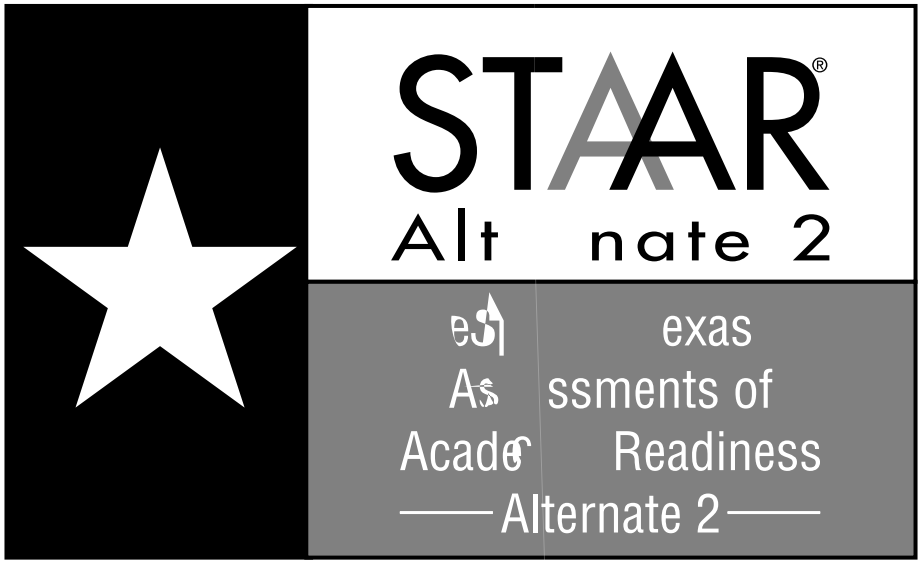

TEST ADMINISTRATOR MANUAL

Biology

STAAR Alternate 2

Administered April 2019

RELEASED

Texas Essential Knowledge and Skills (TEKS) Curriculum Assessed

Biology	Cluster 1
Reporting Category 3	Biological Evolution and Classification: The student will demonstrate an understanding of the theory of biological evolution and the hierarchical classification of organisms.
Knowledge and Skills Statement	

Biology	Cluster 3
Reporting Category 4	Biological Processes and Systems: The student will demonstrate an understanding of metabolic processes, energy conversions, and interactions and functions of systems in organisms.
Knowledge and Skills Statement Biology 10	The student knows that biological systems are composed of multiple levels.
Essence Statement	Knows that biological systems have functions and interact.
Item 9 Prerequisite Skill	Observe, record, and compare how the physical characteristics and behaviors of animals help them meet their basic needs (2)
Item 10 Prerequisite Skill	Observe, record, and compare how the physical characteristics and behaviors of animals help them meet their basic needs (2)
Item 11 Prerequisite Skill	Identify the main functions of the systems of the human organism, including the circulatory, respiratory, skeletal, muscular, digestive, excretory, reproductive, integumentary, nervous, and endocrine systems (7)
Item 12 Prerequisite Skill	Identify the main functions of the systems of the human organism, including the circulatory, respiratory, skeletal, muscular, digestive, excretory, reproductive, integumentary, nervous, and endocrine systems (7)

Biology	Cluster 4
Reporting Category 2	Mechanisms of Genetics: The student will demonstrate an understanding of the mechanisms of genetics.
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Biology	Cluster 5
Reporting Category 1	Cell Structure and Function: The student will demonstrate an understanding of biomolecules as building blocks of cells, and that cells are the basic unit of structure and function of living things.
Knowledge and Skills Statement Biology 5	The student knows how an organism grows and the importance of cell differentiation.
Essence Statement	Recognizes the importance of the cell cycle and cell differentiation to the growth of organisms.
Item 17 Prerequisite Skill	Examine evidence that living organisms have basic needs such as food, water, and shelter for animals and air, water, nutrients, sunlight, and space for plants (K)
Item 18 Prerequisite Skill	Identify the basic needs of plants and animals (2)
Item 19 Prerequisite Skill	Recognize the components of cell theory (7)
Item 20 Prerequisite Skill	Recognize the components of cell theory (7)

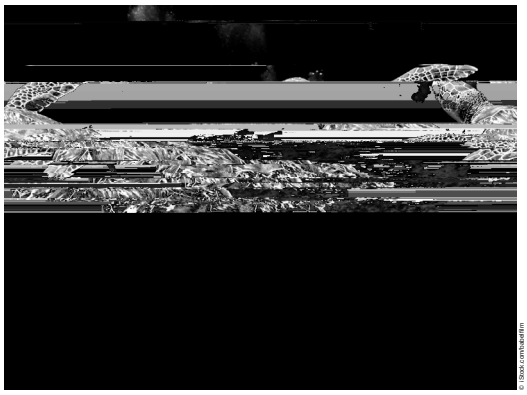
Additional resources for STAAR Alternate 2, including the STAAR Alternate 2 Test Administrator Manual and the STAAR Alternate 2 Educator Guide, are available online: http://tea.texas.gov/student.assessment/special-ed/staaralt/

BIOLOGY

Presentation Instructions for Question 2

- € Present Stimulus 2a and 2b. Communicate: Organisms are classified by their characteristics.
- € Direct the student to Stimulus 2a. Communicate: This is a sea turtle with four limbs. The sea turtle uses flipper-shaped limbs to help it move through the water.
- € Direct the student to each answer choice in Stimulus 2b. Communicate: This is a crab. This is a snail.
- € Communicate: Find the animal that uses limbs to move around in its environment.

Stimulus 2a



Stimulus 2b

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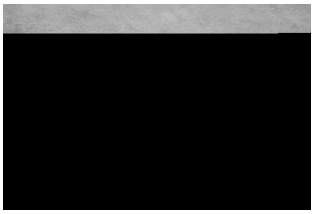

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the crab in Stimulus 2b,		mark A for question 2 and move to question 3.
If the student does not find the crab in Stimulus 2b,		€ model the desired student action by finding the crab in Stimulus 2b and communicate •This is the animal that uses limbs to move around in its environmentŽ ; and € replicate the initial presentation instructions.
After teacher modeling, if the student finds the crab in Stimulus 2b,		mark B for question 2 and move to question 3.
After teacher modeling, if the student does not find the crab 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: Organisms are classified by their characteristics.

Presentation Instructions for Question 4

- € Present Stimulus 4a and 4b. Communicate: Organisms are classified by their characteristics.
- € Direct the student to Stimulus 4a. Communicate: Two of the kingdoms in Eukarya are Plantae and Animalia. Communicate the text in the chart.
- € Direct the student to the empty box in Stimulus 4a. Communicate: The examples of organisms in the kingdom Animalia are missing.
- € Direct the student to each answer choice in Stimulus 4b. Communicate the text in each answer choice.
- € Communicate: Find examples of organisms in the kingdom Animalia.

Stimulus 4a

Domain	Eukarya	
Kingdom	Plantae makes their own food	Animalia eats plants and animals
Examples	mosses, ferns, flowering plants	

Stimulus 4b

mushrooms, yeast, mold

* birds, fish, mammals

fruits, trees, grasses

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

ıstructions for Question 5

ɜtimulus 5.

e student to Stimulus 5. Communicate: This is a pond. In a pond, organisms live and with one another.

ɹnicate: Find the pond.

5

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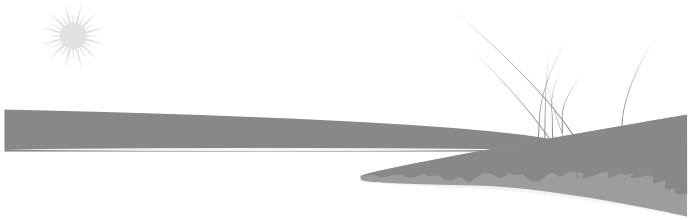
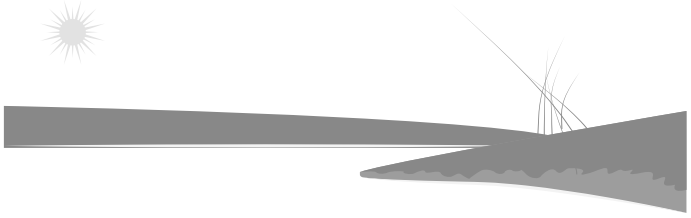


Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the diatoms in Stimulus 6b,		mark A for question 6 and move to question 7.
If the student does not find the diatoms in Stimulus 6b,		€ model the desired student action by finding the diatoms in Stimulus 6b and communicate •The diatoms are the producers in this food chainŽ ; and € replicate the initial presentation instructions.
After teacher modeling, if the student finds the diatoms in Stimulus 6b,		mark B for question 6 and move to question 7.
After teacher modeling, if the student does not find the diatoms 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 Stimulus 7a. Communicate: This pond food web shows the flow of energy between some organisms.
- € Direct the student to each organism in the food web. Communicate the flow of the food web.
- € Direct the student to each answer choice in Stimulus 7b. Communicate the text in each answer choice.
- € Communicate: Find an organism in this food web that provides energy directly to the frog.

Stimulus 7a



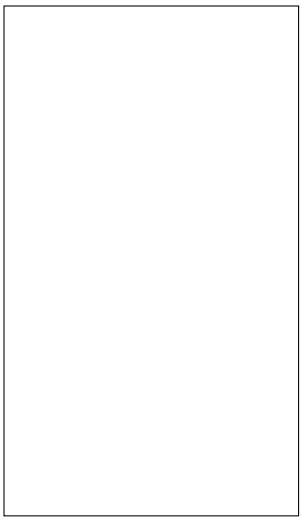
Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the cricket in Stimulus 7b,		mark A for question 7 and move to question 8.
If the student does not find the cricket in Stimulus 7b,		provide one of these allowable teacher assists to the student: € Highlight the direction of the arrows to and from the frog in Stimulus 7a. OR € Highlight or circle the frog in the food web in Stimulus 7a. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the cricket in Stimulus 7b,		mark B for question 7 and move to question 8.
After the selected teacher assistance, if the student does not find the cricket in Stimulus 7b,		mark C for question 7 and move to question 8.

Scoring Instructions		

Presentation Instructions for Question 9

- € Present Stimulus 9.
- € Direct the student to the Canada goose. Communicate: Animals have coverings on their bodies that help them survive in their environment. This is a Canada goose. The Canada goose has a protective covering of feathers over its body.
- € Direct the student to the polar bear. Communicate: This is a polar bear. The polar bear has a protective covering of fur over its body.
- € Communicate: Find the animal that has a protective covering made out of fur.

Stimulus 9



Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the snowshoe hare in Stimulus 10b,		mark A for question 10 and move to question 11.
If the student does not find the snowshoe hare in Stimulus 10b,		€ model the desired student action by finding the snowshoe hare in Stimulus 10b and communicate •This is the animal that is covered with furŽ ; and € replicate the initial presentation instructions.
After teacher modeling, if the student finds the snowshoe hare in Stimulus 10b,		mark B for question 10 and move to question 11.
After teacher modeling, if the student does not find the snowshoe hare 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: Animals have coverings on their bodies that help them survive in their environment. The human body is covered with skin. Skin protects the body and is part of the integumentary system.
- € Direct the student to each answer choice in Stimulus 11b. Communicate the text in each answer choice.
- € Communicate: Find one of the main functions of skin in the integumentary system.

Stimulus 11a

Stimulus 11b

changes food into simpler molecules

brings oxygen to the lungs

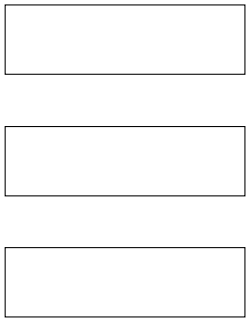
* guards against infection

Presentation Instructions for Question 12

- € Present Stimulus 12a and 12b.
- € Direct the student to Stimulus 12a. Communicate: This is a diagram of the integumentary system

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

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds •petal shapeŽ in Stimulus 14b,		mark A for question 14 and move to question 15.
If the student does not find •petal shapeŽ in Stimulus 14b,		€ model the desired student action by finding •petal shapeŽ in Stimulus 14b and communicate •The petal shape is inherited from the parent dogwood tree plantŽ ; and € replicate the initial presentation instructions.
After teacher modeling, if the student finds •petal shapeŽ in Stimulus 14b,		mark B for question 14 and move to question 15.
After teacher modeling, if the student does not find •petal shapeŽ in Stimulus 14b,		mark C for question 14 and move to question 15.



Scoring Instructions		
Student Action		Test Administrator Action
If the student finds •tree heightŽ in Stimulus 15b,		mark A for question 15 and move to question 16.
If the student does not find •tree heightŽ in Stimulus 15b,		provide one of these allowable teacher assists to the student: € Have the student identify the terms in each answer choice in Stimulus 15b. OR € Highlight •40…80 feetŽ and •60…80 feetŽ in Stimulus 15a. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds •tree heightŽ in Stimulus 15b,		mark B for question 15 and move to question 16.
After the selected teacher assistance, if the student does not find •tree heightŽ in Stimulus 15b,		mark C for question 15 and move to question 16.

Presentation Instructions for Question 16

- € Present Stimulus 16a and 16b.
- € Direct the student to Stimulus 16a. Communicate: This list shows some of the inherited traits of plants. Communicate the text.
- € Direct the student to each answer choice in Stimulus 16b. Communicate the text in each answer choice.
- € Communicate: Find an example of an inherited trait of plants.

Stimulus 16a

Inherited Traits of Plants

- ¥ leaf shape
- ¥ plant height
- ¥flower petal shape

Stimulus 16b

whiskers on a cat

* color of the flower

nutrients in the soil

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds •color of the flowerŽ in Stimulus 16b,		mark A for question 16 and move to question 17.
If the student does not find •color of the flowerŽ in Stimulus 16b,		replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds •color of the flowerŽ 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 •color of the flowerŽ 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 the boy eating sliced apples. Communicate: People need to eat in order to get energy to live. This boy is eating sliced apples.
- € Communicate: Find the boy who is eating.

Stimulus 17

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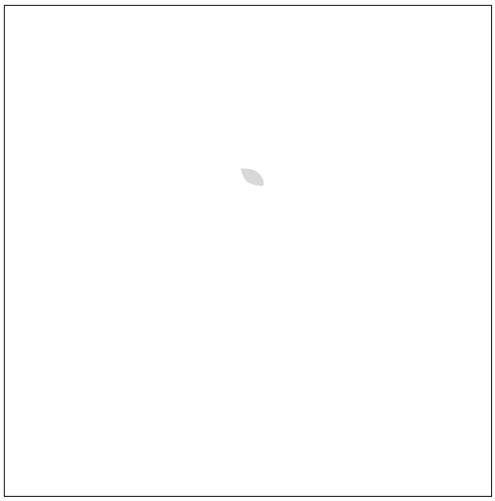
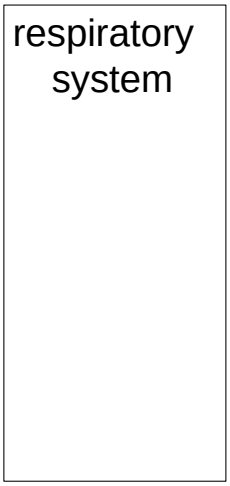


Presentation Instructions for Question 19

- € Present Stimulus 19.
- € Direct the student to Stimulus 19. Communicate: The human body is made up of many cells. Certain cells perform specific functions within each human body system.
- € Direct the student to each answer choice. Communicate the text in each answer choice.
- € Communicate: Find the human body system that changes food into nutrients the body can use.

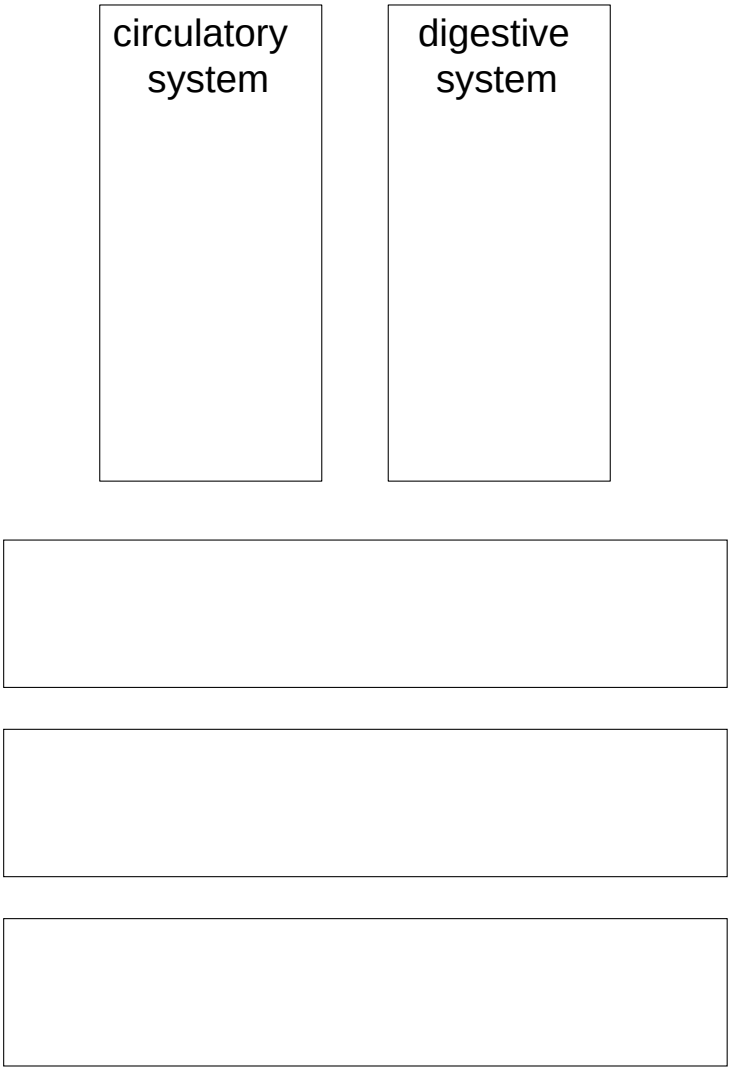
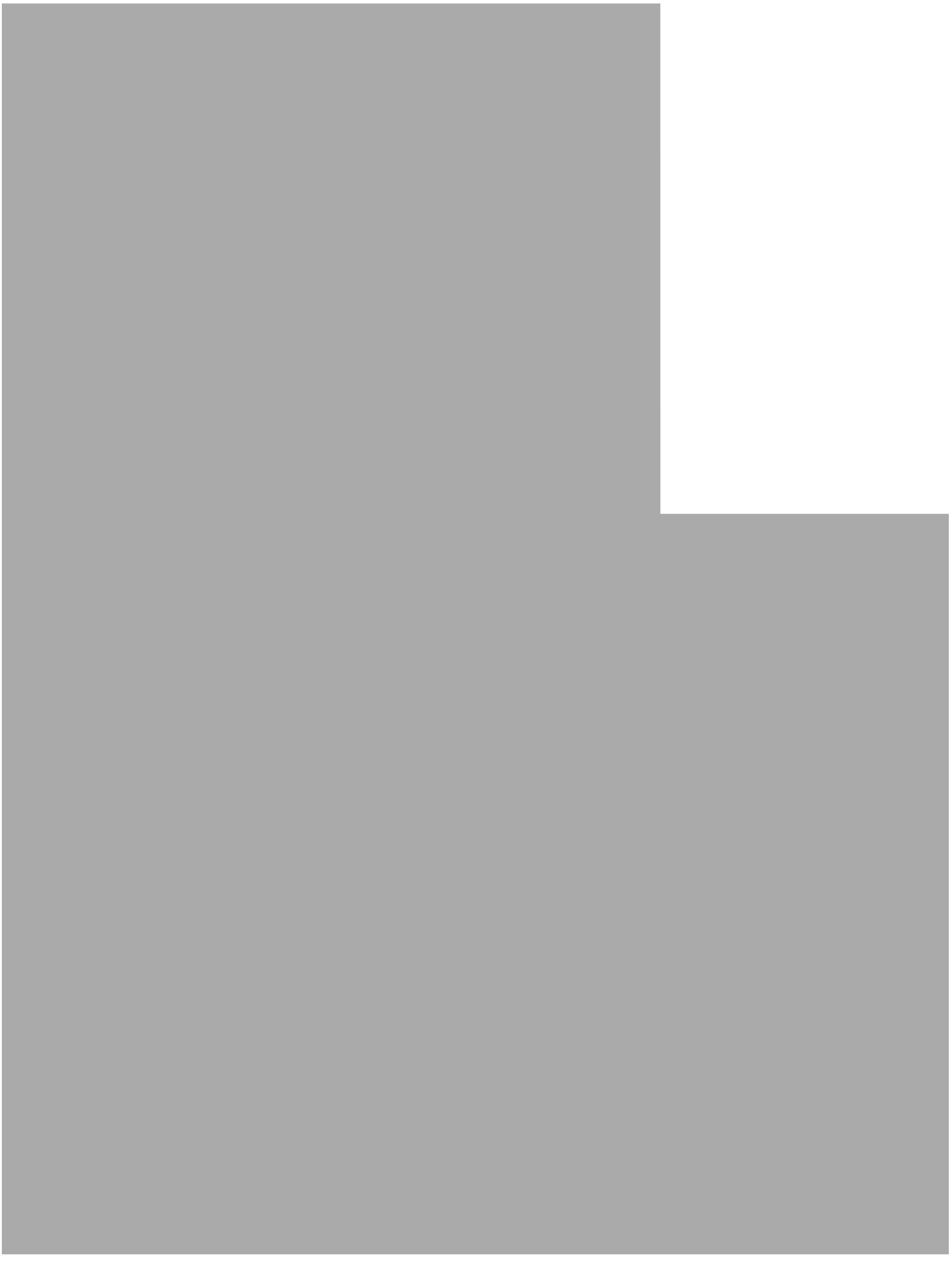
Stimulus 19



Presentation Instructions for Question 20

- € Present Stimulus 20a and 20b.
- € Direct the student to Stimulus 20a. Communicate: Here are diagrams of the circulatory system and the digestive system.
- € Direct the student to each answer choice in Stimulus 20b. Communicate the text in each answer choice.
- € Communicate: Find the statement that describes how the circulatory system and the digestive system work together.

Stimulus 20a



Scoring Instructions		
Student Action		Test Administrator Action
If the student finds •The digestive system breaks down nutrients, and the circulatory system moves these nutrients throughout the body,Ž		mark A for question 20.
If the student does not find •The digestive system breaks down nutrients, and the circulatory system moves these nutrients throughout the body,Ž		replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds •The digestive system breaks down nutrients, and the circulatory system moves these nutrients throughout the body,Ž		mark B for question 20.
After the teacher repeats the instructions, if the student does not find •The digestive system breaks down nutrients, and the circulatory system moves these nutrients throughout the body,Ž		mark C for question 20.