

TAKS Comparison to TAAS Fifth 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 | | 5.1 The student uses place value to represent whole numbers and decimals. The student is expected to: |
| 1 | 1 | a) use place value to read, write, compare, and order whole numbers through the billions place; and |
| 1 | 1 | b) use place value to read, write, compare, and order decimals through the thousandths place. |
| Knowledge & Skill | | 5.2 The student uses fractions in problem-solving situations. The student is expected to: |
| 1 | 1 | a) generate equivalent fractions; |
| 1 | 1 | b) compare two fractional quantities in problem-solving situations using a variety of methods, including common denominators; and |
| 1 | 1 | c) use models to relate decimals to fractions that name tenths, hundredths, and thousandths. |
| Knowledge & Skill | | 5.3 The student adds, subtracts, multiplies, and divides to solve meaningful problems. The student is expected to: |
| 6,7 | 1 | a) use addition and subtraction to solve problems involving whole numbers and decimals; |
| 8 | 1 | b) use multiplication to solve problems involving whole numbers (no more than three digits times two digits without technology); |
| 9 | 1 | c) use division to solve problems involving whole numbers (no more than two-digit divisors and three-digit dividends without technology); |
| 1 | 1 | d) identify prime factors of a whole number and common factors of a set of whole numbers; and |
| - | 1 | e) model and record addition and subtraction of fractions with the like denominators in problem-solving situations. |
| Knowledge & Skill | | 5.4 The student estimates to determine reasonable results. The student is expected to: |
| 13 | 1 | a) round whole numbers and decimals through tenths to approximate reasonable results in problem situations; and |
| 10 | 1 | b) estimate to solve problems where exact answers are not required. |
| Knowledge & Skill | | 5.5 The student makes generalizations based on observed patterns and relationships. The student is expected to: |
| 2 | 2 | a) use [concrete objects or] pictures to make generalizations about determining all possible combinations; |
| 2,11 | 2 | b) use list, tables, charts, and diagrams to find patterns and make generalization such as a procedure for determining equivalent fractions; and |
| 2 | 2 | c) identify prime and composite numbers using [concrete] models and patterns factor pairs. |
| Knowledge & Skill | | 5.6 The student describes relationships mathematically. |
| 12 | 2 | The student is expected to select from and use diagrams and numbers sentences to represent real-life situations. |

| TAAS | | TAKS | TEKS |
|-------------------|--|------|---|
| Knowledge & Skill | | | 5.7 The student generates geometric definitions using critical attributes. The student is expected to: |
| 3 | | 3 | a) identify critical attributes including parallel, perpendicular, and congruent parts of geometric shapes or solids; and |
| 3 | | 3 | b) use critical attributes to define geometric shapes and solids |
| Knowledge & Skill | | | 5.8 The student models transformations. The student is expected to: |
| - | | 3 | a) sketch the results of translations, rotations, and reflections; and |
| 3 | | 3 | b) describe the transformation that generates one figure from the other when given two congruent figures. |
| Knowledge & Skill | | | 5.9 The student recognizes the connection between ordered pairs of numbers and locations of points on a plane. |
| 3 | | 3 | The student is expected to locate and name points on a coordinate grid using ordered pairs of whole numbers. |
| Knowledge & Skill | | | 5.10 The student selects and uses appropriate units and procedures to measure volume. |
| - | | 4 | a) measure volume using [concrete] models of cubic units; and |
| <i>Not tested</i> | | | b) estimate volume in cubic units. |
| Knowledge & Skill | | | 5.11 The student applies measurement concepts. The student is expected to: |
| 4,11 | | 4 | a) measure to solve problems involving length (including perimeter), weight, capacity, time, temperature, and area; and |
| 4 | | 4 | b) describe numerical relationships between units of measure within the same measurement system such as an inch is one-twelfth of a foot. |
| Knowledge & Skill | | | 5.12 The student describes and predicts the results of a probability experiment. The student is expected to: |
| 5 | | 5 | a) use fractions to describe the results of an experiment; and |
| 5 | | 5 | b) use experimental results to make predictions. |
| Knowledge & Skill | | | 5.13 The student solves problems by collecting, organizing, displaying, and interpreting sets of data. The student is expected to: |
| 5 | | 5 | a) use tables of related number pairs to make line graphs; |
| 5 | | 5 | b) describe characteristics of data presented in tables and graphs including the shape and spread of the data and the middle number; and |
| 5 | | 5 | c) graph a given set of data using an appropriate graphical representation such as a picture or line. |
| Knowledge & Skill | | | 5.14 The student applies Grade 5 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to: |
| - | | 6 | a) identify the mathematics in everyday situations; |
| - | | 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 |
| Knowledge & Skill | | 5.15 The student communicates about Grade 5 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 | b) relate informal language to mathematical language and symbols. |
| Knowledge & Skill | | 5.16 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> |