TEKSING TOWARD STAAR

MATHEMATICS

GRADE 7

TEKS/STAAR
Spiraled Practice
and
Profile Booklets

Correlated by Category/TEKS

Overview

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45	Category 4/7.12A	Category 3/7.9B	Category 2/7.4A
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51	Category 3/7.5A	Category 2/7.10A	Category 1/7.6I
52	Category 2/7.4A	Category 3/7.5B	Category 4/7.13B
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54	Category 4/7.12A	Category 3/7.9B	Category 2/7.4A
55	Category 2/7.11A	Category 4/7.6G	Category 3/7.9B
56	Category 1/7.6C	Category 2/7.3B	Category 2/7.4B
57	Category 4/7.6G	Category 1/7.2A	Category 3/7.11C
58	Category 3/7.5C	Category 4/7.12B	Category 3/7.9A
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60	Category 1/7.6A	Category 2/7.4D	Category 3/7.9A
61	Category 2/7.3A	Category 3/7.9C	Category 4/7.12A
62	Category 1/7.6H	Category 2/7.4D	Category 3/7.9A
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84	Category 4/7.12A	Category 3/7.9B	Category 2/7.4A
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86	Category 3/7.9A	Category 2/7.3B	Category 1/7.6C
87	Category 4/7.6G	Category 1/7.2A	Category 3/7.11C
88	Category 3/7.5A	Category 4/7.12B	Category 2/7.4B
89	Category 2/7.4D	Category 3/7.9C	Category 4/7.13A
90	Category 1/7.6A	Category 2/7.4D	Category 3/7.9A
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96	Category 2/7.3A	Category 3/7.9C	Category 4/7.12A
97	Category 1/7.6I	Category 2/7.7A	Category 3/7.5C
98	Category 3/7.9B	Category 1/7.6H	Category 3/7.9D
99	Category 2/7.4C	Category 2/7.10C	Category 3/7.9B
100	Category 2/7.11B	Category 3/7.9A	Category 2/7.10C
101	Category 2/7.3B	Category 3/7.9C	Category 1/7.6H
102	Category 1/7.6I	Category 2/7.4C	Category 3/7.9D
103	Category 4/7.12B	Category 2/7.4D	Category 3/7.5C
104	Category 3/7.4E	Category 3/7.11C	Category 2/7.10B
105	Category 2/7.3B	Category 2/7.4B	Category 1/7.6C
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113	Category 2/7.7A	Category 2/7.11B	Category 1/7.6H
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115	Category 4/7.6G	Category 3/7.5C	Category 2/7.11A
116	Category 3/7.9C	Category 4/7.12A	Category 2/7.11B
117	Category 2/7.7A	Category 3/7.5C	Category 1/7.6I
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OVERVIEW

This document was created with all students in mind and provides teachers with sets of 3 spiraled questions to assess student mastery of TEKS assessed on STAAR as well as Class and Student Profiles designed for recording and analysis of performance data. Each question in this document is correlated to a specific STAAR Category and TEKS.

This document provides both multiple choice and answer grid formats. However, the questions can easily be utilized without the multiple choice answers or answer grid. The questions are spiraled through all TEKS and pieces of TEKS that are eligible for assessment on STAAR. Twenty spirals are provided for each six weeks for a total of 120 Spiraled Practice sets.

The spiraling of the questions takes into consideration the following information from the STAAR Grade 7 Mathematics Blueprint released from the TEA in January 2014:

- 60% - 65% of the questions will assess Readiness Standards – 32-35 of 54 total questions
- 35% - 40% of the questions will assess Supporting Standards – 19-22 of 54 total questions
- 50 questions will be multiple choice format and 4 questions will be griddable format

The Profiles were designed to enable teachers and students to keep a record of mastery of all TEKS, not just the ones assessed on STAAR. Every question on each Spiraled Practice is correlated on the Profiles. Teachers keep a Class Profile to guide plans for instruction for each class they teach. Students keep a Student Profile so they will know their own individual strengths and weaknesses. Teachers view individual Student Profiles to guide plans for small group instruction and individualized tutorials.

There is no answer key provided for this document, as the authors' philosophy is that each teacher should create a personalized Solutions Manual so the teacher becomes more familiar with the TEKS and assessment of the TEKS, as well as formulates various solution strategies for each question. Teachers are encouraged to communicate with the authors regarding discussion of any question in this document.

AUTHORS' VISION FOR IMPLEMENTATION – SPIRALED PRACTICE

- Begin the class period with a Spiraled Practice. Students work in Partner Pairs until Six Weeks 4 when they begin working individually without assistance.

- Students should first identify the **MAIN IDEA** and **SUPPORTING DETAILS** for each problem, then work each problem – they must show all work they do to help them choose their answer – the objective would be that anyone who looks at their paper should be able to understand how they chose their answer.

- After students begin working, quietly assign three different Partner Pairs as **SHARE PAIRS** for the 3 problems. If you have an opaque projection device, the share pairs will share their work from their paper. If you do not, then prior to class label 3 different transparencies as #1, #2, and #3 (small numbers in the top left corner of each transparency) and distribute the blank transparencies and overhead pens to the **SHARE PAIRS** so they will be able to show their work utilizing an overhead projector.

- The **SHARE PAIRS** and are assigned to work on their assigned problem **FIRST**, then complete the other questions if they have time – they must **SHOW** all work – the teacher should monitor the share pairs closely and answer any questions they have about the problem.

- **ALL** students should work in pairs to complete a Spiraled Practice in 6 minutes – each student recording on their individual page(s). Call **TIME** after 6 minutes.

- Immediately **SHARE PAIR 1** places their paper or paper or transparency on the projection device and shares how they solved the problem. First, they say "The main idea of the problem is…"; then they say "The supporting details in the problem are…". Then they share the process they used to answer the problem. After sharing, they ask the class: "Did anyone get a different answer?" and "Did anyone solve the problem differently?" If someone did, they share and discussion follows. If the **SHARE PAIR** could not complete the problem (however, ever share pair/student should be expected to find the main idea and supporting details in each problem, even if they cannot answer the problem), they ask the class if anyone could complete the problem – if so, a pair that completed the problem is asked to come up and share their work with discussion following.

- If no student could answer the problem correctly, the teacher makes a decision whether to continue discussion of the problem at this point, or to delay discussion until a more appropriate time (if the decision is made to delay discussion, tell the students that they will be working on this problem in a major lesson later and discussion will continue then).

AUTHORS' VISION FOR IMPLEMENTATION – PROFILES

CLASS PROFILE:
- Teachers record in a Class Profile for each class. The questions on each Spiraled Practice are correlated on the Class Profile.
- Suggestion for recording class data:
  Record **+** if class data demonstrates mastery
  Record **–** if class data demonstrates improvement needed
- Record **+** based on the following:
  August/September – Record **+** if 50% or higher of class demonstrates mastery
  October – Record **+** if 60% or higher of class demonstrates mastery
  November – Record **+** if 70% or higher of class demonstrates mastery
  December – Record **+** if 80% or higher of class demonstrates mastery
  January-May – Record **+** if 90% or higher of class demonstrates mastery
- Periodically highlight all **+** in **green** and highlight all **–** in **hot pink**.
- Begin glancing over each Class Profile by TEKS to identify areas of strength and weakness. Use this data to make instructional decisions regarding focus for instructional time by class.

STUDENT PROFILE:
- Each student records in an individual Student Profile – teachers do not record in Student Profiles. The questions on each Spiraled Practice are correlated on the Student Profile.
- Record **+/–** based on the following:
  Record **+** if answer is correct
  Record **–** if answer is incorrect
- Periodically highlight all **+** in **green** and highlight all **–** in **hot pink**.
- Student – Periodically glance over the Student Profile to identify areas of strength and weakness
- Teacher – Periodically glance over each Student Profile by TEKS to identify areas of individual strength and weakness. Use this data to make instructional decisions regarding focus for tutorial time.

1. Ms. Lorenz works at the local grocery store. She is equally likely to be assigned to work in the bakery section, the floral section, the produce section, or the meat section. In 20 days of working at the local grocery store, how many times should she expect to be assigned to the floral section?

   A 6

   **B** 4

   C 5

   D 3

---

2. Warren had 5 entries in his checkbook.

Checkbook Entries
Amount $
135.50
34.67
-83.14
43.00
-54.00

   If Warren had $540 in his checking account before these entries, what is the balance of his checking account now?

   F $76.03

   G $616.03

   H $753.17

   J $606.03

---

3. The front view of a flower pot is shown below. The view is a trapezoid and rectangle. The trapezoid has bases of 12 inches and 5 inches and a height of 16 inches. The rectangle has a base of 12 inches and a height of 4 inches.
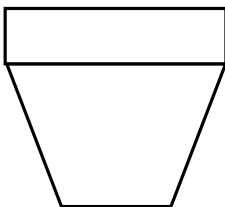
   What is the area of the diagram of the front view?

   A 184 square inches

   B 81 square inches

   C 116 square inches

   D 320 square inches

1. Rebecca paid $16.90 to place an advertisement in a local newspaper. The total cost is determined by a $4.50 set up cost and a $0.40 per word cost.   How many words were in Rebecca's advertisement?

    A 29

    B 31

    C 21

    D 52

2. A composite figure shown below contains two semicircles and an equilateral triangle.
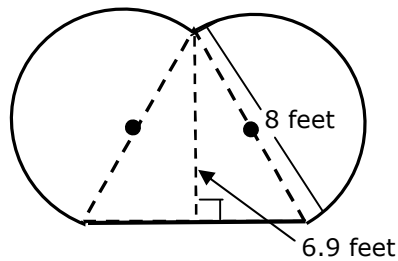
   Which of the following best describes the area of the composite figure?

    F   105.4 ft^2

    G   77.8 ft^2

    H   64 ft^2

    J   122 ft^2

3. Graham deposited $400 in an account that earns 5% interest compounded annually. How much interest will the account earn after 4 years, if he makes no withdrawals or deposits?

    A $63.05

    B $80.00

    C $86.20

    D $110.50

1. Madison Junior High seventh grade students vote for "Teacher of the Year". The results of this year's voting are shown below.

Teacher of the Year
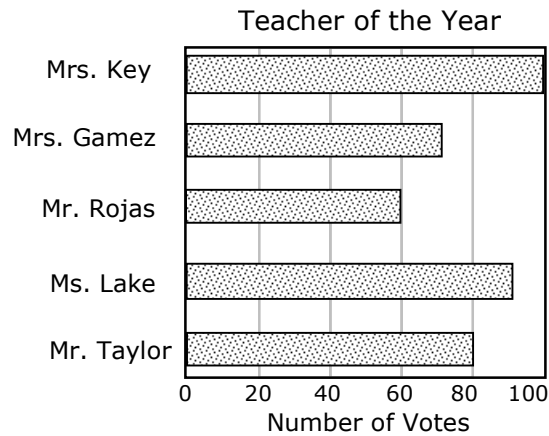
Which statement is supported by the graph?

A Mrs. Key got twice as many votes as Mr. Rojas.

B Ms. Lake received 90% of the total votes.

C Mr. Taylor got 20 more votes than Mr. Rojas.

D Mrs. Gamez got 15% of the votes.

2. Reynaldo tossed a quarter and 3 dimes at the same time. The quarter landed heads up. What is the probability that all of the dimes also landed heads up?
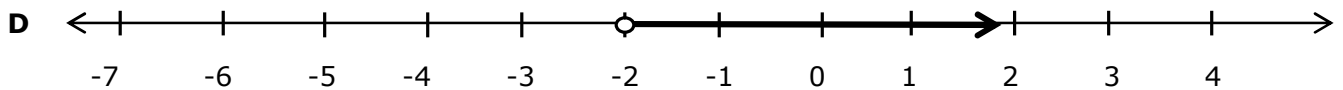
F $\dfrac{1}{8}$

G $\dfrac{1}{4}$

H $\dfrac{1}{3}$

J $\dfrac{3}{4}$

3. The model represents the equation $3x - 2 < 4$.

| x | x | x | -1 | -1 | $<$ | 1 | 1 | 1 | 1 |
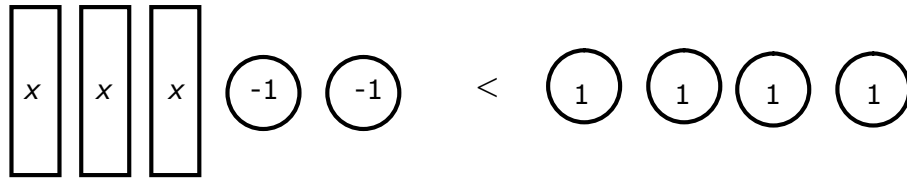
Which number line below shows the values of x that are solutions for $3x - 2 < 4$?

A

B

C

D
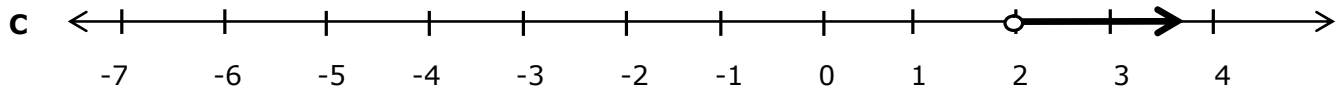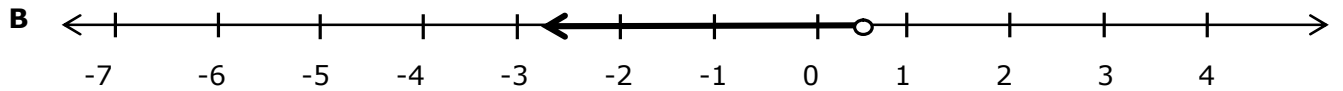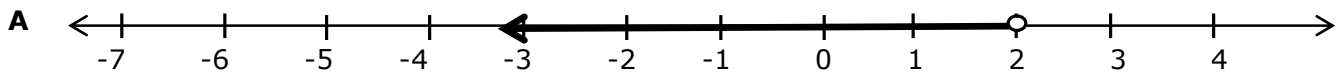
1. What is the value of $-220 \div 1.25$?

   Record your answer on the grid below. Be sure to use the correct place value.

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2. Matthew has a pentagonal garden with the dimensions shown in the diagram.

   18 feet

   8 feet

   10 feet

   6 feet

   15 feet
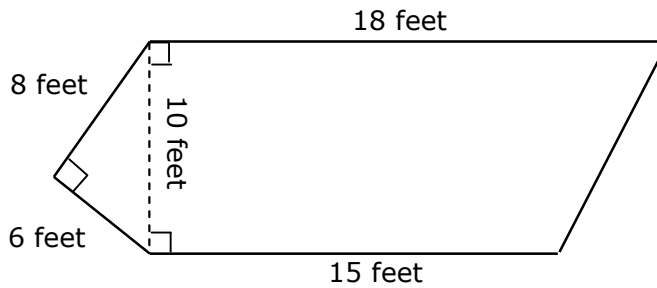
   What is the area of Matthew's garden?

   F 204 ft^2

   G 47 ft^2

   H 189 ft^2

   J 354 ft^2

3. Ms. Mayer asked the students in two of her classes how many movies they watched in a theater during the summer months. The dot plots below show the numbers of movies watched in a theater by the students in the two classes.

Class 1

Movies
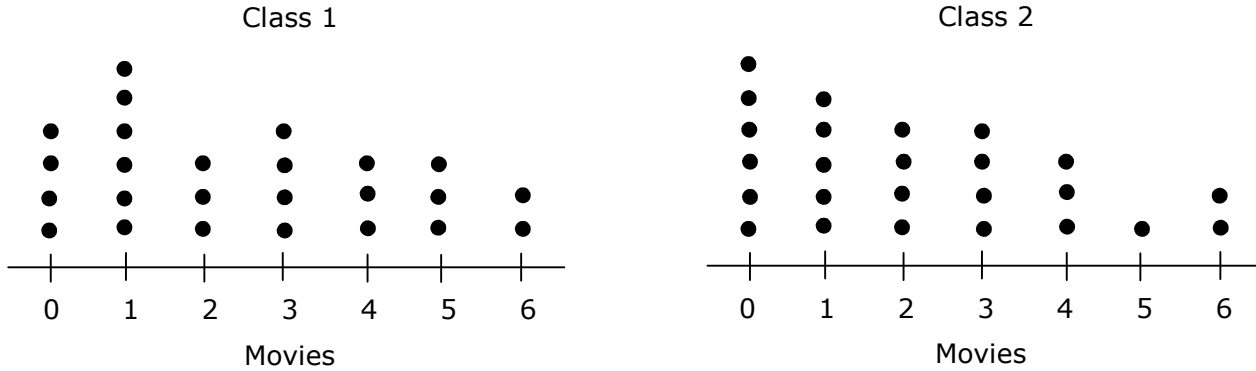
Class 2

Movies

Which statement is NOT true based on the information in the dot plots above?

A Both classes had a median number of 2 movies.

B Both classes had a spread of 6 movies.

C The most common number of movies watched in either Class 1 or Class 2 is 1 movie.

D The same number of students in Class 1 as in Class 2 watched 4 or 6 movies.

1. Danny is drawing a map to show the directions from his house to his grandmother's house. He uses a scale of $1\frac{1}{2}$ inches represents 12 miles. If the distance from his house to his grandmother's house is 36 miles, how long is the drawing on the map?

   A $3\frac{1}{2}$ inches

   B $3\frac{3}{4}$ inches

   C $4\frac{1}{2}$ inches

   D $4\frac{3}{4}$ inches

---

2. The model below represents the equation $3x + 1 = 10$.
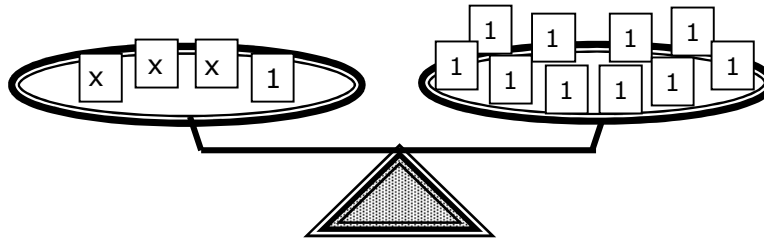
   Which is the first step in solving for x?

   F Add one to both sides of the model

   G Subtract one from both sides of the model

   H Divide ten by three

   J Subtract ten from both sides of the model

---

3. Rosalie placed 10 red counters and 15 counters of other colors into a bag. She plans to draw a counter from the bag, record the color, and place the counter back into the bag before drawing again. If she follows this plan 75 times, how many times should she expect to draw a counter that is NOT red?

   A 15

   B 45

   C 30

   D 50

---

1. Beau completed $\frac{2}{5}$ of his science project on Friday and $\frac{1}{3}$ of the project on Saturday. What fractional part of his project did he complete during these two days?

   A $\frac{3}{4}$

   B $\frac{13}{15}$

   C $\frac{11}{15}$

   D Not Here

---

2. Look at the composite figure below.
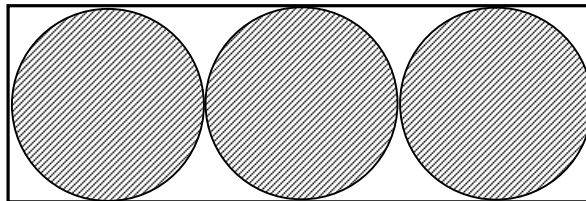
2 feet 6 inches

Which of the following best represents the unshaded area of the figure in square inches?

   F 64.5 square inches

   G 14 square inches

   H 205.8 square inches

   J 235.5 square inches

---

3. Millie has a box of crayons. 30 of the crayons are red, 14 are green, and 16 are blue. Millie randomly selects a crayon from the box, records the color and then replaces the crayon in the box. If she selects a crayon 30 times, how many times do you predict she will select a blue crayon?

   A 6

   B 7

   C 10

   D 8

TEKSING TOWARD STAAR
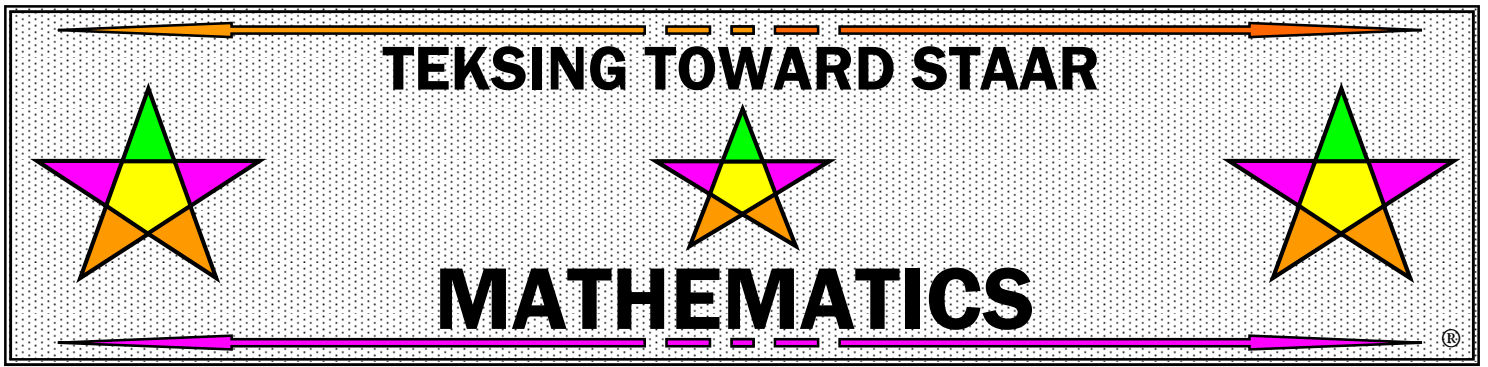
MATHEMATICS

Grade 7

Class Profile for Spiraled Practice

Teacher _____

Class _____

GRADE 7 TEKSING TOWARD STAAR MATHEMATICS CLASS PROFILE

STAAR REPORTING CATEGORY 1: NUMERICAL REPRESENTATIONS AND RELATIONSHIPS

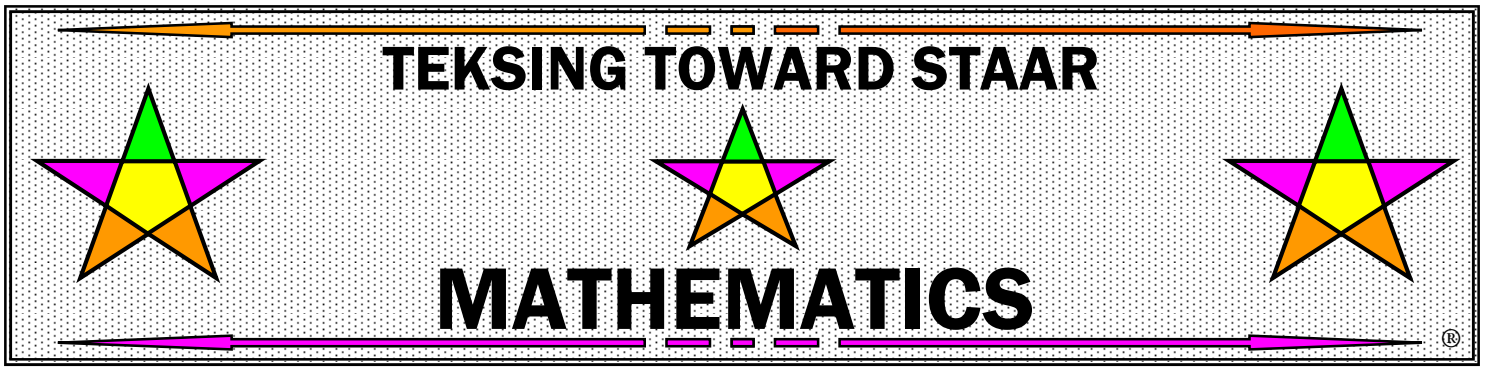| Standard	TEKS	Student Expectation	Class Performance									
Supporting	7.2(A)	extend previous knowledge of sets and subsets using visual representations to describe relationships between sets of rational numbers	6	27	57	67	87	106				
Supporting	7.6(A)	represent sample spaces for simple and compound events using lists and tree diagrams	26	78	90	110						
Supporting	7.6(C)	make predictions and determine solutions using experimental data for simple and compound events	5	56	86	105						
Supporting	7.6(D)	make predictions and determine solutions using theoretical probability for simple and compound events	10	23	41	75	81					
Supporting	7.6(E)	find the probabilities of a simple event and its complement and describe the relationship between the two	18	35	48	63	118					
Readiness	7.6(H)	solve problems using qualitative and quantitative predictions and comparisons from simple experiments	1	9	13	22	30	38	44	60	53	62
			66	70	83	94	98	101	109	113		
Readiness	7.6(I)	determine experimental and theoretical probabilities related to simple and compound events using data and sample spaces	2	11	17	24	34	39	42	47	51	64
			74	79	91	92	97	102	111	117		

STAAR REPORTING CATEGORY 2: COMPUTATIONS AND ALGEBRAIC RELATIONSHIPS

Standard	TEKS	Student Expectation	Class Performance									
Supporting	7.3(A)	add, subtract, multiply, and divide rational numbers fluently	8	20	21	50	59	61	77	96	108	
Readiness	7.3(B)	apply and extend previous understanding of operations to solve problems using addition, subtraction, multiplication, and division of rational numbers	1	5	13	26	30	38	44	53	56	66
			78	83	86	94	101	105				
Readiness	7.4(A)	represent constant rates of change in mathematical and real-world problems given pictorial, tabular, verbal, numeric, graphical and algebraic representations, including $d = rt$	12	14	31	36	43	45	52	54	71	82
			93	95	112							
Supporting	7.4(B)	calculate unit rates from rates in mathematical and real-world problems	5	26	30	56	66	88	105			
Supporting	7.4(C)	determine the constant of proportionality ($k = y/x$) within mathematical and real-world problems	2	39	73	79	99	102	120			
Readiness	7.4(D)	solve problems involving ratios, rates, and percents, including multi-step problems involving percent increase and percent decrease, and financial literacy problems	3	4	9	19	22	25	36	49	60	62
			65	76	89	90	103	106	109	119		
Readiness	7.7(A)	represent linear relationships using verbal descriptions, tables, graphs, and equations that simplify to the form $y = mx + b$	17	29	34	47	68	70	74	97	113	117
			119									
Supporting	7.10(A)	write one-variable equations and inequalities to represent constraints or conditions within problems	11	19	24	42	49	51	64	76	85	111
Supporting	7.10(B)	represent solutions for one-variable, two step equations and inequalities on number lines	5	13	27	44	77	67	69	83	94	104
Supporting	7.10(C)	write a corresponding real-world problem given a one-variable, two-step equation or inequality	20	37	40	50	99	100	114	120		
Readiness	7.11(A)	model and solve one-variable, two-step equations and inequalities	10	15	23	32	41	55	72	75	80	81
			91	110	115							
Supporting	7.11(B)	determine if the given value(s) make(s) one-variable, two step equations and inequalities true	16	33	37	46	92	100	113	116		

STAAR REPORTING CATEGORY 3: GEOMETRY AND MEASUREMENT												
Standard	**TEKS**	**Student Expectation**	**Class Performance**									
Supporting	7.4(E)	convert between measurement systems, including the use of proportions and the use of unit rates	4	25	69	79						
Supporting	7.5(A)	generalize the critical attributes of similarity, including ratios within and between similar shapes	11	24	42	51	88	92				
Supporting	7.5(B)	describe π as the ratio of the circumference of a circle to its diameter	12	48	43	52	82	93	95			
Readiness	7.5(C)	solve mathematical and real-world problems involving similar shapes and scale drawings	3	7	17	28	34	40	47	58	70	74
			80	81	97							
Readiness	7.9(A)	solve problems involving the volume of rectangular prisms, triangular prisms, rectangular pyramids, and triangular pyramid	7	9	20	22	28	37	50	58	60	63
			65	77	86	90	100					
Readiness	7.9(B)	determine the circumference and area of circles	14	15	19	31	32	36	45	49	54	55
			71	72	76	84	98	99				
Readiness	7.9(C)	determine the area of composite figures containing combinations of rectangles, squares, parallelograms, trapezoids, triangles, semicircles, and quarter circles	1	8	16	21	32	33	38	46	59	61
			78	85	89	96						
Supporting	7.9(D)	solve problems involving the lateral and total surface area of a rectangular prism, rectangular pyramid, triangular prism and triangular pyramid by the determining the area of the shape's net	2	18	35	39	48	63	98			
Supporting	7.11(C)	write and solve equations using geometry concepts including the sums of angles in a triangle, and angle relationships	4	25	57	65	68	87				

		STAAR REPORTING CATEGORY 4: DATA ANALYSIS AND FINANCIAL LITERACY										
Standard	**TEKS**	**Student Expectation**	**Class Performance**									
Readiness	7.6(G)	solve problems using data represented in bar graphs, dot plots, and circle graphs, including part-to-whole and part-to-part comparisons and equivalents	6	10	15	23	27	32	41	55	57	67
			72	75	85	87	91					
Readiness	7.12(A)	compare two groups of numeric data using comparative dot plots or box plots by comparing their shapes, centers, and spreads	7	14	16	28	31	33	45	46	54	61
			68	73	84	95	96					
Supporting	7.12(B)	use data from random sample to make inferences about a population	3	58	88							
Supporting	7.12(C)	compare two populations bases on data in random samples from these populations, including informal comparative inferences about differences between the two populations	29	69								
Supporting	7.13(A)	calculate the sales tax for a given purchase and calculate income tax for earned wages	8	59	89							
Supporting	7.13(B)	identify the components of a personal budget, including income; planned savings for college, retirement, and emergencies; and fixed and variable expenses, and calculate what percentage each category comprises of the total budget	12	43	82							
Supporting	7.13(C)	create and organize a financial assets and liabilities record and construct a net worth statement	18	48	93							
Supporting	7.13(D)	use a family budget estimator to determine the minimum household budget and average hourly wage needed for a family to meet its basic needs in the student's city or another large city nearby	40	80								
Supporting	7.13(E)	calculate and compare simple interest and compound interest earnings	21	71								
Supporting	7.13(F)	analyze and compare monetary incentives, including sales, rebates, and coupons	35	63								

TEKSING TOWARD STAAR

MATHEMATICS

Grade 7

Student Profile for Spiraled Practice

Student _____

Teacher _____

GRADE 7 TEKSING TOWARD STAAR MATHEMATICS STUDENT PROFILE

STAAR REPORTING CATEGORY 1: NUMERICAL REPRESENTATIONS AND RELATIONSHIPS

Standard	TEKS	Student Expectation	Student Performance									
Supporting	7.2(A)	extend previous knowledge of sets and subsets using visual representations to describe relationships between sets of rational numbers	6	27	57	67	87	106				
Supporting	7.6(A)	represent sample spaces for simple and compound events using lists and tree diagrams	26	78	90	110						
Supporting	7.6(C)	make predictions and determine solutions using experimental data for simple and compound events	5	56	86	105						
Supporting	7.6(D)	make predictions and determine solutions using theoretical probability for simple and compound events	10	23	41	75	81					
Supporting	7.6(E)	find the probabilities of a simple event and its complement and describe the relationship between the two	18	35	48	63	118					
Readiness	7.6(H)	solve problems using qualitative and quantitative predictions and comparisons from simple experiments	1	9	13	22	30	38	44	60	53	62
			66	70	83	94	98	101	109	113		
Readiness	7.6(I)	determine experimental and theoretical probabilities related to simple and compound events using data and sample spaces	2	11	17	24	34	39	42	47	51	64
			74	79	91	92	97	102	111	117		

GRADE 7 TEKSING TOWARD STAAR MATHEMATICS STUDENT PROFILE

STAAR REPORTING CATEGORY 2: COMPUTATIONS AND ALGEBRAIC RELATIONSHIPS

Standard	TEKS	Student Expectation	Student Performance									
Supporting	7.3(A)	add, subtract, multiply, and divide rational numbers fluently	8	20	21	50	59	61	77	96	108	
Readiness	7.3(B)	apply and extend previous understanding of operations to solve problems using addition, subtraction, multiplication, and division of rational numbers	1	5	13	26	30	38	44	53	56	66
			78	83	86	94	101	105				
Readiness	7.4(A)	represent constant rates of change in mathematical and real-world problems given pictorial, tabular, verbal, numeric, graphical and algebraic representations, including $d = rt$	12	14	31	36	43	45	52	54	71	82
			93	95	112							
Supporting	7.4(B)	calculate unit rates from rates in mathematical and real-world problems	5	26	30	56	66	88	105			
Supporting	7.4(C)	determine the constant of proportionality ($k = y/x$) within mathematical and real-world problems	2	39	73	79	99	102	120			
Readiness	7.4(D)	solve problems involving ratios, rates, and percents, including multi-step problems involving percent increase and percent decrease, and financial literacy problems	3	4	9	19	22	25	36	49	60	62
			65	76	89	90	103	106	109	119		
Readiness	7.7(A)	represent linear relationships using verbal descriptions, tables, graphs, and equations that simplify to the form $y = mx + b$	17	29	34	47	68	70	74	97	113	117
			119									
Supporting	7.10(A)	write one-variable equations and inequalities to represent constraints or conditions within problems	11	19	24	42	49	51	64	76	85	111
Supporting	7.10(B)	represent solutions for one-variable, two step equations and inequalities on number lines	5	13	27	44	77	67	69	83	94	104
Supporting	7.10(C)	write a corresponding real-world problem given a one-variable, two-step equation or inequality	20	37	40	50	99	100	114	120		
Readiness	7.11(A)	model and solve one-variable, two-step equations and inequalities	10	15	23	32	41	55	72	75	80	81
			91	110	115							
Supporting	7.11(B)	determine if the given value(s) make(s) one-variable, two step equations and inequalities true	16	33	37	46	92	100	113	116		

GRADE 7 TEKSING TOWARD STAAR MATHEMATICS STUDENT PROFILE

STAAR REPORTING CATEGORY 3: GEOMETRY AND MEASUREMENT													
Standard	**TEKS**	**Student Expectation**	**Student Performance**										
Supporting	7.4(E)	convert between measurement systems, including the use of proportions and the use of unit rates	4	25	69	79						
Supporting	7.5(A)	generalize the critical attributes of similarity, including ratios within and between similar shapes	11	24	42	51	88	92				
Supporting	7.5(B)	describe π as the ratio of the circumference of a circle to its diameter	12	48	43	52	82	93	95			
Readiness	7.5(C)	solve mathematical and real-world problems involving similar shapes and scale drawings	3	7	17	28	34	40	47	58	70	74
			80	81	97							
Readiness	7.9(A)	solve problems involving the volume of rectangular prisms, triangular prisms, rectangular pyramids, and triangular pyramid	7	9	20	22	28	37	50	58	60	63
			65	77	86	90	100					
Readiness	7.9(B)	determine the circumference and area of circles	14	15	19	31	32	36	45	49	54	55
			71	72	76	84	98	99				
Readiness	7.9(C)	determine the area of composite figures containing combinations of rectangles, squares, parallelograms, trapezoids, triangles, semicircles, and quarter circles	1	8	16	21	32	33	38	46	59	61
			78	85	89	96						
Supporting	7.9(D)	solve problems involving the lateral and total surface area of a rectangular prism, rectangular pyramid, triangular prism and triangular pyramid by the determining the area of the shape's net	2	18	35	39	48	63	98			
Supporting	7.11(C)	write and solve equations using geometry concepts including the sums of angles in a triangle, and angle relationships	4	25	57	65	68	87				

GRADE 7 TEKSING TOWARD STAAR MATHEMATICS STUDENT PROFILE

		STAAR REPORTING CATEGORY 4: DATA ANALYSIS AND FINANCIAL LITERACY											
Standard	**TEKS**	**Student Expectation**	**Student Performance**										
Readiness	7.6(G)	solve problems using data represented in bar graphs, dot plots, and circle graphs, including part-to-whole and part-to-part comparisons and equivalents	6	10	15	23	27	32	41	55	57	67
			72	75	85	87	91					
Readiness	7.12(A)	compare two groups of numeric data using comparative dot plots or box plots by comparing their shapes, centers, and spreads	7	14	16	28	31	33	45	46	54	61
			68	73	84	95	96					
Supporting	7.12(B)	use data from random sample to make inferences about a population	3	58	88							
Supporting	7.12(C)	compare two populations bases on data in random samples from these populations, including informal comparative inferences about differences between the two populations	29	69								
Supporting	7.13(A)	calculate the sales tax for a given purchase and calculate income tax for earned wages	8	59	89							
Supporting	7.13(B)	identify the components of a personal budget, including income; planned savings for college, retirement, and emergencies; and fixed and variable expenses, and calculate what percentage each category comprises of the total budget	12	43	82							
Supporting	7.13(C)	create and organize a financial assets and liabilities record and construct a net worth statement	18	48	93							
Supporting	7.13(D)	use a family budget estimator to determine the minimum household budget and average hourly wage needed for a family to meet its basic needs in the student's city or another large city nearby	40	80								
Supporting	7.13(E)	calculate and compare simple interest and compound interest earnings	21	71								
Supporting	7.13(F)	analyze and compare monetary incentives, including sales, rebates, and coupons	35	63								