STAAR® Alternate 2

State of Texas Assessments of Academic Readiness Alternate 2

TEST ADMINISTRATOR MANUAL

GRADE 8 Mathematics STAAR Alternate 2

Administered April 2016

RELEASED

Texas Essential Knowledge and Skills (TEKS) Curriculum Assessed

Grade 8 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 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 1 Prerequisite Skill	identify U.S. coins, including pennies, nickels, dimes, and quarters, by value and describe the relationships among them (1)
Item 2 Prerequisite Skill	use the cent symbol, dollar sign, and the decimal point to name the value of a collection of coins (2)
Item 3 Prerequisite Skill	determine the value of a collection of coins and bills (3)
Item 4 Prerequisite Skill	compare and order decimals using concrete and visual models to the hundredths (4)

Grade 8 Mathematics	Cluster 2
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 8.11	The student applies mathematical process standards to use statistical procedures to describe data.
Essence Statement	Determines the association between graphed data.
Item 5 Prerequisite Skill	collect, sort, and organize data into two or three categories (K)
Item 6 Prerequisite Skill	explain that the length of a bar in a bar graph or the number of pictures in a pictograph represents the number of data points for a given category (2)
Item 7 Prerequisite Skill	solve one- and two-step problems using data in whole number, decimal, and fraction form in a frequency table, dot plot, or stem-and-leaf plot (4)
Item 8 Prerequisite Skill	interpret numeric data summarized in dot plots, stem-and-leaf plots, histograms, and box plots (6)

Grade 8 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 8.8	The student applies mathematical process standards to use one-variable equations or inequalities in problem situations.
Essence Statement	Uses equations or inequalities to model and solve problems.
Item 9 Prerequisite Skill	represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences (1)
Item 10 Prerequisite Skill	represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations (3)
Item 11 Prerequisite Skill	represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations (3)
Item 12 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)

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 8.10	The student applies mathematical process standards to develop transformational geometry concepts.
Essence Statement	Identifies or compares transformations.
Item 13 Prerequisite Skill	decompose two-dimensional shapes such as cutting out a square from a rectangle, dividing a shape in half, or partitioning a rectangle into identical triangles and identify the resulting geometric parts (2)
Item 14 Prerequisite Skill	decompose two-dimensional shapes such as cutting out a square from a rectangle, dividing a shape in half, or partitioning a rectangle into identical triangles and identify the resulting geometric parts (2)
Item 15 Prerequisite Skill	identify and draw one or more lines of symmetry, if they exist, for a two-dimensional figure (4)
Item 16 Prerequisite Skill	identify and draw one or more lines of symmetry, if they exist, for a two-dimensional figure (4)

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 8.5	The student applies mathematical process standards to use proportional and non-proportional relationships to develop foundational concepts of functions.
Essence Statement	Models or solves problems involving proportional or non-proportional relationships.
Item 17 Prerequisite Skill	represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations (3)
Item 18 Prerequisite Skill	represent real-world relationships using number pairs in a table and verbal descriptions (3)
Item 19 Prerequisite Skill	represent problems using an input-output table and numerical expressions to generate a number pattern that follows a given rule representing the relationship of the values in the resulting sequence and their position in the sequence (4)
Item 20 Prerequisite Skill	represent problems using an input-output table and numerical expressions to generate a number pattern that follows a given rule representing the relationship of the values in the resulting sequence and their position in the sequence (4)

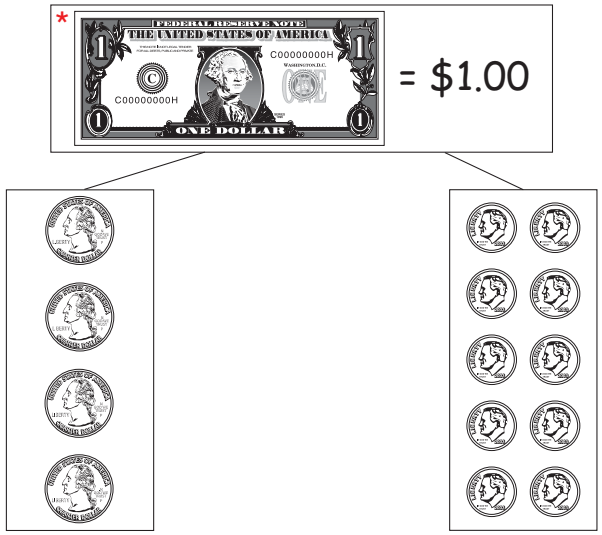
Additional resources for STAAR Alternate 2, including the STAAR Alternate 2 Test Administrator Manual and the STAAR Alternate 2 Educator Guide, are available online: http://tea.texas.gov/student.assessment/special-ed/staaralt/

MATHEMATICS

Presentation Instructions for Question 1

- *Present* Stimulus 1.
- *Direct* the student to the one-dollar bill and its value. *Communicate:* **This is a one-dollar bill. The one-dollar bill equals one dollar and no cents.**
- *Direct* the student to the four quarters. *Communicate:* **Here is a group of four quarters. This group of coins equals one dollar.**
- *Direct* the student to the dimes. *Communicate:* **Here is a group of ten dimes. This group of coins also equals one dollar.**
- *Communicate:* **Find the one-dollar bill that each group of coins equals.**

Stimulus 1

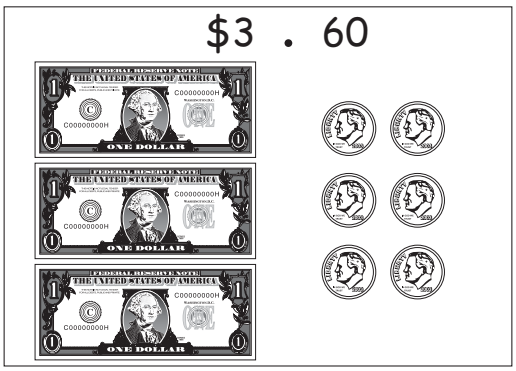


Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the one-dollar bill,	➡	mark **A** for question 1 and move to question 2.
If the student does not find the one-dollar bill,	➡	• remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds the one-dollar bill,	➡	mark **B** for question 1 and move to question 2.
After the five-second wait time, if the student does not find the one-dollar bill,	➡	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:* **A student has three one-dollar bills and six dimes. This equals three dollars and sixty cents.**
- *Direct* the student to each answer choice in Stimulus 2b. *Communicate* each answer choice.
- *Communicate:* **Find the amount of money that is equal to the student's amount of money.**

Stimulus 2a



Stimulus 2b

* $3.60

$3.00

Scoring Instructions

Student Action		Test Administrator Action
If the student finds "$3.60" in Stimulus 2b,	➡	mark **A** for question 2 and move to question 3.
If the student does not find "$3.60" in Stimulus 2b,	➡	• model the desired student action by finding $3.60 in Stimulus 2b and *communicate* **"This amount of money is equal to the student's amount of money"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds "$3.60" in Stimulus 2b,	➡	mark **B** for question 2 and move to question 3.
After teacher modeling, if the student does not find "$3.60" 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 Stimulus 3a. *Communicate:* **A student has this group of dollars, quarters, and dimes to spend at a store.**
- *Direct* the student to each answer choice in Stimulus 3b.
- *Communicate:* **Find the total amount of money the student has.**

Stimulus 3a

Stimulus 3b

$4.95 | * $5.95 | $5.75

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "$5.95" in Stimulus 3b,	➡	mark **A** for question 3 and move to question 4.
If the student does not find "$5.95" in Stimulus 3b,	➡	provide ***one*** of these allowable teacher assists to the student: • Have the student identify the value of each group of bills, quarters, and dimes. **OR** • Have the student mark off each bill and coin as the total amount of money is counted. **OR** • Allow the student to use a calculator. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "$5.95" in Stimulus 3b,	➡	mark **B** for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find "$5.95" in Stimulus 3b,	➡	mark **C** for question 3 and move to question 4.

Presentation Instructions for Question 4

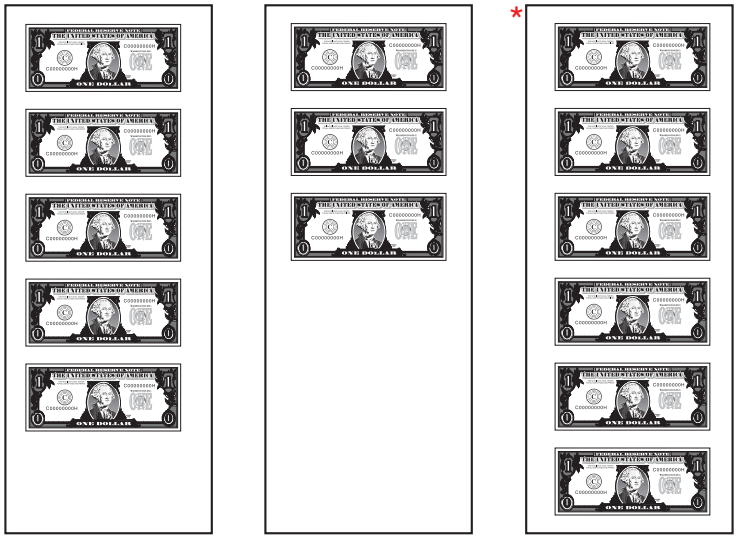
- *Present* Stimulus 4a and 4b.
- *Direct* the student to Stimulus 4a. *Communicate:* **A student is buying a bag of snack mix and a sports drink at a store.**
- *Direct* the student to the prices in Stimulus 4a. **The snack mix costs three dollars and 10 cents, and the sports drink costs two dollars and 20 cents.**
- *Direct* the student to each answer choice in Stimulus 4b.
- *Communicate:* **Find the group of dollar bills that is enough money to buy both the snack mix and the sports drink.**

Stimulus 4a

$3.10

$2.20

Stimulus 4b



Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the six one-dollar bills,	➡	mark **A** for question 4 and move to question 5.
If the student does not find the six one-dollar bills,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds the six one-dollar bills,	➡	mark **B** for question 4 and move to question 5.
After the teacher repeats the instructions, if the student does not find the six one-dollar bills,	➡	mark **C** for question 4 and move to question 5.

Presentation Instructions for Question 5

- *Present* Stimulus 5. *Communicate:* **A person sold ice-cream cones during one year.**
- *Direct* the student to Stimulus 5. *Communicate:* **This is a line graph that shows the number of ice-cream cones the person sold in February, May, and August.**
- *Direct* the student to each point on the line graph. *Communicate:* **The person sold 50 ice-cream cones in February, 150 ice-cream cones in May, and 200 ice-cream cones in August.**
- *Communicate:* **Find the line graph.**

Stimulus 5

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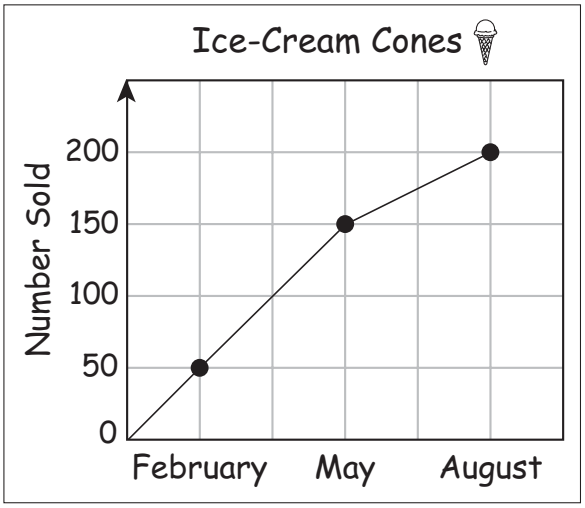
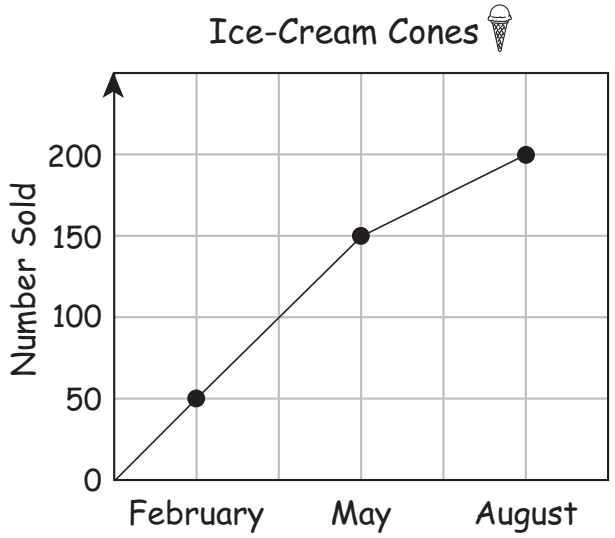


Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the line graph,	➡	mark **A** for question 5 and move to question 6.
If the student does not find the line graph,	➡	• remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.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

Presentation Instructions for Question 6

- *Present* Stimulus 6a and 6b.
- *Direct* the student to Stimulus 6a. *Communicate:* **This line graph shows the number of ice-cream cones sold by a person during February, May, and August.**
- *Direct* the student to each answer choice in Stimulus 6b. *Communicate:* **This bar shows that the person sold 200 ice-cream cones in August. This bar shows that the person sold 150 ice-cream cones in August.**
- *Communicate:* **Find the bar that shows the same data for August as the line graph shows.**

Stimulus 6a



Stimulus 6b

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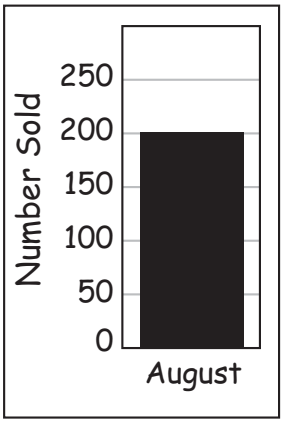
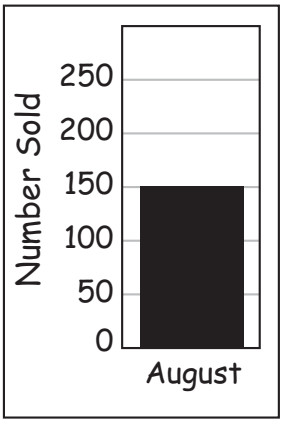


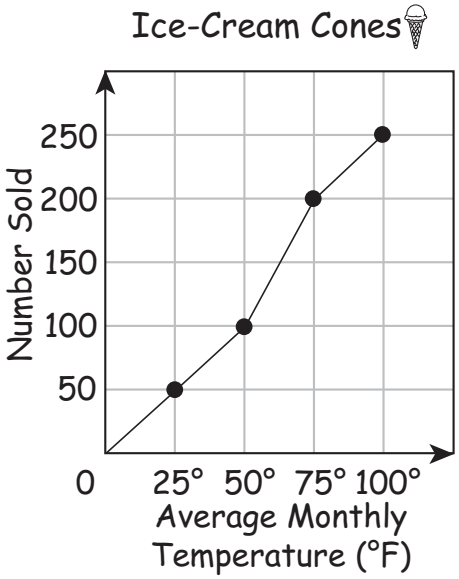


Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the bar showing 200 ice-cream cones sold in August,	➡	mark **A** for question 6 and move to question 7.
If the student does not find the bar showing 200 ice-cream cones sold in August,	➡	• model the desired student action by finding the bar showing 200 ice-cream cones sold in August and *communicate* **"This bar shows 200 ice-cream cones sold in August, which is the same data as the line graph shows"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the bar showing 200 ice-cream cones sold in August,	➡	mark **B** for question 6 and move to question 7.
After teacher modeling, if the student does not find the bar showing 200 ice-cream cones sold in August,	➡	mark **C** for question 6 and move to question 7.

Presentation Instructions for Question 7

- *Present* Stimulus 7a and 7b.
- *Direct* the student to each point on the graph. *Communicate:* **This line graph shows the number of ice-cream cones sold during four months when the average monthly temperatures were 25 degrees, 50 degrees, 75 degrees, and 100 degrees.**
- *Direct* the student to each answer choice in Stimulus 7b. *Communicate* each answer choice.
- *Communicate:* **Find the number of ice-cream cones sold when the average monthly temperature was 25 degrees.**

Stimulus 7a



Stimulus 7b

250 ice-cream cones

* 50 ice-cream cones

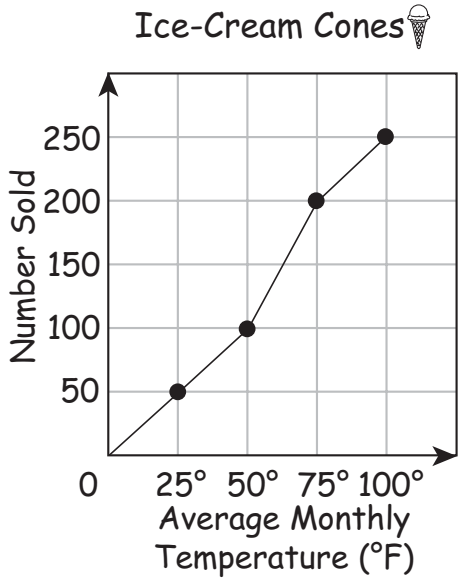
100 ice-cream cones

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “50 ice-cream cones” in Stimulus 7b,	➡	mark **A** for question 7 and move to question 8.
If the student does not find “50 ice-cream cones” in Stimulus 7b,	➡	provide ***one*** of these allowable teacher assists to the student: • Have the student trace a line from each point on the graph to the number sold. **OR** • Highlight the numbers on the axis labeled “Number Sold.” Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “50 ice-cream cones” in Stimulus 7b,	➡	mark **B** for question 7 and move to question 8.
After the selected teacher assistance, if the student does not find “50 ice-cream cones” in Stimulus 7b,	➡	mark **C** for question 7 and move to question 8.

Presentation Instructions for Question 8

- *Present* Stimulus 8a and 8b.
- *Direct* the student to Stimulus 8a. *Communicate:* **This line graph shows the number of ice-cream cones sold during four months when the average monthly temperatures were 25 degrees, 50 degrees, 75 degrees, and 100 degrees.**
- *Direct* the student to each answer choice in Stimulus 8b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the statement that tells what the line graph shows.**

Stimulus 8a



Stimulus 8b

*

As the temperature increased, the number of ice-cream cones sold increased.

As the temperature decreased, the number of ice-cream cones sold increased.

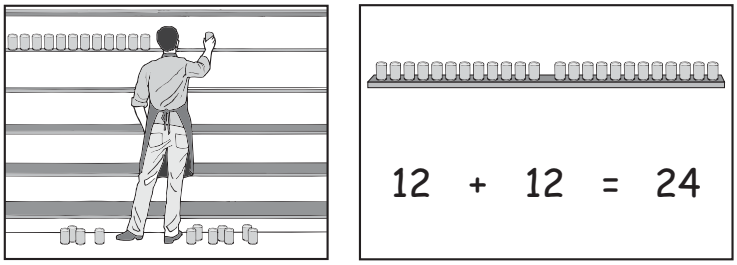
As the temperature increased, the number of ice-cream cones sold remained the same.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "As the temperature increased, the number of ice-cream cones sold increased,"	➡	mark **A** for question 8 and move to question 9.
If the student does not find "As the temperature increased, the number of ice-cream cones sold increased,"	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "As the temperature increased, the number of ice-cream cones sold increased,"	➡	mark **B** for question 8 and move to question 9.
After the teacher repeats the instructions, if the student does not find "As the temperature increased, the number of ice-cream cones sold increased,"	➡	mark **C** for question 8 and move to question 9.

Presentation Instructions for Question 9

- *Present* Stimulus 9.
- *Direct* the student to the 12 cans on the shelf in the picture on the left. *Communicate:* **This shows a shelf with 12 cans on it.**
- *Direct* the student to the man, the can he is holding, and the cans on the floor. *Communicate:* **A man is adding 12 more cans to the shelf.**
- *Direct* the student to the shelf of 24 cans on the right. *Communicate:* **There are now 24 cans on the shelf.**
- *Direct* the student to the number sentence. *Communicate:* **This number sentence shows 12 cans plus 12 cans equals 24 cans.**
- *Communicate:* **Find the number sentence 12 + 12 equals 24.**

Stimulus 9



Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "12 + 12 = 24,"	➡	mark **A** for question 9 and move to question 10.
If the student does not find "12 + 12 = 24,"	➡	• remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds "12 + 12 = 24,"	➡	mark **B** for question 9 and move to question 10.
After the five-second wait time, if the student does not find "12 + 12 = 24,"	➡	mark **C** for question 9 and move to question 10.

Presentation Instructions for Question 10

- *Present* Stimulus 10a and 10b.
- *Direct* the student to the 2 groups of 12 cans in Stimulus 10a. *Communicate:* **This shows two groups of 12 cans each, which equals 24 cans.**
- *Direct* the student to the number sentence in Stimulus 10a. *Communicate:* **12 + 12 equals 24.**
- *Direct* the student to each answer choice in Stimulus 10b. *Communicate* each answer choice.
- *Communicate:* **Find the multiplication number sentence that is the same as 12 + 12 equals 24.**

Stimulus 10a

12 + 12 = 24

Stimulus 10b

* 12 × 2 = 24

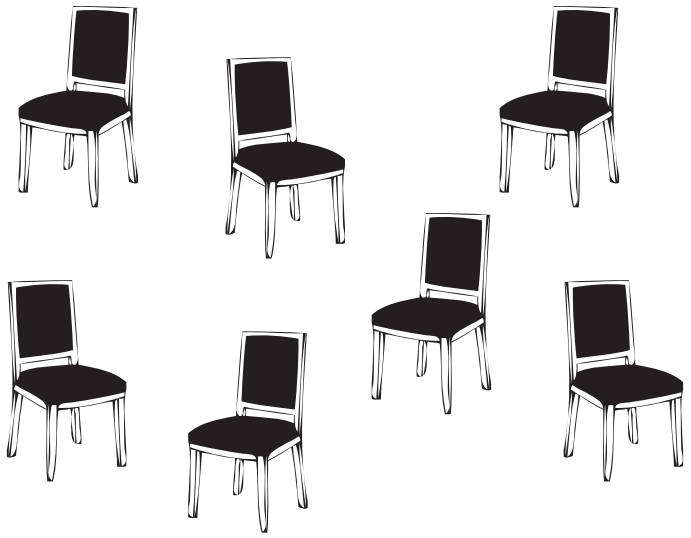
12 × 3 = 36

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "12 × 2 = 24,"	➡	mark **A** for question 10 and move to question 11.
If the student does not find "12 × 2 = 24,"	➡	• model the desired student action by finding 12 × 2 = 24 and *communicate* **"This is the multiplication number sentence that is the same as 12 + 12 equals 24"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds "12 × 2 = 24,"	➡	mark **B** for question 10 and move to question 11.
After teacher modeling, if the student does not find "12 × 2 = 24,"	➡	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:* **A classroom has seven chairs.**
- *Direct* the student to the legs on one of the chairs. *Communicate:* **Each chair has four legs.**
- *Direct* the student to each answer choice in Stimulus 11b. *Communicate* each answer choice.
- *Communicate:* **Find the number sentence that can be used to find the number of legs on all seven chairs.**

Stimulus 11a



Stimulus 11b

7 − 4 = 3	7 + 4 = 11	* 7 × 4 = 28

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "7 × 4 = 28,"	➡	mark **A** for question 11 and move to question 12.
If the student does not find "7 × 4 = 28,"	➡	provide ***one*** of these allowable teacher assists to the student: • Have the student identify the operation that is best to solve this problem. **OR** • Highlight the legs on one of the chairs. **OR** • Allow the student to use a calculator. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "7 × 4 = 28,"	➡	mark **B** for question 11 and move to question 12.
After the selected teacher assistance, if the student does not find "7 × 4 = 28,"	➡	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:* **48 divided by 8 is equal to a missing number.**
- *Direct* the student to each answer choice in Stimulus 12b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the situation that is represented by 48 divided by 8 is equal to a missing number.**

Stimulus 12a

$48 \div 8 = \square$

Stimulus 12b

A student has 48 pencils. He gives away 8 pencils. How many pencils does he have left?

* A student has 48 pencils. He gives 8 people an equal number of pencils. How many pencils does each person get?

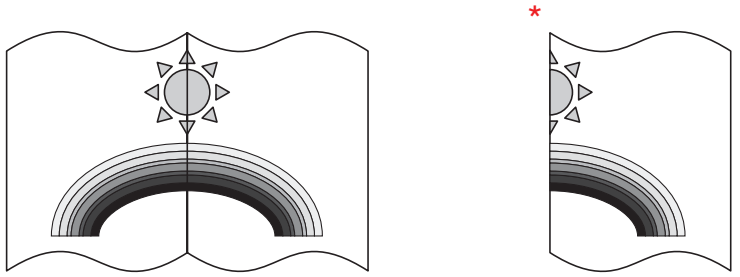
A student has 48 pencils. He buys 8 more pencils. How many pencils does he have in all?

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the situation that ends with "How many pencils does each person get?"	➡	mark **A** for question 12 and move to question 13.
If the student does not find the situation that ends with "How many pencils does each person get?"	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds the situation that ends with "How many pencils does each person get?"	➡	mark **B** for question 12 and move to question 13.
After the teacher repeats the instructions, if the student does not find the situation that ends with "How many pencils does each person get?"	➡	mark **C** for question 12 and move to question 13.

Presentation Instructions for Question 13

- *Present* Stimulus 13.
- *Direct* the student to the first thank-you note. *Communicate:* **A student made a thank-you note. The back and front of the thank-you note have a rainbow design.**
- *Direct* the student to the second thank-you note. *Communicate:* **The student folded the thank-you note in the middle. This is the folded thank-you note.**
- *Communicate:* **Find the folded thank-you note.**

Stimulus 13

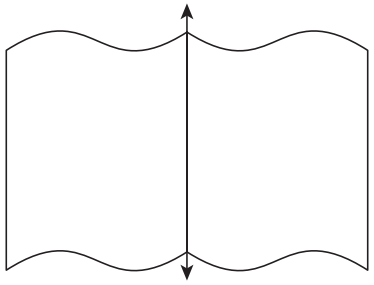


Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the folded thank-you note,	➡	mark **A** for question 13 and move to question 14.
If the student does not find the folded thank-you note,	➡	• remove the stimulus; • wait at least five seconds; and • replicate the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

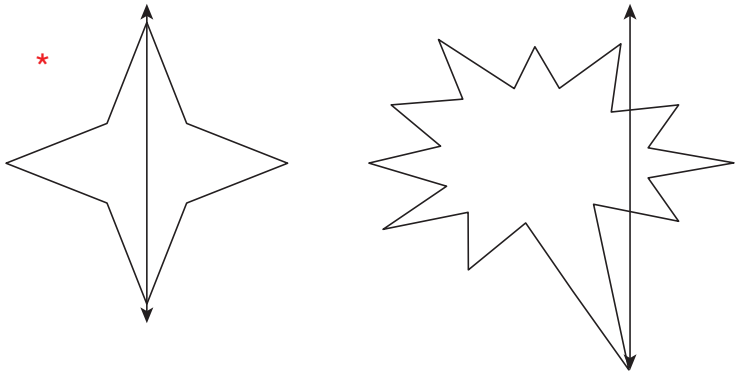
Presentation Instructions for Question 14

- *Present* Stimulus 14a.
- *Direct* the student to the line of symmetry in Stimulus 14a. *Communicate:* **This shape has a line of symmetry. The line of symmetry goes through the middle of the shape.**
- *Direct* the student to each answer choice in Stimulus 14b.
- *Communicate:* **Find the shape that shows a line of symmetry going through the middle of the shape.**

Stimulus 14a



Stimulus 14b

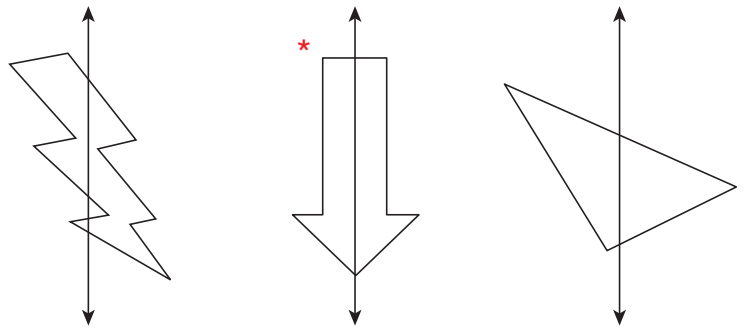


Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the shape in Stimulus 14b that shows a line of symmetry going through the middle of the shape,	➡	mark **A** for question 14 and move to question 15.
If the student does not find the shape in Stimulus 14b that shows a line of symmetry going through the middle of the shape,	➡	• model the desired student action by finding the shape in Stimulus 14b that has a line of symmetry and *communicate* **"This shape shows a line of symmetry going through the middle of the shape"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the shape in Stimulus 14b that shows a line of symmetry going through the middle of the shape,	➡	mark **B** for question 14 and move to question 15.
After teacher modeling, if the student does not find the shape in Stimulus 14b that shows a line of symmetry going through the middle of the shape,	➡	mark **C** for question 14 and move to question 15.

Presentation Instructions for Question 15

- *Present* Stimulus 15.
- *Direct* the student to each shape.
- *Communicate:* **Find the shape that has a line of symmetry.**

Stimulus 15

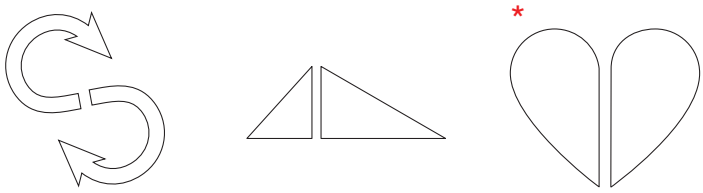


Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the shape that has a line of symmetry,	➡	mark **A** for question 15 and move to question 16.
If the student does not find the shape that has a line of symmetry,	➡	provide ***one*** of these allowable teacher assists to the student: • Highlight the line in each answer choice. **OR** • Have the student describe what symmetry means. **OR** • Shade the part of the shape that is on the left or right of each line. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the shape that has a line of symmetry,	➡	mark **B** for question 15 and move to question 16.
After the selected teacher assistance, if the student does not find the shape that has a line of symmetry,	➡	mark **C** for question 15 and move to question 16.

Presentation Instructions for Question 16

- *Present* Stimulus 16.
- *Direct* the student to each shape.
- *Communicate:* **Find the shape that will have a line of symmetry when the two parts are put together.**

Stimulus 16

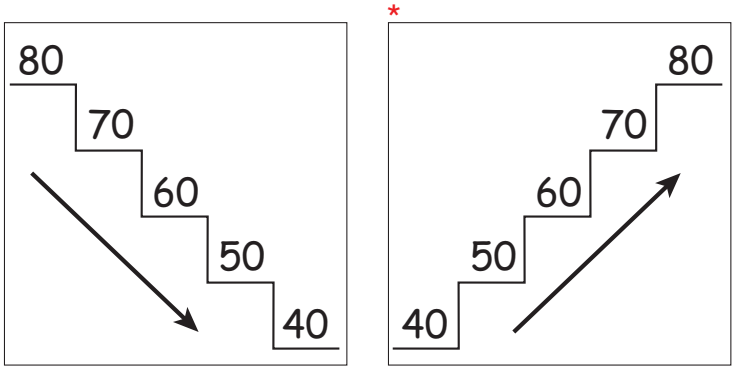


Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the heart,	➡	mark **A** for question 16 and move to question 17.
If the student does not find the heart,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds the heart,	➡	mark **B** for question 16 and move to question 17.
After the teacher repeats the instructions, if the student does not find the heart,	➡	mark **C** for question 16 and move to question 17.

Presentation Instructions for Question 17

- *Present* Stimulus 17.
- *Direct* the student to the first set of numbers. *Communicate:* **These numbers are in a pattern. The numbers decrease by 10. Eighty. Seventy. Sixty. Fifty. Forty.**
- *Direct* the student to the second set of numbers. *Communicate:* **These numbers are in a pattern. The numbers increase by 10. Forty. Fifty. Sixty. Seventy. Eighty.**
- *Communicate:* **Find the number pattern that increases by 10.**

Stimulus 17



Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the number pattern that increases by 10,	➡	mark **A** for question 17 and move to question 18.
If the student does not find the number pattern that increases by 10,	➡	• 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 pattern that increases by 10,	➡	mark **B** for question 17 and move to question 18.
After the five-second wait time, if the student does not find the number pattern that increases by 10,	➡	mark **C** for question 17 and move to question 18.

Presentation Instructions for Question 18

- *Present* Stimulus 18a and 18b. *Communicate:* **A store is selling DVD movies. The DVDs are sold for 11 dollars each.**
- *Direct* the student to Stimulus 18a. *Communicate* the title and column headings.
- *Direct* the student to each row in the table. *Communicate* each row by naming the number of DVDs and the selling price.
- *Direct* the student to each answer choice in Stimulus 18b. *Communicate* each answer choice.
- *Communicate:* **Find the table that shows the same pattern as shown in the table for the DVDs.**

Stimulus 18a

Selling DVDs 

Number of DVDs	Selling Price
6	$66.00
7	$77.00
8	$88.00

Stimulus 18b

Selling T-Shirts 

Number of T-Shirts	Selling Price
6	$60.00
7	$70.00
8	$80.00

* Selling T-Shirts 

Number of T-Shirts	Selling Price
6	$66.00
7	$77.00
8	$88.00

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the table with $66.00, $77.00, and $88.00 in Stimulus 18b,	➡	mark **A** for question 18 and move to question 19.
If the student does not find the table with $66.00, $77.00, and $88.00 in Stimulus 18b,	➡	• model the desired student action by finding the table with $66.00, $77.00, and $88.00 and *communicate* **"This table shows the same pattern as shown in the table for the DVDs"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the table with $66.00, $77.00, and $88.00 in Stimulus 18b,	➡	mark **B** for question 18 and move to question 19.
After teacher modeling, if the student does not find the table with $66.00, $77.00, and $88.00 in Stimulus 18b,	➡	mark **C** for question 18 and move to question 19.

Presentation Instructions for Question 19

- *Present* Stimulus 19a and 19b. *Communicate:* **A teacher has three sheets of stickers. She will give 9 students an equal number of stickers from each sheet.**
- *Direct* the student to Stimulus 19a. *Communicate* the title and column headings.
- *Direct* the student to the first row in the table. *Communicate:* **This row shows 90 stickers on the teacher's sheet and 10 stickers for each student.**
- *Direct* the student to the second row in the table. *Communicate:* **This row shows 81 stickers on the teacher's sheet and 9 stickers for each student.**
- *Direct* the student to the third row in the table. *Communicate:* **This row shows 72 stickers on the teacher's sheet, but the number of stickers for each student is missing.**
- *Direct* the student to each answer choice in Stimulus 19b. *Communicate* each answer choice.
- *Communicate:* **Find the equation that can be used to find the missing number of stickers for each student.**

Stimulus 19a

Sharing Stickers

Number of Stickers on Each Sheet	Number of Stickers for Each Student
90	10
81	9
72	☐

Stimulus 19b

* $72 \div 9 = \square$

$72 \times 9 = \square$

$72 \div 1 = \square$

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "72 ÷ 9 = ☐,"	➡	mark **A** for question 19 and move to question 20.
If the student does not find "72 ÷ 9 = ☐,"	➡	provide ***one*** of these allowable teacher assists to the student: • Have the student identify the relationship between the first and second columns of the table. **OR** • Have the student describe what happens when something is given out equally. **OR** • Have the student solve each equation. **OR** • Allow the student to use a calculator. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "72 ÷ 9 = ☐,"	➡	mark **B** for question 19 and move to question 20.
After the selected teacher assistance, if the student does not find "72 ÷ 9 = ☐,"	➡	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* the information in the table.
- *Direct* the student to each answer choice in Stimulus 20b. *Communicate* each answer choice.
- *Communicate:* **Find the relationship between the number of slices and the number of pizzas.**

Stimulus 20a

Pizza

Number of Slices	Number of Pizzas
56	7
40	5
24	3

Stimulus 20b

Number of Slices × 8 = Number of Pizzas

Number of Slices ÷ 7 = Number of Pizzas

* Number of Slices ÷ 8 = Number of Pizzas

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "Number of Slices ÷ 8 = Number of Pizzas,"	➡	mark **A** for question 20.
If the student does not find "Number of Slices ÷ 8 = Number of Pizzas,"	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "Number of Slices ÷ 8 = Number of Pizzas,"	➡	mark **B** for question 20.
After the teacher repeats the instructions, if the student does not find "Number of Slices ÷ 8 = Number of Pizzas,"	➡	mark **C** for question 20.

TEST ADMINISTRATOR MANUAL

STAAR ALTERNATE 2 GRADE 8 Mathematics

April 2016

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