



State of Texas Assessments of Academic Readiness

# **TEST INSTRUCTIONS**

## **GRADE 3 Mathematics STAAR Alternate 2**

**Administered April 2023**

**RELEASED**



## Texas Essential Knowledge and Skills (TEKS) Curriculum Assessed

<b>Math Grade 3</b>		<b>Cluster 1</b>
<b>Reporting Category 1</b>	Numerical Representations and Relationships: The student will demonstrate an understanding of how to represent and manipulate numbers and expressions.	
<b>Knowledge and Skills Statement 3.3</b>	The student applies mathematical process standards to represent and explain fractional units.	
<b>Essence Statement</b>	Models and finds relationships among fractional units.	
<b>Item 1 Prerequisite Skill</b>	know that objects, or parts of an object, can be counted (PK)	
<b>Item 2 Prerequisite Skill</b>	count forward and backward to at least 20 with and without objects (K)	
<b>Item 3 Prerequisite Skill</b>	partition two-dimensional figures into two and four fair shares or equal parts and describe the parts using words (1)	
<b>Item 4 Prerequisite Skill</b>	identify examples and non-examples of halves and fourths (1)	

<b>Math Grade 3</b>		<b>Cluster 2</b>
<b>Reporting Category 2</b>	Computations and Algebraic Relationships: The student will demonstrate an understanding of how to perform operations and represent algebraic relationships.	
<b>Knowledge and Skills Statement 3.4</b>	The student applied mathematical process standards to develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy.	
<b>Essence Statement</b>	Solves problems using operations involving whole numbers.	
<b>Item 5 Prerequisite Skill</b>	use concrete objects, create pictorial models and share a verbal word problem for adding up to 5 objects (PK)	
<b>Item 6 Prerequisite Skill</b>	model the action of joining to represent addition and the action of separating to represent subtraction (K)	
<b>Item 7 Prerequisite Skill</b>	model the action of joining to represent addition and the action of separating to represent subtraction (K)	
<b>Item 8 Prerequisite Skill</b>	use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 20 and unknowns as any one of the terms in the problem such as $2 + 4 = [ ]$ ; $3 + [ ] = 7$ ; and $5 = [ ] - 3$ (1)	

<b>Math Grade 3</b>		<b>Cluster 3</b>
<b>Reporting Category 2</b>	Computations and Algebraic Relationships: The student will demonstrate an understanding of how to perform operations and represent algebraic relationships.	
<b>Knowledge and Skills Statement 3.5</b>	The student applies mathematical process standards to analyze and create patterns and relationships.	
<b>Essence Statement</b>	Models or solves problems involving whole number relationships.	
<b>Item 9 Prerequisite Skill</b>	solve word problems using objects and drawings to find sums up to 10 and differences within 10 (K)	
<b>Item 10 Prerequisite Skill</b>	solve word problems using objects and drawings to find sums up to 10 and differences within 10 (K)	
<b>Item 11 Prerequisite Skill</b>	represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences (1)	
<b>Item 12 Prerequisite Skill</b>	represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences (1)	

<b>Math Grade 3</b>		<b>Cluster 4</b>
<b>Reporting Category 3</b>	Geometry and Measurement: The student will demonstrate an understanding of how to represent and apply geometry and measurement concepts.	
<b>Knowledge and Skills Statement 3.7</b>	The student applies mathematical process standards to select appropriate units, strategies, and tools to solve problems involving customary and metric measurement.	
<b>Essence Statement</b>	Solves problems involving perimeter, time, liquid volume (capacity), or weight.	
<b>Item 13 Prerequisite Skill</b>	recognize and compare heights or lengths of people or objects (PK)	
<b>Item 14 Prerequisite Skill</b>	recognize and compare heights or lengths of people or objects (PK)	
<b>Item 15 Prerequisite Skill</b>	use measuring tools to measure the length of objects to reinforce the continuous nature of linear measurement (1)	
<b>Item 16 Prerequisite Skill</b>	use measuring tools to measure the length of objects to reinforce the continuous nature of linear measurement (1)	

<b>Math Grade 3</b>		<b>Cluster 5</b>
<b>Reporting Category 4</b>	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.	
<b>Knowledge and Skills Statement 3.8</b>	The student applies mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data.	
<b>Essence Statement</b>	Uses graphs to organize and interpret data.	
<b>Item 17 Prerequisite Skill</b>	collect data and organize it in a graphic representation (PK)	
<b>Item 18 Prerequisite Skill</b>	collect, sort, and organize data into two or three categories (K)	
<b>Item 19 Prerequisite Skill</b>	use data to create real-object and picture graphs (K)	
<b>Item 20 Prerequisite Skill</b>	draw conclusions and generate and answer questions using information from picture and bar-type graphs (1)	





# MATHEMATICS



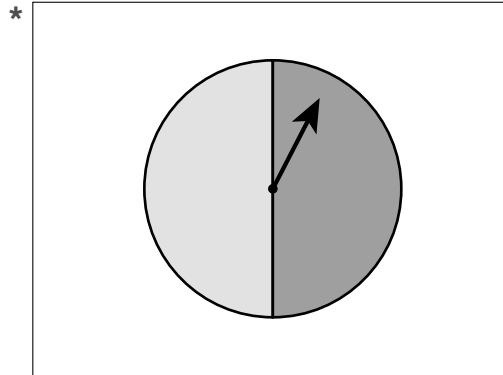


## Presentation Instructions for Question 1

- *Present* Stimulus 1.
- *Direct* the student to Stimulus 1. *Communicate*: **A spinner in the shape of a circle is used to play a game. There are two sections on the spinner. One. Two.**
- *Communicate*: **Find the spinner with two sections.**

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### Stimulus 1

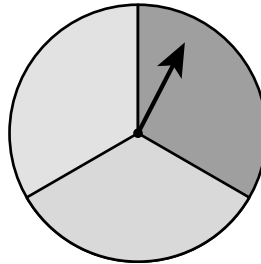


Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the spinner,	➡	mark <b>A</b> for question 1 and move to question 2.
If the student does not find the spinner,	➡	<ul style="list-style-type: none"><li>• remove the stimulus;</li><li>• wait at least five seconds; and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

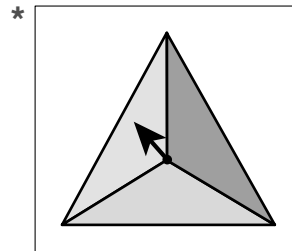
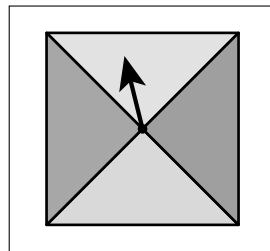
## Presentation Instructions for Question 2

- Present Stimulus 2a and 2b.
- Direct the student to Stimulus 2a. *Communicate:* **This game spinner has three sections. One. Two. Three.**
- Direct the student to each answer choice in Stimulus 2b. *Communicate:* **Here are two other game spinners.**
- *Communicate:* **Find the game spinner that has three sections.**

### Stimulus 2a



### Stimulus 2b



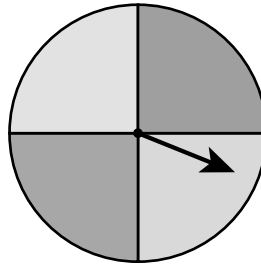
### Scoring Instructions

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

### Presentation Instructions for Question 3

- Present Stimulus 3a and 3b.
- Direct the student to Stimulus 3a. *Communicate:* This game spinner is divided into sections that are the same size.
- Direct the student to each answer choice in Stimulus 3b. *Communicate* the information in each answer choice.
- *Communicate:* Find how many sections are on the spinner.

#### Stimulus 3a



#### Stimulus 3b

2 sections

\* 4 sections

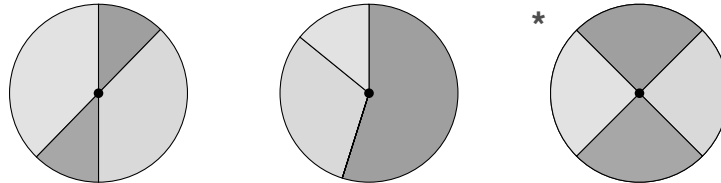
5 sections

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “4 sections” in Stimulus 3b,	➡	mark <b>A</b> for question 3 and move to question 4.
If the student does not find “4 sections” in Stimulus 3b,	➡	<p>provide <b>one</b> of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> <li>• Mark off the sections of the spinner in Stimulus 3a as the student counts each section. <b>OR</b></li> <li>• Replicate the model using fraction circles or manipulatives. <b>OR</b></li> <li>• Highlight the dividing lines between the sections of the spinner in Stimulus 3a.</li> </ul> <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds “4 sections” in Stimulus 3b,	➡	mark <b>B</b> for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find “4 sections” in Stimulus 3b,	➡	mark <b>C</b> for question 3 and move to question 4.

## Presentation Instructions for Question 4

- *Present* Stimulus 4.
- *Direct* the student to Stimulus 4. *Communicate*: **Jude wants to use a spinner for a game during recess. He wants the spinner to have four equal sections.**
- *Communicate*: **Find the spinner that has four equal sections.**

### Stimulus 4

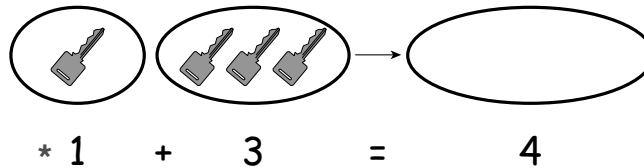


Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the spinner with four equal sections,	➡	mark <b>A</b> for question 4 and move to question 5.
If the student does not find the spinner with four equal sections,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds the spinner with four equal sections,	➡	mark <b>B</b> for question 4 and move to question 5.
After the teacher repeats the instructions, if the student does not find the spinner with four equal sections,	➡	mark <b>C</b> for question 4 and move to question 5.

## Presentation Instructions for Question 5

- Present Stimulus 5.
- Direct the student to Stimulus 5. *Communicate:* Here are some groups of keys. One key plus three keys equals four keys.
- *Communicate:* Find the number sentence that shows the total number of keys.

### Stimulus 5

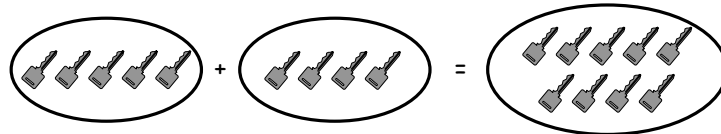


Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the number sentence,	➡	mark <b>A</b> for question 5 and move to question 6.
If the student does not find the number sentence,	➡	<ul style="list-style-type: none"> <li>• remove the stimulus;</li> <li>• wait at least five seconds; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After the five-second wait time, if the student finds the number sentence,	➡	mark <b>B</b> for question 5 and move to question 6.
After the five-second wait time, if the student does not find the number sentence,	➡	mark <b>C</b> 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 student has five keys. She finds four more keys. Now she has nine keys.**
- Direct the student to each answer choice in Stimulus 6b. *Communicate:* **Here are two number sentences. Five plus five equals ten. Five plus four equals nine.**
- *Communicate:* **Find the number sentence that shows the total number of keys the student has.**

### Stimulus 6a



### Stimulus 6b

$$5 + 5 = 10$$

$$* \quad 5 + 4 = 9$$

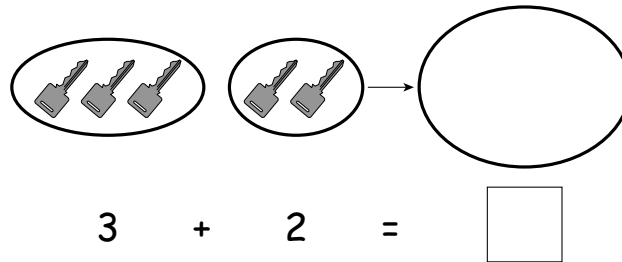
### Scoring Instructions

Student Action		Test Administrator Action
If the student finds “5 + 4 = 9” in Stimulus 6b,	➡	mark <b>A</b> for question 6 and move to question 7.
If the student does not find “5 + 4 = 9” in Stimulus 6b,	➡	<ul style="list-style-type: none"> <li>• model the desired student action by finding “5 + 4 = 9” in Stimulus 6b and <i>communicate</i> “<b>Five plus four equals nine</b>”; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds “5 + 4 = 9” in Stimulus 6b,	➡	mark <b>B</b> for question 6 and move to question 7.
After teacher modeling, if the student does not find “5 + 4 = 9” in Stimulus 6b,	➡	mark <b>C</b> for question 6 and move to question 7.

## Presentation Instructions for Question 7

- Present Stimulus 7a and 7b.
- Direct the student to the number sentence in Stimulus 7a. *Communicate:* **Here is an addition number sentence. Three keys plus two keys equals a total that is missing.**
- Direct the student to each answer choice in Stimulus 7b. *Communicate* the information in each answer choice.
- *Communicate:* **Find the number that belongs in the empty box.**

### Stimulus 7a



### Stimulus 7b



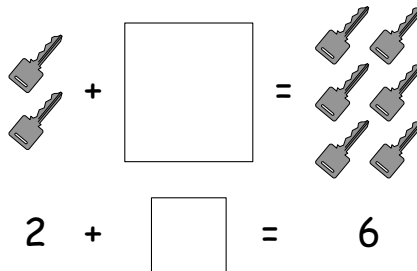
## Scoring Instructions

Student Action		Test Administrator Action
If the student finds “5” in Stimulus 7b,	➡	mark <b>A</b> for question 7 and move to question 8.
If the student does not find “5” in Stimulus 7b,	➡	<p>provide <b>one</b> of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> <li>• Replicate the number sentence using manipulatives. <b>OR</b></li> <li>• Have the student count and label each key in Stimulus 7a. <b>OR</b></li> <li>• Have the student use a number line. <b>OR</b></li> <li>• Label the model as the student counts.</li> </ul> <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds “5” in Stimulus 7b,	➡	mark <b>B</b> for question 7 and move to question 8.
After the selected teacher assistance, if the student does not find “5” in Stimulus 7b,	➡	mark <b>C</b> for question 7 and move to question 8.

## Presentation Instructions for Question 8

- *Present* Stimulus 8a and 8b.
- *Direct* the student to the keys and the number sentence in Stimulus 8a. *Communicate*: **A boy has two keys. He gets more keys from his friend. Now he has six keys. This number sentence has an empty box. Two plus a missing number equals six.**
- *Direct* the student to each answer choice in Stimulus 8b. *Communicate* the information in each answer choice.
- *Communicate*: **Find the number that completes the number sentence.**

### Stimulus 8a



### Stimulus 8b

\*  4

8

6

### Scoring Instructions

Student Action		Test Administrator Action
If the student finds “4” in Stimulus 8b,	➡	mark <b>A</b> for question 8 and move to question 9.
If the student does not find “4” in Stimulus 8b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “4” in Stimulus 8b,	➡	mark <b>B</b> for question 8 and move to question 9.
After the teacher repeats the instructions, if the student does not find “4” in Stimulus 8b,	➡	mark <b>C</b> for question 8 and move to question 9.



## Presentation Instructions for Question 9

- *Present* Stimulus 9.
- *Direct* the student to Stimulus 9. *Communicate*: Travis has eight rocks in his collection. He gives three rocks to his friend. He has five rocks left. This ten frame shows that eight minus three equals five.
- *Communicate*: Find the ten frame that shows that eight minus three equals five.

### Stimulus 9

\*

○	○	○	○	○
⊗	⊗	⊗		

$8 - 3 = 5$

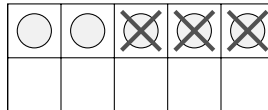
### Scoring Instructions

Student Action		Test Administrator Action
If the student finds the ten frame,	➡	mark <b>A</b> for question 9 and move to question 10.
If the student does not find the ten frame,	➡	<ul style="list-style-type: none"> <li>remove the stimulus;</li> <li>wait at least five seconds; and</li> <li>replicate the initial presentation instructions.</li> </ul>
After the five-second wait time, if the student finds the ten frame,	➡	mark <b>B</b> for question 9 and move to question 10.
After the five-second wait time, if the student does not find the ten frame,	➡	mark <b>C</b> 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*: **Travis has five rocks in his collection. He gives three of the rocks to his sister.**
- Direct the student to each answer choice in Stimulus 10b. *Communicate* the information in each answer choice.
- *Communicate*: **Find the number sentence that shows how many rocks Travis has left.**

### Stimulus 10a



### Stimulus 10b

\*  $5 - 3 = 2$

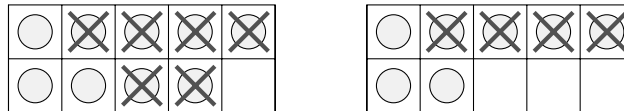
$5 - 2 = 3$

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “5 – 3 = 2” in Stimulus 10b,	➡	mark <b>A</b> for question 10 and move to question 11.
If the student does not find “5 – 3 = 2” in Stimulus 10b,	➡	<ul style="list-style-type: none"> <li>• model the desired student action by finding “5 – 3 = 2” in Stimulus 10b and <i>communicate</i> “<b>This number sentence shows how many rocks Travis has left</b>”; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds “5 – 3 = 2” in Stimulus 10b,	➡	mark <b>B</b> for question 10 and move to question 11.
After teacher modeling, if the student does not find “5 – 3 = 2” in Stimulus 10b,	➡	mark <b>C</b> 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:* These ten frames represent that nine rocks with six taken away is equal to seven rocks with four taken away. There are the same number of rocks left in each ten frame.
- Direct the student to each answer choice in Stimulus 11b. *Communicate* the information in each answer choice.
- *Communicate:* Find the number of rocks left in each ten frame.

### Stimulus 11a



$$9 - 6 = 7 - 4$$

### Stimulus 11b

\*                                            

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “3” in Stimulus 11b,	➔	mark <b>A</b> for question 11 and move to question 12.
If the student does not find “3” in Stimulus 11b,	➔	provide <b>one</b> of these allowable teacher assists to the student: <ul style="list-style-type: none"> <li>• Have the student replicate the scenario using manipulatives. <b>OR</b></li> <li>• Label the counters as the student counts each one.</li> </ul> Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “3” in Stimulus 11b,	➔	mark <b>B</b> for question 11 and move to question 12.
After the selected teacher assistance, if the student does not find “3” in Stimulus 11b,	➔	mark <b>C</b> 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*: Trevor and Roberto collect rocks. Trevor had twelve rocks in his collection and gave four away. Roberto had some rocks in his collection and gave one away. They each now have the same number of rocks in their collections. This subtraction number sentence has a missing number. Twelve minus four equals a missing number minus one.
- *Direct* the student to each answer choice in Stimulus 12b. *Communicate* the information in each answer choice.
- *Communicate*: Find the missing number that represents how many rocks Roberto had in his collection.

Stimulus 12a

$$12 - 4 = \square - 1$$

Stimulus 12b

8
                         
 \* 9
                         
 10

### Scoring Instructions

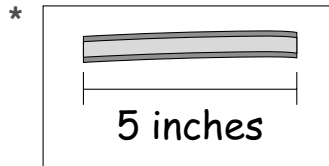
Student Action	Test Administrator Action
If the student finds “9” in Stimulus 12b,	➡ mark <b>A</b> for question 12 and move to question 13.
If the student does not find “9” in Stimulus 12b,	➡ replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “9” in Stimulus 12b,	➡ mark <b>B</b> for question 12 and move to question 13.
After the teacher repeats the instructions, if the student does not find “9” in Stimulus 12b,	➡ mark <b>C</b> 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 piece of ribbon. The ribbon is 5 inches long.
- *Communicate:* Find the ribbon that is 5 inches long.

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### Stimulus 13

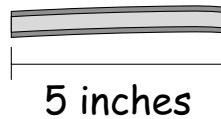


Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the ribbon,	➡	mark <b>A</b> for question 13 and move to question 14.
If the student does not find the ribbon,	➡	<ul style="list-style-type: none"><li>• remove the stimulus;</li><li>• wait at least five seconds; and</li><li>• replicate the initial presentation instructions.</li></ul>
After the five-second wait time, if the student finds the ribbon,	➡	mark <b>B</b> for question 13 and move to question 14.
After the five-second wait time, if the student does not find the ribbon,	➡	mark <b>C</b> for question 13 and move to question 14.

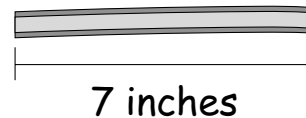
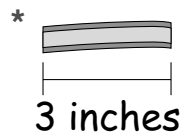
## Presentation Instructions for Question 14

- Present Stimulus 14a and 14b.
- Direct the student to Stimulus 14a. *Communicate:* **This piece of ribbon is 5 inches long.**
- Direct the student to each answer choice in Stimulus 14b. *Communicate:* **This piece of ribbon is 3 inches long. This piece of ribbon is 7 inches long. Three inches is shorter than 5 inches.**
- *Communicate:* **Find the piece of ribbon that is shorter than 5 inches.**

### Stimulus 14a



### Stimulus 14b



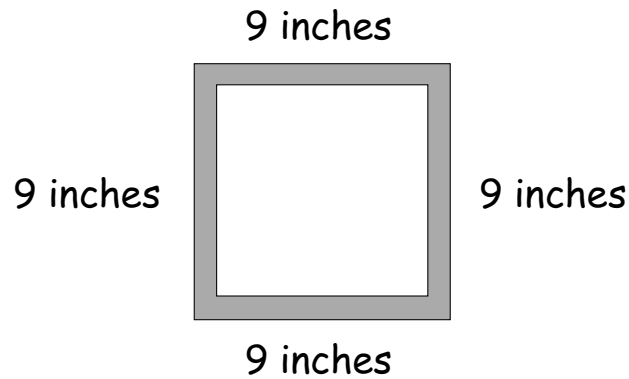
### Scoring Instructions

Student Action		Test Administrator Action
If the student finds the piece of ribbon that is 3 inches long in Stimulus 14b,	➡	mark <b>A</b> for question 14 and move to question 15.
If the student does not find the piece of ribbon that is 3 inches long in Stimulus 14b,	➡	<ul style="list-style-type: none"> <li>• model the desired student action by finding the piece of ribbon that is 3 inches long in Stimulus 14b and <i>communicate</i> <b>“This piece of ribbon is shorter than 5 inches”</b>; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds the piece of ribbon that is 3 inches long in Stimulus 14b,	➡	mark <b>B</b> for question 14 and move to question 15.
After teacher modeling, if the student does not find the piece of ribbon that is 3 inches long in Stimulus 14b,	➡	mark <b>C</b> for question 14 and move to question 15.

## Presentation Instructions for Question 15

- *Present* Stimulus 15a and 15b. *Communicate*: Mateo's board can be measured to find the **perimeter, or the distance around the outside edges.**
  - *Direct* the student to Stimulus 15a. *Communicate*: **Each side of the board is 9 inches long.**
  - *Direct* the student to each answer choice in Stimulus 15b. *Communicate* the information in each answer choice.
  - *Communicate*: **Find the number sentence that shows the perimeter of Mateo's board.**
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### Stimulus 15a



### Stimulus 15b

$$9 + 9 = 18 \text{ inches}$$

$$* 9 + 9 + 9 + 9 = 36 \text{ inches}$$

$$9 + 4 = 13 \text{ inches}$$

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## Scoring Instructions

Student Action	Test Administrator Action
If the student finds “9 + 9 + 9 + 9 = 36 inches” in Stimulus 15b,	➡ mark <b>A</b> for question 15 and move to question 16.
If the student does not find “9 + 9 + 9 + 9 = 36 inches” in Stimulus 15b,	➡ provide <b>one</b> of these allowable teacher assists to the student: <ul style="list-style-type: none"> <li>• Highlight “9 inches” on each side of the board in Stimulus 15a. <b>OR</b></li> <li>• Have the student describe how to find the perimeter of an object.</li> </ul> Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “9 + 9 + 9 + 9 = 36 inches” in Stimulus 15b,	➡ mark <b>B</b> for question 15 and move to question 16.
After the selected teacher assistance, if the student does not find “9 + 9 + 9 + 9 = 36 inches” in Stimulus 15b,	➡ mark <b>C</b> for question 15 and move to question 16.

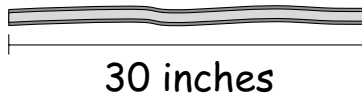
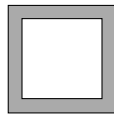


## Presentation Instructions for Question 16

- Present Stimulus 16a and 16b.
  - Direct the student to Stimulus 16a. *Communicate*: Mateo needs to glue a piece of ribbon around the perimeter of his board. The perimeter of the board is 36 inches. The piece of ribbon he has is 30 inches. *Communicate* the number sentence in Stimulus 16a.
  - Direct the student to the stem and each answer choice in Stimulus 16b. *Communicate* the text in the stem and each answer choice.
  - *Communicate*: Find the words that describe Mateo's piece of ribbon.
- 

### Stimulus 16a

$$9 + 9 + 9 + 9 = 36 \text{ inches}$$



### Stimulus 16b

Mateo's piece of ribbon is —

\* shorter than the perimeter of the board

longer than the perimeter of the board

the exact length of the perimeter of the board

---

## Scoring Instructions

Student Action	Test Administrator Action
If the student finds “shorter than the perimeter of the board” in Stimulus 16b,	➡ mark <b>A</b> for question 16 and move to question 17.
If the student does not find “shorter than the perimeter of the board” in Stimulus 16b,	➡ replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “shorter than the perimeter of the board” in Stimulus 16b,	➡ mark <b>B</b> for question 16 and move to question 17.
After the teacher repeats the instructions, if the student does not find “shorter than the perimeter of the board” in Stimulus 16b,	➡ mark <b>C</b> for question 16 and move to question 17.

## Presentation Instructions for Question 17

- *Present* Stimulus 17.
- *Direct* the student to Stimulus 17. *Communicate*: In a picture graph, a picture represents a number. Each ice cream cone represents that one person chose vanilla as their favorite flavor. One, two, three.
- *Communicate*: Find the picture graph that shows that three people chose vanilla as their favorite ice cream flavor.

### Stimulus 17

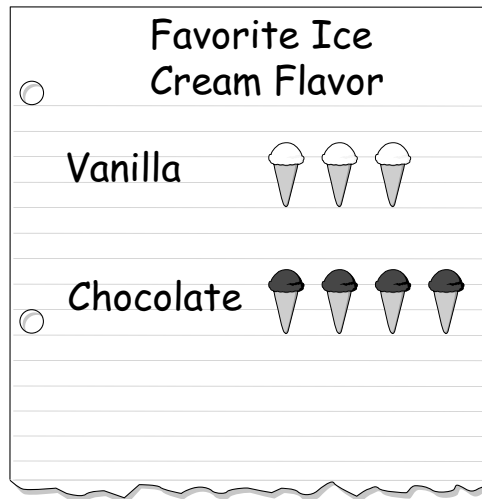


Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the picture graph,	➡	mark <b>A</b> for question 17 and move to question 18.
If the student does not find the picture graph,	➡	<ul style="list-style-type: none"> <li>remove the stimulus;</li> <li>wait at least five seconds;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

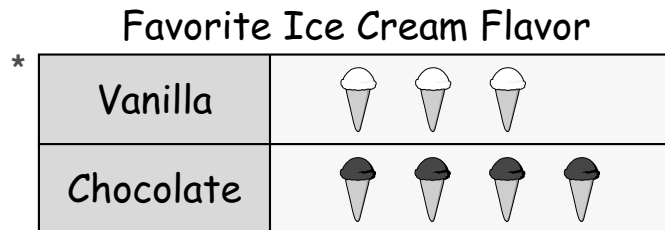
## Presentation Instructions for Question 18

- Present Stimulus 18a and 18b.
- Direct the student to Stimulus 18a. *Communicate:* This list represents how many people chose vanilla and how many people chose chocolate as their favorite ice cream flavor. *Communicate* the information in Stimulus 18a.
- Direct the student to each answer choice in Stimulus 18b. *Communicate:* These picture graphs represent favorite ice cream flavors and milkshake flavors. *Communicate* the information in each answer choice in Stimulus 18b.
- *Communicate:* Find the picture graph that represents favorite ice cream flavors.

### Stimulus 18a



### Stimulus 18b







## Scoring Instructions

Student Action	Test Administrator Action
If the student finds the picture graph with ice cream in Stimulus 18b,	➡ mark <b>A</b> for question 18 and move to question 19.
If the student does not find the picture graph with ice cream in Stimulus 18b,	➡ <ul style="list-style-type: none"> <li>• model the desired student action by finding the picture graph with ice cream in Stimulus 18b and <i>communicate</i> <b>“This picture graph represents favorite ice cream flavors”</b>; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds the picture graph with ice cream in Stimulus 18b,	➡ mark <b>B</b> for question 18 and move to question 19.
After teacher modeling, if the student does not find the picture graph with ice cream in Stimulus 18b,	➡ mark <b>C</b> for question 18 and move to question 19.

## Presentation Instructions for Question 19



- Present Stimulus 19a and 19b. *Communicate:* Graphs and charts can be used to organize data.
- Direct the student to Stimulus 19a. *Communicate:* The chart represents the numbers of people who chose vanilla and chocolate as their favorite ice cream flavor.
- Direct the student to each answer choice in Stimulus 19b. *Communicate* the information in each answer choice without indicating the number of each item.
- *Communicate:* Find the picture graph that represents the same data as the chart.

### Stimulus 19a



 Vanilla	
 Chocolate	

### Stimulus 19b

#### Favorite Ice Cream Flavor



Vanilla	
Chocolate	

#### Favorite Ice Cream Flavor

Vanilla	
Chocolate	

#### Favorite Ice Cream Flavor

\*

Vanilla	
Chocolate	

## Scoring Instructions

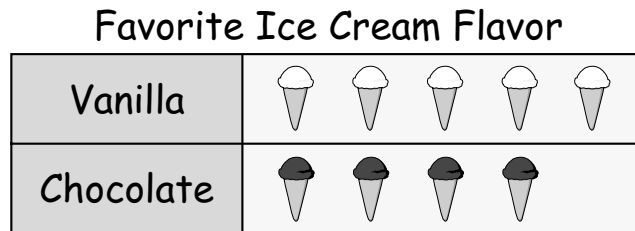
Student Action	Test Administrator Action
If the student finds the graph that matches the data in Stimulus 19b,	➡ mark <b>A</b> for question 19 and move to question 20.
If the student does not find the graph that matches the data in Stimulus 19b,	➡ provide <b>one</b> of these allowable teacher assists to the student: <ul style="list-style-type: none"> <li>• Record the number of vanilla and chocolate ice cream cones in each picture graph after the student identifies the number. <b>OR</b></li> <li>• Highlight the tally marks in the chart in Stimulus 19a. <b>OR</b></li> <li>• Have the student count the number of ice cream cones in each picture graph.</li> </ul> Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the graph that matches the data in Stimulus 19b,	➡ mark <b>B</b> for question 19 and move to question 20.
After the selected teacher assistance, if the student does not find the graph that matches the data in Stimulus 19b,	➡ mark <b>C</b> 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*: This picture graph represents the numbers of people who chose vanilla and chocolate as their favorite ice cream flavor.
- Direct the student to each answer choice in Stimulus 20b. *Communicate* the text in each answer choice.
- *Communicate*: Find the statement that describes the data in the graph.

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### Stimulus 20a



### Stimulus 20b

- \* More people chose vanilla than chocolate.
- More people chose chocolate than vanilla.
- The same number of people chose vanilla and chocolate.
-



## Scoring Instructions

Student Action	Test Administrator Action
If the student finds “More people chose vanilla than chocolate” in Stimulus 20b,	➡ mark <b>A</b> for question 20.
If the student does not find “More people chose vanilla than chocolate” in Stimulus 20b,	➡ replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “More people chose vanilla than chocolate” in Stimulus 20b,	➡ mark <b>B</b> for question 20.
After the teacher repeats the instructions, if the student does not find “More people chose vanilla than chocolate” in Stimulus 20b,	➡ mark <b>C</b> for question 20.

**TEST  
INSTRUCTIONS**

**STAAR ALTERNATE 2  
GRADE 3  
Mathematics  
April 2023**

