



State of Texas Assessments of Academic Readiness

TEST INSTRUCTIONS

GRADE 7 Mathematics STAAR Alternate 2

Administered April 2023

RELEASED

Texas Essential Knowledge and Skills (TEKS) Curriculum Assessed

Math Grade 7		Cluster 1
Reporting Category 2	Computations and Algebraic Relationships: The student will demonstrate an understanding of how to perform operations and represent algebraic relationships.	
Knowledge and Skills Statement 7.4	The student applies mathematical process standards to represent and solve problems involving proportional relationships.	
Essence Statement	Solves problems involving ratios, rates, or percents.	
Item 1 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 2 Prerequisite Skill	represent real-world relationships using number pairs in a table and verbal descriptions (3)	
Item 3 Prerequisite Skill	represent real-world relationships using number pairs in a table and verbal descriptions (3)	
Item 4 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)	

Math Grade 7		Cluster 2
Reporting Category 1	Probability and Numerical Relationships: The student will demonstrate an understanding of how to represent probabilities and numbers.	
Knowledge and Skills Statement 7.6	The student applies mathematical process standards to use probability and statistics to describe or solve problems involving proportional relationships.	
Essence Statement	Uses probability to solve problems involving proportional relationships.	
Item 5 Prerequisite Skill	identify examples and non-examples of halves, fourths, and eighths (2)	
Item 6 Prerequisite Skill	identify examples and non-examples of halves, fourths, and eighths (2)	
Item 7 Prerequisite Skill	represent fractions greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 using concrete objects and pictorial models, including strip diagrams and number lines (3)	
Item 8 Prerequisite Skill	represent fractions greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 using concrete objects and pictorial models, including strip diagrams and number lines (3)	

Math Grade 7		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 7.6	The student applies mathematical process standards to use probability and statistics to describe or solve problems involving proportional relationships.	
Essence Statement	Solves problems using data represented in graphs.	
Item 9 Prerequisite Skill	organize a collection of data with up to four categories using pictographs and bar graphs with intervals of one or more (2)	
Item 10 Prerequisite Skill	organize a collection of data with up to four categories using pictographs and bar graphs with intervals of one or more (2)	
Item 11 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)	
Item 12 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)	

Math Grade 7		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 7.9	The student applies mathematical process standards to solve geometric problems.	
Essence Statement	Solves problems involving circumference, area, or volume of two- or three-dimensional geometric figures.	
Item 13 Prerequisite Skill	use concrete models of square units to find the area of a rectangle by covering it with no gaps or overlaps, counting to find the total number of square units, and describing the measurement using a number and the unit (2)	
Item 14 Prerequisite Skill	use concrete models of square units to find the area of a rectangle by covering it with no gaps or overlaps, counting to find the total number of square units, and describing the measurement using a number and the unit (2)	
Item 15 Prerequisite Skill	solve problems related to perimeter and area of rectangles where dimensions are whole numbers (4)	
Item 16 Prerequisite Skill	solve problems related to perimeter and area of rectangles where dimensions are whole numbers (4)	

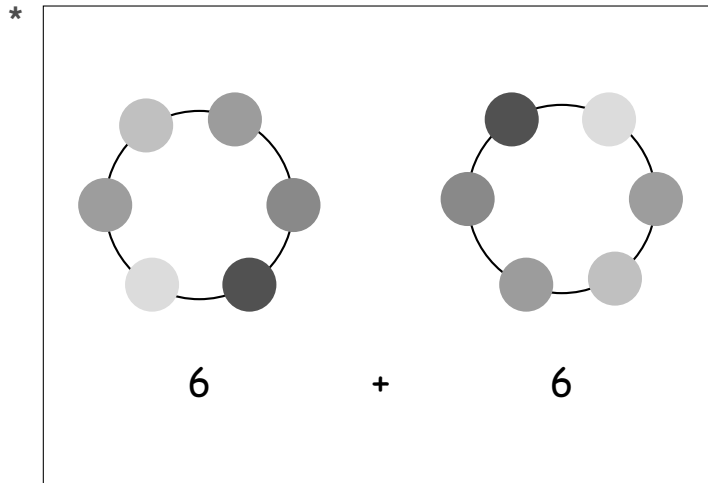
Math Grade 7		Cluster 5
Reporting Category 2	Computations and Algebraic Relationships: The student will demonstrate an understanding of how to perform operations and represent algebraic relationships.	
Knowledge and Skills Statement 7.10	The student applies mathematical process standards to use one-variable equations and inequalities to represent situations.	
Essence Statement	Uses equations or inequalities to model real-life situations.	
Item 17 Prerequisite Skill	represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations (3)	
Item 18 Prerequisite Skill	represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations (3)	
Item 19 Prerequisite Skill	determine the unknown whole number in a multiplication or division equation relating three whole numbers when the unknown is either a missing factor or product (3)	
Item 20 Prerequisite Skill	represent multi-step problems involving the four operations with whole numbers using strip diagrams and equations with a letter standing for the unknown quantity (4)	

MATHEMATICS

Presentation Instructions for Question 1

- *Present* Stimulus 1.
- *Direct* the student to Stimulus 1. *Communicate*: **Abby has two bracelets with beads. She can find the number of beads on both bracelets by adding six beads plus six beads.**
- *Communicate*: **Find the model that shows six beads plus six beads.**

Stimulus 1



Scoring Instructions

Student Action		Test Administrator Action
If the student finds the model,	➡	mark A for question 1 and move to question 2.
If the student does not find the model,	➡	<ul style="list-style-type: none"> • remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds the model,	➡	mark B for question 1 and move to question 2.
After the five-second wait time, if the student does not find the model,	➡	mark C for question 1 and move to question 2.

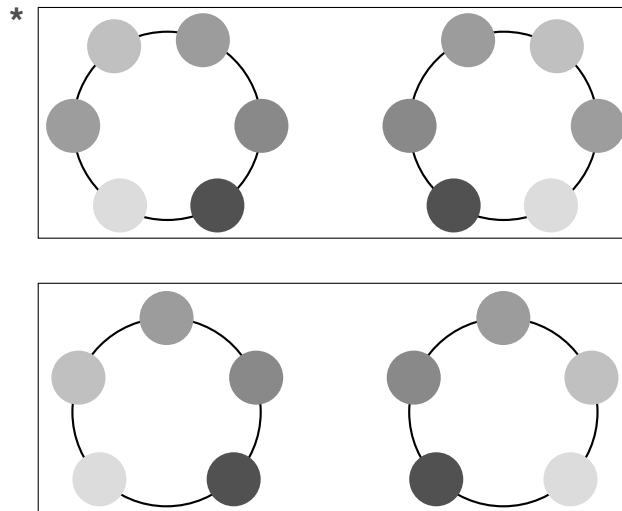
Presentation Instructions for Question 2

- Present Stimulus 2a and 2b.
- Direct the student to Stimulus 2a. *Communicate:* Abby makes two bracelets for her friend. She uses six beads for each bracelet. *Communicate* the information in the table.
- Direct the student to each answer choice in Stimulus 2b. *Communicate:* Twelve beads. Ten beads.
- *Communicate:* Find the model that shows the number of beads Abby uses to make the bracelets.

Stimulus 2a

Number of Bracelets	Total Number of Beads
1	6
2	12

Stimulus 2b



Scoring Instructions

Student Action	Test Administrator Action
If the student finds the model with 12 beads in Stimulus 2b,	➡ mark A for question 2 and move to question 3.
If the student does not find the model with 12 beads in Stimulus 2b,	➡ <ul style="list-style-type: none"> • model the desired student action by finding the model with 12 beads in Stimulus 2b and <i>communicate</i> “This model shows the number of beads Abby uses to make the bracelets”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the model with 12 beads in Stimulus 2b,	➡ mark B for question 2 and move to question 3.
After teacher modeling, if the student does not find the model with 12 beads 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*: Abby sells her bracelets at the craft fair. This table shows the amount of money needed to buy one, two, and three bracelets. Each bracelet costs the same amount of money. *Communicate* the information in the table.
- Direct the student to the stem and each answer choice in Stimulus 3b. *Communicate* the text in the stem and each answer choice.
- *Communicate*: Find the phrase that describes the relationship in the table between the number of bracelets sold and the total cost of the bracelets.

Stimulus 3a

Number of Bracelets	Total Cost
1	\$5
2	\$10
3	\$15

Stimulus 3b

The table shows a relationship of —

"plus \$4"

"times \$2"

* "times \$5"

Scoring Instructions

Student Action	Test Administrator Action
If the student finds “times \$5” in Stimulus 3b,	➡ mark A for question 3 and move to question 4.
If the student does not find “times \$5” in Stimulus 3b,	➡ provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Have the student use a calculator or number chart. OR • Use manipulatives to model the scenario. OR • Highlight “plus \$4,” “times \$2,” and “times \$5” in Stimulus 3b. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “times \$5” in Stimulus 3b,	➡ mark B for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find “times \$5” 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*: This table shows the total cost for different numbers of bracelets Abby made. A customer at the craft fair wants to buy four bracelets. The total cost of four bracelets is missing. *Communicate* the information in the table.
- Direct the student to each answer choice in Stimulus 4b. *Communicate* the information in each answer choice.
- *Communicate*: Find how much it would cost to buy four bracelets.

Stimulus 4a

Number of Bracelets	Total Cost
1	\$5
2	\$10
3	\$15
4	

Stimulus 4b

*

Scoring Instructions

Student Action		Test Administrator Action
If the student finds "\$20" in Stimulus 4b,	➡	mark A for question 4 and move to question 5.
If the student does not find "\$20" in Stimulus 4b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "\$20" 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 "\$20" in Stimulus 4b,	➡	mark C for question 4 and move to question 5.

Presentation Instructions for Question 5

- *Present* Stimulus 5. *Communicate*: These are two squares that are divided into pieces.
- *Direct* the student to the answer choice on the left in Stimulus 5. *Communicate*: This square is divided into four equal pieces, or fourths.
- *Direct* the student to the answer choice on the right in Stimulus 5. *Communicate*: This square is divided into four pieces. Each piece is a different size.
- *Communicate*: Find the square that is divided into fourths.

Stimulus 5

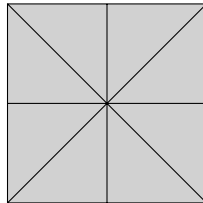


Scoring Instructions		
Student Action	Test Administrator Action	
If the student finds the square divided into fourths,	➡ mark A for question 5 and move to question 6.	
If the student does not find the square divided into fourths,	➡ <ul style="list-style-type: none"> • remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions. 	
After the five-second wait time, if the student finds the square divided into fourths,	➡ mark B for question 5 and move to question 6.	
After the five-second wait time, if the student does not find the square divided into fourths,	➡ mark C for question 5 and move to question 6.	

Presentation Instructions for Question 6

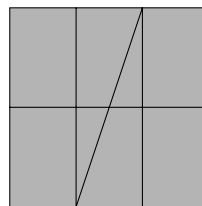
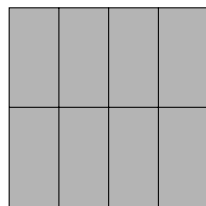
- Present Stimulus 6a and 6b.
- Direct the student to Stimulus 6a. *Communicate: This square is divided into eight equal pieces, or eighths.*
- Direct the student to each answer choice in Stimulus 6b. *Communicate: This square is divided into eight equal pieces, or eighths. This square is divided into eight pieces.*
- *Communicate: Find the square that is divided into eighths.*

Stimulus 6a



Stimulus 6b

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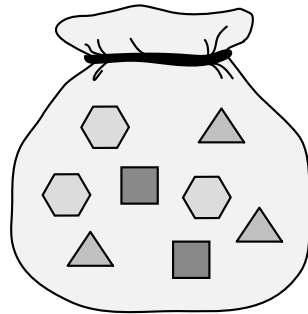
Scoring Instructions

Student Action		Test Administrator Action
If the student finds the square divided into eighths in Stimulus 6b,	➡	mark A for question 6 and move to question 7.
If the student does not find the square divided into eighths in Stimulus 6b,	➡	<ul style="list-style-type: none"> • model the desired student action by finding the square divided into eighths in Stimulus 6b and <i>communicate</i> “This square is divided into eighths”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the square divided into eighths in Stimulus 6b,	➡	mark B for question 6 and move to question 7.
After teacher modeling, if the student does not find the square divided into eighths 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:* This is a bag with two square pattern blocks, three triangle pattern blocks, and three hexagon pattern blocks.
- Direct the student to each answer choice in Stimulus 7b. *Communicate* the information in each answer choice.
- *Communicate:* Find the fraction that shows the chance of selecting a triangle pattern block from the bag.

Stimulus 7a



Stimulus 7b

$$\frac{1}{8}$$

$$\frac{2}{8}$$

*

$$\frac{3}{8}$$

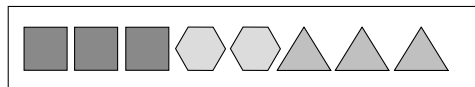
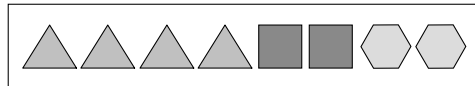
Scoring Instructions

Student Action	Test Administrator Action
If the student finds " $\frac{3}{8}$ " in Stimulus 7b,	➡ mark A for question 7 and move to question 8.
If the student does not find " $\frac{3}{8}$ " in Stimulus 7b,	➡ provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Highlight the numerators in the fractions in Stimulus 7b. OR • Use manipulatives to demonstrate the scenario in Stimulus 7a. OR • Have the student count and identify each shape in Stimulus 7a. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds " $\frac{3}{8}$ " in Stimulus 7b,	➡ mark B for question 7 and move to question 8.
After the selected teacher assistance, if the student does not find " $\frac{3}{8}$ " in Stimulus 7b,	➡ mark C for question 7 and move to question 8.

Presentation Instructions for Question 8

- *Present* Stimulus 8.
- *Direct* the student to Stimulus 8. *Communicate*: These are three groups of pattern blocks made up of triangles, squares, and hexagons.
- *Communicate*: Find the group of pattern blocks where five-eighths of the blocks are squares.

Stimulus 8

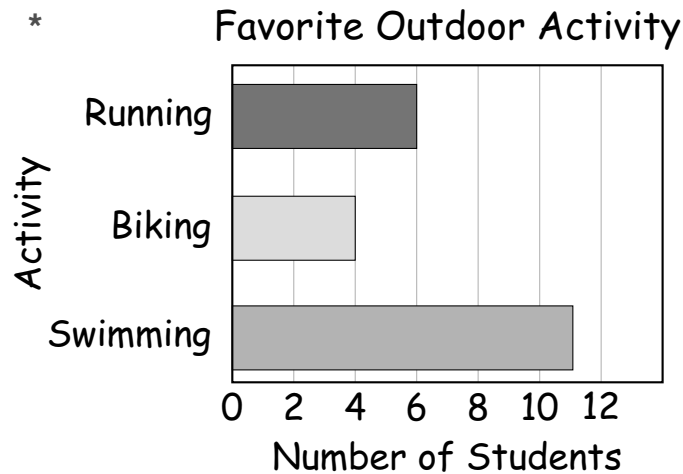


Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the group with five squares,	➡	mark A for question 8 and move to question 9.
If the student does not find the group with five squares,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds the group with five squares,	➡	mark B for question 8 and move to question 9.
After the teacher repeats the instructions, if the student does not find the group with five squares,	➡	mark C for question 8 and move to question 9.

Presentation Instructions for Question 9

- Present Stimulus 9.
- Direct the student to Stimulus 9. *Communicate*: A seventh-grade class started recording each student's favorite outdoor activity. This bar graph shows the number of students who chose each activity. *Communicate* the information in the bar graph.
- *Communicate*: Find the bar graph that shows the favorite outdoor activities of the students in the class.

Stimulus 9



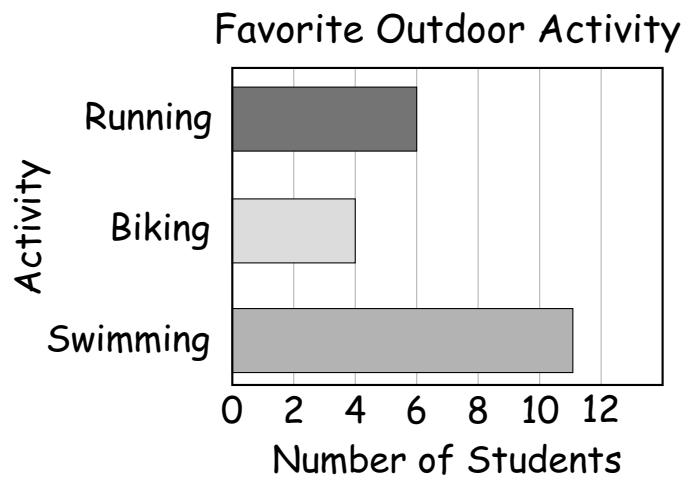
Scoring Instructions

Student Action		Test Administrator Action
If the student finds the bar graph,	➡	mark A for question 9 and move to question 10.
If the student does not find the bar graph,	➡	<ul style="list-style-type: none"> • 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 bar graph,	➡	mark B for question 9 and move to question 10.
After the five-second wait time, if the student does not find the bar graph,	➡	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:* A seventh-grade class is recording each student's favorite outdoor activity. This bar graph shows the number of students who chose each activity. *Communicate* the information in the bar graph.
- Direct the student to each answer choice in Stimulus 10b. *Communicate:* These are two frequency tables. *Communicate* the information in each answer choice.
- *Communicate:* Find the frequency table that shows the same data as the bar graph.

Stimulus 10a



Stimulus 10b

	Favorite Outdoor Activity	Favorite Outdoor Activity												
*	<table border="1" style="width: 100%;"> <tr> <td style="background-color: #cccccc;">Running</td> <td> /</td> </tr> <tr> <td style="background-color: #cccccc;">Biking</td> <td> </td> </tr> <tr> <td style="background-color: #cccccc;">Swimming</td> <td> /</td> </tr> </table>	Running	/	Biking		Swimming	/	<table border="1" style="width: 100%;"> <tr> <td style="background-color: #cccccc;">Running</td> <td> </td> </tr> <tr> <td style="background-color: #cccccc;">Biking</td> <td> </td> </tr> <tr> <td style="background-color: #cccccc;">Swimming</td> <td> /</td> </tr> </table>	Running		Biking		Swimming	/
Running	/													
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Running														
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Scoring Instructions

Student Action	Test Administrator Action
If the student finds the frequency table with 6, 4, and 11 in Stimulus 10b,	<p style="text-align: center;">➡</p> mark A for question 10 and move to question 11.
If the student does not find the frequency table with 6, 4, and 11 in Stimulus 10b,	<p style="text-align: center;">➡</p> <ul style="list-style-type: none"> • model the desired student action by finding the frequency table with 6, 4, and 11 in Stimulus 10b and <i>communicate</i> “This is the frequency table that shows the same data as the bar graph”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the frequency table with 6, 4, and 11 in Stimulus 10b,	<p style="text-align: center;">➡</p> mark B for question 10 and move to question 11.
After teacher modeling, if the student does not find the frequency table with 6, 4, and 11 in Stimulus 10b,	<p style="text-align: center;">➡</p> mark C for question 10 and move to question 11.

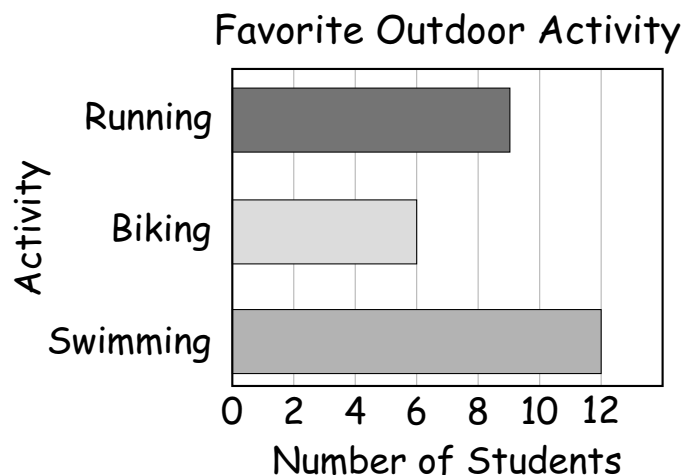
Scoring Instructions

Student Action	Test Administrator Action
If the student finds “27” in Stimulus 11b,	<p>➡ mark A for question 11 and move to question 12.</p>
If the student does not find “27” in Stimulus 11b,	<p>➡ provide one of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> • Have the student use a calculator or math chart. OR • Draw a line from the ends of the bars to the numbered axis. OR • Label the bars as the student counts. <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds “27” in Stimulus 11b,	<p>➡ mark B for question 11 and move to question 12.</p>
After the selected teacher assistance, if the student does not find “27” in Stimulus 11b,	<p>➡ mark C for question 11 and move to question 12.</p>

Presentation Instructions for Question 12

- Present Stimulus 12a and 12b.
- Direct the student to Stimulus 12a. *Communicate:* This bar graph shows the number of students in a seventh-grade class who chose running, biking, or swimming as their favorite outdoor activity.
- Direct the student to each answer choice in Stimulus 12b. *Communicate* the information in each answer choice.
- *Communicate:* Find how many more students chose running as their favorite outdoor activity than chose biking.

Stimulus 12a



Stimulus 12b

21
*
3

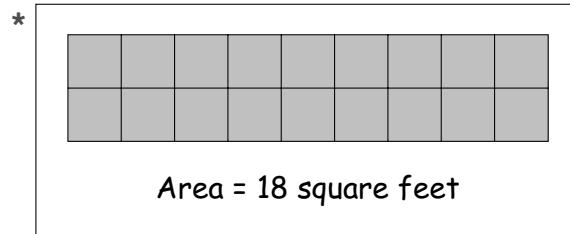
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Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “3” in Stimulus 12b,	➡	mark A for question 12 and move to question 13.
If the student does not find “3” in Stimulus 12b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “3” 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 “3” 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*: Part of a backyard patio is being covered with square stones. Each stone is 1 square foot. The area of the backyard patio being covered is 18 square feet.
- *Communicate*: Find the area of the backyard patio that is 18 square feet.

Stimulus 13



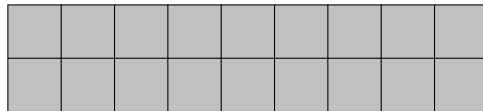
Scoring Instructions

Student Action		Test Administrator Action
If the student finds the model,	➡	mark A for question 13 and move to question 14.
If the student does not find the model,	➡	<ul style="list-style-type: none">• remove the stimulus;• wait at least five seconds; and• replicate the initial presentation instructions.
After the five-second wait time, if the student finds the model,	➡	mark B for question 13 and move to question 14.
After the five-second wait time, if the student does not find the model,	➡	mark C for question 13 and move to question 14.

Presentation Instructions for Question 14

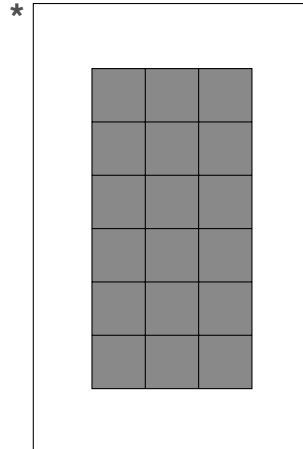
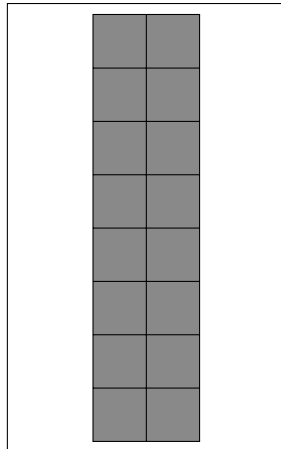
- *Present* Stimulus 14a and 14b.
- *Direct* the student to Stimulus 14a. *Communicate*: **Part of a backyard patio is being covered with square stones. Each stone is 1 square foot. The area of the backyard patio being covered is 18 square feet.**
- *Direct* the student to each answer choice in Stimulus 14b. *Communicate*: **Here are two other sections of the backyard patio covered by square stones.**
- *Communicate*: **Find the part of the backyard patio with an area of 18 square feet.**

Stimulus 14a



Area = 18 square feet

Stimulus 14b



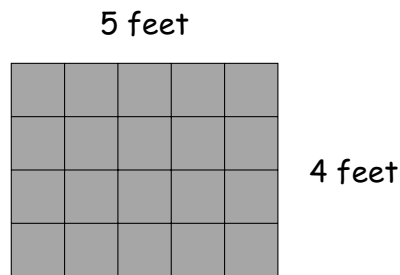
Scoring Instructions

Student Action	Test Administrator Action
If the student finds the rectangle with an area of 18 in Stimulus 14b,	<p>➡ mark A for question 14 and move to question 15.</p>
If the student does not find the rectangle with an area of 18 in Stimulus 14b,	<p>➡</p> <ul style="list-style-type: none"> • model the desired student action by finding the rectangle with an area of 18 in Stimulus 14b and <i>communicate</i> “This is the part of the backyard patio with an area of 18 square feet”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the rectangle with an area of 18 in Stimulus 14b,	<p>➡ mark B for question 14 and move to question 15.</p>
After teacher modeling, if the student does not find the rectangle with an area of 18 in Stimulus 14b,	<p>➡ mark C for question 14 and move to question 15.</p>

Presentation Instructions for Question 15

- Present Stimulus 15a and 15b.
 - Direct the student to Stimulus 15a. *Communicate:* Part of a backyard is covered with squares of grass sod. Each square of grass sod is 1 square foot. *Communicate* the information in Stimulus 15a.
 - Direct the student to each answer choice in Stimulus 15b. *Communicate* the information in each answer choice.
 - *Communicate:* Find the total area of the backyard that is covered with grass sod.
-

Stimulus 15a



Area = length \times width

$$A = l \times w$$

Stimulus 15b

25 square feet

*

20 square feet

9 square feet

Scoring Instructions

Student Action	Test Administrator Action
If the student finds “20 square feet” in Stimulus 15b,	<p>➡ mark A for question 15 and move to question 16.</p>
If the student does not find “20 square feet” in Stimulus 15b,	<p>➡ provide one of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> • Have the student use a calculator or math chart. OR • Point to each square in Stimulus 15a as the student counts the squares from 1 to 20. OR • Highlight the first row and the first column in Stimulus 15a. OR • Have the student number each square in Stimulus 15a. <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds “20 square feet” in Stimulus 15b,	<p>➡ mark B for question 15 and move to question 16.</p>
After the selected teacher assistance, if the student does not find “20 square feet” in Stimulus 15b,	<p>➡ mark C for question 15 and move to question 16.</p>

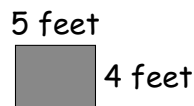
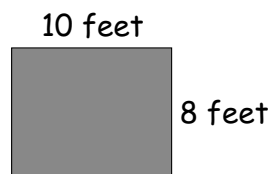
Presentation Instructions for Question 16

- Present Stimulus 16a and 16b.
- Direct the student to Stimulus 16a. *Communicate:* **The area of a rectangle can be found by multiplying the length by the width.**
- Direct the student to each answer choice in Stimulus 16b. *Communicate* the information in each answer choice.
- *Communicate:* **Find the rectangle that has an area of 18 square feet.**

Stimulus 16a

$$A = l \times w$$

Stimulus 16b



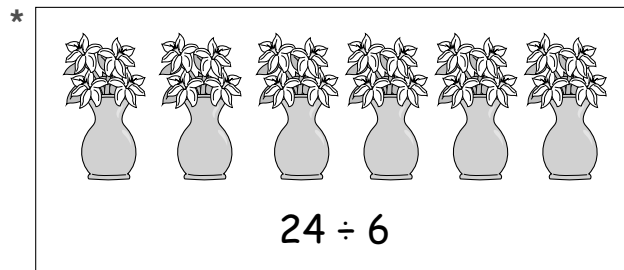
Scoring Instructions

Student Action		Test Administrator Action
If the student finds the rectangle labeled with 6 feet and 3 feet in Stimulus 16b,	➡	mark A for question 16 and move to question 17.
If the student does not find the rectangle labeled with 6 feet and 3 feet in Stimulus 16b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds the rectangle labeled with 6 feet and 3 feet 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 the rectangle labeled with 6 feet and 3 feet in Stimulus 16b,	➡	mark C for question 16 and move to question 17.

Presentation Instructions for Question 17

- *Present* Stimulus 17.
- *Direct* the student to the vases in Stimulus 17. *Communicate*: **Melanie is creating centerpieces of flowers for a school banquet. She has 24 flowers divided equally into 6 vases.**
- *Direct* the student to the expression in Stimulus 17. *Communicate*: **This expression shows the number of flowers in each vase is equal to 24 divided by 6.**
- *Communicate*: **Find the model that shows 24 divided by 6.**

Stimulus 17

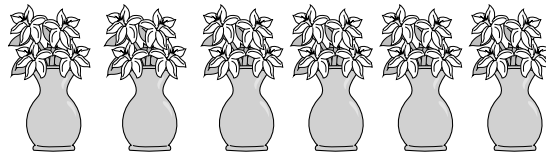


Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the model,	➡	mark A for question 17 and move to question 18.
If the student does not find the model,	➡	<ul style="list-style-type: none"> • remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds the model,	➡	mark B for question 17 and move to question 18.
After the five-second wait time, if the student does not find the model,	➡	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*: **Melanie is creating centerpieces of flowers for a school banquet. She has 24 flowers divided equally into 6 vases. There are four flowers in each vase.**
- Direct the student to each answer choice in Stimulus 18b. *Communicate* the information in each answer choice.
- *Communicate*: **Find the equation that shows there are four flowers in each vase.**

Stimulus 18a



Stimulus 18b

*

$$24 \div 6 = 4$$

$$20 \div 4 = 5$$

Scoring Instructions

Student Action		Test Administrator Action
If the student finds “ $24 \div 6 = 4$ ” in Stimulus 18b,	➡	mark A for question 18 and move to question 19.
If the student does not find “ $24 \div 6 = 4$ ” in Stimulus 18b,	➡	<ul style="list-style-type: none"> • model the desired student action by finding “$24 \div 6 = 4$” in Stimulus 18b and <i>communicate</i> “This equation shows the number of flowers in each vase”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds “ $24 \div 6 = 4$ ” in Stimulus 18b,	➡	mark B for question 18 and move to question 19.
After teacher modeling, if the student does not find “ $24 \div 6 = 4$ ” 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*: **Melanie wants to also put candles on the tables. She has a box of 60 candles that will be divided equally among 6 tables. The number of candles that will be on each table is missing.**
- *Direct* the student to each answer choice in Stimulus 19b. *Communicate* the information in each answer choice.
- *Communicate*: **Find the number of candles that will be on each table.**

Stimulus 19a

$$60 \div \square = 6$$

Stimulus 19b

$$\square 54 \quad * \quad \square 10 \quad \square 6$$

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “10” in Stimulus 19b,	➔	mark A for question 19 and move to question 20.
If the student does not find “10” in Stimulus 19b,	➔	<p>provide one of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> • Have the student use math manipulatives to replicate the scenario in Stimulus 19a. OR • Have the student use a math chart or calculator. OR • Insert each answer choice into the empty box in Stimulus 19a. <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds “10” in Stimulus 19b,	➔	mark B for question 19 and move to question 20.
After the selected teacher assistance, if the student does not find “10” 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*: **Melanie divides 72 balloons equally among the 6 tables at the school banquet. Four of the balloons at Melanie’s table pop.**
- *Direct* the student to each answer choice in Stimulus 20b. *Communicate* the information in each answer choice.
- *Communicate*: **Find the number of balloons that are left at Melanie’s table.**

Stimulus 20a

$$(72 \div 6) - 4 = \square$$

Stimulus 20b

*

Scoring Instructions

Student Action		Test Administrator Action
If the student finds “8” in Stimulus 20b,	➡	mark A for question 20.
If the student does not find “8” in Stimulus 20b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “8” in Stimulus 20b,	➡	mark B for question 20.
After the teacher repeats the instructions, if the student does not find “8” in Stimulus 20b,	➡	mark C for question 20.

**TEST
INSTRUCTIONS**

**STAAR ALTERNATE 2
GRADE 7
Mathematics
April 2023**

