

**TE<sub>x</sub>ES** | Texas Examinations of Educator Standards

# Preparation Manual



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# PREFACE

The State Board for Educator Certification (SBEC) has developed new standards for Texas educators that delineate what the beginning educator should know and be able to do. These standards, which are based on the state-required curriculum for students—the Texas Essential Knowledge and Skills (TEKS)—form the basis for new Texas Examinations of Educator Standards (TExES™). This initiative will affect all areas of Texas education—from the more than 100 approved Texas educator preparation programs to the more than 7,000 Texas school campuses. This standards-based system reflects the SBEC's commitment to help align Texas education from kindergarten through college. The SBEC's role in this K–16 initiative will ensure that newly certified Texas teachers have the essential knowledge and skills to teach the TEKS to the state's public school students.

This manual is designed to help examinees prepare for the new TExES test in this field. Its purpose is to familiarize examinees with the competencies to be tested, test item formats, and pertinent study resources. Educator preparation program staff may also find this information useful as they help examinees prepare for careers as Texas educators.

If you have any questions after reading this preparation manual or you would like additional information about the new TExES tests or the educator standards, please visit the SBEC Web site at [www.sbec.state.tx.us](http://www.sbec.state.tx.us).

## KEY FEATURES OF THE MANUAL

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*List of competencies that will be tested*

*Strategies for answering test items*

*Sample test items and answer key*

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## SECTION I

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# THE NEW TExES TESTS FOR TEXAS TEACHERS

As required by the Texas Education Code §21.048, successful performance on educator certification examinations is required for the issuance of a Texas educator certificate. Each TExES test is a criterion-referenced examination designed to measure the knowledge and skills delineated in the corresponding TExES test framework. Each test framework is based on standards that were developed by Texas educators and other education stakeholders.

Each newly developed TExES test is designed to measure the requisite knowledge and skills that an entry-level educator in this field in Texas public schools must possess. The tests include both individual, or stand-alone, test items (questions) and items that are arranged in clustered sets based on real-world situations faced by educators.

### Development of the New TExES Tests

Committees of Texas educators and interested citizens guide the development of the new TExES tests by participating in each stage of the test development process. These working committees comprise Texas educators from public and charter schools, faculty from educator preparation programs, education service center staff, representatives from professional educator organizations, content experts, and members of the business community. The committees are balanced in terms of position, affiliation, years of experience, ethnicity, gender, and geographical location. The committee membership is rotated during the development process so that numerous Texas stakeholders may be actively involved. The steps in the process to develop the TExES tests are described below.

1. **Develop Standards.** Committees are established to recommend what the beginning educator should know and be able to do. Using the Texas Essential Knowledge and Skills (TEKS) as a focal point, draft standards are prepared to define the knowledge and skills required of the beginning educator.
2. **Review Standards.** Committees review and revise the draft standards. The revised draft standards are then placed on the SBEC Web site for public review and comment. These comments are used to prepare a final draft of the standards that will be presented to the SBEC Board for discussion, the State Board of Education (SBOE) for review and comment, and the SBEC Board for approval. Standards not based specifically on the TEKS, such as those for librarians and counselors, are proposed as rule by the SBEC Board; sent to the SBOE for its 90-day review; and, if not rejected by the SBOE, adopted by the SBEC Board.
3. **Develop Test Frameworks.** Committees review draft test frameworks that are based on the standards. These frameworks outline the specific competencies to be measured on the new TExES tests. The TExES competencies represent the critical components of the standards that can be measured with either a pencil-and-paper-based or computer-based examination, as appropriate. Draft frameworks are not finalized until after the standards are approved and the job analysis/content validation survey (see #4) is complete.

4. **Conduct Job Analysis/Content Validation Surveys.** A representative sample of Texas educators who practice in or prepare individuals for each of the fields for which an educator certificate has been proposed are surveyed to determine the relative job importance of each competency outlined in the test framework for that content area. Frameworks are revised as needed following an analysis of the survey responses.
5. **Develop and Review New Test Items.** The test contractor develops draft items that are designed to measure the competencies described in the test framework. Committees review the newly developed test items that have been written to reflect the competencies in the new test frameworks. Committee members scrutinize the draft items for appropriateness of content and difficulty; clarity; match to the competencies; and potential ethnic, gender, and regional bias.
6. **Conduct Pilot Test of New Test Items.** All of the newly developed test items that have been deemed acceptable by the item review committees are then administered to an appropriate sample of candidates for certification.
7. **Review Pilot Test Data.** Pilot test results are reviewed to ensure that the test items are valid, reliable, and free from bias.
8. **Administer New TExES Tests.** New TExES tests are constructed to reflect the competencies, and the tests are administered to candidates for certification.
9. **Set Passing Standard.** A Standard Setting Committee convenes to review performance data from the initial administration of each new TExES test and to recommend a final passing standard for that test. The SBEC considers this recommendation as it establishes a passing score on the test.

## Taking the TExES Test and Receiving Scores

Please refer to the current TExES registration bulletin for information on test dates, sites, fees, registration procedures, and policies.

You will be mailed a score report approximately four weeks after each test you take. The report will indicate whether you have passed the test and will include:

- a total test *scaled* score. Scaled scores are reported to allow for the comparison of scores on the same content-area test taken on different test administration dates. The total scaled score is not the percentage of items answered correctly and is not determined by averaging the number of questions answered correctly in each domain.
  - For all TExES tests, the score scale is 100–300 with a scaled score of 240 as the minimum passing score. This score represents the minimum level of competency required to be an entry-level educator in this field in Texas public schools.
- your performance in the major content domains of the test and in the specific content competencies of the test.
  - This information may be useful in identifying strengths and weaknesses in your content preparation and can be used for further study or for preparing to retake the test.
- information to help you understand the score scale and interpret your results.

You will not receive a score report if you are absent or choose to cancel your score.

Additionally, unofficial score report information will be posted on the Internet on the score report date of each test administration. Information about receiving unofficial scores on the Internet, the score scale, and other score report topics may be found on the SBEC Web site at [www.sbec.state.tx.us](http://www.sbec.state.tx.us).

## **Educator Standards**

Complete, approved educator standards are posted on the SBEC Web site at [www.sbec.state.tx.us](http://www.sbec.state.tx.us).



## SECTION II

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### USING THE TEST FRAMEWORK

The Texas Examination of Educator Standards (TExES) test measures the content knowledge required of an entry-level educator in this field in Texas public schools. This manual is designed to guide your preparation by helping you become familiar with the material to be covered on the test.

**When preparing for this test, you should focus on the competencies and descriptive statements, which delineate the content that is eligible for testing. A portion of the content is represented in the sample items that are included in this manual. These test questions represent only a *sample* of items. Thus, your test preparation should focus on the complete content eligible for testing, as specified in the competencies and descriptive statements.**

#### Organization of the TExES Test Framework

The test framework is based on the educator standards for this field.

The content covered by this test is organized into broad areas of content called domains. Each domain covers one or more of the educator standards for this field. Within each domain, the content is further defined by a set of competencies. Each competency is composed of two major parts:

1. the *competency statement*, which broadly defines what an entry-level educator in this field in Texas public schools should know and be able to do, and
2. the *descriptive statements*, which describe in greater detail the knowledge and skills eligible for testing.

The educator standards being assessed within each domain are listed for reference at the beginning of the test framework, which begins on page 8. These are then followed by a complete set of the framework's competencies and descriptive statements.

An example of a competency and its accompanying descriptive statements is provided on the next page.

## **Sample Competency and Descriptive Statements**

### **Speech 8–12**

#### **Competency:**

**The teacher understands the communication process and related theories.**

#### **Descriptive Statements:**

The beginning teacher:

- Understands and analyzes components of the communication process (e.g., sender, receiver, message, channel, feedback, encoding, decoding, barriers, noise, context) and their interrelatedness in various contexts.
- Understands basic principles of communication and applies knowledge of communication theory to analyze the communication process.
- Recognizes purposes and functions of communication (e.g., informing; persuading; expressing and responding to opinions, ideas, and feelings; participating in social traditions; creating and imagining) and analyzes purposes and functions of communication in various contexts.
- Recognizes the role of communication in creating meaning, influencing thought, and making decisions.
- Applies knowledge of factors that affect communication and distinguishes between appropriate and inappropriate communication and between effective and ineffective communication.

## Studying for the TExES Test

The following steps may be helpful in preparing for the TExES test.

1. Identify the information the test will cover by reading through the test competencies (see the following pages in this section). *Within each domain* of this TExES test, each competency will receive approximately equal coverage.
2. Read each competency with its descriptive statements in order to get a more specific idea of the knowledge you will be required to demonstrate on the test. You may wish to use this review of the competencies to set priorities for your study time.
3. Review the "Preparation Resources" section of this manual for possible resources to consult. Also, compile key materials from your preparation coursework that are aligned with the competencies.
4. Study this manual for approaches to taking the TExES test.
5. When using resources, concentrate on the key ideas and important concepts that are discussed in the competencies and descriptive statements.

**NOTE: This preparation manual is the only TExES test study material endorsed by the SBEC for this field. Other preparation materials may not accurately reflect the content of the test or the policies and procedures of the TExES program.**

# TEST FRAMEWORK FOR FIELD 155:

## SPEECH 8–12

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**Domain I    Communication Processes**  
**(approximately 31% of the test)**

**Standards Assessed:**

**Speech 8–12 Standard II:**

The speech teacher understands the importance of using accurate and complete information as a basis for critical thinking, reasoning, decision making, speaking, and listening; knows how to apply research skills and procedures to gather, analyze, evaluate, and use information from a variety of sources; and teaches students to apply these skills and procedures in varied communication contexts.

**Speech 8–12 Standard III:**

The speech teacher understands the communication process and related theories, knows the purposes and functions of communication, and provides opportunities for students to apply this knowledge to make appropriate and effective choices as senders and receivers of messages in varied contexts.

**Speech 8–12 Standard IV:**

The speech teacher understands and promotes students' understanding of the influence of self and culture in making communication choices that determine the effectiveness of communication in interpersonal, group, organizational, and public contexts.

**Speech 8–12 Standard XI:**

The speech teacher knows how to interpret, analyze, and produce various types of mass media messages and provides students with opportunities to develop skills as producers and critical consumers of media messages.

**Speech 8–12 Standard XII:**

The speech teacher understands ethical standards and major legal issues relevant to varied communication contexts and teaches students about the importance of freedom of speech in a democratic society and the rights and responsibilities of communicators.

**Domain II Speaking and Listening in Different Contexts  
(approximately 38% of the test)**

**Standards Assessed:**

**Speech 8–12 Standard V:**

The speech teacher understands oral language, listening, and nonverbal communication skills; knows how to analyze communication interactions; and teaches students how to apply related knowledge and skills to become competent communicators in varied contexts.

**Speech 8–12 Standard VIII:**

The speech teacher understands concepts and principles of classical and contemporary rhetoric and teaches students how to plan, prepare, organize, deliver, and evaluate speeches and presentations.

**Speech 8–12 Standard IX:**

The speech teacher understands argumentation and debate and provides students with opportunities to apply skills and strategies for argumentation and debate in a variety of formats and contexts.

**Speech 8–12 Standard X:**

The speech teacher understands the art of oral interpretation and provides opportunities for students to develop and apply oral interpretation skills in individual and group performances for a variety of audiences, purposes, and occasions.

**Speech 8–12 Standard VI:**

The speech teacher understands interpersonal communication and teaches students to apply appropriate and effective verbal, nonverbal, listening, and responding skills in interpersonal interactions in varied contexts.

**Speech 8–12 Standard VII:**

The speech teacher understands group and organizational dynamics and skills for communicating in groups and organizations, and provides students with opportunities to develop and apply appropriate and effective communication skills for groups and organizations.

**Domain III Speech Education  
(approximately 31% of the test)**

**Standards Assessed:**

**Speech 8–12 Standard I:**

The speech teacher knows how to design and implement effective instruction that is appropriate for all students and reflects the Texas Essential Knowledge and Skills (TEKS) in speech.

## **DOMAIN I—COMMUNICATION PROCESSES**

### **Competency 001**

#### **The teacher understands the communication process and related theories.**

The beginning teacher:

- Understands and analyzes components of the communication process (e.g., sender, receiver, message, channel, feedback, encoding, decoding, barriers, noise, context) and their interrelatedness in various contexts.
- Understands basic principles of communication and applies knowledge of communication theory to analyze the communication process.
- Recognizes purposes and functions of communication (e.g., informing; persuading; expressing and responding to opinions, ideas, and feelings; participating in social traditions; creating and imagining) and analyzes purposes and functions of communication in various contexts.
- Recognizes the role of communication in creating meaning, influencing thought, and making decisions.
- Applies knowledge of factors that affect communication and distinguishes between appropriate and inappropriate communication and between effective and ineffective communication.

### **Competency 002**

#### **The teacher understands factors that influence communication choices.**

The beginning teacher:

- Understands the importance of making appropriate communication choices and using effective communication strategies in interpersonal, group, organizational (e.g., professional, social), and public contexts.
- Recognizes ways in which intrapersonal communication (e.g., self-esteem, self-concept, self-talk, personal perceptions) influences communication; the role of self-esteem and a positive self-concept in effective communication; and the importance of developing awareness of personal perceptions and using perception checks.
- Recognizes the influence of personal attributes and cultural factors (e.g., age, gender, knowledge and experience base, ethnic identity, values, beliefs, disability, socioeconomic factors, nationality) in determining communication choices and behaviors and analyzes ways in which self and culture influence communication decisions in a variety of interpersonal, group, organizational, and public contexts.
- Understands the importance of poise, self-confidence, and assertiveness in communication; strategies for developing poise, self-confidence, and assertiveness; and the importance of exhibiting and modeling sensitivity to and respect for diversity (e.g., cultural, social, political) in various communication contexts.

### **Competency 003**

**The teacher understands the importance of using accurate and complete information as a basis for critical thinking, reasoning, decision making, effective listening, and speaking in interpersonal, group, organizational, and public contexts.**

The beginning teacher:

- Demonstrates knowledge of various types of information resources, including primary, print, and electronic resources, and their uses.
- Identifies and evaluates sources of information and applies criteria for evaluating source information (e.g., objectivity, source credibility, recency, accuracy) to meet various communication needs.
- Understands principles and procedures for locating, gathering, analyzing, evaluating, and using information from primary, secondary, and electronic sources (e.g., interviews, surveys, questionnaires, written texts, technology and media sources).
- Understands legal and ethical issues and guidelines related to the use of information from various sources, including avoidance of plagiarism and use of appropriate techniques for citing sources.

### **Competency 004**

**The teacher understands how to interpret, analyze, and produce various types of media messages.**

The beginning teacher:

- Demonstrates knowledge of different types of mass media (e.g., radio, television, film, Internet) and the history and development of different media, including how the development of technologies has influenced each medium.
- Recognizes the roles and functions of mass media as sources of information, entertainment, persuasion, and education and recognizes strategies and types of programming used by media to inform, persuade, entertain, and educate.
- Demonstrates knowledge of media issues (e.g., censorship, violence, advertising, standards for information gathering and news dissemination), the role of government agencies in regulating media, and the influence of mass media on media audiences (e.g., in relation to individual values, beliefs, and perceptions; consumer behaviors; societal norms and standards; political ideas and policies).
- Understands the roles and responsibilities of various media personnel (e.g., producers, directors, technicians, performers).
- Demonstrates knowledge of skills and strategies used for planning, organizing, writing, designing, producing, and communicating various types of media messages for a variety of audiences and purposes.
- Demonstrates knowledge of skills and strategies for interpreting, analyzing, and evaluating media messages; analyzes and evaluates media messages based on a variety of factors (e.g., content, nonverbal cues, objectivity); and analyzes the social and cultural contexts in which media content is produced and the relationships between audiences and media content.

### **Competency 005**

**The teacher understands ethical standards and major legal issues relevant to various communication contexts.**

The beginning teacher:

- Recognizes the importance of freedom of speech in a democratic society and the role of public speaking, debate, and mass media in a free society.
- Demonstrates knowledge of major legal and ethical issues related to communication and media (e.g., copyright infringement, fair use principle, use of various sources of information, propaganda).
- Recognizes rights and responsibilities of communicators in interpersonal, group, organizational, public, and mass communication contexts.
- Analyzes how modern public address influences public opinion and policy in a democracy.

## **DOMAIN II—SPEAKING AND LISTENING IN DIFFERENT CONTEXTS**

### **Competency 006**

**The teacher understands oral language, listening, and nonverbal communication skills.**

The beginning teacher:

- Understands the conventions of oral language (e.g., meaning, vocabulary, syntax, grammar, phonation) and the skills needed to use oral language appropriately and effectively for diverse purposes, content, audiences, and occasions.
- Understands types of nonverbal communication and their characteristics, functions, and effects; the relationships between verbal and nonverbal communication; and the use and significance of nonverbal cues (e.g., voice, body communication, facial and eye communication, use of space and touch, paralinguistic cues).
- Analyzes the nature and purposes of listening, components of the listening process (e.g., focusing, decoding, interpreting), and barriers to listening and applies strategies for managing barriers to listening in various contexts.
- Demonstrates knowledge of types of listening (e.g., critical, deliberative, empathic, appreciative); processes and requirements of active listening, including critical listening; and skills and procedures for analyzing context, self, and others in communication interactions.

## Competency 007

### The teacher understands concepts and principles of classical and contemporary rhetoric.

The beginning teacher:

- Recognizes principles of classical and contemporary rhetoric (e.g., invention, organization, style, memory, delivery) and the influence of classical rhetoric in shaping Western thought and of contemporary speeches in shaping personal decisions, political values, and current events.
- Understands the importance of analyzing speaker (e.g., qualifications, credibility, personal image), audience (e.g., demographics, attitudes, values), and occasion (e.g., purpose, time, place) as a basis for planning, presenting, and responding to speeches.
- Demonstrates knowledge of types and purposes of speeches (e.g., to inform, to persuade, to promote social unity) and elements of speech form (e.g., introduction, body, conclusion).
- Demonstrates knowledge of patterns of organization for informative speeches (e.g., chronological, topical, spatial) and their characteristics and uses; types of persuasive speeches (e.g., propositions of fact, value, policy, problem) and patterns of organization for types of persuasive speeches (e.g., cause-effect, problem-solution); and methods for analyzing and evaluating the organization and effectiveness of oral and written speeches.
- Understands the use of a systematic process to prepare speeches (e.g., select and limit topic and purpose, conduct and analyze research, determine logical and appropriate patterns of organization, construct an outline, prepare manuscripts and notes, rehearse), skills and strategies associated with steps in the preparation process, and types of speech delivery (e.g., memorized, manuscript, impromptu, extemporaneous).
- Demonstrates knowledge of rhetorical strategies (e.g., previews, summaries, rhetorical questions, transitions) used to enhance clarity and interest in speeches; stylistic devices and figures of speech used to develop tone, clarity, interest, and appeal in speeches; types of proof used to support points in speeches (e.g., testimony, statistics, logic, personal experience and observation); and types of audiovisual communication aids, their characteristics, and their uses in speeches and presentations.
- Recognizes noise and barriers in the public speaking process (e.g., speaker's failure to project and speak clearly, environmental distractions, listeners' past experiences and attitudes, cultural differences between speaker and audience), types of communication apprehension, and effective strategies for coping with communication apprehension.

## **Competency 008**

### **The teacher understands concepts and principles of argumentation and debate.**

The beginning teacher:

- Recognizes the goals and uses of persuasive speaking, types of persuasive appeals (e.g., ethos, pathos, logos), and strategies for evaluating persuasive messages.
- Understands the role of argumentation and debate in a free society and the historical and contemporary uses of argumentation and debate in various contexts (e.g., political, social).
- Recognizes ethical issues relating to the use of persuasion, elements of formal debate (e.g., propositions, contentions, presumptions), rules and principles of formal debate, and types of debate formats (e.g., policy, value, parliamentary).
- Understands types of propositions used in debates (e.g., fact, value, policy), forms of support used in debate (e.g., expert opinion, statistics, logic), types of reasoning (e.g., inductive, deductive, syllogisms, cause-effect), the use of affirmative and negative strategies and stock issues in debate, and guidelines for effective cross-examination in debates.
- Understands traditional judging paradigms (e.g., tabula rasa, stock issues, policy, hypothesis tester) for evaluating debate.

## **Competency 009**

### **The teacher understands concepts and principles of oral interpretation.**

The beginning teacher:

- Understands oral interpretation as a communication art; the role of the interpreter; and ethical responsibilities of the interpreter to the author, the literary text, and the audience.
- Understands types and characteristics of literature suitable for oral interpretation, including fiction and nonfiction prose, poetry, and drama; standards for selecting literature for performance (e.g., appropriateness for reader, audience, and occasion; literary merit); and skills and strategies for adapting literature for performance (e.g., lifting scenes, cutting, writing introductions and transitions).
- Demonstrates knowledge of skills and strategies for conducting research for oral interpretation, including research on the author and the author's body of work, literary criticism, and references, allusions, and terms in the text; skills and strategies for analyzing literary texts as a basis for making performance choices; and the use of research, analysis, and personal experience, insight, and imagination to justify performance choices (e.g., use or nonuse of manuscript, use of voice, use of body, use or nonuse of props).
- Analyzes the use of various vocal strategies (e.g., rate, pitch, inflection, volume, pauses, dialect, pronunciation, articulation) to enhance performance and analyzes rehearsal techniques used to develop confidence, promote internalization of the literature, and enhance visualization and imagination.
- Demonstrates knowledge of group decision-making skills and processes for preparing and presenting group performances.
- Recognizes the empathic, appreciative, and critical-listening skills used to evaluate and critique performances of literature.

**Competency 010**

**The teacher understands interpersonal communication skills as they are applied in a variety of contexts.**

The beginning teacher:

- Recognizes the importance of various types of interpersonal relationships (e.g., personal, professional, social) for individual well-being and success, the importance of interpersonal communication skills in developing and maintaining productive interpersonal relationships, and the purposes and goals of interpersonal relationships and interpersonal communication in various contexts.
- Demonstrates knowledge of skills for participating in conversation in a variety of interpersonal contexts and for a variety of purposes (e.g., engaging in interpersonal rituals such as greetings and introductions, sharing experiences and ideas, conducting business).
- Understands verbal, nonverbal, listening, and responding skills for developing and maintaining productive relationships (e.g., using courtesy and tact, engaging in empathic listening, providing appropriate feedback) and verbal, nonverbal, listening, responding, and critical-thinking skills for analyzing and managing interpersonal conflicts and problems in relationships.
- Recognizes the importance of social etiquette, norms, and conventions in interpersonal communication and how these are influenced by factors such as self-concept, self-talk, perception of others, and culture.

## Competency 011

### **The teacher understands group and organizational dynamics and skills for communicating in groups and organizations.**

The beginning teacher:

- Recognizes the roles and importance of groups and organizations in a democratic society; types of groups (e.g., social groups, task groups, teams, professional groups) and their characteristics and functions (e.g., developing friendships, accomplishing goals, making and implementing plans, solving problems); types of professional and social organizations and their purposes (e.g., providing employment, providing professional development, meeting individual and social needs); and characteristics of organizations (e.g., structure, hierarchy, culture) and their effects on employees and members.
- Understands principles of group dynamics and factors that influence group effectiveness (e.g., group size, group norms, environment, group composition, roles assumed by group members) and applies knowledge of skills and strategies for building effective groups, teams, and organizations in various contexts.
- Recognizes roles and responsibilities of individuals in groups and the effects of individual behavior on group dynamics and communication; leadership styles and their potential for effectiveness in various group and organizational situations; and effective communication skills and strategies used by leaders in various contexts.
- Applies skills for analyzing the participation and contributions of group members and for evaluating group effectiveness, identifies and analyzes effective leadership styles, and provides students with opportunities to be effective leaders and participants in various group contexts.
- Understands types of group discussions (e.g., panel, symposium, forum) and their characteristics and functions; verbal, nonverbal, listening, responding, research, and critical-thinking skills needed to participate effectively in group discussions for various purposes (e.g., presenting ideas, promoting group cohesion, questioning, agreeing or disagreeing, brainstorming); and techniques for conducting formal meetings (e.g., use of agendas, parliamentary procedure).
- Recognizes the nature of power and conflict and strategies used in groups and organizations for conflict diagnosis, analysis, management, and resolution (e.g., compromise, negotiation, collaboration, accommodation, coercion) in various contexts and procedures for group problem solving (e.g., identify problem, propose alternative solutions, test alternatives, implement solutions).
- Demonstrates knowledge of communication skills for developing positive relationships, networking, participating in groups and teams, making professional presentations, and the importance of professional and social etiquette, protocol, and ethics in group and organizational contexts.

## DOMAIN III—SPEECH EDUCATION

### Competency 012

**The teacher understands instruction that is appropriate for all students and reflects the Texas Essential Knowledge and Skills (TEKS) in speech.**

The beginning teacher:

- Knows strategies for designing and providing speech instruction that integrates all components of the speech curriculum, actively involves and engages students in the learning process, and promotes all students' achievement of the content and skills in the speech TEKS.
- Knows how to use assessment methods and strategies and knowledge of TEKS to plan, adjust instruction, and monitor student progress in order to evaluate student learning of concepts and skills in speech.
- Knows how to model and teach the appropriate and effective use of oral and written language, nonverbal communication, and listening skills and how to apply principles and strategies for communicating effectively with students in various instructional contexts.
- Understands the significance of student diversity for instructional planning and devises strategies for making speech content and skills relevant to students with diverse backgrounds and needs.
- Knows how to maintain an appropriate balance of breadth and depth in implementing the speech curriculum and how to select and use appropriate materials and technologies to prepare and implement effective, engaging instruction.

### Competency 013

**The teacher understands methods for designing and implementing speech instruction related to communication processes and choices, ethics, mass media, and the evaluation and use of information.**

The beginning teacher:

- Knows how to teach students to apply knowledge of the communication process to make appropriate and effective communication choices as senders and receivers of messages and to analyze and evaluate the appropriateness and effectiveness of their own and others' communication.
- Knows how to teach students that attitudes and perceptions regarding self and others affect communication choices, ways in which diversity (e.g., social, cultural, political) influences communication, ways to exhibit sensitivity to and respect for diversity, ways to communicate effectively in diverse contexts, and how to help students use communication skills in various contexts, including intrapersonal, interpersonal, group, and public contexts.
- Knows how to teach students to use perception checks to interpret, analyze, and evaluate communication in various contexts; to analyze the appropriateness and effectiveness of their communication skills; to develop assertiveness and self-confidence; and to reduce communication apprehension.
- Knows how to teach students to select and use appropriate verbal, nonverbal, listening, and responding skills and strategies in interpersonal, group, public, professional, and social contexts; to use appropriate nonverbal communication and distinguish between intentional and unintentional nonverbal messages; and to apply skills for different types of listening in various situations and settings.
- Knows how to promote students' understanding of the development of different types of mass media and the roles and functions of mass media as sources of information, entertainment, persuasion, and education and how to provide students with opportunities to view (or listen to) and analyze different types of media and different types of programming (e.g., news program, comedy, drama, commercial, infomercial).
- Knows how to teach students about production strategies used by the media (e.g., visual effects, verbal and nonverbal communication strategies, propaganda and appeals); ways mass media influences individuals, consumers, society, political ideas and policies; the role of government agencies in regulating media; and ways to explore and evaluate media issues.

- Knows how to promote students' understanding of media personnel and development of skills for planning, organizing, writing, designing, and communicating in media productions; how to promote students' ability to analyze and evaluate their own program choices and those of media audiences; and how to promote students' ability to become critical consumers of mass media.
- Knows ways to help students understand the importance of freedom of speech and the rights and responsibilities of communicators in interpersonal, group, public, professional, and social contexts; to help students apply appropriate ethical standards when constructing and delivering messages; and to teach students the importance of assuming responsibility for their own communication decisions.

## Competency 014

### **The teacher understands methods for designing and implementing speech instruction related to information and oral interpretation.**

The beginning teacher:

- Knows how to teach students to apply systematic strategies for selecting topics to research; to locate, gather, analyze, evaluate, and use information from a variety of texts and technological resources; and to apply critical-thinking, reasoning, and decision-making skills in rhetorical contexts.
- Knows how to teach students to use a systematic process to organize speeches for various purposes; use logical, emotional, and ethical proofs and appeals to support claims in speeches; use effective devices for introductions and conclusions; and use rhetorical strategies for clarity (e.g., previews, signposts, transition statements, summaries).
- Knows how to teach students to use oral language appropriately and effectively to promote clarity, establish tone, and develop style to add interest and appeal to speeches.
- Knows how to teach students to apply strategies and skills for rehearsing and presenting speeches (e.g., promoting memory, selecting and polishing delivery, using language and nonverbal communication effectively, using audiovisual communication aids appropriately, responding to audience feedback) and for overcoming communication apprehension and building self-confidence with regard to public speaking.
- Knows how to provide students with opportunities to plan and conduct research relevant to a variety of speech activities; to apply criteria for evaluating the quality and credibility of information from various sources, including the Internet; to develop an understanding of legal and ethical issues related to the use of information from various sources; and to apply knowledge of legal and ethical guidelines in using and presenting information.
- Knows ways of promoting students' understanding of classical and contemporary speeches and their influence on individuals and society; ability to analyze speaker, audience, and occasion as a basis for decision making in planning, presenting, and responding to speeches; ability to use critical, deliberative, empathic, and appreciative listening skills and knowledge of rhetoric to analyze and evaluate oral and written speeches; ability to use language effectively, employing rhetorical and stylistic devices to achieve a desired effect; and ability to use technology to enhance the effectiveness of speeches.

- Knows ways of promoting students' understanding of the art of interpretation, the role of the interpreter, and the interpreter's relationship and responsibilities to author, text, and audience; types and characteristics of literature for oral interpretation and how to apply appropriate standards to select literary texts to perform for a variety of audiences, purposes, and occasions; methods for conducting research for oral interpretation and using research as a basis for analyzing, adapting, interpreting, and performing text; and ways of analyzing various aspects of a literary text (e.g., literary form or genre, structural elements, narrative voice, emotional progression, literal and symbolic meanings, imagery, characterization).
- Knows how to teach students strategies for adapting literature for individual and group performance for a variety of audiences, purposes, and occasions; using text analysis, research, personal response, and imagination to make and justify performance choices; and using effective vocal and physical strategies and rehearsal techniques to enhance performance and achieve performance goals.
- Knows how to teach students to use effective decision-making skills and processes to prepare and present group performances and to use knowledge of interpretation theory and critical, empathic, and appreciative listening skills to evaluate and critique individual and group performances.

#### **Competency 015**

##### **The teacher understands methods for designing and implementing speech instruction related to rhetoric and debate.**

The beginning teacher:

- Knows how to teach students about the value of debate for developing skills in a variety of areas (e.g., research, public speaking, refutation); the use of persuasive skills and strategies in informal and formal argumentation; and ways to analyze and respond to persuasive communications (e.g., ethos, pathos, logos).
- Knows how to teach students ways to analyze, phrase, and define propositions, ways to use various debate formats to support propositions, and strategies for debating value and policy propositions (e.g., construct cases, use valid proofs, evaluate implications of stock issues).
- Knows ways of promoting students' use of critical thinking, logic, and reasoning in debate (e.g., by formulating logical arguments, choosing appropriate proofs, applying standard tests of evidence, identifying fallacies in reasoning), application of ethical guidelines for debate research and use of evidence, and ability to demonstrate ethical behavior and courtesy during debate.
- Knows ways of promoting students' ability to construct affirmative and negative cases and present a prima facie case; to apply skills and strategies for refuting, rebutting, and defending arguments and for effective cross-examination; to apply effective communication skills in debating and in the development of extemporaneous speaking skills; to use critical-listening skills and note-taking skills in debating contexts; and to apply knowledge of debate principles to analyze and evaluate debates.

## Competency 016

### **The teacher understands methods for designing and implementing speech instruction related to interpersonal and group communication.**

The beginning teacher:

- Knows how to promote students' awareness of the importance of productive interpersonal relationships in personal, group, organizational, and public contexts; ability to recognize and analyze the influence of verbal, nonverbal, listening, and responding skills and strategies on the quality of interpersonal relationships; and ability to apply strategies for making appropriate and effective communication decisions in interpersonal relationships in various situations, including situations involving problem solving and conflict resolution.
- Knows how to promote students' ability to analyze the influence of intra-personal communication (e.g., self-concept, self-esteem, self-talk, personal perception) and cultural factors on interpersonal relationships; to make appropriate and effective communication choices in response to personal and cultural differences; and to apply appropriate and effective listening skills (e.g., empathic, critical, deliberative) and responding skills (e.g., interpreting, providing feedback) in interpersonal communication in a variety of contexts.
- Knows how to teach students to apply appropriate and effective verbal skills to achieve clarity and to demonstrate tact, courtesy, and assertiveness for various communication purposes (e.g., to inform; to persuade; to express and respond to opinions, ideas, and feelings; to express agreement and disagreement) and to apply appropriate and effective nonverbal skills (e.g., space, touch, voice) in interpersonal conversations in various contexts).
- Knows how to teach students to apply appropriate social etiquette, norms, and conventions in interpersonal communication; to use appropriate and effective verbal, nonverbal, listening, and responding skills to participate in social traditions and to initiate, maintain, and conclude interpersonal conversations; and to use appropriate and effective research, verbal, nonverbal, listening, and responding skills to prepare for and participate in interviews (e.g., gathering and responding to information, asking and answering questions).
- Knows how to promote students' understanding of types, characteristics, and functions of groups; group dynamics and norms; roles assumed by group members; verbal, nonverbal, listening, responding, research, and critical-thinking skills; strategies needed to communicate appropriately and effectively in various group contexts and knows how to promote students' ability to identify and apply strategies for making decisions, solving problems, resolving conflicts, and reaching consensus in groups and teams.

- Knows how to provide students with opportunities to plan, organize, and participate in group discussions and to make group presentations for a variety of purposes, audiences, and occasions and how to promote students' ability to use research, problem-solving, interpersonal, verbal, nonverbal, listening, and responding skills to be effective leaders and participants in groups and teams.
- Knows how to provide students with opportunities to apply techniques for conducting formal meetings; how to promote students' understanding of types of professional and social organizations, their functions, and their characteristics; and how to promote students' ability to recognize and analyze factors that affect successful participation and leadership in organizations.
- Knows how to provide students with opportunities to develop and apply verbal, nonverbal, listening, decision-making, problem-solving, and conflict-management skills to communicate appropriately and effectively for a variety of purposes in various organizational contexts (including making and responding to professional presentations); how to identify norms for professional and social etiquette, protocol, and ethics; and how to teach students to apply these norms and rules in group and organizational contexts.

## SECTION III

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### APPROACHES TO ANSWERING MULTIPLE-CHOICE ITEMS

The purpose of this section is to describe multiple-choice item formats that you will see on the TExES test in this field and to suggest possible ways to approach thinking about and answering the multiple-choice items. However, these approaches are not intended to replace familiar test-taking strategies with which you are already comfortable and that work for you.

The Speech 8–12 test is designed to include 80 scorable multiple-choice items and approximately 10 nonscorable items. Your final scaled score will be based only on scorable items. The nonscorable multiple-choice items are pilot tested by including them in the test in order to collect information about how these items will perform under actual testing conditions. Nonscorable test items are not considered in calculating your score, and they are not identified on the test.

All multiple-choice items on this test are designed to assess your knowledge of the content described in the test framework. The multiple-choice items assess your ability to recall factual information **and** to think critically about the information, analyze it, consider it carefully, compare it with other knowledge you have, or make a judgment about it.

When you are ready to respond to a multiple-choice item, you must choose one of four *answer choices* labeled A, B, C, and D. Then you must mark your choice on a separate answer sheet.

#### Item Formats

You may see the following two types of multiple-choice items on the test.

- Single items
- Items with stimulus material

You may have one or more items related to a single stimulus. When you have at least two items related to a single stimulus, the group of items is called a cluster. After the last item of a cluster, you will see the graphic illustrated below.



This graphic is used to separate these clustered items related to specific stimulus material from other items that follow.

On the following pages, you will find descriptions of these commonly used item formats, along with suggested approaches for responding to each type of item. In the actual testing situation, you may mark the test items and/or write in the margins of your test booklet, **but your final responses must be indicated on the answer sheet provided.**

## SINGLE ITEMS

In the single-item format, a problem is presented as a direct question or an incomplete statement, and four answer choices appear below the item. The following item is an example of this type. It tests knowledge of Speech 8–12 competency 002: *The teacher understands factors that influence communication choices.*

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The concept of regional dialect is predicated on the assumption that people make communication choices based on their:

- A. genetic predisposition.
  - B. religious beliefs.
  - C. cultural conditioning.
  - D. socioeconomic status.
- 

### ***Suggested Approach***

Read the item carefully and critically. Think about what it is asking and the situation it is describing. Eliminate any obviously wrong answer choices, select the correct answer, and mark it on your answer sheet.

Note that this item uses regional dialects as a means of considering how human beings use language. Now look at the answer choices and consider which of them accurately describes fundamental assumptions about how people communicate through speech.

Option A suggests that communication choice is a hereditary trait passed along in families. While family members typically share at least one language, they may later acquire others in response to changing needs, interests, or location. In such cases, these new languages may be completely unfamiliar to an individual's family members or place of origin. Similarly, those who move away from a childhood home may lose their facility with the language or dialect spoken there, an unlikely situation if language use were programmed in one's genes. Option A can be eliminated as the best response to this item.

Option B suggests that communication choice is the result of shared religious beliefs. While some languages are deeply associated with a given religion (e.g., Arabic and Islam, Hebrew and Judaism, Latin and Catholicism), use of those languages is not limited only to practitioners of those religions. Furthermore, option B does not account for the fact that so many languages exist independent of a connection to a specific religion (e.g., English, Japanese, Farsi). Option B is not the best response to this item.

Option C suggests that communication choice is the result of repeated cultural and social interactions. This explanation accounts for the many different influences on language use (e.g., familial speech patterns, educational environment, worship communities) and for a speaker's acquisition and use of new languages. Option C may be the best response to this item.

Option D suggests that communication choice is the result of socioeconomic status. In some cases, language choice can be associated generally with wealth or poverty; however, further investigation typically reveals important influences that are not strictly and exclusively determined by social class (e.g., familial, social, and educational environment). Option D, like options A and B, offers a fixed notion of the speaker's identity and does not adequately account for the degree to which speakers can and do modify the way they communicate with others. Option D can be eliminated as the best response to this item.

Of the alternatives offered, only the one that identifies the concept of cultural conditioning takes into account the fact that people are always making communications choices as a result of many different influences. Therefore, the correct response is option C.

The following item is also in single-item format. It tests knowledge of Speech 8–12 competency 009: *The teacher understands concepts and principles of oral interpretation.*

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Which of the following best describes the ethical responsibilities of the oral interpreter to the literary text and to the audience?

- A. The interpreter augments the text with improvised elements in response to audience cues.
  - B. The interpreter offers the text exactly or nearly exactly as written.
  - C. The interpreter edits the text to suit his presentation skills.
  - D. The interpreter rearranges elements of the text to fit his understanding of the audience's expectations.
-

### ***Suggested Approach***

Read the item carefully and critically. Think about what it is asking and the situation it is describing. Eliminate any obviously wrong answer choices, select the correct answer, and mark it on your answer sheet.

In this case, the item tests knowledge of the role of oral interpretation and its ethical obligations in practical terms. Now look at the answer choices and consider which of them accurately describes how ethical concerns should influence an oral interpreter's performance decisions.

Option A suggests that the interpreter add material of his own in response to audience reaction. This approach does the audience a disservice, since they may not be able to tell new, improvised text from the original. This approach also misrepresents the intentions of the author of the original text and dilutes the quality of that author's work. Option A can be eliminated as the best response to this item.

Option B suggests that the interpreter present the text faithfully. The primary aim in oral interpretation is to bring an author's text to life. By presenting the text as written (or very close to it), the interpreter gives the audience the opportunity to appreciate the text as the author intended. Option B describes an ethical way to present the material and may be the best response to this item.

Option C suggests that the interpreter edit the text to suit his performing skills. Whenever an interpreter removes substantive parts of the text, even to make a more entertaining presentation, he gives a distorted impression of the original. The audience cannot determine where the cuts have been made or how these changes alter the author's intention. Option C is not the best response to this item.

Option D suggests that the interpreter rearrange the text to meet his audience's expectations. Like substantive editing, rearranging text creates a misleading impression of the author's intentions. This approach is especially problematic when it is taken to meet the audience's expectations, since the audience will not realize how much the original text may challenge their views. Option D can be eliminated as the best response to this item.

Of the alternatives offered, only the one that specifies presenting an author's text exactly or nearly exactly as written describes an ethical approach to interpreting text orally. Therefore, the correct response is option B.

### **ITEMS WITH STIMULUS MATERIAL**

Some items are preceded by stimulus material that relates to the items. Some types of stimulus material included on the test are reading passages, graphics, tables, or a combination of these. In such cases, you will generally be given information followed by an event to analyze, a problem to solve, or a decision to make.

One or more items may be related to a single stimulus. You can use several different approaches to respond to these types of items. Some commonly used approaches are listed below.

**Strategy 1** Skim the stimulus material to understand its purpose, its arrangement, and/or its content, then read the item and refer again to the stimulus material to verify the correct answer.

**Strategy 2** Read the item *before* considering the stimulus material. The content of the item will help you identify the purpose of the stimulus material and locate the information you need to respond to the item.

**Strategy 3** Use a combination of both strategies: apply the "read the stimulus first" strategy with shorter, more familiar stimuli and the "read the item first" strategy with longer, more complex, or less familiar stimuli. You can experiment with the sample items in this manual and then use the strategy with which you are most comfortable when you take the actual test.

*Whether you read the stimulus before or after you read the item, you should read it carefully and critically. You may want to underline its important points to help you respond to the item.*

As you consider items set in educational contexts, try to use the teacher's point of view to respond to the items that accompany the stimulus. Be sure to consider the items in terms of only the information provided in the stimulus—not in terms of specific situations or individuals you may have encountered.

### ***Suggested Approach***

First read the stimulus (a description of a woman's preparations for an upcoming speech).

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**Use the information below to answer the question that follows.**

Wanda is preparing a speech about the Alamo. She has researched and drafted the speech and is now in the process of rehearsing in front of her colleagues.

To improve her speech, she will make changes based on their feedback.

---

Now you are ready to respond to the item or items associated with this stimulus. The item below tests knowledge of Speech 8–12 competency 001: *The teacher understands the communications process and related theories.*

---

In the preceding scenario, which of the following functions as a channel in the communication process?

- A. Wanda
  - B. the colleagues
  - C. the research
  - D. the rehearsal
- 

Consider carefully the information presented in the stimulus about how Wanda prepares for an upcoming speech, then read the item, which asks you to identify which aspect of that scenario can be described as a channel in the communications process. Typically, the communications process is described as a sender transmitting a message by means of a channel to a receiver. Keep in mind that items like this one test both knowledge of basic communications theory and understanding of how that theory applies to a realistic situation. Now look at the answer choices and consider which one offers the best understanding of communications process and terms.

Option A names Wanda as the channel. In the communications process, Wanda qualifies as a sender, since she is writing and delivering the speech. Option A is not the best response to this item.

Option B names the colleagues who listen to the rehearsal as the channel. The colleagues constitute an audience for the speech, so they can best be described as receivers in the communications process. Option B is not the best response to the item.

Option C names the research as the channel. As the material used to prepare the speech, the research is a component of the message that Wanda is trying to send. Option C can be eliminated as the best response to the item.

Option D names the rehearsal as the channel. The rehearsal is the vehicle that Wanda uses to present her message to the audience. In the communications process, channels are the means by which the message reaches an audience. Option D accurately identifies the channel in the communications process.

Of the alternatives offered, option D is the correct response.

## SECTION IV

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### SAMPLE ITEMS

This section presents some sample test items for you to review as part of your preparation for the test. To demonstrate how each competency may be assessed, each sample item is accompanied by the competency number that it measures. While studying, you may wish to read the competency before and after you consider each sample item. Please note that the competency numbers will not appear on the actual test form.

An answer key follows the sample items. The answer key lists the item number and correct answer for each sample test item. Please note that the answer key also lists the competency assessed by each item and that the sample items are not necessarily presented in competency order.

**The sample items are included to illustrate the formats and types of items you will see on the test; however, your performance on the sample items should not be viewed as a predictor of your performance on the actual test.**

## Speech 8–12

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### Competency 003

1. Which of the following examples follows an appropriate source citation in an oral presentation?
  - A. On page 75 of his book, Lawrence Medici notes that crime statistics often misstate the risk to individual citizens.
  - B. Sociologist Lawrence Medici, in his 1994 book *Crime*, says that crime statistics often misstate the risk to individual citizens.
  - C. Crime statistics often misstate the risk to individual citizens (Lawrence Medici, *Crime* [Houston: University Press, 1994], p. 75).
  - D. The sociology text *Crime* notes that crime statistics often misstate the risks to individual citizens (see page 75.)

### Competency 004

2. Which of the following is the logical consequence of forcing media journalists to reveal their sources in court?
  - A. greater reluctance by sources to speak to the media
  - B. expanded coverage of sensitive issues in the media
  - C. fewer instances of governmental censorship of the media
  - D. better cooperation between the government and the media

### Competency 005

3. In U.S. presidential elections of the twentieth century, most U.S. citizens received their information about the candidates from:
  - A. first-hand contact.
  - B. family and friends.
  - C. direct mail.
  - D. media outlets.

### Competency 005

4. Which of the following best describes the principle of fair use in relation to copyrighted materials?
  - A. The use of copyrighted materials from films, photographs, and artworks does not require the copyright holder's permission.
  - B. Any use of copyrighted materials that occurs more than ten years after the work was made does not require the copyright holder's permission.
  - C. Some uses of copyrighted materials, especially those for educational or artistic purposes, do not require the copyright holder's permission.
  - D. Any use of copyrighted materials that occurs after the author's death does not require the copyright holder's permission.

**Competency 006**

5. Locked jaw, slack lips, and muffled mouth are common causes of careless:
- A. pronunciation.
  - B. articulation.
  - C. assimilation.
  - D. inflection.

**Competency 006**

6. Which of the following questions can be used most effectively to analyze whether a sender's nonverbal communication has become a barrier to listening?
- A. Do I become too emotional about a sender's message to listen well?
  - B. Do I find my mind wandering frequently?
  - C. Do I become too irritated by a sender's mannerisms to listen well?
  - D. Do I avoid listening to challenging new topics?

**Competency 007**

7. When used in a speech, the rhetorical strategy of alliteration tends to create a sense of:
- A. drama by using one thing to stand for something else.
  - B. balance by using similar syntax in corresponding clauses.
  - C. suspense by attributing human characteristics to inanimate objects.
  - D. unity by repeating a sound at the beginning of words or syllables.

**Competency 008**

8. One can best understand the importance of argumentation and debate in a free society by examining how:
- A. the Supreme Court decides which cases to hear.
  - B. Congress makes laws.
  - C. the president makes judicial appointments.
  - D. governors enforce laws.

**Competency 010**

9. Social etiquette can often be complicated during intercultural communication because people's culture largely determines their:
- A. desire to develop relationships.
  - B. interpretation of nonverbal cues.
  - C. willingness to communicate.
  - D. ability to listen effectively.

**Competency 011**

10. When preparing to make a sales presentation to a group or board, a speaker should expect that the audience:
- A. has no preconceptions about how the topic will be addressed.
  - B. will be a voluntary and self-selected group.
  - C. will recognize the speaker's expertise with the given topic.
  - D. may interact verbally with the speaker.

**Competency 011**

11. Applying critical-thinking skills in a group discussion most typically involves one or more participants:
- A. considering multiple perspectives.
  - B. avoiding conflict.
  - C. requiring conformity and consensus.
  - D. discouraging skepticism.

**Competency 012**

12. Inviting students to choose their own text for group oral interpretation performances is particularly effective for:
- A. ensuring the use of culturally diverse source materials.
  - B. encouraging the students' active engagement.
  - C. promoting positive interpersonal communication.
  - D. balancing breadth and depth in the speech curriculum.

**Competency 013**

13. Which of the following activities would be the most effective way for the speech teacher to promote students' understanding of the various roles of television media personnel?
- A. using a flowchart to illustrate the responsibilities of various media-related jobs
  - B. showing a video about a television newsroom and discussing the jobs depicted in it
  - C. assigning students to prepare and give speeches on a favorite media-related job and its responsibilities
  - D. taking students to a local television station for a behind-the-scenes tour of every department

**Competency 014**

14. A teacher has students practice various deep-breathing techniques as they are visualizing themselves giving an effective speech. The most appropriate instructional rationale for such techniques is providing students with skills for:
- A. overcoming their communication apprehension.
  - B. determining an appropriate tone for a speech.
  - C. making a connection with an audience.
  - D. improving the quality of their rehearsal time.

**Competency 015**

15. Which of the following is the most appropriate and compelling curricular rationale for having students analyze the rhetorical strategies used in television advertisements?
- A. to encourage them to consider careers in the media
  - B. to deepen their understanding of persuasive speech techniques
  - C. to promote their abilities to construct prima facie cases
  - D. to show them how to evaluate the implications of stock issues

**Competency 015**

16. Students are assigned to work in teams of three. One student reads aloud a short, persuasive speech, another takes notes, and the third listens carefully. They discuss the speech's main arguments and rhetorical strategies. This instructional activity would be most effective for promoting the students':
- A. critical-listening skills.
  - B. refutation strategies.
  - C. awareness of stock issues.
  - D. use of standard tests of evidence.

**Competency 016**

17. One instructional plan for a high school communication class involves students working in small groups to complete a weekly assignment. The membership of the groups changes monthly. This plan is likely to be most effective as a way of giving the students opportunities to:
- A. develop lasting personal relationships with classmates.
  - B. practice group participation and leadership skills in various settings.
  - C. get feedback on their work habits from peers instead of their teacher.
  - D. enhance their oral interpretation and public-speaking skills.

## ANSWER KEY

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Item Number	Correct Answer	Competency
1	<b>B</b>	003
2	<b>A</b>	004
3	<b>D</b>	005
4	<b>C</b>	005
5	<b>B</b>	006
6	<b>C</b>	006
7	<b>D</b>	007
8	<b>B</b>	008
9	<b>B</b>	010
10	<b>D</b>	011
11	<b>A</b>	011
12	<b>B</b>	012
13	<b>D</b>	013
14	<b>A</b>	014
15	<b>B</b>	015
16	<b>A</b>	015
17	<b>B</b>	016

## SECTION V

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### PREPARATION RESOURCES

The resources listed below may help you prepare for the TExES test in this field. These preparation resources have been identified by content experts in the field to provide up-to-date information that relates to the field in general. You may wish to use current issues or editions to obtain information on specific topics for study and review.

#### Journals

*Quarterly Journal of Speech*, National Communication Association

*Communication Education*, National Communication Association

*Communication Studies*, Routledge (Taylor & Francis Group) and University of Houston School of Communication

#### Other Sources

Clark, R. W. (1994). *Effective Speech*. Encino, CA: Glencoe Publishing.

Frank, D. A. (1995). *Creative Speaking* (2nd ed.). Lincolnwood, IL: National Textbook Company.

Freeley, A. J., and Steinberg, D. L. (2000). *Argumentation and Debate: Critical Thinking for Reasoned Decision Making* (10th ed.). Belmont, CA: Wadsworth/Thompson Learning.

Fryar, M., and Thomas, D. A. (2001). *Basic Debate*. Lincolnwood, IL: National Textbook Company.

Galvin, K. M., and Book, C. (1993). *Person to Person: An Introduction to Speech Communication* (5th ed.). Lincolnwood, IL: National Textbook Company.

Klopf, D. (1998). *Intercultural Encounters: The Fundamentals of Intercultural Communication* (4th ed.). Englewood, CO: Morton Publishing Company.

O'Hair, D., and Stewart, R. (1999). *Public Speaking: Challenges and Choices*. Boston, MA and New York NY: Bedford/St. Martin's.

#### Online Resources

National Communication Association, [www.natcom.org](http://www.natcom.org)





