# STAAR®
## Alternate 2

### State of Texas
### Assessments of
### Academic Readiness
### —Alternate 2—

# TEST ADMINISTRATOR MANUAL

# English II

# STAAR Alternate 2

# Administered April 2019

# RELEASED

# Texas Essential Knowledge and Skills (TEKS) Curriculum Assessed

| English II | Cluster 1 |
|---|---|
| **Reporting Category 1** | Understanding and Analysis Across Genres: The student will demonstrate the ability to understand and analyze a variety of written texts across reading genres. |
| **Knowledge and Skills Statement English II (1)** | Students understand new vocabulary and use it when reading and writing. |
| **Essence Statement** | Uses a variety of strategies and reference materials to confirm word meanings when reading. |
| **Item 1 Prerequisite Skill** | Use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words (4) |
| **Item 2 Prerequisite Skill** | Use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words (5) |
| **Item 3 Prerequisite Skill** | Use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words (6) |
| **Item 4 Prerequisite Skill** | Use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words (7) |

| English II | Cluster 2 |
|---|---|
| **Reporting Category 3** | Understanding and Analysis of Informational Texts: The student will demonstrate an ability to understand and analyze informational texts. |
| **Knowledge and Skills Statement English II (8)** | Students analyze, make inferences, and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. |
| **Essence Statement** | Use text evidence to identify author's purpose in informational text. |
| **Item 5 Prerequisite Skill** | Identify the topic and explain the author's purpose in writing the text (2) |
| **Item 6 Prerequisite Skill** | Make inferences about text and use textual evidence to support understanding (1-6) |
| **Item 7 Prerequisite Skill** | Ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text (2-3) |
| **Item 8 Prerequisite Skill** | Establish purposes for reading selected texts based upon own or others desired outcomes to enhance comprehension (3-8) |

| English II | Cluster 3 |
|---|---|
| **Reporting Category 2** | Understanding and Analysis of Literary Texts: The student will demonstrate an ability to understand and analyze literary texts. |
| **Knowledge and Skills Statement English II (6)** | Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. |
| **Essence Statement** | Recognizes the author's use of language in literary nonfiction. |
| **Item 9 Prerequisite Skill** | Ask relevant questions, seek clarification, and locate facts and details about stories and other texts (1) |
| **Item 10 Prerequisite Skill** | Ask relevant questions, seek clarification, and locate facts and details about stories and other texts (1) |
| **Item 11 Prerequisite Skill** | Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions) (2–6) |
| **Item 12 Prerequisite Skill** | Summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts (6–8) |

| English II | Cluster 4 |
|---|---|
| **Reporting Category 5** | Revision: The student will demonstrate an ability to revise a variety of written texts. |
| **Knowledge and Skills Statement English II (13)** | Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. |
| **Essence Statement** | Revises text to improve writing. |
| **Item 13 Prerequisite Skill** | Revise drafts by adding or deleting words, phrases, or sentences. (2) |
| **Item 14 Prerequisite Skill** | Revise drafts by adding or deleting words, phrases, or sentences. (2) |
| **Item 15 Prerequisite Skill** | Revise drafts for coherence, organization, use of simple and compound sentences, and audience. (3-4) |
| **Item 16 Prerequisite Skill** | Revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed. (5-6) |

| English II | Cluster 5 |
|---|---|
| **Reporting Category 6** | Editing: The student will demonstrate an ability to edit a variety of texts. |
| **Knowledge and Skills Statement English II (17)** | Students understand the function of and use the conventions of academic language when [speaking and] writing. |
| **Essence Statement** | Edits texts for correct word usage and variance in sentence patterns. |
| **Item 17 Prerequisite Skill** | Understand and use the following parts of speech in the context of reading, writing, and speaking: adjectives (e.g., descriptive: green, tall). (1) |
| **Item 18 Prerequisite Skill** | Understand and use the following parts of speech in the context of reading, writing, and speaking: adjectives (e.g., descriptive: old, wonderful; articles: a, an, the). (2) |
| **Item 19 Prerequisite Skill** | Use and understand the function of the following parts of speech in the context of reading, writing, and speaking: adjectives (e.g., descriptive, including purpose: sleeping bag, frying pan) and their comparative and superlative forms (e.g., fast, faster, fastest). (4) |
| **Item 20 Prerequisite Skill** | Use and understand the function of the following parts of speech in the context of reading, writing, and speaking: adjective (e.g., descriptive, including origins: French windows, American cars) and their comparative and superlative forms (e.g., good, better, best). (5) |

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/

# ENGLISH II

## Presentation Instructions for Question 1

- *Present* Stimulus 1. *Communicate:* **Here is an article about the Hubble Space Telescope.**
- *Direct* the student to Stimulus 1. *Communicate* the text.
- *Communicate:* **Find the telescope.**

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**Stimulus 1**

\* 
| telescope |
| --- |
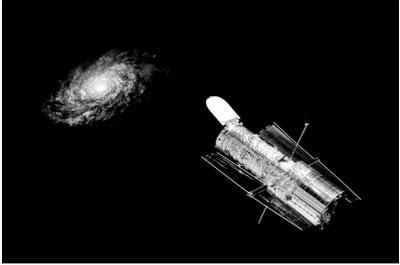


The Hubble Space **Telescope** makes the planets, stars, and galaxies seem larger and closer to Earth than they really are.

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

## Presentation Instructions for Question 2

- *Present* Stimulus 2a and 2b. *Communicate:* **Here is more about the Hubble Space Telescope.**
- *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 how a telescope helps scientists learn about outer space.**

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**Stimulus 2a**
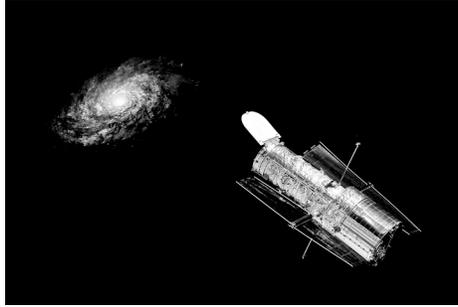


The Hubble Space Telescope looks toward space. This gigantic **telescope** helps scientists see galaxies that are trillions of miles away from Earth. It helped scientists discover moons around Pluto that had never been seen before. Hubble also has seen comet pieces crash into the gases above Jupiter.

**Stimulus 2b**

\*
The telescope helps scientists see galaxies trillions of miles away from Earth.

The telescope makes comets crash into gases that are in outer space.

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| Scoring Instructions | | |
|---|---|---|
| **Student Action** | | **Test Administrator Action** |
| If the student finds "The telescope helps scientists see galaxies trillions of miles away from Earth" in Stimulus 2b, | ➡ | mark **A** for question 2 and move to question 3. |
| If the student does not find "The telescope helps scientists see galaxies trillions of miles away from Earth" in Stimulus 2b, | ➡ | • model the desired student action by finding "The telescope helps scientists see galaxies trillions of miles away from Earth" in Stimulus 2b and *communicate* **"This sentence describes how the telescope helps scientists learn about outer space"**; and<br>• replicate the initial presentation instructions. |
| After teacher modeling, if the student finds "The telescope helps scientists see galaxies trillions of miles away from Earth" in Stimulus 2b, | ➡ | mark **B** for question 2 and move to question 3. |
| After teacher modeling, if the student does not find "The telescope helps scientists see galaxies trillions of miles away from Earth" 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 about the Hubble Space Telescope.**
- *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 meaning for the word "enormity."**

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**Stimulus 3a**

The **enormity** and speed of the Hubble Space Telescope are impressive. It is as large as a school bus and weighs as much as two adult elephants. The telescope travels around Earth at approximately 5 miles per second. That would be like driving a car from New York to California in 10 minutes.



NASA

**Stimulus 3b**

| loud noise | * gigantic size | elegant design |
|---|---|---|

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| Scoring Instructions | | |
|---|---|---|
| **Student Action** | | **Test Administrator Action** |
| If the student finds "gigantic size" in Stimulus 3b, | ➡ | mark **A** for question 3 and move to question 4. |
| If the student does not find "gigantic size" in Stimulus 3b, | ➡ | provide ***one*** of these allowable teacher assists to the student:<br>• Read the first sentence, inserting each answer choice for the underlined word. **OR**<br>• Highlight "loud," "size," and "design" in Stimulus 3b.<br><br>Replicate the initial presentation instructions. |
| After the selected teacher assistance, if the student finds "gigantic size" in Stimulus 3b, | ➡ | mark **B** for question 3 and move to question 4. |
| After the selected teacher assistance, if the student does not find "gigantic size" 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 more about the Hubble Space Telescope.**
- *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 the words from the paragraph that help the reader understand the meaning of the word "transmit."**

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### Stimulus 4a

The Hubble Space Telescope orbits high above Earth and its gaseous atmosphere. Therefore, Hubble can see space better than telescopes on Earth can. Hubble is not the kind of telescope that you look through with your eye. Instead, Hubble uses a digital camera, like the camera on a cell phone. Then Hubble uses radio waves to **<u>transmit</u>** the photographs back to Earth from outer space. Although Hubble is now more than 25 years old, it still takes beautiful photographs, like this one of a star forming in outer space.



NASA, ESA and the Hubble Heritage (STScI/AURA)-ESA/Hubble Collaboration

### Stimulus 4b

> *like the camera on a cell phone*

> \* *back to Earth from outer space*

> *still takes beautiful photographs*

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## Scoring Instructions

| Student Action | | Test Administrator Action |
|---|---|---|
| If the student finds "*back to Earth from outer space*" in Stimulus 4b, | ➡ | mark **A** for question 4 and move to question 5. |
| If the student does not find "*back to Earth from outer space*" in Stimulus 4b, | ➡ | replicate the initial presentation instructions. |
| After the teacher repeats the instructions, if the student finds "*back to Earth from outer space*" 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 "*back to Earth from outer space*" in Stimulus 4b, | ➡ | mark **C** for question 4 and move to question 5. |

## Presentation Instructions for Question 5

- *Present* Stimulus 5. *Communicate:* **This is an article titled "The Lionfish Invasion."**
- *Direct* the student to Stimulus 5. *Communicate* the text.
- *Communicate:* **Find the lionfish.**

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**Stimulus 5**

### The Lionfish Invasion



Lionfish came from oceans thousands of miles from the United States.

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| Scoring Instructions | | |
|---|:---:|---|
| **Student Action** | | **Test Administrator Action** |
| If the student finds the lionfish, | ➡ | mark **A** for question 5 and move to question 6. |
| If the student does not find the lionfish, | ➡ | • remove the stimulus; <br> • wait at least five seconds; and <br> • replicate the initial presentation instructions. |
| After the five-second wait time, if the student finds the lionfish, | ➡ | mark **B** for question 5 and move to question 6. |
| After the five-second wait time, if the student does not find the lionfish, | ➡ | 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 "The Lionfish Invasion."**
- *Direct* the student to Stimulus 6a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 6b. *Communicate:* **This is an aquarium. This is the ocean.**
- *Communicate:* **Find where people put lionfish that they no longer wanted.**

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### Stimulus 6a



People bought lionfish for their aquariums because the fish were interesting and beautiful. When people got rid of their aquariums, they had to get rid of the fish. Many people took their unwanted lionfish to the ocean or to creeks that flowed into the ocean.

### Stimulus 6b



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| Scoring Instructions | | |
|---|---|---|
| **Student Action** | | **Test Administrator Action** |
| If the student finds the ocean in Stimulus 6b, | ➡ | mark **A** for question 6 and move to question 7. |
| If the student does not find the ocean in Stimulus 6b, | ➡ | • model the desired student action by finding the ocean in Stimulus 6b and *communicate* **"This is the ocean, where people put lionfish that they no longer wanted"**; and<br>• replicate the initial presentation instructions. |
| After teacher modeling, if the student finds the ocean in Stimulus 6b, | ➡ | mark **B** for question 6 and move to question 7. |
| After teacher modeling, if the student does not find the ocean 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 "The Lionfish Invasion."**
- *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 why the author included the maps from 1986 and 2013.**

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**Stimulus 7a**

Many scientists believe that people released their unwanted lionfish from home aquariums into the Atlantic Ocean more than 25 years ago. In 1986, people had no idea that this would cause harm to the earth's ecosystems. Usually, species that come from far away don't survive in a new environment, but lionfish adapted perfectly to their new home in the Atlantic Ocean.

A female lionfish lays about two million eggs in a year. Once the eggs turn into larvae, they can float along ocean currents for hundreds of miles before developing into adult fish. This allows the lionfish to invade other nearby ecosystems. By 2013, lionfish had spread across the Caribbean Sea and as far north as the coast of Rhode Island.



1986          2013

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KEY
■ Lionfish invasion
```
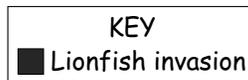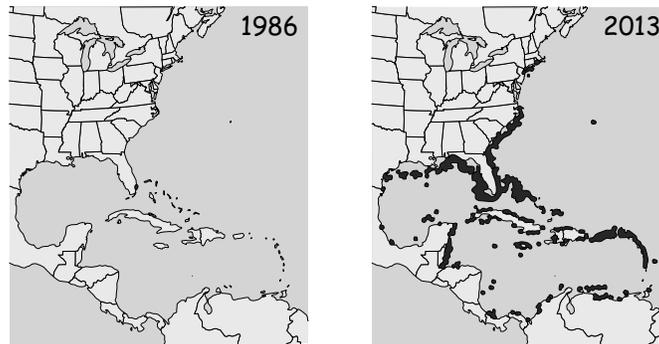
**Stimulus 7b**

to show the states where people have lionfish in their aquariums

to show that lionfish did not survive their new environment

\* to show the population of lionfish along the Atlantic coast

| Scoring Instructions | | |
|---|---|---|
| **Student Action** | | **Test Administrator Action** |
| If the student finds "to show the population of lionfish along the Atlantic coast" in Stimulus 7b, | ➡ | mark **A** for question 7 and move to question 8. |
| If the student does not find "to show the population of lionfish along the Atlantic coast" in Stimulus 7b, | ➡ | provide **one** of these allowable teacher assists to the student:<br>• Have the student describe the two maps. **OR**<br>• Highlight the first and second paragraphs.<br>Replicate the initial presentation instructions. |
| After the selected teacher assistance, if the student finds "to show the population of lionfish along the Atlantic coast" in Stimulus 7b, | ➡ | mark **B** for question 7 and move to question 8. |
| After the selected teacher assistance, if the student does not find "to show the population of lionfish along the Atlantic coast" 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 more of the article "The Lionfish Invasion."**

- *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 author's purpose for writing the article.**

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### Stimulus 8a

Scientists believe that lionfish populations will continue to grow unless a solution is found soon. Local fish may become endangered or even extinct, causing seabirds and sea mammals that eat native fish for food to suffer. For now, people are buying diving equipment and spears to hunt the lionfish that threaten native fish and the environment of the Atlantic coastal waters near the United States.



One method for controlling the fast-growing population of lionfish is something that people are very good at—eating them! Lionfish are delicious and a healthy choice for human hearts. Some restaurants do serve lionfish, but the fish are difficult to catch. The only way to catch lionfish is to dive into the water and spear them, one at a time. Once they are caught, their spines must be carefully removed.

Divers in Honduras are trying out another method for controlling the lionfish population. They are training sharks to eat lionfish. Scientists hope that the spread of lionfish can be slowed down until a more permanent solution can be discovered.

**Stimulus 8b**

| to encourage readers to go diving |

\* | to inform readers about the problem of the
fast-growing population of lionfish |

| to explain to readers how to carefully remove the
lionfish's poisonous spines |

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## Scoring Instructions

| Student Action | | Test Administrator Action |
|---|---|---|
| If the student finds "to inform readers about the problem of the fast-growing population of lionfish" in Stimulus 8b, | ➡ | mark **A** for question 8 and move to question 9. |
| If the student does not find "to inform readers about the problem of the fast-growing population of lionfish" in Stimulus 8b, | ➡ | replicate the initial presentation instructions. |
| After the teacher repeats the instructions, if the student finds "to inform readers about the problem of the fast-growing population of lionfish" 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 "to inform readers about the problem of the fast-growing population of lionfish" in Stimulus 8b, | ➡ | mark **C** for question 8 and move to question 9. |

# Presentation Instructions for Question 9

- *Present* Stimulus 9. *Communicate:* **This is an article about Meb Keflezighi titled "Never Giving Up."**
- *Direct* the student to Stimulus 9. *Communicate* the text.
- *Communicate:* **Find the marathon runner.**

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**Stimulus 9**

Meb Keflezighi: Never Giving Up



Meb Keflezighi is an American marathon runner. He was the 2004 Olympic silver medalist in the marathon. He always stays true to his motto: "Never give up on your dreams."

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| Scoring Instructions | | |
|---|---|---|
| **Student Action** | | **Test Administrator Action** |
| If the student finds the marathon runner, | ➡ | mark **A** for question 9 and move to question 10. |
| If the student does not find the marathon runner, | ➡ | • remove the stimulus;<br>• wait at least five seconds; and<br>• replicate the initial presentation instructions. |
| After the five-second wait time, if the student finds the marathon runner, | ➡ | mark **B** for question 9 and move to question 10. |
| After the five-second wait time, if the student does not find the marathon runner, | ➡ | mark **C** for question 9 and move to question 10. |

## Presentation Instructions for Question 10

- *Present* Stimulus 10a and 10b. *Communicate:* **Here is more of the article "Never Giving Up."**
- *Direct* the student to Stimulus 10a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 10b. *Communicate:* **This is Meb Keflezighi doing push-ups near the finish line. This is Meb Keflezighi running in the mountains near his home in California.**
- *Communicate:* **Find what Meb Keflezighi did when he tripped during the 2016 Olympic race.**

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**Stimulus 10a**



During the 2016 Olympic marathon, Keflezighi had been running for more than two hours when he slipped in a puddle of water and fell to the ground. Keflezighi had been feeling sick that day and had stopped seven times during the race. But instead of quitting when he fell down, Keflezighi did a few push-ups, stood up, and finished the race. He stayed true to his motto: "Never give up on your dreams."

**Stimulus 10b**



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## Scoring Instructions

| Student Action | | Test Administrator Action |
|---|---|---|
| If the student finds Meb Keflezighi doing push-ups near the finish line in Stimulus 10b, | ➡ | mark **A** for question 10 and move to question 11. |
| If the student does not find Meb Keflezighi doing push-ups near the finish line in Stimulus 10b, | ➡ | • model the desired student action by finding Meb Keflezighi doing push-ups near the finish line in Stimulus 10b and *communicate* **"This is Meb Keflezighi doing push-ups near the finish line"**; and<br>• replicate the initial presentation instructions. |
| After teacher modeling, if the student finds Meb Keflezighi doing push-ups near the finish line in Stimulus 10b, | ➡ | mark **B** for question 10 and move to question 11. |
| After teacher modeling, if the student does not find Meb Keflezighi doing push-ups near the finish line 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 of the article "Never Giving Up."**
- *Direct* the student to Stimulus 11a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 11b. *Communicate* the text in each answer choice.
- *Communicate:* **Find what the P.E. teacher did that changed Meb Keflezighi's future.**

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**Stimulus 11a**



Keflezighi grew up in a small rural village in eastern Africa. He was 12 years old when he moved with his family to the United States and settled in San Diego, California. For Keflezighi, learning English was very challenging. When Keflezighi was in the seventh grade, the P.E. teacher told the class to run a mile. Keflezighi left the other kids behind in the dust. He went on to race in high school, winning many marathon races. He got a scholarship to run for the University of California in Los Angeles, where he won four NCAA championships. In 1988, when he graduated, Keflezighi became a U.S. citizen.



Keflezighi went on to have a brilliant athletic career. He competed in four Olympic Games and many marathon races, including the New York City Marathon and the Boston Marathon. In the 2004 Olympics, Keflezighi was the first American marathon runner since 1976 to receive a medal.

**Stimulus 11b**

| taught Keflezighi to speak English |

\* | told Keflezighi's class to run a mile |

| watched Keflezighi run in the Boston Marathon |

| Scoring Instructions | | |
|---|---|---|
| **Student Action** | | **Test Administrator Action** |
| If the student finds "told Keflezighi's class to run a mile" in Stimulus 11b, | ➡ | mark **A** for question 11 and move to question 12. |
| If the student does not find "told Keflezighi's class to run a mile" in Stimulus 11b, | ➡ | provide **one** of these allowable teacher assists to the student:<br>• Highlight the first paragraph in Stimulus 11a. **OR**<br>• Highlight the words "speak English," "run a mile," and "Boston Marathon" in Stimulus 11b.<br><br>Replicate the initial presentation instructions. |
| After the selected teacher assistance, if the student finds "told Keflezighi's class to run a mile" in Stimulus 11b, | ➡ | mark **B** for question 11 and move to question 12. |
| After the selected teacher assistance, if the student does not find "told Keflezighi's class to run a mile" 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 of the article "Never Giving Up."**
- *Direct* the student to Stimulus 12a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 12b. *Communicate* the text in each answer choice.
- *Communicate:* **Find why Meb Keflezighi wrote a book about running.**

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**Stimulus 12a**

When the time came for Keflezighi to compete in the 2016 Olympic Games in Rio, he was 41 years old. As marathon runners get older, it becomes more difficult for them to train. Keflezighi had to overcome the challenge of aging.



In 2016, when Keflezighi found himself facedown on the pavement, he thought about all the difficulties he had been through. He stood up. He refused to give up on his dreams. Then he started running again. He finished the race in 33rd place.

Keflezighi is able to continue to run because of his smart training. He pushes himself, but he also knows when to rest. In his book *Meb for Mortals: How to Run, Think, and Eat Like a Champion Marathoner* , he shares advice about the training and attitude that lead to success.



**Stimulus 12b**

> Keflezighi wanted to tell people about all the races he had won in the Olympic Games between 2004 and 2016.

\* > Keflezighi wanted to share with people what he knows about training for the Olympic Games and marathon races.

> Keflezighi wanted to compete in the 2016 Olympic Games.

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## Scoring Instructions

| Student Action | | Test Administrator Action |
|---|---|---|
| If the student finds "Keflezighi wanted to share with people what he knows about training for the Olympic Games and marathon races" in Stimulus 12b, | ➡ | mark **A** for question 12 and move to question 13. |
| If the student does not find "Keflezighi wanted to share with people what he knows about training for the Olympic Games and marathon races" in Stimulus 12b, | ➡ | replicate the initial presentation instructions. |
| After the teacher repeats the instructions, if the student finds "Keflezighi wanted to share with people what he knows about training for the Olympic Games and marathon races" 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 "Keflezighi wanted to share with people what he knows about training for the Olympic Games and marathon races" in Stimulus 12b, | ➡ | mark **C** for question 12 and move to question 13. |

## Presentation Instructions for Question 13

- *Present* Stimulus 13. *Communicate:* **Here are sentences about a service dog.**
- *Direct* the student to the first sentence in Stimulus 13. *Communicate* the text.
- *Direct* the student to the second sentence in Stimulus 13. *Communicate:* **This sentence has been revised to give more detail.** *Communicate* the text.
- *Communicate:* **Find the revised sentence that gives more detail.**

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**Stimulus 13**

A service dog is trained.



© iStock.com/Andresr

\* A service dog is trained to work for a person with a disability.

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| Scoring Instructions | | |
|---|---|---|
| **Student Action** | | **Test Administrator Action** |
| If the student finds "A service dog is trained to work for a person with a disability," | ➡ | mark **A** for question 13 and move to question 14. |
| If the student does not find "A service dog is trained to work for a person with a disability," | ➡ | • remove the stimulus; <br> • wait at least five seconds; and <br> • replicate the initial presentation instructions. |
| After the five-second wait time, if the student finds "A service dog is trained to work for a person with a disability," | ➡ | mark **B** for question 13 and move to question 14. |
| After the five-second wait time, if the student does not find "A service dog is trained to work for a person with a disability," | ➡ | mark **C** for question 13 and move to question 14. |

# Presentation Instructions for Question 14

- *Present* Stimulus 14a and 14b. *Communicate:* **Here is more information about service dogs.**
- *Direct* the student to Stimulus 14a. *Communicate* the text.
- *Direct* the student to the underlined sentence in Stimulus 14a. *Communicate:* **The underlined sentence needs to be revised.**
- *Direct* the student to each answer choice in Stimulus 14b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the revised sentence that adds details to the underlined sentence.**

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**Stimulus 14a**



Service dogs begin their training as puppies to assist people with specific tasks. These dogs provide support for people who are blind or deaf. **They can also help other people.**

**Stimulus 14b**

| They can help people. | * | They can also help people with physical and emotional disabilities. |

---

# Scoring Instructions

| Student Action | | Test Administrator Action |
|---|---|---|
| If the student finds "They can also help people with physical and emotional disabilities" in Stimulus 14b, | ➡ | mark **A** for question 14 and move to question 15. |
| If the student does not find "They can also help people with physical and emotional disabilities" in Stimulus 14b, | ➡ | • model the desired student action by finding "They can also help people with physical and emotional disabilities" in Stimulus 14b and *communicate* **"This sentence adds details to the underlined sentence"**; and<br>• replicate the initial presentation instructions. |
| After teacher modeling, if the student finds "They can also help people with physical and emotional disabilities" in Stimulus 14b, | ➡ | mark **B** for question 14 and move to question 15. |
| After teacher modeling, if the student does not find "They can also help people with physical and emotional disabilities" in Stimulus 14b, | ➡ | mark **C** for question 14 and move to question 15. |

# Presentation Instructions for Question 15

- *Present* Stimulus 15a and 15b. *Communicate:* **Here is more information about service dogs.**
- *Direct* the student to Stimulus 15a. *Communicate* the text.
- *Direct* the student to the underlined sentence in Stimulus 15a. *Communicate:* **The underlined sentence can be revised into two separate sentences.**
- *Direct* the student to each answer choice in Stimulus 15b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the sentences that have been correctly revised into two separate sentences.**

---

**Stimulus 15a**



**Service dog training includes opening doors and pushing buttons on elevators, and also service dogs are trained to alert their owner to changing situations.** Some service dogs are trained to sense when their owner needs comfort. People with seizure and anxiety disorders rely heavily on their service dogs for support.

**Stimulus 15b**

\*
> Service dog training includes opening doors and pushing buttons on elevators. Also, service dogs are trained to alert their owner to changing situations.

> Service dog training includes opening doors and pushing. Buttons on elevators and also are trained to alert their owner to changing situations.

> Service dog training includes opening doors and pushing buttons on elevators. Also, trained to alert their owner service dogs are changing situations.

---

## Scoring Instructions

| Student Action | | Test Administrator Action |
|---|---|---|
| If the student finds "Service dog training includes opening doors and pushing buttons on elevators. Also, service dogs are trained to alert their owner to changing situations" in Stimulus 15b, | ➡ | mark **A** for question 15 and move to question 16. |
| If the student does not find "Service dog training includes opening doors and pushing buttons on elevators. Also, service dogs are trained to alert their owner to changing situations" in Stimulus 15b, | ➡ | provide this allowable teacher assist to the student:<br>• Highlight the text after the first sentence in each answer choice.<br>Replicate the initial presentation instructions. |
| After the teacher assistance, if the student finds "Service dog training includes opening doors and pushing buttons on elevators. Also, service dogs are trained to alert their owner to changing situations" in Stimulus 15b, | ➡ | mark **B** for question 15 and move to question 16. |
| After the teacher assistance, if the student does not find "Service dog training includes opening doors and pushing buttons on elevators. Also, service dogs are trained to alert their owner to changing situations" in Stimulus 15b, | ➡ | mark **C** for question 15 and move to question 16. |

# Presentation Instructions for Question 16

- *Present* Stimulus 16a and 16b. *Communicate:* **Here is more about service dogs.**
- *Direct* the student to Stimulus 16a. *Communicate* the text.
- *Direct* the student to the underlined sentences in Stimulus 16a. *Communicate:* **These underlined sentences can be combined during revision.**
- *Direct* the student to each answer choice in Stimulus 16b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the revised sentence that correctly combines the two underlined sentences.**

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**Stimulus 16a**



Service dogs have an important job. **They are not simply pets. Their work is to give support to their disabled owner.** Although it is not required, most service animals wear a vest, harness, or some other identification to let others know that the dog is "on duty."

**Stimulus 16b**

> They are not simply pets, or their work is to give support to their disabled owner.

> They are not simply pets, nor their work is to give support to their disabled owner.

\* 
> They are not simply pets, and their work is to give support to their disabled owner.

---

## Scoring Instructions

| Student Action | | Test Administrator Action |
|---|---|---|
| If the student finds "They are not simply pets, and their work is to give support to their disabled owner" in Stimulus 16b, | ➡ | mark **A** for question 16 and move to question 17. |
| If the student does not find "They are not simply pets, and their work is to give support to their disabled owner" in Stimulus 16b, | ➡ | replicate the initial presentation instructions. |
| After the teacher repeats the instructions, if the student finds "They are not simply pets, and their work is to give support to their disabled owner" 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 "They are not simply pets, and their work is to give support to their disabled owner" in Stimulus 16b, | ➡ | mark **C** for question 16 and move to question 17. |

# Presentation Instructions for Question 17

- *Present* Stimulus 17. *Communicate:* **Here is information about the country of Iceland.**
- *Direct* the student to the first sentence in Stimulus 17. *Communicate* the text.
- *Direct* the student to the second sentence in Stimulus 17. *Communicate* the text. *Communicate:* **The underlined word has been changed from "interest" to "interesting."**
- *Communicate:* **Find the edited sentence.**

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**Stimulus 17**

Iceland, a country in Europe, is an __interest__ place for many reasons.



\* Iceland, a country in Europe, is an __interesting__ place for many reasons.

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| Scoring Instructions | | |
|---|---|---|
| **Student Action** | | **Test Administrator Action** |
| If the student finds "Iceland, a country in Europe, is an interesting place for many reasons," | ➡ | mark **A** for question 17 and move to question 18. |
| If the student does not find "Iceland, a country in Europe, is an interesting place for many reasons," | ➡ | • remove the stimulus;<br>• wait at least five seconds; and<br>• replicate the initial presentation instructions. |
| After the five-second wait time, if the student finds "Iceland, a country in Europe, is an interesting place for many reasons," | ➡ | mark **B** for question 17 and move to question 18. |
| After the five-second wait time, if the student does not find "Iceland, a country in Europe, is an interesting place for many reasons," | ➡ | mark **C** for question 17 and move to question 18. |

# Presentation Instructions for Question 18

- *Present* Stimulus 18a and 18b. *Communicate:* **Here is more information about Iceland.**
- *Direct* the student to Stimulus 18a. *Communicate* the text. *Communicate:* **The underlined word, "wondering," needs to be edited.**
- *Direct* the student to each answer choice in Stimulus 18b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the correct edit to the underlined word.**

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### Stimulus 18a



Iceland has **wondering** differences, including summer days with no darkness and winter days with little sunlight.

### Stimulus 18b

*  wonderful      wandered

---

| Scoring Instructions | | |
|---|---|---|
| **Student Action** | | **Test Administrator Action** |
| If the student finds "wonderful" in Stimulus 18b, | ➡ | mark **A** for question 18 and move to question 19. |
| If the student does not find "wonderful" in Stimulus 18b, | ➡ | • model the desired student action by finding "wonderful" in Stimulus 18b and *communicate* **"This is the correct edit to the underlined word"**; and<br>• replicate the initial presentation instructions. |
| After teacher modeling, if the student finds "wonderful" in Stimulus 18b, | ➡ | mark **B** for question 18 and move to question 19. |
| After teacher modeling, if the student does not find "wonderful" in Stimulus 18b, | ➡ | mark **C** for question 18 and move to question 19. |

# Presentation Instructions for Question 19

- *Present* Stimulus 19a and 19b. *Communicate:* **Here is more information about Iceland.**
- *Direct* the student to Stimulus 19a. *Communicate* the text.
- *Direct* the student to the underlined sentence in Stimulus 19a. *Communicate:* **There is an edit that needs to be made in this underlined sentence.**
- *Direct* the student to each answer choice in Stimulus 19b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the correctly edited sentence.**

---

**Stimulus 19a**



**Iceland has become one of the fast-growing tourist destinations in the world.** The rugged countryside, tall waterfalls, and ancient glaciers are very different from other parts of the world. Unique food, culture, and rich Nordic history make Iceland intriguing to visitors.

**Stimulus 19b**

Iceland has become one of the fasten-growing tourist destinations in the world.

Iceland has become one of the fasting-growing tourist destinations in the world.

\* Iceland has become one of the fastest-growing tourist destinations in the world.

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## Scoring Instructions

| Student Action | | Test Administrator Action |
|---|---|---|
| If the student finds the correctly edited sentence in Stimulus 19b, | ➡ | mark **A** for question 19 and move to question 20. |
| If the student does not find the correctly edited sentence in Stimulus 19b, | ➡ | provide this allowable teacher assist to the student:<br>• Highlight "fasten-growing," "fasting-growing," and "fastest-growing" in the answer choices.<br>Replicate the initial presentation instructions. |
| After the teacher assistance, if the student finds the correctly edited sentence in Stimulus 19b, | ➡ | mark **B** for question 19 and move to question 20. |
| After the teacher assistance, if the student does not find the correctly edited sentence in Stimulus 19b, | ➡ | mark **C** for question 19 and move to question 20. |

## Presentation Instructions for Question 20

- *Present* Stimulus 20a and 20b. *Communicate:* **Here is more information about Iceland.**
- *Direct* the student to Stimulus 20a. *Communicate* the text.
- *Direct* the student to the underlined sentence in Stimulus 20a. *Communicate:* **The underlined sentence needs an edit to be correct.**
- *Direct* the student to each answer choice in Stimulus 20b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the correctly edited sentence.**

---

**Stimulus 20a**



Iceland has a community of artists, musicians, and chefs who provide entertainment in frequent fairs. **The long summers and dark, cold winters have resulted in one of the world's most uniquest places to visit.**

**Stimulus 20b**

> The long summers and dark, cold winters have made Iceland one of the world's most <u>uniquest</u> places to visit.

\* > The long summers and dark, cold winters have resulted in one of the world's most <u>unique</u> places to visit.

> The long summers and dark, cold winters have resulted in one of the world's most <u>uniquely</u> places to visit.

---

## Scoring Instructions

| Student Action | | Test Administrator Action |
|---|---|---|
| If the student finds "The long summers and dark, cold winters have resulted in one of the world's most unique places to visit" in Stimulus 20b, | ➡ | mark **A** for question 20. |
| If the student does not find "The long summers and dark, cold winters have resulted in one of the world's most unique places to visit" in Stimulus 20b, | ➡ | replicate the initial presentation instructions. |
| After the teacher repeats the instructions, if the student finds "The long summers and dark, cold winters have resulted in one of the world's most unique places to visit" in Stimulus 20b, | ➡ | mark **B** for question 20. |
| After the teacher repeats the instructions, if the student does not find "The long summers and dark, cold winters have resulted in one of the world's most unique places to visit" in Stimulus 20b, | ➡ | mark **C** for question 20. |

**TEST
ADMINISTRATOR
MANUAL**

**STAAR ALTERNATE 2**
**English II**

**April 2019**