



Interpersonal Studies (Proc 17)

PRE-TEST/POST-TEST TEKS BLUEPRINT

Pre-Test/Post-Test Development Overview

TEKS Addressed Selection Process

The Texas Essential Knowledge & Skills (TEKS) included in the course pre-test and post-test were selected for their direct relevance to the course content. This selection process was guided by the goal of assessing learners' understanding of specific topics and skills that are integral to the course. As a result, TEKS related to general employability skills or broader topics were often excluded. This focus ensures that the assessments accurately measure students' mastery of the subject matter, allowing educators to gain a clear insight into areas where students excel or may need additional support. By concentrating on content-specific TEKS, the tests provide a more precise evaluation of the students' knowledge and understanding of the core material.

Test Question Development Process

The questions created for the pre-test and post-test were designed using psychometric principles to ensure they are of high quality and fairness. This approach helps to accurately assess student understanding. These principles guide the development of questions to be reliable, valid, and free from bias, ensuring that they effectively measure the knowledge and skills the students are expected to acquire in the course.

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Knowledge & Skills Statement	Student Expectation	ICEV Lesson Title
(2) The student evaluates factors related to personal development. The student is expected to:	(A) investigate factors that affect personal identity, personality, and self-esteem	Family Relationships & Management
(2) The student evaluates factors related to personal development. The student is expected to:	(B) analyze how the family influences the development of personal identity and self-esteem of all family members, including those with special needs	Family Relationships & Management
(2) The student evaluates factors related to personal development. The student is expected to:	(C) propose strategies that promote physical, emotional, intellectual, and social development	Family Relationships & Management
(3) The student determines short and long-term implications of personal decisions. The student is expected to:	(A) summarize the decision making process	Decision Making
(3) The student determines short and long-term implications of personal decisions. The student is expected to:	(B) discuss consequences and responsibilities of decisions	Decision Making
(3) The student determines short and long-term implications of personal decisions. The student is expected to:	(C) evaluate the effect of decisions on health, well-being, family, interpersonal relationships, employment, and society as a whole	Family Relationships & Management
(4) The student analyzes considerations related to the transition to independent adulthood. The student is expected to:	(A) analyze adjustments related to achieving independence	Achieving Independence
(4) The student analyzes considerations related to the transition to independent adulthood. The student is expected to:	(B) explore responsibilities of living as an independent adult	Achieving Independence
(5) The student analyzes the family's role in relationship development. The student is expected to:	(A) examine the development of relationships	Positive Relationships
(5) The student analyzes the family's role in relationship development. The student is expected to:	(B) investigate the family's role in fostering the abilities of its members to develop healthy relationships	Family Relationships & Management
(5) The student analyzes the family's role in relationship development. The student is expected to:	(C) analyze effects of cultural patterns on family relationships	Family Relationships & Management
(6) The student analyzes relationship development outside the family. The student is expected to:	(A) explore ways to promote positive friendships	Positive Relationships
(6) The student analyzes relationship development outside the family. The student is expected to:	(B) assess the influence of peers on the individual	Positive Relationships
(6) The student analyzes relationship development outside the family. The student is expected to:	(C) determine appropriate responses to authority figures	Family Relationships & Management
(6) The student analyzes relationship development outside the family. The student is expected to:	(D) propose ways to promote an appreciation of diversity	Family Relationships & Management
(7) The student determines factors related to marital success. The student is expected to:	(A) discuss reasons for dating and the impact of social media on dating	Positive Relationships
(7) The student determines factors related to marital success. The student is expected to:	(B) analyze components of a successful marriage	The Beauty of Marriage
(7) The student determines factors related to marital success. The student is expected to:	(C) examine communication skills and behaviors that strengthen marriage	The Beauty of Marriage
(8) The student determines methods that promote an effective family unit. The student is expected to:	(A) describe diverse family structures	Family Relationships & Management
(8) The student determines methods that promote an effective family unit. The student is expected to:	(B) identify the function of individuals within the family	Family Relationships & Management
(8) The student determines methods that promote an effective family unit. The student is expected to:	(C) compare functions of families in various cultures	Family Relationships & Management
(8) The student determines methods that promote an effective family unit. The student is expected to:	(D) predict the effects of societal, demographic, and economic trends on individuals and the family	Family Life Issues
(8) The student determines methods that promote an effective family unit. The student is expected to:	(E) determine procedures for meeting individual and family needs through resource management	Management of Energy, Money & Tasks Family Relationships & Management
(8) The student determines methods that promote an effective family unit. The student is expected to:	(F) explain how technology such as social media influences family functions and relationships	Family Relationships & Management

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Knowledge & Skills Statement	Student Expectation	iCEV Lesson Title
(8) The student determines methods that promote an effective family unit. The student is expected to:	(G) determine the impact of effective family functioning on community and society	Family Relationships & Management
(9) The student determines how changes occurring throughout the family life cycle impact individuals and families. The student is expected to:	(A) describe the stages of the family life cycle	Family Life Cycle
(9) The student determines how changes occurring throughout the family life cycle impact individuals and families. The student is expected to:	(B) examine roles and responsibilities of individuals and family members throughout the family life cycle	Family Life Cycle
(9) The student determines how changes occurring throughout the family life cycle impact individuals and families. The student is expected to:	(C) analyze financial considerations related to the family life cycle	Family Life Cycle
(9) The student determines how changes occurring throughout the family life cycle impact individuals and families. The student is expected to:	(D) predict the impact of technological advances on families throughout the family life cycle	Family Life Cycle
(9) The student determines how changes occurring throughout the family life cycle impact individuals and families. The student is expected to:	(E) formulate a plan for effective management of technology on families throughout the family life cycle	Family Life Cycle
(10) The student analyzes types of needs and crises experienced by individuals and families. The student is expected to:	(A) categorize types of crises and their effect on individuals and families	Family Relationships & Management
(10) The student analyzes types of needs and crises experienced by individuals and families. The student is expected to:	(B) determine strategies for prevention and management of individual and family problems and crises	Family Relationships & Management
(10) 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	Family Relationships & Management
(10) The student analyzes types of needs and crises experienced by individuals and families. The student is expected to:	(D) assess management strategies and technology available to meet special needs of family members	Family Relationships & Management
(10) The student analyzes types of needs and crises experienced by individuals and families. The student is expected to:	(E) summarize laws and public policies related to the family	Family Life Issues
(11) The student determines stress-management techniques effective for individuals and families. The student is expected to:	(A) describe the impact of stress on individuals and relationships	Family Relationships & Management
(11) The student determines stress-management techniques effective for individuals and families. The student is expected to:	(B) identify factors contributing to stress	Family Relationships & Management
(11) The student determines stress-management techniques effective for individuals and families. The student is expected to:	(C) practice creative techniques for managing stress	Family Relationships & Management
(11) The student determines stress-management techniques effective for individuals and families. The student is expected to:	(D) implement positive strategies for dealing with change	Family Relationships & Management
(14) 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	Family Life Issues
(14) The student analyzes management practices to help an individual assume multiple family, community, and wage-earner roles. The student is expected to:	(B) describe the effect of family life on workplace productivity	Family Life Issues
(14) The student analyzes management practices to help an individual assume multiple family, community, and wage-earner roles. The student is expected to:	(C) determine employment practices and trends that support families	Family Life Issues
(14) The student analyzes management practices to help an individual assume multiple family, community, and wage-earner roles. The student is expected to:	(D) explain how technology impacts career options and family roles	Family Relationships & Management