TEK Number	TAKS - GRADE 7 Student Expectation	RELEASED TESTS TAAS 1999	TAAS 2000	TAAS 2001	TAAS 2002
Obj 1	**Numbers, operations, and quantitative reasoning**				
7.1(A)	compare and order integers and positive rational numbers	4	NT	7,19	
7.1(B)	convert between fractions, decimals, whole numbers, and percents mentally, on paper, or with a calculator	NT	12	NT	
7.1(C)	represent squares and square roots using geometric models				
7.2(A)	represent multiplication and division situations involving fractions and decimals with concrete models, pictures, words, and numbers	29,36,38, 39, 40,41	24,28,34,38	28,32,35,36	
7.2(B)	use addition, subtraction, multiplication, and division to solve problems involving fractions and decimals	43,45,46,47,48, 49,50,51,52,53, 55,56,57,58	43,44,46,47,48, 51,53,54,55,56, 57,58	43,44,45,46,47, 48,49,51,52,53, 54,56,57,58	
7.2(C)	use models to add, subtract, multiply, and divide integers and connect the actions to algorithms				
7.2(D)	use division to find unit rates and ratios in proportional relationships such as speed, density, price, recipes, and student-teacher ratio	44,54	45,50,52	50,55	
7.2(E)	simplify numerical expressions involving order of operations and exponents	1,7,9	2,6,20	3,13	
7.2(F)	select and use appropriate operations to solve problems and justify the selections	26,30, 42	21,27,33,35,42	26,27,38	
7.2(G)	determine the reasonableness of a solution to a problem	28,32, 34,37	22,29,30,32	24,25,39,41	
Obj 2	**Patterns, relationships, and algebraic reasoning**				
7.3(A)	estimate and find solutions to application problems involving percent	NT	NT	NT	
7.3(B)	estimate and find solutions to application problems involving proportional relationships such as similarity, scaling, unit costs, and related measurement units	10,16,22,23,24, 25,27,31	8,10,17, 23,31,37, 39,41	4,11,14, 18,22,37,40,42	
7.4(A)	generate formulas involving conversions, perimeter, area, circumference, volume, and scaling	NT	NT	NT	
7.4(B)	graph data to demonstrate relationships in familiar concepts such as conversions, perimeter, area, circumference, volume, and scaling	NT	1	NT	
7.4(C)	describe the relationship between the terms in a sequence and their positions in the sequence	3,8	NT	NT	
7.5(A)	use concrete models to solve equations and use symbols to record the actions				
7.5(B)	formulate a possible problem situation when given a simple equation	NT	25,36,40	29,31,33	
Obj 3	**Geometry and spatial reasoning**				
7.6(A)	use angle measurements to classify pairs of angles as complementary or supplementary	NT	NT	NT	
7.6(B)	use properties to classify shapes including triangles, quadrilaterals, pentagons, and circles	5,11	NT	NT	
7.6(C)	use properties to classify solids, including pyramids, cones, prisms, and cylinders	NT	NT	NT	
7.6(D)	use critical attributes to define similarity	6,12	NT	NT	
7.7(A)	locate and name points on a coordinate plane using ordered pairs of integers	NT	NT	NT	
7.7(B)	graph translations on a coordinate plane	NT	9,19	NT	

7.8(A)	sketch a solid when given the top, side, and front views	NT	4,13	1,20	
7.8(B)	make a net (two-dimensional model) of the surface area of a solid	NT	NT	2,17	
7.8(C)	use geometric concepts and properties to solve problems in fields such as art and architecture	33	NT	NT	
Obj 4	**Concepts and uses of measurement**				
7.9(A)	estimate measurements and solve application problems involving length (including perimeter & circumference), area, & volume	13,15,17,18	3,7,11,18	8,9,10,15,21,30	
Obj 5	**Probability and statistics**				
7.10(A)	construct sample spaces for compound events (dependent and independent)				
7.11(A)	select and use an appropriate representation for presenting collected data and justify the selection	NT	NT	5,6	
7.11(B)	make inferences and convincing arguments based on an analysis of given or collected data	21,35	26	23,24	
7.12(A)	describe a set of data using mean, median, mode, and range	2,14,19, 20	5,14,15, 16	12,16	
7.12(B)	choose among mean, median, mode, or range to describe a set of data & justify the choice for a particular situation				
Obj 6	**Mathematical processes and tools used in problem solving**				
7.13(A)	identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics				
7.13(B)	use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness				
7.13(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				
7.14(A)	communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models				
7.15(A)	make conjectures from patterns or sets of examples and nonexamples				
7.15(B)	validate his/her conclusions using mathematical properties and relationships				