



# Texas Assessment of Knowledge and Skills - Answer Key

**Grade: 06**  
**Subject: Mathematics**  
**Administration: April 2006**

Item Number	Correct Answer	Objective Measured	Student Expectations
01	C	05	6.10 (C)
02	F	02	6.5 (A)
03	C	01	6.1 (D)
04	J	01	6.2 (C)
05	B	06	6.11 (B)
06	H	05	6.9 (A)
07	B	02	6.3 (A)
08	J	06	6.11 (A)
09	C	03	6.6 (B)
10	G	05	6.10 (B)
11	A	01	6.2 (C)
12	G	06	6.11 (C)
13	D	03	6.6 (C)
14	G	01	6.1 (C)
15	D	01	6.1 (E)
16	G	02	6.3 (B)
17	C	01	6.2 (D)
18	J	02	6.3 (B)
19	B	06	6.11 (C)
20	G	05	6.10 (D)
21	11.81	01	6.2 (B)
22	H	06	6.12 (A)
23	B	05	6.9 (B)
24	G	04	6.8 (A)
25	A	02	6.4 (A)
26	G	02	6.3 (C)
27	C	02	6.4 (A)
28	G	04	6.8 (B)
29	D	01	6.2 (A)
30	H	04	6.8 (C)
31	B	02	6.4 (B)
32	F	01	6.1 (A)
33	D	06	6.11 (A)
34	G	01	6.1 (B)
35	C	03	6.7 (A)
36	G	02	6.5 (A)
37	D	04	6.8 (A)
38	G	03	6.6 (B)
39	C	03	6.7 (A)
40	J	06	6.13 (B)
41	B	03	6.6 (A)
42	G	06	6.12 (A)
43	C	04	6.8 (D)
44	G	03	6.6 (A)
45	D	05	6.10 (A)
46	H	06	6.13 (A)

## Grade 6 Mathematics

For a more complete description of the objectives measured, please refer to the Revised TAKS Information Booklet for Grade 6 Mathematics at <http://www.tea.state.tx.us/student.assessment/taks/booklets/index.html>.

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

- (6.1) **Number, operation, and quantitative reasoning.** The student represents and uses rational numbers in a variety of equivalent forms. The student is expected to
- (A) compare and order non-negative rational numbers;
  - (B) generate equivalent forms of rational numbers including whole numbers, fractions, and decimals;
  - (C) use integers to represent real-life situations;
  - (D) write prime factorizations using exponents; and
  - (E) identify factors and multiples including common factors and common multiples.
- (6.2) **Number, operation, and quantitative reasoning.** The student adds, subtracts, multiplies, and divides to solve problems and justify solutions. The student is expected to
- (A) model addition and subtraction situations involving fractions with [objects,] pictures, words, and numbers;
  - (B) use addition and subtraction to solve problems involving fractions and decimals;
  - (C) use multiplication and division of whole numbers to solve problems including situations involving equivalent ratios and rates; and
  - (D) estimate and round to approximate reasonable results and to solve problems where exact answers are not required.

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

- (6.3) **Patterns, relationships, and algebraic thinking.** The student solves problems involving proportional relationships. The student is expected to
- (A) use ratios to describe proportional situations;
  - (B) represent ratios and percents with [concrete] models, fractions, and decimals; and
  - (C) use ratios to make predictions in proportional situations.
- (6.4) **Patterns, relationships, and algebraic thinking.** The student uses letters as variables in mathematical expressions to describe how one quantity changes when a related quantity changes. The student is expected to
- (A) use tables and symbols to represent and describe proportional and other relationships involving conversions, sequences, perimeter, area, etc.; and

## Grade 6 Mathematics (continued)

(B) generate formulas to represent relationships involving perimeter, area, volume of a rectangular prism, etc., from a table of data.

(6.5) **Patterns, relationships, and algebraic thinking.** The student uses letters to represent an unknown in an equation. The student is expected to

(A) formulate an equation from a problem situation.

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

(6.6) **Geometry and spatial reasoning.** The student uses geometric vocabulary to describe angles, polygons, and circles. The student is expected to

(A) use angle measurements to classify angles as acute, obtuse, or right;

(B) identify relationships involving angles in triangles and quadrilaterals; and

(C) describe the relationship between radius, diameter, and circumference of a circle.

(6.7) **Geometry and spatial reasoning.** The student uses coordinate geometry to identify location in two dimensions. The student is expected to

(A) locate and name points on a coordinate plane using ordered pairs of non-negative rational numbers.

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

(6.8) **Measurement.** The student solves application problems involving estimation and measurement of length, area, time, temperature, capacity, weight, and angles. The student is expected to

(A) estimate measurements and evaluate reasonableness of results;

(B) select and use appropriate units, tools, or formulas to measure and to solve problems involving length (including perimeter and circumference), area, time, temperature, capacity, and weight;

(C) measure angles; and

(D) convert measures within the same measurement system (customary and metric) based on relationships between units.

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

(6.9) **Probability and statistics.** The student uses experimental and theoretical probability to make predictions. The student is expected to

(A) construct sample spaces using lists, tree diagrams, and combinations; and

## Grade 6 Mathematics (continued)

- (B) find the probabilities of a simple event and its complement and describe the relationship between the two.

(6.10) **Probability and statistics.** The student uses statistical representations to analyze data. The student is expected to

- (A) [draw and] compare different graphical representations of the same data;
- (B) use median, mode, and range to describe data;
- (C) sketch circle graphs to display data; and
- (D) solve problems by collecting, organizing, displaying, and interpreting data.

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

(6.11) **Underlying processes and mathematical tools.** The student applies Grade 6 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.

(6.12) **Underlying processes and mathematical tools.** The student communicates about Grade 6 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.

(6.13) **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: 06**  
**Subject: Reading**  
**Administration: April 2006**

Item Number	Correct Answer	Objective Measured	Student Expectations
01	B	01	6.10 (F)
02	G	01	6.9 (B)
03	D	03	6.10 (L)
04	H	04	6.11 (C)
05	C	04	6.10 (H)
06	G	02	6.12 (F)
07	A	01	6.10 (F)
08	H	03	6.12 (A)
09	B	04	6.10 (H)
10	F	03	6.10 (I)
11	D	03	6.12 (A)
12	G	01	6.9 (B)
13	C	02	6.12 (G)
14	F	04	6.11 (D)
15	C	02	6.12 (F)
16	F	02	6.12 (G)
17	C	04	6.12 (K)
18	J	04	6.10 (H)
19	B	03	6.10 (E)
20	G	04	6.11 (C)
21	C	01	6.9 (B)
22	H	02	6.12 (F)
23	C	01	6.10 (F)
24	F	04	6.12 (K)
25	C	01	6.10 (F)
26	G	01	6.10 (F)
27	D	03	6.10 (E)
28	G	04	6.10 (H)
29	C	04	6.11 (D)
30	H	04	6.10 (H)
31	A	03	6.12 (H)
32	H	01	6.9 (B)
33	C	01	6.9 (B)
34	J	02	6.12 (G)
35	A	02	6.12 (F)
36	J	01	6.10 (F)
37	A	01	6.10 (G)
38	J	03	6.10 (L)
39	C	01	6.9 (F)
40	F	04	6.12 (I)
41	D	04	6.11 (C)
42	J	02	6.12 (F)

## Grade 6 Reading

For a more complete description of the objectives measured, please refer to the Revised TAKS Information Booklet for Grade 6 Reading at <http://www.tea.state.tx.us/student.assessment/taks/booklets/index.html>.

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

(6.9) **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 [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).

(6.10) **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.**

(6.12) **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.**

(6.10) **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);

## Grade 6 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).
- (6.12) **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.**

- (6.10) **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).
- (6.11) **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).
- (6.12) **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).