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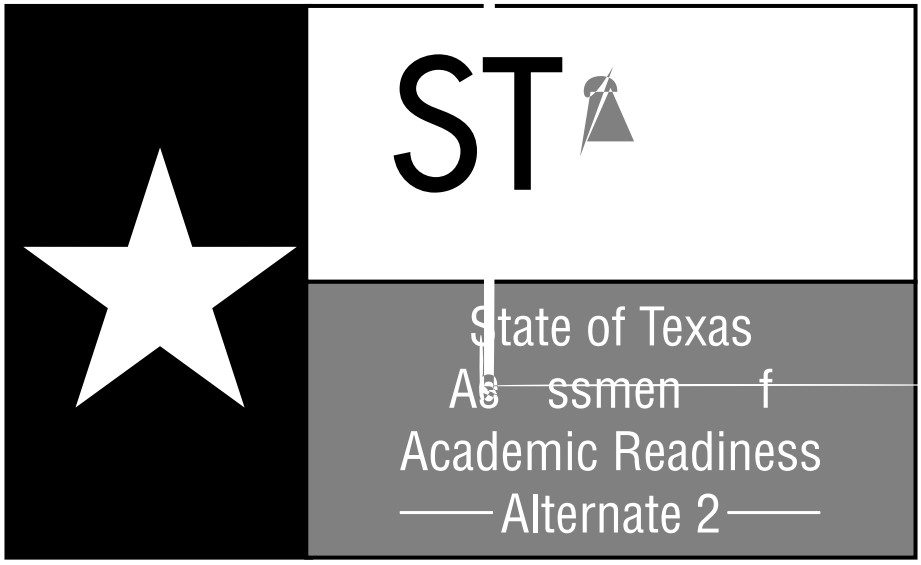

ST
State of Texas
Assessments
Academic Readiness
Alternate 2

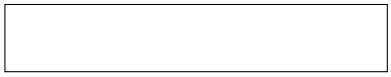
Presentation Instructions for Question 1

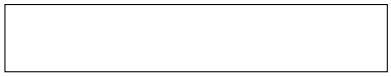
- € Present Stimulus 1.
- € Direct the student to Stimulus 1. Communicate: This is a number sentence. It shows that a number can be written in two different ways: 97 can also be written as 90 plus 7.
- € Communicate: Find the two ways to write 97.

Stimulus 1

* 97 = 90 + 7

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





Presentation Instructions for Question 4

- € Present Stimulus 4.
- € Direct the student to each answer choice. Communicate: Here are three numbers. The seven is underlined in each number.
- € Communicate: Find the number where the 7 has a value of 70.

Stimulus 4

* 2,3<u>7</u>6 | <u>7</u>,236 | 3,26<u>7</u>

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds •2,376,Ž		mark A for question 4 and move to question 5.
If the student does not find •2,376,Ž		replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds •2,376,Ž		mark B for question 4 and move to question 5.
After the teacher repeats the instructions, if the student does not find •2,376,Ž		mark C for question 4 and move to question 5.

Presentation Instructions for Question 6

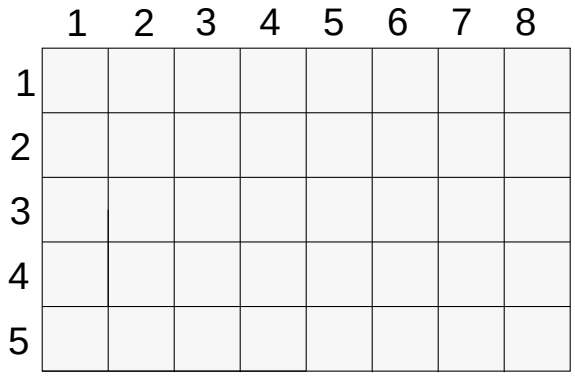
- € Present Stimulus 6a and 6b.
- € Direct the student to the numbers in Stimulus 6a. Communicate: This rectangle is divided into

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the rectangle with 18 square units in Stimulus 6b,		mark A for question 6 and move to question 7.
If the student does not find the rectangle with 18 square units in Stimulus 6b,		€model the desired student action by finding the rectangle with 18 square units in Stimulus 6b and communicate •This rectangle has an area of 18 square unitsŽ ; and €replicate the initial presentation instructions.
After teacher modeling, if the student finds the rectangle with 18 square units in Stimulus 6b,		mark B for question 6 and move to question 7.
After teacher modeling, if the student does not find the rectangle with 18 square units 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 the rows and columns in Stimulus 7a. Communicate: This rectangle is divided into square units. There are five rows with eight squares in each row.
- € Direct the student to each answer choice in Stimulus 7b. Communicate each answer choice.
- € Communicate: Find the equation that shows how to find the area of this rectangle.

Stimulus 7a



Stimulus 7b

5 + 8 = 13 square units

* 5 × 8 = 40 square units

5 × 5 = 25 square units

Presentation Instructions for Question 8

- € Present Stimulus 8a and 8b.
- € Direct the student to Stimulus 8a. Communicate: This rectangle has a length of 7 units and a width of 4 units. The formula for the area of a rectangle is length times width.
- € Direct the student to each answer choice in Stimulus 8b. Communicate each answer choice.
- € Communicate: Find the area of this rectangle.

Stimulus 8a

Area = length × width

Stimulus 8b

11 square units

22 square units

* 28 square units

Presentation Instructions for Question 11

- Present Stimulus 11a and 11b.
- Direct the student to Stimulus 11a. Communicate: Eight times a missing number equals 32.
- Direct the student to each answer choice in Stimulus 11b.
- Communicate: Find the missing number.

Stimulus 11a

$8 \times \square = 32$

Stimulus 11b

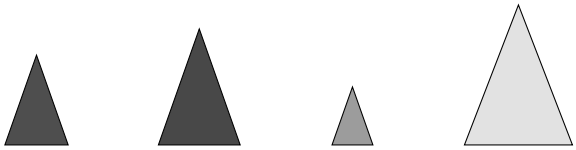
40	* 4	24

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds •4Ž in Stimulus 11b,		mark A for question 11 and move to question 12.
If the student does not find •4Ž in Stimulus 11b,		provide one of these allowable teacher assists to the student: €Allow the student to use a calculator or multiplication chart. OR €Have the student try out each answer choice in the empty box. OR €Highlight the multiplication symbol in Stimulus 11a. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds •4Ž in Stimulus 11b,		mark B for question 11 and move to question 12.
After the selected teacher assistance, if the student does not find •4Ž in Stimulus 11b,		mark C for question 11 and move to question 12.

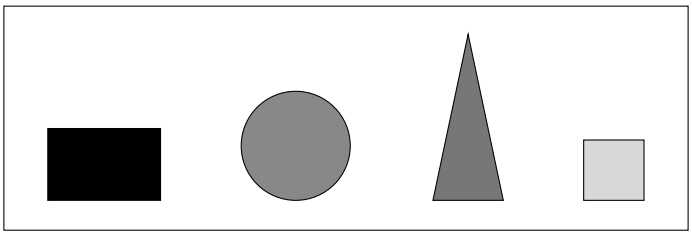
Presentation Instructions for Question 14

- € Present Stimulus 14a and 14b.
- € Direct the student to Stimulus 14a. Communicate: These are all the same shape. They are all triangles.
- € Direct the student to each answer choice in Stimulus 14b. Communicate: Here are some other sets of shapes.
- € Communicate: Find the set of shapes that is all triangles.

Stimulus 14a



Stimulus 14b



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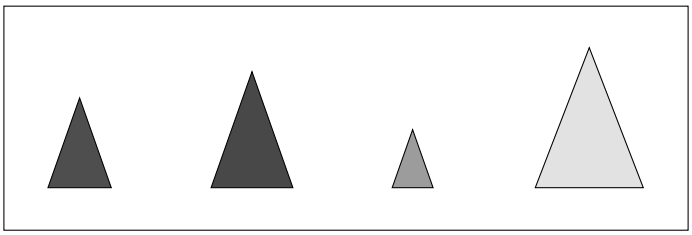
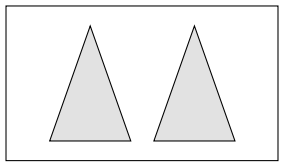


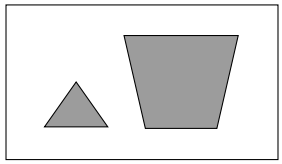
Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the set of triangles in Stimulus 14b,		mark A for question 14 and move to question 15.
If the student does not find the set of triangles in Stimulus 14b,		€model the desired student action by finding the set of triangles in Stimulus 14b and communicate •This is the set of shapes that is all trianglesŽ; and €replicate the initial presentation instructions.
After teacher modeling, if the student finds the set of triangles in Stimulus 14b,		mark B for question 14 and move to question 15.
After teacher modeling, if the student does not find the set of triangles in Stimulus 14b,		mark C for question 14 and move to question 15.

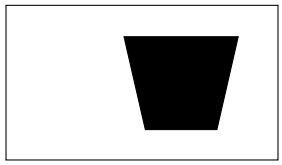
Presentation Instructions for Question 15

- € Present Stimulus 15.
- € Communicate: Carlos drew two shapes. They are the same shape, but the first shape is smaller than the second shape.
- € Direct the student to each answer choice.
- € Communicate: Find the shapes that Carlos drew.

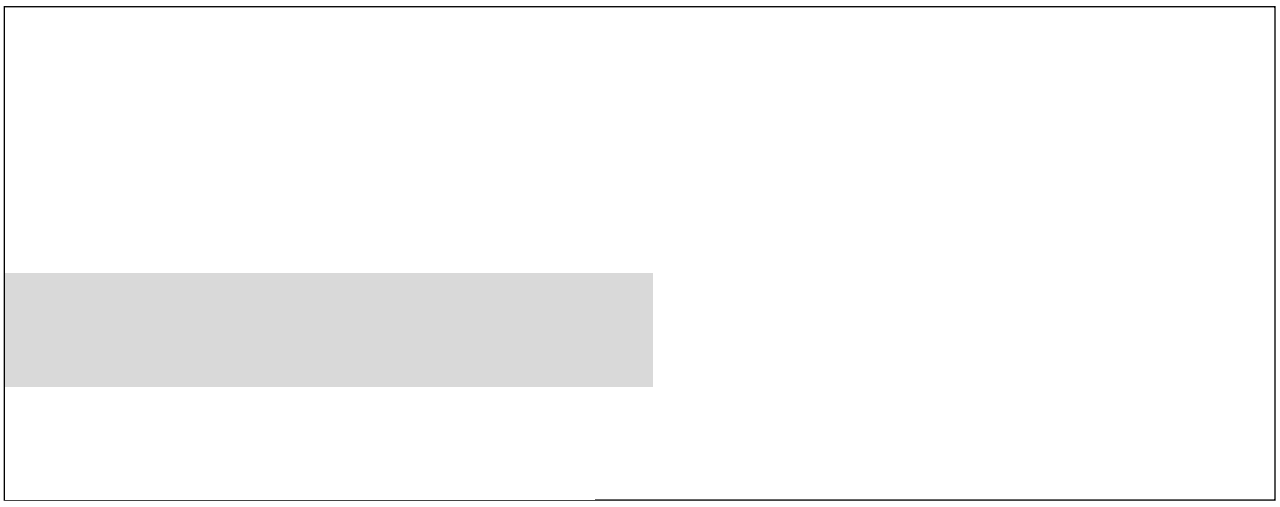
Stimulus 15





* 

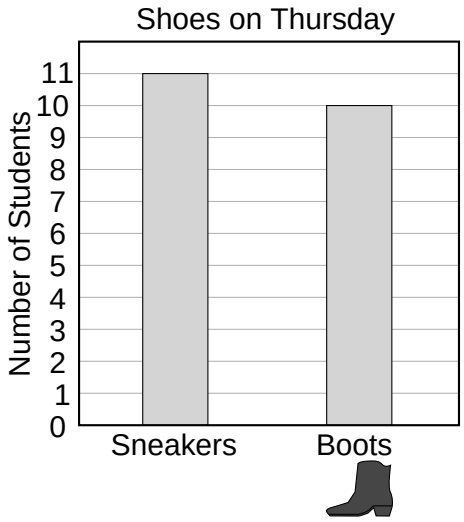
Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the small and large trapezoids,		mark A for question 15 and move to question 16.
If the student does not find the small and large trapezoids,		provide one of these allowable teacher assists to the student: € Have the student describe what •same shapeŽ means. OR € Have the student point to and/or count the sides of each shape. OR € Highlight or trace the sides of each figure. OR € Have the student identify the shapes. OR € Have the student indicate the smaller shape in each answer choice. OR € Highlight the first shape in each answer choice. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the small and large trapezoids,		mark B for question 15 and move to question 16.
After the selected teacher assistance, if the student does not find the small and large trapezoids,		mark C for question 15 and move to question 16.



Presentation Instructions for Question 17

- € Present Stimulus 17.
- € Direct the student to the graph. Communicate: This bar graph shows how many students wore sneakers or boots to school on Thursday.
- € Direct the student to each bar. Communicate: Eleven students wore sneakers. Ten students wore boots.
- € Communicate: Find the bar on the graph that shows that 11 students wore sneakers.

Stimulus 17



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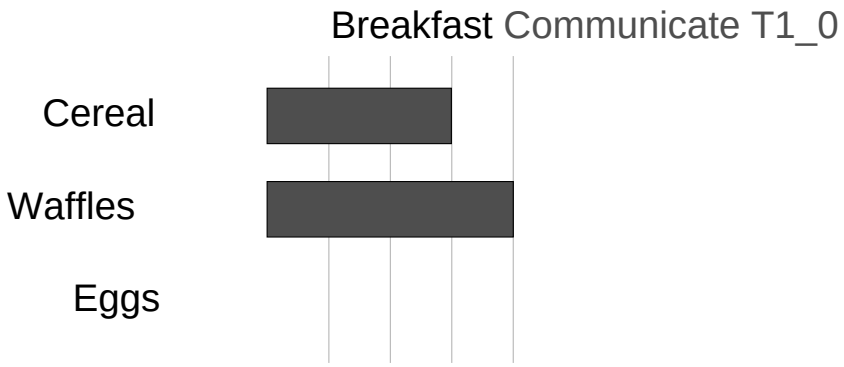
*
Shoes on Friday
11
10
9
Number of Students

Presentation Instructions for Question 19

- € Present Stimulus 19a and19b.
- € Direct the student to Stimulus 19a. Communicate: This bar graph shows information about what students ate for breakfast.
- € Communicate the text in the bar graph.
- € Direct the student to each answer choice in Stimulus 19b. Communicate each answer choice.
- € Communicate: Find the information that goes with this bar graph.

Stimulus 19a



Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the list with Cereal = 3, Waffles = 4, and Eggs = 1 in Stimulus 19b,		mark A for question 19 and move to question 20.
If the student does not find the list with Cereal = 3, Waffles = 4, and Eggs = 1 in Stimulus 19b,		provide one of these allowable teacher assists to the student: € Highlight •cereal,Ž •waffles,Ž and •eggsŽ in Stimulus 19a. OR € Have the student identify the number that corresponds to each bar. OR € Highlight the numbers in Stimulus 19b. OR € Record the number for each breakfast item beside each bar after the student identifies the number. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the list with Cereal = 3, Waffles = 4, and Eggs = 1 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 list with Cereal = 3, Waffles = 4, and Eggs = 1 in Stimulus 19b,		mark C for question 19 and move to question 20.

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds •14 studentsŽ in Stimulus 20b,		mark A for question 20.
If the student does not find •14 studentsŽ in Stimulus 20b,		replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds •14 studentsŽ in Stimulus 20b,		mark B for question 20.
After the teacher repeats the instructions, if the student does not find •14 studentsŽ in Stimulus 20b,		mark C for question 20.

TEST ADMINISTRATOR MANUAL

STAAR ALTERNATE 2
GRADE 7
Mathematics
April 2019

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