

**English III
College and Career Readiness
Phase II – Validation Process**

Background

Following the first phase of the alignment process, which was conducted by the Texas Education Agency (TEA) content experts from the curriculum and student assessment divisions as well as the Texas Higher Education Coordinating Board (THECB) staff and selected college faculty knowledgeable about the English language arts College and Career Readiness Standards (CCRS), a new group was convened to validate the performance expectations associated with each critical college-readiness skill identified for English III. The plan called for the committee to review, modify, and validate initial documents created around Phase I work. The committee's task was to do the following:

- compare the Texas Essential Knowledge and Skills (TEKS) for English III with those of the College and Career Readiness Standards (CCRS);
- review the performance expectations for clarity and accuracy; and
- validate the performance expectations after reaching consensus on the modifications, if any, that should be made.

Process

The first half-day meeting was held on Monday, September 21, 2009. Joseph Kulhanek, TEA Director of the College and Career Readiness Program, summarized the actions of Phase I, including the alignment of skills from the new English language arts and reading TEKS for English III with those of the English language arts CCRS. Dave Spence, President of the Southern Regional Education Board, provided the committee with background information on the initiative, including the end goal: that the validated performance expectations will be used for assessment, teacher preparation, professional development, and instructional materials. By the second day, Tuesday, September 22nd, the committee completed its analysis of the alignment created by members of the Phase I committee.

The English language arts committee attending the September 21st and 22nd meetings included the following educators:

- Ellen Morris, English teacher, Graham High School, Graham ISD
- Cindy Wilson, English Department Head, Estacado High School, Lubbock ISD
- Jim Sanderson, Ph.D., Writing Director and Professor of English, Lamar University
- Bruce Limuel, English teacher, Justin F. Kimball High School, Dallas ISD
- Deborah M. Scaggs, Professor of Composition and Writing Program Director, Texas A & M International University
- Barbara Cade, English instructor, Texas College
- Rose De La Rosa, English teacher, Kaufer High School, Riviera ISD
- Beth L. Brunk-Chavez, Ph.D., Associate Professor of Rhetoric and Writing Studies, Director of First –Year Composition, University of Texas at El Paso
- Suzanne Maulsby, English teacher, Weatherford High School, Weatherford ISD
- Jennifer Dean, Ph.D., Executive Director, K12 Assessments, Educational Testing Service

- Joseph Kulhanek, Ph.D., TEA Director, College and Career Readiness Program, State Initiatives
- Lynette Heckmann, THECB Director, College Readiness Initiatives

The committee evaluated the alignment of the 25 English III TEKS standards and CCRS standards assigned to the TEKS. Each TEKS standard was compared with the CCRS standard and then analyzed against the performance expectation. The performance expectation was discussed as a group, focusing on accuracy, need, and clarity of wording. In several instances, the committee changed wording in the performance expectation to improve clarity. Like the Phase I committee, the Phase II committee focused on formulating clear performance expectations that represent what a student must do to demonstrate mastery of skills needed for success in postsecondary work in college or a career. After completing the revision process, each member was given two weeks to review and accept or to suggest further changes. After receiving email acceptances from each committee member, the new document was sent to Joseph Kulhanek, Ph.D., TEA Director, College and Career Readiness Program, State Initiatives. The validation of this new document reflected the committee's belief that the TEKS and CCRS are closely aligned and that the performance expectations accurately illustrate a student's readiness for college or career.