

# **TEST ADMINISTRATOR MANUAL**

## **GRADE 5 Mathematics STAAR Alternate 2**

**Administered April 2019**

**RELEASED**



## Texas Essential Knowledge and Skills (TEKS) Curriculum Assessed

<b>Grade 5 Mathematics</b>		<b>Cluster 1</b>
<b>Reporting Category 3</b>	Geometry and Measurement: The student will demonstrate an understanding of how to represent and apply geometry and measurement concepts.	
<b>Knowledge and Skills Statement 5.4</b>	The student applies mathematical process standards to develop concepts of expressions and equations.	
<b>Essence Statement</b>	Solves problems involving perimeter, area, or volume.	
<b>Item 1 Prerequisite Skill</b>	Give an example of a measurable attribute of a given object, including length, capacity, and weight (K)	
<b>Item 2 Prerequisite Skill</b>	Give an example of a measurable attribute of a given object, including length, capacity, and weight (K)	
<b>Item 3 Prerequisite Skill</b>	Use concrete models of square units to find the area of a rectangle by covering it with no gaps or overlaps, counting to find the total number of square units, and describing the measurement using a number and the unit (2)	
<b>Item 4 Prerequisite Skill</b>	Use concrete models of square units to find the area of a rectangle by covering it with no gaps or overlaps, counting to find the total number of square units, and describing the measurement using a number and the unit (2)	

<b>Grade 5 Mathematics</b>		<b>Cluster 2</b>
<b>Reporting Category 3</b>	Geometry and Measurement: The student will demonstrate an understanding of how to represent and apply geometry and measurement concepts.	
<b>Knowledge and Skills Statement 5.8</b>	The student applies mathematical process standards to identify locations on a coordinate plane.	
<b>Essence Statement</b>	Locates points on a coordinate plane.	
<b>Item 5 Prerequisite Skill</b>	Demonstrate use of location words (such as "over," "under," "above," "on," "beside," "next to," "between," "in front of," "near," "far," etc. PK	
<b>Item 6 Prerequisite Skill</b>	Demonstrate use of location words (such as "over," "under," "above," "on," "beside," "next to," "between," "in front of," "near," "far," etc. PK	
<b>Item 7 Prerequisite Skill</b>	Name the whole number that corresponds to a specific point on a number line (2)	
<b>Item 8 Prerequisite Skill</b>	Represent whole numbers as distances from any given location on a number line (2)	

Grade 5 Mathematics		Cluster 3
<b>Reporting Category 2</b>	Computations and Algebraic Relationships: The student will demonstrate an understanding of how to perform operations and represent algebraic relationships.	
<b>Knowledge and Skills Statement 5.3</b>	The student applies mathematical process standards to develop and use strategies and methods for positive rational number computations in order to solve problems with efficiency and accuracy.	
<b>Essence Statement</b>	Solves problems using operations.	
<b>Item 9 Prerequisite Skill</b>	Solve word problems using objects and drawings to find sums up to 10 and differences within 10 (K)	
<b>Item 10 Prerequisite Skill</b>	Use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 20 and unknowns as any one of the terms in the problem such as $2 + 4 = [ ]$ ; $3 + [ ] = 7$ ; and $5 = [ ] - 3$ (1)	
<b>Item 11 Prerequisite Skill</b>	Solve one-step and multi-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms (2)	
<b>Item 12 Prerequisite Skill</b>	Solve one-step and multi-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms (2)	

Grade 5 Mathematics		Cluster 4
<b>Reporting Category 1</b>	Numerical Representations and Relationships: The student will demonstrate an understanding of how to represent and manipulate numbers and expressions.	
<b>Knowledge and Skills Statement 5.2</b>	The student applies mathematical process standards to represent, compare, and order positive rational numbers and understand relationships as related to place value.	
<b>Essence Statement</b>	Uses numbers to demonstrate an understanding of place value.	
<b>Item 13 Prerequisite Skill</b>	Use comparative language to describe two numbers up to 20 presented as written numerals (K)	
<b>Item 14 Prerequisite Skill</b>	Order whole numbers up to 120 using place value and open number lines (1)	
<b>Item 15 Prerequisite Skill</b>	Use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols ( $>$ , $<$ , or $=$ ) (2)	
<b>Item 16 Prerequisite Skill</b>	Compare and order whole numbers up to 100,000 and represent comparisons using the symbols $>$ , $<$ , or $=$ (3)	

<b>Grade 5 Mathematics</b>		<b>Cluster 5</b>
<b>Reporting Category 4</b>	Data Analysis and Personal Financial Literacy: The student will demonstrate an understanding of how to represent and analyze data and how to describe and apply personal financial concepts.	
<b>Knowledge and Skills Statement 5.9</b>	The student applies mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data.	
<b>Essence Statement</b>	Uses graphs to organize and interpret data.	
<b>Item 17 Prerequisite Skill</b>	Use data to create picture and bar-type graphs (1)	
<b>Item 18 Prerequisite Skill</b>	Use data to create picture and bar-type graphs (1)	
<b>Item 19 Prerequisite Skill</b>	Explain that the length of a bar in a bar graph or the number of pictures in a pictograph represents the number of data points for a given category (2)	
<b>Item 20 Prerequisite Skill</b>	Explain that the length of a bar in a bar graph or the number of pictures in a pictograph represents the number of data points for a given category (2)	

Additional resources for STAAR Alternate 2, including the STAAR Alternate 2 Test Administrator Manual and the STAAR Alternate 2 Educator Guide, are available online: <http://tea.texas.gov/student.assessment/special-ed/staaralt/>



# MATHEMATICS



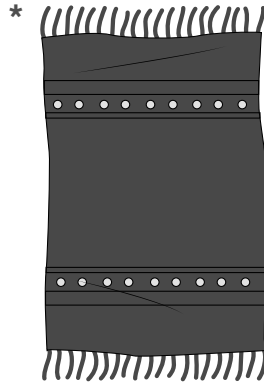


## Presentation Instructions for Question 1

- *Present* Stimulus 1. *Communicate*: **The distance around an object can be measured.**
- *Direct* the student to the rug. *Communicate*: **Here is a rug. The sides of the rug can be measured to find the length and width.**
- *Communicate*: **Find the rug.**

---

### Stimulus 1



---

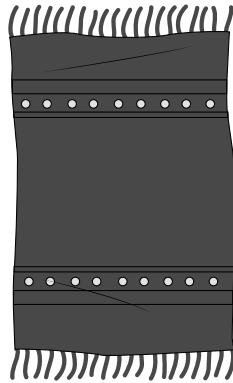
### Scoring Instructions

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

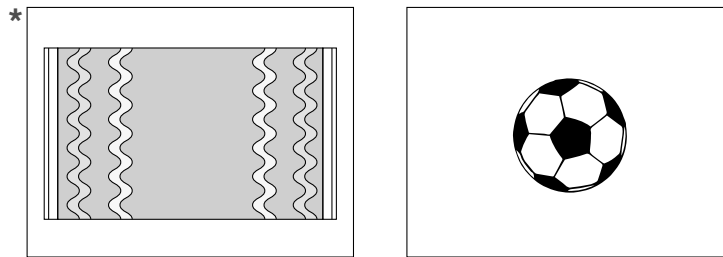
## Presentation Instructions for Question 2

- Present Stimulus 2a and 2b. *Communicate:* **The distance around an object can be measured.**
- Direct the student to the rug in Stimulus 2a. *Communicate:* **The sides of this rug can be measured to find the length and width.**
- Direct the student to each answer choice in Stimulus 2b. *Communicate:* **Here is a beach towel. Here is a soccer ball.**
- *Communicate:* **Find the object that can be measured to find the length and width.**

### Stimulus 2a



### Stimulus 2b



### Scoring Instructions

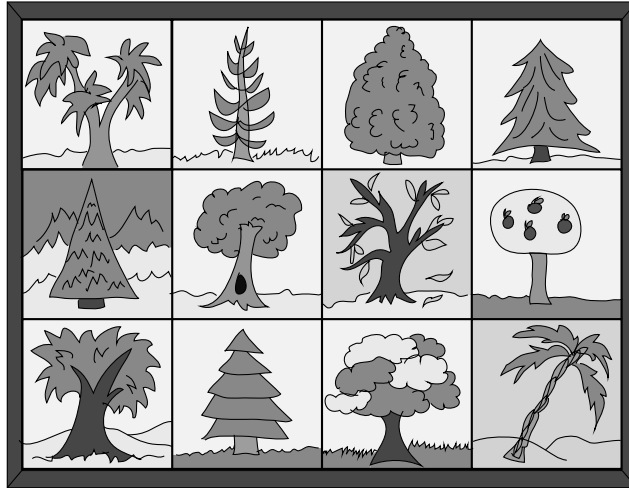
Student Action		Test Administrator Action
If the student finds the beach towel in Stimulus 2b,	➡	mark <b>A</b> for question 2 and move to question 3.
If the student does not find the beach towel in Stimulus 2b,	➡	<ul style="list-style-type: none"> <li>• model the desired student action by finding the beach towel in Stimulus 2b and <i>communicate</i> <b>“This beach towel can be measured to find the length and width”</b>;</li> <li>and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds the beach towel in Stimulus 2b,	➡	mark <b>B</b> for question 2 and move to question 3.
After teacher modeling, if the student does not find the beach towel in Stimulus 2b,	➡	mark <b>C</b> for question 2 and move to question 3.

### Presentation Instructions for Question 3

- Present Stimulus 3a and 3b. *Communicate:* **The area an object covers can be measured.**
- Direct the student to Stimulus 3a. *Communicate:* **Students made pictures of trees on squares of paper. Their teacher used the pictures to completely cover the area of a bulletin board.**
- Direct the student to each answer choice in Stimulus 3b. *Communicate* each answer choice.
- *Communicate:* **Find how many pictures the teacher used to cover the area of the bulletin board.**

---

#### Stimulus 3a



#### Stimulus 3b

10 pictures

\* 12 pictures

4 pictures

---

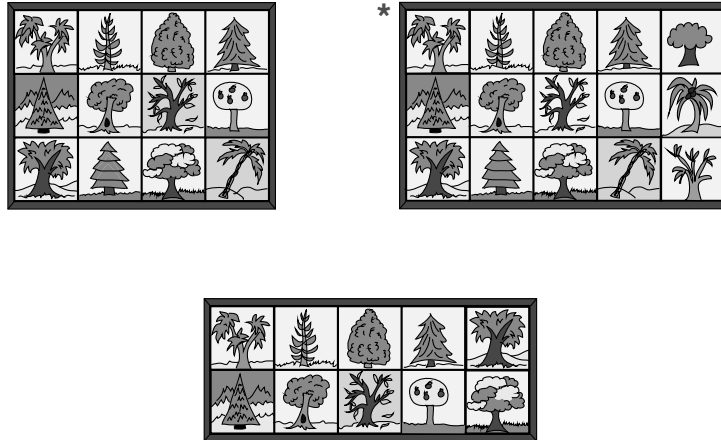
## Scoring Instructions

Student Action	Test Administrator Action
If the student finds “12 pictures” in Stimulus 3b,	➡ mark <b>A</b> for question 3 and move to question 4.
If the student does not find “12 pictures” in Stimulus 3b,	➡ provide <b>one</b> of these allowable teacher assists to the student: <ul style="list-style-type: none"> <li>• Have the student point to or identify each picture in Stimulus 3a. <b>OR</b></li> <li>• Highlight or trace the outline of each picture in Stimulus 3a. <b>OR</b></li> <li>• Have the student describe what “area” means.</li> </ul> Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “12 pictures” in Stimulus 3b,	➡ mark <b>B</b> for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find “12 pictures” in Stimulus 3b,	➡ mark <b>C</b> for question 3 and move to question 4.

## Presentation Instructions for Question 4

- Present Stimulus 4. *Communicate:* **The area an object covers can be measured.**
- *Communicate:* **A bulletin board has an area of 15 square pictures.**
- Direct the student to each answer choice in Stimulus 4. *Communicate:* **Here are three bulletin boards with square pictures.**
- *Communicate:* **Find the bulletin board with an area of 15 square pictures.**

### Stimulus 4



<b>Scoring Instructions</b>	
<b>Student Action</b>	<b>Test Administrator Action</b>
If the student finds the bulletin board with 15 square pictures,	➡ mark <b>A</b> for question 4 and move to question 5.
If the student does not find the bulletin board with 15 square pictures,	➡ replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds the bulletin board with 15 square pictures,	➡ mark <b>B</b> for question 4 and move to question 5.
After the teacher repeats the instructions, if the student does not find the bulletin board with 15 square pictures,	➡ mark <b>C</b> for question 4 and move to question 5.

## Presentation Instructions for Question 5

- *Present* Stimulus 5.
- *Direct* the student to each shape on the line. *Communicate*: **This line shows shapes next to each other. Star. Square.**
- *Communicate*: **Find the square that is next to the star.**

### Stimulus 5



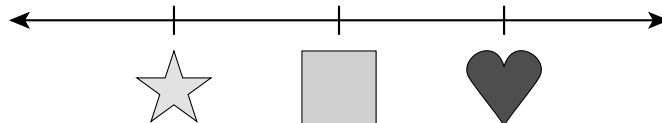
### Scoring Instructions

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

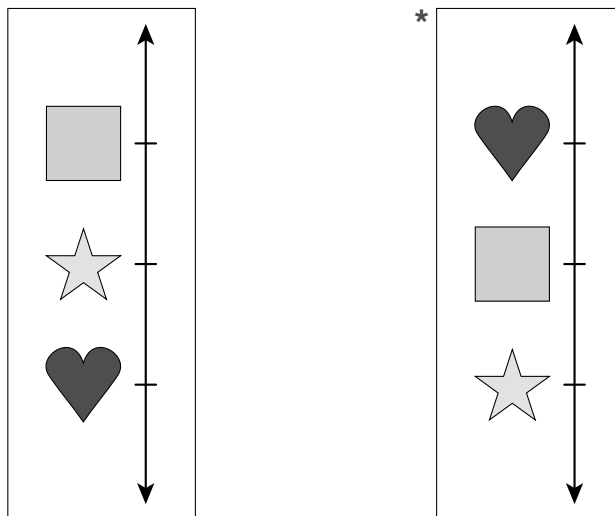
## Presentation Instructions for Question 6

- Present Stimulus 6a and 6b.
- Direct the student to each shape in Stimulus 6a. *Communicate:* **This line shows shapes next to each other. The square is between the star and the heart.**
- Direct the student to each answer choice in Stimulus 6b. *Communicate:* **These lines are turned.**
- *Communicate:* **Find the line that shows the square between the star and the heart.**

### Stimulus 6a



### Stimulus 6b



### Scoring Instructions

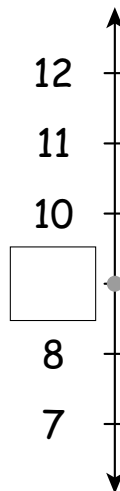
Student Action		Test Administrator Action
If the student finds the line that shows star, square, heart from the bottom in Stimulus 6b,	➡	mark <b>A</b> for question 6 and move to question 7.
If the student does not find the line that shows star, square, heart from the bottom in Stimulus 6b,	➡	<ul style="list-style-type: none"> <li>• model the desired student action by finding the line that shows star, square, heart from the bottom in Stimulus 6b and <i>communicate</i> <b>“This line shows the square between the star and the heart”</b>; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds the line that shows star, square, heart from the bottom in Stimulus 6b,	➡	mark <b>B</b> for question 6 and move to question 7.
After teacher modeling, if the student does not find the line that shows star, square, heart from the bottom in Stimulus 6b,	➡	mark <b>C</b> for question 6 and move to question 7.

## Presentation Instructions for Question 7

- Present Stimulus 7a and 7b.
- Direct the student to Stimulus 7a without allowing the student to use a completed number line as a supplemental aid. *Communicate:* **This number line shows the numbers from 7 to 12.**
- Direct the student to the empty box in Stimulus 7a. *Communicate:* **A number on the number line is missing.**
- Direct the student to each answer choice in Stimulus 7b.
- *Communicate:* **Find the missing number.**

---

### Stimulus 7a



### Stimulus 7b

\*



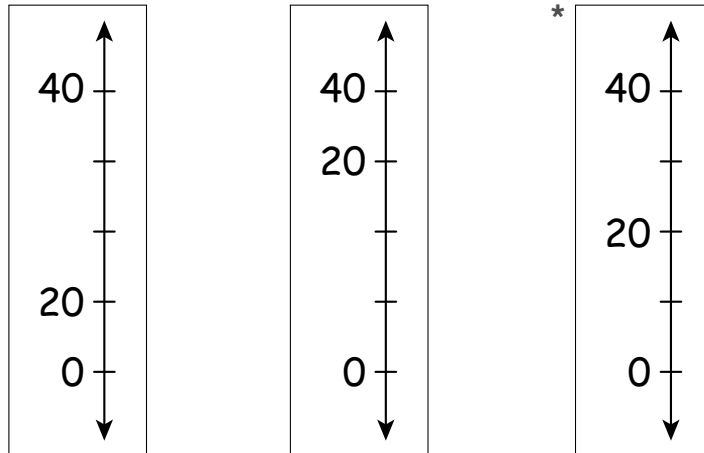
## Scoring Instructions

Student Action		Test Administrator Action
If the student finds “9” in Stimulus 7b,	➡	mark <b>A</b> for question 7 and move to question 8.
If the student does not find “9” in Stimulus 7b,	➡	provide <b>one</b> of these allowable teacher assists to the student: <ul style="list-style-type: none"> <li>• Have the student count from 7 to 12 while pointing to the hash marks on the number line. <b>OR</b></li> <li>• Highlight the hash marks shown on the number line. <b>OR</b></li> <li>• Try out each answer choice in the empty box in Stimulus 7a.</li> </ul> Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “9” in Stimulus 7b,	➡	mark <b>B</b> for question 7 and move to question 8.
After the selected teacher assistance, if the student does not find “9” in Stimulus 7b,	➡	mark <b>C</b> for question 7 and move to question 8.

## Presentation Instructions for Question 8

- *Present* Stimulus 8.
- *Direct* the student to each answer choice. *Communicate*: **One of these number lines shows the number 20 in the correct place.**
- *Communicate*: **Find the number line that shows the number 20 in the correct place.**

### Stimulus 8



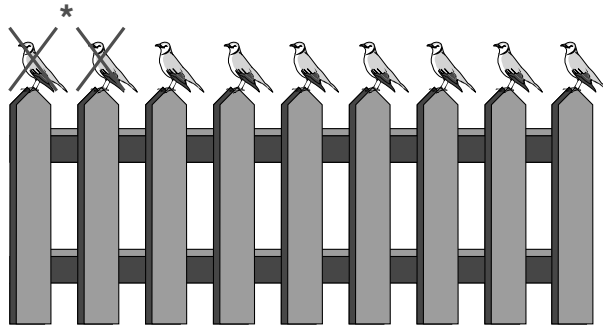
### Scoring Instructions

Student Action		Test Administrator Action
If the student finds the number line with 20 at the third hash mark from the bottom,	➡	mark <b>A</b> for question 8 and move to question 9.
If the student does not find the number line with 20 at the third hash mark from the bottom,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds the number line with 20 at the third hash mark from the bottom,	➡	mark <b>B</b> for question 8 and move to question 9.
After the teacher repeats the instructions, if the student does not find the number line with 20 at the third hash mark from the bottom,	➡	mark <b>C</b> for question 8 and move to question 9.

## Presentation Instructions for Question 9

- *Present* Stimulus 9.
- *Direct* the student to each set of birds as it is described. *Communicate*: **Nine birds landed on a fence. Then two of the birds flew away. Now there are seven birds on the fence.**
- *Communicate*: **Find the two birds that flew away.**

### Stimulus 9

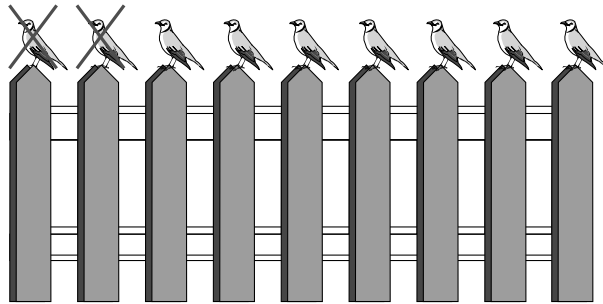


<b>Scoring Instructions</b>	
Student Action	Test Administrator Action
If the student finds the two birds that are marked out,	➡ mark <b>A</b> for question 9 and move to question 10.
If the student does not find the two birds that are marked out,	➡ <ul style="list-style-type: none"> <li>remove the stimulus;</li> <li>wait at least five seconds; and</li> <li>replicate the initial presentation instructions.</li> </ul>
After the five-second wait time, if the student finds the two birds that are marked out,	➡ mark <b>B</b> for question 9 and move to question 10.
After the five-second wait time, if the student does not find the two birds that are marked out,	➡ mark <b>C</b> for question 9 and move to question 10.

## Presentation Instructions for Question 10

- Present Stimulus 10a and 10b.
- Direct the student to the birds in Stimulus 10a. *Communicate:* **Nine birds landed on a fence. Then two of the birds flew away. Now there are seven birds on the fence.**
- Direct the student to each answer choice in Stimulus 10b. *Communicate:* **Here are two number sentences.**
- *Communicate:* **Find the number sentence that shows that two birds flew away.**

### Stimulus 10a



### Stimulus 10b

$9 + 2 = 11$	*	$9 - 2 = 7$
--------------	---	-------------

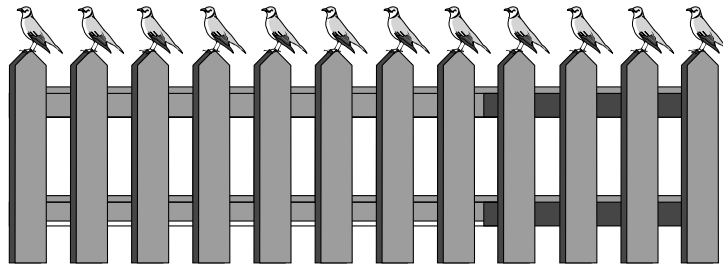
### Scoring Instructions

Student Action	Test Administrator Action
If the student finds “ $9 - 2 = 7$ ” in Stimulus 10b,	➡ mark <b>A</b> for question 10 and move to question 11.
If the student does not find “ $9 - 2 = 7$ ” in Stimulus 10b,	➡ <ul style="list-style-type: none"> <li>• model the desired student action by finding “<math>9 - 2 = 7</math>” in Stimulus 10b and <i>communicate</i> <b>“This number sentence shows that two birds flew away”</b>; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds “ $9 - 2 = 7$ ” in Stimulus 10b,	➡ mark <b>B</b> for question 10 and move to question 11.
After teacher modeling, if the student does not find “ $9 - 2 = 7$ ” in Stimulus 10b,	➡ mark <b>C</b> 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*: **Twelve birds were sitting on a fence. First, four birds flew away. Then five birds flew away. This subtraction number sentence has a missing number.**
- *Direct* the student to each answer choice in Stimulus 11b.
- *Communicate*: **Find how many birds are left on the fence.**

### Stimulus 11a



$$12 - 4 - 5 = \square$$

### Stimulus 11b

$$\square 9 \quad * \quad \square 3 \quad \square 8$$

### Scoring Instructions

Student Action		Test Administrator Action
If the student finds "3" in Stimulus 11b,	➡	mark <b>A</b> for question 11 and move to question 12.
If the student does not find "3" in Stimulus 11b,	➡	provide <b>one</b> of these allowable teacher assists to the student: <ul style="list-style-type: none"> <li>• Have the student cross off the birds that flew away in Stimulus 11a. <b>OR</b></li> <li>• Have the student try out each answer choice in the empty box. <b>OR</b></li> <li>• Have the student replicate the scenario with manipulatives. <b>OR</b></li> <li>• Highlight the minus signs.</li> </ul> Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "3" in Stimulus 11b,	➡	mark <b>B</b> for question 11 and move to question 12.
After the selected teacher assistance, if the student does not find "3" in Stimulus 11b,	➡	mark <b>C</b> for question 11 and move to question 12.

## Presentation Instructions for Question 12

- *Present* Stimulus 12a and 12b.
- *Direct* the student to the number sentence in Stimulus 12a. *Communicate*: **Twelve birds sat on the fence. Nine birds flew away. Ten more birds came back to the fence. This number sentence has a missing number.**
- *Direct* the student to each answer choice in Stimulus 12b.
- *Communicate*: **Find how many birds are on the fence now.**

---

### Stimulus 12a

$$12 - 9 + 10 = \square$$

### Stimulus 12b

7

19

\* 13

---

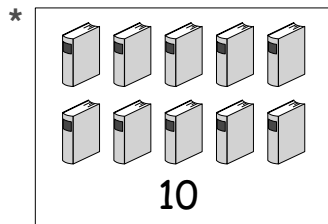
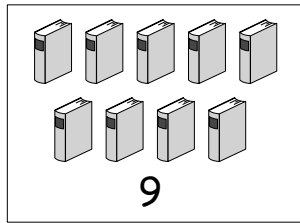
### Scoring Instructions

Student Action		Test Administrator Action
If the student finds "13" in Stimulus 12b,	➡	mark <b>A</b> for question 12 and move to question 13.
If the student does not find "13" in Stimulus 12b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "13" in Stimulus 12b,	➡	mark <b>B</b> for question 12 and move to question 13.
After the teacher repeats the instructions, if the student does not find "13" in Stimulus 12b,	➡	mark <b>C</b> for question 12 and move to question 13.

## Presentation Instructions for Question 13

- *Present* Stimulus 13. *Communicate*: **Numbers can be compared to show which number is more.**
- *Direct* the student to the answer choice on the top. *Communicate*: **Here are nine books and the number 9.**
- *Direct* the student to the answer choice on the bottom. *Communicate*: **Here are 10 books and the number 10. Ten is more than nine.**
- *Communicate*: **Find the number of books that is more than nine.**

### Stimulus 13



### Scoring Instructions

Student Action		Test Administrator Action
If the student finds 10 books,	➡	mark <b>A</b> for question 13 and move to question 14.
If the student does not find 10 books,	➡	<ul style="list-style-type: none"> <li>• remove the stimulus;</li> <li>• wait at least five seconds; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After the five-second wait time, if the student finds 10 books,	➡	mark <b>B</b> for question 13 and move to question 14.
After the five-second wait time, if the student does not find 10 books,	➡	mark <b>C</b> for question 13 and move to question 14.

## Presentation Instructions for Question 14

- *Present* Stimulus 14a and 14b. *Communicate*: **Numbers can be put in order from least to greatest.**
- *Direct* the student to Stimulus 14a. *Communicate*: **Here is a set of numbers that is in order from least to greatest: 8, 9, 10.**
- *Direct* the student to each answer choice in Stimulus 14b. *Communicate*: **Here are other sets of numbers: 30, 28, 29 and 28, 29, 30.**
- *Communicate*: **Find the set of numbers that is in order from least to greatest.**

Stimulus 14a

8 9 10

Stimulus 14b

30 28 29	*	28 29 30
----------	---	----------

### Scoring Instructions

Student Action		Test Administrator Action
If the student finds “28, 29, 30” in Stimulus 14b,	➡	mark <b>A</b> for question 14 and move to question 15.
If the student does not find “28, 29, 30” in Stimulus 14b,	➡	<ul style="list-style-type: none"> <li>model the desired student action by finding “28, 29, 30” in Stimulus 14b and <i>communicate</i> <b>“This set of numbers is in order from least to greatest”</b>; and</li> <li>replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds “28, 29, 30” in Stimulus 14b,	➡	mark <b>B</b> for question 14 and move to question 15.
After teacher modeling, if the student does not find “28, 29, 30” in Stimulus 14b,	➡	mark <b>C</b> for question 14 and move to question 15.



## Presentation Instructions for Question 15

- *Present* Stimulus 15a and 15b. *Communicate*: **Numbers can be put in order from least to greatest.**
- *Direct* the student to the empty box in Stimulus 15a. *Communicate*: **Here is a set of numbers in order from least to greatest. The first number is missing.**
- *Direct* the student to each answer choice in Stimulus 15b.
- *Communicate*: **Find the number that goes first.**

Stimulus 15a

40 400

Stimulus 15b

\*

### Scoring Instructions

Student Action		Test Administrator Action
If the student finds “4” in Stimulus 15b,	➡	mark <b>A</b> for question 15 and move to question 16.
If the student does not find “4” in Stimulus 15b,	➡	<p>provide <b>one</b> of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> <li>• Have the student describe what “least to greatest” means. <b>OR</b></li> <li>• Have the student try out each answer choice in the empty box in Stimulus 15a. <b>OR</b></li> <li>• Have the student describe how the numbers in Stimulus 15a are changing from left to right.</li> </ul> <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds “4” in Stimulus 15b,	➡	mark <b>B</b> for question 15 and move to question 16.
After the selected teacher assistance, if the student does not find “4” in Stimulus 15b,	➡	mark <b>C</b> for question 15 and move to question 16.

## Presentation Instructions for Question 16

- *Present* Stimulus 16. *Communicate*: Numbers can be put in order from least to greatest.
- *Communicate*: Here are sets of numbers. One of the sets is in order from least to greatest.
- *Direct* the student to each answer choice in Stimulus 16.
- *Communicate*: Find the set of numbers that is in order from least to greatest.

---

### Stimulus 16

300 60 7

60 7 300

\* 7 60 300

---

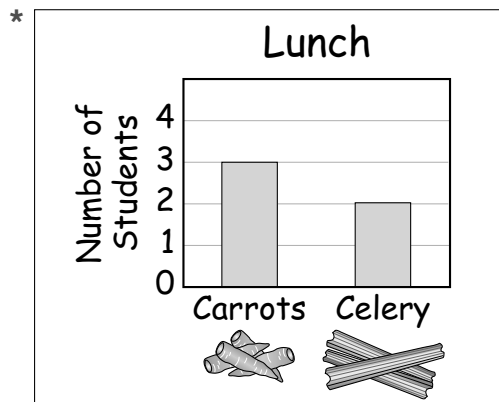
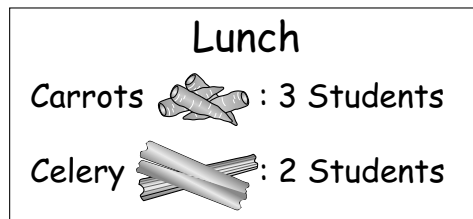
### Scoring Instructions

Student Action		Test Administrator Action
If the student finds "7, 60, 300,"	➡	mark <b>A</b> for question 16 and move to question 17.
If the student does not find "7, 60, 300,"	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "7, 60, 300,"	➡	mark <b>B</b> for question 16 and move to question 17.
After the teacher repeats the instructions, if the student does not find "7, 60, 300,"	➡	mark <b>C</b> for question 16 and move to question 17.

## Presentation Instructions for Question 17

- *Present* Stimulus 17.
- *Direct* the student to the answer choice on the top. *Communicate*: **This is a list of data. It shows that three students chose carrots for lunch and two students chose celery for lunch on Monday.**
- *Direct* the student to the answer choice on the bottom. *Communicate*: **This is a bar graph. It also shows that three students chose carrots for lunch and two students chose celery for lunch on Monday.**
- *Communicate*: **Find the bar graph.**

### Stimulus 17



### Scoring Instructions

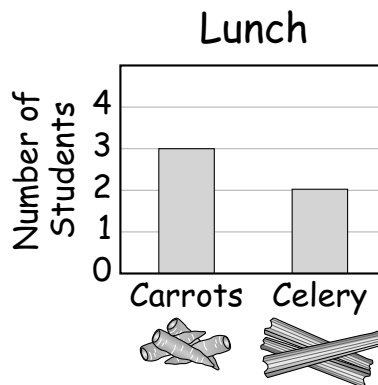
Student Action	Test Administrator Action
If the student finds the bar graph,	➡ mark <b>A</b> for question 17 and move to question 18.
If the student does not find the bar graph,	➡ <ul style="list-style-type: none"> <li>• remove the stimulus;</li> <li>• wait at least five seconds; and</li> <li>• replicate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

## Presentation Instructions for Question 18

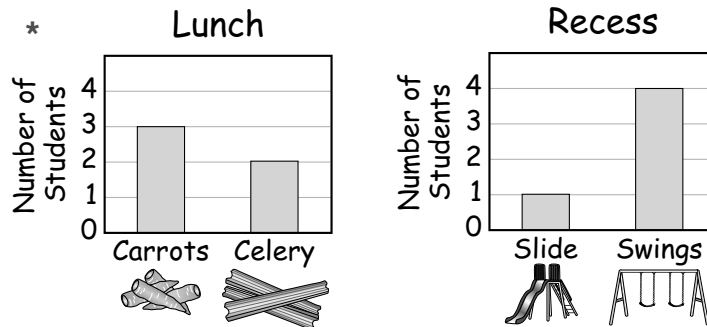
- Present Stimulus 18a and 18b.
- Direct the student to Stimulus 18a. *Communicate:* **This bar graph shows how many students chose carrots or celery for lunch on Monday.**
- Direct the student to each answer choice in Stimulus 18b. *Communicate:* **Here are other bar graphs.**
- Communicate the title and labels in each graph in Stimulus 18b.
- *Communicate:* **Find the bar graph that shows how many students chose carrots or celery for lunch on Monday.**

---

### Stimulus 18a



### Stimulus 18b



## Scoring Instructions

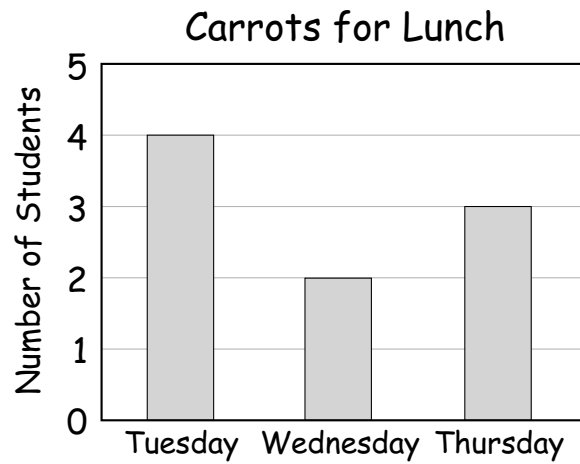
Student Action	Test Administrator Action
If the student finds the bar graph titled "Lunch" in Stimulus 18b,	➡ mark <b>A</b> for question 18 and move to question 19.
If the student does not find the bar graph titled "Lunch" in Stimulus 18b,	➡ <ul style="list-style-type: none"> <li>• model the desired student action by finding the bar graph titled "Lunch" in Stimulus 22b and <i>communicate</i> <b>"This bar graph shows how many students chose carrots or celery for lunch on Monday"</b>; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds the bar graph titled "Lunch" in Stimulus 18b,	➡ mark <b>B</b> for question 18 and move to question 19.
After teacher modeling, if the student does not find the bar graph titled "Lunch" in Stimulus 18b,	➡ mark <b>C</b> for question 18 and move to question 19.

## Presentation Instructions for Question 19

- Present Stimulus 19a and 19b.
- Direct the student to each part of the bar graph in Stimulus 19a. *Communicate:* **This bar graph shows how many students chose carrots for lunch on Tuesday, Wednesday, and Thursday.**
- *Communicate* the title and labels on the graph in Stimulus 19a.
- Direct the student to each answer choice in Stimulus 19b. *Communicate* each answer choice.
- *Communicate:* **Find how many students chose carrots on Wednesday.**

---

### Stimulus 19a



### Stimulus 19b

       \*

---

## Scoring Instructions

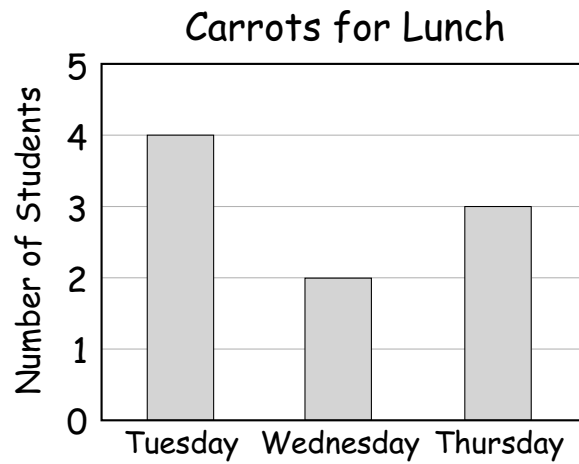
Student Action		Test Administrator Action
If the student finds “2 students” in Stimulus 19b,	➡	mark <b>A</b> for question 19 and move to question 20.
If the student does not find “2 students” in Stimulus 19b,	➡	provide <b>one</b> of these allowable teacher assists to the student: <ul style="list-style-type: none"> <li>• Highlight all the numbers on the left axis in Stimulus 19a. <b>OR</b></li> <li>• Highlight the horizontal line at the top of each bar to the number it represents on the left axis in Stimulus 19a. <b>OR</b></li> <li>• Highlight “Wednesday” on the graph in Stimulus 19a.</li> </ul> Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “2 students” in Stimulus 19b,	➡	mark <b>B</b> for question 19 and move to question 20.
After the selected teacher assistance, if the student does not find “2 students” in Stimulus 19b,	➡	mark <b>C</b> for question 19 and move to question 20.

## Presentation Instructions for Question 20

- Present Stimulus 20a and 20b.
- Direct the student to each part of Stimulus 20a. *Communicate:* **This bar graph shows how many students chose carrots for lunch on Tuesday, Wednesday, and Thursday.**
- *Communicate* the title and labels on the graph.
- Direct the student to each answer choice in Stimulus 20b. *Communicate* each answer choice.
- *Communicate:* **Find the day that most students chose carrots for lunch.**

---

### Stimulus 20a



### Stimulus 20b

\*

---



## Scoring Instructions

Student Action		Test Administrator Action
If the student finds "Tuesday" in Stimulus 20b,	➡	mark <b>A</b> for question 20.
If the student does not find "Tuesday" in Stimulus 20b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "Tuesday" in Stimulus 20b,	➡	mark <b>B</b> for question 20.
After the teacher repeats the instructions, if the student does not find "Tuesday" in Stimulus 20b,	➡	mark <b>C</b> for question 20.

**TEST  
ADMINISTRATOR  
MANUAL**

**STAAR ALTERNATE 2  
GRADE 5  
Mathematics  
April 2019**