TAKS-Alt Growth Measure

Technical and Research

FAQs

1. How is growth determined for students who are assessed with TAKS-Alt?

The TAKS-Alt growth measure uses a transition table approach to determine growth, which measures actual student score changes over time. This approach requires that the three performance categories (Did Not Meet Standard, Met Standard, and Commended Performance) be subdivided into stages. Student progress is defined as movement across stages from year to year. These stages are then used to provide **stage change** information about the previous stage a student was in and the stage the student has attained in the current year. In addition, these stages are used to determine whether or not a student is **on track** to achieve Met Standard and/or achieve Commended Performance in the next growth target grade (5, 8, or 11).

Stage change information will be included on the Confidential Student Report (CSR) (see TAKS-Alt Reporting FAQs) showing the stage a student is in for the current year and the stage a student was in for a previous year. This information can be used to reference the Stage Change Table (see question 4, "What is the Stage Change Table?" below), which provides a standardized way to interpret the observed growth across years.

On track information will be included in the student data file only. Beginning in 2011-2012, State of Texas Assessments of Academic Readiness (STAAR) Alternate assessments will replace TAKS-Alt assessments at grades 3-11. As a result, students currently in grades 4-10 will not be able to compare their 2011 on track designations to future TAKS-Alt scores and the TAKS-Alt performance standards. On track designations based on the TAKS-Alt scoring system cannot be compared with the STAAR Alternate performance standards.

On track information will be available in the student data file only for specific grades and subjects (see TAKS-Alt Reporting FAQs) indicating whether or not ("YES" or "NO") the student is on track to achieve Met Standard and/or achieve Commended Performance in the next growth target grade (5, 8, or 11). This information is available only for the grades and subjects for which on track information can be determined.

A student who has not met the standard and/or achieved commended performance in the current year will receive a "YES" for on track if the stage changes between the previous year and the current year are sufficient to indicate that the student is

likely to move through the remaining stages to reach Met Standard (stage F) or Commended Performance (stage J) by the time they are in the next growth target grade. This is based on the assumption that the progress the student made between the current year and a previous year will continue at the same rate in the future. For more information about model development and determining growth, see *Procedures for Developing the TAKS-Alt Growth Measure*.

2. How many stages are used in the TAKS-Alt growth measure?

A student's score on TAKS-Alt can range from 0-72 points. This score range has been divided into 10 stages. The stages are labeled A through J, with stage A being the lowest stage and stage J being the highest stage. Stages A through E correspond to Did Not Meet Standard, stages F through I correspond to Met Standard, and stage J corresponds to Commended Performance. Table 1 shows the score-point range for each stage.

Table 1. TAKS-Alt Growth Measure Stages

Performance Category	Stage	Score Points
Did Not Meet Standard	A	0-19
	B	20-25
	C	26-31
	D	32-37
	E	38-43
Met Standard	F	44-49
	G	50-55
	H	56-61
	I	62-67
Commended Performance	J	68-72

3. How was the number of stages for the TAKS-Alt growth measure determined?

The number of stages was determined by evaluating the following components of the assessment: (1) the frequency distribution of students scoring at each score point, (2) the number of points within each of the performance categories, and (3) the number of points that represent meaningful change for a TAKS-Alt student. Few students score within the stage A score-point range, so this stage has a larger score range. There is a small range of score points available within Commended Performance so there is only one stage (J) within this performance category. The remaining stages consist of six score points each. For TAKS-Alt, scoring an increment of six points requires that a student successfully demonstrate all three predetermined criteria for one assessment task or complete all three predetermined criteria independently for one assessment task. For more information about model development, see *Procedures for Developing the TAKS-Alt Growth Measure*.

4. What is the Stage Change Table?

A student's current stage and previous stage are included on student reports. This information can be used with the Stage Change Table to describe student score changes in a standardized way.

TAKS-Alt Growth Measure—Stage Change Table

Previous Year TAKS-Alt Performance		Current Year TAKS-Alt Performance									
		Did Not Meet Standard					Met Standard				Commended Performance
		Stage A	Stage B	Stage C	Stage D	Stage E	Stage F	Stage G	Stage H	Stage I	Stage J
Did Not Meet Standard	Stage A	M	I	SI	SI	SI	SI	SI	SI	SI	SI
	Stage B	SR	M	I	SI	SI	SI	SI	SI	SI	SI
	Stage C	R	SR	M	I	SI	SI	SI	SI	SI	SI
	Stage D	R	R	SR	M	I	SI	SI	SI	SI	SI
	Stage E	R	R	R	SR	M	I	SI	SI	SI	SI
Met Standard	Stage F	R	R	R	R	SR	M	I	SI	SI	SI
	Stage G	R	R	R	R	R	SR	M	I	SI	SI
	Stage H	R	R	R	R	R	R	SR	M	I	SI
	Stage I	R	R	R	R	R	R	R	SR	M	I
Commended Performance	Stage J	R	R	R	R	R	R	R	R	SR	M

Note. SI=Significantly Improved, I=Improved, M=Maintained, SR=Slightly Regressed, R=Regressed

Locate the student's previous year stage along the left side of the table, and then find the student's current year stage across the top of the table. The letter at the intersection of these two stages describes the change in student score from the previous year to the current year. The descriptive labels are: SI=Significantly Improved, I=Improved, M=Maintained, SR=Slightly Regressed, and R=Regressed.

5. How was the stage change needed to be on track to achieve Met Standard or to achieve Commended Performance determined?

The number of stages a student has to move to be on track depends on (1) the student's current grade, (2) the student's stage in a previous year, (3) the student's stage for the current year, and (4) the subject area. For more information about how on track is determined, see *Procedures for Developing the TAKS-Alt Growth Measure*.

6. Is the TAKS-Alt growth measure a projection measure?

The TAKS-Alt growth measure is not a projection measure. It does not provide a projection about how a student will likely perform in the future. Instead the growth measure evaluates actual student score changes in the past to determine whether a student is on track to be successful in the future (on track destinations are reported only in the student data file in 2011). The growth measure is based on the assumption that the progress a student has made between the previous year and the current year will continue at the same rate in future years.

7. Where can I find more detailed information about the TAKS-Alt growth measure?

Additional resources related to the TAKS-Alt growth measure are available at http://www.tea.state.tx.us/student.assessment/special-ed/taksalt/growth/index.html. Additional resources related to the Texas Projection Measure (TPM) and TAKS are available at http://www.tea.state.tx.us/student.assessment/taks/tpm/index.html.
Additional resources related to the TPM and TAKS-M are available at http://www.tea.state.tx.us/student.assessment/special-ed/taksm/tpm/index.html.