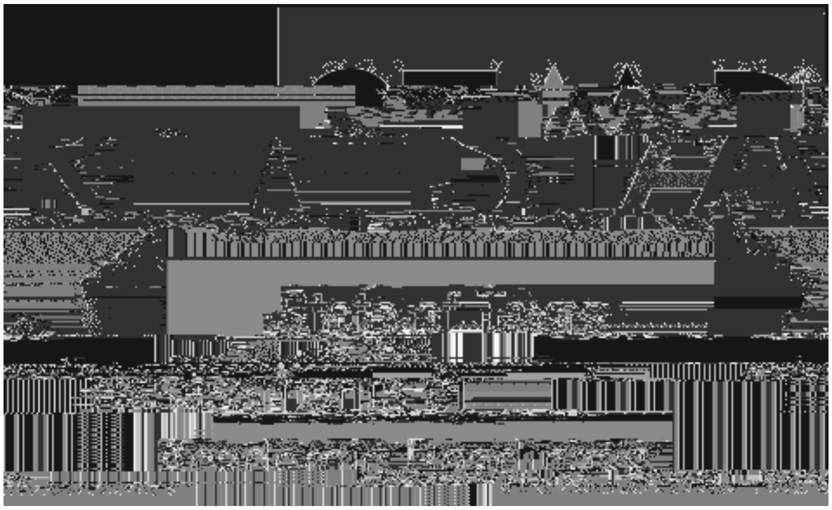

Texas Education Agency
Student Assessment Division
January 2014

(7.4) The student applies mathematical process standards to represent and solve problems involving proportional relationships. The student is expected to

(E) convert between measurement systems, including the use of proportions and the use of unit rates. *Supporting Standard*

(7.5) The student applies mathematical process standards to use geometry to describe or solve problems involving proportional relationships. The student is expected to

(A) generalize the critical attributes of similarity, including ratios within and between similar shapes; *Supporting Standard*

(B) describe π as the ratio of the circumference of a circle to its diameter; and *Supporting Standard*

(C) solve mathematical and real-world problems involving similar shape and scale drawings. *Readiness Standard*

(7.9) The student applies mathematical process standards to solve geometric problems. The student is expected to

(A) solve problems involving the volume of rectangular prisms, triangular prisms, rectangular pyramids, and triangular pyramids; *Readiness Standard*

(B) determine the circumference and area of circles; *Readiness Standard*

(C) determine the area of composite figures containing combinations of rectangles, squares, parallelograms, trapezoids, triangles, semicircles, and quarter circles; and *Readiness Standard*

(D) solve problems involving the lateral and total surface area of a rectangular prism, rectangular pyramid, triangular prism, and triangular pyramid by determining the area of the shape’s net. *Supporting Standard*

(7.11)

(D) use a family budget estimator to determine the minimum household budget and average hourly wage needed for a family to meet its basic needs in the student’s city or another large city nearby; *Supporting Standard*

(E) calculate and compare simple interest and compound interest earnings; and *Supporting Standard*

(F) analyze and compare monetary incentives, including sales, rebates, and coupons. *Supporting Standard*