STAAR®
Alternate 2
State of Texas
Assessments of
Academic Readiness
—— Alternate 2 ——

MATHEMATICS
Grade 5

2015 Released Test Questions

TEST ADMINISTRATOR
INSTRUCTIONS

Question 1

Grade	5	Subject	Mathematics	Question	1
Reporting Category 2		Computations and Algebraic Relationships: The student will demonstrate an understanding of how to perform operations and represent algebraic relationships.			
Knowledge and Skill Statement 5.4		The student applies mathematical process standards to develop concepts of expressions and equations.			
Essence Statement		Models or solves problems involving whole number relationships or patterns.			
Prerequisite Skill (Old Curriculum)		identify, extend, and create patterns of sounds, physical movement, and concrete objects (K)			

Question 2

Grade	5	Subject	Mathematics	Question	2
Reporting Category 2		Computations and Algebraic Relationships: The student will demonstrate an understanding of how to perform operations and represent algebraic relationships.			
Knowledge and Skill Statement 5.4		The student applies mathematical process standards to develop concepts of expressions and equations.			
Essence Statement		Models or solves problems involving whole number relationships or patterns.			
Prerequisite Skill (Old Curriculum)		identify, describe, and extend concrete and pictorial patterns in order to make predictions and solve problems (1)			

Question 3

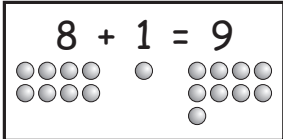| Grade	5	Subject	Mathematics	Question	3
Reporting Category 2		Computations and Algebraic Relationships: The student will demonstrate an understanding of how to perform operations and represent algebraic relationships.			
Knowledge and Skill Statement 5.4		The student applies mathematical process standards to develop concepts of expressions and equations.			
Essence Statement		Models or solves problems involving whole number relationships or patterns.			
Prerequisite Skill (Old Curriculum)		identify, describe, and extend concrete and pictorial patterns in order to make predictions and solve problems (1)			

Question 4

Grade	5	**Subject**	Mathematics	**Question**	4
Reporting Category 2		Computations and Algebraic Relationships: The student will demonstrate an understanding of how to perform operations and represent algebraic relationships.			
Knowledge and Skill Statement 5.4		The student applies mathematical process standards to develop concepts of expressions and equations.			
Essence Statement		Models or solves problems involving whole number relationships or patterns.			
Prerequisite Skill (Old Curriculum)		identify, describe, and extend repeating and additive patterns to make predictions and solve problems (2)			

Presentation Instructions for Question 1

- – *Present* Stimulus 1.
- – *Direct* the student to the number sentence. *Communicate:* **This is the number sentence 8 + 1 = 9. It is an addition number sentence that belongs to a fact family.**
- – *Communicate:* **Find the addition number sentence.**

Stimulus 1

$$8 + 1 = 9$$

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

Presentation Instructions for Question 2

- – *Present* Stimulus 2a and 2b.
- – *Direct* the student to Stimulus 2a. *Communicate:* **This is an addition number sentence. 8 + 1 = 9.**
- – *Direct* the student to each answer choice in Stimulus 2b. *Communicate:* **These are subtraction number sentences. 8 − 1 = 7; 9 − 1 = 8.**
- – *Communicate:* **Find the subtraction number sentence that has the same numbers as the addition number sentence.**

Stimulus 2a

$$8 + 1 = 9$$

Stimulus 2b

$$8 - 1 = 7$$

* $$9 - 1 = 8$$

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "9 − 1 = 8,"	➡	mark **A** for question 2 and move to question 3.
If the student does not find "9 − 1 = 8,"	➡	• model the desired student action by finding "9 − 1 = 8" and *communicate* **"9 − 1 = 8 has the same numbers as 8 + 1 = 9"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds "9 − 1 = 8,"	➡	mark **B** for question 2 and move to question 3.
After teacher modeling, if the student does not find "9 − 1 = 8,"	➡	mark **C** for question 2 and move to question 3.

Presentation Instructions for Question 3

- – *Present* Stimulus 3.
- – *Direct* the student to each answer choice. *Communicate* the number sentences in each answer choice.
- – *Communicate:* **Find the pair of number sentences that are in the same fact family.**

Stimulus 3

6 – 5 = 1 and 15 + 1 = 16	* 6 – 5 = 1 and 5 + 1 = 6	5 – 1 = 4 and 5 + 1 = 6

Scoring Instructions

Student Action		Test Administrator Action
If the student finds "6 – 5 = 1" and "5 + 1 = 6,"	➡	mark **A** for question 3 and move to question 4.
If the student does not find "6 – 5 = 1" and "5 + 1 = 6,"	➡	provide **one** of these allowable teacher assists to the student: • Have the student identify what makes a fact family. **OR** • Have the student match the numbers within each answer choice. **OR** • Highlight matching numbers with the same color. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "6 – 5 = 1" and "5 + 1 = 6,"	➡	mark **B** for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find "6 – 5 = 1" and "5 + 1 = 6,"	➡	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:* **These number sentences are in the same fact family.**
- – *Direct* the student to the empty box. *Communicate:* **One number sentence is missing.**
- – *Direct* the student to each answer choice in Stimulus 4b.
- – *Communicate:* **Find the number sentence that is missing from the fact family.**

Stimulus 4a

$$2 + 5 = 7$$

$$5 + 2 = 7$$

$$7 - 2 = 5$$

Stimulus 4b

| $7 + 5 = 12$ | $5 - 2 = 3$ | * $7 - 5 = 2$ |

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "7 – 5 = 2,"	➡	mark **A** for question 4.
If the student does not find "7 – 5 = 2,"	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "7 – 5 = 2,"	➡	mark **B** for question 4.
After the teacher repeats the instructions, if the student does not find "7 – 5 = 2,"	➡	mark **C** for question 4.