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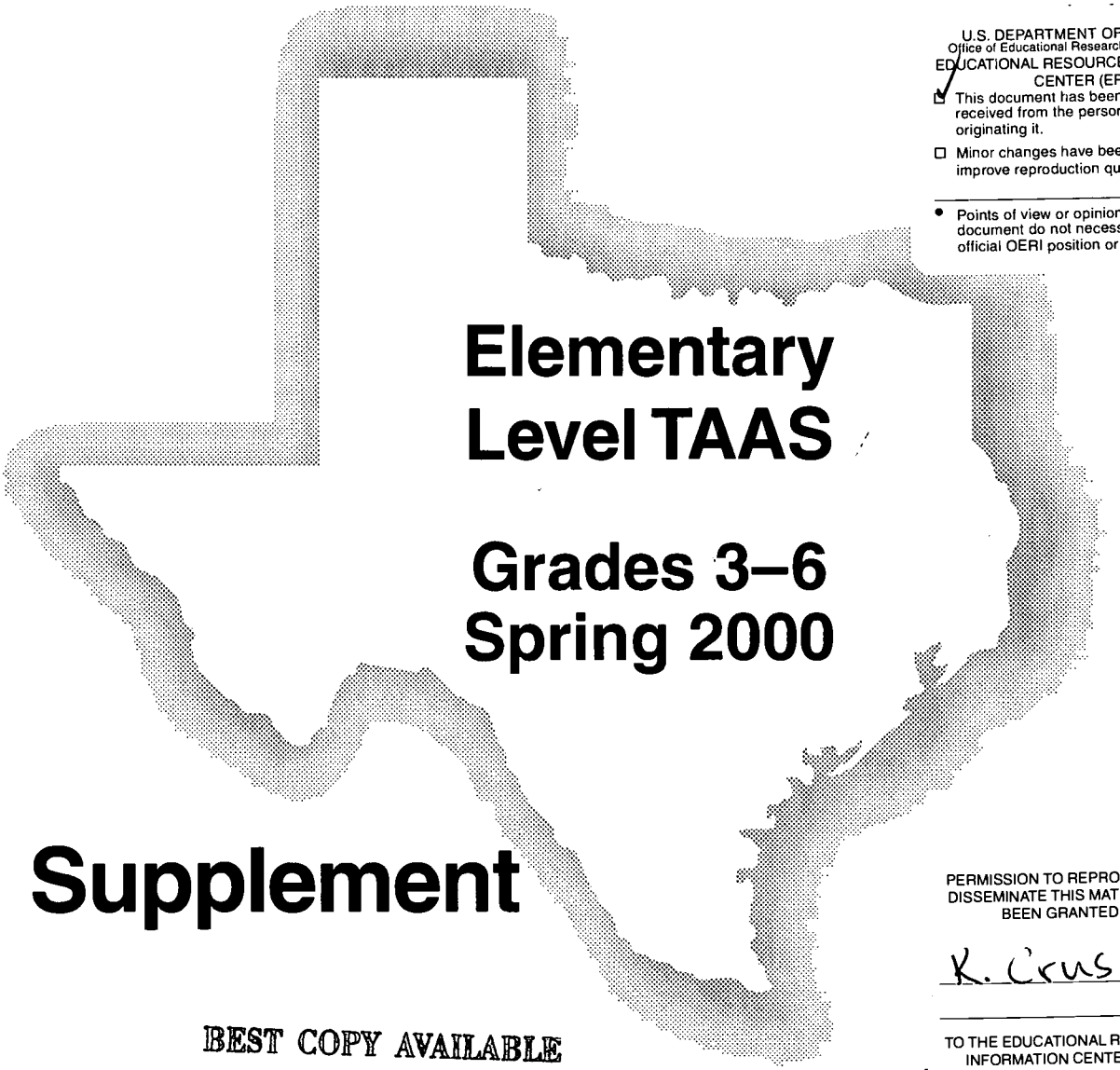
ABSTRACT

This supplement is designed to be used in conjunction with the elementary level educator's guide to the Texas Essential Knowledge and Skills (TEKS) curriculum. The "Educator's Guide" shows the components of the TEKS that are eligible for testing, and this supplement provides information about the types of passages, test items, and writing prompts that may appear on an actual test form. It also contains sample items for each subject area as well as sample prompts for the writing test and sample passages for the reading and writing tests. This supplement is not intended as a guide for specific test preparation, but may assist teachers in developing instructional strategies to teach the content and skills in the TEKS curriculum. (SLD)

TAAS
Texas Assessment of Academic Skills

Texas Essential Knowledge and Skills (TEKS)

Educator's Guide to TEKS-Based Assessment



Elementary Level TAAS

Grades 3–6 Spring 2000

Supplement

Student Assessment Division • Texas Education Agency

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Purpose of the Educator's Guide to TEKS-Based Assessment Supplement

In the summer of 1999, the Educator's Guides to TEKS-Based Assessment 1999–2000 were issued by the Texas Education Agency (TEA) to inform educators about the components of the Texas Essential Knowledge and Skills (TEKS) curriculum that are eligible for testing on the Texas Assessment of Academic Skills (TAAS) and end-of-course tests.

In response to educators' requests for further clarification of the information in the educators' guides, TEA has developed the Educator's Guide to TEKS-Based Assessment Supplement. This supplement is designed to be used in conjunction with the elementary level educator's guide. While the educator's guide shows the components of the TEKS that are eligible for testing, this supplement provides information about the types of passages, test items, and writing prompts that may appear on an actual test form. It also contains sample items for each subject area as well as sample prompts for the writing test and sample passages for the reading and writing tests. It is important for educators to keep in mind that the samples provided in this supplement are intended only to show the types of passages, items, and prompts that may appear on an elementary level TAAS test. This supplement is not intended as a guide for specific test preparation but may assist teachers in developing instructional strategies to teach the content and skills found in the TEKS curriculum.

When referring to this supplement, educators must remember that the samples provided are for demonstration purposes only. The sample items do not represent **all** the types of items eligible for testing, and the sample passages may differ in length and content from those that may appear on an actual test. In addition, the formatting, such as spacing or location of items in relation to the passages, may also differ.

TEKS-BASED TAAS
GRADE 3 READING

General Information

Reading Passages

- All items are assessed in the context of a narrative, informational, or functional passage. Narrative passages are fictional stories presented in a traditional structure (i.e., narration and dialogue) or in a unique format, such as a letter or a diary entry. Informational passages provide nonfictional, or factual, information about a topic. Many informational passages profile noteworthy people or explain content-based topics related to science, social studies, art, music, etc. Functional passages represent purposeful kinds of writing encountered in everyday life. Functional passages may include advertisements, instructions, recipes, directions for a game, etc.
- The passages will be appropriate for third grade students in terms of interests, experiences, and reading level.
- The passages will vary in length.
- Each passage will be preceded by either a purpose-setting question or a title.
- Each passage will test more than one objective.
- Each passage and its corresponding items will appear on facing pages.

Test Items

- Each item will be a multiple-choice item containing four options.
- Each item will be linked to a reading comprehension passage.
- Each item will be written at a level appropriate for third grade students.

TEKS-BASED TAAS GRADE 3 READING

TAAS Objectives and Related TEKS

DOMAIN: READING COMPREHENSION

TAAS Objective 1

The student will determine the meaning of words in a variety of written texts.

To demonstrate competency in this objective, the student must be able to

- use root words and other structural cues, such as prefixes, suffixes, and derivational endings, to recognize words
- use knowledge of word order (syntax) and context to support word identification and confirm word meaning
- demonstrate knowledge of synonyms and antonyms (for example, by sorting, classifying, and identifying related words)

Items testing vocabulary will be dependent upon structural cues (i.e., prefixes and suffixes) and context clues in the passages (e.g., synonyms, antonyms, definitions, examples, explanations, or descriptions). Context clues will not necessarily be in close proximity to the tested words.

Prefixes and suffixes that are tested will be age and grade-level appropriate. Root words will be at or below the third grade level. All other tested words will be two to three grade levels above the third grade level.

TAAS Objective 2

The student will identify supporting ideas in a variety of written texts.

To demonstrate competency in this objective, the student must be able to

- read from a variety of genres for pleasure and to acquire information
- retell the order of important events in stories
- identify the importance of the setting to a story's meaning
- use graphic sources of information, including maps, charts, graphs, and diagrams

Items that focus on reading to acquire information measure students' literal comprehension of a passage. Students will be asked to recall specific information that supports the main idea of the text.

Items that focus on retelling the order of important events in stories measure students' understanding of chronology, or the proper sequence of events. The sequence of events generally reflects the order in which the events were presented in the story. Occasionally, a story may include a statement of flashback, which would require students to demonstrate an understanding of the real progression of events rather than simply referring to the order of events as mentioned in the story. Functional passages may have items that require students to recall the proper order of steps in a given set of directions.

Items that focus on setting measure a student's ability to identify the time and/or place of a story.

Items testing the use of graphic sources measure students' literal comprehension of graphically depicted information.

TAAS Objective 3

The student will summarize a variety of written texts.

To demonstrate competency in this objective, the student must be able to

- produce summaries of text selections
- recognize the story problem(s) or plot

Summary items focus on the important events that occur throughout the passage. Information in the correct answer must be stated in the passage. Incorrect options must also be stated in the passage.

Items that focus on recognizing the story problem(s) require students to identify the main conflict(s) in the story. Items that focus on recognizing the plot include the stated or implied main idea or the theme of the passage. Implied and thematic main idea items require inferential thinking. In stated or implied main idea items, incorrect options may be stated details in the passage, paraphrases from the text that are too broad or specific to be main ideas, or information that is not supported in the passage. In thematic main idea items, incorrect options must be themelike, not details. Main idea items may focus on the entire passage, a paragraph, a number of successive paragraphs, or information under a particular subtitle.

TAAS Objective 4

The student will perceive relationships and recognize outcomes in a variety of written texts.

To demonstrate competency in this objective, the student must be able to

- make and explain inferences from texts, such as causes and effects and making predictions
- identify similarities and differences across texts, such as in topics, characters, and themes

Items that focus on cause and effect measure students' understanding of causal relationships. The cause-and-effect relationship may be directly stated or implied in the passage. Inferential items that involve making predictions require students to speculate about events in the future. The future events are logically supported by information in the text. Items that focus on the identification of similarities or differences measure students' ability to compare and contrast, such as determining how two characters are alike or different.

TAAS Objective 5

The student will analyze information in a variety of written texts in order to make inferences and generalizations.

To demonstrate competency in this objective, the student must be able to

- make and explain inferences from texts, such as determining important ideas and drawing conclusions
- support interpretations or conclusions with examples drawn from text
- analyze characters, including their traits, feelings, relationships, and changes
- interpret graphic sources of information, including maps, charts, graphs, and diagrams

Items that focus on making and explaining inferences from texts, such as determining important ideas and drawing conclusions, as well as items that focus on supporting interpretations or conclusions with examples drawn from text, require higher-level thinking skills. The correct answer must be supported by evidence from the text. Incorrect options will represent contradictory information or information that is not supported by the text.

Items that focus on analyzing characters require students to make inferences about a character's feelings, traits, or motives; relationships between characters; or the way a character or relationship changes during the course of a story.

Items that focus on interpreting graphic sources require students to analyze information from maps, charts, graphs, or diagrams, and use that information to make inferences or draw conclusions.

TAAS Objective 6

The student will recognize points of view, propaganda, and/or statements of fact and opinion in a variety of written texts.

To demonstrate competency in this objective, the student must be able to

- distinguish fact from opinion in various texts, including news stories and advertisements

Items that focus on the distinction between fact and opinion require students to recognize either a fact that was stated in a passage or an opinion that was expressed in a passage.

Sample Reading Passage

What can Khin Lee take to school?

Mrs. Parry's third grade class was learning about other countries. She asked each student to bring in a story, a game, or a kind of food from another country. Khin Lee didn't know what she should bring. When she got home from school, she asked her uncle Aye for help. He had grown up in Southeast Asia in a land that was once called Burma. Burma is now called Myanmar. He taught her how to play a game he had played when he was a little boy. Uncle Aye wrote down the directions for her, and she took them to school the next day. Khin Lee taught the game to everyone in her class. She thought they all had a good time playing it.

Little Stone, Little Stone, Where Are You?

Here is a game that children in Myanmar play. Myanmar is a country on the other side of the world from Texas. Since Myanmar is quite warm all through the year, children usually play outdoors. This game is fun to play indoors or outdoors.

Directions

1. The players divide into two teams. Each team must have at least five players.
2. Each team chooses a captain.
3. Each team lines up behind its captain. Everyone faces in the same direction.
4. All of the players except the two captains sit down with their legs straight ahead of them. Each player's feet should touch the player in front.
5. Captain One finds a smooth, round stone and conceals it in her hand so no one can see it. She goes to the first player on her team. She either leaves the little stone under that player's leg or just pretends to leave it there. Then she goes to each of the other players on her team and does the same thing.
6. Captain Two observes Captain One carefully. He tries to see where Captain One has put the stone.
7. After Captain One has been to each player on her team, Captain Two guesses where the stone is. If Captain Two is right, the player who had the stone under his leg joins Captain Two's team. If Captain Two is wrong, a player from his team must join Captain One's team.
8. Now it is Captain Two's turn. Captain One will watch and then guess where Captain Two has placed the stone.
9. After each captain has hidden the stone three times, the game is over. The winning team is the one that has the most players.

Sample Reading Test Items

Objective 1: The student will determine the meaning of words in a variety of written texts.

1 In this story, the word conceals means —

- draws
- * hides
- throws
- breaks

Objective 2: The student will identify supporting ideas in a variety of written texts.

2 What did Khin Lee do first?

- Learned to play the game
- Taught the game to her class
- Took the directions to school
- * Asked Uncle Aye for help

Objective 3: The student will summarize a variety of written texts.

3 This story is mostly about —

- Uncle Aye's life in Burma
- Mrs. Parry's third grade class
- how players choose team captains
- * a new game that Khin Lee learns

Objective 4: The student will perceive relationships and recognize outcomes in a variety of written texts.

4 Children in Myanmar usually play outdoors because —

- * it is warm all year long
- their games take a lot of room
- the houses are very small
- their teachers are busy inside

Objective 5: The student will analyze information in a variety of written texts in order to make inferences and generalizations.

5 How did Khin Lee probably feel before she talked to Uncle Aye?

- * Unsure
- Angry
- Disappointed
- Brave

Objective 6: The student will recognize points of view, propaganda, and/or statements of fact and opinion in a variety of written texts.

6 Which is an OPINION in this story?

- Uncle Aye grew up in Burma.
- Captain Two is a better player than Captain One.
- Khin Lee lives in the city.
- * Khin Lee's class had a good time playing the game.

TEKS-BASED TAAS
GRADE 4 READING

General Information

Reading Passages

- All items are assessed in the context of a narrative, informational, or functional passage. Narrative passages are fictional stories presented in a traditional structure (i.e., narration and dialogue) or in a unique format such as a letter or a diary entry. Informational passages provide nonfictional, or factual, information about a topic. Many informational passages profile noteworthy people or explain content-based topics related to science, social studies, art, music, etc. Functional passages represent purposeful kinds of writing encountered in everyday life. Functional passages may include advertisements, instructions, recipes, directions for a game, etc.
- The passages will be appropriate for fourth grade students in terms of interests, experiences, and reading level.
- The passages will vary in length.
- Each passage will be preceded by either a purpose-setting question or a title.
- Each passage will test more than one objective.
- Each passage and its corresponding items will appear on facing pages.

Test Items

- Each item will be a multiple-choice item containing four options.
- Each item will be linked to a reading comprehension passage.
- Each item will be written at a level appropriate for fourth grade students.

TEKS-BASED TAAS GRADE 4 READING

TAAS Objectives and Related TEKS

DOMAIN: READING COMPREHENSION

TAAS Objective 1

The student will determine the meaning of words in a variety of written texts.

To demonstrate competency in this objective, the student must be able to

- bring meanings to words in context, such as interpreting figurative language and multiple-meaning words
- determine meanings of derivatives by applying knowledge of the meanings of root words such as *like*, *pay*, or *happy* and affixes such as *dis-*, *pre-*, or *un-*

Items testing vocabulary will be dependent upon structural cues (i.e., prefixes and suffixes) and context clues in the passages (e.g., synonyms, antonyms, definitions, examples, explanations, or descriptions). Context clues will not necessarily be in close proximity to the tested words.

Figurative language and affixes will be age and grade-level appropriate. Multiple-meaning words and root words will be at or below the fourth grade level. All other tested words will be two to three grade levels above the fourth grade level.

TAAS Objective 2

The student will identify supporting ideas in a variety of written texts.

To demonstrate competency in this objective, the student must be able to

- use the text's structure or progression of ideas, such as chronology, to locate and recall information
- determine how main ideas are supported with details
- recognize setting
- use graphic sources of information such as maps, graphs, time lines, tables, or diagrams, to address research questions

Items testing chronology measure students' understanding of proper sequence. Items may include statements of flashback, requiring students to understand real progression of events rather than the order in which events were mentioned in a story. Chronology items for functional passages may measure a student's ability to understand the proper order of steps in a given set of directions.

Items testing the recognition of details measure a student's literal comprehension of information presented in the passage. Students will be asked to recall specific information that supports the main idea of the text.

Items testing the recognition of setting measure students' literal comprehension of the time and/or place of a story.

Items testing the use of graphic sources measure students' literal comprehension of graphically depicted information.

TAAS Objective 3

The student will summarize a variety of written texts.

To demonstrate competency in this objective, the student must be able to

- ❑ determine a text's main (or major) ideas
- ❑ paraphrase and summarize text to recall, inform, or organize ideas

Main idea items may focus on either the stated or implied main idea or on the theme of the passage. Implied and thematic main idea items require inferential thinking. In stated or implied main idea items, incorrect options may be stated details in the passage, paraphrases from the text that are too broad or specific to be main ideas, or information that is not supported in the passage. In thematic main idea items, incorrect options must be themelike, not details. Main idea items may focus on the entire passage, a large paragraph, a number of successive paragraphs, or information under a particular subtitle.

Summary items focus on the important events that occur throughout the passage. Information in the correct answer must be stated in the passage. Incorrect options must also be stated in the passage.

TAAS Objective 4

The student will perceive relationships and recognize outcomes in a variety of written texts.

To demonstrate competency in this objective, the student must be able to

- ❑ use the text's structure or progression of ideas, such as cause and effect, to recall information
- ❑ offer observations, make connections, react, speculate, interpret, and raise questions in response to texts
- ❑ connect, compare, and contrast ideas, themes, and issues across text

Cause-and-effect items measure students' understanding of causal relationships. The causal relationship may be directly stated or implied in the passage.

Items that focus on making connections may require students to speculate, or make predictions, about future events. The future events are logically supported by information in the text. Other making-connections items may require students to interpret information, such as determining the meaning behind a statement made by a character in a story.

Items that entail comparing and contrasting may require students to analyze texts for similarities or differences between elements in a passage.

TAAS Objective 5

The student will analyze information in a variety of written texts in order to make inferences and generalizations.

To demonstrate competency in this objective, the student must be able to

- draw inferences, such as conclusions or generalizations, and support them with text evidence and experience
- analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo
- analyze story plot, setting, and problem resolution
- interpret graphic sources of information, such as maps, graphs, time lines, tables, or diagrams, to address research questions
- draw conclusions from information gathered from multiple sources

Items that focus on drawing inferences, such as conclusions or generalizations, require higher-level thinking skills. The correct answer must be supported by evidence from the text. Incorrect options will represent contradictory information or information that is not supported by the text.

Items that focus on analyzing characters will require students to make inferences about a character's feelings, traits, or motives; relationships between characters; or the way a character or relationship changes during the course of a story. Students will also be expected to demonstrate an understanding of the conflicts characters face, their reactions to conflicts, or the points of view expressed by different characters.

Items that focus on analyzing story plot, setting, and problem resolution will require students to understand the significance of these literary concepts and their importance to the overall meaning of the story.

Items that focus on interpreting graphic sources will require students to analyze information from maps, graphs, time lines, tables, or diagrams, and use that information to make inferences or draw conclusions.

Items that focus on drawing conclusions from multiple sources will require students to use information from more than one text or from text and a graphic source to make inferences or draw conclusions. The texts may include, but are not limited to, such things as letters and advertisements.

TAAS Objective 6

The student will recognize points of view, propaganda, and/or statements of fact and opinion in a variety of written texts.

To demonstrate competency in this objective, the student must be able to

- distinguish between fact and opinion in various texts
- identify the purposes of different types of texts, such as to inform, influence, express, or entertain
- describe how the author's perspective or point of view affects the text

Fact-and-opinion items require students to recognize either a fact that was stated in a passage or an opinion that was expressed in a passage.

Items that assess a student's ability to identify the author's purpose are inferential. The purpose of the text can be inferred from information in the text and the way in which information in the text is presented.

Items that focus on the author's perspective or point of view require students to infer what an author probably thinks or feels about a person or an issue presented in the passage. The author's point of view is supported by information in the text and the tone in which the information is presented.

Sample Reading Passage

The Best Choice

Westside Elementary School has a Westside Pride committee. The committee meets and talks about ways to make Westside a better school. Each class chooses one person to be on the committee. Mrs. Chung announced that her class would select their member on Friday.

Both David and Michelle wanted to be the delegate from Mrs. Chung's class. Angela, a new student, also wanted to be chosen.

On Friday morning Mrs. Chung put several boxes on her desk. The boxes were different colors and sizes. The children gazed at the boxes, wondering what was in them. Then Mrs. Chung announced, "Before we vote for our member of the committee, the students who want to be chosen will give a speech. Each student will open one of the boxes and use what is inside to explain why he or she wants to be chosen for the committee."

David went first. He eyed each of the boxes and opened the large yellow one. Taking out a big yellow balloon, David said, "This balloon reminds me of the sun, which makes people feel warm and happy. I want to help our school be a warm and happy place." Everyone clapped.

Next it was Michelle's turn. She chose a small silver box. Inside she found a shiny new quarter. Michelle showed the students the quarter and said, "This quarter has a picture of George Washington, our country's first President. He was a great leader. He used good judgment to decide how to make our country strong. I want to make good decisions for our school, just as Washington did for our country." The students clapped for Michelle.

Finally it was Angela's turn. To everyone's surprise she selected the plain white box. Angela lifted the lid and removed some paper. She unveiled what looked like a block of glass.

Setting it gently on the desk, she said, "Students may think Westside is just a school. As a new student, I see it as a wonderful place to learn and make new friends. It's important to recognize how special things are. For example, this may seem like a plain block of glass. But if you're observant and look closely, you will see that it's really a lovely prism."

Angela picked up the piece of glass and held it up. As she did, the sunlight shone through the glass, and beautiful rainbows danced around the room.

The students were overjoyed and clapped loudly for Angela's speech. Then David and Michelle stood up together. "We should choose Angela. She will be able to recognize a good idea," David said.

"She will be a great committee member," Michelle admitted. The class agreed. Angela was the best choice.

Sample Reading Test Items

Objective 1: The student will determine the meaning of words in a variety of written texts.

1 In this story, the word delegate means a person who —

A* represents a group

B makes good grades

C is a new student

D comes to school every day

Objective 2: The student will identify supporting ideas in a variety of written texts.

2 In Michelle's box there was a —

A yellow balloon

B block of glass

C* new quarter

D smaller box

Objective 3: The student will summarize a variety of written texts.

3 The main idea of this story is that —

A the students in Mrs. Chung's class wondered about the boxes

B* an activity helps students choose a person for a school committee

C George Washington made good decisions for our country

D a committee decides ways to make Westside Elementary a better school

Objective 4: The student will perceive relationships and recognize outcomes in a variety of written texts.

4 Based on what Angela says, how are Westside Elementary School and the block of glass alike?

A* Both may seem ordinary.

B Both are easily damaged.

C Both need to be improved.

D Both are difficult to build.

Objective 5: The student will analyze information in a variety of written texts in order to make inferences and generalizations.

5 When Mrs. Chung put the boxes on her desk, the students could best be described as —

A happy

B* curious

C proud

D determined

Objective 6: The student will recognize points of view, propaganda, and/or statements of fact and opinion in a variety of written texts.

6 The author probably thinks that the activity of choosing the boxes was —

A funny

B dangerous

C* clever

D foolish

TEKS-BASED TAAS
GRADE 5 READING

General Information

Reading Passages

- All items are assessed in the context of narrative, informational, or functional passages. Narrative passages are fictional stories presented in a traditional structure (i.e., narration and dialogue) or in a unique format such as a letter or a diary entry. Informational passages provide nonfictional, or factual, information about a topic. Many informational passages profile noteworthy people or explain content-based topics related to science, social studies, art, music, etc. Functional passages represent purposeful kinds of writing encountered in everyday life. Functional passages may include advertisements, instructions, recipes, directions for a game, etc.
- The passages will be appropriate for fifth grade students in terms of interests, experiences, and reading level.
- The passages will vary in length.
- Each passage will be preceded by either a purpose-setting question or a title.
- Each passage will test more than one objective.
- Each passage and its corresponding items will appear on facing pages.

Test Items

- Each item will be a multiple-choice item containing four options.
- Each item will be linked to a reading comprehension passage.
- Each item will be written at a level appropriate for fifth grade students.

TEKS-BASED TAAS GRADE 5 READING

TAAS Objectives and Related TEKS

DOMAIN: READING COMPREHENSION

TAAS Objective 1

The student will determine the meaning of words in a variety of written texts.

To demonstrate competency in this objective, the student must be able to

- bring meanings to words in context, such as interpreting figurative language and multiple-meaning words
- determine meanings of derivatives by applying knowledge of the meanings of root words such as *like, pay,* or *happy* and affixes such as *dis-, pre-,* or *un-*

Items testing vocabulary will be dependent upon structural cues (i.e., prefixes and suffixes) and context clues in the passages (e.g., synonyms, antonyms, definitions, examples, explanations, or descriptions). Context clues will not necessarily be in close proximity to the tested words.

Figurative language and affixes that are tested will be age and grade-level appropriate. Multiple-meaning words and root words will be at or below the fifth grade level. All other tested words will be two to three grade levels above the fifth grade level.

TAAS Objective 2

The student will identify supporting ideas in a variety of written texts.

To demonstrate competency in this objective, the student must be able to

- use the text's structure or progression of ideas, such as chronology, to locate and recall information
- determine how main ideas are supported with details
- recognize setting
- use graphic sources of information, such as maps, graphs, time lines, tables, or diagrams, to address research questions

Items testing chronology measure students' understanding of proper sequence. Items may include statements of flashback, requiring students to understand real progression of events rather than the order in which events were mentioned in a story. Chronology items for functional passages may measure students' ability to understand the proper order of steps in a given set of directions.

Items testing the recognition of details measure a student's literal comprehension of information presented in the passage. Students will be asked to recall specific information that supports the main idea of the text.

Items testing the recognition of setting measure students' literal comprehension of the time and/or place of a story.

Items testing the use of graphic sources measure students' literal comprehension of graphically depicted information.

TAAS Objective 3

The student will summarize a variety of written texts.

To demonstrate competency in this objective, the student must be able to

- determine a text's main (or major) ideas
- paraphrase and summarize text to recall, inform, or organize ideas

Main idea items may focus on either the stated or implied main idea or on the theme of the passage. Implied and thematic main idea items require inferential thinking. In stated or implied main idea items, incorrect options may be stated details in the passage, paraphrases from the text that are too broad or specific to be main ideas, or information that is not supported in the passage. In thematic main idea items, incorrect options must be themelike, not details. Main idea items may focus on the entire passage, a paragraph, a number of successive paragraphs, or information under a particular subtitle.

Summary items focus on the important events that occur throughout the passage. Information in the correct answer must be stated in the passage. Incorrect options must also be stated in the passage.

TAAS Objective 4

The student will perceive relationships and recognize outcomes in a variety of written texts.

To demonstrate competency in this objective, the student must be able to

- use the text's structure or progression of ideas, such as cause and effect, to recall information
- offer observations, make connections, react, speculate, interpret, and raise questions in response to texts
- connect, compare, and contrast ideas, themes, and issues across text

Cause-and-effect items measure students' understanding of causal relationships. The causal relationship may be directly stated or implied in the passage.

Items that focus on making connections may require students to speculate, or to make predictions, about future events. The future events are logically supported by information in the text. Other making-connections items may require students to interpret information, such as determining the meaning behind a statement made by a character in a story.

Items that entail comparing and contrasting may require students to analyze texts for similarities or differences between elements in a passage.

TAAS Objective 5

The student will analyze information in a variety of written texts in order to make inferences and generalizations.

To demonstrate competency in this objective, the student must be able to

- draw inferences, such as conclusions or generalizations, and support them with text evidence and experience
- analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo
- analyze story plot, setting, and problem resolution
- interpret graphic sources of information, such as maps, graphs, time lines, tables, or diagrams, to address research questions
- draw conclusions from information gathered from multiple sources

Items that focus on drawing inferences, such as conclusions or generalizations, require higher-level thinking skills. The correct answer must be supported by evidence from the text. Incorrect options will represent contradictory information or information that is not supported by the text.

Items that focus on analyzing characters will require students to make inferences about a character's feelings, traits, or motives; relationships between characters; or the way a character or relationship changes during the course of a story. Students will also be expected to demonstrate an understanding of the conflicts characters face, characters' reactions to conflicts, or the points of view expressed by different characters.

Items that focus on analyzing story plot, setting, and problem resolution will require students to understand the significance of these literary concepts and their importance to the overall meaning of the story.

Items that focus on interpreting graphic sources will require students to analyze information from maps, graphs, time lines, tables, or diagrams, and use that information to make inferences or draw conclusions.

Items that focus on drawing conclusions from multiple sources will require students to use information from more than one text or from text and a graphic source to make inferences or draw conclusions. The texts may include, but are not limited to, such things as letters and advertisements.

TAAS Objective 6

The student will recognize points of view, propaganda, and/or statements of fact and opinion in a variety of written texts.

To demonstrate competency in this objective, the student must be able to

- distinguish fact and opinion in various texts
- identify the purposes of different types of texts, such as to inform, influence, express, or entertain
- describe how the author's perspective or point of view affects the text

Fact-and-opinion items require students to recognize either a fact that was stated in a passage or an opinion that was expressed in a passage.

Items that assess a student's ability to identify the author's purpose are inferential. The purpose of the text can be inferred from information in the text and the manner in which that information is presented.

Items that focus on the author's perspective or point of view require students to infer what an author probably thinks or feels about a person or issue presented in the passage. The author's point of view is supported by information in the text and the tone in which the information is presented.

Sample Reading Passage

Building the Mysterious Pyramids

More than 4,000 years ago, the Egyptians began to build the famous pyramids. The largest pyramid is called the Great Pyramid. It rises about 480 feet from the desert floor. This makes it taller than a 40-story building. Thousands of years ago there were very few tools and no cranes or heavy machinery to help build anything as colossal as the pyramids. Exactly how they were built is still a mystery.

Building Blocks

Scientists agree that huge blocks of stone, each weighing several tons, were cut from solid rock. Then builders floated the stone blocks down the Nile River on boats. The blocks were finally dragged across the desert on wooden sleds to where the pyramids would be built. Each sled, pulled by a crew of builders, moved across a row of rollers on the ground. The rollers were used to help the heavy sleds move more easily. When building was ready to begin, each stone block had to be lifted into place. But how was that done?

The Ramp Theory

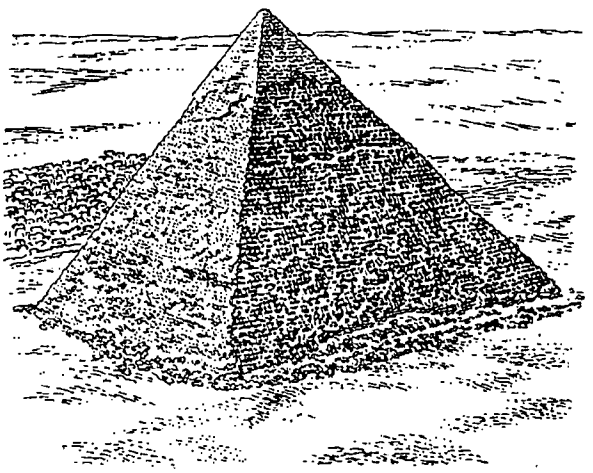
Some scientists believe that the builders used long, smooth inclined paths to move the stone blocks into place. The paths, or ramps, may have been made of dirt and pieces of stone. One or more ramps ran up the side of the pyramid. The blocks were dragged up the ramps to where they were needed. When the entire pyramid was built to the desired height, the builders removed the ramps.

The Lever Theory

Other scientists believe that levers were used to help raise the blocks during construction. The levers were long, sturdy poles placed under the blocks. After the first layer of blocks was in place, builders used levers to lift each block to the next layer. Other laborers packed some kind of material under each block to support it. The builders raised one layer of blocks at a time. Some pyramids were more than 100 layers tall.

To finish a pyramid, special stones called facing stones were placed on top of the building stones. The facing stones were cut to give the pyramid smooth sides. After they were in place, the stones were polished.

Building a pyramid was a repetitious job. Stacking one block upon another day after day probably took thousands of builders many years. We may never know for sure how the Egyptians built the pyramids. However, we can still appreciate the amazing human effort needed to build these mysterious markers of the past.



Sample Reading Test Items

Objective 1: The student will determine the meaning of words in a variety of written texts.

1 In this passage, the word colossal means —

- **A** convenient
- **B*** enormous
- **C** expensive
- **D** ordinary

Objective 2: The student will identify supporting ideas in a variety of written texts.

2 Which of these happened first in the passage?

- **A*** The blocks of stone were cut.
- **B** The sleds were dragged across the desert.
- **C** The facing stones were polished.
- **D** The blocks were floated down the Nile River.

Objective 3: The student will summarize a variety of written texts.

3 The section titled "The Ramp Theory" is mostly about —

- **A** how the Egyptians may have cut the stone blocks
- **B*** how the Egyptians may have moved the blocks of stone
- **C** why the builders may have removed the ramps
- **D** why the builders may have used dirt and pieces of stone

Objective 4: The student will perceive relationships and recognize outcomes in a variety of written texts.

4 Rollers were used under the sleds because —

- **A*** the rollers made moving the blocks easier
- **B** the builders needed to know where they were going
- **C** the builders wanted to leave evidence for scientists to uncover
- **D** the sleds were made of wood

Objective 5: The student will analyze information in a variety of written texts in order to make inferences and generalizations.

5 Based on information in the passage, the reader can tell that the —

- **A** pyramid is no longer a useful form of construction
- **B** stones in the pyramids are easily worn away by wind and rain
- **C** location of the Great Pyramid is a secret
- **D*** building of the pyramids would have been easier with modern equipment

Objective 6: The student will recognize points of view, propaganda, and/or statements of fact and opinion in a variety of written texts.

6 The author probably wrote this passage in order to —

- **A** encourage the reader to go to Egypt to see the pyramids
- **B** explain that the ramp theory is better than the lever theory
- **C** describe what pyramids look like and where they are found
- **D*** tell the reader how the pyramids may have been built

TEKS-BASED TAAS
GRADE 6 READING

General Information

Reading Passages

- All items are assessed in the context of narrative, informational, or functional passages. Narrative passages are fictional stories presented in a traditional structure (i.e., narration and dialogue) or in a unique format such as a letter or a diary entry. Informational passages provide nonfictional, or factual, information about a topic. Many informational passages profile noteworthy people or explain content-based topics related to science, social studies, art, music, etc. Functional passages represent purposeful kinds of writing encountered in everyday life. Functional passages may include movie reviews, advertisements, instructions, etc.
- The passages will be appropriate for sixth grade students in terms of interests, experiences, and reading level.
- The passages will vary in length.
- Each passage will be preceded by either a purpose-setting question or a title.
- Each passage will test more than one objective.
- The passages and their corresponding items will appear on facing pages.

Test Items

- Each item will be a multiple-choice item containing four options.
- Each item will be linked to a reading comprehension passage.
- Each item will be written at a level appropriate for sixth grade students.

TEKS-BASED TAAS GRADE 6 READING

TAAS Objectives and Related TEKS

DOMAIN: READING COMPREHENSION

TAAS Objective 1

The student will determine the meaning of words in a variety of written texts.

To demonstrate competency in this objective, the student must be able to

- bring meanings to words in context, such as interpreting multiple-meaning words
- determine meanings of derivatives by applying knowledge of the meanings of root words such as *like, pay,* or *happy* and affixes such as *dis-, pre-,* or *un-*

Items testing vocabulary will be dependent upon structural clues (i.e., prefixes and suffixes) and context clues in the passages (e.g., synonyms, antonyms, definitions, examples, explanations, or descriptions). Context clues will not necessarily be in close proximity to the tested words.

Affixes that are tested will be age and grade-level appropriate. Multiple-meaning words and root words will be at or below the sixth grade level. All other tested words will be two to three grade levels above the sixth grade level.

TAAS Objective 2

The student will identify supporting ideas in a variety of written texts.

To demonstrate competency in this objective, the student must be able to

- use the text's structure or progression of ideas, such as chronology, to locate and recall information
- determine how main ideas are supported with details
- recognize setting
- use graphic sources of information, such as maps, graphs, time lines, or tables, to address research questions

Items testing chronology measure students' understanding of proper sequence. Items may include statements of flashback, requiring students to understand real progression of events rather than the order in which events were mentioned in a story. Chronology items for functional passages may measure students' ability to understand the proper order of steps in a given set of directions.

Items testing the recognition of details measure students' literal comprehension of information presented in the passage. Details that are tested reflect specific information that supports the main idea of the text.

Items testing the recognition of setting measure students' literal comprehension of the time and/or place of a story.

Items testing the use of graphic sources measure students' literal comprehension of graphically depicted information. Graphic sources may include maps, graphs, time lines, tables, etc.

TAAS Objective 3

The student will summarize a variety of written texts.

To demonstrate competency in this objective, the student must be able to

- ❑ determine a text's main (or major) ideas
- ❑ paraphrase and summarize text to recall, inform, or organize ideas

Main idea items focus on the stated or implied main idea or on the theme of the passage. Implied and thematic main idea items require inferential thinking. In stated or implied main idea items, all incorrect options must be stated details in the passage, paraphrases from the text that are too broad or specific to be main ideas, or information that is not supported in the passage. In thematic main idea items, incorrect options must be themelike, not details. Main idea items may focus on the entire passage, a paragraph, a number of successive paragraphs, or information under a particular subtitle.

Summary items focus on the important events that occur throughout the passages. Information in the correct answer must be stated in the passage. Incorrect options must also be stated in the passage.

TAAS Objective 4

The student will perceive relationships and recognize outcomes in a variety of written texts.

To demonstrate competency in this objective, the student must be able to

- ❑ use the text's structure or progression of ideas, such as cause and effect, to recall information
- ❑ offer observations, make connections, react, speculate, interpret, and raise questions in response to texts
- ❑ connect, compare, and contrast ideas, themes, and issues across text

Cause-and-effect items measure students' understanding of causal relationships. The causal relationship may be directly stated or implied in the passage.

Items that focus on making connections may require students to speculate, or to make predictions, about future events. The future events are logically supported by information in the text. Other making-connections items may require students to interpret information, such as determining the meaning behind a statement made by a character in a story.

Items that entail comparing and contrasting require students to recognize similarities or differences between elements in a passage.

TAAS Objective 5

The student will analyze information in a variety of written texts in order to make inferences and generalizations.

To demonstrate competency in this objective, the student must be able to

- draw inferences such as conclusions or generalizations, and support them with text evidence and experience
- analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo
- analyze story plot, setting, and problem resolution
- interpret graphic sources of information, such as maps, graphs, time lines, or tables, to address research questions
- draw conclusions from information gathered from multiple sources

Items that focus on drawing inferences, such as conclusions or generalizations, require higher-level thinking skills. The correct answer must be supported by evidence from the text. Incorrect options will represent contradictory information or information that is not supported by the text.

Items that focus on analyzing characters will require students to make inferences about a character's feelings, traits, or motives; relationships between characters; or the way a character or relationship changes during the course of a story. Students will also be expected to demonstrate an understanding of the conflicts characters face, characters' reactions to conflicts, or the points of view expressed by different characters.

Items that focus on analyzing story plot, setting, and problem resolution will require students to understand the significance of these literary concepts and their importance to the overall meaning of the story.

Items that focus on interpreting graphic sources will require students to analyze information from maps, graphs, time lines, or tables, and use that information to make inferences or draw conclusions.

Items that focus on drawing conclusions from multiple sources will require students to use information from more than one text or from text and a graphic source to make inferences or draw conclusions. The texts may include, but are not limited to, such things as letters and advertisements.

TAAS Objective 6

The student will recognize points of view, propaganda, and/or statements of fact and opinion in a variety of written texts.

To demonstrate competency in this objective, the student must be able to

- distinguish fact and opinion in various texts
- identify the purposes of different types of texts, such as to inform, influence, express, or entertain
- describe how the author's perspective or point of view affects the text

Fact-and-opinion items require students to recognize either a fact that was stated in a passage or an opinion that was expressed in a passage.

Items that assess a student's ability to identify the author's purpose are inferential. The purpose of the text can be inferred from information in the text and the manner in which that information is presented.

Items that focus on the author's perspective or point of view require students to infer what an author probably thinks or feels about a person or issue presented in the passage. The author's point of view is supported by information in the text and the tone in which the information is presented.

Sample Reading Passage

Felipe Finds a Solution

"How did it come to this?" Felipe wondered. He tugged on Ranger's leash while struggling to restrain five other barking, bouncing dogs. "Wait a minute!" he called as he tried to control an eager collie.

It all began the day that Felipe and Ranger saw Mr. Remo in the hallway of their apartment building. "What a nice day to take your dog for a walk," Mr. Remo said. In spite of the pleasant greeting, he looked sad. Felipe also noticed that he had a cast on his right foot.

"What happened to your foot?" Felipe asked.

"Oh," Mr. Remo replied, "I hurt my ankle while jogging along the riverbank." Sighing heavily, he added, "It's still too painful to take Captain for his walk."

Felipe immediately offered to take Captain along when he and Ranger went for their walk. Mr. Remo accepted gratefully. The next thing Felipe knew, the word had gone around the building. Mrs. Abzug asked him to walk her poodle while she was at work. Mrs. Slocum wondered if Felipe could take her dog Happy while she was sick with a bad cold. Felipe was also walking two hound dogs, Salt and Pepper, while the Jolines were away on vacation.

Felipe tried to keep from tripping over the dogs as he guided them down the sidewalk. Gripping the nylon and leather leashes, he tried to pull the right one to signal the right dog. "No, Captain, not there," he would say. "Here, Lulu, over this way," he would encourage. He never knew that walking dogs could be so hard!

Just when Felipe thought it couldn't get any worse, Salt stopped to sniff a garbage can. Then Pepper ran past Salt to chase a cat, causing their leashes to become entangled. As Pepper pulled, the garbage can tipped over with a bang, scaring the dogs. The whole bunch raced off and nearly ran into a man leaving the corner grocery store. The man was so surprised that he threw up his hands, and a loaf of bread and three cans of soup turned circles in the air.

The next day Felipe decided that he should avoid using the sidewalk as much as possible. He took a shortcut to the park, holding firmly to all the leashes and hoping for the best. When he arrived home, he was exhausted. His knee was bruised because the dogs couldn't agree on the best way to go around a bench.

Felipe's mother greeted him at the door with a big smile. "How were things at the park?" she asked brightly.

"Well," Felipe began, "there are garbage cans there, too."

"I'll bet the dogs didn't chase a cat this time," his mother said hopefully.

"A squirrel," Felipe replied.

"Well," his mother said, still being hopeful, "there couldn't have been a shopper in the park!"

"A girl on a skateboard," Felipe responded. "But at least she was wearing a helmet."

Felipe had learned an important lesson. It was all right to take on responsibility, but he had to make sure the task was manageable. From then on, instead of walking the horde of dogs together, he walked them in shifts — two at a time. Eventually the Jolines returned from vacation, Mr. Remo's ankle healed, and Mrs. Slocum recovered from her cold. Mrs. Abzug decided that she could walk her poodle before and after work.

Sometimes Felipe still walks his neighbors' dogs, but most days he and Ranger walk by themselves. Things are calmer, but when Felipe approaches the corner grocery store, he smiles to himself as he and Ranger cross to the other side of the street.

Sample Reading Test Items

Objective 1: The student will determine the meaning of words in a variety of written texts.

1 In this passage, the word entangled means —

- **A** delayed until later
- **B*** made twisted
- **C** put in place of another
- **D** taken back

Objective 2: The student will identify supporting ideas in a variety of written texts.

2 Where was Mr. Remo when he hurt his ankle?

- **A** At the park
- **B** In front of the grocery store
- **C*** Along the riverbank
- **D** At work

Objective 3: The student will summarize a variety of written texts.

3 Which of these is the best summary of the passage?

- **A*** Felipe helped his neighbors by walking their dogs, but he discovered that there were too many dogs for him to do the job well.
- **B** Felipe offered to take Mr. Remo's dog along when he took his own dog for a walk, and Mr. Remo accepted gratefully.
- **C** Felipe came home from the park exhausted, and his knee was bruised because the dogs couldn't agree on how to go around a bench.
- **D** Felipe decided to avoid the sidewalk as much as possible, so he took a shortcut to the park and hoped for the best.

Objective 4: The student will perceive relationships and recognize outcomes in a variety of written texts.

4 In the future, Felipe will most likely —

- **A** go skateboarding in the park
- **B*** think carefully before he agrees to do something
- **C** apply for a job at the grocery store
- **D** ask his mother to plan his schedule

Objective 5: The student will analyze information in a variety of written texts in order to make inferences and generalizations.

5 The passage suggests that walking the dogs in shifts —

- **A*** solved Felipe's problem
- **B** surprised the man leaving the grocery store
- **C** was suggested by Felipe's mother
- **D** required less time than walking them together

Objective 6: The student will recognize points of view, propaganda, and/or statements of fact and opinion in a variety of written texts.

6 Which of these is a FACT in the passage?

- **A*** Salt and Pepper are hound dogs.
- **B** Mrs. Slocum has a pet cat.
- **C** Collies are very obedient.
- **D** Walking dogs was hard.

TEKS-BASED TAAS GRADE 3 MATHEMATICS

General Information

Test Items

- Each item will be a multiple-choice item containing four answer options.
- Each question will be followed by the instruction "Mark your answer."
- Numerical answer options will be listed in ascending or descending order, except in items requiring the student to order or compare numbers or to choose an appropriate measurement.
- Each item will be written at a level appropriate for third grade students.
- Items may be in application contexts.

Materials Provided to Students

- Time Chart

TEKS-BASED TAAS GRADE 3 MATHEMATICS

TAAS Objectives and Related TEKS

DOMAIN: CONCEPTS

TAAS Objective 1

The student will demonstrate an understanding of number concepts.

To demonstrate competency in this objective, the student must be able to

- use place value to read, write (in symbols and words), and describe the value of whole numbers through 999,999
- use place value to compare and order whole numbers through 9,999
- determine the value of a collection of coins and bills
- use fraction names and symbols to describe fractional parts of whole objects or sets of objects with denominators of 12 or less

Students may be asked to match a digit in a number with its place value, or match a numeral with its name written in words.

In comparison items, students may be asked to identify a number that is greater than or less than a given number, or a number that is between two given numbers. In ordering items, students will be asked to identify the list of numbers that are in least to greatest order or greatest to least order, or to identify the order of labels associated with the numbers. Students may be asked to identify a number that is between two given numbers. Students may also be asked the converse of these situations by using the term NOT when describing the situation.

Students will match a pictorial representation of U.S. currency with the numerical value using dollars-and-cents form (e.g., $1.53) or cents-only form (e.g., 82¢). Bills will be shown face up. Coins may be shown heads up or tails up.

Pictorial models will be used for naming fractions. Models may be of familiar objects or geometric shapes. Students will match the shaded portion of the model with its fraction equivalent. Students may be asked to match the model to a fraction that is NOT the equivalent. Denominators of fractions will be 12 or less.

TAAS Objective 2

The student will demonstrate an understanding of mathematical relations, functions, and other algebraic concepts.

To demonstrate competency in this objective, the student must be able to

- identify and extend whole-number and geometric patterns to make predictions and solve problems
- identify patterns in related multiplication and division sentences (fact families), such as $2 \times 3 = 6$, $3 \times 2 = 6$, $6 \div 2 = 3$, $6 \div 3 = 2$
- generate a table of paired numbers based on a real-life situation, such as insects and legs
- identify patterns in a table of related number pairs based on a real-life situation and extend the table

Number and geometric patterns will be presented as a sequence of objects with missing element(s), a list or table of numbers with missing element(s), or in sentence form in the context of an application situation. At least three iterations of the pattern will be given. Students will identify the missing element(s) in the pattern or extend the pattern.

Students will match a multiplication or division number sentence with one or more other sentences in the same fact family, with a pictorial representation of a number sentence, or will identify the sentence or pictorial representation that does NOT match the given information.

Students will select the appropriate table of paired numbers that matches an application situation.

TAAS Objective 3

The student will demonstrate an understanding of geometric properties and relationships.

To demonstrate competency in this objective, the student must be able to

- name, describe, and compare shapes and solids using formal geometric vocabulary
- identify congruent shapes
- identify lines of symmetry in shapes
- locate and name points on a line using whole numbers

Students will match geometric shapes and solids in pictorial form to a formal geometric term or to a verbal description, or will match the term with a verbal description. The items may also ask the converse using NOT. Pictorial representations may be simple line drawings of the shape or solid, or may be drawings of familiar objects. The shapes and solids may include, but are not restricted to: polygon, regular polygon, triangle, quadrilateral, rectangle, square, parallelogram, rhombus, trapezoid, pentagon, hexagon, octagon, circle, sphere, cylinder, prism (triangular, square, rectangular,...), pyramid (triangular, square, rectangular,...), cone.

Students will match pictorial representations of congruent shapes.

Pictorial representations of geometric shapes or familiar objects will be given. Students will select the figure that does or does NOT have one or more lines of symmetry. The line(s) of symmetry may be drawn on the figure.

Students will match a given value with its place on a number line. Each number line will have at least two points numbered so that the students can discern the interval being used. Number lines may or may not start at zero.

TAAS Objective 4

The student will demonstrate an understanding of measurement concepts using metric and customary units.

To demonstrate competency in this objective, the student must be able to

- ❑ estimate and measure lengths using standard units such as inch, foot, yard, centimeter, decimeter, and meter
- ❑ use linear measure to find the perimeter of a shape
- ❑ tell and write time shown on traditional and digital clocks
- ❑ use a thermometer to measure temperature

All estimation items will ask students to match a measurement with an ordinary or familiar object or situation.

Perimeter problems will provide a written and/or pictorial description of an object or a situation. Students will use an arithmetic operation to find the perimeter, or will match a given perimeter with a figure.

Students will match a pictorial representation of a clock with a time or with a range of time (e.g., between 7:00 and 7:15).

Students will match a pictorial representation of a thermometer with a temperature given in degrees Fahrenheit (°F) or degrees Celsius (°C).

TAAS Objective 5

The student will demonstrate an understanding of probability and statistics.

To demonstrate competency in this objective, the student must be able to

- ❑ collect, organize, record, and display data in pictographs and bar graphs where each picture or cell might represent more than one piece of data
- ❑ interpret information from pictographs and bar graphs

Graphs may be oriented vertically or horizontally.

Students will identify the graph that fits the information given, or will identify the information that would complete a portion of the graph. Information may be given in sentence form or in a pictorial representation such as a table or tally chart.

Students will interpret information by reading the information directly from the graph or by combining or separating some of the information from the graph to answer a question.

DOMAIN: OPERATIONS

TAAS Objective 6

The student will use the operation of addition to solve problems.

To demonstrate competency in this objective, the student must be able to

- model addition using pictures, words, and numbers

All items will use whole numbers. Extraneous information may be given in the problem. The number of addends and the number of digits in the addends will be reasonable within the context of the problem. The numbers may be presented in sentence form, in a table or chart, or represented in a pictorial model (e.g., U.S. currency).

TAAS Objective 7

The student will use the operation of subtraction to solve problems.

To demonstrate competency in this objective, the student must be able to

- model subtraction using pictures, words, and numbers

All items will use whole numbers. Extraneous information may be given in the problem. The number of digits in the numbers will be reasonable within the context of the problem. The numbers may be presented in sentence form, in a table or chart, or represented in a pictorial model (e.g., U.S. currency).

TAAS Objective 8

The student will use the operation of multiplication to solve problems.

To demonstrate competency in this objective, the student must be able to

- solve and record multiplication problems (one-digit multiplier)

Extraneous information may be given in the problem. The problem may have a pictorial model or representation of information presented in the item text. One of the factors in the problem will be restricted to a single digit. The other factor will be reasonable based on the context of the problem and the number of digits requiring regrouping.

TAAS Objective 9

The student will use the operation of division to solve problems.

To demonstrate competency in this objective, the student must be able to

- use models to solve division problems

All items will use pictorial models. Extraneous information may be given in the problem. All divisors will be limited to single-digit numbers. Dividends will be reasonable based on the context of the problem and the pictorial model. Quotients may have remainders.

DOMAIN: PROBLEM SOLVING

TAAS Objective 10

The student will estimate solutions to a problem situation.

To demonstrate competency in this objective, the student must be able to

- estimate sums and differences beyond basic facts

Extraneous information may be given in the problem.

Students will round numbers to the greatest place value of the smallest number used in the computation. Correct answer choices will reflect the strategy of rounding before performing the arithmetic operation. Answer choices may be numbers or ranges of numbers (e.g., between 300 and 400). Measurement units or their abbreviations will be included with the numerical answers.

TAAS Objective 11

The student will determine solution strategies and will analyze or solve problems.

To demonstrate competency in this objective, the student must be able to

- select addition or subtraction and use the operation to solve problems involving whole numbers through 999
- measure to solve problems involving length, temperature, and time

Extraneous information may be given in the problem.

Students will select an expression or number sentence that represents the problem situation, or will solve the problem. Problem situations will require multiple steps for solution, which may be repeated operations or combinations of operations.

Problems involving measurement may require conversions (e.g., a solution of 15 inches is presented as 1 foot 3 inches in the answer choices).

TAAS Objective 12

The student will express or solve problems using mathematical representation.

To demonstrate competency in this objective, the student must be able to

- model addition and subtraction using pictures, words, and numbers
- solve and record multiplication problems (one-digit multiplier)
- use models to solve division problems and use number sentences to record the solutions
- interpret information from pictographs and bar graphs

Extraneous information may be given in the problem. When number sentences are given as answer choices, each sentence may contain missing information that is represented by an empty box.

To model addition and subtraction, students will match a verbal description with a picture or number sentence. The problem will contain multiple steps, including repeated operations or combinations of operations.

Multiplication problems will require students to match a verbal description with a numerical solution or number sentence, and may require repeated multiplication.

Division problems will require students to match a verbal description that contains a pictorial model with a number sentence.

To interpret graphs, students will select the appropriate information from the graph and/or perform an arithmetic operation with the information. The solution may be in the form of a number or in the form of the correct label from the graph.

TAAS Objective 13

The student will evaluate the reasonableness of a solution to a problem situation.

To demonstrate competency in this objective, the student must be able to

- use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness

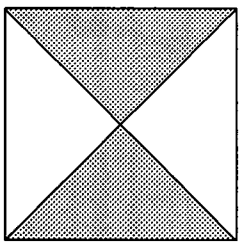
Extraneous information may be given in the problem.

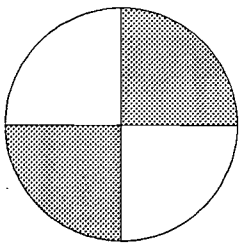
Some of the information given in the problem may involve a range of numbers. Students will round numbers to the greatest place value of the smallest number used in the computation. Answer choices may include pictorial models, ranges of numbers, or any number within the correct range.

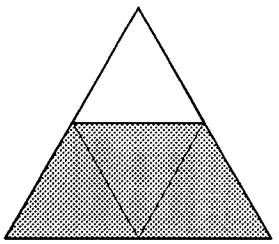
Sample Mathematics Test Items

Objective 1: The student will demonstrate an understanding of number concepts.

1 Which figure does **NOT** have $\frac{2}{4}$ of the area shaded? Mark your answer.







2 Which number means the same as five hundred twenty-two thousand, sixty-seven? Mark your answer.

- 52,267
- 520,067
- 522,067
- 522,670

Objective 2: The student will demonstrate an understanding of mathematical relations, functions, and other algebraic concepts.

3 The chart shows how many line segments are needed to draw different numbers of octagons.

Drawing Octagons

Number of Octagons	1	2	3	4	5	6
Number of Line Segments	8	16	24	32	40	48

How many line segments would be needed to draw 9 octagons? Mark your answer.

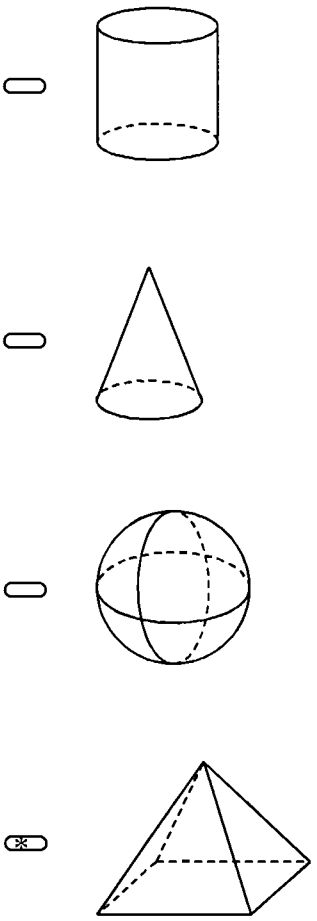
- ⊂ 56
- ⊂ 63
- ⊛ 72
- ⊂ 90

4 Mr. Smith planted 7 rows of flowers. He planted 3 flowers in the first row, 5 in the second row, 7 in the third row, and 9 in the fourth row. If he continues the pattern, how many flowers will he plant in the **seventh** row? Mark your answer.

- ⊂ 12
- ⊂ 13
- ⊛ 15
- ⊂ 16

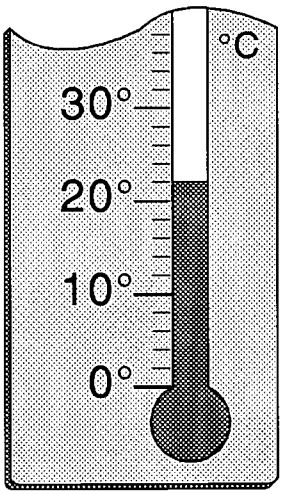
Objective 3: The student will demonstrate an understanding of geometric properties and relationships.

5 Which figure is a pyramid? Mark your answer.



Objective 4: The student will demonstrate an understanding of measurement concepts using metric and customary units.

6 What temperature is shown on the thermometer? Mark your answer.



- 20°C
- 21°C
- ✱ 22°C
- 25°C

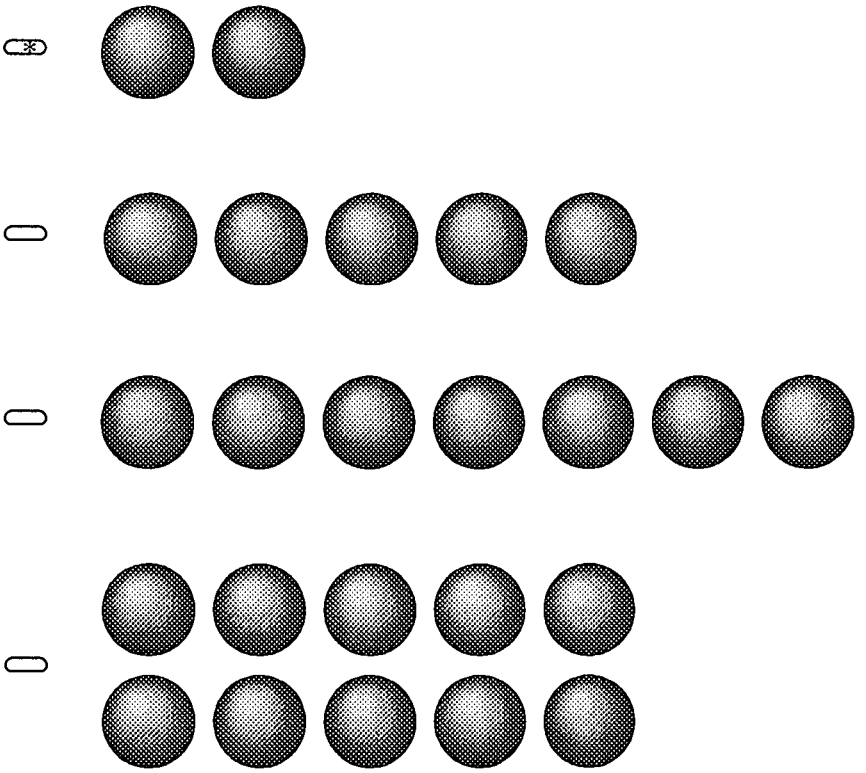
7 Which measure best describes the length of a library book? Mark your answer.

- 1 centimeter
- 1 yard
- ✱ 10 inches
- 10 meters

Objective 5: The student will demonstrate an understanding of probability and statistics.

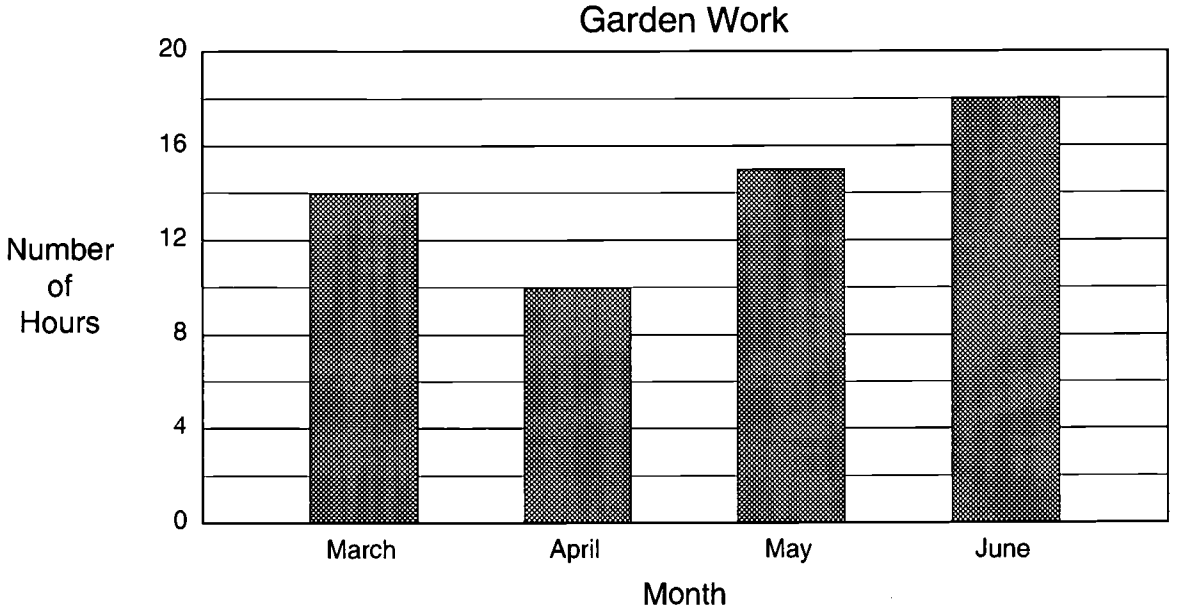
8 Alex divided his collection of 75 marbles into groups by color. Then he made a graph to show how many marbles of each color he had. He used this drawing

to represent 5 marbles. Which of the following should Alex have used to show that he had 10 green marbles? Mark your answer.



Objective 5 (continued)

9 Max worked in his neighbor's garden last spring. He kept a record of the number of hours that he worked each month. The graph shows his record.



In which month did Max work an odd number of hours in all? Mark your answer.

- ⊂ March
- ⊂ April
- ⊂ May
- ⊂ June

44

Objective 6: The student will use the operation of addition to solve problems.

10 Mr. Lane drove 3,277 miles in his truck during April. He drove 2,984 miles during May and 2,845 miles in June. How many miles did Mr. Lane drive his truck during the 3 months? Mark your answer.

- ⊂ 7,996 mi
- ⊂ 8,906 mi
- ⊂ 8,996 mi
- ⊂ 9,106 mi

Objective 7: The student will use the operation of subtraction to solve problems.

11 Mrs. Jackson, the art teacher at school, has a box of 275 beads. She needs 562 beads altogether so each of her students can make an art project. How many more beads will Mrs. Jackson need to buy? Mark your answer.

- ⊂ 287
- ⊂ 313
- ⊂ 387
- ⊂ 837

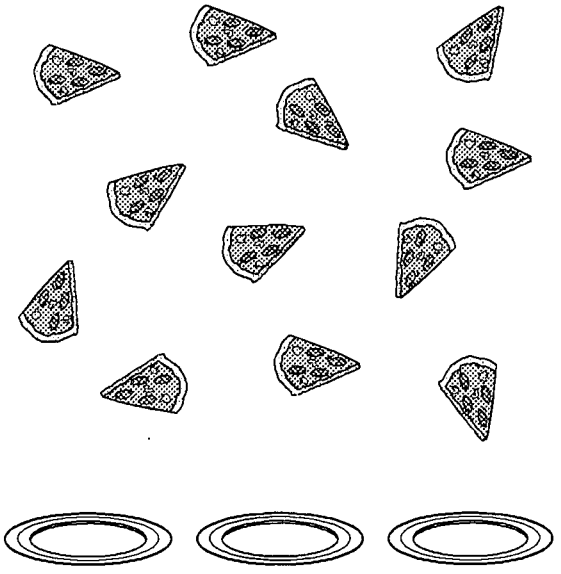
Objective 8: The student will use the operation of multiplication to solve problems.

12 Mrs. Lewis has a quilt that is made of colored squares. There are 7 squares in each row, and there are 7 rows of squares. What is the total number of squares in the quilt? Mark your answer.

- ⊂ 49
- ⊂ 47
- ⊂ 28
- ⊂ 14

Objective 9: The student will use the operation of division to solve problems.

13 Zachary cut a pizza into 12 slices. Then he and his 2 sisters shared the slices equally. How many slices did each of them get? Mark your answer.



- ⊠ 4
- ○ 6
- ○ 8
- ○ 9

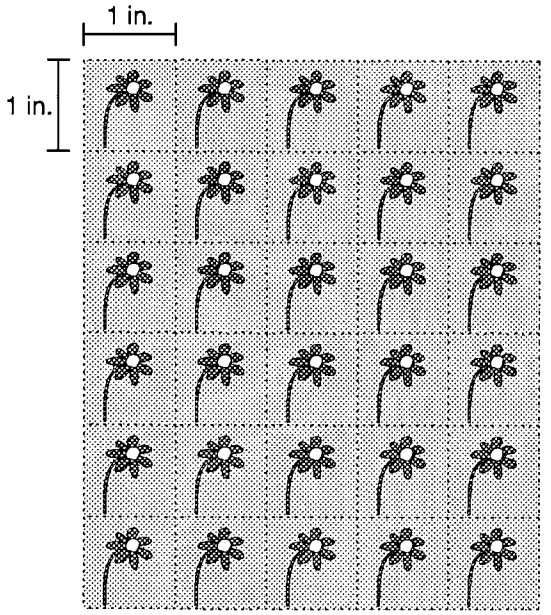
Objective 10: The student will estimate solutions to a problem situation.

14 Sonia bought 2 plums for 18¢ each and an apple for 33¢. Which is the best estimate of the amount of money that she spent for the 3 pieces of fruit? Mark your answer.

- ○ 50¢
- ○ 60¢
- ⊠ 70¢
- ○ 80¢

Objective 11: The student will determine solution strategies and will analyze or solve problems.

15 Dorinda had a page of stamps. Each stamp was 1 square inch in size. The page had 6 rows of stamps with 5 stamps in each row.



If Dorinda removes the bottom row of 5 stamps, what is the perimeter of the page of stamps that is left? Mark your answer.

- ⬭ 12 in.
- ⬭ 15 in.
- ⊛ 20 in.
- ⬭ 22 in.

16 Mrs. King had 88 yards of ribbon. She used 35 yards when she made some curtains. Then she used 26 yards when she made some pillow covers. How many yards of ribbon did she have left? Mark your answer.

- ⬭ 9 yd
- ⊛ 27 yd
- ⬭ 61 yd
- ⬭ 79 yd

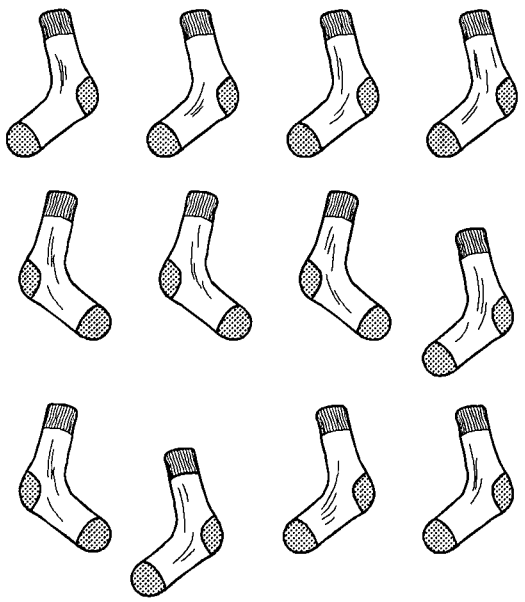
Objective 12: The student will express or solve problems using mathematical representation.

17 Chris had 17 model cars, and Ted had 9 model cars. Danny had 6 more model cars than Ted had. Which number sentence shows how to find the total number of model cars that Danny had? Mark your answer.

- ⬭ 17 + 9 − 6 = ☐
- ⊛ 9 + 6 = ☐
- ⬭ 17 − 6 = ☐
- ⬭ 9 − 6 = ☐

Objective 12 (continued)

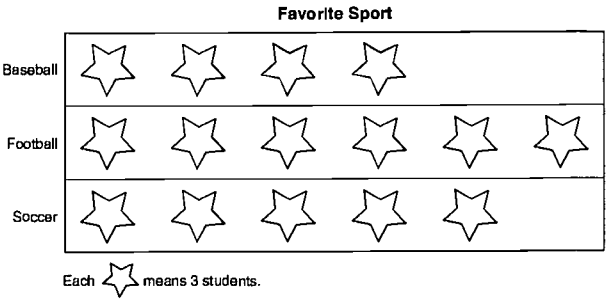
18 Pedro had 12 white socks and 4 T-shirts in a laundry basket. He put the socks together in groups of 2 so that he could put the pairs of socks in his drawer.



Which number sentence shows the total number of pairs of socks Pedro put in his drawer? Mark your answer.

- ⬭ $12 \div 4 = \square$
- ⬬ $12 \div 2 = \square$
- ⬭ $4 \times 2 = \square$
- ⬭ $12 \times 2 = \square$

19 The graph shows the favorite sports chosen by a third grade class.



How many students in all did NOT choose football? Mark your answer.

- ⬭ 15
- ⬭ 16
- ⬭ 21
- ⬬ 27

Objective 13: The student will evaluate the reasonableness of a solution to a problem situation.

20 Gary swam the length of a swimming pool 3 times. His fastest time was about 43 seconds. His slowest time was about 61 seconds. Which is a reasonable total number of seconds that it took Gary to swim the length of the pool 3 times? Mark your answer.

- ⬭ 90 sec
- ⬭ 120 sec
- ⬬ 150 sec
- ⬭ 180 sec

TEKS-BASED TAAS
GRADE 4 MATHEMATICS

General Information

Test Items

- Each item will be a multiple-choice item containing four options.
- Numerical answer options will be listed in ascending or descending order, except in items requiring the student to order or compare numbers or to choose an appropriate measurement.
- Each item will be written at a level appropriate for fourth grade students.
- Items may be in application contexts.

Materials Provided to Students

- Time Chart

TEKS-BASED TAAS GRADE 4 MATHEMATICS

TAAS Objectives and Related TEKS

DOMAIN: CONCEPTS

TAAS Objective 1

The student will demonstrate an understanding of number concepts.

To demonstrate competency in this objective, the student must be able to

- use place value to read, write, compare, and order whole numbers through the millions place
- generate equivalent fractions using pictorial models
- compare and order fractions using pictorial models
- relate decimals to fractions that name tenths and hundredths using models

Students may be asked to match a digit in a number with its place value, or match a numeral with its name written in words. In comparison items, students may be asked to identify a number that is greater than a given number. In ordering lists, students will be asked to identify the list of numbers that are in least to greatest order or greatest to least order, or to identify the order of labels associated with the numbers.

Pictorial models will be used in items requiring students to generate equivalent fractions. Students may be asked to select a pair of models that are shaded to show equivalent fractions; select a model that is shaded to show a fraction that is equivalent to a given fraction or to the shaded portion of another model; select an equivalent fraction when given a fraction; or select an expression or equation showing the relationship between the shaded portions of two equivalent fraction models.

Pictorial models will be used in items requiring students to compare and order fractions. Students may select a pair of models that shows a given relationship, select a relationship that describes a given model, or select a set of models showing fractions in order from least to greatest or greatest to least. Relationships may be written in word or symbol form.

All items relating decimals to fractions will contain pictorial models of tenths and/or hundredths. Students will select the decimal number represented by the shaded portion of a given pictorial model, or will select the model for a given fraction. Fractions and decimals may represent numbers greater than 1.

TAAS Objective 2

The student will demonstrate an understanding of mathematical relations, functions, and other algebraic concepts.

To demonstrate competency in this objective, the student must be able to

- solve division problems related to multiplication facts (fact families), such as $9 \times 9 = 81$ and $81 \div 9 = 9$
- describe the relationship between two sets of related data, such as ordered pairs in a table

Students may be asked to identify the missing number in a number sentence; identify the number sentence that can be completed with a given term; identify the number sentence that cannot be completed by the given term; identify the number sentence that is related to (in the same fact family as) a given number sentence containing a missing term; or identify the expression that can be used to solve a number sentence that has been presented in words and that contains a missing term. Items may be based on multiplication facts through $12 \times 12 = 144$.

Tables may be used to present the related data, and may appear in a horizontal or vertical format. Data sets will have at least three pairs of related data given. The pairs of related numbers may or may not be consecutive within the data sets. Students will be asked to identify a missing number in the data based on the relationship between the other pairs of related numbers, describe the arithmetic operation that could be used to find a missing number, or describe the relationship between the data in symbols or in words.

TAAS Objective 3

The student will demonstrate an understanding of geometric properties and relationships.

To demonstrate competency in this objective, the student must be able to

- identify right, acute, and obtuse angles
- identify models of parallel and perpendicular lines
- describe shapes and solids in terms of vertices, edges, and faces
- use translations, reflections, and rotations to verify that two shapes are congruent
- use reflections to verify that a shape has symmetry
- locate and name points on a number line using whole numbers, fractions such as halves and fourths, and decimals such as tenths

All items referring to two-dimensional or three-dimensional geometric figures or parts of figures will be described in formal geometric terms. Students may be asked to match a figure with its description.

Students will match a given value with its place on a number line. Each number line will have at least two points numbered so that the students can discern the interval being used. Number lines may or may not start at zero.

TAAS Objective 4

The student will demonstrate an understanding of measurement concepts using metric and customary units.

To demonstrate competency in this objective, the student must be able to

- ❑ estimate and measure weight using standard units, including ounces, pounds, grams, and kilograms
- ❑ estimate and measure capacity using standard units, including milliliters, liters, cups, pints, quarts, and gallons
- ❑ measure to solve problems involving length, including perimeter, time, temperature, and area

All estimation items will ask students to match a measurement with an ordinary or familiar object or situation.

Measurement problems will provide a written and/or pictorial description of an object or a situation. Students will use an arithmetic operation to solve the problems posed, such as addition for finding perimeter, subtraction for finding elapsed time or change in temperature, and addition or multiplication for finding area.

TAAS Objective 5

The student will demonstrate an understanding of probability and statistics.

To demonstrate competency in this objective, the student must be able to

- ❑ list all possible outcomes of a probability experiment, such as tossing a coin
- ❑ interpret bar graphs

Students will match an experimental situation with the representation of all the possible outcomes, or identify one or more outcomes missing from a given set of possible outcomes. Possible outcomes may be displayed in the form of lists, tables, or diagrams.

Students will interpret information presented by a bar graph. The interpretation may require reading information directly from the graph, or performing an arithmetic operation with information gathered from the graph.

DOMAIN: OPERATIONS

TAAS Objective 6

The student will use the operation of addition to solve problems.

To demonstrate competency in this objective, the student must be able to

- ❑ use addition to solve problems involving whole numbers
- ❑ add decimals to the hundredths place using pictorial models

Extraneous information may be given in the problem. The number of addends and the number of digits in the addends will be reasonable within the context of the problem.

Addition problems with decimals will require students to match a pictorial model of an addition situation with its sum. Decimal numbers may be greater than 1 and may be written to the tenths or to the hundredths place value.

TAAS Objective 7

The student will use the operation of subtraction to solve problems.

To demonstrate competency in this objective, the student must be able to

- ❑ use subtraction to solve problems involving whole numbers
- ❑ subtract decimals to the hundredths place using pictorial models

Extraneous information may be given in the problem. The number of digits in the subtrahend and the minuend will be reasonable within the context of the problem.

Subtraction problems with decimals will require students to match a pictorial model of a subtraction situation with its difference. Decimal numbers may be greater than 1 and may be written to the tenths or to the hundredths place value.

TAAS Objective 8

The student will use the operation of multiplication to solve problems.

To demonstrate competency in this objective, the student must be able to

- ❑ recall and apply multiplication facts through 12 x 12
- ❑ use multiplication to solve problems involving two-digit numbers

Extraneous information may be given in the problem. Some problems will focus on the use of the basic multiplication facts. Other problems will involve multiplication in which at least one of the factors is a two-digit number. The number of digits in the other factor will be reasonable based on the context of the problem, as well as the nature of the digits in the factors. For example, numbers ending in two or more zeros may contain more than three digits.

TAAS Objective 9

The student will use the operation of division to solve problems.

To demonstrate competency in this objective, the student must be able to

- use division to solve problems involving one-digit divisors

Extraneous information may be given in the problem. All divisors will be limited to one digit. Dividends will be reasonable based on the context of the problem and the nature of the digits. For example, dividends ending in two or more zeros may contain more than 3 digits.

DOMAIN: PROBLEM SOLVING

TAAS Objective 10

The student will estimate solutions to a problem situation.

To demonstrate competency in this objective, the student must be able to

- round whole numbers to the nearest ten, hundred, or thousand to approximate reasonable results in problem situations
- estimate a product or quotient beyond basic facts

Students are expected to round all numbers in addition and subtraction situations to the highest place-value of the smallest number used in the computation. Numbers in multiplication and division situations will be rounded to the highest place value of each number. Single-digit numbers are not rounded.

Correct answer choices will reflect the strategy of rounding numbers before performing the arithmetic operation. Answer choices may be numbers or ranges of numbers (e.g., between 50 and 60). Measurement units or their abbreviations will be included with the numerical answers.

TAAS Objective 11

The student will determine solution strategies and will analyze or solve problems.

To demonstrate competency in this objective, the student must be able to

- use addition and subtraction to solve problems involving whole numbers
- use multiplication to solve problems involving two-digit numbers
- use division to solve problems involving one-digit divisors
- measure to solve problems involving length (including perimeter), time, temperature, and area

Items may contain extraneous information.

Students will be required to perform multiple steps to solve the problem. The steps may include one or more arithmetic operations and/or gathering and interpreting information from a graphic source in the item, such as a drawing or a table. Measurement units or their abbreviations will be included with the numerical answers.

TAAS Objective 12

The student will express or solve problems using mathematical representation.

To demonstrate competency in this objective, the student must be able to

- represent multiplication and division situations in picture, word, and number form
- interpret bar graphs

Items may contain extraneous information.

Multiplication and division situations will require matching a number sentence with its problem situation presented in word form, with or without a graphic source such as a picture or table.

All items involving bar graphs will require reading information from the graph and then interpreting the information to answer a problem situation.

TAAS Objective 13

The student will evaluate the reasonableness of a solution to a problem situation.

To demonstrate competency in this objective, the student must be able to

- round whole numbers to the nearest ten, hundred, or thousand to approximate reasonable results in problem situations
- estimate a product or quotient beyond basic facts

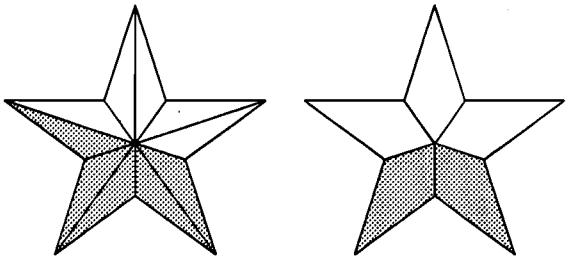
Some of the information given in the problem situation will involve a range of numbers (e.g., from 300 to 350). Students are expected to round all numbers in addition and subtraction situations to the highest place value of the smallest number used in the computation. Numbers in multiplication and division situations will be rounded to the highest place value of each number. Single-digit numbers are not rounded.

The answer choices may be described by ranges or may be any number that fits within the range. Measurement units or their abbreviations will be included with the numerical answers.

Sample Mathematics Test Items

Objective 1: The student will demonstrate an understanding of number concepts.

1 The models are shaded to show that —



A $\frac{5}{10}$ is less than $\frac{2}{3}$

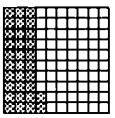
B $\frac{5}{10}$ is less than $\frac{1}{2}$

C* $\frac{5}{10}$ is greater than $\frac{2}{5}$

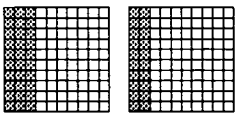
D $\frac{5}{10}$ is greater than $\frac{2}{3}$

2 Which model shows 0.32?

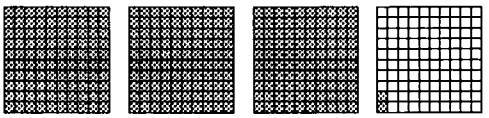
A*



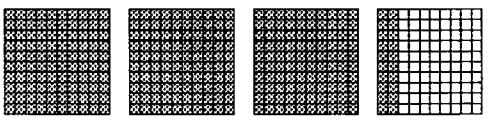
B



C



D



Objective 2: The student will demonstrate an understanding of mathematical relations, functions, and other algebraic concepts.

3 A fruit stand sells bags of apples. Each bag weighs the same amount. The table shows the number of bags and the total number of pounds.

Apples

Number of Bags	4	5	7	8
Total Number of Pounds	12	15		24

If the pattern continues, which expression shows how to find the total weight of 7 bags of apples?

A* 7×3

B $7 + 12$

C 7×5

D $7 + 15$

4 Which number sentence should have a 6 in the box?

A $28 \div 4 = \square$

B $40 \div \square = 5$

C* $48 \div 8 = \square$

D $56 \div \square = 8$

56

Objective 2 (continued)

5 Each number in Set S goes with 1 number in Set T.

Set S	12	16	24	28	36	48
	↓	↓	↓	↓	↓	↓
Set T	3	4	6	7	9	—

Which expression tells what to do to the number 48 to get the missing number?

A 48 ÷ 3

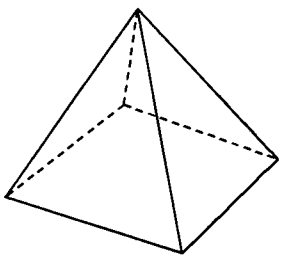
B 48 − 9

C* 48 ÷ 4

D 48 − 12

Objective 3: The student will demonstrate an understanding of geometric properties and relationships.

6 How many edges does the pyramid have?



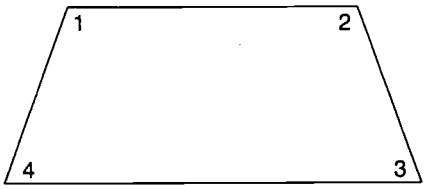
A 3

B 4

C 5

D* 8

7 ∠2 best represents —



A an acute angle

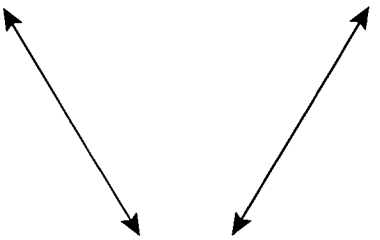
B a straight angle

C a right angle

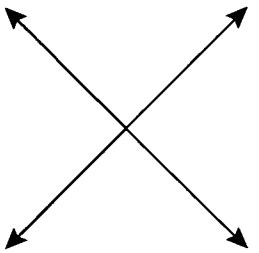
D* an obtuse angle

8 Which pair of lines best represents parallel lines?

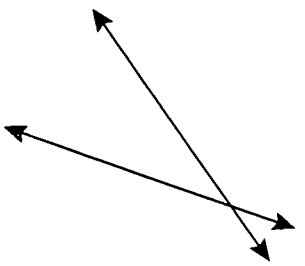
A



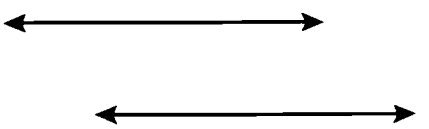
B



C

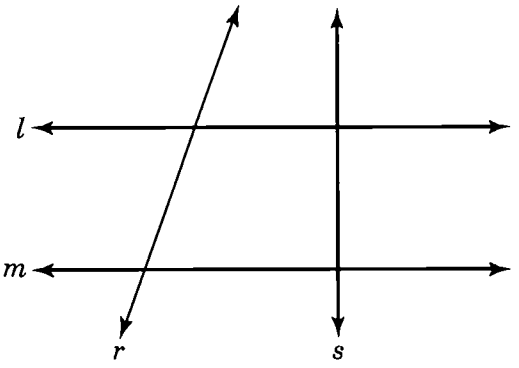


D*



Objective 3 (continued)

9 The drawing shows lines l, m, r, and s.



Which pair of lines best represents perpendicular lines?

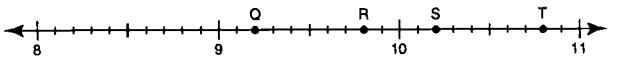
A Lines l and m

B* Lines m and s

C Lines m and r

D Lines r and s

10 Point R best represents which number?



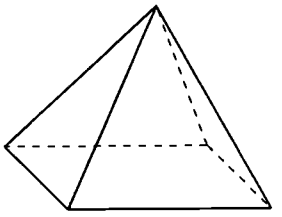
A 9.2

B* 9.8

C 10.2

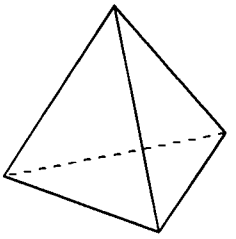
D 10.8

11 The figure shows a rectangular pyramid.

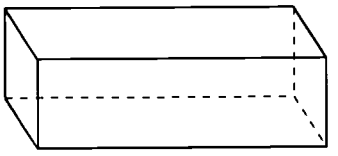


Which figure below has the same number of faces as the rectangular pyramid?

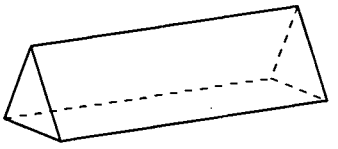
A



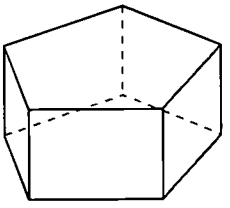
B



C*

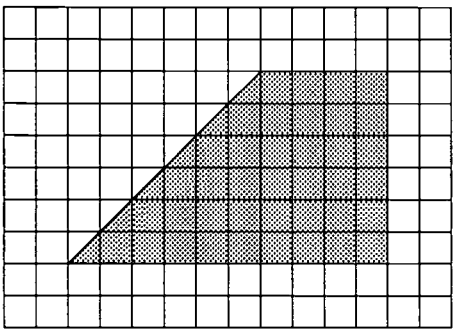


D



Objective 4: The student will demonstrate an understanding of measurement concepts using metric and customary units.

12 Which is the best estimate of the area of the shaded polygon drawn on the grid?



A 39 square units

B* 42 square units

C 45 square units

D 60 square units

13 Which container would most likely have a capacity of 10 milliliters?

A Drinking glass

B Fish tank

C Soda bottle

D* Tablespoon

14 Water turns to ice when its temperature reaches 32°F. If the water in an ice tray is at 51°F, how much colder must the water's temperature be before the water turns to ice?

A 29°F

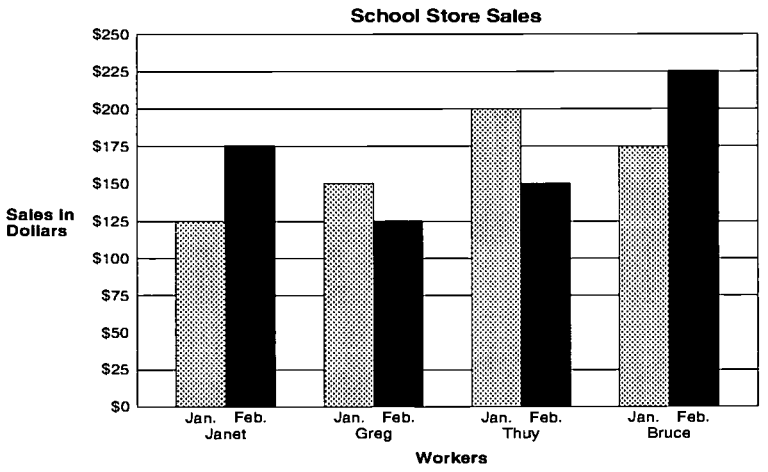
B 21°F

C* 19°F

D 13°F

Objective 5: The student will demonstrate an understanding of probability and statistics.

15 The graph shows the names of the workers at the Elmwood School Store and how much each worker sold for the months of January and February.



What was the total amount of sales in the month of February?

A $600

B $650

C* $675

D $750

Objective 5 (continued)

16 Lee Ann has 1 apple, 1 pear, and 1 orange. Which shows all the possible orders in which Lee Ann can choose to eat the fruit?

A

1. Apple	1. Orange
2. Pear	2. Pear
3. Orange	3. Apple

B*

1. Apple	1. Apple	1. Pear	1. Pear	1. Orange	1. Orange
2. Pear	2. Orange	2. Apple	2. Orange	2. Apple	2. Pear
3. Orange	3. Pear	3. Orange	3. Apple	3. Pear	3. Apple

C

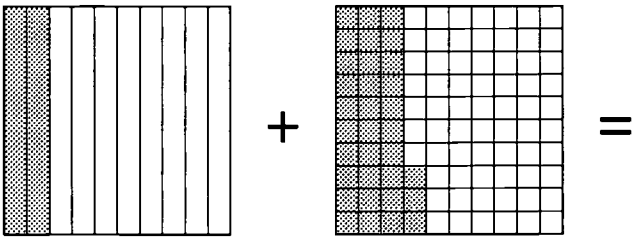
1. Apple	1. Pear	1. Orange
2. Pear	2. Orange	2. Apple

D

1. Apple	1. Apple	1. Pear	1. Orange
2. Pear	2. Pear	2. Apple	2. Pear
3. Orange	3. Apple	3. Orange	3. Apple

Objective 6: The student will use the operation of addition to solve problems.

17 0.2 + 0.33 =



A 0.35

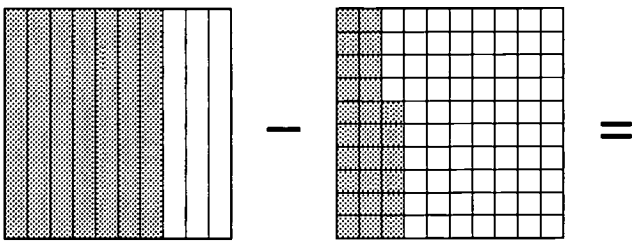
B* 0.53

C 0.57

D 2.33

Objective 7: The student will use the operation of subtraction to solve problems.

18 0.7 − 0.26 =



A 0.96

B 0.56

C* 0.44

D 0.19

Objective 8: The student will use the operation of multiplication to solve problems.

19 Mr. Herrera's 6 dogs eat a total of 9 cups of dry dog food every day. What is the total number of cups of dog food that they will eat in 1 week?

A 72 c

B* 63 c

C 56 c

D 54 c

Objective 9: The student will use the operation of division to solve problems.

20 Which expression does **NOT** have a quotient of 7?

A 35 ÷ 5

B* 54 ÷ 9

C 42 ÷ 6

D 56 ÷ 8

21 At a 3-ring circus, a group of 9 clowns used 45 hoops in their act. If each clown used the same number of hoops, how many hoops did each clown use?

A* 5

B 6

C 9

D 15

Objective 10: The student will estimate solutions to a problem situation.

22 A dog kennel used 178 pounds of dog food in 2 months. Each of the 9 dogs at the kennel got the same amount of food. The best estimate of the amount of food that each dog got is —

A 10 lb

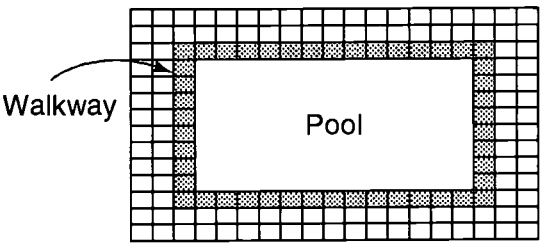
B* 20 lb

C 30 lb

D 40 lb

Objective 11: The student will determine solution strategies and will analyze or solve problems.

23 The rectangular pool shown below has a tile walkway around it.



Which is the perimeter of the pool?

A* 42 units

B 46 units

C 66 units

D 104 units

62

Objective 11 (continued)

24 Melissa had 3 chores to do Saturday morning: washing dishes, bathing her dog, and cleaning her room. She finished all 3 chores in 60 minutes. She finished her first chore in 15 minutes. She finished her second chore in 20 minutes. How long did it take Melissa to finish her third chore?

A* 25 min

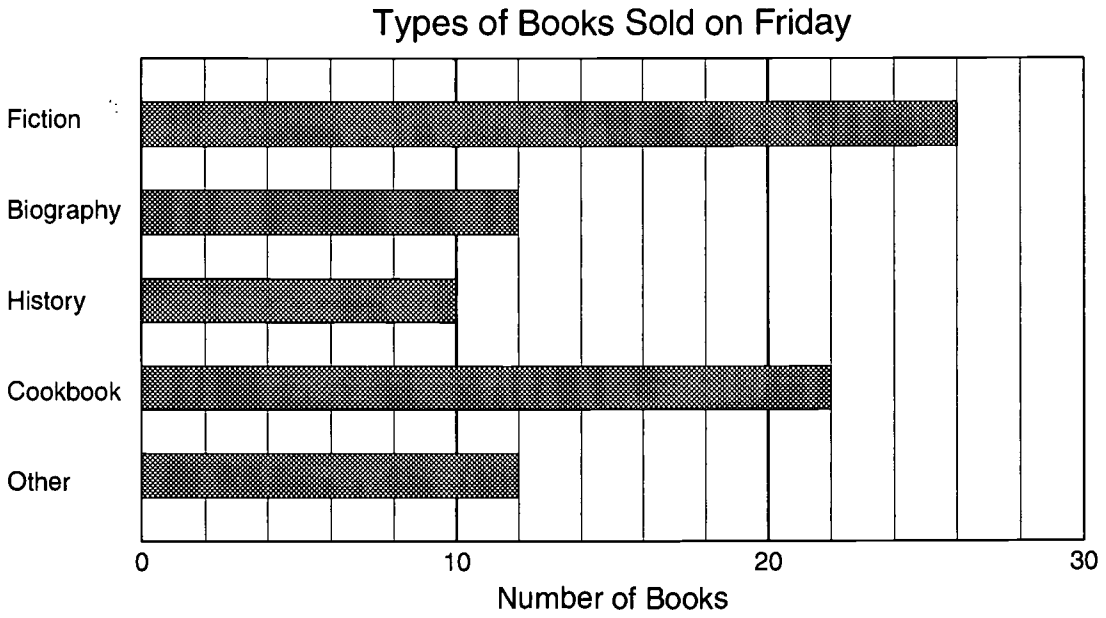
B 35 min

C 40 min

D 45 min

Objective 12: The student will express or solve problems using mathematical representation.

25 The graph shows the types of books sold in a bookstore on Friday.



On Saturday there were 3 times as many fiction books sold as were sold on Friday. How many fiction books were sold on Saturday?

A 26

B 52

C 69

D* 78

Objective 13: The student will evaluate the reasonableness of a solution to a problem situation.

26 Eleanor took pictures during her last family vacation. She used 4 rolls of film. The number of pictures that were taken with each roll of film was from 24 pictures to 36 pictures. Which could be the total number of pictures Eleanor took?

A Fewer than 80 pictures

B* Between 80 and 160 pictures

C Between 160 and 240 pictures

D Between 240 and 320 pictures

27 Brandon bowled 3 games at a bowling alley. His lowest score was 123 points, and his highest score was 179 points. Which could be the total score for Brandon's 3 games?

A 100 points

B 300 points

C* 450 points

D 550 points

TEKS-BASED TAAS
GRADE 5 MATHEMATICS

General Information

Test Items

- Each item will be multiple choice.
- Items in the Concepts Domain will contain four answer options.
- Items in the Operations Domain and the Problem Solving Domain will contain five answer options and may include "Not Here" as the fifth option. "Not Here" will not be an option for estimation items or for items containing number sentences as options.
- Numerical answer options will be listed in ascending or descending order, except in items requiring the student to order or compare numbers or to choose an appropriate measurement.
- Each item will be written at a level appropriate for fifth grade students.
- Items may be in application contexts.

Materials Provided to Students

- Mathematics Formula Chart and Measurement Conversions

TEKS-BASED TAAS GRADE 5 MATHEMATICS

TAAS Objectives and Related TEKS

DOMAIN: CONCEPTS

TAAS Objective 1

The student will demonstrate an understanding of number concepts.

To demonstrate competency in this objective, the student must be able to

- use place value to read, write, compare, and order whole numbers through the billions place
- use place value to read, write, compare, and order decimals through the thousandths place
- generate equivalent fractions
- compare two fractional quantities in problem-solving situations using a variety of methods, including common denominators
- use models to relate decimals to fractions that name tenths, hundredths, and thousandths
- identify prime factors of a whole number and common factors of a set of whole numbers

For place value items, students will match a digit in a number with its place value, or match a number with its name written in words. In comparison items, students will identify a number that is greater than or less than a given number. In ordering items, students will identify the list of numbers that are in least to greatest order or greatest to least order, or will identify the order of labels associated with the numbers.

Students will match a fraction to an equivalent fraction or to a fraction that is NOT equivalent.

When comparing two fractional quantities, students will identify a fraction that is less than, greater than, or equal to a fraction given in an application context.

Students will match the decimal number represented by the shaded portion or the missing portion of a given pictorial model to a fraction. The student will match the decimal model to a given fraction, or the fraction model to a given decimal. Fractions and decimals may represent numbers greater than 1.

Students will match a whole number with its prime factors. All factors used at this level will be whole-number factors. The factors may be given in list form (e.g., 2, 3, 5) or in product form (e.g., 2 x 2 x 3 x 5). Common factors of two or more whole numbers will be given in list form.

TAAS Objective 2

The student will demonstrate an understanding of mathematical relations, functions, and other algebraic concepts.

To demonstrate competency in this objective, the student must be able to

- use pictures to make generalizations about determining all possible combinations
- use lists, tables, charts, and diagrams to find patterns and make generalizations, such as a procedure for determining equivalent fractions
- identify prime and composite numbers using patterns in factor pairs

Students will determine possible combinations using given verbal and/or pictorial representations of choices. The pictorial representations may be drawings, diagrams, or lists. Students will select the number of possible combinations, a pictorial representation of the possible combinations, a combination that is possible, or a combination that is NOT possible.

Students will use the patterns in lists, tables, charts, and diagrams to complete a missing part of the list, table, chart, or diagram.

All factors used at this level will be whole-number factors. Students will match a list of factors with a given prime number or composite number, or will identify the list that contains all the factors of a prime or a composite number that is not given. Students will identify a prime number or a composite number from a set of given numbers, or identify the number that is NOT a prime number or is NOT a composite number. Students are expected to generate their own list of factor pairs from the information given.

TAAS Objective 3

The student will demonstrate an understanding of geometric properties and relationships.

To demonstrate competency in this objective, the student must be able to

- identify critical attributes, including parallel, perpendicular, and congruent parts of geometric shapes and solids
- use critical attributes to define geometric shapes or solids
- describe the transformation that generates one figure from the other when given two congruent figures
- locate and name points on a coordinate grid using ordered pairs of whole numbers

Geometric shapes and solids, or familiar objects representing shapes or solids, will be represented in pictorial form and may be identified by name. Students will match the figure with its attribute. Attributes may describe characteristics of lines, line segments, angles, faces, or vertices that are contained in the figure.

Students will match the name of a geometric shape or solid with one or more of its attributes, or with a pictorial model of the shape or solid. Students will match the shape or solid with a characteristic that does NOT fit among its attributes.

Students will match a pictorial representation of a transformation with its name.

Students will match a point in the first quadrant of a coordinate grid with its ordered pair.

TAAS Objective 4

The student will demonstrate an understanding of measurement concepts using metric and customary units.

To demonstrate competency in this objective, the student must be able to

- measure to solve problems involving length (including perimeter), weight, capacity, time, temperature, and area
- describe numerical relationships between units of measure within the same measurement system, such as an inch is one-twelfth of a foot

Measurement units or their abbreviations will be used with numerical answers as appropriate.

Students will find perimeter or area using the information in verbal or pictorial representations. Some measurements may be missing but can be identified using the attributes of the geometric figures. Problems involving weight, capacity, or time may require conversion of units and may have pictorial representations to aid the student in finding a solution.

Students will match a unit of measure with a rational representation of its relationship to another unit. The relationship may be written as a fraction, mixed number, or whole number. Students will compare the relative sizes of two different measures within the same system (e.g., less than, greater than, equal to) or choose the measurement that fits a given relationship (e.g., 90 minutes is $\frac{1}{2}$ of 3 hours).

TAAS Objective 5

The student will demonstrate an understanding of probability and statistics.

To demonstrate competency in this objective, the student must be able to

- use fractions to describe the results of an experiment
- use experimental results to make predictions
- use tables of related number pairs to make line graphs
- describe characteristics of data presented in tables and graphs, including the shape and spread of the data and the middle number
- graph a given set of data using an appropriate graphical representation such as a picture or line

Information will be listed in the text of the item or will be given in a table or chart. Students will be asked to find the fractional part that a given outcome represents, to identify the probability that the next outcome will be a given outcome, or to use an experimental probability to predict the number of times a given outcome will occur in a given total number of outcomes.

Students will match a table of related number pairs to a graph of a line (such as ordered pairs on a coordinate grid) or a broken-line graph.

Students will match the median or the range with a given set of data provided in a table or graph, or will describe characteristics of the data in word form or in number form, such as how many more or how many less. Students may also identify characteristics that do NOT fit the data.

When matching data with an appropriate graphical representation, students will represent all the data points accurately, use correct labels, show whether data is discrete or continuous, and determine that the graphical representation contains all the information provided by the set of data. Graphical representations may include, but are not limited to, pictographs, bar graphs, number-line graphs, broken-line graphs, Venn diagrams, and scatterplots. Data may be embedded in text or may be organized in a list, table, or tally chart.

DOMAIN: OPERATIONS

TAAS Objective 6

The student will use the operation of addition to solve problems.

To demonstrate competency in this objective, the student must be able to

- ❑ use addition to solve problems involving whole numbers and decimals

Extraneous information may be given in the problem. The number of addends and the number of digits in the addends will be reasonable within the context of the problem.

TAAS Objective 7

The student will use the operation of subtraction to solve problems.

To demonstrate competency in this objective, the student must be able to

- ❑ use subtraction to solve problems involving whole numbers and decimals

Extraneous information may be given in the problem. The number of digits in the subtrahend and the minuend will be reasonable within the context of the problem.

TAAS Objective 8

The student will use the operation of multiplication to solve problems.

To demonstrate competency in this objective, the student must be able to

- ❑ use multiplication to solve problems involving whole numbers (no more than three digits times two digits without technology)

Extraneous information may be given in the problem.

TAAS Objective 9

The student will use the operation of division to solve problems.

To demonstrate competency in this objective, the student must be able to

- use division to solve problems involving whole numbers (no more than two-digit divisors and three-digit dividends without technology)

Extraneous information may be given in the problem.

DOMAIN: PROBLEM SOLVING

TAAS Objective 10

The student will estimate solutions to a problem situation.

To demonstrate competency in this objective, the student must be able to

- estimate to solve problems where exact answers are not required

Students are expected to round all numbers before performing any computations. In addition and subtraction situations, numbers may be rounded to the highest place value of the smallest number used in the computation, or to compatible numbers. Numbers in multiplication and division situations will be rounded to the highest place value of each number, or to compatible numbers. Single-digit numbers are not rounded.

Correct answer choices will reflect the strategy of rounding numbers before performing the arithmetic operation. Answer choices may be numbers or ranges of numbers (e.g., between 150 and 200). Measurement units or their abbreviations will be included with the numerical answers.

TAAS Objective 11

The student will determine solution strategies and will analyze or solve problems.

To demonstrate competency in this objective, the student must be able to

- use lists, tables, charts, and diagrams to find patterns and make generalizations, such as a procedure for determining equivalent fractions
- measure to solve problems involving length (including perimeter), weight, capacity, time, temperature, and area

Extraneous information may be given in the problem. Students will identify the strategy for finding a solution or will find a numerical solution. Students will perform multiple steps to solve the problem. The steps may include one or more arithmetic operations and/or gathering and interpreting information from a graphic source in the item, such as a drawing or a table. Students may need to convert among measurement units in the same system. Measurement units or their abbreviations will be included with the numerical answers.

TAAS Objective 12

The student will express or solve problems using mathematical representation.

To demonstrate competency in this objective, the student must be able to

- select from and use diagrams and number sentences to represent real-life situations

Extraneous information may be given in the problem. Students will match a problem situation with a number sentence or a diagram. Number sentences may represent missing numbers with a box or with one or more variables, and may represent more than one arithmetic operation. Students will not be required to perform the arithmetic operation(s).

TAAS Objective 13

The student will evaluate the reasonableness of a solution to a problem situation.

To demonstrate competency in this objective, the student must be able to

- round whole numbers and decimals through tenths to approximate reasonable results in problem situations

Some of the information given in the problem situation may involve a range of numbers (e.g., from $6.25 to $7.00). Students are expected to round all numbers before performing any computations. In addition and subtraction situations, numbers may be rounded to the highest place value of the smallest number used in the computation, or to compatible numbers. Numbers in multiplication and division situations will be rounded to the highest place value of each number, or to compatible numbers. Single-digit numbers are not rounded.

The answer choices may be described by ranges or may be any number that fits within the range. Measurement units or their abbreviations will be included with the numerical answers.

Sample Mathematics Test Items

Objective 1: The student will demonstrate an understanding of number concepts.

1 The prime factors of 36 are —

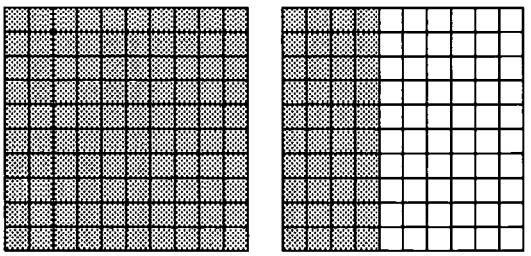
A $2 \times 2 \times 2 \times 3$

B* $2 \times 2 \times 3 \times 3$

C $2 \times 3 \times 6$

D $3 \times 3 \times 4$

2 What part of the model is shaded?



A* 1.40

B 1.04

C 1.004

D 0.14

3 Jan tried using a $\frac{5}{8}$-inch wrench to repair her bicycle, but it was too small. Which size wrench is larger than $\frac{5}{8}$ inch?

A* $\frac{3}{4}$ in.

B $\frac{1}{2}$ in.

C $\frac{7}{16}$ in.

D $\frac{1}{4}$ in.

Objective 2: The student will demonstrate an understanding of mathematical relations, functions, and other algebraic concepts.

4 Which group names all the whole number factors of a composite number?

A* 1, 2, 4, 5, 10, 20

B 1, 5, 10, 15

C 1, 2, 6

D 1, 17

5 Rick is ordering lunch from the menu shown below.

Lunch Menu

Sandwich	Drink	Dessert
Grilled Cheese	Soda	Cake
Tuna	Milk	Pie
Roast Beef		

If he orders only 1 sandwich, 1 drink, and 1 dessert, which is the total number of different lunches that he can order?

A 3

B 6

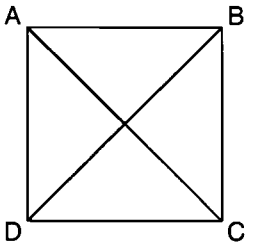
C 7

D* 12

72

Objective 3: The student will demonstrate an understanding of geometric properties and relationships.

6 Square ABCD is shown below.



Line segment AB is perpendicular to line segment —

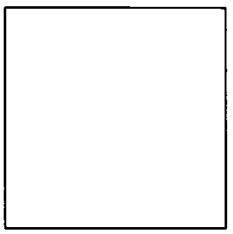
A DC

B DB

C* BC

D AC

7 Which term could ***not*** be used to describe this square?



A Quadrilateral

B Rhombus

C Rectangle

D* Trapezoid

Objective 4: The student will demonstrate an understanding of measurement concepts using metric and customary units.

8 Which unit of measurement is $\frac{1}{10}$ of a meter?

A 1 millimeter

B 1 kilometer

C* 1 decimeter

D 1 centimeter

9 Mr. Powell bought a roast that weighed 10 pounds. After it was cooked, it weighed 8 pounds 6 ounces. How much weight was lost during cooking?

A 1 lb 4 oz

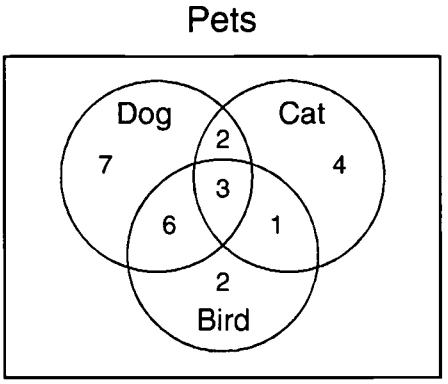
B* 1 lb 10 oz

C 2 lb 6 oz

D 2 lb 10 oz

Objective 5: The student will demonstrate an understanding of probability and statistics.

10 A fifth grade class created a diagram to show which pets they had at home. Some students had more than 1 kind of pet at home.



How many students had both dogs and cats as pets?

A 2

B 3

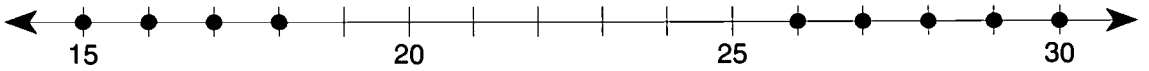
C* 5

D 11

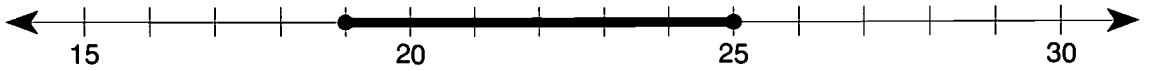
Objective 5 (continued)

11 Cal's fish tank is 26 inches high at the top edge. The water level is 18 inches high now. He is going to add water to the tank. Which graph shows all the possible numbers of inches high the water level could be if the water level is greater than or equal to 18 inches and less than or equal to 26 inches?

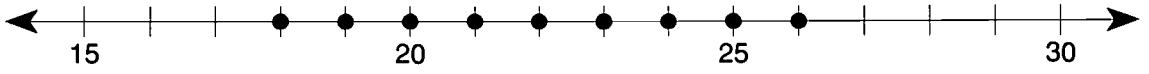
A



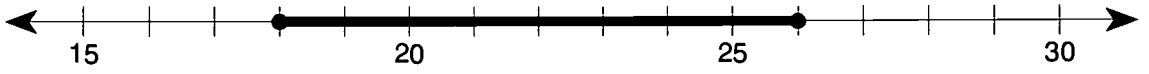
B



C



D*



Objective 5 (continued)

12 Alisha spent 5 days at the beach. She collected sand dollars during the low tides. The chart shows how many sand dollars she collected each day.

Sand Dollars Collected

Day	Number of Sand Dollars
Thursday	5
Friday	10
Saturday	4
Sunday	2
Monday	12

If she had collected 10 sand dollars on Monday instead of 12 sand dollars, which statement would be true?

A The range in the number of sand dollars would change to 5.

B The range in the number of sand dollars would stay the same.

C The median number of sand dollars would change to 10.

D* The median number of sand dollars would stay the same.

Objective 6: The student will use the operation of addition to solve problems.

13 Last week a restaurant sold 6,880 breakfast tacos. This week it sold 879 on Monday, 947 on Tuesday, and 1,450 on Wednesday. Which is the total number of breakfast tacos the restaurant sold during these 10 days?

A 7,156

B 9,209

C 10,046

D* 10,156

E Not Here

Objective 7: The student will use the operation of subtraction to solve problems.

14 The regular price of a television set was $328. During a sale the price of the television was $289.50. How much lower was the sale price than the regular price of the television?

A $29.50

B* $38.50

C $39.50

D $61.50

E Not Here

Objective 8: The student will use the operation of multiplication to solve problems.

15 A scientific instrument vibrates at a constant rate of 98 vibrations each second. At this rate, how many times does the instrument vibrate in 45 seconds?

A 3,310

B 4,070

C 4,090

D 4,370

E* Not Here

Objective 9: The student will use the operation of division to solve problems.

16 Each row in a certain parking lot can hold 38 cars. The parking lot can hold a total of 988 cars. How many rows are in the parking lot?

A* 26

B 28

C 36

D 38

E Not Here

Objective 10: The student will estimate solutions to a problem situation.

17 Gloria, Jean, Wanda, and Connie worked for 3 hours last Saturday and earned a total of $104.50. Which is the best estimate of the amount of money each girl should get if the 4 girls share the money equally?

A $20

B* $25

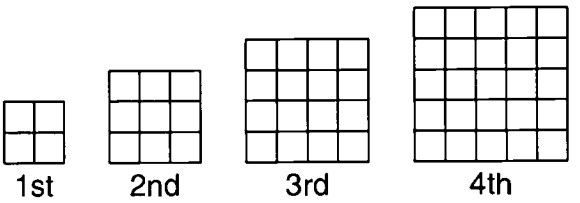
C $30

D $35

E $40

Objective 11: The student will determine solution strategies and will analyze or solve problems.

18 Elaine used 1-inch square tiles to make the following designs:



If she continues the pattern, how many tiles will she use for her 5th design?

A 30

B 34

C 35

D* 36

E Not Here

19 The area of a square rug in a library is 16 square feet. What is the perimeter of the rug?

A 4 ft

B 8 ft

C* 16 ft

D 32 ft

E 64 ft

Objective 12: The student will express or solve problems using mathematical representation.

20 Mr. Noble poured 100 pounds of sand into the sandbox in his backyard. He still had 3 bags of sand to pour into the sandbox. Each bag weighed 50 pounds. Which number sentence can be used to find S, the total number of pounds of sand Mr. Noble had for the sandbox?

A $S = 100 + 50$

B $S = 100 - 50$

C $S = (100 + 3) \times 50$

D $S = 100 + 3$

E* $S = 100 + 3(50)$

21 Scott wanted to make 4 batches of cookies for the class picnic. He needed 12 ounces of chocolate chips and 2 cups of sugar for each batch. Which number sentence can be used to find the total number of ounces of chocolate chips Scott needed?

A $(12 + 4) \div \square = 2$

B $\square = (12 \times 4) + (2 \times 4)$

C $(4 \times 12) - \square = 2$

D $4 \times \square = 12$

E* $4 \times 12 = \square$

Objective 13: The student will evaluate the reasonableness of a solution to a problem situation.

22 Shawn spends between 45 minutes and 60 minutes a day 5 days a week doing his homework. A reasonable total for the number of minutes Shawn spends doing homework in 2 weeks is —

A 100 min

B 200 min

C 300 min

D 400 min

E* 500 min

23 Levon bowled 3 games on Saturday. His lowest score was 96, and his highest score was 122. Which is a reasonable total score for all 3 games?

A Less than 200

B Between 200 and 250

C Between 250 and 300

D* Between 300 and 350

E More than 350

TEKS-BASED TAAS
GRADE 6 MATHEMATICS

General Information

Test Items

- Each item will be multiple choice.
- Items in the Concepts Domain will contain four answer options.
- Items in the Operations Domain and the Problem Solving Domain will contain five answer options and may include "Not Here" as the fifth option. "Not Here" will not be an option for estimation items or for items containing number sentences as options.
- Numerical answer options will be listed in ascending or descending order, except in items requiring the student to order or compare numbers or to choose an appropriate measurement.
- Each item will be written at a level appropriate for sixth grade students.
- Items may be in application contexts.

Materials Provided to Students

- Mathematics Formula Chart and Measurement Conversions

TEKS-BASED TAAS GRADE 6 MATHEMATICS

TAAS Objectives and Related TEKS

DOMAIN: CONCEPTS

TAAS Objective 1

The student will demonstrate an understanding of number concepts.

To demonstrate competency in this objective, the student must be able to

- compare and order non-negative rational numbers
- generate equivalent forms of rational numbers, including whole numbers, fractions, and decimals
- write prime factorizations using exponents
- identify factors and multiples, including common factors and common multiples

In comparison items, students identify a number that is greater than or less than a given number, or between two numbers. In ordering items, students identify the list of numbers that are in least to greatest order or greatest to least order, or will identify the order of labels associated with the numbers.

Students will match two forms of rational numbers. Numbers may be described as a ratio, decimal, whole number, fraction, or percent.

Students will match a number with its prime factorization. Exponents will be used to show repeated factors.

All factors used at this level will be whole-number factors. Students will match a whole number with its prime factors. The factors may be given in list form (e.g., 3, 5) or in product form (e.g., 3 x 3 x 5). Common factors of two or more whole numbers will be given in list form. Students will identify the greatest common factor of two or more numbers. Students will match a number with one or more of its multiples. Students will identify a common multiple or the least common multiple of two or more numbers. Students may also be asked the converse of these situations by using the term NOT when describing the situation.

TAAS Objective 2

The student will demonstrate an understanding of mathematical relations, functions, and other algebraic concepts.

To demonstrate competency in this objective, the student must be able to

- use ratios to describe proportional situations
- represent ratios and percents with fractions and decimals
- use ratios to make predictions in proportional situations
- use tables and symbols to represent and describe proportional and other relationships involving conversions, sequences, perimeter, area, etc.

Students will match a description of a proportional situation with a ratio. The ratio may be expressed in lowest terms.

Students will match a ratio or a percent with a fraction or a decimal equivalent.

Students are given a ratio and one of the terms from an equivalent ratio. Students identify the missing term.

Students will identify the method for finding an *n*th term of a numerical or geometric sequence. The method will be written in the form of an equation. Students will match a relationship represented by an equation or verbal description with a table containing number pairs with the same relationship.

TAAS Objective 3

The student will demonstrate an understanding of geometric properties and relationships.

To demonstrate competency in this objective, the student must be able to

- use angle measurements to classify angles as acute, obtuse, or right
- identify relationships involving angles in triangles and quadrilaterals
- describe the relationship between radius, diameter, and circumference of a circle
- locate and name points on a coordinate plane using ordered pairs of non-negative rational numbers

Students will match angle measurements with angle classifications when given a verbal description or a pictorial representation of the angles.

Students will find a missing angle measurement when given a pictorial or verbal description of the figure, or find an angle congruent to an angle named in the figure.

Students will identify the measurement of the radius, diameter, or circumference of a circle when given another of these measurements. Students will identify a method for finding one of these measurements when given another measurement. The method will be written in words or as a mathematical equation or expression. Students will match a numerical relationship with the measurements that have that relationship. Some measurements may be given as approximate measures or ranges of measure when the value of π is part of the relationship.

Students will match a point in the first quadrant of the coordinate grid with its ordered pair of coordinates. The coordinates may include fractions or decimals.

TAAS Objective 4

The student will demonstrate an understanding of measurement concepts using metric and customary units.

To demonstrate competency in this objective, the student must be able to

- select and use appropriate units, tools, or formulas to measure and to solve problems involving length (including perimeter and circumference), area, time, temperature, capacity, and weight
- convert measures within the same measurement system (customary and metric) based on relationships between units

Students may use information from the Formula Chart to solve some problems. Regrouping or conversion of some measurements may be required. Tools (such as a ruler, protractor, or grid) may be provided as part of a pictorial representation of the problem situation.

Students will match a given measurement with an equivalent measurement in the same system.

TAAS Objective 5

The student will demonstrate an understanding of probability and statistics.

To demonstrate competency in this objective, the student must be able to

- construct sample spaces using lists, tree diagrams, and combinations
- find the probabilities of a simple event and its complement and describe the relationship between the two
- draw and compare different graphical representations of the same data
- use median, mode, and range to describe data
- sketch circle graphs to display data

Students will match a situation with a sample space that lists all possible combinations exactly once, or will select the missing portion of a given sample space.

Students will match an event with its probability, with the complement of its probability, or with the description of the relationship between the probability and its complement. All events described will be simple events.

Students will match a graphical representation of a data set with a different graphical representation. Students will compare all the data points, intervals, and labels to determine that the graphical representations contain the same information. Graphical representations may include, but are not limited to, tables, charts, tally charts, pictographs, bar graphs, number-line graphs, broken-line graphs, Venn diagrams, stem-and-leaf plots, box-and-whiskers plots, and scatterplots.

Students will match the median, mode, and/or range with its data set.

Students will match a circle graph that best represents a data set. The data set may be listed in sentence form or in another graphical representation such as a table, chart, or graph.

DOMAIN: OPERATIONS

TAAS Objective 6

The student will use the operation of addition to solve problems.

To demonstrate competency in this objective, the student must be able to

- use addition to solve problems involving fractions and decimals

Extraneous information may be given in the problem. The number of addends and the number of digits in the addends will be reasonable within the context of the problem. Fractions may be simple fractions or mixed numbers.

TAAS Objective 7

The student will use the operation of subtraction to solve problems.

To demonstrate competency in this objective, the student must be able to

- use subtraction to solve problems involving fractions and decimals

Extraneous information may be given in the problem. The number of digits in the subtrahend and the minuend will be reasonable within the context of the problem. Fractions may be simple fractions or mixed numbers.

TAAS Objective 8

The student will use the operation of multiplication to solve problems.

To demonstrate competency in this objective, the student must be able to

- use multiplication of whole numbers to solve problems, including situations involving equivalent ratios and rates

Extraneous information may be given in the problem. The number of digits in the factors will be reasonable within the context of the problem.

TAAS Objective 9

The student will use the operation of division to solve problems.

To demonstrate competency in this objective, the student must be able to

- use division of whole numbers to solve problems, including situations involving equivalent ratios and rates

Extraneous information may be given in the problem. Some quotients may be written as whole numbers with remainders or may be written as decimals.

DOMAIN: PROBLEM SOLVING

TAAS Objective 10

The student will estimate solutions to a problem situation.

To demonstrate competency in this objective, the student must be able to

- estimate and round to approximate reasonable results and to solve problems where exact answers are not required
- estimate measurements and evaluate reasonableness of results

Students are expected to round all numbers before performing any computations. In addition and subtraction situations, numbers may be rounded to the highest place value of the smallest number used in the computation, or to compatible numbers. Numbers in multiplication and division situations will be rounded to the highest place value of each number, or to compatible numbers. Single-digit numbers are not rounded.

Correct answer choices will reflect the strategy of rounding numbers before performing the arithmetic operation. Answer choices may be numbers or ranges of numbers (e.g., between 12 and 14). Measurement units or their abbreviations will be included with the numerical answers.

TAAS Objective 11

The student will determine solution strategies and will analyze or solve problems.

To demonstrate competency in this objective, the student must be able to

- model addition and subtraction situations involving fractions with pictures, words, and numbers
- use ratios to make predictions in proportional situations

Extraneous information may be given in the problem. Students will identify the strategy for finding a solution or will find a numerical solution. Students will perform multiple steps to solve the problem. The steps may include one or more arithmetic operations and/or gathering and interpreting information from a graphic source in the item, such as a drawing or a table. Students may need to convert among measurement units in the same system. Measurement units or their abbreviations will be included with the numerical answers.

Students are given a ratio and one of the terms from an equivalent ratio. Students identify the missing term, or identify the proportion that will lead to finding the missing term. The missing term will be represented by a variable.

TAAS Objective 12

The student will express or solve problems using mathematical representation.

To demonstrate competency in this objective, the student must be able to

- use tables and symbols to represent and describe proportional and other relationships involving conversions, sequences, perimeter, area, etc.
- formulate an equation from a problem situation
- solve problems by collecting, organizing, displaying, and interpreting data

Extraneous information may be given in the problem. Students will match a problem situation with a number sentence that represents a solution strategy. The number sentence will include a box or a variable to represent the solution, and may include other variables to represent categories of data. Students will not be required to perform the arithmetic operation(s).

Students will solve problems using information gathered from a graphical representation of data. The solution will require multiple steps.

TAAS Objective 13

The student will evaluate the reasonableness of a solution to a problem situation.

To demonstrate competency in this objective, the student must be able to

- ❑ estimate and round to approximate reasonable results and to solve problems where exact answers are not required
- ❑ estimate measurement and evaluate reasonableness of results

Some of the information given in the problem situation may involve a range of numbers (e.g., from 35 to 38). Students are expected to round all numbers before performing any computations when approximating reasonable results. In addition and subtraction situations, numbers may be rounded to the highest place value of the smallest number used in the computation, or to compatible numbers. Numbers in multiplication and division situations will be rounded to the highest place value of each number, or to compatible numbers. Single-digit numbers are not rounded.

The answer choices may be described by ranges or may be any number that fits within the range.

Students will estimate measurements related to length, area, time, temperature, capacity, weight, and angles. Measurement units or their abbreviations will be included with the numerical answers. The exponent 2 may be used for abbreviating square units.

Sample Mathematics Test Items

Objective 1: The student will demonstrate an understanding of number concepts.

1 Which decimal value is equivalent to $\frac{1}{8}$?

A 0.08

B* 0.125

C 0.25

D 0.375

2 Jenny has 24 red marbles, 18 white marbles, and 36 green marbles. She wants to divide the marbles into groups so that each group has the same number of marbles for each color. Which is the greatest number of groups she can make using all of the marbles?

A 3

B* 6

C 8

D 9

3 Which expression shows 24 as a product of prime factors?

A 4×6

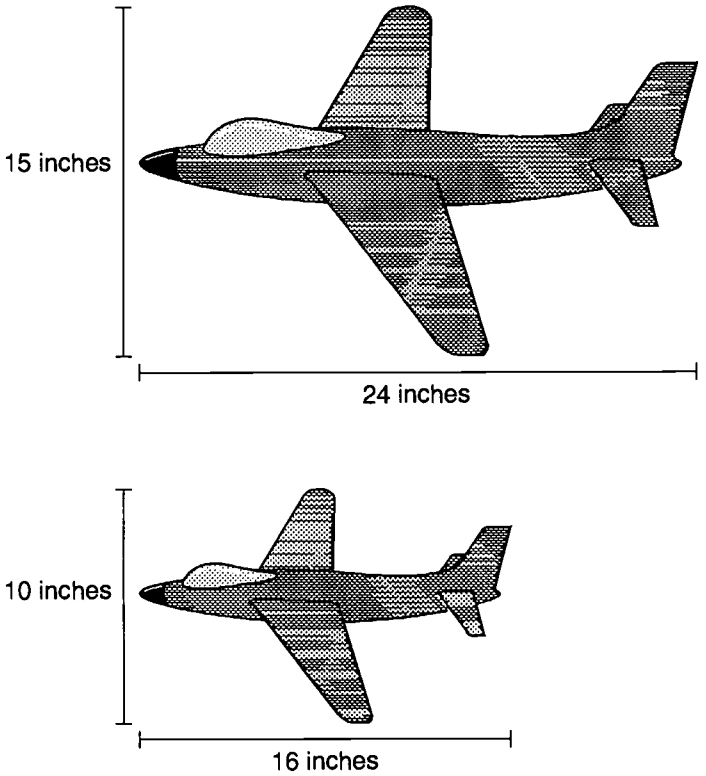
B $2^2 \times 3^2$

C $2^2 \times 6$

D* $2^3 \times 3$

Objective 2: The student will demonstrate an understanding of mathematical relations, functions, and other algebraic concepts.

4 The 2 model airplanes shown in the drawing are proportional.



What is the ratio of the dimensions of the large airplane to the dimensions of the small airplane?

A 2 to 3

B* 3 to 2

C 5 to 2

D 2 to 5

Objective 2 (continued)

5 Jeff put books into grab bags for a library sale. Each bag had the same number of books. The chart shows the total number of books in different numbers of bags.

Library Sale

Number of Bags	Total Number of Books
3	18
6	36
8	
12	72

What was the total number of books in 8 bags?

A 44

B* 48

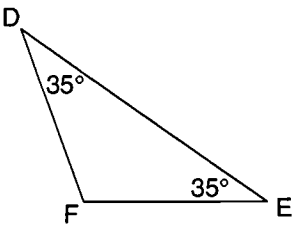
C 54

D 60

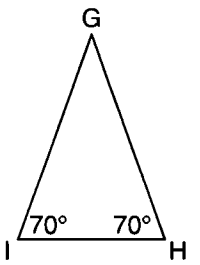
Objective 3: The student will demonstrate an understanding of geometric properties and relationships.

6 Which figure represents an acute triangle?

A



B*



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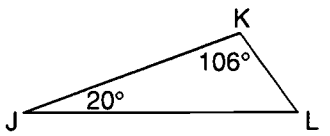

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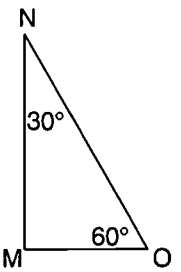


Objective 3 (continued)

7 The diameter of a circle is about 30 meters. Which is the approximate measure of the distance around the circle?

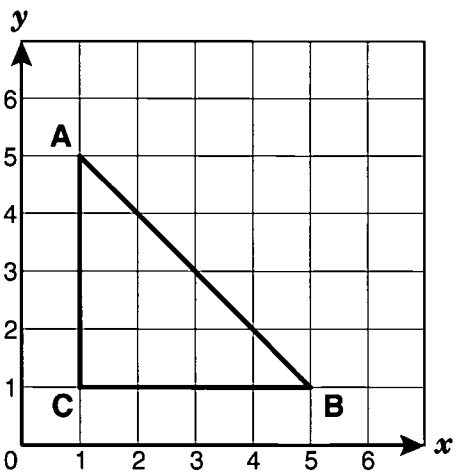
A A little less than 10 m

B A little less than 30 m

C A little more than 60 m

D* A little more than 90 m

8 A triangle is shown on the grid.



What will be the new coordinates of vertex C after the triangle is reflected across line segment AB?

A (1, 5)

B (3, 3)

C* (5, 5)

D (5, 1)

Objective 4: The student will demonstrate an understanding of measurement concepts using metric and customary units.

9 The radius of a child's circular wading pool is 3 feet. What is the approximate circumference of the pool? [$\pi \approx 3$]

A 6 ft

B 9 ft

C 12 ft

D* 18 ft

10 A 1-quart carton of juice is used to fill some 8-ounce juice glasses. How many glasses can be filled from the carton?

A* 4

B 8

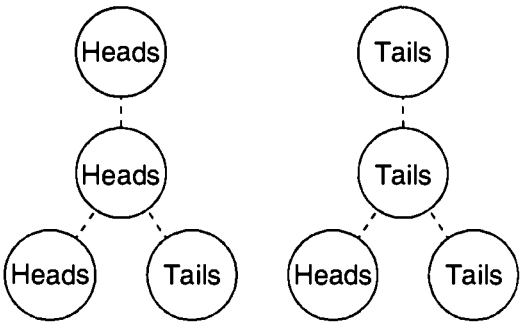
C 16

D 32

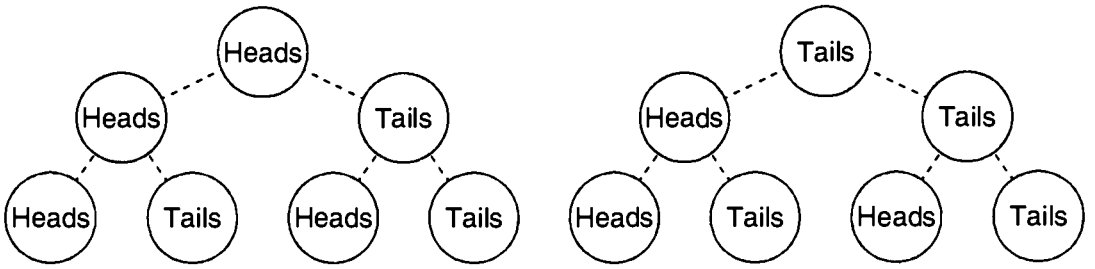
Objective 5: The student will demonstrate an understanding of probability and statistics.

11 Cheryl tossed a coin 3 times. Which diagram shows all the possible results she could get in 3 tosses of the same coin?

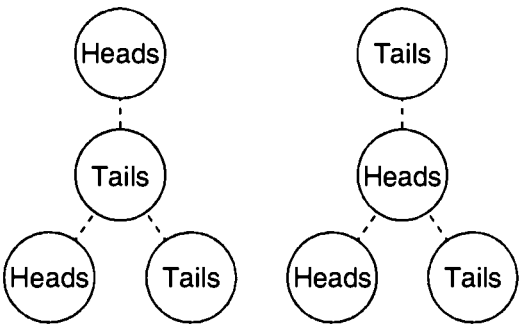
A



B*



C



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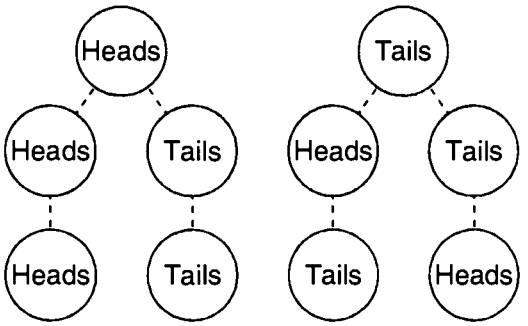


Objective 5 (continued)

12 At the Sandwich Spot restaurant, Isaac tried to decide whether he wanted a soup-and-salad lunch for $4.80, a burger combo for $6.45, a steak sandwich for $5.50, or a slice of pizza for $3.25. What was the range of prices for the lunch items he was considering?

A $1.55

B* $3.20

C $5.00

D $5.15

Objective 6: The student will use the operation of addition to solve problems.

13 Mrs. Hill's class designed a school flag. The students made $\frac{1}{5}$ of the flag green, $\frac{1}{2}$ of the flag red, and the rest of the flag white. What fraction of the flag was ***not*** white?

A $\frac{2}{7}$

B $\frac{3}{10}$

C $\frac{2}{5}$

D* $\frac{7}{10}$

E Not Here

Objective 7: The student will use the operation of subtraction to solve problems.

14 Henry's record for continuous skating was $8\frac{1}{3}$ hours, and Marvin's record was $5\frac{1}{2}$ hours. How many hours longer was Henry's record than Marvin's record?

A $3\frac{5}{6}$ h

B $3\frac{1}{6}$ h

C* $2\frac{5}{6}$ h

D $2\frac{1}{2}$ h

E Not Here

Objective 8: The student will use the operation of multiplication to solve problems.

15 Maria noticed that 1 out of every 5 cars on a car lot was white. If the dealer had 430 white cars, what was the total number of cars on the lot?

A* 2150

B 1720

C 435

D 425

E 86

Objective 9: The student will use the operation of division to solve problems.

16 Each of the 16 players on a basketball team ran the length of the basketball court 8 times, for a total distance of 752 feet. How long was the basketball court?

A 6016 ft

B 760 ft

C* 94 ft

D 47 ft

E Not Here

Objective 10: The student will estimate solutions to a problem situation.

17 Diane has 5 large dogs. In 1 day each of the dogs eats 1.7 pounds of dog food. Which is the best estimate of the total number of pounds of food all of the dogs eat in 4 weeks?

A Less than 50 lb

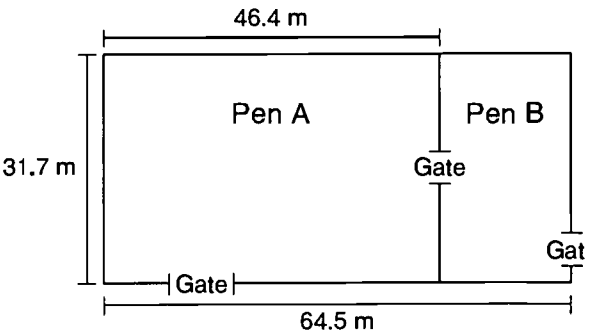
B Between 50 lb and 100 lb

C Between 100 lb and 150 lb

D Between 150 lb and 200 lb

E* More than 200 lb

18 There are 2 adjacent livestock pens at Mr. Rentería's ranch.



Which is the best estimate of the area of the smaller pen?

A 200 square meters

B* 600 square meters

C 1500 square meters

D 1800 square meters

E 3000 square meters

Objective 11: The student will determine solution strategies and will analyze or solve problems.

19 Frank had a lamp with an electrical cord that was $3\frac{1}{4}$ feet long. Since the cord was not long enough to reach an electrical outlet, he attached an extension cord that was 4 feet long. The 2 cords together were not long enough, so he removed the first extension cord and attached a 6-foot extension cord. Which equation can be used to find the total distance, d, that these 2 attached cords could reach?

A $d = 3\frac{1}{4} + 4 + 6$

B $d = 3\frac{1}{4} - 4 + 6$

C $d = 4 + 6$

D* $d = 3\frac{1}{4} + 6$

E $d = 3\frac{1}{4} + 4$

20 A spinner is divided into 6 equal sections. Each section is either green or red. The spinner was spun 30 times. It landed on a green section 20 times and on a red section 10 times. Which proportion can be used to find the number of sections, R, that could be expected to be red?

A $\frac{6}{30 - 6} = \frac{R}{10}$

B $\frac{10}{30 - 10} = \frac{R}{6}$

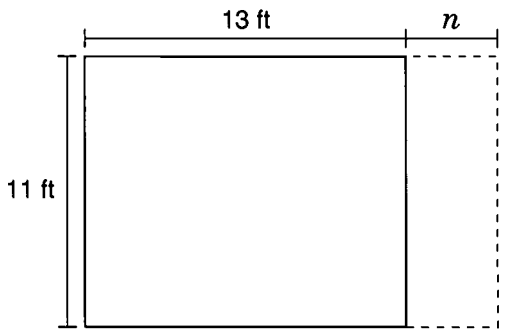
C $\frac{10}{30} = \frac{6}{R}$

D* $\frac{10}{30} = \frac{R}{6}$

E $\frac{6}{30} = \frac{10}{R}$

Objective 12: The student will express or solve problems using mathematical representation.

21 The Maxwells' rectangular family room is 11 feet wide and 13 feet long. They want to increase the length of the room.



Which number sentence can be used to find the area, A, of the family room if the length is increased n feet?

A $A = 11 \times 13 \times n$

B* $A = 11 \times (13 + n)$

C $A = (11 \times 13) + n$

D $A = (11 + n) \times 13$

E $A = (11 + 13) \times n$

22 Micah worked a total of 16.5 hours over 3 weekends last month. He earned a total of $115.50. Which equation can be used to find the amount he earned per hour, x?

A $x = 115.50 \div 3$

B $x = (115.50 \times 3) \div 16.5$

C $x = (115.50 \div 3) \times 16.5$

D* $x = 115.50 \div 16.5$

E $x = 16.5 \div 3$

23 Carol surveyed the students in her class about the number of younger brothers and sisters they had. The chart shows the results of her survey.

Carol's Survey

Number of Younger Brothers/Sisters	Number of Students
0	9
1	10
2	4
3	2

What fraction of the students surveyed had exactly 1 younger brother or sister?

A $\frac{1}{10}$

B* $\frac{2}{5}$

C $\frac{1}{2}$

D $\frac{2}{3}$

E Not Here

Objective 13: The student will evaluate the reasonableness of a solution to a problem situation.

24 Mrs. McCormack ate at a fast-food restaurant with 4 of her friends. Everybody ordered a meal. The least expensive meal they ordered cost $3.89, and the most expensive meal cost $5.19, not including tax. Which is a reasonable amount for the total bill before tax?

A Less than $16

B Between $16 and $20

C* Between $20 and $25

D Between $25 and $30

E More than $30

25 Doug weighed 87 ball bearings and determined that their total mass was 1.8 kilograms. Which is the most reasonable estimate of the average mass, in grams, of 1 ball bearing?

A Between 4 g and 5 g

B Between 10 g and 15 g

C* Between 20 g and 25 g

D Between 40 g and 50 g

E Between 80 g and 90 g

TEKS-BASED TAAS GRADE 4 WRITING

General Information

Writing Passages

- All items are assessed in the context of a narrative or informative passage, or in letters typical of those fourth grade students may write.
- The passages will be appropriate for fourth grade students in terms of interests, experiences, and reading level.
- The passages will vary in length.

Test Items

- Objectives 1–4 are assessed by a written composition.
- Objectives 5–7 are assessed by multiple-choice items.
- Each multiple-choice item will contain four answer options and will be linked to a passage.
- Each item will be written at a level appropriate for fourth grade students.

TEKS-BASED TAAS GRADE 4 WRITING

TAAS Objectives and Related TEKS

DOMAIN: WRITTEN COMMUNICATION

TAAS Objective 1

The student will respond appropriately in a written composition to the purpose/audience specified in a given topic.

To demonstrate competency in this objective, the student must be able to

- write to influence, such as to persuade, argue, and request
- write to inform, such as to explain, describe, report, and narrate
- write to entertain, such as to compose short stories
- exhibit an identifiable voice in personal narratives and in stories
- choose the appropriate form for his/her own purpose for writing, including letters, narratives, and instructions

At the Grade 4 level, students will be required to write a composition whose purpose is either informative (classification or "how to"), narrative, or persuasive. In this assessment the written composition is designed to focus, as much as possible, on a single purpose that is stated or implied in the prompt. However, while that one purpose should remain central to the composition, other purposes for writing may be incorporated to elaborate on the subject. For example, students writing a persuasive composition may incorporate a short personal narrative to support a main point.

In conjunction with the idea of writing for a particular purpose is the concept of writing for a specific audience. In this assessment the audience is specified in the prompt, and audiences are limited to those that are developmentally appropriate for young writers. If the audience is implied, as it is when students are required to write a narrative, they can think of the audience as any reader other than themselves.

TAAS Objective 2

The student will organize ideas in a written composition on a given topic.

To demonstrate competency in this objective, the student must be able to

- develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text
- revise selected drafts by deleting, combining, and rearranging text
- revise drafts for coherence, progression, and logical support of ideas

Successful writers are able to choose and employ one or more organizational strategies that enable them to communicate ideas clearly and effectively. These strategies allow writers to develop ideas in a logical, controlled way, thereby creating in the response as a whole a clear sense of unity, order, and completeness. Generally, in this assessment students are not required to use one specified organizational strategy; however, in story writing the primary strategy must be narrative because a story requires a linked sequence of events through time. Students may incorporate any of the other strategies they consider effective for accomplishing the intended purpose of the response.

TAAS Objective 3

The student will demonstrate control of the English language in a written composition on a given topic.

To demonstrate competency in this objective, the student must be able to

- capitalize and punctuate correctly to clarify and enhance meaning, such as capitalizing titles, using possessives, commas in a series, and sentence punctuation
- spell accurately in drafts
- use regular and irregular plurals correctly
- write in complete sentences, varying the types, such as compound and complex, to match meanings and purposes
- employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech
- use adjectives and adverbs appropriately to make writing vivid or precise
- use conjunctions to connect ideas meaningfully
- write with increasing accuracy when using apostrophes in contractions, such as *it's*, and possessives, such as *Jan's*
- write with increasing accuracy when using objective case pronouns, such as "Dan cooked for you and me."
- edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice
- proofread his/her own writing

Young writers should not be expected to use all of the different punctuation marks accurately and should not be penalized for omitting them or for attempting to use a particular mark and using it incorrectly.

Students progress through various stages as they learn to spell the thousands of words in their oral vocabularies. If nonstandard spellings of most words can be deciphered and the flow of words makes sense to the reader, the score on the written composition will generally not be affected. However, students' scores will be affected if errors in basic, familiar words are so frequent or severe that the composition's meaning is impaired.

Students in the elementary grades may have a tendency to write run-on sentences. They may also write excessively long sentences by linking independent clauses with the conjunctions "and" or "but." The written composition score should not be affected if students write either run-on sentences or excessively long sentences.

Many fourth grade students struggle with the conventions of writing. Since ideas occur to them more rapidly than the ideas can be transcribed, it is common to find words omitted or words and phrases repeated. Although these behaviors are appropriate developmentally for young writers, they should be distinguished from those which indicate that the writer has not acquired the fundamental skills of putting thoughts into writing. The writer must show sufficient control of the language so that the reader has no difficulty understanding what the writer is attempting to say. Furthermore, students' ideas must be considered as they are actually presented on paper. It is not appropriate to attempt to infer students' intended thoughts.

Since TAAS responses do not represent "polished" responses, some errors in language mechanics, sentence structure, and usage may occur. Students are not penalized for these kinds of errors unless they are so frequent or severe that they interfere with the reader's ability to understand the response.

TAAS Objective 4

The student will generate a written composition that develops/supports/elaborates the central idea stated in a given topic.

To demonstrate competency in this objective, the student must be able to

- ❑ use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise
- ❑ use prepositional phrases to elaborate written ideas
- ❑ develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text
- ❑ revise selected drafts by adding and elaborating text
- ❑ revise drafts for coherence, progression, and logical support of ideas

The degree to which support or elaboration is achieved is dependent not only upon students' abilities to generate ideas, but also upon the extent to which students provide the reader with a detailed explanation of those ideas. The effectiveness of the support or elaboration is determined by the quality of the development. The more thoroughly and precisely each idea is developed with specific details, the stronger and more complete the support or elaboration will likely be.

There is no single method through which support or elaboration may be achieved; depending upon the writer's purpose for writing, a number of different methods may work equally well. Support or elaboration must make the text richer and more accessible to the reader; otherwise, the text may contain gaps or be skeletal because there are too many places where the reader needs to "know more." In effective support or elaboration, the writer "tells enough" so that the reader is never confused and can appreciate and understand what the writer is attempting to communicate. However, including information that does not add either explicitly or implicitly to the reader's understanding of the response is contrary to the whole notion of elaboration.

TAAS Objective 5

The student will recognize appropriate sentence construction within the context of a written passage.

To demonstrate competency in this objective, the student must be able to

- write in complete sentences, varying the types, such as compound and complex, to match meanings and purposes
- use conjunctions to connect ideas meaningfully
- revise by deleting, combining, and rearranging text

Items for this objective will assess students' abilities to recognize correct and effective sentence structures in a variety of passages. Students will be presented with a passage containing several underlined sections. The underlined sections will consist of correct sentences, fragments, run-on sentences, or pairs of sentences that need to be combined. Different types of sentence structure items will be included in a single passage so that skills are not tested in isolation. In every passage, students must consider the range of sentence structure problems that may impede clear communication. Assessing Objective 5 in this manner reflects the process students must employ when they are correcting or improving sentences in their own writing.

Test questions assessing basic sentence construction errors may include a fragment (an incomplete sentence) or a run-on (two or more sentences "run together" without the correct punctuation or capitalization). Locating the correct answer will require students to determine which answer choice represents a correctly written version of the underlined section. Sometimes the underlined section of the passage may be correctly written, so "No mistake" will be used as an answer choice.

Test questions assessing sentence combining will require students to determine the most effectively expressed revision of the underlined section. This skill is included on the assessment to address the issue of sentence quality. Incorrect choices may be wordy, convoluted, or expressed awkwardly, or may inaccurately convey the meaning of the original sentences. However, all answer choices will be grammatically correct sentences. "No mistake" will not be used as an answer choice.

TAAS Objective 6

The student will recognize appropriate English usage within the context of a written passage.

To demonstrate competency in this objective, the student must be able to

- employ standard English usage, including subject-verb agreement, pronoun referents, and parts of speech
- use adjectives (comparative and superlative forms) and adverbs appropriately
- write with increasing accuracy when using objective case pronouns, such as "Dan cooked for you and me."

All items will be assessed in the context of narrative or informative passages based on topics appropriate for students at the fourth grade level. A passage will contain items that appear as blanks within individual sentences; no more than one blank will appear in any one sentence. Students

must choose the correct word to fill in the blank from a choice of four options; in order to do this, students must read for meaning, paying attention not only to the context of a particular sentence but also to a paragraph or the passage as a whole.

Different types of English usage items are included in a single passage so that students' understanding of important grammar rules is not tested in isolation. Assessing Objective 6 in this manner reflects the process students must employ when they are improving or correcting their own writing.

The following types of items are included on the assessment because they are considered critical aspects of correct English usage at the fourth grade level.

- Subject-verb agreement items will require students to recognize that subjects and verbs must match in number; i.e., if the verb is singular, the subject must also be singular. Likewise, if the subject is plural, the verb must also be plural.
- Verb tense items, which focus on when the action in a piece of writing occurs, will require students to recognize that a writer must maintain a consistent tense from sentence to sentence, unless a tense shift is necessary to accurately communicate meaning (e.g., comparing something that is happening this year to something that happened in the past). In addition, verb tense items also require that students know how to form the past tense of irregular verbs correctly (e.g., *had seen* instead of *had saw*).
- Adjective/adverb items will focus on two important skills. First, items may require students to use context to recognize the correct modifier, choosing between the adjective and adverb form of the same word. Second, items may require students to use context to recognize the correct degree (i.e., positive, comparative, or superlative) needed for an adjective or adverb used in a particular sentence (e.g., knowing that the comparative form of the adverb *slowly* – *more slowly*—must be used when comparing how two people are walking down the street).
- Pronoun case items will require students to use context to choose the correct case (form) needed for a pronoun to be used correctly in a particular sentence. For example, students must recognize that the pronoun *me*, rather than the pronouns *I*, *my*, *mine*, or *myself*, must be used in certain instances for the pronoun use to be grammatically correct.

TAAS Objective 7

The student will proofread for spelling, capitalization, and punctuation errors within the context of a written passage.

To demonstrate competency in this objective, the student must be able to

- capitalize and punctuate correctly to clarify and enhance meaning, such as capitalizing titles, using possessives, commas in a series, and sentence punctuation
- write with accurate spelling of syllable constructions, including closed, open, consonant before *-le*, and syllable boundary patterns
- write with accurate spelling of roots, such as *drink*, *speak*, *read*, or *happy*, inflections such as those that change tense or number, suffixes such as *-able* or *-less*, and prefixes such as *re-* or *un-*
- spell accurately

- write with increasing accuracy when using apostrophes in contractions such as *it's* and possessives such as *Jan's*
- proofread writing of others

All items will be assessed in the context of narrative or informative passages or in letters typical of those fourth grade students may be required to write. Skills are assessed within the context of a passage because this replicates the process that students must use in proofreading their own writing.

Within each passage, several sections will be underlined, each of which may contain either a mistake in spelling, capitalization, or punctuation, or may be written correctly. Test items will require students to determine whether there is a mistake in the underlined section, and if there is, to identify whether the mistake is a spelling, capitalization, or punctuation error. "No mistake" will be used as a fourth answer choice for every item.

Sample Writing Prompts

Objective 1: The student will respond appropriately in a written composition to the purpose/audience specified in a given topic.

Objective 2: The student will organize ideas in a written composition on a given topic.

Objective 3: The student will demonstrate control of the English language in a written composition on a given topic.

Objective 4: The student will generate a written composition that develops/supports/elaborates the central idea stated in a given topic.

There are four types of writing assessed at Grade 4: Narrative, Informative (Classification), Informative (How To), and Persuasive.

Sample Prompt: Narrative

> Think of one day you tried to do something that was hard.
>
> **Write a story** telling all about what happened. You may write a story about something you really tried to do, or you may write a story that you make up. Be sure to write about the events in your story in detail.

Sample Prompt: Informative (Classification)

> Think about what you **like** and **do not like** about playing outside.
>
> Write a composition for your teacher telling **both** what you like about playing outside and what you do not like about it. Be sure to write about your ideas in detail.

Sample Prompt: Informative (How To)

> Think about **one** thing you do inside.
>
> Write a composition for your teacher telling what you do inside and explain all about **how you do it**. Be sure to explain each step fully so that someone else would know how to do it.

Sample Prompt: Persuasive

> Your teacher is thinking about **one** way to make your classroom better and has asked you and your classmates for ideas.
>
> Write a letter to your teacher. In this letter tell what **one** thing would make your classroom better and give reasons for your choice. Be sure to write about your reasons in detail.

Scoring TAAS Compositions

Each TAAS student composition is scored by trained readers using a method called focused holistic scoring. It is holistic because the writing is considered as a whole; it is focused because the writing is evaluated according to the pre-established criteria reflected in objectives 1–4.

Each TAAS composition is evaluated according to the extent to which it reflects mastery of the first four objectives listed in the TEKS for Grade 4 writing found in this supplement. Compositions are scored on a scale of 1 (low) to 4 (high), or a student response may receive a rating of 0, indicating that the response could not be scored.

For a detailed explanation of how student writing is evaluated on the TAAS test, please refer to the Grade 4 Scoring Guides. These scoring guides include descriptions of the criteria that serve as the basis for each score point as well as annotated compositions that provide samples of what papers at each score point **may** look like.

Sample Writing Passage

Objective 5: The student will recognize appropriate sentence construction within the context of a written passage.

DIRECTIONS:

Choose the best way to write each underlined section and mark the letter for your answer. If the underlined section needs no change, mark the choice "Correct as is."

Read the passage. Some sections are underlined. The underlined sections may be one of the following:

- Incomplete sentences
- Run-on sentences
- Correctly written sentences that should be combined
- Correctly written sentences that do not need to be rewritten

Marco ran straight to the mailbox. When he got home from school. (1) He quickly flipped through the envelopes. Finally he found the one he was expecting it had a postmark from California. (2) "It must be from my new pen pal Paul Morgan," Marco said to his mother. He opened the letter and began reading.

"Guess what?" Marco exclaimed. "Paul likes to collect baseball cards. He lives in Los Angeles, and he's been to a Dodgers game! I can't wait to write back. I'm going to tell him that I like baseball, too." (3)

Sample Writing Test Items

Objective 5 (continued)

1 **A*** Marco ran straight to the mailbox when he got home from school.

B Marco running straight to the mailbox when he got home from school.

C Marco ran straight. To the mailbox when he got home from school.

D No mistake

2 **A** Finally he found the one he was expecting. With a postmark from California.

B Finally finding the one he was expecting. It had a postmark from California.

C* Finally he found the one he was expecting. It had a postmark from California.

D No mistake

3 **A** I can't wait to write back when I'm going to tell him that I like baseball, too.

B* I can't wait to write back to tell him that I like baseball, too.

C I can't wait to write back, and I also like baseball, and I'm going to tell him.

D I can't wait to write back, but I'm going to tell him that I also like baseball when I write back.

Sample Writing Passage and Test Items

Objective 6: The student will recognize appropriate English usage within the context of a written passage.

DIRECTIONS:
Read the passage and choose the word or group of words that belongs in each space. Mark the letter for your answer.

"Listen up," said Mr. Vu. "The judges __(1)__ the winners of the Super Sandwich Contest!" The room full of fourth graders became quiet. Everyone __(2)__ hard to create healthy, delicious sandwiches.

Mr. Vu continued, "Diego wins the prize for the __(3)__ use of vegetables!"

"Yes!" shouted Diego. "I knew peanut butter, celery, and carrots would win!"

"Carla receives the prize for the best-tasting sandwich. __(4)__ spread applesauce, cream cheese, and cinnamon between two waffles."

Mr. Vu concluded, "Now, class, it's time for us to eat our creations!"

1 **A*** have selected
B has selected
C is selecting
D was selecting

2 **A** will work
B* had worked
C works
D is working

3 **A** more unusual
B most unusualest
C* most unusual
D more unusualer

4 **A** Her
B Herself
C* She
D Hers

Sample Writing Passage

Objective 7: The student will proofread for spelling, capitalization, and punctuation errors within the context of a written passage.

DIRECTIONS:

Read the passage and decide which type of error, if any, appears in each underlined section. Mark the letter for your answer.

Do you know that the statue of liberty (1) is 151 feet tall? You wouldn't think a statue that large could be moved, but it was. It was bilt one piece (2) at a time in France. After the arm holding the torch was finished in 1876, it was sent to Philadelphia Pennsylvania. Eight (3) years later the rest of the statue was finished. It was then taken apart and shiped (4) to the United States. The pieces were put back (5) together there. Today you can see this symbol of freedom on an island in New York Harbor.

Sample Writing Test Items

Objective 7 (continued)

1 **A** Spelling
B* Capitalization
C Punctuation
D No mistake

2 **A*** Spelling
B Capitalization
C Punctuation
D No mistake

3 **A** Spelling
B Capitalization
C* Punctuation
D No mistake

4 **A*** Spelling
B Capitalization
C Punctuation
D No mistake

5 **A** Spelling
B Capitalization
C Punctuation
D* No mistake

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