STAAR®
ALTERNATE 2

State of Texas Assessments of Academic Readiness

TEST INSTRUCTIONS

Biology

STAAR Alternate 2

Administered Spring 2025

RELEASED

Texas Essential Knowledge and Skills (TEKS) Curriculum Assessed

Biology	**Cluster 1**
Strand 1 (Previously Reporting Category 4)	
Knowledge and Skills Statement B.5	Science concepts. The student knows that biological structures at multiple levels of organization perform specific functions and processes that affect life.
Essence Statement	Knows that all living things are composed of cells that perform specific functions and that viruses are different from cells.
Item 1 Prerequisite Skill	2.13.B: Record and compare how the structures and behaviors of animals help them find and take in food, water, and air.
Item 2 Prerequisite Skill	2.13.B: Record and compare how the structures and behaviors of animals help them find and take in food, water, and air.
Item 3 Prerequisite Skill	7.13.A: Identify and model the main functions of the systems of the human organism, including the circulatory, respiratory, skeletal, muscular, digestive, urinary, reproductive, integumentary, nervous, immune, and endocrine systems.
Item 4 Prerequisite Skill	7.13.A: Identify and model the main functions of the systems of the human organism, including the circulatory, respiratory, skeletal, muscular, digestive, urinary, reproductive, integumentary, nervous, immune, and endocrine systems.

Biology	**Cluster 2**
Strand 1 (Previously Reporting Category 1)	
Knowledge and Skills Statement B.6	Science concepts. The student knows how an organism grows and the importance of cell differentiation.
Essence Statement	Recognizes the importance of the cell cycle and cell differentiation to the growth of organisms.
Item 5 Prerequisite Skill	K.13.A: Identify the structures of plants, including roots, stems, leaves, flowers, and fruits.
Item 6 Prerequisite Skill	2.13.A: Identify the roots, stems, leaves, flowers, fruits, and seeds of plants and compare how those structures help different plants meet their basic needs for survival.
Item 7 Prerequisite Skill	2.13.A: Identify the roots, stems, leaves, flowers, fruits, and seeds of plants and compare how those structures help different plants meet their basic needs for survival.
Item 8 Prerequisite Skill	6.13.A: Describe the historical development of cell theory and explain how organisms are composed of one or more cells, which come from pre-existing cells and are the basic unit of structure and function.

Biology	**Cluster 3**
Strand 1 (Previously Reporting Category 5)	
Knowledge and Skills Statement B.5	Science concepts. The student knows that biological structures at multiple levels of organization perform specific functions and processes that affect life.
Essence Statement	Knows that all living things are composed of cells that perform specific functions and that viruses are different from cells.
Item 9 Prerequisite Skill	K.12.B: Observe and identify the dependence of animals on air, water, food, space, and shelter.
Item 10 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 11 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 12 Prerequisite Skill	5.13.A: Analyze the structures and functions of different species to identify how organisms survive in the same environment.

Biology	Cluster 4
Strand 3 (Previously Reporting Category 2)	
Knowledge and Skills Statement B.10	Science concepts. The student knows evolutionary theory is a scientific explanation for the unity and diversity of life that has multiple mechanisms.
Essence Statement	Knows that the unity and diversity caused by evolution can occur by multiple mechanisms.
Item 13 Prerequisite Skill	1.13.C: Compare ways that young animals resemble their parents.
Item 14 Prerequisite Skill	4.13.B: Differentiate between inherited and acquired physical traits of organisms.
Item 15 Prerequisite Skill	4.13.B: Differentiate between inherited and acquired physical traits of organisms.
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.

Biology	Cluster 5
Strand 3 (Previously Reporting Category 3)	
Knowledge and Skills Statement B.10	Science concepts. The student knows evolutionary theory is a scientific explanation for the unity and diversity of life that has multiple mechanisms.
Essence Statement	Knows that the unity and diversity caused by evolution can occur by multiple mechanisms.
Item 17 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 18 Prerequisite Skill	2.12.A: Describe how the physical characteristics of environments, including the amount of rainfall, support plants and animals within an ecosystem.
Item 19 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 20 Prerequisite Skill	5.12.C: Describe a healthy ecosystem and how human activities can be beneficial or harmful to an ecosystem.

BIOLOGY

Presentation Instructions for Question 1

- *Present* Stimulus 1.
- *Direct* the student to Stimulus 1. *Communicate:* **Animals, such as humans, must be able to move in order to avoid danger and to get resources, such as food and water. Humans have two legs to balance on for movement.**
- *Communicate:* **Find the human that is walking.**

Stimulus 1

*

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the human that is walking,	➨	mark **A** for question 1 and move to question 2.
If the student does not find the human that is walking,	➨	• 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 human that is walking,	➨	mark **B** for question 1 and move to question 2.
After the five-second wait time, if the student does not find the human that is walking,	➨	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:* **Humans move by walking on two limbs known as legs.**
- *Direct* the student to each answer choice in Stimulus 2b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the organism that walks on limbs.**

Stimulus 2a

Stimulus 2b

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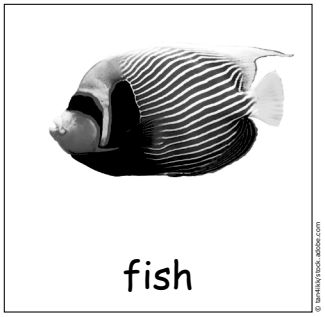
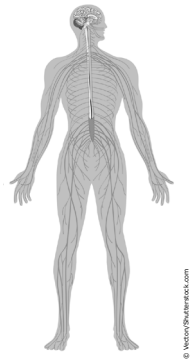


Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the flamingo in Stimulus 2b,	➨	mark **A** for question 2 and move to question 3.
If the student does not find the flamingo in Stimulus 2b,	➨	• model the desired student action by finding the flamingo in Stimulus 2b and *communicate* **"The flamingo uses limbs to walk, like a human does"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the flamingo in Stimulus 2b,	➨	mark **B** for question 2 and move to question 3.
After teacher modeling, if the student does not find the flamingo 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 human body has systems that work together to regulate all functions in the body. The nervous system controls everything a person does, including breathing, thinking, walking, and feeling.**
- *Direct* the student to each answer choice in Stimulus 3b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the part of the body that controls the nervous system.**

Stimulus 3a



nervous system

Stimulus 3b

lungs stomach * brain

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “brain” in Stimulus 3b,	➨	mark **A** for question 3 and move to question 4.
If the student does not find “brain” in Stimulus 3b,	➨	provide ***one*** of these allowable teacher assists to the student: • Have the student identify parts of the nervous system. **OR** • Identify the body parts represented in the answer choices. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “brain” in Stimulus 3b,	➨	mark **B** for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find “brain” 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:* **When humans run, they need more oxygen for organ systems to function. The lungs and respiratory system bring in oxygen that is used by all parts of the body.**
- *Direct* the student to each answer choice in Stimulus 4b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the human body system that pumps blood to transport oxygen to the body parts.**

Stimulus 4a

Stimulus 4b

digestive

* circulatory

skeletal

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “circulatory” in Stimulus 4b,	➨	mark **A** for question 4 and move to question 5.
If the student does not find “circulatory” in Stimulus 4b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “circulatory” 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 “circulatory” in Stimulus 4b,	➨	mark **C** for question 4 and move to question 5.

Presentation Instructions for Question 5

- *Present* Stimulus 5. *Communicate:* **All living things are made of cells.**
- *Direct* the student to Stimulus 5. *Communicate:* **This is a plant cell. Specialized cells in a plant form flowers.**
- *Communicate:* **Find the plant cell that helps form flowers.**

Stimulus 5

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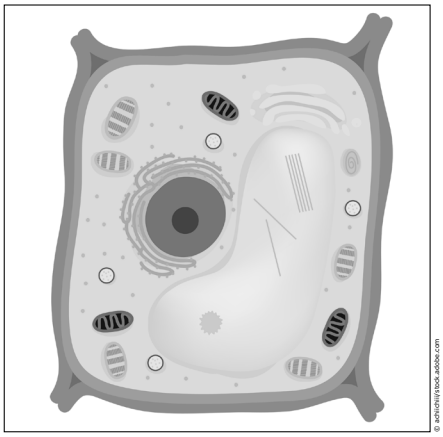


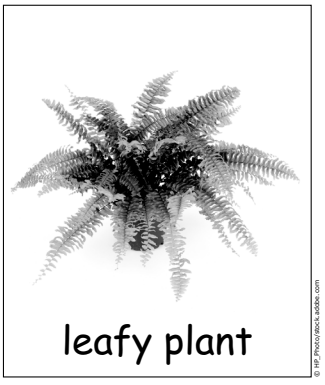
Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the plant cell,	➨	mark **A** for question 5 and move to question 6.
If the student does not find the plant cell,	➨	• remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds the plant cell,	➨	mark **B** for question 5 and move to question 6.
After the five-second wait time, if the student does not find the plant cell,	➨	mark **C** for question 5 and move to question 6.

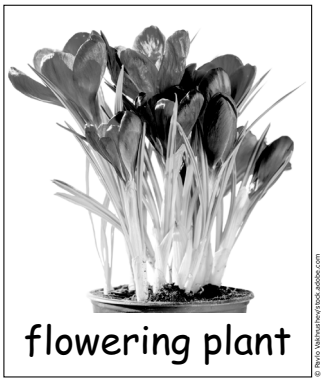
Presentation Instructions for Question 6

- *Present* Stimulus 6a and 6b. *Communicate:* **All living things are made of cells.**
- *Direct* the student to Stimulus 6a. *Communicate:* **Plants have special cells that form flowers. This is a field of plants that use their bright flowers to attract bees to pollinate them.**
- *Direct* the student to each answer choice in Stimulus 6b. *Communicate:* **This is a leafy plant. This is a flowering plant.**
- *Communicate:* **Find the plant that forms bright flowers.**

Stimulus 6a

Stimulus 6b



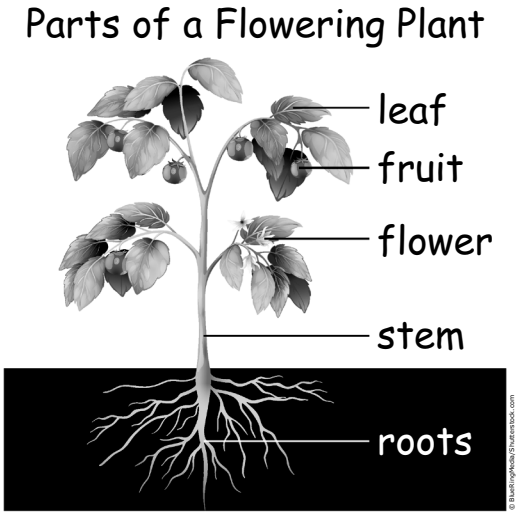
* 

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

Presentation Instructions for Question 7

- *Present* Stimulus 7a and 7b. *Communicate:* **All living things are made of cells.**
- *Direct* the student to Stimulus 7a. *Communicate:* **Plants have special cells that form different parts: leaf, fruit, flower, stem, roots.**
- *Direct* the student to each answer choice in Stimulus 7b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the part of the plant that has cells that collect water from the ground.**

Stimulus 7a



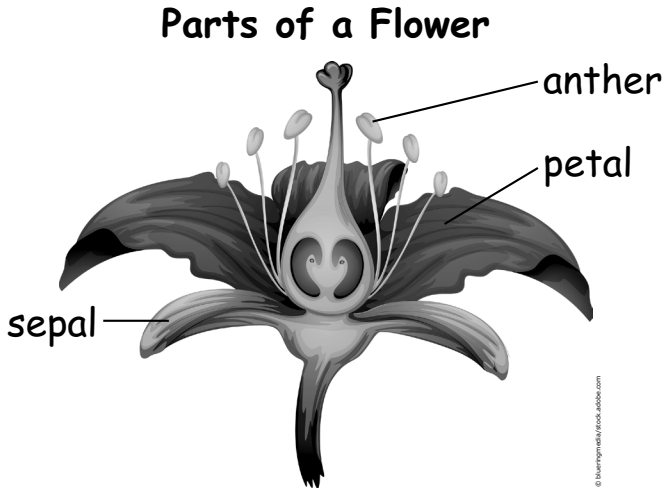
Stimulus 7b

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the roots in Stimulus 7b,	➨	mark **A** for question 7 and move to question 8.
If the student does not find the roots in Stimulus 7b,	➨	provide ***one*** of these allowable teacher assists to the student: • Highlight the answer choices on the diagram in Stimulus 7a. **OR** • Have the student identify the parts of the plant in the diagram in Stimulus 7a. **OR** • Have the student describe what he or she does when watering plants. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the roots 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 roots in Stimulus 7b,	➨	mark **C** for question 7 and move to question 8.

Presentation Instructions for Question 8

- *Present* Stimulus 8a and 8b. *Communicate:* **All living things are made of cells.**
- *Direct* the student to Stimulus 8a. *Communicate:* **Some plants have special cells that form flowers. This diagram shows different parts of a flower. Anther, petal, sepal.**
- *Direct* the student to each answer choice in Stimulus 8b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the part of the flower that contains the pollen.**

Stimulus 8a



Stimulus 8b

* anther | petal | sepal

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

Presentation Instructions for Question 9

- *Present* Stimulus 9.
- *Direct* the student to Stimulus 9. *Communicate:* **This is a beaver building a dam to stop the flow of water in a river. This is a beaver swimming in a river.**
- *Communicate:* **Find the beaver building a dam to change its environment.**

Stimulus 9

*

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the beaver building a dam,	➨	mark **A** for question 9 and move to question 10.
If the student does not find the beaver building a dam,	➨	• 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 beaver building a dam,	➨	mark **B** for question 9 and move to question 10.
After the five-second wait time, if the student does not find the beaver building a dam,	➨	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:* **A beaver lives in freshwater. It has webbed feet for swimming.**
- *Direct* the student to each answer choice in Stimulus 10b. *Communicate:* **This is a fish. This is a duck.**
- *Communicate:* **Find the animal with webbed feet for swimming.**

Stimulus 10a

Stimulus 10b

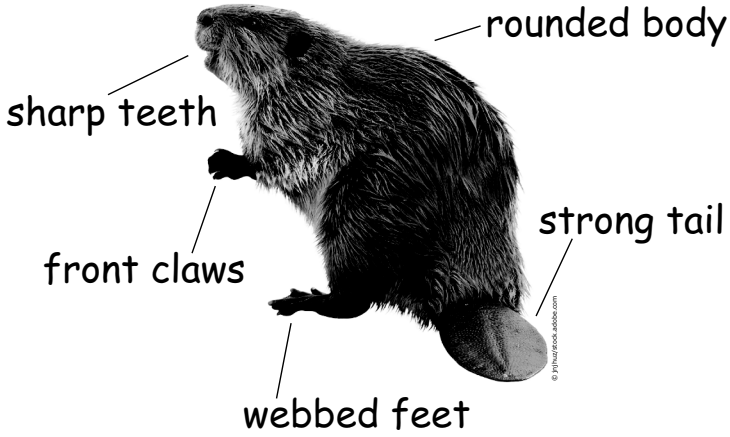
*

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the duck in Stimulus 10b,	➨	mark **A** for question 10 and move to question 11.
If the student does not find the duck in Stimulus 10b,	➨	• model the desired student action by finding the duck in Stimulus 10b and *communicate* **"The duck is the animal with webbed feet for swimming"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the duck in Stimulus 10b,	➨	mark **B** for question 10 and move to question 11.
After teacher modeling, if the student does not find the duck 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:* **A beaver has adaptations for living in its environment.** *Communicate* the text in Stimulus 11a.
- *Direct* the student to each answer choice in Stimulus 11b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the adaptation that allows the beaver to cut down trees for its home.**

Stimulus 11a



Stimulus 11b

webbed feet

front claws

* sharp teeth

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “sharp teeth” in Stimulus 11b,	➨	mark **A** for question 11 and move to question 12.
If the student does not find “sharp teeth” in Stimulus 11b,	➨	provide ***one*** of these allowable teacher assists to the student: • Highlight the answer choices in Stimulus 11a. **OR** • Have the student describe the materials a beaver needs to build a home. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “sharp teeth” in Stimulus 11b,	➨	mark **B** for question 11 and move to question 12.
After the selected teacher assistance, if the student does not find “sharp teeth” 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:* **Beavers build dams across fast-moving water in streams and rivers. These dams change the moving water in an ecosystem by creating ponds with little or no water movement.**
- *Direct* the student to each answer choice in Stimulus 12b. *Communicate* the text in each answer choice.
- *Communicate:* **Find how the creation of ponds can affect an ecosystem.**

Stimulus 12a

Stimulus 12b

creates pollution in the pond

* provides a new habitat for other animals

causes an increase in rainfall

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “provides a new habitat for other animals” in Stimulus 12b,	➨	mark **A** for question 12 and move to question 13.
If the student does not find “provides a new habitat for other animals” in Stimulus 12b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “provides a new habitat for other animals” 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 “provides a new habitat for other animals” 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 mother fox and its babies. The baby foxes look like their mother.**
- *Communicate:* **Find the baby foxes that look like their mother.**

Stimulus 13

*

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the baby foxes that look like their mother,	➨	mark **A** for question 13 and move to question 14.
If the student does not find the baby foxes that look like their mother,	➨	• 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 baby foxes that look like their mother,	➨	mark **B** for question 13 and move to question 14.
After the five-second wait time, if the student does not find the baby foxes that look like their mother,	➨	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 is a mother fox and its babies. The babies are called kits. The kits look like their parents.**
- *Direct* the student to each answer choice in Stimulus 14b. *Communicate* the text in each answer choice.
- *Communicate:* **Find what the kits inherited from their parents.**

Stimulus 14a

Stimulus 14b

* fur color

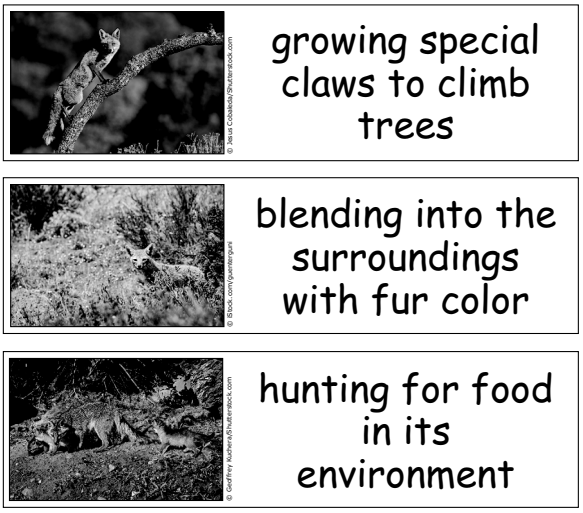
how to hunt

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “fur color” in Stimulus 14b,	➨	mark **A** for question 14 and move to question 15.
If the student does not find “fur color” in Stimulus 14b,	➨	• model the desired student action by finding “fur color” in Stimulus 14b and *communicate* **“The kits inherited their fur color from their parents”**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds “fur color” in Stimulus 14b,	➨	mark **B** for question 14 and move to question 15.
After teacher modeling, if the student does not find “fur color” in Stimulus 14b,	➨	mark **C** for question 14 and move to question 15.

Presentation Instructions for Question 15

- *Present* Stimulus 15.
- *Direct* the student to Stimulus 15. *Communicate:* **Gray fox offspring inherit traits from their parents. Foxes also learn behaviors from daily experiences with their parents.**
- *Direct* the student to each answer choice. *Communicate* the text in each answer choice.
- *Communicate:* **Find the fox behavior that is learned.**

Stimulus 15



Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "hunting for food in its environment,"	➨	mark **A** for question 15 and move to question 16.
If the student does not find "hunting for food in its environment,"	➨	provide ***one*** of these allowable teacher assists to the student: • Highlight "claws," "fur," and "hunting" in the answer choices. **OR** • Have the student describe things that can be learned. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "hunting for food in its environment,"	➨	mark **B** for question 15 and move to question 16.
After the selected teacher assistance, if the student does not find "hunting for food in its environment,"	➨	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:* **A student made observations about a fox seen in town.**
- *Communicate* the text in Stimulus 16a.
- *Direct* the student to each answer choice in Stimulus 16b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the behavior the fox has learned because of humans in its environment.**

Stimulus 16a

Stimulus 16b

climbing a tree

barking to communicate

* digging for food in trash cans

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “digging for food in trash cans” in Stimulus 16b,	➨	mark **A** for question 16 and move to question 17.
If the student does not find “digging for food in trash cans” in Stimulus 16b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “digging for food in trash cans” 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 “digging for food in trash cans” 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:* **Cougars, also called mountain lions, can live in the west and central regions of Texas.**
- *Communicate:* **Find the animal that is known as a mountain lion.**

Stimulus 17

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the cougar,	➨	mark **A** for question 17 and move to question 18.
If the student does not find the cougar,	➨	• 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 cougar,	➨	mark **B** for question 17 and move to question 18.
After the five-second wait time, if the student does not find the cougar,	➨	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:* **Cougars live primarily in rocky areas covered by thick trees.**
- *Direct* the student to each answer choice in Stimulus 18b. *Communicate:* **This is a rocky environment. This is a beach environment.**
- *Communicate:* **Find the environment where cougars would live.**

Stimulus 18a

Stimulus 18b

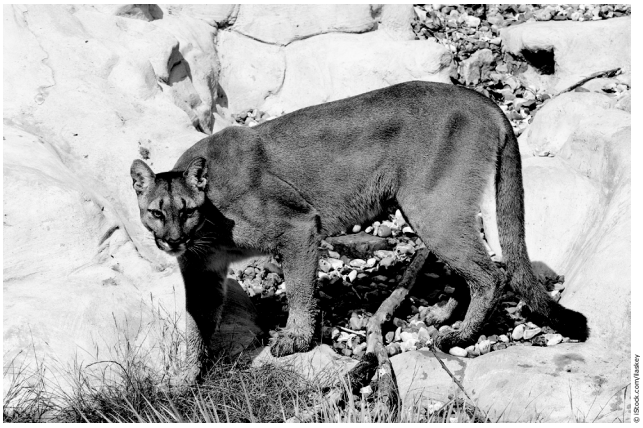
* 

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the rocky environment in Stimulus 18b,	➨	mark **A** for question 18 and move to question 19.
If the student does not find the rocky environment in Stimulus 18b,	➨	• model the desired student action by finding the rocky environment in Stimulus 18b and *communicate* **"This is the environment where cougars would live"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the rocky environment in Stimulus 18b,	➨	mark **B** for question 18 and move to question 19.
After teacher modeling, if the student does not find the rocky environment 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:* **Cougars have structures that help them survive in dense forests and rocky terrain.**
- *Direct* the student to each answer choice in Stimulus 19b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the structure that helps cougars survive in rocky terrain.**

Stimulus 19a



Stimulus 19b

loud growling to warn off predators

* strong legs to jump onto boulders

spotted fur to blend in

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “strong legs to jump onto boulders” in Stimulus 19b,	➨	mark **A** for question 19 and move to question 20.
If the student does not find “strong legs to jump onto boulders” in Stimulus 19b,	➨	provide ***one*** of these allowable teacher assists to the student: • Highlight “loud growling,” “strong legs,” and “spotted fur” in Stimulus 19b. **OR** • Have the student describe the physical characteristics of animals that live in rocky terrains. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “strong legs to jump onto boulders” in Stimulus 19b,	➨	mark **B** for question 19 and move to question 20.
After the selected teacher assistance, if the student does not find “strong legs to jump onto boulders” 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:* **Cougars prefer to live in isolation away from humans.**
- *Direct* the student to each answer choice in Stimulus 20b. *Communicate* the text in each answer choice.
- *Communicate:* **Find what would happen if humans began to build homes where cougars live.**

Stimulus 20a

Stimulus 20b

Cougars would be kept as pets.

* Cougars would move to a new environment.

Cougars would become extinct.

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

TEST INSTRUCTIONS

STAAR ALTERNATE 2
Biology
Spring 2025

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