

TEST ADMINISTRATOR MANUAL

GRADE 4 Mathematics STAAR Alternate 2

Administered April 2016

RELEASED

Grade 4 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 4.5	The student applies mathematical process standards to develop concepts of expressions and equations.
Essence Statement	Models or solves problems involving whole number relationships.
Item 17 Prerequisite Skill	recognize and create patterns (P-K)
Item 18 Prerequisite Skill	recognize and create patterns (P-K)
Item 19 Prerequisite Skill	solve word problems using objects and drawings to find sums up to 10 and differences within 10 (K)
Item 20 Prerequisite Skill	explain strategies used to solve addition and subtraction problems up to 20 using spoken words, objects, pictorial models, and number sentences (1)

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.

Direct the student to Stimulus 1. Communicate: This is one row of a graph about free-time choices. Two students in a class chose art during free time. One. Two.

Communicate: Find where the graph shows that two students chose art.

Stimulus 1



Presentation Instructions for Question 2

Present Stimulus 2a and 2b.

Direct the student to Stimulus 2a. Communicate: This graph shows that students in a class chose art or music during free time.

Direct the student to each row in Stimulus 2a. Communicate: Two students chose art. One. Two. Three students chose music. One. Two. Three.

Direct the student to each answer choice in Stimulus 2b.

Communicate: Find the three students who chose music.

Stimulus 2a



Presentation Instructions for Question 3

Present Stimulus 3a and 3b.

Direct the student to Stimulus 3a. Communicate: This graph shows the number of times a student

Presentation Instructions for Question 6

Present Stimulus 6a and 6b.

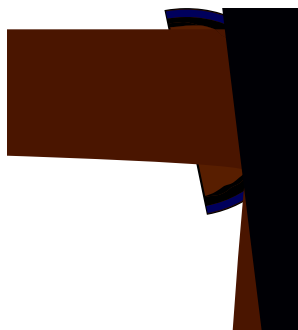
Direct the student to each fraction in Stimulus 6a. Communicate: One half. One half.

Direct the student to the two halves of the pizza in Stimulus 6a. Communicate: This pizza is cut into two halves.

Direct the student to each answer choice in Stimulus 6b without referencing "half" or "whole."

Communicate: Find the sandwich that is cut into two halves.

Stimulus 6a



Presentation Instructions for Question 7

Present Stimulus 7a and 7b.

Direct the student to Stimulus 7a. Communicate: This fraction is one-fourth.

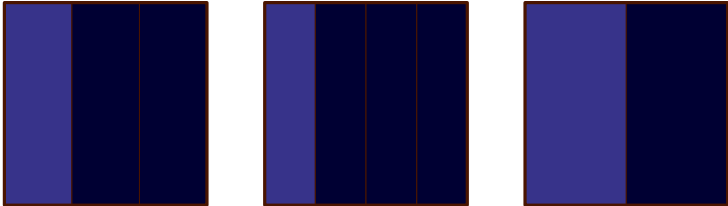
Direct the student to each answer choice in Stimulus 7b. Communicate: These squares are shaded to show different fractions.

Communicate: Find the square that is shaded to show one-fourth.

Stimulus 7a

$\frac{1}{4}$

Stimulus 7b



Presentation Instructions for Question 9

Present Stimulus 9.

Direct the student to the star on the number 1 in Stimulus 9. Communicate: One.

Direct the student to the number 1. Communicate: This is the number 1.

Direct the student to each star on the number 2 in Stimulus 9. Communicate: One. Two.

Direct the student to the number 2. Communicate: This is the number 2.

Communicate: The numbers 1 and 2 are next to each other.

Communicate: Find the numbers that are next to each other.



Scoring Instructions	
Student Action	Test Administrator Action
If the student finds the numbers that are next to each other,	mark A for question 9 and move to question 10.
If the student does not find the numbers that are next to each other,	<ul style="list-style-type: none"> 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 numbers that are next to each other,	mark B for question 9 and move to question 10.
After the five-second wait time, if the student does not find the numbers that are next to each other,	mark C for question 9 and move to question 10.

Presentation Instructions for Question 12

Present Stimulus 12a and 12b.

Direct the student to Stimulus 12a. Communicate: Here is a row of numbers.

Direct the student to each answer choice in Stimulus 12b.

Communicate: Find the two numbers that come after 12 but before 15.

Stimulus 12a	11	12	13	14	15	16
Stimulus 12b	11 and 13	* 13 and 14	14 and 16			

Scoring Instructions

Student Action	Test Administrator Action
If the student finds "13 and 14" in Stimulus 12b,	mark A for question 12 and move to question 13.
If the student does not find "13 and 14" in Stimulus 12b,	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "13 and 14" 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 "13 and 14" in Stimulus 12b,	mark C for question 12 and move to question 13.

Presentation Instructions for Question 14

Present Stimulus 14a and 14b.

Direct the student to Stimulus 14a. Communicate: A student has a measuring cup that is completely full of water.

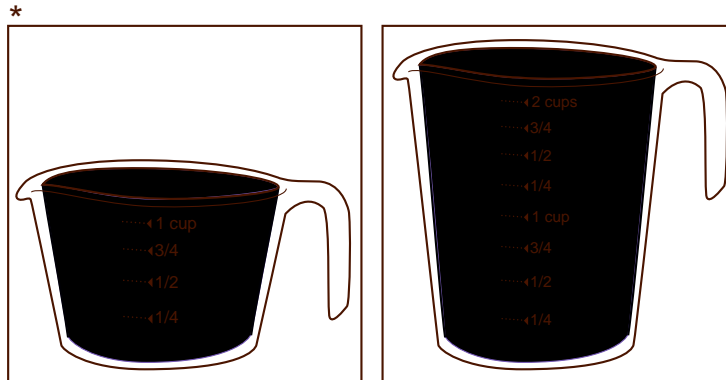
Direct the student to each answer choice in Stimulus 14b. Communicate: Here are two other measuring cups that are completely full of water.

Communicate: Find the measuring cup that is holding the same amount of water as the student's measuring cup.

Stimulus 14a



Stimulus 14b



Presentation Instructions for Question 15

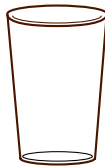
Present Stimulus 15a and 15b.

Direct the student to Stimulus 15a. Communicate: A student has an empty glass.

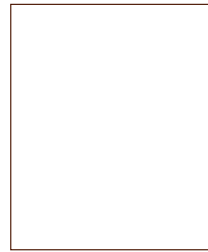
Direct the student to each answer choice in Stimulus 15b. Communicate: Here are glasses of different sizes.

Communicate: Find the glass that can hold more water than the student's glass.

Stimulus 15a



Stimulus 15b



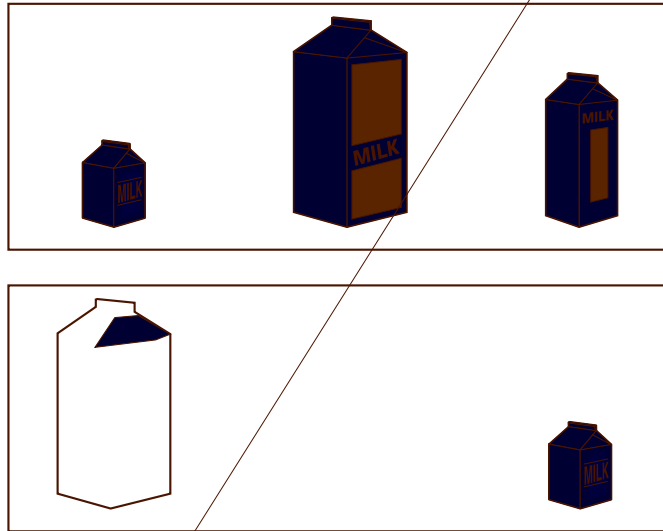
Presentation Instructions for Question 16

Present Stimulus 16.

Direct the student to each answer choice. Communicate: Here are three different sizes of milk cartons.

Communicate: Find the set of milk cartons that is in order from the carton that holds the most to the carton that holds the least.

Stimulus 16



Presentation Instructions for Question 18

Present Stimulus 18a and 18b.

Direct the student to the CDs in Stimulus 18a. Communicate: These CDs show a number pattern that goes up by one.

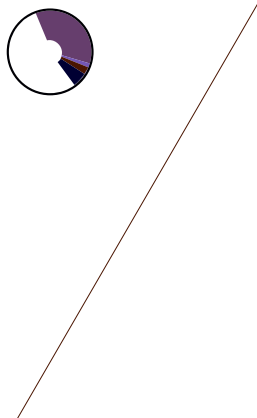
Direct the student to the empty box. Communicate: The numbers are missing.

Direct the student to the first answer choice in Stimulus 18b. Communicate: This is a number pattern. Three, four, five, six.

Direct the student to the second answer choice in Stimulus 18b. Communicate: This is another number pattern. One, three, five, seven.

Communicate: Find the number pattern shown by the CDs.

Stimulus 18a



Scoring Instructions

Student Action	Test Administrator Action
If the student finds the numbers 3, 4, 5, 6 in Stimulus 18b,	mark A for question 18 and move to question 19.
If the student does not find the numbers 3, 4, 5, 6 in Stimulus 18b,	<ul style="list-style-type: none"> • model the desired student action by finding 3, 4, 5, 6 and communicate “This is the number pattern shown by the CDs”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the numbers 3, 4, 5, 6 in Stimulus 18b,	mark B for question 18 and move to question 19.
After teacher modeling, if the student does not find the numbers 3, 4, 5, 6 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: These figures show a number pattern.

Direct the student to the empty box. Communicate: The row that comes next in the pattern is missing.

Direct the student to each answer choice in Stimulus 19b.

Communicate: Find the row that comes next in the pattern.

Stimulus 19a

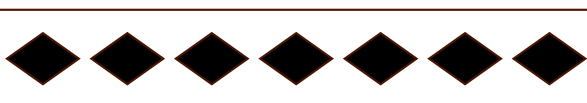
1 

3 

5 

Stimulus 19b

4 

* 7 

6 

Scoring Instructions

Student Action		Test Administrator Action

Presentation Instructions for Question 20

- Present Stimulus 20a and 20b.
- Direct the student to Stimulus 20a. Communicate: This is a number pattern. Six. Eight. Ten. Twelve. Fourteen.
- Direct the student to the stem and each answer choice in Stimulus 20b. Communicate the text in the stem and each answer choice.
- Communicate: Find the words that tell the pattern.

Stimulus 20a

6, , 10, 12, 14

Stimulus 20b

The numbers in the pattern —

go up by 1

* go up by 2

go up by 4

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MANUAL

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GRADE 4
Mathematics
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