

# **TEST ADMINISTRATOR MANUAL**

## **Biology**

### **STAAR Alternate 2**

**Administered April 2016**

**RELEASED**



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

<b>Biology</b>		<b>Cluster 1</b>
<b>Reporting Category 3</b>	Biological Evolution and Classification: The student will demonstrate an understanding of the theory of biological evolution and the hierarchical classification of organisms.	
<b>Knowledge and Skills Statement Biology 7</b>	The student knows evolutionary theory is a scientific explanation for the unity and diversity of life.	
<b>Essence Statement</b>	Knows evolutionary theory is a scientific explanation for the unity and diversity of life.	
<b>Item 1 Prerequisite Skill</b>	investigate how the external characteristics of an animal are related to where it lives, how it moves, and what it eats (1)	
<b>Item 2 Prerequisite Skill</b>	explore how structures and functions of plants and animals allow them to survive in a particular environment (3)	
<b>Item 3 Prerequisite Skill</b>	compare the structures and functions of different species that help them live and survive such as hooves on prairie animals or webbed feet in aquatic animals (5)	
<b>Item 4 Prerequisite Skill</b>	compare the structures and functions of different species that help them live and survive such as hooves on prairie animals or webbed feet in aquatic animals (5)	

<b>Biology</b>		<b>Cluster 2</b>
<b>Reporting Category 1</b>	Cell Structure and Function: The student will demonstrate an understanding of biomolecules as building blocks of cells, and that cells are the basic unit of structure and function of living things.	
<b>Knowledge and Skills Statement Biology 4</b>	The student knows that cells are the basic structures of all living things with specialized parts that perform specific functions and those viruses are different from cells.	
<b>Essence Statement</b>	Knows that all living things are composed of cells that perform specific functions and that viruses are different from cells.	
<b>Item 5 Prerequisite Skill</b>	observe, record, and compare how the physical characteristics and behaviors of animals help them meet their basic needs such as fins help fish move and balance in the water (2)	
<b>Item 6 Prerequisite Skill</b>	explore how structures and functions of plants and animals allow them to survive in a particular environment (3)	
<b>Item 7 Prerequisite Skill</b>	explore how adaptations enable organisms to survive in their environment such as comparing birds' beaks and leaves on plants (4)	
<b>Item 8 Prerequisite Skill</b>	compare the structures and functions of different species that help them live and survive such as hooves on prairie animals or webbed feet in aquatic animals (5)	

<b>Biology</b>		<b>Cluster 3</b>
<b>Reporting Category 2</b>	Mechanisms of Genetics: The student will demonstrate an understanding of the mechanisms of genetics.	
<b>Knowledge and Skills Statement Biology 6</b>	The student knows the mechanisms of genetics, including the role of nucleic acids and the principles of Mendelian Genetics.	
<b>Essence Statement</b>	Recognizes that the structure of DNA determines the inherited traits in organisms.	
<b>Item 9 Prerequisite Skill</b>	compare ways that young animals resemble their parents (1)	
<b>Item 10 Prerequisite Skill</b>	explore that some characteristics of organisms are inherited such as the number of limbs on an animal or flower color and recognize that some behaviors are learned in response to living in a certain environment such as animals using tools to get food (3)	
<b>Item 11 Prerequisite Skill</b>	demonstrate that some likenesses between parents and offspring are inherited, passed from generation to generation such as eye color in humans or shapes of leaves in plants. Other likenesses are learned such as table manners or reading a book and seals balancing balls on their noses (4)	
<b>Item 12 Prerequisite Skill</b>	differentiate between inherited traits of plants and animals such as spines on a cactus or shape of a beak and learned behaviors such as an animal learning tricks or a child riding a bicycle (5)	

<b>Biology</b>		<b>Cluster 4</b>
<b>Reporting Category 5</b>	Interdependence within Environmental Systems: The student will demonstrate an understanding of the interdependence and interactions that occur within an environmental system and their significance.	
<b>Knowledge and Skills Statement Biology 12</b>	The student knows that interdependence and interactions occur within an environmental system.	
<b>Essence Statement</b>	Knows that interdependence and interactions occur within an environmental system.	
<b>Item 13 Prerequisite Skill</b>	analyze and record examples of interdependence found in various situations such as terrariums and aquariums or pet and caregiver (1)	
<b>Item 14 Prerequisite Skill</b>	identify and describe the flow of energy in a food chain and predict how changes in a food chain affect the ecosystem such as removal of frogs from a pond or bees from a field (3)	
<b>Item 15 Prerequisite Skill</b>	describe biotic and abiotic parts of an ecosystem in which organisms interact (6)	
<b>Item 16 Prerequisite Skill</b>	describe producer/consumer, predator/prey, and parasite/host relationships as they occur in food webs within marine, freshwater, and terrestrial ecosystems (8)	

<b>Biology</b>	<b>Cluster 5</b>
<b>Reporting Category 4</b>	Biological Processes and Systems: The student will demonstrate an understanding of metabolic processes, energy conversions, and interactions and functions of systems in organisms.
<b>Knowledge and Skills Statement Biology 10</b>	The student knows that biological systems are composed of multiple levels.
<b>Essence Statement</b>	Knows that biological systems have functions and interact.
<b>Item 17 Prerequisite Skill</b>	observe, record, and compare how the physical characteristics and behaviors of animals help them meet their basic needs such as fins help fish move and balance in the water (2)
<b>Item 18 Prerequisite Skill</b>	observe, record, and compare how the physical characteristics and behaviors of animals help them meet their basic needs such as fins help fish move and balance in the water (2)
<b>Item 19 Prerequisite Skill</b>	identify the main functions of the systems of the human organism, including the circulatory, respiratory, skeletal, muscular, digestive, excretory, reproductive, integumentary, nervous, and endocrine systems (7)
<b>Item 20 Prerequisite Skill</b>	identify the main functions of the systems of the human organism, including the circulatory, respiratory, skeletal, muscular, digestive, excretory, reproductive, integumentary, nervous, and endocrine systems (7)

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/>



# BIOLOGY

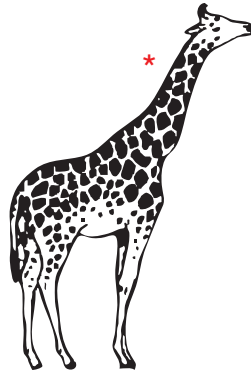




## Presentation Instructions for Question 1

- Present Stimulus 1.
- Direct the student to Stimulus 1. *Communicate:* **The giraffe has a long neck to help it survive in its environment.**
- *Communicate:* **Find the long neck on the giraffe.**

### Stimulus 1



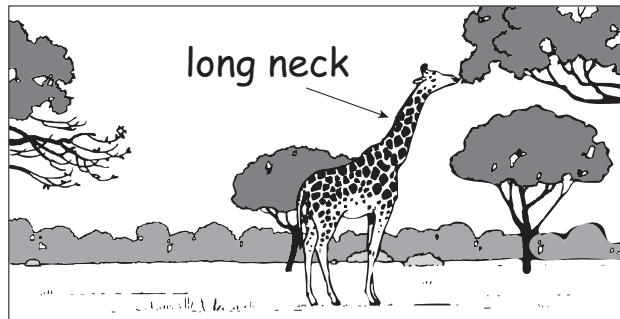
### Scoring Instructions

Student Action		Test Administrator Action
If the student finds the long neck,	➡	mark <b>A</b> for question 1 and move to question 2.
If the student does not find the long neck,	➡	<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 long neck,	➡	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 long neck,	➡	mark <b>C</b> for question 1 and move to question 2.

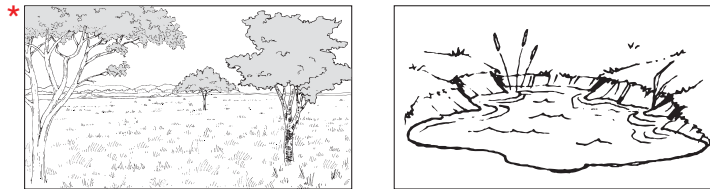
## Presentation Instructions for Question 2

- Present Stimulus 2a and 2b.
- Direct the student to Stimulus 2a. *Communicate*: **The long neck on a giraffe allows the giraffe to eat leaves on tall trees. The giraffe can reach food that other animals cannot reach.**
- Direct the student to each answer choice in Stimulus 2b.
- *Communicate*: **Find the best environment for a giraffe.**

Stimulus 2a



Stimulus 2b

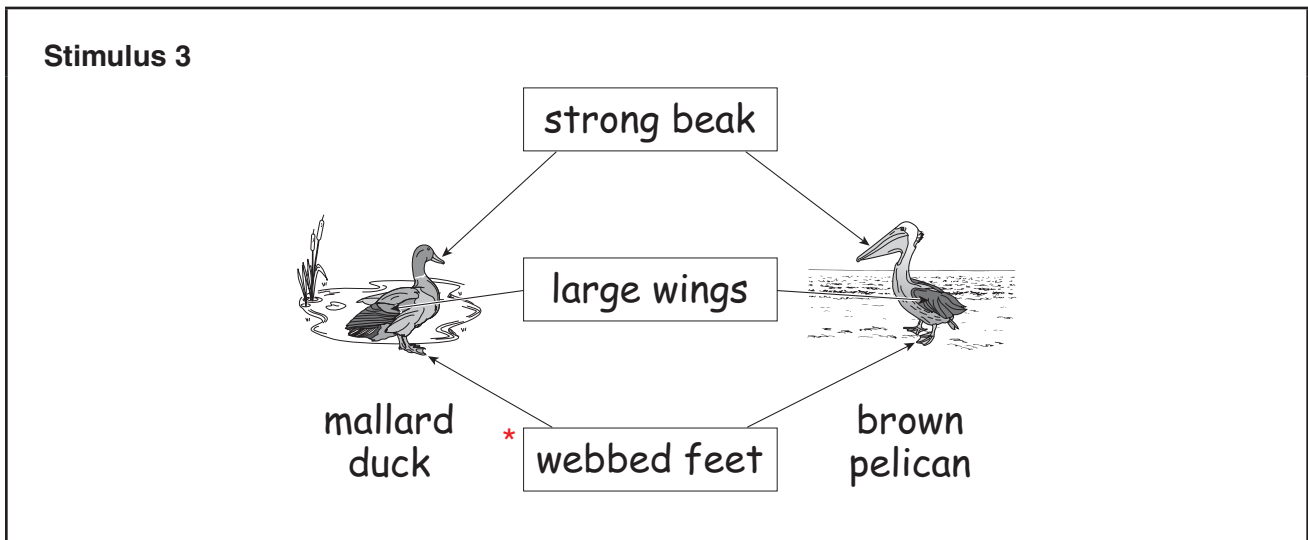


### Scoring Instructions

Student Action		Test Administrator Action
If the student finds the grassland environment in Stimulus 2b,	➡	mark <b>A</b> for question 2 and move to question 3.
If the student does not find the grassland environment in Stimulus 2b,	➡	<ul style="list-style-type: none"> <li>• model the desired student action by finding the grassland environment in Stimulus 2b and <i>communicate</i> <b>“This is the best environment for a giraffe because of the tall trees”</b>; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds the grassland environment 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 grassland environment in Stimulus 2b,	➡	mark <b>C</b> for question 2 and move to question 3.

### Presentation Instructions for Question 3

- Present Stimulus 3. *Communicate*: **Mallard ducks and brown pelicans move easily through water.**
- *Direct* the student to Stimulus 3.
- *Direct* the student to each answer choice. *Communicate* the text in each answer choice while identifying the body features on each bird.
- *Communicate*: **Find the body feature that allows the duck and pelican to move easily through water.**



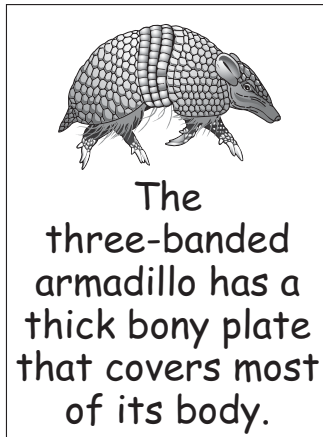
Scoring Instructions		
Student Action		Test Administrator Action
If the student finds "webbed feet,"	➡	mark <b>A</b> for question 3 and move to question 4.
If the student does not find "webbed feet,"	➡	provide <b>one</b> of these allowable teacher assists to the student: <ul style="list-style-type: none"> <li>• Have the student identify how the duck and pelican swim through the water. <b>OR</b></li> <li>• Highlight the body parts on the birds that are identified in the answer choices.</li> </ul> Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "webbed feet,"	➡	mark <b>B</b> for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find "webbed feet,"	➡	mark <b>C</b> for question 3 and move to question 4.

## Presentation Instructions for Question 4

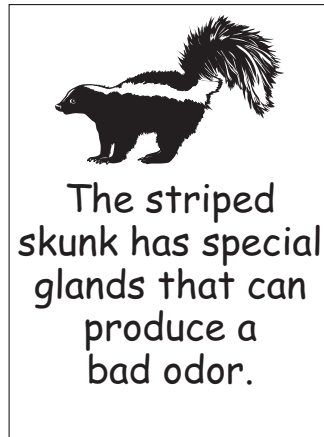
- Present Stimulus 4a and 4b.
- Direct the student to Stimulus 4a. *Communicate:* **The armadillo and skunk have adaptations that help them survive.**
- Direct the student to each animal in Stimulus 4a. *Communicate* the text for each animal.
- Direct the student to each answer choice in Stimulus 4b. *Communicate* the text in each answer choice.
- *Communicate:* **Find how these adaptations probably help these two animals.**

### Stimulus 4a

#### Three-banded Armadillo



#### Striped Skunk



### Stimulus 4b

help them when they move through rough terrain

\*

help protect them from predators

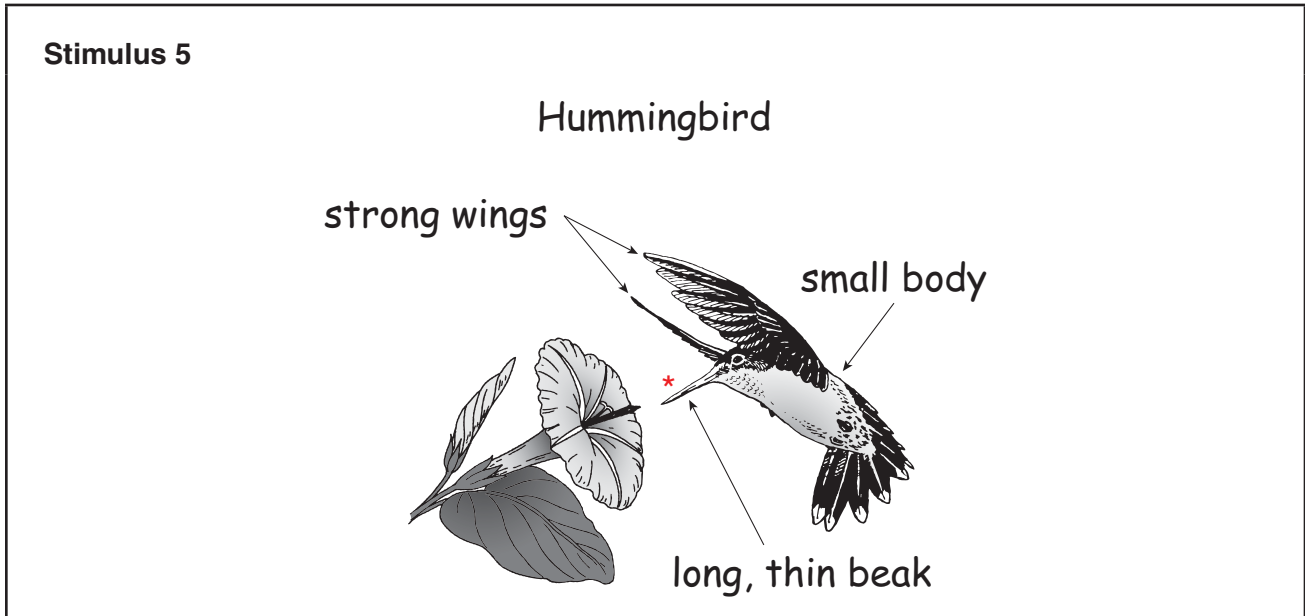
help them find a mate

## Scoring Instructions

Student Action		Test Administrator Action
If the student finds “help protect them from predators,”	➡	mark <b>A</b> for question 4 and move to question 5.
If the student does not find “help protect them from predators,”	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “help protect them from predators,”	➡	mark <b>B</b> for question 4 and move to question 5.
After the teacher repeats the instructions, if the student does not find “help protect them from predators,”	➡	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:* **The hummingbird is a small bird.**
- Direct the student to each labeled feature on the hummingbird. *Communicate:* **The hummingbird has strong wings for flying, a long, thin beak for reaching the nectar inside flowers, and a small body.**
- *Communicate:* **Find the long, thin beak on the hummingbird.**



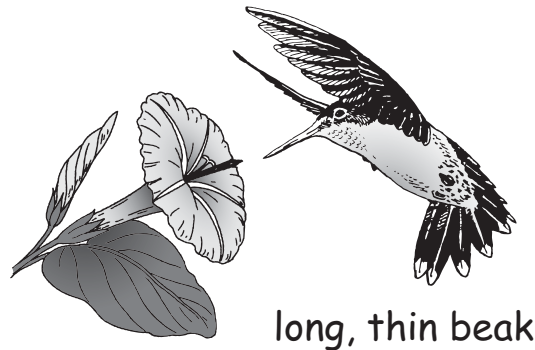
### Scoring Instructions

Student Action		Test Administrator Action
If the student finds the long, thin beak on the hummingbird,	➡	mark <b>A</b> for question 5 and move to question 6.
If the student does not find the long, thin beak on the hummingbird,	➡	<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 long, thin beak on the hummingbird,	➡	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 long, thin beak on the hummingbird,	➡	mark <b>C</b> for question 5 and move to question 6.

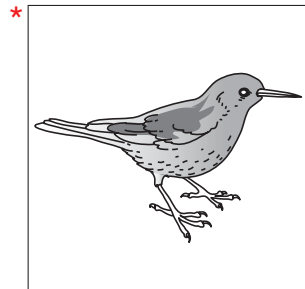
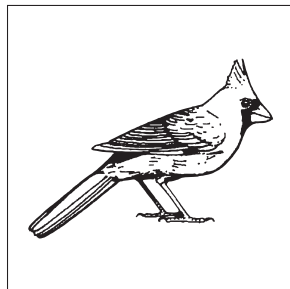
## Presentation Instructions for Question 6

- Present Stimulus 6a and 6b.
- Direct the student to Stimulus 6a. *Communicate:* **The long, thin beak on a hummingbird helps the hummingbird reach nectar deep inside flowers.**
- Direct the student to each answer choice in Stimulus 6b. *Communicate:* **This bird has a short, wide beak. This bird has a long, thin beak.**
- *Communicate:* **Find the bird that feeds on nectar deep inside flowers.**

### Stimulus 6a



### Stimulus 6b



## Scoring Instructions

Student Action		Test Administrator Action
If the student finds the bird with a long, thin beak in Stimulus 6b,	➡	mark <b>A</b> for question 6 and move to question 7.
If the student does not find the bird with a long, thin beak in Stimulus 6b,	➡	<ul style="list-style-type: none"> <li>• model the desired student action by finding the bird with a long, thin beak in Stimulus 6b and <i>communicate</i> <b>“This bird uses its long, thin beak to feed on nectar deep inside flowers”</b>; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds the bird with a long, thin beak 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 bird with a long, thin beak 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:* **The lion is showing its teeth. The long, pointed teeth are called fangs.**
- Direct the student to each answer choice in Stimulus 7b. *Communicate* the text in each answer choice.
- *Communicate:* **Find how fangs are used to help the lion survive.**

### Stimulus 7a



fangs

### Stimulus 7b

to drink  
water  
from a  
pond

to gather  
materials  
to make a  
shelter

\*

to tear  
meat into  
smaller  
pieces

## Scoring Instructions

Student Action		Test Administrator Action
If the student finds "to tear meat into smaller pieces,"	➡	mark <b>A</b> for question 7 and move to question 8.
If the student does not find "to tear meat into smaller pieces,"	➡	provide <b>one</b> of these allowable teacher assists to the student: <ul style="list-style-type: none"> <li>• Have the student identify what teeth are used for. <b>OR</b></li> <li>• Highlight the fangs in the photograph.</li> </ul> Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "to tear meat into smaller pieces,"	➡	mark <b>B</b> for question 7 and move to question 8.
After the selected teacher assistance, if the student does not find "to tear meat into smaller pieces,"	➡	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 the spider monkey in Stimulus 8a. Communicate: **Spider monkeys have long, thin tails.**
- Direct the student to the kangaroo in Stimulus 8a. Communicate: **Kangaroos have large, heavy tails.**
- Direct the student to each answer choice in Stimulus 8b. Communicate the text in each answer choice.
- Communicate: **Find how the tails of the spider monkey and kangaroo help the animals in the same way.**

### Stimulus 8a



spider monkey



kangaroo

### Stimulus 8b

by helping the animals grab and hold their food

\* by helping the animals move and balance in their environment

by helping the animals hold and carry their young

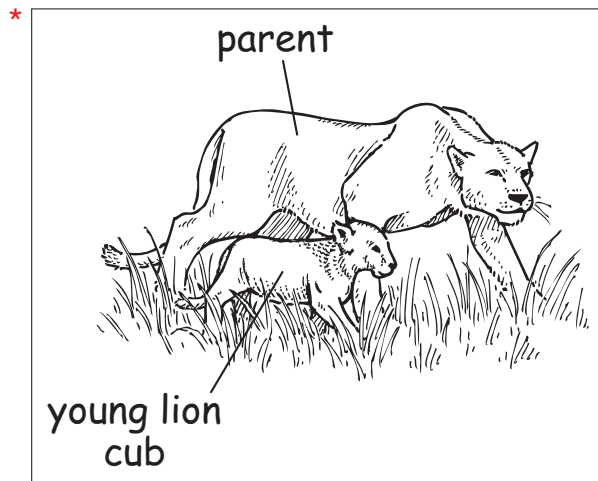
## Scoring Instructions

Student Action		Test Administrator Action
If the student finds “by helping the animals move and balance in their environment,”	➡	mark <b>A</b> for question 8 and move to question 9.
If the student does not find “by helping the animals move and balance in their environment,”	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “by helping the animals move and balance in their environment,”	➡	mark <b>B</b> for question 8 and move to question 9.
After the teacher repeats the instructions, if the student does not find “by helping the animals move and balance in their environment,”	➡	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 is the mother lion. This is her young lion cub. The parent and young lion look alike.**
- *Communicate:* **Find the young lion cub and its parent.**

### Stimulus 9



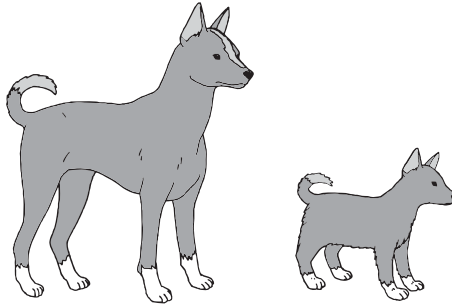
### Scoring Instructions

Student Action		Test Administrator Action
If the student finds the young lion cub and its parent,	➡	mark <b>A</b> for question 9 and move to question 10.
If the student does not find the young lion cub and its parent,	➡	<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 young lion cub and its parent,	➡	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 young lion cub and its parent,	➡	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 is a mother dog and her young puppy. The puppy inherited characteristics from its parent.**
- Direct the student to each answer choice in Stimulus 10b. *Communicate* the text in each answer choice.
- *Communicate:* **Find what the puppy inherited from its parent.**

### Stimulus 10a



parent

puppy

### Stimulus 10b



shaking



fur color

## Scoring Instructions

Student Action	➡	Test Administrator Action
If the student finds “fur color,”	➡	mark <b>A</b> for question 10 and move to question 11.
If the student does not find “fur color,”	➡	<ul style="list-style-type: none"> <li>• model the desired student action by finding “fur color” and <i>communicate</i> <b>“Fur color is the characteristic the puppy inherited from its parent”</b>; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds “fur color,”	➡	mark <b>B</b> for question 10 and move to question 11.
After teacher modeling, if the student does not find “fur color,”	➡	mark <b>C</b> for question 10 and move to question 11.

## Presentation Instructions for Question 11

- Present Stimulus 11a and 11b.
- Direct the student to Stimulus 11a. *Communicate*: **Some characteristics are inherited from our parents. Some behaviors are learned from day-to-day experiences.**
- Direct the student to each answer choice in Stimulus 11b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the two characteristics that are inherited.**

### Stimulus 11a



### Stimulus 11b

- \* black hair and many freckles
- keyboarding and many freckles
- black hair and keyboarding

## Scoring Instructions

Student Action		Test Administrator Action
If the student finds “black hair and many freckles,”	➡	mark <b>A</b> for question 11 and move to question 12.
If the student does not find “black hair and many freckles,”	➡	<p>provide <b>one</b> of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> <li>• Have the student identify physical features that can be inherited from parents. <b>OR</b></li> <li>• Have the student tell about physical characteristics that he or she inherited as well as a behavior he or she learned.</li> </ul> <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds “black hair and many freckles,”	➡	mark <b>B</b> for question 11 and move to question 12.
After the selected teacher assistance, if the student does not find “black hair and many freckles,”	➡	mark <b>C</b> for question 11 and move to question 12.

## Presentation Instructions for Question 12

- Present Stimulus 12a and 12b. *Communicate*: **A student surveys some classmates about traits inherited from their parents. He writes the students' responses in a chart.**
- *Direct* the student to the chart in Stimulus 12a. *Communicate* the title and text.
- *Direct* the student to the last column. *Communicate*: **This column is not filled in with information.**
- *Direct* the student to each answer choice in Stimulus 12b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the question about inherited traits that should be added to the chart.**

### Stimulus 12a

#### Investigation of Inherited Traits

Student	What color are your eyes?	Do you have dimples?	?
Anna	Blue	No	
Bob	Brown	No	
Cindy	Blue	Yes	

### Stimulus 12b

Do you play the piano?

Do you ride a bicycle?

\* Do you have curly hair?

### Scoring Instructions

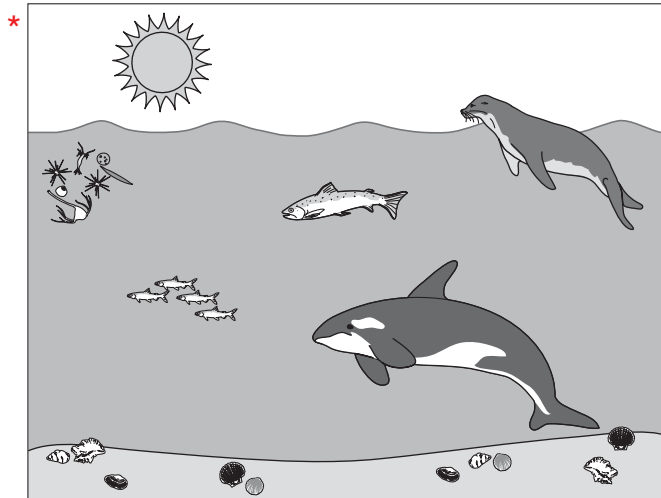
Student Action		Test Administrator Action
If the student finds "Do you have curly hair?"	➡	mark <b>A</b> for question 12 and move to question 13.
If the student does not find "Do you have curly hair?"	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "Do you have curly hair?"	➡	mark <b>B</b> for question 12 and move to question 13.
After the teacher repeats the instructions, if the student does not find "Do you have curly hair?"	➡	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:* **The ocean is an environment where organisms live and interact with one another.**
- *Communicate:* **Find the ocean.**

### Stimulus 13



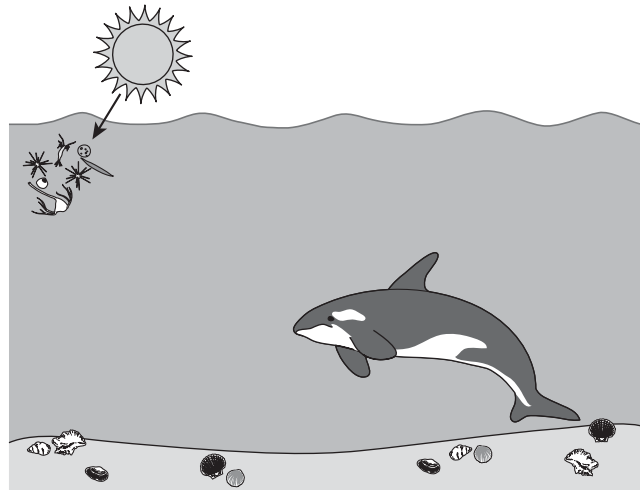
### Scoring Instructions

Student Action		Test Administrator Action
If the student finds the ocean,	➡	mark <b>A</b> for question 13 and move to question 14.
If the student does not find the ocean,	➡	<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 ocean,	➡	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 ocean,	➡	mark <b>C</b> for question 13 and move to question 14.

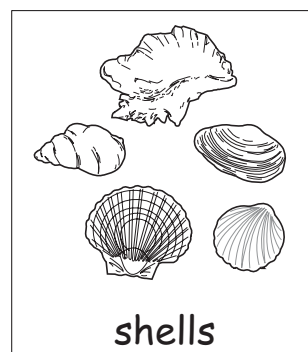
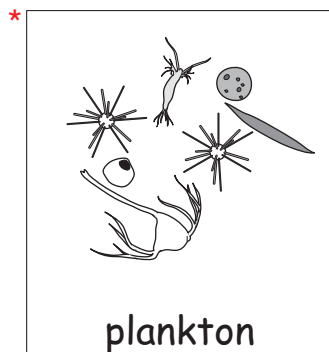
## Presentation Instructions for Question 14

- Present Stimulus 14a and 14b.
- Direct the student to Stimulus 14a. *Communicate:* **The sun provides energy for plankton in the ocean to make their own food. The plankton are the base of this food chain.**
- Direct the student to each answer choice in Stimulus 14b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the base of this food chain.**

### Stimulus 14a



### Stimulus 14b



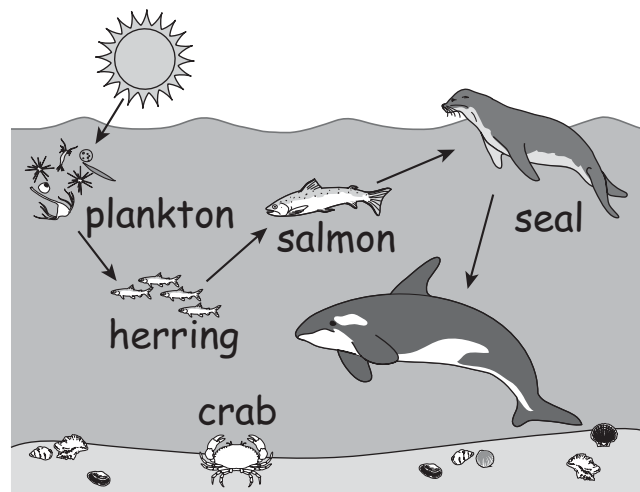
## Scoring Instructions

Student Action	→	Test Administrator Action
If the student finds the plankton in Stimulus 14b,	→	mark <b>A</b> for question 14 and move to question 15.
If the student does not find the plankton in Stimulus 14b,	→	<ul style="list-style-type: none"> <li>• model the desired student action by finding the plankton in Stimulus 14b and <i>communicate</i> “<b>The plankton are the base of the food chain</b>”; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds the plankton 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 plankton in Stimulus 14b,	→	mark <b>C</b> for question 14 and move to question 15.

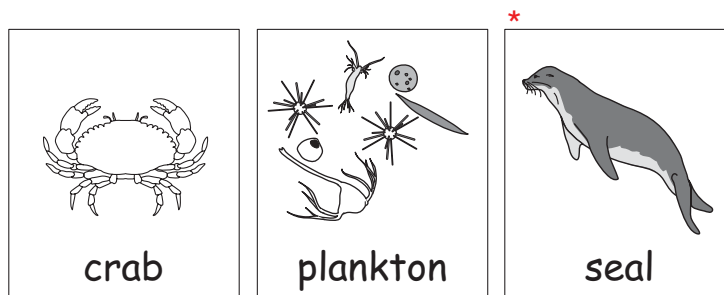
## Presentation Instructions for Question 15

- Present Stimulus 15a and 15b.
- Direct the student to Stimulus 15a. *Communicate*: **The food chain shows the flow of energy between some organisms.**
- Direct the student to each organism in the food chain. *Communicate* the flow of the food chain.
- Direct the student to each answer choice in Stimulus 15b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the organism in this food chain that provides energy directly to the whale.**

### Stimulus 15a



### Stimulus 15b



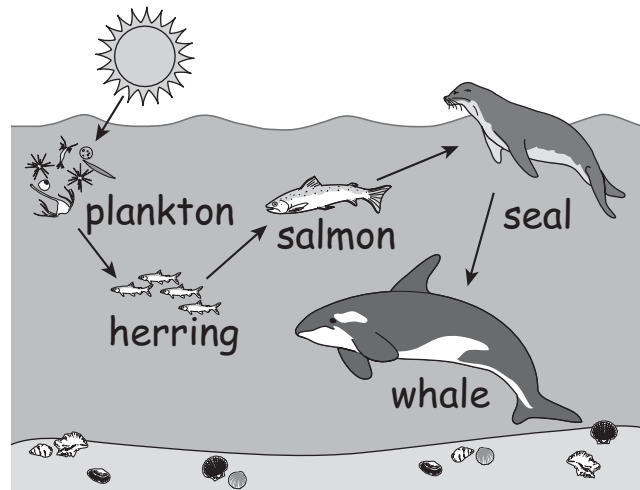
## Scoring Instructions

Student Action	➡	Test Administrator Action
If the student finds the seal in Stimulus 15b,	➡	mark <b>A</b> for question 15 and move to question 16.
If the student does not find the seal in Stimulus 15b,	➡	provide <b>one</b> of these allowable teacher assists to the student: <ul style="list-style-type: none"> <li>• Have the student identify what each animal eats. <b>OR</b></li> <li>• Highlight the arrows in the food chain.</li> </ul> Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the seal in Stimulus 15b,	➡	mark <b>B</b> for question 15 and move to question 16.
After the selected teacher assistance, if the student does not find the seal in Stimulus 15b,	➡	mark <b>C</b> for question 15 and move to question 16.

## Presentation Instructions for Question 16

- Present Stimulus 16a and 16b.
- Direct the student to the food chain in Stimulus 16a. *Communicate*: **The food chain shows the interdependence of some of the living organisms in an ocean.**
- Direct the student to each answer choice in Stimulus 16b. *Communicate* the text in each answer choice.
- *Communicate*: **Find what will probably happen if all the salmon are removed from the ocean.**

### Stimulus 16a



### Stimulus 16b

The number of herring will decrease.

\* The number of seals will decrease.

The number of plankton will increase.

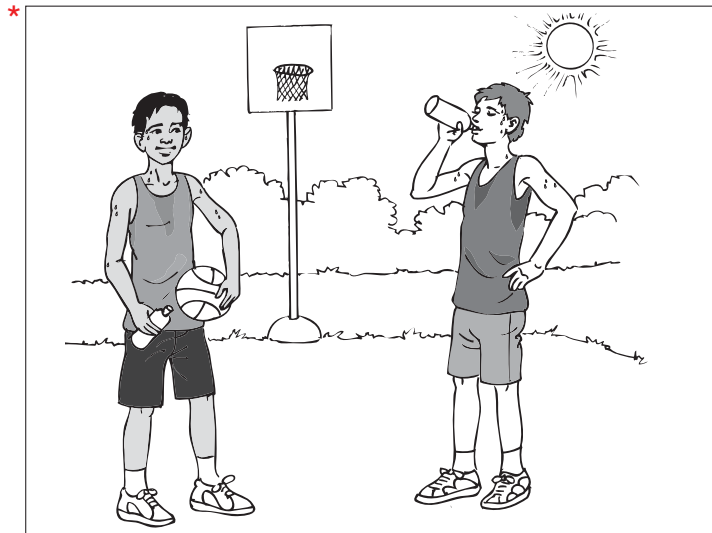
## Scoring Instructions

Student Action		Test Administrator Action
If the student finds "The number of seals will decrease,"	➡	mark <b>A</b> for question 16 and move to question 17.
If the student does not find "The number of seals will decrease,"	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "The number of seals will decrease,"	➡	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 of seals will decrease,"	➡	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:* **The boys are hot and sweating after playing basketball.**
- *Communicate:* **Find the boys who are sweating.**

### Stimulus 17



### Scoring Instructions

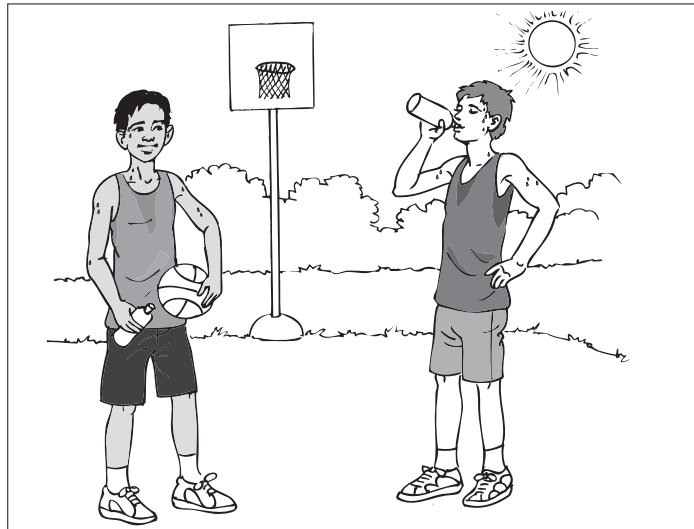
Student Action		Test Administrator Action
If the student finds the sweating boys,	➡	mark <b>A</b> for question 17 and move to question 18.
If the student does not find the sweating boys,	➡	<ul style="list-style-type: none"> <li>• remove the stimulus;</li> <li>• wait at least five seconds; and</li> <li>•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



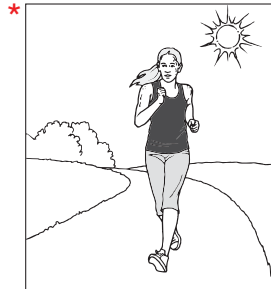
## Presentation Instructions for Question 18

- Present Stimulus 18a and 18b.
- Direct the student to Stimulus 18a. *Communicate:* **The boys are sweating because they are hot. The sweating helps cool their bodies.**
- Direct the student to each answer choice in Stimulus 18b.
- *Communicate:* **Find the girl who is sweating to cool her body.**

Stimulus 18a



Stimulus 18b



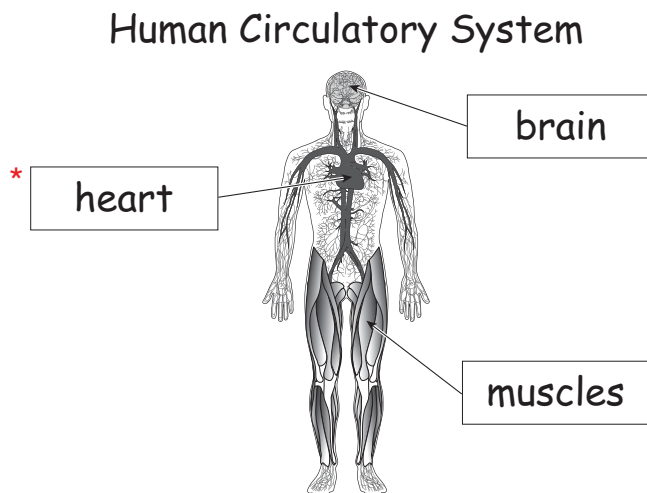
## Scoring Instructions

Student Action	➡	Test Administrator Action
If the student finds the girl who is running and sweating,	➡	mark <b>A</b> for question 18 and move to question 19.
If the student does not find the girl who is running and sweating,	➡	<ul style="list-style-type: none"> <li>• model the desired student action by finding the girl who is sweating and <i>communicate</i> <b>“The girl who is running is sweating, which cools her body”</b>; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds the girl who is running and sweating,	➡	mark <b>B</b> for question 18 and move to question 19.
After teacher modeling, if the student does not find the girl who is running and sweating,	➡	mark <b>C</b> for question 18 and move to question 19.

## Presentation Instructions for Question 19

- Present Stimulus 19.
- Direct the student to Stimulus 19. *Communicate:* **The picture shows the human circulatory system. This system transports blood to and from body cells.**
- Direct the student to each answer choice. *Communicate* the text in each answer choice.
- *Communicate:* **Find the major organ of the human circulatory system.**

### Stimulus 19



### Scoring Instructions




Student Action		Test Administrator Action
If the student finds "heart,"	➡	mark <b>A</b> for question 19 and move to question 20.
If the student does not find "heart,"	➡	provide <b>one</b> of these allowable teacher assists to the student: <ul style="list-style-type: none"> <li>• Have the student identify the purpose of the muscles, the brain, and the heart. <b>OR</b></li> <li>• Trace the flow of the blood throughout the body.</li> </ul> Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "heart,"	➡	mark <b>B</b> for question 19 and move to question 20.
After the selected teacher assistance, if the student does not find "heart,"	➡	mark <b>C</b> for question 19 and move to question 20.

## Presentation Instructions for Question 20

- Present Stimulus 20a and 20b. *Communicate:* **Here is a chart about heart rates for an average 16-year-old.**
- Direct the student to Stimulus 20a. *Communicate:* **This chart shows the heartbeats per minute for three different levels of exercise.**
- *Communicate* the text in the chart.
- Direct the student to each answer choice in Stimulus 20b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the sentence that describes the impact of exercise on the circulatory system.**

### Stimulus 20a

#### Heart Rates for an Average 16-Year-Old

 Heart Rate at Rest	60-90 beats per minute
 Heart Rate with Some Exercise	90-143 beats per minute
 Heart Rate with a Lot of Exercise	143-175 beats per minute

### Stimulus 20b

Some exercise has no effect on your heart rate.	*	A lot of exercise makes your heart beat faster.	No exercise improves your heart function.
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### Scoring Instructions

Student Action		Test Administrator Action
If the student finds "A lot of exercise makes your heart beat faster,"	➡	mark <b>A</b> for question 20.
If the student does not find "A lot of exercise makes your heart beat faster,"	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "A lot of exercise makes your heart beat faster,"	➡	mark <b>B</b> for question 20.
After the teacher repeats the instructions, if the student does not find "A lot of exercise makes your heart beat faster,"	➡	mark <b>C</b> for question 20.

**TEST  
ADMINISTRATOR  
MANUAL**

**STAAR ALTERNATE 2  
Biology  
April 2016**