STAAR® Alternate 2

State of Texas Assessments of Academic Readiness Alternate 2

TEST ADMINISTRATOR MANUAL

GRADE 5
Science
STAAR Alternate 2

Administered April 2016

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 5.7	The student knows Earth's surface is constantly changing and consists of useful resources.
Essence Statement	Knows that Earth's surface is constantly changing and consists of useful resources.
Item 1 Prerequisite Skill	demonstrate the importance of caring for our environment and our planet (P-K)
Item 2 Prerequisite Skill	observe and describe physical properties of natural sources of water, including color and clarity (K)
Item 3 Prerequisite Skill	explore the characteristics of natural resources that make them useful in products and materials such as clothing and furniture and how resources may be conserved (3)
Item 4 Prerequisite Skill	explore the characteristics of natural resources that make them useful in products and materials such as clothing and furniture and how resources may be conserved (3)

Grade 5 Science	Cluster 2
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 5 Prerequisite Skill	observe and describe weather changes from day to day and over seasons (K)
Item 6 Prerequisite Skill	record weather information, including relative temperature, such as hot or cold, clear or cloudy, calm or windy, and rainy or icy (1)
Item 7 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 8 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 3
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 9 Prerequisite Skill	describe, observe, and investigate properties and characteristics of common objects (P-K)
Item 10 Prerequisite Skill	observe and record properties of objects, including relative size and mass, such as bigger or smaller and heavier or lighter, shape, color, and texture (K)
Item 11 Prerequisite Skill	classify matter by physical properties, including shape, relative mass, relative temperature, texture, flexibility, and whether material is a solid or liquid (2)
Item 12 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 4
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 5.9	The student knows that there are relationships, systems, and cycles within environments.
Essence Statement	Knows that there are relationships and characteristics within environments that support organisms.
Item 13 Prerequisite Skill	identify parts of plants such as roots, stem and leaves and parts of animals such as head, eyes, and limbs (K)
Item 14 Prerequisite Skill	identify and compare the parts of plants (1)
Item 15 Prerequisite Skill	identify and compare the parts of plants (1)
Item 16 Prerequisite Skill	observe, record, and compare how the physical characteristics of plants help them meet their basic needs such as stems carry water throughout the plant (2)

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	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	investigate and describe sources of energy including light, heat, and electricity (P-K)
Item 18 Prerequisite Skill	use the five senses to explore different forms of energy such as light, heat, and sound (K)
Item 19 Prerequisite Skill	identify and discuss how different forms of energy such as light, heat, and sound are important to everyday life (1)
Item 20 Prerequisite Skill	explore different forms of energy, including mechanical, light, sound, and heat/thermal in everyday life (3)

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 lake has been kept clean by the people who live around it.**
- *Communicate:* **Find the clean lake.**

Stimulus 1

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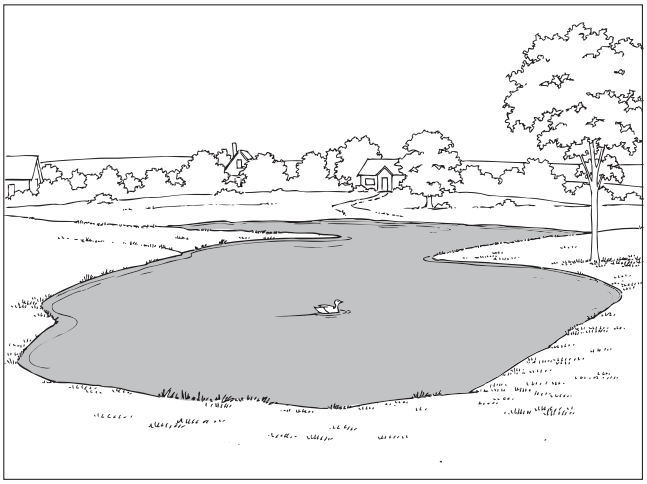
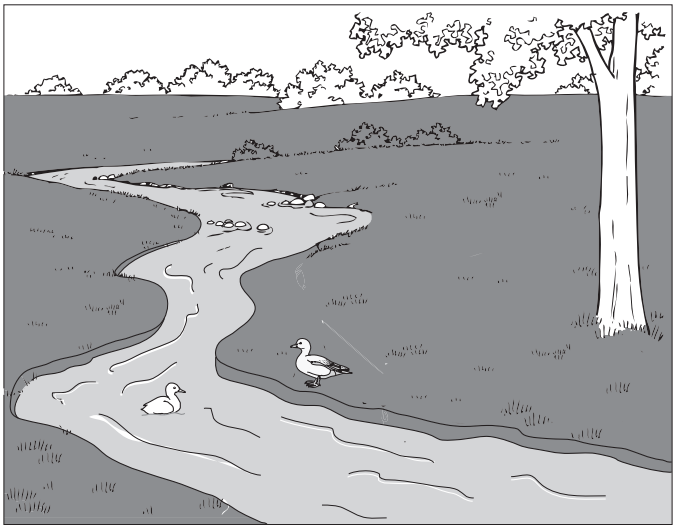


Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the clean lake,	➡	mark **A** for question 1 and move to question 2.
If the student does not find the clean lake,	➡	• remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds the clean lake,	➡	mark **B** for question 1 and move to question 2.
After the five-second wait time, if the student does not find the clean lake,	➡	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:* **Here is a stream with clean water.**
- *Direct* the student to each answer choice in Stimulus 2b. *Communicate:* **The boy is taking trash out of the water. The man is walking in the woods.**
- *Communicate:* **Find the person who is keeping the water clean.**

Stimulus 2a



Stimulus 2b

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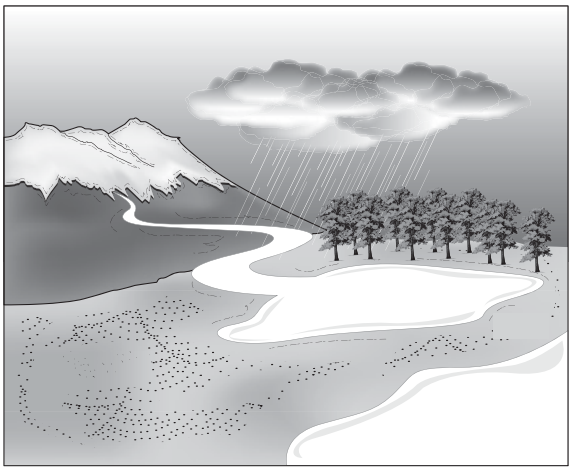
Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the person cleaning trash from the water,	➡	mark **A** for question 2 and move to question 3.
If the student does not find the person cleaning trash from the water,	➡	• model the desired student action by finding the person cleaning trash from the water and *communicate* **"This person is keeping the water clean"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the person cleaning trash from the water,	➡	mark **B** for question 2 and move to question 3.
After teacher modeling, if the student does not find the person cleaning trash from the water,	➡	mark **C** for question 2 and move to question 3.

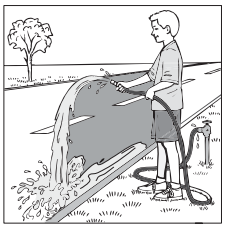
Presentation Instructions for Question 3

- *Present* Stimulus 3a and 3b.
- *Direct* the student to Stimulus 3a. *Communicate:* **Rainfall provides Earth with freshwater. When there is less rain, we have less water to use in our homes. It is important to use water only when it is needed.**
- *Direct* the student to each answer choice in Stimulus 3b.
- *Communicate:* **Find the person who is conserving water.**

Stimulus 3a



Stimulus 3b



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Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the boy brushing his teeth,	➡	mark **A** for question 3 and move to question 4.
If the student does not find the boy brushing his teeth,	➡	provide ***one*** of these allowable teacher assists to the student: • Have the student tell about the picture in each answer choice. **OR** • Highlight the water faucet in each answer choice. **OR** • Define the words "conserving water." Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the boy brushing his teeth,	➡	mark **B** for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find the boy brushing his teeth,	➡	mark **C** for question 3 and move to question 4.

Presentation Instructions for Question 4

- *Present* Stimulus 4a and 4b.
- *Direct* the student to Stimulus 4a. *Communicate:* **Here is a list of some ways to conserve water.**
- *Communicate* the text in Stimulus 4a.
- *Direct* the student to the empty box. *Communicate:* **Another way to conserve water is missing from this list.**
- *Direct* the student to each answer choice in Stimulus 4b. *Communicate* the text in each answer choice.
- *Communicate:* **Find another way to conserve water.**

Stimulus 4a

Four Ways to Conserve Water

- Use a broom instead of a water hose to clean sidewalks

- Collect rainwater to water plants

- Turn off water when not using it

- _____

Stimulus 4b

* Repair all water leaks as soon as possible

Wash a few clothes in a washing machine full of water

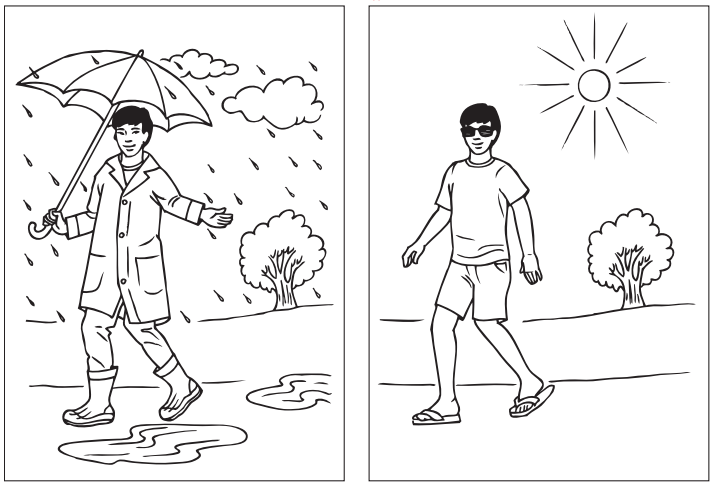
Water plants in pots until the pots are overflowing

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “Repair all water leaks as soon as possible,”	➡	mark **A** for question 4 and move to question 5.
If the student does not find “Repair all water leaks as soon as possible,”	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “Repair all water leaks as soon as possible,”	➡	mark **B** for question 4 and move to question 5.
After the teacher repeats the instructions, if the student does not find “Repair all water leaks as soon as possible,”	➡	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:* **The weather is rainy. The weather is sunny.**
- *Communicate:* **Find the weather that is sunny.**

Stimulus 5

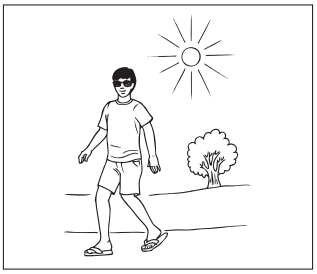


Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the sunny weather,	➡	mark **A** for question 5 and move to question 6.
If the student does not find the sunny weather,	➡	• remove the stimulus; • wait at least five seconds; and • replicate the initial presentation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

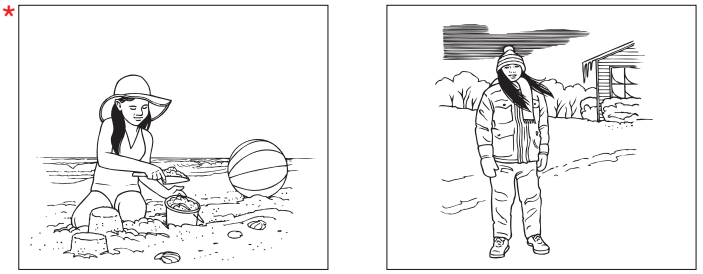
Presentation Instructions for Question 6

- *Present* Stimulus 6a and 6b.
- *Direct* the student to Stimulus 6a. *Communicate:* **The weather is sunny. It is hot outside.**
- *Direct* the student to each answer choice in Stimulus 6b.
- *Communicate:* **Find the hot weather.**

Stimulus 6a



Stimulus 6b

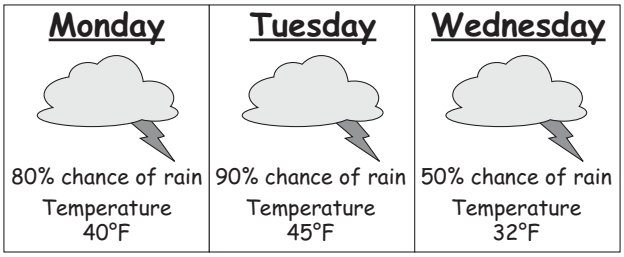


Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the beach scene in Stimulus 6b,	➡	mark **A** for question 6 and move to question 7.
If the student does not find the beach scene in Stimulus 6b,	➡	• model the desired student action by finding the beach scene in Stimulus 6b and *communicate* **"This weather is hot"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the beach scene in Stimulus 6b,	➡	mark **B** for question 6 and move to question 7.
After teacher modeling, if the student does not find the beach scene in Stimulus 6b,	➡	mark **C** for question 6 and move to question 7.

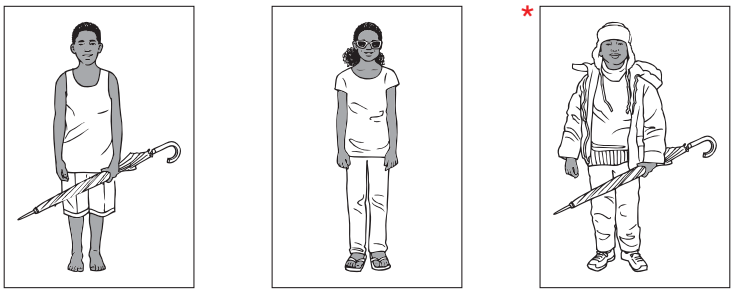
Presentation Instructions for Question 7

- *Present* Stimulus 7a and 7b. *Communicate:* **This is the pattern of weather for Monday, Tuesday, and Wednesday.**
- *Direct* the student to Stimulus 7a. *Communicate* the text in the weather chart.
- *Direct* the student to each answer choice in Stimulus 7b.
- *Communicate:* **Find the student who is dressed appropriately for the weather pattern.**

Stimulus 7a



Stimulus 7b



Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the student with the umbrella and coat,	➡	mark **A** for question 7 and move to question 8.
If the student does not find the student with the umbrella and coat,	➡	provide ***one*** of these allowable teacher assists to the student: • Have the student identify what each student is holding and wearing. **OR** • Highlight the numbers for the data in Stimulus 7a. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the student with the umbrella and coat,	➡	mark **B** for question 7 and move to question 8.
After the selected teacher assistance, if the student does not find the student with the umbrella and coat,	➡	mark **C** for question 7 and move to question 8.

Presentation Instructions for Question 8

- *Present* Stimulus 8a and 8b. *Communicate:* **A girl is going on vacation.**
- *Direct* the student to Stimulus 8a. *Communicate:* **Here is a suitcase that the girl is going to take with her on vacation. She is packing a bathing suit, a shirt, sunscreen, a cap, shorts, sunglasses, and sandals.**
- *Direct* the student to Stimulus 8b. *Communicate:* **This is weather information for three different places. Oregon. Florida. Alaska.**
- *Communicate* the weather information for each state in Stimulus 8b.
- *Communicate:* **Find the place where the girl is probably going for her vacation based on the items she is packing.**

Stimulus 8a

Stimulus 8b

Oregon

July 1	July 2	July 3
Temperature 65°	Temperature 62°	Temperature 63°

* Florida

July 1	July 2	July 3
Temperature 93°	Temperature 90°	Temperature 95°

Alaska

July 1	July 2	July 3
Temperature 50°	Temperature 49°	Temperature 51°

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds Florida,	➡	mark **A** for question 8 and move to question 9.
If the student does not find Florida,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds Florida,	➡	mark **B** for question 8 and move to question 9.
After the teacher repeats the instructions, if the student does not find Florida,	➡	mark **C** for question 8 and move to question 9.

Presentation Instructions for Question 9

- *Present* Stimulus 9.
- *Direct* the student to Stimulus 9. *Communicate:* **A physical property can be used to describe an object. An object can be heavy or light.**
- *Communicate:* **Find the girl carrying something heavy.**

Stimulus 9

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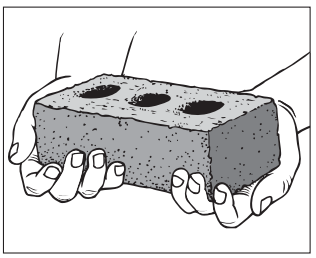
Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the girl carrying the water bottles,	➡	mark **A** for question 9 and move to question 10.
If the student does not find the girl carrying the water bottles,	➡	• remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds the girl carrying the water bottles,	➡	mark **B** for question 9 and move to question 10.
After the five-second wait time, if the student does not find the girl carrying the water bottles,	➡	mark **C** for question 9 and move to question 10.

Presentation Instructions for Question 10

- *Present* Stimulus 10a and 10b. *Communicate:* **A physical property can be used to describe if an object is heavy or light.**
- *Direct* the student to Stimulus 10a. *Communicate:* **This girl is carrying water that is heavy.**
- *Direct* the student to each answer choice in Stimulus 10b. *Communicate:* **Here are two objects. This is a brick. This is a feather.**
- *Communicate:* **Find the object that is light.**

Stimulus 10a

Stimulus 10b



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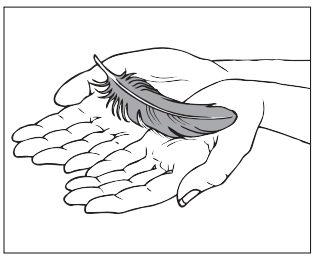
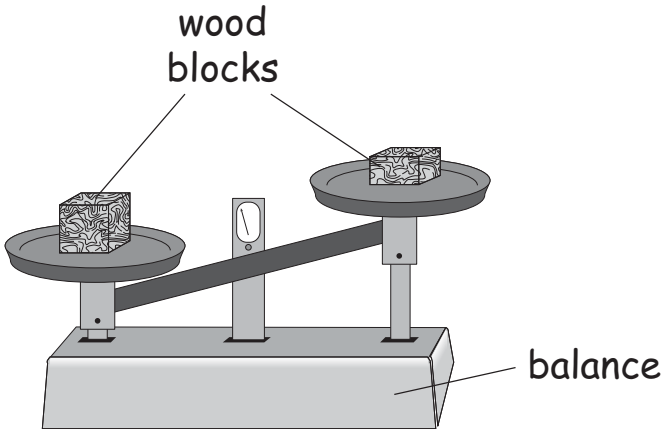


Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the feather,	➡	mark **A** for question 10 and move to question 11.
If the student does not find the feather,	➡	• model the desired student action by finding the feather and *communicate* **"The feather is the object that is light"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the feather,	➡	mark **B** for question 10 and move to question 11.
After teacher modeling, if the student does not find the feather,	➡	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:* **A student is using a balance to compare a physical property of the wood blocks.**
- *Direct* the student to each answer choice in Stimulus 11b. *Communicate:* **Here are three physical properties: mass, temperature, and color.**
- *Communicate:* **Find the physical property being compared in this investigation.**

Stimulus 11a



Stimulus 11b

*

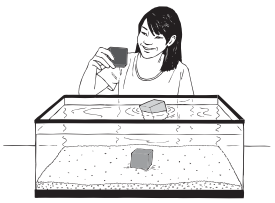
mass	temperature	color

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "mass,"	➡	mark **A** for question 11 and move to question 12.
If the student does not find "mass,"	➡	provide ***one*** of these allowable teacher assists to the student: • Have the student identify what a balance is used for. **OR** • Have the student tell you how each physical property in Stimulus 11b is measured. **OR** • Highlight the blocks of wood. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "mass,"	➡	mark **B** for question 11 and move to question 12.
After the selected teacher assistance, if the student does not find "mass,"	➡	mark **C** for question 11 and move to question 12.

Presentation Instructions for Question 12

- *Present* Stimulus 12a and 12b. *Communicate:* **The student needs to find the best material to use for building a toy boat. The student tests three different materials and records the results in this table.**
- *Direct* the student to Stimulus 12a. *Communicate* the information in the table.
- *Direct* the student to each answer choice in Stimulus 12b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the material that would be best to use for building a toy boat.**

Stimulus 12a



Material	Dissolves in Water?	Floats on Water?
A	Yes	No
B	No	Yes
C	No	No

Stimulus 12b

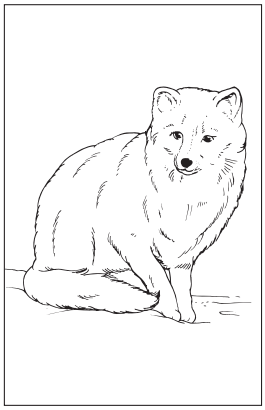
A	* B	C

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "B" in Stimulus 12b,	➡	mark **A** for question 12 and move to question 13.
If the student does not find "B" in Stimulus 12b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "B" 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 "B" 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 animal. *Communicate:* **This is an animal. The animal has a head, legs, and a tail.**
- *Direct* the student to the plant. *Communicate:* **This is a plant. The plant has roots, a stem, and leaves.**
- *Communicate:* **Find the plant.**

Stimulus 13



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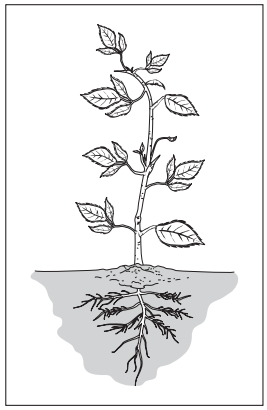
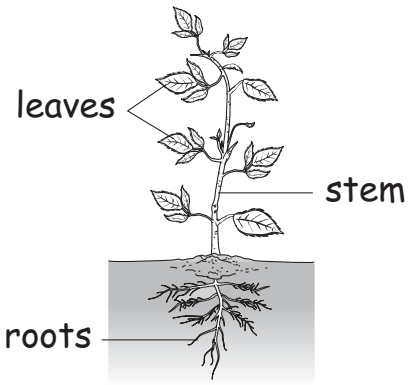


Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the plant,	➡	mark **A** for question 13 and move to question 14.
If the student does not find the plant,	➡	• remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.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

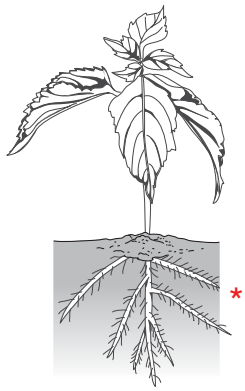
Presentation Instructions for Question 14

- *Present* Stimulus 14a and 14b.
- *Direct* the student to the plant in Stimulus 14a. *Communicate:* **A plant has leaves, a stem, and roots.**
- *Direct* the student to Stimulus 14b.
- *Communicate:* **Find the roots on this plant.**

Stimulus 14a



Stimulus 14b



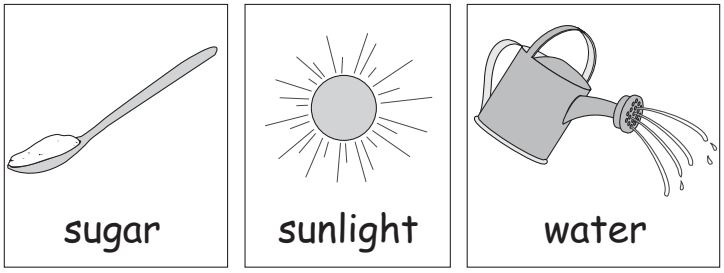
Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the roots in Stimulus 14b,	➡	mark **A** for question 14 and move to question 15.
If the student does not find the roots in Stimulus 14b,	➡	• model the desired student action by finding the roots in Stimulus 14b and *communicate* **"These are the roots of the plant"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the roots in Stimulus 14b,	➡	mark **B** for question 14 and move to question 15.
After teacher modeling, if the student does not find the roots 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 the roots for both plants in Stimulus 15a. *Communicate:* **Roots help plants live.**
- *Direct* the student to each answer choice in Stimulus 15b. *Communicate* the text in each answer choice.
- *Communicate:* **Find what roots absorb to help plants live.**

Stimulus 15a

Stimulus 15b



Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the water,	➡	mark **A** for question 15 and move to question 16.
If the student does not find the water,	➡	provide ***one*** of these allowable teacher assists to the student: • Have the student identify what roots do. **OR** • Highlight the roots for both plants. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the water,	➡	mark **B** for question 15 and move to question 16.
After the selected teacher assistance, if the student does not find the water,	➡	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:* **Here are leaves from different plants.**
- *Direct* the student to each answer choice in Stimulus 16b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the sentence that tells what is true about leaves.**

Stimulus 16a

Stimulus 16b

* Leaves collect and use sunlight.

Leaves hold the plant in the ground.

Leaves are the same size and shape.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "Leaves collect and use sunlight,"	➡	mark **A** for question 16 and move to question 17.
If the student does not find "Leaves collect and use sunlight,"	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "Leaves collect and use sunlight,"	➡	mark **B** for question 16 and move to question 17.
After the teacher repeats the instructions, if the student does not find "Leaves collect and use sunlight,"	➡	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:* **A family is roasting marshmallows over a campfire. Heat energy is being used to roast the marshmallows.**
- *Communicate:* **Find the heat energy.**

Stimulus 17

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the fire,	➡	mark **A** for question 17 and move to question 18.
If the student does not find the fire,	➡	• 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 fire,	➡	mark **B** for question 17 and move to question 18.
After the five-second wait time, if the student does not find the fire,	➡	mark **C** for question 17 and move to question 18.

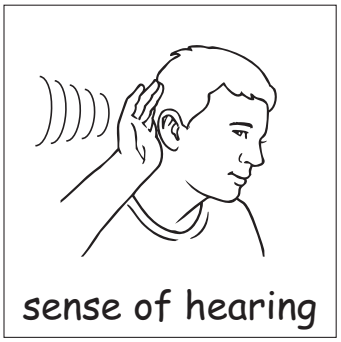
Presentation Instructions for Question 18

- *Present* Stimulus 18a and 18b.
- *Direct* the student to Stimulus 18a. *Communicate:* **This is a fire alarm. A fire alarm makes a sound that warns people of a fire. Sound is a kind of energy.**
- *Direct* the student to each answer choice in Stimulus 18b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the sense that would be used to identify sound energy.**

Stimulus 18a

Stimulus 18b

*



Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "sense of hearing,"	➡	mark **A** for question 18 and move to question 19.
If the student does not find "sense of hearing,"	➡	• model the desired student action by finding "sense of hearing" and *communicate* **"Hearing is the sense that would be used to identify sound energy"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds "sense of hearing,"	➡	mark **B** for question 18 and move to question 19.
After teacher modeling, if the student does not find "sense of hearing,"	➡	mark **C** for question 18 and move to question 19.

Presentation Instructions for Question 19

- *Present* Stimulus 19.
- *Direct* the student to Stimulus 19. *Communicate:* **These objects use energy in everyday life.**
- *Communicate* the text in each answer choice.
- *Communicate:* **Find the object that is used to provide light energy.**

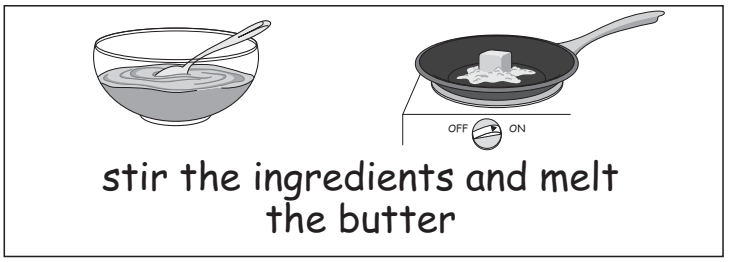
Stimulus 19

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the lamp,	➡	mark **A** for question 19 and move to question 20.
If the student does not find the lamp,	➡	provide ***one*** of these allowable teacher assists to the student: • Have the student identify how each of these objects is used. **OR** • Role-play using each object. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the lamp,	➡	mark **B** for question 19 and move to question 20.
After the selected teacher assistance, if the student does not find the lamp,	➡	mark **C** for question 19 and move to question 20.

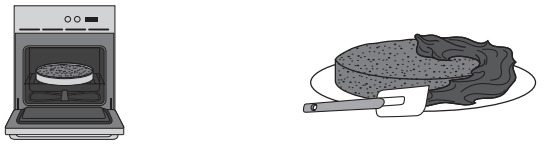
Presentation Instructions for Question 20

- *Present* Stimulus 20. *Communicate:* **Here are some steps needed to make a cake.**
- *Direct* the student to each answer choice in Stimulus 20. *Communicate* the text in each answer choice.
- *Communicate:* **Find the two steps that mostly require mechanical energy.**

Stimulus 20



stir the ingredients and melt the butter



bake the cake and spread the frosting

*

stir the ingredients and spread the frosting

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "stir the ingredients and spread the frosting,"	➡	mark **A** for question 20.
If the student does not find "stir the ingredients and spread the frosting,"	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "stir the ingredients and spread the frosting,"	➡	mark **B** for question 20.
After the teacher repeats the instructions, if the student does not find "stir the ingredients and spread the frosting,"	➡	mark **C** for question 20.

TEST ADMINISTRATOR MANUAL

STAAR ALTERNATE 2
GRADE 5
Science
April 2016

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