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® Quick Review, we continue our commitment to create research-based content that engages students and makes teaching easier.
Dear Texas Educator,

Since 1982, ECS Learning Systems has created quality K–12 teaching materials, training, and media. As a Texas-based publisher of the highest quality test-prep materials, we have always shared your commitment to lead your students to success on Texas tests—TEAMS, TAAS, TAKS, and now the STAAR®. With STAAR MASTER®, we continue our commitment to create research-based content that engages students and makes teaching easier.

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- Why you need our product(s)
- How you use them in your classroom
- What outcomes and results you are experiencing

At ECS, we strive to provide educators like you with easy-to-use and effective materials that make teaching easier. We count it as a privilege to have you as a customer, and we hope that our products continuously exceed your expectations.

Please let us know how well the STAAR MASTER products worked in your classroom. Also, please spread the word—many of our new customers are referred by teachers like you.

Sincerely,

Your ECS Team

p.s. It’s easy to share your story! Visit our Re:Think blog at ecslearningsystems.com/blog and click the Re:Tell button.

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1.800.688.3224 (t) • 1.877.688.3226 (f) • customercare@ecslearningsystems.com
What's inside STAAR MASTER® Quick Review for Math?

This STAAR MASTER® Quick Review for Math includes more than 230 grade-specific practice items that reflect the content of the STAAR®-eligible TEKS for Mathematics.

The Teacher Guide includes the following information—
- an overview of STAAR MASTER Quick Review for Math and key characteristics of the State of Texas Assessments of Academic Readiness (STAAR) for Mathematics
- an explanation of Quick Review’s organization by reporting category and standard(s)
- explanations of both rigor and complexity levels as they apply to Quick Review
- an explanation of Webb’s “depth-of-knowledge” model as it relates to complexity levels used in Quick Review
- suggestions for using Quick Review in the classroom, at home, in tutorials/remedial classes/summer school, and in SSI classes
- correlation charts indicating the specific standard(s) addressed in each practice item
- a complete answer key

The STAAR MASTER Quick Review for Math, Grade 5, provides practice and review material for the mathematics portion of the STAAR. In particular, the book includes the following information—
- more than 230 practice items focusing on the grade-specific content of the STAAR-eligible TEKS for Mathematics
- practice items reflecting the kind of problems students might encounter on the actual STAAR
- a real-world context for practice items whenever possible, covering a broad range of topics and ideas of interest to students
- “skills tags” (labels) to identify the TEKS standard(s) addressed in each practice item
- multiple practice items to address each standard/expectation, providing repeated practice in a variety of contexts
- selected practice items with “gridable responses,” reflecting the format used on the actual STAAR
- mathematics reference chart

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 practice items based on content standards from the four reporting categories. Practice items require students to demonstrate understanding of these important mathematical processes within the context of each problem.

Skills Tags: Each practice item includes a “skills tag” (Figure 1) for easy identification of the TEKS-based standard addressed in that item.

![Figure 1](image-url)
Descriptions of STAAR MASTER® Complexity Levels

The following descriptions provide an overview of the three complexity levels used to align the STAAR MASTER® Quick Review 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 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. Items may involve using a model to solve a problem. At this cognitive level, students will need to visualize for tasks such as extending patterns and determining nonexamples. Items may involve interpreting information from a simple graph, table, or diagram. Some major concepts represented at this level include classifying geometric figures, determining probability, and using strategies to estimate. 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.

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.

*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.
Organization of Quick Review for Math

The STAAR MASTER® Quick Review for Math uses a practical, user-friendly layout designed to streamline its use in a classroom, home, tutorial, or other setting.

<table>
<thead>
<tr>
<th>Reporting Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week</td>
<td>Each reporting category is divided into three weeks. (However, the length of time required to complete items is best decided by the teacher.)</td>
</tr>
<tr>
<td>Day</td>
<td>Each week is then divided into five days—one “school week.” (Again, the teacher can use items at his or her own pace.)</td>
</tr>
</tbody>
</table>

The organization of reporting categories, weeks, and days is best represented by the diagram to the right, which provides an example for Reporting Category 1.

If you refer to the correlation charts on pages 14–17 of this teacher guide, you will notice “clustering” of items, depending on the week. Within each reporting category, Week 1 generally focuses on the first half of that reporting category’s standards, while Week 2 generally focuses on the second half of that reporting category’s standards. Finally, Week 3 provides a review “across the board,” offering mixed practice for the standards in that reporting category.
### Área de conocimientos 1

<table>
<thead>
<tr>
<th>Semana 1, Día 1</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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</thead>
<tbody>
<tr>
<td>Semana 1, Día 2</td>
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<td>Semana 2, Día 1</td>
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<td>3</td>
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<tr>
<td>Semana 3, Día 1</td>
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</table>

### Área de conocimientos 2

<table>
<thead>
<tr>
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<tbody>
<tr>
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<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Semana 2, Día 3</td>
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<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Semana 2, Día 4</td>
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<td>2</td>
<td>3</td>
<td>4</td>
</tr>
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<td>3</td>
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<td>Semana 3, Día 1</td>
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<tr>
<td>Semana 3, Día 2</td>
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<td>4</td>
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<td>4</td>
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<td>Semana 3, Día 5</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
Tabla de materias

Área de conocimientos 1...........................................3
Representaciones y relaciones numéricas
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ÁREA DE CONOCIMIENTOS 1, SEMANA 1

5.2A (L)
1. El cronógrafo de abajo muestra el tiempo de Jason en los 100 metros.

![Image of stopwatch showing 00:12.684]

El 8 en el tiempo del corredor representa:
A. ocho segundos
B. ocho décimas de segundo
C. ocho centésimas de segundo
D. ocho milésimas de segundo

5.2B (L)
2. Mira la expresión de abajo.

_________ > 1,365.024

Cada uno de los siguientes números harán la expresión cierta EXCEPTO:
A. 1,365.1
B. 1,365.7
C. 1,365.009
D. 1,365.081
ÁREA DE CONOCIMIENTOS 1, SEMANA 3

5.4A (M)
3. ¿Cuál arreglo de tejas de abajo muestra que el 9 es un número compuesto?

A

B

C

D

5.4F (M)
4. ¿Cuál es el valor de la expresión de abajo?

\[ 2 \times \left(\frac{14 + 10}{2} + 2\right) \]

A 12
B 21
C 28
D 35
ÁREA DE CONOCIMIENTOS 2, SEMANA 1

MATEMÁTICAS, GRADO 5

5.3C (L)
1. Pauline compró un paquete de 325 tachuelas de color. El paquete contenía un número igual de 13 colores diferentes. ¿Cuántas tachuelas de cada color había en el paquete?

Anota tu respuesta en los cuadros. Luego, llena los circuitos. Asegúrate de usar el valor de posición correcto.

5.3E (L)
2. La Sra. Laramie compró un cuaderno para cada uno de sus 22 estudiantes. Cada cuaderno costó $1.88. ¿Cuánto gastó la Sra. Laramie en total?

A $29.26
B $35.31
C $41.36
D $53.20

5.3I (L)
3. El Sr. Kellerman gasta 2/3 de hora cada mañana leyendo el periódico. La porción sombreada en el reloj de abajo representa 2/3 de hora.

¿Cuántas horas lee el periódico el Sr. Kellerman en un año (365 días)?

A $91\frac{1}{4}$
B $182\frac{1}{2}$
C $243\frac{1}{3}$
D $273\frac{3}{4}$
ÁREA DE CONOCIMIENTOS 2, SEMANA 1

5.3A (M)

1. La tabla de abajo muestra la cantidad de dinero que Rebecca ganó al cuidar a bebés durante los últimos 4 meses.

<table>
<thead>
<tr>
<th>Mes</th>
<th>Cantidad ganada</th>
</tr>
</thead>
<tbody>
<tr>
<td>junio</td>
<td>$139</td>
</tr>
<tr>
<td>julio</td>
<td>$158</td>
</tr>
<tr>
<td>agosto</td>
<td>$121</td>
</tr>
<tr>
<td>septiembre</td>
<td>$137</td>
</tr>
</tbody>
</table>

¿Cuál es el mejor estimado para la cantidad total de dinero que Rebecca ganó?

- A $500
- B $530
- C $560
- D $600

5.3D (M)

2. ¿En cuál modelo de área el sombreado más oscuro representa mejor el producto de 0.8 x 0.3?

- A
- B
- C
- D

5.3K (L)

3. Peter viaja 40.4 millas al trabajo cada día. Sarah viaja 32.9 millas. Kelly viaja 58.7 millas. ¿Cuántas millas en total viajan al trabajo cada día Peter y Kelly?

- A 88.3
- B 98.1
- C 99.1
- D 132
5.4H (L)
1. ¿Cuál es el perímetro de la figura mostrada abajo?

[Diagram of a figure with dimensions: 5 cm, 7 cm, 3 cm, 4 cm, 3 cm, 2 cm, 10 cm]

A 7 centímetros  
B 18 centímetros  
C 22 centímetros  
D 34 centímetros

5.5A (M)
2. ¿Cuál palabra completa correctamente el diagrama de abajo?

[Circle diagram: Paralelogramos, Cuadrados, Rombos]

A hexágonos  
B cuadriláteros  
C rectángulos  
D trapecios
5.8C (M)

2. Callie está comprando lápices de la máquina de lápices de la escuela. La tabla de abajo muestra cuántos lápices Callie recibe por las monedas de 25 centavos que puso en la máquina.

<table>
<thead>
<tr>
<th>Monedas de 25 insertadas</th>
<th>Lápices recibidos</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>4</td>
<td>12</td>
</tr>
</tbody>
</table>

¿Cuál cuadrícula muestra la información correctamente?

A  Compras de lápices

B  Compras de lápices

C  Compras de lápices

D  Compras de lápices
1. ¿Cuál tabla representa correctamente la información del diagrama de dispersión de abajo?

### Precios de televisores

<table>
<thead>
<tr>
<th>Tamaño de TV (pulgadas)</th>
<th>27</th>
<th>32</th>
<th>37</th>
<th>42</th>
<th>46</th>
<th>50</th>
<th>60</th>
<th>65</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Costo de TV</strong></td>
<td>$140</td>
<td>$170</td>
<td>$190</td>
<td>$200</td>
<td>$280</td>
<td>$340</td>
<td>$500</td>
<td>$600</td>
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</table>

<table>
<thead>
<tr>
<th>Tamaño de TV (pulgadas)</th>
<th>27</th>
<th>32</th>
<th>37</th>
<th>42</th>
<th>46</th>
<th>50</th>
<th>60</th>
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</thead>
<tbody>
<tr>
<td><strong>B</strong></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Costo de TV</strong></td>
<td>$130</td>
<td>$150</td>
<td>$190</td>
<td>$200</td>
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<td>$340</td>
<td>$600</td>
<td>$710</td>
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</table>

<table>
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<th>37</th>
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<th>46</th>
<th>50</th>
<th>60</th>
<th>65</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Costo de TV</strong></td>
<td>$150</td>
<td>$160</td>
<td>$200</td>
<td>$200</td>
<td>$280</td>
<td>$320</td>
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<td>$700</td>
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<th>42</th>
<th>46</th>
<th>50</th>
<th>60</th>
<th>65</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>D</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Costo de TV</strong></td>
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<td>$160</td>
<td>$190</td>
<td>$200</td>
<td>$280</td>
<td>$340</td>
<td>$600</td>
<td>$700</td>
</tr>
</tbody>
</table>
Matemáticas, Grado 5

ÁREA DE CONOCIMIENTOS 4, SEMANA 2

5.10E (M)
4. Abel, Benito, Clinton y Daylen cada uno gana $2,000 por mes. La tabla de abajo lista las expensas mensuales de cada persona.

<table>
<thead>
<tr>
<th>Expensas mensuales</th>
<th>Abel</th>
<th>Benito</th>
<th>Clinton</th>
<th>Daylen</th>
</tr>
</thead>
<tbody>
<tr>
<td>pago del carro</td>
<td>$225</td>
<td>$200</td>
<td>$175</td>
<td>$200</td>
</tr>
<tr>
<td>entretenimiento</td>
<td>$100</td>
<td>$250</td>
<td>$170</td>
<td>$150</td>
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<tr>
<td>comida</td>
<td>$150</td>
<td>$125</td>
<td>$150</td>
<td>$100</td>
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<tr>
<td>seguro</td>
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<td>misceláneo</td>
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<td>$150</td>
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<td>$125</td>
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<tr>
<td>pago de la renta</td>
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<td>$625</td>
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<td>$300</td>
<td>$275</td>
<td>$200</td>
</tr>
<tr>
<td>utilidades</td>
<td>$150</td>
<td>$175</td>
<td>$125</td>
<td>$200</td>
</tr>
</tbody>
</table>

¿Cuál persona NO tiene un presupuesto balanceado?
A Abel  
B Benito  
C Clinton  
D Daylen

5.10F (L)
5. Los padres de Hailey le pagan $3.50 por cada labor que hace dentro de la casa. Ella quiere ahorrar dinero suficiente para comprar un videojuego que cuesta $60. ¿Cuál es el mínimo número de labores que Hailey tiene que completar para ganar dinero suficiente para pagar por el videojuego?
A 17  
B 18  
C 19  
D 20