State of Texas
Assessments of
Academic Readiness
——— Alternate 2 ———

TEST ADMINISTRATOR MANUAL

GRADE 8
Mathematics
STAAR Alternate 2

201

RELEASED

Texas Essential Knowledge and Skills (TEKS) Curriculum Assessed

Grade 8 Mathematics	Cluster 1
Reporting Category 1	
Knowledge and Skills Statement 8.2	
Essence Statement	
Item 1 Prerequisite Skill	
Item 2 Prerequisite Skill	
Item 3 Prerequisite Skill	
Item 4 Prerequisite Skill	

Grade 8 Mathematics	Cluster 2
Reporting Category 4	
Knowledge and Skills Statement 8.11	
Essence Statement	
Item 5 Prerequisite Skill	

Grade 8 Mathematics	Cluster 3
Reporting Category 2	
Knowledge and Skills Statement 8.8	
Essence Statement	
Item 9 Prerequisite Skill	
Item 10 Prerequisite Skill	
Item 11 Prerequisite Skill	
Item 12 Prerequisite Skill	

Grade 8 Mathematics	Cluster 4

MATHEMATICS

- STAAR Alternate 2

Prepare Instructional Question 1

- _Present_ Stimulus 1.
- _Direct_ the student to the one-dollar bill and its value. _Communicate:_ - " ".
  - " " ' " .
- _Direct_ the student to the four quarters. _Communicate:_ .
  ' " .
- _Direct_ the student to the dimes. _Communicate:_ .
  ' ' " .
- _Communicate:_ - " " ' .

' 1
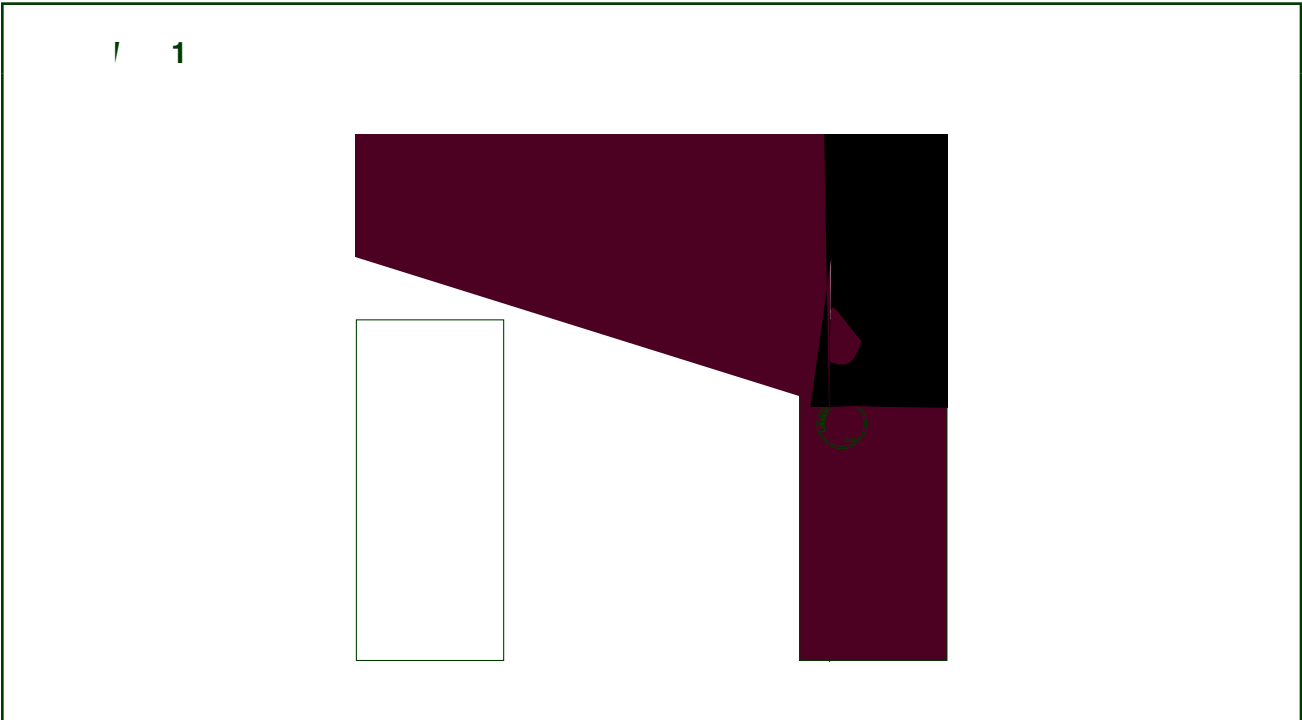
P e e a   I   u c   t Q e   2

– *Present* Stimulus 2a and 2b.

– *Direct* the student to Stimulus 2a. *Communicate:*   - "   "   x   .
                    "   "   x   .

– *Direct* the student to each answer choice in Stimulus 2b. *Communicate* each answer choice.
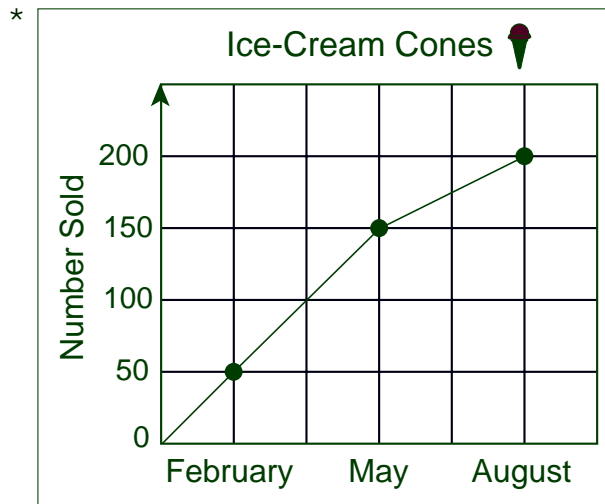
– *Communicate:*   '   .

2

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

Presentation Instructions for Question 5

P Stimulus 5. **C** A person sold ice-cream cones during one year.

D the student to Stimulus 5. **C** This is a line graph that shows the number of ice-cream cones the person sold in February, May, and August.

D the student to each point on the line graph. **C** The person sold 50 ice-cream cones in February, 150 ice-cream cones in May, and 200 ice-cream cones in August.

C Find the line graph.

Stimulus 5

*

Ice-Cream Cones

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the line graph,		mark A for question 5 and move to question 6.
If the student does not find the line graph,		• 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 line graph,		mark B for question 5 and move to question 6.
After the five-second wait time, if the student does not find the line graph,		mark C for question 5 and move to question 6.

Presentation Instructions for Question 6

Present Stimulus 6a and 6b.

Direct the student to Stimulus 6a. Communicate: This line graph shows the number of ice-cream

Scoring Instructions

Student Action		Test Administrator Action
If the student finds the bar showing 200 ice-cream cones sold in August,		mark A for question 6 and move to question 7.
If the student does not find the bar showing 200 ice-cream cones sold in August,		• model the desired student action by finding the bar showing 200 ice-cream cones sold in August and communicate "This bar shows 200 ice-cream cones sold in August, which is the same data as the line graph shows"; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the bar showing 200 ice-cream cones sold in August,		mark B for question 6 and move to question 7.
After teacher modeling, if the student does not find the bar showing 200 ice-cream cones sold in August,		mark C for question 6 and move to question 7.

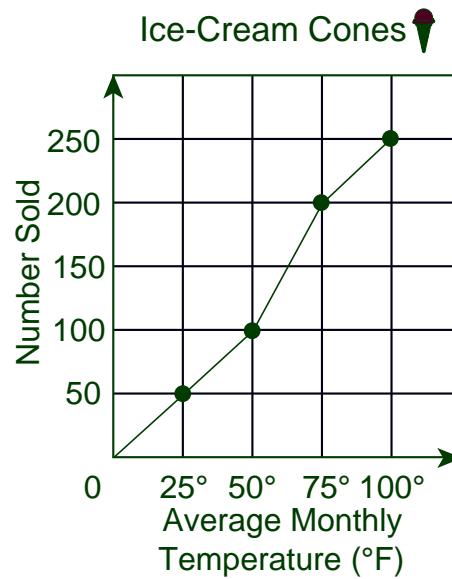## Presentation Instructions for Question 7

Present Stimulus 7a and 7b.

Direct the student to each point on the graph. Communicate: This line graph shows the number of ice-cream cones sold during four months when the average monthly temperatures were 25 degrees, 50 degrees, 75 degrees, and 100 degrees.

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

Communicate: Find the number of ice-cream cones sold when the average monthly temperature was 25 degrees.

Stimulus 7a

Ice-Cream Cones

Number Sold

250
200
150
100
50

0   25°   50°   75° 100°
Average Monthly
Temperature (°F)

Stimulus 7b

250 ice-cream cones

* 50 ice-cream cones

100 ice-cream cones

Presentation Instructions for Question 8

Present Stimulus 8a and 8b.

Direct the student to Stimulus 8a. Communicate: This line graph shows the number of ice-cream

Presentation Instructions for Question 10

Present Stimulus 10a and 10b.

Direct the student to the 2 groups of 12 cans in Stimulus 10a. Communicate: This shows two groups of 12 cans each, which equals 24 cans.

Direct the student to the number sentence in Stimulus 10a. Communicate: 12 + 12 equals 24.

Direct the student to each answer choice in Stimulus 10b. Communicate each answer choice.

Communicate: Find the multiplication number sentence that is the same as 12 + 12 equals 24.

Stimulus 10a

| 12 | + | 12 | = | 24 |

Stimulus 10b

*

12 × 2 = 24   12 × 3 = 36

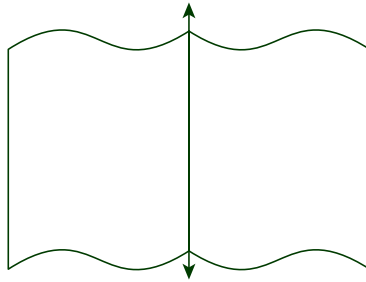# Presentation Instructions for Question 14

Present Stimulus 14a.

Direct the student to the line of symmetry in Stimulus 14a. Communicate: This shape has a line of symmetry. The line of symmetry goes through the middle of the shape.
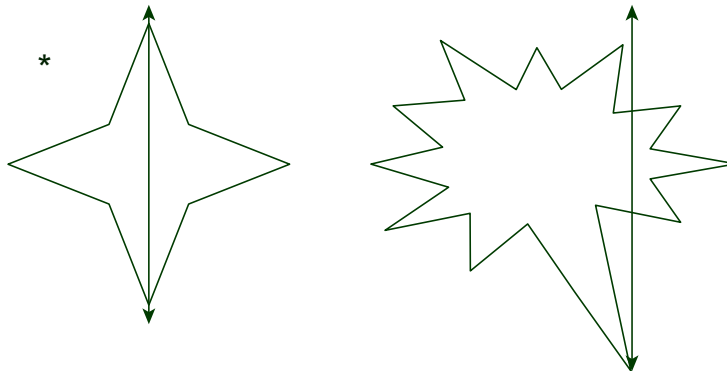
Direct the student to each answer choice in Stimulus 14b.

Communicate: Find the shape that shows a line of symmetry going through the middle of the shape.
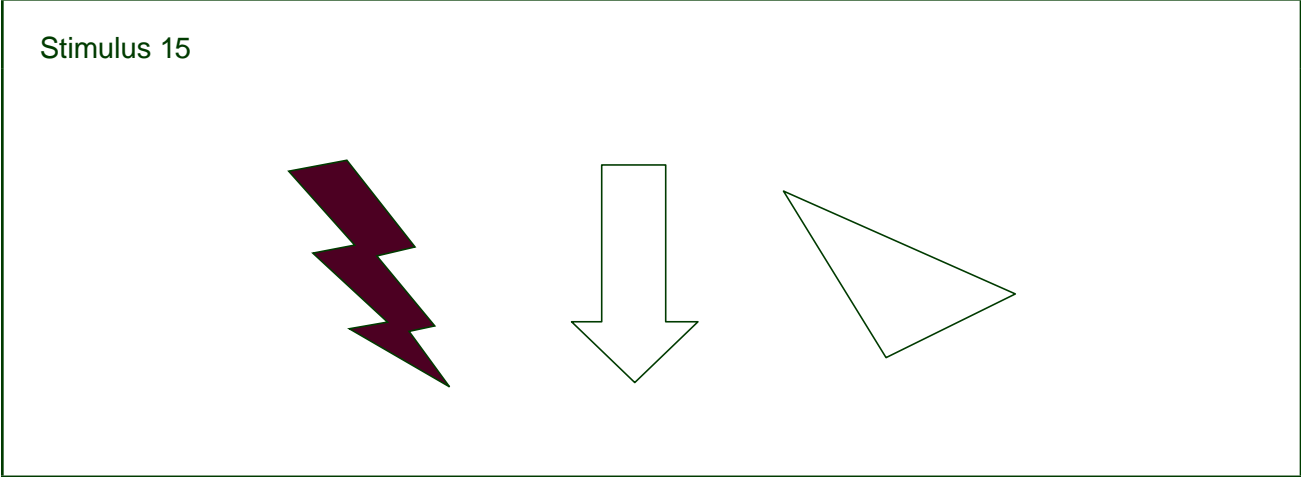
Stimulus 14a

Stimulus 14b

*

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the shape in Stimulus 14b that shows a line of symmetry going through the middle of the shape,		mark A for question 14 and move to question 15.
If the student does not find the shape in Stimulus 14b that shows a line of symmetry going through the middle of the shape,		• model the desired student action by finding the shape in Stimulus 14b that has a line of symmetry and communicate "This shape shows a line of symmetry going through the middle of the shape"; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the shape in Stimulus 14b that shows a line of symmetry going through the middle of the shape,		mark B for question 14 and move to question 15.
After teacher modeling, if the student does not find the shape in Stimulus 14b that shows a line of symmetry going through the middle of the shape,		mark C for question 14 and move to question 15.

Present Stimulus 15.

Direct the student to each shape.

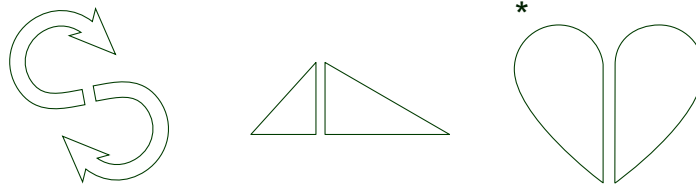Communicate: Find the shape that has a line of symmetry.

Stimulus 15

Presentation Instructions for Question 16

Present Stimulus 16.

Direct the student to each shape.

Communicate: Find the shape that will have a line of symmetry when the two parts are put together.
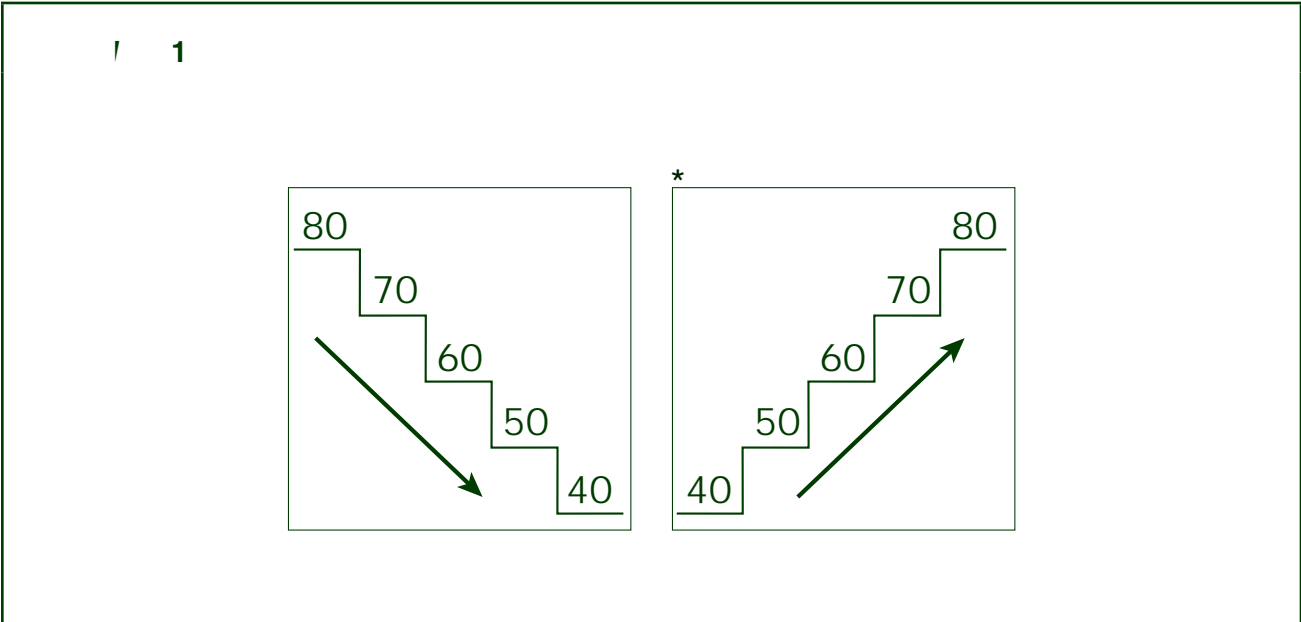

Stimulus 16

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the heart,		mark A for question 16 and move to question 17.
If the student does not find the heart,		replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds the heart,		mark B for question 16 and move to question 17.
After the teacher repeats the instructions, if the student does not find the heart,		mark C for question 16 and move to question 17.

– *Present* Stimulus 17.

– *Direct* the student to the first set of numbers. *Communicate:*   .
                              10.   .   .   **x** .   .   .

– *Direct* the student to the second set of numbers. *Communicate:*   .
                              10.   .   .   **x** .   .   .

– *Communicate:*   **10.**

| **1**

80
  70
    60
      50
        40

*
                        80
                    70
                60
            50
40

- *Present* Stimulus 18a and 18b. *Communicate:*   " V . V /
  11 "   .

- *Direct* the student to Stimulus 18a. *Communicate* the title and column headings.

- *Direct* the student to each row in the table. *Communicate* each row by naming the number of DVDs and the selling price.

- *Direct* the student to each answer choice in Stimulus 18b. *Communicate* each answer choice.

- *Communicate:*   /   /   V .

/   1

Selling DVDs

Number of DVDs	Selling Price
6	$66.00
7	$77.00
8	$88.00

20

Pizza

Number of Slices	Number of Pizzas
56	7
40	5
24	3

20

Number of Slices × 8 = Number of Pizzas

Number of Slices ÷ 7 = Number of Pizzas

*Number of Slices ÷ 8 = Number of Pizzas

TEST
ADMINISTRATOR
MANUAL

STAAR ALTERNATE 2
GRADE 8
Mathematics
April 2016