

To the Student and Parent(s):

After your registration is complete and your proctor has been approved, you may take the Credit by Examination to assess your mastery of the material included in the 4th grade mathematics curriculum.

WHAT TO BRING

- several sharpened No. 2 pencils
- notebook paper

ABOUT THE EXAM

The examination for 4th grade mathematics consists of 76 questions and is based on the Texas Essential Knowledge and Skills (TEKS) for this subject. The full list of TEKS is included at the end of this document (it is also available online at the Texas Education Agency website, <http://www.tea.state.tx.us/>). The TEKS outline specific topics covered in the exam, as well as more general areas of knowledge and levels of critical thinking. Use the TEKS to focus your study in preparation for the exam. TEKS covered in this semester are indicated by a checkmark; the exam will focus on the checkmarked TEKS, but may touch on any of the full list.

The examination will take place under supervision, and the recommended time limit is three hours. You may not use any notes or books. You will need to bring several pencils and some scratch paper. A percentage score from the examination will be reported to the official at your school.

In preparation for the examination, review the TEKS for this subject. It is important to prepare adequately. Any textbook from the Texas Adoption list can be used for a review. All TEKS are assessed except 6a-b, 8a-b, 9a-c, 11a-e, 14a-d, 15a-b, and 16a-b. These TEKS will be evaluated by the student's most recent teacher (or a teacher who is able to observe the student) using a Teacher Evaluation Form that will be sent to the proctor.

For more information about CBE policies, visit <http://www.ode.ttu.edu/takeacbe/>.

Good luck on your test!

Texas Essential Knowledge and Skills MATH 4 – Mathematics, Grade 4

TTU: 4th Grade - Mathematics CBE	
TEKS: §111.1. Mathematics, Elementary	
TEKS Covered	TEKS Requirement (Elementary)
	§111.16. Mathematics, Grade 4.
	(a) Introduction.
	(1) Within a well-balanced mathematics curriculum, the primary focal points at Grade 4 are comparing and ordering fractions and decimals, applying multiplication and division, and developing ideas related to congruence and symmetry.
	(2) Throughout mathematics in Grades 3-5, students build a foundation of basic understandings in number, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial reasoning; measurement; and probability and statistics. Students use algorithms for addition, subtraction, multiplication, and division as generalizations connected to concrete experiences; and they concretely develop basic concepts of fractions and decimals. Students use appropriate language and organizational structures such as tables and charts to represent and communicate relationships, make predictions, and solve problems. Students select and use formal language to describe their reasoning as they identify, compare, and classify two- or three-dimensional geometric figures; and they use numbers, standard units, and measurement tools to describe and compare objects, make estimates, and solve application problems. Students organize data, choose an appropriate method to display the data, and interpret the data to make decisions and predictions and solve problems.
	(3) Throughout mathematics in Grades 3-5, students develop numerical fluency with conceptual understanding and computational accuracy. Students in Grades 3-5 use knowledge of the base-ten place value system to compose and decompose numbers in order to solve problems requiring precision, estimation, and reasonableness. By the end of Grade 5, students know basic addition, subtraction, multiplication, and division facts and are using them to work flexibly, efficiently, and accurately with numbers during addition, subtraction, multiplication, and division computation.
	(4) Problem solving, language and communication, connections within and outside mathematics, and formal and informal reasoning underlie all content areas in mathematics. Throughout mathematics in Grades 3-5, students use these processes together with technology and other mathematical tools such as manipulative materials to develop conceptual understanding and solve meaningful problems as they do mathematics.
	(b) Knowledge and skills.
	(1) Number, operation, and quantitative reasoning. The student uses place value to represent whole numbers and decimals. The student is expected to:
✓	(A) use place value to read, write, compare, and order whole numbers through 999,999,999; and
✓	(B) use place value to read, write, compare, and order decimals involving tenths and hundredths, including money, using concrete objects and pictorial models.
	(2) Number, operation, and quantitative reasoning. The student describes and compares fractional parts of whole objects or sets of objects. The student is expected to:
✓	(A) use concrete objects and pictorial models to generate equivalent fractions;
✓	(B) model fraction quantities greater than one using concrete objects and pictorial models;
✓	(C) compare and order fractions using concrete objects and pictorial models; and
✓	(D) relate decimals to fractions that name tenths and hundredths using concrete objects and pictorial models.
	(3) Number, operation, and quantitative reasoning. The student adds and subtracts to solve meaningful problems involving whole numbers and decimals. The student is expected to:
✓	(A) use addition and subtraction to solve problems involving whole numbers; and

✓	(B) add and subtract decimals to the hundredths place using concrete objects and pictorial models.
	(4) Number, operation, and quantitative reasoning. The student multiplies and divides to solve meaningful problems involving whole numbers. The student is expected to:
✓	(A) model factors and products using arrays and area models;
✓	(B) represent multiplication and division situations in picture, word, and number form;
✓	(C) recall and apply multiplication facts through 12×12 ;
✓	(D) use multiplication to solve problems (no more than two digits times two digits without technology); and
✓	(E) use division to solve problems (no more than one-digit divisors and three-digit dividends without technology).
	(5) Number, operation, and quantitative reasoning. The student estimates to determine reasonable results. The student is expected to:
✓	(A) round whole numbers to the nearest ten, hundred, or thousand to approximate reasonable results in problem situations; and
✓	(B) use strategies including rounding and compatible numbers to estimate solutions to multiplication and division problems.
	(6) Patterns, relationships, and algebraic thinking. The student uses patterns in multiplication and division. The student is expected to:
✓	(A) 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 $81 \div 9 = 9$); and
✓	(B) use patterns to multiply by 10 and 100.
✓	(7) Patterns, relationships, and algebraic thinking. The student uses organizational structures to analyze and describe patterns and relationships. The student is expected to describe the relationship between two sets of related data such as ordered pairs in a table.
	(8) Geometry and spatial reasoning. The student identifies and describes attributes of geometric figures using formal geometric language. The student is expected to:
✓	(A) identify and describe right, acute, and obtuse angles;
✓	(B) identify and describe parallel and intersecting (including perpendicular) lines using concrete objects and pictorial models; and
✓	(C) use essential attributes to define two- and three-dimensional geometric figures.
	(9) Geometry and spatial reasoning. The student connects transformations to congruence and symmetry. The student is expected to:
✓	(A) demonstrate translations, reflections, and rotations using concrete models;
✓	(B) use translations, reflections, and rotations to verify that two shapes are congruent; and
✓	(C) use reflections to verify that a shape has symmetry.
✓	(10) Geometry and spatial reasoning. The student recognizes the connection between numbers and their properties and points on a line. The student is expected to locate and name points on a number line using whole numbers, fractions such as halves and fourths, and decimals such as tenths.
	(11) Measurement. The student applies measurement concepts. The student is expected to estimate and measure to solve problems involving length (including perimeter) and area. The student uses measurement tools to measure capacity/volume and weight/mass. The student is expected to:
✓	(A) estimate and use measurement tools to determine length (including perimeter), area, capacity and weight/mass using standard units SI (metric) and customary;

✓	(B) perform simple conversions between different units of length, between different units of capacity, and between different units of weight within the customary measurement system;
✓	(C) use concrete models of standard cubic units to measure volume;
✓	(D) estimate volume in cubic units; and
✓	(E) explain the difference between weight and mass.
	(12) Measurement. The student applies measurement concepts. The student measures time and temperature (in degrees Fahrenheit and Celsius). The student is expected to:
✓	(A) use a thermometer to measure temperature and changes in temperature; and
✓	(B) use tools such as a clock with gears or a stopwatch to solve problems involving elapsed time.
	(13) Probability and statistics. The student solves problems by collecting, organizing, displaying, and interpreting sets of data. The student is expected to:
✓	(A) use concrete objects or pictures to make generalizations about determining all possible combinations of a given set of data or of objects in a problem situation; and
✓	(B) interpret bar graphs.
	(14) Underlying processes and mathematical tools. The student applies Grade 4 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:
✓	(A) identify the mathematics in everyday situations;
✓	(B) solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;
✓	(C) 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; and
✓	(D) use tools such as real objects, manipulatives, and technology to solve problems.
	(15) Underlying processes and mathematical tools. The student communicates about Grade 4 mathematics using informal language. The student is expected to:
✓	(A) explain and record observations using objects, words, pictures, numbers, and technology; and
✓	(B) relate informal language to mathematical language and symbols.
	(16) Underlying processes and mathematical tools. The student uses logical reasoning. The student is expected to:
✓	(A) make generalizations from patterns or sets of examples and nonexamples; and
✓	(B) justify why an answer is reasonable and explain the solution process.
	<i>Source: The provisions of this §111.16 adopted to be effective September 1, 1998, 22 TexReg 7623; amended to be effective August 1, 2006, 30 TexReg 7471.</i>