STAAR®
ALTERNATE 2

State of Texas Assessments of Academic Readiness

TEST INSTRUCTIONS

GRADE 3 Mathematics STAAR Alternate 2

Administered Spring 2025

RELEASED

Texas Essential Knowledge and Skills (TEKS) Curriculum Assessed

Math Grade 3	**Cluster 1**
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 3.6	The student applies mathematical process standards to analyze attributes of two-dimensional geometric figures to develop generalizations about their properties.
Essence Statement	Identifies geometric figures using attributes.
Item 1 Prerequisite Skill	recognize common shapes, regardless of size (PK3.V.C.4)
Item 2 Prerequisite Skill	recognize common shapes, regardless of orientation and size (PK4.V.C.4)
Item 3 Prerequisite Skill	identify attributes of two-dimensional shapes using informal and formal geometric language interchangeably (K)
Item 4 Prerequisite Skill	classify and sort a variety of regular and irregular two- and three-dimensional figures regardless of orientation or size (K)

Math Grade 3	**Cluster 2**
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 3.4	The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy.
Essence Statement	Identifies even or odd numbers.
Item 5 Prerequisite Skill	represent quantities up to 10 (PK4.V.A.6)
Item 6 Prerequisite Skill	represent quantities up to 10 (PK4.V.A.6)
Item 7 Prerequisite Skill	count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order (K)
Item 8 Prerequisite Skill	generate a number that is one more than or one less than another number up to at least 20 (K)

Math Grade 3	**Cluster 3**
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 3.2	The student applies mathematical process standards to represent and compare whole numbers and understand relationships related to place value.
Essence Statement	Uses whole number relationships to demonstrate an understanding of place value.
Item 9 Prerequisite Skill	recognize instantly the quantity of a small group of objects in organized and random arrangements (K)
Item 10 Prerequisite Skill	recognize instantly the quantity of a small group of objects in organized and random arrangements (K)
Item 11 Prerequisite Skill	skip count by twos, fives, and tens to determine the total number of objects up to 120 in a set (1)
Item 12 Prerequisite Skill	skip count by twos, fives, and tens to determine the total number of objects up to 120 in a set (1)

Math Grade 3	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 3.4	The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy.
Essence Statement	Solves problems using operations involving whole numbers.
Item 13 Prerequisite Skill	model the action of joining to represent addition and the action of separating to represent subtraction (K)
Item 14 Prerequisite Skill	solve word problems using objects and drawings to find sums up to 10 and differences within 10 (K)
Item 15 Prerequisite Skill	compose 10 with two or more addends with and without concrete objects (1)
Item 16 Prerequisite Skill	apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to a 10 (1)

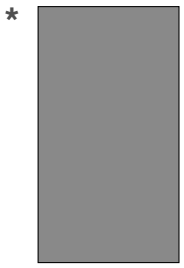
Math Grade 3	Cluster 5
Reporting Category 4	Data Analysis and Personal Financial Literacy: The student will demonstrate an understanding of how to represent and analyze data and how to describe and apply personal financial concepts.
Knowledge and Skills Statement 3.4	The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy.
Essence Statement	Solves problems involving collections of coins and bills.
Item 17 Prerequisite Skill	identify U.S. coins by name, including pennies, nickels, dimes, and quarters (K)
Item 18 Prerequisite Skill	write a number with the cent symbol to describe the value of a coin (1)
Item 19 Prerequisite Skill	identify U.S. coins, including pennies, nickels, dimes, and quarters, by value and describe the relationships among them (1)
Item 20 Prerequisite Skill	identify U.S. coins, including pennies, nickels, dimes, and quarters, by value and describe the relationships among them (1)

MATHEMATICS

Presentation Instructions for Question 1

- *Present* Stimulus 1.
- *Direct* the student to Stimulus 1. *Communicate:* **This is a rectangle. A rectangle has four sides. One, two, three, four.**
- *Communicate:* **Find the rectangle.**

Stimulus 1

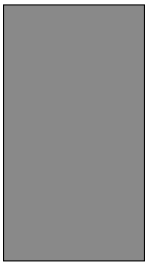


Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the rectangle,	➨	mark **A** for question 1 and move to question 2.
If the student does not find the rectangle,	➨	• remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds the rectangle,	➨	mark **B** for question 1 and move to question 2.
After the five-second wait time, if the student does not find the rectangle,	➨	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 rectangle with four sides. One, two, three, four.**
- *Direct* the student to each answer choice in Stimulus 2b. *Communicate:* **This is a triangle. It has three sides. This is a rectangle. It has four sides.**
- *Communicate:* **Find the shape that has four sides.**

Stimulus 2a



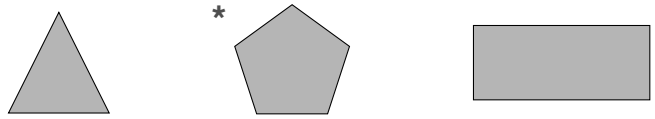
Stimulus 2b

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the rectangle in Stimulus 2b,	➨	mark **A** for question 2 and move to question 3.
If the student does not find the rectangle in Stimulus 2b,	➨	• model the desired student action by finding the rectangle in Stimulus 2b and *communicate* **"This shape has four sides"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the rectangle in Stimulus 2b,	➨	mark **B** for question 2 and move to question 3.
After teacher modeling, if the student does not find the rectangle in Stimulus 2b,	➨	mark **C** for question 2 and move to question 3.

Presentation Instructions for Question 3

- *Present* Stimulus 3. *Communicate:* **Nico drew a shape with five sides.**
- *Direct* the student to each answer choice in Stimulus 3 without communicating the number of sides. *Communicate:* **Triangle. Pentagon. Rectangle.**
- *Communicate:* **Find the shape Nico drew.**

Stimulus 3



Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the pentagon,	➨	mark **A** for question 3 and move to question 4.
If the student does not find the pentagon,	➨	provide ***one*** of these allowable teacher assists to the student: • Highlight or trace the sides of each shape. **OR** • Have the student count the number of sides on each shape and label each side as it is counted. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the pentagon,	➨	mark **B** for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find the pentagon,	➨	mark **C** for question 3 and move to question 4.

Presentation Instructions for Question 4

- *Present* Stimulus 4a and 4b.
- *Direct* the student to the shapes in Stimulus 4a without naming them. *Communicate:* **Here are two shapes.**
- *Direct* the student to each answer choice in Stimulus 4b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the sentence that describes the two shapes.**

Stimulus 4a

Stimulus 4b

One shape has 3 sides, and the other shape has 4 sides.

One shape has 4 sides, and the other shape has 4 sides.

* One shape has 4 sides, and the other shape has 5 sides.

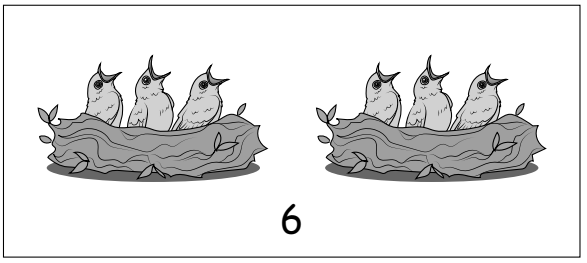
Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "One shape has 4 sides, and the other shape has 5 sides" in Stimulus 4b,	➨	mark **A** for question 4 and move to question 5.
If the student does not find "One shape has 4 sides, and the other shape has 5 sides" in Stimulus 4b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "One shape has 4 sides, and the other shape has 5 sides" in Stimulus 4b,	➨	mark **B** for question 4 and move to question 5.
After the teacher repeats the instructions, if the student does not find "One shape has 4 sides, and the other shape has 5 sides" in Stimulus 4b,	➨	mark **C** for question 4 and move to question 5.

Presentation Instructions for Question 5

- *Present* Stimulus 5.
- *Direct* the student to Stimulus 5. *Communicate:* **Here are six birds and two nests. Three birds are in this nest, and three birds are in this nest. The same number of birds are in each nest.**
- *Communicate:* **Find the six birds in the nests.**

Stimulus 5

*

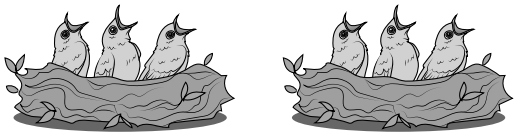


Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the six birds in the nests,	➨	mark **A** for question 5 and move to question 6.
If the student does not find the six birds in the nests,	➨	• remove the stimulus; • wait at least five seconds; and • replicate the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

Presentation Instructions for Question 6

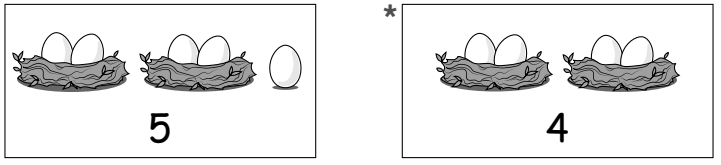
- *Present* Stimulus 6a and 6b.
- *Direct* the student to Stimulus 6a. *Communicate:* **Here are six birds and two nests, with no birds left over. Six is an even number.**
- *Direct* the student to each answer choice in Stimulus 6b. *Communicate:* **Five eggs. Four eggs.**
- *Communicate:* **Find the set with an even number of eggs in each nest and no eggs left over.**

Stimulus 6a



6

Stimulus 6b

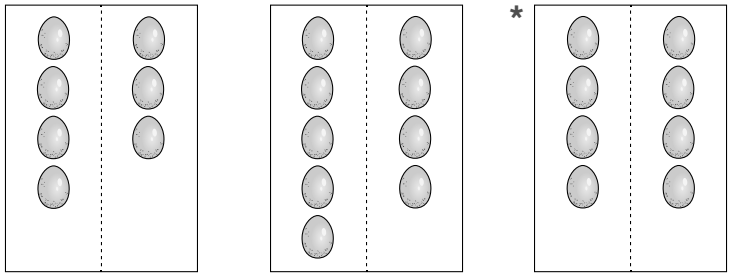


Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the four eggs in Stimulus 6b,	➨	mark **A** for question 6 and move to question 7.
If the student does not find the four eggs in Stimulus 6b,	➨	• model the desired student action by finding the four eggs in Stimulus 6b and *communicate* **"This is the set with an even number of eggs in each nest and no eggs left over"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the four eggs in Stimulus 6b,	➨	mark **B** for question 6 and move to question 7.
After teacher modeling, if the student does not find the four eggs in Stimulus 6b,	➨	mark **C** for question 6 and move to question 7.

Presentation Instructions for Question 7

- *Present* Stimulus 7.
- *Direct* the student to Stimulus 7. *Communicate:* **Here are three sets of eggs. Each set is divided into two groups. One set shows an even number of eggs because it has equal groups of eggs with no eggs left over.**
- *Communicate:* **Find the set of eggs that shows an even number.**

Stimulus 7

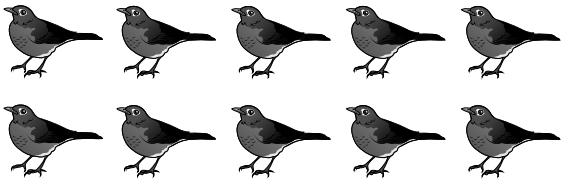


Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the set of eight eggs,	➨	mark **A** for question 7 and move to question 8.
If the student does not find the set of eight eggs,	➨	provide ***one*** of these allowable teacher assists to the student: • Label the number of eggs in each set. **OR** • Have the student replicate the sets using math tools. **OR** • Have the student describe the difference between even and odd numbers. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the set of eight eggs,	➨	mark **B** for question 7 and move to question 8.
After the selected teacher assistance, if the student does not find the set of eight eggs,	➨	mark **C** for question 7 and move to question 8.

Presentation Instructions for Question 8

- *Present* Stimulus 8a and 8b.
- *Direct* the student to Stimulus 8a. *Communicate:* **Here is a set of 10 birds. Ten is an even number.**
- *Direct* the student to each answer choice in Stimulus 8b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the sentence that tells how an even number of birds can become an odd number of birds.**

Stimulus 8a



10

Stimulus 8b

* One bird flies away.

Two birds fly away.

Four birds fly away.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “One bird flies away” in Stimulus 8b,	➨	mark **A** for question 8 and move to question 9.
If the student does not find “One bird flies away” in Stimulus 8b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “One bird flies away” in Stimulus 8b,	➨	mark **B** for question 8 and move to question 9.
After the teacher repeats the instructions, if the student does not find “One bird flies away” in Stimulus 8b,	➨	mark **C** for question 8 and move to question 9.

Presentation Instructions for Question 9

- *Present* Stimulus 9.
- *Direct* the student to the top group of bowling balls in Stimulus 9. *Communicate:* **This is a group of five bowling balls. One, two, three, four, five.**
- *Direct* the student to the bottom group of bowling balls in Stimulus 9. *Communicate:* **This is a group of four bowling balls. One, two, three, four.**
- *Communicate:* **Find the group of five bowling balls.**

Stimulus 9

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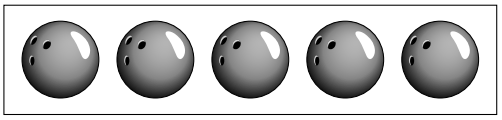
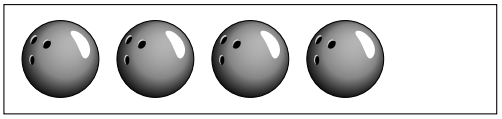


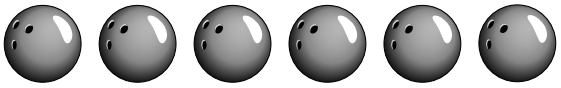


Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the group of five bowling balls,	➨	mark **A** for question 9 and move to question 10.
If the student does not find the group of five bowling balls,	➨	• remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds the group of five bowling balls,	➨	mark **B** for question 9 and move to question 10.
After the five-second wait time, if the student does not find the group of five bowling balls,	➨	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:* **Here are six bowling balls. One. Two. Three. Four. Five. Six.**
- *Direct* the student to each answer choice in Stimulus 10b. *Communicate:* **Here are groups of bowling balls.**
- *Communicate:* **Find the group of six bowling balls.**

Stimulus 10a



Stimulus 10b

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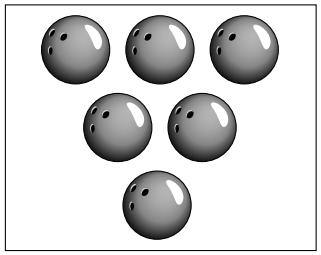
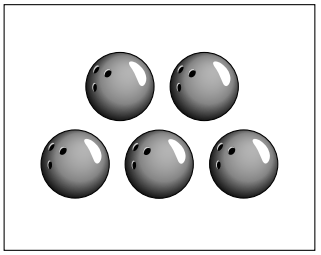


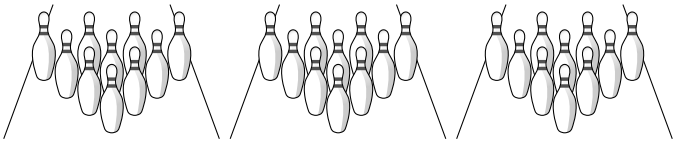


Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the group of six bowling balls in Stimulus 10b,	➨	mark **A** for question 10 and move to question 11.
If the student does not find the group of six bowling balls in Stimulus 10b,	➨	• model the desired student action by finding the group of six bowling balls in Stimulus 10b and *communicate* **"This is the group of six bowling balls"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the group of six bowling balls in Stimulus 10b,	➨	mark **B** for question 10 and move to question 11.
After teacher modeling, if the student does not find the group of six bowling balls in Stimulus 10b,	➨	mark **C** for question 10 and move to question 11.

Presentation Instructions for Question 11

- *Present* Stimulus 11a and 11b.
- *Direct* the student to Stimulus 11a. *Communicate:* **A third-grade class went bowling. There were 10 bowling pins in each lane.**
- *Direct* the student to each answer choice in Stimulus 11b. *Communicate* the information in each answer choice.
- *Communicate:* **Find the total number of bowling pins that were in all three lanes.**

Stimulus 11a



Stimulus 11b

10	3	* 30

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "30" in Stimulus 11b,	➨	mark **A** for question 11 and move to question 12.
If the student does not find "30" in Stimulus 11b,	➨	provide ***one*** of these allowable teacher assists to the student: • Have the student point to or mark off each bowling pin as it is counted. **OR** • Use math tools to model the bowling pins. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "30" in Stimulus 11b,	➨	mark **B** for question 11 and move to question 12.
After the selected teacher assistance, if the student does not find "30" in Stimulus 11b,	➨	mark **C** for question 11 and move to question 12.

Presentation Instructions for Question 12

- *Present* Stimulus 12.
- *Communicate:* **A student found the number of bowling pins by counting groups of 10.**
- *Direct* the student to each answer choice in Stimulus 12. *Communicate* the information in each answer choice.
- *Communicate:* **Find the list of numbers that counts by 10.**

Stimulus 12

40, 45, 50, 55

42, 44, 46, 48

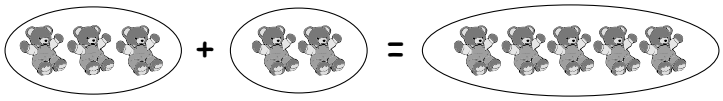
* 40, 50, 60, 70

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "40, 50, 60, 70,"	➨	mark **A** for question 12 and move to question 13.
If the student does not find "40, 50, 60, 70,"	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "40, 50, 60, 70,"	➨	mark **B** for question 12 and move to question 13.
After the teacher repeats the instructions, if the student does not find "40, 50, 60, 70,"	➨	mark **C** for question 12 and move to question 13.

Presentation Instructions for Question 13

- *Present* Stimulus 13.
- *Direct* the student to the toy bears in Stimulus 13. *Communicate:* **Here are groups of toy bears. Three toy bears plus two toy bears equals five toy bears.**
- *Direct* the student to the number sentence in Stimulus 13. *Communicate:* **This number sentence represents the total number of toy bears.**
- *Communicate:* **Find the number sentence that represents the total number of toy bears.**

Stimulus 13



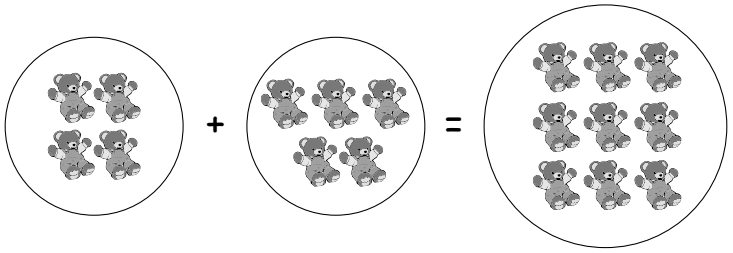
*3 + 2 = 5

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

Presentation Instructions for Question 14

- *Present* Stimulus 14a and 14b.
- *Direct* the student to Stimulus 14a. *Communicate:* **Zane had four toy bears. He bought five more toy bears. Now he has nine toy bears.**
- *Direct* the student to each answer choice in Stimulus 14b. *Communicate:* **Here are two number sentences. Four plus 6 equals 10. Four plus 5 equals 9.**
- *Communicate:* **Find the number sentence that shows the total number of toy bears Zane has.**

Stimulus 14a



Stimulus 14b

4 + 6 = 10

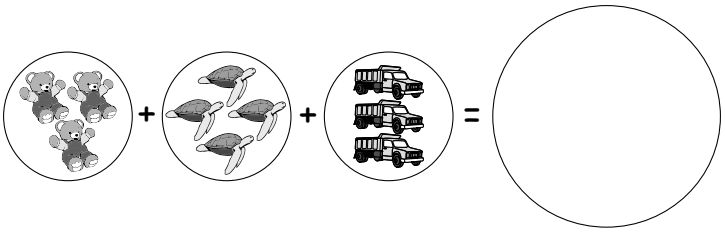
* 4 + 5 = 9

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “4 + 5 = 9” in Stimulus 14b,	➨	mark **A** for question 14 and move to question 15.
If the student does not find “4 + 5 = 9” in Stimulus 14b,	➨	• model the desired student action by finding “4 + 5 = 9” in Stimulus 14b and *communicate* **“This is the number sentence that shows the total number of toy bears Zane has”**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds “4 + 5 = 9” in Stimulus 14b,	➨	mark **B** for question 14 and move to question 15.
After teacher modeling, if the student does not find “4 + 5 = 9” 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 model in Stimulus 15a. *Communicate:* **Zane is putting some of his toys on shelves in his bedroom. He puts three bears on one shelf, four turtles on another shelf, and three trucks on the last shelf.**
- *Direct* the student to the number sentence in Stimulus 15a. *Communicate:* **This number sentence has an empty box. Three plus four plus three equals a missing total.**
- *Direct* the student to each answer choice in Stimulus 15b. *Communicate* the information in each answer choice.
- *Communicate:* **Find the total number of toys Zane put on the shelves.**

Stimulus 15a



3 + 4 + 3 = ☐

Stimulus 15b

4	7	* 10

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “10” in Stimulus 15b,	➨	mark **A** for question 15 and move to question 16.
If the student does not find “10” in Stimulus 15b,	➨	provide ***one*** of these allowable teacher assists to the student: • Replicate the number sentence using manipulatives. **OR** • Have the student count and label each toy in Stimulus 15a. **OR** • Have the student use a number line. **OR** • Label the model as the student counts. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “10” in Stimulus 15b,	➨	mark **B** for question 15 and move to question 16.
After the selected teacher assistance, if the student does not find “10” 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 number sentence has an empty box. Seven plus 3 plus a missing number equals 15.**
- *Direct* the student to each answer choice in Stimulus 16b. *Communicate* the information in each answer choice.
- *Communicate:* **Find the missing number.**

Stimulus 16a

$7 + 3 + \square = 15$

Stimulus 16b

25	10	* 5

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "5" in Stimulus 16b,	➨	mark **A** for question 16 and move to question 17.
If the student does not find "5" in Stimulus 16b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "5" in Stimulus 16b,	➨	mark **B** for question 16 and move to question 17.
After the teacher repeats the instructions, if the student does not find "5" in Stimulus 16b,	➨	mark **C** for question 16 and move to question 17.

Presentation Instructions for Question 17

- *Present* Stimulus 17.
- *Direct* the student to Stimulus 17. *Communicate:* **This coin is a dime.**
- *Communicate:* **Find the dime.**

Stimulus 17

*

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the dime,	➨	mark **A** for question 17 and move to question 18.
If the student does not find the dime,	➨	• 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 dime,	➨	mark **B** for question 17 and move to question 18.
After the five-second wait time, if the student does not find the dime,	➨	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:* **One dime has a value of 10 cents. Two nickels have a value of 10 cents.**
- *Direct* the student to each answer choice in Stimulus 18b. *Communicate* the information in each answer choice.
- *Communicate:* **Find the value of one dime or two nickels.**

Stimulus 18a

Stimulus 18b

* 10¢ 15¢

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "10¢" in Stimulus 18b,	➨	mark **A** for question 18 and move to question 19.
If the student does not find "10¢" in Stimulus 18b,	➨	• model the desired student action by finding "10¢" in Stimulus 18b and *communicate* **"This is the value of one dime or two nickels"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds "10¢" in Stimulus 18b,	➨	mark **B** for question 18 and move to question 19.
After teacher modeling, if the student does not find "10¢" 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:* **Here is one quarter, which is worth 25 cents.**
- *Direct* the student to each answer choice in Stimulus 19b. *Communicate:* **Here is a set of five dimes. Each dime is worth 10 cents. Here is a set of five pennies. Each penny is worth one cent. Here is a set of five nickels. Each nickel is worth five cents.**
- *Communicate:* **Find the set of coins that is worth the same amount as one quarter.**

Stimulus 19a

quarter

25¢

Stimulus 19b

* 

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the set of nickels in Stimulus 19b,	➨	mark **A** for question 19 and move to question 20.
If the student does not find the set of nickels in Stimulus 19b,	➨	provide ***one*** of these allowable teacher assists to the student: • Record the total amount of money after the student identifies the value of the coins for each answer choice in Stimulus 19b. **OR** • Have the student use real coins or math tools to replicate the scenario. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the set of nickels in Stimulus 19b,	➨	mark **B** for question 19 and move to question 20.
After the selected teacher assistance, if the student does not find the set of nickels in Stimulus 19b,	➨	mark **C** for question 19 and move to question 20.

Presentation Instructions for Question 20

- *Present* Stimulus 20a and 20b.
- *Direct* the student to Stimulus 20a. *Communicate:* **Alfonzo has two quarters. Layla has two dimes.**
- *Direct* the student to each answer choice in Stimulus 20b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the sentence that describes the relationship between Alfonzo's money and Layla's money.**

Stimulus 20a

Alfonzo

Layla

Stimulus 20b

Layla and Alfonzo have the same amount of money.

* Alfonzo has 30 cents more than Layla.

Layla has 30 cents more than Alfonzo.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "Alfonzo has 30 cents more than Layla" in Stimulus 20b,	➡	mark **A** for question 20.
If the student does not find "Alfonzo has 30 cents more than Layla" in Stimulus 20b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "Alfonzo has 30 cents more than Layla" in Stimulus 20b,	➡	mark **B** for question 20.
After the teacher repeats the instructions, if the student does not find "Alfonzo has 30 cents more than Layla" in Stimulus 20b,	➡	mark **C** for question 20.

TEST INSTRUCTIONS

STAAR ALTERNATE 2
GRADE 3
Mathematics
Spring 2025

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