

Texas Assessment of Knowledge and Skills Performance Level Descriptors

Mathematics Grade 4

Did Not Meet the Standard	Met the Standard	Commended Performance
Unsatisfactory performance; below state passing standard; insufficient understanding of the mathematics TEKS curriculum	Satisfactory performance; at or above state passing standard; sufficient understanding of the mathematics TEKS curriculum	High academic achievement; considerably above state passing standard; thorough understanding of the mathematics TEKS curriculum
Students Who Did Not Meet the Standard	Students Who Met the Standard	Students Who Achieved Commended Performance
<ol style="list-style-type: none"> 1. Have poor reading skills and a limited math vocabulary 2. Lack persistence, endurance, and stamina 3. Dislike and are uncomfortable with math 4. Rarely retain or apply prior math knowledge 5. Have poor problem-solving skills (e.g., use few strategies, have difficulty distinguishing between essential and extraneous information, cannot apply necessary skills, frequently guess, do not justify answers, have a limited grasp of reasonableness) 6. Operate at a concrete level; require manipulatives to understand math concepts 7. Are dependent on models of geometric shapes and solids 8. Have a limited understanding of measurement concepts and tools 9. Make few connections among math concepts 10. Have limited number sense (e.g., estimation, rounding, place value) 11. Struggle with basic addition, subtraction, multiplication, and division facts and algorithms; have difficulty computing with accuracy 	<ol style="list-style-type: none"> 1. Can read for meaning and detail and have an adequate math vocabulary 2. Often exhibit persistence, endurance, and stamina 3. Are somewhat comfortable with math 4. Often retain and apply prior math knowledge 5. Have adequate problem-solving skills (e.g., use some strategies, can usually distinguish between essential and extraneous information, apply necessary skills, often justify answers and check solutions for reasonableness) 6. Are developing abstract thinking through the use of models 7. Can usually visualize geometric shapes and solids 8. Have an adequate understanding of measurement concepts and tools 9. Make some connections among math concepts 10. Have general number sense (e.g., estimation, rounding, place value) 11. Demonstrate adequate knowledge of basic addition, subtraction, multiplication, and 	<ol style="list-style-type: none"> 1. Are fluent readers with a rich math vocabulary 2. Consistently exhibit persistence, endurance, and stamina 3. Enjoy math and are confident about their math skills 4. Consistently retain and apply prior math knowledge 5. Have strong problem-solving skills (e.g., use a variety of strategies, distinguish between essential and extraneous information, apply necessary skills, consistently justify answers and check solutions for reasonableness) 6. Are able to think abstractly; can connect operations with concepts 7. Can consistently visualize geometric shapes and solids 8. Have a thorough understanding of measurement concepts and tools 9. Make connections among math concepts 10. Have excellent number sense (e.g., estimation, rounding, place value) 11. Demonstrate thorough knowledge of basic addition,

<p>12. Are often unable to recognize patterns</p>	<p>division facts and algorithms; can usually compute with accuracy</p> <p>12. Can usually recognize and extend patterns</p>	<p>subtraction, multiplication, and division facts and algorithms; can consistently compute with accuracy</p> <p>12. Can easily recognize and extend patterns</p>
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Texas Assessment of Knowledge and Skills Performance Level Descriptors

Reading Grade 4

Did Not Meet the Standard	Met the Standard	Commended Performance
Unsatisfactory performance; below state passing standard; insufficient understanding of the TEKS reading curriculum	Satisfactory performance; at or above state passing standard; a sufficient understanding of the TEKS reading curriculum	High academic achievement; considerably above state passing standard; a thorough understanding of the TEKS reading curriculum
Students Who Did Not Meet the Standard	Students Who Met the Standard	Students Who Achieved Commended Performance
<ol style="list-style-type: none"> 1. Have reading vocabulary that is below grade level 2. Have difficulty applying word-identification strategies and may simply skip unfamiliar words 3. Have difficulty comprehending a variety of texts, such as print, instructions, graphics, maps, etc. 4. Often recognize literal ideas in a text but lack the skill to recognize implied ideas in order to make inferences 5. Struggle to utilize reading strategies in other content areas and in real-world situations 6. Struggle with fluency, have difficulty remaining focused on the text, and/or are unaware of reading errors 7. Have an insufficient understanding of main idea and supporting information 8. Seldom recognize how story elements, such as plot, setting, characterization, and problem resolution impact text 9. Lack the skills necessary to identify how an author's perspective (judgments, biases, attitude) and purpose influence text 10. Have difficulty recognizing an author's use of literary techniques and more complex organizational structures 11. Have limited reading experience 	<ol style="list-style-type: none"> 1. Use an on-grade-level reading vocabulary to construct meaning from text 2. Frequently apply a variety of word-identification strategies to understand unfamiliar words 3. Sufficiently comprehend a variety of texts, such as print, instructions, graphics, maps, etc. 4. Often recognize important ideas and make connections between and among those ideas to infer meaning 5. Regularly draw on reading strategies in other content areas and in real-world situations 6. Exhibit on-grade-level fluency, generally remain focused on the text, and read for a purpose 7. Distinguish main idea and supporting information 8. Generally recognize how story elements, such as plot, setting, characterization, and problem resolution impact text 9. Have a sufficient understanding of how an author's perspective (judgments, biases, attitude) and purpose influence text 10. Recognize how an author's use of literary techniques and organizational structures conveys ideas/meaning 	<ol style="list-style-type: none"> 1. Use an on-grade-level or above-grade-level reading vocabulary to construct meaning from text 2. Consistently apply a variety of word-identification strategies to understand unfamiliar words 3. Easily comprehend a variety of texts, such as print, instructions, graphics, maps, etc. 4. Consistently recognize important ideas and make connections between and among those ideas to infer meaning 5. Apply reading strategies in other content areas and in real-world situations 6. Exhibit a high level of fluency, remain focused on the text, and read for a purpose 7. Readily distinguish main idea and supporting information 8. Demonstrate a thorough understanding of how story elements, such as plot, setting, characterization, and problem resolution impact text 9. Evaluate how an author's perspective (judgments, biases, attitude) and purpose influence text 10. Use critical-thinking skills to understand how an author's use of literary techniques and organizational structures conveys ideas/meaning

Texas Assessment of Knowledge and Skills Performance Level Descriptors

Writing Grade 4

Did Not Meet the Standard	Met the Standard	Commended Performance
Unsatisfactory performance; below state passing standard; insufficient understanding of the reading TEKS curriculum	Satisfactory performance; at or above state passing standard; sufficient understanding of the reading TEKS curriculum	High academic achievement; considerably above state passing standard; thorough understanding of the reading TEKS curriculum
Students Who Did Not Meet the Standard	Students Who Met the Standard	Students Who Achieved Commended Performance
<ol style="list-style-type: none"> 1. Have difficulty remaining focused on a topic 2. Rarely plan before writing 3. Struggle with organizing ideas 4. Leave many ideas undeveloped and vague 5. Frequently write incomplete or unclear sentences 6. Often choose simplistic or repetitive vocabulary 7. Have some difficulty with English language usage 8. Show limited ability in the use of on-grade-level appropriate mechanics (capitalization/punctuation/spelling) 9. Rarely reread writing to revise and improve it 10. Often struggle with reading 	<ol style="list-style-type: none"> 1. Can usually focus on a topic 2. Sometimes formulate a plan before writing 3. Demonstrate some ability to organize ideas in a logical order 4. Attempt to develop ideas, although development may be uneven 5. Usually write clear and complete sentences 6. Sometimes exhibit appropriate and varied word choice 7. Usually show proficiency in usage of the English language 8. Usually show proficiency in the use of on-grade-level appropriate mechanics (capitalization/punctuation/spelling) 9. Sometimes reread writing to revise and improve it 10. Are able to read material that is on or near grade level 	<ol style="list-style-type: none"> 1. Focus on a topic, often showing creativity, imagination, or a unique approach 2. Almost always formulate a plan before writing 3. Usually transition from idea to idea smoothly and logically 4. Develop most ideas clearly and thoroughly 5. Write more complex sentences and express ideas in different ways 6. Use rich and varied vocabulary to enhance writing 7. Consistently show proficiency in usage of the English language 8. Consistently show proficiency in the use of on-grade-level appropriate mechanics (capitalization/punctuation/spelling) 9. Routinely and carefully reread writing to revise and improve it 10. Read frequently for enjoyment and to gather information