STAAR®
ALTERNATE 2

State of Texas Assessments of Academic Readiness

TEST INSTRUCTIONS

GRADE 5
Science
STAAR Alternate 2

Administered Spring 2025

RELEASED

Texas Essential Knowledge and Skills (TEKS) Curriculum Assessed

Science Grade 5	Cluster 1
Strand 2 (Previously Reporting Category 2)	
Knowledge and Skills Statement 5.7	Force, motion, and energy. The student knows the nature of forces and the patterns of their interactions.
Essence Statement	Knows that forces such as magnetism, gravity, pushing, and pulling can act on an object and cause patterns of motion and the transfer of energy.
Item 1 Prerequisite Skill	PK4.VI.A.2: Observe, investigate, describe, and discuss position and motion of objects.
Item 2 Prerequisite Skill	1.7.B: Plan and conduct a descriptive investigation that predicts how pushes and pulls can start, stop, or change the speed or direction of an object's motion.
Item 3 Prerequisite Skill	1.7.B: Plan and conduct a descriptive investigation that predicts how pushes and pulls can start, stop, or change the speed or direction of an object's motion.
Item 4 Prerequisite Skill	3.7.A: Demonstrate and describe forces acting on an object in contact or at a distance, including magnetism, gravity, and pushes and pulls.

Science Grade 5	Cluster 2
Strand 1 (Previously Reporting Category 1)	
Knowledge and Skills Statement 5.6	Matter and energy. The student knows that matter has measurable physical properties that determine how matter is identified, classified, changed, and used.
Essence Statement	Identifies and classifies matter by its physical properties and determines how matter is changed.
Item 5 Prerequisite Skill	K.6: Identify and record observable physical properties of objects, including shape, color, texture, and material, and generate ways to classify objects.
Item 6 Prerequisite Skill	1.6.A: Classify objects by observable physical properties, including, shape, color, and texture, and attributes such as larger and smaller and heavier and lighter.
Item 7 Prerequisite Skill	2.6.A: Classify matter by observable physical properties, including texture, flexibility, and relative temperature, and identify whether a material is a solid or liquid.
Item 8 Prerequisite Skill	2.6.B: Conduct a descriptive investigation to explain how physical properties can be changed through processes such as cutting, folding, sanding, melting, or freezing.

Science Grade 5	Cluster 3
Strand 3 (Previously Reporting Category 3)	
Knowledge and Skills Statement 5.10	Earth and space. The student knows that there are recognizable patterns and processes on Earth.
Essence Statement	Knows that there are patterns and processes on Earth that change the Earth's surface over time.
Item 9 Prerequisite Skill	PK4.VI.C.1: Observe, investigate, describe, and discuss earth materials, and their properties and uses.
Item 10 Prerequisite Skill	1.10.A: Investigate and document the properties of particle size, shape, texture, and color and the components of different types of soils such as topsoil, clay, and sand.
Item 11 Prerequisite Skill	3.10.B: Investigate and explain how soils such as sand and clay are formed by weathering of rock and by decomposition of plant and animal remains.
Item 12 Prerequisite Skill	3.10.B: Investigate and explain how soils such as sand and clay are formed by weathering of rock and by decomposition of plant and animal remains.

Science Grade 5	Cluster 4
Strand 3 (Previously Reporting Category 3)	
Knowledge and Skills Statement 5.10	Earth and space. The student knows that there are recognizable patterns and processes on Earth.
Essence Statement	Knows that there are patterns and processes on Earth that change the Earth's surface over time.
Item 13 Prerequisite Skill	PK4.VI.C.3: Observe and describe what happens during changes in the earth and sky.
Item 14 Prerequisite Skill	K.10.B: Observe and describe weather changes from day to day and over seasons.
Item 15 Prerequisite Skill	1.10.D: Describe and record observable characteristics of weather, including hot or cold, clear or cloudy, calm or windy, and rainy or icy, and explain the impact of weather on daily choices.
Item 16 Prerequisite Skill	1.10.D: Describe and record observable characteristics of weather, including hot or cold, clear or cloudy, calm or windy, and rainy or icy, and explain the impact of weather on daily choices.

Science Grade 5	Cluster 5
Strand 4 (Previously Reporting Category 4)	
Knowledge and Skills Statement 5.12	Organisms and environments. The student describes patterns, cycles, systems, and relationships within environments.
Essence Statement	Describes/Identifies how living systems interact with their environment to create a healthy ecosystem.
Item 17 Prerequisite Skill	K.12.A: Observe and identify the dependence of plants on air, sunlight, water, nutrients in the soil, and space to grow.
Item 18 Prerequisite Skill	K.12.A: Observe and identify the dependence of plants on air, sunlight, water, nutrients in the soil, and space to grow.
Item 19 Prerequisite Skill	K.12.B: Observe and identify the dependence of animals on air, water, food, space, and shelter.
Item 20 Prerequisite Skill	1.12.B: Describe and record examples of interactions and dependence between living and nonliving components in terrariums or aquariums.

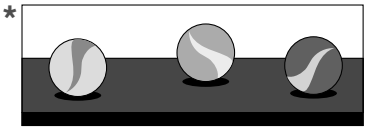
SCIENCE

Presentation Instructions for Question 1

- *Present* Stimulus 1.
- *Direct* the student to Stimulus 1. *Communicate:* **The marbles on the table are not moving.**
- *Communicate:* **Find the marbles.**

Stimulus 1

*

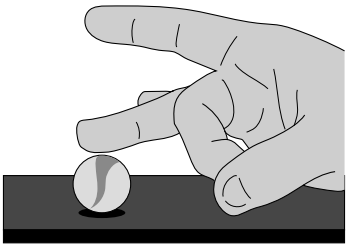


Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the marbles,	➨	mark **A** for question 1 and move to question 2.
If the student does not find the marbles,	➨	• remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.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

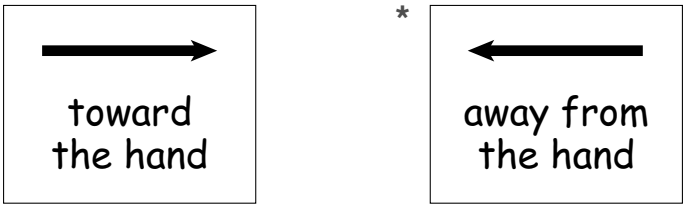
Presentation Instructions for Question 2

- *Present* Stimulus 2a and 2b.
- *Direct* the student to Stimulus 2a. *Communicate:* **This marble is on the table and is not moving. This hand will apply a force to the marble.**
- *Direct* the student to each answer choice in Stimulus 2b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the direction the marble will move when the hand applies a force.**

Stimulus 2a



Stimulus 2b



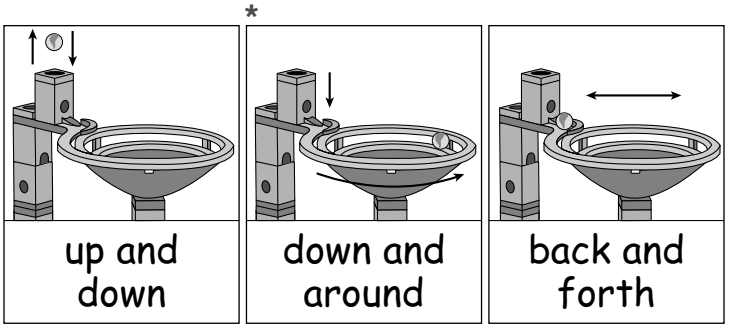
Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "away from the hand" in Stimulus 2b,	➨	mark **A** for question 2 and move to question 3.
If the student does not find "away from the hand" in Stimulus 2b,	➨	• model the desired student action by finding "away from the hand" in Stimulus 2b and *communicate* **"This shows the direction the marble will move when the hand applies a force"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds "away from the hand" in Stimulus 2b,	➨	mark **B** for question 2 and move to question 3.
After teacher modeling, if the student does not find "away from the hand" 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:* **The student is putting a marble in a marble run. The marble will follow the direction of the tracks.**
- *Direct* the student to each answer choice in Stimulus 3b. *Communicate* the text in each answer choice.
- *Communicate:* **Find how the marble will move when the student lets go of it.**

Stimulus 3a

Stimulus 3b

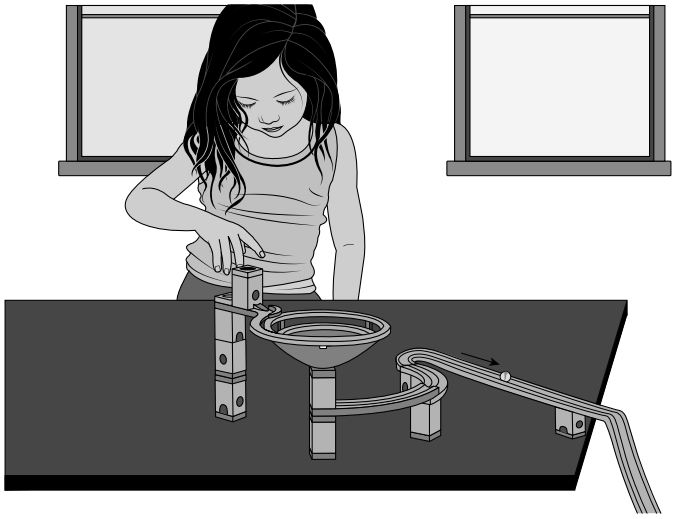


Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “down and around” in Stimulus 3b,	➨	mark **A** for question 3 and move to question 4.
If the student does not find “down and around” in Stimulus 3b,	➨	provide ***one*** of these allowable teacher assists to the student: • Trace a finger over the direction the marble will travel in each answer choice. **OR** • Have the student tell about an experience playing with marbles. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “down and around” in Stimulus 3b,	➨	mark **B** for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find “down and around” 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:* **The student wants to see what will happen to the marble when she adds a downward ramp off the edge of the table.**
- *Direct* the student to each answer choice in Stimulus 4b. *Communicate* the text in each answer choice.
- *Communicate:* **Find what the marble will do when it reaches the end of the ramp.**

Stimulus 4a



Stimulus 4b

stop at the top of the ramp

roll halfway down the ramp and stop

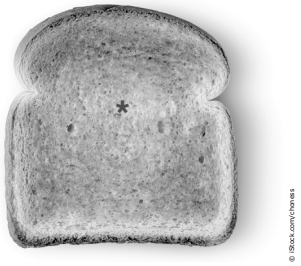
* roll down the ramp and a short distance across the floor

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “roll down the ramp and a short distance across the floor” in Stimulus 4b,	➨	mark **A** for question 4 and move to question 5.
If the student does not find “roll down the ramp and a short distance across the floor” in Stimulus 4b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “roll down the ramp and a short distance across the floor” 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 “roll down the ramp and a short distance across the floor” in Stimulus 4b,	➨	mark **C** for question 4 and move to question 5.

Presentation Instructions for Question 5

- *Present* Stimulus 5. *Communicate:* **Texture is a property of matter. Texture is how an object feels when you touch it. The toast feels rough.**
- *Communicate:* **Find the object that is rough.**

Stimulus 5

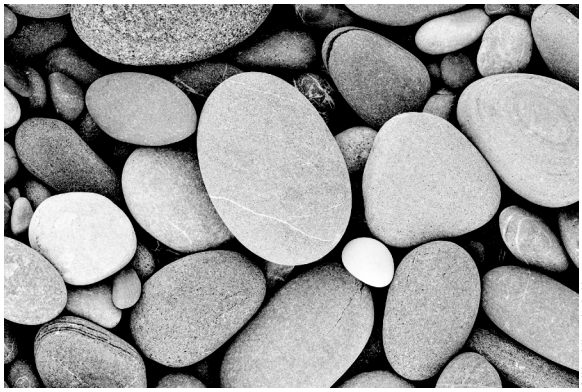


Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the toast,	➨	mark **A** for question 5 and move to question 6.
If the student does not find the toast,	➨	• remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.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

Presentation Instructions for Question 6

- *Present* Stimulus 6a and 6b. *Communicate:* **Texture is how an object feels. Objects can be smooth, rough, bumpy, or soft. We can put objects with the same texture into groups.**
- *Direct* the student to the picture of rocks in Stimulus 6a. *Communicate:* **These rocks are smooth.**
- *Direct* the student to each answer choice in Stimulus 6b. *Communicate:* **These marbles are smooth. These chips are rough.**
- *Communicate:* **Find the objects that are smooth.**

Stimulus 6a



Stimulus 6b

*

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the marbles in Stimulus 6b,	➨	mark **A** for question 6 and move to question 7.
If the student does not find the marbles in Stimulus 6b,	➨	• model the desired student action by finding the marbles in Stimulus 6b and *communicate* **"These are objects that are smooth"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the marbles in Stimulus 6b,	➨	mark **B** for question 6 and move to question 7.
After teacher modeling, if the student does not find the marbles in Stimulus 6b,	➨	mark **C** for question 6 and move to question 7.

Presentation Instructions for Question 7

- *Present* Stimulus 7a and 7b. *Communicate:* **Scientists can group objects that have the same physical properties.**
- *Direct* the student to Stimulus 7a. *Communicate:* **This is a teddy bear, these are cotton balls, and this is a feather. These objects have the same texture.**
- *Direct* the student to each answer choice in Stimulus 7b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the statement that describes the texture of these objects.**

Stimulus 7a

Stimulus 7b

* The objects are soft.

The objects are rough.

The objects are cold.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “The objects are soft” in Stimulus 7b,	➨	mark **A** for question 7 and move to question 8.
If the student does not find “The objects are soft” in Stimulus 7b,	➨	provide ***one*** of these allowable teacher assists to the student: • Have the student touch samples of the objects in Stimulus 7a. **OR** • Highlight “soft,” “rough,” and “cold” in the answer choices. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “The objects are soft” in Stimulus 7b,	➨	mark **B** for question 7 and move to question 8.
After the selected teacher assistance, if the student does not find “The objects are soft” in Stimulus 7b,	➨	mark **C** for question 7 and move to question 8.

Presentation Instructions for Question 8

- *Present* Stimulus 8a and 8b. *Communicate:* **The physical properties of some objects can be changed.**
- *Direct* the student to Stimulus 8a. *Communicate:* **This is a piece of wood being sanded.**
- *Direct* the student to each answer choice in Stimulus 8b. *Communicate* the text in each answer choice.
- *Communicate:* **Find how sanding will change the texture of the wood.**

Stimulus 8a

Stimulus 8b

The texture will change from smooth to rough.

The texture will change from soft to rough.

* The texture will change from rough to smooth.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “The texture will change from rough to smooth” in Stimulus 8b,	➨	mark **A** for question 8 and move to question 9.
If the student does not find “The texture will change from rough to smooth” in Stimulus 8b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “The texture will change from rough to smooth” 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 “The texture will change from rough to smooth” 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:* **This young plant needs soil and water to grow.**
- *Communicate:* **Find the young plant that needs soil and water to grow.**

Stimulus 9

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the plant,	➨	mark **A** for question 9 and move to question 10.
If the student does not find the plant,	➨	• 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 plant,	➨	mark **B** for question 9 and move to question 10.
After the five-second wait time, if the student does not find the plant,	➨	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:* **These seeds will need soil and water to grow into healthy plants.**
- *Direct* the student to each answer choice in Stimulus 10b. *Communicate:* **This soil is very dry. This soil is very moist.**
- *Communicate:* **Find the soil the seeds need to grow into healthy plants.**

Stimulus 10a

Stimulus 10b

*

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the soil the seeds need to grow into healthy plants in Stimulus 10b,	➨	mark **A** for question 10 and move to question 11.
If the student does not find the soil the seeds need to grow into healthy plants in Stimulus 10b,	➨	• model the desired student action by finding the soil the seeds need to grow into healthy plants in Stimulus 10b and *communicate* **"This is the soil the seeds need to grow into healthy plants"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the soil the seeds need to grow into healthy plants in Stimulus 10b,	➨	mark **B** for question 10 and move to question 11.
After teacher modeling, if the student does not find the soil the seeds need to grow into healthy plants 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:* **Different kinds of matter add nutrients as they decompose into soil.**
- *Direct* the student to each answer choice in Stimulus 11b. *Communicate:* **Leaves. Plastic. Sand.**
- *Communicate:* **Find which kind of matter decomposes into soil.**

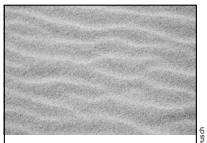
Stimulus 11a

Stimulus 11b

*

leaves

plastic



sand

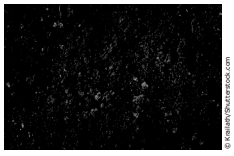
Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “leaves” in Stimulus 11b,	➨	mark **A** for question 11 and move to question 12.
If the student does not find “leaves” in Stimulus 11b,	➨	provide ***one*** of these allowable teacher assists to the student: • Discuss the meaning of the word “nutrients.” **OR** • Have the student describe things that might be found in soil. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “leaves” in Stimulus 11b,	➨	mark **B** for question 11 and move to question 12.
After the selected teacher assistance, if the student does not find “leaves” 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 Stimulus 12a. *Communicate:* **Water, rocks, and soil are natural resources.**
- *Direct* the student to each answer choice in Stimulus 12b. *Communicate* the text in each answer choice.
- *Communicate:* **Find how water and rocks contribute to the production of soil.**

Stimulus 12a





Stimulus 12b

* Fast-moving water breaks down rocks, which become part of the soil.

Water in lakes soaks into the rocks and makes them part of the soil.

As rocks sit, they slowly decay and become part of the soil.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “Fast-moving water breaks down rocks, which become part of the soil” in Stimulus 12b,	➨	mark **A** for question 12 and move to question 13.
If the student does not find “Fast-moving water breaks down rocks, which become part of the soil” in Stimulus 12b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “Fast-moving water breaks down rocks, which become part of the soil” 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 “Fast-moving water breaks down rocks, which become part of the soil” in Stimulus 12b,	➨	mark **C** for question 12 and move to question 13.

Presentation Instructions for Question 13

- *Present* Stimulus 13.
- *Direct* the student to Stimulus 13. *Communicate:* **These dark clouds are part of a storm.**
- *Communicate:* **Find the storm clouds.**

Stimulus 13

*

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the storm clouds,	➨	mark **A** for question 13 and move to question 14.
If the student does not find the storm clouds,	➨	• 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 storm clouds,	➨	mark **B** for question 13 and move to question 14.
After the five-second wait time, if the student does not find the storm clouds,	➨	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:* **These dark clouds are part of a storm. Clouds tell us about the weather.**
- *Direct* the student to each answer choice in Stimulus 14b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the weather that could come from dark clouds.**

Stimulus 14a

Stimulus 14b

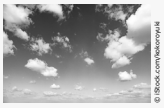
*	heavy rain and high winds	sunny skies and light breeze

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "heavy rain and high winds" in Stimulus 14b,	➡	mark **A** for question 14 and move to question 15.
If the student does not find "heavy rain and high winds" in Stimulus 14b,	➡	• model the desired student action by finding "heavy rain and high winds" in Stimulus 14b and *communicate* **"Heavy rain and high winds could come from dark clouds"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds "heavy rain and high winds" in Stimulus 14b,	➡	mark **B** for question 14 and move to question 15.
After teacher modeling, if the student does not find "heavy rain and high winds" 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:* **Clouds tell us about the weather. This chart shows the clouds on Monday, Tuesday, Wednesday, and Thursday.**
- *Direct* the student to the stem and each answer choice in Stimulus 15b. *Communicate* the text in the stem and each answer choice.
- *Communicate:* **Find why it is important to keep track of the weather.**

Stimulus 15a

Monday	Tuesday	Wednesday	Thursday
			
60–70 °F	50–60 °F	70–80 °F	80–90 °F

Stimulus 15b

To make good decisions about —

what time to wake up

* clothing and transportation

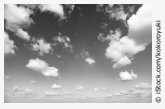
things to talk about with friends

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “clothing and transportation” in Stimulus 15b,	➨	mark **A** for question 15 and move to question 16.
If the student does not find “clothing and transportation” in Stimulus 15b,	➨	provide ***one*** of these allowable teacher assists to the student: • Have the student tell why knowing the weather is important to them or a family member. **OR** • Describe the weather for each day in Stimulus 15a. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “clothing and transportation” in Stimulus 15b,	➨	mark **B** for question 15 and move to question 16.
After the selected teacher assistance, if the student does not find “clothing and transportation” 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:* **Daily weather describes the condition of the clouds and the temperature. This chart shows the clouds and the temperature on Monday, Tuesday, Wednesday, and Thursday.** *Communicate* the text in the chart.
- *Direct* the student to each answer choice in Stimulus 16b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the description of the change in weather from Monday through Thursday.**

Stimulus 16a

Monday	Tuesday	Wednesday	Thursday
			
60–70 °F	50–60 °F	70–80 °F	80–90 °F

Stimulus 16b

Monday was the most severe weather, and by Tuesday it was snowing.

Wednesday and Thursday had the most rain.

* Tuesday there were thunderstorms, and by Thursday the weather was clear.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “Tuesday there were thunderstorms, and by Thursday the weather was clear” in Stimulus 16b,	➨	mark **A** for question 16 and move to question 17.
If the student does not find “Tuesday there were thunderstorms, and by Thursday the weather was clear” in Stimulus 16b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “Tuesday there were thunderstorms, and by Thursday the weather was clear” 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 “Tuesday there were thunderstorms, and by Thursday the weather was clear” 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:* **Wildflowers grow all over a field. Corn is planted in rows so that it has space to grow.**
- *Communicate:* **Find the corn planted in rows.**

Stimulus 17

*

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the rows of corn,	➨	mark **A** for question 17 and move to question 18.
If the student does not find the rows of corn,	➨	• 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 rows of corn,	➨	mark **B** for question 17 and move to question 18.
After the five-second wait time, if the student does not find the rows of corn,	➨	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:* **Corn plants have basic needs.**
- *Direct* the student to each answer choice in Stimulus 18b. *Communicate:* **This is plastic material. This is soil with nutrients.**
- *Communicate:* **Find a basic need of a corn plant.**

Stimulus 18a

Stimulus 18b

* 

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the soil with nutrients in Stimulus 18b,	➨	mark **A** for question 18 and move to question 19.
If the student does not find the soil with nutrients in Stimulus 18b,	➨	• model the desired student action by finding the soil with nutrients in Stimulus 18b and *communicate* **"A basic need of a corn plant is soil with nutrients"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the soil with nutrients in Stimulus 18b,	➨	mark **B** for question 18 and move to question 19.
After teacher modeling, if the student does not find the soil with nutrients in Stimulus 18b,	➨	mark **C** for question 18 and move to question 19.

Presentation Instructions for Question 19

- *Present* Stimulus 19a and 19b.
- *Direct* the student to Stimulus 19a. *Communicate:* **This is a cornfield. This small mouse lives in the cornfield.**
- *Direct* the student to each answer choice in Stimulus 19b. *Communicate* the text in each answer choice.
- *Communicate:* **Find what basic need the corn provides for the mouse.**

Stimulus 19a

Stimulus 19b

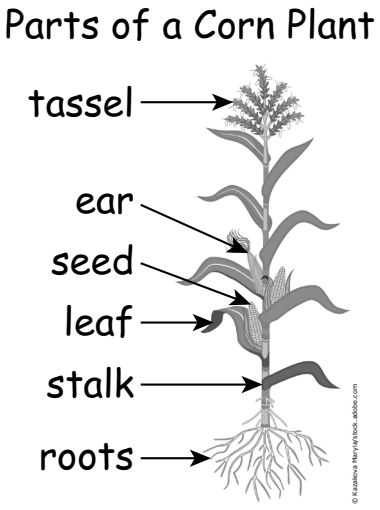
* food soil water

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "food" in Stimulus 19b,	➨	mark **A** for question 19 and move to question 20.
If the student does not find "food" in Stimulus 19b,	➨	provide ***one*** of these allowable teacher assists to the student: • Have the student describe how he or she takes care of a pet. **OR** • List the basic needs of animals. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "food" in Stimulus 19b,	➨	mark **B** for question 19 and move to question 20.
After the selected teacher assistance, if the student does not find "food" 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 shows the parts of a corn plant.** *Communicate* the text in Stimulus 20a.
- *Direct* the student to each answer choice in Stimulus 20b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the part of the corn plant that takes in water from the ground.**

Stimulus 20a



Stimulus 20b

tassel	leaf	* roots

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “roots” in Stimulus 20b,	➨	mark **A** for question 20.
If the student does not find “roots” in Stimulus 20b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “roots” in Stimulus 20b,	➨	mark **B** for question 20.
After the teacher repeats the instructions, if the student does not find “roots” in Stimulus 20b,	➨	mark **C** for question 20.

TEST INSTRUCTIONS

STAAR ALTERNATE 2
GRADE 5
Science
Spring 2025

1161630 1 2 3 4 5 A B C D E Printed in the USA ISD41886