

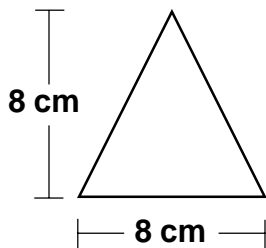
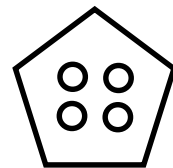
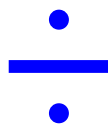
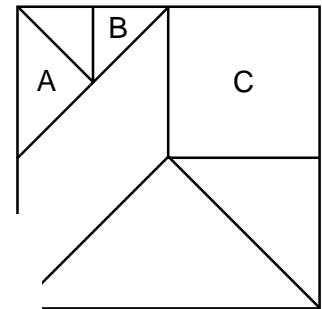
Student's Name \_\_\_\_\_

# Successful Test Taking<sup>®</sup>

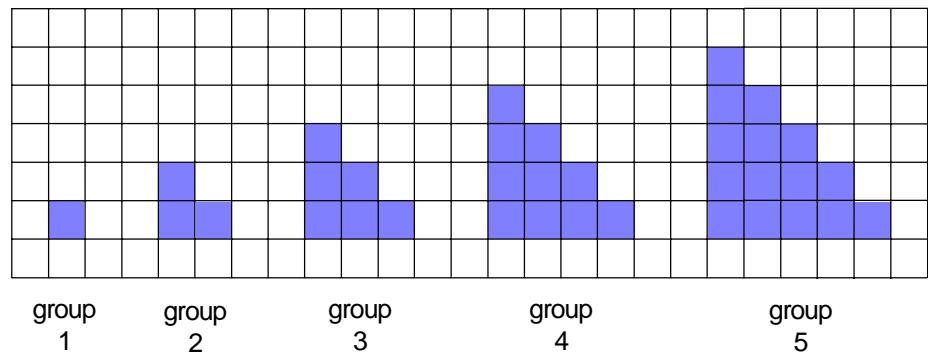
# MATHEMATICS 5

**COST OF APPLES**

number of apples	2	5	9
cost	\$0.40	\$1.00	\$1.80



5



**LEADERSHIP RESOURCES<sup>®</sup>**

# Successful Test Taking<sup>®</sup> Mathematics 5

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Dear Educator:

This sample represents only a portion of the **LEADERSHIP RESOURCES<sup>®</sup>** Successful Test Taking<sup>®</sup> Mathematics 5 MAP book (2009 Edition).

The actual book is 55 pages. The book is printed on newsprint and is consumable. It contains 80 math items: 42 are selected-response, and 38 are constructed-response.

The teacher's guide identifies the specific **Grade Level Expectation (2.0)** each item assesses.

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# Successful Test Taking<sup>®</sup>

# Mathematics 5

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# Successful Test Taking<sup>®</sup>

## Preface

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

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.

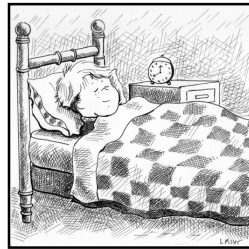
**Remember to  
Use Your Common Sense**

# *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 in school.



- 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 the 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 selected-response 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. Review your selected-response answers when you are finished. Reread all your answers to constructed-response questions to make sure they are clear and complete.
- J. Do your own work. Copying another student's answers is not right.
- 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 Selected-Response Questions

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?” “Do I understand what the question is asking me to do?”
3. Carefully make any calculations.
4. There will be 4 answer choices for each item in this book. Look carefully at each 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

Constructed-response questions 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 show how you got your answer, or perform some other task.

Constructed-response questions require you to explain why you chose the answer you did or show how you arrived at your answer. A complete answer is worth 2 points.

1. **THINK:** Read all questions carefully. Ask yourself, "What do I know?"  
"What is the question asking me to do?"
2. **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.
3. **EXPLAIN:** Remember, someone will be reading your answers to constructed-response questions. Clearly and completely 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.
4. Make sure your explanation is clear and complete so that the person who reads your answer understands your thinking.
5. 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

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## 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 selected-response 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 selected-response 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 to it later for additional work.
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 correct answers.

**7**

Violet has \$54.00. She plans to buy some roses that cost \$9.00 each. How many roses can Violet buy?

- 3 roses
- 6 roses
- 8 roses
- 9 roses

**8**

A measurement of 6,500 millimeters is how many meters?

- 0.65 meters
- 6.5 meters
- 65 meters
- 650 meters

**9**

Shirts are on sale at \$60.00 for 4 shirts. How much is each shirt?

- \$12.00
- \$15.00
- \$20.00
- \$30.00

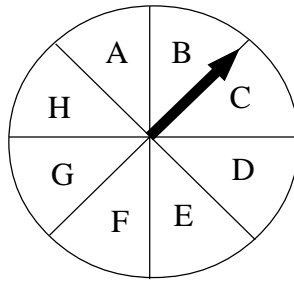
**17**

Solve:  $\frac{1}{2} + \frac{1}{4}$

- $\frac{2}{6}$
- $\frac{1}{6}$
- $\frac{3}{4}$
- $\frac{1}{4}$

32

The spinner below has eight congruent sections.  
If you spin the arrow once, which of the following statements will be **true**?



- It is certain the arrow will stop on the section labeled E.
- It is impossible for the arrow to stop on the section labeled D.
- It is just as likely the arrow will stop on the section labeled A as it is on the section labeled G.
- It is twice as likely the arrow will stop on the section labeled B as it is on the section labeled H.

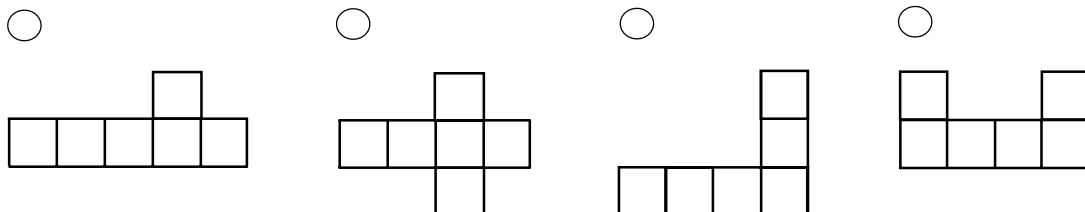
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Which of the following is another way to write  $\frac{1}{2} \times (4 + 6)$  using the distributive property?

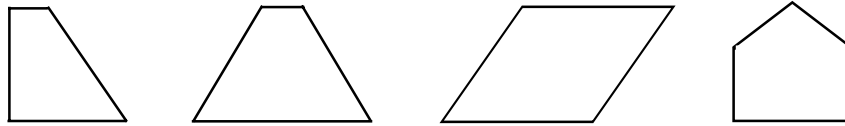
- $(\frac{1}{2} + 4) \times (\frac{1}{2} + 6)$
- $(\frac{1}{2} \times 4) \times (\frac{1}{2} \times 6)$
- $(\frac{1}{2} \times 4) + (\frac{1}{2} \times 6)$
- $(\frac{1}{2} + 4) + (\frac{1}{2} + 6)$

39

Which net when folded will form a cube (a rectangular prism with all square faces)?



- 1** Put an **X** on the shape that is a parallelogram.  
Explain why the shape is a parallelogram.




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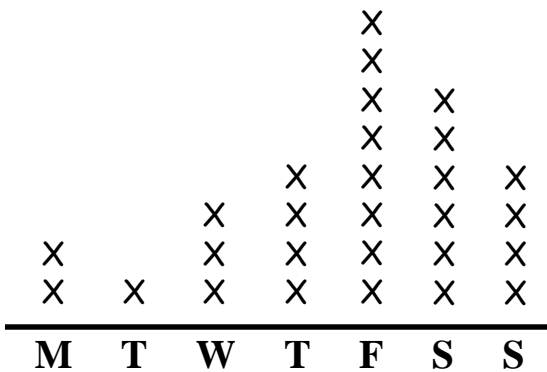
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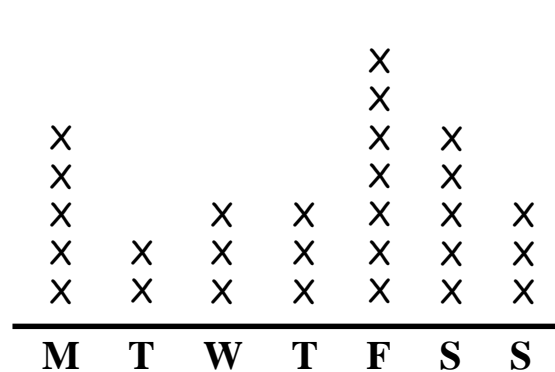
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- 2** The line plots show the number of DVDs rented by customers from Monday through Sunday from Ted's Video Rental Store during two different weeks. Each **X** stands for one customer. Describe some of the similarities and differences in the two line plots.

**DVDs Rented - week 1**



**DVDs Rented - week 2**




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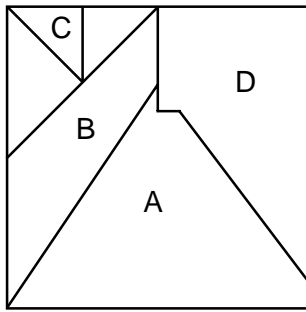
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**3**

Identify each shape that has a letter on it in the diagram below.



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**13**

A geologist has four small rocks she wants to weigh on her scale at the same time. Her scale has a maximum capacity of two pounds.

The first rock weighs 12.29 ounces, the second rock weighs 4.65 ounces, the third rock weighs 10.03 ounces, and the fourth rock weighs 7.83 ounces.

Estimate whether the geologist will be able to weigh all four rocks on her scale at the same time. Explain your answer.

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**33**

Give an example of categorical data that could be collected in your home. Explain why it is categorical data.

Give an example of numerical data that could be collected in your home.

Explain why it is numerical data.

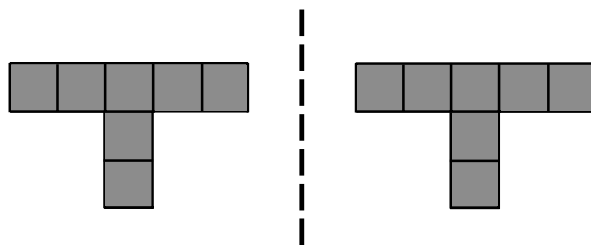
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**16**

Gina knows that two different transformations of the figure to the left of the dotted line can be used to create the figure's image, which is seen to the right of the dotted line. What are the two transformations?



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**25**

Tell which property is illustrated in each equation.

- A.  $(2.1 + 4.3) + 6.5 = 2.1 + (4.3 + 6.5)$
- B.  $2.1 \times (4.3 + 6.5) = (2.1 \times 4.3) + (2.1 \times 6.5)$
- C.  $2.1 + 4.3 + 6.5 = 6.5 + 4.3 + 2.1$
- D.  $(2.1 + 4.3) + 6.5 = 6.5 + (2.1 + 4.3)$

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# Answer Key & Teacher's Guide

## Successful Test Taking® MATHEMATICS 5

2009 Edition

LEADERSHIP RESOURCES®


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### Successful Test Taking®

This *Successful Test Taking*® Mathematics 5 book is specifically designed to assist teachers and students as they incorporate the information and skills contained in the Missouri Show-Me Standards and the GLE 2.0 into their learning environment. The book is an **essential teaching resource** for educators interested in preparing their students for the Missouri Assessment Program (MAP). 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 5 book, let them know they can write and mark their answers in the book.
2. Use pages 3, 4, and 5 to discuss preparation and aids to test taking.
3. On pages 6, 7, and 8, review with your students the strategies for answering the different types of mathematics items on the Missouri Assessment Program.
4. This book is divided into two sessions to be administered over a period of two days. You may wish to spend more time and/or days using this book.
5. Because this book is a learning/practice tool, you should tell your students that the format of the Successful Test Taking Mathematics 5 book is somewhat different from the MAP. For example, there are more constructed-response items (48%) per the GLE 2.0 to provide students with much more practice. This book provides more items to give students much thinking and analyzing practice to build their confidence while preparing for the MAP.
6. Have students turn to page 9 and review the directions with them.
7. Next, have students begin the math items for Session One on page 10. Students will continue working until they reach page 30 (item 42).
8. Session Two testing (page 31) will be carried out in a similar fashion as Session One, with students working on items 1-38.
9. **Remind students to continue working on the math problems until they reach a stop sign  in their books, at which point students stop.**
10. There are a total of 80 items and 118 possible points in the Mathematics 5 book.

MO