



State of Texas Assessments of Academic Readiness

TEST INSTRUCTIONS

GRADE 4 Mathematics STAAR Alternate 2

Administered Spring 2025

RELEASED

Texas Essential Knowledge and Skills (TEKS) Curriculum Assessed

Math Grade 4		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 4.8	The student applies mathematical process standards to select appropriate customary and metric units, strategies, and tools to solve problems involving measurement.	
Essence Statement	Solves problems involving length, time, liquid volume, mass/weight, or money.	
Item 1 Prerequisite Skill	give an example of a measurable attribute of a given object, including length, capacity, and weight (K)	
Item 2 Prerequisite Skill	give an example of a measurable attribute of a given object, including length, capacity, and weight (K)	
Item 3 Prerequisite Skill	use measuring tools to measure the length of objects to reinforce the continuous nature of linear measurement (1)	
Item 4 Prerequisite Skill	determine a solution to a problem involving length, including estimating lengths (2)	

Math Grade 4		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 4.10	The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security.	
Essence Statement	Recognizes how money can be obtained, spent, and used to make a profit.	
Item 5 Prerequisite Skill	identify ways to earn income (K)	
Item 6 Prerequisite Skill	identify ways to earn income (K)	
Item 7 Prerequisite Skill	identify income as a means of obtaining goods and services, oftentimes making choices between wants and needs (1)	
Item 8 Prerequisite Skill	identify income as a means of obtaining goods and services, oftentimes making choices between wants and needs (1)	

Math Grade 4		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 4.3	The student applies mathematical process standards to represent and generate fractions to solve problems.	
Essence Statement	Models and finds relationships among fractional units.	
Item 9 Prerequisite Skill	count up to 10 objects with one-to-one correspondence (PK4.V.A.2)	
Item 10 Prerequisite Skill	identify examples and non-examples of halves and fourths (1)	
Item 11 Prerequisite Skill	partition two-dimensional figures into two and four fair shares or equal parts and describe the parts using words (1)	
Item 12 Prerequisite Skill	partition two-dimensional figures into two and four fair shares or equal parts and describe the parts using words (1)	

Math Grade 4		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 4.4	The student applies mathematical process standards to develop and use strategies and methods for whole number computations and decimal sums and differences in order to solve problems with efficiency and accuracy.	
Essence Statement	Solves problems using operations involving whole numbers or decimals.	
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	model the action of joining to represent addition and the action of separating to represent subtraction (K)	
Item 15 Prerequisite Skill	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)	
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)	

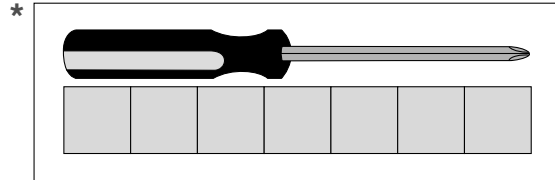
Math Grade 4		Cluster 5
Reporting Category 1	Numerical Representations and Relationships: The student will demonstrate an understanding of how to represent and manipulate numbers and expressions.	
Knowledge and Skills Statement 4.2	The student applies mathematical process standards to represent, compare, and order whole numbers and decimals and understand relationships related to place value.	
Essence Statement	Uses number relationships to demonstrate an understanding of place value.	
Item 17 Prerequisite Skill	compare sets of objects up to at least 20 in each set using comparative language (K)	
Item 18 Prerequisite Skill	compare sets of objects up to at least 20 in each set using comparative language (K)	
Item 19 Prerequisite Skill	use relationships to determine the number that is 10 more and 10 less than a given number up to 120 (1)	
Item 20 Prerequisite Skill	use relationships to determine the number that is 10 more and 10 less than a given number up to 120 (1)	

MATHEMATICS

Presentation Instructions for Question 1

- *Present* Stimulus 1.
- *Direct* the student to Stimulus 1. *Communicate*: **Zoe measures the length of a screwdriver with square tiles. It is seven square tiles long.**
- *Communicate*: **Find the screwdriver that is seven square tiles long.**

Stimulus 1

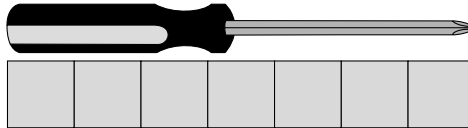


Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the screwdriver,	➡	mark A for question 1 and move to question 2.
If the student does not find the screwdriver,	➡	• remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds the screwdriver,	➡	mark B for question 1 and move to question 2.
After the five-second wait time, if the student does not find the screwdriver,	➡	mark C for question 1 and move to question 2.

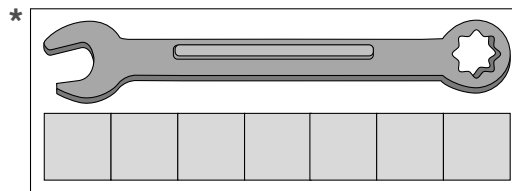
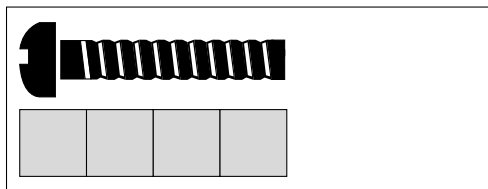
Presentation Instructions for Question 2

- *Present* Stimulus 2a and 2b.
- *Direct* the student to Stimulus 2a. *Communicate*: **This screwdriver is seven square tiles long.**
- *Direct* the student to each answer choice in Stimulus 2b. *Communicate*: **This bolt is four square tiles long. This wrench is seven square tiles long.**
- *Communicate*: **Find the object that is seven square tiles long.**

Stimulus 2a



Stimulus 2b

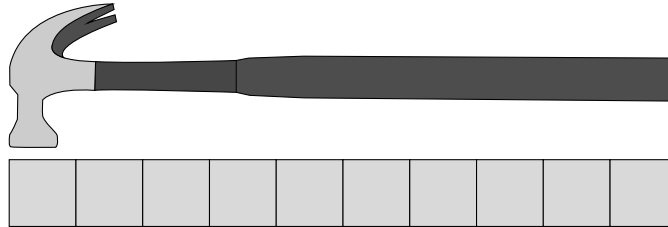


Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the wrench in Stimulus 2b,	➡	mark A for question 2 and move to question 3.
If the student does not find the wrench in Stimulus 2b,	➡	• model the desired student action by finding the wrench in Stimulus 2b and <i>communicate</i> “This object is seven square tiles long”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the wrench in Stimulus 2b,	➡	mark B for question 2 and move to question 3.
After teacher modeling, if the student does not find the wrench in Stimulus 2b,	➡	mark C for question 2 and move to question 3.

Presentation Instructions for Question 3

- *Present* Stimulus 3a and 3b.
 - *Direct* the student to Stimulus 3a. *Communicate*: **Zoe uses the same-size square tiles to measure the length of her hammer.**
 - *Direct* the student to each answer choice in Stimulus 3b. *Communicate* the information in each answer choice.
 - *Communicate*: **Find the number of square tiles Zoe uses to measure her hammer.**
-

Stimulus 3a



Stimulus 3b

7

9

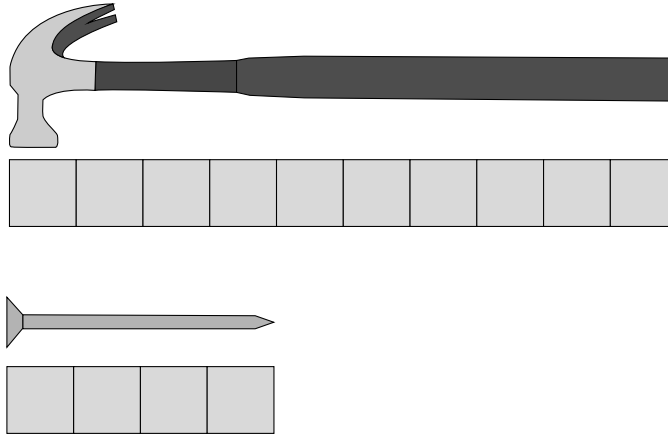
* 10

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “10” in Stimulus 3b,	➡	mark A for question 3 and move to question 4.
If the student does not find “10” in Stimulus 3b,	➡	provide one of these allowable teacher assists to the student: • Have the teacher label the tiles as the student counts them. OR • Use manipulatives to replicate the scenario. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “10” in Stimulus 3b,	➡	mark B for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find “10” in Stimulus 3b,	➡	mark C for question 3 and move to question 4.

Presentation Instructions for Question 4

- *Present* Stimulus 4a and 4b.
 - *Direct* the student to Stimulus 4a. *Communicate*: **Zoe uses the same-size square tiles to measure the length of her hammer and a nail.**
 - *Direct* the student to each answer choice in Stimulus 4b. *Communicate* the information in each answer choice.
 - *Communicate*: **Find how much longer Zoe's hammer is than the nail.**
-

Stimulus 4a



Stimulus 4b

14 square tiles

* 6 square tiles

5 square tiles

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “6 square tiles” in Stimulus 4b,	➡	mark A for question 4 and move to question 5.
If the student does not find “6 square tiles” in Stimulus 4b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “6 square tiles” 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 “6 square tiles” 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*: Theo earns income from his boss for doing work at his job.
- *Communicate*: Find Theo earning income.

Stimulus 5



Scoring Instructions		
Student Action		Test Administrator Action
If the student finds Theo,	➡	mark A for question 5 and move to question 6.
If the student does not find Theo,	➡	• remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds Theo,	➡	mark B for question 5 and move to question 6.
After the five-second wait time, if the student does not find Theo,	➡	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:* **Theo works at a restaurant. He takes people's food orders to earn income.**
 - *Direct* the student to each answer choice in Stimulus 6b. *Communicate:* **This is Theo eating food. This is Theo cleaning off a table.**
 - *Communicate:* **Find a task Theo does at the restaurant to earn income.**
-

Stimulus 6a



Stimulus 6b



Scoring Instructions		
Student Action		Test Administrator Action
If the student finds Theo cleaning dishes off the table in Stimulus 6b,	➡	mark A for question 6 and move to question 7.
If the student does not find Theo cleaning dishes off the table in Stimulus 6b,	➡	• model the desired student action by finding Theo cleaning dishes off the table in Stimulus 6b and <i>communicate</i> “This is a task Theo does at the restaurant to earn income”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds Theo cleaning dishes off the table in Stimulus 6b,	➡	mark B for question 6 and move to question 7.
After teacher modeling, if the student does not find Theo cleaning dishes off the table in Stimulus 6b,	➡	mark C for question 6 and move to question 7.

Presentation Instructions for Question 7

- *Present* Stimulus 7. *Communicate*: Theo spends the money he earns on items he wants but does not need.
- *Direct* the student to each answer choice in Stimulus 7. *Communicate* the information in each answer choice.
- *Communicate*: Find the item Theo wants but does not need to buy.

Stimulus 7



Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the skateboard,	➡	mark A for question 7 and move to question 8.
If the student does not find the skateboard,	➡	provide one of these allowable teacher assists to the student: • Have the student describe the difference between a want and a need. OR • Have the student identify each answer choice as a want or a need. OR • Highlight the text in each answer choice. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the skateboard,	➡	mark B for question 7 and move to question 8.
After the selected teacher assistance, if the student does not find the skateboard,	➡	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*: Theo has money to spend on items at the store. He buys a skateboard helmet and then decides to spend the rest of the money on something he needs.
- *Direct* the student to each answer choice in Stimulus 8b. *Communicate* the text in each answer choice.
- *Communicate*: Find what Theo buys at the store because it is a need.

Stimulus 8a



Stimulus 8b

*

bottle of water

helmet stickers

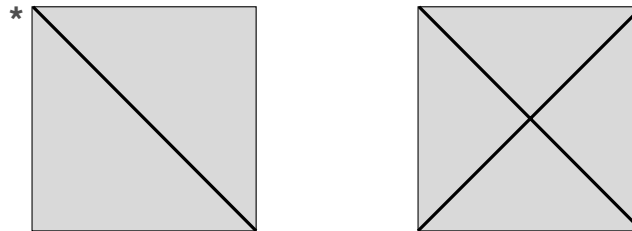
pot of plants

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “bottle of water” in Stimulus 8b,	➡	mark A for question 8 and move to question 9.
If the student does not find “bottle of water” in Stimulus 8b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “bottle of water” 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 “bottle of water” 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 answer choice on the left in Stimulus 9. *Communicate*: **This square is divided into two equal parts.**
- *Direct* the student to the answer choice on the right in Stimulus 9. *Communicate*: **This square is divided into four equal parts.**
- *Communicate*: **Find the square that is divided into two equal parts.**

Stimulus 9

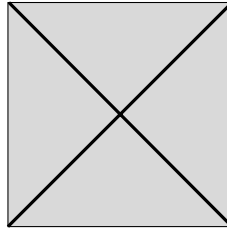


Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the square divided into two equal parts,	➡	mark A for question 9 and move to question 10.
If the student does not find the square divided into two equal parts,	➡	• remove the stimulus; • wait at least five seconds;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

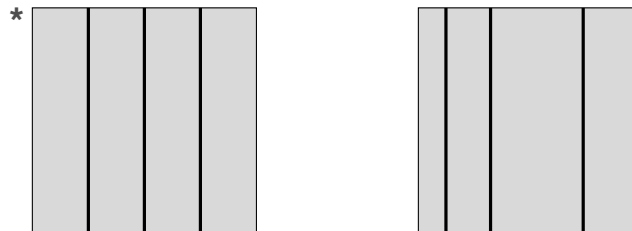
Presentation Instructions for Question 10

- *Present* Stimulus 10a and 10b.
- *Direct* the student to Stimulus 10a. *Communicate*: **This square is divided into four equal parts.**
- *Direct* the student to each answer choice in Stimulus 10b. *Communicate*: **This square is divided into four equal parts. This square is divided into four parts.**
- *Communicate*: **Find the square that is divided into four equal parts.**

Stimulus 10a



Stimulus 10b



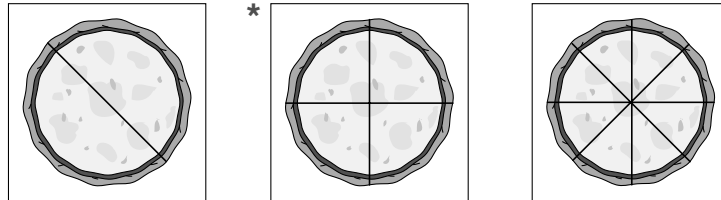
Scoring Instructions

Student Action		Test Administrator Action
If the student finds the square that is divided into four equal parts in Stimulus 10b,	➡	mark A for question 10 and move to question 11.
If the student does not find the square that is divided into four equal parts in Stimulus 10b,	➡	• model the desired student action by finding the square that is divided into four equal parts in Stimulus 10b and <i>communicate</i> “This square is divided into four equal parts”; - and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the square that is divided into four equal parts in Stimulus 10b,	➡	mark B for question 10 and move to question 11.
After teacher modeling, if the student does not find the square that is divided into four equal parts in Stimulus 10b,	➡	mark C for question 10 and move to question 11.

Presentation Instructions for Question 11

- *Present* Stimulus 11.
- *Communicate*: **Lena divided her pizza into four equal parts called fourths.**
- *Direct* the student to each answer choice in Stimulus 11.
- *Communicate*: **Find the pizza that is divided into fourths.**

Stimulus 11

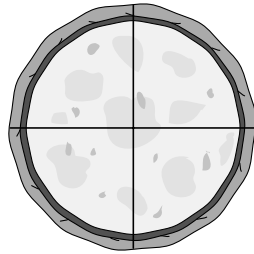


Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the pizza that is divided into fourths,	➡	mark A for question 11 and move to question 12.
If the student does not find the pizza that is divided into fourths,	➡	provide one of these allowable teacher assists to the student: • Trace or highlight the parts of each pizza. OR • Have the student count the parts of each pizza as they are marked off. OR • Have the student demonstrate dividing something into fourths. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the pizza that is divided into fourths,	➡	mark B for question 11 and move to question 12.
After the selected teacher assistance, if the student does not find the pizza that is divided into fourths,	➡	mark C for question 11 and move to question 12.

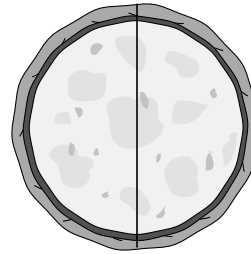
Presentation Instructions for Question 12

- *Present* Stimulus 12a and 12b.
- *Direct* the student to Stimulus 12a. *Communicate*: **Lena and Khalil each have a pizza. They each cut their pizza into slices.**
- *Direct* the student to each answer choice in Stimulus 12b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the sentence that describes Lena's pizza slices and Khalil's pizza slices.**

Stimulus 12a



Lena's pizza



Khalil's pizza

Stimulus 12b

Lena's slices are larger than Khalil's slices because her pizza is cut into fourths.

*

Lena's slices are smaller than Khalil's slices because her pizza is cut into fourths.

Lena's slices are larger than Khalil's slices because her pizza is cut into halves.

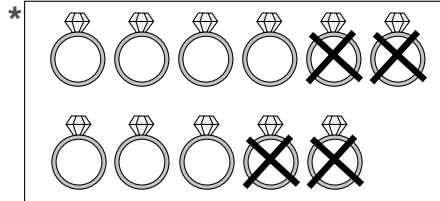
Scoring Instructions

Student Action		Test Administrator Action
If the student finds “Lena’s slices are smaller than Khalil’s slices because her pizza is cut into fourths” in Stimulus 12b,	➡	mark A for question 12 and move to question 13.
If the student does not find “Lena’s slices are smaller than Khalil’s slices because her pizza is cut into fourths” in Stimulus 12b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “Lena’s slices are smaller than Khalil’s slices because her pizza is cut into fourths” 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 “Lena’s slices are smaller than Khalil’s slices because her pizza is cut into fourths” 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:** There are eleven rings in a case at a jewelry store. Four of the rings are sold. There are seven rings remaining in the case.
- *Communicate:* Find the model that shows there are seven rings remaining in the case.

Stimulus 13

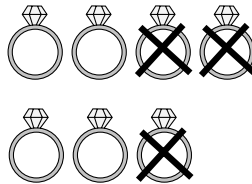


Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the model,	➡	mark A for question 13 and move to question 14.
If the student does not find the model,	➡	• remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds the model,	➡	mark B for question 13 and move to question 14.
After the five-second wait time, if the student does not find the model,	➡	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*: **There are seven rings in a case at a jewelry store. Three of the rings are sold. This model shows there are four rings remaining.**
- *Direct* the student to each answer choice in Stimulus 14b. *Communicate* the information in each answer choice.
- *Communicate*: **Find the number sentence that represents the number of rings remaining in the case.**

Stimulus 14a



Stimulus 14b

*

$$7 - 3 = 4$$

$$7 + 3 = 10$$

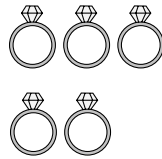
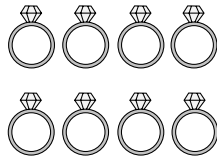
Scoring Instructions

Student Action		Test Administrator Action
If the student finds “ $7 - 3 = 4$ ” in Stimulus 14b,	➡	mark A for question 14 and move to question 15.
If the student does not find “ $7 - 3 = 4$ ” in Stimulus 14b,	➡	• model the desired student action by finding “$7 - 3 = 4$” in Stimulus 14b and <i>communicate</i> “This number sentence represents the number of rings remaining in the case”; - and • replicate the initial presentation instructions.
After teacher modeling, if the student finds “ $7 - 3 = 4$ ” in Stimulus 14b,	➡	mark B for question 14 and move to question 15.
After teacher modeling, if the student does not find “ $7 - 3 = 4$ ” 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*: **Larissa has eight rings in her jewelry box. She gives some of the rings to her friend. Now she has five rings.**
- *Direct* the student to each answer choice in Stimulus 15b. *Communicate* the information in each answer choice.
- *Communicate*: **Find how many rings Larissa gave to her friend.**

Stimulus 15a



$$8 - \square = 5$$

Stimulus 15b

13

*

3

4

Scoring Instructions

Student Action		Test Administrator Action
If the student finds “3” in Stimulus 15b,	➡	mark A for question 15 and move to question 16.
If the student does not find “3” in Stimulus 15b,	➡	provide one of these allowable teacher assists to the student: • Replicate the number sentence using manipulatives. OR • Have the student insert each answer choice into the empty box and solve. OR • Have the student use a number line or number chart. OR • Highlight each ring in Stimulus 15a. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “3” in Stimulus 15b,	➡	mark B for question 15 and move to question 16.
After the selected teacher assistance, if the student does not find “3” 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*: **Here is a subtraction number sentence. A missing number minus six equals five.**
- *Direct* the student to each answer choice in Stimulus 16b. *Communicate* the information in each answer choice.
- *Communicate*: **Find the missing number.**

Stimulus 16a

$$\square - 6 = 5$$

Stimulus 16b

1

10

*

11

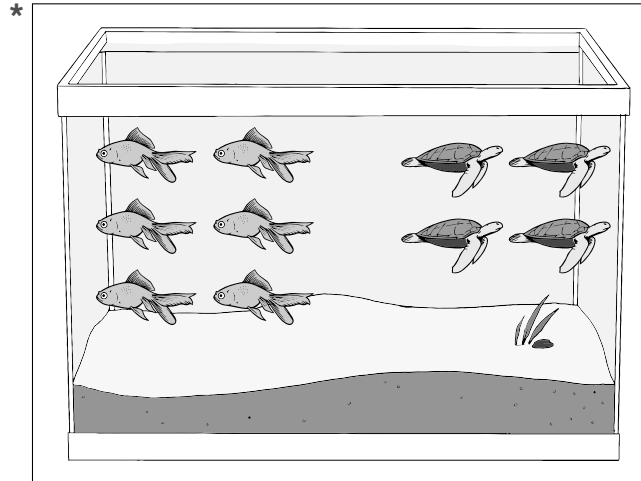
Scoring Instructions

Student Action		Test Administrator Action
If the student finds “11” in Stimulus 16b,	➡	mark A for question 16 and move to question 17.
If the student does not find “11” in Stimulus 16b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “11” 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 “11” 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:** There are six fish and four turtles in this tank. There are more fish than turtles in the tank.
- *Communicate:* Find the tank with more fish than turtles.

Stimulus 17



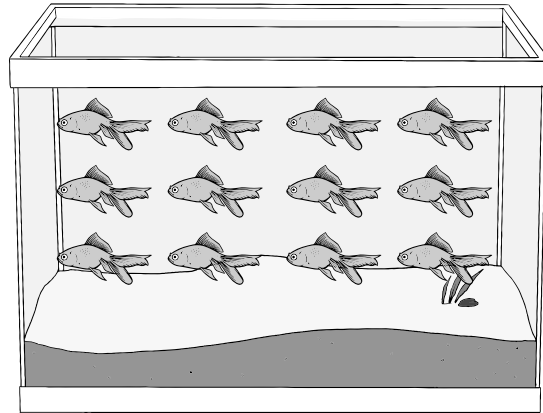
Scoring Instructions

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

Presentation Instructions for Question 18

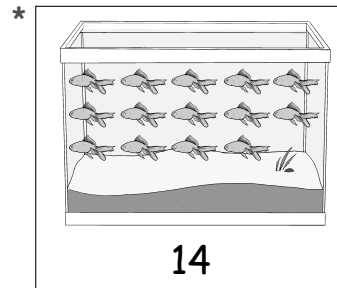
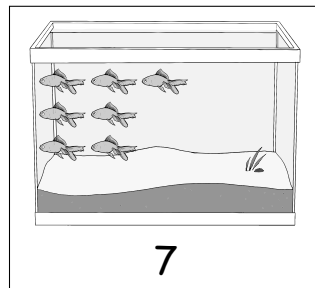
- *Present* Stimulus 18a and 18b.
- *Direct* the student to Stimulus 18a. *Communicate:* **Here is a tank with fish. There are 12 fish in the tank.**
- *Direct* the student to each answer choice in Stimulus 18b. *Communicate:* **These tanks also have fish in them. This tank has 7 fish. This tank has 14 fish.**
- *Communicate:* **Find the tank that has more than 12 fish.**

Stimulus 18a



12

Stimulus 18b



Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the tank with 14 fish in Stimulus 18b,	➡	mark A for question 18 and move to question 19.
If the student does not find the tank with 14 fish in Stimulus 18b,	➡	• model the desired student action by finding the tank with 14 fish in Stimulus 18b and <i>communicate</i> “This tank has more than 12 fish”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the tank with 14 fish in Stimulus 18b,	➡	mark B for question 18 and move to question 19.
After teacher modeling, if the student does not find the tank with 14 fish 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 the number 27 in the number chart in Stimulus 19a. *Communicate*: **This is a number chart. The number 27 is circled.**
- *Direct* the student to each answer choice in Stimulus 19b. *Communicate* the information in each answer choice.
- *Communicate*: **Find the number that is 10 more than 27.**

Stimulus 19a

11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40

Stimulus 19b

17	*	37		28
----	---	----	--	----

Scoring Instructions

Student Action		Test Administrator Action
If the student finds “37” in Stimulus 19b,	➡	mark A for question 19 and move to question 20.
If the student does not find “37” in Stimulus 19b,	➡	provide one of these allowable teacher assists to the student: • Have the student model 27 and each answer choice using place value blocks. OR • Highlight 17, 37, and 28 on the number chart in Stimulus 19a. OR • Have the student use manipulatives to count 10 more than 27. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “37” in Stimulus 19b,	➡	mark B for question 19 and move to question 20.
After the selected teacher assistance, if the student does not find “37” 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*: **This is a number chart. The numbers 68 and 78 are circled.**
 - *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 68 and 78.**
-

Stimulus 20a

51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80

Stimulus 20b

68 is 10 more than 78.

78 is 100 more than 68.

* 78 is 10 more than 68.

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “78 is 10 more than 68” in Stimulus 20b,	➡	mark A for question 20.
If the student does not find “78 is 10 more than 68” in Stimulus 20b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “78 is 10 more than 68” in Stimulus 20b,	➡	mark B for question 20.
After the teacher repeats the instructions, if the student does not find “78 is 10 more than 68” in Stimulus 20b,	➡	mark C for question 20.

**TEST
INSTRUCTIONS**

**STAAR ALTERNATE 2
GRADE 4
Mathematics
Spring 2025**

