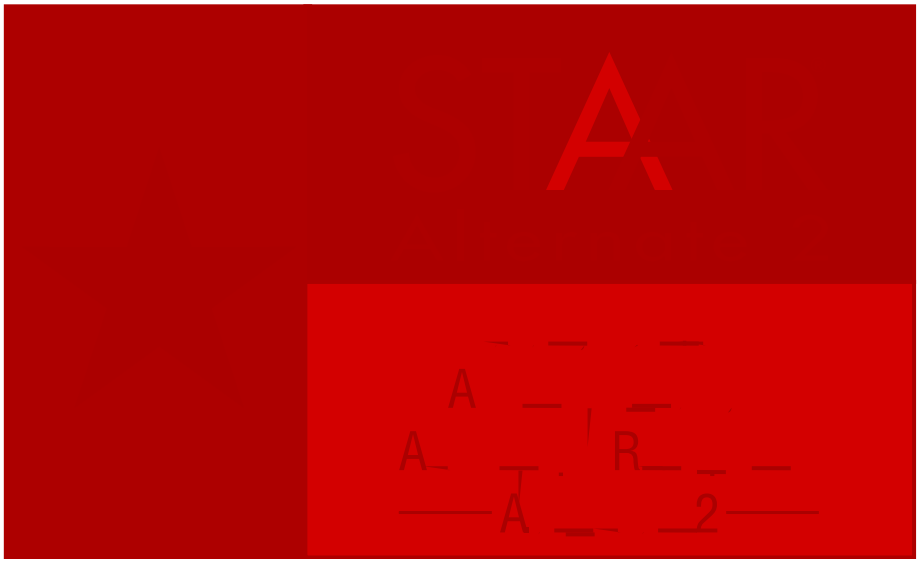


TEST ADMINISTRATOR MANUAL

GRADE 3
Mathematics
STAAR Alternate 2

Administered April 2016

RELEASED

Texas Essential Knowledge and Skills (TEKS) Curriculum Assessed

Grade 3 Mathematics	Cluster 3
Reporting Category 4	Data Analysis and Personal Financial Literacy: The student will demonstrate an understanding of how to represent and analyze data and how to describe and apply personal financial concepts.
Knowledge and Skills Statement 3.8	The student applies mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data.
Essence Statement	Uses graphs to organize and interpret data.
Item 9 Prerequisite Skill	collect data and organize it in a graphic representation (P-K)
Item 10 Prerequisite Skill	collect data and organize it in a graphic representation (P-K)
Item 11 Prerequisite Skill	collect, sort, and organize data into two or three categories (K)
Item 12 Prerequisite Skill	collect, sort, and organize data into two or three categories (K)

Grade 3 Mathematics	Cluster 4
Reporting Category 2	Computations and Algebraic Relationships: The student will demonstrate an understanding of how to perform operations and represent algebraic relationships.
Knowledge and Skills Statement 3.5	The student applies mathematical process standards to analyze and create patterns and relationships.
Essence Statement	Models or solves problems involving whole number relationships.
Item 13 Prerequisite Skill	recognize and create patterns (P-K)
Item 14 Prerequisite Skill	recognize and create patterns (P-K)
Item 15 Prerequisite Skill	recognize and create patterns (P-K)
Item 16 Prerequisite Skill	explain the strategies used to solve problems involving adding and subtracting within 10 using spoken words, concrete and pictorial models, and number sentences (K)

Grade 3 Mathematics	Cluster 5
Reporting Category 2	Computations and Algebraic Relationships: The student will demonstrate an understanding of how to perform operations and represent algebraic relationships.
Knowledge and Skills Statement 3.4	The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy.
Essence Statement	Solves problems using operations involving whole numbers.
Item 17 Prerequisite Skill	use concrete models or make a verbal word problem for adding up to 5 objects (P-K)
Item 18 Prerequisite Skill	use concrete models or make a verbal word problem for adding up to 5 objects (P-K)
Item 19 Prerequisite Skill	model the action of joining to represent addition and the action of separating to represent subtraction (K)
Item 20 Prerequisite Skill	model the action of joining to represent addition and the action of separating to represent subtraction (K)

MATHEMATICS

Presentation Instructions for Question 1

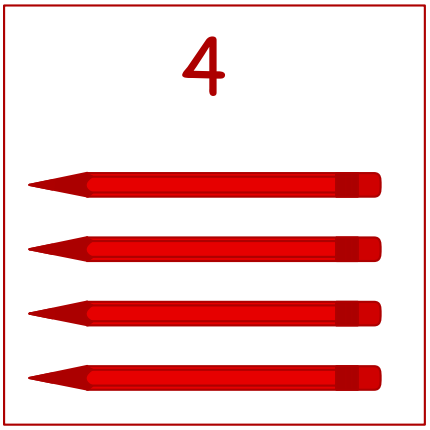
- *Present* Stimulus 1.
- *Direct* the student to the number 2. *Communicate:* **This is the number 2.**
- *Direct* the student to each pencil next to the number. *Communicate:* **One pencil, two pencils.**
- *Communicate:* **Find the number 2.**

Stimulus 1

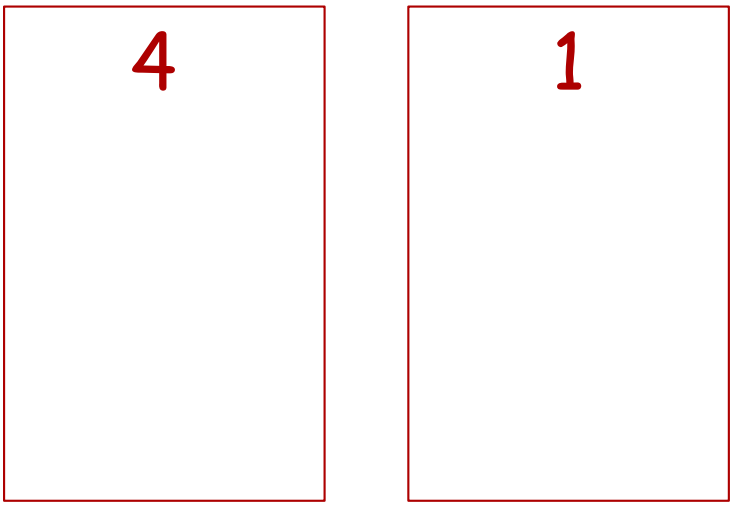
Presentation Instructions for Question 2

- *Present* Stimulus 2a and 2b.
- *Direct* the student to Stimulus 2a. *Communicate:* **Here are four pencils. One, two, three, four.**
- *Direct* the student to each answer choice in Stimulus 2b. *Communicate:* **Here are four markers. One, two, three, four. Here is one marker. One.**
- *Communicate:* **Find the number of markers that matches the number of pencils.**

Stimulus 2a



Stimulus 2b

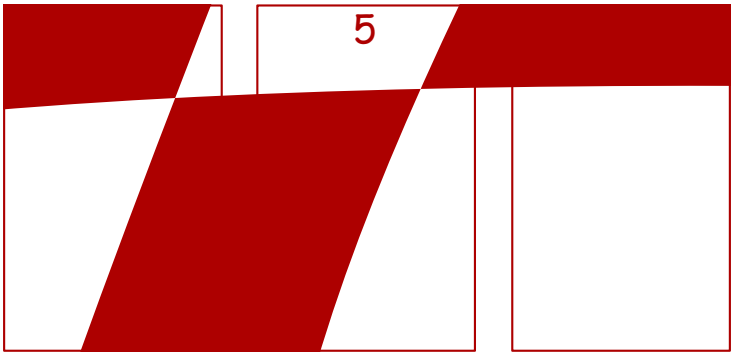


Student Action		Test Administrator Action
If the student finds the four markers,	➡	mark **A** for question 2 and move to question 3.
If the student does not find the four markers,	➡	• model the desired student action by finding the four markers and *communicate* **"Here are the four markers that match the four pencils"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the four markers,	➡	mark **B** for question 2 and move to question 3.
After teacher modeling, if the student does not find the four markers,	➡	mark **C** for question 2 and move to question 3.

Presentation Instructions for Question 4

- *Present* Stimulus 4a and 4b.
- *Direct* the student to Stimulus 4a. *Communicate:* **Four markers, five markers, three markers.**
- *Direct* the student to each answer choice in Stimulus 4b.
- *Communicate:* **Find the set of markers with numbers in order from least to greatest.**

Stimulus 4a

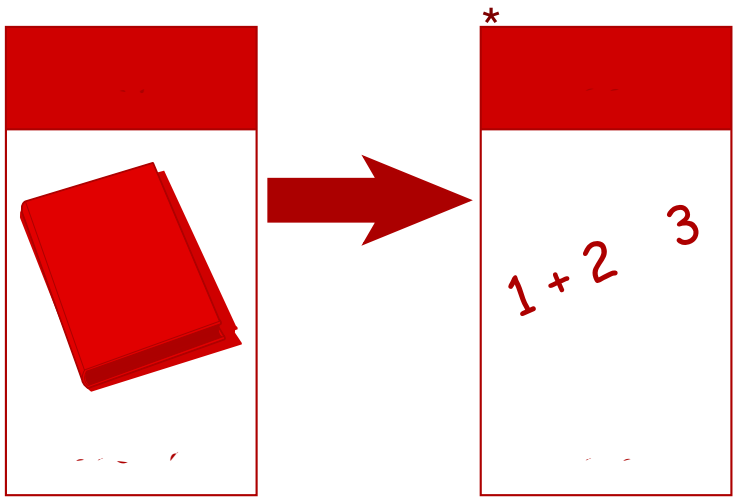


Student Action		Test Administrator Action
If the student finds the set of markers that shows 3, 4, and 5 in order,	➡	mark **A** for question 4 and move to question 5.
If the student does not find the set of markers that shows 3, 4, and 5 in order,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds the set of markers that shows 3, 4, and 5 in order,	➡	mark **B** for question 4 and move to question 5.
After the teacher repeats the instructions, if the student does not find the set of markers that shows 3, 4, and 5 in order,	➡	mark **C** for question 4 and move to question 5.

Presentation Instructions for Question 5

- *Present* Stimulus 5.
- *Direct* the student to the schedule in Stimulus 5. *Communicate:* **A student has a schedule at school. First reading, then math.**
- *Communicate:* **Find what comes after reading.**

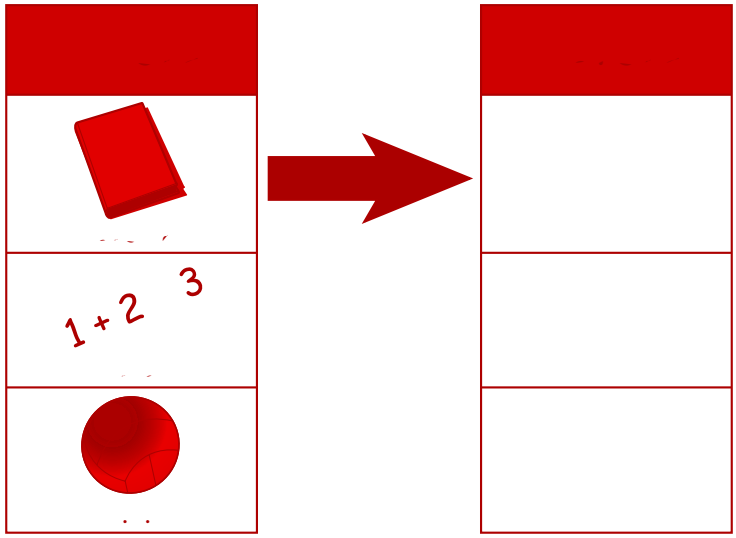
Stimulus 5



Presentation Instructions for Question 6

- *Present* Stimulus 6a and 6b.
- *Direct* the student to the Monday schedule in Stimulus 6a. *Communicate:* **A student has a daily schedule at school. First reading, then math, then P.E.**
- *Direct* the student to the Tuesday schedule. *Communicate:* **Tuesday's schedule will be the same as Monday's schedule.**
- *Direct* the student to each answer choice in Stimulus 6b. *Communicate:* **Reading. Math.**
- *Communicate:* **Find what the student will do first on Tuesday.**

Stimulus 6a

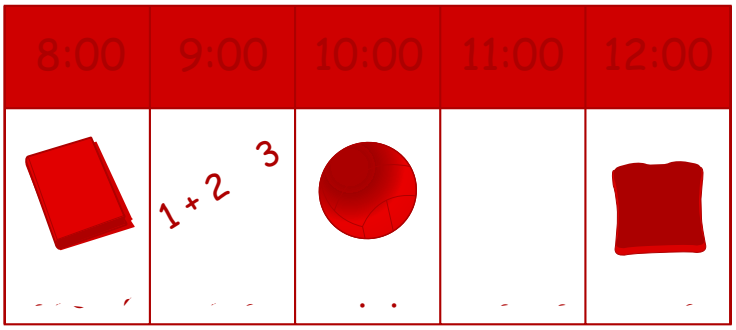


Stimulus 6b

Presentation Instructions for Question 7

- *Present* Stimulus 7.
- *Direct* the student to Stimulus 7. *Communicate:* **A student has a daily schedule at school. Eight o'clock, reading. Nine o'clock, math. Ten o'clock, P.E. Eleven o'clock, science. Twelve o'clock, lunch.**
- *Communicate:* **Find the activity on the schedule that comes after P.E. but before lunch.**

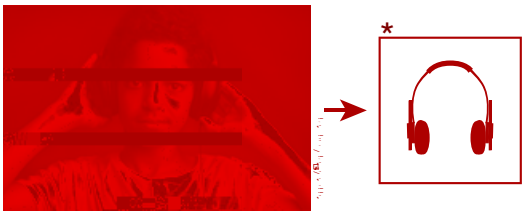
Stimulus 7



Presentation Instructions for Question 9

- *Present* Stimulus 9.
- *Direct* the student to the photo of the boy wearing headphones. *Communicate:* **This student likes to listen to music using his headphones.**
- *Direct* the student to the headphones icon. *Communicate:* **The headphones mean that one student likes to listen to music.**
- *Communicate:* **Find the headphones that mean that one student likes to listen to music.**

Stimulus 9



Student Action		Test Administrator Action
If the student finds the headphones icon that means that one student likes to listen to music,	➡	mark **A** for question 9 and move to question 10.
If the student does not find the headphones icon that means that one student likes to listen to music,	➡	• 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 headphones icon that means that one student likes to listen to music,	➡	mark **B** for question 9 and move to question 10.
After the five-second wait time, if the student does not find the headphones icon that means that one student likes to listen to music,	➡	mark **C** for question 9 and move to question 10.

Presentation Instructions for Question 11

- *Present* Stimulus 11a and 11b.
- *Direct* the student to the data on the graph in Stimulus 11a. *Communicate:* **Students were asked what they chose for lunch. This graph shows the number of students who chose a pizza, a sandwich, or a hamburger.**
- *Direct* the student to the category labels on the graph in Stimulus 11a. *Communicate:* **One of the category labels is missing.**
- *Direct* the student to each answer choice in Stimulus 11b.
- *Communicate:* **Find the missing category label.**

Student Action		Test Administrator Action
If the student finds the hamburger in Stimulus 11b,	➡	mark **A** for question 11 and move to question 12.
If the student does not find the hamburger in Stimulus 11b,	➡	provide ***one*** of these allowable teacher assists to the student: • Have the student identify the different kinds of food on the graph and/or in the answer choices. **OR** • Highlight the category label row. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the hamburger in Stimulus 11b,	➡	mark **B** for question 11 and move to question 12.
After the selected teacher assistance, if the student does not find the hamburger in Stimulus 11b,	➡	mark **C** for question 11 and move to question 12.

Student Action		Test Administrator Action
If the student finds the graph that shows three pizzas, one sandwich, and two hamburgers,	➡	mark **A** for question 12 and move to question 13.
If the student does not find the graph that shows three pizzas, one sandwich, and two hamburgers,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions,4d3D		

Presentation Instructions for Question 13

- *Present* Stimulus 13.
- *Direct* the student to Stimulus 13. *Communicate:* **This is a pattern of numbers. One, two. One, two. One, two.**
- *Communicate:* **Find the "one, two" pattern of numbers.**

Stimulus 13

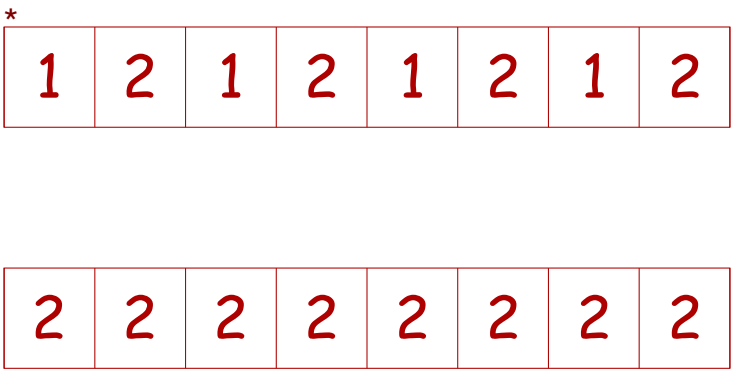
Student Action		Test Administrator Action
If the student finds the "one, two" pattern,	➡	mark **A** for question 13 and move to question 14.
If the student does not find the "one, two" pattern,	➡	• remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds the "one, two" pattern,	➡	mark **B** for question 13 and move to question 14.
After the five-second wait time, if the student does not find the "one, two" pattern,	➡	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 pattern of numbers. One, two. One, two. One, two.**
- *Direct* the student to the first answer choice in Stimulus 14b. *Communicate:* **One, two. One, two. One, two. One, two.**
- *Direct* the student to the second answer choice in Stimulus 14b. *Communicate:* **Two, two. Two, two. Two, two. Two, two.**
- *Communicate:* **Find the "one, two" pattern of numbers.**

Stimulus 14a

Stimulus 14b



Student Action		Test Administrator Action
If the student finds the "one, two" pattern in Stimulus 14b,	➡	mark A for question 14 and move to question 15.
If the student does not find the "one, two" patter ction		

Presentation Instructions for Question 15

- *Present* Stimulus 15a and 15b.
- *Direct* the student to Stimulus 15a. *Communicate:* **This is part of a pattern of numbers. Four, five. Four, five. Four, five. Four.**
- *Direct* the student to the empty box. *Communicate:* **The number that comes next in the pattern is missing.**
- *Direct* the student to each answer choice in Stimulus 15b.
- *Communicate:* **Find the number that comes next in the pattern.**

Presentation Instructions for Question 16

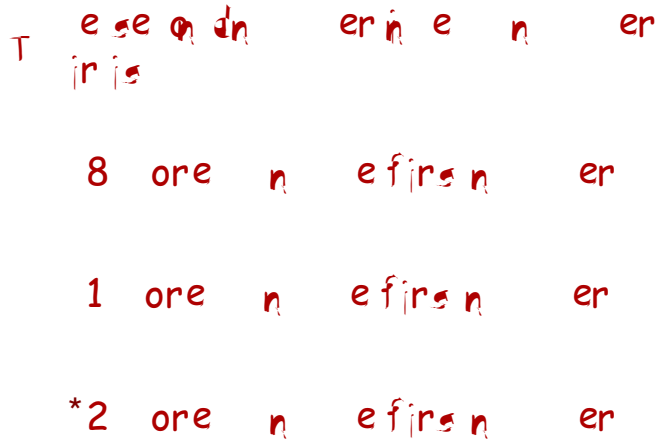
- *Present* Stimulus 16a and 16b.
- *Direct* the student to the first pattern of number pairs in Stimulus 16a. *Communicate:* **This is a pattern of number pairs. Two, four. Two, four. Two, four.**
- *Direct* the student to the second pattern of number pairs in Stimulus 16a. *Communicate:* **This is also a pattern of number pairs. Six, eight. Six, eight. Six, eight.**
- *Direct* the student to the stem and each answer choice in Stimulus 16b. *Communicate* the text in the stem and each answer choice.
- *Communicate:* **Find the words that tell the pattern.**

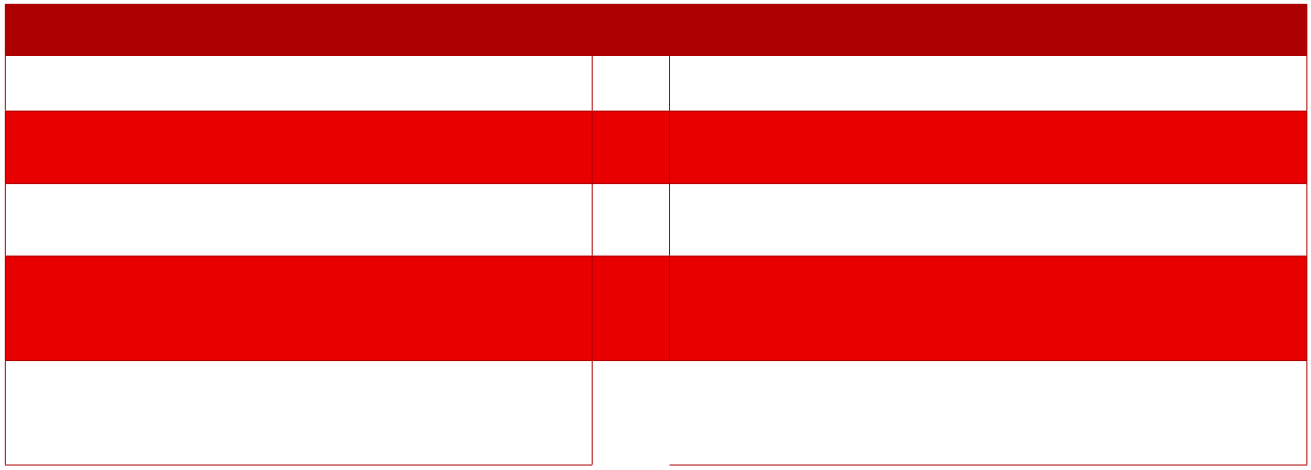
Stimulus 16a

2 , 4	2 , 4	2 , 4

6 , 8	6 , 8	6 , 8

Stimulus 16b

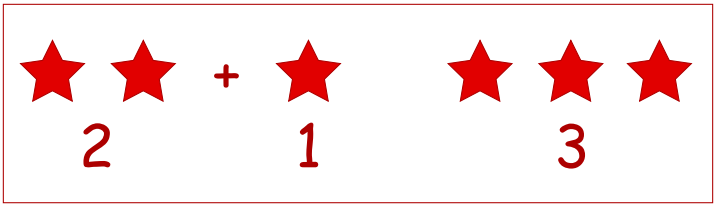




Presentation Instructions for Question 18

- *Present* Stimulus 18a and 18b.
- *Direct* the student to Stimulus 18a. *Communicate:* **This number sentence shows two stars plus one star equals three stars.**
- *Direct* the student to each answer choice in Stimulus 18b. *Communicate:* **These are also number sentences. One plus one equals two. Two plus one equals three.**
- *Communicate:* **Find the number sentence that shows two plus one equals three.**

Stimulus 18a



Stimulus 18b

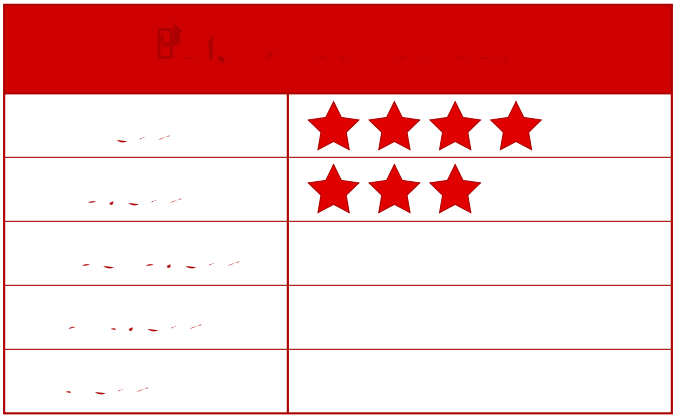
*

Student Action		Test Administrator Action
If the student finds the number sentence that shows two plus one equals three in Stimulus 18b,	➡	mark **A** for question 18 and move to question 19.
If the student does not find the number sentence that shows two plus one equals three in Stimulus 18b,	➡	• model the desired student action by finding the number sentence that shows two plus one equals three in Stimulus 18b and *communicate* **"This shows two plus one equals three"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the number sentence that shows two plus one equals three in Stimulus 18b,	➡	mark **B** for question 18 and move to question 19.
After teacher modeling, if the student does not find the number sentence that shows two plus one equals three in Stimulus 18b,	➡	mark **C** for question 18 and move to question 19.

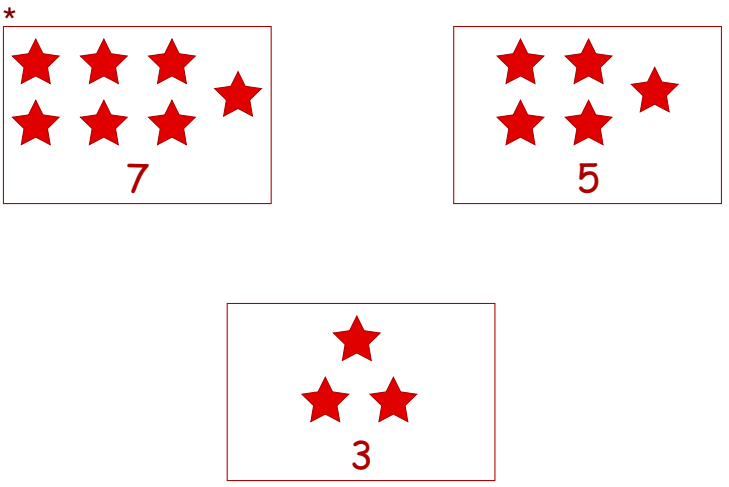
Presentation Instructions for Question 19

- *Present* Stimulus 19a and 19b.
- *Direct* the student to Stimulus 19a. *Communicate:* **A student earned a star on a chart each time he helped his teacher.**
- *Direct* the student to the first row of the chart. *Communicate:* **The student earned four stars on Monday.**
- *Direct* the student to the second row of the chart. *Communicate:* **The student earned three stars on Tuesday.**
- *Direct* the student to each answer choice in Stimulus 19b.
- *Communicate:* **Find the total number of stars the student earned on Monday and Tuesday.**

Stimulus 19a



Stimulus 19b



Student Action		Test Administrator Action
If the student finds the group of seven stars in Stimulus 19b,	➡	mark **A**

Presentation Instructions for Question 20

- *Present* Stimulus 20.
- *Direct* the student to each answer choice in Stimulus 20. *Communicate:* **Students earned stars on charts each time they helped their teacher.**
- *Communicate:* **Find the pair of charts that shows the same total number of stars on each chart.**

Stimulus 20

TEST ADMINISTRATOR MANUAL

STAAR ALTERNATE 2
GRADE 3
Mathematics
April 2016

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