STAAR®
ALTERNATE 2

State of Texas Assessments of Academic Readiness

TEST INSTRUCTIONS

GRADE 6 Mathematics STAAR Alternate 2

Administered Spring 2025

RELEASED

Texas Essential Knowledge and Skills (TEKS) Curriculum Assessed

Math Grade 6	Cluster 1
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 6.2	The student applies mathematical process standards to represent and use rational numbers in a variety of forms.
Essence Statement	Recognizes relationships in and between sets of numbers.
Item 1 Prerequisite Skill	demonstrate use of position words (PK4.V.C.3)
Item 2 Prerequisite Skill	locate the position of a given whole number on an open number line (2)
Item 3 Prerequisite Skill	name the whole number that corresponds to a specific point on a number line (2)
Item 4 Prerequisite Skill	represent whole numbers as distances from any given location on a number line (2)

Math Grade 6	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 6.9	The student applies mathematical process standards to use equations and inequalities to represent situations.
Essence Statement	Uses equations or inequalities to model real-life situations.
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	generate and solve problem situations for a given mathematical number sentence involving addition and subtraction of whole numbers within 1,000 (2)
Item 8 Prerequisite Skill	represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations (3)

Math Grade 6	Cluster 3
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 6.12	The student applies mathematical process standards to use numerical or graphical representations to analyze problems.
Essence Statement	Displays data or determines characteristics of data.
Item 9 Prerequisite Skill	organize a collection of data with up to four categories using pictographs and bar graphs with intervals of one or more (2)
Item 10 Prerequisite Skill	organize a collection of data with up to four categories using pictographs and bar graphs with intervals of one or more (2)
Item 11 Prerequisite Skill	draw conclusions and make predictions from information in a graph (2)
Item 12 Prerequisite Skill	solve one- and two-step problems using categorical data represented with a frequency table, dot plot, pictograph, or bar graph with scaled intervals (3)

Math Grade 6	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 6.6	The student applies mathematical process standards to use multiple representations to describe algebraic relationships.
Essence Statement	Identifies linear relationships in a variety of forms.
Item 13 Prerequisite Skill	determine the unknown whole number in an addition or subtraction equation when the unknown may be any one of the three or four terms in the equation (1)
Item 14 Prerequisite Skill	determine the unknown whole number in an addition or subtraction equation when the unknown may be any one of the three or four terms in the equation (1)
Item 15 Prerequisite Skill	represent real-world relationships using number pairs in a table and verbal descriptions (3)
Item 16 Prerequisite Skill	represent real-world relationships using number pairs in a table and verbal descriptions (3)

Math Grade 6	Cluster 5
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 6.4	The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations.
Essence Statement	Uses conversions within a measurement system to solve problems.
Item 17 Prerequisite Skill	describe a length to the nearest whole unit using a number and a unit (1)
Item 18 Prerequisite Skill	determine the length of an object to the nearest marked unit using rulers, yardsticks, meter sticks, or measuring tapes (2)
Item 19 Prerequisite Skill	determine the perimeter of a polygon or a missing length when given perimeter and remaining side lengths in problems (3)
Item 20 Prerequisite Skill	determine the perimeter of a polygon or a missing length when given perimeter and remaining side lengths in problems (3)

MATHEMATICS

Presentation Instructions for Question 1

- *Present* Stimulus 1.
- *Direct* the student to Stimulus 1. *Communicate:* **Here is a number line. The number 55 is halfway between 50 and 60.**
- *Communicate:* **Find the number line that shows 55 is halfway between 50 and 60.**

Stimulus 1

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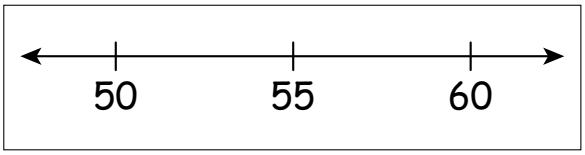
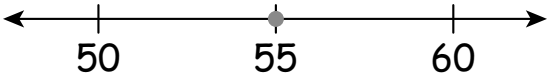


Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the number line,	➨	mark **A** for question 1 and move to question 2.
If the student does not find the number line,	➨	• remove the stimulus; • wait at least five seconds; and • replicate the initial presentation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

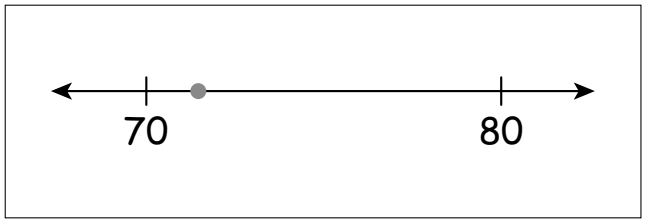
Presentation Instructions for Question 2

- *Present* Stimulus 2a and 2b.
- *Direct* the student to Stimulus 2a. *Communicate:* **Here is a number line. The number 55 is halfway between 50 and 60.**
- *Direct* the student to the top answer choice in Stimulus 2b. *Communicate:* **This number line has a point marked at 71.**
- *Direct* the student to the bottom answer choice in Stimulus 2b. *Communicate:* **This number line has a point marked at 75.**
- *Communicate:* **Find the number line with the point marked at 75.**

Stimulus 2a



Stimulus 2b



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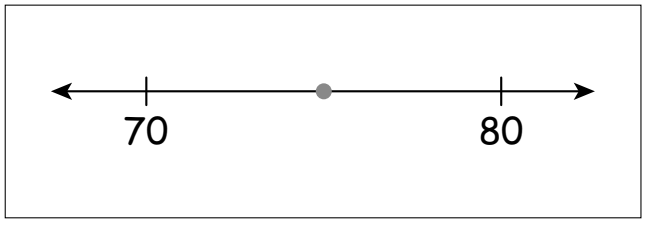
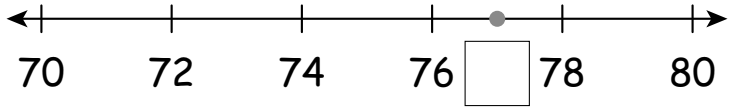


Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the number line with the point marked at 75 in Stimulus 2b,	➨	mark **A** for question 2 and move to question 3.
If the student does not find the number line with the point marked at 75 in Stimulus 2b,	➨	• model the desired student action by finding the number line with the point marked at 75 in Stimulus 2b and *communicate* **"This is the number line with the point marked at 75"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the number line with the point marked at 75 in Stimulus 2b,	➨	mark **B** for question 2 and move to question 3.
After teacher modeling, if the student does not find the number line with the point marked at 75 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:* **Here is a number line with numbers labeled between 70 and 80. There is a point marked on the number line with an empty box.**
- *Direct* the student to each answer choice in Stimulus 3b. *Communicate* the information in each answer choice.
- *Communicate:* **Find the number that belongs in the empty box.**

Stimulus 3a



Stimulus 3b

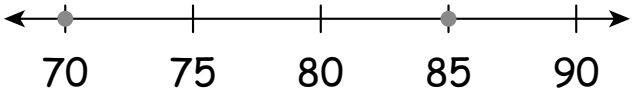
75 76 * 77

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "77" in Stimulus 3b,	➨	mark **A** for question 3 and move to question 4.
If the student does not find "77" in Stimulus 3b,	➨	provide ***one*** of these allowable teacher assists to the student: • Highlight the numbers 76 and 78 on the number line. **OR** • Have the student count from 70 to 80. **OR** • Have the student insert each answer choice into the empty box and then count on the number line. **OR** • Have the student use a number chart. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "77" in Stimulus 3b,	➨	mark **B** for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find "77" 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:* **Here is a number line with numbers labeled between 70 and 90. There are points marked at the numbers 70 and 85.**
- *Direct* the student to each answer choice in Stimulus 4b. *Communicate* the information in each answer choice.
- *Communicate:* **Find the distance between 70 and 85.**

Stimulus 4a



Stimulus 4b

3	10	* 15

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “15” in Stimulus 4b,	➨	mark **A** for question 4 and move to question 5.
If the student does not find “15” in Stimulus 4b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “15” 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 “15” 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:* **Kate has 13 frozen juice bars. She gives 8 juice bars to her classmates. She has 5 juice bars left. Thirteen minus 8 equals 5.**
- *Communicate:* **Find the subtraction model and equation that show 13 minus 8 equals 5.**

Stimulus 5

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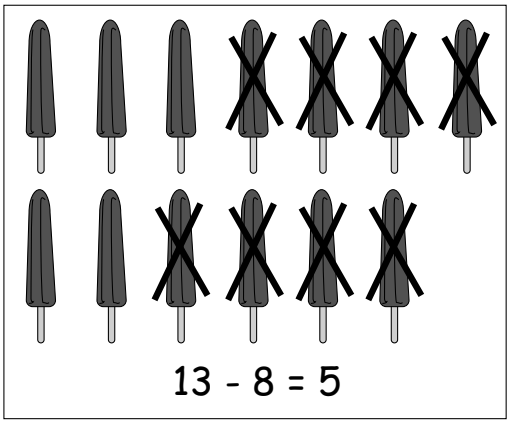
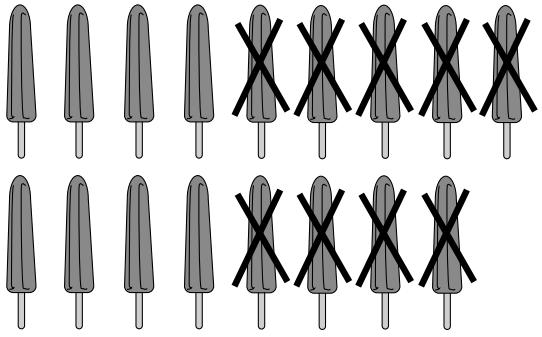


Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the model and equation,	➨	mark **A** for question 5 and move to question 6.
If the student does not find the model and equation,	➨	• remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds the model and equation,	➨	mark **B** for question 5 and move to question 6.
After the five-second wait time, if the student does not find the model and equation,	➨	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:* **Lisa has 17 frozen juice bars. She gives 9 frozen juice bars to her friend Sam. Lisa has 8 frozen juice bars left.**
- *Direct* the student to each answer choice in Stimulus 6b. *Communicate* the information in each answer choice.
- *Communicate:* **Find the equation that shows Lisa has 8 frozen juice bars left.**

Stimulus 6a



Stimulus 6b

17 - 8 = 9

* 17 - 9 = 8

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "17 – 9 = 8" in Stimulus 6b,	➨	mark **A** for question 6 and move to question 7.
If the student does not find "17 – 9 = 8" in Stimulus 6b,	➨	• model the desired student action by finding "17 – 9 = 8" in Stimulus 6b and *communicate* **"This is the equation that shows Lisa has 8 frozen juice bars left"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds "17 – 9 = 8" in Stimulus 6b,	➨	mark **B** for question 6 and move to question 7.
After teacher modeling, if the student does not find "17 – 9 = 8" 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:* **This equation represents a word problem.** *Communicate* the information in the equation.
- *Direct* the student to each answer choice in Stimulus 7b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the word problem represented by the equation.**

Stimulus 7a

$$35 - 11 = 24$$

Stimulus 7b

*
- There are 35 frozen juice bars in the freezer.
- Kate removes 11 frozen juice bars from the freezer.
- There are 24 frozen juice bars left in the freezer.

- There are 24 frozen juice bars in the freezer.
- Kate removes 11 frozen juice bars from the freezer.
- There are 35 frozen juice bars left in the freezer.

- There are 35 frozen juice bars in the freezer.
- Kate adds 11 frozen juice bars to the freezer.
- Kate removes 24 frozen juice bars from the freezer.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "There are 35 frozen juice bars in the freezer; Kate removes 11 frozen juice bars from the freezer; There are 24 frozen juice bars left in the freezer" in Stimulus 7b,	➨	mark **A** for question 7 and move to question 8.
If the student does not find "There are 35 frozen juice bars in the freezer; Kate removes 11 frozen juice bars from the freezer; There are 24 frozen juice bars left in the freezer" in Stimulus 7b,	➨	provide ***one*** of these allowable teacher assists to the student: • Highlight "removes," "removes," and "adds" in the answer choices in Stimulus 7b. **OR** • Have the student use manipulatives to model each answer choice. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "There are 35 frozen juice bars in the freezer; Kate removes 11 frozen juice bars from the freezer; There are 24 frozen juice bars left in the freezer" in Stimulus 7b,	➨	mark **B** for question 7 and move to question 8.
After the selected teacher assistance, if the student does not find "There are 35 frozen juice bars in the freezer; Kate removes 11 frozen juice bars from the freezer; There are 24 frozen juice bars left in the freezer" 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:* **Noelle has 50 frozen juice bars. She takes 15 juice bars out of the freezer on Saturday to give to her friends. On Sunday she takes 6 more juice bars out of the freezer.**
- *Direct* the student to each answer choice in Stimulus 8b. *Communicate:* **Here are three number lines.**
- *Communicate:* **Find the number line that represents the number of frozen juice bars that are left in the freezer.**

Stimulus 8a

$$50 - 15 - 6 = 29$$

Stimulus 8b

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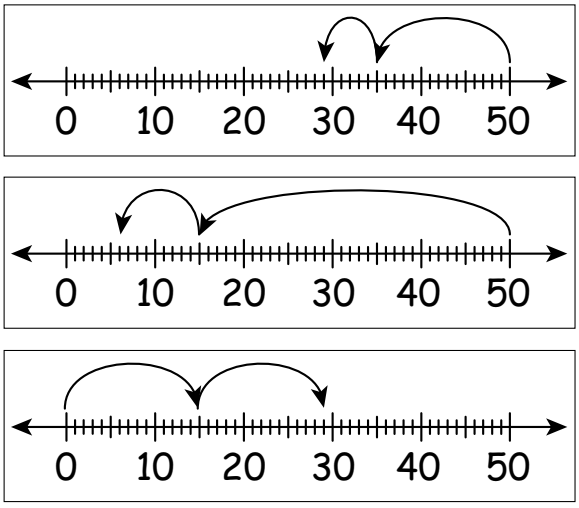
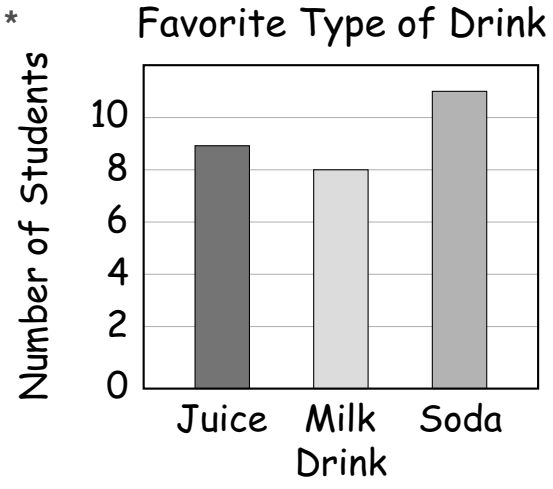


Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the number line that shows jumps from 50 to 35 and 35 to 29 in Stimulus 8b,	➨	mark **A** for question 8 and move to question 9.
If the student does not find the number line that shows jumps from 50 to 35 and 35 to 29 in Stimulus 8b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds the number line that shows jumps from 50 to 35 and 35 to 29 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 number line that shows jumps from 50 to 35 and 35 to 29 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 bar graph shows students' favorite types of drink.**
- *Direct* the student to each column of the graph, beginning with the column label. *Communicate:* **Nine students chose juice, 8 students chose milk, and 11 students chose soda.**
- *Communicate:* **Find the bar graph that shows students' favorite types of drink.**

Stimulus 9

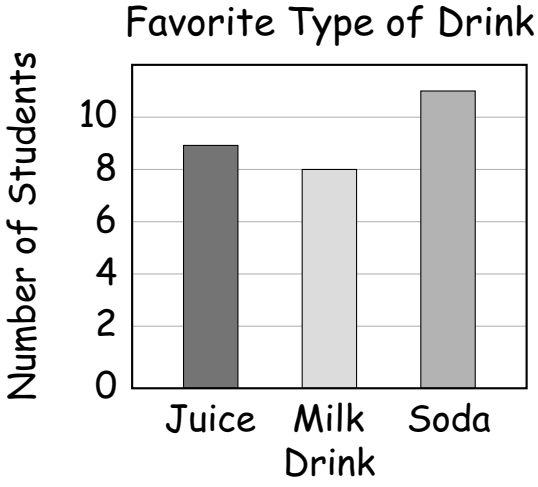


Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the bar graph,	➨	mark **A** for question 9 and move to question 10.
If the student does not find the bar graph,	➨	• remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds the bar graph,	➨	mark **B** for question 9 and move to question 10.
After the five-second wait time, if the student does not find the bar graph,	➨	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 bar graph shows students' favorite types of drink.**
- *Direct* the student to each column of the graph, beginning with the column label. *Communicate:* **Nine students chose juice, 8 students chose milk, and 11 students chose soda.**
- *Direct* the student to each answer choice in Stimulus 10b. *Communicate* the information in each answer choice.
- *Communicate:* **Find the table that shows the same information as the bar graph.**

Stimulus 10a



Stimulus 10b

* Favorite Type of Drink

Drink	Number of Students
Juice	9
Milk	8
Soda	11

Favorite Type of Drink

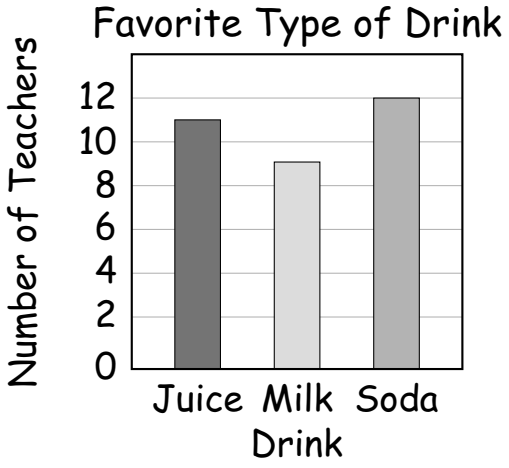
Drink	Number of Students
Juice	10
Milk	8
Soda	12

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the table with 9, 8, 11 in Stimulus 10b,	➨	mark **A** for question 10 and move to question 11.
If the student does not find the table with 9, 8, 11 in Stimulus 10b,	➨	• model the desired student action by finding the table with 9, 8, 11 in Stimulus 10b and *communicate* **"This table shows the same information as the bar graph"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the table with 9, 8, 11 in Stimulus 10b,	➨	mark **B** for question 10 and move to question 11.
After teacher modeling, if the student does not find the table with 9, 8, 11 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:* **This bar graph shows teachers' favorite types of drink.** *Communicate* the information in the bar graph.
- *Direct* the student to each answer choice in Stimulus 11b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the sentence that describes the information in the bar graph.**

Stimulus 11a



Stimulus 11b

More teachers prefer milk than soda.

The same number of teachers prefer juice and milk.

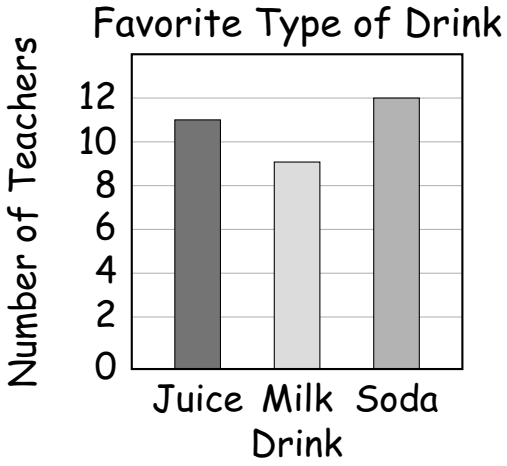
* Fewer teachers prefer milk than juice.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "Fewer teachers prefer milk than juice" in Stimulus 11b,	➨	mark **A** for question 11 and move to question 12.
If the student does not find "Fewer teachers prefer milk than juice" in Stimulus 11b,	➨	provide ***one*** of these allowable teacher assists to the student: • Draw a line from the top of each bar to the *y*-axis in Stimulus 11a. **OR** • Label each bar in Stimulus 11a with the number represented. **OR** • Have the student use manipulatives to replicate Stimulus 11a. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "Fewer teachers prefer milk than juice" in Stimulus 11b,	➨	mark **B** for question 11 and move to question 12.
After the selected teacher assistance, if the student does not find "Fewer teachers prefer milk than juice" 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:* **This bar graph shows teachers' favorite types of drink.** *Communicate* the information in the bar graph.
- *Direct* the student to each answer choice in Stimulus 12b. *Communicate* the information in each answer choice.
- *Communicate:* **Find the total number of teachers who prefer juice, milk, or soda.**

Stimulus 12a



Stimulus 12b

22 teachers

* 32 teachers

30 teachers

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “32 teachers” in Stimulus 12b,	➨	mark **A** for question 12 and move to question 13.
If the student does not find “32 teachers” in Stimulus 12b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “32 teachers” 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 “32 teachers” 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 the top equation in Stimulus 13. *Communicate:* **This is the equation ten minus a missing number equals six.**
- *Direct* the student to the bottom equation in Stimulus 13. *Communicate:* **Ten minus four equals six. The missing number is four.**
- *Communicate:* **Find the equations where the missing number is four.**

Stimulus 13

*

$10 - \_\_ = 6$

$10 - 4 = 6$

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the equations where the missing number is four,	➨	mark **A** for question 13 and move to question 14.
If the student does not find the equations where the missing number is four,	➨	• 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 equations where the missing number is four,	➨	mark **B** for question 13 and move to question 14.
After the five-second wait time, if the student does not find the equations where the missing number is four,	➨	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:* **Here are two equations. Fifteen minus a missing number equals ten, and fifteen minus five equals ten. The missing number is five.**
- *Direct* the student to each answer choice in Stimulus 14b. *Communicate:* **These equations have missing numbers.** *Communicate* the information in each answer choice.
- *Communicate:* **Find the equations where the missing number is five.**

Stimulus 14a

$15 - \_\_\_ = 10$

$15 - 5 = 10$

Stimulus 14b

*		
	20 - __ = 15 20 - 5 = 15	20 - ___ = 5 20 - 15 = 5

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the equations where the missing number is five in Stimulus 14b,	➨	mark **A** for question 14 and move to question 15.
If the student does not find the equations where the missing number is five in Stimulus 14b,	➨	• model the desired student action by finding the equations where the missing number is five in Stimulus 14b and *communicate* **"These are the equations where the missing number is five"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the equations where the missing number is five in Stimulus 14b,	➨	mark **B** for question 14 and move to question 15.
After teacher modeling, if the student does not find the equations where the missing number is five in Stimulus 14b,	➨	mark **C** for question 14 and move to question 15.

Presentation Instructions for Question 15

- *Present* Stimulus 15a and 15b. *Communicate:* **Juan is using a coupon to buy tickets to the fair. For every ticket that he buys, he will receive one free ticket.**
- *Direct* the student to Stimulus 15a. *Communicate:* **The table shows the total number of tickets Juan will receive after using the coupon.**
- *Direct* the student to each answer choice in Stimulus 15b. *Communicate* the information in each answer choice.
- *Communicate:* **Find the total number of tickets Juan will receive if he buys five tickets.**

Stimulus 15a

Tickets Purchased	Tickets Received
2	4
3	6
4	8
5	

Stimulus 15b

* 10

9

12

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “10” in Stimulus 15b,	➨	mark **A** for question 15 and move to question 16.
If the student does not find “10” in Stimulus 15b,	➨	provide ***one*** of these allowable teacher assists to the student: • Have the student describe the relationship between the columns in Stimulus 15a. **OR** • Have the student use manipulatives to represent the scenario. **OR** • Highlight the second column in Stimulus 15a. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “10” in Stimulus 15b,	➨	mark **B** for question 15 and move to question 16.
After the selected teacher assistance, if the student does not find “10” in Stimulus 15b,	➨	mark **C** for question 15 and move to question 16.

Presentation Instructions for Question 16

- *Present* Stimulus 16a and 16b.
- *Direct* the student to Stimulus 16a. *Communicate:* **This table shows the total number of tickets Juan will receive after using the coupon.**
- *Direct* the student to the stem and each answer choice in Stimulus 16b. *Communicate* the text in the stem and each answer choice.
- *Communicate:* **Find the sentence that describes the number of tickets Juan received after using the coupon.**

Stimulus 16a

Number of Tickets Purchased	Number of Tickets Received
2	4
3	6
4	8
5	10

Stimulus 16b

The total number of tickets Juan received after using the coupon is —

one more ticket than he paid for

three more tickets than he paid for

* twice as many tickets as he paid for

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “twice as many tickets as he paid for” in Stimulus 16b,	➨	mark **A** for question 16 and move to question 17.
If the student does not find “twice as many tickets as he paid for” in Stimulus 16b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “twice as many tickets as he paid for” 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 “twice as many tickets as he paid for” in Stimulus 16b,	➨	mark **C** for question 16 and move to question 17.

Presentation Instructions for Question 17

- *Present* Stimulus 17.
- *Communicate:* **The sides of a shape can be measured.**
- *Direct* the student to Stimulus 17. *Communicate:* **This shape has side lengths of 5 inches and 7 inches.**
- *Communicate:* **Find the shape that has side lengths of 5 inches and 7 inches.**

Stimulus 17

*

5 inches

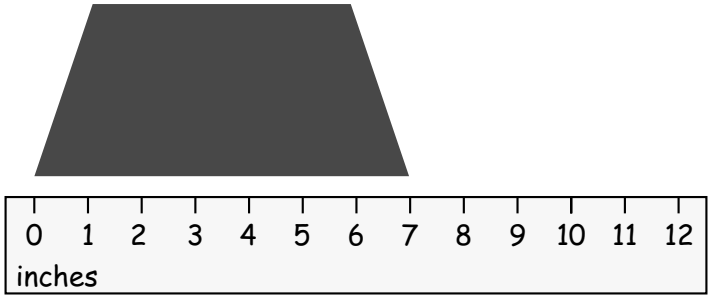
7 inches

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

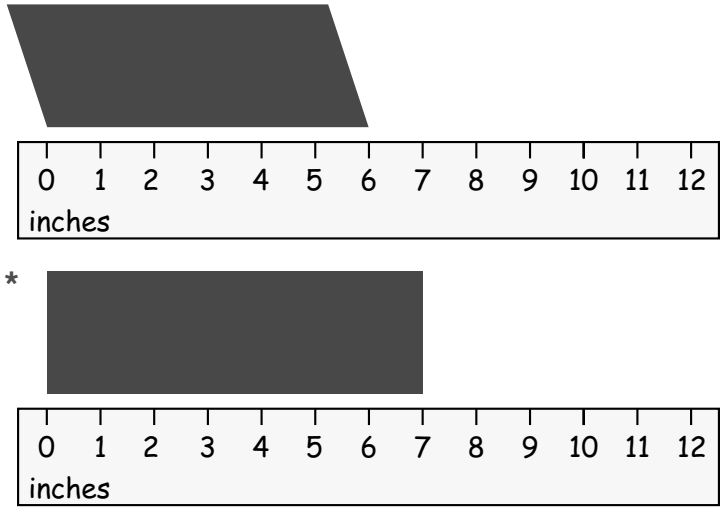
Presentation Instructions for Question 18

- *Present* Stimulus 18a and 18b.
- *Communicate:* **The sides of a shape can be measured using a ruler.**
- *Direct* the student to Stimulus 18a. *Communicate:* **One of the sides of this shape has a length of 7 inches.**
- *Direct* the student to each answer choice in Stimulus 18b. *Communicate* the length shown on the ruler in each answer choice.
- *Communicate:* **Find the shape with a side that has a length of 7 inches.**

Stimulus 18a



Stimulus 18b

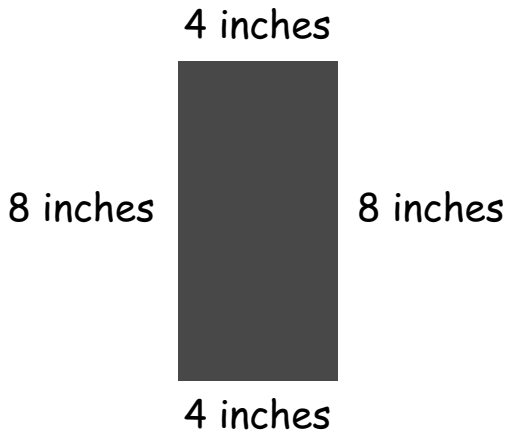


Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the rectangle in Stimulus 18b,	➨	mark **A** for question 18 and move to question 19.
If the student does not find the rectangle in Stimulus 18b,	➨	• model the desired student action by finding the rectangle in Stimulus 18b and *communicate* **"This shape has a side with a length of 7 inches";** and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the rectangle in Stimulus 18b,	➨	mark **B** for question 18 and move to question 19.
After teacher modeling, if the student does not find the rectangle 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:* **A student measures the length of each side of this shape. The student will add all the side lengths together to find the perimeter.**
- *Direct* the student to each answer choice in Stimulus 19b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the perimeter of the shape.**

Stimulus 19a



Stimulus 19b

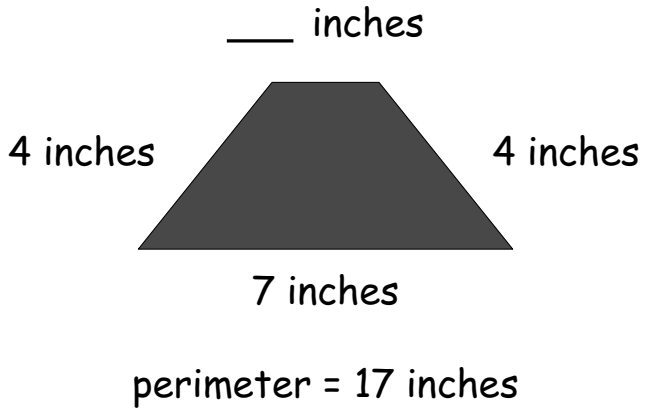
12 inches	* 24 inches	32 inches

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “24 inches” in Stimulus 19b,	➨	mark **A** for question 19 and move to question 20.
If the student does not find “24 inches” in Stimulus 19b,	➨	provide ***one*** of these allowable teacher assists to the student: • Have the student use a calculator or math chart. **OR** • Cross off each side length as the student adds it to the total. **OR** • Have the student use a graphic organizer “__ + __ + __ + __ = __” to find the perimeter of the shape in Stimulus 19a. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “24 inches” in Stimulus 19b,	➨	mark **B** for question 19 and move to question 20.
After the selected teacher assistance, if the student does not find “24 inches” 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 shape has side lengths of 7 inches, 4 inches, and 4 inches. One side length is missing. The perimeter of the shape is 17 inches.**
- *Direct* the student to each answer choice in Stimulus 20b. *Communicate* the information in each answer choice.
- *Communicate:* **Find the value of the missing side length.**

Stimulus 20a



Stimulus 20b

4	* 2	15

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “2” in Stimulus 20b,	➨	mark **A** for question 20.
If the student does not find “2” in Stimulus 20b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “2” in Stimulus 20b,	➨	mark **B** for question 20.
After the teacher repeats the instructions, if the student does not find “2” in Stimulus 20b,	➨	mark **C** for question 20.

TEST INSTRUCTIONS

STAAR ALTERNATE 2
GRADE 6
Mathematics
Spring 2025

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