

2008-2009 State Assessment Snapshot

Assessment	Description	Eligibility	Curriculum/Instruction/Data	AYP %	Accountability
TAKS	<ul style="list-style-type: none"> Reading, Writing, ELA, Math, Science, Social Studies Introduction of vertical scale Value added models Based on enrolled grade level TEKS LAT Reading, Math, Science Dyslexia Bundles 	All students	<ul style="list-style-type: none"> Increased level of rigor Content, context, cognitive level Access of metacognitive strategies Appropriate placement of process skills Cumulative effect of learning <ul style="list-style-type: none"> Missing, Incomplete, Inaccurate, Competing New Math TEKS IEP Development 	97%*	State: All tests evaluated Federal : Grades 3-8 and 10 reading and math
TAKS Accommodated	<ul style="list-style-type: none"> Reading, Writing, ELA, Math, Science, Social Studies Same as TAKS <ul style="list-style-type: none"> More white space No field test items Accommodations Supplement Standard set by TEA For students with disabilities Based on enrolled grade level TEKS 	Students with disabilities	Data <ul style="list-style-type: none"> Item analysis/ Side by Side Lexiles/Quantiles Cumulative Passing rates Prior Year Failures Value added 		State: 2009: Exit level (all tests), Social Studies, Science 2009: Other tests/grades-Report Only Federal : Grades 3-8 and 10 reading and math
TAKS Modified	<ul style="list-style-type: none"> Reading, Writing, ELA, Math, Science, Social Studies "Less difficult" <ul style="list-style-type: none"> Simplified language Three answer choices Based on TAKS items Designed for students with disabilities significantly below grade level Standard set by TEA Based on enrolled grade level TEKS 	Students with disabilities who are not attaining grade level proficiency (see TEA guidelines)	<ul style="list-style-type: none"> IEP Development - access to enrolled grade level standards Instructional arrangements Inclusion in district wide testing Curriculum based assessments Teacher content knowledge Access activity concepts Data <ul style="list-style-type: none"> Preliminary student eligibility TAKS M analysis 	2%*	State: 2009: Report Only Federal : Grades 3-8 and 10 reading and math
TAKS Alternate	<ul style="list-style-type: none"> Reading, Writing, ELA, Math, Science, Social Studies Designed for students with significant cognitive disabilities Makes use of standardized essence statements and access activities Online recording and administration Standard set by TEA Based on enrolled grade level TEKS Rater training 	Students with significant cognitive disabilities (see TEA guidelines)	<ul style="list-style-type: none"> IEP Development - access to enrolled grade level standards Instructional arrangements State developed essence statements and access activities and resources Data <ul style="list-style-type: none"> Preliminary student eligibility 2007 TAKS Alt data sets 	1%*	State: 2009: Report Only Federal : Grades 3-8 and 10 reading and math
TELPAS	<ul style="list-style-type: none"> Measures English Language Proficiency Rater training 	Students classified as LEP	<ul style="list-style-type: none"> English Language Proficiency Standards Content Area Reading Data <ul style="list-style-type: none"> ESC XIII ELL Toolkit 	NA	State : TBD Federal: AMAO

*Percentage of *proficient* scores used to determine AYP rating. NOTE: These percentages DO NOT determine the cap on test takers. All students who meet the eligibility criteria should take the tests appropriate to them.

Accountability Standards

STATE ACCOUNTABILITY (AEIS)	2007 AA/Re/Ex	2008 AA/Re/Ex	2009 AA/Re/Ex	2010 AA/Re/Ex
	TAKS	TAKS + TAKS (Accommodated) (Exit level (all tests), Social Studies, Science)	TAKS + TAKS (Accommodated) (Exit level (all tests), Social Studies, Science)	TAKS + TAKS-Acc (All Grades/ Subjects)
Reading/ELA	65/75/90	70/75/90	70/75/90	70/80/90
Writing	65/75/90	65/75/90	70/75/90	70/80/90
Social Studies	65/75/90	65/75/90	70/75/90	70/80/90
Mathematics	45/75/90	50/75/90	55/75/90	60/80/90
Science	40/75/90	45/75/90	50/75/90	55/80/90

FEDERAL ACCOUNTABILITY (AYP)	2007	2008	2009	2010	2011	2012	2013	2014
	TAKS, SDAA-II, SDAA-LAT TAKS-Alt TAKS-LAT	TAKS, TAKS (Accommodated) TAKS-M TAKS-Alt TAKS-LAT	TAKS TAKS (Accommodated) TAKS-M TAKS-Alt TAKS-LAT	TAKS TAKS (Accommodated) TAKS-M TAKS-Alt TAKS-LAT	TAKS TAKS (Accommodated) TAKS-M TAKS-Alt TAKS-LAT	TAKS TAKS (Acc.) TAKS-M, TAKS-Alt TAKS-LAT	TAKS TAKS (Acc.) TAKS-M TAKS-Alt TAKS-LAT	TAKS TAKS (Acc.) TAKS-M TAKS-Alt TAKS-LAT
Reading/ELA	60%	60%	67%	73%	80%	87%	93%	100%
Mathematics	50%	50%	58%	67%	75%	83%	92%	100%

The Cumulative Effect of Learning – Why Students Struggle

- **Missing learning** – We didn't teach it, so.... teach it!
 - **Incomplete learning** – We didn't go far enough in the thinking, so ask more questions
 - **Inaccurate learning** – We taught it in a way that cannot be applied in later grade levels. We taught it wrong, so learn the specific mislearnings and teach the content and processes appropriately for your grade level and those that come after.
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- **Competing learning** – We use multiple programs with students in interventions that don't go together, so make careful selection or deliberate bridges.