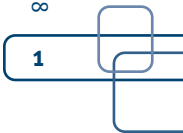


# Texas

## Texas Assessment of Knowledge and Skills (TAKS) TAKS (Accommodated)

<b>Type of test</b>	<p>The Texas Assessment of Knowledge and Skills (TAKS) and TAKS (Accommodated) are criterion-referenced, standards-based exams. TAKS (Accommodated) is provided for students with disabilities who meet the eligibility requirements for certain accommodations.</p>
<b>Purpose</b>	<p>The purpose of the test is to:</p> <ul style="list-style-type: none"> <li>● Provide schools with student academic diagnostic information.</li> <li>● Determine prospective high school graduates' knowledge and skill levels in English and mathematics relative to those needed for postsecondary education.</li> <li>● Determine prospective high school graduates' mastery of the state curriculum.</li> <li>● Encourage districts and schools to identify and serve students at risk of academic failure.</li> <li>● Provide data to state policymakers on student attainment of state education goals to inform educational policy decisions.</li> <li>● Promote equity of opportunity across all student groups, including English language learners (ELLs) and students served by special education.</li> <li>● Meet a state mandate.</li> </ul>
<b>Major changes/pending changes in exit exam policy</b>	<p>Yes. Senate Bill 1031, which was signed by the governor on June 15, 2007, and went into effect on September 1, 2007, repeals TAKS for students who enter the 9<sup>th</sup> grade in 2011-12. These students will instead be required to take three end-of-course assessments in each of the four core subjects:</p> <ul style="list-style-type: none"> <li>● English, I, II, and III</li> <li>● Algebra I, Algebra II, and geometry</li> <li>● Biology, chemistry, and physics</li> <li>● World geography, world history, and U.S. history</li> </ul> <p>Students who enter the 9<sup>th</sup> grade before 2011 are still required to pass TAKS tests in English language arts, mathematics, science, and social studies to graduate.</p> <p>The exit-level passing standard for the TAKS was phased in beginning in 2004. For example, in 2006 the met standard scale scores were 2072 in English language arts, 2058 in math, 2068 in science, and 2067 in social studies. In spring 2007 students were, for the first time, required to meet the passing standard adopted by the state board of education and recommended by the standard-setting panels (2100 for all subject areas). No further increases in the rigor of the exit-level TAKS tests are anticipated.</p>
<b>Test used by colleges or universities for undergraduate admission?</b>	<p>No</p>

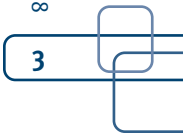
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<b>Year first administered</b>	<p>TAKS was administered for the first time in spring 2003, when it replaced the Texas Assessment of Academic Skills, which had served as the state assessment since 1990.</p> <p>The Texas Assessment of Knowledge and Skills-Inclusive (TAKS-I) was first administered in 2006. TAKS-I was replaced by TAKS (Accommodated), which was administered for the first time in spring 2008.</p>
<b>Year diplomas first withheld</b>	In spring 2005 the state began withholding diplomas for students who had not passed the TAKS.
<b>Subjects tested</b>	English language arts (an integrated reading/writing test), mathematics, science, and social studies
<b>Types of questions</b>	Multiple-choice, constructed-response, extended-response
<b>Grade first administered</b>	11 <sup>th</sup>
<b>Grade(s) exam aligned to</b>	Varies. TAKS measures content from various high school courses, including Algebra I, geometry, biology, integrated physics and chemistry, U.S. history, world history, world geography, and English III.
<b>Number of retakes allowed before end of grade 12</b>	Four
<b>Retakes after grade 12</b>	Students who meet all graduation requirements except passing TAKS may continue to retake the tests after 12 <sup>th</sup> grade without limits on age or number of retakes.
<b>Alternate paths to graduation for general education students</b>	No
<b>Alternate paths to graduation specifically for students with disabilities</b>	<p>Yes. Individualized education program (IEP) teams determine testing requirements for graduation for students receiving special education services. If these students want to graduate under the recommended or distinguished high school plan, they must pass all TAKS or TAKS (Accommodated) subject-area tests. If a student's admission, review, and dismissal (ARD) committee determines that passing the exit-level TAKS (Accommodated) is an inappropriate requirement for graduation, the student must graduate under the minimum high school plan.</p> <p>Other students with disabilities may be tested using an alternate assessment if their ARD committee determines that neither TAKS nor TAKS (Accommodated) is an appropriate measure of their instruction in the Texas Essential Knowledge and Skills (TEKS) curriculum. Two alternate tests are currently available to these students: TAKS-Modified (TAKS-M), which is based on modified academic achievement standards, and TAKS-Alternate (TAKS-Alt), which is based on alternate academic achievement standards and designed for students with significant cognitive disabilities. TAKS-M is being field tested in spring 2008 and will become an 11<sup>th</sup>-grade operational test in spring 2009. TAKS-Alt was field-tested in spring 2007 and was used for the first time in spring 2008 to assess 11<sup>th</sup> graders with significant cognitive disabilities.</p>

	<p>More information is available at <a href="http://www.tea.state.tx.us/special.ed/guidance/graduation.html">www.tea.state.tx.us/special.ed/guidance/graduation.html</a></p>
<p><b>Alternate paths to graduation specifically for English language learners</b></p>	<p>No. English language learners are not eligible for an exemption from exit-level testing. Like other Texas public school students, they must perform satisfactorily on all four exit-level tests to meet graduation requirements. Although exemptions are not permitted, the language proficiency assessment committee may postpone the initial exit-level administration of the test for ELL students who first enrolled in a U.S. school no more than 12 months before. This deferral is called a one-time ELL postponement.</p>
<p><b>Exit exam used for No Child Left Behind (NCLB)?</b></p>	<p>No. Grade 10 assessments in mathematics and English language arts, rather than the grade 11 exit-level assessments, are used to fulfill NCLB high school testing requirements.</p>
<p><b>Same cut score for graduation and NCLB?</b></p>	<p>The passing standard for the 11<sup>th</sup>-grade TAKS is equivalent to the proficient level set by the state to make annual yearly progress as required by NCLB.</p>
<p><b>Types of assistance provided by the state to all districts to raise <i>initial</i> pass rates for all students on the high school exit exam</b></p>	<p>The state offers technical assistance to help:</p> <ul style="list-style-type: none"> <li>• Teachers administer the exam, which includes specialist(s) in the state education agency, field-based specialists, and train-the-trainer workshops.</li> <li>• All teachers prepare students for the exam, which includes specialist(s) in the state education agency, field-based specialists, and training-of-trainers workshops.</li> <li>• Teachers become more proficient in their content area, which includes specialist(s) in the state education agency, field-based specialists, training-of-trainers workshops, grants to districts, and fiscal resources to fund local personnel to provide assistance.</li> <li>• Schools identify and target students for assistance, which includes specialist(s) in the state education agency, field-based specialists, training-of-trainers workshops, grants to districts, and fiscal resources to fund local personnel to provide assistance.</li> <li>• Schools implement comprehensive school reform, which includes specialist(s) in the state education agency, field-based specialists, and grants to districts.</li> <li>• Districts improve formative uses of assessment, which includes field-based specialists.</li> <li>• Districts improve professional development for teachers, which includes specialist(s) in the state education agency, field-based specialists, and training-of-trainers workshops.</li> <li>• All districts improve the instructional leadership provided by administrators, which includes field-based specialists.</li> </ul> <p>The state also provides:</p> <ul style="list-style-type: none"> <li>• Funding for programs specifically designed to increase initial pass rates</li> <li>• Test items from prior years</li> <li>• Exam preparation materials for students and teachers</li> </ul>

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<b>Types of assistance or remediation provided by the state to all districts to help students who have failed their initial attempt to pass the exit exam</b>	The state provides targeted remediation programs for students.
<b>Does the state provide funding for remediation?</b>	Yes. Through the state-funded portion of the Texas High School Project, the state provides grant funding to certain districts with high school campuses that have high percentages of students who have not passed all sections of the exit level exam.
<b>Are districts mandated by law to provide remediation?</b>	Yes. By law each district must offer intensive instructional intervention to students who do not meet the standard on the assessment.
<b>Does the state have reciprocity with other states?</b>	In 1997 the Texas 75 <sup>th</sup> Legislature passed House Bill 25, which established reciprocity with other states. The commissioner of education has implemented rules that allow students who transfer from another state after January 1 of the year in which they expected to graduate to substitute alternate exit-level assessments for the TAKS. The only alternate assessments approved for this purpose are the SAT verbal and mathematics tests and the ACT English and mathematics tests. These tests may be substituted for the respective TAKS sections, but eligible students must still pass the exit-level science and social studies TAKS to satisfy graduation testing requirements.
<b>Evaluations of the state exit exam</b>	<p>Achieve Inc. conducted an evaluation of the Texas assessment program in 2002. The report can be found at <a href="http://www.achieve.org/files/TestGraduation-FinalReport.pdf">www.achieve.org/files/TestGraduation-FinalReport.pdf</a></p> <p>In March 2006, Dr. Norman Webb of the Wisconsin Center for Education Research conducted an independent study to determine the strength of the alignment between the state-mandated curriculum, the Texas Essential Knowledge and Skills (TEKS), and TAKS. The report can be found at <a href="http://www.tea.state.tx.us/student.assessment/resources/techdigo6/TechDigest-A14.pdf">www.tea.state.tx.us/student.assessment/resources/techdigo6/TechDigest-A14.pdf</a>.</p>
<b>State test contractor</b>	Pearson is the test contractor for both the TAKS and the new end-of-course exams.

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Initial pass rates, 2007

Percentage of Students Passing on the First Try, 2007					
Student Group	English Language Arts	Math	Science	Social Studies	All Subject Areas
All students	90%	80%	77%	94%	69%
White	96%	89%	89%	98%	83%
African American	86%	66%	64%	90%	52%
Latino	85%	72%	66%	90%	57%
Asian	94%	93%	90%	97%	84%
Native American	93%	84%	83%	96%	74%
English language learners	33%	44%	33%	63%	16%
Migrant	76%	66%	58%	85%	45%
Students with disabilities	68%	53%	51%	82%	41%
Free or reduced-price lunch eligible	84%	70%	65%	89%	54%
Passing score (scale of 1359-3209 for ELA, 1309-2814 for math, 1395-2754 for science, and 1438-2752 for social studies)	2100	2100	2100	2100	

Source: Retrieved on February 18, 2008, from [www.tea.state.tx.us/student.assessment/reporting/results/summary/sumo7/taks/gr11\\_apro7\\_tagged.pdf](http://www.tea.state.tx.us/student.assessment/reporting/results/summary/sumo7/taks/gr11_apro7_tagged.pdf)

Note: The TAKS has three performance levels: commended performance, met the standard, and did not meet the standard. Texas provided April 2008 data, available at [www.tea.state.tx.us/student.assessment/reporting/results/summary/sumo8/taks/taks\\_g11\\_octo7.pdf](http://www.tea.state.tx.us/student.assessment/reporting/results/summary/sumo8/taks/taks_g11_octo7.pdf). However, to be consistent with other state profiles in this report, 2007 pass rate data are provided.

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Cumulative pass rates, 2007

Percentage of Students Passing by the End of 12 <sup>th</sup> Grade					
	English Language Arts	Math	Science	Social Studies	All Subject Areas
All students	95%	89%	89%	97%	86%
White	98%	95%	96%	99%	94%
African American	93%	79%	80%	95%	75%
Latino	92%	85%	83%	95%	78%
Asian	97%	97%	96%	99%	94%
Native American	96%	93%	92%	98%	91%
English language learners	59%	62%	56%	82%	42%
Migrant	87%	79%	76%	93%	69%
Students with disabilities	78%	61%	62%	86%	56%
Free or reduced-price lunch eligible	91%	82%	81%	95%	76%

Source: Retrieved July 26, 2007, from [www.tea.state.tx.us/student.assessment/reporting/results/summary/sumo7/taks/exit\\_cumulative\\_apro7\\_tagged.pdf](http://www.tea.state.tx.us/student.assessment/reporting/results/summary/sumo7/taks/exit_cumulative_apro7_tagged.pdf)

Note: Texas provided April 2008 data, available at [www.tea.state.tx.us/student.assessment/reporting/results/summary/sumo8/taks/taks\\_exit\\_cumulative\\_octo7.pdf](http://www.tea.state.tx.us/student.assessment/reporting/results/summary/sumo8/taks/taks_exit_cumulative_octo7.pdf). However, to be consistent with the other state profiles in this report, 2007 cumulative pass rate data are provided.