STAAR®
ALTERNATE 2

State of Texas Assessments of Academic Readiness

TEST INSTRUCTIONS

Biology

STAAR Alternate 2

Administered April 2023

RELEASED

Texas Essential Knowledge and Skills (TEKS) Curriculum Assessed

Biology	**Cluster 1**
Reporting Category 3	Biological Evolution and Classification: The student will demonstrate an understanding of the theory of biological evolution and the hierarchical classification of organisms.
Knowledge and Skills Statement B.7	The student knows evolutionary theory is a scientific explanation for the unity and diversity of life.
Essence Statement	Knows evolutionary theory is a scientific explanation for the unity and diversity of life.
Item 1 Prerequisite Skill	investigate how the external characteristics of an animal are related to where it lives, how it moves, and what it eats (1)
Item 2 Prerequisite Skill	explore how structures and functions of plants and animals allow them to survive in a particular environment (3)
Item 3 Prerequisite Skill	compare the structures and functions of different species that help them live and survive, such as hooves on prairie animals or webbed feet in aquatic animals (5)
Item 4 Prerequisite Skill	compare the structures and functions of different species that help them live and survive in a specific environment such as hooves on prairie animals or webbed feet in aquatic animals (5)

Biology	**Cluster 2**
Reporting Category 5	Interdependence within Environmental Systems: The student will demonstrate an understanding of the interdependence and interactions that occur within an environmental system and their significance.
Knowledge and Skills Statement B.12	The student knows that interdependence and interactions occur within an environmental system.
Essence Statement	Knows that interdependence and interactions occur within an environmental system.
Item 5 Prerequisite Skill	analyze and record examples of interdependence found in various situations such as terrariums and aquariums or pet and caregiver (1)
Item 6 Prerequisite Skill	analyze and record examples of interdependence found in various situations such as terrariums and aquariums or pet and caregiver (1)
Item 7 Prerequisite Skill	identify and describe the flow of energy in a food chain and predict how changes in a food chain affect the ecosystem such as removal of frogs from a pond or bees from a field (3)
Item 8 Prerequisite Skill	predict the effects of changes in ecosystems caused by living organisms, including humans, such as the overpopulation of grazers or the building of highways (5)

Biology	**Cluster 3**
Reporting Category 4	Biological Processes and Systems: The student will demonstrate an understanding of metabolic processes, energy conversions, and interactions and functions of systems in organisms.
Knowledge and Skills Statement B.9	The student knows the significance of various molecules involved in metabolic processes and energy conversions that occur in living organisms.
Essence Statement	Recognizes energy conversions in living organisms and the functions of various biomolecules.
Item 9 Prerequisite Skill	gather evidence of interdependence among living organisms such as energy transfer through food chains or animals using plants for shelter (1)
Item 10 Prerequisite Skill	compare the ways living organisms depend on each other and on their environments such as through food chains (2)
Item 11 Prerequisite Skill	identify and describe the flow of energy in a food chain and predict how changes in a food chain affect the ecosystem such as removal of frogs from a pond or bees from a field (3)
Item 12 Prerequisite Skill	predict the effects of changes in ecosystems caused by living organisms, including humans, such as the overpopulation of grazers or the building of highways (5)

Biology	Cluster 4
Reporting Category 1	Cell Structure and Function: The student will demonstrate an understanding of biomolecules as building blocks of cells, and that cells are the basic unit of structure and function of living things.
Knowledge and Skills Statement B.4	The student knows that cells are the basic structures of all living things with specialized parts that perform specific functions and that viruses are different from cells.
Essence Statement	Knows that all living things are composed of cells that perform specific functions and that viruses are different from cells.
Item 13 Prerequisite Skill	observe, record, and compare how the physical characteristics and behaviors of animals help them meet their basic needs (2)
Item 14 Prerequisite Skill	explore how structures and functions of plants and animals allow them to survive in a particular environment (3)
Item 15 Prerequisite Skill	explore how structures and functions enable organisms to survive in their environment (4)
Item 16 Prerequisite Skill	compare the structures and functions of different species that help them live and survive in a specific environment such as hooves on prairie animals or webbed feet in aquatic animals (5)

Biology	Cluster 5
Reporting Category 2	Mechanisms of Genetics: The student will demonstrate an understanding of the mechanisms of genetics.
Knowledge and Skills Statement B.6	The student knows the mechanisms of genetics such as the role of nucleic acids and the principles of Mendelian and non-Mendelian genetics.
Essence Statement	Recognizes that the structure of DNA determines the inherited traits in organisms.
Item 17 Prerequisite Skill	observe and record life cycles of animals such as a chicken, frog, or fish (1)
Item 18 Prerequisite Skill	investigate and compare how animals and plants undergo a series of orderly changes in their diverse life cycles such as tomato plants, frogs, and beetles (3)
Item 19 Prerequisite Skill	explore, illustrate, and compare life cycles in living organisms such as butterflies, beetles, radishes, or lima beans (4)
Item 20 Prerequisite Skill	explore, illustrate, and compare life cycles in living organisms such as butterflies, beetles, radishes, or lima beans (4)

BIOLOGY

Presentation Instructions for Question 1

- *Present* Stimulus 1.
- *Direct* the student to Stimulus 1. *Communicate:* **Animals need shelter to live in. Birds can fly and find shelter in trees.**
- *Communicate:* **Find the bird's nest in the tree.**

Stimulus 1

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Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the bird's nest,	➨	mark **A** for question 1 and move to question 2.
If the student does not find the bird's nest,	➨	• 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 bird's nest,	➨	mark **B** for question 1 and move to question 2.
After the five-second wait time, if the student does not find the bird's nest,	➨	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:* **Birds have feathers and hollow bones to help them fly through the air. This bluebird can fly because of its feathers and hollow bones.**
- *Direct* the student to each answer choice in Stimulus 2b. *Communicate:* **This is a robin. This is an ostrich.**
- *Communicate:* **Find the animal that has feathers and hollow bones to help it fly.**

Stimulus 2a

Stimulus 2b

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Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the robin in Stimulus 2b,	➨	mark **A** for question 2 and move to question 3.
If the student does not find the robin in Stimulus 2b,	➨	• model the desired student action by finding the robin in Stimulus 2b and *communicate* **"This robin has feathers and hollow bones to help it fly"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the robin in Stimulus 2b,	➨	mark **B** for question 2 and move to question 3.
After teacher modeling, if the student does not find the robin in Stimulus 2b,	➨	mark **C** for question 2 and move to question 3.

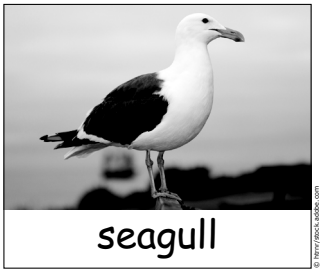
Presentation Instructions for Question 3

- *Present* Stimulus 3a and 3b.
- *Direct* the student to Stimulus 3a. *Communicate:* **Some birds have short, hard beaks to open nuts for food. This parrot is using its strong beak to open a peanut.**
- *Direct* the student to each answer choice in Stimulus 3b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the bird with the long, thin beak that allows it to get nectar from flowers.**

Stimulus 3a

Stimulus 3b


buzzard


seagull

* 
hummingbird

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the hummingbird in Stimulus 3b,	➨	mark **A** for question 3 and move to question 4.
If the student does not find the hummingbird in Stimulus 3b,	➨	provide ***one*** of these allowable teacher assists to the student: • Circle the beak on each bird in the answer choices in Stimulus 3b. **OR** • Have the student describe the beak of each bird in the answer choices in Stimulus 3b. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the hummingbird in Stimulus 3b,	➨	mark **B** for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find the hummingbird in Stimulus 3b,	➨	mark **C** for question 3 and move to question 4.

Presentation Instructions for Question 4

- *Present* Stimulus 4.
- *Direct* the student to Stimulus 4. *Communicate:* **Some organisms inherit colors and patterns that blend in with their habitat. This adaptation is known as camouflage.**
- *Direct* the student to each answer choice in Stimulus 4. *Communicate* the text in each answer choice.
- *Communicate:* **Find the organism that uses camouflage.**

Stimulus 4

a panda bear sitting in front of a bamboo tree

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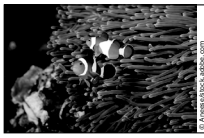
a brown owl perched on a limb of a tree



a clown fish swimming in front of an anemone

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the brown owl,	➨	mark **A** for question 4 and move to question 5.
If the student does not find the brown owl,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds the brown owl,	➨	mark **B** for question 4 and move to question 5.
After the teacher repeats the instructions, if the student does not find the brown owl,	➨	mark **C** for question 4 and move to question 5.

Presentation Instructions for Question 5

- *Present* Stimulus 5.
- *Direct* the student to Stimulus 5. *Communicate:* **To keep a pet turtle alive and healthy, a caregiver must provide food for the turtle.**
- *Communicate:* **Find the caregiver feeding the turtle.**

Stimulus 5

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Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the caregiver feeding the turtle,	➨	mark **A** for question 5 and move to question 6.
If the student does not find the caregiver feeding the turtle,	➨	• 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 caregiver feeding the turtle,	➨	mark **B** for question 5 and move to question 6.
After the five-second wait time, if the student does not find the caregiver feeding the turtle,	➨	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:* **To keep a pet turtle alive and healthy, a caregiver must provide food for the turtle.**
- *Direct* the student to each answer choice in Stimulus 6b. *Communicate:* **This is a pet dog. This is a squirrel in the forest.**
- *Communicate:* **Find another animal that relies on its caregiver for food.**

Stimulus 6a

Stimulus 6b

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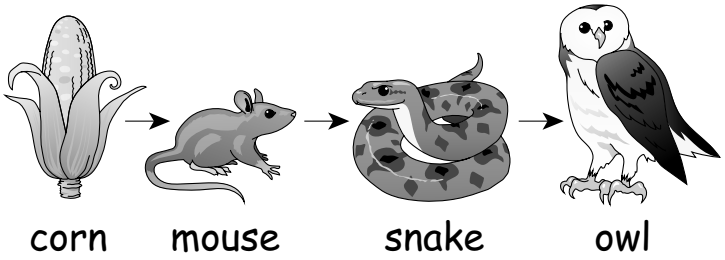
Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the pet dog in Stimulus 6b,	➨	mark **A** for question 6 and move to question 7.
If the student does not find the pet dog in Stimulus 6b,	➨	• model the desired student action by finding the pet dog in Stimulus 6b and *communicate* **"The pet dog relies on its caregiver for food"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the pet dog in Stimulus 6b,	➨	mark **B** for question 6 and move to question 7.
After teacher modeling, if the student does not find the pet dog in Stimulus 6b,	➨	mark **C** for question 6 and move to question 7.

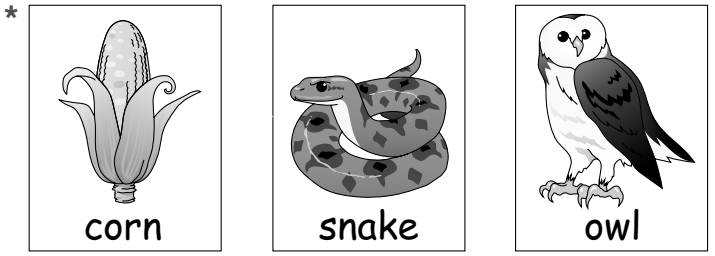
Presentation Instructions for Question 7

- *Present* Stimulus 7a and 7b.
- *Direct* the student to Stimulus 7a. *Communicate:* **Organisms depend on other organisms as resources for food. This meadow food chain shows how energy is transferred from one organism to another organism. The energy flows from the corn to the mouse, from the mouse to the snake, and from the snake to the owl.**
- *Direct* the student to each answer choice in Stimulus 7b. *Communicate:* **Corn. Snake. Owl.**
- *Communicate:* **Find the organism that provides energy for the mouse.**

Stimulus 7a



Stimulus 7b

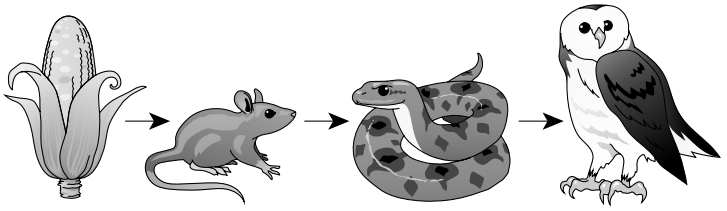


Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the corn in Stimulus 7b,	➨	mark **A** for question 7 and move to question 8.
If the student does not find the corn in Stimulus 7b,	➨	provide ***one*** of these allowable teacher assists to the student: • Highlight the direction of the arrows to and from the mouse in Stimulus 7a. **OR** • Highlight or circle the mouse in the food chain in Stimulus 7a. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the corn in Stimulus 7b,	➨	mark **B** for question 7 and move to question 8.
After the selected teacher assistance, if the student does not find the corn 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:* **Organisms depend on other organisms as resources for food. A change in a meadow ecosystem affects organisms living in this environment.**
- *Direct* the student to each answer choice in Stimulus 8b. *Communicate* the text in each answer choice.
- *Communicate:* **Find what will probably happen if the mouse population doubles in the meadow.**

Stimulus 8a



Stimulus 8b

The number of snakes will decrease.

The number of owls will decrease.

* The amount of corn will decrease.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “The amount of corn will decrease” in Stimulus 8b,	➨	mark **A** for question 8 and move to question 9.
If the student does not find “The amount of corn will decrease” in Stimulus 8b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “The amount of corn will decrease” 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 “The amount of corn will decrease” 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 Stimulus 9. *Communicate:* **This food chain shows how energy is transferred in a wetlands ecosystem.**
- *Communicate:* **Find the wetlands food chain.**

Stimulus 9

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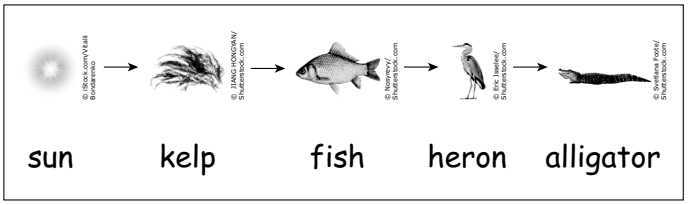


Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the wetlands food chain,	➨	mark **A** for question 9 and move to question 10.
If the student does not find the wetlands food chain,	➨	• remove the stimulus; • wait at least five seconds; and • replicate the initial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

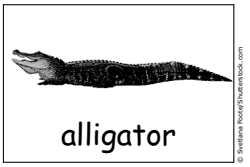
Presentation Instructions for Question 10

- *Present* Stimulus 10a and 10b.
- *Direct* the student to Stimulus 10a. *Communicate:* **This food chain shows that organisms depend on other organisms for energy. The sun provides energy to the kelp, which provides energy to the fish, which provides energy to the heron, which provides energy to the alligator.**
- *Direct* the student to each answer choice in Stimulus 10b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the organism the heron depends on for energy in this food chain.**

Stimulus 10a

sun kelp fish heron alligator

Stimulus 10b



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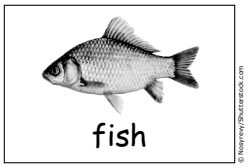
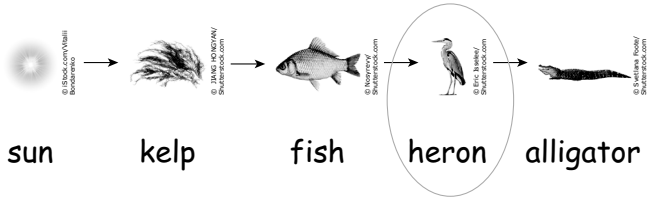


Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the fish in Stimulus 10b,	➨	mark **A** for question 10 and move to question 11.
If the student does not find the fish in Stimulus 10b,	➨	• model the desired student action by finding the fish in Stimulus 10b and *communicate* **"The heron depends on the fish for energy"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the fish in Stimulus 10b,	➨	mark **B** for question 10 and move to question 11.
After teacher modeling, if the student does not find the fish 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 food chain shows that the sun provides energy to the kelp, which provides energy to the fish, which provides energy to the heron, which provides energy to the alligator. This circle is around the heron.**
- *Direct* the student to the stem and each answer choice in Stimulus 11b. *Communicate* the text in the stem and each answer choice.
- *Communicate:* **Find a result of the heron population greatly increasing in a short amount of time.**

Stimulus 11a



Stimulus 11b

An increase in the heron population would cause —

a decrease in the alligator population

a decrease in the kelp population

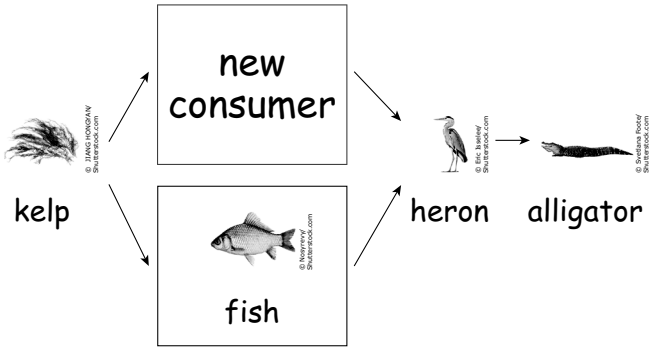
* a decrease in the fish population

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “a decrease in the fish population” in Stimulus 11b,	➨	mark **A** for question 11 and move to question 12.
If the student does not find “a decrease in the fish population” in Stimulus 11b,	➨	provide ***one*** of these allowable teacher assists to the student: • Highlight the arrows in the food chain in Stimulus 11a. **OR** • Have the student describe the flow of consumption in Stimulus 11a. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “a decrease in the fish population” in Stimulus 11b,	➨	mark **B** for question 11 and move to question 12.
After the selected teacher assistance, if the student does not find “a decrease in the fish population” 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 food chain shows that a new consumer has been introduced into the wetlands ecosystem. The kelp provides energy to the new consumer and to the fish, which both provide energy to the heron, which provides energy to the alligator.**
- *Direct* the student to each answer choice in Stimulus 12b. *Communicate* the text in each answer choice.
- *Communicate:* **Find an effect of introducing a new consumer into this wetlands ecosystem.**

Stimulus 12a



Stimulus 12b

The amount of energy provided by the kelp would increase.

* The amount of energy available to the fish would decrease.

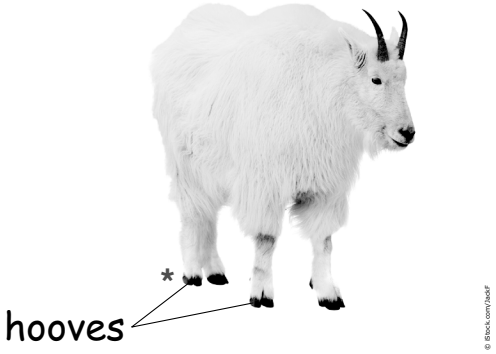
The amount of energy available to the kelp would increase.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “The amount of energy available to the fish would decrease” in Stimulus 12b,	➨	mark **A** for question 12 and move to question 13.
If the student does not find “The amount of energy available to the fish would decrease” in Stimulus 12b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “The amount of energy available to the fish would decrease” 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 “The amount of energy available to the fish would decrease” 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:* **A mountain goat has four hooves to help it move safely in its environment.** *Communicate* the text in Stimulus 13.
- *Communicate:* **Find what helps the mountain goat move safely in its environment.**

Stimulus 13

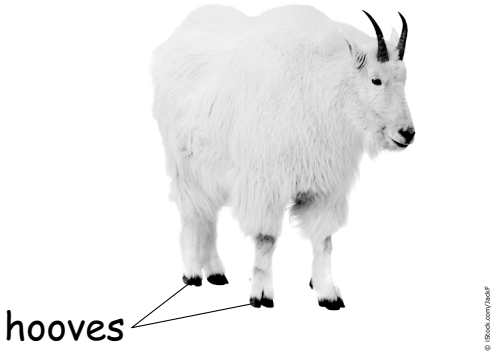


Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the hooves,	➨	mark **A** for question 13 and move to question 14.
If the student does not find the hooves,	➨	• remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds the hooves,	➨	mark **B** for question 13 and move to question 14.
After the five-second wait time, if the student does not find the hooves,	➨	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* the text in Stimulus 14a. *Communicate:* **A mountain goat's hooves have two widespread toes to balance on uneven terrain.**
- *Direct* the student to each answer choice in Stimulus 14b. *Communicate:* **This is a rocky hill. This is a sandy beach.**
- *Communicate:* **Find the environment where a mountain goat uses its widespread toes to balance.**

Stimulus 14a



Stimulus 14b

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Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the rocky hill in Stimulus 14b,	➨	mark **A** for question 14 and move to question 15.
If the student does not find the rocky hill in Stimulus 14b,	➨	• model the desired student action by finding the rocky hill in Stimulus 14b and *communicate* **"The rocky hill is the environment where a mountain goat uses its widespread toes to balance"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the rocky hill in Stimulus 14b,	➨	mark **B** for question 14 and move to question 15.
After teacher modeling, if the student does not find the rocky hill in Stimulus 14b,	➨	mark **C** for question 14 and move to question 15.

Presentation Instructions for Question 15

- *Present* Stimulus 15a and 15b.
- *Direct* the student to Stimulus 15a. *Communicate:* **Mountain goats move easily on tall mountains and rocky land areas.**
- *Direct* the student to each answer choice in Stimulus 15b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the body structures of the mountain goat that help the goat move easily in its environment.**

Stimulus 15a

Stimulus 15b

thick white fur for camouflage

* strong muscles for climbing

horns for defending territory

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “strong muscles for climbing” in Stimulus 15b,	➨	mark **A** for question 15 and move to question 16.
If the student does not find “strong muscles for climbing” in Stimulus 15b,	➨	provide ***one*** of these allowable teacher assists to the student: • Identify the characteristics listed in Stimulus 15b on the goat in Stimulus 15a. **OR** • Highlight “fur,” “muscles,” and “horns” in Stimulus 15b. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “strong muscles for climbing” in Stimulus 15b,	➨	mark **B** for question 15 and move to question 16.
After the selected teacher assistance, if the student does not find “strong muscles for climbing” 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 Stimulus 16a. *Communicate:* **This table lists some adaptations of the mountain goat.** *Communicate* the text in Stimulus 16a.
- *Direct* the student to each answer choice in Stimulus 16b. *Communicate* the text in each answer choice.
- *Communicate:* **Find why it is important for animals to adapt to their environment.**

Stimulus 16a

Adaptation	Purpose
strong horns	defending territory
hooves with two toes and toe pads	balancing on and gripping rocks
thick white fur	providing warmth and camouflage

Stimulus 16b

so that animals can eat the food they prefer

* so that animals can meet their basic needs for survival

to let all animals live in burrows under the ground

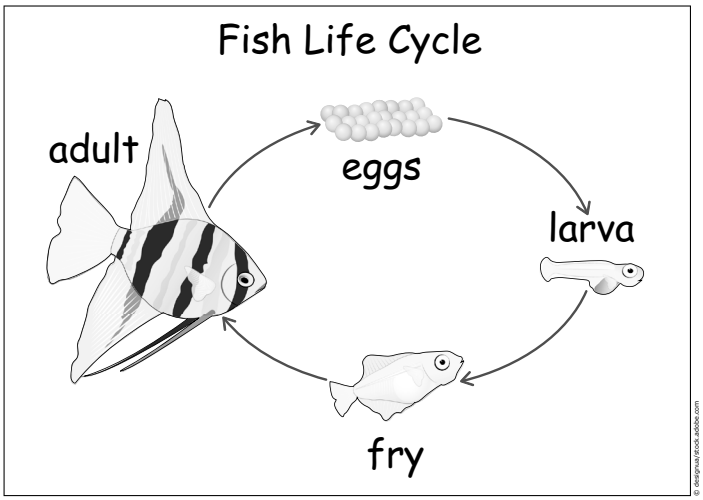
Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “so that animals can meet their basic needs for survival” in Stimulus 16b,	➨	mark **A** for question 16 and move to question 17.
If the student does not find “so that animals can meet their basic needs for survival” in Stimulus 16b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “so that animals can meet their basic needs for survival” 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 “so that animals can meet their basic needs for survival” 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 Stimulus 17. *Communicate:* **A fish goes through a life cycle.** *Communicate* the labels in Stimulus 17.
- *Communicate:* **Find the life cycle of the fish.**

Stimulus 17

*

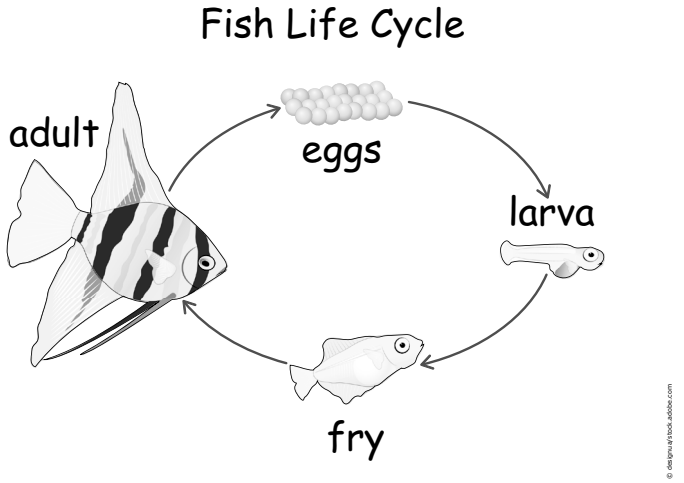


Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the life cycle,	➨	mark **A** for question 17 and move to question 18.
If the student does not find the life cycle,	➨	• remove the stimulus; • wait at least five seconds; and • replicate the initial presentation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

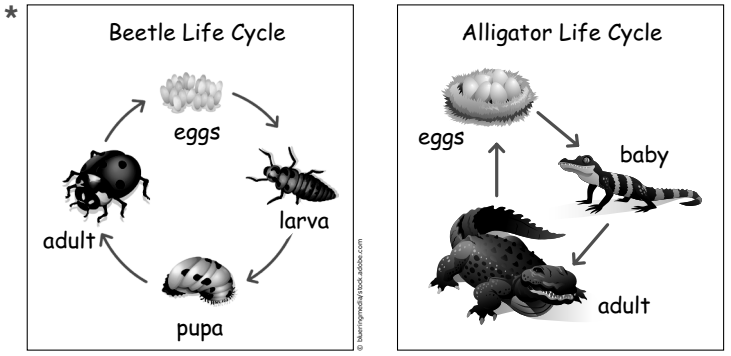
Presentation Instructions for Question 18

- *Present* Stimulus 18a and 18b.
- *Direct* the student to Stimulus 18a. *Communicate:* **The life cycle of a fish is a continuous cycle.** *Communicate* the text in the life cycle, beginning with "eggs."
- *Direct* the student to each answer choice in Stimulus 18b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the life cycle with the same number of stages as the fish life cycle.**

Stimulus 18a



Stimulus 18b

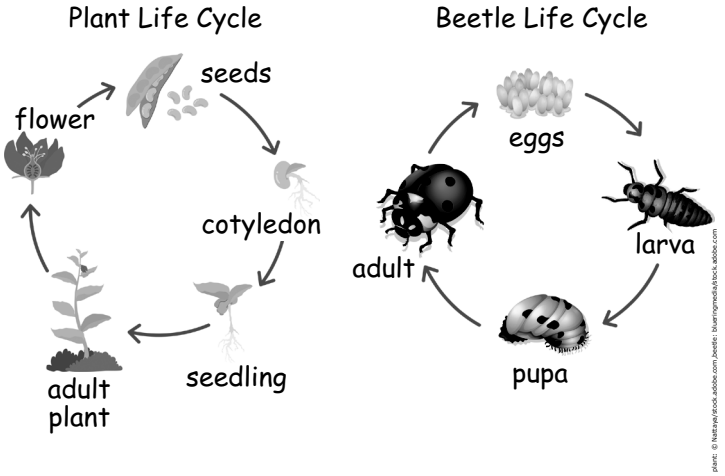


Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the beetle life cycle in Stimulus 18b,	➨	mark **A** for question 18 and move to question 19.
If the student does not find the beetle life cycle in Stimulus 18b,	➨	• model the desired student action by finding the beetle life cycle in Stimulus 18b and *communicate* **"The beetle life cycle has the same number of stages as the fish life cycle"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the beetle life cycle in Stimulus 18b,	➨	mark **B** for question 18 and move to question 19.
After teacher modeling, if the student does not find the beetle life cycle 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:* **The life cycle of a living organism is a continuous cycle. This is a plant life cycle. This is a beetle life cycle.** *Communicate* the labels in each life cycle.
- *Communicate:* **Most of the stages of the plant life cycle and the beetle life cycle are different, but there are similarities. For example, each of the life cycles has an adult phase.**
- *Direct* the student to each answer choice in Stimulus 19b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the stage in the beetle's life cycle that is most similar to the plant's seed stage.**

Stimulus 19a



Stimulus 19b

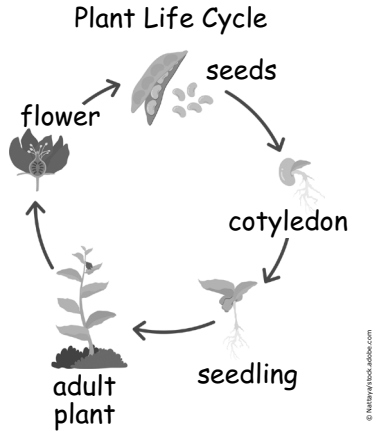
pupa	larva	* eggs

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “eggs” in Stimulus 19b,	➨	mark **A** for question 19 and move to question 20.
If the student does not find “eggs” in Stimulus 19b,	➨	provide ***one*** of these allowable teacher assists to the student: • Highlight “pupa,” “larva,” and “eggs” in Stimulus 19a. **OR** • Have the student describe each life cycle in Stimulus 19a. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “eggs” in Stimulus 19b,	➨	mark **B** for question 19 and move to question 20.
After the selected teacher assistance, if the student does not find “eggs” 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:* **Flowers on plants form seeds. Seeds form into seedlings and then form into adult plants, as shown in the diagram. This cycle is continuous.**
- *Direct* the student to each answer choice in Stimulus 20b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the statement that best describes what will happen if the plant does not go through the seedling stage.**

Stimulus 20a



Stimulus 20b

The plant will grow taller.

The cotyledon will split into two.

* The adult plant will not grow.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “The adult plant will not grow” in Stimulus 20b,	➨	mark **A** for question 20.
If the student does not find “The adult plant will not grow” in Stimulus 20b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “The adult plant will not grow” in Stimulus 20b,	➨	mark **B** for question 20.
After the teacher repeats the instructions, if the student does not find “The adult plant will not grow” in Stimulus 20b,	➨	mark **C** for question 20.

TEST INSTRUCTIONS

STAAR ALTERNATE 2
Biology
April 2023

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