

TAKS - GRADE 6		RELEASED TESTS			
TEK Number	Student Expectation	TAAS 1999	TAAS 2000	TAAS 2001	TAAS 2002
Obj 1	Numbers, operations, and quantitative reasoning				
6.1(A)	compare and order non-negative rational numbers	NT	2	18	
6.1(B)	generate equivalent forms of rational numbers including whole numbers, fractions, and decimals	13	NT	13	
6.1(C)	use integers to represent real-life situations				
6.1(D)	write prime factorizations using exponents	1,4,14	3	10	
6.1(E)	identify factors and multiples including common factors and common multiples	NT	6,19	19	
6.2(A)	model addition and subtraction situations involving fractions with objects, pictures, words, and numbers	34	22,30,35	23,34,36	
6.2(B)	use addition and subtraction to solve problems involving fractions and decimals	41,43,44,45, 47,49,51,56	41,42,43, 47, 48,49,52,53	43,44,46,47, 48,49, 50,53	
6.2(C)	use multiplication and division of whole numbers to solve problems including situations involving equivalent ratios and rates	42,46,48,50, 52,53,54,55	44,45,46,50, 51,54, 55,56	41,42,45,51, 52,54,55,56	
6.2(D)	estimate and round to approximate reasonable results and to solve problems where exact answers are not required	23,25,27, 30,32,35,37	21,25,28, 31,34,36	21,25,27, 31,33,38	
Obj 2	Patterns, relationships, and algebraic reasoning				
6.3(A)	use ratios to describe proportional situations		NT	9	
6.3(B)	represent ratios and percents with concrete models, fractions, and decimals	5,8,12, 18	1	17	
6.3(C)	use ratios to make predictions in proportional situations	22,33,36, 39,40	27,33,37	8,24,30,35	
6.4(A)	use tables and symbols to represent and describe proportional and other relationships involving conversions, sequences, perimeter, area, etc.	NT	8,16,17	6,28	
6.4(B)	generate formulas to represent relationships involving perimeter, area, volume of a rectangular prism, etc., from a table of data				
6.5(A)	formulate an equation from a problem situation	24,29,31	32,38,39	22,32,37	
Obj 3	Geometry and spatial reasoning				
6.6(A)	use angle measurements and evaluate reasonableness of results	NT	14	3	
6.6(B)	identify relationships involving angles in triangles and quadrilaterals	NT	NT	14	
6.6(C)	describe the relationship between radius, diameter, and circumference of a circle	NT	18	15	
6.7(A)	locate and name points on a coordinate plane using ordered pairs of non-negative rational numbers	3,9,15, 16	9,12	2	
Obj 4	Concepts and uses of measurement				
6.8(A)	estimate measurements and evaluate reasonableness of results	38	24,26	29	
6.8(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	2,6	5	7,12,16	
6.8(C)	measure angles				

6.8(D)	convert measures within the same measurement system (customary and metric) based on relationships between units	7,11	7,11,13	4	
Obj 5	Probability and statistics				
6.9(A)	construct sample spaces using lists, tree diagrams, and combinations	20	15	1	
6.9(B)	find the probabilities of a simple event and its complement and describe the relationship between the two	10,17, 19	NT	11	
6.10(A)	draw and compare different graphical representations of the same data	NT	4,10	5	
6.10(B)	use median, mode, and range to describe data	NT	NT	NT	
6.10(C)	sketch circle graphs to display data	NT	20	20	
6.10(D)	solve problems by collecting, organizing, displaying, and interpreting data	21,26,28	23,29,40	26,40	
Obj 6	Mathematical processes and tools used in problem				
6.11(A)	identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics				
6.11(B)	use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness				
6.11(C)	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(A)	communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models				
6.13(A)	make conjectures from patterns or sets of examples and nonexamples				
6.13(B)	validate his/her conclusions using mathematical properties and relationships				