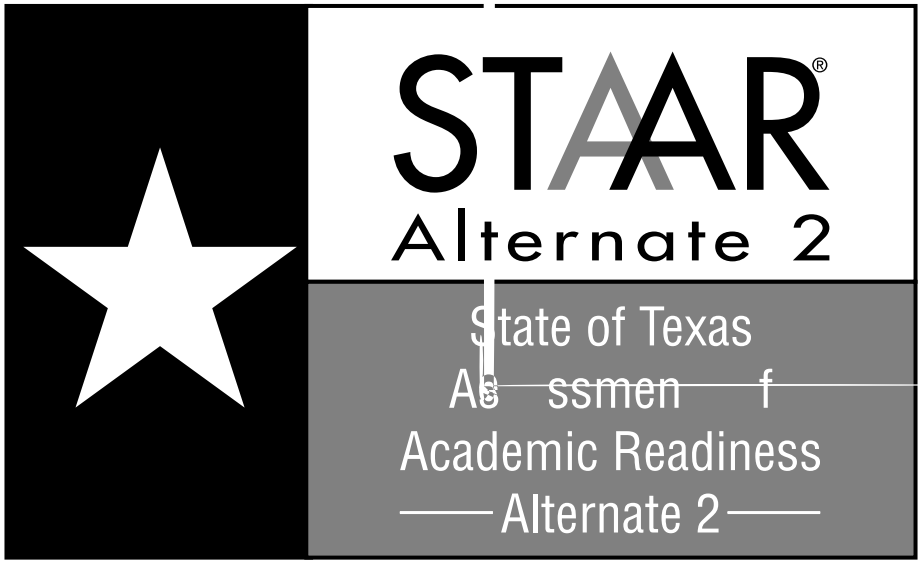


TEST ADMINISTRATOR MANUAL

GRADE 4
Mathematics
STAAR Alternate 2

Administered April 2019

RELEASED

Grade 4 Mathematics	Cluster 3
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 4.9	The student applies mathematical process standards to solve problems by collecting , organizing, displaying, and interpreting data.
Essence Statement	Uses graphs to organize and interpret data.
Item 9 Prerequisite Skill	Collect, sort, and organize data into two or three categories (K)
Item 10 Prerequisite Skill	Collect, sort, and organize data into two or three categories (K)
Item 11 Prerequisite Skill	Draw conclusions and generate and answer questions using information from picture and bar-type graphs (1)
Item 12 Prerequisite Skill	Draw conclusions and make predictions from information in a graph (2)

Grade 4 Mathematics	Cluster 4
Reporting Category 1	Numerical Representations and Relationships: The student will demonstrate an understanding of how to represent and manipulate numbers and expressions.
Knowledge	

Grade 4 Mathematics	Cluster 5
Reporting Category 3	Geometry and Measurement: The student will demonstrate an understanding of how to represent and apply geometry and measurement concepts.
Knowledge and Skills Statement 4.5	The student applies mathematical process standards to develop concepts of expressions and equations.
Essence Statement	Solves problems involving perimeter or area of rectangles.
Item 17 Prerequisite Skill	Compare two objects with a common measurable attribute to see which object has more of/less of the attribute and describe the difference (K)
Item 18 Prerequisite Skill	Compare two objects with a common measurable attribute to see which object has more of/less of the attribute and describe the difference (K)
Item 19 Prerequisite Skill	Determine the length of an object to the nearest marked unit using rulers, yardsticks, meter sticks, or measuring tapes (2)
Item 20 Prerequisite Skill	Determine a solution to a problem involving length, including estimating lengths (2)

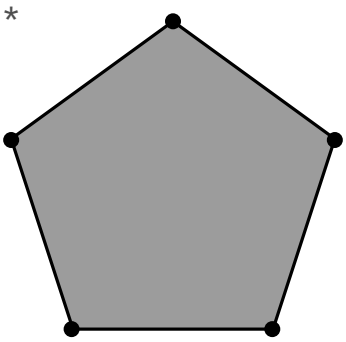
Additional resources for STAAR Alternate 2, including the STAAR Alternate 2 Test Administrator Manual and the STAAR Alternate 2 Educator Guide, are available online: http://tea.texas.gov/student.assessment/special-ed/staaralt/

MATHEMATICS

Presentation Instructions for Question 1

- € Present Stimulus 1.
- € Direct the student to each corner of the shape. Communicate: **This shape has five corners. One, two, three, four, five.**
- € Communicate: **Find the shape with five corners.**

Stimulus 1



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

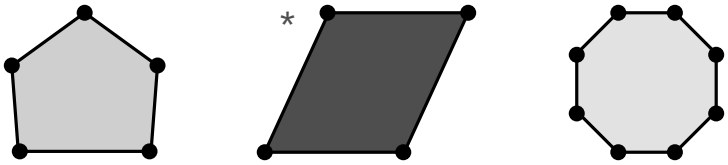
Presentation Instructions for Question 2

- € Present Stimulus 2a and 2b.
- € Direct the student to each corner of the shape in Stimulus 2a. Communicate: **This shape has five corners. One, two, three, four, five.**
- € Direct

Presentation Instructions for Question 3

- € Present Stimulus 3.
- € Direct the student to each answer choice. Communicate: **Each of these shapes has a different number of corners.**
- € Communicate: **Find the shape that has four corners.**

Stimulus 3



Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the shape with four corners,		mark **A** for question 3 and move to question 4.
If the student does not find the shape with four corners,		provide one of these allowable teacher assists to the student: € Have the student identify the corners of each shape. **OR** € Allow the student to use manipulatives that match the shapes. **OR** € Have the student highlight or mark off the corners of each shape as the corners are counted. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the shape with four corners,		mark **B** for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find the shape with four corners,		mark **C** for question 3 and move to question 4.

Presentation Instructions for Question 4

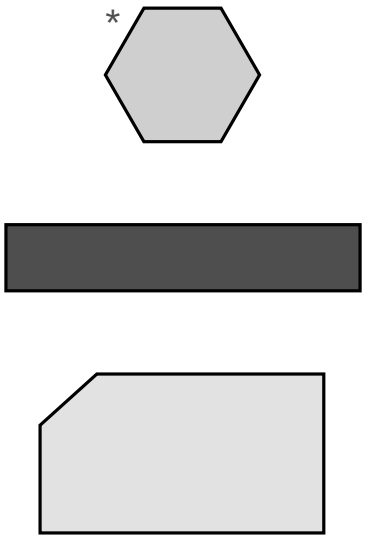
- € Present Stimulus 4a and 4b.
- € Direct the student to the text in Stimulus 4a. Communicate: **A student draws a shape with six sides and six corners.**
- € Direct the student to each answer choice in Stimulus 4b.
- € Communicate: **Find the shape with six sides and six corners.**

Stimulus 4a

6 sides

6 corners

Stimulus 4b

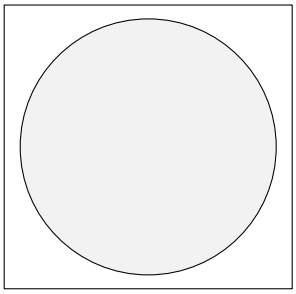


Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the shape with six sides and six corners in Stimulus 4b,		mark **A** for question 4 and move to question 5.
If the student does not find the shape with six sides and six corners in Stimulus 4b,		replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds the shape with six sides and six corners 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 shape with six sides and six corners in Stimulus 4b,		mark **C** for question 4 and move to question 5.

Presentation Instructions for Question 5

- € Present Stimulus 5.
- € Direct the student to the answer choice on the left. Communicate: **This is a whole sandwich. The sandwich is cut into two halves.**
- € Direct the student to the answer choice on the right. Communicate: **This is half of the sandwich.**
- € Communicate: **Find half of the sandwich.**

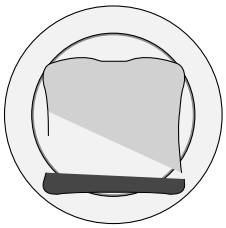
Stimulus 5



Presentation Instructions for Question 6

- € Present Stimulus 6a and 6b.
- € Direct the student to each part of Stimulus 6a. Communicate: **This is a whole sandwich. This is half of the sandwich. This is the other half.**
- € Direct the student to each answer choice in Stimulus 6b.
- € Communicate: **Find half of the sandwich.**

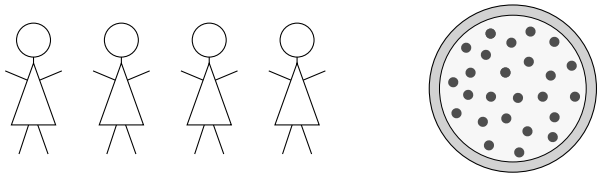
Stimulus 6a



Presentation Instructions for Question 7

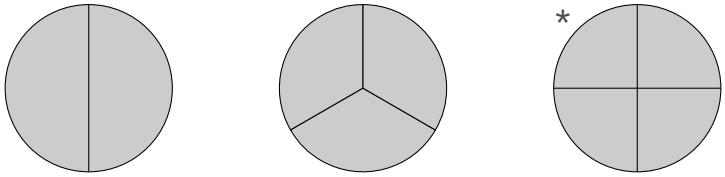
- € Present Stimulus 7a and 7b.
- € Direct the student to each part of Stimulus 7a. Communicate: **Four girls shared a whole pizza. Each girl ate one slice of pizza.**
- € Direct the student to each answer choice in Stimulus 7b. Communicate: **These circles represent pizzas that are cut into slices.**
- € Communicate: **Find the circle that shows how the pizza was cut into slices.**

Stimulus 7a



4 girls pizza

Stimulus 7b

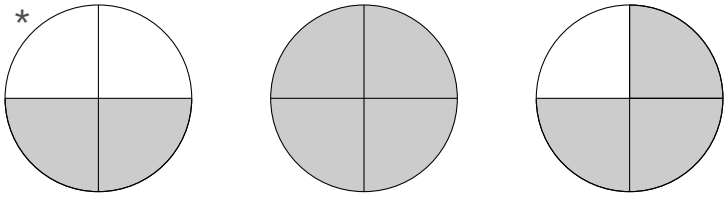


Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the circle divided into fourths in Stimulus 7b,		mark **A** for question 7 and move to question 8.
If the student does not find the circle divided into fourths in Stimulus 7b,		provide one of these allowable teacher assists to the student: € Have the student identify how many slices of pizza are needed for the girls. **OR** € Highlight or trace the parts in each circle in Stimulus 7b. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the circle divided into fourths 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 circle divided into fourths in Stimulus 7b,		mark **C** for question 7 and move to question 8.

Presentation Instructions for Question 8

- € Present Stimulus 8.
- € Direct the student to Stimulus 8. Communicate: **Two boys made a whole pizza. The pizza was cut into four slices. Each boy ate one-fourth of the pizza.**
- € Direct the student to each answer choice. Communicate: **These circles represent pizzas that are cut into four slices.**
- € Communicate: **Find the circle that is shaded to show how many fourths of the pizza the two boys ate altogether.**

Stimulus 8



Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the circle with two-fourths shaded,		mark **A** for question 8 and move to question 9.
If the student does not find the circle with two-fourths shaded,		replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds the circle with two-fourths shaded,		mark **B** for question 8 and move to question 9.
After the teacher repeats the instructions, if the student does not find the circle with two-fourths shaded,		mark **C** for question 8 and move to question 9.

Presentation Instructions for Question 9

- € Present Stimulus 9.
- € Direct the student to the graph. Communicate: **This picture graph shows the musical instruments that students played in music class.**
- € Direct the student to each row of the graph. Communicate: **Students played either a tambourine or a recorder.**
- € Communicate: **Find the part of the graph that shows the recorders.**

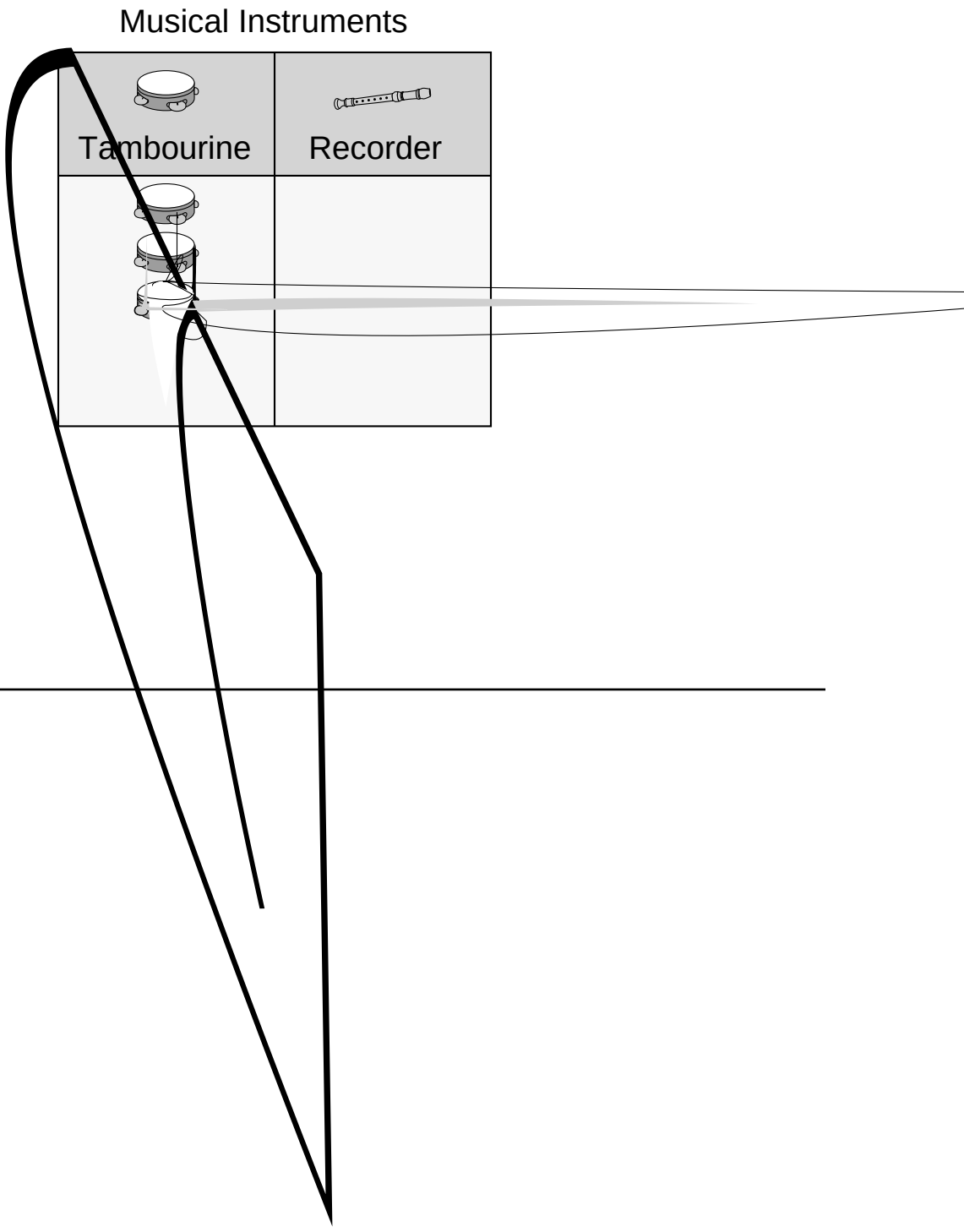
Stimulus 9

*

Presentation Instructions for Question 10

- € Present Stimulus 10a and 10b.
- € Direct the student to Stimulus 10a. Communicate: **This picture graph shows the musical instruments that students played in music class. Students played either a tambourine or a recorder.**
- € Direct the student to each answer choice in Stimulus 10b. Communicate: **Here are some instruments.**
- € Communicate: **Find the musical instruments from the picture graph.**

Stimulus 10a

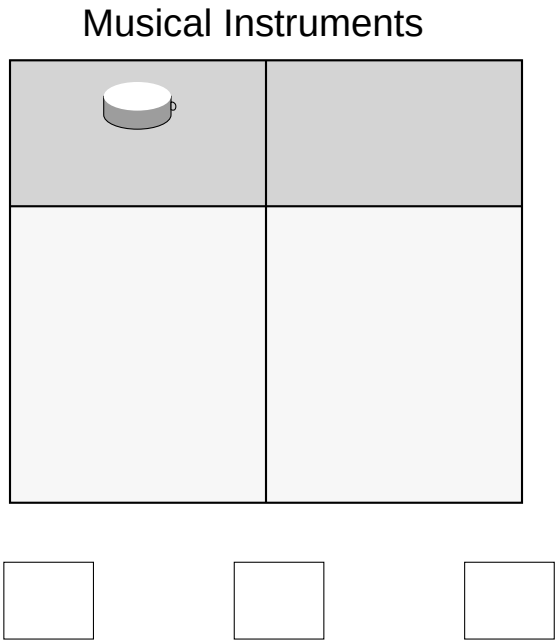


Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the tambourine and recorder in Stimulus 10b,		mark **A** for question 10 and move to question 11.
If the student does not find the tambourine and recorder in Stimulus 10b,		€ model the desired student action by finding the tambourine and recorder in Stimulus 10b and communicate **"These musical instruments are from the picture graph"**; and € replicate the initial presentation instructions.
After teacher modeling, if the student finds the tambourine and recorder in Stimulus 10b,		mark **B** for question 10 and move to question 11.
After teacher modeling, if the student does not find the tambourine and recorder 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 the graph in Stimulus 11a. Communicate: **This picture graph shows the musical instruments that students played in music class.**
- € Direct the student to the column for tambourine in Stimulus 11a. Communicate: **Each picture of a tambourine means one student played the tambourine. One, two, three, four, five students played the tambourine.**
- € Direct the student to the column for recorder in Stimulus 11a. Communicate: **Each picture of a recorder means one student played the recorder. One, two, three students played the recorder.**
- € Direct the student to each answer choice in Stimulus 11b.
- € Communicate: **Find the total number of students who played a musical instrument.**

Stimulus 11a



Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds •8Ž in Stimulus 11b,		mark **A** for question 11 and move to question 12.
If the student does not find •8Ž in Stimulus 11b,		provide one of these allowable teacher assists to the student: € Have the student identify the number of instruments in each column and record that number below each column. **OR** € Highlight the five icons for tambourine and the three icons for recorder on the graph. **OR** € Use manipulatives to represent the instruments on the graph. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds •8Ž in Stimulus 11b,		mark **B** for question 11 and move to question 12.
After the selected teacher assistance, if the student does not find •8Ž in Stimulus 11b,		mark **C** for question 11 and move to question 12.

Presentation Instructions for Question 12

- € Present Stimulus 12a and 12b.
- € Direct the student to Stimulus 12a. Communicate: **This picture graph shows the musical instruments that students played in music class.**
- € Direct the student to each answer choice in Stimulus 12b. Communicate each answer choice.
- € Communicate: **Find the sentence that tells how many more students played the tambourine than played the recorder.**

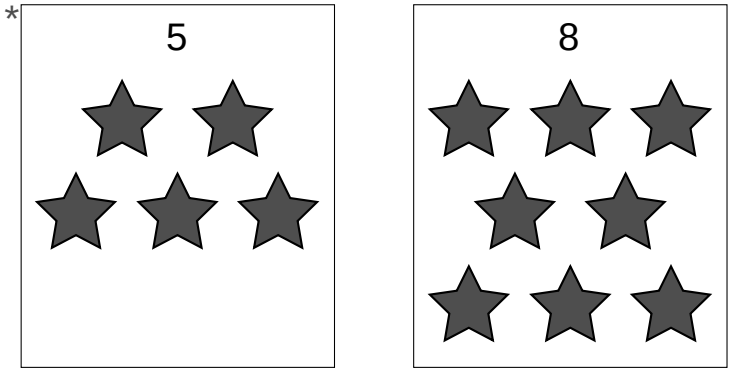
Stimulus 12a

Scoring Instructions		

Presentation Instructions for Question 13

- € Present Stimulus 13.
- € Direct the student to the answer choice on the left. Communicate: **This set has five stars. The number of stars equals five.**
- € Direct the student to the answer choice on the right. Communicate: **This set has eight stars. The number of stars equals eight.**
- € Communicate: **Find the set where the number of stars equals five.**

Stimulus 13



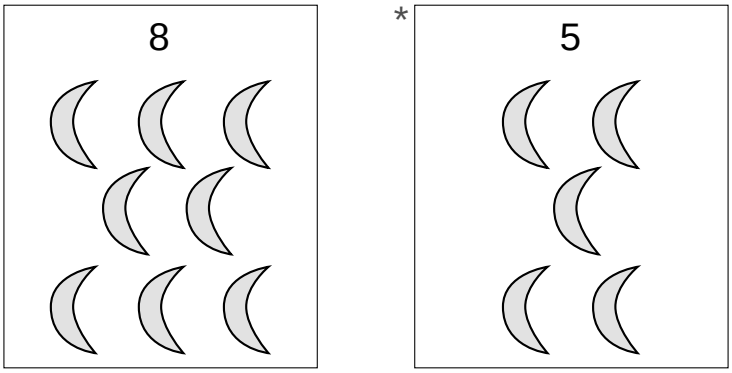
Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the set of five stars,		mark **A** for question 13 and move to question 14.
If the student does not find the set of five stars,		€ remove the stimulus; € wait at least five seconds; and € replicate the initial presentation instructions.
After the five-second wait time, if the student finds the set of five stars,		mark **B** for question 13 and move to question 14.
After the five-second wait time, if the student does not find the set of five stars,		mark **C** for question 13 and move to question 14.

Presentation Instructions for Question 14

- € Present Stimulus 14a and 14b.
- € Direct the student to the stars in Stimulus 14a. Communicate: **This set has five stars. The number of stars equals five.**
- € Direct the student to each answer choice in Stimulus 14b. Communicate: **Here are some sets of moons.**
- € Communicate: **Find the set where the number of moons equals five.**

Stimulus 14a

Stimulus 14b



Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the set with five moons in Stimulus 14b,		mark **A** for question 14 and move to question 15.
If the student does not find the set with five moons in Stimulus 14b,		€ model the desired student action by finding the set with five moons in Stimulus 14b and communicate **"The number of moons equals five in this set"**; and € replicate the initial presentation instructions.
After teacher modeling, if the student finds the set with five moons in Stimulus 14b,		mark **B** for question 14 and move to question 15.
After teacher modeling, if the student does not find the set with five moons 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: **This set has 19 stars.**
- € Direct the student to each answer choice in Stimulus 15b.
- € Communicate: **Find the number that is less than 19.**

Stimulus 15a

19

Stimulus 15b

20 29 * 12

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds •12Ž in Stimulus 15b,		mark **A** for question 15 and move to question 16.
If the student does not find •12Ž in Stimulus 15b,		provide one of these allowable teacher assists to the student: € Allow the student to use math manipulatives. **OR** € Allow the student to use a number chart. **OR** € Have the student describe what •less thanŽ means. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds •12Ž in Stimulus 15b,		mark **B** for question 15 and move to question 16.
After the selected teacher assistance, if the		

Presentation Instructions for Question 18

- € Present Stimulus 18a and 18b.
- € Direct the student to the sides of the rectangle in Stimulus 18a. Communicate: **This is a rectangle. It has two short sides and two long sides.**
- € Direct the student to each answer choice in Stimulus 18b. Communicate: **Here are other rectangles.**
- € Communicate: **Find the rectangle that has two short sides and two long sides.**

Stimulus 18a

Stimulus 18b

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the rectangle with two short sides and two long sides in Stimulus 18b,		mark **A** for question 18 and move to question 19.
If the student does not find the rectangle with two short sides and two long sides in Stimulus 18b,		€ model the desired student action by finding the rectangle with two short sides and two long sides in Stimulus 18b and communicate **"This rectangle has two short sides and two long sides"**; and € replicate the initial presentation instructions.
After teacher modeling, if the student finds the rectangle with two short sides and two long sides in Stimulus 18b,		mark **B** for question 18 and move to question 19.
After teacher modeling, if the student does not find the rectangle with two short sides and two long sides in Stimulus 18b,		mark **C** for question 18 and move to question 19.

Presentation Instructions for Question 20

- € Present Stimulus 20a and 20b.
- € Direct the student to Stimulus 20a. Communicate: **Each long side of this rectangle is 8 inches. Each short side is 4 inches.**
- € Direct the student to each answer choice in Stimulus 20b. Communicate each answer choice.
- € Communicate: **Find the number sentence that shows how to find the total number of inches there are all the way around the rectangle.**

Stimulus 20a

Stimulus 20b

4 + 4 + 4 + 4 = 16 inches

* 4 + 8 + 4 + 8 = 24 inches

4 + 8 = 12 inches

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds •4 + 8 + 4 + 8 = 24 inchesŽ in Stimulus 20b,		mark **A** for question 20.
If the student does not find •4 + 8 + 4 + 8 = 24 inchesŽ in Stimulus 20b,		replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds •4 + 8 + 4 + 8 = 24 inchesŽ in Stimulus 20b,		mark **B** for question 20.
After the teacher repeats the instructions, if the student does not find •4 + 8 + 4 + 8 = 24 inchesŽ in Stimulus 20b,		mark **C** for question 20.

TEST ADMINISTRATOR MANUAL

STAAR ALTERNATE 2
GRADE 4
Mathematics

April 2019

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