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Texas Essential Knowledge and Skills (TEKS) Curriculum Assessed

Grade 6 Mathematics	Cluster 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 Skills Statement 6.7	The student applies mathematical process standards to develop concepts of expressions and equations.
Essence Statement	

Grade 6 Mathematics	Cluster 3
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 6.6	The student applies mathematical process standards to use multiple representations to describe algebraic relationships.
Essence Statement	Identifies linear relationships in a variety of forms.
Item 9 Prerequisite Skill	Determine the unknown whole number in an addition or subtraction equation when the unknown may be any one of the three or four terms in the equation (1)
Item 10 Prerequisite Skill	Determine the unknown whole number in an addition or subtraction equation when the unknown may be any one of the three or four terms in the equation (1)
Item 11 Prerequisite Skill	Represent real-world relationships using number pairs in a table and verbal descriptions (3)
Item 12 Prerequisite Skill	Represent real-world relationships using number pairs in a table and verbal descriptions (3)

Grade 6 Mathematics	Cluster 4
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 6.13	The student applies mathematical process standards to use numerical or graphical representations to solve problems.
Essence Statement	Interprets graphical representations of data.
Item 13 Prerequisite Skill	Draw conclusions and generate and answer questions using information from picture and bar-type graphs (1)
Item 14 Prerequisite Skill	Draw conclusions and make predictions from information in a graph (2)
Item 15 Prerequisite Skill	Write and solve one-step word problems involving addition or subtraction using data represented within pictographs and bar graphs with intervals of one (2)
Item 16 Prerequisite Skill	Solve one- and two-step problems using categorical data represented with a frequency table, dot plot, pictograph, or bar graph with scaled intervals (3)

Grade 6 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 6.3	The student applies mathematical process standards to represent addition, subtraction, multiplication, and division while solving problems and justifying solutions.
Essence Statement	Finds solutions to addition, subtraction, multiplication, or division problems.
Item 17 Prerequisite Skill	Explain strategies used to solve addition and subtraction problems up to 20 using spoken words, objects, pictorial up to 20 uo su(c)10ddre8677 0 0

MATHEMATICS

Presentation Instructions for Question 1

- € Present Stimulus 1.
- € Direct the student to Stimulus 1. Communicate: This is a number sentence. It shows the expanded form of one hundred seventeen. One hundred seventeen can be written as 100 plus 10 plus 7.
- € Communicate: Find the number sentence that shows the expanded form of one hundred seventeen.

Stimulus 1

* 117 = 100 + 10 + 7

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the number sentence,		mark A for question 1 and move to question 2.
If the student does not find the number sentence,		€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 number sentence,		mark B for question 1 and move to question 2.
After the five-second wait time, if the student does not find the number sentence,		mark C for question 1 and move to question 2.

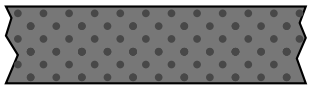
Presentation Instructions for Question 4

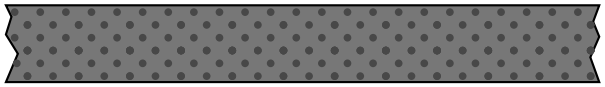
€ Present Stimulus 4a and 4b.

Presentation Instructions for Question 5

- € Present Stimulus 5. Communicate: Here are two pieces of ribbon.
- € Direct the student to the answer choice on the top. Communicate: The length of this piece of ribbon is short.
- € Direct the student to the answer choice on the bottom. Communicate: The length of this piece of ribbon is long.
- € Communicate: Find the piece of ribbon that is long.

Stimulus 5



* 

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

Presentation Instructions for Question 6

- € Present Stimulus 6a and 6b.
- € Direct the student to the ribbon and the ruler in Stimulus 6a. Communicate: Here is a piece of ribbon. The length of length

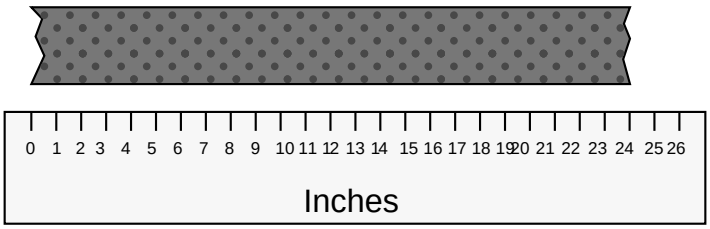
Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the piece of ribbon that is 1 foot long in Stimulus 6b,		mark A for question 6 and move to question 7.
If the student does not find the piece of ribbon that is 1 foot long in Stimulus 6b,		€model the desired student action by finding the piece of ribbon that is 1 foot long in Stimulus 6b and communicate •This piece of ribbon is the same length as 12 inchesŽ ; and €replicate the initial presentation instructions.
After teacher modeling, if the student finds the piece of ribbon that is 1 foot long in Stimulus 6b,		mark B for question 6 and move to question 7.
After teacher modeling, if the student does not find the piece of ribbon that is 1 foot long in Stimulus 6b,		mark C for question 6 and move to question 7.

Presentation Instructions for Question 7

- € Present Stimulus 7a and 7b.
- € Direct the student to •Ribbon = 2 feetŽ in Stimulus 7a. Communicate: The length of this piece of ribbon is 2 feet.
- € Direct the student to the ruler in Stimulus 7a without indicating the length of the ribbon. Communicate: The ruler shows how many inches long the ribbon is.
- € Direct the student to each answer choice in Stimulus 7b. Communicate each answer choice.
- € Communicate: Find how many inches of ribbon equals 2 feet.

Stimulus 7a

Ribbon = 2 feet



Stimulus 7b

26 inches | * 24 inches | 2 inches

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds •24 inchesŽ in Stimulus 7b,		mark A for question 7 and move to question 8.
If the student does not find •24 inchesŽ in Stimulus 7b,		provide one of these allowable teacher assists to the student: € Highlight all the numbers on the ruler. OR € Have the student locate the numbers on the ruler that correspond to the answer choices. OR € Highlight the numbers from Stimulus 7b on the ruler. OR € Demonstrate the scenario in Stimulus 7a with real objects. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds •24 inchesŽ in Stimulus 7b,		mark B for question 7 and move to question 8.
After the selected teacher assistance, if the student does not find •24 inchesŽ in Stimulus 7b,		mark C for question 7 and move to question 8.

Presentation Instructions for Question 8

- € Present Stimulus 8a and 8b.
- € Direct the student to Stimulus 8a. Communicate: The table shows the number of inches in 1, 2, and 3 feet.
- € Direct the student to each row of the table in Stimulus 8a. Communicate: Twelve inches equals one foot. Twenty-four inches equals two feet. Thirty-six inches equals three feet. This row has a missing number.
- € Direct the student to each answer choice in Stimulus 8b.
- € Communicate: Find the number of inches that equals four feet.

Presentation Instructions for Question 9

- € Present Stimulus 9.
- € Direct the student to the top equation. Communicate: This is an equation. Five plus a missing number equals six.
- € Direct the student to the bottom equation. Communicate: The missing number is one. Five plus one equals six.
- € Communicate: Find the equations that show that the missing number is one.

Stimulus 9

*

$$5 + \boxed{} = 6$$

$$\downarrow$$

$$5 + \boxed{1} = 6$$

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the equations,		mark A for question 9 and move to question 10.
If the student does not find the equations,		

Presentation Instructions for Question 10

- € Present Stimulus 10a and 10b.
- € Direct the student to each equation in Stimulus 10a. Communicate: Here are more equations. Five plus a missing number equals six. The missing number is one. Five plus one equals six.
- € Direct the student to each answer choice in Stimulus 10b. Communicate: These equations have missing numbers.
- € Communicate: Find the equation where the missing number is one.

Stimulus 10a

5 + ☐ = 6

5 + 1 = 6

Stimulus 10b

* 5 + ☐ = 6

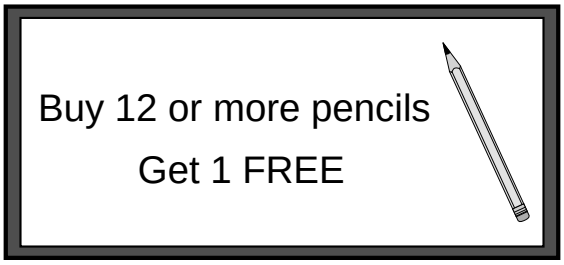
1 + ☐ = 6

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds •5 + = 6Ž in Stimulus 10b,		mark A for question 10 and move to question 11.
If the student does not find •5 + = 6Ž in Stimulus 10b,		€model the desired student action by finding •5 + = 6Ž in Stimulus 10b and communicate •This is the equation where the missing number is oneŽ ; and €replicate the initial presentation instructions.
After teacher modeling, if the student finds •5 + = 6Ž in Stimulus 10b,		mark B for question 10 and move to question 11.
After teacher modeling, if the student does not find •5 + = 6Ž in Stimulus 10b,		mark C for question 10 and move to question 11.

Presentation Instructions for Question 11

- € Present Stimulus 11a and 11b.
- € Direct the student to Stimulus 11a. Communicate: This is a sign at a store. Communicate the text in Stimulus 11a.
- € Direct the student to each answer choice in Stimulus 11b. Communicate: Here are three tables that show the number of pencils a student buys and the number of pencils he gets.
- € Communicate: Find the table that shows how many pencils the student will get if he buys 12, 13, or 14 pencils.

Stimulus 11a



Stimulus 11b

Pencils

Buys	Gets

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the table with 4, 10, and 16 in the •Number of WheelsŽ column,		mark A for question 12 and move to question 13.
If the student does not find the table with 4, 10, and 16 in the •Number of WheelsŽ column,		replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds the table with 4, 10, and 16 in the •Number of WheelsŽ column,		mark B for question 12 and move to question 13.
After the teacher repeats the instructions, if the student does not find the table with 4, 10, and 16 in the •Number of WheelsŽ column,		mark C for question 12 and move to question 13.

Presentation Instructions for Question 14

- € Present Stimulus 14a and 14b.
- € Direct the student to each bar in Stimulus 14a. Communicate: In the bar graph, the bar for •Plant TreesŽ is taller than the bar for •Plant a Garden.Ž More students planted trees than planted a garden.
- € Direct the student to each answer choice in Stimulus 14b. Communicate: These graphs show how many students planted a garden and how many students planted trees.
- € Communicate: Find the graph that shows that more students planted trees than planted a garden.

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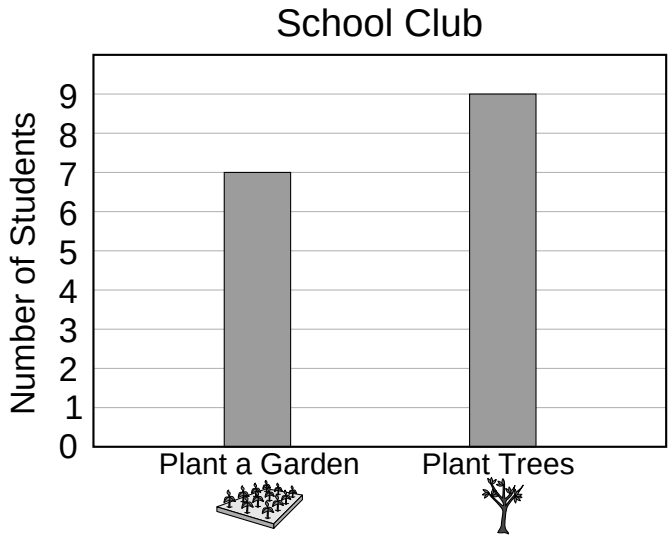
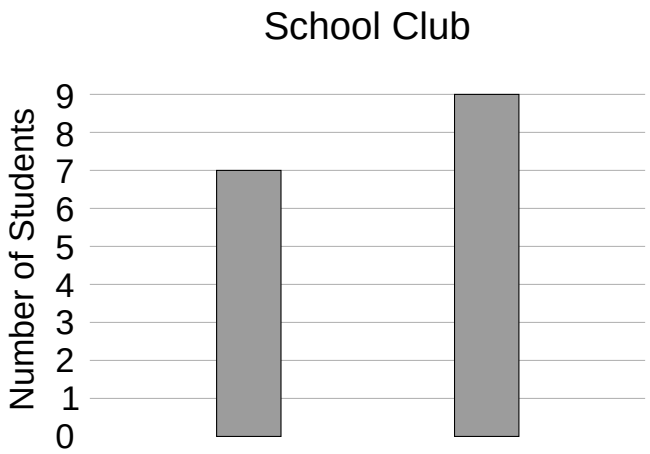


Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the graph that shows Plant a Garden: 7, Plant Trees: 9 in Stimulus 14b,		mark A for question 14 and move to question 15.
If the student does not find the graph that shows Plant a Garden: 7, Plant Trees: 9 in Stimulus 14b,		€model the desired student action by finding the graph that shows Plant a Garden: 7, Plant Trees: 9 in Stimulus 14b and communicate •This graph shows that more students planted trees than planted a gardenŽ ; and € replicate the initial presentation instructions.
After teacher modeling, if the student finds the graph that shows Plant a Garden: 7, Plant Trees: 9 in Stimulus 14b,		mark B for question 14 and move to question 15.
After teacher modeling, if the student does not find the graph that shows Plant a Garden: 7, Plant Trees: 9 in Stimulus 14b,		mark C for question 14 and move to question 15.

Presentation Instructions for Question 15

- € Present Stimulus 15a and 15b.
- € Direct the student to each part of the bar graph in Stimulus 15a. Communicate: This bar graph shows that seven students planted a garden and nine students planted trees.
- € Direct the student to each answer choice in Stimulus 15b. Communicate each answer choice.
- € Communicate: Find the equation that shows how to find how many more students planted trees than planted a garden.

Stimulus 15a



Scoring Instructions		
Student Action		Test Administrator Action
If the student finds •9 … 7 = 2 studentsŽ in Stimulus 15b,		mark A for question 15 and move to question 16.
If the student does not find •9 … 7 = 2 studentsŽ in Stimulus 15b,		

Presentation Instructions for Question 16

- € Present Stimulus 16a and 16b.
- € Direct the student to the bar graph in Stimulus 16a. Communicate: Students planted rows of carrots, lettuce, and broccoli in a garden. The bar graph shows how many rows of each vegetable they planted.
- € Communicate the text in the bar graph.
- € Direct the student to each answer choice in Stimulus 16b. Communicate each answer choice.
- € Communicate: Find the total numbC /T1_2 1 6he

Presentation Instructi[illegible]7

- € Present Stimulus 1[illegible]
- € Direct the student[illegible]ber sentence. Communicate: A woman bought three packages of spor[illegible] sports drinks in each package. This number sentence shows that 6 plus[illegible]ts drinks.
- € Communicate: Fir[illegible]at equals 18 sports drinks.

Stimulus 17

Presentation Instructions for Question 18

- € Present Stimulus 18a and 18b.
- € Direct the student to each part of Stimulus 18a. Communicate: This shows 3 packages of 6 sports drinks: 6 plus 6 plus 6 equals 18 sports drinks.
- € Direct the student to each answer choice in Stimulus 18b. Communicate: Here are two multiplication number sentences. Six times three equals 18. Six times one equals six.
- € Communicate: Find the multiplication number sentence tha01

Presentation Instructions for Question 19

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TEST ADMINISTRATOR MANUAL

STAAR ALTERNATE 2
GRADE 6
Mathematics
April 2019

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