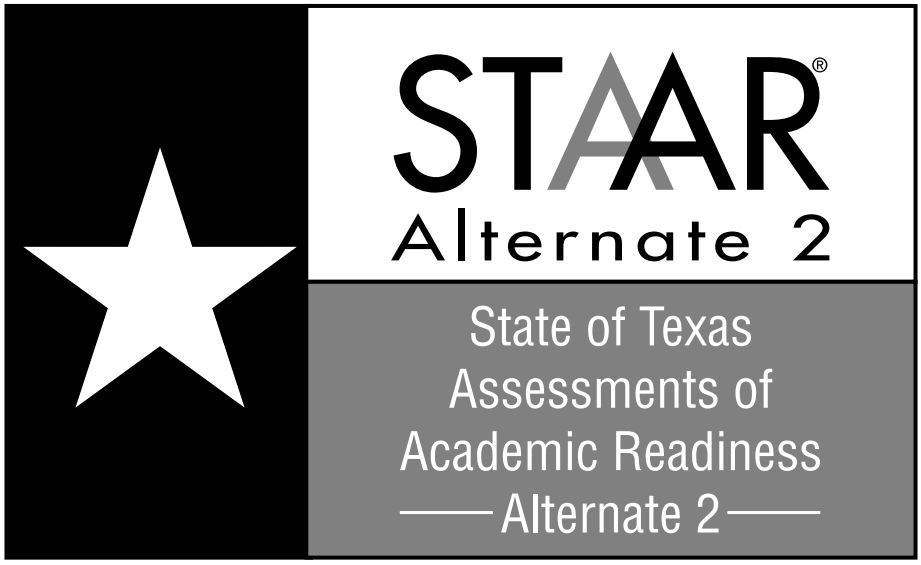

TEST ADMINISTRATOR MANUAL

GRADE 7 Mathematics STAAR Alternate 2

Administered April 2019

RELEASED

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Texas Essential Knowledge and Skills (TEKS) Curriculum Assessed

Grade 7 Mathematics	**Cluster 1**
Reporting Category 1	Probability and Numerical Relationships: The student will demonstrate an understanding of how to represent probabilities and numbers.
Knowledge and Skills Statement 7.2	The student applies mathematical process standards to represent and use rational numbers in a variety of forms.
Essence Statement	Models relationships between sets of numbers.
Item 1 Prerequisite Skill	Use objects, pictures, and expanded and standard forms to represent numbers up to 120 (1)
Item 2 Prerequisite Skill	Use standard, word, and expanded forms to represent numbers up to 1,200 (2)
Item 3 Prerequisite Skill	Compose and decompose numbers up to 100,000 as a sum of so many ten thousands, so many thousands, so many hundreds, so many tens, and so many ones using objects, pictorial models, and numbers, including expanded notation as appropriate (3)
Item 4 Prerequisite Skill	Represent the value of the digit in whole numbers through 1,000,000,000 and decimals to the hundredths using expanded notation and numerals (4)

Grade 7 Mathematics	**Cluster 2**
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 7.11	The student applies mathematical process standards to solve one-variable equations and inequalities.
Essence Statement	Identifies or solves equations using geometry concepts.
Item 5 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 6 Prerequisite Skill	Use concrete models of square units to find the area of a rectangle by covering it with no gaps or overlaps, counting to find the total number of square units, and describing the measurement using a number and the unit (2)
Item 7 Prerequisite Skill	Determine the area of rectangles with whole number side lengths in problems using multiplication related to the number of rows times the number of unit squares in each row (3)
Item 8 Prerequisite Skill	Solve problems related to perimeter and area of rectangles where dimensions are whole numbers (4)

Grade 7 Mathematics	Cluster 3
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 7.11	The student applies mathematical process standards to solve one-variable equations and inequalities.
Essence Statement	Uses equations or inequalities to model and solve problems.
Item 9 Prerequisite Skill	Understand that the equal sign represents a relationship where expressions on each side of the equal sign represent the same value(s) (1)
Item 10 Prerequisite Skill	Understand that the equal sign represents a relationship where expressions on each side of the equal sign represent the same value(s) (1)
Item 11 Prerequisite Skill	Determine the unknown whole number in a multiplication or division equation relating three whole numbers when the unknown is either a missing factor or product (3)
Item 12 Prerequisite Skill	Represent and solve multi-step problems involving the four operations with whole numbers using equations with a letter standing for the unknown quantity (5)

Grade 7 Mathematics	Cluster 4
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 7.5	The student applies mathematical process standards to use geometry to describe or solve problems involving proportional relationships.
Essence Statement	Solves problems using proportional relationships for geometric figures.
Item 13 Prerequisite Skill	Classify and sort a variety of regular and irregular two- and three-dimensional figures regardless of orientation or size (K)
Item 14 Prerequisite Skill	Classify and sort a variety of regular and irregular two- and three-dimensional figures regardless of orientation or size (K)
Item 15 Prerequisite Skill	Classify and sort regular and irregular two-dimensional shapes based on attributes using informal geometric language (1)
Item 16 Prerequisite Skill	Classify and sort two- and three-dimensional solids, including cones, cylinders, spheres, triangular and rectangular prisms, and cubes, based on attributes using formal geometric language (3)

Grade 7 Mathematics	Cluster 5
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 17 Prerequisite Skill	Use data to create picture and bar-type graphs (1)
Item 18 Prerequisite Skill	Organize a collection of data with up to four categories using pictographs and bar graphs with intervals of one or more (2)
Item 19 Prerequisite Skill	Summarize a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals (3)
Item 20 Prerequisite Skill	Solve one- and two-step problems using data from a frequency table, dot plot, bar graph, stem-and-leaf plot, or scatterplot (5)

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 Stimulus 1. *Communicate:* **This is a number sentence. It shows that a number can be written in two different ways: 97 can also be written as 90 plus 7.**
- *Communicate:* **Find the two ways to write 97.**

Stimulus 1

* 97 = 90 + 7

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the number sentence,	➨	mark **A** for question 1 and move to question 2.
If the student does not find the number sentence,	➨	• 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 number sentence,	➨	mark **B** for question 1 and move to question 2.
After the five-second wait time, if the student does not find the number sentence,	➨	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 number 497 can be written in two different ways: 497 can also be written as 400 plus 90 plus 7.**
- *Direct* the student to each answer choice in Stimulus 2b.
- *Communicate:* **Find the number sentence that shows two different ways to write the number 625.**

Stimulus 2a

497 = 400 + 90 + 7

Stimulus 2b

625 = 6 + 2 + 5

* 625 = 600 + 20 + 5

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "625 = 600 + 20 + 5" in Stimulus 2b,	➨	mark **A** for question 2 and move to question 3.
If the student does not find "625 = 600 + 20 + 5" in Stimulus 2b,	➨	• model the desired student action by finding "625 = 600 + 20 + 5" in Stimulus 2b and *communicate* **"This shows two different ways to write the number 625"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds "625 = 600 + 20 + 5" in Stimulus 2b,	➨	mark **B** for question 2 and move to question 3.
After teacher modeling, if the student does not find "625 = 600 + 20 + 5" 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:* **This is the number three thousand, eight hundred forty.**
- *Direct* the student to each answer choice in Stimulus 3b.
- *Communicate:* **Find another way to write the number three thousand, eight hundred forty.**

Stimulus 3a

3,840

Stimulus 3b

30 + 80 + 40

300 + 80 + 4

* 3,000 + 800 + 40

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "3,000 + 800 + 40" in Stimulus 3b,	➨	mark **A** for question 3 and move to question 4.
If the student does not find "3,000 + 800 + 40" in Stimulus 3b,	➨	provide ***one*** of these allowable teacher assists to the student: • Have the student read aloud the number 3,840 in Stimulus 3a. **OR** • Allow the student to use a blank place value chart. **OR** • Highlight "30," "300," and "3,000" in Stimulus 3b. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "3,000 + 800 + 40" in Stimulus 3b,	➨	mark **B** for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find "3,000 + 800 + 40" in Stimulus 3b,	➨	mark **C** for question 3 and move to question 4.

Presentation Instructions for Question 4

- *Present* Stimulus 4.
- *Direct* the student to each answer choice. *Communicate:* **Here are three numbers. The seven is underlined in each number.**
- *Communicate:* **Find the number where the 7 has a value of 70.**

Stimulus 4

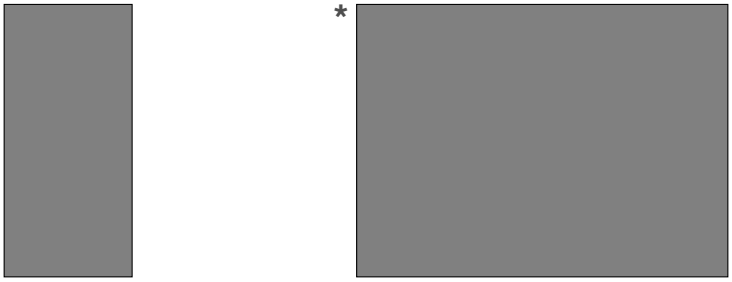
*	2,3<u>7</u>6	<u>7</u>,236	3,26<u>7</u>

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "2,376,"	➨	mark **A** for question 4 and move to question 5.
If the student does not find "2,376,"	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "2,376,"	➨	mark **B** for question 4 and move to question 5.
After the teacher repeats the instructions, if the student does not find "2,376,"	➨	mark **C** for question 4 and move to question 5.

Presentation Instructions for Question 5

- *Present* Stimulus 5.
- *Communicate:* **A man painted two walls with gray paint.**
- *Direct* the student to the answer choice on the left. *Communicate:* **This wall is smaller. It needs less paint to cover the area.**
- *Direct* the student to the answer choice on the right. *Communicate:* **This wall is bigger. It needs more paint to cover the area.**
- *Communicate:* **Find the wall that needs more paint to cover the area.**

Stimulus 5



Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the larger wall,	➨	mark **A** for question 5 and move to question 6.
If the student does not find the larger wall,	➨	• 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 larger wall,	➨	mark **B** for question 5 and move to question 6.
After the five-second wait time, if the student does not find the larger wall,	➨	mark **C** for question 5 and move to question 6.

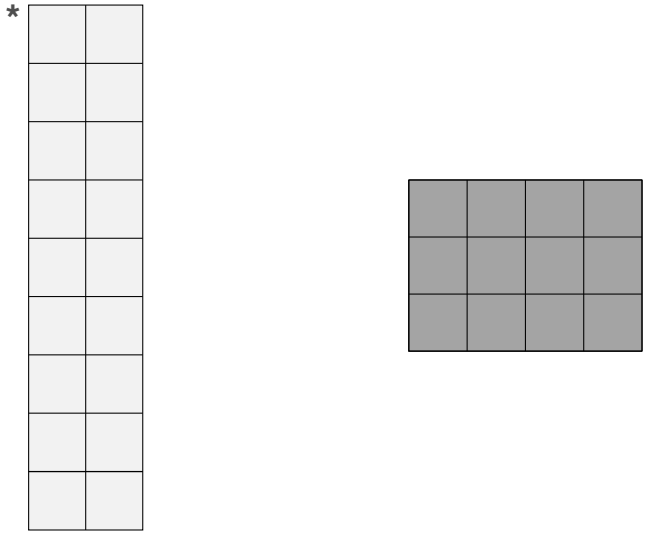
Presentation Instructions for Question 6

- *Present* Stimulus 6a and 6b.
- *Direct* the student to the numbers in Stimulus 6a. *Communicate:* **This rectangle is divided into 18 square units. The area of this rectangle is 18 square units.**
- *Direct* the student to each answer choice in Stimulus 6b.
- *Communicate:* **Find another rectangle with an area of 18 square units.**

Stimulus 6a

1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18

Stimulus 6b

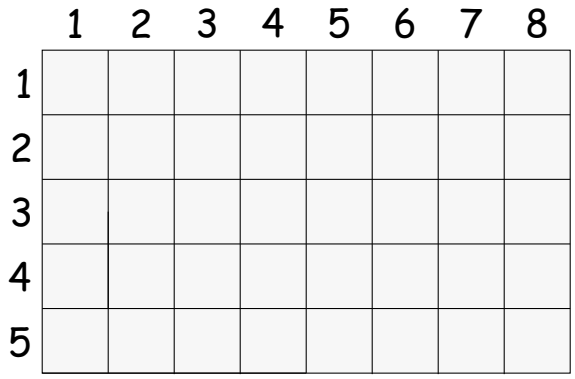


Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the rectangle with 18 square units in Stimulus 6b,	➨	mark **A** for question 6 and move to question 7.
If the student does not find the rectangle with 18 square units in Stimulus 6b,	➨	• model the desired student action by finding the rectangle with 18 square units in Stimulus 6b and *communicate* **"This rectangle has an area of 18 square units"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the rectangle with 18 square units in Stimulus 6b,	➨	mark **B** for question 6 and move to question 7.
After teacher modeling, if the student does not find the rectangle with 18 square units 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 the rows and columns in Stimulus 7a. *Communicate:* **This rectangle is divided into square units. There are five rows with eight squares in each row.**
- *Direct* the student to each answer choice in Stimulus 7b. *Communicate* each answer choice.
- *Communicate:* **Find the equation that shows how to find the area of this rectangle.**

Stimulus 7a



Stimulus 7b

5 + 8 = 13 square units

* 5 × 8 = 40 square units

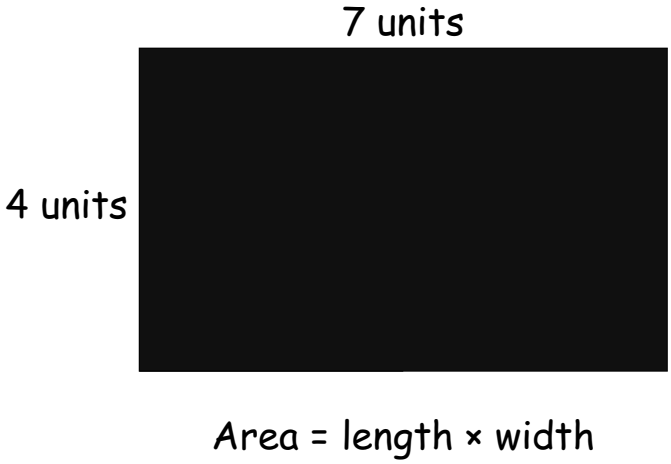
5 × 5 = 25 square units

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "5 × 8 = 40 square units" in Stimulus 7b,	➨	mark **A** for question 7 and move to question 8.
If the student does not find "5 × 8 = 40 square units" in Stimulus 7b,	➨	provide ***one*** of these allowable teacher assists to the student: • Highlight the numbers across the top and along the side in Stimulus 7a. **OR** • Have the student describe what "area" means. **OR** • Highlight "13," "40," and "25" in Stimulus 7b. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "5 × 8 = 40 square units" in Stimulus 7b,	➨	mark **B** for question 7 and move to question 8.
After the selected teacher assistance, if the student does not find "5 × 8 = 40 square units" in Stimulus 7b,	➨	mark **C** 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:* **This rectangle has a length of 7 units and a width of 4 units. The formula for the area of a rectangle is length times width.**
- *Direct* the student to each answer choice in Stimulus 8b. *Communicate* each answer choice.
- *Communicate:* **Find the area of this rectangle.**

Stimulus 8a



Stimulus 8b

11 square units

22 square units

* 28 square units

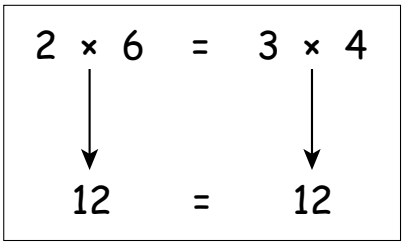
Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “28 square units” in Stimulus 8b,	➨	mark **A** for question 8 and move to question 9.
If the student does not find “28 square units” in Stimulus 8b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “28 square units” in Stimulus 8b,	➨	mark **B** for question 8 and move to question 9.
After the teacher repeats the instructions, if the student does not find “28 square units” in Stimulus 8b,	➨	mark **C** for question 8 and move to question 9.

Presentation Instructions for Question 9

- *Present* Stimulus 9.
- *Direct* the student to the top equation. *Communicate:* **This equation is two times six equals three times four.**
- *Direct* the student to the arrows and the bottom equation. *Communicate:* **Two times 6 equals 12. Three times 4 equals 12. Both sides of the equation equal 12.**
- *Communicate:* **Find the equations where both sides equal 12.**

Stimulus 9

*

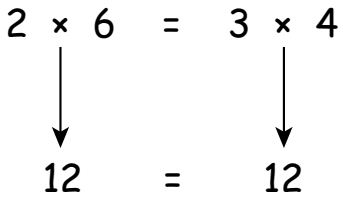


Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the equations where both sides equal 12,	➨	mark **A** for question 9 and move to question 10.
If the student does not find the equations where both sides equal 12,	➨	• remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds the equations where both sides equal 12,	➨	mark **B** for question 9 and move to question 10.
After the five-second wait time, if the student does not find the equations where both sides equal 12,	➨	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:* **Two times six equals three times four. Both sides of the equation equal 12.**
- *Direct* the student to each answer choice in Stimulus 10b.
- *Communicate:* **Find another equation where both sides equal 12.**

Stimulus 10a



Stimulus 10b

* $12 \times 1 = 3 \times 4$

$2 + 6 = 2 \times 6$

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "12 × 1 = 3 × 4" in Stimulus 10b,	➨	mark **A** for question 10 and move to question 11.
If the student does not find "12 × 1 = 3 × 4" in Stimulus 10b,	➨	• model the desired student action by finding "12 × 1 = 3 × 4" in Stimulus 10b and *communicate* **"Both sides of this equation equal 12"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds "12 × 1 = 3 × 4" in Stimulus 10b,	➨	mark **B** for question 10 and move to question 11.
After teacher modeling, if the student does not find "12 × 1 = 3 × 4" 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:* **Eight times a missing number equals 32.**
- *Direct* the student to each answer choice in Stimulus 11b.
- *Communicate:* **Find the missing number.**

Stimulus 11a

$8 \times \square = 32$

Stimulus 11b

40	* 4	24

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "4" in Stimulus 11b,	➨	mark **A** for question 11 and move to question 12.
If the student does not find "4" in Stimulus 11b,	➨	provide ***one*** of these allowable teacher assists to the student: • Allow the student to use a calculator or multiplication chart. **OR** • Have the student try out each answer choice in the empty box. **OR** • Highlight the multiplication symbol in Stimulus 11a. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "4" in Stimulus 11b,	➨	mark **B** for question 11 and move to question 12.
After the selected teacher assistance, if the student does not find "4" 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:* **Six times four equals three times a missing number.**
- *Direct* the student to each answer choice in Stimulus 12b.
- *Communicate:* **Find the missing number.**

Stimulus 12a

$$6 \times 4 = 3 \times \square$$

Stimulus 12b

* 8 | 7 | 4

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "8" in Stimulus 12b,	➨	mark **A** for question 12 and move to question 13.
If the student does not find "8" in Stimulus 12b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "8" 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 "8" 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 in the top box. *Communicate:* **Here are two sets of shapes. All these shapes are triangles. Some triangles are big, and some are small. They are all the same shape.**
- *Direct* the student to the answer choice in the bottom box. *Communicate:* **These shapes are all different.**
- *Communicate:* **Find the set with all the same shape.**

Stimulus 13

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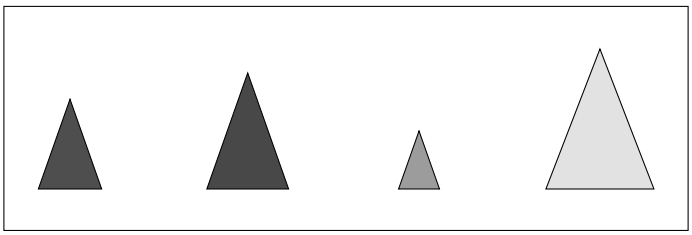
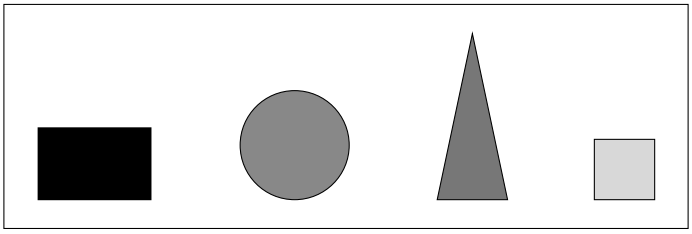


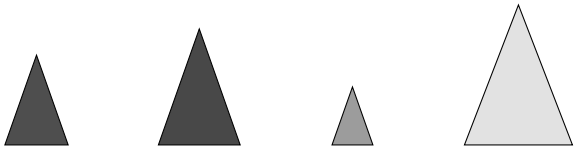


Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the set of triangles,	➨	mark **A** for question 13 and move to question 14.
If the student does not find the set of triangles,	➨	• remove the stimulus; • wait at least five seconds; and • replicate the initial presentation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

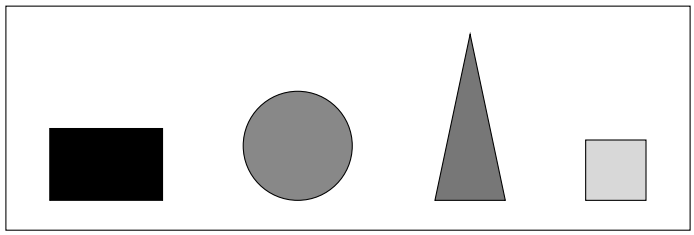
Presentation Instructions for Question 14

- *Present* Stimulus 14a and 14b.
- *Direct* the student to Stimulus 14a. *Communicate:* **These are all the same shape. They are all triangles.**
- *Direct* the student to each answer choice in Stimulus 14b. *Communicate:* **Here are some other sets of shapes.**
- *Communicate:* **Find the set of shapes that is all triangles.**

Stimulus 14a



Stimulus 14b



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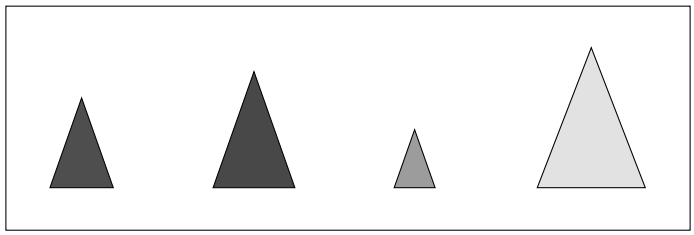
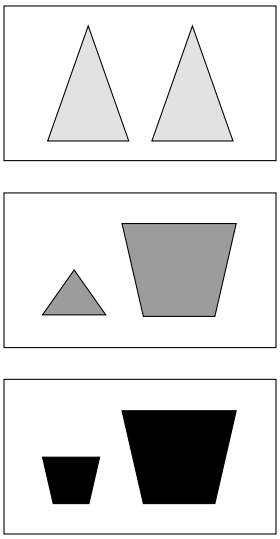


Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the set of triangles in Stimulus 14b,	➨	mark **A** for question 14 and move to question 15.
If the student does not find the set of triangles in Stimulus 14b,	➨	• model the desired student action by finding the set of triangles in Stimulus 14b and *communicate* **"This is the set of shapes that is all triangles"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the set of triangles in Stimulus 14b,	➨	mark **B** for question 14 and move to question 15.
After teacher modeling, if the student does not find the set of triangles in Stimulus 14b,	➨	mark **C** for question 14 and move to question 15.

Presentation Instructions for Question 15

- *Present* Stimulus 15.
- *Communicate:* **Carlos drew two shapes. They are the same shape, but the first shape is smaller than the second shape.**
- *Direct* the student to each answer choice.
- *Communicate:* **Find the shapes that Carlos drew.**

Stimulus 15



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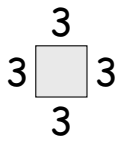
Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the small and large trapezoids,	➨	mark **A** for question 15 and move to question 16.
If the student does not find the small and large trapezoids,	➨	provide ***one*** of these allowable teacher assists to the student: • Have the student describe what "same shape" means. **OR** • Have the student point to and/or count the sides of each shape. **OR** • Highlight or trace the sides of each figure. **OR** • Have the student identify the shapes. **OR** • Have the student indicate the smaller shape in each answer choice. **OR** • Highlight the first shape in each answer choice. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the small and large trapezoids,	➨	mark **B** for question 15 and move to question 16.
After the selected teacher assistance, if the student does not find the small and large trapezoids,	➨	mark **C** for question 15 and move to question 16.

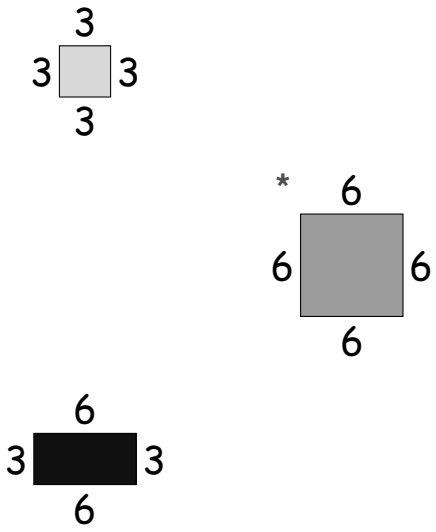
Presentation Instructions for Question 16

- *Present* Stimulus 16a and 16b.
- *Direct* the student to Stimulus 16a. *Communicate:* **Carlos drew a square. Each side length is 3 units.**
- *Communicate:* **Nina drew a square that is double the size of Carlos's square. Each side length of Nina's square is two times as long as the side length of Carlos's square.**
- *Direct* the student to each answer choice in Stimulus 16b.
- *Communicate:* **Find Nina's square.**

Stimulus 16a



Stimulus 16b

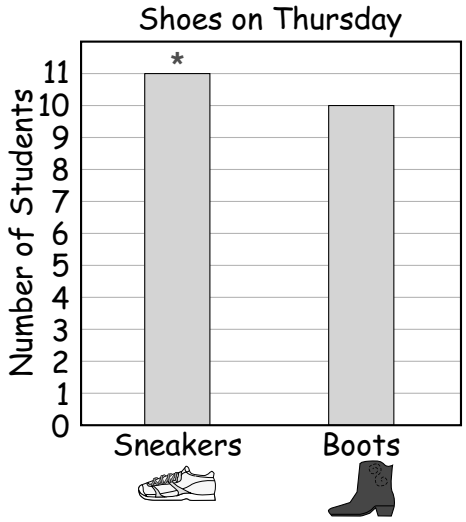


Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the square with all sides labeled "6" in Stimulus 16b,	➨	mark **A** for question 16 and move to question 17.
If the student does not find the square with all sides labeled "6" in Stimulus 16b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds the square with all sides labeled "6" 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 the square with all sides labeled "6" 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 the graph. *Communicate:* **This bar graph shows how many students wore sneakers or boots to school on Thursday.**
- *Direct* the student to each bar. *Communicate:* **Eleven students wore sneakers. Ten students wore boots.**
- *Communicate:* **Find the bar on the graph that shows that 11 students wore sneakers.**

Stimulus 17



Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the bar that represents sneakers,	➨	mark **A** for question 17 and move to question 18.
If the student does not find the bar that represents sneakers,	➨	• 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 bar that represents sneakers,	➨	mark **B** for question 17 and move to question 18.
After the five-second wait time, if the student does not find the bar that represents sneakers,	➨	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 list of data in Stimulus 18a. *Communicate:* **This list shows how many students wore sneakers, boots, or flip-flops to school on Friday.**
- *Communicate* the information in Stimulus 18a.
- *Direct* the student to each answer choice in Stimulus 18b. *Communicate:* **Here are two bar graphs.** *Communicate* the text in each answer choice.
- *Communicate:* **Find the graph that shows the information from the list.**

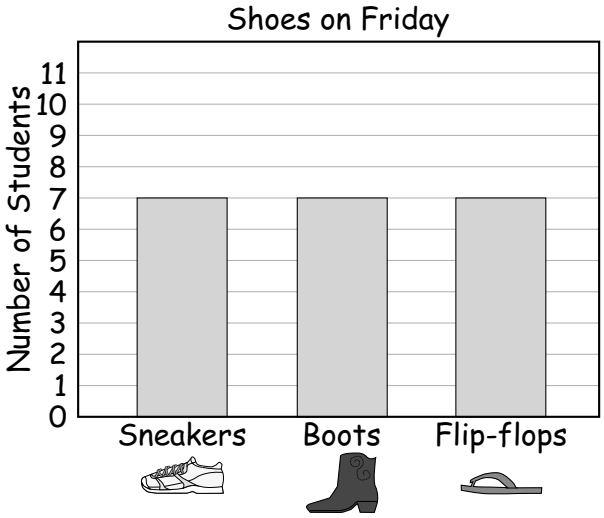
Stimulus 18a

Sneakers = 7 students

Boots = 9 students

Flip-flops = 5 students

Stimulus 18b



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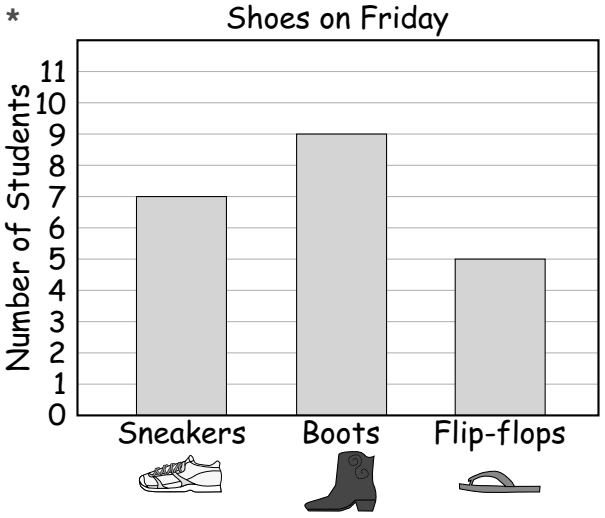
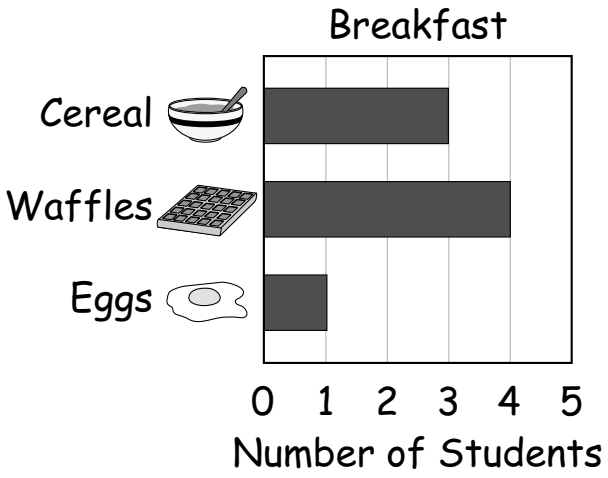


Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the graph with Sneakers: 7, Boots: 9, and Flip-flops: 5 in Stimulus 18b,	➨	mark **A** for question 18 and move to question 19.
If the student does not find the graph with Sneakers: 7, Boots: 9, and Flip-flops: 5 in Stimulus 18b,	➨	• model the desired student action by finding the graph with Sneakers: 7, Boots: 9, and Flip-flops: 5 in Stimulus 18b and *communicate* **"This graph shows the information from the list"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the graph with Sneakers: 7, Boots: 9, and Flip-flops: 5 in Stimulus 18b,	➨	mark **B** for question 18 and move to question 19.
After teacher modeling, if the student does not find the graph with Sneakers: 7, Boots: 9, and Flip-flops: 5 in Stimulus 18b,	➨	mark **C** for question 18 and move to question 19.

Presentation Instructions for Question 19

- *Present* Stimulus 19a and19b.
- *Direct* the student to Stimulus 19a. *Communicate:* **This bar graph shows information about what students ate for breakfast.**
- *Communicate* the text in the bar graph.
- *Direct* the student to each answer choice in Stimulus 19b. *Communicate* each answer choice.
- *Communicate:* **Find the information that goes with this bar graph.**

Stimulus 19a



Stimulus 19b

* Cereal = 3 students
Waffles = 4 students
Eggs = 1 student

Cereal = 3 students
Waffles = 3 students
Eggs = 3 students

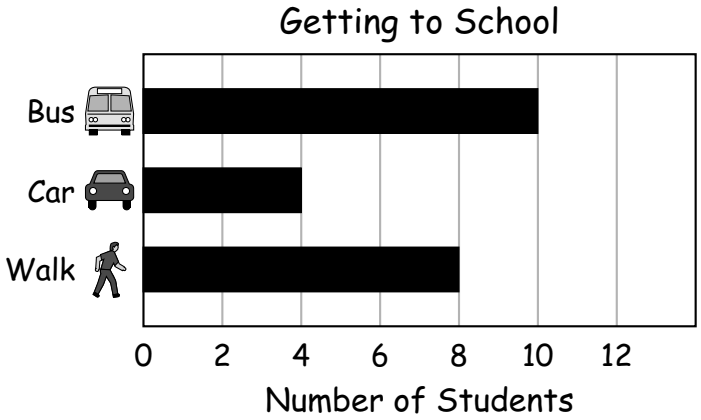
Cereal = 4 students
Waffles = 5 students
Eggs = 2 students

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the list with Cereal = 3, Waffles = 4, and Eggs = 1 in Stimulus 19b,	➨	mark **A** for question 19 and move to question 20.
If the student does not find the list with Cereal = 3, Waffles = 4, and Eggs = 1 in Stimulus 19b,	➨	provide ***one*** of these allowable teacher assists to the student: • Highlight "cereal," "waffles," and "eggs" in Stimulus 19a. **OR** • Have the student identify the number that corresponds to each bar. **OR** • Highlight the numbers in Stimulus 19b. **OR** • Record the number for each breakfast item beside each bar after the student identifies the number. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the list with Cereal = 3, Waffles = 4, and Eggs = 1 in Stimulus 19b,	➨	mark **B** for question 19 and move to question 20.
After the selected teacher assistance, if the student does not find the list with Cereal = 3, Waffles = 4, and Eggs = 1 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 the categories on the left in Stimulus 20a. *Communicate:* **This bar graph shows information about how students get to school in the morning. Some students ride the bus, some students ride in a car, and some students walk to school.**
- *Direct* the student to each answer choice in Stimulus 20b. *Communicate* each answer choice.
- *Communicate:* **Find the total number of students who ride the bus or ride in a car.**

Stimulus 20a



Stimulus 20b

12 students

* 14 students

22 students

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “14 students” in Stimulus 20b,	➨	mark **A** for question 20.
If the student does not find “14 students” in Stimulus 20b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “14 students” in Stimulus 20b,	➨	mark **B** for question 20.
After the teacher repeats the instructions, if the student does not find “14 students” in Stimulus 20b,	➨	mark **C** for question 20.

TEST ADMINISTRATOR MANUAL

STAAR ALTERNATE 2
GRADE 7
Mathematics
April 2019

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