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Alternate 2

State of Texas
Assessments of
Academic Readiness
Alternate 2

TEST ADMINISTRATOR MANUAL

GRADE 3
Mathematics

Grade 3 Mathematics	Cluster 3
Reporting Category 2	C [illegible] a d geb a c Re a [illegible] h : The [illegible] w de [illegible] a [illegible] de [illegible] d [illegible] g f h w [illegible] e f e a [illegible] a d e e [illegible] geb a c e a [illegible] h .
Knowledge and Skills Statement 3.5	The [illegible] a e a the a [illegible] a ce [illegible] a da d [illegible] a a e a d c ea [illegible] a [illegible] e a [illegible] a d e a [illegible] h .
Essence Statement	M de [illegible] e be [illegible] g wh e [illegible] be e a [illegible] h .
Item 9 Prerequisite Skill	S [illegible] e w d be [illegible] g b ec [illegible] a d d aw [illegible] g [illegible] f [illegible] d [illegible] 10 a d d ffe e ce w th [illegible] 10 (K)
Item 10 Prerequisite Skill	M de the ac [illegible] f [illegible] g [illegible] e e [illegible] add [illegible] a d the ac [illegible] f e a a [illegible] g [illegible] e e [illegible] b [illegible] ac [illegible] (K)
Item 11 Prerequisite Skill	U de [illegible] d that the e [illegible] g e e [illegible] a e a [illegible] h wh e e, e [illegible] each de f the e [illegible] g e e [illegible] the a e a [illegible] e( ) ( )
Item 12 Prerequisite Skill	e [illegible] e the [illegible] w wh e [illegible] be [illegible] a add [illegible] b [illegible] ac [illegible] e [illegible] a [illegible] wh [illegible] the [illegible] w a be a [illegible] e f the th ee f [illegible] e [illegible] the e [illegible] a [illegible] ( )

Grade 3 Mathematics	Cluster 4
Reporting Category 4	a [illegible] a [illegible] a d Pe [illegible] a [illegible] a c a [illegible] e ac : The [illegible] w de [illegible] a [illegible] de [illegible] d [illegible] g f h w [illegible] e e [illegible] a d a a e da a d h w [illegible] de c be a d a e [illegible] a f [illegible] a c a c [illegible] ce [illegible] .
Knowledge and Skills Statement 3.9	The [illegible] a e a the a [illegible] a ce [illegible] a da d [illegible] a age [illegible] e f [illegible] a c a e [illegible] ce effec [illegible] e f [illegible] e f [illegible] a c a ec [illegible] .
Essence Statement	Rec g [illegible] e h w [illegible] e ca be ea [illegible] ed, [illegible] a d a ed.
Item 13 Prerequisite Skill	[illegible] g [illegible] h be [illegible] wea [illegible] a d [illegible] eed a d [illegible] ff [illegible] c e a a [illegible] ce [illegible] ee [illegible] e wa [illegible] a d [illegible] eed (K)
Item 14 Prerequisite Skill	[illegible] g [illegible] h be [illegible] wea [illegible] a d [illegible] eed a d [illegible] ff [illegible] c e a a [illegible] ce [illegible] ee [illegible] e wa [illegible] a d [illegible] eed (K)
Item 15 Prerequisite Skill	[illegible] g [illegible] h be [illegible] wea [illegible] a d [illegible] g a d a [illegible] g ( )
Item 16 Prerequisite Skill	[illegible] g [illegible] h be [illegible] wea [illegible] a d [illegible] g a d a [illegible] g ( )

Grade 3 Mathematics	Cluster 5
Reporting Category 3	Geometry and Measurement: The student will demonstrate an understanding of the relationship between area and perimeter.
Knowledge and Skills Statement 3.7	The student will apply the appropriate formulas for area and perimeter in solving problems.

MATHEMATICS

Presentation Instructions for Question 1

- € Present Stimulus 1.
- € Direct the student to each button in Stimulus 1. Communicate: This is a group of three buttons. One, two, three.
- € Communicate: Find the group of three buttons.

Stimulus 1

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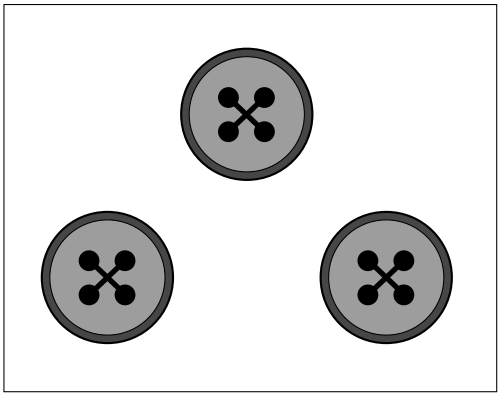


Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the buttons,		mark A for question 1 and move to question 2.
If the student does not find the buttons,		€ remove the stimulus; € wait at least five seconds; and € replicate the initial presentation instructions.
After the five-second wait time, if the student finds the buttons,		mark B for question 1 and move to question 2. finds the buttons,

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the group of three buttons in Stimulus 2b,		mark A for question 2 and move to question 3.
If the student does not find the group of three buttons in Stimulus 2b,		€ model the desired student action by finding the group of three buttons in Stimulus 2b and communicate •This is the group of three buttonsŽ ; and € replicate the initial presentation instructions.
After teacher modeling, if the student finds the group of three buttons in Stimulus 2b,		mark B for question 2 and move to question 3.
After teacher modeling, if the student does not find the group of three buttons in Stimulus 2b,		mark C for question 2 and move to question 3.

Presentation Instructions for Question 4

- € Present Stimulus 4.
- € Communicate: A student counted sleeves in groups of two.
- € Direct the student to each answer choice in Stimulus 4. Communicate the numbers in each answer choice.
- € Communicate: Find the list of numbers that shows counting by two.

Stimulus 4

2, 3, 4, 5, 6

2, 4, 5, 6, 7

* 2, 4, 6, 8, 10

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds •2, 4, 6, 8, 10,Ž		mark A for question 4 and move to question 5.
If the student does not find •2, 4, 6, 8, 10,Ž		replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds •2, 4, 6, 8, 10,Ž		mark B for question 4 and move to question 5.
After the teacher repeats the instructions, if the student does not find •2, 4, 6, 8, 10,Ž		mark C for question 4 and move to question 5.

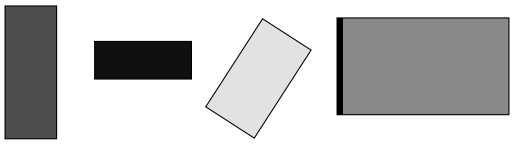
Presentation Instructions for Question 7

- € Present Stimulus 7.
- € Direct the student to each answer choice in Stimulus 7.

Presentation Instructions for Question 8

- € Present Stimulus 8a and 8b.
- € Direct the student to Stimulus 8a. Communicate: William has this set of shapes.
- € Direct the student to each answer choice in Stimulus 8b. Communicate each answer choice.
- € Communicate: Find the words that tell about William•s shapes.

Stimulus 8a



Stimulus 8b

Each shape has 4 short sides and 2 long sides.

* Each shape has 2 short sides and 2 long sides.

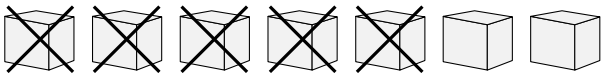
Each shape has 4 short sides and 4 long sides.

Scoring Instructions		
Student Action		Test Administrator Action
M6na0 0 14.4s 0 0 g /llapes.		

Presentation Instructions for Question 10

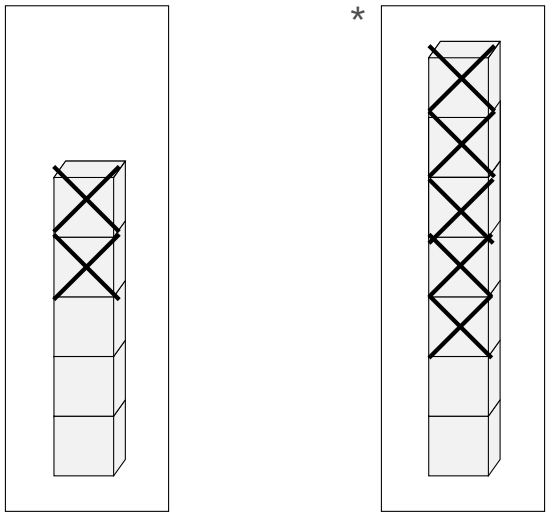
- € Present Stimulus 10a and 10b.
- € Direct the student to Stimulus 10a. Communicate: This subtraction model shows that seven blocks minus five blocks equals two blocks.
- € Direct the student to each answer choice in Stimulus 10b.
- € Communicate: Find another model that shows that seven minus five equals two.

Stimulus 10a



7 - 5 = 2

Stimulus 10b

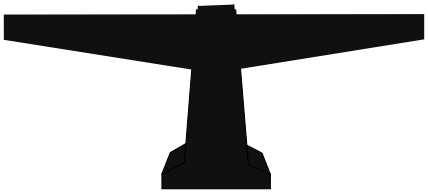


Presentation Instructions for Question 11

- € Present Stimulus 11a and 11b.
- € Direct the student to the model in Stimulus 11a. Communicate: This scale shows that five blocks with two taken away is equal to four blocks with one taken away.
- € Direct the student to the model in Stimulus 11a. Communicate: There are the same number of blocks left on each side of the equal sign.
- € Direct the student to each answer choice in Stimulus 11b.
- € Communicate: Find the number of blocks left on each side of the equal sign.

Stimulus 11a

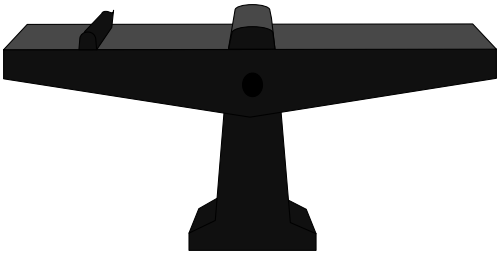
5 - 2 = 4 - 1



Presentation Instructions for Question 12

- € Present Stimulus 12a and 12b.
- € Direct the student to Stimulus 12a. Communicate: This subtraction number sentence has a missing number. Four minus two equals three minus a missing number.
- € Direct the student to each answer choice in Stimulus 12b.
- € Communicate: Find the missing number.

Stimulus 12a



Presentation Instructions for Question 13

- € Present Stimulus 13.
- € Communicate: People spend money on things that they want and things that they need.
- € Direct the student to Stimulus 13. Communicate: People want things that are fun, like a skateboard and a scooter. People need things to protect themselves, like sunscreen and a helmet.
- € Communicate: Find the things that people want and need.

Stimulus 13

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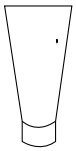
Presentation Instructions for Question 15

- € Present Stimulus 15a and 15b.
- € Direct the student to Stimulus 15a. Communicate: A boy needs to wear sunscreen while he rides his scooter outside on a sunny day. This sunscreen costs three dollars. The boy will use his money to buy the sunscreen.
- € Direct the student to each answer choice in Stimulus 15b. Communicate each answer choice.
- € Communicate: Find what the boy needs to do with his money so he can buy the sunscreen.

Stimulus 15a



Scoring Instructions		
Student Action		Test Administrator Action
If the student finds •spend $3Ž in Stimulus 15b,		mark A for question 15 and move to question 16.
If the student does not find •spend $3Ž in Stimulus 15b,		provide one of these allowable teacher assists to the student: € Highlight •$3Ž in Stimulus 15a. OR € Have the student explain the difference between spending money and saving money. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds •spend $3Ž in Stimulus 15b,		mark B for question 15 and move to question 16.
After the selected teacher assistance, if the student does not find •spend $3Ž in Stimulus 15b,		mark C for question 15 and move to question 16.

Presentation Instructions for Question 16

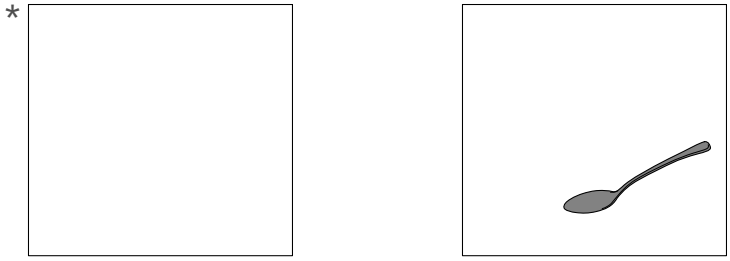
- € Present Stimulus 16a and 16b.
- € Direct the student to each part of Stimulus 16a. Communicate: A helmet costs five dollars. A boy has three dollars. He needs to buy a helmet because he knows a helmet will protect him when he rides his scooter.
- € Direct the student to the stem and each answer choice in Stimulus 16b. Communicate the stem and each answer choice.
- € Communicate: Find what the boy needs to do so he can buy the helmet.

Stimulus 16a

Presentation Instructions for Question 17

- € Present Stimulus 17.
- € Direct the student to the answer choice on the left. Communicate: This is a bottle of water and a mug. The mug can hold all the water from the bottle.
- € Direct the student to the answer choice on the right. Communicate: This is a bottle of water and a spoon. The spoon cannot hold all the water from the bottle.
- € Communicate: Find the container that can hold all the water from the bottle.

Stimulus 17



Presentation Instructions for Question 18

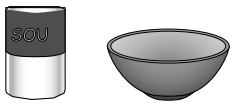
- € Present Stimulus 18a and 18b.
- € Direct the student to Stimulus 18a.

Presentation Instructions for Question 19

- € Present Stimulus 19a and 19b.
- € Direct the student to Stimulus 19a. Communicate: Stella has an empty bowl. Stella•s father will pour the soup in her bowl.
- € Direct the student to each answer choice in Stimulus 19b. Communicate: Here are bowls of different sizes.
- € Communicate: Find the bowl that can hold more soup than Stella•s bowl.

Stimulus 19a

Stimulus 19b



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Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the largest bowl in Stimulus 19b,		mark A for question 19 and move to question 20.
If the student does not find the largest bowl in Stimulus 19b,		provide one of these allowable teacher assists to the student: € Highlight or trace the outline of each bowl in Stimulus 19a and 19b. OR € Have the student describe what •hold moreŽ means. OR € Use real objects to represent the bowls. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the largest bowl 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 largest bowl in Stimulus 19b,		mark C for question 19 and move to question 20.

Presentation Instructions for Question 20

- € Present Stimulus 20a and 20b.
- € Direct the student to Stimulus 20a. Communicate: Stella will use this bowl and spoon to eat soup.
- € Direct the student to each answer choice in Stimulus 20b. Communicate each answer choice.
- € Communicate: Find the words that tell how much soup the bowl and the spoon will hold.

Stimulus 20a

TEST ADMINISTRATOR MANUAL

STAAR ALTERNATE 2
GRADE 3
Mathematics

Ap il 2019

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