



Texas Assessment of Knowledge and Skills - Answer Key

Grade: 04
Subject: Writing
Administration: Spring 2003

Item Number	Correct Answer	Objective Measured	Student Expectations
01	D	03	4.19 (C)
02	F	04	4.18 (B)
03	C	05	4.18 (C)
04	G	05	4.18 (C)
05	C	06	4.16 (B)
06	H	06	4.18 (G)
07	C	06	4.16 (B)
08	H	05	4.18 (C)
09	C	06	4.16 (B)
10	F	05	4.18 (C)
11	D	04	4.19 (E)
12	H	05	4.18 (D)
13	A	03	4.19 (C)
14	J	04	4.18 (B)
15	C	06	4.16 (B)
16	H	06	4.17 (B)
17	C	06	4.18 (G)
18	F	04	4.19 (E)
19	C	04	4.19 (E)
20	J	05	4.18 (C)
21	D	04	4.18 (F)
22	F	04	4.19 (E)
23	B	05	4.19 (E)
24	F	05	4.18 (C)
25	A	03	4.19 (C)
26	F	06	4.17 (B)
27	C	04	4.18 (B)
28	J	03	4.19 (C)
Writing Task *		01 & 02	4.15 (A)

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

Grade 4 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.

- (4.15) **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);
 - (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); and
 - (E) exhibit an identifiable voice in personal narratives and in stories (4-5).
- (4.16) **Writing/penmanship/capitalization/punctuation.** The student composes original texts, applying the conventions of written language such as capitalization, punctuation, and penmanship to communicate clearly. The student is expected to
- (A) write legibly by selecting cursive or manuscript as appropriate (4-8).
- (4.19) **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.

- (4.16) **Writing/penmanship/capitalization/punctuation.** The student composes original texts, applying the conventions of written language such as capitalization, punctuation, and penmanship to communicate clearly. The student is expected to
- (B) capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5).
- (4.17) **Writing/spelling.** The student spells proficiently. The student is expected to
- (A) write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns (3–6);
 - (B) write with accurate spelling of roots such as *drink*, *speak*, *read*, or *happy*; inflections such as those that change tense or number; suffixes such as *-able* or *-less*; and prefixes such as *re-* or *un-* (4–6); and

Grade 4 Writing (continued)

- (D) spell accurately in final drafts (4-8).
- (4.18) **Writing/grammar/usage.** The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to
 - (A) use regular and irregular plurals correctly (4-6);
 - (B) write in complete sentences, varying the types such as compound and complex to match meanings and purposes (4-5);
 - (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 conjunctions to connect ideas meaningfully (4-5);
 - (G) write with increasing accuracy when using apostrophes in contractions such as *it's* and possessives such as *Jan's* (4-8); and
 - (H) write with increasing accuracy when using objective case pronouns such as "Dan cooked for you and me." (4-5).
- (4.19) **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.

- (4.19) **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.

- (4.18) **Writing/grammar/usage.** The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to
 - (B) write in complete sentences, varying the types such as compound and complex to match meanings and purposes (4-5);

Grade 4 Writing (continued)

- (E) use prepositional phrases to elaborate written ideas (4-8); and
 - (F) use conjunctions to connect ideas meaningfully (4-5).
- (4.19) **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.

- (4.18) **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); and
 - (H) write with increasing accuracy when using objective case pronouns such as "Dan cooked for you and me." (4-5).
- (4.19) **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.

- (4.16) **Writing/penmanship/capitalization/punctuation.** The student composes original texts, applying the conventions of written language such as capitalization, punctuation, and penmanship to communicate clearly. The student is expected to
- (B) capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5).
- (4.17) **Writing/spelling.** The student spells proficiently. The student is expected to
- (A) write with accurate spelling of syllable constructions, including closed, open, consonant before *-le*, and syllable boundary patterns (3-6);

Grade 4 Writing (continued)

- (B) write with accurate spelling of roots such as *drink*, *speak*, *read*, or *happy*, inflections such as those that change tense or number, suffixes such as *-able* or *-less*, and prefixes such as *re-* or *un-* (4-6); and
 - (D) spell accurately in final drafts (4-8).
- (4.18) **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 *it's* and possessives such as *Jan's* (4-8).
- (4.19) **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: 04
Subject: Mathematics
Administration: Spring 2003

Item Number	Correct Answer	Objective Measured	Student Expectations
01	D	02	4.6 (B)
02	F	03	4.9 (C)
03	D	04	4.11 (A)
04	H	05	4.13 (C)
05	A	01	4.4 (D)
06	H	01	4.2 (B)
07	D	06	4.14 (A)
08	F	01	4.4 (E)
09	A	03	4.8 (A)
10	H	01	4.4 (C)
11	D	05	4.13 (B)
12	F	06	4.14 (B)
13	B	06	4.15 (B)
14	J	01	4.2 (A)
15	C	04	4.12 (A)
16	F	05	4.13 (A)
17	D	04	4.12 (A)
18	F	02	4.7 (A)
19	C	06	4.15 (B)
20	H	01	4.2 (D)
21	280	02	4.6 (C)
22	H	04	4.11 (B)
23	B	02	4.6 (C)
24	G	01	4.3 (A)
25	C	02	4.7 (A)
26	H	03	4.8 (B)
27	D	06	4.14 (C)
28	G	04	4.12 (A)
29	D	06	4.16 (A)
30	J	04	4.12 (A)
31	C	06	4.14 (B)
32	J	01	4.2 (C)
33	C	06	4.14 (A)
34	G	03	4.8 (C)
35	D	01	4.4 (B)
36	G	01	4.4 (A)
37	A	03	4.10 (A)
38	F	02	4.7 (A)
39	D	02	4.6 (B)
40	G	03	4.9 (B)
41	A	05	4.13 (C)
42	H	01	4.5 (A)

Grade 4 Mathematics

Refer to the *TAKS Information Booklet Mathematics Grades 3-6* for a more complete description of the objectives measured.

Objective 1: The student will demonstrate an understanding of numbers, operations, and quantitative reasoning.

- (4.1) **Number, operation, and quantitative reasoning.** The student uses place value to represent whole numbers and decimals. The student is expected to
- (A) use place value to read, write, compare, and order whole numbers through the millions place.
- (4.2) **Number, operation, and quantitative reasoning.** The student describes and compares fractional parts of whole objects or sets of objects. The student is expected to
- (A) generate equivalent fractions using [concrete and] pictorial models;
 - (B) model fraction quantities greater than one using [concrete materials and] pictures;
 - (C) compare and order fractions using [concrete and] pictorial models; and
 - (D) relate decimals to fractions that name tenths and hundredths using models.
- (4.3) **Number, operation, and quantitative reasoning.** The student adds and subtracts to solve meaningful problems involving whole numbers and decimals. The student is expected to
- (A) use addition and subtraction to solve problems involving whole numbers; and
 - (B) add and subtract decimals to the hundredths place using [concrete and] pictorial models.
- (4.4) **Number, operation, and quantitative reasoning.** The student multiplies and divides to solve meaningful problems involving whole numbers. The student is expected to
- (A) model factors and products using arrays and area models;
 - (B) represent multiplication and division situations in picture, word, and number form;
 - (C) recall and apply multiplication facts through 12×12 ;
 - (D) use multiplication to solve problems involving two-digit numbers; and
 - (E) use division to solve problems involving one-digit divisors.
- (4.5) **Number, operation, and quantitative reasoning.** The student estimates to determine reasonable results. The student is expected to
- (A) round whole numbers to the nearest ten, hundred, or thousand to approximate reasonable results in problem situations; and
 - (B) estimate a product or quotient beyond basic facts.

Grade 4 Mathematics (continued)

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

(4.6) **Patterns, relationships, and algebraic thinking.** The student uses patterns in multiplication and division. The student is expected to

(B) solve division problems related to multiplication facts (fact families) such as $9 \times 9 = 81$ and $81 \div 9 = 9$; and

(C) use patterns to multiply by 10 and 100.

(4.7) **Patterns, relationships, and algebraic thinking.** The student uses organizational structures to analyze and describe patterns and relationships. The student is expected to

(A) describe the relationship between two sets of related data such as ordered pairs in a table.

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

(4.8) **Geometry and spatial reasoning.** The student identifies and describes lines, shapes, and solids using formal geometric language. The student is expected to

(A) identify right, acute, and obtuse angles;

(B) identify models of parallel and perpendicular lines; and

(C) describe shapes and solids in terms of vertices, edges, and faces.

(4.9) **Geometry and spatial reasoning.** The student connects transformations to congruence and symmetry. The student is expected to

(B) use translations, reflections, and rotations to verify that two shapes are congruent; and

(C) use reflections to verify that a shape has symmetry.

(4.10) **Geometry and spatial reasoning.** The student recognizes the connection between numbers and points on a number line. The student is expected to

(A) locate and name points on a number line using whole numbers, fractions such as halves and fourths, and decimals such as tenths.

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

(4.11) **Measurement.** The student selects and uses appropriate units and procedures to measure weight and capacity. The student is expected to

(A) estimate [and measure] weight using standard units including ounces, pounds, grams, and kilograms; and

(B) estimate [and measure] capacity using standard units including milliliters, liters, cups, pints, quarts, and gallons.

Grade 4 Mathematics (continued)

- (4.12) **Measurement.** The student applies measurement concepts. The student is expected to
- (A) measure to solve problems involving length, including perimeter, time, temperature, and area.

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

- (4.13) **Probability and statistics.** The student solves problems by collecting, organizing, displaying, and interpreting sets of data. The student is expected to
- (A) list all possible outcomes of a probability experiment such as tossing a coin;
 - (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
 - (C) interpret bar graphs.

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

- (4.14) **Underlying processes and mathematical tools.** 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
- (A) identify the mathematics in everyday situations;
 - (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, 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.
- (4.15) **Underlying processes and mathematical tools.** The student communicates about Grade 4 mathematics using informal language. The student is expected to
- (B) relate informal language to mathematical language and symbols.
- (4.16) **Underlying processes and mathematical tools.** The student uses logical reasoning to make sense of his or her world. The student is expected to
- (A) make generalizations from patterns or sets of examples and nonexamples.



Texas Assessment of Knowledge and Skills - Answer Key

Grade: 04
Subject: Reading
Administration: Spring 2003

Item Number	Correct Answer	Objective Measured	Student Expectations
01	A	01	4.10 (F)
02	H	04	4.11 (D)
03	A	04	4.10 (H)
04	J	01	4.9 (D)
05	B	03	4.12 (A)
06	J	04	4.11 (C)
07	B	01	4.9 (B)
08	J	04	4.11 (C)
09	C	01	4.9 (B)
10	H	03	4.10 (E)
11	B	02	4.12 (H)
12	G	01	4.10 (G)
13	A	01	4.9 (B)
14	F	04	4.10 (H)
15	B	04	4.10 (H)
16	F	01	4.9 (B)
17	A	01	4.10 (F)
18	G	04	4.10 (H)
19	C	01	4.9 (B)
20	J	02	4.12 (H)
21	A	02	4.12 (H)
22	J	02	4.12 (H)
23	B	03	4.12 (C)
24	H	01	4.10 (F)
25	D	04	4.11 (C)
26	H	04	4.11 (D)
27	C	03	4.10 (E)
28	J	03	4.10 (L)
29	C	03	4.10 (I)
30	J	02	4.12 (I)
31	A	02	4.12 (H)
32	G	01	4.10 (F)
33	A	02	4.12 (H)
34	H	04	4.10 (H)
35	A	03	4.10 (L)
36	H	01	4.10 (F)
37	A	01	4.10 (G)
38	G	01	4.10 (F)
39	C	01	4.9 (B)
40	J	02	4.12 (I)

Grade 4 Reading

Refer to the *TAKS Information Booklet Reading Grades 3-6* for a more complete description of the objectives measured.

Objective 1: The student will demonstrate a basic understanding of culturally diverse written texts.

- (4.9) **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 and multiple-meaning words (4-5); and
 - (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-*, and *un-* (4-8).
- (4.10) **Reading/comprehension.** The student comprehends selections using a variety of strategies. 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.

- (4.12) **Reading/text structures/literary concepts.** The student analyzes the characteristics of various types of texts (genres). The student is expected to
- (H) analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8); and
 - (I) recognize and analyze story plot, setting, and problem resolution (4-8).

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

- (4.10) **Reading/comprehension.** The student comprehends selections using a variety of strategies. 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).

Grade 4 Reading (continued)

- (4.12) **Reading/text structures/literary concepts.** The student analyzes the characteristics of various types of texts (genres). The student is expected to
- (A) judge the internal consistency or logic of stories and texts such as "Would this character do this?"; "Does this make sense here?" (4-5);
 - (C) identify the purposes of different types of texts such as to inform, influence, express, or entertain (4-8);
 - (E) 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
 - (J) 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.

- (4.10) **Reading/comprehension.** The student comprehends selections using a variety of strategies. 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).
- (4.11) **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).
- (4.12) **Reading/text structures/literary concepts.** The student analyzes the characteristics of various types of texts (genres). The student is expected to
- (B) recognize that authors organize information in specific ways (4-5).