

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) WRITING PERFORMANCE SPRING 2003

Introduction

The new Texas standardized criterion-based academic achievement test is called the Texas Assessment of Knowledge and Skills or TAKS. The Texas Assessment of Basic Skills (TABS) was replaced by the Texas Educational Assessment of Minimum Skills (TEAMS), which preceded the Texas Assessment of Academic Skills (TAAS). The new test reflects its close alignment with the state's curriculum standards, which are called the Texas Essential Knowledge and Skills. This new testing program was mandated by the Texas Legislature in 1999, covers more subjects, and is more rigorous than the eleven-year-old TAAS. Under the TAAS program, students were tested in grades three through eight and ten. Annual testing will occur in grades three through eleven under the TAKS program. The exit-level TAKS exam, which students must pass in order to receive a high school diploma, has been moved from the tenth grade to the eleventh grade. The exit exam covers the subjects of English language arts, math, science and social studies (<http://www.tea.state.tx.us/press/taks.html>).

TAKS administration in HISD began in the 2002-2003 school year, as mandated by the 76th Texas Legislature in 1999. The TAKS measures the statewide curriculum in reading at grades three through nine; in writing at grades four and seven; in English Language Arts at grades ten and eleven; in mathematics at grades three through eleven; in science at grades five, ten, and eleven; and social studies at grades eight, ten, and eleven. The Spanish TAKS is administered at grades three through six (<http://www.tea.state.tx.us/assessment.html>).

Test Description

The TAKS was developed as a completely reconceived testing program. It includes more of the state's curriculum, referred to as the Texas Essential Knowledge and Skills (TEKS), than the TAAS, and attempts to ask questions in more authentic ways. TAKS was developed to better reflect good instructional practice and more accurately measure student learning. The stated purpose is that every teacher will be able to see the connection between what is tested on this new state assessment and what students should know and be able to do to be academically successful.

TAKS is divided into test objectives. However, the objective statements are not specifically found in the TEKS curriculum. Rather, the objectives are "umbrella statements" generated by TEA with input from educators on public school campuses in Texas. These umbrella statements serve as headings under which student expectations from the TEKS can be meaningfully grouped. Objectives are broad statements that separate knowledge and skills to be tested into meaningful subsets around which a test can be organized into reporting units that help campuses, districts, parents, and the general public understand the test performance of students and schools. The test objectives are not intended to be "translations" or "rewordings" of the TEKS. Instead, the objectives are designed to be identical across grade levels rather than grade specific. Generally, the objectives are the same for third grade through eighth grade (elementary/middle school) and for ninth grade through eleventh grade (high school). In addition, certain TEKS student expectations may logically be grouped under more than one test objective. Sometimes the organization of the objectives required such groupings. For example, on the TAKS writing tests for fourth and seventh grades, some of the same student expectations addressing the conventions of standard English usage are listed under both Objective 2 and Objective 6. In this case, the expectations listed under

Objective 2 are assessed through the overall strength of a student’s language conventions (control) on the written composition portion of the test; these same expectations under Objective 6 are assessed through multiple-choice items attached to a series of revising and editing passages (Texas Education Agency, 2002).

TAKS Writing Rubrics

As students move from grade to grade, writing skills are critical for academic progress. Students who have difficulty putting their thoughts into writing struggle to succeed in social studies, science, and many areas other than English language arts. Good writing requires good thinking, and the act of writing actually helps students learn to clarify their thoughts and focus their ideas. Students who have learned to communicate well on paper will have more opportunities available to them throughout their lives, in both education and employment, than those who have not learned this skill.

The TAKS writing rubric is based on five criteria—focus and coherence, organization, development of ideas, voice, and conventions—which will be considered equally in the scoring of each composition. The writing compositions are scored on a four-point scale, with one being the lowest score and four being the highest. The same writing rubric is used to evaluate TAKS compositions at all grades assessed: grade four English, grade four Spanish, grade seven, grade ten, and grade eleven Exit Level. The only difference between the Spanish and the English-version rubrics is the reference to “conventions of the Spanish language” in the Spanish rubric rather than “conventions of the English language” under Score Point one. In all cases, scorers will be trained to consider the criteria listed in the rubric in a way that is grade-level appropriate. The fourth grade and seventh grade writing tests have the same TAKS objectives, which are listed below. The various objectives range from four to twelve maximum points possible, depending on grade level. See **Table 1** for a summary of the scoring scales by objective and **Table 2** for the performance standards.

- Objective 1:** The student will, within a given context, produce an effective composition for a specific purpose.
- Objective 2:** The student will produce a piece of writing that demonstrates a command of the conventions of spelling, capitalization, punctuation, grammar, usage, and sentence structure.
- Objective 3:** The student will recognize appropriate organization of ideas in written text.
- Objective 4:** The student will recognize correct and effective sentence construction in written text.
- Objective 5:** The student will recognize standard usage and appropriate word choice in written text.
- Objective 6:** The student will proofread for correct punctuation, capitalization, and spelling in written text.

Curriculum Rationale

Objectives 1 and 2, Written Composition, are assessed through a composition written in response to a specific topic. Students should be able to produce an effective piece of writing that is focused and coherent, organized, well developed, original and authentic, and well written (assessed through the student’s ability to apply the conventions of standard written English). This portion of the writing assessment will likely require a significant amount of time to complete. Students are encouraged to utilize the writing process (prewriting, drafting, revising, and editing) in producing a composition that represents their best work. Expectations for grade four and grade seven writers with regard to organization, focus and coherence, development of ideas, voice, and conventions of standard English (spelling, capitalization, punctuation, grammar, usage, and sentence structure) will be grade-level appropriate. Therefore, expectations will be higher for grade seven writers than for grade four writers.

Objective 3 is Organization. At grade four, this objective has the fewest number of items (four) because, as educator committees have repeatedly advised, fourth grade students have mastered relatively few skills related to the organization of ideas in a composition. Therefore, there are a limited number of organization skills

Table 1: TAKS Writing Scoring Scale by Objective, English Grade 4 & 7 and Spanish Grade 4

<u>Objective</u>	<u>Number of Items Tested</u>		
	<u>Grade 4 English</u>	<u>Grade 4 Spanish</u>	<u>Grade 7 English</u>
1-2: Written Composition	1 Writing Prompt	1 Writing Prompt	1 Writing Prompt
3: Organization of Ideas	4	4	6
4: Sentence Construction	8	8	10
5: Word Usage and Choice	8	8	12
6: Proofreading	8	8	12
Total Points Possible – Multiple Choice	28	28	40
Total Points Possible – Written Composition	4	4	4
Total Points Possible	32	32	44

appropriate for testing at this grade level. At grade seven, students' mastery of organization has increased, so the number of Objective 3 items on the test increases from four to six. However, as at grade four, the relatively few TEKS student expectations designated for assessment under Objective 3 limit the emphasis that can reasonably be placed on this objective.

Objectives 4, 5, and 6 are Sentence Structure, Usage, and Proofreading. These objectives are given an equal number of items (eight each) on the grade four test because the TEKS curriculum designated for assessment at grade four supports this configuration. At grade seven, students are expected to have mastered more of the fundamental revising and editing skills related to correct and effective sentence structure, usage, and language mechanics (capitalization, punctuation, and spelling). This greater degree of mastery supports an increased emphasis on Objectives 4, 5, and 6 at grade seven. However, while seventh graders have acquired more skills than fourth graders in the ability to effectively revise sentences, the variety of sentence revision techniques mastered is still somewhat limited, resulting in slightly fewer items in Objective 4 than in Objectives 5 and 6 (TEA Curriculum, Assessment, and Technology; 2002).

Table 2: TAKS Writing Performance Criteria by Grade Level and Test Version

	<u>Required Score</u>		
	<u>Grade 4 English</u>	<u>Grade 4 Spanish</u>	<u>Grade 7 English</u>
<u>Met Standard</u> (Raw Score includes at least 2 Points on Written Composition)**	18/32	16/32	24/44
Number of Multiple Choice Items Needed with a:			
2 on Written Composition	16	14	22
3 on Written Composition	15	13	21
4 on Written Composition	14	12	20
<u>Commended Performance</u> (Raw Score includes at least 3 Points on Written Composition)*	30/32	28/32	40/44
Number of Multiple Choice Items Needed with a:			
3 on Written Composition	27	25	37
4 on Written Composition	26	24	36

Note: Written Composition prompt is rated on a 1-4 scale with a maximum of 4 points. Subsequent administrations may require a different number of items to achieve Met Standard or Commended Performance.

Districtwide TAKS Writing Findings, Spring 2003

The figures and tables in this report present the districtwide Spring 2003 TAKS English and Spanish writing results for grades four and English writing results for grade seven. The percentage of students at each level of the writing performance criteria (not met standards, met standards, and commended) are included. The average score or items correct by objective for each grade level and test version are also shown. Additionally, administrative district results include the average writing scores by objective for each grade level and version of the test. Finally, elementary, middle, and multi-level school results are presented to indicate the average writing scores by objective for each grade level and version of the test. The data revealed the following significant findings.

Districtwide Writing Performance

- Districtwide results revealed that 81% of students in grades four and seven “met” standards on the English TAKS writing subtest, while 89% of students in grade four “met” standards on the Spanish TAKS writing subtest.
- Ten percent of grade four students and 8% of grade seven students in the district attained scores that were “commended” on the English TAKS writing subtest. This compared to 16% of grade four students who were administered the Spanish version of the test.

Districtwide Writing Scores by Objective

- Analysis of the districtwide average scores for grade four and seven students on Objective 1–2: Written Composition indicated an average score of 2.2 for both groups, on all versions of the TAKS writing subtest. This score exceeded the two-point minimum requirement to pass the test.
- The highest percentage of students in grade four scored two points, while the lowest percentage of students scored the maximum four points, on Objective 1–2 of the TAKS English writing subtest (56% and 3%, respectively). This compares to results on the Spanish version of the test with 65% of the students in grade four scoring two points, while 4% of the students scored the maximum four points. Students who were administered the test at the seventh grade level had comparable results as grade four students who were administered the Spanish TAKS writing subtest on Objective 1–2.
- On Objective 3, Appropriate Organization of Ideas, the highest percentage of grade four students scored four points, answering all items correctly, on the English and Spanish versions of the test (39% versus 53%). However, on Objective 4, Correct and Effective Sentence Structure, the highest percentage of grade four students on both versions of the test, answered seven of eight items correctly (23% and 26%, respectively). The highest percentage of students in grade seven (26%) answered five of the six items correctly on Objective 3, while 17% of the students answered eight and nine of ten items correctly on Objective 4.
- The highest percentage of fourth grade students who were administered the Spanish TAKS (47%) compared to the highest percentage of students administered the English TAKS (33%) answered eight out of eight items correctly, on Objective 5, Standard Usage/Appropriate Word Choice. The results on Objective 6, Proofreading for Punctuation, Capitalization, and Spelling indicated that 32% of fourth grade students on English TAKS compared to 34% of fourth grade students on Spanish TAKS answered seven of the eight items correctly. Seventeen percent of the seventh grade students answered ten of the twelve items correctly on Objectives 5 and 6.

Administrative District Writing Scores by Objective

- An analysis of English TAKS grade four results by administrative district showed that the Central District had the highest average scores over other administrative districts on Objective 1–2, 3, 4 and 5. The results were

2.4 of 4.0 maximum points along with 3.4 of 4.0, 6.4 of 8.0, and 7.1 of 8.0 maximum items correct on the respective objectives. At the same time, other administrative districts had comparable scores as the Central District on various objectives, i.e., the West District on Objective 1-2 and Acres Homes on Objective 4. In addition, Acres Homes had the highest average number of items correct on Objective 6, which was 7.1 out of 8 maximum items.

- On the grade four Spanish TAKS, the North District followed by the Central and East districts attained the highest average scores on Objective 1–2 (2.4 and 2.3 of 3.0 maximum points, respectively). Further, the North District had the highest number of items correct on Objective 3, 4, 5, and 6. The results were 3.5 of 4.0, 6.6 of 8.0, 7.3 of 8.0 and 6.6 of 8.0 maximum items, respectively. The Central District achieved comparable results on Objective 4 and the South Central and West districts achieved comparable results as the North District on Objective 6.
- The English TAKS grade seven results revealed that the Central District had the highest average points on Objective 1–2, which was 2.6 of 4 maximum points. Additionally, the Central District had the highest number of items correct on Objective 3, 4, 5, and 6. The findings were 4.8 of 6.0, 8.4 of 10.0, followed by 10.0 and 10.1 of 12.0 maximum items, respectively.

References

- Texas Education Agency. (2001). *New Texas testing program to be called Texas Assessment of Knowledge and Skills*. [On-line]. Available: <http://www.tea.state.tx.us/press/taks.html>.
- Texas Education Agency. (2002). *TAKS Writing and Reading Rubrics*. [On-line]. Available <http://www.tea.state.tx.us/student.assessment/taks/rubrics.html>.
- Texas Education Agency. (2002). *TAKS Texas Assessment of Knowledge and Skills Information Booklet Writing Grade 4*. Austin, Texas: Author.
- Texas Education Agency. (2002). *Texas Assessment of Knowledge and Skills (TAKS) Blueprint for Grades 4 and 7 Writing*. Curriculum, Assessment, and Technology. Austin, Texas: Author.

**Districtwide
Performance**

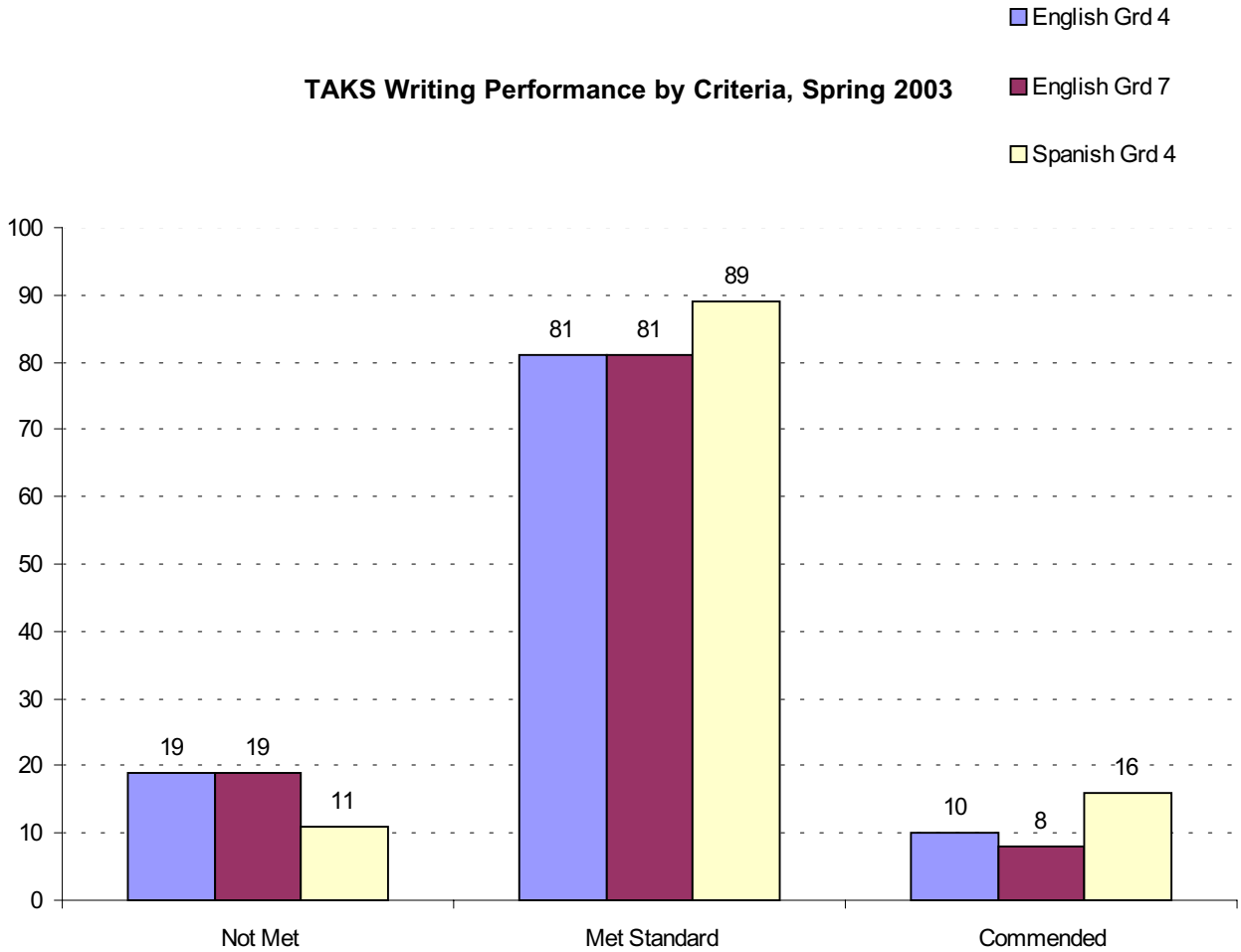


Figure 1: TAKS writing performance percentage of students by test version, grade and criteria.

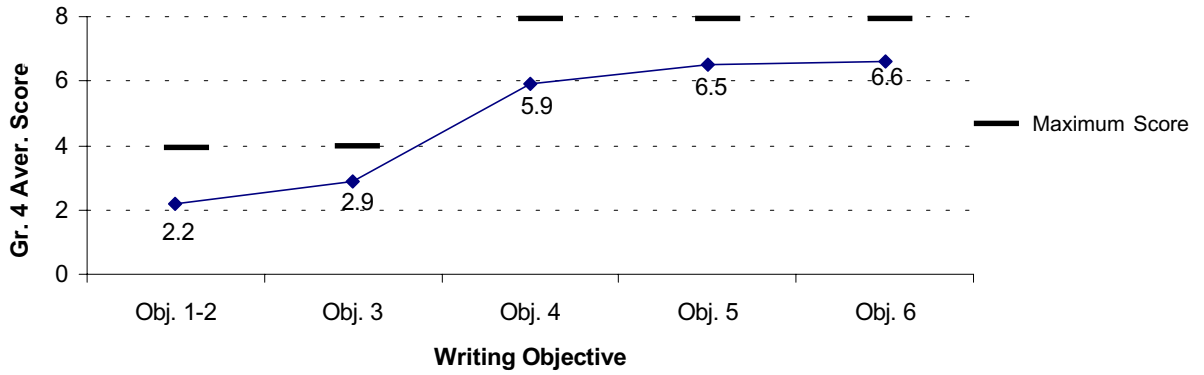


Figure 2: TAKS writing average score by objective, English grade 4.

Note: Minimum of two points required on Objective 1-2 to pass the test.

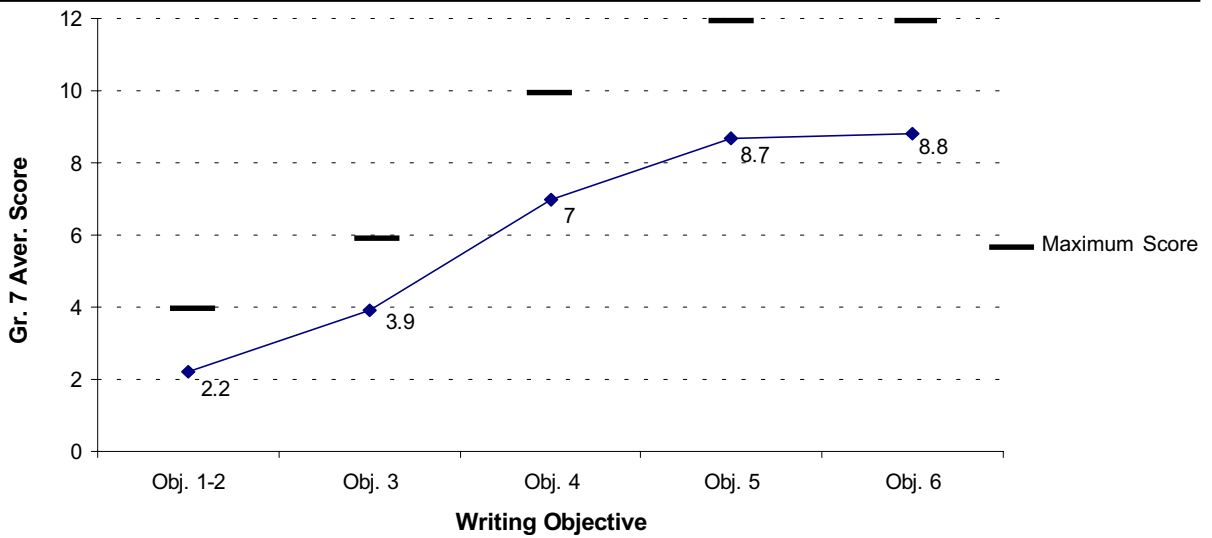


Figure 3: TAKS writing average score by objective, English grade 7.

Note: Minimum of two points required on Objective 1-2 to pass the test.

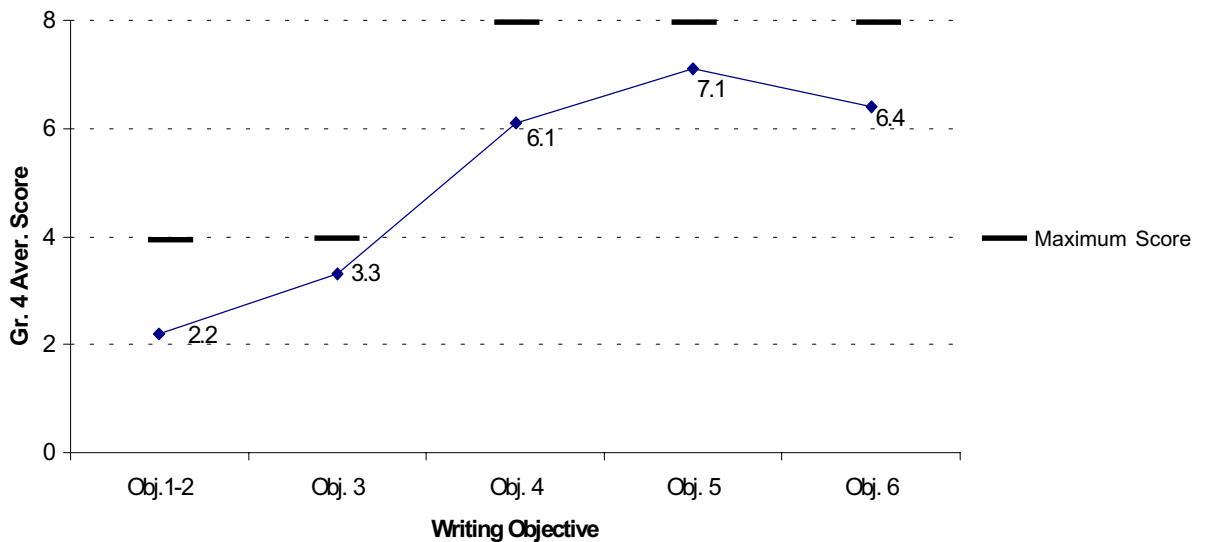


Figure 4: TAKS writing average score by objective, Spanish grade 4.

Note: Minimum of two points required on Objective 1-2 to pass the test.

**Districtwide
TAKS Writing by Objective
Grade 4 English**

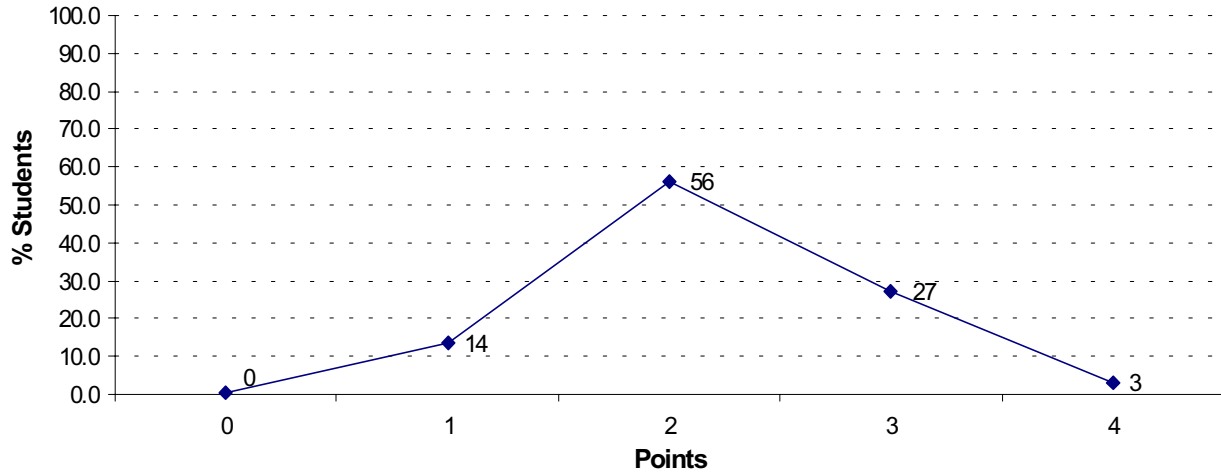


Figure 5: Percentage of students by points made on Obj. 1-2: Written Composition, Gr. 4, Eng. TAKS writing.

Note: Minimum of two points required on Objective 1-2, four points maximum. Average Score 2.2.

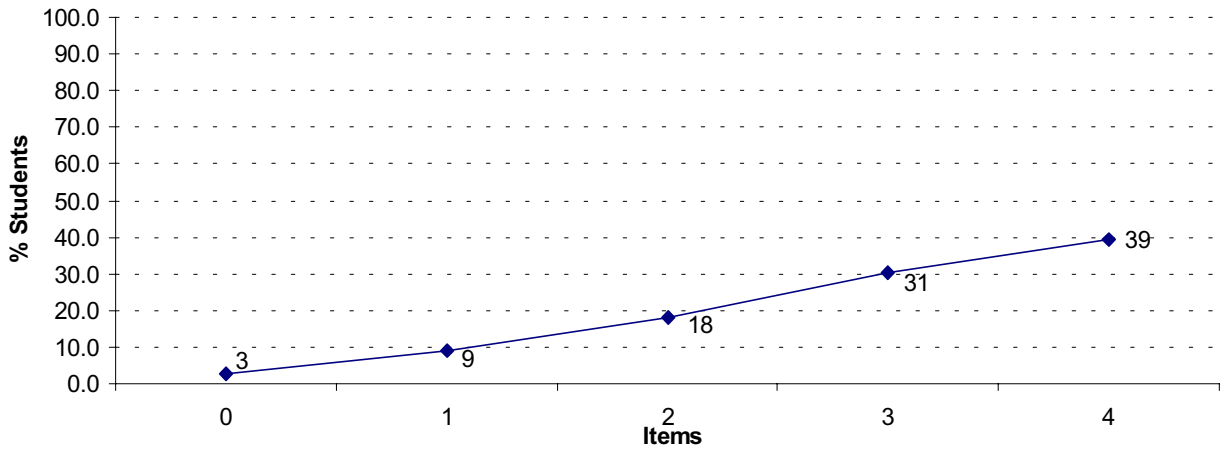


Figure 6: Percentage of students by points made on Obj. 3: Appro. Organization of Ideas, Gr. 4, Eng. TAKS writing.

Note: Four points maximum. Average Score 2.9.

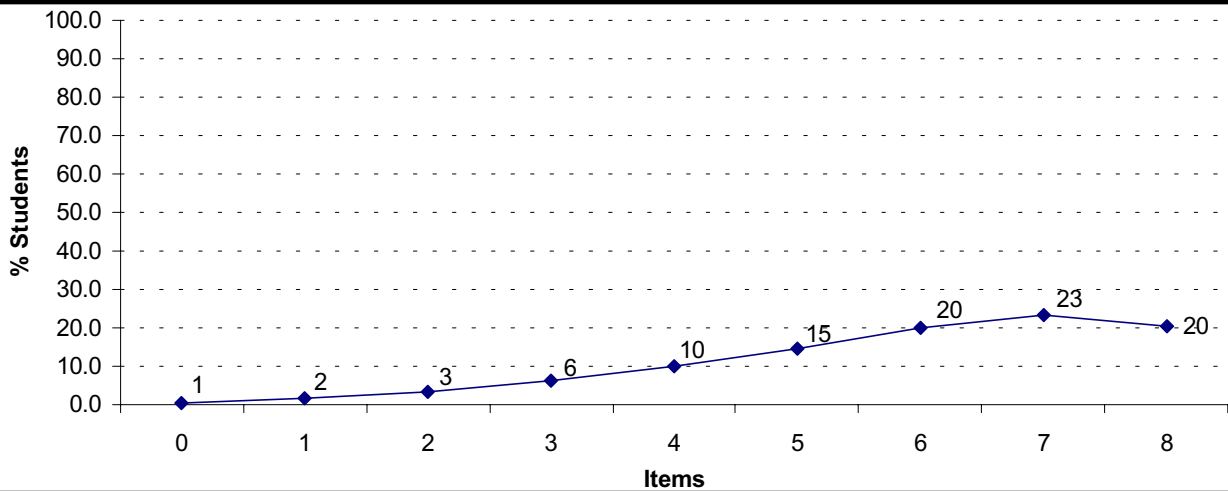


Figure 7: Percentage of students by points made on Obj. 4: Correct/Effective Sentence Construction, Gr. 4, Eng. TAKS writing.

Note: Eight points maximum. Average Score 5.9.

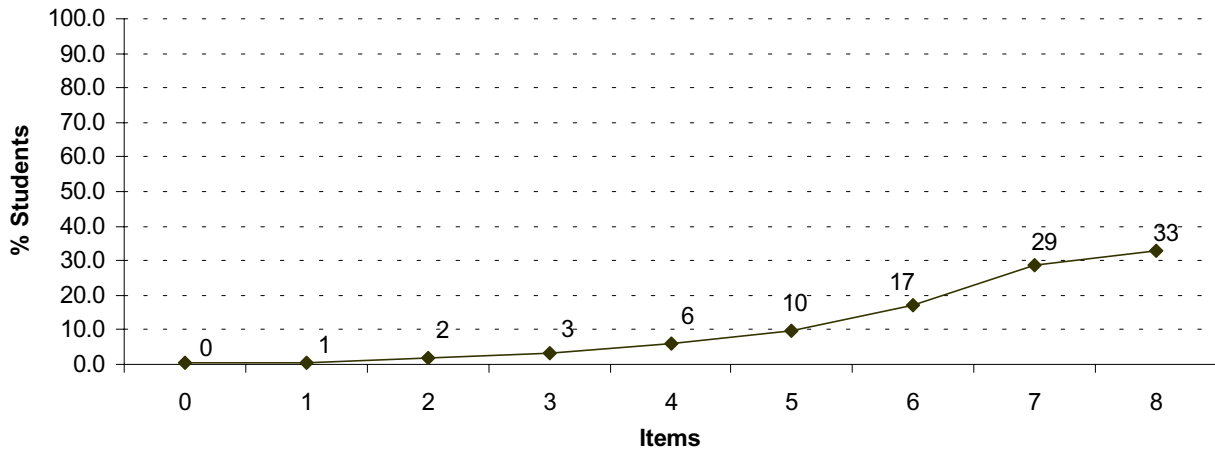


Figure 8: Percentage of students by points made on Obj. 5: Standard Usage/Appropriate Word Choice, Gr. 4, Eng. TAKS writing.

Note: Eight points maximum. Average Score 6.5.

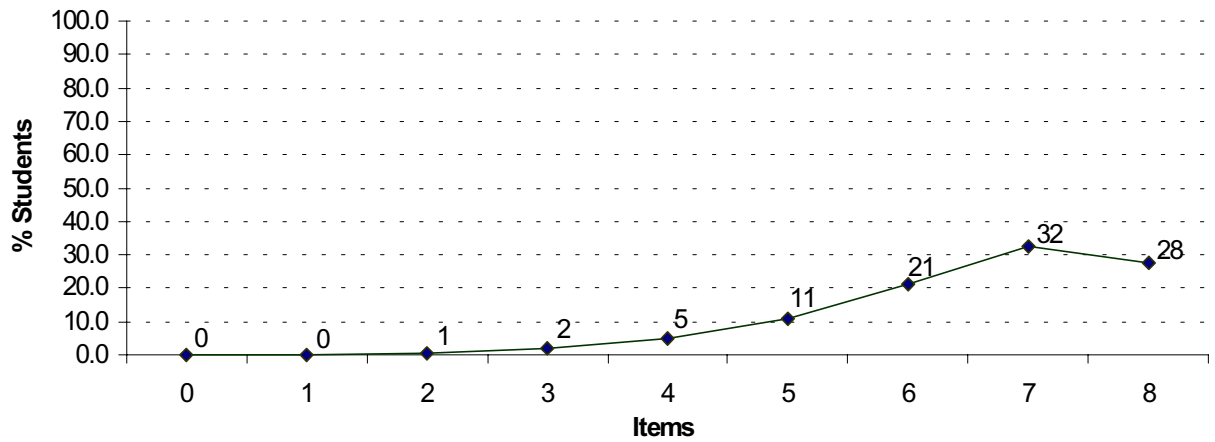


Figure 9: Percentage of students by points made on Obj. 6: Proofreading for Punctuation, Capitalization, and Spelling, Gr. 4, Eng. TAKS writing.

Note: Eight points maximum. Average Score 6.6.

**Districtwide
TAKS Writing by Objective
Grade 4 Spanish**

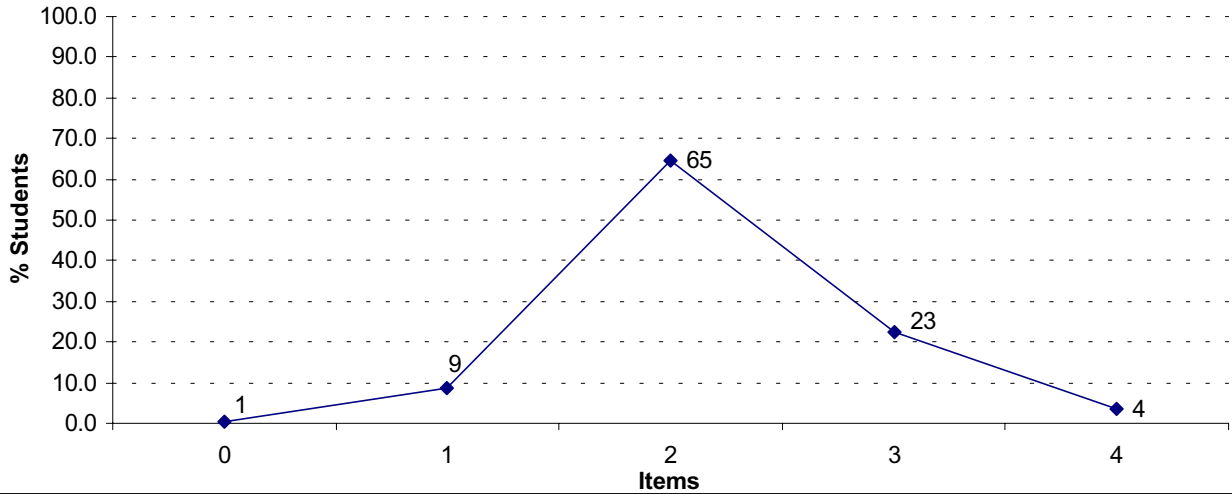


Figure 10: Percentage of students by points made on Obj. 1-2: Written Composition, Gr. 4, Span. TAKS writing.

Note: Minimum of two points required on Objective 1-2, four points maximum. Average Score 2.2.

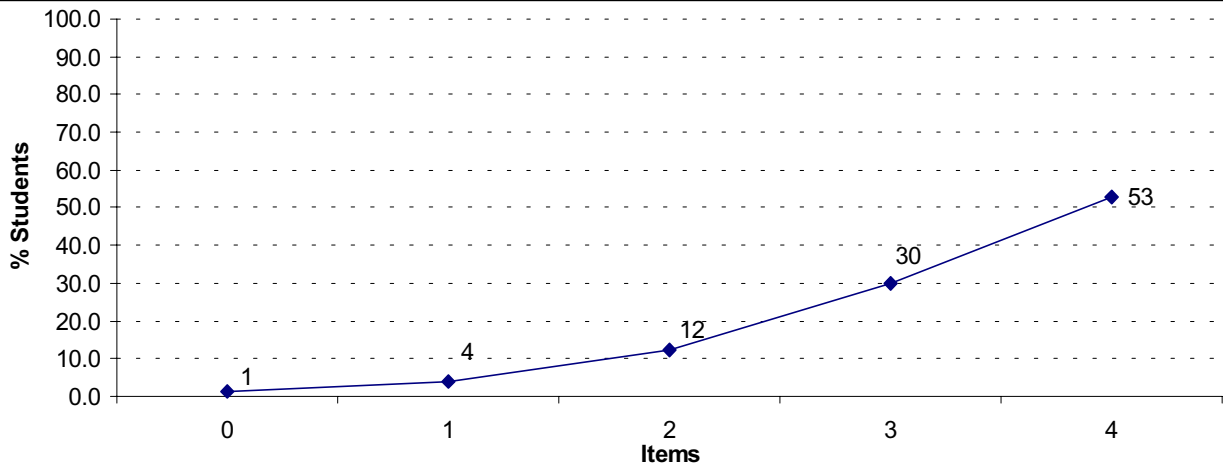


Figure 11: Percentage of students by points made on Obj. 3: Appr. Organization of Ideas, Gr. 4, Span. TAKS writing.

Note: Four points maximum. Average Score 3.3.

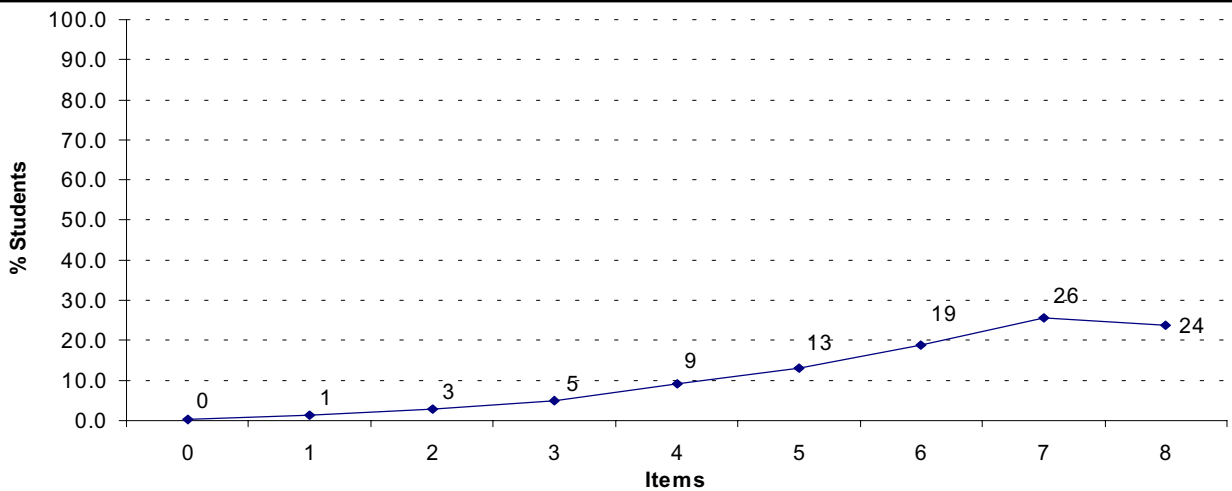


Figure 12: Percentage of students by points made on Obj. 4: Correct/Effective Sentence Construction, Gr. 4, Span. TAKS writing.

Note: Eight points maximum. Average Score 6.1.

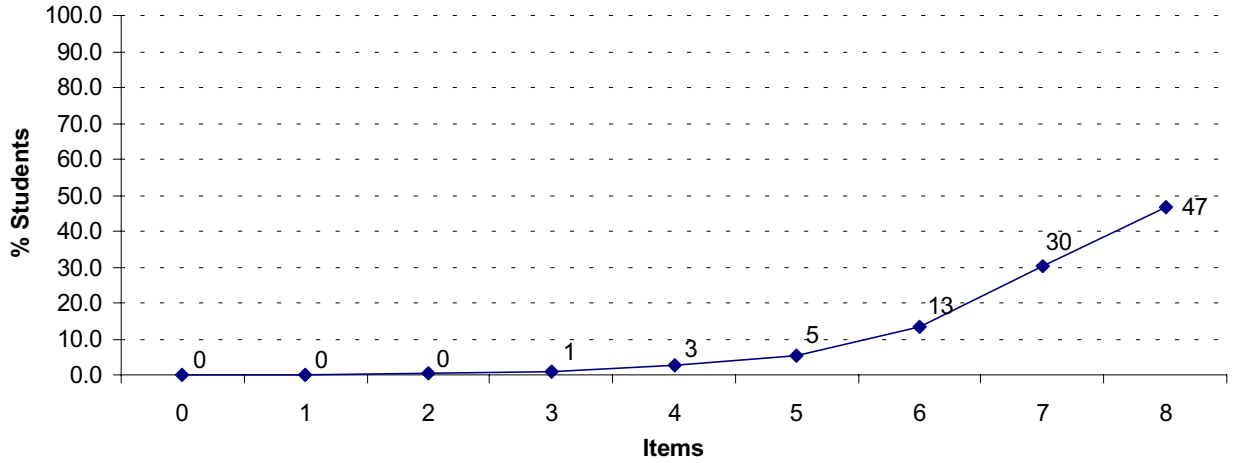


Figure13: Percentage of students by points made on Obj. 5:Standard Usage/Appropriate Word Choice Gr. 4, Span. TAKS writing.

Note: Eight points maximum. Average Score 7.1.

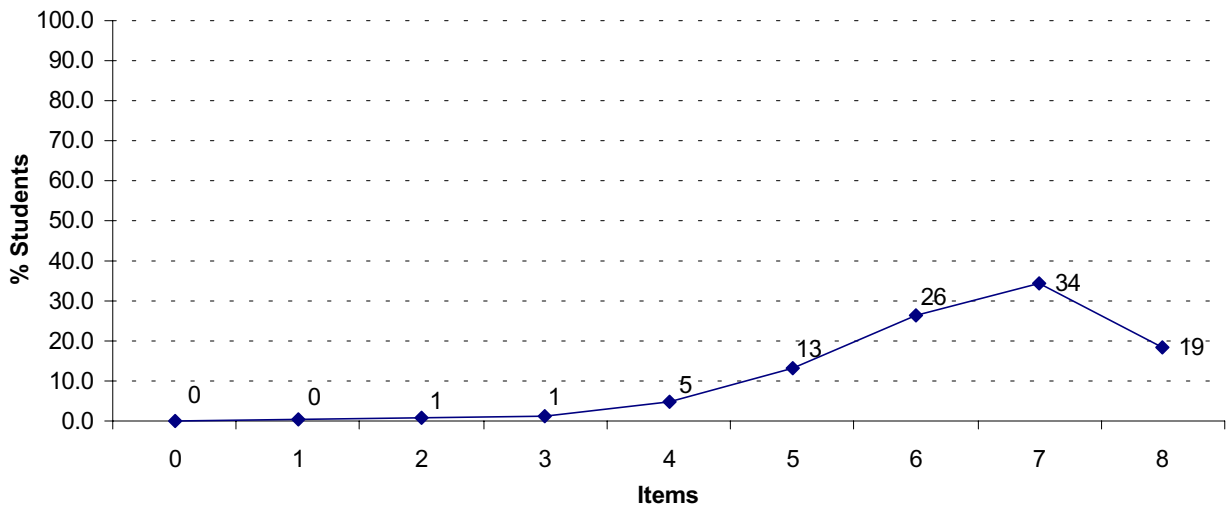


Figure 14: Percentage of students by points made on Obj. 6: Proofreading for Punctuation, Capitalization, and Spelling, Gr. 4, Span. TAKS writing.

Note: Eight points maximum. Average Score 6.4.

**Districtwide
TAKS Writing by Objective
Grade 7 English**

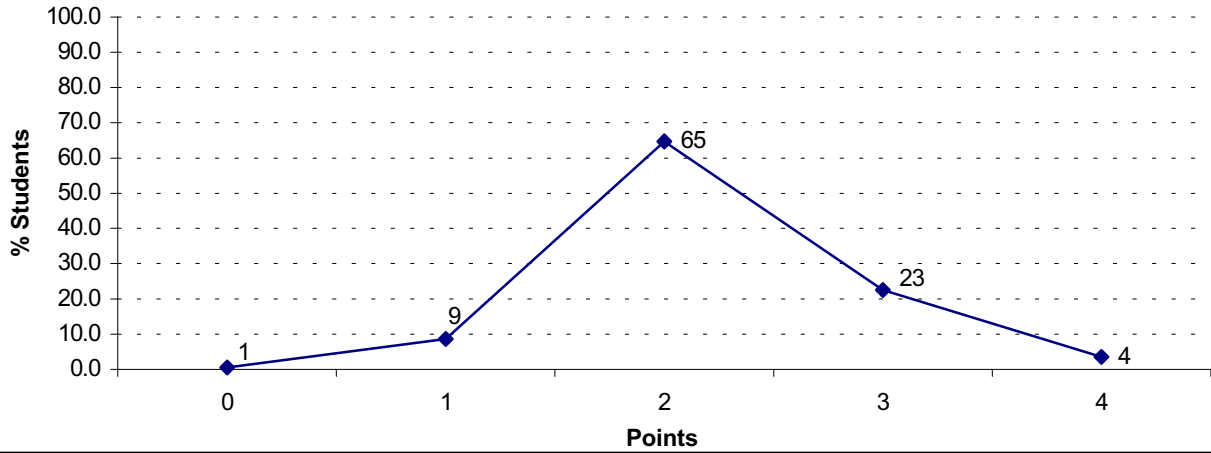


Figure 15: Percentage of students by points made on Obj. 1-2: Written Composition, Gr.7, Eng. TAKS writing.

Note: Minimum of two points required on Objective 1-2, four points maximum. Average Score 2.2.

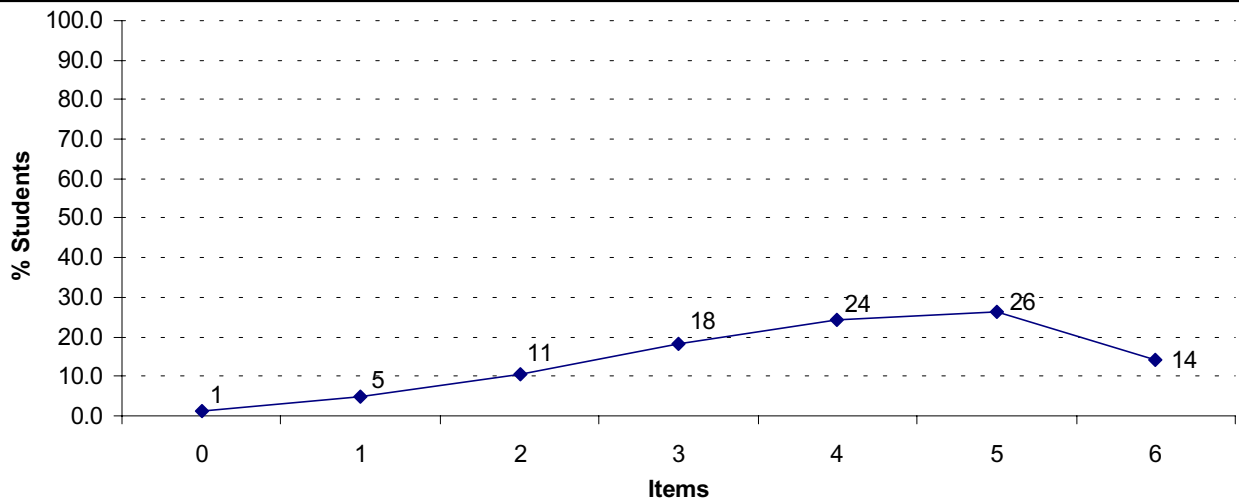


Figure 16: Percentage of students by points made on Obj. 3: Appro. Organization of Ideas, Gr. 7, Eng. TAKS writing.

Note: Six points maximum. Average Score 3.9.

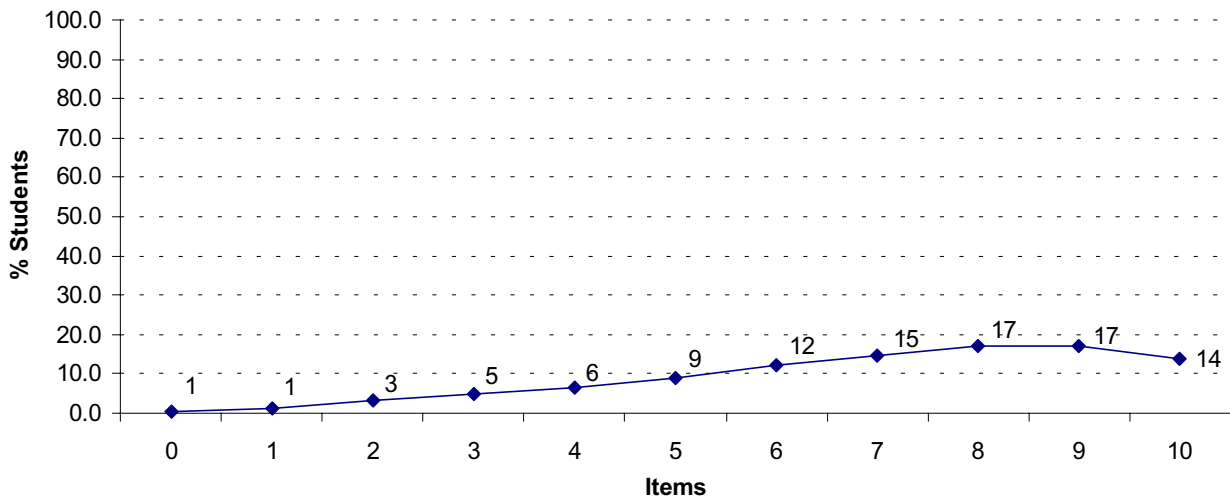


Figure 17: Percentage of students by points made on Obj. 4: Correct/Effective Sent. Construction, Gr. 7, Eng. TAKS writing.

Note: Ten points maximum. Average Score 7.

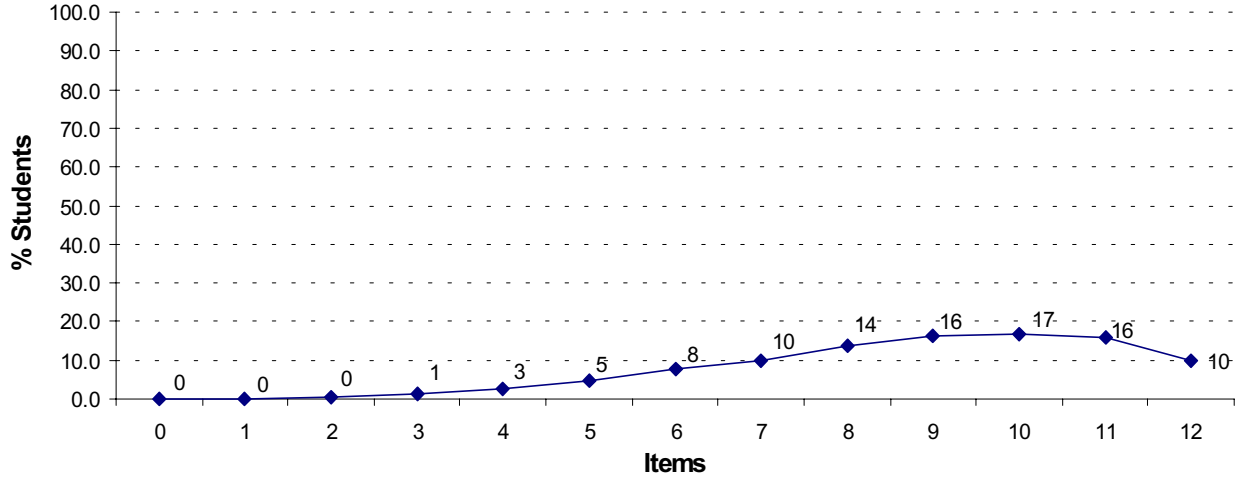


Figure18: Percentage of students by points made on Obj. 5:Standard Usage/Appropriate Word Choice ,Gr. 7, Span. TAKS writing.

Note: Twelve points maximum. Average Score 8.7.

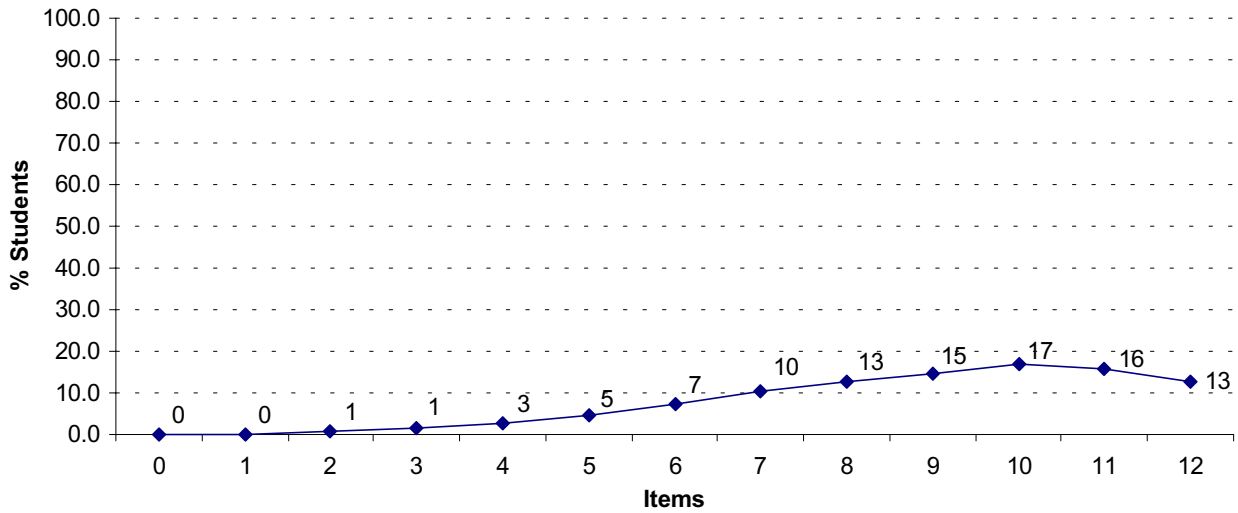


Figure 19: Percentage of students by points made on Obj. 6: Proofreading for Punctuation, Capitalization, and Spelling, Gr.7, Eng. TAKS writing.

Note: Twelve points maximum. Average Score 8.8.

**Administrative District
Performance**

Table 3: Administrative Districts, TAKS Writing English Version Aver. Items Correct by Objective, Grade 4

<u>District Name</u>	<u>% Passing</u>	<u># Tested</u>	<u>Obj. 1-2 (Max. 4)</u>	<u>Obj. 3 (Max. 4)</u>	<u>Obj. 4 (Max. 8)</u>	<u>Obj. 5 (Max. 8)</u>	<u>Obj. 6 (Max. 8)</u>
Acres Homes Coalition	86	245	2.3	3.2	6.4	6.8	7.1
Alternative District	83	254	2.3	3.0	5.9	6.6	6.5
Central District	90	849	2.4	3.4	6.4	7.1	7.0
East District	77	1,059	2.1	2.7	5.5	6.3	6.5
North Central District	81	947	2.1	2.9	5.7	6.5	6.5
North District	87	729	2.3	3.0	5.9	6.8	6.6
Northeast District	72	1,088	2.0	2.7	5.4	6.1	6.3
Northwest District	85	747	2.3	3.0	5.8	6.6	6.5
South District	79	1,650	2.2	2.8	5.8	6.3	6.5
South Central District	81	1,201	2.1	2.9	5.8	6.4	6.5
Southeast District	74	748	2.0	2.7	5.3	6.4	6.2
Southwest District	80	1,035	2.1	2.9	5.8	6.5	6.5
West District	88	1,277	2.4	3.2	6.3	6.8	6.8
West Central District	81	855	2.2	3.2	6.3	6.7	6.7
HISD	81	12,684	2.2	2.9	5.9	6.5	6.6

Table 4: Administrative Districts, TAKS Writing Spanish Version Aver. Items Correct by Objective, Grade 4

<u>District Name</u>	<u>% Passing</u>	<u># Tested</u>	<u>Obj. 1-2 (Max. 4)</u>	<u>Obj. 3 (Max. 4)</u>	<u>Obj. 4 (Max. 8)</u>	<u>Obj. 5 (Max. 8)</u>	<u>Obj. 6 (Max. 8)</u>
Alternative District	*	2	*	*	*	*	*
Central District	96	81	2.3	3.4	6.6	7.0	6.5
East District	94	324	2.3	3.3	6.1	7.1	6.2
North Central District	89	91	2.1	3.3	6.1	7.1	6.2
North District	95	646	2.4	3.5	6.6	7.3	6.6
Northeast District	69	13	1.9	2.6	4.5	6.2	4.6
Northwest District	86	132	2.2	3.1	5.6	6.6	5.9
South District	50	6	1.7	2.3	4.2	6.8	5.2
South Central District	89	327	2.2	3.3	6.2	7.1	6.6
Southeast District	85	388	2.1	3.2	5.7	6.9	6.2
Southwest District	87	197	2.2	3.1	5.7	6.9	6.4
West District	92	179	2.2	3.4	6.2	7.2	6.6
West Central District	81	404	2.0	3.3	5.8	7.0	6.3
HISD	89	2,790	2.2	3.3	6.1	7.1	6.4

Table 5: Administrative Districts, TAKS Writing English Version Aver. Items Correct by Objective, Grade 7

<u>District Name</u>	<u>% Passing</u>	<u># Tested</u>	<u>Obj. 1-2 (Max. 4)</u>	<u>Obj. 3 (Max. 6)</u>	<u>Obj. 4 (Max. 10)</u>	<u>Obj. 5 (Max. 12)</u>	<u>Obj. 6 (Max. 12)</u>
Acres Homes Coalition	88	176	2.1	3.9	6.9	8.6	9.1
Alternative District	87	407	2.4	4.4	7.7	9.4	9.7
Central District	91	599	2.6	4.8	8.4	10.0	10.1
East District	76	975	2.2	3.8	6.5	8.4	8.3
North Central District	81	924	2.2	3.9	7.0	8.8	8.8
North District	75	1,051	2.1	3.8	6.5	8.4	8.3
Northeast District	81	685	2.1	3.7	6.7	8.6	8.7
Northwest District	82	542	2.2	4.1	7.1	8.7	8.9
South District	79	1,106	2.1	3.7	6.6	8.2	8.7
South Central District	75	839	2.1	3.6	6.6	8.2	8.4
Southeast District	76	859	2.1	3.7	6.4	8.4	8.3
Southwest District	80	1,051	2.2	3.9	7.1	8.7	9.0
West District	86	1,315	2.3	4.2	7.3	9.3	9.3
West Central District	83	1,244	2.3	4.1	7.4	9.2	9.2
HISD	81	11,773	2.2	3.9	7.0	8.7	8.8

**Elementary School
Performance**

Table 6: Elementary Schools, Average Items Correct by Objective, TAKS Writing English Version, Grade 4

<u>School Name</u>	<u># Tested</u>	<u>Obj. 1-2 (Max 4)</u>	<u>Obj. 3 (Max. 4)</u>	<u>Obj. 4 (Max. 8)</u>	<u>Obj. 5 (Max. 8)</u>	<u>Obj. 6 (Max 8)</u>
Alcott	63	1.8	2.4	5.2	5.7	6.3
Allen	54	2.1	2.5	5.1	5.8	5.7
Almeda	63	2.3	2.9	6.0	6.8	7.0
Anderson	55	2.3	2.8	6.2	7.0	6.9
Argyle	37	2.1	2.7	5.5	6.0	6.2
Askew	122	2.5	3.5	6.7	7.0	7.0
Atherton	53	2.4	2.8	6.2	6.6	7.0
Banneker-McNair	14	1.7	2.0	4.1	5.4	5.5
Barrick	49	2.2	3.1	6.2	6.8	6.5
Bastian	88	2.4	3.3	6.0	6.9	7.0
Bell	114	2.1	2.8	5.7	6.3	6.1
Bellfort Academy	63	1.9	2.5	5.1	6.0	6.1
Benavidez	33	2.1	2.8	5.8	6.4	6.0
Benbrook	32	2.5	2.8	5.3	6.7	6.3
Berry	22	1.9	2.7	5.0	6.6	6.1
Blackshear	75	2.0	2.9	5.3	6.1	6.5
Bonham	141	2.0	2.8	5.6	6.3	6.6
Bonner	57	2.0	2.9	5.3	6.8	6.6
Bowie	46	2.3	2.8	4.8	6.4	6.4
Braeburn	20	1.5	2.3	4.3	6.0	6.3
Briargrove	130	3.1	3.6	6.8	7.3	7.3
Briscoe	31	2.2	3.4	6.2	7.3	6.8
Brock	21	2.5	3.2	6.6	7.2	7.0
Brookline	63	2.5	3.1	6.0	6.9	6.5
Browning	60	2.3	2.9	6.3	6.8	6.8
Bruce	52	1.7	2.8	5.6	6.0	6.4
Burbank	66	2.2	3.1	6.3	6.8	6.8
Burnet	78	2.2	3.0	6.0	6.6	6.8
Burrus	48	2.0	2.7	5.7	6.3	6.4
Bush	122	3.0	3.7	6.9	7.5	7.3
Cage	63	2.4	3.0	5.8	6.9	6.7
Carrillo	91	2.2	2.9	5.6	6.6	6.6
Chatham	21	2.0	3.4	6.3	7.1	6.8
Clinton Park	15	1.8	2.6	4.6	5.3	6.1
Codwell	107	2.6	3.4	6.8	6.9	7.0
Community Services	1	*	*	*	*	*
Concord	30	2.0	2.5	5.3	5.1	6.3
Condit	111	2.4	3.7	6.9	7.3	7.2
Coop	78	2.2	2.9	6.0	6.6	6.7
Cornelius	71	2.4	3.4	6.8	7.0	7.0
Crawford	32	1.8	2.1	4.5	4.8	5.4
Crespo	48	2.2	2.8	5.5	6.7	6.4
Crockett El	38	2.2	2.7	5.4	6.3	6.3
Cunningham	20	1.5	2.6	5.1	5.6	6.3
Davila	69	2.2	2.8	5.6	6.3	6.2
De Chaumes	37	2.2	3.2	5.8	7.2	6.5
De Zavala	100	2.1	2.9	6.0	6.3	6.8
Diversity, Roots, & Wings	7	1.6	2.0	4.6	5.0	4.1
Dodson	47	2.2	3.0	6.1	7.0	7.0
Dogan	23	2.0	2.3	5.1	6.0	5.7
Douglass	47	1.9	2.4	5.1	5.7	5.9
Durham	55	2.5	3.1	6.0	6.8	6.8
Durkee	95	2.4	3.0	5.9	7.0	6.6
Easter	30	1.6	3.3	6.8	6.8	7.0

Table 6: Elementary Schools, Average Items Correct by Objective, TAKS Writing English Version, Grade 4, Cont'd

<u>School Name</u>	<u># Tested</u>	<u>Obj. 1-2 (Max. 4)</u>	<u>Obj. 3 (Max. 4)</u>	<u>Obj. 4 (Max. 8)</u>	<u>Obj. 5 (Max. 8)</u>	<u>Obj 6 (Max. 8)</u>
Eighth Avenue	34	2.2	2.2	5.2	5.5	5.8
Eliot	91	1.9	2.5	5.1	5.8	6.3
Elrod	68	2.0	2.7	5.8	6.3	6.3
Emerson	53	1.9	3.1	5.7	6.2	6.2
Energized for Excellence MS	75	2.0	2.4	4.9	6.0	5.7
Fairchild	74	2.3	2.6	5.3	6.0	6.7
Field	57	1.8	2.4	4.9	5.9	6.1
Foerster	102	1.8	2.5	5.1	5.6	6.3
Fondren	50	2.0	2.8	5.7	6.3	6.6
Foster	69	2.2	3.1	6.7	7.0	7.1
Franklin	94	1.8	2.1	4.4	5.0	5.4
Frost	130	2.1	3.1	6.3	6.6	6.8
Gallegos	98	1.9	2.4	5.0	5.4	5.6
Garcia	79	2.0	3.1	5.8	6.7	6.6
Garden Oaks	46	2.3	3.2	5.8	6.6	6.4
Garden Villas	153	1.9	2.7	5.4	6.3	6.0
Golfcrest	33	2.1	2.9	5.8	6.5	6.1
Gordon	65	1.7	2.6	5.7	5.8	6.4
Gregg	38	1.7	2.5	4.9	5.6	5.7
Grimes	61	2.0	2.9	5.7	6.1	6.5
Grissom	113	2.0	2.9	6.1	6.4	6.7
Gross	90	2.2	2.7	5.4	6.4	6.3
Harris, J. R.	72	2.3	2.8	5.9	6.5	6.5
Harris, R. P.	62	2.4	2.9	6.0	6.7	6.8
Hartsfield	53	1.9	2.8	5.3	6.0	6.8
Harvard	73	2.6	3.4	6.4	6.9	6.9
Helms CLC	18	2.0	2.8	4.7	5.8	5.9
Henderson, J. P.	56	2.3	2.8	5.6	7.0	6.8
Henderson, N. Q.	63	1.7	2.2	5.1	5.5	5.9
Herod	92	2.6	3.6	6.9	7.2	7.2
Herrera	63	2.3	3.1	6.2	7.1	7.0
Highland Heights	61	1.8	2.7	5.5	6.0	6.8
Hobby	134	2.1	2.4	4.9	5.8	6.1
Hohl	68	2.2	2.8	5.7	6.3	6.2
Holden	17	2.1	2.8	6.1	6.5	6.4
Horn	76	2.4	3.7	6.9	7.3	6.7
Houston Gardens	57	1.8	2.4	4.7	5.8	5.9
Isaacs	46	2.2	2.4	5.0	5.5	6.2
Janowski	33	2.0	2.3	4.5	5.7	5.4
Jefferson	98	2.3	2.7	5.7	6.3	6.4
Jones, A.	42	2.5	2.8	5.8	6.3	6.6
Jones, J. W.	49	1.7	2.5	4.7	5.5	5.6
Kandy Stripe Academy	16	2.5	3.2	5.9	7.1	7.0
Kashmere Gardens	58	1.9	2.7	5.5	6.2	6.4
Kelso	77	2.2	2.7	5.9	6.2	6.1
Kennedy	80	2.1	2.8	5.5	6.3	6.6
Ketelsen	69	2.0	2.7	5.4	6.3	6.3
Kolter	72	2.6	3.6	7.3	7.5	7.3
Lantrip	67	2.6	2.9	6.1	6.8	6.7
Law	82	2.0	2.7	5.7	6.3	6.4
Lockhart	64	2.3	3.1	6.3	6.8	6.9
Longfellow	108	2.2	3.3	6.6	7.1	6.9
Looscan	48	2.0	2.9	5.6	6.8	7.0
Love	45	1.8	2.7	5.3	6.2	6.1

Table 6: Elementary Schools, Average Items Correct by Objective, TAKS Writing English Version, Grade 4, Cont'd

<u>School Name</u>	<u># Tested</u>	<u>Obj. 1-2 (Max. 4)</u>	<u>Obj. 3 (Max. 4)</u>	<u>Obj. 4 (Max. 8)</u>	<u>Obj. 5 (Max. 8)</u>	<u>Obj. 6 (Max. 8)</u>
Lovett	106	2.4	3.4	6.7	7.1	7.0
Lyons	79	2.7	3.3	6.8	7.2	7.2
MacArthur	36	2.2	3.0	6.1	6.9	6.9
MacGregor	56	2.4	3.3	6.5	6.8	7.1
Mading	105	2.6	3.2	6.7	7.0	6.8
Martinez, C.	58	1.9	2.9	5.8	6.7	6.6
Martinez, R.	84	1.9	2.9	5.8	6.8	6.8
McDade	64	1.9	2.7	5.1	5.7	6.2
McNamara	114	2.0	2.8	5.9	6.1	6.5
Memorial	25	2.4	2.8	6.5	6.8	6.6
Milam	20	1.8	2.8	4.6	5.8	6.0
Milne	121	1.7	2.7	5.4	6.0	6.3
Mitchell	114	2.1	2.7	5.4	5.7	6.1
Montgomery	110	2.1	2.7	5.8	6.1	6.4
Neff	88	2.5	3.1	6.2	6.8	7.0
Northline	38	2.0	2.8	5.5	6.9	6.7
Oak Forest	121	2.5	3.5	6.4	7.2	6.9
Oates	28	2.4	3.1	6.0	6.9	6.9
Osborne	66	2.3	2.4	5.2	6.0	6.4
Park Place	138	1.8	2.6	5.1	6.0	6.1
Parker	123	2.3	3.5	6.5	7.2	7.1
Patterson	131	2.1	2.9	5.5	6.7	6.3
Peck	40	2.0	2.4	6.0	5.7	6.1
Petersen	87	2.1	2.6	5.3	5.7	5.9
Pilgrim	36	2.7	2.9	6.2	7.0	6.6
Piney Point	65	2.2	3.1	5.7	6.7	6.5
Pleasantville	47	2.0	2.7	5.4	6.4	6.7
Poe	100	2.3	3.5	6.6	7.1	7.1
Port Houston	9	2.1	2.6	5.6	6.9	6.2
Pugh	30	2.0	2.7	5.5	6.4	6.6
Red	78	2.3	2.8	5.6	6.5	6.4
Reynolds	57	2.5	3.0	6.3	6.6	6.9
Rhoads	79	1.7	2.4	4.9	5.2	5.6
River Oaks	92	2.6	3.7	7.3	7.5	7.2
Roberts	97	2.4	3.7	6.8	7.3	7.5
Robinson	48	2.0	2.7	5.1	6.7	6.5
Rodriguez	36	2.2	3.0	5.6	6.3	6.3
Rogers, W.	97	2.3	3.4	5.9	7.2	7.1
Roosevelt	42	2.5	3.2	6.2	6.8	6.6
Ross	73	2.1	2.7	5.6	5.8	6.3
Rucker	69	2.2	2.8	5.4	7.0	6.1
Rusk	41	2.1	2.8	5.5	6.3	6.5
Ryan	48	1.8	2.6	5.0	5.6	6.0
Sanchez	61	1.6	2.0	4.6	5.4	6.0
Sanderson	33	2.1	3.2	6.8	7.4	7.3
Sands Point	18	1.9	3.2	5.7	6.1	6.2
Scarborough	48	2.1	2.9	5.3	6.5	6.5
School at Post Oak	18	2.8	3.3	6.4	6.8	6.8
Scott	42	1.8	2.6	5.6	6.5	6.1
Scroggins	74	2.1	3.0	5.9	6.7	6.4
Seguin	62	2.1	3.0	5.7	6.4	6.5
Shadowbriar	138	2.4	3.3	6.3	7.0	6.7
Shearn	53	1.8	2.4	5.8	5.8	6.2
Sherman	58	1.8	2.8	5.9	6.5	6.7

Table 6: Elementary Schools, Average Items Correct by Objective, TAKS Writing English Version, Grade 4, Cont'd

<u>School Name</u>	<u># Tested</u>	<u>Obj. 1-2 (Max. 4)</u>	<u>Obj. 3 (Max. 4)</u>	<u>Obj. 4 (Max. 8)</u>	<u>Obj. 5 (Max. 8)</u>	<u>Obj. 6 (Max. 8)</u>
Sinclair	80	2.4	3.3	6.3	7.0	6.7
Smith, K.	70	2.0	2.9	5.5	6.3	6.4
Southmayd	40	2.2	2.7	5.6	6.5	6.5
Stevens	41	2.7	3.1	6.3	7.1	7.0
Stevenson	42	2.0	3.2	5.7	6.4	6.3
Sugar Grove	18	2.9	3.3	6.5	7.0	6.4
Sutton	135	2.1	2.7	5.6	6.1	6.4
Thompson	84	2.5	3.0	5.9	6.7	6.8
Tijerina	64	1.8	2.7	5.6	6.5	6.5
Tinsley	80	2.1	2.9	5.9	6.4	6.3
Travis	87	2.6	3.7	6.7	7.4	7.2
TSU/HISD Lab	13	1.8	2.8	5.8	5.3	6.8
Turner	41	2.1	3.1	6.1	6.4	6.6
Twain	95	2.5	3.5	6.8	7.3	7.2
Valley West	27	2.2	2.8	5.7	6.7	6.1
Wainwright	83	1.9	2.7	5.4	6.0	6.0
Walnut Bend	95	1.9	2.9	5.7	6.0	6.3
Wesley	118	2.5	3.8	7.6	7.7	7.6
West University	154	2.7	3.8	7.1	7.4	7.3
Wharton	18	2.3	2.9	6.1	6.7	7.0
Whidby	72	2.2	3.0	5.7	6.1	6.4
White	105	2.7	3.5	7.0	7.1	7.3
Whittier	67	1.7	2.7	5.5	6.4	6.3
Wilson	43	2.5	3.3	6.2	7.2	6.7
Windsor Village	141	2.4	2.9	6.1	6.5	6.8
Young	60	1.7	2.9	5.7	6.1	6.3
HISD	12,374	2.2	2.9	5.9	6.5	6.6

Table 7: Elementary School Level, TAKS Writing Span. Version, Average Items Correct by Objective, Grade 4

<u>School Name</u>	<u># Tested</u>	<u>Obj. 1-2 (Max 4)</u>	<u>Obj. 3 (Max. 4)</u>	<u>Obj. 4 (Max. 8)</u>	<u>Obj. 5 (Max. 8)</u>	<u>Obj. 6 (Max 8)</u>
Anderson	67	1.9	3.1	5.2	6.8	6.2
Askew	5	1.6	3.4	6.2	7.0	6.8
Barrick	69	2.9	3.7	7.2	7.4	7.1
Bell	2	*	*	*	*	*
Belfort Academy	75	2.2	3.1	5.5	7.1	6.5
Benavidez	78	2.3	3.4	5.7	6.9	6.5
Benbrook	43	2.3	3.0	5.6	6.4	6.3
Berry	63	2.4	3.5	6.5	7.2	6.6
Bonham	2	*	*	*	*	*
Bonner	69	2.3	3.6	6.6	7.3	6.5
Braeburn	106	1.9	3.1	5.6	7.0	6.1
Briscoe	38	2.2	3.6	6.1	7.0	6.1
Brookline	92	2.3	3.2	6.5	7.0	6.8
Browning	4	*	*	*	*	*
Bruce	1	*	*	*	*	*
Burbank	43	2.3	3.7	6.3	7.3	7.0
Burnet	25	1.9	2.6	5.0	6.7	5.3
Cage	37	2.4	3.3	6.2	7.3	6.4
Carrillo	8	2.1	3.4	6.9	7.5	5.5
Community Services	2	*	*	*	*	*
Coop	39	2.6	3.6	6.8	7.5	6.8
Cornelius	47	2.4	3.5	6.4	7.1	6.7
Crawford	2	*	*	*	*	*
Crespo	103	2.0	3.2	5.6	6.7	6.1
Crockett	7	2.0	3.4	5.7	6.1	5.7
Cunningham	90	1.7	3.2	5.9	7.2	6.4
Davila	30	1.9	2.8	4.5	6.5	5.8
De Chaumes	54	2.1	3.1	6.0	6.9	6.1
De Zavala	2	*	*	*	*	*
Durkee	43	2.3	3.3	6.0	7.2	6.0
Eliot	6	2.0	3.0	5.3	6.2	4.3
Elrod	43	2.1	3.2	6.1	6.9	6.4
Emerson	58	2.1	3.4	6.0	7.2	6.4
Foerster	2	*	*	*	*	*
Franklin	5	2.0	3.2	6.2	7.6	5.6
Gallegos	2	*	*	*	*	*
Garcia	39	2.8	3.5	6.9	7.3	6.9
Garden Oaks	19	1.8	3.1	5.6	7.1	5.8
Garden Villas	2	*	*	*	*	*
Golfcrest	80	2.2	3.2	5.7	7.0	6.6
Gordon	8	1.9	3.6	7.1	7.5	6.4
Gregg	40	2.0	3.4	6.3	6.9	6.9
Grissom	2	*	*	*	*	*
Harris, J. R.	25	1.9	2.9	5.4	5.8	5.9
Harris, R. P.	26	2.2	3.5	6.1	7.6	6.5
Harvard	2	*	*	*	*	*
Helms C.L.C.	38	2.2	3.4	6.6	7.4	6.5
Henderson, J. P.	44	3.0	3.5	6.7	7.3	6.8
Herod	17	1.9	3.5	6.8	7.2	7.3
Herrera	55	2.1	3.7	6.7	7.6	7.2
Hohl	2	*	*	*	*	*
Holden	18	2.1	3.3	5.5	7.0	5.4
Janowski	46	1.8	3.0	5.5	6.9	5.8
Jefferson	4	*	*	*	*	*

Table 7: Elementary School Level, TAKS Writing Spanish Version, Average Items Correct by Objective, Grade 4 (Cont'd)

<u>School Name</u>	<u># Tested</u>	<u>Obj. 1-2 (Max 4)</u>	<u>Obj. 3 (Max. 4)</u>	<u>Obj. 4 (Max. 8)</u>	<u>Obj. 5 (Max. 8)</u>	<u>Obj. 6 (Max 8)</u>
Jones, A.	1	*	*	*	*	*
Jones, J. W.	8	1.9	3.4	5.4	6.8	5.1
Ketelsen	9	2.4	3.4	6.1	7.4	5.3
Lantrip	56	2.2	3.2	5.9	6.9	6.2
Looscan	2	*	*	*	*	*
Lyons	54	2.5	3.5	6.9	7.3	6.8
MacArthur	17	1.9	3.5	6.3	7.5	6.5
MacGregor	14	2.5	3.6	7.4	7.6	7.1
Martinez, C.	4	*	*	*	*	*
McNamara	6	2.0	2.3	5.7	6.7	6.3
Memorial	2	*	*	*	*	*
Milam	3	*	*	*	*	*
Mitchell	2	*	*	*	*	*
Neff	23	2.0	3.7	6.9	7.5	7.3
Northline	76	2.3	3.3	6.9	7.4	6.2
Oates	21	3.0	3.8	7.3	7.7	7.1
Park Place	1	*	*	*	*	*
Patterson	2	*	*	*	*	*
Petersen	2	*	*	*	*	*
Pilgrim	32	2.3	3.8	7.0	7.6	7.0
Piney Point	18	2.3	3.1	6.1	6.9	5.9
Poe	11	2.7	3.3	6.3	7.4	7.0
Port Houston	18	2.5	3.4	5.5	6.8	6.2
Robinson	19	2.2	3.2	6.1	7.2	6.0
Rodriguez	101	2.3	3.5	5.7	7.1	6.3
Rogers, W.	5	2.0	3.6	7.4	7.4	7.8
Roosevelt	19	2.2	3.5	7.2	7.6	6.8
Rucker	36	2.1	3.2	6.1	7.3	6.3
Rusk	1	*	*	*	*	*
Sanchez	2	*	*	*	*	*
Sands Point	23	2.2	3.3	5.7	7.3	6.5
Scarborough	46	2.2	3.4	6.3	7.3	6.4
Scroggins	3	*	*	*	*	*
Seguin	49	2.1	3.1	6.2	7.1	6.2
Shadowbriar	10	2.6	3.7	5.7	6.8	6.6
Shearn	2	*	*	*	*	*
Sherman	13	2.2	3.5	6.7	7.3	7.2
Smith, K.	7	2.4	3.6	7.1	6.7	6.7
Southmayd	45	2.0	3.0	5.3	6.8	6.0
Stevens	43	2.4	2.9	5.4	6.5	5.8
Stevenson	3	*	*	*	*	*
Sugar Grove	41	2.4	3.0	6.1	7.1	6.4
Sutton	2	*	*	*	*	*
Tijerina	21	1.8	2.9	5.8	7.1	5.5
Tinsley	42	2.3	3.2	5.7	7.1	6.5
Twain	5	2.4	3.8	6.6	7.0	6.8
Walnut Bend	2	*	*	*	*	*
Wharton	20	2.1	3.5	6.5	6.4	6.3
Whittier	1	*	*	*	*	*
Wilson	18	2.2	3.1	6.4	7.1	6.1
HISD	2790	2.2	3.3	6.1	7.1	6.4

**Middle School
Performance**

Table 8: Middle School Level, TAKS Writing English Version, Average Items Correct by Objective, Grade 7

<u>School Name</u>	<u># Tested</u>	<u>Obj. 1-2 (Max 4)</u>	<u>Obj. 3 (Max. 6)</u>	<u>Obj. 4 (Max. 10)</u>	<u>Obj. 5 (Max. 12)</u>	<u>Obj. 6 (Max 12)</u>
Accelerated Learning & Transition Ac.	4	*	*	*	*	*
Attucks	241	2.2	3.7	6.7	8.2	8.6
Black	220	2.1	3.7	6.4	7.8	7.9
Burbank	373	2.2	4.1	7.0	9.1	9.0
Clifton	322	2.3	4.3	7.6	9.2	9.5
Community Services	4	*	*	*	*	*
Cullen	166	2.0	3.3	6.0	7.8	8.2
Deady	297	2.1	3.6	6.3	8.6	8.3
Dominion Academy	46	2.1	4.0	6.4	7.9	8.6
Dowling	446	2.1	3.9	6.7	8.6	8.9
Edison	331	2.1	3.8	6.4	8.0	7.9
Energized for Excellence	37	2.1	3.6	6.5	8.5	8.7
Fleming	184	2.0	3.4	6.4	8.1	8.4
Fondren	295	2.1	3.4	6.3	7.8	8.1
Fonville	341	2.1	3.6	6.0	7.6	7.7
Grady	169	2.2	4.3	7.4	9.5	9.2
Hamilton	395	2.3	4.3	7.5	9.3	9.2
Hartman	434	2.1	3.8	6.9	8.5	8.6
Henry	337	2.2	3.7	6.5	8.4	8.0
Hogg	240	2.3	3.9	7.2	8.8	8.9
Holland	235	2.3	3.5	6.4	8.2	8.5
Jackson	364	2.2	3.9	6.5	8.7	8.4
Johnston	392	2.5	4.5	8.1	9.8	10.0
Kaleidoscope/Caleidoscopio	30	2.2	4.6	8.3	10.1	9.7
Kandy Stripe Academy	16	2.1	4.1	6.9	8.8	8.8
Key	216	2.2	3.9	6.9	8.7	9.1
Lanier	463	2.8	5.0	8.7	10.4	10.4
Long	434	2.1	3.4	6.2	8.3	8.0
Marshall	289	2.1	3.5	6.2	8.1	8.1
McReynolds	201	2.2	3.9	6.8	9.1	8.9
Ortiz	220	2.1	3.5	6.1	7.7	8.1
Pershing	561	2.5	4.5	8.0	9.7	9.8
Pin Oak	219	2.4	4.3	7.8	9.4	9.6
Project Chrysalis	45	2.1	4.8	7.7	10.1	10.0
Pro-Vision Charter	27	2.1	3.1	5.5	7.6	7.0
Revere	326	2.4	4.0	7.4	9.2	9.4
Ryan	239	2.1	3.6	6.5	7.9	8.3
Sharpstown	399	2.2	3.8	6.7	8.8	8.7
SOAR Center	1	*	*	*	*	*
Stevenson	342	2.1	3.9	6.8	8.5	8.6
Thomas	189	2.0	3.3	6.5	7.8	8.6
WALIPP Academy	14	2.2	3.5	7.2	8.7	10.0
Welch	364	2.1	3.7	6.6	8.2	8.7
West Briar	401	2.4	4.6	7.9	9.8	9.9
Williams	176	2.1	3.9	6.9	8.6	9.1
HISD	11,045	2.2	3.9	6.9	8.7	8.8

**Multi-Level School
Performance**

Table 9. Multi-Level Schools, Average Items Correct by Objective on TAKS Writing English Version, Grade 4

<u>School Name</u>	<u># Tested</u>	<u>Obj. 1-2 (Max 4)</u>	<u>Obj. 3 (Max. 4)</u>	<u>Obj. 4 (Max. 8)</u>	<u>Obj. 5 (Max. 8)</u>	<u>Obj. 6 (Max 8)</u>
Briarmeadow Charter	32	2.1	2.9	6.1	6.7	6.4
Gregory-Lincoln	48	1.7	2.0	3.8	5.6	5.8
Smith, E.O.	44	2.1	2.0	4.8	4.9	5.5
Rice /La Escuela Rice	100	2.4	3.3	6.2	6.9	6.8
T. H. Rogers	41	3.0	3.8	7.5	7.4	7.7
Smith, E.O.	44	2.1	2.0	4.8	4.9	5.5
Woodson	45	1.9	2.4	4.5	5.8	6.5
HISD	310	2.2	2.8	5.5	6.3	6.5

Table 10. Multi-Level Schools, Average Items Correct by Objective on TAKS Writing English Version, Grade 7

<u>School Name</u>	<u># Tested</u>	<u>Obj. 1-2 (Max 4)</u>	<u>Obj. 3 (Max. 6)</u>	<u>Obj. 4 (Max. 10)</u>	<u>Obj. 5 (Max. 12)</u>	<u>Obj. 6 (Max 12)</u>
Briarmeadow Charter	20	2.1	3.9	6.9	8.2	8.6
Contemporary Learning Center	8	1.6	3.1	5.1	6.8	7.5
Gregory-Lincoln	136	2.0	4.1	7.2	8.7	9.0
Kay On-Going	5	2.2	4.2	7.6	9.0	11.0
Rice /La Escuela Rice	151	2.5	4.7	8.1	9.7	10.0
T. H. Rogers	94	3.0	5.4	9.6	11.4	11.3
Smith, E.O.	84	2.1	3.4	6.4	7.9	8.1
Woodson	230	2.1	3.7	6.5	8.0	8.6
HISD	728	2.3	4.2	7.3	8.9	9.3

