

Test Code	Year	Form
1051	23	4
Last Revision Date:08/02/2023		

**2023 STAAR Released Blueprint  
Grade 5 Mathematics  
Spring, 2023–2024**

SE Descriptions	Reporting Category	TEKS/SE	R or S	No. of Items	% of Test
<b>1. Number and operations.</b> The student applies mathematical process standards to represent, compare, and order positive rational numbers and understand relationships as related to place value. The student is expected to represent the value of the digit in decimals through the thousandths using expanded notation and numerals.	1	5.2A	S	1	3%
<b>2. Number and operations.</b> The student applies mathematical process standards to represent, compare, and order positive rational numbers and understand relationships as related to place value. The student is expected to compare and order two decimals to thousandths and represent comparisons using the symbols $>$ , $<$ , or $=$ .	1	5.2B	R	2	6%
<b>3. Number and operations.</b> The student applies mathematical process standards to represent, compare, and order positive rational numbers and understand relationships as related to place value. The student is expected to round decimals to tenths or hundredths.	1	5.2C	S	1	3%
<b>4. Number and operations.</b> The student applies mathematical process standards to develop and use strategies and methods for positive rational number computations in order to solve problems with efficiency and accuracy. The student is expected to multiply with fluency a three-digit number by a two-digit number using the standard algorithm.	2	5.3B	S	1	3%
<b>5. Number and operations.</b> The student applies mathematical process standards to develop and use strategies and methods for positive rational number computations in order to solve problems with efficiency and accuracy. The student is expected to solve for products of decimals to the hundredths, including situations involving money, using strategies based on place-value understandings, properties of operations, and the relationship to the multiplication of whole numbers.	2	5.3E	R	2	6%
<b>6. Number and operations.</b> The student applies mathematical process standards to develop and use strategies and methods for positive rational number computations in order to solve problems with efficiency and accuracy. The student is expected to represent quotients of decimals to the hundredths, up to four-digit dividends and two-digit whole number divisors, using objects and pictorial models, including area models.	2	5.3F	S	1	3%

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<b>7. Number and operations.</b> The student applies mathematical process standards to develop and use strategies and methods for positive rational number computations in order to solve problems with efficiency and accuracy. The student is expected to solve for quotients of decimals to the hundredths, up to four-digit dividends and two-digit whole number divisors, using strategies and algorithms, including the standard algorithm.	2	5.3G	R	2	6%
<b>8. Number and operations.</b> The student applies mathematical process standards to develop and use strategies and methods for positive rational number computations in order to solve problems with efficiency and accuracy. The student is expected to represent and solve addition and subtraction of fractions with unequal denominators referring to the same whole using objects and pictorial models and properties of operations.	2	5.3H	S	1	3%
<b>9. Number and operations.</b> The student applies mathematical process standards to develop and use strategies and methods for positive rational number computations in order to solve problems with efficiency and accuracy. The student is expected to represent division of a unit fraction by a whole number and the division of a whole number by a unit fraction such as $1/3 \div 7$ and $7 \div 1/3$ using objects and pictorial models, including area models.	2	5.3J	S	1	3%
<b>10. Number and operations.</b> The student applies mathematical process standards to develop and use strategies and methods for positive rational number computations in order to solve problems with efficiency and accuracy. The student is expected to add and subtract positive rational numbers fluently.	2	5.3K	R	1	3%
<b>11. Number and operations.</b> The student applies mathematical process standards to develop and use strategies and methods for positive rational number computations in order to solve problems with efficiency and accuracy. The student is expected to divide whole numbers by unit fractions and unit fractions by whole numbers.	2	5.3L	R	2	6%
<b>12. Algebraic reasoning.</b> The student applies mathematical process standards to develop concepts of expressions and equations. The student is expected to identify prime and composite numbers.	1	5.4A	S	1	3%
<b>13. Algebraic reasoning.</b> The student applies mathematical process standards to develop concepts of expressions and equations. The student is expected to represent and solve multi-step problems involving the four operations with whole numbers using equations with a letter standing for the unknown quantity.	2	5.4B	R	2	6%
<b>14. Algebraic reasoning.</b> The student applies mathematical process standards to develop concepts of expressions and equations. The student is expected to generate a numerical pattern when given a rule in the form $y = ax$ or $y = x + a$ and graph.	2	5.4C	R	1	3%

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<b>15. Algebraic reasoning.</b> The student applies mathematical process standards to develop concepts of expressions and equations. The student is expected to recognize the difference between additive and multiplicative numerical patterns given in a table or graph.	2	5.4D	S	1	3%
<b>16. Algebraic reasoning.</b> The student applies mathematical process standards to develop concepts of expressions and equations. The student is expected to simplify numerical expressions that do not involve exponents, including up to two levels of grouping.	1	5.4F	R	2	6%
<b>17. Algebraic reasoning.</b> The student applies mathematical process standards to develop concepts of expressions and equations. The student is expected to represent and solve problems related to perimeter and/or area and related to volume.	3	5.4H	R	2	6%
<b>18. Geometry and measurement.</b> The student applies mathematical process standards to classify two-dimensional figures by attributes and properties. The student is expected to classify two-dimensional figures in a hierarchy of sets and subsets using graphic organizers based on their attributes and properties.	3	5.5A	R	2	6%
<b>19. Geometry and measurement.</b> The student applies mathematical process standards to select appropriate units, strategies, and tools to solve problems involving measurement. The student is expected to solve problems by calculating conversions within a measurement system, customary or metric.	3	5.7A	S	1	3%
<b>20. Geometry and measurement.</b> The student applies mathematical process standards to identify locations on a coordinate plane. The student is expected to describe the key attributes of the coordinate plane, including perpendicular number lines (axes) where the intersection (origin) of the two lines coincides with zero on each number line and the given point (0, 0); the $x$ -coordinate, the first number in an ordered pair, indicates movement parallel to the $x$ -axis starting at the origin; and the $y$ -coordinate, the second number, indicates movement parallel to the $y$ -axis starting at the origin.	3	5.8A	S	1	3%
<b>21. Geometry and measurement.</b> The student applies mathematical process standards to identify locations on a coordinate plane. The student is expected to graph in the first quadrant of the coordinate plane ordered pairs of numbers arising from mathematical and real-world problems, including those generated by number patterns or found in an input-output table.	3	5.8C	R	2	6%
<b>22. Data analysis.</b> The student applies mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data. The student is expected to solve one- and two-step problems using data from a frequency table, dot plot, bar graph, stem-and-leaf plot, or scatterplot.	4	5.9C	R	2	6%

SE Descriptions			Reporting Category	TEKS/SE	R or S	No. of Items	% of Test
23. <b>Personal financial literacy.</b> The student applies mathematical process standards to manage one’s financial resources effectively for lifetime financial security. The student is expected to define income tax, payroll tax, sales tax, and property tax.			4	5.10A	S	1	3%
24. <b>Personal financial literacy.</b> The student applies mathematical process standards to manage one’s financial resources effectively for lifetime financial security. The student is expected to balance a simple budget.			4	5.10F	S	1	3%
<b>Item Types by Point</b>	1-point questions (MC & TE Items)	26	<b>Total</b>		<b>R</b>	22	65%
	2-point questions (TE Items)	8			<b>S</b>	12	35%
	<b>Total</b>	42			<b>All</b>	<b>34</b>	100%

**Note:** *R = Readiness Standard, S = Supporting Standard.* Percentages are rounded to the nearest whole number.

- Reporting Categories:**
1. Numerical Representations and Relationships
  2. Computations and Algebraic Relationships
  3. Geometry and Measurement
  4. Data Analysis and Personal Finance

#### DAN/STAAR Tech-Enhanced (TE) Items Comparison

DAN TE Item Type	Definition	STAAR TE Item Type
Multiple Choice ( <b>MC</b> )	Requires students to select one correct answer from several answer choices.	Multiple Choice
Multiple Response ( <b>MR</b> )	Requires students to select two or more correct answers from several answer choices.	Multiple Select
Inline Choice ( <b>IC</b> )	Requires students to select the correct response from one or more dropdown menus within the question.	Inline Choice
Graphic Gap Match ( <b>GGM</b> )	Requires students to drag and drop images into or next to the correct answer box(es).	Drag and Drop
Gap Match ( <b>GM</b> )	Requires students to drag and drop words, phrases, or numbers into or next to the correct answer box(es).	Drag and Drop
Hot Spot ( <b>HS</b> )	Requires students to select the correct answer(s) by clicking on one or more “hot spots” or images.	Hot Spot
Graphing Points ( <b>GP</b> )	Requires students to plot points on a graph according to given information.	Graphing
Explicit Constructed Response ( <b>XCR</b> )	Requires students to type an exact response which is then scored by the system. Answers must match the provided response exactly to be counted as correct.	Text Entry/Equation Editor