

CHAPTER 3: ASSESSMENTS FOR STUDENTS WITH DISABILITIES

In the 2006–2007 school year, there were five assessment options for students receiving special education services:

- Texas Assessment of Knowledge and Skills (TAKS)
- Texas Assessment of Knowledge and Skills–Inclusive (TAKS–I)
- State-Developed Alternative Assessment II (SDAA II)
- TEKS-Based Locally Determined Alternate Assessment (LDAA)
- Texas Assessment of Knowledge and Skills–Alternate (TAKS–Alt) Field Test

By maintaining separate assessments for the reading, mathematics, writing, English language arts (ELA), science, and social studies tests, admission, review, and dismissal (ARD) committees had considerable flexibility in determining the most appropriate assessment for each subject area for each student receiving special education services. Each of these assessments is described in the following sections of this report.

Texas Assessment of Knowledge and Skills (TAKS)

TAKS is an assessment that measures a student’s mastery of the state-mandated curriculum, the Texas Essential Knowledge and Skills (TEKS), and is available for

- grades 3–9 reading (grades 3–6 Spanish);
- grades 3–10 and exit level mathematics (grades 3–6 Spanish);
- grades 4 and 7 writing (grade 4 Spanish);
- grade 10 and exit level English language arts (ELA);
- grades 5, 8, 10, and exit level science (grade 5 Spanish); and
- grades 8, 10, and exit level social studies.

TAKS is the first assessment considered by the Admission, Review, and Dismissal (ARD) committee when making assessment decisions. See Chapter 6: Annual Test Development Activities for more information regarding the development and test administrations of TAKS.

Texas Assessment of Knowledge and Skills–Inclusive (TAKS–I)

TAKS–I was developed as an assessment that meets the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) requirements for those subjects and grade levels currently assessed with the TAKS but not with SDAA II. Students who receive special education services and for whom TAKS, even with allowable accommodations, was not an appropriate

assessment could be administered the TAKS–I. In 2006–2007 TAKS–I was available for students receiving special education services in the state-mandated TEKS curriculum on or near grade level in

- science at grades 5, 8, 10, and exit level;
- science at grade 5 (Spanish version);
- social studies at grades 8, 10, and exit level;
- exit level English language arts (ELA); and
- exit level mathematics.

In 2006–2007 TAKS–I exit level administrations were not state-mandated graduation requirements for students receiving special education services. The ARD committee continues to determine a student’s graduation requirements.

TAKS–I did not replace the subject-area tests administered under SDAA II; rather, it was intended to broaden the assessments available to students receiving special education services. In 2006–2007 the TEKS-based LDAA was still an option for those students whose ARD committee determined that TAKS, TAKS–I, or SDAA II were not appropriate and for those students who did not meet the participation requirements for the TAKS–Alt field test.

The prominent features of TAKS–I included the following:

- TAKS–I tests consisted of the same test items that appeared on the TAKS science, social studies, and exit level tests for corresponding content areas and grades.
- TAKS–I contained fewer test items than the corresponding TAKS tests because TAKS–I tests did not include embedded field-test items.
- Appropriate format changes were made, such as the use of larger point sizes and fewer items per page.
- TAKS–I allowed expanded accommodations that were similar to those allowed for SDAA II.
- TAKS–I did not use SDAA II achievement levels, but instead used the TAKS Met Standard and Commended Performance cut scores. ARD committees did not set expected achievement levels for students who took TAKS–I.
- TAKS–I tests were administered on the same date as the comparable TAKS assessments (primary administrations only).

TAKS–I used the same high quality and rigorous test development processes and reporting procedures that are in place for TAKS. In addition, using TAKS items and procedures eliminated the need for separate item development and field testing for the TAKS–I tests. TEA and PEM continue to actively pursue NCLB- and IDEA-compliant assessment designs that do not place more field-test burdens on Texas districts and students.

State-Developed Alternative Assessment II (SDAA II)

During the 1998–1999 school year, a steering committee composed of special education directors, principals, special education teachers, regional education service center representatives, parents of students receiving special education services, advocacy group representatives from across the state, and national special education experts guided TEA staff in the development of an appropriate assessment for students receiving special education services. Research was conducted on format and item design, and TAAS objectives and TEKS student expectations for each subject area and instructional level were identified. In January 1999 committees of Texas educators reviewed and revised the item guidelines and prototype items.

Pearson Educational Measurement and subcontractors Harcourt Assessment and Beck Evaluation and Testing Associates, Inc., with TEA staff, cooperated on the initial development of test items.

After the initial item development process was complete, items were field-tested with representative samples of Texas students. Districts throughout the state were asked to participate in the first SDAA study in spring 1999.

During subsequent years SDAA field testing for each subject area required the participation of all eligible students receiving special education services. Initially, separate test booklets were designed for tests that could be taken by students in two age groups: 8–11 and 12–16. After two years of field testing, the development of two separate test forms for each instructional level proved to be unnecessary and was discontinued, although there has been a continued effort to ensure that test items are appropriate for students of all ages.

In 2002–2003 educator committees met to discuss the alignment of the SDAA program with the TAKS program. The TAKS-aligned program, referred to as SDAA II, was field-tested and implemented in the 2004–2005 school year for students enrolled in grades 3–10 for mathematics, English language arts, reading, and writing. The test development process for SDAA II follows the same procedures as for all statewide assessments, coupled with additional requirements specific to SDAA II. In addition to the classroom teachers and school administrators required to participate in the test development process, educational diagnosticians and other special education administrators are included as members of SDAA II test development committees.

How SDAA II Differs from TAKS

From the inception of the alternative assessment program, advocates for students with disabilities emphasized the need for a test that was an appropriate measure of a student's growth within the TEKS curriculum. SDAA was developed prior to TAKS and was modeled on the TAAS testing program. In 2002–2003 educator committees met to discuss the alignment of the SDAA program with the TAKS program. The TAKS-aligned SDAA program, referred to as SDAA II, was field-tested in spring 2004 and was implemented in the 2004–2005 school year.

SDAA II differs from TAKS in that it allows admission, review, and dismissal (ARD) committees to select an appropriate instructional level for each assessment. In this way, the assessment reflects the instruction the student receives in the classroom, regardless of the student's enrolled grade. In addition, expanded testing accommodations are allowed on SDAA II.

Additional differences between SDAA II and TAKS can be found in the format and length of the tests. Differences in formatting on SDAA II include slightly shorter passages, more white space on the page, increased point size, and increased leading. SDAA II field-test items are not embedded as they are on TAKS, and the SDAA II tests are slightly shorter than the comparable grade-level TAKS tests. These differences in test format and length are based on educator committee members' identification of accommodations frequently made in the classroom for students receiving special education services.

SDAA II On Grade Level for Reading, Mathematics, Writing, and ELA

To meet NCLB and IDEA compliance until new assessments can be implemented in 2007–2008, the current SDAA II on-grade-level tests for reading, mathematics, writing, and ELA were available to students with disabilities. A TAKS equivalency standard was determined for SDAA II on-grade-level tests to aid in compliance with NCLB and IDEA.

In order to determine the TAKS Met Standard equivalency point, TEA conducted a linking study between TAKS and SDAA II as part of the 2004 Fall Study. This research involved the joint administration of both TAKS and SDAA II items to students who would normally take the TAKS assessment. The results of this research were used to determine the point on each SDAA II test that is equivalent to the same level of underlying proficiency as the Met Standard point on the corresponding TAKS test. By using the TAKS Met Standard equivalency point, this option did not require standard setting since the equivalency point applies the same high standards for TAKS to the SDAA II on-grade-level assessments.

SDAA II on-grade-level tests are an appropriate measure of academic progress of students receiving special education services enrolled in grades 3–10 and for whom TAKS, even with allowable accommodations, is not an appropriate assessment. The SDAA II on-grade-level tests, however, are not appropriate measures of academic progress for students with significant cognitive disabilities.

In 2006–2007, the following SDAA II on-grade-level tests were available to students with disabilities at their enrolled grade level:

- reading grades 3–9
- mathematics grades 3–10
- writing grades 4 and 7
- English language arts (ELA) grade 10

Test Administration

In spring 2007 districts were required to administer SDAA II reading, writing, English language arts, and mathematics tests on the same testing schedule as TAKS. SDAA II test booklet configurations for the 2007 test administration are described below.

Figure 3. SDAA II 2007 Spring Administration

Instructional Levels	Reading Scorable Booklets K — Form 01 1 — Form 11 2 — Form 21 3 — Form 31	Mathematics Scorable Booklets K — Form 01 1 — Form 11 2 — Form 21 3 — Form 31	Writing Scorable Booklets K/1 — Form 01 2 — Form 21 3/4 — Form 31	
	Reading Nonscorable Booklets 4 — Form 41 5 — Form 51 6 — Form 61 7 — Form 71 8 — Form 81 9 — Form 91	Mathematics Nonscorable Booklets 4 — Form 41 5 — Form 51 6 — Form 61 7 — Form 71 8 — Form 81 9 — Form 91 10 — Form 101	Writing Nonscorable Booklets 5 — Form 51 6/7 — Form 61 8/9 — Form 81	ELA Nonscorable Booklet 10 — Form 101

NOTE: Large-print test booklets were available for all forms of these tests. Braille versions of the SDAA II tests were available by instructional level for writing 3/4, 5, 6/7, and 8/9; mathematics K–10; reading 2–9; and ELA 10.

SDAA II Achievement Levels

The SDAA II test is designed to measure a student’s academic growth. Growth may be demonstrated as a student progresses through instructional and achievement levels. Each subject area tested by SDAA II is considered separately when measuring growth. During a particular school year, a student may take SDAA II for one subject-area test and TAKS for another subject-area test. Because the SDAA II writing test is administered only to students enrolled in grades 4, 7, and 10, writing assessment decisions are discussed only for students enrolled in those grade levels by the ARD committee. Assessment decisions are made each year for reading and mathematics assessments, which are administered annually to students enrolled in grades 3–9 for reading, grades 3–10 for mathematics, and grade 10 for English language arts.

Student performance results on the SDAA II reading, mathematics, and writing tests are reported at one of three achievement levels: beginning skills, developing skills, or proficient skills. Raw score to achievement level conversion tables for the spring 2007 SDAA II reading and mathematics tests can be found in Table 1.

For example, a student who earns a raw score of 14 in reading at Instructional Level 3 demonstrates skills at Achievement Level II for that test.

Table 1. SDAA II Achievement Levels—Spring 2007

READING				MATHEMATICS		
Level I Raw Score Range	Level II Raw Score Range (Rasch Scale Cut)	Level III Raw Score Range (Rasch Scale Cut)	Level I Raw Score Range	Level II Raw Score Range (Rasch Scale Cut)	Level III Raw Score Range (Rasch Scale Cut)	
K	0–3	4–11 (-1.569)	12–19 (0.681)	0–7	8–14 (-0.639)	15–22 (0.877)
1	0–7	8–13 (-0.871)	14–23 (0.622)	0–8	9–14 (-0.606)	15–24 (0.745)
2	0–10	11–15 (-0.165)	16–26 (0.673)	0–10	11–19 (-0.486)	20–28 (0.976)
3	0–9	10–20 (-0.426)	21–30 (1.136)	0–9	10–24 (-1.024)	25–34 (1.004)
4	0–11	12–22 (-0.531)	23–34 (0.896)	0–14	15–28 (-0.617)	29–38 (1.292)
5	0–14	15–27 (-0.375)	28–36 (1.454)	0–16	17–32 (-0.539)	33–42 (1.459)
6	0–11	12–24 (-0.894)	25–36 (0.728)	0–20	21–32 (-0.181)	33–44 (1.104)
7	0–14	15–30 (-0.627)	31–42 (1.153)	0–17	18–30 (-0.553)	31–46 (0.765)
8	0–14	15–33 (-0.606)	34–42 (1.430)	0–18	19–31 (-0.354)	32–48 (0.841)
9	0–9	10–22 (-0.095)	23–34 (1.760)	0–21	22–32 (-0.241)	33–50 (0.719)
10	N/A	N/A	N/A	0–15	16–36 (-0.569)	37–54 (1.207)

Achievement level cut scores may vary from year to year. The test equating process allows for the ability level to remain consistent, while the raw score cut may change slightly.

Achievement levels (I, II, III) for the SDAA II writing/ELA tests for Instructional Levels 2, 3/4, 5, 6/7, 8/9, and 10 were assigned based on a combination of scores from the multiple-choice portion and written composition portion of the writing test. Figure 4 shows the interaction of these two components in classifying student performance into achievement levels.

Figure 4. Achievement Levels for SDAA II Writing/ELA

Instructional Level 2—Spring 2007 SDAA II Writing

		Essay Score			
		0 & 1	2	3	4
Multiple-Choice Raw Score	0–9	I	I	II	II
	10–15	I	II	II	III
	16–21	I	II	III	III

Instructional Level 6/7—Spring 2007 SDAA II Writing

		Essay Score			
		0 & 1	2	3	4
Multiple-Choice Raw Score	0–16	I	I	II	II
	17–26	I	II	II	III
	27–33	I	II	III	III

Instructional Level 3/4—Spring 2007 SDAA II Writing

		Essay Score			
		0 & 1	2	3	4
Multiple-Choice Raw Score	0–11	I	I	II	II
	12–19	I	II	II	III
	20–24	I	II	III	III

Instructional Level 8/9—Spring 2007 SDAA II Writing

		Essay Score			
		0 & 1	2	3	4
Multiple-Choice Raw Score	0–19	I	I	II	II
	20–31	I	II	II	III
	32–40	I	II	III	III

Instructional Level 5—Spring 2007 SDAA II Writing

		Essay Score			
		0 & 1	2	3	4
Multiple-Choice Raw Score	0–12	I	I	II	II
	13–21	I	II	II	III
	22–28	I	II	III	III

Instructional Level 10—Spring 2007 SDAA II ELA

		Essay Score			
		0 & 1	2	3	4
Multiple-Choice/ Open-Ended Raw Score	0–22	I	I	II	II
	23–37	I	II	II	III
	38–48	I	II	III	III

For SDAA II writing at Instructional Level K/1 (a completely performance-based test), the achievement levels are based on a total score. This score is a combination of analytic scores earned on the four writing tasks (numbers, name, letters, and labeling), plus the weighted score on the response to the prompt as defined by the following formula:

Total Score = Numbers score + Name score + Letters score + Labeling score + (Prompt score x 2)

The holistic scores for numbers, name, letters, and labeling range from 0 to 3 on each of these tasks. The picture prompt language level score ranges from 0 to 6 (unweighted) and 0 to 12 (weighted). The total score range is, therefore, from 0 through 24 (that is, 3 + 3 + 3 + 3 + 12 = 24). Using this weighted composite total score for K/1 SDAA II writing, the assignment to achievement levels is as follows:

Figure 5. Achievement Level Assignments

K/1	Total Score Range	Achievement Level
0–12	(0–50%)	I
13–19	(51–79%)	II
20–24	(80–100%)	III

TEKS-Based Locally Determined Alternate Assessment (LDAA)

A TEKS-based LDAA measured the learning of a student receiving special education services when TAKS, TAKS–I, and SDAA II were not appropriate. A functional level LDAA was no longer an option for any student in 2006–07. Students formerly assessed with a functional LDAA were required to participate in TAKS–Alternate (TAKS–Alt) field testing for all tested subjects for the student’s enrolled grade if they met the participation criteria. If a student’s ARD committee decided that the student could not meaningfully participate in the TAKS–Alt field test, TEKS-based LDAAs were administered to students receiving special education services for

- grade 5 science;
- grade 8 science and social studies;
- grade 10 science and social studies; and
- grade 11 (exit level) for English language arts, mathematics, science, and social studies.

There are no state-developed TEKS-based LDAAs, nor is there a state-mandated or state-approved list of appropriate TEKS-based LDAAs. The ARD committee should choose the assessment that most closely aligns to the instruction the student is receiving in the TEKS. It is the responsibility of the school district and, ultimately, the student’s ARD committee to determine which assessment would be most appropriate for each individual student. The Texas Education Agency required districts and charter schools to report, on an annual basis, LDAA performance results for students for whom the state tests (TAKS, TAKS–I, SDAA II, and TAKS–Alt) were inappropriate. In spring 2007 districts reported this information on the LDAA reporting field that was included on all applicable TAKS, TAKS–I, and SDAA II answer documents. LDAAs will no longer be an option after October 2007.

New Alternate Assessment Programs

Texas Assessment of Knowledge and Skills–Alternate (TAKS–Alt)

TAKS–Alt is a teacher observation assessment that measures student progress on prerequisite skills that are linked to grade-level content standards.

The Federal Register Final Rule of December 2003 (34 CFR, Part 200) suggests using teacher observation and samples of student work produced during regular classroom instruction as options for alternate assessments. The observation for the assessment ratings takes place in the context of regular classroom activities linked to the grade-level TEKS curriculum. TAKS–Alt is an authentic instrument for teachers to use in assessing and documenting their students' skills, knowledge, and academic accomplishments.

The only students who may be assessed with TAKS–Alt are those with the most significant cognitive disabilities and who meet all of the TAKS–Alt participation requirements. More than 1% of the tested population may be assessed with TAKS–Alt, although only 1% will be counted as being proficient for Adequate Yearly Progress (AYP) reporting purposes.

TAKS–Alt has been developed for the following grade levels and content areas:

- reading grades 3–9
- mathematics grades 3–10 and exit level
- writing grades 4 and 7
- English language arts (ELA) grades 10 and exit level
- science grades 5, 8, 10, and exit level
- social studies grades 8, 10, and exit level

TAKS–Alt Development

To provide guidelines on which students will be assessed with TAKS–Alt, TEA and PEM conducted a review of how other states were defining students with the most significant cognitive disabilities. In addition, suggestions from the TAKS–Alt steering committee (a statewide advisory group that includes state and national experts, parents, advocacy group representatives, related service providers, administrators, Texas regional Education Service Center professionals, and faculty at Texas universities) and input from special education experts were used to describe this group of students in Texas. Participation requirements have been developed to assist admission, review, and dismissal (ARD) committees in determining which students should be assessed with TAKS–Alt. Once an ARD committee determines that a student has a significant cognitive disability, they may then decide that a student's knowledge and skills can best be assessed with TAKS–Alt if the student meets all of the following participation criteria:

- requires supports to access the general curriculum that may include assistance involving communication, response style, physical access, or daily living skills
- requires direct, intensive, individualized instruction in a variety of settings to accomplish the acquisition, maintenance and generalization of skills
- accesses and participates in the grade-level TEKS through activities that focus on prerequisite skills
- demonstrates knowledge and skills routinely in class by methods other than paper and pencil tasks
- demonstrates performance objectives that may include real life applications of the grade-level TEKS as appropriate to the student's abilities and needs

To link the TAKS–Alt with the grade-level content standards used on TAKS, a vertical alignment was created using the TEKS curriculum from pre-Kindergarten through exit level. Then the TEKS Curriculum Framework for TAKS–Alt documents were developed using the alignment documents as the underlying foundation. The curriculum framework documents list the specific objectives, knowledge and skills statements, and student expectations tested by TAKS in each grade and subject. Each TAKS objective, knowledge and skills statement(s), and student expectation(s) were summarized into an essence statement that serves as the connection between the grade-level TEKS curriculum and the online instrument.

The vertical alignment and curriculum framework documents were used to develop instructional activities (that is, items) that students receiving special education services could participate in to successfully demonstrate proficiency of appropriate objectives linked to grade-level content. TAKS–Alt example instructional activities were developed for each grade level and content area. Each instructional activity is explicitly linked to a TEKS curriculum knowledge and skills statement, through the essence statement. The essence statement will appear on the rating portion of the assessment. Four instructional activities were developed for each essence statement. The first activity is a general education instructional activity, and the three remaining activities, based on the general education activity, are access activities which may be appropriate for students with the most significant cognitive disabilities. These instructional activities are example activities that a teacher may or may not choose to use as part of the assessment. If a teacher decides not to use or modify one of the example activities, the teacher may develop his or her own instructional activity.

Internal instructional activity review meetings (which included participants from TEA and PEM) were held in 2006 from mid-March to mid-April, during which the example instructional activities were developed. External educator review meetings were held from early April to early June. During these meetings TEA and PEM personnel presented the instructional activities to teachers with content expertise and special education expertise for comments and feedback. Teachers completed an Instructional Activity Judgment Form on which they provided feedback concerning the quality of the instructional activities. Participants also completed the Recommendation for State-Selected Essence form on which they provided feedback concerning which essence statements should be state-required. Both documents were published in the *2005–2006 Technical Digest*. This digest can be found online at <http://www.tea.state.tx.us/student.assessment/resources/techdig06/index.html>.

In the future, the TAKS–Alt submission window will be approximately the first two weeks of April, with the final submission of teacher ratings due the same day as the general education students take the TAKS tests. Teachers will review the collection of documentation for each instructional activity and complete the ratings for that activity. At least one piece of documentation must be provided to support the rating for each essence statement. The teacher is encouraged to use the TAKS–Alt online testing interface to store and track multiple pieces of documentation, but he or she must designate which piece is the primary piece of documentation to be used as supporting evidence for each rating. Generalization documentation must also be provided if the student generalized the skill. The teacher will have access to the TAKS–Alt online testing interface throughout the school year but will only be able to finalize the assessment ratings for each activity during the submission window.

TAKS–Alt Online Testing Interface

A prototype of the TAKS–Alt online testing interface for grade 3 reading was completed in January 2006. TEA collected feedback on the prototype from teachers through a usability study and modifications to improve the functionality of the system are continuously being implemented. Using the prototype model, other grade levels and subjects were incorporated into the online system in fall 2006.

In summer 2007 some functions of the online system were revised to clarify components of the assessment (i.e., generalization of skill in a different context) and additional functions were added as a result of administrator and teacher requests from TAKS–Alt meetings, training sessions, and surveys.

TAKS–Alt Field-Test Administration

The TAKS–Alt field test was administered in spring 2007. The TAKS–Alt field-test window was from January 8–April 13, 2007, and the submission window for TAKS–Alt scores was April 2–April 13, 2007. Students were assessed on four essence statements (two state-required and two teacher-selected) per subject area based on their enrolled grade.

Texas Assessment of Knowledge and Skills–Modified (TAKS–M)

To provide guidelines on which students will be assessed with TAKS–M, TEA and Pearson conducted a review of how other states were defining the small group of students receiving special education services who have a disability that significantly affects academic progress in the grade-level curriculum and precludes the achievement of grade-level proficiency within a school year. In addition, suggestions from educator advisory committees and the TAKS–M steering committee, as well as input from special education experts were used to describe this group of students in Texas. Participation requirements have been developed to assist ARD committees in determining which students should be assessed with TAKS–M. ARD committees may decide that a student’s knowledge and skills can best be assessed with TAKS–M if the student meets all of the following participation criteria:

- needs extensive modifications and/or accommodations to classroom instruction, assignments, and assessments to access and demonstrate progress in the grade-level TEKS
- demonstrates academic progress in such a way that even if significant growth occurs during the school year, the ARD committee is reasonably certain that the student will not achieve grade-level proficiency as demonstrated by multiple valid measures of evidence
- meets some but not all of the participation criteria of TAKS–Alt
- requires an alternate form of TAKS which is more closely aligned with instructional modifications in order to demonstrate knowledge of the grade-level TEKS

TAKS–M incorporates the use of existing TAKS items and allows for item modifications that would make TAKS items more accessible to students receiving special education services. To ensure the modifications were research-based, a review of literature was conducted to determine which modifications were most appropriate for different learning characteristics of students with disabilities. From the research, curriculum content and special education experts developed guidelines or rules for modifying the TAKS items. These guidelines were reviewed and revised based on input from educator advisory committees, the TAKS–M steering committee, and educator item review committees.

Formatting specifications that were previously used for the SDAA II will be incorporated into the TAKS–M test booklets. Formatting includes larger point size, fewer items per page, more blank space on the page, and the use of Verdana font. Additional modifications include simplification of wording, removal of extraneous information, removal of one of the distractors (based on content analysis and TAKS item statistics), addition of pre-reading text boxes, simplification of figures, and pre-organizers in the questions. The modifications are designed to maintain the existing construct of the item.

TAKS–M test booklets will be built using the modified TAKS items that match the TAKS–M blueprints. The TAKS–M blueprints mirror the TAKS blueprints but have been reduced proportionally (by objective) by approximately 20%.

TAKS–M Development Milestones Achieved

Spring 2006 (March–May)

- conducted literature review of research-based modifications
- drafted TAKS–M participation guidelines
- developed guidelines for item modifications
- modified TAKS items as prototypes
- convened an educator advisory committee
- met with general and special educators from across the state to discuss participation guidelines and to gain insight about the type of modifications that were being made in instruction

Spring 2007 (March–May)

- revised TAKS–M participation guidelines to reflect U.S. Department of Education final regulations
- convened second educator advisory committee

Summer 2007 (June–August)

- convened the TAKS–M steering committee
- developed TAKS–M blueprints
- modified TAKS items for TAKS–M fall 2007 field test on AYP grades and subjects
- conducted internal reviews of modified items
- conducted external educator reviews of modified items
- developed field-test administrator supplements

