



May 22, 2023

Liz Baker, M.A.  
Secondary Science Curriculum Specialist  
PAEMST science Coordinator  
Office of School Programs  
Texas Education Agency  
1701 N. Congress  
Austin, TX 78701

RE: 2023 Credit by Examination Audit

Please find attached a list of the most recent Credit by Examination (CBE) audits for May 2023. There are 22 CBEs included in this audit, and these represent 20% of our currently active examinations. This is the fifteenth year of the audit and thus the fifth year of the current five-year cycle. This year's selections focused on Science 4 and Science 5, Business Information Management, Digital Interactive Media, Health Education, Interpersonal Studies, Lifetime Nutrition and Wellness, Money Matters, Principles of Information Technology, Web Design, Dollars and Sense, and French. 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):

- Business Information Management 1A and 1B, Digital and Interactive Media 1A and 1B, Principles of Information Technology 1A and 1B, Web Design 1A and Web Design 1B – Karen Leron – White Deer ISD
- Dollars and Sense, Interpersonal Studies, Money Matters 1A and Money Matters 1B – Julia Setliff – Lubbock Cooper ISD
- Elementary Science 4 and Elementary Science 5 – Michelle Curran – Heritage Middle School – Frenship ISD
- French 1A, French 1B, French 2A and French 2B – Jolie Moody – Tascosa High School and Amarillo High School – Amarillo ISD
- Health Education – Bric Turner – Meadow ISD
- High School Physics 1A and 1B – Jim Gruhlkey - Roosevelt ISD
- Lifetime Nutrition and Wellness – Stephanie Humphrey – Frenship High School/Frenship ISD

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 [scott.lucas@ttu.edu](mailto:scott.lucas@ttu.edu).

We greatly appreciate your support.

Scott Lucas  
Superintendent, TTU K-12  
Texas Tech University



Detailed Results of the 2023 CBE Audit for TTU K-12

CBE Title	Results	Detailed Summary of Auditor Responses	Action Taken
Business Information Management 1A	<ul style="list-style-type: none"> <li>-Aligned with TEKS</li> <li>-Contains appropriate breadth of coverage of TEKS</li> <li>-Contains appropriate level of rigor for TEKS covered</li> </ul>	<p>General comments provided. Comments provided for the following TEKS “is not assessable on a standard CBE due to the nature of the item (not conventionally testable); exam still has appropriate breadth of TEKS coverage”: 1 (A-B).</p>	<p>Referred to Curriculum for author review/revision.</p>
Business Information Management 1B	<ul style="list-style-type: none"> <li>-Aligned with TEKS</li> <li>-Contains appropriate breadth of coverage of TEKS</li> <li>-Contains appropriate level of rigor for TEKS covered</li> </ul>	<p>General comments provided. Specific comments provided for TEKS: 13 (A-B). Comments provided for the following TEKS: “is not assessable on a standard CBE due to the nature of the item (not conventionally testable); exam still has appropriate breadth of TEKS coverage”: 13 (C).</p>	<p>Referred to Curriculum for author review/revision.</p>
Digital and Interactive Media 1A	<ul style="list-style-type: none"> <li>-Aligned with TEKS with changes specified below</li> <li>-Contains appropriate breadth of coverage of TEKS with changes specified below</li> <li>-Contains appropriate level of rigor for TEKS covered with changes specified below</li> </ul>	<p>General comments provided. Comments provided for the following TEKS “is not assessable on a standard CBE due to the nature of the item (not conventionally testable); exam still has appropriate breadth of TEKS coverage”: 7 (A-D), 8 (A-B, D-F), 9 and 10.</p>	<p>Referred to Curriculum for author review/revision.</p>

Digital and Interactive Media 1B	<ul style="list-style-type: none"> <li>-Aligned with TEKS with changes specified below</li> <li>-Contains appropriate breadth of coverage of TEKS with changes specified below</li> <li>-Contains appropriate level of rigor for TEKS covered with changes specified below</li> </ul>	<p>General comments provided.</p> <p>Comments provided for the following TEKS “is not assessable on a standard CBE due to the nature of the item (not conventionally testable); exam still has appropriate breadth of TEKS coverage”: 7 (A-D), 8 (A-B, D-F), 9 and 10.</p>	Referred to Curriculum for author review/revision.
Dollars and Sense	<ul style="list-style-type: none"> <li>-Aligned with the TEKS with changes specified below</li> <li>-Contains appropriate breadth of coverage of TEKS with changes specified below</li> <li>-Contains appropriate level of rigor for TEKS covered with changes specified below</li> </ul>	<p>General comments provided. Specific comments provided for TEKS: 1 (A-D), 3 (F, I), 4 (A-C), 5 (A-D), 8 (A, C-D).</p> <p>Comments provided for the following TEKS “is not assessable on a standard CBE due to the nature of the item (not conventionally testable); exam still has appropriate breadth of TEKS coverage”: 7 (E)</p>	Referred to Curriculum for author review/revision.
Elementary Science Grade 4	<ul style="list-style-type: none"> <li>-Aligned with TEKS</li> <li>-Contains appropriate breadth of coverage of TEKS</li> <li>-Contains appropriate level of rigor for TEKS covered</li> </ul>		No action necessary.
Elementary Science Grade 5	<ul style="list-style-type: none"> <li>-Aligned with TEKS</li> <li>-Contains appropriate breadth of coverage of TEKS</li> <li>-Contains appropriate level of rigor for TEKS covered</li> </ul>		No action necessary.

French 1A	<ul style="list-style-type: none"> <li>-Aligned with the TEKS with changes specified below</li> <li>-Contains appropriate breadth of coverage of TEKS with changes specified below</li> <li>-Contains appropriate level of rigor for TEKS covered with changes specified below</li> </ul>	<p>General comments provided. Specific comments provided for TEKS 2 (A-D) and 3 (A). Comments provided for the following TEKS “is not assessable on a standard CBE due to the nature of the item (not conventionally testable); exam still has appropriate breadth of TEKS coverage”: 1 (A)</p>	Referred to Curriculum for author review/revision.
French 1B	<ul style="list-style-type: none"> <li>-Aligned with TEKS with changes specified below</li> <li>-Contains appropriate breadth of coverage of TEKS with changes specified below</li> <li>-Contains appropriate level of rigor for TEKS covered with changes specified below</li> </ul>	<p>General comments provided. Specific comments provided for TEKS 2 (A-D) and 3 (A-B). Comments provided for the following TEKS “is not assessable on a standard CBE due to the nature of the time (not conventionally testable); exam still has appropriate breadth of TEKS coverage”: 1 (A)</p>	Referred to Curriculum for author review/revision.
French 2A	<ul style="list-style-type: none"> <li>-Aligned with TEKS with changes specified below</li> <li>-Contains appropriate breadth of coverage of TEKS with changes specified below</li> <li>-Contains appropriate level of rigor for TEKS covered with changes specified below</li> </ul>	<p>General comments provided. Specific comments provided for TEKS 2 (A-D) and 3 (A-B). Comments provided for the following TEKS “is not assessable on a standard CBE due to the nature of the item (not conventionally testable); exam still has appropriate breadth of TEKS coverage”: 1 (A-F)</p>	Referred to Curriculum for author review/revision.
French 2B	<ul style="list-style-type: none"> <li>-Aligned with TEKS with changes specified below</li> </ul>	<p>General comments provided. Specific comments provided for TEKS 2 (A-D) and 3 (A-B).</p>	Referred to Curriculum for author review/revision.

	<ul style="list-style-type: none"> <li>-Contains appropriate breadth of coverage of TEKS with changes specified below</li> <li>-Contains appropriate level of rigor for TEKS covered with changes specified below</li> </ul>	Comments provided for the following TEKS "is not assessable on a standard CBE due to the nature of the item (not conventionally testable); exam still has appropriate breadth of TEKS coverage": 1 (A-F)	
Health Education	<ul style="list-style-type: none"> <li>-Aligned with the TEKS</li> <li>-Contains appropriate breadth of coverage of TEKS</li> <li>-Contains appropriate level of rigor for TEKS covered</li> </ul>		No action necessary.
High School Physics 1A	<ul style="list-style-type: none"> <li>-Aligned with the TEKS</li> <li>-Contains appropriate breadth of coverage of TEKS</li> <li>-Contains appropriate level of rigor for TEKS covered</li> </ul>	General comments provided.	No action necessary.
High School Physics 1B	<ul style="list-style-type: none"> <li>-Aligned with TEKS</li> <li>-Contains appropriate breadth of coverage of TEKS</li> <li>-Contains appropriate level of rigor for TEKS covered</li> </ul>	General comments provided.	No action necessary.
Interpersonal Studies	<ul style="list-style-type: none"> <li>-Aligned with TEKS with changes below</li> <li>-Contains appropriate breadth of coverage of TEKS with changes specified below</li> <li>-Contains appropriate level of rigor for TEKS covered with changes specified below</li> </ul>	General comments provided. Specific comments provided for TEKS: 10 (C) and 14 (A).	Referred to Curriculum for author review/revision.
Lifetime Nutrition and Wellness	<ul style="list-style-type: none"> <li>-Aligned with TEKS</li> <li>-Contains appropriate breadth of coverage of TEKS</li> </ul>	General comments provided. Specific comments provided for TEKS: 4(L) and 8 (D).	Referred to Curriculum for author review/revision.

	-Contains appropriate level of rigor for TEKS covered		
Money Matters 1A	-Aligned with TEKS with changes specified below -Contains appropriate breadth of coverage of TEKS with changes specified below -Contains appropriate level of rigor for TEKS covered with changes specified below	General comments provided.  Specific comments provided for TEKS: 1 (A-D), 7 (A-B, D-E, G), 8 (A-C), 9 (D-F, I), 10 (A-B, D-F, G-H).  Comments provided for the following TEKS “is not assessable on a standard CBE due to the nature of the item (not conventionally testable); exam still has appropriate breadth of TEKS coverage”: 3(B)	Referred to Curriculum for author review/revision.
Money Matters 1B	-Aligned with TEKS with changes specified below -Contains appropriate breadth of coverage of TEKS with changes specified below -Contains appropriate level of rigor for TEKS covered with changes specified below	General comments provided.  Specific comments provided for TEKS: 1 (A-D), 7 (A-B, D-E, G), 8 (A-C), 9 (D-F, I), 10 (A-B, D-F, G-H).  Comments provided for the following TEKS “is not assessable on a standard CBE due to the nature of the item (not conventionally testable); exam still has appropriate breadth of TEKS coverage”: 3(B)	Referred to Curriculum for author review/revision.

Principles of Information Technology 1A	<ul style="list-style-type: none"> <li>-Aligned with TEKS</li> <li>-Contains appropriate breadth of coverage of TEKS</li> <li>-Contains appropriate level of rigor for TEKS covered</li> </ul>	General comments provided. Specific comments provided for TEKS: 8 (A-E) and 10.	Referred to Curriculum for author review/revision.
Principles of Information Technology 1B	<ul style="list-style-type: none"> <li>-Aligned with TEKS</li> <li>-Contains appropriate breadth of coverage of TEKS</li> <li>-Contains appropriate level of rigor for TEKS covered</li> </ul>	General comments provided. Specific comments provided for TEKS: 8 (A-E) and 10.	Referred to Curriculum for author review/revision.
Web Design 1A	<ul style="list-style-type: none"> <li>-Aligned with TEKS</li> <li>-Contains appropriate breadth of coverage of TEKS</li> <li>-Contains appropriate level or rigor for TEKS covered</li> </ul>	General comments provided. Comments provided for the following TEKS “is not assessable on a standard CBE due to time limitations (and/or item has secondary importance); exam still has appropriate breadth of TEKS coverage”: 2 (A) and 5 (A-J).	Referred to Curriculum for author review/revision.
Web Design 1B	<ul style="list-style-type: none"> <li>-Aligned with TEKS</li> <li>-Contains appropriate breadth of coverage of TEKS</li> <li>-Contains appropriate level or rigor for TEKS covered</li> </ul>	General comments provided. Comments provided for the following TEKS “is not assessable on a standard CBE due to time limitations (and/or item has secondary importance); exam still has appropriate breadth of TEKS coverage”: 2 (A) and 5 (A-J).	Referred to Curriculum for author review/revision.





## Notes on TEKS (by course)

### HIGH BUSIM 1A – Business Information Management I – First Semester

Comments provided for the following TEKS 1 (A-B)

The auditor's comments fall into three general areas:

- A. Aligned with TEKS
- B. Contains appropriate breadth of coverage of TEKS
- C. Contains appropriate level of rigor for TEKS covered

#### Auditor Note:

"This test is very good and looks like many of mine for this same course. The TEKS included are well covered and reasonable. This first semester's coverage of systems, word processing, software, spreadsheets and databases is more than sufficient to prove a student has prior understanding of the TEKS.

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

#### TEKS Item: 1 (A-B)

1 (A-B): "The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to (A) **"communicate effectively with others using oral and written skills;"** (B) **"demonstrate collaboration skills through teamwork"**.

#### Auditor Comment:

"Communicate orally and demonstrate collaboration skills are not possible on a paper test, though TEKS C-F can be considered covered in the manner in which they test, timely, professional, & compliant with rules".

### HIGH BUSIM 1B – Business Information Management I – First Semester

Comments provided for the following TEKS 13 (A-C)

The auditor's comments fall into three general areas:

- A. Aligned with TEKS
- B. Contains appropriate breadth of coverage of TEKS
- C. Contains appropriate level of rigor for TEKS covered

#### Auditor Note:

"The test is comprehensive in bringing the database from the 1<sup>st</sup> semester into the 2<sup>nd</sup> with more advanced properties and other features like wizards. The presentation questions are excellent".

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

13 (A-B): “The student applies desktop publishing technology. The student is expected to: (A) **“identify technologies available for desktop publishing;”** (B) **“identify customary standards and styles of desktop publishing;”**

**Auditor Comment**

- “A program besides word or docs that can be used to easily design menus, brochures, business cards and other desktop publishing documents is \_\_\_\_\_”
  - “Publisher, Canva, InDesign or Infinity”
- “Lines, shapes, mass, texture, and color are **Standard** building blocks in desktop publishing”

13 (C): “The student applies desktop publishing technology. The student is expected to: (C) “create desktop publications importing text and graphics”

**Auditor Comment**

“Creating a desktop publishing document during a standard testing session is not appropriate for this test because of time considerations and software availability along with computer access”.

**HIGH DIMED – Digital and Interactive Media 1A and 1B**

Comments provided for the following TEKS: 7 (A-D), 8 (A, B, D-F), 9 & 10

The auditor’s comments fall into three general areas:

- A. Aligned with TEKS which changes specified below
- B. Contains appropriate breadth of coverage of TEKS with changes specified below
- C. Contains appropriate level of rigor for TEKS covered with changes specified below

**Auditor Note:**

“The TEKS required demonstration, design and creation are impossible to prove in the breadth of a written exam. The test provides questions that are related to the legal & personal portions of the course with enough of the basics of graphic design to be a sufficient representation by including the elements & principles of design and enough about graphics to show understanding of the concept if unable to demonstrate file type, safety, transfers, and other hands-on requirements of the course. There are sufficient questions to test planning projects but no viable way to TEST student’s abilities to do so without hand-on interactive lab settings”.

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

**TEKS item: 7 (A-D), 8 (A, B, D-F), 9 & 10**

7(A-D): “The student demonstrates appropriate use of digital photography equipment and techniques. The student is expected “(A) **Demonstrate proper use of safety procedures while using digital**

photography equipment;" (B) "Capture still shot images using digital photography equipment incorporating various photo composition techniques such as lighting, perspective, candid versus posed, rule of thirds and level of horizon;" (C) "Transfer still shot images from equipment to the computer; and"; (D) "Demonstrate photographic enhancement techniques such as feathering, layering, masking, and color enhancement using appropriate photo editing software".

**Auditor Comment:**

"Demonstration of equipment and techniques of Digital photography requires lab time which is unavailable with this form of testing.

8 (A, B, D-F): "The student demonstrates appropriate use of video equipment and techniques. The student is expected to: (A) "Demonstrate proper use of safety procedures while using digital video equipment"; (B) "Demonstrate proper use of terminology in relation to video technology"; (D) "Transfer video images from equipment to the computer"; (E) "Apply videographic enhancement and editing techniques such as panning, transitioning, zooming, content editing, and synchronizing audio and video using appropriate digital manipulation software; and"; (F) "Export video files in digital formats to be used in various delivery systems such as podcasts, downloadable media, social media, and streaming video".

**Auditor Comment:**

"The demonstration of ethics is covered in the Copyright, Fair Use sections of the test. The transfer, export, edit, enhancements and skills required for manipulation of the files is not possible in this form of testing".

9: "The student demonstrates appropriate use of audio equipment and techniques. The student is expected to: (A) "Demonstrate proper use of safety procedures while using digital audio equipment"; (B) "Demonstrate proper use of terminology and concepts in relation to audio technology"; (C) "Demonstrate proper use of digital audio equipment to capture audio files"; (D) "Transfer audio files from equipment to the computer"; (E) "Demonstrate proper use of audio editing software such as adding effects, fading, volume control, and manipulation of waveforms using appropriate digital manipulation software; and;" (F) "Export audio files to be used in digital formats in various delivery systems such as podcasts, downloadable files, social media, and streaming video".

**Auditor Comment:**

"Students will be unable to demonstrate skills in use of audio/visual. There are questions about story boards and planning".

10: "The student demonstrates appropriate use of animation. The student is expected to: (A) "Plan and create a linear and non-linear animation using accepted standards such as design principles, frames and key frames, integration of audio into an animation, and user interactive controls"; (B) "Deploy animation to be used in various digital formats and on various video animation players; and"; (C) "Create an interactive animation";

**Auditor Comment:**

“Students will be unable to demonstrate skills in use of audio/visual. There are questions about story boards and planning”.

**HIGH DOLLARS – Dollars and Sense**

Comments provided for the following TEKS: 1 (A-D), 3 (F, I), 4(A-C) 5(A-D) 8 (A, C-D)

The auditor’s comments fall into three general areas:

- A. Aligned with TEKS with changes specified below
- B. Contains appropriate breadth of coverage of TEKS with changes specified below
- C. Contains appropriate level of rigor for TEKS covered with changes specified below

Auditor Note: “1A, 1B, 1C, 1D, 3F, 3I, 4A, 4B, 4C, 5A, 5B, 5C, 5D, 8A, 8C, 8D are not addressed in the test”.

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

1(A-D): “The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to: (A) **“apply interpersonal communication skills in business and industry settings”**; (B) **“explain and recognize the value of collaboration within the workplace”**; (C) **“examine the importance of time management to succeed in the workforce”**; (D) **“identify work ethics and professionalism in a job setting”**.”

3(F, I): “The student demonstrates management of financial resources to meet the goals of individuals and families across the life span. The student is expected to: (F) **“investigate the benefits of charitable giving”**, (I) **“investigate bankruptcy laws; including bankruptcy”**.”

4(A-C): “The student demonstrates effective consumer skills related to housing needs. The student is expected to: (A) **“explain consumer rights and responsibilities associated with renting or buying a home”**; (B) **“analyze legal and financial aspects of purchasing and leasing housing; and”** (C) **“propose money-management skills necessary to make the transition from renting to home ownership”**.”

5(A-D): “The student analyzes the relationship of the environment to family and consumer resources. The student is expected to: (A) **“analyze individual and family responsibilities in relation to environmental trends and (B) “summarize environmental trends and issues affecting families and future generations; (C) demonstrate behaviors that conserve, reuse, and recycle resources to maintain the environment; and (D) explain governmental regulations for conserving natural resources.**

8 (A, C-D): **“The student integrates knowledge, skills, and practices required for careers in consumer services. The student is expected to: (A) “explain the roles and functions of individuals engaged in consumer services careers; (C) “summarize education and training requirements for consumer services careers; and (D) investigate professional organizations for consumer services”**.”

**Auditor Comment:**

“These TEKS are not addressed in the test. Need to be added”.

7(E): “The student identifies skills and attributes necessary for sustaining a chosen lifestyle. The student is expected to: (E) **“use presentation skills to communicate and apply knowledge of careers in consumer services”**”.

**Auditor Comment:**

“TEKS 7E is not something that can be tested on a test, the TEKS states a student must be present”.

**Elementary Science Grade 4**

The auditor’s comments fall into three general areas:

- A. Aligned with TEKS
- B. Contains appropriate breadth of coverage of TEKS
- C. Contains appropriate level of rigor for TEKS covered

**Elementary Science Grade 5**

The auditor’s comments fall into three general areas:

- A. Aligned with TEKS
- B. Contains appropriate breadth of coverage of TEKS
- C. Contains appropriate level of rigor for TEKS covered

**HIGH – French 1A – High School French 1A**

Comments provided for the following TEKS: 1(A), 2 (A-D), 3 (A-B)

The auditor’s comments fall into three general areas:

- A. Aligned with the TEKS with changes specified below
- B. Contains appropriate breadth of coverage of TEKS with changes specified below
- C. Contains appropriate level of rigor for TEKS covered with changes specified below

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

**Auditor Comment:**

**TEKS Alignment:**

114.39 C2 A-D - “The exam does not assess interpretive communication with reading and listening. Reading and audio samples could be provided to assess this. Without this type of assessment, students cannot really demonstrate if they have reached the Novice Mid or Novice High level of proficiency”.

## Breadth of Coverage and Level of Rigor

C3A

“The exam does not assess presentational communication allowing students to state and support an opinion or preference orally or in writing. Prompts could be given to assess their level of proficiency in speaking and writing. The speaking questions seem only to allow for narrow responses.

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

1(A) “Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to: (A) **“ask and respond to questions about everyday life in spoken and written conversation”**.

### Auditor Comment:

“Is not assessable on a standard CBE due to the nature of the item (not conventionally testable); exam still has appropriate breadth of TEKS coverage”

2(A-D) “Interpretive communication: reading and listening. The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate with 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: (A) **“demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts”**; (B) **“identify key words and details from fiction and nonfiction texts and audio and audiovisual materials;”**(C) **“infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials;”** (D) **“identify cultural practices from authentic print, digital, audio, and audiovisual materials”**.

### Auditor Comment:

“In order to assess interpretive communication in reading, articles/excerpts from articles or digital texts (fiction and non-fiction) could be provided. Students would be given questions to assess their level of comprehension. Audio and audiovisual samples could be provided with comprehension questions to assess their listening proficiency.

3(A-B) “Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to: (A) **“state and support an opinion or preference orally and in writing; and;”** (B) **“describe people, objects, and simple situations orally and in writing using a mixture of words, phrases, and simple sentences”**.

**Auditor Comment:**

“The amount of speaking (including breadth and rigor) is very limited. The only question where they are asked to describe something is question #5. The question is so narrow that students cannot really demonstrate more than a Novice Mid level of proficiency. There are no questions that ask them to write to describe people, objects or simple situations in a capacity to demonstrate a Novice Mid or Novice High level of proficiency. They need speaking and writing prompts that allow them to describe as well as speaking and writing prompts that assess their proficiency level to state and support an opinion or preference.

**HIGH – French 1B – High School French 1B**

Comments provided for the following TEKS: 1(A), 2 (A-D), 3 (A-B)

The auditor’s comments fall into three general areas:

- A. Aligned with TEKS with changes specified below
- B. Contains appropriate breadth of coverage of TEKS with changes specified below
- C. Contains appropriate level of rigor for TEKS covered with changes specified below

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

**Auditor Comment:****TEKS Alignment**

114.39c2 A-D - “The exam does not assess interpretive communication with reading and listening. Reading and audio samples could be provided to assess this. Without this type of assessment, students cannot really demonstrate if they have reached the Novice Mid or Novice High level of proficiency.”

**Breadth of Coverage and Level of Rigor**

C3A - “The exam does not assess presentation communication allowing students to state and support an option or preference orally or in writing. Prompts could be given to assess their level of proficiency in speaking and writing. The speaking questions seem only to allow for narrow responses”.

**C3B: Concerning questions 1-10**

“Questions 5 and 8-10 allow for only very minimal oral descriptions of people, objects, and simple situations. Speaking questions could be broader and ask for more information. Prompts need to be added to assess the proficiency level of writing to describe people, objects and simple situations.

1(A): “Interpersonal communication: speaking and writing. The student negotiates meaning through spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures processes at the specified proficiency levels. The student is expected to (A) **“ask and respond to questions about everyday life in spoken and written conversation”**;

Is not assessable on a standard CBE due to the nature of the item (not conventionally testable); exam still has appropriate breadth of TEKS coverage.

2(A-D) “Interpretive communication: reading and listening. The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate with 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: (A) **“demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts”**; (B) **“identify key words and details from fiction and nonfiction texts and audio and audiovisual materials;”**(C) **“infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials;”** (D) **“identify cultural practices from authentic print, digital, audio, and audiovisual materials”**.

#### **Auditor Comment**

“In order to assess interpretive communication in reading, articles/excerpts from articles or digital texts (fiction or non-fiction) could be provided. Students would be given questions to assess their level of comprehension. Audio and audiovisual samples could be provided with comprehension questions to assess their listening proficiency”.

3(A-B) “Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to: (A) **“state and support an opinion or preference orally and in writing; and;”** (B) **“describe people, objects, and simple situations orally and in writing using a mixture of words, phrases, and simple sentences”**.

#### **Auditor Comment**

“The amount of speaking (including breadth and rigor) is very limited. The only question where they are asked to describe something is questions 5 and 8-10. The questions are so narrow that students cannot really demonstrate more than a Novice Mid level of proficiency. There are no questions that ask them to write to describe people, objects or simple situations in a capacity to demonstrate higher than a Novice Mid level of proficiency. They need speaking and writing prompts that allow them to describe with more rigor as well as speaking and writing prompts that assess their proficiency level to state and support an opinion or preference”.

#### **HIGH – French 2A – High School French 2A and 2B**

Comments provided for the following TEKS: 1(A-F), 2 (A-D), 3 (A-B)

The auditor’s comments fall into three general areas:

- A. Aligned with TEKS with changes specified below
- B. Contains appropriate breadth of coverage of TEKS with changes specified below



C. Contains appropriate level of rigor for TEKS covered with changes specified below

**Auditor Comment**

**TEKS Alignment**

**114.40c2 A-D**

“This section of TEKS is completely missing. The exam does not assess interpretive communication with reading and listening. Reading and audio samples could be provided to assess this. Without this type of assessment, students cannot really demonstrate if they have reached the Novice High or Intermediate Low level of proficiency. Concerning c2D: Identify cultural practices is not assessed. Authentic print/digital/audio and/or audiovisual materials can be provided to assess this”.

**C3A**

“The exam does not assess presentational communication allowing students to state and support an opinion or preference orally or in writing. Prompts could be given to assess their level of proficiency in speaking and writing. The speaking questions seem only to allow for narrow responses”.

**Breadth of Coverage and Level of Rigor:**

**C3B**

“Questions 1-10 allow for only very minimal oral descriptions of people, objects and simple situations. Questions 5 and 8 could be expanded/modified to allow appropriate assessment of proficiency level. Prompts need to be added to assess the proficiency level of writing to describe people, objects and simple situations”.

1 (A-F): “Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency level. The student is expected to: (A) **“ask and respond to questions about everyday life with simple elaboration in spoken and written conversation;** (B) **express and exchange personal opinions or preferences with simple supporting statements in spoken and written conversation;** (C) **ask and tell others what they need to, should, or must do with simple supporting reasons in spoken and written conversation;** (D) **articulate requests, offer alternatives, and develop plans with simple supporting statements in spoken and written conversation;** (E) **interact and react in spoken conversation using culturally appropriate expressions, register, and gestures;** and (F) **interact and react in writing using culturally appropriate expressions, register, and style”.**

**Auditor Comment**

“Although these TEKS would be difficult to assess without someone with whom they could interact, it would not be impossible. At the level of French 2, this might be something to consider in the future”.

2(A-D): “Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within 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: (A) **“demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts; (B) identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials; (C) infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials; and (D) identify cultural practices from authentic print, digital, audio, and audiovisual materials”**”.

#### **Auditor Comment**

“In order to assess interpretive communication in reading, articles/exerts from articles or digital texts (fiction and non-fiction) could be provided. Students would be given questions to assess their level of comprehension. Audio and audiovisual samples could be provided with comprehension questions to assess their listening proficiency”.

3(A-B): “Presentational communication: speaking and writing. The student presents information orally and in writing, using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to: (A) **“express and support an opinion or preference orally and in writing with supporting statements; and (B) describe people, objects, and situations orally and in writing using a series of sequenced sentences with essential details and simple elaboration”**”.

#### **Auditor Comment:**

“The amount of speaking (including breadth and rigor) is very limited. The only question where they are asked to describe something are questions 5 and 8. The questions are so narrow that students cannot really demonstrate more than a Novice Mid level of proficiency. There are no questions that ask them to write to describe people, objects or simple situations in a capacity to demonstrate higher than a Novice Mid level of proficiency. They need speaking and writing prompts that allow them to describe with more rigor as well as speaking and writing prompts that assess their proficiency level to state and support an opinion or preference”.

#### **HIGH HLTHED – High School Health Education**

The auditor’s comments fall into three general areas:

- A. Aligned with the TEKS
- B. Contains appropriate breadth of coverage of TEKS
- C. Contains appropriate level of rigor for TEKS covered

#### **HIGH Physics 1A – High School Physics 1A**

The auditor's comments fall into three general areas:

- A. Aligned with the TEKS
- B. Contains appropriate breadth of coverage of TEKS
- C. Contains appropriate level of rigor for TEKS covered

**Auditor Comment:**

"I thought it looked good. There is some crossover from semester one to semester two".

**HIGH Physics 1B – High School Physics 1B**

The auditor's comments fall into three general areas:

- A. Aligned with the TEKS
- B. Contains appropriate breadth of coverage of TEKS
- C. Contains appropriate level of rigor for TEKS covered

**Auditor Comment:**

"I thought it looked good. There is some crossover from semester one to semester two".

**HIGH INTERSTU – Interpersonal Studies**

Comments provided for the following TEKS: 7 (A-D), 8 (A, B, D-F), 9 & 10

The auditor's comments fall into three general areas:

- A. Aligned with TEKS which changes specified below
- B. Contains appropriate breadth of coverage of TEKS with changes specified below
- C. Contains appropriate level of rigor for TEKS covered with changes specified below

**Auditor Comment:**

"#9 – there is not a TEK that covers this question. 8E – not covered in the exam".

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

10 (C): "The student analyzes types of needs and crises experienced by individuals and families. The student is expected to: (C) **"identify resources and support systems that provide assistance to families in crisis"**.

**Auditor Comment**

"Question 45 on test B covers TEK 10 C. I would add that question to test A".

14 (A): “The student analyzes management practices to help an individual assume multiple family, community, and wage-earner roles. The student is expected to: (A) **“determine the impact of career choice on family life”**”.

**Auditor Comment**

“Questions 47, 54 and 63 cover different career paths but don’t touch on the impact the career choices have on family life. This TEK is a hard concept to test”.

**HIGH LifeFIT – Lifetime Nutrition and Wellness**

Comments provided for the following TEKS: 4 (L), 8 (D)

The auditor’s comments fall into three general areas:

- A. Aligned with the TEKS
- B. Contains appropriate breadth of coverage of TEKS
- C. Contains appropriate level of rigor for TEKS covered

**Auditor Note:**

“Part E, questions 57, 58, 59 & 60 align with the following TEKS: 2A, 2D, 4D, 4E

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

**TEKS ITEM 4(L)**

4 (L): “The student demonstrates knowledge of nutritionally balanced diets. The student is expected to (L) **“compare organic and green food choices; and”**”

**Auditor Comment:**

“Create a question that requires the student to specifically describe organic/green food choices; and/or contrast & compare organic/green foods.

8 (D): “The student investigates careers in nutrition. The student is expected to: (D) **“apply a problem-solving approach to a business challenge or opportunity to improve sustainability efforts while maintaining or increasing profits and/or organizational health”**”.

**Auditor Comment:**

“Create a question/case study related to business scenario”.

**HIGH – Money Matters – High School Money Matters 1A and 1B**

Comments provided for the following TEKS: 1(A-D), 7 (A-B, D-E, G), 8 (A-C), 9(D-F) 10(A-B, D-H) and 11 (B-C, E).

The auditor's comments fall into three general areas:

- A. Aligned with TEKS with changes specified below
- B. Contains appropriate breadth of coverage of TEKS with changes specified below
- C. Contains appropriate level of rigor for TEKS covered with changes specified below

Auditor Comment: "1A, 1B, 1C, 7A, 7B, 7D, 7E, 7G, 8A, 8B, 8C, 9D, 9E, 9F, 9I, 10A, 10B, 10D, 10E, 10F, 10G, 10H and 11B, 11C, 11E are not addressed in the test.

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

3(B): "The student demonstrates an understanding of a postsecondary plan. The student is expected to: (B) **"create a postsecondary plan that includes topics such as application requirements; testing requirements; certification requirements; associated deadlines; associated costs, including living expenses, job prospects and opportunities; beginning earnings, expected future earnings; and resumes and cover letters"**

**Auditor Comment:**

"The TEKS states to create a post-secondary plan that includes topics such as application requirements, testing requirements, certification requirements, associated deadlines, associated costs, including living expenses; job prospects and opportunities, beginning earnings; expected future earnings, and resume and cover letters".

"This TEKS can't be tested in a traditional sense, but multiple parts of the TEKS is covered in the test".

1(A-D): "The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to: (A) **"demonstrate an understanding of appropriate communication with customers, employers, and coworkers through verbal, nonverbal, and digital means"**; (B) **"demonstrate an understanding of the use of business etiquette"**; (C) **"demonstrate an understanding of appropriate customer service such as building customer relationships and resolving customer complaints; and"** (D) **"demonstrate an understanding of ethical and legal issues in business"**.

7 (A-B, D-E, G): "The student discusses economic indicators impacting personal financial decision making. The student is expected to: (A) **"analyze the measure of consumer spending as an economic indicator"**; (B) **"analyze the impact of a nation's unemployment rates"**; (D) **"analyze the economic impact of inflation on personal financial decision making"**; (E) **"analyze unemployment and inflation tradeoffs"**; (G) **"analyze the impact of business cycles on personal financial decision making"**.

8 (A-C): "The student analyzes the impact of international activities on personal financial decision making. The student is expected to: (A) **"examine international current events as related to personal financial decision making"**; (B) **"examine currency exchange rates; and"**; (C) **"examine domestic and international labor issues as related to personal financial decision"**.

9(D-F, I): “The student examines how personal financial decisions are used to achieve financial goals. The student is expected to: (D) **“analyze a pay stub”**; (E) **“interpret and reconcile bank statements”**; (F) **“maintain financial records”**; (I) **“prepare personal income tax forms by completing a 1040EZ with a W-2 form and using current tax tables”**;

10 (A-B, D-H): “The student understands the purposes of financial service providers. The student is expected to: (A) **“describe types of financial service providers, including banks and credit unions”**; (B) **“evaluate financial service providers based on selection criteria such as location, interest rates, and benefits”**; (D) **“explain loan evaluation criteria used by lending institutions”**; (E) **“summarize the components of a loan application package”**; (F) **“calculate a home loan payment schedule:”**; (G) **“calculate an automobile loan payment schedule; and”** (H) **“understand the risks of using a payday loan and title loan”**.

11 (B-C, E): “The student identifies various investment strategies. The student is expected to: (B) **“evaluate investment goals and objectives as they relate to risk tolerance”**; (C) **“investigate the opportunities and costs of postsecondary education; (E) “investigate the factors that affect the value of investments.**

**Auditor Comment:**

“These TEKS are not covered, need to be added to the test”.

**HIGH PRINT – Principles of Information Technology 1A and 1B**

Comments provided for the following TEKS: 8 (A-E) & 10

The auditor’s comments fall into three general areas:

- A. Aligned with TEKS
- B. Contains appropriate breadth of coverage of TEKS
- C. Contains appropriate level of rigor for TEKS covered

**Auditor Note:**

“This test looks very much like mine in teaching this PIT course. Question 43 is ambiguous because all answers depend on settings”.

“Spreadsheet and Database programs are not covered in this test. The remainder of the TEKS are covered sufficiently for this course. The questions are a reasonable representation of the skills required for an entry level job position or a beginning in upper-level education”.

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

**TEKS ITEM 8 (A-E) & 10**

8(A-E): “The student applies spreadsheet technology. The student is expected to (A) **“Identify the terminology associated with the spreadsheet software;”** (B) **“Use numerical content to perform**

mathematical calculations;” (C) “Use student-created and preprogrammed functions to produce documents such as budget, payroll, statistical tables, and personal checkbook register”; (D) “Identify, generate, and describe the function of comma separated value files”; (E) “Create and analyze spreadsheets incorporating advanced features such as lookup tables, nested IF statements, subtotals, cell protection conditional formatting, charts, and graphs”.

**Auditor Comment:**

“Can be assessed using the suggestions below”:

- A. “What symbol is required to create a formula instead of a label. (=)”
- B. “What is a group of cells called? (Range)”
- C. “What order of operations is required in the arrangement of a formula (PENUMBRA)”
- D. “Which of the following formulas is correct? =8,89 =8&89 =8\*89”
- E. “Which of the following symbols is used in a formula for division? /”

10: “The student explores database technology. The student is expected to: (A) “**Identify the terminology associated with database software and database functions**”; (B) “**Explore the application of databases**”; (C) “**Identify and explain the purpose and elements of a query language**”; “(D) “**Identify and explain the purpose of fields and records; and**” (E) “**Describe the process of constructing a query, including multiple search parameters**”;

**Auditor Comment:**

“Can be assessed using the suggestions below”:

- A. “What kind of business would use a database?”
- B. “What is the purpose of a database system?”
- C. “What is the difference between a file and record in a database?”

**HIGH TAWWEBDN – Web Design 1A**

Comments provided for the following TEKS: 2 (A) & 5(A-J)

The auditor’s comments fall into three general areas:

- A. Aligned with TEKS
- B. Contains appropriate breadth of coverage of TEKS
- C. Contains appropriate level of rigor for TEKS covered

**Auditor Note:**

“This test does an expansive job of covering internet protocols, basic html programming, communication, history and through written requests just enough write it down html to prove they are basics familiar with the program. It asks about layouts and choices plus size and domains. The test is sufficient to test the first semester of Web Design”

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

2(A): “Communication and collaboration. The student uses digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning experience of others. The student is expected to (A) **“analyze and implement the proper and acceptable use of digital/virtual communications technologies such as instant messaging (IM), chat, email, and social networking”**;

**Auditor Comment:**

“Collaboration is impossible to prove when taking a written CBE test. The test does a sufficient job on basic web design & protocols”.

5(A-J): “Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected (A) **“engage in online activities that follow appropriate behavioral, communication, and privacy guidelines, including ethics, personal security, verbiage determined by the intended audience, and ethical use of files and file sharing”**; (B) **“understand the negative impact of inappropriate technology use, including online bullying and harassment”**; (C) **“implement online security guidelines, including identity protection, limited personal information sharing, and password protection of a secure website”**; (D) **“engage in safe legal, and responsible use of information and technology”**; (E) **“understand and respond to local, state, national, and global issues to ensure appropriate cross-browser and cross-platform usability”**; (F) **“interpret, use, and develop a safe online shared computing environment”**; (G) **“identify legal, ethical appropriate, and safe website marketing practices”**; (H) **“identify legal, ethical, appropriate, and safe multimedia usage, including video, audio, graphics, animation, and emerging trends”**; (I) **“analyze the impact of the World Wide Web on society through research, interviews, and personal observation; and”**; (J) **“participate in relevant and meaningful activities in the larger community and society to create electronic projects”**.

**Auditor Comment:**

“It is impossible to prove the ability to engage online or implement security guidelines or participate in meaningful activities without a hands-on lab setting”.

**HIGH TAWWEBDN – Web Design 1B**

Comments provided for the following TEKS: 5(F) & 6 (L-S)

The auditor’s comments fall into three general areas:

- A. Aligned with TEKS
- B. Contains appropriate breadth of coverage of TEKS
- C. Contains appropriate level of rigor for TEKS covered

**Auditor Note:**



“The test incorporates everything that should be completed in the 2<sup>nd</sup> semester of Web Design. This semester test added to the 1<sup>st</sup> semester test covered the more advanced html and includes JAVA, covers planning a website and the protocols required to publish an active functioning website. The html programming that is required written since there is no online activity with this written test is reasonable and short enough not to overwhelm the tester. The same TEKS was used to evaluate this 2-semester course. Scaffolding is the best method for teaching anything that involves technology and the advancement from one test to another is sufficient to meet the requirements”.

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

5 (F): “Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected “(F) **“interpret, use, and develop a safe online shared computing environment”**;

**Auditor Comment:**

“Continuance with the inability to implement and prove that protocols are in place that projects work or that students can demonstrate a secure communication for a server to a client”.

6(L-S): “Technology operations and concepts. The student demonstrates a sound understanding of technology concepts, systems, and operations. The student is expected to: (L) **“implement escape codes, Hypertext Markup Language (HTML), cascading style sheets (CSS), and JavaScript through hard coding, web editors, and web authoring programs”**; (M) **“identify and use FTP client software”**; (N). **“implement java applet insertion”**; (O) **“identify and differentiate various network topologies, including physical and logical”**; (P) **“create, evaluate, and use web-based animation”**; (Q) **“create, evaluate, and use video, including editing, compression, exporting, appropriateness, and delivery”**; (R) **“demonstrate the ability to conduct secure communications from a web server to a client; and”**; (S) **“use hypertext linking appropriately when creating web pages”**;

**Auditor Comment:**

“Creating or inventing is unreasonable in a paper test. The student does not have a chance to implement, create or evaluate their work or to test for quality assurance”.