

TEST ADMINISTRATOR MANUAL

GRADE 6 Mathematics STAAR Alternate 2

Administered April 2016

RELEASED

Texas Essential Knowledge and Skills (TEKS) Curriculum Assessed

Grade 6 Mathematics		Cluster 1
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 6.2	The student applies mathematical process standards to represent and use rational numbers in a variety of forms.	
Essence Statement	Recognizes relationships in and between sets of numbers.	
Item 1 Prerequisite Skill	recognize instantly the quantity of a small group of objects in organized and random arrangements (K)	
Item 2 Prerequisite Skill	recognize instantly the quantity of a small group of objects in organized and random arrangements (K)	
Item 3 Prerequisite Skill	determine the value of a collection of coins up to one dollar (2)	
Item 4 Prerequisite Skill	determine the value of a collection of coins and bills (3)	

Grade 6 Mathematics		Cluster 2
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 6.12	The student applies mathematical process standards to use numerical or graphical representations to analyze problems.	
Essence Statement	Displays data or determines characteristics of data.	
Item 5 Prerequisite Skill	use data to create picture and bar-type graphs (1)	
Item 6 Prerequisite Skill	explain that the length of a bar in a bar graph or the number of pictures in a pictograph represents the number of data points for a given category (2)	
Item 7 Prerequisite Skill	explain that the length of a bar in a bar graph or the number of pictures in a pictograph represents the number of data points for a given category (2)	
Item 8 Prerequisite Skill	organize a collection of data with up to four categories using pictographs and bar graphs with intervals of one or more (2)	

Grade 6 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 6.3	The student applies mathematical process standards to represent addition, subtraction, multiplication, and division while solving problems and justifying solutions.	
Essence Statement	Finds solutions to addition, subtraction, multiplication, or division problems.	
Item 9 Prerequisite Skill	use informal strategies to share or divide up to 10 items equally (P-K)	
Item 10 Prerequisite Skill	model, create, and describe contextual division situations in which a set of concrete objects is separated into equivalent sets (2)	
Item 11 Prerequisite Skill	model, create, and describe contextual division situations in which a set of concrete objects is separated into equivalent sets (2)	
Item 12 Prerequisite Skill	determine the number of objects in each group when a set of objects is partitioned into equal shares or a set of objects is shared equally (3)	

Grade 6 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 6.11	The student applies mathematical process standards to use coordinate geometry to identify locations on a plane.	
Essence Statement	Locates points on a coordinate plane.	
Item 13 Prerequisite Skill	represent fractions of halves, fourths, and eighths as distances from zero on a number line (3)	
Item 14 Prerequisite Skill	represent fractions of halves, fourths, and eighths as distances from zero on a number line (3)	
Item 15 Prerequisite Skill	represent fractions of halves, fourths, and eighths as distances from zero on a number line (3)	
Item 16 Prerequisite Skill	represent fractions and decimals to the tenths or hundredths as distances from zero on a number line (4)	

Grade 6 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 6.8	The student applies mathematical process standards to use geometry to represent relationships and solve problems.
Essence Statement	Models or uses geometric relationships to solve problems.
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 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 20 Prerequisite Skill	solve problems related to perimeter and area of rectangles where dimensions are whole numbers (4)

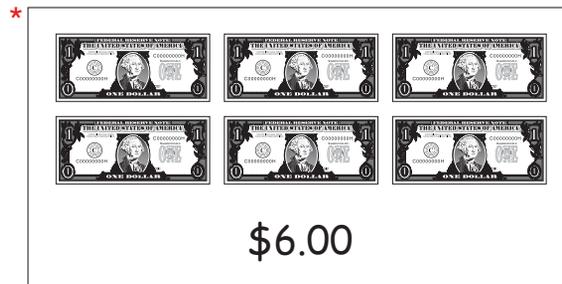
Additional resources for STAAR Alternate 2, including the STAAR Alternate 2 Test Administrator Manual and the STAAR Alternate 2 Educator Guide, are available online: <http://tea.texas.gov/student.assessment/special-ed/staaralt/>

MATHEMATICS

Presentation Instructions for Question 1

- Present Stimulus 1.
- Direct the student to the dollar bills. *Communicate:* **Here are six one-dollar bills. One dollar. Two dollars. Three dollars. Four dollars. Five dollars. Six dollars.**
- Direct the student to \$6.00. *Communicate:* **The dollar sign, the decimal point, and numbers represent six dollars and no cents.**
- *Communicate:* **Find the six dollars.**

Stimulus 1



Scoring Instructions

Student Action		Test Administrator Action
If the student finds the six dollars,	➡	mark A for question 1 and move to question 2.
If the student does not find the six dollars,	➡	<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 six dollars,	➡	mark B for question 1 and move to question 2.
After the five-second wait time, if the student does not find the six dollars,	➡	mark C for question 1 and move to question 2.

Presentation Instructions for Question 2

- Present Stimulus 2a and 2b.
- Direct the student to the dollar bills and quarters in Stimulus 2a. *Communicate:* **Here are six one-dollar bills and two quarters.**
- Direct the student to \$6.00 in Stimulus 2a. *Communicate:* **This represents six dollars and no cents.**
- Direct the student to the two quarters and \$0.50 in Stimulus 2a. *Communicate:* **Twenty-five cents. Fifty cents.**
- Direct the student to \$6.50 in Stimulus 2a. *Communicate:* **All together the student has six dollars and fifty cents.**
- Direct the student to each answer choice in Stimulus 2b.
- *Communicate:* **Find \$6.50.**

Stimulus 2a

Stimulus 2b

*

Scoring Instructions

Student Action	➡	Test Administrator Action
If the student finds the group that shows \$6.50 in Stimulus 2b,	➡	mark A for question 2 and move to question 3.
If the student does not find the group that shows \$6.50 in Stimulus 2b,	➡	<ul style="list-style-type: none"> • model the desired student action by finding the group that shows \$6.50 in Stimulus 2b and <i>communicate</i> “This group of dollars and quarters represents \$6.50”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the group that shows \$6.50 in Stimulus 2b,	➡	mark B for question 2 and move to question 3.
After teacher modeling, if the student does not find the group that shows \$6.50 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:* **Here is a group of quarters and dimes.**
- Direct the student to each answer choice in Stimulus 3b. *Communicate* each answer choice.
- *Communicate:* **Find the value of the group of coins.**

Stimulus 3a



Stimulus 3b

\$7.00

*

\$1.00

\$1.30

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds "\$1.00" in Stimulus 3b,	➡	mark A for question 3 and move to question 4.
If the student does not find "\$1.00" in Stimulus 3b,	➡	provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> Have the student identify the value of a quarter and the value of a dime. OR Mark off each coin as the total amount of money is counted by the student. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "\$1.00" in Stimulus 3b,	➡	mark B for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find "\$1.00" in Stimulus 3b,	➡	mark C for question 3 and move to question 4.

Presentation Instructions for Question 4

- Present Stimulus 4a and 4b.
- Direct the student to each group in Stimulus 4a without counting the total amount of money in each group or identifying the value of each bill or coin. *Communicate*: **Three students, Max, Devon, and Jennifer, each have some bills and coins. Two of the students have the same amount of money.**
- Direct the student to each answer choice in Stimulus 4b. *Communicate* each answer choice in Stimulus 4b.
- *Communicate*: **Find the two students who have the same amount of money.**

Stimulus 4a



Stimulus 4b

Max and Devon

Devon and Jennifer

* Max and Jennifer

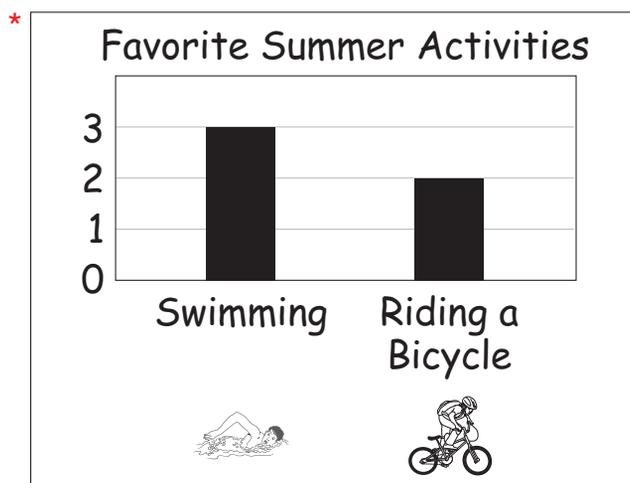
Scoring Instructions

Student Action		Test Administrator Action
If the student finds "Max and Jennifer" in Stimulus 4b,	➡	mark A for question 4 and move to question 5.
If the student does not find "Max and Jennifer" in Stimulus 4b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "Max and Jennifer" 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 "Max and Jennifer" 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 Stimulus 5. *Communicate:* **This is a bar graph that shows data about the favorite summer activities of five students.**
- Direct the student to the swimming category. *Communicate:* **Three students like to swim.**
- Direct the student to the bicycling category. *Communicate:* **Two students like to ride a bicycle.**
- *Communicate:* **Find the bar graph.**

Stimulus 5



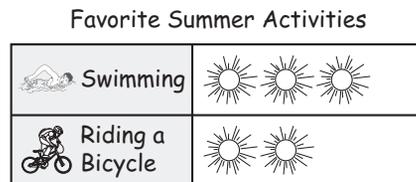
Scoring Instructions

Student Action		Test Administrator Action
If the student finds the bar graph,	➡	mark A for question 5 and move to question 6.
If the student does not find the bar graph,	➡	<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 bar graph,	➡	mark B for question 5 and move to question 6.
After the five-second wait time, if the student does not find the bar graph,	➡	mark C for question 5 and move to question 6.

Presentation Instructions for Question 6

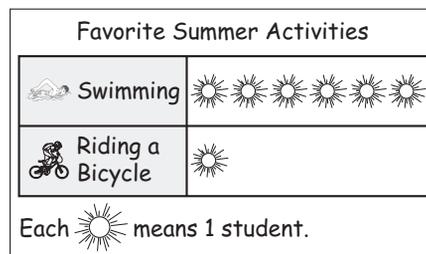
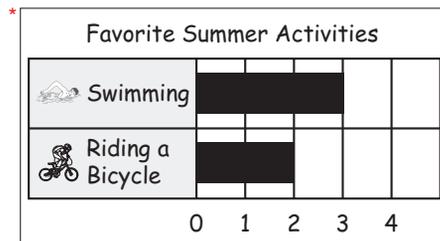
- Present Stimulus 6a and 6b.
- Direct the student to Stimulus 6a. *Communicate:* **Here is a pictograph about favorite summer activities that shows three students like to swim and two students like to ride a bicycle.**
- Direct the student to each answer choice in Stimulus 6b. *Communicate* the data in each graph.
- *Communicate:* **Find the bar graph that shows the same data as the pictograph.**

Stimulus 6a



Each  means 1 student.

Stimulus 6b



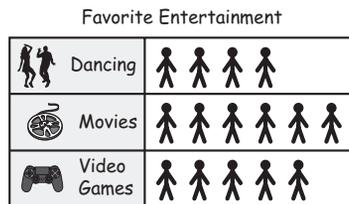
Scoring Instructions

Student Action	➡	Test Administrator Action
If the student finds the bar graph,	➡	mark A for question 6 and move to question 7.
If the student does not find the bar graph,	➡	<ul style="list-style-type: none"> • model the desired student action by finding the bar graph in Stimulus 6b and <i>communicate</i> “This bar graph shows the same data as the pictograph”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the bar graph,	➡	mark B for question 6 and move to question 7.
After teacher modeling, if the student does not find the bar graph,	➡	mark C for question 6 and move to question 7.

Presentation Instructions for Question 7

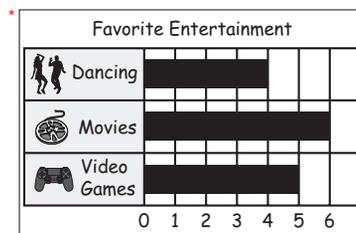
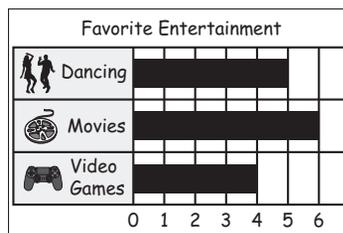
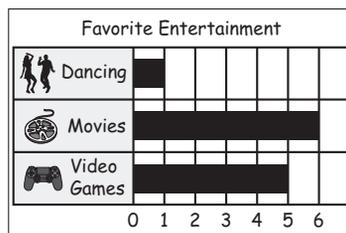
- Present Stimulus 7a and 7b.
- Direct the student to Stimulus 7a. *Communicate:* **This pictograph shows data about the favorite entertainment of 15 students. The entertainment choices were: dancing, watching movies, and playing video games.**
- Direct the student to each answer choice in Stimulus 7b.
- *Communicate:* **Find the bar graph that shows the same data as the pictograph.**

Stimulus 7a



Each  means 1 student.

Stimulus 7b



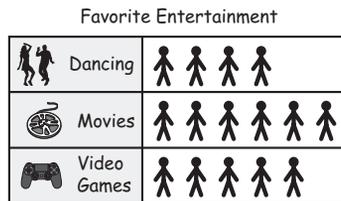
Scoring Instructions

Student Action	Test Administrator Action
If the student finds the bar graph that shows dancing at 4, movies at 6, and video games at 5,	➡ mark A for question 7 and move to question 8.
If the student does not find the bar graph that shows dancing at 4, movies at 6, and video games at 5,	➡ provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Highlight the vertical line at the end of each bar to the number it represents. OR • Record the number represented by the stick figures as the student counts the stick figures. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the bar graph that shows dancing at 4, movies at 6, and video games at 5,	➡ mark B for question 7 and move to question 8.
After the selected teacher assistance, if the student does not find the bar graph that shows dancing at 4, movies at 6, and video games at 5,	➡ mark C for question 7 and move to question 8.

Presentation Instructions for Question 8

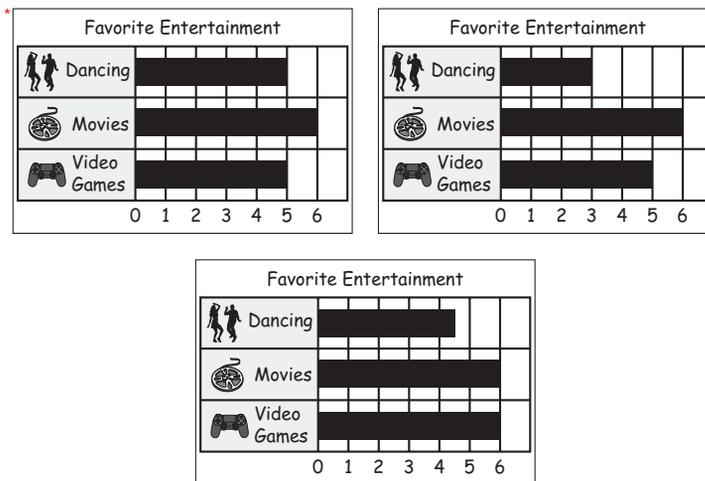
- Present Stimulus 8a and 8b.
- Direct the student to Stimulus 8a. *Communicate:* **Here is the same graph that shows data for 15 students. The next day one more student was asked about his favorite entertainment, and he chose dancing.**
- Direct the student to each answer choice in Stimulus 8b.
- *Communicate:* **Find the bar graph that shows one more student chose dancing.**

Stimulus 8a



Each  means 1 student.

Stimulus 8b



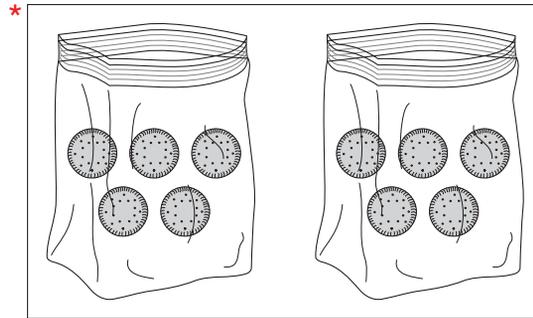
Scoring Instructions

Student Action	Test Administrator Action
If the student finds the bar graph that shows dancing at 5, movies at 6, and video games at 5,	➡ mark A for question 8 and move to question 9.
If the student does not find the bar graph that shows dancing at 5, movies at 6, and video games at 5,	➡ replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds the bar graph that shows dancing at 5, movies at 6, and video games at 5,	➡ mark B for question 8 and move to question 9.
After the teacher repeats the instructions, if the student does not find the bar graph that shows dancing at 5, movies at 6, and video games at 5,	➡ mark C for question 8 and move to question 9.

Presentation Instructions for Question 9

- Present Stimulus 9.
- Direct the student to each bag of crackers. *Communicate:* **Ten crackers are divided into two bags. Each bag has five crackers.**
- *Communicate:* **Find the two bags with five crackers in each bag.**

Stimulus 9



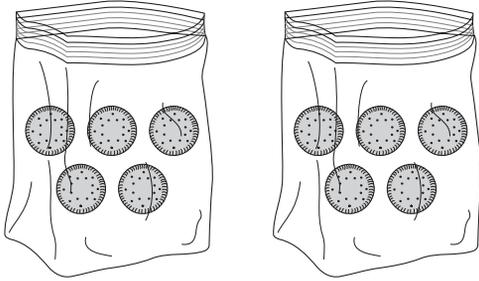
Scoring Instructions

Student Action		Test Administrator Action
If the student finds the two bags,	➡	mark A for question 9 and move to question 10.
If the student does not find the two bags,	➡	<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 two bags,	➡	mark B for question 9 and move to question 10.
After the five-second wait time, if the student does not find the two bags,	➡	mark C for question 9 and move to question 10.

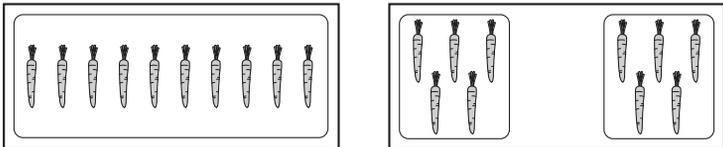
Presentation Instructions for Question 10

- Present Stimulus 10a and 10b.
- Direct the student to each bag in Stimulus 10a. Communicate: **Ten crackers are divided into two bags. Each bag has a group of five crackers.**
- Direct the student to each answer choice in Stimulus 10b.
- Communicate: **Find the carrots that are divided into two groups of five like the crackers.**

Stimulus 10a



Stimulus 10b



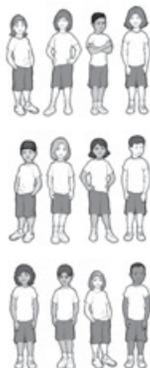
Scoring Instructions

Student Action		Test Administrator Action
If the student finds the two groups of five carrots each,	➔	mark A for question 10 and move to question 11.
If the student does not find the two groups of five carrots each,	➔	<ul style="list-style-type: none"> • model the desired student action by finding the two groups of five carrots and <i>communicate</i> “These 10 carrots have been divided into two groups of five like the crackers”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the two groups of five carrots each,	➔	mark B for question 10 and move to question 11.
After teacher modeling, if the student does not find the two groups of five carrots each,	➔	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*: **Twelve students are put into three teams. Each team has the same number of students.**
- Direct the student to each answer choice in Stimulus 11b. *Communicate* each answer choice.
- *Communicate*: **Find the number sentence that shows how the students were grouped to make teams.**

Stimulus 11a



Stimulus 11b

$$12 \div 1 = 12$$

$$12 - 3 = 9$$

$$* 12 \div 3 = 4$$

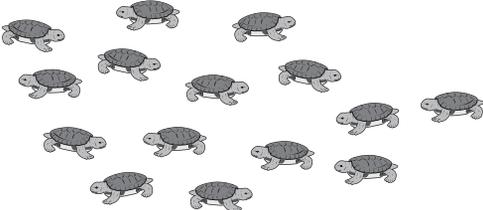
Scoring Instructions

Student Action		Test Administrator Action
If the student finds "12 ÷ 3 = 4,"	➡	mark A for question 11 and move to question 12.
If the student does not find "12 ÷ 3 = 4,"	➡	provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Have the student identify how many teams there are and how many students are on each team. OR • Highlight or circle each row of students. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "12 ÷ 3 = 4,"	➡	mark B for question 11 and move to question 12.
After the selected teacher assistance, if the student does not find "12 ÷ 3 = 4,"	➡	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:* **A pet store has 15 turtles. The turtles will be put into five tanks. There will be an equal number of turtles in each tank.**
- Direct the student to each answer choice in Stimulus 12b.
- *Communicate:* **Find the number of turtles that will be in each tank.**

Stimulus 12a



Stimulus 12b

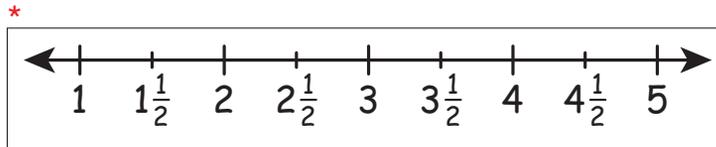
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Scoring Instructions		
Student Action		Test Administrator Action
If the student finds "3,"	➡	mark A for question 12 and move to question 13.
If the student does not find "3,"	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "3,"	➡	mark B for question 12 and move to question 13.
After the teacher repeats the instructions, if the student does not find "3,"	➡	mark C for question 12 and move to question 13.

Presentation Instructions for Question 13

- Present Stimulus 13.
- Direct the student to Stimulus 13. *Communicate:* **This is a number line that shows whole numbers and halves. The halves are between the whole numbers. One. One and one-half. Two. Two and one-half. Three. Three and one-half. Four. Four and one-half. Five.**
- *Communicate:* **Find the number line.**

Stimulus 13



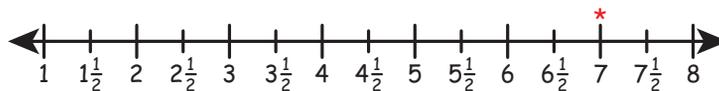
Scoring Instructions

Student Action		Test Administrator Action
If the student finds the number line,	➡	mark A for question 13 and move to question 14.
If the student does not find the number line,	➡	<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 number line,	➡	mark B for question 13 and move to question 14.
After the five-second wait time, if the student does not find the number line,	➡	mark C for question 13 and move to question 14.

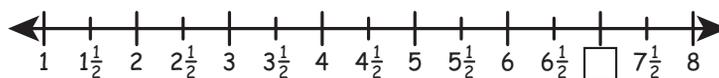
Presentation Instructions for Question 14

- Present Stimulus 14a and 14b.
- Direct the student to Stimulus 14a. *Communicate:* **This is a number line that shows the whole numbers one through eight and the halves between the whole numbers.**
- Direct the student to the numbers in Stimulus 14a and name them.
- Direct the student to the empty box in Stimulus 14b. *Communicate:* **This number line is missing the number that belongs in the empty box.**
- Direct the student back to the number line in Stimulus 14a.
- *Communicate:* **Find the number that belongs in the empty box.**

Stimulus 14a



Stimulus 14b



Scoring Instructions

Student Action		Test Administrator Action
If the student finds “7” in Stimulus 14a,	➡	mark A for question 14 and move to question 15.
If the student does not find “7” in Stimulus 14a,	➡	<ul style="list-style-type: none"> • model the desired student action by finding “7” in Stimulus 14a and <i>communicate</i> “Seven belongs in the empty box”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds “7” in Stimulus 14a,	➡	mark B for question 14 and move to question 15.
After teacher modeling, if the student does not find “7” in Stimulus 14a,	➡	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 is a number line that shows the whole numbers one through eight and the halves between the whole numbers. Some of the numbers are missing.**
- Direct the student to the empty box. *Communicate:* **The number that belongs in this box is missing.**
- Direct the student to each answer choice in Stimulus 15b.
- *Communicate:* **Find the number that belongs in the empty box.**

Stimulus 15a

1 2 $2\frac{1}{2}$ $3\frac{1}{2}$ 4 $5\frac{1}{2}$ 6 7 $7\frac{1}{2}$ 8

Stimulus 15b

^{*} $4\frac{1}{2}$

3

5

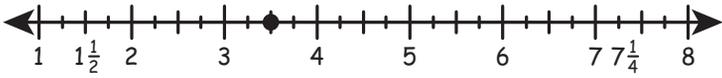
Scoring Instructions

Student Action		Test Administrator Action
If the student finds “ $4\frac{1}{2}$ ” in Stimulus 15b,	➡	mark A for question 15 and move to question 16.
If the student does not find “ $4\frac{1}{2}$ ” in Stimulus 15b,	➡	provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Have the student identify all the numbers that are missing on the number line. OR • Record the numbers as the student counts from one to eight, including all the missing whole numbers and halves. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “ $4\frac{1}{2}$ ” in Stimulus 15b,	➡	mark B for question 15 and move to question 16.
After the selected teacher assistance, if the student does not find “ $4\frac{1}{2}$ ” 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 a number line that shows the whole numbers one through eight and the halves and fourths between the whole numbers.**
- Direct the student to the point on the number line. *Communicate:* **This point represents a number on the number line.**
- Direct the student to each answer choice in Stimulus 16b.
- *Communicate:* **Find the number that the point represents on the number line.**

Stimulus 16a



1 $1\frac{1}{4}$ 2 3 4 5 6 7 $7\frac{1}{4}$ 8

Stimulus 16b

$3\frac{1}{4}$

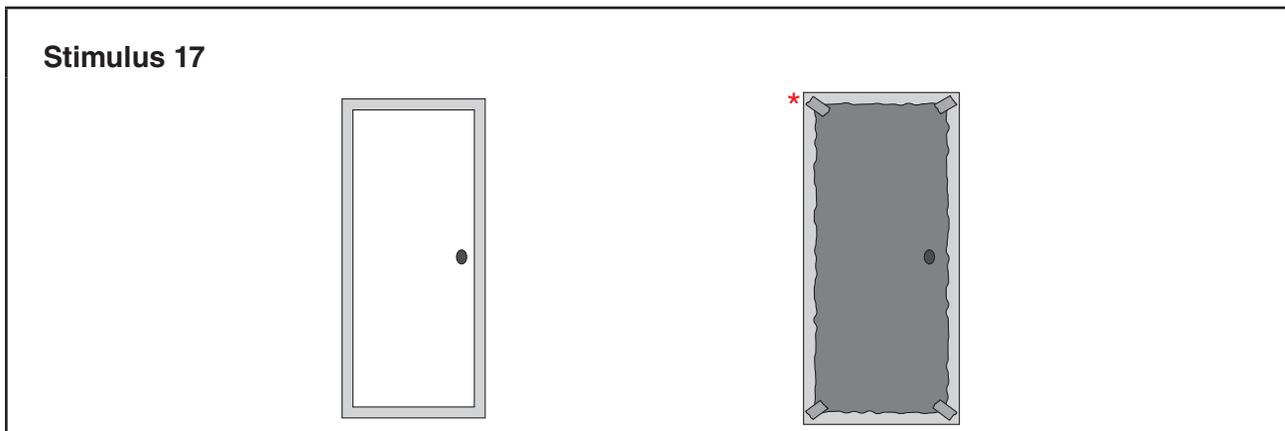
$2\frac{1}{2}$

* $3\frac{1}{2}$

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “ $3\frac{1}{2}$ ” in Stimulus 16b,	➡	mark A for question 16 and move to question 17.
If the student does not find “ $3\frac{1}{2}$ ” in Stimulus 16b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “ $3\frac{1}{2}$ ” 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 “ $3\frac{1}{2}$ ” in Stimulus 16b,	➡	mark C for question 16 and move to question 17.

Presentation Instructions for Question 17

- Present Stimulus 17. *Communicate:* **There are two doors in a classroom.**
- Direct the student to the first door. *Communicate:* **The area of this door does not have any paper covering it.**
- Direct the student to the second door. *Communicate:* **The area of this door is completely covered with paper.**
- *Communicate:* **Find the door that has an area that is completely covered with paper.**

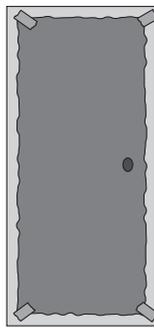


Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the door that is completely covered,	➡	mark A for question 17 and move to question 18.
If the student does not find the door that is completely covered,	➡	<ul style="list-style-type: none"> • remove the stimulus; •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

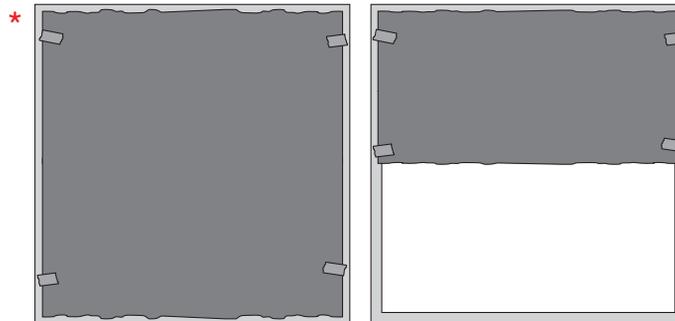
Presentation Instructions for Question 18

- Present Stimulus 18a and 18b.
- Direct the student to Stimulus 18a. *Communicate:* **The area of this door is completely covered with paper.**
- Direct the student to the first window in Stimulus 18b. *Communicate:* **The area of this window is completely covered with paper.**
- Direct the student to the second window in Stimulus 18b. *Communicate:* **Some of the area of this window is covered with paper.**
- *Communicate:* **Find the window that has an area that is completely covered with paper like the door.**

Stimulus 18a



Stimulus 18b



Scoring Instructions

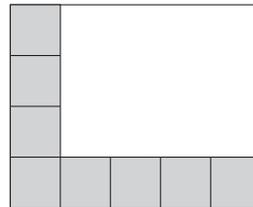
Student Action	→	Test Administrator Action
If the student finds the window that is completely covered in Stimulus 18b,	→	mark A for question 18 and move to question 19.
If the student does not find the window that is completely covered in Stimulus 18b,	→	<ul style="list-style-type: none"> • model the desired student action by finding the window that is completely covered in Stimulus 18b and <i>communicate</i> “This window has an area that is completely covered with paper”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the window that is completely covered in Stimulus 18b,	→	mark B for question 18 and move to question 19.
After teacher modeling, if the student does not find the window that is completely covered 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 Stimulus 19a. *Communicate:* **A classroom floor is covered with square tiles.**
- Direct the student to the length and width of the floor. *Communicate:* **The floor is five tiles long and four tiles wide.**
- Direct the student to the formula for the area of a rectangle. *Communicate:* **The area of a rectangle equals length times width.**
- Direct the student to each answer choice in Stimulus 19b. *Communicate* each answer choice.
- *Communicate:* **Find the area of the classroom floor.**

Stimulus 19a

width = 4 tiles



length = 5 tiles

area of a rectangle = length \times width

Stimulus 19b

1 square tile

16 square tiles

*

20 square tiles

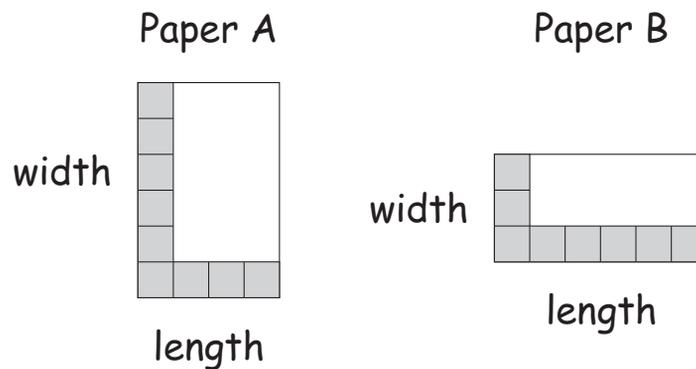
Scoring Instructions

Student Action		Test Administrator Action
If the student finds “20 square tiles” in Stimulus 19b,	➡	mark A for question 19 and move to question 20.
If the student does not find “20 square tiles” in Stimulus 19b,	➡	<p>provide one of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> • Draw the missing tiles to fill the area. OR • Highlight the formula for area. OR • Allow the student to use a calculator or multiplication chart. <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds “20 square tiles” in Stimulus 19b,	➡	mark B for question 19 and move to question 20.
After the selected teacher assistance, if the student does not find “20 square tiles” 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*: For an art project, a student is covering two pieces of paper with square stickers side by side. Each sticker has an area of one square inch. The student will completely cover both pieces of paper with the stickers.
- 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 the true statement about the areas of the two pieces of paper.

Stimulus 20a



area of a rectangle = length \times width

Stimulus 20b

* The area of Paper A is 6 square inches more than the area of Paper B.

The area of Paper A is the same as the area of Paper B.

The area of Paper A is 1 square inch less than the area of Paper B.

Scoring Instructions

Student Action	Test Administrator Action
If the student finds “The area of Paper A is 6 square inches more than the area of Paper B” in Stimulus 20b,	➡ mark A for question 20.
If the student does not find “The area of Paper A is 6 square inches more than the area of Paper B” in Stimulus 20b,	➡ replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “The area of Paper A is 6 square inches more than the area of Paper B” in Stimulus 20b,	➡ mark B for question 20.
After the teacher repeats the instructions, if the student does not find “The area of Paper A is 6 square inches more than the area of Paper B” in Stimulus 20b,	➡ mark C for question 20.

**TEST
ADMINISTRATOR
MANUAL**

**STAAR ALTERNATE 2
GRADE 6
Mathematics
April 2016**