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- 1. Does each grade level or course follow a complete and logical development of English language arts and reading concepts?**





4. Are the student expectations (SEs) clear and specific?

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5. Are the TEKS aligned horizontally and vertically? If not, what gaps should be addressed?

6. Can all student expectations reasonably be taught within the amount of time typically allotted for the grade level or high school course prior to the end of the school year or prior to a state assessment?

Definitely not. By way of example, I went through the 7th TEKS and counted a couple of things just to quantify my th

9. Are the College and Career Readiness Standards adequately and appropriately addressed throughout the TEKS?

10. Do you have any other suggestions for ways in which the English language arts and reading TEKS can be improved?