STAAR®
Alternate 2

MATHEMATICS
Grade 6

2015 Released Test Questions

TEST ADMINISTRATOR INSTRUCTIONS

Question 1

Grade	6	Subject	Mathematics	Question	1
Reporting Category 1		Numerical Representations and Relationships: The student will demonstrate an understanding of how to represent and manipulate numbers and expressions.			
Knowledge and Skill Statement 6.4		The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations.			
Essence Statement		Identifies proportional relationships in a variety of forms.			
Prerequisite Skill (Old Curriculum)		use patterns to skip count by twos, fives, and tens (1)			

Question 2

Grade	6	Subject	Mathematics	Question	2
Reporting Category 1		Numerical Representations and Relationships: The student will demonstrate an understanding of how to represent and manipulate numbers and expressions.			
Knowledge and Skill Statement 6.4		The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations.			
Essence Statement		Identifies proportional relationships in a variety of forms.			
Prerequisite Skill (Old Curriculum)		find patterns in numbers such as in a 100s chart (2)			

Question 3

Grade	6	Subject	Mathematics	Question	3
Reporting Category 1		Numerical Representations and Relationships: The student will demonstrate an understanding of how to represent and manipulate numbers and expressions.			
Knowledge and Skill Statement 6.4		The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations.			
Essence Statement		Identifies proportional relationships in a variety of forms.			
Prerequisite Skill (Old Curriculum)		find patterns in numbers such as in a 100s chart (2)			

Question 4

Grade	6	Subject	Mathematics	Question	4
Reporting Category 1		Numerical Representations and Relationships: The student will demonstrate an understanding of how to represent and manipulate numbers and expressions.			
Knowledge and Skill Statement 6.4		The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations.			
Essence Statement		Identifies proportional relationships in a variety of forms.			
Prerequisite Skill (Old Curriculum)		identify and extend whole-number and geometric patterns to make predictions and solve problems (3)			

Presentation Instructions for Question 1

– *Present* Stimulus 1.

– *Direct* the student to the dimes. *Communicate:* **These dimes equal 20 cents. Ten cents. Twenty cents.**

– *Direct* the student to the nickels. *Communicate:* **These nickels also equal 20 cents. Five cents. Ten cents. Fifteen cents. Twenty cents.**

– *Communicate:* **Find the nickels that equal 20 cents.**

Stimulus 1

Presentation Instructions for Question 3

- *Present* Stimulus 3a and 3b.
- *Direct* the student to Stimulus 3a. *Communicate:* **This is a numbers chart. The numbers in this chart follow a pattern.**
- *Direct* the student to the circled numbers. *Communicate:* **13, 14, 15, 16 follow a pattern.**
- *Direct* the student to each answer choice in Stimulus 3b. *Communicate* each answer choice.
- *Communicate:* **Find the number sentences that show the pattern from one circled number to the next circled number.**

Stimulus 3a

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40

Stimulus 3b

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13 + 1 = 14	3 + 10 = 13	11 + 2 = 13
14 + 1 = 15	13 + 10 = 23	13 + 2 = 15
15 + 1 = 16	23 + 10 = 33	14 + 2 = 16

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the number sentences		

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