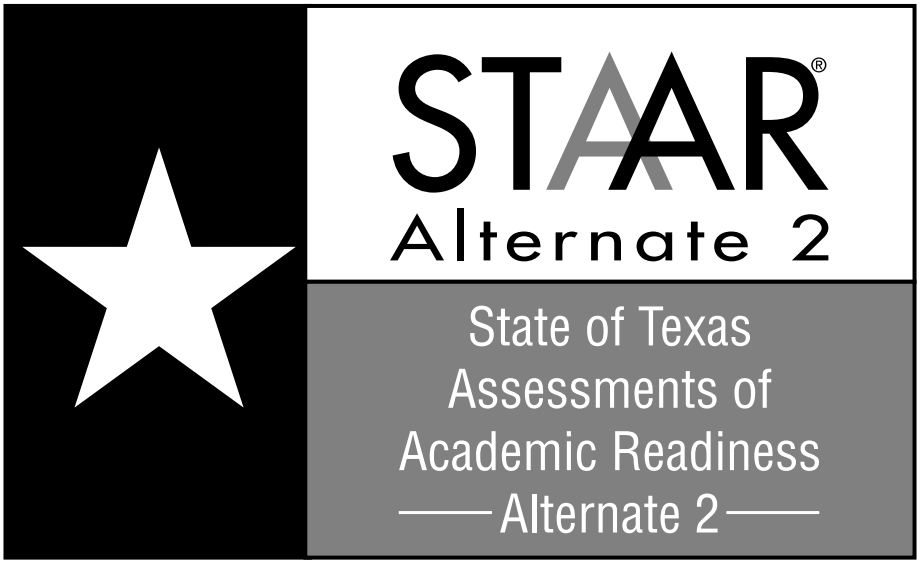

TEST ADMINISTRATOR MANUAL

Biology

STAAR Alternate 2

Administered April 2019

RELEASED

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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 Biology 8	The student knows that taxonomy is a branching classification based on the shared characteristics of organisms and can change as new discoveries are made.
Essence Statement	Knows that taxonomy is used to classify organisms based on shared characteristics.
Item 1 Prerequisite Skill	Observe, record, and compare how the physical characteristics and behaviors of animals help them meet their basic needs (2)
Item 2 Prerequisite Skill	Observe, record, and compare how the physical characteristics and behaviors of animals help them meet their basic needs (2)
Item 3 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)
Item 4 Prerequisite Skill	Recognize that the broadest taxonomic classification of living organisms is divided into currently recognized domains (6)

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 Biology 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	Compare the ways living organisms depend on each other and on their environments such as through food chains (2)
Item 6 Prerequisite Skill	Compare the ways living organisms depend on each other and on their environments such as through food chains (2)
Item 7 Prerequisite Skill	Describe the flow of energy within a food web, including the roles of the Sun, producers, consumers and decomposers (5)
Item 8 Prerequisite Skill	Describe the flow of energy within a food web, including the roles of the Sun, producers, consumers and decomposers (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 Biology 10	The student knows that biological systems are composed of multiple levels.
Essence Statement	Knows that biological systems have functions and interact.
Item 9 Prerequisite Skill	Observe, record, and compare how the physical characteristics and behaviors of animals help them meet their basic needs (2)
Item 10 Prerequisite Skill	Observe, record, and compare how the physical characteristics and behaviors of animals help them meet their basic needs (2)
Item 11 Prerequisite Skill	Identify the main functions of the systems of the human organism, including the circulatory, respiratory, skeletal, muscular, digestive, excretory, reproductive, integumentary, nervous, and endocrine systems (7)
Item 12 Prerequisite Skill	Identify the main functions of the systems of the human organism, including the circulatory, respiratory, skeletal, muscular, digestive, excretory, reproductive, integumentary, nervous, and endocrine systems (7)

Biology	Cluster 4
Reporting Category 2	Mechanisms of Genetics: The student will demonstrate an understanding of the mechanisms of genetics.
Knowledge and Skills Statement Biology 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 13 Prerequisite Skill	Identify ways that young plants resemble the parent plant (K)
Item 14 Prerequisite Skill	Explore and describe examples of traits that are inherited from parents to offspring such as eye color and shapes of leaves and behaviors that are learned such as reading a book and a wolf pack teaching their pups to hunt effectively (4)
Item 15 Prerequisite Skill	Explore and describe examples of traits that are inherited from parents to offspring such as eye color and shapes of leaves and behaviors that are learned such as reading a book and a wolf pack teaching their pups to hunt effectively (4)
Item 16 Prerequisite Skill	Differentiate between inherited traits of plants and animals such as spines on a cactus or shape of a beak and learned behaviors such as an animal learning tricks or a child riding a bicycle (5)

Biology	Cluster 5
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 Biology 5	The student knows how an organism grows and the importance of cell differentiation.
Essence Statement	Recognizes the importance of the cell cycle and cell differentiation to the growth of organisms.
Item 17 Prerequisite Skill	Examine evidence that living organisms have basic needs such as food, water, and shelter for animals and air, water, nutrients, sunlight, and space for plants (K)
Item 18 Prerequisite Skill	Identify the basic needs of plants and animals (2)
Item 19 Prerequisite Skill	Recognize the components of cell theory (7)
Item 20 Prerequisite Skill	Recognize the components of cell theory (7)

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/

BIOLOGY

Presentation Instructions for Question 1

- *Present* Stimulus 1. *Communicate:* **Organisms are classified by their characteristics.**
- *Direct* the student to the fins on the fish. *Communicate:* **This is a fish that has fins to help it move and balance in the water.**
- *Communicate:* **Find the fish with fins.**

Stimulus 1

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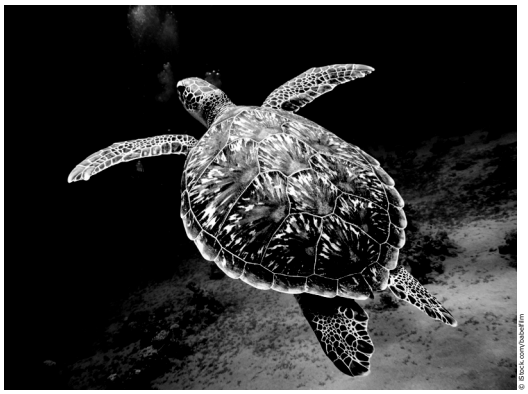
Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the fish,	➨	mark **A** for question 1 and move to question 2.
If the student does not find the fish,	➨	• remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.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

Presentation Instructions for Question 2

- *Present* Stimulus 2a and 2b. *Communicate:* **Organisms are classified by their characteristics.**
- *Direct* the student to Stimulus 2a. *Communicate:* **This is a sea turtle with four limbs. The sea turtle uses flipper-shaped limbs to help it move through the water.**
- *Direct* the student to each answer choice in Stimulus 2b. *Communicate:* **This is a crab. This is a snail.**
- *Communicate:* **Find the animal that uses limbs to move around in its environment.**

Stimulus 2a



Stimulus 2b

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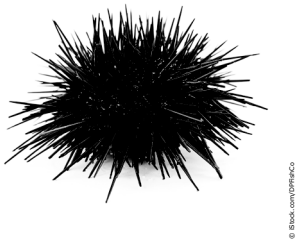
Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the crab in Stimulus 2b,	➨	mark **A** for question 2 and move to question 3.
If the student does not find the crab in Stimulus 2b,	➨	• model the desired student action by finding the crab in Stimulus 2b and *communicate* **"This is the animal that uses limbs to move around in its environment"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the crab in Stimulus 2b,	➨	mark **B** for question 2 and move to question 3.
After teacher modeling, if the student does not find the crab 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:* **Organisms are classified by their characteristics. This is a puffer fish. This is a sea urchin. The puffer fish and the sea urchin have special structures that help them live and survive underwater.**
- *Direct* the student to each answer choice in Stimulus 3b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the structure that these two organisms have in common.**

Stimulus 3a

puffer fish



sea urchin

Stimulus 3b

They both have dorsal fins that are used for balance.

They both have smooth skin covering their bodies.

* They both have spines that are used for protection.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "They both have spines that are used for protection" in Stimulus 3b,	➨	mark **A** for question 3 and move to question 4.
If the student does not find "They both have spines that are used for protection" in Stimulus 3b,	➨	provide ***one*** of these allowable teacher assists to the student: • Have the student identify characteristics of a puffer fish and a sea urchin. **OR** • Highlight the words "have dorsal fins," "have smooth skin," and "have spines" in the answer choices in Stimulus 3b. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "They both have spines that are used for protection" in Stimulus 3b,	➨	mark **B** for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find "They both have spines that are used for protection" in Stimulus 3b,	➨	mark **C** for question 3 and move to question 4.

Presentation Instructions for Question 4

- *Present* Stimulus 4a and 4b. *Communicate:* **Organisms are classified by their characteristics.**
- *Direct* the student to Stimulus 4a. *Communicate:* **Two of the kingdoms in Eukarya are Plantae and Animalia.** *Communicate* the text in the chart.
- *Direct* the student to the empty box in Stimulus 4a. *Communicate:* **The examples of organisms in the kingdom Animalia are missing.**
- *Direct* the student to each answer choice in Stimulus 4b. *Communicate* the text in each answer choice.
- *Communicate:* **Find examples of organisms in the kingdom Animalia.**

Stimulus 4a

Domain	Eukarya	
Kingdom	**Plantae** makes their own food	**Animalia** eats plants and animals
Examples	mosses, ferns, flowering plants	

Stimulus 4b

mushrooms, yeast, mold

* birds, fish, mammals

fruits, trees, grasses

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “birds, fish, mammals” in Stimulus 4b,	➨	mark **A** for question 4 and move to question 5.
If the student does not find “birds, fish, mammals” in Stimulus 4b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “birds, fish, mammals” 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 “birds, fish, mammals” in Stimulus 4b,	➨	mark **C** for question 4 and move to question 5.

Presentation Instructions for Question 5

- *Present* Stimulus 5.
- *Direct* the student to Stimulus 5. *Communicate:* **This is a pond. In a pond, organisms live and interact with one another.**
- *Communicate:* **Find the pond.**

Stimulus 5

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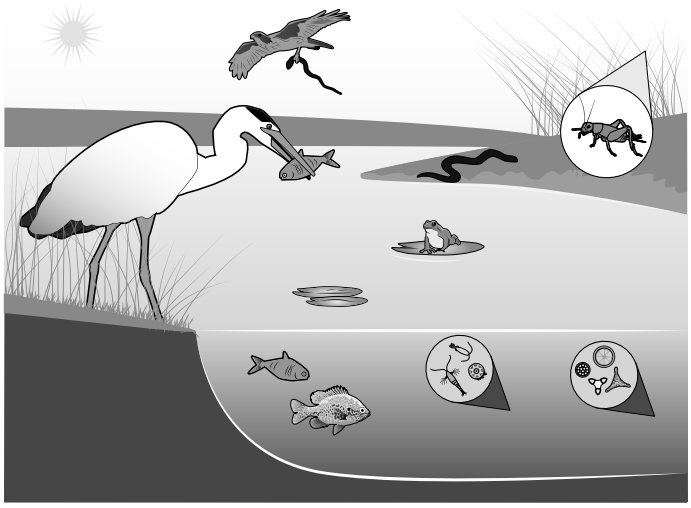
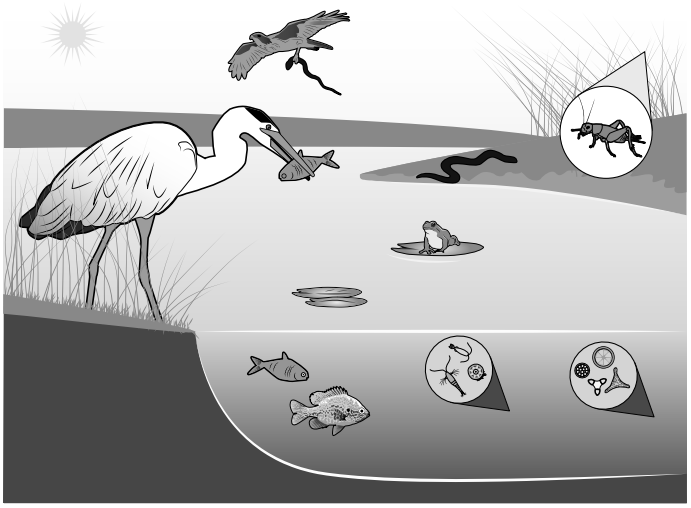


Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the pond,	➨	mark **A** for question 5 and move to question 6.
If the student does not find the pond,	➨	• remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.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

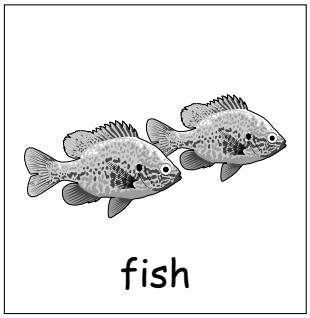
Presentation Instructions for Question 6

- *Present* Stimulus 6a and 6b.
- *Direct* the student to Stimulus 6a. *Communicate:* **This is a pond. The sun provides energy to the diatoms under the water. The diatoms are a producer in this pond food chain.**
- *Direct* the student to each answer choice in Stimulus 6b. *Communicate:* **These are fish. These are diatoms.**
- *Communicate:* **Find the producers in this pond food chain.**

Stimulus 6a



Stimulus 6b



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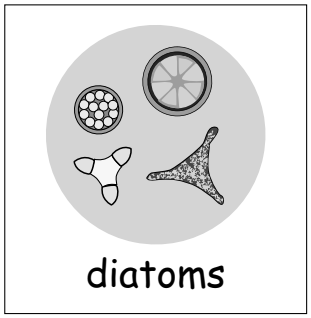
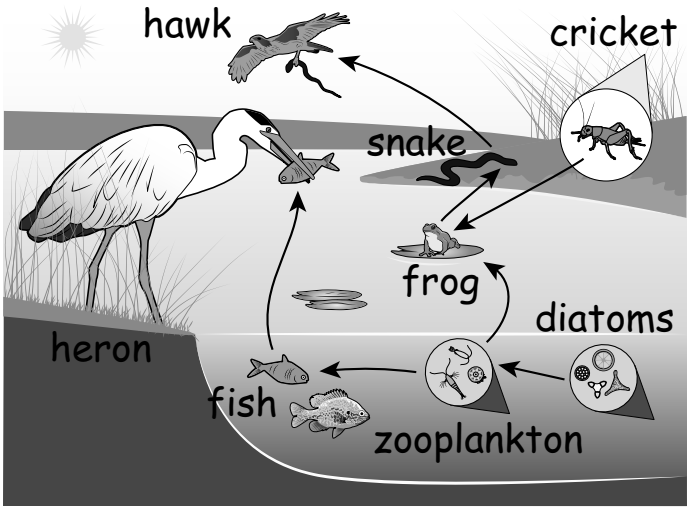


Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the diatoms in Stimulus 6b,	➨	mark **A** for question 6 and move to question 7.
If the student does not find the diatoms in Stimulus 6b,	➨	• model the desired student action by finding the diatoms in Stimulus 6b and *communicate* **"The diatoms are the producers in this food chain"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the diatoms in Stimulus 6b,	➨	mark **B** for question 6 and move to question 7.
After teacher modeling, if the student does not find the diatoms 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 pond food web shows the flow of energy between some organisms.**
- *Direct* the student to each organism in the food web. *Communicate* the flow of the food web.
- *Direct* the student to each answer choice in Stimulus 7b. *Communicate* the text in each answer choice.
- *Communicate:* **Find an organism in this food web that provides energy directly to the frog.**

Stimulus 7a



Stimulus 7b

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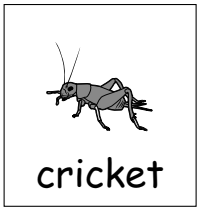
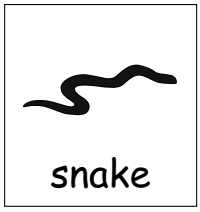


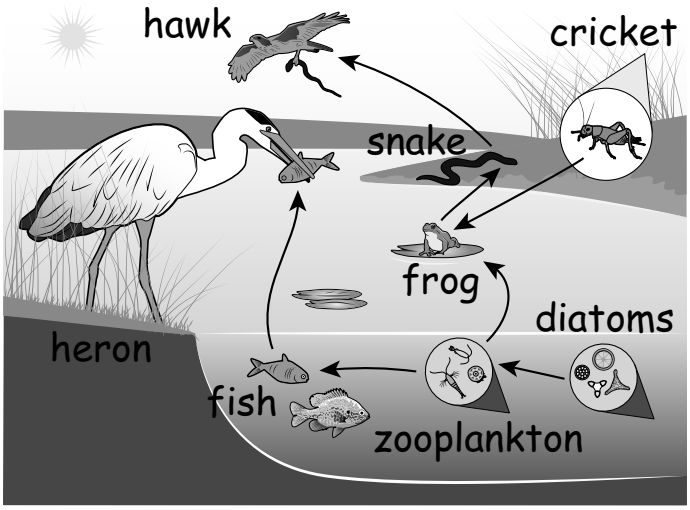


Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the cricket in Stimulus 7b,	➨	mark **A** for question 7 and move to question 8.
If the student does not find the cricket in Stimulus 7b,	➨	provide ***one*** of these allowable teacher assists to the student: • Highlight the direction of the arrows to and from the frog in Stimulus 7a. **OR** • Highlight or circle the frog in the food web in Stimulus 7a. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the cricket 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 cricket 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 is a pond food web, where some organisms are predators of other organisms.**
- *Direct* the student to each answer choice in Stimulus 8b. *Communicate* the text in each answer choice.
- *Communicate:* **Find an example of a predator and its prey in this food web.**

Stimulus 8a



Stimulus 8b

The fish is a predator of the hawk.

The cricket is a predator of the heron.

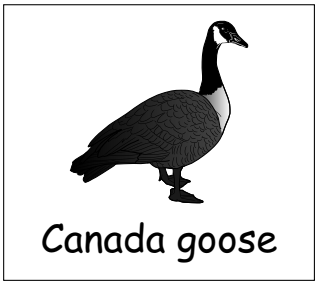
* The snake is a predator of the frog.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “The snake is a predator of the frog” in Stimulus 8b,	➨	mark **A** for question 8 and move to question 9.
If the student does not find “The snake is a predator of the frog” in Stimulus 8b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “The snake is a predator of the frog” 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 snake is a predator of the frog” 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 the Canada goose. *Communicate:* **Animals have coverings on their bodies that help them survive in their environment. This is a Canada goose. The Canada goose has a protective covering of feathers over its body.**
- *Direct* the student to the polar bear. *Communicate:* **This is a polar bear. The polar bear has a protective covering of fur over its body.**
- *Communicate:* **Find the animal that has a protective covering made out of fur.**

Stimulus 9



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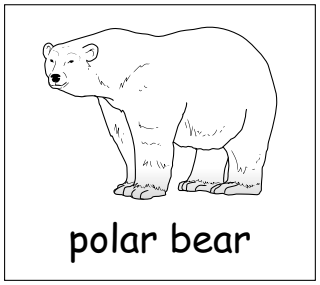
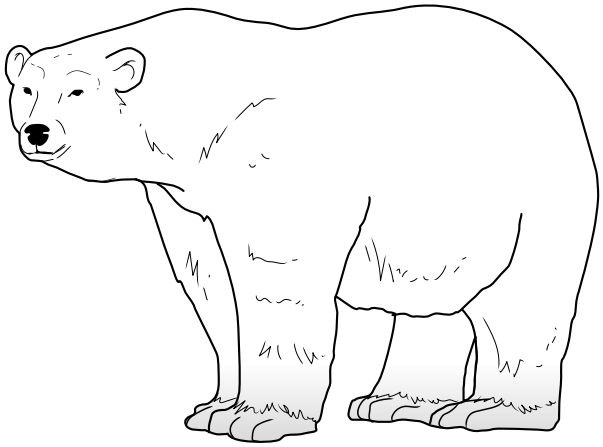


Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the polar bear,	➨	mark **A** for question 9 and move to question 10.
If the student does not find the polar bear,	➨	• remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds the polar bear,	➨	mark **B** for question 9 and move to question 10.
After the five-second wait time, if the student does not find the polar bear,	➨	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:* **Animals have coverings on their bodies that help them survive in their environment. The polar bear's fur protects the bear from extreme temperatures and injury.**
- *Direct* the student to each answer choice in Stimulus 10b. *Communicate:* **This is a snowshoe hare. This is a human being.**
- *Communicate:* **Find the animal that is covered with fur.**

Stimulus 10a



Stimulus 10b

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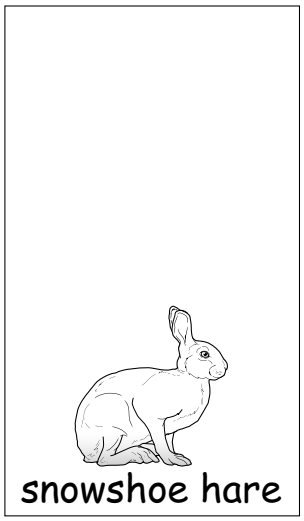
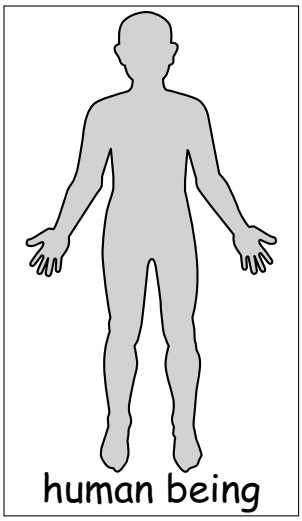




Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the snowshoe hare in Stimulus 10b,	➨	mark **A** for question 10 and move to question 11.
If the student does not find the snowshoe hare in Stimulus 10b,	➨	• model the desired student action by finding the snowshoe hare in Stimulus 10b and *communicate* **"This is the animal that is covered with fur"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the snowshoe hare in Stimulus 10b,	➨	mark **B** for question 10 and move to question 11.
After teacher modeling, if the student does not find the snowshoe hare 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:* **Animals have coverings on their bodies that help them survive in their environment. The human body is covered with skin. Skin protects the body and is part of the integumentary system.**
- *Direct* the student to each answer choice in Stimulus 11b. *Communicate* the text in each answer choice.
- *Communicate:* **Find one of the main functions of skin in the integumentary system.**

Stimulus 11a

Stimulus 11b

changes food into simpler molecules

brings oxygen to the lungs

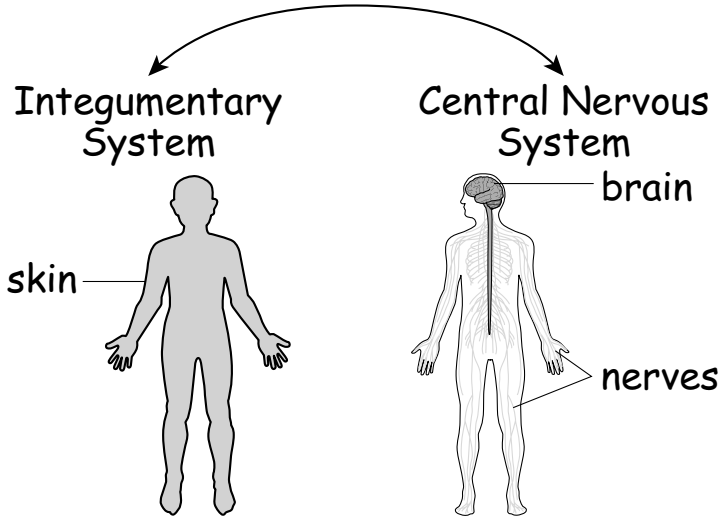
* guards against infection

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "guards against infection" in Stimulus 11b,	➨	mark **A** for question 11 and move to question 12.
If the student does not find "guards against infection" in Stimulus 11b,	➨	provide ***one*** of these allowable teacher assists to the student: • Identify the purpose of fur, feathers, or scales on other animals. **OR** • Have the student identify why humans have skin. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "guards against infection" in Stimulus 11b,	➨	mark **B** for question 11 and move to question 12.
After the selected teacher assistance, if the student does not find "guards against infection" 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 is a diagram of the integumentary system in the human body. This is a diagram of the central nervous system.** *Communicate* the text in the diagrams.
- *Direct* the student to each answer choice in Stimulus 12b. *Communicate* the text in each answer choice.
- *Communicate:* **Find how the integumentary and the central nervous systems work together.**

Stimulus 12a



Stimulus 12b

keep the internal organs in the proper place

* direct the body to respond to changes in the environment

remove excess carbon dioxide from the body

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "direct the body to respond to changes in the environment" in Stimulus 12b,	➨	mark **A** for question 12 and move to question 13.
If the student does not find "direct the body to respond to changes in the environment" in Stimulus 12b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "direct the body to respond to changes in the environment" 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 "direct the body to respond to changes in the environment" 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 the young pumpkin plant with only the leaves showing. *Communicate:* **This is a young pumpkin plant that has leaves that resemble its parent plant.**
- *Direct* the student to the parent pumpkin plant with pumpkins on the vine. *Communicate:* **This is a parent pumpkin plant that has leaves and pumpkins.**
- *Communicate:* **Find the young pumpkin plant that has leaves that resemble its parent plant.**

Stimulus 13

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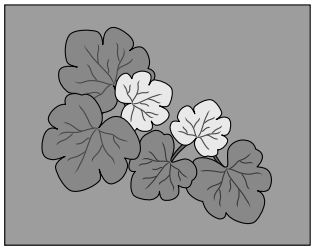


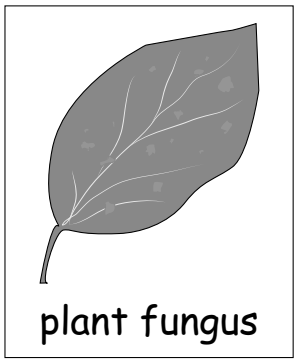
Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the young pumpkin plant,	➨	mark **A** for question 13 and move to question 14.
If the student does not find the young pumpkin plant,	➨	• remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds the young pumpkin plant,	➨	mark **B** for question 13 and move to question 14.
After the five-second wait time, if the student does not find the young pumpkin plant,	➨	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:* **These are flowers on a dogwood tree.**
- *Direct* the student to each answer choice in Stimulus 14b. *Communicate* the text in each answer choice.
- *Communicate:* **Find what is inherited from the parent dogwood tree plant.**

Stimulus 14a

Stimulus 14b



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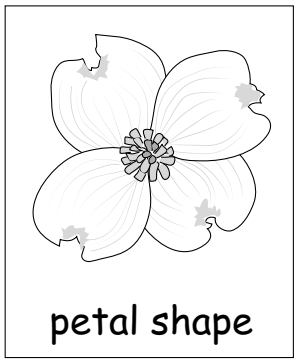
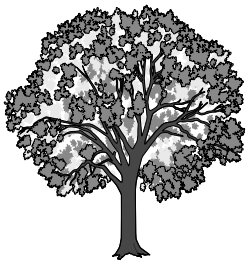


Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "petal shape" in Stimulus 14b,	➨	mark **A** for question 14 and move to question 15.
If the student does not find "petal shape" in Stimulus 14b,	➨	• model the desired student action by finding "petal shape" in Stimulus 14b and *communicate* **"The petal shape is inherited from the parent dogwood tree plant"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds "petal shape" in Stimulus 14b,	➨	mark **B** for question 14 and move to question 15.
After teacher modeling, if the student does not find "petal shape" in Stimulus 14b,	➨	mark **C** for question 14 and move to question 15.

Presentation Instructions for Question 15

- *Present* Stimulus 15a and 15b.
- *Direct* the student to the live oak tree in Stimulus 15a. *Communicate:* **This is a live oak tree, which can grow 40 to 80 feet tall.**
- *Direct* the student to the coconut palm tree in Stimulus 15a. *Communicate:* **This is a coconut palm tree, which can grow 60 to 80 feet tall.**
- *Direct* the student to each answer choice in Stimulus 15b. *Communicate* the text in each answer choice.
- *Communicate:* **Find one trait these two trees pass on to their offspring.**

Stimulus 15a



live oak tree
40–80 feet

coconut palm tree
60–80 feet

Stimulus 15b

* tree height

tree fungus

tree decay

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "tree height" in Stimulus 15b,	➨	mark **A** for question 15 and move to question 16.
If the student does not find "tree height" in Stimulus 15b,	➨	provide ***one*** of these allowable teacher assists to the student: • Have the student identify the terms in each answer choice in Stimulus 15b. **OR** • Highlight "40–80 feet" and "60–80 feet" in Stimulus 15a. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "tree height" in Stimulus 15b,	➨	mark **B** for question 15 and move to question 16.
After the selected teacher assistance, if the student does not find "tree height" 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 list shows some of the inherited traits of plants.** *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 16b. *Communicate* the text in each answer choice.
- *Communicate:* **Find an example of an inherited trait of plants.**

Stimulus 16a

Inherited Traits of Plants

- leaf shape
- plant height
- flower petal shape

Stimulus 16b

whiskers on a cat

* color of the flower

nutrients in the soil

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "color of the flower" in Stimulus 16b,	➡	mark **A** for question 16 and move to question 17.
If the student does not find "color of the flower" in Stimulus 16b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "color of the flower" 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 "color of the flower" 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 boy eating sliced apples. *Communicate:* **People need to eat in order to get energy to live. This boy is eating sliced apples.**
- *Communicate:* **Find the boy who is eating.**

Stimulus 17

*

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the boy who is eating,	➨	mark **A** for question 17 and move to question 18.
If the student does not find the boy who is eating,	➨	• 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 boy who is eating,	➨	mark **B** for question 17 and move to question 18.
After the five-second wait time, if the student does not find the boy who is eating,	➨	mark **C** for question 17 and move to question 18.

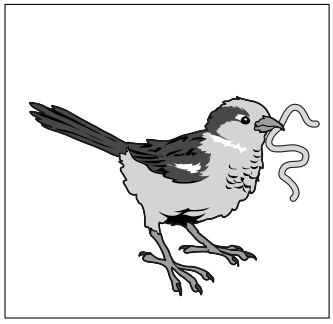
Presentation Instructions for Question 18

- *Present* Stimulus 18a and 18b.
- *Direct* the student to Stimulus 18a. *Communicate:* **This boy is eating in order to get energy to live. Cells in the body use nutrients from food for energy, growth, and cell repair.**
- *Direct* the student to each answer choice in Stimulus 18b.
- *Communicate:* **Find the bird that is eating in order to get energy to live.**

Stimulus 18a

Stimulus 18b

*

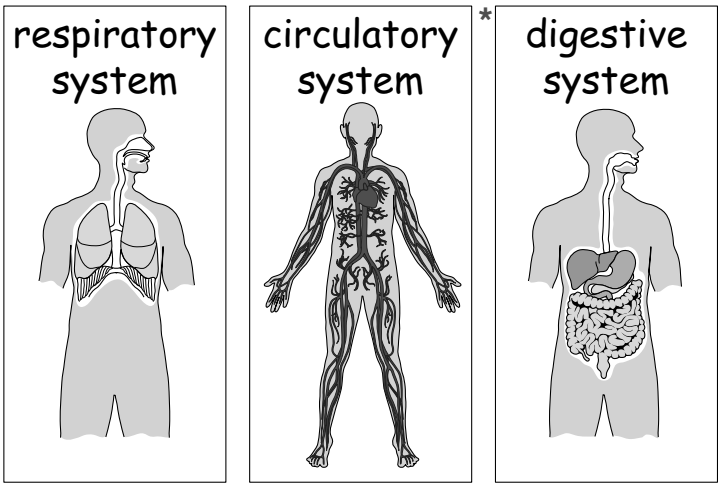


Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the bird with the worm,	➨	mark **A** for question 18 and move to question 19.
If the student does not find the bird with the worm,	➨	• model the desired student action by finding the bird with the worm and *communicate* **"This is the bird eating a worm in order to get energy to live"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the bird with the worm,	➨	mark **B** for question 18 and move to question 19.
After teacher modeling, if the student does not find the bird with the worm,	➨	mark **C** for question 18 and move to question 19.

Presentation Instructions for Question 19

- *Present* Stimulus 19.
- *Direct* the student to Stimulus 19. *Communicate:* **The human body is made up of many cells. Certain cells perform specific functions within each human body system.**
- *Direct* the student to each answer choice. *Communicate* the text in each answer choice.
- *Communicate:* **Find the human body system that changes food into nutrients the body can use.**

Stimulus 19

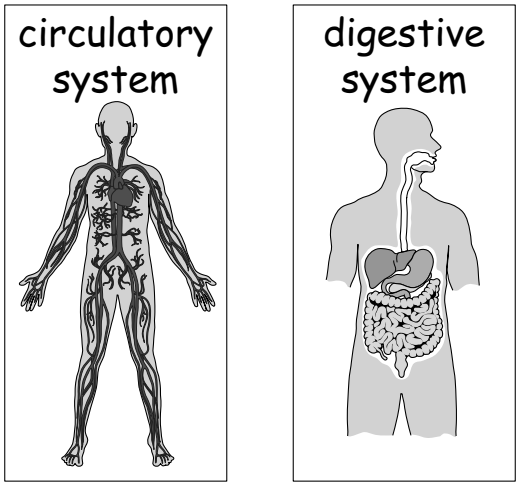


Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the digestive system,	➨	mark **A** for question 19 and move to question 20.
If the student does not find the digestive system,	➨	provide ***one*** of these allowable teacher assists to the student: • Highlight the lungs in the first answer choice, the heart in the second answer choice, and the stomach in the third answer choice. **OR** • Have the student tell about what happens to food once it enters the human body. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the digestive system,	➨	mark **B** for question 19 and move to question 20.
After the selected teacher assistance, if the student does not find the digestive system,	➨	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:* **Here are diagrams of the circulatory system and the digestive system.**
- *Direct* the student to each answer choice in Stimulus 20b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the statement that describes how the circulatory system and the digestive system work together.**

Stimulus 20a



Stimulus 20b

* The digestive system breaks down nutrients, and the circulatory system moves these nutrients throughout the body.

The digestive system moves air from the circulatory system throughout the body.

The digestive system moves oxygen to the circulatory system, and the circulatory system pumps the oxygen throughout the body.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "The digestive system breaks down nutrients, and the circulatory system moves these nutrients throughout the body,"	➨	mark **A** for question 20.
If the student does not find "The digestive system breaks down nutrients, and the circulatory system moves these nutrients throughout the body,"	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "The digestive system breaks down nutrients, and the circulatory system moves these nutrients throughout the body,"	➨	mark **B** for question 20.
After the teacher repeats the instructions, if the student does not find "The digestive system breaks down nutrients, and the circulatory system moves these nutrients throughout the body,"	➨	mark **C** for question 20.

TEST ADMINISTRATOR MANUAL

STAAR ALTERNATE 2
Biology

April 2019

1118837 1 2 3 4 5 A B C D E Printed in the USA ISD21060