Revised for the Most Recent TEKS

STAAR MASTER®
Student Practice Book

Sample Booklet
Grade 4
Mathematics
(Revised TEKS)

Lori Mammen
Editorial Director

A Research-Based Series for Texas

For more than two decades, we have helped you achieve student success on Texas tests by providing the highest quality test-prep materials. With STAAR MASTER®, we continue our commitment to create research-based content that engages students and makes teaching easier.

The TEKS for mathematics have undergone significant changes, and we have revised our STAAR MASTER® Student Practice Books for Math accordingly. The most prominent changes include:

• Reorganization of mathematics strands
• An all-new strand addressing “Personal Financial Literacy”
• An increased depth of understanding as to why and how mathematics processes work
Newly Revised Math!

STAAR MASTER® Mathematics
Revised for the 2014–2015 eligible TEKS
Grades 3–8

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- Reorganization of mathematics strands
- An all-new strand addressing “Personal Financial Literacy”
- An increased depth of understanding as to why and how mathematics processes work

Get a head-start on new changes.

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Credible
Same ECS quality
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Reflects key characteristics of STAAR®
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• emphasis on readiness standards
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STAAR MASTER® Student Practice Book, Teacher Guide—Mathematics, Grade 4

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Inside the Teacher Guide

This teacher guide includes the following information—

- An overview of the STAAR MASTER® Student Practice Book and some key characteristics of the State of Texas Assessments of Academic Readiness (STAAR®) for Mathematics
- 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 STAAR-eligible 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 4 Mathematics portion of the STAAR. The content reflects key components and characteristics of the yearly state assessment, including the following.

- The practice items focus on the grade-specific content of the STAAR-eligible TEKS for Mathematics adopted in 2014, including mathematical process skills.
- The practice items reflect the kinds of problems students might encounter on the actual STAAR.
- 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 reporting 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.
- Selected practice items are “griddable questions,” reflecting the format used on the actual STAAR.

Items in each student practice book address the standards and student expectations found within the reporting categories for the grade level.

- Reporting Category 1: Numerical Representations and Relationships
- Reporting Category 2: Computations and Algebraic Relationships
- Reporting Category 3: Geometry and Measurement
- Reporting Category 4: Data Analysis and 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 four reporting 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., 4.10A: Distinguish between fixed and variable expenses). 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.

Figure 1: Exercise Skills Tag

Readiness vs. Supporting Standards: The standards found in the STAAR-eligible TEKS are categorized as “readiness standards” or “supporting standards,” with greater emphasis on the former. Readiness standards address broader, deeper ideas and are considered more critical for students to know and master. Supporting standards address more narrowly defined ideas. While supporting standards are assessed, they receive less emphasis. The STAAR MASTER Student Practice Book reflects this balance of readiness and supporting standards to provide meaningful, authentic practice for students.
Griddable Questions: In addition to multiple-choice items, the STAAR® for Mathematics also includes open-ended questions known as “griddable questions” (Texas Education Agency, 2014d). These open-ended items allow students to solve a problem without the influence of given answer choices. The answer grid for Grade 4 has three columns for a whole-number answer, one column for a decimal point, and two columns after the decimal point (see Figure 2). All correct answers will be positive numbers that range from 0–999.99. To indicate their answer, students enter the appropriate number(s) in the boxes and then fill in the corresponding “bubble(s)” below the number(s). Students will not grid units of measure (e.g., ft). It is acceptable for students to grid a zero as long as it does not affect the value of the correct answer.

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 levels of complexity in practice items.

Depth of Knowledge: Norman Webb’s “depth-of-knowledge” model (2002a) 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.

Mathematical Process Standards: The Mathematical Process Standards are not tested in isolation, nor do they appear in a separate reporting category. Rather, these standards are incorporated into items based on content standards from the four reporting categories and are reported along with those content standards. 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 3).

Figure 2: Griddable Item for Fourth-Grade Mathematics

Figure 3: Mathematical Process Standards

5. An adult Asian elephant can weigh 4,160 kilograms. Which expression is equivalent to 4,160?
   A. 4,000 + 10 + 6
   B. 4,000 + 100 + 6
   C. 4,000 + 10 + 60
   D. 4,000 + 100 + 60

5. John picked \(\frac{2}{3}\) pound of raspberries. How many ounces did he pick? Record your answer in the boxes. Then fill in the bubbles. Be sure to use the correct place value.

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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 STAAR®-eligible 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. 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 a real-life situation. 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.

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.

Items of this complexity may ask students to classify, organize, observe, collect, display, or compare data. Some items also require students to apply low-complexity skills and concepts.

**Low Complexity (L)**

- 2. Mr. Taylor saw the car shown below for sale at a dealership.

  What is the cost of this car rounded to the nearest dollar? 
  A. $43,700 
  B. $43,790 
  C. $43,800 
  D. $44,000

**Moderate Complexity (M)**

- 2. The strip diagram below represents the amount of money that 3 people have.

  Which of the following correctly represents the information in the strip diagram?

  - Rita
  - Ben
  - Carl

**High Complexity (H)**

- 2. Scott cut out a pattern for a sewing project. The cut material is shown below.

  What is the area of the remaining material?

  - 13 cm
  - 25 cm
  - 7 cm
  - 7 cm

- 4. Mr. Taylor saw the car shown below for sale at a dealership.

  What is the cost of this car rounded to the nearest dollar?

  A. $43,700
  B. $43,790
  C. $43,800
  D. $44,000

- 5. Which of the following correctly represents the information in the strip diagram?

  - Rita
  - Ben
  - Carl

*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 specific content of the STAAR® for mathematics and the general format of competency tests. When students are familiar with both the content and 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—

- pretest skills that students must demonstrate on the actual test
- determine students’ areas of strength/weakness
- assess student performance at different complexity levels
- provide meaningful test-taking practice for students
- ease students’ test anxiety
- communicate test expectations and content to parents

Quick Tips for Instruction

Math Tips: 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 “griddable 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, 2005; 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

STAAR MASTER® Mathematics References

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


STAAR MASTER® Student Practice Book, Teacher Guide—Mathematics, Grade 4

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Reporting Category 1
Numerical Representations and Relationships

Exercise 37

4.3D: Compare two fractions with different numerators and different denominators, and represent the comparison using the symbols >, =, or < (Readiness Standard)

(4.1C; 4.1D; 4.1F)
1. The models below are shaded to show two fractions.

Based on the models, which expression is true?

A \( \frac{3}{7} > \frac{2}{4} \)
B \( \frac{4}{7} = \frac{2}{4} \)
C \( \frac{2}{4} = \frac{3}{7} \)
D \( \frac{2}{4} < \frac{4}{7} \)

(4.1D; 4.1F)
2. Reese wrote the following fractions on the whiteboard.

Which expression correctly compares the two fractions?

\( \frac{4}{6} > \frac{2}{3} \)
A
B \( \frac{6}{4} > \frac{3}{2} \)
C \( \frac{4}{6} < \frac{2}{3} \)
D \( \frac{2}{3} = \frac{4}{6} \)

Use the following information to answer questions 3 and 4.

Henry’s grandmother baked three 12-inch pies and sold them by the slice for Henry’s school fundraiser. The chart below shows the types of pies she baked and the fraction of each pie that was sold.

Henry’s Grandmother’s Pies

<table>
<thead>
<tr>
<th>Type of Pie</th>
<th>Fraction Sold</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lemon</td>
<td>( \frac{5}{6} )</td>
</tr>
<tr>
<td>Pecan</td>
<td>( \frac{2}{3} )</td>
</tr>
<tr>
<td>Apple</td>
<td>( \frac{3}{5} )</td>
</tr>
</tbody>
</table>

(4.1A; 4.1D; 4.1F)
3. Which expression correctly compares the fraction of apple pie that was sold to the fraction of pecan pie that was sold?

A \( \frac{2}{3} > \frac{3}{5} \)
C \( \frac{3}{5} > \frac{2}{3} \)
B \( \frac{3}{5} < \frac{3}{2} \)
D \( \frac{2}{3} < \frac{5}{3} \)

(4.1A; 4.1D; 4.1F)
4. Which expression correctly compares the fraction of pecan pie that was sold to the fraction of lemon pie that was sold?

A \( \frac{2}{3} > \frac{3}{6} \)
C \( \frac{3}{5} > \frac{2}{3} \)
B \( \frac{5}{6} = \frac{2}{3} \)
D \( \frac{6}{5} > \frac{3}{2} \)
Reporting Category 2
Computations and Algebraic Relationships

4.5B: Represent problems using an input-output table and numerical expressions to generate a number pattern that follows a given rule representing the relationship of the values in the resulting sequence and their position in the sequence (Readiness Standard)

1. What number is missing from the output column in the table below?

<table>
<thead>
<tr>
<th>Input</th>
<th>Output</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>5</td>
</tr>
<tr>
<td>20</td>
<td>1</td>
</tr>
<tr>
<td>28</td>
<td>7</td>
</tr>
<tr>
<td>40</td>
<td>10</td>
</tr>
<tr>
<td>44</td>
<td>11</td>
</tr>
</tbody>
</table>

A  4
B  6
C  8
D  12

(4.1A; 4.1E; 4.1F)

2. Jeremiah made a table to help him convert yards to feet. He knows that 1 yard equals 3 feet.

Converting Yards to Feet

<table>
<thead>
<tr>
<th>Yards</th>
<th>Feet</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

Which list of numbers can Jeremiah use to correctly complete the chart?

A  4, 5, 6, 7
B  5, 7, 9, 11
C  6, 9, 12, 15
D  6, 12, 18, 24

(4.1A; 4.1E; 4.1F)

3. A restaurant owner used the rule “times 15” to make a table showing the number of sandwiches he can make with different amounts of bread. Which table could he have created?

A  Making Sandwiches

<table>
<thead>
<tr>
<th>Loaves of Bread</th>
<th>Number of Sandwiches</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>3</td>
<td>17</td>
</tr>
<tr>
<td>4</td>
<td>18</td>
</tr>
</tbody>
</table>

B  Making Sandwiches

<table>
<thead>
<tr>
<th>Loaves of Bread</th>
<th>Number of Sandwiches</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>30</td>
</tr>
<tr>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>4</td>
<td>60</td>
</tr>
</tbody>
</table>

C  Making Sandwiches

<table>
<thead>
<tr>
<th>Loaves of Bread</th>
<th>Number of Sandwiches</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>45</td>
</tr>
<tr>
<td>3</td>
<td>75</td>
</tr>
<tr>
<td>4</td>
<td>105</td>
</tr>
</tbody>
</table>

D  Making Sandwiches

<table>
<thead>
<tr>
<th>Loaves of Bread</th>
<th>Number of Sandwiches</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>3</td>
<td>19</td>
</tr>
<tr>
<td>4</td>
<td>21</td>
</tr>
</tbody>
</table>
Reporting Category 3
Geometry and Measurement

4.7E: Determine the measure of an unknown angle formed by two non-overlapping adjacent angles given one or both angle measures (Supporting Standard)

(4.1D; 4.1F)
1. Look at the diagram below.

If $\angle BCD$ is a right angle, what is the measure of $\angle BCE$?
A 55°
B 59°
C 62°
D 115°

(4.1D; 4.1F)
2. Look at the diagram below.

If $\angle LMP$ is a straight angle, what is the measure of $\angle LMN$?
A 60°
B 55°
C 50°
D 45°

(4.1C)
3. Look at the clock below.

How many degrees will the minute hand rotate between 3:00 and 3:35?
A 30°
B 90°
C 210°
D 225°

(4.1A; 4.1D; 4.1F)
4. All cars on a Ferris wheel travel in the same direction at the same time.

If car 12 travels 120° to reach car 4’s current position, how many degrees will car 4 travel to reach car 9’s current position?
A 90°
B 150°
C 180°
D 210°
1. Fairview Grocery Store sells apples for $1.49 per pound. The store buys them from an orchard for $0.59 per pound. How much does the store earn in profit per pound of apples?
   A $0.90  
   B $1.10  
   C $1.98  
   D $2.08

2. Timothy keeps the money he earns in a savings account. The bank pays Timothy a small amount of money for keeping his money in this account. What is this money from the bank called?
   A Credit  
   B Deposit  
   C Expense  
   D Interest

3. The Simmons family spent too much of their budget on groceries during the first half of this month. For the second half of the month, which expense could they most likely use toward their groceries?
   A Entertainment  
   B Insurance  
   C Rent  
   D Trash collection

4. Rebecca has a savings account at a bank. The diagram below shows her savings register for April.

   **Savings Register**
   Date | Description         | Withdrawal | Deposit | Balance
   --- | --------------------- | ---------- | ------- | -------
   4/1  |                      |           | $150.00 |        
   4/2  | Allowance            | $20.00    |         | $170.00 
   4/9  | Cash for movies      | $15.00    |         | $155.00 
   4/15 | Cash for fundraiser  | $12.50    |         | $142.50 
   4/19 | Bat Mitzvah gift     | $30.00    | $172.50 |        

   If Rebecca withdraws $35.00 as her next transaction, what will her new balance be?
   A $115.00  
   B $137.50  
   C $185.00  
   D $207.50
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