STAAR Alternate 2

State of Texas Assessments of Academic Readiness Alternate 2

Sample Items

Grade 8 Science

Texas Essential Knowledge and Skills

Question 1

Grade	8	**Subject**	Science	**Question**	1
Reporting Category 2		Force, Motion, and Energy: The student will demonstrate an understanding of force, motion, and energy and their relationships.			
Knowledge and Skill Statement 6.9		The student knows that the Law of Conservation of Energy states that energy can neither be created nor destroyed, it just changes form.			
Essence Statement		Knows that energy can neither be created nor destroyed but changes form.			
Prerequisite Skill		identify and discuss how different forms of energy such as light, heat, and sound are important to everyday life (1)			

Question 2

Grade	8	**Subject**	Science	**Question**	2
Reporting Category 2		Force, Motion, and Energy: The student will demonstrate an understanding of force, motion, and energy and their relationships.			
Knowledge and Skill Statement 6.9		The student knows that the Law of Conservation of Energy states that energy can neither be created nor destroyed, it just changes form.			
Essence Statement		Knows that energy can neither be created nor destroyed but changes form.			
Prerequisite Skill		explore different forms of energy including mechanical, light, sound, and heat/thermal in everyday life (3)			

Question 3

Grade	8	**Subject**	Science	**Question**	3
Reporting Category 2		Force, Motion, and Energy: The student will demonstrate an understanding of force, motion, and energy and their relationships.			
Knowledge and Skill Statement 6.9		The student knows that the Law of Conservation of Energy states that energy can neither be created nor destroyed, it just changes form.			
Essence Statement		Knows that energy can neither be created nor destroyed but changes form.			
Prerequisite Skill		differentiate among forms of energy, including mechanical, sound, electrical, light, and heat/thermal (4)			

Question 4

Grade	8	**Subject**	Science	**Question**	4
Reporting Category 2		Force, Motion, and Energy: The student will demonstrate an understanding of force, motion, and energy and their relationships.			
Knowledge and Skill Statement 6.9		The student knows that the Law of Conservation of Energy states that energy can neither be created nor destroyed, it just changes form.			
Essence Statement		Knows that energy can neither be created nor destroyed but changes form.			
Prerequisite Skill		explore the uses of energy, including mechanical, light, thermal, electrical, and sound energy (5)			

Presentation Instructions for Question 1

- *Present* Stimulus 1.
- *Direct* the student to the hot chocolate the girl is holding. *Communicate:* **On a cold day a girl holds a cup of hot chocolate to keep her hands warm. The hot chocolate is producing heat.**
- *Communicate:* **Find the source of heat.**

Stimulus 1

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the hot chocolate,	➡	mark **A** for question 1 and move to question 2.
If the student does not find the hot chocolate,	➡	• 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 hot chocolate,	➡	mark **B** for question 1 and move to question 2.
After the five-second wait time, if the student does not find the hot chocolate,	➡	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:* **The hot chocolate produces heat and keeps the girl's hands warm.**
- *Direct* the student to each answer choice in Stimulus 2b.
- *Communicate:* **Find another source of heat.**

Stimulus 2a

Stimulus 2b

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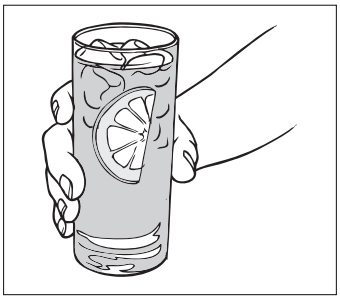

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the cup of hot tea,	➡	mark **A** for question 2 and move to question 3.
If the student does not find the cup of hot tea,	➡	• model the desired student action by finding the hands around a cup of hot tea and *communicate* **"The hot tea in the cup is another source of heat"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the cup of hot tea,	➡	mark **B** for question 2 and move to question 3.
After teacher modeling, if the student does not find the cup of hot tea,	➡	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 campfire produces heat and other kinds of energy.**
- *Direct* the student to each answer choice in Stimulus 3b. *Communicate* the text in each answer choice.
- *Communicate:* **Find another form of energy the campfire produces.**

Stimulus 3a

Stimulus 3b

mechanical | * light | electrical

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “light,”	➡	mark **A** for question 3 and move to question 4.
If the student does not find “light,”	➡	provide ***one*** of these allowable teacher assists to the student: • Have the student identify what would happen if the campfire went out. **OR** • Role-play how to generate each form of energy in the answer choices. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “light,”	➡	mark **B** for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find “light,”	➡	mark **C** for question 3 and move to question 4.

Presentation Instructions for Question 4

- *Direct* the student to Stimulus 4. *Communicate:* **There are many uses of energy.**
- *Direct* the student to each answer choice. *Communicate* the text in each answer choice.
- *Communicate:* **Find the object that produces useful heat.**

Stimulus 4

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Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “toaster,”	➡	mark **A** for question 4.
If the student does not find “toaster,”	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “toaster,”	➡	mark **B** for question 4.
After the teacher repeats the instructions, if the student does not find “toaster,”	➡	mark **C** for question 4.