



State of Texas Assessments of Academic Readiness

# **TEST INSTRUCTIONS**

## **GRADE 8 Science STAAR Alternate 2**

**Administered April 2023**

**RELEASED**



## Texas Essential Knowledge and Skills (TEKS) Curriculum Assessed

<b>Science Grade 8</b>		<b>Cluster 1</b>
<b>Reporting Category 3</b>	Earth and Space: The student will demonstrate an understanding of components, cycles, patterns, and natural events of Earth and space systems.	
<b>Knowledge and Skills Statement 8.10</b>	The student knows that climatic interactions exist among Earth, ocean, and weather systems.	
<b>Essence Statement</b>	Knows that interactions exist among Earth, ocean, and weather systems.	
<b>Item 1 Prerequisite Skill</b>	identify characteristics of the seasons of the year and day and night (1)	
<b>Item 2 Prerequisite Skill</b>	identify the importance of weather and seasonal information to make choices in clothing, activities, and transportation (2)	
<b>Item 3 Prerequisite Skill</b>	collect and analyze data to identify sequences and predict patterns of change in shadows, tides, seasons, and the observable appearance of the Moon over time (4)	
<b>Item 4 Prerequisite Skill</b>	collect and analyze data to identify sequences and predict patterns of change in shadows, tides, seasons, and the observable appearance of the Moon over time (4)	

<b>Science Grade 8</b>		<b>Cluster 2</b>
<b>Reporting Category 2</b>	Matter and Energy: The student will demonstrate an understanding of the properties of matter and energy and their interactions.	
<b>Knowledge and Skills Statement 6.8</b>	The student knows that matter has measurable physical properties and those properties determine how matter is classified, changed, and used.	
<b>Essence Statement</b>	Recognizes that force and motion are related to potential and kinetic energy.	
<b>Item 5 Prerequisite Skill</b>	observe, investigate, describe, and discuss properties and characteristics of common objects (Pre-K)	
<b>Item 6 Prerequisite Skill</b>	classify objects by observable properties such as larger and smaller, heavier and lighter, shape, color, and texture (1)	
<b>Item 7 Prerequisite Skill</b>	classify matter by physical properties, including relative temperature, texture, flexibility, and whether material is a solid or liquid (2)	
<b>Item 8 Prerequisite Skill</b>	classify matter by physical properties, including relative temperature, texture, flexibility, and whether a material is solid or liquid (2)	

<b>Science Grade 8</b>		<b>Cluster 3</b>
<b>Reporting Category 4</b>	Organisms and Environments: The student will demonstrate an understanding of the structures and functions of living organisms and their interdependence on each other and on their environment.	
<b>Knowledge and Skills Statement 7.10</b>	The student knows that there is a relationship between organisms and the environment.	
<b>Essence Statement</b>	Knows the importance of biodiversity to the health of an ecosystem.	
<b>Item 9 Prerequisite Skill</b>	gather evidence of interdependence among living organisms such as energy transfer through food chains or animals using plants for shelter (1)	
<b>Item 10 Prerequisite Skill</b>	gather evidence of interdependence among living organisms such as energy transfer through food chains or animals using plants for shelter (1)	
<b>Item 11 Prerequisite Skill</b>	describe the flow of energy through food webs, beginning with the Sun, and predict how changes in the ecosystem affect the food web (4)	
<b>Item 12 Prerequisite Skill</b>	investigate that most producers need sunlight, water, and carbon dioxide to make their own food, while consumers are dependent on other organisms for food (4)	

Science Grade 8		Cluster 4
<b>Reporting Category 1</b>	Matter and Energy: The student will demonstrate an understanding of the properties of matter and energy and their interactions.	
<b>Knowledge and Skills Statement 8.5</b>	The student knows that matter is composed of atoms and has chemical and physical properties.	
<b>Essence Statement</b>	Recognizes that matter is composed of atoms, has distinct properties, and interacts with energy.	
<b>Item 13 Prerequisite Skill</b>	predict and identify changes in materials caused by heating and cooling (1)	
<b>Item 14 Prerequisite Skill</b>	compare changes in materials caused by heating and cooling (2)	
<b>Item 15 Prerequisite Skill</b>	describe and classify samples of matter as solids, liquids, and gases and demonstrate that solids have a definite shape and that liquids and gases take the shape of their container (3)	
<b>Item 16 Prerequisite Skill</b>	predict, observe, and record changes in the state of matter caused by heating or cooling such as ice becoming liquid water, condensation forming on the outside of a glass of ice water, or liquid water being heated to the point of becoming water vapor (3)	

Science Grade 8		Cluster 5
<b>Reporting Category 2</b>	Force, Motion, and Energy: The student will demonstrate an understanding of force, motion, and energy and their relationships.	
<b>Knowledge and Skills Statement 8.6</b>	The student knows that there is a relationship between force, motion, and energy.	
<b>Essence Statement</b>	Recognizes that relationships exist between force, motion, and energy.	
<b>Item 17 Prerequisite Skill</b>	demonstrate and record the ways that objects can move such as in a straight line, zigzag, up and down, back and forth, round and round, and fast and slow (1)	
<b>Item 18 Prerequisite Skill</b>	demonstrate and record the ways that objects can move such as in a straight line, zigzag, up and down, back and forth, round and round, and fast and slow (1)	
<b>Item 19 Prerequisite Skill</b>	demonstrate and observe how position and motion can be changed by pushing and pulling objects such as swings, balls, and wagons (3)	
<b>Item 20 Prerequisite Skill</b>	demonstrate and observe how position and motion can be changed by pushing and pulling objects such as swings, balls, and wagons (3)	





# SCIENCE





## Presentation Instructions for Question 1

- *Present* Stimulus 1.
- *Direct* the student to Stimulus 1. *Communicate*: **During the winter, the weather can be cold and snowy.**
- *Communicate*: **Find the weather that is cold and snowy.**

### Stimulus 1



Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the weather that is cold and snowy,	➡	mark <b>A</b> for question 1 and move to question 2.
If the student does not find the weather that is cold and snowy,	➡	<ul style="list-style-type: none"> <li>• remove the stimulus;</li> <li>• wait at least five seconds; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After the five-second wait time, if the student finds the weather that is cold and snowy,	➡	mark <b>B</b> for question 1 and move to question 2.
After the five-second wait time, if the student does not find the weather that is cold and snowy,	➡	mark <b>C</b> 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:* **This girl is wearing a coat to keep warm when outside during the winter.**
- Direct the student to each answer choice in Stimulus 2b. *Communicate:* **These are flip-flops. These are thick gloves.**
- *Communicate:* **Find what can be worn to keep warm when outside during the winter.**

### Stimulus 2a



### Stimulus 2b



Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the thick gloves in Stimulus 2b,	➡	mark <b>A</b> for question 2 and move to question 3.
If the student does not find the thick gloves in Stimulus 2b,	➡	<ul style="list-style-type: none"> <li>• model the desired student action by finding thick gloves in Stimulus 2b and <i>communicate</i> <b>“Thick gloves can be worn to keep warm when outside during the winter”</b>; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds the thick gloves in Stimulus 2b,	➡	mark <b>B</b> for question 2 and move to question 3.
After teacher modeling, if the student does not find the thick gloves in Stimulus 2b,	➡	mark <b>C</b> 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*: **Each season has different characteristics. These are trees and bushes during the fall season.**
- Direct the student to each answer choice in Stimulus 3b. *Communicate* the text in each answer choice.
- *Communicate*: **Find some characteristics of the fall season.**

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#### Stimulus 3a



#### Stimulus 3b

- \*
- leaves change colors
  - trees lose their leaves

- new plant growth
- flowers bloom

- fresh snow
  - rainiest time of year
-

## Scoring Instructions

Student Action	Test Administrator Action
If the student finds “leaves change colors, trees lose their leaves” in Stimulus 3b,	➡ mark <b>A</b> for question 3 and move to question 4.
If the student does not find “leaves change colors, trees lose their leaves” in Stimulus 3b,	➡ provide <b>one</b> of these allowable teacher assists to the student: <ul style="list-style-type: none"> <li>• Have the student describe the photograph in Stimulus 3a. <b>OR</b></li> <li>• Have the student describe activities that occur during the fall.</li> <li>• Highlight the first bullet in each answer choice in Stimulus 3b.</li> </ul> Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “leaves change colors, trees lose their leaves” in Stimulus 3b,	➡ mark <b>B</b> for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find “leaves change colors, trees lose their leaves” in Stimulus 3b,	➡ mark <b>C</b> for question 3 and move to question 4.

## Presentation Instructions for Question 4

- *Present* Stimulus 4.
- *Direct* the student to Stimulus 4. *Communicate*: **Each season has different characteristics.**
- *Direct* the student to each answer choice in Stimulus 4. *Communicate* the text in each answer choice.
- *Communicate*: **Find the season with the fewest hours of daylight in the United States.**

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### Stimulus 4

summer

fall

\* winter

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### Scoring Instructions

Student Action		Test Administrator Action
If the student finds “winter,”	➡	mark <b>A</b> for question 4 and move to question 5.
If the student does not find “winter,”	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “winter,”	➡	mark <b>B</b> for question 4 and move to question 5.
After the teacher repeats the instructions, if the student does not find “winter,”	➡	mark <b>C</b> for question 4 and move to question 5.

## Presentation Instructions for Question 5

- Present Stimulus 5.
- Direct the student to Stimulus 5. *Communicate:* This swing is moving back and forth.
- *Communicate:* Find the swing.

### Stimulus 5



### Scoring Instructions

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

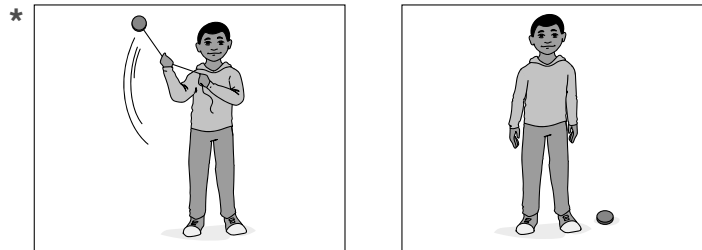
## Presentation Instructions for Question 6

- Present Stimulus 6a and 6b.
- Direct the student to Stimulus 6a. *Communicate:* This swing being pushed to move back and forth demonstrates mechanical energy.
- Direct the student to each answer choice in Stimulus 6b. *Communicate:* This boy is swinging an object on a string. This boy is standing next to an object.
- *Communicate:* Find an example of mechanical energy.

Stimulus 6a



Stimulus 6b



## Scoring Instructions

Student Action	Test Administrator Action
If the student finds the boy swinging an object on a string in Stimulus 6b,	➡ mark <b>A</b> for question 6 and move to question 7.
If the student does not find the boy swinging an object on a string in Stimulus 6b,	➡ <ul style="list-style-type: none"> <li>• model the desired student action by finding the boy swinging an object on a string in Stimulus 6b and <i>communicate</i> “<b>The boy swinging an object on a string is an example of mechanical energy</b>”; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds the boy swinging an object on a string in Stimulus 6b,	➡ mark <b>B</b> for question 6 and move to question 7.
After teacher modeling, if the student does not find the boy swinging an object on a string in Stimulus 6b,	➡ mark <b>C</b> for question 6 and move to question 7.

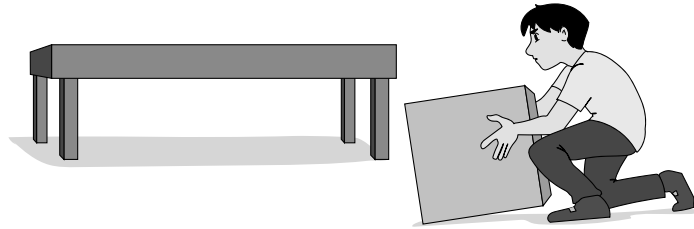


## Presentation Instructions for Question 7

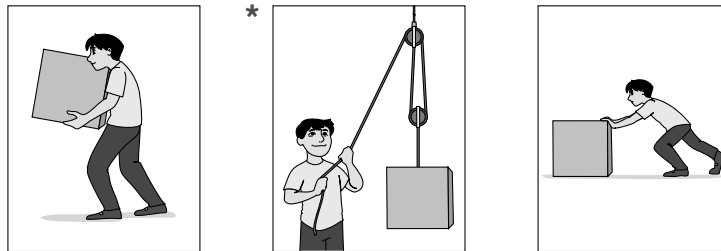
- Present Stimulus 7a and 7b.
- Direct the student to Stimulus 7a. *Communicate:* The boy has a heavy object to lift from the floor to a higher point.
- Direct the student to each answer choice in Stimulus 7b. *Communicate:* The boy lifts the object with his body. The boy lifts the object with a pulley. The boy pushes the object.
- *Communicate:* Find how the boy can reduce the force needed to lift the heavy object.

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### Stimulus 7a



### Stimulus 7b



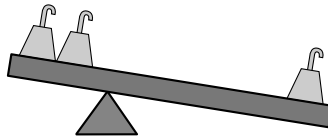
## Scoring Instructions

Student Action	Test Administrator Action
If the student finds the boy using a pulley in Stimulus 7b,	➡ mark <b>A</b> for question 7 and move to question 8.
If the student does not find the boy using a pulley in Stimulus 7b,	➡ provide <b>one</b> of these allowable teacher assists to the student: <ul style="list-style-type: none"> <li>• Have the student describe some of the experiments he or she has done with simple machines. <b>OR</b></li> <li>• Role-play what is happening in each answer choice.</li> </ul> Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the boy using a pulley in Stimulus 7b,	➡ mark <b>B</b> for question 7 and move to question 8.
After the selected teacher assistance, if the student does not find the boy using a pulley in Stimulus 7b,	➡ mark <b>C</b> for question 7 and move to question 8.

## Presentation Instructions for Question 8

- Present Stimulus 8a and 8b.
  - Direct the student to Stimulus 8a. *Communicate*: Some students are investigating the amount of force needed to lift weights using a lever. The students use a triangle as a fulcrum in different positions along the lever. When the fulcrum is placed closer to the pair of weights, the single weight is able to lift the pair of weights.
  - Direct the student to each answer choice in Stimulus 8b. *Communicate* the text in each answer choice.
  - *Communicate*: Find why the single weight can lift the pair of weights.
- 

### Stimulus 8a



### Stimulus 8b

The single weight is heavier than the pair of weights.

Sliding the single weight closer to the pair of weights makes lifting the pair of weights easier.

\* Moving the triangle closer to the pair of weights reduces the amount of force needed for the lever to lift them.

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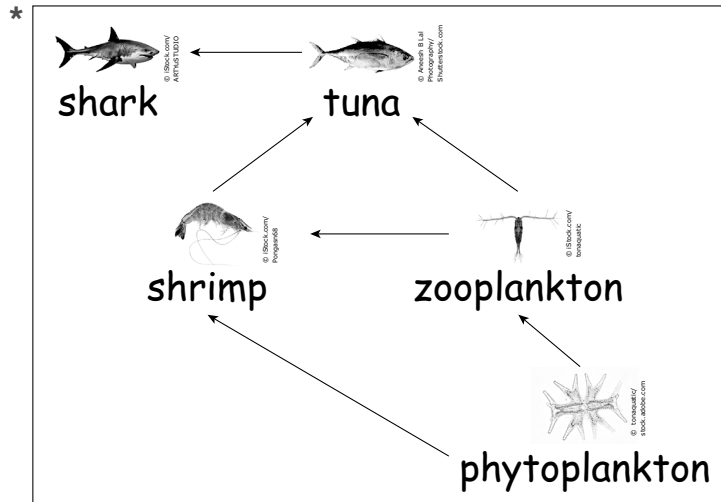
## Scoring Instructions

Student Action	Test Administrator Action
If the student finds “Moving the triangle closer to the pair of weights reduces the amount of force needed for the lever to lift them” in Stimulus 8b,	➡ mark <b>A</b> for question 8 and move to question 9.
If the student does not find “Moving the triangle closer to the pair of weights reduces the amount of force needed for the lever to lift them” in Stimulus 8b,	➡ replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “Moving the triangle closer to the pair of weights reduces the amount of force needed for the lever to lift them” in Stimulus 8b,	➡ mark <b>B</b> for question 8 and move to question 9.
After the teacher repeats the instructions, if the student does not find “Moving the triangle closer to the pair of weights reduces the amount of force needed for the lever to lift them” in Stimulus 8b,	➡ mark <b>C</b> for question 8 and move to question 9.

## Presentation Instructions for Question 9

- Present Stimulus 9.
- Direct the student to Stimulus 9. *Communicate:* This is a food web from a Gulf of Mexico biome.
- *Communicate:* Find the food web.

### Stimulus 9



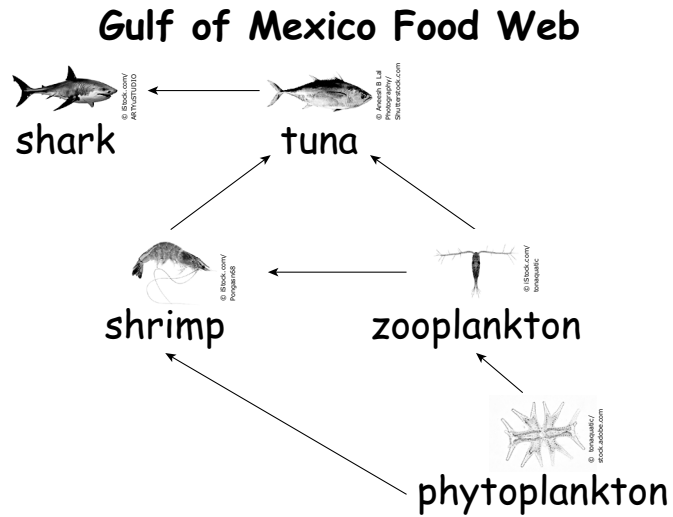
### Scoring Instructions

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

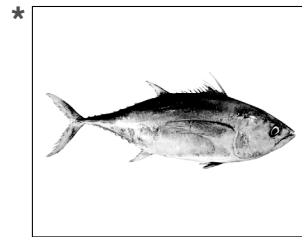
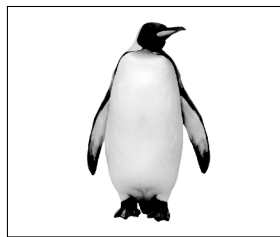
## Presentation Instructions for Question 10

- Present Stimulus 10a and 10b.
- Direct the student to Stimulus 10a. Communicate the text.
- Direct the student to each answer choice in Stimulus 10b. Communicate: **This is a penguin. This is a tuna.**
- Communicate: Find an organism that is in this food web.

### Stimulus 10a



### Stimulus 10b



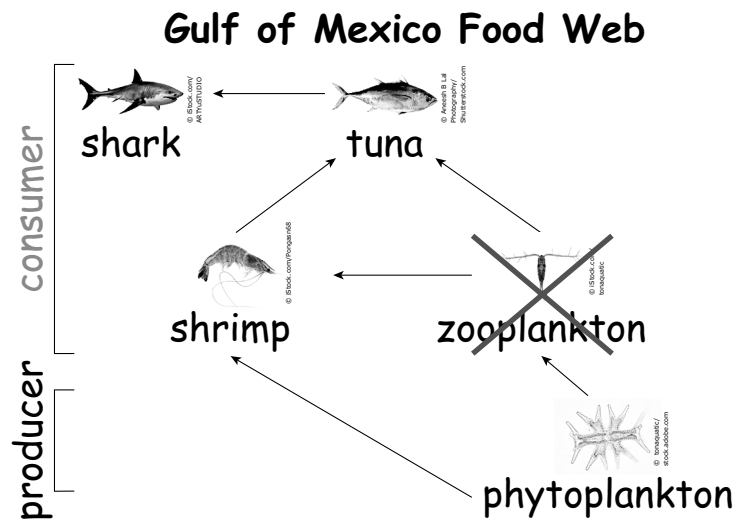
## Scoring Instructions

Student Action	Test Administrator Action
If the student finds the tuna in Stimulus 10b,	➔ mark <b>A</b> for question 10 and move to question 11.
If the student does not find the tuna in Stimulus 10b,	➔ <ul style="list-style-type: none"> <li>• model the desired student action by finding the tuna in Stimulus 10b and <i>communicate</i> “<b>A tuna is in this food web</b>”; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds the tuna in Stimulus 10b,	➔ mark <b>B</b> for question 10 and move to question 11.
After teacher modeling, if the student does not find the tuna in Stimulus 10b,	➔ mark <b>C</b> 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 the text.
- Direct the student to each answer choice in Stimulus 11b. Communicate the text in each answer choice.
- Communicate: Find how a sudden elimination of zooplankton will immediately affect this food web.

### Stimulus 11a



### Stimulus 11b

Phytoplankton numbers will decrease.

Tuna numbers will increase.

\*

Shrimp numbers will decrease.



## Scoring Instructions

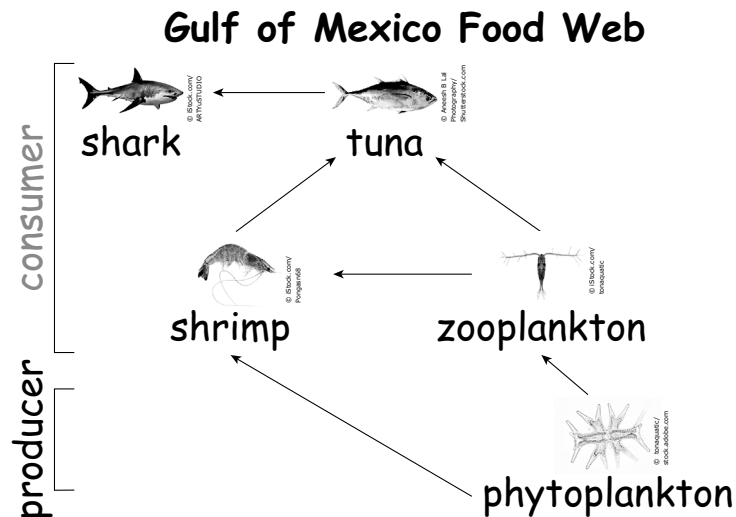
Student Action	Test Administrator Action
If the student finds “Shrimp numbers will decrease” in Stimulus 11b,	<p>➡ mark <b>A</b> for question 11 and move to question 12.</p>
If the student does not find “Shrimp numbers will decrease” in Stimulus 11b,	<p>➡ provide <b>one</b> of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> <li>• Have the student describe one flow of energy from the phytoplankton to the shark. <b>OR</b></li> <li>• Define “consumer.” <b>OR</b></li> <li>• Highlight “phytoplankton,” “tuna,” and “shrimp” in Stimulus 11a.</li> </ul> <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds “Shrimp numbers will decrease” in Stimulus 11b,	<p>➡ mark <b>B</b> for question 11 and move to question 12.</p>
After the selected teacher assistance, if the student does not find “Shrimp numbers will decrease” in Stimulus 11b,	<p>➡ mark <b>C</b> for question 11 and move to question 12.</p>

## Presentation Instructions for Question 12

- Present Stimulus 12a and 12b.
- Direct the student to Stimulus 12a. Communicate the text.
- Direct the student to the stem and each answer choice in Stimulus 12b. Communicate the text in the stem and each answer choice.
- Communicate: Find why phytoplankton are producers.

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### Stimulus 12a



### Stimulus 12b

Phytoplankton are producers because —

\* they use sunlight to make their own food

they give off air bubbles to keep the water fresh

they eat other consumers for energy

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## Scoring Instructions

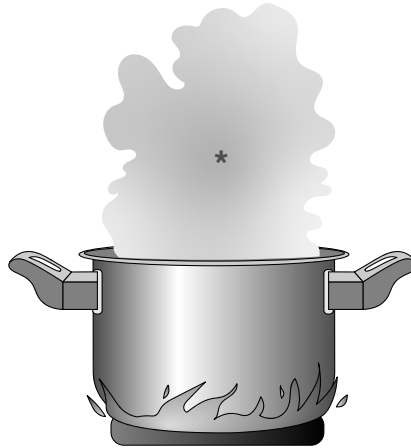
Student Action	Test Administrator Action
If the student finds “they use sunlight to make their own food” in Stimulus 12b,	➡ mark <b>A</b> for question 12 and move to question 13.
If the student does not find “they use sunlight to make their own food” in Stimulus 12b,	➡ replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “they use sunlight to make their own food” in Stimulus 12b,	➡ mark <b>B</b> for question 12 and move to question 13.
After the teacher repeats the instructions, if the student does not find “they use sunlight to make their own food” in Stimulus 12b,	➡ mark <b>C</b> for question 12 and move to question 13.

## Presentation Instructions for Question 13

- *Present* Stimulus 13.
- *Direct* the student to Stimulus 13. *Communicate*: **Water can be a solid, a liquid, or a gas. When water boils, it changes into a gas.**
- *Communicate*: **Find the gas.**

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### Stimulus 13



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### Scoring Instructions

Student Action		Test Administrator Action
If the student finds the gas,	➡	mark <b>A</b> for question 13 and move to question 14.
If the student does not find the gas,	➡	<ul style="list-style-type: none"><li>• remove the stimulus;</li><li>• wait at least five seconds; and</li><li>• replicate the initial presentation instructions.</li></ul>
After the five-second wait time, if the student finds the gas,	➡	mark <b>B</b> for question 13 and move to question 14.
After the five-second wait time, if the student does not find the gas,	➡	mark <b>C</b> 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:* **When heat is added to water, it begins to boil. The steam that is released is a gas.**
- Direct the student to each answer choice in Stimulus 14b. *Communicate:* **This is a hot cup of coffee. This is a watering can.**
- *Communicate:* **Find the liquid that is changing to gas.**

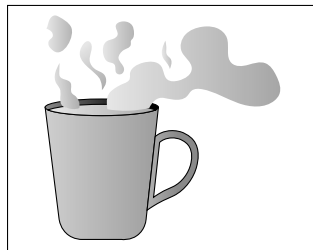
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### Stimulus 14a



### Stimulus 14b

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## Scoring Instructions

Student Action	Test Administrator Action
If the student finds the hot cup of coffee in Stimulus 14b,	➡ mark <b>A</b> for question 14 and move to question 15.
If the student does not find the hot cup of coffee in Stimulus 14b,	➡ <ul style="list-style-type: none"> <li>• model the desired student action by finding the hot cup of coffee in Stimulus 14b and <i>communicate</i> “<b>The hot cup of coffee is liquid changing to gas</b>”; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds the hot cup of coffee in Stimulus 14b,	➡ mark <b>B</b> for question 14 and move to question 15.
After teacher modeling, if the student does not find the hot cup of coffee in Stimulus 14b,	➡ mark <b>C</b> 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: Solids, liquids, and gases have different properties. This is ice. It is a solid. Communicate the text.*
  - Direct the student to each answer choice in Stimulus 15b. *Communicate the text in each answer choice.*
  - *Communicate: Find the description of a solid.*
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### Stimulus 15a



solid

### Stimulus 15b

definite mass and takes  
the shape of its container

no definite mass and  
no definite shape

\* definite mass and  
definite shape

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## Scoring Instructions

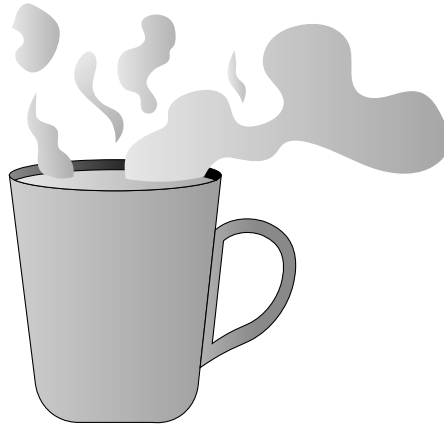
Student Action	Test Administrator Action
If the student finds “definite mass and definite shape” in Stimulus 15b,	<p>➡ mark <b>A</b> for question 15 and move to question 16.</p>
If the student does not find “definite mass and definite shape” in Stimulus 15b,	<p>➡ provide <b>one</b> of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> <li>• Give examples of other solids. <b>OR</b></li> <li>• Have the student give an example of a solid, liquid, or gas.</li> </ul> <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds “definite mass and definite shape” in Stimulus 15b,	<p>➡ mark <b>B</b> for question 15 and move to question 16.</p>
After the selected teacher assistance, if the student does not find “definite mass and definite shape” in Stimulus 15b,	<p>➡ mark <b>C</b> for question 15 and move to question 16.</p>



## Presentation Instructions for Question 16

- Present Stimulus 16a and 16b.
  - Direct the student to Stimulus 16a. *Communicate*: This is a hot beverage that is turning into steam, a gas.
  - Direct the student to each answer choice in Stimulus 16b. *Communicate* the text in each answer choice.
  - *Communicate*: Find why the beverage changes from a liquid to a gas.
- 

### Stimulus 16a



### Stimulus 16b

It had heat removed.

\* It had heat added.

It was poured into a glass.

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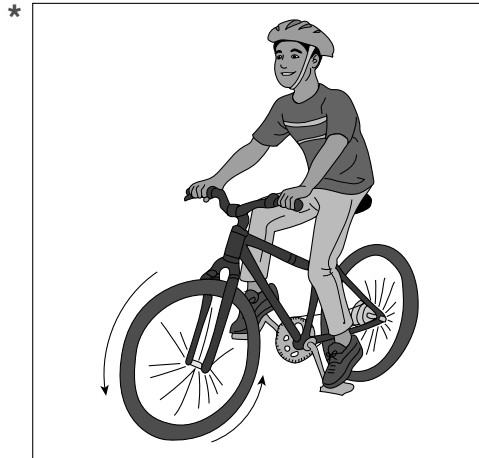
## Scoring Instructions

Student Action	Test Administrator Action
If the student finds “It had heat added” in Stimulus 16b,	➡ mark <b>A</b> for question 16 and move to question 17.
If the student does not find “It had heat added” in Stimulus 16b,	➡ replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “It had heat added” in Stimulus 16b,	➡ mark <b>B</b> for question 16 and move to question 17.
After the teacher repeats the instructions, if the student does not find “It had heat added” in Stimulus 16b,	➡ mark <b>C</b> for question 16 and move to question 17.

## Presentation Instructions for Question 17

- Present Stimulus 17.
- Direct the student to Stimulus 17. *Communicate:* **The wheels on this bicycle turn around and around.**
- *Communicate:* **Find the wheels that turn around and around.**

### Stimulus 17



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

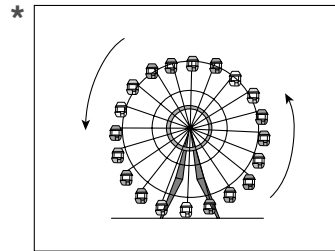
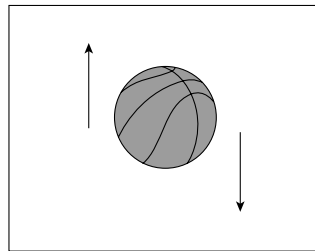
## Presentation Instructions for Question 18

- Present Stimulus 18a and 18b.
- Direct the student to Stimulus 18a. *Communicate: These bicycle wheels turn around and around.*
- Direct the student to each answer choice in Stimulus 18b. *Communicate: This is a bouncing ball. This is a Ferris wheel.*
- *Communicate: Find the object that turns around and around.*

### Stimulus 18a



### Stimulus 18b



### Scoring Instructions

Student Action		Test Administrator Action
If the student finds the Ferris wheel in Stimulus 18b,	➡	mark <b>A</b> for question 18 and move to question 19.
If the student does not find the Ferris wheel in Stimulus 18b,	➡	<ul style="list-style-type: none"> <li>• model the desired student action by finding the Ferris wheel in Stimulus 18b and <i>communicate</i> “<b>The Ferris wheel turns around and around</b>”; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds the Ferris wheel in Stimulus 18b,	➡	mark <b>B</b> for question 18 and move to question 19.
After teacher modeling, if the student does not find the Ferris wheel in Stimulus 18b,	➡	mark <b>C</b> for question 18 and move to question 19.

## Presentation Instructions for Question 19

- Present Stimulus 19a and 19b.
- Direct the student to Stimulus 19a. *Communicate:* This girl is using her feet to make the balance bike move forward.
- Direct the student to each answer choice in Stimulus 19b. *Communicate* the text in each answer choice.
- *Communicate:* Find what will happen when the girl uses the brakes.

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### Stimulus 19a



### Stimulus 19b

The bike will move at a faster speed.

The bike will continue to move forward at the same speed.

\* The bike will move at a slower speed.

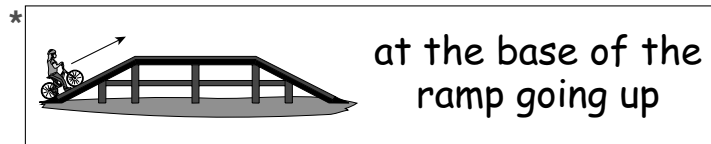
## Scoring Instructions

Student Action	Test Administrator Action
If the student finds “The bike will move at a slower speed” in Stimulus 19b,	➡ mark <b>A</b> for question 19 and move to question 20.
If the student does not find “The bike will move at a slower speed” in Stimulus 19b,	➡ provide <b>one</b> of these allowable teacher assists to the student: <ul style="list-style-type: none"> <li>• Highlight “faster speed,” “same speed,” and “slower speed” in Stimulus 19b. <b>OR</b></li> <li>• Have the student describe how to make each answer choice in Stimulus 19b happen.</li> </ul> Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “The bike will move at a slower speed” in Stimulus 19b,	➡ mark <b>B</b> for question 19 and move to question 20.
After the selected teacher assistance, if the student does not find “The bike will move at a slower speed” in Stimulus 19b,	➡ mark <b>C</b> for question 19 and move to question 20.

## Presentation Instructions for Question 20

- Present Stimulus 20.
- Direct the student to Stimulus 20. *Communicate:* This girl is riding her balance bike on a trail with a ramp.
- Direct the student to each answer choice in Stimulus 20. *Communicate* the text in each answer choice.
- *Communicate:* Find where the most force is needed to move the balance bike forward.

### Stimulus 20



### Scoring Instructions

Student Action		Test Administrator Action
If the student finds “at the base of the ramp going up,”	➡	mark <b>A</b> for question 20.
If the student does not find “at the base of the ramp going up,”	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “at the base of the ramp going up,”	➡	mark <b>B</b> for question 20.
After the teacher repeats the instructions, if the student does not find “at the base of the ramp going up,”	➡	mark <b>C</b> for question 20.

**TEST  
INSTRUCTIONS**

**STAAR ALTERNATE 2  
GRADE 8  
Science  
April 2023**

