



State of Texas Assessments of Academic Readiness

TEST INSTRUCTIONS

GRADE 7 Mathematics STAAR Alternate 2

Administered Spring 2025

RELEASED

Texas Essential Knowledge and Skills (TEKS) Curriculum Assessed

Math Grade 7		Cluster 1
Reporting Category 3	Geometry and Measurement: The student will demonstrate an understanding of how to represent and apply geometry and measurement concepts.	
Knowledge and Skills Statement 7.5	The student applies mathematical process standards to use geometry to describe or solve problems involving proportional relationships.	
Essence Statement	Solves problems using proportional relationships for geometric figures.	
Item 1 Prerequisite Skill	classify and sort a variety of regular and irregular two- and three-dimensional figures regardless of orientation or size (K)	
Item 2 Prerequisite Skill	identify two-dimensional components of three-dimensional objects (K)	
Item 3 Prerequisite Skill	classify and sort two- and three-dimensional figures, including cones, cylinders, spheres, triangular and rectangular prisms, and cubes, based on attributes using formal geometric language (3)	
Item 4 Prerequisite Skill	classify and sort two- and three-dimensional figures, including cones, cylinders, spheres, triangular and rectangular prisms, and cubes, based on attributes using formal geometric language (3)	

Math Grade 7		Cluster 2
Reporting Category 1	Probability and Numerical Representations: The student will demonstrate an understanding of how to represent probabilities and numbers.	
Knowledge and Skills Statement 7.2	The student applies mathematical process standards to represent and use rational numbers in a variety of forms.	
Essence Statement	Models relationships between sets of numbers.	
Item 5 Prerequisite Skill	use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols ($>$, $<$, or $=$) (2)	
Item 6 Prerequisite Skill	use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols ($>$, $<$, or $=$) (2)	
Item 7 Prerequisite Skill	compare and order whole numbers up to 100,000 and represent comparisons using the symbols $>$, $<$, or $=$ (3)	
Item 8 Prerequisite Skill	compare and order whole numbers to 1,000,000,000 and represent comparisons using the symbols $>$, $<$, or $=$ (4)	

Math Grade 7		Cluster 3
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 7.11	The student applies mathematical process standards to solve one-variable equations and inequalities.	
Essence Statement	Uses equations or inequalities to model and solve problems.	
Item 9 Prerequisite Skill	understand that the equal sign represents a relationship where expressions on each side of the equal sign represent the same value(s) (1)	
Item 10 Prerequisite Skill	represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations (3)	
Item 11 Prerequisite Skill	determine the unknown whole number in a multiplication or division equation relating three whole numbers when the unknown is either a missing factor or product (3)	
Item 12 Prerequisite Skill	represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations (3)	

Math Grade 7		Cluster 4
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 7.12	The student applies mathematical process standards to use statistical representations to analyze data.	
Essence Statement	Interprets data in graphs.	
Item 13 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 14 Prerequisite Skill	explain that the length of a bar in a bar graph or the number of pictures in a pictograph represents the number of data points for a given category (2)	
Item 15 Prerequisite Skill	summarize a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals (3)	
Item 16 Prerequisite Skill	represent data on a frequency table, dot plot, or stem-and-leaf plot marked with whole numbers and fractions (4)	

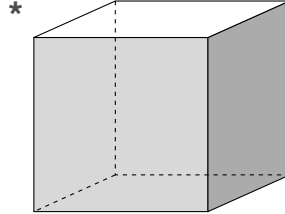
Math Grade 7		Cluster 5
Reporting Category 1	Probability and Numerical Representations: The student will demonstrate an understanding of how to represent probabilities and numbers.	
Knowledge and Skills Statement 7.2	The student applies mathematical process standards to represent and use rational numbers in a variety of forms.	
Essence Statement	Models relationships between sets of numbers.	
Item 17 Prerequisite Skill	use objects, pictures, and expanded and standard forms to represent numbers up to 120 (1)	
Item 18 Prerequisite Skill	use standard, word, and expanded forms to represent numbers up to 1,200 (2)	
Item 19 Prerequisite Skill	compose and decompose numbers up to 100,000 as a sum of so many ten thousands, so many thousands, so many hundreds, so many tens, and so many ones using objects, pictorial models, and numbers, including expanded notation as appropriate (3)	
Item 20 Prerequisite Skill	represent the value of the digit in whole numbers through 1,000,000,000 and decimals to the hundredths using expanded notation and numerals (4)	

MATHEMATICS

Presentation Instructions for Question 1

- *Present* Stimulus 1.
- *Direct* the student to Stimulus 1. *Communicate:* **This is a three-dimensional figure. It is called a cube. All of its faces are squares.**
- *Communicate:* **Find the three-dimensional figure that is made of all squares.**

Stimulus 1

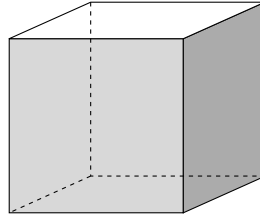


Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the cube,	➡	mark A for question 1 and move to question 2.
If the student does not find the cube,	➡	• remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the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

Presentation Instructions for Question 2

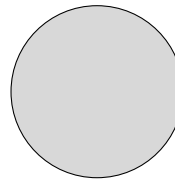
- *Present* Stimulus 2a and 2b.
- *Direct* the student to Stimulus 2a. *Communicate*: **Here is a cube. Each face of the cube is a square.**
- *Direct* the student to each answer choice in Stimulus 2b. *Communicate*: **This is a square. This is a circle.**
- *Communicate*: **Find the shape on each face of the cube.**

Stimulus 2a



Stimulus 2b

*



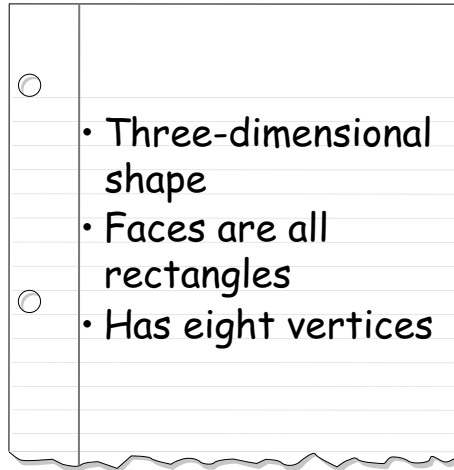
Scoring Instructions

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

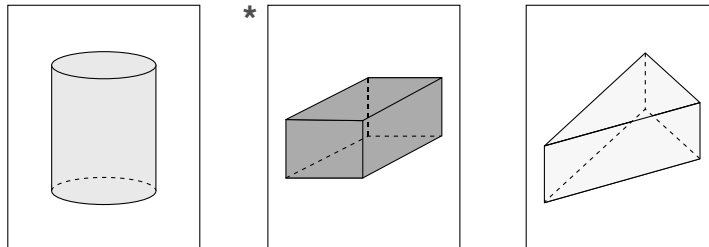
Presentation Instructions for Question 3

- Present Stimulus 3a and 3b.
- Direct the student to Stimulus 3a. *Communicate:* This list shows some attributes of a figure. *Communicate* the text in the list in Stimulus 3a.
- Direct the student to each answer choice in Stimulus 3b.
- *Communicate:* Find the figure that is described in the list.

Stimulus 3a



Stimulus 3b

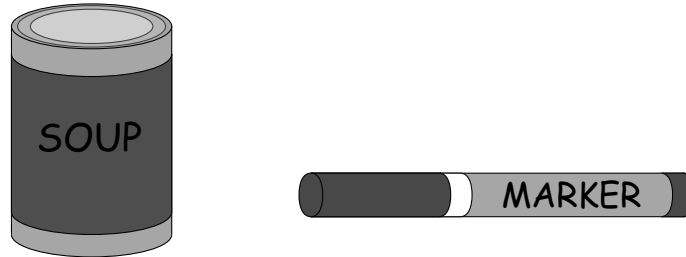


Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the rectangular prism in Stimulus 3b,	➡	mark A for question 3 and move to question 4.
If the student does not find the rectangular prism in Stimulus 3b,	➡	provide one of these allowable teacher assists to the student: • Highlight the vertices on each figure in Stimulus 3b. OR • Have the student eliminate the shape with no vertices in Stimulus 3b. OR • Provide the student with a model of each figure in Stimulus 3b. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the rectangular prism in Stimulus 3b,	➡	mark B for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find the rectangular prism 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 can of soup. Here is a marker. Both of these figures are three-dimensional.**
 - *Direct* the student to each answer choice in Stimulus 4b. *Communicate* the text in each answer choice.
 - *Communicate*: **Find the sentence that describes both of the three-dimensional figures.**
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Stimulus 4a



Stimulus 4b

Both figures are spheres.

* Both figures are cylinders.

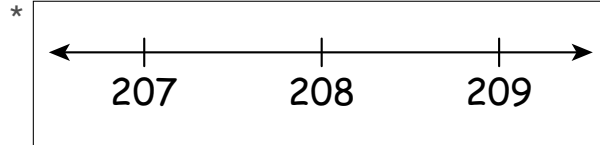
Both figures are cubes.

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “Both figures are cylinders” in Stimulus 4b,	➡	mark A for question 4 and move to question 5.
If the student does not find “Both figures are cylinders” in Stimulus 4b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “Both figures are cylinders” 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 “Both figures are cylinders” 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*: The numbers 207, 208, and 209 are in order from least to greatest on a number line.
- *Communicate*: Find the number line that shows the numbers in order from least to greatest.

Stimulus 5

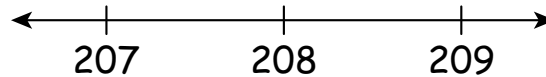


Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the number line,	➡	mark A for question 5 and move to question 6.
If the student does not find the number line,	➡	• remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds the number line,	➡	mark B for question 5 and move to question 6.
After the five-second wait time, if the student does not find the number line,	➡	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*: **The numbers 207, 208, and 209 are in order from least to greatest on a number line.**
- *Direct* the student to each answer choice in Stimulus 6b. *Communicate*: **These are two sets of numbers.** *Communicate* the information in each answer choice.
- *Communicate*: **Find the set of numbers that is in order from least to greatest.**

Stimulus 6a



Stimulus 6b

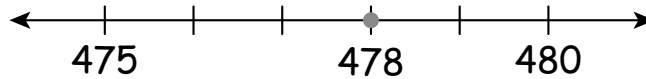
* 303 304 305	306 305 304
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Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “303, 304, 305” in Stimulus 6b,	➡	mark A for question 6 and move to question 7.
If the student does not find “303, 304, 305” in Stimulus 6b,	➡	• model the desired student action by finding “303, 304, 305” in Stimulus 6b and <i>communicate</i> “This set of numbers is in order from least to greatest”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds “303, 304, 305” in Stimulus 6b,	➡	mark B for question 6 and move to question 7.
After teacher modeling, if the student does not find “303, 304, 305” 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 number line shows numbers from 475 to 480. The number line has a point at the number 478.**
- *Direct* the student to each answer choice in Stimulus 7b. *Communicate* the information in each answer choice.
- *Communicate*: **Find the number that is greater than 478.**

Stimulus 7a



Stimulus 7b

477

476

* 479

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “479” in Stimulus 7b,	➡	mark A for question 7 and move to question 8.
If the student does not find “479” in Stimulus 7b,	➡	provide one of these allowable teacher assists to the student: • Have the student describe what “greater than” means. OR • Highlight “478” on the number line. OR • Have the student show where each answer choice is on the number line. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “479” in Stimulus 7b,	➡	mark B for question 7 and move to question 8.
After the selected teacher assistance, if the student does not find “479” in Stimulus 7b,	➡	mark C for question 7 and move to question 8.

Presentation Instructions for Question 8

- *Present* Stimulus 8.
- *Direct* the student to each answer choice in Stimulus 8. *Communicate* the text in each answer choice.
- *Communicate*: **Find the sentence that correctly describes the two numbers.**

Stimulus 8

570 is greater than 600.

600 is greater than 610.

* 590 is greater than 580.

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds "590 is greater than 580,"	➡	mark A for question 8 and move to question 9.
If the student does not find "590 is greater than 580,"	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "590 is greater than 580,"	➡	mark B for question 8 and move to question 9.
After the teacher repeats the instructions, if the student does not find "590 is greater than 580,"	➡	mark C for question 8 and move to question 9.

Presentation Instructions for Question 9

- *Present* Stimulus 9.
- *Direct* the student to the top equation in Stimulus 9. *Communicate:* **This equation is four times four equals two times eight.**
- *Direct* the student to the arrows and the answers below the top equation in Stimulus 9. *Communicate:* **Four times 4 equals 16. Two times 8 equals 16. Both sides of the equation equal 16.**
- *Communicate:* **Find the equation where both sides equal 16.**

Stimulus 9

*

$$\begin{array}{ccc} 4 & \times & 4 = 2 \times 8 \\ \downarrow & & \downarrow \\ 16 & = & 16 \end{array}$$

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the equation,	➡	mark A for question 9 and move to question 10.
If the student does not find the 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 equation,	➡	mark B for question 9 and move to question 10.
After the five-second wait time, if the student does not find the equation,	➡	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*: **Four times 6 equals 24. Three times 8 equals 24. Both sides of the equation equal 24.**
- *Direct* the student to each answer choice in Stimulus 10b. *Communicate* the information in each answer choice.
- *Communicate*: **Find the equation where both sides equal 24.**

Stimulus 10a

$$\begin{array}{ccc} 4 \times 6 & = & 3 \times 8 \\ \downarrow & & \downarrow \\ 24 & = & 24 \end{array}$$

Stimulus 10b

* $12 \times 2 = 24 \times 1$

$12 \times 1 = 3 \times 4$

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “ $12 \times 2 = 24 \times 1$ ” in Stimulus 10b,	➡	mark A for question 10 and move to question 11.
If the student does not find “ $12 \times 2 = 24 \times 1$ ” in Stimulus 10b,	➡	• model the desired student action by finding “$12 \times 2 = 24 \times 1$” in Stimulus 10b and <i>communicate</i> “This is the equation where both sides equal 24”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds “ $12 \times 2 = 24 \times 1$ ” in Stimulus 10b,	➡	mark B for question 10 and move to question 11.
After teacher modeling, if the student does not find “ $12 \times 2 = 24 \times 1$ ” 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*: **Four times a missing number is 28.**
- *Direct* the student to each answer choice in Stimulus 11b. *Communicate* the information in each answer choice.
- *Communicate*: **Find the missing number.**

Stimulus 11a

$$4 \times \boxed{} = 28$$

Stimulus 11b

$$\boxed{5} \quad \boxed{6} \quad * \quad \boxed{7}$$

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “7” in Stimulus 11b,	➡	mark A for question 11 and move to question 12.
If the student does not find “7” in Stimulus 11b,	➡	provide one of these allowable teacher assists to the student: • Allow the student to use a calculator or multiplication chart. OR • Insert each answer choice into the empty box in Stimulus 11a. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “7” in Stimulus 11b,	➡	mark B for question 11 and move to question 12.
After the selected teacher assistance, if the student does not find “7” 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 equation is missing a number.** *Communicate* the information in the equation.
- *Direct* the student to each answer choice in Stimulus 12b. *Communicate* the information in each answer choice.
- *Communicate*: **Find the missing number to complete the equation.**

Stimulus 12a

$$9 \times 4 = 6 \times \boxed{}$$

Stimulus 12b

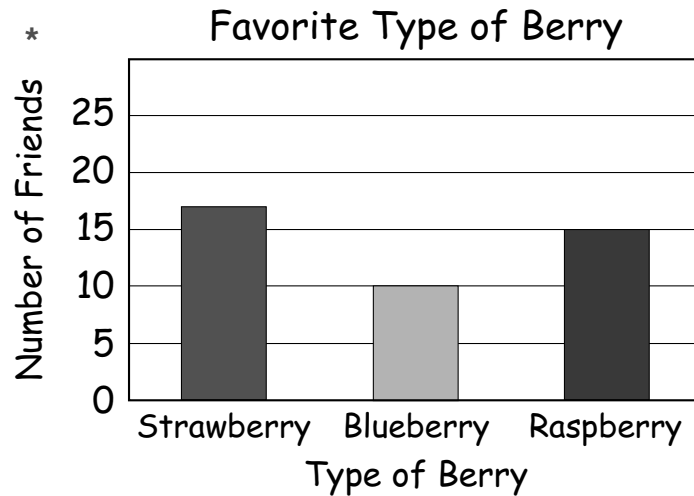
$$\boxed{5} \quad * \quad \boxed{6} \quad \boxed{7}$$

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “6” in Stimulus 12b,	➡	mark A for question 12 and move to question 13.
If the student does not find “6” in Stimulus 12b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “6” 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 “6” in Stimulus 12b,	➡	mark C for question 12 and move to question 13.

Presentation Instructions for Question 13

- *Present* Stimulus 13. *Communicate*: Joe asked his friends their favorite type of berry: strawberry, blueberry, or raspberry.
- *Direct* the student to the bar graph in Stimulus 13. *Communicate*: The data he collected are displayed in the bar graph. *Communicate* the information in the bar graph.
- *Communicate*: Find the bar graph that shows the favorite type of berry of Joe's friends.

Stimulus 13

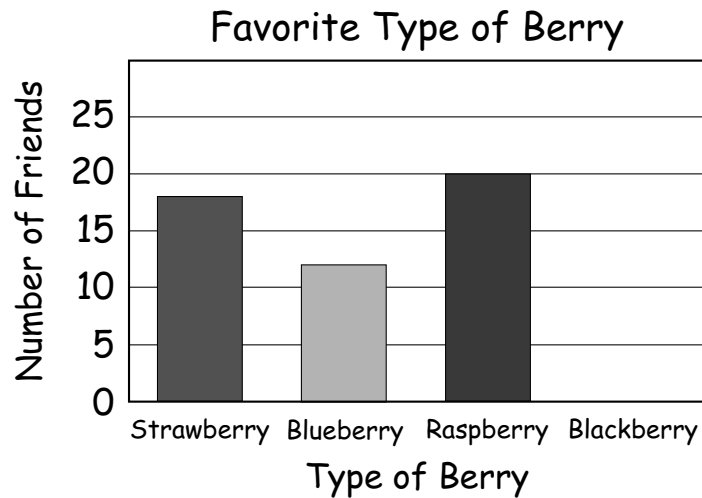


Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the bar graph,	➡	mark A for question 13 and move to question 14.
If the student does not find the bar graph,	➡	• remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.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

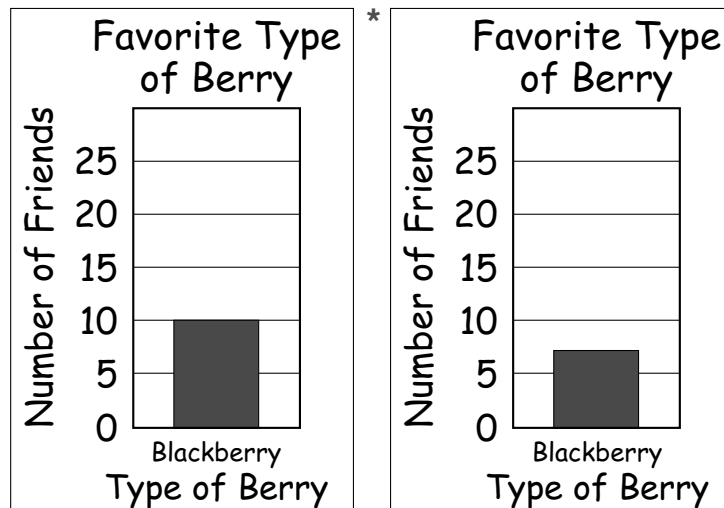
Presentation Instructions for Question 14

- *Present* Stimulus 14a and 14b. *Communicate*: Joe asked his friends their favorite type of berry: strawberry, blueberry, raspberry, or blackberry.
- *Direct* the student to Stimulus 14a. *Communicate*: The results are shown in the bar graph. *Communicate* the information in the bar graph.
- *Direct* the student to the missing bar above “Blackberry” in Stimulus 14a. *Communicate*: **Seven friends chose blackberry. The bar for Blackberry is missing.**
- *Direct* the student to each answer choice in Stimulus 14b. *Communicate* the information in each answer choice.
- *Communicate*: Find the bar that shows that seven friends chose blackberry.

Stimulus 14a



Stimulus 14b

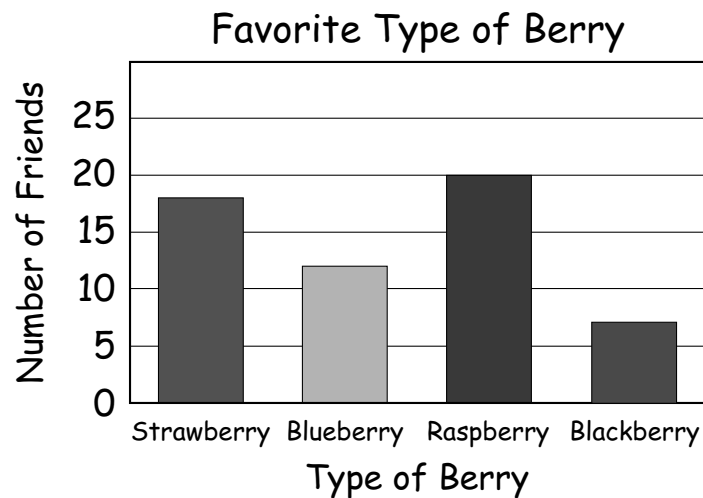


Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the bar that extends to seven in Stimulus 14b,	➡	mark A for question 14 and move to question 15.
If the student does not find the bar that extends to seven in Stimulus 14b,	➡	• model the desired student action by finding the bar that extends to seven in Stimulus 14b and <i>communicate</i> “This bar shows that seven friends chose blackberry”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the bar that extends to seven in Stimulus 14b,	➡	mark B for question 14 and move to question 15.
After teacher modeling, if the student does not find the bar that extends to seven 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*: Joe asked his friends their favorite type of berry: **strawberry, blueberry, raspberry, or blackberry**. *Communicate* the information in the bar graph.
- *Direct* the student to each answer choice in Stimulus 15b. *Communicate* the information in each answer choice.
- *Communicate*: Find the equation that represents how many of Joe's friends chose one of the two most popular types of berries.

Stimulus 15a



Stimulus 15b

$$20 + 12 = 32$$

$$18 + 12 = 30$$

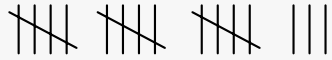
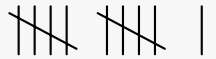
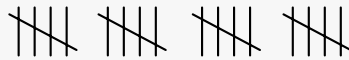
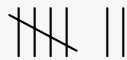
$$* \quad 20 + 18 = 38$$

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “ $20 + 18 = 38$ ” in Stimulus 15b,	➡	mark A for question 15 and move to question 16.
If the student does not find “ $20 + 18 = 38$ ” in Stimulus 15b,	➡	provide one of these allowable teacher assists to the student: • Draw a line from the top of each bar to the y-axis. OR • Have the student describe what “most popular” means. OR • Record the amount at the top of each bar. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “ $20 + 18 = 38$ ” in Stimulus 15b,	➡	mark B for question 15 and move to question 16.
After the selected teacher assistance, if the student does not find “ $20 + 18 = 38$ ” in Stimulus 15b,	➡	mark C for question 15 and move to question 16.

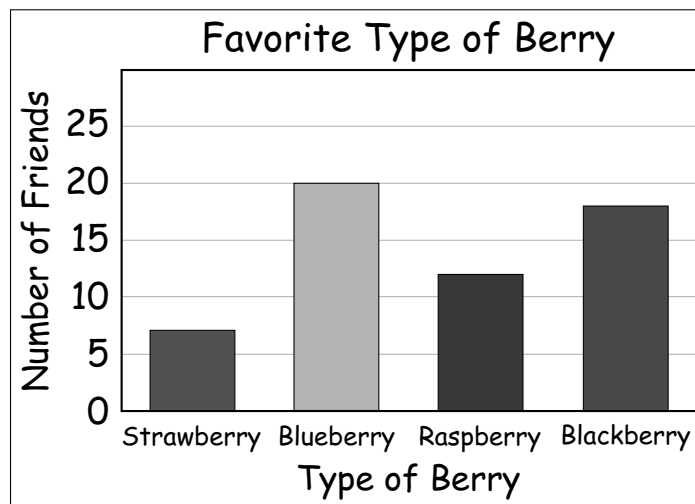
Presentation Instructions for Question 16

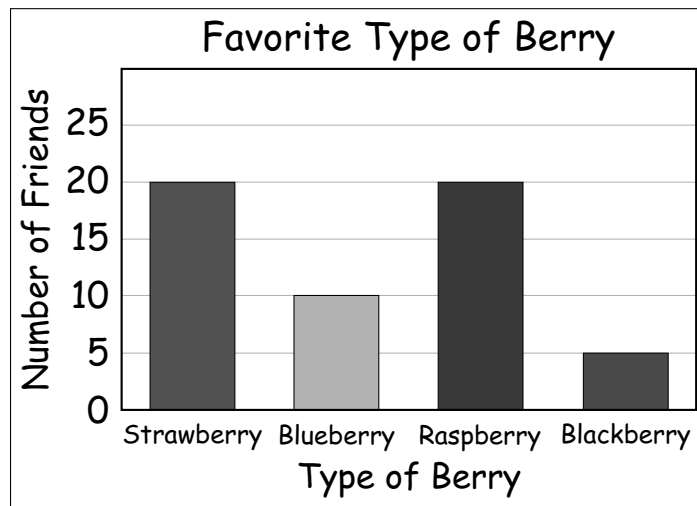
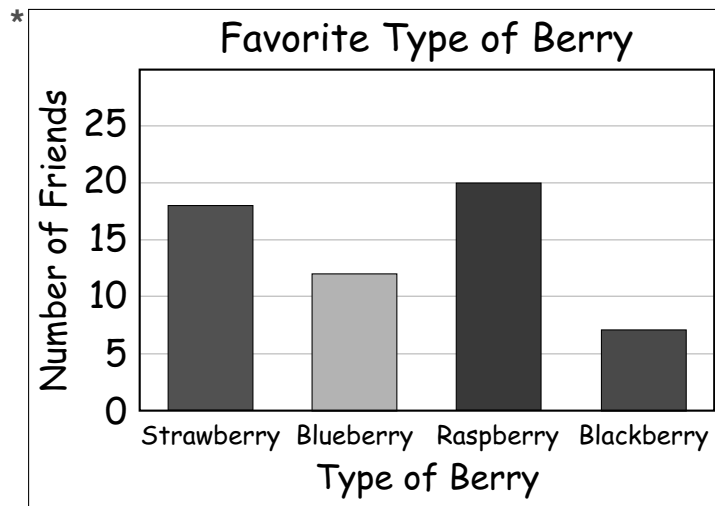
- *Present* Stimulus 16a and 16b.
- *Direct* the student to Stimulus 16a. *Communicate*: **Joe needs to represent the data from his frequency table in a bar graph.** *Communicate* the information in the frequency table.
- *Direct* the student to each answer choice in Stimulus 16b. *Communicate* the information in each answer choice.
- *Communicate*: **Find the bar graph that represents the data from the frequency table.**

Stimulus 16a

Strawberry	
Blueberry	
Raspberry	
Blackberry	

Stimulus 16b



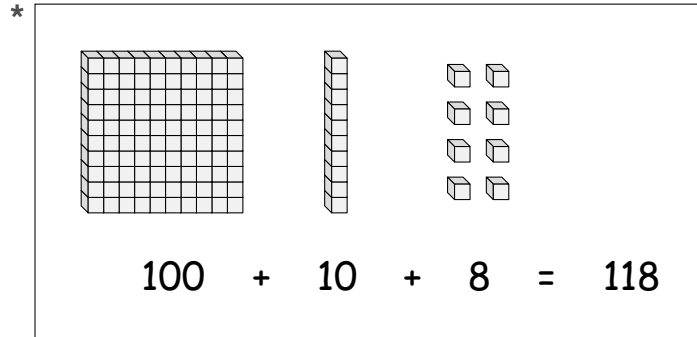


Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the bar graph with 18, 12, 20, and 7 in Stimulus 16b,	➡	mark A for question 16 and move to question 17.
If the student does not find the bar graph with 18, 12, 20, and 7 in Stimulus 16b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds the bar graph with 18, 12, 20, and 7 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 the bar graph with 18, 12, 20, and 7 in Stimulus 16b,	➡	mark C for question 16 and move to question 17.

Presentation Instructions for Question 17

- *Present* Stimulus 17. *Communicate*: **A number can be represented in different ways.**
- *Direct* the student to Stimulus 17. *Communicate*: **This model represents the number 118. One hundred plus 10 plus 8 equals 118.**
- *Communicate*: **Find the model that represents 118.**

Stimulus 17

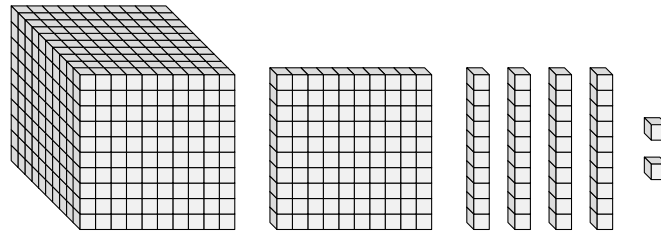


Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the model,	➡	mark A for question 17 and move to question 18.
If the student does not find the model,	➡	• remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After 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. *Communicate*: **A number can be represented in different ways.**
- *Direct* the student to Stimulus 18a. *Communicate*: **This model represents the number one thousand, one hundred forty-two.**
- *Direct* the student to each answer choice in Stimulus 18b. *Communicate* the information in each answer choice.
- *Communicate*: **Find the equation that shows the expanded form of one thousand, one hundred forty-two.**

Stimulus 18a



1,142

Stimulus 18b

* $1,000 + 100 + 40 + 2 = 1,142$

$1,000 + 40 + 2 = 1,042$

Scoring Instructions

Student Action		Test Administrator Action
If the student finds “ $1,000 + 100 + 40 + 2 = 1,142$ ” in Stimulus 18b,	➡	mark A for question 18 and move to question 19.
If the student does not find “ $1,000 + 100 + 40 + 2 = 1,142$ ” in Stimulus 18b,	➡	• model the desired student action by finding “$1,000 + 100 + 40 + 2 = 1,142$” in Stimulus 18b and <i>communicate</i> “This is the equation that shows the expanded form of one thousand, one hundred forty-two”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds “ $1,000 + 100 + 40 + 2 = 1,142$ ” in Stimulus 18b,	➡	mark B for question 18 and move to question 19.
After teacher modeling, if the student does not find “ $1,000 + 100 + 40 + 2 = 1,142$ ” in Stimulus 18b,	➡	mark C for question 18 and move to question 19.

Presentation Instructions for Question 19

- *Present* Stimulus 19a and 19b. *Communicate*: **A number can be represented in different ways.**
- *Direct* the student to Stimulus 19a. *Communicate*: **This number is written in expanded form: 8,000 plus 90 plus 4.**
- *Direct* the student to each answer choice in Stimulus 19b. *Communicate* the information in each answer choice.
- *Communicate*: **Find the number that is represented by the expanded form 8,000 plus 90 plus 4.**

Stimulus 19a

$$8,000 + 90 + 4$$

Stimulus 19b

894

8,940

* 8,094

Scoring Instructions

Student Action		Test Administrator Action
If the student finds “8,094” in Stimulus 19b,	➡	mark A for question 19 and move to question 20.
If the student does not find “8,094” in Stimulus 19b,	➡	provide one of these allowable teacher assists to the student: • Have the student name each number in Stimulus 19b. OR • Record each answer choice in Stimulus 19b on a blank place value chart. OR • Replicate each answer choice with manipulatives. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “8,094” in Stimulus 19b,	➡	mark B for question 19 and move to question 20.
After the selected teacher assistance, if the student does not find “8,094” in Stimulus 19b,	➡	mark C for question 19 and move to question 20.

Presentation Instructions for Question 20

- *Present Stimulus 20. Communicate: A number can be represented in different ways.*
- *Direct the student to Stimulus 20. Communicate: Here are three numbers. Communicate the numbers. Communicate: The six is underlined in each number.*
- *Communicate: Find the number where the 6 has a value of 6,000.*

Stimulus 20

4,623

9,716

*
6,048

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds "6,048,"	➡	mark A for question 20.
If the student does not find "6,048,"	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "6,048,"	➡	mark B for question 20.
After the teacher repeats the instructions, if the student does not find "6,048,"	➡	mark C for question 20.

**TEST
INSTRUCTIONS**

**STAAR ALTERNATE 2
GRADE 7
Mathematics
Spring 2025**

