

TEST ADMINISTRATOR MANUAL

GRADE 5 Mathematics STAAR Alternate 2

Ad  e ed A. 2016

RELEASED

Texas Essential Knowledge and Skills (TEKS) Curriculum Assessed

Reporting Category 1	Numerical Representations and Relationships: The student will demonstrate an understanding of how to represent and manipulate numbers and expressions.
Knowledge and Skills Statement 5.2	The student applies mathematical process standards to represent, compare, and order positive rational numbers and understand relationships as related to place value.
Essence Statement	Uses decimals to demonstrate an understanding of place value.
Item 1 Prerequisite Skill	use the verbal ordinal terms (P-K)
Item 2 Prerequisite Skill	use place value to compare whole numbers up to 120 using comparative language (1)
Item 3 Prerequisite Skill	use place value to compare whole numbers up to 120 using comparative language (1)
Item 4 Prerequisite Skill	use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols (>, <, or =) (2)

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 5.9	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 5 Prerequisite Skill	draw conclusions from real-object and picture graphs (K)
Item 6 Prerequisite Skill	draw conclusions and generate and answer questions using information from picture and bar-type graphs (1)
Item 7 Prerequisite Skill	draw conclusions and generate and answer questions using information from picture and bar-type graphs (1)
Item 8 Prerequisite Skill	draw conclusions and make predictions from information in a graph (2)

Reporting Category 3	Geometry and Measurement: The student will demonstrate an understanding of how to represent and apply geometry and measurement concepts.
Knowledge and Skills Statement 5.5	The student applies mathematical process standards to classify two-dimensional figures by attributes and properties.
Essence Statement	Classifies two-dimensional geometric figures by attributes and properties.
Item 9 Prerequisite Skill	classify and sort a variety of regular and irregular two- and three-dimensional figures regardless of orientation or size (K)
Item 10 Prerequisite Skill	classify and sort regular and irregular two-dimensional shapes based on attributes using informal geometric language (1)
Item 11 Prerequisite Skill	classify and sort regular and irregular two-dimensional shapes based on attributes using informal geometric language (1)
Item 12 Prerequisite Skill	classify and sort polygons with 12 or fewer sides according to attributes, including identifying the number of sides and number of vertices (2)

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 5.4	The student applies mathematical process standards to develop concepts of expressions and equations.
Essence Statement	Models or solves problems involving whole number relationships or patterns.
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	recognize and create patterns (P-K)

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 5.3	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.
Essence Statement	Solves problems using operations.
Item 17 Prerequisite Skill	model the action of joining to represent addition and the action of separating to represent subtraction (K)
Item 18 Prerequisite Skill	model the action of joining to represent addition and the action of separating to represent subtraction (K)
Item 19 Prerequisite Skill	apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to a 10 (1)
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:

Presentation Instructions for Question 2

Present Stimulus 2a and 2b.

Direct the student to Stimulus 2a. Communicate: 12 and 22 are in order because 12 comes first when counting.

Direct the student to each answer choice in Stimulus 2b. Communicate: 15, 55. 55, 15.

Communicate: Find the pair of numbers that are in order when counting.

Stimulus 2a

12

22

Stimulus 2b

*

15

55

55

15

Scoring Instructions	
Student Action	Test Administrator Action
If the student finds "15, 55,"	mark A for question 2 and move to question 3.
If the student does not find "15, 55,"	<ul style="list-style-type: none"> model the desired student action by finding 15 and 55 and communicate "Fifteen and 55 are in order because 15 comes first when counting"; and replicate the initial presentation instructions.
After teacher modeling, if the student finds "15, 55,"	mark B for question 2 and move to question 3.
After teacher modeling, if the student does not find "15, 55,"	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: This number sentence shows 300 plus a missing number plus 5 equals 325.

Direct the student to each answer choice in Stimulus 4b. Communicate: 20, 2, 200.

Communicate: Find the missing number.

Stimulus 4a	$300 + \blacksquare + 5 = 325$		
Stimulus 4b	* \blacksquare 20	\blacksquare 2	\blacksquare 200

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds "20,"		mark A for question 4 and move to question 5.
If the student does not find "20,"		replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "20,"		mark B for question 4 and move to question 5.
After the teacher repeats the instructions, if the student does not find "20,"		mark C for question 4 and move to question 5.

Presentation Instructions for Question 7

Present Stimulus 7a and 7b.

Direct the student to Stimulus 7a. Communicate: This graph shows the number of students in three classes at school.

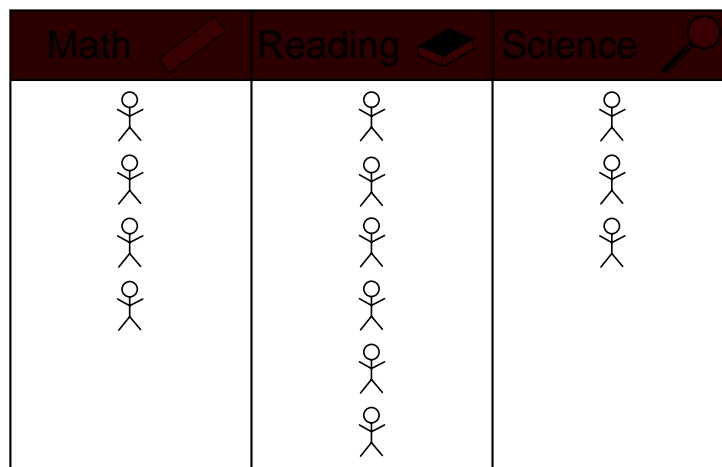
Direct the student to each column of the graph in Stimulus 7a without counting the data.
Communicate: Math. Reading. Science.

Direct the student to each answer choice in Stimulus 7b.

Communicate: Find the class with the most students.

Stimulus 7a

School Classes



Scoring Instructions

Student Action		Test Administrator Action
If the student finds "Reading" in Stimulus 7b,		mark A for question 7 and move to question 8.
If the student does not find "Reading" in Stimulus 7b,		provide one of these allowable teacher assists to the student: <ul style="list-style-type: none">• Have the student identify the number of

Presentation Instructions for Question 8

- Present Stimulus 8a and 8b.
- Direct the student to Stimulus 8a. Communicate: **T** **a** **e** **b** **e** **f** **d** **e** **f** **c** **a** **e** .
- Direct the student to each row of the graph in Stimulus 8a. Communicate: **M** **a** **t** **h** **R** **e** **a** **d** **i** **n** **S** **c** **i** **e** **n** **c** **e** **P** **E** **.**
- Direct the student to the math row in the graph in Stimulus 8a. Communicate: **M** **a** **t** **h** **a** **e** **f** **e** **d** **e** **.**
- Direct the student to each answer choice in Stimulus 8b. Communicate the text in each answer choice.
- Communicate: **F** **i** **r** **d** **e** **a** **e** **e** **a** **e** **a** **e** **e** **a** **e** **e** **a** **c** **a** **a** **e** **e** **d** **e** **.**

S **8a**

School Classes

Math	0
Reading	
Science	
P.E.	

Scoring Instructions

Student Action	Teacher Action
If the student finds "Add 6 students to Math,"	mark A for question 8 and move to question 9.
If the student does not find "Add 6 students to Math,"	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "Add 6 students to Math,"	mark B for question 8 and move to question 9.
After the teacher repeats the instructions, if the student does not find "Add 6 students to Math,"	mark C for question 8 and move to question 9.

Presentation Instructions for Question 9

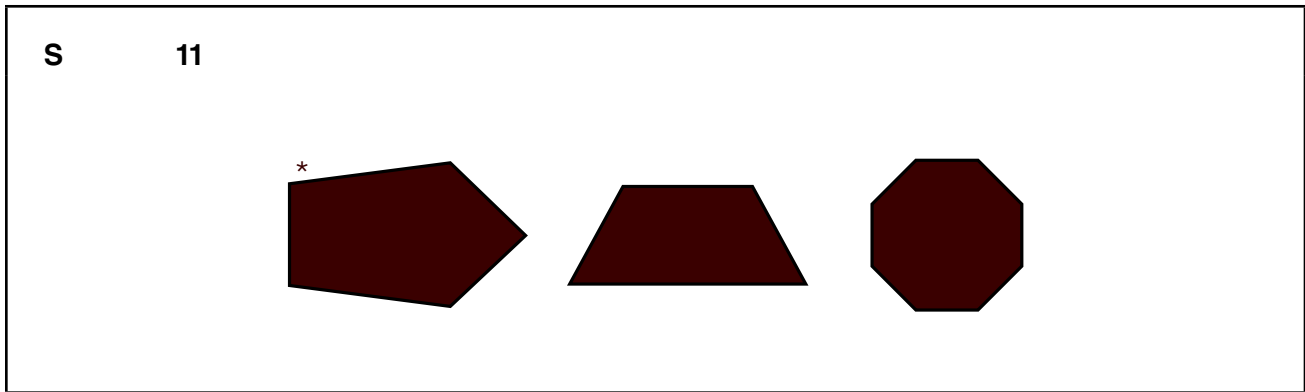
- Present Stimulus 9.
- Direct the student to the triangle and each side of the triangle. Communicate: **T** **a** **a** **e**.

Presentation Instructions for Question 10

- Present Stimulus 10a and 10b.
- Direct the student to Stimulus 10a. Communicate: **T** **a** **e** **c** **a** **e** **i** **a** **f** **d** **e** **.**
- Direct the student to each answer choice in Stimulus 10b. Communicate: **T** **a** **a** **e** **T** **a** **a** **e** **.**
- Communicate: **O** **n** **l** **y** **o** **f** **t** **h** **e** **s** **e** **n** **t** **e** **a** **r** **e** **h** **a** **d** **o** **n** **e** **.**

Presentation Instructions for Question 11

- Present Stimulus 11.
- Direct the student to Stimulus 11. Communicate: **A** f **e** e f e **a** e a d f f e e **a** b e f d e .
- Communicate: F **a** d **e** f e **a** **a** f e d e .

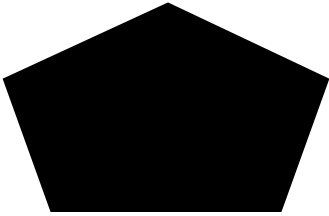


Scoring Instructions		
S de A c a		Te Ad a Ac a
If the student finds the figure that has five sides,		mark A for question 11 and move to question 12.
If the student does not find the figure that has five sides,		provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Have the student point to and/or count the sides on each figure. OR • Highlight the sides of each figure. OR • Trace the sides of each figure. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the figure that has five sides,		mark B for question 11 and move to question 12.
After the selected teacher assistance, if the student does not find the figure that has five sides,		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: **A** de d e f e.
- Direct the student to each answer choice in Stimulus 12b.
- Communicate: **F** d e f e a a e e de a ef e e de d e .

S **12a**



S **12b**



[Redacted]		
[Redacted]	[Redacted]	[Redacted]
[Redacted]		
[Redacted]		
[Redacted]		

Presentation Instructions for Question 13

- Present Stimulus 13.
- Direct the student to Stimulus 13. Communicate: **The pattern is a star, a square, a circle. Star, square, circle. Star, square, circle.**
- Communicate: **Find the pattern.**

S **13**

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Scoring Instructions		
Student Action	Teacher Action	Teacher Action
If the student finds the pattern,		mark A for question 13 and move to question 14.
If the student does not find the pattern,		<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 pattern,		mark B for question 13 and move to question 14.
After the five-second wait time, if the student does not find the 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 each shape and the blank in Stimulus 14a. Communicate: **T a a e . S a . S a e . C c e . S a . S a e . C c e . S a . S a e . C c e . A a e . S a e . C c e .**
- Direct the student to each answer choice in Stimulus 14b.
- Communicate: **F d e a .**

Presentation Instructions for Question 15

- Present Stimulus 15a and 15b.
- Direct the student to Stimulus 15a. Communicate: **Ca** , **c** , **a** **d** **b** **e** **a** **e** **a** **e** **d** **a** **e** .
Ca . **T** **c** . **B** **e** . **Ca** . **T** **c** . **B** **e** . **Ca** . **T** **c** . **B** **e** .
- Direct the student to the empty spaces. Communicate: **Pa** **f** **a** **e** **a** **e** .
- Direct the student to each answer choice in Stimulus 15b.
- Communicate: **F** **d** **e** **a** **f** **e** **a** **e** **a** **e** .

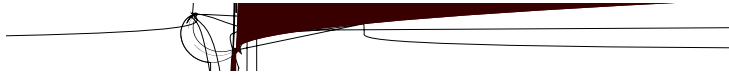
S	15a	
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Presentation Instructions for Question 16

- Present Stimulus 16a and 16b.
- Direct the student to Stimulus 16a. Communicate: **Find the ABCs.**
- Direct the student to each answer choice in Stimulus 16b. Communicate: **Here are the ABCs.**
- Communicate: **Find the ABCs.**

S

16a



Presentation Instructions for Question 17

- Present Stimulus 17. Communicate: **A** **de** **a** **ca** **e** .

Presentation Instructions for Question 18

- Present Stimulus 18a and 18b.
- Direct the student to Stimulus 18a. Communicate: **Read the number sentence.**
- Direct the student to each answer choice in Stimulus 18b. Communicate: **Choose the number that makes the number sentence true.**
- Communicate: **Write the number in the box.**

S	18a
	$6 - 1 = 5$

