



Texas Assessment of Knowledge and Skills - Answer Key

Grade: 07
Subject: Writing
Administration: Spring 2003

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

Refer to the *TAKS Information Booklet Writing Grades 4 and 7* for a more complete description of the objectives measured.

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);

Grade 7 Writing (continued)

- (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).

Grade 7 Writing (continued)

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);

Grade 7 Writing (continued)

- (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).



Texas Assessment of Knowledge and Skills - Answer Key

Grade: 07
Subject: Mathematics
Administration: Spring 2003

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

Grade 7 Mathematics

Refer to the *TAKS Information Booklet Mathematics Grades 5-9* for a more complete description of the objectives measured.

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;

Grade 7 Mathematics (continued)

- (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: Spring 2003

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

Grade 7 Reading

Refer to the *TAKS Information Booklet Reading Grades 5-8* for a more complete description of the objectives measured.

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);

Grade 7 Reading (continued)

- (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).