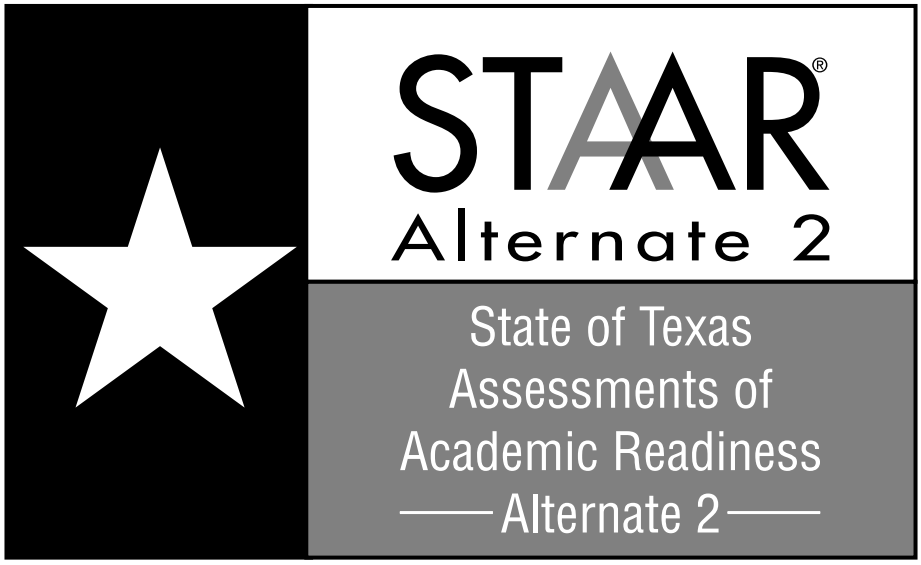


TEST ADMINISTRATOR MANUAL

GRADE 8 Mathematics STAAR Alternate 2

Administered April 2019

RELEASED

Texas Essential Knowledge and Skills (TEKS) Curriculum Assessed

Grade 8 Mathematics	Cluster 1
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 8.12	The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor.
Essence Statement	Compares the results of borrowing or investing money.
Item 1 Prerequisite Skill	Identify examples of borrowing and distinguish between responsible and irresponsible borrowing (2)
Item 2 Prerequisite Skill	Explain that credit is used when wants or needs exceed the ability to pay and that it is the borrower's responsibility to pay it back to the lender, usually with interest (3)
Item 3 Prerequisite Skill	Explain that credit is used when wants or needs exceed the ability to pay and that it is the borrower's responsibility to pay it back to the lender, usually with interest (3)
Item 4 Prerequisite Skill	Explain that credit is used when wants or needs exceed the ability to pay and that it is the borrower's responsibility to pay it back to the lender, usually with interest (3)

Grade 8 Mathematics	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 8.2	The student applies mathematical process standards to represent and use real numbers in a variety of forms.
Essence Statement	Recognizes or models relationships between different forms or sets of numbers.
Item 5 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 6 Prerequisite Skill	Use standard, word, and expanded forms to represent numbers up to 1,200 (2)
Item 7 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)
Item 8 Prerequisite Skill	Represent the value of the digit in whole numbers through 1,000,000,000 and decimals to the hundredths using expanded notation and numerals (4)

Grade 8 Mathematics	Cluster 3
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 8.5	The student applies mathematical process standards to use proportional and non-proportional relationships to develop foundational concepts of functions.
Essence Statement	Compares or interprets linear and non-linear data.
Item 9 Prerequisite Skill	Draw conclusions and make predictions from information in a graph (2)
Item 10 Prerequisite Skill	Summarize a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals (3)
Item 11 Prerequisite Skill	Solve one- and two-step problems using data from a frequency table, dot plot, bar graph, stem-and-leaf plot, or scatterplot (5)
Item 12 Prerequisite Skill	Solve one- and two-step problems using data from a frequency table, dot plot, bar graph, stem-and-leaf plot, or scatterplot (5)

Grade 8 Mathematics	Cluster 4
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 8.7	The student applies mathematical process standards to use geometry to solve problems.
Essence Statement	Solves problems involving length, area, or volume, of geometric figures, or involving distance on a coordinate plane.
Item 13 Prerequisite Skill	Represent whole numbers as distances from any given location on a number line (2)
Item 14 Prerequisite Skill	Represent a number on a number line as being between two consecutive multiples of 10; 100; 1,000; or 10,000 and use words to describe relative size of numbers in order to round whole numbers (3)
Item 15 Prerequisite Skill	Represent a number on a number line as being between two consecutive multiples of 10; 100; 1,000; or 10,000 and use words to describe relative size of numbers in order to round whole numbers (3)
Item 16 Prerequisite Skill	Describe the process for graphing ordered pairs of numbers in the first quadrant of the coordinate plane (5)

Grade 8 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 8.9	The student applies mathematical process standards to use multiple representations to develop foundational concepts of simultaneous linear equations.
Essence Statement	Identifies solutions to pairs of linear equations.
Item 17 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 18 Prerequisite Skill	Generate and solve problem situations for a given mathematical number sentence involving addition and subtraction of whole numbers within 1,000 (2)
Item 19 Prerequisite Skill	Represent and solve multi-step problems involving the four operations with whole numbers using equations with a letter standing for the unknown quantity (5)
Item 20 Prerequisite Skill	Represent and solve multi-step problems involving the four operations with whole numbers using equations with a letter standing for the unknown quantity (5)

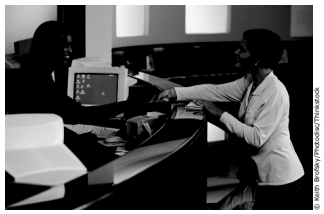
Additional resources for STAAR Alternate 2, including the STAAR Alternate 2 Test Administrator Manual and the STAAR Alternate 2 Educator Guide, are available online: http://tea.texas.gov/student.assessment/special-ed/staaralt/

MATHEMATICS

Presentation Instructions for Question 1

- *Present* Stimulus 1.
- *Direct* the student to the answer choice on the left. *Communicate:* **This person is at a grocery store. People can spend money at a store.**
- *Direct* the student to the answer choice on the right. *Communicate:* **These people are at a bank. People can borrow money from a bank.**
- *Communicate:* **Find the place where people can borrow money.**

Stimulus 1

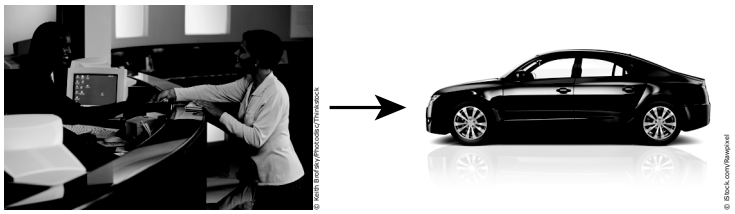
* 

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

Presentation Instructions for Question 2

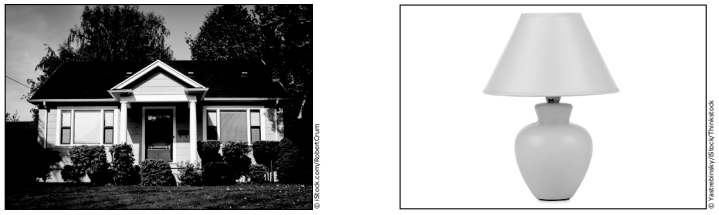
- *Present* Stimulus 2a and 2b.
- *Direct* the student to each part of Stimulus 2a. *Communicate:* **These people are at a bank. People can borrow money from a bank to pay for big expenses, like a car.**
- *Direct* the student to each answer choice in Stimulus 2b. *Communicate:* **This is a house. This is a lamp.**
- *Communicate:* **Find a big expense where people might need to borrow money from a bank.**

Stimulus 2a



Stimulus 2b

*



Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the house in Stimulus 2b,	➨	mark **A** for question 2 and move to question 3.
If the student does not find the house in Stimulus 2b,	➨	• model the desired student action by finding the house in Stimulus 2b and *communicate* **"The house is a big expense where people might need to borrow money from a bank"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the house in Stimulus 2b,	➨	mark **B** for question 2 and move to question 3.
After teacher modeling, if the student does not find the house in Stimulus 2b,	➨	mark **C** for question 2 and move to question 3.

Presentation Instructions for Question 3

- *Present* Stimulus 3.
- *Communicate:* **A woman will borrow money from a bank to buy new furniture for her house.**
- *Direct* the student to each answer choice. *Communicate* each answer choice.
- *Communicate:* **Find the words that tell who must pay back the money.**

Stimulus 3

* The woman must pay back the money to the bank.

The woman's friend must pay back the money to the bank.

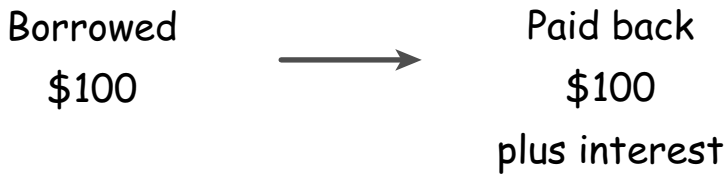
The bank must pay back the money to the woman.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "The woman must pay back the money to the bank,"	➨	mark **A** for question 3 and move to question 4.
If the student does not find "The woman must pay back the money to the bank,"	➨	provide ***one*** of these allowable teacher assists to the student: • Have the student describe what it means to borrow something. **OR** • Have the student demonstrate "borrow" and "pay back." **OR** • Highlight "woman," "friend," and "bank" at the beginning of each answer choice. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "The woman must pay back the money to the bank,"	➨	mark **B** for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find "The woman must pay back the money to the bank,"	➨	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 part of Stimulus 4a. *Communicate:* **A man borrowed $100 from a bank. He paid back all of the money plus interest.**
- *Direct* the student to each answer choice in Stimulus 4b. *Communicate* each answer choice.
- *Communicate:* **Find the words that tell about the money the man paid back to the bank.**

Stimulus 4a



Stimulus 4b

The man paid back less than $100.

The man paid back exactly $100.

* The man paid back more than $100.

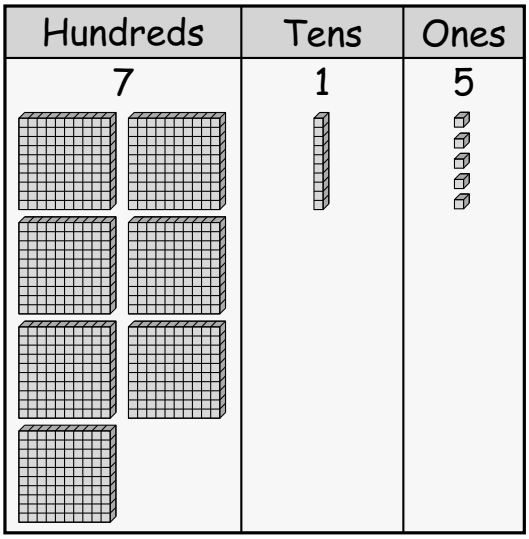
Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "The man paid back more than $100" in Stimulus 4b,	➨	mark **A** for question 4 and move to question 5.
If the student does not find "The man paid back more than $100" in Stimulus 4b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "The man paid back more than $100" 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 "The man paid back more than $100" 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 each column. *Communicate:* **A teacher used these place value blocks to represent a number. There are 7 hundreds, 1 ten, and 5 ones. This is seven hundred fifteen.**
- *Communicate:* **Find the place value blocks that represent seven hundred fifteen.**

Stimulus 5

*

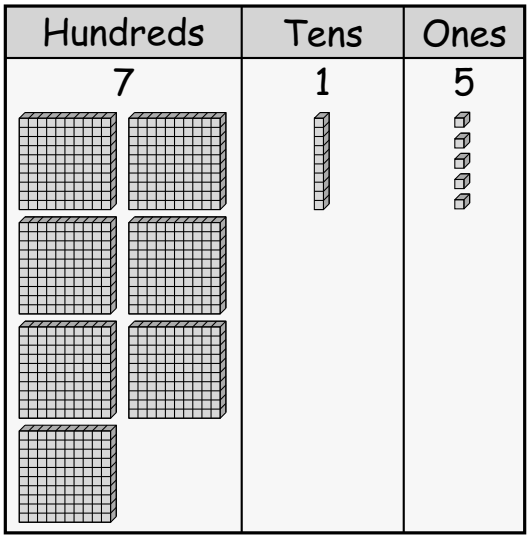


Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the place value blocks,	➨	mark **A** for question 5 and move to question 6.
If the student does not find the place value blocks,	➨	• remove the stimulus; • wait at least five seconds; and • replicate the initial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

Presentation Instructions for Question 6

- *Present* Stimulus 6a and 6b.
- *Direct* the student to each column in Stimulus 6a. *Communicate:* **A teacher used these place value blocks to represent seven hundred fifteen. There are 7 hundreds, 1 ten, and 5 ones.**
- *Direct* the student to each answer choice in Stimulus 6b. *Communicate:* **Here are numbers in expanded form.**
- *Communicate:* **Find the expanded form of seven hundred fifteen.**

Stimulus 6a



Stimulus 6b

* 700 + 10 + 5

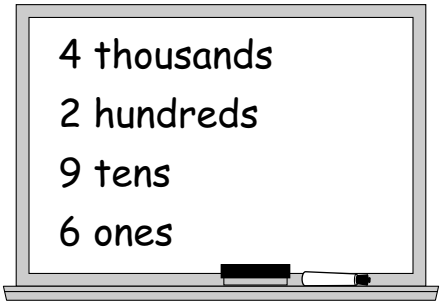
700 + 100 + 5

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “700 + 10 + 5” in Stimulus 6b,	➨	mark **A** for question 6 and move to question 7.
If the student does not find “700 + 10 + 5” in Stimulus 6b,	➨	• model the desired student action by finding “700 + 10 + 5” in Stimulus 6b and *communicate* **“This is the expanded form of seven hundred fifteen”**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds “700 + 10 + 5” in Stimulus 6b,	➨	mark **B** for question 6 and move to question 7.
After teacher modeling, if the student does not find “700 + 10 + 5” 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:* **A teacher described a number by writing these clues on the board.**
- *Communicate* the information in Stimulus 7a.
- *Direct* the student to each answer choice in Stimulus 7b.
- *Communicate:* **Find the number that the teacher described.**

Stimulus 7a



Stimulus 7b

4,000

* 4,296

2,296

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “4,296” in Stimulus 7b,	➨	mark **A** for question 7 and move to question 8.
If the student does not find “4,296” in Stimulus 7b,	➨	provide ***one*** of these allowable teacher assists to the student: • Allow the student to use a blank place value chart. **OR** • Highlight each digit in Stimulus 7a. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “4,296” in Stimulus 7b,	➨	mark **B** for question 7 and move to question 8.
After the selected teacher assistance, if the student does not find “4,296” 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 each digit in Stimulus 8a. *Communicate:* **This is the number twenty-five thousand, four hundred. A teacher underlined the five.**
- *Direct* the student to each answer choice in Stimulus 8b.
- *Communicate:* **Find the value of the five in this number.**

Stimulus 8a

25,400

Stimulus 8b

500

50,000

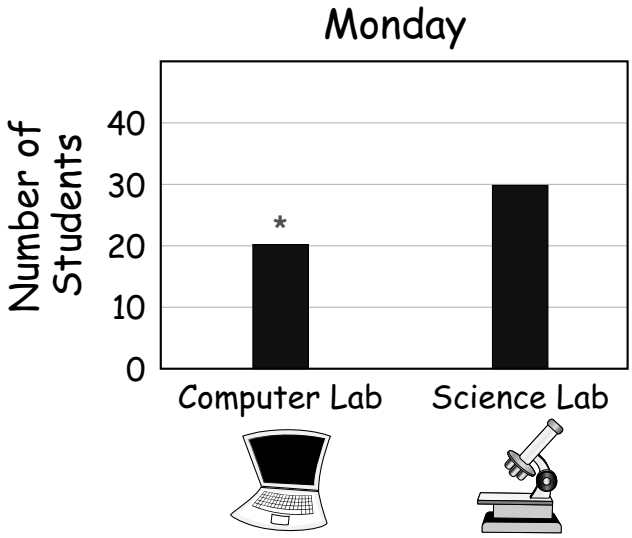
* 5,000

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "5,000" in Stimulus 8b,	➨	mark **A** for question 8 and move to question 9.
If the student does not find "5,000" in Stimulus 8b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "5,000" 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 "5,000" 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 each part of the bar graph. *Communicate:* **This bar graph shows how many students went to the computer lab or the science lab on Monday.**
- *Direct* the student to each bar. *Communicate:* **Twenty students went to the computer lab, and 30 students went to the science lab.**
- *Communicate:* **Find the part of the graph that shows how many students went to the computer lab on Monday.**

Stimulus 9

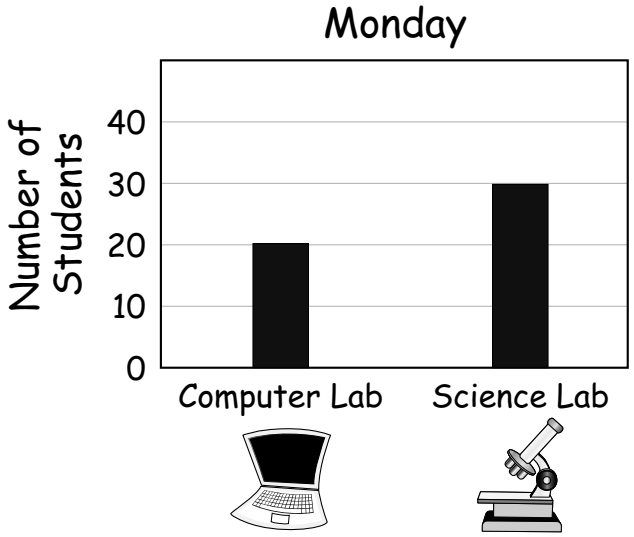


Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds any part of the graph that represents the computer lab,	➨	mark **A** for question 9 and move to question 10.
If the student does not find any part of the graph that represents the computer lab,	➨	• remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds any part of the graph that represents the computer lab,	➨	mark **B** for question 9 and move to question 10.
After the five-second wait time, if the student does not find any part of the graph that represents the computer lab,	➨	mark **C** for question 9 and move to question 10.

Presentation Instructions for Question 10

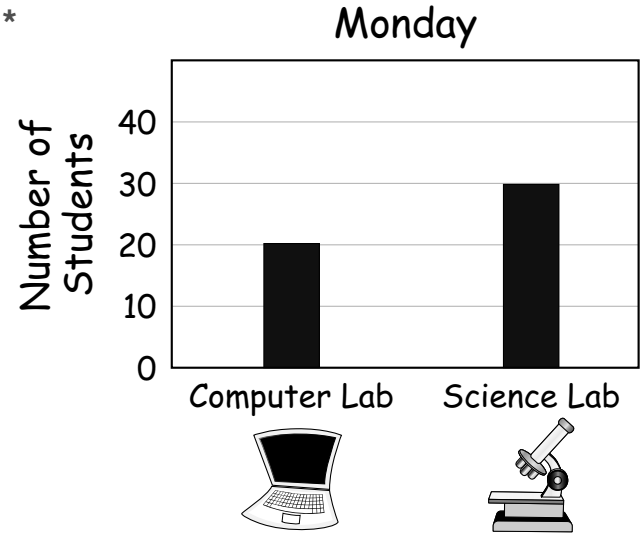
- *Present* Stimulus 10a and 10b.
- *Direct* the student to Stimulus 10a. *Communicate:* **This bar graph shows that 20 students went to the computer lab and 30 students went to the science lab on Monday.**
- *Direct* the student to each answer choice in Stimulus 10b. *Communicate* the information in each answer choice.
- *Communicate:* **Find the bar graph that matches the graph for Monday.**

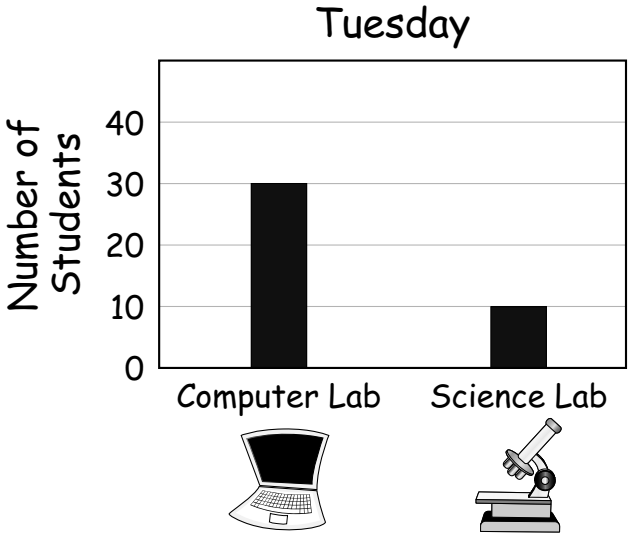
Stimulus 10a



Stimulus 10b

*



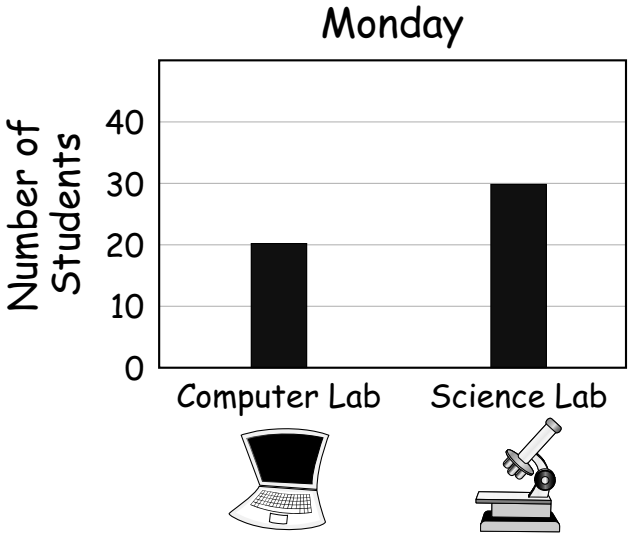


Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the bar graph titled "Monday" in Stimulus 10b,	➨	mark **A** for question 10 and move to question 11.
If the student does not find the bar graph titled "Monday" in Stimulus 10b,	➨	• model the desired student action by finding the bar graph titled "Monday" in Stimulus 10b and *communicate* **"This bar graph matches the graph for Monday"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the bar graph titled "Monday" in Stimulus 10b,	➨	mark **B** for question 10 and move to question 11.
After teacher modeling, if the student does not find the bar graph titled "Monday" 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 bar graph shows how many students went to the computer lab or the science lab on Monday.**
- *Direct* the student to each answer choice in Stimulus 11b. *Communicate* each answer choice.
- *Communicate:* **Find how many more students went to the science lab than the computer lab on Monday.**

Stimulus 11a



Stimulus 11b

30 students

* 10 students

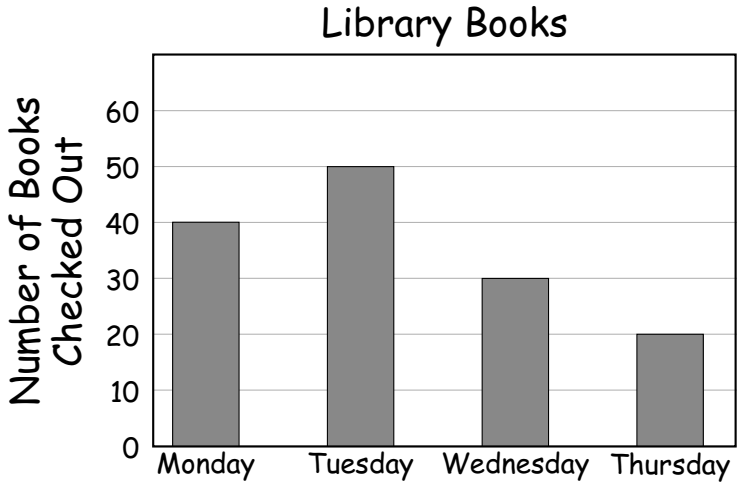
50 students

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “10 students” in Stimulus 11b,	➨	mark **A** for question 11 and move to question 12.
If the student does not find “10 students” in Stimulus 11b,	➨	provide ***one*** of these allowable teacher assists to the student: • Allow the student to use a calculator or a number chart. **OR** • Highlight the line from the top of each bar to the numbered axis. **OR** • Have the student explain what “how many more” means. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “10 students” in Stimulus 11b,	➨	mark **B** for question 11 and move to question 12.
After the selected teacher assistance, if the student does not find “10 students” 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 bar graph shows how many books were checked out of the library on four days.**
- *Communicate* the text in Stimulus 12a.
- *Direct* the student to each answer choice in Stimulus 12b. *Communicate* each answer choice.
- *Communicate:* **Find the total number of books that were checked out of the library on Monday, Tuesday, and Wednesday.**

Stimulus 12a



Stimulus 12b

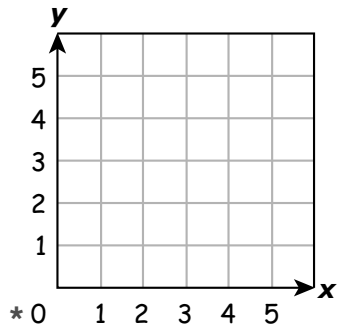
90 books | 140 books | * 120 books

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "120 books" in Stimulus 12b,	➨	mark **A** for question 12 and move to question 13.
If the student does not find "120 books" in Stimulus 12b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "120 books" 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 "120 books" in Stimulus 12b,	➨	mark **C** for question 12 and move to question 13.

Presentation Instructions for Question 13

- *Present* Stimulus 13.
- *Direct* the student to Stimulus 13. *Communicate:* **This is a coordinate grid. It is made from two number lines.**
- *Direct* the student to the zero and the *x*-axis. *Communicate:* **This number line starts at zero and goes to five.**
- *Direct* the student to the zero and the *y*-axis. *Communicate:* **This number line also starts at zero and goes to five.**
- *Communicate:* **Find the zero on this coordinate grid.**

Stimulus 13

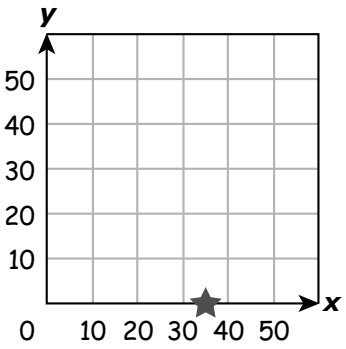


Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the zero,	➨	mark **A** for question 13 and move to question 14.
If the student does not find the zero,	➨	• remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.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

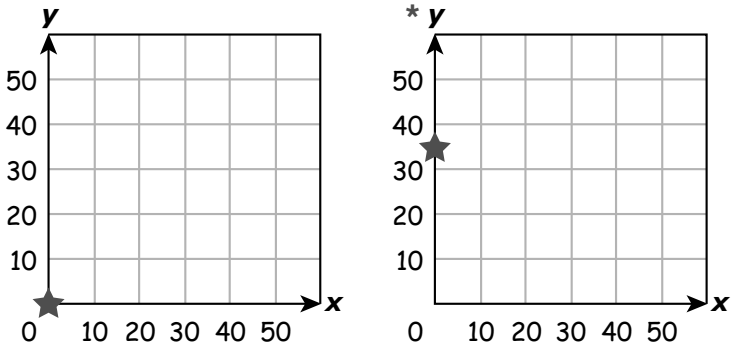
Presentation Instructions for Question 14

- *Present* Stimulus 14a and 14b.
- *Direct* the student to each axis in Stimulus 14a. *Communicate:* **This is a coordinate grid made from two number lines. Each number line starts at zero and goes to 50.**
- *Direct* the student to the star on the *x*-axis. *Communicate:* **There is a star between 30 and 40 on this number line. The star is at 35.**
- *Direct* the student to each answer choice in Stimulus 14b. *Communicate:* **Here are other coordinate grids.**
- *Communicate:* **Find the coordinate grid that shows a star between 30 and 40.**

Stimulus 14a



Stimulus 14b

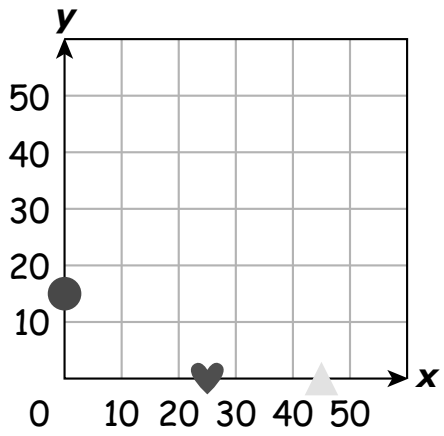


Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the coordinate grid with a star between 30 and 40 on the *y*-axis in Stimulus 14b,	➨	mark **A** for question 14 and move to question 15.
If the student does not find the coordinate grid with a star between 30 and 40 on the *y*-axis in Stimulus 14b,	➨	• model the desired student action by finding the coordinate grid with a star between 30 and 40 on the *y*-axis in Stimulus 14b and *communicate* **"Here is the coordinate grid that shows a star between 30 and 40"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the coordinate grid with a star between 30 and 40 on the *y*-axis in Stimulus 14b,	➨	mark **B** for question 14 and move to question 15.
After teacher modeling, if the student does not find the coordinate grid with a star between 30 and 40 on the *y*-axis 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 the circle, heart, and triangle in Stimulus 15a. *Communicate:* **This coordinate grid shows the locations of a circle, a heart, and a triangle.**
- *Direct* the student to each answer choice in Stimulus 15b.
- *Communicate:* **Find the shape with a location at 25 on the coordinate grid.**

Stimulus 15a



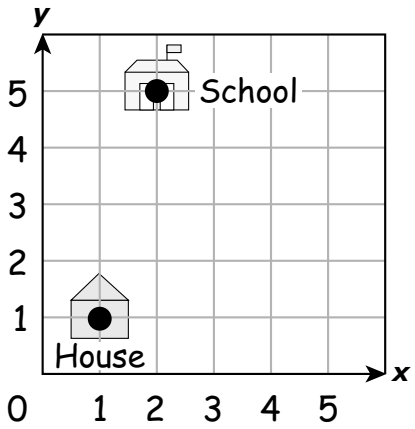
Stimulus 15b

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the heart in Stimulus 15b,	➨	mark **A** for question 15 and move to question 16.
If the student does not find the heart in Stimulus 15b,	➨	provide ***one*** of these allowable teacher assists to the student: • Highlight the *x*-axis. **OR** • Highlight the circle, heart, and triangle in Stimulus 15a. **OR** • Have the student use a number line with all the whole numbers labeled from 0 to 50. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the heart in Stimulus 15b,	➨	mark **B** for question 15 and move to question 16.
After the selected teacher assistance, if the student does not find the heart 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 marked points in Stimulus 16a. *Communicate:* **This coordinate grid is like a map. It shows the locations of Anton's house and his school. Anton will start at his house and go to his school.**
- *Direct* the student to each answer choice in Stimulus 16b. *Communicate* each answer choice.
- *Communicate:* **Find the sentence that describes how to get from Anton's house to his school.**

Stimulus 16a



Stimulus 16b

Go 4 units to the right and 4 units up.

Go 5 units to the right and 5 units up.

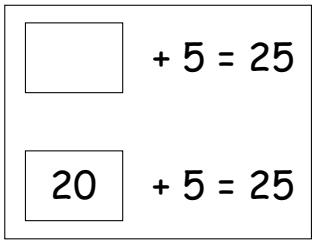
* Go 1 unit to the right and 4 units up.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “Go 1 unit to the right and 4 units up” in Stimulus 16b,	➨	mark **A** for question 16 and move to question 17.
If the student does not find “Go 1 unit to the right and 4 units up” in Stimulus 16b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “Go 1 unit to the right and 4 units up” 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 “Go 1 unit to the right and 4 units up” 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 equation. *Communicate:* **These are equations. One of the equations has a missing number. The missing number plus 5 equals 25. Twenty plus 5 equals 25. The missing number is 20.**
- *Communicate:* **Find the equations where the missing number is 20.**

Stimulus 17

* 

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the equations,	➨	mark **A** for question 17 and move to question 18.
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 17 and move to question 18.
After the five-second wait time, if the student does not find the equations,	➨	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:* **A missing number plus 5 equals 25. Twenty plus 5 equals 25. The missing number is 20.**
- *Direct* the student to each answer choice in Stimulus 18b.
- *Communicate:* **Find another set of equations where the missing number is 20.**

Stimulus 18a

☐ + 5 = 25

20 + 5 = 25

Stimulus 18b

*

☐ + 9 = 29

20 + 9 = 29

☐ + 5 = 15

10 + 5 = 15

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "☐ + 9 = 29; 20 + 9 = 29" in Stimulus 18b,	➨	mark **A** for question 18 and move to question 19.
If the student does not find "☐ + 9 = 29; 20 + 9 = 29" in Stimulus 18b,	➨	• model the desired student action by finding "☐ + 9 = 29; 20 + 9 = 29" in Stimulus 18b and *communicate* **"The missing number is 20 in this set of equations"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds "☐ + 9 = 29; 20 + 9 = 29" in Stimulus 18b,	➨	mark **B** for question 18 and move to question 19.
After teacher modeling, if the student does not find "☐ + 9 = 29; 20 + 9 = 29" 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 each empty box in Stimulus 19a. *Communicate:* **The same number is missing from both equations.**
- *Direct* the student to each answer choice in Stimulus 19b.
- *Communicate:* **Find the number that is missing from both equations.**

Stimulus 19a

$3 \times 100 = \square$

$\square + 50 = 350$

Stimulus 19b

400 | 103 | * 300

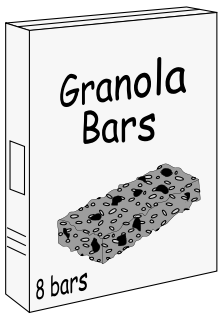
Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "300" in Stimulus 19b,	➨	mark **A** for question 19 and move to question 20.
If the student does not find "300" in Stimulus 19b,	➨	provide ***one*** of these allowable teacher assists to the student: • Allow the student to use a calculator. **OR** • Have the student try out each answer choice in the empty boxes. **OR** • Highlight the operation symbols in Stimulus 19a. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "300" in Stimulus 19b,	➨	mark **B** for question 19 and move to question 20.
After the selected teacher assistance, if the student does not find "300" 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 the bulleted text in Stimulus 20a. *Communicate:* **A teacher bought five boxes of granola bars. There are eight granola bars in each box. The teacher already has seven peanut butter bars. Now the teacher has 47 bars in all.**
- *Direct* the student to each answer choice in Stimulus 20b. *Communicate:* **Each pair of equations has two missing numbers.**
- *Communicate:* **Find the pair of equations where both missing numbers are the same number.**

Stimulus 20a

- 5 boxes of granola bars
- 8 granola bars in each box



- 7 peanut butter bars
- 47 bars in all

Stimulus 20b

$5 + 8 = \square$

$\square + 7 = 47$

* $5 \times 8 = \square$

$\square + 7 = 47$

$5 \times 8 = \square$

$\square \times 7 = 47$

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "5 × 8 = ☐; ☐ + 7 = 47" in Stimulus 20b,	➨	mark **A** for question 20.
If the student does not find "5 × 8 = ☐; ☐ + 7 = 47" in Stimulus 20b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "5 × 8 = ☐; ☐ + 7 = 47" in Stimulus 20b,	➨	mark **B** for question 20.
After the teacher repeats the instructions, if the student does not find "5 × 8 = ☐; ☐ + 7 = 47" in Stimulus 20b,	➨	mark **C** for question 20.

TEST ADMINISTRATOR MANUAL

STAAR ALTERNATE 2
GRADE 8
Mathematics
April 2019

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