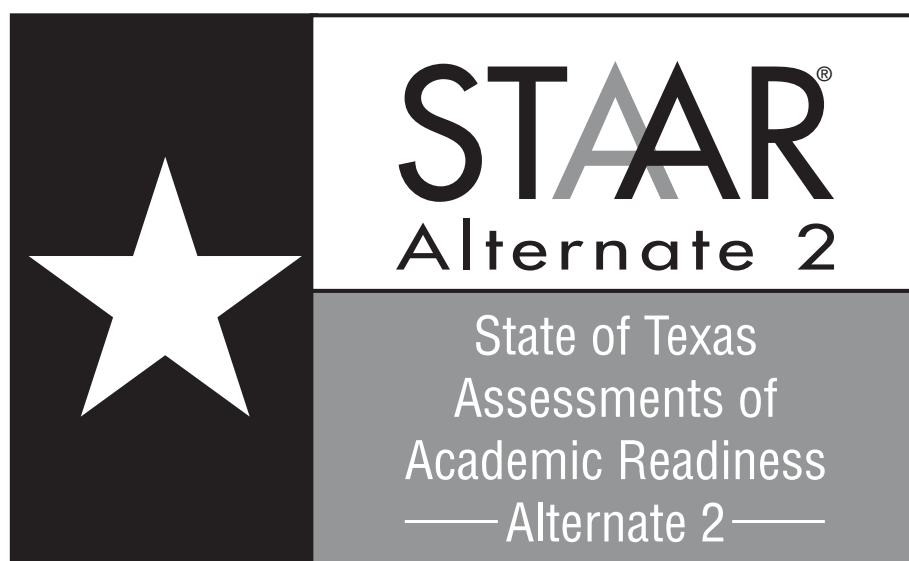




TEST ADMINISTRATOR MANUAL

GRADE 5 Mathematics STAAR Alternate 2

Administered April 2016

RELEASED

Texas Essential Knowledge and Skills (TEKS) Curriculum Assessed

Grade 5 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 5.2	The student applies mathematical process standards to represent, compare, and order positive rational numbers and understand relationships as related to place value.	
Essence Statement	Uses decimals to demonstrate an understanding of place value.	
Item 1 Prerequisite Skill	use the verbal ordinal terms (P-K)	
Item 2 Prerequisite Skill	use place value to compare whole numbers up to 120 using comparative language (1)	
Item 3 Prerequisite Skill	use place value to compare whole numbers up to 120 using comparative language (1)	
Item 4 Prerequisite Skill	use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols ($>$, $<$, or $=$) (2)	

Grade 5 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 5.9	The student applies mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data.	
Essence Statement	Uses graphs to organize and interpret data.	
Item 5 Prerequisite Skill	draw conclusions from real-object and picture graphs (K)	
Item 6 Prerequisite Skill	draw conclusions and generate and answer questions using information from picture and bar-type graphs (1)	
Item 7 Prerequisite Skill	draw conclusions and generate and answer questions using information from picture and bar-type graphs (1)	
Item 8 Prerequisite Skill	draw conclusions and make predictions from information in a graph (2)	

Grade 5 Mathematics		Cluster 3
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 5.5	The student applies mathematical process standards to classify two-dimensional figures by attributes and properties.	
Essence Statement	Classifies two-dimensional geometric figures by attributes and properties.	
Item 9 Prerequisite Skill	classify and sort a variety of regular and irregular two- and three-dimensional figures regardless of orientation or size (K)	
Item 10 Prerequisite Skill	classify and sort regular and irregular two-dimensional shapes based on attributes using informal geometric language (1)	
Item 11 Prerequisite Skill	classify and sort regular and irregular two-dimensional shapes based on attributes using informal geometric language (1)	
Item 12 Prerequisite Skill	classify and sort polygons with 12 or fewer sides according to attributes, including identifying the number of sides and number of vertices (2)	

Grade 5 Mathematics		Cluster 4
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 5.4	The student applies mathematical process standards to develop concepts of expressions and equations.	
Essence Statement	Models or solves problems involving whole number relationships or patterns.	
Item 13 Prerequisite Skill	recognize and create patterns (P-K)	
Item 14 Prerequisite Skill	recognize and create patterns (P-K)	
Item 15 Prerequisite Skill	recognize and create patterns (P-K)	
Item 16 Prerequisite Skill	recognize and create patterns (P-K)	

Grade 5 Mathematics		Cluster 5
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 5.3	The student applies mathematical process standards to develop and use strategies and methods for positive rational number computations in order to solve problems with efficiency and accuracy.	
Essence Statement	Solves problems using operations.	
Item 17 Prerequisite Skill	model the action of joining to represent addition and the action of separating to represent subtraction (K)	
Item 18 Prerequisite Skill	model the action of joining to represent addition and the action of separating to represent subtraction (K)	
Item 19 Prerequisite Skill	apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to a 10 (1)	
Item 20 Prerequisite Skill	explain strategies used to solve addition and subtraction problems up to 20 using spoken words, objects, pictorial models, and number sentences (1)	

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

MATHEMATICS

Presentation Instructions for Question 1

- *Present* Stimulus 1.
- *Direct* the student to Stimulus 1. *Communicate*: **A woman pulls a ticket from a machine at a bakery. The ticket has the number 1 written on it. She is the first in line to buy muffins.**
- *Communicate*: **Find the woman who is first in line.**

Stimulus 1



Scoring Instructions

Student Action		Test Administrator Action
If the student finds the woman who is first in line,	➡	mark A for question 1 and move to question 2.
If the student does not find the woman who is first in line,	➡	• 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 woman who is first in line,	➡	mark B for question 1 and move to question 2.
After the five-second wait time, if the student does not find the woman who is first in line,	➡	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:* **12 and 22 are in order because 12 comes first when counting.**
- Direct the student to each answer choice in Stimulus 2b. *Communicate:* **15, 55. 55, 15.**
- *Communicate:* **Find the pair of numbers that are in order when counting.**

Stimulus 2a

12

22

Stimulus 2b

*
15 55

55 15

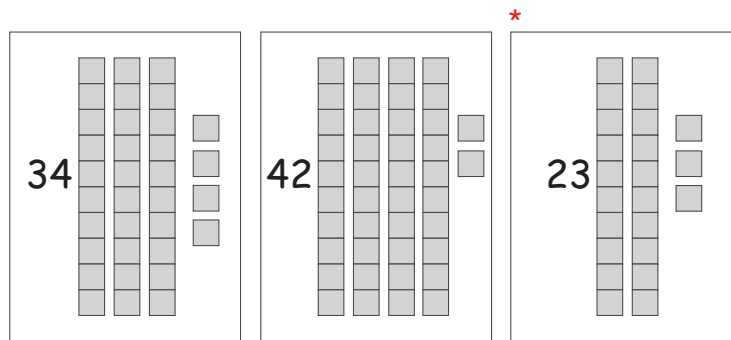
Scoring Instructions

Student Action		Test Administrator Action
If the student finds “15, 55,”	➡	mark A for question 2 and move to question 3.
If the student does not find “15, 55,”	➡	• model the desired student action by finding 15 and 55 and <i>communicate</i> “Fifteen and 55 are in order because 15 comes first when counting”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds “15, 55,”	➡	mark B for question 2 and move to question 3.
After teacher modeling, if the student does not find “15, 55,”	➡	mark C for question 2 and move to question 3.

Presentation Instructions for Question 3

- Present Stimulus 3.
- Direct the student to each answer choice. *Communicate:* **Thirty-four is three tens and four ones. Forty-two is four tens and two ones. Twenty-three is two tens and three ones.**
- *Communicate:* **Find the number that comes first when counting.**

Stimulus 3



Scoring Instructions

Student Action		Test Administrator Action
If the student finds "23,"	➡	mark A for question 3 and move to question 4.
If the student does not find "23,"	➡	provide one of these allowable teacher assists to the student: • Have the student identify the numbers in the tens and the ones place. OR • Highlight the models for each number. OR • Allow the student to use a number line or number chart. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "23,"	➡	mark B for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find "23,"	➡	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:* **This number sentence shows 300 plus a missing number plus 5 equals 325.**
- Direct the student to each answer choice in Stimulus 4b. *Communicate:* **20, 2, 200.**
- *Communicate:* **Find the missing number.**

Stimulus 4a

$$300 + \boxed{} + 5 = 325$$

Stimulus 4b

*

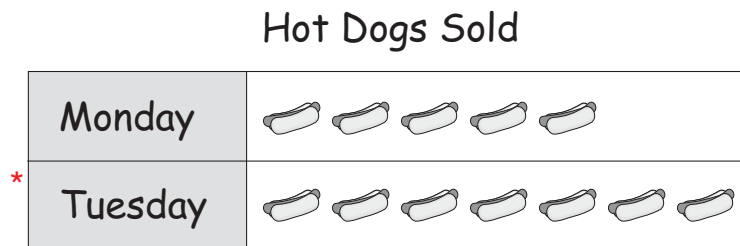
Scoring Instructions

Student Action		Test Administrator Action
If the student finds “20,”	➡	mark A for question 4 and move to question 5.
If the student does not find “20,”	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “20,”	➡	mark B for question 4 and move to question 5.
After the teacher repeats the instructions, if the student does not find “20,”	➡	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 graph shows how many hot dogs a man sold on Monday and Tuesday.**
- *Direct* the student to each row of the graph. *Communicate*: **Monday. Five hot dogs sold. Tuesday. Seven hot dogs sold. The man sold more hot dogs on Tuesday.**
- *Communicate*: **Find the row that shows more hot dogs sold.**

Stimulus 5



Scoring Instructions

Student Action		Test Administrator Action
If the student finds any part of the Tuesday row,	➡	mark A for question 5 and move to question 6.
If the student does not find any part of the Tuesday row,	➡	• remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds any part of the Tuesday row,	➡	mark B for question 5 and move to question 6.
After the five-second wait time, if the student does not find any part of the Tuesday row,	➡	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:* **A man sold more hot dogs on Tuesday than on Monday. He also sold ice-cream cones.**
- Direct the student to Stimulus 6b. *Communicate:* **This graph shows that the man sold four ice-cream cones on Monday and two ice-cream cones on Tuesday.**
- *Communicate:* **Find the row that shows the day the man sold more ice-cream cones.**

Stimulus 6a

Hot Dogs Sold

Monday	    
Tuesday	      

Stimulus 6b

Ice-Cream Cones Sold

* Monday	   
Tuesday	 

Scoring Instructions

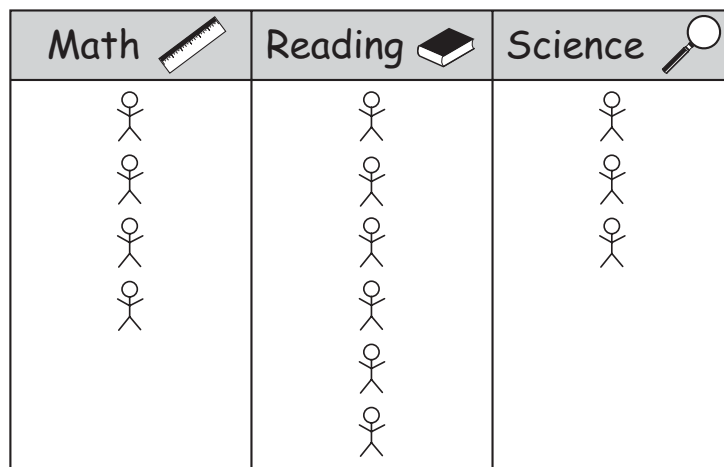
Student Action		Test Administrator Action
If the student finds any part of the Monday row in Stimulus 6b,	➡	mark A for question 6 and move to question 7.
If the student does not find any part of the Monday row in Stimulus 6b,	➡	• model the desired student action by finding the Monday row in Stimulus 6b and <i>communicate</i> “This row shows that the man sold more ice-cream cones on Monday”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds any part of the Monday row in Stimulus 6b,	➡	mark B for question 6 and move to question 7.
After teacher modeling, if the student does not find any part of the Monday row in Stimulus 6b,	➡	mark C for question 6 and move to question 7.

Presentation Instructions for Question 7

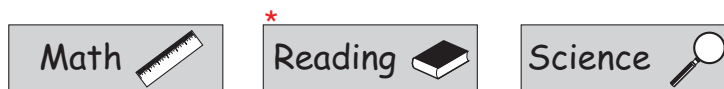
- Present Stimulus 7a and 7b.
- Direct the student to Stimulus 7a. *Communicate:* **This graph shows the number of students in three classes at school.**
- Direct the student to each column of the graph in Stimulus 7a without counting the data.
Communicate: **Math. Reading. Science.**
- Direct the student to each answer choice in Stimulus 7b.
- *Communicate:* **Find the class with the most students.**

Stimulus 7a

School Classes



Stimulus 7b



Scoring Instructions

Student Action		Test Administrator Action
If the student finds "Reading" in Stimulus 7b,	➡	mark A for question 7 and move to question 8.
If the student does not find "Reading" in Stimulus 7b,	➡	provide one of these allowable teacher assists to the student: • Have the student identify the number of students in each class. OR • Have the student tell about what it means to have the most. OR • Have the student replicate the graph using real objects. OR • Highlight the data in the graph. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "Reading" in Stimulus 7b,	➡	mark B for question 7 and move to question 8.
After the selected teacher assistance, if the student does not find "Reading" 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 graph shows the number of students in four classes.**
- Direct the student to each row of the graph in Stimulus 8a. *Communicate:* **Math. Reading. Science. P.E.**
- Direct the student to the math row in the graph in Stimulus 8a. *Communicate:* **Math has the fewest students.**
- Direct the student to each answer choice in Stimulus 8b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the statement that tells how to make the math class have the most students.**

Stimulus 8a

School Classes

Math 	
Reading 	
Science 	
P.E. 	

Stimulus 8b

* Add 6 students to Math.

Subtract 3 students from P.E.

Move 2 students from P.E. to Math.

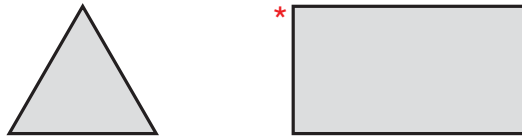
Scoring Instructions

Student Action		Test Administrator Action
If the student finds “Add 6 students to Math,”	➡	mark A for question 8 and move to question 9.
If the student does not find “Add 6 students to Math,”	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “Add 6 students to Math,”	➡	mark B for question 8 and move to question 9.
After the teacher repeats the instructions, if the student does not find “Add 6 students to Math,”	➡	mark C for question 8 and move to question 9.

Presentation Instructions for Question 9

- *Present* Stimulus 9.
- *Direct* the student to the triangle and each side of the triangle. *Communicate*: **This is a triangle. A triangle has three sides. One, two, three sides.**
- *Direct* the student to the rectangle and each side of the rectangle. *Communicate*: **This is a rectangle. A rectangle has four sides. One, two, three, four sides.**
- *Communicate*: **Find the shape that has four sides.**

Stimulus 9



Scoring Instructions

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

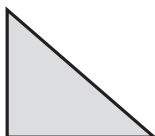
Presentation Instructions for Question 10

- Present Stimulus 10a and 10b.
- Direct the student to Stimulus 10a. *Communicate:* **This is a rectangle. It has four sides.**
- Direct the student to each answer choice in Stimulus 10b. *Communicate:* **This is a triangle. This is a square.**
- *Communicate:* **Find the figure that has the same number of sides as the rectangle.**

Stimulus 10a



Stimulus 10b



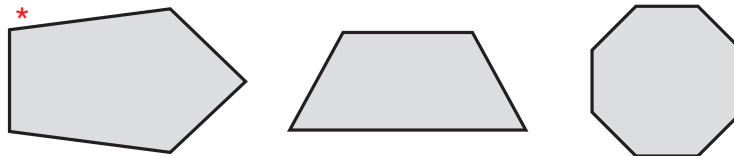
Scoring Instructions

Student Action		Test Administrator Action
If the student finds the square,	➡	mark A for question 10 and move to question 11.
If the student does not find the square,	➡	• model the desired student action by finding the square and <i>communicate</i> “This square has four sides like the rectangle”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the square,	➡	mark B for question 10 and move to question 11.
After teacher modeling, if the student does not find the square,	➡	mark C for question 10 and move to question 11.

Presentation Instructions for Question 11

- *Present* Stimulus 11.
- *Direct* the student to Stimulus 11. *Communicate*: **All of these figures have a different number of sides.**
- *Communicate*: **Find the figure that has five sides.**

Stimulus 11



Scoring Instructions

Student Action		Test Administrator Action
If the student finds the figure that has five sides,	➡	mark A for question 11 and move to question 12.
If the student does not find the figure that has five sides,	➡	provide one of these allowable teacher assists to the student: • Have the student point to and/or count the sides on each figure. OR • Highlight the sides of each figure. OR • Trace the sides of each figure. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the figure that has five sides,	➡	mark B for question 11 and move to question 12.
After the selected teacher assistance, if the student does not find the figure that has five sides,	➡	mark C for question 11 and move to question 12.

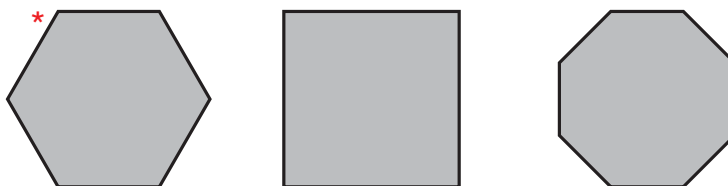
Presentation Instructions for Question 12

- *Present* Stimulus 12a and 12b.
- *Direct* the student to Stimulus 12a. *Communicate*: **A student drew this figure.**
- *Direct* the student to each answer choice in Stimulus 12b.
- *Communicate*: **Find the figure that has one more side than the figure the student drew.**

Stimulus 12a



Stimulus 12b



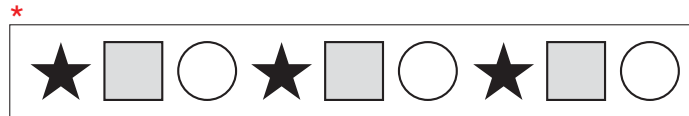
Scoring Instructions

Student Action		Test Administrator Action
If the student finds the figure with six sides in Stimulus 12b,	➡	mark A for question 12 and move to question 13.
If the student does not find the figure with six sides in Stimulus 12b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds the figure with six sides 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 the figure with six sides 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 Stimulus 13. *Communicate*: **These shapes are in a pattern. Star. Square. Circle. Star. Square. Circle. Star. Square. Circle.**
- *Communicate*: **Find the pattern.**

Stimulus 13



Scoring Instructions

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

Presentation Instructions for Question 14

- Present Stimulus 14a and 14b.
- Direct the student to each shape and the blank in Stimulus 14a. *Communicate:* **This is a pattern. Star. Square. Circle. Star. Square. Circle. Star. Square. Circle. A shape is missing. Square. Circle.**
- Direct the student to each answer choice in Stimulus 14b.
- *Communicate:* **Find the shape that is missing.**

Stimulus 14a



Stimulus 14b



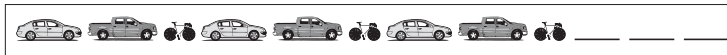
Scoring Instructions

Student Action		Test Administrator Action
If the student finds the star in Stimulus 14b,	➡	mark A for question 14 and move to question 15.
If the student does not find the star in Stimulus 14b,	➡	• model the desired student action by finding the star and <i>communicate</i> “The star is missing from the pattern”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the star in Stimulus 14b,	➡	mark B for question 14 and move to question 15.
After teacher modeling, if the student does not find the star in Stimulus 14b,	➡	mark C for question 14 and move to question 15.

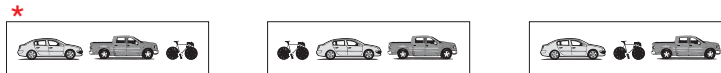
Presentation Instructions for Question 15

- *Present* Stimulus 15a and 15b.
- *Direct* the student to Stimulus 15a. *Communicate*: **Cars, trucks, and bikes are parked in a pattern. Car. Truck. Bike. Car. Truck. Bike. Car. Truck. Bike.**
- *Direct* the student to the empty spaces. *Communicate*: **Parts of this pattern are missing.**
- *Direct* the student to each answer choice in Stimulus 15b.
- *Communicate*: **Find the parts of the pattern that are missing.**

Stimulus 15a



Stimulus 15b



Scoring Instructions

Student Action		Test Administrator Action
If the student finds the sequence of a car, a truck, and a bike in Stimulus 15b,	➡	mark A for question 15 and move to question 16.
If the student does not find the sequence of a car, a truck, and a bike in Stimulus 15b,	➡	provide one of these allowable teacher assists to the student: • Have the student identify what comes after each bike. OR • Highlight the cars in the pattern in Stimulus 15a. OR • Have the student replicate the pattern using objects. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the sequence of a car, a truck, and a bike in Stimulus 15b,	➡	mark B for question 15 and move to question 16.
After the selected teacher assistance, if the student does not find the sequence of a car, a truck, and a bike in Stimulus 15b,	➡	mark C for question 15 and move to question 16.

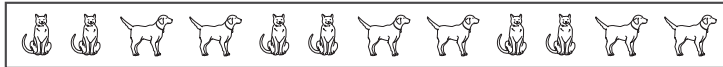
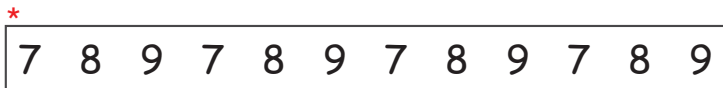
Presentation Instructions for Question 16

- Present Stimulus 16a and 16b.
- Direct the student to Stimulus 16a. *Communicate:* **This is an ABC pattern.**
- Direct the student to each answer choice in Stimulus 16b. *Communicate:* **Here are three patterns. One of the patterns is an ABC pattern.**
- *Communicate:* **Find the ABC pattern.**

Stimulus 16a



Stimulus 16b



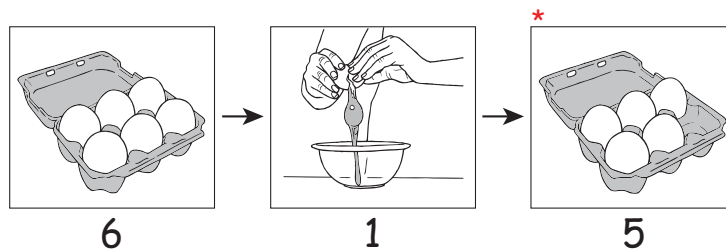
Scoring Instructions

Student Action		Test Administrator Action
If the student finds the 7, 8, 9 pattern,	➡	mark A for question 16 and move to question 17.
If the student does not find the 7, 8, 9 pattern,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds the 7, 8, 9 pattern,	➡	mark B for question 16 and move to question 17.
After the teacher repeats the instructions, if the student does not find the 7, 8, 9 pattern,	➡	mark C for question 16 and move to question 17.

Presentation Instructions for Question 17

- Present Stimulus 17. Communicate: **A student is making pancakes.**
- Direct the student to the 6 eggs in the carton. Communicate: **6 eggs are in a carton.**
- Direct the student to the cracked egg. Communicate: **1 egg is needed to make the pancakes. The student cracks the egg and puts it in a bowl.**
- Direct the student to the 5 eggs in the carton. Communicate: **Now there are 5 eggs left in the carton.**
- Communicate: **Find the 5 eggs left in the carton.**

Stimulus 17



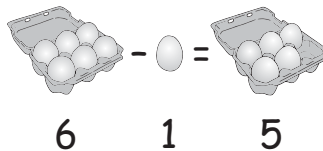
Scoring Instructions

Student Action		Test Administrator Action
If the student finds the 5 eggs,	➡	mark A for question 17 and move to question 18.
If the student does not find the 5 eggs,	➡	• 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 5 eggs,	➡	mark B for question 17 and move to question 18.
After the five-second wait time, if the student does not find the 5 eggs,	➡	mark C for question 17 and move to question 18.

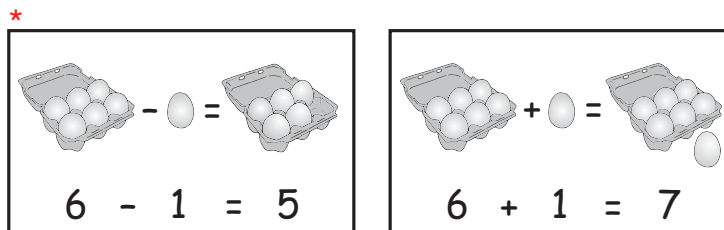
Presentation Instructions for Question 18

- Present Stimulus 18a and 18b.
- Direct the student to Stimulus 18a. *Communicate:* **This shows that a student had 6 eggs. She used 1 egg. Now she has 5 eggs left.**
- Direct the student to each answer choice in Stimulus 18b. *Communicate:* **6 eggs minus 1 egg equals 5 eggs. 6 eggs plus 1 egg equals 7 eggs.**
- *Communicate:* **Find 6 eggs minus 1 egg equals 5 eggs.**

Stimulus 18a



Stimulus 18b



Scoring Instructions

Student Action		Test Administrator Action
If the student finds “6 – 1 = 5” in Stimulus 18b,	➡	mark A for question 18 and move to question 19.
If the student does not find “6 – 1 = 5” in Stimulus 18b,	➡	• model the desired student action by finding “6 – 1 = 5” and <i>communicate</i> “This shows 6 eggs minus 1 egg equals 5 eggs”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds “6 – 1 = 5” in Stimulus 18b,	➡	mark B for question 18 and move to question 19.
After teacher modeling, if the student does not find “6 – 1 = 5” 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*: **This number sentence shows 12 minus 3. The number that completes the number sentence is missing.**
- *Direct* the student to each answer choice in Stimulus 19b.
- *Communicate*: **Find the number that completes the number sentence.**

Stimulus 19a

$$12 - 3 = \square$$

Stimulus 19b

15

12

* 9

Scoring Instructions

Student Action		Test Administrator Action
If the student finds "9,"	➡	mark A for question 19 and move to question 20.
If the student does not find "9,"	➡	provide one of these allowable teacher assists to the student: • Have the student replicate twelve minus three using real objects. OR • Highlight the subtraction symbol in Stimulus 19a. OR • Have the student determine whether the answer should be more or less than 12. OR • Allow the student to use a number line or number chart. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "9,"	➡	mark B for question 19 and move to question 20.
After the selected teacher assistance, if the student does not find "9,"	➡	mark C for question 19 and move to question 20.

Presentation Instructions for Question 20

- *Present* Stimulus 20.
- *Direct* the student to Stimulus 20. *Communicate*: **These are number sentences. The numbers that complete the number sentences are missing.**
- *Communicate*: **Find the number sentence where the missing number is less than 15.**

Stimulus 20

$$*15 - 5 = \square$$

$$15 - 0 = \square$$

$$15 + 5 = \square$$

Scoring Instructions

Student Action		Test Administrator Action
If the student finds “ $15 - 5 = \square$,”	➡	mark A for question 20.
If the student does not find “ $15 - 5 = \square$,”	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “ $15 - 5 = \square$,”	➡	mark B for question 20.
After the teacher repeats the instructions, if the student does not find “ $15 - 5 = \square$,”	➡	mark C for question 20.

**TEST
ADMINISTRATOR
MANUAL**

**STAAR ALTERNATE 2
GRADE 5
Mathematics
April 2016**