

Section 8 Benchmark Grade 4

Sample Documented Answer Key

3RD SIX WEEKS BENCHMARK

TAKS TEKS

- 1 1A Use place value to read, write, compare, and order whole numbers through 999,999,999
- 1 1B Use place value to read, write, compare, and order decimals involving tenths and hundredths, including money, using concrete objects and pictorial models
- 1 2A Use concrete objects and pictorial models to generate equivalent fractions
- 1 2C Compare and order fractions using concrete objects and pictorial models
- 1 2D Relate decimals to fractions that name tenths and hundredths using concrete objects and pictorial models
- 1 3A Use addition and subtraction to solve problems involving whole numbers
- 1 4A Model factors and products using arrays and area models
- 1 4B Represent multiplication and division situations in picture, word, and number form
- 1 4C Recall and apply multiplication facts through 12×12
- 1 4D Use multiplication to solve problems (no more than two digits times two digits without technology)
- 1 4E Use division to solve problems (no more than one-digit divisors and three-digit dividends without technology)
- 1 5A Round whole numbers to the nearest ten, hundred, or thousand to approximate reasonable results in problem situations
- 1 5B Use strategies including rounding and compatible numbers to estimate solutions to multiplication and division problems
- 2 6A Use patterns and relationships to develop strategies to remember basic multiplication and division facts (such as the patterns in related multiplication and division number sentences (fact families) such as $9 \times 9 = 81$ and $81 \div 9 = 9$)
- 2 7 Describe the relationship between two sets of related data such as ordered pairs in a table
- 3 8A Identify and describe right, acute, and obtuse angles
- 3 8B Identify and describe parallel and intersecting (including perpendicular) lines using concrete objects and pictorial models
- 3 8C Use essential attributes to define two- and three-dimensional geometric figures
- 4 11A Estimate and use measurement tools to determine length (including perimeter), area, capacity and weight/mass using standard units SI (metric) and customary
- 4 11B Perform simple conversions between different units of length, between different units of capacity, and between different units of weight within the customary measurement system
- 4 12A Use a thermometer to measure temperature and changes in temperature
- 4 12B Use tools such as a clock with gears or a stopwatch to solve problems involving elapsed time
- 5 13B Interpret bar graphs
- 6 14A Identify the mathematics in everyday situations
- 6 14B Solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness
- 6 14C Select or develop an appropriate problem-solving plan or 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 backwards to solve a problem
- 6 15B Relate informal language to mathematical language and symbols
- 6 16A Make generalizations from patterns or sets of examples and nonexamples

3RD SIX WEEKS BENCHMARK

Answer Key	TAKS	TEKS
1	D	1 1A
2	G	1 1B
3	A	1 2A
4	H	1 2C
5	B	1 2D
6	F	1 3A
7	D	1 4A
8	H	1 4B
9	B	1 4B
10	J	1 4C
11	A	1 4D
12	G	1 4E
13	200	1 5A
14	J	1 5A
15	B	1 5B

Answer Key	TAKS	TEKS
16	32	2 6A
17	B	2 6A
18	H	2 7
19	A	2 7
20	G	3 8A
21	A	3 8B
22	J	3 8C
23	C	3 8C
24	J	4 11A
25	168	4 11A
26	H	4 11A
27	D	4 11B
28	J	4 12A
29	C	4 12B

Answer Key	TAKS	TEKS
30	J	5 13B
31	A	5 13B
32	G	5 13B
33	475	5 13B
34	H	6 14A
35	A	6 14B
36	G	6 14C
37	C	6 14C
38	J	6 15B
39	B	6 15B
40	F	6 16A

Sample Data Analysis Sheet

**FOURTH GRADE
3RD SIX WEEKS BENCHMARK
STUDENT PERFORMANCE DATA**

Item Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40													
TAKS Objective	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	2	2	2	3	3	3	3	4	4	4	4	4	4	5	5	5	5	6	6	6	6	6	6	6	6	6											
TEKS	1A	1B	2A	2C	2D	3A	4A	4B	4B	4C	4D	4E	5A	5A	5B	6A	6A	7	7	8A	8B	8C	8C	11A	11A	11A	11B	12A	12B	13B	13B	13B	13B	14A	14B	14C	14C	15B	15B	16A													
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Sample Bubble Sheet

Name _____

3rd Six Weeks Benchmark

- 1 (A) (B) (C) (D)
- 2 (F) (G) (H) (J)
- 3 (A) (B) (C) (D)
- 4 (F) (G) (H) (J)
- 5 (A) (B) (C) (D)
- 6 (F) (G) (H) (J)
- 7 (A) (B) (C) (D)
- 8 (F) (G) (H) (J)
- 9 (A) (B) (C) (D)
- 10 (F) (G) (H) (J)
- 11 (A) (B) (C) (D)
- 12 (F) (G) (H) (J)

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0	0	0	
1	1	1	
2	2	2	
3	3	3	
4	4	4	
5	5	5	
6	6	6	
7	7	7	
8	8	8	
9	9	9	

- 14 (F) (G) (H) (J)
- 15 (A) (B) (C) (D)

			.
0	0	0	
1	1	1	
2	2	2	
3	3	3	
4	4	4	
5	5	5	
6	6	6	
7	7	7	
8	8	8	
9	9	9	

- 16
- 17 (A) (B) (C) (D)
- 18 (F) (G) (H) (J)
- 19 (A) (B) (C) (D)
- 20 (F) (G) (H) (J)
- 21 (A) (B) (C) (D)
- 22 (F) (G) (H) (J)
- 23 (A) (B) (C) (D)
- 24 (F) (G) (H) (J)

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0	0	0	
1	1	1	
2	2	2	
3	3	3	
4	4	4	
5	5	5	
6	6	6	
7	7	7	
8	8	8	
9	9	9	

- 25
- 26 (F) (G) (H) (J)

- 27 (A) (B) (C) (D)
- 28 (F) (G) (H) (J)
- 29 (A) (B) (C) (D)
- 30 (F) (G) (H) (J)
- 31 (A) (B) (C) (D)
- 32 (F) (G) (H) (J)

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1	1	1	
2	2	2	
3	3	3	
4	4	4	
5	5	5	
6	6	6	
7	7	7	
8	8	8	
9	9	9	

- 33
- 34 (F) (G) (H) (J)
- 35 (A) (B) (C) (D)
- 36 (F) (G) (H) (J)
- 37 (A) (B) (C) (D)
- 38 (F) (G) (H) (J)
- 39 (A) (B) (C) (D)
- 40 (F) (G) (H) (J)

Nombre _____

Prueba de referencia
3^{er} período de seis semanas

1 (A) (B) (C) (D)

2 (F) (G) (H) (J)

3 (A) (B) (C) (D)

4 (F) (G) (H) (J)

5 (A) (B) (C) (D)

6 (F) (G) (H) (J)

7 (A) (B) (C) (D)

8 (F) (G) (H) (J)

9 (A) (B) (C) (D)

10 (F) (G) (H) (J)

11 (A) (B) (C) (D)

12 (F) (G) (H) (J)

13

			.
(0)	(0)	(0)	
(1)	(1)	(1)	
(2)	(2)	(2)	
(3)	(3)	(3)	
(4)	(4)	(4)	
(5)	(5)	(5)	
(6)	(6)	(6)	
(7)	(7)	(7)	
(8)	(8)	(8)	
(9)	(9)	(9)	

14 (F) (G) (H) (J)

15 (A) (B) (C) (D)

16

			.
(0)	(0)	(0)	
(1)	(1)	(1)	
(2)	(2)	(2)	
(3)	(3)	(3)	
(4)	(4)	(4)	
(5)	(5)	(5)	
(6)	(6)	(6)	
(7)	(7)	(7)	
(8)	(8)	(8)	
(9)	(9)	(9)	

17 (A) (B) (C) (D)

18 (F) (G) (H) (J)

19 (A) (B) (C) (D)

20 (F) (G) (H) (J)

21 (A) (B) (C) (D)

22 (F) (G) (H) (J)

23 (A) (B) (C) (D)

24 (F) (G) (H) (J)

25

			.
(0)	(0)	(0)	
(1)	(1)	(1)	
(2)	(2)	(2)	
(3)	(3)	(3)	
(4)	(4)	(4)	
(5)	(5)	(5)	
(6)	(6)	(6)	
(7)	(7)	(7)	
(8)	(8)	(8)	
(9)	(9)	(9)	

26 (F) (G) (H) (J)

27 (A) (B) (C) (D)

28 (F) (G) (H) (J)

29 (A) (B) (C) (D)

30 (F) (G) (H) (J)

31 (A) (B) (C) (D)

32 (F) (G) (H) (J)

33

			.
(0)	(0)	(0)	
(1)	(1)	(1)	
(2)	(2)	(2)	
(3)	(3)	(3)	
(4)	(4)	(4)	
(5)	(5)	(5)	
(6)	(6)	(6)	
(7)	(7)	(7)	
(8)	(8)	(8)	
(9)	(9)	(9)	

34 (F) (G) (H) (J)

35 (A) (B) (C) (D)

36 (F) (G) (H) (J)

37 (A) (B) (C) (D)

38 (F) (G) (H) (J)

39 (A) (B) (C) (D)

40 (F) (G) (H) (J)

Sample Problems Grade 4

TAKS TEKS

1 5A A truck was loaded with 4,295 pounds of apples, 2,728 pounds of oranges, and 5,521 pounds of bananas. Which is the best estimate of the number of pounds of fruit loaded on the truck?

- F 10,000 lb
- G 11,000 lb
- H 12,000 lb
- J 13,000 lb

Un camión llevaba una carga de 4,295 libras de manzanas, 2,728 libras de naranjas y 5,521 libras de bananas. ¿Cuál es la mejor estimación del número de libras de frutas que cargaba el camión?

- F 10,000 lb
- G 11,000 lb
- H 12,000 lb
- J 13,000 lb

2 7 Each number in Set L goes with 1 number in Set M.

Set L	Set M
18	6
21	7
27	9
30	10

Which statement tells what is done to the number in Set L to get the number in Set M?

- F Add 12 to the number in Set L
- G Subtract 12 from the number in Set L
- H Divide the number in Set L by 3
- J Multiply the number in Set L by 3

Cada número del Grupo L está relacionado con 1 número del Grupo M.

Grupo L	Grupo M
18	6
21	7
27	9
30	10

¿Cuál oración indica lo que se hace con el número del Grupo L para obtener el número del Grupo M?

- F Sumar 12 al número del Grupo L
- G Restar 12 del número del Grupo L
- H Dividir el número del Grupo L entre 3
- J Multiplicar el número del Grupo L por 3

3 8C Which of the figures named below has 5 sides?

- F Hexagon
- G Quadrilateral
- H Trapezoid
- J Not Here

¿Cuál de estas figuras geométricas tiene 5 lados?

- F Hexágono
- G Cuadrilátero
- H Trapecio
- J No está aquí.

TAKS TEKS

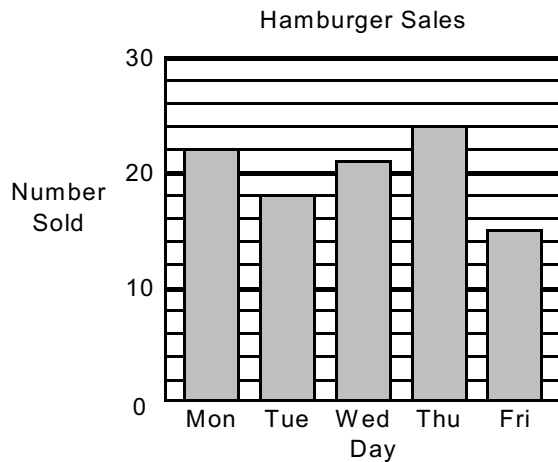
4 11A Mr. Morales plans to build a pen for his rabbits. The rectangular pen will be 48 feet long and 36 feet wide. What will be the perimeter of the rabbit pen?

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

El Sr. Morales piensa construir un corral para sus conejos. El corral rectangular medirá 48 pies de largo y 36 pies de ancho. ¿Cuál será el perímetro del corral para los conejos?

Anota tu respuesta y llena los círculos correspondientes en tu documento de respuestas. Asegúrate de usar el valor de posición correcto.

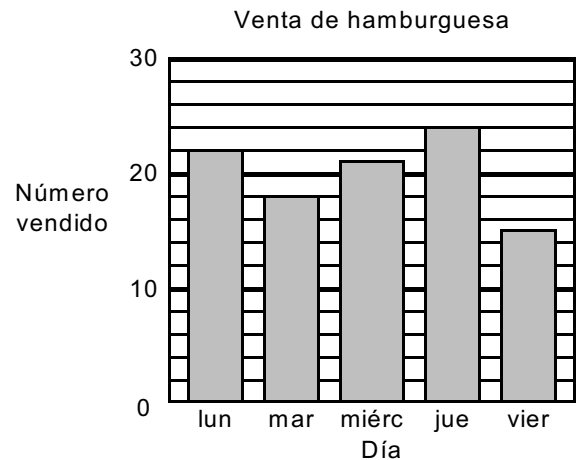
5 13B The graph shows the number of hamburger sales for 5 days at a local fast food restaurant.



On which 2 days were between 10 and 20 hamburgers sold?

- A Monday and Wednesday
- B* Tuesday and Friday
- C Wednesday and Thursday
- D Thursday and Friday

La gráfica muestra el número de hamburguesas que se vendieron durante 5 días en un restaurante local.



¿En cuáles 2 días se vendieron entre 10 y 20 hamburguesas?

- A Lunes y miércoles
- B Martes y viernes
- C Miércoles y jueves
- D Jueves y viernes

6 15B Mateo has to read a 90-page book for a social studies report. If he reads 5 pages each day, which of these shows the number of days it will take him to complete his assignment?

- F The sum of 90 and 5
- G The difference between 90 and 5
- H The product of 90 and 5
- J The quotient of 90 and 5

Mateo tiene que leer un libro de 90 páginas para un informe de estudios sociales. Si lee 5 páginas cada día, ¿cuál de las siguientes expresiones muestra el número de días que tardará en completar su tarea?

- F La suma de 90 y 5
- G La diferencia entre 90 y 5
- H El producto de 90 y 5
- J El cociente de 90 y 5