STAAR MASTER®

Student Practice Book

Sample Booklet

Grade 3

Mathematics, Spanish Version

Lori Mammen
Editorial Director

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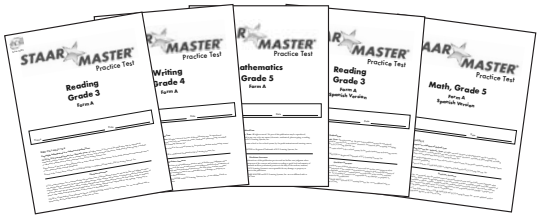

Selected pages from

STAAR MASTER®

Student Practice Book
Mathematics, Grade 3
Spanish Version

Translated from English to Spanish by Dr. Francisco J. Perea

for the State of Texas Assessments
of Academic Readiness

Teacher Guide

Lori Mammen
Editorial Director

ISBN: 978-1-60539-759-7

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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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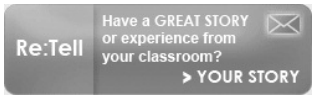

Table of Contents

What's Inside the Student Practice Book? 3
Descriptions of *STAAR MASTER®*
Complexity Levels 5
How to Use This Book 6
Other Suggestions for Instruction 6
Mathematics Vocabulary 7
Vocabulary Strategies 8
Using Math Manipulatives 9
Achieving Math Success 10
Instructional Strategies 11
Master Skills List 13
Answer Key 15
References 19

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What's Inside the Student Practice Book?

The *STAAR MASTER® Student Practice Book* provides practice and review material for the Grade 3 Mathematics portion of the State of Texas Assessments of Academic Readiness (STAAR™).

- The practice items reflect the kinds of problems students might encounter on the actual STAAR assessment.
- The practice items cover a broad range of topics and ideas of interest to third-grade students.
- The practice items focus on the 2010 STAAR-eligible Mathematics Texas Essential Knowledge and Skills (Texas Education Agency, 2010b) standards.
- Each exercise is labeled for easy identification of the TEKS-based 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 problems are "griddable items" (*see* Figure 2), which reflects the format used randomly throughout the actual STAAR assessment.

Items in the *STAAR MASTER Student Practice Book* address the following mathematical concepts:

- Numbers, operations, and quantitative reasoning
- Patterns, relationships, and algebraic reasoning
- Geometry and spatial reasoning
- Measurement
- Probability and statistics
- Underlying processes and mathematical tools (not a separate reporting category)

Exercise Skills Tags
Each exercise is labeled with a "skills tag" (*see* Figure 1, below) for easy identification of the TEKS-based reporting category, standard, and expectation addressed in the problems.

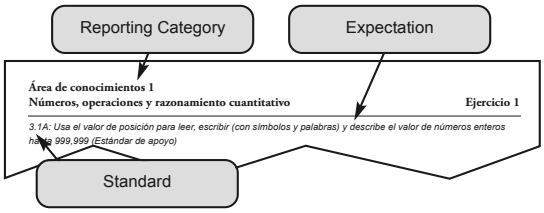

Figure 1: Exercise Skills Tag

Griddable Items
In addition to multiple-choice items, STAAR Mathematics assessments will also use open-ended questions known as "griddable items" (Texas Education Agency, 2010d). This type of assessment question allows students to reach the answer without the influence of given answer choices. The third-grade STAAR Mathematics assessment will likely include three griddable items. The answer grid will have two columns and no decimal point (*see* Figure 2, below). Correct answers are positive numbers that range from 0 to 99. To indicate their answer, students must appropriately enter the number in the boxes and then fill in the corresponding bubbles. Students will not grid the units (e.g., ft). It is acceptable to grid a zero that does not affect the value of the correct answer.

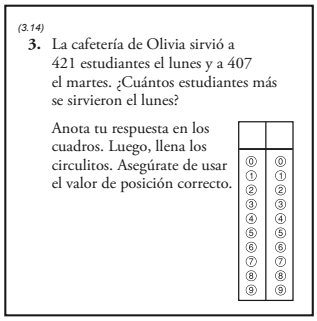

Figure 2: Griddable Item for Third-Grade Mathematics

This Teacher Guide includes—

- an overview of the Student Practice Book and key characteristics of the STAAR program
- descriptions of *STAAR MASTER* complexity levels
- strategies for test preparation and mathematics instruction
- a master list of STAAR-eligible standards and expectations addressed in the Mathematics TEKS
- a complete answer key (with corresponding complexity levels for the practice items)

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Readiness vs. Supporting Standards
The eligible, or tested, TEKS are divided into "readiness standards" and "supporting standards," with greater emphasis on the former. Readiness standards address broader, deeper ideas and are deemed more critical for students to know. Supporting standards address more narrowly defined ideas and will still be assessed, although not emphasized. The *STAAR MASTER® Student Practice Book* mirrors this balance of readiness and supporting standards to provide meaningful, authentic student practice for the STAAR™ assessment.

Underlying Processes and Mathematical Tools
In the STAAR program, underlying processes and mathematical tools are not tested in isolation under a separate reporting category. These critical skills, which were once identified under TAKS Objective 6, are now incorporated into at least 75% of the items from eligible TEKS and are reported along with those content standards (Texas Education Agency, 2010c). Similarly, in the *STAAR MASTER Student Practice Book*, students are asked to demonstrate processes and tools used in problem solving within the context of practice items for other standards. When one of these skills is incorporated into a practice item, the standard and expectation are identified above the practice item (*see* Figure 3, below).

(3.16)

1. Si el patrón de números de abajo continúa, ¿cuáles serán los dos números siguientes?

3, 6, 9, ___, ___

A 10, 11
B 11, 13
C 12, 15
D 12, 16

(3.16) Underlying processes and mathematical tools. The student uses logical reasoning.

Figure 3: Practice Item Testing Underlying Processes and Mathematical Tools

Increased Rigor
The STAAR program is described as "significantly more rigorous" (Texas Education Agency, 2010a) than the Texas Assessment of Knowledge and Skills (TAKS). But what does *rigor* mean in assessment? For the STAAR program, it means the cognitive complexity of items will increase to assess skills at a greater depth. Also, the test will include more griddable items, allowing students to arrive at answers independently through open-ended response. The *STAAR MASTER Student Practice Book* provides items written at varying levels of complexity to accommodate this increase in rigor. (Refer to the "Depth of Knowledge" section on this page and Box 1 on page 5 for more information about the levels of complexity in practice items.)

Alignment
According to the mandate of No Child Left Behind (2001), states are required to develop assessments that tightly align to their content standards. To ensure that this requirement is met, states and districts often conduct alignment studies. In such a study, an assessment is compared to the state's content standards. If an assessment is rigorous, the study will not yield large disparities between the cognitive demands of the expectations and those of the assessment.

Depth of Knowledge
Norman Webb's (2002a) "depth-of-knowledge" model is currently one of the most influential alignment models in the field of education. "Depth of knowledge" describes the degree of complexity of knowledge a curricular item requires. Webb identifies four levels of depth of knowledge: recall (Level 1), skill or concept (Level 2), strategic thinking (Level 3), and extended thinking (Level 4). Distinct cognitive demands occur during each activity, or thinking process, level. The items in the *STAAR MASTER Student Practice Book* were aligned to the TEKS using a modified version of the "depth-of-knowledge" model (*see* Box 1, "Descriptions of *STAAR MASTER®* Complexity Levels," page 5). During the alignment process, the complexity level of each item (designated "Low," "Moderate," or "High") was determined. The level of each practice item can be found in the Answer Key.

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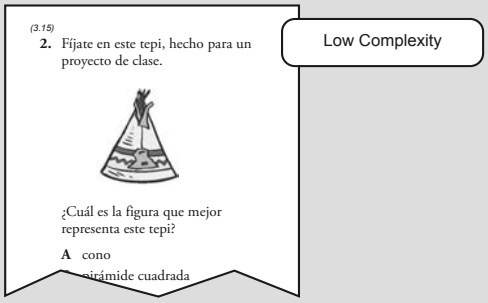
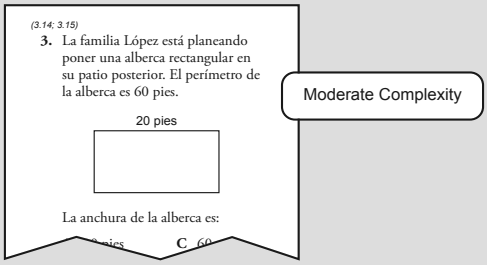
Descriptions of *STAAR MASTER®* Complexity Levels

The following descriptions provide an overview of the three complexity levels used to align the *STAAR MASTER® Student Practice Book* items to the eligible Mathematics 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.

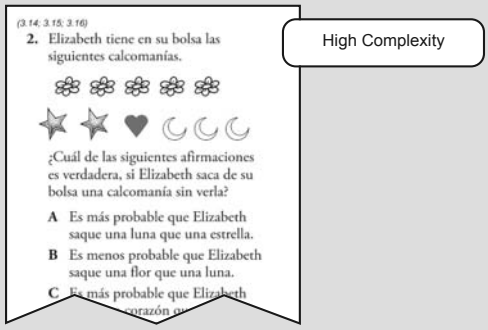
Low Complexity (L)
Low-complexity items align with the TEKS at Level 1 of the Webb (2002a) model. Items of low complexity involve recall and reproduction. Activities and problems at this level require routine, single-step methods. An item may ask students to recognize or restate a fact, definition, or 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. 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 and display data, 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 assessment may require activities at Level 4.

Box 1: Descriptions of *STAAR MASTER®* Complexity Levels

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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 that is 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

Obviously, a strong curriculum and effective, relevant, and varied instructional methods provide the foundation for all appropriate test preparation. Contrary to what some might believe, merely "teaching the test" performs a great disservice to students. Students must acquire knowledge, practice skills, and have specific educational experiences that can never be included 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, however, address the final element of effective test preparation (targeted test practice). This book familiarizes students with—

- the specific content of Texas' competency test
- the general format of competency tests

When students become 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
Used as part of the regular curriculum, the *STAAR MASTER Student Practice Book* allows teachers to—

- pretest skills students need for the actual test
- determine students' areas of strength and/or weakness
- provide meaningful test-taking practice for students
- ease students' test anxiety
- communicate test expectations and content to parents

Other Suggestions for Instruction

The *STAAR MASTER Student Practice Book* can serve as a springboard for other effective instructional strategies that help with test preparation.

Group Work
Teachers and students can work through selected practice exercises together, noting the kinds of problems and range of problem-solving techniques. They should discuss common errors for each kind of question and strategies for avoiding these errors.

Formulating Answers
Teachers may encourage students to use scratch work to formulate their own answers on paper rather than simply using mental math or guessing based on the given answer choices. After solving a problem on their own, students can read the given answer choices and determine which one, if any, matches the answer they have recorded. If they cannot find their solution among the given answer choices, they can refer to their scratch work and determine their error.

Developing Test Problems
Teachers may create additional problems that cover skills in a different way than those provided in the exercises. Teachers and students can also select "test-type" problems from other assigned math exercises.

Developing Fundamental Understanding
Teachers can promote the recognition of mathematics in everyday life by developing problems relevant to students' daily experiences in the classroom and at home. Working through problems that relate directly to students' experiences fosters understanding of underlying processes and mathematical tools.

STAAR MASTER® Student Practice Book, Teacher Guide—Mathematics, Grade 3, Spanish Version

Answer Key

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

Área de conocimientos 1

Ejercicio 1
1. D (L) **2.** B (L) **3.** D (L) **4.** A (L)
5. C (L)

Ejercicio 2
1. B (L) **2.** C (L) **3.** B (L) **4.** C (L)
5. B (L) **6.** D (L)

Ejercicio 3
1. D (L) **2.** A (L) **3.** D (L) **4.** C (L)
5. B (M) **6.** C (L)

Ejercicio 4
1. C (M) **2.** D (M) **3.** C (M) **4.** C (M)

Ejercicio 5
1. B (M) **2.** D (L) **3.** C (L) **4.** B (M)

Ejercicio 18
1. B (M) **2.** D (L) **3.** C (L) **4.** B (M)

Ejercicio 19
1. D (M) **2.** D (M) **3.** C (M) **4.** A (M)

Ejercicio 20
1. C (M) **2.** B (M) **3.** B (M)

Ejercicio 21
1. A (M) **2.** B (M) **3.** B (M) **4.** C (H)

Ejercicio 22
1. D (M) **2.** B (M) **3.** C (M) **4.** A (M)
5. C (M)

Ejercicio 23
1. C (M) **2.** C (M) **3.** D (M)

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Tabla de materias

Tabla de matemáticas 4
Área de conocimientos 1.....5
Números, operaciones y razonamiento cuantitativo
Área de conocimientos 2.....54
Patrones, relaciones y razonamiento algebraico
Área de conocimientos 3.....81
Geometría y razonamiento espacial
Área de conocimientos 4.....105
Medición
Área de conocimientos 5.....127
Probabilidad y estadísticas

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Área de conocimientos 1
Números, operaciones y razonamiento cuantitativo **Ejercicio 14**

3.2C: Usa nombres y símbolos de fracción para describir partes fraccionarias de objetos enteros o conjuntos de objetos (Estándar de preparación esencial)

1. En el conjunto de cartas que se muestra abajo, hay cuatro colores diferentes.

$\frac{3}{9}$ son azules. $\frac{2}{9}$ son amarillas.

$\frac{3}{9}$ son rojas. $\frac{1}{9}$ son blancas.

Basándote en esta información, ¿qué color está faltando?

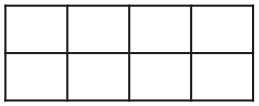
A azul
B roja
C blanca
D amarilla

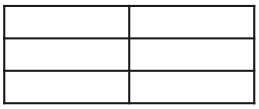
(3.14)

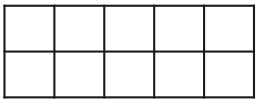
2. Jarrod tiene en el bolsillo 3 monedas de 25¢, 2 monedas de 10¢, 4 pennies y una moneda de 5¢. ¿Qué fracción de sus monedas son monedas de 10¢?

A $\frac{10}{2}$
B $\frac{2}{8}$
C $\frac{2}{10}$
D $\frac{2}{11}$

3. ¿Qué bandeja de pastel de chocolate está cortada de modo que cada una de 8 personas pueda tener una parte igual de pastel de chocolate?

A


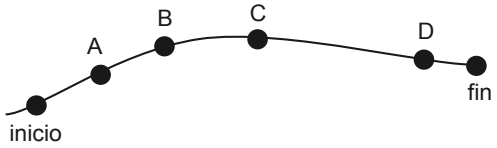
B


C


D


(3.14; 3.15)

4. La familia de Rosa va caminando a lo largo de una ruta del parque, como se ve abajo.



¿En qué punto la familia de Rosa habrá recorrido cerca de $\frac{1}{3}$ de la ruta?

A punto A
B punto B
C punto C
D punto D

Área de conocimientos 2
Patrones, relaciones y razonamiento algebraico **Ejercicio 17**

3.7A: Generar una tabla de números apareados basada en una situación de la vida real, como insectos y patas (Estándar de apoyo)

(3.14; 3.16)

1. Hayden puso la misma cantidad de dinero en su cuenta bancaria cada mes. La tabla muestra cuántos dólares había ahorrado después de 3 meses, 4 meses y 5 meses.

Número de meses	3	4	5	6	7	8	9
Dólares ahorrados	21	28	35				

Si Hayden sigue ahorrando al mismo ritmo, ¿cuántos meses más tardará en ahorrar $49?

A 6 meses **C** 8 meses
B 7 meses **D** 9 meses

(3.14; 3.16)

2. Marisa vendió bebidas en el juego de béisbol. Después de 3 horas, notó que había vendido 18 bebidas. La tabla muestra el número de bebidas que vendió después de 3 horas, 4 horas y 5 horas.

Número de horas	3	4	5	6	7	8	9
Número de bebidas vendidas	18	24	30				

Si Marisa sigue vendiendo bebidas al mismo ritmo, ¿después de cuántas horas habrá vendido 54 bebidas?

A 6 horas **C** 8 horas
B 7 horas **D** 9 horas

(3.14; 3.16)

3. James notó que usaba 12 segmentos de línea para dibujar 3 cuadrados. La tabla muestra cuántos segmentos de línea usó para dibujar más cuadrados.

Número de cuadrados	3	4	5	6	7	8	9
Número de segmentos	12	16	20				

¿Cuántos segmentos de línea usaría James para dibujar 8 cuadrados?

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

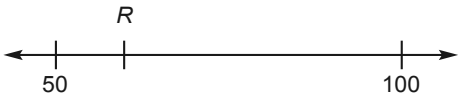
⓪	⓪
①	①
②	②
③	③
④	④
⑤	⑤
⑥	⑥
⑦	⑦
⑧	⑧
⑨	⑨

Área de conocimientos 3
Geometría y razonamiento espacial **Ejercicio 21**

3.10A: Localiza y nombra puntos en una línea numérica usando números enteros y fracciones, incluidas mitades y cuartos (Estándar de apoyo)

(3.15)

1. Fíjate en la línea numérica de abajo.



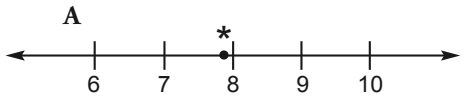
¿Cuál es el número de la línea que más probablemente representa la letra *R*?

A 51
B 60
C 75
D 80

(3.15)

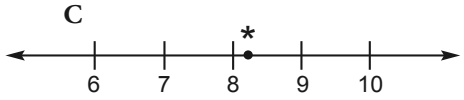
2. ¿Cuál es la línea numérica que tiene una estrella sobre $8\frac{3}{4}$?

A



B

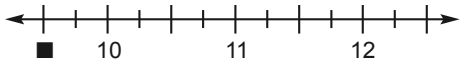
C



D

(3.15)

3. Fíjate en la línea numérica de abajo.

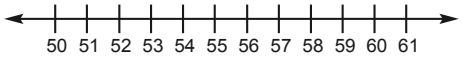


¿Qué número corresponde al lugar del cuadro negro?

A 9
B $9\frac{1}{4}$
C $9\frac{1}{2}$
D $9\frac{3}{4}$

(3.14; 3.15)

4. Jenna trazó una línea numérica como la de abajo.



Si Jenna comenzó en el 57 y añadió 3, ¿en qué número se quedó?

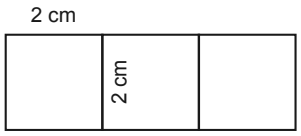
A 54
B 58
C 60
D 61

Área de conocimientos 4
Medición **Ejercicio 7**

3:11B: Usar unidades estándar para encontrar el perímetro de una figura (Estándar de preparación esencial)

(3.15)

1. Fíjate en la figura de abajo.

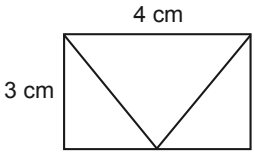


¿Cuál es el perímetro de esta figura?

A 4 centímetros
B 8 centímetros
C 12 centímetros
D 16 centímetros

(3.15)

2. Fíjate en la figura de abajo.



¿Cuál es el perímetro del rectángulo?

A 9 centímetros
B 10 centímetros
C 12 centímetros
D 14 centímetros

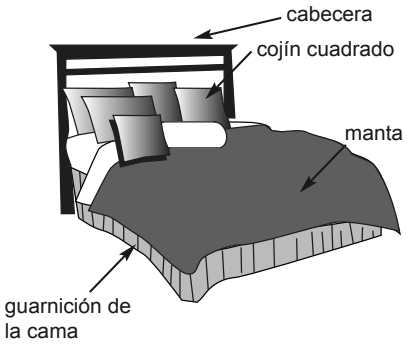
(3.15)

3. El perímetro del tablero de una mesa es 14 pies. Si la tabla tiene 5 pies de longitud, ¿cuál es la anchura de la mesa?

A 1 pie
B 2 pies
C 4 pies
D 9 pies

(3.14; 3.15)

4. Fíjate en la cama de abajo.



¿Qué objeto podría usarse para determinar el perímetro de la cama?

A la guarnición de la cama
B la manta
C la cabecera
D el cojín cuadrado

Área de conocimientos 5
Probabilidad y estadísticas **Ejercicio 9**

3.13A: Colectar, organizar, anotar y desplegar datos en pictografías y gráficas de barras donde cada figura o celdilla podría representar más de un fragmento de datos (Estándar de preparación esencial)

(3.14; 3.15)

1. Connie llevaba la cuenta del número de personas que asistían cada día a la función escolar. Los resultados se muestran en la tabla de abajo.

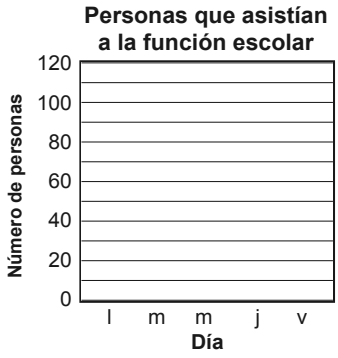
Personas que asistían a la función escolar

Día	Número de personas
lunes	150
martes	225
miércoles	200
jueves	175
viernes	250

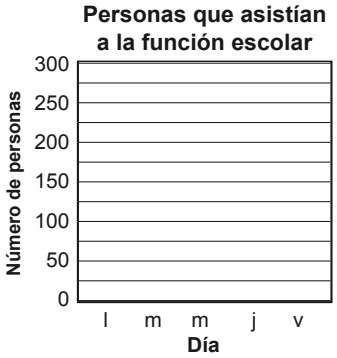
¿Connie quiere poner esta información en una gráfica. ¿Cuál de las siguientes gráficas en blanco sería la mejor que podría usar Connie?

A

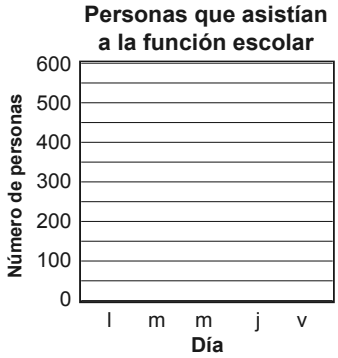
C



B



D



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