



**The Test Objectives**  
(Continued)

**SCIENCE**

The TAKS middle school science test given at the eighth grade assesses how well students understand science, including biology, chemistry, physics, and earth science concepts, and how well they can apply and analyze scientific information. The knowledge and skills tested are grouped into five objectives.

**Objective 1**  
*The Nature of Science*

Students must be able to show an understanding of experimental designs, the collection and organization of data, and safety issues. Students must also be able to analyze scientific information from various sources.

**Objective 2**  
*Living Systems and the Environment*

Students must be able to show an understanding of how living systems are organized and how all living things depend on their environment and other organisms for survival.

**Objective 3**  
*The Structures and Properties of Matter*

Students must be able to show an understanding of what matter is composed of and what happens as matter changes.

**Objective 4**  
*Motion, Forces, and Energy*

Students must be able to show an understanding of how motion, forces, and energy are related and how these relationships help explain real-world experiences and events.

**Objective 5**  
*Earth and Space Systems*

Students must be able to show an understanding of the forces that continually change the features of Earth. Students must also know that Earth is part of larger systems, such as the solar system, galaxy, and universe.

**SOCIAL STUDIES**

The TAKS social studies test assesses how well students understand important topics in early American history. The knowledge and skills tested are grouped into five objectives.

**Objective 1**  
*Issues and Events in U.S. History*

Students must be able to show an understanding of major issues and events in early American history, such as the fight for independence during the American Revolution. They must also understand the challenges faced by the early U.S. government, such as westward expansion and the Civil War.

**Objective 2**  
*Geographic Influences on History*

Students must be able to show an understanding of how geographic factors influenced historical issues and events, such as the settlement of colonial America. Students must also be able to read maps, charts, and graphs.

**Objective 3**  
*Economic and Social Influences on History*

Students must be able to show an understanding of economic and social influences on historical issues and events, such as the spread of slavery and the Industrial Revolution.

**Objective 4**  
*Political Influences on History*

Students must be able to show an understanding of political influences on historical issues and events, such as the development of representative government in colonial America and the fundamental principles of the U.S. Constitution and the Bill of Rights.

**Objective 5**  
*Critical-Thinking Skills*

Students must be able to show the ability to use critical-thinking skills to analyze social studies information. They must also know how to interpret written and visual sources of historical information.

**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.



**Understanding the Confidential Student Report**  
*A Guide for Parents*

*Grade 8*  
*March Reading*

**How is my child's promotion to ninth grade related to the grade 8 TAKS tests?**

Texas law requires that every eighth grader pass the TAKS reading and mathematics tests in order to be promoted to ninth grade. This law is called the Student Success Initiative.

Your child is allowed a total of three chances to pass the grade 8 reading test and three chances to pass the grade 8 mathematics test. This year the grade 8 reading test is being given in March, April, and July; and the grade 8 mathematics test is being given in April, May, and July. If your child meets the standard (passes) the first time he or she takes the reading and mathematics tests, he or she will not have to test again. However, if your child does not pass one or both of these tests the first time they are given, your child must test again. For each subject-area test your child does not pass, your school is required to give your child additional help before the next testing opportunity.

If your child takes the reading test in April or the mathematics test in May and does not pass, your school must form a committee made up of you, your child's teacher, and the principal or someone the principal designates. If your child does not pass both the reading and mathematics tests given in July, the committee will meet to decide whether your child should move on to ninth grade or repeat the eighth grade.

The purpose of this law is to make sure your child has the reading and mathematics skills necessary to be successful in school.

**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.

**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 the reading 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.

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**Phone: 512/463-9536**  
**FAX 512/463-9302**  
**e-mail: [studenta@tea.state.tx.us](mailto:studenta@tea.state.tx.us)**

# TAKS 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** 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.
- F** 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.
- G** The number under 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.

## Texas Assessment of Knowledge and Skills

### Confidential Student Report

**Grade 8**

Report Date: MARCH 2008  
Date of Testing: MARCH 2008

Name: PAT BROWNE  
Date of Birth: 02/23/94  
Student ID (PEIMS): \*\*\*\*\*6789

District: 999-999 EXAMPLE ISD  
Campus: 041 EXAMPLE M S

Local Student ID: 123456789  
Class Group: BARBARA HART

#### Reading

Objective	Correct	Tested
1. Basic Understanding	■■■■■■■■■■■□	10 12
2. Applying Knowledge of Literary Elements	■■■■■■■■■■■□	7 10
3. Using Strategies to Analyze	■■■■■■■■■■■□	8 10
4. Applying Critical, Thinking Skills	■■■■■■■■■■■□□□	12 16
<b>TOTAL</b>	<b>37</b>	<b>48</b>

**Lexile Measure:**  
925L

Grade	Test Date	Scale Score	Met Standard	Commended Performance
8	MARCH 2008	2159	YES	NO

### Mathematics Test to be Administered on April 8, 2008

### Social Studies Test to be Administered on May 2, 2008

### Science Test to be Administered on May 1, 2008

Document # 1625-00034

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

Print # 1-00639-005

## 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 eighth 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 eighth 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 eighth grade.

**STUDY GUIDES**  
If your child did not meet the standard on one or more of the grade 8 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 students 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. Students must also be able to recognize the literary devices or tools an author uses to guide the reader's understanding of a story's characters, events, and overall meaning. At the eighth grade level, students should know literary devices, such as flashback, foreshadowing, and symbolism.

**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 eighth 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.