



State of Texas Assessments of Academic Readiness

TEST INSTRUCTIONS

GRADE 6 Mathematics STAAR Alternate 2

Administered April 2023

RELEASED

Texas Essential Knowledge and Skills (TEKS) Curriculum Assessed

Math Grade 6		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 6.8	The student applies mathematical process standards to use geometry to represent relationships and solve problems.	
Essence Statement	Models or uses geometric relationships to solve problems.	
Item 1 Prerequisite Skill	use concrete models of square units to find the area of a rectangle by covering it with no gaps or overlaps, counting to find the total number of square units, and describing the measurement using a number and the unit (2)	
Item 2 Prerequisite Skill	use concrete models of square units to find the area of a rectangle by covering it with no gaps or overlaps, counting to find the total number of square units, and describing the measurement using a number and the unit (2)	
Item 3 Prerequisite Skill	decompose composite figures formed by rectangles into non-overlapping rectangles to determine the area of the original figure using the additive property of area (3)	
Item 4 Prerequisite Skill	decompose composite figures formed by rectangles into non-overlapping rectangles to determine the area of the original figure using the additive property of area (3)	

Math Grade 6		Cluster 2
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 6.2	The student applies mathematical process standards to represent and use rational numbers in a variety of forms.	
Essence Statement	Recognizes relationships in and between sets of numbers.	
Item 5 Prerequisite Skill	use place value to compare whole numbers up to 120 using comparative language (1)	
Item 6 Prerequisite Skill	use place value to compare whole numbers up to 120 using comparative language (1)	
Item 7 Prerequisite Skill	use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols ($>$, $<$, or $=$) (2)	
Item 8 Prerequisite Skill	use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols ($>$, $<$, or $=$) (2)	

Math Grade 6		Cluster 3
Reporting Category 2	Computations and Algebraic Relationships: The student will demonstrate an understanding of how to perform operations and represent algebraic relationships.	
Knowledge and Skills Statement 6.6	The student applies mathematical process standards to use multiple representations to describe algebraic relationships.	
Essence Statement	Identifies linear relationships in a variety of forms.	
Item 9 Prerequisite Skill	determine the unknown whole number in an addition or subtraction equation when the unknown may be any one of the three or four terms in the equation (1)	
Item 10 Prerequisite Skill	determine the unknown whole number in an addition or subtraction equation when the unknown may be any one of the three or four terms in the equation (1)	
Item 11 Prerequisite Skill	represent real-world relationships using number pairs in a table and verbal descriptions (3)	
Item 12 Prerequisite Skill	represent real-world relationships using number pairs in a table and verbal descriptions (3)	

Math Grade 6		Cluster 4
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 6.12	The student applies mathematical process standards to use numerical or graphical representations to analyze problems.	
Essence Statement	Displays data or determines characteristics of data.	
Item 13 Prerequisite Skill	use data to create picture and bar-type graphs (1)	
Item 14 Prerequisite Skill	explain that the length of a bar in a bar graph or the number of pictures in a pictograph represents the number of data points for a given category (2)	
Item 15 Prerequisite Skill	solve one and two-step problems using categorical data represented with a frequency table, dot plot, pictograph, or bar graph with scaled intervals (3)	
Item 16 Prerequisite Skill	solve one and two-step problems using categorical data represented with a frequency table, dot plot, pictograph, or bar graph with scaled intervals (3)	

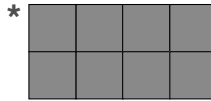
Math Grade 6		Cluster 5
Reporting Category 2	Computations and Algebraic Relationships: The student will demonstrate an understanding of how to perform operations and represent algebraic relationships.	
Knowledge and Skills Statement 6.5	The student applies mathematical process standards to solve problems involving proportional relationships.	
Essence Statement	Solves problems involving ratios or rates.	
Item 17 Prerequisite Skill	represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences (1)	
Item 18 Prerequisite Skill	represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences (1)	
Item 19 Prerequisite Skill	represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations (3)	
Item 20 Prerequisite Skill	determine the unknown whole number in a multiplication or division equation relating three whole numbers when the unknown is either a missing factor or product (3)	

MATHEMATICS

Presentation Instructions for Question 1

- *Present* Stimulus 1.
- *Direct* the student to Stimulus 1. *Communicate*: **This is a rectangle covered with eight square tiles. The area of the rectangle is eight square tiles.**
- *Communicate*: **Find the rectangle with an area of eight square tiles.**

Stimulus 1



Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the rectangle,	➡	mark A for question 1 and move to question 2.
If the student does not find the rectangle,	➡	<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 rectangle,	➡	mark B for question 1 and move to question 2.
After the five-second wait time, if the student does not find the rectangle,	➡	mark C for question 1 and move to question 2.

Presentation Instructions for Question 2

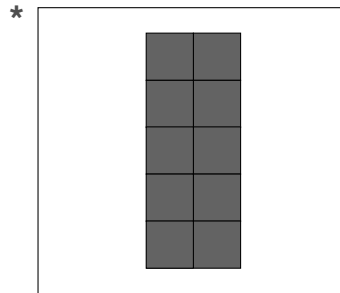
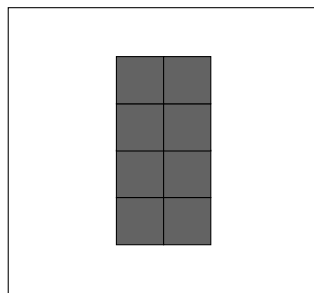
- Present Stimulus 2a and 2b.
- Direct the student to Stimulus 2a. *Communicate:* **This is a rectangle covered with tiles. The area of the rectangle is 10 square tiles.**
- Direct the student to each answer choice in Stimulus 2b. *Communicate:* **These are two other rectangles covered with square tiles. Eight square tiles. Ten square tiles.**
- *Communicate:* **Find the rectangle that has an area of 10 square tiles.**

Stimulus 2a



Area = 10 square tiles

Stimulus 2b



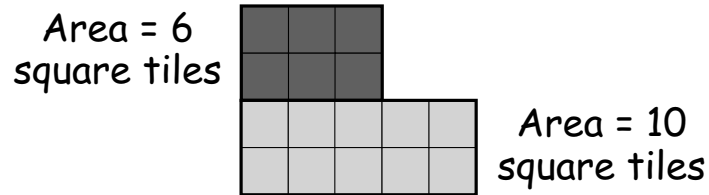
Scoring Instructions

Student Action		Test Administrator Action
If the student finds the rectangle with an area of 10 square tiles in Stimulus 2b,	➡	mark A for question 2 and move to question 3.
If the student does not find the rectangle with an area of 10 square tiles in Stimulus 2b,	➡	<ul style="list-style-type: none"> • model the desired student action by finding the rectangle with an area of 10 square tiles in Stimulus 2b and <i>communicate</i> “This rectangle has an area of 10 square tiles”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the rectangle with an area of 10 square tiles in Stimulus 2b,	➡	mark B for question 2 and move to question 3.
After teacher modeling, if the student does not find the rectangle with an area of 10 square tiles 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 each rectangle in Stimulus 3a. *Communicate:* **These are two rectangles that have been combined to make a new figure. The area of the new figure can be found by adding the areas of the two rectangles.** *Communicate* the information in Stimulus 3a.
- Direct the student to each answer choice in Stimulus 3b. *Communicate* the information in each answer choice.
- *Communicate:* Find the equation that shows how to find the area of the new figure.

Stimulus 3a



Stimulus 3b

$$10 \times 6 = 60 \text{ square tiles}$$

$$10 - 6 = 4 \text{ square tiles}$$

*

$$10 + 6 = 16 \text{ square tiles}$$

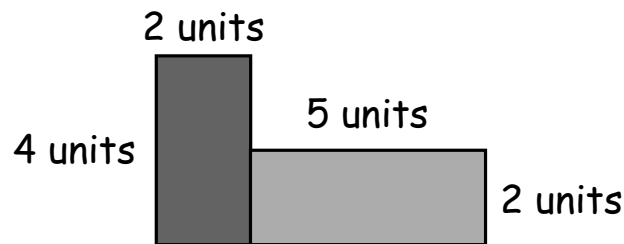
Scoring Instructions

Student Action	Test Administrator Action
If the student finds “ $10 + 6 = 16$ square tiles” in Stimulus 3b,	➡ mark A for question 3 and move to question 4.
If the student does not find “ $10 + 6 = 16$ square tiles” in Stimulus 3b,	➡ provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Highlight the operation sign in each answer choice in Stimulus 3b. OR • Have the student count each square in Stimulus 3a. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “ $10 + 6 = 16$ square tiles” in Stimulus 3b,	➡ mark B for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find “ $10 + 6 = 16$ square tiles” 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 each rectangle in Stimulus 4a. *Communicate:* **These are two rectangles that have been combined to make a new figure. The area of the new figure can be found by adding the areas of the two rectangles.** *Communicate* the information in Stimulus 4a.
- Direct the student to each answer choice in Stimulus 4b. *Communicate* the information in each answer choice.
- *Communicate:* **Find the area of the figure.**

Stimulus 4a



$$\text{Area} = \text{length} \times \text{width}$$

Stimulus 4b

* $8 + 10 = 18 \text{ square units}$

$$6 + 7 = 13 \text{ square units}$$

$$20 + 4 = 24 \text{ square units}$$

Scoring Instructions

Student Action	Test Administrator Action
If the student finds “8 + 10 = 18 square units” in Stimulus 4b,	➡ mark A for question 4 and move to question 5.
If the student does not find “8 + 10 = 18 square units” in Stimulus 4b,	➡ replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “8 + 10 = 18 square units” 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 “8 + 10 = 18 square units” in Stimulus 4b,	➡ mark C for question 4 and move to question 5.

Presentation Instructions for Question 5

- *Present* Stimulus 5.
- *Direct* the student to Stimulus 5. *Communicate*: **This table shows that on Monday a bakery sold more glazed donuts than sprinkle donuts.** *Communicate* the information in the table.
- *Direct* the student to the column on the right in the table. *Communicate*: **Thirty-two is greater than 26.**
- *Communicate*: **Find the table that shows that on Monday a greater number of glazed donuts were sold than sprinkle donuts.**

Stimulus 5

Donuts Sold Monday

*

Flavor		Number
sprinkle		26
glazed		32

Scoring Instructions



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

Presentation Instructions for Question 6

- Present Stimulus 6a and 6b.
- Direct the student to Stimulus 6a. *Communicate:* **This table shows the number of each flavor of donut that was sold at a bakery on Tuesday.** *Communicate* the information in the table.
- Direct the student to the column on the right in the table. *Communicate:* **Fifty-seven is greater than 49.**
- Direct the student to each answer choice in Stimulus 6b. *Communicate* the information in each answer choice.
- *Communicate:* **Find the number that is greater than 49.**

Stimulus 6a

Donuts Sold Tuesday

Flavor	Number
sprinkle 	57
glazed 	49

Stimulus 6b

$$\boxed{49} \quad * \quad \boxed{57}$$

Scoring Instructions




Student Action	Test Administrator Action
If the student finds “57” in Stimulus 6b,	➡ mark A for question 6 and move to question 7.
If the student does not find “57” in Stimulus 6b,	➡ <ul style="list-style-type: none"> • model the desired student action by finding “57” in Stimulus 6b and <i>communicate</i> “This number is greater than 49”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds “57” in Stimulus 6b,	➡ mark B for question 6 and move to question 7.
After teacher modeling, if the student does not find “57” in Stimulus 6b,	➡ mark C for question 6 and move to question 7.

Presentation Instructions for Question 7

- Present Stimulus 7a and 7b.
- Direct the student to Stimulus 7a. *Communicate:* **This table shows the number of each flavor of donut that was sold at a bakery on Saturday.** *Communicate* the information in the table.
- Direct the student to each answer choice in Stimulus 7b. *Communicate* the information in each answer choice.
- *Communicate:* **Find the flavor of donut the bakery sold the most of on Saturday.**

Stimulus 7a

Donuts Sold Saturday

Flavor		Number
sprinkle		71
glazed		69
sugar		77

Stimulus 7b

 sprinkle  glazed *  sugar

Scoring Instructions




Student Action	Test Administrator Action
If the student finds the sugar donut in Stimulus 7b,	➡ mark A for question 7 and move to question 8.
If the student does not find the sugar donut in Stimulus 7b,	➡ provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Use a math chart to represent the numbers in Stimulus 7a. OR • Highlight the tens place in each number in Stimulus 7a. OR • Have the student use math manipulatives to represent the numbers in Stimulus 7a. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the sugar donut 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 sugar donut in Stimulus 7b,	➡ mark C for question 7 and move to question 8.

Presentation Instructions for Question 8

- Present Stimulus 8a and 8b.
- Direct the student to Stimulus 8a. *Communicate*: This table shows the number of each flavor of donut that was sold at a bakery on Sunday. *Communicate* the information in the table.
- Direct the student to each answer choice in Stimulus 8b. *Communicate* the text in each answer choice.
- *Communicate*: Find the statement that describes the data in the table.

Stimulus 8a

Donuts Sold Sunday

Flavor		Number
sprinkle		92
glazed		82
sugar		88

Stimulus 8b

88 is greater than 92 because 88 has 6 more ones.

* 92 is greater than 82 because 92 has 1 more ten.

82 is greater than 88 because 82 has 6 less ones.

Scoring Instructions

Student Action	Test Administrator Action
If the student finds “92 is greater than 82 because 92 has 1 more ten” in Stimulus 8b,	➡ mark A for question 8 and move to question 9.
If the student does not find “92 is greater than 82 because 92 has 1 more ten” in Stimulus 8b,	➡ replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “92 is greater than 82 because 92 has 1 more ten” 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 “92 is greater than 82 because 92 has 1 more ten” 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 top equation in Stimulus 9. *Communicate*: **This is an equation. Twenty minus a missing number equals fifteen.**
- *Direct* the student to the bottom equation in Stimulus 9. *Communicate*: **The missing number is five. Twenty minus five equals fifteen.**
- *Communicate*: **Find the equations that show that the missing number is five.**

Stimulus 9

*

$$20 - \underline{\quad} = 15$$

$$20 - \underline{5} = 15$$

Scoring Instructions

Student Action		Test Administrator Action
If the student finds the equations,	➡	mark A for question 9 and move to question 10.
If the student does not find the equations,	➡	<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 equations,	➡	mark B for question 9 and move to question 10.
After the five-second wait time, if the student does not find the equations,	➡	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*: **Here are two equations. Twenty minus a missing number equals fifteen. The missing number is five. Twenty minus five equals fifteen.**
 - *Direct* the student to each answer choice in Stimulus 10b. *Communicate*: **These equations have missing numbers. Communicate** the information in each answer choice.
 - *Communicate*: **Find the equations where the missing number is five.**
-

Stimulus 10a

$$20 - \underline{\quad} = 15$$

$$20 - \underline{5} = 15$$

Stimulus 10b

*

$15 - \underline{\quad} = 10$
$15 - \underline{5} = 10$

$5 - \underline{\quad} = 5$
$5 - \underline{0} = 5$

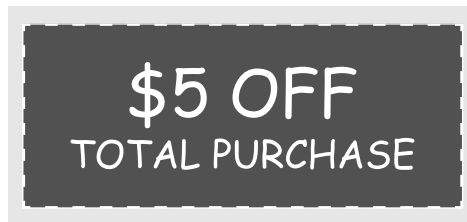
Scoring Instructions

Student Action	Test Administrator Action
If the student finds the equations where the missing number is 5 in Stimulus 10b,	<p>➡ mark A for question 10 and move to question 11.</p>
If the student does not find the equations where the missing number is 5 in Stimulus 10b,	<p>➡</p> <ul style="list-style-type: none"> • model the desired student action by finding the equations where the missing number is 5 in Stimulus 10b and <i>communicate</i> “These are the equations where the missing number is five”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the equations where the missing number is 5 in Stimulus 10b,	<p>➡ mark B for question 10 and move to question 11.</p>
After teacher modeling, if the student does not find the equations where the missing number is 5 in Stimulus 10b,	<p>➡ mark C for question 10 and move to question 11.</p>

Presentation Instructions for Question 11

- Present Stimulus 11a and 11b.
- Direct the student to Stimulus 11a. *Communicate:* **Hector has a coupon to use at a store.** *Communicate* the information in Stimulus 11a.
- Direct the student to each answer choice in Stimulus 11b. *Communicate:* **Here are three tables that show the total purchase price and the amount Hector would pay after using a coupon.** *Communicate* the information in each answer choice.
- *Communicate:* **Find the table that shows how much Hector would pay after using the \$5 off coupon.**

Stimulus 11a



Stimulus 11b

Total Purchase Price	Amount Paid After Coupon
\$20	\$25
\$30	\$35
\$40	\$45
\$50	\$55

*

Total Purchase Price	Amount Paid After Coupon
\$20	\$15
\$30	\$25
\$40	\$35
\$50	\$45

Total Purchase Price	Amount Paid After Coupon
\$20	\$19
\$30	\$29
\$40	\$39
\$50	\$49

Scoring Instructions

Student Action	Test Administrator Action
If the student finds the table with \$15, \$25, \$35, \$45 in Stimulus 11b,	<p>➡ mark A for question 11 and move to question 12.</p>
If the student does not find the table with \$15, \$25, \$35, \$45 in Stimulus 11b,	<p>➡ provide one of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> • Have the student use manipulatives to demonstrate the scenario. OR • Have the student determine the relationship between the columns in each answer choice in Stimulus 11b and record the student's answers. OR • Highlight the second row of each answer choice in Stimulus 11b. OR • Describe how a coupon is used in a store. <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds the table with \$15, \$25, \$35, \$45 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 the table with \$15, \$25, \$35, \$45 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 table shows the total purchase price and the amount paid after using a coupon. *Communicate* the information in the table.
 - Direct the student to each answer choice in Stimulus 12b. *Communicate* the text in each answer choice.
 - *Communicate*: Find the sentence that describes the amount paid after using the coupon.
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Stimulus 12a

Total Purchase Price	Amount Paid After Coupon
\$10	\$8
\$15	\$13
\$20	\$18
\$25	\$23

Stimulus 12b

The amount paid after the coupon is \$5 less than the purchase price.

The amount paid after the coupon is \$2 more than the purchase price.

* The amount paid after the coupon is \$2 less than the purchase price.

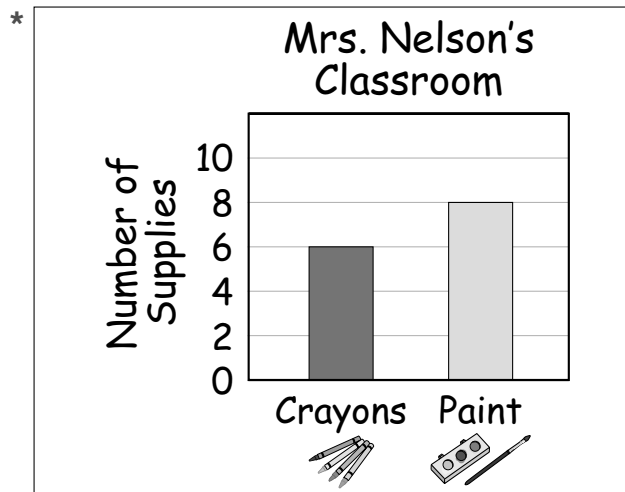
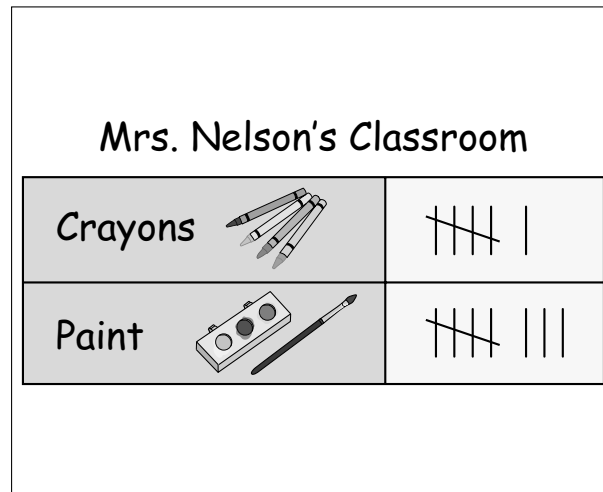
Scoring Instructions

Student Action	Test Administrator Action
If the student finds “The amount paid after the coupon is \$2 less than the purchase price” in Stimulus 12b,	➡ mark A for question 12 and move to question 13.
If the student does not find “The amount paid after the coupon is \$2 less than the purchase price” in Stimulus 12b,	➡ replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “The amount paid after the coupon is \$2 less than the purchase price” 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 “The amount paid after the coupon is \$2 less than the purchase price” 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 the tally chart in Stimulus 13. *Communicate*: This chart uses tally marks to show the different types and amounts of art supplies in Mrs. Nelson's classroom.
- *Direct* the student to the bar graph in Stimulus 13. *Communicate*: This bar graph represents the same data as the chart.
- *Communicate*: Find the bar graph that shows the different types and amounts of art supplies in Mrs. Nelson's classroom.

Stimulus 13



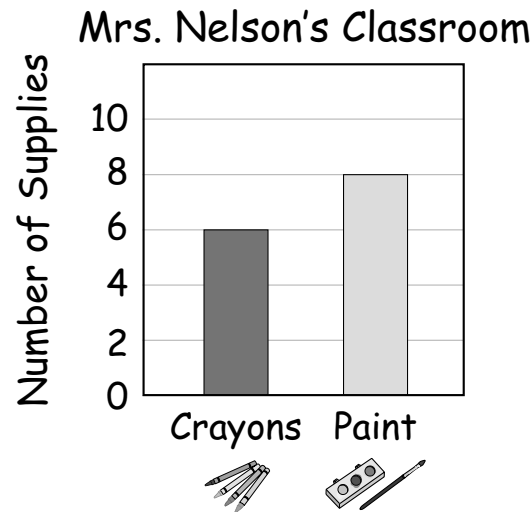
Scoring Instructions

Student Action	Test Administrator Action
If the student finds the bar graph,	<p>➡ mark A for question 13 and move to question 14.</p>
If the student does not find the bar 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 bar graph,	<p>➡ mark B for question 13 and move to question 14.</p>
After the five-second wait time, if the student does not find the bar graph,	<p>➡ mark C for question 13 and move to question 14.</p>

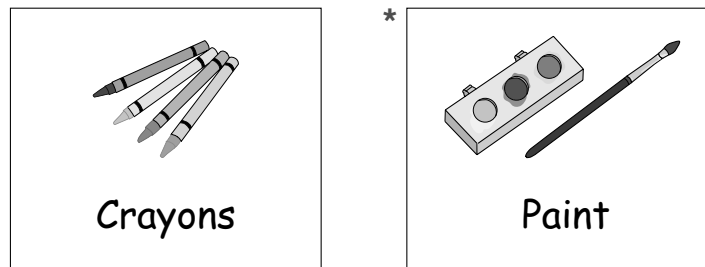
Presentation Instructions for Question 14

- Present Stimulus 14a and 14b.
- Direct the student to Stimulus 14a. *Communicate:* This bar graph shows the numbers of different types of art supplies in Mrs. Nelson's classroom. *Communicate* the information in the bar graph.
- Direct the student to each answer choice in Stimulus 14b. *Communicate* the information in each answer choice.
- *Communicate:* Find the type of art supply that Mrs. Nelson has eight of in her classroom.

Stimulus 14a



Stimulus 14b



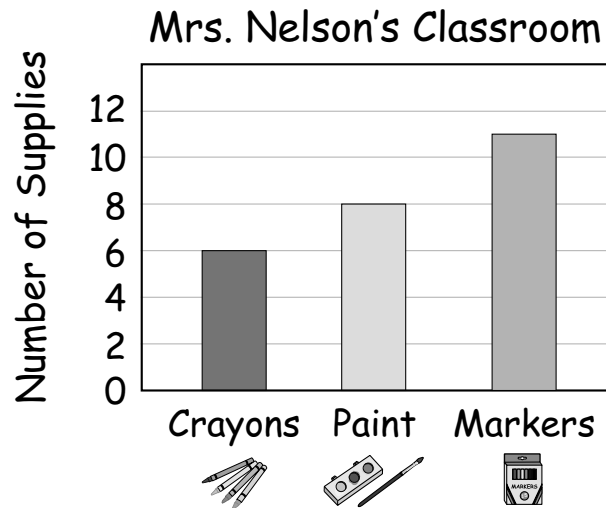
Scoring Instructions

Student Action	Test Administrator Action
If the student finds the paint in Stimulus 14b,	<p>➔ mark A for question 14 and move to question 15.</p>
If the student does not find the paint in Stimulus 14b,	<p>➔</p> <ul style="list-style-type: none"> • model the desired student action by finding the paint in Stimulus 14b and <i>communicate</i> “This is the type of art supply that Mrs. Nelson has eight of in her classroom”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the paint in Stimulus 14b,	<p>➔ mark B for question 14 and move to question 15.</p>
After teacher modeling, if the student does not find the paint in Stimulus 14b,	<p>➔ mark C for question 14 and move to question 15.</p>

Presentation Instructions for Question 15

- Present Stimulus 15a and 15b.
- Direct the student to Stimulus 15a. *Communicate:* This bar graph shows the numbers of different types of art supplies in Mrs. Nelson's classroom. *Communicate* the information in the bar graph.
- Direct the student to each answer choice in Stimulus 15b. *Communicate* the information in each answer choice.
- *Communicate:* Find the total number of markers and paint sets in Mrs. Nelson's classroom.

Stimulus 15a



Stimulus 15b

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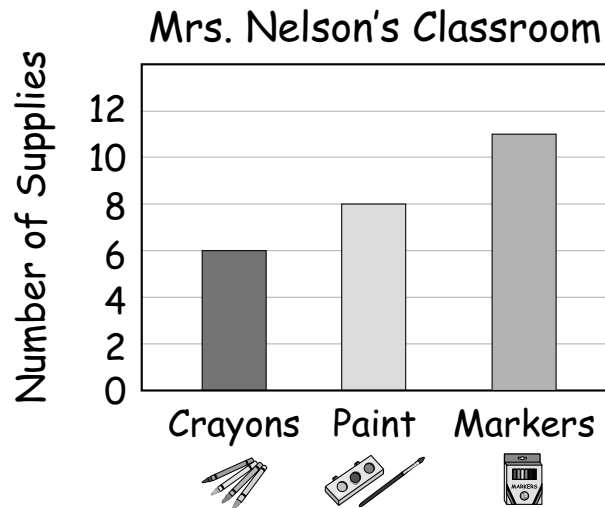
Scoring Instructions

Student Action	Test Administrator Action
If the student finds “19” in Stimulus 15b,	<p>➡ mark A for question 15 and move to question 16.</p>
If the student does not find “19” in Stimulus 15b,	<p>➡ provide one of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> • Highlight the horizontal line at the top of each bar to the number it represents in Stimulus 15a. OR • Label each bar in Stimulus 15a with the number represented. OR • Have the student use manipulatives to replicate Stimulus 15a. OR • Have the student cover extraneous information in Stimulus 15a. <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds “19” in Stimulus 15b,	<p>➡ mark B for question 15 and move to question 16.</p>
After the selected teacher assistance, if the student does not find “19” in Stimulus 15b,	<p>➡ mark C for question 15 and move to question 16.</p>

Presentation Instructions for Question 16

- Present Stimulus 16a and 16b.
- Direct the student to Stimulus 16a. *Communicate:* This bar graph shows the numbers of different types of art supplies in Mrs. Nelson’s classroom. *Communicate* the information in the bar graph.
- Direct the student to each answer choice in Stimulus 16b. *Communicate* the information in each answer choice.
- *Communicate:* Find how many more markers than crayons Mrs. Nelson has in her classroom.

Stimulus 16a



Stimulus 16b

3
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5
17

Scoring Instructions

Student Action		Test Administrator Action
If the student finds “5” in Stimulus 16b,	➡	mark A for question 16 and move to question 17.
If the student does not find “5” in Stimulus 16b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “5” 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 “5” 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*: **Quinn buys three comic books each month for four months. She buys a total of 12 comic books. This model shows 3 plus 3 plus 3 plus 3 equals 12.**
- *Communicate*: **Find the model that shows Quinn bought 12 comic books.**

Stimulus 17

* April May June July

3	3	3	3
12			

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the model,	➡	mark A for question 17 and move to question 18.
If the student does not find the model,	➡	<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 model,	➡	mark B for question 17 and move to question 18.
After the five-second wait time, if the student does not find the model,	➡	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*: **Quinn buys plastic covers for her comic books. Each package has five plastic covers. Quinn buys three packages. Five plus 5 plus 5 equals 15.**
- Direct the student to each answer choice in Stimulus 18b. *Communicate* the information in each answer choice.
- *Communicate*: **Find the equation that represents the total number of plastic covers Quinn bought.**

Stimulus 18a

5	5	5
15		

Stimulus 18b

$5 + 5 + 5 + 15 = 30$

*

$5 + 5 + 5 = 15$

Scoring Instructions

Student Action		Test Administrator Action
If the student finds “5 + 5 + 5 = 15” in Stimulus 18b,	➡	mark A for question 18 and move to question 19.
If the student does not find “5 + 5 + 5 = 15” in Stimulus 18b,	➡	<ul style="list-style-type: none"> • model the desired student action by finding “5 + 5 + 5 = 15” in Stimulus 18b and <i>communicate</i> “This equation represents the total number of plastic covers Quinn bought”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds “5 + 5 + 5 = 15” in Stimulus 18b,	➡	mark B for question 18 and move to question 19.
After teacher modeling, if the student does not find “5 + 5 + 5 = 15” 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 equation shows the number of comic books a store sells over a five-day period.**
- *Direct* the student to each answer choice in Stimulus 19b. *Communicate* the information in each answer choice.
- *Communicate*: **Find the model that represents the number of comic books the store sells over the five days.**

Stimulus 19a

$$11 \times 5 = 55$$

Stimulus 19b

5	5	5	5	5
25				

*

11	11	11	11	11
55				

5	5	5	5	5	5	5	5	5	5	5
55										

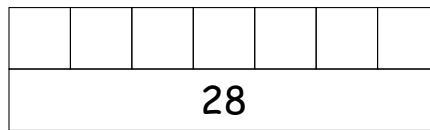
Scoring Instructions

Student Action	Test Administrator Action
If the student finds the model with “11” in each of the five sections in Stimulus 19b,	<p>➡ mark A for question 19 and move to question 20.</p>
If the student does not find the model with “11” in each of the five sections 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 math charts. OR • Have the student use manipulatives. OR • Highlight “55” in Stimulus 19a. <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds the model with “11” in each of the five sections 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 the model with “11” in each of the five sections 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 the model in Stimulus 20a. *Communicate:* **This model represents that Hailey bought a total of 28 comic books during a seven-month period. She bought the same number of comic books each month. The number of comic books she bought each month is missing.**
- Direct the student to the equation in Stimulus 20a. *Communicate:* **A missing number times seven equals 28.**
- Direct the student to each answer choice in Stimulus 20b. *Communicate* the information in each answer choice.
- *Communicate:* **Find the number of comic books Hailey bought each month.**

Stimulus 20a



$$\square \times 7 = 28$$

Stimulus 20b

* 4 7 3

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “4” in Stimulus 20b,	➡	mark A for question 20.
If the student does not find “4” in Stimulus 20b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “4” in Stimulus 20b,	➡	mark B for question 20.
After the teacher repeats the instructions, if the student does not find “4” in Stimulus 20b,	➡	mark C for question 20.

**TEST
INSTRUCTIONS**

**STAAR ALTERNATE 2
GRADE 6
Mathematics
April 2023**

