

# Three-Grade Level TEKS and TAKS Alignment Documents

## INTRODUCTION

### Purpose of the Three-Grade Level Alignment Documents

Classroom teachers will find these documents printed in color to assist understanding the developmental aspects and the specific curricular and instructional intent of the TEKS. The colored three-grade level side-by-side documents answer the question: what should students know and be able to do in the prior, current and upcoming year?

### District and Classroom Use of the TEKS Alignment to TAKS Objectives

#### Classroom Instruction

- Classroom teachers in single or multiple grade settings may use the documents to understand what was taught before and what will be taught after their grade level instruction.
- Teachers may use the documents to formally or informally pretest students before engaging in instruction.
- After assessing students, teachers may use the documents to plan the next instructional steps based on student achievement.
- Teachers of students in gifted and talented or special education programs may use the documents to plan instruction for students based on their curricular needs.

#### Curriculum Development

- Curriculum committees may use the documents to create local curriculum by clustering the TEKS to provide instruction and assessment for a specific mathematics performance expectations. For example, students may be asked to determine the possible combinations for a given set of data. Several TEKS from multiple strands could be integrated into this student performance expectation.
- Curriculum Horizontal Alignment  
Local curriculum could be horizontally aligned within the grade level to determine how many times during the year and to what degree of difficulty the TEKS should recur for conceptual development of mathematics concepts.
- Curriculum Vertical Alignment  
Vertical grade level teams may meet to analyze
  - ✍ the effectiveness of the clustering of the TEKS in local curriculum
  - ✍ which TEKS are critical be included in grade level benchmark assessments
  - ✍ which TEKS are best assessed by a specific variety of test formats
  - ✍ which TEKS have been reported in data reports with low student performance

#### Local Assessment Development<sup>1</sup>

- Multiple Choice Tests  
The alignment documents may be used to determine items appropriate for locally developed grade-level multiple choice tests. Notice could be given to TEKS addressed only in a specific grade level or TEKS addressed developmentally in multiple grade levels.

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<sup>1</sup> Research indicates that multiple forms of assessment at the local level are essential to measuring student progress toward local and state standards. The caution of using one type of test format extensively is false interpretation of increases in student achievement. When the format of testing changes, student performance typically is lowered; thus necessitating multiple forms of testing throughout the instructional year to appropriately monitor student achievement. Local districts may consider combinations of multiple choice, open-ended items and performance assessments to create a balanced assessment system.

## Three-Grade Level TEKS and TAKS Alignment Documents

- Performance Assessment

Since the TEKS require students to demonstrate that they can “do” the content statements of the TEKS, local assessments should include performance tasks as one of the local measures of TEKS achievement. Performance assessments are typically more closely aligned to what is actually taught in the classroom and provide immediate feedback to the teacher, students, parents and district administration.

The alignment documents may be used to develop local performance assessments that assess the specific focus of each grade level. Performance assessments may also be used to assess the more difficult TEKS concepts or concepts that appear developmentally in multiple grade levels.

### Q & A about the Format of the TEKS Alignment to TAKS Objectives

Q: Why are the TEKS to be printed in color?

A: The design of the documents purposefully uses color and style to draw attention to the different aspects of the TEKS.

**Key:**

- Yellow highlight: Focus for grade level
- Underlined italics: Knowledge and skills statement
- Red italics: Student performance expectation - what students will do to show proficiency of the math TEKS
- Blue all caps: Process skills
- \*: TAKS objective
- Brackets: Not specifically tested on TAKS<sup>2</sup>

Q: Why are the TEKS student expectations using "including" printed in red?

A: "Including" is used to indicate that the student is expected to meet all of the student expectations listed. These items are to be included in district and classroom curriculum, instruction and assessment.

Q: Why are the TEKS student expectations using "such as" printed in black?

A: "Such as" is used when the information listed is intended as representative examples only. The teacher may choose from those that are listed or may select others. The district curriculum may use this example or may select another, or several others throughout the course of the school year to teach the TEKS concept.

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<sup>2</sup> Bracketed items should be taught and tested at the local level in order to ensure student achievement on local, state or national assessments. These items are not specifically tested on TAKS because of format constraints or expense of assessing according to the intent of the TEKS.