STAAR®
ALTERNATE 2

State of Texas Assessments of Academic Readiness

TEST INSTRUCTIONS

GRADE 8
Science
STAAR Alternate 2

Administered Spring 2025

RELEASED

Texas Essential Knowledge and Skills (TEKS) Curriculum Assessed

Science Grade 8	Cluster 1
Strand 4 (Previously Reporting Category 4)	
Knowledge and Skills Statement 8.13	Organisms and environments. The student knows how cell functions support the health of an organism and how adaptation and variation relate to survival.
Essence Statement	Knows how cells and body systems are organized to support the health and survival of populations and how genes determine inherited traits of offspring.
Item 1 Prerequisite Skill	PK4.VI.B.3: Observe, investigate, describe, and discuss the relationship of organisms in their environments.
Item 2 Prerequisite Skill	1.13.A: Identify the external structures of different animals and compare how those structures help different animals live, move, and meet basic needs for survival.
Item 3 Prerequisite Skill	3.13.A: Explore and explain how external structures and functions of animals such as the neck of a giraffe or webbed feet on a duck enable them to survive in their environment.
Item 4 Prerequisite Skill	5.13.A: Analyze the structures and functions of different species to identify how organisms survive in the same environment.

Science Grade 8	Cluster 2
Strand 1 (Previously Reporting Category 1)	
Knowledge and Skills Statement 8.6	Matter and energy. The student understands that matter can be classified according to its properties and matter is conserved in chemical changes that occur within closed systems.
Essence Statement	Understands that matter can be classified according to its physical and chemical properties, is conserved in chemical changes, and can undergo changes.
Item 5 Prerequisite Skill	2.6.B: Conduct a descriptive investigation to explain how physical properties can be changed through processes such as cutting, folding, sanding, melting, or freezing.
Item 6 Prerequisite Skill	2.6.B: Conduct a descriptive investigation to explain how physical properties can be changed through processes such as cutting, folding, sanding, melting, or freezing.
Item 7 Prerequisite Skill	4.6.C: Demonstrate that matter is conserved when mixtures such as soil and water or oil and water are formed.
Item 8 Prerequisite Skill	4.6.B: Investigate and compare a variety of mixtures, including solutions that are composed of liquids in liquids and solids in liquids.

Science Grade 8	Cluster 3
Strand 3 (Previously Reporting Category 3)	
Knowledge and Skills Statement 8.9	Earth and space. The student describes the characteristics of the universe and the relative scale of its components.
Essence Statement	Recognizes characteristics of the universe and the patterns of movement of the Sun, Earth, and Moon.
Item 9 Prerequisite Skill	K.9.B: Observe, describe, and illustrate the Sun, Moon, stars, and objects in the sky such as clouds.
Item 10 Prerequisite Skill	2.9.B: Observe objects in the sky using tools such as a telescope and compare how objects in the sky are more visible and can appear different with a tool than with an unaided eye.
Item 11 Prerequisite Skill	3.9.A: Construct models and explain the orbits of the Sun, Earth, and Moon in relation to each other.
Item 12 Prerequisite Skill	5.9: Demonstrate that Earth rotates on its axis once approximately every 24 hours and explain how that causes the day/night cycle and the appearance of the Sun moving across the sky, resulting in changes in shadow positions and shapes.

Science Grade 8	Cluster 4
Strand 4 (Previously Reporting Category 4)	
Knowledge and Skills Statement 8.13	Organisms and environments. The student knows how cell functions support the health of an organism and how adaptation and variation relate to survival.
Essence Statement	Knows how cells and body systems are organized to support the health and survival of populations and how genes determine inherited traits of offspring.
Item 13 Prerequisite Skill	K.13.D: Identify ways that young plants resemble the parent plant.
Item 14 Prerequisite Skill	4.13.B: Differentiate between inherited and acquired physical traits of organisms.
Item 15 Prerequisite Skill	5.13.B: Explain how instinctual behavioral traits such as turtle hatchlings returning to the sea and learned behavioral traits such as orcas hunting in packs increase chances of survival.
Item 16 Prerequisite Skill	5.13.B: Explain how instinctual behavioral traits such as turtle hatchlings returning to the sea and learned behavioral traits such as orcas hunting in packs increase chances of survival.

Science Grade 8	Cluster 5
Strand 2 (Previously Reporting Category 2)	
Knowledge and Skills Statement 8.8	Force, motion, and energy. The student knows how energy is transferred through waves.
Essence Statement	Knows how energy is conserved through transfers and transformations and understands the types of thermal energy, including conduction, convection, and radiation.
Item 17 Prerequisite Skill	1.8.A: Investigate and describe applications of heat in everyday life such as cooking food or using a clothes dryer.
Item 18 Prerequisite Skill	1.8.A: Investigate and describe applications of heat in everyday life such as cooking food or using a clothes dryer.
Item 19 Prerequisite Skill	3.8.A: Identify everyday examples of energy, including light, sound, thermal, and mechanical.
Item 20 Prerequisite Skill	4.8.A: Investigate and identify the transfer of energy by objects in motion, waves in water, and sound.

SCIENCE

Presentation Instructions for Question 1

- *Present* Stimulus 1. *Communicate:* **Organisms have adaptations that help them live and survive in their habitats.**
- *Direct* the student to Stimulus 1. *Communicate:* **This chameleon is adapted to its habitat because it can change its skin color to match its surroundings.**
- *Communicate:* **Find the organism that is adapted to its habitat by changing its skin color.**

Stimulus 1

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the chameleon,	➨	mark **A** for question 1 and move to question 2.
If the student does not find the chameleon,	➨	• 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 chameleon,	➨	mark **B** for question 1 and move to question 2.
After the five-second wait time, if the student does not find the chameleon,	➨	mark **C** for question 1 and move to question 2.

Presentation Instructions for Question 2

- *Present* Stimulus 2a and 2b. *Communicate:* **Adaptations help organisms live and survive in their habitats.**
- *Direct* the student to Stimulus 2a. *Communicate:* **The fur on this lion cub blends in with the grass in its habitat. This adaptation, called camouflage, helps the lion cub stay safe.**
- *Direct* the student to each answer choice in Stimulus 2b. *Communicate:* **This is an owl. This is a poison dart frog.**
- *Communicate:* **Find the animal with an adaptation to blend in with its surroundings.**

Stimulus 2a

Stimulus 2b

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Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the owl in Stimulus 2b,	➨	mark **A** for question 2 and move to question 3.
If the student does not find the owl in Stimulus 2b,	➨	• model the desired student action by finding the owl in Stimulus 2b and *communicate* **"This is the animal with an adaptation to blend in with its surroundings"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the owl in Stimulus 2b,	➨	mark **B** for question 2 and move to question 3.
After teacher modeling, if the student does not find the owl in Stimulus 2b,	➨	mark **C** for question 2 and move to question 3.

Presentation Instructions for Question 3

- *Present* Stimulus 3a and 3b. *Communicate:* **Adaptations help organisms live and survive in their habitats.**
- *Direct* the student to Stimulus 3a. *Communicate:* **The North American river otter lives in a cold-water habitat. It has thick, waterproof fur to help it stay warm and swim quickly in water.**
- *Direct* the student to each answer choice in Stimulus 3b. *Communicate* the text in each answer choice.
- *Communicate:* **Find another way the North American river otter's body has adapted to swim quickly in water.**

Stimulus 3a

Stimulus 3b

small mouth

round nose

* webbed feet

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “webbed feet” in Stimulus 3b,	➨	mark **A** for question 3 and move to question 4.
If the student does not find “webbed feet” in Stimulus 3b,	➨	provide ***one*** of these allowable teacher assists to the student: • Have the student describe what characteristics might be needed for an animal to live in a water habitat. **OR** • Point to the whiskers, nose, and feet in the photo of the otter. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “webbed feet” in Stimulus 3b,	➨	mark **B** for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find “webbed feet” in Stimulus 3b,	➨	mark **C** for question 3 and move to question 4.

Presentation Instructions for Question 4

- *Present* Stimulus 4a and 4b.
- *Direct* the student to Stimulus 4a. *Communicate:* **The North American river otter has special whiskers as one of its adaptations.**
- *Direct* the student to the stem and each answer choice in Stimulus 4b. *Communicate* the text in the stem and each answer choice.
- *Communicate:* **Find how the otter's whiskers help it survive in its habitat.**

Stimulus 4a

Stimulus 4b

The otter's whiskers help it —

drink water more easily

escape from predators quickly

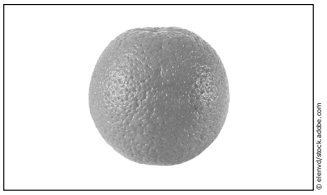
* find food in dark waters

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "find food in dark waters" in Stimulus 4b,	➨	mark **A** for question 4 and move to question 5.
If the student does not find "find food in dark waters" in Stimulus 4b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "find food in dark waters" 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 "find food in dark waters" 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:* **This is a whole orange. This is a whole orange that has been cut in half.**
- *Communicate:* **Find the orange that has been cut in half.**

Stimulus 5



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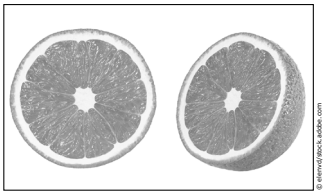
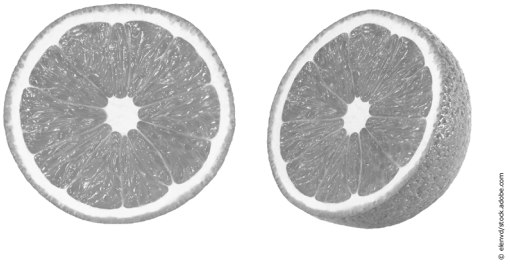


Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the orange halves,	➨	mark **A** for question 5 and move to question 6.
If the student does not find the orange halves,	➨	• remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds the orange halves,	➨	mark **B** for question 5 and move to question 6.
After the five-second wait time, if the student does not find the orange halves,	➨	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:* **Some physical properties of an object can be changed when the object is cut. This orange has been cut in half.**
- *Direct* the student to each answer choice in Stimulus 6b. *Communicate:* **These are two halves of an apple. This is a banana.**
- *Communicate:* **Find an object whose physical properties changed when it was cut into two pieces.**

Stimulus 6a



Stimulus 6b

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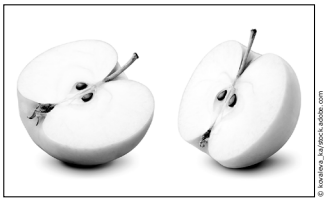

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the apple halves in Stimulus 6b,	➨	mark **A** for question 6 and move to question 7.
If the student does not find the apple halves in Stimulus 6b,	➨	• model the desired student action by finding the apple halves in Stimulus 6b and *communicate* **"The apple is cut in two pieces, like the orange"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the apple halves in Stimulus 6b,	➨	mark **B** for question 6 and move to question 7.
After teacher modeling, if the student does not find the apple halves in Stimulus 6b,	➨	mark **C** for question 6 and move to question 7.

Presentation Instructions for Question 7

- *Present* Stimulus 7a and 7b.
- *Direct* the student to Stimulus 7a. *Communicate:* **A mixture is made when two or more substances are put together. This is a fruit salad. The physical properties of the fruit in this fruit salad don't change.**
- *Direct* the student to each answer choice in Stimulus 7b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the mixture where the physical properties of the substances don't change.**

Stimulus 7a

Stimulus 7b

hot chocolate

salt in water

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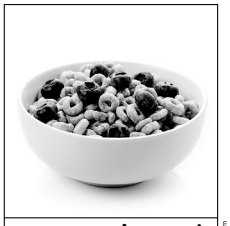


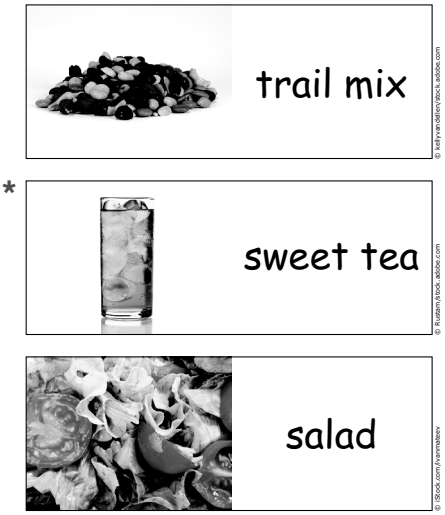
cereal and blueberries

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the cereal and blueberries in Stimulus 7b,	➨	mark **A** for question 7 and move to question 8.
If the student does not find the cereal and blueberries in Stimulus 7b,	➨	provide ***one*** of these allowable teacher assists to the student: • Describe how each answer choice is made. **OR** • Have the student describe the physical properties of the substances in each answer choice. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the cereal and blueberries in Stimulus 7b,	➨	mark **B** for question 7 and move to question 8.
After the selected teacher assistance, if the student does not find the cereal and blueberries 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 Stimulus 8. *Communicate:* **A solution is made when one substance dissolves into another and the physical properties of the substances change.**
- *Direct* the student to each answer choice in Stimulus 8. *Communicate* the text in each answer choice.
- *Communicate:* **Find the solution.**

Stimulus 8



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Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the sweet tea in Stimulus 8,	➨	mark **A** for question 8 and move to question 9.
If the student does not find the sweet tea in Stimulus 8,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds the sweet tea in Stimulus 8,	➨	mark **B** for question 8 and move to question 9.
After the teacher repeats the instructions, if the student does not find the sweet tea in Stimulus 8,	➨	mark **C** for question 8 and move to question 9.

Presentation Instructions for Question 9

- *Present* Stimulus 9.
- *Direct* the student to each answer choice in Stimulus 9. *Communicate:* **This is the sun. It lights the sky during the day. This is the moon. It is the brightest object in the night sky.**
- *Communicate:* **Find what lights the sky during the day.**

Stimulus 9

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Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the sun,	➨	mark **A** for question 9 and move to question 10.
If the student does not find the sun,	➨	• 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 sun,	➨	mark **B** for question 9 and move to question 10.
After the five-second wait time, if the student does not find the sun,	➨	mark **C** for question 9 and move to question 10.

Presentation Instructions for Question 10

- *Present* Stimulus 10a and 10b. *Communicate:* **The moon appears to look different each night as it goes through several phases.**
- *Direct* the student to the crescent moon and then the full moon in Stimulus 10a. *Communicate:* **This is a crescent moon. This is a full moon.**
- *Direct* the student to each answer choice in Stimulus 10b. *Communicate:* **This is one phase of the moon. This is another phase of the moon.**
- *Communicate:* **Find the crescent moon.**

Stimulus 10a

Stimulus 10b

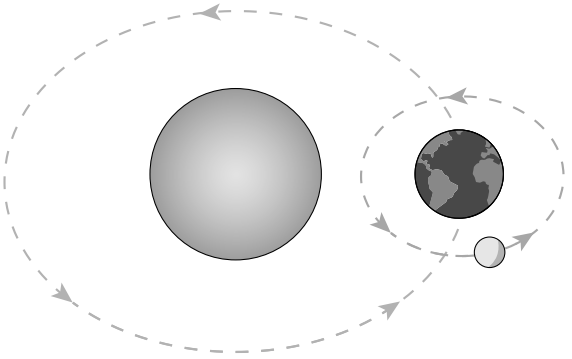
*

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the crescent moon in Stimulus 10b,	➨	mark **A** for question 10 and move to question 11.
If the student does not find the crescent moon in Stimulus 10b,	➨	• model the desired student action by finding the crescent moon in Stimulus 10b and *communicate* **"This is the crescent moon"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the crescent moon in Stimulus 10b,	➨	mark **B** for question 10 and move to question 11.
After teacher modeling, if the student does not find the crescent moon 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 model shows the sun, Earth, and the moon.**
- *Direct* the student to each answer choice in Stimulus 11b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the statement that describes the relationship between the sun, Earth, and the moon.**

Stimulus 11a



Stimulus 11b

The sun orbits Earth, while the moon orbits the sun.

Earth orbits the moon, while the sun orbits Earth.

* Earth orbits the sun, while the moon orbits Earth.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “Earth orbits the sun, while the moon orbits Earth” in Stimulus 11b,	➨	mark **A** for question 11 and move to question 12.
If the student does not find “Earth orbits the sun, while the moon orbits Earth” in Stimulus 11b,	➨	provide ***one*** of these allowable teacher assists to the student: • Have the student describe the image in Stimulus 11a. **OR** • Have the student use classroom models. **OR** • Demonstrate the action in each answer choice. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “Earth orbits the sun, while the moon orbits Earth” in Stimulus 11b,	➨	mark **B** for question 11 and move to question 12.
After the selected teacher assistance, if the student does not find “Earth orbits the sun, while the moon orbits Earth” 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:* **Earth has a day and night cycle.**
- *Direct* the student to each answer choice in Stimulus 12b. *Communicate* the information in each answer choice.
- *Communicate:* **Find what causes the day and night cycle.**

Stimulus 12a

Stimulus 12b

* Earth rotates on its axis once every 24 hours.

The moon orbits Earth once every 27 days.

Earth orbits the sun once every 365 days.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “Earth rotates on its axis once every 24 hours” in Stimulus 12b,	➨	mark **A** for question 12 and move to question 13.
If the student does not find “Earth rotates on its axis once every 24 hours” in Stimulus 12b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “Earth rotates on its axis once every 24 hours” 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 “Earth rotates on its axis once every 24 hours” 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 each answer choice in Stimulus 13. *Communicate:* **Young oak trees inherit traits from their parents, such as leaf color and leaf shape. This is a young oak tree. This is the parent tree.**
- *Communicate:* **Find the young oak tree that has inherited traits.**

Stimulus 13

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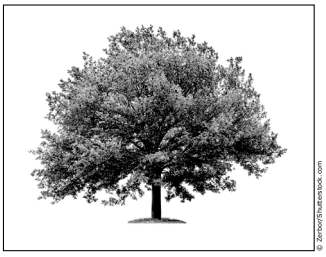


Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the young oak tree,	➨	mark **A** for question 13 and move to question 14.
If the student does not find the young oak tree,	➨	• remove the stimulus; • wait at least five seconds; and • replicate the initial presentation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

Presentation Instructions for Question 14

- *Present* Stimulus 14a and 14b. *Communicate:* **Young organisms inherit traits from their parents.**
- *Direct* the student to Stimulus 14a. *Communicate:* **These are the leaves of an adult oak tree.**
- *Direct* the student to each answer choice in Stimulus 14b. *Communicate:* **This is a young oak tree. This is a young spruce tree.**
- *Communicate:* **Find the tree that has inherited traits from an adult oak tree.**

Stimulus 14a

Stimulus 14b

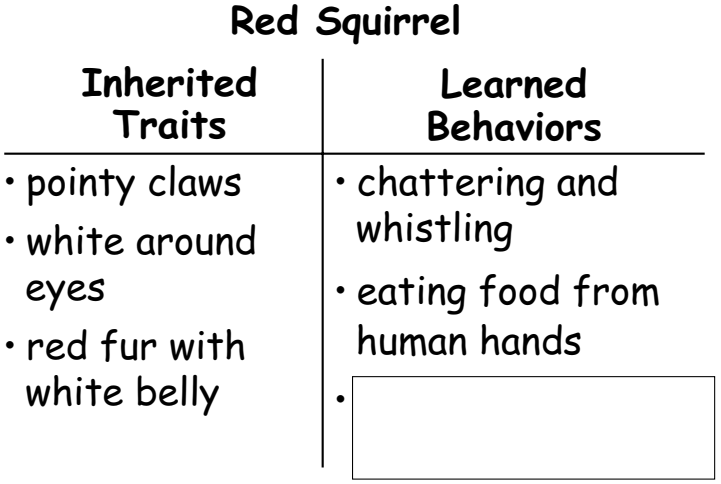
*

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the young oak tree in Stimulus 14b,	➨	mark **A** for question 14 and move to question 15.
If the student does not find the young oak tree in Stimulus 14b,	➨	• model the desired student action by finding the young oak tree in Stimulus 14b and *communicate* **"This is the tree that has inherited traits from an adult oak tree"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the young oak tree in Stimulus 14b,	➨	mark **B** for question 14 and move to question 15.
After teacher modeling, if the student does not find the young oak tree in Stimulus 14b,	➨	mark **C** for question 14 and move to question 15.

Presentation Instructions for Question 15

- *Present* Stimulus 15a and 15b. *Communicate:* **Squirrels have both inherited traits and learned behaviors.**
- *Direct* the student to the chart in Stimulus 15a. *Communicate* the text.
- *Direct* the student to the empty box in the chart in Stimulus 15a. *Communicate:* **A learned behavior is missing.**
- *Direct* the student to each answer choice in Stimulus 15b. *Communicate* the text in each answer choice.
- *Communicate:* **Find a learned behavior of a red squirrel.**

Stimulus 15a



Stimulus 15b

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "getting seeds from bird feeders" in Stimulus 15b,	➨	mark **A** for question 15 and move to question 16.
If the student does not find "getting seeds from bird feeders" in Stimulus 15b,	➨	provide ***one*** of these allowable teacher assists to the student: • Highlight "sharp teeth," "getting seeds," and "small hands" in Stimulus 15b. **OR** • Have the student explain the difference between learned behavior and inherited traits. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "getting seeds from bird feeders" in Stimulus 15b,	➨	mark **B** for question 15 and move to question 16.
After the selected teacher assistance, if the student does not find "getting seeds from bird feeders" in Stimulus 15b,	➨	mark **C** for question 15 and move to question 16.

Presentation Instructions for Question 16

- *Present* Stimulus 16a and 16b. *Communicate:* **Living organisms inherit traits from their parents.**
- *Direct* the student to Stimulus 16a. *Communicate:* **This is an adult red squirrel. This is a young red squirrel.**
- *Direct* the student to each answer choice in Stimulus 16b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the trait that the young red squirrel inherited from its parent.**

Stimulus 16a

adult

young

Stimulus 16b

buries food

* bushy tail

eats acorns

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “bushy tail” in Stimulus 16b,	➨	mark **A** for question 16 and move to question 17.
If the student does not find “bushy tail” in Stimulus 16b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “bushy tail” 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 “bushy tail” 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:* **Thermal energy from a fire can be felt with the sense of touch.**
- *Communicate:* **Find the boy feeling the thermal energy of a campfire.**

Stimulus 17

*

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

Presentation Instructions for Question 18

- *Present* Stimulus 18a and 18b.
- *Direct* the student to Stimulus 18a. *Communicate:* **This boy is using thermal energy from the fire to get warm.**
- *Direct* the student to each answer choice in Stimulus 18b. *Communicate:* **This boy is cooking food. This boy is putting up a tent.**
- *Communicate:* **Find the person using heat from thermal energy.**

Stimulus 18a

Stimulus 18b

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Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the boy cooking food in Stimulus 18b,	➨	mark **A** for question 18 and move to question 19.
If the student does not find the boy cooking food in Stimulus 18b,	➨	• model the desired student action by finding the boy sitting next to a campfire in Stimulus 18b and *communicate* **"The boy cooking food is using heat from thermal energy"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the boy cooking food in Stimulus 18b,	➨	mark **B** for question 18 and move to question 19.
After teacher modeling, if the student does not find the boy cooking food 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:* **Thermal energy from a grill cooks food. The fire that cooks the food also releases light energy.**
- *Direct* the student to each answer choice in Stimulus 19b. *Communicate* the text in each answer choice.
- *Communicate:* **Find another source of thermal energy that also produces light energy.**

Stimulus 19a

Stimulus 19b

*

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the sunlight in Stimulus 19b,	➨	mark **A** for question 19 and move to question 20.
If the student does not find the sunlight in Stimulus 19b,	➨	provide ***one*** of these allowable teacher assists to the student: • Have the student describe each answer choice. **OR** • Highlight "heating," "glow," and "sun" in the answer choices. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the sunlight 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 sunlight 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 man is making sound energy with his drum. Sound energy can be heard.**
- *Direct* the student to each answer choice in Stimulus 20b. *Communicate* the text in each answer choice.
- *Communicate:* **Find how the man creates sound energy with the drum.**

Stimulus 20a

Stimulus 20b

* The man uses mechanical energy to hit the drum, creating sound.

The man uses thermal energy to hold the drum, creating sound.

The man uses light energy to see the drum, creating sound.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “The man uses mechanical energy to hit the drum, creating sound” in Stimulus 20b,	➨	mark **A** for question 20.
If the student does not find “The man uses mechanical energy to hit the drum, creating sound” in Stimulus 20b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “The man uses mechanical energy to hit the drum, creating sound” in Stimulus 20b,	➨	mark **B** for question 20.
After the teacher repeats the instructions, if the student does not find “The man uses mechanical energy to hit the drum, creating sound” in Stimulus 20b,	➨	mark **C** for question 20.

TEST INSTRUCTIONS

STAAR ALTERNATE 2
GRADE 8
Science
Spring 2025

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