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

Program Overview

TAKS and TAKS (Accommodated)

Students enrolled in grade 10 or above in the 2011–2012 school year or who are repeating grade 9 in the 2011–2012 school year will graduate under TAKS requirements. Students in grade 10 or above were administered a TAKS assessment. Repeating grade 9 students did not take TAKS grade 9 tests as these tests were not available.

TAKS (Accommodated) is an accommodated form of TAKS that is identical in content to the TAKS test, but includes format changes (larger font, fewer items per page) and contains no embedded field-test items. This form is available for students receiving special education services who meet the eligibility requirements for certain specific accommodations.

TAKS–M

TAKS–M is an alternate assessment based on modified academic achievement standards. The assessment is based on the same grade-level TEKS curriculum as TAKS. However, TAKS–M tests have been changed in format (larger font, fewer items per page, etc.) and test design (fewer answer choices, simpler vocabulary and sentence structure, etc.). TAKS–M is intended for a small number of students served by special education who meet participation requirements. TAKS–M is not a requirement for graduation. Therefore, it is not considered an exit level test, and there are no exit level retest opportunities.

Test Scores

The following gives a brief description of the scores provided for the TAKS tests. For more detailed technical information about test scores, refer to the *2010–2011 Technical Digest*, available on TEA's Student Assessment Division website.

Raw Score

A raw score is provided for TAKS, including TAKS (Accommodated), and TAKS–M. The raw score is the number of items answered correctly on a subject-area test. By itself, the raw score has limited utility; it can be interpreted only in reference to the total number of items on a subject-area test, and raw scores should not be compared across administrations.

Scale Score

The scale score is used for TAKS, including TAKS (Accommodated), and TAKS–M tests.

The scale score is a statistic that allows a comparison of scores by adjusting for variations in the difficulty of the test forms used in different administrations. Thus, the scale score can be used to determine whether a student met the standard or achieved commended performance, to compare one student to another taking the same grade/subject area test, and to compare cohorts of students taking the same grade/subject area test in different years. However, the scale score cannot be used to evaluate a student's progress across grades or subject areas. On the scale, the passing standard is 2100 and the commended standard is 2400.

Test Standards

The following gives a brief description of the standards used on the TAKS tests, including TAKS (Accommodated). TAKS and TAKS–M each have their own passing standards. For more detailed technical information on test standards, refer to the *2010–2011 Technical Digest*, available on TEA's Student Assessment Division website.

Commended Performance

This category represents high academic achievement. Students in this category performed at a level that was considerably above the state passing standard for that test. Students demonstrated a thorough understanding of the knowledge and skills measured at this grade.

Met Standard

This category represents satisfactory academic achievement. Students in this category performed at a level that was at or somewhat above the state passing standard for that test. Students demonstrated a sufficient understanding of the knowledge and skills measured at this grade.

Did Not Meet Standard

This category represents unsatisfactory academic achievement. Students in this category performed at a level that was below the state passing standard for that test. Students demonstrated an insufficient understanding of the knowledge and skills measured at this grade.

Met The THECB Standard For Higher Education Readiness

TAKS, including TAKS (Accommodated), contains a Higher Education Readiness Component (HERC) on the exit level English language arts (ELA) and mathematics assessments. Performance on these tests will be used to assess a student's readiness to enroll in an institution of higher education. A student who meets the HERC standard, as set by the Texas Higher Education Coordinating Board (THECB), will be exempt from the requirements of the Texas Success Initiative (TSI) in Section 51.3062 of the Texas Education Code. Note that for TAKS–M there will not be a HERC standard on the grade 11 ELA and mathematics assessments.

Exit Level

The exit level assessments required for graduation are first administered at grade 11, with additional opportunities to test occurring four times a year. Examinees taking the TAKS (Accommodated) exit level test will have retest opportunities; however, graduation requirements for these examinees are based on each student's IEP. TAKS–M students participating in the grade 11 administration do not have retest opportunities. Graduation requirements for these students are based on each student's IEP.

Appropriate Score Uses

TAKS test results have several uses, both for individual students and in comparing the performance of groups. A more detailed explanation of appropriate score uses can be found in the *2010–2011 Technical Digest*, available on TEA's Student Assessment Division website.

Individual Students

The TAKS scale score indicates whether a student has met the standard and how far the student's achievement is above or below the passing standard.

Test results can also be used to compare the performance of an individual student to the performance of a demographic group, a program group, or an entire campus or district at a particular grade level. For example, the scores for a Hispanic student in a gifted and talented program could be compared to the average scores of Hispanic students, to other gifted and talented students, or to all the students at the campus at that grade level.

Other scores provide information about a student's relative strengths or weaknesses in core academic areas. For example, objective-level data can identify areas in which a student may be having difficulty. This can help campuses plan the most effective instructional intervention.

Groups Of Students

Test results can be used to evaluate the performance of a group over time. Average scale 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 scale score for students who receive special education services taking the TAKS exit level science test can be compared for spring 2011 and spring 2012.

Test scores can also be used to compare the performance of different demographic or program groups. All TAKS 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 of students meeting the standard, the highest percentage of students 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, aggregations of 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.

The HERC standard of the TAKS exit level test has several advantages. First, students who may not have been considering further study at a college or university may be encouraged to do so when they learn that their TAKS scores not only meet the high school graduation requirement but also exempt them from the TSI requirements for college enrollment. Second, students who do not achieve the minimum HERC score will have an opportunity to seriously evaluate which classes they should take in the twelfth grade to be certain they are fully prepared for college coursework. Finally, for districts and campuses, students' HERC scores will facilitate the evaluation of the overall high school academic program as it relates to preparation for college. TAKS–M does not have a HERC standard on the grade 11 ELA and mathematics assessments.

Cautions for Score Use

Several cautions must be kept in mind when analyzing TAKS test results. More detailed technical information describing cautions for score use is provided in the *2010–2011 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 for TAKS must be viewed cautiously. For instance, if a student achieves the maximum scale score, it cannot be determined if the student's true achievement was that score or if the student would have achieved a higher score if that score were possible. In other words, there is no way to know whether, if the test had 10 more items on it, the student would have answered those items correctly and achieved a higher scale score.

Using Objective-Level Information

Objective-level information provided for all TAKS tests can help campuses identify skill areas in which further diagnosis is warranted. 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.

Furthermore, since TAKS, including TAKS (Accommodated), and TAKS–M are equated only at the total test level for the subject area, year-to-year comparisons of objective-level performance should be made cautiously. In the test construction process, every effort is made to approximate the overall difficulty of the objectives from year to year. However, some fluctuations in the difficulty of the objectives do occur at every administration. Observing trends in objective-level performance over time, identifying patterns of performance in clusters of objectives testing similar skills, and comparing campus or district objective-level performance to that of the region or state are appropriate uses of group objective-level information.

Understanding "All Tests Taken"

The "All Tests Taken" information summarizes the number of students who met the standard and/or achieved commended performance on all tests taken during a given administration. For example, only TAKS ELA, mathematics, science, and social studies tests are administered at exit level. For a grade 11 student who met the standard on the ELA, science, and socials studies tests but was absent from the mathematics test, this student would be considered to have met the standard on "All Tests Taken." However, for a grade 11 student who took all tests, but met the standard on only the ELA test, the student will be considered not meeting the standard on "All Tests Taken."

Program Evaluation

Standardized tests are a valuable tool for evaluating programs. However, any achievement test can furnish only one part of the picture. TAKS 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.

The Standard and Percent Items Correct

The passing standards for TAKS, including TAKS (Accommodated), and TAKS–M are related to two factors: (1) the difficulty of the items on the tests and (2) the number of items students have to answer correctly to pass. The standard is set on the original form of each subject-area test. When different items are used in another administration, the difficulty of the items, and thus the overall difficulty of the test, may fluctuate. To compensate for slight changes in difficulty, the number of items needed to pass the test is adjusted.

For instance, suppose students must answer correctly 59% of the items to meet the standard on the original form of the test. A subsequent test is administered with slightly more difficult items. If the standard of 59% of the items on the test was used exclusively, students who took the second test would be held to a higher standard than students who took the first test. The percentage of items required to pass would be the same, but the difficulty of the items would be different. To set the standard on the second test at an achievement level equivalent to that of the first test, the tests are equated, and the percentage of items required to pass is adjusted. In this case, the percentage of items required to pass the second test would be less than 59%, since the items were more difficult.

Groups Excluded From Reports

Braille—Since some regular-print test items cannot be appropriately brailled on the TAKS and TAKS (Accommodated) grades 10 and exit level ELA tests, these items are omitted on the braille versions of these tests. Therefore, the braille and non-braille versions have an unequal number of items for some objectives. When reporting aggregate results for objective-level data, short answer results, and written composition sections, these students are omitted. Individual reading/ELA results reported on the Confidential Student Reports (CSRs) and labels are not affected, other than to note the use of a brailled test.

Further, students who take the brailled, English version of the TAKS or TAKS (Accommodated) test at any grade level will not be included in the objective-level summary data, short answer results, and written composition sections. However, unlike the results for grades 10 and exit level ELA tests, the individual student results for each objective will be listed on the Confidential Campus Roster and the Optional Confidential Campus Rosters.

Make-up form—The make-up form of the TAKS grade 10 ELA test contains test items that are different from those on the regular test form. When reporting aggregate results for objective-level data, short-answer results, and written composition sections, these students are omitted. Note that for roster reports, objective-level data are shown for individuals, but not included in the objective summary results. Individual ELA results reported on the CSRs and labels are also not affected, other than to note the use of a make-up form.

LAT version—The LAT versions of the TAKS tests are used to fulfill federal NCLB requirements for testing recent immigrant ELLs who are exempt under Texas law, due to their limited English proficiency (LEP), in grades and subjects used in Adequate Yearly Progress (AYP) calculations. When reporting aggregate results to districts, these students are omitted. Note that for roster reports, objective-level data are shown for individuals, but not included in the objective summary results. Individual results reported on the CSRs and labels are also not affected, other than to note the use of linguistically accommodated testing.

Report Formats

Standard and optional reports are available for the TAKS assessments. Standard reports are provided automatically to districts. Optional reports are available for a nominal fee to districts. Additional services for some standard reports are also available as optional reports for a fee to districts. A

district must submit a request through the Texas Assessment Management System to receive the optional reports or optional services for standard reports, which include reports on CD-ROM, paper copies (for those reports provided online only), or additional copies of paper reports.

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 the "General Information" section of this manual.

> 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, such as scale score ranges or scale scores, may not correspond to real values.

Resources

Refer to the "General Information" section of this guide and TEA's Student Assessment Division website for additional TAKS information and resources.

Standard Reports

Information contained in the standard reports is sufficient to satisfy mandatory reporting requirements (refer to the "General Information" section). The following section of the guide describes the TAKS, including TAKS (Accommodated), and TAKS–M standard reports that districts receive. Note that not all reports apply to all assessment programs and/or grades.

Confidential Student Report	6.9
Confidential Student Label	6.14
Confidential List of Students' Results	6.17
Confidential Campus Roster	6.20
Summary Report	6.24
Demographic Performance Summary	6.30
Written Performance Summary Report	6.33
Preliminary Confidential Campus Roster	6.37
Electronic Individual Student Record File (Confidential)	6.38

Confidential Student Report

Example shown: Grade 11 TAKS Exit Level

A separate **Confidential Student Report (CSR)** is provided for each student for whom a TAKS, including TAKS (Accommodated), or TAKS–M answer document or online record was submitted. Test results are shown for each subject area tested. Information from this report is useful when reporting test results to students and parents. Results of a student taking one or more subjects with TAKS, including TAKS (Accommodated), and one or more subjects with TAKS–M will be combined onto the same CSR.

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

TAKS, including TAKS (Accommodated), Confidential Student Report TAKS–M Confidential Student Report

A. Identification information

The top of the CSR contains identification information, both for the student (name, identification number, etc.) and the school (district, campus, 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. The date of testing will be the month the test occurred.

B. Objectives listed by subject area

Objectives are listed in abbreviated form. For more information about objectives and the content of each test, refer to TEA's Student Assessment Division website.

C. Written composition rating

This section indicates the composition rating and analytic scoring information, if any, assigned to the student's written composition. Detailed rubric and score point information can be found in the scoring guides on TEA's Student Assessment Division website.

Composition ratings are listed below.

TAKS, including TAKS (Accommodated)

0 = Nonscorable Response (0 out of a possible 4)

1 = Ineffective Response (1 out of a possible 4)

2 = Somewhat Effective Response (2 out of a possible 4)

3 = Generally Effective Response (3 out of a possible 4)

4 = Highly Effective Response (4 out of a possible 4)

TAKS–M

0 = Nonscorable Response (0 out of a possible 3)

1 = Ineffective Response (1 out of a possible 3)

2 = Somewhat Effective Response (2 out of a possible 3)

3 = Effective Response (3 out of a possible 3)

Analytic scores are given only to compositions rated 0 or 1 and are listed below.

- Weak Focus and Coherence
- Weak or Illogical Organization
- Weak Development of Ideas
- Little or No Sense of Voice
- Little or No Control of Conventions
- Off Topic Response
- Indecipherable Response
- Insufficient Response
- No Writing Attempted

D. Objective-level results and raw score

The total number of items tested for the objective and the number of items answered correctly by each student are found next to the objective heading. The shaded area at the bottom of these columns shows the total number of items answered correctly (the raw score) followed by the total number of items on the test. Refer to Cautions for Score Use in the Program Overview for more information about using objective-level results.

E. Short answer rating

The ELA tests include short answer questions with scores ranging from 0 to 3. These items are not included in TAKS–M.

Short answer ratings are listed below.

- Insufficient (0 out of a possible 3)
- Partially Sufficient (1 out of a possible 3)
- Sufficient (2 out of a possible 3)
- Exemplary (3 out of a possible 3)

F. Test information

Information about the test is provided whenever the student is tested with something other than the TAKS test. This is shown for both the current administration and the previous administrations of a test. The description of any single character used in the info column will also be listed at the bottom of the page.

Possible messages are listed below. Changes in policy may result in different messages.

 # Eligible for Linguistic Accommodations
The student was eligible for but did NOT take the test with linguistic accommodations.

% Tested with Linguistic Accommodations
A linguistically accommodated test was indicated for this subject.

a TAKS (Accommodated)
A TAKS (Accommodated) form was indicated for this subject.

b Braille
A braille-version test was indicated for this subject.

m TAKS–Modified
A TAKS–M answer document was submitted for this subject.

o Online Administration
An online test was given for the subject indicated.

G. Test results

In place of a scale score, 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. Changes in policy may result in different messages.

- **ABSENT**
  The student was absent during the test.
- **ARD DECISION**
  The student did not participate on the basis of special education, as determined by the ARD committee.
- **EXEMPT–LEP**
  The student was exempted from the test by a Language Proficiency Assessment Committee (LPAC).
- **INELIGIBLE FOR LEP EXEMPTION**
  Student is ineligible for LEP exemption because the student previously tested.
- **NO INFORMATION AVAILABLE**
  No information is available for this subject.
- **NOT SCORED**
  The student's answer document was coded "OTHER" for reasons such as illness during testing or test administration irregularities. This designation may also indicate that the student did not test because of a one-time LEP postponement or a foreign exchange student waiver.
- **NOT SCORED–INCOMPLETE**
  (LAT only) The test was attempted but not completed for reasons such as illness during testing, the student's English was too limited, or other testing irregularities.
- **PREVIOUSLY MET STANDARD**
  Student met the standard in a previous administration.

H. Scale score

The scale score corresponding to the student's subject-area raw score is shown. The scale score is shown for all subjects in grade 10 and 11/exit level and for TAKS–M. Scale scores are shown for both the current and previous administrations of a test. Refer to Test Scores in the Program Overview for additional information about the TAKS scale scores. The raw score conversion tables for all TAKS administrations can be found on TEA's Student Assessment Division website.

I. Met Standard and Commended Performance

It is indicated for each subject area whether the standard was met and if commended performance was achieved. This is shown for both the current administration and, in grades with retest opportunities, the previous administrations of a test. Refer to Test Standards in the Program Overview for additional information about these standards.

> The Texas Projection Measure (TPM) is reported on the grade 10 TAKS, including TAKS (Accommodated) CSR, and the grade 10 TAKS–M CSR.
>
> The TPM, shown in the test result box, provides information about how a student is likely to perform in a future grade given how the student is currently performing. Refer to Test Scores in the Program Overview for additional information about the TPM.

J. Scale score graph

The graph of the scale score shows a visual representation of how far the student's score is above or below the passing standard and the commended passing standard.

K. THECB Standard for Higher Education Readiness

"Met THECB Standard for Higher Education Readiness" will appear in each subject area if an exit level examinee met the THECB standard in ELA or mathematics. To meet this standard on the mathematics test, an examinee must receive a horizontal scale score of 2200 or higher. To meet this standard on the ELA test, an examinee must receive a horizontal scale score of 2200 or higher and a written composition score of 3 or higher. Refer to Test Standards in the Program Overview for additional information about this standard.

L. Lexile Measure

The TAKS, including TAKS (Accommodated), reading/ELA scale score has been linked to the Lexile scale, which is shown in the bottom left corner of the reading/ELA area. The Lexile scale is one indicator of a student's reading ability and is a developmental scale for reading/ELA. More information concerning the Lexile Framework™ can be found at http://www.lexile.com.

M. 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 *Grade 11 Exit Level*

Texas Assessment of Knowledge and Skills

Confidential Student Report

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

Report Date: MAY 2012
Date of Testing: SPRING 2012

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

Local Student ID: 987654321
Class Group: CLASS NAME

English Language Arts

	ITEMS Correct	ITEMS Tested
1. Basic Understanding	7	8
2. Literary Elements and Techniques	6	8
Short Answer Rating (Literary Selection) — *Partially Sufficient (1 out of a possible 3)*	1	3
3. Analysis and Evaluation	9	12
Short Answer Rating (Expository Selection) — *Partially Sufficient (1 out of a possible 3)*	1	3
Short Answer Rating (Connecting Selections) — *Partially Sufficient (1 out of a possible 3)*	1	3
6. Revising and Editing	16	20
TOTAL	41	57

4-5. Written Composition Rating — 0 = *Nonscorable Response (0 out of a possible 4)*
ANALYTIC INFORMATION:
• *Off Topic Response*

Student's Scale Score: 2085
1404 1600 1800 2000 2200 2400 2600 2800 3000 3200 3398
Standard: Scale Score of 2100
Commended Performance: Scale Score of 2400
Lexile Measure: 990L

Info	Grade	Test Date	Scale Score	Met Standard	Commended Performance
a	11	APRIL 2012	2085	NO	NO

Mathematics

	ITEMS Correct	ITEMS Tested
1. Functional Relationships	5	5
2. Properties and Attributes of Functions	5	5
3. Linear Functions	5	5
4. Linear Equations and Inequalities	5	5
5. Quadratic and Other Nonlinear Functions	4	5
6. Geometric Relationships and Spatial Reasoning	6	7
7. Two- and Three-Dimensional Representations	7	7
8. Measurement and Similarity	7	7
9. Percents/Proportions/Probability/Statistics	4	5
10. Mathematical Processes and Tools	7	9
TOTAL	55	60

Met THECB Standard for Higher Education Readiness

Student's Scale Score: 2449
1302 1500 1700 1900 2100 2300 2500 2700 2839
Standard: Scale Score of 2100
Commended Performance: Scale Score of 2400

Info	Grade	Test Date	Scale Score	Met Standard	Commended Performance
	11	APRIL 2012	2207	YES	NO

Social Studies

	ITEMS Correct	ITEMS Tested
1. Issues and Events in U.S. History	10	13
2. Geographic Influences on History	8	9
3. Economic and Social Influences on History	7	13
4. Political Influences on History	7	9
5. Critical-Thinking Skills	8	11
TOTAL	40	55

Student's Scale Score: 2274
1478 1600 1800 2000 2200 2400 2600 2787
Standard: Scale Score of 2100
Commended Performance: Scale Score of 2400

Info	Grade	Test Date	Scale Score	Met Standard	Commended Performance
a	11	APRIL 2012	2274	YES	NO

a TAKS (Accommodated)

Science

	ITEMS Correct	ITEMS Tested
1. Nature of Science		
2. Organization of Living Systems		
3. Interdependence of Organisms and the Environment		
4. Structures and Properties of Matter		
5. Motion, Forces, and Energy		
TOTAL		

NOT TESTED
ABSENT

1408 1600 1800 2000 2200 2400 2600 2764
Standard: Scale Score of 2100
Commended Performance: Scale Score of 2400

Info	Grade	Test Date	Scale Score	Met Standard	Commended Performance
	11	APRIL 2012	ABSENT		

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 tests, contact your child's school.

Print # 1-00001-008

Confidential Student Label

Example shown: Grade 11 TAKS Exit Level

An adhesive **Confidential Student Label** is provided for each examinee for whom a TAKS, including TAKS (Accommodated), and TAKS–M answer document or 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. Districts also have the option of not receiving labels.

Available:
TAKS, including TAKS (Accommodated), and TAKS–M 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 of the student's most recent performance status is given for each subject area.

C. Scale score

The scale score corresponding to the student's subject-area raw score is shown. The scale score is shown for all subjects in grade 10 and 11/exit level and for TAKS–M. Scale scores are shown for both the current and previous administrations of a test. A '+' sign appears after the scale score for exit level ELA and mathematics if the student met the HERC college readiness standard. Refer to Test Scores in the Program Overview for additional information about the TAKS scale scores. The raw score conversion tables for all TAKS administrations can be found on TEA's Student Assessment Division website.

D. Met Standard and Commended Performance

The label indicates for each subject area whether the standard was met and whether commended performance was achieved. Refer to Test Standards in the Program Overview for additional information about these standards.

E. Test results

In place of a scale score, 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. Changes in policy may result in different messages.

- **ABSENT**
  The student was absent during the test.
- **ARD DECISION**
  The student did not participate on the basis of special education, as determined by the ARD committee.

- **EXEMPT–LEP**
  The student was exempted from the test by an LPAC.
- **INELIGIBLE FOR LEP EXEMPTION**
  Student is ineligible for LEP exemption because the student previously tested.
- **NO INFORMATION AVAILABLE**
  No information is available for this subject.
- **NOT SCORED**
  The student's answer document was coded "OTHER" for reasons such as illness during testing or test administration irregularities. This designation may also indicate that the student did not test because of a one-time LEP postponement or a foreign exchange student waiver.
- **NOT SCORED—INCOMPLETE**
  (LAT only) The test was attempted but not completed for reasons such as illness during testing, the student's English was too limited, or other testing irregularities.
- **PREVIOUSLY MET STANDARD**
  Student met the standard in a previous administration.

F. Test information

Information about the test is provided whenever the student is tested with something other than the TAKS test. This is shown for both the current administration and the previous administrations of a test. The information is indicated by a single character, and the description of any single character used will also be listed on the label.

The single characters and descriptions are listed below. Changes in policy may result in different messages.

**LAT Eligible**
The student was eligible for but did NOT take the test with linguistic accommodations.

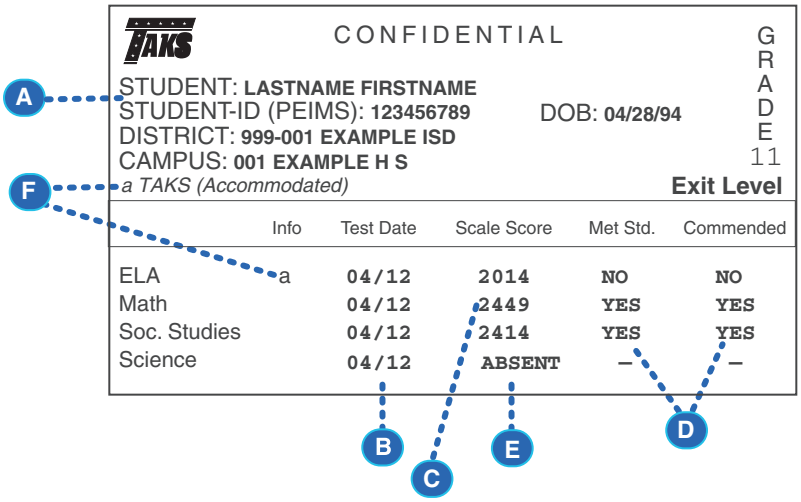
% **LAT Tested**
A linguistically accommodated test was indicated for this subject.

a **TAKS (Accommodated)**
A TAKS (Accommodated) form was indicated for this subject.

b **Braille**
A braille-version test was indicated for this subject.

m **TAKS–Modified**
A TAKS–M answer document was submitted for this subject.

o **Online Administration**
An online test was given for the subject indicated.


TAKS
CONFIDENTIAL
GRADE 11
STUDENT: LASTNAME FIRSTNAME
STUDENT-ID (PEIMS): 123456789
DOB: 04/28/94
DISTRICT: 999-001 EXAMPLE ISD
CAMPUS: 001 EXAMPLE H S
a TAKS (Accommodated)
Exit Level
Info
Test Date
Scale Score
Met Std.
Commended
ELA a 04/12 2014 NO NO
Math 04/12 2449 YES YES
Soc. Studies 04/12 2414 YES YES
Science 04/12 ABSENT – –
A
B
C
D
E
F

Confidential List of Students' Results

Example shown: Grade 11 TAKS Exit Level

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

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

A. Identification information

The top of the report contains identification information for the campus. The grade, date of testing and the report date are also indicated. The date of testing will be the month the test occurred.

B. Student information

Students are identified by name, student identification number (as used for PEIMS), and birth date. The total number of students listed is shown at the bottom.

C. Met Standard and Commended Performance

"YES" or "NO" indicates whether the standard was met and if commended performance was achieved for each subject area. Refer to Test Standards in the Program Overview for additional information about these standards.

For some students, a letter (A, I, L, O) or symbol (*) populates this column. The legend explains the meaning of each of these notations.

D. History file update needed

An asterisk beside a student's name indicates that the student's identification information, as provided on the answer document, was incomplete or did not match the TAKS history file. It is important for the district testing coordinator to update information for these students so their testing history is accurately stored and the proper passing standard is applied. For more information on updating student records, refer to the 2010–2011 Online Data Management User's Guide.

E. Test information

Information about the test is provided whenever the student is tested with something other than the TAKS test. The information is indicated by a single character, and the description of any single character used will also be listed at the bottom of the page.

The single characters and descriptions are listed below. Changes in policy may result in different messages.

 # Exempt–LEP: LAT Eligible
The student was eligible for but did NOT take the test with linguistic accommodations.

% Indicates Linguistically Accommodated Test.
A linguistically accommodated test was indicated for this subject.

*** TAKS history file update is needed.**
The student's identification information as provided on the answer document was incomplete or did not match the TAKS history file.

a Indicates TAKS (Accommodated) version of test.
A TAKS (Accommodated) form was indicated for this subject.

b Indicates braille version of test.
A braille-version test was indicated for this subject.

d Passing standard defaulted to Panel Recommendation.
The examinee's passing standard is unknown, due to a mismatch with the TAKS history file, and was defaulted to the Panel Recommendation (horizontal scale score of 2100).

m Indicates TAKS–Modified version of test.
A TAKS–M answer document was submitted for this subject.

o Indicates online version of test.
An online test was given for the subject indicated.

TAKS Grade 11

Texas Assessment of Knowledge and Skills

Confidential List of Students' Results

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

Report Date: MAY 2012
Date of Testing: SPRING 2012

Legend

A = NOT TESTED-ABSENT
I = NOT SCORED-LAT INCOMPLETE
L = NOT TESTED-EXEMPT-LEP
O = NOT SCORED
--- = NO INFORMATION AVAILABLE

Student			Student-ID (PEIMS)	Birth Date	English Language Arts			Mathematics			Social Studies			Science		
					Info	Met Standard	Commended Performance	Info	Met Standard	Commended Performance	Info	Met Standard	Commended Performance	Info	Met Standard	Commended Performance
LASTNAME	FIRSTNAME	A	000000001	01/01/92	m	YES	YES	m	YES	YES	m	YES	NO	m	YES	YES
LASTNAME	FIRSTNAME	B	000000002	01/02/94		YES	NO		YES	NO		YES	NO		NO	NO
LASTNAME	FIRSTNAME	C	000000003	01/03/94		YES	NO		NO	NO		YES	NO		NO	NO
LASTNAME	FIRSTNAME	D	000000004	01/04/94		YES	NO		NO	NO		YES	NO		NO	NO
* LASTNAME	FIRSTNAME	E	000000005	01/05/93	%	NO	NO	%	NO	NO		L	---	%	NO	NO
LASTNAME	FIRSTNAME	F	000000006	01/06/94		YES	NO		YES	YES		YES	YES		YES	NO
LASTNAME	FIRSTNAME	G	000000007	01/07/94		YES	NO		NO	NO		YES	NO		YES	NO
LASTNAME	FIRSTNAME	H	000000008	01/08/94		YES	NO		YES	NO		YES	NO		YES	NO
LASTNAME	FIRSTNAME	I	000000009	01/09/93		NO	NO		NO	NO		NO	NO		NO	NO
LASTNAME	FIRSTNAME	J	000000010	01/10/94		YES	NO		YES	NO		YES	NO		NO	NO
LASTNAME	FIRSTNAME	K	000000011	01/11/94		YES	NO		YES	NO		YES	NO		YES	NO
LASTNAME	FIRSTNAME	L	000000012	01/12/92		YES	NO		YES	NO		YES	NO		NO	NO
LASTNAME	FIRSTNAME	M	000000013	01/13/93		YES	NO		YES	NO		YES	YES		YES	NO
LASTNAME	FIRSTNAME	N	000000014	01/14/93		NO	NO		YES	NO		NO	NO		NO	NO
LASTNAME	FIRSTNAME	O	000000015	01/15/94		YES	YES		YES	NO		YES	NO		YES	NO
LASTNAME	FIRSTNAME	P	000000016	01/16/93	m	YES	NO	#,m	L	---	m	L	---	#,m	L	---
LASTNAME	FIRSTNAME	Q	000000017	01/17/94		YES	NO		YES	NO		YES	YES		YES	YES
LASTNAME	FIRSTNAME	R	000000018	01/18/93		YES	NO		YES	NO		YES	NO		YES	NO
LASTNAME	FIRSTNAME	S	000000019	01/19/94		YES	NO		NO	NO		YES	NO		YES	NO
LASTNAME	FIRSTNAME	T	000000020	01/20/94		YES	NO		YES	NO		YES	NO		YES	NO
LASTNAME	FIRSTNAME	U	000000021	01/21/94		YES	NO		YES	YES		YES	YES		YES	YES
LASTNAME	FIRSTNAME	V	000000022	01/22/94		YES	NO		YES	NO		YES	YES		YES	NO
LASTNAME	FIRSTNAME	W	000000023	01/23/94		YES	NO		YES	NO		YES	NO		YES	NO
LASTNAME	FIRSTNAME	X	000000024	01/24/94		L	---	#	L	---		L	---	#	L	---
LASTNAME	FIRSTNAME	Y	000000025	01/25/93		YES	NO	m	YES	NO		YES	NO	m	YES	YES
LASTNAME	FIRSTNAME	Z	000000026	01/26/93		YES	NO		YES	NO		YES	YES		YES	NO
LASTNAME	FIRSTNAME	A	000000027	01/27/94		YES	NO		YES	NO		YES	NO		YES	NO
LASTNAME	FIRSTNAME	B	000000028	01/28/94		YES	NO		YES	NO		YES	YES		YES	NO
LASTNAME	FIRSTNAME	C	000000029	01/29/94		YES	NO		YES	NO		YES	YES		YES	NO
LASTNAME	FIRSTNAME	D	000000030	01/30/94		NO	NO		YES	NO		YES	NO		YES	NO

TOTAL STUDENTS LISTED: 30

* TAKS history file update is needed.
% Indicates Linguistically Accommodated Test.
# Exempt-LEP: LAT Eligible
m Indicates TAKS-Modified version of test.

Confidential Campus Roster

Example shown: Mathematics (all subjects are shown separately)

The **Confidential Campus Roster (All Students)** is available for each grade tested at each campus and lists every student for whom a TAKS, including TAKS (Accommodated), or TAKS–M answer document was submitted. This report provides detailed student-level results for each subject area tested.

The **Confidential Campus Roster (Students Not Meeting Standard)** is available for each grade tested at each campus and lists every student for whom a TAKS, including TAKS (Accommodated), or TAKS–M answer document was submitted, but did not pass the subject area test.

The **All Students Not in Special Education Optional Report** combines students coded as not in special education and students for whom no information was provided as to special education status.

Available:
TAKS, including TAKS (Accommodated)
TAKS–M

Standard Confidential Campus Rosters:
- All Students
- Students Not Meeting Standard

Optional Confidential Campus Rosters (TAKS only):
- Refer to Optional Confidential Campus Roster in this guide for all available reports.

Students NOT included in the objective summary results of the reports:
- Make-up form of grade 10 ELA (TAKS only)
- Braille version of all subjects (TAKS and TAKS–M)
- LAT version of reading/ELA, mathematics, or science (TAKS only)

TAKS Confidential Campus Roster
TAKS–M Confidential Campus Roster

A. Identification information

The top of the report contains identification information for the campus. The grade, date of testing, and the report date are also indicated. The date of testing will be the month the test occurred. The TAKS–M logo will replace the TAKS logo on TAKS–M rosters.

B. Student information

Students are identified by name and student identification number (as used for PEIMS).

C. *Scale score*

The scale score corresponding to the student's subject-area raw score is shown. The scale score is shown for all subjects in grade 10 and 11/exit level and for TAKS–M. Scale scores are shown for both the current and previous administrations of a test. Refer to Test Scores in the Program Overview for additional information about the TAKS scale scores. The raw score conversion tables for all TAKS administrations can be found on TEA's Student Assessment Division website.

D. *Met Standard and Commended Performance*

It is indicated for each subject area whether the standard was met and whether commended performance was achieved. Refer to Test Standards in the Program Overview for additional information about these standards.

E. *Objectives*

Objectives are listed in abbreviated form. For more information about objectives and the content of each test, refer to TEA's Student Assessment Division website.

F. *Objective-level results*

The total number of items tested for the objective and the number of items correct for each student are found below the objective heading. In place of objective-level data, a variety of report comments may appear, indicating the student's performance status or scoring information. Refer to Cautions for Score Use in the Program Overview for more information about using objective-level results.

Possible messages are listed below. Changes in policy may result in different messages.

- **BRAILLE—SEE CONFIDENTIAL STUDENT REPORT**
  A braille-version test was indicated for this subject. For the ELA tests at grades 10 and 11/exit level, some items cannot be appropriately brailled and are omitted from the braille version of the tests. Objective-level results from these braille tests are not included on the report.
- **NO INFORMATION AVAILABLE**
  An answer document was not submitted for this subject.
- **NOT SCORED**
  The student's answer document was coded "OTHER" for reasons such as illness during testing or test administration irregularities. This designation may also indicate that the student did not test because of a one-time LEP postponement or a foreign exchange student waiver.
- **NOT SCORED—INELIGIBLE FOR LEP EXEMPTION**
  Student is ineligible for LEP exemption because the student previously tested.
- **NOT SCORED—LAT INCOMPLETE**
  (LAT only) The test was attempted but not completed for reasons such as illness during testing or other testing irregularities.
- **NOT SCORED—PREVIOUSLY MET STANDARD**
  Student met the standard in a previous administration.
- **NOT TESTED: ARD DECISION**
  The student did not participate on the basis of special education, as determined by the ARD committee.
- **NOT TESTED—ABSENT**
  The student was absent during the test.

- **NOT TESTED—EXEMPT–LEP**
  The student was exempted from the test by an LPAC.

G. *All tests taken*

(grades without retests and exit level)

The last column indicates whether the student met the standard and whether commended performance was achieved for all tests taken. 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 Tests Taken."

H. *Test information*

Information about the test is provided whenever the student is tested with something other than the TAKS test. This is shown for both the current administration and the previous administrations of a test. The information is indicated by a single character, and the description of any single character used will also be listed on the label.

The single characters and descriptions are listed below. Changes in policy may result in different messages.

**Exempt–LEP: LAT Eligible.**
The student was eligible for but did NOT take the test with linguistic accommodations.

% **Indicates Linguistically Accommodated Test. Data are not included in objective summary results.**
A linguistically accommodated test was indicated for this subject.

***** **Indicates make-up form of test. Data are not included in objective summary results.**
(grade 10) The make-up form was indicated for ELA.

a **Indicates TAKS (Accommodated) version of test.**
A TAKS (Accommodated) form was indicated for this subject.

b **Indicates braille version of test. Data are not included in objective summary results.**
A braille-version test was indicated for this subject.

o **Indicates online version of test.**
An online test was given for the subject indicated.

TAKS *Grade 10*

Texas Assessment of Knowledge and Skills

Confidential Campus Roster — Mathematics

District: 999-001 EXAMPLE ISD
Campus: 001 EXAMPLE H S
Report Date: MAY 2012
Date of Testing: SPRING 2012

All Students

Legend

--- No Information Available
a Indicates TAKS (Accommodated) version of test.

Results for Each Objective

Info	Student			Student-ID (PEIMS)	Scale Score	Met Standard	Commended Performance	1 Functional Relationships	2 Properties and Attributes of Functions	3 Linear Functions	4 Linear Equations and Inequalities	5 Quadratic and Other Nonlinear Functions	6 Geometric Relationships and Spatial Reasoning	7 Two- and Three-Dimensional Representations	8 Measurement and Similarity	9 Percents/Proportions/ Probability/Statistics	10 Mathematical Processes and Tools	All Tests Taken: Met Standard	All Tests Taken: Commended Performance
	Number of Items Tested in Each Objective							5	5	5	5	5	5	5	7	5	9		
	Items Correct																		
	LASTNAMEA	FIRSTNAMEA	A	011111111	2151	YES	NO	4	4	4	4	4	4	4	3	3	3	NO	NO
	LASTNAMEB	FIRSTNAMEB	B	022222222	2218	YES	NO	5	5	4	2	4	3	4	6	4	5	YES	NO
	LASTNAMEC	FIRSTNAMEC	C	033333333	2163	YES	NO	4	3	2	4	4	3	4	5	3	6	NO	NO
	LASTNAMED	FIRSTNAMED	D	044444444	2079	NO	NO	2	3	2	3	2	3	3	4	3	6	NO	NO
a	LASTNAMEE	FIRSTNAMEE	E	055555555	2190	YES	NO	4	5	3	4	3	4	3	4	3	7	NO	NO
	LASTNAMEF	FIRSTNAMEF	F	066666666	2204	YES	NO	5	4	3	5	3	3	4	4	4	6	NO	NO
	LASTNAMEG	FIRSTNAMEG	G	077777777	2056	NO	NO	3	3	2	3	2	3	2	3	3	5	NO	NO
	LASTNAMEH	FIRSTNAMEH	H	088888888	2233	YES	NO	5	4	5	4	4	4	3	6	3	5	NO	NO
	LASTNAMEI	FIRSTNAMEI	I	099999999	2249	YES	NO	4	5	4	3	4	4	4	5	4	7	NO	NO
	LASTNAMEJ	FIRSTNAMEJ	J	111111111	2265	YES	NO	5	4	4	3	4	4	5	6	3	7	NO	NO
	LASTNAMEK	FIRSTNAMEK	K	122222222	2543	YES	YES	4	5	5	5	5	5	5	7	5	8	YES	YES
	LASTNAMEL	FIRSTNAMEL	L	133333333	2302	YES	NO	4	5	4	5	4	3	5	6	4	7	NO	NO
	LASTNAMEM	FIRSTNAMEM	M	144444444	2323	YES	NO	5	4	5	4	5	4	5	5	5	6	NO	NO
	LASTNAMEN	FIRSTNAMEN	N	155555555	2346	YES	NO	3	4	5	4	5	4	5	6	5	8	NO	NO
	LASTNAMEO	FIRSTNAMEO	O	166666666	2400	YES	YES	5	4	4	5	5	5	5	5	5	7	YES	NO
	LASTNAMEP	FIRSTNAMEP	P	177777777	2402	YES	YES	5	4	5	3	5	5	4	7	5	8	NO	NO
	LASTNAMEQ	FIRSTNAMEQ	Q	188888888	2437	YES	YES	4	5	5	5	5	5	5	6	5	7	NO	NO
	LASTNAMER	FIRSTNAMER	R	199999999	2482	YES	YES	4	5	4	5	5	5	5	7	5	8	YES	YES
	LASTNAMES	FIRSTNAMES	S	211111111	2283	YES	NO	4	5	3	5	4	5	4	6	4	6	NO	NO
TOTAL STUDENTS LISTED: 19				NUMBER:	AVG. 2280			AVERAGE 4.2	4.3	3.8	4.0	4.1	4.0	4.2	5.3	4.0	6.4	4	2
				PERCENT:				83	85	77	80	81	80	83	76	80	71	21	11

Summary Report

Example shown: Grade 11 TAKS Exit Level

The **Summary Report** is available for each grade tested at each campus or district and contains aggregate information about every student for whom a TAKS, including TAKS (Accommodated), and TAKS–M answer document was submitted.

The **All Students Not in Special Education Report** combines students coded as not in special education and students for whom no information was provided as to special education status.

Available:
TAKS, including TAKS (Accommodated)
TAKS–M

Standard Summary Reports:
- All Students (TAKS, including TAKS [Accommodated], and TAKS–M)
- All Students Not in Special Education (TAKS, including TAKS [Accommodated], only)
- Special Education Students (TAKS, including TAKS [Accommodated], only)

Optional Summary Reports (Also listed in Optional Summary Reports section):
- Limited English Proficient Students (TAKS, including TAKS [Accommodated], only)
- Non-Limited English Proficient Students (TAKS, including TAKS [Accommodated], only)

Students NOT included in the objective level and written composition results of the reports:
- Make-up form of grade 10 ELA (TAKS only)
- Braille version of all subjects (TAKS and TAKS–M)
- LAT version of reading/ELA, mathematics, or science (TAKS only)

TAKS, including TAKS (Accommodated), Summary Report
TAKS–M Summary Report

Test Performance

This section describes objective-level and summary results for each subject area tested

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. The date of testing will be the month the test occurred. The TAKS–M logo will replace the TAKS logo on TAKS–M summaries.

B. Objectives listed by subject area

Objectives are listed in abbreviated form. For more information about objectives and the content of each test, refer to TEA's Student Assessment Division website.

C. Number of students tested

The number of students tested is provided for each subject area.

D. Average scale score

The average scale score is displayed at the bottom of each subject area. Refer to Test Scores in the Program Overview for additional information about the TAKS scale scores. To maintain student confidentiality, no data are reported if fewer than five students were tested.

E. Met Standard and Commended Performance

The number and percentage of students who met the standard and/or achieved commended performance are displayed for each subject area. Refer to Test Standards in the Program Overview for additional information about these standards. To maintain student confidentiality, no data are reported if fewer than five students were tested.

F. Administration summary

This section of the report lists the number and percentage of students who were tested in at least one subject and the number and percentage of students who were not tested in any subject.

G. Met Standard summary

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

H. Commended Performance summary

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

I. Average objective-level results

These columns summarize objective-level data for all scored tests. For each objective, the average number and the percentage of items students answered correctly are calculated. The average number of items correct is the total number of items correct divided by the total number of student tests. The average percentage of items correct is the average total number of items correct divided by the total number of items tested. Refer to Cautions for Score Use in the Program Overview for more information about understanding "All Tests Taken."

J. Average short answer rating

The ELA tests include short-answer questions with scores ranging from 0 to 3. These items are not included in TAKS–M. As the short answers are graded on a scale from 0 to 3, and not as correct or incorrect, the average items correct in the first column should be interpreted as the average rating for all scored tests. The average percentage of items correct in the second column should be interpreted as the average rating converted to a percentage.

Short-answer ratings are listed below.

- Insufficient (0 out of a possible 3)
- Partially Sufficient (1 out of a possible 3)
- Sufficient (2 out of a possible 3)
- Exemplary (3 out of a possible 3)

K. Written composition summary

A breakdown of the number and percentage of students who achieved each rating on the written composition is shown at the bottom of this section. Detailed rubric and score point information can be found in the scoring guides on TEA's Student Assessment Division website.

Composition ratings are listed below.

TAKS, including TAKS (Accommodated)

0 = Nonscorable Response (0 out of a possible 4)

1 = Ineffective Response (1 out of a possible 4)

2 = Somewhat Effective Response (2 out of a possible 4)

3 = Generally Effective Response (3 out of a possible 4)

4 = Highly Effective Response (4 out of a possible 4)

TAKS–M

0 = Nonscorable Response (0 out of a possible 3)

1 = Ineffective Response (1 out of a possible 3)

2 = Somewhat Effective Response (2 out of a possible 3)

3 = Effective Response (3 out of a possible 3)

Group Performance

This section describes summary results of the performance of each demographic group for each subject area tested.

L. Demographic groups and program information

Demographic and program categories are listed on the left side of this section. Results for students submitting answer documents with no demographic or program information coded are included in the "No Information Provided" categories.

M. Number of students tested

The number of students tested is provided for each subject area and demographic group.

N. Average scale score

The average scale score is displayed under each subject area column. Refer to Test Scores in the Program Overview for additional information about the TAKS scale scores. To maintain student confidentiality, no data are reported if fewer than five students were tested.

O. 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 tests taken is also shown on the far right side. 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 Tests Taken." To maintain student confidentiality, no data are reported if fewer than five students were tested.

TAKS Grade 10

Texas Assessment of Knowledge and Skills

Summary Report - Test Performance

District: 999-001 EXAMPLE ISD
Campus: 001 EXAMPLE H S
Report Date: MAY 2012
Date of Testing: SPRING 2012

Page 1 of 2

All Students

"---" = No Data Reported For Fewer Than Five Students

English Language Arts

	Total Items Tested	Average Items Correct** Number	Average Items Correct** Percent
1. Basic Understanding	8	7.4	93
2. Literary Elements and Techniques	8	7.1	89
Short Answer Rating (Literary Selection)	3	1.5	51
3. Analysis and Evaluation	12	9.8	81
Short Answer Rating (Expository Selection)	3	1.4	48
Short Answer Rating (Connecting Selections)	3	1.2	39
6. Revising and Editing	20	16.3	81

4-5. Written Composition - Effectiveness/Command of Conventions**

Rating	0	1	2	3	4
Number	10	48	433	248	15
Percent	1	6	57	33	2

Number of Students Tested	Average Scale Score	Met Standard Number	Met Standard Percent	Commended Performance Number	Commended Performance Percent
760	2215	666	88	49	6

Mathematics

	Total Items Tested	Average Items Correct Number	Average Items Correct Percent
1. Functional Relationships	5	3.3	67
2. Properties and Attributes of Functions	5	3.0	60
3. Linear Functions	5	3.2	63
4. Linear Equations and Inequalities	5	3.4	67
5. Quadratic and Other Nonlinear Functions	5	3.3	65
6. Geometric Relationships and Spatial Reasoning	5	3.4	67
7. Two- and Three-Dimensional Representations	5	3.5	70
8. Measurement and Similarity	7	3.9	55
9. Percents/Proportions/Probability/Statistics	5	2.8	56
10. Mathematical Processes and Tools	9	5.2	58

Number of Students Tested	Average Scale Score	Met Standard Number	Met Standard Percent	Commended Performance Number	Commended Performance Percent
727	2143	450	62	53	7

Social Studies

	Total Items Tested	Average Items Correct Number	Average Items Correct Percent
1. Issues and Events in U.S. History	7	4.7	67
2. Geographic Influences on History	12	9.3	77
3. Economic and Social Influences on History	7	5.5	79
4. Political Influences on History	12	8.3	69
5. Critical-Thinking Skills	12	9.0	75

Number of Students Tested	Average Scale Score	Met Standard Number	Met Standard Percent	Commended Performance Number	Commended Performance Percent
730	2298	671	92	202	28

Science

	Total Items Tested	Average Items Correct Number	Average Items Correct Percent
1. Nature of Science	17	12.0	71
2. Organization of Living Systems	11	6.7	61
3. Interdependence of Organisms and the Environment	11	7.3	66
4. Structures and Properties of Matter	8	4.7	59
5. Motion, Forces, and Energy	8	4.4	54

Number of Students Tested	Average Scale Score	Met Standard Number	Met Standard Percent	Commended Performance Number	Commended Performance Percent
715	2136	437	61	53	7

Administration Summary

	Number	Percent
Number of Students Tested	788	97
Students Absent from All Tests	5	1
Students Exempt from All Tests: LEP	9	1
Other Students Not Tested	7	1
Total Answer Documents Submitted	809	100

Met Standard Summary

	Number	Percent
Met STANDARD on All Tests Taken	394	50
Did NOT Meet STANDARD on:		
One Test Only	173	22
Two Tests Only	150	19
Three Tests Only	49	6
All Four Tests	22	3

Commended Performance Summary

	Number	Percent
COMMENDED PERFORMANCE on All Tests Taken	13	2
Did NOT Achieve COMMENDED PERFORMANCE on:		
One Test Only	70	9
Two Tests Only	76	10
Three Tests Only	163	21
All Four Tests	466	59

** Students who took the make-up form of the test are not included in the objective level results.

TAKS *Grade 10*

Texas Assessment of Knowledge and Skills

Summary Report - Group Performance

District: 999-001 EXAMPLE ISD
Campus: 001 EXAMPLE H S
Report Date: MAY 2012
Date of Testing: SPRING 2012

All Students

"---" = No Data Reported For Fewer Than Five Students

	English Language Arts				Mathematics				Social Studies				Science				All Tests Taken		
	Number of Students Tested	Average Scale Score	Percent Met Standard	Percent Comm-ended	Number of Students Tested	Average Scale Score	Percent Met Standard	Percent Comm-ended	Number of Students Tested	Average Scale Score	Percent Met Standard	Percent Comm-ended	Number of Students Tested	Average Scale Score	Percent Met Standard	Percent Comm-ended	Number of Students Tested	Percent Met Standard	Percent Comm-ended
All Students	760	2215	88	6	727	2143	62	7	730	2298	92	28	715	2136	61	7	788	50	2
Male	760	2215	88	6	727	2143	62	7	730	2298	92	28	715	2136	61	7	788	50	2
Female	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---
No Information Provided	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---
Hispanic/Latino	390	2212	88	5	374	2149	64	7	379	2304	93	30	370	2131	62	7	397	52	1
Am. Indian or Alaskan Native	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---
Asian	2	---	---	---	2	---	---	---	1	---	---	---	2	---	---	---	2	---	---
Black or African American	246	2195	85	4	232	2104	54	3	231	2255	88	16	228	2100	50	3	262	39	0
Native Hawaiian/Pacific Islander	6	2356	100	33	6	2392	100	33	6	2401	100	33	6	2308	100	33	6	100	17
White	116	2257	91	15	112	2193	70	14	112	2355	95	41	108	2218	78	18	120	66	6
Two or More Races	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---
No Information Provided	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---
Economically Disadvantaged — *Yes*	622	2206	87	5	590	2132	59	6	592	2284	91	25	582	2122	58	5	643	47	1
No	137	2255	90	15	136	2188	73	13	137	2354	96	39	132	2199	74	16	143	62	3
No Information Provided	1	---	---	---	1	---	---	---	1	---	---	---	1	---	---	---	2	---	---
Title I, Part A — *Participants*	746	2216	88	7	717	2144	62	7	719	2299	92	28	705	2137	61	8	771	50	2
Nonparticipants	13	2163	85	0	9	2041	44	0	10	2188	70	10	9	2061	44	0	15	40	0
No Information Provided	1	---	---	---	1	---	---	---	1	---	---	---	1	---	---	---	2	---	---
Migrant — *Yes*	1	---	---	---	1	---	---	---	1	---	---	---	1	---	---	---	1	---	---
No	758	2215	88	6	725	2143	62	7	728	2298	92	28	713	2136	61	7	785	50	2
No Information Provided	1	---	---	---	1	---	---	---	1	---	---	---	1	---	---	---	2	---	---
LEP — *Current LEP*	32	2105	47	0	30	2058	40	3	33	2166	79	6	31	2018	26	3	33	18	0
Non-LEP (Monitored 1st Year)	4	---	---	---	4	---	---	---	4	---	---	---	4	---	---	---	4	---	---
Non-LEP (Monitored 2nd Year)	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---
Other Non-LEP	723	2220	90	7	692	2147	63	8	692	2304	92	29	679	2141	62	8	749	52	2
No Information Provided	1	---	---	---	1	---	---	---	1	---	---	---	1	---	---	---	2	---	---
Bilingual — *Participants*	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---	---	0	---	---
Nonparticipants	759	2215	88	6	726	2143	62	7	729	2297	92	28	714	2136	61	7	786	50	2
No Information Provided	1	---	---	---	1	---	---	---	1	---	---	---	1	---	---	---	2	---	---
ESL — *Participants*	29	2104	45	0	27	2061	44	4	30	2167	77	7	28	2024	29	4	30	20	0
Nonparticipants	730	2219	89	7	699	2146	63	7	699	2303	93	28	686	2140	62	8	756	51	2
No Information Provided	1	---	---	---	1	---	---	---	1	---	---	---	1	---	---	---	2	---	---
Special Education — *Yes*	46	2117	63	0	25	2025	20	4	40	2134	60	5	20	2034	25	5	51	29	0
No	713	2221	89	7	701	2147	63	7	689	2307	94	29	694	2139	62	7	735	51	2
No Information Provided	1	---	---	---	1	---	---	---	1	---	---	---	1	---	---	---	2	---	---
Gifted/Talented — *Participants*	96	2324	99	26	96	2335	95	35	95	2466	100	71	95	2319	96	31	98	91	11
Nonparticipants	663	2199	86	4	629	2114	57	3	633	2272	91	21	618	2108	56	4	687	44	0
No Information Provided	1	---	---	---	2	---	---	---	2	---	---	---	2	---	---	---	3	---	---
At-Risk — *Yes*	425	2172	80	1	394	2072	40	2	400	2227	87	11	385	2066	43	2	445	29	0
No	334	2269	98	13	332	2227	88	14	329	2383	98	47	329	2218	83	14	341	78	3
No Information Provided	1	---	---	---	1	---	---	---	1	---	---	---	1	---	---	---	2	---	---
Career/Technical Education — *Participants*	698	2218	88	7	666	2148	63	8	673	2303	92	29	656	2141	62	8	719	51	2
Nonparticipants	60	2179	88	2	60	2082	48	2	56	2230	86	16	58	2082	52	0	66	41	0
No Information Provided	2	---	---	---	1	---	---	---	1	---	---	---	1	---	---	---	3	---	---

Demographic Performance Summary

Example shown: Grade 10 Mathematics (all subjects are shown separately)

The **Demographic Performance Summary Report**, which contains aggregated information about every student tested, is provided for each grade and subject area tested at each district and campus. This report describes detailed results of the performance for each demographic or program group.

The **All Students Not in Special Education Report** combines students coded as not in special education and students for whom no information was provided as to special education status.

Available:
TAKS, including TAKS (Accommodated)
TAKS–M

Standard Demographic Performance Summary Reports:
- All Students (TAKS, including TAKS [Accommodated], and TAKS–M)
- All Students Not in Special Education (TAKS, including TAKS [Accommodated], only)
- Special Education Students (TAKS, including TAKS [Accommodated], only)

Students NOT included in the objective level results of the reports:
- Make-up form of grade 10 ELA (TAKS only)
- Braille version of all subjects (TAKS and TAKS–M)
- LAT version of reading/ELA, mathematics, or science (TAKS only)

TAKS Demographic Performance Summary
TAKS–M Demographic Performance Summary

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. The date of testing will be the month the test occurred. The TAKS–M logo will replace the TAKS logo on TAKS–M summaries.

B. Demographic groups and program information

Demographic and program categories are listed on the left side of this report. Results for students submitting answer documents with no demographic or program information coded are included in the "No Information Provided" categories.

C. Number of students tested

The number of students tested is provided for each subject area and demographic group.

D. Average scale score

The average scale score is displayed for each demographic and program group. Refer to Test Scores in the Program Overview for additional information about the TAKS and TAKS–M scale scores. To maintain student confidentiality, no data are reported if fewer than five students were tested.

E. Met Standard and Commended Performance

The percentage of students who met the standard and/or achieved commended performance are displayed. The percentage for all tests taken is also shown on the far right side. 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 Tests Taken." To maintain student confidentiality, no data are reported if fewer than five students were tested.

F. Objectives listed by subject area

Objectives are listed in abbreviated form. For more information about objectives and the content of each test, refer to TEA's Student Assessment Division website.

G. Average objective-level results

These columns summarize objective-level data for all scored tests. For each objective, the average number and percentage of items students answered correctly are calculated. The average number of items correct is the total number of items correct divided by the total number of student tests. The average percentage of items correct is the average number of items correct divided by the total number of items tested. Refer to Cautions for Score Use in the Program Overview for more information about using objective-level results.

TAKS Grade 10

Texas Assessment of Knowledge and Skills

Demographic Performance Summary — Mathematics

District: 999-001 EXAMPLE ISD
Campus: 001 EXAMPLE H S
Report Date: MAY 2012
Date of Testing: SPRING 2012

All Students

"---" = No Data Reported
For Fewer Than Five Students

	Number of Students Tested	Average Scale Score	Percent Met Standard	Percent Commended Performance	1 Functional Relationships	2 Properties and Attributes of Functions	3 Linear Functions	4 Linear Equations and Inequalities	5 Quadratic and Other Nonlinear Functions	6 Geometric Relationships and Spatial Reasoning	7 Two- and Three-Dimensional Representations	8 Measurement and Similarity	9 Percents/Proportions/ Probability/Statistics	10 Mathematical Processes and Tools	All Tests Taken: Number of Students Tested	All Tests Taken: Percent Met Standard	All Tests Taken: Percent Commended Performance
Results for Each Objective: Number of Items Tested in Each Objective					5	5	5	5	5	5	5	7	5	9			
Average Number of Items Correct / Average Percent of Items Correct																	
All Students	727	2143	62	7	3.3 67	3.0 60	3.2 63	3.4 67	3.3 65	3.4 67	3.5 70	3.9 55	2.8 56	5.2 58	788	50	2
Male	727	2143	62	7	3.3 67	3.0 60	3.2 63	3.4 67	3.3 65	3.4 67	3.5 70	3.9 55	2.8 56	5.2 58	788	50	2
Female	0	---	---	---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	0	---	---
No Information Provided	0	---	---	---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	0	---	---
Hispanic/Latino	374	2149	64	7	3.4 67	3.1 62	3.2 63	3.4 69	3.2 65	3.4 68	3.6 71	3.9 56	2.7 55	5.3 59	397	52	1
Am. Indian or Alaskan Native	0	---	---	---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	0	---	---
Asian	2	---	---	---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	2	---	---
Black or African American	232	2104	54	3	3.2 64	2.7 54	3.1 61	3.2 64	3.1 62	3.2 64	3.2 65	3.4 49	2.6 52	4.7 53	262	39	0
Native Hawaiian/Pacific Islander	6	2392	100	33	4.0 80	4.2 83	3.7 73	4.3 87	4.7 93	4.8 97	4.8 97	5.3 76	4.5 90	7.2 80	6	100	17
White	112	2193	70	14	3.5 70	3.3 66	3.4 68	3.6 71	3.6 71	3.5 70	3.8 77	4.3 62	3.3 66	5.6 62	120	66	6
Two or More Races	0	---	---	---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	0	---	---
No Information Provided	0	---	---	---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	0	---	---
Economically Disadvantaged *Free Meals*	511	2130	58	5	3.3 65	3.0 60	3.1 62	3.3 66	3.2 63	3.3 66	3.4 68	3.8 54	2.7 54	5.0 56	557	46	1
Reduced Meals	79	2149	68	10	3.4 69	2.9 59	3.3 66	3.4 69	3.4 68	3.5 69	3.7 74	3.8 54	2.8 56	5.4 60	86	58	3
Other	0	---	---	---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	0	---	---
No	136	2188	73	13	3.5 71	3.1 62	3.4 68	3.6 73	3.5 71	3.6 71	3.8 75	4.3 61	3.1 62	5.6 63	143	62	3
No Information Provided	1	---	---	---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	2	---	---
Title I, Part A *Schoolwide Program Participants*	717	2144	62	7	3.3 67	3.0 61	3.2 63	3.4 68	3.3 65	3.4 67	3.5 70	3.9 55	2.8 56	5.2 58	771	50	2
Targeted Assistance Participants	0	---	---	---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	0	---	---
Nonparticipants (Previous Participants)	0	---	---	---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	0	---	---
Homeless Participants at Non-Title I Schools	0	---	---	---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	0	---	---
Nonparticipants (Not Previous Participants)	9	2041	44	0	2.4 49	2.3 47	2.9 58	2.6 51	2.2 44	2.3 47	2.8 56	3.6 51	1.8 36	4.7 52	15	40	0
No Information Provided	1	---	---	---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	2	---	---
Migrant *Yes*	1	---	---	---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	1	---	---
No	725	2143	62	7	3.3 67	3.0 61	3.2 63	3.4 68	3.3 65	3.4 67	3.5 70	3.9 55	2.8 56	5.2 58	785	50	2
No Information Provided	1	---	---	---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	2	---	---
Limited English Proficient *Current LEP*	30	2058	40	3	2.9 58	2.7 55	2.8 57	2.7 55	2.5 49	2.8 55	3.0 60	3.3 47	2.1 43	4.1 45	33	18	0
Non-LEP (Monitored 1st Year)	4	---	---	---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	4	---	---
Non-LEP (Monitored 2nd Year)	0	---	---	---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	0	---	---
Other Non-LEP	692	2147	63	8	3.4 67	3.0 61	3.2 64	3.4 68	3.3 66	3.4 68	3.5 71	3.9 55	2.8 57	5.2 58	749	52	2
No Information Provided	1	---	---	---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	2	---	---
Bilingual/ ESL Program *Bilingual*	0	---	---	---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	0	---	---
ESL	27	2061	44	4	3.0 59	2.7 54	2.8 56	2.8 56	2.5 50	2.9 57	3.0 60	3.3 47	2.2 44	4.0 45	30	20	0
Neither	699	2146	63	7	3.4 67	3.0 61	3.2 63	3.4 68	3.3 66	3.4 67	3.5 71	3.9 55	2.8 57	5.2 58	756	51	2
No Information Provided	1	---	---	---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	2	---	---
Special Education *Yes*	25	2025	20	4	2.8 56	2.4 47	2.6 52	2.3 46	2.2 43	2.4 48	2.7 54	2.8 40	2.0 41	4.0 44	51	29	0
No	701	2147	63	7	3.4 67	3.0 61	3.2 64	3.4 68	3.3 66	3.4 68	3.5 71	3.9 56	2.8 57	5.2 58	735	51	2
No Information Provided	1	---	---	---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	2	---	---
Gifted/Talented *Participants*	96	2335	95	35	4.2 85	3.9 78	3.9 78	4.3 86	4.2 84	4.2 84	4.4 89	5.6 80	3.9 79	7.2 80	98	91	11
Nonparticipants	629	2114	57	3	3.2 64	2.9 58	3.0 61	3.2 65	3.1 62	3.2 65	3.4 67	3.6 51	2.6 53	4.9 54	687	44	0
No Information Provided	2	---	---	---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	3	---	---
At-Risk *Yes*	394	2072	40	2	3.0 59	2.6 53	2.8 56	2.9 59	2.8 56	2.9 59	3.1 61	3.2 45	2.3 47	4.4 49	445	29	0
No	332	2227	88	14	3.8 76	3.5 70	3.6 71	3.9 78	3.8 76	3.9 77	4.0 81	4.7 67	3.3 67	6.2 69	341	78	3
No Information Provided	1	---	---	---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	2	---	---
Career/Technical Education *Elective*	154	2142	62	6	3.4 68	3.1 62	3.2 63	3.4 67	3.1 63	3.3 67	3.5 70	3.7 53	2.8 55	5.4 60	165	50	1
Coherent Sequence	508	2149	63	8	3.4 67	3.0 61	3.2 64	3.4 68	3.3 67	3.4 68	3.6 71	4.0 56	2.9 57	5.2 58	550	51	2
Tech Prep	4	---	---	---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	4	---	---
No	60	2082	48	2	3.0 60	2.8 55	2.9 58	3.2 64	2.8 56	2.9 58	3.0 60	3.3 47	2.3 47	4.5 49	66	41	0
No Information Provided	1	---	---	---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	--- ---	3	---	---

Written Performance Summary Report

Examples shown: TAKS composition and short answer, TAKS–M composition only

The **Written Performance Summary Report** is provided for each district and campus and shows the number and percentage of students receiving each rating for the written composition and the short answer responses. The number of papers in each analytic category is also listed. Written compositions with a rating greater than 1 are not scored analytically.

The **All Students Not in Special Education Report** combines students coded as not in special education and students for whom no information was provided as to special education status.

Available:
TAKS, including TAKS (Accommodated)
TAKS–M

Standard Written Performance Summary Reports:
- All Students (TAKS, including TAKS [Accommodated], and TAKS–M)
- All Students Not in Special Education (TAKS, including TAKS [Accommodated], only)
- Special Education Students (TAKS, including TAKS [Accommodated], only)

Students NOT included in the reports:
- Make-up form of grade 10 ELA (TAKS only)
- Braille version of all subjects (TAKS only)
- LAT version of reading/ELA (TAKS and TAKS–M)

TAKS Written Performance Summary Report
TAKS–M Written Performance Summary Report

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. The date of testing will be the month the test occurred. The TAKS–M logo will replace the TAKS log on TAKS summaries.

B. Written composition rating summary

A breakdown of the number and percentage of students who achieved each rating on the written composition is shown. Detailed rubric and score point information can be found in the scoring guides on TEA's Student Assessment Division website.

Composition ratings are listed on the following page.

TAKS, including TAKS (Accommodated)

0 = Nonscorable Response (0 out of a possible 4)

1 = Ineffective Response (1 out of a possible 4)

2 = Somewhat Effective Response (2 out of a possible 4)

3 = Generally Effective Response (3 out of a possible 4)

4 = Highly Effective Response (4 out of a possible 4)

TAKS–M

0 = Nonscorable Response (0 out of a possible 3)

1 = Ineffective Response (1 out of a possible 3)

2 = Somewhat Effective Response (2 out of a possible 3)

3 = Effective Response (3 out of a possible 3)

C. *Analytic category*

Analytic scores are given only to compositions rated 0 or 1. Detailed rubric and score point information can be found in the scoring guides on TEA's Student Assessment Division website.

D. *Number of papers*

For each analytic category, the number of papers receiving a composition rating of 0 or 1 will be listed. Because a composition can be rated in various analytic categories, the total number of papers in each column may be greater than the total number of actual papers.

E. *Short answer summary*

A breakdown of the number of students who achieved each rating is shown for each short answer.

Short-answer ratings are listed below.

- Insufficient (0 out of a possible 3)
- Partially Sufficient (1 out of a possible 3)
- Sufficient (2 out of a possible 3)
- Exemplary (3 out of a possible 3)

TAKS *Grade 10*

Texas Assessment of Knowledge and Skills
Written Performance Summary Report

District: 999-001 EXAMPLE ISD
Campus: 001 EXAMPLE H S
Report Date: MAY 2012
Date of Testing: SPRING 2012

A

A

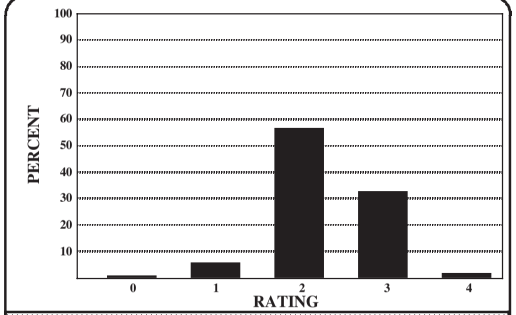
All Students — *Number Tested: 760*

"---" = No Data Reported For Fewer Than Five Students

Written Composition Summary**

B

Written Composition Rating Summary



Rating	0	1	2	3	4
Number	10	48	433	248	15
Percent	1	6	57	33	2

Analytic Information Summary

C

Analytic Category	Written Composition Rating of 0 (Number of Papers)	Written Composition Rating of 1 (Number of Papers)
1. Weak Focus and Coherence	0	2
2. Weak or Illogical Organization	0	11
3. Weak Development of Ideas	0	41
4. Little or No Sense of Voice	0	0
5. Little or No Control of Conventions	0	35
6. Off Topic Response	0	*
7. Indecipherable Response	0	*
8. Insufficient Response	2	*
9. No Writing Attempted	8	*

D

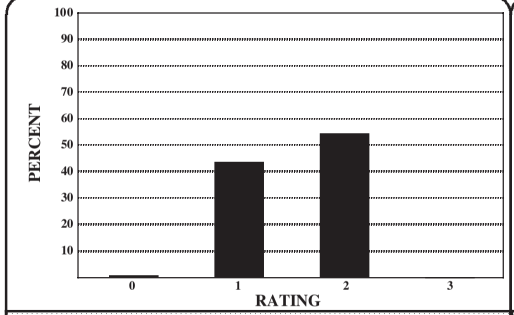
*Papers receiving **Written Composition Ratings** of 0 or 1 were scored analytically.*
For each category the number of papers having that deficiency is indicated. A student's paper may be listed in more than one category.
*Papers receiving **Written Composition Ratings** of 2, 3, or 4 were not scored analytically.*

* ***Analytic Category*** *is not given for a rating of 1.*

E

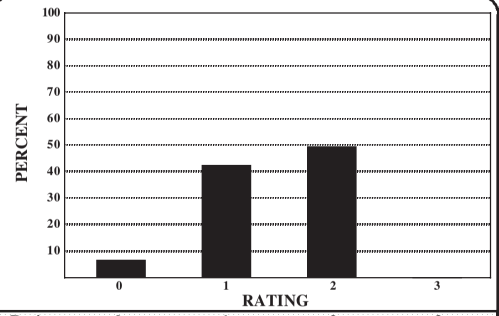
Short Answer Summary**

Literary Selection — *Objective 2*



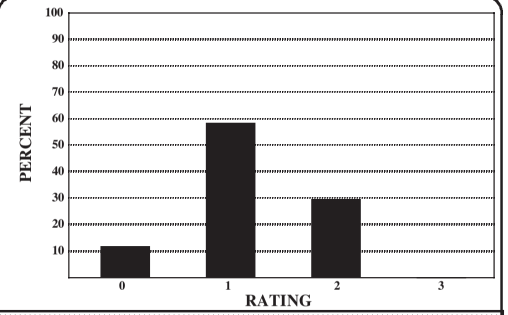
Rating	0	1	2	3
Number	9	328	417	0
Percent	1	44	55	0

Expository Selection — *Objective 3*



Rating	0	1	2	3
Number	51	325	378	0
Percent	7	43	50	0

Connecting Selections — *Objective 3*



Rating	0	1	2	3
Number	87	442	225	0
Percent	12	59	30	0

** Students who took the make-up form of the test are not included in the objective level results.

TAKS-M *Grade 10*

Texas Assessment of Knowledge and Skills-Modified

Written Performance Summary Report

District: 999-001 EXAMPLE ISD
Campus: 001 EXAMPLE H S
Report Date: MAY 2012
Date of Testing: SPRING 2012

A

All Students

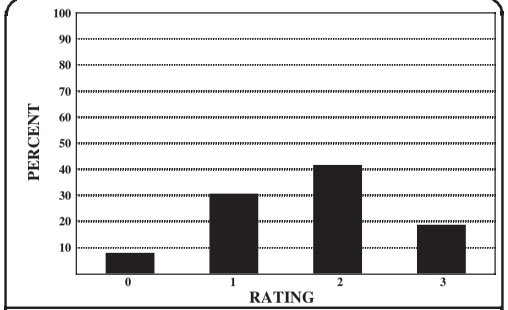
Number Tested: *74*

"---" = No Data Reported For Fewer Than Five Students

Written Composition Summary

B

Written Composition Rating Summary



Rating	0	1	2	3
Number	6	23	31	14
Percent	8	31	42	19

Analytic Information Summary

C

Analytic Category	Written Composition: Rating of 0 (Number of Papers)	Written Composition: Rating of 1 (Number of Papers)
1. Weak Focus and Coherence	0	6
2. Weak or Illogical Organization	0	6
3. Weak Development of Ideas	0	20
4. Little or No Sense of Voice	0	0
5. Little or No Control of Conventions	2	11
6. Off Topic Response	0	*
7. Indecipherable Response	1	*
8. Insufficient Response	3	*
9. No Writing Attempted	2	*

D

*Papers receiving **Written Composition Ratings** of 0 or 1 were scored analytically.*
For each category the number of papers having that deficiency is indicated. A student's paper may be listed in more than one category.
*Papers receiving **Written Composition Ratings** of 2 or 3 were not scored analytically.*

** **Analytic Category** is not given for a rating of 1.*

Preliminary Confidential Campus Roster*

*Refer to Confidential Campus Roster for an example of this report.

The **Preliminary Confidential Campus Rosters** provide early results for the March and October exit level retests in mathematics, science, and social studies. Preliminary rosters are accessible online approximately three weeks after the test administration.

Available:
TAKS, including TAKS (Accommodated)

Standard Confidential Campus Rosters:
- All Students
- Students Not Meeting Standard

Electronic Individual Student Record File (Confidential)

The **Electronic Individual Student Record File** contains individual data records for each student for whom an answer document 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) and TAKS–M are provided together on the same file.

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 order them online through the Texas Assessment Management System. Districts are required to pay a nominal fee for each optional report requested. The following optional reports are available:

Electronic District and Campus Summary Data File	6.40
Optional Summary Report	6.40
Optional Confidential Campus Roster	6.41
Optional Services for Standard Reports	6.42

Electronic District and Campus Summary Data File

The **Electronic District and Campus Summary Data File** contains the data from the TAKS district and campus summary reports. Data for each subject area, including objective-level information, are provided. Summary data are provided for all students, all students not in special education, special education students, LEP students, and non-LEP students.

Optional Summary Report

Refer to Summary Report for an example of this report.

The **Optional Summary Report** is available for each grade tested at each campus or district and contains aggregate information about every student for whom a TAKS, including TAKS (Accommodated), answer document was submitted.

Available:
TAKS, including TAKS (Accommodated)

Optional Summary Reports:
- Limited English Proficient Students
- Non-Limited English Proficient Students

Students NOT included in the objective level and written composition results of the reports:
- Make-up form of grade 10 ELA (TAKS only)
- Braille version of all subjects (TAKS only)
- LAT version of reading/ELA, mathematics, or science (TAKS and TAKS–M)

Optional Confidential Campus Roster

Refer to Confidential Campus Roster for an example of this report.

The **Optional Confidential Campus Roster** contains information for each grade tested at each campus and lists every student for whom an answer document was submitted. This report provides detailed student-level results in separate reports for various demographic and program groups. Students tested with linguistic accommodations are included as separate groups on this roster.

The **All Students Not in Special Education Optional Report** combines students coded as not in special education and students for whom no information was provided as to special education status.

Available:

TAKS, including TAKS (Accommodated)

Optional Confidential Campus Rosters:

- All Students Not in Special Education
- Special Education Students
- Economically Disadvantaged Students
- Title I, Part A Program Students—Schoolwide Program Participants
- Title I, Part A Program Students—Targeted Assistance Participants
- Title I, Part A Program Students—Homeless Participants at Non-Title I Schools
- Migrant Students
- Limited English Proficient Students
- Non-Limited English Proficient Students, Monitored 1st Year
- Non-Limited English Proficient Students, Monitored 2nd Year
- Bilingual Program Students—Transitional Bilingual/Early Exit
- Bilingual Program Students—Transitional Bilingual/Late Exit
- Bilingual Program Students—Dual Language Immersion/Two-Way
- Bilingual Program Students—Dual Language Immersion/One-Way
- ESL Program Students—Content-Based
- ESL Program Students—Pull-Out
- Gifted/Talented Program Students
- At-Risk Students
- Career Tech Students—Elective
- Career Tech Students—Coherent Sequence
- Career Tech Students—Tech Prep
- Students Tested with Linguistic Accommodations in One or More Subjects

Students NOT included in the objective summary results of the reports:

- Make-up form of grade 10 ELA (TAKS only)
- LAT version of reading/ELA, mathematics, or science (TAKS only)
- Braille version of all subjects (TAKS only)

Optional Services for Standard Reports

Refer to the "Standard Reports" section for examples of these reports.

Additional services for the following standard reports are also available as optional reports for a fee to districts. A district must submit a request through the Texas Assessment Management System to receive the optional reports or optional services for standard reports, which include reports on CD-ROM, paper copies (for those reports provided online only), or additional copies of paper reports.

- Confidential Student Report
- Confidential Student Label
- Confidential List of Student Results
- Confidential Campus Roster, All Students
- Confidential Campus Roster, Students Not Meeting Standard
- Summary Reports