Appendix A

Confidentiality and Reporting of Results

CONFIDENTIALITY AND REPORTING OF RESULTS

Section 39.030(b) of the Texas Education Code specifies the requirements for maintaining the confidentiality of individual student results and for reporting district- and campus-level results. The results of individual student performance on academic skills assessment instruments administered under this subchapter are confidential and may be released only in accordance with the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Section 1232g). However, overall student performance data must be aggregated by ethnicity, sex, grade level, subject area, district, and campus and made available to the public, with appropriate interpretations, at regularly scheduled meetings of the board of trustees of each school district. The information may not contain the names of individual students or teachers.

Title 19 Texas Administrative Code, §101.81 requires school districts and charter schools to report results as follows:

(a) The superintendent of a school district or chief administrative officer of each charter school shall accurately report all test results as required by the Texas Education Code (TEC), §39.030, with appropriate interpretations, to the school district board of trustees according to the schedule in the applicable test administration materials.

(b) A school district, charter school, or private school that administers criterion-referenced tests under the TEC, Chapter 39, Subchapter B, shall notify each of its students and his or her parent or guardian of test results, observing confidentiality requirements in the TEC, §39.030.

(c) All test results shall be included in each student's academic achievement record and shall be furnished for each student transferring to another school district, charter school, or private school.

(d) The scoring contractor will provide school districts with the results of the machine-scorable assessments administered as required by the TEC, §28.0211, within a ten-day period following the receipt of the test materials from the school district or charter school.

Dates for notifying students and parents of test results for each administration are contained in the Calendar of Events Poster and the Calendar of Events in the *2011 District and Campus Coordinator Manual*. The calendar and manual are provided to each district prior to the first test administration.

Appendix B

Instructional Objectives and Reporting Categories

INSTRUCTIONAL OBJECTIVES AND REPORTING CATEGORIES

Objectives for the TAKS/TAKS–M reading, English language arts, mathematics, writing, science, and social studies tests are listed in this appendix, followed by the state-required essence statements for TAKS–Alt. The objectives for the TELPAS reading objectives for grades 2–12 are also listed, as well as the reporting categories for the operational EOC tests. The test objectives or reporting categories (in EOC) represent core concepts that form the basis for a sound instructional progression from one year to the next. In each testing program, a portion of the set of TEKS student expectations within each objective or reporting category is selected for assessment annually, but not every student expectation is tested every year. Information about TAKS and TELPAS objectives can be found in the Revised TAKS Information Booklets and the *Educator Guide to TELPAS* available on TEA's Student Assessment Division website. A document explaining EOC reporting categories is expected in the summer of 2011.

TAKS/TAKS–M

Reading (Grades 3–8)

1. The student will demonstrate a basic understanding of culturally diverse written texts.
2. The student will apply knowledge of literary elements to understand culturally diverse written texts.
3. The student will use a variety of strategies to analyze culturally diverse written texts.
4. The student will apply critical-thinking skills to analyze culturally diverse written texts.

Reading (Grade 9)

1. The student will demonstrate a basic understanding of culturally diverse written texts.
2. The student will demonstrate an understanding of the effects of literary elements and techniques in culturally diverse written texts.
3. The student will demonstrate the ability to analyze and critically evaluate culturally diverse written texts and visual representations.

English Language Arts (Grades 10 and 11/Exit Level)

1. The student will demonstrate a basic understanding of culturally diverse written texts.
2. The student will demonstrate an understanding of the effects of literary elements and techniques in culturally diverse written texts.
3. The student will demonstrate the ability to analyze and critically evaluate culturally diverse written texts and visual representations.
4. The student will, within a given context, produce an effective composition for a specific purpose.
5. The student will produce a piece of writing that demonstrates a command of the conventions of spelling, capitalization, punctuation, grammar, usage, and sentence structure.
6. The student will demonstrate the ability to revise and proofread to improve the clarity and effectiveness of a piece of writing.

Mathematics (Grades 3–8)

1. The student will demonstrate an understanding of numbers, operations, and quantitative reasoning.
2. The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.
3. The student will demonstrate an understanding of geometry and spatial reasoning.
4. The student will demonstrate an understanding of the concepts and uses of measurement.
5. The student will demonstrate an understanding of probability and statistics.
6. The student will demonstrate an understanding of the mathematical processes and tools used in problem solving.

Mathematics (Grades 9, 10, and 11/Exit Level)

1. The student will describe functional relationships in a variety of ways.
2. The student will demonstrate an understanding of the properties and attributes of functions.
3. The student will demonstrate an understanding of linear functions.
4. The student will formulate and use linear equations and inequalities.
5. The student will demonstrate an understanding of quadratic and other nonlinear functions.
6. The student will demonstrate an understanding of geometric relationships and spatial reasoning.
7. The student will demonstrate an understanding of two- and three-dimensional representations of geometric relationships and shapes.
8. The student will demonstrate an understanding of the concepts and uses of measurement and similarity.
9. The student will demonstrate an understanding of percents, proportional relationships, probability, and statistics in application problems.
10. The student will demonstrate an understanding of the mathematical processes and tools used in problem solving.

Writing (Grades 4 and 7)

1. The student will, within a given context, produce an effective composition for a specific purpose.
2. The student will produce a piece of writing that demonstrates a command of the conventions of spelling, capitalization, punctuation, grammar, usage, and sentence structure.
3. The student will recognize appropriate organization of ideas in written text.
4. The student will recognize correct and effective sentence construction in written text.
5. The student will recognize standard usage and appropriate word choice in written text.
6. The student will proofread for correct punctuation, capitalization, and spelling in written text.

Science (Grade 5)

1. The student will demonstrate an understanding of the nature of science.
2. The student will demonstrate an understanding of the life sciences.
3. The student will demonstrate an understanding of the physical sciences.
4. The student will demonstrate an understanding of the Earth sciences.

Science (Grade 8)

1. The student will demonstrate an understanding of the nature of science.
2. The student will demonstrate an understanding of living systems and the environment.
3. The student will demonstrate an understanding of the structures and properties of matter.
4. The student will demonstrate an understanding of motion, forces, and energy.
5. The student will demonstrate an understanding of Earth and space systems.

Science (Grade 10 and 11/Exit Level)

1. The student will demonstrate an understanding of the nature of science.
2. The student will demonstrate an understanding of the organization of living systems.
3. The student will demonstrate an understanding of the interdependence of organisms and the environment.
4. The student will demonstrate an understanding of the structures and properties of matter.
5. The student will demonstrate an understanding of motion, forces, and energy.

Social Studies (Grades 8, 10, and 11/Exit Level)

1. The student will demonstrate an understanding of issues and events in U.S. history.
2. The student will demonstrate an understanding of geographic influences on historical issues and events.
3. The student will demonstrate an understanding of economic and social influences on historical issues and events.
4. The student will demonstrate an understanding of political influences on historical issues and events.
5. The student will use critical-thinking skills to analyze social studies information.

TAKS (SPANISH)

Reading (Grades 3–5)

1. El estudiante demostrará comprensión básica de textos escritos que reflejan una diversidad cultural.
2. El estudiante aplicará sus conocimientos de elementos literarios para comprender textos escritos que reflejan una diversidad cultural.
3. El estudiante usará una variedad de estrategias para analizar textos escritos que reflejan una diversidad cultural.
4. El estudiante aplicará sus destrezas de razonamiento crítico para analizar textos escritos que reflejan una diversidad cultural.

Mathematics (Grades 3–5)

1. El estudiante demostrará comprensión de números, operaciones y razonamiento cuantitativo.
2. El estudiante demostrará comprensión de patrones, relaciones y razonamiento algebraico.
3. El estudiante demostrará comprensión de geometría y razonamiento espacial.
4. El estudiante demostrará comprensión de los conceptos y usos de la medición.

5. El estudiante demostrará comprensión de probabilidad y estadística.
6. El estudiante demostrará comprensión de los procesos y recursos utilizados para solucionar problemas matemáticos.

Writing (Grade 4)

1. El estudiante escribirá una composición eficaz con un propósito específico en un contexto determinado.
2. El estudiante escribirá una composición que demuestre su dominio de las convenciones del lenguaje en ortografía, uso de mayúsculas, puntuación, gramática, estructura de la oración y uso del lenguaje.
3. El estudiante sabrá reconocer la organización apropiada de ideas en textos escritos.
4. El estudiante sabrá reconocer construcciones correctas y eficaces de oraciones en textos escritos.
5. El estudiante sabrá reconocer el uso estándar del idioma español y la selección apropiada de las palabras en textos escritos.
6. El estudiante revisará y corregirá la puntuación, el uso de mayúsculas y la ortografía en textos escritos.

TAKS Science Spanish (Grade 5)

1. El estudiante demostrará comprensión de los métodos y procesos de las ciencias.
2. El estudiante demostrará comprensión de las ciencias biológicas.
3. El estudiante demostrará comprensión de física y química.
4. El estudiante demostrará comprensión de las ciencias de la Tierra.

TAKS–ALT

Reading State-Required Essence Statements (Grade 3)

1. Uses strategies to identify words and confirm word meaning.
2. Understands literary elements of texts.
3. Understands characteristics of various types of texts.
4. Uses strategies to comprehend texts beyond the literal meaning.

Reading State-required Essence Statements (Grade 4)

1. Expands vocabulary.
2. Understands literary elements of texts.
3. Understands characteristics of various types of texts.
4. Uses text evidence to support responses.

Reading State-required Essence Statements (Grade 5 & 6)

1. Expands vocabulary.
2. Understands literary elements of texts.
3. Uses strategies to comprehend texts by organizing information.
4. Uses text evidence to support responses.

Reading State-required Essence Statements (Grade 7)

1. Expands vocabulary.
2. Understands literary elements of texts.
3. Uses strategies to comprehend texts by organizing information.
4. Uses strategies to comprehend texts beyond the literal meaning.

Reading State-required Essence Statements (Grade 8)

1. Uses strategies to comprehend texts for basic understanding.
2. Understands literary elements of texts.
3. Uses strategies to comprehend texts by organizing information.
4. Uses text evidence to support responses.

Reading State-required Essence Statements (Grade 9)

1. Uses strategies to identify words and build vocabulary.
2. Uses strategies to comprehend texts for basic understanding.
3. Understands the effects of literary elements on texts.
4. Reads and evaluates a variety of genres for different purposes.

ELA State-required Essence Statements (Grade 10)

1. Uses strategies to comprehend texts for basic understanding.
2. Uses evidence from literary text to support responses.
3. Reads and evaluates a variety of genres for different purposes.
4. Uses conventions and mechanics to write clearly and effectively.

ELA State-required Essence Statements (Grade 11)

1. Reads a variety of genres for different purposes.
2. Uses evidence from literary text to support responses.
3. Reads and evaluates a variety of genres for different purposes.
4. Proofreads writing for organization, content, style and conventions.

Mathematics State-required Essence Statements (Grade 3)

1. Understands patterns in mathematical situations.
2. Uses formal geometric vocabulary to describe figures.
3. Understands temperature and time.
4. Solves problems using data.

Mathematics State-required Essence Statements (Grade 4)

1. Understands and models addition and subtraction.
2. Uses vocabulary and attributes to identify geometric figures.
3. Understands temperature and time.
4. Solves problems using data.

Mathematics State-required Essence Statements (Grade 5)

1. Understands and models addition, subtraction, multiplication, and division.
2. Understands patterns in mathematical situations.
3. Uses vocabulary and attributes to identify geometric figures.
4. Uses probability to solve problems.

Mathematics State-required Essence Statements (Grade 6)

1. Represents and uses numbers in a variety of forms.
2. Understands and uses geometric vocabulary and properties.
3. Uses probability to make predictions.
4. Uses mathematics to solve everyday problems.

Mathematics State-required Essence Statements (Grade 7)

1. Represents and uses numbers in a variety of forms.
2. Understands and uses geometric vocabulary and properties.
3. Uses estimation and measurement to solve problems.
4. Uses graphs and tables to interpret data.

Mathematics State-required Essence Statements (Grade 8)

1. Represents and uses numbers in a variety of forms.
2. Uses indirect measurement.
3. Uses statistics to describe data.
4. Uses mathematics to solve everyday problems.

Mathematics State-required Essence Statements (Grade 9)

1. Uses mathematical skills to simplify expressions and solve problems.
2. Understands and uses transformational geometry.
3. Represents numbers in a variety of forms.
4. Uses mathematics to solve everyday problems.

Mathematics State-required Essence Statements (Grade 10)

1. Understands the meaning of the slope and intercepts of linear functions.
2. Understands and uses transformational geometry.
3. Uses indirect measurement.
4. Uses probability to make predictions.

Mathematics State-required Essence Statements (Grade 11)

1. Understands properties and attributes of functions.
2. Describes geometric relationships in a variety of ways.
3. Uses tools to solve measuring problems.
4. Uses mathematics to solve everyday problems.

Writing State-required Essence Statements (Grade 4)

1. Writes for a variety of audiences and purposes.
2. Uses writing processes to revise the organization of text.
3. Communicates clearly and effectively in writing.
4. Applies conventions of spelling.

Writing State-required Essence Statements (Grade 7)

1. Writes for a variety of audiences and purposes.
2. Uses writing processes to revise the organization of text.
3. Communicates clearly and effectively in writing.
4. Applies conventions of capitalization, punctuation, and spelling to writing.

Science State-required Essence Statements (Grade 5)

1. Uses a variety of tools to collect information.
2. Identifies patterns of change in the natural world.
3. Recognizes that forces can cause changes in the motion of an object.
4. Recognizes patterns of change in Earth's systems.

Science State-required Essence Statements (Grade 8)

1. Uses scientific inquiry methods.
2. Knows that radiant energy can be transformed into chemical energy through photosynthesis.
3. Understands the physical properties of matter and how matter will react chemically.
4. Recognizes characteristics of the universe and its parts.

Science State-required Essence Statements (Grade 10)

1. Uses scientific problem solving to make informed decisions.
2. Knows that taxonomy is used to group organisms based on their similarities and differences.
3. Uses properties to classify matter and explain how matter behaves.
4. Recognizes that relationships between force and motion can be applied to everyday experiences.

Science State-required Essence Statements (Grade 11)

1. Demonstrates proper safety procedures during field and laboratory investigations.
2. Knows that taxonomy is used to group organisms based on their similarities and differences.
3. Knows that viruses and bacteria can affect the health of organisms.
4. Uses properties to classify matter and explain how matter behaves.

Social Studies State-required Essence Statements (Grade 8)

1. Uses geographic tools.
2. Understands the economic characteristics of different U.S. regions.
3. Understands the rights and responsibilities of U.S. citizens.

4. Interprets and uses information from various sources.

Social Studies State-required Essence Statements (Grade 10)

1. Uses geographic tools.
2. Understands different types of economic systems.
3. Understands the rights and responsibilities of U.S. citizens.
4. Communicates in a variety of forms.

Social Studies State-required Essence Statements (Grade 11)

1. Understands the important dates and time periods in U.S. history through 1877.
2. Understands the impact of scientific and mathematical discoveries and technological innovations.
3. Understands different types of economic systems.
4. Understands the importance of freedom of expression.

TELPAS

Reading (Grades 2, 3, 4–5, 6–7, 8–9, 10–12)

1. The student will demonstrate an understanding of words and language structures necessary for constructing meaning in English.
2. The student will demonstrate a basic understanding of a variety of texts written in English.
3. The student will demonstrate an ability to analyze and evaluate information and ideas in a variety of texts written in English.

EOC

Algebra I

1. The student will describe functional relationships in a variety of ways.
2. The student will demonstrate an understanding of the properties and attributes of functions.
3. The student will demonstrate an understanding of linear functions.
4. The student will formulate and use linear equations and inequalities.
5. The student will demonstrate an understanding of quadratic and other nonlinear functions.

Geometry

1. The student will demonstrate an understanding of geometric structure.
2. The student will demonstrate an understanding of geometric patterns and representations.
3. The student will demonstrate an understanding of dimensionality and the geometry of location.
4. The student will demonstrate an understanding of congruence and the geometry of size.
5. The student will demonstrate an understanding of similarity and the geometry of shape.

Algebra II

1. The student will demonstrate an understanding of the foundational properties and attributes of functions.
2. The student will demonstrate an understanding of the use of representational tools to solve problems.
3. The student will demonstrate an understanding of the properties of quadratic functions.
4. The student will demonstrate an understanding of the connections between algebraic and geometric representations of quadratic functions and relations.
5. The student will demonstrate an understanding of the properties of square root functions.
6. The student will demonstrate an understanding of the properties of rational functions.
7. The student will demonstrate an understanding of the properties of exponential and logarithmic functions.

Biology

1. The student will demonstrate an understanding of biomolecules as building blocks of cells, and that cells are the basic unit of structure and function of living things.
2. The student will demonstrate an understanding of the mechanisms of genetics.
3. The student will demonstrate an understanding of the theory of biological evolution and the hierarchical classification of organisms.
4. The student will demonstrate an understanding of metabolic processes, energy conversions, and interactions and functions of systems in organisms.
5. The student will demonstrate an understanding of the interdependence and interactions that occur within an environmental system and their significance.

Chemistry

1. The student will demonstrate an understanding of the properties of matter and the periodic table.
2. The student will demonstrate an understanding of atomic theory and nuclear chemistry.
3. The student will demonstrate an understanding of how atoms form bonds and can qualify the changes that occur during chemical reactions.
4. The student will demonstrate an understanding of the conditions that influence the behavior of gases and the energy changes that occur in chemical reactions.
5. The student will demonstrate an understanding of solutions and can apply the factors that influence the behavior of solutions.

Physics

1. The student will demonstrate an understanding of the relationship of force and motion in one and two dimensions.
2. The student will demonstrate an understanding of gravitational, electrical, magnetic, and nuclear forces.
3. The student will demonstrate an understanding of momentum and energy.
4. The student will demonstrate an understanding of waves and quantum phenomena.

English I

1. The student will demonstrate the ability to understand and analyze a variety of written texts across reading genres.
2. The student will demonstrate an ability to understand and analyze literary texts.
3. The student will demonstrate an ability to understand and analyze informational texts.
4. The student will demonstrate an ability to compose a variety of written texts with a clear, controlling idea; coherent organization; sufficient development; and effective use of language and conventions.
5. The student will demonstrate an ability to revise a variety of written texts.
6. The student will demonstrate an ability to edit a variety of texts.

World Geography

1. The student will demonstrate an understanding of the ways geography influences history, political systems, political activity, and civic processes.
2. The student will demonstrate an understanding of Earth's physical and human patterns, characteristics, and processes that affect people, places, and environments.
3. The student will demonstrate an understanding of the patterns, characteristics, and processes of culture.
4. The student will demonstrate an understanding of how resources, economic activities, economic systems, and issues are related to economic and technological development.

U.S. History

1. The student will demonstrate an understanding of issues and events in U.S. history.
2. The student will demonstrate an understanding of geographical and cultural influences on U.S. history.
3. The student will demonstrate an understanding of the role of government and the civic process in U.S. history.
4. The student will demonstrate an understanding of economic and technological influences on U.S. history.

Appendix C

Resources

APPENDIX C: RESOURCES

The Student Assessment Division makes a number of resources available to school districts and parents. The following is an annotated list of the most widely used publications produced by the division. Many of these publications are automatically shipped to school districts and education service centers. However, all of these are available on TEA's Student Assessment Division website.

ARD Manual: ARD Committee Decision-Making Process for the Texas Assessment Program

ARD committee members should use this reference manual to make decisions about placement in the Texas Student Assessment Program for students receiving special education services for the 2010–2011 school year. This manual explains to ARD committees how to make these decisions by using the state-mandated curriculum, the TEKS, as documented in each student's IEP.

GPC Manual

In response to district needs for more information and guidance relating to the Student Success Initiative (SSI) and the role of the grade placement committee (GPC), TEA has developed the *Grade Placement Committee Manual for Grade Advancement Requirements of the Student Success Initiative*. This manual is designed to guide GPCs through the process of evaluating student performance, determining accelerated instruction plans (AIPs), and when applicable, making promotion decisions. The manual also provides districts with detailed instructions for implementing all the requirements of the SSI and includes timelines and flowcharts, as well as sample forms and letters to aid districts with parental notification and documentation of activities. A question-and-answer section and student scenarios are located in the appendix of the manual. The GPC manual was updated for the 2010–2011 school year.

LPAC Decision-Making Process for the Texas Assessment Program

This procedural manual guides LPACs in making decisions about the inclusion of ELLs in the Texas Student Assessment Program and helps to promote an increased awareness of the educational needs of second-language learners. This manual was updated for the 2010–2011 school year.

This LPAC manual addresses the following topics:

- decisions about administering TAKS in English or Spanish;
- LEP exemptions for students in grades 3 through 10;
- exit level LEP postponement;
- documentation requirements for LEP exemptions;
- using state assessment results to monitor progress; and
- provisions for ELLs receiving special education services.

Revised TAKS Information Booklets

The Revised TAKS Information Booklets describe the TEKS refinements and include sample problems illustrating skills being assessed. Although the information booklets for each subject area contain information that is unique to that subject, all booklets include:

- an overview of the subject within the context of TAKS;
- a blueprint of the test (the number of items under each objective and the number of items on the test as a whole);
- information that clarifies how to read the TEKS;
- the reasons each objective and its TEKS student expectations are critical to student learning and success;
- the objectives and TEKS student expectations that are included on TAKS;
- additional information about each objective that helps educators understand how it is assessed on TAKS; and
- sample items that show some of the ways reporting categories are assessed.

Educator Guide to TELPAS

This online guide is provided to familiarize educators with TELPAS, an assessment program for ELLs. To show the integral relationship between TELPAS and the Texas English Language Proficiency Standards (ELPS), this guide includes explanatory information as well as student video segments, authentic student writing, and sample test questions. This guide provides an overview of TELPAS and serves as a tool to support effective implementation of the ELPS.

TAKS Parent Brochures

To assist districts with the task of helping parents understand their child's TAKS test results, the Student Assessment Division develops a series of brochures titled *Understanding the Confidential Student Report—A Guide for Parents*. Each grade-level brochure provides a brief summary of the TAKS program, explains a sample CSR so that parents can understand their child's test report, and gives a brief summary of each TAKS test objective for each subject area tested. The brochures are developed in both English and Spanish and are provided to school districts each year for distribution with individual student TAKS performance results.

Since these brochures are developed specifically for parents to use in conjunction with their child's test report, districts should provide parents with a copy of their child's TAKS CSR along with a copy of the explanatory brochure within the timelines printed in the *2011 District and Campus Coordinator Manual*.

TAKS–M Parent Brochure

To assist districts with the task of helping parents understand their child's TAKS–M test results, the Student Assessment Division develops a brochure titled *An Explanation of Test Results for 2011—TAKS–M*. The brochure provides a brief summary of the TAKS–M program and explains a sample Confidential Student Report. The brochures are developed in both English and Spanish and are provided to school districts each year for distribution with individual student TAKS–M performance results.

TAKS–Alt Parent Brochure

To assist districts with the task of helping parents understand their child's TAKS–Alt test results, the Student Assessment Division develops a brochure titled *An Explanation of Test Results for 2011—TAKS–Alt*. The brochure provides a brief summary of the TAKS–Alt program and explains a sample Confidential Student Report. The brochures are developed in both English and Spanish and are provided to school districts each year for distribution with individual student TAKS–Alt performance results.

TELPAS Parent Brochures

To assist districts with the task of helping parents understand their child's TELPAS test results, the Student Assessment Division develops a series of brochures titled *Understanding the Confidential Student Report—A Guide for Parents (Cómo entender el Informe Confidencial del Estudiante: Información para los padres)*. All brochures provide explanations in both English and Spanish. Each brochure (grades K–1, grade 2, grade 3, grades 4–5, grades 6–7, grades 8–9, and grades 10–12) provides a brief summary of the TELPAS program, explains a sample CSR so that parents can understand their child's test report, and gives a short summary of each proficiency rating so that parents can better understand the progress their child is making in learning English. The brochures are provided for distribution with individual student TELPAS results.

TAKS Scoring Guides

In years when TAKS tests are released, the Student Assessment Division produces scoring guides to explain how the writing components of the TAKS tests are scored. TAKS scoring guides are available for grade 4 writing (both English and Spanish versions), grade 7 writing, grade 9 reading (short answer items), grade 10 English language arts, and grade 11/exit level English language arts. All of the scoring guides include scoring rubrics and a number of sample student responses for each composition or short answer score point.

Technical Digest for the Academic Year 2009–2010 (available in 2011)

The Technical Digest is a document of record of the activities and attributes of the state testing program. It is useful in understanding how the testing program is structured and how tests and test items are developed. The Technical Digest is usually available in the spring following the current academic school year. (e.g., The *2009–2010 Technical Digest* will be available in spring 2011).

Understanding the Confidential Student Report—Texas Projection Measure

To assist districts with the task of helping parents understand the TPM results, the Student Assessment Division develops a series of brochures titled *Understanding the Confidential Student Report—Texas Projection Measure for both TAKS and TAKS–M*. Each grade-level brochure explains a sample Confidential Student Report—Texas Projection Measure so that parents can understand their child's test report. The brochures are developed in both English and Spanish and are provided to school districts each year for distribution with individual student TAKS performance results.

TAKS–Alt Growth Brochures

There are two materials designed to assist districts with the task of helping parents understand their students' test results and the growth measure for TAKS–Alt. The first is a brochure titled *An Explanation of Test Results for 2011—TAKS–Alt* mentioned above. The second is a blackline master titled *A Guide to the TAKS–Alt Growth Measure*. The blackline master provides an overview of the TAKS–Alt growth measure and provides answers to the questions parents may have about the growth measure.

A Guide to the TAKS Vertical Scale

To assist districts with the task of helping parents understand the TAKS vertical scales for grades 3–8 reading and mathematics, a brochure titled *A Guide to the TAKS Vertical Scale used in Texas* is provided to districts. This brochure may be copied and distributed with the TAKS, including TAKS (Accommodated), grades 3–8 CSR. It provides answers to questions about the TAKS vertical scale. The guide is listed as the Vertical Scale Blackline Master on TEA's Student Assessment Division website.

Lexile Scale

The Lexile scale is a developmental scale for reading. Each student's Lexile measure is linked to the student's TAKS, including TAKS (Accommodated), reading or ELA score and is one indicator of reading ability. This measure can be found in the reading or ELA section on each student's CSR. In addition, TEA provides districts a parent brochure which gives parents more information about the Lexile® Framework. The Lexile measure is not provided for students taking TAKS–M or TAKS–Alt. More information concerning the Lexile Framework is available at http://www.lexile.com.