

## Guidelines for Content Advisor Feedback

Please review the final recommendations for the science Texas Essential Knowledge and Skills (TEKS) for kindergarten–grade 8.

There is no specific format required for your feedback. When referencing specific portions of the TEKS, please indicate the grade level and the specific letter/number of the standard to which you are referring, as appropriate. For example, 1.7.B (Grade 1, student expectation (7)(B)).

### GUIDING QUESTIONS

1. Do the final recommendations adequately address scientific concepts? If not, please give examples of how the standards may be improved.
2. Are the final recommendations aligned vertically and horizontally and don't create gaps in scientific concepts and skills? If not, what gaps or concepts are still missing that should be addressed?
3. Are the student expectations clear and specific? If not, please give examples of how the language might be improved.
4. Do you have any other suggestions for ways in which the elementary and middle school TEKS can be improved?

The revisions done by the Work Groups greatly improve the clarity and alignment of the TEKS. They should be commended for the time and effort evident in this final draft. It is no easy task to consider feedback from multiple stakeholders while drawing upon their own professional expertise and as a committee draft revisions accordingly. The additional time allowed by the Board for the draft process was invaluable and will yield positive outcomes for Texas students.

Fully support the addition of the recurring themes and concepts strand to make explicit the thought processes, skills, and connections students are expected to develop throughout their K-8 science experience. These themes and concepts are well-aligned to increase in sophistication and complexity as student's increase their scientific knowledge and understanding. Students able to meet these expectations will be prepared for greater depth and breadth of HS level science coursework.

Good progression of KS8 K-2 for primary students to focus on exploration of one type of energy and is developmentally appropriate. Vertical alignment for KS9 is good – moving the weather SEs to KS10 as an aspect of Earth systems improves alignment for both strands.

A few suggestions for further improving the TEKS are below:

- SEP3.3-5 – wording is grammatically confusing
  - o The prior K-2 and post 6-8 SE is the same; suggest maintaining the same wording for this SE throughout K-8 or reword to “communicate valid conclusions determined from both direct and indirect evidence individually and collaboratively in a variety of settings and formats” for consistency
- Grade 5 6D – suggest verb change to “demonstrate” to require more hands-on experience of concept
- K13B – suggest move to D and align A,C,D as A-C to group SEs covering plants
- 2.13B and C – suggest “compare and describe”