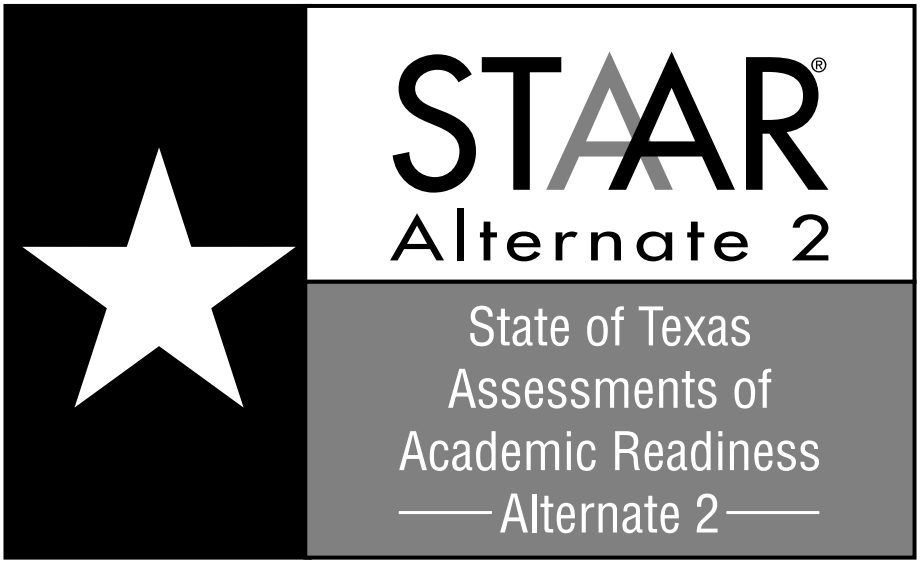


TEST ADMINISTRATOR MANUAL

GRADE 3 Mathematics STAAR Alternate 2

Administered April 2019

RELEASED

Texas Essential Knowledge and Skills (TEKS) Curriculum Assessed

Grade 3 Mathematics	Cluster 1
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 3.2	The student applies mathematical process standards to represent and compare whole numbers and understand relationships related to place value.
Essence Statement	Uses whole number relationships to demonstrate an understanding of place value.
Item 1 Prerequisite Skill	Recognize instantly the quantity of a small group of objects in organized and random arrangements (K)
Item 2 Prerequisite Skill	Recognize instantly the quantity of a small group of objects in organized and random arrangements (K)
Item 3 Prerequisite Skill	Recognize instantly the quantity of structured arrangements (1)
Item 4 Prerequisite Skill	Skip count by twos, fives, and tens to determine the total number of objects up to 120 in a set (1)

Grade 3 Mathematics	Cluster 2
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 3.6	The student applies mathematical process standards to analyze attributes of two-dimensional geometric figures to develop generalizations about their properties.
Essence Statement	Identifies geometric figures using attributes.
Item 5 Prerequisite Skill	Slide, flip, and turn shapes to demonstrate that the shapes remain the same (PK)
Item 6 Prerequisite Skill	Slide, flip, and turn shapes to demonstrate that the shapes remain the same (PK)
Item 7 Prerequisite Skill	Classify and sort a variety of regular and irregular two- and three-dimensional figures regardless of orientation or size (K)
Item 8 Prerequisite Skill	Classify and sort regular and irregular two-dimensional shapes based on attributes using informal geometric language (1)

Grade 3 Mathematics	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 3.5	The student applies mathematical process standards to analyze and create patterns and relationships.
Essence Statement	Models or solves problems involving whole number relationships.
Item 9 Prerequisite Skill	Solve word problems using objects and drawings to find sums up to 10 and differences within 10 (K)
Item 10 Prerequisite Skill	Model the action of joining to represent addition and the action of separating to represent subtraction (K)
Item 11 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)
Item 12 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)

Grade 3 Mathematics	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 3.9	The student applies mathematical process standards to manage one’s financial resources effectively for lifetime financial security.
Essence Statement	Recognizes how money can be earned, spent, and saved.
Item 13 Prerequisite Skill	Distinguish between wants and needs and identify income as a source to meet one's wants and needs (K)
Item 14 Prerequisite Skill	Distinguish between wants and needs and identify income as a source to meet one's wants and needs (K)
Item 15 Prerequisite Skill	Distinguish between spending and saving (1)
Item 16 Prerequisite Skill	Distinguish between spending and saving (1)

Grade 3 Mathematics	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 3.7	The student applies mathematical process standards to select appropriate units, strategies, and tools to solve problems involving customary and metric measurement.
Essence Statement	Solves problems involving perimeter, time, liquid volume (capacity), or weight.
Item 17 Prerequisite Skill	Recognize how much can be placed within an object (PK)
Item 18 Prerequisite Skill	Recognize how much can be placed within an object (PK)
Item 19 Prerequisite Skill	Compare two objects with a common measurable attribute to see which object has more of/less of the attribute and describe the difference (K)
Item 20 Prerequisite Skill	Compare two objects with a common measurable attribute to see which object has more of/less of the attribute and describe the difference (K)

Additional resources for STAAR Alternate 2, including the STAAR Alternate 2 Test Administrator Manual and the STAAR Alternate 2 Educator Guide, are available online: http://tea.texas.gov/student.assessment/special-ed/staaralt/

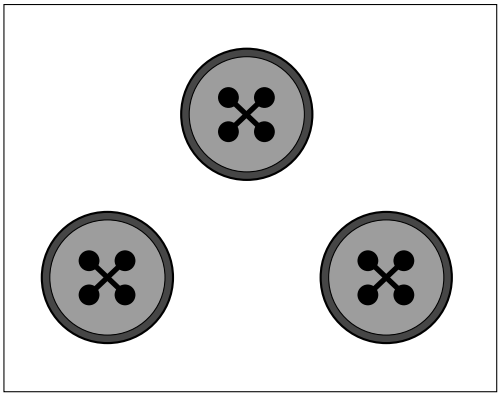
MATHEMATICS

Presentation Instructions for Question 1

- *Present* Stimulus 1.
- *Direct* the student to each button in Stimulus 1. *Communicate:* **This is a group of three buttons. One, two, three.**
- *Communicate:* **Find the group of three buttons.**

Stimulus 1

*

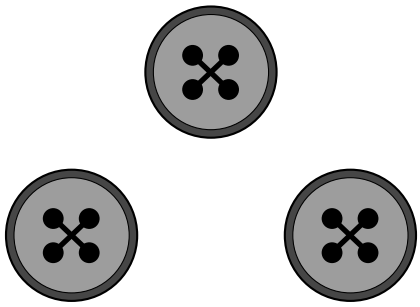


Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the buttons,	➨	mark **A** for question 1 and move to question 2.
If the student does not find the buttons,	➨	• remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds the buttons,	➨	mark **B** for question 1 and move to question 2.
After the five-second wait time, if the student does not find the buttons,	➨	mark **C** for question 1 and move to question 2.

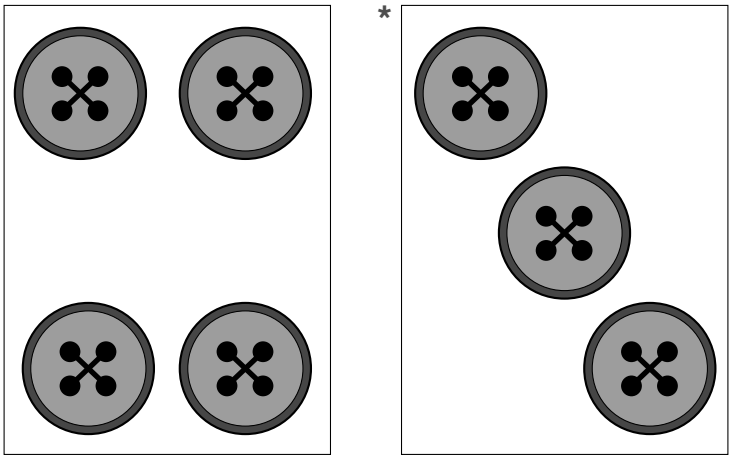
Presentation Instructions for Question 2

- *Present* Stimulus 2a and 2b.
- *Direct* the student to Stimulus 2a. *Communicate:* **This is a group of three buttons.**
- *Direct* the student to each answer choice in Stimulus 2b. *Communicate:* **Here are more groups of buttons.**
- *Communicate:* **Find the group of three buttons.**

Stimulus 2a



Stimulus 2b



Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the group of three buttons in Stimulus 2b,	➨	mark **A** for question 2 and move to question 3.
If the student does not find the group of three buttons in Stimulus 2b,	➨	• model the desired student action by finding the group of three buttons in Stimulus 2b and *communicate* **"This is the group of three buttons"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the group of three buttons in Stimulus 2b,	➨	mark **B** for question 2 and move to question 3.
After teacher modeling, if the student does not find the group of three buttons 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 the shirts and sleeves in Stimulus 3a. *Communicate:* **At a store, a student was looking at shirts with long sleeves and buttons. The sleeves on the shirts are in groups of two.**
- *Direct* the student to each answer choice in Stimulus 3b.
- *Communicate:* **Find how many sleeves are on the shirts altogether.**

Stimulus 3a

Stimulus 3b

* 6 | 2 | 5

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "6" in Stimulus 3b,	➨	mark **A** for question 3 and move to question 4.
If the student does not find "6" in Stimulus 3b,	➨	provide ***one*** of these allowable teacher assists to the student: • Have the student point to or mark off each sleeve as it is counted. **OR** • Circle each pair of sleeves. **OR** • Allow the student to use math manipulatives to model the sets of sleeves. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "6" in Stimulus 3b,	➨	mark **B** for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find "6" in Stimulus 3b,	➨	mark **C** for question 3 and move to question 4.

Presentation Instructions for Question 4

- *Present* Stimulus 4.
- *Communicate:* **A student counted sleeves in groups of two.**
- *Direct* the student to each answer choice in Stimulus 4. *Communicate* the numbers in each answer choice.
- *Communicate:* **Find the list of numbers that shows counting by two.**

Stimulus 4

2, 3, 4, 5, 6

2, 4, 5, 6, 7

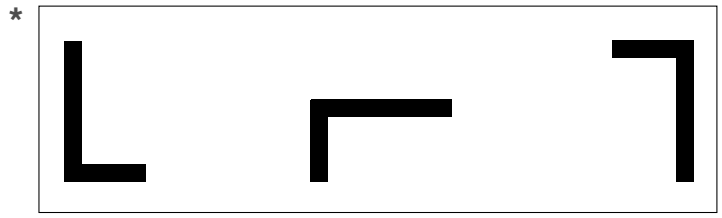
* 2, 4, 6, 8, 10

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "2, 4, 6, 8, 10,"	➨	mark **A** for question 4 and move to question 5.
If the student does not find "2, 4, 6, 8, 10,"	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "2, 4, 6, 8, 10,"	➨	mark **B** for question 4 and move to question 5.
After the teacher repeats the instructions, if the student does not find "2, 4, 6, 8, 10,"	➨	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:* **Here is the letter *L*. Each time the letter is turned, it is still the same shape.**
- *Communicate:* **Find the letters that are the same shape.**

Stimulus 5



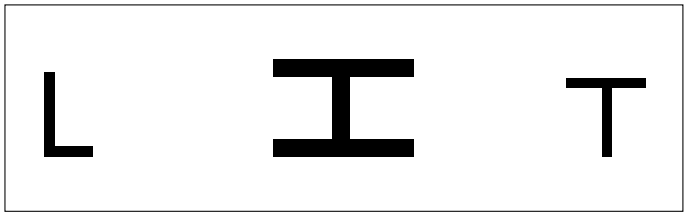
Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the *L* letters,	➨	mark **A** for question 5 and move to question 6.
If the student does not find the *L* letters,	➨	• remove the stimulus; • wait at least five seconds; and • replicate the initial presentation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

Presentation Instructions for Question 6

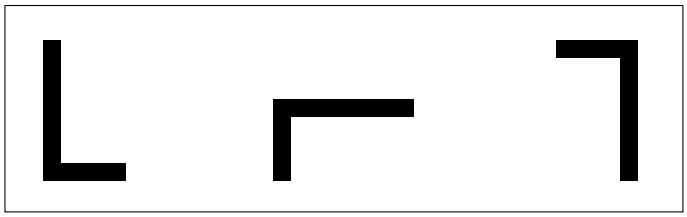
- *Present* Stimulus 6a and 6b.
- *Direct* the student to Stimulus 6a. *Communicate:* **Here is a letter that is being turned. Each time the letter is turned, it is still the same shape.**
- *Direct* the student to each answer choice in Stimulus 6b.
- *Communicate:* **Find another set of letters that is the same shape.**

Stimulus 6a

Stimulus 6b



*

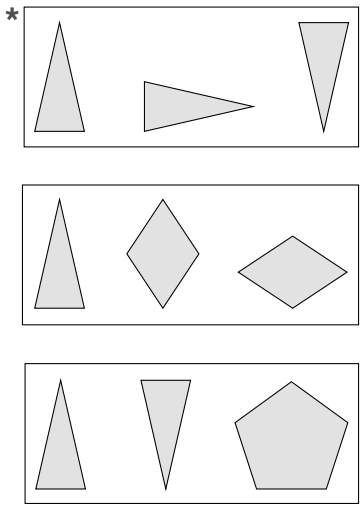


Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the *L* letters in Stimulus 6b,	➨	mark **A** for question 6 and move to question 7.
If the student does not find the *L* letters in Stimulus 6b,	➨	• model the desired student action by finding the *L* letters in Stimulus 6b and *communicate* **"This set of letters is the same shape"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the *L* letters in Stimulus 6b,	➨	mark **B** for question 6 and move to question 7.
After teacher modeling, if the student does not find the *L* letters in Stimulus 6b,	➨	mark **C** for question 6 and move to question 7.

Presentation Instructions for Question 7

- *Present* Stimulus 7.
- *Direct* the student to each answer choice in Stimulus 7. *Communicate:* **Here are some sets of shapes.**
- *Communicate:* **Find the set where each shape has three sides.**

Stimulus 7

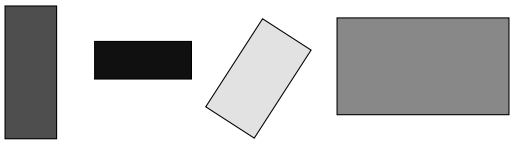


Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the set of three identical triangles,	➨	mark **A** for question 7 and move to question 8.
If the student does not find the set of three identical triangles,	➨	provide ***one*** of these allowable teacher assists to the student: • Highlight or trace the sides of each shape in Stimulus 7. **OR** • Have the student tell how many sides each shape in Stimulus 7 has. **OR** • Have the student point to the sides of each shape in Stimulus 7. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the set of three identical triangles,	➨	mark **B** for question 7 and move to question 8.
After the selected teacher assistance, if the student does not find the set of three identical triangles,	➨	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:* **William has this set of shapes.**
- *Direct* the student to each answer choice in Stimulus 8b. *Communicate* each answer choice.
- *Communicate:* **Find the words that tell about William's shapes.**

Stimulus 8a



Stimulus 8b

Each shape has 4 short sides and 2 long sides.

* Each shape has 2 short sides and 2 long sides.

Each shape has 4 short sides and 4 long sides.

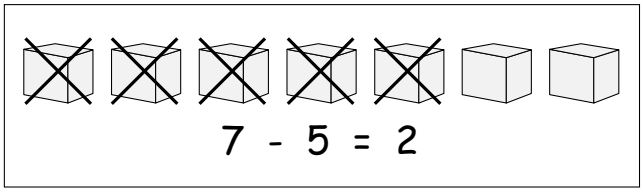
Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "Each shape has 2 short sides and 2 long sides" in Stimulus 8b,	➨	mark **A** for question 8 and move to question 9.
If the student does not find "Each shape has 2 short sides and 2 long sides" in Stimulus 8b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "Each shape has 2 short sides and 2 long sides" 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 "Each shape has 2 short sides and 2 long sides" in Stimulus 8b,	➨	mark **C** for question 8 and move to question 9.

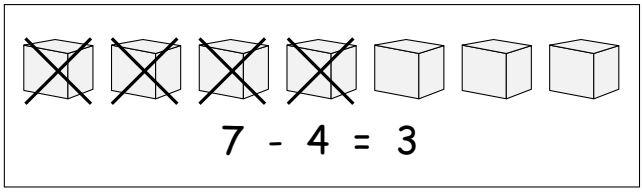
Presentation Instructions for Question 9

- *Present* Stimulus 9.
- *Direct* the student to the blocks on the top. *Communicate:* **This subtraction model shows that seven blocks minus five blocks equals two blocks.**
- *Direct* the student to the blocks on the bottom. *Communicate:* **This subtraction model shows that seven blocks minus four blocks equals three blocks.**
- *Communicate:* **Find the model that shows that seven minus five equals two.**

Stimulus 9

*



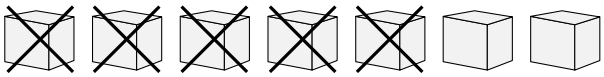


Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the model that shows 7 – 5 = 2,	➨	mark **A** for question 9 and move to question 10.
If the student does not find the model that shows 7 – 5 = 2,	➨	• remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds the model that shows 7 – 5 = 2,	➨	mark **B** for question 9 and move to question 10.
After the five-second wait time, if the student does not find the model that shows 7 – 5 = 2,	➨	mark **C** for question 9 and move to question 10.

Presentation Instructions for Question 10

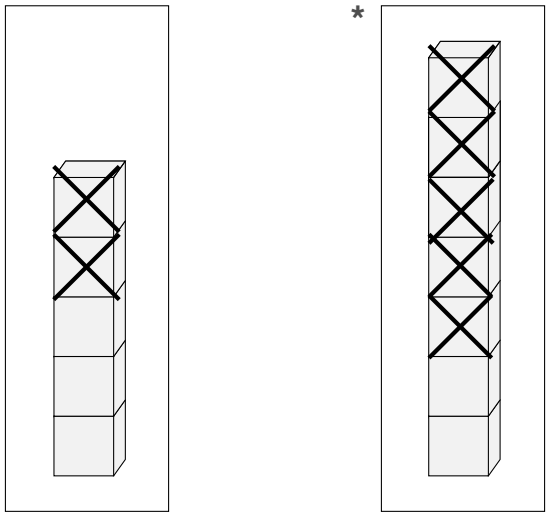
- *Present* Stimulus 10a and 10b.
- *Direct* the student to Stimulus 10a. *Communicate:* **This subtraction model shows that seven blocks minus five blocks equals two blocks.**
- *Direct* the student to each answer choice in Stimulus 10b.
- *Communicate:* **Find another model that shows that seven minus five equals two.**

Stimulus 10a



7 - 5 = 2

Stimulus 10b



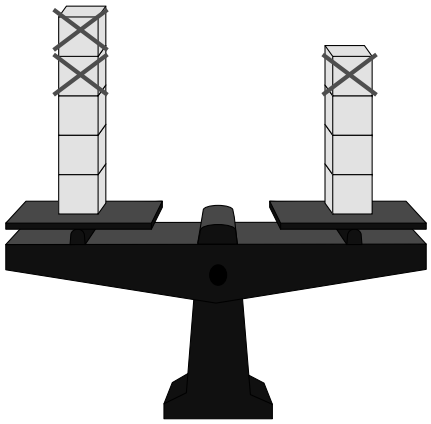
Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the model that shows seven blocks with five crossed out in Stimulus 10b,	➨	mark **A** for question 10 and move to question 11.
If the student does not find the model that shows seven blocks with five crossed out in Stimulus 10b,	➨	• model the desired student action by finding the model that shows seven blocks with five crossed out in Stimulus 10b and *communicate* **"This model shows that seven minus five equals two blocks"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the model that shows seven blocks with five crossed out in Stimulus 10b,	➨	mark **B** for question 10 and move to question 11.
After teacher modeling, if the student does not find the model that shows seven blocks with five crossed out 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 the model in Stimulus 11a. *Communicate:* **This scale shows that five blocks with two taken away is equal to four blocks with one taken away.**
- *Direct* the student to the model in Stimulus 11a. *Communicate:* **There are the same number of blocks left on each side of the equal sign.**
- *Direct* the student to each answer choice in Stimulus 11b.
- *Communicate:* **Find the number of blocks left on each side of the equal sign.**

Stimulus 11a

5 - 2 = 4 - 1



Stimulus 11b

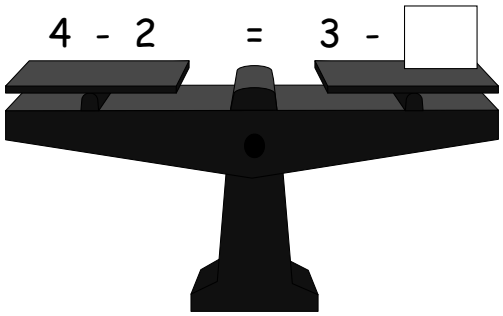
9	* 3	5

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "3" in Stimulus 11b,	➨	mark **A** for question 11 and move to question 12.
If the student does not find "3" in Stimulus 11b,	➨	provide ***one*** of these allowable teacher assists to the student: • Have the student replicate the scenario using manipulatives. **OR** • Highlight the blocks left on each side of the equal sign. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "3" in Stimulus 11b,	➨	mark **B** for question 11 and move to question 12.
After the selected teacher assistance, if the student does not find "3" 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 subtraction number sentence has a missing number. Four minus two equals three minus a missing number.**
- *Direct* the student to each answer choice in Stimulus 12b.
- *Communicate:* **Find the missing number.**

Stimulus 12a



Stimulus 12b

3 6 * 1

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "1" in Stimulus 12b,	➨	mark **A** for question 12 and move to question 13.
If the student does not find "1" in Stimulus 12b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "1" 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 "1" in Stimulus 12b,	➨	mark **C** for question 12 and move to question 13.

Presentation Instructions for Question 13

- *Present* Stimulus 13.
- *Communicate:* **People spend money on things that they want and things that they need.**
- *Direct* the student to Stimulus 13. *Communicate:* **People want things that are fun, like a skateboard and a scooter. People need things to protect themselves, like sunscreen and a helmet.**
- *Communicate:* **Find the things that people want and need.**

Stimulus 13

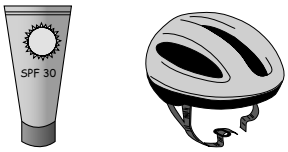
*

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the things that people want and need,	➨	mark **A** for question 13 and move to question 14.
If the student does not find the things that people want and need,	➨	• 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 things that people want and need,	➨	mark **B** for question 13 and move to question 14.
After the five-second wait time, if the student does not find the things that people want and need,	➨	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:* **People spend money on things that they need to protect themselves, like sunscreen and a helmet.**
- *Direct* the student to each answer choice in Stimulus 14b.
- *Communicate:* **Find the things that people need to protect themselves.**

Stimulus 14a



Stimulus 14b

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the helmet and sunscreen in Stimulus 14b,	➨	mark **A** for question 14 and move to question 15.
If the student does not find the helmet and sunscreen in Stimulus 14b,	➨	• model the desired student action by finding the helmet and sunscreen in Stimulus 14b and *communicate* **"These are the things that people need to protect themselves"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the helmet and sunscreen in Stimulus 14b,	➨	mark **B** for question 14 and move to question 15.
After teacher modeling, if the student does not find the helmet and sunscreen 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 boy needs to wear sunscreen while he rides his scooter outside on a sunny day. This sunscreen costs three dollars. The boy will use his money to buy the sunscreen.**
- *Direct* the student to each answer choice in Stimulus 15b. *Communicate* each answer choice.
- *Communicate:* **Find what the boy needs to do with his money so he can buy the sunscreen.**

Stimulus 15a

$3

Stimulus 15b

spend $1

* spend $3

save $3

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "spend $3" in Stimulus 15b,	➨	mark **A** for question 15 and move to question 16.
If the student does not find "spend $3" in Stimulus 15b,	➨	provide ***one*** of these allowable teacher assists to the student: • Highlight "$3" in Stimulus 15a. **OR** • Have the student explain the difference between spending money and saving money. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "spend $3" in Stimulus 15b,	➨	mark **B** for question 15 and move to question 16.
After the selected teacher assistance, if the student does not find "spend $3" 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 each part of Stimulus 16a. *Communicate:* **A helmet costs five dollars. A boy has three dollars. He needs to buy a helmet because he knows a helmet will protect him when he rides his scooter.**
- *Direct* the student to the stem and each answer choice in Stimulus 16b. *Communicate* the stem and each answer choice.
- *Communicate:* **Find what the boy needs to do so he can buy the helmet.**

Stimulus 16a

$5

Stimulus 16b

The boy needs to —

* save $2 more for the helmet

save $8 more for the helmet

save $1 more for the helmet

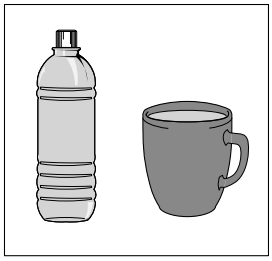
Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “save $2 more for the helmet” in Stimulus 16b,	➨	mark **A** for question 16 and move to question 17.
If the student does not find “save $2 more for the helmet” in Stimulus 16b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “save $2 more for the helmet” 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 “save $2 more for the helmet” in Stimulus 16b,	➨	mark **C** for question 16 and move to question 17.

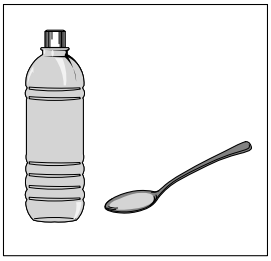
Presentation Instructions for Question 17

- *Present* Stimulus 17.
- *Direct* the student to the answer choice on the left. *Communicate:* **This is a bottle of water and a mug. The mug can hold all the water from the bottle.**
- *Direct* the student to the answer choice on the right. *Communicate:* **This is a bottle of water and a spoon. The spoon cannot hold all the water from the bottle.**
- *Communicate:* **Find the container that can hold all the water from the bottle.**

Stimulus 17

*



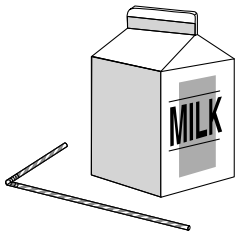


Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the bottle of water and the mug,	➨	mark **A** for question 17 and move to question 18.
If the student does not find the bottle of water and the mug,	➨	• remove the stimulus; • wait at least five seconds; and • replicate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

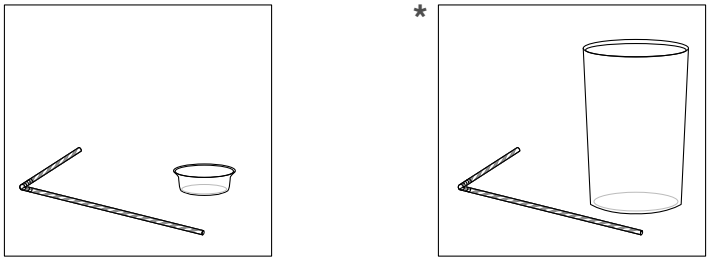
Presentation Instructions for Question 18

- *Present* Stimulus 18a and 18b.
- *Direct* the student to Stimulus 18a. *Communicate:* **This is a carton of milk and a straw from the school cafeteria. A student will pour the milk into a container.**
- *Direct* the student to each answer choice in Stimulus 18b. *Communicate:* **Here are two containers.**
- *Communicate:* **Find the container that can hold all the milk from the carton.**

Stimulus 18a



Stimulus 18b

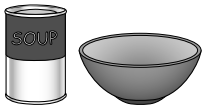


Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the larger container in Stimulus 18b,	➨	mark **A** for question 18 and move to question 19.
If the student does not find the larger container in Stimulus 18b,	➨	• model the desired student action by finding the larger container in Stimulus 18b and *communicate* **"This container can hold all the milk from the carton"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the larger container in Stimulus 18b,	➨	mark **B** for question 18 and move to question 19.
After teacher modeling, if the student does not find the larger container in Stimulus 18b,	➨	mark **C** for question 18 and move to question 19.

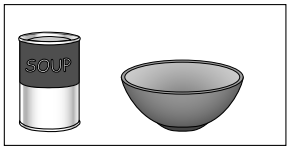
Presentation Instructions for Question 19

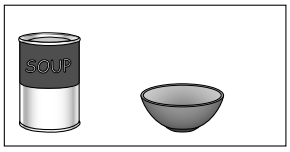
- *Present* Stimulus 19a and 19b.
- *Direct* the student to Stimulus 19a. *Communicate:* **Stella has an empty bowl. Stella's father will pour the soup in her bowl.**
- *Direct* the student to each answer choice in Stimulus 19b. *Communicate:* **Here are bowls of different sizes.**
- *Communicate:* **Find the bowl that can hold more soup than Stella's bowl.**

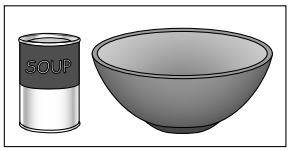
Stimulus 19a



Stimulus 19b





* 

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the largest bowl in Stimulus 19b,	➨	mark **A** for question 19 and move to question 20.
If the student does not find the largest bowl in Stimulus 19b,	➨	provide ***one*** of these allowable teacher assists to the student: • Highlight or trace the outline of each bowl in Stimulus 19a and 19b. **OR** • Have the student describe what "hold more" means. **OR** • Use real objects to represent the bowls. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the largest bowl in Stimulus 19b,	➨	mark **B** for question 19 and move to question 20.
After the selected teacher assistance, if the student does not find the largest bowl in Stimulus 19b,	➨	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:* **Stella will use this bowl and spoon to eat soup.**
- *Direct* the student to each answer choice in Stimulus 20b. *Communicate* each answer choice.
- *Communicate:* **Find the words that tell how much soup the bowl and the spoon will hold.**

Stimulus 20a

Stimulus 20b

* The bowl will hold more soup than the spoon.

The bowl will hold the same amount of soup as the spoon.

The spoon will hold more soup than the bowl.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "The bowl will hold more soup than the spoon" in Stimulus 20b,	➡	mark **A** for question 20.
If the student does not find "The bowl will hold more soup than the spoon" in Stimulus 20b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "The bowl will hold more soup than the spoon" in Stimulus 20b,	➡	mark **B** for question 20.
After the teacher repeats the instructions, if the student does not find "The bowl will hold more soup than the spoon" in Stimulus 20b,	➡	mark **C** for question 20.

TEST ADMINISTRATOR MANUAL

STAAR ALTERNATE 2
GRADE 3
Mathematics
April 2019

1118799 1 2 3 4 5 A B C D E Printed in the USA ISD21060