STAAR® ALTERNATE 2

State of Texas Assessments of Academic Readiness

TEST INSTRUCTIONS

Algebra I

STAAR Alternate 2

Administered Spring 2025

RELEASED

Texas Essential Knowledge and Skills (TEKS) Curriculum Assessed

Algebra I	**Cluster 1**
Reporting Category 3	Writing and Solving Linear Functions, Equations, and Inequalities: The student will demonstrate an understanding of how to write and solve linear functions, equations, and inequalities.
Knowledge and Skills Statement A.5	The student applies the mathematical process standards to solve, with and without technology, linear equations and evaluate the reasonableness of their solutions.
Essence Statement	Solves linear equations and systems.
Item 1 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 2 Prerequisite Skill	represent multi-step problems involving the four operations with whole numbers using strip diagrams and equations with a letter standing for the unknown quantity (4)
Item 3 Prerequisite Skill	represent and solve multi-step problems involving the four operations with whole numbers using equations with a letter standing for the unknown quantity (5)
Item 4 Prerequisite Skill	represent and solve multi-step problems involving the four operations with whole numbers using equations with a letter standing for the unknown quantity (5)

Algebra I	**Cluster 2**
Reporting Category 5	Exponential Functions and Equations: The student will demonstrate an understanding of how to describe and write exponential functions and equations.
Knowledge and Skills Statement A.9	The student applies the mathematical process standards when using properties of exponential functions and their related transformations to write, graph, and represent in multiple ways exponential equations and evaluate, with and without technology, the reasonableness of their solutions. The student formulates statistical relationships and evaluates their reasonableness based on real-world data.
Essence Statement	Uses exponential functions to model or solve real-world problems.
Item 5 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 6 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 7 Prerequisite Skill	represent and solve multi-step problems involving the four operations with whole numbers using equations with a letter standing for the unknown quantity (5)
Item 8 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)

Algebra I	Cluster 3
Reporting Category 2	Describing and Graphing Linear Functions, Equations, and Inequalities: The student will demonstrate an understanding of how to describe and graph linear functions, equations, and inequalities.
Knowledge and Skills Statement A.4	The student applies the mathematical process standards to formulate statistical relationships and evaluate their reasonableness based on real-world data.
Essence Statement	Uses linear equations to model or solve real-world problems.
Item 9 Prerequisite Skill	generate and solve problem situations for a given mathematical number sentence involving addition and subtraction of whole numbers within 1,000 (2)
Item 10 Prerequisite Skill	represent real-world relationships using number pairs in a table and verbal descriptions (3)
Item 11 Prerequisite Skill	represent and solve multi-step problems involving the four operations with whole numbers using equations with a letter standing for the unknown quantity (5)
Item 12 Prerequisite Skill	solve real-world problems to find the whole given a part and the percent, to find the part given the whole and the percent, and to find the percent given the part and the whole, including the use of concrete and pictorial models (6)

Algebra I	Cluster 4
Reporting Category 1	Number and Algebraic Methods: The student will demonstrate an understanding of how to use algebraic methods to manipulate numbers, expressions, and equations.
Knowledge and Skills Statement A.11	The student applies the mathematical process standards and algebraic methods to rewrite algebraic expressions into equivalent forms.
Essence Statement	Simplifies expressions.
Item 13 Prerequisite Skill	use standard, word, and expanded forms to represent numbers up to 1,200 (2)
Item 14 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 15 Prerequisite Skill	simplify numerical expressions that do not involve exponents, including up to two levels of grouping (5)
Item 16 Prerequisite Skill	generate equivalent numerical expressions using order of operations, including whole number exponents and prime factorization (6)

Algebra I	Cluster 5
Reporting Category 4	Quadratic Functions and Equations: The student will demonstrate an understanding of how to describe, write, and solve quadratic functions and equations.
Knowledge and Skills Statement A.6	The student applies the mathematical process standards when using properties of quadratic functions to write and represent in multiple ways, with and without technology, quadratic equations.
Essence Statement	Determines quadratic functions using graphs or attributes.
Item 17 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 18 Prerequisite Skill	represent the product of 2 two-digit numbers using arrays, area models, or equations, including perfect squares through 15 by 15 (4)
Item 19 Prerequisite Skill	represent the product of 2 two-digit numbers using arrays, area models, or equations, including perfect squares through 15 by 15 (4)
Item 20 Prerequisite Skill	represent the product of 2 two-digit numbers using arrays, area models, or equations, including perfect squares through 15 by 15 (4)

ALGEBRA I

Presentation Instructions for Question 1

- *Present* Stimulus 1.
- *Direct* the student to the top equation in Stimulus 1. *Communicate:* **This equation has a missing number. Four times two times a missing number equals 48.**
- *Direct* the student to the bottom equation in Stimulus 1. *Communicate:* **Four times two times six equals 48. The missing number is six.**
- *Communicate:* **Find the equations.**

Stimulus 1

*

$4 \times 2 \times \_\_ = 48$

$4 \times 2 \times 6 = 48$

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the equations,	➨	mark **A** for question 1 and move to question 2.
If the student does not find the equations,	➨	• remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds the equations,	➨	mark **B** for question 1 and move to question 2.
After the five-second wait time, if the student does not find the equations,	➨	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* the information in Stimulus 2a, using the phrase "a missing number" for the blank line.
- *Direct* the student to each answer choice in Stimulus 2b. *Communicate* the information in each answer choice, using the phrase "a missing number" for the blank line.
- *Communicate:* **Find the equations where the missing number is six.**

Stimulus 2a

$4 \times 2 \times \_\_ = 48$

$4 \times 2 \times \underline{6} = 48$

Stimulus 2b

*		
	$8 \times 1 \times \_\_ = 48$ $8 \times 1 \times \underline{6} = 48$	$8 \times 1 \times 6 = \_\_$ $8 \times 1 \times 6 = \underline{48}$

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the equations where the missing number is 6 in Stimulus 2b,	➨	mark **A** for question 2 and move to question 3.
If the student does not find the equations where the missing number is 6 in Stimulus 2b,	➨	• model the desired student action by finding the equations where the missing number is 6 in Stimulus 2b and *communicate* **"These equations have 6 as the missing number"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the equations where the missing number is 6 in Stimulus 2b,	➨	mark **B** for question 2 and move to question 3.
After teacher modeling, if the student does not find the equations where the missing number is 6 in Stimulus 2b,	➨	mark **C** for question 2 and move to question 3.

Presentation Instructions for Question 3

- *Present* Stimulus 3a and 3b.
- *Direct* the student to Stimulus 3a. *Communicate* the text in Stimulus 3a.
- *Direct* the student to each answer choice in Stimulus 3b. *Communicate* the information in each answer choice, using the phrase "a missing number" for the blank line.
- *Communicate:* **Find the equation where the missing number shows how many boxes Veronica started with.**

Stimulus 3a

Veronica had some boxes of fruit snacks. _____

Her friend gave her 3 more boxes of fruit snacks.

Then she bought 6 more boxes of fruit snacks.

Now Veronica has 12 boxes of fruit snacks.

How many boxes of fruit snacks did Veronica start with?

Stimulus 3b

* ___ + 3 + 6 = 12

3 + 6 + 12 = ___

12 - ___ - 3 = 3

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "__ + 3 + 6 = 12" in Stimulus 3b,	➨	mark **A** for question 3 and move to question 4.
If the student does not find "__ + 3 + 6 = 12" in Stimulus 3b,	➨	provide ***one*** of these allowable teacher assists to the student: • Have the student model the situation with manipulatives. **OR** • Highlight the blank line in each answer choice. **OR** • Have the student use math charts. **OR** • Highlight the number values in Stimulus 3a. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "__ + 3 + 6 = 12" in Stimulus 3b,	➨	mark **B** for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find "__ + 3 + 6 = 12" 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 equation has a missing number.**
- *Direct* the student to each part of the equation in Stimulus 4a. *Communicate:* **A missing number plus four plus three equals 13.**
- *Direct* the student to each answer choice in Stimulus 4b. *Communicate* the information in each answer choice.
- *Communicate:* **Find the missing number.**

Stimulus 4a

$\_\_\_ + 4 + 3 = 13$

Stimulus 4b

8	7	* 6

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “6” in Stimulus 4b,	➨	mark **A** for question 4 and move to question 5.
If the student does not find “6” in Stimulus 4b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “6” 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 “6” 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 table shows a multiplication pattern. Each row is multiplied by another 3 to get the output number.** *Communicate* the information in the table.
- *Communicate:* **Find the table that shows a multiplication pattern.**

Stimulus 5

*

Input	Process	Output
1	$1 \times 3 = 1 \times 3$	3
2	$1 \times 3 \times 3 = 1 \times 3^2$	9
3	$1 \times 3 \times 3 \times 3 = 1 \times 3^3$	27

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the table that shows a multiplication pattern,	➨	mark **A** for question 5 and move to question 6.
If the student does not find the table that shows a multiplication pattern,	➨	• 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 table that shows a multiplication pattern,	➨	mark **B** for question 5 and move to question 6.
After the five-second wait time, if the student does not find the table that shows a multiplication pattern,	➨	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:* **This table shows a multiplication pattern. Each row is multiplied by another 3 to get to an output number.** *Communicate* the information in the table.
- *Direct* the student to each answer choice in Stimulus 6b. *Communicate* the information in each answer choice.
- *Communicate:* **Find the table with the same multiplication pattern.**

Stimulus 6a

Input	Process	Output
1	$1 \times 3 = 1 \times 3$	3
2	$1 \times 3 \times 3 = 1 \times 3^2$	9
3	$1 \times 3 \times 3 \times 3 = 1 \times 3^3$	27

Stimulus 6b

*

Input	Process	Output
1	$8 \times 2 = 8 \times 2$	16
2	$8 \times 2 \times 2 = 8 \times 2^2$	32
3	$8 \times 2 \times 2 \times 2 = 8 \times 2^3$	64

Input	Process	Output
1	$8 \times 8 = 8^2$	64
2	$8 \times 8 \times 8 = 8^3$	512
3	$8 \times 8 \times 8 \times 8 = 8^4$	4,096

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the table with the same multiplication pattern in Stimulus 6b,	➨	mark **A** for question 6 and move to question 7.
If the student does not find the table with the same multiplication pattern in Stimulus 6b,	➨	• model the desired student action by finding the table with the same multiplication pattern in Stimulus 6b and *communicate* **"This is the table with the same multiplication pattern"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the table with the same multiplication pattern in Stimulus 6b,	➨	mark **B** for question 6 and move to question 7.
After teacher modeling, if the student does not find the table with the same multiplication pattern 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:* **Maria uses a certain amount of gas in her car each week. The number of gallons of gas she uses each week follows a pattern.** *Communicate* the information in the table.
- *Direct* the student to the empty cells in Stimulus 7a. *Communicate:* **The equation and the total number of gallons of gas Maria uses in Week 4 are missing from the table.**
- *Direct* the student to each answer choice in Stimulus 7b. *Communicate* the information in each answer choice.
- *Communicate:* **Find the equation and the total gallons of gas Maria uses in Week 4.**

Stimulus 7a

Gallons of Gas Used

Week	Process	Gallons of Gas
1	$3 \times 2 = 3 \times 2$	6
2	$3 \times 2 \times 2 = 3 \times 2^2$	12
3	$3 \times 2 \times 2 \times 2 = 3 \times 2^3$	24
4		

Stimulus 7b

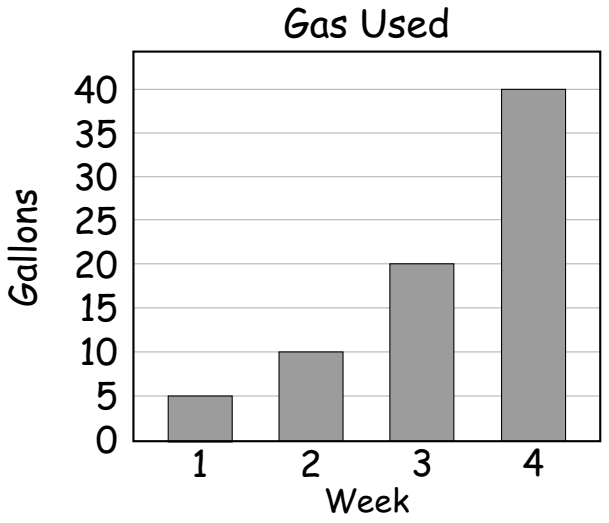
	$3 \times 3 \times 2 \times 2 \times 2 = 3^2 \times 2^3$	216
	$3 \times 3 \times 3 \times 2 \times 2 = 3^3 \times 2^4$	108
*	$3 \times 2 \times 2 \times 2 \times 2 = 3 \times 2^4$	48

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "$3 \times 2 \times 2 \times 2 \times 2 = 3 \times 2^4$ and 48" in Stimulus 7b,	➨	mark **A** for question 7 and move to question 8.
If the student does not find "$3 \times 2 \times 2 \times 2 \times 2 = 3 \times 2^4$ and 48" in Stimulus 7b,	➨	provide ***one*** of these allowable teacher assists to the student: • Highlight the 2s on the left side of each equal sign and each 2 with the exponent in the middle column in Stimulus 7a. **OR** • Have the student describe the pattern in Stimulus 7a. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "$3 \times 2 \times 2 \times 2 \times 2 = 3 \times 2^4$ and 48" in Stimulus 7b,	➨	mark **B** for question 7 and move to question 8.
After the selected teacher assistance, if the student does not find "$3 \times 2 \times 2 \times 2 \times 2 = 3 \times 2^4$ and 48" 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:* **David kept track of how many gallons of gas he used each week. The bar graph shows the number of gallons of gas he used per week for four weeks.** *Communicate* the information in the graph.
- *Direct* the student to each answer choice in Stimulus 8b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the sentence that describes the change in the amount of gas David used each week.**

Stimulus 8a



Stimulus 8b

The amount of gas he used increased by 10 gallons each week.

* The amount of gas he used doubled each week.

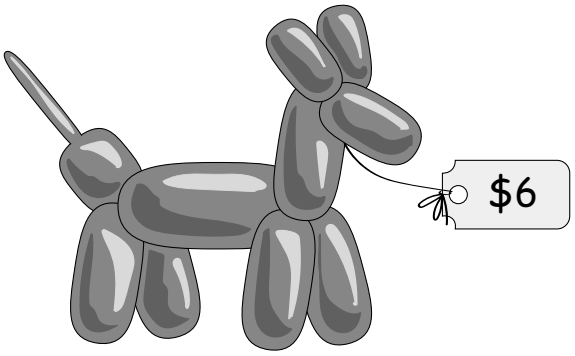
The amount of gas he used increased by 5 gallons each week.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “The amount of gas he used doubled each week” in Stimulus 8b,	➨	mark **A** for question 8 and move to question 9.
If the student does not find “The amount of gas he used doubled each week” in Stimulus 8b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “The amount of gas he used doubled each week” in Stimulus 8b,	➨	mark **B** for question 8 and move to question 9.
After the teacher repeats the instructions, if the student does not find “The amount of gas he used doubled each week” in Stimulus 8b,	➨	mark **C** for question 8 and move to question 9.

Presentation Instructions for Question 9

- *Present* Stimulus 9.
- *Direct* the student to Stimulus 9. *Communicate:* **An amusement park charges $6 for a balloon animal. The equation $6 plus $6 plus $6 equals $18 shows the amount of money it costs to buy three balloon animals.**
- *Communicate:* **Find the equation that shows the amount of money it costs to buy three balloon animals.**

Stimulus 9



* $6 + $6 + $6 = $18

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:* **This table shows the number of balloon animals and their cost at the amusement park.** *Communicate* the information in the table.
- *Direct* the student to each answer choice in Stimulus 10b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the statement that is based on the information from the table.**

Stimulus 10a

Number of Balloon Animals	Cost
3	$18
6	$36
9	$54
11	$66

Stimulus 10b

One balloon animal costs $18.

* Six balloon animals cost $36.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "Six balloon animals cost $36" in Stimulus 10b,	➨	mark **A** for question 10 and move to question 11.
If the student does not find "Six balloon animals cost $36" in Stimulus 10b,	➨	• model the desired student action by finding "Six balloon animals cost $36" in Stimulus 10b and *communicate* **"This is the statement that is based on the information from the table"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds "Six balloon animals cost $36" in Stimulus 10b,	➨	mark **B** for question 10 and move to question 11.
After teacher modeling, if the student does not find "Six balloon animals cost $36" 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:* **Balloon animals sell for $6 each at the amusement park. On Wednesday an unknown number of balloon animals were sold, for a total of $72. Six dollars times a missing number equals $72.**
- *Direct* the student to the *n* in Stimulus 11a. *Communicate:* **The letter *n* represents the missing number.**
- *Direct* the student to each answer choice in Stimulus 11b. *Communicate* the information in each answer choice.
- *Communicate:* **Find the missing number represented by the letter *n*.**

Stimulus 11a

$$\$6 \times n = \$72$$

Stimulus 11b

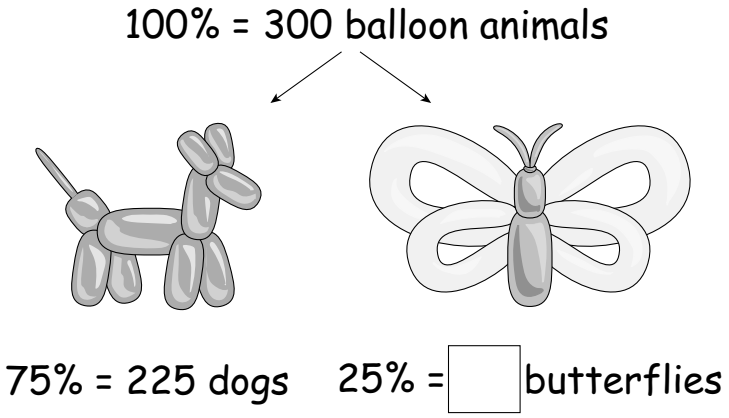
*	$n = 12$	$n = 14$	$n = 66$

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "$n = 12$" in Stimulus 11b,	➨	mark **A** for question 11 and move to question 12.
If the student does not find "$n = 12$" in Stimulus 11b,	➨	provide ***one*** of these allowable teacher assists to the student: • Insert each answer choice into the equation in Stimulus 11a. **OR** • Have the student use manipulatives to represent the problem. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "$n = 12$" in Stimulus 11b,	➨	mark **B** for question 11 and move to question 12.
After the selected teacher assistance, if the student does not find "$n = 12$" 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 the percentage and number above the dog and butterfly balloons in Stimulus 12a. *Communicate:* **Three hundred balloon animals were sold at the amusement park over the weekend.**
- *Direct* the student to the information under the dog balloon and then the information under the butterfly balloon in Stimulus 12a. *Communicate:* **Seventy-five percent, or 225 balloon animals, were dogs. Twenty-five percent of the balloon animals were butterflies.**
- *Direct* the student to each answer choice in Stimulus 12b. *Communicate* the information in each answer choice.
- *Communicate:* **Find the number of balloon animals that were butterflies.**

Stimulus 12a



Stimulus 12b

25	50	* 75

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “75” in Stimulus 12b,	➨	mark **A** for question 12 and move to question 13.
If the student does not find “75” in Stimulus 12b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “75” 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 “75” in Stimulus 12b,	➨	mark **C** for question 12 and move to question 13.

Presentation Instructions for Question 13

- *Present* Stimulus 13. *Communicate:* **The same value can be shown in different ways.**
- *Direct* the student to each number in Stimulus 13. *Communicate:* **Five hundred plus 90 plus 7 is the same value as 597.**
- *Communicate:* **Find two ways to show 597.**

Stimulus 13

*

500 + 90 + 7

597

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds two ways to show 597,	➨	mark **A** for question 13 and move to question 14.
If the student does not find two ways to show 597,	➨	• remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds two ways to show 597,	➨	mark **B** for question 13 and move to question 14.
After the five-second wait time, if the student does not find two ways to show 597,	➨	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:* **This shows the standard form and expanded form of a number: 1,643 equals 1,000 plus 600 plus 40 plus 3.**
- *Direct* the student to each answer choice in Stimulus 14b. *Communicate* the information in each answer choice.
- *Communicate:* **Find the standard form and expanded form of a number.**

Stimulus 14a

$$1{,}643 = 1{,}000 + 600 + 40 + 3$$

Stimulus 14b

2,862 = 2,862

* 2,862 = 2,000 + 800 + 60 + 2

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "2,862 = 2,000 + 800 + 60 + 2" in Stimulus 14b,	➨	mark **A** for question 14 and move to question 15.
If the student does not find "2,862 = 2,000 + 800 + 60 + 2" in Stimulus 14b,	➨	• model the desired student action by finding "2,862 = 2,000 + 800 + 60 + 2" in Stimulus 14b and *communicate* **"This is the standard form and expanded form of a number"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds "2,862 = 2,000 + 800 + 60 + 2" in Stimulus 14b,	➨	mark **B** for question 14 and move to question 15.
After teacher modeling, if the student does not find "2,862 = 2,000 + 800 + 60 + 2" in Stimulus 14b,	➨	mark **C** for question 14 and move to question 15.

Presentation Instructions for Question 15

- *Present* Stimulus 15a and 15b. *Communicate:* **A set of parentheses in an expression has an effect on the answer.**
- *Direct* the student to Stimulus 15a. *Communicate:* **This expression can be read as 16 minus the product of 2 times 7. The expression can be simplified by using the order of operations.**
- *Direct* the student to each answer choice in Stimulus 15b. *Communicate* the information in each answer choice.
- *Communicate:* **Find the simplified form of the expression.**

Stimulus 15a

$16 - (2 \times 7)$

Stimulus 15b

16 – 9

* 16 – 14

14×7

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "16 – 14" in Stimulus 15b,	➨	mark **A** for question 15 and move to question 16.
If the student does not find "16 – 14" in Stimulus 15b,	➨	provide ***one*** of these allowable teacher assists to the student: • Highlight the parentheses, subtraction sign, and multiplication sign in Stimulus 15a. **OR** • Have the student describe the order of operations. **OR** • Have the student use a math chart. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "16 – 14" in Stimulus 15b,	➨	mark **B** for question 15 and move to question 16.
After the selected teacher assistance, if the student does not find "16 – 14" in Stimulus 15b,	➨	mark **C** for question 15 and move to question 16.

Presentation Instructions for Question 16

- *Present* Stimulus 16a and 16b. *Communicate:* **A set of parentheses in an expression has an effect on the answer.**
- *Direct* the student to Stimulus 16a. *Communicate:* **Twenty minus the sum of two squared and nine.**
- *Direct* the student to each answer choice in Stimulus 16b. *Communicate* the information in each answer choice.
- *Communicate:* **Find the value of the expression.**

Stimulus 16a

$$20 - (2^2 + 9)$$

Stimulus 16b

* 7 9 25

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "7" in Stimulus 16b,	➨	mark **A** for question 16 and move to question 17.
If the student does not find "7" in Stimulus 16b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "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 "7" 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 the top equation in Stimulus 17. *Communicate:* **A missing number multiplied by the same missing number equals 64.**
- *Direct* the student to the bottom equation in Stimulus 17. *Communicate:* **This equation shows that 8 times 8 equals 64. The missing number is eight.**
- *Communicate:* **Find the equation that shows that 8 times 8 equals 64.**

Stimulus 17

_ × _ = 64

* 8 × 8 = 64

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "8 × 8 = 64,"	➨	mark **A** for question 17 and move to question 18.
If the student does not find "8 × 8 = 64,"	➨	• remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds "8 × 8 = 64,"	➨	mark **B** for question 17 and move to question 18.
After the five-second wait time, if the student does not find "8 × 8 = 64,"	➨	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:* **Eight times 8 equals 64. The two factors are the same number: eight.**
- *Direct* the student to each answer choice in Stimulus 18b. *Communicate* the information in each answer choice.
- *Communicate:* **Find the equation where both factors are the same number.**

Stimulus 18a

$\underline{8} \times \underline{8} = 64$

Stimulus 18b

$10 \times 8 = 80$

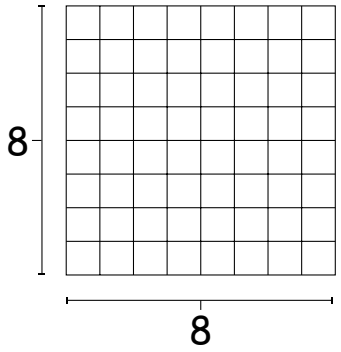
* $10 \times 10 = 100$

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "10 × 10 = 100" in Stimulus 18b,	➨	mark **A** for question 18 and move to question 19.
If the student does not find "10 × 10 = 100" in Stimulus 18b,	➨	• model the desired student action by finding "10 × 10 = 100" in Stimulus 18b and *communicate* **"This is the equation where both factors are the same number"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds "10 × 10 = 100" in Stimulus 18b,	➨	mark **B** for question 18 and move to question 19.
After teacher modeling, if the student does not find "10 × 10 = 100" in Stimulus 18b,	➨	mark **C** for question 18 and move to question 19.

Presentation Instructions for Question 19

- *Present* Stimulus 19a and 19b.
- *Direct* the student to Stimulus 19a. *Communicate:* **This grid is made up of 8 rows and 8 columns of squares.**
- *Direct* the student to each answer choice in Stimulus 19b. *Communicate* the information in each answer choice.
- *Communicate:* **Find the equation that can be used to find the total number of squares on the grid.**

Stimulus 19a



Stimulus 19b

$8 \div 8 = \_\_\_\_\_$

$8 + 8 = \_\_\_\_\_$

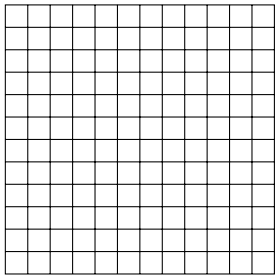
* $8 \times 8 = \_\_\_\_\_$

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "8 × 8 = __" in Stimulus 19b,	➨	mark **A** for question 19 and move to question 20.
If the student does not find "8 × 8 = __" in Stimulus 19b,	➨	provide ***one*** of these allowable teacher assists to the student: • Highlight the "÷," "+" and "×" signs in the answer choices. **OR** • Have the student solve each answer choice option. **OR** • Highlight the bottom row and the left column of Stimulus 19a. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "8 × 8 = __" 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 × 8 = __" 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 grid has the same number of squares in each row and each column. The blank lines in this equation represent the number of squares in each row and the number of squares in each column. There are two missing factors.**
- *Direct* the student to each answer choice in Stimulus 20b. *Communicate* the information in each answer choice.
- *Communicate:* **Find the missing factors in this equation that represent the grid.**

Stimulus 20a



_____ × _____ = 144

Stimulus 20b

144 and 1

13 and 13

* 12 and 12

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “12 and 12” in Stimulus 20b,	➨	mark **A** for question 20.
If the student does not find “12 and 12” in Stimulus 20b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “12 and 12” in Stimulus 20b,	➨	mark **B** for question 20.
After the teacher repeats the instructions, if the student does not find “12 and 12” in Stimulus 20b,	➨	mark **C** for question 20.

TEST INSTRUCTIONS

STAAR ALTERNATE 2
Algebra I
Spring 2025

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