

# Texas

Reading	Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
State standards	4 and 8	Reading	Meets the standard	Educators and other stakeholders generate standards	2002	Criteria for achieving proficiency changed
State performance standard for AYP	<p>The state administered the Texas Assessment of Knowledge and Skills (TAKS) in grades 3-11 in reading and mathematics. From 2003 to 2005 the criteria for achieving proficiency were phased in, increasing from 2 standard errors of measurement (SEM) below the standard, to 1 SEM below the standard, to the panel-recommended standard. Texas used three performance categories: does not meet the standard, meets the standard, and commended performance. A fair comparison of results from these years would require a conversion of 2003 and 2004 results to the panel-recommended standard.</p> <p><b>Grade 4.</b> Fourth-grade students who meet the standard use an on-grade-level reading vocabulary to construct meaning from text. They frequently apply a variety of word-identification strategies to understand unfamiliar words. Students sufficiently comprehend a variety of texts, such as print, instructions, graphics, maps, etc. They often recognize important ideas and make connections between and among those ideas to infer meaning. They regularly draw on reading strategies in other content areas and in real-world situations. Students exhibit on-grade-level fluency, generally remain focused on the text, and read for a purpose. They distinguish main idea from supporting information. They generally recognize how story elements, such as plot, setting, characterization, and problem resolution, impact text. They have a sufficient understanding of how an author's perspective (judgments, biases, attitude) and purpose influence text. Students recognize how an author's use of literary techniques and organizational structures conveys ideas/meaning.</p> <p><b>Grade 8.</b> Eight-grade, students who meet the standard use an on-grade-level reading vocabulary to construct meaning from text. They frequently apply a variety of word-identification strategies to understand unfamiliar words. They sufficiently comprehend a variety of texts, such as print, instructions, graphics, maps, etc. Students often recognize important ideas and make connections between and among those ideas to infer meaning. They regularly draw on reading strategies in other content areas and in real-world situations. Students exhibit on-grade-level fluency, generally remain focused on the text, and read for a purpose. They distinguish main idea from supporting information. They generally recognize how story elements, such as plot, setting, characterization, mood, and problem resolution, impact text. Students have a sufficient understanding of how an author's perspective (e.g., judgments, biases, attitude, tone) and purpose influence text. They recognize how an author's use of literary techniques and organizational structures conveys ideas/meaning.</p>					

Grade	2005 NAEP scale equivalent					2005 NAEP exclusion rates			
	NAEP equivalent at the state standard for AYP	Standard error	Relative error <sup>1</sup>	Correlation between NAEP and state results		English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities	
				Unadjusted	Adjusted <sup>2</sup>				
4	190	1.0	1.3	0.66	0.86	4.0	4.5	2.2	
8	225	1.0	1.4	0.64	0.72	1.2	4.3	1.1	

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

<b>State accommodations not allowed on NAEP</b>	Tape recorder and spell checker/assistance.
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# Texas

	Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
<b>Mathematics</b>	4 and 8	Numbers, operations, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial reasoning; measurement; probability and statistics; underlying processes and math tools	Meets the standard	Educators and other stakeholders generate standards	2002	Criteria for achieving proficiency changed
<b>State standards</b>	The state administered the Texas Assessment of Knowledge and Skills (TAKS) in grades 3-11 in reading and mathematics. From 2003 to 2005 the criteria for achieving proficiency were phased in, increasing from 2 standard errors of measurement (SEM) below the standard, to 1 SEM below the standard, to the panel-recommended standard. Texas used three performance categories: does not meet the standard, meets the standard, and commended performance. A fair comparison of results from these years would require a conversion of 2003 and 2004 results to the panel-recommended standard.					
<b>State performance standard for AYP</b>	<p><b>Grade 4.</b> Fourth-grade students who meet the standard can read for meaning and detail and have an adequate math vocabulary. They often exhibit persistence, endurance, and stamina and are somewhat comfortable with math. They often retain and apply prior math knowledge. They have adequate problem-solving skills: they can use some strategies, usually distinguish between essential and extraneous information, apply necessary skills, often justify answers, and check solutions for reasonableness. Students are developing abstract thinking through the use of models. They can usually visualize geometric shapes and solids. They have an adequate understanding of measurement concepts and tools. Students can make some connections among math concepts. They have general number sense (e.g., estimation, rounding, place value). They demonstrate adequate knowledge of basic addition, subtraction, multiplication, and division facts and algorithms; they can usually compute with accuracy. Students can usually recognize and extend patterns.</p> <p><b>Grade 8.</b> Eighth-grade students who meet the standard can read for meaning and detail and have an adequate math vocabulary. They often exhibit persistence, endurance, and stamina. They are somewhat comfortable with math and often retain and apply prior math knowledge. They have adequate problem-solving skills: they can use some strategies, usually distinguish between essential and extraneous information, apply necessary skills, often justify answers, and check solutions for reasonableness. Students demonstrate adequate abstract thinking skills (e.g., algebraic reasoning). They can usually visualize geometric shapes and solids. Students have an adequate understanding of measurement concepts and tools. They make some connections among math concepts. They have general number sense (e.g., estimation, fractions, decimals, percents). Students demonstrate adequate knowledge of basic addition, subtraction, multiplication, and division facts and algorithms; they can usually compute with accuracy. Students can apply proportional reasoning skills to familiar situations. They show adequate understanding of math symbols and formulas. They have an emerging ability to recognize multiple representations of linear functions.</p>					

Grade	2005 NAEP scale equivalent					2005 NAEP exclusion rates			
	NAEP equivalent at the state standard for AYP	Standard error	Relative error <sup>1</sup>	Correlation between NAEP and state results		English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities	
				Unadjusted	Adjusted <sup>2</sup>				
4	219	1.0	1.5	0.58	0.69	0.8	4.0	1.4	
8	273	0.8	1.2	0.79	0.80	0.6	4.5	0.9	

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- 2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

<b>State accommodations not allowed on NAEP</b>	Tape recorder and spell checker/assistance.
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