



State of Texas Assessments of Academic Readiness

# **TEST INSTRUCTIONS**

## **GRADE 5 Mathematics STAAR Alternate 2**

**Administered April 2023**

**RELEASED**



## Texas Essential Knowledge and Skills (TEKS) Curriculum Assessed

<b>Math Grade 5</b>		<b>Cluster 1</b>
<b>Reporting Category 3</b>	Geometry and Measurement: The student will demonstrate an understanding of how to represent and apply geometry and measurement concepts.	
<b>Knowledge and Skills Statement 5.6</b>	The student applies mathematical process standards to understand, recognize, and quantify volume.	
<b>Essence Statement</b>	Determines volume of rectangular prisms.	
<b>Item 1 Prerequisite Skill</b>	recognize how much can be placed within an object (PK)	
<b>Item 2 Prerequisite Skill</b>	recognize how much can be placed within an object (PK)	
<b>Item 3 Prerequisite Skill</b>	compare two objects with a common measurable attribute to see which object has more of/less of the attribute and describe the difference (K)	
<b>Item 4 Prerequisite Skill</b>	compare two objects with a common measurable attribute to see which object has more of/less of the attribute and describe the difference (K)	

<b>Math Grade 5</b>		<b>Cluster 2</b>
<b>Reporting Category 2</b>	Computation and Algebraic Relationships: The student will demonstrate an understanding of how to perform operations and represent algebraic relationships.	
<b>Knowledge and Skills Statement 5.4</b>	The student applies mathematical process standards to develop concepts of expressions and equations.	
<b>Essence Statement</b>	Models or solves problems involving whole number relationships or patterns.	
<b>Item 5 Prerequisite Skill</b>	compose and decompose numbers up to 10 with objects and pictures (K)	
<b>Item 6 Prerequisite Skill</b>	compose and decompose numbers up to 10 with objects and pictures (K)	
<b>Item 7 Prerequisite Skill</b>	represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences (1)	
<b>Item 8 Prerequisite Skill</b>	represent and solve addition and subtraction word problems where unknowns may be any one of the terms in the problem (2)	

<b>Math Grade 5</b>		<b>Cluster 3</b>
<b>Reporting Category 4</b>	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.	
<b>Knowledge and Skills Statement 5.9</b>	The student applies mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data.	
<b>Essence Statement</b>	Uses graphs to organize and interpret data.	
<b>Item 9 Prerequisite Skill</b>	draw conclusions and generate and answer questions using information from picture and bar-type graphs (1)	
<b>Item 10 Prerequisite Skill</b>	draw conclusions and generate and answer questions using information from picture and bar-type graphs (1)	
<b>Item 11 Prerequisite Skill</b>	draw conclusions and make predictions from information in a graph (2)	
<b>Item 12 Prerequisite Skill</b>	draw conclusions and make predictions from information in a graph (2)	

<b>Math Grade 5</b>		<b>Cluster 4</b>
<b>Reporting Category 1</b>	Numerical Representation and Relationships: The student will demonstrate an understanding of how to represent and manipulate numbers and expressions.	
<b>Knowledge and Skills Statement 5.4</b>	The student applies mathematical process standards to develop concepts of expressions and equations.	
<b>Essence Statement</b>	Simplifies numeric expressions.	
<b>Item 13 Prerequisite Skill</b>	compose and decompose numbers up to 10 with objects and pictures (K)	
<b>Item 14 Prerequisite Skill</b>	use objects, pictures, and expanded and standard forms to represent numbers up to 120 (1)	
<b>Item 15 Prerequisite Skill</b>	apply properties of operations to add and subtract two or three numbers (1)	
<b>Item 16 Prerequisite Skill</b>	apply properties of operations to add and subtract two or three numbers (1)	

<b>Math Grade 5</b>		<b>Cluster 5</b>
<b>Reporting Category 3</b>	Geometry and Measurement: The student will demonstrate an understanding of how to represent and apply geometry and measurement concepts.	
<b>Knowledge and Skills Statement 5.4</b>	The student applies mathematical process standards to develop concepts of expressions and equations.	
<b>Essence Statement</b>	Solves problems involving perimeter, area, or volume.	
<b>Item 17 Prerequisite Skill</b>	compare two objects with a common measurable attribute to see which object has more of/less of the attribute and describe the difference (K)	
<b>Item 18 Prerequisite Skill</b>	compare two objects with a common measurable attribute to see which object has more of/less of the attribute and describe the difference (K)	
<b>Item 19 Prerequisite Skill</b>	use concrete models of square units to find the area of a rectangle by covering it with no gaps or overlaps, counting to find the total number of square units, and describing the measurement using a number and the unit (2)	
<b>Item 20 Prerequisite Skill</b>	use concrete models of square units to find the area of a rectangle by covering it with no gaps or overlaps, counting to find the total number of square units, and describing the measurement using a number and the unit (2)	





# MATHEMATICS



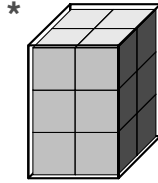


## Presentation Instructions for Question 1

- *Present* Stimulus 1.
- *Direct* the student to Stimulus 1. *Communicate*: **This is a large box that is full of small cubes.**
- *Communicate*: **Find the large box that is full of small cubes.**

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### Stimulus 1

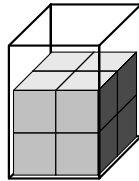


Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the large box full of small cubes,	➡	mark <b>A</b> for question 1 and move to question 2.
If the student does not find the large box full of small cubes,	➡	<ul style="list-style-type: none"><li>• remove the stimulus;</li><li>• wait at least five seconds; and</li><li>• replicate the initial presentation instructions.</li></ul>
After the five-second wait time, if the student finds the large box full of small cubes,	➡	mark <b>B</b> for question 1 and move to question 2.
After the five-second wait time, if the student does not find the large box full of small cubes,	➡	mark <b>C</b> for question 1 and move to question 2.

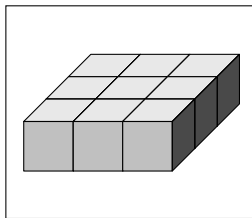
## Presentation Instructions for Question 2

- *Present* Stimulus 2a and 2b.
- *Direct* the student to Stimulus 2a. *Communicate*: **This is a large box with small cubes inside.**
- *Direct* the student to each answer choice in Stimulus 2b. *Communicate*: **This layer has nine small cubes. This layer has four small cubes.**
- *Communicate*: **Find the layer of small cubes that will fit in the box.**

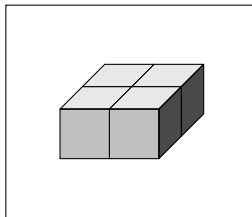
### Stimulus 2a



### Stimulus 2b



\*



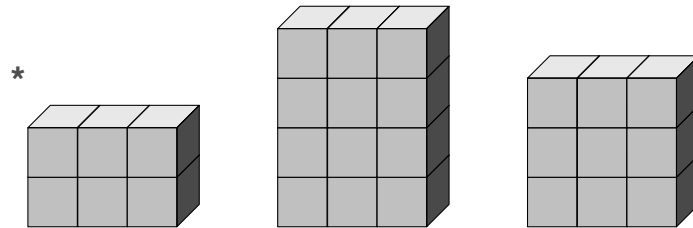
## Scoring Instructions

Student Action		Test Administrator Action
If the student finds the layer of four small cubes in Stimulus 2b,	➡	mark <b>A</b> for question 2 and move to question 3.
If the student does not find the layer of four small cubes in Stimulus 2b,	➡	<ul style="list-style-type: none"> <li>• model the desired student action by finding the layer of four cubes in Stimulus 2b and <i>communicate</i> “<b>This is the layer of small cubes that will fit in the box</b>”; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds the layer of four small cubes in Stimulus 2b,	➡	mark <b>B</b> for question 2 and move to question 3.
After teacher modeling, if the student does not find the layer of four small cubes in Stimulus 2b,	➡	mark <b>C</b> for question 2 and move to question 3.

### Presentation Instructions for Question 3

- *Present* Stimulus 3. *Communicate*: Here are three towers created by stacking layers of cubes.
- *Direct* the student to each answer choice in Stimulus 3. *Communicate*: The volume can be determined by counting the cubes in all the layers.
- *Communicate*: Find the tower that has the smallest volume.

#### Stimulus 3



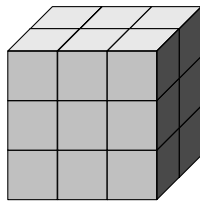
Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the tower with a volume of six small cubes,	➡	mark <b>A</b> for question 3 and move to question 4.
If the student does not find the tower with a volume of six small cubes,	➡	<p>provide <b>one</b> of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> <li>• Label the cubes as the student counts. <b>OR</b></li> <li>• Use manipulatives to build the towers in the answer choices. <b>OR</b></li> <li>• Have the student describe what “smallest” means.</li> </ul> <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds the tower with a volume of six small cubes,	➡	mark <b>B</b> for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find the tower with a volume of six small cubes,	➡	mark <b>C</b> for question 3 and move to question 4.

## Presentation Instructions for Question 4

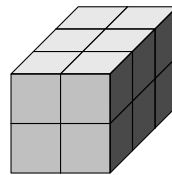
- Present Stimulus 4a and 4b.
  - Direct the student to the tower on the left in Stimulus 4a. Communicate: **Koko built a tower with three layers. Each layer is made of six cubes.**
  - Direct the student to the tower on the right in Stimulus 4a. Communicate: **Preston built a tower with two layers. Each layer is made of six cubes.**
  - Direct the student to the stem and each answer choice in Stimulus 4b. Communicate the text in the stem and each answer choice.
  - Communicate: **Find the words that correctly compare the volumes of the two towers.**
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Stimulus 4a

Koko's tower



Preston's tower



Stimulus 4b

The volume of Preston's tower is —

greater than the volume of Koko's tower

the same as the volume of Koko's tower

\* less than the volume of Koko's tower

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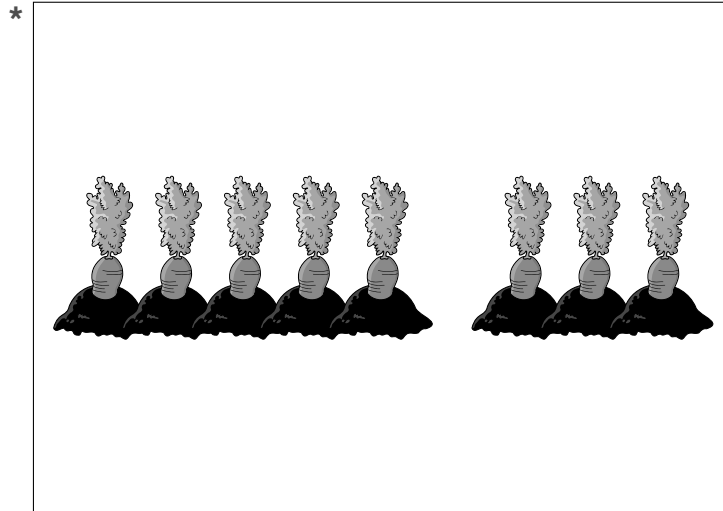
## Scoring Instructions

Student Action	Test Administrator Action
If the student finds “less than the volume of Koko’s tower” in Stimulus 4b,	➡ mark <b>A</b> for question 4 and move to question 5.
If the student does not find “less than the volume of Koko’s tower” in Stimulus 4b,	➡ replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “less than the volume of Koko’s tower” in Stimulus 4b,	➡ mark <b>B</b> for question 4 and move to question 5.
After the teacher repeats the instructions, if the student does not find “less than the volume of Koko’s tower” in Stimulus 4b,	➡ mark <b>C</b> for question 4 and move to question 5.

## Presentation Instructions for Question 5

- Present Stimulus 5.
- Direct the student to Stimulus 5. *Communicate:* Here are eight carrots growing in a garden. Five carrots in the first section and three carrots in the second section.
- *Communicate:* Find the eight carrots growing in the garden.

### Stimulus 5



### Scoring Instructions

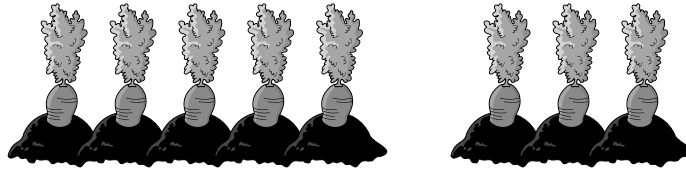
Student Action		Test Administrator Action
If the student finds the eight carrots growing in the garden,	➡	mark <b>A</b> for question 5 and move to question 6.
If the student does not find the eight carrots growing in the garden,	➡	<ul style="list-style-type: none"> <li>• remove the stimulus;</li> <li>•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

## Presentation Instructions for Question 6

- Present Stimulus 6a and 6b.
- Direct the student to Stimulus 6a. *Communicate*: This garden has eight carrots. Five carrots in the first section and three carrots in the second section. Five plus three equals eight.
- Direct the student to each answer choice in Stimulus 6b. *Communicate* the information in each answer choice.
- *Communicate*: Find another garden with eight carrots.

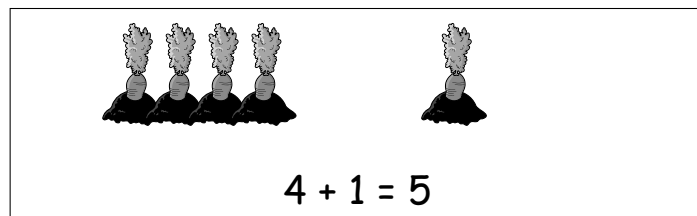
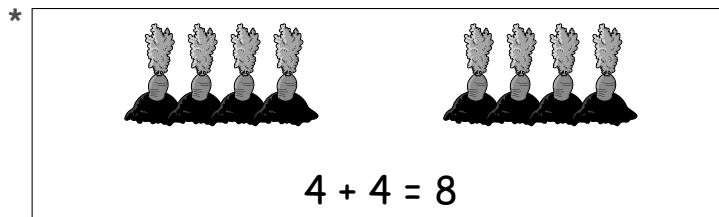
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### Stimulus 6a



$$5 + 3 = 8$$

### Stimulus 6b



## Scoring Instructions

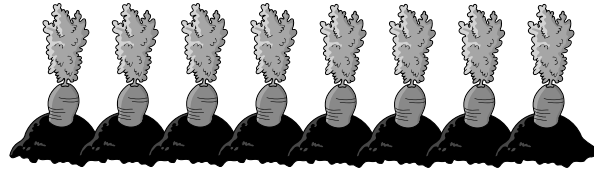
Student Action	Test Administrator Action
If the student finds the garden with “4 + 4 = 8” in Stimulus 6b,	➡ mark <b>A</b> for question 6 and move to question 7.
If the student does not find the garden with “4 + 4 = 8” in Stimulus 6b,	➡ <ul style="list-style-type: none"> <li>• model the desired student action by finding the garden with “4 + 4 = 8” in Stimulus 6b and <i>communicate</i> “<b>This is a garden with eight carrots</b>”; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds the garden with “4 + 4 = 8” in Stimulus 6b,	➡ mark <b>B</b> for question 6 and move to question 7.
After teacher modeling, if the student does not find the garden with “4 + 4 = 8” in Stimulus 6b,	➡ mark <b>C</b> 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:* **There are eight carrots in a garden.**
  - Direct the student to the row of carrots in Stimulus 7a. *Communicate:* **Six of the carrots are picked from the garden. The rest of the carrots are still in the garden.**
  - Direct the student to each answer choice in Stimulus 7b. *Communicate* the information in each answer choice.
  - *Communicate:* **Find the number sentence that shows how to find the number of carrots that are still in the garden.**
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### Stimulus 7a



### Stimulus 7b

$$8 - 8 = 0$$

$$* 8 - 6 = 2$$

$$10 - 2 = 8$$

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## Scoring Instructions

Student Action	Test Administrator Action
If the student finds “ $8 - 6 = 2$ ” in Stimulus 7b,	➡ mark <b>A</b> for question 7 and move to question 8.
If the student does not find “ $8 - 6 = 2$ ” in Stimulus 7b,	➡ provide <b>one</b> of these allowable teacher assists to the student: <ul style="list-style-type: none"> <li>• Have the student replicate the scenario using manipulatives. <b>OR</b></li> <li>• Have the student identify the number of carrots in Stimulus 7a. <b>OR</b></li> <li>• Cross off the carrots as the student counts the carrots that are picked from the garden. <b>OR</b></li> <li>• Highlight “<math>- 8</math>”, “<math>- 6</math>”, and “<math>- 2</math>” in Stimulus 7b.</li> </ul> Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “ $8 - 6 = 2$ ” in Stimulus 7b,	➡ mark <b>B</b> for question 7 and move to question 8.
After the selected teacher assistance, if the student does not find “ $8 - 6 = 2$ ” in Stimulus 7b,	➡ mark <b>C</b> 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:* **Lizzy’s garden has fifteen carrots. She picks some carrots from the garden. Now there are ten carrots left.**
- Direct the student to the empty box in Stimulus 8a. *Communicate:* **The number of carrots picked from Lizzy’s garden belongs in the empty box.**
- Direct the student to each answer choice in Stimulus 8b. *Communicate* the information in each answer choice.
- *Communicate:* **Find the number of carrots that Lizzy picked from her garden.**

Stimulus 8a

$$15 - \square = 10$$

Stimulus 8b

\* 5                      1                      10

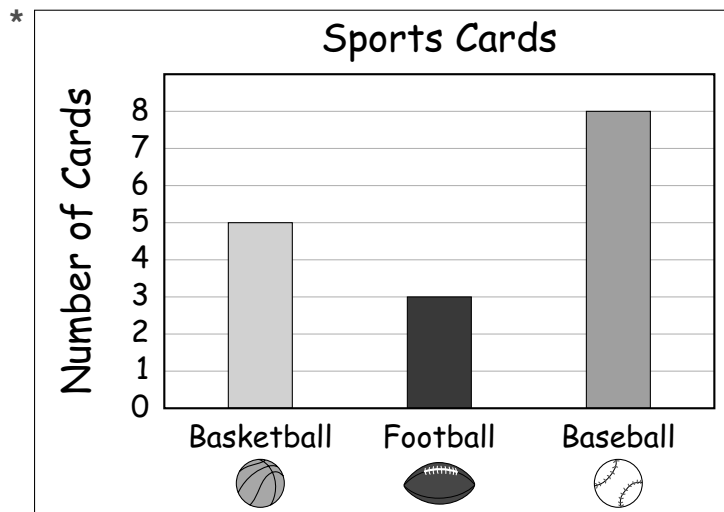
### Scoring Instructions

Student Action		Test Administrator Action
If the student finds “5” in Stimulus 8b,	➡	mark <b>A</b> for question 8 and move to question 9.
If the student does not find “5” in Stimulus 8b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “5” in Stimulus 8b,	➡	mark <b>B</b> for question 8 and move to question 9.
After the teacher repeats the instructions, if the student does not find “5” in Stimulus 8b,	➡	mark <b>C</b> for question 8 and move to question 9.

## Presentation Instructions for Question 9

- *Present* Stimulus 9.
- *Direct* the student to Stimulus 9. *Communicate*: **This bar graph shows how many sports cards of each kind Elijah has in his collection.**
- *Direct* the student to each bar on the graph. *Communicate*: **There are five basketball cards, three football cards, and eight baseball cards.**
- *Communicate*: **Find the bar graph that shows how many sports cards Elijah has in his collection.**

### Stimulus 9



### Scoring Instructions

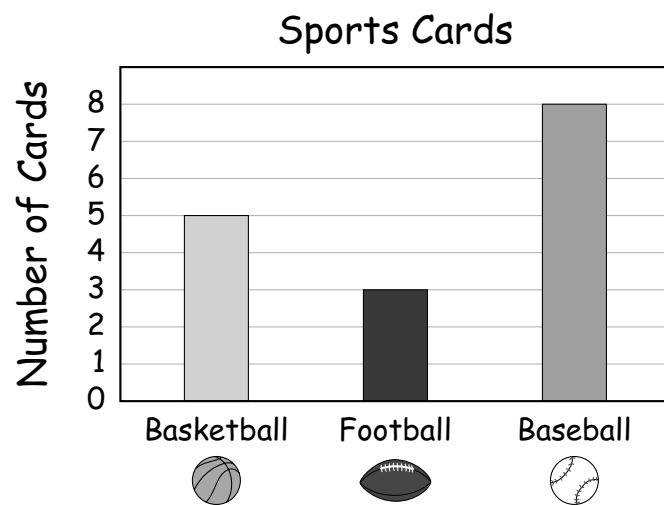
Student Action		Test Administrator Action
If the student finds the bar graph,	➡	mark <b>A</b> for question 9 and move to question 10.
If the student does not find the bar graph,	➡	<ul style="list-style-type: none"> <li>• remove the stimulus;</li> <li>• wait at least five seconds; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After the five-second wait time, if the student finds the bar graph,	➡	mark <b>B</b> for question 9 and move to question 10.
After the five-second wait time, if the student does not find the bar graph,	➡	mark <b>C</b> for question 9 and move to question 10.

## Presentation Instructions for Question 10

- Present Stimulus 10a and 10b.
- Direct the student to Stimulus 10a. *Communicate:* This bar graph shows how many sports cards of each kind Elijah has in his collection.
- Direct the student to each bar on the graph. *Communicate:* There are five basketball cards, three football cards, and eight baseball cards.
- Direct the student to each answer choice in Stimulus 10b. *Communicate* the information in each answer choice.
- *Communicate:* Find the number sentence that shows how to find the total number of sports cards in Elijah's collection.

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### Stimulus 10a



### Stimulus 10b

$$5 + 5 + 5 = 15 \text{ cards}$$

$$* 5 + 3 + 8 = 16 \text{ cards}$$

## Scoring Instructions

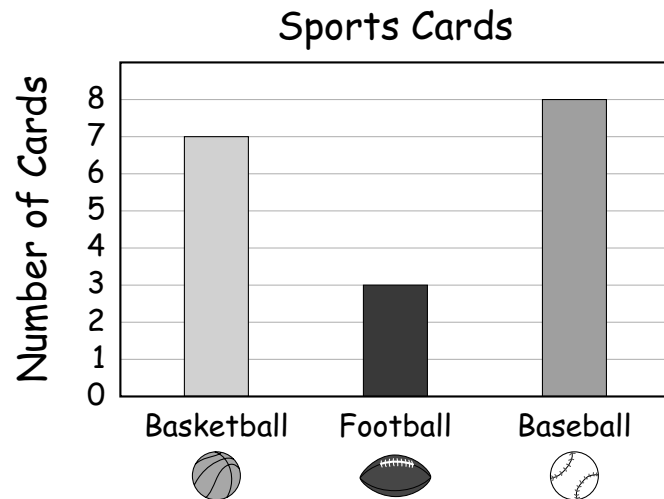
Student Action	Test Administrator Action
If the student finds “5 + 3 + 8 = 16 cards” in Stimulus 10b,	➡ mark <b>A</b> for question 10 and move to question 11.
If the student does not find “5 + 3 + 8 = 16 cards” in Stimulus 10b,	➡ <ul style="list-style-type: none"> <li>• model the desired student action by finding “5 + 3 + 8 = 16 cards” in Stimulus 10b and <i>communicate</i> “<b>This number sentence shows how to find the total number of sports cards in Elijah’s collection</b>”; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds “5 + 3 + 8 = 16 cards” in Stimulus 10b,	➡ mark <b>B</b> for question 10 and move to question 11.
After teacher modeling, if the student does not find “5 + 3 + 8 = 16 cards” in Stimulus 10b,	➡ mark <b>C</b> for question 10 and move to question 11.

## Presentation Instructions for Question 11

- *Present* Stimulus 11a and 11b. *Communicate*: **Elijah buys more sports cards.**
- *Direct* the student to Stimulus 11a. *Communicate*: **This bar graph shows how many sports cards of each kind Elijah has in his collection.** *Communicate* the information in the bar graph.
- *Direct* the student to each answer choice in Stimulus 11b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the sentence that represents the information in the graph.**

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### Stimulus 11a



### Stimulus 11b

- \* Elijah has fewer basketball cards than baseball cards.
- Elijah has the same number of baseball cards and basketball cards.
- Elijah has more football cards than baseball cards.

## Scoring Instructions

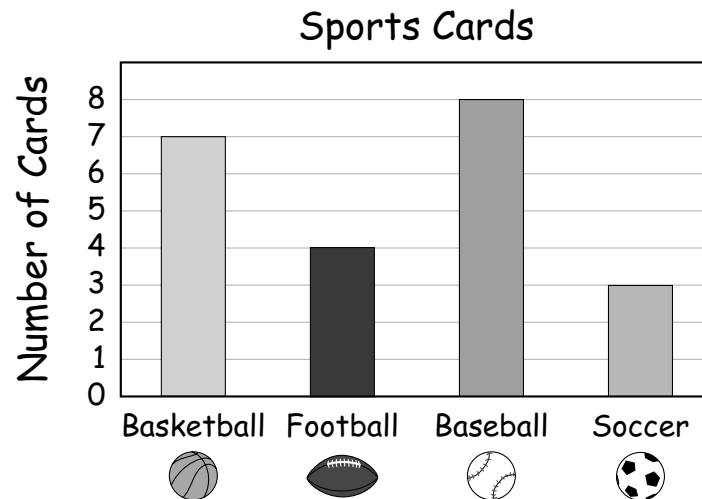
Student Action	Test Administrator Action
If the student finds “Elijah has fewer basketball cards than baseball cards” in Stimulus 11b,	<p>➡ mark <b>A</b> for question 11 and move to question 12.</p>
If the student does not find “Elijah has fewer basketball cards than baseball cards” in Stimulus 11b,	<p>➡ provide <b>one</b> of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> <li>• Count and label the bar for each type of card. <b>OR</b></li> <li>• Have the student draw a line from the top of each bar to the y-axis. <b>OR</b></li> <li>• Highlight “fewer,” “the same,” and “more” in each answer choice in Stimulus 11b. <b>OR</b></li> <li>• Replicate the information in the bar graph using manipulatives.</li> </ul> <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds “Elijah has fewer basketball cards than baseball cards” in Stimulus 11b,	<p>➡ mark <b>B</b> for question 11 and move to question 12.</p>
After the selected teacher assistance, if the student does not find “Elijah has fewer basketball cards than baseball cards” in Stimulus 11b,	<p>➡ mark <b>C</b> for question 11 and move to question 12.</p>



## Presentation Instructions for Question 12

- Present Stimulus 12a and 12b. *Communicate*: **Elijah buys more sports cards.**
- Direct the student to Stimulus 12a. *Communicate*: **This bar graph shows how many sports cards of each kind Elijah has in his collection.**
- Direct the student to each answer choice in Stimulus 12b. *Communicate* the information in each answer choice.
- *Communicate*: **Find the total number of sports cards Elijah has in his collection.**

### Stimulus 12a



### Stimulus 12b

16

20

\* 22

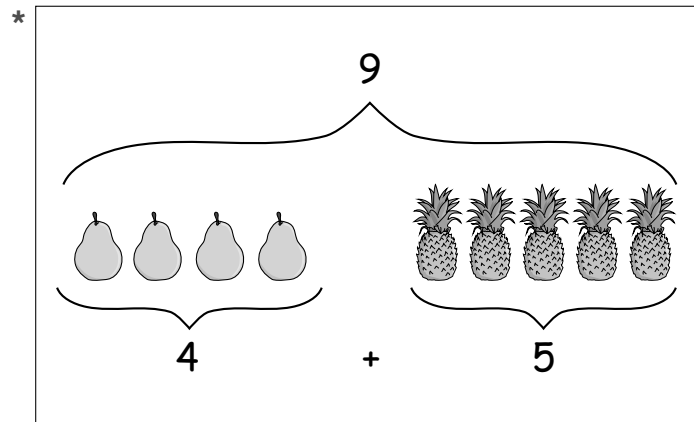
### Scoring Instructions

Student Action		Test Administrator Action
If the student finds "22" in Stimulus 12b,	➡	mark <b>A</b> for question 12 and move to question 13.
If the student does not find "22" in Stimulus 12b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "22" in Stimulus 12b,	➡	mark <b>B</b> for question 12 and move to question 13.
After the teacher repeats the instructions, if the student does not find "22" in Stimulus 12b,	➡	mark <b>C</b> for question 12 and move to question 13.

## Presentation Instructions for Question 13

- *Present* Stimulus 13.
- *Direct* the student to Stimulus 13. *Communicate*: **Here are nine pieces of fruit. There are four pears and five pineapples.**
- *Communicate*: **Find the model that shows nine pieces of fruit.**

### Stimulus 13



### Scoring Instructions

Student Action		Test Administrator Action
If the student finds the model,	➡	mark <b>A</b> for question 13 and move to question 14.
If the student does not find the model,	➡	<ul style="list-style-type: none"> <li>• remove the stimulus;</li> <li>• wait at least five seconds; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After the five-second wait time, if the student finds the model,	➡	mark <b>B</b> for question 13 and move to question 14.
After the five-second wait time, if the student does not find the model,	➡	mark <b>C</b> for question 13 and move to question 14.

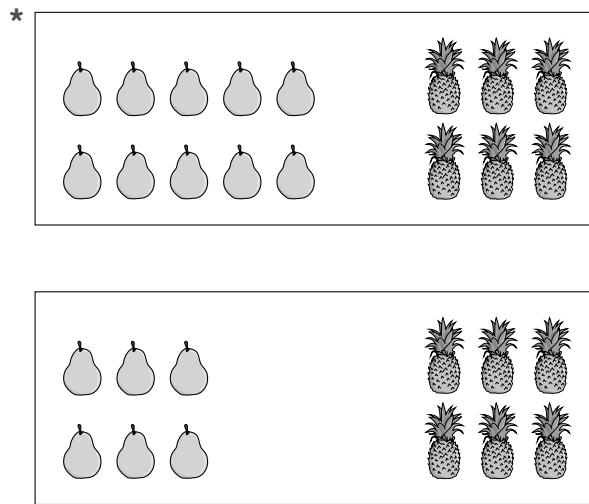
## Presentation Instructions for Question 14

- Present Stimulus 14a and 14b.
- Direct the student to Stimulus 14a. *Communicate:* Here is a number sentence that represents pieces of fruit. *Communicate* the number sentence in Stimulus 14a.
- Direct the student to each answer choice in Stimulus 14b. *Communicate:* Ten pears, six pineapples. Six pears, six pineapples.
- *Communicate:* Find the model that shows 16 pieces of fruit.

### Stimulus 14a

$$10 + 6 = 16$$

### Stimulus 14b



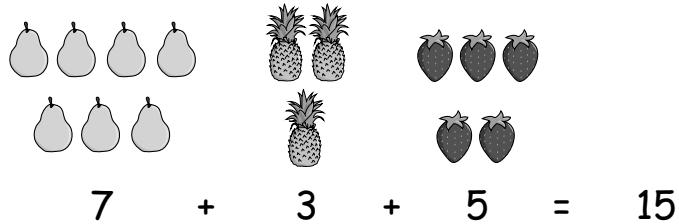
### Scoring Instructions

Student Action		Test Administrator Action
If the student finds the model with 16 pieces of fruit in Stimulus 14b,	➡	mark <b>A</b> for question 14 and move to question 15.
If the student does not find the model with 16 pieces of fruit in Stimulus 14b,	➡	<ul style="list-style-type: none"> <li>• model the desired student action by finding the model with 16 pieces of fruit in Stimulus 14b and <i>communicate</i> “<b>This is the model that shows 16 pieces of fruit</b>”; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds the model with 16 pieces of fruit in Stimulus 14b,	➡	mark <b>B</b> for question 14 and move to question 15.
After teacher modeling, if the student does not find the model with 16 pieces of fruit in Stimulus 14b,	➡	mark <b>C</b> for question 14 and move to question 15.

## Presentation Instructions for Question 15

- *Present* Stimulus 15a and 15b.
  - *Direct* the student to the number sentence in Stimulus 15a. *Communicate*: **Here is a number sentence that represents pieces of fruit. Seven plus 3 plus 5 equals 15.**
  - *Direct* the student to each answer choice in Stimulus 15b. *Communicate* the information in each answer choice.
  - *Communicate*: **Find the number sentence that represents the total number of pieces of fruit.**
- 

### Stimulus 15a



### Stimulus 15b

$$7 + 15 = \underline{\quad}$$

$$3 + 5 = \underline{\quad}$$

$$* 10 + 5 = \underline{\quad}$$

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## Scoring Instructions

Student Action	Test Administrator Action
If the student finds “10 + 5 = ___” in Stimulus 15b,	<p>➡ mark <b>A</b> for question 15 and move to question 16.</p>
If the student does not find “10 + 5 = ___” in Stimulus 15b,	<p>➡ provide <b>one</b> of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> <li>• Have the student use manipulatives to represent the number sentence in Stimulus 15a. <b>OR</b></li> <li>• Have the student add each number sentence in Stimulus 15b and record each total. <b>OR</b></li> <li>• Allow the student to use a math chart. <b>OR</b></li> <li>• Provide manipulatives to represent each number sentence in Stimulus 15b.</li> </ul> <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds “10 + 5 = ___” in Stimulus 15b,	<p>➡ mark <b>B</b> for question 15 and move to question 16.</p>
After the selected teacher assistance, if the student does not find “10 + 5 = ___” in Stimulus 15b,	<p>➡ mark <b>C</b> for question 15 and move to question 16.</p>

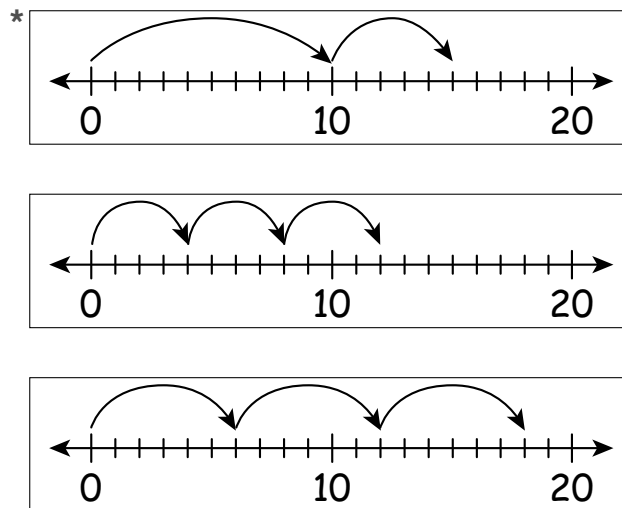
## Presentation Instructions for Question 16

- *Present* Stimulus 16a and 16b.
- *Direct* the student to Stimulus 16a. *Communicate*: **Here is a number sentence. Four plus six plus five equals a missing total.**
- *Direct* the student to each answer choice in Stimulus 16b. *Communicate* the information in each answer choice.
- *Communicate*: **Find the number line that can be used to find the missing total.**

### Stimulus 16a

$$4 + 6 + 5 = \square$$

### Stimulus 16b



### Scoring Instructions

Student Action		Test Administrator Action
If the student finds the number line with arrows that end at 15 in Stimulus 16b,	➡	mark <b>A</b> for question 16 and move to question 17.
If the student does not find the number line with arrows that end at 15 in Stimulus 16b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds the number line with arrows that end at 15 in Stimulus 16b,	➡	mark <b>B</b> for question 16 and move to question 17.
After the teacher repeats the instructions, if the student does not find the number line with arrows that end at 15 in Stimulus 16b,	➡	mark <b>C</b> for question 16 and move to question 17.

## Presentation Instructions for Question 17

- *Present* Stimulus 17.
- *Direct* the student to Stimulus 17. *Communicate:* **Here are two rectangles.**
- *Direct* the student to the shape on the left in Stimulus 17. *Communicate:* **This rectangle covers less area than this rectangle.**
- *Communicate:* **Find the rectangle that covers less area.**

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### Stimulus 17



Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the smaller rectangle,	➡	mark <b>A</b> for question 17 and move to question 18.
If the student does not find the smaller rectangle,	➡	<ul style="list-style-type: none"><li>• remove the stimulus;</li><li>• wait at least five seconds; and</li><li>• replicate the initial presentation instructions.</li></ul>
After the five-second wait time, if the student finds the smaller rectangle,	➡	mark <b>B</b> for question 17 and move to question 18.
After the five-second wait time, if the student does not find the smaller rectangle,	➡	mark <b>C</b> for question 17 and move to question 18.

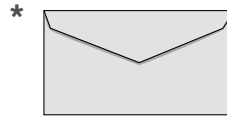
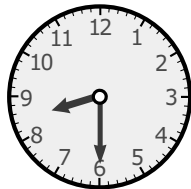
## Presentation Instructions for Question 18

- Present Stimulus 18a and 18b.
- Direct the student to Stimulus 18a. *Communicate:* **The area of this rectangle can be determined by measuring the length and width.**
- Direct the student to each answer choice in Stimulus 18b. *Communicate:* **Here is a clock. Here is an envelope.**
- *Communicate:* **Find another object where the length and width are measured to determine the area.**

### Stimulus 18a



### Stimulus 18b



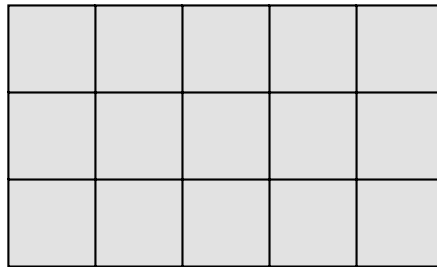
Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the envelope in Stimulus 18b,	➡	mark <b>A</b> for question 18 and move to question 19.
If the student does not find the envelope in Stimulus 18b,	➡	<ul style="list-style-type: none"> <li>• model the desired student action by finding the envelope in Stimulus 18b and <i>communicate</i> <b>“This is the object where the length and width are measured to determine the area”</b>; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds the envelope in Stimulus 18b,	➡	mark <b>B</b> for question 18 and move to question 19.
After teacher modeling, if the student does not find the envelope in Stimulus 18b,	➡	mark <b>C</b> 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*: **Erika used square tiles to completely cover the area of this rectangle.**
- *Direct* the student to each answer choice in Stimulus 19b. *Communicate* the information in each answer choice.
- *Communicate*: **Find the total number of square tiles Erika used to cover the area of the rectangle.**

### Stimulus 19a



### Stimulus 19b

5

10

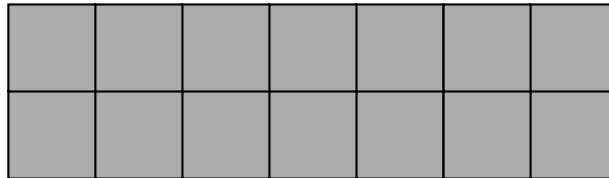
\* 15

Scoring Instructions	
Student Action	Test Administrator Action
If the student finds “15” in Stimulus 19b,	➔ mark <b>A</b> for question 19 and move to question 20.
If the student does not find “15” in Stimulus 19b,	➔ provide <b>one</b> of these allowable teacher assists to the student: <ul style="list-style-type: none"> <li>• Have the student point to or identify each square tile in Stimulus 19a. <b>OR</b></li> <li>• Highlight the interior of each square tile in Stimulus 19a. <b>OR</b></li> <li>• Use manipulatives to cover the area. <b>OR</b></li> <li>• Label the square tiles in Stimulus 19a while the student counts them.</li> </ul> Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “15” in Stimulus 19b,	➔ mark <b>B</b> for question 19 and move to question 20.
After the selected teacher assistance, if the student does not find “15” in Stimulus 19b,	➔ mark <b>C</b> 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*: This is a rectangle covered by square tiles.
- Direct the student to each answer choice in Stimulus 20b. *Communicate* the information in each answer choice.
- *Communicate*: Find the number sentence that shows the total number of square tiles that make up the area of the rectangle.

### Stimulus 20a



### Stimulus 20b

$$2 + 7 = 9 \text{ square tiles}$$

\*  $7 + 7 = 14 \text{ square tiles}$

$$7 + 2 + 7 + 2 = 18 \text{ square tiles}$$

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “7 + 7 = 14 square tiles” in Stimulus 20b,	➡	mark <b>A</b> for question 20.
If the student does not find “7 + 7 = 14 square tiles” in Stimulus 20b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “7 + 7 = 14 square tiles” in Stimulus 20b,	➡	mark <b>B</b> for question 20.
After the teacher repeats the instructions, if the student does not find “7 + 7 = 14 square tiles” in Stimulus 20b,	➡	mark <b>C</b> for question 20.



**TEST  
INSTRUCTIONS**

**STAAR ALTERNATE 2  
GRADE 5  
Mathematics  
April 2023**

