



State of Texas Assessments of Academic Readiness

TEST INSTRUCTIONS

GRADE 4 Mathematics STAAR Alternate 2

Administered April 2023

RELEASED

Texas Essential Knowledge and Skills (TEKS) Curriculum Assessed

Math Grade 4		Cluster 1
Reporting Category 3	Geometry and Measurement: The student will demonstrate an understanding of how to represent and apply geometry and measurement concepts.	
Knowledge and Skills Statement 4.6	The student applies mathematical process standards to analyze geometric attributes in order to develop generalizations about their properties.	
Essence Statement	Identifies one-and two-dimensional geometric figures using attributes.	
Item 1 Prerequisite Skill	identify attributes of two-dimensional shapes using informal and formal geometric language interchangeably (K)	
Item 2 Prerequisite Skill	identify attributes of two-dimensional shapes using informal and formal geometric language interchangeably (K)	
Item 3 Prerequisite Skill	classify and sort regular and irregular two-dimensional shapes based on attributes using informal geometric language (1)	
Item 4 Prerequisite Skill	classify and sort regular and irregular two-dimensional shapes based on attributes using informal geometric language (1)	

Math Grade 4		Cluster 2
Reporting Category 4	Data Analysis and Personal Financial Literacy: The student will demonstrate an understanding of how to represent and analyze data and how to describe and apply personal financial concepts.	
Knowledge and Skills Statement 4.9	The student applies mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data.	
Essence Statement	Uses graphs to organize and interpret data.	
Item 5 Prerequisite Skill	use data to create real- object and picture graph (K)	
Item 6 Prerequisite Skill	use data to create real- object and picture graph (K)	
Item 7 Prerequisite Skill	draw conclusions and generate and answer questions using information from picture and bar-type graphs (1)	
Item 8 Prerequisite Skill	use data to create picture and bar-type graphs (1)	

Math Grade 4		Cluster 3
Reporting Category 1	Numerical Representations and Relationships: The student will demonstrate an understanding of how to represent and manipulate numbers and expressions.	
Knowledge and Skills Statement 4.2	The student applies mathematical process standards to represent, compare, and order whole numbers and decimals and understand relationships related to place value.	
Essence Statement	Uses number relationships to demonstrate an understanding of place value.	
Item 9 Prerequisite Skill	use comparative language to describe two numbers up to 20 presented as written numerals (K)	
Item 10 Prerequisite Skill	use comparative language to describe two numbers up to 20 presented as written numerals (K)	
Item 11 Prerequisite Skill	represent the comparison of two numbers to 100 using the symbols $>$, $<$, or $=$ (1)	
Item 12 Prerequisite Skill	represent the comparison of two numbers to 100 using the symbols $>$, $<$, or $=$ (1)	

Math Grade 4		Cluster 4
Reporting Category 2	Computation and Algebraic Relationships: The student will demonstrate an understanding of how to perform operations and represent algebraic relationships.	
Knowledge and Skills Statement 4.5	The student applies mathematical process standards to develop concepts of expressions and equations.	
Essence Statement	Models or solves problems involving whole number relationships.	
Item 13 Prerequisite Skill	model the action of joining to represent addition and the action of separating to represent subtraction (K)	
Item 14 Prerequisite Skill	model the action of joining to represent addition and the action of separating to represent subtraction (K)	
Item 15 Prerequisite Skill	generate and solve problem situations when given a number sentence involving addition or subtraction of numbers within 20 (1)	
Item 16 Prerequisite Skill	understand that the equal sign represents a relationship where expressions on each side of the equal sign represent the same value(s) (1)	

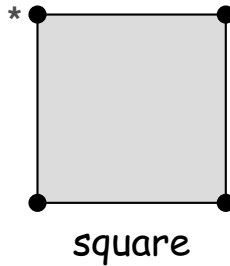
Math Grade 4		Cluster 5
Reporting Category 3	Geometry and Measurement: The student will demonstrate an understanding of how to represent and apply geometry and measurement concepts.	
Knowledge and Skills Statement 4.8	The student applies mathematical process standards to select appropriate customary and metric units, strategies, and tools to solve problems involving measurement.	
Essence Statement	Solves problems involving length, time, liquid volume, mass/weight, or money.	
Item 17 Prerequisite Skill	use language to describe concepts associated with the passing of time (PK)	
Item 18 Prerequisite Skill	use language to describe concepts associated with the passing of time (PK)	
Item 19 Prerequisite Skill	tell time to the hour and half hour using analog and digital clocks (1)	
Item 20 Prerequisite Skill	tell time to the hour and half hour using analog and digital clocks (1)	

MATHEMATICS

Presentation Instructions for Question 1

- *Present* Stimulus 1.
- *Direct* the student to Stimulus 1. *Communicate*: **This shape has four sides and four corners. It is a square.**
- *Communicate*: **Find the square with four sides and four corners.**

Stimulus 1

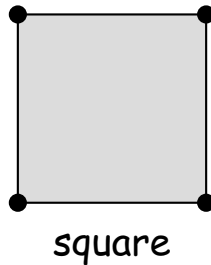


Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the square,	➡	mark A for question 1 and move to question 2.
If the student does not find the square,	➡	<ul style="list-style-type: none">• remove the stimulus;• wait at least five seconds; and• replicate the initial presentation instructions.
After the five-second wait time, if the student finds the square,	➡	mark B for question 1 and move to question 2.
After the five-second wait time, if the student does not find the square,	➡	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 square has four sides and four corners. All the sides are the same length.**
- Direct the student to each answer choice in Stimulus 2b. *Communicate:* **Quadrilateral. Square.**
- *Communicate:* **Find the shape where all the sides are the same length.**

Stimulus 2a



Stimulus 2b

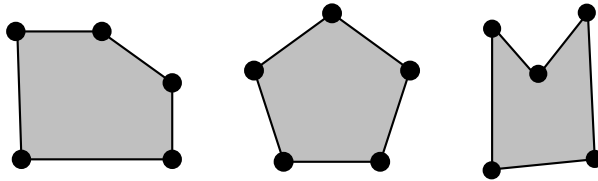


Scoring Instructions		
Student Action	Test Administrator Action	
If the student finds the square in Stimulus 2b,	➡ mark A for question 2 and move to question 3.	
If the student does not find the square in Stimulus 2b,	➡ <ul style="list-style-type: none"> • model the desired student action by finding the square in Stimulus 2b and <i>communicate</i> “This is the shape where all the sides are the same length”; and • replicate the initial presentation instructions. 	
After teacher modeling, if the student finds the square in Stimulus 2b,	➡ mark B for question 2 and move to question 3.	
After teacher modeling, if the student does not find the square 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:* These shapes are sorted based on their number of sides and corners.
- Direct the student to each answer choice in Stimulus 3b. *Communicate* the text in each answer choice.
- *Communicate:* Find the number of sides and corners in each shape in the group.

Stimulus 3a



Stimulus 3b

4 sides and 4 corners

* 5 sides and 5 corners

6 sides and 6 corners

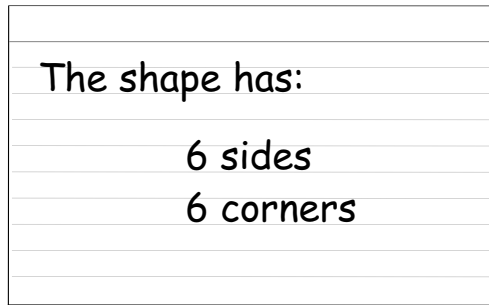
Scoring Instructions

Student Action	Test Administrator Action
If the student finds “5 sides and 5 corners” in Stimulus 3b,	➡ mark A for question 3 and move to question 4.
If the student does not find “5 sides and 5 corners” in Stimulus 3b,	<p style="text-align: center;">➡ provide one of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> • Have the student count the sides of each shape in Stimulus 3a. OR • Highlight the sides of each shape in Stimulus 3a. OR • Highlight the corners of each shape in Stimulus 3a as the student counts. <p style="text-align: center;">Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds “5 sides and 5 corners” in Stimulus 3b,	➡ mark B for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find “5 sides and 5 corners” in Stimulus 3b,	➡ mark C for question 3 and move to question 4.

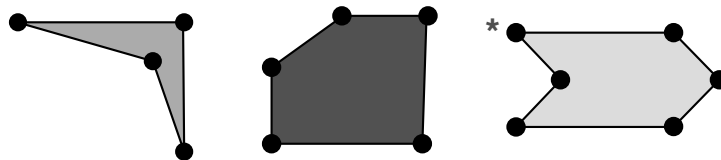
Presentation Instructions for Question 4

- Present Stimulus 4a and 4b.
- Direct the student to Stimulus 4a. *Communicate:* **Teddi drew a shape based on the description from the index card.** *Communicate* the text in Stimulus 4a.
- Direct the student to each answer choice in Stimulus 4b.
- *Communicate:* **Find the shape Teddi drew.**

Stimulus 4a



Stimulus 4b



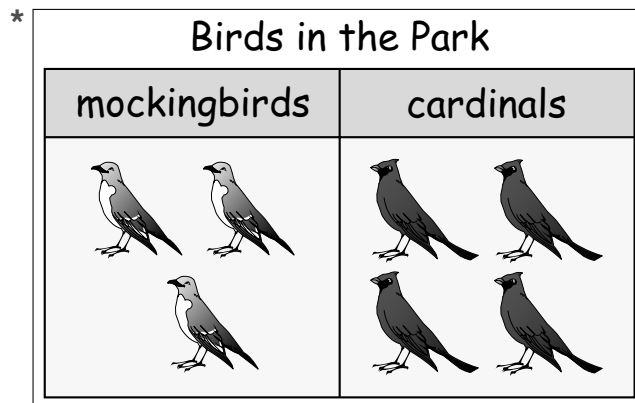
Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the shape with 6 sides and 6 corners in Stimulus 4b,	➡	mark A for question 4 and move to question 5.
If the student does not find the shape with 6 sides and 6 corners in Stimulus 4b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds the shape with 6 sides and 6 corners 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 shape with 6 sides and 6 corners in Stimulus 4b,	➡	mark C for question 4 and move to question 5.

Presentation Instructions for Question 5

- *Present* Stimulus 5. *Communicate*: Carmen is bird-watching in the park.
- *Direct* the student to the list of data in Stimulus 5. *Communicate*: This list of data represents the number of birds Carmen saw. *Communicate* the information in the list.
- *Direct* the student to the picture graph in Stimulus 5. *Communicate*: This picture graph represents the same information as the list of data.
- *Communicate*: Find the picture graph.

Stimulus 5

<input type="radio"/>	Birds in the Park
	mockingbirds: 3
	cardinals: 4



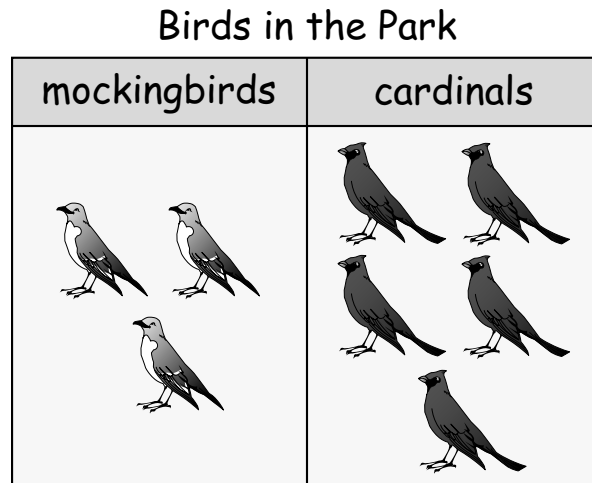
Scoring Instructions

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

Presentation Instructions for Question 6

- Present Stimulus 6a and 6b. *Communicate:* Carmen is bird-watching in the park.
- Direct the student to Stimulus 6a. *Communicate:* The picture graph represents the number of birds Carmen saw.
- Direct the student to each answer choice in Stimulus 6b. *Communicate* the information in each answer choice.
- *Communicate:* Find the list of data that represents the same information as the picture graph.

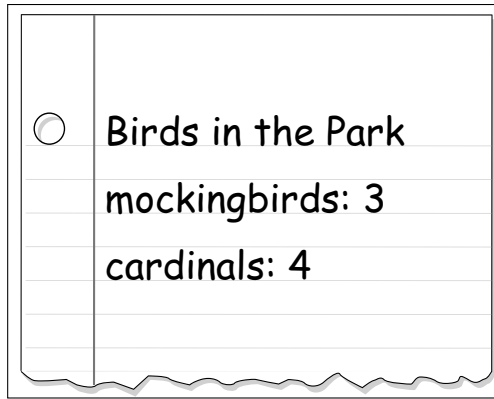
Stimulus 6a



Stimulus 6b

*

<input type="radio"/>	Birds in the Park
	mockingbirds: 3
	cardinals: 5

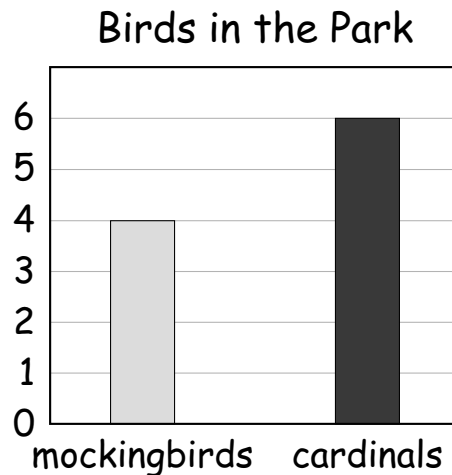


Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the list with mockingbirds: 3, cardinals: 5 in Stimulus 6b,	➡	mark A for question 6 and move to question 7.
If the student does not find the list with mockingbirds: 3, cardinals: 5 in Stimulus 6b,	➡	<ul style="list-style-type: none"> • model the desired student action by finding the list with mockingbirds: 3, cardinals: 5 in Stimulus 6b and <i>communicate</i> “This list of data represents the same information as the picture graph”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the list with mockingbirds: 3, cardinals: 5 in Stimulus 6b,	➡	mark B for question 6 and move to question 7.
After teacher modeling, if the student does not find the list with mockingbirds: 3, cardinals: 5 in Stimulus 6b,	➡	mark C for question 6 and move to question 7.

Presentation Instructions for Question 7

- Present Stimulus 7a and 7b. *Communicate:* Carmen was bird-watching in the park.
- Direct the student to Stimulus 7a. *Communicate:* This bar graph shows the number of birds Carmen saw. *Communicate* the information in the graph.
- Direct the student to each answer choice in Stimulus 7b. *Communicate* the information in each answer choice.
- *Communicate:* Find the number sentence that shows the total number of birds Carmen saw in the park.

Stimulus 7a



Stimulus 7b

$$4 + 4 = 8$$

$$* 4 + 6 = 10$$

$$4 + 5 = 9$$

Scoring Instructions

Student Action	Test Administrator Action
If the student finds “4 + 6 = 10” in Stimulus 7b,	➡ mark A for question 7 and move to question 8.
If the student does not find “4 + 6 = 10” in Stimulus 7b,	➡ provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Have the student label each bar on the bar graph in Stimulus 7a with the number. OR • Label each bar on the bar graph in Stimulus 7a as the student counts. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “4 + 6 = 10” in Stimulus 7b,	➡ mark B for question 7 and move to question 8.
After the selected teacher assistance, if the student does not find “4 + 6 = 10” in Stimulus 7b,	➡ mark C for question 7 and move to question 8.

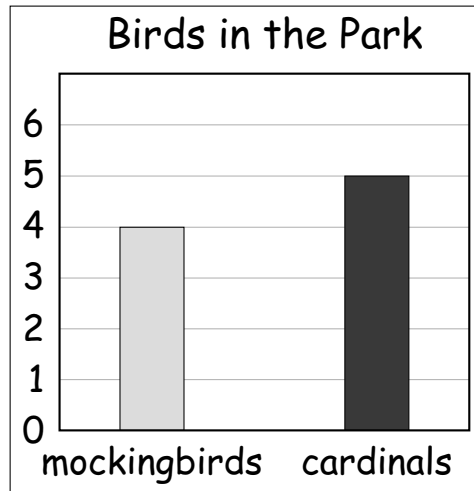
Presentation Instructions for Question 8

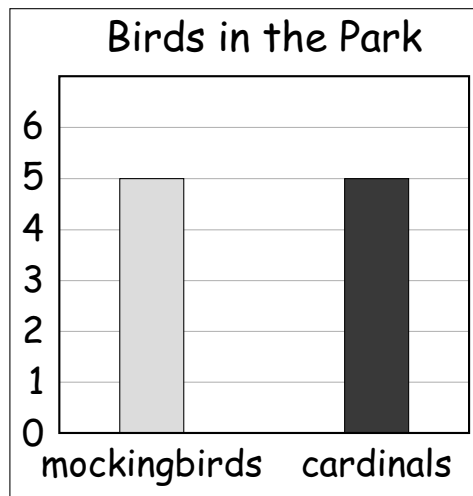
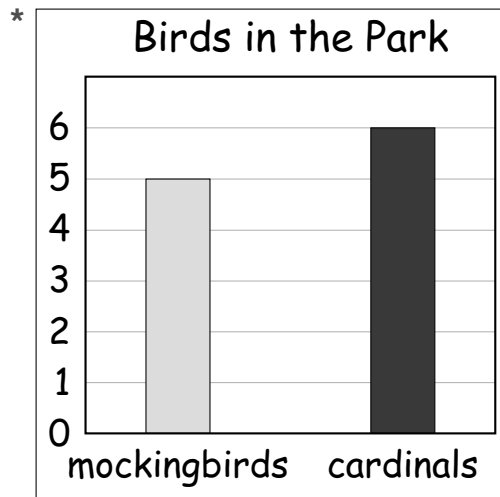
- *Present* Stimulus 8a and 8b. *Communicate*: **Carmen is bird-watching in the park.**
 - *Direct* the student to Stimulus 8a. *Communicate*: **This list of data shows the number of birds Carmen saw throughout the day.** *Communicate* the information in the list.
 - *Direct* the student to each answer choice in Stimulus 8b. *Communicate* the information in each answer choice.
 - *Communicate*: **Find the bar graph with the same data as the list.**
-

Stimulus 8a

<input type="radio"/>	Birds in the Park
	mockingbirds: 5
	cardinals: 6

Stimulus 8b



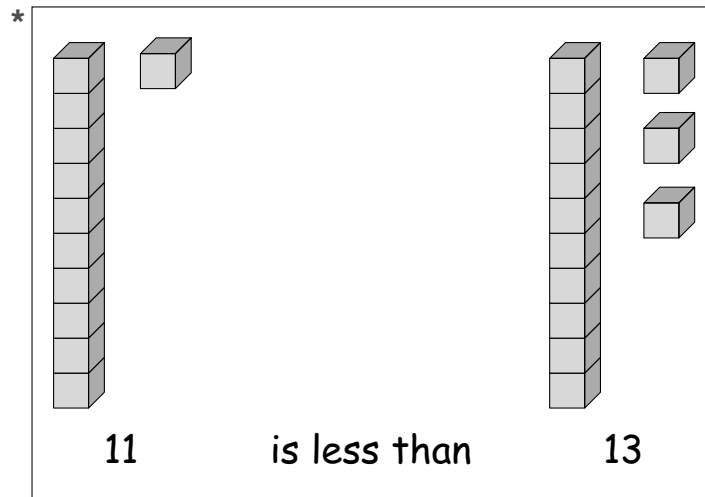


Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the bar graph showing 5 mockingbirds and 6 cardinals in Stimulus 8b,	➡	mark A for question 8 and move to question 9.
If the student does not find the bar graph showing 5 mockingbirds and 6 cardinals in Stimulus 8b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds the bar graph showing 5 mockingbirds and 6 cardinals 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 the bar graph showing 5 mockingbirds and 6 cardinals 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 the model on the left in Stimulus 9. *Communicate*: **This model represents the number 11.**
- *Direct* the student to the model on the right in Stimulus 9. *Communicate*: **This model represents the number 13. Eleven is less than 13.**
- *Communicate*: **Find the models that show 11 is less than 13.**

Stimulus 9



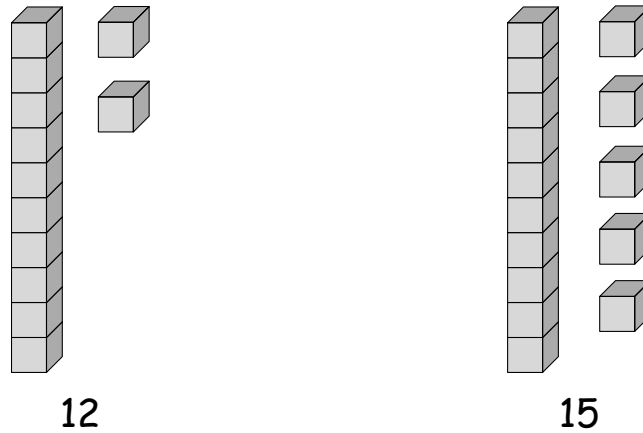
Scoring Instructions

Student Action	Test Administrator Action
If the student finds the models,	➡ mark A for question 9 and move to question 10.
If the student does not find the models,	➡ <ul style="list-style-type: none"> • remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds the models,	➡ mark B for question 9 and move to question 10.
After the five-second wait time, if the student does not find the models,	➡ 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:* This model represents the number 12. This model represents the number 15. Twelve is less than 15.
- Direct the student to each answer choice in Stimulus 10b. *Communicate* the text in each answer choice.
- *Communicate:* Find the sentence that describes the relationship between 12 and 15.

Stimulus 10a



Stimulus 10b

15 is less than 12.

* 12 is less than 15.

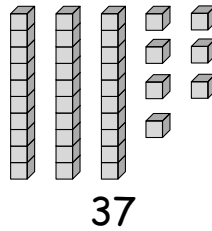
Scoring Instructions

Student Action	Test Administrator Action
If the student finds “12 is less than 15” in Stimulus 10b,	➡ mark A for question 10 and move to question 11.
If the student does not find “12 is less than 15” in Stimulus 10b,	➡ <ul style="list-style-type: none"> • model the desired student action by finding “12 is less than 15” in Stimulus 10b and <i>communicate</i> “This sentence describes the relationship between 12 and 15”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds “12 is less than 15” in Stimulus 10b,	➡ mark B for question 10 and move to question 11.
After teacher modeling, if the student does not find “12 is less than 15” in Stimulus 10b,	➡ mark C for question 10 and move to question 11.

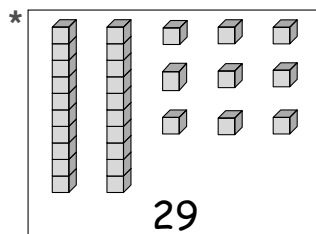
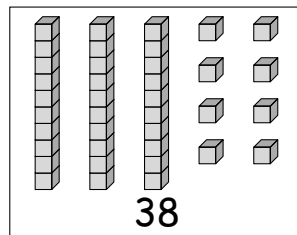
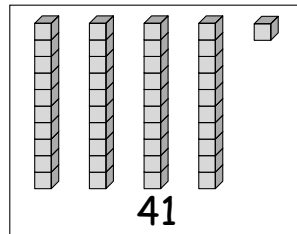
Presentation Instructions for Question 11

- Present Stimulus 11a and 11b.
- Direct the student to Stimulus 11a. *Communicate:* **This is a set of 37 cubes. Ten. Twenty. Thirty. One. Two. Three. Four. Five. Six. Seven.**
- Direct the student to each answer choice in Stimulus 11b. *Communicate* the information in each answer choice.
- *Communicate:* **Find the number that is less than 37.**

Stimulus 11a



Stimulus 11b



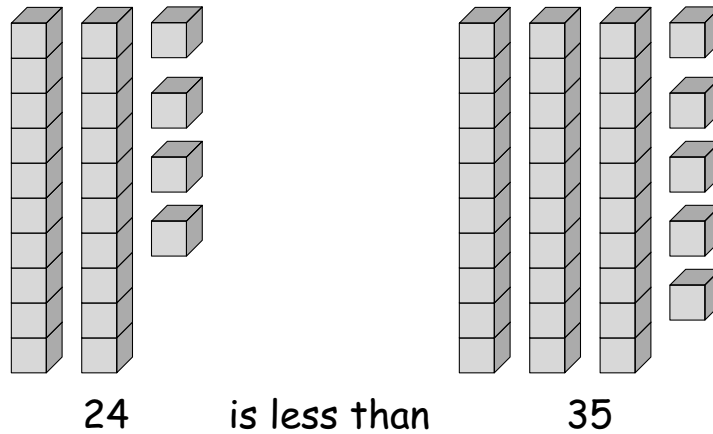
Scoring Instructions

Student Action	Test Administrator Action
If the student finds “29” in Stimulus 11b,	<p>➡ mark A for question 11 and move to question 12.</p>
If the student does not find “29” in Stimulus 11b,	<p>➡ provide one of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> • Highlight the digit in the tens place in each answer choice in Stimulus 11b. OR • Use place value blocks to represent each number in Stimulus 11b. OR • Have the student describe what “less than” means. OR • Have the student use a math chart. <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds “29” in Stimulus 11b,	<p>➡ mark B for question 11 and move to question 12.</p>
After the selected teacher assistance, if the student does not find “29” in Stimulus 11b,	<p>➡ mark C for question 11 and move to question 12.</p>

Presentation Instructions for Question 12

- Present Stimulus 12a and 12b.
 - Direct the student to Stimulus 12a. *Communicate:* **This is the number 24. There are two tens and four ones. This is the number 35. There are three tens and five ones.** *Communicate* the text in Stimulus 12a.
 - Direct the student to each answer choice in Stimulus 12b. *Communicate* the text in the stem and each answer choice.
 - *Communicate:* **Find the statement that tells why 24 is less than 35.**
-

Stimulus 12a



Stimulus 12b

24 is less than 35 because —

* 24 has one less ten

24 has two more ones

24 has two less ones

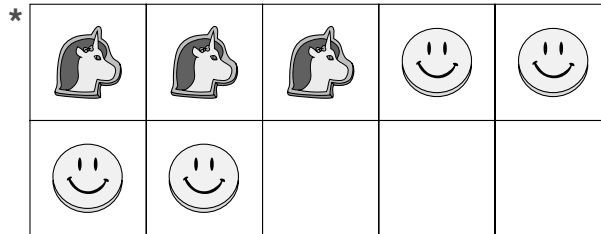
Scoring Instructions

Student Action	Test Administrator Action
If the student finds “24 has one less ten” in Stimulus 12b,	➡ mark A for question 12 and move to question 13.
If the student does not find “24 has one less ten” in Stimulus 12b,	➡ replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “24 has one less ten” 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 “24 has one less ten” in Stimulus 12b,	➡ mark C for question 12 and move to question 13.

Presentation Instructions for Question 13

- *Present* Stimulus 13.
- *Direct* the student to Stimulus 13. *Communicate*: **Hunter had three unicorn erasers. Then he bought four happy face erasers. Now he has seven erasers.**
- *Communicate*: **Find the seven erasers.**

Stimulus 13



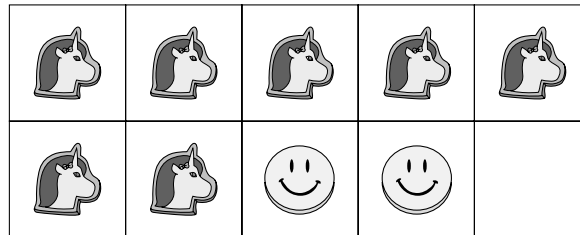
Scoring Instructions

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

Presentation Instructions for Question 14

- *Present* Stimulus 14a and 14b.
- *Direct* the student to Stimulus 14a. *Communicate*: **Sophia had seven erasers. Her friend gave her two more erasers. Now she has nine erasers.**
- *Direct* the student to each answer choice in Stimulus 14b. *Communicate* the information in each answer choice.
- *Communicate*: **Find the number sentence that shows the total number of erasers Sophia has now.**

Stimulus 14a



Stimulus 14b

* $7 + 2 = 9$

$5 + 5 = 10$

Scoring Instructions	
Student Action	Test Administrator Action
If the student finds “7 + 2 = 9” in Stimulus 14b,	➡ mark A for question 14 and move to question 15.
If the student does not find “7 + 2 = 9” in Stimulus 14b,	➡ <ul style="list-style-type: none"> • model the desired student action by finding “7 + 2 = 9” in Stimulus 14b and <i>communicate</i> “This number sentence shows the total number of erasers Sophia has now”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds “7 + 2 = 9” in Stimulus 14b,	➡ mark B for question 14 and move to question 15.
After teacher modeling, if the student does not find “7 + 2 = 9” in Stimulus 14b,	➡ mark C for question 14 and move to question 15.

Presentation Instructions for Question 15











- Present Stimulus 15a and 15b.
- Direct the student to Stimulus 15a. *Communicate:* **Fernando is counting the number of erasers in his collection. Nine plus five equals a missing total.**
- Direct the student to each answer choice in Stimulus 15b. *Communicate* the information in each answer choice.
- *Communicate:* **Find the model that represents how many erasers Fernando has in his collection.**





Stimulus 15a

$$9 + 5 = \square$$

Stimulus 15b

*

Scoring Instructions

Student Action	Test Administrator Action
If the student finds the model with 14 erasers in Stimulus 15b,	➡ mark A for question 15 and move to question 16.
If the student does not find the model with 14 erasers in Stimulus 15b,	➡ provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Have the student replicate the scenario with manipulatives. OR • Label the erasers as the student counts each one. OR • Have the student use a math chart or calculator. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the model with 14 erasers in Stimulus 15b,	➡ mark B for question 15 and move to question 16.
After the selected teacher assistance, if the student does not find the model with 14 erasers in Stimulus 15b,	➡ mark C for question 15 and move to question 16.

Presentation Instructions for Question 16

- *Present* Stimulus 16a and 16b. *Communicate*: Miles and Dominique each have the same number of erasers.
- *Direct* the student to Stimulus 16a. *Communicate*: This number sentence shows nine plus seven is equal to a missing number plus eight. Both sides of the equal sign have the same value.
- *Direct* the student to each answer choice in Stimulus 16b. *Communicate* the information in each answer choice.
- *Communicate*: Find the missing number that makes both sides of the equal sign have the same value.

Stimulus 16a

$$9 + 7 = \square + 8$$

Stimulus 16b

16

10

* 8

Scoring Instructions

Student Action		Test Administrator Action
If the student finds “8” in Stimulus 16b,	➡	mark A for question 16 and move to question 17.
If the student does not find “8” in Stimulus 16b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “8” 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 “8” in Stimulus 16b,	➡	mark C for question 16 and move to question 17.

Presentation Instructions for Question 17

- Present Stimulus 17.
- Direct the student to Stimulus 17. *Communicate:* **Jonah feeds his dog at 4:00 P.M., after he gets home from school.**
- *Communicate:* **Find what Jonah does after he gets home from school.**

Stimulus 17



Scoring Instructions

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

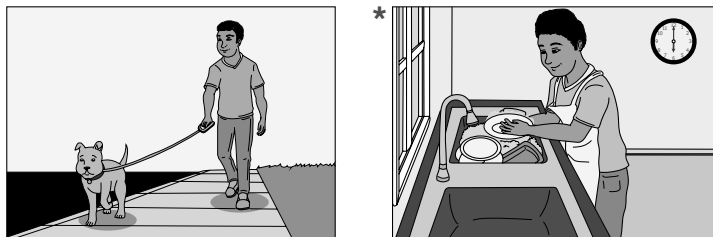
Presentation Instructions for Question 18

- Present Stimulus 18a and 18b.
- Direct the student to Stimulus 18a. *Communicate:* **Jonah washes the dishes at 6:00 P.M., after dinner.**
- Direct the student to each answer choice in Stimulus 18b. *Communicate:* **This is Jonah walking his dog before dinner. This is Jonah washing dishes after dinner.**
- *Communicate:* **Find what activity Jonah does at 6:00 P.M., after dinner.**

Stimulus 18a



Stimulus 18b



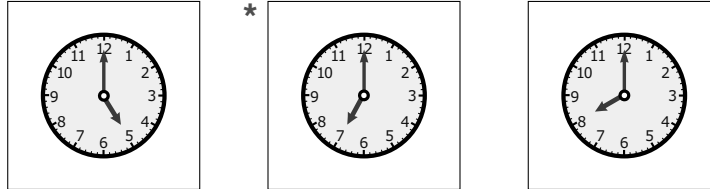
Scoring Instructions

Student Action	Test Administrator Action
If the student finds Jonah washing dishes in Stimulus 18b,	➡ mark A for question 18 and move to question 19.
If the student does not find Jonah washing dishes in Stimulus 18b,	➡ <ul style="list-style-type: none"> • model the desired student action by finding Jonah washing dishes in Stimulus 18b and <i>communicate</i> “This is the activity Jonah does at 6:00 P.M., after dinner”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds Jonah washing dishes in Stimulus 18b,	➡ mark B for question 18 and move to question 19.
After teacher modeling, if the student does not find Jonah washing dishes in Stimulus 18b,	➡ mark C for question 18 and move to question 19.

Presentation Instructions for Question 19

- *Present* Stimulus 19. *Communicate:* **Jonah starts his homework at 7:00 P.M.**
- *Direct* the student to Stimulus 19. *Communicate:* **Here are three clocks.**
- *Communicate:* **Find the clock that shows what time Jonah starts his homework.**

Stimulus 19



Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the clock that shows 7:00,	➡	mark A for question 19 and move to question 20.
If the student does not find the clock that shows 7:00,	➡	provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Highlight the hour hand on each clock. OR • Have the student replicate the answer choices with an analog clock. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the clock that shows 7:00,	➡	mark B for question 19 and move to question 20.
After the selected teacher assistance, if the student does not find the clock that shows 7:00,	➡	mark C for question 19 and move to question 20.

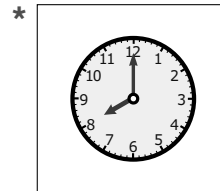
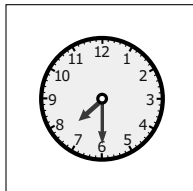
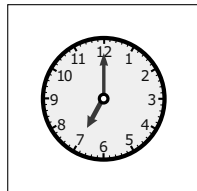
Presentation Instructions for Question 20

- Present Stimulus 20a and 20b.
- Direct the student to Stimulus 20a. *Communicate:* **Jonah starts watching a show at 7:30 P.M. It takes him 30 minutes, or a half hour, to watch the show.**
- Direct the student to each answer choice in Stimulus 20b. *Communicate* the time on each clock.
- *Communicate:* **Find the clock that shows the time when Jonah finishes watching the show.**

Stimulus 20a



Stimulus 20b



*

Scoring Instructions

Student Action		Test Administrator Action
If the student finds the clock showing 8:00 in Stimulus 20b,	➡	mark A for question 20.
If the student does not find the clock showing 8:00 in Stimulus 20b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds the clock showing 8:00 in Stimulus 20b,	➡	mark B for question 20.
After the teacher repeats the instructions, if the student does not find the clock showing 8:00 in Stimulus 20b,	➡	mark C for question 20.

**TEST
INSTRUCTIONS**

**STAAR ALTERNATE 2
GRADE 4
Mathematics
April 2023**

