



State of Texas Assessments of Academic Readiness

SECURE TEST INSTRUCTIONS

English I

STAAR Alternate 2

Sample Test Items

Fall 2022

Secure

ENGLISH I

Presentation Instructions for Question 1

- *Present* Stimulus 1. *Communicate*: Here is the story “Yoga for Football Players.”
- *Direct* the student to Stimulus 1. *Communicate* the title and the text.
- *Communicate*: **Find Tony and Donovan.**

Stimulus 1

Yoga for Football Players



Tony was the defensive end and Donovan was the quarterback on the Springdale High School football team.

Scoring Instructions

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

Presentation Instructions for Question 2

- Present Stimulus 2a and 2b. *Communicate:* Here is more of the story “Yoga for Football Players.”
- Direct the student to Stimulus 2a. *Communicate* the text.
- Direct the student to each answer choice in Stimulus 2b. *Communicate* the text in each answer choice.
- *Communicate:* Find the meaning for the word “pose.”

Stimulus 2a



“Tough day at football practice?” asked Donovan.

Tony nodded his head yes.

“I know how to fix your game,” Donovan said. He looked at Tony and said one word: “Yoga.”

“Yoga?” Tony asked. “You want me to **pose** on some mat wearing stretch pants? How’s that going to get me ready to play football?”

“It will make you a better player,” was all Donovan said, and then he grinned and walked down the hall.

Stimulus 2b

to nod silently or speak softly

* to stand or sit in a certain way

Scoring Instructions

Student Action		Test Administrator Action
If the student finds “to stand or sit in a certain way” in Stimulus 2b,	➡	mark A for question 2 and move to question 3.
If the student does not find “to stand or sit in a certain way” in Stimulus 2b,	➡	<ul style="list-style-type: none"> • model the desired student action by finding “to stand or sit in a certain way” in Stimulus 2b and <i>communicate</i> “This is the meaning of the word ‘pose’ ”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds “to stand or sit in a certain way” in Stimulus 2b,	➡	mark B for question 2 and move to question 3.
After teacher modeling, if the student does not find “to stand or sit in a certain way” 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 “Yoga for Football Players.”
- 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 why Tony decides to come back to the yoga class.

Stimulus 3a

On Monday afternoon when Kim the instructor arrived to teach the yoga class, Tony was waiting at the door. He was willing to try anything at least once if it would make him become a better football player. The students went in, unrolled their yoga mats, and sat down. Tony, who didn't even know he needed a mat, sat down on the floor and waited for class to begin.

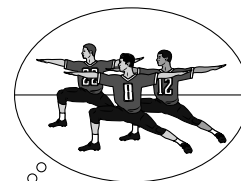


At the last minute Donovan burst in. “Sorry I'm late,” he said. Then he saw Tony and smiled.

Kim started the class. She had the students balance on one leg with the other leg bent. Tony almost fell on his face. As the class continued, the poses became more difficult. By the end of the class, Tony was ready to quit yoga and go back to the football practice field.



“Good job, Tony,” Kim said. “This will really help improve your football game. Did you know that some professional football teams include yoga as part of their team training?”



Tony thought, “If yoga is good enough for pro football players, then it is good enough for me too.”



Tony came back the next week and the week after that.

Stimulus 3b

Tony finds out that Donovan is also in the Monday afternoon yoga class.

Tony wants to practice the yoga poses Kim the instructor shows the students during class.

* Tony learns that some pro football teams practice yoga as part of their training.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds “Tony learns that some pro football teams practice yoga as part of their training” in Stimulus 3b,	➡	mark A for question 3 and move to question 4.
If the student does not find “Tony learns that some pro football teams practice yoga as part of their training” in Stimulus 3b,	➡	provide one of these allowable teacher assists to the student: <ul style="list-style-type: none">• Have the student retell this part of the story using the illustrations. OR• Highlight “Donovan,” “Kim the instructor,” and “pro football teams” in Stimulus 3b. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “Tony learns that some pro football teams practice yoga as part of their training” in Stimulus 3b,	➡	mark B for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find “Tony learns that some pro football teams practice yoga as part of their training” 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 “Yoga for Football Players.”
- *Direct* the student to Stimulus 4a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 4b. *Communicate* the text in each answer choice.
- *Communicate*: Find how Tony’s football skills improve.

Stimulus 4a

It wasn't long before Tony became a regular member of the yoga class. At football practice he began to notice that he consistently ran faster, jumped higher, and threw the football farther.

The football coach also noticed Tony's improvement. One day the coach asked, "What's your secret, Tony? You're starting to become one of the best players on the team!"

Tony told the coach about the yoga class.

"Congratulations!" said the coach. "You've been promoted to be the team's yoga instructor!"

Tony's yoga teacher Kim helped him get the program started. After a few weeks, Tony found himself leading the whole football team in yoga every afternoon before practice.



Did yoga really make Tony a better player, as Donovan said it would? Yes, it did. Tony saw a noticeable improvement in his performance. He also enjoyed the quiet stillness of yoga in between the tough workouts on the field.

Stimulus 4b

*

Tony is able to run faster, jump higher, and throw the ball farther each day.

Tony becomes the new starting quarterback on the team.

Tony is able to do more difficult workouts than the rest of the team.

Scoring Instructions

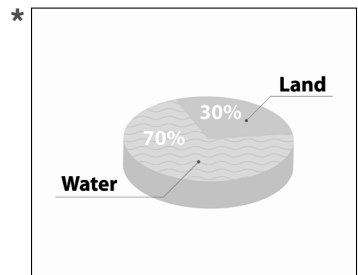
Student Action		Test Administrator Action
If the student finds “Tony is able to run faster, jump higher, and throw the ball farther each day” in Stimulus 4b,	➡	mark A for question 4 and move to question 5.
If the student does not find “Tony is able to run faster, jump higher, and throw the ball farther each day” in Stimulus 4b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “Tony is able to run faster, jump higher, and throw the ball farther each day” 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 “Tony is able to run faster, jump higher, and throw the ball farther each day” in Stimulus 4b,	➡	mark C for question 4 and move to question 5.

Presentation Instructions for Question 5

- *Present* Stimulus 5. *Communicate*: Here is the article “Ocean Pollution: Learning from Our Mistakes.”
- *Direct* the student to Stimulus 5. *Communicate* the title and the text.
- *Communicate*: Find the diagram that shows that Earth’s surface is made mostly of water.

Stimulus 5

Ocean Pollution: Learning from Our Mistakes



The oceans are huge bodies of water that cover almost three-fourths of Earth’s surface.

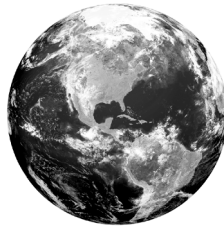
Scoring Instructions

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

Presentation Instructions for Question 6

- Present Stimulus 6a and 6b. *Communicate*: Here is more of the article “Ocean Pollution: Learning from Our Mistakes.”
- Direct the student to Stimulus 6a. *Communicate* the text.
- Direct the student to the underlined word. *Communicate*: This is the word “contaminated.”
- Direct the student to each answer choice in Stimulus 6b. *Communicate* the text in each answer choice.
- *Communicate*: Find the word that has the same meaning as “contaminated.”

Stimulus 6a



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For hundreds of years, people thought they could use the ocean like a trash can. Many things that people didn't need or want anymore were dumped in the oceans. This contaminated the water and caused the oceans to become polluted.

Stimulus 6b

cleaned

*

dirtied

Scoring Instructions

Student Action		Test Administrator Action
If the student finds “dirtied” in Stimulus 6b,	➡	mark A for question 6 and move to question 7.
If the student does not find “dirtied” in Stimulus 6b,	➡	<ul style="list-style-type: none"> • model the desired student action by finding “dirtied” in Stimulus 6b and <i>communicate</i> “The word ‘dirtied’ has the same meaning as the word ‘contaminated’ ”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds “dirtied” in Stimulus 6b,	➡	mark B for question 6 and move to question 7.
After teacher modeling, if the student does not find “dirtied” in Stimulus 6b,	➡	mark C for question 6 and move to question 7.

Presentation Instructions for Question 7

- Present Stimulus 7a and 7b. *Communicate*: Here is more of the article “Ocean Pollution: Learning from Our Mistakes.”
- Direct the student to Stimulus 7a. *Communicate* the text.
- Direct the student to each answer choice in Stimulus 7b. *Communicate* the text in each answer choice.
- *Communicate*: Find what the author is trying to convince the reader to think about ocean pollution.

Stimulus 7a



Waste and trash dumped in the ocean can block the sunlight that ocean plants need in order to make oxygen. Half the oxygen in the air that humans breathe is made by ocean plant life, and ocean pollution that blocks sunlight reduces the amount of oxygen in the air. When ocean plants are unable to produce oxygen, fish also cannot get the oxygen they need from the water to survive.

In 1972, scientists recognized the huge problem ocean pollution was causing for the planet. A law was passed to keep fish safe and to protect the food chain. Whales and other sea mammals, which eat fish, are also safer because of this law.

This law also made it illegal to dump plastics into the ocean because of the terrible damage plastics cause to ocean life.

Seabirds think plastic is food and feed their chicks plastic pellets. Young birds die because their stomachs are full of plastic. Sea mammals mistake plastic for food and swallow plastic pieces that damage their organs. Fish also eat plastic, which causes problems all the way up the food chain.

Stimulus 7b

Plant life creates the oxygen humans need to survive.

* Laws making it illegal to dump plastic into the ocean are necessary to protect ocean waters.

People should use more plastic plates, cups, straws, forks, and spoons.

Scoring Instructions

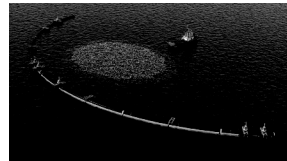
Student Action	Test Administrator Action
If the student finds “Laws making it illegal to dump plastic into the ocean are necessary to protect ocean waters” in Stimulus 7b,	➔ mark A for question 7 and move to question 8.
If the student does not find “Laws making it illegal to dump plastic into the ocean are necessary to protect ocean waters” in Stimulus 7b,	<p>provide one of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> • Highlight the second and third paragraphs. <p>OR</p> <p>Highlight “creates the oxygen,” “protect ocean waters,” and “use more plastic” in Stimulus 7b.</p> <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds “Laws making it illegal to dump plastic into the ocean are necessary to protect ocean waters” in Stimulus 7b,	➔ mark B for question 7 and move to question 8.
After the selected teacher assistance, if the student does not find “Laws making it illegal to dump plastic into the ocean are necessary to protect ocean waters” in Stimulus 7b,	➔ mark C for question 7 and move to question 8.

Presentation Instructions for Question 8

- *Present* Stimulus 8a and 8b. *Communicate*: Here is the conclusion of the article “Ocean Pollution: Learning from Our Mistakes.”
- *Direct* the student to Stimulus 8a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 8b. *Communicate* the text in each answer choice.
- *Communicate*: Find the sentence that describes what the author believes needs to be done about ocean pollution.

Stimulus 8a

Plastic in ocean waters is a problem. Each year about 8 million tons of plastic ends up in the ocean. Most plastic that finds its way into the ocean will stay there for a very long time.



Some scientists have worked on inventions to trap and collect plastic from the ocean. From there the plastic is removed and recycled into other objects. The scientists' goal is to reduce the

amount of plastic in the ocean.

Unfortunately, this will not completely solve all the problems with ocean pollution. People need to understand that humans depend on having clean, healthy oceans to survive. Materials that are less harmful to the oceans must be developed to replace plastic. The oceans are huge bodies of water that cannot be used as garbage dumps if humans are going to survive on this beautiful planet.

Stimulus 8b

Most plastic that finds its way into the ocean will stay there for a very long time.

Some scientists have worked on inventions to trap and collect plastic from the ocean.

* *Materials that are less harmful to the oceans must be developed to replace plastic.*

Scoring Instructions

Student Action	Test Administrator Action
If the student finds “Materials that are less harmful to the oceans must be developed to replace plastic” in Stimulus 8b,	➡ mark A for question 8 and move to question 9.
If the student does not find “Materials that are less harmful to the oceans must be developed to replace plastic” in Stimulus 8b,	➡ replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “Materials that are less harmful to the oceans must be developed to replace plastic” 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 “Materials that are less harmful to the oceans must be developed to replace plastic” 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 sentence above the photograph in Stimulus 9. *Communicate* the text. *Communicate*: **This sentence needs to be edited for the correct use of capital letters.**
- Direct the student to the sentence below the photograph in Stimulus 9. *Communicate* the text.
- *Communicate*: **Find the sentence that uses capital letters correctly.**

Stimulus 9

The first enclosed shopping mall in the united states opened in 1956 in edina, minnesota.



* The first enclosed shopping mall in the United States opened in 1956 in Edina, Minnesota.

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “The first enclosed shopping mall in the United States opened in 1956 in Edina, Minnesota,”	➡	mark A for question 9 and move to question 10.
If the student does not find “The first enclosed shopping mall in the United States opened in 1956 in Edina, Minnesota,”	➡	<ul style="list-style-type: none"> • remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds “The first enclosed shopping mall in the United States opened in 1956 in Edina, Minnesota,”	➡	mark B for question 9 and move to question 10.
After the five-second wait time, if the student does not find “The first enclosed shopping mall in the United States opened in 1956 in Edina, Minnesota,”	➡	mark C for question 9 and move to question 10.

Presentation Instructions for Question 10

- Present Stimulus 10a and 10b. *Communicate*: Here is more information about shopping malls.
- Direct the student to Stimulus 10a. *Communicate* the text.
- Direct the student to the underlined word in Stimulus 10a. *Communicate*: **This word needs to be edited for the correct tense of the verb.**
- Direct the student to each answer choice in Stimulus 10b. *Communicate* the text in each answer choice.
- *Communicate*: Find the verb that correctly replaces the underlined word.

Stimulus 10a



Before shopping malls became common, large department stores and small specialty shops were located in a city's downtown area. In the 1950s, people begin moving into smaller communities outside the city called suburbs. Families in the suburbs could shop in the malls and not have to go into the city.

Stimulus 10b

*

Scoring Instructions

Student Action		Test Administrator Action
If the student finds "began" in Stimulus 10b,	➡	mark A for question 10 and move to question 11.
If the student does not find "began" in Stimulus 10b,	➡	<ul style="list-style-type: none"> • model the desired student action by finding "began" in Stimulus 10b and <i>communicate</i> "This is the verb that correctly replaces the underlined word"; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds "began" in Stimulus 10b,	➡	mark B for question 10 and move to question 11.
After teacher modeling, if the student does not find "began" in Stimulus 10b,	➡	mark C for question 10 and move to question 11.

Presentation Instructions for Question 11

- Present Stimulus 11a and 11b. *Communicate:* Here is more information about shopping malls.
- Direct the student to Stimulus 11a. *Communicate* the text.
- Direct the student to the empty box in Stimulus 11a. *Communicate:* A word is missing from this sentence.
- Direct the student to each answer choice in Stimulus 11b. *Communicate* the text in each answer choice.
- *Communicate:* Find the word that belongs in the empty box.

Stimulus 11a



The original idea for the shopping mall was to be a community center where people could meet for shopping, eating, and entertainment. In 1952, Lakewood Shopping Center in Southern California was the first open-air shopping mall.

Within six years after it opened, Lakewood Shopping Center was America's shopping mall with more than 70 stores and a parking lot that could hold 10,000 cars.

Stimulus 11b

Scoring Instructions

Student Action		Test Administrator Action
If the student finds "largest" in Stimulus 11b,	➡	mark A for question 11 and move to question 12.
If the student does not find "largest" in Stimulus 11b,	➡	<p>provide one of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> • Reread the last sentence in Stimulus 11a, inserting each answer choice into the empty box. OR • Have the student describe the shopping mall in Stimulus 11a. OR • Highlight "e", "er", and "est" in the answer choices in Stimulus 11b. <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds "largest" in Stimulus 11b,	➡	mark B for question 11 and move to question 12.
After the selected teacher assistance, if the student does not find "largest" in Stimulus 11b,	➡	mark C for question 11 and move to question 12.

Presentation Instructions for Question 12

- Present Stimulus 12a and 12b. *Communicate:* Here is more information about shopping malls.
- Direct the student to Stimulus 12a. *Communicate* the text.
- *Communicate:* The underlined phrase is a fragment. This fragment can be edited into a complete sentence.
- Direct the student to each answer choice in Stimulus 12b. *Communicate* the text in each answer choice.
- *Communicate:* Find the correctly edited complete sentence about NorthPark Center.

Stimulus 12a



NorthPark Center opened more than 50 years ago in Dallas, Texas. It was designed to be "a place where people will come not only to shop, but for the experience of just seeing it." NorthPark was never just a shopping mall. In addition to stores, restaurants, and movie theaters, NorthPark has many large pieces of artwork on display throughout the mall. An art museum inside a shopping mall with exhibits that change during the year.

Stimulus 12b

It is an art museum and a shopping mall and has exhibits and they change during the year.

* It is an art museum inside a shopping mall with exhibits that change during the year.

It is an art museum inside a shopping mall exhibits change during the year.

Scoring Instructions

Student Action	Test Administrator Action
If the student finds “It is an art museum inside a shopping mall with exhibits that change during the year” in Stimulus 12b,	➡ mark A for question 12.
If the student does not find “It is an art museum inside a shopping mall with exhibits that change during the year” in Stimulus 12b,	➡ replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “It is an art museum inside a shopping mall with exhibits that change during the year” in Stimulus 12b,	➡ mark B for question 12.
After the teacher repeats the instructions, if the student does not find “It is an art museum inside a shopping mall with exhibits that change during the year” in Stimulus 12b,	➡ mark C for question 12.

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