

TEST ADMINISTRATOR MANUAL

GRADE 7 Mathematics STAAR Alternate 2

Administered April 2016

RELEASED

Texas Essential Knowledge and Skills (TEKS) Curriculum Assessed

Grade 7 Mathematics		Cluster 1
Reporting Category 3	Geometry and Measurement: The student will demonstrate an understanding of how to represent and apply geometry and measurement concepts.	
Knowledge and Skills Statement 7.9	The student applies mathematical process standards to solve geometric problems.	
Essence Statement	Solves problems involving circumference, area, or volume of two- or three-dimensional geometric figures.	
Item 1 Prerequisite Skill	identify two-dimensional components of three-dimensional objects (K)	
Item 2 Prerequisite Skill	identify two-dimensional components of three-dimensional objects (K)	
Item 3 Prerequisite Skill	classify and sort three-dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes as special rectangular prisms), and triangular prisms, based on attributes using formal geometric language (2)	
Item 4 Prerequisite Skill	classify and sort three-dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes as special rectangular prisms), and triangular prisms, based on attributes using formal geometric language (2)	

Grade 7 Mathematics		Cluster 2
Reporting Category 2	Computations and Algebraic Relationships: The student will demonstrate an understanding of how to perform operations and represent algebraic relationships.	
Knowledge and Skills Statement 7.7	The student applies mathematical process standards to represent linear relationships using multiple representations.	
Essence Statement	Shows linear relationships using a variety of forms.	
Item 5 Prerequisite Skill	recognize and create patterns (P-K)	
Item 6 Prerequisite Skill	recognize and create patterns (P-K)	
Item 7 Prerequisite Skill	represent real-world relationships using number pairs in a table and verbal descriptions (3)	
Item 8 Prerequisite Skill	represent real-world relationships using number pairs in a table and verbal descriptions (3)	

Grade 7 Mathematics		Cluster 3
Reporting Category 1	Probability and Numerical Representations: The student will demonstrate an understanding of how to represent probabilities and numbers.	
Knowledge and Skills Statement 7.6	The student applies mathematical process standards to use probability and statistics to describe or solve problems involving proportional relationships.	
Essence Statement	Uses probability to solve problems involving proportional relationships.	
Item 9 Prerequisite Skill	use concrete models to count fractional parts beyond one whole using words and recognize how many parts it takes to equal one whole (2)	
Item 10 Prerequisite Skill	use concrete models to count fractional parts beyond one whole using words and recognize how many parts it takes to equal one whole (2)	
Item 11 Prerequisite Skill	compare two fractions having the same numerator or denominator in problems by reasoning about their sizes and justifying the conclusion using symbols, words, objects, and pictorial models (3)	
Item 12 Prerequisite Skill	represent ratios and percents with concrete models, fractions, and decimals (6)	

Grade 7 Mathematics		Cluster 4
Reporting Category 4	Data Analysis and Personal Financial Literacy: The student will demonstrate an understanding of how to represent and analyze data and how to describe and apply personal financial concepts.	
Knowledge and Skills Statement 7.6	The student applies mathematical process standards to use probability and statistics to describe or solve problems involving proportional relationships.	
Essence Statement	Solves problems using data represented in graphs.	
Item 13 Prerequisite Skill	use data to create picture and bar-type graphs (1)	
Item 14 Prerequisite Skill	draw conclusions and generate and answer questions using information from picture and bar-type graphs (1)	
Item 15 Prerequisite Skill	draw conclusions and make predictions from information in a graph (2)	
Item 16 Prerequisite Skill	draw conclusions and make predictions from information in a graph (2)	

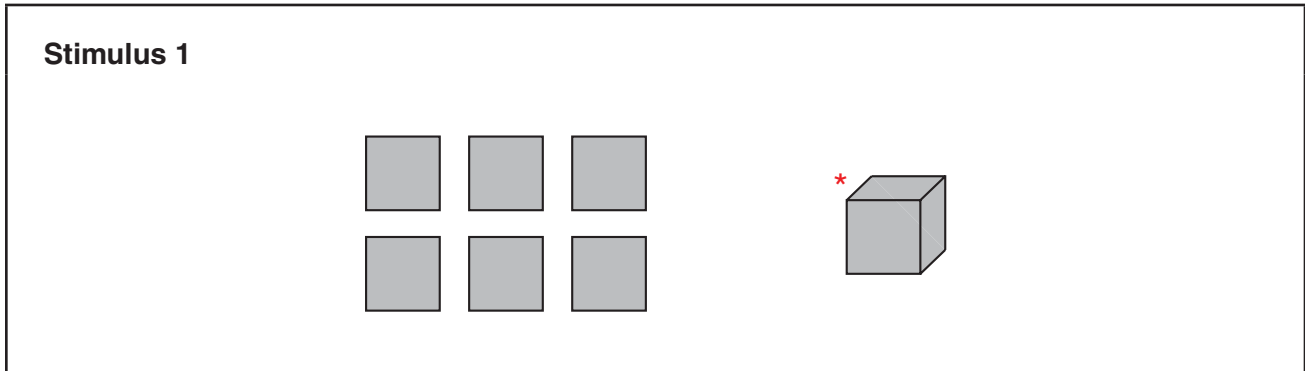
Grade 7 Mathematics	Cluster 5
Reporting Category 2	Computations and Algebraic Relationships: The student will demonstrate an understanding of how to perform operations and represent algebraic relationships.
Knowledge and Skills Statement 7.3	The student applies mathematical process standards to add, subtract, multiply, and divide while solving problems and justifying solutions.
Essence Statement	Finds solutions to addition, subtraction, multiplication, or division problems.
Item 17 Prerequisite Skill	use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 20 and unknowns as any one of the terms in the problem such as $2 + 4 = []$; $3 + [] = 7$; and $5 = [] - 3$ (1)
Item 18 Prerequisite Skill	use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 20 and unknowns as any one of the terms in the problem such as $2 + 4 = []$; $3 + [] = 7$; and $5 = [] - 3$ (1)
Item 19 Prerequisite Skill	model, create, and describe contextual multiplication situations in which equivalent sets of concrete objects are joined (2)
Item 20 Prerequisite Skill	determine the total number of objects when equally-sized groups of objects are combined or arranged in arrays up to 10 by 10 (3)

Additional resources for STAAR Alternate 2, including the STAAR Alternate 2 Test Administrator Manual and the STAAR Alternate 2 Educator Guide, are available online: <http://tea.texas.gov/student.assessment/special-ed/staaralt/>

MATHEMATICS

Presentation Instructions for Question 1

- Present Stimulus 1.
- Direct the student to the six squares. *Communicate:* **A student has six squares made out of paper.**
- Direct the student to the cube. *Communicate:* **The student made a cube using the six squares.**
- *Communicate:* **Find the cube.**

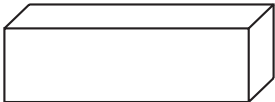


Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the cube,	➡	mark A for question 1 and move to question 2.
If the student does not find the cube,	➡	<ul style="list-style-type: none"> • remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds the cube,	➡	mark B for question 1 and move to question 2.
After the five-second wait time, if the student does not find the cube,	➡	mark C for question 1 and move to question 2.


Presentation Instructions for Question 2

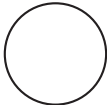
- Present Stimulus 2a and 2b.
- Direct the student to Stimulus 2a. *Communicate*: **A student made this box using rectangles.**
- Direct the student to each answer choice in Stimulus 2b.
- *Communicate*: **Find a figure that was used to make the box.**

Stimulus 2a



Stimulus 2b

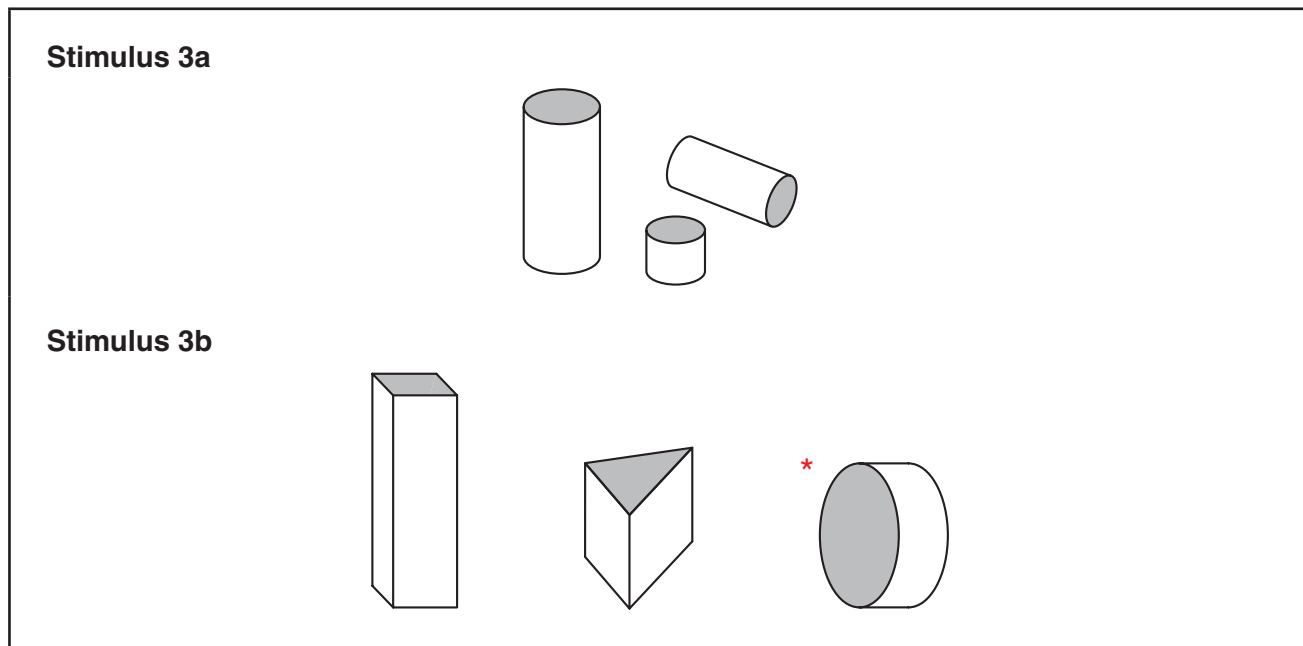
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Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the rectangle in Stimulus 2b,	➡	mark A for question 2 and move to question 3.
If the student does not find the rectangle in Stimulus 2b,	➡	<ul style="list-style-type: none"> model the desired student action by finding the rectangle and <i>communicate</i> “This rectangle was used to make the box”; and replicate the initial presentation instructions.
After teacher modeling, if the student finds the rectangle in Stimulus 2b,	➡	mark B for question 2 and move to question 3.
After teacher modeling, if the student does not find the rectangle in Stimulus 2b,	➡	mark C for question 2 and move to question 3.

Presentation Instructions for Question 3

- Present Stimulus 3a and 3b.
- Direct the student to Stimulus 3a. *Communicate:* **A student was sorting geometric figures in math class. The student made this group because the figures have bases that are the same shape.**
- Direct the student to each answer choice in Stimulus 3b.
- *Communicate:* **Find the geometric figure that belongs in the group the student made.**

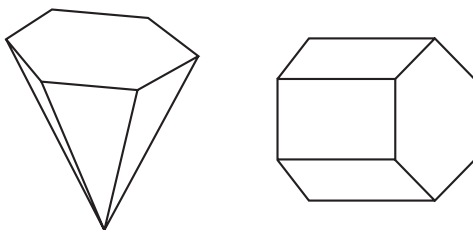


Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the cylinder in Stimulus 3b,	➡	mark A for question 3 and move to question 4.
If the student does not find the cylinder in Stimulus 3b,	➡	provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Have the student identify the shape of the bases for each of the figures. OR • Trace the outline of the shaded base for each of the figures. OR • Highlight the outline of the shaded base for each of the figures. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the cylinder in Stimulus 3b,	➡	mark B for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find the cylinder in Stimulus 3b,	➡	mark C for question 3 and move to question 4.

Presentation Instructions for Question 4

- Present Stimulus 4a and 4b.
- Direct the student to Stimulus 4a. *Communicate*: **These are three-dimensional geometric figures.**
- Direct the student to each answer choice in Stimulus 4b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the statement about the two figures that is true.**

Stimulus 4a







Stimulus 4b

Both figures have a  as a base.

* Both figures have a  as a base.

Both figures have a  as a base.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds "Both figures have a  as a base,"	➡	mark A for question 4 and move to question 5.
If the student does not find "Both figures have a  as a base,"	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "Both figures have a  as a base,"	➡	mark B for question 4 and move to question 5.
After the teacher repeats the instructions, if the student does not find "Both figures have a  as a base,"	➡	mark C for question 4 and move to question 5.

Presentation Instructions for Question 5

- Present Stimulus 5.
- Direct the student to the number 100. *Communicate:* **This is the number 100. This is 100 dots.**
- Direct the student to the number 10 in the first row. *Communicate:* **This is the number 10. This is 10 dots. 100 divided by 10 is 10.**
- Direct the student to the number 10 in the second row. *Communicate:* **This is the number 10. This is 10 dots.**
- Direct the student to the number 1. *Communicate:* **This is the number 1. This is 1 dot. 10 divided by 10 is 1.**
- Direct the student to the whole table of numbers and dots. *Communicate:* **This table shows numbers that get smaller by dividing by 10.**
- *Communicate:* **Find the table that shows numbers that get smaller by dividing by 10.**

Stimulus 5

Scoring Instructions

Student Action		Test Administrator Action
If the student finds the table that shows numbers that get smaller by dividing by 10,	➡	mark A for question 5 and move to question 6.
If the student does not find the table that shows numbers that get smaller by dividing by 10,	➡	<ul style="list-style-type: none"> • remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds the table that shows numbers that get smaller by dividing by 10,	➡	mark B for question 5 and move to question 6.
After the five-second wait time, if the student does not find the table that shows numbers that get smaller by dividing by 10,	➡	mark C for question 5 and move to question 6.

Presentation Instructions for Question 6

- Present Stimulus 6a and 6b.
- Direct the student to Stimulus 6a. *Communicate*: **These are two rows of a table that shows a pattern that gets smaller because each number in the first column is divided by 10.**
- Direct the student to the rows in Stimulus 6a. *Communicate*: **$200 \div 10$ is 20. $20 \div 10$ is 2.**
- Direct the student to each answer choice in Stimulus 6b. *Communicate* each answer choice.
- *Communicate*: **Find the table that shows a pattern that gets smaller because each number in the first column is divided by 10.**

Stimulus 6a

200	→	20
20	→	2

Stimulus 6b

*			
600	→	60	100
60	→	6	20
			4





Scoring Instructions

Student Action		Test Administrator Action
If the student finds the pattern with the numbers 600, 60 and 60, 6,	➡	mark A for question 6 and move to question 7.
If the student does not find the pattern with the numbers 600, 60 and 60, 6,	➡	<ul style="list-style-type: none"> • model the desired student action by finding the pattern with the numbers 600, 60, and 60, 6 and <i>communicate</i> “The table with 600, 60 and 60, 6 shows a pattern that gets smaller because each number in the first column is divided by 10”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the pattern with the numbers 600, 60 and 60, 6,	➡	mark B for question 6 and move to question 7.
After teacher modeling, if the student does not find the pattern with the numbers 600, 60 and 60, 6,	➡	mark C for question 6 and move to question 7.







Presentation Instructions for Question 7

- Present Stimulus 7a and 7b. *Communicate:* **A teacher has school supplies to divide among five students.**
- *Direct* the student to the first column in the table in Stimulus 7a. *Communicate:* **She has 40 pencils, 30 markers, and 15 notebooks.**
- *Direct* the student to the second column in the table in Stimulus 7a. *Communicate:* **Each of the five students gets eight pencils.**
- *Direct* the student to the empty cells in Stimulus 7a. *Communicate:* **The number of markers and the number of notebooks each student receives are missing.**
- *Direct* the student to each answer choice in Stimulus 7b.
- *Communicate:* **Find the missing numbers that show how many markers and notebooks each of the five students receives.**

Stimulus 7a

Teacher's Supplies	Number of Supplies Each Student Receives
40 	8 
30 	
15 	

Stimulus 7b

25 
10 
* 6 
3 
35 
20 







Scoring Instructions

Student Action		Test Administrator Action
If the student finds the numbers 6 and 3 in Stimulus 7b,	➡	mark A for question 7 and move to question 8.
If the student does not find the numbers 6 and 3 in Stimulus 7b,	➡	<p>provide one of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> • Have the student identify how many students need supplies. OR • Provide the equation $40 \div 5 = 8$. OR • Allow the student to use a calculator. OR • Have the student try out each number pair in the table. <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds the numbers 6 and 3 in Stimulus 7b,	➡	mark B for question 7 and move to question 8.
After the selected teacher assistance, if the student does not find the numbers 6 and 3 in Stimulus 7b,	➡	mark C for question 7 and move to question 8.







Presentation Instructions for Question 8

- Present Stimulus 8a and 8b. *Communicate:* **A school has fruit to divide evenly among three classrooms. This table shows how the fruit will be divided.**
- *Direct* the student to the first column of the table in Stimulus 8a. *Communicate:* **The school has 27 apples, 6 pears, and 12 bananas.**
- *Direct* the student to the second column of the table. *Communicate:* **Each classroom gets 9 apples, 2 pears, and 4 bananas. The school also has 21 oranges to divide among the three classrooms.**
- *Direct* the student to the fourth row of the table in Stimulus 8a. *Communicate:* **The numbers in this row are missing.**
- *Direct* the student to each answer choice in Stimulus 8b. *Communicate* each answer choice.
- *Communicate:* **Find the missing row of numbers that shows how the oranges will be divided.**

Stimulus 8a

Fruit	Fruit for Each Classroom
27 	9 
6 	2 
12 	4 

Stimulus 8b

* 21 	7 
3 	15 
21 	24 

Scoring Instructions

Student Action		Test Administrator Action
If the student finds "21 and 7,"	➡	mark A for question 8 and move to question 9.
If the student does not find "21 and 7,"	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "21 and 7,"	➡	mark B for question 8 and move to question 9.
After the teacher repeats the instructions, if the student does not find "21 and 7,"	➡	mark C for question 8 and move to question 9.

Presentation Instructions for Question 9

- Present Stimulus 9.
- Direct the student to Stimulus 9. *Communicate:* **A student keeps pencils in his backpack.**
- Direct the student to the four pencils in the backpack. *Communicate:* **There are four pencils in the backpack. The student can only take out pencils from the backpack.**
- *Communicate:* **Find a pencil that can be taken out of the backpack.**

Stimulus 9



Scoring Instructions

Student Action		Test Administrator Action
If the student finds a pencil,	➡	mark A for question 9 and move to question 10.
If the student does not find a pencil,	➡	<ul style="list-style-type: none"> • remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds a pencil,	➡	mark B for question 9 and move to question 10.
After the five-second wait time, if the student does not find a pencil,	➡	mark C for question 9 and move to question 10.

Presentation Instructions for Question 10

- Present Stimulus 10a and 10b.
- Direct the student to Stimulus 10a. *Communicate:* **A student keeps two pencils and four markers in his backpack. There are more markers than pencils. The student will have more of a chance to take out a marker.**
- Direct the student to each answer choice in Stimulus 10b. *Communicate:* **Here are two more backpacks that have pencils and markers.**
- *Communicate:* **Find the backpack where the student will have more of a chance to take out a marker.**

Stimulus 10a



Stimulus 10b

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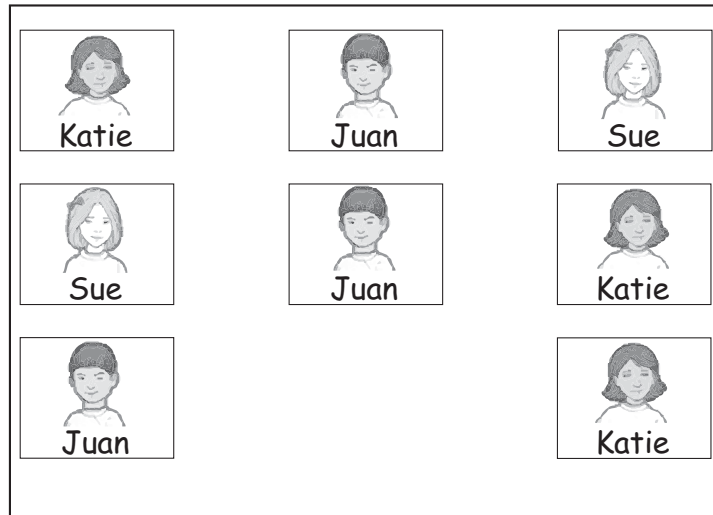
Scoring Instructions

Student Action		Test Administrator Action
If the student finds the backpack with one pencil and five markers in Stimulus 10b,	➡	mark A for question 10 and move to question 11.
If the student does not find the backpack with one pencil and five markers in Stimulus 10b,	➡	<ul style="list-style-type: none"> • model the desired student action by finding the backpack with one pencil and five markers in Stimulus 10b and <i>communicate</i> “This is the backpack where the student would have more of a chance to take out a marker because there are more markers than pencils”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the backpack with one pencil and five markers in Stimulus 10b,	➡	mark B for question 10 and move to question 11.
After teacher modeling, if the student does not find the backpack with one pencil and five markers in Stimulus 10b,	➡	mark C for question 10 and move to question 11.

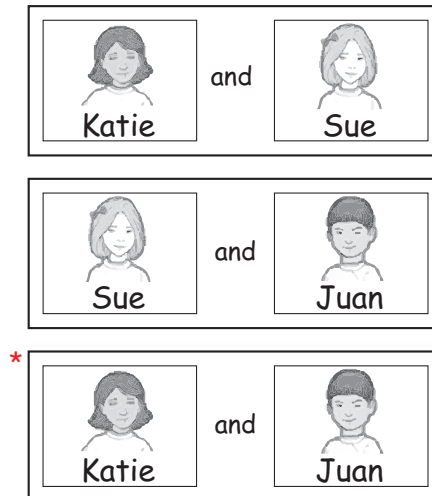
Presentation Instructions for Question 11

- Present Stimulus 11a and 11b.
- Direct the student to Stimulus 11a. *Communicate:* Each time a student helped the teacher, a card with the student's name and picture was put in this box. The teacher will draw two names out of this box at the same time. Those students will receive a prize.
- Direct the student to each answer choice in Stimulus 11b.
- *Communicate:* Find the two students who have the same chance of receiving a prize.

Stimulus 11a



Stimulus 11b



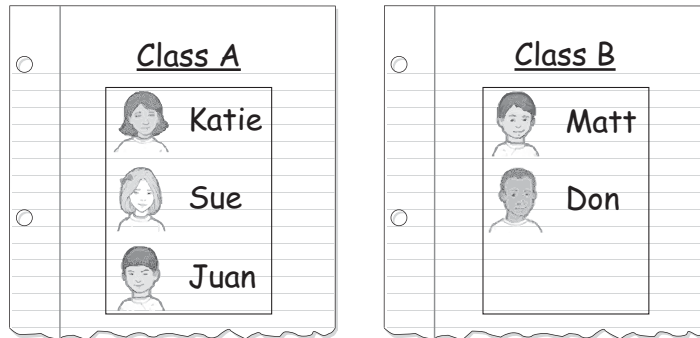
Scoring Instructions

Student Action	→	Test Administrator Action
If the student finds the cards for Katie and Juan in Stimulus 11b,	→	mark A for question 11 and move to question 12.
If the student does not find the cards for Katie and Juan in Stimulus 11b,	→	provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Have the student identify how many times each student has his or her name in the box. OR <ul style="list-style-type: none"> • Highlight the name of each student in Stimulus 11a and 11b in a different color. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the cards for Katie and Juan in Stimulus 11b,	→	mark B for question 11 and move to question 12.
After the selected teacher assistance, if the student does not find the cards for Katie and Juan in Stimulus 11b,	→	mark C for question 11 and move to question 12.

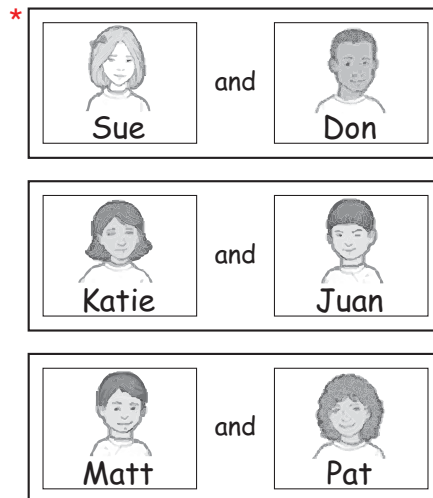
Presentation Instructions for Question 12

- Present Stimulus 12a and 12b.
- Direct the student to each list in Stimulus 12a. Communicate: **Students in two classes are trying to win a prize. Only one student from each class will be chosen to win a prize.**
- Direct the student to each answer choice in Stimulus 12b.
- Communicate: **Find the pair of students who have a chance of winning a prize.**

Stimulus 12a



Stimulus 12b

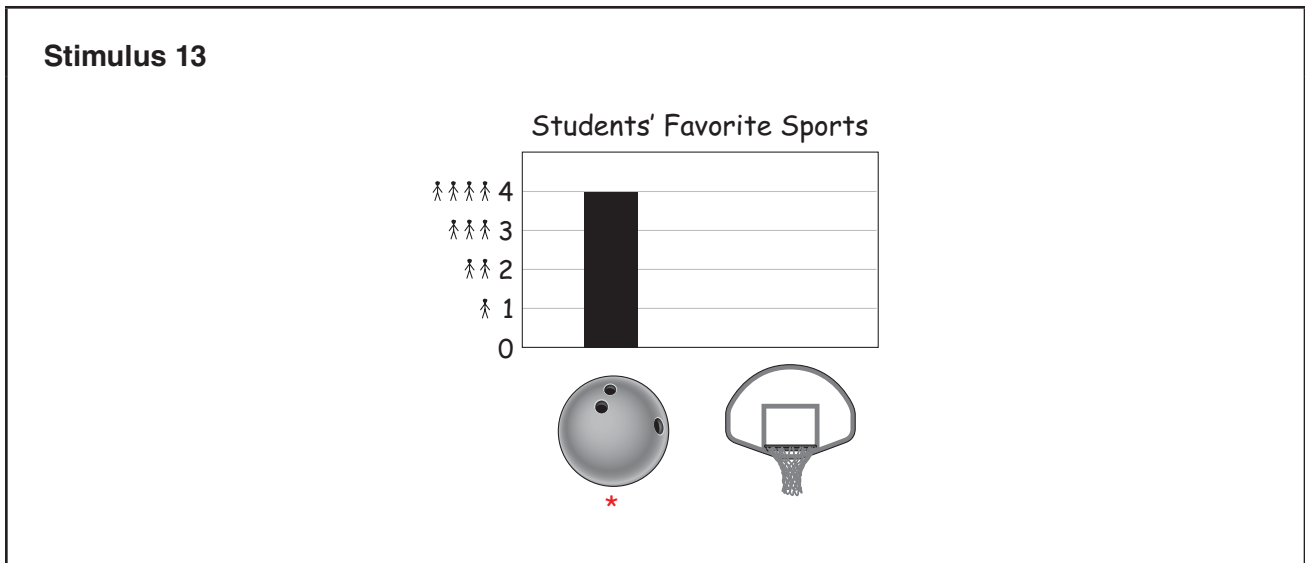


Scoring Instructions

Student Action		Test Administrator Action
If the student finds the cards for Sue and Don in Stimulus 12b,	➡	mark A for question 12 and move to question 13.
If the student does not find the cards for Sue and Don in Stimulus 12b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds the cards for Sue and Don in Stimulus 12b,	➡	mark B for question 12 and move to question 13.
After the teacher repeats the instructions, if the student does not find the cards for Sue and Don in Stimulus 12b,	➡	mark C for question 12 and move to question 13.

Presentation Instructions for Question 13

- Present Stimulus 13.
- Direct the student to Stimulus 13. *Communicate:* **This bar graph shows students' favorite sports.**
- Direct the student to the icons on the x-axis. *Communicate:* **Bowling. Basketball.**
- Direct the student to the numbers on the y-axis. *Communicate:* **0. 1. 2. 3. 4.**
- Direct the student up the bar from 0 to 4. *Communicate:* **Four students picked bowling as their favorite sport.**
- *Communicate:* **Find bowling on the bar graph.**

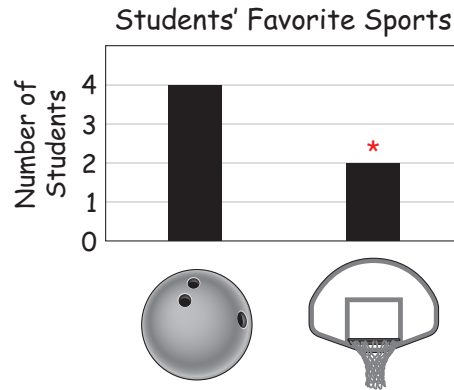


Scoring Instructions		
Student Action	Response	Test Administrator Action
If the student finds either the bowling ball or the bar,	➡	mark A for question 13 and move to question 14.
If the student does not find either the bowling ball or the bar,	➡	<ul style="list-style-type: none"> • remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds either the bowling ball or the bar,	➡	mark B for question 13 and move to question 14.
After the five-second wait time, if the student does not find either the bowling ball or the bar,	➡	mark C for question 13 and move to question 14.

Presentation Instructions for Question 14

- Present Stimulus 14a and 14b.
- Direct the student to Stimulus 14a. *Communicate:* **The bar graph shows the favorite sports for six students.**
- Direct the student to the bar for bowling. *Communicate:* **Four students picked bowling as their favorite sport.**
- Direct the student to the bar for basketball. *Communicate:* **Two students picked basketball as their favorite sport.**
- Direct the student to Stimulus 14b. *Communicate:* **The next day a new student picked basketball as his favorite sport.**
- Direct the student to the whole graph in Stimulus 14a.
- *Communicate:* **Find the bar where the data for the new student who picked basketball would be added.**

Stimulus 14a



Stimulus 14b



Scoring Instructions

Student Action	→	Test Administrator Action
If the student finds the bar for basketball in Stimulus 14a,	→	mark A for question 14 and move to question 15.
If the student does not find the bar for basketball in Stimulus 14a,	→	<ul style="list-style-type: none"> • model the desired student action by finding the bar for basketball in Stimulus 14a and <i>communicate</i> “This is the bar where the data for the new student who picked basketball would be added”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the bar for basketball in Stimulus 14a,	→	mark B for question 14 and move to question 15.
After teacher modeling, if the student does not find the bar for basketball in Stimulus 14a,	→	mark C for question 14 and move to question 15.

Presentation Instructions for Question 15

- Present Stimulus 15a and 15b.
- Direct the student to Stimulus 15a. *Communicate:* **This bar graph shows the number of students who picked their favorite school activity.**
- Direct the student to each bar without communicating how many students picked each activity. *Communicate:* **Field trip. School play. Pep rally.**
- Direct the student to each answer choice in Stimulus 15b.
- *Communicate:* **Find the number of students who picked the pep rally as their favorite school activity.**

Stimulus 15a

Favorite School Activities

Activity	Number of Students
Field trip	8
School play	2
Pep rally	6

Stimulus 15b

*

6

7

8

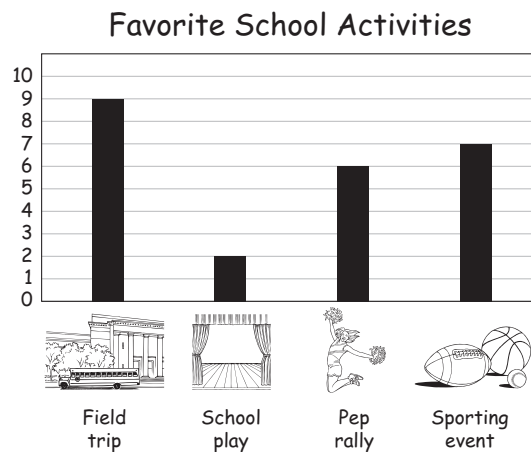
Scoring Instructions

Student Action	Test Administrator Action	
If the student finds “6” in Stimulus 15b,	➡	mark A for question 15 and move to question 16.
If the student does not find “6” in Stimulus 15b,	➡	provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Have the student name the picture label for each bar. OR • Have the student draw a line from the top of each bar to the numbered axis. OR • Highlight all the numbers on the bar graph. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “6” in Stimulus 15b,	➡	mark B for question 15 and move to question 16.
After the selected teacher assistance, if the student does not find “6” in Stimulus 15b,	➡	mark C for question 15 and move to question 16.







Presentation Instructions for Question 16

- Present Stimulus 16a and 16b.
- Direct the student to Stimulus 16a. *Communicate:* **This bar graph shows the number of students who picked their favorite school activity.**
- Direct the student to each bar without communicating how many students picked each activity. *Communicate:* **Field trip. School play. Pep rally. Sporting event.**
- Direct the student to each answer choice in Stimulus 16b. *Communicate* the answer choices.
- *Communicate:* **Find the two activities that were picked by the most students.**

Stimulus 16a



Stimulus 16b

	and	
School play	and	Pep rally
	and	
Field trip	and	Sporting event
	and	
Pep rally	and	Sporting event

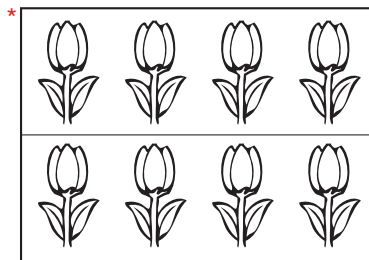
Scoring Instructions

Student Action		Test Administrator Action
If the student finds "Field trip and Sporting event" in Stimulus 16b,	➡	mark A for question 16 and move to question 17.
If the student does not find "Field trip and Sporting event" in Stimulus 16b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "Field trip and Sporting event" in Stimulus 16b,	➡	mark B for question 16 and move to question 17.
After the teacher repeats the instructions, if the student does not find "Field trip and Sporting event" in Stimulus 16b,	➡	mark C for question 16 and move to question 17.

Presentation Instructions for Question 17

- Present Stimulus 17.
- Direct the student to Stimulus 17. *Communicate:* **There are two rows of flowers in a garden.**
- Direct the student to the flowers in the first row. *Communicate:* **There are four flowers in this row. One, two, three, four.**
- Direct the student to the flowers in the second row. *Communicate:* **There are four flowers in this row. One, two, three, four.**
- Direct the student to the whole model. *Communicate:* **This model can be used to show that $4 + 4$ equals 8.**
- *Communicate:* **Find the model that can be used to show that $4 + 4$ equals 8.**

Stimulus 17



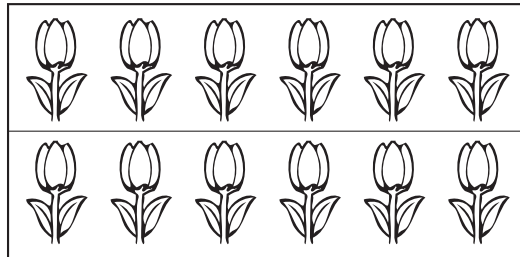
Scoring Instructions

Student Action		Test Administrator Action
If the student finds the model,	➡	mark A for question 17 and move to question 18.
If the student does not find the model,	➡	<ul style="list-style-type: none"> • remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds the model,	➡	mark B for question 17 and move to question 18.
After the five-second wait time, if the student does not find the model,	➡	mark C for question 17 and move to question 18.

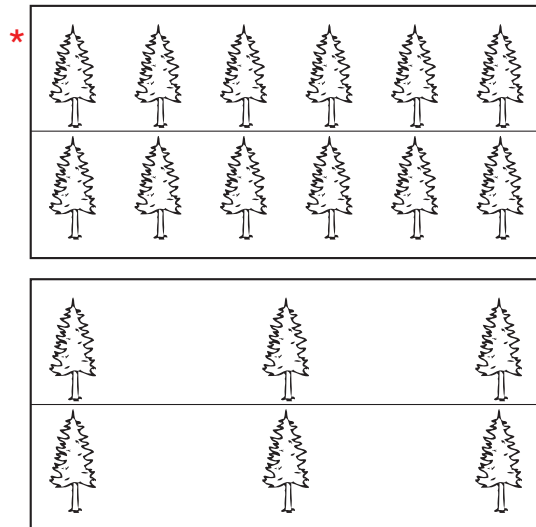
Presentation Instructions for Question 18

- Present Stimulus 18a and 18b.
- Direct the student to each row in Stimulus 18a. *Communicate:* **One, two, three, four, five, six. One, two, three, four, five, six. There are two rows of flowers in a garden. There are six flowers in each row.**
- *Communicate:* **This model can be used to show that $6 + 6$ equals 12.**
- Direct the student to each answer choice in Stimulus 18b.
- *Communicate:* **Find the model that can also be used to show that $6 + 6$ equals 12.**

Stimulus 18a



Stimulus 18b



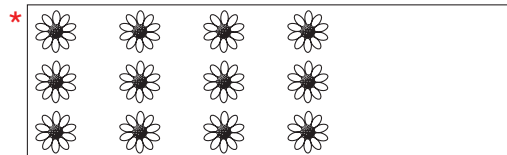
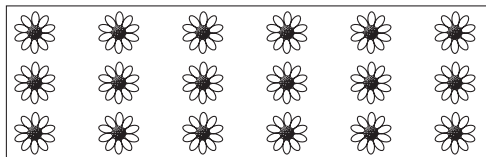
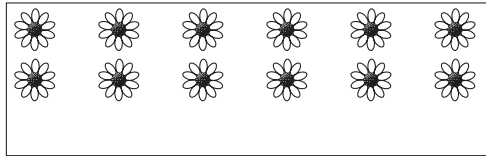
Scoring Instructions

Student Action	→	Test Administrator Action
If the student finds the group of 12 trees,	→	mark A for question 18 and move to question 19.
If the student does not find the group of 12 trees,	→	<ul style="list-style-type: none"> • model the desired student action by finding the group of 12 trees and <i>communicate</i> “This model can be used to show that 6 + 6 equals 12”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the group of 12 trees,	→	mark B for question 18 and move to question 19.
After teacher modeling, if the student does not find the group of 12 trees,	→	mark C for question 18 and move to question 19.

Presentation Instructions for Question 19

- Present Stimulus 19.
- Direct the student to each model. *Communicate:* **These models show different numbers of flowers.**
- *Communicate:* **Find the model that shows 3×4 equals 12.**

Stimulus 19




Scoring Instructions

Student Action		Test Administrator Action
If the student finds the model that shows $3 \times 4 = 12$,	➡	mark A for question 19 and move to question 20.
If the student does not find the model that shows $3 \times 4 = 12$,	➡	provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Have the student identify the number of rows and the number of flowers in each row. OR • Highlight the first row and the first column in each model. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the model that shows $3 \times 4 = 12$,	➡	mark B for question 19 and move to question 20.
After the selected teacher assistance, if the student does not find the model that shows $3 \times 4 = 12$,	➡	mark C for question 19 and move to question 20.

Presentation Instructions for Question 20

- Present Stimulus 20a and 20b.
- Direct the student to Stimulus 20a. *Communicate:* **The same number of trees is in each row of trees at a park. This is one of the rows. The park has four rows of trees.**
- Direct the student to each answer choice in Stimulus 20b. *Communicate* each answer choice.
- *Communicate:* **Find the number of trees in the four rows.**

Stimulus 20a



Stimulus 20b

*
20 trees

25 trees

9 trees

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “20 trees” in Stimulus 20b,	➡	mark A for question 20.
If the student does not find “20 trees” in Stimulus 20b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “20 trees” in Stimulus 20b,	➡	mark B for question 20.
After the teacher repeats the instructions, if the student does not find “20 trees” in Stimulus 20b,	➡	mark C for question 20.

**TEST
ADMINISTRATOR
MANUAL**

**STAAR ALTERNATE 2
GRADE 7
Mathematics
April 2016**