Texas Assessment of Knowledge and Skills - Answer Key

Grade: 07
Subject: Mathematics
Administration: April 2006

Item Number	Correct Answer	Objective Measured	Student Expectations
01	A	03	7.7 (A)
02	J	06	7.15 (A)
03	C	01	7.2 (D)
04	F	03	7.8 (A)
05	B	02	7.4 (C)
06	J	06	7.13 (A)
07	C	02	7.5 (B)
08	G	04	7.9 (A)
09	D	03	7.6 (D)
10	H	01	7.2 (A)
11	A	02	7.5 (A)
12	J	01	7.2 (F)
13	A	03	7.7 (B)
14	G	03	7.6 (B)
15	C	06	7.13 (C)
16	G	04	7.9 (A)
17	D	06	7.13 (A)
18	G	01	7.1 (B)
19	C	06	7.14 (A)
20	G	05	7.11 (B)
21	5.5	01	7.2 (B)
22	G	05	7.12 (A)
23	C	01	7.2 (G)
24	J	05	7.11 (B)
25	D	04	7.9 (A)
26	H	02	7.3 (A)
27	B	06	7.15 (B)
28	F	04	7.9 (A)
29	C	01	7.1 (A)
30	F	02	7.4 (A)
31	D	02	7.4 (B)
32	G	06	7.13 (B)
33	B	04	7.9 (A)
34	F	02	7.3 (A)
35	B	05	7.10 (A)
36	H	03	7.8 (B)
37	B	02	7.4 (C)
38	F	01	7.2 (C)
39	B	01	7.1 (C)
40	H	05	7.12 (A)
41	B	02	7.4 (A)
42	F	03	7.6 (A)
43	C	02	7.3 (B)
44	G	01	7.2 (E)
45	D	06	7.15 (B)
46	F	05	7.11 (B)
47	B	06	7.14 (A)
48	J	05	7.11 (A)

Grade 7 Mathematics

For a more complete description of the objectives measured, please refer to the Revised TAKS Information Booklet for Grade 7 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.**

(7.1)   **Number, operation, and quantitative reasoning.** The student represents and uses numbers in a variety of equivalent forms. The student is expected to

    (A)   compare and order integers and positive rational numbers;

    (B)   convert between fractions, decimals, whole numbers, and percents mentally, on paper, [or with a calculator]; and

    (C)   represent squares and square roots using geometric models.

(7.2)   **Number, operation, and quantitative reasoning.** The student adds, subtracts, multiplies, or divides to solve problems and justify solutions. The student is expected to

    (A)   represent multiplication and division situations involving fractions and decimals with [concrete] models, pictures, words, and numbers;

    (B)   use addition, subtraction, multiplication, and division to solve problems involving fractions and decimals;

    (C)   use models to add, subtract, multiply, and divide integers and connect the actions to algorithms;

    (D)   use division to find unit rates and ratios in proportional relationships such as speed, density, price, recipes, and student-teacher ratio;

    (E)   simplify numerical expressions involving order of operations and exponents;

    (F)   select and use appropriate operations to solve problems and justify the selections; and

    (G)   determine the reasonableness of a solution to a problem.

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

(7.3)   **Patterns, relationships, and algebraic thinking.** The student solves problems involving proportional relationships. The student is expected to

    (A)   estimate and find solutions to application problems involving percent; and

    (B)   estimate and find solutions to application problems involving proportional relationships such as similarity, scaling, unit costs, and related measurement units.

(7.4)   **Patterns, relationships, and algebraic thinking.** The student represents a relationship in numerical, geometric, verbal, and symbolic form. The student is expected to

    (A)   generate formulas involving conversions, perimeter, area, circumference, volume, and scaling;

(B) graph data to demonstrate relationships in familiar concepts such as conversions, perimeter, area, circumference, volume, and scaling; and

(C) describe the relationship between the terms in a sequence and their positions in the sequence.

(7.5) **Patterns, relationships, and algebraic thinking.** The student uses equations to solve problems. The student is expected to

(A) use [concrete] models to solve equations and use symbols to record the actions; and

(B) formulate a possible problem situation when given a simple equation.

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

(7.6) **Geometry and spatial reasoning.** The student compares and classifies shapes and solids using geometric vocabulary and properties. The student is expected to

(A) use angle measurements to classify pairs of angles as complementary or supplementary;

(B) use properties to classify shapes including triangles, quadrilaterals, pentagons, and circles;

(C) use properties to classify solids, including pyramids, cones, prisms, and cylinders; and

(D) use critical attributes to define similarity.

(7.7) **Geometry and spatial reasoning.** The student uses coordinate geometry to describe location on a plane. The student is expected to

(A) locate and name points on a coordinate plane using ordered pairs of integers; and

(B) graph translations on a coordinate plane.

(7.8) **Geometry and spatial reasoning.** The student uses geometry to model and describe the physical world. The student is expected to

(A) sketch a solid when given the top, side, and front views;

(B) make a net (two-dimensional model) of the surface area of a solid; and

(C) use geometric concepts and properties to solve problems in fields such as art and architecture.

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

(7.9) **Measurement.** The student solves application problems involving estimation and measurement. The student is expected to

(A) estimate measurements and solve application problems involving length (including perimeter and circumference), area, and volume.

Grade 7 Mathematics (continued)

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

(7.10)   **Probability and statistics.** The student recognizes that a physical or mathematical model can be used to describe the probability of real-life events. The student is expected to

    (A)   construct sample spaces for compound events (dependent and independent).

(7.11)   **Probability and statistics.** The student understands that the way a set of data is displayed influences its interpretation. The student is expected to

    (A)   select and use an appropriate representation for presenting collected data and justify the selection; and

    (B)   make inferences and convincing arguments based on an analysis of given or collected data.

(7.12)   **Probability and statistics.** The student uses measures of central tendency and range to describe a set of data. The student is expected to

    (A)   describe a set of data using mean, median, mode, and range; and

    (B)   choose among mean, median, mode, or range to describe a set of data and justify the choice for a particular situation.

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

(7.13)   **Underlying processes and mathematical tools.** The student applies Grade 7 mathematics to solve problems connected to everyday experiences, investigations in other disciplines, and activities in and outside of school. The student is expected to

    (A)   identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics;

    (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 from a variety of different types, 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.

(7.14)   **Underlying processes and mathematical tools**. The student communicates about Grade 7 mathematics through informal and mathematical language, representations, and models. The student is expected to

    (A)   communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models.

(7.15)   **Underlying processes and mathematical tools.** The student uses logical reasoning to make conjectures and verify conclusions. The student is expected to

    (A)   make conjectures from patterns or sets of examples and nonexamples; and

    (B)   validate his/her conclusions using mathematical properties and relationships.

Texas Assessment of Knowledge and Skills - Answer Key

Grade: 07
Subject: Reading
Administration: April 2006

Item Number	Correct Answer	Objective Measured	Student Expectations
01	A	02	7.12 (F)
02	G	02	7.12 (F)
03	D	01	7.9 (F)
04	H	04	7.12 (K)
05	C	03	7.10 (E)
06	G	01	7.10 (F)
07	B	04	7.11 (C)
08	F	01	7.9 (F)
09	D	03	7.10 (L)
10	F	04	7.10 (H)
11	C	02	7.12 (G)
12	F	03	7.12 (H)
13	C	04	7.11 (D)
14	J	03	7.10 (I)
15	D	03	7.10 (L)
16	J	01	7.10 (F)
17	C	04	7.11 (C)
18	J	01	7.10 (F)
19	B	04	7.11 (C)
20	G	04	7.10 (H)
21	A	04	7.12 (K)
22	F	03	7.10 (L)
23	C	01	7.9 (B)
24	J	03	7.12 (A)
25	B	04	7.12 (I)
26	H	03	7.12 (A)
27	C	04	7.10 (H)
28	G	01	7.10 (G)
29	D	02	7.12 (J)
30	J	04	7.12 (K)
31	A	04	7.11 (C)
32	H	04	7.11 (C)
33	A	02	7.12 (F)
34	F	02	7.12 (G)
35	C	01	7.9 (B)
36	F	03	7.12 (A)
37	C	02	7.12 (F)
38	F	01	7.10 (F)
39	B	01	7.9 (B)
40	F	01	7.10 (G)
41	A	01	7.10 (F)
42	G	04	7.11 (C)
43	C	04	7.12 (K)
44	H	04	7.10 (H)
45	D	02	7.12 (F)
46	F	02	7.12 (J)
47	D	03	7.10 (E)
48	H	02	7.12 (F)

Grade 7 Reading

For a more complete description of the objectives measured, please refer to the Revised TAKS Information Booklet for Grade 7 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.**

(7.6)   **Reading/word identification.** The student uses a variety of word recognition strategies. The student is expected to

    (B)   use structural analysis to identify words, including knowledge of Greek and Latin roots and prefixes/suffixes (7-8).

(7.9)   **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, [idioms,] multiple-meaning words, and analogies (6-8);

    (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-, or un-* (4-8); and

    (F)   distinguish denotative and connotative meanings (6-8).

(7.10)   **Reading/comprehension.** The student uses a variety of strategies to comprehend a wide range of texts of increasing levels of difficulty. 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.**

(7.12)   **Reading/text structures/literary concepts.** The student analyzes the characteristics of various types of texts (genres). The student is expected to

    (F)   analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8);

    (G)   recognize and analyze story plot, setting, and problem resolution (4-8); and

    (J)   recognize and interpret literary devices such as flashback, foreshadowing, and symbolism (6-8).

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

(7.10)   **Reading/comprehension.** The student uses a variety of strategies to comprehend a wide range of texts of increasing levels of difficulty. 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).

(7.12) **Reading/text structures/literary concepts.** The student analyzes the characteristics of various types of texts (genres). The student is expected to

    (A)   identify the purposes of different types of texts such as to inform, influence, express, or entertain (4-8);

    (C)   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

    (H)   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.**

(7.10) **Reading/comprehension.** The student uses a variety of strategies to comprehend a wide range of texts of increasing levels of difficulty. 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).

(7.11) **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).

(7.12) **Reading/text structures/literary concepts.** The student analyzes the characteristics of various types of texts (genres). The student is expected to

    (I)   analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically (6-8); and

    (K)   recognize how style, tone, and mood contribute to the effect of the text (6-8).

Texas Assessment of Knowledge and Skills - Answer Key

Grade: 07
Subject: Writing
Administration: February 2006

Item Number	Correct Answer	Objective Measured	Student Expectations
01	A	05	7.17 (C)
02	J	04	7.18 (E)
03	C	06	7.16 (B)
04	J	04	7.17 (A)
05	B	06	7.16 (C)
06	J	04	7.17 (E)
07	A	05	7.18 (E)
08	H	06	7.16 (B)
09	B	03	7.18 (C)
10	G	06	7.16 (D)
11	C	03	7.18 (D)
12	J	05	7.17 (C)
13	B	06	7.16 (B)
14	F	06	7.16 (B)
15	C	04	7.18 (E)
16	H	03	7.18 (C)
17	A	05	7.17 (C)
18	H	05	7.18 (E)
19	B	06	7.16 (B)
20	H	03	7.18 (C)
21	B	05	7.17 (D)
22	F	04	7.17 (B)
23	A	06	7.16 (D)
24	J	04	7.17 (A)
25	B	06	7.16 (B)
26	H	05	7.17 (D)
27	A	04	7.18 (E)
28	J	05	7.17 (C)
29	C	05	7.17 (C)
30	G	06	7.16 (B)
31	C	03	7.18 (C)
32	G	06	7.16 (D)
33	A	04	7.17 (A)
34	H	06	7.16 (B)
35	B	04	7.17 (B)
36	H	05	7.17 (C)
37	A	04	7.18 (E)
38	G	05	7.17 (C)
39	C	05	7.17 (D)
40	J	03	7.18 (C)
Writing Task *		01 & 02	7.15 (A)

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

Grade 7 Writing

For a more complete description of the objectives measured, please refer to the Revised TAKS Information Booklet for Grade 7 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.**

(7.15) **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);

    (B)   write to influence such as to persuade, argue, and request (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);

    (E)   select and use voice and style appropriate to audience and purpose (6-8);

    (G)   use literary devices effectively such as suspense, dialogue, and figurative language (5-8); and

    (H)   produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording (6-8).

(7.16) **Writing/penmanship/capitalization/punctuation/spelling.** The student composes original texts, applying the conventions of written language such as capitalization, punctuation, handwriting, penmanship, and spelling to communicate clearly. The student is expected to

    (A)   write legibly by selecting cursive or manuscript as appropriate (4-8).

(7.18) **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.**

(7.16) **Writing/penmanship/capitalization/punctuation/spelling.** The student composes original texts, applying the conventions of written language such as capitalization, punctuation, handwriting, penmanship, and spelling to communicate clearly. The student is expected to

    (B)   capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation (6-8);

    (C)   spell derivatives correctly by applying the spellings of bases and affixes (7-8);

(D) spell frequently misspelled words correctly such as *their, they're*, and *there* (7-8);

(E) use resources to find correct spellings (4-8); and

(F) spell accurately in final drafts (4-8).

(7.17) **Writing/grammar/usage.** The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to

(A) write in complete sentences, varying the types such as compound and complex sentences, and use appropriately punctuated independent and dependent clauses (7-8);

(B) use conjunctions to connect ideas meaningfully (4-8);

(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 verb tenses appropriately and consistently such as present, past, future, perfect, and progressive (6-8);

(G) write with increasing accuracy when using apostrophes in contractions such as *won't* and possessives such as *Smith's* (4-8); and

(H) write with increasing accuracy when using pronoun case such as "She had the party" (6-8).

(7.18) **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.**

(7.18) **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.**

(7.17) **Writing/grammar/usage.** The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to

    (A)   write in complete sentences, varying the types such as compound and complex sentences, and use appropriately punctuated independent and dependent clauses (7-8);

    (B)   use conjunctions to connect ideas meaningfully (4-8); and

    (E)   use prepositional phrases to elaborate written ideas (4-8).

(7.18) **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.**

(7.17) **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);

    (F)   use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive (6-8); and

    (H)   write with increasing accuracy when using pronoun case such as "She had the party" (6-8).

(7.18) **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.**

(7.16) **Writing/penmanship/capitalization/punctuation/spelling.** The student composes original texts, applying the conventions of written language such as capitalization, punctuation, handwriting, penmanship, and spelling to communicate clearly. The student is expected to

    (B)   capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation (6-8);

(C)   spell derivatives correctly by applying the spellings of bases and affixes (7-8);

(D)   spell frequently misspelled words correctly such as *their, they're*, and *there* (7-8); and

(F)   spell accurately in final drafts (4-8).

(7.17)   **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 *won't* and possessives such as *Smith's* (4-8).

(7.18)   **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).