

# **TEST ADMINISTRATOR MANUAL**

## **English II**

## **STAAR Alternate 2**

### **Administered April 2016**

## **RELEASED**



## Texas Essential Knowledge and Skills (TEKS) Curriculum Assessed

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

<b>English II</b>		<b>Cluster 2</b>
<b>Reporting Category 3</b>	Understanding and Analysis of Informational Texts: The student will demonstrate an ability to understand and analyze informational texts.	
<b>Knowledge and Skills Statement English II (11)</b>	Students understand how to glean and use information in procedural texts and documents.	
<b>Essence Statement</b>	Follows instructions in procedural texts to determine clarity.	
<b>Item 5 Prerequisite Skill</b>	follow and explain a set of written multi-step directions (3)	
<b>Item 6 Prerequisite Skill</b>	follow and explain a set of written multi-step directions (3)	
<b>Item 7 Prerequisite Skill</b>	follow multi-tasked instructions to complete a task, solve a problem, or perform procedures (6)	
<b>Item 8 Prerequisite Skill</b>	follow multi-dimensional instructions from text to complete a task, solve a problem, or perform procedures (7)	

<b>English II</b>		<b>Cluster 3</b>
<b>Reporting Category 2</b>	Understanding and Analysis of Literary Texts: The student will demonstrate an ability to understand and analyze literary texts.	
<b>Knowledge and Skills Statement English II (5)</b>	Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.	
<b>Essence Statement</b>	Uses text evidence to identify the elements of fiction in literary texts.	
<b>Item 9 Prerequisite Skill</b>	sequence and summarize the plot's main events and explain their influence on future events (3-4)	
<b>Item 10 Prerequisite Skill</b>	sequence and summarize the plot's main events and explain their influence on future events (3-4)	
<b>Item 11 Prerequisite Skill</b>	summarize the elements of plot development (e.g., rising action, turning point, climax, falling action, denouement) in various works of fiction (6)	
<b>Item 12 Prerequisite Skill</b>	explain the influence of the setting on plot development (7)	

<b>English II</b>		<b>Cluster 4</b>
<b>Reporting Category 5</b>	Revision: The student will demonstrate an ability to revise a variety of written texts.	
<b>Knowledge and Skills Statement English II (13)</b>	Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.	
<b>Essence Statement</b>	Revises a text to clarify meaning.	
<b>Item 13 Prerequisite Skill</b>	revise drafts by adding or deleting words, phrases, or sentences (2)	
<b>Item 14 Prerequisite Skill</b>	revise drafts by adding or deleting words, phrases, or sentences (2)	
<b>Item 15 Prerequisite Skill</b>	revise drafts for coherence, organization, use of simple and compound sentences, and audience (3-4)	
<b>Item 16 Prerequisite Skill</b>	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)	

<b>English II</b>		<b>Cluster 5</b>
<b>Reporting Category 6</b>	Editing: The student will demonstrate an ability to edit a variety of texts.	
<b>Knowledge and Skills Statement English II (18)</b>	Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.	
<b>Essence Statement</b>	Edits a variety of texts for correct capitalization and punctuation.	
<b>Item 17 Prerequisite Skill</b>	use capitalization for: months and days of the week (2)	
<b>Item 18 Prerequisite Skill</b>	use capitalization for: geographical names and places (3)	
<b>Item 19 Prerequisite Skill</b>	use capitalization for: (i) abbreviations; (ii) initials and acronyms; and organizations (5–6)	
<b>Item 20 Prerequisite Skill</b>	edit drafts for grammar, mechanics, and spelling (5–8, Eng I–III)	

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*: **An appositive renames a person, place, or thing.**
- *Direct* the student to Stimulus 1. *Communicate* the text.
- *Communicate*: **Find the aircraft.**

### Stimulus 1

Air Force One, an aircraft used by the United States Air Force, is an important plane.



### Scoring Instructions

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

## Presentation Instructions for Question 2

- Present Stimulus 2a and 2b. *Communicate*: **Appositives are punctuated by commas.**
- Direct the student to Stimulus 2a. *Communicate* the text.
- Direct the student to each answer choice in Stimulus 2b.
- *Communicate*: **Find Air Force One.**

### Stimulus 2a

Air Force One, an aircraft used by the United States Air Force, is an important plane. This plane provides air transportation for the president of the United States.

### Stimulus 2b



## Scoring Instructions

Student Action		Test Administrator Action
If the student finds Air Force One in Stimulus 2b,	➡	mark <b>A</b> for question 2 and move to question 3.
If the student does not find Air Force One in Stimulus 2b,	➡	<ul style="list-style-type: none"> <li>• model the desired student action by finding Air Force One and <i>communicate</i> “<b>This is the airplane known as Air Force One</b>”; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds Air Force One in Stimulus 2b,	➡	mark <b>B</b> for question 2 and move to question 3.
After teacher modeling, if the student does not find Air Force One in Stimulus 2b,	➡	mark <b>C</b> for question 2 and move to question 3.

### Presentation Instructions for Question 3

- Present Stimulus 3a and 3b. *Communicate*: **Appositives rename or define a person, place, thing, or idea. Appositives are punctuated by commas.**
- *Direct* the student to Stimulus 3a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 3b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the sentence with the appositive.**

#### Stimulus 3a

The Solar Schoolhouse Program, an organization that teaches how the sun can be used to produce electricity, invites students to participate in the Solar Olympics. On a sunny day in California, students cheer as the small model cars they have made speed along a track. Each model car has a different design, but people who look closely will see something unusual about the race cars. Each race car has a solar panel and is powered by the sun.



#### Stimulus 3b

\*

The Solar Schoolhouse Program, an organization that teaches how the sun can be used to produce electricity, invites students to participate in the Solar Olympics.

On a sunny day in California, students cheer as the small model cars they have made speed along a track.

Each model car has a different design, but people who look closely will see something unusual about the race cars.

## Scoring Instructions

Student Action		Test Administrator Action
If the student finds “The Solar Schoolhouse Program, an organization that teaches how the sun can be used to produce electricity, invites students to participate in the Solar Olympics” in Stimulus 3b,	➡	mark <b>A</b> for question 3 and move to question 4.
If the student does not find “The Solar Schoolhouse Program, an organization that teaches how the sun can be used to produce electricity, invites students to participate in the Solar Olympics” in Stimulus 3b,	➡	<p>provide <b>one</b> of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> <li>• Highlight the words after the comma in each answer choice. <b>OR</b></li> <li>• Have the student tell what an appositive is. <b>OR</b></li> <li>• Have the student identify where the commas are in each answer choice.</li> </ul> <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds “The Solar Schoolhouse Program, an organization that teaches how the sun can be used to produce electricity, invites students to participate in the Solar Olympics” in Stimulus 3b,	➡	mark <b>B</b> for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find “The Solar Schoolhouse Program, an organization that teaches how the sun can be used to produce electricity, invites students to participate in the Solar Olympics” in Stimulus 3b,	➡	mark <b>C</b> 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* the text.
- Direct the student to each answer choice in Stimulus 4b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the conclusion that is provided from the appositive in the text.**

### Stimulus 4a

The Solar Schoolhouse Program, an organization that teaches how the sun can be used to produce electricity, invites students to participate in the Solar Olympics.

On a sunny day in California, students cheer as the small model cars they have made speed along a track. Each model car has a different design, but people who look closely will see something unusual about the race cars. Each race car has a solar panel and is powered by the sun.



### Stimulus 4b

The Solar Schoolhouse Program gives each student who participates a solar-powered car.

The Solar Schoolhouse Program provides heat that can be used to produce electricity for race cars.

\* The Solar Schoolhouse Program provides opportunities to learn about solar energy.

## Scoring Instructions

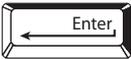
Student Action	Test Administrator Action
If the student finds “The Solar Schoolhouse Program provides opportunities to learn about solar energy” in Stimulus 4b,	➡ mark <b>A</b> for question 4 and move to question 5.
If the student does not find “The Solar Schoolhouse Program provides opportunities to learn about solar energy” in Stimulus 4b,	➡ replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “The Solar Schoolhouse Program provides opportunities to learn about solar energy” in Stimulus 4b,	➡ mark <b>B</b> for question 4 and move to question 5.
After the teacher repeats the instructions, if the student does not find “The Solar Schoolhouse Program provides opportunities to learn about solar energy” in Stimulus 4b,	➡ mark <b>C</b> for question 4 and move to question 5.

## Presentation Instructions for Question 5

- Present Stimulus 5. *Communicate:* Here are steps for “How to Do a Google Search.”
- Direct the student to the chart. *Communicate* the title and the steps.
- *Communicate:* Find the steps on the chart.

**Stimulus 5**

\* **How to Do a Google Search**

1. Open your Web browser 
2. Type **www.google.com** 
3. Press “Enter” 
4. Type the topic 
5. Click “Google Search” 

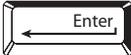
Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the steps on the chart,	➡	mark <b>A</b> for question 5 and move to question 6.
If the student does not find the steps on the chart,	➡	<ul style="list-style-type: none"> <li>• remove the stimulus;</li> <li>• wait at least five seconds; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After the five-second wait time, if the student finds the steps on the chart,	➡	mark <b>B</b> for question 5 and move to question 6.
After the five-second wait time, if the student does not find the steps on the chart,	➡	mark <b>C</b> for question 5 and move to question 6.

## Presentation Instructions for Question 6

- Present Stimulus 6a and 6b. *Communicate:* Here are the same steps for “How to Do a Google Search.”
- Direct the student to Stimulus 6a. *Communicate* the text.
- Direct the student to each answer choice in Stimulus 6b. *Communicate* the text in each answer choice.
- *Communicate:* Find the step that shows where to type the topic you want to learn more about.

### Stimulus 6a

**How to Do a Google Search**

1. Open your Web browser 
2. Type **www.google.com** 
3. Press "Enter" 
4. Type the topic 
5. Click "Google Search" 

### Stimulus 6b

1. Open your Web browser 
- \* 4. Type the topic 

## Scoring Instructions

Student Action	➡	Test Administrator Action
If the student finds Step 4 in Stimulus 6b,	➡	mark <b>A</b> for question 6 and move to question 7.
If the student does not find Step 4 in Stimulus 6b,	➡	<ul style="list-style-type: none"> <li>• model the desired student action by finding “4. Type the topic” and <i>communicate</i> <b>“This step shows where to type the topic you want to search for”</b>; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds Step 4 in Stimulus 6b,	➡	mark <b>B</b> for question 6 and move to question 7.
After teacher modeling, if the student does not find Step 4 in Stimulus 6b,	➡	mark <b>C</b> for question 6 and move to question 7.

## Presentation Instructions for Question 7

- Present Stimulus 7a and 7b. *Communicate:* **Here is more information for “How to Do a Google Search.”**
- Direct the student to Stimulus 7a. *Communicate* the text in Step 5 and the note that follows.
- Direct the student to each answer choice in Stimulus 7b. *Communicate* the text in each answer choice.
- *Communicate:* **Find why a Google user would click “I’m Feeling Lucky.”**

### Stimulus 7a

#### How to Do a Google Search

1. Open your Web browser
2. Type **www.google.com**
3. Press “Enter”
4. Type the topic
5. Click “Google Search”

NOTE: Instead of clicking “Google Search” in Step 5, click “I’m Feeling Lucky.” This will take you directly to the page with the most information about your topic.



### Stimulus 7b

to have a better chance of finding the topic you are researching

to find other topics related to the topic you entered in the search box

\* to go to the page with the most information about your topic

## Scoring Instructions

Student Action	➡	Test Administrator Action
If the student finds “to go to the page with the most information about your topic” in Stimulus 7b,	➡	mark <b>A</b> for question 7 and move to question 8.
If the student does not find “to go to the page with the most information about your topic” in Stimulus 7b,	➡	provide <b>one</b> of these allowable teacher assists to the student: <ul style="list-style-type: none"> <li>• Have the student retell the information in the note in Stimulus 7a. <b>OR</b></li> <li>• Role-play the steps in Stimulus 7a. <b>OR</b></li> <li>• Highlight the information in the note in Stimulus 7a.</li> </ul> Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “to go to the page with the most information about your topic” in Stimulus 7b,	➡	mark <b>B</b> for question 7 and move to question 8.
After the selected teacher assistance, if the student does not find “to go to the page with the most information about your topic” in Stimulus 7b,	➡	mark <b>C</b> for question 7 and move to question 8.

## Presentation Instructions for Question 8

- Present Stimulus 8a and 8b. *Communicate*: **Here is more information for “How to Do a Google Search.”**
- 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 why the “NOTE:” section is included with the steps for how to do a Google search.**

### Stimulus 8a

#### How to Do a Google Search

1. Open your Web browser
2. Type **www.google.com**
3. Press “Enter”
4. Type the topic
5. Click “Google Search”

NOTE:

- Instead of clicking “Google Search” in Step 5, click “I’m Feeling Lucky.” This will take you directly to the page with the most information about your topic.
- To search for photographs or cartoons, select “Images” at the top of the Google page. Then follow Steps 4 and 5 to find the images you need.
- To search for the titles of books and magazines on your topic, click on “More” at the top of the Google page. Then select “Books.”



## Stimulus 8b

to help the reader create a cartoon that will make the topic more interesting

\* to help the reader find different kinds of information on the selected topic

to help the reader organize resources on the selected topic

## Scoring Instructions

Student Action		Test Administrator Action
If the student finds “to help the reader find different kinds of information on the selected topic” in Stimulus 8b,	➡	mark <b>A</b> for question 8 and move to question 9.
If the student does not find “to help the reader find different kinds of information on the selected topic” in Stimulus 8b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “to help the reader find different kinds of information on the selected topic” in Stimulus 8b,	➡	mark <b>B</b> for question 8 and move to question 9.
After the teacher repeats the instructions, if the student does not find “to help the reader find different kinds of information on the selected topic” in Stimulus 8b,	➡	mark <b>C</b> for question 8 and move to question 9.

## Presentation Instructions for Question 9

- Present Stimulus 9. *Communicate*: **This is a story about a boy on a basketball team.**
- Direct the student to Stimulus 9. *Communicate* the title and text.
- *Communicate*: **Find where Mike gets ready for the basketball game.**

### Stimulus 9

#### Changes in Attitude

Mike entered the locker room two hours before the basketball game. He knew he would be the only one there, and he liked it that way. He wanted his mind sharp, especially today with his team playing for the championship.



### Scoring Instructions

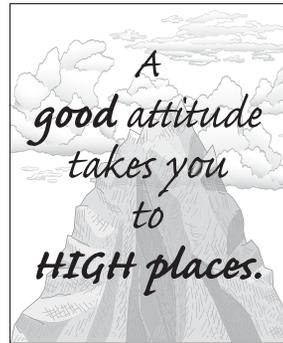
Student Action		Test Administrator Action
If the student finds the locker room,	➡	mark <b>A</b> for question 9 and move to question 10.
If the student does not find the locker room,	➡	<ul style="list-style-type: none"> <li>• remove the stimulus;</li> <li>• wait at least five seconds; and</li> <li>• replicate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

## Presentation Instructions for Question 10

- Present Stimulus 10a and 10b. *Communicate:* **This is more of the story “Changes in Attitude.”**
- *Direct* the student to the poster in Stimulus 10a. *Communicate:* **This is the poster in Mike’s locker.**
- *Communicate* the text and poster in Stimulus 10a.
- *Direct* the student to each answer choice in Stimulus 10b.
- *Communicate:* **Find what Mike did in the locker room before the game.**

### Stimulus 10a

Mike sat in front of his locker. Taped inside his locker was a poster his coach had given him. Before every practice and every home game for nearly two years, Mike had read the words on the poster.



### Stimulus 10b



## Scoring Instructions

Student Action	➡	Test Administrator Action
If the student finds Mike reading the poster in the locker room in Stimulus 10b,	➡	mark <b>A</b> for question 10 and move to question 11.
If the student does not find Mike reading the poster in the locker room in Stimulus 10b,	➡	<ul style="list-style-type: none"> <li>• model the desired student action by finding Mike reading the poster in the locker room in Stimulus 10b and <i>communicate</i> <b>“Mike is in the locker room reading the poster in his locker that says ‘A good attitude takes you to high places’”</b>; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds Mike reading the poster in the locker room in Stimulus 10b,	➡	mark <b>B</b> for question 10 and move to question 11.
After teacher modeling, if the student does not find Mike reading the poster in the locker room in Stimulus 10b,	➡	mark <b>C</b> for question 10 and move to question 11.

## Presentation Instructions for Question 11

- Present Stimulus 11a and 11b. *Communicate*: **This is more of the story “Changes in Attitude.”**
- *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 Mike’s bad practice day causes him to do.**

### Stimulus 11a

Mike remembered the day nearly two years ago when he was so close to giving up basketball. Early that day he went to the locker room with the intention of quitting the basketball team. He planned to get his things out of his locker and leave a note for Coach Smith.



But Coach Smith came in just as Mike was about to leave.

“What’s up?” Coach asked. He thought there might be a problem because Mike’s first day of practice had not gone well.

“I quit,” said Mike.

“After one day? After only one practice?” Coach Smith asked.

Mike nodded his head. He was surprised that Coach didn’t sound angry, even though his words were challenging.

“I thought you played well yesterday, Mike,” Coach Smith said. “Most guys don’t show up as ready on their first day.”

“I haven’t played like that since I was in third grade,” said Mike with gritted teeth. “I used to dunk the ball.”

“So what now, Mike? Are you telling me that you don’t want to feel the thrill of scoring the winning point or leading your team to a championship? Do you think a man can’t be a basketball player if he can’t jump?”

## Stimulus 11b

\* Mike says he wants to quit the basketball team.

Mike challenges Coach Smith to a new basketball game.

Mike practices playing basketball with the team.

### Scoring Instructions

Student Action		Test Administrator Action
If the student finds "Mike says he wants to quit the basketball team" in Stimulus 11b,	➡	mark <b>A</b> for question 11 and move to question 12.
If the student does not find "Mike says he wants to quit the basketball team" in Stimulus 11b,	➡	provide <b>one</b> of these allowable teacher assists to the student: <ul style="list-style-type: none"><li>• Have the student identify what Mike does in the story. <b>OR</b></li><li>• Highlight the text in the story that shows Mike was frustrated.</li></ul> Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "Mike says he wants to quit the basketball team" in Stimulus 11b,	➡	mark <b>B</b> for question 11 and move to question 12.
After the selected teacher assistance, if the student does not find "Mike says he wants to quit the basketball team" in Stimulus 11b,	➡	mark <b>C</b> for question 11 and move to question 12.

## Presentation Instructions for Question 12

- Present Stimulus 12a and 12b. *Communicate*: **This is the conclusion of “Changes in Attitude.”**
- *Direct* the student to Stimulus 12a. *Communicate* the text.
- *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 why Coach Smith talks to Mike about his own physical challenges.**

### Stimulus 12a

Coach Smith wheeled around and headed toward the gym. Just before he pushed through the door, he looked down at his own paralyzed legs and then back at Mike. “I can’t jump, either, Mike, but I am a basketball player. I am a winner. It’s not the legs that determine how high a man can rise. It’s the heart. Attitude determines altitude.”

Mike sat completely still after the coach left the locker room. He was stunned by the coach’s words. He started to leave, determined to ignore Coach Smith’s challenge. As he left the locker room he could hear the sound of a ball being dribbled. He shook his head from side to side because he did not want to hear that noise.

When Mike got outside the building, he stopped his wheelchair and sat still. He could still hear the faint sound of the basketball bouncing. Mike realized that it wasn’t the basketball he was hearing. It was his own heart beating.

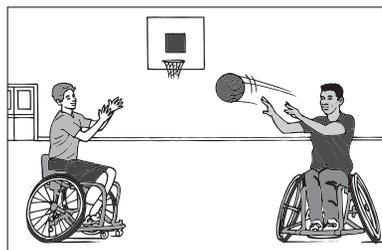
Mike turned his wheelchair around and headed toward the gym. With a hard push, Mike rolled onto the court. “Hey, Coach!” he shouted.

Coach Smith turned his wheelchair around to face Mike.

“You’re right,” Mike said.

Coach Smith threw the basketball to Mike so hard that it stung Mike’s hands.

“Lesson number one,” Coach Smith said with a smile. “The coach is always right.”



That had been two years ago, and Coach Smith had been right about everything. Mike would always be grateful for what he had learned from Coach Smith, both on the court and off.

## Stimulus 12b

Coach Smith talks to Mike about his own physical challenges —

to describe how Mike can become a better basketball player

to explain why Mike should quit playing basketball

\* to inspire Mike to keep trying to play basketball

## Scoring Instructions

Student Action		Test Administrator Action
If the student finds “to inspire Mike to keep trying to play basketball” in Stimulus 12b,	➡	mark <b>A</b> for question 12 and move to question 13.
If the student does not find “to inspire Mike to keep trying to play basketball” in Stimulus 12b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “to inspire Mike to keep trying to play basketball” in Stimulus 12b,	➡	mark <b>B</b> for question 12 and move to question 13.
After the teacher repeats the instructions, if the student does not find “to inspire Mike to keep trying to play basketball” in Stimulus 12b,	➡	mark <b>C</b> for question 12 and move to question 13.

## Presentation Instructions for Question 13

- Present Stimulus 13.
- Direct the student to the first two sentences in Stimulus 13. *Communicate* the text.
- *Communicate*: **These sentences can be revised by combining them into one sentence.**
- Direct the student to the third sentence. *Communicate*: **This is the sentence with the revision.**
- *Communicate* the text in the third sentence.
- *Communicate*: **Find the sentence with the revision.**

### Stimulus 13

The giant panda is a typical bear. Its black-and-white coloring gives the panda a special look.



\*

The giant panda is a typical bear, but its black-and-white coloring gives the panda a special look.

## Scoring Instructions

Student Action		Test Administrator Action
If the student finds the sentence with the revision,	➡	mark <b>A</b> for question 13 and move to question 14.
If the student does not find the sentence with the revision,	➡	<ul style="list-style-type: none"> <li>• remove the stimulus;</li> <li>• wait at least five seconds; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After the five-second wait time, if the student finds the sentence with the revision,	➡	mark <b>B</b> for question 13 and move to question 14.
After the five-second wait time, if the student does not find the sentence with the revision,	➡	mark <b>C</b> for question 13 and move to question 14.

## Presentation Instructions for Question 14

- Present Stimulus 14a and 14b. *Communicate*: **Here is more information about pandas.**
- Direct the student to Stimulus 14a. *Communicate* the text.
- *Communicate*: **A transition word can be used to connect ideas between sentences.**
- Direct the student to each answer choice in Stimulus 14b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the revised sentence that provides a transition between the sentences.**

### Stimulus 14a



Pandas live in bamboo forests in China. Much of the land where pandas live has been cleared for farming.

### Stimulus 14b

\*

However, much of the land where pandas live has been cleared for farming.

The land has been cleared for farming.

## Scoring Instructions

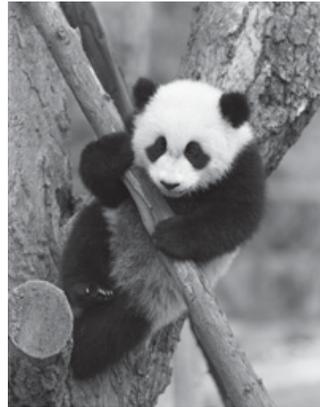
Student Action	→	Test Administrator Action
If the student finds “However, much of the land where pandas live has been cleared for farming” in Stimulus 14b,	→	mark <b>A</b> for question 14 and move to question 15.
If the student does not find “However, much of the land where pandas live has been cleared for farming” in Stimulus 14b,	→	<ul style="list-style-type: none"> <li>• model the desired student action by finding the sentence “However, much of the land where pandas live has been cleared for farming” in Stimulus 14b and <i>communicate</i> <b>“The word ‘however’ was added to provide a transition and connect the ideas between the sentences”</b>; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds “However, much of the land where pandas live has been cleared for farming” in Stimulus 14b,	→	mark <b>B</b> for question 14 and move to question 15.
After teacher modeling, if the student does not find “However, much of the land where pandas live has been cleared for farming” in Stimulus 14b,	→	mark <b>C</b> for question 14 and move to question 15.

## Presentation Instructions for Question 15

- Present Stimulus 15a and 15b. *Communicate*: **Here is more information about pandas.**
- Direct the student to Stimulus 15a. *Communicate* the text.
- *Communicate*: **The two underlined sentences can be revised using a transition word to connect the ideas.**
- Direct the student to each answer choice in Stimulus 15b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the revised sentence that connects the ideas.**

### Stimulus 15a

Mother panda bears give birth to one or two babies every two years. The baby panda weighs three or four ounces at birth. It can weigh 75 pounds by its first birthday.



### Stimulus 15b

Instead the baby panda weighs three or four ounces at birth, and it can weigh 75 pounds by its first birthday.

Suddenly the baby panda weighs three or four ounces at birth, and it can weigh 75 pounds by its first birthday.

\*

Although the baby panda weighs three or four ounces at birth, it can weigh 75 pounds by its first birthday.

## Scoring Instructions

Student Action	Test Administrator Action
If the student finds “Although the baby panda weighs three or four ounces at birth, it can weigh 75 pounds by its first birthday” in Stimulus 15b,	➡ mark <b>A</b> for question 15 and move to question 16.
If the student does not find “Although the baby panda weighs three or four ounces at birth, it can weigh 75 pounds by its first birthday” in Stimulus 15b,	➡ provide <b>one</b> of these allowable teacher assists to the student: <ul style="list-style-type: none"> <li>• Read the first sentence in the paragraph followed by each answer choice. <b>OR</b></li> <li>• Highlight the transition word in each answer choice.</li> </ul> Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “Although the baby panda weighs three or four ounces at birth, it can weigh 75 pounds by its first birthday” in Stimulus 15b,	➡ mark <b>B</b> for question 15 and move to question 16.
After the selected teacher assistance, if the student does not find “Although the baby panda weighs three or four ounces at birth, it can weigh 75 pounds by its first birthday” in Stimulus 15b,	➡ mark <b>C</b> for question 15 and move to question 16.

## Presentation Instructions for Question 16

- Present Stimulus 16a and 16b. *Communicate*: **Here is more information about pandas.**
- Direct the student to the empty box in Stimulus 16a. *Communicate*: **The last paragraph needs a concluding sentence.**
- *Communicate* the text.
- Direct the student to each answer choice in Stimulus 16b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the sentence that could be added to conclude the last paragraph.**

### Stimulus 16a

The newborn panda depends on its mother for several weeks after it is born. The mother spends all her time caring for the baby panda. The baby panda stays with its mother for two to three years. The mother panda teaches the baby everything it needs to know to take care of itself.



Pandas spend most of the day eating bamboo. A panda can digest only about a fifth of what it eats. It must spend more than 12 hours a day eating.



### Stimulus 16b

In the first place, some pandas have eaten 84 pounds of food by the end of the day.

\*

As a result, some pandas have eaten 84 pounds of food by the end of the day.

However, some pandas have eaten 84 pounds of food by the end of the day.

## Scoring Instructions

Student Action	Test Administrator Action
If the student finds “As a result, some pandas have eaten 84 pounds of food by the end of the day” in Stimulus 16b,	➔ mark <b>A</b> for question 16 and move to question 17.
If the student does not find “As a result, some pandas have eaten 84 pounds of food by the end of the day” in Stimulus 16b,	➔ replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “As a result, some pandas have eaten 84 pounds of food by the end of the day” in Stimulus 16b,	➔ mark <b>B</b> for question 16 and move to question 17.
After the teacher repeats the instructions, if the student does not find “As a result, some pandas have eaten 84 pounds of food by the end of the day” in Stimulus 16b,	➔ mark <b>C</b> 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 the Alamo, where Texas fought Mexico for independence.**
- Direct the student to the first date. *Communicate:* **March 6, 1836, was the day the Battle of the Alamo ended.**
- *Communicate* the text in the sentence, emphasizing the capital letter in “March.”
- *Communicate:* **Find the date that has a capital letter.**

### Stimulus 17

march 6, 1836



The Battle of the Alamo ended on <sup>\*</sup>March 6, 1836.

### Scoring Instructions

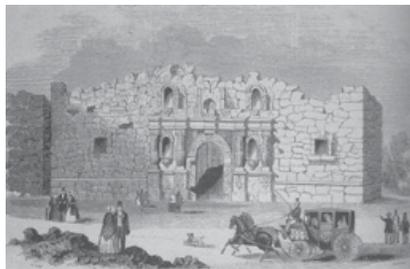
Student Action		Test Administrator Action
If the student finds “March 6, 1836” in the sentence,	➡	mark <b>A</b> for question 17 and move to question 18.
If the student does not find “March 6, 1836” in the sentence,	➡	<ul style="list-style-type: none"> <li>• remove the stimulus;</li> <li>• wait at least five seconds; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After the five-second wait time, if the student finds “March 6, 1836” in the sentence,	➡	mark <b>B</b> for question 17 and move to question 18.
After the five-second wait time, if the student does not find “March 6, 1836” in the sentence,	➡	mark <b>C</b> 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*: **The names of cities and towns begin with a capital letter. The abbreviations for states are all capital letters.**
- *Communicate* the text. *Communicate*: **The underlined words are not capitalized correctly.**
- Direct the student to each answer choice in Stimulus 18b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the edited sentence that uses capital letters correctly.**

### Stimulus 18a

In 1836 the Alamo was in the town of san antonio, tx.



### Stimulus 18b

\*

In 1836 the Alamo  
was in the town of  
San Antonio, TX.

In 1836 the Alamo  
was in the town of  
San antonio, Tx.

## Scoring Instructions

Student Action		Test Administrator Action
If the student finds "In 1836 the Alamo was in the town of San Antonio, TX" in Stimulus 18b,	➡	mark <b>A</b> for question 18 and move to question 19.
If the student does not find "In 1836 the Alamo was in the town of San Antonio, TX" in Stimulus 18b,	➡	<ul style="list-style-type: none"> <li>• model the desired student action by finding the sentence with "San Antonio, TX" capitalized in Stimulus 18b and <i>communicate</i> "<b>Both words in 'San Antonio' begin with a capital letter. Both letters in the abbreviation for Texas (TX) are capital letters. This sentence is edited correctly for capitalization</b>"; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds "In 1836 the Alamo was in the town of San Antonio, TX" in Stimulus 18b,	➡	mark <b>B</b> for question 18 and move to question 19.
After teacher modeling, if the student does not find "In 1836 the Alamo was in the town of San Antonio, TX" in Stimulus 18b,	➡	mark <b>C</b> for question 18 and move to question 19.

## Presentation Instructions for Question 19

- Present Stimulus 19a and 19b. *Communicate*: **Here is more information about the Battle of the Alamo.**
- Direct the student to Stimulus 19a. *Communicate*: **Most abbreviations, initials, and the names of organizations begin with capital letters.**
- Direct the student to the underlined words in Stimulus 19a. *Communicate*: **There is an error in capitalization in one of the underlined phrases.**
- *Communicate* the text.
- Direct the student to each answer choice in Stimulus 19b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the words that have been edited correctly.**

### Stimulus 19a

Several months before the Battle of the Alamo, the Texans had pushed the Mexican army out of Texas. About 100 Texas soldiers were stationed at the Alamo. On February 23, about 1,500 soldiers from Mexico led by General Santa Anna marched into San Antonio.

William b. Travis, a co-commander of the troops at the Alamo, knew his soldiers could not survive an attack by General Santa Anna's large army. On Feb. 24, 1836, Travis wrote letters from the Alamo begging for more men and supplies. Fewer than 100 more Texas soldiers arrived.

### Stimulus 19b

general Santa anna

\* William B. Travis

On feb. 24, 1836

## Scoring Instructions

Student Action	➡	Test Administrator Action
If the student finds “William B. Travis” in Stimulus 19b,	➡	mark <b>A</b> for question 19 and move to question 20.
If the student does not find “William B. Travis” in Stimulus 19b,	➡	provide <b>one</b> of these allowable teacher assists to the student: <ul style="list-style-type: none"> <li>• Have the student tell how abbreviations, initials, and the names of organizations are capitalized. <b>OR</b></li> <li>• Highlight the answer choices in the text.</li> </ul> Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “William B. Travis” in Stimulus 19b,	➡	mark <b>B</b> for question 19 and move to question 20.
After the selected teacher assistance, if the student does not find “William B. Travis” in Stimulus 19b,	➡	mark <b>C</b> for question 19 and move to question 20.

## Presentation Instructions for Question 20

- Present Stimulus 20a and 20b. *Communicate*: **Here is more information about the Battle of the Alamo.**
- Direct the student to Stimulus 20a. *Communicate*: **One of the sentences in this paragraph has a mistake.** *Communicate* the text.
- Direct the student to each answer choice in Stimulus 20b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the sentence that is edited for capitalization or punctuation.**

### Stimulus 20a

The Battle of the Alamo lasted 13 days. Mexican troops led by General Santa Anna attacked the Alamo in San Antonio, Texas. All the Texans at the Alamo were killed. This inspired many settlers from the united states to join the Texas army. The Texas army defeated the Mexican army at the Battle of San Jacinto on April 21, 1836. This ended the war between Texas and Mexico.

### Stimulus 20b

The battle of the alamo lasted 13 days.

\* This inspired many settlers from the United States to join the Texas army.

The Texas army defeated the Mexican army at the Battle of San Jacinto on april 21, 1836.

## Scoring Instructions

Student Action	Test Administrator Action
If the student finds “This inspired many settlers from the United States to join the Texas army” in Stimulus 20b,	➡ mark <b>A</b> for question 20.
If the student does not find “This inspired many settlers from the United States to join the Texas army” in Stimulus 20b,	➡ replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “This inspired many settlers from the United States to join the Texas army” in Stimulus 20b,	➡ mark <b>B</b> for question 20.
After the teacher repeats the instructions, if the student does not find “This inspired many settlers from the United States to join the Texas army” in Stimulus 20b,	➡ mark <b>C</b> for question 20.

**TEST  
ADMINISTRATOR  
MANUAL**

**STAAR ALTERNATE 2  
English II  
April 2016**