

TEST ADMINISTRATOR MANUAL

English I

STAAR Alternate 2

Administered April 2016

RELEASED

Texas Essential Knowledge and Skills (TEKS) Curriculum Assessed

English I		Cluster 1
Reporting Category 5	Revision: The student will demonstrate an ability to revise a variety of written texts.	
Knowledge and Skills Statement English I (16)	Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues.	
Essence Statement	Revises a persuasive text for an appropriate audience using correct structure.	
Item 1 Prerequisite Skill	revise drafts by adding or deleting words, phrases, or sentences (2)	
Item 2 Prerequisite Skill	revise drafts by adding or deleting words, phrases, or sentences (2)	
Item 3 Prerequisite Skill	revise drafts for coherence, organization, use of simple and compound sentences, and audience (3-4)	
Item 4 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 I		Cluster 2
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 I (3)	Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.	
Essence Statement	Uses text evidence to identify imagery in poetry.	
Item 5 Prerequisite Skill	describe the characteristics of various forms of poetry and how they create imagery (e.g., narrative poetry, lyrical poetry, humorous poetry, free verse) (3)	
Item 6 Prerequisite Skill	describe the characteristics of various forms of poetry and how they create imagery (e.g., narrative poetry, lyrical poetry, humorous poetry, free verse) (3)	
Item 7 Prerequisite Skill	analyze how poets use sound effects (e.g., alliteration, internal rhyme, onomatopoeia, rhyme scheme) to reinforce meaning in poems (5)	
Item 8 Prerequisite Skill	explain how figurative language (e.g., personification, metaphors, similes, hyperbole) contributes to the meaning of a poem (6)	

English I		Cluster 3
Reporting Category 6	Editing: The student will demonstrate an ability to edit a variety of texts.	
Knowledge and Skills Statement English I (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 9 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 10 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 11 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 12 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 origins: French windows, American cars) and their comparative and superlative forms (e.g., good, better, best) (5)	

English I		Cluster 4
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 I (9)	Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.	
Essence Statement	Uses text evidence to draw conclusions from informational texts.	
Item 13 Prerequisite Skill	identify the details or facts that support the main idea (3)	
Item 14 Prerequisite Skill	summarize the main idea and supporting details in text in ways that maintain meaning (4)	
Item 15 Prerequisite Skill	summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order (5)	
Item 16 Prerequisite Skill	summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions (6)	

English I	Cluster 5
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 I (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 17 Prerequisite Skill	use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs (3)
Item 18 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 19 Prerequisite Skill	use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words (5)
Item 20 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)

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 I

Presentation Instructions for Question 1

- Present Stimulus 1.
- Direct the student to the first sentence in Stimulus 1. Communicate the text.
- Direct the student to the second sentence. Communicate: **This is the revised sentence that states a problem.** Communicate the text.
- Communicate: **Find the revised sentence that states the problem.**

Stimulus 1

Fast-food restaurants serve food.



* Foods served from fast-food restaurants are not always healthy.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds the revised sentence,	➡	mark A for question 1 and move to question 2.
If the student does not find the revised sentence,	➡	<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 revised sentence,	➡	mark B for question 1 and move to question 2.
After the five-second wait time, if the student does not find the revised sentence,	➡	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 the text.
- Direct the student to the underlined sentence. Communicate: **This sentence can be revised to provide more information about the problem.**
- Direct the student to each answer choice in Stimulus 2b. Communicate the text in each answer choice.
- Communicate: **Find the sentence that provides more information about the problem.**

Stimulus 2a



Foods served from fast-food restaurants are not always healthy. Fast foods are high in calories.

Stimulus 2b

*

Fast foods are high in trans fats, cholesterol, sugar, and calories.

Fast foods are high in calories.

Scoring Instructions

Student Action	Test Administrator Action
If the student finds “Fast foods are high in trans fats, cholesterol, sugar, and calories” in Stimulus 2b,	➡ mark A for question 2 and move to question 3.
If the student does not find “Fast foods are high in trans fats, cholesterol, sugar, and calories” in Stimulus 2b,	➡ <ul style="list-style-type: none"> • model the desired student action by finding and reading the sentence “Fast foods are high in trans fats, cholesterol, sugar, and calories” in Stimulus 2b and <i>communicate</i> “This sentence provides more information about the problem”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds “Fast foods are high in trans fats, cholesterol, sugar, and calories” in Stimulus 2b,	➡ mark B for question 2 and move to question 3.
After teacher modeling, if the student does not find “Fast foods are high in trans fats, cholesterol, sugar, and calories” 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* the text.
- *Communicate*: **The author believes that foods from fast-food restaurants are bad for your health.**
- Direct the student to each answer choice in Stimulus 3b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the sentence that should be added to support the author’s opinion.**

Stimulus 3a



"Double cheeseburger, a side of French fries, and a large soda," you say to the cashier. You may not realize that you have just ordered more than 800 calories of food in one meal. Eating this many calories can cause you to gain weight because you will have eaten nearly half your suggested calorie allowance for the entire day.

Stimulus 3b

Meals like this are good choices for students who are hungry.

Meals like this are usually found at fast-food restaurants.

* Meals like this are one reason many people are overweight.

Scoring Instructions

Student Action	Test Administrator Action
If the student finds “Meals like this are one reason many people are overweight” in Stimulus 3b,	➡
If the student does not find “Meals like this are one reason many people are overweight” in Stimulus 3b,	➡
After the selected teacher assistance, if the student finds “Meals like this are one reason many people are overweight” in Stimulus 3b,	➡
After the selected teacher assistance, if the student does not find “Meals like this are one reason many people are overweight” in Stimulus 3b,	➡

mark **A** for question 3 and move to question 4.

provide **one** of these allowable teacher assists to the student:

- Have the student identify the results of eating fast food. **OR**
- Highlight the words “more than 800 calories of food in one meal” in the text.

Replicate the initial presentation instructions.

mark **B** for question 3 and move to question 4.

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* the text.
- *Communicate*: **The author needs to revise the concluding sentence.**
- Direct the student to each answer choice in Stimulus 4b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the revised sentence that concludes the author's argument.**

Stimulus 4a

Fast-food restaurants must start providing healthier choices on their menus. They should offer a greater variety of good-tasting foods that are lower in calories and trans fats.

To make better food choices, customers need nutritional information. All fast-food restaurants should provide this information to customers.

We know that fast food is here to stay. Fast-food restaurants offer convenience to busy people every day. Therefore, fast-food restaurants should do a better job.

Stimulus 4b

*

Therefore, fast-food restaurants should provide nutritional information for healthier choices.

Therefore, fast-food restaurants should serve foods with many calories.

Therefore, fast-food restaurants should serve larger portions.

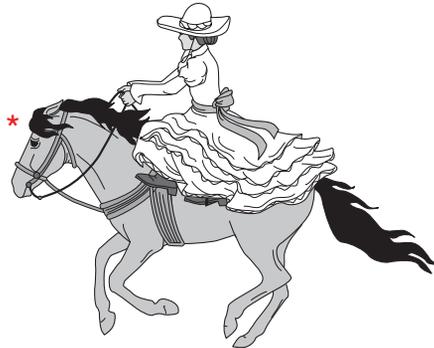
Scoring Instructions

Student Action	Test Administrator Action
If the student finds “Therefore, fast-food restaurants should provide nutritional information for healthier choices” in Stimulus 4b,	➡ mark A for question 4 and move to question 5.
If the student does not find “Therefore, fast-food restaurants should provide nutritional information for healthier choices” in Stimulus 4b,	➡ replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “Therefore, fast-food restaurants should provide nutritional information for healthier choices” 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 “Therefore, fast-food restaurants should provide nutritional information for healthier choices” in Stimulus 4b,	➡ mark C for question 4 and move to question 5.

Presentation Instructions for Question 5

- Present Stimulus 5. *Communicate*: **This is a poem about a girl and a horse named Fina.**
- Direct the student to Stimulus 5. *Communicate* the title, the poet's name, and the text.
- *Communicate*: **Find the horse that galloped around the mountain.**

Stimulus 5



The Race
by Jennifer Trujillo

She rode a horse named Fina
when women didn't ride.
They galloped around the mountain,
her legs on Fina's side.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds the horse,	➡	mark A for question 5 and move to question 6.
If the student does not find the horse,	➡	<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 horse,	➡	mark B for question 5 and move to question 6.
After the five-second wait time, if the student does not find the horse,	➡	mark C for question 5 and move to question 6.

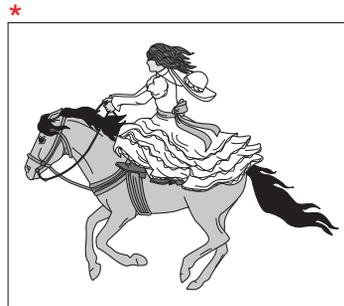
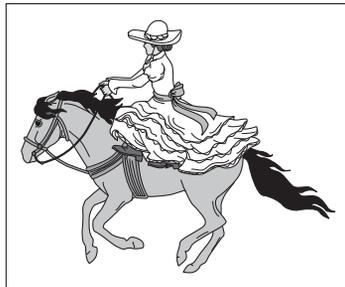
Presentation Instructions for Question 6

- Present Stimulus 6a and 6b. *Communicate*: **Here is more from the poem “The Race.”**
- *Direct* the student to Stimulus 6a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 6b.
- *Communicate*: **Find the girl described in this stanza of the poem.**

Stimulus 6a

She let her hair down from its bun
and felt it whip and fly.
She laughed and sang and whooped out loud.
Up there she wasn't shy!

Stimulus 6b



Scoring Instructions

Student Action		Test Administrator Action
If the student finds the girl with her hair blowing in the wind in Stimulus 6b,	➡	mark A for question 6 and move to question 7.
If the student does not find the girl with her hair blowing in the wind in Stimulus 6b,	➡	<ul style="list-style-type: none"> • model the desired student action by finding the girl with her hair blowing in the wind in Stimulus 6b and <i>communicate</i> “This girl’s hair is blowing in the wind”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the girl with her hair blowing in the wind in Stimulus 6b,	➡	mark B for question 6 and move to question 7.
After teacher modeling, if the student does not find the girl with her hair blowing in the wind in Stimulus 6b,	➡	mark C for question 6 and move to question 7.

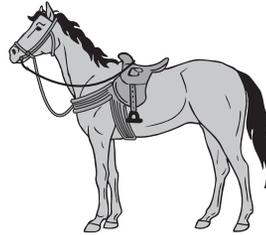
Presentation Instructions for Question 7

- Present Stimulus 7a and 7b. *Communicate:* **Here is more of the poem “The Race.”**
- 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 the words in the poem that let the reader know Abuela is excited about the race.**

Stimulus 7a

Abuela looked at Fina,
a twinkle in her eye.
Abuela said, “Let’s enter!
This race deserves a try.”

At dawn she was the only girl,
but didn’t even care.
She came to meet the challenge, and
her horse was waiting there.



Stimulus 7b

* a twinkle in her eye.

At dawn she was the only girl,

her horse was waiting there.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds “a twinkle in her eye” in Stimulus 7b,	➡	mark A for question 7 and move to question 8.
If the student does not find “a twinkle in her eye” in Stimulus 7b,	➡	provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Highlight the answer choices in the poem. OR • Have the student identify how a person looks when he or she is excited. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “a twinkle in her eye” in Stimulus 7b,	➡	mark B for question 7 and move to question 8.
After the selected teacher assistance, if the student does not find “a twinkle in her eye” 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 poem “The Race.”**
- Direct the student to Stimulus 8a. *Communicate* the text.
- Direct the student to the underlined text in the poem. *Communicate* the underlined text.
- Direct the student to each answer choice in Stimulus 8b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the statement that describes the girl’s feelings in this line from the poem.**

Stimulus 8a

They swept across the finish line
much faster than the rest.
She slung her hat without surprise;
she'd always done her best.

Fina shook her mane and stomped.
Abuela flashed a smile.
She sniffed the rose and trotted off
in caballera style!

Jennifer Trujillo, "The Race" (2001). Used by permission.



Stimulus 8b

The rider was uncomfortable because her hat was too tight.

* The rider was confident because she knew her horse would win the race.

The rider was frightened because the horse was galloping fast.

Scoring Instructions

Student Action	➡	Test Administrator Action
If the student finds “The rider was confident because she knew her horse would win the race” in Stimulus 8b,	➡	mark A for question 8 and move to question 9.
If the student does not find “The rider was confident because she knew her horse would win the race” in Stimulus 8b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “The rider was confident because she knew her horse would win the race” 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 rider was confident because she knew her horse would win the race” in Stimulus 8b,	➡	mark C for question 8 and move to question 9.

Presentation Instructions for Question 9

- Present Stimulus 9.
- Direct the student to the first sentence. *Communicate* the text, emphasizing the underlined word.
- *Communicate*: **This sentence needs to be edited.**
- Direct the student to the second sentence. *Communicate*: **This sentence has been edited. The word “cold” has been changed to “coldest” in the sentence.**
- *Communicate* the text in the second sentence.
- *Communicate*: **Find the edited sentence.**

Stimulus 9

This man is shoveling snow in Antarctica, the cold place on Earth.



Robyn Waterman, National Science Foundation

* This man is shoveling snow in Antarctica, the coldest place on Earth.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds the sentence with the word “coldest,”	➡	mark A for question 9 and move to question 10.
If the student does not find the sentence with the word “coldest,”	➡	<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 sentence with the word “coldest,”	➡	mark B for question 9 and move to question 10.
After the five-second wait time, if the student does not find the sentence with the word “coldest,”	➡	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* the text.
- Direct the student to each answer choice in Stimulus 10b. *Communicate*: **In the edited sentence, the word “water” has been changed to “waterproof” to better describe the man’s jacket.**
- *Communicate* the text in each answer choice.
- *Communicate*: **Find the edited sentence that describes the man’s jacket.**

Stimulus 10a

This man is shoveling snow in Antarctica, the coldest place on Earth. He wears a water jacket to stay warm and dry.



Stimulus 10b

* He wears a waterproof jacket to stay warm and dry.

He wears a water jacket to stay warm and dry.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds “He wears a waterproof jacket to stay warm and dry” in Stimulus 10b,	➡	mark A for question 10 and move to question 11.
If the student does not find “He wears a waterproof jacket to stay warm and dry” in Stimulus 10b,	➡	<ul style="list-style-type: none"> • model the desired student action by finding and reading the word “waterproof” in Stimulus 10b and <i>communicate</i> “The word ‘water’ has been changed to the word ‘waterproof’ in the edited sentence to better describe the man’s jacket”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds “He wears a waterproof jacket to stay warm and dry” in Stimulus 10b,	➡	mark B for question 10 and move to question 11.
After teacher modeling, if the student does not find “He wears a waterproof jacket to stay warm and dry” 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 about the continent Antarctica.**
- Direct the student to Stimulus 11a. *Communicate* the text.
- Direct the student to the underlined text. *Communicate*: **There is a correction that needs to be made.**
- Direct the student to each answer choice in Stimulus 11b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the words that correct the last sentence.**

Stimulus 11a

This man is shoveling snow in Antarctica, the coldest, windiest, and iciest continent on Earth. Temperatures in Antarctica can drop to 90 degrees below zero Celsius. Antarctica is not an easy place to work.



However, scientists come from around the world to spend their summers working in Antarctica. These dedicated scientists must wear many layers of warm, waterproof clothes when they go outside to work in the freeze cold weather.

Stimulus 11b

Change These dedicated scientists to These dedicate scientists

Change warm, waterproof clothes to water clothes

* Change freeze cold weather to freezing cold weather

Scoring Instructions

Student Action	➡	Test Administrator Action
If the student finds the words “Change freeze cold weather to freezing cold weather,”	➡	mark A for question 11 and move to question 12.
If the student does not find the words “Change freeze cold weather to freezing cold weather,”	➡	provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Highlight the adjectives in the answer choices in Stimulus 11b. OR • Have the student describe the photograph. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the words “Change freeze cold weather to freezing cold weather,”	➡	mark B for question 11 and move to question 12.
After the selected teacher assistance, if the student does not find the words “Change freeze cold weather to freezing cold weather,”	➡	mark C for question 11 and move to question 12.

Presentation Instructions for Question 12

- Present Stimulus 12a and 12b. *Communicate*: **Here is more about the continent Antarctica.**
- Direct the student to Stimulus 12a. *Communicate*: **There is a mistake in the underlined sentence.** *Communicate* the text.
- Direct the student to each answer choice in Stimulus 12b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the sentence that has been edited correctly.**

Stimulus 12a

Many scientists live at research stations while they are in Antarctica. Some of these scientists work in teams. They head out from the research stations each day to search for rocks.

In 1984 a young scientist made an amazing discovery when she found a rock from the distantly planet Mars. The rock looked like it contained fossils, which could mean that there might have once been life on Mars.



Peer Review, National Science Foundation

Stimulus 12b

In 1984 a youngest scientist made an amazing discovery when she found a rock from the distantly planet Mars.

In 1984 a young scientist made an amazement discovery when she found a rock from the distantly planet Mars.

*

In 1984 a young scientist made an amazing discovery when she found a rock from the distant planet Mars.

Scoring Instructions

Student Action	Test Administrator Action
If the student finds “In 1984 a young scientist made an amazing discovery when she found a rock from the distant planet Mars” in Stimulus 12b,	➔ mark A for question 12 and move to question 13.
If the student does not find “In 1984 a young scientist made an amazing discovery when she found a rock from the distant planet Mars” in Stimulus 12b,	➔ replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “In 1984 a young scientist made an amazing discovery when she found a rock from the distant planet Mars” 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 “In 1984 a young scientist made an amazing discovery when she found a rock from the distant planet Mars” in Stimulus 12b,	➔ mark C for question 12 and move to question 13.

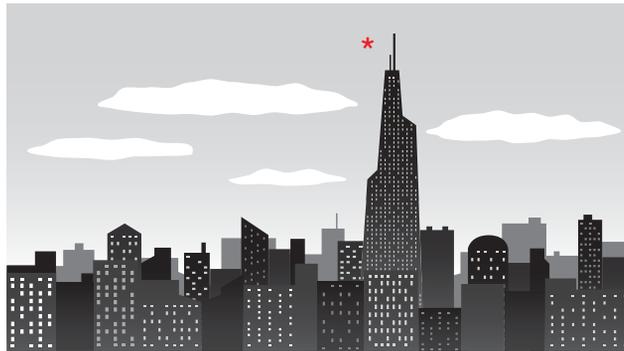
Presentation Instructions for Question 13

- Present Stimulus 13. *Communicate:* The title of this article is “Going Up.” It is about skyscrapers.
- Direct the student to Stimulus 13. *Communicate* the text.
- *Communicate:* Find the skyscraper.

Stimulus 13

Going Up

Skyscrapers are very tall buildings.



Scoring Instructions

Student Action		Test Administrator Action
If the student finds the skyscraper,	➡	mark A for question 13 and move to question 14.
If the student does not find the skyscraper,	➡	<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 skyscraper,	➡	mark B for question 13 and move to question 14.
After the five-second wait time, if the student does not find the skyscraper,	➡	mark C for question 13 and move to question 14.

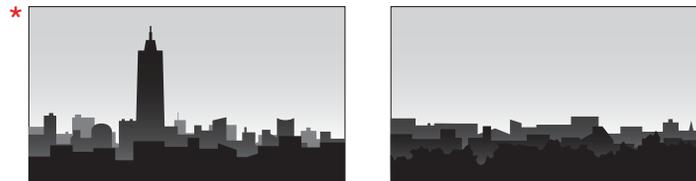
Presentation Instructions for Question 14

- Present Stimulus 14a and 14b. *Communicate*: **Here is more of the article “Going Up.”**
- *Direct* the student to Stimulus 14a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 14b.
- *Communicate*: **Find the city with a skyscraper.**

Stimulus 14a

Skyscrapers look like they can touch the sky. As cities grew, taller buildings were needed where people could live and work.

Stimulus 14b



Scoring Instructions

Student Action		Test Administrator Action
If the student finds the city with a skyscraper in Stimulus 14b,	➡	mark A for question 14 and move to question 15.
If the student does not find the city with a skyscraper in Stimulus 14b,	➡	<ul style="list-style-type: none"> • model the desired student action by finding the city with a skyscraper in Stimulus 14b and <i>communicate</i> “This city has a skyscraper”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the city with a skyscraper in Stimulus 14b,	➡	mark B for question 14 and move to question 15.
After teacher modeling, if the student does not find the city with a skyscraper 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 of the article “Going Up.”**
- Direct the student to Stimulus 15a. *Communicate* the subtitle and the text.
- Direct the student to each answer choice in Stimulus 15b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the sentence that states the main idea of the article.**

Stimulus 15a

The Need for Height

In the 1800s, many people moved from the country to the cities looking for jobs. The cities became crowded. Some cities had limited space for putting up new houses and office buildings. Architects and engineers thought the skyscraper would solve the problem.



But building skyscrapers had many challenges. The special equipment and new designs needed to build skyscrapers cost lots of money.

Still, skyscrapers went up in cities all over the world.

Stimulus 15b

Cities with skyscrapers are better places to live than rural areas.

Architects and engineers found designing skyscrapers to be difficult.

* Many people moving into the cities created the need for taller buildings.

Scoring Instructions

Student Action	Test Administrator Action	
If the student finds the sentence “Many people moving into the cities created the need for taller buildings” in Stimulus 15b,	➡	mark A for question 15 and move to question 16.
If the student does not find the sentence “Many people moving into the cities created the need for taller buildings” in Stimulus 15b,	➡	provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Have the student identify what each paragraph is about. OR • Highlight the first paragraph. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the sentence “Many people moving into the cities created the need for taller buildings” in Stimulus 15b,	➡	mark B for question 15 and move to question 16.
After the selected teacher assistance, if the student does not find the sentence “Many people moving into the cities created the need for taller buildings” 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 of the article “Going Up” about how skyscrapers have changed over time.
- Direct the student to Stimulus 16a. *Communicate* the text.
- Direct the student to each answer choice in Stimulus 16b. *Communicate* the text in each answer choice.
- *Communicate*: Find the summary of the text.

Stimulus 16a

Late in the 1800s, building skyscrapers became possible. At that time the mass production of steel made it possible to build a steel skeleton that could support the weight of a skyscraper’s high walls. New construction designs made it possible for very tall buildings to withstand high winds. And the invention of the elevator made it possible to move up and down a tall building quickly.



The Woolworth Building

Many people think of the Woolworth Building, built in New York City in 1913, as the first skyscraper. It was the first very tall building to have a steel skeleton, an elevator, and a design that could withstand strong winds.

Since the first skyscraper was completed, many cities around the world have added taller and more modern skyscrapers to their skylines. Some skyscraper designs use art ideas from the past. Other skyscraper designs are modern towers of glass and steel.

Today advanced technology and new building materials allow each new skyscraper to be built taller than the one before it. If our wish is to someday live with our heads in the clouds, each new skyscraper takes us closer to that goal.

Stimulus 16b

Technology and new building materials allow skyscrapers to be built taller and taller.

* Today skyscrapers are built in cities around the world because of the production of steel and the invention of the elevator.

The Woolworth Building, the first skyscraper built in New York City, has a steel skeleton and elevator, and it can withstand high winds.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds the sentence that begins "Today skyscrapers are built . . ." in Stimulus 16b,	➡	mark A for question 16 and move to question 17.
If the student does not find the sentence that begins "Today skyscrapers are built . . ." in Stimulus 16b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds the sentence that begins "Today skyscrapers are built . . ." 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 the sentence that begins "Today skyscrapers are built . . ." in Stimulus 16b,	➡	mark C for question 16 and move to question 17.

Presentation Instructions for Question 17

- Present Stimulus 17. *Communicate:* **This is a male.**
- Direct the student to Stimulus 17. *Communicate:* **A man is a male.**
- *Communicate:* **Find the male.**

Stimulus 17

A man is a male.



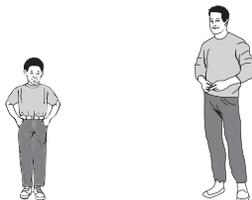
Scoring Instructions

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

Presentation Instructions for Question 18

- Present Stimulus 18a and 18b. *Communicate:* **Some words sound the same but are spelled differently and have different meanings.**
- Direct the student to Stimulus 18a. *Communicate:* **A boy is a male. A man is a male.**
- Direct the student to each answer choice in Stimulus 18b. *Communicate:* **You can get a letter in the mail. A man is a male.**
- *Communicate:* **Find the word that goes with the sentences “A boy is a male. A man is a male.”**

Stimulus 18a



A boy is a male. A man is a male.

Stimulus 18b



mail



* male

Scoring Instructions

Student Action		Test Administrator Action
If the student finds the word “male” in Stimulus 18b,	➡	mark A for question 18 and move to question 19.
If the student does not find the word “male” in Stimulus 18b,	➡	<ul style="list-style-type: none"> • model the desired student action by finding the word “male” in Stimulus 18b and <i>communicate</i> “This is the word ‘male’ that goes with the sentences”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the word “male” in Stimulus 18b,	➡	mark B for question 18 and move to question 19.
After teacher modeling, if the student does not find the word “male” 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 are three words that sound the same but are spelled differently and have different meanings.**
- Direct the student to the underlined words in Stimulus 19a. *Communicate*: **Scent. Cent. Sent.**
- Communicate the sentences in Stimulus 19a.
- Direct the student to each answer choice in Stimulus 19b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the sentence that uses the word correctly.**

Stimulus 19a

The flowers have a very nice scent.



The piece of candy costs one cent.



The boy sent a card to the girl.



Stimulus 19b

* I can smell the scent of cookies baking in the oven.

I can smell the cent of cookies baking in the oven.

I can smell the sent of cookies baking in the oven.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds the sentence with “scent” in Stimulus 19b,	➡	mark A for question 19 and move to question 20.
If the student does not find the sentence with “scent” in Stimulus 19b,	➡	<p>provide one of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> • Have the student identify the different meanings for the words “scent,” “cent,” and “sent.” OR • Highlight the underlined word and corresponding picture in Stimulus 19a. <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds the sentence with “scent” in Stimulus 19b,	➡	mark B for question 19 and move to question 20.
After the selected teacher assistance, if the student does not find the sentence with “scent” in Stimulus 19b,	➡	mark C for question 19 and move to question 20.

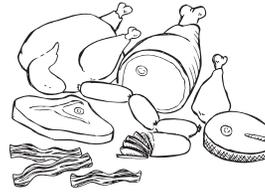
Presentation Instructions for Question 20

- Present Stimulus 20a and 20b.
- Direct the student to the words under each picture in Stimulus 20a. *Communicate:* “**Meet.**” “**Meat.**”
You shake hands with someone you meet. Chicken and beef are different kinds of meat you can cook.
- Direct the student to each answer choice in Stimulus 20b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the sentence that uses the correct word.**

Stimulus 20a



meet



meat

Stimulus 20b

I will meet you at the park after school.

We had meet in our sandwiches at lunch.

* We will meet at the car before the game.

Scoring Instructions

Student Action	➡	Test Administrator Action
If the student finds the sentence “We will meet at the car before the game” in Stimulus 20b,	➡	mark A for question 20.
If the student does not find the sentence “We will meet at the car before the game” in Stimulus 20b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds the sentence “We will meet at the car before the game” in Stimulus 20b,	➡	mark B for question 20.
After the teacher repeats the instructions, if the student does not find the sentence “We will meet at the car before the game” in Stimulus 20b,	➡	mark C for question 20.

**TEST
ADMINISTRATOR
MANUAL**

**STAAR ALTERNATE 2
English I
April 2016**