STAR
Alternate 2

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

MATHEMATICS
Grade 3

(2015 Released Test Questions)

TEST ADMINISTRATOR
INSTRUCTIONS

Question 1

| Grade	3	Subject	Mathematics	Question	1
Reporting Category 3		Geometry and Measurement: The student will demonstrate an understanding of how to represent and apply geometry and measurement concepts.			
Knowledge and Skill Statement 3.7		The student applies mathematical process standards to select appropriate units, strategies, and tools to solve problems involving customary and metric measurement.			
Essence Statement		Solves problems involving perimeter, time, liquid volume (capacity), or weight.			
Prerequisite Skill (Old Curriculum)		recognize and compare heights or lengths of people or objects (P-K)			

Question 4

Grade	3	**Subject**	Mathematics	**Question**	4
Reporting Category 3		Geometry and Measurement: The student will demonstrate an understanding of how to represent and apply geometry and measurement concepts.			
Knowledge and Skill Statement 3.7		The student applies mathematical process standards to select appropriate units, strategies, and tools to solve problems involving customary and metric measurement.			
Essence Statement		Solves problems involving perimeter, time, liquid volume (capacity), or weight.			
Prerequisite Skill (Old Curriculum)		compare and order two or more concrete objects according to length (from longest to shortest) (1)			

Presentation Instructions for Question 1

– *Present* Stimulus 1.
– *Direct* the student to each pencil. *Communicate:* This pencil is longer than the other pencil.
– *Communicate:* Find the pencil that is longer.
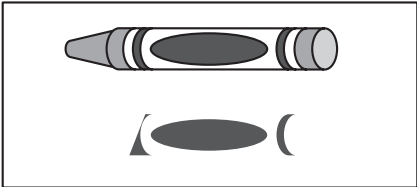

Stimulus 1
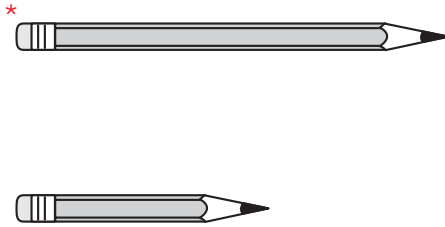
Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the pencil that is longer,	➡	mark **A** for question 1 and move to question 2.
If the student does not find the pencil that is longer,	➡	• • •

Presentation Instructions for Question 2

- – *Present* Stimulus 2a and 2b.
- – *Direct* the student to Stimulus 2a. *Communicate:* These crayons are the same length.
- – *Direct* the student to each answer choice in Stimulus 2b. *Communicate:* These objects are erasers. These objects are pens.
- – *Communicate:* Find the two objects that are the same length.

Stimulus 2a

Presentation Instructions for Question 3

- – *Present* Stimulus 3.
- – *Direct* the student to each answer choice in Stimulus 3. *Communicate:* These objects are different lengths.
- – *Communicate:* Find the object that is the longest.

Stimulus 3

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