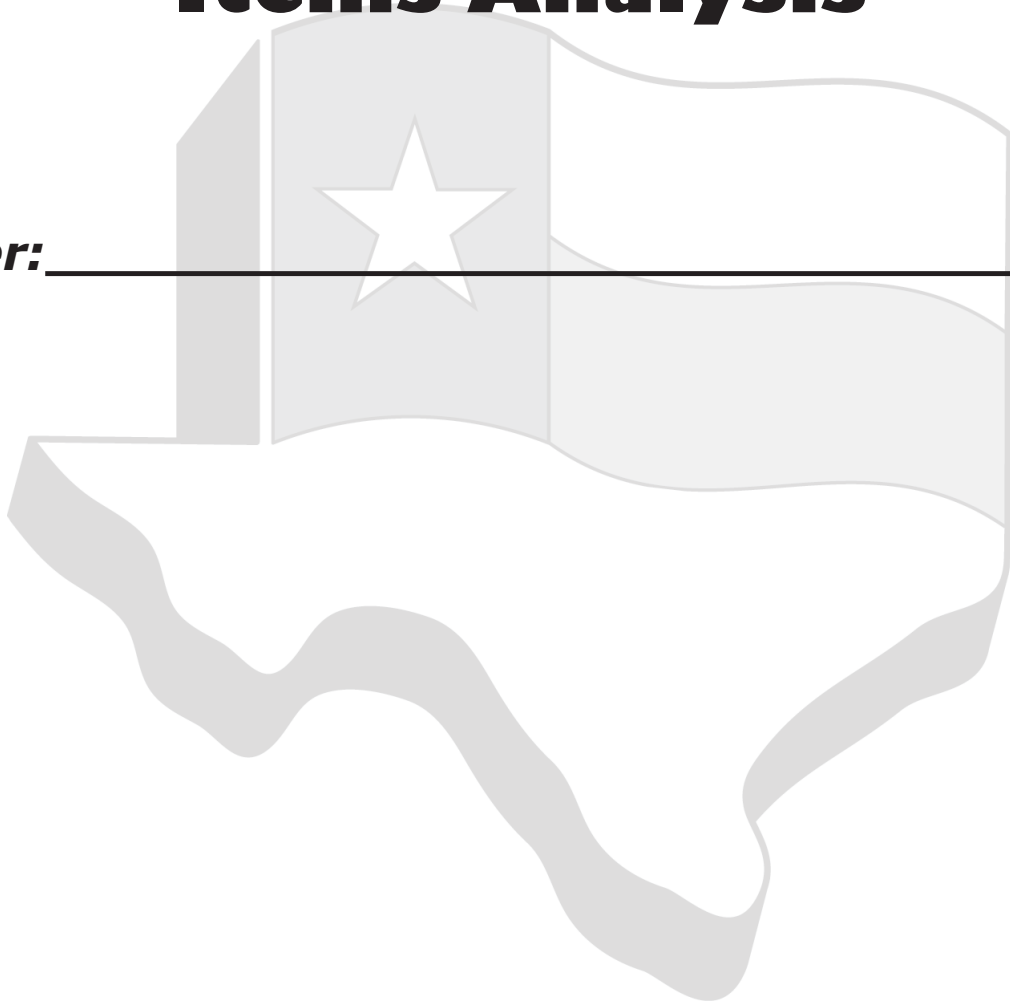


Step Up to the TEKS
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Fourth Grade Mathematics

2018 Released Items Analysis

Teacher: _____



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Edition I



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4th Grade Mathematics

Released Items

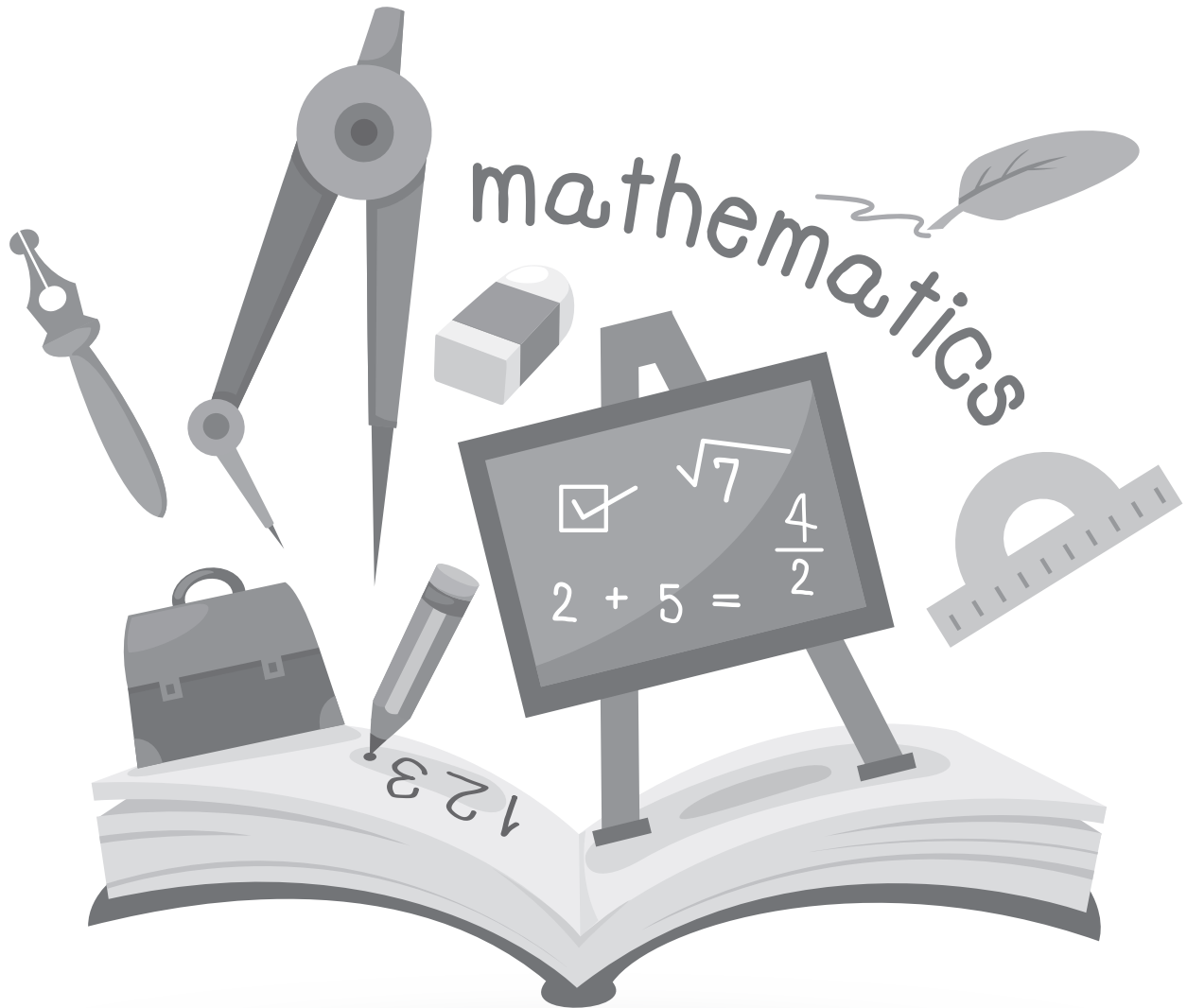
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Teacher: _____

Date: _____

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Instructional Analysis **2018 Released Test**



TEKS 4.2A Supporting Standard

interpret the value of each place-value position as 10 times the position to the right and as one-tenth of the value of the place to its left

ITEM

- 13** A stadium sold 33,300 tickets to a concert. Which statement about this number is true?
- A** The value of the digit in the tens place is 10 times the value of the digit in the hundreds place.
- B** The value of the digit in the thousands place is $\frac{1}{10}$ the value of the digit in the ten thousands place.
- C** The value of the digit in the hundreds place is 10 times the value of the digit in the thousands place.
- D** The value of the digit in the ten thousands place is $\frac{1}{10}$ the value of the digit in the hundreds place.

Item Analysis

Verb	Interpret
Using or Including	NA
Concept	Place-Value Position
Process TEKS	4.1A, 4.1B, 4.1G

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TEKS 4.2B Readiness Standard

represent the value of the digit in whole numbers through 1,000,000,000 and decimals to the hundredths using expanded notation and numerals

ITEM

- 2** Rita bought three and forty-eight hundredths pounds of bananas at the store. How is this number written in expanded notation?
- F** $(3 \times 1) + (4 \times 0.1) + (8 \times 0.01)$
- G** $(3 \times 100) + (4 \times 10) + (8 \times 1)$
- H** $(3 \times 1) + (4 \times 0.01) + (8 \times 0.1)$
- J** $(3 \times 100) + (4 \times 0.1) + (8 \times 0.01)$

Item Analysis

Verb	Represent
Using or Including	Expanded Notation
Concept	Value of Digits in Whole Numbers
Process TEKS	4.1A, 4.1B, 4.1F

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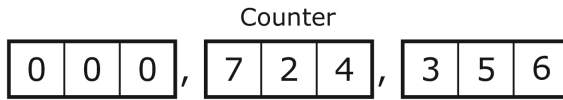
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TEKS 4.2B Readiness Standard

represent the value of the digit in whole numbers through 1,000,000,000 and decimals to the hundredths using expanded notation and numerals

ITEM

20 The counter shows the number of times a website has been visited.



What is the value of the digit 4 in this number?

- F** 400
- G** 40
- H** 4
- J** Not here

Item Analysis

Verb	Represent
Using or Including	Numerals
Concept	Whole Numbers
Process TEKS	4.1A, 4.1B, 4.1E, 4.1F

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TEKS 4.2E Supporting Standard

represent decimals, including tenths and hundredths, using concrete and visual models and money

ITEM

5 This model is shaded to represent 1 whole.



Zach drew a model that was shaded to represent 0.53. Which model could Zach have drawn?

- A**
- B**
- C**
- D**

Item Analysis

Verb	Represent
Using or Including	Visual Models
Concept	Decimals
Process TEKS	4.1A, 4.1B, 4.1E, 4.1F

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TEKS 4.2G Readiness Standard
relate decimals to fractions that name tenths and hundredths

ITEM
15 A bag of snack mix weighs $8\frac{9}{100}$ ounces. What decimal is equivalent to $8\frac{9}{100}$?


Record your answer and fill in the bubbles on your answer document. Be sure to use the correct place value.

Item Analysis	
Verb	Relate
Using or Including	NA
Concept	Decimals
Process TEKS	4.1A, 4.1B, 4.1D, 4.1F
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TEKS 4.2G Readiness Standard
relate decimals to fractions that name tenths and hundredths

ITEM
27 Kate's pen is 13.7 centimeters long. Which mixed number is equivalent to 13.7?

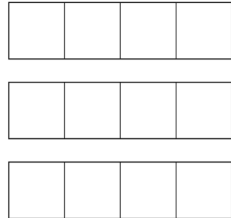
A $13\frac{1}{7}$
B $13\frac{1}{70}$
C $13\frac{7}{10}$
D $13\frac{7}{100}$

Item Analysis	
Verb	Relate
Using or Including	NA
Concept	Fractions
Process TEKS	4.1A, 4.1B, 4.1D, 4.1F
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TEKS 4.3B Supporting Standard
decompose a fraction in more than one way into a sum of fractions with the same denominator using concrete and pictorial models and recording results with symbolic representations

ITEM

23 This model can be used to represent the fraction $\frac{7}{4}$.



Which number sentence represented two different ways that $\frac{7}{4}$ can be represented with shaded fraction on the model?

- A** $\frac{2}{4} + \frac{2}{4} + \frac{3}{4} = \frac{5}{4} + \frac{2}{4}$
- B** $\frac{3}{4} + \frac{4}{4} = \frac{1}{4} + \frac{4}{4} + \frac{1}{4}$
- C** $\frac{1}{4} + \frac{1}{4} + \frac{1}{4} = \frac{3}{4} + \frac{4}{4}$
- D** $\frac{2}{4} + \frac{3}{4} + \frac{2}{4} = \frac{7}{4} + \frac{1}{4}$

Item Analysis

Verb	Decompose
Using or Including	Symbolic Representation
Concept	Same Denominators
Process TEKS	4.1B, 4.1E, 4.1F

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TEKS 4.3D Readiness Standard
compare two fractions with different numerators and different denominators and represent the comparison using the symbols $>$, $=$, or $<$

ITEM

9 The thickness of Jacob's cell phone is $\frac{3}{8}$ inch. The thickness of Crosby's cell phone is less than Jacob's.

Which measurement could be the thickness of Crosby's cell phone?

- A** $\frac{2}{5}$ inch
- B** $\frac{4}{7}$ inch
- C** $\frac{1}{3}$ inch
- D** $\frac{5}{6}$ inch

Item Analysis

Verb	Compare
Using or Including	NA
Concept	Different Numerators and Denominators
Process TEKS	4.1A, 4.1B, 4.1F

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TEKS 4.3D Readiness Standard
compare two fractions with different numerators and different denominators and represent the comparison using the symbols $>$, $=$, or $<$

ITEM

29 An office had three baskets of letters ready to be mailed. The first basket was $\frac{2}{10}$ full, the second basket was $\frac{3}{6}$ full, and the third basket was $\frac{1}{5}$ full.

Which comparison is true?

- A $\frac{1}{5} > \frac{3}{6}$
- B $\frac{2}{10} = \frac{1}{5}$
- C $\frac{3}{6} < \frac{2}{10}$
- D $\frac{1}{5} > \frac{2}{10}$

Item Analysis

Verb	Represent
Using or Including	Number Line
Concept	Decimals to the Hundredths
Process TEKS	4.1A, 4.1B, 4.1F

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Item Analysis

Verb	
Using or Including	
Concept	
Process TEKS	

Provided by:



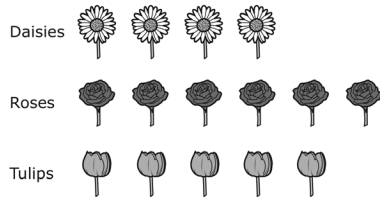
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TEKS 4.3E Readiness Standard

represent and solve addition and subtraction of fractions with equal denominators using objects and pictorial models that build to the number line and properties of operations

ITEM

18 The number of each kind of flower in a vase is shown.



Which expression can be used to find the fraction of flowers in the vase that are daisies or tulips?

- F $\frac{6}{6} + \frac{5}{5}$
- G $\frac{4}{4} + \frac{5}{5}$
- H $\frac{6}{15} + \frac{5}{15}$
- J $\frac{4}{15} + \frac{5}{15}$

Item Analysis

Verb	Represent
Using or Including	Pictorial Models
Concept	Addition of Fractions
Process TEKS	4.1A, 4.1B, 4.1E, 4.1F

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TEKS 4.3F Supporting Standard

evaluate the reasonableness of sums and differences of fractions using benchmark fractions 0, 1/4, 1/2, 3/4, and 1, referring to the same whole

ITEM

21 Greg sorted his collection of baseball cards.

- Greg will give $\frac{1}{5}$ of his collection to his brother.
- Greg will sell $\frac{4}{10}$ of his collection to a card shop.

Which statement is true?

- A Greg will have exactly half of his collection left.
- B Greg will sell more than half his collection to a card shop.
- C Greg will have less than half of his collection left.
- D Greg will give more than half his collection to his brother.

Item Analysis

Verb	Evaluate
Using or Including	Objects
Concept	Addition of Fractions
Process TEKS	4.1A, 4.1B, 4.1C, 4.1G

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TEKS 4.4A Readiness Standard
add and subtract whole numbers and decimals to the hundredths place using the standard algorithm


ITEM 3 Hannah drew straight lines on her driveway with chalk. The table shows the lengths of the lines.

Hannah's Chalk Lines

Line	Length (meters)
P	1.8
Q	4.05
R	7
S	7.75

What is the difference in meters between the length of Line S and the length of Line P?


- A 7.57 m
- B 5.95 m
- C 3.70 m
- D 6.15 m

Item Analysis	
Verb	Subtract
Using or Including	Standard Algorithm
Concept	Decimals
Process TEKS	4.1A, 4.1B, 4.1F
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TEKS 4.4A Readiness Standard
add and subtract whole numbers and decimals to the hundredths place using the standard algorithm

ITEM 24 Sandy purchased two patio chairs that cost \$57.65 each and a table that cost \$146.22. What is the total cost of these items?

- F \$203.87
- G \$350.09
- H \$140.42
- J \$261.52

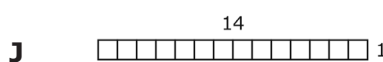
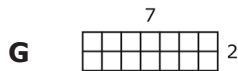
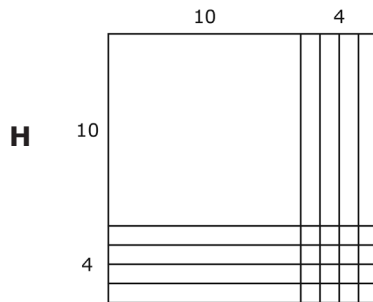
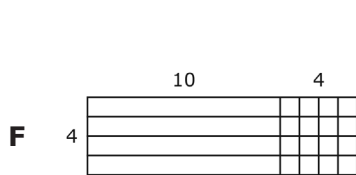
Item Analysis	
Verb	Add
Using or Including	Standard Algorithm
Concept	Decimals
Process TEKS	4.1A, 4.1B, 4.1F
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TEKS 4.4C Supporting Standard

represent the product of 2 two-digit numbers using arrays, area models, or equations, including perfect squares through 15 by 15

ITEM

16 Which model represents $14 \times 14 = 196$?



Item Analysis

Verb	Use
Using or Including	Strategies
Concept	Multiply Two-Digit by Two-Digit
Process TEKS	4.1B, 4.1D, 4.1F

Provided by:



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TEKS 4.4F Supporting Standard

use strategies and algorithms, including the standard algorithm, to divide up to a four-digit dividend by a one-digit divisor

ITEM

26 A teacher put 378 marbles into 9 containers. He put the same number of marbles into each container.

How many marbles did the teacher put into each container?

Record your answer and fill in the bubbles on your answer document. Be sure to use the correct place value.

Item Analysis

Verb	Use
Using or Including	Strategies
Concept	Multiply Three-Digit by One-Digit
Process TEKS	4.1A, 4.1B, 4.1F

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TEKS 4.4H Readiness Standard

solve with fluency one- and two-step problems involving multiplication and division, including interpreting remainders

ITEM

6 Fran bought 4 shirts that were \$13 each. She also bought a pair of socks for \$4.29

What was the total amount Fran paid for the shirts and socks?

- F** \$21.20
- G** \$56.29
- H** \$69.16
- J** Not here

Item Analysis

Verb	Solve
Using or Including	Fluency
Concept	Multiplication
Process TEKS	4.1A, 4.1B, 4.1F

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TEKS 4.5A Readiness Standard

represent multi-step problems involving the four operations with whole numbers using strip diagrams and equations with a letter standing for the unknown quantity

ITEM

11 Darren drank 3 glasses of water every day for 6 days. Each glass contained 12 fl oz of water.

Which statement represents w , the total amount of water in fluid ounces that Darren drank during these 6 days?

- A** $3 + 6 + 12 = w$
- B** $12 \times 6 = w$
- C** $3 \times 6 \times 12 = w$
- D** $3 \times 12 \div 6 = w$

Item Analysis

Verb	Represent
Using or Including	Equations
Concept	Multiplication Division
Process TEKS	4.1A, 4.1B, 4.1F

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TEKS 4.5A Readiness Standard
represent multi-step problems involving the four operations with whole numbers using strip diagrams and equations with a letter standing for the unknown quantity

ITEM

28 A business earned \$96 for one job and \$78 for a second job. The money was divided equally among the 3 partners who own the business.

Which strip diagram represents m , the amount of money each partner received?

F

m	m	m
\$78		\$96

H

m	m	m
\$96		

G

m					
\$78	\$96	\$78	\$96	\$78	\$96

J

m	
\$78	\$96

Item Analysis

Verb	Solve
Using or Including	Interpreting Remainders
Concept	Division
Process TEKS	4.1A, 4.1B, 4.1E, 4.1F

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TEKS 4.5B Readiness Standard
represent problems using an input-output table and numerical expressions to generate a number pattern that follows a given rule representing the relationship of the values in the resulting sequence and their position in the sequence

ITEM

8 A number pattern begins with these values.

6, 12, 18, 24. ...

Which table correctly represents the relationship between the position of a number in the pattern and the value of that number?

F

Position	Numerical Expression	Value
6	6×1	6
12	12×1	12
18	18×1	18
24	24×1	24

H

Position	Numerical Expression	Value
6	$6 \div 6$	1
12	$12 \div 6$	2
18	$18 \div 6$	3
24	$24 \div 6$	4

G

Position	Numerical Expression	Value
1	$1 + 6$	7
2	$2 + 6$	8
3	$3 + 6$	9
4	$4 + 6$	10

J

Position	Numerical Expression	Value
1	1×6	6
2	2×6	12
3	3×6	18
4	4×6	24

Item Analysis

Verb	Represent
Using or Including	Equations
Concept	Addition Subtraction
Process TEKS	4.1B, 4.1E, 4.1F

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TEKS 4.5B Readiness Standard

represent problems using an input-output table and numerical expressions to generate a number pattern that follows a given rule representing the relationship of the values in the resulting sequence and their position in the sequence

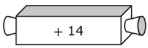
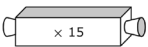
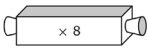
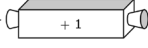
ITEM

33 The table shows a relationship between the input numbers and the output numbers generated by a number machine.

Number Machine

Input	Output
1	15
2	16
3	17
4	18

Which number shows the same relationship as the one shown in the table?

- A** Input →  → Output
- B** Input →  → Output
- C** Input →  → Output
- D** Input →  → Output

Item Analysis

Verb	Represent
Using or Including	Input-Output Table
Concept	Number Pattern
Process TEKS	4.1B, 4.1E, 4.1F

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Item Analysis

Verb	
Using or Including	
Concept	
Process TEKS	

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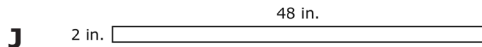
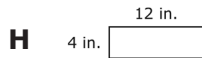
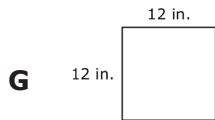
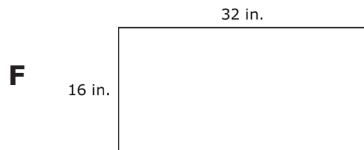
TEKS 4.5D Readiness Standard

solve problems related to perimeter and area of rectangles where dimensions are whole numbers

ITEM

10 Keith made a rectangular sign that had a perimeter of 48 inches.

Which model could represent the sign Keith made?



Item Analysis

Verb	Solve
Using or Including	Whole Numbers
Concept	Perimeter
Process TEKS	4.1A, 4.1B, 4.1C, 4.1E, 4.1F

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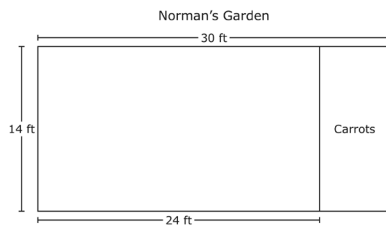
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TEKS 4.5D Readiness Standard

solve problems related to perimeter and area of rectangles where dimensions are whole numbers

ITEM

30 The model represents Norman's rectangular backyard garden. Norman will plant carrots in the rectangular section of the garden labeled "Carrots" in the model.



What is the area in square feet of the section where Norman will plant carrots?

- F** 40 square feet
- G** 224 square feet
- H** 336 square feet
- J** 84 square feet

Item Analysis

Verb	Solve
Using or Including	Whole Numbers
Concept	Area
Process TEKS	4.1A, 4.1B, 4.1C, 4.1E, 4.1F

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TEKS 4.6A Supporting Standard
identify points, lines, line segments, rays, angles, and perpendicular and parallel lines

ITEM 32 Oscar draws two lines on his paper. The line are always one inch apart and do not intersect.

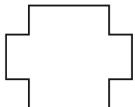
Which term can be used to name what Oscar drew?

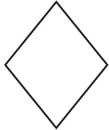
F Perpendicular lines
G Parallel lines
H Intersecting lines
J Lin segments

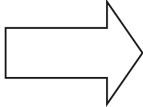
Item Analysis	
Verb	Identify
Using or Including	Lines
Concept	Parallel Lines
Process TEKS	4.1A, 4.1B, 4.1F
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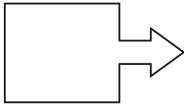
TEKS 4.6B Supporting Standard
identify and draw one or more lines of symmetry, if they exist, for a two-dimensional figure

ITEM 4 Which figures appear to have 2 or more lines of symmetry?



 Figure K


 Figure L


 Figure M


 Figure N

F Figures K and L only
G Figures M and N only
H Figures K, L, and N only
J Figures K, L, M, and N

Item Analysis	
Verb	Identify
Using or Including	Two-Dimensional Figures
Concept	Lines of Symmetry
Process TEKS	4.1B, 4.1E, 4.1F
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TEKS 4.6D Readiness Standard

classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines or the presence or absence of angles of a specified size

ITEM

19 Hayden drew a polygon that has exactly two right angles. Which of these could be the polygon Hayden drew?

- A** Right triangle
- B** Right trapezoid
- C** Rectangle
- D** Rhombus

Item Analysis

Verb	Classify
Using or Including	Right Angles
Concept	Two-Dimensional Figures
Process TEKS	4.1A, 4.1B, 4.1F

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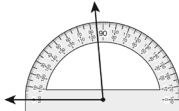
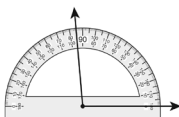
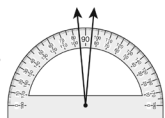


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TEKS 4.7C Readiness Standard

determine the approximate measures of angles in degrees to the nearest whole number using a protractor

25 Which angle has a measure closet to 95°?

- A** 
- B** 
- C** 
- D** 

Item Analysis

Verb	Determine
Using or Including	Protractor
Concept	Measure of Angles
Process TEKS	4.1B, 4.1E, 4.1F

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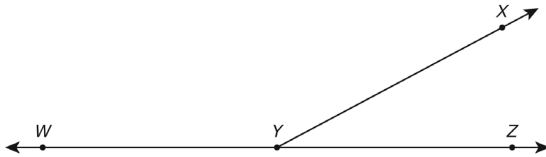
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TEKS 4.7E Supporting Standard

determine the measure of an unknown angle formed by two non-overlapping adjacent angles given one or both angle measures

Item

7 Angle XYZ and angle XYW have a combined measure of 180°.



The measure of angle XYZ is 28°. What is the measure of angle XYW in degrees?

Record your answer and fill in the bubbles on your answer document. Be sure to use the correct place value.

Item Analysis

Verb	Determine
Using or Including	Two Non-overlapping Angles
Concept	Measures of Unknown Angles
Process TEKS	4.1B, 4.1E, 4.1F

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TEKS 4.8B Supporting Standard

convert measurements within the same measurement system, customary or metric, from a smaller unit into a larger unit or a larger unit into a smaller unit when given other equivalent measures represented in a table

ITEM

14 The table shows different numbers of feet and the equivalent numbers of yards.

Equivalent Distances

Number of Yards	Number of Feet
5	15
15	45
25	75
35	105

Joey walked 333 feet. How many yards did Joey walk?

- F** 999 yd
- G** 3636 yd
- H** 111 yd
- J** 193 yd

Item Analysis

Verb	Convert
Using or Including	Table
Concept	Same Measurements System
Process TEKS	4.1A, 4.1B, 4.1E, 4.1F

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TEKS 4.8C Readiness Standard
solve problems that deal with measurements of length, intervals of time, liquid volumes, mass, and money using addition, subtraction, multiplication, or division as appropriate

12 The table shows the chores Randy did Saturday morning and the amount of time he spent on each chore.

Chore	Amount of Time (minutes)
Sweeping the garage	40
Raking the yard	55
Cleaning tools	35
Washing the car	45
Weeding the garden	30

How much time did Randy spend doing these chores?

- F** 3 hours 25 minutes
- G** 3 hours 30 minute
- H** 2 hours 5 minutes
- J** 2 hours 45 minutes


Item Analysis	
Verb	Solve
Using or Including	Addition
Concept	Measurements
Process TEKS	4.1A, 4.1B, 4.1E, 4.1F
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TEKS 4.8C Readiness Standard
solve problems that deal with measurements of length, intervals of time, liquid volumes, mass, and money using addition, subtraction, multiplication, or division as appropriate

ITEM 34 Melanie had two \$10 bills, one \$5 bill, four dimes, and six pennies. Then she bought a fruit cup for \$2.19.

How much money did Melanie have after she bought the fruit cup?

- F** \$27.65
- G** \$25.46
- H** \$23.27
- J** \$23.07

Item Analysis	
Verb	Solve
Using or Including	Addition
Concept	Length
Process TEKS	4.1A, 4.1B, 4.1F
Provided by:	
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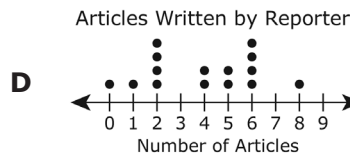
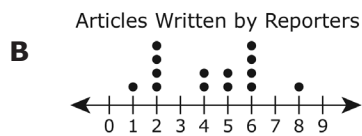
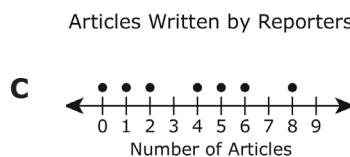
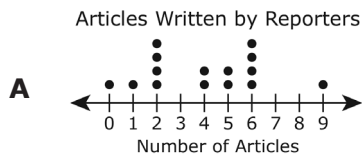
TEKS 4.9A Readiness Standard
represent data on a frequency table, dot plot, or stem-and-leaf plot marked with whole numbers and fractions

ITEM

1 The list shows the number of articles written by different reporters at a newspaper last month.

6, 2, 5, 2, 6, 0, 4, 6, 1, 8, 5, 2, 6, 4, 2

Which dot plot displays the same data?



Item Analysis

Verb	Represent
Using or Including	Frequency Table Dot Plot
Concept	Data Fractions
Process TEKS	4.1A, 4.1B, 4.1D, 4.1F

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TEKS 4.9A Readiness Standard
represent data on a frequency table, dot plot, or stem-and-leaf plot marked with whole numbers and fractions

ITEM

22 The frequency table shows the number of times some people visited a movie theater last year.

Movie Theater Visitors

Number of Visits	Number of People
1-5	IIII
6-10	IIII
11-15	IIII
16-20	III

Which set of data could the frequency table represent?

- F** 1, 2, 2, 3, 6, 7, 7, 9, 12, 12, 12, 14, 17, 18, 20
- G** 0, 2, 4, 5, 6, 6, 7, 8, 9, 11, 11, 13, 14, 15, 20, 20, 20
- H** 1, 5, 6, 10, 11, 15, 16, 20, 4, 5, 6, 3
- J** 2, 2, 4, 5, 6, 6, 7, 8, 9, 11, 11, 13, 14, 15, 20, 20, 20

Item Analysis

Verb	Represent
Using or Including	Frequency Table Stem-and-Leaf Plot
Concept	Data Whole Numbers
Process TEKS	4.1A, 4.1B, 4.1D, 4.1F

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TEKS 4.9B Supporting Standard

solve one- and two-step problems using data in whole number, decimal, and fraction form in a frequency table, dot plot, or stem-and-leaf plot

ITEM

31 The stem and leaf plot shows the number of tickets Stephen won when he played games at a carnival.

Number of Tickets Won	
Stem	Leaf
8	4 8
9	0 6 8
10	5 5
11	7

9|6 means 96 tickets.

What is the total number of tickets that Stephen won at the carnival?

- A 783
- B 178
- C 81
- D 678

Item Analysis

Verb	Solve
Using or Including	Decimals Stem-and-Leaf Plot
Concept	One-Step Problem
Process TEKS	4.1A, 4.1B, 4.1E, 4.1F

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TEKS 4.10A Supporting Standard

distinguish between fixed and variable expenses

ITEM

17 The table shows the amounts Sheldon and Jenna paid for electricity in their apartments each month for the last six months.

Electricity Expenses		
Month	Amount Sheldon Paid	Amount Jenna Paid
January	\$89.99	\$112.37
February	\$89.99	\$87.21
March	\$89.99	\$90.87
April	\$89.99	\$105.82
May	\$89.99	\$121.13
June	\$89.99	\$130.45

Based on the table, which statement is true about the amounts Sheldon and Jenna paid for electricity during these six months?

- A Only Sheldon's electricity expense was a fixed expense.
- B Only Jenna's electricity expense was a fixed expense.
- C Both Sheldon's electricity expense and Jenna's electricity expense were variable expenses.
- D Both Sheldon's electricity expense and Jenna's electricity expense were fixed expenses.

Item Analysis

Verb	Distinguish
Using or Including	NA
Concept	Fixed and Variable Expenses
Process TEKS	4.1A, 4.1B, 4.1E, 4.1F

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Category 1
Numerical Representations and Relationships
9 Total Questions

TEKS	Item	Correct Answer	Process TEKS
4.2A interpret the value of each place-value position as 10 times the position to the right and as one-tenth of the value of the place to its left	13	B	4.1A, 4.1B, 4.1G
4.2B represent the value of the digit in whole numbers through 1,000,000,000 and decimals to the hundredths using expanded notation and numerals	2	F	4.1A, 4.1B, 4.1F
	20	J	4.1A, 4.1B, 4.1E, 4.1F
4.2C compare and order whole numbers to 1,000,000,000 and represent comparisons using the symbols $>$, $<$, or $=$	NT		
4.2D round whole numbers to a given place value through the hundred thousands place	NT		
4.2E represent decimals, including tenths and hundredths, using concrete and visual models and money	5	D	4.1A, 4.1B, 4.1E, 4.1F
4.2F compare and order decimals using concrete and visual models to the hundredths	NT		
4.2G relate decimals to fractions that name tenths and hundredths	15	8.09	4.1A, 4.1B, 4.1D, 4.1F
	27	C	4.1A, 4.1B, 4.1D, 4.1F
4.2H determine the corresponding decimal to the tenths or hundredths place of a specified point on a number line	NT		
4.3A represent a fraction a/b as a sum of fractions $1/b$, where a and b are whole numbers and $b > 0$, including when $a > b$	NT		
4.3B decompose a fraction in more than one way into a sum of fractions with the same denominator using concrete and pictorial models and recording results with symbolic representations	23	A	4.1B, 4.1E, 4.1F
4.3C determine if two given fractions are equivalent using a variety of methods	NT		
4.3D compare two fractions with different numerators and different denominators and represent the comparison using the symbols $>$, $=$, or $<$	9	C	4.1A, 4.1B, 4.1F
	29	B	4.1A, 4.1B, 4.1F
4.3G represent fractions and decimals to the tenths or hundredths as distances from zero on a number line	NT		

Shaded - Readiness TEKS, NT - Not Tested
 Readiness TEKS - 6/9 questions

Category 2
Computations and Algebraic Relationships
11 Total Questions

TEKS	Item	Correct Answer	Process TEKS
4.3E represent and solve addition and subtraction of fractions with equal denominators using objects and pictorial models that build to the number line and properties of operations	18	J	4.1A, 4.1B, 4.1E, 4.1F
4.3F evaluate the reasonableness of sums and differences of fractions using benchmark fractions 0, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, and 1, referring to the same whole	21	C	4.1B, 4.1E, 4.1G
4.4A add and subtract whole numbers and decimals to the hundredths place using the standard algorithm	3	B	4.1A, 4.1B, 4.1F
	24	J	4.1A, 4.1B, 4.1F
4.4B determine products of a number and 10 or 100 using properties of operations and place value understandings	NT		
4.4C represent the product of 2 two-digit numbers using arrays, area models, or equations, including perfect squares through 15 by 15	16	H	4.1B, 4.1D, 4.1F
4.4D use strategies and algorithms, including the standard algorithm, to multiply up to a four-digit number by a one-digit number and to multiply a two-digit number by a two-digit number. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties	NT		
4.4E represent the quotient of up to a four-digit whole number divided by a one-digit whole number using arrays, area models, or equations	NT		
4.4F use strategies and algorithms, including the standard algorithm, to divide up to a four-digit dividend by a one-digit divisor	26	42	4.1A, 4.1B, 4.1F
4.4G round to the nearest 10, 100, or 1,000 or use compatible numbers to estimate solutions involving whole numbers	NT		
4.4H solve with fluency one- and two-step problems involving multiplication and division, including interpreting remainders	6	G	4.1A, 4.1B, 4.1F
4.5A solve with fluency one- and two-step problems involving multiplication and division, including interpreting remainders	11	C	4.1A, 4.1B, 4.1F
	28	G	4.1A, 4.1B, 4.1E, 4.1F
4.5B represent problems using an input-output table and numerical expressions to generate a number pattern that follows a given rule representing the relationship of the values in the resulting sequence and their position in the sequence	8	J	4.1B, 4.1E, 4.1F
	33	A	4.1B, 4.1E, 4.1F

Shaded - Readiness TEKS, NT - Not Tested
 Readiness TEKS - 8/11 questions

Category 3
Geometry and Measurement
10 Total Questions

TEKS	Item	Correct Answer	Process TEKS
4.5D solve problems related to perimeter and area of rectangles where dimensions are whole numbers	10	G	4.1A, 4.1B, 4.1C, 4.1E, 4.1F
	30	J	4.1A, 4.1B, 4.1C, 4.1E, 4.1F
4.6A identify points, lines, line segments, rays, angles, and perpendicular and parallel lines	32	G	4.1A, 4.1B, 4.1F
4.6B identify and draw one or more lines of symmetry, if they exist, for a two-dimensional figure	4	F	4.1B, 4.1E, 4.1F
4.6C apply knowledge of right angles to identify acute, right, and obtuse triangles	NT		
4.6D classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines or the presence or absence of angles of a specified size	19	B	4.1A, 4.1B, 4.1F
4.7C determine the approximate measures of angles in degrees to the nearest whole number using a protractor	25	C	4.1B, 4.1E, 4.1F
4.7D draw an angle with a given measure	NT		
4.7E determine the measure of an unknown angle formed by two non-overlapping adjacent angles given one or both angle measures	7	152	4.1B, 4.1E, 4.1F
4.8A identify relative sizes of measurement units within the customary and metric systems	NT		
4.8B convert measurements within the same measurement system, customary or metric, from a smaller unit into a larger unit or a larger unit into a smaller unit when given other equivalent measures represented in a table	14	F	4.1B, 4.1E, 4.1F
4.8C solve problems that deal with measurements of length, intervals of time, liquid volumes, mass, and money using addition, subtraction, multiplication, or division as appropriate	12	F	4.1A, 4.1B, 4.1E, 4.1F
	34	H	4.1A, 4.1B, 4.1F

Shaded - Readiness TEKS, NT - Not Tested
 Readiness TEKS - 6/10 questions

Category 4
Data Analysis and Personal Finance
4 Total Questions

TEKS	Item	Correct Answer	Process TEKS
4.9A represent data on a frequency table, dot plot, or stem-and-leaf plot marked with whole numbers and fractions	1	D	4.1A, 4.1B, 4.1D, 4.1F
	22	J	4.1A, 4.1B, 4.1D, 4.1F
4.9B solve one- and two-step problems using data in whole number, decimal, and fraction form in a frequency table, dot plot, or stem-and-leaf plot	31	A	4.1A, 4.1B, 4.1E, 4.1F
4.10A distinguish between fixed and variable expenses	17	A	4.1A, 4.1B, 4.1E, 4.1F
4.10B calculate profit in a given situation	NT		
4.10E describe the basic purpose of financial institutions, including keeping money safe, borrowing money, and lending	NT		

Shaded - Readiness TEKS, NT - Not Tested

Readiness TEKS - 2/4 questions