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Selected pages from

STAAR MASTER®

Student Practice Book
Mathematics, Grade 1
for the State of Texas Assessments
of Academic Readiness

Teacher Guide

Lori Mammen
Editorial Director

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STAAR MASTER® Sample Booklet
ECS Learning Systems strives to provide the most complete, up-to-date, accurate materials for STAAR® (State of Texas Assessments of Academic Readiness) preparation. Many teachers have requested similar materials to use with students at grade levels not included in the state’s testing program. In response to these requests, ECS Learning Systems has developed this STAAR MASTER® Student Practice Book for Math, Grade 1.

Inside the Teacher Guide
This teacher guide includes the following information—

- An overview of the STAAR MASTER Student Practice Book
- Descriptions of complexity levels assigned to practice items
- Strategies/suggestions for mathematics instruction and test preparation
- A mathematics vocabulary list for the appropriate grade level
- A master list of standards and expectations from the Texas Essential Knowledge and Skills (TEKS) for Mathematics (adopted 2014), including mathematical process skills
- A complete answer key, with corresponding complexity levels for each practice item

Inside the Student Practice Book
The STAAR MASTER Student Practice Book provides practice and review material for the Grade 1 Mathematics TEKS. The following list includes some important features of the book.

- The practice items focus on the grade-specific content of the TEKS for Mathematics adopted in 2014, including mathematical process skills.
- Whenever possible, practice items reflect a “real-world” context, covering a broad range of topics and ideas of interest to students.
- Each exercise is labeled for easy identification of the TEKS category, standard, and expectation addressed in the practice items.
- Several exercises address the same standard/expectation, providing repeated practice for students in a variety of contexts.

Modifications for Grade 1
The math problems in the Student Practice Book are similar to the items that students encounter on the actual STAAR, beginning in Grade 3. However, writers have made important modifications based on the needs and skills of first-grade students. These modifications include—

- larger font size for ease of reading
- reduced number of answer choices
- simpler language for younger students
- generous use of visual cues for problems
- elimination of “gridable” response items

Items in each Student Practice Book address the standards and student expectations found within the categories for the grade level.

- Number and Operations
- Algebraic Reasoning
- Geometry and Measurement
- Data Analysis
- Personal Financial Literacy

The majority of items in the book also address the “Mathematical Process Standards” in the TEKS. Mastery of these standards and expectations is not reported under a separate category, but is incorporated into items throughout the other five categories.

Note: Each exercise in the student practice book focuses on only one student expectation, with one important exception. Each exercise related to personal financial literacy includes a mix of the grade-level student expectations for that standard. Many of the student expectations for this topic are narrow in scope (e.g., 1.9D: Consider charitable giving). For this reason, the editors found it difficult to include a variety of item types within each exercise. By including a mix of practice items for all the student expectations in each exercise, the editors believe students will find them more interesting and realistic. In addition, there is less chance that the correct answer to one item will “give away” the correct answer to another item on the same page.
Skills Tags: Each exercise includes a "skills tag" (see Figure 1) for easy identification of the TEKS-based standard and student expectation addressed in the exercise.

**Objective 1**

Number and Operations

1.2A: Recognize instantly the quantity of structured arrangements

Exercise 1

Figure 1: Exercise Skills Tag

Mathematical Process Standards: The Mathematical Process Standards are not tested in isolation, nor do they appear in a separate category. Rather, these standards are incorporated into items based on content standards from the other five categories. Similarly, items in the student practice book require students to demonstrate understanding of these important mathematical processes within the context of each problem. When a practice item requires the application of a process skill, a tag identifies the process standard and expectation addressed (see Figure 2).

Increased Rigor: Many educators describe the STAAR® as “more rigorous” than previous state assessments, but what does rigor mean? Academic rigor is a measure of the cognitive demand required by a specific test item. In a rigorous system, standards, curriculum, instruction, and assessment tightly align with congruent measures of cognitive complexity. In a rigorous system, students must demonstrate a deep mastery of skills and understanding through rich, complex tasks. Students will definitely encounter problems that require higher levels of thinking than required on previous assessments. The student practice book includes items written at varying levels of complexity to reflect the kind of rigor students can expect on the actual test. Teachers should refer to “Depth of Knowledge” below for more information about the level of complexity in practice items.

**增加了 Rigor:** 许多教育者描述 STAAR® 为“更具有挑战性”与之前的州立评估相比，但什么是挑战性呢？学术挑战性是要求特定测试项目所需认知要求的一个度量。在一个严格的系统中，标准、课程、教学和评估紧密地按照并行的认知复杂性进行对齐。在严格的系统中，学生必须通过丰富的、复杂的任务来证明他们对这些技能的深刻理解。学生肯定会遇到要求更高水平思考的问题，高于以前的评估。学生练习书中的项目包括了在不同复杂程度下的项目，以反映学生在实际测试中可以期待的挑战性。教师应该参考“深度认知”以下内容，以获取关于在实践项目中的复杂性水平的更多信息。

**Depth of Knowledge:** Norman Webb’s “depth-of-knowledge” model (2002) is currently an influential model in education. “Depth of knowledge” describes the degree of complexity required to solve a particular problem. Distinct cognitive demands occur at each level. Webb defines four levels of depth of knowledge: Level 1: Recall; Level 2: Skill or Concept; Level 3: Strategic Thinking; and Level 4: Extended Thinking. Using a modified version of Webb’s depth-of-knowledge model (see page 5 of this teacher guide), we have aligned items in the STAAR MASTER® Student Practice Book to the TEKS. The complexity levels assigned to the items appear in the Answer Key.

**Depth of Knowledge:** Norman Webb 的“深度认知”模型（2002）目前在教育中具有影响力。深度认知”描述了解决特定问题所需复杂性的程度。在每个级别上都有不同的认知需求。Webb 定义了四个深度认知级别：水平 1：回忆；水平 2：技能或概念；水平 3：战略思考；水平 4：扩展思考。使用对 Web 的深度认知模型进行了修改（见教师手册第 5 页），将项目与 TEKS 对齐。分配给项目的复杂性等级出现在答案键中。
Descriptions of STAAR MASTER®
Complexity Levels

The following descriptions provide an overview of the three complexity levels used to align the STAAR MASTER® Student Practice Book items to the TEKS. Each explanation details the kinds of activities that occur within each level. However, they do not represent all of the possible thought processes for each level.

Low Complexity (L)
Low-complexity items align with the TEKS at Level 1 of the Webb (2002a) model. Items of low complexity involve recall and reproduction. Activities and problems at this level require routine, single-step methods. An item may ask students to recognize or restate a fact, definition, or term. For example, students may need to identify attributes of a geometric figure. Items of this complexity may require students to follow a basic procedure with clearly defined steps. An item or term. For example, students may need to identify attributes of a geometric figure. Items of this complexity may require students to follow a basic procedure with clearly defined steps. At this cognitive level, students may need to apply a formula or perform a simple algorithm. Some major concepts represented at this level include arithmetic facts, perimeter, and converting units of measure. A low-complexity item may ask students to identify, recognize, use, or measure information and concepts.

Low Complexity (L)

Moderate Complexity (M)
Moderate-complexity items align with the TEKS at Level 2 of the Webb model. Items of moderate complexity involve both comprehension and the subsequent processing of information. Activities at this level demand more than one step in the reasoning process. Students are asked to determine how to best solve the problem. An item may ask students to generate a table of paired numbers based on a real-life situation. Items may involve using a model to solve a problem. At this cognitive level, students will need to justify the reasonableness of a solution process when more than one solution exists. Students will use concepts to solve and explain problems, such as how changes in dimensions affect the volume of a figure. A high-complexity item may ask students to plan, reason, explain, compare, differentiate, draw conclusions, cite evidence, analyze, synthesize, apply, or prove. Some items also require students to apply low- and/or moderate-complexity skills and concepts.

High Complexity (H)
High-complexity items align with the TEKS at Level 3 and/or Level 4 of the Webb model. Items of high complexity require students to use strategic, multi-step thinking; develop a deeper understanding of the information; and extend thinking. The problems at this level are non-routine and more abstract. Students are asked to demonstrate more flexible thinking, apply prior knowledge, make and test conjectures, and support their responses. High-complexity items may require students to make generalizations from patterns. Items may involve interpreting information from a complex graph, table, or diagram. At this cognitive level, students will need to justify the reasonableness of a solution process when more than one solution exists. Students will use concepts to solve and explain problems, such as how changes in dimensions affect the volume of a figure. A high-complexity item may ask students to plan, reason, explain, compare, differentiate, draw conclusions, cite evidence, analyze, synthesize, apply, or prove. Some items also require students to apply low- and/or moderate-complexity skills and concepts.

High Complexity (H)

*Note: Although state standards may include expectations that require extended thinking, many large-scale assessment activities are not classified as Level 4. Performance and open-ended assessments may require activities at Level 4.
How to Use This Book

Effective Test Preparation: What is the most effective way to prepare students for any mathematics competency test? Experienced educators know that the best test preparation includes three critical components—

- a strong curriculum aligned with the content and skills to be assessed
- effective, relevant, and varied instructional methods that allow students to learn content and skills in many different ways
- targeted practice that familiarizes students with the specific content and format of the test

A strong curriculum and effective, relevant, varied instructional methods provide the foundation for all appropriate test preparation. Merely "teaching the test" performs a great disservice to students, who must acquire knowledge, practice skills, and have important educational experiences that can never be measured on tests limited by time and in scope. For this reason, resources like the STAAR MASTER Student Practice Book should never become the heart of the curriculum or replace strong instructional methods.

Targeted Practice: The STAAR MASTER Student Practice Book does address the final element of effective test preparation by providing meaningful targeted practice. This book familiarizes students with the general format of competency tests. When students are familiar with the format of a test, they know what to expect on the actual test. This, in turn, improves their chances for success.

Using STAAR MASTER Products: When used as part of the regular curriculum, the STAAR MASTER Student Practice Book allows teachers to—

- determine students’ areas of strength/weakness
- assess student performance at different complexity levels
- provide meaningful test-taking practice for students
- reduce students’ anxiety
- communicate test expectations to parents

Quick Tips for Instruction

Math teachers have myriad instructional strategies and materials available to them. The following ideas can serve as springboards for effective mathematics instruction. Teachers should use those that are appropriate for their students.

Group Work: Helen Keller once said, “Alone we can do so little; together we can do so much.” This is absolutely true in the mathematics classroom! Students who struggle when working alone often benefit by working with others. Students (and the teacher!) can work through selected practice exercises together, first noting what each problem involves. They should also note the range of problem-solving techniques found within a group. Group work also lets students discuss common errors and strategies for avoiding them.

Formulating Answers: Teachers should encourage students to formulate their own answers before they even look at available answer choices. For instance, students can treat every problem in an exercise as a "model question" and actually solve each problem before reading the answer choices. This approach discourages "guessing" an answer or an over-reliance on mental math since students read the answer choices only after finding the answers on their own.

Developing Fundamental Understanding: Teachers promote the recognition of “real-world” mathematics when they develop and use problems relevant to students’ daily experiences at school and at home. Working through “real” problems can also foster an understanding of the mathematics process standards.

Mathematics Vocabulary: Effective communication in mathematics requires the use of precise language (e.g., Adams, 2003; Harmon, Hedrick, & Wood, 2005). This includes understanding symbols, definitions, notations, and other developmentally appropriate language. A mathematics vocabulary list appears on page 7 of this teacher guide, and some simple vocabulary strategies appear on page 8. Most important, however, is that teachers use precise vocabulary when teaching mathematics. Students should know and be expected to use precise language, as well.

Math Manipulatives: The correct use of math manipulatives provides concrete stepping stones to understanding abstract concepts. Recommended math manipulatives and suggestions for their use appear on page 9 of this teacher guide.
**STAAR MASTER® Mathematics References**

*All Web sites listed were active at time of publication.*


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Objective 1
Number and Operations

Exercise 36

1. Look at the number sentence below.

13 + 5 = □

Which problem situation matches the number sentence?

○ A At recess, 13 students played basketball and 5 students played soccer. How many students were at recess in all?

○ B At recess, 13 students played basketball and 5 students played soccer. How many more students played soccer?

2. The school bus driver picked up 7 students at the first stop. He picked up 5 students at the second stop. How many students did the bus driver pick up at the first two stops in all?

○ A 11

○ B 12

○ C 13

3. Look at the number sentence below.

18 – 12 = □

Which problem situation matches the number sentence?

○ A Jason has 18 pennies. Leslie has 12 pennies. How many pennies do Jason and Leslie have in all?

○ B Jason has 18 pennies. Leslie has 12 pennies less than Jason. How many pennies does Leslie have?

4. Hank wants to buy 16 wooden boards to fix his fence. The store only has 9 boards. If Hank buys all of the store’s boards, how many more boards will he need to buy?

○ A 5

○ B 7

○ C 16

1.3F: Generate and solve problem situations when given a number sentence involving addition or subtraction of numbers within 20
Objective 2
Algebraic Reasoning

1.5C: Use relationships to determine the number that is 10 more and 10 less than a given number up to 120

1. There are 68 fish in a pond. At a fishing contest, 10 of the fish are caught.

How many fish are in the pond now?
- A 58
- B 69
- C 78

2. A school has 105 first-grade students. If 10 more students enter first grade, how many first-grade students will be at the school?
- A 95
- B 106
- C 115

3. Stacy has collected 24 stickers. She gives 10 of her stickers to Betty. How many stickers does Stacy have left?
- A 34
- B 14
- C 10

4. Ray spent $83 on school clothes last year. This year, he spent $10 more on school clothes.

How much did Ray spend on school clothes this year?
- A $73
- B $84
- C $93
Objective 3  
Geometry and Measurement  

Exercise 5

1.6B: Distinguish between attributes that define a two-dimensional or three-dimensional figure and attributes that do not define the shape

(1.1F; 1.1G)
1. Which sentence BEST describes the shape below?

- A The shape is a square because it has 4 sides.
- B The shape is a square because it has 4 sides of the same length.

(1.1F; 1.1G)
2. Which sentence BEST describes the shape below?

- A The shape is a triangle because it has 3 sides.
- B The shape is a triangle because it has 3 sides of the same length.

(1.1F; 1.1G)
3. Which sentence BEST describes the figure below?

- A The figure is only a cube because its faces are all squares.
- B The figure is a cube and a rectangular prism because it has 6 rectangular faces.

(1.1F; 1.1G)
4. Look at the triangular prism below.

All triangular prisms have—

- A 2 triangular bases and 3 more rectangular faces
- B 1 rectangular base and 4 more triangular faces
Objective 4
Data Analysis

Use the bar graph below to answer questions 1–4.

The graph shows the number of books checked out of the school library on Monday.

1. How many picture books were checked out on Monday?
   - A 3
   - B 6
   - C 7

2. What question could be answered by using this graph?
   - A How many library books were checked out on Tuesday in all?
   - B How many students checked out library books on Monday?
   - C How many picture books and science books were checked out on Monday in all?

3. How many more fiction books were checked out than science books?
   - A 2
   - B 3
   - C 4

4. What was the number of books checked out on Monday in all?
   - A 7
   - B 16
   - C 21
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