STAAR®
Alternate 2

State of Texas
Assessments of
Academic Readiness
—Alternate 2—

TEST ADMINISTRATOR MANUAL

GRADE 4
Mathematics
STAAR Alternate 2

Administered April 2019

RELEASED

Texas Essential Knowledge and Skills (TEKS) Curriculum Assessed

Grade 4 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 4.6	The student applies mathematical process standards to analyze geometric attributes in order to develop generalizations about their properties.	
Essence Statement	Identifies one-and two-dimensional geometric figures using attributes.	
Item 1 Prerequisite Skill	Identify attributes of two-dimensional shapes using informal and formal geometric language interchangeably (K)	
Item 2 Prerequisite Skill	Identify attributes of two-dimensional shapes using informal and formal geometric language interchangeably (K)	
Item 3 Prerequisite Skill	Classify and sort regular and irregular two-dimensional shapes based on attributes using informal geometric language (1)	
Item 4 Prerequisite Skill	Create two-dimensional shapes based on given attributes, including number of sides and vertices (2)	

Grade 4 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 4.3	The student applies mathematical process standards to represent and generate fractions to solve problems.	
Essence Statement	Solves addition or subtraction problems involving fractions.	
Item 5 Prerequisite Skill	Model the action of joining to represent addition and the action of separating to represent subtraction (K)	
Item 6 Prerequisite Skill	Model the action of joining to represent addition and the action of separating to represent subtraction (K)	
Item 7 Prerequisite Skill	Partition two-dimensional figures into two and four fair shares or equal parts and describe the parts using words (1)	
Item 8 Prerequisite Skill	Partition two-dimensional figures into two and four fair shares or equal parts and describe the parts using words (1)	

Grade 4 Mathematics		Cluster 3
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 4.9	The student applies mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data.	
Essence Statement	Uses graphs to organize and interpret data.	
Item 9 Prerequisite Skill	Collect, sort, and organize data into two or three categories (K)	
Item 10 Prerequisite Skill	Collect, sort, and organize data into two or three categories (K)	
Item 11 Prerequisite Skill	Draw conclusions and generate and answer questions using information from picture and bar-type graphs (1)	
Item 12 Prerequisite Skill	Draw conclusions and make predictions from information in a graph (2)	

Grade 4 Mathematics		Cluster 4
Reporting Category 1	Numerical Representations and Relationships: The student will demonstrate an understanding of how to represent and manipulate numbers and expressions.	
Knowledge and Skills Statement 4.2	The student applies mathematical process standards to represent, compare, and order whole numbers and decimals and understand relationships related to place value.	
Essence Statement	Uses number relationships to demonstrate an understanding of place value.	
Item 13 Prerequisite Skill	Generate a set using concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 20 (K)	
Item 14 Prerequisite Skill	Generate a set using concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 20 (K)	
Item 15 Prerequisite Skill	Generate a number that is greater than or less than a given whole number up to 120 (1)	
Item 16 Prerequisite Skill	Generate a number that is greater than or less than a given whole number up to 1,200 (2)	

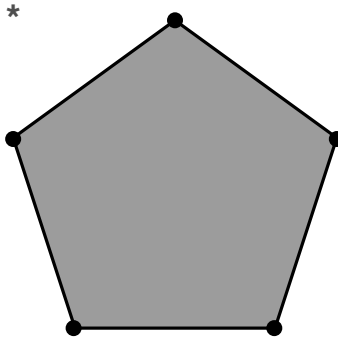| Grade 4 Mathematics		Cluster 5
Reporting Category 3	Geometry and Measurement: The student will demonstrate an understanding of how to represent and apply geometry and measurement concepts.	
Knowledge and Skills Statement 4.5	The student applies mathematical process standards to develop concepts of expressions and equations.	
Essence Statement	Solves problems involving perimeter or area of rectangles.	
Item 17 Prerequisite Skill	Compare two objects with a common measurable attribute to see which object has more of/less of the attribute and describe the difference (K)	
Item 18 Prerequisite Skill	Compare two objects with a common measurable attribute to see which object has more of/less of the attribute and describe the difference (K)	
Item 19 Prerequisite Skill	Determine the length of an object to the nearest marked unit using rulers, yardsticks, meter sticks, or measuring tapes (2)	
Item 20 Prerequisite Skill	Determine a solution to a problem involving length, including estimating lengths (2)	

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 each corner of the shape. *Communicate:* **This shape has five corners. One, two, three, four, five.**
- *Communicate:* **Find the shape with five corners.**
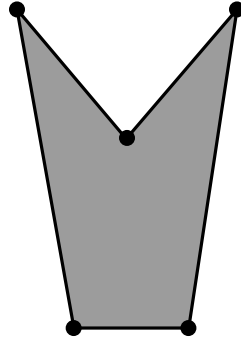

Stimulus 1

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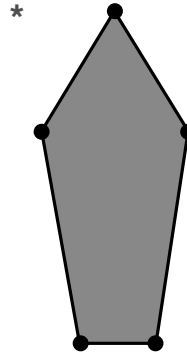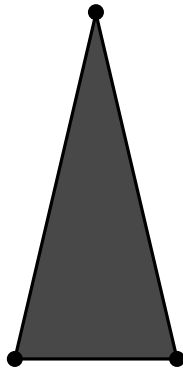| Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the shape with five corners,	➡	mark **A** for question 1 and move to question 2.
If the student does not find the shape with five corners,	➡	• remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds the shape with five corners,	➡	mark **B** for question 1 and move to question 2.
After the five-second wait time, if the student does not find the shape with five corners,	➡	mark **C** for question 1 and move to question 2.

Presentation Instructions for Question 2

- *Present* Stimulus 2a and 2b.
- *Direct* the student to each corner of the shape in Stimulus 2a. *Communicate:* **This shape has five corners. One, two, three, four, five.**
- *Direct* the student to each answer choice in Stimulus 2b.
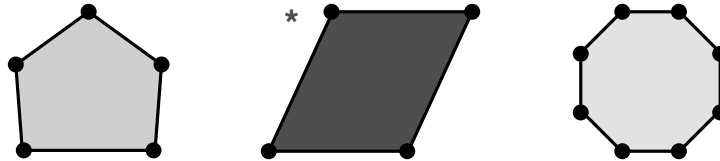- *Communicate:* **Find another shape with five corners.**

Stimulus 2a

Stimulus 2b

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the shape with five corners in Stimulus 2b,	➡	mark **A** for question 2 and move to question 3.
If the student does not find the shape with five corners in Stimulus 2b,	➡	• model the desired student action by finding the shape with five corners in Stimulus 2b and *communicate* **"This shape has five corners"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the shape with five corners in Stimulus 2b,	➡	mark **B** for question 2 and move to question 3.
After teacher modeling, if the student does not find the shape with five corners in Stimulus 2b,	➡	mark **C** for question 2 and move to question 3.

Presentation Instructions for Question 3

- *Present* Stimulus 3.
- *Direct* the student to each answer choice. *Communicate:* **Each of these shapes has a different number of corners.**
- *Communicate:* **Find the shape that has four corners.**

Stimulus 3

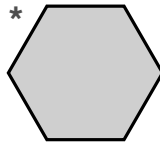| Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the shape with four corners,	➡	mark **A** for question 3 and move to question 4.
If the student does not find the shape with four corners,	➡	provide **one** of these allowable teacher assists to the student: • Have the student identify the corners of each shape. **OR** • Allow the student to use manipulatives that match the shapes. **OR** • Have the student highlight or mark off the corners of each shape as the corners are counted. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the shape with four corners,	➡	mark **B** for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find the shape with four corners,	➡	mark **C** for question 3 and move to question 4.

Presentation Instructions for Question 4

- *Present* Stimulus 4a and 4b.
- *Direct* the student to the text in Stimulus 4a. *Communicate:* **A student draws a shape with six sides and six corners.**
- *Direct* the student to each answer choice in Stimulus 4b.
- *Communicate:* **Find the shape with six sides and six corners.**

Stimulus 4a

<div align="center">
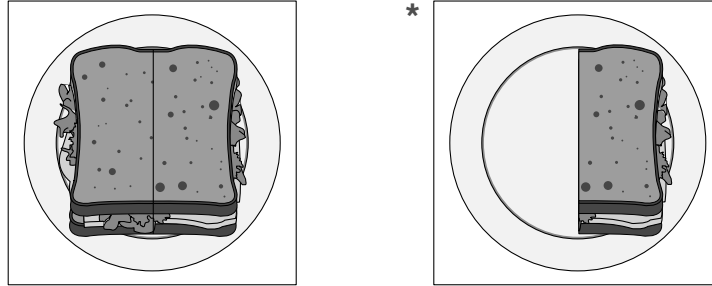
6 sides

6 corners

</div>

Stimulus 4b

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the shape with six sides and six corners in Stimulus 4b,	➡	mark **A** for question 4 and move to question 5.
If the student does not find the shape with six sides and six corners in Stimulus 4b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds the shape with six sides and six corners in Stimulus 4b,	➡	mark **B** for question 4 and move to question 5.
After the teacher repeats the instructions, if the student does not find the shape with six sides and six corners in Stimulus 4b,	➡	mark **C** for question 4 and move to question 5.

Presentation Instructions for Question 5

- *Present* Stimulus 5.
- *Direct* the student to the answer choice on the left. *Communicate:* **This is a whole sandwich. The sandwich is cut into two halves.**
- *Direct* the student to the answer choice on the right. *Communicate:* **This is half of the sandwich.**
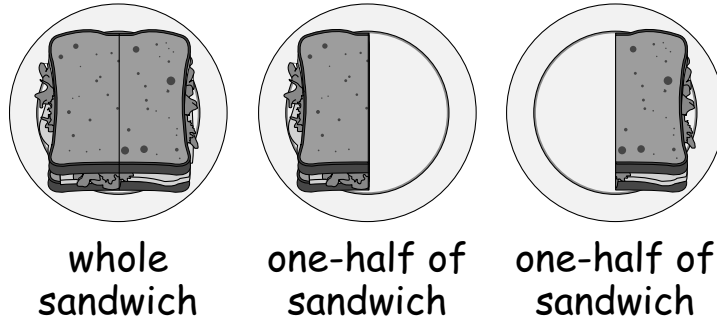- *Communicate:* **Find half of the sandwich.**

Stimulus 5

Scoring Instructions

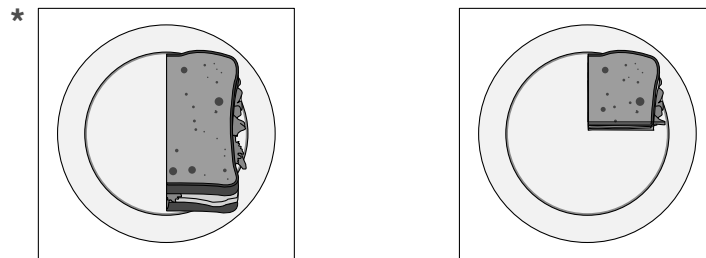| Student Action		Test Administrator Action
If the student finds half of the sandwich,	➡	mark **A** for question 5 and move to question 6.
If the student does not find half of the sandwich,	➡	• remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds half of the sandwich,	➡	mark **B** for question 5 and move to question 6.
After the five-second wait time, if the student does not find half of the sandwich,	➡	mark **C** for question 5 and move to question 6.

Presentation Instructions for Question 6

- *Present* Stimulus 6a and 6b.
- *Direct* the student to each part of Stimulus 6a. *Communicate:* **This is a whole sandwich. This is half of the sandwich. This is the other half.**
- *Direct* the student to each answer choice in Stimulus 6b.
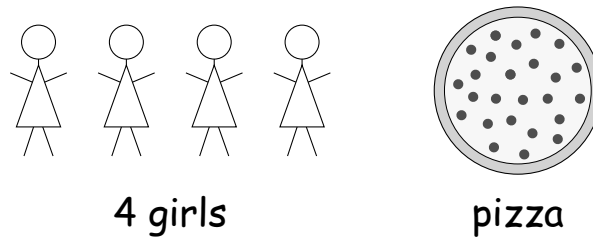- *Communicate:* **Find half of the sandwich.**

Stimulus 6a

whole sandwich   one-half of sandwich   one-half of sandwich

Stimulus 6b

Scoring Instructions

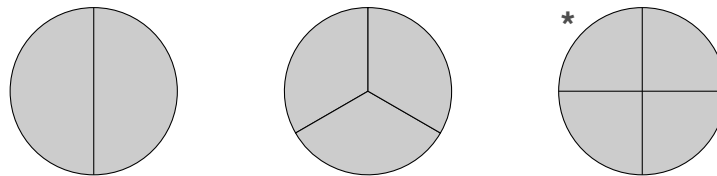| Student Action		Test Administrator Action
If the student finds half of the sandwich in Stimulus 6b,	➡	mark **A** for question 6 and move to question 7.
If the student does not find half of the sandwich in Stimulus 6b,	➡	• model the desired student action by finding half of the sandwich in Stimulus 6b and *communicate* **"This shows half of the sandwich"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds half of the sandwich in Stimulus 6b,	➡	mark **B** for question 6 and move to question 7.
After teacher modeling, if the student does not find half of the sandwich in Stimulus 6b,	➡	mark **C** for question 6 and move to question 7.

Presentation Instructions for Question 7

- *Present* Stimulus 7a and 7b.
- *Direct* the student to each part of Stimulus 7a. *Communicate:* **Four girls shared a whole pizza. Each girl ate one slice of pizza.**
- *Direct* the student to each answer choice in Stimulus 7b. *Communicate:* **These circles represent pizzas that are cut into slices.**
- *Communicate:* **Find the circle that shows how the pizza was cut into slices.**

Stimulus 7a

4 girls   pizza

Stimulus 7b

*

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the circle divided into fourths in Stimulus 7b,	➡	mark **A** for question 7 and move to question 8.
If the student does not find the circle divided into fourths in Stimulus 7b,	➡	provide *one* of these allowable teacher assists to the student: • Have the student identify how many slices of pizza are needed for the girls. **OR** • Highlight or trace the parts in each circle in Stimulus 7b. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the circle divided into fourths 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 circle divided into fourths in Stimulus 7b,	➡	mark **C** for question 7 and move to question 8.

Presentation Instructions for Question 8

- *Present* Stimulus 8.
- *Direct* the student to Stimulus 8. *Communicate:* **Two boys made a whole pizza. The pizza was cut into four slices. Each boy ate one-fourth of the pizza.**
- *Direct* the student to each answer choice. *Communicate:* **These circles represent pizzas that are cut into four slices.**
- *Communicate:* **Find the circle that is shaded to show how many fourths of the pizza the two boys ate altogether.**
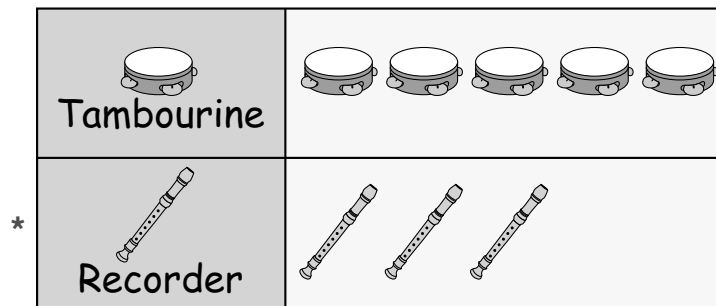
Stimulus 8
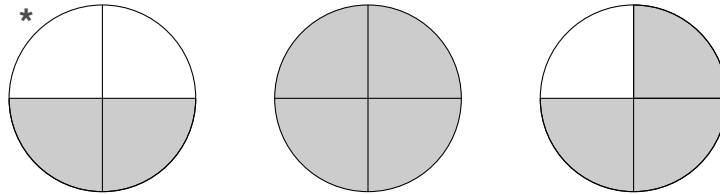
Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the circle with two-fourths shaded,	➡	mark **A** for question 8 and move to question 9.
If the student does not find the circle with two-fourths shaded,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds the circle with two-fourths shaded,	➡	mark **B** for question 8 and move to question 9.
After the teacher repeats the instructions, if the student does not find the circle with two-fourths shaded,	➡	mark **C** for question 8 and move to question 9.

Presentation Instructions for Question 9

- *Present* Stimulus 9.
- *Direct* the student to the graph. *Communicate:* **This picture graph shows the musical instruments that students played in music class.**
- *Direct* the student to each row of the graph. *Communicate:* **Students played either a tambourine or a recorder.**
- *Communicate:* **Find the part of the graph that shows the recorders.**

Stimulus 9

Musical Instruments

| Tambourine | 🪘 🪘 🪘 🪘 🪘 🪘 |
| Recorder | 🎵 🎵 🎵 🎵 |

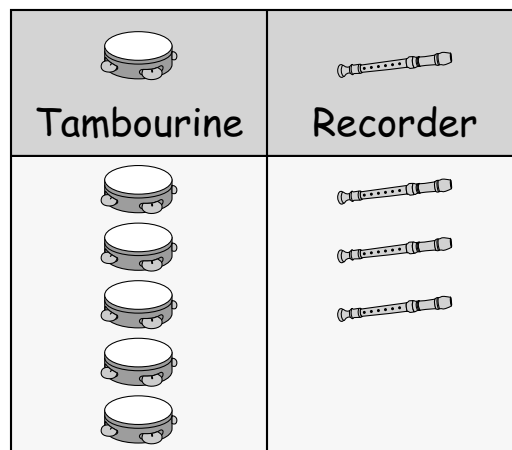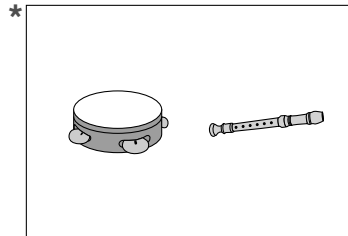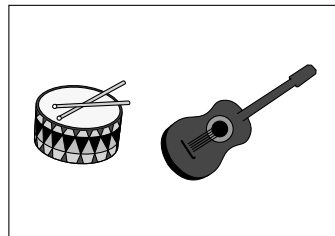| Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds any part of the graph that shows a recorder,	➡	mark **A** for question 9 and move to question 10.
If the student does not find any part of the graph that shows a recorder,	➡	• remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds any part of the graph that shows a recorder,	➡	mark **B** for question 9 and move to question 10.
After the five-second wait time, if the student does not find any part of the graph that shows a recorder,	➡	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:* **This picture graph shows the musical instruments that students played in music class. Students played either a tambourine or a recorder.**
- *Direct* the student to each answer choice in Stimulus 10b. *Communicate:* **Here are some instruments.**
- *Communicate:* **Find the musical instruments from the picture graph.**

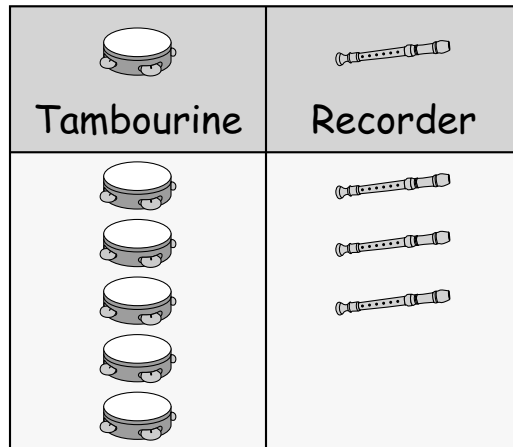**Stimulus 10a**

Musical Instruments

Tambourine	Recorder

Stimulus 10b

Scoring Instructions

Student Action		Test Administrator Action
If the student finds the tambourine and recorder in Stimulus 10b,	➡	mark **A** for question 10 and move to question 11.
If the student does not find the tambourine and recorder in Stimulus 10b,	➡	• model the desired student action by finding the tambourine and recorder in Stimulus 10b and *communicate* **"These musical instruments are from the picture graph"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the tambourine and recorder in Stimulus 10b,	➡	mark **B** for question 10 and move to question 11.
After teacher modeling, if the student does not find the tambourine and recorder 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 the graph in Stimulus 11a. *Communicate:* **This picture graph shows the musical instruments that students played in music class.**
- *Direct* the student to the column for tambourine in Stimulus 11a. *Communicate:* **Each picture of a tambourine means one student played the tambourine. One, two, three, four, five students played the tambourine.**
- *Direct* the student to the column for recorder in Stimulus 11a. *Communicate:* **Each picture of a recorder means one student played the recorder. One, two, three students played the recorder.**
- *Direct* the student to each answer choice in Stimulus 11b.
- *Communicate:* **Find the total number of students who played a musical instrument.**

Stimulus 11a

Musical Instruments

Stimulus 11b

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| 8 | 5 | 3 |

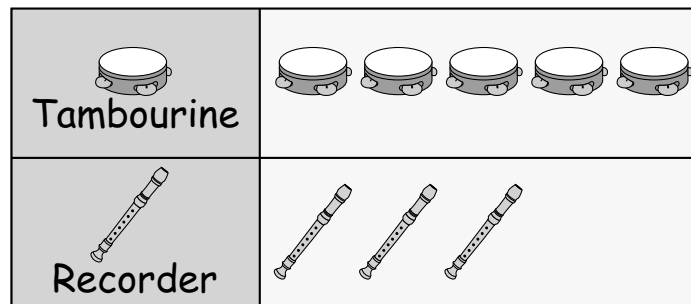| Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "8" in Stimulus 11b,	➡	mark **A** for question 11 and move to question 12.
If the student does not find "8" in Stimulus 11b,	➡	provide **one** of these allowable teacher assists to the student: • Have the student identify the number of instruments in each column and record that number below each column. **OR** • Highlight the five icons for tambourine and the three icons for recorder on the graph. **OR** • Use manipulatives to represent the instruments on the graph. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "8" in Stimulus 11b,	➡	mark **B** for question 11 and move to question 12.
After the selected teacher assistance, if the student does not find "8" 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 Stimulus 12a. *Communicate:* **This picture graph shows the musical instruments that students played in music class.**
- *Direct* the student to each answer choice in Stimulus 12b. *Communicate* each answer choice.
- *Communicate:* **Find the sentence that tells how many more students played the tambourine than played the recorder.**

Stimulus 12a

Musical Instruments

Stimulus 12b

Three more students played the recorder than the tambourine.

Five students played the recorder and the tambourine.

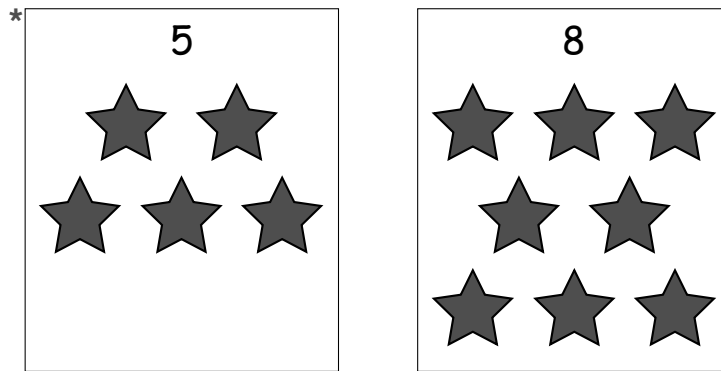* Two more students played the tambourine than the recorder.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds "Two more students played the tambourine than the recorder" in Stimulus 12b,	➡	mark **A** for question 12 and move to question 13.
If the student does not find "Two more students played the tambourine than the recorder" in Stimulus 12b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "Two more students played the tambourine than the recorder" 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 "Two more students played the tambourine than the recorder" 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 the answer choice on the left. *Communicate:* **This set has five stars. The number of stars equals five.**
- *Direct* the student to the answer choice on the right. *Communicate:* **This set has eight stars. The number of stars equals eight.**
- *Communicate:* **Find the set where the number of stars equals five.**

Stimulus 13

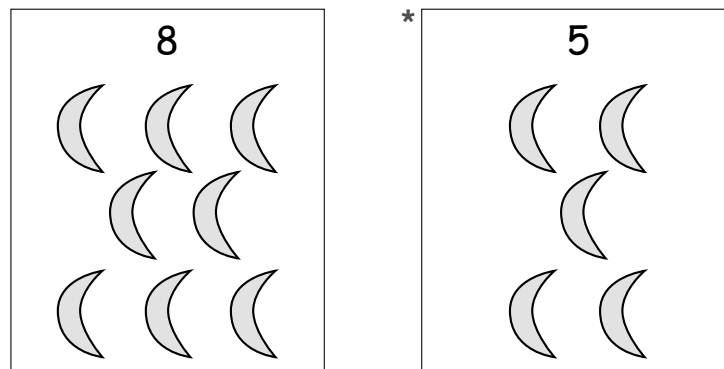| Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the set of five stars,	➡	mark **A** for question 13 and move to question 14.
If the student does not find the set of five stars,	➡	• remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds the set of five stars,	➡	mark **B** for question 13 and move to question 14.
After the five-second wait time, if the student does not find the set of five stars,	➡	mark **C** for question 13 and move to question 14.

Presentation Instructions for Question 14

- *Present* Stimulus 14a and 14b.
- *Direct* the student to the stars in Stimulus 14a. *Communicate:* **This set has five stars. The number of stars equals five.**
- *Direct* the student to each answer choice in Stimulus 14b. *Communicate:* **Here are some sets of moons.**
- *Communicate:* **Find the set where the number of moons equals five.**

Stimulus 14a

5

Stimulus 14b

8

* 5

Scoring Instructions

Student Action		Test Administrator Action
If the student finds the set with five moons in Stimulus 14b,	➡	mark **A** for question 14 and move to question 15.
If the student does not find the set with five moons in Stimulus 14b,	➡	• model the desired student action by finding the set with five moons in Stimulus 14b and *communicate* **"The number of moons equals five in this set"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the set with five moons in Stimulus 14b,	➡	mark **B** for question 14 and move to question 15.
After teacher modeling, if the student does not find the set with five moons in Stimulus 14b,	➡	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 set has 19 stars.**
- *Direct* the student to each answer choice in Stimulus 15b.
- *Communicate:* **Find the number that is less than 19.**

Stimulus 15a

19

Stimulus 15b

| 20 | 29 | * 12 |

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "12" in Stimulus 15b,	➡	mark **A** for question 15 and move to question 16.
If the student does not find "12" in Stimulus 15b,	➡	provide *one* of these allowable teacher assists to the student: • Allow the student to use math manipulatives. **OR** • Allow the student to use a number chart. **OR** • Have the student describe what "less than" means. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "12" in Stimulus 15b,	➡	mark **B** for question 15 and move to question 16.
After the selected teacher assistance, if the student does not find "12" 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 is the number 100.**
- *Direct* the student to each answer choice in Stimulus 16b.
- *Communicate:* **Find the number that is less than 100.**

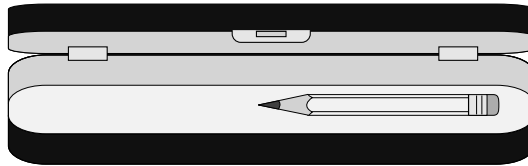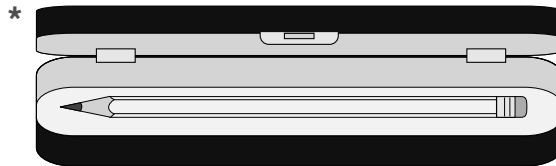**Stimulus 16a**

100

Stimulus 16b

200

* 89

111

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "89" in Stimulus 16b,	➡	mark **A** for question 16 and move to question 17.
If the student does not find "89" in Stimulus 16b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "89" 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 "89" 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 each pencil. *Communicate:* **Here are two pencils inside pencil boxes. This is the long pencil. This is the short pencil.**
- *Communicate:* **Find the long pencil.**

Stimulus 17

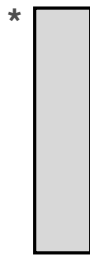| Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the long pencil,	➡	mark **A** for question 17 and move to question 18.
If the student does not find the long pencil,	➡	• remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds the long pencil,	➡	mark **B** for question 17 and move to question 18.
After the five-second wait time, if the student does not find the long pencil,	➡	mark **C** for question 17 and move to question 18.

Presentation Instructions for Question 18

- *Present* Stimulus 18a and 18b.
- *Direct* the student to the sides of the rectangle in Stimulus 18a. *Communicate:* **This is a rectangle. It has two short sides and two long sides.**
- *Direct* the student to each answer choice in Stimulus 18b. *Communicate:* **Here are other rectangles.**
- *Communicate:* **Find the rectangle that has two short sides and two long sides.**
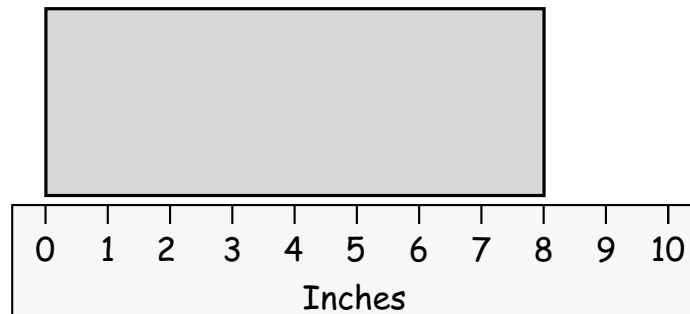
Stimulus 18a

Stimulus 18b

*

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the rectangle with two short sides and two long sides in Stimulus 18b,	➡	mark **A** for question 18 and move to question 19.
If the student does not find the rectangle with two short sides and two long sides in Stimulus 18b,	➡	• model the desired student action by finding the rectangle with two short sides and two long sides in Stimulus 18b and *communicate* **"This rectangle has two short sides and two long sides"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the rectangle with two short sides and two long sides in Stimulus 18b,	➡	mark **B** for question 18 and move to question 19.
After teacher modeling, if the student does not find the rectangle with two short sides and two long sides in Stimulus 18b,	➡	mark **C** for question 18 and move to question 19.

Presentation Instructions for Question 19

- *Present* Stimulus 19a and 19b.
- *Direct* the student to the rectangle in Stimulus 19a. *Communicate:* **A student used a ruler to measure a long side of this rectangle.**
- *Direct* the student to the ruler in Stimulus 19a. *Communicate:* **The ruler shows how many inches long the rectangle is.**
- *Direct* the student to each answer choice in Stimulus 19b. *Communicate* each answer choice.
- *Communicate:* **Find how many inches long the rectangle is.**

Stimulus 19a

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
Inches

Stimulus 19b

| 10 inches | | 4 inches | | * 8 inches |

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "8 inches" in Stimulus 19b,	➡	mark **A** for question 19 and move to question 20.
If the student does not find "8 inches" in Stimulus 19b,	➡	provide *one* of these allowable teacher assists to the student: • Highlight the answer choices along the ruler. **OR** • Highlight the long side of the rectangle above the ruler. **OR** • Have the student locate the numbers on the ruler that correspond to each answer choice in Stimulus 19b. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "8 inches" in Stimulus 19b,	➡	mark **B** for question 19 and move to question 20.
After the selected teacher assistance, if the student does not find "8 inches" in Stimulus 19b,	➡	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:* **Each long side of this rectangle is 8 inches. Each short side is 4 inches.**
- *Direct* the student to each answer choice in Stimulus 20b. *Communicate* each answer choice.
- *Communicate:* **Find the number sentence that shows how to find the total number of inches there are all the way around the rectangle.**

Stimulus 20a

8 inches

4 inches

4 inches

8 inches

Stimulus 20b

4 + 4 + 4 + 4 = 16 inches

* 4 + 8 + 4 + 8 = 24 inches

4 + 8 = 12 inches

Scoring Instructions

Student Action		Test Administrator Action
If the student finds "4 + 8 + 4 + 8 = 24 inches" in Stimulus 20b,	➡	mark **A** for question 20.
If the student does not find "4 + 8 + 4 + 8 = 24 inches" in Stimulus 20b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "4 + 8 + 4 + 8 = 24 inches" in Stimulus 20b,	➡	mark **B** for question 20.
After the teacher repeats the instructions, if the student does not find "4 + 8 + 4 + 8 = 24 inches" in Stimulus 20b,	➡	mark **C** for question 20.

**TEST
ADMINISTRATOR
MANUAL**

**STAAR ALTERNATE 2
GRADE 4
Mathematics**
April 2019