complexity to address the topic.

(24) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:

- (A) listen responsively to a speaker by framing inquiries that reflect an understanding of the content and by identifying the positions taken and the evidence in support of those positions; and
- (B) evaluate the clarity and coherence of a speaker's message and critique the impact of a speaker's diction and syntax on an audience.

(25) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices, and that employs eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.

(26) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, offering ideas or judgments that are purposeful in moving the team towards goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision-making, and evaluating the work of the group based on agreed-upon criteria.

Source: The provisions of this §110.33 adopted to be effective September 4, 2008, 33 TexReg 7162.