

Texas Assessment of Knowledge and Skills Performance Level Descriptors

Mathematics Grade 3

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, and multiplication 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, 	<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

<p>12. Are often unable to recognize patterns</p>	<p>subtraction, and multiplication facts and algorithms; can usually compute with accuracy</p> <p>12. Can usually recognize and extend patterns</p>	<p>knowledge of basic addition, subtraction, and multiplication 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

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

Mathematics Grade 5

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, fractions, decimals) 11. Struggle with basic addition, subtraction, multiplication, and division facts and algorithms; have difficulty computing with 	<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, fractions, decimals) 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, fractions, decimals) 11. Demonstrate thorough knowledge of basic addition,

<p>accuracy</p> <p>12. Can recognize simple 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

Mathematics Grade 6

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; have difficulty with abstract thinking (e.g., algebraic reasoning) 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, fractions, decimals, percents) 11. Struggle with basic addition, subtraction, multiplication, and division facts and algorithms; have difficulty computing with 	<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. Demonstrate adequate abstract thinking skills (e.g., algebraic reasoning) 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, fractions, decimals, percents) 11. Demonstrate adequate knowledge of basic addition, 	<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. Demonstrate strong abstract thinking skills (e.g., algebraic reasoning) 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, fractions, decimals, percents) 11. Demonstrate thorough knowledge of basic addition,

<p>accuracy</p> <p>12. Have a limited understanding of proportions</p> <p>13. Show limited understanding of math symbols and formulas</p>	<p>subtraction, multiplication, and division facts and algorithms; can usually compute with accuracy</p> <p>12. Have an emerging understanding of proportions</p> <p>13. Show adequate understanding of math symbols and formulas</p>	<p>subtraction, multiplication, and division facts and algorithms; can consistently compute with accuracy</p> <p>12. Understand proportions and are developing proportional reasoning skills</p> <p>13. Show thorough understanding of math symbols and formulas</p>
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Texas Assessment of Knowledge and Skills Performance Level Descriptors

Mathematics Grade 7

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; have difficulty with abstract thinking (e.g., algebraic reasoning) 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, fractions, decimals, percents) 11. Struggle with basic addition, subtraction, multiplication, and division facts and algorithms; have difficulty computing with 	<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. Demonstrate adequate abstract thinking skills (e.g., algebraic reasoning) 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, fractions, decimals, percents) 11. Demonstrate adequate knowledge of basic addition, 	<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. Demonstrate strong abstract thinking skills (e.g., algebraic reasoning) 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, fractions, decimals, percents) 11. Demonstrate thorough knowledge of basic addition,

<p>accuracy</p> <p>12. Have limited proportional reasoning skills</p> <p>13. Show limited understanding of math symbols and formulas</p>	<p>subtraction, multiplication, and division facts and algorithms; can usually compute with accuracy</p> <p>12. Have adequate proportional reasoning skills</p> <p>13. Show adequate understanding of math symbols and formulas</p>	<p>subtraction, multiplication, and division facts and algorithms; can consistently compute with accuracy</p> <p>12. Have and can apply proportional reasoning skills</p> <p>13. Show thorough understanding of math symbols and formulas</p>
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Texas Assessment of Knowledge and Skills Performance Level Descriptors

Mathematics Grade 8

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; have difficulty with abstract thinking (e.g., algebraic reasoning) 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, fractions, decimals, percents) 11. Struggle with basic addition, subtraction, multiplication, and division facts and algorithms; have difficulty computing with 	<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. Demonstrate adequate abstract thinking skills (e.g., algebraic reasoning) 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, fractions, decimals, percents) 11. Demonstrate adequate knowledge of basic addition, 	<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. Demonstrate strong abstract thinking skills (e.g., algebraic reasoning) 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, fractions, decimals, percents) 11. Demonstrate thorough knowledge of basic addition,

<p>accuracy</p> <p>12. Have limited proportional reasoning skills</p> <p>13. Show limited understanding of math symbols and formulas</p> <p>14. Have difficulty recognizing multiple representations of linear functions</p>	<p>subtraction, multiplication, and division facts and algorithms; can usually compute with accuracy</p> <p>12. Can apply proportional reasoning skills to familiar situations</p> <p>13. Show adequate understanding of math symbols and formulas</p> <p>14. Have an emerging ability to recognize multiple representations of linear functions</p>	<p>subtraction, multiplication, and division facts and algorithms; can consistently compute with accuracy</p> <p>12. Can apply proportional reasoning skills to novel situations</p> <p>13. Show thorough understanding of math symbols and formulas</p> <p>14. Are able to recognize multiple representations of linear functions</p>
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Texas Assessment of Knowledge and Skills Performance Level Descriptors

Mathematics Grade 9

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. Have difficulty with abstract thinking and algebraic reasoning (e.g., transferring between variables and numbers) 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 little or no understanding of quadratic functions 11. Have little or no understanding of systems of linear equations 12. Have difficulty identifying and using the appropriate formulas to 	<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. Demonstrate adequate abstract thinking skills and algebraic reasoning (e.g., transferring between variables and numbers) 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 a general understanding of quadratic functions 11. Have a general understanding 	<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. Demonstrate strong abstract thinking skills and can reason algebraically (e.g., transferring between variables and numbers) 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 a thorough understanding of quadratic functions

<p>solve problems</p> <p>13. Fail to make connections among different representations of equations and functions</p> <p>14. Are dependent on a calculator for basic skills and have a limited ability to use a graphing calculator</p>	<p>of systems of linear equations</p> <p>12. Can sometimes identify and use appropriate formulas to solve problems</p> <p>13. Understand and begin to represent equations and functions in multiple ways</p> <p>14. Have a general understanding of the graphing functions on a graphing calculator</p>	<p>11. Have a thorough understanding of systems of linear equations</p> <p>12. Consistently identify and use appropriate formulas to solve problems</p> <p>13. Can easily represent equations and functions in multiple ways</p> <p>14. Can solve problems with or without a graphing calculator</p>
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Texas Assessment of Knowledge and Skills Performance Level Descriptors

Mathematics Grade 10

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. Have difficulty with abstract thinking and algebraic reasoning (e.g., transferring between variables and numbers) 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 little or no understanding of quadratic functions 11. Have little or no understanding of systems of linear equations 12. Have difficulty identifying and using the appropriate formulas to 	<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. Demonstrate adequate abstract thinking skills and algebraic reasoning (e.g., transferring between variables and numbers) 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 a general understanding of quadratic functions 11. Have a general understanding 	<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. Demonstrate strong abstract thinking skills and can reason algebraically (e.g., transferring between variables and numbers) 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 a thorough understanding of quadratic functions

<p>solve problems</p> <p>13. Fail to make connections among different representations of equations and functions</p> <p>14. Are dependent on a calculator for basic skills and have limited ability to use a graphing calculator</p>	<p>of systems of linear equations</p> <p>12. Can sometimes identify and use the appropriate formulas to solve problems</p> <p>13. Understand and begin to represent equations and functions in multiple ways</p> <p>14. Have a general understanding of the graphing functions on a graphing calculator</p>	<p>11. Have a thorough understanding of systems of linear equations</p> <p>12. Consistently identify and use the appropriate formulas to solve problems</p> <p>13. Can easily represent equations and functions in multiple ways</p> <p>14. Can solve problems with or without a graphing calculator</p>
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Texas Assessment of Knowledge and Skills Performance Level Descriptors

Mathematics Grade 11

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. Have difficulty with abstract thinking and algebraic reasoning (e.g., transferring between variables and numbers) 7. Are dependent on models of geometric shapes and solids 8. Have a limited understanding of complex measurement concepts 9. Make few connections among math concepts 10. Have little or no understanding of quadratic functions 11. Have little or no understanding of systems of linear equations 12. Have difficulty identifying and using the appropriate formulas to 	<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. Demonstrate adequate abstract thinking skills and algebraic reasoning (e.g., transferring between variables and numbers) 7. Can usually visualize geometric shapes and solids 8. Have an adequate understanding of complex measurement concepts 9. Make some connections among math concepts 10. Have a general understanding of quadratic functions 11. Have a general understanding 	<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. Demonstrate strong abstract thinking skills and can reason algebraically (e.g., transferring between variables and numbers) 7. Can consistently visualize geometric shapes and solids 8. Have a thorough understanding of complex measurement concepts 9. Make connections among math concepts 10. Have a thorough understanding of quadratic functions

<p>solve problems</p> <p>13. Fail to make connections among different representations of equations and functions</p> <p>14. Are dependent on a calculator for basic skills and have limited ability to use a graphing calculator</p>	<p>of systems of linear equations</p> <p>12. Can sometimes identify and use the appropriate formulas to solve problems</p> <p>13. Understand and begin to represent equations and functions in multiple ways</p> <p>14. Have a general understanding of the graphing functions on a graphing calculator</p>	<p>11. Have a thorough understanding of systems of linear equations</p> <p>12. Consistently identify and use the appropriate formulas to solve problems</p> <p>13. Can easily represent equations and functions in multiple ways</p> <p>14. Can solve problems with or without a graphing calculator</p>
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Texas Assessment of Knowledge and Skills Distinguishing Features

Mathematics

<u>GRADE 3</u>	<u>GRADE 4</u>	<u>GRADE 5</u>
Did Not Meet the Standard vs. Met the Standard	Did Not Meet the Standard vs. Met the Standard	Did Not Meet the Standard vs. Met the Standard
Students Who Met the Standard	Students Who Met the Standard	Students Who Met the Standard
<ol style="list-style-type: none"> 1. Possess on-grade-level reading skills and math vocabulary in order to extract important information to solve problems 2. Apply prior math knowledge to new learning 3. Demonstrate recall and accuracy with basic computations 	<ol style="list-style-type: none"> 1. Possess on-grade-level reading skills and math vocabulary in order to extract important information to solve problems 2. Apply prior math knowledge to new learning 3. Demonstrate recall and accuracy with basic computations 	<ol style="list-style-type: none"> 1. Possess on-grade-level reading skills and math vocabulary in order to extract important information to solve problems 2. Apply prior math knowledge to new learning 3. Demonstrate recall and accuracy with basic computations
<u>GRADE 3</u>	<u>GRADE 4</u>	<u>GRADE 5</u>
Met the Standard vs. Commended Performance	Met the Standard vs. Commended Performance	Met the Standard vs. Commended Performance
Students Who Achieved Commended Performance	Students Who Achieved Commended Performance	Students Who Achieved Commended Performance
<ol style="list-style-type: none"> 1. Use multiple problem-solving strategies and logic to find reasonable solutions 2. Transfer math knowledge between abstract and concrete applications 3. Use connections among math concepts to make generalizations and apply them to new situations 	<ol style="list-style-type: none"> 1. Use multiple problem-solving strategies and logic to find reasonable solutions 2. Transfer math knowledge between abstract and concrete applications 3. Use connections among math concepts to make generalizations and apply them to new situations 	<ol style="list-style-type: none"> 1. Use multiple problem-solving strategies and logic to find reasonable solutions 2. Transfer math knowledge between abstract and concrete applications 3. Use connections among math concepts to make generalizations and apply them to new situations

Texas Assessment of Knowledge and Skills Distinguishing Features

Mathematics

GRADE 6	GRADE 7	GRADE 8
Did Not Meet the Standard vs. Met the Standard	Did Not Meet the Standard vs. Met the Standard	Did Not Meet the Standard vs. Met the Standard
Students Who Met the Standard	Students Who Met the Standard	Students Who Met the Standard
<ol style="list-style-type: none"> 1. Possess on-grade-level reading skills and math vocabulary in order to extract important information to solve problems 2. Apply prior math knowledge to new learning 3. Demonstrate proficiency with basic computations, tools, symbols, and formulas 	<ol style="list-style-type: none"> 1. Possess on-grade-level reading skills and math vocabulary in order to extract important information to solve problems 2. Apply prior math knowledge to new learning 3. Demonstrate proficiency with basic computations, tools, symbols, and formulas 	<ol style="list-style-type: none"> 1. Possess on-grade-level reading skills and math vocabulary in order to extract important information to solve problems 2. Apply prior math knowledge to new learning 3. Demonstrate proficiency with basic computations, tools, symbols, and formulas
GRADE 6	GRADE 7	GRADE 8
Met the Standard vs. Commended Performance	Met the Standard vs. Commended Performance	Met the Standard vs. Commended Performance
Students Who Achieved Commended Performance	Students Who Achieved Commended Performance	Students Who Achieved Commended Performance
<ol style="list-style-type: none"> 1. Use multiple problem-solving strategies and logic to find reasonable solutions 2. Transfer math knowledge between abstract and concrete applications 3. Use connections among math concepts to make generalizations and apply them to new situations 	<ol style="list-style-type: none"> 1. Use multiple problem-solving strategies and logic to find reasonable solutions 2. Transfer math knowledge between abstract and concrete applications 3. Use connections among math concepts to make generalizations and apply them to new situations 	<ol style="list-style-type: none"> 1. Use multiple problem-solving strategies and logic to find reasonable solutions 2. Transfer math knowledge between abstract and concrete applications 3. Use connections among math concepts to make generalizations and apply them to new situations

Texas Assessment of Knowledge and Skills Distinguishing Features

Mathematics

GRADE 9	GRADE 10	GRADE 11
Did Not Meet the Standard vs. Met the Standard	Did Not Meet the Standard vs. Met the Standard	Did Not Meet the Standard vs. Met the Standard
Students Who Met the Standard	Students Who Met the Standard	Students Who Met the Standard
<ol style="list-style-type: none"> 1. Possess on-grade-level reading skills and math vocabulary in order to extract important information to solve problems 2. Apply prior math knowledge to new learning 3. Use algebraic skills to represent situations and solve problems 	<ol style="list-style-type: none"> 1. Possess on-grade-level reading skills and math vocabulary in order to extract important information to solve problems 2. Apply prior math knowledge to new learning 3. Use algebraic skills to represent situations and solve problems 	<ol style="list-style-type: none"> 1. Possess on-grade-level reading skills and math vocabulary in order to extract important information to solve problems 2. Apply prior math knowledge to new learning 3. Use algebraic and geometric skills to represent situations and solve problems
GRADE 9	GRADE 10	GRADE 11
Met the Standard vs. Commended Performance	Met the Standard vs. Commended Performance	Met the Standard vs. Commended Performance
Students Who Achieved Commended Performance	Students Who Achieved Commended Performance	Students Who Achieved Commended Performance
<ol style="list-style-type: none"> 1. Use multiple problem-solving strategies and logic to find reasonable solutions 2. Transfer math knowledge between abstract and concrete applications 3. Use connections among math concepts to make generalizations and apply them to new situations 	<ol style="list-style-type: none"> 1. Use multiple problem-solving strategies and logic to find reasonable solutions 2. Transfer math knowledge between abstract and concrete applications 3. Use connections among math concepts to make generalizations and apply them to new situations 	<ol style="list-style-type: none"> 1. Use multiple problem-solving strategies and logic to find reasonable solutions 2. Transfer math knowledge between abstract and concrete applications 3. Use connections among math concepts to make generalizations and apply them to new situations