

TEST ADMINISTRATOR MANUAL

GRADE 3 Mathematics STAAR Alternate 2

Administered April 2016

RELEASED

Texas Essential Knowledge and Skills (TEKS) Curriculum Assessed

Grade 3 Mathematics		Cluster 1
Reporting Category 1	Numerical Representations and Relationships: The student will demonstrate an understanding of how to represent and manipulate numbers and expressions.	
Knowledge and Skills Statement 3.2	The student applies mathematical process standards to represent and compare whole numbers and understand relationships related to place value.	
Essence Statement	Uses whole number relationships to demonstrate an understanding of place value.	
Item 1 Prerequisite Skill	count up to 10 items, and demonstrate that the last count indicates how many items were counted (P-K)	
Item 2 Prerequisite Skill	count 1–10 items, with one count per item (P-K)	
Item 3 Prerequisite Skill	read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures (K)	
Item 4 Prerequisite Skill	order whole numbers up to 120 using place value and open number lines (1)	

Grade 3 Mathematics		Cluster 2
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 3.7	The student applies mathematical process standards to select appropriate units, strategies, and tools to solve problems involving customary and metric measurement.	
Essence Statement	Solves problems involving perimeter, time, liquid volume (capacity), or weight.	
Item 5 Prerequisite Skill	use language to describe concepts associated with the passing of time (P-K)	
Item 6 Prerequisite Skill	use language to describe concepts associated with the passing of time (P-K)	
Item 7 Prerequisite Skill	use language to describe concepts associated with the passing of time (P-K)	
Item 8 Prerequisite Skill	use language to describe concepts associated with the passing of time (P-K)	

Grade 3 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 3.8	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 data and organize it in a graphic representation (P-K)	
Item 10 Prerequisite Skill	collect data and organize it in a graphic representation (P-K)	
Item 11 Prerequisite Skill	collect, sort, and organize data into two or three categories (K)	
Item 12 Prerequisite Skill	collect, sort, and organize data into two or three categories (K)	

Grade 3 Mathematics		Cluster 4
Reporting Category 2	Computations and Algebraic Relationships: The student will demonstrate an understanding of how to perform operations and represent algebraic relationships.	
Knowledge and Skills Statement 3.5	The student applies mathematical process standards to analyze and create patterns and relationships.	
Essence Statement	Models or solves problems involving whole number relationships.	
Item 13 Prerequisite Skill	recognize and create patterns (P-K)	
Item 14 Prerequisite Skill	recognize and create patterns (P-K)	
Item 15 Prerequisite Skill	recognize and create patterns (P-K)	
Item 16 Prerequisite Skill	explain the strategies used to solve problems involving adding and subtracting within 10 using spoken words, concrete and pictorial models, and number sentences (K)	

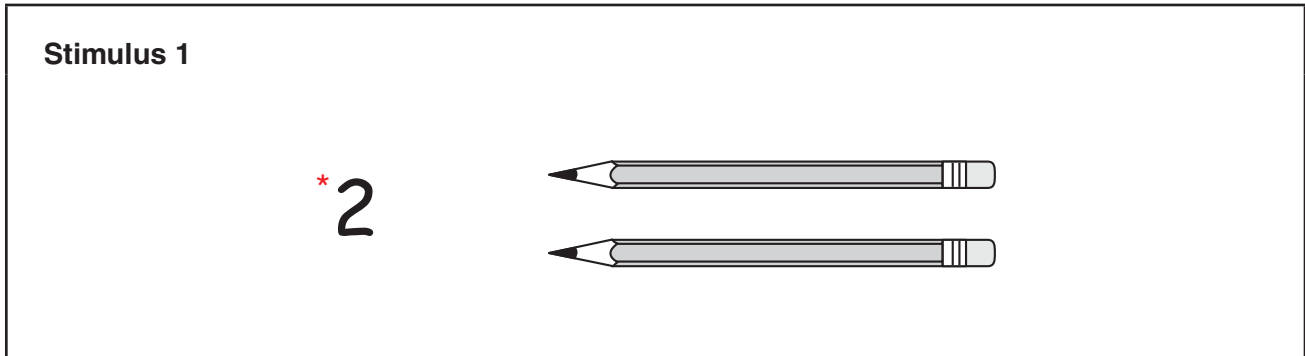
Grade 3 Mathematics		Cluster 5
Reporting Category 2	Computations and Algebraic Relationships: The student will demonstrate an understanding of how to perform operations and represent algebraic relationships.	
Knowledge and Skills Statement 3.4	The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy.	
Essence Statement	Solves problems using operations involving whole numbers.	
Item 17 Prerequisite Skill	use concrete models or make a verbal word problem for adding up to 5 objects (P-K)	
Item 18 Prerequisite Skill	use concrete models or make a verbal word problem for adding up to 5 objects (P-K)	
Item 19 Prerequisite Skill	model the action of joining to represent addition and the action of separating to represent subtraction (K)	
Item 20 Prerequisite Skill	model the action of joining to represent addition and the action of separating to represent subtraction (K)	

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 the number 2. *Communicate:* **This is the number 2.**
- Direct the student to each pencil next to the number. *Communicate:* **One pencil, two pencils.**
- *Communicate:* **Find the number 2.**



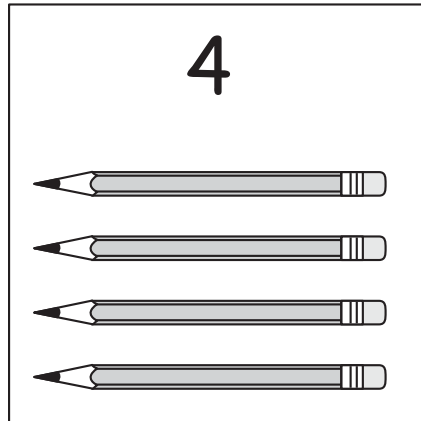
Scoring Instructions

Student Action		Test Administrator Action
If the student finds the number 2,	➡	mark A for question 1 and move to question 2.
If the student does not find the number 2,	➡	<ul style="list-style-type: none"> • 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 2,	➡	mark B for question 1 and move to question 2.
After the five-second wait time, if the student does not find the number 2,	➡	mark C for question 1 and move to question 2.

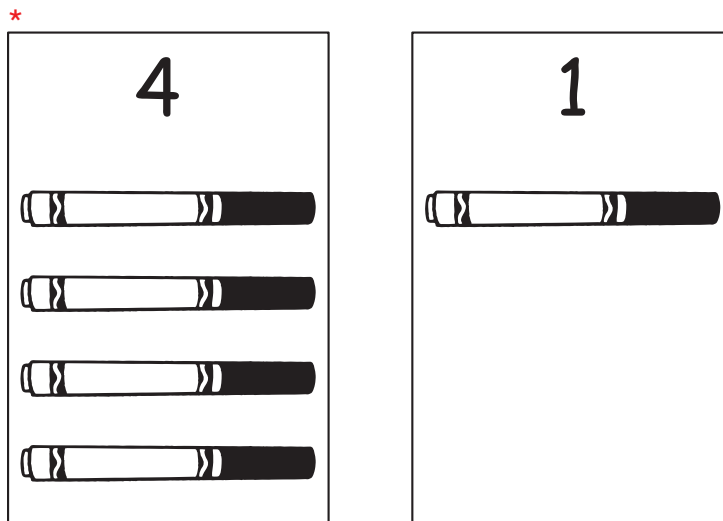
Presentation Instructions for Question 2

- Present Stimulus 2a and 2b.
- Direct the student to Stimulus 2a. *Communicate:* **Here are four pencils. One, two, three, four.**
- Direct the student to each answer choice in Stimulus 2b. *Communicate:* **Here are four markers. One, two, three, four. Here is one marker. One.**
- *Communicate:* **Find the number of markers that matches the number of pencils.**

Stimulus 2a



Stimulus 2b



Scoring Instructions

Student Action		Test Administrator Action
If the student finds the four markers,	➡	mark A for question 2 and move to question 3.
If the student does not find the four markers,	➡	<ul style="list-style-type: none"> • model the desired student action by finding the four markers and <i>communicate</i> “Here are the four markers that match the four pencils”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the four markers,	➡	mark B for question 2 and move to question 3.
After teacher modeling, if the student does not find the four markers,	➡	mark C for question 2 and move to question 3.

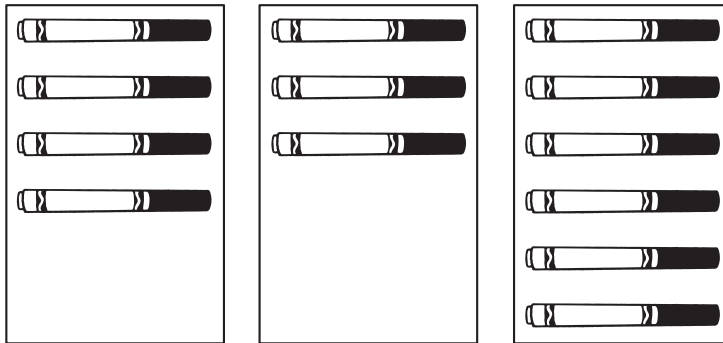
Presentation Instructions for Question 3

- Present Stimulus 3a and 3b.
- Direct the student to the number 6. *Communicate: This is the number 6.*
- Direct the student to each answer choice in Stimulus 3b without counting or revealing the number of markers in each set.
- *Communicate: Find the set of 6 markers.*

Stimulus 3a

6

Stimulus 3b



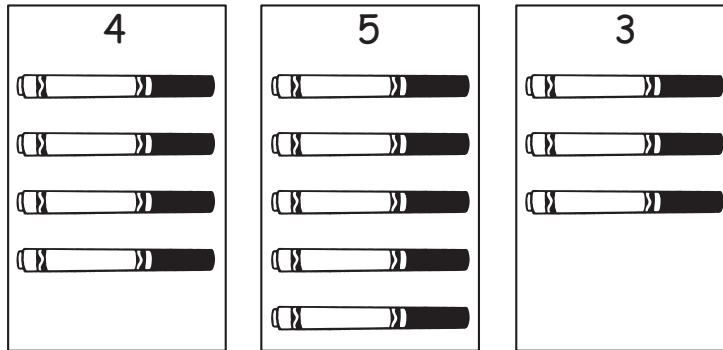
Scoring Instructions

Student Action	Test Administrator Action
If the student finds the set of six markers,	➡ mark A for question 3 and move to question 4.
If the student does not find the set of six markers,	➡ provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Have the student point to and/or count the markers in each set. OR • Allow the student to use a number line or number chart. OR • Record the number of markers below each answer choice after the student identifies the number of markers in each set. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the set of six markers,	➡ mark B for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find the set of six markers,	➡ mark C for question 3 and move to question 4.

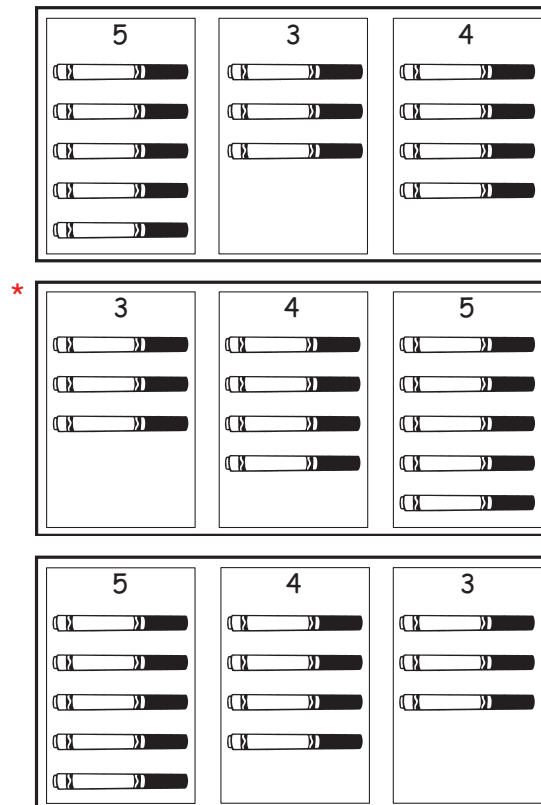
Presentation Instructions for Question 4

- Present Stimulus 4a and 4b.
- Direct the student to Stimulus 4a. *Communicate:* **Four markers, five markers, three markers.**
- Direct the student to each answer choice in Stimulus 4b.
- *Communicate:* **Find the set of markers with numbers in order from least to greatest.**

Stimulus 4a



Stimulus 4b

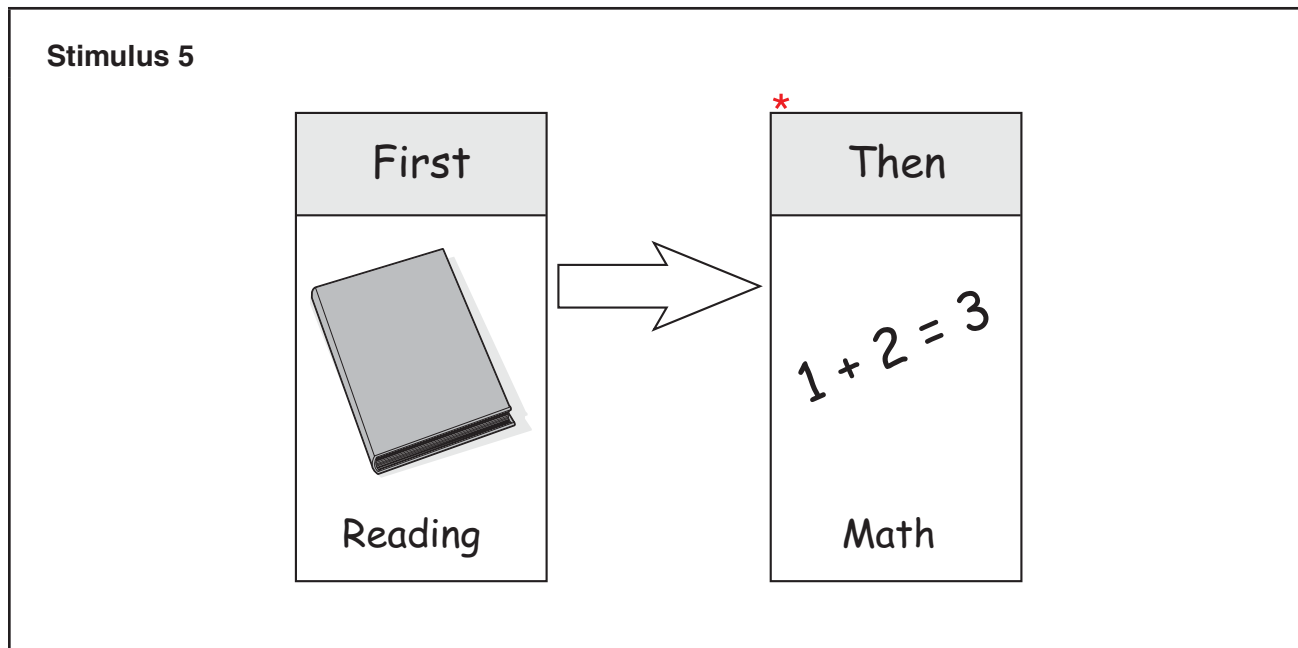


Scoring Instructions

Student Action		Test Administrator Action
If the student finds the set of markers that shows 3, 4, and 5 in order,	➡	mark A for question 4 and move to question 5.
If the student does not find the set of markers that shows 3, 4, and 5 in order,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds the set of markers that shows 3, 4, and 5 in order,	➡	mark B for question 4 and move to question 5.
After the teacher repeats the instructions, if the student does not find the set of markers that shows 3, 4, and 5 in order,	➡	mark C for question 4 and move to question 5.

Presentation Instructions for Question 5

- Present Stimulus 5.
- Direct the student to the schedule in Stimulus 5. *Communicate:* **A student has a schedule at school. First reading, then math.**
- *Communicate:* **Find what comes after reading.**





Scoring Instructions

Student Action		Test Administrator Action
If the student finds math on the schedule,	➡	mark A for question 5 and move to question 6.
If the student does not find math on the schedule,	➡	<ul style="list-style-type: none"> • remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds math on the schedule,	➡	mark B for question 5 and move to question 6.
After the five-second wait time, if the student does not find math on the schedule,	➡	mark C for question 5 and move to question 6.


Presentation Instructions for Question 6

- Present Stimulus 6a and 6b.
- Direct the student to the Monday schedule in Stimulus 6a. *Communicate:* **A student has a daily schedule at school. First reading, then math, then P.E.**
- Direct the student to the Tuesday schedule. *Communicate:* **Tuesday's schedule will be the same as Monday's schedule.**
- Direct the student to each answer choice in Stimulus 6b. *Communicate:* **Reading. Math.**
- *Communicate:* **Find what the student will do first on Tuesday.**

Stimulus 6a

Monday	Tuesday
 Reading	
$1 + 2 = 3$ Math	
 P.E.	

Stimulus 6b


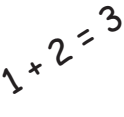



[*]  Reading	$1 + 2 = 3$ Math
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Scoring Instructions

Student Action	➡	Test Administrator Action
If the student finds “Reading” in Stimulus 6b,	➡	mark A for question 6 and move to question 7.
If the student does not find “Reading” in Stimulus 6b,	➡	<ul style="list-style-type: none"> • model the desired student action by finding “Reading” in Stimulus 6b and <i>communicate</i> “The student will do reading first on Tuesday”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds “Reading” in Stimulus 6b,	➡	mark B for question 6 and move to question 7.
After teacher modeling, if the student does not find “Reading” in Stimulus 6b,	➡	mark C for question 6 and move to question 7.

Presentation Instructions for Question 7

- Present Stimulus 7.
- Direct the student to Stimulus 7. *Communicate:* **A student has a daily schedule at school. Eight o'clock, reading. Nine o'clock, math. Ten o'clock, P.E. Eleven o'clock, science. Twelve o'clock, lunch.**
- *Communicate:* **Find the activity on the schedule that comes after P.E. but before lunch.**

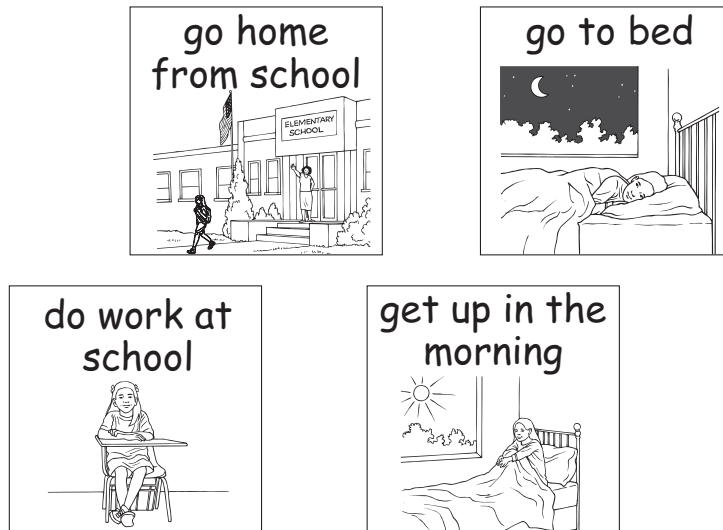
Stimulus 7				
8:00	9:00	10:00	11:00	12:00
				
Reading	Math	P.E.	Science	Lunch

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds "Science,"	➡	mark A for question 7 and move to question 8.
If the student does not find "Science,"	➡	provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Ask the student to identify each activity in order on the schedule. OR • Highlight P.E. and lunch. OR • Have the student tell the time that comes between 10:00 and 12:00 o'clock. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "Science,"	➡	mark B for question 7 and move to question 8.
After the selected teacher assistance, if the student does not find "Science,"	➡	mark C for question 7 and move to question 8.

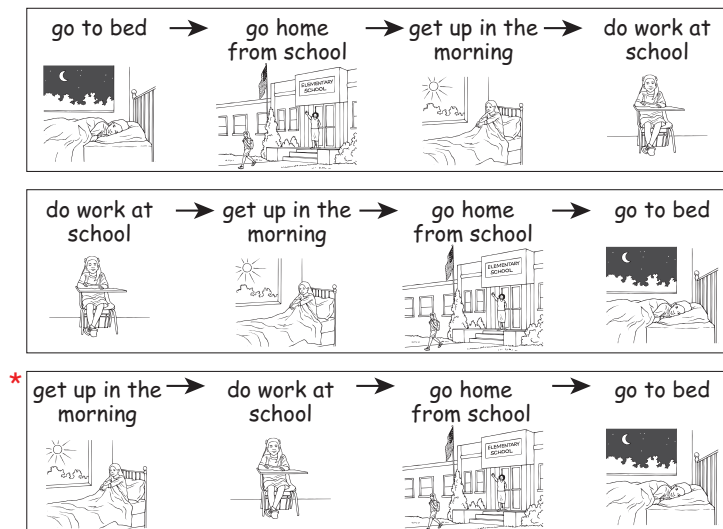
Presentation Instructions for Question 8

- Present Stimulus 8a and 8b.
- Direct the student to Stimulus 8a. *Communicate*: Here are four activities that a student does in one day: Go home from school. Go to bed. Do work at school. Get up in the morning. The activities are not in the order they happen.
- Direct the student to each answer choice in Stimulus 8b. *Communicate* the text in each answer choice.
- *Communicate*: Find the activities that are in order as they happen in one day.

Stimulus 8a



Stimulus 8b




Scoring Instructions

Student Action	Test Administrator Action
If the student finds the activities ordered with “get up in the morning” listed first,	➡ mark A for question 8 and move to question 9.
If the student does not find the activities ordered with “get up in the morning” listed first,	➡ replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds the activities ordered with “get up in the morning” listed first,	➡ mark B for question 8 and move to question 9.
After the teacher repeats the instructions, if the student does not find the activities ordered with “get up in the morning” listed first,	➡ mark C for question 8 and move to question 9.

Presentation Instructions for Question 9

- Present Stimulus 9.
- Direct the student to the photo of the boy wearing headphones. *Communicate:* **This student likes to listen to music using his headphones.**
- Direct the student to the headphones icon. *Communicate:* **The headphones mean that one student likes to listen to music.**
- *Communicate:* **Find the headphones that mean that one student likes to listen to music.**

Stimulus 9

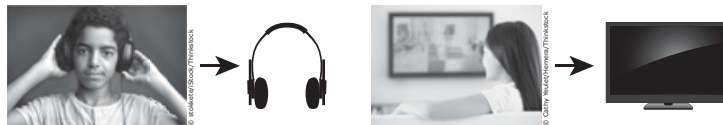


Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the headphones icon that means that one student likes to listen to music,	➡	mark A for question 9 and move to question 10.
If the student does not find the headphones icon that means that one student likes to listen to music,	➡	<ul style="list-style-type: none"> • 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 headphones icon that means that one student likes to listen to music,	➡	mark B for question 9 and move to question 10.
After the five-second wait time, if the student does not find the headphones icon that means that one student likes to listen to music,	➡	mark C for question 9 and move to question 10.

Presentation Instructions for Question 10




- Present Stimulus 10a and 10b.
- Direct the student to the boy wearing headphones and to the headphone icon in Stimulus 10a. Communicate: **This student likes to listen to music using his headphones. The headphones mean that one student likes to listen to music.**
- Direct the student to the girl watching television and the television icon in Stimulus 10a. Communicate: **This student likes to watch TV. The TV means that one student likes to watch TV.**
- Direct the student to the category labels on the graph in Stimulus 10b. Communicate: **This graph will show how many students like to listen to music and how many students like to watch TV.**
- Direct the student to the headphones on the graph in Stimulus 10b. Communicate: **This shows that one student likes to listen to music.**
- Communicate: **Find where to show on the graph that one student likes to watch TV.**

Stimulus 10a



Stimulus 10b

Activities Students Like

 Music	 TV
	*

Scoring Instructions

Student Action		Test Administrator Action
If the student finds the space in the TV column where the television belongs,	➡	mark A for question 10 and move to question 11.
If the student does not find the space in the TV column where the television belongs,	➡	<ul style="list-style-type: none"> • model the desired student action by finding the space in the TV column where the television belongs and <i>communicate</i> “The TV goes in the TV column to show that one student likes to watch TV”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the space in the TV column where the television belongs,	➡	mark B for question 10 and move to question 11.
After teacher modeling, if the student does not find the space in the TV column where the television belongs,	➡	mark C for question 10 and move to question 11.

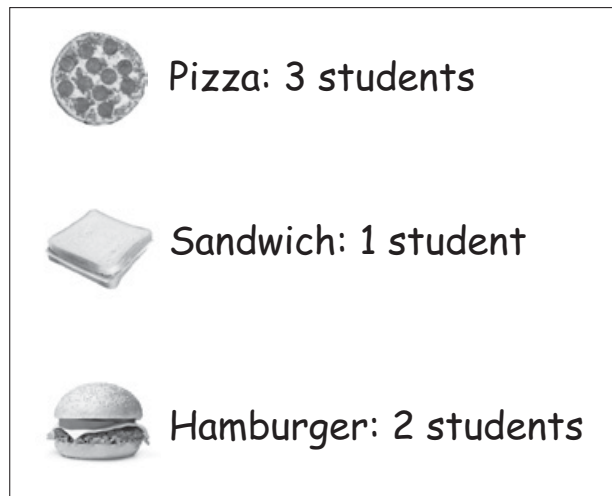
Scoring Instructions

Student Action		Test Administrator Action
If the student finds the hamburger in Stimulus 11b,	➔	mark A for question 11 and move to question 12.
If the student does not find the hamburger in Stimulus 11b,	➔	<p>provide one of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> • Have the student identify the different kinds of food on the graph and/or in the answer choices. OR • Highlight the category label row. <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds the hamburger in Stimulus 11b,	➔	mark B for question 11 and move to question 12.
After the selected teacher assistance, if the student does not find the hamburger in Stimulus 11b,	➔	mark C for question 11 and move to question 12.

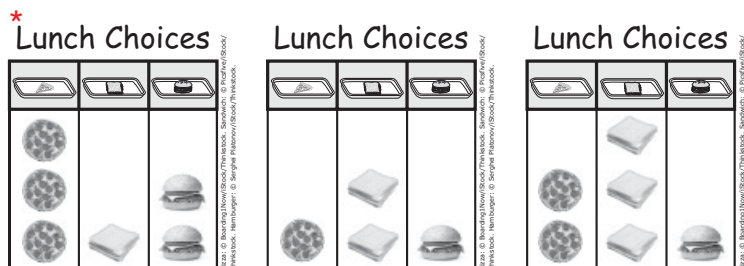
Presentation Instructions for Question 12

- Present Stimulus 12a and 12b.
- Direct the student to Stimulus 12a. *Communicate:* **A student asked six of her classmates about their lunch choices. The chart shows how many students chose a pizza, a sandwich, or a hamburger.**
- Communicate the text in Stimulus 12a.
- Direct the student to each answer choice in Stimulus 12b.
- *Communicate:* **Find the graph that shows the data from the chart.**

Stimulus 12a



Stimulus 12b



Scoring Instructions

Student Action	Test Administrator Action
If the student finds the graph that shows three pizzas, one sandwich, and two hamburgers,	➔ mark A for question 12 and move to question 13.
If the student does not find the graph that shows three pizzas, one sandwich, and two hamburgers,	➔ replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds the graph that shows three pizzas, one sandwich, and two hamburgers,	➔ mark B for question 12 and move to question 13.
After the teacher repeats the instructions, if the student does not find the graph that shows three pizzas, one sandwich, and two hamburgers,	➔ mark C for question 12 and move to question 13.

Presentation Instructions for Question 13

- Present Stimulus 13.
- Direct the student to Stimulus 13. *Communicate:* **This is a pattern of numbers. One, two. One, two. One, two.**
- *Communicate:* **Find the “one, two” pattern of numbers.**

Stimulus 13

*

1	2	1	2	1	2
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Scoring Instructions

Student Action		Test Administrator Action
If the student finds the “one, two” pattern,	➡	mark A for question 13 and move to question 14.
If the student does not find the “one, two” pattern,	➡	<ul style="list-style-type: none">• 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 “one, two” pattern,	➡	mark B for question 13 and move to question 14.
After the five-second wait time, if the student does not find the “one, two” pattern,	➡	mark C for question 13 and move to question 14.

Presentation Instructions for Question 14

- Present Stimulus 14a and 14b.
- Direct the student to Stimulus 14a. *Communicate:* **This is a pattern of numbers. One, two. One, two. One, two.**
- Direct the student to the first answer choice in Stimulus 14b. *Communicate:* **One, two. One, two. One, two. One, two.**
- Direct the student to the second answer choice in Stimulus 14b. *Communicate:* **Two, two. Two, two. Two, two. Two, two.**
- *Communicate:* **Find the “one, two” pattern of numbers.**

Stimulus 14a

1	2	1	2	1	2
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Stimulus 14b

*	1	2	1	2	1	2	1	2
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2	2	2	2	2	2	2	2
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Scoring Instructions

Student Action		Test Administrator Action
If the student finds the “one, two” pattern in Stimulus 14b,	➡	mark A for question 14 and move to question 15.
If the student does not find the “one, two” pattern in Stimulus 14b,	➡	<ul style="list-style-type: none"> • model the desired student action by finding the “one, two” pattern in Stimulus 14b and <i>communicate</i> “This is a ‘one, two’ pattern”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the “one, two” pattern in Stimulus 14b,	➡	mark B for question 14 and move to question 15.
After teacher modeling, if the student does not find the “one, two” pattern 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 is part of a pattern of numbers. Four, five. Four, five. Four, five. Four.**
- Direct the student to the empty box. *Communicate:* **The number that comes next in the pattern is missing.**
- Direct the student to each answer choice in Stimulus 15b.
- *Communicate:* **Find the number that comes next in the pattern.**

Stimulus 15a

4	5	4	5	4	5	4	
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Stimulus 15b

4		5 [*]		6
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Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the number 5 in Stimulus 15b,	➡	mark A for question 15 and move to question 16.
If the student does not find the number 5 in Stimulus 15b,	➡	provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Have the student replicate the pattern using number cards. OR • Highlight each number in the pattern. OR • Have the student identify each number. OR • Have the student try out each answer choice in the empty box. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the number 5 in Stimulus 15b,	➡	mark B for question 15 and move to question 16.
After the selected teacher assistance, if the student does not find the number 5 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 the first pattern of number pairs in Stimulus 16a. *Communicate:* **This is a pattern of number pairs. Two, four. Two, four. Two, four.**
- Direct the student to the second pattern of number pairs in Stimulus 16a. *Communicate:* **This is also a pattern of number pairs. Six, eight. Six, eight. Six, eight.**
- Direct the student to the stem and each answer choice in Stimulus 16b. *Communicate* the text in the stem and each answer choice.
- *Communicate:* **Find the words that tell the pattern.**

Stimulus 16a

2 , 4	2 , 4	2 , 4
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6 , 8	6 , 8	6 , 8
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Stimulus 16b

The second number in each number pair is —

8 more than the first number

1 more than the first number

* 2 more than the first number

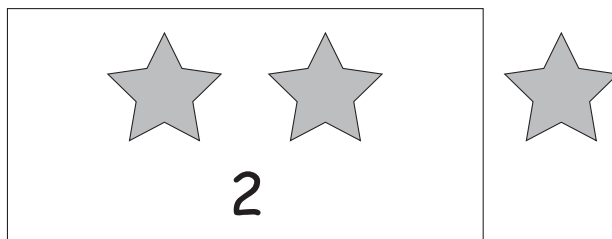
Scoring Instructions

Student Action		Test Administrator Action
If the student finds "2 more than the first number,"	➡	mark A for question 16 and move to question 17.
If the student does not find "2 more than the first number,"	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "2 more than the first number,"	➡	mark B for question 16 and move to question 17.
After the teacher repeats the instructions, if the student does not find "2 more than the first number,"	➡	mark C for question 16 and move to question 17.

Presentation Instructions for Question 17

- Present Stimulus 17a and 17b.
- Direct the student to the two stars in Stimulus 17a. *Communicate:* **Here are two stars. One, two.**
- Direct the student to the one star in Stimulus 17a. *Communicate:* **One more star will be added.**
- Direct the student to the three stars in Stimulus 17b. *Communicate:* **Now there are three stars. One, two, three.**
- *Communicate:* **Find the three stars.**

Stimulus 17a



Stimulus 17b



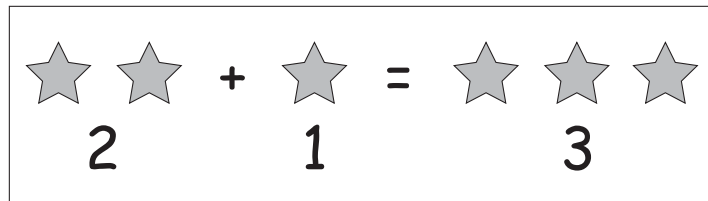
Scoring Instructions

Student Action		Test Administrator Action
If the student finds the three stars in Stimulus 17b,	➔	mark A for question 17 and move to question 18.
If the student does not find the three stars in Stimulus 17b,	➔	<ul style="list-style-type: none"> • 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 three stars in Stimulus 17b,	➔	mark B for question 17 and move to question 18.
After the five-second wait time, if the student does not find the three stars in Stimulus 17b,	➔	mark C for question 17 and move to question 18.

Presentation Instructions for Question 18

- Present Stimulus 18a and 18b.
- Direct the student to Stimulus 18a. *Communicate:* **This number sentence shows two stars plus one star equals three stars.**
- Direct the student to each answer choice in Stimulus 18b. *Communicate:* **These are also number sentences. One plus one equals two. Two plus one equals three.**
- *Communicate:* **Find the number sentence that shows two plus one equals three.**

Stimulus 18a



Stimulus 18b

$$1 + 1 = 2$$

*

$$2 + 1 = 3$$

Scoring Instructions

Student Action		Test Administrator Action
If the student finds the number sentence that shows two plus one equals three in Stimulus 18b,	➡	mark A for question 18 and move to question 19.
If the student does not find the number sentence that shows two plus one equals three in Stimulus 18b,	➡	<ul style="list-style-type: none"> • model the desired student action by finding the number sentence that shows two plus one equals three in Stimulus 18b and <i>communicate</i> “This shows two plus one equals three”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the number sentence that shows two plus one equals three in Stimulus 18b,	➡	mark B for question 18 and move to question 19.
After teacher modeling, if the student does not find the number sentence that shows two plus one equals three in Stimulus 18b,	➡	mark C for question 18 and move to question 19.

Presentation Instructions for Question 19

- Present Stimulus 19a and 19b.
- Direct the student to Stimulus 19a. *Communicate:* **A student earned a star on a chart each time he helped his teacher.**
- Direct the student to the first row of the chart. *Communicate:* **The student earned four stars on Monday.**
- Direct the student to the second row of the chart. *Communicate:* **The student earned three stars on Tuesday.**
- Direct the student to each answer choice in Stimulus 19b.
- *Communicate:* **Find the total number of stars the student earned on Monday and Tuesday.**

Stimulus 19a

Helping the Teacher	
Monday	★ ★ ★ ★
Tuesday	★ ★ ★
Wednesday	
Thursday	
Friday	

Stimulus 19b

* 





Scoring Instructions

Student Action		Test Administrator Action
If the student finds the group of seven stars in Stimulus 19b,	➔	mark A for question 19 and move to question 20.
If the student does not find the group of seven stars in Stimulus 19b,	➔	provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Record the number of stars for each day after the student has identified each number. OR • Highlight the stars on the chart. OR • Have the student identify the operation to use. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the group of seven stars 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 group of seven stars in Stimulus 19b,	➔	mark C for question 19 and move to question 20.

Presentation Instructions for Question 20

- Present Stimulus 20.
- Direct the student to each answer choice in Stimulus 20. Communicate: **Students earned stars on charts each time they helped their teacher.**
- Communicate: **Find the pair of charts that shows the same total number of stars on each chart.**

Stimulus 20

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Scoring Instructions

Student Action		Test Administrator Action
If the student finds the pair of charts that each show a total of nine stars,	➡	mark A for question 20.
If the student does not find the pair of charts that each show a total of nine stars,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds the pair of charts that each show a total of nine stars,	➡	mark B for question 20.
After the teacher repeats the instructions, if the student does not find the pair of charts that each show a total of nine stars,	➡	mark C for question 20.

**TEST
ADMINISTRATOR
MANUAL**

**STAAR ALTERNATE 2
GRADE 3
Mathematics
April 2016**