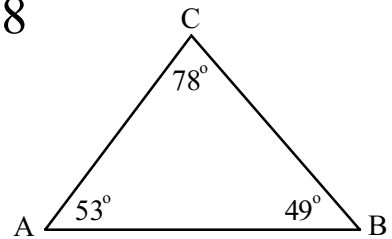
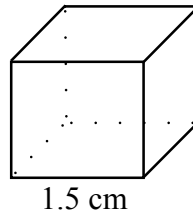
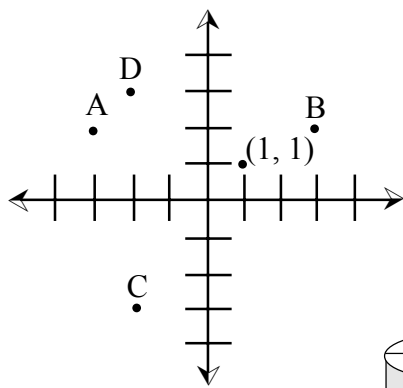


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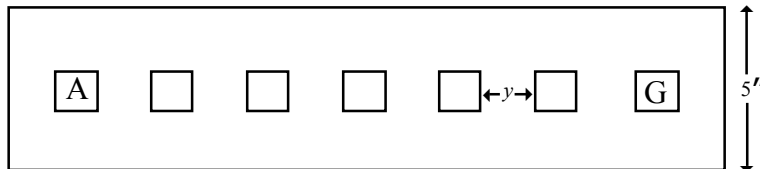
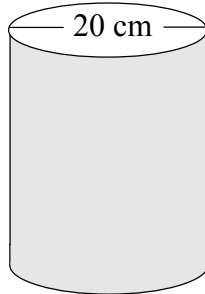
Successful Test Taking[®]

MATHEMATICS 8

$$120 - (3 + 7) \times (15 - 10) + 7 \times 8 - 8$$



8



LEADERSHIP RESOURCES[®]

August 2003 Edition

Dear Educator

This sample represents only a portion of the **LEADERSHIP RESOURCES®** Successful Test Taking® Mathematics 8 LEAP 21 book (August 2003 Edition).

The actual book is 64 pages and contains **two** mathematics practice tests. The first practice test has 57 multiple-choice and 7 constructed-response items. The second test contains 58 multiple-choice and 6 constructed-response items. There is a least one item for each assessable benchmark.

The actual book is printed on newsprint, is consumable, and is sold in a set of 30 books for \$52.00.

Also included in this sample is 1 page of the teacher's guide. The teacher's guide identifies the specific benchmark each item assesses.

LEADERSHIP RESOURCES® publishes similar LEAP 21 preparation books for Grades 4 and 8 for both English Language Arts and Mathematics.

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Successful Test Taking[®]

Mathematics 8

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August 2003 Edition

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Successful Test Taking[®]

Preface

This test taking book has been developed to help you take a mathematics test, as well as review strategies you already use in math.

A good test:

- A. confirms what you already know,
- B. helps you to see where you can use what you know,
- C. shows you new ideas while taking the test.

Please note that this book was made to help you learn how to prepare for and take tests. It is **not**, however, a complete model of your state test. This book was developed to provide you with typical items that might be tested.

Test taking is complicated. By studying tests and how they are written, you can become a better test taker. The reading, writing, and mathematics strategies you use in the classroom and in daily life can be used here as well.

As you use this book, try to do your best work. Doing your best work is a mirror of your ability and effort.

Use your Common Sense

Test Taking Tips

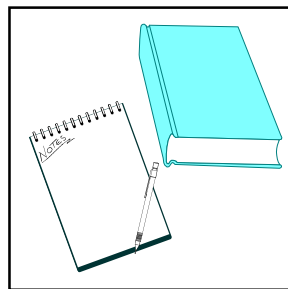
Here are some helpful hints.

I. Before coming to school on the test days:

- A. **Get some rest.** It's not very smart to try to do your best work when you are tired.



- B. **Eat something** in advance, such as cereal, toast, or fruit, and have some milk or fruit juice. You already know that a decent breakfast will give you the energy you need to do well on the test.



- C. **Come prepared.** You may be provided with a pencil that has an eraser, but bring one anyway. Also, bring a book or magazine to entertain yourself if you finish the test early.

- D. **Arrive on time.** Tests take energy. Don't spend all your energy rushing to get to school on time. Allow yourself plenty of time to get to school on test days.

II. When you get to school on the test days:

- A. Find a comfortable place to work. This may mean not sitting next to your friends. Remember, your goal is to do your best on the test. Sit where you can concentrate and do well.
- B. Follow along when the teacher gives the test directions. Ask your teacher to explain the directions if you do not understand them.
- C. Some tests are confusing. You may know the answer, but you must correctly fill in the bubble or write your answer on the blank lines to get credit for your answer.
- D. Unless your teacher tells you otherwise, **mark in the test book**. Most test books will not be used again, so mark away! Do any work you need to right on the test book pages.
- E. Don't waste all of your time on one item. It is OK to skip an item and return later. Make finding the item you skipped easy for yourself by putting a large * next to it.
- F. If you come across an item that just seems impossible, skip it and move on. But don't give up on the whole test altogether. Some test writers put in very hard items at first. Don't let them defeat you when they do this. Keep going!
- G. For multiple-choice questions, mark the **best** answer. If you are not sure of an answer, go ahead and guess wisely. But don't just mark any answer. You probably already know that at least one of the answers is incorrect. Mark out all incorrect answers even if you can't completely figure out the correct answer. This will make guessing wisely easier.
- H. For the constructed-response questions, clearly explain your thinking.
- I. Do your own work. Copying is not right. Besides, when you copy, you run the risk of miscopying, and the person you copy from may be wrong.
- J. Review your multiple-choice answers when you are finished. Reread your all answers to constructed-response questions to make sure they are clear and complete.
- K. Most tests are too long, and you will get tired. Keep at it, even if you need to stretch your back and arms. It may help to look at the ceiling or out a window from time to time.
- L. **Smile**. Tests are important, but they aren't the end of the world. Remain calm. Do the best you can.

Successful Test Taking Strategies for Answering Multiple-Choice Questions (Part A) in Mathematics

1. Read each question carefully. Try to get a “feel” for what the answer might be while you are reading the question.
2. Ask and answer, "What do I know?" "What am I being asked to do?"
3. Carefully make any calculations.
4. There will be 4 answer choices for each question in this book. Look at each answer choice. Mark out all incorrect answer choices.
5. If you really don't know the answer, try using each answer choice in the question. “Plugging-in” each answer choice may help you find the best answer.
6. Then, mark the **best** answer right in this book by filling in the circle (bubble) to the left of the answer you chose. Completely fill in only one bubble. A correct answer is worth one point.

Successful Test Taking Strategies for Answering Constructed-Response Questions (Part B) in Mathematics

Constructed-response questions in Part B require you to think about an answer to a problem, figure out a way to solve the problem, and then write an answer to the problem or perform some task such as making a graph. Constructed-response questions require you to explain why you chose the answer you did or show how you arrived at your answer.

To receive full credit for these questions, you must show the steps you took to solve the problem. A complete answer is worth 4 points.

1. **THINK:** Read the question and any directions carefully.
Ask yourself, "What do I know?" "What is the question asking me to do?"
2. While you are reading the problem, look for and underline or **highlight** key words or ideas.
3. **SOLVE:** Use the strategies you know best to help you solve the problem:
 - Brainstorm for ideas and strategies by recalling what you already know.
 - Use all the information given in the problem. Decide what is important and what is not.
 - Be careful with your calculations.
4. **EXPLAIN:** Remember, someone will be reading your answers to constructed-response questions. Clearly explain why or show how you chose the answer you did. Explain or show all the steps you took. Do not erase any of your work.
5. Make sure your explanation is clear and complete so that the person who reads your answer understands your thinking.
6. Check your work to make sure you have answered each part of the question and have given all the information asked for by the question.

10 Strategies for Successful Test Taking in Mathematics

Good math test takers:

1. Read the question or problem.
2. Ask, "What does the question or problem want me to do?"
 - add, subtract, multiply, divide, estimate, measure?"
3. Ask and answer, - "What do I know?"
 - "What am I being asked to do?"
 - "What procedures do I use?"
4. Solve multiple-choice questions by marking out all incorrect answer choices and then selecting the **best** answer.
5. Solve constructed-response questions by **Thinking, Solving, and Explaining.**
6. Review multiple-choice answers to be sure they have selected the **best** answer and reread constructed-response answers to make sure they are clear and complete.
7. If stuck, circle the question number or the entire item to return later for additional work on the question.
8. Take quick stretch breaks when needed, then ask, "What am I getting ready to do next?"
9. Don't give up. Sometimes the easiest questions are at the end of the test.
10. Smile and pat themselves on the back for finding the **best** answers.



General Information for the Student:

There are two practice tests in this book. Your teacher will let you know if you will take both tests.

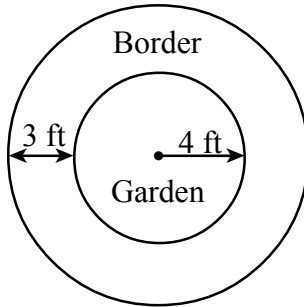
Each test has both multiple-choice (Part A) and constructed-response (Part B) questions. Practice Test #1 has 64 total questions (57 multiple-choice and 7 constructed-response). The second practice test has 64 total questions (58 multiple-choice and 6 constructed-response).

Each test is divided into three sessions (Part A - Session One, Part A - Session Two, Part B). Your teacher will explain when you are to do each session. You may use a calculator for Part A - Session One and Part B. You may **not** use a calculator for Part A - Session Two.

Here are some important things to remember as you use this book:

1. For multiple-choice questions, choose the **best** answer by filling in the circle (bubble) to the left of the answer you chose.
2. For constructed-response questions, use any blank area to do your work and make any calculations. Think carefully before you write. Remember, someone will be reading your answers. Clearly explain why or show how you chose the answer you did. **SHOW ALL YOUR WORK.** Do not erase your work.
3. Write or mark your answers right in this book.
4. If you do not know the answer to a question, go on to the next question. You can return to that question later.
5. **CONTINUE WORKING UNTIL YOU REACH A STOP SIGN. THEN STOP.**
6. If you finish early, you may check your work in that test session **only**. Do not look ahead to another session or practice test.

- 4 Mitchell is planning to make a circular flower garden in his backyard. The garden will have a radius of 4 feet. There will be a 3 foot border around the flower garden, as shown below.



About how much of Mitchell's backyard will be covered by the garden and the border?

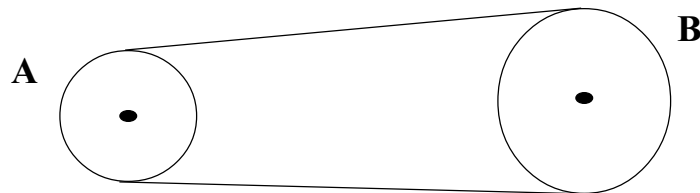
- (A) 28 ft^2
(B) 44 ft^2
(C) 50 ft^2
(D) 154 ft^2
- 15 This weekend Ernesto plans to call his best friend in Jacksonville. He can call either Friday evening or Saturday afternoon. The cost is \$0.07 per minute Friday, or \$0.12 per minute Saturday. If Ernesto plans to keep the cost below \$2.55, about how many minutes longer can he talk on Friday?
- (A) about 10 minutes
(B) about 16 minutes
(C) about 26 minutes
(D) about 30 minutes

- 20 Which expression shows the rule of the pattern in the table?

x	y
-6	-10
-4	-8
-2	-6
0	-4

- (A) $1x + 4$
(B) $1x - 4$
(C) $2x + 2$
(D) $2x - 2$
- 27 Two circular wheels, A and B, are connected by a belt. The ratio of the circumference of wheel A to the circumference of wheel B is 4 : 6. If wheel B turns 110 revolutions, how many revolutions will wheel A make?

- (A) 155
(B) 160
(C) 165
(D) 170



- 52 Bruce drank 24 ounces of milk from a milk pitcher that contained 128 ounces of milk. How many quarts of milk remained in the pitcher after Bruce finished drinking?
- (A) 2 quarts
(B) 2.25 quarts
(C) 3.25 quarts
(D) 4 quarts

44

The stem-and-leaf plot below shows the number of bowling scores for each of 24 different bowlers.

**NUMBER OF BOWLING SCORES
FOR 24 DIFFERENT BOWLERS**

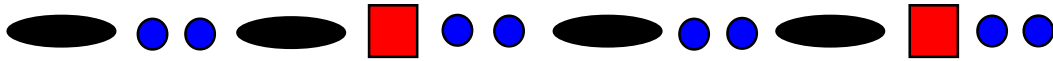
Stem	Leaf
21	4, 5
20	2
19	1, 3
18	0, 2, 2, 7, 7, 8, 9
17	3, 5, 6, 7, 8, 9, 9
16	6, 6, 7
15	3, 8

KEY
18 2 = 182

One bowling score is chosen at random. What is the probability that the bowling score that is chosen is higher than 177?

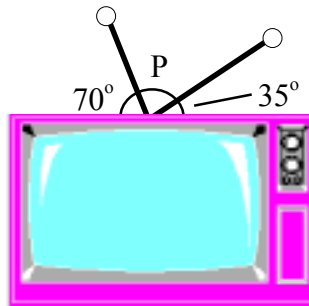
- (A) $\frac{9}{24}$
- (B) $\frac{12}{24}$
- (C) $\frac{15}{24}$
- (D) $\frac{20}{24}$

- 6 GERALYN is planning to put together a pattern of beads to make a necklace. The necklace will have a total of 94 beads. This is what the pattern of beads looks like:



How many of each type of bead will GERALYN need if the beads are arranged according to the pattern? Explain or show your answer.

- 10 HECTOR wants to watch his favorite show on television. When he turns on the TV, the picture is fuzzy. Hector knows that to get the best TV reception, the antennas must be in the positions shown below.



What will be the measure of the angle (P) between the antennas once Hector positions them to get the best TV reception?

- (A) 75°
- (B) 105°
- (C) 180°
- (D) 285°

Answer Key & Teacher's Guide

Successful Test Taking[®] MATHEMATICS 8

August 2003 Edition

LEADERSHIP

RESOURCES[®]

303 Court Street, Port Huron, MI 48060

800.257.7157 Fax 810.985.7157


Successful Test Taking[®]

This *Successful Test Taking[®]* Mathematics 8 book is specifically designed to assist teachers and students as they incorporate the information and skills contained in the Louisiana Content Standards into their learning environment. The book is an **essential teaching resource** for educators interested in preparing their students for the Louisiana Educational Assessment Program (LEAP 21). Students will see the book as a helpful **learning tool** to master important mathematics skills.

Using “Successful Test Taking”

1. After each student receives a *Successful Test Taking[®]* Mathematics 8 book, let them know they can write and mark their answers in the book.
2. Use pages 3-5 to discuss preparation and aids to test taking.
3. On pages 6 and 7, review with your students the strategies for answering the different types of questions on the LEAP 21.
4. **This book contains two practice tests. Both are equally challenging so teachers can administer either test first.** Because this book is a learning/practice tool, you should tell your students that the format of the

Successful Test Taking[®] Mathematics 8 book is somewhat different from the LEAP 21. For example, there are more constructed-response items. This book provides more constructed-response items to give students more thinking/analyzing/writing practice to build their confidence while preparing for the LEAP.

5. Have students turn to the 10 Strategies for Successful Test Taking on page 8 and discuss it with them. Then, review the directions on page 9.
6. Next, have students begin Part A - Session One (with calculators) of either practice test. Students will continue working until they reach the end of Part A - Session One. The testing for Part A - Session Two (without calculators) will be carried out in the same fashion as the testing for Part A - Session One. Part B testing (constructed-response) (with calculators) is administered next.
7. The other practice test is to be administered in the same manner as was the first.
8. **Remind students to continue working on the math problems until they reach a stop sign  in their books, at which point students stop.**
9. There are a total of 64 items and 85 possible points for Practice Test #1 and 64 items and 82 possible points for Practice Test #2.

LA