



State of Texas Assessments of Academic Readiness

TEST INSTRUCTIONS

GRADE 8 Mathematics STAAR Alternate 2

Administered Spring 2025

RELEASED

Texas Essential Knowledge and Skills (TEKS) Curriculum Assessed

Math Grade 8		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 8.2	The student applies mathematical process standards to represent and use real numbers in a variety of forms.	
Essence Statement	Recognizes or models relationships between different forms or sets of numbers.	
Item 1 Prerequisite Skill	use place value to compare whole numbers up to 120 using comparative language (1)	
Item 2 Prerequisite Skill	use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols ($>$, $<$, or $=$) (2)	
Item 3 Prerequisite Skill	compare and order whole numbers up to 100,000 and represent comparisons using the symbols $>$, $<$, or $=$ (3)	
Item 4 Prerequisite Skill	compare and order whole numbers to 1,000,000,000 and represent comparisons using the symbols $>$, $<$, or $=$ (4)	

Math Grade 8		Cluster 2
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 8.2	The student applies mathematical process standards to represent and use real numbers in a variety of forms.	
Essence Statement	Recognizes or models relationships between different forms or sets of numbers.	
Item 5 Prerequisite Skill	compare and order decimals using concrete and visual models to the hundredths (4)	
Item 6 Prerequisite Skill	compare and order decimals using concrete and visual models to the hundredths (4)	
Item 7 Prerequisite Skill	compare and order two decimals to thousandths and represent comparisons using the symbols $>$, $<$, or $=$ (5)	
Item 8 Prerequisite Skill	compare and order two decimals to thousandths and represent comparisons using the symbols $>$, $<$, or $=$ (5)	

Math Grade 8		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 8.5	The student applies mathematical process standards to use proportional and non-proportional relationships to develop foundational concepts of functions.	
Essence Statement	Models or solves problems involving proportional or non-proportional relationships.	
Item 9 Prerequisite Skill	represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations (3)	
Item 10 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 11 Prerequisite Skill	represent problems using an input-output table and numerical expressions to generate a number pattern that follows a given rule representing the relationship of the values in the resulting sequence and their position in the sequence (4)	
Item 12 Prerequisite Skill	recognize the difference between additive and multiplicative numerical patterns given in a table or graph (5)	

Math Grade 8		Cluster 4
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 8.3	The student applies mathematical process standards to use proportional relationships to describe dilations.	
Essence Statement	Uses ratios, expressions, or equations to show relationships between similar geometric figures.	
Item 13 Prerequisite Skill	identify two-dimensional shapes, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons, and describe their attributes using formal geometric language (1)	
Item 14 Prerequisite Skill	compose two-dimensional shapes and three-dimensional solids with given properties or attributes (2)	
Item 15 Prerequisite Skill	compose two-dimensional shapes and three-dimensional solids with given properties or attributes (2)	
Item 16 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 8		Cluster 5
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 8.5	The student applies mathematical process standards to use proportional and non-proportional relationships to develop foundational concepts of functions.	
Essence Statement	Compares or interprets linear and non-linear data.	
Item 17 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 18 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 19 Prerequisite Skill	draw conclusions and make predictions from information in a graph (2)	
Item 20 Prerequisite Skill	solve one- and two-step problems using data from a frequency table, dot plot, bar graph, stem-and-leaf plot, or scatterplot (5)	

MATHEMATICS

Presentation Instructions for Question 1

- *Present* Stimulus 1.
- *Direct* the student to Stimulus 1. *Communicate:* **These numbers are in order from greatest to least: 115, 109, 103.**
- *Communicate:* **Find the numbers that are listed from greatest to least.**

Stimulus 1

*

115 109 103

Scoring Instructions

Student Action		Test Administrator Action
If the student finds “115, 109, 103,”	➡	mark A for question 1 and move to question 2.
If the student does not find “115, 109, 103,”	➡	<ul style="list-style-type: none">• remove the stimulus;• wait at least five seconds; and• replicate the initial presentation instructions.
After the five-second wait time, if the student finds “115, 109, 103,”	➡	mark B for question 1 and move to question 2.
After the five-second wait time, if the student does not find “115, 109, 103,”	➡	mark C for question 1 and move to question 2.

Presentation Instructions for Question 2

- *Present* Stimulus 2a and 2b.
- *Direct* the student to Stimulus 2a. *Communicate*: **These numbers are listed in order from greatest to least: 823, 609, 415.**
- *Direct* the student to each answer choice in Stimulus 2b. *Communicate* the information in each answer choice.
- *Communicate*: **Find the numbers that are listed in order from greatest to least.**

Stimulus 2a

823 609 415

Stimulus 2b

549 821 362

*

821 549 362

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “821, 549, 362” in Stimulus 2b,	➡	mark A for question 2 and move to question 3.
If the student does not find “821, 549, 362” in Stimulus 2b,	➡	<ul style="list-style-type: none"> • model the desired student action by finding “821, 549, 362” in Stimulus 2b and <i>communicate</i> “These are the numbers that are listed in order from greatest to least”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds “821, 549, 362” in Stimulus 2b,	➡	mark B for question 2 and move to question 3.
After teacher modeling, if the student does not find “821, 549, 362” 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 table shows the lengths of rivers, in miles, in the United States.**
- *Direct* the student to each answer choice in Stimulus 3b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the river that is the longest.**

Stimulus 3a

U.S. River Lengths

River	Length (miles)
Mississippi	2,350
Red	1,290
Rio Grande	1,900

Stimulus 3b

Rio Grande River

*

Mississippi River

Red River

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “Mississippi River” in Stimulus 3b,	➡	mark A for question 3 and move to question 4.
If the student does not find “Mississippi River” in Stimulus 3b,	➡	<p>provide one of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> • Highlight the lengths of each river. OR • Have the student number the river lengths from greatest to least on the table. <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds “Mississippi River” in Stimulus 3b,	➡	mark B for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find “Mississippi River” 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*: **This table shows the lengths of rivers, in miles, in the United States.**
- *Direct* the student to each answer choice in Stimulus 4b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the statement that describes information in the table.**

Stimulus 4a

U.S. River Lengths

River	Length (miles)
Mississippi	2,350
Red	1,290
Rio Grande	1,900

Stimulus 4b

The Red River is longer than the Mississippi River.

The Rio Grande is shorter than the Red River.

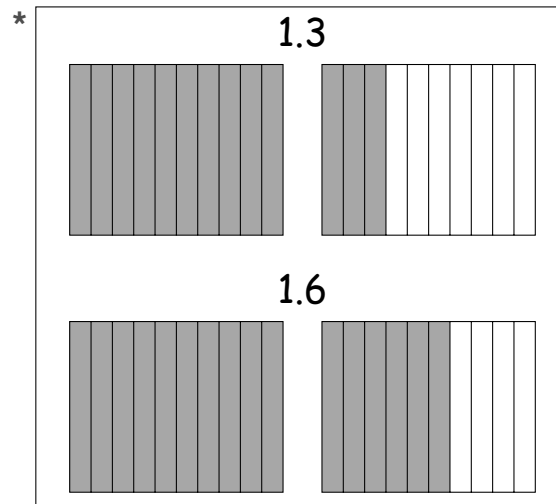
* The Rio Grande is shorter than the Mississippi River.

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “The Rio Grande is shorter than the Mississippi River” in Stimulus 4b,	➡	mark A for question 4 and move to question 5.
If the student does not find “The Rio Grande is shorter than the Mississippi River” in Stimulus 4b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “The Rio Grande is shorter than the Mississippi River” 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 “The Rio Grande is shorter than the Mississippi River” 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 the model on the top in Stimulus 5. *Communicate*: **This decimal model represents the number one and three-tenths. One whole rectangle is shaded, and three-tenths of another rectangle is shaded.**
- *Direct* the student to the model on the bottom in Stimulus 5. *Communicate*: **This decimal model represents the number one and six-tenths. One whole rectangle is shaded, and six-tenths of another rectangle is shaded. One and three-tenths is less than one and six-tenths.**
- *Communicate*: **Find the models that compare one and three-tenths and one and six-tenths.**

Stimulus 5

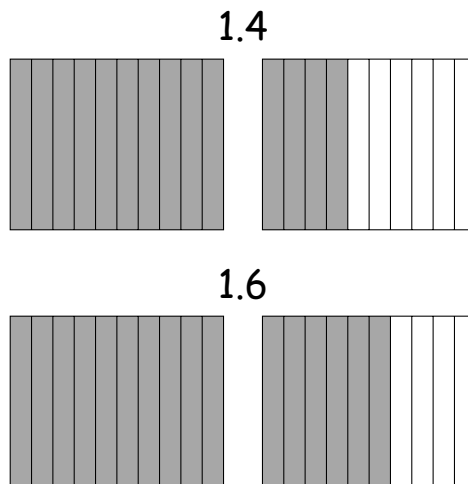


Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the models,	➡	mark A for question 5 and move to question 6.
If the student does not find the models,	➡	<ul style="list-style-type: none"> • remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds the models,	➡	mark B for question 5 and move to question 6.
After the five-second wait time, if the student does not find the models,	➡	mark C for question 5 and move to question 6.

Presentation Instructions for Question 6

- *Present* Stimulus 6a and 6b.
- *Direct* the student to the model on the top in Stimulus 6a. *Communicate*: **This decimal model represents the number one and four-tenths. One whole rectangle is shaded, and four-tenths of another rectangle is shaded.**
- *Direct* the student to the model on the bottom in Stimulus 6a. *Communicate*: **This decimal model represents the number one and six-tenths. One whole rectangle is shaded, and six-tenths of another rectangle is shaded.**
- *Direct* the student to each answer choice in Stimulus 6b. *Communicate* the information in each answer choice.
- *Communicate*: **Find the words that describe the relationship between one and four-tenths and one and six-tenths.**

Stimulus 6a



Stimulus 6b

1.4 is greater than 1.6

* 1.4 is less than 1.6

Scoring Instructions

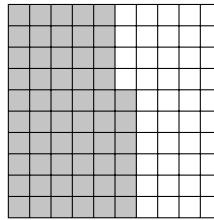
Student Action		Test Administrator Action
If the student finds “1.4 is less than 1.6” in Stimulus 6b,	➡	mark A for question 6 and move to question 7.
If the student does not find “1.4 is less than 1.6” in Stimulus 6b,	➡	<ul style="list-style-type: none"> • model the desired student action by finding “1.4 is less than 1.6” in Stimulus 6b and <i>communicate</i> “These words describe the relationship between one and four-tenths and one and six-tenths”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds “1.4 is less than 1.6” in Stimulus 6b,	➡	mark B for question 6 and move to question 7.
After teacher modeling, if the student does not find “1.4 is less than 1.6” in Stimulus 6b,	➡	mark C for question 6 and move to question 7.

Presentation Instructions for Question 7

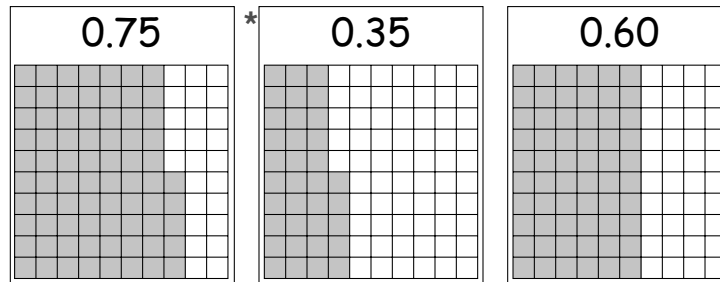
- *Present* Stimulus 7a and 7b.
- *Direct* the student to Stimulus 7a. *Communicate*: **This decimal model represents the number fifty-six hundredths. Fifty-six squares out of 100 are shaded.**
- *Direct* the student to each answer choice in Stimulus 7b. *Communicate* the information in each answer choice.
- *Communicate*: **Find the decimal model that represents a number less than fifty-six hundredths.**

Stimulus 7a

0.56



Stimulus 7b

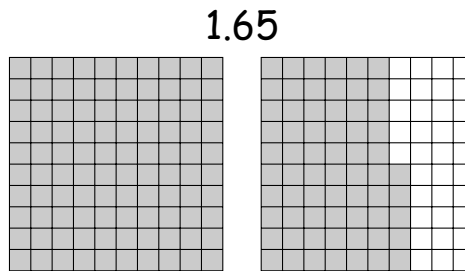


Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “0.35” in Stimulus 7b,	➡	mark A for question 7 and move to question 8.
If the student does not find “0.35” in Stimulus 7b,	➡	<p>provide one of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> • Highlight the number above each model in Stimulus 7b. OR • Have the student describe what “less than” means. OR • Trace or highlight the shaded part of each model in Stimulus 7a and 7b. OR • Use manipulatives to model the numbers in Stimulus 7a and 7b. <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds “0.35” in Stimulus 7b,	➡	mark B for question 7 and move to question 8.
After the selected teacher assistance, if the student does not find “0.35” 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*: **This decimal model represents the number one and sixty-five hundredths. One whole square is shaded, and 65 out of 100 of another square are shaded.**
- *Direct* the student to each answer choice in Stimulus 8b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the decimal number that is greater than one and sixty-five hundredths.**

Stimulus 8a



Stimulus 8b

* 1.75

0.95

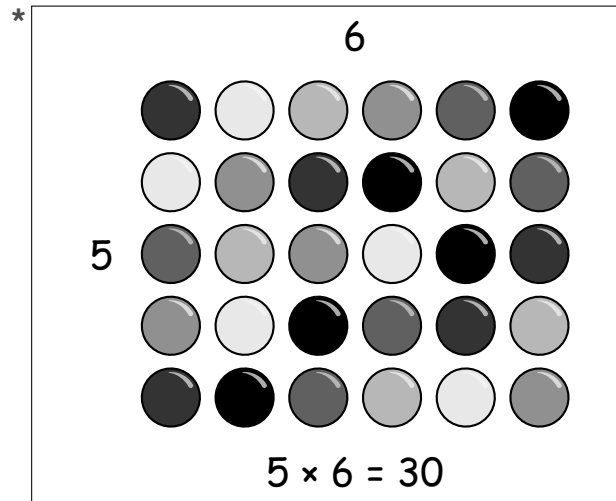
1.55

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “1.75” in Stimulus 8b,	➡	mark A for question 8 and move to question 9.
If the student does not find “1.75” in Stimulus 8b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “1.75” 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 “1.75” in Stimulus 8b,	➡	mark C for question 8 and move to question 9.

Presentation Instructions for Question 9

- *Present* Stimulus 9. *Communicate:* **Equations and arrays can show the same information.**
- *Direct* the student to the array in Stimulus 9. *Communicate:* **This array shows 5 rows, with 6 marbles in each row.**
- *Direct* the student to the equation in Stimulus 9. *Communicate:* **This array can be represented with the equation 5 times 6 equals 30.**
- *Communicate:* **Find the array and equation that shows 5 rows of 6 marbles.**

Stimulus 9



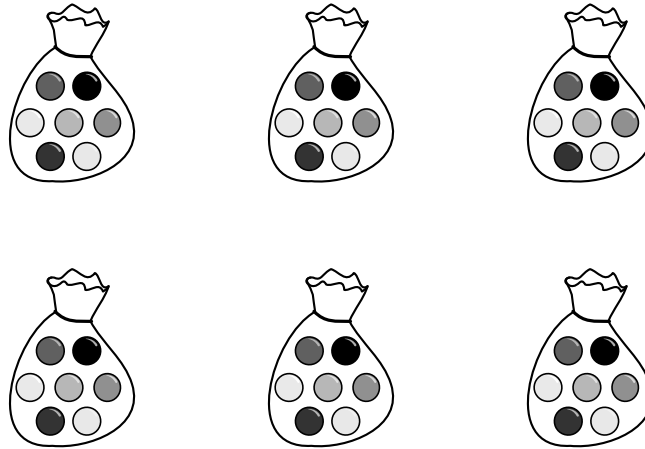
Scoring Instructions

Student Action		Test Administrator Action
If the student finds the array and equation,	➡	mark A for question 9 and move to question 10.
If the student does not find the array and equation,	➡	<ul style="list-style-type: none"> • 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 array and equation,	➡	mark B for question 9 and move to question 10.
After the five-second wait time, if the student does not find the array and 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*: **David has six bags of marbles. Each bag contains seven marbles.**
- *Direct* the student to each answer choice in Stimulus 10b. *Communicate*: **Here are two equations.** *Communicate* the information in each answer choice.
- *Communicate*: **Find the equation that represents the total number of marbles David has.**

Stimulus 10a



Stimulus 10b

$$6 + 7 = 13$$

$$* \quad 6 \times 7 = 42$$

Scoring Instructions

Student Action		Test Administrator Action
If the student finds " $6 \times 7 = 42$ " in Stimulus 10b,	➡	mark A for question 10 and move to question 11.
If the student does not find " $6 \times 7 = 42$ " in Stimulus 10b,	➡	<ul style="list-style-type: none"> • model the desired student action by finding "$6 \times 7 = 42$" in Stimulus 10b and <i>communicate</i> "This is the equation that represents the total number of marbles David has"; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds " $6 \times 7 = 42$ " in Stimulus 10b,	➡	mark B for question 10 and move to question 11.
After teacher modeling, if the student does not find " $6 \times 7 = 42$ " 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*: **David sold bags of marbles. For every bag that he sold, he earned \$4.**
- *Communicate* the information in the table.
- *Direct* the student to the empty box in the table. *Communicate*: **The amount of money David earned from selling 7 bags of marbles is missing.**
- *Direct* the student to each answer choice in Stimulus 11b. *Communicate* the information in each answer choice.
- *Communicate*: **Find the amount of money David earned from selling 7 bags of marbles.**

Stimulus 11a

Bags of Marbles	Cost per Bag	Total Amount Earned
1	\$4	\$4
3	\$4	\$12
5	\$4	\$20
7	\$4	

Stimulus 11b

\$22

\$24

* \$28

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds "\$28" in Stimulus 11b,	➡	mark A for question 11 and move to question 12.
If the student does not find "\$28" in Stimulus 11b,	➡	<p>provide one of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> • Highlight "\$4" in the middle column of the table. OR • Have the student use a math chart. <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds "\$28" in Stimulus 11b,	➡	mark B for question 11 and move to question 12.
After the selected teacher assistance, if the student does not find "\$28" 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*: **David put the same number of marbles in several bags to give to each of his friends. This table shows the number of bags of marbles and the total number of marbles in all the bags.**
- *Communicate* the information in the table.
- *Direct* the student to the empty cell in the table. *Communicate*: **The total number of marbles in four bags is missing.**
- *Direct* the student to each answer choice in Stimulus 12b. *Communicate* the information in each answer choice.
- *Communicate*: **Find the sentence that states the rule for finding the total number of marbles in four bags.**

Stimulus 12a

Bags of Marbles	Marbles in Each Bag	Total Number of Marbles
2	7	14
3	7	21
4	7	
5	7	35

Stimulus 12b

Multiply the total number of marbles by 4 to find the number of bags.

*

Multiply the number of bags by 7 to find the total number of marbles.

Add 7 to the number of bags to find the total number of marbles.

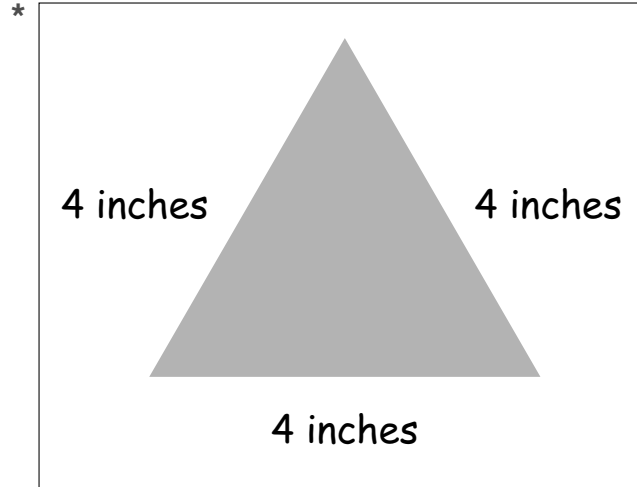
Scoring Instructions

Student Action		Test Administrator Action
If the student finds “Multiply the number of bags by 7 to find the total number of marbles” in Stimulus 12b,	➡	mark A for question 12 and move to question 13.
If the student does not find “Multiply the number of bags by 7 to find the total number of marbles” in Stimulus 12b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “Multiply the number of bags by 7 to find the total number of marbles” 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 “Multiply the number of bags by 7 to find the total number of marbles” 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*: **This is a triangle. Each side has a length of four inches.**
- *Communicate*: **Find the triangle with side lengths of four inches.**

Stimulus 13

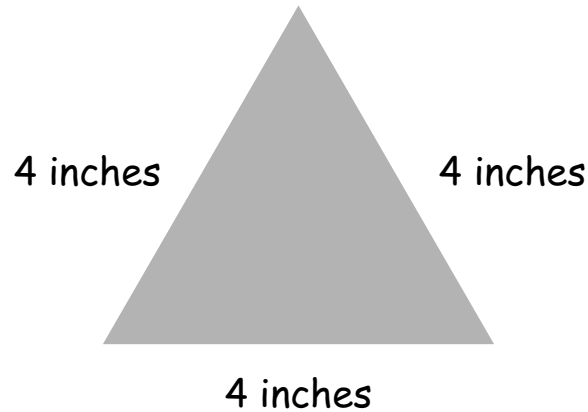


Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the triangle,	➡	mark A for question 13 and move to question 14.
If the student does not find the triangle,	➡	<ul style="list-style-type: none">• remove the stimulus;• wait at least five seconds; and• replicate the initial presentation instructions.
After the five-second wait time, if the student finds the triangle,	➡	mark B for question 13 and move to question 14.
After the five-second wait time, if the student does not find the triangle,	➡	mark C for question 13 and move to question 14.

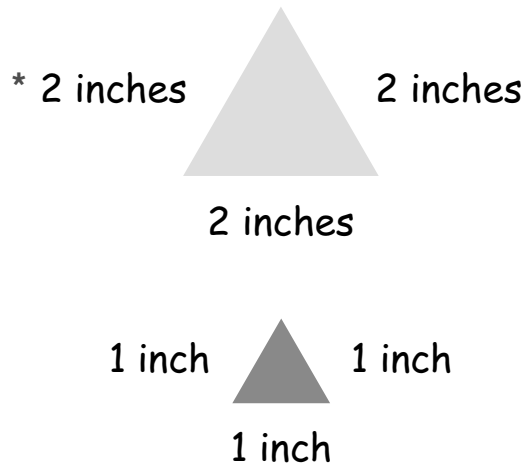
Presentation Instructions for Question 14

- *Present* Stimulus 14a and 14b.
 - *Direct* the student to Stimulus 14a. *Communicate:* **Tracy drew a triangle. Each side has a length of four inches.**
 - *Direct* the student to each answer choice in Stimulus 14b. *Communicate:* **These are two triangles. Two inches is half of four inches. One inch is one-fourth of four inches.**
 - *Communicate:* **Find the triangle with sides that are half the length of the sides on the triangle that Tracy drew.**
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Stimulus 14a



Stimulus 14b



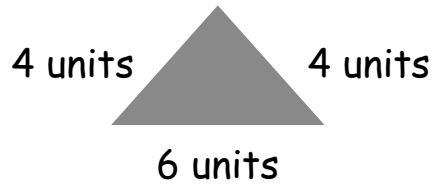
Scoring Instructions

Student Action		Test Administrator Action
If the student finds the triangle with two-inch sides in Stimulus 14b,	➡	mark A for question 14 and move to question 15.
If the student does not find the triangle with two-inch sides in Stimulus 14b,	➡	<ul style="list-style-type: none"> • model the desired student action by finding the triangle with two-inch sides in Stimulus 14b and <i>communicate</i> “This triangle has side lengths that are half the side lengths of the triangle that Tracy drew”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the triangle with two-inch sides in Stimulus 14b,	➡	mark B for question 14 and move to question 15.
After teacher modeling, if the student does not find the triangle with two-inch sides in Stimulus 14b,	➡	mark C for question 14 and move to question 15.

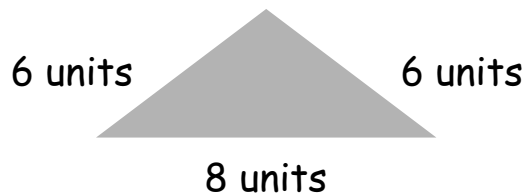
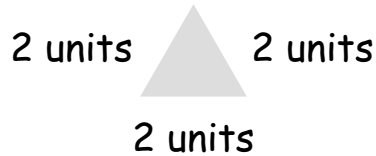
Presentation Instructions for Question 15

- *Present* Stimulus 15a and 15b.
 - *Direct* the student to Stimulus 15a. *Communicate*: **Raj drew an irregular triangle with side lengths of 6 units, 4 units, and 4 units.**
 - *Direct* the student to each answer choice in Stimulus 15b. *Communicate* the information in each answer choice.
 - *Communicate*: **Find the triangle with sides that are half the length of the sides of the triangle that Raj drew.**
-

Stimulus 15a



Stimulus 15b



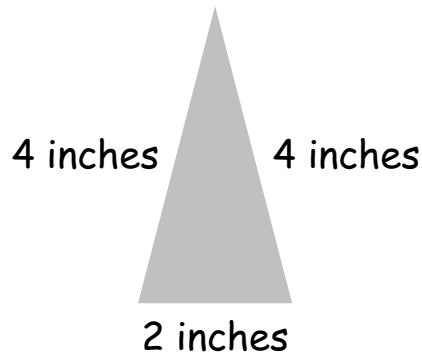
Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the triangle with side lengths of 2 units and 3 units in Stimulus 15b,	➡	mark A for question 15 and move to question 16.
If the student does not find the triangle with side lengths of 2 units and 3 units in Stimulus 15b,	➡	<p>provide one of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> • Have the student use a calculator or a number chart. OR • Use manipulatives to model the triangles in Stimulus 15a and 15b. <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds the triangle with side lengths of 2 units and 3 units in Stimulus 15b,	➡	mark B for question 15 and move to question 16.
After the selected teacher assistance, if the student does not find the triangle with side lengths of 2 units and 3 units in Stimulus 15b,	➡	mark C for question 15 and move to question 16.

Presentation Instructions for Question 16

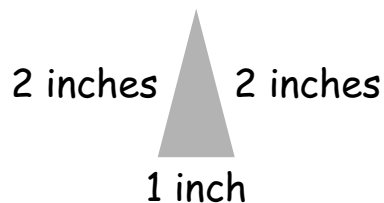
- *Present* Stimulus 16a and 16b.
- *Direct* the student to Stimulus 16a. *Communicate*: **Jett and Ethan each drew a triangle.** *Communicate* the information in Stimulus 16a.
- *Direct* the student to the stem and each answer choice in Stimulus 16b. *Communicate* the text in the stem and each answer choice.
- *Communicate*: **Find the statement that describes Jett's triangle.**

Stimulus 16a

Jett's Triangle



Ethan's Triangle



Stimulus 16b

The length of each side of Jett's triangle is —

half the length of each side of Ethan's triangle

two inches more than the length of each side of Ethan's triangle

* two times the length of each side of Ethan's triangle

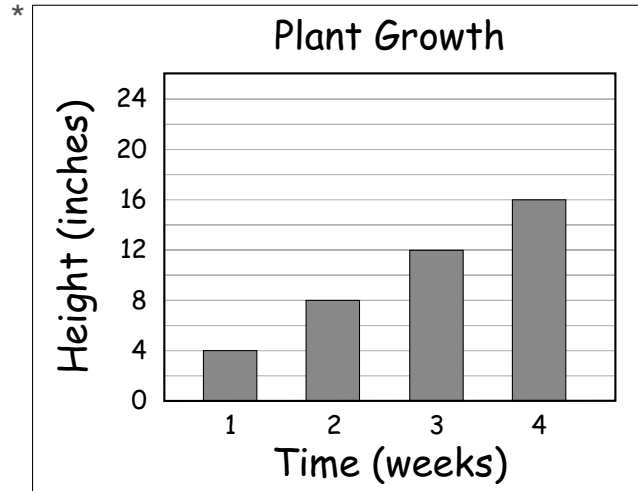
Scoring Instructions

Student Action		Test Administrator Action
If the student finds “two times the length of each side of Ethan’s triangle” in Stimulus 16b,	➡	mark A for question 16 and move to question 17.
If the student does not find “two times the length of each side of Ethan’s triangle” in Stimulus 16b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “two times the length of each side of Ethan’s triangle” 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 “two times the length of each side of Ethan’s triangle” 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*: This bar graph shows a plant's height each week for four weeks. The plant grew 4 inches each week.
- *Communicate*: Find the bar graph that shows the plant grew 4 inches each week for four weeks.

Stimulus 17

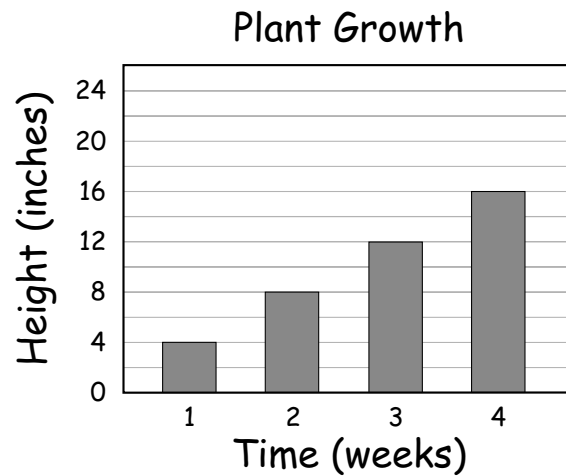


Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the bar graph,	➡	mark A for question 17 and move to question 18.
If the student does not find the bar graph,	➡	<ul style="list-style-type: none"> • remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds the bar graph,	➡	mark B for question 17 and move to question 18.
After the five-second wait time, if the student does not find the bar graph,	➡	mark C for question 17 and move to question 18.

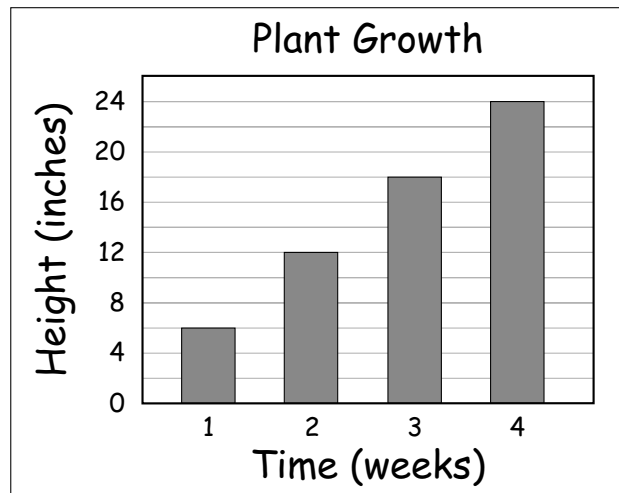
Presentation Instructions for Question 18

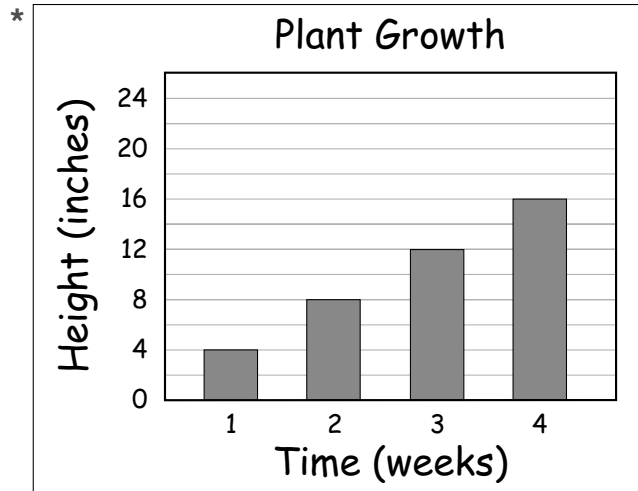
- *Present* Stimulus 18a and 18b.
- *Direct* the student to the bar for Week 1 in Stimulus 18a. *Communicate*: **This bar shows that the plant's height was 4 inches the first week.** *Communicate* the information in the graph.
- *Direct* the student to each answer choice in Stimulus 18b. *Communicate*: **Here are two graphs.** *Communicate* the information in each graph.
- *Communicate*: **Find the graph that shows that the plant's height was 4 inches the first week.**

Stimulus 18a



Stimulus 18b



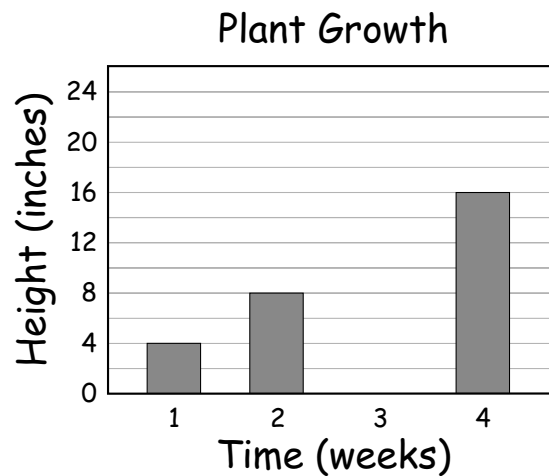


Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the graph that shows the plant's height was 4 inches the first week in Stimulus 18b,	➡	mark A for question 18 and move to question 19.
If the student does not find the graph that shows the plant's height was 4 inches the first week in Stimulus 18b,	➡	<ul style="list-style-type: none"> model the desired student action by finding the graph that shows the plant's height was 4 inches the first week in Stimulus 18b and <i>communicate</i> "This graph shows that the plant's height was 4 inches the first week"; and replicate the initial presentation instructions.
After teacher modeling, if the student finds the graph that shows the plant's height was 4 inches the first week in Stimulus 18b,	➡	mark B for question 18 and move to question 19.
After teacher modeling, if the student does not find the graph that shows the plant's height was 4 inches the first week in Stimulus 18b,	➡	mark C for question 18 and move to question 19.

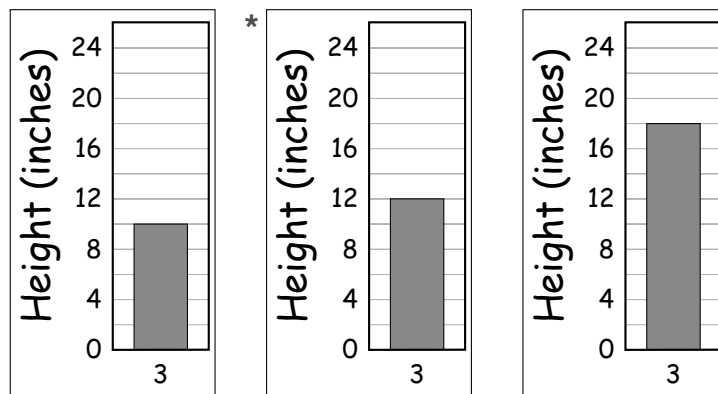
Presentation Instructions for Question 19

- Present Stimulus 19a and 19b.
- Direct the student to Stimulus 19a. *Communicate:* A plant grew 4 inches every week. The graph shows the height of the plant at one, two, and four weeks. *Communicate* the information in the graph.
- Direct the student to each answer choice in Stimulus 19b. *Communicate* the information in each answer choice.
- *Communicate:* Find the height of the plant at three weeks.

Stimulus 19a



Stimulus 19b



Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the bar that represents 12 inches in Stimulus 19b,	➡	mark A for question 19 and move to question 20.
If the student does not find the bar that represents 12 inches in Stimulus 19b,	➡	<p>provide one of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> • Have the student label the missing intervals on each y-axis in Stimulus 19b. OR • Highlight from the top of each bar in Stimulus 19b to the number on the y-axis. OR • Have the student identify the rule in Stimulus 19a. <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds the bar that represents 12 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 the bar that represents 12 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 the table in Stimulus 20a. *Communicate*: **A plant grew 4 inches each week.** *Communicate* the information in the table.
- *Direct* the student to the empty cell in the table. *Communicate*: **The height for five weeks is missing.**
- *Direct* the student to Stimulus 20b. *Communicate* the information in each answer choice.
- *Communicate*: **Find the height of the plant in inches at five weeks.**

Stimulus 20a

Plant Growth

Weeks	Height (inches)
1	4
2	8
3	12
4	16
5	

Stimulus 20b

18

* 20

24

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

**TEST
INSTRUCTIONS**

**STAAR ALTERNATE 2
GRADE 8
Mathematics
Spring 2025**

