



TAKS-M Modification Guidelines for Grade 11 ELA

FORMAT

- ❑ Verdana font
- ❑ Larger point size
- ❑ More white space due to fewer items per page
- ❑ Horizontal item layout (full width)
- ❑ Reduce the blueprint and delete all field test items

MODIFICATIONS TO READING SELECTIONS

- ❑ Provide pre-reading text that clarifies the selection's purpose, explains difficult concepts, and introduces unfamiliar or difficult to decode vocabulary. The test administrator will read the pre-reading text to the students before each student independently reads the selection. The test administrator may repeat words located in this pre-reading text at student request while the student is reading the selection.
- ❑ Divide the selection into meaningful thought units (parts) with items associated with that unit (part) immediately following it.
- ❑ Delete extraneous information that does not affect development of the selection or any context related to the tested items.
- ❑ Break compound/complex sentences into simpler sentences.
- ❑ Simplify or clarify difficult to decode or conceptually difficult vocabulary when possible and when not tested.
- ❑ Separate contractions except in cases where this makes the sentence awkward.
- ❑ Edit figurative language when it is not tested by using simpler sentences, using plain language, and deleting unnecessary words.
- ❑ Change passive voice to active voice when appropriate.
- ❑ Simplify visual complexity of graphics.
- ❑ The reading selections are not thematically linked.
- ❑ Visual representations are not tested.

MODIFICATIONS TO READING ITEMS

- ❑ Delete one answer choice based on content and/or statistics of item. All other distractors must come from the associated part or a previous part.
- ❑ Revise answer choices as necessary to reflect modifications made to the selection.
- ❑ Delete extraneous information, including irrelevant material and unnecessary words in items or graphics.
- ❑ Delete one part of a compound answer choice when possible.
- ❑ Break compound/complex sentences into simpler sentences.
- ❑ Simplify difficult to decode or conceptually difficult vocabulary, phrases, or sentences when not tested.
- ❑ Separate contractions except in cases where this makes the sentence awkward.
- ❑ Change passive voice to active voice when appropriate.
- ❑ Change item from an open-ended statement ending with a dash to a direct question or vice versa, as necessary for clarification.
- ❑ Add precise language to provide additional context for clarification.
- ❑ Provide definition of literary terms in a text box near the item and bold the defined term in the item.
- ❑ Direct student attention to graphics.
- ❑ Simplify visual complexity of graphics.
- ❑ Delete items that cannot be modified based on guidelines.
- ❑ Delete crossover items, items that test author's organization of entire selection, and open-ended responses for reading selections

MODIFICATIONS TO REVISING AND EDITING PASSAGES

- ❑ Provide pre-reading text that clarifies the passage’s purpose, explains difficult concepts, and introduces unfamiliar or difficult to decode vocabulary. The test administrator will read the pre-reading text to the students before each student independently reads the passage.
- ❑ Divide the passage into meaningful thought units (parts) with items associated with that unit (part) immediately following it.
- ❑ Delete extraneous information that does not affect any context related to the tested items.
- ❑ Simplify or clarify difficult to decode or conceptually difficult vocabulary, phrases, or sentences when possible and when not tested.

MODIFICATIONS TO REVISING AND EDITING ITEMS

- ❑ Delete one answer choice based on content and/or statistics of item. When “No revision needed” is an answer choice, it will always be the one deleted.
- ❑ Revise answer choices as necessary to reflect modifications made to the passage.
- ❑ Delete items that cannot be assessed due to passage modifications.

In the development of TAKS–M items, modifications were made to TAKS items while preserving the construct of each item and maintaining alignment with grade level content standards. Consideration has been given to the progression of complexity (word usage, sentence structure, vocabulary, content) throughout the grades.