



The Test Objectives  
(Continued)

MATHEMATICS

The TAKS mathematics test assesses how well your child understands mathematics and can apply this understanding to the real world. The knowledge and skills tested are grouped into six objectives.

**Objective 1**  
*Numbers, Operations, and Quantitative Reasoning*

Students must be able to show their understanding of numbers, operations (adding, subtracting, multiplying, and dividing), and quantitative reasoning (knowing when an answer makes sense).

**Objective 2**  
*Patterns, Relationships, and Algebraic Reasoning*

Students must be able to show their understanding of patterns, relationships, and algebraic reasoning (understanding the use of symbols to represent real-world situations).

**Objective 3**  
*Geometry and Spatial Reasoning*

Students must be able to show their understanding of geometry and spatial reasoning (understanding the location or position of an object and the amount of space it occupies in the real world).

**Objective 4**  
*Concepts and Uses of Measurement*

Students must be able to show their understanding of the use of appropriate measurement. Students must also know how to apply measurement concepts.

**Objective 5**  
*Probability and Statistics*

Students must be able to show their understanding of probability (the chance that an event will occur) and statistics (the collection, organization, and interpretation of data).

**Objective 6**  
*Mathematical Processes and Tools*

Students must be able to show their understanding of problem-solving strategies and tools, such as formulas, rulers, pictures, graphs, and tables.

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WRITING

When your child took the TAKS writing test, he or she had to write a composition and take a multiple-choice section that assessed his or her revising and editing skills.

**Objectives 1 and 2**  
*Written Composition Rating*

Objective 1 assesses each student's ability to write an effective composition on a specific topic. To do well on this objective, a student must be able to stay focused on the topic, organize sentences and ideas so that they are clear and easy to follow, make the ideas interesting, and develop the ideas in detail.

Objective 2 assesses each student's ability to write as correctly and clearly as possible. This objective focuses on how well students communicate on paper. This means that when students write a composition, they are able to follow the rules of correct spelling, capitalization, punctuation, grammar, usage, and sentence structure. Almost all fourth graders make some errors when they write, but the fewer errors there are, the easier it is for a reader to understand what the writer is saying and the more likely it is that the writing will be effective.

A student's composition score represents his or her performance on Objectives 1 and 2. Scores range from 1 to 4. The meaning of each score is listed below.

- ◆ A score of 1 = *an ineffective response*
- ◆ A score of 2 = *a somewhat effective response*
- ◆ A score of 3 = *a generally effective response*
- ◆ A score of 4 = *a highly effective response*

Depending on the effectiveness of the composition, each student has received one of these scores. However, if for some reason a student's composition could not be scored, he or she has received a 0.

To meet the standard on the writing test, a student must score at least a 2 on the composition. To achieve commended performance, he or she must score at least a 3 on the composition.

Objectives 3, 4, 5, and 6 make up the multiple-choice part of the test. On this part of the test, students revise and edit selections called "peer-editing passages."

**Objective 3**  
*Appropriate Organization of Ideas*

Students must be able to show that they can improve the organization and development of ideas in a piece of writing.

**Objective 4**  
*Correct and Effective Sentence Construction*

Students must be able to show that they understand how to correct errors in sentence structure and how to make sentences more effective.

**Objective 5**  
*Standard Usage and Appropriate Word Choice*

Students must be able to show that they understand how to correct grammar errors and use words that help the writer communicate clearly and effectively.

**Objective 6**  
*Proofreading for Punctuation, Capitalization, and Spelling*

Students must be able to show that they know how to correctly capitalize words, punctuate sentences, and spell words that fourth graders should know how to spell.

We're on the Web!  
Visit us at  
[www.tea.state.tx.us](http://www.tea.state.tx.us)

TX00032113



Understanding the Confidential Student Report  
A Guide for Parents

Grade 4

What is TAKS?

TAKS is the name of the testing program for students in Texas public schools. The letters stand for the Texas Assessment of Knowledge and Skills.

Each public school in Texas must teach the same curriculum, the Texas Essential Knowledge and Skills (also called the TEKS). The TAKS tests are based on this curriculum—in other words, on what students are being taught in school. Therefore, the TAKS tests are a good way to measure what students are learning.

Who takes TAKS?

Public school students in grades 3 through 11 take TAKS tests every spring. The chart below shows which subject-area tests are given each year.

ENGLISH TAKS

Subjects/Grades	3	4	5	6	7	8	9	10	11
Reading	◆	◆	◆	◆	◆	◆	◆		
Mathematics	◆	◆	◆	◆	◆	◆	◆	◆	◆
Writing		◆			◆				
Science			◆			◆		◆	◆
Social Studies						◆		◆	◆
English Language Arts								◆	◆

SPANISH TAKS

Subjects/Grades	3	4	5	6	7	8	9	10	11
Reading	◆	◆	◆	◆					
Mathematics	◆	◆	◆	◆					
Writing		◆							
Science			◆						

If your child receives special education services, he or she may have taken TAKS (Accommodated). While the questions on TAKS (Accommodated) and TAKS are identical, the format of TAKS (Accommodated) is different in these ways: the questions are printed in a larger type size, and there are fewer questions on each page. Also, your child may have been allowed to take this assessment with more accommodations. These supports are intended to help your child show his or her best performance on the test.

How did my child do on TAKS?

Every child who takes a TAKS test gets a report of his or her score. This report is called the Confidential Student Report, or CSR. By carefully examining your child's CSR, you will find out where your child is doing well and where your child may need to improve. For example, if your child has done well on a TAKS test, it is a good indicator that your child is learning what he or she needs to learn in that subject. Remember, the TAKS test cannot test everything that your child is learning. However, your child's score will give you a good idea about the progress he or she is making. If your child did not receive a score on a TAKS test and you do not understand why, please contact his or her school.

Your child received an overall score on each test, but you can get more information about your child's strengths and weaknesses by looking at his or her performance on each test objective.

Why am I receiving this brochure?

This brochure has three purposes:

- to give you some basic information about the TAKS program.
- to explain a sample test report so that you can understand your child's actual test report. The actual test report, which has your child's name on it and shows his or her test results, has been sent to your child's school and should accompany this brochure.
- to provide you with a short summary of each objective on the subject-area tests so that you will know what knowledge and skills that objective tested.

## Explanation of Results

- A** These are the objectives tested in each subject area.
- B** The first column shows the number of questions your child answered correctly for each objective. The second column shows the total number of questions tested for each objective.
- C** The shaded squares show the number of questions your child answered correctly for each objective. The unshaded squares show the number of questions your child did not answer correctly. Together these squares equal the total number of test questions for each objective.
- D** The first number in the lightly shaded box shows the total number of questions your child answered correctly for all objectives tested in that subject. The second number shows the total number of questions on the test for that subject.
- E** Your child's score on the written composition is shown here. This score will be either a 0, 1, 2, 3, or 4. If your child's composition score is either a 0 or a 1, his or her Confidential Student Report includes analytic information that will help explain why the composition was not successful.
- F** This box is where you will find your child's score on each subject-area test. The second column in this box shows when your child took the test. The third column shows your child's scale score. A scale score is a statistic used to show your child's performance on a test. The TAKS scale score lets you compare your child's score with the performance standards Met Standard and Commended Performance. The scale score indicates how far above or below these standards your child's achievement is. TAKS scale scores cannot be compared across subject areas or grade levels. The fourth column shows whether your child met the state's passing standard. The last column shows whether your child achieved commended performance.
- G** This scale shows the range of performance possible on each test. The arrow shows where your child's score (the number written in the arrow) is on the scale. The score needed to meet the passing standard and the score needed to achieve commended performance are also marked.
- H** The number after the words "Lexile Measure" is based on your child's scale score and provides you with additional information about how well he or she reads. To learn more about Lexiles, go to [www.Lexile.com](http://www.Lexile.com) or ask your child's school for a copy of *Information on Lexiles for Parents*.
- I** The number after the words "Quantile Measure" is based on your child's scale score and provides you with additional information about his or her mathematical ability. To learn more about Quantiles, go to [www.Quantiles.com](http://www.Quantiles.com) or ask your child's school for a copy of *Information on Quantiles for Parents*.

**TAKS** Grade 4 **Texas Assessment of Knowledge and Skills**

**Confidential Student Report**

Name: PAT BROWNE  
Date of Birth: 04/28/98  
Student ID (PEIMS): \*\*\*\*\*6789

Report Date: MAY 2008  
Date of Testing: SPRING 2008  
District: 999-999 EXAMPLE ISD  
Campus: 101 EXAMPLE EL  
Local Student ID: 123456789  
Class Group: BARBARA HART

SAMPLE

**1. Basic Understanding** . . . . . ■■■■■■■■■■■■■■■■■■■■■■ 13 15

**2. Applying Knowledge of Literary Elements** . . . . . ■■■■■■■■■■ 6 8

**3. Using Strategies to Analyze** . . . . . ■■■■■■■■■ 4 7

**4. Applying Critical-Thinking Skills** . . . . . ■■■■■■■■■■■ 6 10

Lexile Measure: 600L **H**

TOTAL 29 40

**Reading**

Grade	Test Date	Scale Score	Met Standard	Commended Performance
4	SPRING 2008	2125	YES	NO

Standard: Scale Score of 2100  
Commended Performance: Scale Score of 2400

**1. Numbers, Operations, and Quantitative Reasoning** . . . . . ■■■■■■■■■■ 10 11

**2. Patterns, Relationships, and Algebraic Reasoning** . . . . . ■■■■■■■■■ 7 7

**3. Geometry and Spatial Reasoning** . . . . . ■■■■■■■■■ 6 6

**4. Concepts and Uses of Measurement** . . . . . ■■■■■■■■■ 6 6

**5. Probability and Statistics** . . . . . ■■■■■■■■■ 3 4

**6. Mathematical Processes and Tools** . . . . . ■■■■■■■■■ 8 8

Quantile Measure: 825Q **I**

TOTAL 40 42

**Mathematics**

Grade	Test Date	Scale Score	Met Standard	Commended Performance
4	SPRING 2008	2430	YES	YES

Standard: Scale Score of 2100  
Commended Performance: Scale Score of 2400

**1-2. Written Composition Rating** . . . . . 1 = Ineffective Response (1 out of a possible 4)

ANALYTIC INFORMATION:

- Weak or Illogical Organization
- Little or No Control of Conventions
- Weak Development of Ideas

**3. Appropriate Organization of Ideas** . . . . . ■■■■■■■■■ 3 4

**4. Correct and Effective Sentence Construction** . . . . . ■■■■■■■■■■■ 4 8

**5. Standard Usage and Appropriate Word Choice** . . . . . ■■■■■■■■■■■ 3 8

**6. Proofreading for Punctuation, Capitalization, and Spelling** . . . . . ■■■■■■■■■■■ 4 8

TOTAL 14 28

**Writing**

Grade	Test Date	Scale Score	Met Standard	Commended Performance
4	SPRING 2008	1980	NO	NO

Standard: Scale Score of 2100  
Commended Performance: Scale Score of 2400

Document # 7201-04112

For more information about the TAKS tests, contact your child's school.

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## Additional Information

### Important for Parents to Know

On the TAKS tests there are three categories for student performance: Commended Performance, Met Standard, and Did Not Meet Standard. These categories are explained below.

**Commended Performance**

If your child's report shows a "Yes" under Commended Performance, he or she performed at a level that was considerably above the state passing standard. Your child showed a thorough understanding of the knowledge and skills tested at the fourth grade.

**Met Standard**

If your child's report shows a "Yes" under Met Standard, he or she performed at a level that was at or somewhat above the state passing standard. Your child showed a sufficient understanding of the knowledge and skills tested at the fourth grade.

**Did Not Meet Standard**

If your child's report shows a "No" under Met Standard, he or she performed at a level that was below the state passing standard. Your child did not show a sufficient understanding of the knowledge and skills tested at the fourth grade.

**STUDY GUIDES**

If your child did not meet the standard on one or more of the grade 4 TAKS tests, the state provides a study guide for your child free of charge. This study guide will be given to your child through his or her school. The study guide is designed to help children strengthen their skills by offering instruction as well as sample questions and explanations. Each study guide also contains a set of practice questions and a key to the correct answers.

If your child did not meet the standard in one or more of the subject areas tested and did not receive a study guide, please contact your child's school.

## The Test Objectives

### What They Mean...

READING

The TAKS reading test assesses how well your child understands what he or she reads. The reading selections your child read on the test included stories, articles, and reports. The knowledge and skills tested are grouped into four objectives.

**Objective 1**  
**Basic Understanding**

Students must be able to show that they have a basic understanding of the reading selections included on the test. Figuring out the meaning of an unknown word, finding important details and main ideas, and recognizing accurate summaries are all part of developing a basic understanding.

**Objective 2**  
**Applying Knowledge of Literary Elements**

Students must be able to show that they understand the parts of a story—the events that happen, the setting (when and where the story takes place), the characters, and the main problem.

**Objective 3**  
**Using Strategies to Analyze**

Students must be able to show that they can use different strategies to develop an understanding of the reading selections included on the test. Knowing the different purposes for reading (reading for entertainment, reading for information), recognizing the unique characteristics of different types of selections (how an article

is different from a story), and using graphic organizers (charts, graphs, outlines, pictures) are all strategies fourth graders need in order to go beyond the basic, literal meaning of a single selection or a pair of selections designed to be read together.

**Objective 4**  
**Applying Critical-Thinking Skills**

Students must be able to show that they know how to use critical-thinking skills to develop an in-depth understanding of the reading selections included on the test. Students who can draw their own conclusions, make reasonable predictions about what they read, develop their own ideas, and use the text to support those ideas have a deeper, more complete understanding of a selection.