



Texas Assessment of Knowledge and Skills - Answer Key

Grade: 04
Subject: Mathematics
Administration: April 2006

Item Number	Correct Answer	Objective Measured	Student Expectations
01	D	03	4.9 (C)
02	F	02	4.6 (B)
03	B	06	4.16 (A)
04	H	01	4.5 (A)
05	B	03	4.9 (B)
06	J	01	4.4 (B)
07	C	05	4.13 (B)
08	G	05	4.13 (C)
09	D	02	4.7 (A)
10	F	06	4.14 (A)
11	C	06	4.14 (C)
12	G	04	4.12 (A)
13	C	03	4.8 (A)
14	G	01	4.3 (A)
15	A	02	4.6 (B)
16	J	06	4.14 (C)
17	B	03	4.8 (C)
18	F	01	4.2 (C)
19	B	04	4.12 (A)
20	G	06	4.14 (B)
21	175	01	4.4 (D)
22	J	06	4.15 (B)
23	C	01	4.2 (A)
24	J	04	4.12 (A)
25	B	01	4.4 (E)
26	F	03	4.8 (B)
27	B	04	4.11 (A)
28	F	02	4.6 (C)
29	D	06	4.14 (A)
30	H	06	4.14 (B)
31	B	02	4.7 (A)
32	J	05	4.13 (A)
33	B	03	4.10 (A)
34	H	01	4.5 (B)
35	B	04	4.12 (A)
36	F	02	4.6 (C)
37	D	02	4.7 (A)
38	F	04	4.11 (B)
39	C	01	4.1 (A)
40	F	05	4.13 (C)
41	B	01	4.4 (C)
42	G	01	4.4 (A)

Grade 4 Mathematics

For a more complete description of the objectives measured, please refer to the Revised TAKS Information Booklet for Grade 4 Mathematics at <http://www.tea.state.tx.us/student.assessment/taks/booklets/index.html>.

Objective 1: The student will demonstrate an understanding of numbers, operations, and quantitative reasoning.

- (4.1) **Number, operation, and quantitative reasoning.** The student uses place value to represent whole numbers and decimals. The student is expected to
- (A) use place value to read, write, compare, and order whole numbers through the millions place.
- (4.2) **Number, operation, and quantitative reasoning.** The student describes and compares fractional parts of whole objects or sets of objects. The student is expected to
- (A) generate equivalent fractions using [concrete and] pictorial models;
 - (B) model fraction quantities greater than one using [concrete materials and] pictures;
 - (C) compare and order fractions using [concrete and] pictorial models; and
 - (D) relate decimals to fractions that name tenths and hundredths using models.
- (4.3) **Number, operation, and quantitative reasoning.** The student adds and subtracts to solve meaningful problems involving whole numbers and decimals. The student is expected to
- (A) use addition and subtraction to solve problems involving whole numbers; and
 - (B) add and subtract decimals to the hundredths place using [concrete and] pictorial models.
- (4.4) **Number, operation, and quantitative reasoning.** The student multiplies and divides to solve meaningful problems involving whole numbers. The student is expected to
- (A) model factors and products using arrays and area models;
 - (B) represent multiplication and division situations in picture, word, and number form;
 - (C) recall and apply multiplication facts through 12×12 ;
 - (D) use multiplication to solve problems involving two-digit numbers; and
 - (E) use division to solve problems involving one-digit divisors.
- (4.5) **Number, operation, and quantitative reasoning.** The student estimates to determine reasonable results. The student is expected to
- (A) round whole numbers to the nearest ten, hundred, or thousand to approximate reasonable results in problem situations; and
 - (B) estimate a product or quotient beyond basic facts.

Grade 4 Mathematics (continued)

Objective 2: The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.

- (4.6) **Patterns, relationships, and algebraic thinking.** The student uses patterns in multiplication and division. The student is expected to
- (B) solve division problems related to multiplication facts (fact families) such as $9 \times 9 = 81$ and $81 \div 9 = 9$; and
 - (C) use patterns to multiply by 10 and 100.
- (4.7) **Patterns, relationships, and algebraic thinking.** The student uses organizational structures to analyze and describe patterns and relationships. The student is expected to
- (A) describe the relationship between two sets of related data such as ordered pairs in a table.

Objective 3: The student will demonstrate an understanding of geometry and spatial reasoning.

- (4.8) **Geometry and spatial reasoning.** The student identifies and describes lines, shapes, and solids using formal geometric language. The student is expected to
- (A) identify right, acute, and obtuse angles;
 - (B) identify models of parallel and perpendicular lines; and
 - (C) describe shapes and solids in terms of vertices, edges, and faces.
- (4.9) **Geometry and spatial reasoning.** The student connects transformations to congruence and symmetry. The student is expected to
- (B) use translations, reflections, and rotations to verify that two shapes are congruent; and
 - (C) use reflections to verify that a shape has symmetry.
- (4.10) **Geometry and spatial reasoning.** The student recognizes the connection between numbers and points on a number line. The student is expected to
- (A) locate and name points on a number line using whole numbers, fractions such as halves and fourths, and decimals such as tenths.

Objective 4: The student will demonstrate an understanding of the concepts and uses of measurement.

- (4.11) **Measurement.** The student selects and uses appropriate units and procedures to measure weight and capacity. The student is expected to
- (A) estimate [and measure] weight using standard units, including ounces, pounds, grams, and kilograms; and
 - (B) estimate [and measure] capacity using standard units, including milliliters, liters, cups, pints, quarts, and gallons.

Grade 4 Mathematics (continued)

- (4.12) **Measurement.** The student applies measurement concepts. The student is expected to
- (A) measure to solve problems involving length, including perimeter, time, temperature, and area.

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

- (4.13) **Probability and statistics.** The student solves problems by collecting, organizing, displaying, and interpreting sets of data. The student is expected to
- (A) list all possible outcomes of a probability experiment, such as tossing a coin;
 - (B) use a pair of numbers to compare favorable outcomes to all possible outcomes, such as four heads out of six tosses of a coin; and
 - (C) interpret bar graphs.

Objective 6: The student will demonstrate an understanding of the mathematical processes and tools used in problem solving.

- (4.14) **Underlying processes and mathematical tools.** The student applies Grade 4 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to
- (A) identify the mathematics in everyday situations;
 - (B) use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness; and
 - (C) select or develop an appropriate problem-solving strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem.
- (4.15) **Underlying processes and mathematical tools.** The student communicates about Grade 4 mathematics using informal language. The student is expected to
- (B) relate informal language to mathematical language and symbols.
- (4.16) **Underlying processes and mathematical tools.** The student uses logical reasoning to make sense of his or her world. The student is expected to
- (A) make generalizations from patterns or sets of examples and nonexamples.



Texas Assessment of Knowledge and Skills - Answer Key

Grade: 04
Subject: Reading
Administration: April 2006

Item Number	Correct Answer	Objective Measured	Student Expectations
01	C	04	4.10 (H)
02	J	01	4.9 (B)
03	B	01	4.10 (F)
04	J	03	4.10 (L)
05	C	01	4.10 (F)
06	F	04	4.12 (B)
07	D	04	4.10 (H)
08	G	01	4.9 (B)
09	B	02	4.12 (I)
10	F	04	4.10 (H)
11	B	02	4.12 (H)
12	J	02	4.12 (H)
13	A	02	4.12 (H)
14	J	01	4.10 (F)
15	C	01	4.10 (F)
16	G	01	4.9 (D)
17	B	04	4.11 (C)
18	F	03	4.10 (L)
19	B	01	4.9 (B)
20	G	02	4.12 (H)
21	A	01	4.10 (G)
22	J	03	4.10 (E)
23	C	01	4.10 (F)
24	J	04	4.11 (D)
25	B	04	4.11 (D)
26	J	04	4.11 (D)
27	C	03	4.12 (J)
28	J	01	4.10 (G)
29	C	01	4.9 (B)
30	F	02	4.12 (I)
31	D	02	4.12 (H)
32	F	04	4.12 (B)
33	A	01	4.10 (F)
34	H	03	4.10 (L)
35	B	01	4.9 (B)
36	F	03	4.10 (E)
37	C	02	4.12 (H)
38	F	04	4.10 (H)
39	C	03	4.12 (C)
40	G	01	4.9 (B)

Grade 4 Reading

For a more complete description of the objectives measured, please refer to the Revised TAKS Information Booklet for Grade 4 Reading at <http://www.tea.state.tx.us/student.assessment/taks/booklets/index.html>.

Objective 1: The student will demonstrate a basic understanding of culturally diverse written texts.

- (4.9) **Reading/vocabulary development.** The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to
- (B) draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5); and
 - (D) 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-*, and *un-* (4-8).
- (4.10) **Reading/comprehension.** The student comprehends selections using a variety of strategies. The student is expected to
- (F) determine a text's main (or major) ideas and how those ideas are supported with details (4-8); and
 - (G) paraphrase and summarize text to recall, inform, or organize ideas (4-8).

Objective 2: The student will apply knowledge of literary elements to understand culturally diverse written texts.

- (4.12) **Reading/text structures/literary concepts.** The student analyzes the characteristics of various types of texts (genres). The student is expected to
- (H) analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8); and
 - (I) recognize and analyze story plot, setting, and problem resolution (4-8).

Objective 3: The student will use a variety of strategies to analyze culturally diverse written texts.

- (4.10) **Reading/comprehension.** The student comprehends selections using a variety of strategies. The student is expected to
- (E) use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information (4-8);
 - (I) find similarities and differences across texts such as in treatment, scope, or organization (4-8); and
 - (L) represent text information in different ways such as in outline, timeline, or graphic organizer (4-8).

Grade 4 Reading (continued)

- (4.12) **Reading/text structures/literary concepts.** The student analyzes the characteristics of various types of texts (genres). The student is expected to
- (A) judge the internal consistency or logic of stories and texts such as "Would this character do this?"; "Does this make sense here?" (4-5);
 - (C) identify the purposes of different types of texts such as to inform, influence, express, or entertain (4-8);
 - (E) compare communication in different forms such as [contrasting a dramatic performance with a print version of the same story or] comparing story variants (2-8); and
 - (J) describe how the author's perspective or point of view affects the text (4-8).

Objective 4: The student will apply critical-thinking skills to analyze culturally diverse written texts.

- (4.10) **Reading/comprehension.** The student comprehends selections using a variety of strategies. The student is expected to
- (H) draw inferences such as conclusions or generalizations and support them with text evidence [and experience] (4-8); and
 - (J) distinguish fact and opinion in various texts (4-8).
- (4.11) **Reading/literary response.** The student expresses and supports responses to various types of texts. The student is expected to
- (C) support responses by referring to relevant aspects of text [and his/her own experiences] (4-8); and
 - (D) connect, compare, and contrast ideas, themes, and issues across text (4-8).
- (4.12) **Reading/text structures/literary concepts.** The student analyzes the characteristics of various types of texts (genres). The student is expected to
- (B) recognize that authors organize information in specific ways (4-5).



Texas Assessment of Knowledge and Skills - Answer Key

Grade: 04
Subject: Writing
Administration: February 2006

Item Number	Correct Answer	Objective Measured	Student Expectations
01	B	06	4.16 (B)
02	G	05	4.19 (E)
03	C	05	4.18 (C)
04	G	03	4.19 (C)
05	C	06	4.17 (D)
06	H	05	4.18 (C)
07	D	03	4.19 (C)
08	J	04	4.18 (B)
09	C	06	4.17 (D)
10	F	06	4.16 (B)
11	B	04	4.18 (B)
12	J	04	4.19 (E)
13	B	05	4.18 (C)
14	F	03	4.19 (C)
15	A	06	4.18 (G)
16	H	05	4.18 (C)
17	D	04	4.18 (B)
18	F	04	4.18 (B)
19	A	05	4.18 (C)
20	H	06	4.16 (B)
21	C	03	4.19 (C)
22	J	05	4.19 (E)
23	C	06	4.16 (B)
24	G	06	4.16 (B)
25	A	04	4.19 (E)
26	H	05	4.18 (C)
27	A	04	4.18 (B)
28	J	04	4.18 (F)
Writing Task *		01 & 02	4.15 (A)

***A scoring guide is used to determine the scores for the written composition.**

Grade 4 Writing

For a more complete description of the objectives measured, please refer to the Revised TAKS Information Booklet for Grade 4 Writing at <http://www.tea.state.tx.us/student.assessment/taks/booklets/index.html>.

Objective 1: The student will, within a given context, produce an effective composition for a specific purpose.

- (4.15) **Writing/purposes.** The student writes for a variety of audiences and purposes and in a variety of forms. The student is expected to
- (A) write to express, [discover, record,] develop, reflect on ideas, and to problem solve (4-8);
 - (C) write to inform such as to explain, describe, [report,] and narrate (4-8);
 - (D) write to entertain such as to compose [humorous poems or] short stories (4-8); and
 - (E) exhibit an identifiable voice in personal narratives and in stories (4-5).
- (4.16) **Writing/penmanship/capitalization/punctuation.** The student composes original texts, applying the conventions of written language such as capitalization, punctuation, and penmanship to communicate clearly. The student is expected to
- (A) write legibly by selecting cursive or manuscript as appropriate (4-8).
- (4.19) **Writing/writing processes.** The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to
- (C) revise selected drafts by adding, elaborating, deleting, combining, and rearranging text (4-8); and
 - (D) revise drafts for coherence, progression, and logical support of ideas (4-8).

Objective 2: The student will produce a piece of writing that demonstrates a command of the conventions of spelling, capitalization, punctuation, grammar, usage, and sentence structure.

- (4.16) **Writing/penmanship/capitalization/punctuation.** The student composes original texts, applying the conventions of written language such as capitalization, punctuation, and penmanship to communicate clearly. The student is expected to
- (B) capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5).
- (4.17) **Writing/spelling.** The student spells proficiently. The student is expected to
- (A) write with accurate spelling of syllable constructions, including closed, open, consonant before *-le*, and syllable boundary patterns (3–6);
 - (B) 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-* (4–6); and

Grade 4 Writing (continued)

- (D) spell accurately in final drafts (4-8).
- (4.18) **Writing/grammar/usage.** The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to
 - (A) use regular and irregular plurals correctly (4-6);
 - (B) write in complete sentences, varying the types such as compound and complex to match meanings and purposes (4-5);
 - (C) employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4-8);
 - (D) use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise (4-8);
 - (E) use prepositional phrases to elaborate written ideas (4-8);
 - (F) use conjunctions to connect ideas meaningfully (4-5);
 - (G) write with increasing accuracy when using apostrophes in contractions such as *it's* and possessives such as *Jan's* (4-8); and
 - (H) write with increasing accuracy when using objective case pronouns such as "Dan cooked for you and me." (4-5).
- (4.19) **Writing/writing processes.** The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to
 - (E) edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4-8); and
 - (H) proofread his/her own writing and that of others (4-8).

Objective 3: The student will recognize appropriate organization of ideas in written text.

- (4.19) **Writing/writing processes.** The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to
 - (C) revise selected drafts by adding, elaborating, deleting, combining, and rearranging text (4-8); and
 - (D) revise drafts for coherence, progression, and logical support of ideas (4-8).

Objective 4: The student will recognize correct and effective sentence construction in written text.

- (4.18) **Writing/grammar/usage.** The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to
 - (B) write in complete sentences, varying the types such as compound and complex to match meanings and purposes (4-5);

Grade 4 Writing (continued)

- (E) use prepositional phrases to elaborate written ideas (4-8); and
 - (F) use conjunctions to connect ideas meaningfully (4-5).
- (4.19) **Writing/writing processes.** The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to
- (E) edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4-8).

Objective 5: The student will recognize standard usage and appropriate word choice in written text.

- (4.18) **Writing/grammar/usage.** The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to
- (C) employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4-8);
 - (D) use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise (4-8); and
 - (H) write with increasing accuracy when using objective case pronouns such as "Dan cooked for you and me" (4-5).
- (4.19) **Writing/writing processes.** The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to
- (E) edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4-8); and
 - (H) proofread his/her own writing and that of others (4-8).

Objective 6: The student will proofread for correct punctuation, capitalization, and spelling in written text.

- (4.16) **Writing/penmanship/capitalization/punctuation.** The student composes original texts, applying the conventions of written language such as capitalization, punctuation, and penmanship to communicate clearly. The student is expected to
- (B) capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5).
- (4.17) **Writing/spelling.** The student spells proficiently. The student is expected to
- (A) write with accurate spelling of syllable constructions, including closed, open, consonant before *-le*, and syllable boundary patterns (3-6);

Grade 4 Writing (continued)

- (B) 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-* (4-6); and
 - (D) spell accurately in final drafts (4-8).
- (4.18) **Writing/grammar/usage.** The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to
- (G) write with increasing accuracy when using apostrophes in contractions such as *it's* and possessives such as *Jan's* (4-8).
- (4.19) **Writing/writing processes.** The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to
- (H) proofread his/her own writing and that of others (4-8).