STAAR®
ALTERNATE 2
State of Texas Assessments of Academic Readiness

TEST INSTRUCTIONS

GRADE 5
Mathematics
STAAR Alternate 2

Administered Spring 2025

RELEASED

Texas Essential Knowledge and Skills (TEKS) Curriculum Assessed

Math Grade 5		Cluster 1
Reporting Category 4	Data Analysis and Personal Financial Literacy: The student will demonstrate an understanding of how to represent and analyze data and how to describe and apply personal financial concepts.	
Knowledge and Skills Statement 5.10	The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security.	
Essence Statement	Determines how to balance a simple budget.	
Item 1 Prerequisite Skill	identify ways to earn income (K)	
Item 2 Prerequisite Skill	define money earned as income (1)	
Item 3 Prerequisite Skill	calculate how money saved can accumulate into a larger amount over time (2)	
Item 4 Prerequisite Skill	identify decisions involving income, spending, saving, credit, and charitable giving (3)	

Math Grade 5		Cluster 2
Reporting Category 2	Computations and Algebraic Relationships: The student will demonstrate an understanding of how to perform operations and represent algebraic relationships.	
Knowledge and Skills Statement 5.4	The student applies mathematical process standards to develop concepts of expressions and equations.	
Essence Statement	Models or solves problems involving whole number relationships or patterns.	
Item 5 Prerequisite Skill	represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences (1)	
Item 6 Prerequisite Skill	represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences (1)	
Item 7 Prerequisite Skill	represent and solve addition and subtraction word problems where unknowns may be any one of the terms in the problem (2)	
Item 8 Prerequisite Skill	represent and solve addition and subtraction word problems where unknowns may be any one of the terms in the problem (2)	

Math Grade 5		Cluster 3
Reporting Category 3	Geometry and Measurement: The student will demonstrate an understanding of how to represent and apply geometry and measurement concepts.	
Knowledge and Skills Statement 5.4	The student applies mathematical process standards to develop concepts of expressions and equations.	
Essence Statement	Solves problems involving perimeter, area, or volume.	
Item 9 Prerequisite Skill	compare two objects with a common measurable attribute to see which object has more of/less of the attribute and describe the difference (K)	
Item 10 Prerequisite Skill	use measuring tools to measure the length of objects to reinforce the continuous nature of linear measurement (1)	
Item 11 Prerequisite Skill	determine a solution to a problem involving length, including estimating lengths (2)	
Item 12 Prerequisite Skill	determine a solution to a problem involving length, including estimating lengths (2)	

Math Grade 5		Cluster 4
Reporting Category 2	Computations and Algebraic Relationships: The student will demonstrate an understanding of how to perform operations and represent algebraic relationships.	
Knowledge and Skills Statement 5.4	The student applies mathematical process standards to develop concepts of expressions and equations.	
Essence Statement	Models or solves problems involving whole number relationships or patterns.	
Item 13 Prerequisite Skill	represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences (1)	
Item 14 Prerequisite Skill	generate and solve problem situations when given a number sentence involving addition or subtraction of numbers within 20 (1)	
Item 15 Prerequisite Skill	represent and solve addition and subtraction word problems where unknowns may be any one of the terms in the problem (2)	
Item 16 Prerequisite Skill	represent and solve addition and subtraction word problems where unknowns may be any one of the terms in the problem (2)	

Math Grade 5		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 5.2	The student applies mathematical process standards to represent, compare, and order positive rational numbers and understand relationships as related to place value.	
Essence Statement	Uses numbers to demonstrate an understanding of place value.	
Item 17 Prerequisite Skill	use objects, pictures, and expanded and standard forms to represent numbers up to 120 (1)	
Item 18 Prerequisite Skill	use objects, pictures, and expanded and standard forms to represent numbers up to 120 (1)	
Item 19 Prerequisite Skill	use concrete and pictorial models to compose and decompose numbers up to 1,200 in more than one way as a sum of so many thousands, hundreds, tens, and ones (2)	
Item 20 Prerequisite Skill	use standard, word, and expanded forms to represent numbers up to 1,200 (2)	

MATHEMATICS

Presentation Instructions for Question 1

- *Present* Stimulus 1.
- *Direct* the student to Stimulus 1. *Communicate:* **These children are selling lemonade. The money they earn from selling lemonade is income.**
- *Communicate:* **Find the children selling lemonade for income.**

Stimulus 1

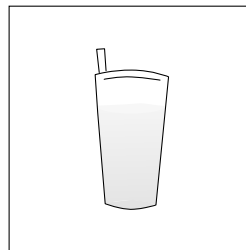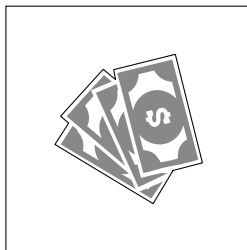| Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the lemonade stand,	➡	mark **A** for question 1 and move to question 2.
If the student does not find the lemonade stand,	➡	• remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds the lemonade stand,	➡	mark **B** for question 1 and move to question 2.
After the five-second wait time, if the student does not find the lemonade stand,	➡	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:* **These children are selling lemonade. The money they earn from selling lemonade is income.**
- *Direct* the student to each answer choice in Stimulus 2b. *Communicate:* **Here is some money. Here is some lemonade.**
- *Communicate:* **Find the income earned from selling lemonade.**

Stimulus 2a

Stimulus 2b

Scoring Instructions

Student Action		Test Administrator Action
If the student finds the money in Stimulus 2b,	➡	mark **A** for question 2 and move to question 3.
If the student does not find the money in Stimulus 2b,	➡	• model the desired student action by finding the money in Stimulus 2b and *communicate* **"This is the income earned from selling lemonade"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the money in Stimulus 2b,	➡	mark **B** for question 2 and move to question 3.
After teacher modeling, if the student does not find the money 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 the table in Stimulus 3a. *Communicate:* **This table shows how much income the children earned from selling lemonade.** *Communicate* the information in the table.
- *Direct* the student to each answer choice in Stimulus 3b. *Communicate* the information in each answer choice.
- *Communicate:* **Find the equation that shows how much income the children made in three days selling lemonade.**

Stimulus 3a

Day of the Week	Income from Sales
Thursday	$3
Friday	$4
Saturday	$6

Stimulus 3b

* $3 + $4 + $6 = $13

$3 + $4 - $6 = $1

$12 - $4 - $6 = $2

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "$3 + $4 + $6 = $13" in Stimulus 3b,	➡	mark **A** for question 3 and move to question 4.
If the student does not find "$3 + $4 + $6 = $13" in Stimulus 3b,	➡	provide *one* of these allowable teacher assists to the student: • Have the student use manipulatives, including play money, to replicate the scenario. **OR** • Highlight the addition and subtraction symbols in each answer choice. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "$3 + $4 + $6 = $13" in Stimulus 3b,	➡	mark **B** for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find "$3 + $4 + $6 = $13" 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:* **These children earned $13 by selling lemonade. They want to spend their income.**
- *Direct* the student to each answer choice in Stimulus 4b. *Communicate* the text in each answer choice.
- *Communicate:* **Find what the children could do with their income if they spend it.**

Stimulus 4a
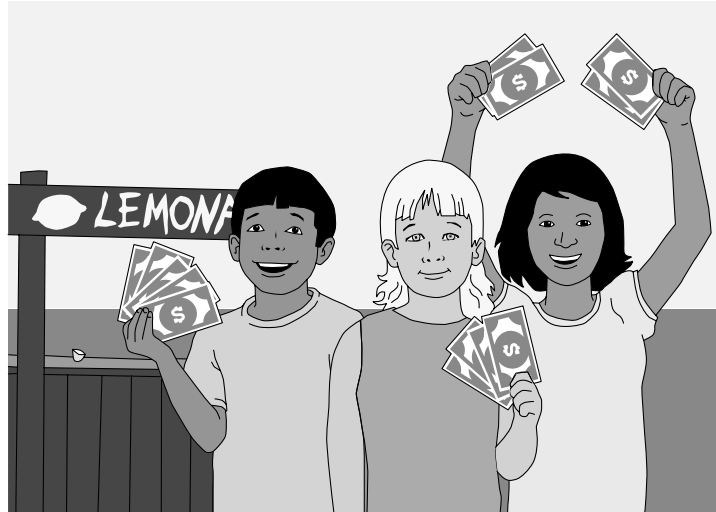
Stimulus 4b

spend $20 at a movie theater
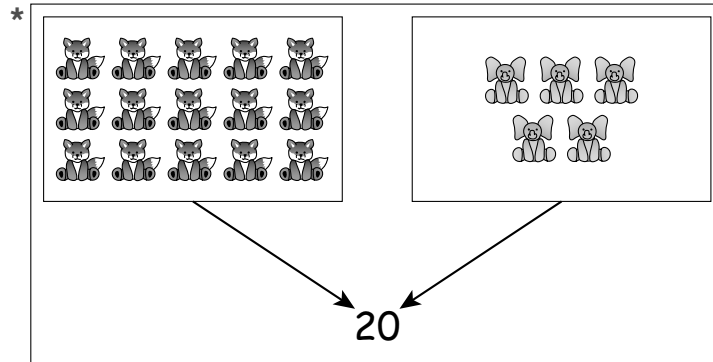
spend $16 at an ice cream shop

* spend $12 at a toy store

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Scoring Instructions

Student Action		Test Administrator Action
If the student finds "spend $12 at a toy store" in Stimulus 4b,	➡	mark **A** for question 4 and move to question 5.
If the student does not find "spend $12 at a toy store" in Stimulus 4b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "spend $12 at a toy store" 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 "spend $12 at a toy store" 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:* **A store owner sells stuffed animals. He has 15 foxes and 5 elephants. The model represents the total number of stuffed animals the store owner has.**

- *Communicate:* **Find the model that shows the total number of stuffed animals the store owner has.**
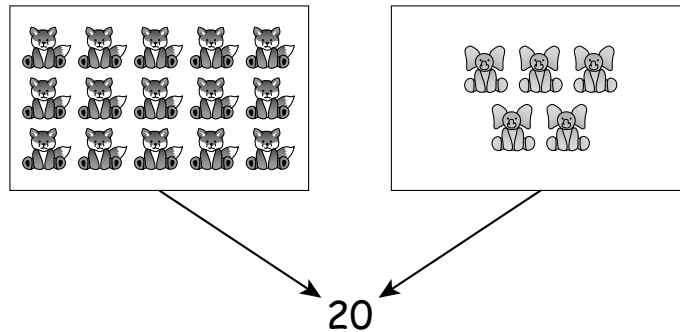
Stimulus 5

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the model,	➡	mark **A** for question 5 and move to question 6.
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 5 and move to question 6.
After the five-second wait time, if the student does not find the model,	➡	mark **C** for question 5 and move to question 6.

Presentation Instructions for Question 6

- *Present* Stimulus 6a and 6b.
- *Direct* the student to Stimulus 6a. *Communicate:* **A store owner sells stuffed animals. He has 15 foxes and 5 elephants. The model shows 15 plus 5 equals 20.**
- *Direct* the student to each answer choice in Stimulus 6b. *Communicate:* **Here are two number sentences.** *Communicate* the information in each answer choice.
- *Communicate:* **Find the number sentence that shows the total number of stuffed animals.**

Stimulus 6a

20

Stimulus 6b

* 15 + 5 = 20   10 + 5 = 15

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "15 + 5 = 20" in Stimulus 6b,	➡	mark **A** for question 6 and move to question 7.
If the student does not find "15 + 5 = 20" in Stimulus 6b,	➡	• model the desired student action by finding "15 + 5 = 20" in Stimulus 6b and *communicate* **"This number sentence shows the total number of stuffed animals"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds "15 + 5 = 20" in Stimulus 6b,	➡	mark **B** for question 6 and move to question 7.
After teacher modeling, if the student does not find "15 + 5 = 20" in Stimulus 6b,	➡	mark **C** for question 6 and move to question 7.

Presentation Instructions for Question 7

- *Present* Stimulus 7a and 7b.
- *Direct* the student to Stimulus 7a. *Communicate:* **A store owner sells stuffed animals and key chains. He has 14 stuffed animals and 8 key chains. The number sentence that represents this model is missing.**
- *Direct* the student to each answer choice in Stimulus 7b. *Communicate* the information in each answer choice.
- *Communicate:* **Find the number sentence that shows how many stuffed animals and key chains the store owner has altogether.**

Stimulus 7a
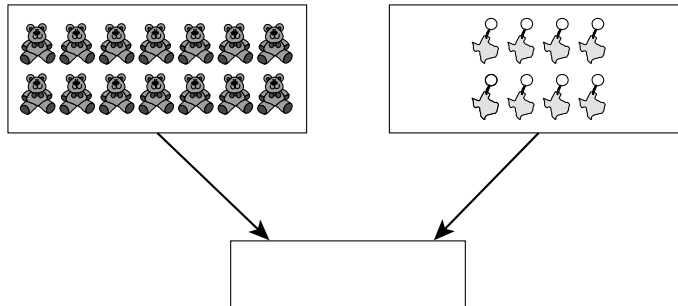
Stimulus 7b

7 + 4 = 11

4 + 10 = 14

* 14 + 8 = 22

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "14 + 8 = 22" in Stimulus 7b,	➡	mark **A** for question 7 and move to question 8.
If the student does not find "14 + 8 = 22" in Stimulus 7b,	➡	provide *one* of these allowable teacher assists to the student: • Provide manipulatives to represent each number sentence in Stimulus 7b. **OR** • Have the student use a number line or number chart. **OR** • Record the number of items in each box as the student counts them. **OR** • Insert an addition sign between the two groups of items in Stimulus 7a. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "14 + 8 = 22" in Stimulus 7b,	➡	mark **B** for question 7 and move to question 8.
After the selected teacher assistance, if the student does not find "14 + 8 = 22" in Stimulus 7b,	➡	mark **C** for question 7 and move to question 8.

Presentation Instructions for Question 8

- *Present* Stimulus 8a and 8b.
- *Direct* the student to Stimulus 8a. *Communicate:* **A store owner sells wooden key chains and metal key chains. He has 12 wooden key chains. The number of metal key chains is missing. The store owner has 22 key chains altogether. Twelve plus a missing number equals 22.**
- *Direct* the student to each answer choice in Stimulus 8b. *Communicate* the information in each answer choice.
- *Communicate:* **Find the missing number of metal key chains.**

Stimulus 8a

$$12 + \boxed{} = 22$$

Stimulus 8b

$$\boxed{22}$$

$$\boxed{2}$$

$$^*\boxed{10}$$

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "10" in Stimulus 8b,	➡	mark **A** for question 8 and move to question 9.
If the student does not find "10" in Stimulus 8b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "10" 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 "10" 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 Stimulus 9. *Communicate:* **Here are two squares.**
- *Direct* the student to the shape on the left in Stimulus 9. *Communicate:* **This square has longer sides than the other square.**
- *Communicate:* **Find the square that has the longer sides.**

Stimulus 9

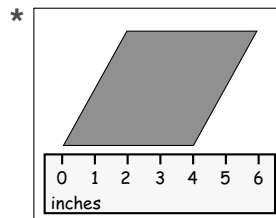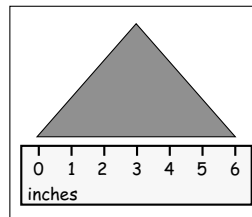| Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the square with longer sides,	➡	mark **A** for question 9 and move to question 10.
If the student does not find the square with longer sides,	➡	• remove the stimulus; • wait at least five seconds; and • replicate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

Presentation Instructions for Question 10

- *Present* Stimulus 10a and 10b.
- *Direct* the student to Stimulus 10a. *Communicate:* **This is a square with a side length of 4 inches.**
- *Direct* the student to each answer choice in Stimulus 10b. *Communicate:* **Six inches. Four inches.**
- *Communicate:* **Find the shape with a side length of 4 inches.**
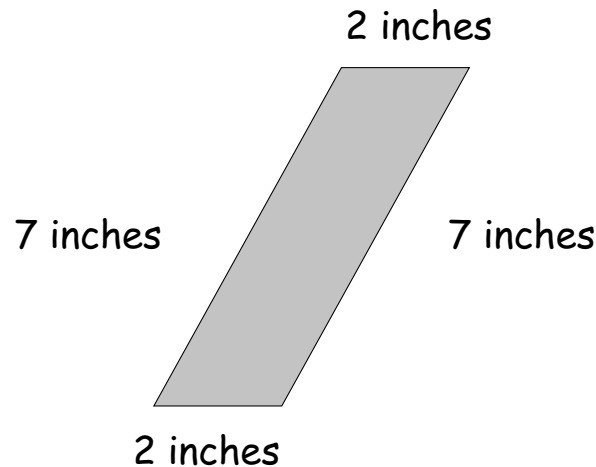
Stimulus 10a

Stimulus 10b

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the rhombus in Stimulus 10b,	➡	mark **A** for question 10 and move to question 11.
If the student does not find the rhombus in Stimulus 10b,	➡	• model the desired student action by finding the rhombus in Stimulus 10b and *communicate* **"This shape has a side length of 4 inches";** and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the rhombus in Stimulus 10b,	➡	mark **B** for question 10 and move to question 11.
After teacher modeling, if the student does not find the rhombus 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:* **The longer side lengths of this shape are 7 inches each. The shorter side lengths are 2 inches each.**
- *Direct* the student to each answer choice in Stimulus 11b. *Communicate* the information in each answer choice.
- *Communicate:* **Find the total length of all the sides of this shape.**

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Stimulus 11a

2 inches

7 inches   7 inches

2 inches

Stimulus 11b

| 14 inches | 16 inches | * 18 inches |

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "18 inches" in Stimulus 11b,	➡	mark **A** for question 11 and move to question 12.
If the student does not find "18 inches" in Stimulus 11b,	➡	provide *one* of these allowable teacher assists to the student: • Highlight each number in the measurements in Stimulus 11a. **OR** • Have the student use math tools. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "18 inches" in Stimulus 11b,	➡	mark **B** for question 11 and move to question 12.
After the selected teacher assistance, if the student does not find "18 inches" in Stimulus 11b,	➡	mark **C** for question 11 and move to question 12.

Presentation Instructions for Question 12

- *Present* Stimulus 12a and 12b.
- *Direct* the student to the shape in Stimulus 12a. *Communicate:* **This triangle has side lengths of 8 inches and 6 inches. One side length is missing.**
- *Direct* the student to the number sentence in Stimulus 12a. *Communicate:* **The total length of all the sides equals 24 inches.**
- *Direct* the student to each answer choice in Stimulus 12b. *Communicate* the information in each answer choice.
- *Communicate:* **Find the side length that is missing.**

Stimulus 12a

6 inches
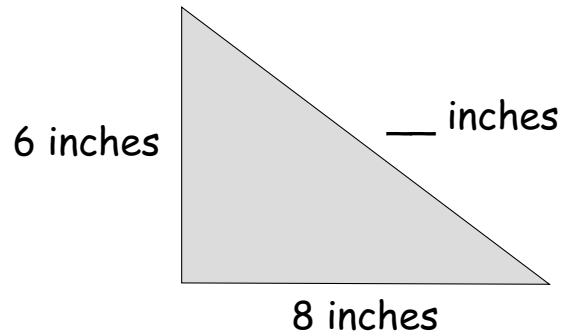
__ inches

8 inches

8 + 6 + __ = 24 inches

Stimulus 12b

| 14 inches | * 10 inches | 8 inches |

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "10 inches" in Stimulus 12b,	➡	mark **A** for question 12 and move to question 13.
If the student does not find "10 inches" in Stimulus 12b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "10 inches" 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 "10 inches" 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:* **A chef makes nine tuna rolls and six salmon rolls. The model shows that she makes a total of 15 sushi rolls.**
- *Communicate:* **Find the model that shows the total number of sushi rolls that the chef makes.**
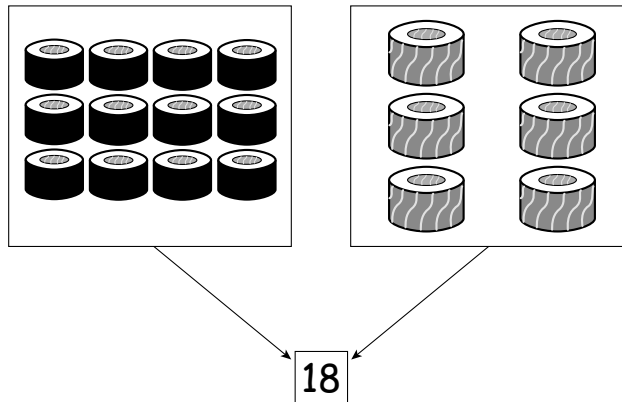

Stimulus 13

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:* **Jasmine bought sushi rolls for dinner. She bought 12 tuna rolls and 6 salmon rolls. The model shows that 12 plus 6 equals 18.**
- *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 total number of sushi rolls that Jasmine bought.**

Stimulus 14a

18

Stimulus 14b

10 + 6 = 16   * 12 + 6 = 18

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "12 + 6 = 18" in Stimulus 14b,	➡	mark **A** for question 14 and move to question 15.
If the student does not find "12 + 6 = 18" in Stimulus 14b,	➡	• model the desired student action by finding "12 + 6 = 18" in Stimulus 14b and *communicate* **"This is the number sentence that represents the total number of sushi rolls Jasmine bought"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds "12 + 6 = 18" in Stimulus 14b,	➡	mark **B** for question 14 and move to question 15.
After teacher modeling, if the student does not find "12 + 6 = 18" 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:* **Paxton makes sushi rolls for dinner. He makes a total of 21 sushi rolls. Twelve of the sushi rolls are salmon rolls, and a missing number of the sushi rolls are crab rolls.**
- *Direct* the student to each answer choice in Stimulus 15b. *Communicate* the information in each answer choice.
- *Communicate:* **Find how many crab rolls Paxton makes.**

Stimulus 15a

$$12 + \boxed{} = 21$$

Stimulus 15b

| 11 | 32 | * 9 |

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "9" in Stimulus 15b,	➡	mark **A** for question 15 and move to question 16.
If the student does not find "9" in Stimulus 15b,	➡	provide *one* of these allowable teacher assists to the student: • Have the student use math tools. **OR** • Have the student replicate the scenario with manipulatives. **OR** • Highlight the addition sign. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "9" in Stimulus 15b,	➡	mark **B** for question 15 and move to question 16.
After the selected teacher assistance, if the student does not find "9" 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 a missing number. Anna made 15 sushi rolls. Her friends ate six sushi rolls. Anna made seven more sushi rolls.**
- *Direct* the student to each answer choice in Stimulus 16b. *Communicate* the information in each answer choice.
- *Communicate:* **Find the number of sushi rolls that are left for Anna and her friends to eat.**
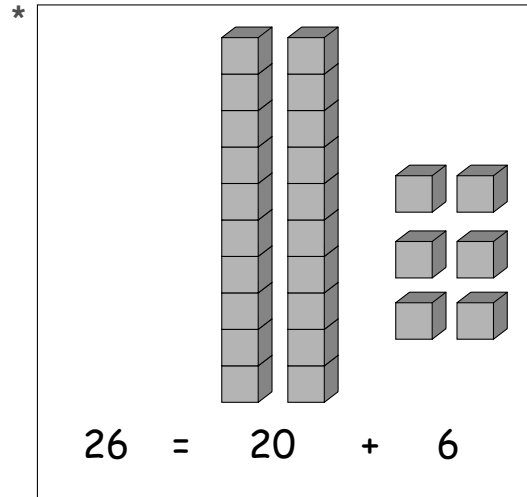
Stimulus 16a

$$15 - 6 + 7 = \boxed{}$$

Stimulus 16b

| 28 | *16 | 2 |

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "16" in Stimulus 16b,	➡	mark **A** for question 16 and move to question 17.
If the student does not find "16" in Stimulus 16b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "16" 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 "16" 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:* **These place value blocks represent the number 26. Twenty plus 6.**
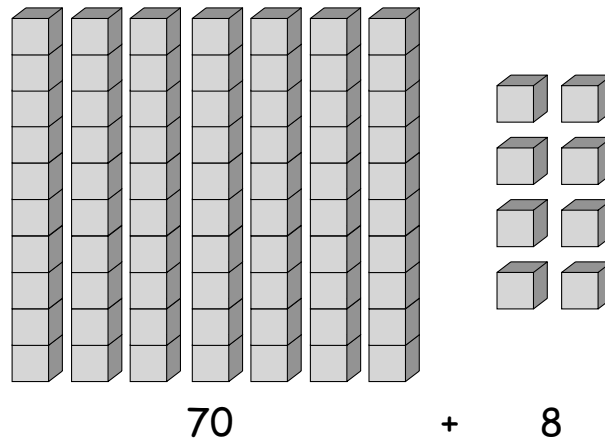- *Communicate:* **Find the model that represents 26.**

Stimulus 17

$$26 = 20 + 6$$

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the model,	➡	mark **A** for question 17 and move to question 18.
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 17 and move to question 18.
After the five-second wait time, if the student does not find the model,	➡	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:* **These place value blocks represent a number. Seventy plus eight.**
- *Direct* the student to each answer choice in Stimulus 18b. *Communicate* the information in each answer choice.
- *Communicate:* **Find the number that is represented by 70 plus 8.**

Stimulus 18a

70   +   8

Stimulus 18b

* 78   87

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "78" in Stimulus 18b,	➡	mark **A** for question 18 and move to question 19.
If the student does not find "78" in Stimulus 18b,	➡	• model the desired student action by finding "78" in Stimulus 18b and *communicate* **"This is the number that is represented by 70 plus 8"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds "78" in Stimulus 18b,	➡	mark **B** for question 18 and move to question 19.
After teacher modeling, if the student does not find "78" 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:* **These place value blocks represent the number 235.**
- *Direct* the student to each answer choice in Stimulus 19b. *Communicate* the information in each answer choice.
- *Communicate:* **Find another way to represent the number 235.**

Stimulus 19a
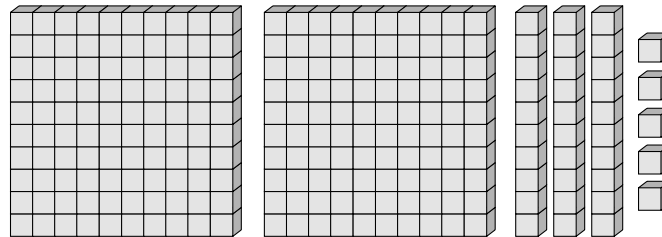
235

Stimulus 19b

2 hundreds	* 2 hundreds	3 hundreds
5 tens	3 tens	2 tens
3 ones	5 ones	5 ones

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "2 hundreds, 3 tens, 5 ones" in Stimulus 19b,	➡	mark **A** for question 19 and move to question 20.
If the student does not find "2 hundreds, 3 tens, 5 ones" in Stimulus 19b,	➡	provide *one* of these allowable teacher assists to the student: • Have the student use math tools to represent the numbers in Stimulus 19b. **OR** • Highlight the digit in the hundreds place in each answer choice in Stimulus 19b. **OR** • Have the student use a place value chart to replicate Stimulus 19a. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "2 hundreds, 3 tens, 5 ones" in Stimulus 19b,	➡	mark **B** for question 19 and move to question 20.
After the selected teacher assistance, if the student does not find "2 hundreds, 3 tens, 5 ones" 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 the number 429.**
- *Direct* the student to each answer choice in Stimulus 20b. *Communicate* the information in each answer choice.
- *Communicate:* **Find the expanded form of the number 429.**

Stimulus 20a

429

Stimulus 20b

400 + 2 + 9

4 + 2 + 9

* 400 + 20 + 9

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "400 + 20 + 9" in Stimulus 20b,	➡	mark **A** for question 20.
If the student does not find "400 + 20 + 9" in Stimulus 20b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "400 + 20 + 9" in Stimulus 20b,	➡	mark **B** for question 20.
After the teacher repeats the instructions, if the student does not find "400 + 20 + 9" in Stimulus 20b,	➡	mark **C** for question 20.

**TEST
INSTRUCTIONS**

**STAAR ALTERNATE 2
GRADE 5
Mathematics
Spring 2025**