

TAKS - GRADE 3		RELEASED TESTS			
TEK Number	Student Expectation	TAAS 1999	TAAS 2000	TAAS 2001	TAAS 2002
Obj 1	numbers, operations, and quantitative reasoning				
3.1(A)	use place value to read, write (in symbols and words), and describe the value of whole numbers through 999,999	1,20	18	4	
3.1(B)	use place value to compare and order whole numbers through 9,999	11	7	19	
3.1(C)	determine the value of a collection of coins and bills	NT	2	1	
3.2(B)	compare fractional parts of whole objects or sets of objects in a problem situation using concrete models				
3.2(C)	use fraction names and symbols to describe fractional parts of whole objects or sets of objects with denominators of 12 or less	4	5	20	
3.3(A)	model addition and subtraction using pictures, words, and numbers	22,29,34,35,36,37,38,42,43,44	22,33,35,36,37,38,41,43,44	33,34,35,36,41,42,43,44	
3.3(B)	select addition or subtraction and use the operation to solve problems involving whole numbers through 999	24,26,27,32	23,26	23,26	
3.4(B)	solve and record multiplication problems (one-digit multiplier)	39,41	29,39,42	31,37,40	
3.4(C)	use models to solve division problems and use number sentences to record the solutions	31,40	24,34,40	30,32,38,39	
3.5(A)	round two-digit numbers to the nearest ten and three-digit numbers to the nearest hundred				
3.5(B)	estimate sums and differences beyond basic facts	30	28,31	22,28	
Obj 2	Patterns, relationships, and algebraic reasoning				
3.6(A)	identify and extend whole-number and geometric patterns to make predictions and solve problems	5,8,10,17	4	13	
3.6(B)	identify patterns in multiplication facts using concrete objects, pictorial models, or technology				
3.6(C)	identify patterns in related multiplication and division sentences (fact families) such as $2 \times 3 = 6$, $3 \times 2 = 6$, $6/2 = 3$, $6/3 = 2$	NT	3	6	
3.7(A)	generate a table of paired numbers based on a real-life situation such as insects and legs	NT	12	11	
3.7(B)	identify patterns in a table of related number pairs based on a real-life situation and extend the table	NT	13	17	
Obj 3	Geometry and spatial reasoning				
3.8(A)	name, describe, and compare shapes and solids using formal geometric vocabulary	2,9,12,19	15	10	
3.9(A)	identify congruent shapes	NT	17	5	
3.9(C)	identify lines of symmetry in shapes	NT	10	2	
3.10(A)	locate and name points on a line using whole numbers and fractions such as halves	NT	16	15	
Obj 4	Concepts and uses of measurement				
3.11(A)	estimate and measure lengths using standard units such as inch, foot, yard, centimeter, decimeter, and meter	16,18	11	16	
3.11(B)	use linear measure to find the perimeter of a shape	13	14	3	
3.11(C)	use concrete models of square units to determine the area of shapes				
3.12(A)	tell and write time shown on traditional and digital clocks	14	20	12	

3.12(B)	use a thermometer to measure temperature	NT	6	7	
3.13(A)	measure to solve problems involving length, area, temperature, and time	NT	25,27	25,29	
Obj 5	Probability and statistics				
3.14(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	NT	8,9,19	9	
3.14(B)	interpret information from pictographs and bar graphs	3,6,7,15,21,28	1,30	8,14,18, 24	
3.14(C)	use data to describe events as more likely, less likely, or equally likely				
Obj 6	Mathematical processes and tools used in problem solving				
3.15(A)	identify the mathematics in everyday situations				
3.15(B)	use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness	23,25,33	21,32	21,27	
3.15(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				
3.16(B)	relate informal language to mathematical language and symbols				
3.17(A)	make generalizations from patterns or sets of examples and nonexamples				

