

STAR

Alternate 2

State of Texas
Assessments of
Academic Readiness
— Alternate 2 —

Grade 5 Science	Cluster 5
Reporting Category 2	Matter and Energy
Knowledge and Skills Statement 5.6	Matter and Energy
Essence Statement	Matter and Energy
Item 17 Prerequisite Skill	Energy (K)
Item 18 Prerequisite Skill	Energy (K)
Item 1 Prerequisite Skill	Matter (1)
Item 2 Prerequisite Skill	Matter (2)

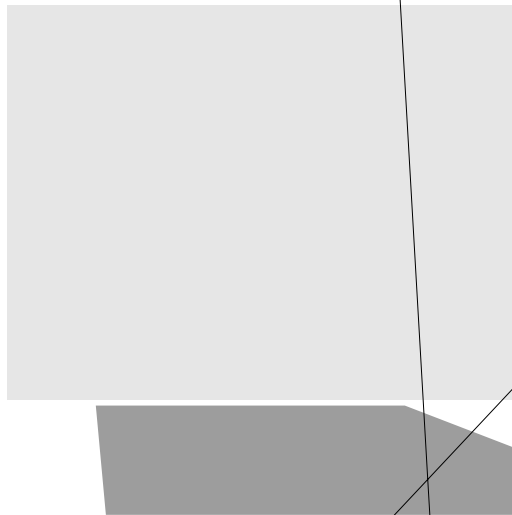
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SCIENCE

Presentation Instructions for Question 2

- Present Stimulus 2a and 2b.
- Direct the student to Stimulus 2a. Communicate: This is rainy winter weather. It is cold and wet outside.
- Direct the student to each answer choice in Stimulus 2b. Communicate: This is a woman running when it is cold and wet outside. This is a woman running when it is sunny and dry outside.
- Communicate: Find the rainy winter day.

Stimulus 2a



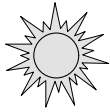
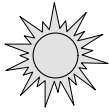
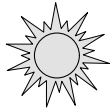
Scoring Instructions

Student Action	Test Administrator Action
If the student finds the rainy scene in Stimulus 2b,	mark A for question 2 and move to question 3.
If the student does not find the rainy scene in Stimulus 2b,	<ul style="list-style-type: none"> • model the desired student action by finding the rainy scene in Stimulus 2b and communicate “This rainy winter weather is cold and wet”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the rainy scene in Stimulus 2b,	mark B for question 2 and move to question 3.
After teacher modeling, if the student does not find the rainy scene in Stimulus 2b,	mark C for question 2 and move to question 3.

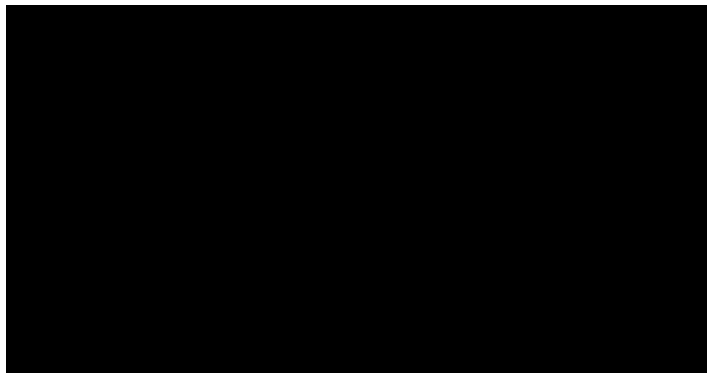
Presentation Instructions for Question 3

- Present Stimulus 3a and 3b.
- Direct the student to Stimulus 3a. Communicate: This is the weather for Thursday, Friday, and Saturday. Communicate the temperature in the weather chart.
- Direct the student to each answer choice in Stimulus 3b. Communicate the temperature in each answer choice.
- Communicate: Find the activity that is happening when the weather is sunny and hot.

Stimulus 3a

<u>Thursday</u>	<u>Friday</u>	<u>Saturday</u>
		
Temperature 100°F	Temperature 101°F	Temperature 100°F

Stimulus 3b



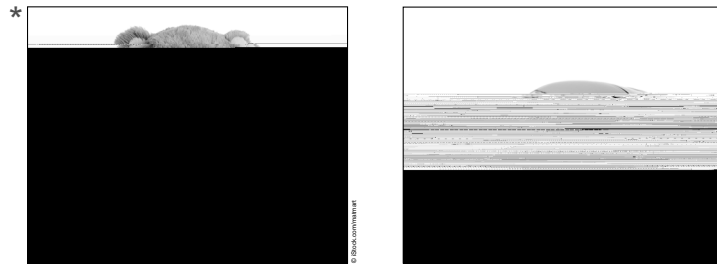
Scoring Instructions

Student Action	Test Administrator Action
If the student finds "swimming" in Stimulus 3b,	mark A for question 3 and move to question 4.
If the student does not find "swimming" in Stimulus 3b,	provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Have the student describe the weather pattern needed for each activity in Stimulus 3b. OR • Highlight the temperatures in Stimulus 3a. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "swimming" in Stimulus 3b,	mark B for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find "swimming" in Stimulus 3b,	mark C for question 3 and move to question 4.

Presentation Instructions for Question 5

- Present Stimulus 5.
- Direct the student to the teddy bear. Communicate: This is a teddy bear. It feels soft and fuzzy.
- Direct the student to the toy car. Communicate: This is a toy car. It feels hard and smooth.
- Communicate: Find the object that feels soft and fuzzy.

Stimulus 5



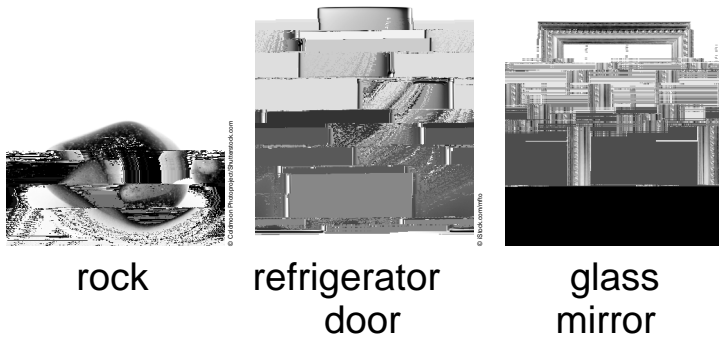
Scoring Instructions	
Student Action	Test Administrator Action
If the student finds the teddy bear,	mark A for question 5 and move to question 6.
If the student does not find the teddy bear,	<ul style="list-style-type: none"> • remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds the teddy bear,	mark B for question 5 and move to question 6.
After the five-second wait time, if the student does not find the teddy bear,	mark C for question 5 and move to question 6.

Presentation Instructions for Question 7

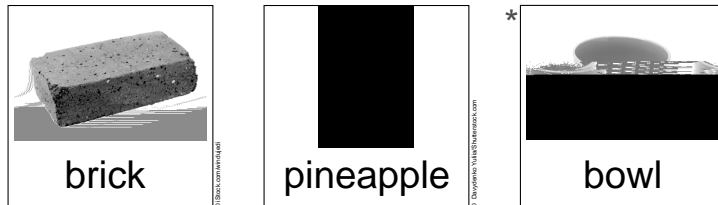
- Present Stimulus 7a and 7b.
- Direct the student to Stimulus 7a. Communicate: Texture is how an object feels. These objects have a smooth texture. Communicate the text in Stimulus 7a.
- Direct the student to each answer choice in Stimulus 7b. Communicate the text in each answer choice.
- Communicate: Find another object that has a smooth texture.

Stimulus 7a

Smooth Texture



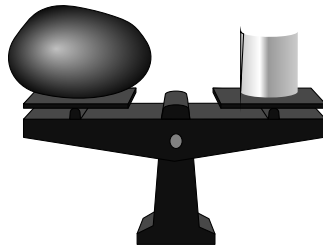
Stimulus 7b



Presentation Instructions for Question 8

- Present Stimulus 8a and 8b.
- Direct the student to Stimulus 8a. **Communicate:** This is a balance scale. This is a rock that is on the balance scale. Balance scales are used to measure a physical property.
- Direct the student to each answer choice in Stimulus 8b. **Communicate** the text in each answer choice.
- **Communicate:** Find the physical property that is being measured with the balance scale.

Stimulus 8a



Presentation Instructions for Question 9

€ Present Stimulus 9.

€ Direct the student to the title and each part of the life cycle of a frog. Communicate: This drawing shows the life cycle of a frog: eggs, tadpole, froglet, adult frog. The eggs are a part of this life cycle.

€ Communicate: Find the eggs.

Stimulus 9

Life Cycle of a Frog

* eggs

adult frog

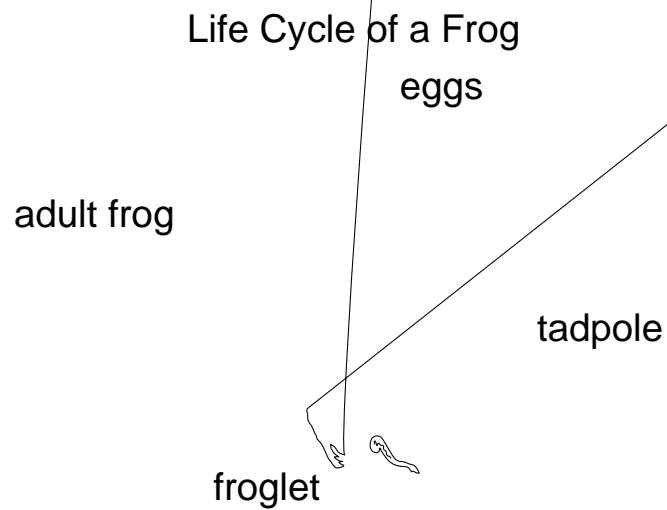
tadpole

froglet

Presentation Instructions for Question 10

- € Present Stimulus 10a and 10b.
- € Direct the student to the title and each part of the life cycle of a frog in Stimulus 10a. Communicate: This drawing shows the life cycle of a frog: eggs, tadpole, froglet, adult frog.
- € Direct the student to each answer choice in Stimulus 10b. Communicate the text in each answer choice.
- € Communicate: Find the part of the life cycle that comes directly after the eggs.

Stimulus 10a



Scoring Instructions

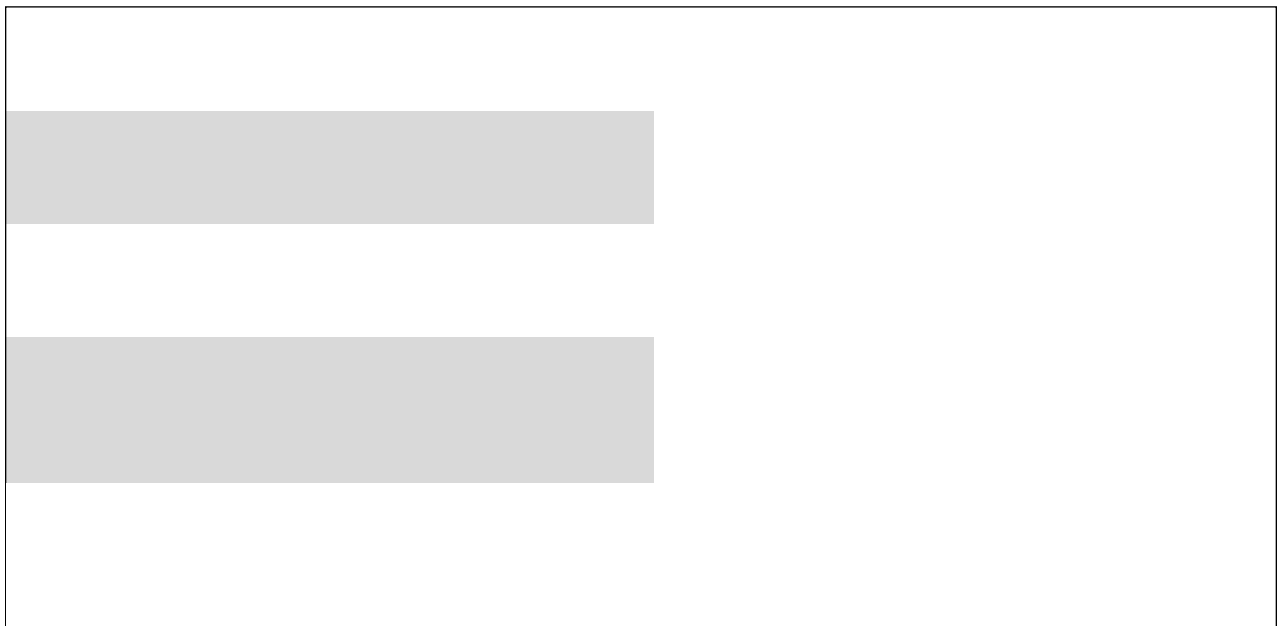
Student Action	Test Administrator Action
If the student finds the tadpole in Stimulus 10b,	mark A for question 10 and move to question 11.
If the student does not find the tadpole in Stimulus 10b,	<ul style="list-style-type: none"> • model the desired student action by finding the tadpole in Stimulus 10b and communicate “The tadpole comes directly after the eggs”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the tadpole in Stimulus 10b,	mark B for question 10 and move to question 11.
After teacher modeling, if the student does not find the tadpole in Stimulus 10b,	mark C for question 10 and move to question 11.

Presentation Instructions for Question 11

- Present

Scoring Instructions

Student Action	Test Administrator Action
If the student finds "larva with legs" in Stimulus 11b,	mark A for question 11 and move to question 12.
If the student does not find "larva with legs" in Stimulus 11b,	<p>provide one of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> • Have the student identify each part of the life cycle of a salamander in order, starting with the eggs. OR • Highlight the direction of the life cycle of a salamander, starting with the eggs. OR • Highlight the froglet in Stimulus 11a. <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds "larva with legs" in Stimulus 11b,	mark B for question 11 and move to question 12.
After the selected teacher assistance, if the student does not find "larva with legs" in Stimulus 11b,	mark C for question 11 and move to question 12.



Presentation Instructions for Question 14

- Present Stimulus 14a and 14b.
 - Direct the student to Stimulus 14a. **Communicate:** These marbles are different sizes. Size is a physical property that can be used to help describe an object.
 - Direct the student to each answer choice in Stimulus 14b. **Communicate:** This is a button. This is a basketball.
 - **Communicate:** Find the object that is small.
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Stimulus 14a

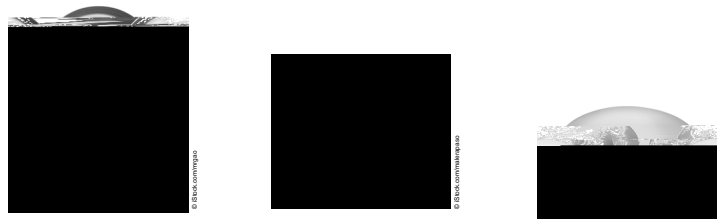
Scoring Instructions

Student Action	Test Administrator Action
If the student finds the button in Stimulus 14b,	mark A for question 14 and move to question 15.
If the student does not find the button in Stimulus 14b,	<ul style="list-style-type: none"> • model the desired student action by finding the button in Stimulus 14b and communicate “The button is the object that is small” ; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the button in Stimulus 14b,	mark B for question 14 and move to question 15.
After teacher modeling, if the student does not find the button in Stimulus 14b,	mark C for question 14 and move to question 15.

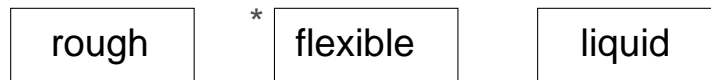
Presentation Instructions for Question 15

- Present Stimulus 15a and 15b.
- Direct the student to Stimulus 15a. Communicate: A student is comparing the physical properties of three objects: a balloon, a beach ball, and a pool ring.
- Direct the student to each answer choice in Stimulus 15b. Communicate the text in each answer choice.
- Communicate: Find the physical property that describes all of these objects.

Stimulus 15a



Stimulus 15b



Presentation Instructions for Question 16



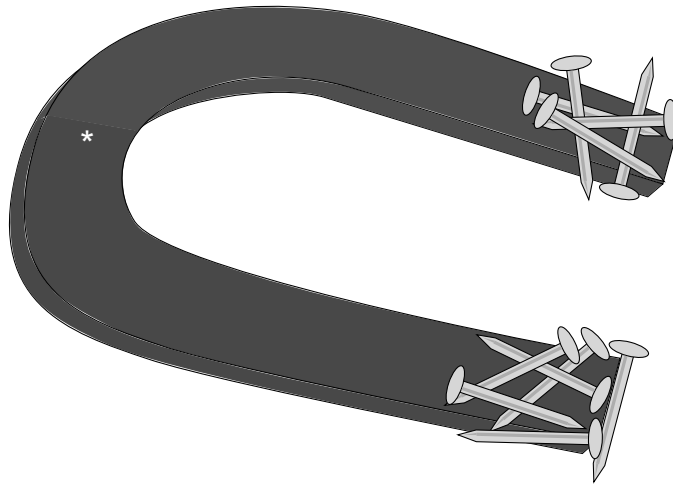
Scoring Instructions

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

Presentation Instructions for Question 17

- Present Stimulus 17.
- Direct the student to Stimulus 17. Communicate: This is a magnet. A magnet can attract nails made out of metal.
- Communicate: Find the magnet.

Stimulus 17



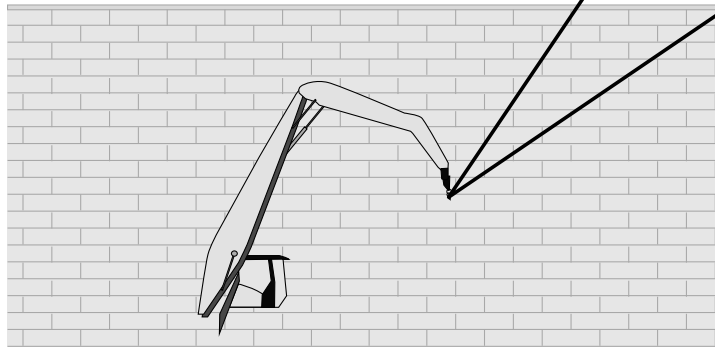
Scoring Instructions

Scoring Instructions	
Student Action	Test Administrator Action
If the student finds the magnet,	mark A for question 17 and move to question 18.
If the student does not find the magnet,	<ul style="list-style-type: none">• remove the stimulus;• wait at least five seconds; and

Presentation Instructions for Question 19

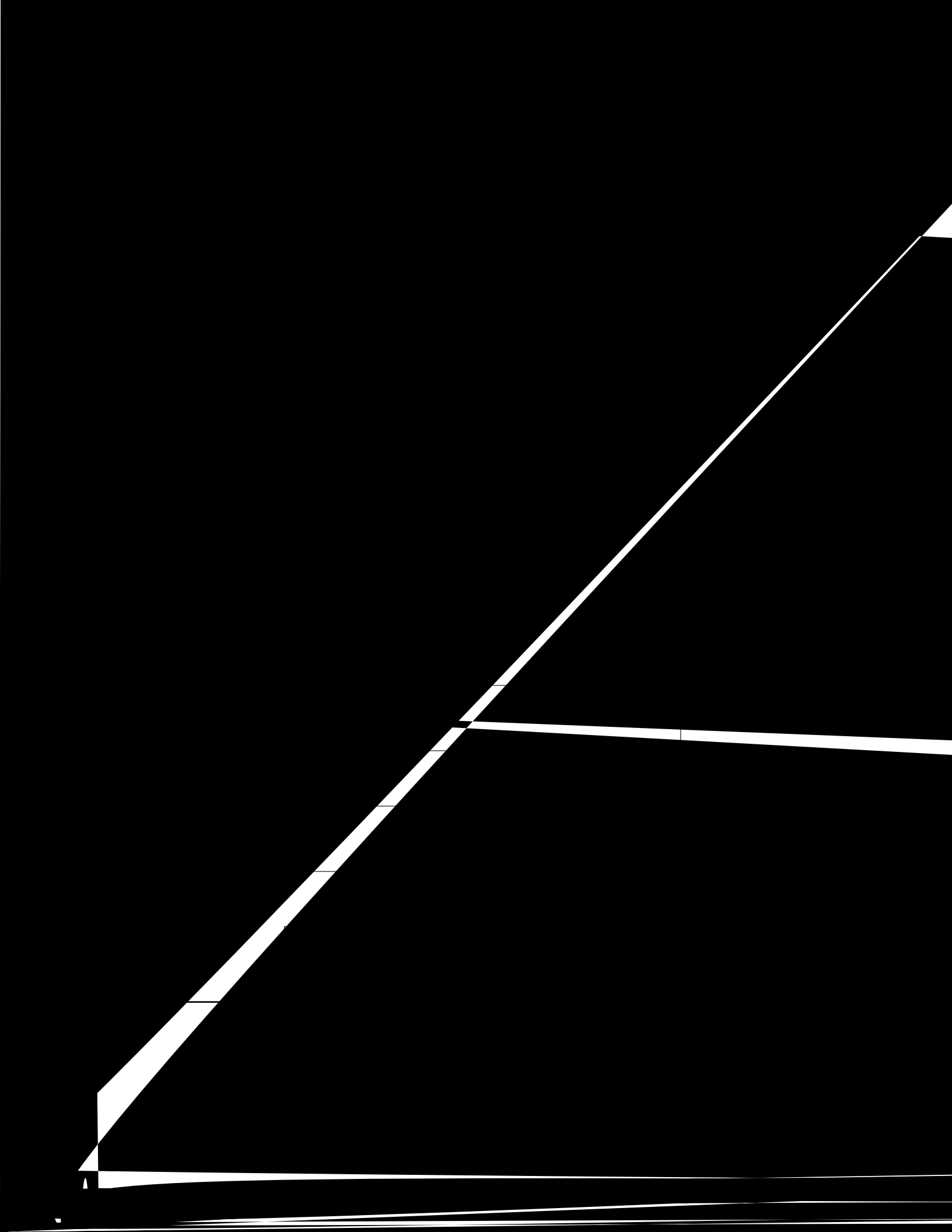
- Present Stimulus 19a and 19b. **Communicate:** Magnets can be very large.
- Direct the student to Stimulus 19a. **Communicate:** This is a large magnet used in a recycle center to sort objects.
- Direct the student to each answer choice in Stimulus 19b. **Communicate:** the text in each answer choice.
- **Communicate:** Find how this magnet is used.

Stimulus 19a



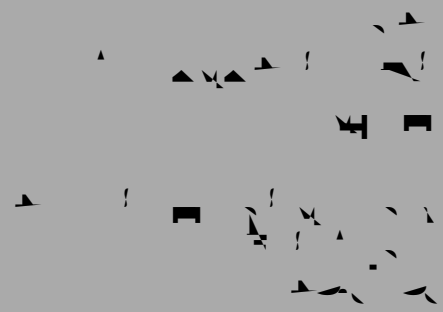
Scoring Instructions

Student Action	Test Administrator Action
If the student finds "The magnet pulls metal from the pile" in Stimulus 19b,	mark A for question 19 and move to question 20.
If the student does not find "The magnet pulls metal from the pile" in Stimulus 19b,	<p>provide one of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> • Have the student demonstrate how a magnet works. OR • Identify the materials that attract to a magnet. OR • Highlight "metal," "plastic," and "wood" in the answer choices. <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds "The magnet pulls metal from the pile" in Stimulus 19b,	mark B for question 19 and move to question 20.
After the selected teacher assistance, if the student does not find "The magnet pulls metal from the pile" in Stimulus 19b,	mark C for question 19 and move to question 20.



Scoring Instructions

Student Action	Test Administrator Action
If the student finds “These magnets are used for fun activities” in Stimulus 20b,	mark A for question 20.
If the student does not find “These magnets are used for fun activities” in Stimulus 20b,	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “These magnets are used for fun activities” in Stimulus 20b,	mark B for question 20.
After the teacher repeats the instructions, if the student does not find “These magnets are used for fun activities” in Stimulus 20b,	mark C for question 20.



April 2019