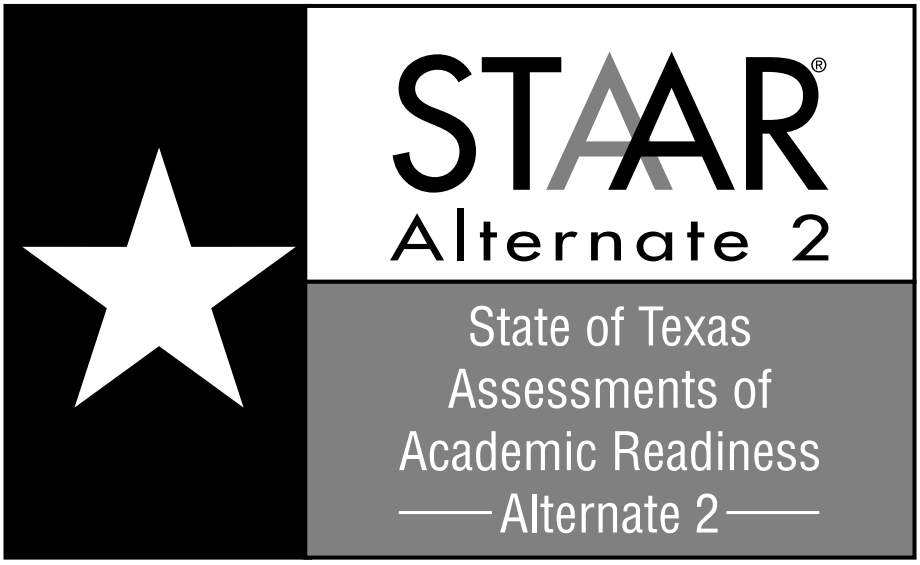

TEST ADMINISTRATOR MANUAL

GRADE 8
Science
STAAR Alternate 2

Administered April 2019

RELEASED

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Texas Essential Knowledge and Skills (TEKS) Curriculum Assessed

Grade 8 Science	Cluster 1
Reporting Category 4	Organisms and Environments: The student will demonstrate an understanding of the structures and functions of living organisms and their interdependence on each other and on their environment.
Knowledge and Skills Statement 7.14	The student knows that reproduction is a characteristic of living organisms and that the instructions for traits are governed in the genetic material.
Essence Statement	Recognizes that inherited traits are determined by genetic material.
Item 1 Prerequisite Skill	Compare ways that young animals resemble their parents (1)
Item 2 Prerequisite Skill	Compare ways that young animals resemble their parents (1)
Item 3 Prerequisite Skill	Explore and describe examples of trait that are inherited from parents to offspring such as eye color, and shapes of leaves and behaviors that are learned such as reading a book and a wolf pack teaching their pups to hunt effectively (4)
Item 4 Prerequisite Skill	Explore and describe examples of trait that are inherited from parents to offspring such as eye color, and shapes of leaves and behaviors that are learned such as reading a book and a wolf pack teaching their pups to hunt effectively (4)

Grade 8 Science	Cluster 2
Reporting Category 1	Matter and Energy: The student will demonstrate an understanding of the properties of matter and energy and their interactions.
Knowledge and Skills Statement 7.6	The student knows that matter has physical and chemical properties and can undergo physical and chemical changes.
Essence Statement	Recognizes the physical and chemical properties and changes of matter and how physical properties are used for classification.
Item 5 Prerequisite Skill	Classify objects by observable properties such as larger and smaller, heavier and lighter, shape, color, and texture (1)
Item 6 Prerequisite Skill	Classify objects by observable properties such as larger and smaller, heavier and lighter, shape, color, and texture (1)
Item 7 Prerequisite Skill	Demonstrate that things can be done to materials such as cutting, folding, sanding, and melting to change their physical properties (2)
Item 8 Prerequisite Skill	Measure, compare, and contrast physical properties of matter, including mass, volume, states (solid, liquid, gas), temperature, magnetism, and the ability to sink or float (4)

Grade 8 Science	Cluster 3
Reporting Category 4	Organisms and Environments: The student will demonstrate an understanding of the structures and functions of living organisms and their interdependence on each other and on their environment.
Knowledge and Skills Statement 8.11	The student knows that interdependence occurs among living systems and the environment and that human activities can affect these systems.
Essence Statement	Recognizes the interdependence of organisms with each other and with their environment.
Item 9 Prerequisite Skill	Gather evidence of interdependence among living organisms such as energy transfer through food chains or animals using plants for shelter (1)
Item 10 Prerequisite Skill	Gather evidence of interdependence among living organisms such as energy transfer through food chains or animals using plants for shelter (1)
Item 11 Prerequisite Skill	Observe and describe the physical characteristics of environments and how they support populations and communities of plants and animals within an ecosystem (3)
Item 12 Prerequisite Skill	Observe the way organisms live and survive in their ecosystem by interacting with the living and nonliving components (5)

Grade 8 Science	Cluster 4
Reporting Category 2	Force, Motion, and Energy: The student will demonstrate an understanding of force, motion, and energy and their relationships.
Knowledge and Skills Statement 8.6	The student knows that there is a relationship between force, motion, and energy.
Essence Statement	Recognizes that relationships exist between force, motion, and energy.
Item 13 Prerequisite Skill	Trace and compare patterns of movement of objects such as sliding, rolling, and spinning over time (2)
Item 14 Prerequisite Skill	Trace and compare patterns of movement of objects such as sliding, rolling, and spinning over time (2)
Item 15 Prerequisite Skill	Demonstrate and observe how position and motion can be changed by pushing and pulling objects such as swings, balls, and wagons (3)
Item 16 Prerequisite Skill	Design a descriptive investigation to explore the effect of force on an object such as a push or a pull, gravity, friction, or magnetism (4)

Grade 8 Science	Cluster 5
Reporting Category 3	Earth and Space: The student will demonstrate an understanding of components, cycles, patterns, and natural events of Earth and space systems.
Knowledge and Skills Statement 6.11	The student understands the organization of our solar system and the relationships among the various bodies that comprise it.
Essence Statement	Knows the organization and relationships among components of the solar system.
Item 17 Prerequisite Skill	Observe and record changes in the appearance of objects in the sky such as the Moon and stars, including the Sun (1)
Item 18 Prerequisite Skill	Observe, describe, and record patterns of objects in the sky, including the appearance of the Moon (2)
Item 19 Prerequisite Skill	Identify the planets in Earth's solar system and their position in relation to the Sun (3)
Item 20 Prerequisite Skill	Demonstrate that Earth rotates on its axis once approximately every 24 hours causing the day/night cycle and the apparent movement of the Sun across the sky (5)

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/

SCIENCE

Presentation Instructions for Question 1

- *Present* Stimulus 1.
- *Direct* the student to Stimulus 1. *Communicate:* **Young animals often look like their parents.**
- *Communicate:* **Find the baby chimpanzee.**

Stimulus 1

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the baby chimpanzee,	➨	mark **A** for question 1 and move to question 2.
If the student does not find the baby chimpanzee,	➨	• 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 baby chimpanzee,	➨	mark **B** for question 1 and move to question 2.
After the five-second wait time, if the student does not find the baby chimpanzee,	➨	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:* **This is an adult chimpanzee and her baby.**
- *Direct* the student to each answer choice in Stimulus 2b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the way this baby chimpanzee looks like its parent.**

Stimulus 2a

Stimulus 2b

same size

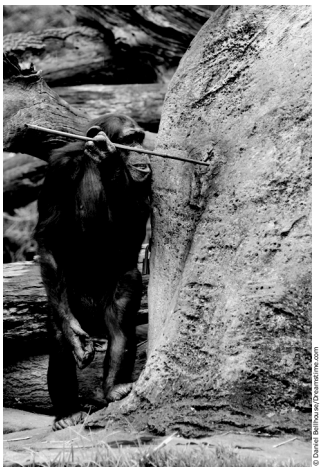
* dark fur

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "dark fur" in Stimulus 2b,	➨	mark **A** for question 2 and move to question 3.
If the student does not find "dark fur" in Stimulus 2b,	➨	• model the desired student action by finding "dark fur" in Stimulus 2b and *communicate* **"This baby chimpanzee looks like its parent by its dark fur"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds "dark fur" in Stimulus 2b,	➨	mark **B** for question 2 and move to question 3.
After teacher modeling, if the student does not find "dark fur" in Stimulus 2b,	➨	mark **C** for question 2 and move to question 3.

Presentation Instructions for Question 3

- *Present* Stimulus 3a and 3b.
- *Direct* the student to Stimulus 3a. *Communicate:* **This is a chimpanzee. Chimpanzees often use a tool to catch ants to eat.**
- *Direct* the student to each answer choice in Stimulus 3b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the tool that the chimpanzee uses to catch ants.**

Stimulus 3a



Stimulus 3b

rock sand * stick

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "stick" in Stimulus 3b,	➨	mark **A** for question 3 and move to question 4.
If the student does not find "stick" in Stimulus 3b,	➨	provide ***one*** of these allowable teacher assists to the student: • Have the student talk about what is happening in Stimulus 3a. **OR** • Ask: "Can I catch ants with ____?," inserting each answer choice into the blank. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "stick" in Stimulus 3b,	➨	mark **B** for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find "stick" in Stimulus 3b,	➨	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:* **Chimpanzees know how to climb trees without being taught.**
- *Direct* the student to each answer choice in Stimulus 4b. *Communicate:* **A horse pulling a cart. A service dog helping a person. A bear eating a salmon fish.**
- *Communicate:* **Find the animal that is showing a behavior that is natural and similar to its parents.**

Stimulus 4a

Stimulus 4b

*

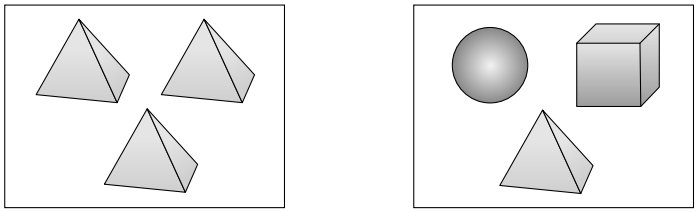
Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the bear eating a salmon fish in Stimulus 4b,	➨	mark **A** for question 4 and move to question 5.
If the student does not find the bear eating a salmon fish in Stimulus 4b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds the bear eating a salmon fish in Stimulus 4b,	➨	mark **B** for question 4 and move to question 5.
After the teacher repeats the instructions, if the student does not find the bear eating a salmon fish in Stimulus 4b,	➨	mark **C** for question 4 and move to question 5.

Presentation Instructions for Question 5

- *Present* Stimulus 5. *Communicate:* **Objects can be compared by their physical properties.**
- *Direct* the student to Stimulus 5. *Communicate:* **Shape is a physical property.**
- *Direct* the student to the first answer choice. *Communicate:* **These objects are the same shape.**
- *Direct* the student to the second answer choice. *Communicate:* **These objects are different shapes.**
- *Communicate:* **Find the objects that are all the same shape.**

Stimulus 5

*

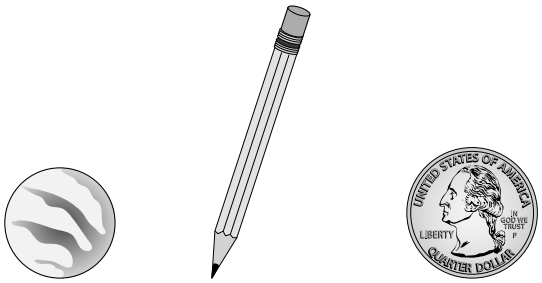


Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the pyramids,	➨	mark **A** for question 5 and move to question 6.
If the student does not find the pyramids,	➨	• remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds the pyramids,	➨	mark **B** for question 5 and move to question 6.
After the five-second wait time, if the student does not find the pyramids,	➨	mark **C** for question 5 and move to question 6.

Presentation Instructions for Question 6

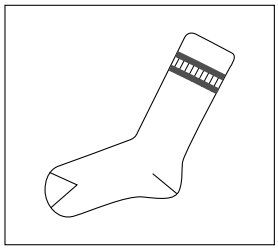
- *Present* Stimulus 6a and 6b. *Communicate:* **Objects can be compared by their physical properties.**
- *Direct* the student to Stimulus 6a. *Communicate:* **Marble. Pencil. Quarter. All these objects weigh about the same.**
- *Direct* the student to each answer choice in Stimulus 6b. *Communicate:* **This is a sock. This is a brick.**
- *Communicate:* **Find the object that weighs about the same as a marble, a pencil, or a quarter.**

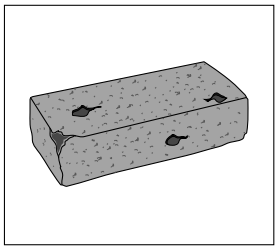
Stimulus 6a



Stimulus 6b

*



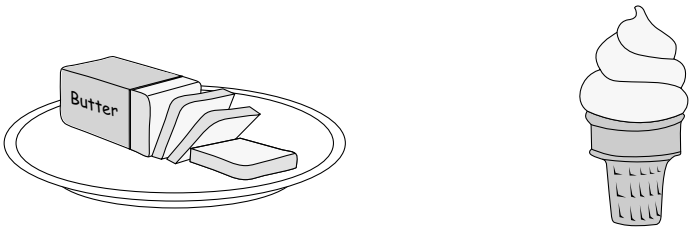


Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the sock in Stimulus 6b,	➨	mark **A** for question 6 and move to question 7.
If the student does not find the sock in Stimulus 6b,	➨	• model the desired student action by finding the sock in Stimulus 6b and *communicate* **"This is the object that weighs about the same as a marble, a pencil, or a quarter"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the sock in Stimulus 6b,	➨	mark **B** for question 6 and move to question 7.
After teacher modeling, if the student does not find the sock in Stimulus 6b,	➨	mark **C** for question 6 and move to question 7.

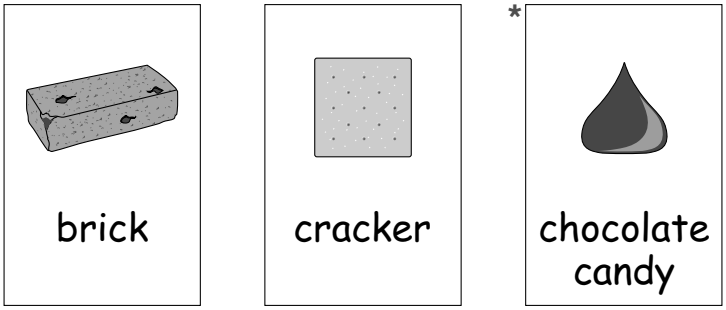
Presentation Instructions for Question 7

- *Present* Stimulus 7a and 7b. *Communicate:* **Objects can be compared by their physical properties.**
- *Direct* the student to Stimulus 7a. *Communicate:* **Melting is when an object changes from a solid to a liquid. These are two items that melt when heated. Butter. Ice cream.**
- *Direct* the student to each answer choice in Stimulus 7b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the item that melts when heated by the sun.**

Stimulus 7a



Stimulus 7b



Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the chocolate candy in Stimulus 7b,	➨	mark **A** for question 7 and move to question 8.
If the student does not find the chocolate candy in Stimulus 7b,	➨	provide ***one*** of these allowable teacher assists to the student: • Identify characteristics of each object in Stimulus 7b. **OR** • Have the student describe what happens when objects melt. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the chocolate candy in Stimulus 7b,	➨	mark **B** for question 7 and move to question 8.
After the selected teacher assistance, if the student does not find the chocolate candy in Stimulus 7b,	➨	mark **C** for question 7 and move to question 8.

Presentation Instructions for Question 8

- *Present* Stimulus 8a and 8b. *Communicate:* **Objects can be compared by their physical properties.**
- *Direct* the student to Stimulus 8a. *Communicate:* **This chart lists items that are either solid or liquid.** *Communicate* the text in the chart.
- *Direct* the student to the empty box in the chart. *Communicate:* **One of the solids is missing.**
- *Direct* the student to each answer choice in Stimulus 8b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the solid to complete this chart.**

Stimulus 8a

Solid	Liquid
ice rock [ ]	water milk tea

Stimulus 8b

* spoon steam juice

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “spoon” in Stimulus 8b,	➨	mark **A** for question 8 and move to question 9.
If the student does not find “spoon” in Stimulus 8b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “spoon” in Stimulus 8b,	➨	mark **B** for question 8 and move to question 9.
After the teacher repeats the instructions, if the student does not find “spoon” in Stimulus 8b,	➨	mark **C** for question 8 and move to question 9.

Presentation Instructions for Question 9

- *Present* Stimulus 9.
- *Direct* the student to Stimulus 9. *Communicate:* **Living things are dependent on one another. This is a bee gathering pollen from a flower.**
- *Communicate:* **Find the bee gathering pollen from a flower.**

Stimulus 9

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the bee,	➨	mark **A** for question 9 and move to question 10.
If the student does not find the bee,	➨	• 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 bee,	➨	mark **B** for question 9 and move to question 10.
After the five-second wait time, if the student does not find the bee,	➨	mark **C** 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:* **Living things are dependent on one another. This is a bee gathering pollen from a cactus flower.**
- *Direct* the student to each answer choice in Stimulus 10b. *Communicate* the text in each answer choice.
- *Communicate:* **Find what else a cactus flower can attract.**

Stimulus 10a

Stimulus 10b

*

butterfly

rain

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the butterfly in Stimulus 10b,	➨	mark **A** for question 10 and move to question 11.
If the student does not find the butterfly in Stimulus 10b,	➨	• model the desired student action by finding the butterfly in Stimulus 10b and *communicate* **"Flowers can also attract a butterfly"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the butterfly in Stimulus 10b,	➨	mark **B** for question 10 and move to question 11.
After teacher modeling, if the student does not find the butterfly in Stimulus 10b,	➨	mark **C** for question 10 and move to question 11.

Presentation Instructions for Question 11

- *Present* Stimulus 11a and 11b.
- *Direct* the student to Stimulus 11a. *Communicate:* **This is a desert in Texas. This desert environment is very hot and dry.**
- *Direct* the student to each answer choice in Stimulus 11b. *Communicate* the text in each answer choice.
- *Communicate:* **Find a trait that living things need to survive in this desert.**

Stimulus 11a

Stimulus 11b

* go long periods without water

need to live near a river

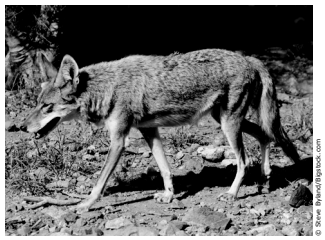
withstand the wind and rain

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "go long periods without water" in Stimulus 11b,	➨	mark **A** for question 11 and move to question 12.
If the student does not find "go long periods without water" in Stimulus 11b,	➨	provide ***one*** of these allowable teacher assists to the student: • Have the student identify plants or animals that live in the desert. **OR** • Describe the characteristics of a desert. **OR** • Have the student list items they would need on a trip to the desert. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "go long periods without water" in Stimulus 11b,	➨	mark **B** for question 11 and move to question 12.
After the selected teacher assistance, if the student does not find "go long periods without water" 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 the coyote and the mule deer in Stimulus 12a. *Communicate:* **This is a coyote. It is a predator. This is a mule deer. It is prey for the coyote. The coyote needs the mule deer in order to survive.**
- *Direct* the student to each answer choice in Stimulus 12b. *Communicate* the text in each answer choice.
- *Communicate:* **Find what the mule deer provides the coyote for survival.**

Stimulus 12a



Stimulus 12b

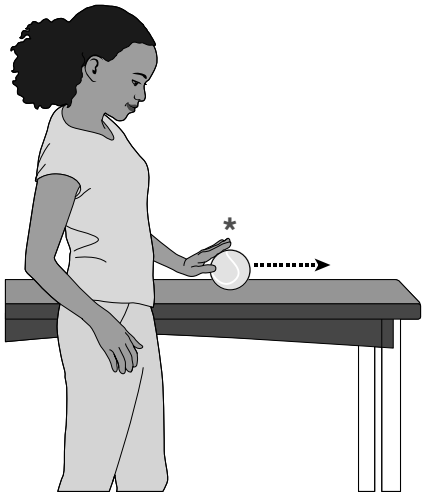
shelter * energy sunlight

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “energy” in Stimulus 12b,	➨	mark **A** for question 12 and move to question 13.
If the student does not find “energy” in Stimulus 12b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “energy” in Stimulus 12b,	➨	mark **B** for question 12 and move to question 13.
After the teacher repeats the instructions, if the student does not find “energy” in Stimulus 12b,	➨	mark **C** for question 12 and move to question 13.

Presentation Instructions for Question 13

- *Present* Stimulus 13. *Communicate:* **A push or a pull can change the motion of an object.**
- *Direct* the student to Stimulus 13. *Communicate:* **A girl is pushing a tennis ball.**
- *Communicate:* **Find the ball that is being pushed.**

Stimulus 13

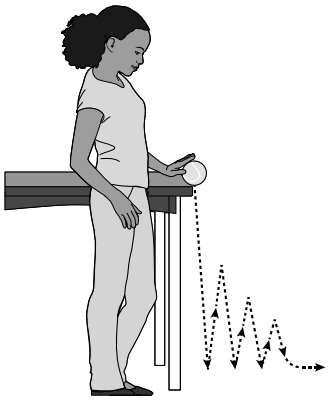


Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the ball,	➨	mark **A** for question 13 and move to question 14.
If the student does not find the ball,	➨	• remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.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

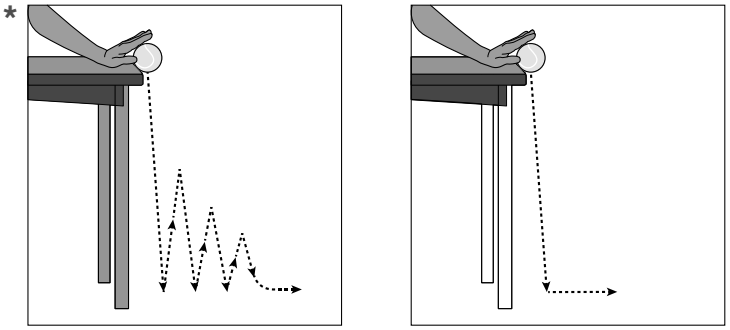
Presentation Instructions for Question 14

- *Present* Stimulus 14a and 14b. *Communicate:* **A push or a pull can change the motion of an object.**
- *Direct* the student to Stimulus 14a. *Communicate:* **This tennis ball is resting on the edge of the table.**
- *Direct* the student to each answer choice in Stimulus 14b.
- *Communicate:* **Find the path the ball will follow after it is pushed off the edge of the table.**

Stimulus 14a



Stimulus 14b

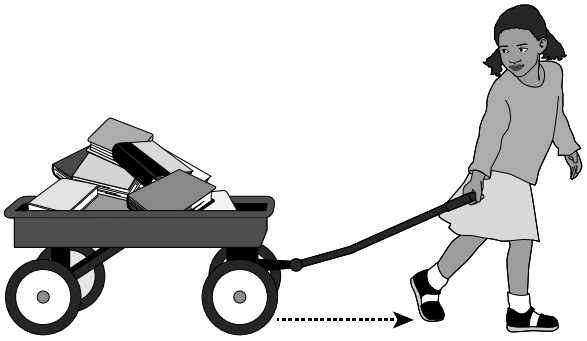


Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the ball that hits the ground and bounces before rolling forward in Stimulus 14b,	➨	mark **A** for question 14 and move to question 15.
If the student does not find the ball that hits the ground and bounces before rolling forward in Stimulus 14b,	➨	• model the desired student action by finding the ball that hits the ground and bounces before rolling forward in Stimulus 14b and *communicate* **"This is the path the ball will follow after it is pushed off the edge of the table"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the ball that hits the ground and bounces before rolling forward in Stimulus 14b,	➨	mark **B** for question 14 and move to question 15.
After teacher modeling, if the student does not find the ball that hits the ground and bounces before rolling forward in Stimulus 14b,	➨	mark **C** for question 14 and move to question 15.

Presentation Instructions for Question 15

- *Present* Stimulus 15a and 15b. *Communicate:* **A push or a pull can change the motion of an object.**
- *Direct* the student to Stimulus 15a. *Communicate:* **A force is applied to the wagon to make it move forward.**
- *Direct* the student to each answer choice in Stimulus 15b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the force being applied to move the wagon forward.**

Stimulus 15a



Stimulus 15b

pushing

* pulling

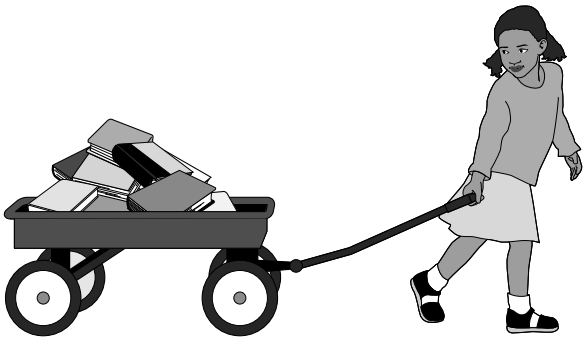
swinging

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "pulling" in Stimulus 15b,	➨	mark **A** for question 15 and move to question 16.
If the student does not find "pulling" in Stimulus 15b,	➨	provide ***one*** of these allowable teacher assists to the student: • Highlight the answer choices in Stimulus 15b while reading. **OR** • Have the student demonstrate the motion of each answer choice in Stimulus 15b. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "pulling" in Stimulus 15b,	➨	mark **B** for question 15 and move to question 16.
After the selected teacher assistance, if the student does not find "pulling" in Stimulus 15b,	➨	mark **C** for question 15 and move to question 16.

Presentation Instructions for Question 16

- *Present* Stimulus 16a and 16b. *Communicate:* **A push or a pull can change the motion of an object.**
- *Direct* the student to Stimulus 16a. *Communicate:* **This student wants the wagon to move faster.**
- *Direct* the student to each answer choice in Stimulus 16b. *Communicate* the text in each answer choice.
- *Communicate:* **Find what the student could change to make the wagon move faster.**

Stimulus 16a



Stimulus 16b

* take books out of the wagon

add books to the wagon

add a feather to the wagon

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “take books out of the wagon” in Stimulus 16b,	➨	mark **A** for question 16 and move to question 17.
If the student does not find “take books out of the wagon” in Stimulus 16b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “take books out of the wagon” in Stimulus 16b,	➨	mark **B** for question 16 and move to question 17.
After the teacher repeats the instructions, if the student does not find “take books out of the wagon” in Stimulus 16b,	➨	mark **C** for question 16 and move to question 17.

Presentation Instructions for Question 17

- *Present* Stimulus 17. *Communicate:* **Stars can be observed.**
- *Direct* the student to Stimulus 17. *Communicate:* **On nights when there are no clouds, stars can be seen in the sky.**
- *Communicate:* **Find the stars.**

Stimulus 17

*

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the stars,	➨	mark **A** for question 17 and move to question 18.
If the student does not find the stars,	➨	• remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds the stars,	➨	mark **B** for question 17 and move to question 18.
After the five-second wait time, if the student does not find the stars,	➨	mark **C** for question 17 and move to question 18.

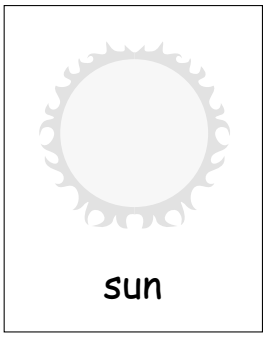
Presentation Instructions for Question 18

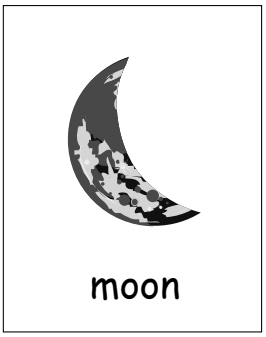
- *Present* Stimulus 18a and 18b. *Communicate:* **Stars can be observed.**
- *Direct* the student to Stimulus 18a. *Communicate:* **These stars are bright in the sky.**
- *Direct* the student to each answer choice in Stimulus 18b. *Communicate* the text in each answer choice.
- *Communicate:* **Find another object that is a star.**

Stimulus 18a

Stimulus 18b

*



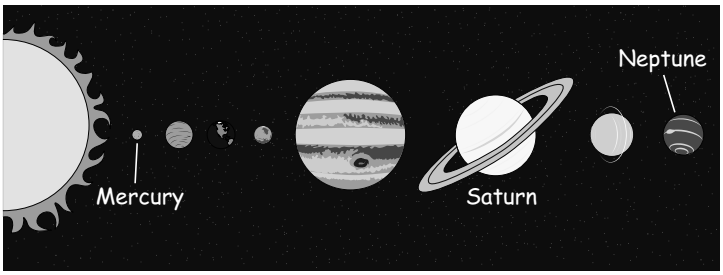


Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the sun in Stimulus 18b,	➨	mark **A** for question 18 and move to question 19.
If the student does not find the sun in Stimulus 18b,	➨	• model the desired student action by finding the sun in Stimulus 18b and *communicate* **"The sun is another star in the sky"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the sun in Stimulus 18b,	➨	mark **B** for question 18 and move to question 19.
After teacher modeling, if the student does not find the sun in Stimulus 18b,	➨	mark **C** for question 18 and move to question 19.

Presentation Instructions for Question 19

- *Present* Stimulus 19a and 19b. *Communicate:* **Stars, planets, and other objects in our solar system can be observed.**
- *Direct* the student to the sun, Mercury, Saturn, and Neptune in Stimulus 19a. *Communicate:* **This is the sun. This is Mercury. This is Saturn. This is Neptune.**
- *Direct* the student to the other planets in Stimulus 19a without naming them. *Communicate:* **These are the planets in our solar system.**
- *Direct* the student to each answer choice in Stimulus 19b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the name of the planet in our solar system that is the closest to the sun.**

Stimulus 19a



Stimulus 19b

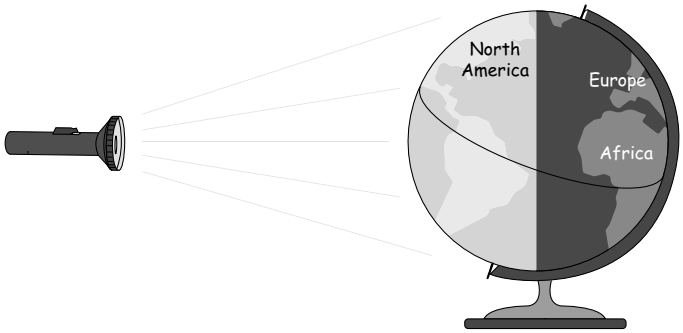
* Mercury | Saturn | Neptune

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "Mercury" in Stimulus 19b,	➨	mark **A** for question 19 and move to question 20.
If the student does not find "Mercury" in Stimulus 19b,	➨	provide ***one*** of these allowable teacher assists to the student: • Have the student identify the planets they do know in Stimulus 19a. **OR** • Highlight the planets in the answer choices in Stimulus 19b. **OR** • Highlight Mercury, Saturn, and Neptune, their labels, and the sun in Stimulus 19a. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "Mercury" in Stimulus 19b,	➨	mark **B** for question 19 and move to question 20.
After the selected teacher assistance, if the student does not find "Mercury" in Stimulus 19b,	➨	mark **C** for question 19 and move to question 20.

Presentation Instructions for Question 20

- *Present* Stimulus 20a and 20b. *Communicate:* **Stars, planets, and other objects in our solar system can be observed.**
- *Direct* the student to Stimulus 20a. *Communicate:* **This model shows day and night on Earth. The globe represents Earth. The flashlight represents the sun.**
- *Direct* the student to each answer choice in Stimulus 20b. *Communicate* the text in each answer choice.
- *Communicate:* **Find part of the globe where it is daytime.**

Stimulus 20a



Stimulus 20b

* North America

Europe

Africa

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “North America” in Stimulus 20b,	➨	mark **A** for question 20.
If the student does not find “North America” in Stimulus 20b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “North America” in Stimulus 20b,	➨	mark **B** for question 20.
After the teacher repeats the instructions, if the student does not find “North America” in Stimulus 20b,	➨	mark **C** for question 20.

TEST ADMINISTRATOR MANUAL

STAAR ALTERNATE 2
GRADE 8
Science
April 2019

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