STAAR® Alternate 2

State of Texas Assessments of Academic Readiness — Alternate 2

English I Reading

2015 Released Test Questions

TEST ADMINISTRATOR INSTRUCTIONS

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Question 1

Grade	EOC	**Subject**	English I	**Question**	1
Reporting Category 2		Understanding and Analysis of Literary Texts: The student will demonstrate an ability to understand and analyze literary texts.			
Knowledge and Skill Statement 19		Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message.			
Essence Statement		Uses text evidence to make inferences from literary texts.			
Prerequisite Skill		retell important events in stories in logical order (2)			

Question 2

Grade	EOC	**Subject**	English I	**Question**	2
Reporting Category 2		Understanding and Analysis of Literary Texts: The student will demonstrate an ability to understand and analyze literary texts.			
Knowledge and Skill Statement 19		Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message.			
Essence Statement		Uses text evidence to make inferences from literary texts.			
Prerequisite Skill		summarize information in text, maintaining meaning and logical order (3-4)			

Question 3

Grade	EOC	**Subject**	English I	**Question**	3
Reporting Category 2		Understanding and Analysis of Literary Texts: The student will demonstrate an ability to understand and analyze literary texts.			
Knowledge and Skill Statement 19		Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message.			
Essence Statement		Uses text evidence to make inferences from literary texts.			
Prerequisite Skill		summarize information in text, maintaining meaning and logical order (3-4)			

Question 4

Grade	EOC	**Subject**	English I	**Question**	4
Reporting Category 2		Understanding and Analysis of Literary Texts: The student will demonstrate an ability to understand and analyze literary texts.			
Knowledge and Skill Statement 19		Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message.			
Essence Statement		Uses text evidence to make inferences from literary texts.			
Prerequisite Skill		summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts (5)			

Presentation Instructions for Question 1

- *Present* Stimulus 1. *Communicate:* **The title of this story is "One of the Many Malloys."**
- *Direct* the student to Stimulus 1. *Communicate* the text.
- *Direct* the student to each answer choice. *Communicate:* **This girl is an only child. She has no brothers or sisters. This is Molly Malloy. Molly Malloy has a large family.**
- *Communicate:* **Find Molly Malloy's large family.**

Stimulus 1

One of the Many Malloys

Molly Malloy has many brothers and sisters.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the large family,	➡	mark **A** for question 1 and move to question 2.
If the student does not find the large family,	➡	• 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 large family,	➡	mark **B** for question 1 and move to question 2.
After the five-second wait time, if the student does not find the large family,	➡	mark **C** for question 1 and move to question 2.

Presentation Instructions for Question 2

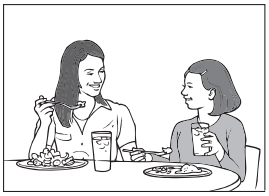
- *Present* Stimulus 2a and 2b. *Communicate:* **In the story "One of the Many Malloys," the narrator is telling a story about her friend Molly.**
- *Direct* the student to Stimulus 2a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 2b. *Communicate:* **Here is the narrator eating dinner with her mother. Here is the narrator eating dinner with Molly's large family.**
- *Communicate:* **Find the narrator eating dinner with Molly's large family.**

Stimulus 2a

I liked to act like I was part of Molly's family. When Molly's mother said, "Supper time!" I would follow all the other kids into her house. Molly's mother would serve everybody spaghetti from a giant pot.

My mother would come find me and want me to come home. "You have to stop eating with Molly," she would say. "Her family will think that I don't feed you."

Stimulus 2b



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Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the picture of the narrator eating dinner with Molly's family in Stimulus 2b,	➡	mark **A** for question 2 and move to question 3.
If the student does not find the picture of the narrator eating dinner with Molly's family in Stimulus 2b,	➡	• model the desired student action by finding the picture in Stimulus 2b that shows the narrator eating dinner with Molly's family and *communicate* **"This is the narrator eating dinner with Molly's family"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the picture of the narrator eating dinner with Molly's family in Stimulus 2b,	➡	mark **B** for question 2 and move to question 3.
After teacher modeling, if the student does not find the picture of the narrator eating dinner with Molly's family in Stimulus 2b,	➡	mark **C** for question 2 and move to question 3.

Presentation Instructions for Question 3

- *Present* Stimulus 3a and 3b. *Communicate:* **Here is more of the story "One of the Many Malloys."**
- *Direct* the student to Stimulus 3a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 3b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the sentence that describes how Molly feels in the story.**

Stimulus 3a

One Friday afternoon after school, I said, "Hey. Let's rent a movie and sleep over at your house."

Molly said, "Why do we always sleep over at my house? What about your house for a change?"

"My house is boring!" I said.

Molly said, "Oh, you don't know how good you have it. My house is always so loud." Molly did not understand what it was like to be an only child.

On another day Molly was frustrated because the school bus she rides home after volleyball practice had broken down. She was left waiting for another bus. I asked her, "Why didn't you ask the bus driver to call your mom and ask her to come get you?"

Molly said, "He did call, but my mom was at baseball practice with my little brothers. She said I had to wait for the other bus."

Stimulus 3b

Molly is excited about always having sleepovers at her own house.

Molly is glad because she does not have to ride the bus home after volleyball practice.

* Molly is upset because her mother is not able to pick her up.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "Molly is upset because her mother is not able to pick her up" in Stimulus 3b,	➡	mark **A** for question 3 and move to question 4.
If the student does not find "Molly is upset because her mother is not able to pick her up" in Stimulus 3b,	➡	provide ***one*** of these allowable teacher assists to the student: • Have the student identify how he or she would feel if he or she were Molly. **OR** • Highlight the words that describe Molly's emotions in each answer choice. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "Molly is upset because her mother is not able to pick her up" in Stimulus 3b,	➡	mark **B** for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find "Molly is upset because her mother is not able to pick her up" in Stimulus 3b,	➡	mark **C** for question 3 and move to question 4.

Presentation Instructions for Question 4

- *Present* Stimulus 4a and 4b. *Communicate:* **Here is the conclusion of the story "One of the Many Malloys."**
- *Direct* the student to Stimulus 4a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 16b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the sentence that is the best summary of the story.**

Stimulus 4a

Molly was a great student in middle school. But in high school Molly started coming to school with her homework only half finished. I always did my homework as soon as I got home from school.

One afternoon I went to Molly's house after school. She was sitting at the kitchen table trying to study with her fingers in her ears. The television in the living room was loud. I could hear the baby crying upstairs.

"I don't understand this math problem!" Molly shouted. "Mom! I need help!"

Molly's mother came to the stairs holding the crying baby. "Molly, I hear you, but I'm busy with the baby right now."

"How am I supposed to get my homework done?" Molly shouted.

"You will have to wait," Molly's mother shouted back.

Molly jumped to her feet. "I'm tired of waiting. It's just not fair!" She picked up her books and stomped out of the house.

Tears were streaming down Molly's face. "'You'll just have to wait!' I bet you never hear your mom say that."

"My mom doesn't have eight kids. Let's just go to my house for a while," I said. We went inside my house. We ate popcorn and drank lemonade. My mom said, "Let's see about that math homework."

Together we figured out how to work the problems. I started to understand a little bit about why Molly thought I had it so good.

Stimulus 4b

The narrator, who is an only child, invites her friend Molly over to work on homework and have a snack.

* The narrator, who likes spending time with Molly's large family, learns that there are some benefits to being an only child.

The narrator, who always does her homework when she gets home, goes to Molly's house after school one day.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the summary "The narrator, who likes spending time with Molly's large family, learns that there are some benefits to being an only child" in Stimulus 4b,	➡	mark **A** for question 4.
If the student does not find the summary "The narrator, who likes spending time with Molly's large family, learns that there are some benefits to being an only child" in Stimulus 4b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds the summary "The narrator, who likes spending time with Molly's large family, learns that there are some benefits to being an only child" in Stimulus 4b,	➡	mark **B** for question 4.
After the teacher repeats the instructions, if the student does not find the summary "The narrator, who likes spending time with Molly's large family, learns that there are some benefits to being an only child" in Stimulus 4b,	➡	mark **C** for question 4.