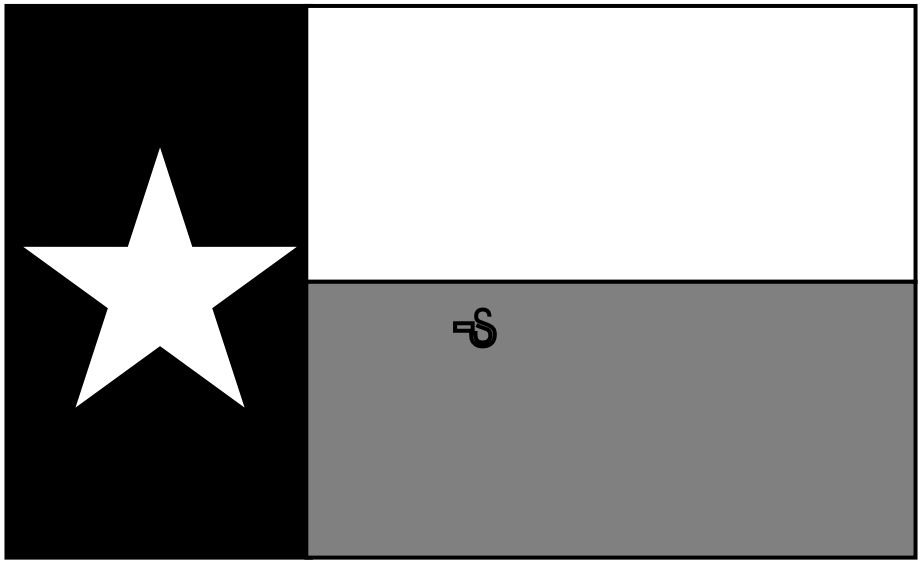
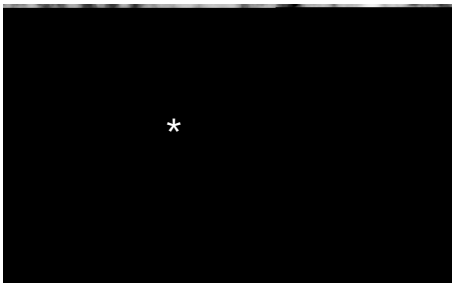


Presentation Instructions for Question 1

- Stimulus 1.
- the student to Stimulus 1. **Young animals often look like their parents.**
- **Find the baby chimpanzee.**

Stimulus 1



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

Presentation Instructions for Question 2

Present Stimulus 2a and 2b.

Point to Stimulus 2a. Say **"This is an adult chimpanzee and her baby.**

Point to each answer choice in Stimulus 2b. Read the text in each answer choice.

Say **"Find the way this baby chimpanzee looks like its parent.**

Stimulus 2a

Stimulus 2b

same size

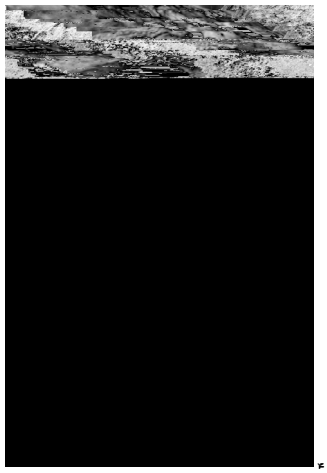
* dark fur

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds dark fur in Stimulus 2b,		mark **A** for question 2 and move to question 3.
If the student does not find dark fur in Stimulus 2b,		model the desired student action by finding dark fur in Stimulus 2b and saying **"This baby chimpanzee looks like its parent by its dark fur"**; and replicate the initial presentation instructions.
After teacher modeling, if the student finds dark fur in Stimulus 2b,		mark **B** for question 2 and move to question 3.
After teacher modeling, if the student does not find dark fur 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. Read **This is a chimpanzee. Chimpanzees often use a tool to catch ants to eat.**
- Direct the student to each answer choice in Stimulus 3b. Read the text in each answer choice.
- Read **Find the tool that the chimpanzee uses to catch ants.**

Stimulus 3a



Stimulus 3b

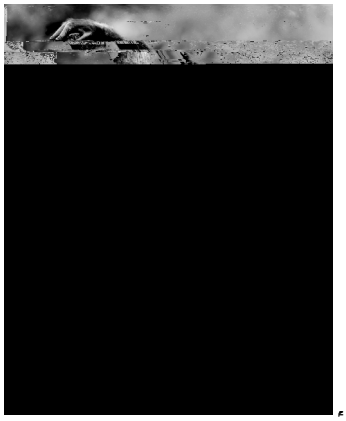
rock | sand | * stick

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds stick in Stimulus 3b,		mark **A** for question 3 and move to question 4.
If the student does not find stick in Stimulus 3b,		provide one of these allowable teacher assists to the student: Have the student talk about what is happening in Stimulus 3a. **OR** Ask: Can I catch ants with ____?, inserting each answer choice into the blank. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds stick in Stimulus 3b,		mark **B** for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find stick in Stimulus 3b,		mark **C** for question 3 and move to question 4.

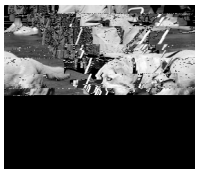
Presentation Instructions for Question 4

- Present Stimulus 4a and 4b.
- Direct the student to Stimulus 4a. Say: **Chimpanzees know how to climb trees without being taught.**
- Direct the student to each answer choice in Stimulus 4b. Say: **A horse pulling a cart. A service dog helping a person. A bear eating a salmon fish.**
- Say: **Find the animal that is showing a behavior that is natural and similar to its parents.**

Stimulus 4a



Stimulus 4b



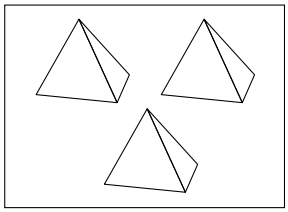
Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the bear eating a salmon fish in Stimulus 4b,		mark **A** for question 4 and move to question 5.
If the student does not find the bear eating a salmon fish in Stimulus 4b,		replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds the bear eating a salmon fish in Stimulus 4b,		mark **B** for question 4 and move to question 5.
After the teacher repeats the instructions, if the student does not find the bear eating a salmon fish in Stimulus 4b,		mark **C** for question 4 and move to question 5.

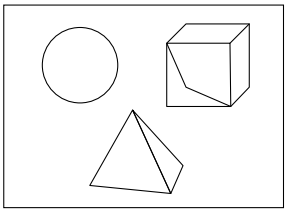
Presentation Instructions for Question 5

- Present Stimulus 5. Say **Objects can be compared by their physical properties.**
- Point to the student to Stimulus 5. Say **Shape is a physical property.**
- Point to the student to the first answer choice. Say **These objects are the same shape.**
- Point to the student to the second answer choice. Say **These objects are different shapes.**
- Say **Find the objects that are all the same shape.**

Stimulus 5

*



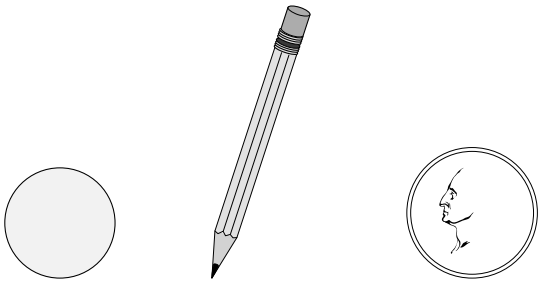


Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the pyramids,		mark **A** for question 5 and move to question 6.
If the student does not find the pyramids,		remove the stimulus; wait at least five seconds; and replicate the initial presentation instructions.
After the five-second wait time, if the student finds the pyramids,		mark **B** for question 5 and move to question 6.
After the five-second wait time, if the student does not find the pyramids,		mark **C** for question 5 and move to question 6.

Presentation Instructions for Question 6

- Present Stimulus 6a and 6b. Say **Objects can be compared by their physical properties.**
- Direct the student to Stimulus 6a. Say **Marble. Pencil. Quarter. All these objects weigh about the same.**
- Direct the student to each answer choice in Stimulus 6b. Say **This is a sock. This is a brick.**
- Say **Find the object that weighs about the same as a marble, a pencil, or a quarter.**

Stimulus 6a



Presentation Instructions for Question 8

Presentation Instructions for Question 9

Stimulus 9.

The student to Stimulus 9. **Living things are dependent on one another. This is a bee gathering pollen from a flower.**

Presentation Instructions for Question 10

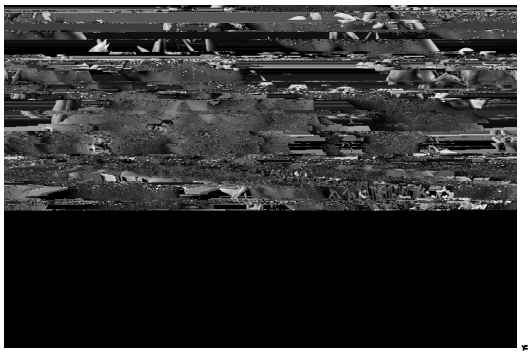
Stimulus 10a and 10b.

Direct the student to Stimulus 10a. Read aloud **Living things are dependent on one another. This is a bee gathering pollen from a cactus flower.**

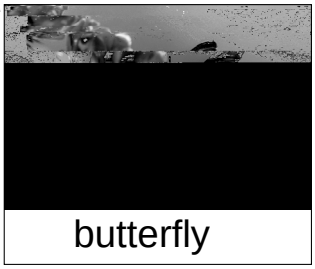
Direct the student to each answer choice in Stimulus 10b. Read the text in each answer choice.

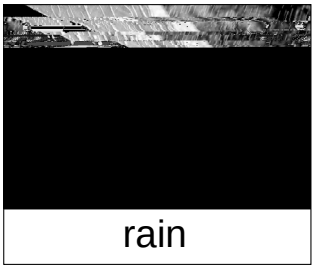
Read aloud **Find what else a cactus flower can attract.**

Stimulus 10a



Stimulus 10b



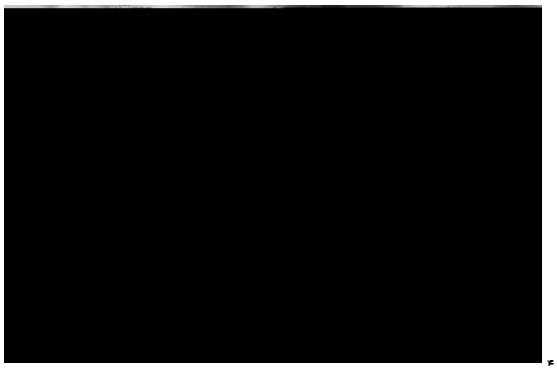


Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the butterfly in Stimulus 10b,		tody gqstion 14d move 170 0 10 142.94g1.1 te1.1 te1.1re <</ 1 te1.1

Presentation Instructions for Question 11

- Present Stimulus 11a and 11b.
- Direct the student to Stimulus 11a. Read **This is a desert in Texas. This desert environment is very hot and dry.**
- Direct the student to each answer choice in Stimulus 11b. Read the text in each answer choice.
- Read **Find a trait that living things need to survive in this desert.**

Stimulus 11a



Stimulus 11b

* go long periods without water

need to live near a river

withstand the wind and rain

Presentation Instructions for Question 12

- Present Stimulus 12a and 12b.
- Point to the student to the coyote and the mule deer in Stimulus 12a. Say **This is a coyote. It is a predator. This is a mule deer. It is prey for the coyote. The coyote needs the mule deer in order to survive.**
- Point to the student to each answer choice in Stimulus 12b. Say the text in each answer choice.
- Say **Find what the mule deer provides the coyote for survival.**

Stimulus 12a

Stimulus 12b

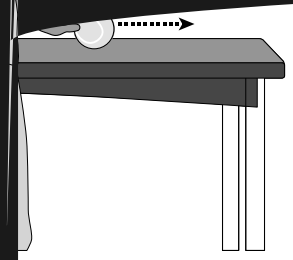
shelter * energy sunlight

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds energy in Stimulus 12b,		mark **A** for question 12 and move to question 13.
If the student does not find energy in Stimulus 12b,		replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds energy in Stimulus 12b,		mark **B** for question 12 and move to question 13.
After the teacher repeats the instructions, if the student does not find energy in Stimulus 12b,		mark **C** for question 12 and move to question 13.

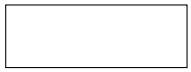
pull can cha ject.

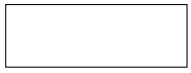
A girl is pus .

d.



Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the ball that hits the ground and bounces before rolling forward in Stimulus 14b,		mark **A** for question 14 and move to question 15.
If the student does not find the ball that hits the ground and bounces before rolling forward in Stimulus 14b,		model the desired student action by finding the ball that hits the ground and bounces before rolling forward in Stimulus 14b and then **"This is the path the ball will follow after it is pushed off the edge of the table"**; and replicate the initial presentation instructions.
After teacher modeling, if the student finds the ball that hits the ground and bounces before rolling forward in Stimulus 14b,		mark **B** for question 14 and move to question 15.
After teacher modeling, if the student does not find the ball that hits the ground and bounces before rolling forward in Stimulus 14b,		mark **C** for question 14 and move to question 15.





Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds pulling in Stimulus 15b,		mark **A**

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds take books out of the wagon in Stimulus 16b,		mark **A** for question 16 and move to question 17.
If the student does not find take books out of the wagon in Stimulus 16b,		replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds take books out of the wagon 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 take books out of the wagon in Stimulus 16b,		mark **C** for question 16 and move to question 17.

Presentation Instructions for Question 18

Stimulus 18a and 18b. **Stars can be observed.**

The student to Stimulus 18a. **These stars are bright in the sky.**

The student to each answer choice in Stimulus 18b. The text in each answer

Presentation Instructions for Question 19

Stimulus 19a and 19b. **Stars, planets, and other objects in our solar system can be observed.**

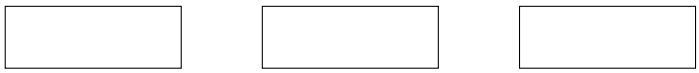
The student to the sun, Mercury, Saturn, and Neptune in Stimulus 19a. **This is the sun. This is Mercury. This is Saturn. This is Neptune.**

The student to the other planets in Stimulus 19a without naming them. **These are the planets in our solar system.**

The student to each answer choice in Stimulus 19b. The text in each answer choice.

Find the name of the planet in our solar system that is the closest to the sun.

Stimulus 19a



Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds North America in Stimulus 20b,		mark **A** for question 20.
If the student does not find North America in Stimulus 20b,		replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds North America in Stimulus 20b,		mark **B** for question 20.
After the teacher repeats the instructions, if the student does not find North America in Stimulus 20b,		mark **C** for question 20.

TEST ADMINISTRATOR MANUAL

STAAR ALTERNATE 2 GRADE 8 Science

April 2019

1118835 1 2 3 4 5 A B C D E Printed in the USA ISD21060