



State of Texas Assessments of Academic Readiness

TEST INSTRUCTIONS

U.S. History

STAAR Alternate 2

Administered April 2023

RELEASED

Texas Essential Knowledge and Skills (TEKS) Curriculum Assessed

U.S. History		Cluster 1
Reporting Category 4	Economics, Science, Technology, and Society: The student will demonstrate an understanding of economic and technological influences on U.S. history.	
Knowledge and Skills Statement H.26	The student understands the location and characteristics of places and regions of the United States, past and present.	
Essence Statement	Recognizes the impact of scientific discoveries, technological innovations, and the free enterprise system on U.S. economic development.	
Item 1 Prerequisite Skill	describe how technology has affected communication, transportation, and recreation (1)	
Item 2 Prerequisite Skill	describe how technology has affected communication, transportation, and recreation (1)	
Item 3 Prerequisite Skill	describe how science and technology change communication, transportation, and recreation (2)	
Item 4 Prerequisite Skill	describe how scientific discoveries and innovations such as in aerospace, agriculture, energy, and technology have benefited individuals, businesses, and society in Texas (4)	

U.S. History		Cluster 2
Reporting Category 2	Geography and Culture: The student will demonstrate an understanding of geographic and cultural influences on U.S. history.	
Knowledge and Skills Statement H.12	The student understands the impact of geographic factors on major events.	
Essence Statement	Recognizes the impact of geographic factors on major events.	
Item 5 Prerequisite Skill	identify and describe how geographic location influences the human characteristics of place such as shelter, clothing, food, and activities (1)	
Item 6 Prerequisite Skill	identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains (3)	
Item 7 Prerequisite Skill	compare ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation (3)	
Item 8 Prerequisite Skill	explain the geographic factors that influence patterns of settlement and the distribution of population in the United States (5)	

U.S. History		Cluster 3
Reporting Category 3	Government and Citizenship: The student will demonstrate an understanding of the role of government and the civic process in U.S. history.	
Knowledge and Skills Statement H.18	The student understands changes over time in the role of government.	
Essence Statement	Recognizes the impact of changes over time in the role of government.	
Item 9 Prerequisite Skill	compare the roles of public officials, including mayor, governor, and president (2)	
Item 10 Prerequisite Skill	compare the roles of public officials, including mayor, governor, and president (2)	
Item 11 Prerequisite Skill	identify services commonly provided by local, state, and national governments (3)	
Item 12 Prerequisite Skill	distinguish between national and state governments and compare their responsibilities in the U.S. federal system (5)	

U.S. History		Cluster 4
Reporting Category 2	Geography and Culture: The student will demonstrate an understanding of geographic and cultural influences on U.S. history.	
Knowledge and Skills Statement H.12	The student understands the impact of geographic factors on major events.	
Essence Statement	Recognizes the impact of geographic factors on major events.	
Item 13 Prerequisite Skill	interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting (2)	
Item 14 Prerequisite Skill	interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting (2)	
Item 15 Prerequisite Skill	identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains (3)	
Item 16 Prerequisite Skill	explain the geographic factors that influence patterns of settlement and the distribution of population in the United States, past and present (5)	

U.S. History		Cluster 5
Reporting Category 1	History: The student will demonstrate an understanding of issues and events in U.S. history.	
Knowledge and Skills Statement H.2	The student understands traditional historical points of reference in U.S. history from 1877 to the present.	
Essence Statement	Recognizes important dates and time periods in U.S. history from 1877 to the present.	
Item 17 Prerequisite Skill	apply vocabulary related to chronology, including past, present, and future (2)	
Item 18 Prerequisite Skill	apply vocabulary related to chronology, including past, present, and future (2)	
Item 19 Prerequisite Skill	create and interpret timelines (3)	
Item 20 Prerequisite Skill	identify the major eras in Texas history, describe their defining characteristics, and explain the purpose of dividing the past into eras, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads, Age of Oil; Texas in the Great Depression and World War II; Civil Rights; and Contemporary Texas (7)	

U.S. HISTORY

Presentation Instructions for Question 1

- *Present* Stimulus 1.
- *Direct* the student to Stimulus 1. *Communicate*: **This is an employee using a computer. Businesses use computers to store and share information.**
- *Communicate*: **Find the employee using a computer.**

Stimulus 1



Scoring Instructions

Student Action		Test Administrator Action
If the student finds the employee using a computer,	➡	mark A for question 1 and move to question 2.
If the student does not find the employee using a computer,	➡	<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 employee using a computer,	➡	mark B for question 1 and move to question 2.
After the five-second wait time, if the student does not find the employee using a computer,	➡	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:* **Businesses use computers to store information. Computers help businesses store information electronically.**
 - Direct the student to each answer choice in Stimulus 2b. *Communicate:* **This employee is saving an electronic file. This employee is storing a paper file.**
 - *Communicate:* **Find the employee storing information electronically.**
-

Stimulus 2a



Stimulus 2b



Scoring Instructions

Student Action	Test Administrator Action
If the student finds the employee saving information electronically in Stimulus 2b,	➡ mark A for question 2 and move to question 3.
If the student does not find the employee saving information electronically in Stimulus 2b,	➡ <ul style="list-style-type: none"> • model the desired student action by finding the employee using a computer in Stimulus 2b and <i>communicate</i> “This employee is saving information electronically”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the employee saving information electronically in Stimulus 2b,	➡ mark B for question 2 and move to question 3.
After teacher modeling, if the student does not find the employee saving information electronically 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*: **Businesses use computers to communicate with their employees and customers. Computers allow people in different locations to communicate quickly and easily.**
- Direct the student to each answer choice in Stimulus 3b. *Communicate* the text in each answer choice.
- *Communicate*: **Find a way businesses use computers to communicate.**

Stimulus 3a



Stimulus 3b

mailing a letter

meeting in person

*

sending an email

Scoring Instructions

Student Action	Test Administrator Action
If the student finds “sending an email” in Stimulus 3b,	➡ mark A for question 3 and move to question 4.
If the student does not find “sending an email” in Stimulus 3b,	➡ provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Have the student describe how people use computers. OR • Have the student describe the illustration in Stimulus 3a. OR • Highlight “letter,” “in person,” and “email” in Stimulus 3b. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “sending an email” in Stimulus 3b,	➡ mark B for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find “sending an email” 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:* **This list shows some of the effects of computers on businesses in Texas.** *Communicate* the text in Stimulus 4a.
 - Direct the students to the empty box in Stimulus 4a. *Communicate:* **One effect is missing from the list.**
 - Direct the student to each answer choice in Stimulus 4b. *Communicate* the text in each answer choice.
 - *Communicate:* **Find another effect of computers on businesses in Texas.**
-

Stimulus 4a

Effects of Computers on Businesses in Texas

- Businesses can store large amounts of information.
- Businesses can communicate quickly and easily.

-

Stimulus 4b

Businesses offer fewer jobs in the technology field.

- *

Businesses take longer to create products.

Scoring Instructions

Student Action	Test Administrator Action
If the student finds “Businesses have access to more customers” in Stimulus 4b,	➡ mark A for question 4 and move to question 5.
If the student does not find “Businesses have access to more customers” in Stimulus 4b,	➡ replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “Businesses have access to more customers” 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 “Businesses have access to more customers” 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*: **During the 1800s and early 1900s, many farmers moved to the Great Plains. They cut down the tall grasses to grow crops.**
- *Communicate*: **Find the farmers in the Great Plains.**

Stimulus 5



Scoring Instructions

Student Action		Test Administrator Action
If the student finds the farmers in the Great Plains,	➡	mark A for question 5 and move to question 6.
If the student does not find the farmers in the Great Plains,	➡	<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 farmers in the Great Plains,	➡	mark B for question 5 and move to question 6.
After the five-second wait time, if the student does not find the farmers in the Great Plains,	➡	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:* Farmers living in the Great Plains needed water to grow their crops. During the 1930s, rain stopped falling on the Great Plains and caused an event called the Dust Bowl.
- Direct the student to each answer choice in Stimulus 6b. *Communicate:* This is a dust storm. This is a rain storm.
- *Communicate:* Find what farmers in the Great Plains needed to grow crops.

Stimulus 6a



Stimulus 6b



Scoring Instructions

Student Action	Test Administrator Action
If the student finds the rain storm in Stimulus 6b,	➡ mark A for question 6 and move to question 7.
If the student does not find the rain storm in Stimulus 6b,	➡ <ul style="list-style-type: none"> • model the desired student action by finding the rain storm in Stimulus 6b and <i>communicate</i> “A rain storm is what farmers in the Great Plains needed to grow their crops”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the rain storm in Stimulus 6b,	➡ mark B for question 6 and move to question 7.
After teacher modeling, if the student does not find the rain storm 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*: During the Dust Bowl, many people left parts of Texas because the land was too dry for farming and raising livestock.
- Direct the student to each answer choice in Stimulus 7b. *Communicate* the text in each answer choice.
- *Communicate*: Find what happened to the population of these areas of Texas during the Dust Bowl.

Stimulus 7a



Stimulus 7b

The population increased.

The population stayed the same.

* The population decreased.

Scoring Instructions

Student Action	Test Administrator Action
If the student finds “The population decreased” in Stimulus 7b,	➡ mark A for question 7 and move to question 8.
If the student does not find “The population decreased” in Stimulus 7b,	➡ provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Have the student describe the photograph in Stimulus 7a. OR • Highlight “increased,” “stayed the same,” and “decreased.” Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “The population decreased” 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 population decreased” 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*: During the Dust Bowl of the 1930s, thousands of people packed their belongings and moved away from the Great Plains.
- Direct the student to each answer choice in Stimulus 8b. *Communicate* the text in each answer choice.
- *Communicate*: Find why people moved away from the Great Plains during the Dust Bowl.

Stimulus 8a



Stimulus 8b

* The land of the Great Plains could no longer support farming.

The states in the Great Plains passed laws that ended ranching.

The property values in the Great Plains increased.

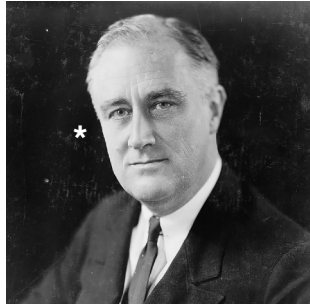
Scoring Instructions

Student Action	Test Administrator Action
If the student finds “The land of the Great Plains could no longer support farming” in Stimulus 8b,	➡ mark A for question 8 and move to question 9.
If the student does not find “The land of the Great Plains could no longer support farming” in Stimulus 8b,	➡ replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “The land of the Great Plains could no longer support farming” 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 land of the Great Plains could no longer support farming” 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*: **Franklin Roosevelt was the 32nd president of the United States.**
- *Communicate*: **Find Franklin Roosevelt.**

Stimulus 9

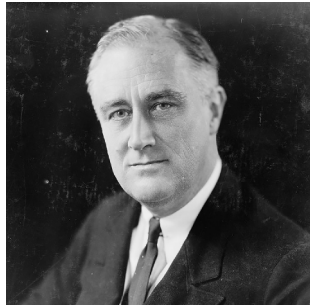


Scoring Instructions		
Student Action		Test Administrator Action
If the student finds Franklin Roosevelt,	➡	mark A for question 9 and move to question 10.
If the student does not find Franklin Roosevelt,	➡	<ul style="list-style-type: none">• remove the stimulus;• wait at least five seconds; and• replicate the initial presentation instructions.
After the five-second wait time, if the student finds Franklin Roosevelt,	➡	mark B for question 9 and move to question 10.
After the five-second wait time, if the student does not find Franklin Roosevelt,	➡	mark C for question 9 and move to question 10.

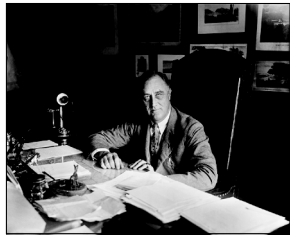
Presentation Instructions for Question 10

- *Present* Stimulus 10a and 10b.
- *Direct* the student to Stimulus 10a. **Communicate: As president, Franklin Roosevelt created the New Deal during the 1930s to help struggling Americans across the country.**
- *Direct* the student to each answer choice in Stimulus 10b. **Communicate: This is Franklin Roosevelt when he was the governor of New York. This is Franklin Roosevelt when he was the president of the United States.**
- *Communicate: Find the role Franklin Roosevelt was in when he created the New Deal.*

Stimulus 10a



Stimulus 10b



Scoring Instructions

Student Action	Test Administrator Action
If the student finds the role Franklin Roosevelt was in when he created the New Deal in Stimulus 10b,	➡ mark A for question 10 and move to question 11.
If the student does not find the role Franklin Roosevelt was in when he created the New Deal in Stimulus 10b,	➡ <ul style="list-style-type: none"> • model the desired student action by finding the role Franklin Roosevelt was in when he created the New Deal in Stimulus 10b and <i>communicate</i> “This is the role Franklin Roosevelt was in when he created the New Deal”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the role Franklin Roosevelt was in when he created the New Deal in Stimulus 10b,	➡ mark B for question 10 and move to question 11.
After teacher modeling, if the student does not find the role Franklin Roosevelt was in when he created the New Deal 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*: The federal government created the New Deal to provide many services for Americans. The New Deal created programs that hired workers to maintain national parks and build bridges and roads.
- Direct the student to each answer choice in Stimulus 11b. *Communicate* the text in each answer choice.
- *Communicate*: Find a service the federal government provided to people under the New Deal.

Stimulus 11a



Stimulus 11b

provided childcare for American families

gave poor Americans free homes

* created jobs for unemployed Americans

Scoring Instructions

Student Action	Test Administrator Action
If the student finds “created jobs for unemployed Americans” in Stimulus 11b,	<p>➡ mark A for question 11 and move to question 12.</p>
If the student does not find “created jobs for unemployed Americans” in Stimulus 11b,	<p>➡ provide one of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> • Have the student explain the New Deal. OR • Define “federal government.” <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds “created jobs for unemployed Americans” in Stimulus 11b,	<p>➡ mark B for question 11 and move to question 12.</p>
After the selected teacher assistance, if the student does not find “created jobs for unemployed Americans” in Stimulus 11b,	<p>➡ mark C for question 11 and move to question 12.</p>

Presentation Instructions for Question 12

- *Present* Stimulus 12a and 12b.
- *Direct* the student to Stimulus 12a. *Communicate*: **Franklin Roosevelt’s New Deal included laws that increased the government’s ability to control banks and protect people from losing their savings.**
- *Direct* the student to the stem and each answer choice in Stimulus 12b. *Communicate* the text in the stem and each answer choice.
- *Communicate*: **Find how the New Deal changed the role of the federal government.**

Stimulus 12a



Stimulus 12b

The New Deal expanded the federal government's role in —

national security

* the economy

medical care

Scoring Instructions

Student Action	Test Administrator Action
If the student finds “the economy” in Stimulus 12b,	➡ mark A for question 12 and move to question 13.
If the student does not find “the economy” in Stimulus 12b,	➡ replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “the economy” 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 economy” 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*: These are miners from the 1800s carrying their supplies. In 1897 many miners began moving to the Klondike area of the Yukon to find gold.
- *Communicate*: Find the miners who wanted to find gold.

Stimulus 13



Scoring Instructions

Student Action		Test Administrator Action
If the student finds the miners,	➡	mark A for question 13 and move to question 14.
If the student does not find the miners,	➡	<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 miners,	➡	mark B for question 13 and move to question 14.
After the five-second wait time, if the student does not find the miners,	➡	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 Klondike area of the Yukon was very difficult for American miners to reach. They had to carry their supplies through snow and over mountains.**
- Direct the student to each answer choice in Stimulus 14b. **Communicate: This is a mountain with snow. This is a field with grass.**
- **Communicate: Find what made it difficult for American miners to reach the Klondike.**

Stimulus 14a



Stimulus 14b

*



Scoring Instructions

Student Action	Test Administrator Action
If the student finds the mountain with snow in Stimulus 14b,	<p>➡ mark A for question 14 and move to question 15.</p>
If the student does not find the mountain with snow in Stimulus 14b,	<p>➡</p> <ul style="list-style-type: none"> • model the desired student action by finding the mountain with snow in Stimulus 14b and <i>communicate</i> “This is a mountain with snow, which made it difficult for American miners to reach the Klondike”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the mountain with snow in Stimulus 14b,	<p>➡ mark B for question 14 and move to question 15.</p>
After teacher modeling, if the student does not find the mountain with snow in Stimulus 14b,	<p>➡ mark C for question 14 and move to question 15.</p>

Presentation Instructions for Question 15

- Present Stimulus 15a and 15b.
- Direct the student to Stimulus 15a. *Communicate:* These are miners trying to reach the Klondike through the Chilkoot Pass. Some miners used ropes and sleds to help them pull their supplies up the pass.
- Direct the student to each answer choice in Stimulus 15b. *Communicate* the text in each answer choice.
- *Communicate:* Find how miners used sleds in the Chilkoot Pass.

Stimulus 15a



Stimulus 15b

They used sleds to have fun.

* They used sleds to travel more easily.

They used sleds to train dogs.

Scoring Instructions

Student Action	Test Administrator Action
If the student finds “They used sleds to travel more easily” in Stimulus 15b,	➡ mark A for question 15 and move to question 16.
If the student does not find “They used sleds to travel more easily” in Stimulus 15b,	➡ provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Have the student describe the photograph in Stimulus 15a. OR • Highlight “have fun,” “travel more easily,” and “train dogs” in Stimulus 15b. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “They used sleds to travel more easily” in Stimulus 15b,	➡ mark B for question 15 and move to question 16.
After the selected teacher assistance, if the student does not find “They used sleds to travel more easily” 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*: Skagway, Alaska, was a popular town for miners to visit on their way to the Klondike. In 1898 more than ten thousand people lived in Skagway. Today less than one thousand people still live in Skagway.
- Direct the student to each answer choice in Stimulus 16b. *Communicate* the text in each answer choice.
- *Communicate*: Find the main reason most miners left the town of Skagway.

Stimulus 16a



Stimulus 16b

* Miners realized that there was not enough gold for everyone.

Miners decided that the weather was too cold to live in.

Miners believed that there was too much crime in the city.

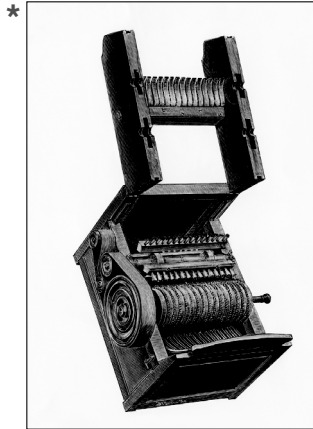
Scoring Instructions

Student Action	Test Administrator Action
If the student finds “Miners realized that there was not enough gold for everyone” in Stimulus 16b,	➡ mark A for question 16 and move to question 17.
If the student does not find “Miners realized that there was not enough gold for everyone” in Stimulus 16b,	➡ replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “Miners realized that there was not enough gold for everyone” 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 “Miners realized that there was not enough gold for everyone” 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:* **This is a cotton gin from the past. More than 100 years ago, people used cotton gins like this one to clean cotton.**
- *Communicate:* **Find the cotton gin used more than 100 years ago.**

Stimulus 17



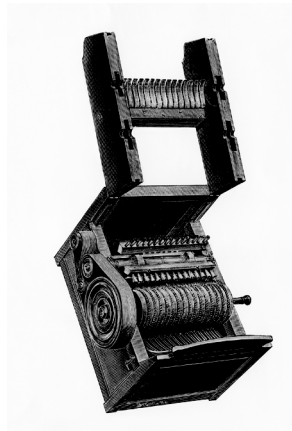
Scoring Instructions

Student Action		Test Administrator Action
If the student finds the cotton gin,	➔	mark A for question 17 and move to question 18.
If the student does not find the cotton gin,	➔	<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 cotton gin,	➔	mark B for question 17 and move to question 18.
After the five-second wait time, if the student does not find the cotton gin,	➔	mark C for question 17 and move to question 18.

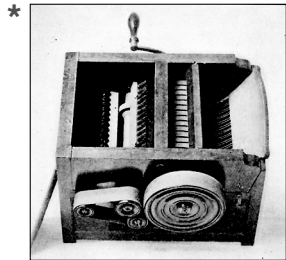
Presentation Instructions for Question 18

- *Present* Stimulus 18a and 18b.
- *Direct* the student to Stimulus 18a. *Communicate:* **This is a cotton gin from the past. Cotton gins from the present are bigger and faster.**
- *Direct* the student to each answer choice in Stimulus 18b. *Communicate:* **This is a cotton gin from the past. This is a cotton gin from the present.**
- *Communicate:* **Find the cotton gin from the past.**

Stimulus 18a



Stimulus 18b



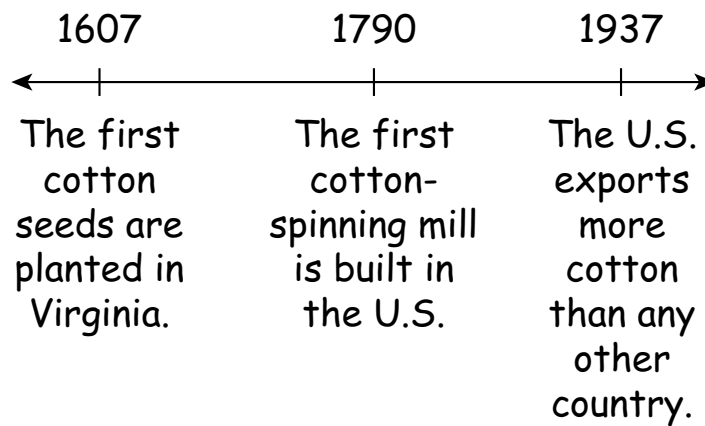
Scoring Instructions

Student Action	Test Administrator Action
If the student finds the cotton gin from the past in Stimulus 18b,	➡ mark A for question 18 and move to question 19.
If the student does not find the cotton gin from the past in Stimulus 18b,	➡ <ul style="list-style-type: none"> • model the desired student action by finding the cotton gin from the past in Stimulus 18b and <i>communicate</i> “This is the cotton gin from the past”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the cotton gin from the past in Stimulus 18b,	➡ mark B for question 18 and move to question 19.
After teacher modeling, if the student does not find the cotton gin from the past 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:* This is a time line that shows the history of cotton in the United States. It shows the events in the order they happened.
- Communicate the text in Stimulus 19a.
- Direct the student to each answer choice in Stimulus 19b. *Communicate* the text in each answer choice.
- *Communicate:* Find the year from the time line that is closest to the present.

Stimulus 19a



Stimulus 19b

1607

1790

* 1937

Scoring Instructions

Student Action	Test Administrator Action
If the student finds “1937” in Stimulus 19b,	<p>➡ mark A for question 19 and move to question 20.</p>
If the student does not find “1937” in Stimulus 19b,	<p>➡ provide one of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> • Highlight the dates on the time line in Stimulus 19a. OR • Have the student identify which year is furthest from the present. OR • Identify the current year. <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds “1937” in Stimulus 19b,	<p>➡ mark B for question 19 and move to question 20.</p>
After the selected teacher assistance, if the student does not find “1937” in Stimulus 19b,	<p>➡ mark C for question 19 and move to question 20.</p>

Presentation Instructions for Question 20

- Present Stimulus 20a and 20b.
 - Direct the student to Stimulus 20a. *Communicate:* **The history of Texas is divided into time periods called eras. During an era called Cotton, Cattle, and Railroads, the economy and the population of Texas were growing quickly. Here are some events that happened during this era.**
Communicate the text in Stimulus 20a.
 - Direct the student to the empty box in Stimulus 20a. *Communicate:* **Another event can be added to this list.**
 - Direct the student to each answer choice in Stimulus 20b. *Communicate* the text in each answer choice.
 - *Communicate:* **Find another event that happened during the era of Cotton, Cattle, and Railroads.**
-

Stimulus 20a

Cotton, Cattle, and Railroads Era

- The first railroad in Texas was built.
- The Civil War ended.

-

Stimulus 20b

European explorers arrived in Texas.

* Many farmers and ranchers moved to Texas.

Texas became independent from Mexico.

Scoring Instructions

Student Action	Test Administrator Action
If the student finds “Many farmers and ranchers moved to Texas” in Stimulus 20b,	➡ mark A for question 20.
If the student does not find “Many farmers and ranchers moved to Texas” in Stimulus 20b,	➡ replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “Many farmers and ranchers moved to Texas” in Stimulus 20b,	➡ mark B for question 20.
After the teacher repeats the instructions, if the student does not find “Many farmers and ranchers moved to Texas” in Stimulus 20b,	➡ mark C for question 20.

**TEST
INSTRUCTIONS**

**STAAR ALTERNATE 2
U.S. History
April 2023**

