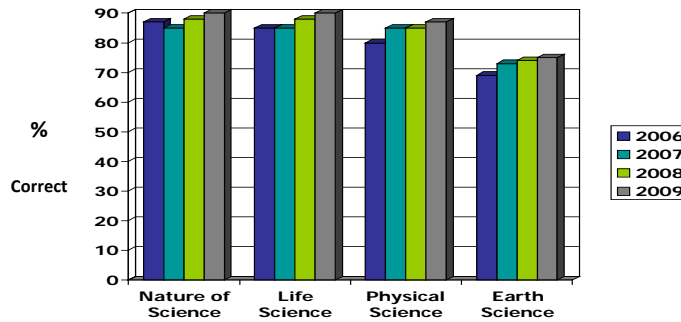


Fifth grade students have increased their performance on the science TAKS during the past four years. High performance of over 80% correct on most objectives of the science TAKS is evident. Of all four science TAKS objectives, the concepts found within Earth Science are the lowest area of performance statewide. In regard to demographics, efforts need to be made to close the gap between gender performance and among ethnicity performance.

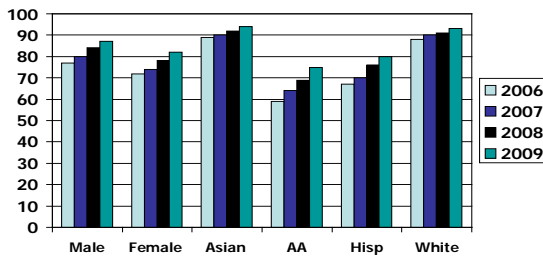
**5<sup>th</sup> Grade TAKS Items % Correct by Objectives**

All Students: From Spring 2006 - 2009



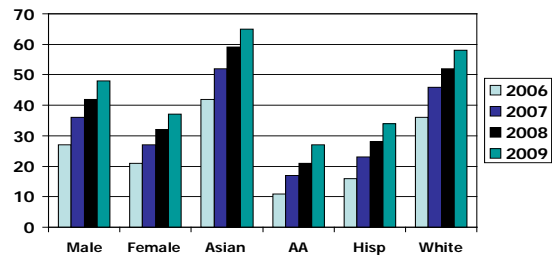
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**2009 Demographic Summary  
Grade 5 - Percent Met Standard**



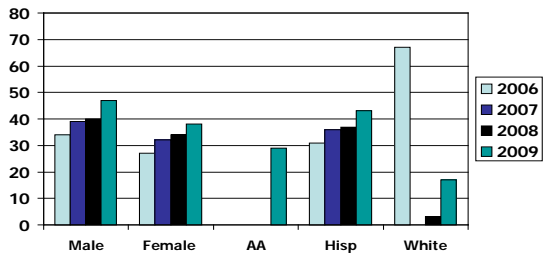
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**2009 Demographic Summary  
Grade 5 - Percent Commended**



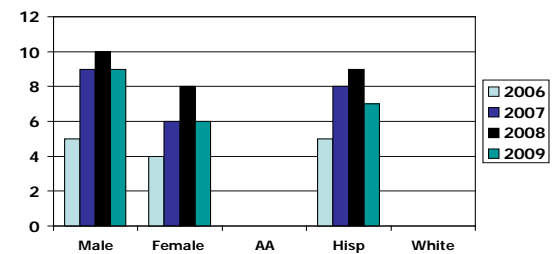
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**2009 Demographic Summary  
Grade 5 Spanish - Percent Met Standard**



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**2009 Demographic Summary  
Grade 5 Spanish - Percent Commended**



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## 5<sup>th</sup> Grade Science TAKS – Statewide Spring 2009 Results by Objective *Student Expectations (SEs) Falling Below 80% Correct Response*

The first number of each Student Expectation (SE) refers to the grade level.  
If two or three test items were used for an SE, all percentages are listed (e.g. "77/93/95%").  
At the end of each description is a reference to the question number from the April 2009 science TAKS for grade 5.

### **Objective 1: The student will demonstrate an understanding of the nature of science.**

<u>SE</u>	<u>%</u>	<u>Description</u>
5.4A	74/92/93%	collect and analyze information using tools including calculators, microscopes, [cameras, sound recorders, computers,] hand lenses, rulers, thermometers, compasses, balances, [hot plates,] meter sticks, timing devices, magnets, collecting nets, and safety goggles (Questions 22, 6, 37)

### **Objective 2: The student will demonstrate an understanding of the life sciences.**

<u>SE</u>	<u>%</u>	<u>Description</u>
2.9B	78%	compare and give examples of the ways living organisms depend on each other and on their environments (Question 16)

### **Objective 3: The student will demonstrate an understanding of the physical sciences.**

<u>SE</u>	<u>%</u>	<u>Description</u>
5.5A	67%	describe some cycles, structures, and processes that are found in a simple system (Question 19)

### **Objective 4: The student will demonstrate an understanding of the earth sciences.**

<u>SE</u>	<u>%</u>	<u>Description</u>
5.5B	72%	describe some interactions that occur in a simple system (Question 28)
5.6B	69/79%	identify the significance of the water, carbon, and nitrogen cycles (Questions 25, 13)
5.11B	77%	draw conclusions about "what happened before" using data such as from tree-growth rings and sedimentary rock sequences (Question 23)
3.11A	71%	identify and describe the importance of earth materials including rocks, soil, water, and gases of the atmosphere in the local area and classify them as renewable, non-renewable, or inexhaustible resources (Question 21)
3.11D	77%	describe the characteristics of the Sun (Question 18)
4.11A	67%	test properties of soils including texture, capacity to retain water, and ability to support life (Question 15)
5.12C	75%	identify the physical characteristics of the Earth and compare them to the physical characteristics of the moon (Question 26)

**SPECIAL NOTE:** The Texas Essential Knowledge and Skills (TEKS) in elementary school science are to be taught prior to the 5<sup>th</sup> grade science Texas Assessment of Knowledge and Skills (TAKS). All of the elementary school science TEKS can be found at <http://ritter.tea.state.tx.us/rules/tac/chapter112/index.html>. The subset of the elementary school science TEKS that are eligible on the 5<sup>th</sup> grade science TAKS can be found at <http://ritter.tea.state.tx.us/student.assessment/taks/booklets/science/g5e.pdf>. Students have shown steady growth in science performance during the past four years. It is the intent of this document to highlight the specific student expectations from the 2009 TAKS results that indicate a performance level less than 80% correct response statewide.