

TAKS Comparison to TAAS Third Grade Mathematics

Codes:

Knowledge & Skills

Objectives tested on TAAS & TAKS

Objectives not tested on TAAS nor TAKS

Objectives not tested on TAAS that will be tested on TAKS

TAAS Objective	TAKS Objective	TEKS
Knowledge & Skill		3.1 The student uses place value to communicate about increasingly large whole numbers in verbal and written form, including money. The student is expected to:
1	1	a) use place value to read (in symbols and words), and describe the value of whole numbers through 999,999;
1	1	b) use place value to compare and order whole numbers through 9,999; and
1	1	c) determine the value of a collection of coins and bills.
Knowledge & Skill		3.2 The student uses fraction names and symbols to describe fractional parts of whole objects or sets of objects. The student is expected to:
<i>Not tested</i>		a) construct concrete models of fractions;
-	1	b) compare fractional parts of whole objects or sets of objects in problem situation using [concrete] models;
1	1	c) use fraction names and symbols to describe fractional parts of whole objects with denominators of 12 or less; and
<i>Not tested</i>		d) construct concrete models of equivalent fractions for fractional parts of whole objects.
Knowledge & Skill		3.3 the student adds and subtracts to solve meaningful problems involving whole numbers. The student is expected to:
6,7,12	1	a) model addition and subtraction and using pictures, words, and numbers;
11	1	b) select addition or subtraction and use the operation to solve problems involving whole numbers through 999.
Knowledge & Skill		3.4 The student recognizes and solves problem in multiplication and division situations. The student is expected to:
<i>Not tested</i>		a) learn and apply multiplication facts through the tens using concrete models;
8,12	1	b) solve and record multiplication problems (one-digit multiplier); and
9,12	1	c) use models to solve division problems and used sentences to record the solutions.
Knowledge & Skill		3.5 The student estimates to determine reasonable results. The student is expected to:
-	1	a) round two-digit numbers to the nearest ten and three-digit numbers to the nearest hundred; and
1	1	b) estimate sums and differences beyond basic facts.
Knowledge & Skill		3.6 The student uses patterns to solve problems. The student is expected to:
2	2	a) identify and extend whole-number and geometric patterns to make predictions and solve problems;
-	2	b) identify patterns in multiplication facts using [concrete objects] pictorial models, [or technology]; and
2	2	c) identify patterns in related multiplication and division sentences (fact families) such as $2 \times 3 = 6$, $3 \times 2 = 6$, $6 \div 2 = 3$, $6 \div 3 = 2$.

TAAS	TAKS	TEKS
Knowledge & Skill		3.7 The student uses lists, tables, and charts to express patterns and relationships. The student is expected to:
2	2	a) generate a table of paired numbers based on a real-life situation such as insects and legs; and
2	2	b) identify patterns in a table of related number pairs based on a real-life situation and extend the table.
Knowledge & Skill		3.8 The student uses formal geometric vocabulary.
3	3	The student is expected to name, describe, and compare shapes and solids using formal geometric vocabulary.
Knowledge & Skill		3.9 The student recognizes congruence and symmetry. The student is expected to:
3	3	a) identify congruent shapes;
		<i>b) create shapes with lines of symmetry using concrete models and technology;</i>
3	3	c) identify lines of symmetry in shapes.
Knowledge & Skill		3.10 The student recognizes that numbers can be represented by points in a line.
3	3	The student is expected to locate and name points on a line using whole numbers [and fractions such as halves.]
Knowledge & Skill		3.11 The student selects and uses appropriate units and procedures to measure length and area.
4	4	a) estimate and measure length using standard units such as inch, foot, yard, centimeter, [decimeter,]and meter;
4	4	b) use linear measure to find the perimeter of a shape; and
-	4	c) use [concrete] models of square units to determine the area of shapes.
Knowledge & Skill		3.12 The student measures time and temperature. The student is expected to:
4	4	a) tell and write time shown on traditional and digital clocks; and
4	4	b) use a thermometer to measure temperature.
Knowledge & Skill		3.13 The student applies measurement concepts.
11	4	The student is expected to measure to solve problems involving length, [area,] temperature, and time.
Knowledge & Skill		3.14 The student solves problems by collecting, organizing, displaying, and interpreting sets of data.
5	5	a) [collect,] organize, record, and display data in pictographs and bar graphs where each picture or cell might represent more than one piece of data;
5,12	5	b) interpret information from pictographs and bar graphs; and
-	5	c) use data to describe events as more likely, less likely, or equally likely.
Knowledge & Skill		3.15 The student applies Grade 3 mathematics to solve problems connected to everyday experiences and activities in and outside of school.
-	6	a) identify the mathematics in everyday situations;
13	6	b) use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;

TAAS	TAKS	TEKS
-	6	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; and
<i>Not tested</i>		<i>d) use tools such as real objects, manipulatives, and technology to solve problems.</i>
Knowledge & Skill		3.16 The student communicates about Grade 3 mathematics using informal language. The student is expected:
<i>Not tested</i>		<i>a) explain and record observations using objects, words, pictures, numbers, and technology; and</i>
-	6	b) relate informal language to mathematical language and symbols.
Knowledge & Skill		3.17 The student uses logical reasoning to make sense of his or her world. The student is expected to:
-	6	a) make generalizations from patterns or sets of examples and nonexamples; and
<i>Not tested</i>		<i>b) justify why an answer is reasonable and explain the solution process.</i>