

**Texas
Curriculum Matrix Summary**

Texas Assessment of Knowledge and Skills (TAKS)

The TAKS measures the statewide curriculum in reading at Grades 3-9; in writing at Grades 4 and 7; in English Language Arts at Grades 10 and 11; in mathematics at Grades 3-11; in science at Grades 5,10, and 11; and social studies at Grades 8, 10, and 11. The Spanish TAKS is administered at Grades 3 through 6. Satisfactory performance on the TAKS at Grade 11 is prerequisite to a high school diploma.

Curriculum Matrix Priority Designations

English Language Arts (ELA)

Priority designations for ELA were determined by an analysis of data found in the *TAKS Information Booklets*. These documents provided the number of possible test items for each TAKS objective. The number of test items per TAKS objective at each grade level grade level was averaged. Standard deviations (STD) were calculated for each grade level and subtracted from the mean. This number established the cut-off point between Medium (M) priority designations and High (H) priority designations. Grade level expectations not tested were assigned a Low (L) priority designation. The results can be found in Table 1 below.

Table 1: Reading/Writing Priority Designation Data

| Grade | Mean | STD | Mean – STD | Designations | | |
|-------|-------|------|------------|--------------|------------|----------|
| | | | | L = Low | M = Medium | H = High |
| 3 | 9.00 | 3.16 | 5.80 = 6 | 0 | 1-6 | >6 |
| 4 | 8.50 | 2.75 | 5.75 = 6 | 0 | 1-6 | >6 |
| 5 | 10.50 | 2.34 | 8.16 = 8 | 0 | 1-8 | >8 |
| 6 | 10.50 | 2.34 | 8.16 = 8 | 0 | 1-8 | >8 |
| 7 | 11.71 | 1.85 | 9.86 = 10 | 0 | 1-10 | >10 |
| 8 | 12.00 | 2.19 | 9.81 = 10 | 0 | 1-10 | >10 |
| 9 | 8.75 | 3.65 | 5.10 = 5 | 0 | 1-5 | >5 |
| 10 | 12.00 | 4.38 | 7.62 = 8 | 0 | 1-8 | >8 |
| 11 | 12.00 | 4.38 | 7.62 = 8 | 0 | 1-8 | >8 |

English Language Arts summary data are presented in Table 2.

Table 2. Texas English Language Arts TAKS Data Summary

| English Language Arts | | | TAKS | | | NESS* | | |
|-----------------------|----------------------|----------------------|------|----|-----|-------|-----|----|
| Grade | Knowledge and Skills | Student Expectations | H | M | L | H | M | L |
| 3 | 31 | 74 | 12 | 2 | 60 | 53 | 13 | 8 |
| 4 | 29 | 62 | 10 | 2 | 50 | 41 | 14 | 7 |
| 5 | 29 | 72 | 11 | 12 | 49 | 46 | 19 | 7 |
| 6 | 28 | 69 | 10 | 12 | 47 | 41 | 22 | 6 |
| 7 | 28 | 67 | 19 | 8 | 40 | 39 | 22 | 6 |
| 8 | 28 | 67 | 16 | 6 | 45 | 36 | 22 | 7 |
| 9 | 26 | 70 | 24 | 0 | 46 | 41 | 24 | 5 |
| 10 | 26 | 71 | 25 | 4 | 42 | 41 | 25 | 5 |
| 11 | 26 | 68 | 25 | 4 | 39 | 35 | 24 | 4 |
| Totals | 251 | 620 | 152 | 50 | 418 | 373 | 185 | 55 |

Mathematics

Priority designations for mathematics were determined by an analysis of data found in the *TAKS Information Booklets*. These documents provided the number of possible test items for each TAKS objective. The number of test items per TAKS objective at each grade level grade level was averaged. Standard deviations (STD) were calculated for each grade level and subtracted from the mean. This number established the cut-off point between Medium (M) priority designations and High (H) priority designations. Grade level expectations/ not tested were assigned a Low (L) priority designation. The results can be found in Table 3 below.

Table 3: Mathematics Priority Designation Data

| Grade | Mean | STD | Mean – STD | Designations | | |
|-------|------|------|------------|--------------|------------|----------|
| | | | | L = Low | M = Medium | H = High |
| 3 | 6.67 | 1.75 | 4.95 = 5 | 0 | 1-5 | >5 |
| 4 | 7.00 | 2.00 | 5.00 | 0 | 1-5 | >5 |
| 5 | 7.33 | 1.90 | 5.43 = 5 | 0 | 1-5 | >5 |
| 6 | 7.83 | 1.55 | 6.28 = 6 | 0 | 1-6 | >6 |
| 7 | 8.00 | 1.69 | 6.31 = 6 | 0 | 1-6 | >6 |
| 5 | 6.83 | 2.90 | 3.93 = 4 | 0 | 1-4 | >4 |
| 9 | 5.20 | 1.33 | 3.87 = 4 | 0 | 1-4 | >4 |
| 10 | 5.60 | 1.22 | 4.38 = 4 | 0 | 1-4 | >4 |
| 11 | 6.00 | 1.28 | 4.70 = 5 | 0 | 1-5 | >5 |

Mathematics summary data are presented in Table 4.

Table 4. Texas Mathematics TAKS Data Summary

| Mathematics | | | TAKS | | | NESS | | |
|---------------|----------------------|----------------------|------------|------------|-----------|------------|------------|-----------|
| Grade | Knowledge and Skills | Student Expectations | H | M | L | H | M | L |
| 3 | 16 | 43 | 31 | 3 | 9 | 28 | 21 | 3 |
| 4 | 16 | 43 | 33 | 2 | 8 | 29 | 11 | 3 |
| 5 | 16 | 38 | 28 | 6 | 4 | 25 | 11 | 2 |
| 6 | 13 | 39 | 27 | 10 | 2 | 29 | 10 | 0 |
| 7 | 15 | 43 | 37 | 3 | 3 | 34 | 8 | 1 |
| 8 | 16 | 42 | 38 | 0 | 4 | 27 | 14 | 1 |
| 9 | 25 | 65 | 47 | 8 | 10 | 31 | 25 | 9 |
| 10 | 24 | 64 | 12 | 48 | 4 | 35 | 20 | 9 |
| 11 | 25 | 71 | 27 | 40 | 4 | 48 | 18 | 5 |
| Totals | 166 | 448 | 280 | 120 | 48 | 286 | 138 | 33 |

Science

Priority designations for science were determined by an analysis of data found in the *TAKS Information Booklets*. These documents provided the number of possible test items for each TAKS objective. The number of test items per TAKS objective at each grade level grade level was averaged. Standard deviations (STD) were calculated for each grade level and subtracted from the mean. This number established the cut-off point between Medium (M) priority designations and High (H) priority designations. Grade level expectations/ not tested were assigned a Low (L) priority designation. The results can be found in Table 5 below.

Table 5: Science Priority Designation Data

| Grade | Mean | STD | Mean – STD | Designations | | |
|-------|-------|------|------------|--------------|------------|----------|
| | | | | L = Low | M = Medium | H = High |
| 5 | 10.00 | 1.55 | 8.45 =9 | 0 | 1-9 | >9 |
| 8 | 10.00 | 3.06 | 6.94 =7 | 0 | 1-7 | >7 |
| 10 | 11.00 | 3.00 | 8.00 | 0 | 1-8 | >8 |
| 11 | 11.00 | 3.00 | 8.00 | 0 | 1-8 | >8 |

Science summary data are presented in Table 6.

Table 6. Texas Science TAKS Data Summary

| Science | | | TAKS | | | NESS | | |
|---------------|----------------------|----------------------|------------|----------|-----------|------------|-----------|-----------|
| Grade | Knowledge and Skills | Student Expectations | H | M | L | H | M | L |
| 5 | 19 | 54 | 48 | 0 | 6 | 38 | 4 | 12 |
| 8 | 27 | 64 | 53 | 0 | 11 | 46 | 6 | 12 |
| 10 | 20 | 63 | 31 | 0 | 32 | 53 | 9 | 5 |
| 11 | 20 | 65 | 36 | 0 | 29 | 53 | 9 | 5 |
| Totals | 86 | 246 | 168 | 0 | 78 | 190 | 28 | 34 |

Table 7 below provides data in English/Language Arts (ELA), Mathematics, and Science concerning the number of TEKS student expectations compared to the number of TEKS student expectations tested.

Table 7. Percentage of TEKS Tested

| | Number of Learning Standards | Number of Learning Standards Tested | Percent Learning Standards Tested |
|--------------|------------------------------|-------------------------------------|-----------------------------------|
| English LA | 620 | 202 | 32.6% |
| Mathematics | 448 | 400 | 89.3% |
| Science | 246 | 168 | 68.3% |
| TOTAL | 1314 | 770 | 58.6% |

Resources

Tests: Texas Assessment of Knowledge and Skills (TAKS)

<http://www.tea.state.tx.us/student.assessment/>

Standards: Texas Essential Knowledge and Skills (TEKS)

<http://www.tea.state.tx.us/teks/>

www.tea.state.tx.us/student.assessment.taks.booklets/index.html.

***NESS (National Essential Skills Study)** in the preceding subject summary charts refers to the International Center for Leadership in Education's 2007 national survey, a forced-ranking by approximately 13,000 adults of the proficiencies deemed most important for high school graduates in English language arts, math, and science.

- English Language Arts proficiencies ranked 1-19 were assigned a High (H) rating; items ranked 20-38 were assigned a Medium (M) rating; and items ranked 39-50 were assigned a Low (L) rating.
- Math proficiencies ranked 1-16 were assigned a High (H) rating; items ranked 17-42 were assigned a Medium (M) rating; and items ranked 43-70 were assigned a Low (L) rating.
- Science proficiencies ranked 1-32 were assigned a High (H) rating; items marked 33-50 were assigned a Medium (M) rating; and items ranked 51-85 were assigned a Low (L) rating.

Where English language arts, math, and science proficiencies overlapped across indicators in other subjects (for example an English language arts proficiency within a science indicator), the rating of H, M, or L was designated to the proficiency in the subject of focus. A complete description of the National Essential Skills Study is provided elsewhere in this resource kit.

