STAAR® Alternate 2

State of Texas Assessments of Academic Readiness — Alternate 2

MATHEMATICS
Grade 4

2015 Released Test Questions

TEST ADMINISTRATOR INSTRUCTIONS

Question 1

Grade	4	Subject	Mathematics	Question	1
Reporting Category 3		Geometry and Measurement: The student will demonstrate an understanding of how to represent and apply geometry and measurement concepts.			
Knowledge and Skill Statement 4.6		The student applies mathematical process standards to analyze geometric attributes in order to develop generalizations about their properties.			
Essence Statement		Identifies one- and two-dimensional geometric figures using attributes.			
Prerequisite Skill (Old Curriculum)		create shapes (P-K)			

Question 2

Grade	4	Subject	Mathematics	Question	2
Reporting Category 3		Geometry and Measurement: The student will demonstrate an understanding of how to represent and apply geometry and measurement concepts.			
Knowledge and Skill Statement 4.6		The student applies mathematical process standards to analyze geometric attributes in order to develop generalizations about their properties.			
Essence Statement		Identifies one- and two-dimensional geometric figures using attributes.			
Prerequisite Skill (Old Curriculum)		create shapes (P-K)			

Question 3

Grade	4	Subject	Mathematics	Question	3
Reporting Category 3		Geometry and Measurement: The student will demonstrate an understanding of how to represent and apply geometry and measurement concepts.			
Knowledge and Skill Statement 4.6		The student applies mathematical process standards to analyze geometric attributes in order to develop generalizations about their properties.			
Essence Statement		Identifies one- and two-dimensional geometric figures using attributes.			
Prerequisite Skill (Old Curriculum)		describe, identify, and compare circles, triangles, rectangles, and squares (a special type of rectangle) (K)			

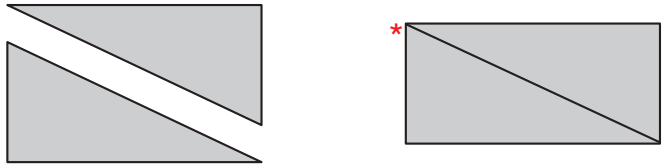
Question 4

Grade	4	**Subject**	Mathematics	**Question**	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 Skill Statement 4.6		The student applies mathematical process standards to analyze geometric attributes in order to develop generalizations about their properties.			
Essence Statement		Identifies one- and two-dimensional geometric figures using attributes.			
Prerequisite Skill (Old Curriculum)		use concrete models to combine two-dimensional geometric figures to make new geometric figures (1)			

Presentation Instructions for Question 1

- *Present* Stimulus 1.
- *Direct* the student to the first answer choice in Stimulus 1. *Communicate:* **These triangles each have three sides.**
- *Direct* the student to the second answer choice in Stimulus 1. *Communicate:* **The triangles are put together to make a rectangle. The rectangle has four sides.**
- *Communicate:* **Find the rectangle.**

Stimulus 1

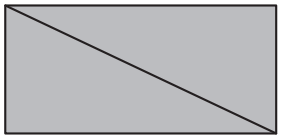


Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the rectangle,	➡	mark **A** for question 1 and move to question 2.
If the student does not find the rectangle,	➡	• remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds the rectangle,	➡	mark **B** for question 1 and move to question 2.
After the five-second wait time, if the student does not find the rectangle,	➡	mark **C** for question 1 and move to question 2.

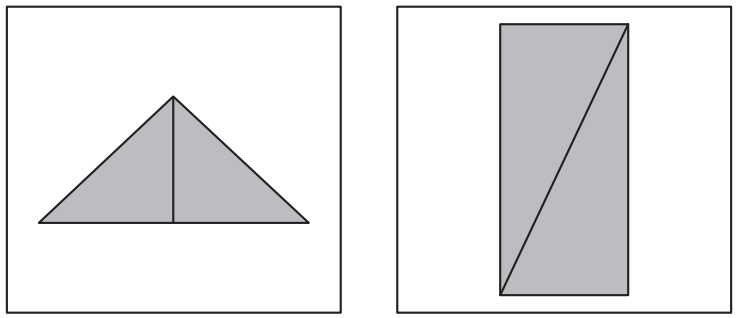
Presentation Instructions for Question 2

- *Present* Stimulus 2a and 2b.
- *Direct* the student to Stimulus 2a. *Communicate:* **This is a rectangle made by putting two triangles together.**
- *Direct* the student to each answer choice in Stimulus 2b.
- *Communicate:* **Find the rectangle that was made by putting two triangles together.**

Stimulus 2a



Stimulus 2b



Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the rectangle in Stimulus 2b,	➡	mark **A** for question 2 and move to question 3.
If the student does not find the rectangle in Stimulus 2b,	➡	• model the desired student action by finding the rectangle in Stimulus 2b and *communicate* **"This is the rectangle that was made by putting two triangles together"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the rectangle in Stimulus 2b,	➡	mark **B** for question 2 and move to question 3.
After teacher modeling, if the student does not find the rectangle in Stimulus 2b,	➡	mark **C** for question 2 and move to question 3.

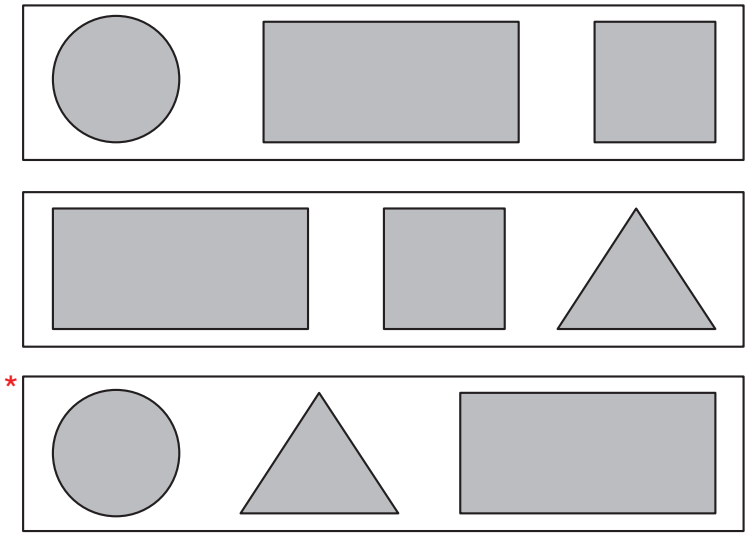
Presentation Instructions for Question 3

- *Present* Stimulus 3a and 3b.
- *Direct* the student to Stimulus 3a. *Communicate* the text without providing visual representations.
- *Direct* the student to each answer choice in Stimulus 3b without naming the shapes.
- *Communicate:* **Find the set of shapes that are named.**

Stimulus 3a

circle triangle rectangle

Stimulus 3b



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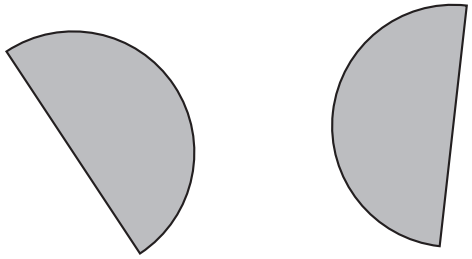
Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the circle, the triangle, and the rectangle in Stimulus 3b,	➡	mark **A** for question 3 and move to question 4.
If the student does not find the circle, the triangle, and the rectangle in Stimulus 3b,	➡	provide ***one*** of these allowable teacher assists to the student: • Have the student trace his or her hand around each shape in Stimulus 3b. **OR** • Have the student tell how many sides each shape has. **OR** • Have the student identify the shapes. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the circle, the triangle, and the rectangle 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 circle, the triangle, and the rectangle in Stimulus 3b,	➡	mark **C** for question 3 and move to question 4.

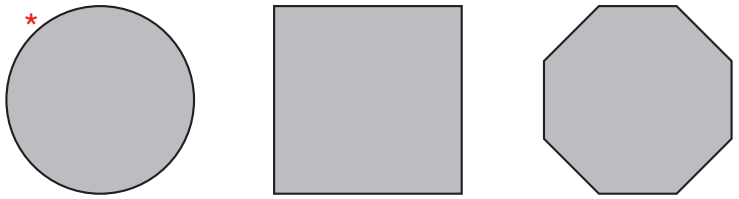
Presentation Instructions for Question 4

- *Present* Stimulus 4a and 4b.
- *Direct* the student to Stimulus 4a. *Communicate:* **Here are two figures that can be put together to make a new figure.**
- *Direct* the student to each answer choice in Stimulus 4b. *Communicate:* **Find the new figure.**

Stimulus 4a



Stimulus 4b



Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the circle,	➡	mark **A** for question 4.
If the student does not find the circle,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds the circle,	➡	mark **B** for question 4.
After the teacher repeats the instructions, if the student does not find the circle,	➡	mark **C** for question 4.