

TEST ADMINISTRATOR MANUAL

GRADE 5 Science STAAR Alternate 2

Administered April 2019

RELEASED

Texas Essential Knowledge and Skills (TEKS) Curriculum Assessed

Grade 5 Science		Cluster 1
Reporting Category 3	Earth and Space: The student will demonstrate an understanding of components, cycles, patterns, and natural events of Earth and space systems.	
Knowledge and Skills Statement 5.8	The student knows that there are recognizable patterns in the natural world and among the Sun, Earth, and Moon system.	
Essence Statement	Recognizes patterns in the natural world and among the Sun, Earth, and Moon system.	
Item 1 Prerequisite Skill	Observe and describe weather changes from day to day and over seasons (K)	
Item 2 Prerequisite Skill	Identify characteristics of the seasons of the year and day and night (1)	
Item 3 Prerequisite Skill	Measure, record and graph weather information, including temperature, wind conditions, precipitation, and cloud coverage, in order to identify patterns in the data (2)	
Item 4 Prerequisite Skill	Observe, measure, record, and compare day-to-day weather changes in different locations at the same time that include air temperature, wind direction, and precipitation (3)	

Grade 5 Science		Cluster 2
Reporting Category 1	Matter and Energy: The student will demonstrate an understanding of the properties of matter and energy and their interactions.	
Knowledge and Skills Statement 5.5	Matter and energy. The student knows that matter has measurable physical properties and those properties determine how matter is classified, changed, and used.	
Essence Statement	Identifies and classifies matter by its physical properties and determines how matter is changed.	
Item 5 Prerequisite Skill	Observe and record properties of objects, including bigger or smaller heavier or lighter, shape, color, and texture (K)	
Item 6 Prerequisite Skill	Observe and record properties of objects, including bigger or smaller heavier or lighter, shape, color, and texture (K)	
Item 7 Prerequisite Skill	Classify objects by observable properties such as larger and smaller, heavier and lighter, shape, color, and texture (1)	
Item 8 Prerequisite Skill	Measure, test, and record physical properties of matter, including temperature, mass, magnetism, and the ability to sink or float (3)	

Grade 5 Science		Cluster 3
Reporting Category 4	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.	
Knowledge and Skills Statement 5.10	The student knows that organisms have structures and behaviors that help them survive within their environments.	
Essence Statement	Knows that organisms undergo similar life processes and have structures and behaviors that help them survive within their environments.	
Item 9 Prerequisite Skill	Observe and record life cycles of animals such as a chicken, frog, or fish (1)	
Item 10 Prerequisite Skill	Observe and record life cycles of animals such as a chicken, frog, or fish (1)	
Item 11 Prerequisite Skill	Investigate and compare how animals and plants undergo a series of orderly changes in their diverse life cycles such as tomato plants, frogs, and lady beetles (3)	
Item 12 Prerequisite Skill	Investigate and compare how animals and plants undergo a series of orderly changes in their diverse life cycles such as tomato plants, frogs, and lady bugs beetles (3)	

Grade 5 Science		Cluster 4
Reporting Category 1	Matter and Energy: The student will demonstrate an understanding of the properties of matter and energy and their interactions.	
Knowledge and Skills Statement 5.5	The student knows that matter has measurable physical properties and those properties determine how matter is classified, changed, and used.	
Essence Statement	Identifies and classifies matter by its physical properties and determines how matter is changed.	
Item 13 Prerequisite Skill	Observe, investigate, describe, and discuss properties and characteristics of common objects (PK)	
Item 14 Prerequisite Skill	Observe and record properties of objects, including bigger or smaller, heavier or lighter, shape, color, and texture (K)	
Item 15 Prerequisite Skill	Classify matter by physical properties, including relative temperature, texture, flexibility, and whether material is a solid or liquid (2)	
Item 16 Prerequisite Skill	Measure, test, and record physical properties of matter, including temperature, mass, magnetism, and the ability to sink or float (3)	

Grade 5 Science	Cluster 5
Reporting Category 2	Force, Motion, and Energy: The student will demonstrate an understanding of force, motion, and energy and their relationships.
Knowledge and Skills Statement 5.6	Force, motion, and energy. The student knows that energy occurs in many forms and can be observed in cycles, patterns, and systems.
Essence Statement	Recognizes force, motion, and energy and their relationships.
Item 17 Prerequisite Skill	Explore interactions between magnets and various materials (K)
Item 18 Prerequisite Skill	Explore interactions between magnets and various materials (K)
Item 19 Prerequisite Skill	Predict and describe how a magnet can be used to push or pull an object (1)
Item 20 Prerequisite Skill	Observe and identify how magnets are used in everyday life (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/>

SCIENCE

Presentation Instructions for Question 1

- Present Stimulus 1.
- Direct the student to Stimulus 1. *Communicate:* **This is sunny weather. This is rainy weather.**
- *Communicate:* **Find the rainy weather.**

Stimulus 1



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

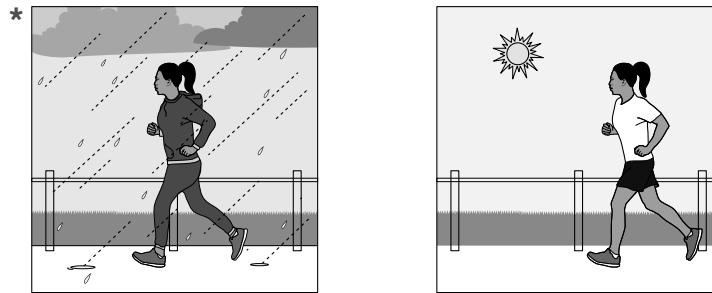
Presentation Instructions for Question 2

- Present Stimulus 2a and 2b.
- Direct the student to Stimulus 2a. *Communicate:* **This is rainy winter weather. It is cold and wet outside.**
- Direct the student to each answer choice in Stimulus 2b. *Communicate:* **This is a woman running when it is cold and wet outside. This is a woman running when it is sunny and dry outside.**
- *Communicate:* **Find the rainy winter day.**

Stimulus 2a



Stimulus 2b



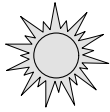
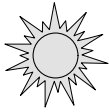
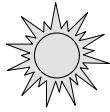
Scoring Instructions

Student Action	Test Administrator Action
If the student finds the rainy scene in Stimulus 2b,	➡ mark A for question 2 and move to question 3.
If the student does not find the rainy scene in Stimulus 2b,	➡ <ul style="list-style-type: none"> • model the desired student action by finding the rainy scene in Stimulus 2b and <i>communicate</i> “This rainy winter weather is cold and wet”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the rainy scene in Stimulus 2b,	➡ mark B for question 2 and move to question 3.
After teacher modeling, if the student does not find the rainy scene in Stimulus 2b,	➡ mark C for question 2 and move to question 3.

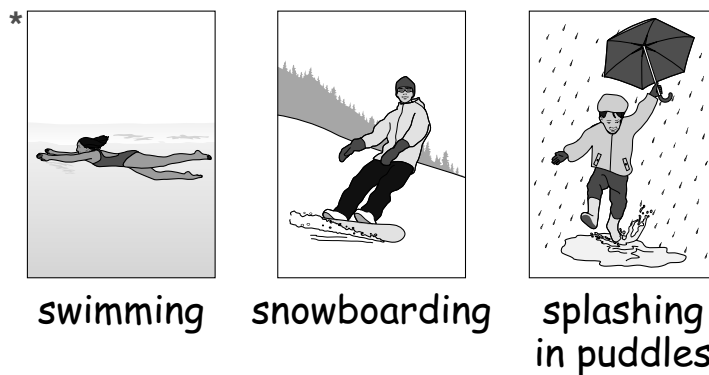
Presentation Instructions for Question 3

- Present Stimulus 3a and 3b.
- Direct the student to Stimulus 3a. *Communicate*: **This is the weather for Thursday, Friday, and Saturday.** *Communicate* the text in the weather chart.
- Direct the student to each answer choice in Stimulus 3b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the activity that is happening when the weather is sunny and hot.**

Stimulus 3a

<u>Thursday</u>	<u>Friday</u>	<u>Saturday</u>
		
Temperature 100°F	Temperature 101°F	Temperature 100°F

Stimulus 3b









Scoring Instructions

Student Action	Test Administrator Action
If the student finds "swimming" in Stimulus 3b,	➡ mark A for question 3 and move to question 4.
If the student does not find "swimming" in Stimulus 3b,	➡ provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Have the student describe the weather pattern needed for each activity in Stimulus 3b. OR • Highlight the temperatures in Stimulus 3a. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "swimming" in Stimulus 3b,	➡ mark B for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find "swimming" in Stimulus 3b,	➡ mark C for question 3 and move to question 4.



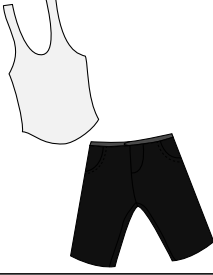
Presentation Instructions for Question 4

- Present Stimulus 4a and 4b. *Communicate*: **A woman is traveling from her home in Texas to Minnesota.**
- *Direct* the student to Stimulus 4a. *Communicate* the information in each chart.
- *Direct* the student to each answer choice in Stimulus 4b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the clothing the woman will need in Minnesota.**

Stimulus 4a

Texas			Minnesota		
March 1	March 2	March 3	March 1	March 2	March 3
					
80°F	82°F	81°F	34°F	37°F	35°F

Stimulus 4b

	*		
bathing suit		winter coat	shorts and shirt

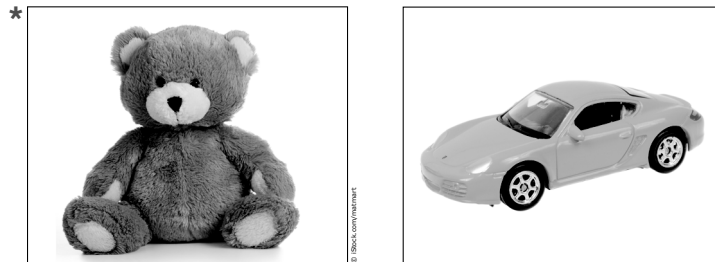
Scoring Instructions

Student Action		Test Administrator Action
If the student finds the winter coat in Stimulus 4b,	➔	mark A for question 4 and move to question 5.
If the student does not find the winter coat in Stimulus 4b,	➔	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds the winter coat 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 winter coat 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 teddy bear. *Communicate*: **This is a teddy bear. It feels soft and fuzzy.**
- *Direct* the student to the toy car. *Communicate*: **This is a toy car. It feels hard and smooth.**
- *Communicate*: **Find the object that feels soft and fuzzy.**

Stimulus 5



Scoring Instructions

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

Presentation Instructions for Question 6

- Present Stimulus 6a and 6b.
- Direct the student to Stimulus 6a. *Communicate:* **This is a teddy bear. The teddy bear feels soft and fuzzy.**
- Direct the student to each answer choice in Stimulus 6b. *Communicate:* **This is a sock. This is a rock.**
- *Communicate:* **Find the object that feels hard and smooth.**

Stimulus 6a



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Stimulus 6b



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Scoring Instructions

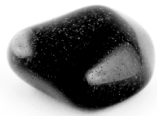
Student Action		Test Administrator Action
If the student finds the rock in Stimulus 6b,	➡	mark A for question 6 and move to question 7.
If the student does not find the rock in Stimulus 6b,	➡	<ul style="list-style-type: none"> • model the desired student action by finding the rock in Stimulus 6b and <i>communicate</i> “This is the object that feels hard and smooth”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the rock in Stimulus 6b,	➡	mark B for question 6 and move to question 7.
After teacher modeling, if the student does not find the rock 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 Stimulus 7a. *Communicate:* **Texture is how an object feels. These objects have a smooth texture.** *Communicate* the text in Stimulus 7a.
- Direct the student to each answer choice in Stimulus 7b. *Communicate* the text in each answer choice.
- *Communicate:* **Find another object that has a smooth texture.**

Stimulus 7a

Smooth Texture



rock

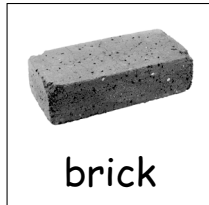


refrigerator
door

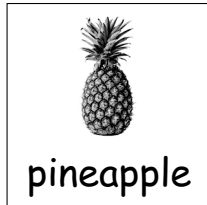


glass
mirror

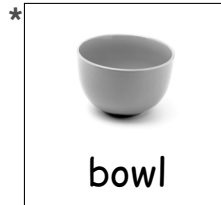
Stimulus 7b



brick



pineapple



bowl

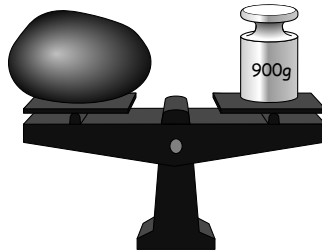
Scoring Instructions

Student Action		Test Administrator Action
If the student finds the bowl in Stimulus 7b,	➡	mark A for question 7 and move to question 8.
If the student does not find the bowl in Stimulus 7b,	➡	provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Have the student identify the texture of each answer choice in Stimulus 7b. OR • Have the student explore objects with a smooth or a rough texture. OR • Have the student classify the answer choices in Stimulus 7b by texture. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the bowl 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 bowl 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 is a balance scale. This is a rock that is on the balance scale. Balance scales are used to measure a physical property.**
- *Direct* the student to each answer choice in Stimulus 8b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the physical property that is being measured with the balance scale.**

Stimulus 8a



Stimulus 8b

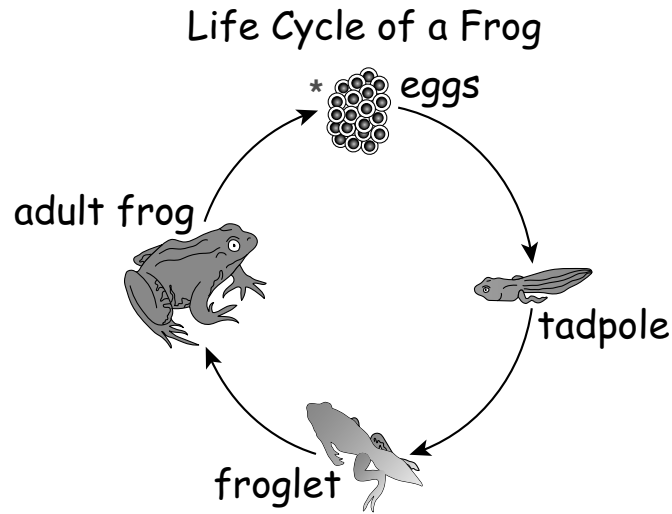


Scoring Instructions		
Student Action		Test Administrator Action
If the student finds "mass" in Stimulus 8b,	➡	mark A for question 8 and move to question 9.
If the student does not find "mass" in Stimulus 8b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "mass" 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 "mass" 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 title and each part of the life cycle of a frog. *Communicate*: **This drawing shows the life cycle of a frog: eggs, tadpole, froglet, adult frog. The eggs are a part of this life cycle.**
- *Communicate*: **Find the eggs.**

Stimulus 9



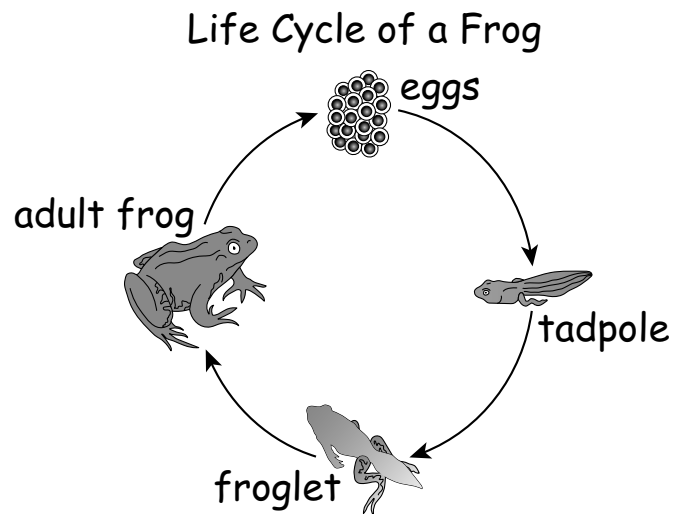
Scoring Instructions

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

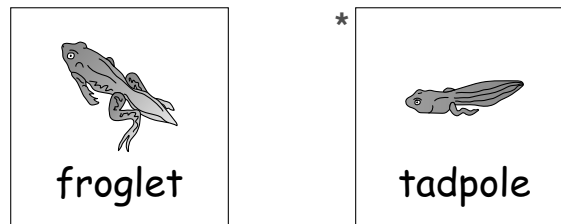
Presentation Instructions for Question 10

- *Present* Stimulus 10a and 10b.
- *Direct* the student to the title and each part of the life cycle of a frog in Stimulus 10a. *Communicate*: **This drawing shows the life cycle of a frog: eggs, tadpole, froglet, adult frog.**
- *Direct* the student to each answer choice in Stimulus 10b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the part of the life cycle that comes directly after the eggs.**

Stimulus 10a



Stimulus 10b



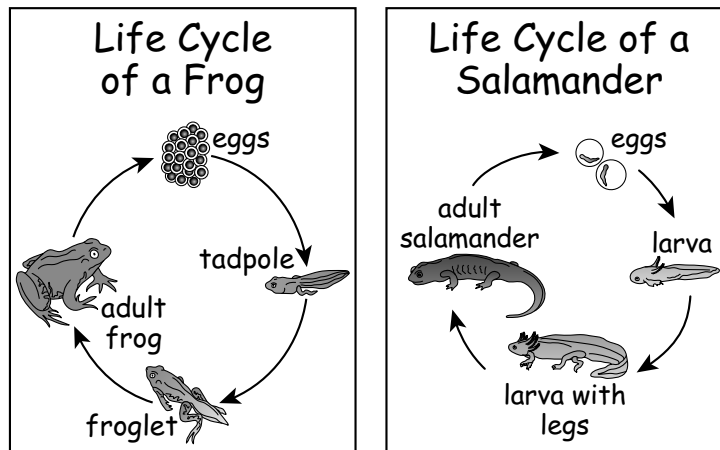
Scoring Instructions

Student Action	Test Administrator Action
If the student finds the tadpole in Stimulus 10b,	➡ mark A for question 10 and move to question 11.
If the student does not find the tadpole in Stimulus 10b,	➡ <ul style="list-style-type: none"> • model the desired student action by finding the tadpole in Stimulus 10b and <i>communicate</i> “The tadpole comes directly after the eggs”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the tadpole in Stimulus 10b,	➡ mark B for question 10 and move to question 11.
After teacher modeling, if the student does not find the tadpole 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 title and each part of the life cycle of a frog in Stimulus 11a. *Communicate:* **This drawing shows the life cycle of a frog: eggs, tadpole, froglet, adult frog.**
- Direct the student to the title and each part of the life cycle of a salamander in Stimulus 11a. *Communicate:* **This drawing shows the life cycle of a salamander: eggs, larva, larva with legs, adult salamander.**
- Direct the student to each answer choice in Stimulus 11b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the part of the life cycle of a salamander that is most like the froglet in the life cycle of a frog.**

Stimulus 11a



Stimulus 11b

adult salamander

eggs

* larva with legs

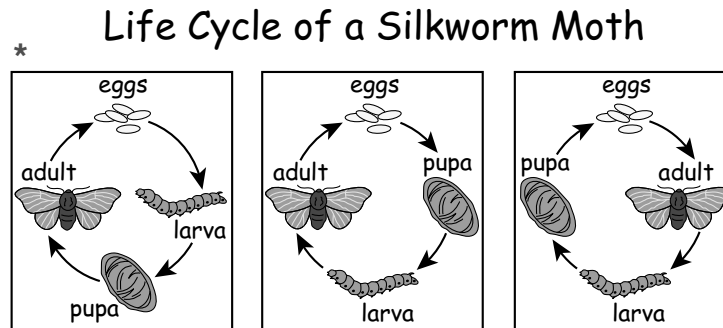
Scoring Instructions

Student Action		Test Administrator Action
If the student finds "larva with legs" in Stimulus 11b,	➡	mark A for question 11 and move to question 12.
If the student does not find "larva with legs" in Stimulus 11b,	➡	provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Have the student identify each part of the life cycle of a salamander in order, starting with the eggs. OR • Highlight the direction of the life cycle of a salamander, starting with the eggs. OR • Highlight the froglet in Stimulus 11a. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "larva with legs" in Stimulus 11b,	➡	mark B for question 11 and move to question 12.
After the selected teacher assistance, if the student does not find "larva with legs" in Stimulus 11b,	➡	mark C for question 11 and move to question 12.

Presentation Instructions for Question 12

- *Present* Stimulus 12.
- *Direct* the student to the drawings of the silkworm moth life cycles in Stimulus 12. *Communicate*: **These three drawings show the life cycle of a silkworm moth. Only one of the life cycles is correct.** *Communicate* the text in Stimulus 12.
- *Communicate*: **Find the correct sequence for the life cycle of a silkworm moth.**

Stimulus 12



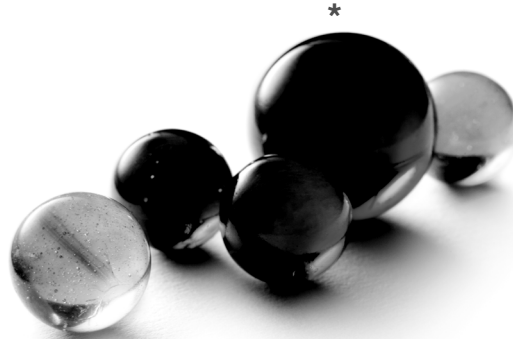
Scoring Instructions

Student Action		Test Administrator Action
If the student finds the life cycle of the silkworm moth in the correct sequence of eggs, larva, pupa, adult,	➡	mark A for question 12 and move to question 13.
If the student does not find the life cycle of the silkworm moth in the correct sequence of eggs, larva, pupa, adult,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds the life cycle of the silkworm moth in the correct sequence of eggs, larva, pupa, adult,	➡	mark B for question 12 and move to question 13.
After the teacher repeats the instructions, if the student does not find the life cycle of the silkworm moth in the correct sequence of eggs, larva, pupa, adult,	➡	mark C for question 12 and move to question 13.

Presentation Instructions for Question 13

- *Present* Stimulus 13. *Communicate*: **Size is a physical property that can be used to describe an object.**
- *Direct* the student to Stimulus 13. *Communicate*: **This is a group of marbles. Marbles can be big or small.**
- *Communicate*: **Find the big marble.**

Stimulus 13



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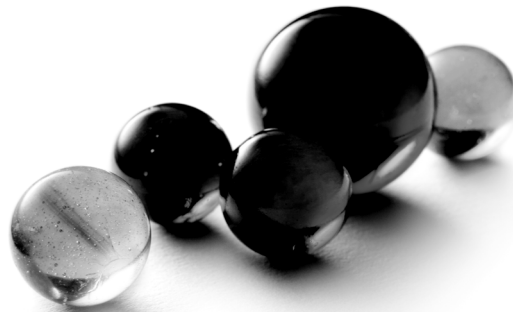
Scoring Instructions

Student Action		Test Administrator Action
If the student finds the big marble,	➡	mark A for question 13 and move to question 14.
If the student does not find the big marble,	➡	<ul style="list-style-type: none">• remove the stimulus;• wait at least five seconds; and• replicate the initial presentation instructions.
After the five-second wait time, if the student finds the big marble,	➡	mark B for question 13 and move to question 14.
After the five-second wait time, if the student does not find the big marble,	➡	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 marbles are different sizes. Size is a physical property that can be used to help describe an object.**
- *Direct* the student to each answer choice in Stimulus 14b. *Communicate*: **This is a button. This is a basketball.**
- *Communicate*: **Find the object that is small.**

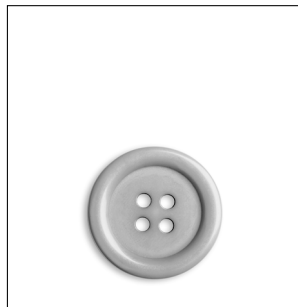
Stimulus 14a



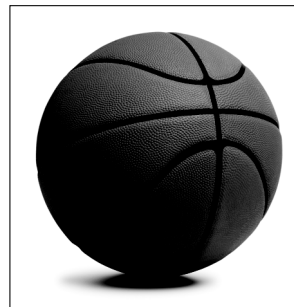
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Stimulus 14b

*



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Scoring Instructions

Student Action	Test Administrator Action
If the student finds the button in Stimulus 14b,	➡ mark A for question 14 and move to question 15.
If the student does not find the button in Stimulus 14b,	➡ <ul style="list-style-type: none"> • model the desired student action by finding the button in Stimulus 14b and <i>communicate</i> “The button is the object that is small”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the button in Stimulus 14b,	➡ mark B for question 14 and move to question 15.
After teacher modeling, if the student does not find the button 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*: **A student is comparing the physical properties of three objects: a balloon, a beach ball, and a pool ring.**
- Direct the student to each answer choice in Stimulus 15b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the physical property that describes all of these objects.**

Stimulus 15a



Stimulus 15b



Scoring Instructions

Student Action		Test Administrator Action
If the student finds “flexible” in Stimulus 15b,	➡	mark A for question 15 and move to question 16.
If the student does not find “flexible” in Stimulus 15b,	➡	provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Define each word in the answer choices in Stimulus 15b. OR • Have the student identify what is the same about all three objects in Stimulus 15a. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “flexible” in Stimulus 15b,	➡	mark B for question 15 and move to question 16.
After the selected teacher assistance, if the student does not find “flexible” 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*: **Objects can be classified by the physical property of shape. Shape is the form or outline of an object. This table shows some objects that are classified by shape.** *Communicate* the text in Stimulus 16a.
- *Direct* the student to the empty box. *Communicate*: **Another object that is shaped like a sphere is missing from this table.**
- *Direct* the student to each answer choice in Stimulus 16b. *Communicate* the text in each answer choice.
- *Communicate*: **Find another object that is shaped like a sphere.**

Stimulus 16a

Shape

Sphere	Cube
beach ball	number cube
marble	box
	sugar cube

Stimulus 16b

nickel

party hat

* globe

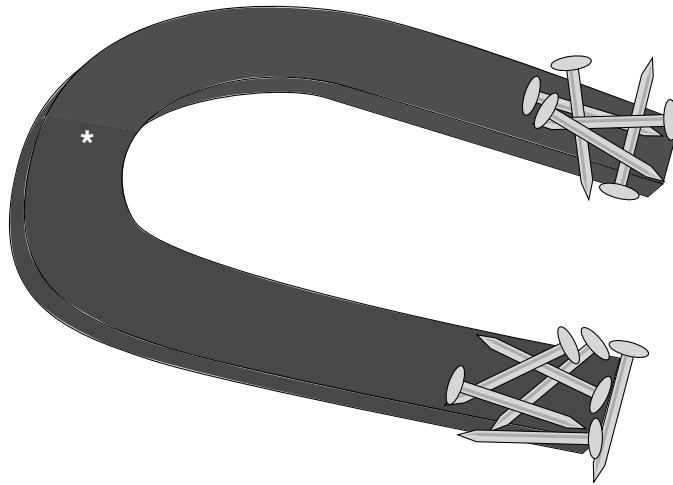
Scoring Instructions

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

Presentation Instructions for Question 17

- *Present* Stimulus 17.
- *Direct* the student to Stimulus 17. *Communicate*: **This is a magnet. A magnet can attract nails made out of metal.**
- *Communicate*: **Find the magnet.**

Stimulus 17



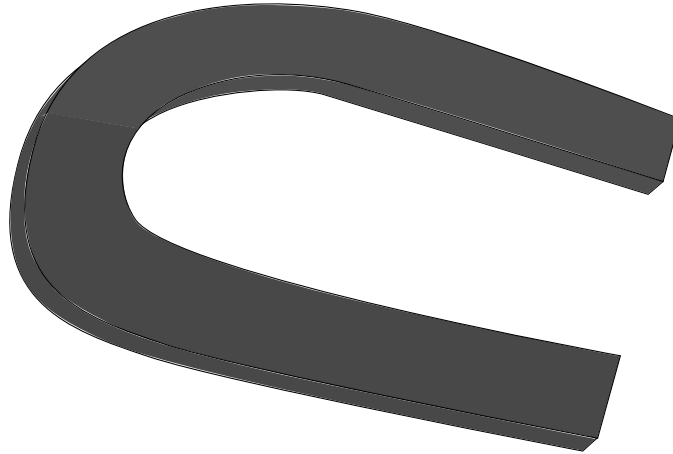
Scoring Instructions

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

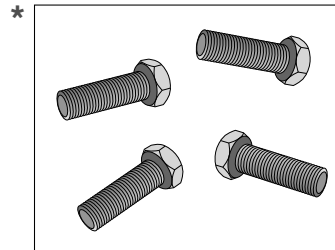
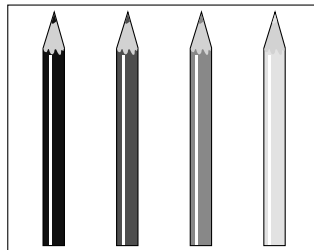
Presentation Instructions for Question 18

- *Present* Stimulus 18a and 18b.
- *Direct* the student to Stimulus 18a. *Communicate*: **This is a magnet.**
- *Direct* the student to each answer choice in Stimulus 18b. *Communicate*: **This is a group of wooden pencils. This is a group of metal bolts.**
- *Communicate*: **Find the objects that the magnet will attract.**

Stimulus 18a



Stimulus 18b



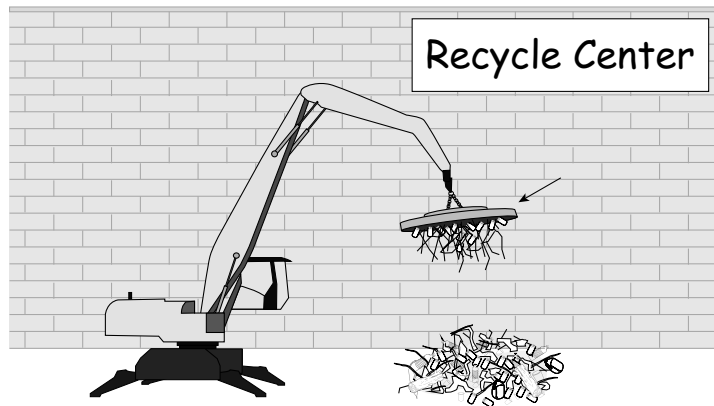
Scoring Instructions

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

Presentation Instructions for Question 19

- Present Stimulus 19a and 19b. *Communicate*: **Magnets can be very large.**
- Direct the student to Stimulus 19a. *Communicate*: **This is a large magnet used in a recycle center to sort objects.**
- Direct the student to each answer choice in Stimulus 19b. *Communicate* the text in each answer choice.
- *Communicate*: **Find how this magnet is used.**

Stimulus 19a



Stimulus 19b

* The magnet pulls metal from the pile.

The magnet pulls plastic from the pile.

The magnet drops wood on the pile.

Scoring Instructions

Student Action	Test Administrator Action
If the student finds “The magnet pulls metal from the pile” in Stimulus 19b,	➡ mark A for question 19 and move to question 20.
If the student does not find “The magnet pulls metal from the pile” in Stimulus 19b,	➡ provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Have the student demonstrate how a magnet works. OR • Identify the materials that attract to a magnet. OR • Highlight “metal,” “plastic,” and “wood” in the answer choices. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “The magnet pulls metal from the pile” 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 magnet pulls metal from the pile” in Stimulus 19b,	➡ mark C for question 19 and move to question 20.

Presentation Instructions for Question 20

- Present Stimulus 20a and 20b. *Communicate*: **Magnets are used in many ways.**
- Direct the student to Stimulus 20a. *Communicate*: **Here are three different uses for magnets.** *Communicate* the text in Stimulus 20a.
- Direct the student to each answer choice in Stimulus 20b. *Communicate* the text in each answer choice.
- *Communicate*: **Find how these three magnets are being used.**

Stimulus 20a



Magnets are used to help a roller coaster move on the track.



Magnets are used to help a child connect toy train cars.



Magnets are used to draw on a magnetic drawing board.

Stimulus 20b

These magnets are used for medical tests.

* These magnets are used for fun activities.

These magnets are used to help people do their work.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds "These magnets are used for fun activities" in Stimulus 20b,	➡	mark A for question 20.
If the student does not find "These magnets are used for fun activities" in Stimulus 20b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "These magnets are used for fun activities" in Stimulus 20b,	➡	mark B for question 20.
After the teacher repeats the instructions, if the student does not find "These magnets are used for fun activities" in Stimulus 20b,	➡	mark C for question 20.

**TEST
ADMINISTRATOR
MANUAL**

**STAAR ALTERNATE 2
GRADE 5
Science
April 2019**