	TAKS - GRADE 4	RELEASED TESTS			
TEK Number	Student Expectation	TAAS 1999	TAAS 2000	TAAS 2001	TAAS 2002
Obj 1	**Numbers, operations, and quantitative reasoning**				
4.1(A)	whole numbers through the millions place	4,9,14	20	5	
4.2(A)	generate equivalent fractions using concrete and pictorial models	NT	NT	1	
4.2(B)	model fraction quantities greater than one using concrete materials and pictures				
4.2(C)	compare and order fractions using concrete and pictorial models	NT	8,15	19	
4.2(D)	relate decimals to fractions that name tenths and hundredths using models	6	10	3	
4.3(A)	use addition and subtraction to solve problems involving whole numbers	36,41,49	3,37,41, 42,44,46	35,36,38,48	
4.3(B)	add and subtract decimals to the hundredths place using concrete and pictorial models	22,34,35,38, 39,46,48	23,30,33,36,48	26,28,39, 40,45,47	
4.4(A)	model factors and products using arrays and area models				
4.4(B)	represent multiplication and division situations in picture, word, and number form	24,25,27	22,25,32,34	23,29	
4.4(C)	recall and apply multiplication facts through 12 x 12	43,45,47,50	38,40,45,49	37,42,44,50	
4.4(D)	use multiplication to solve problems involving two-digit numbers	43,45,47,50	38,40,45,49	30,42,44	
4.4(E)	use division to solve problems involving one-digit divisors	29,37,40,42,44	26,39,43,47,50	41,43,46,49	
4.5(A)	round whole numbers to the nearest ten, hundred, or thousand to approximate reasonable results in problem situations	21,28,30,32	24,27,28, 29,31,35	22,24,25, 27,32,33	
4.5(B)	estimate a product or quotient beyond basic facts	31,33	NT	22,25,32,33	
Ob 2	**Patterns, relationships, and algebraic reasoning**				
4.6(B)	solve division problems related to multiplication facts (fact families) such as 9 x 9 = 81 and 81 ÷ 9 = 9	3,8	2,6,18,19	2,10,17	
4.6(C)	use patterns to multiply by 10 and 100				
4.7(A)	describe the relationship between two sets of related data such as ordered pairs in a table	7,10	NT	16	
Obj 3	**Geometry and spatial reasoning**				
4.8(A)	identify right, acute, and obtuse angles	NT	NT	13	
4.8(B)	identify models of parallel and perpendicular lines	NT	NT	NT	
4.8(C)	describe shapes and solids in terms of vertices, edges, and faces	20	13	11	
4.9(B)	use translations, reflections, and rotations to verify that two shapes are congruent	17	1,9,21	20	
4.9(C)	use reflections to verify that a shape has symmetry	11,13	NT	NT	
4.10(A)	locate and name points on a number line using whole numbers, fractions such as halves and fourths, and decimals such as tenths	NT	NT	12	
Obj 4	**Concepts and uses of measurement**				
4.11(A)	estimate and measure weight using standard units including ounces, pounds, grams, and kilograms	NT	16	18	
4.11(B)	estimate and measure capacity using standard units including milliliters, liters, cups, pints, quarts, and gallons	NT	12	8	

4.12(A)	measure to solve problems involving length, including perimeter, time, temperature, and area	2,5,15,16,26	4,7	9,14,34	
Obj 5	**Probability and statistics**				
4.13(A)	list all possible outcomes of a probability experiment su	12,18,19	NT	6,7	
4.13(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				
4.13(C)	interpret bar graph	1,23	5,11,14, 17	4,15,21, 31	
Obj 6	**Mathematical processes and tools used in problem solving**				
4.14(A)	identify the mathematics in everyday situations				
4.14(B)	use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness				
4.14(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				
4.15(B)	relate informal language to mathematical language and symbols				
4.16(A)	make generalizations from patterns or sets of examples and nonexamples; and justify why an answer is reasonable and explain the solution process				