STAAR®
Alternate 2

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

TEST ADMINISTRATOR MANUAL

GRADE 6
Mathematics
STAAR Alternate 2

Administered April 2019

RELEASED

Texas Essential Knowledge and Skills (TEKS) Curriculum Assessed

Grade 6 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 6.7	The student applies mathematical process standards to develop concepts of expressions and equations.	
Essence Statement	Determines equivalent expressions and equations.	
Item 1 Prerequisite Skill	Use objects, pictures, and expanded and standard forms to represent numbers up to 120 (1)	
Item 2 Prerequisite Skill	Use objects, pictures, and expanded and standard forms to represent numbers up to 120 (1)	
Item 3 Prerequisite Skill	Use concrete and pictorial models to compose and decompose numbers up to 1,200 in more than one way as a sum of so many thousands, hundreds, tens, and ones (2)	
Item 4 Prerequisite Skill	Compose and decompose numbers up to 100,000 as a sum of so many ten thousands, so many thousands, so many hundreds, so many tens, and so many ones using objects, pictorial models, and numbers, including expanded notation as appropriate (3)	

Grade 6 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 6.4	The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations.	
Essence Statement	Uses conversions within a measurement system to solve problems.	
Item 5 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 6 Prerequisite Skill	Measure the same object/distance with units of two different lengths and describe how and why the measurements differ (1)	
Item 7 Prerequisite Skill	Determine the length of an object to the nearest marked unit using rulers, yardsticks, meter sticks, or measuring tapes (2)	
Item 8 Prerequisite Skill	Convert measurements within the same measurement system, customary or metric, from a smaller unit into a larger unit or a larger unit into a smaller unit when given other equivalent measures represented in a table (4)	

Grade 6 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 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)	

Grade 6 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 6.13	The student applies mathematical process standards to use numerical or graphical representations to solve problems.	
Essence Statement	Interprets graphical representations of data.	
Item 13 Prerequisite Skill	Draw conclusions and generate and answer questions using information from picture and bar-type graphs (1)	
Item 14 Prerequisite Skill	Draw conclusions and make predictions from information in a graph (2)	
Item 15 Prerequisite Skill	Write and solve one-step word problems involving addition or subtraction using data represented within pictographs and bar graphs with intervals of one (2)	
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)	

Grade 6 Mathematics		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 6.3	The student applies mathematical process standards to represent addition, subtraction, multiplication, and division while solving problems and justifying solutions.	
Essence Statement	Finds solutions to addition, subtraction, multiplication, or division problems.	
Item 17 Prerequisite Skill	Explain strategies used to solve addition and subtraction problems up to 20 using spoken words, objects, pictorial models, and number sentences (1)	
Item 18 Prerequisite Skill	Model, create, and describe contextual multiplication situations in which equivalent sets of concrete objects are joined (2)	
Item 19 Prerequisite Skill	Recall facts to multiply up to 10 by 10 with automaticity and recall the corresponding division facts (3)	
Item 20 Prerequisite Skill	Recall facts to multiply up to 10 by 10 with automaticity and recall the corresponding division facts (3)	

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 Stimulus 1. *Communicate:* **This is a number sentence. It shows the expanded form of one hundred seventeen. One hundred seventeen can be written as 100 plus 10 plus 7.**
- *Communicate:* **Find the number sentence that shows the expanded form of one hundred seventeen.**

Stimulus 1

* $117 = 100 + 10 + 7$

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 number sentence shows the expanded form of one hundred seventeen. One hundred seventeen can be written as 100 plus 10 plus 7.**
- *Direct* the student to each answer choice in Stimulus 2b.
- *Communicate:* **Find the number sentence that shows the expanded form of one hundred nineteen.**

Stimulus 2a

$$117 = 100 + 10 + 7$$

Stimulus 2b

*$$119 = 100 + 10 + 9$$

$$119 = 1 + 1 + 9$$

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "119 = 100 + 10 + 9" in Stimulus 2b,	➡	mark **A** for question 2 and move to question 3.
If the student does not find "119 = 100 + 10 + 9" in Stimulus 2b,	➡	• model the desired student action by finding "119 = 100 + 10 + 9" in Stimulus 2b and *communicate* **"This is the number sentence that shows the expanded form of one hundred nineteen"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds "119 = 100 + 10 + 9" in Stimulus 2b,	➡	mark **B** for question 2 and move to question 3.
After teacher modeling, if the student does not find "119 = 100 + 10 + 9" 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 column in Stimulus 3a. *Communicate:* **These place value blocks represent a number. Here are the hundreds, tens, and ones.**
- *Direct* the student to each answer choice in Stimulus 3b.
- *Communicate:* **Find the number represented by the place value blocks.**

Stimulus 3a

Hundreds	Tens	Ones
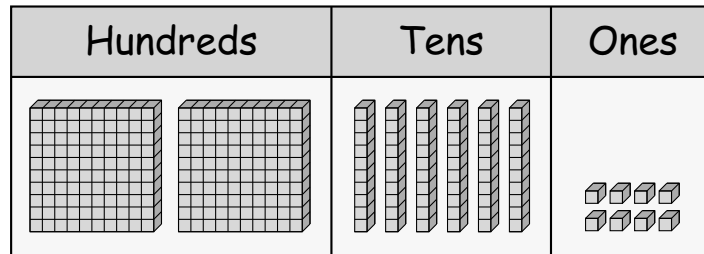
Stimulus 3b

200	* 268	208

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "268" in Stimulus 3b,	➡	mark **A** for question 3 and move to question 4.
If the student does not find "268" in Stimulus 3b,	➡	provide ***one*** of these allowable teacher assists to the student: • Allow the student to use place value blocks to represent the number in Stimulus 3a. **OR** • Record the number of blocks in each column of Stimulus 3a after the student identifies the number. **OR** • Have the student identify the ones place in each answer choice. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "268" in Stimulus 3b,	➡	mark **B** for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find "268" 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:* **These place value blocks represent a number. Here are the thousands, hundreds, tens, and ones.**
- *Direct* the student to each answer choice in Stimulus 4b.
- *Communicate:* **Find the number represented by the place value blocks.**

Stimulus 4a

Thousands	Hundreds	Tens	Ones
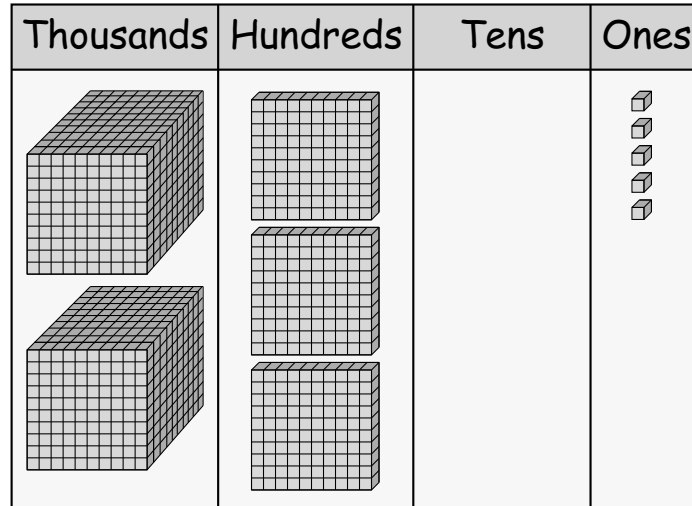
Stimulus 4b

235	2,300	* 2,305

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "2,305" in Stimulus 4b,	➡	mark **A** for question 4 and move to question 5.
If the student does not find "2,305" in Stimulus 4b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "2,305" 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 "2,305" in Stimulus 4b,	➡	mark **C** for question 4 and move to question 5.

Presentation Instructions for Question 5

- *Present* Stimulus 5. *Communicate:* **Here are two pieces of ribbon.**
- *Direct* the student to the answer choice on the top. *Communicate:* **The length of this piece of ribbon is short.**
- *Direct* the student to the answer choice on the bottom. *Communicate:* **The length of this piece of ribbon is long.**
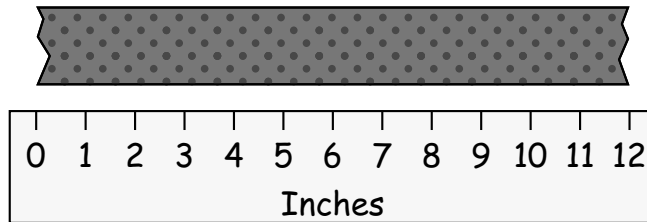- *Communicate:* **Find the piece of ribbon that is long.**

Stimulus 5

*

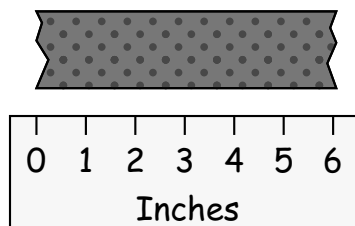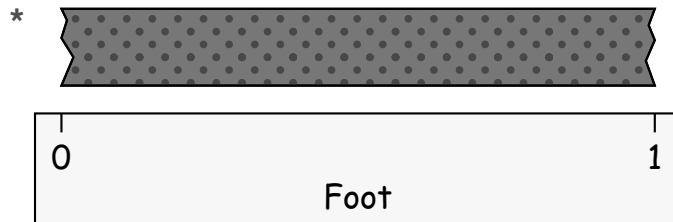| Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the longer piece of ribbon,	➡	mark **A** for question 5 and move to question 6.
If the student does not find the longer piece of ribbon,	➡	• remove the stimulus; • wait at least five seconds; and • replicate the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

Presentation Instructions for Question 6

- *Present* Stimulus 6a and 6b.
- *Direct* the student to the ribbon and the ruler in Stimulus 6a. *Communicate:* **Here is a piece of ribbon. The length of this piece of ribbon is 12 inches.**
- *Direct* the student to each answer choice in Stimulus 6b. *Communicate:* **Here are two more pieces of ribbon. The length of this piece of ribbon is 1 foot. The length of this piece of ribbon is 6 inches.**
- *Communicate:* **Find the piece of ribbon that is the same length as 12 inches.**
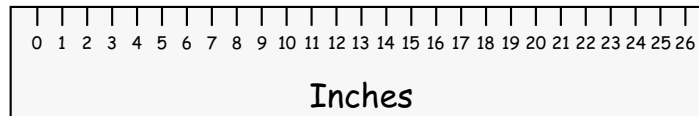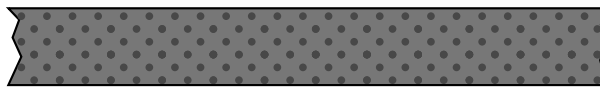

Stimulus 6a

```
0  1  2  3  4  5  6  7  8  9  10  11  12
                Inches
```

Stimulus 6b

*

```
0                                    1
                Foot
```

```
0  1  2  3  4  5  6
      Inches
```

Scoring Instructions

Student Action		Test Administrator Action
If the student finds the piece of ribbon that is 1 foot long in Stimulus 6b,	➡	mark **A** for question 6 and move to question 7.
If the student does not find the piece of ribbon that is 1 foot long in Stimulus 6b,	➡	• model the desired student action by finding the piece of ribbon that is 1 foot long in Stimulus 6b and *communicate* **"This piece of ribbon is the same length as 12 inches"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the piece of ribbon that is 1 foot long in Stimulus 6b,	➡	mark **B** for question 6 and move to question 7.
After teacher modeling, if the student does not find the piece of ribbon that is 1 foot long in Stimulus 6b,	➡	mark **C** for question 6 and move to question 7.

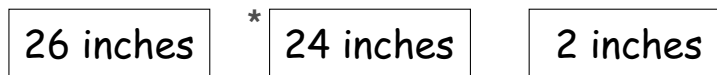# Presentation Instructions for Question 7

- *Present* Stimulus 7a and 7b.
- *Direct* the student to "Ribbon = 2 feet" in Stimulus 7a. *Communicate:* **The length of this piece of ribbon is 2 feet.**
- *Direct* the student to the ruler in Stimulus 7a without indicating the length of the ribbon. *Communicate:* **The ruler shows how many inches long the ribbon is.**
- *Direct* the student to each answer choice in Stimulus 7b. *Communicate* each answer choice.
- *Communicate:* **Find how many inches of ribbon equals 2 feet.**

Stimulus 7a

Ribbon = 2 feet

| | | | | | | | | | | | | | | | | | | | | | | | | | | |
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26

Inches

Stimulus 7b

| 26 inches | * 24 inches | 2 inches |

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "24 inches" in Stimulus 7b,	➡	mark **A** for question 7 and move to question 8.
If the student does not find "24 inches" in Stimulus 7b,	➡	provide **one** of these allowable teacher assists to the student: • Highlight all the numbers on the ruler. **OR** • Have the student locate the numbers on the ruler that correspond to the answer choices. **OR** • Highlight the numbers from Stimulus 7b on the ruler. **OR** • Demonstrate the scenario in Stimulus 7a with real objects. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "24 inches" in Stimulus 7b,	➡	mark **B** for question 7 and move to question 8.
After the selected teacher assistance, if the student does not find "24 inches" 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:* **The table shows the number of inches in 1, 2, and 3 feet.**
- *Direct* the student to each row of the table in Stimulus 8a. *Communicate:* **Twelve inches equals one foot. Twenty-four inches equals two feet. Thirty-six inches equals three feet. This row has a missing number.**
- *Direct* the student to each answer choice in Stimulus 8b.
- *Communicate:* **Find the number of inches that equals four feet.**

Stimulus 8a

Inches	Feet
12	1
24	2
36	3
	4

Stimulus 8b

37

40

*
48

Scoring Instructions

Student Action		Test Administrator Action
If the student finds "48" in Stimulus 8b,	➡	mark **A** for question 8 and move to question 9.
If the student does not find "48" in Stimulus 8b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "48" 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 "48" 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. *Communicate:* **This is an equation. Five plus a missing number equals six.**
- *Direct* the student to the bottom equation. *Communicate:* **The missing number is one. Five plus one equals six.**
- *Communicate:* **Find the equations that show that the missing number is one.**

Stimulus 9

$$5 + \boxed{} = 6$$

$$\downarrow$$

$$5 + \boxed{1} = 6$$

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,	➡	• 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 each equation in Stimulus 10a. *Communicate:* **Here are more equations. Five plus a missing number equals six. The missing number is one. Five plus one equals six.**
- *Direct* the student to each answer choice in Stimulus 10b. *Communicate:* **These equations have missing numbers.**
- *Communicate:* **Find the equation where the missing number is one.**

Stimulus 10a

$$5 + \boxed{} = 6$$

$$5 + \boxed{1} = 6$$

Stimulus 10b

* $$\boxed{5 + \boxed{} = 6}$$

$$\boxed{1 + \boxed{} = 6}$$

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "5 + □ = 6" in Stimulus 10b,	➡	mark **A** for question 10 and move to question 11.
If the student does not find "5 + □ = 6" in Stimulus 10b,	➡	• model the desired student action by finding "5 + □ = 6" in Stimulus 10b and *communicate* **"This is the equation where the missing number is one"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds "5 + □ = 6" in Stimulus 10b,	➡	mark **B** for question 10 and move to question 11.
After teacher modeling, if the student does not find "5 + □ = 6" in Stimulus 10b,	➡	mark **C** for question 10 and move to question 11.

Presentation Instructions for Question 11

- *Present* Stimulus 11a and 11b.
- *Direct* the student to Stimulus 11a. *Communicate:* **This is a sign at a store.** *Communicate* the text in Stimulus 11a.
- *Direct* the student to each answer choice in Stimulus 11b. *Communicate:* **Here are three tables that show the number of pencils a student buys and the number of pencils he gets.**
- *Communicate:* **Find the table that shows how many pencils the student will get if he buys 12, 13, or 14 pencils.**
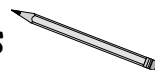

Stimulus 11a

Buy 12 or more pencils
Get 1 FREE
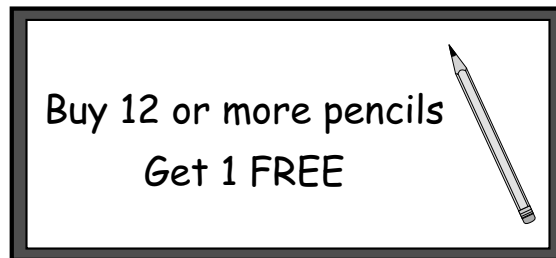
Stimulus 11b

Pencils

Buys	Gets
12	12
13	13
14	14

Pencils

Buys	Gets
12	11
13	12
14	13

Pencils

Buys	Gets
12	13
13	14
14	15

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the table with 13, 14, and 15 in the "Gets" column in Stimulus 11b,	➡	mark **A** for question 11 and move to question 12.
If the student does not find the table with 13, 14, and 15 in the "Gets" column in Stimulus 11b,	➡	provide **one** of these allowable teacher assists to the student: • Allow the student to use manipulatives to demonstrate the scenario. **OR** • Provide the equation 12 + 1 = 13 next to Stimulus 11a. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the table with 13, 14, and 15 in the "Gets" column in Stimulus 11b,	➡	mark **B** for question 11 and move to question 12.
After the selected teacher assistance, if the student does not find the table with 13, 14, and 15 in the "Gets" column in Stimulus 11b,	➡	mark **C** for question 11 and move to question 12.

Presentation Instructions for Question 12

- *Present* Stimulus 12.
- *Communicate:* **There are several bikes in the bike rack at a school. Each bike has two wheels.**
- *Direct* the student to each answer choice. *Communicate:* **These tables show information about the number of bikes and the number of wheels on those bikes.**
- *Communicate:* **Find the table that shows the correct number of wheels on 2, 5, and 8 bikes.**

Stimulus 12

* Bikes

Number of Bikes	Number of Wheels
2	4
5	10
8	16

Bikes

Number of Bikes	Number of Wheels
2	4
5	7
8	10

Bikes

| Number of Bikes	Number of Wheels
2	2
5	5
8	8

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the table with 4, 10, and 16 in the "Number of Wheels" column,	➡	mark **A** for question 12 and move to question 13.
If the student does not find the table with 4, 10, and 16 in the "Number of Wheels" column,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds the table with 4, 10, and 16 in the "Number of Wheels" column,	➡	mark **B** for question 12 and move to question 13.
After the teacher repeats the instructions, if the student does not find the table with 4, 10, and 16 in the "Number of Wheels" column,	➡	mark **C** for question 12 and move to question 13.

Presentation Instructions for Question 13

- *Present* Stimulus 13.
- *Communicate:* **Students in a school club planted a garden or planted trees.**
- *Direct* the student to each bar in the bar graph. *Communicate:* **In the bar graph, the bar for "Plant Trees" is taller than the bar for "Plant a Garden." More students planted trees than planted a garden.**
- *Communicate:* **Find the graph that shows that more students planted trees.**
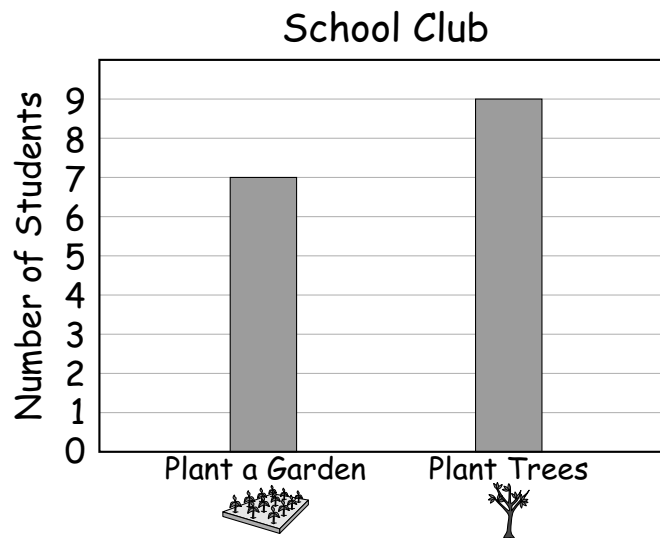

Stimulus 13
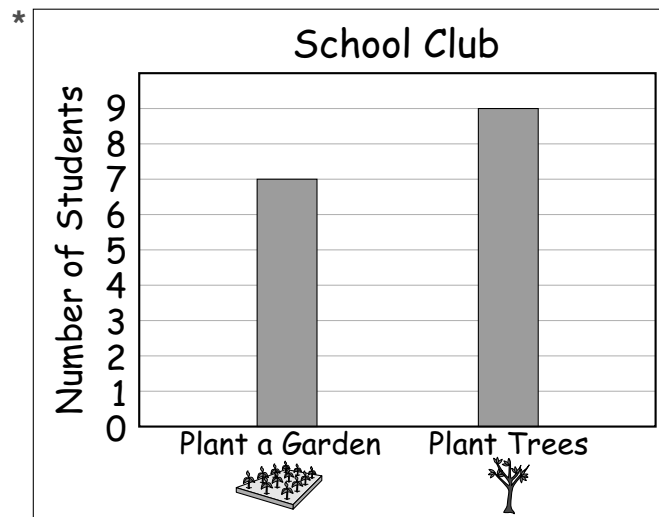
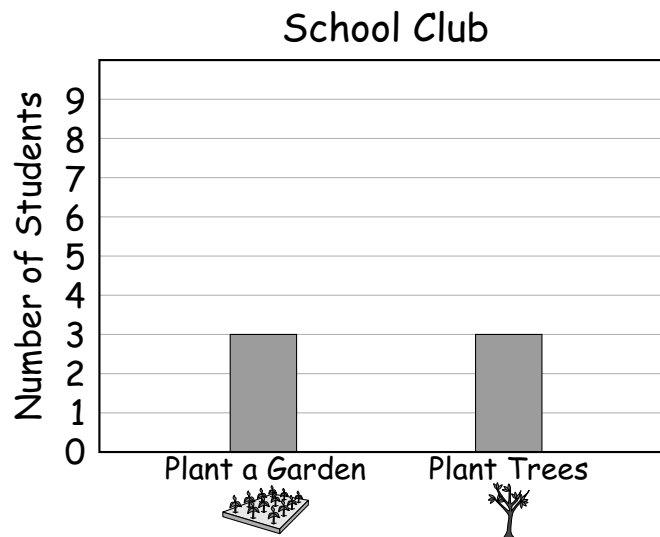| Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the graph,	➡	mark **A** for question 13 and move to question 14.
If the student does not find the graph,	➡	• remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds the graph,	➡	mark **B** for question 13 and move to question 14.
After the five-second wait time, if the student does not find the graph,	➡	mark **C** for question 13 and move to question 14.

Presentation Instructions for Question 14

- *Present* Stimulus 14a and 14b.
- *Direct* the student to each bar in Stimulus 14a. *Communicate:* **In the bar graph, the bar for "Plant Trees" is taller than the bar for "Plant a Garden." More students planted trees than planted a garden.**
- *Direct* the student to each answer choice in Stimulus 14b. *Communicate:* **These graphs show how many students planted a garden and how many students planted trees.**
- *Communicate:* **Find the graph that shows that more students planted trees than planted a garden.**

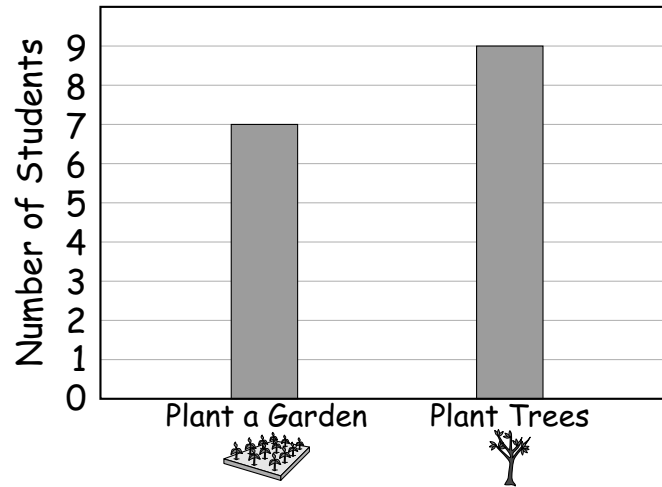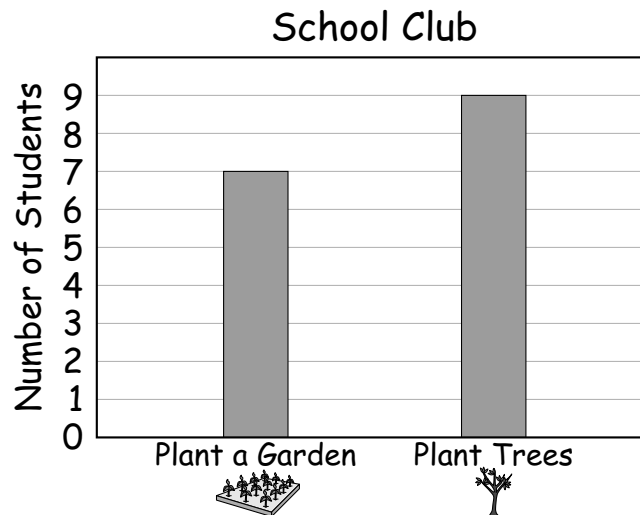**Stimulus 14a**

Stimulus 14b

*

School Club

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the graph that shows Plant a Garden: 7, Plant Trees: 9 in Stimulus 14b,	➡	mark **A** for question 14 and move to question 15.
If the student does not find the graph that shows Plant a Garden: 7, Plant Trees: 9 in Stimulus 14b,	➡	• model the desired student action by finding the graph that shows Plant a Garden: 7, Plant Trees: 9 in Stimulus 14b and *communicate* **"This graph shows that more students planted trees than planted a garden"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the graph that shows Plant a Garden: 7, Plant Trees: 9 in Stimulus 14b,	➡	mark **B** for question 14 and move to question 15.
After teacher modeling, if the student does not find the graph that shows Plant a Garden: 7, Plant Trees: 9 in Stimulus 14b,	➡	mark **C** for question 14 and move to question 15.

Presentation Instructions for Question 15

- *Present* Stimulus 15a and 15b.
- *Direct* the student to each part of the bar graph in Stimulus 15a. *Communicate:* **This bar graph shows that seven students planted a garden and nine students planted trees.**
- *Direct* the student to each answer choice in Stimulus 15b. *Communicate* each answer choice.
- *Communicate:* **Find the equation that shows how to find how many more students planted trees than planted a garden.**

Stimulus 15a

School Club

Stimulus 15b

* 9 – 7 = 2 students

7 + 9 = 16 students

9 × 7 = 63 students

Scoring Instructions

Student Action		Test Administrator Action
If the student finds "9 − 7 = 2 students" in Stimulus 15b,	➡	mark **A** for question 15 and move to question 16.
If the student does not find "9 − 7 = 2 students" in Stimulus 15b,	➡	provide **one** of these allowable teacher assists to the student: • Above the bars for "Plant a Garden" and "Plant Trees," record the number of students after the student identifies the number. **OR** • Have the student explain what "how many more" means. **OR** • Highlight the horizontal line at the top of each bar to the number it represents on the numbered axis. **OR** • Highlight the "−," "+," and "×" in Stimulus 15b. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "9 − 7 = 2 students" in Stimulus 15b,	➡	mark **B** for question 15 and move to question 16.
After the selected teacher assistance, if the student does not find "9 − 7 = 2 students" 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 the bar graph in Stimulus 16a. *Communicate:* **Students planted rows of carrots, lettuce, and broccoli in a garden. The bar graph shows how many rows of each vegetable they planted.**
- *Communicate* the text in the bar graph.
- *Direct* the student to each answer choice in Stimulus 16b. *Communicate* each answer choice.
- *Communicate:* **Find the total number of rows planted with carrots and broccoli.**

Stimulus 16a

Vegetables in Garden
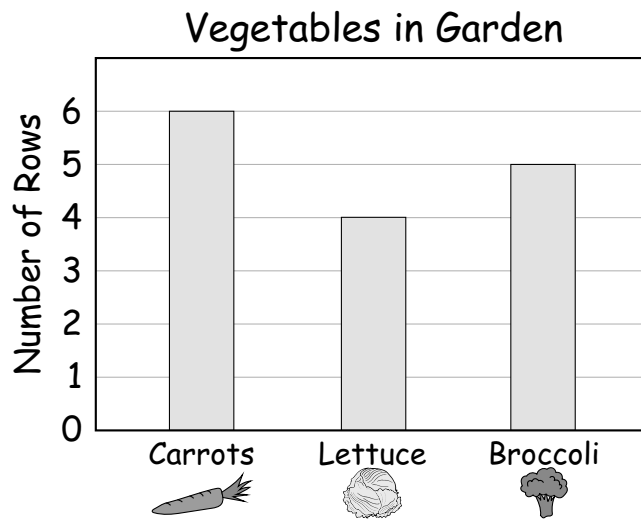
Stimulus 16b

| 6 rows | 10 rows | * 11 rows |

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "11 rows" in Stimulus 16b,	➡	mark **A** for question 16 and move to question 17.
If the student does not find "11 rows" in Stimulus 16b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "11 rows" 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 "11 rows" 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 each part of the number sentence. *Communicate:* **A woman bought three packages of sports drinks. There are six sports drinks in each package. This number sentence shows that 6 plus 6 plus 6 equals 18 sports drinks.**
- *Communicate:* **Find the number sentence that equals 18 sports drinks.**

Stimulus 17

$$*6 \ + \ 6 \ + \ 6 \ = 18 \text{ sports drinks}$$

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the number sentence,	➡	mark **A** for question 17 and move to question 18.
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 17 and move to question 18.
After the five-second wait time, if the student does not find the number sentence,	➡	mark **C** for question 17 and move to question 18.

Presentation Instructions for Question 18

- *Present* Stimulus 18a and 18b.
- *Direct* the student to each part of Stimulus 18a. *Communicate:* **This shows 3 packages of 6 sports drinks: 6 plus 6 plus 6 equals 18 sports drinks.**
- *Direct* the student to each answer choice in Stimulus 18b. *Communicate:* **Here are two multiplication number sentences. Six times three equals 18. Six times one equals six.**
- *Communicate:* **Find the multiplication number sentence that also equals 18.**

Stimulus 18a

$$6 \; + \; 6 \; + \; 6 \; = 18 \text{ sports drinks}$$

Stimulus 18b

*
| 6 × 3 = 18 |

| 6 × 1 = 6 |

Scoring Instructions

Student Action		Test Administrator Action
If the student finds "6 × 3 = 18" in Stimulus 18b,	➡	mark **A** for question 18 and move to question 19.
If the student does not find "6 × 3 = 18" in Stimulus 18b,	➡	• model the desired student action by finding "6 × 3 = 18" in Stimulus 18b and *communicate* **"This multiplication number sentence equals 18"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds "6 × 3 = 18" in Stimulus 18b,	➡	mark **B** for question 18 and move to question 19.
After teacher modeling, if the student does not find "6 × 3 = 18" 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:* **Here is a multiplication number sentence. The answer to seven times three is missing.**
- *Direct* the student to each answer choice in Stimulus 19b.
- *Communicate:* **Find the answer to seven times three.**

Stimulus 19a

$$7 \times 3 = \boxed{}$$

Stimulus 19b

| 4 | 73 | *21 |

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "21" in Stimulus 19b,	➡	mark **A** for question 19 and move to question 20.
If the student does not find "21" in Stimulus 19b,	➡	provide *one* of these allowable teacher assists to the student: • Allow the student to use a calculator, multiplication chart, or manipulatives. **OR** • Highlight the multiplication symbol in Stimulus 19a. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "21" in Stimulus 19b,	➡	mark **B** for question 19 and move to question 20.
After the selected teacher assistance, if the student does not find "21" 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:* **Here is part of a fact family with the numbers two, five, and ten. One of the number sentences is missing.**
- *Direct* the student to each equation in Stimulus 20a. *Communicate:* **Two times five equals ten. Ten divided by two equals five. Ten divided by five equals two.**
- *Direct* the student to each answer choice in Stimulus 20b.
- *Communicate:* **Find the missing number sentence that is part of this fact family.**

Stimulus 20a

$$2 \times 5 = 10 \qquad 10 \div 2 = 5$$

$$10 \div 5 = 2$$

Stimulus 20b

$$5 + 2 = 7$$

* $$5 \times 2 = 10$$

$$10 \times 5 = 50$$

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "$5 \times 2 = 10$" in Stimulus 20b,	➡	mark **A** for question 20.
If the student does not find "$5 \times 2 = 10$" in Stimulus 20b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "$5 \times 2 = 10$" in Stimulus 20b,	➡	mark **B** for question 20.
After the teacher repeats the instructions, if the student does not find "$5 \times 2 = 10$" in Stimulus 20b,	➡	mark **C** for question 20.

TEST ADMINISTRATOR MANUAL

STAAR ALTERNATE 2
GRADE 6
Mathematics
April 2019