

## TAKS Comparison to TAAS Fourth 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		4.1 The student uses place value to represent whole numbers and decimals. The student is expected to:
1	1	<b>a) use place value to read, write, compare, and order whole numbers through the millions place; and</b>
<i>Not tested</i>		<i>b) use place value to read, write, compare, and order decimals involving tenths and hundredths, including money, using concrete models.</i>
Knowledge & Skill		4.2 The student describes and compares fractional parts of whole objects or sets of objects. The student is expected to:
1	1	<b>a) generate equivalent fractions using [concrete and] pictorial models;</b>
-	1	<b>b) model fraction quantities greater than one [using concrete materials and] pictures;</b>
1	1	<b>c) compare and order fractions using [concrete and] pictorial models; and</b>
1	1	<b>d) relate decimals to fraction that name tenths and hundredths using models.</b>
Knowledge & Skill		4.3 The student adds and subtracts to solve meaningful problems involving whole numbers and decimals. The student is expected to:
6,7,11	1	<b>a) use additional and subtraction to solve problems involving whole numbers; and</b>
6,7	1	<b>b) add and subtract decimals to the hundredths place [using concrete] and pictorial models.</b>
Knowledge & Skill		4.4 The student multiplies and divides to solve meaningful problems involving whole numbers.
-	1	<b>a) model factors and products using arrays and area models.</b>
12	1	<b>b) represent multiplication and division situations in picture, word, and number form;</b>
8	1	<b>c) recall and apply multiplication facts through 12 x 12;</b>
8,11	1	<b>d) use multiplication to solve problems involving two-digit numbers; and</b>
9,11	1	<b>e) use division to solve problems involving one-digit divisors.</b>
Knowledge & Skill		4.5 The student uses patterns in multiplication and division. The student is expected to:
10,13	1	<b>a) round whole numbers to the nearest ten, hundred, or thousands to approximate reasonable results in problem situations; and</b>
10,13	1	<b>b) estimate a product or quotient beyond basic facts.</b>
Knowledge & Skill		4.6 The student uses patterns in multiplication and division. The student is expected to:
<i>Not tested</i>		<i>a) use patterns to develop strategies to remember basic multiplication facts;</i>
2	2	<b>b) solve division problems related to multiplication facts (fact families) such as <math>9 \times 9 = 81</math> and <math>81 / 9 = 9</math>; and</b>
-	2	<b>c) use patterns to multiply by 10 and 100.</b>

TAAS	TAKS	TEKS
Knowledge & Skill		4.7 The student uses organizational structures to analyze and describe patterns and relationships.
2	2	<b>The student is expected to describe the relationship between two sets of related data such as ordered pairs in a table.</b>
Knowledge & Skill		4.8 The student identifies and describes lines, shapes, and solids using formal geometric language. The student is expected to:
3	3	<b>a) identify right, acute, and obtuse angles;</b>
3	3	<b>b) identify models of parallel and perpendicular lines; and</b>
3	3	<b>c) describe shapes and solids in terms of vertices, edges, and faces.</b>
Knowledge & Skill		4.9 The student connects transformations to congruence and symmetry. The student is expected to:
<i>Not tested</i>		<i>a) demonstrate translations, reflections, and rotations using concrete models;</i>
3	3	<b>b) use translations, reflections, and rotations to verify that two shapes are congruent; and</b>
3	3	<b>c) use reflections to verify that a shape has symmetry.</b>
Knowledge & Skill		4.10 The student recognizes the connection between numbers and points on a number line.
3	3	<b>The student is expected to locate and name points on a number line using whole numbers, decimals such as tenths.</b>
Knowledge & Skill		4.11 The student selects and uses appropriate weight and capacity.
4	4	<b>a) estimate [and measure] weight using standard units including ounces, pounds, grams, and kilograms; and</b>
4	4	<b>b) estimate [and measure] capacity using standard units including milliliters, liters, cups, pints, quarts, and gallons.</b>
Knowledge & Skill		4.12 The student applies measurement concepts.
4,11	4	<b>The student is expected to measure to solve problems involving length, including perimeter, time, temperature, and area.</b>
Knowledge & Skill		4.13 The student solves problems by collecting, organizing, displaying, and interpreting sets of data.
5	5	<b>a) list all possible outcomes of a probability experiment such as tossing a coin;</b>
-	5	<b>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</b>
5,12	5	<b>c) interpret bar graphs.</b>
Knowledge & Skill		4.14 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:
-	6	<b>a) identify the mathematics in everyday situations;</b>
-	6	<b>b) use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;</b>
-	6	<b>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</b>
<i>Not tested</i>		<i>d) use tools such as real objects, manipulatives, and technology to solve problems.</i>

TAAS	TAKS	TEKS
Knowledge & Skill		4.16 The student communicates about Grade 4 mathematics using informal language. The student is expected to:
<i>Not tested</i>		<i>a) explain and record observations using objects, words, pictures, numbers, and technology; and</i>
-	6	<i>b) relate informal language to mathematical language and symbols.</i>
Knowledge & Skill		4.17 The student uses logical reasoning to make sense of his or her world. The student is expected:
-	6	<i>a) make generalization from patterns or sets of examples and nonexamples; and</i>
<i>Not tested</i>		<i>b) justify why answer is reasonable and explain the solution process.</i>