



State of Texas Assessments of Academic Readiness

TEST INSTRUCTIONS

GRADE 5 Science STAAR Alternate 2

Administered April 2023

RELEASED

Texas Essential Knowledge and Skills (TEKS) Curriculum Assessed

Science Grade 5		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 5.10	The student knows that organisms have structures and behaviors that help them survive within their environments.	
Essence Statement	Knows that organisms undergo similar life processes and have structures and behaviors that help them survive within their environments.	
Item 1 Prerequisite Skill	observe, investigate, describe, and discuss the characteristics of organisms (PK)	
Item 2 Prerequisite Skill	observe, investigate, describe, and discuss the characteristics of organisms (PK)	
Item 3 Prerequisite Skill	investigate and record some of the unique stages that insects such as grasshoppers and butterflies undergo during their life cycle (2)	
Item 4 Prerequisite Skill	observe, record, and compare how the physical characteristics and behaviors of animals help them meet their basic needs (2)	

Science Grade 5		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 5.5	The student knows that matter has measurable physical properties and those properties determine how matter is classified, changed, and used.	
Essence Statement	Identifies and classifies matter by its physical properties and determines how matter is changed.	
Item 5 Prerequisite Skill	observe, investigate, describe, and discuss properties and characteristics of common objects (PK)	
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	classify matter by physical properties, including relative temperature, texture, flexibility, and whether material is a solid or liquid (2)	
Item 8 Prerequisite Skill	classify matter by physical properties, including relative temperature, texture, flexibility, and whether a material is solid or liquid (2)	

Science Grade 5		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 5.10	The student knows that organisms have structures and behaviors that help them survive within their environments.	
Essence Statement	Knows that organisms undergo similar life processes and have structures and behaviors that help them survive within their environments.	
Item 9 Prerequisite Skill	observe, investigate, describe, and discuss the characteristics of organisms (PK)	
Item 10 Prerequisite Skill	compare ways that young animals resemble their parents (1)	
Item 11 Prerequisite Skill	investigate how the external characteristics of an animal are related to where it lives, how it moves, and what it eats (1)	
Item 12 Prerequisite Skill	investigate how the external characteristics of an animal are related to where it lives, how it moves, and what it eats (1)	

Science Grade 5		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 5.6	The student knows that energy occurs in many forms and can be observed in cycles, patterns, and systems.	
Essence Statement	Recognizes force, motion, and energy and their relationships.	
Item 13 Prerequisite Skill	explore interactions between magnets and various materials (K)	
Item 14 Prerequisite Skill	explore interactions between magnets and various materials (K)	
Item 15 Prerequisite Skill	predict and describe how a magnet can be used to push or pull an object (1)	
Item 16 Prerequisite Skill	observe and identify how magnets are used in everyday life (2)	

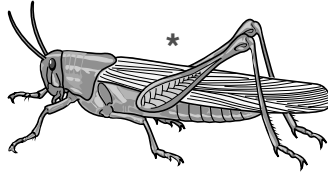
Science Grade 5		Cluster 5
Reporting Category 3	Earth and Space: The student will demonstrate an understanding of components, cycles, patterns, and natural events of Earth and space systems.	
Knowledge and Skills Statement 5.8	The student knows that there are recognizable patterns in the natural world and among the Sun, Earth, and Moon system.	
Essence Statement	Recognizes patterns in the natural world and among the Sun, Earth, and Moon system.	
Item 17 Prerequisite Skill	record weather information, including relative temperature such as hot or cold, clear or cloudy, calm or windy, and rainy or icy (1)	
Item 18 Prerequisite Skill	record weather information, including relative temperature, such as hot or cold, clear or cloudy, calm or windy, and rainy or icy (1)	
Item 19 Prerequisite Skill	measure, record and graph weather information, including temperature, wind conditions, precipitation, and cloud coverage, in order to identify patterns in the data (2)	
Item 20 Prerequisite Skill	identify the importance of weather and seasonal information to make choices in clothing, activities, and transportation (2)	

SCIENCE

Presentation Instructions for Question 1

- Present Stimulus 1.
- Direct the student to Stimulus 1. *Communicate:* **This grasshopper is an insect with six legs.**
- *Communicate:* **Find the grasshopper.**

Stimulus 1

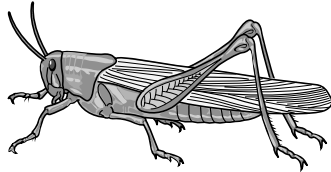


Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the grasshopper,	➡	mark A for question 1 and move to question 2.
If the student does not find the grasshopper,	➡	<ul style="list-style-type: none">• remove the stimulus;• wait at least five seconds; and• replicate the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

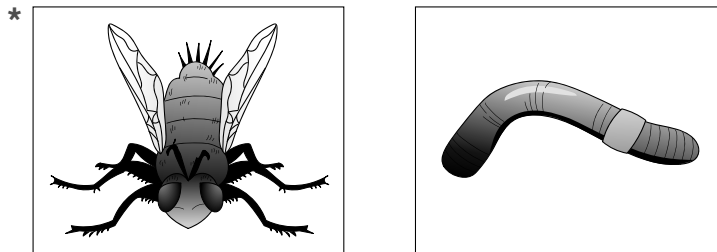
Presentation Instructions for Question 2

- Present Stimulus 2a and 2b.
- Direct the student to Stimulus 2a. *Communicate:* Like the grasshopper, all insects have six legs and two antennae.
- Direct the student to each answer choice in Stimulus 2b. *Communicate:* This is a fly. This is a worm.
- *Communicate:* Find another insect.

Stimulus 2a



Stimulus 2b



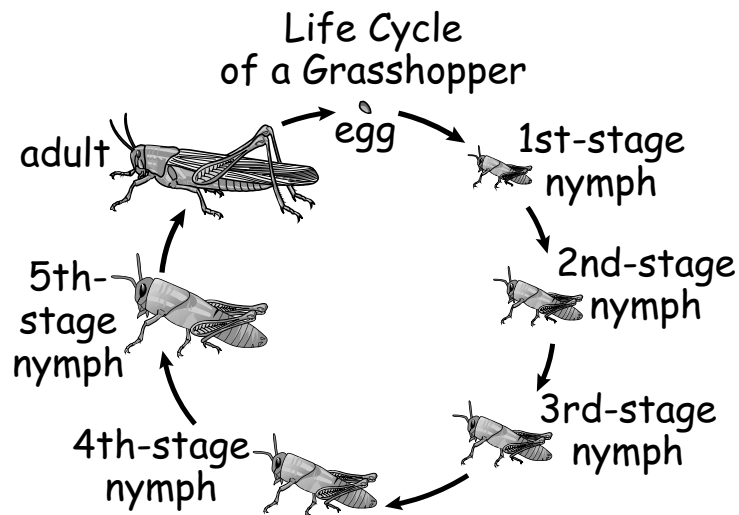
Scoring Instructions

Student Action		Test Administrator Action
If the student finds the fly in Stimulus 2b,	➡	mark A for question 2 and move to question 3.
If the student does not find the fly in Stimulus 2b,	➡	<ul style="list-style-type: none"> • model the desired student action by finding the fly in Stimulus 2b and <i>communicate</i> “The fly is another insect”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the fly in Stimulus 2b,	➡	mark B for question 2 and move to question 3.
After teacher modeling, if the student does not find the fly 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*: A grasshopper has a predictable life cycle. *Communicate* the text in Stimulus 3a.
- Direct the student to each answer choice in Stimulus 3b. *Communicate* the text in each answer choice.
- *Communicate*: Find what happens during the nymph stages of the life cycle.

Stimulus 3a



Stimulus 3b

The grasshopper changes to an egg.

The grasshopper grows more legs.

* The grasshopper becomes bigger in size.

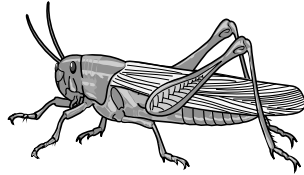
Scoring Instructions

Student Action	Test Administrator Action
If the student finds “The grasshopper becomes bigger in size” in Stimulus 3b,	➡ mark A for question 3 and move to question 4.
If the student does not find “The grasshopper becomes bigger in size” in Stimulus 3b,	➡ provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Have the student compare what he or she notices between the first- and fifth-stage nymphs. OR • Highlight the nymph stages in the life cycle in Stimulus 3a. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “The grasshopper becomes bigger in size” in Stimulus 3b,	➡ mark B for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find “The grasshopper becomes bigger in size” 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*: **This grasshopper has strong back legs to jump long distances.**
- *Direct* the student to each answer choice in Stimulus 4b. *Communicate* the text in each answer choice.
- *Communicate*: **Find how the grasshopper uses its legs to help it meet its basic needs.**

Stimulus 4a



Stimulus 4b

to stand up and see over
tall grass

to communicate with other
grasshoppers

*

to escape predators

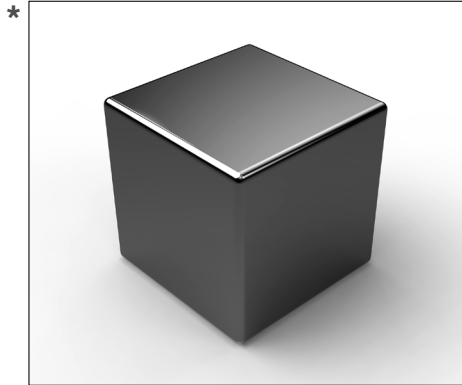
Scoring Instructions

Student Action		Test Administrator Action
If the student finds “to escape predators” in Stimulus 4b,	➡	mark A for question 4 and move to question 5.
If the student does not find “to escape predators” in Stimulus 4b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “to escape predators” 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 “to escape predators” in Stimulus 4b,	➡	mark C for question 4 and move to question 5.

Presentation Instructions for Question 5

- *Present* Stimulus 5. *Communicate*: Physical properties can be used to describe objects.
- *Direct* the student to Stimulus 5. *Communicate*: This object is shaped like a cube.
- *Communicate*: Find the object shaped like a cube.

Stimulus 5



Scoring Instructions

Student Action		Test Administrator Action
If the student finds the cube,	➡	mark A for question 5 and move to question 6.
If the student does not find the cube,	➡	<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 cube,	➡	mark B for question 5 and move to question 6.
After the five-second wait time, if the student does not find the cube,	➡	mark C for question 5 and move to question 6.

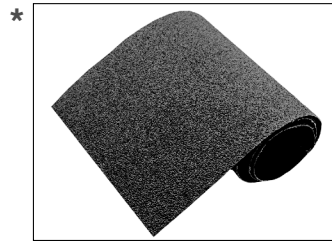
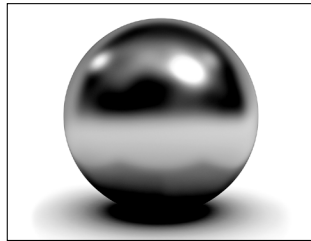
Presentation Instructions for Question 6

- Present Stimulus 6a and 6b. *Communicate: Physical properties can be used to describe objects.*
- Direct the student to Stimulus 6a. *Communicate: Objects can be smooth or rough. This cube is smooth.*
- Direct the student to each answer choice in Stimulus 6b. *Communicate: This is a smooth metal ball. This is rough sandpaper.*
- *Communicate: Find the object that is rough.*

Stimulus 6a



Stimulus 6b



Scoring Instructions

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

Presentation Instructions for Question 7

- Present Stimulus 7a and 7b. *Communicate:* **Physical properties can be used to describe objects.**
- Direct the student to Stimulus 7a. *Communicate:* **A student touches soft cotton balls and a rough piece of wood to compare physical properties.**
- Direct the student to each answer choice in Stimulus 7b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the physical property the student is comparing.**

Stimulus 7a



Stimulus 7b

*

Scoring Instructions

Student Action	Test Administrator Action
If the student finds “texture” in Stimulus 7b,	➡ mark A for question 7 and move to question 8.
If the student does not find “texture” in Stimulus 7b,	➡ provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Have the student identify the meaning for each word in Stimulus 7b. OR • Give examples of tactile characteristics of each object in Stimulus 7a. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “texture” in Stimulus 7b,	➡ mark B for question 7 and move to question 8.
After the selected teacher assistance, if the student does not find “texture” in Stimulus 7b,	➡ mark C for question 7 and move to question 8.

Presentation Instructions for Question 8

- Present Stimulus 8a and 8b. *Communicate:* **Physical properties can be used to describe objects.**
- Direct the student to Stimulus 8a. *Communicate:* **This diamond is a solid because it has a definite shape and a definite volume.**
- Direct the student to each answer choice in Stimulus 8b. *Communicate* the text in each answer choice.
- *Communicate:* **Find another solid object that has a definite shape and a definite volume.**

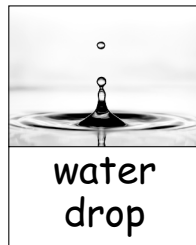
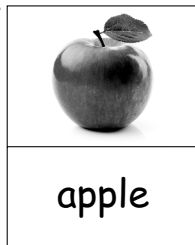
Stimulus 8a



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Stimulus 8b

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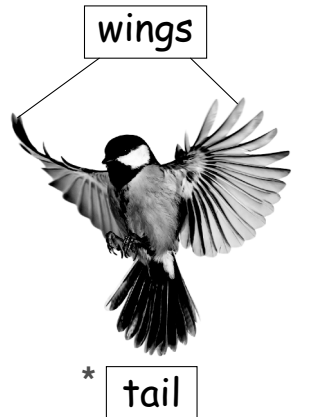
Scoring Instructions

Student Action		Test Administrator Action
If the student finds the apple in Stimulus 8b,	➡	mark A for question 8 and move to question 9.
If the student does not find the apple in Stimulus 8b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds the apple 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 apple 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:* **A bird has a tail that helps it change direction while flying.**
- Direct the student to each label in Stimulus 9. *Communicate* the text in Stimulus 9.
- *Communicate:* **Find the tail that helps the bird change direction while flying.**

Stimulus 9



Scoring Instructions

Student Action		Test Administrator Action
If the student finds the tail (label or image),	➡	mark A for question 9 and move to question 10.
If the student does not find the tail (label or image),	➡	<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 tail (label or image),	➡	mark B for question 9 and move to question 10.
After the five-second wait time, if the student does not find the tail (label or image),	➡	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 baby bird has the same body structures as the adult bird.*
- Direct the student to each answer choice in Stimulus 10b. *Communicate: This is a parent duck and duckling. This is a parent frog and tadpole.*
- *Communicate: Find the parent and baby that have the same body structures.*

Stimulus 10a



Stimulus 10b



Scoring Instructions	
Student Action	Test Administrator Action
If the student finds the parent duck and duckling in Stimulus 10b,	➔ mark A for question 10 and move to question 11.
If the student does not find the parent duck and duckling in Stimulus 10b,	➔ <ul style="list-style-type: none"> • model the desired student action by finding the parent duck and duckling in Stimulus 10b and <i>communicate</i> “The parent duck and duckling have the same body structures”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the parent duck and duckling in Stimulus 10b,	➔ mark B for question 10 and move to question 11.
After teacher modeling, if the student does not find the parent duck and duckling 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 pelican is flying over the water. It has good eyesight.
 - Direct the student to each answer choice in Stimulus 11b. *Communicate* the text in each answer choice.
 - *Communicate*: Find how the pelican uses good eyesight to catch food.
-

Stimulus 11a



Stimulus 11b

flies high over the water

* finds fish under the water

filters water from the lake

Scoring Instructions

Student Action	Test Administrator Action
If the student finds “finds fish under the water” in Stimulus 11b,	➡ mark A for question 11 and move to question 12.
If the student does not find “finds fish under the water” in Stimulus 11b,	➡ provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Have the student tell how they think a pelican uses good eyesight. OR • Describe reasons a pelican flies over the water. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “finds fish under the 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 “finds fish under the 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 Stimulus 12a. *Communicate*: This pelican has specific structures that help it survive in a wetland environment.
 - Direct the student to each answer choice in Stimulus 12b. *Communicate* the text in each answer choice.
 - *Communicate*: Find the physical structures that help a pelican survive in a wetland environment.
-

Stimulus 12a



Stimulus 12b

- solid bones for strength
- strong leg muscles to run fast
- sharp teeth to eat meat

- * webbed feet for swimming
- strong wings for diving into the water
- expandable throat pouch to catch fish

- sharp talons for grabbing prey
 - thin beak for drinking water
 - large eyes for seeing long distances
-

Scoring Instructions

Student Action	Test Administrator Action
If the student finds “webbed feet for swimming, strong wings for diving into the water, expandable throat pouch to catch fish” in Stimulus 12b,	➡ mark A for question 12 and move to question 13.
If the student does not find “webbed feet for swimming, strong wings for diving into the water, expandable throat pouch to catch fish” in Stimulus 12b,	➡ replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “webbed feet for swimming, strong wings for diving into the water, expandable throat pouch to catch fish” 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 “webbed feet for swimming, strong wings for diving into the water, expandable throat pouch to catch fish” 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*: **A magnet attracts iron metals.**
- *Communicate*: **Find the magnet attracting iron metals.**

Stimulus 13



Scoring Instructions

Student Action		Test Administrator Action
If the student finds the magnet,	➡	mark A for question 13 and move to question 14.
If the student does not find the magnet,	➡	<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 magnet,	➡	mark B for question 13 and move to question 14.
After the five-second wait time, if the student does not find the magnet,	➡	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*: **The magnet attracts the iron metal nails and screws.**
- Direct the student to each answer choice in Stimulus 14b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the object that the magnet will attract.**

Stimulus 14a



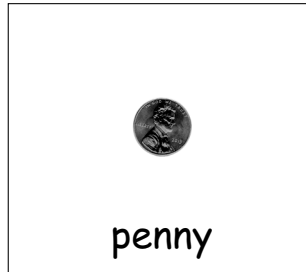
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Stimulus 14b

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Scoring Instructions

Student Action		Test Administrator Action
If the student finds the metal car in Stimulus 14b,	➡	mark A for question 14 and move to question 15.
If the student does not find the metal car in Stimulus 14b,	➡	<ul style="list-style-type: none"> • model the desired student action by finding the metal car in Stimulus 14b and <i>communicate</i> “The magnet will attract the metal car”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the metal car in Stimulus 14b,	➡	mark B for question 14 and move to question 15.
After teacher modeling, if the student does not find the metal car 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: A magnetic force is holding these letters on to the refrigerator.*
- Direct the student to each answer choice in Stimulus 15b. *Communicate the text in each answer choice.*
- *Communicate: Find why the letters stay on the refrigerator.*

Stimulus 15a



Stimulus 15b

The letters are colorful.

The letters are big.

* The letters have magnets.

Scoring Instructions

Student Action	Test Administrator Action
If the student finds “The letters have magnets” in Stimulus 15b,	➡ mark A for question 15 and move to question 16.
If the student does not find “The letters have magnets” in Stimulus 15b,	➡ provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Highlight “colorful,” “big,” and “magnets” in the answer choices. OR • Have the student describe how he or she attaches objects to a refrigerator. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “The letters have magnets” 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 letters have magnets” in Stimulus 15b,	➡ mark C for question 15 and move to question 16.

Presentation Instructions for Question 16

- Present Stimulus 16a and 16b.
- Direct the student to Stimulus 16a. *Communicate:* Here are three ways magnets are used in everyday life. They can be used to connect toy pieces, sort trash, and hold pictures to the refrigerator.
- Direct the student to each answer choice in Stimulus 16b. *Communicate* the text in each answer choice.
- *Communicate:* Find how magnets are used in everyday life.

Stimulus 16a



Stimulus 16b

Magnets are used only for experiments.

* Magnets are used for work and play.

Magnets are used to sort plastic materials.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds “Magnets are used for work and play” in Stimulus 16b,	➡	mark A for question 16 and move to question 17.
If the student does not find “Magnets are used for work and play” in Stimulus 16b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “Magnets are used for work and play” 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 “Magnets are used for work and play” 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: The weather is cloudy.*
- *Communicate: Find the clouds.*

Stimulus 17

*



Scoring Instructions

Student Action		Test Administrator Action
If the student finds the clouds,	➡	mark A for question 17 and move to question 18.
If the student does not find the clouds,	➡	<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 clouds,	➡	mark B for question 17 and move to question 18.
After the five-second wait time, if the student does not find the clouds,	➡	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:* **On a calm day, there is little or no wind blowing. The branches of this tree remain still.**
- Direct the student to each answer choice in Stimulus 18b. *Communicate:* **This is a day when the water is rough. This is a day when the water is still.**
- *Communicate:* **Find the day when the wind is calm over the water.**

Stimulus 18a



Stimulus 18b



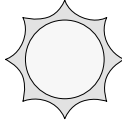

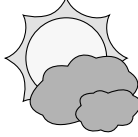
Scoring Instructions

Student Action		Test Administrator Action
If the student finds the still water in Stimulus 18b,	➡	mark A for question 18 and move to question 19.
If the student does not find the still water in Stimulus 18b,	➡	<ul style="list-style-type: none"> • model the desired student action by finding the still water in Stimulus 18b and <i>communicate</i> “The water is still when the wind is calm”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the still water in Stimulus 18b,	➡	mark B for question 18 and move to question 19.
After teacher modeling, if the student does not find the still water in Stimulus 18b,	➡	mark C for question 18 and move to question 19.

Presentation Instructions for Question 19

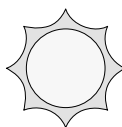


- Present Stimulus 19a and 19b.
- Direct the student to Stimulus 19a. *Communicate:* This is a weather forecast. It shows the low temperature and high temperature for each of three days.
- Direct the student to each answer choice in Stimulus 19b. *Communicate* the information in each answer choice.
- *Communicate:* Find the lowest forecasted temperature for the three days shown in the chart.

Stimulus 19a

Sunday	Monday	Tuesday
65° 85°	67° 88°	72° 91°
		
sunny	showers	mostly cloudy

Stimulus 19b

*

Sunday	Monday	Tuesday
65° 85°	67° 88°	72° 91°
		
sunny	showers	mostly cloudy

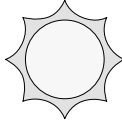

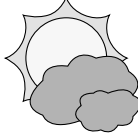
Scoring Instructions

Student Action	Test Administrator Action
If the student finds Sunday in Stimulus 19b,	<p>➡ mark A for question 19 and move to question 20.</p>
If the student does not find Sunday in Stimulus 19b,	<p>➡ provide one of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> • Have the student use a number chart. OR • Highlight the temperatures in the chart in Stimulus 19a. OR • Have the student highlight the lowest temperature for each day in Stimulus 19b. <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds Sunday in Stimulus 19b,	<p>➡ mark B for question 19 and move to question 20.</p>
After the selected teacher assistance, if the student does not find Sunday in Stimulus 19b,	<p>➡ mark C for question 19 and move to question 20.</p>

Presentation Instructions for Question 20

- Present Stimulus 20a and 20b.
- Direct the student to Stimulus 20a. *Communicate:* **A student wants to go swimming when it is warmer than 90° F outside.**
- Direct the student to each answer choice in Stimulus 20b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the best day for the student to go swimming.**

Stimulus 20a

Sunday	Monday	Tuesday
65° 85°	67° 88°	72° 91°
		
sunny	showers	mostly cloudy

Stimulus 20b

Sunday	Monday	* Tuesday
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Scoring Instructions

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

**TEST
INSTRUCTIONS**

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

