# TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS–ALTERNATE (TAKS–ALT)



## Program Overview

Refer to Table 1. 2011 Subjects and Grades Tested in TAKS, TELPAS, and End-of-Course Assessments for a list of subjects and grades available for the TAKS–Alt tests.

### TAKS–Alt

TAKS–Alt is an alternate assessment based on alternate academic achievement standards. TAKS–Alt is designed for students with significant cognitive disabilities receiving special education services who meet the participation requirements. Students who meet the participation criteria for TAKS–Alt are required to be assessed in each enrolled grade in which TAKS is administered. TAKS–Alt is not a requirement for graduation. Therefore, it is not considered an exit level test, and there are no retest opportunities.

The assessment involves teachers observing students as they complete standardized assessment tasks that link to the grade-level TEKS curriculum. Teachers then score student performance using the TAKS–Alt rubric and submit results through an online system.

## Test Scores

The following gives a brief description of the scores provided on the TAKS–Alt test. For more detailed technical information about test scores, refer to the *2009–2010 Technical Digest*, available on TEA's Student Assessment Division website.

### Score Points

The score for TAKS–Alt is the total number of points achieved on the assessment by the student. Each student completes a set of standardized assessment tasks based on four essence statements. These tasks are scored, using a rubric, based on the teacher's observation of the student's performance on these tasks. The scores for each essence statement are then added together to reach the final score. The passing standards for TAKS–Alt are based on the number of points obtained out of the number of points possible.

### TAKS–Alt Growth Measure

The TAKS–Alt growth measure provides information about student score changes over time. 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.

Stage change information will be reported in grades 4–11 reading/English language arts (ELA), grades 4–11 mathematics, and in grades 10 and 11 science and social studies. More information about the TAKS–Alt growth measure is available on TEA's Student Assessment Division website.

# Test Standards

The following gives a brief description of the standards used on TAKS–Alt tests. For more detailed technical information on test standards, refer to the *2009–2010 Technical Digest*, available on TEA's Student Assessment Division website.

## Commended Performance

This category represents strong academic achievement. Students in this category performed with success considerably above the state passing standard with consistent understanding of the knowledge and skills that are linked to content measured at this grade.

Performance on the tested skills showed generalization in different contexts.

## Met Standard

This category represents satisfactory academic achievement. Students in this category performed at or somewhat above the state passing standard with sufficient understanding of the knowledge and skills that are linked to content measured at this grade.

Performance on the tested skills required little or no cueing.

## Did Not Meet Standard

This category represents emerging academic achievement. Students in this category performed below the state passing standard with insufficient knowledge and skills that are linked to content measured at this grade.

Performance on the tested skills required cueing and prompting.

# Appropriate Score Uses

TAKS–Alt test results have several uses, both for individual students and for comparing the performance of groups. A more detailed explanation of appropriate score uses can be found in the *2009–2010 Technical Digest*, available on TEA's Student Assessment Division website.

## Individual Students

For students participating in TAKS–Alt, the scores received for each essence statement in a subject area will be summed to determine if the student has met the passing standard. The TAKS–Alt score indicates whether a student has met the standard and how far the student's achievement is above or below the passing standard.

### Groups of Students

Test results can be used to evaluate the performance of a group over time. Average scores and the percentage of students meeting the standard can be analyzed across administrations within the same grade and subject area to give insight as to whether student performance is improving across years. For example, the average score for students who receive special education services taking the TAKS–Alt grade 4 writing test can be compared for spring 2010 and spring 2011.

Test scores can also be used to compare the performance of different demographic or program groups. All TAKS–Alt scores can be analyzed within the same subject area of any single administration to determine which demographic or program group had the highest average scale score, the lowest percentage meeting the standard, the highest percentage achieving commended performance, etc.

Other scores can be used to help evaluate the academic performance of demographic or program groups in core academic areas. For example, objective-level data can help districts and campuses identify areas of potential academic weakness for a group of students. This same methodology can be applied to an entire campus or district.

In addition, all test scores can be compared to regional and statewide performance within the same subject area for any administration.



## Cautions for Score Use

Several cautions must be kept in mind when analyzing TAKS–Alt test results. More detailed technical information describing cautions for score use is provided in the *2009–2010 Technical Digest*, available on TEA's Student Assessment Division website.

### Using Scores at Extreme Ends of the Distribution

As with any assessment, student scores at the minimum and maximum ends of the score range must be viewed cautiously. For example, if the test had two additional assessment tasks, there is no way to know how the student would have performed on those additional tasks. The student may have demonstrated the skill with a high level of independence and achieved a higher score. Further, if the student was unable to demonstrate any of the assessment tasks, that does not mean the student has no knowledge of the subject tested.

### Using Objective-Level Information

Objective-level information provided for all TAKS–Alt tests can be useful in helping campuses identify skill areas in which further diagnosis is warranted. However, objective-level comparisons should be made with caution due to the individualized nature of the assessment. As with all tests given at a single point in time, the data generated from this snapshot should be used in conjunction with other evaluations of performance to provide an in-depth portrait of student achievement. Once an area of possible weakness has been identified, supplementary data should be gathered to further define what instructional intervention would be most effective.

### Understanding "All Subjects Assessed"

The "All Subjects Assessed" information summarizes the number of students who met the standard and/or achieved commended performance on all subjects assessed during a given administration. For example, only reading and mathematics tests are administered at grade 6. For a grade 6 student who met the standard on the reading test but was not assessed on the mathematics test, this student would be considered to have met the standard on "All Subjects Assessed." However, for a grade 6 student who took both tests, but met the standard on only the reading test, the student will be considered not meeting the standard on "All Subjects Assessed."

### Program Evaluation

Standardized tests are a valuable tool for evaluating programs. However, any achievement test can furnish only one part of the picture. TAKS–Alt tests are not able to identify, let alone measure, every factor that contributes to the success or failure of a program. Test results can be most helpful if considered as one component of an evaluation system.



## Report Formats

Standard and optional reports are provided for all TAKS–Alt tests. Standard reports are provided automatically to districts. To receive optional reports, a district must submit a request through the Texas Assessment Management System. Generally, districts are required to pay a nominal fee for each optional report requested.

Reports that include "confidential" in the title contain student-level results. All other reports present test results in an aggregated format. More information about the confidentiality of students' test results is contained in Appendix A.

Please note that the sample reports included in this guide are for illustration only. They are provided to show the basic layout of the reports and the information they provide. Some information may not correspond to real values.

## Resources

Refer to Appendix C and TEA's Student Assessment Division website for additional TAKS–Alt information and resources.

## Standard Reports

Information contained in the standard reports is sufficient to satisfy mandatory reporting requirements (refer to Appendix A). The following section of the guide describes the TAKS–Alt standard reports that districts receive.


| | |
|---|---|
| Confidential Student Report | 3.6 |
| Confidential Student Label | 3.9 |
| Confidential List of Students' Results | 3.11 |
| Summary Report | 3.12 |

# Confidential Student Report

Examples shown: 4-subject TAKS–Alt

A separate **Confidential Student Report (CSR)** is provided for each student for whom a TAKS–Alt online record was submitted. Information from this report is useful when reporting test results to parents. Results are shown for each subject area assessed for that grade.



***A. Identification information***

The top of the CSR contains identification information, both for the student (name, identification number, etc.) and the school (class group, district, etc.). For confidentiality, the student identification number (PEIMS) is indicated by five asterisks followed by the last four digits of the ID number. The grade, date of testing, and the report date are also indicated.

***B. Objectives listed by subject area***

Objectives are listed in abbreviated form. The complete wording of each objective for every test is found in Appendix C. The state-required essence statements are also listed in Appendix C. For more information about the content of the assessment, refer to the essence statements for TAKS–Alt for that grade and subject, available on TEA's Student Assessment Division website.

***C. Score points achieved/possible and total points***

These columns show the total number of points a student received for each essence statement (TAKS objective) and the possible number of points. The student's total score for the subject area is noted at the bottom of the column. After adding together the scores for each essence statement, the total score is rounded to the nearest whole number.

***D. Level of Complexity***

Each standardized assessment task is assigned a level of complexity (3 —most complex/application; 2 —moderately complex/basic recall; or 1 —least complex/beginning awareness).

The complexity level of the task is selected by the teacher based on their observations of the student's current level of performance.

***E. Demonstration of Skill***

Demonstration of Skill indicates the score points for student performance based on how many of the predetermined criteria the student successfully demonstrated for each assessment task. For each predetermined criterion, the teacher responds to the question, "Did the student demonstrate the skill?" If "yes," 2 points are awarded; if "no," 0 points are awarded for Demonstration of Skill. The student's Demonstration of Skill score for each essence statement is weighted according to the complexity level of the assessment task.

***F. Level of Support***

For each essence statement, a total of 6 points is possible for Level of Support. Level of Support indicates the score points for student performance on the predetermined criteria based on the amount of assistance the student required during the observation beyond what the teacher had pre-planned as allowable supports. Level of Support is calculated based on whether the student

demonstrated the predetermined criteria for each assessment task independently (2 points), with cueing (1 point), or with prompting (0 points).

### G. *Generalization of Skill*

Additional score points can be obtained if a student accessing a Level 3 or Level 2 assessment task demonstrates the skill for all three predetermined criteria without prompting. The student is then evaluated on Generalization of Skill in at least one new context—with different materials than originally used, different personnel working with the student, or in a different location within the school, classroom, or community. Students accessing a Level 1 assessment task and who use prompting are not eligible for Generalization of Skill since student performance is being measured at a beginning awareness level.

### H. *Met Standard and Commended Performance*

For each subject area, the report indicates whether the student met the passing standard and if commended performance was achieved. Refer to Test Standards in the Program Overview for additional information about these standards.



### I. *TAKS–Alt Growth Measure: Stage Change*

The student's CSR will contain a stage change bar graph at the bottom of each subject-area box. The bar graph represents the student's scores from the previous school year and the current school year in terms of the stage achieved. The bar graph also indicates which stage corresponds to the state's two performance standards of Met Standard and Commended Performance. The graph shows the observed change from the previous year to the current year in the student's performance relative to the state's performance standards. Stage change information will be reported on the CSR for grades 4–11 reading/English language arts (ELA), grades 4–11 mathematics, and grades 10 and 11 science and social studies.

### J. *Additional Information on the CSR*

A variety of report comments may appear in each subject area, indicating the student's performance status or scoring information. Possible messages are listed below.

- **NO RESPONSE OBSERVED**
  No Response Observed may be indicated on the student's CSR if the student is unable to display any observable change in affect or movement due to an ongoing medical condition or the severity of the student's disability.
- **NOT ASSESSED**
  The student was not assessed for this subject.

In addition to test scores, the following report comment may appear in each subject area.

- **PARTIAL SCORE**
  Partial Score may be indicated on the student's CSR if the student moved into the district without enough time to complete the assessment or if a student has a medical condition or emergency that results in an incomplete assessment.

### K. *Document number and print number*

The document number found in the bottom left corner of the report is a unique number per administration that is assigned to the student's record by the contractor. Refer to this number if questions arise about the student's results. The print number in the bottom right corner of the report is a print series number used in sequencing the reports as they are printed.

TAKS-Alt Grade 10

# Texas Assessment of Knowledge and Skills-Alternate

## Confidential Student Report

Name: FIRSTNAME LASTNAME
Date of Birth: 02/23/94
Student ID (PEIMS): *****6789

Report Date: MAY 2011
Date of Testing: SPRING 2011

District: 999-001 EXAMPLE ISD
Campus: 001 EXAMPLE H S

Local Student ID: 987654321
Class Group: CLASS NAME

### English Language Arts

| | Level of Complexity | Demonstration of Skill | Level of Support | Generalization of Skill | SCORE POINTS Achieved | SCORE POINTS Possible |
|---|---|---|---|---|---|---|
| 1. Basic Understanding | 1 | 6.0 | 6 | N/A | 12.0 | 18 |
| 2. Literary Elements and Techniques | 1 | 6.0 | 4 | N/A | 10.0 | 18 |
| 3. Analysis and Evaluation | 1 | 6.0 | 6 | N/A | 12.0 | 18 |
| 4-5. Written Composition | 1 | 6.0 | 6 | N/A | 12.0 | 18 |
| 6. Revising and Editing | | OBJECTIVE NOT APPLICABLE IN 2011 | | | | |
| | | | | TOTAL | 46 | 72 |

| Test Date | Score | Met Standard | Commended Performance |
|---|---|---|---|
| SPRING 2011 | 46 | YES | NO |

| Stage | A | B | C | D | E | F* | G | H | I | J** |
|---|---|---|---|---|---|---|---|---|---|---|
| 2010 Performance | | | | | | | | | | |
| 2011 Performance | | | | | | | | | | |

* Met Standard
** Commended Performance

### Mathematics

| | Level of Complexity | Demonstration of Skill | Level of Support | Generalization of Skill | SCORE POINTS Achieved | SCORE POINTS Possible |
|---|---|---|---|---|---|---|
| 1-2,5. Functional Relationships | 1 | OBJECTIVE NOT APPLICABLE IN 2011 | | | | |
| 3-4. Linear Functions, Equations, and Inequalities | 1 | 6.0 | 4 | N/A | 10.0 | 18 |
| 6-7. Geometric Relationships and Spatial Reasoning | | 6.0 | 6 | N/A | 12.0 | 18 |
| 8. Measurement and Similarity | 1 | 6.0 | 6 | N/A | 12.0 | 18 |
| 9. Percents/Proportions/Probability/Statistics | | 6.0 | 6 | N/A | 12.0 | 18 |
| 10. Mathematical Processes and Tools | 1 | OBJECTIVE NOT APPLICABLE IN 2011 | | | | |
| | | | | TOTAL | 46 | 72 |

| Test Date | Score | Met Standard | Commended Performance |
|---|---|---|---|
| SPRING 2011 | 46 | YES | NO |

| Stage | A | B | C | D | E | F* | G | H | I | J** |
|---|---|---|---|---|---|---|---|---|---|---|
| 2010 Performance | | | | | | | | | | |
| 2011 Performance | | | | | | | | | | |

* Met Standard
** Commended Performance

### Social Studies

| | Level of Complexity | Demonstration of Skill | Level of Support | Generalization of Skill | SCORE POINTS Achieved | SCORE POINTS Possible |
|---|---|---|---|---|---|---|
| 1. Issues and Events in U.S. History | 1 | 6.0 | 6 | N/A | 12.0 | 18 |
| 2. Geographic Influences on History | | 6.0 | 6 | N/A | 12.0 | 18 |
| 3. Economic and Social Influences on History | 1 | OBJECTIVE NOT APPLICABLE IN 2011 | | | | |
| 4. Political Influences on History | 1 | 6.0 | 6 | N/A | 12.0 | 18 |
| 5. Critical-Thinking Skills | 1 | 6.0 | 6 | N/A | 12.0 | 18 |
| | | | | TOTAL | 48 | 72 |

| Test Date | Score | Met Standard | Commended Performance |
|---|---|---|---|
| SPRING 2011 | 48 | YES | NO |

| Stage | A | B | C | D | E | F* | G | H | I | J** |
|---|---|---|---|---|---|---|---|---|---|---|
| 2009 Performance | NO INFORMATION AVAILABLE | | | | | | | | | |
| 2011 Performance | | | | | | | | | | |

* Met Standard
** Commended Performance

### Science

| | Level of Complexity | Demonstration of Skill | Level of Support | Generalization of Skill | SCORE POINTS Achieved | SCORE POINTS Possible |
|---|---|---|---|---|---|---|
| 1. Nature of Science | | | | | | |
| 2. Organization of Living Systems | | | | | | |
| 3. Interdependence of Organisms and the Environment | | NO RESPONSE OBSERVED | | | | |
| 4. Structures and Properties of Matter | | | | | | |
| 5. Motion, Forces, and Energy | | | | | | |
| | | | | TOTAL | | |

| Test Date | Score | Met Standard | Commended Performance |
|---|---|---|---|
| SPRING 2011 | NO RESPONSE OBSERVED | | |

| Stage | A | B | C | D | E | F* | G | H | I | J** |
|---|---|---|---|---|---|---|---|---|---|---|
| 2009 Performance | NO INFORMATION AVAILABLE | | | | | | | | | |
| 2011 Performance | NO RESPONSE OBSERVED | | | | | | | | | |

* Met Standard
** Commended Performance

- Level of Complexity is assigned to each assessment task based on the complexity of the task. Level 3 assessment tasks are the most complex. Level 2 assessment tasks are moderately complex. Level 1 assessment tasks are the least complex.
- Demonstration of Skill indicates the score points for student performance based on how many of the predetermined criteria the student successfully demonstrated for each assessment task. The student's Demonstration of Skill score for each essence statement is weighted according to the complexity level of the assessment task. Level 3 assessment tasks receive the highest numerical weighting and the Level 1 assessment tasks receive the lowest.
- Level of Support indicates the score points for student performance based on whether the student demonstrated the predetermined criteria for each assessment task independently, with cueing, or with prompting.
- Generalization of Skill indicates the score points for student performance based on whether the student successfully completed the three predetermined criteria for each assessment task in a different context without prompting. Only students accessing Level 2 or 3 assessment tasks who demonstrate the predetermined criteria successfully without prompting are eligible for generalization. N/A indicates that the student was not eligible to be tested on Generalization of Skill.
- Total Score — after adding together the score on each essence statement the total score is rounded to the nearest whole number. Scores with decimal places of 0.5 and above are rounded up and scores with decimal places less than 0.5 are rounded down.
- For more information about TAKS-Alt test results, including the TAKS-Alt growth measure, go to http://www.tea.state.tx.us/student.assessment/special-ed/taksalt/growth/index.html.

Document # 1234-56789

To view your child's scores online, go to http://www.TexasAssessment.com/students. The Unique Access Code is K84J9C.
For more information about the TAKS—Alternate tests, contact your child's school.

Print # 1-00001-596

# Confidential Student Label

Example shown: 4-subject

An adhesive **Confidential Student Label** is provided for each examinee for whom a TAKS–Alt online record was submitted. Test results are shown for each subject tested, and these labels should be placed on the individual student's permanent record.

**Available:**
TAKS–Alt results are combined on one label per student.



***A. Identification information***
Identification information shown at the top of the label includes the student name, student identification number (as used for PEIMS), birth date, district number and name, campus number and name, and grade.

***B. Test date***
The test date is given for each subject area.

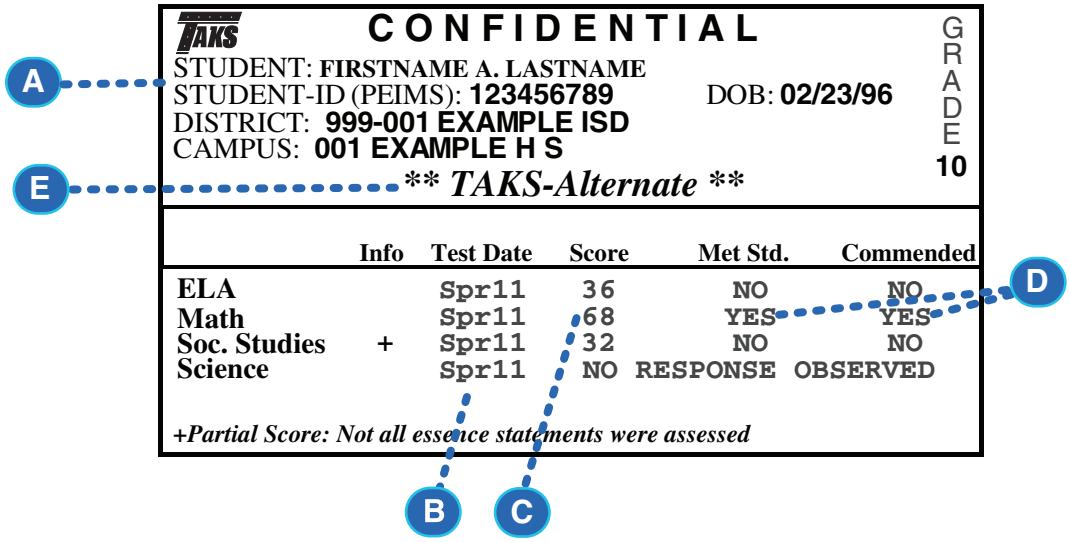
***C. Score***
The total score the student received is shown for each subject area.

***D. Met Standard and Commended Performance***
It is indicated for each subject area whether the standard was met and/or commended performance was achieved. Refer to Test Standards in the Program Overview for additional information about these standards.

***E. Test information***
Information about the test is provided whenever the student is tested with something other than the TAKS English-version test. The information is indicated by a single character, and the description of any single character used will also be listed on the label.

For students tested with TAKS–Alt, the following message will appear above the test results.

****TAKS–Alternate****
A TAKS–Alt online record was submitted for this student.


TAKS
CONFIDENTIAL
STUDENT: FIRSTNAME A. LASTNAME
STUDENT-ID (PEIMS): 123456789
DOB: 02/23/96
DISTRICT: 999-001 EXAMPLE ISD
CAMPUS: 001 EXAMPLE H S
** TAKS-Alternate **
GRADE 10
Info Test Date Score Met Std. Commended
ELA Spr11 36 NO NO
Math Spr11 68 YES YES
Soc. Studies + Spr11 32 NO NO
Science Spr11 NO RESPONSE OBSERVED
+Partial Score: Not all essence statements were assessed
A
B
C
D
E

# Confidential List of Students' Results

*Refer to Confidential List of Students' Results in the TAKS/TAKS-M section for an example of this report.

The **Confidential List of Students' Results** is available for each grade tested at each campus and lists every student for whom a TAKS–Alt online record was submitted. This report provides each student's Met Standard and Commended Performance results for each subject area tested.

Refer to the Confidential List of Students' Results in the TAKS/TAKS-M section for more information and an example of this report.

**Available:**
TAKS, including TAKS (Accommodated); TAKS–M; and TAKS–Alt results are combined in one report.

# Summary Report

Example shown: 3-subject TAKS–Alt

The **TAKS–Alt Summary Report** is available for each TAKS–Alt grade assessed at each campus or district and contains aggregate information about every student for whom a TAKS–Alt online record was submitted. The report provides the number of students tested and the percentage of students meeting the standard and/or achieving commended performance at each demographic group for each subject area assessed.



***A. Identification information***

The top of the report contains identification information for the campus or district. The grade, date of testing, and the report date are also indicated.

***B. Number of students assessed***

The number of students assessed is provided for each subject area and demographic group. To maintain student confidentiality, no data are reported if fewer than five students were tested.

***C. Met Standard and Commended Performance***

The percentage of students who met the standard and/or achieved commended performance are displayed for each subject area. The percentage for all subjects assessed is also shown in the last column. Refer to Test Standards in the Program Overview for additional information about these standards. Refer to Cautions for Score Use in the Program Overview for more information about understanding "All Subjects Assessed."

***D. Administration summary***

This section of the report lists the total number and percentage of records submitted for students assessed and students not assessed in all subjects.

***E. Met Standard summary***

This section of the report lists the number and percentage of students who met the standard on all subjects assessed and the number and percentage of students who did not meet the standard on one or more subjects. Refer to Cautions for Score Use in the Program Overview for more information about understanding "All Subjects Assessed." To maintain student confidentiality, no data are reported if fewer than five students were assessed.

***F. Commended Performance summary***

This section of the report lists the number and percentage of students who achieved commended performance on all subjects assessed and the number and percentage of students who did not achieve commended performance on one or more subjects. Refer to Cautions for Score Use in the Program Overview for more information about understanding "All Subjects Assessed." To maintain student confidentiality, no data are reported if fewer than five students were assessed.

TAKS-Alt *Grade 4*

# Texas Assessment of Knowledge and Skills-Alternate

## Summary Report

**District:** 999-001 EXAMPLE ISD
**Campus:** 101 EXAMPLE EL
**Report Date:** MAY 2011
**Date of Testing:** SPRING 2011

A

### All Students

B C

| "---" = No Data Reported For Fewer Than Five Students | Reading: Number of Students Assessed | Reading: Percent Met Standard | Reading: Percent Commended | Mathematics: Number of Students Assessed | Mathematics: Percent Met Standard | Mathematics: Percent Commended | Writing: Number of Students Assessed | Writing: Percent Met Standard | Writing: Percent Commended | All Subjects Assessed: Number of Students Assessed | All Subjects Assessed: Percent Met Standard | All Subjects Assessed: Percent Commended |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **All Students** | 15 | 93 | 20 | 15 | 87 | 27 | 15 | 93 | 20 | 15 | 87 | 20 |
| **Male** | 15 | 93 | 20 | 15 | 87 | 27 | 15 | 93 | 20 | 15 | 87 | 20 |
| **Female** | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **No Information Provided** | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **Hispanic/Latino** | 7 | 100 | 29 | 7 | 86 | 29 | 7 | 100 | 29 | 7 | 86 | 29 |
| **Am. Indian or Alaskan Native** | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **Asian** | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **Black or African American** | 6 | 83 | 17 | 6 | 83 | 17 | 6 | 83 | 17 | 6 | 83 | 17 |
| **Native Hawaiian/Pacific Islander** | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **White** | 2 | --- | --- | 2 | --- | --- | 2 | --- | --- | 2 | --- | --- |
| **Two or More Races** | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **No Information Provided** | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **Economically** *Yes* | 13 | 100 | 23 | 13 | 92 | 23 | 13 | 100 | 23 | 13 | 92 | 23 |
| **Disadvantaged** *No* | 2 | --- | --- | 2 | --- | --- | 2 | --- | --- | 2 | --- | --- |
| *No Information Provided* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **Title I, Part A** *Participants* | 15 | 93 | 20 | 15 | 87 | 27 | 15 | 93 | 20 | 15 | 87 | 20 |
| *Nonparticipants* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| *No Information Provided* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **Migrant** *Yes* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| *No* | 15 | 93 | 20 | 15 | 87 | 27 | 15 | 93 | 20 | 15 | 87 | 20 |
| *No Information Provided* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **LEP** *Current LEP* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| *Non-LEP (Monitored 1st Year)* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| *Non-LEP (Monitored 2nd Year)* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| *Other Non-LEP* | 15 | 93 | 20 | 15 | 87 | 27 | 15 | 93 | 20 | 15 | 87 | 20 |
| *No Information Provided* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **Bilingual** *Participants* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| *Nonparticipants* | 15 | 93 | 20 | 15 | 87 | 27 | 15 | 93 | 20 | 15 | 87 | 20 |
| *No Information Provided* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **ESL** *Participants* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| *Nonparticipants* | 15 | 93 | 20 | 15 | 87 | 27 | 15 | 93 | 20 | 15 | 87 | 20 |
| *No Information Provided* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |

D

*Administration Summary*

| | Number | Percent |
|---|---|---|
| Number of Students Assessed | 15 | 100 |
| Number of Students Not Assessed in All Subjects | 0 | 0 |
| Total Students | 15 | 100 |

E

*Met Standard Summary*

| | Number | Percent |
|---|---|---|
| Met STANDARD on All Subjects Assessed | 13 | 87 |
| Did NOT Meet STANDARD on: | | |
| *One Subject Only* | 1 | 7 |
| *Two Subjects Only* | 0 | 0 |
| *All Three Subjects* | 1 | 7 |

F

*Commended Performance Summary*

| | Number | Percent |
|---|---|---|
| COMMENDED PERFORMANCE on All Subjects Assessed | 3 | 20 |
| Did NOT Achieve COMMENDED PERFORMANCE on: | | |
| *One Subject Only* | 0 | 0 |
| *Two Subjects Only* | 1 | 7 |
| *All Three Subjects* | 11 | 73 |

## Optional Reports

Optional reports are similar to standard reports in that they contain summaries of student performance information; however, the information is presented in additional formats and often in greater detail. To receive optional reports, a district must submit a request through the Texas Assessment Management System. Districts are required to pay a nominal fee for each optional report requested, with the exception of the Electronic Individual Student Record File which is free of charge. Results for TAKS–Alt are provided on the same file along with results for TAKS, including TAKS (Accommodated), and TAKS–M for the following optional reports:

Electronic Individual Student Record File (Confidential) 3.15

# Electronic Individual Student Record File (Confidential)

The **Electronic Individual Student Record File** contains individual data records for each student for whom a TAKS–Alt online record was submitted. The student record includes identification and demographic data as well as subject-area scores. Objective-level data are also included. Results for TAKS, including TAKS (Accommodated); TAKS–M; and TAKS–Alt are provided together on the same file.