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STAAR MASTER® Sample Booklet

© ECS Learning Systems, Inc.
ECS Learning Systems strives to provide the most complete, up-to-date, accurate materials for STAAR® preparation (STAAR = State of Texas Assessments of Academic Readiness). 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 2.

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 2 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 2
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 second-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 “irrivable” 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.

Notes: 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., 2.11B: Explain that saving is an alternative to spending). 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

#### 2.2A
Use concrete and pictorial models to compose and decompose numbers up to 1,200 in more than one way as a sum of so many thousands, hundreds, tens, and ones

#### Figure 1: Exercise Skills Tag

**Category**
- Number and Operations

**Expectation**
- Exercise 2

**Standard**
- (2.2A)

---

**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® BTiNPSFSJHPSPVTwUIBOQSFWJPVTTUBUF 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 levels of complexity in practice items.

**Depth of Knowledge:** Norman Webb’s "depth-of-knowledge" model (1982) is currently an influential alignment 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.

---

**Figure 2: Mathematical Process Standards**

1. Jenny had 34 paper dolls. She gave 12 paper dolls to her sister. How many paper dolls did Jenny have then?
   - [ ] A 22
   - [ ] B 24
   - [ ] C 32

---

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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.

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 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 Level 4 of the Webb model. Items of high complexity require students to use strategic, multi-step thinking to 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.

*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 practice for students
- reduce students’ anxiety
- communicate performance 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 teaches. 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 “critical 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 by using 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.
**Answer Key**

Note: Complexity levels appear in parentheses. L = Low, M = Moderate, H = High

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**STAAR MASTER® Mathematics References**

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


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Objective 1
Number and Operations

Exercise 20

2.3A: Partition objects into equal parts and name the parts, including halves, fourths, and eighths, using words.

1. Which figure below shows five-eighths shaded?
   - A
   - B
   - C

2. Look at the figure below.
   What part of this figure is shaded?
   - A One-half
   - B Two-fifths
   - C Three-fifths

3. Which figure below is divided into halves?
   - A
   - B
   - C
Objective 1
Number and Operations

Exercise 35

2.4B: Add up to four two-digit numbers and subtract two-digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations

(2.1A; 2.1B; 2.1C)

1. Molly is 48 inches tall. Her brother is 56 inches tall. How much taller than Molly is her brother?
   - A 4 inches
   - B 8 inches
   - C 18 inches

(2.1A; 2.1B; 2.1C)

2. There are 94 second graders and 68 first graders at recess. How many more second graders than first graders are at recess?
   - A 18
   - B 26
   - C 34

(2.1A; 2.1B; 2.1C)

3. One player threw a football 55 feet. Another player threw a football 72 feet. What was the difference in how far each player threw the football?
   - A 127 feet
   - B 27 feet
   - C 17 feet

(2.1A; 2.1B; 2.1C; 2.1E)

4. An elementary school has four second-grade classes. The table below shows the number of students in each class.

<table>
<thead>
<tr>
<th>Class Sizes</th>
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How many second graders attend the school in all?
   - A 80
   - B 90
   - C 100

(2.1A; 2.1B; 2.1C)

5. A hospital has 37 nurses, 34 doctors, and 17 other workers. How many people work at the hospital in all?
   - A 78
   - B 84
   - C 88
Objective 2
Algebraic Reasoning

2.7A: Determine whether a number up to 40 is even or odd using pairings of objects to represent the number

Exercise 3

(2.1E; 2.1F)
1. Which of the following does NOT show an even number?
   - A
   - B
   - C

(2.1E; 2.1F)
2. Look at the pictures below.
   The pictures show that 19 is an—
   - A even number
   - B odd number

(2.1E; 2.1F)
3. Which of the following represents an odd number?
   - A
   - B
   - C

(2.1E; 2.1F)
4. Look at the pictures below.
   The pictures show that 12 is an—
   - A even number
   - B odd number
Objective 5
Personal Financial Literacy

2.11: Apply mathematical process standards to manage one’s financial resources effectively for lifetime financial security (2.11A, 2.11B, 2.11C, 2.11D, 2.11E, 2.11F)

(2.1A; 2.1B; 2.1C; 2.11A)

1. Alice receives 50 cents from her parents each time she does a chore.

Alice always saves the money she earns. How much money will Alice save if she does 3 chores?

- A $0.50
- B $1.50
- C $3.00

(2.1A; 2.1F; 2.11E)

2. Which of the following is an example of lending?

- A Gary’s grandmother gave him $10 in a card for his birthday.
- B Lenny gave $10 to Lucy, who will pay him back later.
- C Martin asked his sister if she would give him $10.

(2.1A; 2.1F; 2.11C)

3. Kyle wants to withdraw $50 from his checking account.

Which of the following correctly describes Kyle’s withdrawal?

- A Kyle subtracts $50 from his balance.
- B Kyle puts $50 into his checking account.
- C Kyle’s bank account balance does not change.

(2.1A; 2.1F; 2.1G; 2.11C)

3. Kyle wants to withdraw $50 from his checking account.

Which of the following correctly describes Kyle’s withdrawal?

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(2.1A; 2.1F)

4. Abe earns money at his lemonade stand. He sells lemonade that he made using lemons he bought from the grocery store. In this situation, Abe is a—

- A producer
- B consumer
- C producer and consumer
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