

TAKS - GRADE 5		RELEASED TESTS			
TEK Number	Student Expectation	TAAS 1999	TAAS 2000	TAAS 2001	TAAS 2002
Obj 1	Numbers, operations, and quantitative reasoning				
5.1(A)	use place value to read, write, compare, and order whole numbers through the billions place	NT	11	2	
5.1(B)	use place value to read, write, compare, and order decimals through the thousandths place	NT	8	16	
5.2(A)	generate equivalent fractions;	16,19	9	13	
5.2(B)	compare two fractional quantities in problem-solving situations using a variety of methods, including common denominators	NT	NT	Nt	
5.2(C)	use models to relate decimals to fractions that name tenths, hundredths, and thousandths	NT	6	NT	
5.3(A)	use addition and subtraction to solve problems involving whole numbers and decimals	21,41,43,44,46,47,49, 50	38,39,41,43,45,47, 51,52	37,38,43,46,48,50,51,52	
5.3(B)	use multiplication to solve problems involving whole numbers (no more than three digits times two digits without technology)	22,42,48,51	42,44,48,49	39,41,47,49	
5.3(C)	use division to solve problems involving whole numbers (no more than two-digit divisors and three-digit dividends without technology)	23,24,45,52	37,40,46,50	40,42,44,45	
5.3(D)	identify prime factors of a whole number and common factors of a set of whole numbers	14,18	NT	3	
5.3(E)	model and record addition and subtraction of fractions with like denominators in problem-solving situations				
5.4(A)	round whole numbers and decimals through tenths to approximate reasonable results in problem situations	31,34,36,37	27,29,30,31	25,27,31,33	
5.4(B)	estimate to solve problems where exact answers are not required	28,29,30,31,33,34,36,37	22,24,27,29,30,31,34,36	21,22,25,27,31,32,33,34	
Obj 2	Patterns, relationships, and algebraic reasoning				
5.5(A)	use concrete objects or pictures to make generalizations about determining all possible combinations	NT	5,12,15	8,19	
5.5(B)	use lists, tables, charts, and diagrams to find patterns and make generalizations such as a procedure for determining equivalent fractions	1,6,12, 13	19,21,28	5,28,29	
5.5(C)	identify prime and composite numbers using concrete models and patterns in factor pairs	NT	NT	12	
5.6(A)	select from and use diagrams and number sentences to represent real-life situations	25,27,32,40	23,25,33,35	23,24,35,36	
Obj 3	Geometry and spatial reasoning				
5.7(A)	identify critical attributes including parallel, perpendicular, & congruent parts of geometric shapes & solids	4	2	20	
5.7(B)	use critical attributes to define geometric shapes or solids	8	NT	17	
5.8(A)	sketch the results of translations, rotations, and reflections				
5.8(B)	describe the transformation that generates one figure from the other when given two congruent figures	2,9	NT	7	

5.9(A)	locate and name points on a coordinate grid using ordered pairs of whole numbers	NT	1,7,17	14	
Obj 4	Concepts and uses of measurement				
5.10(A)	measure volume using concrete models of cubic units				
5.11(A)	measure to solve problems involving length (including perimeter), weight, capacity, time, temperature, and area	5,11	3,18	1,9	
5.11(B)	describe numerical relationships between units of measure within the same measurement system such as an inch is one-twelfth of a foot	10,15	13,16	6,15	
Obj 5	Probability and statistics				
5.12(A)	use fractions to describe the results of an experiment	20	NT	4	
5.12(B)	use experimental results to make predictions	3,7,17	4,20	10,11	
5.13(A)	use tables of related number pairs to make line graphs; describe characteristics of data presented in tables and graphs including the shape and spread of the data and	NT	10,14	NT	
5.13(B)	graph a given set of data using an appropriate graphical representation such as a picture or line	NT	NT	NT	
5.13(C)		NT	NT	18	
Obj 6	Mathematical processes and tools used in problem solving				
5.14(A)	identify the mathematics in everyday situations				
5.14(B)	use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness				
5.14(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				
5.15(B)	relate informal language to mathematical language and symbols				
5.16(A)	make generalizations from patterns or sets of examples and nonexamples				

